

SELF-EVALUATION REPORT FOR MODULE 3

THE NAME OF THE UNIT BEING EVALUATED: Masaryk Institute of Advanced Studies (MIAS) CTU

FORD: 5 - Social sciences

SOCIAL CONTRIBUTION OF THE EVALUATED UNIT

3.1 Introductory information about the unit under evaluation

The evaluated unit will describe its mission and vision and provide a general self-reflection of the societal contribution of R&D&I, along with its long-term goals in the fields it develops. The distribution of research activities by type of research will also be commented on.¹ The evaluated unit will describe its organisational structure and size (staffing, number of students, number of study programmes implemented, etc.) based on the data provided in annex tables 3.1.1 to 3.1.6.

Maximum 1000 words.

This is a non-rated indicator that serves as an introduction to the evaluated unit, providing context for data in indicators 3.2-3.7.

Self-assessment:

Mission: The Masaryk Institute of Advanced Studies (MIAS) of the Czech Technical University (CTU) in Prague continues the traditions and needs of its founding; it is an institution that meets the social-scientific challenges of technological change and reflects them in research and education. The MIAS prepares quality managers who are and will be at the forefront of promoting various innovations; their qualifications must therefore include an understanding of current technological trends, an acceptance of social responsibility and an awareness of the need for lifelong learning. The MIAS has long been involved in the education of teachers of technical disciplines, emphasising the development of didactics, at the level of secondary and higher education pedagogy and lifelong learning. It perceives internationalisation as an important tool for the development of study programmes and research, and, therefore, the quality language training is an important part of the educational processes. The Institute strengthens the space for cooperation with other parts of the CTU in Prague and fulfils the social role of universities through its public activities.

Vision: The MIAS aims to become a top university institution that addresses contemporary society's challenges. The long-term development of the institute is based on conceptual approaches that do not only follow immediate particularistic interests, but aim at deeper synergy within the CTU and that allow to distinguish between short-term effects and long-term trends and create space for international cooperation. The institute is founded on the implementation of the principles of humanity and ethics in teaching and research, respect for the principles of non-discrimination and

¹ Basic, applied, contract, artistic research (see Definition of Terms in Methodology HEI2025+).

equal opportunities. The use of modern didactic tools and approaches brought about by current technologies must not lose its human and social dimension.

The development and activities of the Institute were significantly affected by the internal crisis that escalated in 2019 and resulted in the departure of the former management and about 70% of the staff (academic, research, administrative, etc.) in 2020. The new leadership focused on addressing the crisis situation. The priority in 2020 and 2021 was to keep students and ensure quality teaching. In terms of R&D, the first priority was to ensure the completion of running projects. The first years of the transformation were complicated by the Covid-19 restrictions (2020/2021), which limited in particular the setting up of internal communication and the creation of research teams.

After the initial overcoming of the crisis situation, conceptual steps were initiated concerning:

a) Closer linking of the MIAS with the faculties of CTU - synergy effect

The MIAS coordinated the project of the National Renewal Plan that resulted in the accreditation of 7 study programs preparing future teachers of technical and natural sciences to be realized on 5 faculties. MIAS provides the pedagogical, psychological and didactic part of the study programmes. Launched in 2022 (successfully accredited in January 2025). The project corresponds to the CTU Strategic Plan, the Strategy of the Czech Republic's Educational Policy 2030+ (p. 53), the Strategic Framework of the Czech Republic 2030 (p. 39), the National Research and Innovation Strategy for Smart Specialisation of the Czech Republic 2021-2027 (RIS3 Strategy, p. 49) and at the European level the European Skills Agenda 2020 (Action 4: Making vocational education and training future-proof, p. 9).

b) Initiation of research activities

- Contract research - the first 4 contract research studies were carried out in 2023.
- Applied research projects - The success rate of newly submitted projects was not very high, 2 projects were newly acquired and implemented in the period by Technological Agency of the Czech Republic (MIAS project leader), one project funded by Norwegian funds (MIAS co-leader).
- Networking with the international environment - ERASMUS+ projects, research fellowships abroad (2023 - University of Rennes, France), recruitment of postdocs (since 2021) and their involvement in research activities, support for participation in major international conferences (resulted in 2024 in obtaining the first Inter-Excellence basic research project (partners from 3 universities in the USA involved)).
- Supporting high quality publishing (we fund proof reading and open access).

Organisational structure of the Institute: the management of the Institute consists of a Director, a Deputy Director, two Coordinators (for Studies and for R&D) and an Economic Secretary. In terms of gender structure, there are 2 women and 3 men. In addition, the Institute has 5 professional institutes - 3 women and 2 men chair them. The administrative units are 5 departments, the heads of the departments are 2 women and 3 men. It can be said that the MIAS has a balanced gender representation in management.

The staffing trends must be seen in the light of the 2019/2020 crisis. The numbers of associate professors and professors (lower units) are weaker in the period under review. The number of assistant professors shows an initial caution in recruitment, with an increase from about 2022. Women exceed 50%. Technical and economic staff remain roughly the same over the period under review, with women traditionally over-represented.

The study programmes include the Bachelor's programme in Economics and Management and the follow-up Master's programme in Innovation Project Management. From 2021 onwards these programmes have been offered also in English. Both programmes are academic in character, but the Bachelor programme has been accredited as a professional programme since 2023. Students are being admitted to the new teacher-oriented Bachelor programme called Vocational teacher education since 2021.

The number of students corresponds to the capacity of the Institute, the basic strategy is not to increase the number of students significantly, but to deepen the quality of teaching and leave space for academic staff to do research. The gender balance of students is excellent (F 50%: M50%, with minor fluctuations). Positive results are shown also in the student mobility, and the internationalization of teaching especially under the ERASMUS programme.

We see a clear increase in the number of students in the LL programmes, which has become more oriented towards the professional public and has responded to social demand with the offer of 4-semester course "Educational Consultant" (responding to the worsening psychological state of pupils and the shortage of school psychologists and educational consultants).

Table 3.1.1 - Staffing per FTE²

Academic/ Professional position	Total / Of which women					
	year 1	year 2	year 3	year 4	year 5	Total
Professor	2,0/1,0	3,5/2,0	1,5/1,0	2,5/1,5	2,5/1,5	12,0/7,0
Associate Professor	10,6/4,7	13,9/5,7	8,3/2,7	9,1/2,5	8,8/2,5	50,5/18,1
Assistant Professor	37,9/20,4	48,7/24,7	27,5/15,5	39,0/24,0	36,7/20,3	189,8/104,9
Assistant	0,0/0,0	0,0/0,0	0,0/0,0	0,0/0,0	0,0/0,0	0,0/0,0
R&D Personnel ³	12,8/7,0	14,0/7,0	5,3/1,5	5,0/1,5	4,0/0,5	41,1/17,5
Researchers in other categories ⁴	0,3/0,0	0,3/0,0	0,0/0,0	1,0/0,0	2,0/0,0	3,6/0,0
Technical and economic staff ⁵	31,4/23,0	38,3/27,6	32,9/24,9	32,9/25,9	32,1/24,6	167,5/125,9
Scientific, research and development staff involved in teaching activities	7,5/5,0	8,0/5,5	3,5/1,5	3,5/1,5	3,5/1,5	26,0/15,0
Early career researchers ⁶	0,5/0,0	0,5/0,0	0,0/0,0	1,0/0,0	2,0/0,0	4,0/0,0

² The average number of hours worked is calculated as the ratio of the total number of hours actually worked during the reference period, from 1 January to 31 December, by all staff (including agreement on work activity, excluding agreement on work performance) to the total annual working time pool per full-time employee. The full-time status of the worker in the evaluated unit is always reported. If an employee holds more than one type of full-time job within the evaluated unit, the total sum of the two shall be reported.

³ The category "R&D Personnel" includes technical and professional personnel who are not directly involved in R&D&I but are indispensable for the research activity (e.g. operators of research facilities).

⁴ The category "Researchers in other categories" includes all other staff who cannot be classified under any of the above categories (e.g. independent researcher/scientist).

⁵ Who participates in the management and support of R&D&I in the institution.

⁶ See Definition of Terms in Methodology HEI2025+.

Total ⁷	94,9/56,1	117,6/65,9	74,4/44,6	88,4/54,4	85,1/48,4	464,4/273,3
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Note: The categories professor, associate professor, assistant professor, assistant, other scientific, R&D personnel, researchers in other categories and technical and economic staff are mutually exclusive, i.e. one staff member is reported under one category only. Scientific, research and development staff involved in teaching activities, as well as early career researchers are reported collectively for all the above-mentioned categories.

3.1.2 Age structure of R&D&I personnel of the evaluated unit and their structure by job title and gender in the first year of the evaluation period (numbers of physical employees and personnel)⁸

Academic/ professional position	Under 29 years		30-39 years old		40-49 years old		50-59 years old		60-69 years old		70 years and older	
	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women
Professor	0	0	0	0	0	0	0	0	0	0	0	0
Associate Professor	0	0	0	0	1	1	0	0	0	0	0	0
Assistant Professor	0	0	1	0	1	1	0	0	0	0	0	0
Assistant	0	0	0	0	0	0	0	0	0	0	0	0
R&D Personnel ⁹	2	0	7	4	4	1	2	2	2	1	0	0
Researchers in other categories ¹⁰	0	0	0	0	0	0	0	0	1	0	0	0
Technical and economic staff ¹¹	0	0	0	0	0	0	0	0	0	0	0	0
Scientific, research and development staff involved in teaching activities	0	0	3	2	4	2	1	1	1	1	0	0
Early career researcher ¹²	0	0	1	0	0	0	0	0	0	0	0	0
Total ¹³	2	0	8	4	6	3	2	2	3	1	0	0

Note: The categories professor, associate professor, assistant professor, assistant, other scientific, R&D Personnel, Researchers in other categories and Technical and economic staff are mutually exclusive, i.e. one staff member is reported in only one category. The categories of scientific, research and development staff involved in teaching activities and early career researchers are reported collectively for all the above-mentioned categories.

3.1.3 Age structure of R&D&I personnel of the evaluated unit and their structure by job title and gender in the last year of the evaluation period (numbers of physical employees and personnel)¹⁴

⁷ Total is the sum of the categories: professor, associate professor, assistant professor, assistant, R&I personnel, researchers in other categories and technical and economic staff.

⁸ The total number of employees/workers as of 31st December of the calendar year in question is to be entered, irrespective of the level of time worked, but only in an employment relationship (including agreement on work activity, excluding agreement on work performance). Other types of contractual relationships under the Civil Code that involve purchase of services are not included.

⁹ The category "R&D Personnel" includes technical and professional personnel who are not directly involved in R&D&I but are indispensable for the research activity (e.g. operators of research facilities).

¹⁰ The category "Researchers in other categories" includes all other staff who cannot be classified under any of the above categories (e.g. independent researcher/scientist).

¹¹ Who participates in the management and support of R&D&I in the institution.

¹² See Definition of Terms in Methodology HEI2025+.

¹³ Total is the sum of the categories: professor, associate professor, assistant professor, assistant, R&I Personnel, Researchers in other categories and technical and economic staff.

¹⁴ The total number of employees/workers as at 31.12. of the calendar year in question is to be entered, irrespective of the level of time worked, but only in an employment relationship (including agreement on work activity, excluding agreement on

Academic/ professional position	Under 29 years		30-39 years old		40-49 years old		50-59 years old		60-69 years old		70 years and older	
	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women
Professor	0	0	0	0	0	0	0	0	1	1	0	0
Associate Professor	0	0	0	0	0	0	0	0	0	0	0	0
Assistant Professor	0	0	0	0	0	0	0	0	1	1	0	0
Assistant	0	0	0	0	0	0	0	0	0	0	0	0
R&D Personnel ¹⁵	0	0	0	0	2	0	1	0	1	1	1	0
Researchers in other categories ¹⁶	0	0	2	0	0	0	0	0	0	0	0	0
Technical and economic staff ¹⁷	0	0	0	0	0	0	0	0	0	0	0	0
Scientific, research and development staff involved in teaching activities	0	0	0	0	2	0	0	0	2	2	0	0
Early career researcher ¹⁸	0	0	2	0	0	0	0	0	0	0	0	0
Total ¹⁹	0	0	2	0	2	0	1	0	3	3	1	0

Note: The categories professor, associate professor, assistant professor, assistant, other scientific, R&D personnel, researchers in other categories and technical and economic staff are mutually exclusive, i.e. one staff member is reported under one category only. Scientific, research and development staff involved in teaching activities, as well as early career researchers are reported collectively for all the above-mentioned categories.

Table 3.1.4 – Students

Type of study	2019		2020		2021		2022		2023		Total	
	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women	Total	Women
Undergraduate	493	223	570	304	559	275	654	313	646	326	2922	1441
Master's ²⁰	246	91	252	141	284	143	317	164	339	177	1438	716
Doctoral	0	0	0	0	0	0	0	0	0	0	0	0
Lifelong Learning Courses	136	100	141	81	445	237	672	433	880	587	2274	1438
Total	875	414	963	526	1288	655	1643	910	1865	1090	6634	3595

work performance). Other types of contractual relationships under the Civil Code that involve purchase of services are not included.

¹⁵ The category "R&D Personnel" includes technical and professional personnel who are not directly involved in R&D&I but are indispensable for the research activity (e.g. operators of research facilities).

¹⁶ The category "Researchers in other categories" includes all other staff who cannot be classified under any of the above categories (e.g. independent researcher/scientist).

¹⁷ Who participates in the management and support of R&D&I in the institution.

¹⁸ See Definition of Terms in Methodology HEI2025+.

¹⁹ Total is the sum of the categories: professor, associate professor, assistant professor, assistant, R&I personnel, researchers in other categories and technical and economic staff.

²⁰ All master's degree students are listed, regardless of the length of their programme of study.

Table 3.1.5 - Study programmes in Czech/English

Type of study programme	Total ²¹ / Of which professional study programmes											
	2019		2020		2021		2022		2023		Total	
Undergraduate	5/1	2/0	3/0	2/0	4/1	3/0	4/1	3/0	6/2	3/1	22/4	13/1
Master's	4/1	0/0	3/0	0/0	4/2	0/0	3/1	0/0	3/1	0/0	17/5	0/0
Doctoral	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0	0/0
Lifelong Learning courses	13/0	2/0	12/0	0/0	85/5	21/2	77/3	12/0	73/1	12/0	260/9	47/2
Total	9/2	2/0	6/0	2/0	8/3	3/0	7/2	3/0	9/3	3/1	39/9	13/1

Note: For each SP type, enter the number of SPs in Czech language in the first cell and insert the number of SPs in English language after the slash in the same cell (e.g. 15/3), enter the number of professional SPs in Czech language in the second cell and insert the number of professional SPs in English language after the slash. Follow a similar procedure in the last column of the table (Total).

3.1.6 – R&D&I capacities

R&D&I field	FORD	FORD share [%]	Predominant type of research	Total share of industry group [%]
1. Natural Sciences	1.1 Mathematics	0	Zvolte položku.	0
	1.2 Computer and information sciences		Zvolte položku.	
	1.3 Physical sciences	0	Zvolte položku.	
	1.4 Chemical sciences	0	Zvolte položku.	
	1.5 Earth and related environmental sciences	0	Zvolte položku.	
	1.6 Biological sciences	0	Zvolte položku.	
	1.7 Other natural sciences		Zvolte položku.	
2. Engineering and Technology	2.1 Civil engineering	3,78	Applied Research	3,93
	2.2 Electrical engineering, Electronic engineering, Information engineering	0	Zvolte položku.	
	2.3 Mechanical engineering	0,15	Applied Research	
	2.4 Chemical engineering	0	Zvolte položku.	
	2.5 Materials engineering	0	Zvolte položku.	
	2.6 Medical engineering	0	Zvolte položku.	
	2.7 Environmental engineering	0	Zvolte položku.	
	2.8 Environmental biotechnology	0	Zvolte položku.	
	2.9 Industrial biotechnology	0	Zvolte položku.	3,93
	2.10 Nanotechnology	0	Zvolte položku.	
	2.11 Other engineering and technologies	0	Zvolte položku.	
3. Medical and Health Sciences	3.1 Basic medicine	0	Zvolte položku.	0
	3.2 Clinical medicine	0	Zvolte položku.	

²¹ The total number of study programmes for which admissions have been announced in a given academic year.

	3.3 Health sciences	0	Zvolte položku.	
4. Agricultural and veterinary sciences	4.1 Agriculture, Forestry, and Fisheries	0	Zvolte položku.	0
	4.2 Animal and Dairy science	0	Zvolte položku.	
	4.3 Veterinary science	0	Zvolte položku.	
	4.4 Other agricultural sciences	0	Zvolte položku.	
5. Social Sciences	5.1 Psychology and cognitive sciences	3,3	Applied Research	96,07
	5.2 Economics and Business	42,83	Applied Research	
	5.3 Education	26,76	Applied Research	
	5.4 Sociology	2,54	Applied Research	
	5.5 Law	8,25	Applied Research	
	5.6 Political science	3,4	Applied Research	
	5.7 Social and economic geography	6,46	Applied Research	
	5.8 Media and communications	0	Zvolte položku.	
	5.9 Other social sciences	02,54	Applied Research	
6. Humanities and the Arts	6.1 History and Archaeology	0	Zvolte položku.	0
	6.2 Languages and Literature	0	Zvolte položku.	
	6.3 Philosophy, Ethics and Religion	0	Zvolte položku.	
	6.4 Arts (arts, history of arts, performing arts, music)	0	Zvolte položku.	
	6.5 Other Humanities and the Arts		Zvolte položku.	
Total		100 %	-	100 %

RECOGNITION BY THE RESEARCH COMMUNITY

3.2 Recognition by the research community

The evaluated unit will briefly comment on its position in the research community. It shall consider individual and other prestigious R&D&I awards, participation of its academic staff in the editorial boards of international scientific journals, elected membership in professional societies, major invited lectures given by the evaluated unit's academic staff abroad or by foreign scientists and other relevant guests at the evaluated unit. Additionally, it will address the involvement of staff in the evaluation of national or European project/programme calls over the previous five-year period based on the data provided in annex tables 3.2.1 to 3.2.5 (max. 10 most relevant items). If necessary, the evaluated unit shall list any additional services to the scientific community that it considers relevant.

Maximum 1000 words.

Self-assessment:

The Masaryk Institute of Higher Studies of the CTU in Prague has established itself as an important contributor to the research community, especially in the field of pedagogy and didactics of technical disciplines, economics, and innovation management. The academic staff of the Institute have received recognition for their contributions to both the university and their disciplines. In particular, the Associate Prof. Dana Dobrovská, PhDr., CSc. was awarded the Medal for Significant Contribution to the Development of the CTU in April 2022 by the Rector of the CTU in Prague. This award is in recognition of her major influence on the international recognition of Czech engineering pedagogy, especially through her leadership role as President of International Monitoring Committee IGIP. The expertise of MIAS pedagogues is recognised internationally through invitations to lecture at major academic events both internationally and in the field of science and research in the Czech environment. Associate Prof. Ing. David Vaněček, Ph.D., who is a respected expert in the Czech and international environment in the field of pedagogy and teaching methodology he is a pioneer in the use of artificial intelligence and modern technologies in educational processes, and regularly participates in expert panels on the setting of didactics of technical fields. He has succeeded in building a network of international contacts, which in turn has resulted in the submission of international projects. The Director of the Institute, Prof. PhDr. Vladimíra Dvořáková, CSc. is a respected personality on the Czech and international Political science scene, where she is often a guest of expert discussions in the Czech and foreign media in relation to political events such as electoral processes both in the Czech Republic and abroad, oligarchic structures and corruption. She is a well-known expert in the field of quality assurance in higher education and she often serves as an evaluator of the Institutions of Higher Education and particular study programs. Coordinator for Science, Research and Development Associate Professor. Ing. Lucie Plzáková, PhD. regularly participates in expert panels and discussions in the field of service economics, specifically in tourism. She is a member of the prestigious International Association of Scientific Experts in Tourism (AIEST), which is dedicated to improving the global tourism industry through the analysis of trends and the latest developments in tourism and insightful solutions to emerging problems, founded in 1951 in Switzerland. She is also a member of the Association of Scientific Experts in Tourism of the Czech Republic, a member of the Certification Commission of Destination Management Organizations, Czech Tourism, and is regularly invited by the professional body such as the Association of Trade and Tourism to give expert lectures, especially in the area of local taxation of tourism and its impact on the local economy.

MIAS has foreign staff from France, Ukraine, Kazakhstan and Colombia, Turkey, and Portuguese. They are in regular contact with the research community in their countries, which also strengthens MIAS' involvement in professional networks, particularly in the fields of economics and management.

MIAS honours the openness and accessibility of the campus to the general public and makes sure that students and academics are in contact with practice, regularly inviting well-known personalities not only from universities but also from civil and political life and business for public discussions. In the past, discussions have been held with representatives of the European Commission or the European Parliament. Furthermore, MIAS has strengthened its research community through lectures and meetings with representatives from Columbia University, Cornell University and Loyola University from the United States. The MIAS community is strengthened by regular contact from the business world through invited lectures by representatives of successful companies operating in the Czech or Central European market. Examples include close cooperation with Škoda Auto, Peugeot, Alza CZ, Komerční banka, a.s. and others. There are also important personalities from business in Scientific Board of Mias , i.e, Hana Součková, SAP CR – Managing Director & Legal Representative at Forbes – 4 years in the row awarded in the list of “Most influential woman” Awarded between Top Woman Managers in the Czech Republic.

Due to their expertise, Prof. Dvořáková, Director of the Institute and Associated Prof. Vaněček, Deputy Director of the Institute, are invited as evaluators or correspondents of calls for research projects. Associate Prof. Plzáková is a frequent reviewer of articles submitted to journals in the field of tourism in quartiles Q1 and Q2 according to the Web of Science evaluation. This year she is a candidate for a permanent member of the Tourist Research Center (as the first Czech in a history of TRC), which is a very narrow circle of max 50 people from all over the world who set trends in research in the economic field of tourism.

The Masaryk Institute of Advanced Studies of the CTU in Prague has established itself as a major contributor to the research community through a complex combination of professional excellence, international cooperation, social relevance and expert activity. The Institute is systematically building its position through several complementary levels - from active participation in international organisations to connecting academia with practice. The uniqueness of the MIAS approach lies in the combination of a strong international dimension, which includes both foreign academics and cooperation with prestigious foreign institutions, with a deep knowledge of the local environment and its specific needs. This synergy allows the Institute not only to contribute to the development of theoretical knowledge in key areas of its work, but also to actively influence educational practice and public discourse. The expert evaluation activities of the academic staff further strengthen the position of the MIAS as a respected member of the research community with a significant impact on shaping standards and research direction in its fields of study, which are economics, management, innovation in the business sphere, but also in the spatial dimension of the regions, and pedagogy, didactics and psychology in relation to technical education.

Table 3.2.1 - Prestigious R&D&I awards granted during the evaluation period

Name, surname and title(s) of the evaluated unit's staff member	Name of the award	Awarding institution
Doc. PhDr. Dana Dobrovská, CSc.	Medal for Significant Contributions to the Development of CTU (April 2022)	Rector – CTU in Prague

Note: Provide up to 10 examples.

Table 3.2.2 Participation of academic staff of the evaluated unit in editorial boards of international scientific journals during the evaluation period

Name, surname and title(s) of the evaluated unit's staff member	Name of scientific journal, ISSN
Y. Ilker Yorulmaz, Ph.D.	Psychology in the Schools, Online ISSN:1520-6807 Print ISSN:0033-3085 (since 2023 – member of editorial review board)

Note: Please provide up to 10 examples of academic staff participation in editorial boards of international scientific journals (e.g. editor, editorial board member, etc.).

Table 3.2.3 The most important invited lectures delivered by the academic staff of the evaluated unit at foreign institutions during the evaluation period

Name, surname and title(s) of the evaluated unit's staff member	Invited lecture title	Name of host institution, or name of conference or event	Year
Doc. Ing. Lucie Plzáková, Ph.D.	Pandemic, war and energy price crisis: an analytical perspective about system-wide shocks	55th Meeting of the Tourist Research Centre	2023
Prof. PhDr. Vladimíra Dvořáková, CSc.	Promoting digital literacy to close the digital divide	EC Directorate-General for communications networks, content and technology. High-Level multi-stakeholder event on the Future of the Internet	2022
Doc. Ing. David Vaněček, Ph.D. and Doc. PhDr. Dana Dobrovská, CSc.	Technical Skills Training Backed by Augmented Reality (Highlighted speakers)	3rd World Conference on Research in Education, Brussels, Belgium	2021
Doc. Ing. Lucie Plzáková, Ph.D.	Local Tourism Taxes in the Context of Collaborative Economy	MODUL University Vienna, Research event	2021

Note: Provide up to 10 examples.

Table 3.2.4 - The most important lectures by foreign scientists and other guests relevant to R&D&I at the evaluated unit during the evaluation period

Name, surname and title(s) of the lecturer	Lecturer's employer at the time of the lecture	Invited lecture title	Year
Robert H. Frank	Cornell University	The Libertarian Welfare State: regulation, redistribution, and methodological individualism	2023
Tuugi Chuluun	Loyola University, Maryland	Round table discussion – teaching methodology and strategies of research	2023
Věra Jourová	Vice president of the European Commission	Discussion with guest of MIAS	2021
Luděk Niedermayer	Member of European Parliament	Discussion with guest of MIAS	2021

Jan Švejnar	Columbia University	Discussion with guest of MIAS	2021
Martin Seitz	Hyundai Motor Czech	Discussion with guest of MIAS	2021

Note: Provide up to 10 examples.

Table 3.2.5 - Involvement in the evaluation of national/European research project/programme calls relevant to the R&D&I area at the unit during the evaluation period

Name, surname and title(s) of the evaluated unit's staff member	Name of the research project/programme call	Name of the authority/guarantor project/programme call	Year
Prof. PhDr. Vladimíra Dvořáková, CSc. Expert	TITSMSMT933: Evaluation of the impact of systemic changes in higher education since 2016	Technology Agency of the Czech Republic	2021-2022
Prof. PhDr. Vladimíra Dvořáková, CSc.	Democratic Efficacy and the Varieties of Populism in Europe (DEMOS) Member of the Advisory Board	European Commission Grant Agreement ID: 822590 Horizon 2020	2020-2022
Doc. Ing. David Vaněček, Ph.D.	Expert advisory body of the Ministry of Education, Youth and Sports of the INTER EXCELLENCE programme of international cooperation in research and development.	Ministry of Education, Youth and Sports	2019-2023

Note: Provide up to 10 examples.

RESEARCH PROJECTS

3.3 Research projects

The evaluated unit shall list at most 10 (considered most significant by the evaluated unit) research projects/activities (regardless of whether they are supported by public funds or based on contract research²²) that it has implemented or participated in during the evaluation period²³. This should be done from the full list in annex tables (Table 3.3.1-3.3.2)²⁴, regarding particularly the results achieved or the application potential of the projects. The unit should also describe how the research projects contributed to the mission and purpose of the evaluated unit. If the evaluated unit has been a participant in listed project, it shall indicate which other entities were involved and describe its contribution to the project. The interdisciplinary aspects of the projects will also be commented on, along with any collaboration with other units of the evaluated HEI.

Maximum 300 words per project

²² For the definition of contract research for the purposes of evaluation in the HE segments, see Article 2.2.1 of the Community Framework for State Aid for Research, Development and Innovation 2014/C 198/01.

²³ Regardless of whether the projects are completed or still ongoing, provided that at least part of the project was implemented during the evaluation period.

²⁴ The evaluated unit shall only fill tables that are relevant to it.

Self-assessment:

The Masaryk Institute of Advanced Studies of the CTU in Prague complements the technical focus of the CTU faculties with its social scientific research activities. The mission of MIAS is mainly to prepare quality economists and managers for middle and high-level management of Czech and international companies operating mainly in technical fields. Similarly, the mission of MIAS is to prepare quality teachers of secondary and higher education institutions educating students in technical fields. The focus of research activities also corresponds to this mission. In the period under evaluation, as mentioned at the beginning of chapter 3.1, the structure of MIAS has been significantly disrupted, which has had an impact on the research potential. Nevertheless, several research and contractual research projects have been carried out, building on the practice-oriented Bachelor's degree programme in Economics and Management. Most of the projects in the period under evaluation were focused on education and pedagogy, in some cases interdisciplinary dealing with management in education:

- The project **"Improvement of systems and processes of permitting new construction in Prague: affordable housing"**, where Technology Agency of the Czech Republic (here and after TACR) was the provider, aimed at the long-term sustainable development of Prague, allowing for the responsible preservation of the landscape around the city and at the same time slowing of the widening of the social gap. The main goal of the project was to develop proposals for changes in legal regulations and regulations of a non-legislative nature for the authorization of new construction in Prague based on a comprehensive assessment of the current state of decision-making mechanisms and comparative analysis with similar cities in nearby foreign countries. The project has contributed to the fulfilment of the MIAS mission, particularly in the area of contributing to strengthening the cohesion of society and raising the standard of living of the citizens of the capital city of Prague. The project was coordinated by MIAS in cooperation with Architects Headhand, s.r.o. and the Institute of Planning and Development of the City of Prague, a contributory organization. The experience and professional erudition of MIAS staff contributed to the cooperation with practice and the transfer of knowledge from academia to public administration. A total of 12 project results were entered into the RIV (Register of Information on Results). The project was supported by a total amount (not only for the period under review) of 6478 ths. CZK / € 255 542.
- The project **"Management structure models for pre-primary, primary and secondary schools (ISCED 0-3) - case studies"**, provided by TACR, aimed to identify (1) which areas of non-teaching activities are necessary to carry out and which areas of non-teaching activities it carries out by its legal personality. 2) Describe the current models of school management structure in different legal forms of different types of founders. 3) To compare these models of governance structure of public with private-law founders in order to make possible legislation that would allow public-law founders to draw inspiration from the practice of private-law founders in order to make school governance more effective. 4) Identify the obstacles that prevent public law founders from implementing measures to improve the efficiency of school management and prepare a proposal for changes to remove them (draft RIA report). The project strengthens the MIAS mission in the pedagogical and social fields. Firstly, it reflects the experience in pedagogical management processes into proposals for public administration in school management issues, with which the social role is closely linked. The level of primary and secondary education is a reflection of the maturity of society and through such projects MIAS fulfils the social role of the university. The

management of the project was entirely under the responsibility of MIAS, which was the only beneficiary and project implementer. The solutions proposed in the project outputs completely support the principles of modern and sustainable school management in the Czech Republic and are a response to current trends in education. The composition of the research team of 4 men and 2 women was gender balanced. In total (not only for the period under review), the project was supported with the amount of 1761 ths. CZK / € 69 467.

- The project "**Evaluation of the piloting of the middle tier of management support in education**", provided by TACR, built on the previous project. The aim of this project was to evaluate the usefulness of the pilot testing of the middle tier model in the districts of Svitavy and Semily for the principals of local kindergartens and primary schools and to compare the usefulness and suitability of other existing middle tier models in the Czech Republic in relation to the identified needs of school principals and to formulate recommendations for setting up middle tier activities of the Ministry of Education in the current legal framework. Specific case studies in selected districts provided an evaluation of the proposed solutions in the previous project. The solutions reflect the experience of a coherent team from the fields of management, pedagogy, public administration and sociology. MIAS was the only beneficiary and project implementer. With this project, MIAS strengthens its mission, especially in the area of the social role of the university, by transferring its expertise and skills into practice, and thus contributes to improving the quality of Czech education. By reflecting their experience in curriculum development, MIAS experts have contributed to the dissemination of knowledge from the tertiary sphere of education to the lower levels of the educational structure in the Czech Republic. The project was supported with a total of 2414 ths. CZK / € 95 227. The structure of the research team, led by the Director of the Institute, was gender balanced.
- The project "**Development of digital competences of teachers of social sciences at secondary vocational schools**", provided by TACR, aimed to contribute to solving the current problem of underdeveloped digital competences of teachers of social sciences in secondary vocational education. The starting point was the assumption that if these teachers are not digitally proficient, they will not be able to develop students' digital competences, which will negatively affect their employability in the labour market in the context of the transition to Industry 4.0, their readiness for further professional education and their ability to participate in lifelong learning. The application guarantor of the project outputs was the National Institute for Education, which guaranteed the transformation of the project results into the system of further education of teaching staff. The project made a significant contribution to the mission of MIAS by linking the social science and technology aspects of education. By focusing on the development of digital competences of social studies teachers, the project supports the preparation of graduates able to cope with Industry 4.0 and participate in lifelong learning. The project was conducted fully by MIAS and the gender structure of the project team was gender balanced (4 women: 3 men). The project was supported in its entirety, regardless of the period under evaluation, with an amount of EUR 3416 ths. CZK / € 134 753. A total of 18 results of the project were entered in the RIV (Register of Information on Results) and the TACR evaluation committee assessed the project as very successful and beneficial.
- The project "**Integration of children from foster care into society and their adaptation to the labor market**", provided by TACR, aimed to map the factors influencing the integration of adolescents from foster care into society and their successful adaptation to the labor market and to improve the effectiveness of forms of support for adolescents leaving

institutional care. The current situation of a surplus of employment opportunities could help overcome barriers resulting from the syndrome of institutional dependence, hereditary poverty and others, which, according to existing research, reduce the ability of the target group to adapt to a new environment. With this project, MIAS is making a significant contribution to its mission in fulfilling the social role of the university. The contribution of MIAS to the societal contribution of the university through the transfer of experience and knowledge beyond the technical disciplines to the social space is precisely one of the strong reasons for the MIAS' existence as an integral part of a technically oriented university. The project was coordinated by MIAS with a slightly female-dominated research team and another project partner, the non-profit organization Yourchance. The project was supported in the total amount of 7244 thousand EUR. CZK / 285 760 €. In total, 12 results were submitted to RIV, which included, in addition to publications, workshops with the professional community and professional conferences.

- The project **"Interdisciplinary collaborative approaches to learning and teaching in HE"**, provided by the European Commission, aimed to promote and integrate innovative interdisciplinary, collaborative content-based approaches in language teaching and learning and redesign the learning environment through partnering with digital technologies in order to enable HE students to individualise and internationalise their learning pathways and empower freedom of mobility. MIAS was the lead investigator of the project, with other members of the project team being representatives from the following institutions: Budapest Business School (Hungary), Polytechnic Institute of Castelo Branco (Portugal), University of Extremadura (Spain) and University of Algarve (Portugal). The focus and content of the project contributes to the mission and scope of MIAS, in particular in the area of strengthening quality pedagogical approaches to education and enhancing the competences of teachers in response to new technological challenges and the internationalisation of the educational process. The MIAS project team was supported by a total of EUR 6099 ths. CZK / € 240 598.
- The project **"Transfer of experience in urban development and renewal planning to Moldova"** supported by Ministry of Foreign affairs had the main objective to transfer knowledge in the field of urban development and renewal planning in the conditions of transition economy and management of limited resources in the conditions of Moldova. The project was implemented in cooperation with the Alecu Russo State University in Balti, where the professional capacity of this public university was strengthened through the sharing of know-how and teaching materials. In addition to the main objective of the project, the situation for future primary research in the field of urban and municipal waste management, and in the field of urban planning and architecture was mapped by MIAS researchers. As the research team is cooperating with universities in Ukraine, where it is implementing two other projects later than the reporting period, and with a university in Kosovo, it is collecting documents and materials for a joint project to be submitted for funding at European level in the future. The contribution of the project to the fulfilment of the MIAS mission is mainly its international character with a dimension of knowledge and experience transfer to less developed countries. It is a strong motive of social solidarity with an impact on the long-term sustainability of urban settlement planning solutions in less developed countries. The project was supported with a total amount of 707 ths. / € 27 890. The project team was gender balanced (2 women and 2 men).
- The project **"Building Digital Resilience by Making Digital Wellbeing and Security Accessible to All"**, which was supported by the EC under the ERASMUS+ Cooperative

Partnership Call, aimed to develop a Digital Resilience Building Manual and Methodology, to develop Digital Resilience Building Training Program and Training Materials and to develop Digital Resilience Building Open Educational Resources (OER) Platform. The main coordinator of the project was the University of Nitra, Slovak Republic and other partners were Mugla Sıtkı Kocman University-Turkey, Asociacion de Innovacion Formacion y Empleo - Spain, Szigija Skopje Foundation - North Macedonia, Foundation Maker's Place - Greece, European Institute for Innovation - Technology, Germany. The content of the project corresponds to the research focus of the Department of Pedagogical, Didactic and Psychological Studies at MIAS under the leadership of Associate Prof. Vaněček. Based on the outputs of the project, an article was presented in the scientific journal Education, science, art and society in the 21st century: innovative approaches and competencies. A postdoc from Turkey, who worked at MIAS for one year, was included in the project. The involvement in the project and the publication of project outputs support the perception of MIAS as an international institute following modern trends in digital technologies and their application in pedagogical and didactic practice. MIAS was supported by its part of the project with a total of 585 ths. CZK / € 25 066.

- The project **"Digital age and threats to human rights"**, which was supported by Norwegian funds through the Czech Ministry of Finance, focused on the online environment in which human rights and digital rights intersect. The competence and experience of MIAS staff in semantic, algorithmic and financial analysis of online social networks was used by the research team to identify behaviours and patterns of communication in the digital world, in order to determine whether they are violating human rights, particularly for vulnerable social groups such as ethnic minorities and women. The project was conceived in partnership with Forum 50% and Inlustria (expertise of target groups and research activities) and the CTU in Prague (research and training activities, space for the topic in teaching). The focus of the project again emphasises the role of MIAS in the social environment and as an important complementary component to the technical faculties of CTU. With this project, MIAS clearly fulfils the third role of universities. The MIAS expert team was supported in this project with 515 ths CZK / € 20 283.
- MIAS has been involved in the activities of the V4 countries as part of the project **"Current Issues in Business from a V4 Perspective"** supported by the International Visegrad Fund. The project was focused on preparation, teaching and further development (over 3 years) of a new course in English offered in the undergraduate programme Economics and Management and for all CTU students as well as international exchange students and involving a Polish, Hungarian and Slovak guest lecturer, as well as a business practitioner. This activity contributed both to the internationalization of teaching and also to the cooperation between the faculties of CTU, where the developed courses were also offered to students of other faculties. Students had benefit from interdisciplinary and multicultural experience as well as numerous networking opportunities. The project was supported with 126 ths CZK / 4970 €.

MIAS is also focusing on contract research projects from 2023 for two reasons. Firstly, MIAS offers a practically oriented bachelor's degree program from 2023, and thus there is an increased emphasis on cooperation with companies, both on the part of students ("mandatory internships") and on the part of teachers. The second reason is the use of potential in human capital, especially in terms of knowledge and experience, and the aim is to transfer this capital into practice, both in the cooperation with enterprises and in the cooperation with municipalities in the Czech Republic.

Project results are regularly presented by MIAS staff at Czech and international conferences. For this purpose, MIAS has developed a system of support including guidelines for submitting applications for participation in conferences and professional events. All employees know the procedure for obtaining support for the popularisation of their outputs. MIAS researchers regularly participate in the Annual IGIP conference focus on engineering pedagogy, selected conferences focusing on new trends in management, selected current issues in economics as well as regional development and tourism, urban and territorial development.

Table 3.3.1 Projects supported by public funds

In the role of beneficiary						
Provider ²⁵	Project name	Support (in thousands CZK/EUR) ²⁶				
		2019	2020	2021	2022	2023
Technology Agency of the Czech Republic	Improvement of systems and processes of permitting new construction in Prague: affordable housing	2348 CZK / 92623 €	1233 CZK / 48639 €	-	-	-
Technology Agency of the Czech Republic	Management structure models for pre-primary, primary and secondary schools (ISCED 0-3) - case studies	-	-	-	-	699 CZK / 27574 €
Technology Agency of the Czech Republic	Evaluation of the piloting of the middle tier of management support in education	-	-	-	1142 CZK / 45049 €	1272 CZK / 50178 €
Technology Agency of the Czech Republic	Development of digital competences of teachers of social sciences at secondary vocational schools	770 CZK / 30375 €	1000 CZK / 39448 €	111 CZK / 4379 €	-	-

²⁵ If the provider is from abroad, please indicate the provider's country of origin in brackets. For the determination of the country of origin of the provider, the place of residence of the provider is decisive.

²⁶ Indicate the total amount expressed in thousands of CZK and the conversion of the total amount into Euro.

Technology Agency of the Czech Republic	Integration of children from foster care into society and their adaptation to the labor market	1591 CZK / 62761 €	1432 CZK / 56489 €	1242 CZK / 48994 €	1524 CZK / 60118 €	-
European Commission	Interdisciplinary collaborative approaches to learning and teaching in HE	706 CZK / 27850 €	1302 CZK / 51360 €	652 CZK / 25720 €	3439 CZK / 135661 €	-
Ministry of Foreign Affairs, Czechia	Transfer of experience in urban development and renewal planning to Moldova	-	-	-	-	707 CZK / 27890 €
Total		5415 CZK / 231 609 €	4967 CZK / 195 937 €	2005 CZK / 79 093 €	6105 CZK / 240 828 €	2678 CZK / 105 641 €
In the role of another participant						
Provider ²⁷	Project name	Support (in thousands CZK/EUR)				
		2019	2020	2021	2022	2023
European Commission	Building Digital Resilience by Making Digital Wellbeing and Security Accessible to All	-	-	-	-	272 CZK / 10741 €
Ministry of Finance: Norwegian funds	Digital age and threats to human rights	-	-	-	200 CZK / 7874 €	315 CZK / 12409 €
Visegrad Found	Current Issues in Business from a V4 Perspective	126 CZK / 4970 €	-	-	-	-
Total		126 CZK / 4970 €	-	-	200 CZK / 7874 €	587 CZK / 23156 €

Table 3.3.2 - Contract research activities

Client ²⁸	Activity name	Revenue (in thousands CZK/EUR)				
		2019	2020	2021	2022	2023
JEDNOTA, Consumer Cooperative, Nová Paka	Analysis of civic amenities in Nová Paka Municipality	0	0	0	0	69 CZK / 2722 €

²⁷ Ibid.

²⁸ If the client is from abroad, indicate in brackets the country of origin of the client.

DRFG Investment Group, a.s.	Strategy and ESG reporting	0	0	0	0	96 CZK / 3787 €
JEDNOTA, Consumer Cooperative, Nová Paka	Identification of the needs of civic amenities and services in Nová Paka Municipality and its catchment area and proposal for their supplementation	0	0	0	0	55 CZK / 2170 €
Czech fintech association, z.s.	Analysis of forthcoming financial regulation	0	0	0	0	50 CZK / 1972 €
Total		0	0	0	0	270 CZK / 10651 €

Note: List and describe contract research activities with a revenue in a given calendar year, regardless of the amount of financial revenue.

3.4 Research results with existing or prospective impact on society

The evaluated unit shall briefly comment on a maximum of 10 (considered most significant by the evaluated unit) research results already applied or realistically heading towards application during the evaluated period, based on the overview annex table 3.4.1 (it is recommended to indicate results with a link to projects listed in indicator 3.3). The evaluated unit must demonstrate in its description that the research results have led or will soon lead to positive impacts²⁹, on society (e.g. description of how the results are used by various users, the range of persons/institutions for which the result is relevant, measurable economic impacts, etc.). The evaluated entity shall indicate in its commentary whether the gender dimension is considered in these results and discuss the impacts of the results regarding sustainability.

Maximum range 300 words/result.

Self-assessment:

The research report "**Case studies of management structure models for pre-primary, primary and secondary schools**" (the report is a follow-up to the project with the same title) has several positive impacts on society. First of all, it contributes to more effective school management, leading to better use of resources and improving the quality of education. The report identifies areas where savings and improvements can be made, for example through the sharing of non-teaching activities between schools. This can lead to better use of resources and increased efficiency of the school system. The results of the report are mainly used by the Ministry of Education, Youth and Sports (MEYS). Furthermore, the results are relevant for school establisher, such as municipalities, regions and voluntary associations of municipalities, which can apply the report's recommendations to optimise school management. The research findings may also be useful for school legal entities, contributory organisations, private schools and other educational institutions looking for ways to improve their management and efficiency. The gender dimension is considered in the results presented with regard to the designation of professional groups, i.e. male and female pupil, male and female teacher. The implications of the results with regard to sustainability are significant. The report looks at ways to increase the efficiency of school management and thereby reduce costs, which can lead to a more sustainable use of public funds. The report also recommends streamlining administrative processes and using modern technology, which can lead to a reduction in the environmental footprint of schools. Overall, the report supports sustainable practices in education that can have long-term positive impacts on the environment and society. The MEYS has published the report on its website and is actively working with it.

²⁹ See Terms definition.

The final report of the **“Evaluation of the piloting of the middle tier of management support in education”** (the report is a follow-up to the project with the same title), prepared by the MIAS researchers, brings several positive impacts on society. The piloting tested a model of support for the primary management line of the Czech education system, which includes the state and the principals of primary and kindergarten schools. This model proved to be functional and appropriate, with the identified needs of schools being broader, especially in the areas of reducing non-teaching workload and supporting pedagogical leadership. The implementation of the research findings has had a number of positive impacts on society. Examples include improving the quality of education, setting up more effective school management, with support in non-teaching activities enabling principals to devote more time to pedagogical leadership, and last but not least, post-crisis support. The results of the report are mainly used by the Ministry of Education, Youth and Sports, which is the end user. Furthermore, the results are relevant for school founders, school principals and other actors in the education system, such as regional authorities and municipalities. The results of the report have a positive impact on the sustainability of the education system. More effective school management and a reduction in non-teaching workload contribute to the long-term sustainability and quality of education. Overall, the report provides valuable insights and recommendations that can lead to further improvements in the Czech education system. The MEYS has published the report on its website and is actively working with it.

The research report **“Integration of children from foster care into society and their adaptation to the labour market”** (the report is a follow-up to the project with the same title) has several positive impacts on society. First of all, it contributes to better integration of adolescents from children's homes into society and the labour market, which can reduce their risk of social exclusion, unemployment and homelessness. The report also highlights the importance of systematic preparation for leaving the children's home, which can lead to better coping with independent living and reduced dependence on social services. The results of the research are used by various institutions, including children's homes, non-profit organisations working with adolescents, and state institutions such as the Ministry of Education, Youth and Sports. These institutions can use the research findings to improve their programmes and services aimed at supporting adolescents in their transition to independent living. The gender dimension is reflected in these results. For example, the report states that women are more likely to underestimate themselves, which can affect their self-esteem and ability to cope with problems. Conversely, men tend to overestimate their abilities, which can lead to problems in dealing with real-life situations. These findings can help in designing specific support programmes for boys and girls. Impacts of the results with regard to sustainability include a reduction in the risk of social exclusion and unemployment, which can lead to better economic stability and reduced costs of social services. In addition, the report supports the development of social and soft skills, which are key to the sustainable development of society. Overall, it contributes to creating a more inclusive and sustainable society.

The work **“Variants of the administrative division of the territory of Prague with regard to the functioning of the construction authorities ”** (the report is a follow-up to the project “Improvement of systems and processes of permitting new construction in Prague: affordable housing”) has several positive impacts on society. First of all, it provides a professional basis for decision-making on the change of the city's status, which can lead to significant savings in direct public administration costs. Savings in the order of tens of millions of crowns can be achieved by optimising administrative zoning. In addition, accelerated permitting of construction works in the territory of the capital city of Prague can bring a turnover of billions of crowns, which will subsequently increase tax collection. This economic benefit promotes the development of the city and improves the quality of life of its inhabitants. The results of this work are mainly used by political and administrative institutions that

decide on the administrative division of the city. The main users include the Prague City Hall and other public administration bodies in Prague. These institutions use the maps as a basis for strategic planning and decision-making. The gender dimension is not explicitly taken into account in these results. However, optimising administrative zoning and fast-tracking construction permits can indirectly contribute to equality of opportunity by promoting economic growth and creating new job opportunities for all citizens regardless of gender. The results have a positive impact on the sustainability of the city. Accelerated permitting of construction works contributes to faster infrastructure development, which improves the quality of life of residents and supports the sustainable development of the city. Overall, the work contributes to the economic, social and environmental sustainability of the City of Prague.

The research report "**Experience of primary school pupils and teachers with distance learning in the second half of the 2019/2020 school year**" has several positive impacts on society. First and foremost, it provides valuable insights into how distance learning has impacted pupils and teachers during the COVID-19 pandemic. The report identifies key areas where distance learning has been successful, such as increasing teachers' digital skills and promoting pupil autonomy. The report also offers recommendations for improving the organisation of distance learning, which may lead to more effective learning in the future. The results of this report are mainly used by schools, teachers, parents, school founders and the Ministry of Education, Youth and Sports (MEYS). Schools and teachers can benefit from the recommendations for improving distance learning, while parents gain information on how to support their children during distance learning. School founders can use the results to optimise support to schools and the MEYS can use the report to develop educational guidelines and policies. The report focuses on the experiences of all pupils and teachers regardless of gender, contributing to equality of opportunity in education. The recommendations for improving distance learning are universal and can be applied to all pupils and teachers. The results of the report have a positive impact on the sustainability of the education system. The report promotes more effective use of digital technologies, which can lead to the long-term sustainability of the educational process. Recommendations for improving the organisation of distance learning can contribute to better management of crisis situations in the future. Overall, the report contributes to the development of a resilient and adaptable education system that is able to respond to emergency situations and ensure continuity of education.

The research report "**Affordable and sustainable housing in strategic settlement plans**" (the report is a follow-up to the project "Improvement of systems and processes of permitting new construction in Prague: affordable housing") provides a comprehensive analysis of the affordability and sustainability of housing, which is key to improving the quality of life of residents. The report identifies measures that cities and municipalities can use to increase housing affordability, such as political, legislative, social, economic, environmental and cultural instruments. In this way, it promotes social cohesion, economic efficiency and environmental friendliness. The results of this report are mainly used by cities and municipalities, which can implement the recommended measures in their strategic plans, not only in Prague. Furthermore, the results are relevant for government institutions such as the Ministry of Regional Development, which can use the report to develop housing policy. Academic institutions and research organisations can use the report as a basis for further research in the field of housing and urban planning. The report is also relevant for non-profit organisations and civic initiatives working on affordable housing issues. The gender dimension is not explicitly taken into account in these results. However, the recommended measures are universal and can be applied to all population groups. The report promotes the use of environmentally friendly technologies and practices, such as energy management in housing and the expansion of blue-green infrastructure. In this way, it contributes to protecting the environment

and improving the quality of life of residents. Recommendations for improving housing affordability can also lead to the economic sustainability of cities by promoting a stable and affordable housing market.

Table 3.4.1 - Overview of research results in the period under evaluation

Type of result ³⁰	Year of application	Name
Research Report	2024	Case studies of management structure models for pre-primary, primary and secondary schools
Research Report	2023	Evaluation of the piloting of the middle management support in education
Research Report	2022	Integration of children from foster care into society and their adaptation to the labour market
Specialized Map with Expert Content	2020	Variants of the administrative division of the territory of the capital city Prague with regard to the functioning of the construction authorities
Research Report	2020	Experience of primary school pupils and teachers with distance learning in the second half of the 2019/2020 school year
Research Report	2019	Affordable and sustainable housing in strategic settlement plans

Note 1: Please list and describe the results already applied in practice or heading towards application in practice with existing or prospective impact on the society (e.g. domestic or foreign patents, sold licenses, spin-offs, prototypes, varieties and breeds, methodologies, significant analyses, surveys, expert outputs for policymaking or other forms of non-publication outputs, etc.). Indirect results of research, development and creative activities with documented societal impact, e.g. expert activities, services to the public/government/scientific community, may also be reported.

TRANSFER OF RESULTS INTO PRACTICE

3.5 Transfer of results into practice

The evaluated unit shall briefly describe its system for transferring results into practice. It shall also indicate up to five of the most typical users of its results, whether in the university environment or in the non-university application/corporate sphere, detailing how it collaborates with them and how it seeks out new users (using a maximum of five specific examples).

It will also indicate whether and how it commercialises R&D&I results (e.g. selling licences, setting up start-up or spin-off companies, etc.)³¹, providing brief description of the commercialisation methods used. The effectiveness of the transfer of results and the commercialisation of R&D&I results will be described using a selection of results (max. five) listed in annex table (Table 3.4.1).³²

Additionally, the evaluated unit shall briefly comment on the funds received during the evaluation period from non-public, non-grant sources (e.g. licences sold, spin-off revenues, donations, etc.). A full summary shall be provided in annex table (Table 3.5.1).

Maximum 500 words plus 200 words for each provided example of finding a new user of results and commercialization.

³⁰ Specify the specific type of result. Add rows as needed.

³¹ In the case of military HEIs, their specific position is taken into account when evaluating the commercialisation/evaluation of R&D&I results.

³² If the commercialisation of R&D&I results is carried out in this way.

Self-assessment:

The Masaryk Institute of Advanced Studies of CTU focuses on socio-economic fields in its research and educational activities. Therefore, the results of its activities cannot be expected to produce patents, licenses or prototypes that would be marketable either independently or within start-ups or spin-off companies. The transfer of results into practice stands on four pillars. The first pillar is applied research, where so-called application guarantors from state and public administration organisations, non-profit organisations and entrepreneurs are part of the research team. These application guarantors guarantee that research results (certified methodologies, maps, guidelines, proposed models, procedures, and other forms of outputs) will be applied in practice. This activity is usually paid within a grant. The second pillar for the transfer of outputs, knowledge and expertise are the business entities and public administration organisations (to a lesser extent) to which the students of the Bachelor's degree programme in Economics and Management attend for mandatory practices (from 2023 pilot launch of practices, from 2025 mandatory for all enrolled students). Based on the conclusion of cooperation agreements with these partners, in addition to the recruitment of students, there is also a subsequent demand for contract research, which brings in funding. The third pillar is the active participation of MIAS staff in professional organisations, initiatives and panels. Their expertise again leads to a demand not only for contract research but also for involvement in existing networks of other entities (universities and non-university entities) that subsequently address joint research tasks. The fourth pillar is lifelong learning, where MIAS monetises the knowledge and experience of its staff in a range of professional and language courses responding to society-wide demand.

MIAS managed to carry out 4 **contract researches** in the last year 2023 within the assessment period, two of them were related to the analysis of amenities of the Nová Paka Municipality and the subsequent continuation focused on the elaboration of the Building Programme for the location of the missing amenities. Furthermore, based on the concluded framework contract with the retail company DRFG a.s., a Report and a draft ESG Strategy for its headquarters in Prague were prepared in the first year of the 2023 solution. The fourth contractual research concerned the Analysis of the forthcoming EU financial regulation in relation to the financial bond markets.

From 2019 to 2023, MIAS has organized more than 110 **lifelong learning courses** for the general public. This is a significant means for MIAS to transfer social science knowledge and skills into practice and to monetise itself. More than half of the courses focused on language training, especially in the first two years of the evaluation period. In the following years, there were more courses focusing on other areas (in addition to language courses). MIAS regularly organized courses for professional coaches, both a basic course and advanced or team courses (under the auspices of the International Coach Federation). In addition, MIAS educated foreigners in the Czech language, prepared students for the entrance exams to the Czech Technical University, offered didactic courses in English for English teachers and interested members of the public, and from 2022 offered a 4-semester course for Educational Counsellors. It is the organisation and realization of lifelong learning courses that have significant financial benefits for MIAS.

MIAS significantly strengthens the social role of CTU, so the commercialisation of results into practice is at a lower level than at the technical faculties of CTU.

Table 3.5.1 - Summary of non-public revenues received during the period under evaluation

Type of revenue	Revenue (in thousands CZK/EUR)				
	2019	2020	2021	2022	2023
Lifelong learning courses	10151 CZK / 400 434€	5336 CZK / 210 493 €	7206 CZK / 284 260 €	11485 CZK / 453 057 €	14355 CZK / 566 272 €
Contract research	-	-	-	-	270 CZK / 10 651 €
Total	10151 CZK / 400 434€	5336 CZK / 210 493 €	7206 CZK / 284 260 €	11485 CZK / 453 057 €	14625 CZK / 566 923 €

Note: Enter funds raised for R&D&I from non-public sources besides grants or contract research (e.g. licences sold, spin-off company revenues, donations, etc.) in the calendar year.

POPULARIZATION OF VAVAI

3.6 The most important activities in the field of popularization of R&D&I and communication with the public

The evaluated unit shall briefly describe its main activities related to the popularisation of R&D&I and communication with the public (e.g. popularisation lectures, citizen science initiatives, etc.) during the evaluated period and provide up to 10 examples that it considers the most significant.

Maximum 500 words plus 200 words for each example given.

Self-assessment:

The MIAS began to appear more significantly in the public space during this period (in line with the MEP2020 recommendation). In the period 2021-2023, it is mentioned in the monitoring about 100 times, and in dozens of cases it is not just a brief mention, but comments, expert statements, interviews, etc. of the MIAS staff in the media space (mainly public television, radio, press). In addition, of course, the MIAS communicates on social media. The MIAS organised lectures by distinguished guests (listed in Table 3.2.4), which were also open to the public, and two book launches on democracy and its threats were held in 2021 for the wider public. Several activities took place outside the MIAS, to which MIAS persons were invited - the Summer School for teachers "civic education" Olomouc - 2022 and 2023, lectures intended for secondary school students (Grammar School Zlín 2023, Grammar School Zatlanka 2022), for NGOs - an invited lecture for the Union of Lawyers (intended for female lawyers), for European Federalists. The activities of the MIAS link the professional approach and results of R&D&I with corporate practice and reach out to the wider public in cooperation with other faculties (Automotive Day - 2022 and 2023, continues in the following years, Science Fest, etc.).

- **Communication in the public space:** Communication was mainly related to higher education and education issues in general, especially in connection with the amendment of the Higher Education Act, politics, economic issues. The most significant social impact with high viewership was the comments made in connection with the live presidential election results in the Czech Republic (28 January 2023) in a live broadcast on public television, where the Director of the MIAS, as the main invited expert, made several expert commentaries and analysis, including the final assessment of the results (these were tens of minutes of comments).
- **Membership in expert bodies and professional communities:** Through their involvement in professional structures (associations, trade unions, advisory bodies, public organizations, etc.), the MIAS staff not only communicate and popularize their knowledge and project outputs, but also highlight the good reputation of CTU MIAS. Examples include cooperation

or membership with: the Association of Small and Medium Enterprises and Tradesmen of the Czech Republic, the Certification Commission of Destination Management Organizations-CzechTourism, the Working Group on the Creation of the Tourism Act - Ministry of Regional Development, Working commission of the president of the Council of government for coordination of the struggle against corruption and transparency of state administration- Ministry of Justice, the Association for the Development of Collective Bargaining and Labour Relations - Ministry of Labour and Social Affairs, membership in the Office for Supervision of the Economy of Political Parties and Political Organizations through doc. Vymětal, who was named to this position by the President of the Senate of the Czech Republic.

- **Organisation of professional conferences and events:** Building on the Interdisciplinary Collaboration in Learning and Teaching in Higher Education project, MIAS organised three interdisciplinary conferences on technical education in 2021, where researchers presented project results and shared best practices with conference participants. The Regional Development between Theory and Practice international conference was held in 2022 and 2023, and MIAS continues to run this conference to the present day. Similarly, two GISPLAN conferences (2022, 2023) were organized to share knowledge and experience in the field of urban and regional planning. In 2021, conferences on Technical Education in the Czech Republic were organized on the issue of disciplinary didactics. Also in 2021, MIAS organized a conference for young CTU academics on Innovation and Strategic Management in the Pandemic Era.
- **Science popularization events:** Regular participation in events aimed at popularizing science both for the general public and for teenagers and children. At these events, MIAS presents the Institute's activities in both its educational and research activities. Examples of regularly recurring events are: the Night of Scientists, the Science Fair, ScienceFest.
- **Involvement in competitions, workshops and collaborations:** MIAS is actively involved in competitions, workshops and collaborations that have an impact beyond the academic environment. Such an example can be given participation in EuroTeQ Collider, a Challenge Based Learning (CBL) initiative within EuroTeQ Engineering University, where CTU is a member. The aim of this initiative is to bring together students, academics, industry partners, start-ups, government and societal institutions to work together to find solutions to real-world problems. EuroTeQ Collider is linked to the UN Sustainable Development Goals (SDGs) and focuses on societally relevant challenges across Europe, while supporting the development of participants' personal and professional skills.
- **Media presentation of alumni and students:** Among MIAS graduates and also current students are well-known students, especially due to their professional sports careers. Meetings, discussions and interviews with such students are organised and subsequently posted on the school's website and MIAS social networks.

IMPLEMENTATION OF RECOMMENDATIONS

3.7 Implementation of the recommendations in Module 3

The evaluated unit will briefly describe how it has implemented the recommendations for Module 3 from the previous evaluation period, if applicable.

Maximum 1000 words.

Self-assessment:

As already mentioned, the 2020 evaluation took place in a situation where there was a significant discontinuity in the Institute in terms of staffing and new management. On the one hand, this meant that the critical evaluation of the 2014-2018 period was linked to the previous management and its conception of the Institute, while the new management was looking for further ways to develop the institution, and the first period necessarily had to be devoted to overall stabilisation. It must be said that the discussions with the evaluation panel and the recommendations for the further development of the Institute were very important for setting the overall concept of the Institute's activities.

The basic recommendations of the MEP can be summarized in a few points:

- ***Strengthening research, involvement of a wider range of academic staff and in terms of research areas in research, societal relevance of research.***

Here it must be said that the establishment of quality research is a long-term process. In terms of research areas, research has been carried out in the fields of education, psychology and cognitive science, with penetration into other social sciences (sociology, political science - public administration, management). Here, applied research projects (TACR) have been obtained, international cooperation has started to develop, and this has been reflected in the acquisition of the high-quality basic research project Interexcellence in 2024. The results of applied research have been put into practice and are used by many secondary schools (both grammar schools and vocational), and is also used by public administration in education policy setting. To a lesser extent, the basic or applied research was developed in another important area of the Institute's activity, namely Economics. Although research projects were submitted, none was obtained in the period under review (later partial cooperation within the framework of CTU projects). The quality of publications was partially improved, but no significant shift was achieved in the period under review. A new Motivation Programme for MIAS staff has been prepared and is currently being piloted. This should support a higher level of involvement of MIAS staff in project and publication activities in the future. One HORIZON project was submitted this year, another is in preparation, as well as other projects have been submitted to the TACR call and an INTERREG CZ-PL project is being prepared.

- ***Closer cooperation with the public and corporate sphere in both teaching and research.***

Contract research, which was virtually absent in the previous period, was launched in the period under review and its development continues at present. In addition, outside the assessment period from 2023 onwards, three contract research studies have been carried out and two are under preparation. Cooperation in teaching has also developed - not only the participation of experienced and prominent representatives of the corporate sphere in teaching, but also the involvement of the corporation directly in teaching-related events. For example, the International Project Workshop is a semester-long teaching course implemented in cooperation between two to three universities from abroad, where students work partly in-person and partly online on a specific project assigned by companies (usually international companies) and then present the results to the management of these companies. The companies also participated in this project with sponsorship donations, which for example covered the costs of transporting students to the kick-off meeting abroad or students' accommodation. The cooperation with practice is also deepening thanks to the development of student internships. Since 2022, internships have

taken the form of optional courses, and now three-month internships are accredited as part of the Bachelor's degree.

- ***Strengthening public awareness activities.***

MIAS, also because of the areas in which they operate, must necessarily fulfil the social role of universities. There has been a significant shift in this sense. The activities that have been done in this respect are described in the section above and further work is being done intensively on the promotion of science, research and communication with the public. The MIAS PR team has been strengthened and this is bearing fruit.

The Masaryk Institute of Advanced Studies of CTU is actively working on the systematic development of scientific research activities. The management of the Institute focuses on creating transparent rules for science and research, regularly organizes scientific research seminars, optimizes administrative processes and builds a motivating environment for academic staff, particularly focusing on supporting the participation of MIAS researchers in international conferences and strengthening their publishing activities. The aim of these efforts is not only to increase the scientific performance of the institution, but above all to create conditions that will naturally stimulate the interest of employees in engaging in research activities. Emphasis is placed on linking teaching and research activities, promoting interdisciplinary cooperation and ensuring sufficient material and personnel resources, which should ultimately contribute to strengthening the position of the MIAS within the scientific community and increasing its competitiveness in the field of research.

A LIST OF SUPPORTING DOCUMENTS/LINKS FOR MODULE 3

Document name	No. criteria	Location (link in HTML)