

EVALUATION REPORT FOR EVALUATING RESEARCH ORGANISATIONS IN THE UNIVERSITIES SEGMENT IN 2020

UNIVERSITY: Prague University of Economics and Business

COMPANY REGISTRATION NUMBER (CRN): 613 84 399

THE LIST OF EVALUATED UNITS IN MODULE 3:

- Faculty of Business Administration
- Faculty of Economics
- Faculty of Finance and Accounting
- Faculty of Informatics and Statistics
- Faculty of International Relations
- Faculty of Management

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MODULE 3 SOCIAL RELEVANCE

**EVALUATED UNIT: Faculty of Business Administration
Prague University of Economics and Business**

FORD: 50000 5. Social Sciences

SOCIAL RELEVANCE / SOCIAL BENEFIT OF THE EVALUATED UNIT

3.1 General self-assessment of the social benefit of R&D&I in the fields of research at the evaluated unit, and of the evaluated unit as a whole

This criterion has not indicative value. It represents a general introduction describing the social benefit of R&D&I in the fields developed by the evaluated unit, and the evaluated unit as a whole.

Qualitative assessment:

As declared by the Faculty of Business Administration (FBA), its mission is to generate and transmit knowledge, develop skills and form attitudes for the successful management of companies and organisations in a changing global environment. The assessment of inputs related to the social benefits of R&D&I in the fields of research at FBA corroborates institution's dedication to its mission, which results in strong social relevance and benefits for the Czech Republic. This is driven by infrastructure that encompasses 9 departments and 9 centres of excellence (as a part of the Institute of Management). Centres of excellence, positioned as interdepartmental platforms, are especially focused on bringing FBA's R&D&I outputs to the business sector.

FBA has a very impressive range of outside partners, including government (both at local and national levels), not-for-profit organisations, and businesses (SMEs and large corporations). Its partners include the following: Ministries of Industry and Trade, Transportation, Culture, Regional Development, Interior Affairs, the Energy Regulatory Office, The National Information and Consulting Centre for Culture, municipalities like City of Pilsen, Labour Unions, NIPOS) and more than 60 corporate partners (including: Skoda Auto, Unipetrol, Seznam.cz, Coca-Cola HBC, Henkel, Amazon, Unilever, Nestle, and many others).

FBA's research strategy, with clearly defined pillars and objectives until 2024, supports all three areas of research (basic, applied and contractual) and focuses on a broad set of topics that are important for businesses and for the society as a whole. It also emphasizes the need to further internationalize FBA's research endeavours, and defines the tactics for reaching ambitious research objectives. Examples of these tactics are institutional support for maximizing individual research performance and established Research Support Center (RSC). RSC is involved in reviewing major grant proposals and organizing internal workshops and seminars. Finally, FBA has the Research Club, which promotes sharing knowledge and experiences among faculty members and PhD students.

As documented and presented, the applied research projects demonstrate social benefits of FBA's R&D&I activities, in various contexts. Examples of direct social benefits include work on Insolvency Act that led to specific changes in law; impact evaluation of the entrepreneurial support programmes of the Ministry of Industry and Trade; and on the business side, dissemination of knowledge on specific issues related to management in family firms.

At the same time, basic research also produces tangible social benefits. Those that can be easily detectable include work on methodology and on open access data and knowledge, shared with universities in the Czech Republic and also in the Slovak Republic.

Overall, the scope of social impact and cooperation with partners outside academia is very impressive, thus contributing to the FBA's vision of being one of top referenced higher education institution for management in Europe.

APPLIED RESEARCH PROJECTS

3.2 Applied research projects

Evaluate five most significant (from the perspective of the evaluated unit) applied research projects from the complete list in the appendix (tables 3.2.1 and 3.2.2 of Self-evaluation report), consider particularly results achieved or a project's potential for application.

Score [0–5 points]:

5 - Excellent

Qualitative assessment:

From 2014 until the end of 2018 FBA hosted 17 applied projects, which also included an international project sponsored by China Europe International Business School in Shanghai.

The most significant, in terms of funding were the following:

1. Effective methodologies to support small and medium-sized entities in the cultural sector in the environment of the national and European economy, funded by NAKI.
2. Cultural Pathway to Economic Self-Sufficiency and Entrepreneurship, funder by EU 7FP.
3. Research of insolvency practice in the CR, funded by TAČR.
4. Lifetime customer value in the sector of cultural institutions, funded by TAČR.
5. Impact evaluation of public programmes in the field of environmental protection, funded by TAČR.

Focus on culture both in terms of sector of activity and business and entrepreneurship culture is an interesting research profile, aligned with current global trends. It positions FBA as an important participant both in the national but also international discussion and frontier research.

The first project combines cultural perspective with social perspective, highlighting the trends in youth entrepreneurship and gender dimension. The project has potential to inform policies at the European Union level. Of course, international perspective is also critical for enhancing the quality of internal policies in the Czech Republic as well.

While culture and also the economic activities in the cultural sector seem to be the leading line of applied research in FBA, clearly, other contributions matter as well. Project on insolvency had tangible results on changes in law. Evaluation of efficiency of environmental project is one of the key policy issues, and the FBA's contribution here has a very high social relevance.

3.3 Contract research

Evaluate revenues from contract research for the 2014–2018 reporting period from the complete list in the appendix of Self-evaluation report (tables 3.3.1 and 3.3.2).

Score [0–5 points]:

4 - Very good

Qualitative assessment:

FBA's income received from contract research increased over the five years, from 16.7k EUR in 2014, to 44.8k EUR in 2018. Nevertheless, it still plays a relatively smaller role compared to income received for the programmes, and there is still a room for growth in this area for FBA. On the other hand, a stable increase in income from contract research projects suggests promising results in following years. Furthermore, number and variety of contract research projects is a good way to include many faculty members into contract research, gradually building capacity and raising the awareness of importance of managerial implications in academic research in general.

The example of contact research is the study on the Use of Intermodal Freight Transport in Secondary Distribution of Polyolefin in Unipetrol, where the research team developed a concept of using intermodal transport in freight distribution across Europe. The team contributed to changes in contracts and other documents between clients and logistics service providers and hauliers. It also focused on tools allowing to adjust distribution with regard to clients' requirements, transport services market opportunities, and expenses. Outputs are continuously being applied by the Unipetrol company.

Another good example of contract research is the project done for Škoda Auto in 2020 about attitudes towards electric cars, which is a part of a long-term collaboration between FBA and Škoda Auto. This project clearly contributed to the interdepartmental cooperation at FBA, FBA's internationalization (collaboration with the University of Greenwich, UK), while strengthening relations with local industry.

Such contracts enable FBA to build a rich structure of connections with institutional and business agents outside academia. It is interesting to note again some work on cultural events and their impact.

3.4 Revenues from non-public sources (besides grants or contract research) from research work

Evaluate revenues for the 2014–2018 reporting period for R&D&I from non-public sources, besides grants or contract research (e.g. licences sold, spin-off revenues, gifts, etc.) presented in a complete list in the appendix of Self-evaluation report (table 3.4.1).

Score [0–5 points]:

2 - Average

Qualitative assessment:

There was no funding for research from non-public sources other than grants and contract research. Such funding is difficult to get especially in business research.

Nevertheless, this is an important direction for the future. Research endowment from business sponsors may be much more flexible than public funding and may enable FBA to focus on its own strategic priorities. Our evaluation of this dimension is not zero, because given the rich structure of contacts documented in other categories, we see potential for further development.

Recommendation 3.2, 3.3 a 3.4:

FBA's results in applied and contract research demonstrate the importance and quality of its research strategy. Number, size, and variety of projects support both mission and vision of FBA, and its results in tangible outcomes in terms of social benefits and impact. Nevertheless, there are several potential areas for improvement:

1. There is a need to expand the EU-level funding applications. This is important for raising profile, gaining knowledge by doing, but also for leveraging back the international knowledge for domestic applications. Furthermore, the role of international comparisons is important for national policies and for business practice as well.
2. We suggest to continue the quest for research funding from the business sector, in order to ensure some longer term funding with more flexibility in use. FBA's already achieved visibility within the business society and strong relationships with its partners in business provide a promising opportunity for developing this activity.
3. Finally, we suggest further strategic focus on continuity and brand building. This includes further work on the role of culture as factor in business, and on cultural activities by both business and government. Evaluation of the latter comes across as one clear applied research area that is worth sustaining and building more capacity. Furthermore, FBA should choose several most promising areas among other areas it currently pursues in their research profile, and focus on them.

APPLIED RESEARCH RESULTS

| 3.5 Applied research results with an existing or prospective economic impact on society | |
|---|----------------------|
| <i>Evaluate the five most significant (from the perspective of the evaluated unit) applied research results that have already been applied in practice, or that will realistically be applied, in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.5.1).</i> | |
| Score [0–5 points]: | 4 - Very good |
| <p>Qualitative assessment:</p> <p>FBA reported five applied research projects with potentially strong economic impact on society. These projects are related to the following areas:</p> <ul style="list-style-type: none"> • policies on business start-ups and self-employment; • event management; • evaluation of the effects of Cohesion Policy programmes; • effects of changes of minimum wage in individual sectors. <p>Developing and implementing policies on business start-ups and self-employment have strong impact on SME sector and building an entrepreneurial mindset. The event management industry is an important part of the Czech economy, and although challenged by the COVID pandemic, it will regain its role in future. Appropriate management of Cohesion Policy programmes are directly related to the economic benefits in EU member states, and evaluating their effects contribute to the quality of management in the future. Finally, insights related to minimum wage especially help policy makes in calibrating this sensitive economic parameter.</p> <p>Despite clear relationship of these five projects and economic impact on society, it is not exactly clear what is the magnitude of effects, since the economic impact in not presented in more detail in the self-evaluation report.</p> <p>Furthermore, although it had important non-economic benefits, we would include Research of Insolvency Practice in the CR (TAČR 2014-15) project here, as it had two direct economic benefits as well:</p> <ol style="list-style-type: none"> 1. reduction of costly administrative burden of bankruptcy courts; 2. protection against submitting so-called “bullying” insolvency petitions, which saved many businesses from bankruptcies. | |

| 3.6 Significant applied research results with an other than an economic impact one on society | |
|---|----------------------|
| <i>Evaluate the five most significant (from the perspective of the evaluated unit) applied research results with the other than the economic impact on society in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.6.1).</i> | |
| Score [0–5 points]: | 5 - Excellent |

Qualitative assessment:

Two important research projects serve as examples of impact on society, which is beyond economic impact: (i) Research of Insolvency Practice in the CR (TAČR 2014-15) and (ii) Open data and on classification of digital services (TAČR 2017).

Within the Research of Insolvency Practice in the CR (TAČR 2014-15) project, an amendment to the Insolvency Act, under Ref. No. OVA 993/15, was elaborated, which was subsequently approved. Non-economic benefits of this outcome include:

1. a better protection of rights of the participants of insolvency proceedings;
2. protection against submitting so-called “bullying” insolvency petitions; and
3. the reinforcement of authority of the minister of justice to supervise the insolvency administrators.

The project on Open data and on classification of digital services (TAČR 2017) produced outputs that are applied by:

4. the Ministry of Interior (e.g., the usage of recommended methodology for Open Data Maturity Report); and
5. the Government of the Czech Republic, for proposing future digital services categories.

Obvious candidates for the impact other than economic are also the projects and contracts on culture and activities in the cultural sector by business and government units, including municipalities. While those can produce tangible economic benefits as well, there are also important intangible benefits that cannot be evaluated directly. Understanding business and economic aspects and trying to quantify non-economic, and public benefits of culture is important, and here the Faculty already plays a role.

Recommendation 3.5 a 3.6:

FBA’s applied research results were more visible from the presentation and discussions with faculty members than from self-evaluation report. Furthermore, a bit more focus on certain areas could provide stronger economic and non-economic benefits. Nevertheless, FBA’s impact is evident, and here are our recommendations:

1. Increase self-awareness of tangible results of the implemented projects, and share knowledge within the faculty. Make sure the results are well advertised, available in public domain and they find their way to media (using already established channels, see further down), raising profile. Document this impact in order to improve your dissemination practice.
2. Ensure continuity of the initiated impactful activities and do not leave loose ends. Once you reached impact and were positively evaluated by the sponsor, look for the next contract from them. It links with the previous point: build reputation and visibility in key areas of your choice.

COOPERATION WITH THE NON-ACADEMIC ENVIRONMENT AND TECHNOLOGY TRANSFER

| 3.7 The evaluated unit's most significant interactions with the non-academic application/corporate sphere | |
|--|----------------------|
| <i>Evaluate the most significant interactions with the non-academic application/corporate sphere, comment on the most typical users of the evaluated unit's outcomes. Please take into consideration how the evaluated unit looks up for these users and how the evaluated unit cooperates with them. Use provided examples of interactions for your evaluation.</i> | |
| Score [0–5 points]: | 5 - Excellent |
| <p>Qualitative assessment:</p> <p>Typical entities in non-academic context that FBA interacts with are: ministries, non-profit organizations, companies/corporations, and individuals. These entities are mostly users of FBA's R&D outputs.</p> <p>FBA carries out applied and/or contract research for various ministries, and results of these projects are mostly assessments and methodologies that have been applied in practice and have had multiplicative effect on society via their use in legislation, supporting programmes and decision-making of the ministries. Outputs of projects conducted for ministries (partly evaluated in previous sections) corroborate successful and long-term cooperation of FBA with governmental bodies in Czech Republic.</p> <p>Both non-profit organizations and companies are users of FBA's applied and contract research projects. The cooperation is usually initiated by these entities, and projects are tailored to their needs. Extensive list of applied and contract research projects performed for these entities proves the significance of FBA contribution in both for-profit and non-profit sectors.</p> <p>Furthermore, FBA has an impressive list of corporate partners with whom it is cooperating, both at the faculty level or through its departments and centres of excellence. For example, the Centre for Family Business has the strategic board that involves the owners of significant family firms who provide guidance and financial support. The centre organises practice-oriented family business conference twice a year and several workshops.</p> <p>Finally, FBA interacts extensively with individuals, beyond students and alumni members. These individuals are managers and also members of the general public. They are reached via open lectures, popular press and newsletters, in which results of FBA research and other activities are presented.</p> | |

3.8 System and support of technology transfer and intellectual property protection (can be extended to the whole university, emphasising the specific features of the evaluated unit)

Evaluate the system of technology transfer of the evaluated unit. Consider the quality of the applied research and the effectiveness of technology transfer using the description and the data presented in the appendix of Self-evaluation report (table 3.5.1). Focus particularly on the number of filed and granted patents (Czech and international) and licences sold.

Score [0–5 points]:

2 - Average

Qualitative assessment:

This point applies less to FBA, and less to management and social research in general. Nevertheless, certain outputs in the area of business administration could be subject to intellectual property protection. According to the self-evaluation report and other provided documents, FBA is not engaged in producing technical patents and licences, nor it has outputs that are subject to the intellectual property protection.

3.9 Strategy for setting up and support of spin-off firms or other forms of commercialisation of R&D&I results (can be extended to the whole university, emphasising the specific features of the evaluated unit)

Evaluate practical use of the intellectual property of the unit in the form of setting up spin-off companies or other forms of commercialising R&D&I results (both with and without the participation of the unit) established by the evaluated unit (university), or by another entity controlled by the evaluated unit (university), or an employee of the evaluated unit. Consider the model of functioning and coordination and control of intellectual property management of the evaluated unit (university).

Score [0–5 points]:

2 - Average

Qualitative assessment:

While FBA does not produce technology R&D and has no independent potential for addressing this dimension, it could still cooperate within the university or with other universities with more technical profile on *academic business incubation and on commercialisation*, combining its expertise in family business and entrepreneurship with that of other academic faculties that produce technological R&D and new technologies.

Recommendation 3.7, 3.8 a 3.9:

We suggest that FBA explores opportunities for partnership with other academic centres (within universities sector) with technology and applied science profile, to engage in technology transmission, commercialisation and academic start-up programmes. For all those, it is critical to combine the technology expertise with sound business and management practices, and FBA would be in a good position to offer the latter.

RECOGNITION BY THE SCIENTIFIC COMMUNITY

| 3.10 The most significant individual awards for R&D&I | |
|--|----------------------|
| <i>Evaluate the ten most significant R&D&I awards received (in the Czech Republic and in other countries) in the 2014–2018 reporting period.</i> | |
| Score [0–5 points]: | 4 - Very good |
| Qualitative assessment: | |
| <p>FBA reported that its academic staff received individual awards for high quality research papers and reviews in the reported period. Examples of such accomplishment are nomination for the Best Paper Award at Academy of Management 2015 Annual Conference in the Entrepreneurship division and the Best Reviewer Award for the high profile Journal of World Business.</p> <p>According to the self-evaluation report, members of FBA academic staff also regularly receive awards in local or national competitions (provided examples are: Rector’s Best Paper Award and the Josef Hlávka Foundation Award). Unfortunately, there is no information on the (at least approximate) number of received awards.</p> | |

| 3.11 Recognition by the international R&D&I community (elected membership in international scientific societies, participation on the editorial boards of international scientific journals, invited lectures at the institutions abroad etc.) | |
|--|----------------------|
| <i>Evaluate the recognition of the evaluated unit by the international scientific R&D&I community, based on a commentary presented in the appendices of Self-evaluation report (table 3.11.1, table 3.11.2, table 3.11.3 and table 3.11.4).</i> | |
| Score [0–5 points]: | 4 - Very good |
| Qualitative assessment: | |
| <p>As documented in the self-assessment report, several faculty members are regularly invited to present in the top European business schools (notable examples are HSG St. Gallen, Copenhagen Business School, and Erasmus University in Rotterdam). Also, invited guest speakers list provides evidence of contacts with top international scholars. Both, invitations abroad and scholars coming to Prague, imply well-developed contacts that are critical for FBA’s international visibility, opportunities for cooperation, and for learning. This aspect is very strong, impressive, and gives the school good international profile.</p> <p>FBA academic staff members engage in editorial work in multiple journals (ones published by VŠE and other universities(publishers), but so far they are not yet enough present in top business and management outlets.</p> <p>Finally, FBA community is not present in official roles in international professional societies.</p> | |

Recommendation 3.10 a 3.11:

FBA has impressive international contacts and benefits from it. To some extent, it feeds it back into project applications and scientific output, also of applied nature.

However, a strategic direction for further development should be to build on those strong contacts and target both key academic outlets to engage in editorial boards (that is of journals with top profile, higher than the current range) and the academic and professional organisations, like for example the Academy of Management, gaining visibility by playing some public roles in those. Minding the size and overall activities of FBA, stronger visibility of its community in the international academic networks should be one of the priorities, especially in its strategic lines of applied research.

POPULARISATION OF R&D&I

3.12 The most significant activities in the popularisation of R&D&I and communication with the public

Evaluate the main activities of the evaluated unit in the area of popularisation of R&D&I and communication with the public, based on a maximum of ten significant examples from the evaluated unit perspective.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

Popularization of FBA's R&D&I activities are mostly done through leading economic daily press in Czech Republic "Hospodářské noviny". This outlet features a column called "VŠE on..." where FBA academic staff regularly announces its research outcomes. This way, R&D&I output of VŠE is highly visible at the national level.

The FBA's project called "Celebrity Monitor", a longitudinal research study which monitors the popularity of Czech celebrities, is receiving a significant recognition every year (since 2014) by marketing and business media in general.

Another good example is the study conducted by FBA, which investigated how people using humblebragging during job interviews are perceived. Although they were perceived as insincere, their competence and intelligence were appreciated. The study gained international coverage, for instance, the Cut magazine wrote a report about the study.

Finally, some faculty members further popularise their research outcomes in blogs. An example is <http://bahniks.com/blog/>.

Recommendation 3.12:

Despite very good results in popularising FBA's R&D&I outputs, FBA's academic staff should be further encouraged to engage in popularising their research, by use of blogs, and other social media channels. Further contacts with press, TV and radio should be encouraged. Follow the international linkages, where you were already noticed, to advertise your research.

Furthermore, institution-level initiatives could be organized. For example, open lectures for general public and for prospective students are a great way to popularize business administration-related R&D&I in general, and for FBA's public positioning in particular.

MODULE 3 - OVERALL ASSESSMENT

After evaluation of the individual criteria of the M3 module, please summarise your assessment in the context of the whole module (social benefits, applied research projects, results of applied research, cooperation with the non-academic environment and technology transfer, recognition by the research community and the popularisation of R&D&I) and describe and justify the strengths and weaknesses of the evaluated unit.

| | |
|---|----------------------|
| Overall score [Calibrated]: | 153 |
| Overall grade [Excellent– Inadequate]: | 4 - Very good |

General qualitative assessment (summary):

FBA has a very impressive position in terms of its applied work and the impact on the national level. It cooperates with a wide range of outside partners in government at various levels, with NGOs and with business organisations. This results in attracting an impressive amount of funding.

It also targets its international contacts strategically, and developed relations with top European business schools. All these contacts should be maintained and strengthened.

The key strategic direction for the Faculty should be to enhance its international presence and impact. There are examples of applied work at the national level that could be leveraged to European level: on culture, on insolvency law, and on family firms.

Furthermore, that could also produce feedback effects for the nationally-anchored work by bringing back some comparative European aspects and applying at home.

Parallel to that it will be important for FBA to increase its presence in learning societies and editorial boards of higher level journals. In addition, bringing in international conferences to Prague, with some well-defined focus on applied research, could be one way to strengthen the visibility.

MODULE 3 SOCIAL RELEVANCE

**EVALUATED UNIT: Faculty of Economics
Prague University of Economics and Business**

FORD: 50000 5. Social Sciences

SOCIAL RELEVANCE / SOCIAL BENEFIT OF THE EVALUATED UNIT

3.1 General self-assessment of the social benefit of R&D&I in the fields of research at the evaluated unit, and of the evaluated unit as a whole

This criterion has not indicative value. It represents a general introduction describing the social benefit of R&D&I in the fields developed by the evaluated unit, and the evaluated unit as a whole.

Qualitative assessment:

The Faculty of Economics is in Prague and specialises in economic theory, in economic policy and in the interface of economic theory and practice. It has six departments (Economics, Philosophy, Economic and Social Policy, Economic History, Law and Regional Studies). It has three Research Units - the Laboratory of Experimental Economics (LEE), Expert Institute, Center for Regional and Administrative Sciences. Whilst the research focus and culture is good and both theoretical and applied research is more limited, primarily to the Czech economy, the Faculty has built a strong reputation in European Regional studies, and in comparative economic policies e.g. the USA and Germany and to some extent in financial economics and experimental economics.

Members of the FE have successfully acquired funds from the Czech National authorities and Czech Science Foundation 2014-2018, and increasingly from European sources and the Faculty has developed some important international partnerships, most recently with the Faculty of Economics at Shanghai University and Ocean University in Qingdao, China and in Korea- but these are mainly related to Masters teaching initiatives and the research strategy and projects have yet to be developed.

The research seminar series appears to have been successful in bringing a wide range of international academics to the Faculty and helping to build the infrastructure of research and this has been running since 2013 and appears to have engaged particularly with economics in the USA, the United Kingdom, and Germany and in the developing fields of behavioural economics and financial economics.

Overall however the Faculty appears somewhat lacking in a more strategic international research focus and although it is well applied to the Czech economy it needs to develop its European and International research focus and its thematic research capabilities need developing and greater prioritisation. It also requires a much stronger corporate Business focus on both the Czech economy and International Business.

In 2019 the Faculty had 12 Professors (No women), 23 Associate Professors, 54 active PhD students (i.e. without persons with interrupted studies) and 29 PhD assistants. Its stock of leading academic research staff is low and needs replenishment and new blood recruitment.

APPLIED RESEARCH PROJECTS

| 3.2 Applied research projects | |
|---|-----------------|
| <i>Evaluate five most significant (from the perspective of the evaluated unit) applied research projects from the complete list in the appendix (tables 3.2.1 and 3.2.2 of Self-evaluation report), consider particularly results achieved or a project's potential for application.</i> | |
| Score [0–5 points]: | 3 - Good |
| Qualitative assessment: | |
| <p>The FoEcon research projects are organised mainly around macro evaluation and assessment of the Czech economy and state departments and policies.</p> <p>The number of projects is limited with only 2 clear research projects.</p> <p>2016 The faculty was a co- researcher in a project for the Technology Agency of the Czech Republic (TACR) examining the limits for investments in the Czech Republic, with Mendel University in Brno being the lead partner.</p> <p>2018 The Faculty led expert evaluations and round table research on the Reform of the Common Agricultural Policy in the context of the European Union and Czech Republic and involving the preparation of two expert reviews.</p> <p>Whilst the results of these projects can be seen to inform the policy practice of the state institutions and encourage open economic policy debates and transparency their practice appears limited and needs development and encouragement.</p> | |

| 3.3 Contract research | |
|--|-----------------|
| <i>Evaluate revenues from contract research for the 2014–2018 reporting period from the complete list in the appendix of Self-evaluation report (tables 3.3.1 and 3.3.2).</i> | |
| Score [0–5 points]: | 3 - Good |
| Qualitative assessment: | |
| <p>The Faculty engagement with contract research is small and appears confined in the period to projects for regional and transport authorities and to a small number of corporate company projects.</p> <p>The projects included:</p> <ul style="list-style-type: none"> *The Regional Authority of Moravia- Silesian Region examining budget allocations and tax revenues to self- governing local authorities. *A 2017 project looking at HSBC and the internationalisation of the Czech economy conducted jointly with the Faculty of International Relations * a project with McCann- Prague examing payment cards for integrated regional public transport systems. * Business cooperation with the Nordic Chamber of Commerce inside the Czech Republic | |

3.4 Revenues from non-public sources (besides grants or contract research) from research work

Evaluate revenues for the 2014–2018 reporting period for R&D&I from non-public sources, besides grants or contract research (e.g. licences sold, spin-off revenues, gifts, etc.) presented in a complete list in the appendix of Self-evaluation report (table 3.4.1).

Score [0–5 points]:

3 - Good

Qualitative assessment:

Donations from the private sector are small and confined to PhD financed research from the Neuron Input Endowment Fund. This is surprising in view of the Faculty position on the Czech economy and business life and we are sure more could be made of the Faculty's links with the Czech Finance sector and the Czech Business Sector and with European and International Corporates active in Eastern Europe. No spin – offs have been reported.

The Faculty does make a point of its expert role with regard to the Czech media, TV and Radio and Print newspapers, together with its role in training for the Czech National Bank and the Czech Fiscal Council but this does not appear to translate into contract research.

Recommendation 3.2, 3.3 and 3.4:

The Faculty is recommended

- To review and modernise its departmental structures to better reflect modern day social science disciplines in both economics and business and management and law, philosophy and history which are normally put within the humanities in a modern university- the faculty seems torn in its mission and this needs consideration.
- To reflect and build on its existing strengths in Economic Theory, Regional Studies, Public and Labour Economics, Experimental economics, applied economics but to deepen and broaden its capabilities to better reflect European and International and disciplinary research foci.
- To consider how best to develop and invest in the developing areas of Health, Green and Environmental and Energy economics and strengthen its International and European economics capabilities. A stronger focus on European Horizon programme themes 2020-2027 may help in this respect with greater consideration to partnership opportunities and networks.
- To consider its attitude on applied research with the corporate sector and for bidding to the not for profit foundation sector- both could help the Faculty increase its revenue and income generation plans.
- To seek to expand new blood and young researcher appointments as well as new blood professorial appointments in key areas for investment and expansion.

APPLIED RESEARCH RESULTS

| 3.5 Applied research results with an existing or prospective economic impact on society | |
|--|-----------------|
| <i>Evaluate the five most significant (from the perspective of the evaluated unit) applied research results that have already been applied in practice, or that will realistically be applied, in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.5.1).</i> | |
| Score [0–5 points]: | 3 - Good |
| Qualitative assessment: | |
| <p>The Faculty reports only two projects: “Limits for Investments in the Czech Republic” (no. TB040MPO010), a TACR project, the methodology is recommended as a supporting tool to the subjects of public administration, which influence investment environment at central, regional, and local levels. Together with the preparations of the expert round table within the National Convention on the European Union, there were two research reports created:</p> <p>PĚLUCHA, Martin. <i>Reform of the Common Agricultural Policy of the European Union – Supporting Documentation for the Round Table within the National Convention on the EU</i> [online]. Prague: FoEcon, the University of Economics, Prague, 2018. 9 p. PĚLUCHA, Martin, KOUŘILOVÁ, Jana. <i>Reform of the Common Agricultural Policy – Summary and Recommendations Arising from the National Convention Round Table Discussion on the EU held on 9 November 2018</i> [online]. Prague: FoEcon, the University of Economics, Prague, 2018.</p> | |

| 3.6 Significant applied research results with an other than an economic impact one on society | |
|---|-----------------|
| <i>Evaluate the five most significant (from the perspective of the evaluated unit) applied research results with the other than the economic impact on society in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.6.1).</i> | |
| Score [0–5 points]: | 3 - Good |
| Qualitative assessment: | |
| <p>Again, significant results are not available and only one project is referenced which is training for the Ministry of Industry and Trade and one research project outcome on Waste Packaging.</p> | |

| Recommendation 3.5 a 3.6: |
|---|
| <p>The faculty needs to increase the number of research projects in order to develop and maximise its outcomes.</p> |

COOPERATION WITH THE NON-ACADEMIC ENVIRONMENT AND TECHNOLOGY TRANSFER

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|--|----------------------|
| 3.7 The evaluated unit's most significant interactions with the non-academic application/corporate sphere | |
| <i>Evaluate the most significant interactions with the non-academic application/corporate sphere, comment on the most typical users of the evaluated unit's outcomes. Please take into consideration how the evaluated unit looks up for these users and how the evaluated unit cooperates with them. Use provided examples of interactions for your evaluation.</i> | |
| Score [0–5 points]: | 4 - Very good |
| Qualitative assessment: | |
| The Faculty reports on the 10 most valuable partners and clearly has a good range of users and a close relationship with ministries and the media and reports on a range of international partners and research networks. The score is based on the base of what has been told and additional information received. | |

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| 3.8 System and support of technology transfer and intellectual property protection (can be extended to the whole university, emphasising the specific features of the evaluated unit) | |
| <i>Evaluate the system of technology transfer of the evaluated unit. Consider the quality of the applied research and the effectiveness of technology transfer using the description and the data presented in the appendix of Self-evaluation report (table 3.5.1). Focus particularly on the number of filed and granted patents (Czech and international) and licences sold.</i> | |
| Score [0–5 points]: | 2 – Average |
| Qualitative assessment: | |
| There are no spin offs and consideration of technology transfer and no patents reported. | |

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|--|--------------------|
| 3.9 Strategy for setting up and support of spin-off firms or other forms of commercialisation of R&D&I results (can be extended to the whole university, emphasising the specific features of the evaluated unit) | |
| <i>Evaluate practical use of the intellectual property of the unit in the form of setting up spin-off companies or other forms of commercialising R&D&I results (both with and without the participation of the unit) established by the evaluated unit (university), or by another entity controlled by the evaluated unit (university), or an employee of the evaluated unit. Consider the model of functioning and coordination and control of intellectual property management of the evaluated unit (university).</i> | |
| Score [0–5 points]: | 2 - Average |
| Qualitative assessment: | |
| There are no spin offs from this evaluated unit. | |

Recommendation 3.7, 3.8 a 3.9:

The research in the Faculty provides limited opportunities for spin offs and commercial exploitation of research and we would suggest that this could be considered in any long term research review but does not appear as a priority.

RECOGNITION BY THE SCIENTIFIC COMMUNITY

3.10 The most significant individual awards for R&D&I

Evaluate the ten most significant R&D&I awards received (in the Czech Republic and in other countries) in the 2014–2018 reporting period.

Score [0–5 points]:

3 - Good

Qualitative assessment:

The evaluation report presents 4 researchers which received awards all of which are producing work of a high standard in international journals and with international publishers.

3.11 Recognition by the international R&D&I community (elected membership in international scientific societies, participation on the editorial boards of international scientific journals, invited lectures at the institutions abroad etc.)

Evaluate the recognition of the evaluated unit by the international scientific R&D&I community, based on a commentary presented in the appendices of Self-evaluation report (table 3.11.1, table 3.11.2, table 3.11.3 and table 3.11.4).

Score [0–5 points]:

3 - Good

Qualitative assessment:

The output of the Faculty is significant and its presence in the European research networks and at European conferences and in European and international journals is increasing and needs further support and encouragement

Recommendation 3.10 a 3.11:

The faculty needs a clear strategy for its engagement with European and International research networks and a plan to build European and international partner projects.

POPULARISATION OF R&D&I

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| 3.12 The most significant activities in the popularisation of R&D&I and communication with the public | |
| <i>Evaluate the main activities of the evaluated unit in the area of popularisation of R&D&I and communication with the public, based on a maximum of ten significant examples from the evaluated unit perspective.</i> | |
| Score [0–5 points]: | 3 - Good |
| <p>Qualitative assessment:</p> <p>The Faculty needs to consider its research strategy at both Czech, European, and International levels and communication with the public needs to be considered from this perspective. Engagement appears to be ad hoc. FoEcon engages with a variety of activities to communicate activities to the public but is not very specific in terms of outcomes.</p> | |

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| Recommendation 3.12: |
| The Faculty needs to consider the engagement of the public and community in economics. A more strategic approach is required. |

MODULE 3 - OVERALL ASSESSMENT

After evaluation of the individual criteria of the M3 module, please summarise your assessment in the context of the whole module (social benefits, applied research projects, results of applied research, cooperation with the non-academic environment and technology transfer, recognition by the research community and the popularisation of R&D&I) and describe and justify the strengths and weaknesses of the evaluated unit.

| | |
|---|-----------------|
| Overall score [Calibrated]: | 113 |
| Overall grade [Excellent– Inadequate]: | 3 - Good |

General qualitative assessment (summary):

In the SER FoEcon focuses on its practical use of economic theory and experimental economics, on its expertise in the economic history of Czechoslovakia, and on its current research on economic and social policies at both theoretical and practical levels e.g EU agricultural policies and rural development, taxation, decision making under stress.

Much of this work is of good quality but the Faculty appears to be somewhat ad hoc in its approach to research and neither clear on its role in relation to both economic and social research, nor clear on the extent of its approach to applied research and its general research mission and objectives for the future. Its national academic contribution is extensive but its European and international economic research intentions need to be clarified.

There is a relationship between departmental structures and disciplines which needs clarification and it may be that a clearer divide between economic, social and regional economic departments and philosophy, history and law would help. Within Economics itself a clearer view on priorities for research investment would help e.g between regional economics, experimental economics, financial economics, applied economics and social policy. Moreover the presentations seem to acknowledge the role of history, but not philosophy and law and there seems insufficient discussion on the priorities to be given to International economics or Environmental economics or Health economics or Econometrics.

We are aware that these are all major considerations but without greater discussion and consideration of these larger issues the Faculty may find it difficult to progress its ambitions in the period ahead.

MODULE 3 SOCIAL RELEVANCE

**EVALUATED UNIT: Faculty of Finance and Accounting
Prague University of Economics and Business**

FORD: 50000 5. Social Sciences

SOCIAL RELEVANCE / SOCIAL BENEFIT OF THE EVALUATED UNIT

3.1 General self-assessment of the social benefit of R&D&I in the fields of research at the evaluated unit, and of the evaluated unit as a whole

This criterion has not indicative value. It represents a general introduction describing the social benefit of R&D&I in the fields developed by the evaluated unit, and the evaluated unit as a whole.

Qualitative assessment:

The mission of the Faculty of Finance and Accounting (FFA) is to offer high-quality education and research in finance and accounting. The finance function includes efficient funding of businesses and governments, and accounting provides relevant information to run and evaluate businesses to investors and society at large as well as for internal efficient decision making by management.

Finance and accounting research have primarily an indirect impact on the economy by providing the underlying financing and information structures and processes that enable and support R&D&I activities and make the industrial and public sectors more efficient, less risky, and more sustainable. The research is less likely to generate results that directly lead to novel products, processes or services by enterprises, although there are some areas in which it can have direct impact as well. For example, finance research may lead to new financial products or services offered by banks or insurance companies; it may create new or improve existing services offered by consulting and auditing firms; it may develop new management accounting systems and processes to improve decision making in companies. Social relevance of research of the FFA can also derive from improving the services of institutions that provide financing (specifically, capital markets, banking and insurance industry) and shape accounting and reporting in firms and in the public sector, and to ensure its quality (specifically, auditors, accounting standard setters, regulators). For example, FFA staff participate in the legislative process and professional bodies in the Czech Republic.

The FFA comprises seven departments and two institutes. In terms of applied research, the Department of Financial Accounting and Auditing and the Department of Banking and Insurance are among the most active departments. They are also the largest departments of the FFA. The research is primarily directed towards, and the research results have an impact on improving the national economy and the regulatory environment. This is in line with the fact that most external research funding also comes from national institutions. Research does generally not reach out to other countries in the EU or elsewhere.

The impact of the two institutes within the FFA is not yet visible in the evaluation period. In particular, no information is available on the activities of the Institute of Energy Economics on the FFA website. But the focus of both institutes, strategic investments and energy economics, respectively, seems highly relevant for future applied research at the FFA and the VŠE more widely.

APPLIED RESEARCH PROJECTS

| 3.2 Applied research projects | |
|--|----------------------|
| <p><i>Evaluate five most significant (from the perspective of the evaluated unit) applied research projects from the complete list in the appendix (tables 3.2.1 and 3.2.2 of Self-evaluation report), consider particularly results achieved or a project's potential for application.</i></p> | |
| Score [0–5 points]: | 4 - Very good |
| <p>Qualitative assessment:</p> <p>The projects are in the areas of accounting, didactics of economics, and public finance. Financial support came from only one two related projects (Open Budget Survey) with a total amount of some € 13,000 in the evaluation period.</p> <p>Unfortunately, there is no detailed information on the projects listed in tables 3.2.1 and 3.2.2 available, so our evaluation is based on the documentation provided to us and on information on the FFA website. In particular, we are unable to evaluate the research results specifically.</p> <p>Project: Interpretations for the Czech National Accounting Board. This project apparently includes several interpretations regarding national accounting standards over the evaluation period. Such work is socially relevant because it fosters consistent application of accounting standards across enterprises and results in better comparable financial information.</p> <p>Project: IPSAS project. This project, commissioned by the Supreme Audit Office, includes the translation of International Public Sector Accounting Standards into Czech language. This work is socially relevant through improving reporting in the public sector, but we are not sure how strong the research focus of translating international standards is.</p> <p>Project: Self-assessment framework and evaluation culture as scientifically supported basis of pedagogical communication in quality management system in the environment of professionally oriented college. This project has a focus on education and didactics research.</p> <p>Project: CSR Reporting in Central and Eastern European Countries. CSR reporting has been of enormously growing relevance in recent years and comparing the developments in CEE countries should be useful for regulation in the Czech Republic.</p> <p>Project: Open Budget Survey. This project is recurring work over the evaluation period and beyond, and it includes participation in an international comparative research by data collection. An outcome of this research can be recommendations for increasing the transparency of the national budget.</p> <p>Overall, while these projects involve socially relevant issues, they appear to be characterized by a mere application of existing traditional knowledge. Such an approach does not involve or require strong research capacities. These projects do not seem to generate complementarities between original research and project work.</p> <p>Our conclusions are based on the projects listed in the self-evaluation report, which is provided by the faculty. We note that the FFA conducted other, very impressive research in the evaluation period, which also led to high-quality publications, but apparently these are considered basic research more than applied research.</p> | |

| 3.3 Contract research | |
|---|-----------------|
| <i>Evaluate revenues from contract research for the 2014–2018 reporting period from the complete list in the appendix of Self-evaluation report (tables 3.3.1 and 3.3.2).</i> | |
| Score [0–5 points]: | 3 – Good |
| Qualitative assessment: | |
| <p>Contract research is primarily on finance, banking and insurance related issues in the Czech Republic. It covers a broad set of topics, from general market analyses to expert opinions on very specific issues, which is in line with the wide spectrum of research in the FFA.</p> <p>Research on the broader banking and insurance market includes a vision of banking in the future, particularly focusing on the intergenerational conflict; an analysis of the Czech insurance market; and an analysis of the financial behavior of households in the Czech Republic. We believe that these issues are of high relevance to the Czech banking and insurance industry and its functions in the Czech economy. Research on specific issues include predictability of bank moratoriums to save banks in a financial crisis; possible solutions to uninsurable risks; effects of early credit repayment; and the calculation of the annual percentage rate of charge in the Consumer Credit Act. All but one contract research focuses on the Czech Republic.</p> <p>Contract research raised revenues of some € 36,000 in the evaluation period, and it is mainly the Department of Banking and Insurance. The funding came from the banking industry, mostly individual banks and a banking association, from a fund of the insurance industry, and a consumer finance organization.</p> <p>There was no contract research in the areas of corporate finance and accounting, although these are also key competences of the FFA. Further, none of the contract research involved a foreign client.</p> | |

| 3.4 Revenues from non-public sources (besides grants or contract research) from research work | |
|--|-----------------|
| <i>Evaluate revenues for the 2014–2018 reporting period for R&D&I from non-public sources, besides grants or contract research (e.g. licences sold, spin-off revenues, gifts, etc.) presented in a complete list in the appendix of Self-evaluation report (table 3.4.1).</i> | |
| Score [0–5 points]: | 3 – Good |
| Qualitative assessment: | |
| <p>The FFA raised some € 16,000 from gifts for education and research and an additional € 83,000 from several institutions for educational activities. The gifts came predominantly from two contractors, a bank and an insurance fund. They were used by the FFA primarily for funding applied research related to R&D&I for public institutions in the Czech Republic, such as projects presented in Table 3.2.1.</p> <p>The main share of revenues comes from education activities, that is, transfer of R&D&I to practice; specifically, from four special courses in accounting and finance, for financial market subjects, the Ministry of Finance, the Chamber of Tax Advisers, and Fincentrum. Two of these courses were</p> | |

offered consecutively, whereas the other two were one-off events. The topics included, for example, advance accounting and tax topics. Education is relevant to enable people in the economy to generate R&D&I, although the causal link is indirect.

Recommendation 3.2, 3.3 a 3.4:

The research expertise in the FFA is not immediately amenable for application to development and innovation in the economy. The finance, banking and insurance industries are highly concentrated and hold substantial expertise themselves. In accounting, there is direct competition with, particularly, auditors and tax lawyers who have high expertise in practical issues companies face. While faculty members individually consult in these areas due to their expertise, the issues are less exciting from a research perspective.

Much of the research in finance and accounting relates to institutions and regulation, and this is where the FFA was able to raise applied research projects. Faculty, particularly in accounting, is involved in many of these institutions and is influential in influencing public policies. But these are typically projects with lower opportunities to generate revenues because many institutions are governmental or non-profit entities and may view such projects as knowledge transfers within government institutions.

Recommendations:

- Encourage applied research projects in areas that have potential, eg management accounting and reporting and business valuation
- Strengthen research specializations to create a competitive advantage over other knowledge suppliers
- Stimulate faculty to explore whether and how they could leverage on their existing and new educational contracts with business and the government to generate applied research contracts or contract research as a follow up of the educational activities or as an antecedent to those education activities
- Offer incentives and a favorable legal environment to researchers to bring individual research under the umbrella of the University
- Attempt to participate in, or organize, international research efforts and generate research funding, for example from the European Commission
- Create a transfer center in business that offers support for entrepreneurs both in financing and management control (this is perhaps the strategy behind establishing the two institutes in the FFA)

APPLIED RESEARCH RESULTS

| 3.5 Applied research results with an existing or prospective economic impact on society | |
|--|----------------------|
| <i>Evaluate the five most significant (from the perspective of the evaluated unit) applied research results that have already been applied in practice, or that will realistically be applied, in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.5.1).</i> | |
| Score [0–5 points]: | 4 - Very good |
| Qualitative assessment: | |
| <p>Results from applied research in finance and accounting can have economic impact at the level of individual enterprises, on industries, on government and other institutions. Naturally, economic impact to society is more indirect the farther away the respective institution is from the level of enterprises that perform the R&D&I related products processes and services; but it can nevertheless be important. Most of the applied research in the FFA relates to higher levels in the Czech Republic but not internationally. They are directed to the Ministry of Finance, the National Accounting Board, and courts.</p> <p>In the following, we briefly evaluate five of the projects listed in Table 3.5.1. They were also described in prior sections of the evaluation report where we evaluated social relevance. Generally, they have had, or are likely to have, economic impact.</p> <p>Project: Interpretations for the Czech National Accounting Board. This project includes several interpretations regarding national accounting standards over the evaluation period. The project has economic impact because it affects enterprises' financial reports by making them more precise and more comparable, which aids performance measurement, improves managerial decision making, reduces information risk, and improves the efficiency of financing through equity and debt. In addition, it contributes to consistent application of accounting standards across the economy.</p> <p>Project: IPSAS project. This project includes the translation of International Public Sector Accounting Standards (IPSAS) into Czech language for the Supreme Office Court. This work has economical impact because it is fundamental if IPSAS are introduced and used in the Czech public sector. The benefit is to help identify and improve reporting and performance evaluation in the public sector. Better information assists in identifying areas in which the efficiency of processes in the public sector can be monitored and improved.</p> <p>Project: Study of verification of all possible ways of calculating the annual percentage rate of charge (APR) and Expert analysis to the adjustments of APR. This project has economic impact as it clarifies individual claims or obligations for contracting parties under the Consumer Credit Act. The magnitude of the impact depends on how many contracts use APR and are affected by the research results.</p> <p>Project: Analysis of the Czech insurance market. This project can have economic impact because it helps to better understand the insurance market and to derive strategies and measures to ensure its functioning currently and in the future. Insurance markets affect efficient risk management in enterprises.</p> <p>Project: Study Vision of Banking 2025 – Retail bank 2025 – intergenerational conflict or agreement. This project can have economic impact in the future because it helps to shape the retail banking</p> | |

market for future challenges. Retail banks play an important role as a financial intermediary. The results were published in a Czech journal.

3.6 Significant applied research results with an other than an economic impact one on society

Evaluate the five most significant (from the perspective of the evaluated unit) applied research results with the other than the economic impact on society in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.6.1).

Score [0–5 points]:

3 - Good

Qualitative assessment:

Other than economic impact of applied research can arise in the FFA through R&D&I transfer (examples of good international practice) into decision-making, operation and transparency of public authorities, self-governing bodies and professional associations.

Project: Czech standard for valuation (shared parts) and business valuation for the Ministry of Justice. Valuation standards provide a common basis for expert opinions on the valuation of businesses, which increases trust in valuations opinions and more transparency in the process.

Project: Open Budget Survey. This project can inform fiscal authorities about good practice in developing and executing the national budget, based on a survey of practices in many other countries. It opens the way for more fiscal transparency in the Czech Republic. We are not aware of whether, and how, results from this project have been used.

Project: Self-assessment culture and quality of education. Assuring internal quality evaluation of professional higher education is highly important and part of a total quality management in education. The model developed and discussed in a conference is used at three higher education institutions in the Czech Republic.

Project: Modern teaching methods in economic education. Professional and pedagogical skills are extremely important in effective teaching. The teaching methods were presented in a seminar and are used at nine secondary schools in the Czech Republic.

Project: Finance and entrepreneurship factor with respect to human capital development. The results of this project were presented in a conference and are used at nine secondary schools in the Czech Republic. While both latter projects are used in schools, the significance is still relatively low.

Recommendation 3.5 a 3.6:

The results of the research projects presented in sections 3.5 and 3.6 may have some impact on society. The projects relate to public institutions; no project affects enterprises directly. Economic impact seems somewhat lower than other impacts. Since we do not see that applied research results are published in major journals, it may be that the project results are predominantly transfers of existing knowledge and applications of prior research.

Recommendations:

- Put more focus on new knowledge creation in the execution of projects rather than merely applying existing academic knowledge in the research project
- Increase the research character of applied research to gain a competitive advantage over other institutions that consult in similar fields
- Widen the areas of applied research expertise to also mobilize other capabilities in the FFA
- Attract more international research projects to increase the impact of results

COOPERATION WITH THE NON-ACADEMIC ENVIRONMENT AND TECHNOLOGY TRANSFER

3.7 The evaluated unit's most significant interactions with the non-academic application/corporate sphere

Evaluate the most significant interactions with the non-academic application/corporate sphere, comment on the most typical users of the evaluated unit's outcomes. Please take into consideration how the evaluated unit looks up for these users and how the evaluated unit cooperates with them. Use provided examples of interactions for your evaluation.

Score [0–5 points]:

5 - Excellent

Qualitative assessment:

Typical users of the outputs of the FFA in the non-academic environment include (in declining order) government and governmental institutions, the banking and insurance industries, and enterprises.

One basis for interactions are personal and institutional contacts and cooperation with decision makers in government and industry. The FFA also has several highly recognized partners, particularly the large international audit firms and national banks.

Another basis for interactions is the excellence of the FFA in educating students at all levels in accounting and finance (based, e.g., on the World University Rankings 2020), which ensures a major influence on practice, once well-educated students start working in the economy. The international professional accreditations particularly in accounting (with ICAEW, ACCA, CFA and in the future RICS) are notable in this regard.

A formal process how to identify users and work with them is not apparent from the information we received, but since the most important users are a small set of governmental institutions, banks and auditors, there does not seem to be a pressing need to have such a process in place.

3.8 System and support of technology transfer and intellectual property protection (can be extended to the whole university, emphasising the specific features of the evaluated unit)

Evaluate the system of technology transfer of the evaluated unit. Consider the quality of the applied research and the effectiveness of technology transfer using the description and the data presented in the appendix of Self-evaluation report (table 3.5.1). Focus particularly on the number of filed and granted patents (Czech and international) and licences sold.

Score [0–5 points]:

2 - Average

Qualitative assessment:

Finance and accounting are research areas that provide little, if any, opportunity to create intellectual property that could be commercialized through patents or licences. Thus, a system of technology transfer is not applicable to the FFA.

The FFA has a process for quality control of applied research in place, which consists of three different steps, the departmental level, the formal inspection associated with the registration in the University's database, and an external peer review.

3.9 Strategy for setting up and support of spin-off firms or other forms of commercialisation of R&D&I results (can be extended to the whole university, emphasising the specific features of the evaluated unit)

Evaluate practical use of the intellectual property of the unit in the form of setting up spin-off companies or other forms of commercialising R&D&I results (both with and without the participation of the unit) established by the evaluated unit (university), or by another entity controlled by the evaluated unit (university), or an employee of the evaluated unit. Consider the model of functioning and coordination and control of intellectual property management of the evaluated unit (university).

Score [0–5 points]:

2 - Average

Qualitative assessment:

Research in finance and accounting provides little, if any, room to create intellectual property that could be commercialized. This also applies to spin-offs or other forms of commercialization. Thus, a strategy for such other commercialization is not applicable to the FFA.

Recommendation 3.7, 3.8 a 3.9:

The FFA has a particularly strong position in interactions with the non-academic sphere, particularly governmental institutions, banks and auditors or their associations, which are natural users of research results.

As noted above, research at the FFA provide little, if any, room to create intellectual property that could be commercialized through patents, licences or other forms. Therefore, we have no immediate recommendations.

RECOGNITION BY THE SCIENTIFIC COMMUNITY

| 3.10 The most significant individual awards for R&D&I | |
|---|----------------------|
| <i>Evaluate the ten most significant R&D&I awards received (in the Czech Republic and in other countries) in the 2014–2018 reporting period.</i> | |
| Score [0–5 points]: | 4 - Very good |
| Qualitative assessment: | |
| <p>The FFA received the following awards in the evaluation period:</p> <ul style="list-style-type: none"> • Awards for comprehensive contribution in R&D&I by the Ministry of Education, Youth and Sport • Josef, Marie, and Zdeňka Hlávka Foundation as a national award (four times) • The Rector’s Prize for scientific publications at the university level (seven times) <p>No awards were received from institutions outside the public sector or outside the Czech Republic. Further, no awards were received from research journals or professional societies.</p> | |

| 3.11 Recognition by the international R&D&I community (elected membership in international scientific societies, participation on the editorial boards of international scientific journals, invited lectures at the institutions abroad etc.) | |
|--|----------------------|
| <i>Evaluate the recognition of the evaluated unit by the international scientific R&D&I community, based on a commentary presented in the appendices of Self-evaluation report (table 3.11.1, table 3.11.2, table 3.11.3 and table 3.11.4).</i> | |
| Score [0–5 points]: | 4 - Very good |
| Qualitative assessment: | |
| <p>Table 3.11.1 lists nine involvements, thereof those in four journals based in countries other than the Czech Republic (Russia, Romania, and two in Slovakia). The five remaining involvements include three in journals originating at the VŠE itself and specifically one that is published by the FFA directly. Significantly, two of the journals are listed in Web of Science or Scopus, which is used as indicator of high-quality research articles in the faculty’s research evaluation system. Six individuals are involved in board roles in the nine journals. The self-evaluation states there are 13 involvements in Web of Science and Scopus, but these involvements are not apparent from Table 3.11.1, so we are unable to consider them in addition.</p> <p>The most significant invited lectures by the evaluated unit’s academic staff at institutions in other countries in Table 3.11.2 were held by only three staff that appear to be the most prominent ones from an international perspective. One of the staff appears with six invited lectures at universities in Australia, Canada, and Russia. The host institutions have an excellent reputation. The invited lectures deal predominantly with renewable energy and pricing, international taxation, and fintechs.</p> <p>The most significant lectures by foreign scientists and other guests relevant to the R&D&I field at the FFA include five persons (up to ten could have been listed) from across the world: Germany, Poland, South Korea, New Zealand, and USA. The topics of four guests were broadly in finance and one in accounting. The FFA had a much larger number of visiting professors mainly in accounting, but did not include them in the R&D&I field.</p> | |

The most significant elected membership in foreign professional societies relevant to the R&D&I field include two accounting staff that were elected national representatives of the Czech Republic in the Board of the European Accounting Association (EAA). There are no representations in bodies the finance or other areas within FFA.

Recommendation 3.10 a 3.11:

The FFA has a few staff that are very well recognized in the international R&D&I community, but there could be more of individuals with achievements in these areas of international recognition.

Recommendations:

- Increase interaction and cooperation with researchers in the Czech Republic and internationally to “market” own research expertise at conferences and workshops to increase the likelihood of obtaining invitations to editorial boards and to lectures
- Increase activities in international research associations relevant to the field to become more visible and become members of committees
- Consider incentivization of such activities

POPULARISATION OF R&D&I

3.12 The most significant activities in the popularisation of R&D&I and communication with the public

Evaluate the main activities of the evaluated unit in the area of popularisation of R&D&I and communication with the public, based on a maximum of ten significant examples from the evaluated unit perspective.

Score [0–5 points]:

3 - Good

Qualitative assessment:

The FFA has a well established track record in the popularisation of existing R&D&I knowledge. It uses three channels: (i) special seminars and conferences, (ii) ad hoc presentations, and (iii) publications in professional journals focused on areas including accounting, taxation, valuation, banking and insurance, and municipality.

Noteworthy is the fact that the FFA publishes three journals that also help popularize research: The Czech Financial and Accounting Journal, The European Financial and Accounting Journal, and the magazine Valuation.

Recommendation 3.12:

Since applied research focuses on issues in the Czech Republic, it is apparent that the activities to popularize and communicate are limited to the public in the Czech Republic.

Recommendations:

- Acquire international projects, which allows to popularize research results also in other countries outside the Czech Republic.
- Consider writing commentaries or articles or work with journalists in the financial press, which may generate a larger visibility for the expertise of the FFA.

MODULE 3 - OVERALL ASSESSMENT

After evaluation of the individual criteria of the M3 module, please summarise your assessment in the context of the whole module (social benefits, applied research projects, results of applied research, cooperation with the non-academic environment and technology transfer, recognition by the research community and the popularisation of R&D&I) and describe and justify the strengths and weaknesses of the evaluated unit.

| | |
|---|----------------------|
| Overall score [Calibrated]: | 133 |
| Overall grade [Excellent– Inadequate]: | 4 - Very good |

General qualitative assessment (summary):

The FFA is active in research and high-quality education in finance and accounting, which are important for businesses and the public sector alike. Applied research in finance and accounting mostly has an indirect impact by enabling and supporting R&D&I activities and make the economy and the public sector more efficient, less risky, and more sustainable. Therefore, the FFA has no obvious opportunities to commercialize R&D&I results through creating intellectual property. Moreover, it is more difficult to raise research funding from the limited number of direct users of applied research.

The FFA has a very high research recognition especially in the fields of banking and insurance and in financial accounting. There are several highly regarded researchers with skills to raise funding for applied research, particularly from the banking and insurance industry and from government. Some researchers have excellent personal contacts to representatives from these institutions and are active in standard setting, regulatory and professional bodies.

Yet from the perspective of research results, the applied research projects are perhaps less exciting than some of the basic research projects in the FFA that seem excellent also in terms of high-level publications. The activities in applied research are concentrated in some of the FFA's research areas, whereas other areas have potential but do not seem to exploit it; for example, there management accounting and business valuation research can be of significant interest to individual enterprises.

The applied research projects are focusing on the Czech Republic, both regarding the research questions and the funding institutions that are national and not international. This is clearly important from the Czech R&D&I perspective. In the future, more internationality may increase the quantity and quality of the applied research projects. There is a lot of potential and opportunities to increase applied research impact.

MODULE 3 SOCIAL RELEVANCE

**EVALUATED UNIT: Faculty of Informatics and Statistics
Prague University of Economics and Business**

FORD: 50000 5. Social Sciences

SOCIAL RELEVANCE / SOCIAL BENEFIT OF THE EVALUATED UNIT

3.1 General self-assessment of the social benefit of R&D&I in the fields of research at the evaluated unit, and of the evaluated unit as a whole

This criterion has not indicative value. It represents a general introduction describing the social benefit of R&D&I in the fields developed by the evaluated unit, and the evaluated unit as a whole.

Qualitative assessment:

The IEP would like to thank the rector the vice-rectors and the administration of the Prague University of Economics and Business for organizing the virtual on-site meeting so smoothly, despite the situation caused from the pandemic of Covid-19. The IEP members would like to thank the Dean and all the presenters of the Faculty of Informatics and Statistics (FIS) for their thorough presentations and overview of the faculty's activities

The FIS is engaged in two main areas of research activities: a) Quantitative methods (Statistics, Econometrics, Operations Research, Demography), which are mainly served by five departments, namely: Department of Statistics and Probability, Department of Economics Statistics, Department of Demography, Department of Mathematics and Department of Econometrics; b) Informatics (Corporate information systems, Knowledge engineering, Patterns, Ontologies, Open Data, Audit, Multimedia, Social Networks, Ethics), which are served by four Departments, namely: Department of Information Technologies, Department of Information and Knowledge Engineering, Department of System Analysis, Department of Multimedia.

The Faculty's general objective is to become an internationally-recognized centre of research in Informatics and quantitative methods by integrating its research areas in Data Science. The focus on the topic on Open Data and Linked Open Data is one example of the expertise developing in the Faculty, which is strongly supported by collaborations with the public as well as the private sector. The Faculty engages in innovative research initiatives through synergistic collaboration between graduate students, research and academic staff. The objective of this effort is to advance the state-of-the-art in the field and to document significant advances through the publication of technical papers in premier archival journals and conference proceedings as well as in the publication of monographs and collective volumes written in the Czech and English language.

The Faculty promotes research through conference participation, international guest lectures, and through its PhD program which are supported through national and international competitive grant schemas. This effort is successful, distinguishes the Faculty and is therefore commendable.

The faculty adopts international standards for assessing research quality with respect to faculty appointment and staff performance evaluation in career advancement procedures. These procedures employ widely accepted metrics of research productivity, which include publication counts, impact factors of journals, editorial activities and service to the scientific community. Part

of the Faculty 's strategic plan is to encourage its faculty members, through monetary incentives, to publish their research work in the scientific literature, favouring top-class publication venues with high impact factors. This strategy has borne fruit in recent years and this is reflected to the growing number of quality publications at the expense of lower quality publications.

The Faculty can refer to several successful research initiatives, not only at national but also on international level (as particularly illustrated in the participation in successful EU framework projects) which produce high quality demonstration outputs and publications. Research in these areas is led by staff and often carried out by very high-quality postgraduate (PhD) students who are being mentored to become promising junior researchers.

APPLIED RESEARCH PROJECTS

3.2 Applied research projects

Evaluate five most significant (from the perspective of the evaluated unit) applied research projects from the complete list in the appendix (tables 3.2.1 and 3.2.2 of Self-evaluation report), consider particularly results achieved or a project's potential for application.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

The applied research projects in the Faculty of Informatics and Statistics are organized mainly around the themes of Open Data and Linked Open Data. There is a balance between internal (TACR) and external (EU) funding. In the following reported projects:

- Financial Transparency Platform for the Public Sector (OpenBudgets.eu)
- Shared Standards for Open Data and Public Sector Information (Share-PSI 2.0)
- Public Sector Budgetary Data in the Form of Open Data
- Publication of Statistical Yearbook Data as Open Data
- Automated Business Rules Extraction with Feedback Loop

The results of these projects are applied in practices of state institutions and organizations (Ministry of Finance, Ministry of Regional Development, Czech Social Security Administration). On an individual citizen basis, the projects' results can be viewed as a vehicle for improving accessibility and transparency of public and local governmental data. The Faculty is making a considerable effort, and to a certain extent it succeeds, in participating in EU projects and securing funding from the European Union through highly competitive grants (EU 7. RP, EU Horizon 2020). The faculty is encouraged to stay in line with its declared strategic goal to direct its basic and applied research in broader areas of data science as well as to improve its international profile with a leading role in the EU project proposals.

3.3 Contract research

Evaluate revenues from contract research for the 2014–2018 reporting period from the complete list in the appendix of Self-evaluation report (tables 3.3.1 and 3.3.2).

Score [0–5 points]:

3 - Good

Qualitative assessment:

Although the faculty is engaged in contract research, mainly with small projects, and shows a balance between state and private funding, revenues generated from the exploitation of the results is not among its strong points. As the faculty states, its contract research results are published under open licenses and, thus, there is no income from selling the licenses. A more effective consideration of IPR exploitation could help the faculty to strengthen this area.

3.4 Revenues from non-public sources (besides grants or contract research) from research work

Evaluate revenues for the 2014–2018 reporting period for R&D&I from non-public sources, besides grants or contract research (e.g. licences sold, spin-off revenues, gifts, etc.) presented in a complete list in the appendix of Self-evaluation report (table 3.4.1).

Score [0–5 points]:

3 - Good

Qualitative assessment:

Donations (gifts) from the private sector is the sole source of revenues besides grants and contract research. This is somehow expected as the focus of the faculty is to provide its research output under open licenses, thus not making revenues. The patenting of research is apparently not one of the priorities of the Faculty. This is not necessarily a bad thing in the computer software area; however, the Faculty should explore avenues of industrial exploitation of their results, particularly when considering the importance of its relationship with Industry and employers nationally and internationally.

On the plus side, the xPort project, which was presented in more detail in the virtual on-site visit, demonstrated the successful foundation and funding acquisition of several spin-off startups, which seem encouraging.

Recommendation 3.2, 3.3 a 3.4:

The faculty is recommended

- to develop further its applied research in broader areas of information systems and data science as well as to lead as beneficiary EU project proposals.
- to investigate possibilities for contacting foreign clients that might help to increase its visibility internationally
- to consider changing its attitude on how to exploit its applied research results to generate revenues by selling them in the private sector. To this direction, the faculty is advised to exploit the opportunities arising from the xPORT business accelerator project. This initiative

should be further continued and strengthened, and such initiatives should in particular strive for continuing seeking investment from Europe to keep talent and successful spinoffs in Europe. Indeed, the IEP would encourage similar efforts also across or in collaboration with other faculties.

APPLIED RESEARCH RESULTS

3.5 Applied research results with an existing or prospective economic impact on society

Evaluate the five most significant (from the perspective of the evaluated unit) applied research results that have already been applied in practice, or that will realistically be applied, in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.5.1).

Score [0–5 points]:

3 - Good

Qualitative assessment:

Applied research results that are currently applied or potentially be applied are clearly reported. These reported most significant results are as follows:

- Open data and PSI in the Czech Republic European Public Sector Information Platform
- Linked Open Data Publishing Methodology
- Thematic Map with Interpretation of Regional Differences in Social Research
- Influence of the Institution of Minimum Wage on Socio-Economic Development of the Czech Republic
- Limits of Data from Mobile Sites in Statistical Surveys of Czech Statistical Office

However, their economic impact (existing or prospective) is not entirely clear as it is not measured or projected and thus, not presented in the self-evaluation report. The current focus is very heavy on the public sector. It should be positively noted though, that many other countries, while being active in Open Data are one step behind in terms of the establishment of true Linked Data, which is a real asset that already has a practical impact and can be considered a core strength of the faculty's research which should be further pursued.

3.6 Significant applied research results with an other than an economic impact one on society

Evaluate the five most significant (from the perspective of the evaluated unit) applied research results with the other than the economic impact on society in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.6.1).

Score [0–5 points]:

4 - Very good

Qualitative assessment:

The Faculty demonstrates a significant activity in terms of applied research funded by the Technology Agency of the Czech Republic and lists these 5 main impacts:

- A proposed directive of the Minister of Finance for publication and cataloguing of open data of the Ministry of Finance
- Survey of modelling public spending data & Knowledge elicitation report

- Requirements for Statistical Analytics and Data Mining
- Data Mining and Statistical Analytics Techniques

Indeed, the results of the faculty are very strong in the public sector and societal topics such as Open Data and supporting statistical analysis mostly in the public sector. The impact on the society of the results of the conducted applied research projects are threefold: Technology transfer from the academia to the users, benefits from the actual use of the results and their implications to eventual processes restructuring in the public sector, and research opportunities for young researchers and PhD students.

Recommendation 3.5 a 3.6:

The faculty is recommended to employ measures (through surveys) of the impact (economic or other) of its applied research, to have evidence to drive the direction of its applied research.

Particularly, while the application of Linked Data and Knowledge Graphs Technologies to improve the access to open data and transparency, studies that measure the concrete economic and societal impact of these technologies (e.g. by enabling citizen science, but also new businesses, etc.) concretely are still missing, which is an area, where the faculty would be excellently positioned. Also, while keeping the strength in the collaborations and impact in the public sector, strategies for impact of the applied research also in the private sector should be discussed.

COOPERATION WITH THE NON-ACADEMIC ENVIRONMENT AND TECHNOLOGY TRANSFER

3.7 The evaluated unit's most significant interactions with the non-academic application/corporate sphere

Evaluate the most significant interactions with the non-academic application/corporate sphere, comment on the most typical users of the evaluated unit's outcomes. Please take into consideration how the evaluated unit looks up for these users and how the evaluated unit cooperates with them. Use provided examples of interactions for your evaluation.

Score [0–5 points]:

5 - Excellent

Qualitative assessment:

The faculty demonstrates a significant number of non-academic projects that show how it interacts with the corporate sphere. Long term co-operation is established with business, state, and public administration entities. Beneficiary vary by the project and are from the public sector (Ministry of Interior, The Czech Tourist Authority, Czech Social Security Administration, Czech Statistical Office), as well as from the private sector (Association of Independent Trade Union, Hewlett-Packard, T-Mobile, INPEKO, SVOBODA & WILLIAMS among others).

3.8 System and support of technology transfer and intellectual property protection (can be extended to the whole university, emphasising the specific features of the evaluated unit)

Evaluate the system of technology transfer of the evaluated unit. Consider the quality of the applied research and the effectiveness of technology transfer using the description and the data presented in the appendix of Self-evaluation report (table 3.5.1). Focus particularly on the number of filed and granted patents (Czech and international) and licences sold.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

Technology transfer is made through thematic competence centres established within the faculty. Characteristic are the Retail Analytics Competence Centre (focused on the application of advanced analytical technologies in retail), Software Quality Assurance Competence Centre (focused on supporting testing and processes associated with managing software companies), and a competence centre for public administration and eGovernment. Indeed, competence centres provide an effective frame to bring together academics with the business sphere. The faculty states that a large part of research outputs, particularly in methodologies and software, is published under open licenses without any requirements for special protection. This means that the faculty does not exploit its research outcome entirely efficiently, and direct protection/exploitation of results should be considered/supported.

3.9 Strategy for setting up and support of spin-off firms or other forms of commercialisation of R&D&I results (can be extended to the whole university, emphasising the specific features of the evaluated unit)

Evaluate practical use of the intellectual property of the unit in the form of setting up spin-off companies or other forms of commercialising R&D&I results (both with and without the participation of the unit) established by the evaluated unit (university), or by another entity controlled by the evaluated unit (university), or an employee of the evaluated unit. Consider the model of functioning and coordination and control of intellectual property management of the evaluated unit (university).

Score [0–5 points]:

3 - Good

Qualitative assessment:

Through its competence centres, the faculty contributed to the establishment of the xPORT Project, a business accelerator at VŠE. The establishment of this business accelerator unit at the university level is expected to help the faculty organise its applied research in a manner that the outcomes will be exploited efficiently and generate revenues.

Recommendation 3.7, 3.8 a 3.9:

The faculty is recommended to take advantage of the xPORT business accelerator unit established in VŠE to exploit more efficiently its intellectual property and generate revenues. As mentioned above, more pro-active IP exploitation and support in terms of spinoffs through initiatives like xPort, would probably also benefit other faculties.

RECOGNITION BY THE SCIENTIFIC COMMUNITY

| | |
|---|-----------------|
| 3.10 The most significant individual awards for R&D&I | |
| <i>Evaluate the ten most significant R&D&I awards received (in the Czech Republic and in other countries) in the 2014–2018 reporting period.</i> | |
| Score [0–5 points]: | 3 - Good |
| Qualitative assessment: | |
| <p>The Faculty demonstrates two awards (2015), one from the Minister of Interior Award for the Contribution to the Development of the Information Society and the other from the Okatar Moteil Fund. The former was for the Open Data Forum, whose member is the Faculty.</p> | |

| | |
|---|----------------------|
| 3.11 Recognition by the international R&D&I community (elected membership in international scientific societies, participation on the editorial boards of international scientific journals, invited lectures at the institutions abroad etc.) | |
| <i>Evaluate the recognition of the evaluated unit by the international scientific R&D&I community, based on a commentary presented in the appendices of Self-evaluation report (table 3.11.1, table 3.11.2, table 3.11.3 and table 3.11.4).</i> | |
| Score [0–5 points]: | 4 - Very good |
| Qualitative assessment: | |
| <p>The Faculty academic staff are ambassadors of the Faculty in the international research community and, from the records demonstrated, they seem to do their job well.</p> <p>Certain examples of academic staff demonstrate outstanding visibility nationally and internationally, which is reflected by editorial activities in international scientific journals, publication quality and volume, invited lectures in foreign institutions, elected memberships in professional and scientific societies (e.g. International Statistical Institute, IFORS – International Federation of Operations Research Societies, etc). Moreover, a number of distinguished professors have been invited to deliver lectures in the Faculty originated from well-known institutions such as the University of Cambridge, UK and the Princeton University, USA, among others.</p> <p>Overall, the faculty has a very good representation in international journals and also good international collaborations (visits, invitations), memberships in International societies.</p> | |

| |
|---|
| Recommendation 3.10 a 3.11: |
| <p>As for incentivization of awards, an impression that came up also during the IEP virtual on-site visit was that most (including FIS) faculties, incentivise publications and research awards purely financially; maybe additional other incentives to bring high potentials and also impacts beyond scientific publications “on stage” and give them visibility in the university could be an additional incentive for leading to even more successes in terms of award.</p> |

Although substantial progress in the direction of international recognition is observable in past years, the Faculty is recommended to continue advancing along this path to increase further its international visibility. For instance, International visibility could be maybe even further strengthened, in terms of emphasizing impact in areas like Open Data by active contributions to International standardization in this area, etc.

POPULARISATION OF R&D&I

3.12 The most significant activities in the popularisation of R&D&I and communication with the public

Evaluate the main activities of the evaluated unit in the area of popularisation of R&D&I and communication with the public, based on a maximum of ten significant examples from the evaluated unit perspective.

Score [0–5 points]:

3 - Good

Qualitative assessment:

Intensive work is being carried out by the Faculty in terms of communication of its research & development activities and results with the public. Workshops and seminars, involving staff members and representatives from partner companies, as well as organization of conferences are examples of the faculty's communication approach to disseminate its research results.

Recommendation 3.12:

The Faculty is recommended to continue advancing along this path and enrich its communication channels by, for example, publishing a periodic bulletin to promote its research activities and emphasize the usefulness of the results to the public.

| MODULE 3 - OVERALL ASSESSMENT | |
|--|----------------------|
| <p><i>After evaluation of the individual criteria of the M3 module, please summarise your assessment in the context of the whole module (social benefits, applied research projects, results of applied research, cooperation with the non-academic environment and technology transfer, recognition by the research community and the popularisation of R&D&I) and describe and justify the strengths and weaknesses of the evaluated unit.</i></p> | |
| Overall score [Calibrated]: | 134 |
| Overall grade [Excellent– Inadequate]: | 4 - Very good |
| <p>General qualitative assessment (summary):</p> <p>The scores in all categories are mostly good or very good, with some excellent results achieved in each category, all in terms of impact, international and national project activities, participation in international research bodies and publication boards, and international research collaborations, where FIS has a very solid record with stable research relationships.</p> <p>We still see potential for some improvements, mainly in the more efficient exploitation of IPR (3.3) and R&D&I awards incentivisation models (3.10). Also, the current applied impact strongly relies on the public sector; while keeping the strength in these collaborations and impact in the public sector, strategies for increasing impact of the faculty's applied research also in the private sector could be developed for the next period.</p> | |

MODULE 3 SOCIAL RELEVANCE

**EVALUATED UNIT: Faculty of International Relations
Prague University of Economics and Business**

FORD: 50000 5. Social Sciences

SOCIAL RELEVANCE / SOCIAL BENEFIT OF THE EVALUATED UNIT

3.1 General self-assessment of the social benefit of R&D&I in the fields of research at the evaluated unit, and of the evaluated unit as a whole

This criterion has not indicative value. It represents a general introduction describing the social benefit of R&D&I in the fields developed by the evaluated unit, and the evaluated unit as a whole.

Qualitative assessment:

The Faculty of International Relations (FIR) covers research and education on the main international aspects within the remit of the University. Its largest teaching programme is in International Trade, yet the faculty clearly sees the need to embed the study of international economics in the context of both international politics and international (mainly private and/or commercial) law. As such, the Faculty has a threefold profile in international economics, politics, and law from undergraduate to doctoral education, with other specialised disciplines providing supplementary BA and MA degrees (e.g. tourism, European Integration). This produces a particular and perhaps for the university unique profile, since FIR attempts to integrate social sciences not merely as support for the study of business and economics but as a field in its own right.

In its recent reforms, FIR has strategically bundled research around international economics and international politics by adding or reconfiguring specialised research centers, the *International Research Center* mainly catering for economics and the reputed *Masaryk Center for International Studies* that will be accompanied by a Department of International Studies and Diplomacy. These Centers allow the organisation of visits by international scholars, lecture series, (joint) publications and a regular research environment where scholars meet across the departments. Given the recent figures both in terms of the increase of publications in better journals and of accepted research grants, as well as the attraction of international faculty, high for the standards of the university, it is fair to say that this focused strategy has started to bear fruit.

Research in international economics and politics has its impact not only on the level of the firm, where it may generate novel products or services by enterprises, as well as legal advice and reform, but also in providing results that feed into policy making. Such impact depends, however, to some extent on the receiving capacity of public authorities. Here, one important social benefit lies in the education itself, since it reaches those future professionals that staff firms, consultancies, NGOs or Ministries. Education at the FIR offers them the opportunity of simultaneously acquiring the skills of practitioners *and* observers, while running international economics and politics side by side. This education is crucial for the changing public and private environments that increasingly require this dual knowledge to navigate in international contexts.

The ongoing re-structuring provides a good step forward towards consolidating and expanding FIR's place as a privileged interlocutor for the diverse Czech stakeholders and its important role within the network of IR in CEE.

APPLIED RESEARCH PROJECTS

| 3.2 Applied research projects | |
|---|------------------------|
| <p><i>Evaluate five most significant (from the perspective of the evaluated unit) applied research projects from the complete list in the appendix (tables 3.2.1 and 3.2.2 of Self-evaluation report), consider particularly results achieved or a project's potential for application.</i></p> | |
| <p>Score [0–5 points]:</p> | <p>3 - Good</p> |
| <p>Qualitative assessment:</p> <p>As to be expected in a faculty connected to social sciences at large, as e.g. international politics and diplomacy, applied research includes the 'definition, planning and documentation of new products, processes or services' not only for industry but also for public policy. The four submitted projects rely mainly on national funding (TACR) and one Norwegian collaboration.</p> <p>Public Law Aspects of Consumer Protection (TACR 2014-2015) was partially achieved and has produced one book chapter on EU consumer protection in the pharmaceutical industry. Complex Assessment of Industrial Processing Impacts on Water Bodies (TACR, 2016-2018) eventually did produce a methodology for integrated assessment of water pollution effects caused by industrial installations under the integrated pollution prevention and control regulation that was certified by public authorities. Municipalities in the Circle of the Circular Economy (TACR, 2018-2020) is still ongoing and aims to provide a methodology and web application that should support municipalities in their planning for a more sustainable city management. The Czech-Norwegian Network for Capacity Building in Integrated Water Resources (2014) Management is a valuable initiative, less for the modest income generation (these were Norwegian/EEA funds), but more for using the FIR as a privileged site to make local public authorities, such as the Department of Water Management of the Ministry of Agriculture, CENIA (Czech Environmental Information Agency) and Povodí Labe (state enterprise) meet international ones, here: experts from Norwegian Water Research Institute (NIVA) and from the Norwegian University of Life Sciences (NMBU). Such initiatives are important to establish the FIR as a relevant interlocutor for Czech public authorities in fields of its purview.</p> <p>The projects for the reporting period are valuable, yet show no clear specialisation and an often surprising since field-distant content for a Faculty in International Relations, specialising on international economics and politics. We note, however, that the number and size of the projects have increased in 2019 and 2020, and that they come closer to the profile of the Faculty.</p> | |

3.3 Contract research

Evaluate revenues from contract research for the 2014–2018 reporting period from the complete list in the appendix of Self-evaluation report (tables 3.3.1 and 3.3.2).

Score [0–5 points]:

4 - Very good

Qualitative assessment:

Within the reporting period, the FIR had one major contract research which is one of the largest of the university with 96.000 Euro (and another 86.000 for 2019 and 2020). In total, FIR secured 142.000 Euro in contract research over the 5-year period. This is a considerable amount given the profile of the Faculty, since it is to be expected that such contracts, if applied to international economics would require a very high research profile. And International Politics rarely prompts contract research, except in some countries where Ministries fund and outsource reports. Perhaps not surprisingly, the main revenue comes from a project with Skoda on a car-sharing scheme for students' mobility in Prague, which has little connection to the overall profile and core areas of FIR.

3.4 Revenues from non-public sources (besides grants or contract research) from research work

Evaluate revenues for the 2014–2018 reporting period for R&D&I from non-public sources, besides grants or contract research (e.g. licences sold, spin-off revenues, gifts, etc.) presented in a complete list in the appendix of Self-evaluation report (table 3.4.1).

Score [0–5 points]:

3 - Good

Qualitative assessment:

FIR is not a faculty closely connected to product developments and hence it cannot be expected that it generates major incomes from licenses, etc. Its main revenues are donations and consultancy work. It received sizeable donations for approx. 96.000 Euro and another 29.500 Euro for consulting work in the 5-year period. FIR's legal component may have a wider potential for such punctual consultancies.

Recommendation 3.2, 3.3 a 3.4:

FIR is to be commended for its efforts in securing applied and contract projects. As also seen from the figures following the reporting period, FIR has increased the number of these projects. To accomplish its mission of further internationalising and focusing research, FIR is recommended:

- To foster its specific brand, namely the international component of its profile, so as to gain more visibility and recognition of its expertise
- To develop this specific expertise, grounding it in basic research that spearheads some centrally relevant issues in international economics and politics
- To foster a cooperative environment across departments within which (common) research projects can be devised and connections to public and private stakeholders established (we

realise that the International Research Center and the Masaryk Center are intended to deliver exactly that)

- To use Working Paper Series, the drafting of Special Reports, in combination with lectures series (also by invited speakers) on relevant international topics to promote the visibility of its research in the national media

APPLIED RESEARCH RESULTS

3.5 Applied research results with an existing or prospective economic impact on society

Evaluate the five most significant (from the perspective of the evaluated unit) applied research results that have already been applied in practice, or that will realistically be applied, in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.5.1).

Score [0–5 points]:

2 - Average

Qualitative assessment:

Given the profile of the Faculty, this cannot be expected to be one of its strong points. The self-evaluation lists one finished project whose result has been a methodology for the assessment of water bodies in connection to the requirements of industrial processing.

3.6 Significant applied research results with an other than an economic impact one on society

Evaluate the five most significant (from the perspective of the evaluated unit) applied research results with the other than the economic impact on society in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.6.1).

Score [0–5 points]:

3 - Good

Qualitative assessment:

This impact is twofold. On the one hand, it is connected to additional impact outside an economic one, when applied to research that was product-oriented. On the other hand, as the note under 3.6.1 also specifies, it applies to the impact of applied social science research which is usually policy-oriented.

The self-evaluation lists five research results that had a non-economic impact. Two are closely related to above-mentioned research. The car-share project with Skoda (Uniqway) has mainly an environmental impact, so the self-evaluation says, in that it reduces 'carbon footprint and widens environmental awareness and social responsibility among students'. But we are not given any data for this statement and hence are unable to judge (If students have no car and use this car sharing instead of public transport, the carbon footprint and traffic congestion may increase). The certified methodology for assessing water pollution effects caused by industrial installations is clearly a non-economic impact, being connected to policy regulation and implementation.

Three other research results are policy-oriented. Two are the results of international research within the V4 Visegrad cooperation. One is a publication of conference proceedings (150 pp.) about how

to profit from Global Value Chains in the V4 countries. For the purposes of this category of the evaluation, the relevant component is the meeting of researchers across the V4 countries and hence the dissemination and exchange of ideas. More important is the V4 financed conference and proceedings (193 pp.) on *Mutual Relations between the Republic of Korea and V4 countries in trade and investment*, since it establishes a collaboration with a Korean University (Pusan National University EU Center) and included political participants (Ambassador level) from VŠE and Korea. A final one concerns the intervention into the debate around the European Union. FIR stages regular workshops.

Recommendation 3.5 a 3.6:

Due to the profile of FIR, the economic impact of the described projects can be considered average and the non-economic impact is substantially better but could be improved. The following are recommendations geared mainly to optimise awareness and strategy:

- Increase and assure the research component of applied research, i.e. the comparative advantage of university research within the expert system
- Improve the quality of policy relevant findings by regular exchange and collaboration with international researchers
- Increase the awareness of economic and non-economic impact that existing and future research can have in regular contact with firms, NGOs, IOs or public authorities.
- Issue Policy Briefs (2-4 pages), resulting from ongoing research to be regularly distributed to national media

COOPERATION WITH THE NON-ACADEMIC ENVIRONMENT AND TECHNOLOGY TRANSFER

3.7 The evaluated unit's most significant interactions with the non-academic application/corporate sphere

Evaluate the most significant interactions with the non-academic application/corporate sphere, comment on the most typical users of the evaluated unit's outcomes. Please take into consideration how the evaluated unit looks up for these users and how the evaluated unit cooperates with them. Use provided examples of interactions for your evaluation.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

The self-evaluation refers to a list of partners which includes, besides e-on as general partner, a series of government institutions (logically the Ministry of Industry and Trade and the MFA), international foundations often connected to (European) policy issues (Konrad Adenauer Stiftung). *Czech Trade* and the International Chamber of Commerce, as well as Czech branches of international banks and firms.

The links are established either by Innovation Vouchers which provide direct knowledge transfer to firms or through conferences, workshops/seminars and consultancy work in which the FIR provides data collection and analysis for company and policy advise. It lists a commendable variety of interlocutors, from the above-mentioned Ministries, the Government Anti-Corruption Council, the

World Economic Forum (for the Global Competitiveness Report), to companies for expert studies on crypto-currencies.

An important component of its interaction is education itself. Present students are future professionals in the private and public realm. The FIR has no less than two EFMD accredited (and renewed) MA programs which attest to a high degree of internationalisation and to peer-reviewed educational standards.

3.8 System and support of technology transfer and intellectual property protection (can be extended to the whole university, emphasising the specific features of the evaluated unit)

Evaluate the system of technology transfer of the evaluated unit. Consider the quality of the applied research and the effectiveness of technology transfer using the description and the data presented in the appendix of Self-evaluation report (table 3.5.1). Focus particularly on the number of filed and granted patents (Czech and international) and licences sold.

| | |
|----------------------------|-----------------|
| Score [0–5 points]: | 3 - Good |
|----------------------------|-----------------|

Qualitative assessment:

The profile of the FIR is not such to expect patents and licenses, hence that component of the evaluation is non-applicable. It did, however, produce ‘methodologies’ in its water resource management research and has provided hence some technology transfer. The self-evaluation refers to following the general rules for such transfer, as laid down by the university.

3.9 Strategy for setting up and support of spin-off firms or other forms of commercialisation of R&D&I results (can be extended to the whole university, emphasising the specific features of the evaluated unit)

Evaluate practical use of the intellectual property of the unit in the form of setting up spin-off companies or other forms of commercialising R&D&I results (both with and without the participation of the unit) established by the evaluated unit (university), or by another entity controlled by the evaluated unit (university), or an employee of the evaluated unit. Consider the model of functioning and coordination and control of intellectual property management of the evaluated unit (university).

| | |
|----------------------------|--------------------|
| Score [0–5 points]: | 2 - Average |
|----------------------------|--------------------|

Qualitative assessment:

This is basically non-applicable. It would make sense to extend it to the whole university.

For the sake of the overall evaluation that attributes points to this section, it seems fair to give at least the default evaluation: average.

Recommendation 3.7, 3.8 a 3.9:

The FIR has a well institutionalised and varied set of interactions with the non-academic sphere, be it the governmental sphere, foundations or companies and banks. It would be recommended simply to strengthen the already existing strategy.

We have no recommendations with regard to questions of commercialisation of research and intellectual property, since it does not particularly apply to the FIR.

RECOGNITION BY THE SCIENTIFIC COMMUNITY

3.10 The most significant individual awards for R&D&I

Evaluate the ten most significant R&D&I awards received (in the Czech Republic and in other countries) in the 2014–2018 reporting period.

Score [0–5 points]:

5 - Excellent

Qualitative assessment:

The FIR does well and is on a par with most other faculties on the rector's best paper awards and the more prestigious Josef Hlávka Prize. What is exceptional is its international recognition. Petr Kratochvíl co-authored a book, entitled "The European Union and the Catholic Church: Political Theology of European Integration" that won the prestigious Best Book Award of the Section *Religion and International Relations* of the (North American) International Studies Association (ISA). ISA is the world-wide reference association for the field of International Relations. Winning an award of one of its sections is winning in a context of a top world-wide competition.

3.11 Recognition by the international R&D&I community (elected membership in international scientific societies, participation on the editorial boards of international scientific journals, invited lectures at the institutions abroad etc.)

Evaluate the recognition of the evaluated unit by the international scientific R&D&I community, based on a commentary presented in the appendices of Self-evaluation report (table 3.11.1, table 3.11.2, table 3.11.3 and table 3.11.4).

Score [0–5 points]:

4 - Very good

Qualitative assessment:

The self-evaluation lists 10 memberships in editorial boards of international scientific journals. Ludmila Štěrbová is editor-in-chief of *e-leader international journal*, the journal of the Chinese American Scholars Association, which publishes papers presented at its conferences. VŠE is one of the sponsoring institutions of this association (and hence there are several other faculty members in the Board). There are board members in three journals listed in the Web of Science or Scopus, namely the *Journal of International Relations and Development* (WoS Q1 and Scopus SJR Q1), *Journal of Current Chinese Affairs* (Scopus SJR Q2), and *World Political Science* (Scopus SJR Q4). Among the ten invited guest lectures listed in the self-evaluation, there are seven different faculty members. They visited universities and business schools all over the world, including prominent

universities in Brazil and Taiwan, but also lectures at the European Economic and Social Committee, Brussels and the World Intellectual Property Association in Geneva. Invited lecturers came mainly from renowned universities and covered mainly topics in international economics with a certain focus on competitiveness of small states / markets.

Among the 10 listed most significant elected memberships in foreign professional societies, there were again seven faculty members. It is, however, not clear whether these were all elected positions, since no such positions appear for some organisations (e.g. EIBA where board membership implies a selection, but simple membership may not; or IBE London). It is however noteworthy that the FIR hosts the Secretariat of the *Central and East European International Studies Association* (CEEISA) and is hence at the very centre of the only internationally recognised international studies association located in CEE. CEEISA hosts yearly conventions, often co-sponsored with other International Studies Associations, such as the one in September 2018 with the European ISA (EISA), organised with the support of FIR – and held on the premises of VŠE (mentioned under 3.12.). This is the biggest IR convention in Europe which brought >1300 participants from all over the world to the university.

In general, this is a laudable international presence.

Recommendation 3.10 a 3.11:

The FIR has achieved a substantial international recognition. To confirm and improve on this achievement, the faculty needs to encourage scholarly networks and visibility.

- The starting point is forming a research environment in which mutually constructive support enhances the scholarly quality of research. The proposed dual structure of two research centers meant to groom internal debate and reflection is a very good step. It is difficult to judge whether more centers (law?) would be needed within the FIR or maybe across faculties.
- Moreover, these centers can be more systematically used to invite those guest speakers that would be of importance for the research of younger scholars in the Faculty. It provides the latter with visibility and a network. In times of videoconferences, such lectures are no longer that expensive. Hence, besides some invited scholars *in situ*, there can be more web lectures. Often such lectures which come now ‘for free’ are based on the classical academic idea of reciprocity – giving web-based lectures in return.
- Joint webinar workshops with partner universities could be organised to present the internally discussed papers, again perhaps particularly for PhD students and young faculty, with young scholars from partner universities. This offers excellent opportunities to test out a manuscript that can later be submitted to a journal.
- Once this scholarly visibility is achieved – via more publications and more direct scholarly exchange within an expanding international network – international demand for the expertise and professional services of faculty members will automatically increase.
- Financial incentives are always useful. They alone are however hardly enough. In fact, more important could be the creation of a cooperative and not competitive environment, in which any individual success can be used for the benefit of all, that is, for the recognition of the Faculty at large. Moreover, it is important to have compensations in *time* for those international services that do require real work. There is no one who will take over time-

intensive journal editing positions, if their home institution does not provide teaching and admin releases. The financing must be guaranteed at the level of the university, not the Faculty, since otherwise it would undermine resources at the Faculty and penalise internationalisation.

POPULARISATION OF R&D&I

3.12 The most significant activities in the popularisation of R&D&I and communication with the public

Evaluate the main activities of the evaluated unit in the area of popularisation of R&D&I and communication with the public, based on a maximum of ten significant examples from the evaluated unit perspective.

Score [0–5 points]:

3 - Good

Qualitative assessment:

The self-evaluation lists the important CEEISA-EISA conference mentioned above. On top of reaching academic and professional publics outside the University, the FIR engages the public through public lectures and media presence, both nationally and internationally.

Recommendation 3.12:

The present recommendations apply to reaching out to the public at large, not the professional circles and it includes the popularisation of both basic and applied research. There are two important channels, media and youth.

- Media is already targeted by public lectures and individual media contacts/interviews. The FIR already uses a news distribution system, where the interested public can sign up for but, if not already done, one may wish to directly contact accredited foreign journalists, Embassies and foreign cultural centers. They would receive the regular news of upcoming events and publications but also policy (or other) briefs, also in English. This usually increases visibility and media interest.
- Youth can be an important public. One straightforward way to reach out to this public is to organise lectures at (high) schools. In collaboration with schoolteachers, one could organise even 1-day workshops, in which pupils work on a specific theme. Some such initiatives could be sponsored by the EU. Inversely, one could make one day 'FIR day' in which high school classes are invited to visit the FIR and get a sense of the research done. Besides popularising research, it may obviously help to attract future students who may not have thought about applying to VŠE.
- All this is time intensive. Given the already high workload for faculty, it is important that such initiatives be satisfactorily accounted for in the individual workplans. To avoid unjustifiably unequal treatment, such recognition should be centralised and co-financed at University level.

| MODULE 3 - OVERALL ASSESSMENT | |
|---|----------------------|
| <i>After evaluation of the individual criteria of the M3 module, please summarise your assessment in the context of the whole module (social benefits, applied research projects, results of applied research, cooperation with the non-academic environment and technology transfer, recognition by the research community and the popularisation of R&D&I) and describe and justify the strengths and weaknesses of the evaluated unit.</i> | |
| Overall score [Calibrated]: | 130 |
| Overall grade [Excellent– Inadequate]: | 4 - Very good |
| General qualitative assessment (summary): | |
| <p>There are some of the assessment criteria which do not easily fit the profile of FIR. It is not geared towards product development and hence cannot commercialize R&D&I results through creating intellectual property. Moreover, and again for its profile that speaks to companies but also heavily to public authorities, for having contract research it would require the latter to make tenders for reports, which is not usual in many countries. Judged with this context in mind, it did good in placing projects and very good in raising funds.</p> <p>Its profile is more akin to classical social sciences. And here, its research is commendable but can be strengthened. The FIR is undergoing a structural shift, providing a clearer profile around international economics and politics, but also law, and hence room for more synergies and a better research environment. This should increase its presence in research projects, including applied ones, where in the relevant period for this evaluation, the number could be improved, and their content more directly tied to the brand expertise of the FIR. As the more recent profile of accepted research programmes shows, such improvement is already taking place (see: https://fir.VŠE.cz/research/science-research-at-fir/our-research/research-projects/). These new projects would profit from a more targeted dissemination strategy (see some of the recommendations).</p> <p>At the same time, the FIR has already achieved a very good and occasionally excellent international standing and recognition. Its restructuring should help in consolidating its central place in the network of IR in CEEISA and increase its visibility both within Czechia and outside such as to invite even more presence. For this to happen, it is important that the University centrally encourages and compensates for international academic and other services.</p> | |

MODULE 3 SOCIAL RELEVANCE

**EVALUATED UNIT: Faculty of Management
Prague University of Economics and Business**

FORD: 50000 5. Social Sciences

SOCIAL RELEVANCE / SOCIAL BENEFIT OF THE EVALUATED UNIT

3.1 General self-assessment of the social benefit of R&D&I in the fields of research at the evaluated unit, and of the evaluated unit as a whole

This criterion has not indicative value. It represents a general introduction describing the social benefit of R&D&I in the fields developed by the evaluated unit, and the evaluated unit as a whole.

Qualitative assessment:

The Faculty of Management (FM) is the youngest and the smallest faculty of the university and is not located in Prague. The FM comprises three departments (Department of Exact Methods, Department of Management, and Department of Social Sciences). Their research activities focus on various topics in management and social sciences.

The mission of the FM is to employ highly qualified professionals, to engage in high-quality networks, to create and disseminate knowledge to educate competitive managers. For this mission to succeed, the FM applies internationally established criteria for assessing research quality, to evaluate their academic staff, and to provide incentives for successful research projects. In particular, the FM tries to motivate its faculty members to publish their work in the leading journals through monetary incentives. Members at the FM have successfully acquired funds from national and European institutions for several research projects since 2014. Furthermore, the FM promotes research through applied research projects, contract research, guest lectures, conference participation, and by establishing a PhD program that is oriented along international standards. This strategy bears some fruits and the FM has increased the quality of its research output.

Research at the FM has a strong regional focus across the different types of research. This orientation provides benefits for the transfer of knowledge to the region and to society, where the FM cooperates with both the public and the private sector. In this regard, the FM generates major social benefits of R&D&I. At the same time, a strong regional focus can be challenging for publishing research output in leading international journals.

APPLIED RESEARCH PROJECTS

| 3.2 Applied research projects | |
|---|----------------------|
| <i>Evaluate five most significant (from the perspective of the evaluated unit) applied research projects from the complete list in the appendix (tables 3.2.1 and 3.2.2 of Self-evaluation report), consider particularly results achieved or a project's potential for application.</i> | |
| Score [0–5 points]: | 4 - Very good |
| <p>Qualitative assessment:</p> <p>The FM has increased the number and funding for applied research projects over the years. The FM lists four applied research projects from the most recent years in their self-report. The projects refer to timely topics, provide relevant results, and have a high potential for application. The projects receive funding from either national or European institutions. The FM cooperates with several national and international partners in this projects and a reasonable amount of funding goes to the FM.</p> <ul style="list-style-type: none"> - ENTER-transfer (ca. 56 T EUR) - OptiPro 4.0 (ca. 55 T EUR) - Revitalization of City Centres (ca. 33 T EUR) - Treatment and Care of People with Alzheimer's Disease (ca. 11 T EUR) <p>Overall, the FM is making a considerable effort to acquire funding from both national funders as well as European institutions for applied research projects and these efforts have led to several successful results. While the topics of the applied research projects are timely and relevant, they are diverse and there seems no clear strategy behind acquiring funding for applied research projects, leaving room for improvement for future projects.</p> | |

| 3.3 Contract research | |
|--|-----------------|
| <i>Evaluate revenues from contract research for the 2014–2018 reporting period from the complete list in the appendix of Self-evaluation report (tables 3.3.1 and 3.3.2).</i> | |
| Score [0–5 points]: | 3 - Good |
| <p>Qualitative assessment:</p> <p>The FM works on several, mostly smaller contract research projects. Most of the projects have a regional focus. The particular focus on regional partners outside of the capital, owing the specific location of the FM in a regional area, partly explains why the revenues for contract research are comparatively low (ca. 11 T EUR for the evaluation period 2014 and 2018). Due to the strong regional focus, the FM seems to neglect its potential to acquire larger projects with higher revenues by implementing projects with a broader focus and by reaching out to partners outside of the region.</p> | |

3.4 Revenues from non-public sources (besides grants or contract research) from research work

Evaluate revenues for the 2014–2018 reporting period for R&D&I from non-public sources, besides grants or contract research (e.g. licences sold, spin-off revenues, gifts, etc.) presented in a complete list in the appendix of Self-evaluation report (table 3.4.1).

Score [0–5 points]:

2 - Average

Qualitative assessment:

The FM indicates to have received a gift from Česká spořitelna for the funding of the AOP scientific journal in the 2016–2018 period of 18 T EUR per year. There were no other revenues from non-public sources. The amount seem rather on the low side compared to other faculties. The FM might have more opportunities to raise gifts for education activities.

Recommendation 3.2, 3.3 a 3.4:

The FM successfully conducts applied research and contractual research projects and strives to acquire more of these projects. Overall, the FM has to be applauded for their efforts in this regard. To accomplish their mission, the FM is recommended

- To develop a more consistent strategy in acquiring and selecting applied and contractual research projects based on a thorough analysis of the expertise available at the FM.
- To strengthen the research expertise of the academic staff to create a competitive advantage in research and in acquiring funds.
- To shift the focus from a strong regional focus and to look for national and international cooperation partners in other regions and other countries.
- To provide support for professional transfer activities by implementing a knowledge transfer centre.

APPLIED RESEARCH RESULTS

| 3.5 Applied research results with an existing or prospective economic impact on society | |
|---|----------------------|
| <i>Evaluate the five most significant (from the perspective of the evaluated unit) applied research results that have already been applied in practice, or that will realistically be applied, in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.5.1).</i> | |
| Score [0–5 points]: | 4 - Very good |
| Qualitative assessment: | |
| <p>The FM mentions and describes three significant projects that are presented in more detail during the online site visit. All three projects have a considerable economic impact and economic relevance:</p> <ul style="list-style-type: none"> • The “Treatment and Care of People with Alzheimer's Disease” project addresses economic aspects of treatment and care for people with Alzheimer’s disease. • “OptiPro 4.0” addresses economic impact by increasing the efficiency of the production process by using modern, digital tools for SMEs. • “ENTER-transfer” develops support tools for managing succession in family businesses, a decision that has considerable economic impact. <p>The three exemplary projects show that the FM performs quite well in terms of applied research results with economic impact on society.</p> | |

| 3.6 Significant applied research results with an other than an economic impact one on society | |
|---|-----------------|
| <i>Evaluate the five most significant (from the perspective of the evaluated unit) applied research results with the other than the economic impact on society in the 2014–2018 reporting period from the overview in the appendix of Self-evaluation report (table 3.6.1).</i> | |
| Score [0–5 points]: | 3 - Good |
| Qualitative assessment: | |
| <p>The FM refers to one particular applied research project (Revitalization of City Centres TACR) that has non-economic impact for the regional and local administration. The non-economic impact is evidenced by the activities and interactions with representatives from regional and local administration such as round tables, workshops, conferences etc. While this particular project seems to have considerable non-economic impact, all other projects seem to have less or none impact beyond economic impact.</p> | |

Recommendation 3.5 a 3.6:

The economic impact of the described projects is very good and the non-economic impact for a particular project, too. However, the number of projects in general and the ones with non-economic impact in particular is quite low. Recommendations:

- Develop a consistent strategy in acquiring and selecting applied and contractual research projects.
- To develop such a strategy, thoroughly analyse the expertise available at FM and identify members of the FM whose research has strong economic and non-economic impact.
- Develop ways to assess the economic and non-economic impact of research projects. Make academic staff at FM aware of these assessments.

COOPERATION WITH THE NON-ACADEMIC ENVIRONMENT AND TECHNOLOGY TRANSFER

3.7 The evaluated unit's most significant interactions with the non-academic application/corporate sphere

Evaluate the most significant interactions with the non-academic application/corporate sphere, comment on the most typical users of the evaluated unit's outcomes. Please take into consideration how the evaluated unit looks up for these users and how the evaluated unit cooperates with them. Use provided examples of interactions for your evaluation.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

The FM has a broad partner network of 55 faculty partners including regional, national and multinational organizations (e.g., Bosch, Coca-Cola, e-on) to which they transfer their academic knowledge. The ways of interactions with these partners are manifold, including round tables, workshops, consulting, co-operations on collecting and analysing data, etc. The FM considers knowledge transfer as a key part of the academic organization development. The many activities and the broad network attest to the success of this strategy.

3.8 System and support of technology transfer and intellectual property protection (can be extended to the whole university, emphasising the specific features of the evaluated unit)

Evaluate the system of technology transfer of the evaluated unit. Consider the quality of the applied research and the effectiveness of technology transfer using the description and the data presented in the appendix of Self-evaluation report (table 3.5.1). Focus particularly on the number of filed and granted patents (Czech and international) and licences sold.

Score [0–5 points]:

2 - Average

Qualitative assessment:

The FM has not developed any patents and licenses and no system of technology transfer is in place. One reason for the lack of technology transfer are the particular research topics at the FM. As with most other institutions with the same orientation (management), technology transfer in form of patents and licenses is very uncommon.

The FM thus indicates that his particular task better be evaluated at the university level where the respective activities are governed by the Rector's office.

3.9 Strategy for setting up and support of spin-off firms or other forms of commercialisation of R&D&I results (can be extended to the whole university, emphasising the specific features of the evaluated unit)

Evaluate practical use of the intellectual property of the unit in the form of setting up spin-off companies or other forms of commercialising R&D&I results (both with and without the participation of the unit) established by the evaluated unit (university), or by another entity controlled by the evaluated unit (university), or an employee of the evaluated unit. Consider the model of functioning and coordination and control of intellectual property management of the evaluated unit (university).

Score [0–5 points]:

2 - Average

Qualitative assessment:

The FM has no specific strategy for spin-off firms or commercialisation of R&D&I results. The explanation is similar to the evaluation of #3.8. Management is an area that provides little opportunities for patents and licenses, and as a result, intellectual property cannot be commercialized in spin-offs or other forms.

Recommendation 3.7, 3.8 a 3.9:

Technology transfer is comparatively low at FM. Due to the focus on management, the research results do usually not lead to technology transfer in forms of patents or licenses. The partner network of organization from the corporate sphere is quite large (55 faculty partners) considering the size of the faculty. The FM considers knowledge transfer as a key part of the academic organization development. Recommendations:

- Strengthen transfer activities by monitoring and maintaining the cooperation partner network.
- Install a professional organizational unit that focusses on and supports academics' knowledge transfer (transfer centre).

RECOGNITION BY THE SCIENTIFIC COMMUNITY

| 3.10 The most significant individual awards for R&D&I | |
|---|----------------------|
| <i>Evaluate the ten most significant R&D&I awards received (in the Czech Republic and in other countries) in the 2014–2018 reporting period.</i> | |
| Score [0–5 points]: | 4 - Very good |
| Qualitative assessment: | |
| <p>The FM mentions 23 individual competitive research awards for publications or active participation at conferences. This seems a high number in relation to the size of the faculty. However, the reputation of the individual awards shows a large variation.</p> | |
| 3.11 Recognition by the international R&D&I community (elected membership in international scientific societies, participation on the editorial boards of international scientific journals, invited lectures at the institutions abroad etc.) | |
| <i>Evaluate the recognition of the evaluated unit by the international scientific R&D&I community, based on a commentary presented in the appendices of Self-evaluation report (table 3.11.1, table 3.11.2, table 3.11.3 and table 3.11.4).</i> | |
| Score [0–5 points]: | 3 - Good |
| Qualitative assessment: | |
| <p>Several members of the FM are members of editorial boards of international journals, participate in organizing international conferences, and have been invited as speakers at conferences. The FM members are reviewers for high quality journals and are members of several scientific societies and associations.</p> <p>The number of examples provided by the FM could be higher given the size of the faculty. Furthermore, the quality of journals for which some staff members serve at the editorial board and the conferences at which staff members gave invited lectures is acceptable, though not very high. There is room for improvement.</p> | |

| Recommendation 3.10 a 3.11: |
|---|
| <p>The FM has achieved a reputation in the community through awards, participation in editorial boards, and invited lectures. The number and quality of these figures can be further improved.</p> <p>Recommendations:</p> <ul style="list-style-type: none"> • Consider whether one of these activities (e.g., editorial membership at a prestigious journal) could be included in the existing incentive system that mainly focusses on publications in reputable journals. • Try to become more visible in the respective research associations, increase activities to cooperate with international researchers (e.g., invitations, conference visits). |

POPULARISATION OF R&D&I

| | |
|---|-----------------|
| 3.12 The most significant activities in the popularisation of R&D&I and communication with the public | |
| <i>Evaluate the main activities of the evaluated unit in the area of popularisation of R&D&I and communication with the public, based on a maximum of ten significant examples from the evaluated unit perspective.</i> | |
| Score [0–5 points]: | 3 - Good |
| Qualitative assessment: | |
| <p>The FM engages in a variety of activities to popularize R&D&I and to communicate the activities to the public, in particular regarding their applied research activities and projects. FM representatives give interviews on national TV, publicly cooperate with regional and local authorities on topics related to social issues, organize workshops, round tables, etc. The activities to popularize R&D&I outcomes and to communicate with the public are intensive and fruitful.</p> | |

| |
|--|
| Recommendation 3.12: |
| <p>The FM should professionalize its activities regarding popularization of R&D&I activities and research outcomes, and the communication with the public. A strategic approach that includes the popularization of all research activities, not just applied research activities is recommended. An organizational unit responsible for communication and transfer should be implemented.</p> |

MODULE 3 - OVERALL ASSESSMENT

After evaluation of the individual criteria of the M3 module, please summarise your assessment in the context of the whole module (social benefits, applied research projects, results of applied research, cooperation with the non-academic environment and technology transfer, recognition by the research community and the popularisation of R&D&I) and describe and justify the strengths and weaknesses of the evaluated unit.

| | |
|---|-----------------|
| Overall score [Calibrated]: | 122 |
| Overall grade [Excellent– Inadequate]: | 3 - Good |

General qualitative assessment (summary):

The FM has clearly strengthened, intensified, and improved its research and knowledge transfer activities and respective outputs in all areas. As a result, the FM has achieved a series of good to very good outcomes and recognition for these outcomes by the respective communities. In several fields, in particular contract research and the recognition by the academic community, however, there is room for improvement. The strong regional focus of the FM provides several benefits, but also challenges international collaboration and the development of research output for leading international outlets.

To further strengthen R&D&I and its impact on economy, society, and the reputation within the research community, the FM should develop a more consistent and professional strategy for acquiring funding, improving the quality of research, and the transfer of knowledge to its stakeholders. The strategy should build on a thorough analysis of the expertise available at the FM.

MODULE 3 SOCIAL RELEVANCE

SUMMARY

MODULE 3 - OVERALL ASSESSMENT

After evaluation of the individual evaluated units of the M3 module, please summarise your overall assessment in the context of the whole university (social benefits, applied research projects, results of applied research, cooperation with the non-academic environment and technology transfer, recognition by the research community and the popularisation of R&D&I) and evaluate the balance and describe and justify the strengths and weaknesses of the evaluated unit.

General qualitative assessment (summary):

The self-evaluation documents have been prepared in accordance with the methodology for evaluating research organisations guidelines and IEP evaluation report processes. The self-assessment reports provided by the 6 units covered all the main elements and were helpful on the assessment of the Faculties' operations. They were not only informatively descriptive, but they also integrated some actions taken to address areas of improvement highlighted for the coming years.

During online-visit, beside frank and strong analytical demonstrations, the argumentations by university governance members and faculties members have been well developed in showing evidence of the realisation and progress done during the reporting period. Additional documents were provided during and after the online-visit and bring important information. The IEP has much appreciated the realistic and lucid overview of members, demonstrating natural engagement and clear understanding of environment.

The IEP members have appreciated all the thorough presentations and overview of all the faculties' activities with some really impressive projects and thank all presenters and the rector and administration for organizing the online-visit very smoothly, despite the extra-ordinary Covid-19 situation. The self-assessment reports and the presentations all demonstrated excellent research results as well as a high level of fruitful international collaborations and impact, excellent national funding acquisition success, but also very competitive activities in acquisition of projects at the European level. On average, scores in all categories are mostly good or very good, with some excellent results in some criteria.

| Module 3 (Social Relevance) Criteria | 3.2. | 3.3. | 3.4. | 3.5. | 3.6. | 3.7. | 3.8. | 3.9. | 3.10. | 3.11. | 3.12. | Weighted sum | |
|---------------------------------------|------|------|------|------|------|------|------|------|-------|-------|-------|--------------|-----------|
| WEIGHTS | 4 | 3 | 2 | 2 | 5 | 4 | 1 | 1 | 5 | 5 | 5 | | |
| Faculty of Business Administration | 5 | 4 | 2 | 4 | 5 | 5 | 2 | 2 | 4 | 4 | 4 | 153 | Very Good |
| Faculty of Economics | 3 | 3 | 3 | 3 | 3 | 4 | 2 | 2 | 3 | 3 | 3 | 113 | Good |
| Faculty of Finance and Accounting | 4 | 3 | 3 | 4 | 3 | 5 | 2 | 2 | 4 | 4 | 3 | 133 | Very Good |
| Faculty of Informatics and Statistics | 4 | 3 | 3 | 3 | 4 | 5 | 4 | 3 | 3 | 4 | 3 | 134 | Very Good |
| Faculty of International Relations | 3 | 4 | 3 | 2 | 3 | 4 | 3 | 2 | 5 | 4 | 3 | 130 | Very Good |
| Faculty of Management | 4 | 3 | 2 | 4 | 3 | 4 | 2 | 2 | 4 | 3 | 3 | 122 | Good |

As an overall assessment, and in addition to the evaluation of the individual evaluated units, IEP would like to summarize the following strengths and strong points and, some challenges and opportunities for the VŠE University.

Strengths and strong points:

- Prestigious **international** universities and schools **network &** high level of **fruitful international collaborations** and impact
- **International** institutional and faculty **accreditation recognition** and **evolution towards** adaptation of **international standard** to assess research quality
- **Incentive models** applied in a number of faculties
- Strong **relationship** with governmental institutions
- Success in getting **funding** from national research agencies
- Education as a **strong social outreach** of Research
- **Attractiveness** for international students as result of high quality education
- Regular presence in **national media**

Challenges and opportunities:

- Encourage **research cooperation** between faculty members and create expectation and mentoring role played by the most successful colleagues.
- Develop dialogue between faculties and interfaculty cooperation across the University in affirming a strategy based on research focus and prioritization avoiding disperse investment in Research, leading to **identification of clear strategic priorities** while building on the potential and relative advantage already built in each Faculty
- Identify **trends and cutting edge research questions** at European and international level and select key themes and investment priorities. Try to **diversify sourcing of recruitment**, national and international, with **lobbying** for Ministry reconsideration of the legal requirements related to habilitation for hiring higher ranks and to open for more external hiring, including international and entry level positions
- Define a consistent role and increase the **presence of classical social sciences** for more synergies and stronger research environment

MODULE 4 VIABILITY

ORGANISATION, MANAGEMENT AND SUPPORT OF R&D&I

| 4.1 Organisation and management of R&D&I | |
|--|------------------------|
| <p><i>Evaluate the management system and organisational structure for R&D&I and compare it with foreign universities at a similar level. Take into account also the data on the number and structure of the university's employees contributing to R&D&I with consideration of the structure and robustness of the university. See comments on data from the appendix of the Self-evaluation report (tables 4.1.1 and 4.1.2).</i></p> | |
| <p>Score [0–5 points]: 3</p> | <p>3 - Good</p> |
| <p>Qualitative assessment:</p> <p>The management system and the organisational structure of R&D&I at VŠE is composed of several bodies. It is <i>formally</i> complete and in line with that of several foreign universities at a similar level.</p> <p>The VŠE Statutes establish the competencies and responsibilities of the self-administration academic bodies that, together with the faculties and other bodies, contribute to the organization, management and evaluation of R&D&I. The Rector has the power to enforce procedures for the application of R&D&I regulations, is responsible for the implementation of the R&D&I quality assurance and internal assessment system, and evaluates the activities of Vice-Rectors, Deans and other entities in charge of quality assurance and internal assessment of R&D&I. In this endeavour, the Rector is assisted by permanent advisory bodies: the VŠE Management (composed of Vice-Rectors, Bursar and Director of the Informatics Centre) and the Rector's Advisory Board (composed of Vice-Rectors, Deans, Bursar, Chairman of the Academic Senate and a trade union representative). Furthermore, the VŠE Scientific Board discusses the long-term strategic plans before submitting it to the Academic Senate and the VŠE Internal Evaluation Board, which is in charge of the management of the internal quality assessment process, adopts procedures governed by the Rules of Procedure, which are part of the Rules for the System of Quality Assurance of Educational, Creative and Related Activities. The independent International Advisory Board (IAB) – chaired by the Rector and composed of 10 members appointed by the Rector (5 academic foreign officials from foreign higher education institutions and 5 top managers with international experience) – also contributes to the R&D&I quality assurance and internal evaluation system. At the faculty level, the main institutions in charge of R&D&I are the Dean and the Dean's Board, an advisory body composed of Dean, Vice-Deans, Faculty Secretary, Heads of Departments and Chairman of the Faculty Senate.</p> <p>In 2014-2018, the evaluation of the results of creative activities took place within the national centralised system of evaluation of results of scientific and research activities, in line with the so-called "2013 Methodology". This methodology distinguishes between articles in impacted journals (Web of Science and SCOPUS), articles in international and in national peer-reviewed journals, contributions in conference proceedings listed in the Conference Proceedings Citation Index and in the SCOPUS database, and research-based book publications, in particular published in a foreign language. Since 2018, the evaluation system moved to the so-called "Methodology 17+", which requires also the assessment of the faculties' activity in international cooperation. In line with this methodology, VŠE's assessment of the quality of creative activities has been progressively based on five evaluation modules: Module 1 - Quality of Selected Results, Module 2 - Research Performance, Module 3 - Social Relevance, Module 4 - Viability, Module 5 - Strategy and Policies.</p> | |

The publications of faculties, departments and individual academic staff and Ph.D. students are collected in the VŠE electronic register of publications (PCVŠE). A thorough evaluation of the publishing activities over the last five years, distinguishing between different types of publication outputs, is carried out on an annual basis. It includes the self-evaluation provided by each faculty and develops through discussions at both the faculty and the VŠE levels. On the basis of this activity, actions are designed with the aim to improve the quality and the international dimension of publishing activities.

The relative performance of individual faculties of VŠE was assessed on the basis of publishing activity and grant activities in 2014-2018, social relevance of scientific research activities and quality of human resources. The publishing activity was evaluated by using as indicators the total number of articles in WoS and Scopus/Total number of all peer reviewed articles, the total number of articles in Q1 and Q2 in the WoS database, the average grade of selected results of individual faculties.

On the overall, the structure involved in R&D&I is adequate to the University's aims and size. The number of older VŠE employees slightly decreased in the period under consideration, whereas that of younger ones has gradually increased. It should be noted that, even though the self-assessment claims that a balanced gender representation is ensured at VŠE, this seems to be less and less true as the rank of professors increases, as shown by the following averages for the period 2014-2018:

| Academic/professional position/year | Total | Of whom women |
|---|---------------|---------------|
| | average | average |
| Professors | 75 | 17,6 |
| Associate professors | 149,2 | 57,6 |
| Assistant professors | 362,8 | 174,4 |
| Assistants | 32,8 | 11,4 |
| Scientific, research and development staff contributing to teaching | 0 | 0 |
| Postdoctoral fellows | 10,6 | 2,4 |
| Ph.D. students | 516,9 | 200,6 |
| Other scientific, research and development staff | 0 | 0 |
| Scientific staff outside the above categories | 33,2 | 6,8 |
| Total | 1180,5 | 470,8 |

These averages should not be negatively considered, as they can provide an indication that the structure inherited from the past did not pay sufficient attention to the gender balance, whereas the more recent admission of Ph.D students and the hiring of researchers paid increasing attention to the gender issue.

The effectiveness of such a complex structure has of course to be judged taking into account the achieved results. In this respect, competition and overlaps across faculties and departments are evident, as well as the existing heterogeneity in their approaches to the management and organisation of R&D&I. In particular, there exist, at the faculty level, important differences in the stage of development of research support offices, the attention paid to the internal peer review for grants in preparation, the existence of thorough evaluation interview with faculty members, internal competition related to performance, etc. This evidence suggests that the construction of a global vision at the University level is still in progress and that the formal management system and organisational structure for R&D&I put in place at VŠE should progressively be enriched with

concrete actions aimed at favoring the definition of more shared goals and means across faculties and departments.

A final remark is worthwhile as for the long-term University' strategy to shift "from quantity to quality" and the main goal of the VŠE research policy to favour high-quality publication outputs – as recorded in the WoS and Scopus databases (Q1 and Q2) – rather than quantity. This approach is nowadays present everywhere in European Universities and it is of course generally to be praised, even though attention must be paid to a possible and negative consequence that it can generate. The flight to quality requires in fact to publish in top international journals, which may provide very limited space to the research on the Czech economy, which would be left to the older researchers and to those uninterested or unable to improve their publishing activity. The general flight to quality could hence be good for the reputation of some (especially the younger) researchers and of the University, but possibly not for the Czech tax-payer.

4.2 Support system of R&D&I and measures to stimulate high-quality science

Evaluate described systemic stimulation measures/tools to promote quality of R&D&I.

Score [0–5 points]:

3 - Good

Qualitative assessment:

The Main financial sources for R&D&I at VŠE are: (i) the Ministry of Education, Youth and Sports; (ii) national grant agencies and other public institutions; (iii) foreign institutions and partners; (iv) contract research; (v) donations. Three main national public agencies finance basic and applied research on the basis of competitions and procurements: Chzeck Science Foundation (basic research), Technology Agency (TAČR), Ministries and other public institutions. Specific support is provided by the Government for young researchers, with funding based on research productivity, number of PhD students enrolled and PhD and Masters awarded. For targeted research internal competition is foreseen.

The Government supports applied research. The Ministries manage the national funding for the research organisations and most of them also develop and manage competitive research programmes. This source finances the Vice-rector´s fund (3%) and the individual faculties (97% of total amount) based on a metrics system that collects data about research outputs and evaluates the quality of publications. The Technology Agency supports and finances applied research, experimental development and innovation. Contract research is mainly based on partner relations for the creation and transfer of innovation. Some grants are provided by the EU budget.

The Internal Grant Agency of VŠE comprises a Grant Committee (the chairman is the Vice-Rector for Research and the members are the vice-deans for research of all faculties and at least 2 prominent researchers outside VŠE; it contains also a project coordinator) and the Faculty Grant Councils (the chairmen re the Vice-Dean for Research and the members are researchers from the faculty and at least 2 researchers outside VŠE, it contains also project coordinators).

Several tools are employed to promote quality of R&D&I. Requirements are set on the quality publishing and grant activities in the habilitation and professor appointment procedures. Financial incentives are in place for preparation and implementation of foreign project activities (e.g., financial rewards for H2020 project proposers, financial support for missions abroad of academic staff aimed at discussing foreign project proposals with foreign partners, financial rewards to successful project proposers). Financial support is also provided to incentivate excellent publications

by the academic staff, for its involvement in editorial and executive boards of relevant foreign journals and for the long-term research stays of foreign visiting professors. Support is also provided for the participation of foreign experts in editorial and executive boards of journals published at VŠE.

A factor which may hinder the development of high-quality research at VŠE may be found in the fact that the academic staff tends to stay at VŠE from undergraduate studies to professorship. Open calls for positions are not absent, but most of the upgrading occurs through rank promotion. This is not to be blamed in general, but more openness is needed, and stronger incentives to attract researchers from outside VŠE should be introduced.

Once again, the effectiveness of the support system developed at VŠE has to be judged on the basis of the achieved results. The overall publication profile of VŠE in the WoS database has only slightly improved in the last years, especially as for Q2 publications in the WoS database (2016-2018). Moreover, the existence of significant differences across faculties in terms of annual performance appraisal, financial incentives for prestigious publications, extra bonus, support to research projects, strategic partnership and international cooperation in research, distribution between Czech projects and EU projects provides further support to the view that the construction of a global vision at the University level is still in progress.

4.3 Institutional regulations for the use of institutional support for the LCDRO

Evaluate the strategy for using institutional support for the LCDRO in managing institutionally supported research work and how institutional support was split among individual workplaces/research teams with regard to the quality of the research activity/research teams.

Score [0–5 points]:

3 - Good

Qualitative assessment:

In the period 2014-2018, the use of institutional support for the long-term conceptual development of research organisation (LCDRO) was conceived according to the system of evaluation of science at VŠE and to the Long-Term Strategic Plan for the Educational and Scientific, Research and Development, as well as the Innovative, Artistic and other Creative Endeavours. The distribution of financial support for the LCDRO of both VŠE and individual faculties was carried out based on the preceding five-year period and in line with the “2013 Methodology”.

Each faculty designs a development programme evaluating the fulfilment of tasks from the preceding year and describing how the resources of institutional support will be used in the present one. Coherently with the general University’ strategy to shift “from quantity to quality”, a unifying development priority of all the faculties is the improvement of the quality of publications, which is also the basic objective of the development of research financed from the institutional support for the LCDRO.

The distribution of institutional support to individual faculties was governed by the Purpose and Use of Institutional Support Aimed at the Long-term Conceptual Development of VŠE (SR 1/2010) directive. The funds allocated under this directive are monitored in a separate budget resource of both the faculties and of the Vice-Rector for Science and Research. 15 per cent of whole-university

indirect costs are applied to the allocated funds. Wage funds and other labour costs may be used to this aim, but it is difficult to understand what percentage they represent of the total allocated funds.

Given the goals of the LCDRO specified for both VŠE and its faculties, the strategy for using institutional support and the way it was split among individual research places is formally coherent and well structured. Differences do however persist across faculties, mainly as far as the annual evaluation exercise is concerned and the way the publication activity is addressed. More unifying actions seem hence possible and desirable, especially through actual practices based on dialogue and the sharing of good practices across faculties and departments, rather than the formal adherence to methodologies, directives, etc.

4.4 Strategy for the establishing, financing and long-term development and sustainability of research centres and large research infrastructures

Evaluate the described strategy for the sustainability and development of large research infrastructure if the university is the host organisation for such a project. See also described strategy for the sustainability and development of research centre(s) developed in 2007–2015 under the European Structural Funds (Operational Programmes: Research and Development for Innovations, Prague – Competitiveness) and supported during the sustainability period under the National Sustainability Programme, if such a research centre is part of the university.

If this criterion is not relevant for the university to be evaluated, at the end of the evaluation, adjust the rating of this criterion to the average scoring of the other criteria of M4 module.

Score [0–5 points]:

3 - Good

Qualitative assessment:

VŠE declares in the self-assessment that it does not host research centres and the University is not the host organisation of large research infrastructures.

This is unfortunate, as the creation of inter-faculty research centres could represent a viable and rather fast way to put together interdisciplinary knowledge and competencies which are now scattered across faculties and departments. This change should be rapidly favoured, because the structure of Departments appears to have been inherited from the past and, given the role played by “tradition”, it could be difficult to reassemble. The creation of inter-faculty research centres could facilitate the dialogue across disciplines, set research strategies and more ambitious goals, develop expertise, and in this way facilitate the inflow of research fund from both academic and non-academic sources.

It should also be noted that during the Site visit the International Evaluation Panel was informed that at VŠE there indeed exists at least one International research centres, located in the Faculty of International Relations and established in 2018.

The score was based on the average for other M4 criteria.

4.5 Training system in the area of intellectual property protection and technology transfer

Evaluate the internal system for training undergraduate and postgraduate students and employees in the area of intellectual property protection and technology transfer.

Score [0–5 points]:

2 - Average

Qualitative assessment:

Intellectual property protection is not taught at VŠE at the undergraduate level, at least as far as compulsory or compulsory optional subjects are concerned. It is instead present in both the Master's study programme (4 subjects: Protection of Intellectual Property (Innovations); Intellectual Property and Information and Communication Technology Law; Intellectual Property and Information Technology Law; Copyright and Industrial Property Rights) and in the Ph.D. study programme (1 subject: Intellectual Property Law). Further teaching is provided as a limited set of lectures in other subjects.

No system seems to be in place for training both undergraduate and postgraduate students in the area of technology transfer.

No comprehensive and coherent training seems to be provided to employees in the fields of intellectual property protection and technology transfer.

According to the Statutes (Article 17), the Rector's Office is in charge of the transfer of knowledge and technologies, but no University Office is devoted to technology transfer, which remains based on partner relations at the faculty/department level.

This arrangement should be improved, as it is increasing difficult today to disentangle at least applied research from technology transfer. Even though some of such transfer seems to be present in the activity of some faculties, the issue should be seriously addressed at the University level.

Recommendation 4.1, 4.2, 4.3, 4.4 a 4.5:

4.1

4.1. Enrich the formally complete and well-structured management system and organisational structure for R&D&I put in place at VŠE, with concrete actions aimed at favouring the definition of more shared goals and means across faculties and departments.

4.1.2 Carefully tune the incentives to publish in well-established and well-known international journals with the need to maintain some research focus on the Czech economy. This could be done also asking for changes in the requirements presently set for the habilitation procedure.

4.2

4.2.1 Identify effective actions to promote contract research and to increase the number of EC projects.

4.2.2 Strengthen the relationship between the Office for Science and Research and the bodies in charge of VŠE's development strategy.

4.2.3 Provide stronger incentives to attract researchers from outside VŠE.

4.2.4 Enrich the formally complete and well-structured system of incentives with more concrete actions aimed at quickly improving the overall publication profile of VŠE in the WoS database.

4.2.5 Introduce incentives to minimize the differences in the tools adopted across faculties to promote quality of R&D&I.

4.3

4.3.1 Provide incentives and facilitate the development of unifying actions based on dialogue and the sharing of good practices across faculties and departments, rather than the formal adherence to methodologies, directives, etc.

4.4

4.4.1 Rapidly carry out a thorough investigation of the research centres established at the faculty level.

4.4.2 Carefully evaluate the possibility of transforming some existing small structures, like the Laboratory of Experimental Economics, into larger infrastructures.

4.4.3 Evaluate without hesitation the opportunity to create inter-faculty research centres.

4.5

4.5.1 Make sure to teach the basic concepts of intellectual property protection at the undergraduate level.

4.5.2 Train students – especially, but not exclusively, at the postgraduate level – in the field of technology transfer.

4.5.3 Design a training programme aimed at providing the University's employees with (basic to advanced) notions in the fields of intellectual property protection and technology transfer.

4.5.4 Evaluate the opportunity to create an office devoted to technology transfer and to the creation of University spin-offs and start-ups.

DOCTORAL STUDIES

4.6 Organisation of doctoral studies

Evaluate the organisation and management of doctoral studies: structure, key statistics, information on promotion and recruitment schemes, external communications concerning doctoral studies, (e.g. cooperation with the Czech Academy of Sciences, cooperation with the application sphere, recruitment abroad, etc.), eventually any other relevant information such as the existence of a doctoral school, basic courses in soft skills, etc.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

VŠE offers 15 doctoral study programmes, almost all in full-time and combined form. Most of them can also be studied as a paid doctoral study programme in English.

The standard length of study is four years in most cases, three years in some programmes, the maximum possible length is five years. Only four programmes have the standard length of 3 years and all of them plan to extend it to 4 years as well.

The entrance examination, with each faculty having its own requirements for applicants who are usually asked to write a scientific essay and generate and describe a topic of the dissertation,

constitutes to the main condition for admission, in addition successful completion of the master's study programme and passing.

There are on average during the reporting period 400 students in an active status studying in doctoral programmes at VŠE, 25 of them are in the paid programmes offered in English. The numbers of graduates remain similar every year, around 60 graduates per year. One should mention the quite low success rate of completed doctoral studies

The selection process appears adequate and good as there is every year an large excess of applicants over those admitted. Nevertheless, the SWOT analysis mentioned there is a lack of academic staff in relation to the number of applicants for doctoral studies.

At the beginning of their studies, students in cooperation with their supervisor create an individual study plan, which contains all the requirements for successful completion of the studies. The study plan includes at least 4 courses -some of them mandatory, others elective or optional-, scientific and research based publishing activities under the supervision of a supervisor, and their results presentation at a department meeting or other similar opportunity, participation on conferences, internal grant competition – which constitutes an opportunity to learn how to create, manage, and successfully finish a project, and a study or research stay abroad.

Information on doctoral studies is really well described and presented to various stakeholders on VŠE website, particularly regarding application conditions and qualification procedures. One can mention the yearly publication of available places for doctoral students on VŠE website, as well as annual information meeting targeting students and graduates of master's study programmes interested in doctoral studies, open and promoted to students from VŠE but also from other higher education institutions. Applicants and freshly enrolled students have the *Doctoral Study Programmes* information brochure and *the Information on the Procedure of Admission to Studies in the Doctoral Degree Programmes at VŠE* brochure at their disposal.

4.7 Internationalisation of doctoral studies

Evaluate the level of internationalisation of doctoral studies based on mentioned particular examples of the international cooperation in doctoral studies, e.g. building open doctoral study programmes for foreign nationals and creating international networks for doctoral studies; care for foreign students coming within the framework of mobility; support and the existence of joint individual doctoral studies as part of international cooperation (e.g. joint degrees), individual contracts (e.g. cotutelle degrees), study visits and research internships abroad, etc.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

The international dimension of doctoral studies at VŠE is strongly support by the existence of doctoral programmes in English in all faculties, almost identical to study programmes in Czech, as well as short-term research stays in which doctoral students from abroad may participate. The self-assessment documents and the SWOT analysis mentioned indeed as strong strengths the existence of accreditation for doctoral study programmes in the English language, reinforcing the possibility of recruiting foreign students, as well as the admission of foreign PhD students for short-term stays.

Dorctoral study programmes in English are paid programmes, which attract yearly arrounf 30 enrolled international students.

Regarding the short-term stay, which concerns in 2018 13 foreign PhD students, the admission of foreign PhD students is nevertheless limited by the supervisors' capacity and there seems to be a lack of academic staff in relation to the number of applicants for doctoral studies.

A 2018 amendment to HE Act make compulsory for doctoral students to complete par of their studies at a foreign institution or participate in international cooperation. Indeed, VŠE doctoral students are required to pass part of the study at a foreign institution of at least one month, or participate in an international creative project with results published or presented abroad, or otherwise be involved in direct participation in international cooperation. The Catalogue of Scientific Research Support at VŠE is providing financial contributions and supports to such international exposure. For longer stays doctoral students can make use of offers by the International Office or from the Erasmus+ programme, or individually arrange internships at European institutions or at universities.

Doctoral students benefit from the VŠE prestigious international universities and schools network, representing more than 250 partner universities worldwide. Possibilities of Double-degree is also provided, with joint supervision processes.

The SWOT analysis shows that records of study and research stays abroad in the doctoral studies are not kept at central level, which should be developped urgently.

4.8 Subsequent careers for doctoral graduates (support conditions)

Evaluate the support conditions for doctoral graduates based on the listed specific measures (e.g. internal subsidy schemes for the further development of new scientists, postdoctoral fellows, active search for opportunities abroad, etc.) and provided representative data about subsequent careers for doctoral graduates. For evaluation, use the data from the appendix of Self-evaluation report (table 4.8.1).

Score [0–5 points]:

4 - Very good

Qualitative assessment:

VŠE supports doctoral students and postdocs by offering internal language and training courses such as teaching tips and tricks, econometrics and basic research methods, etc. The university refers in its report that doctoral students and young academics were involved in 2018 in the training system on various issues within the Operational Programme for Research, Development and Education (European Social Fund).

The self-assessment report mentioned the specific engagement in work with gifted post-doctoral students in such a way so that they can continue their research activities in research teams at faculties, which is considered as a very important prerequisite for the development of science and the quality of teaching activities. In particular, the self-assessment documents mentioned a joint one-year project of VŠE and the Czech University of Life Sciences Prague developed in 2005 and called "Support of Doctoral and Postdoctoral students at VŠE and CULS Prague". This project was a follow-up project to a previous three-year project (2012 - 2014 Support of Doctoral and Postdoctoral

students at VŠE and CULS Prague) with the participation of 14 post-doctoral students. The aim was to support gifted post-doctoral students (financial contributions in addition to wages, acquisition of managerial and leadership skills through organised seminars and courses, development of cooperation between universities) and to enable them to continue their research and teaching career at VŠE. A total of 11 young researchers across VŠE faculties were involved in this joint development project of VŠE and the Czech University of Life Sciences (CULS) to support post-doctoral students.

One can also mention the support for post-doctoral students developed through a joint 2016 project with CULS called “Support for the Education of Doctoral Students and the Career Growth of Post-Doctoral Students CRP 13+”, in which there were in addition to VŠE and CULS, 11 universities across the Czech Republic involved in this development project. Across the VŠE faculties, 6 young academics were involved in the project.

In self-assessment documents, awareness is being raised in support of scientific and research activities, in terms of active search for grant opportunities, consultations with proposers, publications of current offers of calls of GACR, TACR and other providers on the website of the Office of Science and Research. Activities in connection with submitting and acquiring grant projects, or excellent publishing activities are also financially supported.

Researchers are in addition offered opportunities for teaching mobility or work placements abroad. In the framework of the International Mobility for Science Development at VŠE operational programme project, 5 long-term research stays of early career researchers abroad were also carried out.

Subsequent career examples of VŠE doctoral programmes graduates were supplied during dedicated presentations, showing some significant professional success and impressive careers in governmental and European organisations.

4.9 Rules for funding doctoral students, including foreign students (stimulation and motivation tools)

Evaluate the described model of university funding for doctoral students (PhD students), including international students, and according to the information provided about personal expenses (grants) and other costs. See also listed specific stimulation and motivation tools of the financial support for doctoral students in addition to their regular grants.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

Multiple sources are funding doctoral students. VŠE is recipient of grants from the Ministry, namely for education, for institutional support for the development of a research organisation, and for targeted support for specific university research, through which Internal Grant Competition projects are financed. The Czech HE Ministry is also providing grants awarded to full-time doctoral students.

Doctoral students can obtain additional resources to facilitate their scientific development, education, international mobility, etc. by engaging in other projects such as GACR, TACR and international providers, or through contract research, etc.

Internal regulation provide rules for awarding scholarships to students in doctoral study programmes : doctoral scholarship is awarded to full-time doctoral students and paid during the standard length of study.

A specific scholarship has been developed to attract international excellent students to the doctoral study programmes in English.

The self-assessment report mentioned that Ph.D. candidates at the beginning of their studies with high-quality research activities and co-authorship on peer-reviewed articles in journals included in WOS or Scopus databases may be awarded a scholarship for a year, which shall motivate them to pursue better results. The amount of the extraordinary scholarship is set at CZK 150,000 (5,789 Euro) / year / student.

Recommendation 4.6, 4.7, 4.8 a 4.9:

- Improve the success rate of completed doctoral studies
- Expand the interest of faculties in the application sphere in relation to the doctoral studies and extend the number of academic staff in relation to the number of applicants for doctoral studies
- Improve the evaluation system of supervisors' work based on multiple criteria: number of successfully vs. unsuccessful students, quality of dissertation theses, awards...
- Develop further the possibilities to involve foreign PhD students in instructions and in research projects
- Develop a central record of study and research stays abroad in the doctoral studies

NATIONAL AND INTERNATIONAL COOPERATION AND MOBILITY IN R&D&I

4.10 Significant cooperation in R&D&I at the national level

Evaluate specific examples of cooperation in terms of progressive R&D&I trends at the national level.

Score [0–5 points]:

5 - Excellent

Qualitative assessment:

In terms of R&D&I, VŠE intensively cooperates with a broad range of partners at the national level. Main R&D&I partners of VŠE are other research and teaching institutions (universities and institutes) and business entities (companies and corporations). Cooperation in R&D&I is in most cases operationalized as joint GAČR (Czech Science Foundation) and TAČR (Technology Agency of the Czech Republic) projects, or bilateral agreements with partners from business. Notable examples of cooperation in R&D&I between VŠE and other stakeholders at the national level are:

- Project “Emerging financial risks during a global low interest rate environment“ (financed by the GAČR) – This project was conducted in cooperation with Charles University (Institute of Economic Studies, Faculty of Social Sciences) and the University of Pardubice (Faculty of

Economics and Administration). The output included published articles in foreign impact factor journals.

- Project “Innovative Approaches to Credit Risk Management” (financed by the GAČR) – This project was also conducted in cooperation with Charles University (Institute of Economic Studies, Faculty of Social Sciences). Result of this project are scientific articles published in academic journals.
- Project: “DYME-Dynamic Models in Economics” (financed by GAČR) – Cooperation with the Institute of Information Theory and Automation and Charles University (Faculty of Mathematics and Physics, and Faculty of Social Sciences). Output of the project is a platform with three principal research branches: Dynamic Macroeconomics, Optimal Economic Decision Making, and Financial Econometrics and Risk Management.
- Project: “The Internal and External Dimension of the EU Actorness in the Energy Relations with Russia and Alternative Suppliers “ (financed by GAČR) – Within this project, Faculty of International Relations at VŠE is cooperating with the Institute of International Relations. The project is devoted to the research of the internal and external dimensions of the EU’s actorness in energy relations with suppliers with a special focus on Russia and its ability to find alternatives. Outputs of the project are based in the interconnection and equalisation of the internal and external dimensions of the EU’s actorness in energy relations.
- Project: “Public sector budgetary data in the form of Open Data” (financed by TAČR and Open Society Fund Prague) – This project was conducted in cooperation with Charles University (Faculty of Mathematics and Physics). Output of the project is a new way of publishing public administration data based on new findings of information research in the field of data publishing on the web. The proposed method of data publishing was applied to the data of the Ministry of Finance of the Czech Republic on the budgets of different components of public administration published on the Monitor portal and in the context of this data with data on public procurement (the Ministry of Regional Development of the Czech Republic) and demographic indicators (the Czech Statistical Office). The project also included the design and implementation of software for data publishing with an accompanying certified methodology to allow for the transfer of experience to other areas of public administration.

These specific examples demonstrate significant cooperation in R&D&I between VŠE and its partners at the national level. They also indicate an extensive cooperation in R&D&I between VŠE and Charles University and their respective faculties. Besides these notable examples, many other cooperations in R&D&I at the national level are reported by each faculty at VŠE. Collectively, these projects result in strong social impact, economic and non-economic benefits in Czech Republic. A good example is the project “Public sector budgetary data in the form of Open Data”, since it was one of the first projects implementing the concept of open data in the Czech Republic, thus enabling those outside the public administration to work with its data without technological and legislative barriers - the data is public through this. In this way, the Czech Republic was involved in the pan-European efforts to enhance transparency in public administration processes. Furthermore, certain R&D&I cooperation initiatives are conducted outside of the project format (e.g. long-term bilateral agreements, data collection).

VŠE demonstrates strong capabilities in R&D&I cooperation at the national level. Extensive list of R&D&I projects performed in cooperation with other research and teaching institutions (universities and institutes) and business entities (companies and corporations), together with the abovementioned notable examples, corroborate significant participation and contribution of VŠE in R&D&I partnerships in Czech Republic.

4.11 Significant cooperation in R&D&I at the international level

Evaluate specific examples of cooperation in terms of progressive R&D&I trends at the international level.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

Besides significant cooperation in R&D&I at the national level, VŠE is engaged in many R&D&I projects with universities, academies, research networks and funds at the international level. Examples of significant cooperation in R&D&I at the international level are presented according to the country of origin of VŠE's partner institution:

- Australia
 - Partner: Australian National University (ANU) in Canberra – A long-term cooperation that included regular research visits between 2015 and 2018. Core areas encompassed by this cooperation are research on internationally relevant issues of energy finance and cooperation, and theoretical research as well as economics policies in the area of “green” finance and development of renewable energy sources contributing to reduction the impacts of climate change.
- Canada
 - Partners: McGill University and Laval University – Collaboration resulted in a joint research in the area of price transfers in analyzed commodities, leading to publications in academic journals.
- Germany
 - Partner: University of Heidelberg – The Faculty of Business Administration cooperated on the EU FP7 “CUPESSÉ” project (2014-2018), which focused on the issue of employment of young people in the European labour market, their economic selfsufficiency and entrepreneurial activity. The output of the project were, among others, published articles in international journals in the field of social sciences in Q1 journals, and preparation of policy briefs and other reports for the European Commission.
 - Partner: University of Bamberg – This cooperation was established on the basis of the implementation of the BTHA (Bayerisch-Tschechische Hochschulagentur) bilateral project. As a part of the project, a workshop was organised for students and a workshop aimed at finding links between association rules mining and inductive logic programming (ILP). For the purpose of comparing the ILP results of the Aleph system used at the University of Bamberg, the RDF-Rules tool, developed at the Department of Information and Knowledge Engineering of the Faculty of Informatics and Statistics, was modified to include a relational dataset.
- Norway
 - Czech-Norwegian Network for Capacity Building in Integrated Water Resources Management” – As a part of the cooperation, the Czech-Norwegian workshop on water resources policy and management took place on the premises of VŠE. The workshop and the visit of leading experts from Norway contributed to developing a better solution of the problem of water purification in a drinking water reservoir on the Vrchlice River.
- Spain
 - Partner: Universidad politecnica de Madrid – Cooperation resulted in the joint COST Action “NexusLinguarum” project, and the internship of a doctoral student is being prepared for his three-month stay at Universidad politecnica de Madrid.

- UK
 - Partner: University of Essex (UK) – VŠE was a member of the national team for the Czech Republic in the project of development of the EUROMOD microsimulation model. The result is a microsimulation model for all EU countries, which is continually updated, and it is used both for scientific purposes and for evaluating the impact of tax and benefit reforms.
- USA
 - Partner: University of California, Berkeley – A long-term cooperation from 2014 to 2018 that resulted in five articles in major world high impact factor journals co-authored by professors from VŠE and UC Berkeley. Areas of cooperation were microfinance as an example of socially responsible financing, and the relationship of finance and economics of climate change.
 - Partner: Open Budget Project – Another long-term international cooperation (since 2003), an international comparative research of state budget transparency, which serves as an important tool in advocacy of higher fiscal transparency both in the Czech Republic and worldwide.
- Visegrád Group: Czech Republic, Slovakia, Poland and Hungary
 - The Faculty of International Relations cooperated within The International Visegrad Fund together with the Hungarian Academy of Sciences-Center for Economic and Regional Studies; Jagiellonian University, Kraków; and the University of Economics in Bratislava – Topic of the cooperation was “How to Benefit from Global Value Chains? - Implications for the V4 Countries“

All VŠE's faculties demonstrated capabilities for successful identification of opportunities for cooperation in R&D&I with entities from diverse portfolio of countries (in Europe and worldwide). Our assessment indicates that universities and other research-based organizations from Asia are to some extent underrepresented, in comparison with other areas typically targeted by VŠE. In most cases, VŠE is cooperating with major institutions (i.e. leading universities and other reputable organizations) in respective countries. Above mentioned and all other examples of VŠE's cooperation in R&D&I at the international level (e.g. cooperation with internationally renowned high-profile academics) confirm VŠE's competencies in building long-term, impactful and diverse partnerships that are producing relevant outputs at both national and international levels.

4.12 Mobility of academic staff and researchers (including segmental and intersegmental mobility)

Evaluate the mobility of academic staff and researchers, including the mobilities of doctoral students and academic staff in connection with R&D&I (strategy, system, and policies), evaluate benefits of described specific examples. Evaluate also any barriers to the mobility of academic staff and researchers.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

VŠE as an academic institution is well-connected with various stakeholders in the area of R&D&I, at the national and international levels. Nevertheless, outgoing mobility of academic staff and researchers proved to be a challenge on its own. For example, the number of academics staying abroad in 2014 was extremely low (79 in total). Considerable portion of mobilities are short-term mobilities, due to the format of the most prominent academic mobility frameworks (e.g. Erasmus+, CEEPUS).

Academic staff mobility is mainly related to the development of their research activities, and PhD students are focused on participation at academic conferences, internships and long-term stays at universities abroad. Following the challenges mentioned above, specific objectives related to international cooperation are defined within VŠE's Long-Term Strategic Plan, chapter "International Dimensions of Educational Activities":

- to significantly increase foreign publishing and grant activities;
- to strengthen the internationalisation of the structure of the VŠE academic staff (through recruiting high-quality foreign academic staff from respected foreign universities working on a full-time and long-term basis at VŠE);
- to increase the number of academics holding doctorate degrees from prestigious foreign universities (by means of both financial and non-financial motivating early career academics to obtain doctoral degrees and other academic titles from prestigious foreign universities); and
- to effectively implement projects to increase mobility of academic staff (e.g. the Mobility operational project).

As a result, number of outgoing academics increased to 405 in 2018, which is satisfactory but also indicates there is still room for improvement, especially in terms of the mobility of PhD students. They are particularly facing several important barriers for engaging more in international academic mobility, such as family responsibilities, financing, teaching load, available time for obligations at the PhD programs, and combining work with studying. Some barriers are to some extent related to limited mobility activities of all members of academic staff at VŠE. Since financing is one of the most prominent challenges in this area, it is important to stress multiple initiatives at VŠE for establishing a wide range of tools at the level of institution. Most important ones are:

- Catalogue of supports;
- "International Mobility for Science Development at VŠE" operational programme project (which was supported by the European Structural and Investment Funds);
- Institutional support for research organisation development;
- Internal grant competition.

Several significant examples confirm the variety and impact of VŠE's academic staff and PhD student mobility:

- doc. Ing. Jana Tepperová, Ph.D. – Copenhagen Business School and the University of Copenhagen. A total of 10 months of study/research stay at Danish universities (2016-2017).
- Kristine Gevorgyan, PhD student – Federal Reserve Bank of Richmond, USA. The focus of the 2-months stay was establishing professional cooperation between the Department of Monetary Theory and Policy at FFA and the US Central Bank, participation in FRB research work in Richmond, and own research in the field of demographic changes and property price development. This mobility resulted in publication in the prestigious scientific journal.
- doc. Ing. Josef Taušer, Ph.D. – WU Wien. A short stay that included consultations on the concept of research activity and evaluation of results at the faculty level.
- Ing. Petr Král, Ph.D. – Miami University, Oxford, Ohio, Farmer School of Business. A short stay in 2018 that included consultations on the concept of research activity and evaluation of results at the departmental level.
- Marek Prokůpek, PhD. – A post-doc at the Université Paris 13 in the period 2018-2020, working in the creative industries at LabEx ICCA as well as a visiting lecturer at Kedge Business School. He was working part-time at VŠE, and has returned in September 2020 to his home Department of Arts Management (working full-time).

- Marek Hudík, PhD. – Xian Jiaotong Liverpool University, China (2016-2019). He was hired at VŠE, Faculty of Business Administration through personal contacts. His articles are regularly published in Q1 and Q2 according to AIS.
- Mgr. Ing. Zdeněk Smutný, Ph.D. – University of Ljubljana. Six-month internship for the purpose of deepening knowledge of the concept of social informatics. Based on his mobility experience and on scientific collaborations he will soon complete his work on a book which will be an essential study material in his course. He also published a joint article with Professor Vehovar from University of Ljubljana on the basis of joint research.
- Ing. Petra Tomanová – Vrije Universiteit Amsterdam as part of “PhD Student 4.0”, internal project of Faculty of informatics and statistics. Ing. Tomanová participated in a joint research project, which resulted in several joint publications.
- Ing. Marek Feurich – Northumbria University / Newcastle Business School, UK. A three-month stay in 2019.
- Ing. Petr Mazouch, Ph.D. – University of Ljubljana, Faculty of Economics and Business. Six-month stay in the form of sabbatical, including performing joint research in the field of economic statistics and preparation of the accreditation under the "European Master of Official Statistics" international programme implemented by Eurostat.

In terms of students' incoming and outgoing mobility, VŠE successfully leverages on multiple opportunities in this area. Both VŠE (at the university-level) and several of its faculties (at the faculty-level) offer programmes in foreign languages (at all levels: bachelor, master, MBA, and PhD), summer schools, and other specific programmes (e.g. CESP – Central and East European Studies Program), attracting an impressive number of foreign students in Czech Republic (25% of VŠE students are international students, i.e. 3300 students from 90 countries). Meanwhile, VŠE students are invited to apply for mobility at more than 200 partner universities in Europe, Asia, Latin America, North America, Australia and New Zealand. Most outgoing mobilities of VŠE students are supported withing the Erasmus+ framework and the VŠE Scholarship Fund.

VŠE considerably improved the level of mobility of academic staff and researchers since 2014, setting a good trend to reach excellent level in this area of international cooperation. In terms of students' mobility, activities and results of the International Office at VŠE support its high visibility and importance at the international level.

4.13 Internationalisation of the internal environment

Evaluate the internationalisation of the internal environment of the university in relation to R&D&I and to European standards. Evaluate the described tools to meet the objectives of internationalisation and how they are implemented.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

The biggest challenge to the internationalization of the internal environment for the universities in Central and Eastern Europe is the troublesome legacy from the pre-democratic times. This is sometimes difficult to understand from the Western-European and North-American perspectives, where universities are historically more opened to the international environment. Thus, universities in CEE had to invest additional efforts in order to ensure fast and successful alignment with global trends in academia. Probably the best proofs of the internationalization of the internal environment

are international accreditations, such as EQUIS and EPAS (provided by European Foundation for Management Development-EFMD, based in Brussels), and AACSB (provided by Association to Advance Collegiate Schools of Business, USA).

The assessment of the previous sections proves VŠE's long-term priorities in interconnection of faculties with the international environment, cooperation with foreign partners in R&D&I, new opportunities for studying in English, and opportunities for stays abroad. Despite the fact that large public universities in CEE have to invest a tremendous efforts for obtaining prestigious international accreditations, VŠE proved its strong abilities in this area. Three VŠE's faculties are holders of international accreditations, and in 2016 VŠE initiated the process of international institutional AACSB accreditation (at the university-level). VŠE also became a Cambridge English authorised exam centre.

The first accreditation obtained by VŠE was the programme-level EPAS accreditation for the International Trade at the Faculty of International Relations (FIR) and the university-wide field of study called International Business-Central European Business Realities in 2012. These programmes were successfully re-accredited in consecutive periods, confirming that VŠE is capable of maintaining and increasing the quality of its internationally-relevant programmes. Following this success, VŠE became a founding member of the MIB EPAS Consortium, a network of higher education institutions. Only such higher education institutions that have received EPAS accreditation for the follow-up master's programme International Business may be its members. With these universities, VŠE has gradually been establishing double degree agreements.

First international institutional accreditation, was obtained by the Faculty of Business Administration (FBA). After the first unsuccessful attempt in 2012, FBA successfully obtained EQUIS accreditation in 2017 for the period of three years. In March 2020 FBA has successfully completed the EQUIS re-accreditation process and it is still the only institution Czech Republic that holds this most prestigious international accreditation in the field of management.

The Faculty of Finance and Accounting focuses on foreign professional accreditations, which allow the recognition of subjects completed within the follow-up master's degree programmes for the so-called regulated professions. These include ACCA accreditation (The Association of Chartered Certified Accountants), Chartered Financial Analyst (CFA) accreditation for investment analyst examination, and ICAEW accreditation in England and Wales (Institute of Chartered Accountants in England and Wales).

International academic accreditations and other numerous efforts for the internationalisation of the internal environment confirm VŠE's dedication to this important strategic objective, which is one of the most impactful prerequisites for the international visibility and positioning. Exemplar faculties of VŠE (FBA, FIR and FFA) achieved very good results in terms of international accreditations, either at institutional or programme levels. Their experience and know-how could help other faculties of VŠE in improving certification activities. Finally, current results in the proces of the university-level AACSB accreditation proces are promising, and positively contribute to the internationalization, even before the end of the proces.

Recommendation 4.10, 4.11, 4.12 a 4.13:

- Maintain strong R&D&I cooperation at the national level, through long-term partnerships and expertise in obtaining support from GAČR and TAČR. Besides these frameworks, investigate further opportunities to establish long-term bilateral cooperation with businesses in terms of contract research (especially for faculties that are not as successful in this as the Faculty of Business Administration-FBA).
- Pursue new opportunities for establishing R&D&I cooperation initiatives with universities and other research-based organizations in Asia.
- Invest additional effort in enabling and promoting long-term mobilities of academic staff and especially PhD students. Search for opportunities outside the most prominent frameworks that primarily support short-term stays (Erasmus+, CEEPUS).
- Leverage on the feedback received from EFMD to further push internal changes at FBA and to ensure a 5-year EQUIS re-accreditation after the next evaluation.
- Motivate faculties to pursue programme-level accreditations (e.g. EPAS).
- Use the experience and know-how from the exemplar faculties (FBA, FIR and FFA) for motivating other faculties in obtaining institutional international accreditations.

HUMAN RESOURCES AND CAREERS IN R&D&I

4.14 System for career growth for academic staff and researchers

Evaluate the system for career growth for academic staff and researchers. See presented information on long-term placements for the academic staff abroad, and for foreign academics at the evaluated university (i.e. sabbaticals, whether there are particular regulations or a support system); consider also the information on international academics selection procedures; regulations for career growth; mentoring (if any); the transparent distribution of institutional Full Time Equivalents (FTE's); position on successive contracts and senior academic posts; arrangements for staff return after placements at external workplaces, including abroad; and any other presented information. Consider the information from provided link to any career regulations or similar document (if any).

Score [0–5 points]:

3 - Good

Qualitative assessment:

The university refers in its self-assessment report to the traditional path of career progression which is applicable at VŠE. Usually a doctoral student from their own doctoral programme enters one of the faculties in the position of “assistant professor”. The main qualification required to enter as “assistant” professor is having obtained a PhD. After five years of successful completion of the PhD, the candidate can initiate the “habilitations” procedure. The candidate takes the initiative and he/she needs to prove that he/she qualifies for the position of “associate” professor. Important for this step is that the candidate needs to present a habilitation thesis at this stage. No requirements are found that this “habilitations” thesis has to be developed in alignment with the characteristics of international academic publications appearing in international non-zero impact factor journals. In addition the candidate has to prove that he/she was member of a research team that completed successfully one research project whereby the research project can be national or international. With respect to the requirements of publications the candidate can either be a (co)-author of a book of higher education or of a publication in a non-zero impact factor journal of a world language. The

professional benefits of the candidate will be evaluated based on transfer of research knowledge at the national level and the quality of the published articles of the candidate will also be assessed. With respect to the recognition of the applicant's scientific and pedagogical work, visiting professorships and lectures abroad in a foreign language are accepted as criteria to meet these requirements.

We as an international evaluation panel focusing on the research activities and output of VŠE, observe however that international research output is embedded in the criteria for obtaining a "habilitations" position, however it is still possible that a candidate is appointed based on pedagogical qualities (including authorship of textbooks) and national research output only, if he/she can show that given he/she has given lectures abroad. Even more so, as the university system allows individual faculties to specify the evaluation parameters for the respective disciplines in their own methodologies, a number of faculties can put the highest priority on education.

The other big step in the career path of an academic at VŠE is the application for a position of "Professor". One of the basic requirements to introduce the demand to be appointed "Professor" is the requirement to have at least two years of ongoing teaching assignment as an associate professor. So an associate professor that excels in research but has not "two year teaching experience" can not qualify to become professor. To apply for a professorship, the criteria with respect to education are certainly stricter and more demanding than at the level of "habilitations" application. With respect to conducting research, the candidate still has to be a member of a research team, there is no requirement to have been the leading supervisor of a research team that has attracted financing. The requirements for international publications in non-zero impact factor journals in a world language are stricter for the level of professorship. Also citations are needed and professional benefits have to be shown at national and international level.

Considering the criteria for professorship, there is the requirement of being (co)-author of international publications. So there is an incentive to be active in research at an international level to become professor in terms of publications needed. The requirements which respect to being engaged as lead promotor in attracting research grants are absent.

So with respect to career growth, VŠE follows the traditional career growth path of the Czech universities. VŠE at university level tries to create an environment where academics can develop themselves in order to take these steps in their career. VŠE takes general measures in terms of increasing staff wages, providing support to hire high-quality foreign academic staff, create conditions for sabbaticals. However the individual level of support each academic receives depends a lot on the initiatives taken at the faculty levels of VŠE. In faculties where support and incentive systems exist related to attracting research grants, to strive for high-quality publications, one might assume that staff in those departments will be embedded in a more munificent environment to attain the criteria of "habilitations" and "professorship". Given the choice of VŠE to be decentralized, these findings do not come as a surprise.

In terms of career growth, a staff member needs to concentrate on both education and research, whereby a staff member not meeting the demanding requirements for education will not become a professor, the opposite situation is not excluded.

The university does foresee in help to organize stays abroad for their faculty. However looking at the scarce data available, it seems that only a limited number of staff is able to have long term stays at well known universities, whereas the large majority of the staff limits itself to very short stays at universities of abroad (being a number days or maximum one or two weeks).

4.15 Evaluation system of academic staff and researchers and filling key positions in R&D&I

Evaluate the evaluation system of academic staff and researchers (the basic rules and principles for internal evaluation) and the rules for filling senior positions in relation to R&D&I.

Score [0–5 points]:

3 - Good

Qualitative assessment:

The evaluation system of academic staff and researchers of VŠE, is composed of three types of evaluation of performance conducted at the level of university and one type of performance evaluation conducted by the Faculties. So the performance of individual academic staff and researchers is aggregated in three evaluations at university level. These evaluations lead to recommendations for the university and the faculties. These three evaluation systems are (1) report on internal quality, (2) regular evaluation reports on scientific research and other creative activities at VŠE and (3) regular evaluation report on human resource development. This system allows an evaluation at group level but not at the level of the individual academic staff members and researchers. The report on internal quality combines education quality and creative qualities. Given the international accreditations VŠE has obtained, the focus of internal quality assessment is to a large extent focused on the quality of education and related activities. Also the quality of support services like information systems are addressed in this internal quality assessment. Assessment of research activities is included in the evaluation reports on scientific research and other creative activities. Here research output in terms of publications, attracting research funds from both internal as well as external resources and international co-operation on research activities are evaluated. The evaluation report on human resources development again focuses mainly on the development of teaching skills.

When we look at the use of these university- level reports in VŠE, we notice that these reports are more used to develop plans for the future, than as a strict monitoring mechanism to control the progress of the faculties in the area of research. This is too a large extent in line with the decentralized approach taken by VŠE.

In this whole system of evaluation there is a fourth pillar namely the Faculties can develop their own evaluation procedures. Evaluation of the individual staff member is therefore conducted at faculty level. Unfortunately as a result of this different faculty approaches, the evaluation of individual academic staff and researchers differs widely across faculties. Some Faculties mention that they review the publications (e.g. Faculty of Finance and Accounting) and seem to conduct the evaluation in a narrative way without any benchmark of performance or link to incentives. Other faculties use more specific metrics to evaluate their staff (e.g. Faculty of International Relations – performance score is calculated for staff members based on goals set in interviews by direct supervisors with staff members). The faculty of business Administration, the Faculty of Management and the Faculty of informatics and statistics go even further in developing metrics for performance measurement. They developed metrics for performance in the area of publications, attracting research grants, ethical behaviour. A number of faculties link incentives to the achievement of those metrics (e.g. Faculty of Economics based on the quality of publication output, Faculty of Informatics and Statistics based on the achievement of multiple criteria).

Again we observe a lot of variation in the evaluation of the individual academic staff member and researcher. Whereas a number of Faculties have very tight measurement systems and link incentives to the achievement of targets, other faculties give the impression to have less tight evaluation systems with respect to creative activities.

4.16 Recruitment system for academic staff and researchers from the external environment

Evaluate the described recruitment system for academic staff from the external environment, especially from other countries.

Score [0–5 points]:

3 - Good

Qualitative assessment:

VŠE at university level foresees support when units or faculties want to recruit academic staff from the external environment. However Faculty practices differ a lot on this item. Whereas some Faculties publish all their positions internationally, other faculties only recruit externally if they want to attract staff to help conduct research projects.

The Faculty of Business Administration and the Faculty of Economics communicate that when they have vacancies they always publish them as well through the publication of their vacancies on international platforms like Akadeus and Inomics. Other Faculties do not mention explicitly that they use these platforms but mention that along the lines of the applicable selection procedures they have also hired international staff in the past (like the Faculty of Management and the Faculty of Informatics and Statistics) or they mention that for specific positions they have undertaken an international recruitment (like the Faculty of International Relations). The Faculty of Finance and Accounting mentions that it is open to attract foreign staff, but because of teaching skills necessary to provide high quality education they mostly focus on particular competencies of people to apply for a vacancy.

So we do not observe a uniform policy across VŠE with respect to recruiting teaching academic staff and researchers from the external environment. So far a lot of Faculties turn to their own PhD students to fill the vacancies and therefore even do not feel the need to recruit externally.

If VŠE wants to have a much more diverse portfolio of staff (composed of staff with VŠE qualifications and non-VŠE qualifications) they will have to issue more guidance or requirements with respect to recruitment of staff to the Faculties. Another possibility to stimulate external recruitment is the use of international diversity of staff as one criteria for budget allocation over the different faculties.

4.17 Human resources structure

Evaluate the current situation, age structure and development trend for the staff contributing to R&D&I, and their structure by job classification and gender in the 2014–2018 reporting period (see also tables 4.17.1 and 4.17.2 of Self-evaluation report), including workers who are foreign nationals (apart from Slovak nationals) contributing to the university's R&D&I (see also table 4.17.3 of Self-evaluation report). Within the evaluation, consider holding an HR Award, or whether the university aims to receive such Award.

Score [0–5 points]:

3 - Good

Qualitative assessment:

Human resources structure at VŠE is assessed every four years, as a part of the human resources development report. Although last available and approved report covers the period from 2013 to

2016, the self-assessment document contains data from 2014 and 2018. Next human resources development report, covering the period from 2017 to 2020 will be available in 2021.

VŠE faces several important challenges when it comes to structure of academic and research staff:

- overall decrease in number of employees;
- to some extent unbalanced age and gender structure;
- low number of assistants in comparison to higher academic positions;
- unfavorable number of academic staff per student;
- and low number of international faculty.

There is a decrease in number of academic staff at VŠE in all major academic positions between 2014 and 2018: professors, associate professors, assistant professors and assistants. This is an unfavorable trend minding the fact that VŠE already has a disproportionately low number of academic staff per one student (in the long term). Same trend is evident from the 2013-2016 human resources development report, which reports a decrease in total number of academic and non-academic staff - both the actual number and the full-time equivalent number. The increase is reported in only two categories: post-doctoral fellows (from 10 to 12) and scientific staff outside the other categories (from 27 to 46).

In terms of the unbalanced age structure of academic staff at VŠE, there is a dominance of older age groups (50+) in professor and associate professor positions, without a significant improvement from 2014 to 2018. Furthermore, older age groups are considerably represented in assistant professor position (approximately 1/3 of assistant professors are 50+ years old). In terms of gender unbalance, this is evident only in some academic positions and age groups (e.g. dominance of male professors in 40-49 and 50-59 years old groups; dominance of male associate professors in 30-39 years old group). Gender unbalance is more strong in foreign nationals academic staff group.

Very low representation of assistants (31 in 2014; 22 in 2018) in comparison to the number of higher-ranked academic staff (e.g., in 2018 there was 366 assistant professors, 143 associate professors, and 74 professors) could lead to an unbalanced structure in academic ranks in the future. Possible reason for this are relatively low wages for early career and young academics.

Despite the fact that foreign nationals are very modestly represented in academic staff at VŠE, a certain progress was made between 2014 and 2018 by employing several foreigners on a full-time and long-term basis. Still, the vast majority of academic staff working full time obtained their academic degrees in the Czech Republic.

Following the identified challenges related to the structure of human resources, VŠE defined a set of specific measures in order to improve the current situation. These measures include increases in financial remuneration, support in obtaining academic degrees at foreign universities, support in faster academic advancements (e.g. sabbaticals), improvement of the working conditions, organization of educational programs (e.g. for improving teaching skills), introducing post-doctoral programmes and social activities for staff. Current action plan is focused on main challenges identified in this assessment and, if diligently applied, it could improve the human resources structure at VŠE.

4.18 Gender equality measures

Evaluate any arrangements of the university concerning the implementation of gender equality. Within evaluation consider benefits of these arrangements in the career path, the recruitment process, the filling of senior positions (including gender equality in senior positions; see tables 4.18.1 and 4.18.2 of Self-evaluation report), in nominations to professional bodies, the evaluation system and remuneration. Consider also measures to harmonise family life and work for researchers (flexible working hours, flexible forms of work, management of maternity / parental leave, facilitating child care and care for family members, age management in relation to gender) and measures to eliminate negative behaviour in the workplace such as mobbing or sexual harassment.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

Legislative framework for filling academic staff positions in Czech Republic is defined by the Labour Code in force, and Act No. 111/1998 Sb., the Higher Education Act. VŠE's internal regulations for filling academic staff positions include procedures that are in line with the above mentioned legislative framework. This means that all selection procedures are announced and available regardless of gender, nationality, and race. Main criteria used by the assessment committees during the selection processes are: education level, previous professional experience, achievements in academic publishing and grant-related activities. When recruiting new academic staff for vacant positions, the date of commencement of work and the extent of working hours is a subject to mutual agreement. The applicants are informed about employer's expectations, and applicant's personal and family needs are taken into account during the negotiation.

Nevertheless, according to the assessment of the human resources structure (section 4.17), there is a certain unbalance in gender structure among academic staff at VŠE. This is evident in some academic positions and age groups – mostly senior ones. Notable examples are the dominance of male professors in 40-49 and 50-59 years old groups, and the dominance of male associate professors in 30-39 years old group. This is to some extent the result of certain past embedded traditional aspects in Czech society as a whole, and it takes more time to alter the negative trend. At the same time, despite the less attention to the gender equality in the past, women were decently represented in the management of individual faculties and in the management of VŠE. This positive tradition is visible in the report from 2014, and less in the report from 2018. Although VŠE rector is a woman (serving her second-term), the unbalance is evident in almost all other senior leading positions: vice-rectors, members of the academic senate and academic board, and board of governors. Furthermore, gender unbalance is more strong in foreign nationals academic staff group.

In terms of wages, there are no criteria other than work performance taken into consideration in the remuneration of men and women. All employees are classified in a unified wage grid, depending on their level of education and the length of professional experience. In relation to the quality of work performance of the employee, a performance premium, a senior employee premium, or a function premium may be awarded.

Two internal documents at VŠE have an important role in promoting gender equality: Measures to harmonise family life and Code of Ethics.

Measures to harmonise family life include, among others, managing a nursery school at VŠE, and planning its further expansion by a pre-school education class (in order to facilitate a faster return to work after maternity and parental leave). Part-time jobs are offered to employees after long-term

illness, or to those who need to provide care for their family member. VŠE also organizes various events for children of VŠE employees, with a great success and feedback from employees.

VŠE's Code of Ethics ensures the provision of equal study and employment opportunities to all VŠE's students and members of academic staff, regardless of their nationality, race, gender, origin, sexual orientation, physical or cultural diversity, marital status, age or religion. VŠE's Ethics Committee is in charge of handling any violation of the principles set out in the Code of Ethics that may occur, such as mobbing or sexual harassment.

In conclusion, VŠE is respecting legislative framework and invests additional efforts in promoting gender equality among its employees. Current gender structure is still unbalanced to a certain extent, which calls for further strengthening the measures to alter unfavourable trends in certain groups (e.g. senior and top-management positions).

Recommendation 4.14, 4.15, 4.16, 4.17 a 4.18:

If VŠE wants to improve its international research position, it would be recommended to balance research and education equally in promotion files and to include a criterium to have been supervisor or co-supervisor of research projects.

It would be recommended that the wide diversity in systems used across the different faculties to evaluate the performance of individuals becomes more harmonized. Faculties could exchange information on their practices that work well and as a result more university-wide systems could be developed, of course always respecting particular characteristics of some faculties when it is really necessary.

The faculties have sufficient support to hire external and international staff. A number of faculties make sufficient effort to recruit internationally. Some faculties still recruit mostly internally among their PhD students. In order to increase the diversity of staff members, VŠE could decide to include more explicitly in their evaluation of faculties the level of diversity of the staff. VŠE can even decide to take diversity into account as an element along which budgets can be divided across faculties

- Harmonize the number of academic staff in different academic positions through support of faster academic advancements (especially from assistant professor to associate professor level, and from associate professor to professor level).
- Attract more young scholars (assistants, post-docs) through various incentives (e.g. scholarships for faculty development programs) that can somehow compensate for the unattractive wages from the government. Otherwise, a "generational gap" will occur and it will cause long term problem in terms of human resources structure.
- Search for the international faculty that are interested in research-intensive positions at good universities in Europe. While negotiating their contracts, focus on the research output in top journals and engage them in faculty development activities at VŠE.
- Further explore the possibilities to encourage better representation of women in senior academic and top-management positions at VŠE.
- Strive to reach gender balance among foreign nationals hired as academic staff at VŠE.

FUNDING FOR R&D&I

| 4.19 Structure of funding for R&D&I | |
|---|-----------------------------|
| <p><i>Evaluate the portfolio of financial sources of the university in comparison with any other research organisations. Comment whether you consider the funds from public and non-public sources in individual financial categories sufficient. Evaluate the listed projects considered the most important from the perspective of the evaluated unit, and decide whether they represent high-quality and top-notch research and development. Within the evaluation use also data in tables 4.19.2, 4.19.3 and 4.19.4 in the appendix of Self-evaluation report.</i></p> | |
| <p>Score [0–5 points]:</p> | <p>4 - Very good</p> |
| <p>Qualitative assessment:</p> <p>VŠE receives $\frac{3}{4}$ of its budget from the Ministry of Education and $\frac{1}{4}$ of the budget is a result of grants obtained. For universities operating in the kind of environment where VŠE is part of, these figures are in line with other universities. However we do believe that there is growth potential available for VŠE to increase the amount of external funds generated (basic, applied and contract research). As international evaluation panel we are convinced of this potential because some faculties still perform somewhat below average to attract external funds (see PPT presented by the vice rector science and research on the 9th of November 2020). We also want to stress as international research panel that an improvement in the attraction of research grants is certainly observed over the last five years with a small drop in 2019. We hope that this small drop is not the start of a downward trend. So we urge VŠE to stay attentive on the evolution of this figure and to keep stimulating academic staff and research to submit proposal to grant agencies or other partners. If VŠE could keep moving in the same direction as the past five years, they might improve their efficiency in attracting basic research grants and applied research grants and as a result they will probably be able (especially with basic research grants) to increase their publication output in high quality journals as well. So continuous effort on attracting grants is needed if VŠE wants to become an international player in the international academic research environment as well. Especially in the area of contract research and European research grants opportunities to grow and to become more successful lie ahead. However the international panel is very well aware of the work load to be performed by academic staff in order to attract European research money.</p> <p>In order to keep attracting research funds for basic research, applied research and contract research, a system to follow up whether academics have complied with the regulation or contracts requirements with respect to the use of the funds is highly recommended. This is the only way to avoid conflicts that might arise with funding partners if research money is not spend along the lines stipulated in the contract. The international evaluation panel noticed that VŠE lists this as a weakness and a threat in their SWOT analysis, so we are convinced that university is looking into this matter and will come up with a system to avoid this non-compliance in the future.</p> <p>With respect to the projects listed by the individual faculties, they represent good quality research and provide potential to future and further international collaboration. It seems that many of these projects listed are in the area of sustainability. VŠE might consider to bring researchers from different units together to form a center of excellence on this topic. The projects listed by the faculties are not yet top-notch, however they might evolve in that direction in the future.</p> | |

4.20 Support for obtaining foreign research projects (including the strategy for obtaining prestigious foreign funding for R&D&I)

Evaluate the strategy, tools and established support system of the evaluated university for obtaining foreign research projects, e.g. arrangements for administrative support, project counselling, management of information on R&D&I, organising project management, the existence of auxiliary funding (internal subsidies) to help produce quality applications, etc.

Score [0–5 points]:

3 - Good

Qualitative assessment:

VŠE is very much aware that they can increase the amount of research funds attracted if they become more engaged and successful in attracting foreign research projects, like EU funded research projects. The university has put a support system in place to help attract international funding, however the individual faculties do not seem to think that this system is enough. Many faculties have added their own support systems. These systems not only focus on providing administrative help in filling out all the forms, but some faculties or research centers have also put in place systems whereby consulting advice can be offered on project writing or where in brown bag seminars research and grant proposals are discussed in order to improve its quality and chances of success for funding. The Research Support Centre established by the Faculty of Business Administration is a nice example. Another obstacle to get help within VŠE with respect to attracting foreign research funds is the lack of knowledge of the English language by some staff members. The Faculty of Informatics and Statistics informed the international panel that there is an area for improvement of knowledge of the English language in VŠE so that more people can support the work in relation to the preparation of international research grants proposals.

Recommendation 4.19 a 4.20:

4.19

VŠE and the faculties could further investigate how they can stimulate their staff more to submit grant proposals to research funding agencies. The performance of the faculties has increased over the years, but there is still room for further growth, especially in the area of international research funding and contract funding. However the last type of funds will probably lead less to the possibility to develop high quality research publications from the research activities. VŠE has to make sure that academic staff and researcher writing proposals keep in mind this possibility of publications as output of the research activities included in the grant proposal.

4.20

It would be recommended that faculties look at each other's best practices in terms of research support, which includes also support to attract international funding. Those practices that work well and can be transferred to other faculties can be rolled out across the university. For example there is the Research Support Center at the Faculty of Business Administration that seems to work well.

FORMATIVE EVALUATION OF R&D&I AND THE START-UP STRATEGY (WITH POTENTIAL FOR APPLICATION)

| | |
|--|----------------------|
| 4.21 Internal and external system for evaluating research units (groups, teams, departments, institutes) | |
| <i>Evaluate the described system for the internal and external evaluation of research units / research teams / groups / departments / university institutes.</i> | |
| Score [0–5 points]: | 4 - Very good |
| <p>Qualitative assessment:</p> <p>VŠE is inspired by two evaluation frameworks to develop their internal system for evaluating research. First they consider the evaluation criteria of Czech Ministry and second they look at international accreditation agency and their standards.</p> <p>Along the lines of the evaluation criteria of Czech Ministry, VŠE evaluated the research units from 2013-2017 based on the number of publications they had in different types of journals. When Model 17+ was issued, attracting research grants became an additional parameter for evaluation at university level. Over time we also witness a switch to an emphasis on more quality publications and less on the number of publications per department or faculty per se. These two criteria, being high quality publications and the attraction of research grants are criteria which are also used at most universities to assess research activities and their related quality. VŠE is in line with current university practice in this respect. VŠE is aware that currently it scores moderately on these criteria, but the last year an improvement on these criteria is witnessed (see their self-assessment on this item). This is also due to the fact that a number of individual faculties developed evaluation systems at the level of individual academic staff and researchers focusing on quality of publications and attracting external grants. Moreover a number of faculties have linked bonuses to these two research evaluation criteria and this has increased performance in those areas.</p> <p>Since 2019 VŠE uses the following internal methodology to assess the faculty's performance. We can read in their self-assessment report that they evaluate each faculties' performance on three areas: publishing performance, grant performance and human resources quality. The outcome of these evaluations are used to compare faculties' performances with each other and this comparative performance evaluation provides input to the budget distribution over the faculties. VŠE developed in addition to the two widely recognized research performance criteria (publication performance and grant performance) a third are of performance 'human resources quality', if we read the self assessment report. For this third performance area VŠE took inspiration from two standards (2 and 15) of the AACSB accreditation framework. This three pillar framework of performance evaluation is presented in the self-assessment report (module IV). In the PPT we received from vice rector on science and research on the 9th of November 2020, we learned that the relative performance of individual faculties fo VŠE was assessed as follows (1) publishing activity, (2) grant activities, (3) social relevance of scientific research activities and (4) quality of human resources. For (3) and (4) also the vice rector pointed at AACSB standards as input for measurements on these two areas.</p> <p>VŠE has a number of international accreditations and some faculties have also international accreditations of professional organizations (like the Faculty of Finance and Accounting). In order to receive these accreditations, VŠE or the specific faculties are evaluated along the standards of those</p> | |

organizations. These evaluations focus to a large extent on the education quality of the university and its faculties. These standards pay attention to research (see standard 2 and 15 of AACSB standards), however these standards (2 and 15) look more in general to the broader area of an “intellectual contribution”. For AACSB standard 2, intellectual contribution consists of basic discovery scholarship, applied or integration/application scholarship and teaching and learning scholarship. The type of intellectual contributions standard 2 considers includes in addition to peer-reviewed publications (they do not refer to WOS or scopus or any other quality metric) academic/professional meeting presentations, textbooks, case studies, professional practice standards etc.... So this AACSB standard 2 allows indeed to assess the intellectual contribution, however their criteria (see also Table 2.1 Intellectual contributions – five year summary of intellectual contributions – included in AACSB framework) are somewhat less appropriate to evaluate basic research output in high quality journals, and the research output of faculties in terms of attracting grants. These criteria take a much broader scope than the “typical” research assessment criteria. AACSB standard 15 requires the school to engage sufficiently high quality academic and professional engaged staff in the school. Again here the focus is on academic engagement and professional engagement and the staff of a school is divided into four categories being scholarly academics, practice academics, scholarly practitioners and instructional practitioners. Again here only the guidance with respect to the academic engagement of scholarly academics is useful to consider, if one wants to assess research activities of faculties.

From the presentation of the vice-rector on science and research on the 9th of November 2020 it seemed that the four areas of performance (1) publication performance, (2) grant performance and (3) social relevance of scientific research activities and (4) human resource quality are equally weighted to assess the performance of a faculty. So a lower performance on (1) and (2) can be compensated by higher performance on (3) and (4) and then it depends whether the assessment is along the lines of the broad scope measures of AACSB or only focuses on the guidance for academic scholars and academic contributions.

4.22 Conditions for setting up new teams and introducing new research topics (start-up strategy)

Evaluate the university strategy for setting up new research teams (including international teams), support for their work at the university (sharing instruments, laboratories and information equipment for R&D&I) and the policy for ensuring conditions for the creation of new high-quality research focuses/topics, especially with the potential for application.

Score [0–5 points]:

3 - Good

Qualitative assessment:

In their self-assessment report, VŠE informed the international evaluation panel about their project xPort. xPort is a center created to connect people interested in entrepreneurship and to help the business community. In fact this xPort is an example of knowledge transfer to the business community and close cooperation with the business community. For most faculties in VŠE this xPort provides an interesting gateway to the business world. xPort is helping with the start-up of companies or business ventures and this probably the reason why VŠE discussed their activity xPort in relation to question 4.22.

However reading the question (4.22) one could interpret this question in a different way. Meaning that this question tries to find out whether the university has systems in place to stimulate

academics to enter new research areas or to stimulate academics to start cooperation with other academics (with whom they did not cooperate before) in order to be able to tackle new emerging research topics. The Evaluation Panel decided to contact VŠE and communicated them their interpretation of question 4.22. The evaluation panel asked if VŠE would like to provide information with respect to the panel's interpretation of question 4.22. VŠE communicated that at university level, there are support systems in place to support the attraction of research grants and stimulate publications, these systems also take new initiatives into account, for example support for newly formed teams (with international cooperation) or research focus on new areas. So innovation in research is stimulated through the university grant systems and the internal grant competitions of the individual faculties. However it still depends to a large extent on the initiative of individual academics to look for new research opportunities and new cooperations. So it seems that there is room to develop a system that is only focused to support development of new research initiatives and new cooperation.

4.23 External advisory bodies for R&D&I, independent feedback for R&D&I

Evaluate the external advisory body of the evaluated university for R&D&I, e.g. an international scientific council.

Score [0–5 points]:

3 – Good

Qualitative assessment:

VŠE mentions in its self assessment report that their International Advisory Board also functions as an external advisory body for R&D&I. The purpose of this body within the governance structure of VŠE is however much broader. This body has much more functions, it is responsible for evaluating and providing feedback on the overall quality of VŠE. If one looks at the composition of this board, then one notices that research assessment, was probably not a criteria to select persons to become member of this board. The members of the board are either important profiles from the business world or persons representing the university included in the CEMS network of which VŠE is a member. If we look at the overall mission of the board then research assessment is not a priority activity of that board. If we look at the composition of the board, then we notice that the profiles being represented on the board represent more broader academic competencies. An international advisory board specifically composed of only high quality researchers could be more helpful to evaluate the R&D&I activities of VŠE and its faculties than the current external advisory board like it is composed at the moment.

Recommendation 4.21, 4.22 a 4.23:

4.21

If VŠE really wants to have an evaluation system targeted at evaluating high quality academic research performance, it needs to be careful how much weight is attributed to the third and fourth component of their internal evaluation system namely the relevance and human resources quality measured along the AACSB standards 2 and 15. These standards take more into account than only scholarly academic research. If VŠE wants to keep the system in place (for which their might be good reasons, since AACSB will monitor the performance on these standards), it could be advisable to put a higher weight to publication performance and grant performance in their internal model.

We understand that this model is fairly new and that in the years to come it will be seen how the model can be improved.

4.22

VŠE could look into the development of specific support and financing systems that stimulate innovative research in new topics, by providing ‘seed money’ grants focused on the development of new research areas.

4.23

The International Advisory Body consist of people with respectable profiles, however none of them is specifically chosen to evaluate research. If VŠE wants to keep continuing this board for the external evaluation of research, it needs to enlarge the board with people with a “scholarly academic research profile”. Setting up a international board specifically to evaluate research is also a possibility.

RESEARCH INFRASTRUCTURE

4.24 System for acquiring and renewing instruments and equipment for R&D&I

Evaluate the described system for acquiring / optimising the acquisition of expensive instruments and equipment and the renewal of older expensive instruments. See also the data from the appendix of Self-evaluation report (table 4.24.1).

Score [0–5 points]:

0 - Inadequate

Qualitative assessment: N/A

4.25 System for sharing instruments and equipment for R&D&I

Evaluate the internal organisation of research infrastructure (technologies, expensive instruments and instrument sets). Consider also the described system for sharing (including sharing with external research organisations) expensive instruments and instrument sets, i.e. core facilities and the sharing of instruments and instrument sets.

Score [0–5 points]:

0 - Inadequate

Qualitative assessment: N/A

Recommendation 4.24 a 4.25:

Criteria 4.24 & 4.25 are primarily important for other scientific fields, but they are not relevant for VŠE University and its scientific field.

GOOD PRACTICE IN R&D&I

| | |
|--|----------------------|
| 4.26 Internal regulations and measures for maintaining good practice in R&D&I (e.g. Code of Conduct for Research Integrity, ethical issues) | |
| <i>Evaluate how the compliance with the ethical aspects of R&D&I is overseen by the evaluated unit and consider presented description of the system, eventually also authentic documentation if provided by the university. Evaluate in connection with the European Code of Conduct for Research Integrity.</i> | |
| Score [0–5 points]: | 4 - Very good |
| Qualitative assessment: | |
| <p>The existence of and adherence to a Code of Ethics, which covers all points to be considered and best practice for such a document is appreciated. Particularly also the important aspects of Gender Balance and supporting work-life-balance was emphasized in the presentations and is supported by additional guideline documents.</p> <p>As a small comment on the composition of the VŠE Ethics Committee, appointment by the Rector should maybe be re-thought, and delegated to (approval of an advisory committee or the senate not only for removal of members but also for appointment): since Membership of the the Ethics Committee is incompatible with potisitons in the rectorate, it seems contradictory that the rector alone apooints the committee.</p> <p>Additional functions and commissions nowadays common practice, but not mentioned explicitly in the CoE include for instance a Data Protection Officer/Committee, which is particularly important in the context of GDPR and in dealing with personal data and should regular e.g. the duration of holding any personal data, etc.</p> | |

| | |
|--|-----------------|
| 4.27 Open Access strategy for information from R&D&I | |
| <i>Evaluate the described institutional strategy of the university for Open Science 2.0/Open Access, including, e.g. the operation of an institutional repository or other mentioned tools.</i> | |
| Score [0–5 points]: | 3 - Good |
| Qualitative assessment: | |
| <p>VŠE provides documented promotion and internal education in terms Open Access (OA) to its employees, where VŠE also is the administrator of the www.openaccess.cz website and in this sense spear-heading national activities and the recognition of OA as a strategic plan goal is appreciated.</p> <p>A small downside found was that VŠE does not host its own OpenAIRE repository (VŠE not listed at https://www.openaire.eu/data-repositories-czech-republic) and we could not find in the description concrete instructions how to publish OA. This is particularly important as OA is for instance obligatory in (H2020) EU projects through the Commission. It would be nice to share and have accessible to the university staff best practices, e.g. from the EU projects that the university</p> | |

anyway already partakes, such as in the Faculty of Informatics, where the expertise about OA publishing is certainly already present). VŠE's mentioned goal to „Facilitating the use of data and information provided by VŠE” could indeed also benefit from the excellent standing that VŠE in terms of research already has achieved in the area of Open Data in collaboration with Governmental agencies, where publishing its own data as Open Data may become a part of this objective, which also ties into point 4.28 below.

4.28 Data Management strategy for research data

Evaluate the policy for managing research data, consider how data is collected, made accessible and shared; intellectual property protection; personal data ethics and protection; archiving; backup; risk management; responsibility for datasets; quality assurance, etc.

Score [0–5 points]:

2 - Average

Qualitative assessment:

Policies to regulate research data management are in place as part of VŠE's Science and Research Policy. Yet, while legal aspects are decently covered in the provided policy documents as part of the evaluation, data management plans and policies were not yet explicitly mentioned, which we recommend to be amended. In the context of European grants the EU partially already prescribes such data management plans, which also include opening data where possible (cf. comment 4.27) and data protection (cf. comment on 4.28) explicitly.

Recommendation 4.26, 4.27 a 4.28:

We recommend to further improve on the generally solid basis in terms of policies and in particular best practices for Data Management, Data Protection on the one hand, and Open Access/Open Data within the university on the other hand. This may include thinking in the coming period about recommendations for platforms for OA, as well as Research Data Management (RDM), as well as taking into consideration common Data Governance principles and frameworks, such as FAIR (<https://www.go-fair.org/>), which is being promoted in various initiatives currently and monitored/considered by several uniVŠErsities across Europe. Some more details have already been mentioned above in items 4.26-4.28.

MODULE 5 STRATEGY AND POLICIES

R&D&I MISSION AND VISION

| 5.1 The evaluated institution's R&D&I mission and vision | |
|--|----------------------|
| <p><i>Evaluate the vision and general mission for R&D&I (in the context of its education function and the strategy for university education under state policy or the relevant ministry, and comparing the mission as defined with the actual situation). Consider also supplemented links to the strategic plan for teaching, scientific, research, development and innovation, artistic or other creative activity, and any update of this plan.</i></p> | |
| Score [0–5 points]: | 4 - Very good |
| Qualitative assessment: | |
| <p>The Prague University of Economics and Business, founded in 1953, is the biggest public university in the field of economics and business in the Czech Republic. VŠE benefits from recognition of leading international accreditation systems (eg, EFMD, AACSB) and is annually ranked by international ranking institutions (eg, Financial Times, Eduniversal Ranking) which have already appraised it for several years as one of the best “business schools” in Central and Eastern Europe.</p> <p>VŠE has the vision of taking a global leading position as a research university. The university states in the self-assessment documentation that its mission is “ <i>to provide Czech and foreign students with higher education, of a superior quality, in a wide range of managerial, economic and other degree programs at Bachelor’s, Master’s and Doctoral degree levels. (...). All VŠE study programs are provided by highly qualified, competent and motivated academics. The VŠE systematically develops scientific research activities, including the preparation of students on Doctoral programs, while respecting the inseparability of teaching and scientific research activities. The VŠE’s high standard of professionalism as an institute of higher education is internationally recognized. (...) Openness to new ideas and approaches belong among the VŠE’s top priority values. The University makes great efforts to foster professional collegial relations in the academic community, as well as defending the free expression of thoughts and ideas. VŠE is a socially responsible institution which encourages its students to engage in ethical behavior. This includes their taking social and environmental responsibility with regard to the challenges of a globalizing world, as well as to the related multicultural aspects of socio-economic life</i>”.</p> <p>Engaged in several international quality accreditation systems (eg, EFMD and AACSB), VŠE benefits from experience accumulated also by others in expressing and aligning its mission, vision and strategy. Its long term established co-operation with most prestigious international higher education institution network, places VŠE in a very highly stimulating and competitive environment, which also constitute a source of opportunity and innovation, in particular collective, thanks to its participation in multiple and prestigious academic and institutional networks, as CEMS and PIM.</p> <p>In the Czech HER environment, the faculties appear to be very autonomous which is understandable for a classic multidisciplinary -comprehensive- university, but appears in the specific case more problematic for the VŠE University, which is a business-school-model University. Being fairly homogeneous in term of major discipline, VŠE faculties are in internal competition, which has advantages but also has drawbacks in terms of overall control and strategy. Hopefully, the strong</p> | |

international engagement of the University Governance in International accreditation bodies helps to transform the faculties culture towards a necessary regulation and harmonization of the processes and tools implemented in terms of Faculty management practices. University can also play a role in disseminating and transferring good practices across departments.

The system of management and organizational structure of R&D&I at VŠE is in accordance with European and national legal regulation. VŠE statutes define governance bodies of VŠE, in terms of competencies and responsibilities. A major role in the management and evaluation of R&D&I is played by University governance bodies, ie Rector of VŠE, VŠE Management and Rector's Advisory Board, as well Academic Senate and VŠE Scientific Board. VŠE benefits from the enlightened and visionary leadership of its Rector, who has managed to maintain the university's first place at the European regional level, while propelling the institution at the heart of major global networks, in terms of networking and forward thinking, as well as developing an impressive corporate and public institutions network.

The Vice-Rector for Science and Research coordinates R&D&I key areas as University research policy, doctoral studies, student grand competitions and research papers contests, publishing policy. Regarding the challenges that VŠE faces with regard to its research strategic ambitions, it seems very appropriate that these coordination capacities can now be fully implemented, so as to bring about the emergence of structured inter-faculty projects, as well as a gradual harmonization of faculty management practices.

The university refers in its self-assessment report its aims to increase the competitiveness of scientific research activities in terms of international comparisons and to maintain its leading position among business public and private higher education institutions in the Czech Republic. In the area of research activities of VŠE, its long-term and strategic goal is not only the implementation of the basic principles of Methodology 17+, but also compliance with standards 2 and 15 within the AACSB accreditation process, and in particular, the essential strategic management tool for enhancing national, regional or sectoral quality of scientific research activities. To reach such goals, the system of regular internal evaluation has been implemented in the following areas: publishing performance, grant performance and human resources quality and social relevance of scientific research outputs.

Recommendation 5.1:

- Embrace a higher and more European ambition and refocus from Central Europe perspective to a more open European one to achieve an increasing global focus allowing to stretch beyond a kind of “comfort zone” for major VŠE stakeholders
- Identify trends and cutting edge research questions at European and international level and select key themes and investments priorities for combining expertise and get critical mass to become a global institutional key player in R&D&I
- Disseminate and transfer best practices across the faculties

R&D&I OBJECTIVES AND STRATEGIES

| 5.2 Research objectives and strategies before the next evaluation | |
|---|----------------------|
| <i>Evaluate the research strategy and objectives (e.g. specificity, feasibility, the international context of the strategic plan for teaching, scientific, research, development and innovation, artistic or other creative activity, and any update of this plan). See also, how the society and the market's needs have been identified.</i> | |
| Score [0–5 points]: | 4 - Very good |
| <p>Qualitative assessment:</p> <p>VŠE refers in its self-assessment report to its most important goals for the next period as to be based on the approved Long-Term Strategic Plan of VŠE for the 2016-2020 period, on the forthcoming long-term concept of scientific research activities until 2025, and on factors, which will bring with them qualitative and quantitative changes in the system of evaluating and funding research activities from national and foreign public and private sources and from the ongoing internationalisation of the scientific and research area.</p> <p>The university has described in the self-assessment report those major goals as follows:</p> <ul style="list-style-type: none"> • To achieve excellent publication results in foreign impacted journals, or in journals with AIS indicator of economic or managerial focus through financial support for excellent publishing activities of academic staff contributing to the development of the relevant field of science. • To apply consistently the updated methodology of assessment of requirements placed on applicants in the procedure for the appointment of associate professors and professors. • To update the Methodological Instruction of the Vice-Rector for Science and Research, which regulates the procedure of internal evaluation of performance of faculties in the area of scientific research and other creative activities, including relevance of scientific research activities, with social, gender and ethical aspects. • To strive further to increase the number of foreign research projects, mainly EC projects or other international cooperation projects. • To support the involvement of VŠE experts in international evaluation teams of a research character. • To support research mobility, including support for longer-term research activities of visiting professors at VŠE. • To carry out long-term research stays of academic staff or doctoral students of VŠE at prestigious foreign universities. <p>The University has described the adaptation of strategic goals for doctoral education as follows:</p> <ul style="list-style-type: none"> • To continue to apply the motivation system for the best doctoral students in the form of extraordinary scholarships for their financial security to enable them to fully concentrate on obligations in connection with their doctoral studies and to successfully complete their studies in the standard length of time. • To apply supportive financial mechanisms, such as scholarships for excellent foreign students, to increase the proportion of students in the doctoral programme in the English language. • To improve the conditions for the study of foreign doctoral students, including the improvement of the administrative service. | |

These multiple objectives have been defined in taking into account local specificities (Czech employment market, on-going demographic decline, institutional positioning ...) but also transformations and new needs of society and underlying trends transforming the industry of higher education and research in management. They appear to be clear and specific, reachable and feasible.

Recommendation 5.2:

- Improve international direct presence and more proactive involvement in top international academic conferences and associations across all faculties.
- Show more presence on an international stage getting VŠE members from follower/participant in e.g. European initiatives to a more leading role in strength areas.

R&D&I NATIONAL AND INTERNATIONAL CONTEXT

5.3 Relation to higher national and supranational strategic goals and measures for R&D&I

Evaluate how the R&D&I policies relate to the higher national and supranational strategic targets and measures for R&D&I, e.g. the European Commission's Europe 2020 strategy for smart, sustainable and inclusive growth, the National Research, Development and Innovations Policy for 2016–2020, the National Priorities for Research, Experimental Development and Innovations, the National Research and Innovation Strategy for Smart Specialisation of the Czech Republic (National RIS3 Strategy), etc.

Score [0–5 points]:

3 - Good

Qualitative assessment:

VŠE refers in its self-assessment documents that its R&D&I policies are linked to the fulfillment of higher national and transnational R&D&I strategic objectives and measures.

Past strategic plans were fully aligned and echoed to the higher national and supranational strategic targets and measures for R&D&I. The 2016-2020 Long-Term Strategic Plan has been developed in following major external factors such as planned diversification of higher education and research, changes in legislation in the areas of accreditation and quality assurance, as well as in the areas which support activities devoted to research, development and innovation, changes in the system of financing research activities from public finances, increasing competition at both national and international level, and the continuing internationalization move. The 2016-2020 Long-Term Strategic Plan has also integrated the realisation of the VŠE's long-term strategic plan for the period 2011–2015, the long-term strategic plan of the Ministry of Education, Youth and Sport of the Czech Republic, and the outputs from the IPn KREDO, and in accordance with the VŠE's mission and vision. This Log-Term Strategic Plan was expressed in 6 key strategic priorities, among which one priority dedicated to "Relevant and high quality research, development and innovation". All key strategic priorities have developed numerous strategic objectives, specific objectives, instruments and indicator.

5.4 Strategy and strategic management tools to improve the international or sectoral competitiveness of the university's research work and its quality

Evaluate the strategy and strategic management tools to increase the international or sectoral competitiveness of the university's research activity and its quality. Consider also the list of the most significant international evaluations for R&D&I in which the evaluated university has taken part. Evaluate the described vision and strategy for the next five-year period.

Score [0–5 points]:

4 - Very good

Qualitative assessment:

The two previous Long-Term Strategic Plan and the strategic management tools have strongly supported the increase in the international and sectoral competitiveness of the VŠE research activity and its quality. This notably happened thanks to the implementation of a system for the internal evaluation of the quality of the various activities which are fulfilled at VŠE with regard to the quality of the research and educational process. In parallel, VŠE has built a system for the collection and analysis of indicators which is especially relevant for national and international accreditation, as well as for national and international comparisons of universities on the various educational rankings, and to finance the VŠE's activities from the public purse. The system is also useful for the preparation of the VŠE's annual reports, which deliver knowledge dissemination of VŠE activities.

The essential strategic management tool for enhancing national, regional and sectoral quality of scientific research activities is considered by VŠE, in the implementation plan of its long-term strategic plans, to be the system of regular internal evaluation regarding publishing performance, grant performance, human resources quality and social relevance of scientific research outputs. This system of internal evaluation of scientific research is closely linked to the allocation of funds. Such strategic management tool appears relevant and effective.

VŠE refers in the self-assessments documents and presentations that the results of the evaluation constitute an important prerequisite for strategic management integrating international perspectives and for increasing the international or professional competitiveness of the VŠE research activities. In parallel with multiple accreditation processes in which VŠE is involved, the progression mechanism is proven and it shows a clear understanding of the industry and VŠE competitive advantages. Given the current excellent position occupied by VŠE University, one can only be confident in the pursuit of continuous improvement in the international and sectoral competitiveness of the university's research work and its quality.

The fruitful two past strategic planning experimentations demonstrate proven experience in strategic thinking and planning. The fact that the drafting of the new strategic plan is in progress does not nevertheless allow to judge on factual documents, but everything suggests that the strategic plan to come will be at the same time aligned with the essential legislative and institutional frameworks and bearer of a specific and adapted vision. It is clear that the developed new strategic plan for 2022-2025 for the HER Ministry will be fully aligned with all the regulated framework.

Recommendation 5.3 a 5.4:

- Ensure a deeper integration of synergies between faculties and aspects of interdisciplinarity within the broader context of strategic planning for the future and for the goals of the university, and enrich the formally complete and well-structured management system and organisational structure for R&D&I in these perspectives.

TOOLS FOR IMPLEMENTING THE RESEARCH STRATEGY

5.5 Institutional tools for implementing the research strategy, emphasising support of quality R&D&I and the innovation environment

Evaluate the described institutional and strategic tools of the university (e.g. strategic management tools, tools created to support the achievement of research objectives, legal and organisational regulations related to support of R&D&I, etc.) aimed at implementing its research strategy, with the emphasis on supporting quality of R&D&I and the innovation environment.

Score [0–5 points]:

3 - Good

Qualitative assessment:

VŠE has extensive experience in continuous quality improvement systems which are based on an intelligent and pragmatic variation of "vision-mission-strategy" dimensions in contextualized and adapted tools. Numerous institutional tools presently exist for implementing the research strategy. VŠE refers in the self-assessments documents and presentations that Institutional tools for the implementation of the research strategy of VŠE are an integral part of strategic documents not only at university-wide level but also at faculty level. In the area of scientific-research activities, university-wide and faculty research strategies are not only evaluated and updated on an annual basis, but also discussed by the scientific boards of faculties and of VŠE.

VŠE Governance considers that the anticipated focus of research activities is also part of individual career plans of academic staff and individual study plans of doctoral students, which are regularly evaluated. The progressive motivation system reflecting both the system of evaluating results in the area of science and research in the Czech Republic and the essential guidelines of scientific and research activities is regularly innovated and it emphasises truly professional results, and not only the formal fulfilment of planned indicators. International exposure of academic staff and doctoral students helps in the integration of assessment processes.

VŠE refers in its *Implementation Plan of the Long-Term Strategic Plan for Educational and Scientific, Research, Development and Innovation activities* that significant stimulating tools supporting the research strategy of VŠE are included in the Catalogue of Supports, which is annually updated. Through this catalogue, financial support is provided for academic staff in supporting various individual projects such as taking a creative sabbatical, attracting or maintaining foreign researchers,

for the organisation of joint foreign projects, financial support for post-doctoral students for long-term research stays abroad, and support for excellent grant and publication results.

One of the major challenges of the implementation and adaptation of the research strategy in the specific case of VŠE lies in knowing how to deal with the specific identity and managerial nature of each faculty and the strong faculty-based institutional culture.

Recommendation 5.5:

- VŠE will benefit from a stronger University level faculty management harmonization, which also constitutes a strategic management tool for the alignment of strategy to managerial practices, with results in, for example, providing effective merit mechanisms to directly encourage research or regarding a better alignment across the faculties of monetary incentive policies for publications.
- Further develop measures and policies for providing clearer visibility to major research outputs, in communicating more largely, in particular regarding their impacts for VŠE stakeholders, and recognizing internal talents, in particular towards young academics and talents to be kept in academia

SUMMARY ASSESSMENT OF MODULE M4 AND M5

OVERALL ASSESSMENT OF MODULE M4

| MODULE 4 - OVERALL ASSESSMENT | | |
|---|--|---------------------------|
| <i>After evaluation of the individual criteria of the M4 module, please fill in overall score and overall grade in M4 module.</i> | | |
| CRITERIA | | SCORE [0-5 points] |
| 4.1 | Organisation and management of R&D&I | 3 - Good |
| 4.2 | Support system for R&D&I and measures to stimulate high-quality science | 3 - Good |
| 4.3 | Institutional regulations for the use of institutional support for the LCDRO | 3 - Good |
| 4.4 | Strategy for the establishing, financing and long-term development and sustainability of research centres and large research infrastructures | 3 - Good |
| 4.5 | Training system for intellectual property protection and technology transfer | 2 - Average |
| 4.6 | Organisation of doctoral studies | 4 - Very good |
| 4.7 | Internationalisation of doctoral studies | 4 - Very good |
| 4.8 | Subsequent careers for doctoral graduates (support conditions) | 4 - Very good |
| 4.9 | Rules for funding doctoral students, including foreign students (stimulation and motivation tools) | 4 - Very good |
| 4.10 | Significant cooperation in R&D&I at national level | 5 - Excellent |
| 4.11 | Significant cooperation in R&D&I at international level | 4 - Very good |
| 4.12 | Mobility of academic staff and researchers (including segmental and intersegmental mobility) | 4 - Very good |
| 4.13 | Internationalisation of the internal environment | 4 - Very good |
| 4.14 | System for career growth for academic staff and researchers | 3 - Good |
| 4.15 | Evaluation system for academic staff and researchers and filling key positions in R&D&I | 3 - Good |
| 4.16 | Recruitment system for academic staff and researchers from the external environment | 3 - Good |
| 4.17 | Human resources structure | 3 - Good |
| 4.18 | Gender equality measures | 4 - Very good |
| 4.19 | Structure of funding for R&D&I | 4 - Very good |
| 4.20 | Support for obtaining foreign research projects (including the strategy for obtaining prestigious foreign funding for R&D&I) | 3 - Good |
| 4.21 | Internal and external system for evaluating research units (groups, teams, departments, institutes) | 4 - Very good |
| 4.22 | Conditions for setting up new teams and introducing new research topics (start-up strategy) | 3 - Good |
| 4.23 | External advisory bodies for R&D&I, independent feedback for R&D&I | 3 - Good |
| 4.24 | System for acquiring and renewing instruments and equipment for R&D&I | 0 - Inadequate |
| 4.25 | System for sharing instruments and equipment for R&D&I | 0 - Inadequate |
| 4.26 | Internal regulations and measures for maintaining good practice in R&D&I (e.g. Code of Conduct for Research Integrity, ethical issues) | 4 - Very good |
| 4.27 | Open Access strategy for information from R&D&I | 3 - Good |
| 4.28 | Data Management strategy for research data | 2 - Average |
| Overall score: | | 89 |
| Overall grade [Excellent– Inadequate]: | | 3 - Good |

OVERALL ASSESSMENT OF MODULE M5

| MODULE 5 - OVERALL ASSESSMENT | | |
|---|--|---------------------------|
| <i>After evaluation of the individual criteria of the M5 module, please fill in overall score and overall grade in M5 module.</i> | | |
| | CRITERIA | SCORE [0-5 points] |
| 5.1 | The evaluated institution's R&D&I mission and vision | 4 - Very good |
| 5.2 | Research objectives and strategies before the next evaluation | 4 - Very good |
| 5.3 | Relation to higher national and supranational strategic goals and measures in R&D&I | 3 - Good |
| 5.4 | Strategy and strategic management tools to improve the international or sectoral competitiveness of the university's research work and its quality | 4 - Very good |
| 5.5 | Institutional tools for implementing the research strategy, emphasising support for quality R&D&I and the innovation environment | 3 - Good |
| Overall score: | | 18 |
| Overall grade [Excellent– Inadequate]: | | 4 - Very good |

SUMMARY ASSESSMENT OF MODULE M4 AND M5

| MODULE 4 AND MODULE 5 - OVERALL ASSESSMENT | | | | | | | | | | | |
|---|----------------------|-----------------------------|--|---------------------------------|-----------|---------------------------------|-----------|--|------------|---|----------------------|
| <p><i>After evaluation of the individual criteria of the M4 and M5 modules, please summarise your assessment in the context of both modules. Consider the conditions of the evaluated unit for R&D&I on the one hand (organisation, management and support of R&D&I; doctoral studies, national and international cooperation and mobility in R&D&I; HR and career in R&D&I; financial resources for R&D&I; formative evaluation of R&D&I and start-up strategy, research infrastructure and good practice in R&D&I), and on the other hand mission and vision in R&D&I, objectives and strategies in R&D&I, the national and international context of R&D&I and the chosen tools for the implementation of the research strategy. Justify your assessment by highlighting major strengths and/or weaknesses.</i></p> | | | | | | | | | | | |
| General qualitative assessment (summary): | | | | | | | | | | | |
| <table border="1" style="width: 100%; background-color: #e0f2f7;"> <thead> <tr> <th colspan="2">MODULES M4 AND M5 SYNTHESIS</th> </tr> </thead> <tbody> <tr> <td>Overall score Module M4:</td> <td style="text-align: center;">89</td> </tr> <tr> <td>Overall score Module M5:</td> <td style="text-align: center;">18</td> </tr> <tr> <td>Overall score Modules M4 + M5 synthesis</td> <td style="text-align: center;">107</td> </tr> <tr> <td>Overall grade [Excellent– Inadequate]:</td> <td style="text-align: center;">4 - Very good</td> </tr> </tbody> </table> | | MODULES M4 AND M5 SYNTHESIS | | Overall score Module M4: | 89 | Overall score Module M5: | 18 | Overall score Modules M4 + M5 synthesis | 107 | Overall grade [Excellent– Inadequate]: | 4 - Very good |
| MODULES M4 AND M5 SYNTHESIS | | | | | | | | | | | |
| Overall score Module M4: | 89 | | | | | | | | | | |
| Overall score Module M5: | 18 | | | | | | | | | | |
| Overall score Modules M4 + M5 synthesis | 107 | | | | | | | | | | |
| Overall grade [Excellent– Inadequate]: | 4 - Very good | | | | | | | | | | |
| <p>The self-evaluation documents have been prepared in accordance with the methodology for evaluating research organisations guidelines and IEP evaluation report processes. The self-assessment reports provided by VŠE University covered all the main requested elements. They were very helpful on the assessment of both the quality of VŠE's management and internal processes regarding its research environment and the quality in various aspects of the strategies VŠE has formulated as a whole for its future development. These documents were not only informatively descriptive, but they also integrated actions taken to address areas of improvement highlighted for the coming years.</p> | | | | | | | | | | | |
| <p>During online-visit, beside frank and strong analytical demonstrations, the argumentations by university governance members have been well developed in showing evidence of the realisation and progress done during the reporting period. Additional documents were provided during and after the online-visit and bring important information. The IEP has very much appreciated the realistic and lucid overview of university governance members, demonstrating clear understanding of international research environment, enlightened and visionary leadership of Rector of VŠE as well as natural and deep commitment of Vice-Rector for Science and Research and VŠE Management.</p> | | | | | | | | | | | |
| <p>The IEP members have appreciated all the thorough presentations of university governance members and thank all presenters and the rector and administration for organizing the online-visit</p> | | | | | | | | | | | |

very smoothly, despite the extra-ordinary Covid-19 situation. On average, scores in all categories are mostly good or very good, with some excellent results in some criteria.

As an overall assessment, in addition to the evaluation based on the individual criteria of the M4 and M5 modules, IEP would like to summarize the following major strengths, and the challenges and opportunities, for the VŠE.

Major Strengths:

- Recognition by **leading international quality accreditation** systems and **international ranking** institutions.
- Realistic and lucid overview of research challenges, demonstrating a **natural and optimistic leadership** from VŠE governance members, and developing a **clear vision** for taking a global leading position as a **research university**.
- Strong experience accumulated in strategic thinking and in the **alignment of mission, vision and strategy**.
- Established co-operation with **very prestigious international higher education institutional networks** and with Czech policy makers and European large companies.
- **Attractive and extensive doctoral study programmes**, in full-time and combined form, with a strong international dimension.

Challenges and opportunities:

- Deal with the specific identity and managerial nature of each faculty and with the strong faculty-based institutional culture while developing a **stronger harmonization** of faculty management practices at the University level.
- Ensure a **deeper integration of synergies between faculties**, dissemination of best practices and aspects of interdisciplinarity within the broader context of strategic planning, including potential creation of inter-faculty research centres.
- Review disciplines and departments and research themes across the University, and seek to **prioritise** research themes in each Faculty for new blood investments.
- Embrace a **higher and more European ambition** and refocus from a Central Europe perspective to a more open European one, in order to achieve an increasing global focus.
- Carefully tune the incentives to publish in **well-established and well-known international journals** with the need to maintain some research focus on the Czech economy and real social impacts.
- Increase the **success rate of doctoral students** to improve attractiveness of academic careers and mitigate misallocation of supervision resources.