# VŠEM

**UNIVERSITY OF ECONOMICS AND MANAGEMENT**
**Vysoká škola ekonomie a managementu (VŠEM)**

**ACBSP Self-study Report for Reaffirmation (2009-2019)**

Standards and Criteria for Demonstrating Excellence
in Business Degree Programs by VŠEM

Baccalaureate/Graduate Degree Standards

Self-study Year: 2017/2018

Self-study Report approved by VŠEM management and Academic Council
in June 2019

# Contents

# I Review of All Academic Activities

## UNIVERSITY OF ECONOMICS AND MANAGEMENT

University of Economics and Management (VŠEM) focus on the importance of increasing the quality of human resources for enhancing the growth potential and competitiveness of national economy. University of Economics and Management offers educational programs in the areas of economics and management and strives to implement them at internationally comparable professional levels via creative interaction of pedagogical, research, publishing, and awareness-rising activities. University of Economics and Management sees its mission in widening the educational opportunities for individuals who are motivated to further enhance the quality of their qualification and skills for current and future professional development.

University of Economics and Management (Vysoká škola ekonomie a managementu, a.s., hereinafter "VŠEM") is a private higher education institution according to sec. 39 of the Act No. 111/1998 Coll. on Higher Education Institutions and on the amendments and supplements to relevant acts (the Higher Education Act, hereinafter "the Act"), implementing accredited study programs and activities associated to relevant state approval, i.e. educational, research, development, and other creative activities. VŠEM is a joint stock company (akciová společnost) established in accordance with the Act No. 90/2012 Sb. on Business Corporations.

The physical location of VŠEM is Nárožní 2600/9a, 158 00 Praha 5. All teaching and other related activities are concentered in the Prague Campus at Nárožní Street.

**Business Courses and Degrees Offered by Business Unit:**
1. Bachelors in Economics and Management with specializations: Marketing, Human resources, Management, Business Economics
2. MSc. - Masters in Economics and Management with specializations: Corporate management, Marketing, Human resources, Business Economics
3. MBA - Master of Business Administration

All of study programs accredited by ACBSP are identified on our website with sentence: accredited by ACBSP.

All information are available at:
- About University
- VŠEM Mission and Objectives
- Information on Studies
- VŠEM Campus
- Program Documents VŠEM
- Strategy
- Annual Reports
- Social Responsibility
- Structure and Staff
- Management - Rector´s Office
- Organizational Chart
- Statutes (Code of Conduct)
- Research Departments

# II Organizational Charts

University of Economics and Management (VŠEM) Bodies and Authorities - [Organizational Chart](#)

Study Programs Structures:
- [Bachelor Studies - Program Structure](#)
- [Master - MSc. Program Structure](#)
- [MBA Program Structure](#)

1. VŠEM bodies and authorities include:
- administrative bodies and authorities
- academic self-governance bodies and authorities

2. Administrative bodies and authorities are:
- Statutory Director
- Chairperson of the Board of Trustees
- Board of Trustees

3. VŠEM Board of Trustees is the managing and controlling administrative body of VŠEM.

4. Academic self-governance bodies and authorities are:
- Rector (executive academic authority - President)
- Vice-rectors (executive academic authorities – Chief Academic Officer)
- VŠEM Academic Board, headed by its Chair
- Science and Research Board, headed by its Chair
- Internal Quality Evaluation Board, headed by its Chair
- VŠEM Student Board, headed by its Chair
- VŠEM Student Senate, headed by its Chair
- Review Panel, headed by its Chair
- VŠEM Disciplinary Committee, headed by its Chair
- VŠEM Administrative Committee

Detail information about the role and responsibilities of structure and authorities please see [Statutes](#) (Code of Conduct), where it is described.

## VŠEM Organizational Structure
VŠEM is subdivided into the following organizational units:
1. academic units – academic departments
2. research units – focusing on empirical and secondary research
3. administrative and organizational units – other departments, sections, and segments.

Details are also provided in [Statutes ](#)(Code of Conduct).

# III Conditions of Accreditation

## a. Institutional Accreditation

VŠEM is accredited by Czech Ministry of Education, Youth and Sports (in Czech: Ministerstvo školství, mládeže a tělovýchovy - MŠMT). The confirmation of Czech National Accreditation - State Approval to act as a private higher education institution/university is attached below in *Evidence Files.* The list of accredited Czech Private Higher institutions can be found at the links provided below -  web pages of the Czech Ministry of Education, Youth and Sports:
- Czech National Accreditation - Ministry of Education
- List of Czech Accredited Higher Education Institutions

## b. Statement of Mission—Institution

The institution's mission listed in the official national registry is the following:
- the implementation of accredited bachelor's, master's and doctoral study programs in accordance with Act No. 111/1998 Coll., on Higher Education Institutions (Higher Education Act)
- implementation of vocational and lifelong learning programs
- implementation of retraining courses accredited by the Ministry of Education, Youth and Sports of the Czech Republic and own retraining courses
- organization and implementation of seminars, conferences, professional courses, foreign tours
- organizing student preparation for bachelor, master and doctoral study programs, lifelong learning programs and language exams, organizing language exams
- the provision of other scientific, research, development, innovation, creative or other activities in connection with the implementation of study programs
- Research and Development

The mission can be also found at the following link:
- Institutions´ Mission listed in the Czech Ministry of Justice

## c. Statement of Mission—Business School or Program
The main mission and objective of VSEM is to be an independent higher education institution offering internationally competitive study programs.  The educational process at VSEM involves conveying information on development and current trends in line with the concepts and approaches to innovative study programs. The objective is to prepare graduates for successful career in increasingly competitive environment of the integrated and globalized world.  We encourage students' personal and professional growth by supporting their self-confidence and social responsibility. We help them to put their ambitions and personal beliefs into effect, and maintain international ethical standards.

The mission can be also found at the following links:
- VŠEM Mission and Objectives
- Annual Reports
- Strategy - with yearly updates

## d. Public Information
1.      Listing of the business degree programs:
- Bachelor Studies - Program Structure
- Master - MSc. Program Structure
- MBA Program Structure
- Studies at VŠEM - basic information

2.      The academic credentials of all faculty members
All information about faculty members are listed online at the web pages of departments. The web pages include each faculty member´s resume, with the following:
- academic degrees (Ing. & Mgr. = Master degree obtained; Ph.D., Dr. & CSc. = Ph.D.; doc. & prof. = academic-pedagogic title higher than Ph.D., showing professional success and high level of professional achievement and international impact of a academician including their research, projects, teaching and long list of scientific publications)

- short bio (resume)
- list of publications
- main subjects thought
- presentation on conferences and other information

The faculty web pages and bios can be accessed at (to find CVs/resumes of faculty members please scroll down - accessible via clicking on their picture or name):
- [Academic Staff - Department of Human Resources](#)
- [Academic Staff - Department of Business Economics](#)
- [Academic Staff - Department of Economics](#)
- [Academic Staff - Department of Management](#)
- [Academic Staff - Department of Marketing](#)
- [Business Unit Staff - Information and Advisory Centre](#)
- [Management - Rector´s Office](#)

3.    The academic policies affecting students along with a clear description of the tuition and fees charged to the students
- [Program Documents VŠEM](#)
- [Study and Internal Rules](#)
- [Students´ Code](#)
- [Studies at VŠEM - basic information](#)
- [Tuition and Fees](#)
- [Scholarships](#)

4.    The statement of mission of the institution
- [VŠEM Mission and Objectives](#)
- [Strategy](#)

5.    The statement of mission of the business school or program
- [Information on Studies](#)
- [VŠEM Mission and Objectives](#)
- [Project Study at VŠEM](#)
- [Graduates´ Employers](#)

**e. Accreditation of Doctoral Programs**
Not Applicable

**f. List of all campuses at which a student can earn a business degree**
The seat of VŠEM is Nárožní 2600/9a, 158 00 Praha 5. All teaching and other related activities are concentered in the Prague Campus at Nárožní Street.

**g. Business programs routinely provide reliable information to the public on its performance, including student achievement, such as assessment results**
Please see the following links:
- [Annual Reports](#) (information included: attrition and retention, graduation, licensure pass rates, acceptance into graduate programs, etc.)
- [Quality Assurance Report - Students and Institution´s Achievement](#) (information included: attrition and retention, graduation, licensure pass rates, graduates´ survey results, etc.)
- [Graduates´ Employers](#)

# IV Organizational Description

## 1. Organizational Environment

The University of Economics and Management long-term intent is to provide higher education in an exceptional way that is absent from other schools. The priority is to offer to all students and prospective students the opportunity to be developed according to their preferences and possibilities. VŠEM's aim is to enable all candidates to study and to help them with personal and professional development, both in accredited programs and in professional courses or lifelong learning. The goal-achievement tool is a modern approach to teaching and learning in line with international trends in education, with emphasis on quality and its ongoing evaluation and communication with interest groups/stakeholders and the application of their needs, focusing on maintaining the quality of education and learning outcomes. An integral part of the concept of education at VŠEM is the link with science and research and their transfer to teaching and practice. A secondary objective is to increase competitiveness, mainly on the basis of innovation, the attractiveness of offered study programs, intensive public presentations and the fulfillment of the third role of the university.

VSEM continuously prepares and implements modern curricula in line with trends in higher education, demands of industry and changes in market conditions. VŠEM is known as an institution focused on the practical education of students who will apply their knowledge and skills in practice. This is the reason why all study programs will continue to be develop their professional orientation. This also involves close cooperation with the practice and broadening of cooperation with employers and cooperation with graduates and their involvement in school activities. The emphasis on the applicability of acquired knowledge and skills in practice is realized through the guidance of students in the preparation of real projects, involvement in research activities and leadership by academics, practitioners from various organizations and managers.

Modernization of the education is realized through the online interactive Video-learning application, which is available to all students for all compulsory and voluntary subjects (electives). These are recorded lectures with core theories and tests for the subject/course, including the completion of key concepts, study texts, presentations and tests with the evaluation of correct answers. Important is also the on-line communication platform between students and teachers - VideoForum, which is used for further contacts with teachers and for consultations. Students have online access to the Library of the Academy of Sciences of the Czech Republic, including access to all scientific electronic databases (e.g. Scopus, Ebsco, Web of Science, ProQuest and others).

In line with the objective of preparing high-quality graduates, VSEM emphasizes the development of teaching quality and learning outcomes that are continuously monitored within the internal quality assurance system. The information obtained gives the feedback needed to improve the quality of the study programs and serves to identify the strengths and weaknesses of the institution, learning concepts, relevant theories and knowledge. The evaluation is also used for the continuous improvement of the teaching process and the development of the study support, academic staff and the technical and organizational support of the study.

Evaluation and creative activities is carried out at VŠEM continuously through an integrated information system providing feedback on teaching, educational, creative and related activities. The feedback system is attended by all students and teachers. The feedback system evaluates areas of teaching, training, available materials and their quality, technical and organizational support, learning outcomes, teacher quality, relevance of teaching, teaching structure (curricula, suitability of class), curriculum adequacy, time schedules and plans, accordance with market preferences and ethical aspects.

Feedback data is used for evaluation by the Internal Quality Assessment Board. The resulting materials are provided to the guarantors of the subjects/courses and programs, and to the senior academics and management and are used to create periodically published evaluation reports. Faculty assess these feedback data and recommend changes to curricula. VSEM continuously develop cooperation with employers of graduates, industrial and business entrepreneurs, business associations and other individuals or bodies performing, supporting or using the educational or creative activities of a university or its quality assessment results. Equally, the focus will be on cooperation with other universities, municipalities and external institutions involved in the quality assessment of higher education institutions.

In the field of science and research development, VŠEM focuses on the realization of research and development projects through its research centers, such as the Center for Economic Studies of VŠEM (CES VŠEM), and the Center for Innovation Studies of VŠEM (CIS VŠEM) and the University itself, which is listed as research organization supporting scientific and research activities of academics and other scientists and students. The aim of VŠEM in the field of science and research is the continuous achievement of internationally recognizable results in high quality and ongoing cooperation with other research organizations on scientific research projects. VŠEM continue to support scientific texts and publishing monographs through the VŠEM Professional Publishing House in the field of economics, management and other related areas. The purpose is to increase the number of monographs and their quality in the future, together with their dissemination and use by the professional public and industry.

The strategic goal of VŠEM is also development of academic staff. The intention is to continuously increase level of competencies and expertise in accordance with trends and development of economy and of the higher education in the international environment. The aim of VŠEM is to connect high-quality and motivated professionals with progressive orientation on further development, orientation in the current ever-changing business environment and market, while emphasizing the human aspect and individual approach to students and other employees and stakeholders of VŠEM. Academic staff will be further motivated for career advancement and their own initiative on possible ways of development. Within the third role of University, VŠEM will continue to focus on community development, organizing open professional courses, and working with the municipality and other educational institutions in community. The main areas of implementation of the third role of the school continue to include the offer of lifelong learning, application of research and development results, information and counseling services and involvement in public life. Priority is the continuous development of the offer of professional education, both on-campus and interactive courses MOOC (Massive open on-line courses).

**a. What are the delivery mechanisms used to provide your education programs, offerings, and services to students?**

Academic programs are delivered as full-time, part-time and distance form of study. The specific demands of the given form of study are taken into consideration in the content structure of teaching and exam periods (lessons timetable) of the academic year at VŠEM.
- Part-time form of study is realized in the form 1-day educational camps on weekends (Saturday or Sunday, 3 times per trimester per study course).
- Full-time form of study is realized in the form of 2 to 3 day teaching blocks on working days (Monday to Friday, 5 to 7 times per trimester per study course).
- Distance form of study is an individual, on-line form based on self-study with opportunity to consult with teachers and academic staff, use on-line and video consultation, video-learning and e-learning and possibility to pass exams during a whole year.

Tuition Schedule - Study Sessions Schedule determines the order and number of teaching days and intervals between the blocks/workshops for the given study module/subject in the corresponding trimester (academic year); the concrete dates of courses are part of the student timetable (available in Student Information System on-line).

For more information please see: https://en.vsem.cz/form-and-course-of-studies.html

Students are provided with information center, please see: https://en.vsem.cz/study-department.html and Counselling center, see: https://en.vsem.cz/students-counselling.html

Students are also provided by information about:
- Academic Calendar - https://en.vsem.cz/academic-calendar-erasmus.html
- Accommodation and Catering Services - https://en.vsem.cz/accomodation-and-catering-services.html
- Arrival to Prague - https://en.vsem.cz/arrival-in-prague.html
- Attendance and Registration System - https://en.vsem.cz/attendance-registration-system.html
- Basic Information about Czech Republic - https://en.vsem.cz/basic-information.html
- Classes and Examination Period - https://en.vsem.cz/classes-and-examinations.html
- Completion of Studies and Dropouts - https://en.vsem.cz/completion-of-studies.html
- Control of Studies (Exams/Written/Final Theses) - https://en.vsem.cz/control-of-studies.html

- Costs of Living in Prague - https://en.vsem.cz/cost-of-living.html
- Credit System - https://en.vsem.cz/vsem-credit-system.html
- Examinations - https://en.vsem.cz/exams-ex.html
- Extension of the Period of Studies (Terms, Tuition, Conditions) - https://en.vsem.cz/extension-of-the-period-of-studies.html
- Facilities - https://en.vsem.cz/vsem-study-facilities.html
- Course Catalogue - https://en.vsem.cz/course-catalogue.html
- Glossary of used terms - https://en.vsem.cz/glossary-vsem.html
- Grading System - https://en.vsem.cz/grading-system.html
- Health insurance and Visa - https://en.vsem.cz/health-insurance-and-visa.html
- Individual Study Plans - https://en.vsem.cz/individual-study-plan.html
- International Students Club - https://en.vsem.cz/international-student-club-msk.html
- Instructions VŠEM (Enrollment, Tutorial, Exams, Academic Writings) - https://en.vsem.cz/instructions-vsem.html
- Internal Rules - https://en.vsem.cz/vsem-internal-rules.html
- Interruption of Studies (Conditions, Terms, Administration) - https://en.vsem.cz/interruption-of-studies.html
- Learning a Foreign Language - https://en.vsem.cz/foreign-languages.html
- Location of University, Lecture Rooms, Offices - https://en.vsem.cz/place-of-studies-and-exams.html
- Recognition of Subjects - https://en.vsem.cz/recognition-of-subjects.html
- Repeating of Part of Studies (Administration and Conditions) - https://en.vsem.cz/repeating-classes.html
- Requests and Enquiries (Terms, Conditions) - https://en.vsem.cz/requests-and-enquiries.html
- Social and Health Insurance of Students - https://en.vsem.cz/social-health-insurance.html
- Student Identity Card, Confirmation of Studies - https://en.vsem.cz/vsem-student-id-cards.html
- Studies Abroad (Conditions, Partner Universities) - https://en.vsem.cz/study-abroad.html
- Useful links - https://en.vsem.cz/useful-links.html

### b. What is the organizational context/culture?

VŠEM is a modern higher educational institution with a modern environment – see https://www.vsem.cz/data/pdf/vp2/_flash/VirtualTour_VSEMPraha.html The educational process at VSEM involves conveying information on development and current trends in line with the concepts and approach of individual study programs, with the objective of preparing graduates to succeed in the increasingly competitive environment of the integrated and globalized world. We encourage students' personal and professional growth by supporting their self-confidence and social responsibility. We help them to put their ambitions and personal beliefs into effect, and maintain international ethical standards.

### c. What is your stated vision?

The vision of VŠEM "is to be a quality-based institution oriented on practical and modern education of students guaranteeing them success in practice".

### d. What are your stated values? (in alphabetical order)

- Clarity
- Ethics
- Equality
- Giving chance to study to everyone
- Individualism, individual approach
- Modern approach, use of modern technologies and teaching-learning methods
- Openness
- Orientation on practice
- Problem solving
- Progressivity
- Support and understanding
- Social responsibility
- Quality

**e. What is your faculty and staff profile? Include education levels, workforce and job diversity, organized bargaining units, use of contract employees.**

All faculty staff are professionals with both education credentials and years of practice. Attention is paid to equality in gender, age and diversity among teaching, research activities, experiences and agenda. Basic overview of academic degrees obtained by teaching staff and type of their contract is listed in the table below. Academics working on work contracts/part-time are mostly expert workers from practice who provide students by necessary insight into business practice. There are no organized bargaining units at VŠEM.

More detail information are listed in Annual Reports, see: https://en.vsem.cz/vsem-annual-reports.html

| Level of education | Ph.D. and equivalent | Master and equivalent | Total |
|---|---|---|---|
| 2016/2017 | | | |
| Full time | 19 | 1 | 20 |
| Work contract | 84 | 36 | 120 |
| Total | 103 | 37 | 140 |
| 2017/2018 | | | |
| Full time | 19 | 1 | 20 |
| Work contract | 46 | 42 | 88 |
| Total | 65 | 43 | 108 |
| 2018/2019 | | | |
| Full time | 25 | 1 | 26 |
| Work contract | 46 | 42 | 88 |
| Total | 71 | 43 | 114 |

**f. What are your major technologies, equipment, and facilities?**

VŠEM as private University provides students and learners easy access to accurate and comprehensible information about study programs, study rules and study requirements, information and guidance services related to the study and the possibility of applying results of study programs in practice. All listed information can easily be found on the structured web site and possibly using the search engine (see https://en.vsem.cz/). Students also have a counseling center at the VŠEM development center, see https://www.vsem.cz/rozvojove-centrum-vsem.html, https://en.vsem.cz/student-counseling.html, https://en.vsem.cz/study-department.html and https://en.vsem.cz/students-counselling.html. Within the information system that is directly linked to the website, students have access to all study materials, video and e-learning, electronic versions of teaching texts, e-index and their study records, have the opportunity to enroll in exams, see their results, write questions about the administration, contacting academic staff, handing out written papers/seminar papers, thesis, and so on. The information system (SIS) VŠEM is tailored to include and link all the necessary components in one place. Students also have study regulations, program documents, information on accreditations, projects, studies, graduates, program profiles, schedules, and many more. Facilities may be seen here: https://www.vsem.cz/data/pdf/vp2/_flash/VirtualTour_VSEMPraha.html and listed here: https://en.vsem.cz/vsem-study-facilities.html and https://en.vsem.cz/recognition-of-subjects.html

## 2. Organizational Relationships

**a. What are your key student segments and stakeholder groups? What are their key requirements and expectations for your programs and services? What are the differences in these requirements and expectations among students and stakeholder groups?**

The main stakeholders and relationship towards them are listed in the table below.

| Stakeholder group | Requirements and expectations |
|---|---|
| Students | Quality education, support within the process, successful graduation |
| Academic staff | Quality education, motivated students, support for academic activities |
| Graduates | High quality and brand of the university, possibility to further cooperation/study |
| Industry Associations | Interconnection of study programs with the practice and the continuous improvement of the quality of study programs |
| Employers | Quality graduates ready for job positions and sufficient number of adjuncts, internships and practitioners |
| State/Ministry of Education, Youth and Sports | Quality education, quality assurance, reporting, retention, rising number of graduates, high employment rate of graduates |
| Families and/or parents of students | Quality education system and support for successful graduation |
| Accreditation Institutions | Quality education, quality assurance, reporting, retention, rising number of graduates, high employment rate of graduates |

VŠEM focuses on rising of student support and individual support, individual study plans, counselling, career center, addressing students' needs and explaining the needs to teachers and academic staff to provide alternative but still quality generating ways towards successful graduation.

**b. What are your key partnering relationships and communication mechanisms?**

The key partnering relationships are with stakeholders listed in part **a.** above.
The main communication channels are the following:
- The University's Website and Web pages
- Social media – facebook, Instagram, YouTube, LinkedIn, Twitter
- Marketing towards target groups (Advertising, PR, Promotion etc.)
- Reporting to Ministries and their official reports
- Surveys, focus groups and questioning, interviews
- Publishing activities – books, study texts, scientific papers
- Conferences
- Information and communication system within VŠEM SIS, contact forms
- MOOC courses and life-long learning
- Lessons, courses and actions for public and community
- Support of socially-oriented activities and their impact
- Sponsoring, funding, fundraising
- Exchange of students and teachers and cooperation with other universities
- Activities in educational policies within Czech Republic and internationally
- Cooperation with employers, firms
- Providing research for firms
- Student fairs

# V Organizational Challenges

## 1. Competitive Environment
What is your competitive position? Include your relative size and growth in the education sector and the number and type of competitors.

The University of Economics and Management (VŠEM) is the 3rd largest private business university in the Czech Republic (measured by the number of students) after Univerzita Jana Amose Komenského and Vysoká škola finanční a správní. On the other hand, both mentioned universities have only a part of their academic programs focusing on economics and management while their number of students is generated also by other specializations or other study programs, usually in social sciences, not economics and management. Therefore, VŠEM can be considered as the largest private business university in the Czech Republic, with approximately 2,000 students studying in business programs.

The basic information about main demographic, economic, political, and social factors including overview regarding higher education and absolvents form high schools are listed below:

*Economic and Political Factors*
- Decreasing demography
- Public and state universities for free (no tuition fee for Czech citizens)
- No state submission for private universities
- All sources of financing only from students´ tuition
- Difficult access to financing scientific activities for private universities – public and state universities are preferred
- Czech Republic is a member of EU, NATO, OECD, V4, WTO, OSN – students from EU can study and stay in CZ without any problem, they can transfer their credits without contract between universities in EU
- Prague (capital city) is the political, economic, culture and development center; it is also center for higher education – most of students look for Universities in Prague
- Currency: CZK (~26CZK/EUR; ~21CZK/USD) – VŠEM sets tuition fees accordingly to Czech average salary; very competitive for foreign markets because of lower income in Czech Republic (Average income in CR: 28,000 CZK (1,077 EUR) per month)
- GDP: 4.77 mild. CZK; growth: 3%; per inhabitant: $33 200 (2016) – slow growth of income and thus stable for keeping tuition fees at the same or higher level
- Workforce: 5,310,500 – some potential students are in practice
- Unemployment 3 to 4% - commercial companies are trying to attract as much workers as possible and it affect lower demand for higher education
- Neighboring countries: Germany, Poland, Austria, Slovakia – possible closest markets for student recruitment; other students from main minorities: Slovak, Ukrainian, Polish, Vietnamese, German, Russian, Hungarian, Roma, Belarusian, Bulgarian, Croatian

*Demography and Social Factors*
- Inhabitants: 10,597,473 (2017)
- High school graduates in 2017: 72,172; with graduation: 50,791
- Number of students who finish their high school is constant past 3 years; past few years the trend was decreasing (demography and fertility is decreasing past 20 years)

The decreasing numbers of high school graduates are also visible on the number of applications and accepted students at VŠEM:

| Year | No of applications | Started studies |
|------|--------------------|-----------------|
| 2012 | 1444 | 1011 |
| 2013 | 689 | 482 |
| 2014 | 376 | 263 |
| 2015 | 431 | 302 |
| 2016 | 464 | 325 |
| 2017 | 341 | 239 |
| 2018 | 300 | 197 |

*Education*

| Education | absolute | % inhabitants over 15 y |
|---|---|---|
| Secondary without A-level examination, technical | 2,952,112 | 32.99 |
| Secondary with A-level examination, general | 610,759 | 6.83 |
| Secondary with A-level examination, technical | 1,814,305 | 20.28 |
| Follow-up courses | 247,937 | 2.77 |
| Tertiary technical | 117,111 | 1.31 |
| Higher education (university) | 1,114,731 | 12.46 |

The highest numbers of high school graduates are in the following areas (2017):
- Economics and administration: 4,799 graduates; decline of 496 graduates
- General training – Lycée: 3,215 graduates; drop of 118 graduates
- Informatics: 2,450 graduates
- Gastronomy, hotel and tourism: 2,100 graduates

*Total HEIs:* 81 (2017)
- Public Universities: 21
- State Universities: 2
- Private HEIs (schools, colleges, universities): 58

| HEIs (2017) | Economics & Management | Social Sciences | Technology & Informatics |
|---|---|---|---|
| Public faculties | 69 | 45 | 85 |
| Private HEIs | 46 | 22 | 15 |
| Total | 115 | 67 | 100 |

*Competitors*
Competitors of VSEM are private universities in Prague that provides a bachelor's and master's program as well as an MBA, specifically hose offering Bachelor, Master and MBA at private Universities or other educational institutions. To qualify as direct competitors, two conditions had to be fulfilled at the same time: (1) seat/classrooms in Prague or close by, (2) study programs, fields or specializations related to management, marketing, economics, and human resources. Analysis included also entities that have a specific focus but a significant part on the above-mentioned areas. Other entities were classified into two categories: indirect competition or an unrelated entity.

The main competitors are:
- *Private*: Univerzita Jana Amose Komenského v Praze, Vysoká škola finanční a správní, Škoda auto Vysoká škola, Vysoká škola hotelová, Vysoká škola obchodní, Ambis, Vysoká škola podnikání a práva, Vysoká škola realitní, NEWTON College
- *Public*: Vysoká škola ekonomická, Provozně ekonomická fakulta ČZU
- *State*: Policejní Akademie, Univerzita obrany
- *Online*: Education Agency, Evropský polytechnický institut, Fakulta veřejnosprávních a ekonomických studií, Oxford Business Education Institute, BIBS, ISBM
- *Only in English*: Anglo-americká vysoká škola, Czech College School of business, University of New York in Prague, Vysoká škola finanční a správní

Two of the above-mentioned institutions officially offer double degree, namely NEWTON College and University of New York in Prague (UNYP).

Accreditation of competitors:
Out of a total of 48 subjects surveyed and identified as direct or indirect competitors, 11 are accredited by CAMBAS, 9 by ACBSP (at least they declared to be) and 5 by IADL.

*Prices*
- The highest: Anglo-americká vysoká škola (143,333 CZK), UNYP (115,000 CZK), LIGS University (104,500 CZK) and IPFM (100,753 CZK).
- The lowest: Czech Combat Academy (28,000 CZK), VŠEM and Czech Management Institute.
Usually, the price per semester ranges from 40 to 60 thousand CZK according to the branch or services provided.

*Bachelor Programs*
Competitive subjects included those organizations offering bachelor's degree programs of various types (BC, BA, BBA, BSBA, BCA). In connection with the bachelor study programs, a total of 53 organizations can be considered as a certain type of competing business; 25 subjects = indirect competition, 28 subjects = direct competition.  Indirect competition included entities that carry out their activities outside of Prague, as well as those providing only an online variant of study, a specific focus only marginally on economics and management.  The study period is usually maximum of 6 semesters, i.e. 3 years, but it is also possible to find exceptions. For example, the Cambridge Business School (BBA), the European Business School (BBA) and the Management Institute (BBA) offer year-round variants, while study at the Škoda Auto Vysoká škola lasts 7 semesters.

*Master Programs / MBA*
48 organizations were found offering business programs; 25 subjects = indirect competition, 23 subjects = direct competition.  Indirect competition included entities that carry out their activities outside of Prague and those providing only an online study option. The study period is usually 2 to 5 semesters, a two-semester variant can be found in 12 subjects. The extent of the study was not fixed in some cases, and the organization gave a certain range of semesters, e.g. 2 to 4.

**What are the factors that determine your success relative to that of your competitors and other organizations delivering similar services? Include any changes taking place that affect your competitive situation.**

Key factors determining success:
- Flexible teaching and examination 7 days a week
- All courses online: e-learning, video learning, video tutorials, video consultations, on-line education and distance learning, distance programs including online examination
- All textbooks online and available for all students
- Credentialed faculty with industry experience
- Individual study plans, possibility to prolong studies without meeting special conditions or possibility to shorten the study period when some credits are transferred
- Enrolment 3 times per academic year (possibility to start studies 3 times a year – October, January and April)
- Graduation and final examination 3 times a year
- Transferable credits
- Study abroad, exchange, high possibility to get grant for study abroad
- National and international accreditations – graduates obtain both Czech and international degrees
- Modern campus with other study support – counselling, club, library, café, gym, star-up center with available offices and funding, accelerator for young entrepreneurs, daily electronic testing, parking, accessible via public transport/underground, kindergarten
- Good reputation within private universities and employers
- Possibility to visit other lectures or consult with teaching staff individually
- Connection with practice and practically oriented lectures, teaching managers and practitioners
- Attractive study programs oriented on practice rather than academic theory as it is usual at public universities
- More flexible approach to changes
- Communication via social media with students and applicants
- Possibility to gain scholarship up to 100% (progressive students, mothers, social workers, sportsmen on the national or international level, war veterans etc.)
- Wide range of lessons and workshops available 7 days a week, possibility to study only on weekends
- Possibility to study for handicapped students
- High involvement in social activities and CSR
- Fast responses on requests – administration and communication online
- Online administration – payments, e-shop, study records and applications, exam results etc.
- Free courses for public – online (MOOC) and full time
- Standardized and transparent evaluation of students
- High success rate of graduates (over 90%)
- Differentiated prices per academic year based on demanded services

New possibilities and changes made at VŠEM to differentiate from competitors recently:
- Individual approach within recruitment
- Individual consultation in the first year of study
- Higher focus on leading of students, identification of their weaknesses and potential threats to drop-off and address them by solving issues and give them a buddy or consultant
- New system of consultations, online ordering, new portal and communication access
- Focus on outcomes of direct and indirect learning
- Focus on improved pedagogy of faculty
- Close cooperation with star-up and accelerator program for students
- Individual communication with applicants
- Innovated system of evaluation of students´ papers
- Orientation of academic staff on students´ success, including workshops for academic staff regarding new generation, teaching techniques and methods
- Support of academic writing and new Motivational program
- Focus on innovative teaching methods and techniques
- Innovated system of fast and continuous feedback between students and teachers
- Fast and straight communication between teaching staff and management
- Additional services on demand for students (i.e. personal study consultant, mobile reminders, straight telephone number to information center, career consultations etc.)

## 2. Strategic Challenges

What are your key strategic challenges? As appropriate, include education and learning, operational, human resources, and community challenges.

Main Threats/Challenges
- Higher number of higher educational institutions with similar focus
- Lower number of high school graduates
- Ageing of society
- Possibility to study in public and state universities for free
- Lower willingness to study within young generation
- Lower demand for university degrees within employers
- Lower attractiveness of studies for youngsters; their orientation on business more than on studies
- Low motivation of youngsters to finish university degree (high turnover rate; issues with retention of students)
- Lower perceived value of university education within the Czech society (also connected to growing number of graduates up to 40% in the EU)
- Higher demand of all universities within the Czech Republic for academic staff with Ph.D. and higher degrees (doc., prof.) based on the restriction of their contracts after innovated law 111/1998 Sb. valid from 1st September 2017 and thus lack of adequate educated teachers available on the market (in productive age)
- Demography of academic staff is reaching average over 50 and some of them need successors in short time with adequate level of education, praxis, publication activities and academic degrees
- Demand for broader or interdisciplinary degrees

## 3. Performance Improvement System

How do you maintain an organizational focus on performance improvement? Include your approach to systematic evaluation and improvement of key processes and to fostering organizational learning and knowledge sharing.

Key processes leading to improvement are based on continuous assessment, see chart below:

assessment → analysis → sharing of information → changes implemetation → assessment of changes
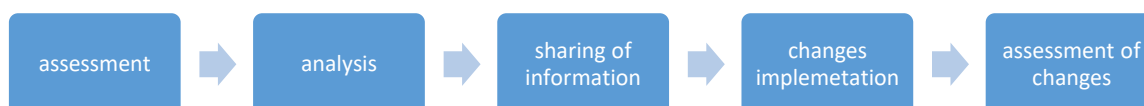
- Continuous assessment of outcomes
- Continuous feedback and revision of processes (internal feedback by student and teachers and external from advisory board, employers, partners and community)

- Periodical evaluation of outputs of each process 3 times per academic year (i.e. student evaluation, student outputs, teachers evaluation, support system, motivational program etc.) and re-set of methodologies
- New online communication system between teaching staff and management
- Orientation on professional type of study programs
- Transformation of part of administration staff on student consultancy and information center
- Orientation on combination, online and distance education/programs
- Constant and automated evaluation of student outcomes and achievements
- Systematic search for new academic staff with adequate education, praxis, publication activities and academic degrees and sharing common modern values and ways how to educate the new generation while having understanding of their needs and support
- Development and support of current academic staff and teachers in their teaching methods and publication activities
- Fostering the amount of staff focusing on consultancy and addressing students' needs and weaknesses before they drop off
- Fostering the leadership of VŠEM by new and skilled professionals focusing on division of specific activities and deep focus on performance improvement in those areas
- Further development of personalized services on demand for students
- Development of modern practically oriented study programs/specializations based on market and employers needs
- Continue in flexible recruitment, individual study plans and graduation
- Focus on increasing of the number of international students – focus on recruitment worldwide and in specific markets with higher demand for higher education (i.e. post-soviet countries, Eastern Europe, Asia)
- Automated periodical communication with stakeholders
- Focus on staff retention and new motivation and stimulation methods

<center>**Standard 1**</center>

<center>**Standard 1, Criterion 1.1**</center>

**Criterion 1.1 -** The leader of the business unit is to be accountable for the development, execution and continuous improvement of the programs and processes in the business unit, and for their compliance with the ACBSP Standards and Criteria.

The Rector's office is the executive body of VSEM, which conducts organization, coordination, consulting and advisory, registration, and supervisory activities in the area of studies, research and the economic, personal, legal, external, and foreign relations and internal administration. The supreme executive body is the Rector of VSEM (Prof. Ing. Milan Žák, CSc.), as well as the Academic Council of VSEM. The Students' Council of VSEM is a self-governing body. The activities of the individual bodies and the specification of individual functions are defined by the VSEM Statute (Code of Conduct), see https://en.vsem.cz/data/data/vsem-eng/statutes_vsem_as.pdf and https://en.vsem.cz/data/data/vsem-eng/code_of_study_and_examination.pdf.

*Rector VSEM - prof. Ing. Milan Žák, CSc.*
Rector as the highest executive authority of VSEM makes a decisions in the area of academics stipulated by the VSEM Statute and Study and Examination Regulations VSEM. Rector manages activities in the field of study, teaching, research and foreign relations VSEM. As director of CES VSEM manages research activities at VSEM.

*Vice-Rector for Studies – doc. Ing. Lucie Vnoučková, Ph.D.*
Vice-Rector for Studies manages activities of learning and teaching process, staffing, and science and research at VSEM. Elaborate development programs, accreditation documents and evaluation materials for national and international accreditation institutions. A major focus of this role is on assessment of student learning, effectiveness of teaching and continuous improvement using assessment data.

*Vice-Rector for Strategy and Development - doc. RNDr. Mirko Křivánek, CSc.*
Vice-Rector for Strategy and Development is responsible for conducting and developing activities of VŠEM in the strategic direction of the university to fulfill the expectations of involved groups at VŠEM. Vice-Rector submits and manages the development projects of VŠEM, together with the strategic determination of the partnership VŠEM with external entities in the national and international environment. Vice-Rector is involved in linking teaching with the requirements and needs of practice with respect of the latest developments in the given areas.

*Director VŠEM - Natálie Kadeřábková*
Director VŠEM manages administration and organization of VŠEM, StartUp VŠEM, marketing and Public Relations. Director VŠEM is responsible for extracurricular activities VSEM, project Guest VSEM, Career Days VŠEM and Elite program VŠEM.

*Head of the Rector's Office - Ing. Michal Šubrt*
Head of the Rector's Office is responsible for compliance with Internal Regulations VSEM, coordinate publishing activities, together with Video-learning VSEM, and provides control and management of the administration of academic institutions, the Rector's Office (Rector and Vice-Rectors) and Administrative departments.

*Project Leader - Mgr. Veronika Pešatová*
Project Leader is responsible for administration and management of the project Accelerator VŠEM under the auspices of StartUp VŠEM. Provides coordination of the project, relationship management with partners and search for new opportunities for expansion of Accelerator VŠEM.

*Assistant of the Rector's Office - Bc. Markéta Čížková*
Organizational and administrative support for the academic team, HR agenda and communication with the academic team. Support for Vice-Rectors. Coordinator of key project activities under the Operational Program and other internal projects.

<center>18</center>

**Criterion 1.1.a.** - Administrators and faculty must set, communicate, and deploy business school or program values and performance expectations.

Academic management team working closely with the faculty communicate, and deploy business school or program values and performance expectations. Specifically, these values and performance expectations are communicated at start of the semester meetings, academic departmental meetings and research agenda meeting, see Appendix XX for a listing of agendas. The program values are rooted in the Mission of the University and performance expectations are created by the academic leadership with the faculty. Some of the key actions that have taken regarding to values and performance expectations are:

- Recruitment of teachers and administrative staff
- Reporting within accreditation (Ministry of Education, ACBSP)
- Support for educational workplaces
- Support for research and development activities
- Supervision over all technical - administrative workplaces
- Supervision over compliance with the internal regulations of the school and the Higher Education Act
- Advertising and promotional activities
- Extracurricular activities
- Foreign courses (administrative support)
- Publishing activities, e-learning, the development of IT technology

Administrative tasks undertaken by Information and Advisory Centre:
Information and Advisory Centre address specific questions / requests under the administration of study (recognition of tests, creation of individual study plan, tuition fees, closing and final theses, control of schedule and course of the academic year). Provides administrative support for educational departments VSEM. For specific situation within the administration of the study is necessary to arrange a meeting with an employee of the information and advisory center via SIS (Study Information System) VSEM through Study Form (SF), where student must clearly indicate / specify the issue.
Administrative tasks undertaken by Information and Advisory Centre:

- Administration of study (appeal within the notification, records for Administrative Commission VSEM)
- Administration of tuition and examination (creating schedules of tuition and examination, putting terms to SIS, administrative control over terms, credits)
- Administrative and electronic enrollment (administration and preparation of documents, special terms, changes and edits)
- Admissions (terms, electronic admission, documentation, organization of admission proceedings, evidence in SIS)
- Basic information about study (start of study, study programs, student fees)
- Confirmation of study (electronically via SF, confirmation of paper application)
- Extension study (records in SIS VSEM)
- Final exams (preparation, processing, putting rating in VSEM SIS / E - index)
- Individual Study Plan (approval of an application, putting record to VSEM SIS / Student Schedule)
- Interruption of study (assessment and approval of applications, record in SIS)
- Tests (data preparation)
- Passes (Student, ISIC, duplicate licenses)
- Recognition of tests (administration and data processing, entering into SIS VSEM / E – index, preparation of materials for educational departments and guarantors)
- Reintegration into the study (control and approval of applications, notification, entry permit to SIS)
- Reintegration into the study (creating schedule)
- Repetition of the study (approval of the application, generating exam attempts)
- Revision of exams (application processing, transmission to supervisor, informing student, records in SIS)
- Revision of seminar papers (application processing, transmission to supervisor, informing student, records in SIS)
- Seminar papers (administration and formal correction, administration of revision)
- Scholarships (preparation of documents, notification)
- SIS VSEM (changes and edits of SIS)
- Standard duration of study (check overrun, check end of study)

- Study ending (appeal, check of study ending / graduation, invoices, questions, application, administration, notification, annotation / E - index to another university student)
- Study fees (invoices, allocation of payments, change of billing address)
- Study Literature / LockLizard program (loans, purchase, transmission, FAQs)
- Theses (administration and formal correction, time schedule, administration and organization support of theses defense)
- Transfers within the field of study (approval of applications, data preparation, editing and registration in SIS)
- Tuition (registration of apologies, entering into SIS)

*Key actions of faculty:*
In terms of the learning process, educational departments provide tuition of individual study programs (subjects of study, learning modules, and seminar blocks). In addition to the academics, pedagogical staff of VSEM is complemented of practitioners of major state institutions, organizations and private Czech companies.
- Discuss and suggest changes in the academic program structure according to changes in the market and environment
- Review syllabuses content and offer changes according to changes in the market and environment
- Create content of new syllabuses
- Communicate content of courses to students
- Communicate the vision and strategy of university to students to explain the value of university education and to higher the retention by student understanding
- Review the student-teacher evaluation
- Apply changes based on evaluation
- Meet with other academicians and practitioners to review the content of lessons, courses, program or its parts, specializations, teaching techniques and methods
- Review their curricular activities
- Review and suggest changes to set up of student learning outcomes
- Review and suggest changes to study literature, upgrade study texts and materials
- Updating their CVs
- Tuition according to the structure and time schedule of the study
- Assessment (examination tests, students' thesis)
- Tutorials and expert consulting,
- Research, development and publishing activities
- Projects VSEM
- Cooperation with practice

**Criterion 1.1.b. -** Administrators and faculty must review business school or program performance and capabilities to assess business school or program success and your business school's or program's ability to address its changing needs.

| Measure | Users | | | | |
|---|---|---|---|---|---|
| | Administration | Rector & vice-rectors | Faculty – teaching staff | Students | Other stakeholders |
| The course and lessons evaluation[1] | | x | x | x | |
| Preparation of teaching materials, their quality | x | x | x | x | |
| Technical-organizational aspects | x | x | x | x | |
| Learning outcomes | | x | x | x | x |
| The quality of the teacher | | x | x | x | |
| Relevance of teaching | | x | x | x | x |
| Study plans | | x | x | x | x |
| Program structure, suitability for inclusion | | x | x | x | x |
| The adequacy of the curriculum | | x | x | x | x |

[1] Sample of questionnaire is in Evidence file (Students_survey_sample).

| Market preferences | x | x | x | x | x |
| Ethical aspect | x | x | x | x | x |
| Strategic management and planning | x | x | x | | X |
| International openness | x | x | x | x | X |
| Personnel, development of human resources | x | x | x | x | X |
| Outputs of creative activity | | x | x | x | X |

| | Purpose | | |
|---|---|---|---|
| Measure | Accreditation reporting | Internal evaluation report | Other* |
| The course and lessons evaluation | x | x | x |
| Preparation of teaching materials, their quality | x | x | x |
| Technical-organizational aspects | x | x | x |
| Learning outcomes | x | x | x |
| The quality of the teacher | x | x | x |
| Relevance of teaching | x | x | x |
| Study plans | x | x | x |
| Program structure, suitability for inclusion | x | x | x |
| The adequacy of the curriculum | x | x | x |
| Market preferences | x | x | x |
| Ethical aspect | x | x | x |
| Strategic management and planning | x | x | x |
| International openness | x | x | x |
| Personnel, development of human resources | x | x | x |
| Outputs of creative activity | x | x | x |

* Quality assurance, publishing, internal improvement etc.


**Criterion 1.1.c**. - The business school or program must have processes in place for evaluating the performance of both administrators and faculty.

The University has robust evaluation process for both its faculty and administrators. Faculty are reviewed on trimestral basis and annually (see file Faculty_Evaluation_Sample in Evidence file for evaluation instrument) by their respective department head on their teaching, scholarship and service to the University. In addition, faculty are evaluated on their teaching effectiveness using student evaluations, teach survey as listed below. Administrators are also evaluated using monthly and yearly evaluation (file Faculty_Evaluation_Sample in Evidence file for evaluation instrument) on their established goals and objectives established by their respective immediate supervisors. Evaluation are used both for promotional opportunities tied to remuneration.

In addition, the University conducts regularly and periodically (every trimester, thus three times per academic year) evaluation of all exams, thesis, seminar papers, graduate satisfaction, subjects, teachers and courses taught. Please see attached samples of:
- Subjects, teachers and courses survey
- Evaluation of study group by teacher survey
- Graduate satisfaction survey
- Exam evaluation – results
- Thesis and final exam evaluation
- Seminar paper evaluation
- Students turnover survey

All students who participate in the education process have to take part in the surveying of teaching, lesson and course quality. Therefore the results are representative for the university. The data collection instrument include questions to measure the quality of education at the university. The questions were designed based on theories and researches in education quality assurance. The questionnaire address three main areas, which includes lessons and their content, the course/subject and its structure and usefulness, and the teacher's quality. Other than the quality of education, the

questionnaires also measure study materials, texts and presentations, the teacher's personality and abilities, the technology used in the educational process, connection with practice, technical and organizational facilities and equipment.  Respondents' reactions to questions related to subjects, courses and teachers is measured. Attitudes to the given matter is restricted by offering a set of several statements. The extremes of the five-point scale represented bipolar concepts of the evaluation dimension. All the questions are measured in a Likert type scale with verbal anchors in 1 (strongly agree) and 5 (strongly disagree) or, provided it was not possible to favor either of the sides, neutral value (the median value was characterized by number 3). The scale permitted not only the specification of respondents' attitudes but also their intensity.

All the primary data is evaluated using descriptive statistics. In addition, the dependence among qualitative characteristics is tested to assess the relationships between searched attributes, to verify the data obtained and its further analysis. The tools of two-dimensional statistics were employed using Pearson´s Chi-square test (see below):

$$X^2 = \sum_{i=1}^{n} \frac{(O_i - E_i)^2}{E_i}$$

Description:

$\chi^2$ = Pearson's cumulative test statistic, which asymptotically approaches a χ2 distribution

Oi = the number of observations of type i

Ei = Npi = the expected (theoretical) frequency of type i, asserted by the null hypothesis that the fraction of type i in the population is pi

n = total number of observations

To evaluate the results Microsoft Excel and IBM SPSS statistics is used.

## Standard 1, Criterion 1.2

**Criterion 1.2.a.** Administrators and faculty must create an environment that fosters and requires legal and ethical behavior.

University of Economics and Management is aware of the obligations resulting from its position as one of the leading private educational institutions and therefore is fully aware of its responsibility to foster legal and ethical behavior amongst all of its constituents including faculty, staff and partners. Everyone abides by the University Code of Conduct (See Code attached in Evidence file or at https://en.vsem.cz/data/data/vsem-eng/code_of_study_and_examination.pdf). VŠEM understands that education is straight connected to responsibility and general as well as professional ethics. Therefore, VŠEM does not tolerate unethical behavior of its students, employees or business partners.  VŠEM supports freedom of thinking, research, expression of opinions and ideas. It supports equal opportunities, by means of the project Studies at VŠEM, it stresses elimination of obstacles on the path to education by providing support to the handicapped or otherwise unprivileged students. VŠEM cooperates with the non-profit organization Člověk v tísni (People in Need) and it participates in several short-term and long-term projects. The cooperation has led to the project VŠEM in Africa, aiming to eliminate illiteracy in African countries.  VŠEM realizes, that sharing information is extremely important. Therefore, it supports the project Post Bellum, the Memory of Nation, aiming to make information concerning history of the 20th century available to public. VŠEM sees its social responsibility in relation to the environment and endeavor to respect the rules of organic behavior. VŠEM is not just trying to consistently meet obligations arising from the promotion of the concept of social responsibility, but tries to pass these basic ethical, moral and social principles on its students.

VŠEM as an educational institution has long been aware of the importance of ethics and ethical behavior in light of its social responsibility and is taking steps to achieve it not only in the direction of providing education. It is the strategic priority and VŠEM implements the following activities within the ethics, social, economic and environmental pillars:

1. Ethics

Ethical Code focuses on definition of behavior of students, teachers and other stakeholders and their relations (see Ethical Code attached in Evidence File or at https://www.vsem.cz/data/data/vnitrni-

predpisy/Eticky_kodex_VSEM.pdf and Code of Conduct/Study at:
https://en.vsem.cz/data/data/vsem-eng/code_of_study_and_examination.pdf).

2. Social Pillar
a. Activities aimed at the general public
- Courses free of charge - VŠEM provides professional courses for students and for the public, some of which are directly related to the principles of social policy; also in the form of MOOC (Massive Open Online Courses).
- Project Guests VŠEM - The lecture cycle, in which famous persons/social and economic "stars" are invited to the campus of VŠEM to share their own experience through discussion or lecture. The lectures took place in relation to the social policy such as Michael Žantovský (Václav Havel Library Director), Ondřej Vondráček (European Commission, Transparency International), Jan Straka (Bonus Foundation), Tomáš Sedláček (leading Czech Philosophical economist and Advisor of the Government) and others.
- Collaboration with graduates - Club of graduates, free access to vocational courses and video-learning, annual meetings of graduates, invitations to events, development of cooperation, professional involvement of graduates and cooperating institutions, offer of internships for students, practice, possibility of peer-review activities.
- Collaboration with practice - cooperation with companies in the provision of short-term practices and long-term internships for VŠEM students or involvement of practitioners in teaching, deeper systematic interconnection of theoretical and practical teaching.
- Start-Up VŠEM - professional support to start-up entrepreneurs in a modern environment, with financial support, business start-up facilities, mentors and consultants.
- Access to information - upgraded web and information system open the possibility to make full use of all the interactive elements.
- Extended offer of services - to students, academics, or other interested parties (in the form of an E-shop, but also by other means).
- Publishing activity and extension of the number of titles.
- Science Days - Regular meetings with the academic community and the public to popularize and present scientific, research and development activities currently carried out at VŠEM and within the framework of grant projects of CES VŠEM. Popularization and transfer of results into practice, including the extension of the impact of innovative activities.
- Online open access magazine Economic papers publishing up-to-date information from economics, management and related directions.
- Regular public grant competition for academics, students and public in the field of basic and applied research in the focus of economics and management.
- Life Long learning (LLL), namely the possibility of studying selected subjects or modules of accredited study programs.
- Job offers - VSEM acts as an employer and provides employment opportunities to academic, administrative and technical workers on the labor market.
- Employment of handicapped or disadvantaged persons - Providing opportunities to disadvantaged or with specific needs or disabilities.
- Employee development - VSEM takes care of its employees and offers a number of benefits and opportunities for professional and personal development, emphasizing flexibility and modern access to employment.

b. Activities supporting students
- Obligatory/voluntary (elective) study subjects - within accredited study programs.
- Optional study subjects - Study subjects beyond the obligatory structure of study. Students have the possibility to choose according to their preferences. All these courses are realized in the form of seminars, workshops, lectures, excursions and with a significant overlap over the managerial and economic framework.
- Elite Program - development of talented students who are actively interested in their studies and their future professional experience through mediation of close cooperation with specific companies for selected job positions. Students can also receive a 10,000 Euro scholarship and an annual study stay at MSB School of Business, Montreux, Switzerland.
- Access to information - information system offers possibilities to make full use of all the interactive elements (e-learning, video-learning, on-line testing, consultations etc.).
- Extended offer of services - to students, academics, or other interested parties (in the form of an E-shop, but also by other means).
- Publishing activity and extension of the number of titles.
- Students have the opportunity to attend optional and free language courses.

- Measures to reduce academic failure - simplifying administration studies, the establishment of methodological seminars, limiting the number of students per academic staff, emphasis on ongoing consultations, mandatory introductory seminars on trimestral basis where students are familiarized with the timetable mandatory workshops on study skills where they are discussed main habits and preparation of plans, emphasis on continuous consultation and linking students with teachers and mentors; mandatory Bachelor / Diploma seminar that brings the student input on the process leading to successfully complete study requirements and obtain a degree.
- Scholarship programs - scholarships VŠEM apply to all study programs implemented by VŠEM in the given academic year; granting scholarships to support access to higher education in the Czech Republic and "breaking" barriers to entry applicants to the university environment, thus the possibility of obtaining high-quality vocational higher education, individual study and examination plan, financial, material and methodological support.
- Support for students with special needs - disabled students have the opportunity to receive a scholarship up to 100% of study fees. In addition, to support VŠEM scholarships and individual approach, students are offered an alternative to pass exams per subjects (e.g. oral exam or handwritten test). The VŠEM building is also fully barrier-free.
- Support for students with socio-economic disadvantage - support under a scholarship program.
- Babysitting for students - scholarships for single mothers; students can use services provided by VŠEM Kindergarten, which offer long-term and short-term babysitting at preferential prices (free within 1 hour).
- Promoting mobility and internationalization within the Erasmus+ program.
- Code of Conduct VŠEM - summarizing the rules of conduct and behavior of students, academics and the whole academic community and representing a set of values and principles that are honored at the campus of VŠEM (see https://en.vsem.cz/data/data/vsem-eng/code_of_study_and_examination.pdf).
- Internal quality assessment based on feedback from students, emphasis on student expressions.

3. Economical Pillar

VŠEM is based on stable, transparent and efficient funding. Investment and development focuses on the objective of modernizing space, improving information security and services for students and academics.

Another priority of VŠEM is the effort to maintain a similar level of financial intensity of implemented activities in order to keep study fees (tuition fees) at the current level. VŠEM is fully aware of the fundamental political and economic trends in the Czech society regarding financing of science and education. For these trends, VSEM responds to the offer of different levels of service (so-called "packages") for students, where each student will be able to choose his/her level of tuition fees and corresponding services. The basic idea remains to preserve the financial demands of the study while maintaining its quality and level of related services.

4. Environmental Pillar

VŠEM is aware of its role in education and is therefore an example in the following activities:
- Waste sorting throughout the building.
- All documents in electronic form with minimal paper consumption for printing.
- Energy saving and its effective use only for justified activities.
- Prevention of environmental pollution by communication with employees and students.
- Teaching CSR principles within all study programs.


**Criterion 1.2.b.** - The business school or program should address the impacts on society of its program offerings, services, and operations.

VSEM has created several programs that directly impact society through its program offering, services and operations, as listed below:

- Accelerator VŠEM - an acceleration program for students and the public, supporting the start of business and providing mentor services, start-up and business development consultants.
- Kindergarten VŠEM - kindergarten is open to the public and offers short and long term babysitting.

- Support for exceptionally gifted students - VŠEM provides a special environment creating individual learning plans allow, on the one hand, faster study (concurrent study of more modules), or study two programs at the same time and on the other hand, deeper specialization support for individual consultations if necessary, interdisciplinary and inter-university studies, awards for the best works/thesis – students receive a voucher for one year of study or whole study period for free. Individual academics in collaboration with vice-rectors identify exceptional and talented students who are then supported by individual approach, possibility of engaging in projects – both research and commercial, to enable them further development.
- Advisory - individual consultations of professionals in the areas of professional, psychological, pedagogical, financial and legal counseling and coaching of studies (combining studies and other activities). Student counseling is realized through individual consultations either through written contact or in person at VŠEM.
- The Cultural and Educational Center of the City of Prague 13 - for the local community, a wide range of activities are being prepared - public lectures and debates, free counseling or operation of the children's group as support for reconciling study, work and family life.
- VŠEM in Africa - supporting the construction and function of elementary schools in Africa.
- Sponsoring - VŠEM sponsors various beneficial projects and activities, among others: Memory of Nation, Post Bellum.

The impacts on society is the following (other than above mentioned):
- Higher competitiveness of graduates and students
- Higher level of education/university graduates within Czech economy
- Better use of time of young generation
- Increasing level of knowledge in Czech society
- Support education and free time activities of students and community
- Provides kindergarten for students and community
- Offer free courses for public
- Support young entrepreneurs
- Financing projects and sponsoring
- Etc.

**Criterion 1.2.c.** - The business school or program should ensure ethical business and academic practices in all student and stakeholder transactions and interactions.

VSEM believes that all of its stakeholders, students, faculty, staff and partnership need to operater in the highest manner. As such, VSEM has an established code that every constituent must adhere to when engaging with the University  Ethical business and academic practices are ensured by Ethical Code and Disciplinary Code (please see them attached or at https://en.vsem.cz/data/data/vnitrni-predpisy/disciplinary_code_eng.pdf, https://www.vsem.cz/data/data/vnitrni-predpisy/Eticky_kodex_VSEM.pdf and Code of Conduct/Study at: https://en.vsem.cz/data/data/vsem-eng/code_of_study_and_examination.pdf).

**Criterion 1.2.d.** - The business school or program should have processes in place for monitoring regulatory and legal compliance.

> VSEM has an established process that monitor all regulatory and legal compliances, which includes the following process, adhered to by all students, faculty and staff:
- VSEM complies with all Ministry of Education, the Czech Republic and is required to report any regulatory issues pertaining to its teaching, operations and strategic directions.
- All VŠEM activities are periodically reported to external audit (financial and national and international accreditation agencies).
- All processes are revised in accordance with EU regulations (GDPR requirements etc.).
- All requirements and contracts with students, partners and other stakeholders are periodically (annually) revised by lawyers and are in written form and contain references to the actual law which is related to it.
- All students, partners and other stakeholders can recall or object and their case is discussed within Administrative Committee, Disciplinary Committee or Revision Committee.
- Other requirements are solved at Czech court.
- All thesis and papers are checked for plagiarism by online tool Odevzdej.cz.

**Standard 2**

**Standard 2, Criterion 2.1**

**Criterion 2.1 -** The business unit must have a formal process by which its strategic direction is determined, its action plans are formulated and deployed, and innovation and creativity are encouraged.

VSEM has an inclusive strategic planning process. This process includes inputs from students, faculty, staff and key stakeholders, internal and external. The strategic plan (see https://www.vsem.cz/data/data/vnitrni-predpisy/Strategicky_zamer_17-20.pdf for a copy of the current plan) is developed by inputs for all major stakeholders. In Addition, the plan incorporates analysis of the external environment, including but not limited to enrollment, competition, market forces, regulatory requirements, internal analysis of efficiencies, new program delivery options and also data and information from our subject matter experts, faculty and staff. The process of strategic planning is aligned to the VŠEM vision and mission, as outlined below:

Plans are formulated and deployed using the following processes:
- Current strategy and plans are revised every academic year (in June) based on revision of the following changes:
  - Trends in labor market, employers´ expectations
  - Strategic plan and it´s upgrades of the Ministry of Education, Youth and Sports of the Czech Republic
  - Revision of education plans provided by the European Commission, ESG, CHEA
  - Evaluation of survey of students and graduates
  - Evaluation of survey of teachers / academic staff
  - Summary of suggestions obtained from meetings or written notice with academic staff
  - Suggestions of Rector´s external advisory
- Strategic directions evaluated by management meeting within Rector´s office, Academic Council, and Quality Evaluation Committee
- New plans or updates of plans are agreed as drafts and finalized by Rector´s office
- Final documents are agreed on meeting of VŠEM Board of Trustees as presented by management and posted on web pages, send to the Czech Ministry of Education (yearly)
- Strategic plans are assessed and reported to the Board of Trustees on an annual basis by the management team (see https://www.vsem.cz/data/data/vnitrni-predpisy/Strategicky_zamer_17-20.pdf).

In the development of its strategic directions and goals, VSEM replies on its fundamental vision and mission, which includes the below:

Innovation and creativity are encouraged by the following:
- Open communication between students, teaching staff, administrators, stakeholders and management
- Several possible communication channels – meetings, online communication application, interviews, regular compulsory feedback and evaluation etc.
- All points listed by students, staff or stakeholders are addressed by VŠEM management and it is clearly communicated, whether the suggestion will be implemented or not and why (the results and answers to the points which were addressed are published on web pages and internal information system to be accessible to all stakeholders – internal or external)
- Regular meetings every trimester including discussion with academic staff
- Periodical meetings every trimester with Rector´s Advisory Council
- Motivation program for academic staff
- Meetings with Student Senate and their reports are discussed on the management meeting

Responsibility for strategic activities, creative activities and the related activities are carried out in accordance with the Article 10 of the Statute of VŠEM Internal Quality Assessment Council:
1. The council approves draft rules of the quality assurance system for educational, creative and related activities and internal quality assessment of the educational, creative and related activities of the University submitted by the Chair of the Internal Evaluation Board prior to submitting a proposal to the Academic Board.

2. Manages the course of internal quality assessment of educational, creative and related activities.
3. Prepares a report on the internal quality assessment of the educational, creative and related activities.
4. Keeping records on internal quality assessment of educational, creative and related activities.

**Criterion 2.1.a.** - The faculty and staff members of the business unit should have significant input into the strategic planning process.

The VSEM strategic planning process is an inclusive process as it includes students, faculty, staff and external stakeholders. The process is rooted in data an analysis and rich culture of assessment, especially student learning outcomes. VŠEM has in place an internal quality assessment system tied to strategic planning. Ensuring the quality is understood as a long-term process of systematic interaction between the personnel and technical organizational security of the study and its content focusing on the theoretical-methodological and application characteristics of individual subjects.

The input of staff members is considered by the following process:
- Yearly surveys and interviews of staff are held every academic year (survey in Autumn and interviews at the end of Academic Year (May, June)
- Issues addressed by staff are discussed by VŠEM management and it is clearly communicated, whether the suggestion will be implemented or not and why (the results are communicated on yearly meetings at the end of Academic Year with staff members and then published on web pages and internal information system to be accessible to all stakeholders)

Other than this process, staff members are actively engaged in the process in the month of June to gather inputs on and suggestions throughout the Academic Year. The plan is a living document as such it is discussed and reported on at every faculty and staff meeting, where staff and faculty are also asked to share their thoughts during regular meetings.

The process is inseparably linked to the quality assessment system of the study program, in particular through internal evaluation and through external evaluation procedures, which are considered as a source of incentives to improve the existing quality of VŠEM activities (see https://www.vsem.cz/data/data/vnitrni-predpisy/Strategicky_zamer_17-20.pdf).

**Criterion 2.1.b.** - The strategic plan should identify the business school's or program's key strategic objectives and the timetable for the current planning period.

The following are the key strategic objectives of the strategic plan:

1. Improve academic outcomes through improved pedagogy.
2. Improve academic and non-academic staff efficiency.
3. Integrate technology throughout the University to improve on student services.
4. Improve student retention and graduation rates.
5. Increase the input of stakeholders in academic outcomes through advisory boards and community engagement.

The current strategic plan is attached as a source document, and it is summarized by Figure 2.1 in the Evidence File tab. The main areas are listed below:

| Key Strategic Objectives | Timetable |
|---|---|
| Development of individualized form of teaching | To 2020 |
| To realize modern study programs | continuously - revision every two years |
| Development of the quality of teaching and learning outcomes | continuously |
| Cooperation with employers | To 2020 |
| Development of academic staff | continuously |
| Continuous evaluation of quality standards | continuously |
| Revision and redesign of evaluation processes at VŠEM | To 2020 |
| Increasing students' knowledge and skills | continuously |
| Enhance the quality of study support materials for disabled students | To 2020 |

| | |
|---|---|
| Integration of modern ICT | To 2020 |
| Student retention | continuously |
| Student career consultancy | continuously |
| Talent development | continuously |
| Information sharing | continuously |
| Manuals for processes | To 2020 |
| Business Advisory | To 2020 |
| Internationalization | continuously |
| Research Activities | continuously |
| Equality | To 2020 |
| Community Development | continuously |

# Standard 2, Criterion 2.2

**Criterion 2.2 - Strategy Deployment**
**Criterion 2.2.a.** - Strategic action plans should address both short- and long-term objectives as in Figure 2.2 found under the Evidence File tab.

Strategic actions are developed and reported on a yearly basis; see https://www.vsem.cz/data/data/vnitrni-predpisy/Strategicky_zamer_17-20.pdf and https://www.vsem.cz/dlouhodobe-zamery-vsem.html for the current short- and long-term action plans are attached as a source document, and it is summarized by Figure 2.2 in the Evidence File tab. The main areas are listed below:

| **Current Year action plans:** | **Long-term action plans:** |
|---|---|
| • Revision and redesign of evaluation processes at VŠEM with the aim of increasing relevance for students and learning outcomes and individualization of studies, bringing the values of study to students and stakeholders closer to connecting the students with the teaching process using academic and professional consultants. | • Within the framework of the pedagogical process the development of individualized form of teaching, independent creative projects of students in the form of seminars, workshops, coaching and case study solutions with the aim of activating the creative potential, deepening the students' professional knowledge and skills in close connection with their existing professional activities, disseminating their practical experience through the introduction of compulsory professional practices into teaching and through the participation of practitioners and managers in teaching. |
| • Increasing students' knowledge and skills, including the emphasis on their application in practice. | • Evaluating quality standards and further enhancing them through international standards. |
| • Development of co-operation with the practice to prepare graduates. | • Evaluating students' drop-outs by analyzing student data, including the research of those who fail to complete their studies, and proposing measures to reduce drop-offs, including the introduction of a functional system of continuous feedback mechanisms, and capturing potential students with a tendency towards standardized completion of studies and applying a specific approach to their needs. Observed and addressed issues will identify factors affecting drop-offs to minimize these factors. |
| • Developing academic staff, enhancing their qualifications and supporting creative activity and excellence in the learning process by providing continuous feedback; with emphasis on equality and equal opportunities. | • Developing economic and financial advisory activities for business entities in the form of an on-line system that will collect and answer questions in individual problem areas. |

| | |
|---|---|
| • Integration of modern communication into the self-study as integral part of the educational process and increasing its interactive nature, especially in the process of testing and verifying knowledge, as well as the overall handling of professional issues requiring appropriate practical skills. | • Improving the quality of study support with learning texts and materials, taking into account the specific needs of disadvantaged students and the needs of the combined form of learning, by creating new interactive learning texts, introducing the latest modern technologies (video-learning, web-forums, e-learning, e-books, etc.) through the use of the offer of other educational institutions (including foreign ones), using methodical assistance from domestic and foreign specialized institutions in the field of distance learning with the aim of creating and systematically updating so-called study packages for individual modules. |
| • Development of talented students through Start Up Center, VŠEM Elite program, development of education in support of innovative entrepreneurship and application in practice. | • Implementation of vocational/life-long training programs, intended for those who are interested in the professional development; offer for public (MOOC courses, professional courses, LLL) in the structure of offered study modules. |
| • Expanding cooperation with graduates, gaining feedback, engaging them in a system of providing internships and practical lectures. | • Open and accessible information for all interest groups to ensure free access to websites, tutorials and professional courses, including features for people with disabilities or specific needs. |
| • Publishing specialized instruction manuals supplemented by tutorials and tests to explain the right and wrong answers. | |

**Criterion 2.2.b.** - The business unit shall have established performance measures for tracking progress relative to strategic action plans.

The performance measures pertaining to each action item in strategic plan are attached as a source document, and it is summarized by Figure 2.3 in the Evidence File tab. The main areas are listed below:

| Short-term action plan measurements | Long-term action plan measurements |
|---|---|
| • Number of practitioners involved in the learning process. | • Increase in qualifications of academic staff. |
| • Evolution of students' level of knowledge through output tests and final test results and defense. | • Number of accreditations received. |
| • Number and extent of internships. | • Number of projects for practice. |
| • Measures to increase learning success in cooperation with academics and students at VŠEM. | • Number of new interactive tutorials. |
| • Student retention rate. | • Level, development and causes of learning failure. |
| • The rate of use of on-line tools for people with specific needs. | • Number of scholarships granted for people with specific needs. |
| • Number of motilities made. | • Number and success rate of applicants for Start Up and Elite programs. |
| • Number of activities within international organizations. | • Number and employment rate of graduates. |
| • Number of students studying in English. | • Number of internships and excursions in Czech Republic and abroad. |
| • Number of papers in foreign languages. | • Number of scholarships granted internationally. |
| • Number of cooperation agreements. | • Number of proposed projects in public tenders. |
| • Number of thesis in cooperation with the application sphere and enterprises. | • Number of educational and research projects. |
| • Number of collaborating graduates. | • Number of employers involved in the study/teaching process. |

| • Number of co-operation with universities for the realization of partial activities in R & D. | • Number of research projects implemented. |
|---|---|
| • Number of researchers. | • Number of adjustments for further development. |
| • Number of academics with international publishing activity. | • Number of investments. |
| • Number of women in research. | |
| • Number of research projects for practice. | |
| • Number of analyzes performed. | |
| • Number of published scientific papers/outputs. | |
| • Development and renewal of material and technical base. | |

**Criterion 2.2.c. -** The leadership of the business unit should communicate strategic objectives, action plans, and measurements to all faculty, staff, and stakeholders, as appropriate.

All strategic objectives, action plans, and measurements are communicated to all faculty, staff, and stakeholders and are accessible on web pages; please see the attached URL sources:
- Development strategy https://en.vsem.cz/long-term-intentions-of-vsem.html
- Strategy https://en.vsem.cz/vsem-development-strategy.html
- Mission and Vision https://en.vsem.cz/mission-and-objectives.html
- Annual Reports https://en.vsem.cz/vsem-annual-reports.html

The staff members informed about strategic objectives, action plans, and measurements by the following methods:
- Yearly evaluation and interviews of staff every academic year (interviews at the end of Academic Year - May, June)
- Regular meetings every trimester including discussion with academic staff
- Periodical meetings every trimester with Rector´s Advisory Council
- Status reporting for academic staff
- Rector´s Announcements to Academic Staff – available on web pages and delivered to all academic staff to their mailboxes after publishing (any time through the academic year); also available on internal web sites: https://www.vsem.cz/pro-lektory.html
- Vice-Rector trimestral meetings with faculty and staff, three times a year

# Standard 3

## Standard 3, Criterion 3.1

**Criterion 3.1** - The business school or program must determine (or target) the student segments its educational programs will address.

VSEM serves a unique role in the higher education market in the Czech Republic. It provides a quality education to those students who are seeking a specific entry in the professional world. The University provides the flexibility, program offerings, and practical training to enter the professional world. This is the target market of VSEM. As such, the University has actively recruited students who seek to accelerate their education and enter the labor market to begin their careers. VSEM has focused its efforts on developing the next generation of business leaders, entrepreneurs, and thought leaders in the field of industry and commerce in the Czech Republic. VSEM has chosen to serve this segment of the market given the nations' national priorities as well as current market conditions. VSEM sees its role in the development of these students as a service to the nations' national economic development.

The main specific of the higher education in the Czech Republic is that Public and State universities and higher education institutions are free of charge (no tuition fees for students studying in Czech) for Czech and Slovak students and for those, who want to study in Czech language. Therefore, the position of private HEIs and private universities is disadvantaged and VŠEM has to attract students in different ways to show the added value that is worth it for them.
The main added values which is proven by students, applicants and graduates are:
- Flexibility in lessons and examination (exam terms every day, 7 days a week)
- Part time study only on weekends
- Distance and online education
- Flexible consultations and consultancy
- Possibility to prolong studies
- Both Czech/European and US degrees obtained at the graduation
- Flexible study plan
- Individual study plan
- Interesting specializations (HR, marketing) which are not usually offered by HEIs
- Focus on connection between theory and practice
- Lecturers from management of companies
- Practically oriented lessons (most of Public and State HEIs are only oriented academically and on theory)

The main student segments are the following:
- High school graduates in Prague and in the central part of Czech Republic, mainly from Business high schools, Business academies, vocational schools or grammar schools
- Small to medium firm owners without university degree
- Young generation who should take over family business
- Managers seeking further education and networking
- Employees seeking career growth
- Public administrators seeking requalification
- Students seeking individual approach or flexibility
- Students who didn´t finish their studies at public or state schools (for numerous reasons)
- International students attracted in business programs and the Prague location
- Mothers on maternity leave who want to higher their qualification and seek flexibility
- Professional sportsmen who needs flexibility

As a service and consistent with its mission to provide access to all, VSEM also has targeted groups that would have otherwise been excluded from higher education. Other than main target groups, VŠEM focus on small niche segments of specific, disabled or disadvantaged students:

- Educational offer VŠEM focuses on the needs, interests and potential of students, including exceptionally talented (support of talented students in the form of scholarship, Elite program VŠEM, student placements, etc.), but also disadvantaged students. Diversified education will make possible to achieve a clear added value and knowledge, skills and competences by 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.

- Students with socio-economic disadvantage are supported under a scholarship program (Scholarship VŠEM). VŠEM grants scholarships to single mothers / single-parent families, employees of non-profit organizations, health and social facilities. Students can also use the above mentioned counseling. A student with socio-economic disadvantages is already identified within the admission procedure and his/her subsequent application for a scholarship. Students with physical disabilities are also not disadvantaged because VŠEM is located in a modern barrier-free building.
- VŠEM is focused on the availability of the study for everyone. The aim is to enable equal access to higher education, where the removal of disabilities in access to education emphasizes on removal of barriers to access education by providing support to handicapped students in the form of scholarships, material support and a special approach. VŠEM is thus attempting to inspire other providers of tertiary education to take a similar approach.
- Since 2002, VŠEM has been supporting handicapped students. They can receive a scholarship up to 100% of the study fees. The scholarships apply to all VŠEM study programs taking place in the given academic year, with the fact that each scholarship is tied to the fulfillment of specified conditions. Students are offered an alternative how to pass exams (e.g. oral exam or handwritten test). The effort is also to develop a learning support system to facilitate access to education for all. At VŠEM, numerous students with specific needs have already studied and have successfully completed their studies based on individual treatment.

The long-term objective is to eliminate different entry conditions for applicants due to health disability, difficult life situations, social status or unequal conditions in the applicant's country of origin and to support them also during university studies. VŠEM supports mainly students with excellent study results or exceptionally talented students, veterans of the Czech Republic according to Act No. 170/2000 Coll., Sport-talented students, handicapped students, single mothers, students from non-profit organizations, health and social organizations, students in extremely difficult situation, foreign students coming from countries with non-democratic regimes and others.

## Standard 3, Criterion 3.2

**Criterion 3.2 -** The business unit will have identified its major stakeholders, and found methods to listen and to learn from its stakeholders in order to determine both student and stakeholder requirements and expectations. List your business unit's major stakeholders other than your students. Briefly describe how you gather and use relevant information from students and stakeholders.

The major stakeholders are the following:

| Stakeholder | Relevant information gathering and use |
|---|---|
| Employers | Connection with practice (see description below), cooperation within Rector´s Committee (periodically 3 times per Academic Year), feedback from internships and practitioners |
| Alumni | Feedback from alumni surveys and engagement |
| Students | Quality and study evaluation (online/SIS and paper questioning every trimester), questionnaires, focus groups, feedback |
| Academic staff | Quality and study evaluation (online/SIS and paper questioning every trimester), questionnaires, focus groups, feedback |
| Industry Associations | Connection with practice (see description below), cooperation within Rector´s Committee (periodically 3 times per Academic Year) |
| State/Ministry of Education | Revision of new materials on the Ministry web pages, requirements, reporting (at minimum 3 times per Academic Year) |
| Families or parents of students | Survey of applicants (each applicant have to fill compulsory survey) |
| Accreditation Institutions | Revision of new materials on the Ministry web pages, requirements, reporting (at minimum 3 times per Academic Year) |
| Strategic partnerships | Connection with practice (see description below), cooperation within Rector´s Committee (periodically 3 times per Academic Year); maintenance of strategic partnerships/contracts, feedback and communication with partners |

Continuous cooperation with practice and stakeholders is considered to be a priority in all areas of VŠEM activities. Collaboration and feedback involves use of practitioners as lecturers, and this opportunity is also mediated by VŠEM graduates, who in many cases hold managerial positions or are themselves owners of companies. The classes emphasizes the involvement of practice for students to have the opportunity to apply their acquired knowledge to real problems and to solve the real situations they may encounter in their future practice.

The initiative and advisory body of the Rector's Committee VŠEM was set up to facilitate the transfer of information in this area. Members of the Rector's Committee include, in addition to academic representatives and representatives of the school management, significant academic or commercial professionals.
Initiatives are reviewed by VSEM management and implemented in strategy and development together with academic staff which work on editing the concepts of teaching and adapting it to the practice according to the requirements of employers.

Considering the fact that all thesis and seminar papers are solving a practical problem in companies, VSEM is actually cooperating with several dozen of companies throughout the Czech Republic. For the years 2016 and 2017, practitioners consulted, led or opposed more than 500 student papers. Representatives of the application sphere are also regularly invited to commissions for the presentation of seminar papers.

Academic departments, both individually and in teams, participate in projects implemented in cooperation with the commercial sector. Such projects usually involve students, in particular students of recent years, who already have expertise. The projects reports are then reviewed and suggestions are implemented into the business unit practices and processes.


# Standard 3, Criterion 3.3


**Criterion 3.3** - The business unit will periodically review listening and learning methods to keep them current with educational service needs and directions.

VSEM has an established process in place to listen and make current is academic and non-academic educational services relating to its directions. This includes but limited to students surveys (see attached in Evidence file - Students_survey_sample) faculty input (also attached in Evidence file - Teachers_survey_sample) alumni surveys (attached in Evidence file - Graduate_satisfaction_survey_sample) and employers inputs (see responses to Stakeholder_survey_responses attached in Evidence file and sample of minutes from meeting - Rectors_Committee_meeting_minutes_sample). All initiatives and feedback systems, questionnaires and surveys of students, teachers, alumni, and stakeholders are periodically reviewed by faculty, and the VSEM academic management team in regularly scheduled meetings. Minimum review period is one year.

The current system is reviewed to be in line with the strategy and current policies. When changes are implemented in strategy and development, the evaluation and feedback systems are reviewed as well. On the other hand, an emphasis is paid to the continuity of all feedback systems and the possibility to get trends and development of responses. Therefore, changes are made with regard to keep the results comparable and to be able to evaluate trends.

All questionnaires and surveys were created based on faculty input, academic research of scientific evaluation methods of higher education institutions. Therefore, the criteria should be relevant and are successfully used for more than 4 years.

The criteria were selected and used based on the following authors (i.e.):
- Aminbeidokhti, A., Jamshidi, L. and Mohammadi Hoseini, A. (2014). The effect of the total quality management on organizational innovation in higher education mediated by organizational learning, *Studies in Higher Education*, 41 (7), pp. 1153-1166.
- Darwin, S. (2015). The emergence of contesting motives for student feedback-based evaluation in Australian higher education. *Higher Education Research & Development*, 35 (3), pp. 419-432.

- Devadoss, S. and Foltz, J. (1996). Evaluation of Factors Influencing Student Class Attendance and Performance. *American Journal of Agricultural Economics*, 78 (3), pp. 499-507.
- Deveci, H. (2015). Value Education Through Distance Learning: Opinions of Students who already Completed Value Education. *Turkish Online Journal of Distance Education*, 16 (1).
- Ding, L. and Zeng, Y. (2015). Evaluation of Chinese higher education by TOPSIS and IEW — The case of 68 universities belonging to the Ministry of Education in China. *China Economic Review*, 36, pp. 341-358.
- ENQA,. (2005). Standards and Guidelines for Quality Assurance in the European Higher Education Area, drafted by ENQA in cooperation with EUA, EURASHE and ESIB and endorsed by the ministers of education of the Bologna signatory states at the Bergen meeting of May 2005, *Enqa.eu*, available at: http://www.enqa.eu/wp-content/uploads/2013/06/ESG_3edition-2.pdf (accessed 9 July 2016).
- ENQA. (2016), About ENQA, *Enqa.eu*, available at: http://www.enqa.eu/index.php/about-enqa/ (accessed 9 July 2016).
- Gámiz Sánchez, V., Montes Soldado, R. and Pérez López, M. (2014). Self-assessment via a blended-learning strategy to improve performance in an accounting subject. *RUSC. Univ. and Know. Soc.*, 11 (2), pp. 43.
- Garwe, E. C. (2014). Quality assurance in higher education in Zimbabwe. *Research in Higher Education Journal*, 23 (1), pp. 1-10.
- He, Y. and Hutson, B. (2016). Appreciative Assessment in Academic Advising. *The Review of Higher Education*, 39 (2), pp. 213-240.
- Heffernan, N., Ostrow, K., Kelly, K., Selent, D., Van Inwegen, E., Xiong, X. and Williams, J. (2016). The Future of Adaptive Learning: Does the Crowd Hold the Key? *Int J Artif Intell Educ*, 26 (2), pp. 615-644.
- Hopland, A. and Nyhus, O. (2016). Learning environment and student effort. *International Journal of Educational Management*, 30 (2), pp. 271-286.
- Jones, L., Allen, B., Dunn, P. and Brooker, L. (2016). Demystifying the rubric: a five-step pedagogy to improve student understanding and utilisation of marking criteria. *Higher Education Research & Development*, pp. 1-14.
- Kramarski, B. and Michalsky, T. (2009). Investigating preservice teachers' professional growth in self-regulated learning environments. *Journal of Educational Psychology*, 101 (1), pp. 161-175.
- McCluskey, C., Bynum, T. and Patchin, J. (2004). Reducing Chronic Absenteeism: an Assessment of an Early Truancy Initiative. *Crime & Delinquency*, 50 (2), pp. 214-234.
- Merchant, B., Ärlestig, H. , Garza, E. , Johansson, O. , Murakami-Ramalho, E. and Törnsen, M. (2012). Succesful school leadership in Sweden and the US. Contexts of social responsibility and individualism. *International Journal of Educational Management*, 26 (5), pp. 428-441.
- Noroozi, O., Biemans, H. and Mulder, M. (2016). Relations between scripted online peer feedback processes and quality of written argumentative essay. *The Internet and Higher Education*, 31, pp. 20-31.
- Ryan, A. (2001). The peer group as a context for the development of young adolescent motivation and achievement. *Child Development*, 72 (4), pp. 1135-1150.
- Sammons, P., Gu, Q., Day, C. and Ko, J. (2011). Exploring the impact of school leadership on pupil outcomes. Results from a study of academically improved and effective schools in England. *International Journal of Educational Management*, 25 (1), pp. 83-101.
- Stanca, L. (2006). The Effects of Attendance on Academic Performance: Panel Data Evidence for Introductory Microeconomics. *The Journal of Economic Education*, 37 (3), pp. 251-266.
- Thatcher, J., Alao, H., Brown, C. and Choudhary, S. (2014). Enriching the values of micro and small business research projects: co-creation service provision as perceived by academic, business and student. *Studies in Higher Education*, 41 (3), pp. 560-581.
- Uysal, F. (2015). Evaluation of the Factors that Determine Quality In Graduate Education: Application of A Satisfaction Benchmarking Approach. *Procedia - Social and Behavioral Sciences*, 191, pp. 1034-1037.

The criteria were designed based upon the above mentioned authors (and other authors). Selected criteria were reviewed together with academic staff who works on editing the concepts of teaching and adapting it to the practice according to the requirements of employers.

The sample of evaluation questionnaires are attached (files Students_survey_sample and Teachers_survey_sample in Evidence file).

## Standard 3, Criterion 3.4

**Criterion 3.4** - The business unit will have a process to use the information obtained from students and stakeholders for purposes of planning educational programs, offerings, and services; marketing; process improvements; and the development of other services.

All initiatives and feedback systems, questionnaires and surveys of students, teachers, alumni, and stakeholders are periodically reviewed by VSEM management during monthly meetings. The process of processing the information is the following:

*A. The Student Survey - Process Improvements*

1. The information from surveys and questionnaires are processed and summarized every trimester.
2. Results and comments are discussed at the management meeting and then send directly to the teachers or employees who were addressed.
3. If a serious comments or declination of evaluation occur, it is discussed personally between the addressed teacher/employee and Vice-rectors. The reasons and consequences are discussed together with improvement plan.
4. If there is non-standard evaluation two periods in a row (two trimesters in a row) without any improvement or other reason, the cooperation with the teacher or employee is terminated.
5. Positive comments and appreciations are also send to teachers and employees. Based on those positive comments, the Best teacher of the Year is selected and awarded.

*B. The Technical-organizational Surveys - Offerings and Services Improvements and the Development of New Services*

1. Students', teachers', alumni or employees´ suggestions are periodically reviewed every academic year.
2. Results and comments are discussed at the management meeting and then improvement plan is designed.
3. The most common areas for review are the following:
    a. Time schedules
    b. Technical requirements
    c. Organization of studies
    d. Places at the university and their access
    e. Exam schedules
    f. Exam requirements
4. Any other suggestions are discussed and based on them new Policies are designed by the University management.
5. New/upgraded Policies are published on the web pages and send to students and teachers. All policies are free accessible on web pages to all stakeholders.

*C. The Program Improvements*

1. The following curricula changes were made resulting from information on students:
    a. Increase use of case studies in courses.
    b. Stronger presence of team assignments to promote working relationship skills.
    c. More use of technology in courses to develop information literacy skills.
    d. Inclusion of global business in the curriculum.
    e. More use of scientific methods to promote analytical skills.
2. The changes in study programs are mostly based on the students, alumni, teachers and employers (suggestions from business or practitioners) comments.
3. If any suggestions are found in feedback surveys or any employee or teacher, or being discussed by external stakeholder, or by any other partner or party, it is brought to attention to management meeting.

4. Academic Council and Management meetings take place every month. All addressed areas are discussed and minor changes are implemented right the way into the teaching-learning process starting from the next trimester. It is possible to make changes up to 20 per cent within the subject or course content based on actual information.
5. If the change is major in its character, the Academic Council calls for major meeting to discuss the changes. Based on the discussion, innovated programs or major improvements are suggested, agreed and designed.
6. All teachers are informed about changes and are required to send innovative content of all their courses, lessons, CVs/resumes and other related documents to be part of the new/innovated program.
7. When new or innovated program is designed and all materials are summarized, it is again discussed by the University management and Academic Council.
8. If the changes or new program are agreed, it is send to external evaluation by National Accreditation Bureau and reported to other external accreditation bodies. If there are other suggestions, the program is reviewed again when changes are incorporated.

*D. The Marketing Improvements*

1. Students, teachers, alumni, employees or other stakeholders' suggestions are periodically reviewed every academic year.
2. Results and comments are discussed at the management meeting and improvement plan is designed and communicated with the Marketing department.
3. Marketing department works on new design, changes, improvements or new communication plan and present it at the Management meeting.
4. If the new marketing communication is agreed, media channels are discussed and agreed.
5. Finally, the plan is implemented in all agreed communication channels (web design, online marketing, media, advertising, PR etc.).

The sample of data table from student evaluation is attached (file Quality_evaluation_data_sample in Evidence file).

The sample of Rules of Procedure of Academic Council is attached (file Academic_Council_Rules in Evidence file).

## Standard 3, Criterion 3.5

**Criterion 3.5** - The business unit should have processes to attract and retain students, and to build relationships with desired stakeholders.

VSEM is focused on students and as such every academic and non-academic area is focus on the success of our students. As such the student facing departments which includes Student Advisory, Information and Consultation Center and all educational departments (Academic departments), which focus on the specific programs and initiative to not only attract students but to retain existing students. Towards this effort, the following efforts focus on new students:

Student counseling VŠEM offers individual consultation with experts in the areas of professional, psychological - pedagogical, financial and legal advice. Student counseling is implemented through individual consultations, either through written contact or in person at the premises of VŠEM.

Opening hours of Student counselling VŠEM:

| STUDENT COUNSELING | OPENING HOURS | NOTE |
|---|---|---|
| **Finance** | Monday 15:00-16:00 | tuition fees, administrative fees |
| **Law** | Tuesday 16:00-17:00 | labor and civil law |
| | Tuesday 17:00-18:00 | business law |
| **Pedagogical- career** | Wednesday 16:00-17:00 | education and career |

| Study coaching | Wednesday 17:00-18:00 | study coaching |
|---|---|---|
| Study | Thursday 16:00-17:00 | administration and methodology of final theses |
| Psychological | Thursday 17:00-18:00 | psychological counselling |

- *Financial counseling* - provided to help with the search strategy in investment and financial security as a competitive housing finance, investing money, savings plans and various insurances (life, accident, credit insurance and insurance industries and business risks, motor vehicle liability, property of citizens, etc.).
- *Study coaching* - it is possible to consult situations, in which students can get during their studies, or after graduation (e. g. unclear priorities, problems with time-management, reconciliation of work, personal life and studies, adaptation after enrollment to the university, overloading, loss of motivation to studies etc.).
- *Pedagogical-career counseling* - students are encouraged in job selection and in their integration into the work process so that they can handle the tough decisions and be prepared to participate at the labor market. They are provided with information about the labor market, job profile and available job positions.
- *Legal advice* - short informative meetings are provided, particularly where and how the applicant could enforce his/her cause the best. Legal advice is not for solving complicated cases.
- *Psychological counseling* - focused on personal problems of students, helping students to deal with personal or relationship problems. Students are encouraged to search for their own talents, dispositions and personal qualities.
- *Student counseling* - aimed to address problems of students during study period, helping students solve difficult learning situation, set up an efficient system of education, balance work and university studies. The advice can be ordered through the online form or personally.

The main areas and processes to attract students and stakeholders are the following:
- Open days – an opportunity to meet faculty and academic staff and learn of career opportunities through academic.
- Bilateral agreements – opportunity for students to learn on how to broaden or continue their education.
- Conferences – opportunity for students to develop their research and presentation skills.
- Joint programs – opportunity for students to experience new cultures and methods of doing business.
- Cooperation with practice to experience job requirements and gain experiences, connect theory and practice.
- Other activities include: Memberships with business organizations, Activities within the community, Cooperation within Golden Crown (prestigious awards for financial products within the Czech Republic), Offer of scholarships to social disadvantaged groups, Sponsorship and foundations, CSR activities, Joint activities with business, Interns, Cooperation with employers of students, Research for business, Student thesis applied on business, Public information on web pages, PR activities, Student counselling, Student orientation within the first year, Student advisory, Student buddies, Micro-site VŠEM, Exchange of activities, research for practice, Innovation center and research, Publishing activities - papers, reports, books, study texts available for public

To build the relationships with the above mentioned groups, the following activities are used:
- Meetings and interviews
- Open days
- Focus groups
- Joint activities
- Conference meetings or calls
- Cooperation agreements, exchange, scholarships, interns
- Research and development activities

For students, student counseling center is available. Every student is contacted within the first year of study for consultation of his/her individual needs and student plan. Furthermore, students can discuss their specific needs, problems and approaches.

## Standard 3, Criterion 3.6

**Criterion 3.6** - The business unit should have a process to seek information, pursue common purposes, and receive complaints from students and stakeholders.

VSEM has an established process for students and stakeholder to provide feedback and complaints. The student process is tied to the Student Services Department. Students have an opportunity to register compliant and have that complaint acted on by the Student Services Department or be referred to the Academic Administrator. All initiatives and feedback systems, questionnaires and surveys of students, teachers, alumni, and stakeholders are periodically reviewed by VSEM management meetings. All outputs are reported in Quality Assurance Report, please see: https://www.vsem.cz/data/data/vnitrni-predpisy/zprava_o_zajistovani_kvality_2018.pdf.

The feedback is periodically reviewed every trimester. The feedback from external stakeholders, partners and projects is reviewed every year. More information and detail is provided within the Standard 3.4 and 3.5 (please see those files, such as sample of data table from student evaluation is attached (file Quality_evaluation_data_sample in Evidence file).

## Standard 3, Criterion 3.7

**Criterion 3.7 -** The business unit should have a system to determine student and key stakeholder satisfaction and dissatisfaction.

The University periodically review all stakeholders' satisfaction every trimester using surveys, interviews, focus groups and other research methods, see attached in Evidence file for example of survey. The feedback from external stakeholders, partners and projects is reviewed every year. All initiatives and feedback systems, questionnaires and surveys of students, teachers, alumni, and stakeholders are periodically reviewed by VSEM management. Results and comments are discussed and send directly to the teachers or employees who were addressed. If a serious comments or declination of evaluation occur, it is discussed personally between the addressed teacher/employee and Vice-rectors. The reasons and consequences are discussed together with improvement plan.

More information and detail is provided within the Standard 3.4 and 3.5 (please see those files). Please see also Excel Evidence file for details. All outputs are reported in Quality Assurance Report, please see: https://www.vsem.cz/data/data/vnitrni-predpisy/zprava_o_zajistovani_kvality_2018.pdf.

Students can always ask for interview or meeting with Rector or Vice-rectors. Also, students can ask for revision of their tests, exams or other evaluation via Revision Committee.

## Standard 3, Criterion 3.8

**Criterion 3.8** - The business unit should present graphs or tables of assessment results pertinent to this standard.

The graphs and tables together with the description are attached in the *Evidence file* Tables, these represent a systematic assessment of not only how VSEM listen to its key stakeholder but also how it uses the data and information to make continuous quality improvements:

| Performance Measure: What is your goal? The goal should be measurable | What is your measurement instrument or process? | Current Results: What are your current results? | Analysis of Results: What did you learn from your results? | Action Taken or Improvement made: What did you improve or what is your next step? |
|---|---|---|---|---|
| Within the test results, the success rate will be higher than 75% | Direct measurement of test results, internal records in SIS | The trend is positive, reaching over 75% See https://www.vsem.cz/statistika-zkousek.html See graph 1. The conditions for passing the exam are listed at: https://www.vsem.cz/zkousky-zk.html. | Students manage examinations of study subjects they have in the curriculum. They are provided with sufficient study materials, and tutorials. | The current system seems to be adequate, the systematic preparation of students for lessons with intensive teacher guidance will continue and the study materials will continue to be updated and supplemented. The link to success in the final examinations is also observed. |
| Assessment of mandatory written outcomes in the course of study will achieve a minimum of 75% | Direct measurement of test results, internal records in SIS | The trend is positive, the success rate is increasing in the last year https://www.vsem.cz/hodnoceni-spbpdp.html See Graph 2. | The ratio of successful seminar papers is growing due to the considerable emphasis on the precise preparation of students at intensive compulsory and optional seminars and consultations. This system is considered appropriate and sufficient. New types of papers were added and the possibility of selecting adequate written output by student based on his/her skills and use it as a training for the final thesis. Students have detailed instructions on editing and processing work, see https://www.vsem.cz/pokyny-pro-sp-zp-pp.html Templates for written outputs with preset formatting and sample and type of papers were introduced. Students have at their disposal collections of the best student papers. Students are encouraged to choose a permanent consultant for seminar paper. Students have a list of the most common shortcomings | The current system appears to be adequate, continuing the systematic preparation of students at seminars and intensive guidance of teachers. Enhanced consultation on written outcomes, the choice of consultant or supervisor will be further supported. A structured methodology for the evaluation of written papers for students and evaluators is presented, with objective criteria for evaluation for the integration of claims. |

| | | | and requirements of written work. | |
|---|---|---|---|---|
| Assessment of the mandatory presentations of the written outputs within the study will achieve a minimum of 90% | Direct measurement of presentations results, internal records in SIS | The trend is positive, success rate is increasing in the last year https://www.vsem.cz/hodnoceni-spbpdp.html See Graph 2. | The ratio of successful presentations of seminar papers is growing due to the emphasis on preparing students during seminars for presentation and communication skills. Students have the ability to practice in Practical Applications, where the output is a standard defense of the project, and can participate in the presentation of seminar papers as guests. | Seminars on presentation and communication skills will be published. |
| Within the final exam results, the success rate will be higher than 75% | Direct measurement of test results, internal records in SIS | The trend is positive, reaching over 75% in the last year See graph 3. | Students manage complex final examinations, consisting of the compulsory profile subjects they have in the curriculum. They are provided with sufficient study materials and tutorials. | The current system seems to be adequate, the systematic preparation of intensive guidance students will continue, and the study materials will continue to be updated and supplemented. |
| As part of the results of the defense of the final thesis, the success rate will be higher than 85% | Direct measurement of defense results, internal records in SIS | The trend is positive, reaching over 90% in the last year See the Academic Council minutes: https://www.vsem.cz/pedagogicka-komise-vsem.html https://www.vsem.cz/hodnoceni-spbpdp.html See graph 4. | The ratio of successful defense of the final work is growing due to the considerable emphasis on the precise preparation of students for partial written outputs and their compulsory presentations. This system is considered appropriate and sufficient to prepare for successful completion of studies. New mandatory and optional intensive seminars have been introduced to process mandatory written outputs. All final papers are subject to evaluation by the Pedagogical Commission before the defense, and thesis that do not meet the standards are returned to the students for completion. This control has successfully led to an increase in the number of successfully defended final thesis. | The current system appears to be adequate, continuing the systematic preparation of students at seminars and intensive guidance of teachers. |

| External comparisons: comparisons with similarly-oriented universities / study programs - comparable results | Direct and indirect measurement of study results; summative, external comparison | The proportion of students who fail to complete their studies has been followed up at similarly oriented universities with economic programs. No significant deviation from the average was found. See graph 5. | The results vary in a different way each year. It is necessary to analyze the causes of the drop-offs that have already been introduced at VŠEM. The problem areas are solved and solvable causes of drop-offs are gradually eliminated. | Continue to reduce number of students who will not complete their studies by monitoring the course of study and fulfilling study duties and by continuing study counseling. |
|---|---|---|---|---|
| Comparison of results of student competitions of final thesis - placement of thesis in competitions | Indirect measurement of the quality of the final thesis; summative, external comparison | Based on the best-evaluated thesis of students of economic focus, quality thesis is compared and evaluated by external evaluation committees composed of practitioners and business representatives. For more information, see https://www.vsem.cz/soutez-bakalarskych-a-diplomovych-praci.html | The thesis of VŠEM students are regularly placed at first places in competitions, e.g. 5th place in 2014, 1st place in 2012 and others. See, e.g.: http://www.peoplemanagementforum.cz/o-soutezi/ VSEM will continue to participate in the comparison of final papers in national competitions. | Supervisors of thesis are regularly trained and supervisors are informed about the competitions in order to suggest the best thesis that can participate in the national competition for quality comparison |
| High level of Alumni satisfaction with studies and services provided | Annual Alumni questionnaire/ survey | A goal of 75 % level of overall satisfaction reached | Evaluation of all curricular and extra-curricular activities, learning outcomes for consistency, enhancing of quality of provided services | Increased of individual work with students, practical modules, practice, Start-Up accelerator |
| Stakeholders focus – Partner Universities Number of bilateral agreements on international cooperation | Number of bilateral agreements on international cooperation | Focus on quality of partnerships - real actions taken | Strategic partnership established | International workshops, Cooperation on international projects, Bilateral visits on administrative or teaching purposes |

| External advisory board | Number of meetings as minimum twice a year | Growing number of members of advisory board | Methodological improvements, support in publishing of working papers etc. | Cooperation on projects within inter institutional cooperation, Internal grant agency further development |
|---|---|---|---|---|
| Stakeholders focus – Cooperation with practice | Series of lectures with interesting personalities - from the world of trade and business, top executives, business owners, prominent experts with backgrounds in economics, HR, management, marketing, finance, as well as personalities from social life. Number of lectures per year. | Students has opportunity to interact with leaders during lecture | Increased interest in University life and students internships | Professional days, cooperation on development projects |
| Student focus - Trimester survey on Students satisfaction | End of course student questionnaire - example of 1. trimester 2015/2016 | Internal quality assessment - students are obliged to evaluate each subject by the end of course | Evaluation of subjects by students | Regular Internal quality assessment |

**Graph 1**
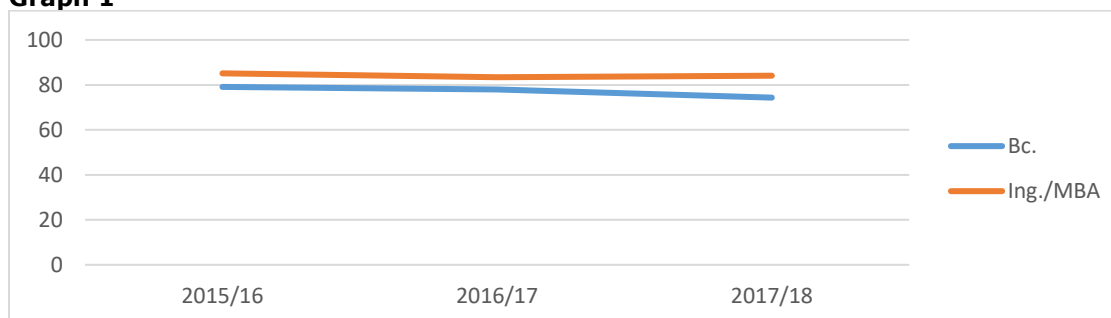
**Graph 2**
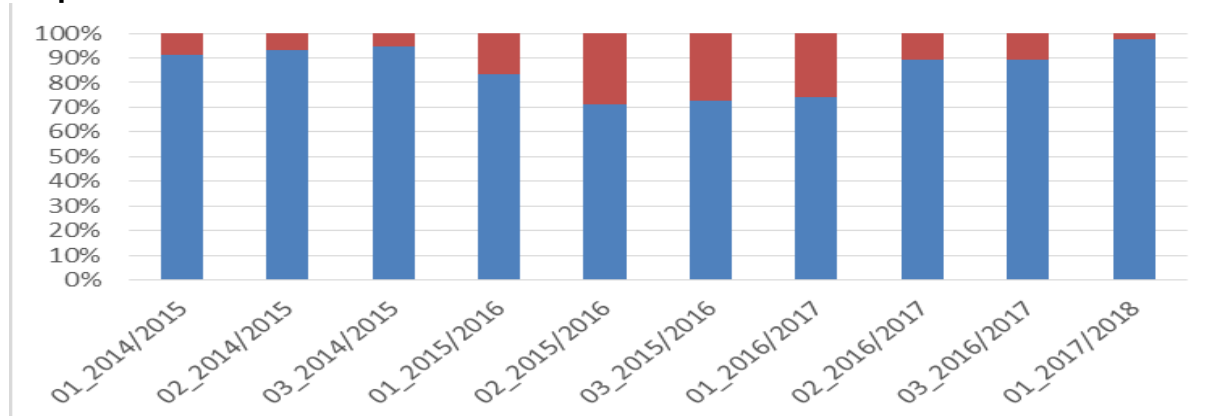


**Graph 3**
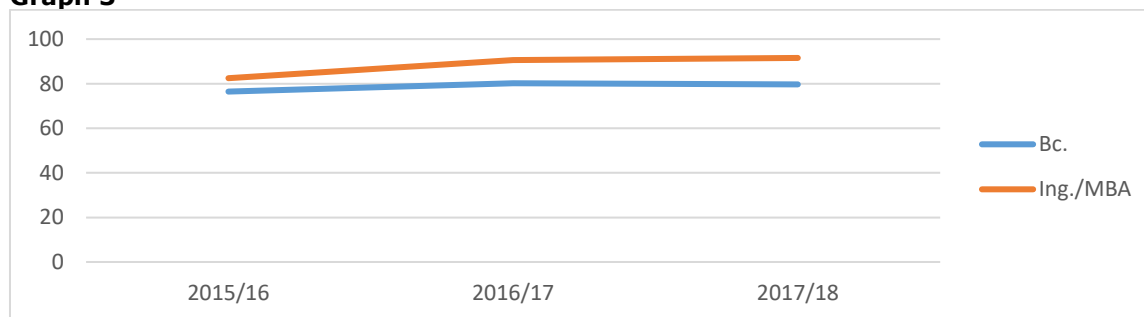


**Graph 4**
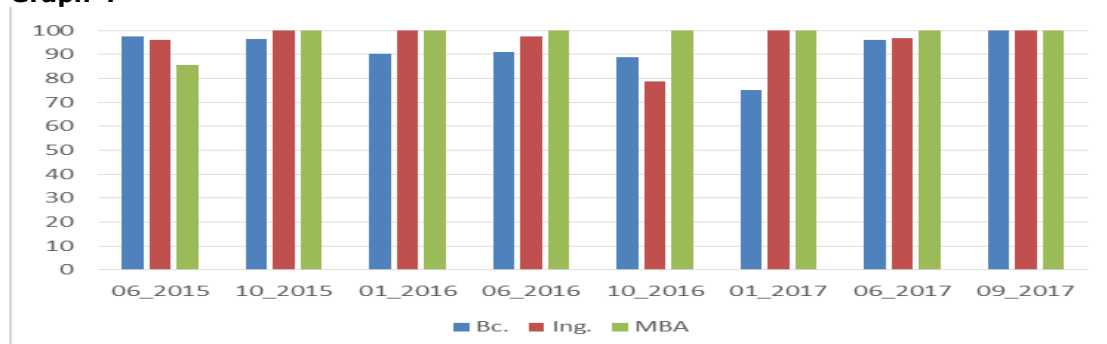


**Graph 5**
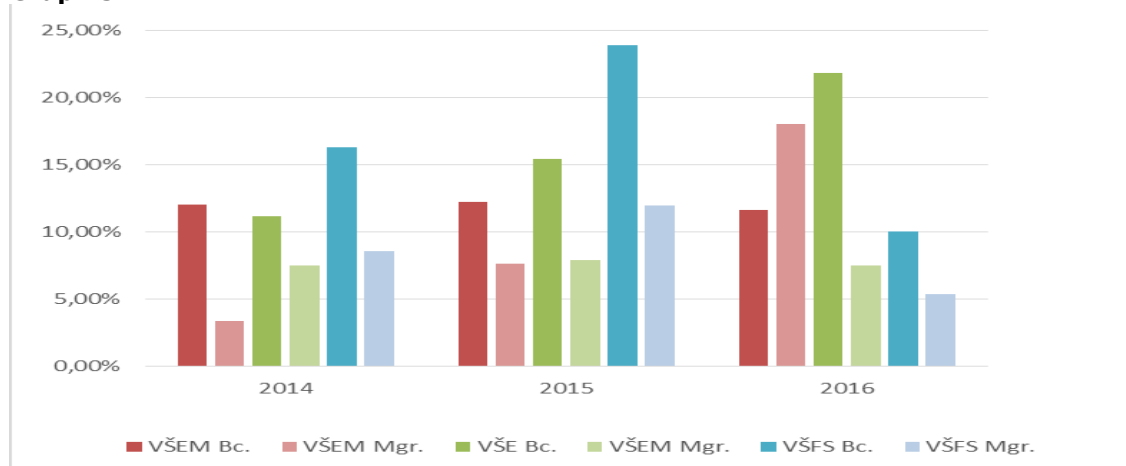
**Standard 4**

**Standard 4, Criterion 4.1**

**Criterion 4.1** - The business unit shall have a learning outcomes assessment program.

**a. State the learning objectives for each program (MBA, Ph.D., BBA, AA, etc.) to be accredited.**

*The following are the learning objective of the Business Programs (all Business programs at VŠEM – Bc/BBA, MCs and MBA):*

Students will acquire knowledge about the nature of a company and business in the form of characteristics of basic areas of company processes, activities and their management, i.e. production, purchasing, sales, personnel, financial, investment, accounting and control activities based on the form and types of enterprises according to the factual orientation of their activity legal forms, including the current problems of economic entities in business environment in general and the Czech business environment in particular. Students also master the theoretical procedures of corporate governance. Students have knowledge of managerial functions and roles, they know the theoretical approaches to management and its forms, know the types of organizational arrangements and their use in analyzing and improving corporate management.

Students gain ability to use basic managerial skills in leadership and management of people, including mastering the manager's basic skills (communication, coordination, cooperation, negotiation, delegation, crisis management, scenarios, etc.). Students will gain professional skills which can be practically applied. Students obtain practical knowledge of computational processes related to the management of economic subjects in the application level, with use of theoretical and application knowledge of quantitative methods in selected areas of data analysis and decision making on financial indicators and possesses skills for analysis and problem solving, project management and process scheduling. Students have the ability to systemically correct access to the definition of a legal problem and its solution, including application to standard legal cases.

Students obtain the ability to communicate at a professional level in a managerial environment, attached to process analyzes, will be able to process partial data and information and to present results. These skills can be described as the general competencies of the graduate. The graduate is able to independently develop his/her systemic thinking in the broader economic context, systematic learning and is able to further learn and study, apply the cognitive process in its individual phases in practice and to find applications of partial theoretical and methodological elements in solving practical problems.

The aim of the study program Economics and Management is to prepare students to:
- Develop into managers or to extend the qualification of employees to managerial or administrative positions, business and administration and within independent entrepreneurial subjects/organizations.
- Acquire and expand knowledge, skills and competencies in the field of economics and management, business, marketing, administration together with the basics of law and economics of business subjects.
- Develop the ability to improve on quality and its continuous evaluation and communication with interest groups and the application of their needs with an emphasis on achievement of learning outcomes.
- Apply the knowledge in the field of administration in general, and in professional fields (financial management, marketing, human resources, and management).
- Increase ability for employability l and further develop a professionals in the field of business.
- Develop a global perspective with the aim to increase chances of being able to function in an environment of an integrative and globalizing economy.

The curriculum is conceived with a focus on successful application in practice in positions related to the study program, or for subsequent master study. Students will demonstrate the achievement of learning outcomes that are directly related to the practical use of the profession in the economy and administration of organizations and in lower and middle management, or serve as a good preparation for further study.

Acquiring of knowledge and skills of students is measured by:
- Formative measures during each subject by students' activity and formative feedbacks - evaluation of students' performance during courses and lessons, ongoing partial examinations, home works and projects during seminars and workshops, oral presentations during the learning process in each course or subject
- Summative at the end of each subject/course by written exam - output exams, final exams, thesis defense, written final exams, written leaving exams, oral final presentation and defense
- Direct measure of student written tests and examination, papers and thesis, reports, presentation results, outputs from student oral presentations, final exam outputs
- Indirect - reports from practice, interns evaluation, external evaluation of students' oral presentations - all during and after the process
- Comparative - student written tests and examination, papers and thesis, reports, presentation results, outputs from student oral presentations, final exam outputs; measured between groups, between students and between years

At all exams, students have to score at least by grade 3 (grades 1, 2 and 3 means passed successfully; grade 4 means fail).
Measurements and grading is the following:

| ECTS Grade | Czech Grades Expressed in Numbers | Number of points scored |
| --- | --- | --- |
| A | 1 | 91 - 100 |
| B | 2+ | 81 - 90 |
| C | 2 | 71 - 80 |
| D | 3+ | 61 - 70 |
| E | 3 | 51 - 60 |
| F | 4 | 0 - 50 |

All students are evaluated at each course or subject and each course/subject has defined its own student learning outcomes, which are tested and evaluated at the final exam of each course.
The measurable aim of the student learning outcomes is the following:
- Within the test results, the success rate will be higher than 75%
- Assessment of mandatory written outcomes in the course of study will achieve a minimum of 75%
- Assessment of the mandatory presentations of written outputs within the study will achieve a minimum of 90%
- Within the final exam results, the success rate will be higher than 75%
- As part of the results of the defense of the final thesis, the success rate will be higher than 85%

An example of annotation/syllabus is attached with an example of student learning outcomes which are evaluated by exam (oral, written or by colloquium or presentation).

*In summary, the learning objectives of the bachelor (Bc/BBAs) academic program are as follows:*

- Obtaining knowledge in the areas of management principles, administration, economics, management, marketing, legal basics, financial management and decision making, ethics and human resource management.
- Acquire professional skills and abilities in the context of economic and managerial categories and relationships, to acquire and apply the ability to work independently and in a team, to search and process relevant information for decision making.
- Obtaining general competencies in the form of the development of systemic thinking in the broader economic context, systematic learning, controlling the ability to search for information and further self-education, applying the cognitive process in its individual phases in practice and the ability to find and apply partial theoretical and methodological elements in solving practical problems.
- Analyze and to solve managerial tasks at operational and tactical level, to evaluate, process and solve the given economic problem, including proposing variants of solutions and the ability to apply knowledge in the field of economics and management in practice in organizations or in a separate entrepreneurial activity.

Gained knowledge
The characteristics of the output knowledge are divided into the professional knowledge acquired by the student within the framework of the basic theoretical subjects and subjects of the profiling basis of the study program and the expanding knowledge acquired by the student based on selection of elective and optional subjects. Professional knowledge is acquired by the student in compulsory subjects of the CPC. The knowledge gained in these subjects can be summarized as a knowledge of the theoretical basis of analysis of the market functioning and decision-making of economic subjects (consumers and firms) and characteristics of factors of production and characteristics of the wider business environment, including factors shaping and influencing this environment and interpretation of their importance for decision-making. The student also has knowledge of basic quantitative tools and methods in their theoretical level. Students are familiar with basic principles of law in the field of civil code, corporate law and labor law, and are oriented in the form of legal relations and the national legal system. Students know the bases of business and capital flows and ways of their influence, characteristics of economic relations and their consequences for the national economic entities and their influence on the position and decision making of (Czech) economic subjects.

Acquiring of knowledge and skills of students is measured by (see Quality Assurance and Annual Reports in Evidence file):
- Formative measures during each subject by students' activity and formative feedbacks - evaluation of students' performance during courses and lessons, ongoing partial examinations, home works and projects during seminars and workshops, oral presentations during the learning process in each course or subject
- Summative at the end of each subject/course by written exam - output exams, final exams, thesis defense, written final exams, written leaving exams, oral final presentation and defense
- Direct measure of student written tests and examination, papers and thesis, reports, presentation results, outputs from student oral presentations, final exam outputs
- Indirect - reports from practice, interns evaluation, external evaluation of students' oral presentations - all during and after the process
- Comparative - student written tests and examination, papers and thesis, reports, presentation results, outputs from student oral presentations, final exam outputs; measured between groups, between students and between years

*Aims and objective of Master (MSc.):*

The aim of the study in the Master's degree program is professional and practice-oriented training of managers and deepening the qualification of employees on managerial positions, on administrative positions, in business and administration and within independent entrepreneurial subjects in accordance with current trends using modern educational methods at an internationally comparable level, and strive for the continuous improvement of the quality of human resources by supporting development of educational programs in accordance with the preferences and possibilities of the students. The study program specializes in the preparation of managers within both business and non-profit organizations. The primary orientation of the program is to prepare managers of small and medium-sized companies, start-ups and managers in specialized sections of organizations. The aim is to acquire, expand and deepen knowledge, skills and competencies in the field of economics and management, business, and marketing, together with the managerial concept of law and economy of business subjects. VSEM enables the study of all relevant candidates and helps them with their personal and professional development in line with international trends in education. VŠEM emphasizes the quality and its continuous evaluation and communication with interest groups and application of their needs with an emphasis on achievement of learning outcomes. Graduates are trained to apply in the field of corporate management in general and in specialized areas (financial management, marketing, human resources and management). The targeting of graduates' employability is based on the ideas of students and candidates about their personal and professional development within the framework of their existing work experience or their future aspirations, either in the job position as an employee or manager or as an independent entrepreneur aiming to increase the efficiency of the operation or extension of the activities of their own enterprises. The knowledge and skills of the graduates are designed for their practical application in organization of a company. During the course of study, the procedures for the creation of a business strategy and examples of the practical application of these procedures, preparation, analysis and evaluation of business projects and the formulation and implementation of the strategy are specified and trained.

The study program is designed to focus on successful application in practice on positions related to the study program, or for further study (in doctoral or other study programs). Students will demonstrate the achievement of their learning outcomes (see example of Syllabus) that are directly related to the practical use at job positions in economy or administration of an organization, and they are expected to be employed/working at middle and higher management level.

The program outcomes for the MSc. program are as follows:

- Students will complete the program within the stated period, 2 years.
- Use the acquire knowledge to impact organizations and communities.
- Work in a multi-cultural society in the global economy.
- Develop the skills and expertise to be an effective change agent.
- Use technology to improve on processes and gain efficiencies.

The learning outcomes for the MSc. are the following:

- Obtaining knowledge in the field of principles of strategic management together with knowledge of specific analyzes (administration and specialized development of economic subjects), organization and administration of processes and projects, advanced principles of economics, strategic marketing, management, law, financial management, decision making, and human resource development.
- To acquire professional skills and competencies in the context of economic and managerial categories and relationships.
- Apply the ability to organize work tasks for individuals and teams, to search and process relevant information for decision making, to analyze and to solve managerial tasks at tactical and strategic level, and to evaluate, elaborate and solve the given economic problem and to organize teams for specific task.
- Master the ability to propose a solution and the ability to apply knowledge in the field of economics and management in practice in organizations or in independent entrepreneurial activity.

Gained knowledge
The characteristics of the output knowledge are divided into the professional knowledge acquired by the student within the framework of the basic theoretical subjects and subjects of the profiling basis of the study program and the expanding knowledge acquired by the student based on selection of elective and optional subjects.

Professional knowledge is acquired by the student in compulsory subjects of CPC and voluntary (elective) courses. The knowledge gained in these subjects can be summarized as a knowledge of the theoretical bases of managerial environment functioning, analysis of market situation and strategic decision making within economic subjects in terms of their further direction, development, marketing, project management in connection with analyses of the wider business environment, including factors shaping and influencing this environment and ability of interpretation of their significance for decision-making of given economic subjects/organizations. Students are familiar with principles of law in the field connected with managerial decision-making, they are oriented in the forms of legal relations and the national legal system. Students know the bases of business and capital flows and ways of their management, characteristics of economic relations and their consequences for economic subjects and their influence on the position and decision making of organizations. Emphasis is placed on knowledge of sources of information and orientation in sources of managerial information and data. Students will acquire knowledge about methods of project management, management of entrepreneurial subjects, principles of planning and development of human resources. Students have knowledge necessary to analyze and improve corporate management in accordance with modern management systems focused on urgency, innovation and international dimension of managerial approaches.

Students gain the ability to actively use managerial skills in leadership, management and human development, including mastering strategic managerial skills, which can be included in the professional skills that students acquire and apply. The student practically controls the application of managerial analyzes and their interpretation for decision making and leadership of organizations together with the ability to specify theoretical and application knowledge for the ability of data analysis and decision making on financial indicators, project management and scheduling of processes. Students have the ability to systemically correct access to legal areas in managerial practice and their solutions.

Students also gain ability to communicate at a professional level in a managerial environment, the ability to process analyzes, to process partial data and information and to present results. This may be defined as general competencies of the graduate. The graduate is able to independently develop his/her systemic thinking in broader economic context, systematic learning (self-study) and is able to further study, apply cognitive process in its individual phases in practice and to find applications of partial theoretical and methodological elements in solving practical problems.

*Aims and objective of Master (MBA):*

The MBA program focuses on acquiring managerial knowledge and skills, developing and deepening graduates' knowledge in areas required for successful management positions. The study program prepares the graduate for a broader application in managerial practice regardless of the field of business with knowledge of managerial perspectives in project management, human resources, marketing strategies and organizational units as a whole while applying the principles of quality, safety, environmental, ethics and social responsibility. Graduates are systematically prepared for the management position.

The program outcomes for the MBA programs are as follows:

- Students will complete the program within the stated period, 13 months.
- Use the acquire knowledge to impact organizations and communities.
- Work in a multi-cultural society in the global economy.
- Develop the skills and expertise to be an effective change agent.
- Use technology to improve on processes and gain efficiencies.

The learning outcomes for graduate degree programs is to demonstrate mastery in the following area in the MBA program:

- Demonstrate mastery in the application of business concepts and theories.
- Develop empirical knowledge in the field of business.
- Demonstrate analytical skills to solve real business programs and challenges.
- Demonstrate the ability to work in a global economy.
- Demonstrate the ability to lead in a multi-cultural environment.
- Present empirical work at international conferences.

Acquiring of knowledge and skills of students is measured by:
- Formative measures during each subject by students' activity and formative feedbacks - evaluation of students' performance during courses and lessons, ongoing partial examinations, home works and projects during seminars and workshops, oral presentations during the learning process in each course or subject
- Summative at the end of each subject/course by written exam - output exams, final exams, thesis defense, written final exams, written leaving exams, oral final presentation and defense
- Direct measure of student written tests and examination, papers and thesis, reports, presentation results, outputs from student oral presentations, final exam outputs
- Indirect - reports from practice, interns evaluation, external evaluation of students' oral presentations - all during and after the process
- Comparative - student written tests and examination, papers and thesis, reports, presentation results, outputs from student oral presentations, final exam outputs; measured between groups, between students and between years

## b. Describe your learning outcomes assessment process for each program.

The following are direct and indirect measure of learning outcomes assessment used in both undergraduate and graduate degree programs:

1. The Czech State Examination - Every student graduating from the undergraduate and degree process are assessed on direct student learning using a standardize Czech State examinations. This is summative examination and students are required to pass both oral and written examination for degree to be awarded with a score of 51 percent.

2. Entry Examination – administered to all students to assess knowledge upon matriculation, see file Entry_examination_sample in Evidence file for exam.
3. Exit Examination – administered to all students at the end of studies but before sitting for the State examination, see file Exit_examination_sample in Evidence file for exam.
4. Discipline Examination – standardize discipline exam is administered to every student at the end of course of subject.
5. Thesis Oral Examination – all students must complete thesis (undergraduate and graduate) administered by University-wide Commission of Presentation consisting of faculty and industry professionals.
6. Thesis Defense – all students are required to defend thesis (undergraduate and graduate) administered by internal faculty and faculty from business degree granting universities. This is national comparison direct measure across the Czech Republic.

The process of assessment is as followings:

1. All students are required to complete the entering examinations within the first two months of their study, administered by faculty every semester.
2. All students are required to pass discipline examination upon completion of the course within the month of the completion of the course, administered by faculty every semester.
3. All students are required to complete the exit examination within last month of their study before State examination, administered by faculty every semester.
4. All students are required to defense examination after completion of all exams and degree requirements administered by faculty members from within the University and other Universities granting business programs.

Data analysis

Data and results of all of these examinations are compiled every semester by faculty and academic administrators and recorded in the University Information System. Faculty analyze these results to assess direct and indirect learning outcomes of programs. These results are published on the University's Website and is used by faculty to make changes to curricula and program outcomes. The examinations are also assessed during this period to measure the effectiveness of each of the instruments and assessment process. Please attached report of an example of how data was used to assess program outcomes.

Examples of how data was used for curricula changes:

1. Every two years every syllabi is modified to reflect improved learning from the data, see Appendix syllabus of modification made.
2. Examination content are examined to reflect learning outcomes of program to course learning outcomes.
3. Additional academic courses were added in the last few years to include social media, media campaigns, logistics management, international law, international accounting standards, etc.
4. Improvements have been made to learning outcomes to emphasis practical skills demanded by industry.
5. All elective courses now includes a practical component to be completed by all students.

Collaboration with practice is considered to be a priority in all VSEM core areas of activity. Collaboration with businesses mainly involves the use of practitioners as lecturers and this opportunity is also mediated by VŠEM graduates, who in many cases hold managerial positions or are themselves owners of companies. Everything in the classroom emphasizes the involvement of lecturers in corporate practice, thus students have the opportunity to apply their acquired knowledge to real problems and to solve real situations they may solve in their future practice.
VŠEM is interested in following the requirements of the application sphere and modifying their strategic plans accordingly. The initiative and advisory body of the Rector's Committee VŠEM was set up to facilitate the transfer information in this area. Members of the Rector's Committee include both academic and business representatives and representatives of the school management, corporate management and public governance, significant academic or commercial professionals. Initiatives are implemented in strategy and development and together with academic staff who work on editing the concepts of teaching and adapting it to the practice according to the requirements of employers.

*The intention of developing study programs*

The study programs are continuously developed on the basis of feedback from internal and external stakeholders, in particular students, employers, market requirements, business, applicants, internal quality assessment, and external evaluation from national and international accreditation agencies. The quality is assessed periodically three times a year and adjustments are made if necessary. The main responsibility for the quality of the study program lies with the guarantor of the study program. Subjects for internal evaluation in the field of study and directly related activities are obtained in the form of a questionnaire survey of students' opinions after the end of the lecture block (assessment of the teaching) or the trimester (study evaluation). Students complete the assessment individually for each teacher and each subject/course taught. The evaluation is elaborated both electronically, as well as personal and paperwork directly on the lessons. Once-a-year focus groups are conducted with students of all grades to obtain a qualitative assessment.

Students fill forms that focus on three main areas: assessment of the subject, evaluation of the course and the teacher's assessment, and have the possibility of completing the verbal evaluation/commentary. Evaluation takes place through a range of responses from satisfaction to disagreement/dissatisfaction. Questionnaires contain basic information about the respondent's gender, study group and year of study. Thanks to these characteristics of the questionnaire, it is possible to analyze the assessment in detail based on the quality of teaching assessed by students. Questionnaires are also distributed to teachers who evaluate work and cooperation with the study group, organization of teaching, and obtained technical support. The questionnaires are then evaluated and supplemented with the information provided by students and serve to comparison of both views (student - teacher).

Within the individual feedback system, students' views on the level of organization of study (technical-organizational security) and its contents (level of lectures and seminars and their teachers, contribution and usability of knowledge and skills for practice) are determined through the information system. Students are obliged to fill in the information system their feedback. Students are also individually interviewed with regular attendance at all lectures to find out their objective assessment in their presence.

At the end of each semester, an assessment of the study, teachers and subjects and a statistical evaluation of the marks awarded is made and possible deviations are examined. The quality of bachelor's and master's theses are evaluated after each term of the (state) final exam, because the defense of bachelor's or diploma thesis is part of the final exam.

Another source of documents for internal evaluation is evaluation of VŠEM activities within external opponents (peer-review of study and teaching texts, research projects, presentations, students' independent work/papers or seminar papers, content changes of study subjects). The aggregate results of internal evaluation, including external evaluations, are presented at the annual meeting of the relevant committees of VSEM (academic, scientific) and the Rector's Committee and are published in the Annual Report of VŠEM. External academic staff are also required to supervise and consult the results of student assessments.

Furthermore, the quality assessment is actively involved by the graduates of VŠEM. Since 2015 a survey is carried out, during which bachelor and master graduate students from VŠEM are approached. The aim of the questioning is to get quality and objective feedback on the level of satisfaction with the quality of education (see https://www.vsem.cz/pruzkum-absolventu.html).

Among the graduates of VŠEM, a regular questionnaire survey is carried out to determine the applicability of the knowledge gained during the study, the application on the labor market, etc. Individual interviews with graduates are also regularly organized for feedback. The identified outcomes continue to be implemented to modify study conditions, optional subjects, complementary courses and seminars and to support students where weaknesses are identified (e.g. by adding information to students, adding explanatory texts to school sites, teaching teachers, adding seminars to students, where they are introduced to the issue and implemented so as to avoid ignorance or failure in the study). The information obtained gives the feedback needed to improve the quality of study programs.

*Evaluation of study programs*

The evaluation of the implemented programs is carried out by evaluating the whole course of study from the student's admission, through the course of study, its termination/graduation and the employability of graduates. Evaluation is carried out both through internal evaluation and external evaluation through accreditation and reporting of data to accreditation agencies.

Below are the metrics for the evaluation of the course of study and of the implemented programs.

*Degree of success in the admission procedure*
VŠEM monitors the success rate in the admission procedure and statistically processes the results into the Annual Report. In the academic year 2016/2017, the admission to the Bachelor's degree was 65% and the Master's degree 80.4% (see https://www.vsem.cz/data/data/vsem-vyrocni-zpravy/VZoC_2016.pdf).
For the following years there is always relevant figure in the current Annual Report.

*Evaluation of study*
More information about studies and exams can be found at:
- Evaluation of examinations: https://www.vsem.cz/statistika-zkousek.html
- Evaluation of (seminar) papers see: https://www.vsem.cz/hodnoceni-spbpdp.html
- Evaluation of (state) final examinations: https://www.vsem.cz/hodnoceni-spbpdp.html
- Evaluation of the Pedagogical Commission see: https://www.vsem.cz/pedagogicka-komise-vsem.html

All data is regularly reported and updated on the websites.

*Study failure in the study program and degree of completion of studies*
The rate of study failure is monitored as well as the rate of success in the admission procedure. In academic year 2016/2017, study failure in bachelor study programs was 45.5% in full-time and 16.6% in combined form of study. In the postgraduate study it was 12.7% for full time and 20% for part-time students (see https://www.vsem.cz/data/data/vsem-vyrocni-zpravy/VZoC_2016.pdf). For the following years there is always relevant figure in the current Annual Report.

*Employability of graduates*
Graduates are regularly informed about school events and at the same time a questionnaire is sent to each graduate whose purpose is to re-evaluate the quality of study and school and to assess the employability of graduates in the labor market. VŠEM usually organizes a graduate meeting once a year to share experience and deepen the relationship with their Alma mater.
VŠEM continuously monitors the level of employment, areas and ways of employing VŠEM graduates. The main surveyed areas are:
- Application in the graduated field / program compared to the deviation from the studied area,
- the degree of use of acquired knowledge, skills, employability
- market requirements for graduates
- Assessment of the competencies necessary for the performance of the profession in the studied field / program (compared to those which were obtained vs. required)

The use of partial questionnaire surveys and interviews with graduates is used to meet the objectives. More detailed in the Annual Report, see https://www.vsem.cz/data/data/vsem-vyrocni-zpravy/VZoC_2016.pdf

*Method of passing subjects*
All compulsory and compulsory-elective courses are finished by exam. Only elective courses and seminars that do not include lectures are completed by a credit. The number of credit points for individual subjects and the procedure for calculating them are given in the curriculum characteristics (see example of syllabus). Classified credit is a written paper and its presentation is followed by a test. The credit is completed by partial seminars for written and final papers/thesis and other partial input and information seminars.

The study plans contains both obligatory subjects, elective subjects and optional courses (with internal label of Practical Application). Elective subjects are not listed in a study plan (a student can choose from a total range of subjects he/she does not have in his/her curriculum or from the Practical Applications menu). Teachers, resp. supervisors of these optional seminars are set individually according to thematic focus.

Obligatory subjects are predefined in the study plan and students must pass the compulsory course. Their passing is a prerequisite for the final examination. Compulsory electives are pre-determined by a study plan. Optional subjects are courses designed by the curriculum for the student to complete during the course of study; the curriculum sets out the minimum number of credits the student have to achieve for successful completion of studies. The student chooses from the selection of optional subjects valid for the given academic year. He/she can also choose from all subjects taught for the study program that are not enrolled in his/her study plan.

Objects of the profiling base of the study program are compulsory subjects that the student completes in order to acquire knowledge and skills and competencies needed to achieve to fulfil the profile of study program and the profile of graduate which correspond to the content of the final examinations.

The basic theoretical subjects of the academic program are subjects related to the theoretical and methodological basis of the studied field, where the student acquires key knowledge that is essential for achievement of the professional knowledge mentioned in the graduate profile and which corresponds, relates or subordinates to the knowledge from the basic thematic of the circuits certified by the state examination. The basic theoretical subject of the profiling base of the study program is among the subjects of the profiling basis of the study program. These items have a guarantor who meets the qualification and other conditions set out in the internal and national standards (holds at least Ph.D. or higher academic degree in the specific field of knowledge) and who participates in the teaching of this subject in the manner specified in the standards.

**c. Identify internal learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab.**

Internal learning outcomes assessment information and data analyzed are results of the following:
- Student tests – these scores are recorded instantaneously in the University's Information Systems and available for analysis
- Exams per each subject/course - these scores are recorded instantaneously in the University's Information Systems and available for analysis
- Papers – these scores are recorded instantaneously in the University's Information Systems and available for analysis
- Thesis – These are recorded in the national system and also recorded instantaneously in the University's Information Systems and available for analysis
- Partial examinations– these scores are recorded instantaneously in the University's Information Systems and available for analysis
- Practical reports – these scores are recorded instantaneously in the University's Information Systems and available for analysis
- Oral presentations– these scores are recorded instantaneously in the University's Information Systems and available for analysis
- Final exams – these scores are recorded instantaneously in the University's Information Systems and available for analysis
- Defense protocols – these scores are recorded instantaneously in the University's Information Systems and available for analysis

**d. Identify external learning outcomes assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab.**

External learning outcomes assessment information and data analyzed are results of the following:
- Papers - these are peer-reviewed by external examiners
- Thesis - these are peer-reviewed by external examiners
- Essays - these are peer-reviewed by external examiners
- Practical reports - these are peer-reviewed by external examiners
- Oral presentations - these are peer-reviewed by external examiners
- Defense protocols - these are peer-reviewed by external examiners

**e. Identify formative and summative learning outcome assessment information and data you gather and analyze. See Figure 4.1 under the Evidence File tab.**

Formative learning outcomes assessment information and data analyzed are results of the following:

- Entry Examination – administered to all students to assess knowledge upon matriculation, see file Entry_examination_sample in Evidence file.
- Discipline Examination – standardize discipline exam is administered to every student at the end of course of subject.
- Thesis Oral Examination – all students must complete thesis (undergraduate and graduate) administered by University-wide Commission of Presentation consisting of faculty and industry professionals.

Summative learning outcomes assessment information and data analyzed are results of the following:

- The Czech State Examination - Every student graduating from the undergraduate and degree process are assessed on direct student learning using a standardize Czech State examinations. This is summative examination and students are required to pass both oral and written examination for degree to be awarded with a score of 51 percent.
- Exit Examination – administered to all students at the end of studies but before sitting for the State examination, see file Exit_examination_sample in Evidence file for exam.
- Discipline Examination – standardize discipline exam is administered to every student at the end of course of subject.
- Thesis Oral Examination – all students must complete thesis (undergraduate and graduate) administered by University-wide Commission of Presentation consisting of faculty and industry professionals.
- Thesis Defense – all students are required to defend thesis (undergraduate and graduate) administered by internal faculty and faculty from business degree granting universities. This is national comparison direct measure across the Czech Republic.


## Standard 4, Criterion 4.2

**Criterion 4.2** - To identify trends, the business school or program should report, at a minimum, three successive sets of periodic assessment results.

VSEM and all reported programs report, at a minimum, three successive sets of periodic assessment results, usually we report 3 times per year and thus a long data line and trends may be observed. It is possible to see slightly better results and positive trend over the observed period. I.e.:

- Within the test/exam results, the success rate is higher than 75% and reaching over 80% in latest measures
- Assessment of mandatory written outcomes in the course of study achieve over 75% and it is getting higher
- Assessment of the mandatory presentations of the written outputs within the study achieve a minimum of 90% and reaches over 95% in latest measures
- Within the final exam results, the success rate is higher than 75% and reaches around/over 80% in latest measures
- As part of the results of the defense of the final thesis, the success rate is higher than 85%; achieved 95% in latest measures


## Standard 4, Criterion 4.3

**Criterion 4.3** - Assessment plans should be designed to yield comparative information and data both over time and with respect to benchmarks and intended outcomes.

All comparative information and data are gathered well over move than five years and each one of the measures have well over three data points. The VSEM management creates environment for students based on the feedback from stakeholders and upgrade their processes to lead students to gain relevant skills and abilities. VŠEM has in place an internal quality assessment system (please see Rules of Quality Assessment at: https://www.vsem.cz/data/data/vnitrni-predpisy/Pravidla_zajistovani_kvality.pdf and Report on Quality Assessment at: https://www.vsem.cz/data/data/vnitrni-predpisy/zprava_o_zajistovani_kvality_2018.pdf).

Ensuring the quality of the study program is understood as a long-term process of systematic interaction between the personnel and technical organizational security of the study and its content focusing on the theoretical-methodological and application characteristics of individual subjects.

The quality assurance process is also inseparably linked to the quality assessment system of the study program, in particular through internal evaluation and through external evaluation procedures, which are considered as a source of incentives to improve the existing quality of VŠEM activities.

The way to achieve these qualitative goals is the emphasis on the appropriate level of the members of the teaching staff, whose selection is based on the long-term experience of VŠEM (experts from academia and business).

The application character of the study is strengthened by systematic and systemic cooperation with practice, especially through contacts with student employers, cooperation within professional organizations and openness of projects implemented by VŠEM to external opponent, including the accreditation and evaluation procedures at national and international level.

Information are further provided in the Figure 4.3 under the Evidence File tab.

All information are accessible to students, faculty and stakeholders online on web pages.

## Standard 4, Criterion 4.4

**Criterion 4.4 -** The business unit shall make use of the learning outcomes assessment results analyzed in criterion 4.2 to improve its educational processes in the interest of continuously improving student learning outcomes. The business unit must describe specific improvements it has made to is programs based on information obtained from its learning outcomes assessment results for a minimum of three improvement cycles. To demonstrate compliance with this criterion: Identify specific program improvements based on what the business unit has learned from analyses of assessment results.

The table below summarizes the evaluation of data processing related to the evaluation of the implemented programs. For the given area, the partial evaluation criteria are set out in the table. Their objectives, development and progress in the future are key to further relevant development of VŠEM. In particular, the criteria allow systematic monitoring of developments and improvements in specified areas.

| Measurable goal | Tools of measurement | Current outputs | Analysis of results | Further development |
|---|---|---|---|---|
| Increase student retention rate to 70% by 2020 | Direct summative measurement of data from the internal information system and reports in Annual Reports | At present, retention is approx. 66%, intervention is needed | Trends have been positive in the last 3 years, retention measures, individual approach and advice, barrier identification | Focus on problem finding, individual consultation, removal of identified barriers |
| Employment of graduates higher than 95% | Regular interviewing of graduates after each graduation and ongoing surveys | 96% of graduates were immediately employed after graduation in 2015 and since then the ratio has grown. In the last year there is almost zero unemployment | The results and employment of graduates is higher than the national average of college or university students | The focus is on practical training, internships, practice lecturers, guests and links to practice |
| Rising number of students | Summative periodic data processing from the internal system, student register, Annual Reports | Although the demographic curve declines, approximately the same number of applicants still maintains. Incoming students are similar in the long run | The number of master students grows; the number of those who continues to study after graduating is increasing. More needs to be done for bachelor students | Additional communication channels for student recruitment, individualization of the admission procedure and Introductory seminars are applied |
| The number of solved scientific and | Periodic annual evaluation of the | Regularly, EU - ESF projects, Operational | Outstanding success in development | Best practices, training for project |

| development projects will increase, the success rate of the applicants will be higher than 30% | number of realized projects | programs, and the framework of grants from the Center for Economic Studies, the success rate of applicants exceeds 30% | projects, supporting the scientific and research activities of academic staff | applications, professional and scientific development of academics, international cooperation, conferences, networking |
|---|---|---|---|---|
| Learning support and feedback mechanism for all teaching and learning activities, level of assessment above 85% | Continuous feedback based on evaluation internally in the SIS for stakeholders | Student evaluation is positive, with an improving trend | Positive feedback, see Criterion 4.2 | Continuous improvement, adaptation of teaching methods and approaches when necessary, partial editing of study plans in case of relevance |

**Standard 5**

The ability of a business school or program to fulfill its mission and meet its objectives depends upon the quality, number, and deployment of the faculty and staff. Hence, each institution seeking ACBSP accreditation for its business school or program must:
1. develop and implement policies and plans that ensure an excellent faculty, including a staffing plan that matches faculty credentials and characteristics with program objectives;
2. evaluate the faculty based on defined criteria and objectives;
3. provide opportunities for faculty development to ensure scholarly productivity to support department and individual faculty development plans and program objectives; and
4. foster an atmosphere conducive to superior teaching.

The mission of the University is to train men and women for meaningful careers in business, as such, its faculty consist of both academic credential faculty as well as industry practitioners. The mission of the University is fulfilled by this strategic and intention mix of faculty pool. Both bring a rich perspective to their teaching and scholarship. The above mentioned criteria are internalized in the following documents:
1. Rector's Regulations: Consisting of faculty handbook, academic policies governing teaching, faculty criteria for promotion and contract, faculty requirements working with students, faculty load and overloads, criteria for course assignment, criteria for scholarship, etc. See attached link of these procedures: https://www.vsem.cz/data/data/vnitrni-predpisy/narizeni_rektora/sbornik_NR.pdf and https://www.vsem.cz/data/data/sis-soubory/Pro%20lektory/motivacni_program_2018.pdf
   a. Staffing and development plan https://www.vsem.cz/data/data/vnitrni-predpisy/Karierni_rad_VSEM.pdf
   b. Recruitment Regulations https://www.vsem.cz/data/data/vnitrni-predpisy/rvr.pdf
2. Motivation: Policies governing Academic requirements and remuneration of Support of Scholarship
   a. Motivation Program https://www.vsem.cz/data/data/sis-soubory/Pro%20lektory/motivacni_program_2018.pdf,
   b. Internal reward system https://www.vsem.cz/pro-lektory.html, also listed in Quality Assurance Report https://www.vsem.cz/data/data/vnitrni-predpisy/Pravidla_zajistovani_kvality.pdf
3. Motivation Program: Policies governing Development and scholarly activities:
   a. Policies on Scholarships https://www.vsem.cz/data/data/sis-soubory/Pro%20lektory/motivacni_program_2018.pdf,
   b. Staffing and development plan https://www.vsem.cz/data/data/vnitrni-predpisy/Karierni_rad_VSEM.pdf
4. Policies governing teaching and teaching effectiveness are documented in the: https://www.vsem.cz/data/data/vnitrni-predpisy/narizeni_rektora/sbornik_NR.pdf

# Standard 5, Criterion 5.1

**Criterion 5.1** - The business unit will have a Human Resource Plan that supports its Strategic Plan.
1. Summarize and attach under the Evidence File tab above your current human resource (HR) plan.
2. In a brief statement here, explain your HR plan's relationship to your strategic goals.

The University's Strategic Plan is supported by its addition of human resources, these include both academic and non-academic resources. Over the next few years, the University will strategic add resources based on anticipated enrollment growth and subject matter experts. As Appended in the Evidence like, the human resources documents the hiring of key academic personnel of the next three years, these include individuals in marketing, logistics, finance and accounting, management, and academic support staff. Driving the hiring process is the link to Strategic Plan and the number of academic staff corresponds to the number of students and to the type of study programs. The academic staff is continuously expanded by younger colleagues with a view to long-term cooperation and further career development. Academic staff are recruited if they fulfill the condition of obtaining Ph.D. or certifying the academic rank of the "candidate for science" (abbreviated as "CSc."), or the education obtained by completing the doctoral study program, while at the same time actively publishing in the subject area during the last 5 years with the potential of another creative activities

in the taught area. For the year 2018, seven academics with the scientific rank of CSc. or Ph.D. were hired as full-time teachers/academics. All newly recruited academic staff have active publishing activities in the taught field.

The HR plan is attached in Evidence file.

The human resources plan is tied to the strategic growth of the University specific to management, human resources, marketing and business economics. These areas represent the growth segments of all the University's academic programs. Additionally, these additional resources will also supplement the University current pool of subject matter experts. VŠEM focus on long-term cooperation with teachers, academics and external teachers (adjuncts) from practice (providing practical lessons and complements teaching of subjects), and contracts are for an indefinite period in the case of academics after the first year of their employment/cooperation. In the case of external teachers cooperating under a work or contract/agreement, these are regularly renewed for each academic year. During the cooperation with external teachers, usually a full time work contract is arranged (if the candidate fulfill the condition of receiving Ph.D. or at least the scientific rank of the "candidate for science" (in short "CSc."), or the education obtained by completing the doctoral study program and their teaching is positively evaluated by the students as well as by management). Each teacher contributes to a lesson in a given study program for a maximum of 3 subjects that are regularly distributed over the course of the academic year. The hours of teaching and creative activity are evenly distributed according to the employee's hours in the contract and are regularly spread throughout the year.

On a strategic level, these resources will also enhance the overall quality of teaching that the University delvers. As indicated previously, the University is also focused on quality of teaching, which is one of the strategic goals. As such, the process ensures this quality is outlined in Article 10 of the Statute of VŠEM Internal Quality Assessment Council:

1. Approves the draft rules of the quality assurance system for educational, creative and related activities and internal quality assessment of the educational, creative and related activities of the College submitted by the Chair of the Internal Evaluation Board prior to submitting a proposal to the Academic Board.
2. Manages the course of internal quality assessment of educational, creative and related activities.
3. Prepares a report on the internal quality assessment of the educational, creative and related activities of a public higher education institution and the additions thereto.
4. Keeping records on internal quality assessment of educational, creative and related activities.

The activity of the Internal Quality Assessment Council is further regulated by the Internal Rules on the quality assurance of educational, creative and related activities and internal evaluation available at: https://www.vsem.cz/data/data/vnitrni-predpisy/Pravidla_zajistovani_kvality.pdf.

Practical training is provided in cooperation with practice. Continuous cooperation with practice is considered to be a priority in all the basic areas of VŠEM activities. Collaboration with businesses mainly involves the use of practitioners as lecturers, and this opportunity is also mediated by VŠEM graduates, who in many cases hold managerial positions or are owners of companies. Everything in the classroom emphasizes the involvement of lecturers in corporate practice so that students have the opportunity to apply their acquired knowledge to real problems and to solve the real situations they may encounter in their future practice. These practitioners work especially on optional subjects and Practical Applications. Students have the opportunity to work on real projects during the lessons and to link their studies with practice.

Academic staff numbers and student numbers can be found in the Annual Report, see https://www.vsem.cz/data/data/vsem-vyrocni-zpravy/VZoC_VSEM_2017.pdf (tabular attachment). On average, the maximum number of 20 students per teacher is set. At the same time, the supervisor of thesis supervises a maximum of 15 students at the same time. For more details refer to the internal regulation, including the maximum number of students per teacher in the Rector's Regulation No. 1/2017, please see https://www.vsem.cz/data/data/vnitrni-predpisy/narizeni_rektora/sbornik_NR.pdf

The guarantors of the study subjects are usually associate professors (in two cases professors – always holding Ph.D. or CSc. as equivalent). Guarantors actively take part in lectures by lecturing and seminars. In case of student interest, the guarantors also consult. The guarantors are alternated

by other teachers who take part in the lectures and conduct seminars, workshops, consult and examination.

The working hours and the volume of activity of the guarantors correspond to the requirements; for academic staff and guarantors, the full-time employment is always required and is set as long-term with undefined period (automatically prolonging) after the first year of cooperation. See https://www.vsem.cz/data/data/vsem-vyrocni-zpravy/VZoC_VSEM_2017.pdf (tabular attachment).

The program is sufficiently staffed in terms of the validity of its accreditation and the prospects for its development. Gradually, junior academics with a scientific rank, creative activity and development potential are recruited to ensure continuity and gradual transfer of activities from elderly academic staff. Emphasis is placed on gradual upbringing of guarantors from younger academics and their career development. Please see Human Resources Development and Career Development Strategy, available at: https://www.vsem.cz/data/data/vnitrni-predpisy/Karierni_rad_VSEM.pdf

Two professors (prof.), 11 associate professors (doc.) and 16 professional assistants (Ph.D. or equivalent) are involved in teaching of subjects of the profile base in the VŠEM study programs full-time. Two expert assistants holds a Master degree and are also full-time faculty members. Some academic staff are in the process of preparing for a higher academic degree. The full time academic staff are further supplemented by practitioners and external teachers (part-time) who have long-term agreements. All agreements are regularly extended for each academic year. External teachers and practitioners have been cooperating for many years. Therefore, long-term cooperation and continuity, expertise and quality of teaching are ensured.

For all academic staff, working time, age, qualifications, current work abroad or in practice are taken into account in the volume of activities, teaching and other creative activities. These areas are in line with study objectives, curricula and profiles where the activities are spread over the course of the academic year so that synergies and balances can be achieved in these factors and activities. At the same time, academic staff are supported in creative activities and creative holidays, when it is possible to structure the teaching in selected quarters based on an agreement and leave other trimesters free for creative activity.

For more details see Annual Report, available here: https://www.vsem.cz/data/data/vsem-vyrocni-zpravy/VZoC_VSEM_2017.pdf

## Standard 5, Criterion 5.2

**Criterion 5.2** - Employment Practices

**Criterion 5.2.1** - The business school or program must show how the composition of the full-time and part-time faculty (in terms of their practical experience and academic credentials) matches program objectives. In doing so, you may address:
1. how the composition of your faculty provides for intellectual leadership relative to each program's objectives;
2. how the composition of your faculty provides for required depth and breadth of theory and practical knowledge to meet your student learning outcomes.

As indicated previously, faculty provides intellectual leadership specific to program outcomes, curricula development, curricula assessment and overall program objectives. As such, the University deploys a balance of faculty of with subject matter expertise and those with real world experience. All teachers have appropriate education and/or practitioners.

All full time and part time faculty members are encouraged to continuously publish scientific papers or other publication in the area of their subjects thought. For all academic staff, working time, age, qualifications, current work abroad or in practice are taken into account in the volume of activities, teaching and other creative activities. These areas are in line with study objectives, curricula profiles where the activities are spread over the course of the academic year so that synergies and balances can be achieved in these factors and activities. At the same time, academic staff are supported in creative activities and creative holidays, when it is possible to structure teaching in selected quarters based on an agreement and leave others free for creative activity. Emphasis is placed on the gradual

upbringing of guarantors from younger academics and their career development, see https://www.vsem.cz/data/data/vnitrni-predpisy/Karierni_rad_VSEM.pdf.

Practical training is provided in cooperation with practice. Practitioners are teaching practical lecturers and everything in the classroom emphasizes the involvement of students in corporate practice so that students have the opportunity to apply their acquired knowledge to real problems and to solve the real situations they may encounter in their future practice. These practitioners work especially on optional subjects and Practical Applications. Students have the opportunity to work on real projects during the lessons and to link their studies with practice.

**Criterion 5.2.2 -** In your institution's use of multiple delivery systems and/or your program's use of part-time (adjunct) faculty, your human resource management process must include policies for recruiting, training, observing, evaluating, and developing faculty for these delivery systems.
Explain or describe:
1. how you develop qualified full-time and part-time faculty;
2. how you orient new faculty to the program;
3. how you orient new faculty to assigned course(s);
4. how you provide opportunity for part-time and/or full-time faculty to meet with others teaching the same courses;
5. how you provide guidance and assistance for new faculty in text selection, testing, grading, and teaching methods; and
6. how you provide for course monitoring and evaluation.

New faculty and academic staff undergo an adaptation period of 3 months; for leading positions 6 months. During this period, academics receives initial training, mentoring and support from VŠEM. Every new academic staff is introduced into the work environment and internal regulations, study materials and background to the subject(s) he/she teaches and is obliged to continue with update and development of thought area.

Professional development is supported by the school management, the Information and Advisory Center, the guarantor of the study program and the guarantor of the subject that the academic staff teaches, and by senior academics. Adaptation period is evaluated on the basis of quarterly assessments by both students (following the evaluation of lessons) and by the school management (following the reports and the personal evaluation interview). The assessment is focused on mastering the adaptation process and on concrete advances in academic activities.

To fill the positions of academic staff in accordance with the of Section 17, paragraph 1 of Act No. 111/1998 Coll. on HEIs and on the amendment and supplementation of the Higher Education Act, the Recruitment Rules for the Placement of academic staff of VŠEM were issued.

The University has an established method to train both its full time and part time faculty members, as outlined below:  and consist of the following:

1. New faculty are recruited based on the program needs consistent with the University's Strategic Plan
2. Under the Vice Rector of Studies (Academics), new candidates are identify
3. A Search Committee is created by the Vice Rector that includes faculty and academic managers
4. Suitable are invited to on campus visit and interview
5. A teaching demonstration is required of those suitable for further consideration
6. A recommendation is made to the Rector of the finalist candidate
7. As part of the recruitment process every new faculty member, full time and adjunct undergo an extensive orientation on the mission of the University, methods of teaching effectiveness and mentorship from the various departments and seasoned faculty members.

The selection procedure for academic staff positions is issued by the Rector of VŠEM. Rector can delegate this responsibility to one of Vice-rectors. The selection procedure shall be published in the public media at national level and on VSEM's website at least 30 days before the end of the deadline for submission of applications. The Rector, with the approval of the VŠEM Academic Council, may decide about another method of publication of tender.

The call for tenders shall include the characteristics of the offered position and the activity being negotiated, prerequisites for carrying out activities, the date of start of employment, place and method of application, and a list of required documents.

The applicant has to submit professional CV/resume, overview of the publication activity, list of diplomas (in particular academic and scientific titles, scientific degrees, scientific and pedagogical activities, and current practice).

*Academic staff development strategy*

The University has an established faculty development program as outlined.  The strategic objective of the development of academic staff of the University is to continuously increase program outcomes and pedagogy. The focus is to provide faculty member the opportunity to learn from each other and share best practices, which is done on trimester basis especially for new full time and adjunct faculty.

The aim of VŠEM is to connect high-quality and motivated professionals with a focus on further development, orientation in the current, ever-changing business environment and market, while emphasizing the human aspect and individual approach to students and other employees of VŠEM.

Faculty are being developed and obliged to maintain an overview in the following areas:
- The area of development of pedagogical competencies
- Personal development
- Area of competence development in R & D
- The area of technical competence development
- The area of expertise development
- The area of organizational competence development
- Managerial competence development area

The Career Regulations of the University of Economics and Management contribute to increasing the level and expertise of faculty at the. The career guidance aims to improve the quality of the school and its management, to improve work of academic staff and teachers, and ultimately to improve the learning outcomes of students.

Faculty can choose career paths to perform specialized activities, career path development, and qualification enhancement through further study, habilitation or professorship (doc. And prof. academic degrees), or aspire to a leading position.

*New faculty and academic staff at VŠEM*

In order to ensure the course and evaluation of the selection process, the rector appoints at least a three-member selection board and its chairperson. The Commission shall decide by a vote, by an absolute majority of the members of the Commission, if at least half of the members of the commission is present. The Commission shall present the results of the selection procedure, including the proposed ranking of the tenderers to Rector or the authorized officer to make the decision on the applicant for consideration, no later than 14 days after the meeting.

*Evaluation of academic faculty at VŠEM*

The evaluation of faculty is document in the Faculty Handbook, see https://www.vsem.cz/data/data/vnitrni-predpisy/narizeni_rektora/sbornik_NR.pdf. The evaluation of faculty f is based on quarterly assessments (i.e. on January, May and September of the given year) both by the students (following the assessment of the teaching) and by the school management (following the job reports). Evaluations are performed by the Rector or Vice-Rector for the relevant area. The evaluation is linked to the remuneration of academic staff and is regulated in the employment contract.

The evaluation is focused on:
- level of professional development
- the number and quality of publication outputs
- level and quality of students' education and development
- the number and level of student papers and thesis and their success
- level of R & D involvement
- level of further involvement in organization / management VŠEM
- progress in academic work

Academic staff are motivated for career advancement and may propose, based on their own initiative, possible ways of development. The school management is continuously organizing training of academic staff.

Academic staff are subject to an aggregate annual evaluation when an evaluation interview is conducted with the school management (once every 12 months) where a personal development plan is being discussed and the academic staff demonstrate that they systematically deepen and enhance their professional competencies in line with the latest scientific knowledge and social needs.

The Vice-Rector for the given area is responsible for the management of the academic staff for the fulfillment of the career development plan and its ongoing evaluation. The Personal Development Plan has 2 parts - part of compulsory development and facultative part of individual goals. The Personal Development Plan is approved by the Rector or Vice-Rector. At the same time, VŠEM commits to create the academic staff and the appropriate conditions for fulfilling its compulsory and individual part of the development plan.

*Motivational tools*
For the development of academic staff, the following tools are used:
- Support through the variable component of bonuses, depending on the quarterly rating
- Support through the variable component of bonuses, depending on the annual evaluation
- Motivation program to support publication outputs
- Remuneration of authors of study texts and other study support
- Promoting skills upgrade and time flexibility
- Support for development of language skills through language courses
- Promoting internationalization through study/teaching visits abroad
- Supporting scientific research activities through involvement in grant projects
- Support for applicants for external grants and projects by providing administrative support and administration of projects and applications
- Supporting subjects and programs guarantors and providing administrative support

The table below summarizes the data processing of human resource development. For the given area, the targets and sub-evaluation criteria are described. These criteria allow systematic monitoring of development and improvement in the identified areas.

## Academic staff (new and long-term, full time and part time) development

| Measurable goal | Tools of measurement | Current outputs | Analysis of results | Further development |
|---|---|---|---|---|
| The number and quality of courses provided to academics will be stable or rising. Academics can choose the appropriate training courses themselves, or they will be identified based on student feedback or on demand. | Formative and summative; internal records of courses provided and completed; Outputs from teacher's assessment. | The number of training increases, given the stability of the teachers, their need to undergo basic courses is decreasing, but they are primarily used for new workers. Other academics are educated in specialized fields; using mobility abroad. See Chart below. | Academics can attend relevant courses annually or on the basis of need identified on the basis of a development plan or identified deficiencies. | Courses will continue to be listed as needed. A revision of the courses will be done and unnecessary or not visited courses will be removed. On the contrary, new will be added based on up-to-date modern methods and technologies. |
| Development of teachers' pedagogical abilities in order to eliminate all | Partial assessments by students, internal SIS records and external | The results have an improving trend. Each course and teacher is systematically | The quality of teaching, the teacher and their approach is one of the most fundamental | Teacher assessment and skills will continue to be monitored. The competences of all teachers will |

| | | | | |
|---|---|---|---|---|
| negative assessments of students regardless of area and type of course / subject | evaluation sheets for each course / subject taught. Tutorial presentations of new lecturers, ongoing observation during lessons by management. | evaluated and feedback is shared. It helps continuous improvement. In the case of negative assessments, the co-operation with the teacher re-set, improvements are discussed and if there is no improvement in following periods, the teacher is terminated. | qualities of a private university that both students and stakeholders expect, and these expectations need to be fulfilled. The lessons are regularly evaluated, negative comments are addressed with teachers. | be developed irrespective of their assessment. It is expected to increase the qualifications of all teachers (obtaining higher pedagogical / academic titles); improving the atmosphere during teaching, student-centered learning and emphasis on continuous development. |
| The number of supervised final thesis (bachelor and diploma) assignments per academic worker will be less than 15 for maintaining the adequate quality of the final thesis and outputs | Internal summative statistics of supervised thesis; lists of theses per academic year | At present, the average number of academic papers is 13.3, with a standard deviation of 17. The long-term collaborative external teachers (part time) meeting the legal requirements (Ph.D. degree) and requirements of the internal regulations are also gradually involved in the supervision of thesis. | Inequalities in the volume of thesis supervised are gradually decreasing and the volume of thesis supervised is more equally distributed among the supervisors. This is due to unequal student interest in sub-areas / themes and their preferences with regard to specializations. VŠEM management distributes in the case of above-standard No of thesis to other faculty members. The volume of supervised thesis is taken into account in other academic activities. | Students will be offered primarily supervisors with free capacity. Academics with extraordinary workloads will not receive new students until finalization of previous thesis. New themes of thesis will be continuously published for wider choice among students. |
| The number and types of benefits for employees (faculty) will have a growing tendency | Internal records from Personnel Department, Internal Benefit Offer | Annually, benefits are offered to academic staff. Every year there is an effort to upgrade the current offer, which has been successful in recent years. See Chart below. | Benefits are used by default, with a minimum of 10% added to the standard bid each year. | An analysis will be made to the usage of benefits and to eliminate unused ones; on the other hand, to add the requested benefits, including services for academics and researchers, including consultancy and ethics. |

Number of development courses for faculty
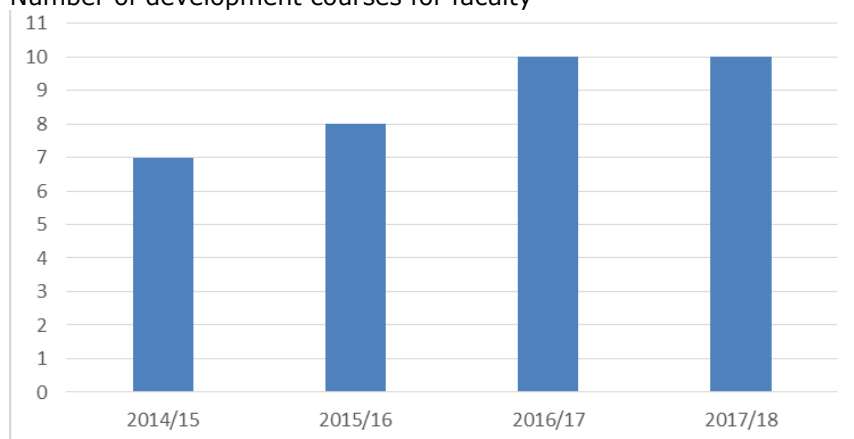


Number of employee benefits
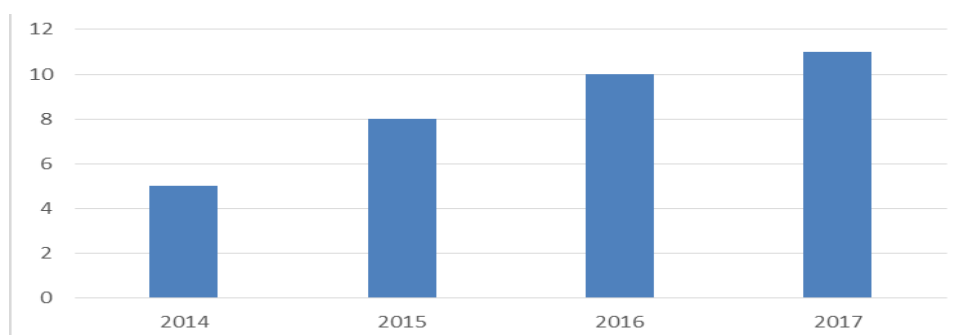


## Standard 5, Criterion 5.3

**Criterion 5.3 -** Faculty Qualifications, Workload, and Coverage

**Criterion 5.3.1** - The composition of faculty must include sufficient academic credentials and business or professional experience to ensure appropriate emphasis on both business theory and practice to meet program objectives.

The University hires both faculty who are academic credentialed as well as those who are qualified based on professional experience. The bulk of the faculty, 28 full time faculty hold doctorate (Ph.D.) and higher degrees in their respective fields. The majority of adjuncts also hold doctorate with significant professional experience. As indicated previously, all full time faculty engage in scholarship on business theory and practices supporting program outcome. Adjunct faculty also publish on business theory and its application.

The faculty qualifications are presented in Figure 5.1, found under the Evidence File tab.

All the teachers/faculty are academically credentialed and qualified according to the stated conditions.
- 100% of full time faculty hold at least Ph.D. and are academically or professionally qualified in Business, Economics or Management.
- 100% of all teaching staff (including part time and adjuncts) are either professionally or academically qualified (or usually both).
- Over 90% of all teaching staff (including part time and adjuncts) are academically qualified (old at least Ph.D. in Business, Economics or Management).

Details are provided in Evidence file in Figures 5.1 to 5.6.

**Criterion 5.3.2.a** - Document every full-time and part-time faculty member teaching courses in the business unit. A recent curriculum vitae (not more than two years old) for all business faculty should be provided in the Evidence File.

Sub-folder under Standard Five in the Evidence File called "Faculty Vitae" was created and all curriculum vitae s of faculty members were attached.

**Criterion 5.3.2.b** - The following levels were considered appropriate:
- At least 80 percent of the undergraduate credit hours in business and 90 percent of the graduate credit hours in business are taught by academically or professionally qualified faculty.
- At least 40 percent of the undergraduate credit hours in business and 70 percent of the graduate credit hours in business are taught by academically qualified faculty.
- One hundred percent of the doctorate credit hours in business are taught by academically qualified faculty.

The levels are as follows:
- As mentioned above, the percentage of qualification of teaching staff is the following (details are in Fig 5.1): As indicated in table 5.3, 100 percent of all undergraduate credit hours are taught by academically or professionally qualified.
- Some 93 percent of credit hours and 75 percent of graduate credit hours are taught by academically qualified faculty.

The criterion 5.3 is fully satisfied for both credit hours for undergraduate and graduate degree programs.


# Standard 5, Criterion 5.4

**Criterion 5.4 - Faculty Deployment** - Each school or program must deploy faculty resources among the disciplines, units, courses, departments, and major fields to ensure that every student attending classes (on or off campus, day or night, or online) will have an opportunity to receive instruction from an appropriate mix of faculty to ensure consistent quality across programs and student groups. For each academic major offered, a school or program must provide sufficient academic leadership at each location where the program is offered to ensure effective service to students and other stakeholders.

Academic leadership for every program is provided by the Academic Council, which consistent of faculty, Vice Rector and Rector. Specifically, the following lead faculty/program director are responsible for each program:

Bachelor of Business Administration - Vice-Rector of Studies (Academics), Dr. Lucie Vnoučková
Master of Science – Dr. Anna Kadeřábková
Master of Business Administration – Prof. Dr. Milan Žák

Deployment pattern is presented in Figure 5.4 found under the Evidence File tab. The faculty is deployed over week days, weekends (full-time and part-time), during the day and online and thus every student have an opportunity to receive instruction from mix of faculty to ensure consistent quality across programs and student groups. All faculty members have regular consultation hours listed on-line at: https://konzultacevsem.cz
Moreover, it is also possible to contact a teacher or consultant (VŠEM academic staff) via email, on-line communicator and possibly also a telephone. All VŠEM teachers/academics are required to provide their contact details to the students at the first lecture; moreover, students are already informed at the beginning of the study that all teachers have an email in the form of name.surname@vsem.cz. Likewise, all teachers have a contact communicator within the school information system (SIS), where students can find them by name and address them directly, see https://formulare.vsem.cz/.
Teachers are required to answer questions and consult with students after each lesson / block of lessons has been completed for a minimum of 30 minutes. In addition, students can also use videoconferencing with teachers to support their studies, see https://www.vsem.cz/videoforum.html.

**Criterion 5.4.1 -** The business unit shall have at least one full-time academically and/or professionally qualified faculty member teaching in each academic program, major, or concentration at each location where the program is delivered.

All faculty members teaching in all three academic program (BBA, MSc., MBA) are both academically credentialed, qualified to teach in their respective programs as outlined in Table 5.4.1.
- All study programs are guaranteed and thought by full-time faculty members, which are all (100%) academically qualified. Part-time and adjuncts are 100% academically or professionally qualified and support full-time teachers in seminars and workshops.
- All academic programs are thought only at main campus VŠEM, i.e. Nárožní 2600/9a, Prague. Therefore, this condition is met.

**Criterion 5.4.2** - The business unit must ensure that sufficient human resources are available at each location to provide leadership (including advising and administration) for each program and that assessment processes are in place to ensure that this leadership is being provided.

All programs are currently taught at one campus where there are both academic leadership, non-academic support and Student Services. All students have access to designate that students can access and seek information and academic and career concerns. Additionally, there are also specific offices on campus to support students which include but not limited to:

There is a Counseling Center for students within the Development Center (https://www.vsem.cz/rozvojove-centrum-vsem.html) in the given areas of study, professional, psychological-pedagogical and legal counseling. Students and coaches are available for coaching studies and other personal issues. VŠEM's counseling center is realized in the form of individual consultations either through written contact, videoconference or in person at VŠEM (for more details please see Criterion 3.5).
Study materials, information texts, instructions for elaboration of papers and thesis, and other documents as well as records from information seminars and study materials for all compulsory and elective subjects of the study program suitably structured for the combined (part-time and distance) form of study and self-study can be found on the intranet/online at VŠEM web pages using the structured search engine: https://www.vsem.cz/e-vyhledavac-vsem.html. Students can download all study materials, including study and teaching texts for free. Students can also use video-learning, where they can find videotapes, interactive tests, glossaries and presentations on all compulsory and compulsory-elective subjects of the study program, see https://videolearningvsem.cz.

Each faculty advising students are provided with a list of these students and are required to report students' academic progress, career concerns and any other information to other administrative offices. Assessment of faculty consultation is monitored and tracked by the University's Consultation and Reservation System, an online line system. This system provides real time information and data on faculty advisement of students.

## Standard 5, Criterion 5.5

The number of faculty in the business school or program is sufficient to effectively fulfill its mission of excellence in educating business students. Details are listed in the Figure 5.5, found under the Evidence File tab which summarizes faculty loads.

**Criterion 5.5.1** - ACBSP considers the following functions to be essential responsibilities of the faculty and staff. Though other qualified individuals may participate in these functions, the faculty must play an essential role in each of the following:
- Classroom teaching assignments
- Student advising and counseling activities
- Scholarly and professional activities
- Community and college service activities
- Administrative activities
- Business and industry interaction
- Special research programs and projects
- Thesis and dissertation supervision and direction, if applicable
- Travel to off-campus locations, and/or non-traditional teaching, if applicable

With regard to Criterion 5.5.1, please address:
  a. how you determine the appropriate teaching load for your faculty;
  b. how you demonstrate that faculty and staff are of sufficient numbers to ensure performance of the above nine functions;
  c. the institutional policy that determines the normal teaching load of a full-time faculty member;
  d. how the combination of teaching and other responsibilities for full- and part-time faculty is consistent with fulfilling all nine functions effectively; and
  e. how your part-time faculty members participate in these essential functions.

The University currently deploy the following in support of its teaching:
  • 26 full time faculty members with doctorate degrees
  • Approximately 48 adjuncts who are both academically credentialed and/or professional qualified
  • There are 10 academic and non-academic staff supporting teaching

Standards regarding faculty teaching loads at VŠEM:
  a. The teaching load for a full time faculty is always lower or maximum equal to 12 credit hours (recalculated from ECTS to US credit system) per semester together for bachelor and master program teaching. Overload teaching has been prohibited. Standards from the national HEI law 111/1998 Coll. Is followed - every teacher can guarantee maximum 3 courses/subjects at bachelor and maximum 3 at master level. VŠEM follows this standard. The teaching load for full time faculty is prescribed by National Law governing faculty load.
  b. Given the full time teaching resources of the University faculty engagement in classroom teaching assignments, student advising and counseling activities, scholarly and professional activities, community and college service activities, administrative activities, business and industry interaction, special research programs and projects, thesis and dissertation supervision and direction, if applicable, are fully satisfied.
  c. The institutional policy that determines the normal teaching load of full-time faculty member is determined by the faculty of the institution in consultation with the Vice Rector for Academics, Rector and in compliance with the National Law of the Czech Republic. The faculty members follows the National law 111/1998 Coll. that there is maximum 20 students on average per teacher. All teachers have an obligation to provide students by consultation hours regularly every month; full-time academics every week. Each teacher can lead maximum 15 bachelor or master thesis at one time, which is listed in internal rules. The teaching staff also have in work contract the duty to mandatory publish at least 2 scholarly or scientific papers per year and they are supported by Motivation Program to publish and focus on research; teachers are also supported by research projects or data for research and publishing. Also, teaching staff is at least in 50% also employed in practice to be able to provide students by actual information from business sector. VŠEM supports teachers in flexible working hours and part-time work on projects, activities for community or in business. Teachers also have an opportunity to gain a grant for travelling to other European universities for free and to learn, teach and make cooperative research in there. Also, scientific conferences are supported and teachers can apply and gain funding for travel and other expenses related to a conference. Thus, the above mentioned nine functions are met. VŠEM follows this standard.
  d. Full-time faculty are mostly oriented on teaching. Other activities take maximum 50% of their time. For part-time faculty members it is the opposite. Maximum 50% of their working hours are filled by teaching hours. When activities relating to the nine functions are required, faculty are granted course release time agreed by the Vice Rector of studies (Academic).
  e. Part-time faculty members have the same contract and obligations as full-time faculty. Thus, they are obliged to meet these criteria.

**Criterion 5.5.2** - A faculty member who is extensively engaged beyond what is normally expected in any one of the nine functions (e.g., one who teaches graduate level courses, has significant administrative duties, directs multiple graduate theses and/or dissertations, or is engaged in extensive approved research) should have an appropriate reduction in other professional responsibilities.

The University complies with the National HEI Law which governs teaching hours, administrative duties, supervision of thesis, and/or other academic or non-academic functions. All teachers are

teaching courses together with other obligations at the maximum level which was listed above (following the National HEI law 111/1998 Coll. and internal rules limiting maximum load and maximum number of students). If a member of teaching staff has other responsibilities, the teaching load is limited for that period or teachers can ask for free semester for other related activities, which is outlined by Motivational Program at VŠEM (see file Motivational_program_academics at Evidence file).

# Standard 5, Criterion 5.6

**Criterion 5.6 - Faculty Evaluation**
**Criterion 5.6.1** - Each business school or program must have a formal system of faculty evaluation for use in personnel decisions, such as the awarding of tenure and/or promotion, as well as retention. This system must also provide processes for continuous improvement of instruction through formative evaluations.
This standard requires justification of personnel decisions based on the mission of the business school or program. The actual system of annual evaluation is within the jurisdiction of the individual school or program. The system of evaluation must provide for some measurement of instructional performance, and should consider related areas as appropriate, not limited to these topics:
   a. How you monitor/evaluate your faculty's teaching.
   b. How you monitor/evaluate your faculty's student advising and counseling
   c. How you monitor/evaluate your faculty's scholarly, professional and service activities + business and industry relations.
   d. How you monitor/evaluate your faculty's development activities.
   e. How you monitor/evaluate your faculty's consulting activities.
   f. How your faculty and staff demonstrate and promote a student focus.
   g. How your compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives, and
   h. How you improve your faculty/staff evaluation system.

Faculty Evaluation at VŠEM:
   a. Faculty's teaching is monitored and evaluated by faculty management (observation during courses; at least once a year per every teacher by vice-rector or equivalent) and also by students. Students provide feedback on every course and every teacher each trimester. The evaluation by students is automatic, students are obliged to fill their evaluation into online system (SIS) when they log in, and otherwise they cannot continue their study. The students´ evaluation is processed by faculty management and outputs are composed into monitoring reports, Quality evaluation documents (accessible online on VŠEM web pages) and teachers are provided by feedback. Any above or below average evaluations are discussed between management (vice-rector and faculty manager) and teachers and they are either appreciated or the problem is addressed and plan for change is designed including necessary steps for improvement. All these policies are listed in internal rules and public on web pages (i.e. https://www.vsem.cz/data/data/vnitrni-predpisy/narizeni_rektora/sbornik_NR.pdf, https://www.vsem.cz/data/data/vnitrni-predpisy/Karierni_rad_VSEM.pdf, https://www.vsem.cz/data/data/vnitrni-predpisy/rvr.pdf, https://www.vsem.cz/data/data/sis-soubory/Pro%20lektory/motivacni_program_2018.pdf, https://www.vsem.cz/data/data/vnitrni-predpisy/Pravidla_zajistovani_kvality.pdf).
   b. Faculty's advising and counseling is monitored and reports are made utilizing the University Consultation Reservation System (www.rezervacevsem.cz). Students are obliged to make written notice and feedback on the effectiveness of the sessions. The feedback is evaluated as listed above.
   c. Faculty's scholarly, professional and service activities, business and industry relations are monitored yearly during evaluation interviews and teachers are also obliged to provide actual list of activities (professional, scholarly and others) every academic year and this information is publicly accessible on VŠEM web pages. Any above or below standard activities are again discussed between management (vice-rector and faculty manager) and teachers and they are either appreciated or the problem is addressed and plan for change is designed including necessary steps for improvement.
   d. Faculty's development activities are monitored at yearly evaluation (details are the same as above). Teachers are supported by Motivational Program to higher their qualification and they are provided by financing of their development, grants, projects, research, study or

teaching at other universities, financing of necessary activities and free time for study. The Program is always online accessible on web pages and teachers can ask for support every trimester. Faculty are also remunerated for every peer reviewed publication and attendance at professional conferences. A record of these are maintained in the Academic Management Officer.

e. Faculty's consulting activities are monitored by systemic feedback and interviews and during the annual review process, where faculty document their consulting activities. These are also reported in monthly reports to the Academic Management Officer.

f. Faculty and staff demonstrate and promote a student focus by open communication, flexible working and consultation hours, possibility to study or consult online or in person, by providing all study materials online and also by video-learning, students can ask for advice in Consultation Center and feedback on any activities (teaching or others) is constantly solved and addressed, all consistent with the Mission of the University.

g. Faculty and staff are compensated on their individual accomplishments in the areas of teaching, publication and service to the University and/or community. These recognitions done three times a year, per every trimester. The compensation and recognition approaches for individuals and groups, including faculty and staff, reinforce the overall work system, student performance, and learning objectives by flexible rewards and bonuses (every trimester all teachers and faculty activities are evaluated and additional bonuses are added to their salary). Active faculty are also provided by benefits.

h. The improvement of faculty/staff evaluation system takes place every academic year based on reflection of previous activities and its success. Management of faculty (vice-rectors and managers) are meeting to upgrade the evaluation system based on feedback and suggestions addressed during the past academic year. Changes are made into the evaluation forms and processes. New system is valid at the start of the new academic year.


## Standard 5, Criterion 5.7

**Criterion 5.7 - Faculty and Staff Operational Procedures, Policies and Practices, and Development**
**Criterion 5.7.1** - Each institution (school or program) must have a written system of procedures, policies, and practices for the management and development of faculty members. Written information on all of these must be available to faculty and staff members.

a. Attach under the Evidence File tab above or link a copy of your Faculty Handbook, or equivalent, and explain here how it is disseminated in your institution. If the information you present does not address these bulleted items, please explain why not.
   o Faculty development, including eligibility criteria
   o Tenure and promotion policies
   o Evaluation procedures and criteria
   o Workload policies
   o Service policies
   o Professional expectations
   o Scholarly expectations
   o Termination policies
b. Explain how your institution improves these procedures, policies, and practices.

Faculty and Staff Procedures and Policies at VŠEM:
a. Written system of procedures, policies, and practices for the management and development of faculty members:
   • VŠEM has all policies listed in Career Plan (see https://www.vsem.cz/data/data/vnitrni-predpisy/Karierni_rad_VSEM.pdf). This document contains: Faculty development, including eligibility criteria, tenure and promotion policies, evaluation procedures and criteria.
   • Additional information are listed in Internal Rules for Academic Staff (https://www.vsem.cz/data/data/vnitrni-predpisy/narizeni_rektora/sbornik_NR.pdf). This document contains: Professional expectations, Scholarly expectations.
   • Motivational Program (https://www.vsem.cz/data/data/sis-soubory/Pro%20lektory/motivacni_program_2018.pdf).
   • All internal documents related to faculty (teachers) are available at: https://www.vsem.cz/pro-lektory.html. This web site contains: Service policies,

information, other documents (Motivational program, instructions, news, internal regulations).
- Termination and workload policies are determined by National Czech Republic's law and as such the University complies with this policy (Law 262/2006 Coll. and 111/1998 Coll.).

Note: Faculty Handbooks are password protected. For evaluators, it is possible to use the following:
User name: hodnotitel.hodnotitel@infovsem.cz
Pass: HodVsem2019

In the above mentioned documents, all information are provided. Also, main requirements are listed directly in work contract and its attachments (Rules for Academic staff). Each academician or teacher has to sign it to confirm his/her knowledge and understanding.

    b.  Improvement of procedures, policies, and practices:

Policies are revised on yearly basis and actualized per each academic year based on reflection of previous activities and its success. Management of faculty (vice-rectors and managers) are meeting to upgrade the evaluation system based on feedback and suggestions addressed during the academic year. Additionally, national and international trends and rules or regulations are taken into consideration while implementing changes into the policies and programs. New system is valid at the start of the new academic year.


**Criterion 5.7.2** - Each business school or program must provide an opportunity for faculty and staff development consistent with faculty, staff, and institutional needs and expectations. Part-time faculty should participate in appropriate faculty development activities.

In addressing Criterion 5.7.2, please describe or explain:
- a. how you determine faculty and staff development needs;
- b. what orientation and training programs are available;
- c. how you get input from the faculty and staff about their development needs;
- d. how you allocate faculty and staff development resources;
- e. how you make development activities available to part-time faculty; and
- f. whether the faculty and staff development process employs activities such as sabbaticals, leaves of absence, grants, provision for student assistants, travel, clerical, and research support, etc.

Opportunities for faculty and staff development at VŠEM:
- a. VŠEM develops teaching staff according to their current needs. Those are raised during interviews individually, or in group faculty meetings. All academicians can send their needs or suggestions directly to vice-rectors any time. Those issues addressed are than discussed on monthly management meetings and then actions are taken during the academic year. All information are available for teaching staff at: https://www.vsem.cz/pro-lektory.html.
  Note: Faculty Handbooks are password protected. For evaluators, it is possible to use the following: User name: hodnotitel.hodnotitel@infovsem.cz, Pass: HodVsem2019
- b. Every new member of teaching staff is provided by orientation by Vice-Rector and manager to gain basic information about university, teaching and administration processes. For all teachers, the following training programs are available:
  - Publishing courses
  - Language courses
  - Statistics
  - Teaching methods and skills
  - Technology use
  - Research projects
  Teachers can send their personalized requests to specific development needs. The procedure of implementation is the same as described above.
- c. Needs for development are drawn from individual yearly interviews, or from group faculty meetings. All academicians can send their needs or suggestions directly to vice-rectors any time. The procedure of implementation is the same, as described above.
- d. Resources are allocated based on financial plans in grant projects or based on requests per Motivational Program. Additional resources can be added based on individual request. The resources are taken from the University budget.
- e. Part-time faculty have the same opportunities as full-time. All other support is based on personal request and approval by management.

f. Teachers have the following opportunities for support of their development:
- Sabbaticals – teaching exchange within Czech, European or other universities
- International conferences – support to share and gain knowledge
- Leaves of absence – time for self-development, study time and for writing final thesis (doctoral, associate professor etc.)
- Grants – all teachers can apply for grants and projects; rules and documents are public for them at: https://www.cesvsem.cz/grantova-soutez.html.
- Travel – possible to travel for conferences, teaching, educational policies and quality in education to workshops, round tables etc.; available on request with specification of the concrete event
- Research support – publication workshops and courses, consultations, groups for authors, support for journal choice, suggestions for conferences and academic writing

# Standard 5, Criterion 5.8

**Criterion 5.8 - Scholarly and Professional Activities**
**Criterion 5.8.1 - Scholarship**
Faculty members must be actively involved in professional activities that will enhance the depth and scope of their knowledge and that of their disciplines, as well as the effectiveness of their teaching. The institution must demonstrate a reasonable balance of scholarly and professional activities by the faculty as a whole consistent with the stated institutional mission.
To demonstrate compliance with Criterion 5.8.1., describe or explain:
- the types of scholarly research in which your faculty members are involved;
- the publications in which your faculty members have recently published; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

All teachers must be according to the National Czech standards also researchers and publish scholarly and scientific papers on regular basis. Additionally, all full-time faculty have to have at least Ph.D. Therefore, this condition is met, because they cannot apply for teaching position without this background and constantly filling these conditions. They also have in their work contract the obligation to publish at least 2 scientific papers per year. They have to widely read and publish and to be intellectually engaged in their fields (fields they are teaching). Specifically, the faculty engages on the following scholarship:
- Scholarship of discovery
- Scholarship of integration
- Scholarship of teaching
- Scholarship of application

Academics also are developed and monitored in the way they teach and treat students. The efficiency and adequacy of their teaching is than evaluated by students and managers (by observation). If necessary, improvement is suggested. But based on long-term cooperation between academic staff and VŠEM the feedback is very positive and just BRIEF suggestions are made and teachers can improve their methods continuously. Teachers are also obliged to develop and upgrade every year their teaching materials, study texts and video-learning for students. Each of these activities are documented in internal information system and assessed (peer review process, all in written and documented, stored within internal system or materials, on university servers).

Research activities are carried out at the main workplace of VŠEM; the University of Economics and Management was included in 2014 in the list of research organizations meeting the statutory criteria (Act No. 130/2002 Coll.). Research activities are also carried out by the Center of Economic Studies of VŠEM, which is also included in the list of research organizations meeting the legal criteria (Act No. 130/2002 Coll.), And the Center for Innovation Studies of VŠEM.

VŠEM regularly lists research and development projects involving students under the guidance of academics and practitioners. For more details, see the Self-Assessment Report (https://www.vsem.cz/data/data/vnitrni-predpisy/zprava_o_zajistovani_kvality_2018.pdf).

The framework of scientific and research activities of CES VŠEM:
- Scientific journal Economic papers, ISSN 1804-4166; the journal has been published since 2005 under the title Bulletin VŠEM; since 2012 it has been published with a periodicity of 3 issues a year in cooperation with CES VŠEM and VŠEM; since 2013, the magazine has been included in the EBSCO database.

- Monograph Competitiveness of the Czech Republic (monographs published since 2005).
- The VŠEM publishing house publishes professional publications in the fields of economics, management, human resources, finance, marketing and other related fields. The scientific editors guarantee the expertise and quality of the texts published by the publishing house as peer-reviewed publications.

The types of scholarly research in which faculty members are involved:
- Contract research of the **Center of Economic Studies of VŠEM** - the aim of contract research is to:
  a) elaboration of analysis of the economic status of the monitored organizations according to a specific assignment based on the type, size and sector (specification according to a specific assignment),
  b) elaboration of management model, including the human resources management of the monitored organizations (type and scope according to the particular assignment),
  c) elaboration of methodology for evaluating impact of the organization's activities in the field of marketing (type and scope according to the particular assignment)
  d) processing the process of selecting, maintaining and working with talented employees in the monitored organizations (type and scope according to a specific assignment),
  e) elaboration of interim and final research reports from the project elaboration.
- **StartUp VŠEM** - research obtains data for the implementation of startup and development projects, which serve as an incubator to support research outputs, including recommendations for the implementation and evaluation of the potential use of given outputs and results of individual projects, evaluation of the current situation in the field and determination of added value for a particular area with solution and suggestions.
  Outputs are provided in accordance with the requirements of the specific customer, namely:
  a) Partial and final project evaluations and analyzes are used to gain an overview of selected issues, market or industry, to provide a functional tool for project implementers, project participants and the public and help to promote specific project results in a competitive environment.
  Activities: 1) evaluating the benefits (including cost-effectiveness) of the capacities created to improve the quality and performance of the actors, tools, solutions or sub-projects supported by them; 2) evaluating the impact of outputs of supported actors, instruments, solutions or sub-projects; 3) evaluation of the impact of networks created / supported by the project.
  b) Processing of interim and final research reports from the project solution.
- **Bizzmachine** - the contract research aim at activities enabling comparative analysis and structuring of data, formulation and verification of statistical hypotheses, regression analysis and identification of correlation and causal dependencies, including development trends and prediction of further development of relationships between data entities with the possibility of use in all professional areas implemented within the study structure program.
- **Virtubio** - research aims on the identification of transferable cross-sectional competencies and their measurement among applicants and students of VŠEM.
  **Mathematics VŠEM** - project aims to provide an interesting form of high quality mathematical education and thus increase the mathematical literacy especially of contemporary high school students. The project is divided into seven key activities. In the course of the project implementation, the innovation of the educational program was prepared in detail, methodically and in terms of content, testing, implementation, continuous improvement on the basis of feedback, promotion and dissemination across target groups - secondary teachers, secondary school students - were (and continues to be) implemented.
  https://www.matematikavsem.cz/
  Follow-up ongoing projects Mathematics VŠEM see:
  https://www.cesvsem.cz/matematika-vsem-diferencialni-pocet.html and https://www.cesvsem.cz/linearni-algebra.html
- An overview of all solved **projects at VŠEM** can be found at https://www.vsem.cz/vyzkum-a-projekty.html, or https://www.vsem.cz/prehled-projekt.html

The publications in which faculty members have recently published:
  a. Recently used scientific journals (SCOPUS database, Web of Science, EBSCO or ERIH):
  - Acta Universitatis Agriculturae et Silviculturae Mendelianae Brunensis
  - Journal of Competitiveness
  - Statistics and Economic Journal
  - Political Economics

- Prague Economic Papers
- Scientific Papers of the University of Pardubice, Series D
- Baltic Journal of Management
- E+M
- Open Engineering
- Trends in Business
- Economics Review
- International Business Information Management Association Conference
- Litera Scripta
- Business & IT
- Engineering Economics
- Economics & Sociology
- Economic Annals
- Business: Theory and Practice
- Quality Innovation Prosperity
- Review of Economic Perspectives
- Agricultural Economics
- Periodica Polytechnica Social and Management Sciences
- DANUBE: Law, Economics and Social Issues Review
- Journal on Efficiency and Responsibility in Education and Science
- Perspectives - Journal on Economic Issues
- Security Theory and Practice
- Scientia et Societas
- Acta academica  Karviniensia
- Acta Universitatis Bohemiae Meridionales
- Journal of Marketing & Human Resource Management
- Economic Journal
- Journal of Economics and Management
- Trakia Journal of Sciences – Series Social Sciences

b. Books – publishing houses with scientific council and peer review:
- Grada Publishing
- Wolters Kluwer
- Palgrave Macmillian
- Management Press
- University of Economics and Management
- Melandrium
- Technical University
- De Gruyter Open
- C. H. Beck
- Academy of Science CR
- Economic Institute
- Prognostics Institute
- Gaudeamus
- Ministry of Social Affairs

c. Scientific conferences listed in Web of Sciences, SCOPUS database or CPCI:
- International Days of Statistics and Economics
- Scientific Conference on Agrarian Perspectives
- International Scientific Conference Economics, Management and Technology in Enterprises
- International Conference Efficiency and Responsibility in Education
- Global Scientific Conference: Management and Economics in Manufacturing
- Theoretical and Practical Aspects of Public Finance
- International Scientific Conference „European Financial Systems"
- Hradec Economic Days
- Liberec Economic Forum
- Knowledge for Market Use
- International Conference on Economics and Social Sciences
- International Conference Innovation Management, Entrepreneurship and Sustainability
- Social Innovations: Theoretical and Practical Insights
- Conference on Management (ICoM) - Trends of Management in the Contemporary Society
- Global agribusiness and rural economy

- International Atlantic Economic Conference
- Conference on International Business
- Conference on Marketing and Business Strategies for CEE

Improvement, balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

- All teachers are active academically (mandatory research activities in their work contracts and internal rules) and also professional activities are supported (part-time jobs and consultancy). Most of teaching staff also have experience or regularly work in practice to share their experience with students and to fill the mission of VŠEM.
- Cooperation with practice has been considered to be one of the main priorities of activities in all basic areas of activities (teaching, development, research) since the beginning of the activities of VŠEM. This connection with practice includes the use of practitioners within the teaching process itself, where at present VŠEM graduates are also able to do so, who in most cases hold the appropriate professional/managerial functions, or they are owners of companies, but also the involvement of VŠEM students in the implementation development projects.
- VŠEM monitors, analyzes and evaluates the constantly changing requirements of the application sphere and adjusts its strategic plans accordingly. In order to facilitate the transfer of this information in the area, an Initiative and Advisory Board of the Rector's Committee was set up. In addition to academic representatives and representatives of the VŠEM management, other important experts from the academic, business and nonprofit areas are members of this committee. Subsequently, the management of VŠEM implements the suggestions made at the meetings into strategic plans and, together with academic staff, adapts the concepts of teaching to respect the needs of practice and employers' requirements.
- With regard to the fact that all the thesis and student papers are focused on solving a real problem from practice, VŠEM cooperates with dozens of companies from all over the Czech Republic. E.g. in 2018, practitioners consulted or reviewed more than 400 papers and are regularly invited to committees of students presentations. Expert departments, faculty members, both individually and in teams, participate in projects realized in cooperation with the commercial sector.

## Criterion 5.8.2 - Professional Activities

The concept of 'actively involved' intentionally implies that meeting attendance, though desirable as a professional activity, is not sufficient to demonstrate active engagement in scholarship.

As mentioned above, faculty members are continuously and actively engaged in scholarship and professional development activities. The teaching staff is involved in activities such as consultancy and problem solving or evaluation in the private or public sectors (e.g., professionally related consultation, policy and process analysis, etc.). Faculty members are also part-time working in business and thus attend and participate in professional meetings and performing in leadership roles in professional organizations. Faculty also provides consultation and mentorship for start-up and young businesses and small to medium enterprises. Coaching of managers and employees is also provided by faculty members.

For details please see Evidence file, Figure 5.6.

**Criterion 5.8.2.a** - To demonstrate compliance with Criterion 5.8.2, please describe or explain:
- professional activities in which your faculty members are involved; and
- how you improve the balance and degree of faculty involvement in scholarly and professional activities that support the fulfillment of the institution's mission.

VŠEM involvement in professional activities:
- The teaching staff is involved in activities such as consultancy and problem solving or evaluation in the private or public sectors (e.g., professionally related consultation, policy and process analysis, etc.). Faculty members are also part-time working in business and thus attend and participate in professional meetings and performing in leadership roles in professional organizations. Faculty also provides consultation and mentorship for start-up and young businesses and small to medium enterprises. Coaching of managers and employees is also provided by faculty members.

- Professional activities are supported (part-time jobs and consultancy). Most of teaching staff also have experience or regularly work in practice to share their experience with students and to fill the mission of VŠEM.

**Criterion 5.8.2.b** - Summarize each faculty member's scholarly and professional activities for the last three years in a table similar to Figure 5.6 found under the Evidence File tab.

Details per each faculty member is listed in the Evidence file, Figure 5.6.

### 5.8.3 Scholarship for Doctoral Programs

All teachers providing education to doctoral students are academically qualified (holds Ph.D. and Assistant professor or Professor Degree in Economics, Management or Business) and actively participate in the scholarship of teaching, discovery, integration, or application. Details are in Evidence file (Standard 5). The University is not currently seeking accreditation for its doctorate program.

# Standard 6

All VŠEM graduates receive a general exposure to economics, management and business subjects. Other than that, specializations into Management, Business Economics, Marketing, Finance and Human Resources are provided. The graduates gain knowledge and skills in the complex relationships that exist between business, government, and consumers, and a basic knowledge of the functional areas of business.

Financial, material and information resources, including facilities, library and other learning resources, equipment including technologies, computing hardware and software are adequate to support a strong curriculum and excellence in teaching.

VŠEM provides clear policies and procedures addressing the areas of recruiting, admitting, and retraining its students.

The Criterion is further described in the *Evidence File* and *Criterions of Standard 6*.

# Standard 6, Criterion 6.1

**Criterion 6.1** - Educational Design and Delivery
This section examines the key learning-centered processes that create student, stakeholder, and organizational value. Emphasis is on how processes are designed, delivered, and improved to maximize student learning and success.

VŠEM has an internal quality assessment system in place. Ensuring the quality of the study program is understood as a long-term process of continuous interaction between the personnel and technical organizational security of the study and its content, linking the theoretical-methodological and application characteristics of individual subjects. At the same time, the process of quality assurance is inextricably linked to the quality evaluation system of the study program, in particular through internal and external evaluation procedures, which are considered as a source of incentives to improve the current quality of the activities of VŠEM.

Responsibility for the quality of educational activities, creative activities and related activities is carried out in accordance with the Quality Assurance Scheme of Educational, Creative and Related Activities submitted by the Chairman of the Internal Assessment Board before submitting the proposal to the Academic Council. The activities of the Internal Quality Assessment Board are specified in more detail in the internal Rules of Quality Assurance in Educational, Creative and Related Activities.

The way to achieve these qualitative goals is to focus on the appropriate level of members of the teaching staff, whose selection is based on the long-term experience of VŠEM.

The application character of the study is strengthened by a systematic cooperation with practice, especially through contacts with students' employers, cooperation within professional organizations and openness of projects implemented by VŠEM external review, including undergoing accreditation and evaluation procedures at national and international level.

Cooperation with practice is considered to be a priority in all basic areas of activity of VŠEM. The cooperation with companies is mainly based on the use of practitioners as lecturers, and at present this is also facilitated by graduates of VŠEM who, in many cases, hold managerial positions or are business owners. VŠEM puts emphasis on the involvement of lecturers in business practice so that students have the opportunity to apply acquired knowledge to real problems and solve real situations they may encounter in their future practice.

VŠEM is interested in following the requirements of the application sphere and adjusting its strategic plans accordingly. In order to facilitate the transfer of information in this area, the Initiative and Advisory Board of the Rector's Committee was established. The members of the VŠEM Rector's Committee are, in addition to academic representatives and representatives of the school management, prominent experts from the academic or commercial sectors. The motions created at the management meetings of VŠEM are implemented in strategy and development adjustments, and together with academic staff they are implemented and adjusted to teaching concepts and adapting them to practice and requirements of employers.

## Criterion 6.1.1. - Educational Design
The business school or program must describe and explain its approach(es) to the design of educational programs and offerings, its method(s) of making curricular changes related to the business school's or program's mission statement and strategic plan, and its use of student and stakeholder input in these processes.

VŠEM study programs are guaranteed by guarantor in accordance with the rules set by the Higher education institution's Act No. 111/1998 Coll. and internal regulations: the guarantor can only be an academician who coordinates the content preparation of the study program, supervises the quality of its implementation, evaluates the study program and develops it. Only an academician with Ph.D., Associate Professor (doc.) or Professor (prof.) degree may be the guarantor of the program and have to be full-time faculty member with adequate research and practical activities in past 5 years.

VŠEM ensures the quality of educational activities in study programs and related creative (publishing) activities. All those activities are subject to regular assessment (internal by Academic and Scientific Committee, VŠEM Rector, Vice-rectors and management and external by Czech National Accreditation Bureau).

Approaches to the design of educational programs and offerings are drawn from the Rector´s advisory Committee, feedback from students´ survey and graduates´ survey, and output from Academic Council meetings. Faculty are the driving force behind curricula changes. The process and method to design new and/ or changes of educational programs and offerings is the following:

1. Academic Council and management of VŠEM suggests changes or new study program (based on feedback from stakeholders and business environment). Basic structure, content and draft of curriculum is suggested and agreed.
2. The structure and content is created based on the following:
   a. The prevailing subjects and their content have to be in management and economics; the sum of credits and the focus of study subjects have to be predominantly subjects focused on management, finance, marketing, law and human resources management; the study program is generally designed as managerial rather than economic; economics provide the necessary basis for further management studies. Programs are constructed based on ISCED-F 2013 which determines main subject of the program (i.e. more than 50%) and predominant part of the intended time of study, including study credits. Study programs at VŠEM are focused on business (CPC) in at least 70%. Similarly, the time spent on lectures and seminars, on projects and written works are taken into account. Students are expected to select written papers and final theses in the area of compulsory elective courses, which student chooses according to his/her specialization and which are concentrated in the area of ISCED-F 04.
   b. The content of theoretical knowledge in compulsory and compulsory-elective courses (CPC subjects) including the content of final exams are more than 60% focused on management (including administration, marketing, business, law, human resource management and finance).
   c. Purpose of study and expected use of acquired knowledge, skills and abilities is focused on preparation of managers and profile of graduate is also concentrated as preparation for performance of managerial profession, eventually application of graduate in administration, consulting, marketing and in human resources management.
   d. Objects of interest are chosen due to the long-term interest of students and applicants (and employers and families of students) for specialized subjects in higher grades focused on management, marketing, administration, which the study program contains mainly in compulsory-elective courses, CPCs are taught as a basis and theoretical preparation for the subsequent effective subjects.
   e. Methods and Techniques for Applying Skills and Knowledge - graduates of the degree program are primarily encouraged to be capable of managerial or administrative professions and are provided both with theoretical knowledge, and also trained to develop skills and general competences. Also, programs are designed to provide graduates by tools and techniques to effectively manage organizations.
3. The intention of the study program development, its rationale and the expected number of applicants for study and information on the expected employment of graduates of the study program on the labor market is analyzed.
4. Vice-rector for Studies is responsible to precise the curriculum content and to manage faculty to provide new or innovative content of subjects, design of learning outcomes, learning materials and support sources for students.
5. The new design of study program includes the name of the study program, its type, form and objectives; indication of the profile of the study program and the profile of the graduate of the study program, characteristics of study subjects, design and conditions of study plans, or the length of practice realized, standard length of study at an average study load

expressed in academic years; conditions that a student must fulfill during his/her studies in the study program including the content of final examinations; and the degree awarded.

6. The study plan is finalized to specify the time and content sequence of study subjects, the forms of study and the method of verifying study results.
7. To innovate all course and curriculum content, the inputs from the following stakeholders are taken into consideration: students´ evaluation, students´ suggestions and requests, graduates´ interviewing, cooperation with companies and organizations, cooperation with employers.
8. Faculty members provide syllabuses and their CVs/resumes for the newly designed or innovated study program.
9. All materials including description of sources (financial, labor, information, financial, material and technological) are listed to provide adequate support for study program.
10. Self-evaluation report is made to describe sufficiency and quality of study program.
11. Final document is again reviewed by Academic Council and management of VŠEM. The Council discusses, according to a predetermined program, the areas that are submitted by Rector or Vice-Rector. The Council have to follow the program presented at a given meeting. The approval is only given when majority of all Council members agrees to the proposal. Minutes are taken from the meetings of the Academic Council and the conclusions of the meeting. The Council meetings are not public, only members of the Council can attend; guests can attend when they are previously agreed by Rector.
12. When Academic Council agrees to the proposed program or its innovation, it is send to external evaluation process (National or international accreditation).

Please see also Figure 6.1. under the Evidence File tab.


# Standard 6, Criterion 6.1.2

**Criterion 6.1.2. - Degree Program Delivery**
To fulfill this criterion you must provide the following information:
- the length of time that it takes for a full-time student to complete the degree (both as cataloged and actually, on-average);
- the program delivery methods employed in each program (classroom, correspondence, independent study, computerized distance learning, etc.);
- the number of contact (or coverage) hours required to earn three (3) semester hours (four quarter hours) of credit;


Program delivery at VŠEM is the following:
- The length of time that it takes for a full-time student to complete the degree is 3 years for Bachelor, 2 years for Master and 13 months for MBA study program.
- The program delivery methods (for all programs) are: classroom - lessons, workshops, seminars, exercises, individual consultations, excursions, independent and self-study of study texts and materials, project work, seminar papers, thesis and paper writing, computerized online and distance learning, video-learning, e-learning, self-testing.
- The number of contact hours to earn three semester hours: 45 contact hours (6 ECTS) consisting of: 20 hours in classroom per lecture, 12 hours of workshop/seminar, 10 hours of discussion, 3 hours of project work (individual consultations in-class); plus 3 hours of video-learning and 2 hours per self-testing. These are standards equivalent to the Carnegie Credit Hours units.

Lectures and seminars/exercises are connected for all subjects and are taught in 3-hour blocks, which include both lecture and seminar/exercise. Students take a 90-minute lecture and after a break, the seminar/exercise takes 90 minutes. In total, there is 1 training block where the seminar is used to consolidate and practice knowledge, skills and competences presented immediately after the lecture.

Students can contact teachers using several forms:
The basic communication channel is a personal (face to face) consultation (see the possibility of booking via https://rezervacevsem.cz), it is also possible to contact a teacher or consultant (VŠEM academic staff) via email, communicator and possibly also a telephone. All VŠEM teachers/academics are required to provide their contact details to students at the first lecture; moreover, students are

informed at the beginning of the study that all teachers have an email in the form of name.surname@vsem.cz. Likewise, all teachers have a contact Communicator within the university information system (SIS), where students can find teacher by name and address him/her directly, see https://formulare.vsem.cz/ (possibility to change the language at the top of the page).

All tutors have their own consultation hours, but they can also arrange an individual consultation outside the consultation hours. Teachers are required to answer questions and consult with students after each lesson / block of lessons in a minimum of 30 minutes. In addition, students can also use videoconferencing with teachers to support their studies, see https://www.vsem.cz/videoforum.html (also in English).

There is also a Counseling Center for students in the Development Center (https://www.vsem.cz/rozvojove-centrum-vsem.html) in the given areas of study, professional, psychological-pedagogical and legal counseling. Students and coaches are available for coaching studies and other personal issues. VŠEM's counseling center is realized in the form of individual consultations either through written contact, videoconference or in person at VŠEM.

Study materials, information texts, instructions for elaboration of written papers and other documents as well as records from information seminars and materials for all compulsory and compulsorily-elective subjects of the study program suitably structured for the combined form (part-time or distance students) and self-study can be found on the intranet of VŠEM using the structured search engine: https://www.vsem.cz/e-vyhledavac-vsem.html. Students can download all study materials, including study and teaching texts for free. Students can also use video-learning, where they can find videotapes, interactive tests, glossaries and presentations on all compulsory and compulsory-elective subjects of the study program, see https://videolearningvsem.cz (possibility to change the language at the top of the page).

Please see also Figure 6.2 found under the Evidence File tab.


## Standard 6, Criterion 6.1.3


**Criterion 6.1.3. - Undergraduate Common Professional Component (CPC)**
Programs that include a B.A. (with a business major), B.S. (with a business major), B.B.A., B.S.B.A., or objectives that imply general business preparation with or without a functional specialization must include coverage of the Common Professional Component (CPC) at the level prescribed by the ACBSP. The CPC as outlined below must be included in the content of the courses taught in the undergraduate programs of all accredited schools and programs. Each CPC area must receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent), or approximately 30 coverage hours.

All VŠEM programs are designed to include coverage of the Common Professional Components receive a minimum coverage of two-thirds of a three (3) semester credit-hour course (or equivalent – ECTS credit system is used), or approximately 30 coverage hours for all fields in Functional Areas (Marketing, Finance, Accounting, Management, and Human Resources Management), Business Environment (Legal Environment of Business, Economics, Business Ethics and Global Dimensions of Business), Technical Skills (Information Systems and Statistics) and Integrative Areas (Business Policies and synthetization and application knowledge and skills from an organizational perspective).

Please see also Figure 6.4 (example of syllabus) and 6.5 found under the Evidence File tab.
All Course Syllabuses are in the Evidence File in folder "Course Syllabuses".


## Standard 6, Criterion 6.1.4

**Curriculum 6.1.4.a. - Curriculum Design Beyond CPC**
For each program or major, curriculum design must provide breadth and depth beyond the Common Professional Component through advanced and specialized business courses and general education and elective courses, all aimed at meeting student and stakeholder expectations and requirements. Use Figure 6.6 found under the Evidence File tab above to support your presentations for Criterion 6.1.4.a.

VŠEM study programs provide various electives subjects beyond CPC and core subjects based on preferences of students and graduates (drawn from surveys and interviews) and other stakeholders

(employers, families, practitioners, external evaluators, Rector´s Committee etc.). In those electives subjects students can broad and deepen their curriculum and focus on preferred areas of expertise. Also, most of the courses are oriented on practical skills using workshops and work on projects in groups. Moreover, the lecturers are in more than 50% practitioners and managers to provide students with relevant insight into practical use of their skills, knowledge and application. Students are during those courses lead to use their innovative thinking, curiosity of various subjects, creativity, independent work and team work during preparation of real projects for real case companies.

The curriculum design can be found on public web pages: https://en.vsem.cz/study-programmes.html (on the right side of web page there is menu for Bachelor, Master and MBA courses; clicking on them and their specialization, concrete study plan shows up).

Please see Figure 6.6 found under the Evidence File tab. All Course Syllabuses are in the Evidence File in folder "Course Syllabuses".

### Curriculum 6.1.4.b. - Curriculum Design for General Education

Schools of Business and programs should demonstrate a sufficient foundation in general education, which should generally be the equivalent of 40 percent of the hours required for the degree. Communication and critical thinking skills should be addressed.

VŠEM study programs provide sufficient foundation in general education, which is minimum equivalent of 40% of the hours required for the degree. Students are provided with communication and presentation skills, with background in Psychology, Sociology, Law and Environment to gain adequate knowledge for decision-making in business. Their intellectual capacity is built in these subjects to be able to orient themselves and their organizations in competitive environment nationally and globally.

The curriculum design can be reflected on public web pages: https://en.vsem.cz/study-programmes.html (on the right side of web page there is menu for bachelor, master and MBA courses; clicking on them and their specialization, concrete study plan shows up).

Please see Figure 6.6 found under the Evidence File tab. All Course Syllabuses are in the Evidence File in folder "Course Syllabuses".

## Standard 6, Criterion 6.1.5

### Curriculum 6.1.5. - Other Business-related Program

Other business-related programs must include sufficient coverage of undergraduate CPC topics to meet the long-term needs of students and other stakeholders. Other business-related programs that lead to bachelors or master's degrees must have a minimum of 25 percent of the total undergraduate curriculum devoted to business. Other business-related programs might include programs such as sports management, master of science in management, hotel and motel management, computer information systems, etc.

Not applicable. VŠEM does not run other Business-related programs.

## Standard 6, Criterion 6.1.6

### Criterion 6.1.6. - Curriculum Design in Graduate Programs

Master's degree programs in business should require at least 30 semester credit hours or 45 quarter hours (or equivalent) of graduate level work in business coverage beyond the basic undergraduate Common Professional Component (CPC). The undergraduate CPC (excluding the comprehensive or integrating experience) may be determined through a competency based evaluation or by completing undergraduate or graduate courses. The 30 semester credit hours (45 quarter hours) of graduate-level work beyond the CPC topics normally should be in courses reserved for graduate students. The Master's degree program may be either a general degree (such as the MBA) or a specialized degree (such as a Master's in Accounting). If the institution offers a specialized master's degree in business, at least 15 credit hours should be in the area of specialization.

Master's degree and MBA and programs both have the required Common Professional Component. As demonstrated in table 6.1.6, there are 15 credits hours of graduate-level work beyond the CPC

for the master's degree and 30 credits for the MBA. . Please see CPCs and structure in Figure 6.5 and 6.6 in the Evidence file. The programs are general.

The catalog descriptions are public on web pages: https://en.vsem.cz/study-programmes.html (on the right side of web page there is menu for bachelor, master and MBA courses; clicking on them and their specialization, concrete study plan shows up). Course syllabuses are in the Evidence File in folder "Course Syllabuses".

The hours of graduate level work in business coverage beyond the CPC are listed in Figure 6.6 in the Evidence file.

Please also see Standards 3 & 4 at the Evidence file, where details for master programs are mentioned as well.

## Standard 6, Criterion 6.1.7

**Curriculum 6.1.7. - Education (Design and Delivery) Evaluation**
The school and/or program must provide evidence that ongoing educational programs and offerings are systematically tracked and regularly evaluated. In addressing Criterion 6.1.7., report and explain your methods and processes for program evaluation. These observations and/or indicators could include such measures as: enrollment and participation figures, student evaluations of courses and instructors, success/completion rates, attendance rates, dropout rates, complaints, student feedback, and observations by school and/or program leaders. Explain whether these evaluations are internal to the business unit, or required by your institution, and in either case, how and by whom they are used in the continuous improvement of the business school or program's offerings.

The University has an established process to monitor and react to enrollment, retention, completion, student feedback, faculty evaluation and follows the following:

1. Academic management meetings are convened on a monthly basis to evaluate all data relating to student outcomes.
2. The respective offices, student services, financial aid, retention, etc. present their analysis based on gathered data.
3. Strategies are developed and shared with faculty to address issues.
4. The Academic Managers track and monitor initiatives on a continuous basis to ensure desired results.
5. These results are shared with faculty on a trimester basis to ensure that they continue support of initiatives.

For all VŠEM programs´ evaluation, such as enrollment figures, student evaluations of courses and instructors, success/completion rates, attendance rates, dropout rates, complaints, student feedback, and observations by school and program leaders are listed in Figure 6.8 and also summary in 6.10.
In Figure 6.8 in Evidence file, there is presented a sample of table where an example of summary evaluation per each subject and teacher per one trimester is presented. VŠEM is collecting these data from each student per each course they take and evaluate results every trimester, address those results and solve them firstly at management level and then with teachers and guarantors and course instructors. Any deviating values are addressed and problems are solved. Based on that, actions are taken such as teachers' appreciation, bonuses or further education within teaching skills, methods and techniques etc. If an inappropriate evaluation of course or teacher occurs more than once, serious actions are taken and the subject is either re-designed, cancelled, and teacher is replaced. Only teachers with high levels of evaluation are kept as internal staff and adjuncts.
Based on constant evaluation of all courses and teachers every trimester VŠEM experiences high level of satisfaction of students, because all inappropriate courses, structures and teachers were already eliminated. The process is ongoing and new courses and teachers are constantly evaluated to gain feedback on its quality and whether to continue with its realization or cooperation.
This system is employed for all study programs, courses, lessons and teachers.

# Standard 6, Criterion 6.2.1

**Criterion 6.2. - Management of Educational Support Service Processes and Business Operation Processes**

**Criterion 6.2.1. - Education Support Processes**
Each business school or program should describe its use of education support processes (counseling, advising, placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) and explain how they are designed, managed, and improved, including those at all educational locations and on the Internet.
Suggested topics for the narrative;
- how you ensure that education support processes are performing effectively;
- how are the following types of information used to evaluate your support processes:
- feedback from students, stakeholders, faculty and staff;
- benchmarking;
- peer evaluations; and
- data from observations and measurements

The University has an established assessment strategy in place for non-academic areas, which are tied to the strategic plan. These include the establishment of yearly goals, and assessment of these goals three times a year. All education support (Counseling center – Information and Advisory Center, Student Advisory, Development Center, Student Administration, Faculty Administration, Financial Department, and facilities - placement, tutorial, computer facilities, equipment, classrooms, office space, and libraries) are placed in the main campus at Nárožní street in Prague. Students have therefore access to all facilities daily. VŠEM campus is open every day from 8 am to 8 pm. Students are appreciating the flexibility of its use. Moreover, all study materials, information and contact for consultation etc. are available online in internal information system 24/7. Students can reserve their meeting at respective offices at [www.rezervacevsem.cz](www.rezervacevsem.cz).

Support processes are monitored by management of VŠEM and upgraded constantly listening to students.  Some of the specific changes made include adding more staff for student consultation, training staff to be able to help students more efficiently. All services are also available for students on-line (24/7) and on the phone (70 hours per week). Every written notice, question or mail/message is recorded and stored and a matter for evaluation and feedback. The same happens with phone calls which are recorded. Any non-standard information or questions/comments raised by students, applicants, graduates or other stakeholders over personal consultation, in writing or over the phone is discussed within the management and actions are taken if necessary. When there are significant comments, processes are redesigned to be better functioning. The changes, redesign or upgrades are made immediately after it is discussed and agreed within the management meeting (usually once a month). If applicable, also teachers, staff and students are informed via mails and internal systems. When there is a new internal rule designed based on serious comments or changes, it is announced to all students, staff, teachers and stakeholders (sometimes registered within the Ministry of Education or National Accreditation Bureau/other accreditation agencies when necessary according to the Act No. 111/1998 Coll. and other related laws and regulations valid in the Czech Republic) and made public on web pages in internal regulations part. Staff and teachers are trained to be in compliance with the adopted changes within first days or usually before new rule starts to be valid.

Feedbacks form students are gathered continuously through the Student Services Office (Information and Advisory Center), Academic Managers and faculty. Students' issues and feedback are presented at the monthly Academic Management meetings where each non-academic and academic units are represented.   Student and key stakeholders are also fully automated at the University and as such, data, information and comments are instantly made available to key decision makers in both the Academic Management Departments and non-academic Management groups.
Other stakeholders are appreciating complexity of information available on-line on web pages. They can also send messages or use telephone contacts or open days/hours at VŠEM campus. Open days can be realized individually at Information and Advisory Centre at ground floor of VŠEM building every day based on previous request, or daily within open consultation hours (Tue-Thu and Sat – Sun always from 12 to 5 pm).

VŠEM compares all gain results in time series and with other accessible data from other universities. As a private institution, VŠEM always offer higher support to students and stakeholders (public and

state universities/HEIs are in Czech Republic without tuition fees, thus private HEIs have to offer better support). So far, students and stakeholders appreciate the approach of VŠEM.

All processes, facilities and student/stakeholder support are being evaluated by Rector´s Committee which is composed of both academicians and practitioners and external managers or business-related experts. Comments from the Committee is used and taken into consideration for upgrades. Also students and stakeholders are always invited to comment on the processes (internal survey, continuous evaluation of studies and environment at VŠEM within student information system – every trimester).

For data and observations please see Figure 6.9 and 6.10 found under the Evidence File tab.

# Standard 6, Criterion 6.2.2

**Criterion 6.2.2. - Business Operation Processes**
The business school or program should ensure effective management of its key business operation processes (financial resources, secretarial and other administrative services, marketing, information services, public relations, etc.).
Explain or describe:
- your key business operation processes;
- how you determine your key customer requirements;
- how you set measures and/or indicators and goals;
- how you monitor performance;
- how you evaluate and improve business operation processes to achieve better performance, including cost and productivity; and
- how you use the following types of information to evaluate your key business operation processes:
  - feedback from students, stakeholders, faculty and staff;
  - benchmarking;
  - peer evaluations; and
  - data from observations and measurements

The University in addition to having strong academic leadership also has strong leadership in the business operations. These managers are senior professionals with skills and experience to not improve on the business processes but also to assess and change when necessary. The University and its study departments´ processes are designed to educate students for current and future practice needs in business economics and management, along with the development of analytical thinking and fostering professional autonomy in addressing the issue. One of the main priorities in the implementation of the program is to ensure the implementation of current trends in the teaching process, along with the subsequent applicability of the acquired theoretical knowledge in practice. The business units are also charged with the responsibility to improve on student centered services.

The key business operation processes are:
- **Enrollment process** - with regard to students' and applicants´ interest, a gradual expansion of the range of optional courses is expected within the framework of a greater number of study program orientations in relation to the composition of the teaching staff, deepening cooperation with the corporate sector, operative, continuous innovation of content and teaching methods, along with the expected development of the contact rate of VŠEM and students themselves with real practice in the form of student internships, professional practice, or increased participation of students in solving the real problems in seminars, Practical Applications and final theses.
  The admission procedure is two-round, when the first round is a condition for the applicant's participation in the 2nd round (oral interview). The 1st round (electronic questionnaire) is realized electronically on-line by means of the Student Information System with the aim of obtaining basic information about the applicant and his/her motivation to study, together with study and personality prerequisites. 2nd round (oral interview) identifies the motivation to study for the current or future career of the applicant with regard to the choice and focus of the study program in the given form of study, where it also serves as an opportunity for the applicant to define his/her individual study plan at VŠEM. The rules of admission procedure are laid down in the Statute (Code of Conduct) of the University of Economics and Management (see: https://en.vsem.cz/data/data/vsem-eng/statutes_vsem_as.pdf), where

the content and form of the admission procedure itself is determined according to the requirements of the study. The electronic questionnaire contains questions examining the personality characteristics of the applicant, which are considered to be significant in influencing the quality of study and student engagement. The aim of the questionnaire is to determine the overall readiness to study in terms of determination and will of the candidates, their personal and professional goals, professional and family background, but also in terms of the ability to link study and employment, including coping with time-consuming workload and other activities.

The questionnaire contains questions from the following areas: (1) Subjects of study, knowledge of the study area and assumptions of its links to the potential (or current) profession of the applicant, the importance of study for further professional development and career, existing educational activities, level of language skills, access to the library, internet and computer skills, family background, health condition, flexibility of personal (or working) regime, way of solving problems and stress situations. (2) For applicants in a part-time or distance study, the applicant's position in the company/organization, the nature and intensity of the work performed, the conditions to study created by the employer, the employer's interest in learning outcomes, the presumption of harmonization of study and work duties. (3) Finding the learner's preferred learning style and knowledge acquisition forms (active, passive, theoretical, pragmatic).

Responses are evaluated in the range (+1, 0, -1) according to relevant standards. The number of positive, zero and negative points is recorded. The content of the test is continually modified depending on the knowledge of the weaknesses and strengths of existing students. The results or responses are then processed for concurrent research into student retention. For further details, please see: https://en.vsem.cz/admission.html, https://en.vsem.cz/application-form.html, https://en.vsem.cz/how-to-apply.html.

- **Marketing** - marketing activities are oriented on students' and applicants´ interest ad addressing their expectation based on long-term evaluation of marketing campaigns and its results. VŠEM uses all marketing communication channels, such as advertising (print, online, mass media), Public Relations, student fairs, social media, direct communication, web pages, indirect communication (sponsorship, presence at different fairs and events), BTL or guerilla.

- **Education process** – structure of study program, courses and other parts of education process are selected based on compulsory requirements for business programs and supported by the best practices, new and innovative courses and lessons, voluntary practical seminars/electives and workshops based on continuous feedback from students, alumni and other stakeholders and on dialogue with students' employers while respecting the trends in society.

  The evaluation of teaching process is listed on VŠEM web pages: https://www.vsem.cz/data/data/vnitrni-predpisy/Pravidla_zajistovani_kvality.pdf

  Teachers are selected based on their experience and education and scientific or professional background. All teachers have to go through recruitment process containing resume evaluation by university management, interview, sample lesson, and then go through test time while they are evaluated by students on the basis of regular feedback in quality evaluation process. The adaptation process and development and Career Plan for academics are internalized in documents on VŠEM web pages: https://www.vsem.cz/data/data/vnitrni-predpisy/Karierni_rad_VSEM.pdf and https://www.vsem.cz/data/data/vnitrni-predpisy/rvr.pdf.

- **Human resource management** – as mentioned above, all new employees undergo through recruitment process, adaptation and development process. Related documents are available online, please see: https://www.vsem.cz/data/data/vnitrni-predpisy/Karierni_rad_VSEM.pdf, https://www.vsem.cz/data/data/vnitrni-predpisy/narizeni_rektora/sbornik_NR.pdf and https://www.vsem.cz/data/data/vnitrni-predpisy/rvr.pdf.

- **Quality evaluation** – as mentioned above, related documents are available online, please see: https://www.vsem.cz/data/data/vnitrni-predpisy/Pravidla_zajistovani_kvality.pdf. All processes are based on Study Code: https://en.vsem.cz/data/data/vsem-eng/code_of_study_and_examination.pdf.

  Students behavior is in case when its necessary evaluated based on Disciplinary Code, please see: https://en.vsem.cz/data/data/vnitrni-predpisy/disciplinary_code_eng.pdf.

  As part of the teaching process, the quality of the program is evaluated on an ongoing basis. Teachers regularly update the teaching and annotation/syllabus of their subjects based on new knowledge in the field, practice and publishing activities. The study program also incorporates new knowledge gained in the framework of research projects and contract

research projects and in cooperation with practice. All modifications are made in agreement with the study program guarantor and the VŠEM management. The main responsibility for the quality and continuous development of the study program is borne by the guarantor of the study program.

VŠEM continues to support practical application of achieved knowledge within the study through the development acceleration and incubation programs of VŠEM, i.e. VŠEM Accelerator and Start Up VŠEM (see: https://en.vsem.cz/vsem-projects.html), where students have the opportunity to implement their own project, support an existing company/project or use advices from mentors/professionals from practice beyond the learning process. Practical experience will be provided and developed within the framework of student participation in the so-called Elite Program of VŠEM, aimed at expanding knowledge and competences at selected positions in partner companies and organizations.

- **Management and development** - study programs are developed in accordance with the usual procedures at VŠEM, which are based on continuous feedback from students, alumni and other stakeholders and on dialogue with students' employers while respecting the trends in society. The concept of long-term development is based on a broad discussion, based on opinions and surveys among students, feedback from academics, consultants and experts in the field. VŠEM also uses regular meetings of the Rector's Committee, where its members, representatives from practice and academia, discuss trends and development opportunities that are then presented to the VŠEM management and the Academic Council of VŠEM. The rules for Academic Council are listed at: https://www.vsem.cz/data/data/vnitrni-predpisy/AR_jednaci_rad.pdf.

- **Financial flow -** The main source of income is tuition fees, along with the implementation of research and development projects, both within VŠEM and external collaborating entities (contractual research). Costs of implementing study programs are mainly due to the personnel costs of the administrative and academic staff of VŠEM (wage costs, compulsory social and health insurance contributions), costs related to the management of the property (place of teaching and study control), maintenance and development of the Student Information Center, Information System (SIS), interactive learning support applications (eLearning), service and operational activities (provision of operations), marketing and advertising activities for recruiting students and promotion. The learning process does not require special equipment (i.e. special devices, laboratories, studios), so the cost of instrumentation and other equipment is reduced to maintaining and developing the information system, computer equipment (including Wi-Fi network coverage) and maintaining audiovisual techniques in teaching and study rooms, along with library development and regular replacement of old/damaged furniture and other operational equipment. The implementation of higher education programs has been taking place at VŠEM for almost 20 years, so it is possible to consider the financial security system to be highly stable.

- **Information flow** – all information are public on VŠEM web pages, including internal rules, strategy, mission, administrative procedures etc. Please see: https://en.vsem.cz/.

  Every change or news are reported and posted on web the same day. All web pages are continuously upgraded and reviewed on daily basis. Web pages contain all information regarding students, teachers, and staff administrators (personal information are accessible only with limited access after log-in into Student Information System) and contain also all on-line interactive applications (i.e. Video-learning, On-line forum, Video-consultations, e-books, e-learning etc.).

  The main focus in the area of information flow is on the development and improvement of own information system (Student Information System, so-called SIS VŠEM), which is part of the VŠEM website (www.vsem.cz). Access to SIS VŠEM is only possible with personal data after entering a username and password. The main components of the SIS are: Overview of schedules and exam dates, eIndex of the student (summary of exam results, credits, evaluation of written works, thesis, and seminar papers), Classification overview (comparative overview of study control, compliance according to program structure in time according to trimesters), Study forms (inquiries, requests, teaching and study appraisals, apologies, etc.), Submission of seminar papers (sending partial and final theses for evaluation), eBook fond (database of book titles), eLearning and video-learning VŠEM (application for video and audio lectures, overview of study materials and study texts, eLearning and testing platform), WebMail VŠEM (each student has an email in the form name.surname@infovsem.cz), eLibrary and Search Engine (a collection of all materials published by VŠEM, i.e. textbooks, study materials, exercise books, presentations, case studies, guidelines and regulations, internal regulations, announcements, etc.),

Communication application (communication between student, administrative staff and academics), Booking applications (consultation appointments), Questionnaires for candidates and students, Admission Procedure Electronic Questionnaire (Part I), VideoForum (on-line video consultation), Credit calculator, Study Configurator (selectable courses), and ChatBot (robotized chat application within studio administration).

The SIS contains comprehensive information on study administration, study subjects, including study support and texts, information about teachers, their contacts for communication/consultation, and a portfolio of personal pages, which also includes information on the course of study and exam of the subject within the framework of study control.

The SIS as a comprehensive information system enables students to sign-in and check-out their examinations, credits, enrollment of compulsory, optional and other subjects (Practical Applications), send queries and requests, monitor study results, schedule hours, along with all study agenda and administration of university studies. At the same time, the students can use telephone contacts from Monday to Sunday (12 to 5 pm) and direct on-line or in person contact with administrative and advisory staff, who solve questions and requests.

The VideoForum VŠEM application (on-line video consultation) enables students to communicate via on-line video channel with VŠEM teachers and administrative workplaces. These supplements for teaching and communication between the student and the VŠEM teachers were based on student demand and a number of international students. Studies show that the use of online direct communication between student and academic staff has become a standard and indispensable part of teaching, as well as the introduction of modern technological elements in other areas of life. These benefits are being used to make learning more attractive for students, because current generation of students is no longer accustomed to multi-hour lectures and prefers alternative personal and online access to information and knowledge. The ability to use modern technology in teaching also increases the ability of students to apply acquired information in practice. Therefore, VŠEM uses a combination of teaching methods (full-time teaching, on-line teaching, consultation and video-learning) in accordance with the above experience.

The use of eLearning and On-line learning is also a common part of modern teaching, which significantly helps students in their studies and without it contemporary educational institutions are unable to cope with student preparation for practice. Students who have the opportunity to study part-time on-line have more time to reflect on the complex questions asked during lessons, as well as to think and respond to other students' comments, have more time to consider posts and comments before they formulate an answer. This leads to a greater diversity of responses, increasing student creativity. In addition, this way of teaching and interaction is perfectly suited to introverts who do not usually get involved in everyday learning. These forms of teaching are also suitable for foreigners (increasing in the Czech Republic).

- **Student advisory and counselling** – employees from Information and Advisory Center (IAC) are full-time focusing on student consultations and advisory. Meetings are run with business students regarding continued education and completion of study plans and based on systematic search for problematic students to contact them during the year. All first-year students are contacted during the academic year and goals are set with them. Also, staff from IAC is searching for problematic students in information system (such as prolonging studies, no exams passed etc.) and address them and set meetings with them to help them with their studies to retain them. Students can also ask for consultation individually at IAC or with teachers (academics) through on-line reservation system (https://rezervacevsem.cz) or through on-line communicator (https://formulare.vsem.cz/) or set a meeting at counselling center: https://en.vsem.cz/student-counseling.html.


- **Determination of key customer requirements:**
The basis for internal evaluation in the field of study and related activities is obtained in the form of a questionnaire survey of students', graduates´ and applicants´ opinions. Students are filling surveys after the end of the lecture block (evaluation of teaching), respectively the trimester (study evaluation). Students complete the assessment individually for each teacher and subject taught. The assessment is carried out both in electronic and personal and in paper form directly on the lesson. Once a year, focus groups are conducted with students and graduates to obtain a qualitative assessment. In the standard assessment, students complete forms focusing on three main areas: assessment of teaching, evaluation of subject and assessment of teacher, and have the option of adding a verbal rating/commentary. The

evaluation itself is carried out using response scales from full satisfaction to disagreement/dissatisfaction. The questionnaires contain basic information about the respondent's sex, the study group, the year and the student's employment. Questionnaires are also distributed to teachers who evaluate teaching, work with a study group, organization of teaching, and its technical support. The questionnaires are subsequently evaluated and supplemented by the information provided by the students and serve to compare the views of both parties (student - teacher). Within the framework of individual feedback, the information system surveys the opinions of students on the level of organization of study (technical and organizational security) and its content (quality of lectures and seminars and their leaders, benefits and usefulness of knowledge and skills for practice). Students in the information system fill in the compulsory feedback. Applicants are interviewed during Open Days and individual visits at VŠEM.

At the end of each trimester, teachers and subjects are evaluated and possible variations are examined. The feedback is regularly provided to teachers and has proven to increase the quality of teaching (see the Report on Internal Quality Assurance in Educational, Creative and Related Activities of the University of Economics and Management, see https://www.vsem.cz/data/data/vnitrni-predpisy/Pravidla_zajistovani_kvality.pdf).

- **Measures and/or indicators and goals:**
  Goals and measures are listed in Strategic and Development Plan of VŠEM, please see: https://en.vsem.cz/long-term-intentions-of-vsem.html and https://en.vsem.cz/vsem-development-strategy.html.
  In order to achieve these qualitative goals, the emphasis is put on the appropriate level of members of the academic staff, which is supplemented by progressive younger members with publication activities and the potential for further development. In the long term, VŠEM cooperates with academic staff and practitioners who not only show the basic professional prerequisites, but are also positively evaluated by VŠEM students based on their feedback.
  The necessary application character of the study is strengthened by a systematic and systematic cooperation with practice, both by cooperating with organizations and companies with whom VŠEM has concluded a cooperation agreement, contractual research, as well as through contacts with employers of students or graduates where the goal is continuous expansion the portfolio of cooperating organizations, in which not only compulsory student practice is performed, but also students carry out research for their partial, resp. final thesis. Grants and research or development projects are also being submitted and addressed in collaboration with these organizations.

- **The process of monitoring performance:**
  VŠEM has introduced an internal quality assessment system, which is perceived in the study program as a long-term process of continuous interaction between personnel and technical-organizational security of the study and its content, linking the theoretical-methodological and application characteristics of individual subjects. At the same time, the process of quality assurance is inextricably linked to the quality evaluation system of the study program, in particular through internal evaluation and through external evaluation procedures, which are considered as a source of incentives to improve the current quality of the activities of VŠEM. Please see the Report on Internal Quality Assurance in Educational, Creative and Related Activities of the University of Economics and Management, see https://www.vsem.cz/data/data/vnitrni-predpisy/Pravidla_zajistovani_kvality.pdf).

- **Evaluation and improvement business operation processes to achieve better performance, including cost and productivity:**
  Evaluation of all processes is internalized in VŠEM rules and regulations, please see the Report on Internal Quality Assurance in Educational, Creative and Related Activities of the University of Economics and Management, see https://www.vsem.cz/data/data/vnitrni-predpisy/Pravidla_zajistovani_kvality.pdf); Sum of Internal Rules: https://en.vsem.cz/vsem-internal-rules.html; Code of Study Processes: https://en.vsem.cz/data/data/vsem-eng/code_of_study_and_examination.pdf and Program Documents (Long-term Plans, Strategic Plans, Annual Reports): https://en.vsem.cz/programme-documents.html.

- **Evaluation of key business operation processes (feedback from students, stakeholders, faculty and staff; benchmarking; peer evaluations; data from observations and measurements):**
  Feedback from students, stakeholders, faculty and staff and its flow was described above.
  Benchmarking is made in comparison with other Czech business schools through evidences in their Annual Reports (to gain comparable results) and through public information on web pages of other business schools/universities. VŠEM keeps up-to-date with main records such

as: retention, number of new students, drop-out rate, and employability of graduates, successful graduates, and exam-pass rates.

Peer-evaluations are conducted for all VŠEM outputs (study texts, presentations, video-learning etc.). Always at least two independent reviews are made for each output; reviewers have to hold at least Ph.D. and have to have significant expert history in the searched field. Other processes and activities are reviewed by Rector´s Committee, Advisory Board and Academic Council. All boards, committees and councils always contain external members who are addressed to give independent feedback.

Data from observations and measurements are summarized in the Report on Internal Quality Assurance in Educational, Creative and Related Activities of the University of Economics and Management, please see https://www.vsem.cz/data/data/vnitrni-predpisy/Pravidla_zajistovani_kvality.pdf).

For data and observations please see Figure 6.10 found under the Evidence File tab.


# Standard 6, Criterion 6.3.1

**Criterion 6.3 - Enrollment Management**
**Criterion 6.3.1. - Admissions Policies and Procedures**
The business unit should include in an appendix or refer to the page in the catalog wherein are found the policies and procedures for undergraduate admission to its programs in the business unit.
In addressing Criterion 6.3.1 you should provide:
- the policies and procedures for admission of first-year students (freshmen); and
- the policies and procedures for admission of transfer of students from within the institution to the undergraduate business programs.


The admission procedure is two-round, when the first round is a condition for the applicant's participation in the 2nd round (oral interview). The 1st round (electronic questionnaire) is realized electronically on-line by means of the Student Information System with the aim of obtaining basic information about the applicant and his/her motivation to study, together with study and personality prerequisites. 2nd round (oral interview) identifies the motivation to study for the current or future career of the applicant with regard to the choice and focus of the study program in the given form of study, where it also serves as an opportunity for the applicant to define his/her individual study plan at VŠEM. The rules of admission procedure are laid down in the Statute (Code of Conduct) of the University of Economics and Management (see: https://en.vsem.cz/data/data/vsem-eng/statutes_vsem_as.pdf), where the content and form of the admission procedure itself is determined according to the requirements of the study. The electronic questionnaire contains questions examining the personality characteristics of the applicant, which are considered to be significant in influencing the quality of study and student engagement. The aim of the questionnaire is to determine the overall readiness to study in terms of determination and will of the candidates, their personal and professional goals, professional and family background, but also in terms of the ability to link study and employment, including coping with time-consuming workload and other activities.

The questionnaire contains questions from the following areas: (1) Subjects of study, knowledge of the study area and assumptions of its links to the potential (or current) profession of the applicant, the importance of study for further professional development and career, existing educational activities, level of language skills, access to the library, internet and computer skills, family background, health condition, flexibility of personal (or working) regime, way of solving problems and stress situations. (2) For applicants in a part-time or distance study, the applicant's position in the company/organization, the nature and intensity of the work performed, the conditions to study created by the employer, the employer's interest in learning outcomes, the presumption of harmonization of study and work duties. (3) Finding the learner's preferred learning style and knowledge acquisition forms (active, passive, theoretical, pragmatic).

Responses are evaluated in the range (+1, 0, -1) according to relevant standards. The number of positive, zero and negative points is recorded. The content of the test is continually modified depending on the knowledge of the weaknesses and strengths of existing students. The results or responses are then processed for concurrent research into student retention.

For further details, please see: https://en.vsem.cz/admission.html, https://en.vsem.cz/application-form.html, https://en.vsem.cz/how-to-apply.html.

The Student Information System (SIS) is designed to help students as a comprehensive information system. SIS enables students to sign-in and check-out on examinations, credits, enrollment of

compulsory, optional and other subjects (Practical Applications), send queries and requests, monitor study results, schedule hours, along with all study agenda and administration of university studies. At the same time, the students can make phone calls from Monday to Sunday (12 to 5 pm) and direct on-line contact with administrative staff, who solve questions and requests of students in administrative and technical terms.

The VideoForum VŠEM application (on-line video consultation) enables students to communicate via on-line video channel with VŠEM teachers and administrative workplaces. These supplements for teaching and communication between student and teachers were based on student demand and a number of international students. Therefore, VŠEM uses a combination of teaching methods (full-time teaching, on-line teaching, consultation and video-learning) in accordance with the above experience.

The use of eLearning and On-line learning is also a common part of modern teaching, which significantly helps students in their studies and without it contemporary educational institutions are unable to cope with student preparation for practice. Students who have the opportunity to study part-time on-line have more time to reflect on the complex questions asked during lessons, as well as to think and respond to other students' comments, have more time to consider posts and comments before they formulate an answer. This leads to a greater diversity of responses, increasing student creativity. In addition, this way of teaching and interaction is perfectly suited to introverts who do not usually get involved in everyday learning. These forms of teaching are also suitable for foreigners (increasing in the Czech Republic).

**Policies and procedures for admission of first-year students and policies and procedures for admission of transfer of students from within the institution to the undergraduate business programs:**

At least two employees from Information and Advisory Center (IAC) are full-time focusing on student consultations and advisory. All other staff from IPC are focusing on meetings which runs with business students regarding continued education and completion of study plans. IAC systematically search for problematic students to contact them during the year. All first-year students are contacted during the academic year and goals are set with them. Also, staff from IAC is searching for problematic students in information system (such as prolonging studies, no or minimum exams passed etc.) and address them and set meetings with them to help them with their studies and retention. Students can also ask for consultation individually at IAC or with teachers (academics) through on-line reservation system (https://rezervacevsem.cz) or through on-line communicator (https://formulare.vsem.cz/) or set a meeting at counselling center: https://en.vsem.cz/student-counseling.html.

# Standard 6, Criterion 6.3.2

**Criterion 6.3.2. - External Articulation Process**
The business unit should include a source document that includes (or refer to the page in the catalog wherein are found) the policies and procedures for articulation with relevant two-year business programs, and admission of undergraduate transfer students from other institutions to programs in the business unit.

Not applicable. All undergraduate and graduate students can apply and transfer their credits based on Bologna process in EU or worldwide. No contracts between universities are needed.
Please see Figure 6.11 under the Evidence File tab.

# Standard 6, Criterion 6.3.3

**Criterion 6.3.3 - Graduate Program Articulation and Admissions Policy**
A graduate program must have an admissions policy that accepts students who can reasonably be expected to succeed in a graduate business school.
In addressing this criterion, report and explain or describe:
- the admission policies of the business unit for each of the graduate level programs;
- the page numbers in the academic catalog that describe the admission policy for graduate programs in business;

- each type of student classification given to graduate students in the business unit (i.e., unclassified, post-baccalaureate, non-degree, provisional, conditional, probationary, etc.) and describe how these classifications are administered. (Also, give the student catalog page number as a reference.);
- any difference between the day and evening graduate program in business in terms of admission and classification;
- whether admissions requirements allow entry to students who can reasonably be expected to succeed in graduate business studies. Please explain and give reasons for this conclusion.

VŠEM Graduate program Admissions:
- The admission procedure has two rounds, same as admission procedure for undergraduate students (please see Criterion 6.3.1).
- The condition for applicants for graduate program is to hold at least Bachelor degree.
- The admission policy is listed at: https://en.vsem.cz/admission.html, https://en.vsem.cz/application-form.html, https://en.vsem.cz/how-to-apply.html.
- All student have to have at least bachelor degree, thus all of them are listed as post-baccalaureate. All student are administered the same way (using SIS).
- There are no differences for full-time and part-time students in admission and classification.
- Only graduate students can apply according to the national law.

# Standard 6, Criterion 6.3.4

**Criterion 6.3.4. - Academic Policies for Probation, Suspension, and Readmitting of students will be clearly stated.**
Describe the academic policies used by the business unit for placing students on probation, for suspending students, and for readmitting students who were suspended.

All policies regarding placing students on probation, for suspending students, and for readmitting students who were suspended are listed in Code of Study (please see https://en.vsem.cz/data/data/vsem-eng/code_of_study_and_examination.pdf) and Disciplinary Code (please see: https://en.vsem.cz/data/data/vnitrni-predpisy/disciplinary_code_eng.pdf).

# Standard 6, Criterion 6.3.5

**Criterion 6.3.5. - Academic Policies for Recruiting, Admitting, and Retaining Students will be clearly stated.**
Describe the academic policies used by the business unit for:
- recruiting students;
- admitting students; and
- retaining students.

VŠEM has all policies described and available on-line:
- Recruitment policies are listed at: https://en.vsem.cz/instructions-for-enrollment.htmlhttps://en.vsem.cz/why-to-study-at-vsem.html, https://en.vsem.cz/doors-open-day.html, https://en.vsem.cz/studies-at-vsem.html, https://en.vsem.cz/transfer-from-other-university.html, and https://en.vsem.cz/nostrification.html.
- Admitting policies are listed at: https://en.vsem.cz/admission-dates.html and https://en.vsem.cz/instructions-for-enrollment.html.
- Retaining policies are listed at: https://en.vsem.cz/instruction-for-tuition.html, https://en.vsem.cz/student-counseling.html, https://en.vsem.cz/students-counselling.html and https://en.vsem.cz/study-department.html; students are advised also to consult at educational departments, i.e. https://en.vsem.cz/business-economics-department.html; students can use also personalized study forms for contact at: https://en.vsem.cz/study-forms.html.

# Standard 6, Criterion 6.3.6

**Criterion 6.3.6. – Results of Enrollment Management will be reported.**
Summarize results for enrollment management not reported elsewhere in the report.
You could include measures/indicators that reflect effectiveness in areas such as student retention, graduation rates, recruitment, and relationships with suppliers of students.

The University has a major challenge in growing its enrollment given the competition, the market of higher education in the Czech Republic and certainly the declining high school numbers. However, the University has refocused its efforts to identify new degree programs that are aligned with the competition and shifting demographics. The enrollment has negative trend for the last three years - problems with demography in the Czech Republic (fertility is decreasing in past decades). Please see table and graph below:

Demography
- Inhabitants: 10,597,473 (2017)
- High school graduates in 2017: 72,172; with graduation: 50,791

| Age | 2006 | 2007 | 2008 | 2009 | 2010 | 2011 | 2012 | 2013 | 2014 | 2015 | 2016 |
|---|---|---|---|---|---|---|---|---|---|---|---|
| Total | 10 266 646 | 10 322 689 | 10 429 692 | 10 491 492 | 10 517 247 | 10 496 672 | 10 509 286 | 10 510 719 | 10 524 783 | 10 542 942 | 10 565 284 |
| 0 | 104 134 | 110 023 | 117 264 | 119 304 | 118 067 | 113 970 | 108 724 | 107 763 | 108 384 | 110 356 | 111 660 |
| 1–4 | 382 193 | 394 371 | 412 834 | 434 781 | 453 907 | 476 384 | 477 435 | 466 176 | 453 272 | 443 261 | 440 793 |
| 5–9 | 449 062 | 451 765 | 457 911 | 465 982 | 477 905 | 488 939 | 510 235 | 536 958 | 563 103 | 583 330 | 592 478 |
| 10–14 | 554 809 | 520 347 | 491 613 | 467 954 | 456 216 | 452 566 | 454 329 | 457 741 | 464 456 | 475 256 | 490 411 |
| 15–19 | 652 191 | 648 090 | 642 190 | 626 876 | 599 205 | 560 122 | 525 652 | 494 941 | 471 447 | 460 516 | 458 382 |
| 20–24 | 696 613 | 696 625 | 704 053 | 704 421 | 696 270 | 674 267 | 665 681 | 652 321 | 634 441 | 607 141 | 572 082 |
| 25–29 | 846 167 | 817 896 | 796 693 | 771 971 | 752 477 | 724 610 | 716 212 | 707 858 | 700 831 | 693 341 | 687 811 |
| 30–34 | 884 162 | 917 179 | 938 235 | 935 216 | 911 691 | 865 981 | 829 982 | 794 637 | 762 915 | 742 464 | 733 351 |
| 35–39 | 699 339 | 725 065 | 768 950 | 820 288 | 867 109 | 901 124 | 927 123 | 935 199 | 925 721 | 900 789 | 866 783 |
| 40–44 | 695 486 | 706 498 | 710 753 | 704 801 | 702 712 | 710 861 | 732 182 | 766 705 | 813 473 | 859 442 | 897 487 |
| 45–49 | 664 278 | 646 570 | 648 397 | 667 510 | 688 094 | 700 887 | 707 892 | 704 494 | 695 801 | 694 256 | 704 832 |
| 50–54 | 769 473 | 756 829 | 741 434 | 716 161 | 686 512 | 661 366 | 641 946 | 638 239 | 655 400 | 676 323 | 689 913 |
| 55–59 | 780 522 | 773 832 | 767 642 | 763 250 | 757 814 | 751 088 | 738 158 | 719 638 | 694 521 | 666 560 | 642 358 |
| 60–64 | 619 360 | 661 929 | 696 185 | 714 589 | 732 432 | 745 292 | 739 368 | 731 790 | 728 136 | 724 130 | 716 536 |
| 65–69 | 440 874 | 461 591 | 490 174 | 521 819 | 544 522 | 574 659 | 615 428 | 646 353 | 664 083 | 681 817 | 692 070 |
| 70–74 | 375 449 | 366 338 | 363 458 | 365 787 | 375 686 | 393 646 | 413 128 | 438 092 | 467 355 | 488 467 | 513 816 |
| 75–79 | 324 056 | 325 916 | 326 442 | 323 051 | 316 946 | 310 221 | 304 557 | 302 692 | 306 048 | 316 042 | 331 833 |
| 80–84 | 221 074 | 222 855 | 224 584 | 226 312 | 229 446 | 233 249 | 236 407 | 237 628 | 236 906 | 234 190 | 230 616 |
| 85+ | 107 404 | 118 970 | 130 880 | 141 419 | 150 236 | 157 440 | 164 847 | 171 494 | 178 490 | 185 261 | 192 072 |

The graph shows decreasing number of potential students:
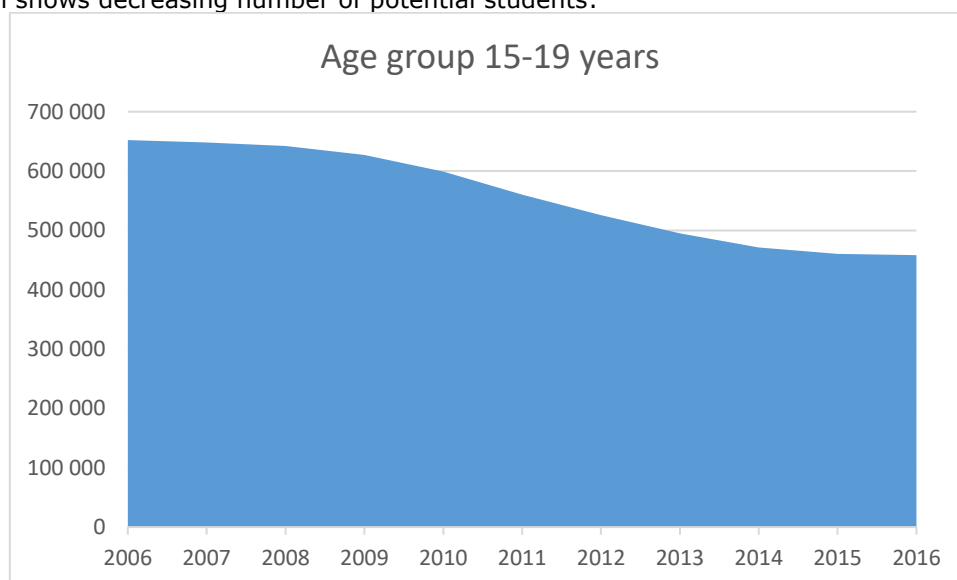


Source: Data from Czech Statistical Office

VŠEM is working towards increase number of applications for Business programs and increase number of recruited students who will actually begin their studies. Current trends in number of applicants and recruited students are in table 1 and 2 below. Clearly, although applications are not following the trends of current demography, the University has done an excellent job with its first

time first year retention rates. As indicated in table 1 and 2, the retention rates are clearly very high and trending higher in the last few years.

Table 1: Undergraduate students

| Term | Applications | Recruited and started to study | % retention |
|---|---|---|---|
| 2015 January | 59 | 30 | 77% |
| 2015 April | 93 | 34 | 56% |
| 2015 October | 423 | 243 | 68% |
| 2016 January | 63 | 33 | 70% |
| 2016 April | 77 | 31 | 58% |
| 2016 October | 515 | 268 | 81% |
| 2017 January | 40 | 20 | 70% |
| 2017 April | 73 | 24 | 92% |
| 2017 October | 435 | 208 | 83% |
| 2018 January | 63 | 30 | 93% |
| 2018 April | 55 | 27 | 96% |
| 2018 October | 310 | 133 | 99% |

Source: data from SIS

Table 2: Graduate students

| Term | Applications | Recruited and started to study | % retention |
|---|---|---|---|
| 2015 January | 43 | 25 | 72% |
| 2015 April | 68 | 40 | 52% |
| 2015 October | 264 | 186 | 61% |
| 2016 January | 44 | 29 | 72% |
| 2016 April | 58 | 45 | 67% |
| 2016 October | 235 | 162 | 75% |
| 2017 January | 16 | 7 | 71% |
| 2017 April | 34 | 18 | 89% |
| 2017 October | 178 | 110 | 91% |
| 2018 January | 27 | 17 | 94% |
| 2018 April | 38 | 27 | 100% |
| 2018 October | 135 | 93 | 100% |

Source: data from SIS

Based on those data, VŠEM is starting with other forms of recruitment (i.e. WoM), increased marketing activities (traditional and new media, BLT, social media, guerilla etc.), new markets (Asia), internationalization (cooperation with other universities, joint recruitment perspective), and created a new position of Admission Director.

Please see Figure 6.10 under the Evidence File tab.


# Standard 6, Criterion 6.3.7


**Criterion 6.3.7. - Improvement in Enrollment Management will be pursued on a continuous basis.**
Explain how you improve the enrollment management processes, and how the improvements are deployed across the organization


As mentioned in Criterion 6.3.6, VŠEM is starting with other forms of enrollment (i.e. WoM), increased marketing activities (traditional and new media, BLT, social media, guerilla etc.) and higher investment in marketing; new markets (Asia – Russia, China etc.), internationalization (cooperation with other universities, joint recruitment perspective), and created a new position of Admission Director.
Also, VŠEM has the intention to attract higher percent of candidates who sent their application, to provide new services, proactively communicate and address all past students who dropped-off or didn´t finish their studies; continuous communication is also prepared on any applicants who sent their application but didn´t start their studies. Another communication and advertising campaign is ready for students who didn´t finished their studies at other universities. VŠEM has special offers for those to shorten their studies and earn the degree in shorter period while some of their exams which they passed elsewhere should be accepted and credits transferred.

New students will be also addressed from abroad through Admission Director. New cooperation on recruitment process with other universities and educational centers abroad is planned to be established. The Admission Director also plans to contact Czech High schools and personally recruit students.

All administrative staff and academics are motivated to recruit students and are remunerated based on number of new enrolled students. All employees are informed about the number of students, applications, retention and are part of change.

There are still new possibilities and VŠEM is now focusing on upgrading the number of applicants and enrolled students.