LONG-TERM PLAN
OF THE UNIVERSITY OF WEST BOHEMIA
FOR THE PERIOD 2016-2020

Prepared by a team that led:
doc. Ing. Vladimír Duchek, Ph.D.
Vice-Rector for Development and External Relations

Submitted by:
doc. Dr. Prof. RNDr. Miroslav Holeček
Rector

Pilsen, June 5, 2015
LONG-TERM PLAN OF THE UNIVERSITY OF WEST BOHEMIA

FOR THE PERIOD 2016–2020

This document was:

a) discussed per rollam by the UWB Board of Trustees on 22 October 2015,
b) discussed by the Scientific Board of UWB on 30 September 2015,
c) approved by the Academic Senate of UWB on 22 June 2015.

The comments were duly settled and the suggestions made were taken into account in the final document.

On June 5 and 6, 2015, a joint seminar was held for the members of the Academic Senate and the Rector's Board. At this seminar, the draft of the UWB Long-Term Plan was introduced and a discussion took place.
# Contents

UWB Strategic Team Members .................................................................................................................. 7
List of Abbreviations/Acronyms .................................................................................................................. 8

1. UWB Missions, Visions and Key Values ................................................................................................. 14

2. Starting Points of the UWB Long-Term Plan ....................................................................................... 19

   2.1 Sources of Information ....................................................................................................................... 19
   2.2 Position and Mission of UWB in the Tertiary Sphere of Education .................................................. 19
   2.3 Position of UWB in the Area of RDI ................................................................................................. 24
   2.4 Participation in Non-Governmental and Regional Activities .............................................................. 28
   2.5 Participation in International Activities ............................................................................................. 29
   2.6 Key Trends Affecting UWB’s Financial Stability ............................................................................... 30
   2.7 Basic Evaluation of the Activity of the University of West Bohemia in the Period 2011–2015

3. Key Objectives of the UWB Long-Term Plan ....................................................................................... 36

4. Creative Activity ...................................................................................................................................... 37

   4.1 Position of UWB, Current State, and Its Indicators ......................................................................... 37
   4.2 Strategic Framework ........................................................................................................................... 40
   4.3 Links to Superior Strategies ............................................................................................................... 42
   4.4 Target State in the Area of Creative Activity in 2020 ...................................................................... 44
   4.5 Indicators of Achieving the Target State ............................................................................................ 45
   4.6 Methods of Achieving the Target State ............................................................................................... 46
   4.7 Risks .................................................................................................................................................. 47

5. Education ................................................................................................................................................. 48

   5.1 Quality of Educational Activity ........................................................................................................ 48
      5.1.1 Current State ................................................................................................................................. 48
      5.1.2 Target State ................................................................................................................................... 48
      5.1.3 Indicators of Achieving the Target State ..................................................................................... 49
      5.1.4 Methods of Achieving the Target State ....................................................................................... 49
      5.1.5 Risks ............................................................................................................................................ 51
   5.2 Relevance – Analysis of the Social Development .............................................................................. 51
      5.2.1 Current State ................................................................................................................................. 51
      5.2.2 Target State ................................................................................................................................... 51
      5.2.3 Indicators of Achieving the Target State ..................................................................................... 52
5.8.1 Current State ....................................................................................................................... 65
5.8.2 Target State .......................................................................................................................... 65
5.8.3 Indicators of Achieving the Target State ........................................................................... 66
5.8.4 Methods of Achieving the Target State .............................................................................. 66
5.8.5 Risks ................................................................................................................................... 66
5.9 Sport and Physical Education That Do Not Constitute an Academic Field of Study ........... 67
5.9.1 Current State ....................................................................................................................... 67
5.9.2 Target State .......................................................................................................................... 67
5.9.3 Indicators of Achieving the Target State ........................................................................... 67
5.9.4 Methods of Achieving the Target State .............................................................................. 68
5.9.5 Risks ................................................................................................................................... 68
5.10 Culture .................................................................................................................................. 68
5.10.1 Current State ....................................................................................................................... 68
5.10.2 Target State .......................................................................................................................... 69
5.10.3 Indicators of Achieving the Target State ........................................................................... 69
5.10.4 Methods of Achieving the Target State .............................................................................. 69
5.10.5 Risks ................................................................................................................................... 69
5.11 Care of Exceptionally Talented Students ............................................................................. 70
5.11.1 Current State ....................................................................................................................... 70
5.11.2 Target State .......................................................................................................................... 70
5.11.3 Indicators of Achieving the Target State ........................................................................... 70
5.11.4 Methods of Achieving the Target State .............................................................................. 70
5.11.5 Risks ................................................................................................................................... 71
6. Direct Social and Professional Impact (the "Third Role") .......................................................... 72
6.1 Position of UWB, Current State, and Its Indicators ................................................................. 72
6.2 Target State in the Area in 2020 ............................................................................................. 73
6.3 Indicators of Achieving the Target State ................................................................................ 75
6.4 Methods of Achieving the Target State .................................................................................. 75
6.5 Risks ....................................................................................................................................... 76
7. Infrastructure and Supporting Processes .................................................................................. 77
7.1 Buildings ................................................................................................................................. 77
7.1.1 Current State ....................................................................................................................... 77
7.1.2 Strategic Framework ........................................................................................................... 78
7.1.3 Target State

7.1.4 Indicators of Achieving the Target State

7.1.5 Methods of Achieving the Target State

7.2 University Library Strategy in the Field of Electronic Information Resources and IT

7.2.1 Current State

7.2.2 Strategic Framework

7.2.3 Target State

7.2.4 Indicators of Achieving the Target State

7.2.5 Methods of Achieving the Target State

7.2.6 Risks

7.3 Information and Communication Technologies (ICT)

7.3.1 Description of the Current State and the Position of UWB

7.3.2 Target State

7.3.3 Indicators of Achieving the Target State

7.3.4 Methods of Achieving the Target State

7.4 Financial Management

7.4.1 Current State

7.4.2 Target State

7.4.3 Indicators of Achieving the Target State

7.4.4 Methods of Achieving the Target State

7.4.5 Risks

7.5 Quality Management System

7.5.1 Position of UWB, Current State and Its Indicators

7.5.2 Target State

7.5.3 Indicators of Achieving the Target State

7.5.4 Methods of Achieving the Target State

8. Overview of the Key Indicators of the 2016-2020 UWB Long-Term Plan

9. Priority Objectives of MEYS and Their Correlation with the UWB Long-Term Plan for the Period 2016–2020

10. Literature
In the initial phase of the preparation of the Long-Term Plan, the following employees were also members of the Strategic Team: Doc. PhDr. Marek Jakoubek, Ph.D., Prof. Ing. Miroslav Šimandl, CSc., JUDr. et Mgr. Vendulka Valentová, Ing. Martin Dezort and Ing. Architect Hynek Glosser, Ph.D.
## List of Abbreviations/Acronyms

<table>
<thead>
<tr>
<th>Abbreviation</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>AAAD</td>
<td>Academy of Arts, Architecture and Design in Prague</td>
</tr>
<tr>
<td>AAI</td>
<td>Authentication and Authorization Infrastructure</td>
</tr>
<tr>
<td>AC</td>
<td>Accommodation and Catering</td>
</tr>
<tr>
<td>AFA</td>
<td>Academy of Fine Arts in Prague</td>
</tr>
<tr>
<td>APA</td>
<td>Academy of Performing Arts in Prague</td>
</tr>
<tr>
<td>AS</td>
<td>Academic Senate</td>
</tr>
<tr>
<td>BIC</td>
<td>Business Innovation Centre</td>
</tr>
<tr>
<td>BUT</td>
<td>Brno University of Technology</td>
</tr>
<tr>
<td>CENTEM</td>
<td>Centre of New Technologies and Materials</td>
</tr>
<tr>
<td>CNC</td>
<td>Czech National Council</td>
</tr>
<tr>
<td>CPJ</td>
<td>College of Polytechnics Jihlava</td>
</tr>
<tr>
<td>CRC</td>
<td>Czech Rectors Conference</td>
</tr>
<tr>
<td>CRDI</td>
<td>Council for Research, Development and Innovation</td>
</tr>
<tr>
<td>CRM</td>
<td>Customer Relationship Management</td>
</tr>
<tr>
<td>CTPVV</td>
<td>Centre for Technical and Natural-Science Education and Research</td>
</tr>
<tr>
<td>CTU</td>
<td>Czech Technical University in Prague</td>
</tr>
<tr>
<td>CUA</td>
<td>Czech University of Agriculture in Prague</td>
</tr>
<tr>
<td>CUNI</td>
<td>Charles University in Prague</td>
</tr>
<tr>
<td>CZ</td>
<td>Czech Republic</td>
</tr>
<tr>
<td>DAAD</td>
<td>Deutscher Akademischer Austausch Dienst</td>
</tr>
<tr>
<td>DMS</td>
<td>Document Management System</td>
</tr>
<tr>
<td>DPESFED</td>
<td>Department of Physical Education and Sport of the Faculty of Education</td>
</tr>
<tr>
<td>DPESFME</td>
<td>Department of Physical Education and Sport of the Faculty of Mechanical Engineering</td>
</tr>
<tr>
<td>EC</td>
<td>Education for Competitiveness</td>
</tr>
<tr>
<td>ECC</td>
<td>European Capital of Culture</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Form</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>ECTS</td>
<td>European Credit Transfer and Accumulation System</td>
</tr>
<tr>
<td>EEA</td>
<td>European Economic Area</td>
</tr>
<tr>
<td>EIC</td>
<td>Enterprise and Innovations for Competitiveness</td>
</tr>
<tr>
<td>EIS</td>
<td>Electronic Information Sources</td>
</tr>
<tr>
<td>ENV</td>
<td>Environment</td>
</tr>
<tr>
<td>ERC</td>
<td>European Research Council</td>
</tr>
<tr>
<td>ESIF</td>
<td>European Structural and Investment Funds</td>
</tr>
<tr>
<td>ESS</td>
<td>Electronic Security System</td>
</tr>
<tr>
<td>EU</td>
<td>European Union</td>
</tr>
<tr>
<td>EXLIZ</td>
<td>Human Resources Excellence Project</td>
</tr>
<tr>
<td>FAS</td>
<td>Faculty of Applied Sciences</td>
</tr>
<tr>
<td>FDI</td>
<td>Direct Foreign Investments</td>
</tr>
<tr>
<td>FEC</td>
<td>Faculty of Economics</td>
</tr>
<tr>
<td>FED CUNI</td>
<td>Faculty of Education, Charles University</td>
</tr>
<tr>
<td>FEE</td>
<td>Faculty of Electrical Engineering</td>
</tr>
<tr>
<td>FFA</td>
<td>Faculty of Fine Arts</td>
</tr>
<tr>
<td>FFA</td>
<td>Faculty of Philosophy and Arts</td>
</tr>
<tr>
<td>FFAUT</td>
<td>Faculty of Fine Arts, Brno University of Technology</td>
</tr>
<tr>
<td>FITB</td>
<td>Faculty of the Institute of Technology and Business in České Budějovice</td>
</tr>
<tr>
<td>FL</td>
<td>Faculty of Law</td>
</tr>
<tr>
<td>FMC</td>
<td>Faculty of TBU Multimedia Communications Zlín</td>
</tr>
<tr>
<td>FME</td>
<td>Faculty of Mechanical Engineering</td>
</tr>
<tr>
<td>FMO-TUO</td>
<td>Faculty of Mining and Geology – Technical University of Ostrava</td>
</tr>
<tr>
<td>FT</td>
<td>Final Thesis/Final Year Thesis/End-of-Study Thesis</td>
</tr>
<tr>
<td>G&amp;P</td>
<td>Grants and Projects</td>
</tr>
<tr>
<td>GACR</td>
<td>Grant Agency of the Czech Republic</td>
</tr>
<tr>
<td>GIS</td>
<td>Geographic Information System</td>
</tr>
<tr>
<td>HEC</td>
<td>Higher Education Council</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>IALS</td>
<td>Institute of Applied Language Studies</td>
</tr>
<tr>
<td>ICC</td>
<td>Information and Counselling Centre</td>
</tr>
<tr>
<td>ICT</td>
<td>Information and Communication Technologies</td>
</tr>
<tr>
<td>IdM</td>
<td>Identity Management</td>
</tr>
<tr>
<td>IELTS</td>
<td>International English Language Testing System</td>
</tr>
<tr>
<td>IHE</td>
<td>Institution of Higher Education</td>
</tr>
<tr>
<td>INIS</td>
<td>Integrated Information System of the University of West Bohemia</td>
</tr>
<tr>
<td>INP</td>
<td>Individual National Project</td>
</tr>
<tr>
<td>INV</td>
<td>Investment Funds</td>
</tr>
<tr>
<td>IPDF</td>
<td>Investment Property Development Fund</td>
</tr>
<tr>
<td>IPRM</td>
<td>Integrated Development Plan of the City of Pilsen</td>
</tr>
<tr>
<td>IRR</td>
<td>Information Register of R&amp;D Results</td>
</tr>
<tr>
<td>IS</td>
<td>Information System</td>
</tr>
<tr>
<td>IS/STAG</td>
<td>Study Administration and Information System</td>
</tr>
<tr>
<td>ISLS</td>
<td>International Summer Language School</td>
</tr>
<tr>
<td>IT</td>
<td>Information Technology</td>
</tr>
<tr>
<td>ITC</td>
<td>Information Technology Centre</td>
</tr>
<tr>
<td>ITI</td>
<td>Integrated Territorial Investment</td>
</tr>
<tr>
<td>JAPA</td>
<td>Janáček Academy of Performing Arts in Brno</td>
</tr>
<tr>
<td>KA</td>
<td>Key Activity</td>
</tr>
<tr>
<td>LL</td>
<td>Lifelong Learning</td>
</tr>
<tr>
<td>LLP</td>
<td>Lifelong Learning Programme</td>
</tr>
<tr>
<td>LSFDA</td>
<td>Ladislav Sutnar Faculty of Design and Art</td>
</tr>
<tr>
<td>LTP</td>
<td>Long-Term Plan</td>
</tr>
<tr>
<td>MENDELU</td>
<td>Mendel University in Brno</td>
</tr>
<tr>
<td>MEYS</td>
<td>Ministry of Education, Youth and Sports</td>
</tr>
<tr>
<td>MH</td>
<td>Ministry of Health</td>
</tr>
<tr>
<td>MU</td>
<td>Masaryk University</td>
</tr>
<tr>
<td>Acronym</td>
<td>Description</td>
</tr>
<tr>
<td>---------</td>
<td>-------------</td>
</tr>
<tr>
<td>NEXLIZ</td>
<td>New Excellence of Human Resources Project</td>
</tr>
<tr>
<td>NIV</td>
<td>Non-Investment Funds</td>
</tr>
<tr>
<td>NPE</td>
<td>Physical Education that does not constitute an academic field of study</td>
</tr>
<tr>
<td>NSP</td>
<td>National Sustainability Programme</td>
</tr>
<tr>
<td>NTC</td>
<td>New Technologies Research Centre</td>
</tr>
<tr>
<td>OP</td>
<td>Operational Programme</td>
</tr>
<tr>
<td>OU</td>
<td>Ostrava University in Ostrava</td>
</tr>
<tr>
<td>PBD</td>
<td>Personal Bibliographic Database</td>
</tr>
<tr>
<td>PC</td>
<td>Personal Computer</td>
</tr>
<tr>
<td>PE</td>
<td>Physical Education</td>
</tr>
<tr>
<td>PR</td>
<td>Public Relations</td>
</tr>
<tr>
<td>PU</td>
<td>Public University</td>
</tr>
<tr>
<td>PUC</td>
<td>Pilsen University City</td>
</tr>
<tr>
<td>Q-RAM</td>
<td>National Qualification Framework for Tertiary Education</td>
</tr>
<tr>
<td>QPI</td>
<td>Quality and Performance Indicator</td>
</tr>
<tr>
<td>R&amp;D</td>
<td>Research and Development</td>
</tr>
<tr>
<td>R&amp;DIDRI</td>
<td>Research and Development for Innovation</td>
</tr>
<tr>
<td>RA</td>
<td>Regional Authority</td>
</tr>
<tr>
<td>RAP</td>
<td>Registry of Artistic Performances</td>
</tr>
<tr>
<td>RCSMT</td>
<td>Research Centre for the Society of Modern Times</td>
</tr>
<tr>
<td>RCV</td>
<td>Lifelong Learning Council</td>
</tr>
<tr>
<td>RDA</td>
<td>Regional Development Agency</td>
</tr>
<tr>
<td>RDE</td>
<td>Research, Development and Education</td>
</tr>
<tr>
<td>RDI</td>
<td>Research, Development and Innovation</td>
</tr>
<tr>
<td>RICE</td>
<td>Regional Innovation Centre of Electrical Engineering</td>
</tr>
<tr>
<td>RIPO</td>
<td>Extension of Information Support</td>
</tr>
<tr>
<td>RIS3</td>
<td>National Research and Innovation Strategy for Smart Specialization of the Czech Republic</td>
</tr>
<tr>
<td>Abbreviation</td>
<td>Full Form</td>
</tr>
<tr>
<td>--------------</td>
<td>-----------</td>
</tr>
<tr>
<td>RO</td>
<td>Research Organization</td>
</tr>
<tr>
<td>RTI</td>
<td>Regional Technological Institute</td>
</tr>
<tr>
<td>S</td>
<td>Sports</td>
</tr>
<tr>
<td>SB</td>
<td>State Budget</td>
</tr>
<tr>
<td>SCI-INFO</td>
<td>Project SCI-INFO: Scientific Information Sources for the Czech Republic</td>
</tr>
<tr>
<td>SEN</td>
<td>Special Educational Needs</td>
</tr>
<tr>
<td>SLS</td>
<td>Standard Length of Study</td>
</tr>
<tr>
<td>SLU</td>
<td>Silesian University in Opava</td>
</tr>
<tr>
<td>SP</td>
<td>Study Programme</td>
</tr>
<tr>
<td>SRA</td>
<td>Asset Development Administration</td>
</tr>
<tr>
<td>SW</td>
<td>Software</td>
</tr>
<tr>
<td>TACR</td>
<td>Technology Agency of the Czech Republic</td>
</tr>
<tr>
<td>THE</td>
<td>Times Higher Education</td>
</tr>
<tr>
<td>TOIEC</td>
<td>Test of English for International Communication</td>
</tr>
<tr>
<td>TP</td>
<td>Tender Procedure</td>
</tr>
<tr>
<td>TUL</td>
<td>Technical University in Liberec</td>
</tr>
<tr>
<td>U3A</td>
<td>University of the Third Age</td>
</tr>
<tr>
<td>UCT</td>
<td>University of Chemistry and Technology, Prague</td>
</tr>
<tr>
<td>UD</td>
<td>University of Defence in Brno</td>
</tr>
<tr>
<td>UEC</td>
<td>University of Economics, Prague</td>
</tr>
<tr>
<td>UHK</td>
<td>University of Hradec Králové</td>
</tr>
<tr>
<td>UJEP</td>
<td>Jan Evangelista Purkyně University in Ústí nad Labem</td>
</tr>
<tr>
<td>UL</td>
<td>University Library</td>
</tr>
<tr>
<td>UPCE</td>
<td>University of Pardubice</td>
</tr>
<tr>
<td>UPOL</td>
<td>Palacky University Olomouc</td>
</tr>
<tr>
<td>USB</td>
<td>University of South Bohemia in České Budějovice</td>
</tr>
<tr>
<td>UTB</td>
<td>Tomáš Bata University in Zlín</td>
</tr>
<tr>
<td>UWB</td>
<td>University of West Bohemia</td>
</tr>
<tr>
<td>Acronym</td>
<td>Full Form</td>
</tr>
<tr>
<td>---------</td>
<td>-----------</td>
</tr>
<tr>
<td>VAT</td>
<td>Value Added Tax</td>
</tr>
<tr>
<td>VPU</td>
<td>Veterinary and Pharmaceutical University</td>
</tr>
<tr>
<td>VRDER</td>
<td>Vice-Rector for Development and External Relations</td>
</tr>
<tr>
<td>VRTL</td>
<td>Vice-Rector for Teaching and Learning</td>
</tr>
<tr>
<td>WHO</td>
<td>World Health Organisation</td>
</tr>
<tr>
<td>WoS</td>
<td>Web of Science</td>
</tr>
</tbody>
</table>
1. UWB Missions, Visions and Key Values

We want to be a modern and prosperous university that has correctly defined its position in higher education and is, in this context, successful, distinctive, and unique. We are committed to the tradition of a high-quality technical university, and, at the same time, we strive to be recognized as a prosperous open multidisciplinary university, responsible for its professional and societal role. The University of West Bohemia has an unmistakable identity and emphasizes that it is a stable and balanced Institution that systematically implements its long-term strategy.

UWB’s Position and Role

The University of West Bohemia (UWB) was established on the basis of Act No. 314/91 Coll. of August 9, 1991, by merging the Faculties of Mechanical Engineering and Electrical Engineering with the Faculty of Education. The roots of our University lie in technical education and training of future teachers. In particular, long-term ties with industry in the Pilsen region and targeted graduates' training for industrial enterprises have significantly contributed to the extraordinarily high level of technical education in Pilsen. The basics of our Institution, since its beginning, have been firmly connected with the industrial tradition of our region and, in general, also with the development of engineering and electrical engineering industries in Czechoslovakia and, later, in the Czech Republic.

The technical faculties of UWB (the Faculty of Mechanical Engineering and the Faculty of Electrical Engineering), including the Faculty of Applied Sciences (conceived as a faculty focusing on technical and natural sciences), have fully followed this tradition. In 2000, the Institute of New Technologies was established, which continued with a historically proven, direct collaboration with industry, and focused on the development of applied research and direct cooperation with industry. After the establishment of four research centres within the R&DI operational programme, UWB underwent a huge development. Each centre develops significant cooperation with industry. Their research is strongly focused on mechanical engineering, electrical engineering, the area of materials and advanced material technologies, and information technologies.

The University of West Bohemia has, in its development, fully followed the long-term successful activity of the University of Mechanical and Electrical Engineering. UWB has managed to use the experience from cooperation with industry and is now a guarantor of high-quality technical education, which is connected to quality basic and applied research. In this respect, UWB can rightly be ranked among the major technical universities in the Czech Republic.

Additionally, the founders of the University of West Bohemia were able to give significant impetus to all further development of the University and gradually enriched the University by adding a number of fields within newly emerging faculties (Faculties of Law, Economics, Philosophy and Arts, Health Care Studies and Design and Art). Together with the long-established Faculty of Education, a real "universitas" created in Pilsen is providing a broad spectrum of education fully connected with research and creative activities. UWB has thus created a new dimension of
the highest education in the region, which has enriched the region, and has also significantly strengthened the University's own social mission.

From the point of view of its size (the ninth in the Czech Republic in terms of number of students), the research performance (the eighth among the universities in the Czech Republic), and the varied spectrum of both humanities and technical fields, UWB can be ranked among the most prominent non-specialized regional universities in the Czech Republic.

The University of West Bohemia in Pilsen can be seen in two perspectives – as an important technical school with a long-standing tradition and as a non-specialized "young" University. An important impetus for this long-term plan is the correct differentiation of these two views and the creation of a strategic plan in which both roles of UWB complement and enrich each other without being confused, which could result in possible misinterpretations and unjustified expectations. We also consider it crucial to correctly define the status of UWB, both within the Czech Republic and in a wider context, not only in the framework of these two perspectives, but also in direct connection with them.

UWB demonstrably represents an indispensable institution for accelerating the economic development of Southwest Bohemia. Knowledge economy, which is undoubtedly the hallmark of modern society, cannot be successfully developed in the long run without a strong link to a modern higher education institution based on many years of educational, scientific and research experience. This fact is totally accepted by the regional self-governing authorities of the Pilsen and Karlovy Vary regions. The importance of higher education is embedded in all strategic documents of relevant regional, national and European authorities. UWB perceives its important role in this context and reflects it fully in its strategic plan.

**Vision 2020**

The Long-Term Plan for the years 2016-2020 builds on the Long-Term Plans for 2006-2011 and 2011-2015; it consistently accepts the continuity of the University’s development while responding to changing external conditions; it reflects the transformation of interest in higher education, students’ increasing lack of focus in terms of the choice of “their fields” and changing motivations and readiness of current prospective students. The Long-Term Plan 2016-2020 is complementary to national and regional strategies (RIS3, Integrated Territorial Investment) and is in line with the Ministry of Education, Youth and Sports and other strategic documents (Europe 2020 and others).

UWB has an ambitious strategic plan whose goal is creating a successful and prosperous University in both the national and international contexts. UWB strives, in the different segments of its activities and roles, to act by 2020 in the following ways:

UWB is a respected and successful educational institution. The labour market is interested in its graduates, within the region, the Czech Republic, and the whole of the EU. Educational activities are high quality, and are continuously monitored and evaluated; the quality of doctoral programmes is assessed in a special way that places great emphasis on quality results in research, development and creative activities. A significant part of educational and professional
activities is also performed in a wider international space; a significant number of foreign students, lecturers and professionals study at or work for UWB.

The structure and composition of study programmes (both academically and professionally focused), including support and remedial courses, creates a wide range of opportunities to achieve appropriate education, including the acquisition of transferable competencies for a diverse range of differently prepared or gifted prospective students, and minimizes the number of dropouts. UWB is able to attract even the first-year students, who are only vaguely oriented, and direct them to their further education. An important added value of UWB is a functioning system that allows for appropriate individual profiling of students in relation to their future possible jobs.

Under this system, UWB effectively cooperates with employers and involves students, during their studies, in joint projects with companies and institutions. These tools increase the opportunities for appropriate recruitment of graduates to their own satisfaction and to the satisfaction of potential employers. Within the system thus established, UWB flexibly reacts to unstable external conditions, integrates students with specific needs into the educational process and effectively responds to societal demands.

UWB places great emphasis on the quality of Doctoral studies and creates conditions for PhD students to have the opportunity to become active members of major research, development or other creative teams, and to engage in wider international cooperation.

Research and Other Creative Activities

UWB protects the freedom of creative research and artistic creation, supports critical thinking and free access to information, and respects democratic and academic values. In its creative activities, UWB covers and links technical fields, natural sciences, humanities, healthcare and artistic disciplines, for which the University has defined their core priorities. In research and artistic activities, UWB is one of the most important institutions in the Czech Republic and is recognized in the international environment. Creative and educational activities strongly influence each other. The University develops basic and applied research as well as activities directly related to innovation and knowledge transfer. Through its research, development, and innovation activities, the University contributes to enriching public knowledge, sustainable development, and addressing societal challenges.

In some fields, UWB develops research activities of international importance. UWB has profiled several master and doctoral programmes that are linked to these activities, and the conditions for their stable development have been created. An effective talent search system together with long-established national and international contacts ensure continuous acquisition of high-quality and motivated students in these programmes, whether within the Czech Republic or in the international sphere.

UWB runs an effective knowledge transfer system, in which focused, high-quality, and motivated students are appropriately involved. The system is based on intensive and continuous collaboration with companies and institutions, professionals-practitioners, and an effective system of looking for promising know-how and its reliable protection.
The Third Role

UWB is fully aware of the role it plays in the society. In particular, our **direct influence on the young generation** in an extremely important period of their personal development is a highly responsible commitment for us. We are doing our utmost to make the external manifestations of UWB and its internal environment give everyone a clear signal that we behave openly, transparently and honestly.

UWB also plays an important role in **societal and cultural dialogues**, creates space for public debates, and contributes to openness, critical thinking, expertise, and culture. Just by pursuing its professional activities in the whole spectrum, the University already contributes to the dissemination of values and knowledge in the society in many different ways. UWB is a place where people of different generations and cultural and social backgrounds meet, learn from each other, and create new values together. Students and graduates of UWB are significantly involved in these activities and thus are also involved in the future direction of UWB and the fulfilment of its mission.

We conceive the direct social and professional impact (the Third Role) of our University very seriously and with full responsibility. We devote great attention to this role, whether in internal or external communication, in the media presentation of the University, or in everyday activities.

Management

The **UWB Management** is based on effective tools enabling the implementation of activities aimed at fulfilling its strategy, creating a stable legislative, personnel and financial environment and significantly limiting the riskiness of its activities. The management system has the utmost respect for the high degree of autonomy of individual University Parts and academic freedoms. An integral part of the management system is work with human resources, with a view to ensuring the quality of all activities of the University as well as to the personnel and individual development of individual employees.

UWB implements its activities within **effective mutual cooperation** with its Faculties and the University Institutes, and actively uses its diversity for interdisciplinary educational and professional activities and the optimization of these activities.

Cooperation and External Relations

UWB is, very seriously, thinking about the contexts of its activities in a wider environment, whether the city of Pilsen, the Pilsen region, the Czech Republic, the cross-border areas, or the whole of the European Union. We must always view our role with full pride and respect for our *alma mater*, and, at the same time, realistically and appropriately with regard to the situation in our "market" segment and the general social situation that we always try to properly evaluate.

We pay close attention to the analysis of the situation in the Czech Republic, especially in the area of secondary and tertiary education, as well as in research and other creative activities. Our position and strategic goals need to be properly and realistically evaluated. We believe that within the relatively small Czech Republic, it is **of advantage to cooperate**
**and reasonably negotiate** rather than only to compete hard in the whole spectrum of activities and make extraordinary efforts in areas where we simply cannot play a priority role.

We feel strongly that in tertiary education it is no longer an advantage to try to implement our strategy completely autonomously, regardless of other higher education Institutions, significant changes of context, and general social development. We consider strategically focused cooperation within the whole of the Czech Republic, with well-defined roles of individual universities and well-spaced segments of education, to be a reasonable and effective way.

We also understand, in great detail, the situation in the region and the surrounding area. We closely cooperate with the city and the region, and participate in a common strategy in education, employment, and the development of the knowledge society.

Our position in the vicinity of Bavaria is an extraordinary advantage that we can capitalize on very well. We are committed to developing systematic cooperation in the field of education, research, other creative activities, transfer of knowledge, and cooperation with potential employers of our graduates.

UWB develops inter-faculty cooperation in such a way as to support interdisciplinary study programmes as well as research and creative activities. The strategic management of our University enables us to implement the optimal way in which we can use the expertise of individual Faculties and the University Institutes for effective development of UWB.

**In order to achieve this vision, UWB wants to respect the following basic values:**

- freedom, democracy, and traditional moral values of Euro-American civilization,
- harmonious development of individuals and society,
- academic freedoms and responsibility,
- professionalism and discipline,
- sense of economy and ethics,
- expertise and universality,
- knowledge and applicability,
- anchoring in regional, national and European space,
- sustainable development of the knowledge society.

**UWB’s Credo is:**

We stand for values that will prove valid in the changing world.
2. Starting Points of the UWB Long-Term Plan

2.1 Sources of Information

The basic starting point for the preparation of this Long-Term Plan was the evaluation of the results achieved in the years 2011-2015 in the implementation of the strategic documents of UWB and the University Parts. As part of the preparation of this Long-Term Plan, key national and European strategic documents were also used – see the list of literature.

UWB's Long-Term Plan for the period 2016-2020 is based on knowledge of basic economic trends that determine the directions of development of UWB. The University of West Bohemia, by its very nature, is part of its closest neighbourhood, i.e. the City of Pilsen and the Pilsen Region. In this sense, strategic documents of the City of Pilsen and the Pilsen Region, especially in the field of economic development, are essential to assess the further directions of the University. The Long-Term Plan of UWB also responds to the key strategic objectives of MEYS in the context of European grant programmes. In order to assess the future directions of UWB, partial internal strategic documents and project documentation of some research and educational development projects are important.

2.2 Position and Mission of UWB in the Tertiary Sphere of Education

UWB is one of the medium-sized public universities in the Czech Republic. The implemented study programmes include an extremely varied range of areas of education. In addition to technical sciences (information and communication technologies, electrical engineering, mechanical engineering), they include training in the fields of teaching, legal sciences, humanities, social sciences, mathematics, physics, economics, nursing, art, and design. In respect to the number of students, UWB ranks ninth among public universities – see Chart 1.

As far as the territory is concerned, UWB is located at the interface of regions that differ significantly in the aspirations of the younger generation. The Prague agglomeration offers the group of 19-year-olds very above-average study chances (over 70% of the members of the given age group), the Pilsen region offers the national average (about 50%), and the border area, especially the Tachov Region and the Karlovy Vary Region, (30%). Due to its geographical location, UWB represents a chance to compensate for disproportionate regional differences and to develop social mobility.

In the number of graduates according to the budgetary data for 2013, UWB occupies the 10th place among public universities – see Chart 2.

UWB is demonstrably an irreplaceable institution for accelerating the economic development of Southwest Bohemia. The
knowledge economy, which is undoubtedly a characteristic feature of modern society, cannot succeed in the long run without a strong link to a modern higher education institution based on many years of educational and scientific research experience.

The regional self-governing authorities of the Pilsen and Karlovy Vary Regions fundamentally accept this fact. The importance of higher education is embedded in all strategic documents of relevant regional, national and European authorities.

Chart 1: Total number of students by 31.10.2014.

Source: MEYS.
In the draft chapters of UWB's Long-Term Plan, it is important to follow the financing trends of UWB, which are affected by student limits set by MEYS. The following analyses show recent trends in this area. It is necessary to respond appropriately to this unfavourable development. The draft chapters of UWB's Long-Term Plan bring strategic directions for qualitative development of UWB in all areas of the University's activities.

Chart 3: Development of MEYS limits for UWB in the years 2011-2015.

Source: MEYS.
Table 1: Development of limits for numbers of UWB students in the years 2011-2015 (after correction).

<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>UWB</td>
<td>16,567</td>
<td>15,664</td>
<td>13,604</td>
<td>12,388</td>
<td>11,071</td>
</tr>
<tr>
<td>FAS</td>
<td>1,570</td>
<td>1,623</td>
<td>1,462</td>
<td>1,479</td>
<td>1,464</td>
</tr>
<tr>
<td>LSFDA</td>
<td>485</td>
<td>465</td>
<td>438</td>
<td>426</td>
<td>429</td>
</tr>
<tr>
<td>FEC</td>
<td>2,165</td>
<td>2,135</td>
<td>1,893</td>
<td>1,614</td>
<td>1,443</td>
</tr>
<tr>
<td>FEE</td>
<td>2,015</td>
<td>1,970</td>
<td>1,689</td>
<td>1,652</td>
<td>1,523</td>
</tr>
<tr>
<td>FPA</td>
<td>2,843</td>
<td>2,855</td>
<td>2,545</td>
<td>2,061</td>
<td>1,643</td>
</tr>
<tr>
<td>FED</td>
<td>2,860</td>
<td>2,610</td>
<td>2,522</td>
<td>2,055</td>
<td>1,704</td>
</tr>
<tr>
<td>FL</td>
<td>2,224</td>
<td>1,667</td>
<td>1,095</td>
<td>1,149</td>
<td>1,023</td>
</tr>
<tr>
<td>FME</td>
<td>1,645</td>
<td>1,539</td>
<td>1,192</td>
<td>1,224</td>
<td>1,148</td>
</tr>
<tr>
<td>FHS</td>
<td>760</td>
<td>800</td>
<td>768</td>
<td>728</td>
<td>694</td>
</tr>
</tbody>
</table>

Source: MEYS.
Table 2: Comparison of the development of student number limits among public higher education institutions in the Czech Republic.

<table>
<thead>
<tr>
<th>Limits of numbers of newly admitted students (1st year students, in SLS+1 counted, agreed and financed students)</th>
<th>Limit 2011</th>
<th>Limit 2012 (incl. 10% bonus)</th>
<th>% change</th>
<th>Limit 2013</th>
<th>Limit 2012 (incl. 10% bonus)</th>
<th>% change</th>
<th>Limit 2013</th>
<th>Limit 2014</th>
<th>% change</th>
<th>Limit 2014</th>
<th>Limit 2015</th>
<th>% change</th>
</tr>
</thead>
<tbody>
<tr>
<td>PU Total</td>
<td>332,483</td>
<td>317,684</td>
<td>-4.45%</td>
<td>317,684</td>
<td>304,025</td>
<td>-4.30%</td>
<td>304,025</td>
<td>289,482</td>
<td>-4.78%</td>
<td>289,482</td>
<td>270,309</td>
<td>-6.62%</td>
</tr>
<tr>
<td>11,000 CUNI</td>
<td>44,056</td>
<td>42,393</td>
<td>-3.77%</td>
<td>42,393</td>
<td>42,891</td>
<td>1.17%</td>
<td>42,891</td>
<td>42,872</td>
<td>-0.05%</td>
<td>42,872</td>
<td>41,472</td>
<td>-3.26%</td>
</tr>
<tr>
<td>12,000 USB</td>
<td>12,465</td>
<td>11,928</td>
<td>-4.31%</td>
<td>11,928</td>
<td>10,994</td>
<td>-8.3%</td>
<td>10,994</td>
<td>10,286</td>
<td>-6.44%</td>
<td>10,286</td>
<td>9,058</td>
<td>-11.94%</td>
</tr>
<tr>
<td>13,000 UKJP</td>
<td>10,749</td>
<td>10,109</td>
<td>-6.56%</td>
<td>10,109</td>
<td>9,532</td>
<td>-6.71%</td>
<td>9,532</td>
<td>8,858</td>
<td>-7.07%</td>
<td>8,858</td>
<td>8,043</td>
<td>-9.20%</td>
</tr>
<tr>
<td>14,000 MU</td>
<td>40,495</td>
<td>39,135</td>
<td>-3.36%</td>
<td>39,135</td>
<td>37,774</td>
<td>-3.68%</td>
<td>37,774</td>
<td>36,081</td>
<td>-4.84%</td>
<td>36,081</td>
<td>33,532</td>
<td>-7.06%</td>
</tr>
<tr>
<td>15,000 UPOL</td>
<td>20,821</td>
<td>20,548</td>
<td>-1.31%</td>
<td>20,548</td>
<td>20,011</td>
<td>-2.62%</td>
<td>20,011</td>
<td>19,106</td>
<td>-4.52%</td>
<td>19,106</td>
<td>17,478</td>
<td>-8.52%</td>
</tr>
<tr>
<td>16,000 VPU Brno</td>
<td>2,708</td>
<td>2,689</td>
<td>-0.67%</td>
<td>2,689</td>
<td>2,585</td>
<td>-3.99%</td>
<td>2,585</td>
<td>2,585</td>
<td>0.00%</td>
<td>2,585</td>
<td>2,419</td>
<td>-6.42%</td>
</tr>
<tr>
<td>17,000 OU</td>
<td>9,694</td>
<td>8,934</td>
<td>-7.84%</td>
<td>8,934</td>
<td>8,490</td>
<td>-4.97%</td>
<td>8,490</td>
<td>8,302</td>
<td>-2.12%</td>
<td>8,302</td>
<td>7,935</td>
<td>-4.42%</td>
</tr>
<tr>
<td>18,000 UHK</td>
<td>8,306</td>
<td>7,946</td>
<td>-4.33%</td>
<td>7,946</td>
<td>7,515</td>
<td>-5.42%</td>
<td>7,515</td>
<td>7,034</td>
<td>-6.40%</td>
<td>7,034</td>
<td>6,069</td>
<td>-13.72%</td>
</tr>
<tr>
<td>19,000 SLU</td>
<td>8,533</td>
<td>7,533</td>
<td>-11.72%</td>
<td>7,533</td>
<td>6,752</td>
<td>-10.37%</td>
<td>6,752</td>
<td>6,140</td>
<td>-9.06%</td>
<td>6,140</td>
<td>5,241</td>
<td>-14.64%</td>
</tr>
<tr>
<td>21,000 CTU</td>
<td>21,961</td>
<td>20,946</td>
<td>-4.62%</td>
<td>20,946</td>
<td>20,461</td>
<td>-2.31%</td>
<td>20,461</td>
<td>19,890</td>
<td>-2.79%</td>
<td>19,890</td>
<td>19,959</td>
<td>0.35%</td>
</tr>
<tr>
<td>22,000 UCT Prague</td>
<td>3,465</td>
<td>3,320</td>
<td>-4.16%</td>
<td>3,320</td>
<td>3,364</td>
<td>1.31%</td>
<td>3,364</td>
<td>3,489</td>
<td>3.72%</td>
<td>3,489</td>
<td>3,631</td>
<td>4.07%</td>
</tr>
<tr>
<td>23,000 UWB</td>
<td>16,510</td>
<td>15,207</td>
<td>-7.79%</td>
<td>15,207</td>
<td>13,604</td>
<td>-10.54%</td>
<td>13,604</td>
<td>12,388</td>
<td>-8.94%</td>
<td>12,388</td>
<td>11,071</td>
<td>-10.63%</td>
</tr>
<tr>
<td>24,000 TUL</td>
<td>9,148</td>
<td>8,580</td>
<td>-6.21%</td>
<td>8,580</td>
<td>7,998</td>
<td>-6.79%</td>
<td>7,998</td>
<td>7,313</td>
<td>-8.56%</td>
<td>7,313</td>
<td>6,735</td>
<td>-7.90%</td>
</tr>
<tr>
<td>25,000 UPCE</td>
<td>10,272</td>
<td>9,473</td>
<td>-7.78%</td>
<td>9,473</td>
<td>8,817</td>
<td>-6.92%</td>
<td>8,817</td>
<td>7,919</td>
<td>-10.18%</td>
<td>7,919</td>
<td>7,100</td>
<td>-10.34%</td>
</tr>
<tr>
<td>26,000 BUT in Brno</td>
<td>21,746</td>
<td>20,373</td>
<td>-6.31%</td>
<td>20,373</td>
<td>19,839</td>
<td>-2.62%</td>
<td>19,839</td>
<td>19,289</td>
<td>-2.77%</td>
<td>19,289</td>
<td>18,665</td>
<td>-3.24%</td>
</tr>
<tr>
<td>27,000 FMG-TUO</td>
<td>21,729</td>
<td>20,507</td>
<td>-5.62%</td>
<td>20,507</td>
<td>18,674</td>
<td>-8.94%</td>
<td>18,674</td>
<td>17,414</td>
<td>-6.75%</td>
<td>17,414</td>
<td>16,221</td>
<td>-6.85%</td>
</tr>
<tr>
<td>28,000 UTB in Zlin</td>
<td>12,873</td>
<td>12,132</td>
<td>-5.75%</td>
<td>12,132</td>
<td>11,087</td>
<td>-8.61%</td>
<td>11,087</td>
<td>10,065</td>
<td>-9.22%</td>
<td>10,065</td>
<td>8,828</td>
<td>-12.29%</td>
</tr>
<tr>
<td>31,000 UEC</td>
<td>18,568</td>
<td>17,570</td>
<td>-5.38%</td>
<td>17,570</td>
<td>16,791</td>
<td>-4.43%</td>
<td>16,791</td>
<td>16,022</td>
<td>-4.58%</td>
<td>16,022</td>
<td>15,084</td>
<td>-5.85%</td>
</tr>
<tr>
<td>41,000 CUA in Prague</td>
<td>20,660</td>
<td>19,077</td>
<td>-7.66%</td>
<td>19,077</td>
<td>18,214</td>
<td>-7.44%</td>
<td>18,214</td>
<td>19,106</td>
<td>-7.72%</td>
<td>19,106</td>
<td>15,509</td>
<td>-8.24%</td>
</tr>
<tr>
<td>43,000 MENDELU</td>
<td>10,234</td>
<td>10,019</td>
<td>-2.10%</td>
<td>10,019</td>
<td>9,530</td>
<td>-4.88%</td>
<td>9,530</td>
<td>8,721</td>
<td>-8.49%</td>
<td>8,721</td>
<td>7,841</td>
<td>-10.09%</td>
</tr>
<tr>
<td>51,000</td>
<td>1,265</td>
<td>1,246</td>
<td>-1.52%</td>
<td>1,246</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>52,000 Artistic PU (APA, AFA, AAAD and PA)</td>
<td>323</td>
<td>320</td>
<td>-0.87%</td>
<td>320</td>
<td>2,740</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>53,000</td>
<td>449</td>
<td>435</td>
<td>-3.23%</td>
<td>435</td>
<td>2,740</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>54,000</td>
<td>694</td>
<td>683</td>
<td>-1.51%</td>
<td>683</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>55,000 CPJ Jiřího</td>
<td>2,922</td>
<td>3,117</td>
<td>6.68%</td>
<td>3,117</td>
<td>3,154</td>
<td>1.19%</td>
<td>3,154</td>
<td>2,641</td>
<td>-16.27%</td>
<td>2,641</td>
<td>2,285</td>
<td>-13.48%</td>
</tr>
<tr>
<td>56000 FITB</td>
<td>2,001</td>
<td>2,865</td>
<td>43.15%</td>
<td>2,865</td>
<td>3,209</td>
<td>12.03%</td>
<td>3,209</td>
<td>3,427</td>
<td>6.79%</td>
<td>3,427</td>
<td>3,393</td>
<td>-0.99%</td>
</tr>
</tbody>
</table>

Source: MEYS.
2.3 Position of UWB in the Area of RDI

UWB is an important research institution with a long tradition and with a strong link to the industrial potential of the Pilsen metropolitan area. The main areas where UWB achieves excellent results are mathematics, applied physics, cybernetics, applied mechanics, information technology and material engineering. UWB demonstrates its traditional abilities to cooperate with the application sphere on specific issues in the fields of electrotechnics, power engineering and engineering. UWB shows research potential in the areas of archaeology, anthropology, political science, legal sciences and geomatics (the Geographic Information System).

UWB has exceptionally good prerequisites for creating heterogeneous teams for solving real problems of applied research. This represents a significant challenge for increasing the extent of the transfer of knowledge into practice as well as the methods used for industrial property protection, etc.

Within UWB, scientific works were carried out which received extraordinary responses. Their importance was appreciated in the framework of the Czech Head project, through obtaining awards of international foundations and the MEYS Prize for Merit in RDI.

UWB has elaborated detailed descriptions of the basic directions of research. The key factor is the link to two higher strategies:

National Strategy for Smart Specialization of the Czech Republic (National RIS3)

The purpose of the RIS3 strategy is to effectively direct financial resources (European, national, regional and private) into activities leading to the strengthening of innovation capacities and to priority activities that can increase the competitiveness of the Czech Republic, including focusing on specific promising areas of specialization. The RIS3 strategy assumes that, in the case of higher levels of different types of technical innovation, research organizations are also significant entities in innovative business processes. This is particularly true in areas where there is a creative interaction between research organizations, businesses, and markets. The National RIS3 devotes specific attention to the promotion of innovation that has the greatest potential to exploit research results. At the same time, the strategy takes into account the structure of the local economy with a high share of traditional industries, and the importance of non-technical innovations, for the acquisition and maintenance of the competitive advantage of firms. In addition to innovations in companies, attention is also focused on innovation in the public and non-profit sectors. UWB is the largest research organization in the Pilsen region, both in the number of applied research projects it implements, and in the number of results of research, development, and innovation that are the output of its activities. The unique composition and the wide range and multidisciplinary scope of UWB's research, development, and innovation make it one of the key actors in the implementation of the National Strategy of Smart Specialization in the Pilsen Region.
Integrated Territorial Investments (ITI)

The purpose of ITI is to develop the competitiveness of the Pilsen metropolitan area through the cooperation of research organizations, including universities, with business practice and human resources development, especially in technical and high-added-value fields, migration of a highly skilled promising workforce and increasing the overall attractiveness of the Pilsen metropolitan area for life. As the only University based in the city of Pilsen, UWB is one of the pillars of the development of the metropolitan area, which is the subject of interventions of the territorial dimension of ITI, in the territory of which more than 300,000 inhabitants live and work.

The results of science and research recorded in the RIV databases represent a significant source of income for UWB. Changing the manner of institutional R&D funding in 2013 increased the relevance of publication results; it introduces peer-review evaluations of selected results, and changes the importance of non-publication results when appreciating their financial values rather than their numbers (with the exception of patents).

This change somewhat complicates the evaluation of the trends of the results of science and research at UWB also in comparison with other research organizations. It is likely that the volume of financial resources from the RDI application results will be relatively decreasing in the next period.

The position of the University of West Bohemia among other universities in the Czech Republic is very significant, as the following table demonstrates (the 8th position). The measures that have been taken can make a significant contribution to increasing the amount of contractual research gained and the importance of knowledge transfer which would not only affect contractual research.

The evaluation of the level of science, research, and innovation at UWB is shown in the following table:

**Table 3: Evaluation of research organizations 2013 (results in the years 2008–2012).**

| University of West Bohemia | 87,380,989 |
| University of South Bohemia in České Budějovice | 85,145,016 |
| University Pardubice | 70,159,720 |
| Czech University of Agriculture in Prague | 65,496,234 |
| Mendel University in Brno | 56,205,704 |
| University Tomáš Bata in Zlín | 43,135,663 |
| Technical University in Liberec | 39,963,227 |
| Ostrava University in Ostrava | 36,757,382 |

Source: The Research, Development and Innovation Council.
The position of the UWB in comparison with other universities in the Czech Republic can be assessed on the basis of international charts. Every year, UWB acquires its Institutional Profile developed by Thomson Reuters (THE – Times Higher Education). At the same time, the position of UWB in the evaluation of research institutions in the Czech Republic (data from SCOPUS, SCIMAGO evaluation) is monitored, as can be seen from the following table:

Table 4: UWB's position within the Czech Republic in order of number of publications in scientific journals indexed in the Scopus database.

<table>
<thead>
<tr>
<th>Year</th>
<th>Position in CZ</th>
<th>Position in the world</th>
</tr>
</thead>
<tbody>
<tr>
<td>2009</td>
<td>23rd</td>
<td>1,943rd</td>
</tr>
<tr>
<td>2014</td>
<td>14th</td>
<td>1,728th</td>
</tr>
</tbody>
</table>

Source: Scimago Institutions Rankings.

Pilsen forms, along with Prague, Brno, Olomouc, and Ostrava, a natural centre of broadly focused research. These five centres are complemented by two specialized research centres, namely Pardubice (Chemistry), and České Budějovice (Biology). Pilsen is characterized by excellent results in Material Engineering, Information and Communication Technologies, Mathematics, and Applied Physics.

The University of West Bohemia is a research University, where most faculties and institutes perform quality basic and applied research of international and national importance. At five faculties (FAS, FME, FEE, FL, and FPA), the ratio between institutional funding and the basic contribution is higher than 0.25. UWB's research output is more than double in 2015 compared to 2010 (in terms of both points and finances). The teams of newly established RDI centres play the decisive role in this result; social sciences and humanities have a significant share of 22%.

Trends in science and research performance are documented in the following charts:

Chart 4: Development of the number of RIV points obtained in 2010-2014 at UWB (in thousands).

Source: The Research, Development and Innovation Council.
Chart 5: Subsidies for the long-term conceptual development of Research Organizations for UWB (subsidies according to RIV points) in 2010-2014 (in CZK thousands).

Source: IS Magion.
2.4 Participation in Non-Governmental and Regional Activities

a) UWB is involved in significant regional activities (in the Pilsen, the South Bohemian and the Karlovy Vary Regions).

b) The primary partners are representatives of the Pilsen Region and the statutory city of Pilsen. UWB staff are involved in activities of advisory committees of these institutions. These are mainly committees for education, human resources development, regional development, etc. UWB also has very good relations with the South Bohemian Region, the Karlovy Vary Region, including the City of Karlovy Vary, and the City of Cheb; UWB representatives are members of these regions’ committees for education and other similar committees as well.

c) Long-term cooperation with subordinate institutions of the regional authorities in the area of support of research and development is also important. UWB partners include, above all, the Business and Innovation Centre (BIC, s.r.o), the Regional Development Agency, o.p.s, and the Science and Technology Park Pilsen, a.s. UWB also has very good relations with the Karlovy Vary Region’s similar institutions.

d) UWB has developed long-term cooperation with the Regional Chambers of Commerce, Labour Offices, etc. UWB or its Faculties are members of some cluster activities in these regions.

e) UWB demonstrates a broad synergy with regional education, especially secondary schools.

f) UWB has developed significant cooperation with important non-governmental, non-profit organizations with regional and national remits.

Links to the Economic Situation in the Region

In order to assess the ability of UWB to accelerate its own performance, the link with the surrounding area in the context of the economic strength of the Region, which mainly results in possibilities of using UWB capacities to cooperate with partners, is essential. In the Regional Annex of the National Strategy of Smart Specialization of the Czech Republic (National RIS3), the Pilsen Region is rated as follows:

- Gross Domestic Product (GDP)/inhabitant = 326 thousand CZK = 4th place in the CZ (average: 365,000 CZK)
- A relatively large share of agriculture in GDP (about 4%)
- The share of the manufacturing industry in GDP is about 32% (the 8th place in % in the Czech Republic)
- The share in GDP of the Czech Republic is about 6% = an average economically efficient region
- Unemployment (12/2013) = 6%
- Compared to other regions, the Pilsen Region has a high level of foreign investment (70% of Foreign Direct Investment throughout the Czech Republic is located in the Pilsen region)
The result of the analysis shows that UWB has opportunities to increase its own performance in all relevant areas of its scope as it develops its activities in an economically stable region.

2.5 Participation in International Activities

UWB has been involved in international training programmes: Lifelong Learning Programme/Erasmus, Leonardo da Vinci, European Economic Area/Norway Financial Mechanisms, Comenius, Ceepus, Aktion, the Visegrad Fund, the Czech-German Fund for the Future, Deutscher Akademischer Austausch Dienst, Tempus and Jean Monnet. Since the academic year 2014/2015, UWB has been involved in the Erasmus+ programme, which brings together part of the above-mentioned programmes. UWB is not involved in the Erasmus Mundus programme yet.

The highest number of mobilities has been implemented within the Erasmus project. These are study and professional internships for UWB students abroad; academic staff and UWB staff can participate in training sessions and training abroad. This has also increased the attractiveness of UWB for foreign students coming in, in terms of both study and professional internships. Foreign employees have also been recruited for the above-mentioned activities.

Graduates, up to two years after their graduation from UWB, have had the opportunity to participate in professional internships abroad under the Leonardo da Vinci programme, and thus increase their competitiveness on the European Labour Market.

The number of implemented mobilities corresponds to the strategic intents of UWB; the number has been growing well over the long term and is slightly growing now compared to the decreasing total number of students studying at UWB (see the Table of Mobilities 2011-2014).

UWB received the ECTS Label Certificate in December 2012, and thus retained its position as a high-quality educational institution in the European Higher Education Space. In view of the preparation for the new ERASMUS+ 2014-2020 programming period, the University obtained the Charter for Higher Education 2014-2020 and the Diploma Supplement Certification at the end of 2013. Both certificates contribute to UWB’s reputation in the world and increase its international attractiveness.

International cooperation is implemented at both the University and the Faculty levels; it includes, in addition to mobilities of students and academic staff, the creation of international research teams (in particular the 7th Framework Programme and community projects), and other forms of partnership between UWB and foreign institutions.

At present, UWB has about 370 inter-institutional contracts of the ERASMUS+ programme concluded and has almost 90 bilateral agreements with foreign partners in 35 countries in the world.
An overview of the mobility development is given in the following table:

Table 5: Mobility development in the period 2011–2014.

<table>
<thead>
<tr>
<th>Year Programme</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014 (as of 9.1.2015)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Erasmus – outgoing (study+ placement)</td>
<td>431 (406 + 25)</td>
<td>445 (419 + 26)</td>
<td>410 (376 + 34)</td>
<td>408 (367 + 41)</td>
</tr>
<tr>
<td>Outside Erasmus – outgoing (MEYS)</td>
<td>114</td>
<td>126</td>
<td>157</td>
<td>150</td>
</tr>
<tr>
<td>Erasmus – incoming (study + placement)</td>
<td>218 (205 + 13)</td>
<td>219 (213 + 6)</td>
<td>257 (249 + 6)</td>
<td>297 (286 + 11)</td>
</tr>
<tr>
<td>Outside Erasmus – incoming</td>
<td>23</td>
<td>21</td>
<td>45</td>
<td>108</td>
</tr>
</tbody>
</table>

Source: Integrated Innovation System of UWB.

2.6 Key Trends Affecting UWB's Financial Stability

Public universities are undergoing a period of significant changes. The essence of the changes is multi-sourced financing of schools. The current budget of UWB, on the operating income side, shows a division in the ratio 36:64 to the detriment of the basic state contribution to the activity. The substantial 60% of resources are funded by research and education projects through support from national and European Union funds. The purpose of this text is not an analysis of funding resources. The dynamics and trends of the development are essential. The decline in funding for education in the last five years represents, between 2010 and 2014, the change from the original 53% to the current 36%.

This decline is due to three key factors:

1. Decrease of the relevant national budget expenditure chapter.
   
   **Assumption of the trend**: steady state, slight decrease

2. Demographic trends, the drop in the absolute number of young people aged 18 to 24; the amount of state funding for education is proportional to the number of enrolled students.
   
   **Assumption of the trend**: steady state, decrease

3. Reduction of UWB student limits by the Ministry of Education, Youth and Sports.
   
   **Assumption of the trend**: the change (slight upturn) resulting from the national authorities' declarations on the promotion of technical education and the improvement of the qualification of teachers and civil servants

It is clear that the national authorities have long sought to support higher education and research on the basis of
medium-term contracts based on the competition of individual educational institutions in targeted grant schemes. This trend is also enhanced by coefficients highlighting the quality of the service provided and included in the calculation of the basic contribution to the activity. The quality coefficient corrects funding derived from the simple number of students by means of the graduates’ employment rate indicator, student and academic mobilities, and scales for assessing results of scientific research. Current practice suggests that the percentage of funding dependent on quality indicators will increase.

The development of the UWB budget in the years 2010 to 2014 documents the described trends in figures and charts (data in CZK thousands, excluding investments):

**Table 6: NIV Budget Development 2010-2014 – Basic Trends.**

<table>
<thead>
<tr>
<th>Year</th>
<th>2010</th>
<th>2011</th>
<th>2012</th>
<th>2013</th>
<th>2014</th>
</tr>
</thead>
<tbody>
<tr>
<td>Resources Total</td>
<td>1,553,143</td>
<td>1,671,179</td>
<td>1,688,296</td>
<td>1,753,356</td>
<td>1,969,258</td>
</tr>
<tr>
<td>Contribution from CZ Budget</td>
<td>822,365</td>
<td>788,731</td>
<td>691,699</td>
<td>705,955</td>
<td>710,702</td>
</tr>
<tr>
<td>%</td>
<td>53%</td>
<td>47%</td>
<td>41%</td>
<td>40%</td>
<td>36%</td>
</tr>
</tbody>
</table>

Source: IS Magion.

**Chart 6: Non-Investment Budget Development 2010-2014 – Basic Trends.**
2.7 Basic Evaluation of the Activity of the University of West Bohemia in the Period 2011–2015

An essential fact is that the Long-Term Plan of UWB for the previous period 2011-2015 was seen as an implementation plan for the Integrated Development Plan for the city of Pilsen, "Pilsen – University City" (IDPP PUC).

The goal of the Integrated Development Plan for the City of Pilsen: In order to elaborate the strategic and implementation parts of the Integrated Development Plan of the city of Pilsen, "Pilsen – University City 2015", tasks were defined whose solution led to supporting the economic development of the city of Pilsen in the period up to 2015, and required financial interventions from EU operational programmes. These are mainly:

- Increasing the performance, capacities and quality of public and private R&D institutions whose research focus will ensure: the transfer of knowledge and innovation into production, a higher level of commercialization of R&D results, popularization and internationalization; ultimately, it will boost the economic growth and competitiveness of the City and the Region.

In the previous period 2011-2015, massive subsidies were drawn under the Integrated Development Plan for the city of Pilsen from EU Structural Funds, in particular Operational Programme R&DI and Operational Programme Education for Competitiveness. The aim of these investments was to prepare opportunities for a substantial increase in the UWB Parts' own performance in the field of research, development and quality of teaching. In addition to the acquisition of new investments, these programmes contributed to a significant strengthening of UWB in terms of personnel development. In this context, it should be emphasized that the total non-investment expenditures implemented within R&D projects reached, between 2011 and 2015, 499 million CZK.

The following table and graph show the overall share of investments in the years 2011 to 2015 broken down to buildings, machinery, equipment and software:
Table 7: Drawing INV from Operational Programme RDI in the Period 2011–2015.*

<table>
<thead>
<tr>
<th>Number</th>
<th>Project Title</th>
<th>Project Abbreviation</th>
<th>Buildings</th>
<th>Machinery and Equipment</th>
<th>Software</th>
<th>∑</th>
</tr>
</thead>
<tbody>
<tr>
<td>CZ.1.05/2.1.00/03.0093</td>
<td>Regional Technical Institute</td>
<td>RTI</td>
<td>47,152</td>
<td>276,662</td>
<td>24,578</td>
<td>348,394</td>
</tr>
<tr>
<td>CZ.1.05/2.1.00/03.0094</td>
<td>Regional Innovation Centre for Power Energy</td>
<td>RICE</td>
<td>375,533</td>
<td>87,269</td>
<td>20,023</td>
<td>482,825</td>
</tr>
<tr>
<td>CZ.1.05/1.1.00/02.0090</td>
<td>New Technologies for the Information Society</td>
<td>NTIS</td>
<td>304,029</td>
<td>228,488</td>
<td>16,721</td>
<td>549,240</td>
</tr>
<tr>
<td>CZ.1.05/4.1.00/04.0192</td>
<td>Centre of Technical and Nature Sciences Education and Research</td>
<td>CTPVV</td>
<td>234,946</td>
<td>26,401</td>
<td>0</td>
<td>261,348</td>
</tr>
<tr>
<td>CZ.1.05/2.1.00/03.0088</td>
<td>Centre of New Technologies and Materials</td>
<td>CENTEM</td>
<td>0</td>
<td>254,440</td>
<td>1,290</td>
<td>255,731</td>
</tr>
<tr>
<td>CZ.1.05/3.2.00/12.0230</td>
<td>SCI-INFO: Scientific Information Resources for the Czech Republic</td>
<td>SCI-INFO</td>
<td>0</td>
<td>60,130</td>
<td>5,774</td>
<td>65,904</td>
</tr>
<tr>
<td>CZ.1.05/4.1.00/04.0157</td>
<td>Extension of Information Support</td>
<td>RIPO</td>
<td>65,632</td>
<td>72,054</td>
<td>4,779</td>
<td>142,466</td>
</tr>
<tr>
<td>CZ.1.05/3.1.00/14.0298</td>
<td>Technological Verification of R&amp;D Outcomes (pre-seed)</td>
<td>R&amp;D I.</td>
<td>0</td>
<td>653</td>
<td>245</td>
<td>898</td>
</tr>
<tr>
<td>CZ.1.05/4.1.00/11.0262</td>
<td>Centre for Research of Modern Society</td>
<td>CVSMD</td>
<td>16,912</td>
<td>2,602</td>
<td>0</td>
<td>19,514</td>
</tr>
<tr>
<td>TOTAL</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>1,044,207</td>
<td>1,008,703</td>
<td>73,413</td>
<td>2,126,324</td>
</tr>
</tbody>
</table>

Source: IS Magion Note: *for 2015, the assumption is counted.

Chart 7: Drawing INV from Operational Programme RDI in the Period 2011–2015.
From the above data, it is clear that construction investments were largely focused on the construction of new buildings which were gradually equipped with devices and software to strengthen the capacities for research and development activities. The proportion of machinery and construction investments is satisfactory compared to other development projects. Purchases of necessary laboratory equipment were unfortunately slowed down by complicated procedures prescribed in the Public Procurement Act, which is not designed for purchases of unique equipment. These delays weakened significant development potential of the investments and delayed their full use for accelerating resource creation within the knowledge economy.

An important part of the implementation strategy of the Integrated Development Plan for the city of Pilsen "Pilsen – University City" was the implementation of a number of projects under the Operational Programme Research for Competitiveness. These projects have significantly influenced the ability of UWB to respond to new conditions in the context of the knowledge economy. UWB, as a whole, is based on updated study programmes using modern study methods and aids. At the same time, study programmes respond to requirements of potential employers of UWB graduates. The utilization of Operational Programme Research for Competitiveness in previous years is shown in the following table:

Table 8: Drawing NIV funds from the Operational Programme Research for Competitiveness at UWB.

<table>
<thead>
<tr>
<th>Year</th>
<th>Costs Total (CZK thousand)</th>
<th>Costs of Project Partners (CZK thousand)</th>
<th>UWB Costs (CZK thousand)</th>
<th>Drawing (CZK thousand)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014</td>
<td>200,835</td>
<td>30,468</td>
<td>170,367</td>
<td>1,440</td>
</tr>
<tr>
<td>2013</td>
<td>200,858</td>
<td>31,648</td>
<td>169,209</td>
<td>2,657</td>
</tr>
<tr>
<td>2012</td>
<td>187,378</td>
<td>39,046</td>
<td>148,331</td>
<td>1,852</td>
</tr>
<tr>
<td>2011</td>
<td>143,671</td>
<td>30,836</td>
<td>112,835</td>
<td>2,934</td>
</tr>
<tr>
<td>2010</td>
<td>72,267</td>
<td>14,639</td>
<td>57,627</td>
<td>60</td>
</tr>
<tr>
<td>2009</td>
<td>26,101</td>
<td>6,237</td>
<td>19,863</td>
<td>424</td>
</tr>
<tr>
<td>Total</td>
<td>831,112</td>
<td>152,877</td>
<td>678,234</td>
<td>9,370</td>
</tr>
</tbody>
</table>

Source: IS Magion.

UWB was an important partner of the City of Pilsen in the previous period when the second Integrated Development Plan of the City of Pilsen, “Pilsen – European Capital of Culture” (ECOC), was being implemented. Both Integrated Development Plans of the City of Pilsen were implemented in synergy, and UWB's share in the implementation of ECOC brought, in particular for humanities and arts-focused UWB Parts, opportunities to participate in many creative activities. These impulses have considerable potential for increasing scientific and creative outputs of UWB in the next period. The contacts made, links forged and spontaneously emerging research and creative teams form key knowledge potential.

As part of the Integrated Development Plan of the City of Pilsen, “Pilsen – the European Capital of Culture”, the new building of the Ladislav Sutnar Faculty of Design and Arts was built in the previous period, with a total investment cost of 205 million CZK (of which 18 million CZK for machinery and equipment). The building is used for teaching
and creative activities; its capacity to increase the performance in the sphere of complementary activities has not been fully exploited yet.

Key Conclusions:

1. End massive new investments and intensively use the newly acquired properties;
2. Take the direction towards reinvestment and maintenance of properties;
3. Achieve objectives of R&DI research centres through the use of Operational Programme R&DE and the National Sustainability Programme resources and other national and European grant schemes;
4. Achieve the implementation of the original concept of tramway transport up to the University campus within the Integrated Territorial Investment strategy by negotiating with the City of Pilsen representation;
5. Implement active marketing directed towards domestic and foreign partners to strengthen links with the external environment;
6. Effectively use the knowledge capital accumulated over the previous periods;
7. Enhance modern teaching methods, especially by using resources of Operational Programme R&DE;
8. Maintain the position of UWB as an indispensable institution for accelerating the economic development of the Southwest Bohemia Region by negotiating, in a consistent and serious manner with the Management of the Ministry of Education, Youth and Sports.
3. Key Objectives of the UWB Long-Term Plan

1) Quality and Relevance

Promoting high-quality achievements in all activities of the University, i.e. in educational, artistic, research and service activities, as well as in the area of partnerships with external entities. We view the notion of quality as related to clearly defined and relevant goals.

2) Internationalization and Openness

Promoting effective internationalization of all UWB activities. We view the notion of internationalization as an important condition for the openness of the University to people, ideas and values.

3) Partnership and Diversity

Developing, in the context of all UWB activities, mutually beneficial partnerships at the regional, national, and international levels. Established partnerships will bring deeper diversity to the studies offered, creative activities, and social mobility.

The key objectives must be linked to effective and transparent administration, while accepting social responsibility at different levels.

Specific, measurable, and achievable strategic objectives along with their indicators are elaborated upon in the following chapters.
4. Creative Activity

Creative activity is one of the main activities of the University. It includes activities leading to new knowledge and its use in society. At the University, both basic and applied research is carried out, and also activities directly related to development, innovation, and transfer of knowledge. Part of the creative activities of the University is also artistic creation. In basic research and also, primarily, in applied research, focused, high-quality and patient research activity is expected, rather than immediate results; conversely, specific application and innovation projects or contracts are usually time-limited. The strength of the University environment is the inter-connection of creative activities and educational activities. The accreditation of educational programmes and disciplines would not be possible without high-quality personnel and material provisions ensuring the development of scientific disciplines guaranteed by the University. Therefore, UWB is also a place where doctoral dissertation defences, associate professor appointment procedures, and professorship appointments are under way. Through its research, artistic, development, and innovation activities, UWB contributes, in particular, to enriching public knowledge, sustainable development, addressing societal challenges and, last but not least, enriching human perceptions and actions. The development of research, development, artistic and other creative activities is based on the Long-term Plan of the Ministry of Education, Youth and Sports, and the Long-Term Plan of the University of West Bohemia, 2011-2015.

4.1 Position of UWB, Current State, and Its Indicators

The University protects freedom in research and artistic creation, supports critical thinking and free access to information, and respects democratic and academic values. It covers and connects technical, science, humanities, social, health, and arts disciplines, for which it has set its core priorities. In research and artistic activities, UWB is undoubtedly among the ten best universities in the Czech Republic. In artistic activities, UWB has the best results among regional schools and is also recognized in the international environment.

The quality, scope of research and development, and artistic creation at the University is increasing. This is documented in the evaluation of the research organization carried out by the Council for Research, Development and Innovation, which is the basis for the so-called institutional funding for research and development. The corresponding amount of funds reflecting the quantity and quality of the results achieved for individual University Parts in 2015 is shown in the following chart:
In this evaluation, UWB ranked, in 2015, eighth among the universities in the Czech Republic in the area of research and development, and among the top five in the area of application.

In terms of the support volume in 2015, the following University Parts show the highest performances: FAS: 28,360 points, FEE: 16,938 points, FME: 13,406 points, FPA: 10,676 points, and NTC: 7,973 points.

Comparisons of the recognized Elsevier Science database also indicate that within universities and research institutes, the position of the University has strengthened. In 2011, the University's ranking in the number of outputs was 1,868 among universities in the world; in 2014, it was 1,728. In the so-called standardized impact, the University ranked 2,420 in 2011, while in 2014 UWB ranked 2,284. The fact is that in this indicator, UWB was both in 2011 and in 2014, the best among all universities in the Czech Republic.

After ten years of its existence, the Ladislav Sutnar Faculty of Design and Art steadily ranks third among art and design schools in the Czech Republic, just behind two Prague art schools with century-old traditions. LSFDA is therefore the best regional art school in the Czech Republic in terms of RAP points. The following chart shows the comparison.
The University's significant achievement in recent years is the development of four research centres, namely the European Centre of Excellence, NTIS (New Technologies for the Information Society), and three regional centres: RICE (the Regional Innovation Centre for Electrical Engineering), RTI (the Regional Technology Institute), and CENTEM (the Centre of New Technologies and Materials). The emergence of these centres would not have been possible without the existence of respected academics and researchers at the University who are key employees in the research teams. The projects the Centre for Technical and Scientific Education and Research – CTPVV, Extension of Information Support – RIPO, and SCI-INFO – Scientific Information Sources for the Czech Republic, appropriately create the secondary research infrastructure and support interconnection with education. The establishment of these centres would not have been possible without R & DI operational programmes. New spaces for creative activities of the Ladislav Sutnar Faculty of Design and Art, which is another workplace with excellent results in the field of art and design, were built with the financial support of the Ministry of Education, Youth and Sports.

In connection with the above-mentioned research centres, the number of researchers has increased. The EXLIZ and the NEXLIZ projects focused on post-doctoral students have also contributed significantly to the personnel development. The Systematic Support for the Popularization of Research and Development of UWB project and the Support of Science and Research-Oriented Teaching project have significantly contributed to the popularization of scientific activities.

Research and development at the University is supported by: basic funding, institutional resources that are used for long-term conceptual research, resources provided by national agencies (the Grant Agency of the Czech Republic and the Technology Agency of the Czech Republic), some ministries (the Ministry of Education, Youth and Sports,
the Ministry of Health, and others), programmes of the European Union, and also science agencies outside the European Union. An illustration of individual resources for creative activities is provided in the following chart:

Chart 10: Structure of financial resources, especially for R&D, in 2014.

![Chart of financial resources]

Source: IS Magion *Note: Excluded funds - the Administration of Accommodation and Catering, and the Asset Development Administration.

As part of its complementary activities, the University accepts contractual research orders, which come from outside the private sector as well. In this way, the University contributes to the rapid transfer of knowledge into practice. The volume of contractual research amounted to 51 million CZK (excluding VAT) in 2014, while in 2011, research only amounted to 26 million CZK. In the area of transfer of knowledge in 2014, 85 million CZK was obtained, while in 2011 only 46 million was obtained. In both of these categories, the performance was in fact doubled. In order to further enhance these activities, the Technology Transfer Department within the Project Centre is being built and the experiences of the Knowledge Transfer Development Board are utilized. In this respect, the University cooperates with the Pilsen Science and Technology Park, the Business Innovation Centre (BIC), the Statutory City of Pilsen, and the regions of Pilsen and Karlovy Vary.

4.2 Strategic Framework

The area of research, development, and innovation is of crucial importance for a university that seeks to be a research university. The achievement of the objectives set cannot be implemented without linking to the strategic objectives defined in the other chapters of this Long-Term Plan, i.e. in the areas of education, financing, management and promotion, and without corresponding links to them.

In addition to fundamental values such as freedom of research, independent critical thinking, and free access to
information, it is undeniable that UWB creative activity also fulfils the whole society's interests and priorities. Governmental authorities, using both formal and financial instruments, control these wider social interests. In this sense, the fulfilment of the strategy in the area of research, development, and innovation at UWB is a key instrument for maintaining the financial stability of UWB as a separate institution.

1. In the period 2016-2020, by enhancing excellence in research capacities, the number of research teams that will achieve international quality from the point of view of the originality of research, along with the practical impact of research, will be increased. This will improve the status of UWB as a major research university, not only in comparison with universities in the Czech Republic, but also foreign (especially European) universities.

   Strengthening of research teams is expected, including their infrastructures; with qualitative prerequisites for achieving research excellence (e.g. publications, applied results, participation in international projects); increased participation of research teams in international programmes (e.g. Horizon 2020 and others), and increased internationalization of research teams establishing partnerships with prestigious foreign scientific workplaces are also expected. UWB's research capacities will also strengthen long-term cooperation within the application sphere. The key is using existing modern infrastructures and the concentration of personnel and financial resources in the development of capacities for excellent research responding to global societal challenges in line with the priorities identified in RIS3. The set method of utilization of UWB research capacities will result in:

   • Greater openness and availability of R&D infrastructures for research teams of other research workplaces and the application sphere, including foreign teams, based on transparent rules for the use of devices and equipment.
   • Strengthening of the interdisciplinary approach to the implemented research with a view to increasing practical benefits of research so as to address societal challenges, in particular by strengthening capacities for effective collaboration between the research teams and the application sphere in pre-application research. The results will contribute to improving the quality of life of the population and addressing social issues. The above-mentioned research will fulfil strategic long-term market needs utilizing existing research infrastructures.

2. In the period 2016-2020, infrastructure for research and education purposes will be improved, with links to research-oriented study programmes in line with the needs identified in RIS3. The development of the research infrastructure, in particular the renewal of the capacities acquired through the implementation of RDII centres, will take place in synergy with the support of research-oriented study programmes. In the medium term, we can expect strengthening of our research staff capacities and achievement of better international research results as a result of broader involvement of the younger generation in research and knowledge-intensive activities.

3. In the period 2016-2020, strategic research management will be improved, the quality of strategic research management will be increased, and the incentive system for evaluation and funding of research teams will be introduced. Better strategic management of research will be based, in particular, on wider use of knowledge about the impacts of national and international grant schemes and a more effective coordination of the research activities
management. At the same time, researchers’ access to necessary information resources will be improved through their centralized accessibility.

4.3 Links to Superior Strategies

The synergy of UWB activities at the EU, national, regional, and municipal levels, as defined in this Long-Term Plan, is conditioned by its links to superior strategies. In fact, determining the RDI target state of 2020 is based on the knowledge of the following documents and their relevance:

- Europe 2020
- Updating of the Czech Republic's National RDI Policy for the years 2009 to 2015, with a view to 2020
- Development Programme of the Pilsen Region 2014+
- National Strategy of Smart Specialization of the Czech Republic RIS3 (including Annex for the Pilsen Region)
- Integrated Territorial Investment of the Pilsen Metropolitan Area (ITI)
- Operational Programme Research, Development, and Education (OP RDE)

It is important to build on the Global Objective of the National Strategy of Smart Specialization of the Czech Republic (RIS3), (including the Annex for the Pilsen Region), and the Integrated Territorial Investment of the Pilsen Metropolitan Area (ITI), in order to determine the R&D target in 2020, and to determine the methods for achieving the target state. The objectives are determined as follows:

**RIS3** Increasing the competitiveness and attractiveness of the Pilsen Region by efficient and sustainable use of resources.

**ITI** Development of the competitiveness of the Pilsen metropolitan area through cooperation of research organizations including universities with entrepreneurial practice, human resources development – especially in technical and high-added-value fields, migration of a high-skilled, promising workforce and increasing the overall attractiveness of the Pilsen metropolitan area for life.

Both strategies (RIS3 and the relevant ITI Chapters) assume that the level of labour productivity of the Pilsen Region economy will increase through RDI results application using the method of determining the necessary key areas of change as follows:

a) Innovative performance of the economy
   - Strengthen the innovation potential of businesses
   - Increase the number of innovative businesses
b) Stabilize research capacities and strengthen their position in the network of top research institutions in the Czech Republic and EU
c) Make use of the potential of research organizations for innovations
d) Human resources

• Increase the level of education in technical and natural sciences
• Ensure sufficient qualified staff for research and innovation

UWB has set key priorities in focused research in line with the national priorities and the priorities in the RIS3 strategy and ITI. For non-technical disciplines, other specialized strategies are also important. An example in the health care sector is the National Health Strategy of the Ministry of Health, "Health 2020 – National Strategy of Health Protection and Support and Disease Prevention", and the strategy of the World Health Organization (WHO), "Health 2020", an international strategy which is also valid as a European strategy.

• Priorities of focused research at UWB:
• Materials research
• Sustainable power energy
• Transport systems
• Industrial technologies
• Recognition, management, and decision-making systems
• Information and communication technologies
• Qualitative and quantitative research of mathematical models
• Competitiveness and performance of processes and services
• Czech society in a global context
• Law, state, and citizen
• Changes in biodiversity and geodiversity

The document, “Priorities of Focused Research, Experimental Development, and Innovations of the University of West Bohemia in Pilsen”, is publicly available at: http://www.zcu.cz/research/Priority_VaVaI_ZCU/.

In order to fulfil the defined objectives in relation to superior strategies, financial support can be used from national and international grant schemes whose possibilities, conditions, and formal requirements are monitored by the UWB Project Centre at the address: http://www.zcu.cz/pracoviste/pc/dokumenty/dotan-pleitosti_2015.pdf.
4.4 Target State in the Area of Creative Activity in 2020

For achieving quality and significance in creative activities, the target state is defined as follows:

a) In the area of enhancing the quality and significance of creative activity:

- The European Centre of Excellence and regional centres have meaningfully fulfilled their sustainability phase and demonstrably contributed to significantly enhancing the quality of both scientific work and doctoral studies.
- The international impact of the results of research carried out at UWB has demonstrably increased, especially in the area of citations and applicability.
- UWB artistic activities significantly contribute to the development of the socio-cultural potential of the University, the City of Pilsen, the Pilsen Region, and the Czech Republic.
- UWB's medical care activities, especially within the interdisciplinary Health Centre supporting the growing social demand for public health care, significantly contribute to the development of the potential of the University, the City of Pilsen, the Pilsen Region, and the Czech Republic.

b) In the area of multi-source financing of creative activities:

- The research activities carried out in the laboratories built with OP R&DI support are fully established, and projects in cooperation with partners in the region, the Czech Republic, and abroad are implemented.
- The University has made use of R&DE operational programmes and other ESIF programmes for the development and improvement of research and education.
- The number of international projects in which the University is one of the consortium partners has increased; in some projects the University is the main partner.

c) In the area of linking creative activities with education:

- At UWB, research and artistic activities of international importance are being developed; there are teams that consistently achieve top international results. An important part of the teams is formed by Ph.D. students who are gradually becoming full-fledged members of the teams with high-quality research, development, or other creative activities. The teams generally host foreign post-doctoral students or academic and research staff for short or long stays.
- The equipment of UWB laboratories is of high quality; based on cooperation with these laboratories, study programmes that are related to research, its results and other practical applications are being implemented.
- Research and artistic creation are connected with education; researchers are involved in teaching in standard study programmes and special courses.
d) In the area of support of economic development:

- Quality research and artistic activities, teams, and projects that are in line with the research priorities set by the University, the City of Pilsen, the Pilsen Region, the governmental authorities and the European Union are supported.
- Cooperation with the commercial and non-profit spheres, public administration, cultural organizations, and other entities, especially in the area of applied research, contractual research, and other highly specialized expertise activities, has been enhanced.
- Certain prestigious creative areas are, in the Czech Republic, clearly associated exclusively with UWB as a highly reputable higher education institution.
- In areas related to current societal challenges in the Czech Republic, UWB has experts and teams whose expertise and outputs have high social recognition and impact, and are widely used.

e) In the area of management of creative activity:

- UWB systematically supports research in areas where it regularly achieves excellent results in the international context and in areas where it is unique within the Czech space, as well as in areas where important issues of contemporary society are being addressed and represent the most up-to-date societal challenges.
- The management of research, development, and art flexibly responds to the current state of R&D evaluation and the current legislation.
- Regular evaluation of research and artistic activities, including the evaluation of their quality is carried out.

4.5 Indicators of Achieving the Target State

- The sustainability indicators are fulfilled in the European Centre of Excellence and the regional centres.
- The volume of funds obtained from operational programmes (especially RDE, Entrepreneurship and Innovation for Competitiveness, the Czech Republic – Bavaria, Central Europe) is at least 2,000 million CZK.
- 22 high-quality research teams of international significance (the team has WoS or Scopus publications in Q1, the publications are quoted, the h index of the team members is appropriate to the field, the team size is greater than 5, the required indicators are averaged over the number of team members, each team is connected to PhD study programmes, and PhD students in the team play a significant role in the work of the team).
- Six European Research Council projects or prestigious international projects.
- Twenty foreign experts have been working for UWB for more than one year.
- Fifty international selection procedures for postdoctoral positions listed per year.
- Ten held or co-organized major international scientific conferences (indexed in a recognized database).
• Structure of multi-source funding at Faculties and at NTC, NIV ratio (basic contribution to activity/other sources) is 35:65.
• The number of professors under the age of 55 has increased to 22.
• 200 student final year theses by talented students involved in research tasks and using the infrastructure of the research centres.
• The internal evaluation of research and artistic activities across UWB, including the evaluation of their quality, is regularly carried out.
• The University is ranked among the top eight, and, in visual arts and design, among the top two universities in the Czech Republic.

4.6 Methods of Achieving the Target State

• Intensively develop specialization in areas where we are already reaching international levels or where there is a realistic expectation of achieving them. Ensure stable personnel development within these areas, including involvement of foreign PhD students or post-doctoral students.
• Take advantage of the diversity of the study programmes and encourage creative research activities of the academic staff as one of the means of their career growth (using the appropriate standard science metrics).
• Stimulate excellent research; promote collaboration among research teams, departments and the University Parts by promoting interdisciplinarity and appreciating excellence.
• Encourage international cooperation with major research groups and universities; develop effective incentives to obtain participation in international projects.
• Encourage students' involvement in research, development or other creative teams' tasks, in the form of bachelor, master and dissertation theses, as well as through motivation by extraordinary scholarships.
• Evaluate the quality of doctoral studies consistently and with rigorous criteria, and create conditions for PhD students to have the opportunity to become high-ranking members of major research, development, or other creative teams and engage in wider international cooperation.
• Enhance an open research environment, forming collectives of employees of different ages and genders from different workplaces in order to increase their chances of success.
• Strengthen staffs of research teams and departments using challenging competitions and selection procedures, including international ones.
• Create conditions for cooperation for talented students, companies and institutions, and be attractive and trustworthy for grant agencies and companies for financing basic, applied, and contractual research.
• Support and develop literature sources, databases, laboratories, infrastructures, and support workplaces at the University to meet researchers’ needs.
• Transfer experience from good research practice to all disciplines, including popularization and talent valuation.
• Cooperate with regional and national authorities, institutions, and companies.
• Strive for personnel and organizational involvement in national and international structures.
• Take advantage of the unique composition of the University for interdisciplinary cooperation among technical fields, humanities, social and natural sciences, education, health, and fine arts.
• Flexibly modify the R&D Motivation System to implement the planned strategy and carry out effective and high-quality research popularization using the potential of the Ladislav Sutnar Faculty of Design and Art.
• Preparation of applications and implementation of OP R&DE projects and other European Structural and Investment Funds programmes.
• Implementation of projects supported by the National Sustainability Programme.
• Support the preparation of and participation in projects and application of RDI results.

4.7 Risks

• Loss of research competencies in connection with the failure to manage the personnel strategy in the intergenerational exchange of research teams.
• Failure to meet administrative requirements of grant providers for research projects
• Insufficient concentration of financial resources for strategic research projects.
• Insufficient quality of doctoral studies; few opportunities to involve students in creative activities.
5. Education

5.1 Quality of Educational Activity

5.1.1 Current State

- As part of the Quality Project, the University of West Bohemia elaborated material for the overall evaluation of the institution. The entire INP (Individual National Programme) Quality Project has three key activities: Key Activity 1 (KA1): Identifying Needs and Expectations in the Sphere of Education; Key Activity 2 (KA2): Evaluation of the Quality of the Educational Process; Key Activity 3 (KA3): Comprehensive Quality Assessment of the Main and Supporting Processes. (The comprehensive quality management system is described in Chapter 7 “Infrastructure and Supporting Processes”. Outputs from these activities are available at UWB and are initial material for elaborating the quality criteria.
- UWB has a long-functioning system of students’ assessment of the quality of teaching.
- Under the Education 14 Programme, results of the National Qualification Framework for the Tertiary Education Project have been partially implemented at most Faculties (some Faculties have described most of their study courses in line with the above project).
- The process of internal accreditation of courses is not flexible; it does not work and is, in many of its consequences, a counter-productive tool. It is one of the largest sources of internal barriers and conflicts between individual University Parts.
- Analyses of study failures are not consistently implemented; reasons for failure are not systematically monitored, and measures to reduce study failures are not consistently taken.
- Only three UWB Faculties have the right to provide professor and associate professor appointment procedures.

5.1.2 Target State

- The University has introduced a quality assessment system for educational activity, which is part of a comprehensive quality assurance system. The system includes both internal evaluation of educational activities of the University Parts (workplaces), and their external evaluation (executed by external bodies). Criteria for the evaluation are chosen so as to favour the actual execution of educational activities and their results, rather than emphasizing formal demands.
- In the preparation, implementation, and evaluation of study programmes, the method of learning outcomes is used. Precise and verifiable learning outcomes defined for individual programmes and all their components are established, the interrelation between individual components of the study programme is ensured, and the orientation of all sub-subjects towards the main objectives of the whole study programme is strengthened. The implementation of the study programmes, including the choice of teaching methods and student assessment, is
aimed at achieving the expected learning outcomes.

• Evaluation of teaching quality plays an important role in the process of internal accreditation of the University.

• Following the outputs of the National Qualification Framework for the Tertiary Education Project, internal accreditation criteria for subjects are upgraded in order to encourage flexible curricula innovation and prevent the creation of internal barriers. The criteria for granting or not granting the accreditation, as well as the criteria for determining the credit value of individual subjects, are agreed upon and explicitly formulated.

• The curricula are upgraded in line with the learning outcomes of the learning areas; duplicates are eliminated and gaps are filled in the framework of the curricula across the whole University. The curriculum description (i.e. all of its components) is based on the formulation of verifiable learning outcomes; the initial requirements and their components are precisely worded.

• Following the functioning system of quality assurance and assessment, it is necessary to create conditions for the so-called "institutional accreditation" of selected study programmes.

• A Career Structure for academic staff has been adopted; it includes the results of academic employees’ activity within education and R&D, both being its equivalent constituents. The Career Structure fulfilment is regularly evaluated; individual fulfilment of the Career Structure is appropriately modified based on the problems and needs identified.

• Rights for providing the professor and associate professor appointment procedures in new fields are obtained.

5.1.3 Indicators of Achieving the Target State

• The new Rector’s Directive, “The Introduction of Education Quality Assessment and Management”, has been elaborated for UWB.

• In each University Part, at least 80% of the offered programmes are processed in the National Qualification Framework for Tertiary Education methodology down to the level of individual subjects.

• In the reporting period, the place of the University in the Times Higher Education international rankings will be improving year on year.

• Updated methodology of the internal accreditation process has been introduced.

• 40% of students are enrolled in study programmes accredited within the institutional accreditation.

• At the University, at least 15 programmes having the right of associate professor appointment procedure have been accredited.

5.1.4 Methods of Achieving the Target State

• Rector's Directive No. 16R/2000, “The Introduction of Education Quality Assessment and Management” at UWB has been revised.

• In cooperation with the UWB Parts, the quality assessment criteria for individual workplaces have been set according to their specific focus and character. (The diversity focus and objectives of individual workplaces are different; if the quality of all workplaces is compared according to the same criteria, the result cannot be
satisfactory.) The pilot verification methodology for these criteria has been created.

• University graduates and external entities are involved in the quality assessment.

• In order to verify the quality of activities and results, getting inspiration from comparable foreign institutions that are able to build and maintain an international reputation by improving their performance and maintaining high quality standards.

• The evaluation results are regularly reflected in further development of workplaces; measures to remedy any shortcomings are proposed.

• At all workplaces, the National Qualification Framework for Tertiary Education implementation continues down to the level of individual subjects. Attention is paid to key compulsory courses.

• Creating tools to examine links of the courses to their whole and between individual courses. At the same time, the relation between the learning outcomes within the programme and its components is re-examined, in connection with selected educational and assessment methods.

• Student failures are regularly analysed; conditions are created for their solution without compromising the quality of study.

• In IS/STAG, a codebook with prerequisites and learning outcomes will be added for the designers of study fields (curricula) and courses so that they will be able to complement the course description with basic professional knowledge, professional skills and general competence, and categorize the course within study fields and other courses, together with possible explanatory notes. The system will warn (with regard to the inter-relations between the curriculum and its courses, and among the individual courses) that something (e.g. basic professional knowledge, professional skills or general competencies, according to the codebook) is absent or redundant.

• The methodology of the internal accreditation process is re-edited or redefined.

• The guarantor of the field of study, i.e. the person who "orders" the courses, exclusively decides on the form, content, extent, character and type of the courses.

• An important factor for the internal accreditation process is the description of the subjects in terms of learning outcomes, especially from the point of view of professional knowledge and skills.

• A working group developing the Career Structure has been formed. A system of mandatory and compulsory optional modules is created; it is the duty of the Head of the Department or workplace to elaborate a career plan with individual employees – to guide them on their path towards the development of their competencies in all areas of their activities.

• The following has been created: the methodology for graduates' evaluation of educational activity quality, an open database of graduates (continuously supplemented), a system of questionnaires for different groups of graduates; the questionnaires are regularly entered and evaluated.

• Conditions are created for increasing the number of disciplines with professor and associate professor appointment procedure rights; the University provides methodological assistance. The fields where the qualification structure is not sufficient use cooperation with other universities.
Great emphasis is placed on the quality of doctoral programmes, which is expressed in a special manner taking into account the significant participation of students in creative activities.

### 5.1.5 Risks

- Evaluation in the National Qualification Framework for Tertiary Education methodology down to the level of individual courses is only a formality; internal barriers still limit functional and sophisticated course concepts.
- In the description of the process of internal course accreditation, we will not manage to reconcile financial requirements and requirements regarding the quality of courses in relation to the outputs in the Study Fields. The credit system will remain a mere instrument of internal redistribution and a source of internal barriers and conflicts.
- Graduates are not sufficiently motivated to cooperate with UWB.

### 5.2 Relevance – Analysis of the Social Development

#### 5.2.1 Current State

- The University has accreditation for specialized Study Fields; whether students master the target knowledge and skills of a given field is crucial in the implementation of the Study Field. However, incorporating educational methods that support development of general competencies is only an exception.
- UWB participates in activities of the City and the Region in order to support the motivation of possible applicants for study of technical disciplines. However, continuous and systematic cooperation with potential employers is insufficient. The involvement of professionals and practitioners in the implementation of Study Programmes, State Final Exams, and supervision and defence of theses is not sufficiently used.
- Some University Parts develop regular cooperation with secondary schools (their educational counselors); however, this cooperation is not coordinated across the whole University.
- Incorporating work placements into curricula creates problems; in most cases, the proportion of practical training is insufficient; the effectiveness of practical training is not regularly monitored and evaluated.

#### 5.2.2 Target State

- The University has interdisciplinary Study Fields and new specializations accredited.
- UWB supports activities of the City, the Region, and the Czech Republic in the area of motivation of possible applicants for study of technical fields.
• Teaching starts to use methods supporting development of general competencies of graduates set in the National Qualification Framework for each level. In addition to traditional academic skills, emphasis is also placed on transferable competencies of students, such as the ability to communicate effectively, solve problems and be creative, learn independently, work in a team, master modern technologies, information literacy, etc.

• Teaching uses a student-centred approach: the emphasis is not only placed on acquiring the latest knowledge in the field and understanding this knowledge, but also on acquiring basic skills of the field: these skills include treating relevant information at the appropriate level and analysing and evaluating interdisciplinary links.

• A functional system of student cooperation with potential employers has been created. This system includes, among other things, the participation of professionals and practitioners in the development of study plans, their participation in teaching, and consultations on theses. Professionals and practitioners are active in the Faculties' bodies, are co-researchers in projects, participate in knowledge transfer, etc.

• The Final Year Theses usually deal with current problems of practice. The portal cooperation.zcu.cz is used and further developed: it enables effective cooperation of the University with important companies in the Region (concerning the Theses topics, professional work placements, internships, study stays, etc.).

• The system of professional practice is functional; practical training placements are integrated into the curricula. The effectiveness of practical training is regularly evaluated (also by and together with representatives of other entities).

• UWB strengthens its position at secondary schools among possible applicants for university studies.

### 5.2.3 Indicators of Achieving the Target State

• In professionally-oriented degree courses, students' practical training placement constitutes an important part of the curriculum; the length of the practical training placement is at least 60 days.

• The proportion of unemployed graduates will be, at most, half the proportion of unemployed persons who do not have a university degree.

• 80% of Bachelor's studies commenced in 2015 will be successfully completed before the expiry of the standard length of study plus one year. At the University, at least four interdisciplinary Study Fields are accredited.

### 5.2.4 Methods of Achieving the Target State

• New courses that will deepen general competencies across the Study Fields of all Faculties have been internally accredited.

• Mechanisms to involve professionals and practitioners in teaching have been created.

• The results of graduates' employment (even in the context of the expected future development) are analysed; the relevant results are taken into account in the composition of the Study Programmes offered and the number of applicants admitted.

• Regular systematic analyses of the needs of key employers in the region (the Regional Office, the Chamber of Commerce, the Regional Development Agency) are performed; personal encounters with key employers are
organized and arising problems are immediately addressed.

- Systematic attention is paid to the effectiveness of practical training. The form, description, content and manner of implementation of practical training are regularly consulted with employers’ representatives; professionals and practitioners are involved in teaching.
- The UWB cooperation website (spoluprace.zcu.cz) is further programmed and finished, so as to allow teachers to simply reach the given topics as bases for assigning theses or end-of-the-semester theses directly in IS/STAG; it also allows the Departments to obtain feedback on current issues in practice related to assigned topics, and transfer the issues back to teaching; finally, it provides legal security (e.g. contracts for work, etc.).
- A system of regular cooperation with secondary schools has been created; together with school managements and educational counsellors, a regular system of informing students about Study Programmes offered (in both contact and non-contact forms) has been agreed on.

5.2.5 Risks

- Shortage of professionals and practitioners.
- The evaluation of practical training is only a formality, relevant evaluation criteria are not set; the results are not a basis for subsequent qualitative changes.

5.3 Diversity, Accessibility

5.3.1 Current State

- The University runs the Information and Counselling Centre (ICC), which provides comprehensive services in the fields of study and psychological, legal, social and career counselling. The Information and Counselling Centre has been operating on the Bory Campus since September 2013. The Centre has a separate consulting room and a reception with a special reading room. In 2014, a total of 64 students with special needs were enrolled at UWB. Of this number, 21 students have personal assistants among their classmates, and three students have assistants. The above figure includes only students with special needs who have shown interest in ICC services during the year. Clients (i.e. applicants for study and students with special needs) are provided with study, psychological, legal, social and career guidance services. A total of six students from different UWB Faculties work for the Information and Counselling Centre. Their work mainly consists of the provision of services in the framework of basic study counselling, consultancy regarding various fees, social and accommodation scholarships, and counselling provided to applicants for study.
- UWB is striving to improve its study environment, assistance services, technical support and support for students outside classes.
5.3.2 Target State

- UWB continuously supports care for students with Special Educational Needs (SEN). The University is open to all applicants; it has also created study and accommodation conditions for students with disabilities and special educational needs.

5.3.3 Indicators of Achieving the Target State

- All disabled students or students with special educational needs who have expressed interest in ICC services are provided with these services.
- The proportion of students with special educational needs is equal to the proportion among secondary school graduates.
- At least 50 senior students are involved in the study counselling system.
- The proportion of graduates from Bachelor's degree programmes whose parents do not have higher education will approach the proportion among high school graduates in 2017.

5.3.4 Methods of Achieving the Target State

- Re-designing the system of study counselling, including consulting centres. Senior students are significantly involved in the system.
- A system has been developed and implemented which leads to the equalization of opportunities for study among applicants and students not only with different types of disabilities, but also in the area of learning disabilities in terms of overcoming short-term difficult life situations, etc.
- ICC staff provide detailed specific information to those interested in studying at UWB, create appropriate conditions for the integration of students with different types of disabilities, provide an overview of Study Programmes (Fields) suitable for students with disabilities or SEN, perform or mediate student diagnostics in order to optimize study and activities related to the chosen Study Field, and mediate the lending of compensatory aids.
- The Information and Counselling Centre, if necessary, advise on how to take the admission examination at a UWB Faculty in an adapted mode, provide admission tests in Braille, enlarge the font or verbally modify the tests in such a way that the admission examination is not a first barrier to study at the University; ICC will ensure interpreting into sign language, oral interpretation, etc.
- The University follows trends in IT technologies to facilitate communication of blind and deaf students. The University uses its own research capacities and outputs of completed, running or newly submitted projects for the creation of tools to support the communication of blind and deaf students or students with other types of limitations according to the possibilities and the current state of research.
- A system of cooperation of volunteers from among students is created and supported over the long term. By way of personal assistance, students help disabled students in their integration.
• A system of training academic staff for fully qualified educational management of handicapped students is created and supported over the long term.
• Counselling services are also provided in the centre of the city in order to bring counselling closer to students.
• Funds from available resources (e.g. OP RDE) are used.

5.3.5 Risks

• Lack of human resources for the position of assistant.
• Low interest of senior students in participating in the study counselling system.

5.4 Part-time and Distance Learning Forms of Study

5.4.1 Current State

• No degree programme at UWB is accredited in the distance learning form of study (with the exception of some Lifelong Learning programmes). In the autumn of 2014, the Concept of Distance Education was created at UWB, which provides complete information on distance learning at UWB. Distance learning at UWB is implemented in several forms: in the distance part of the part-time form of study, in the form of asynchronous online courses, in the form of electronic support of full-time teaching through distance systems (e-learning courses, Courseware), or by students' self-study distance learning on their own initiative (open e-learning courses of various institutions and universities).
• UWB does not have an approved University strategy in the field of part-time and distance learning forms of study and does not carry out ongoing analyses of trends in education or demands from companies.
• UWB does not have a centralized and easily accessible offer of educational opportunities based on the distance learning form of study using electronic support, nor does it offer distance learning within initial or Lifelong Learning programmes to foreign students.
• UWB has no workplace established that would provide technical and methodological support to academic staff and students in the part-time and distance learning forms of study. The existing technical and methodological support of online course designers and online tutors is far from being systematic: it is carried out in the framework of various projects at the Faculties or individual Departments; technical support is partly provided by the Informatization Technology Centre.
• UWB has not resolved the form of rewarding online tutors' work; their reward is only incidental within individual projects.
• Several important personalities are working for the University of West Bohemia; they are engaged in part-time
or distance learning forms of study; however, UWB is not, on the whole, profiled as an institution with an emphasis on these forms of education (it does not use them as an important topic in its presentations).

5.4.2 Target State

- UWB is an important and recognized institution in the area of part-time and distance learning forms of study.
- The University's strategy in the area of part-time and distance learning forms of study has been created, approved and is being implemented; Areas for which it is appropriate and necessary to ensure an offer of educational opportunities have been identified.
- In accordance with the current trends in education and demands coming from companies, schools, public administration and students interested in the study, UWB has created a well-prepared whole-university offer of part-time and distance learning forms of study in initial and Lifelong Learning programmes. This offer is continuously updated and is easily accessible to those interested in studying both in the Czech Republic and abroad.
- Technical and methodological support for online courses designers and online tutors for synchronous and asynchronous teaching is provided within the part-time and distance learning forms of study in accordance with current trends in individual fields and needs of specific workplaces. A specialized and highly qualified workplace provides this support.
- A system for the recognition of tutoring e-learning courses as a specific form of teaching activity has been created; tutoring is considered equivalent to the teaching activity which is carried out in scheduled lessons.

5.4.3 Indicators of Achieving the Target State

- The number of students in the part-time and distance learning forms of study is 20% of the total number of UWB students.
- Five fields of study are considered suitable for introducing the distance learning form of study.
- In each academic year, updated information materials with a range of part-time and distance learning forms of study in initial and Lifelong Learning programmes at all Parts of UWB are available.
- 50% of academic staff participating in part-time and distance learning forms of study attend a Lifelong Learning programme focused on innovative learning methods, electronic distance systems and materials with specific distance learning elements.

5.4.4 Methods of Achieving the Target State

- A detailed strategic document in the area of part-time and distance learning forms of study has been drafted and approved; continuous monitoring of the commitments which the document outlines is performed.
• A specialized professional workplace of excellence is established to be a relevant and prominent partner for schools, companies and other institutions in the Czech Republic and abroad in projects concerning new forms of education.
• Research in the area of part-time and distance learning forms of study is performed; collaborative research is developed with Czech and foreign institutions specialized in the area of these forms of education.
• Objective criteria are adopted to designate distance learning course tutoring activity as the equivalent of scheduled lessons taught.
• An accessible and transparent whole-university offer of part-time and distance learning forms of study in initial and Lifelong Learning programmes has been elaborated (the offer is prepared in the Czech language and in other languages).
• A marketing strategy for the development of Lifelong Learning at UWB is being developed. A University website is created and regularly updated, together with other information materials offering part-time and distance learning forms of study at all UWB Parts. Brochures are distributed to selected entities.
• The academic staff is methodologically supported in the preparation and implementation of part-time and distance learning forms of study, and are provided with systematic training in these forms of study.
• Appropriate conditions are created to motivate teachers to participate in these forms of study (timetable, financing, accounting in FETs, etc.)

5.4.5 Risks
• Decreasing numbers of applicants for part-time and distance learning forms of study.
• Problems with the implementation of the full-time part of the part-time form of study (e.g. the problem of staffing Saturday classes or classes in the evening).

5.5 Language Training

5.5.1 Current State
• At the University of West Bohemia, the Institute of Applied Language Studies centrally provides general and professional language training (where the courses do not constitute an academic Study Field) for students of seven Faculties in Bachelor's and Master's studies in both full-time and part-time forms of study, and for students of three UWB Faculties in Bachelor's, Master's and Doctoral studies in both full-time and part-time forms. The Faculty of Economics and the Faculty of Philosophy and Arts also provide professional language training where the courses do not constitute an academic Study Field.
• UWB has developed a proposal for the introduction of a modular system of language training.
• The first-year students of all Faculties regularly take an English language entrance test at the time of their
enrollment before the semester begins.

- The levels of UWB language courses are standardized according to the Common European Framework of Reference for Languages.
- The language training standards are not specified at UWB for all levels of study. A comprehensive language training system to support inbound and outbound mobilities has not been created.
- The language requirements for admission of foreign students to study in both Czech and foreign languages are not specified.
- An extensive offer of courses accredited within Lifelong Learning for students, UWB employees and companies is provided.
- Language courses are included in the University of the Third Age; UWB has been organizing a summer school for scientific research communication in English for students of Doctoral studies since 2015.
- UWB regularly organizes the International Summer Language School.
- A plan for language training for academic and non-academic staff of UWB has been proposed.
- The University provides courses in Czech as a foreign language for foreign students studying at UWB. As part of the INTERSTUD project for supporting talented students from abroad, language training is provided to students in the form of an intensive preparatory course in Czech as a foreign language before the students start the first year of study. For applicants to study at UWB, an intensive one-year preparatory course for studying in study programmes taught in the Czech language is provided.
- UWB offers preparatory courses for international language exams (IELTS, TOEIC and Cambridge exams). At UWB, it is possible to take international examinations in the English language IELTS (the academic module) and, since spring 2015, the TOEIC international examinations (mainly for business practice).
- The Competitive Conference of Professional Presentations in Foreign Languages is regularly organized in order to present, in a foreign language, students' professional presentations created in the given academic year. Students compete within five sections: English language, German language, Russian language, Czech for foreigners, and Romance languages. The conference has been extended so that it now includes a separate category for secondary school students.

### 5.5.2 Target State

- A plan for language and vocational training at UWB has been created and implemented, including language training for foreign applicants to study (both in Czech and foreign languages).
- The University has set standards for language training that reflect the level of language skills and abilities of graduates from individual degrees of higher education according to the National Qualification Framework. Conditions for verifying respective language skills of students are created.
- Language training serves as support for both outbound and inbound mobilities (of both students and employees). A system that helps foreign students and teachers overcome the language barrier has been created. This system includes study counselling and teaching of Czech, both in intensive and long-term courses.
5.5.3 Indicators of Achieving the Target State

- The University has elaborated a plan for language and vocational training for foreign applicants to study at UWB in both the Czech and foreign languages, including marketing support.
- Standards of UWB students' language training for various levels of study and educational disciplines are set.
- Requirements regarding minimal foreign language knowledge are set for foreign applicants to study.
- 20% of UWB employees are attending language courses for UWB academic and non-academic staff.

5.5.4 Methods of Achieving the Target State

- Implementation of the plan for language and vocational training at UWB, including language training for foreign applicants to study (both in the Czech and foreign languages).
- Developing and setting standards of language training for UWB students in individual degrees of higher education. Determining the requirements for minimal language knowledge of foreign applicants to study.
- Implementation of a modular system of language training, including the possibility of taking international language examinations in relation to language training standards and application in the labour market.
- Implementation of the plan for language education for UWB academic and non-academic staff. Determining the minimum language knowledge for new UWB employees and employees under 35 years of age.

5.5.5 Risks

- There is no link to the Career Structure.

5.6 Internationalization in the Area of Education

5.6.1 Current State

- The University is implementing all forms of student and staff mobilities. It focuses on increasing the quality and content of foreign stays of students, graduates, academics and other staff. The mobility administration system is not really transparent and seems too complicated. Student mobility is supported from the Faculties’ own resources. Institutional cooperation is being developed with foreign partners, supported by the growing or newly formed international research teams in emerging research centres. The Czech Republic's network Euraxess includes a regional contact point for the West Bohemian Region seated at UWB, which provides the necessary information to ensure stays of foreign researchers who arrive in the Czech Republic to carry out research activities. The University has retained the Erasmus Charter for Higher Education 2014-2020 in the new planning period, and the Diploma Supplement Certification. The University focuses on improving the quality of mobilities at the level of the University's contracts, and is enhancing mutual cooperation. In addition to the ECTS Label Certificate, the University can offer a high standard of services not only in the area of mobilities.
UWB promotes its activities at foreign educational fairs. UWB operates a centre called US Point, a cultural and informational centre, and an educational and cultural centre supporting the teaching of Russian language called the Russian Centre.

5.6.2 Target State

- Foreign students are studying in Study Fields accredited in a foreign language. Other Study Fields are selected for accreditation in English, and systematic support is created for their accreditation. Areas of education are determined in which concentrating on the acquisition of foreign students is effective; in these areas, comprehensive service is ready for foreign students (teaching in a foreign language, study documentation in English, counselling in English).
- The University cooperates with foreign partners in the field of Joint Study Programmes/Fields.
- Study Plans/Curricula reflect study stays abroad.
- Foreign students and staff are fully integrated into the life of the academic community.
- Areas are selected in which systematic and continuous recruitment of foreign students is carried out. A marketing concept of recruiting foreign students is created. A network of employees who personally ensure the recruitment area is established. The University is actively presented at international education fairs.
- Foreign students are studying in Study Fields accredited in a foreign language. Other Study Fields are selected for accreditation in English, and systematic support is created for their accreditation.
- A motivation programme is designed for foreign academics that are recruited to work at the University. Similarly, a motivation programme for UWB teachers leaving for at least a semester to work abroad is created. The programme includes tailored language training, service for providing the necessary administration, etc.
- Areas of education are determined in which concentrating on the acquisition of foreign students is effective; in these areas, comprehensive service for foreign students is ready (teaching in a foreign language, study documentation in English, counselling in English).
- Foreign academic staff are active in many fields at UWB. Domestic academics work at least one semester at a foreign workplace.

5.6.3 Indicators of Achieving the Target State

- At least 10% of graduates of Bachelor's and Follow-up Master's courses participate in foreign internships (minimum duration of three months).
- 50% of PhD graduates take part in foreign study or research internships (minimum duration of three months).
- At least ten Study Programmes will be accredited as joint/double/multiple Degrees at UWB.
- 1% of graduates will be graduates of Study Programmes accredited in a language other than Czech.
- The University has at least ten Study Programmes accredited in a foreign language.
- Each workplace that has a mobility agreement offers its own scheduled courses in a foreign language with a total of 30 credits per semester.
In selected Study Programmes of UWB, the number of foreign students from selected regions of the world has significantly increased; foreign students study at most UWB Parts.

10% of UWB academic and research staff worked or have been working for at least one semester at a foreign workplace.

5.6.4 Methods of Achieving the Target State

Motivating students to participate in outgoing mobilities. Improving communication with coordinators, improving support services at the International Office, removing barriers regarding credit recognition, and including the mobilities in curricula.

Completion of the modular teaching system for incoming students.

Resolving the funding for the teaching of incoming students enrolled in courses during the summer semester.

Streamlining and simplifying administration associated with mobility; increasing promotion of mobility among possible candidates for mobility.

Creating a University fund to support student mobility which is not funded from the Mobility Programmes.

Building better support for incoming students, including counselling in the English language and removing communication barriers at Offices of Academic Studies.

Areas are selected in which systematic and continuous recruitment of foreign students is carried out. A marketing concept of recruiting foreign students is created. A network of staff that personally ensure recruitment is established. The University is actively presented at international education fairs.

The International Office provides complete services to foreign applicants for study with an emphasis on self-payers, from filing of the application through the provision of formal requirements connected with the stay in the Czech Republic to the enrollment for study.

In order to determine the demand for study subjects among foreign students, the University participates in international fairs for tertiary education or uses other information sources. On the basis of the identified demand, UWB prepares a Study Programme offer that the University actively promotes internationally.

A motivation programme is created for foreign academics that are coming to work for the University. Similarly, a motivation programme is set up for UWB teachers leaving abroad for a minimum of one semester. Part of this programme is tailor-made language training, service for providing necessary administration, etc.

Creating systematic support for the accreditation of joint/double/multiple degree programmes. Interdisciplinary cooperation is used for accrediting new fields of study in a foreign language.

Cooperation with German-speaking countries is actively developed, especially with institutions in the adjacent regions of Bavaria, Saxony and Upper Austria. As part of this activity, the nationwide Competence Centre for International Work with Youth, focusing on Czech-German cooperation, is developing its activities. The Centre extends UWB’s portfolio with further educational offers and target groups – exchanges of children and youth, support for international activities of schools, mobilities of the European Voluntary Service or intercultural education of teachers and further education of those working with youth.

Editing the University website, which will include, in a modern way in selected world languages, detailed,
relevant, and up-to-date information on the possibilities of study and how to become a UWB student.

- The University’s, the Faculties’, and the Departments’ websites contain detailed information on the workplaces with which Erasmus+ contracts are concluded, including the characteristics of the study environment in the given workplaces.
- Foreign internships are part of the curricula of all UWB doctoral programmes.
- UWB supports and develops the form of dual supervision of theses with foreign universities and forms of joint programmes.

5.6.5 Risks

- Lower interest of candidates from abroad in studying at UWB.
- Political situation (suitable territories may be in politically unstable countries).

5.7 Lifelong Learning

5.7.1 Current State

- UWB is an important workplace in the field of Lifelong Learning (LL) in the Pilsen and Karlovy Vary Regions. It provides a wide range of Lifelong Learning programmes and courses, but it is still not possible to designate UWB as an important partner institution for Lifelong Learning in the national and European contexts (except for the organization of the International Summer Language School).
- The annual turnover in Lifelong Learning is at least 20 million CZK. Mutual links between Lifelong Learning and study in accredited degree programmes is fully transparent, codified by the new Study Regulations. The Lifelong Learning concept for UWB is elaborated but the University's strategy in the field of Lifelong Learning is not approved. Lifelong Learning takes place at individual UWB Parts (not all); the coordinator of Lifelong Learning is the Lifelong Learning Board (hereinafter referred to as the LLB); the guarantors of the Lifelong Learning programmes and the courses of the University of the Third Age are UWB staff who are responsible for the professional content of the Lifelong Learning Programme.
- Especially the Faculty of Economics, the Faculty of Education, the Faculty of Law, the Faculty of Health Care Studies, the Faculty of Design and Art, and the Institute of Applied Language Studies organize the Lifelong Learning Programme. These UWB Parts provide education related to their focus. The Foreign Relations Department of UWB organizes the International Summer Language School (ISLS), which includes courses for the general public. The Lifelong Learning Institute (hereinafter LLI), in cooperation with other UWB Parts, organizes the preparation and implementation of corporate training courses, training of public administration staff, training of UWB staff and seniors' education within the University of the Third Age. The offer is primarily oriented towards the Region; educational activities having an impact on the whole of the Czech Republic or envisaging the possibility of foreign students’ participation are usually not offered.
• At present, the UWB Lifelong Learning Board has 57 Lifelong Learning programmes accredited in the distance learning form of study (online courses). The quality of the implementation of individual distance learning courses has not been centrally monitored yet, but partial evaluation reports are available.
• At the UWB portal, accredited Lifelong Learning programmes can be found; some of them, however, have an incorrect form of study in IS/STAG.
• A fully transparent and functional Lifelong Learning System is missing at UWB. Information on the offer of Lifelong Learning courses and programmes is fragmented on the webpages of individual UWB Parts. No information materials with the complete University offer of Lifelong Learning courses and programmes are available, nor is a list of the University Parts offering this form of education. The University does not have a central register of events offered and implemented in the area of Lifelong Learning; Lifelong Learning courses are only subject to the University accreditation for a period of three years.
• Currently, mainly administrative staff members work for the Lifelong Learning Institute. None of the staff of the Lifelong Learning Institute publishes or does research in the field of Lifelong Learning. Therefore, the participation of UWB in more demanding projects is difficult, as is the possibility of influencing educational policy in the field of Lifelong Learning in the Region and in the national and European contexts.
• The University has no specialized department with qualified experts for diagnostic and consulting services in the field of career development.

5.7.2 Target State

• In the area of Lifelong Learning, the University is an important partner institution not only in the Region, but also in the national and European contexts. The Lifelong Learning subjects, forms and methods correspond to current trends in Lifelong Learning.
• The University's Lifelong Learning strategy is designed, approved and implemented, including selected areas for which the offer of educational opportunities is appropriate and necessary.
• The University implements Lifelong Learning at the level of individual Faculties and Institutes (all Parts of the University are involved); at the same time, it has a specialized workplace, the Lifelong Learning Institute, where highly qualified Lifelong Learning experts are working, together with administrative staff and course organizers.
• The Lifelong Learning Institute is a contact point for those interested in Lifelong Learning at UWB. It provides information about all UWB activities within Lifelong Learning; it provides qualified diagnostic and counselling services in the area of Career Structure through Lifelong Learning.
• The University of the Third Age is an important part of Lifelong Learning.

5.7.3 Indicators of Achieving the Target State

• Compared to 2015, the increase in Lifelong Learning graduates is 3%.
• 10% of UWB staff have undergone a Lifelong Learning course focused on innovative educational methods, electronic distance learning systems and materials with specific distance learning elements.
Research activities in the field of Lifelong Learning at UWB can be documented by 20 outputs entering RIV. Twenty students have attended and completed courses for students aimed at acquiring lecturing skills.

### 5.7.4 Methods of Achieving the Target State

- A Lifelong Learning strategic document is approved and ongoing monitoring of the implementation of the commitments defined in the strategic document is in progress.
- The Lifelong Learning Institute team is strengthened by qualified experts for Lifelong Learning and development of research projects.
- Lifelong Learning research is being implemented, including cooperation on research projects with Czech and foreign workplaces specialized in Lifelong Learning.
- A comprehensive cross-University offer in the field of Lifelong Learning is prepared in Czech and in selected world languages. Lifelong Learning courses with an impact on the whole of the Czech Republic and foreign students are prepared and implemented.
- Methodological and technical support is ensured for academic staff preparing and implementing Lifelong Learning in accordance with current trends and using part-time and distance learning forms of learning. A system of training academic staff in the area of Lifelong Learning is in place.
- UWB’s partnerships with companies and other institutions in the region are being used to extend the offer of Lifelong Learning by offering courses tailored to the needs of companies and businesses and public administration.
- The marketing and PR activities of the Lifelong Learning Institute are implemented in cooperation with other Parts of the University. In the area of external relations of UWB, emphasis is put on the promotion of Lifelong Learning activities in the region and at the national and international levels. The marketing strategy for the development of Lifelong Learning at UWB and its Parts has been developed. The University website is regularly updated, including information materials offering Lifelong Learning at all Parts of UWB. Brochure distribution is provided to selected entities.
- The Lifelong Learning offer also includes Lifelong Learning courses designed to support students in all forms of study (courses aimed at equalizing their knowledge, assistance in case of study failure, meta-cognitive skills, etc.).
- The Lifelong Learning offer also includes courses for UWB staff providing up-to-date information and developing employee skills.
- The quality of Lifelong Learning implementation at UWB is regularly monitored and evaluated.
- UWB is a member of the Association of Adult Education and other important relevant associations at the national and European levels; within them, UWB has a significant position.
- The Lifelong Learning Institute closely cooperates with the Faculties and the UWB Graduates' Club. As early as during their studies at UWB, students are well aware of the possibility to interact with the University later in their lifetime and update their information within their field of study or extend their qualifications.
- UWB offers all students a certificate programme focused on lecturing skills (each UWB student has the
opportunity to acquire, during his/her studies, a lecturer's qualification for Lifelong Learning courses in his/her field of study).

- In cooperation with the Lifelong Learning Institute and the Information and Counselling Centre, the "Career Development Centre" is being developed to provide qualified diagnostic and counselling services.

5.7.5  Risks

- High competition in Lifelong Learning by other entities (educational agencies, universities, etc.).
- Problems with obtaining top internal and external lecturers in the field of Lifelong Learning.
- Lack of qualified professionals for the development of Lifelong Learning research projects.
- The reluctance of the University Parts to admit the need for a greater centralization of Lifelong Learning at UWB.

5.8  Employability of Graduates; Cooperation with Graduates

5.8.1  Current State

- At the University level, the Graduates' Club has been established, with a total of 2,806 graduates who are currently registered. Graduate Clubs are also registered at some Faculties. Communication with graduates has a one-time form (Graduates' Festivals). Some faculties organize additional activities for their graduates. In 2011, a special issue of the Triangle magazine for UWB graduates was published. Graduates are involved in the Faculties' activities according to their needs: consulting on theses, cooperation on projects, participation in committees of state final examinations of all types of study, consulting and counselling activities, and professional lectures for students.
- The University does not have a monitoring system of the employability of graduates developed.
- The position of UWB graduates in the labour market is only partially monitored; the information gathered is hardly ever further analysed and no measures are taken. On the whole, comprehensive systematic monitoring, analyses, and specific conclusions on the employability of graduates in the labour market are not developed.
- The University does not have a system of creating and supporting business incubators for graduates with spin-off and start-up companies.

5.8.2  Target State

- The University is monitoring and analysing long-term trends in the employability of graduates based on demographic and sociological research.
- The University records and administers a database of graduates and maintains contact with its graduates.
• At the University, Graduates’ Clubs are operating. Students are informed, already during their studies, about their activities and the possibilities of cooperation between the University and graduates.
• The University has a system of creating and supporting business incubators for graduates with spin-off and start-up companies.

5.8.3 Indicators of Achieving the Target State

• The number of unemployed graduates is one of the criteria for determining the number of applicants admitted.
• In order to increase the share of foreign students, at least 20 foreign graduates of UWB cooperate with the University.
• In UWB Graduates’ Clubs, at least 5,000 people are registered; prominent graduates are identified.
• The newsletter for graduates is published at least twice a year.
• A donor system is created through which graduates can support UWB.
• At the University, business incubators for graduates’ spin-off and start-up companies are established and are active.

5.8.4 Methods of Achieving the Target State

• The database of graduates of individual UWB Faculties is systematically administered and extended.
• Long-term trends in the employability of graduates are tracked, based on sociological and demographic research. Based on the analysis of available data, the success of graduates in the labour market (employment and employability) is monitored. At the same time, the University’s own tools for monitoring its graduates are created.
• University graduates are helping motivate prospective students, and participate in educational activities.
• Students, already during their studies, are informed about the work of the University Graduates’ Clubs and the possibilities of cooperation between the University and graduates. Students of follow-up studies (Master or Doctoral students) are involved, already during their studies, in activities of the University Graduates’ Clubs as members of working teams.
• Foreign UWB graduates help present the University and recruit foreign applicants for study.
• Regular communication is maintained with graduates through newsletters for graduates.
• A donor system is created through which graduates can support UWB.
• At UWB, business incubators for graduates with spin-off and start-up companies are set up and implemented.

5.8.5 Risks

• A sudden decline in the market demand for certain fields, not predicted by previous sociological surveys.
• The lack of interest or low motivation of graduates to cooperate with UWB (domestic and foreign).
5.9 Sport and Physical Education That Do Not Constitute an Academic Field of Study

5.9.1 Current State

- UWB has not elaborated a plan (financial or organizational) of Optional Physical Education courses (OPE) and sporting leisure-time activities for its students and staff and University representatives. The Department of Physical Education and Sport (DPES), which is part of the Faculty of Mechanical Engineering, provides Optional Physical Education for all Faculties. The deficit in financing is topped up by the Faculty of Mechanical Engineering and from the UWB budget reserve, or from the Rector's reserve (every year, the Faculty of Mechanical Engineering submits an application for support to the UWB Academic Senate). The Department of Physical Education and Sport (DPES) at the Faculty of Education offers the Degree Study of Physical Education. At UWB, the University Sports Club is operating.

5.9.2 Target State

- The area of sport and physical education is perceived as an integral part of the educational process at UWB. Participation creates a good attitude of students to regular physical education and sporting activities as part of a healthy lifestyle. Physical education and sport are an appropriate and recommended opportunity to compensate for a one-sided intellectual burden. UWB (including its Parts) agrees with the concept of education for healthy aging (Health 2020 - MH). The University sees the development of interest in regular physical activities and the creation of attractive conditions for varied sports activities (of both students and employees) as a contribution to the primary prevention of serious diseases (so-called diseases of civilization).
- The University has developed plans for the development of sporting activities, including their funding, systematic search for resources, ensuring equipment and infrastructure.
- Information on the offer of sporting and physical activities is readily available to all students and employees.

5.9.3 Indicators of Achieving the Target State

- Creating a plan for physical education and sport at UWB.
- In the academic year, at least 80% of full-time students are enrolled in Optional Physical Education courses.
- At least 50 students were motivated through sport to study at UWB in the reporting period.
- The percentage of students and employees participating in the offered sport and physical education activities was increasing over the reporting period.
- In the reporting period, UWB organized or participated in organizing at least five major international sporting events.
5.9.4 Methods of Achieving the Target State

- In the curricula of Bachelor's and Master's programmes, physical education courses are offered as mandatory optional or elective. UWB Faculties perceive the negative consequences of the lack of physical activities of students and employees in the sphere of health, and therefore motivate them to use the offered sports activities.
- Creating an offer of sports and physical activities for students with special needs.
- International partnerships in the area of sport are established and developed.
- Sport is used as an instrument for the internationalization of UWB. For foreign applicants, conditions for motivation to study through sport are created (the Central European Sport Recruitment Centre).
- The current level of UWB sports representation is supported and developed.
- The offer of sports and physical education activities and the results of UWB's sport representation are actively used as an important part of University marketing, especially when attracting prospective students.
- The necessary infrastructure will be built and resources for equipment provision of physical education and sports activities will be found.

5.9.5 Risks

- The Faculties do not support the Physical Education courses which do not constitute an academic subject as an integral part of the educational process at UWB.
- Students are not interested in sporting activities.
- The credit rating of Non-Study-Field Physical Education courses is a problem: several credits can be obtained too easily.

5.10 Culture

5.10.1 Current State

- UWB is far from fulfilling its potential for cultural activities. It would be possible, in this respect, to improve the quality of life of both UWB staff and students, who spend a number of years at the University studying, teaching, performing research work, or working in technical and financial services. A rich cultural life of the University might also be a determining factor in choosing where to study. This means that if we are able to enhance the cultural level at our University, we will become more attractive to prospective students, teachers and staff.
- At universities in Western Europe and the USA, part of the qualification of university-educated intellectuals is an appropriate level of awareness of arts and culture in general.
- In a number of non-artistic disciplines, arts and craftsmanship is taught so as to support creative thinking.
5.10.2 Target State

- At the University, a plan for developing and supporting cultural activities is created, including their funding, systematic resource search, providing equipment and infrastructure.
- Bachelor's and Master's study programmes include, in the form of elective subjects, courses developing students' awareness of a wide range of artistic disciplines to the extent that corresponds to the cultural horizon of a European university student.

5.10.3 Indicators of Achieving the Target State

- On the UWB campus, where the concentration of teaching and research staff and students is the highest, cultural events, whose centre and initiator is mainly the Ladislav Sutnar Faculty of Art and Design, are organized.
- For UWB students, at least four courses are created and accredited, containing lectures that tackle issues of the history of art and related issues in a student-friendly form.
- For UWB students, at least four courses are created and accredited that develop creative thinking and enhance spatial imagination and shape awareness.

5.10.4 Methods of Achieving the Target State

- Drawing up the conceptualization of the development and support of UWB cultural activities.
- Performing analyses of needs; designing a set of theoretical and practical courses within the University offer.
- Necessary infrastructure will be built and resources for ensuring equipment for cultural activities will be found.

5.10.5 Risks

- The Faculties do not support culture as an integral part of the teaching and learning process at UWB.
- Students are not interested in cultural activities.
- Lack of funds.
- Lack of suitable premises for activities of a certain type.
5.11 Care of Exceptionally Talented Students

5.11.1 Current State

- At the University, there is no system of working with exceptionally talented students; individual activities are implemented within the University Parts or at particular workplaces.

5.11.2 Target State

- At UWB, there is permanent support for the care of exceptionally talented students. Conditions are created for the development of talented students, their integration into the University activities and their self-fulfillment.

5.11.3 Indicators of Achieving the Target State

- A system of searching for talented students is created, including the methodology for their support.
- In the reporting period, at least 50 talented secondary school students participating in the University research were supported by UWB.
- In the reporting period, at least 100 talented UWB students providing feedback (number of successful presentations at student research conferences and professional conferences) were supported.
- In the reporting period, the OBD database records professional publications entering RIV in which UWB students are listed as authors or co-authors. The total number of the publications equals, at least, the number of 10% of all UWB students.
- In the reporting period, at least 10% of students are registered in the GaP database as grant co-researchers.

5.11.4 Methods of Achieving the Target State

- A system of searching for talented students is created and developed even at the level of secondary schools.
- A system of motivation incentives for talented students is created; it includes having the status of an auxiliary researcher, involvement of talented students in research projects, projects in cooperation with the application sphere, setting conditions for special awards for outstanding student achievements, internal grant competitions, special courses and workshops for talented students focused on their Study Field and interdisciplinary links, a system of scholarships to support studies and work placements abroad, providing material, technical, and service infrastructure for research activities of talented students, and financial evaluation of the results and outputs of their creative and research activities.
- UWB performs targeted motivation of talented students towards their future work within UWB research teams, and motivates talented graduates towards permanent future cooperation with UWB.
- Talented students are involved in student scientific conferences, mobility support, internships, professional practice, etc.
• UWB cooperates with companies in the region in order to find appropriate jobs for talented graduates.
• A system of the academic staff training is created and supported in the long term for qualified teaching supervision of talented students.
• The UWB system of care of talented students is systematically presented and promoted both within the Czech Republic and abroad.

5.11.5 Risks

• Lack of talented prospective students.
• Research teams will not be able to integrate the talented students.
6. Direct Social and Professional Impact (the "Third Role")

The University is, by its very nature, part of its wider neighbourhood; its role is to maintain a permanent interaction with the whole society in order to positively influence both the closer (regional) and distant environments and contribute to the dissemination of knowledge and cultural values in the society in many different ways. The University has, on the basis of deep theoretical knowledge, to pass on its knowledge and also participate in the assessment of modern social processes in the historical context and current social development in the wider contemporary international context.

The direct professional and socio-cultural impact of UWB is effectively manifested in all areas of its activities (education, research and development, artistic creation, and knowledge transfer) through partnerships, direct professional action in the form of popularization, organization and moderation of discussions, organization of seminars, management and administration of galleries, organization of exhibitions and cultural events, artistic interventions in the public space, organization of summer schools for a wider public, active cooperation with the City and the Region, etc. This openness of UWB towards the outside world includes the regional, the national and the international dimensions. The openness of the main activities of the University (education and creative activity) is integrally addressed in the relevant Chapters of this Long-Term Plan. This Chapter is therefore primarily focused on direct social and professional action that goes beyond education and creative activities, which are primary. This involves cooperation with the application sphere, with the City and the Region, but also with the wider public and various organizations.

6.1 Position of UWB, Current State, and Its Indicators

The UWB Parts perform many activities in the area of cooperation with the application sphere and have created relatively effective formal tools to implement them. In order to improve them, however, it is necessary to consistently coordinate and use effective motivational tools at the central management level. UWB has a central know-how transfer system at the basic level, which enables its further targeted development.

The main strategic partners are clearly defined. In the period 2010-2015, UWB was an important partner of the regional political authorities in the implementation of the Integrated City Development Plans (IPRM) Pilsen – European Capital of Culture 2015, and Pilsen – University City 2015. When implementing IPRM projects, UWB's own capacities for implementing contractual and applied research and expert activities of all UWB Parts were
substantially strengthened in terms of investments. UWB has experience in supporting innovative small and medium-sized enterprises interested in their high-quality dynamic development.

The corporate identity (including a uniform visual style) and tools for information support and registration of all external activities are formalized. It is necessary to permanently update the system of uniform operation and communication of UWB Units and staff in external relations, and also develop a system of more effective promotion of UWB’s activities and their outputs. The representation of UWB in various external committees and bodies at the regional, cross-border and international levels must also be controlled in a targeted manner and strengthened.

The University of West Bohemia organizes a series of popularization activities (e.g. Science and Technology Days, active cooperation with Techmania), organizes seminars for the general public (e.g. the regular Interdisciplinary Seminar), cooperates with elementary and secondary schools through subject olympiads, and significantly participates in direct cultural action within the City and the wider area (especially thanks to the Ladislav Sutnar Faculty of Design and Art, participation in the ECOC/EHMK, etc.). The activities of the University of the Third Age focusing on subjects relevant to the Faculties’ profiles are developed over the long term.

Cooperation with the application sphere is implemented not only in the framework of direct commercial contracts (contractual research), but it also has a number of other forms, including the acquisition and completion of joint projects (TA, CR, structural funds, etc.). The current situation in this area is, however, also characterized by a certain inconsistency and duplication. The current situation and trends in cooperation with the application sphere are characterized by the economic results in the complementary activities presented in the following table:

Table 9: Amount of additional activity in the period 2010–2014.

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount of additional activity (thousand CZK)</th>
</tr>
</thead>
<tbody>
<tr>
<td>2010</td>
<td>16,989</td>
</tr>
<tr>
<td>2011</td>
<td>15,667</td>
</tr>
<tr>
<td>2012</td>
<td>37,381</td>
</tr>
<tr>
<td>2013</td>
<td>51,224</td>
</tr>
<tr>
<td>2014</td>
<td>68,961</td>
</tr>
</tbody>
</table>

Source: Annual reports on UWB financial management.

### 6.2 Target State in the Area in 2020

The target state of achieving quality and excellence in the direct and social impact of UWB is defined as follows:

a) In the area of know-how transfer:

- UWB has an effective knowledge transfer system in which top students that are appropriately focused and motivated are involved. The system is based on intensive and continuous collaboration with companies and institutions, professionals-practitioners and an efficient search system for promising know-how. Central
coordination of the know-how transfer system is ensured (the Board for Commercialization, Intellectual Property Protection, Patent Research System, Ensuring Legislative Requirements, etc.), which, however, by no means limits the activities of the University Parts in this area; on the contrary, it effectively supports them.

- In cooperation with the regional authorities of the Pilsen Region, UWB is an important tool for supporting the economic development of the Region.
- UWB is involved in supporting the economic development of the regions of South Bohemia and Karlovy Vary.
- In coordination with VTP, a.s. and BIC, s.r.o., a business incubator in the field of know-how transfer for start-up companies of UWB graduates is built.
- An incubator of creative industries is built, with the support of LSFDA’s know-how, as a successor to the company Plzeň EHMK 2015; it is utilized by graduates of creative disciplines.
- In order to strengthen the economic autonomy of the newly established research centres (under OP RDI), UWB’s own research activities are effectively connected with activities of important partners.
- Strategic partners and strategic alliances are clearly defined, and an effective system of communication with them is created.
- Points of contact with the application sphere (so-called research points) are created in the partner regions.

b) In the social area:

- UWB fulfils its social and cultural function: it significantly influences artistic and, more generally, cultural and social life, especially in the region of Pilsen, where it has become a leader in the field of art and culture, and is involved in current cultural processes and social debates in a wide European context.
- UWB is an important regional centre in the complex of public health care activities. It helps representatives of the City, the Pilsen Region and the South-West Bohemian Region in dealing with and developing this important social issue that important national development documents and EU strategies are addressing.
- UWB is a guarantor of an open and cultured debate, and plays an important role in dialogue on the preservation of traditional cultural values.
- UWB is an important partner of the state, the public and the non-profit sectors. In its position as partners or experts, UWB cooperates on educational, integration and development projects that have a regional and also a national impact.
- In cooperation with the local administration, the self-governing and individual organizational units of the state, UWB is an important tool for supporting social development of the Region and related activities.
- UWB makes current scientific knowledge available to the general public in a simpler form in order to explain, inter alia, the interrelation of the causes and consequences of current social phenomena and threats.
- UWB is active as a significant expert for its partners in the field of social sciences, social services, law, security, arts, and environmental protection.
- UWB offers a wide range of Lifelong Learning courses, including the University of the Third Age, in accordance with the specialized focus of its Faculties. Lifelong Learning activities are described in detail in the chapter on education.
• UWB has links to secondary and elementary schools in the target regions of its interest; the University cooperates with the schools in order to, in particular, support the development of talented students; UWB is, for them, a local counselling centre in both the professional and the educational fields.
• UWB has a functioning career counselling system for graduates and students in their final years.

c) In the area of its own presentation:

• UWB offers and regularly updates catalogues for third parties (industrial enterprises, state administration, organizers of cultural events, etc.).
• UWB’s strategy for communication, collaboration and promotion is defined and regularly evaluated and updated.
• UWB actively uses a unified visual style, which serves to strengthen the employees’ and students’ sense of loyalty to UWB and their identification with the corporate UWB culture.
• UWB purposefully and systematically strengthens its influence through its representation in important external bodies, boards and committees.
• UWB systematically cooperates with graduates and uses this cooperation to strengthen its links with their parent companies, institutions and organizations.
• UWB conducts active forceful marketing through the use of modern information technologies in order to bring a wide range of applicants from all over the Czech Republic and abroad to study at UWB.
• UWB has significant positions in a number of national and international committees (the Czech Rectors Conference, the Council of Higher Education Institutions, the Council for Research, Development and Innovation, the Grant Agency of the Czech Republic, the Technology Agency of the Czech Republic and international grant agencies).

6.3 Indicators of Achieving the Target State

• UWB has a functioning system of coordination of external cooperation.
• The total volume of contractual research in the UWB for the period 2016-2020 is 310 million CZK.
• UWB is represented in at least 40 major committees which have an impact on education policy or the evaluation of research and research projects.
• At least 350 times a year, UWB is positively presented in the most important media with nationwide scope.
• UWB has 230 collaborating graduates (i.e. graduates are involved in lectures or other activities of UWB).

6.4 Methods of Achieving the Target State

• Implementation of the know-how transfer system at UWB.
• A working Contact Register (Customer Relations Management).
• Involvement of employers’ representatives in a range of study programmes.
• Active involvement of the Board for Commercialization.
• Regular evaluation of UWB graduates’ employment rate in cooperation with the Centre for Educational Policy at the Faculty of Education of Charles University in Prague and the Czech Labour Office.
• Preparation and successful completion of the National Sustainability Programme grants for strengthening the self-financing of research centres implemented at UWB in the previous period.
• Utilization of OP RDE opportunities for active marketing among secondary school youth in the target regions with the intention to stimulate students’ interest in study at UWB.
• Utilization of resources from OP RDE for the creation of practical training centres and inclusive activities.
• Coordination with regional self-government authorities in the Pilsen Region, the Karlovy Vary Region and the South Bohemian Region.
• Cooperation with the authorities of the City and Region in organizing popularization or discussion activities.
• Interdisciplinary seminars.
• Cooperation with the Techmania Science Centre.

6.5 Risks

• Legislative restrictions on the potential volume of contract research (public support).
• Lack of interest among the wider public in seminars and discussion forums.
• Lack of companies’ and institutions’ interest in cooperating with UWB.
7. Infrastructure and Supporting Processes

7.1 Buildings

7.1.1 Current State

In the past period (2011-2015), UWB completed vast construction of new buildings on the UWB campus. The new building of the Ladislav Sutnar Faculty of Design and Art was funded by the Ministry of Education, Youth and Sports. The other buildings – NTIS-CTPVV (the Research and Training Centre of the Faculty of Applied Sciences), RIPO (the University Library), RTI (the Research Centre of the Faculty of Mechanical Engineering), RICE (the Research Centre of the Faculty of Electrical Engineering) – were financed from OP R&DI. As part of the CVSMD project of the Faculty of Philosophy and Arts, the existing buildings in the city centre were renovated.

On the contrary, UWB left the Tylova 15 building, which the University had on loan, and returned it to the owner of the building – the statutory city of Pilsen. Furthermore, in 2012, the University left the Lochotin swimming pool and exchanged it for land used for the construction of the new NTIS-CTPVV building.

In connection with the construction of the NTIS building, the parking capacities in the campus area were increased, an underground car park with a capacity of 155 parking spaces was built, a car park expanded by 39 parking spaces was built next to the RIPO building, and another car park increase was achieved in connection with the construction of the RICE building: 35 parking spaces were added.

All the basic parameters of the newly constructed buildings were inserted into the system of digital passporting, which UWB uses for systematic monitoring and planning of infrastructure development; at the same time, it serves as one of the basic documents of the UWB budget methodology.

At UWB, the investment process is coordinated through the Committee for Investment Property Administration, which is an all-university body, in which, under the chairmanship of the UWB Bursar, the representatives of all Faculties and the University Parts are involved and work. This commission compiles, in accordance with the Long-Term Plan, an annual plan for the renovation and development of UWB infrastructure and equipment.

The major investments particularly included:

- Completion of the preparation of the reconstruction of the Tylova 59 building; its reconstruction is expected within the STRADI project, whose financial source will be the programme funding of the Ministry of Education, Youth and Sports, with partial participation of UWB.
- Annual renewal of IT infrastructure in the amount of approx. 10 million CZK.
• Reconstruction in the Sedláčkova 19 – Riegrova 11 buildings, where the Academic Information Centre and the new premises of the Ladislav Sutnar Gallery were built.
• Implementation of Stage I of the reconstruction of the Veleslavínova 42 building, where new premises of the Dean of the Faculty of Education were also built.
• Creating new premises for the Institute of Applied Language Studies at Univerzitní 22 as a replacement for leaving the Tylova 15 building, where the Institute was deployed until December 2012.
• Gradual partial renovation of dormitories – toilets and bathrooms, replacement of windows, renovation of elevators.
• Starting to build a telemetry network and other ancillary measurements, which are intended to control and optimize the energy needs of the University and also to save operating costs.

7.1.2 Strategic Framework

Using the resources of the RDE Operational Programme, the Environment Operational Programme, the Investment Programme of the Ministry of Education, Youth and Sports, and the participation of the Investment Property Development Fund (IPDF), UWB will gradually reconstruct and modernize selected existing buildings owned by UWB. The University will offer unused buildings owned by UWB for sale, or they will be preserved. Unused buildings that UWB has on loan will be returned to the owners of the buildings.

UWB will increase, in particular, the usability of classrooms, and will streamline and optimize the scheduled classes and events. The University will adapt its classrooms to the requirements of modern teaching.

• Reconstruction of UWB buildings in the historical centre of the city of Pilsen, for the needs of the Faculties deployed in the city centre.
• Reconstruction of the Tylova 59 building – the STRADI project.
• Preparation of the reconstruction of the Univerzitní 22 building and commencement of its implementation.
• Gradual modernization of selected dormitory buildings.
• Determination of the strategy for operating UWB training facilities.
• Implementation of the construction of the University kindergarten. Modernization of existing sports facilities.
• Extension and global implementation of the telemetric network – energy under control.
• Innovation and possible expansion of space for research-oriented Doctoral and follow-up study programmes and new research programmes.
• Starting to realize the vision of a safe university.

By the end of 2016, a medium-term strategic plan for the area of investments and displacements will be developed.
7.1.3 Target State

- UWB has increased the efficiency of using the buildings it owns.
- Buildings that were loaned to the University are returned to the property owners.
- UWB’s involvement outside of Pilsen, especially the usability of buildings in Cheb, has been resolved. The issues of operating or not operating the UWB training facilities in Nečtiny and Pernink are resolved, or at least one of the above.
- Selected investment measures to improve safety at the University (entrances to buildings, expansion of CCTV and alarms) are launched.
- Measures to reduce waste production and emissions and possible use of alternative energy sources are in place.
- There is a rationally used network of classrooms and laboratories with adequate capacities and adequate equipment at the standard level of educational technologies.
- Needs development is systematically monitored and economic indicators are used to optimize the use of space.
- Premises for practical training (workshops, studios, spaces for simulation of a corporate environment, etc.) are created and developed.

7.1.4 Indicators of Achieving the Target State

- High-quality elaboration of investment plans of new construction work submitted.
- Processing of relevant project documentations.
- Obtaining building permits for selected construction projects.
- Project applications for subsidies from the OP Environment and OP RDE for selected investment projects.
- Implementation of the RD with sufficient time reserve.
- Updating the Long-term Plan in the area of infrastructure in accordance with the investment plan for the given year.

7.1.5 Methods of Achieving the Target State

- Effective activity of the Committee for Investment Property Administration and relevant Boards.
- Regular collaboration between service units, Faculties and higher education institutes.
- Investment activities have multi-resource funding.
7.2 University Library Strategy in the Field of Electronic Information Resources and IT

7.2.1 Current State

Electronic Information Resources (EIR) are an important part of the University Library's fund and its service offer. They have become an important factor in the infrastructure support for education, research and development. EIRs are mostly financed through the involvement of UWB in consortium projects (R&DI, the national MEYS programme). The University Library is the lead researcher of two projects and participates in another six projects as co-researcher.

The following electronic information sources are available (by 1.4.2015):

- Two bibliographic databases (MathSciNet, Manuscriptorium).
- Two citation databases for the evaluation of science and research (Web of Knowledge, Scopus).
- Online regulations.

A large collection of foreign professional electronic books is built primarily from project funds. Their number reached 1,487 on 1 April 2015. Also, the number of Czech professional electronic books offered is increasing, although the Czech market is not yet stabilized, and suitable business models are being sought. Depending on the license agreements, electronic books are available online as well as downloadable to mobile devices.

For access to electronic information resources from computers outside the University network, remote secure access is ensured. Statistics on the use of electronic information resources are regularly monitored; they represent important feedback for deciding whether to extend or terminate a license for a future period.

The University Library runs an Institutional Repository called the Digital Library of the University of West Bohemia. It works on the open source platform of DSpace; its main functions include archiving full texts of UWB authors' publishing activities, publications issued at UWB, and the final year theses defended at UWB.

The University Library supports the area of science and research by collecting the publishing activity of the UWB staff and monitoring its records especially in connection with RIV.
The basic evidence of the library fund and the library-information services is provided by the operation of the automated **Aleph system**. About 209,000 records of all types of documents are currently included here. The development of the system is ensured by the implementation of new releases. Every two years, a new localized version is released, offering users new trends and technologies. This makes it possible to connect systems using modern technologies and establish collaboration with other users of the system.

The **Summon** system is used for **unified search** of available information sources. Linking electronic information sources, the automated Aleph system and the Digital Library into this unified search interface leads to a more efficient and increased use of these resources.

An integral part of the information support for science, research, and education is the provision of research services (for students in the form of methodological assistance) and the implementation of specialized vocational training seminars and lectures.

Users have high-quality study resources with modern infrastructure supporting teamwork. In order to provide services, the University Library offers quite extensive hardware equipment: 21 printers, copiers and multifunction devices, 2 scanners and 119 PCs for direct use of library users.

### 7.2.2 Strategic Framework

The goal of the University Library services is to create and maintain a comprehensive and long-term solution for information support of education and scientific work at a level comparable to the international environment, thus contributing to the improvement of the quality of the study at UWB, the development of UWB graduates’ profile, and increasing the competitiveness and applicability of Czech science in an international context.

To achieve this goal, it is desirable to develop and modernize technologies and follow new trends that lead to the improvement of the services provided and their increased productivity and flexibility.

A necessary prerequisite is the cooperation with individual UWB workplaces (departments, research teams, etc.), as well as cooperation with other university and public libraries leading to the development and promotion of services provided.

### 7.2.3 Target State

UWB’s educational and research activities are supported by access to electronic information resources in accordance with accredited Faculty study programmes and the needs of research teams. The continuity of access to existing Electronic Information Sources and the acquisition of new Electronic Information Sources is ensured through the use of consortium (or individual) licenses. The basic criterion for selecting Electronic Information Sources is the coverage of RDI fields, their high quality content and utilization rates. The Electronic Information Sources offer is
complemented by retrieving services and the implementation of educational events, specialized seminars and lectures on RDI information support.

The Library information services are also provided on the basis of the Aleph automated library system, the Summon unified search interface, the Digital Library and the Demand System. These systems are maintained and developed according to users' information needs.

The Digital Library continues to develop both in terms of software and content, including its interconnection with other information systems. Working on the possibilities of preserving VŠKP in electronic/digital form continues.

In cooperation with UWB Faculties and Departments, the University Library provides basic literature in at least one print. The interconnection between Aleph and IS/STAG contributes to this goal.

The maximum possible effort is devoted to the development of Open Access at UWB.

Records of UWB publishing activities are implemented in the OBD system; the degree of interconnection between OBD, the Aleph system and the Digital Library is being developed, which makes this process more efficient.

### 7.2.4 Indicators of Achieving the Target State

- In 2020, UWB has electronic information resources available to meet the needs of research, development and education.
- The Aleph system is working in the current version.
- In the framework of Open Access, more extensive information campaigns, combined with a lecture focused on the given issues, are held twice a year, in addition to permanent PR activities. In the UWB Digital Library, all VŠKPs and at least 50% of the research works registered annually in RIV are stored. Basic literature is purchased in at least one print.

### 7.2.5 Methods of Achieving the Target State

- The purchase of EIRs is implemented through subsidies and participation in projects; the UWB budget plan includes an amount to finance the participation.
- The University Library is involved in both internal and external projects; it cooperates with UWB workplaces and research teams.
- The University Library is actively involved in working on the national model of acquisition and facilitation of access to EIRs.
- The development of the library system is achieved by implementing new versions.
- Linking related systems – library systems, publishing activities, study and financial systems – leads to the acceleration and improvement of related processes.
- The University Library and the Vice-Rector for R&D are actively involved in the development of Open Access
and Digital Libraries.

- Continuous upgrading and updating of hardware and software equipment of the University Library.
- Support for the development of information literacy (cooperation with Faculties – regular participation in teaching or a separate course).

### 7.2.6 Risks

- Lack of financial resources.
- Insufficient security in libraries.

### 7.3 Information and Communication Technologies (ICT)

#### 7.3.1 Description of the Current State and the Position of UWB

The description of the state of the Information and Communication Technologies (ICT) is based on the ICT analytical model of the University (see Figure 1) and corresponds to the fact that UWB has been developing rapidly in recent years: new centres and new buildings were built, and new requirements emerged; at the same time, the number of students was reduced and, as a result, the structure of needs changed.

A number of expected trends were confirmed, particularly in the field of penetration of the ICT component into all University activities, changes in user behaviour (availability of equipment, mobility), and needs arising from project management and new activities. Our strong point is that, thanks to the strategic plans embodied in the RIPO project, there is a conceptual and coordinated development. The weakness is "widening the gap" between the legitimate needs of the University (the developmental option of the strategy), and a stagnant or even declining budget for ICT. This discrepancy is significantly but not fully compensated for by the increase in work efficiency and service provision. We have managed to solve the long-term problems of underlying services, especially physical infrastructure, and to increase the capacity and reliability of selected infrastructure services. Although the growth of the needs in this area is high (the increase in the number of computer network ports by 60%, the increase of the wireless network base stations by almost 100%, the increase of data by 40% per year), we are able to fully satisfy the needs while ensuring adequate availability and quality of services.

In the area of vertical pillars, our strength remains the support of teaching. The IS/STAG system of study affairs remains the "flagship" of the University, and also other components in the area are being appropriately and successfully developed. The last period, in line with the assumptions, was marked by fundamental changes and rising needs in the area of R&D support. For their coordination, a Working Group for the RDI Information System was
established, and we succeeded in deploying new applications and solutions; in some areas, we are still looking for appropriate tools to meet the needs arising. We have certain reserves in supporting administrative and management processes, in supporting project reporting, and in integrating data and applications.

Figure 1: Analytical Model of ICT Infrastructure

7.3.2 Target State

a) Strategic Direction: Cloud Infrastructure

- The infrastructure is continuously upgraded and developed using cloud computing-based methods. Its benefit is the flexibility and efficiency of services provided.
- All infrastructure layers are properly interconnected so as to operate as a higher quality unit.
- Strategic cooperation within the Czech Republic, in the field of infrastructure for research, development and education. Maximum interchangeability of ICT environment components. The target state is shown in Figure 2.

b) Strategic Direction: Security

- Comprehensive and systematic understanding of cyber security issues and dealing with them; the growth of its importance for the University and its students.
- Corresponding development of technical and organizational measures for the security and resilience of the ICT infrastructure while maintaining the open nature of the University environment.
- ICT security is perceived as an integral component of occupational safety.
- Identity Management (IdM), provides an information and process base for security measures, specifically categorizing users into security profiles.
c) Strategic Direction: User Support and Users’ New Needs

- The services provided vary according to users’ needs. A systematic planning of service life cycles is in progress, based on matching the needs of users and the University with available technologies and expected trends.
- The Information Technology Centre is a partner for research teams and helps them find new ways to achieve their goals – excellent results in their field of expertise.
- Availability of virtualized ICT components for improving research experiments, development or learning environments.
- High quality and affordable user support for end-users while involving UWB students. Conceptual and balanced setting of central and distributed provision of services.
- Functional and sound communication between all parties in the process of running and developing ICT services.

d) Strategic Direction: Support of Teaching

- IS/STAG is extended by the required functionalities, especially for quality assessment.
- Extension of study support and presentation of study materials.
- The database of study information is usable in the area of managerial decision-making; it is interconnected with data from other University IS’s, especially with financial-economic and personnel data.

e) Strategic Direction: Support for Research and Development

- A modern environment for data transfer, storage and processing, support for research based on electronic workflow and “in-silico” experiments. Tools necessary for reporting and administration of research and project activities and presentation of results.
- Tools for building virtual infrastructures interconnecting teams and collaborating institutions. Providing a substrate on which research teams or their internal ICT professionals can directly build necessary self-tailored services or prototype new solutions.

f) Strategic Direction: Support for Management and Administration

- Support for operational decision-making at all levels of management, and simplified access of ordinary employees and lower levels of management to relevant information in centralized systems (financial-economic, operational, personnel information).
- Modern solutions to unified work with documents (DMS) and its integration into the corresponding affairs (agenda).
- Unified communication platform and means for effective exchange of information in daily communication both within the University and in communication with external entities.
- A new generation of support for care of properties and technology infrastructure, modernized ICT infrastructure of buildings, and a functional plan for smart buildings.
Figure 2: Architecture of UWB infrastructure from the point of view of cloud computing principles.

7.3.3 Indicators of Achieving the Target State

- UWB has an appropriate computer infrastructure and available resources.
- The infrastructure has been modernized in line with the strategic needs of the University Parts.
- Managing dangerous situations and preventing incidents with significant impact. The indicator is achieving a level of 80% of incidents that have been dealt with without serious impact on the operation of the University.
- Central IdM automates the management of access privileges, implements and carries out continuous monitoring of compliance with agreed policies.
- Courseware 2.0, expanded with social communication elements It is implemented and works.
- Financial resources for central ICT are handled transparently. CIV is conceptually used to acquire part of development resources through projects and cooperation.
- The operational parameters, conditions and standards aimed at the efficiency and quality of ICT central services
are made public.

- A new data warehouse contains study data for managerial decision-making.
- Interconnected system for effective planning, management and reporting of research results.
- Basic administrative and control processes (digital issues) are put into electronic form.

### 7.3.4 Methods of Achieving the Target State

- A central infrastructure to meet the needs of modern science and teaching (emphasis on data, reporting, experiment management, virtual laboratories, effective communication).
- Reducing administrative burden by optimizing processes and further expanding the use of ICT. Operational efficiency of services (energy consumption, optimization of print services).
- Support for the presentation of the University and External Relations (linking the web, portal and other "showcases" using the tools for creating, approving and distributing their contents).
- Responding appropriately to new trends and needs of users (employees, students, guests). Strengthening the control of life cycles of applications and infrastructure elements, designing and implementing formalized measures for change management, and acceptance testing of products.
- A unified and centrally managed set of information systems, centralized management of key end stations. Increasing internal flexibility and efficiency of central ICT, new services – virtual data centres, platforms, virtual laboratories and development environments.
- Systematic monitoring and evaluation of service quality parameters that serve as feedback for development planning and operation management.
- Development and emergence of new services in the field of data security tools and methods and information assets in general. Ongoing evaluation of individual elements of the system (infrastructure, human resources, processes) and conceptual management of the whole.
- Developing a proactive infrastructure, data and user protection, early warning tools, and effective surveillance of compliance with applicable rules. Requiring compliance with defined security features for each new application or infrastructure element.
- Strengthen the elements of cooperation and coordination for coping with serious security incidents and threats. Setting up action plans and an Emergency Coordination Team.
- Services reflecting the interdependence of the University environment with research practice, the need to provide the services to commercial research organizations and teams created from several organizations.
- Continuing the conceptual development of the Wi-Fi network, perceiving the frequency spectrum as a vital asset that must be protected and economically used.
- Linking existing relatively isolated communication tools (email, disk and document storages, wiki, video conferencing, streaming, telephone) into an integrated unit. Using social networking elements while maintaining the necessary level of information protection.
- Building on the established role of CIV in the educational field and working with new opportunities. The area of Lifelong Learning and the emphasis on regional interconnection remain a priority.
• Supporting multidisciplinary research and development teams with the participation of the CIV staff (searching for technological options, guaranteeing unified architecture and operational efficiency). Using local innovators, enabling them to access data and other resources, and periodically evaluating prototype solutions and carrying out their operational implementation.
• A Study Information System as a source of improving the quality of teaching and study plans.
• Extending the interconnection of the study system with e-learning systems (Moodle), using the e-learning tool also for admission procedures.
• Extending support for online study, audio-visual teaching aids, and supporting the study of foreign students.
• Creating a management information system for current filing records that will support strategic decision-making at both the Faculty and University levels.
• Supporting research centres in the area of contract research and complementary activities. Planning, modelling and creating variants. Linking data from databases.

7.4 Financial Management

7.4.1 Current State

UWB has a clearly defined budget methodology based on performance budgeting. This methodology is based on a set of internal regulations. The economic/financial management is supported by the economic/financial information system Magion, which allows standard reporting and compilation of financial statements.

7.4.2 Target State

• UWB has a functional information system set up that provides aggregated information to management employees targeted at all management layers for all UWB activities (Financial Control).
• UWB has set up a functional model of an indirect costs budgeting system.
• The University of West Bohemia has prepared a system of training for senior staff in managerial competencies.
• A comprehensive Human Resource Development strategy is developed.
• In the area of service activities and services, the structure of services is clearly defined. An analysis of the costs of individual services is carried out, on the basis of which decisions on possible outsourcing are made.
7.4.3  Indicators of Achieving the Target State

• Implementation of Financial Control including budgeting of all revenues and expenditures in an aggregate form.

7.4.4  Methods of Achieving the Target State

• Making full use of the Magion information system and timely prognosis of all future revenues of non-investment funds in the structure (ratio: basic contribution to activities – other public resources – complementary activities) and investment funds.
• Costs management and their permanent reduction.

7.4.5  Risks

• Lack of readiness for change.

7.5  Quality Management System

7.5.1  Position of UWB, Current State and Its Indicators

UWB has created a motivation and evaluation system in science and research. The motivation system of UWB supports authors publishing in impact journals, authors of scientific monographs issued by foreign publishers, holders of national and international patents, and also motivation tools for the area of contractual research. UWB has established a quality assessment system for teaching as part of the IS/STAG information system. However, the efficiency of this system does not reach the required levels according to the assumed parameters resulting from the requirements for institutional accreditation with regard to expected changes in the Higher Education Act.

The position of Quality Manager was established at UWB. Processes of process maps were developed. Descriptions of processes are available on the process website (procesy.zcu.cz).

Within the IPN QUALITY project, internal and external evaluation of UWB quality was carried out in 2012 and 2013 in order to prepare UWB for an amendment to the Higher Education Act and then for institutional certification.

The Faculty of Mechanical Engineering has obtained the certificate of quality ISO 9001:2001.

7.5.2  Target State

• A comprehensive quality assurance system for all activities is in place.
• UWB has established procedural prerequisites including internal regulations for obtaining institutional
accreditation in the sense of the new Higher Education Act.

- Standards for the institutional accreditation are prepared in the following structure: Institutional Context, Educational Activities, Quality Assurance and Assessment System.

### 7.5.3 Indicators of Achieving the Target State

- Obtaining institutional accreditation for UWB.
- Internal rules and regulations are fully compatible with the newly codified Higher Education Act.

### 7.5.4 Methods of Achieving the Target State

- Making use of experience gained in the certification process by an independent auditor according to ISO 9001 standards.
- Institutional self-reflection using the results of the external quality assessment.
- Compliance with the partial indicators defined in the chapters on Creative Activity, Education, and The Third Role.
- Cooperation with other universities/higher education institutions in the Czech Republic.
# 8. Overview of the Key Indicators of the 2016-2020 UWB Long-Term Plan

**Creative Activity**

<table>
<thead>
<tr>
<th>No. of Indicator</th>
<th>Description of Key Indicator*</th>
<th>Units</th>
<th>Initial State</th>
<th>Target State</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Completed sustainability indicators within the European Centre of Excellence and Regional Centres</td>
<td>yes/no</td>
<td>-</td>
<td>yes</td>
</tr>
<tr>
<td>2</td>
<td>The volume of funds obtained from operational programmes (especially RDE, EIC, the Czech Republic, Bavaria, Central Europe)</td>
<td>Million CZK (total)</td>
<td>-</td>
<td>2,000</td>
</tr>
<tr>
<td>3</td>
<td>Number of quality research teams of international importance (the team has publications in WoS or Scopus in Q1, publications are quoted, h index of team members is corresponding to the field, team size is greater than 5, required indicators are averaged to the number of team members, each team is connected to a PhD Study Field, PhD students in the team are significantly involved in team work)</td>
<td>Number of teams (in 2020)</td>
<td>12</td>
<td>22</td>
</tr>
<tr>
<td>4</td>
<td>Number of ERC projects or prestigious international projects</td>
<td>Number of prestigious projects (total)</td>
<td>0</td>
<td>6</td>
</tr>
<tr>
<td>5</td>
<td>Number of foreign specialists who have worked for UWB for more than one year</td>
<td>Number of experts per year (in 2020)</td>
<td>7</td>
<td>20</td>
</tr>
<tr>
<td>6</td>
<td>Number of listed international procedures for postdoctoral positions</td>
<td>Number of listed positions per year</td>
<td>50</td>
<td>50</td>
</tr>
<tr>
<td>7</td>
<td>Number of significant international scientific conferences organized or co-organized (indexed in a recognized database)</td>
<td>Number of conferences per year (in 2020)</td>
<td>5</td>
<td>10</td>
</tr>
<tr>
<td>8</td>
<td>Structure of multi-source funding at Faculties and NTC</td>
<td>Ratio of NIV (Basic contribution to activity / Other sources)</td>
<td>36:64</td>
<td>35:65</td>
</tr>
<tr>
<td>9</td>
<td>Number of professors under 55</td>
<td>Number of professors (actual number in 2020)</td>
<td>7</td>
<td>22</td>
</tr>
<tr>
<td>10</td>
<td>Number of student final year theses by talented students involved in research tasks and using the infrastructure of research centres</td>
<td>Number of final theses (total)</td>
<td>50</td>
<td>200</td>
</tr>
<tr>
<td>11</td>
<td>The University is ranked among the top eight, and in visual arts and design among the top two universities in the Czech Republic **</td>
<td>yes/no</td>
<td>yes</td>
<td>yes</td>
</tr>
</tbody>
</table>
## Education

<table>
<thead>
<tr>
<th></th>
<th>Description</th>
<th>Percentage/Option</th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td>The percentage of the offered Fields was processed at each University Part in the Q-RAM methodology up to the level of individual courses</td>
<td>Study Fields</td>
<td>0%</td>
<td>80%</td>
</tr>
<tr>
<td>13</td>
<td>The percentage of students enrolled in study programmes accredited in the framework of institutional accreditation</td>
<td>Students</td>
<td>0%</td>
<td>40%</td>
</tr>
<tr>
<td>14</td>
<td>The share of unemployed graduates will be at most half compared to the share of unemployed persons who do not have tertiary education</td>
<td>yes/no</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>15</td>
<td>The percentage of Bachelor studies started in 2015 which will be terminated before the expiration of the standard length of study plus one year</td>
<td>Graduates</td>
<td>70%</td>
<td>80%</td>
</tr>
<tr>
<td>16</td>
<td>The percentage of students with special educational needs equals the percentage among secondary school graduates</td>
<td>yes/no</td>
<td>-</td>
<td>yes</td>
</tr>
<tr>
<td>17</td>
<td>The percentage of Bachelor Study Programme Graduates where neither parent has a university education will be close to the percentage among high school graduates in 2017</td>
<td>yes/no</td>
<td>-</td>
<td>yes</td>
</tr>
<tr>
<td>18</td>
<td>Standards of language training of UWB students for individual study degrees and study areas are set</td>
<td>yes/no</td>
<td>no</td>
<td>yes</td>
</tr>
<tr>
<td>19</td>
<td>The percentage of graduates from Bachelor's and Follow-up Master's Study Fields who participated in foreign internships (minimum duration of 3 months)</td>
<td>% Bc. and Mgr. students</td>
<td>3%</td>
<td>10%</td>
</tr>
<tr>
<td>20</td>
<td>The percentage of graduates from Doctoral Study Fields who participated in foreign study or research internships (minimum duration of 3 months)</td>
<td>% Ph.D. students</td>
<td>6%</td>
<td>50%</td>
</tr>
<tr>
<td>21</td>
<td>Number of accredited study programmes - joint/double/multiple degree</td>
<td>Number (in 2020)</td>
<td>4</td>
<td>10</td>
</tr>
<tr>
<td>22</td>
<td>Percentage of graduates of study programmes accredited in a language other than Czech</td>
<td>Graduates</td>
<td>0%</td>
<td>1%</td>
</tr>
<tr>
<td>23</td>
<td>The share of academic and scientific staff of UWB who worked or have been working for at least one semester at a foreign workplace</td>
<td>% academics and researchers</td>
<td>-</td>
<td>10%</td>
</tr>
<tr>
<td>24</td>
<td>Talented students search system including the methodology of their support is created</td>
<td>yes/no</td>
<td>no</td>
<td>yes</td>
</tr>
</tbody>
</table>
The Third Role

| 25 | Total volume of contractual research at UWB in the period 2016–2020 | CZK million (total) | 52.6 million CZK/year | 310 |
| 26 | UWB is represented in at least 40 major committees that have an impact on educational policy or evaluation of research and research projects | number of representations (in 2020) | 20 | 40 |
| 27 | The number of collaborating graduates (i.e. graduates involved in lectures or other activities of UWB) | number of graduates (in 2020) | 100 | 230 |

Infrastructure and Support Processes

| 28 | High-quality investment plans of the listed new construction projects (See the Infrastructure chapter) | yes/no | no | yes |
| 29 | UWB also has, in 2020, electronic information resources corresponding to the needs of research, development and education | yes/no | - | yes |
| 30 | The ICT infrastructure has been modernized in line with strategic needs of the University Parts | yes/no | - | yes |
| 31 | The operational parameters, conditions and standards aimed at the efficiency and quality of central ICT services are published | yes/no | no | yes |
| 32 | Obtaining institutional accreditation for UWB | yes/no | no | yes |

* A key indicator is an indicator that is monitored for the duration of the Long-Term Plan. The other indicators defined in the Long-Term Plan document are auxiliary indicators that the relevant administrator monitors when evaluating the fulfilment of priority goals.

** For measuring, See the chapters, “The Starting Points” and “Creative Activity”.
9. Priority Objectives of MEYS and Their Correlation with the UWB Long-Term Plan for the Period 2016–2020

The UWB's Long-Term Plan for the period 2016-2020 is fully in line with the strategic document of the Ministry of Education, Youth and Sports "Long-term Plan for Educational and Scientific Research, Development and Innovation, Artistic and Other Creative Activities for Universities for the Period 2016-2020". The key objectives, partial target states, methods of achieving target states, indicators for target states evaluation and anticipated risks (detailed in the previous chapters of the Long-Term Plan of UWB for the period 2016-2020) fully take into account all priority objectives of MEYS.

The key indicators of the UWB's Long-Term Plan for the period 2016-2020 are specifically linked to the priority objectives of the Long-term Plan of MEYS as follows:

<table>
<thead>
<tr>
<th>Number of the Priority Objective</th>
<th>Priority objectives of MEYS</th>
<th>The key indicators of the UWB's Long-Term Plan for the period 2016-2020 (See Chapter 8)</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Creative Activity</td>
</tr>
<tr>
<td>1</td>
<td>Quality assurance</td>
<td>9, 11</td>
</tr>
<tr>
<td>2</td>
<td>Diversity and availability</td>
<td>10</td>
</tr>
<tr>
<td>3</td>
<td>Internationalization</td>
<td>3, 5, 6, 7</td>
</tr>
<tr>
<td>4</td>
<td>Relevance</td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Quality and relevant research, development and innovation</td>
<td>1, 2, 3, 4</td>
</tr>
<tr>
<td>6</td>
<td>Data-based decision-making</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Effective funding</td>
<td>2, 4, 8</td>
</tr>
</tbody>
</table>

Priority Objectives of MEYS:

PRIORITY OBJECTIVE 1: ("Quality Assurance") Higher Education Institutions will play a crucial role in ensuring the quality of their activities. The autonomy of higher education institutions is closely linked with the responsibility for fulfilling the values set out in the preamble to this document vis-à-vis students, the academic community and the society as a whole. This responsibility will be realized through strong and competent strategic management of higher education institutions, efficient internal mechanisms for quality assurance, clear profiles of study programmes, enhanced diversification of individual higher education institutions, and availability of reliable and comprehensible information for students, applicants and the public. Higher education institutions will set and maintain high quality standards for all their activities, including the quality of creative outputs and the knowledge, skills and competencies of graduates from their study programmes.
PRIORITY OBJECTIVE 2: ("Diversity and availability") **Higher education institutions will offer a broad and diversified approach to quality education.** Higher education institutions' educational offers will reflect the needs, interests and possibilities of a broad student population, including exceptionally gifted students. Diversified education will allow for a clear added value in terms of knowledge, skills and competencies of all students, regardless of their social and economic background, age, nationality, previous educational or professional experience, or special needs caused by health or other difficulties.

PRIORITY OBJECTIVE 3: ("Internationalization") **Teaching and creative activities of higher education institutions will be of distinct international character.** The internationalization of higher education institutions not only involves engaging in mobility programmes and short foreign stays of students or a limited number of academics. The university environment will have a distinct international character based on the full integration of visiting students and visiting teachers into the life of the academic community, intense international contacts in creative activities, and taking into account the international context and foreign experience in the preparation of study programmes.

PRIORITY OBJECTIVE 4: ("Relevance") **Higher education institutions will reflect, in their activities, the current social development, the latest scientific knowledge and their partners' needs.** Higher education institutions will be in close and mutual open contact with local, national and international partners, graduates, employers, and scientific and academic institutions, as well as the non-profit sector and public administration.

PRIORITY OBJECTIVE 5: ("Quality and relevant research, development and innovation") **The results of research and development at higher education institutions will be internationally relevant and effectively transferred to the application sphere.** The research activities of universities will be evaluated in a way that reflects both the quality and relevance of their results, their management, strategic development and the degree of internationalization. Sustainability and efficiency in the use of research capacities will be ensured. Top workplaces at universities will be highly involved in macro-regional, pan-European and global projects, and will be successful in obtaining prestigious international grants.

PRIORITY OBJECTIVE 6: ("Data-based decision-making") **Management of higher education policy and universities will be data-based, transparent and executed in accordance with an approved plan.** The Ministry will play an indisputable role in the development of the whole higher education system and will have sufficient capacities for analytical and planning work. High-quality, reliable and systematically used data sources providing appropriate information on higher education will be available to the Ministry, higher education institutions and other relevant entities.

PRIORITY OBJECTIVE 7: ("Effective funding") **The funding of higher education institutions will be stable, transparent and efficient.** The total amount of public expenditure on higher education will not decrease. Mechanisms for calculating contributions will be transparent, fair, predictable in the next few years, and will support quality improvement activities and diversification of higher education institutions.
10. Literature


7. Integrated territorial investment of the Pilsen metropolitan area. Available at: http://www.iti-plzen.cz/.


19. Internal Database of the University of West Bohemia.