

INSTITUTIONAL EVALUATION PROGRAMME

CHARLES UNIVERSITY PROGRESS REPORT

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EVROPSKÁ UNIE
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MINISTERSTVO ŠKOLSTVÍ,
MLÁDEŽE A TĚLOVÝCHOVY



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CHARLES UNIVERSITY PROGRESS REPORT

INTRODUCTION

The report presented below builds on the International Evaluation of Charles University as part of the Institutional Evaluation Programme, which took place in the 2016/2017 academic year. Charles University (hereafter also CU) here presents a brief overview of how it acted upon the recommendations of the international team. The document is presented in the form of a table, which contains recommendations in the left column, and a description of existing or upcoming measures in the right column.

The international team's report was discussed by the leadership of Charles University, by its self-governing bodies, and by the faculties. The recommendations were used to prepare the self-assessment report and internal evaluation report, i.e. the key parts of the institutional accreditation application submitted by CU in October 2017. Both the Rector's Collegium and the Board for Internal Evaluation repeatedly reviewed the conclusions of the international evaluation in the spring of this year.

In March 2018, Charles University received institutional accreditation, which gave it more autonomy in the administration and development of its degree programmes until 2028. This can be regarded as a major achievement as it consumed much of CU's energy from summer 2017 to spring 2018. For this reason, it is only now that the University is able to address some of the recommendations in greater depth.

Currently, the most discussed areas include the accreditation of degree programmes, including the experience gained from the University's assessment for institutional accreditation, and the subsequent internal approval of degree programmes. Further areas under discussion include ensuring the quality and strengthening the consistency of doctoral studies. The first steps in this include the establishment of ten coordinating boards to foster collaboration between individual programmes and create shared standards for related programmes. Another important area is the comprehensive assessment of research. Up until now, discussion has focused on the framework and rules for the internal evaluation of scientific activity and research outputs. As far as international collaboration is concerned, Charles University is intensively engaged in the creation of the 4EU strategic alliance together with the Sorbonne Université, Universität Heidelberg and Uniwersytet Warszawski.

The report was sent to all faculties for comments.

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#	Recommendation	Previous developments and upcoming measures
1.	That fuller attention is paid by the university's senior leadership to horizon scanning and future proofing in the efforts to realise the university's mission and vision.	In February 2018 the main priorities of Charles University until 2021 were approved by the Rector's Collegium. In 2020 the University's new five-year strategic plan for the period 2021-2025, which will meet these recommendations, will be prepared.
2.	That the impetus for structural / organisational changes - in areas such as medicine, science and the arts - be supported by the creation of a specialist task force under the auspices of the Rectorate with a view to aiding faculties in this type of change management.	<p>Charles University seeks the recommended balance in all of its activities. The University e.g. operates shared information system, accreditation system, or payroll policy. An evaluation system for education, research activities, etc. is being implemented. The University always stipulates a framework and minimum requirements, the faculties are then given space to take into account their specific aspects, tighten requirements, and so on.</p> <p>An example of this may be recent development in the field of education. At the beginning of May 2018, Charles University received institutional accreditation. Education is undergoing a process of consolidation due to greater autonomy in the development of degree programmes and their quality assurance, and the resulting greater responsibility for the approval and management of degree programs. Standards and requirements for all degree programmes have been set, with the Internal Evaluation Board having clear and transparent tools to ensure their fulfilment. During the process of granting approval for a degree programme, the Board assesses the degree of compliance with standards, depending on which it sets its duration (maximum 10 years), or can make its decision conditional on fulfilment of certain measures within a predefined period. During the period for which it has been granted, every programme will be subject to extensive evaluation of all its activities. If the Board finds inadequate compliance with the standards, it may restrict the admission of new students or remove its authorisation. The prospect of degree programmes that faculties intend to realise in the future is updated and discussed annually by the management of the University and the faculties and used as a proposal for the structure of degree programmes to be approved by the Internal Evaluation Board. At the same time, the Rector's responsibility for the structure and distribution of degree programmes across faculties has also been consolidated. Before the Faculty's proposal is submitted for discussion to the Internal Evaluation Board, the Rector checks whether or not a similar programme already exists at the University or whether the programme submitted corresponds to the University's strategy and is not in contradiction with the previously discussed structure of degree programmes. In such a case, the Rector will not submit the application to the Board.</p> <p>In addition, University Coordination Councils for Doctoral Study have been established to promote cooperation between the individual degree programmes and create shared standards for related programmes.</p>
3.	The university ensures, through a process of self-critical analysis of action plans, that	Already during the preparation of the plans for the implementation of Charles University's Long-term Strategic Plan for the years 2018 and 2019, an effort was made to concentrate on the most important priorities. The

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	goals set and, more so, the processes defined to reach these should be SMART (Specific, Measurable, Achievable, Relevant and Time-Bound).	fulfilment of the implementation plan is then evaluated in the annual report prepared for the Academic Senate. A more profound change will follow with the new Strategic Plan for 2021-2025.
4.	The university considers a further refinement in priorities so that there is clarity across the organisation about ranking (first order, second order etc.) and also that, alongside funding, other criteria might be applied to determining priorities, for example strengths in disciplines.	
5.	That the university consider ways in which it might introduce a small number of professional/managerial staff roles to provide expert advice in areas such as quality and research management and alleviate pressures on senior academic leadership roles.	Charles University has set up a Department of Quality of Education and Accreditation as a new unit within the Rectorate, which oversees activities associated with the creation of degree programmes (characteristics of degree programme, graduate profile, study plans, staffing, etc.) for the purpose of their accreditation, provides methodological oversight of faculties in the preparation of applications so as to prevent duplicities and ensure that, where appropriate, programmes are integrated. In addition, it also oversees the quality assurance of education and related activities (assessment of teaching quality by students, evaluation of theses, etc.) and serves as a Secretariat for the Internal Evaluation Board.
6.	That the “gatekeeper” role for the Rectorate in some staff appointments be consolidated as a visible sign of how the Rectorate can play a non-threatening and nuanced part in the staff appointment process as an aid to institutional efficiency and the securing of strategic goals, namely by ensuring that the academic competence expected of the candidate fits into the overall developmental strategy not only of the faculty but of the university as a whole.	The University is currently faced with the task of finding common rules for various phases of the teaching and research careers of academic and research staff, especially principles for working with junior researchers, including support for their pedagogical skills, and post-doctoral students, and creating general rules for career advancement. An opportunity to advance with this agenda is the University's effort to obtain the HR Award. As a first step Charles University is engaged in the mapping of its compliance with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, which will serve as a basis for a draft of steps that the University must take. Based on the analysis, the following key requirements are likely to be elaborated: a) the adoption of a personnel policy concept (not just a career code, but complex and consistent policy) at the University level with sufficient space for the specific features of individual faculties and other units and (b) the adoption of objective criteria for the evaluation of academic and research staff, which must include the putting in place of conditions for the work of foreign researchers (availability of all key documents in English, communication in English at all workplaces, availability of accommodation, reasonable working environment, etc.). Considerable attention should also be paid to doctoral students and to junior researchers.

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7.	<p>New quality arrangements should be predicated on innovation and development and not on the reinforcement of a compliance mindset that simply calibrated quality on the basis of inherited norms provided by the government.</p>	<p>Thanks to the granting of institutional accreditation (March 2018), Charles University has been given autonomy and responsibility in the field of management and development of its degree programmes, both in relation to the rules of the accreditation process and in the evaluation of their quality. Due to ambiguities in the interpretation of the Amendment to the Czech Higher Education Act and its implementing regulations, and also due to the uncertainty surrounding the institutional accreditation process, the University till now primarily sought effective compatibility with the accreditation process at national level, i.e. requirements and methodologies of the National Accreditation Office. From now on, with institutional accreditation having been granted, the University will fully concentrate on innovations and introducing new quality arrangements.</p> <p>However, the University has also innovated and expanded some requirements and methodologies of the National Accreditation Office, e.g. study profiling (study objectives, scholarly background) and staffing (e.g. more stringent standards for the involvement of course guarantors in teaching). At the same time, it formulated its own concept of specialisations and journeys through degree programmes, which better reflects the strategies and needs of its faculties.</p> <p>Based on the upcoming analysis of first experiences with an autonomous approval of degree programmes, the entire internal accreditation process will be evaluated and any appropriate changes (reflection of requirements and standards, amendments to the University's internal regulations such as Accreditation Code) will be proposed. Another analysis will be conducted on the conclusions and recommendations of the evaluation commissions, which the University received from on-site visits as part of the institutional accreditation procedure, and on the conclusion of the National Accreditation Office.</p> <p>The evaluation system of degree programmes, which will be launched from the 2019/2020 academic year, will be already fully based on the University's needs and strategies. The first wave of evaluation will focus on existing programmes and will be followed by an evaluation of new degree programmes (cf. also Recommendation no. 15).</p> <p>In the area of research, the University started the preparation of a comprehensive internal evaluation system for scientific and research activities. Charles University perceives this as a tool that will help it in the further development of scientific activities and disciplines or the research topics in which it is engaged.</p> <p>An important tool for the advancement of the University's priorities is the set of principles for the allocation of grants and subsidies, which is designed to highlight priorities in education, science and internationalisation. In the autumn of 2017 and spring of 2018, there was a discussion of a wider-ranging revision of these principles and more stable support for the University's priorities in the next few years (e.g. increasing the share of students who successfully completed their studies, doctoral studies, supporting the permeability of study between faculties, etc.).</p>

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8.	<p>That the university considers / reconsiders three cornerstones of a quality orientation as a basis for further development. First, higher education aims, including preparing students for active citizenship, contributing to their employability, supporting their personal development, creating a broad advanced knowledge base and stimulating research and innovation; secondly, "system" - these could be called overarching "social" or "political" - objectives, which coincide largely with Bologna aspirations and tools, such as permeability of learning paths, mobility, recognition, social inclusion, and transparency; and thirdly, ensuring institutional profile or hallmark as a learning experience and programme outcome.</p>	<p>The university is gradually working on improving the profile of its degree programmes. During the accreditation process, the characteristics of the relevant degree programme must describe its objectives and its scholarly background (not only the related research activity, but a specific description of the disciplines and current research from which the programme derives its relevance), as well as a description of how it takes into account the social needs and requirements of the labour market. The methodology for the preparation of a degree programme for internal approval by the Internal Evaluation Board additionally requires a structured graduate profile (knowledge, skills and competences of a graduate and the typical professions that he or she is qualified to hold).</p> <p>The current focus on the accreditation process is to be followed by the setting-up of a complex quality assessment system for degree programmes, to be launched in the 2019/2020 academic year. Subsequently, the actual outcomes of learning and other aspects mentioned in the recommendation will be further analysed through questioning of the relevant participants (guarantor, selected lecturers and students, representatives of faculty management), data analysis, student surveys, etc.</p> <p>The preparation of the new Strategic Plan for the period 2021-2025 will include "social" and "political" goals such as permeability of studies, mobility, recognition, social inclusion or transparency.</p> <p>Regarding the recognition of previous education, Charles University, as a higher education institution which has been granted institutional accreditation under the Higher Education Act, may recognise foreign evidence of secondary education or higher education independently. In order to determine specific requirements, the Rector's Measure <i>Rules for the assessment of foreign secondary and tertiary education as part of the admission procedure at Charles University</i> was prepared (in the case of schools without institutional accreditation, proof must be provided of a general recognition of the equivalence or validity of a foreign document on the attainment of secondary or tertiary education in the Czech Republic, unless the foreign document is automatically deemed to be equivalent on the basis of international obligations).</p>
9.	<p>Issues of quality focus and enhancement opportunities should be carefully reflected upon by the BIE [Board for internal evaluation] and that aligning outcomes from individual programme reviews with broader considerations relating to programme duplication, core shared programmes and modularisation should be regarded as a key benchmark for success in enhancing the university's provision.</p>	<p>As part of the preparation of the new accreditation process, the faculties were supposed to create overviews of the structure of their degree programmes, during which potential overlaps and duplication, as well as options for integration in the form of specialisation or modularization, were discussed with them. Unfortunately the new national legislation has not guaranteed sufficient time for the reasonable restructuring of degree programmes. As only the minimum amount of time for the approval of the first wave of degree programmes was given, integration took place in only a limited number of cases. However, when approving degree programmes with overlaps, the Board for Internal Evaluation grants accreditation for a maximum of five years, during which period the faculty or faculties must prepare an integrated degree programme. This will be checked as part of the degree programme evaluation process that every approved programme must undergo. The recommendation will thus be taken into account continuously for every degree programme.</p>

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10.	<p>That steps are taken to review the student feedback process to ensure greater consistency in questionnaire design and that wider thought be given to how this might link with other approaches to a holistic concept of programme assessment. Such a review might also give some thought to the problem of “questionnaire fatigue” amongst students, something that was raised during a number meetings with the team.</p>	<p>Both strengthening consistency (some common questions or a common theme structure) and creating a single online application that would unify the organisation of surveys, while at the same time enabling a better comparison of data across faculties, are currently under discussion. There are, however, considerable differences between faculties, such as their approach to the organisation of evaluation or the number and scope of questions. For this reason there has not yet been progress in this area. At the moment, the University is preparing a pilot survey amongst students of bachelor's and master's degree programmes, which focuses on the quality of study, particularly in relation to teaching, facilities, organisation of studies, study plans, etc. The outcomes of this survey shall serve as the basis for the planned evaluation of degree programmes (see Recommendation no. 8). The pilot survey project is to be launched in autumn 2018.</p>
11.	<p>That the university consider the establishment of a supportive approach to enhancing teaching performance (“teach the teacher”), also with regard to the call for introducing more updated learning concepts based on blended learning, guided independent learning, individualised learning paths, and multi-purpose-module based programmes.</p>	<p>The University has established the interfaculty and interdisciplinary Centre for the Development of Pedagogical Skills with the objective of providing support to academics. Under its auspices several educational programmes have been realised, such as the <i>Pedagogical Skills</i> programme, which focuses mainly on academic didactics and pedagogical communication, the <i>Testing in Tertiary Education</i> programmes, dedicated to all steps of the so-called test cycle, courses for working with the Turnitin system, which provides feedback to students, training in academic writing and the prevention of plagiarism. Emphasis is also placed on the pedagogical aspects of the evaluation of theses and lectures by visiting professors, such as the series of four seminars held by Professor Sarah Leupen of the University of Maryland, Baltimore County in the field of <i>student-centred learning</i> and <i>team-based learning</i> methods. In the future, the University further plans to expand the range of pedagogical skills courses with follow-up courses that will focus on the further mastering of core skills, expand the support given to academics to include mentoring and individualised guidance, create a university-wide network of mentors, support the existing university network with the development of e-learning forms of teaching, and collaborate with its partners abroad to organise joint events (e.g. summer schools and conferences) for the development of pedagogical skills.</p>
12.	<p>Reinforce the synergy between learning and teaching and research through improved curriculum design - embedding of research methodology courses or research practice not only through final year projects / dissertations and participation in current research projects of academics but also - and not just as an option but rather as an essential hallmark of a university which sees its mission to be in line</p>	<p>This area is currently being monitored by the Board of Internal Evaluation when assessing degree programme proposals, particularly in the context of staffing. In cooperation with other Czech universities, the possibilities of such interconnection are then discussed and examples of good practice abroad are sought. Cooperation also focuses on <i>student-centred learning</i> and <i>problem-based learning</i>. The outputs of this activity will be taken into account during the preparation of the degree programme evaluation system, which will also focus on monitoring aspects such as teaching methods, curriculum flexibility, etc.</p>

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	with a “Humboldtian tradition and aspiration” - by fully embracing the overarching educational concepts of student-centred, problem-based learning. The BIE should be an important agent of change in this respect.	
13.	Analysis of student drop-out rates should be a priority for the university including wide-ranging terms of reference to embrace, amongst other things, admissions guidance, criteria and practice; supporting diverse learners through the development of the curriculum and approaches to pedagogy; the role of technology in supporting and enhancing learning; and the embedding of pedagogical training for teachers.	In the second part of 2018, work will begin on the preparation of a study based on quantitative and qualitative data for the mapping of drop-outs. The University will build on a previous study carried out in 2014, and is also planning to use questionnaire surveys amongst students who prematurely leave their studies. The results of the analysis will be used in the preparation of a new Strategic Plan for the years 2021-2025 and the further development of advisory and information services. The University has also established a Centre for the Development of Pedagogical Skills to organise courses in this field, for which is considerable interest amongst academic staff (see above). In addition, the successful completion of studies was incorporated, as one of the criteria for the financing of faculties, into the University's principles for the distribution of block grants and subsidies for 2018.
14.	The university should develop a more systematic tracking of student destinations, including analysis of student preparedness for the world of work and, perhaps most importantly, the opinions of external stakeholders on the relevance of Charles University graduate attributes to the needs of business, industry and the not-for-profit sector.	Work is under way on the project to modify the Information System so that the University can conduct regular surveys among applicants, students and graduates. The issue is also addressed within the <i>Improving the Quality of Education at Charles University</i> project, whose subsidiary activities concern candidates, the evaluation of degree programmes and the employment of graduates. The pilot phase of the graduate survey is scheduled for autumn 2018 so that it can be matched with the planned national and Europe-wide survey. The results of these surveys will be included in the upcoming evaluation of degree programmes.
15.	The university review and recalibrate the quality of the wider student experience, including by reference to best practice elsewhere in Europe, and that this benchmarking of excellence be taken forward by university and faculty senior leaders.	Charles University used the period of preparation for the internal approval of degree programmes, i.e. before obtaining institutional accreditation, for the revision of its degree programmes in three basic areas: 1. <i>Innovation and transformation</i> in order to be competitive in the 21 st century (improving the profile and objectives of degree programmes and the graduate profile, setting up Doctoral Coordination Boards in order to improve cooperation between the individual programmes and establish common standards for related programmes, closer links between educational and research activities, etc.). 2. <i>Integration</i> for the purpose of their high-quality profiling and professional coordination, but with respect to their tried-and-tested structure at the faculties. 3. <i>Internationalisation</i> in the form of strengthening cooperation on <i>joint degree</i> type programmes and signifi-

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		cant support for the creation of foreign-language degree programmes, not only as an equivalent to Czech-language programmes, but as distinct curricula, with self-profiling and quality content that responds to the development of scientific knowledge and international standards in education. An analysis of experience with institutional accreditation is currently being prepared (to be completed in September 2018), both with the preparation of compulsory self-assessment reports, the definition of fields of study and the related revisions of degree programmes, and on the basis of the evaluation and recommendations provided by the evaluation commissions of the National Accreditation Office. The analysis will serve as the starting point for an ongoing discussion on the concept of study at Charles University.
16.	That the university, through the BIE, ensures that there is a process in place throughout the entire university which ensures that all of these four steps (PDCA: plan-do-check-act) are taken at a level of high expertise for all existing programmes (“quality assurance ex post”), and that the first two steps due consideration of programme objectives and fitness for purpose of input factors - are considered before new programmes are started (“quality assurance ex ante”).	The standards for the assessment of degree programmes at Charles University are designed to assess their objectives, strategy, provision, etc. prior to accreditation (<i>ex ante</i> evaluation). Interim assessments of whether the intentions of a degree programme have been fulfilled will be conducted as part of the upcoming evaluation of degree programmes at least once during the period for which the accreditation has been awarded to them. The results of these assessments will be taken into account for further accreditation. This system will be introduced with effect from the 2019/2020 academic year (see Recommendation no. 8). The first degree programmes to be evaluated will be those which, due to doubts about their long-term perspective, were accredited for periods of less than ten years. The assessment form for each approved degree programme contains recommendations, suggestions and requirements for ex-post evaluation.
17.	The university should move beyond a (valid, first-step) process that allowed self-identification of excellence in research activity and initiate a follow-up process that establishes robust criteria for flagship status; in the course of applying these criteria, the university should make more use of external peer review while reducing reliance on mere bibliometric methods. This might help with a further reduction in the list of centres of excellence, more targeted funding than is currently the case and greater opportunities for growth for areas where there was strong evidence of research output.	<p>Preparatory work in the field of the internal evaluation of research activities is ongoing. In recent months the draft of the Internal Evaluation Strategy at Charles University, which was introduced to the statutory bodies of the university and the faculties, and subsequently elaborated in the form of a draft Rector's Measure, was prepared. This draft was discussed by the Rector's Collegium in June 2018. In addition, the Rector's Measure concerning the systematisation of the evidence of research activity, which is a necessary condition for carrying out the internal evaluation, was also prepared. Further steps in this area will depend on the form in which the internal evaluation concept is approved.</p> <p>According to the proposal, the objective of internal evaluation is to obtain, through national and international comparisons, correct and verifiable information on the quality of research activity at the University and use this as a basis for recommendations for its further development, thus contributing to ensuring such a quality of disciplines and broader fields that are developed at the university that is comparable to that achieved at leading universities and other research institutions, both at home and abroad, and to further improve this quality. The faculties themselves will propose institutions for international comparisons, whereby it is gener-</p>

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		<p>ally recommended that they are strategic European partners of the University (for further information cf. Recommendation no. 23). In addition to assessing the standard of individual disciplines and research areas, the overall level of individual faculties and university institutes should also be the subject of the evaluation.</p> <p>The proposal foresees that the internal evaluation will use the basic data indicators for research activity, the unit's self-evaluation report, the bibliometric report, the peer review of selected results and, where appropriate, the on-site visit. Self-evaluation will be carried out by panels consisting of renowned experts with international experience, namely panels for the humanities, social sciences, natural sciences and medical sciences, each of which will provide assessment in the identified fields within which the disciplines fall. A total of 21 scientific fields covering a total of 130 disciplines are developed at the university. Full evaluation will be conducted by the Evaluation Coordination Board, which will be composed of recognised expert authorities. The evaluation is planned for 2019-2021. The Coordination Board should also be the body with the competency to decide the fields for which the peer review is to be used.</p> <p>Flagships will be evaluated only once the scientific disciplines and units have been assessed in the final evaluation.</p>
18.	<p>Allowance be made for academic freedom in order to set individual research agendas, thus ensuring a fruitful balance between individualisation and planning.</p>	<p>At present, Charles University is struggling with the issue of too broad a scope of research rather than the impossibility of choosing topics (cf. also the flagship question in Recommendation no. 17). Charles University's science support programmes are designed to retain the freedom of content - the PROGRESS, UNCE and PRIMUS projects are evaluated only in terms of their quality and prospects of the applicant for achieving the relevant results. The dean of the faculty or the director of the other unit confirms that the issue fits into the research strategy of the faculty/other unit.</p>
19.	<p>That the university continue to investigate ways in which it might help provide adequate financial support for all its doctoral candidates and that this should be allied to an in-depth study and analysis of the reasons for the high drop-out rate in third cycle studies.</p>	<p>Unlike a number of other Czech universities, Charles University guarantees a common basis for doctoral study scholarships for all its students, including for students on foreign-language courses, who do not receive a grant from the Ministry of Education, Youth and Sports. In 2018, the increase in doctoral scholarships was due to the increase of the subsidy given to the University by the Ministry of Education, Youth and Sports. The financing of doctoral studies is also one of the topics of the newly established Coordinating Councils (cf. Recommendation no. 20). Emphasis is placed on the possibilities for involving students in the projects. Courses on the rights and obligations of doctoral students were also realised, as well as options for the further financing of studies and other courses that students can use. From the 2018/2019 academic year, these courses will take place every year, chiefly for new tutors. An amendment to the Rector's Measure concerning the system of remuneration for tutors was adopted to encourage them so that doctoral students complete their studies within the standard study period. In the future, students will also be motivated to the timely completion of their studies through the distribution of financial resources (e.g. by increasing the scholarship once certain obligations have been met).</p>

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20.	<p>That at a time when financial pressures continue to weigh heavily on doctoral candidates that the university should look carefully at how it might ensure the consistency and quality of the learning experience for research students across all its faculties. This should be seen as a matter of internal quality assurance/enhancement and made a priority for the BIE once institutional accreditation had been achieved.</p>	<p>Problematic aspects of doctoral studies at Charles University were also pointed out in reports by some evaluators and reporters on the assessment of the application for institutional accreditation. The University must therefore address this area systematically. The first steps that should help to ensure the quality and consistency of doctoral studies include the establishment of Coordinating Boards for doctoral study programmes. The objective of this measure is to promote cooperation between the various programmes and to create common standards for related doctoral study programmes. The University also seeks to increase the number of soft skills courses for doctoral students, professionalise the support of tutors, encourage student involvement in projects, and also streamline monitoring tools in the first year of study. In May 2018 the <i>Manual for Doctoral Studies</i> Rector's Measure, which summarises the activities, rights and obligations of the various agents involved in doctoral studies, was prepared. In addition to students, the manual deals with programme councils, guarantors, supervisors, deans and the Rector. In the future, the issue of doctoral studies will also be dealt in cooperation with strategic partners of CU, for example within the Alliance 4EU (cf. Recommendation no. 23).</p>
21.	<p>That the relevant senior managers in the Rectorate work closely with all levels of faculty staff to provide a more coherent approach and demand sensitive university response to external organisations seeking expert help and support. In this context, the Knowledge and Technology Office needs to receive full support in order to progress further the reinvigoration of its work since 2014.</p>	<p>In the spring of 2018, preparatory work was undertaken to establish a subsidiary of Charles University to ensure the dissemination of the results of research and knowledge at Charles University. In May 2018, the proposal was approved by the Academic Senate, and in June by the Board of Trustees. The subsidiary is wholly owned by the University. Its task will be inter alia to connect researchers with the commercial and non-commercial sphere, including the provision of all the services, support and assistance that this cooperation requires. The University views this company as a long-term investment, which will be evaluated only after a period of more than ten years.</p>
22.	<p>The process of programme accreditation should ensure that external stakeholders have an appropriate say in the development of the curriculum and the BIE is perfectly placed to ensure that faculty guarantors involve the relevant external expertise when updating their programmes and then offering those programmes for accreditation.</p>	<p>During the preparation of degree programmes at faculties, external partners are particularly involved in the development of curricula, graduate profiles, and defining professions where graduates usually find their employment. In the case of degree programmes whose graduates hold a regulated professional degree (e.g. doctors, lawyers, social workers, or teachers), this is done through a so-called regulatory body, which grants its approval to these degree programmes in accordance with the requirements of the Czech Higher Education Act. These bodies are the relevant ministries (health, education, social affairs, etc.), which cooperate with other professional bodies and chambers. However, these institutions are involved even in many other degree programmes (e.g. archiving, archaeology, geology, etc.). The proportion of practical teaching or practical work experience is monitored for all degree programmes. As a part of the application for an institutional accreditation faculties documented specific contractual cooperation with external actors. These contractual arrangements will be closely monitored at the level of degree programmes as part of their evaluation. Under the evaluation system of degree programmes (see above), current practice will be evaluated and revised if necessary. The subject of the analysis will be concrete forms of cooperation, the scope and quality of practice, and services</p>

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		<p>provided to students etc. In addition, external partners will be involved in the evaluation of the degree programmes by means of a written recommendation for the evaluated programme or direct participation in the evaluation committee.</p>
23.	<p>The university should ensure the concentration of international partnering on those institutions in Europe, and also in select regions elsewhere, which can offer high calibre research links and/or complementary study programmes of high quality.</p>	<p>In line with its strategic goal, Charles University has been using Strategic Partnerships for closer cooperation with leading world universities. The aim is closer cooperation at the academic and institutional level, especially in relation to the creation of joint and double degree programmes, cotutelle collaboration on doctoral theses, the mutual recognition of credits, the strengthening of the international dimension of degree programmes through international teaching staff and foreign students, the creation of joint events such as summer schools, workshops and joint scientific research projects with the participation of students. By the end of 2017, Charles University had partnerships with the Universität zu Köln, Universität Heidelberg, Katholieke Universiteit Leuven, Universität Zürich, the Macquarie University and the CENTRAL (a strategic group consisting of Humboldt-Universität zu Berlin, Eötvös Loránd Tudományegyetem, Uniwersytet Warszawski, Universität Wien and Charles University) and CELSA (Central Europe Leuven Strategic Alliance) groupings. In addition, the University has developed close cooperation with the University of Edinburgh, University of Cambridge, Uniwersytet Jagiellonski, Universiteit Utrecht, McGill University, Hebrew University of Jerusalem, Beijing University and the University of Melbourne. At the beginning of 2018, the Strategic Partnership Centre was established to manage strategic partnerships and provide them with appropriate care. Its immediate task is to screen all faculties at Charles University to map the current state of cooperation with strategic partners, as well as the potential for future cooperation.</p> <p>Charles University has also created the Alliance 4EU European strategic alliance together with the Sorbonne Université, Universität Heidelberg and Uniwersytet Warszawski, and is currently preparing a European project to finance the activities of this partnership. In order to fulfil the vision of cooperation within <i>Alliance 4EU</i>, the following objectives have been identified: 1) to play a pivotal role in addressing societal challenges, both locally and globally; 2) to share opportunities and activities across partner universities, and make a significant contribution to shaping the European Research and Education Area; 3) to integrate teaching and research so that this network of universities provides its unique experience to students from all over the world, creating a place where new ideas and ideas flourish; and 4) to create a common infrastructure that will provide students, staff and member universities with added value, in particular by facilitating mobility, creating research opportunities that the universities would not be able to create on their own, and increasing the added value of existing cooperation between universities.</p>