



2019 AMENDMENT

to the Report on Internal
Evaluation of Quality of
Educational, Creative and
Related Activities 2017



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PROVOZNĚ EKONOMICKÁ FAKULTA

1 / Introduction

This 2019 Amendment to the Report on Internal Evaluation of Quality of Educational, Creative and Related Activities 2017 (hereinafter as the 2019 Amendment) was prepared by the Czech University of Life Sciences Prague (hereinafter as the CZU) in compliance with Section 77b(3)(b) of Act No. 111/1998 Coll., on Higher Education Institutions and on Amending and Supplementing Certain Other Acts (the Higher Education Institutions Act), and summarizes the important changes accomplished in quality and control measures adopted in 2019 and resulting in the fulfilment of goals, mission and strategy of the CZU. The 2019 Amendment was formulated in line with the **Rules of Quality Assurance System of Educational, Creative and Related Activities and Internal Quality Evaluation of Educational, Creative and Related Activities of the Czech University of Life Sciences Prague.**

The 2019 Amendment assesses changes of the situation in quality assurance of educational and creative activities and related activities at the Czech University of Life Sciences Prague relating to the preceding 2018 Amendment and the Report on Internal Quality Assessment of Educational, Creative and Related Activities in 2017. Activities carried out at the CZU in 2019 were fully compliant with the **Strategic Plan of Educational, Scientific, Research, Development and Innovation, Artistic and Other Creative Activities of the CZU Prague for 2016–2020**, reflecting and expanding on recommendations provided in the **Report on Internal Evaluation of Quality of Educational, Creative and Related Activities 2017** and **2018 Amendment**, and most notably, led to the minimization of weaknesses and shortcomings delineated in the previous annual evaluation processes. These steps reinforce the position of the CZU in providing a form of education of high quality and develop excellent creative activities as per the document **Standards and Guidelines for Quality Assurance in the European Higher Education Area.**

The internal evaluation of activities performed was discussed on a continuous basis with key boards within the CZU, and besides the present document, it is also formulated in the **Annual Report on Activities 2019** and the **Annual Report on Financial Management 2019.**

2 / Changes in control measures of the CZU

Activities carried out by the CZU in 2019 continued to develop quality assurance mechanisms that are based on the essential pillars of a long-standing management and quality assurance system; however, no significant changes were made in the University's management structure since such changes had already been performed following prof. Petr Sklenička's entry into the office of the Rector in 2018. The major steps taken in the preceding period were directed at **opening of quality assessment of the CZU activities to international experts**: for this purpose, the University's International Advisory Board was instituted and the University adopted certain documents required with reference to the evaluation of individual modules of the Methodology 2017+ and development of the International Evaluation Panel of the CZU.

In terms of control measures, immense attention was paid to the preparation of projects ESF II and ERDF. Performance of these projects is expected to have a considerable impact on improving the quality of education, thanks to a focus on the implementation of new teaching trends in the CZU environment, promotion of internationalization, development of contact with graduates and application of their feedback, resulting in a greater availability of consultancy and assistance services and an increase in attractiveness of study at the CZU for potential students. **HR AWARDS (HR Excellence in Research Award)** is another project presented in 2019 that features a contemplated impact on changes in control measures. The outcome of the project is directed at obtaining the award of the European Commission for excellence in human resources management in the scientific environment, whereby guaranteeing a European standard of human resources management at the CZU and assurance of high quality work environment at the Rector's Office according to requirements of the European Charter for Researchers and Code of Conduct for the Recruitment of Researchers and winning and maintaining the HR AWARD. The objective of the project is also to implement management strategies and to develop capacities, knowledge and skills of employees, to arrange for the strategic set-up and development of international cooperation, cross-sectoral cooperation, technology transfer and development of popularization of science and research.

Based on discussions in the University's Scientific Board, **the International Advisory Board** was instituted as an advisory body to the Rector and the Council for Internal Evaluation of the CZU with the purpose of assessing strategic goals, visions and mission of the CZU primarily in educational and creative activities and rela-

ted activities and evaluating the quality level of these activities. The Board is composed of seven internationally renowned experts, with a high scientific and moral credit, and its work has a bearing on all activities performed at the University.

In addition, the Statutes and Rules of Procedure were adopted for the **International Evaluation Panel of the CZU** (hereinafter as the IEP). Following the approval of the Ministry of Education, Sports and Youth, members of this Panel will evaluate models 3 through 5 of the Methodology 2017+.

Responsibilities for evaluation procedures and assurance of feedback mechanisms on individual levels of the quality management systems are defined in Rector's Directive No. 8/2019 **Evaluation Procedure and Assurance of Feedback Mechanisms in Internal Assessment of Quality of Educational Activities at the CZU**, which provides a clear definition of the respective procedures to ensure that all persons and boards involved in the internal assessment are informed of the evaluation performed and the results thereof by the given deadlines. In the context of the quality system, the evaluation and feedback mechanisms of educational activities at the CZU are actualized in a long-term perspective chiefly through the following:

- evaluation of study subjects by students in the CZU information system;
- evaluation conducted by the Institute of Education and Communication;
- evaluation provided by graduates;
- analyses of graduates' unemployment.

The Quality Assurance Office attached to the Rector's Office, which falls under the competence of Vice-Rector for Academic Activities, continued to encourage the development of quality of activities and employees at the CZU, providing methodological support to individual Faculties and the Institute of Education and Communication (hereinafter as the IEC). Through its seminars and courses, the Quality Assurance Office was instrumental in presenting new requirements enforced by the amended Higher Education Institutions Act. The training organized for study programme guarantors of all Faculties provided the much needed guidance in connection

with discussions over requirements imposed on study programme guarantors by the amended Higher Education Institutions Act and Government Decrees Nos. 274/2016 Coll. and 275/2016 Coll. It is crucial to clearly define the position of study programme guarantors and their responsibilities in relation to the provided study programmes to ensure the development of quality system and stabilize all changes in control measures, especially since the current position of guarantors stands out from the generally established management structure of higher education institutions. .

Assessment of the situation in comparison with 2018: *In 2019, no significant changes were made in control measures of the CZU. The management structures, processes and procedures that had already been set up by the University's management in response to the amended Higher Education Institutions Act were enhanced and stabilized. Emphasis was laid on methodical support provided to the Faculties and greater influence of the external, and international in particular, environment on quality evaluation and assurance at the CZU. Likewise, regular meetings of Vice-Deans in charge of quality activities at individual parts of the CZU continued to be held regularly.*

Evaluation:

Strengths: *Stabilization of processes and procedures set up in the previous period; development of the international evaluation of the CZU by in establishing new boards.*

Weaknesses: *Differing approaches of the Faculties to quality management, with the result of dissimilar perception of competences at individual levels of the quality management system.*

Opportunities: *Systematic development of educational areas at the CZU (mainly economy-related fields of study, food industry, mechanical engineering, technology and materials).*

Threats: *Processes relating to unclear description of the situation of the University's evaluation in the context of the Methodology 2017+; formalization of processes and procedures.*

Recommendations:

- *To continue to open the University to objective foreign evaluation processes in the forthcoming periods.*
- *To optimize the University's information systems such that outputs from these systems allow for effective quality management without administrative burden.*
- *To optimize and stabilize the role of guarantors in the University's information systems.*



3 / Changes accomplished in the system of quality assurance and internal quality evaluation at the CZU

The system of quality assurance and internal quality evaluation is firmly embedded within the CZU through a set of interconnected bylaws and internal regulations, regularly adjusted to ever-changing legislative requirements and requirements adopted to ensure continuous development of the quality system. Development of the system of quality assurance and internal quality evaluation is on the agenda of mainly the Council of Internal Evaluation, Rector's Advisory Board, meetings of Vice-Deans responsible for quality as well as other boards, and was shaped in 2019 by the following set of internal regulations in particular:

- Rector's Directive No. 1/2019 **Rules for awarding the Rector's Prize for publication outputs of the CZU employees in journals included the 1st decile of WoS** – sets forth rules for awarding the Rector's Prize for the best publication outputs of the CZU employees in journals included in the 1st decile of the Web of Science.
- Rector's Directive No. 2/2019 **Rules for awarding the Rector's Prize for publication outputs of the CZU employees included in the Nature Index** – contains rules for awarding the Rector's Prize for the best publication outputs of the CZU employees included in the Nature Index.
- Rector's Directive No. 4/2019 **Rules for preparation of accreditation of subject areas for associate professorship and full professorship appointment at the CZU** - regulates the rules for preparation of accreditation of subject areas for procedures to appoint associate and full professors.
- Rector's Directive No. 5/2019 **Rules for assigning, preparation, submission, archiving and publication of Bachelor and Diploma thesis at the CZU** – defines the rules for assigning, preparation, submission, archiving and publication of Bachelor and Diploma thesis at the CZU.

- Rector's Directive No. 7/2019 **Statutes of the International Advisory Board of the Czech University of Life Sciences Prague** - this decree establishes and delineates activities, composition and rules of procedure of the International Advisory Board of the Czech University of Life Sciences Prague.
- Rector's Directive No. 8/2019 **Procedure of evaluation and assurance of feedback mechanisms in internal quality evaluation of educational activities at the CZU** - regulates the system of quality assurance and internal quality evaluation of educational and creative activities and related activities at the CZU.
- Rector's Directive No. 9/2019 **Rules of students' grant competition and rules for use of purpose-directed support to specific university research** – determines the rules for use of purpose-directed support to specific university research.
- Rector's Directive No. 11/2019 **Statutes and Rules of Procedure of the International Evaluation Panel of the CZU Prague** – this decree describes activities and rules of procedure of the International Evaluation Panel.

The following internal regulation of the CZU was amended as per the Higher Education Institutions Act:

- **Study and Examination Rules of the CZU Prague for study in Bachelor's and Master's study programmes** – valid from 30.09.2019.

All aforementioned documents are posted on the University's website or available on the CZU intranet.

The grant of institutional accreditation (hereinafter as the IA) for 7 educational areas in 2018 endowed the University with greater autonomy and flexibility in the creation and execution of study programmes. The year 2019 brought with it intensive work on the part of the Faculties on concepts of new study programmes and preparation of the executed study programmes for accreditation in the new circumstances of the institution-based environment.

These activities revealed a necessity to determine and discuss, on the level of individual boards, the long-term strategy and concept of newly accredited study programmes. Forward plans for presenting study programmes and subject areas to the Council for Internal Evaluation (hereinafter as the CIE) were formulated by the individual Faculties to facilitate the organization of work of the CIE and work of the CIE boards that are concerned with evaluation of submitted documents. In general, emphasis was on opening the University to external evaluation, specifically by way of cooperation with experts of practice, e.g. in a form of seminars, discussions and meetings at the individual Faculties. **The external character of evaluation of the internal environment** relies on regular meetings of **Councils for Cooperation with Practice** at the individual Faculties. Within **"Panels for Educational Areas"**, delineated in an internal regulation, meetings were held between the academic community and experts from practice, who were invited to express their opinions of the concept of accredited study programmes, quality of graduates from the CZU, and gave views of possible risks and development of their industries. The discussion was especially fruitful for guarantors of study programmes who will reflect the outcome of the discussions in the long-term development of their study programmes.

Findings and recommendations emerging from annual assessments of the internal evaluation and quality assertion and feedback will be incorporated into the **Strategic Plan for the period from 2021**.

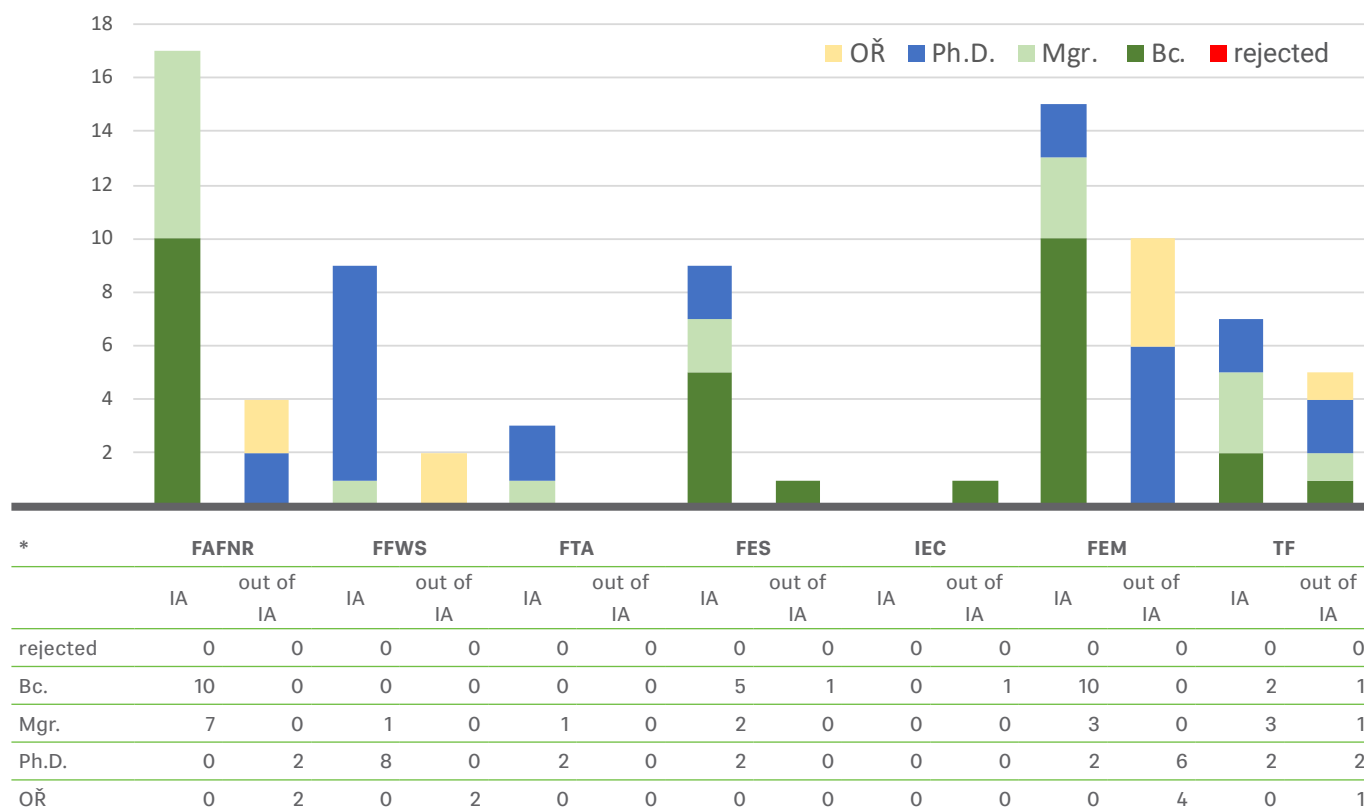
Within the system of quality assurance and evaluation at the CZU

Prague, the Faculties prepared self-assessment reports in a form of **Evaluation Reports of Faculties** for 2019. In their reports, the Faculties and the Institute summarize the basic outputs achieved in the preceding period as to evaluation pillars of research organizations, expressing a certain level of self-reflection and satisfaction with the situation achieved in this context. For each part of the University, reports finalize the evaluation of the preceding period, i.e. the calendar year 2018, in the area of creative activities and related activities as well as - for the academic year 2018/2019 - educational activities, which evaluation was continuously effectuated through partial summary information and reports discussed in the individual boards of the CZU. The Evaluation Report therefore summarizes the situation disclosed in documentation assessing the same in the period under review and contains a brief description of anticipated steps and measures as a tool for strategic management of the quality system at the CZU, which tool is expected to guarantee continuous development of quality activities.

3.1 / Council for Internal Evaluation of the CZU

Pursuant to Section 12a(1) of Act No. 111/1998 Coll., on Higher Education Institutions and on Amending and Supplementing Other Acts, as amended by later regulations, the **Council for Internal Evaluation** constitutes the central body in charge of quality assurance at the CZU.

Chart 1 Number of accreditations fully discussed by the CIE in 2019 (OŘ – subject area of appointment procedures, Bc. – Bachelor's program, Mgr. – Master's study programme, Ph.D. – doctoral study programme)



unique SP, i.e. extensions of FAFNR are not included

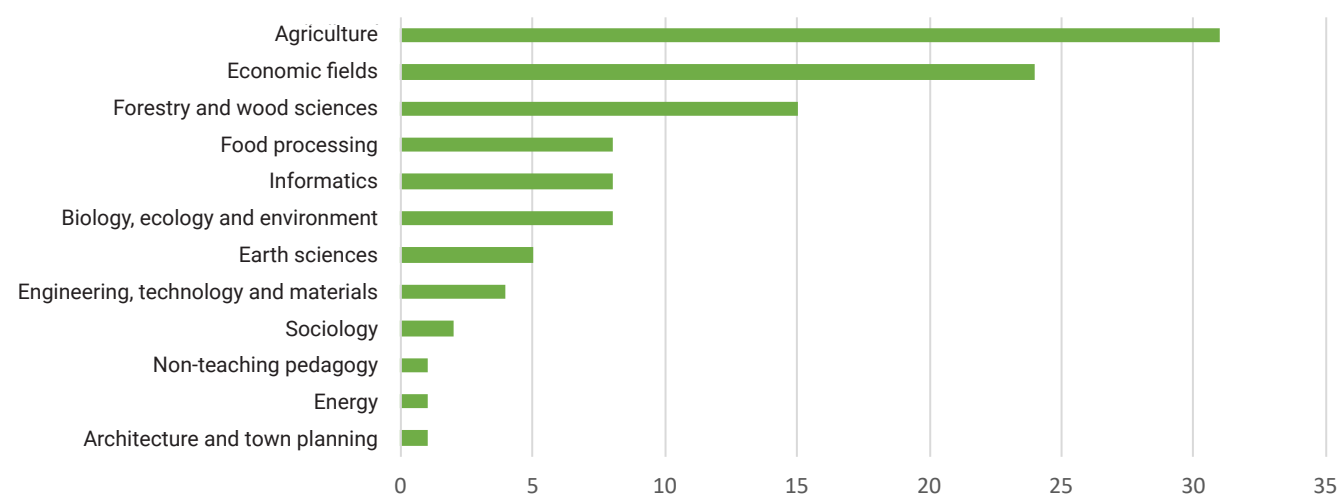
The **CIE had nine sessions in 2019** (and once voted by correspondence), mainly discussing the accreditation of study programmes within and outside the granted institutional accreditation.

Resolutions of the CIE are posted on the public website for each of the Council's sessions, and summarize the proceedings, while summing up the granted authorizations to provide study programmes (accreditations in the framework of the granted IA) and the study programmes approved by the CIE and submitted to the National Accreditation Bureau (NAB) for consideration (accreditation outside the granted IA). In the calendar year 2019, the Council was submitted the total of 47 study programmes and 9 subject areas of associate professorship and full professorship appointment procedures. **As many as 26 of these programmes** (5 Bachelor's, 6 Master's and 15 doctoral study programmes) **were authorized (accredited within the granted institutional accreditation) in 2019**, and 10 study programmes and 9 subject areas of the above-mentioned procedures were approved for submission to the NAB. In addition, during the introductory two sessions held in 2019, 38 study programmes were discussed which were submitted to the CIE for approval in 2018. Of these study programmes, the University obtained authorization to provide **34** programmes (22 Bachelor's and 11 Master's study programmes and 1 doctoral study programme), and 4 study programmes were approved for submission to the NAB. Comprehensive activities of the CIE in discussing

accreditation of study programmes and subject areas of appointment procedures are summarized in Chart 1.

The Council for Internal Evaluation, CIE boards and the Quality Assurance Office attached to the Rector's Office, which provide assessment of accreditation files during the preparation and approval process, **strictly adhere to the requirements for standards imposed by the NAB and legislation in general and attend to the formal and factual character of accreditation files.** When analysing accreditation files in its resolutions, the Council for Internal Evaluation responds to objections of the working board of the CIE, members of the CIE and the Quality Assurance Office attached to the Rector's Office, by issuing **Control Reports** or **general recommendations**, which govern the Council's action in evaluating study programmes during the accreditation granted. On a specified date, a Control Report in the scope as above, in a form of a written opinion provided to the Council, declares that any required shortcomings have been remedied, or the CIE is informed through such report on the progress of remediation of weaknesses of the given study programme (the nature of which, though, must not be substantial) or an adopted development strategy of a study programme. In 2019, the total of **57 Control Reports** were issued as a result of meetings of the CIE. These **control mechanisms are embedded in the annual evaluation of quality of study programmes** in Reports from Panels for

Chart 2 Educational areas with accreditation files assigned in 2019



Educational area	Count
Architecture and town planning	1
Energy	1
Non-teaching pedagogy	1
Sociology	2
Engineering, technology and materials	4
Earth sciences	5
Biology, ecology and environment	8
Informatics	8
Food processing	8
Forestry and wood sciences	15
Economic fields	24
Agriculture	31

Study Programmes and apply to all study programmes provided at the CZU (within and outside the framework of the institutional accreditation granted). A very low number of objections put forward by the NAB to accreditation files discussed outside the institutional accreditation bear witness to the successful activities of the working boards of the CIE. In total, accreditation files impacted **12 Educational Areas** in 2019 (see Chart 2).

Issues relating to quality evaluation and assurance at the CZU are the topic of regular discussions within the CIE. For example, important summary reports in 2019 included the following: **Information on the situation of educational activities in the academic year 2018/2019, Evaluation of teaching in the academic year 2018/2019, Report on science and research and Information on the situation of related activities.**

Based on continuous reflection on documents related to quality evaluation and assurance at the CZU, the Council for Internal Evaluation formulated the **"Recommendations of the CIE for prevention of conflict of interest in associate professorship and full professorship appointment procedures at the CZU."** This document, pursuing the objective of ensuring objectivity in associate professorship and full professorship appointment procedures at the CZU, was subsequently submitted to the Scientific Board of the CZU and Scientific Boards of the individual Faculties, which are in charge of transparency and objectivity of procedures conducted.

During the year, **the lists of internal evaluators of the CZU and external evaluators from practice and other institutions** were updated and supplemented by Educational Area 34 - Veterinary medicine, veterinary hygiene.

Assessment of the situation in comparison with 2018: *The existing study programmes were modernized and new study programmes were developed and subsequently accredited by the CIE or forwarded to the NAB for evaluation. Emphasis continues to be placed on accreditation of study programmes in English. After the first wave of accreditation of study programmes at the individual Faculties, the year 2019 marked the preparation of accreditations of subject areas of associate professorship and full professorship appointment procedures. However, despite the recommendations raised in the preceding period, the number of study programmes at the individual Faculties was not reduced to any considerable extent. Processes relating to the granted institutional accreditation were stabilized and procedures of the boards of the CIE in charge*

of assessment of accreditation files were gradually standardized, ensuring their uniform approach to demands and requirements imposed on accreditation files submitted. Involvement of students and external experts in feedback mechanisms constituted an integral part of the system of quality assurance and internal quality evaluation at the CZU. The International Advisory Board of the CZU was instituted to function as an advisory body of the CIE. The Faculties have prepared annual self-assessment reports since 2019 as a tool for the strategic management of quality system.

Evaluation:

Strengths: *Activities of the CIE are transparent and objective; demands imposed by evaluation boards of the CIE are uniform.*

Weaknesses: *High workload of members of the CIE; the same applies to internal evaluators.*

Opportunities: *Continuous development of tools of the quality management system in the University's information systems; implementation of educational activities, creative activities and related activities in a single information interface; greater involvement of international experts in the system of quality assurance and evaluation.*

Threats: *Satisfaction with the situation achieved, high workload of evaluators that might lead to formation of the evaluation processes.*

Recommendations:

- **To initiate reflection of the situation of work attained by the CIE, working boards of the CIE and the Quality Assurance Office attached to the Rector's Office, and to optimize the processes connected with the current discussions over accreditation files.**
- **Despite the establishment of the International Advisory Board, the University should continue to pursue international evaluation to ensure independent external views - e.g. the Institutional Evaluation Programme.**
- **To supplement the list of internal evaluators on a continuous basis to reduce their workload.**

4 / Changes accomplished in the international evaluation of educational activities

In 2019, the University's bylaws and internal regulations were amended to include an option of computerization of studies, and the Faculties decided between the completely computerized registration of studies and study results, and the "paper" form of registration by means of students' record books. The result of this change was the transfer to computerized registration of studies at most of the Faculties. Provided that all pre-defined requirements are met, the University Information System allows for automatic enrolment in next year of study, whereby **reducing the administrative burden of Study Departments**.

The internal evaluation of educational activities was performed in 2019 by employing regular mechanisms present in the quality management system, in compliance with the Long-term Plan of Educational, Scientific, Research, Innovation and Creative Activities of the Czech University of Life Sciences Prague, and the Rules of Quality Assurance System of Educational, Creative and Related Activities and Internal Quality Evaluation of Educational, Creative and Related Activities of the Czech University of Life Sciences Prague. These mechanisms evaluate in detail the quality indicators of individual study programmes and therefore enable the adoption of measures and strategies leading to improvement in quality of educational activities - **accredited study programmes and programmes of lifelong education**.

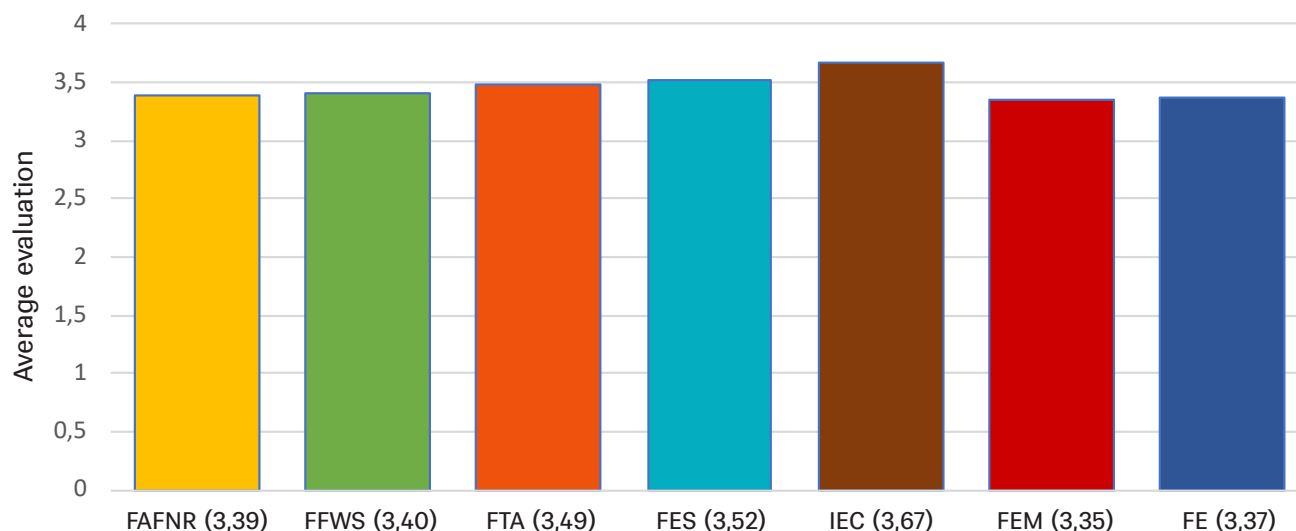
The individual guarantors of study programmes prepared **reports of the Panels for Study Programmes**, in which significant factors related to the study programmes are summarized; these reports are subsequently submitted to the CIE. Panels for Study Programmes are chaired by respective guarantors of study programmes and are composed of the following members: representatives of the Faculty's management, academics, students, graduates and external/internal experts. Involvement of students and graduates can be perceived as feedback mechanisms exercised during the period under review in connection with the provided study programmes. Documentation for evaluation was prepared by the Quality Assurance Office attached to the Rector's Office, and after that forwarded to guarantors of study programmes in a form of tables related to the study programmes guaranteed by them.

The system of **feedback mechanisms evaluating the quality of teaching** at the CZU continued to be developed in 2019. A new evaluation system of study subjects was incorporated in the University Information System in a way allowing its use on all levels of the quality management system and, for instance, this system enables guarantors of study programmes to monitor, by means of filters, students' feedback regarding individual study subjects and specific teachers. When compared with the previous evaluations of study subjects, the new evaluations are generated dynamically on

Table 1 UIS filters for various views of the survey into study subjects
Period under review: winter semester 2019/2020

List	Enter
Overview by faculties where students study (by studies undertaken by students)	➡
Overview by faculties of guarantor departments (by faculty of the department that guarantees the study subject)	➡
Overview by faculties of study subjects taught (according to the faculty's catalogue where the study subject is included)	➡
Overview by students' study programmes (by studies undertaken by students)	➡
Overview by study programmes of study subjects (by programmes whose syllabi include the study subject)	➡
Overview by study programmes of study subjects (in the plans of which the study subject is included)	➡
Overview by departments (i.e. guarantors of study subjects)	➡
Overview by study subjects provided by departments (i.e. guarantors of study subjects)	➡
Overview by study subjects (no division)	➡
Overview by study subjects (divided by areas)	➡
Overview by study subjects (divided by teachers)	➡
Period under review: winter semester 2019/2020	➡

Overview of the average evaluation of teaching by students on each faculty



Note: The average of the answers on the scale 1–4 where 4 = maximal agreement, 1 = minimal agreement.

the basis of information from class schedules. The evaluation form is divided into sections where study subjects can be evaluated as lectures or practical classes, if any are scheduled. One of the sections refers to teachers who are involved in students' education process (individual teachers are evaluated by students), and one open section is left for verbal evaluation. Replies are anonymized and made accessible on several levels of the quality management system (see Tab. 1) – from teachers to guarantors of study subjects and programmes to the management of the Faculties and

the University. Non-anonymized responses given by students are not accessible to anyone at the Czech University of Life Sciences Prague; the CZU is delivered the data by the supplier of UIS (the University Information System) only after the same is anonymized. The system also makes it possible for students to evaluate the course of examinations. In case any problems are identified with respect to study subjects or teachers, senior officers proceed from the evaluation data to introduce measures for improving quality of teaching. Evaluation regarding the individual parts of the CZU

Table 2 Characteristics of respondent of Evaluation in teaching performed by the IEC in the academic year 2018/2019 by parts of the CZU

Students	FEM			FAFNR		FE		FFWS			FES			FTA		IEC	
	L	PC	CC	L	PC	L	PC	L	PC	CC*	L	PC	CC*	L	PC	L	PC#
	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%	%
Type of study																	
Bachelor's	44,2	76	-	76,3	100	52,8	68,8	75	43,5	100	67,4	56,1	-	0	66,7	100	100
Master's	55,4	23,5	-	23,2	0	47,2	25	24,6	56,5	0	32,6	42,7	-	100	33,3	0	0
Year																	
1. Bachelor's	1,1	41,3	-	29,1	39,5	46,5	46,7	53,4	0	0	41	37	-	0	0	35,8	0
2. Bachelor's	9,5	26,4	-	20,9	41,9	0	3,3	8,9	0	0	0	6,2	-	0	0	64,2	100
3. Bachelor's	33,5	8,5	-	26,7	18,6	6	23,3	13	43,5	100	26,4	13,6	-	0	64,3	0	0
1. Master's	39,2	12,9	-	11,4	0	20,3	0	22,7	56,5	0	25,7	40,7	-	60,9	14,3	0	0
2. Master's	16,7	10,9	-	11,9	0	27,2	26,7	2	0	0	6,9	2,5	-	39,1	21,4	0	0
Frequency of attendance to lectures (or CC) of the given study subjects																	
Always	48,4	-	-	49,4	-	57,1	-	58,3	-	94,4	43,4	-	-	77,8	-	59,8	75
Usually	31,2	-	-	39,8	-	32,6	-	32,5	-	5,6	34,5	-	-	20,4	-	39	19,7
Sometimes	9,6	-	-	6,8	-	7,1	-	5,2	-	0	13,7	-	-	1,9	-	1,2	0
Rarely	7,4	-	-	2,4	-	2,8	-	3,3	-	0	8	-	-	0	-	0	0

Note.: L = lectures, PC = practical classes, CC = consultancy courses of combined form of study
 +FFWS - Distance Learning Centre: Březnice (Rožmitálská 340)
 #IEC - Prague 5 - Malá Chuchle

is illustrated in Chart 3. Within his/her responsibility for long-term personnel and professional development of the respective Department, the departmental Head may turn to the Institute of Education and Communication with a request for extended evaluation of study subjects, and according to the evaluation results, members of the Department involved in the given study subjects may be required to attend specialized seminars and trainings organized by the above Institute or another entity, for the purpose of improvement of didactic, teaching and language competences of teachers. The selection of measures reflects evaluation results of educational activities and experience of the respective teachers.

The evaluation review conducted by the Institute of Education and Communication, which organizes the survey in the University Information System and evaluates in detail study subjects proposed by the management of the individual Faculties (after consulting guarantors of study programmes, departmental Heads or guarantors of study subjects), ultimately involved **90 teachers and 1729 students**. Of the total number of questionnaires filled in by students, 1,201 evaluated lectures, 434 practical classes and 94 applied to the combined form of study at the CZU or centres of instance learning courses of the CZU outside Prague (see Tab. 2). Results of the review are presented on an annual basis to the Rector's Advisory Board and the CIE in a form of **Summary Reports**. Results are also forwarded to the individual Faculties, which then communicate the results to persons under evaluation, Heads of departments where the respective study subjects are taught, and persons responsible for performance of study subjects.

All aspects relating to the situation and quality of educational activities were also discussed by the Rector's Advisory Board and other boards. Detailed information concerning the **admission procedure** is available in the **Report on Evaluation of Teaching Activities** for the Scientific Board of the CZU. Generally speaking, the limit of decrease in the number of enrolled students by no more than 10 percent was easily maintained since the total number of enrolled students in 2019 is almost identical with that enrolled in 2017. Nonetheless, the comparison between the number of students admitted and the number of students enrolled in the first year of study shows a certain lower enrolment rate of students on both study levels versus the situation in 2018. The enrolment rate stood at approximately 64 percent and only about 59 percent on the Bachelor's and Master's levels of study, respectively. The information on the number of students attending the admission procedure and the number of students admitted to study is provided to guarantors of study programmes in documentation for the report of the Panels of Study Programmes. Prepared for the preceding academic year 2018/2019 by the **Quality Assurance Office** attached to the Rector's Office, this information also includes data regarding the course of **state final examinations, study success rate, size of study groups, unemployment rate of graduates** as well as other information on educational and creative activities and related activities associated with specific study programmes. The summary information serves to guarantors of study programmes and management of the Faculties as the basis for taking concrete steps in quality management processes of educational activities. As an

integral part of these steps directed at improvement of quality of educational activities, new rules have been adopted that **tighten checks of originality of theses** and strictly and clearly determine the maximum number of theses supervised by one teacher. These new rules make it possible for an external expert to supervise theses provided that certain defined conditions are met.

The preceding year marked the first occasion when renowned experts from practice were invited to participate in the **Panel of Educational Areas** and, in a form of a broad discussion with members of the CZU Academic Community (guarantors of study programmes, teachers, members of the CIE and students), to evaluate the development and quality of study programmes provided in the given educational areas, whereby formulating recommendations for improving the quality and competitiveness of graduates in the study programmes. The discussion outputs were summarized by the Quality Assurance Office attached to the Rector's Office in a written report, which was forwarded to all guarantors of study programmes. The individual Faculties have for many years engaged experts from practice through their Boards for Cooperation with Practice, which serve as an advisory body in developing new study problems and reflect the current situation on the labour market.

The CZU traditionally effectuates feedback mechanisms affecting educational activities by utilizing evaluation outputs from students, graduates, academics, employers and Czech and foreign experts; these evaluation outputs address individual study programmes, study subjects and academics on the level of the individual Faculties and the whole University as such in a form of questionnaires and surveys. The questionnaire prepared for graduates in 2019 from the CZU was responded to by **925 graduates**, a two-percent growth in comparison with 2018.

Assessment of the situation in comparison with 2018: *Changes of bylaws and internal regulations led to full computerization of registration of studies beginning from winter semester 2019/2020. Important aspects of the internal evaluation of educational activities were discussed in a summarising manner by responsible boards of the CZU with an emphasis on a year-on-year comparison. Beginning from 2019, guarantors of study programmes are under the obligation to submit annual reports to describe the situation of study programmes provided. Substantiating the fulfilment of all standards during accreditation of study programmes, these documents serve as a basis for the CIE and are also submitted to the Faculties' management. Surveys into the evaluation of study programmes were developed in 2019 with a special emphasis to distinguish between practical classes and lectures, whereas a typical survey is divided into several sections evaluating the general concept of the study subject, performance of the study subject by the given department and approach of the teacher concerned. Students are guaranteed anonymity. Accordingly, the formulation of questions enables evaluators to specify "weaknesses" in the performance of study subjects as well as remedy of any of such weaknesses.*

Evaluation:

Strengths: A wide array of study programmes and continuing interest in studying at the CZU; spatial capacities and equipment of classrooms; a high rate of employment of graduates.

Weaknesses: Interest in studying at Master's study programme is on the decline; a lower proportion of enrolment rate of students.

Opportunities: A higher level of reflecting feedback mechanisms that evaluate educational activities and adoption of specific remedial measures.

Threats: A high rate of student's failure in certain study programmes and specific study subjects.

Recommendations:

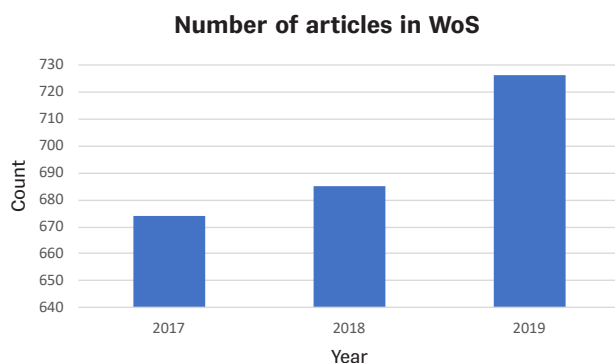
- To develop recommendations put forward by the International Evaluation of the Quality Assurance Mechanisms and Procedures in the Czech University of Life Sciences Prague and feedback received from the International Advisory Board and the International Evaluation Panel.
- To continue to innovate the evaluation quality of studies by students and graduates.
- To foster cooperation with practice in creating or updating study programmes.
- In the combined form of study, quality of teaching should be monitored, emphasis on quality should be accentuated also in the case of programmes provided in the framework of lifelong education.
- To continue to enforce mechanisms of quality evaluation in study subjects taught in English.
- To continue to reduce the proportion of students per teacher and the number of theses supervised by one teacher



5 / Changes accomplished in the internal evaluation of creative activities

The Czech University of Life Sciences Prague is committed long-term to the development of quality of creative activities, and primarily supports excellent, i.e. high quality, outputs indexed **in the first decile** and quartile as per AIS Web of Science (hereinafter as the WoS) or published in journals included in the **Nature Index**. All activities related to creative work are promoted by a wide range of programmes supported on a conceptual basis that continuously motivate students and employees to provide high quality outputs. International comparison considered, creative activities of groups of fields of study provided at the CZU are the subject of regular discussions especially at the **Scientific Board of the CZU**, and since 2019 also among members of the **International Advisory Board**, who contribute with external views of the situation and quality of creative activities at the University, and who are instrumental in developing the University's international overlap. Improvement of creative activities had been achieved for many years at the CZU by way of creating of permanent and adequate conditions for **conceptual activities**, by supporting **excellent scientific teams** and academics, executing high quality research and **international projects**; requirements for publication activities have been stepped up especially for doctoral students who supervised by experts having high quality publication activities, and last but not least, activities connected with transfer of innovation and knowledge into the application sphere are promoted.

Chart 4 Number of IF articles published by the CZU employees during 2017, 2018 and 2019, registered in the database Web of Science

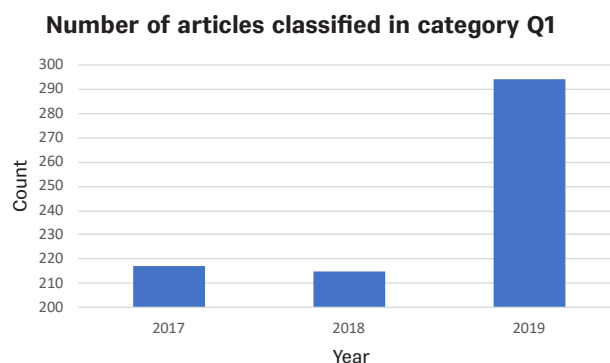


In 2019, the CZU employees published as many as **727 impact factor articles**, registered in the WoS: a slight increase in comparison with 2017 (7.7%) and 2018 (6%), see Chart 4. A considerable growth in the number of articles in Q1 in 2019 (36.7%) is evident when compared with the year 2018 - see Chart 5.

Professional competences related to interconnected teaching and creative activities, with reference to implementation of the Methodology 2017+, were introduced during a talk held on 05 April 2019. The talk delivered by the Vice-Rector for Science and Research presented in detailed terms the new evaluation system in correlation with activities of the CZU. A great number of measures continued to be enforced in 2019, in order to motivate employees and students to increase the quality of their creative activities:

- **Rector's Directive No. 1/2019 Rules for awarding the Rector's Prize for publication outputs of the CZU employees in journals included in the 1st decile of WoS** – this Directive establishes rules for awarding the Rector's Prize for best publication outputs of the CZU employees in journals included in the 1st decile of the Web of Science; the Prize is awarded in the framework of a competition announced every year by the Rector through the CZU information systems in a form of notification or new information. Generally, the competition is advertised

Chart 5 Number of articles published by the CZU employees in category Q1 in the Web of Science during 2017, 2018 and 2019



in the first half of the calendar year subsequent to the year to which the competition relates. The competition is open to scientific publications or popularization or applied publication outputs authored by the CZU employees and their teams.

- Rector's Directive No. 2/2019 **Rules for awarding the Rector's Prize for publication outputs of the CZU employees included in the Nature Index** – this Directive establishes rules for awarding the Rector's Prize for best publication outputs of the CZU employees included in the Nature Index. The Rector's prize is awarded as a part of an annual competition announced by the Rector in the CZU information systems in a form of notification or new information. The competition is open to scientific publications or popularization or applied publication outputs authored by the CZU employees and their teams.

In a long-term perspective, the Czech University of Life Sciences Prague has encouraged its employees to prepare and put forward project applications; many Faculties support their employees by help provided through their departments, with a result of successful subsidy titles and quality of projects solved. In comparison with the previous year 2018, there was a slight increase in the number of projects submitted in traditional calls. **The total of 300 project applications (284 in 2018) was submitted for the CZU**, 57 of which were presented to the Grant Agency, 98 to the Technological Agency, 48 applications were offered within the programme Horizont 2020 (more than twice as many when compared with the previous year).

The turn of 2019/2020 marked the implementation of three strategic projects within OP VVV [Operational Programme Research, Development and Education] (ESF II, ERDF II, Development of capacities for research and development). **In total, 282 projects were solved at the CZU in 2019.** The improvement of quality of project activities is illustrated by the fact that **38 projects implemented at the CZU are funded from foreign sources**: 18 are executed under Erasmus and 13 are projects H2020; there are 14 scientific projects, 10 mobility projects, and 14 projects focus on improvement of education. Two strategic projects were prepared to be submitted to the provider (Improvement of quality of internal grant schemes at universities, Mobility II). Another point worth mentioning is that the Czech University of Life Sciences assumed an active role in expanding cooperation among project centres of Czech universities (in the context of the centralized developmental project KPP!) and in the working group of representatives of university working groups associated in ELLS. Specific outputs generated the above activities include, for example, joint international workshops held in Brussels, Vienna and Prague, attended by foreign experts.

Assessment of the situation in comparison with 2018: *Though the period yielded yet another improvement of quality of publication outputs at the CZU, certain subject-area groups where the CZU performs its activities, present a higher potential in achieving quality outputs from creative activities. By stepping up requirements on the quality of creative activities carried out by students in doctoral*

study programmes, the long-term objective of the CZU is to improve the quality of doctoral students. Within its structure, the CZU instituted the International Advisory Board, composed of experts close to the profiled subject-area groups of the University; these experts are able to reflect the University's position in international correlation, whereby giving rise to valuable mechanisms for developing the quality of creative activities at the CZU.

Evaluation:

Strengths: *A long-term trend to increase quality of publication outcomes versus quantity.*

Weaknesses: *Continuing disproportionality of quality outcomes from creative activities among the individual parts of the CZU and individual organizational units; a lower level of support is provided to preparation and implementation of projects at certain parts of the CZU.*

Opportunities: *Increase in the number of international scientific projects, growth in the proportion of quality outputs (Q1 and Q2) in comparison with other results in those educational areas in which the CZU provides its study programmes; support of internationalization of quality research teams at the CZU.*

Threats: *Disputable objectivity of verbal assessment of the Aggregation of subject-area evaluation of research in modules 1 and 2 of the Methodology 2017+, and persisting lack of clarity in evaluation of results also in other modules of the Methodology; the CZU focus on Life Sciences, i.e. a multidisciplinary subject area, whereas results of creative activities in the Aggregation of subject-area evaluation are included in subject-area groups that are different from profiled subject-area groups of the University; evaluation of outputs as per AIS with the view of international cooperation.*

Recommendations:

- **To attract promising foreign scientists and enable them a long-term career growth at the CZU.**
- **To develop project activities at the Faculties that have no sophisticated support system of these activities in place.**
- **To continue to develop motivation programmes at the individual Faculties supporting quality publication activities of employees and students (1st decile, Q1 and Q2 – WoS), with the aim of reducing the disproportion of outputs among the Faculties' organizational units.**
- **To promote the development of profiled subject-area groups of the University.**
- **To create conditions for formation of permanent positions for best postdoctoral students and to encourage their career growth.**

6 / Changes accomplished in the internal evaluation of related activities

Based on its long-term engagement in providing its employees and students with quality conditions, the Czech University of Life Sciences Prague **develops the academic environment and the campus of the CZU** with the view of obtaining first-rate spatial capacities, instrumentation and material equipment in order to improve the quality of activities performed. In addition, the CZU by tradition takes care to ensure the development of its students, academics, non-academic employees and their "wellbeing", both on the level of the individual Faculties and the university-wide level. The development and evaluation strategies of related activities are regularly discussed in all boards of the CZU.

The **CZU Library** has traditionally played an important role in securing all related activities at the CZU (change of name SIC - Study and Information Centre of the CZU from 01 January 2020). The previous year also signified further development of services, funds and premises. The individual steps taken in the above-mentioned areas centre around a long-term objective, i.e. a modern university library.

The staffing of the SIC changed in 2019. The Lending Department was the department to go through the most extensive changes (employees left for reasons of retirement, moving, etc.), and the Information Literacy and Education Department welcomed new employees. These changes led to improvement in the quality and extension of certain services provided. Cooperation with the other units of the Rector's Office and individual Faculties continued. The **Library Board of the CZU** met in two sessions.

The CZU **commitment to social responsibility** is omnipresent in all of its activities. In 2019, the Czech University of Life Sciences took several important steps in the area of sustainability. As a fundamental milestone, the University's carbon print was calculated. Results of the calculations were used as the basis for an **updated sustainability strategy**, which introduces specific measures not only for reducing greenhouse gas emissions connected with the University's activities but also for more environmentally friendly

and socially responsible operations. The University is well on the way to become one of leading global sustainable universities and its ambition is to rank among the leading universities in the Czech Republic. These activities made it possible for the CZU to jump by 15 places in the **UI Green Metric World University Rankings 2019** to the **31st place in the world in this prestigious list of universities**. The position of the CZU was assessed in 6 categories, including infrastructure, energies and climate changes, waste, water, transport and teaching. From a long-term perspective, the CZU is highly appraised for subcategories related to the extensive green areas in the campus, smart technologies implemented in buildings, waste recycling programmes, retention of water in the campus or the proportion of study subjects with a focus on sustainability. **The High-tech Educational Pavilion of the Faculty of Forestry and Wood Sciences**, opened in 2019, and **the CZU Hall** operate on "green technologies". Modern technologies will be installed also in the Pavilion of Tropical AgriSciences, currently under construction.

The Czech University of Life Sciences holds a competition on an annual basis where teams of students design projects directed at sustainability of the campus. The following projects scored success in the **Campus Sustainability Challenge 2019**: Rozsviťme ČZU [Let there be light at the CZU], Green Charge: Solar Pergola, Refill: Let's have it again. CSR-related activities are conducted also on the level of the individual Faculties; details are continuously posted on the University's website and summarized for the preceding period in **CSR Report 2019**.

Tradition has it that the CZU cooperates with its graduates, organizes various events for the professional as well as general public and fosters the "University's third role". The University participated in the survey **Graduate 2018**, which was carried out by Centre for Higher Education Studies in cooperation with the Education Policy Centre, Faculty of Education, Charles University, as per the assignment of the Ministry of Education, Youth and Sports, in cooperation with participating higher education institutions in the Czech Republic. In the framework of the aforesaid survey, the

Czech University of Life Sciences contacted **12,219 graduates** and obtained **1,198 analysable questionnaires**. Results were analysed in the scope of the above project and serve as the basis for subsequent research of the CZU.

As in the previous years, the yearly **Life Science Film Festival** was held in 2019. Students, employees and the public were invited to attend screening of documentaries, or lectures and excursions across the campus. The Festival also explored themes related to activities of the individual University's departments and the concept of Life Science. The Czech University of Life Sciences was involved in the **inter-university event Night of Scientists**, exploring how to be "planet-friendly", and organized a number of specialized and scientific conferences - such as the conference **Social responsibility across institutions**, with an intensive discussion among representatives of various Czech universities and the professional public.

In 2019, the Czech University of Life Sciences placed in **all prestigious rankings that monitor the quality of higher education institutions**: Times Higher Education: 6th place in the Czech Republic out of 17 evaluated universities in the Czech Republic, QS Top Universities: 8th - 9th place in the Czech Republic out of 9 evaluated universities in the Czech Republic (QS Top Universities: 7th place in the Czech Republic out of 18 evaluated universities - regional rankings with a modified methodology in comparison with the global methodology), Academic Ranking of World Universities (Shanghai rankings): 6th- 7th place in the Czech Republic out of seven evaluated universities in the Czech Republic, CWTS Leiden Ranking: 5th - 7th place in the Czech Republic (according to criteria) out of 7 evaluated universities in the Czech Republic, Center for World University Rankings: 8th place in the Czech Republic out of 13 evaluated universities in the Czech Republic, Best Global Universities Ranking (US News & World Report): 7th place in the Czech Republic out of 10 assessed universities in the Czech Republic. In the respective subject areas, the CZU ranks the first in the Czech Republic in the evaluation of the subject area Agriculture and Forestry, and occupies the same place as Masaryk University and Charles University in the subject area Environmental Sciences (QS rankings).

Study programmes taught exclusively in English have long been a strong point of the CZU and substantially contribute to the development of **internationalization**. These programmes have gradually opened the CZU to the world and the number of regular students in English programmes is on the increase. In 2019 (at 31.10.2019), foreign regular students of Bachelor's, Master's and doctoral study programmes represented 86.02 percent of all regular students in English study programmes, and the proportion of regular students in these programmes to that of all regular students at the CZU grows, with almost 10 percent of all students of the CZU in 2019 (the value in percentage terms would stand at 13.5% including lifelong education and mobility students). In total (English and Czech study programmes), the CZU had 3,603 regular students from **109 countries** at 31.10.2019. Foreign regular students have long constituted an important share in the number

of regular students at the CZU (that share amounts to 19% of all students). The University's quality is also confirmed by the immense interest of foreign students in short-term stays at the CZU (mobility). As many as **1,614 foreign students** (exchange students) came to study at the CZU for a minimum of twenty days in 2019. It is thanks to these incoming students that - with respect to "student-days" spent by foreign students in the Czech Republic (an indicator important for **coefficient K** in the budget of higher education institutions in case the number of student-days exceeds 30 for one student) - help the CZU maintain the leading position in internationalization among higher education institutions in the Czech Republic: 131,000 student-days were spent by students at the CZU in 2019, when this number was exceeded only by the University of Economics (134,000), Masaryk University (264,000) and Charles University (529,000). Despite the measures adopted (e.g. adequate funding), the University was not successful in stabilizing the growth in the number of outgoing students in 2019 in comparison with 2018, especially as regards shorter stays abroad (20 days as a minimum). The number of foreign study stays under Erasmus again dropped slightly. Only 730 students participated in various types of foreign study stays (with almost 900 students in 2018). With the student-days connected with coefficient K for the budget of higher education institutions, the CZU ranks the 7th in the Czech Republic with 59,000 student-days, and is preceded by the Czech Technical University (81,000), Brno University of Technology (83,000), University of Economics (112,000), Palacký University Olomouc (115,000), Masaryk University (209,000) and Charles University (272,000). Importantly, the number of mobilities of academics and other employees of the CZU in the **programme ERASMUS+** continued to grow in comparison with previous years, reaching an all-time high. In other words, this programme brings with it a substantial support for the development of quality of human resources at the CZU. In 2019, the number of summer schools at the CZU was the lowest from 2013, which corresponded with a lower number of participants (the lowest value from 2011). Contrariwise, the number of summer schools organized by the CZU abroad was the highest for the period of organization of these summer schools, with the highest number of participants.

The work in international organizations and university networks represents a long-term component of internationalization development and its content. It is possible that internalization-based work will be promoted in certain forms by the Ministry of Education, Youth and Sports. The most important activity in this area is the work in **Euroleague for Life Sciences (ELLS)**, where the CZU primarily participates in two common (joint and double degree) programmes (Faculty of Agrobiology, Food and Natural Resources - BOKU Vienna /joint degree/ and the Faculty of Economics and Management - Wageningen University /double degree/). The CZU is also actively involved in activities of "subject areas". Ten representatives of the CZU work in nine of eleven subject areas (two of which are led by the CZU), in supporting areas (5 representatives of the CZU) and managing authorities (the Rector in a board and Vice-Rector in "task force"). During the ELLS annual conference hosted by the Swedish Agricultural University in Uppsala in

2019, more than 100 university representatives (27 of them from the CZU) associated in ELLS discussed science and education in a globalized world and the tasks of international networks of universities. The meeting of teachers and employees of member universities was followed by the ELLS student conference. Its 10th year, held under the title **Managing Broad Environmental Interests in a Sustainable World**, was attended by 29 students of the CZU (of almost 200 registered students). Two students were successful in the international competition - organized in the framework of the above conference - for the best contribution presented, and three of them achieved success in best poster competition (competitions focused on various subject areas). The University is represented in the international organization **Association for European Life Science Universities (ICA)** by one of its Vice-Rectors who works in the organization's board. The Czech University of Life Sciences was again in charge of activities of the organization's secretariat in 2019 (the secretariat is based at the CZU). A working group with a focus on bioeconomy operates within the ICA, in which group the CZU is represented by a Vice-Rector. Two employees of the CZU participated in a workshop organized by the ICA and focusing on education for business. The CZU also houses a secretariat that performs administrative activities for the international organization The European Alliance on Agricultural Knowledge for Development (AGRINATURA). The organization works under the ICA and is concerned with research and education in the tropics and subtropics. A representative of the Faculty of Tropical AgriSciences worked in the board of the above organization. In the scope of the ICA standing committee titled The ICA Regional Network for Central and South Eastern Europe (CASEE), where the CZU holds the office of the Chair since 2018, the CZU was involved in the preparation of this organization's conference in Sarajevo (two academics of the CZU presented invited contributions).

Assessment of the situation in comparison with 2018: *In the previous year, the CZU continued to improve the level and quality of the spatial and instrumentation capacity, with continuous efforts to increase and retain its activities on an international level. The Rector's Office and the individual Faculties organize every year for their employees and students various courses and trainings to enhance their teaching and didactic skills and to inform them of currently solved problems and challenges faced by the university environment, e.g. on the grounds of new legislative measures. In 2019, surveys were organized by the CZU for its employees and graduates for the purpose of improving the quality of related activities and "well-being" of the academic community. With reference to recommendations of the Amendment for 2018, the CIE approved the Rules for preparation of accreditation of subject areas for associate professorship and full professorship appointment at the CZU. Internationalization continues to be developed with much success (a problem area is found in foreign study stays), where the further objective in this sense will embrace the transfer to a fully bilingual environment. The CZU reinforced its role of a leader in social responsibility among higher education institutions in the Czech Republic.*

Evaluation:

Strengths: *Amenities in the campus; modern spatial and instrumentation capacities; a great number of activities developing competences of employees and students.*

Weaknesses: *Students' interest in mobility not as strong as expected.*

Opportunities: *To continue to promote measures for attracting quality foreign teachers and students; to develop cooperation with school enterprises; more effective energy and water management in the campus.*

Threats: *Low efficiency of the use of new spatial capacities and equipment.*

Recommendations:

- *Preparation of the Career Code within a granted HR AWARDS project.*
- *To continue to use data from international rankings of higher education institutions to analyse the position of the CZU and to develop mechanisms of the University's administration and management.*
- *To keep records of internationalization in correlation with accredited study programmes.*
- *To increase the international impact of accredited study programmes and activities at the CZU.*
- *To attract quality foreign teachers, to support their engagement in educational and creative activities at the CZU.*



7 / Final summary

The 2019 Amendment summarizes the most important activities of the Czech University of Life Sciences Prague as regards quality assurance and internal quality evaluation, delineates changes accomplished in control measures, reflects the headway made in comparison with the preceding period and determines partial findings related to the individual activities. In its work carried out in the preceding period, the Czech University of Life Sciences continued to improve the level of quality assurance and internal quality evaluation of educational and creative activities and related activities. The evaluation performed and feedback mechanisms leading to self-reflection revealed the areas the support and development of which must continue in pursuance of achieving the recognized international level perceived as a standard by the Czech University of Life Sciences. The previous period also confirmed that the set-up of the University's internal environment fully complies with demand imposed on the granted institutional accreditation.

The situation achieved and awareness of the future potential of development will be considered in the priority goals of **Strategic Plan 2021+**.



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