



Palacký University
Olomouc

Genius loci ...

INSTITUTIONAL EVALUATION PROGRAM

PALACKÝ UNIVERSITY OLMOUC SELF-EVALUATION REPORT

January 2018

PREPARATION OF THE SELF-EVALUATION REPORT

One of the main reasons behind the decision of Palacký University Olomouc (UP) to undertake an external evaluation is the long period of time since the last evaluation and the recent amendment to the Higher Education Act which requires universities to introduce and develop a quality assurance and evaluation system. Based on a decision by the UP administration, the following centres were selected for deeper analysis within the evaluation process: the Faculty of Science (FS) as a major research faculty, the Faculty of Physical Culture (FPC) as a medium-sized faculty with a significant scientific output, and two research centres. The specifics of the faculties and research centres in relation to the university system are detailed in the annex *Subjects selected for Evaluation*¹. The years 2014-2016 were selected for evaluation.

The self-evaluation team behind the report was formed by the Vice-Rector for Science and Research, the Vice-Rector for Study, the future Vice-Rector for Quality and Strategy who will hold this new position from February, the Head of the Rector's Office, and Vice-Deans for Science and Research of the faculties under evaluation. Other members included the head of Project Service, the Vice-Dean for Organization and Development and translation services, three analysts and a student-member of the Internal Assessment Board (RVH). The report was also discussed with the Vice-Rector for Organization and Development, the Vice-Rector for International Relations, the Bursar, and the deans of the faculties under evaluation. It was also submitted to the deans of the faculties as part of an amendment procedure, discussed by the RVH and Pedagogical Committee.

INSTITUTIONAL CONTEXT

Founded in the sixteenth century, it is the oldest university in Moravia and the second-oldest university in the Czech Republic. It is currently a publicly funded university with a wide range of degree programs and major scholarly output. The University consists of a total of eight faculties and central units, including the economic and administrative centre (the Rector's Office, RUP) and 9 university facilities providing support for the principal and ancillary activities of the University, including services for students. For more details see the Annex *Descriptive and Statistical Data*², chapter Organization and Management, specifically "Organization Structure of Palacký University", "Organization Structure of RUP" and "General Organization Structure of the Faculty".

UP enrolls over 20,000 students in 332 degree programs. The number of students has gradually decreased in recent years due to a demographic growth curve recording a drop in the number of secondary school graduates, as shown in *Descriptive and Statistical Data*³ Graph No. 8. Despite the decreasing number of students, the quantity of students interested in studying at UP has remained comparable through the individual years; there has been no significant drop in the number of applications. The number of international students has gradually increased, with the majority coming from Slovakia, which is only natural given the non-existing language barrier and consequently free tuition. The Faculty of Medicine (FM) traditionally has the largest share of international students, recruiting mostly from Slovakia, the UK, and Malaysia. UP employs more than 1,300 (FTE) academic employees, of whom approximately 10% are full professors about 20% associate professors and 200 researchers.

¹ see attached document *annex_SE*

² see attached document *annex_2*

³ see attached document *annex_2*

For more information on the numbers of students and employees, see *Descriptive and Statistical Data*⁴, chapters Staff and Students.

UP is based in Olomouc. The buildings are spread around the city, there is no single university campus. Some of the faculties and centres are separate buildings, while others are grouped into campuses such as the Neředín campus: FPC, AC BALUO, and several buildings housing the UP accommodation and dining hall. For more information on the infrastructure, classroom capacity and others, see *Descriptive and Statistical Data*⁵, chapter Infrastructure.

UNIVERSITY BODIES

The head of the University is the Rector and the representative body is the Academic Senate (AS). Additional self-governing bodies include the Scholarly Board (SB), the Board of Trustees, and the Internal Assessment Board (RVH). The Rector's Board serves as the permanent advisory body to the Rector. The powers, competences, and responsibilities of the University bodies and dignitaries are governed by the relevant laws of the Czech Republic, in particular the Higher Education Act No. 111/1998 Sb.⁶, the *UP Constitution* (esp. Part III)⁷ and the *UP Organization Code*.⁸ The UP Constitution defines the basic activities and competences of the university bodies, the method of appointing members, the number of members and the composition details depending on the type of university body. Further specifications concerning, for example, the course and form of negotiations, the form of elections or clarification of the competences of individual university bodies, are stipulated by other internal standards. The powers, competences, and responsibilities of the Rector, Vice-Rectors, Bursar, and Head of the Rector's Office are also set out in *Authorization – the scope of powers of the Vice-Rectors, Bursar, and the Head of the Rector's Office when acting in the name of the Rector of UP and on behalf of UP* (Rector Authorization) and *the Rector's Office Organization Manual*. The Scholarly Board (SB), UP Academic Senate (AS UP), and the Internal Assessment Board (RVH) are also governed by their own regulations, which include the *SB Rules of Procedure*⁹, *AS UP Elections Code*, *AS UP Rules of Procedure* and *RVH Rules of Procedure*¹⁰. The Senate has established the Economic and Legislative Commission to prepare documents and opinions for the Senate to conduct detailed investigations into specific issues. The Editorial Committee is an advisory body to the Rector in charge of UP editing, which is carried out through Palacký University Press. The Ethics Committee assesses violations of the Code of Ethics and the Pedagogical Committee is an advisory body for study affairs. Finally, the Coordination Council for Lifelong Learning is an advisory body focused on LLL issues. The faculties are managed by Deans reporting to the Rector. Each faculty has a Dean's Board, a Scholarly Board, and an Academic Senate, these being the bodies of internal self-government that cooperate with the faculty management. The Disciplinary Committee is established by the Dean at each faculty in accordance with the law. Depending on the size and focus of the faculty, other faculty bodies may be established at some faculties, such as the Science, Research and Investment Committee of the Faculty of Medicine. The powers,

⁴ see attached document *annex_2*

⁵ see attached document *annex_2*

⁶ available at

http://www.msmt.cz/uploads/odbor_30/TF/Legislativa_a_metodicke_pokyny/Novela_2016/Zakon_o_vysokych_skolach_AJ.pdf

⁷ see attached document *annex_4*

⁸ see attached document *annex_5*

⁹ see attached document *annex_6*

¹⁰ see attached document *annex_9*

competences, and responsibilities of the bodies of the individual faculties and senior management are defined by the constitution of the relevant faculty, the organization manual of the faculty, and other regulations dealing with the individual faculty bodies. The academic and faculty bodies also include students, who make up one third of AS UP and the faculty academic senates; one student is also a member of the RVH.

The University facilities are headed by their own directors, who are accountable to the relevant Vice-Rector, with their responsibilities defined by the Constitution of the facility. For a diagram of the University structure and the University bodies, see the Annex *Descriptive and Statistical Data*¹¹, Organization and Management, esp. "Organization Structure of Palacký University" and "UP General Management Structure".

The **Scholarly Board** is appointed by the Rector for the duration of the Rector's term of office, and its members are experts from a variety of fields. At least one third of the members are external members. The SB follows the *SB Rules of Procedure*¹². Its powers are defined by the Higher Education Act and include, in particular, discussion of strategic documents (Strategic Plan and its annual implementation plan), approval of granting professorships, approval of applications for institutional accreditations and accreditation of procedures to grant associate and full professorships. The SB is also involved in further development and quality assessment of UP creative activities.

Each faculty has its own SB with responsibilities similar to those of the University Scholarly Board: discussion of faculty issues, approval of degree programs prepared for accreditation, approval of appointments of new associate professors/professors in accordance with the *Code of Procedure to Grant Associate of Full Professorship at UP*¹³ and UP criteria.

An external instrument influencing UP management, the **Board of Trustees** is defined in the Higher Education Act chiefly as a supervisory body with several executive powers. The Board of Trustees is in charge of monitoring the purpose for which UP was established as a public university, observation of the public interest in UP activities, and due management of UP property. Its operations and authority are clearly defined in regard to the economic management of a public university and its related activities. It reviews, in particular, the UP Strategic Plan and other matters submitted for discussion by the Rector or Minister: the budget, annual reports on operations and accomplishments, and evaluation results. It grants prior written consent to legal acts in which UP intends to dispose of its property, establish an easement or pre-emptive right, to legal acts by which UP intends to establish another legal entity, and to monetary and non-monetary deposits in this or other legal entities. The members of the Board of Trustees of a public university are appointed and dismissed by the Minister in consultation with the Rector so as to mainly include public figures and members of self-government and state administration. The Board of Trustees cannot include UP employees.

The **Internal Assessment Board** ensures teaching quality within educational programs, meets University requirements and is responsible for the evaluation of teaching. It also manages accreditations and prepares and approves *Rules for quality assurance and internal quality assessment for education, creative and other related activities at Palacký University Olomouc*¹⁴ in terms of the specifics of the areas and sciences. It approves the related

¹¹ see attached document *annex_2*

¹² see attached document *annex_6*

¹³ see attached document *annex_7*

¹⁴ see attached document *annex_8*

methodical documents and focuses on further development of the UP quality assurance system and internal quality assessment. It observes the *RVH Rules of Procedure*¹⁵.

MISSION AND VISION

The mission of the University is to promote the involvement of students in all areas of research, cultivate their critical and creative thinking, and provide high-quality university education in a broad range of natural, medical, and social sciences and humanities on the Bachelor's, Master's, and Doctoral levels. Active partnership on the part of UP with both the regional community and the global community contributes to the development of the intellectual wealth of society and its sustainable scientific, technological, cultural and social development.

Palacký University Olomouc will continue to be a leading research university with the ambition to place among the top 3 Czech universities and top 500 universities the world over. It will continue to be one of the most attractive universities in the Czech Republic, whose prestige is due to a wide range of programs and excellent lecturers and researchers at all the departments of the eight faculties. The University will maintain a firm position in the international teaching and research quality assessment rankings.

The strategic objectives for the five-year period are set out in the strategic document *the 2016-2020 UP Long-term/Strategic Plan*¹⁶. These are, depending on their nature, defined in collaboration with Deans, Vice-Deans, and Vice-Rectors, as well as with the heads of university or faculty facilities or relevant sections (sectors), and with other relevant persons. Professionals from the industry, broad cooperation and a sufficient number of analysed documents used in the preparation of the Strategic Plan help to establish relevant and realistic targets which reflect the industry needs. The strategic objectives take into account the mission and vision of the University as a whole and of its components, as well as its development in previous years, including the indicator performance toward the set goal. This strategic document, including the plans for its implementation in the relevant calendar year of the period, is approved by AS UP, and is also approved by the faculty academic senate on the faculty level.

The faculty strategic documents comply with the University strategic documents, being either based on them or forming an integral part. This continuity builds upon an established practice and meets the needs of the University.

External employees-professionals participate in decision-making as consultants collaborating on the development and modification of degree programs.

THE UNIVERSITY FROM THE STUDENT PERSPECTIVE

This part of the self-evaluation, generated by Palacký University students, was only produced by one student of the Faculty of Medicine (FM). Other students whom the FM student asked to participate in the project declined, stating they were too busy with their studies. The question therefore is how critical and objective the points mentioned below are, if viewed by only one person from one faculty.

The 8 faculties and many other ancillary buildings provide the students of Palacký University Olomouc with facilities designed for study and leisure purposes. Popular study spaces include the Armoury, which houses the main University library and a night reading room, and the Faculty of Medicine reading room, which is open around the clock. This reading room is

¹⁵ see attached document *annex_9*

¹⁶ see attached document *annex_10*

popular with students from the entire University, and medical students often complain about a lack of space at their home faculty, suggesting a need for more non-stop reading spaces. Apart from providing space for study and self-education, the University also supports students in their leisure activities, mostly in the form of organizations, where the University provides funding and space to help students explore their interests. The University is home to 32 student associations, such as large international branches of AISEC, ELSA or IFMSA, as well as small local organizations that run the student radio, newspapers or theatre. Worth mentioning is the new student organization Nugis Fin, which, in collaboration with the Faculty of Law, provides online law courses for both students and the general public. The University holds two events each year for all the organizations to present themselves. Designed for first-year students in particular, MEET UP is held at the beginning of the school year and introduces students to all the university activities. Majáles, a Student Festival in May, is a cultural festival celebrating spring, youth, and academic and civil liberties. Although it might seem as if the student associations provided sufficient opportunities for students to communicate and develop further cooperation, this rarely happens. Students usually collaborate within the groups, but support, continuity, and activity across the associations is unsatisfactory. A lack of initiative is another problem with the students. It is up to the officials of the associations to deal with the issue and find ways to motivate the sometimes less willing students to get involved in extracurricular activities.

One example of the student-University relationship at the Faculty of Medicine is the traditional gathering of faculty management and students before Christmas. The Dean and Vice-Deans wear the costumes of St. Nicholas, the angel and devil, and celebrate the end of the year together with the students. Another cultural-educational event held jointly by the management, students, and alumni of the Faculty of Medicine off campus takes place every year on a January weekend in the locale Zlaté Hory. These leisure events, which should facilitate greater contact between students, teachers, and management, are nevertheless rare at the other faculties.

University students may also participate in projects or research conducted at the individual institutes and clinics. In addition to the financial reward, low as it may be, this is an opportunity for students to receive training in a way that is different from the usual passive role of a lecture or seminar.

A guide for first-year students introduces the University and the city, providing basic information on the university environment, study obligations and rules. The booklet is available in Czech and English. The *International Student Guide*¹⁷ is adapted for exchange students and therefore different from the Czech version.

The University also communicates with its students on modern platforms, for example, Facebook. There is the UP official Facebook group *Univerzita Palackého*, managed by the RUP Communications Department, and certain departments and facilities also have their own groups, which they administer independently.

NATIONAL AND REGIONAL CONTEXT

LABOUR MARKET ANALYSIS

The past decade has seen fundamental changes in the numbers of graduates in the Czech Republic. According to the Education Policy Centre of the Faculty of Education, Charles University, the number increased more than 2.8 times between 2002/2003 and 2011/2012. The growth has come to a halt, however, in recent years, and there was even a slight drop in

¹⁷ see attached document *annex_11*

2013 (by about 500 graduates). Graduate unemployment is monitored by the Ministry of Labour and Social Affairs of the Czech Republic (MPSV), which publishes statistics twice a year using the indicator "*unemployment rate*", which expresses the share of contactable job applicants (registered with unemployment offices) aged 15-64 years out of the total number of people in that same age group.

As far as universities are concerned, the highest is the unemployment rate of recent graduates, namely the first six months after graduation (this being 10.7% of graduates, for example, in 2013). In the second half of the first year, however, the unemployment rate fell sharply (falling to 5.5% in 2013 and 2.3% in the second year). Graduates of private universities are more employable, according to the MoLSA data. One of the reasons is the fact that many of these schools are located in the capital city, where it is easier for graduates to find employment. The MoLSA statistics reveal that over 5 years the unemployment rate of university graduates was 4.3% on average, and in the case of Palacký University it was 4.7% for all types of programs (UP ranked 44th among universities). This is comparable, for example, with Masaryk University (4.2%), while Charles University in Prague scored 1.7%.

UP monitors graduate employment and employability using data from the Labour Office of the Czech Republic and graduate questionnaire surveys organized by faculties. The findings suggest that graduates are highly employable. UP boosts graduate employability by providing maximum support for curricular practical training, international student mobility, and student organizations, thanks to which many students gain a competitive advantage during their studies, compared with students of other HEIs. The FS holds the event *Okno do praxe* each year, an event where representatives of the natural sciences industry inform students about careers, trainee programs and internships, graduate requirements, and recruitment procedures.

A number of reciprocal activities between FS students and the industry are held as part of the sustainability of the ESF-ECOP projects. Students carry out practical trainings and B.A. and M.A. theses in a number of professional companies and institutions, which often hire them after graduation. In addition, professionals provide lectures updating students about the latest industry developments. This ensures a functional and vital connection between UP studies and the industry and employment.

UP has responded to the needs of the Czech labour market, for example, when there has been a shortage of nurses, by raising the number of enrolled students. In terms of the regional labour market, the current lack of physicians in the Olomouc Region is currently dealt with in cooperation with the FMD.

PUBLIC ROLE

UP has established active and open collaboration with major regional partners. It sits on the strategic development committees of the Statutory City of Olomouc and the Olomouc Region, helps formulate the Regional Strategic Plan and the Regional Innovation Strategy of the Olomouc Region (RIS), the Regional Innovation Strategy for Smart Specialization (RIS3), and the Olomouc Integrated Territorial Investments (ITI) strategy. It is also part of the OK4Inovace interest group. As part of these long-term concepts, UP has developed projects in cooperation with local institutions and businesses for the programs of Pre-application Research and Long-Term Inter-Departmental Cooperation. The Olomouc Region and the Statutory City of Olomouc are also involved in financial support for selected UP development projects, e.g. the Academia Film Olomouc Festival. Members of UP management represent the University across all decision-making regional bodies and committees, while others hold positions in the regional and city councils. In cooperation with the city management,

Olomouc - University City has been gradually implemented to stimulate even greater cooperation between the University and the city in which the University is based.

Cooperation with some partners is an established tradition (Olomouc Teaching Hospital, Meopta), with new cooperation projects emerging based on demand, e.g. in creative industries, optics, cosmetics, engineering. UP also enjoys long-term collaboration with the Academy of Sciences of the Czech Republic, the result of which are joint doctoral degree programs and shared workplaces at UP (e.g. the Joint Optics Laboratory).

The Centre of the Region Haná for Biotechnology and Agricultural Research (CRH), which has become the Czech representative at the European Biotechnology Federation (www.efb-central.org), aims to play a significant international role in the section Plant Biotechnology and EU policies in the emerging field of bio-economy.

THIRD ROLE

The social responsibility of UP is to disseminate education, foster independent scientific research and artistic activities, and promote the cultural and educational development of society. In lifelong learning and further education, the mission is to ensure universal and continuous access to learning for people of all ages, in order to acquire and renew skills for sustained participation in the knowledge society. UP strives to continuously expand the range of leisure and professional courses, as well as the University of the Third Age (U3A) and alternative LLL.

As part of lifelong learning, UP offers all age groups a long-term and short-term range of training programs divided into specialized education programs, follow-up programs, and complementary training designed to increase qualifications. An integral part of UP LLL is the extensive range of programs provided by U3A, which celebrated thirty years of existence in 2016 and from which hundreds of seniors graduate each year.

Faculties continuously improve the quality of the LLL and U3A programs by developing new degree programs and courses with an emphasis on practical training. The number of U3A participants has been slowly growing since 2014, but the number of LLL participants has fluctuated considerably, with the number peaking in 2014 with a significant increase, after which the number of participants in these courses gradually dropped, which may be due to the total number and focus of the courses. Graph 7 in *Descriptive and Statistical Data*¹⁸ shows the number of participants. UP is also focused on the youngest audience with the Children's University fully booked every semester.

UP organizes highly popular diamond graduations (60 years after graduation), gold graduations (50 years after graduation), and silver graduations (25 years after graduation) for its graduates-senior citizens as an act of respect and appreciation for promoting the University's name.

UP holds a series of cultural, social, educational and sporting events so as to introduce UP activities to prospective students, to popularize science, and involve the public in UP activities. The main agents supporting and developing the popularization of science are Fort Science and Academia Film Olomouc (AFO), both drawing high numbers of visitors every year. An outstanding interactive museum, Fort Science offers insight into the mysteries of knowledge and its staff delivers detailed expert information. Additional popularization events include the Science and Research Fair, the Scientists' Night, Science Days, and dozens of lectures open to the public throughout the year (e.g. the special series of Open Lectures at the Faculty of Law). Local student associations also become involved, organizing cultural

¹⁸ see attached document *annex_2*

and sporting events, promoting community life, and arranging environmental events. The popularization of science suffers from a lack of promotion by the RUP Communications Department, and there is a shortage of promotional materials about the University, in particular in English.

Secondary school students are offered special courses in which they can learn about interesting topics in various disciplines. FL students, for example, teach the basics of law at secondary schools and, in a more advanced course, coach and prepare secondary school students for a mock trial competition. The FA distributes a list of theme lectures at secondary schools, from which each school selects those it wants delivered. The faculties also organize secondary school competitions and Olympiads and participate in the competitions of Students' Professional Activities; winners are exempted from entrance examinations or are awarded a special-purpose FS scholarship. The faculties also offer specialized excursions and popularization events, such as Street Law, the Natural Science Fair, and Physical Kaleidoscope, providing excursions to FS laboratories and lectures. Gifted and talented students may continue training in the projects *Scholar* and *Newton*. Other activities include Green Camp, the Natural Science and Mathematical Kangaroo, GIS Days, Fermi Problems, Science is Fun, Geo-Caching Games, the European Space Agency events, etc. Departments hold summer schools, workshops, and professional courses, seminars, and lectures by relevant industry experts.

Designed to remove language barriers in society, the FA language school UPLIFT offers language training for individuals and groups and is widely used by academics as well as the general public.

Palacký University Olomouc is also home to the Confucius Institute, which is the first institution of its kind in the Czech Republic and builds upon the long history of Chinese language teaching at UP. It offers Chinese language courses for all levels of Chinese fluency, as well as courses and workshops on Chinese culture such as tea ceremony, calligraphy, and lectures by science and economics experts. Confucius Institute also has a branch in Prague. Another annual event is the charity evening "Night Outside" to aid homeless people. It aims to educate the public about homelessness, provide the experience of spending the night outside in the cold autumn weather, and at the same time raise funds for the needy.

The CRH departments organize regular events for the public, such as Open Days, Field Sermon and Bee's Day.

FUNDING

The budget of a public university as a whole is based on the methodology of the Ministry of Education, Youth and Sports of the Czech Republic (MEYS) set out in the MEYS Rules for the Provision of Grants and Subsidies to Public Universities (ref. no.: MSMT- 1404/2017-2). The MEYS contribution consists of several parts, which are subsequently redistributed to individual UP faculties.

The **fixed component** (indicator A) is a stabilizing element for funding public universities.

The **performance component** (indicator K) is a budgetary indicator that quantifies the university performance with a focus on the results of educational and creative activities. The K indicator consists of the following eight indicators of the quality and performance of universities:

- RDI results;
- arts results;
- external university income from educational and creative activities;
- qualification structure of academics;

- graduate employment;
- number of foreigners;
- inward and outward student mobility;
- graduates.

The third fundamental contribution to UP is the **Long-term Conceptual Development Subsidy** (hereinafter referred to as "research organization development"). Other contributions and subsidies from the MEYS are distributed to the components in accordance with the MEYS rules.

In addition to funds UP receives following the above procedures, the components (specifically faculties and their workplaces) also operate with specific-purpose funds allocated under specific-purpose aid for research, development and innovation (grant projects from different providers) and with allocated specific-purpose means from EU programs. Established to coordinate acquisitions from EU Structural Funds, the Coordination Council is tasked with discussing projects prepared under individual calls to avoid duplication of funding and maximize the (staff and material) capacity of individual faculties. The members of the Coordination Council are the Vice-Rector for Science and Research, the Vice-Rector for Technology Transfer (coordinates cooperation of regional projects and strategies), nominated members of all faculties (Vice-Deans for R&D or Strategic Development) and the Bursar. Other specialists are invited for specific calls. Projects for Czech agencies are submitted through the R&D Department to the Rector's Office, while projects for the EU Structural Funds are administered and submitted by the UP Project Service.

Other UP income includes the following:

Gains on UP property resulting from the management of property directly owned by the University and property required for activities for which the university was established.

Yield on the principal activities of UP is income received for education provided outside of the accredited degree programs.

Yield on the ancillary activities of UP is income from activities the University provides for consideration outside education but for which it applies its know-how, e.g. expert and analytical activities for customers. The ancillary activities must not threaten the quality, scope, and accessibility of the activities for which the university has been established.

Study-related fee income: admission fees, study fees (students who exceed the standard number of terms, study several programs in succession, and graduates studying other degree programs), and the tuition fee for study in a foreign language.

BUDGET

UP draws up a budget for the calendar year and operates with the budget; the budget must not be drawn in deficit. The budget funds only serve to finance the activities for which UP was established and to finance ancillary activities. (Taxed) profits are used to create special funds such as the reserve fund, the remuneration fund, the fixed assets reproduction fund and the operating fund. The last two also consist of the balance of the state contribution to the University activities. The scholarship fund consists of study fees. The use of the funds is set out in the internal regulations of the university. The public university may use the special-purpose funds solely for the purpose they were designated for. Pursuant to the Higher Education Act, UP has created the following funds, the details of whose creation and use are set out by law:

- a reserve fund specifically designed to cover losses in subsequent accounting periods;
- the capital improvement fund;

- the scholarship fund;
- the remuneration fund;
- the special-purpose fund;
- the social fund;
- the operating fund.

In addition, UP has its own assets needed for the activities for which it was established. UP assets include objects, residential and non-residential premises, rights and other asset values. The management of the assets is decided by the Rector or authorities or persons set out in *UP Constitution*. The Rector decides cases specified in the Higher Education Act following the prior approval of the UP Board of Trustees.

The annex *Economic Data*¹⁹ provides an overview of income and its breakdown.

FACULTY PARTICIPATION IN UP COSTS

Faculty participation in the costs of all-university activities is based on the flat rate scheme. The faculties contribute to the estimated costs of the all-university activities carried out by the RUP workplaces and UP central units. The Rector, in cooperation and agreement with UP management and the heads of the central units, determines the total funds needed for well-executed, timely, and complete fulfilment of tasks arising from the University's mission, UP standards and commitments, and generally binding legal regulations. The amount is composed of the following 5 main items:

- mandatory expenditure to fund university-wide activities; all external and internal unit yield will be used for the balance of needs;
- expenditure of UP central units;
- construction investments;
- Rector's fund;
- emergency fund.

Each faculty contributes to the amount thus determined and agreed upon with an adequate share: 90% of the contribution is 1% levy; 5% forms the faculty's overhead in the previous year, and 5% forms the faculty's yield in the previous year.

SCIENCE AND RESEARCH FUNDING

Funding is one of the key roles in the development of research at university. A large part of the funds for science and research is allocated by the MEYS to the Research Institution Development, and the distribution of these funds is fully within the competence of the institution. Based on previous discussions of the university management and faculty deans, these funds continue to be allocated exclusively on the basis of bibliometric data obtained from the valid scientific and research evaluation in the previous period – the RIV²⁰. The resources allocated to the University are divided between the faculties based on their performance. Allocation within the faculties is fully in the competence of the faculty management as part of the faculty budget. An example is the *Methodology of Dividing Finance to Fields of Study, Economic Units and Central Units of the Faculty, and General*

¹⁹ see attached document *annex_1*

²⁰ The Results Information Register (RIV) is one of the parts (data regions) of the information system for research, experimental development and innovation, which collects data on the results of R&D projects and research designs supported from public funds under Act No. 130/2002 Sb. on public support of R&D and on the amendment of some related laws (R&D Support Act).

*Guidelines for the Economics of the UP Faculty of Science*²¹. The bibliometric assessment (the relationship between the output and score and finances) will be terminated but UP may continue to use this funding system in 2018. Starting in 2019, it should have in place its new funding allocation system based on its own evaluation strategy interlinked with the national evaluation system. This is also one of the main tasks of the Vice-Rector for Science and Research, who is charged with developing the strategy in collaboration with the vice-deans of the faculties. This issue is bound, given the heterogeneity of the faculties, to be subject to long-term discussion and fine-tuning of funding conditions, and is a major strategic task in science and research over the following period. A combination of bibliometric data (for most disciplines) and peer review of selected excellent results in disciplines with different publication cultures is expected. The evaluation must also correspond to the requirements for staff guaranteeing institutional accreditation and the accreditation of degree programs.

ORGANIZATIONAL STRUCTURE AND ADMINISTRATION

The organizational structure of the RUP and other parts is defined in the organization manual of the given constituent part. Most faculty sections have their counterparts at the RUP accounting to the relevant Vice-Rector/Bursar, who has their counterpart in the faculty Vice-Dean/Secretary. The sectional cooperation is also ensured by officers. Depending on the size of the faculty, some agendas may be grouped under one section/Vice-Dean, or, conversely, the agenda may be split between several Vice-Deans responsible for an activity which falls under a single Vice-Rector at the RUP. Cooperation is generally coordinated between the Bursar and Secretary and Vice-Rector and Vice-Dean or also between the head of the RUP section and the faculty section.

The emergence of new EU-funded research centres introduced the need to define the management structure of these centres and integrate them into the organization manuals of the faculties, as modelled on the CRH and the Institute of Active Lifestyle in the Annex *Subjects selected for Evaluation*²². UP organization structure, UP general management structure, the RUP organization structure, and the general management structure of the faculty are all available in *Descriptive and Statistical Data*²³, chapter Organization and Management.

SCIENCE ADMINISTRATION

UP appoints 2 Vice-Rectors for the management of science and research – Vice-Rector for Science and Research and Vice-Rector for Technology Transfer, whose competences are defined by the aforementioned Rector Authorization. The Vice-Rector for R&D methodically manages the Vice-Deans for Science and Research at the faculties, the Project Service and the UP Publishing House. The RUP R&D section provides administrative support for the agenda defined by the range of competences; the head of the RUP section methodically manages the R&D officers at each faculty. The Project Service provides administrative support for structural fund projects and conducts grant policy training. Formed by the representatives of all the faculties and the RUP, the Editorial Committee is the advisory body for the editorial policy coordination. The Vice-Rector for Technology Transfer is in charge of the Science and Technology Park (VTP). Its advisory body is the VTP Council, consisting of representatives of UP and stakeholders: Olomouc City, Region, CzechInvest, etc.). The Rector

²¹ see attached document *annex_12*

²² see attached document *annex_SE*

²³ see attached document *annex_2*

or Vice-Rector is also appointed to Boards managing the research centres (RCATM, IMTM, and CRH).

A disadvantage complicating the management of science and research is the inconsistent agenda of Vice-Deans at the faculties, given in particular by the size of the faculties and the arrangement of the agenda of the Vice-Deans. UP identifies the gravest shortcomings in doctoral studies, whose agenda concerns both education (specifically the accreditation of degree programs) and science and research (grants, soft skills training). None of the Vice-Rectors have, however, the doctoral studies agenda clearly defined as their competence, with the exception of the accreditation of degree programs.

PERSONNEL POLICY

EMPLOYEE EVALUATION

UP employees are assessed on a regular basis in accordance with the Rector's guideline *Regular Evaluation of UP Employees*, which regulates the management's assessment of employee performance across all parts of the University. The management evaluates the employee's fulfilment of specified groups of criteria, work tasks over a set period of time, and other prerequisites for work, using the work performance record, regular evaluation, and self-assessment according to the above guideline. Regular evaluation affects the employee's additional payments, proposals for employee transfer or new appointments, identification of employees with managerial potential, selection of employees for schools, courses, and study stays, damage for which the employee is responsible, appointment of the employee to advisory bodies set up by the Rector, Bursar, Dean or another worker designated by the Rector. The University has been implementing an information system for the assessment of academic staff (IS HAP) in order to facilitate the assessment of the creative activity of academics and researchers. The system ensures easy and effective evaluation of the creative and educational activities of the employee in a given period in accordance with the specifics of the employee's specialization and the policies of the employee's workplace. The IS HAP primarily ensures interconnection of quality assessment with educational and creative activities. This information system designed for the annual evaluation of the activities and achievements of academic staff in education, in the creative field, and in the related fields, has been used by the FS since 2012. In connection with the implementation of the internal quality assessment and quality assurance system at UP, it was decided to implement the IS HAP system at all UP faculties in 2016. The IS HAP evaluation is carried out once a year (the assessed period is the calendar year). The assessment is based on objective, easily verifiable data, with the majority being generated from other UP information systems or verified external sources, and the rest being entered directly by the relevant staff (data need to be verifiable). The basic evaluated areas are education and creative activities; in both the areas emphasis is also placed on international aspects. The entire process of establishing the IS HAP evaluation model is coordinated at the university level so that the evaluation reflects its overall strategic goals. The data stored in the IS HAP and the aggregated assessments calculated by the IS HAP evaluation model form the basis for the employee's final evaluation by the supervisor. This final assessment is verbal, with the manager taking into account those aspects of the employee which cannot be included in the IS HAP evaluation, namely soft data. Before the supervisor enters the final evaluation in the IS HAP system, an evaluation interview is held, which may identify the employee's goals for the following period. For more details on the IS HAP see annex *Description of the information*

*system for academic staff performance evaluation (IS HAP) and its mathematical background*²⁴.

PROFESSIONAL DEVELOPMENT

UP places a high premium on the professional development and growth of its employees. The habilitations of academic staff are supported mainly through research internships abroad, participation in scientific conferences and support for research activities. Employees are able to take advantage of the diverse and growing book collections of the KUP Library and access leading scholarly databases and other electronic resources (EIZ). For the list of accredited programmes, in which UP may organize proceedings to grant associate and full professorships, see annex_21. The University offers further education to its employees within the *UP Employee Continuing Education* module, which provides all (academic and technical-economic) employees with a range of courses focused in particular on broadening teaching competences, IT skills, legal literacy and personality development.

The relevant pedagogical and scholarly competences of young academics and doctoral students are strengthened and enhanced through participation in projects led by highly experienced academics or within the IGA or FRUP projects.

SUPPORT FOR YOUNG RESEARCHERS

UP has supported young researchers by holding a student grant competition (IGA, whose main principles are summarized in the *Provisions of Student Grant Competition at UP*²⁵) funded from specific research resources since 2010. The financial means of supported projects cover participation in domestic and foreign conferences, including conference fees, study trips in and outside of the Czech Republic, the costs of literature and basic technical equipment and the publication of a monograph if relevant. Based on their specialization, students are also involved in grant projects and projects by academic staff at their home faculties, where they are offered employment. Researchers can compete for "Junior Grants", which should serve as support for the preparation of projects for applications for Czech and foreign grant competitions starting in 2018.

Between 2011 and 2015, UP was awarded grants as part of OP EC to support post-doctoral positions (POST-UP I and POST-UP II projects), where all UP faculties had researchers employed in post-doctoral positions. The faculties have managed to preserve the postdoc positions even after the support was terminated in 2015. There were 139 postdoc positions open at UP, of which over 80% were at the FS in 2016. UP continues to support them with funds from development projects in the field of internationalization. Thanks to this support, the internalization of workplaces has been maintained through the employment of foreigners and arrangement of doctoral and postdoctoral internships abroad, which have led to a series of new cooperations. Unlike the FMD and FS research centres, UP does not have a career system for science and research workers. It is one of its priority objectives in personnel policy for the next period. Any further career advancement of young researchers is limited by the Labour Code²⁶, which governs fixed-term employment contracts, which are often linked to project funding at universities. For more details about academic staff recruitment, see *Academic staff recruitment policy of UP*²⁷. Conditions (creative activity

²⁴ see attached document *annex_13*

²⁵ see attached document *annex_14*

²⁶ available at https://www.mpsv.cz/files/clanky/3221/Labour_Code_2012.pdf

²⁷ see attached document *annex_20*

criteria, education of Ph.D. students, length of practice) for an increase in qualifications in relation to academic ranks (associate and full professorships) are governed by the conditions for habilitation and appointment procedures at individual faculties.

EMPLOYEE SUPPORT

The UP employee care program includes a wide range of employee benefits, most of which consist of discounts on the use of university facilities. The employees may, for example, take part in the sports activities of the Academic Sports Centre (ASC), relax at the Pastviny training centre, dine in UP dining halls, and study at the UPLIFT Language School or the Confucius Institute. In addition, UP provides discounts on movie tickets with external partners, on Slatinice Spa stays and treatments and on sports equipment. The benefits are laid down by the Rector's *Rules for the Creation and Use of the Social Fund* and the directives of faculty deans. The Rules define, for example, contributions to state-funded supplementary pension schemes, private life insurance contributions, non-cash vouchers (Vital or Relax vouchers), allowances for meals, premiums on personal jubilees, and interest-free loans to employees to cover their financial difficulties.

SCIENTIFIC ACTIVITIES

DEVELOPMENTAL STRATEGY AND DIRECTION

The science and research development strategy of UP is in line with the *National Research, Development and Innovation Policy of the Czech Republic*²⁸. This top national strategic document sets out the main directions in research, development and innovation and encompasses other related strategic documents of the Czech Republic. It also includes *The Methodology of Evaluation of Research Organizations*. The main strategies for the development of science and research at UP, including the terms for the qualification growth of scientists are defined in the basic UP documents. At the central level, they are dealt with by the SB UP, the Rector's Board, and the AS UP. Partial research directions are fully within the competence of the faculties, which give consent to submitting projects to providers. In connection with the above-mentioned UP strategy, one of the main priorities of the UP strategic plan is the support of excellence in natural sciences and biomedicine, with an emphasis on application outputs and interdisciplinary cooperation. The other priority is the promotion and dissemination of excellent research in the humanities and social sciences with regard to the current socio-political and cultural needs.

As established research university, UP continuously ranks among the top 5 science and research universities in the Czech Republic. In some disciplines it is a leading university based on an international comparison, for example in physics and chemistry according to the Leiden Ranking²⁹. UP faculties have defined their priority themes in which they support creative activities from the level of student theses up. For specific themes, see the Annex *Creative Activity*³⁰, Research Priorities). The wide range of scholarly disciplines, typical of UP, encourages interdisciplinary research and forms the basis for outstanding results of basic research. The development of research centres is accompanied by an increasingly strong inter-sector cooperation leading to implemented results of applied research.

²⁸ more details available at <http://www.vyzkum.cz/FrontClanek.aspx?idsekce=15607>

²⁹ more details available at <https://veda.upol.cz/en/rankings/up-in-international-rankings/>

³⁰ see attached document *annex_3*

RESEARCH CENTRES

UP has a host of research centres serving eminent research teams. The leaders are the Regional Centre of Advanced Technologies and Materials (RCPTM), the Centre of the Region Haná for Biotechnological and Agricultural Research (CRH), which is one of the top 4 scientific centres in the Czech Republic, and the Institute of Molecular and Translational Medicine (IMTM). In addition, the Institute of Active Lifestyle (IAL) carries out major research at the FPC.

The chief objective of **RCPTM** (www.rcptm.com) is to develop and transfer high-tech products and technologies to medical, industrial and environmental practice and participate in leading international networks. RCPTM focuses on cutting-edge research in metal oxide nanoparticles for catalytic and magnetic applications, carbon nanostructures, metal nanoparticles for antimicrobial treatments and water treatment technologies, coordination chemistry, photonics, and new instrumental techniques for applications in optics and analytical chemistry. It provides superior microscopic, spectroscopic, magnetic and other equipment for commercial use. RCPTM has approximately 100 scientific team members, 25% of whom are foreign specialists. Its opticians are involved in the projects ATLAS-CERN and Pierre Auger Observatory, and develop all-sky cameras and telescope mirrors for next-generation observatories. The RCPTM researchers reaped great success by winning a grant from the European Research Council (ERC), whose principal investigator is Professor Otyepka. **CRH** (www.cr-hana.eu) was built with support from OP R&I between 2010 and 2013. The Centre deals with the development of advanced plant biotechnology and related agricultural research, including the application of its results into practice. CRH also collaborates with international and regional commercial entities in the area of cosmetic and pharmaceutical research and production.

IMTM (www.imtm.cz) ranks among the top five research centres established within OP R&I. It develops cooperation with international research platforms in biomedicine and with the public sector. The Centre provides biomedical education and expert training to students, scientists, doctors and other specialists.

IAL carries out research and development in accordance with the FPC's focus on kinanthropology, with an emphasis on interdisciplinary cooperation. The FPC currently has two priority research directions, namely physical activity and healthy lifestyle, and human movement abilities in health and disease. IAL supervises research related to the former direction, focusing closely on the following research areas: physical activity and inactivity (sedentary behaviour), physical activity in the environmental context, physical activity and social aspects, active transport and physical fitness. IAL staff take part in major international scientific projects such as IPEN Adolescent³¹ supported from the National Institutes of Health, Heart, Lung and Blood Institute or HBSC Study³². Human movement abilities in health and disease, an area guaranteed largely by the Department of Natural Sciences in Kinanthropology, includes the following areas: movement and its external manifestations (biomechanics), movement and body composition (somatodiagnostics), movement and function of the human body (exercise physiology), and motor control and motor learning. These topics are also reflected in sports training, rehabilitation and applied physical activity. The completion (the construction is in the final stages) of the Centre for Kinanthropological Research at the FPC will support the IAL research and its closer links with the Department of Natural Sciences in Kinanthropology.

³¹ more details available http://www.ipenproject.org/IPEN_adolescent.html

³² more details available <http://www.hbsc.org/>

A substantial number of world-class research results and projects are carried out outside the research centres, in the specific areas of the faculties. At the FS these include informatics, optics, theory of differential equations and mathematical modelling, algebraic structures, modification of separation selectivity, molecular and forensic toxicology, evolutionary biology, and bird ecology. The most successful research departments at the FA include the Department of History, Department of Czech Studies, Department of the Theory and History of Dramatic Art and the Department of Romance Languages. The FL began to collaborate closely with the CAS Institute of State and Law in research and doctoral training in 2016. The SCMTF Institute for Intercultural, Inter-religious and Ecumenical Research and Dialogue (IMEVD) is focused on further development and cooperation with foreign partners.

RESEARCH RESULT MANAGEMENT

UP has its own registration system of the results of science and research – Personal Bibliographic Database (PBD), which is administered and methodically managed by the RUP R&D Section. The results are registered by the relevant academics. The outputs are checked by faculty R&D departments and the final data are checked and submitted to the providers for RIV registration in accordance with the valid Assessment Methodology. This database records all the results created by UP staff and is linked with the registration of UP grant projects enabling a clear identification of funds for the given research. Connected with the new IS HAP system, the PBD allows the staff to generate data even for this evaluation system and respond to changes triggered by the new approaches to R&D evaluation. Despite the regular system of training and further education of new R&D personnel, UP has not been able to record the results error-free and will continue to develop the system.

UP as a whole does not have a peer review system in place. This system has only been applied to the new research centres (CRH, IMTM, RCPTM), which also have their own international scholarly boards. As UP introduces a new R&D evaluation system, it will also need to prepare a strategy for peer review faculty/research team assessment for the next period. The currently tested IS HAP could be used for this evaluation at the level of bibliometric data.

A variety of awards are granted as a motivation system in science and research quality assessment. These include the Rector's Prize for Outstanding Monographs, which are annually given to authors of excellent publications. At the faculty level, the authors of excellent publications are awarded the Dean's Prize, and the FMD rewards young associate professors and full professors with the Dean's Prize for Professional Development.

FUNDING OF SCIENCE

The 2016 special-purpose funds³³ have supported 204 projects, of which 56 are co-investigated by UP. Compared with 2015, the special-purpose aid grew by more than EUR 1.85 mil. Over the past three years, the number of investigated and co-investigated projects has remained steady. The overall financial support for the projects, and support UP has gained as part of the projects, has increased by more than one quarter in both the cases. UP has the highest number of projects with the GA CR, usually about 110; toward the end of the

³³ These resources are provided in accordance with the Central Register of Research, Development and Innovation Activities (CRR), which is part of the national information system for science and research - see www.rvvi.cz. The data is entered in the CRR by the providers of special-purpose support from public funds: administrators of the relevant chapters of the state budget (central state administration bodies, the Grant Agency of the Czech Republic, the Academy of Sciences of the Czech Republic) or territorial self-government bodies.

monitored period the MEYS support for UP grew significantly, but the total number of projects supported by MEYS increased only slightly. For more details, please refer to the annex *Creative Activity*³⁴, Table 1, and the 2016 Annual Report on UP activities.

Income earned from funds for research organizational development (ROD) and specific research (SR) increased gradually over the monitored period. The financial details are available in Table 3 and illustrated in Figure 2 and 3, annex *Creative Activity*³⁵. This annex also includes ROD funds provided to four other major Czech universities (Table 4); Figure 4 compares the dynamics of the development of this support between 2012 and 2016, which shows that in comparison with the support gained in 2012, UP has had the steepest and steadiest increase. The number of projects financed by the EU Structural Funds and consequently also financial support dropped significantly, however, over the period, as is shown in Table 2 and Figure 1, *Creative Activity*³⁶.

UP earned EUR 951,976 from contractual research in 2016, which is a 13% increase compared with 2015 and the highest amount generated in the past six years. While income from consultations enjoys a distinct increase, there is a slight decrease in license fee income, as well as income earned from paid training courses for the employees of the application entities. For more details, please refer to the Annex *Creative Activity*³⁷, Table 5 and Figure 5. Due to the fact that young researchers-PhD graduates find it the hardest to obtain funding for their research, UP has decided to launch a "Junior Grant" competition starting in 2018. The competition supports young scholars aged up to 37, with international postdoctoral internship experience, in the setting up of new scientific groups and laboratories at UPOL faculties and institutes. The aim of the grant is to enable the best young scholars to set up their own group and develop an independent science program. Projects worth EUR 40-160,000/year can be submitted in three fields of science, 1) Natural Sciences, Mathematics and Informatics, 2) Medical Sciences and Biomedicine, 3) Humanities and Social Sciences. The competition will also be open to international researchers.

Despite being highly successful at winning grant projects from national agencies and the EU Operational programs, which have generated large income for UP recently, the University struggles with low success and participation rates in Horizon 2020 projects. UP has therefore introduced an organizational change: the Project Service agenda will be taken over by the Vice-Rector for the transfer of science and research results at the beginning of the SB's term of office. The main task will be to strengthen the project agenda and carry out an active search for suitable themes and partners.

QUALITY ASSURANCE

The system of quality assurance and internal assessment in relation to subsequent strategic planning is largely managed by the individual faculties and components methodologically guided and supported by the relevant departments of the UP Rector's Office.

The University is developing a comprehensive concept of comprehensive quality management system at UP. The concept will be implemented in the near future in successive organizational steps based on the EFQM model. The first step was the establishment of the RVH, a university body in charge of the quality assurance and assessment system. The next step will be to establish the Quality Committee composed of members of the faculties. At the

³⁴ see attached document *annex_3*

³⁵ see attached document *annex_3*

³⁶ see attached document *annex_3*

³⁷ see attached document *annex_3*

level of the Rector's Board, quality assurance is coordinated by the Vice-Rector for Organization and Development and the Vice-Rector for Studies. The RUP established an independent section for quality and strategy in February 2018.

The University respects the environment and the specificity of its faculties and programs in quality assurance and assessment. Other principles for quality assurance and assessment include the involvement of academia, graduates, employers, and other relevant actors in quality assessment. When collecting data for the quantitative part of the assessment, all the available information systems of the University are used to minimize the administrative tasks of individual employees, specifically academics and researchers, so as to allow them to make effective use of their time in accordance with the principal activities of the University.

In accordance with the European concept of the quality of university education and creative activity, the development of the university at all levels is supported. This is in particular the interconnection of theory and practice, the development and improvement of contemporary knowledge, and high-quality teaching, which focuses primarily on disseminating and refining student competences in order to enhance their future employability and prepare them for life in today's dynamically developing society.

The result of the quality assessment of UP educational, creative, and other related activities is the introduction of a system assuring the quality of the educational, creative, and other related activities and the gradual application of the standards and procedures of internal quality assessment at UP. The entire system, including the method of adopting remedial measures and the subsequent method of monitoring their fulfilment, is defined by the internal *Rules for quality assurance and internal quality assessment for education, creative and other related activities at Palacký University Olomouc*³⁸ and the follow-up internal standard *Procedures and Methods Measuring Quality at Palacký University Olomouc*. The standard defines indicators within the activities and is currently in the phase of University-wide discussion over the individual quality indicators. The standard will be adapted based on the implementation of the comprehensive model of quality management. The current tools are based on time-tested practice, which covers all areas of university activity. Some workplaces have already introduced an ISO quality management system. The FE UP Centre for Lifelong Learning was awarded, for example, the ISO 9001:2009 Quality Management Certificate in 2013 and has since been re-certified every year. Control processes are set during quality assessment, which is a control mechanism for the quality of each activity for a given level. The assessment results are analysed and discussed by relevant persons, such as the heads of departments and deans, and by the RVH. Measures adopted in the case of deficiencies found in quality assurance and quality assessment are specified in *Rules for quality assurance and internal quality assessment for education, creative and other related activities at Palacký University Olomouc*³⁹. The principle of subsidiarity is applied. Upon detecting a decrease in quality at the given level (employee, workplace, study program, component, etc.), the given individual/head of workplace/guarantor is obliged to explain the registered decrease in quality to the supervisor and provide information on quality improvement measures designed for the given level.

The quality of the University activities is assessed primarily by students, graduates and staff. In addition to comprehensive analyses, the faculties or university facilities process, for example, course evaluation reports (annually), carry out (longitudinal) graduate surveys, and investigate evaluation of their services in order to improve and disseminate them. In terms

³⁸ see attached document *annex_8*

³⁹ see attached document *annex_8*

of the graduate survey, a qualitative survey methodology is currently being developed. The survey will consist of semi-structured interviews with graduates, possibly supplemented with focus groups. Graduates are selected based on their home faculty or graduation year – the generation of graduates.

TEACHING QUALITY ASSESSMENT

Teaching quality is ensured at the minimum level by the requirements stated in the Higher Education Act and its implementing regulations, as well as the internal standards of UP. Additional levels are focused on feedback, namely evaluations provided by students, graduates and employers. This level inherently includes the monitoring of developments in the number of study applications, admission results, academic success or failure and graduate employability. The tools mentioned are applied in regular assessment at several levels: courses, degree programs, faculty workplaces, faculties and the University as a whole. The assessment is carried out for all types and forms of study, including lifelong learning, predominantly in the form of student and graduate evaluations.

The guarantor of the degree program (or, in specific cases, the guarantor of the study course) plays a unique role in the system of quality assurance and internal assessment. This academic is responsible for the content and methodical quality of the guaranteed degree program and for proper implementation of instruction in accordance with the valid accreditation. He or she is accountable for this activity to the head of the relevant department, the dean of the faculty under which the workplace belongs, and of course to the university represented in this case by the Internal Assessment Board.

The results of the student evaluation are usually dealt with between the head of the department or dean and the relevant teacher. A problem in the teaching quality assessment is the response rate in student evaluations: faculties using paper questionnaires for evaluation enjoy a response rate of over 90%, while faculties relying on the information system have a maximum of one third of responses. The introduction of paper questionnaires could lead to the desired change, but this method is more costly. Higher response rates could, on the other hand, also be achieved with the help of modern technologies, such as the forthcoming smart phone application. Motivation is the key, however. Teachers can motivate students to take part in evaluations, but the teachers need to be interested in the evaluation. There is a need to motivate teachers to want to learn from the evaluation, not consider it as a mere instrument for rewards or sanctions. The Pedagogical Committee is the advisory body of the Rector and its members are Vice-deans for Study of all UP faculties. It is responsible for the questionnaire content, with questions unified at the University level and at the faculty level, which may be partially specific based on the faculty or department requirements. The PC is also in charge of the organizational aspect, where the dates of evaluations are planned to be unified so as to ensure a maximum response rate. It also investigates the forms of survey and data collection without manual intervention, using for example QR codes.

RESEARCH QUALITY ASSESSMENT

Quality assessment of R&D forms part of the overall quality assessment. The quality and development of creative activity are the responsibility of the individual University workplaces. When evaluating the results of the creative activity, the University complies with the current *Methodology of Evaluation of Research Organizations*, based on which funds are allocated to UP faculties and components. The University is currently implementing the IS HAP in order to facilitate research assessment of academics and researchers. The system ensures easy and effective evaluation of the creative and educational activities of the

employee in a given period in accordance with the specifics of the employee's specialization and the policies of the employee's workplace.

UP monitors the quality of creative activity primarily on the basis of awarded funds, the results of creative activity (RIV, RUV⁴⁰). UP has excellent RIV results; the RIV scores grew gradually between 2014 and 2016. The available 2017 assessment shows a 20 % increase compared to 2014. In terms of RUV, the University is a successful non-art institution, mainly due to the high quality of creative activities of above all the FA and FE. The UP score suffered, however, a significant drop in 2015 caused by late submission of the results to the database, as the results were ultimately not included. The development of the RIV and RUV evaluation is illustrated in Creativity Evaluation, Annex *Creative Activity*⁴¹ (specifically Figures 6 to 11). A significant part of the published results are produced in collaboration with international scientific teams from most developed countries, and the most cited results are in physics, chemistry and astrophysics. UP had a total of 1,450 documents (52.83% cited) and 1,081 articles or reviews (68.09% cited) in WoS, with international collaboration at 77.53 in 2016. For more details, please refer to the Annex *Creative Activity*⁴², Publications (Table 6 and Figures 12 to 15).

In light of the broadly defined scope of research activities and the newly established UP infrastructure, a more in-depth analysis of the performance and success of individual science disciplines at UP is needed. While some of the FS and FMD workplaces (concentrated in newly established centres, such as chemistry, optics, nanomaterials, plant biotechnology and biomedicine) are consistently ranked among the leading teams, comparisons in other areas, specifically social sciences and humanities is insufficient. UP therefore wants to use not only the new system of evaluation developed at UP (IS HAP), but has also started to use since 2016 the IN CITES analytical tool, which should be able to compare performance among disciplines and analyze sciences with increasing potential. Although there are several inter-faculty and inter-disciplinary teams, formed for the purposes of a project (e.g. the Centre for Patristic, Medieval and Renaissance Texts; Institute for Intercultural, Inter-religious and Ecumenical Research and Dialogue; Centre for Clinical Legal Education; Research Centre for German Moravian Literature; Joint Laboratory of Optics; Laboratory of Stress Physiology; Olomouc University Social Health Institute - OUSHI; Centre for the Prevention of Risky Virtual Communication), the potential is far from fully exploited.

In connection with the new IS HAP assessment system, the following R&D indicators, including the personnel criteria and the quality of basic and applied research, have been discussed:

- Academics – full professors;
- Academics – associate professors;
- Newly appointed full professors;
- Newly appointed associate professors;
- Academics with a doctoral degree;
- Evaluation of arts outputs;
- Number of arts outputs;
- Doctoral graduates;
- Students participating in Student Research and Professional Activities;

⁴⁰ A database similar to RIV for art courses taught at Czech public universities.

⁴¹ see attached document *annex_3*

⁴² see attached document *annex_3*

- Doctoral students participating in IGA;
- Funds for creative activity;
- Financial support of CRR projects for UP;
- Spin-offs/start-ups;
- Patents;
- New licence agreements;
- Income from knowledge transfer.

QUALITY ASSESSMENT OF RELATED ACTIVITIES

Other activities also have a significant impact on the quality of the University's educational and creative activities, and their regular evaluation is an integral part of the system of quality assurance and internal assessment at UP. These include, for example, university management and administration, support for infrastructure and information systems, library services, publishing and editorial activities, information and consultancy services, intellectual property and technology transfer services, accommodation and dining services and sports facilities. These activities are evaluated at the University by means of a variety of tools, such as feedback from the users of the services concerned, annual reports of selected components and data analysis.

Evaluation of University facilities and their services is commissioned by the head of the relevant facility, who carefully studies the results. The staff always strives to solve any problems found in order to improve or stabilize the quality. UP constantly tries to improve its principal activities and services in general.

DEGREE PROGRAMS

The degree programs reflect UP objectives and the missions of each faculty. They are developed with an emphasis on learning outcomes, which are expressed in the internal standard dealing with the guidelines of degree programs. A strong student voice is represented, within the innovated process of the approval of degree programs and courses, at the faculty senates which approve each study program proposal, and in RVH, as set out in the internal standards concerning study program accreditation. Guarantors of courses, attended by special needs students, receive special training so as to be able to efficiently adapt the teaching methods and strategies to the needs of these students. Equal access is observed in student assessment and the essentials of student assessment are laid out in *The Study and Examination Code of Palacký University Olomouc*⁴³ (SEC). The course curricula and objectives are accessible via the IS UP (STAG). Course completion requirements are announced by the guarantors of the courses at the beginning of the semester. Appeals are governed by the SEC. Teachers can make use of LLL training designed to strengthen and broaden their teaching methods and strategies.

As part of new applications for accreditation, all degree programs are analyzed in detail and reviewed for content, scope of practical training, connection to employability, and applicability to the current needs and feedback of employers and graduates of the given study program.

Study courses are continuously innovated depending on the results of the student evaluations, which are collected every semester. The guarantors of programs and courses include new information in study materials so that the curriculum reflects the latest findings

⁴³ see attached document *annex_15*

in the field. The development of the contents of degree programs also corresponds to the demands of the labour market.

Individual evaluations of degree programs have been left to the faculties. The evaluations will be centralized within the authority of the Internal Assessment Board, this being a new academic body which is in charge of determining quality assurance and the internal quality assessment of education and other related activities. One of the important elements of quality, which UP will focus on in the following year, is the monitoring of the dropout situation and its causes. Another plan is to develop a central information system over the next three years to streamline data collection and analysis.

All eight faculties offer all types of accredited degree programs, including doctoral programs, in Czech and foreign languages. In line with the *UP Long-term/Strategic Plan*⁴⁴, UP develops degree programs and courses which are not available at any another university in the CR or which are offered by UP and a maximum of two other universities in the country. Degree programs and courses connected to excellent research are also under development, although no clear definition of these programs and courses has been established. UP also provides eight Double/Joint/Multiple Degree programs, which include part-time studying in, for example, France, Italy, Japan, USA and Mexico. The University is focused on the reinforcement of existing cooperation and actively searches for new partners to implement these programs. It aims to continuously expand the collaborative projects and improve quality and competitiveness. Two new programs were added to the then existing six programs in 2016. A total of 18 students were enrolled in the eight programs (13 in the follow-up M.A. programs and 5 in PhD programs). UP has also begun to implement cotutelle (joint supervision of doctoral theses by tutors from the home university and a partner university), chiefly at the FA and FS. There are efforts, following comparable Western European universities, to expand the range of short-term programs and summer schools especially for foreign students. UP still has a great deal of improvement to make in this area and should reinforce cooperation in this area.

Applicants observe the *Admission Procedure Code of Palacký University Olomouc*⁴⁵, which defines and describes the admission procedure. SEC is the critical guideline governing the "life" of the student. It is defined for all types of studies from Bachelor to Doctoral programs. The University SEC may be modified by the faculty SEC, but the latter cannot exceed the limits of the University guidelines. The process of awarding or not awarding scholarships is set out in the *UP Scholarship Code*, which can also be specified by the faculty code. Policy violation by a student is governed by the *Disciplinary Code for students of Palacký University Olomouc*⁴⁶. At the ethical level, the students follow the *UP Code of Conduct for Staff and Students*. Other internal standards lay down practical procedures. The *Library Rules and Regulations* governs, for example, book loans, the *Student Accommodation Rules* accommodation, *The Schedule for the Academic Year* stipulates the deadlines of e.g. the auditing of the fulfilment of study requirements, the beginning and end of the academic year, semester, instructions and holidays; the *Provisions of Student Grant Competition at UP*⁴⁷ governs student project applications, etc.

⁴⁴ see attached document *annex_10*

⁴⁵ see attached document *annex_17*

⁴⁶ see attached document *annex_16*

⁴⁷ see attached document *annex_14*

Non-students requiring the recognition of qualifications attained abroad are governed by the *Recognition Proceedings Code of Palacký University Olomouc*⁴⁸. Persons who have a Master's degree and plan to take the rigorosum exam should observe the *Code of the Rigorosum Procedure of Palacký University Olomouc*⁴⁹. Individuals enrolled in LLL courses are governed by the *Lifelong Education Code*.

CONNECTING EDUCATION AND SCIENCE

The quality of scholarly and creative activities is also mirrored in their interlinking with educational activities. Students of all degrees of study have the opportunity to work in research teams, gain experience in cooperation with foreign partners and the application sphere. Each year the best students are awarded the Rector's Prize Best B.A. and M.A. Theses and the Rector's Prize for Excellence in Athletics. The majority of teachers are involved in grant projects and their findings are used in classes.

UP supports student research and creative activity through the Internal Grant Agency (IGA) competition compliant with the rules for the provision of targeted support for specific research. Master's and doctoral students from all the eight UP faculties participate in the projects. Significant student projects can receive support in the form of a contribution from the UP Foundation.

On a practical level, students often participate in creative activity as research assistants or as members of research grant teams (e.g. IGA or GA CR), which support students with scholarships, conference travel allowance and material for experiments. The faculties support the development of research teams and interlink creative and educational activities, as current research themes are reflected in the assignment of student theses at all degrees of study. Some faculties support student creative activities with the Dean's Prize. Students also take part in Student Research and Professional Activities at the faculties. Creative activity of students is also supported by means of study mobility and traineeships at universities abroad and participation in conferences.

There is an increasing tendency to interlink education and creative activity with concentrated forms of instruction and skills training (workshops, summer schools, mock trials). Students may attend lectures of scholars from other Czech and foreign universities, invited as part of inter-university cooperation programs.

The most significant examples, illustrating the projection of creative activities or results in the educational activity, include the establishment of two research centres, RCPTM and CRH. Research in both the centres is multidisciplinary, thanks to which the research capacities and top infrastructure can be used in a number of study courses - specifically *Physics, Chemistry and Biology*. The interconnection between the research of the centres and the educational activity is the strongest in doctoral programs and with B.A. and M.A. theses. In connection with the development of new research trends in the centres and the associated need for highly qualified experts, new study courses have been accredited (e.g. *Bioinformatics, Biotechnology, and Gene Engineering*), with others (e.g. doctoral courses *Chemistry of Nanomaterials, Nanotechnology*) under preparation for accreditation.

The high-quality interconnection between creative and educational activity is evident, for example, from the Student Research and Professional Activities results of student projects or the success of students in the competition for PhD students announced by the French Embassy in cooperation with the Czech Republic; students placed among the top three in

⁴⁸ see attached document *annex_19*

⁴⁹ see attached document *annex_18*

three of the four announced prizes in 2015 and 2016. They had the best results in Pharmaceuticals, winning the Sanofi Prize both years. The year 2016 was highly successful as UP PhD students won three prizes in a variety of categories.

The Centre for Research and Science was established under the project *Human Resource Support in the R&D of Non-Medical Health Disciplines of the Faculty of Health Sciences of UP Olomouc* (CZ.1.07/2.3.00/20.0163). The Centre currently provides both scientific and educational activities for the doctoral program of Nursing. Papers on nursing published in IF journals have changed the content of compulsory courses in the Nursing PhD program.

The FPC introduced, and continues to develop, Indares.com (International Database for Research and Educational Support). This system records, analyses, compares, and provides feedback on user activity data (Chmelík, F., Frömel, K., Křen, F., & Fical, P. (2013). Indares.com: International database for research and educational support. *Procedia - Social and Behavioral Sciences*, 83, 328–331.). Students learn about the system and the results of creative activity thanks to the availability of the system in class. Students also use this system, for example, to collect data for their Bachelor's and Master's theses or in their pedagogical practical training at primary and secondary schools.

The International Centre for Clinical Guidelines was established at the FMD as part of the OP VK projects. Centesimo (Centre of Telemedicine, Simulators and Practical Skills) ensures cooperation with the training centres for emergency medicine in the Czech Republic. The FMD held a nationwide conference on the use of simulator technology in FMD classes.

Based on the activities and results of the grant project Social Determinants of Health (OP VK, 2011-14), the doctoral program Social and Spiritual Determinants of Health was established. The project DIPEX Methodology in Active Aging (TA CR) and other research studying patient experience using the DIPEX applied research method, gave rise to the course Psychosocial Aspects of Disease.

NATIONAL AND REGIONAL COLLABORATION

The key outputs of national and regional cooperation in educational activity are mainly linked to the OP VK project outputs, where a number of workplaces have innovated the existing degree programs, created new programs, and linked educational activities to partner educational and production institutions. In connection with these projects, sustainability was ensured through the strengthening of this cooperation and the linking of the HEI educational activities with other HEIs in the Czech Republic and with secondary schools that produce potential applicants. The cooperation with secondary (and primary) schools is based on experience with laboratory schools. Talented students are supported with projects such as Scholar, Newton, Natural Science Kangaroo, Teacher of Chemistry, Mathematics Kangaroo, Science is Fun, as well as by holding student professional activities contests, secondary school Olympiads, GIS Day and others.

Also highly valued is the fact that selected PhD programs at the FS are run on a contractual basis in cooperation with the institutes of the Academy of Sciences of the Czech Republic. Research on joint themes improves the quality of PhD theses, the conclusions of which are published in IF journals, which is one of the compulsory requirements for completion of doctoral studies at the FS. Further development is also related to the involvement of UP and its employees in professional organizations, which is evaluated positively, as beneficial for education.

INTERNATIONALISATION

Active internationalization contributes significantly to contacts with foreign academic staff, which is beneficial for both students and the entire academic community, and also for the initiative contact of students with institutions abroad, which ultimately improves graduate competitiveness. Students and academics gain a multicultural approach, an opportunity to develop specialized language skills, and a chance to establish and develop collaboration in science and research.

The UP internationalization policy for the particular time period is defined by the strategic objectives of the *2016–2020 UP Long-term/Strategic Plan*⁵⁰. It is reflected in the internationalization of education programs and the strengthening of the international dimension in all areas of the University. The dimension is viewed as necessary for an open and accommodating environment, for support of the international mobility of students and employees, and for the elimination of barriers to the establishment and development of international activities in education, science, research, and creative activities of all the University components. Internationalization in educational programs involves broadening the range of B.A. and M.A. programs in a foreign language and improving its appeal in cooperation with foreign partners. The aim is to strengthen the UP position for those interested in studying abroad.

The University offers classes in foreign languages, mainly English, inside the Czech programs (selected lectures, seminars, and tutorials in the given course or program). The outbound and inbound mobility of visiting academics and research scholars is also systematically supported to ensure the quality of instruction in a foreign language and build partnerships.

Foreign academics and scholars receive support and services from the international offices of the faculties, which complement the care of the RUP international office. The visiting scholars are also supported by their UP colleagues. Foreign students are supported by the study officers of the relevant faculty and RUP international offices.

Participation and meetings of foreign students in the course of their studies are also supported through cultural, social and sports activities for foreign and domestic students. These activities promote exchange of experience. The international aspect is primarily reinforced by the support of the linguistic and intercultural competences of UP academics and other staff at all levels, by developing bilingual (Czech-English) information systems. The University is building a Centre for International Cooperation by transforming the existing International Office so as to develop a comprehensive contact and communication space instead of creating a new central unit. The Centre coordinates and covers, at the level of the Rector's Office, the international activities of all relevant components of the University (central units, faculties, research centres, the Confucius Institute, student organizations, etc.). This workplace creates the University internationalization strategies, develops methodology, and provides services to all University workplaces, including mobility administration, marketing services, student recruitment, and services for foreign UP graduates. The Centre also coordinates cooperation between the University, the Olomouc Region, the City of Olomouc and other entities in international activities.

UP staff may, as part of their employee benefits, take a course at the FA UPLIFT language school at a discounted price. The University has established the goal of verifying the language skills of its employees and thus guaranteeing their language level depending on their agenda and position. UP has, unfortunately, not been able to establish a systemic process of testing

⁵⁰ see attached document *annex_10*

the language skills. Some of the faculties also motivate students to strengthen their language competences. The FS provides a special scholarship to students who obtain a British Council certificate in English language skills, while the FA financially supports students taking internationally recognized English and German language exams (Cambridge ESOL, Österreichisches Sprachdiplom).

UP continuously expands bilingual signage of its buildings down to the room level. It focuses primarily on workplaces with foreign academics and researchers and on University premises accessible to all employees and students (e.g. dining halls and libraries). The identification signs of 45 objects were checked in 2016. Four of them are fully bilingual (name of the building, entrance signs, room), which accounts for 9% of the total number of buildings used by UP for its principal activities. One of the structures only lacked a bilingual identification of the building. Seven (16%) buildings are equipped with bilingual entrance signs, and five buildings (11%) are not. In 6 buildings, even rooms have a bilingual identification (13 %). The remaining buildings have only partial or no foreign language signage. UP is aware of this deficiency and will gradually allocate funds to complete the signage work.

The University paid increased attention to the development of international strategic partnerships between 2014 and 2016. New partnership agreements with foreign universities (agreements under Erasmus+ and Memorandum of Understanding) were signed, existing strategic partnerships were strengthened, and a joint strategy of the UP faculties was implemented concerning the recruitment of students into foreign language degree programs of all types of studies, including PhD programs. The internationalization of degree programs was consolidated and the range of B.A. and M.A. programs in a foreign language was broadened and its appeal improved in cooperation with foreign partners. This consequently strengthened the UP position among foreign students looking to study abroad, and increased the University competitiveness among Czech and European HEIs.

UP international activities and internationalization were developed through support of scholarships, study mobility, and business trips abroad from 2014 to 2016: educational fairs; international promotion of UP (social networks, study abroad portals, UP profiles placings on international rankings), establishment of new strategic partnerships and reinforcement of the existing ones, support of the emergence of attractive foreign-language programs/courses/modules. In addition, the positions of young foreign post-docs involved in research and teaching are supported. Thanks to a support project, English has become a natural language communication in many of the FS workplaces. Internationalization was also greatly enhanced in 2016 by the announcement of the rules of the J. L. Fischer Scholarship for foreign PhD students.

Student mobility is also significantly encouraged by the fact that students are allowed to build at each faculty their mobility degree programs with respect to their home faculty study plan, so that after they return to UP, there is no problem with the recognition of credits obtained at the HEI abroad. This helps students complete their studies without having to extend them.

THE INTERNATIONAL DIMENSION OF SCIENTIFIC ACTIVITY

UP provides an open and accommodating environment for the support of the international mobility of students and employees, and for the elimination of barriers to the establishment and development of international activities in education, science, research and creative activities.

The main strategic objectives in the area of international cooperation in creative activity are defined in the UP strategic plan⁵¹, namely in the chapter "*High Quality Scientific and Creative Activity*":

- a focus on international cooperation in science and research and creative activities;
- raising awareness of UP and the improvement of its reputation in an international context;
- creation of favourable and interesting conditions for international scholars and Czech scholars returning from abroad.

Palacký University continually develops its position in international science. 40 research projects were investigated at UP by international teams in 2016, of which 8 were Horizon 2020 projects (including 1 ERC project and 2 Marie-Curie Actions). UP also supports team collaboration in research infrastructures and is a member of EATRIS, ELIXIR, Bio-Imaging. A major part of the published results are produced in collaboration with international scientific teams from the most developed countries (the results published by international scientific teams in 2016 made up 77.5 % of the published outputs registered in the Web of Science). The share of foreign academic staff at UP was 11% in 2016. It had grown up until 2015, but declined slightly in 2016 (by 2%), which may lead to the termination of support for a number of projects.

UP also strives to promote its results in the English version of the *Žurnál* magazine⁵², at education fairs, and internationally by sending scholars abroad.

COOPERATION WITH THE APPLICATION SPHERE

A specialized workplace ensuring effective cooperation with the application sphere – today's Science and Technology Park (VTP) – was established by UP in 2000. VTP has been expanding its services ever since and providing training for the next generation of technology transfer specialists at UP. Last year, thanks to the project *Technology Transfer Team at Palacký University Olomouc*, a team of experts was formed to conduct transfer horizontally across all the faculties. The team improved the skills and competences needed to transfer knowledge to application, effectively protect knowledge, and maximize the benefits for the University during the transfer to application.

VTP seeks out the best partners for entities interested in collaborating with the University, and invites companies to cooperate with the University. VTP is also a carrier of proof-of-concept projects, which boost the market position of exciting UP outputs. VTP celebrated a great success with the first announcement of a proof-of-concept project funded from contract research.

The workplace also includes the UP Business Catapult (former Business Incubator), which helps new and innovative research companies to launch under de minimis conditions. VTP also runs the UP Business Club, bringing together beginning entrepreneurs, students, and others, helping them to exchange experience, and organizing lectures and training courses for them.

VTP also provides counselling on and training in industrial design rights and support in licensing negotiations. In addition, it holds *Basics of Technology Transfer and Commercialization*, a training course for PhD students introducing intellectual property rights and the principles of technology transfer from research to practice. VTP trained over 90 individuals from all the University faculties in this area in 2016.

⁵¹ see attached document *annex_10*

⁵² *Žurnál* online is available at <https://www.zurnal.upol.cz/en/>

VTP is responsible for contract research, including the innovation vouchers program. It also deals with 3D printing (UPrint) and its promotion of modern technologies.

Collaboration with the business sphere is strengthened within the CRH and RCPTM research centres, which are connected to the FS and, in terms of IMTM to the FMD. The collaboration is centred in the projects of the *National Program of Sustainability* and in other joint projects of applied research such as TA CR, National Agency for Agricultural Research, Czech Health Research Council, and of experimental development, e.g. the Ministry of Industry and Trade and OP EIC.

The SCMTF also made commercial use of applied research, specifically within the OUSHI research and the application potential of the DIPEX methodology (the SCMTF certified the methodology in 2015 with the Ministry of Labour and Social Affairs), and within health literacy research (the SCMTF was licensed by Deakin University).

SUPPORT SERVICES

SUPPORT OF DISADVANTAGED STUDENTS

The Support Centre for Students with Special Needs is a specialized UP workplace supporting students with special educational needs and students from a socially or ethnically disadvantaged environment. Requirements for study applicants with SEN at entrance examinations and requirements for students with SEN during their study are governed by a special internal regulation.

A number of faculties also provide students with psychological counselling and other counselling services related to the specifics of the individual faculties, such as pastoral service at SCMTF, support of teaching and professional practice and mental training at FE, and sports and career counselling provided by FPC. The newly opened barrier-free complex of the Application Centre BALUO enables FPC to offer practical training opportunities to UP students with disabilities and thus strengthen the offering of study courses for students with SEN.

The Support Centre for Students with Special Needs has been available at UP since 1996. It provides services to study applicants, students, employees, as well as secondary-school teachers interested in the subject area. The centre offers courses targeted at the specific needs of the individual users, as well as courses focused on counselling and training regarding the approaches to people with SEN. A summary of the services provided by this centre is listed in Table 6 of the Annex *Descriptive and Statistical Data*⁵³.

The effectiveness of services provided by the Support Centre for Students with Special Needs is regularly verified with an evaluation questionnaire derived from the questionnaire for students with special needs created by the Association of Service Providers for University Students with Special Needs of the Czech Republic. The questions are focused in particular on the following areas:

- awareness of the service offerings;
- procedure of academic staff recruitment;
- utilization of the services;
- offerings of services provided;
- quality of services provided;
- communication with the SCSSN coordinator;
- accessibility of the electronic environment;
- barrier-free accessibility.

⁵³ see attached document *annex_2*

60% of the full-time study students and 40% of distance study students participated in the evaluation in the academic year 2016/2017. Compared to previous years, the participation of a larger amount of distance study students in the evaluation was a very positive aspect. In the last academic year evaluated, the representation of both groups of students is almost equal.

Awareness of the service offerings – almost 80% of all respondents learned about the existence of SCSSN and the services offered from the SCSSN website or used a link in the electronic study application form. Currently, the translation of information into Czech sign language is in progress.

The procedure of the entrance interview – more than half of the respondents (56%) used the extra time allowed at the entrance examination; one third (32%) used the translation into Czech sign language, and 16% used personal assistance.

Utilization of the services – 75% of the respondents indicated using the SCSSN services; 25% use them daily, 25% one or two times per week, and 25% one or two times per month. Some students only use the services in the examination period. The most frequently used service is clearly the counselling and consultancy used by almost all respondents. One third of the students use the notation and transcription service and interpreting services. Additionally, 23% of students use assistance services and 15% use individual foreign language teaching.

The offerings of services provided – most students (94 %) regard the offerings of services as sufficient. The offering will therefore not be further expanded; the focus will be on increasing the quality of services.

The quality of services provided – one half of the services were assessed as high-quality (mark 1 in a five-mark scale). The only "D" was achieved for the *examination adjustment* service. There is, however, only limited space for further adjustments, as a certain examination procedure standard has to be preserved. In other cases, the findings determined in the evaluation are further used and new training of assistants and other service providers is implemented. The establishment of the library for users with specific requirements will be continued as a specialized department of the University library.

Communication with the SCSSN coordinator – the coordinator is the main person communicating with the student with special needs. The coordinator is the key person for the student; he/she can turn to the coordinator with all study-related matters. The communication was evaluated by the respondents on a scale of 1-10; the ranking achieved was 8.2 points. A possible cause of the lower ranking is the fact that physical contact with the coordinators is not always possible, as their work-time is 0.2. This aspect may be changed and an extension of work-time is already planned for the future.

Accessibility of the electronic environment – The respondents evaluated the accessibility of the websites of UP, faculties, departments, e-learning systems, the UP Portal, etc. In this area, the ranking was only 6.9 out of 10 points. A decision has been made to implement an audit of electronic document accessibility and, based on its results, make steps towards eliminating any obstacles identified. This area is also the focus of the project *Palacký University as a Comprehensive Educational Institution*.

Barrier-free accessibility – only 15.6% of all respondents live in barrier-free halls of residence. The accessibility ranking is only 5.3 out of 10 points. In relation to this fact, closer communication shall be established primarily with students with limited mobility in order to gain a more precise overview of this area, and the situation shall be further dealt with based on this information.

The future goal is not only to continue in the evaluation by students with special needs, but also to obtain feedback from lecturers and other UP workers, who represent an important part of the inclusion environment.

COMPUTER CENTRE (CVT)

The central information system of the institution is established and fully functional. The conception, development and operations of the University Information System (UIS) regarding information and communication technologies for research, education and University administration support are provided by the UP Computer Centre. The main CVT activity is provision of services related to gaining, processing and providing information by means of computing and communication technology to all UP parts, as well as UP as an entity in economics, management, pedagogical, creative and study areas. In these areas, CVT is responsible for implementation of modern technologies and their technical support, as well as for conception, development and operations of the University Information System, the UP metropolitan data network and other university-level activities in the field of computing and communication technology.

For a common user (a student or employee), the UIS is represented by the websites under the administration of the RUP Communication Department, intended for UP self-presentation to the outside world, as well as by the UP Portal; the starting point for the individual UIS operational applications.

LIBRARY SERVICES

Palacký University Library is available to students, academic and scholarly workers, employees and now even to graduates. By law, it is a public library with restrictions, however, to some services to the general public.

The Central Library located in the Armoury is the largest branch of the UP Library, providing the users with approximately 115,000 documents in free selection arranged according to their subject into the individual fields of study. The British Centre branch provides materials related to English teaching and learning, English literature and film. It organizes various courses focused on increasing knowledge of the English language and regions, culture studies and literature. The BC Library also organizes Cambridge Exams for internationally valid English language competency certification at the levels PET, KET, FCE, CAE and CPE. There are seven other branches of the Library located at the individual faculties (SCMTF, FMD, FS – the Envelopa Campus, FS – Holic, FPC, FE and FHS) where specialist resources related to the faculty study area are collected.

The modern services of a twenty-first century library include study rooms with comfortable equipment in every branch gradually extended by the Library management based on international trends in library equipment. Other facilities available in the Central Library are a night reading room, a team study room and clubhouses. The Library opening hours are among the longest in all Czech libraries.

PUBLISHING HOUSE

Publishing and printing activities are among the most important tasks of every high-quality university. The VUP mission is to ensure publishing and dissemination of professional work in accordance with the mission of the University both nationally and internationally. The VUP activities involve:

- mediation of outputs of the UP creative activities;

- ensuring publishing and distribution of works in closely specialized and newly established fields lacking a sufficiently wide base of readers to attract commercial publishers;
- assuring quality, standards and credibility of academic publications;
- supporting the work of novice scholarly-education employees and enhancing their quality by publishing their first works, allowing these authors to establish their name and develop their publishing experience;
- publishing original as well as translated university textbooks reflecting the current needs of teachers and students;
- publishing works of a general focus presenting UP as a university institution with a broad focus within the context of society and culture;
- seeking national as well as international partnerships among professional literature publishers (especially in the university sector), and accessibility to authors from both the inside and outside of the academic community;
- working to increase the citation count of its authors.

A specific aspect of VUP activities is a documentation, archiving and historical function, as the outputs of pedagogical, scholarly-research, artistic and other University activities are preserved as printed or electronic documents, thus allowing for continuous data transfer across time and space.

The publishing house provides publishing of works in various series (university textbooks, study support, original and translated university textbooks and professional literature, monographs, guidebooks, scientific studies, and representative and occasional prints) to the broadest professional public, employing the rich base of authors, lecturers and didacticians of the University.

It introduces the wide professional as well as general public to the University scientific and pedagogical potential through active participation in various fairs and professional workshops and through promotion of its own production. VUP is also a member of the Czech Association of Booksellers and Publishers.

UNIVERSITY HALLS OF RESIDENCE AND DINING HALLS

University accommodation facilities have been gradually modernized in order to meet a wide range of student needs and provide them with high-quality support facilities not only for their study, but also for leisure activities and recreation. The facilities currently available to students on the campuses include sports grounds, sports halls, outdoor seating equipped with a grill, music rooms with pianos, gyms, as well as laundry and dryer rooms or ironing and vacuuming equipment for rent. In spite of the decreasing number of students, the number of students accommodated in the halls of residence is steady, with their interest in accommodation being comparable to previous years. The University halls of residence offer almost five thousand beds on four campuses providing high-standard accommodation. Apart from the above-mentioned services and leisure facilities, the comfort of students is also ensured by a low number of students sharing a room: the average number of students per one room is 2-3. If a hall of residence is fully engaged, one kitchen is shared by 23 students and one bathroom facility by 6 students.

There are five University dining halls available, located strategically around the city in the vicinity of the large University campuses or in the city centre near the most frequently used University buildings.

SPORT FACILITIES

The Academic Sport Centre (ASC) offers a wide range of sports programs, winter and summer stay tours and children's summer camps to students, UP employees, as well as the general public. It is also the organizer of the very popular *UP Sporting Day*. Sports activities are also offered by the newly established AC BALUO as of 2016.

Spatial and technical support is also provided by the UP Sports Hall including a complex of outdoor sports grounds, an indoor archery range and a dockyard. The hall is primarily for professional education of FPC students, extracurricular physical education of students of all UP faculties, as well as for training and championship matches of the UP Sports Club teams. The facility is also available for rent as a venue for sports and cultural events when not being used otherwise. The equipment of the sports hall meets all parameters for practice of international-level professional sports. Two separate playing areas are available in the hall, which enables the organization of cups, sports camps, international matches and European or World sporting events.

The Palacký University Training Centre Pastviny in the Orlice Mountains is operated by FPC. Apart from excellent sport facilities, it also offers accommodation capacities, providing UP students with a great place for physical activities education. It is also available to sports clubs as well as for recreation activities of individuals or families.

MAIN CONCLUSIONS AND RECOMMENDATIONS

Palacký University in Olomouc ranks among the important centres of education and research in Central Europe, achieving both European and world-class results in various areas. UP also plays an important role in the region. It is a strong research institution with high-quality technological as well as human resources.

The individual faculties are, on the whole, satisfied with the current division of competences. Nevertheless, reasonable centralization of some agenda such as HR, economics and investment development seems necessary, as well as related methodological management and operation efficiency. From the point of view of R&D, the weak point is a lack of unity in the field of personnel policy in science. While research centres have their own career plans determining the personnel policy in the category of scientific and research workers, the institution lacks any such code at the university level.

There is no unified evaluation system at present for research and creative activities or an interconnection to further strategic development of the individual UP research directions. There are teams with relatively strictly determined conditions for career development and research activities evaluation. Other teams use, however, only scientometric parameters as a means of evaluation. Regarding the indefinite situation around the National Evaluation Methodology, UP has been forced to develop its own system. The IS HAP is prepared for evaluation, allowing for selection of own evaluation criteria.

With regards to student education, the University will strive for stronger cooperation with other scientific and educational institutions and organizations from the public, non-profit and commercial sector in order to provide students with a wider perspective and greater opportunities for their self-realization. The socio-economic situation in the region, the related priorities and financial options of public institutions, as well as the support of company development in the region are a challenge for University development. Mutual cooperation with partner universities in the region in educational and science-research activities is a needed response to the identified weak points of the Olomouc Region and the Moravian-Silesian Region, which suffer from a lack of a competent labour force in the field

of IT, and to the need to educate future graduates for the creative industry, which has a high application potential in these regions.

There are still great under-utilized opportunities for interdisciplinary collaboration within the University that would lay the basis for a multidisciplinary approach towards the solution of the complex issues faced by the bio-medical fields and natural sciences, as well as the social sciences and humanities. This exceptional potential has, however, not yet been sufficiently utilized.

The well-developing collaboration of the University with the application sector is supported by the existence and activities of VTP. The long-established central support of project preparation, including research projects based on international collaboration supported by the activities of the UP Project Service, is very beneficial. The University is still, however, faced by a relatively low number of academicians/scientists and a persistently low number of foreign post-docs, in spite of the steps implemented successfully thus far.

The University lacks a concept regarding the communication of R&D results, as well as comprehensive information and promotion materials. Poor communication of R&D results is manifested in some cases, involving its fragmentation. The same information is sent by the Rector's office as well as the faculties or research centres to various groups or individuals at the faculties and outside the University, without the individual parties knowing about one another.

Another risk for the nearest future is the **degree program quality assessment** in relation to the system of internal degree program approval being currently implemented, which is determined by the University Act amendment.

At present, standards are being set within the internal approval procedure that will be the basis for the decision-making of the newly established body, RVH. Especially at the outset, there is a risk of possible formalistic assessment or incorrectly set parameters for degree programs. Another risk for the first period of RVH operation is the possible existence of duplicate degree programs or the emergence of new duplicate programs. UP will strive for elimination of these risks by a detailed description of the standard of degree programs, an emphasis on unambiguous determination of the graduate profile including explication of assessment methodology, and regular assessment of the quality of parameters set for the educational activity.

Another weak point in the field of education is the ambiguously defined competences of Vice-Rectors within Doctoral degree programs, and the low return of the implemented student assessments at certain faculties.

The weak points in quality assurance include the absence of a comprehensive quality management system directed at a continuous increase in the quality of all activities of the institution, together with the interconnectedness of quality policies within the individual UP strategic objectives in relation to all relevant norms, and with its implementation at all workplaces of the individual faculties.

An opportunity for the following period is the implementation of the comprehensive quality assurance model EFQM, pursuant to the University Act amendment, which imposes an obligation on universities to ensure a quality management system incorporating all activities of the institution and guaranteeing its functionality; its condition shall be annually monitored by the National Accreditation Bureau (NAÚ).

There are certain risks to the implementation of a quality assurance system into all University activities posed by the insufficiently elaborated legislation with regard to the interconnection of the relevant norms to the quality policy, and the lack of comprehension concerning the need for a comprehensive quality policy on the part of the individual faculties. UP wants to

prevent these risks by a thorough analysis of the processes within the institution in relation to the particular norm-making, and by establishment a motivational-educational program for UP employees regarding quality management.

Further strengthening of graduate feedback is a must for the near future based on regular surveys in the applicability of the acquired education and meetings with graduates of all degree program forms. It would be beneficial to strengthen the role of graduates in the development of educational activities.

Similarly to other public universities in the Czech Republic, the University is afflicted by significant under-financing and a poor guarantee as to the amount of financial resources provided by the state. The insufficiently transparent investment policy is also not resistant to political and lobbyist pressures. The University is threatened by a continuing lack of public funds caused by fiscal constraints and varying political priorities. The institutional support from the state budget on development of research and educational activities in the Czech Republic has stagnated for a number of years and the University is annually forced to defend the budget on university education and continuously strengthen financing from multiple sources.

A weak point of the University is obtaining financial resources from foreign sources, although its research activities are strongly international. Although the University has been fairly successful in obtaining state and targeted grants in recent years, there are still significant opportunities for improvement concerning international grants, especially those awarded by the European Research Council. The University has only obtained a low number of projects within the Horizon 2020 program and community programs based on collaboration with foreign partners. Another objective is thus to increase the rate of success in obtaining international grants (for instance from the European Research Council). A good opportunity for better results is the possibility of establishing new University units focused on international research excellence or on collaboration with the application sector in education as well as development. The needed prerequisites for positive changes in R&D are profiling of research excellence fields at UP, establishment of new joint-degree and double-degree Master's and doctoral programs, motivation of young researchers, and further support of post-docs.

The University is aware of the threats that may constrain its successful development in R&D: insufficient support of R&D at the international level, lack of clarity regarding adjustments in R&D assessment, as well as insufficient mobility of academic and R&D workers. A limiting factor is the excessive administrative burden concerning R&D results reporting, as well as other administrative constraints, and insufficient flexibility in decision-making regarding stays of foreign employees on the part of the government. The academic and research workers of Palacký University, on the other hand, manifest low motivation in participating in international projects. Previous UP achievements may lead the University into a risky situation wherein it does not sufficiently address the assurance of sustainability concerning projects supported from OP R&I over the long run (maintaining sustainability of high-quality research and personnel resources). There is also a need to take into consideration that if a strong emphasis is placed on the scientific approach motivated by financial resources obtained on the basis of its results, there is a risk posed by marginalization of teaching.

A great challenge for UP is inclusion into international quality rankings. In recent years, the University has repeatedly achieved good results in prestigious international university rankings evaluating performance in science according to data from the databases Scopus or Web of Science. In most cases, other evaluated indicators were teaching quality, internationalization of the university environment, collaboration with the industry and non-

academic sectors, etc. Another important indicator is usually the so-called reputation of science, research and teaching at the particular university (Shanghai Ranking, U-Multirank, THE World University Ranking, QS World University Rankings, ARWU - Academic Ranking of World Universities, or U. S. News Best Global Universities Rankings).

The University as an entity, as well as all its individual parts, must create conditions and opportunities for a wide range of international scholarly and educational activities and participate in the European and global scientific environment. One of the permanent objectives of the University is to strengthen the dialogue with society and contribute to its social, cultural and economic development.