



**Metodika  
hodnocení výzkumných organizací  
List VO**

**Akademie múzických umění v Praze**

**SOUHRNNÁ ZPRÁVA PRO VÝZKUMNOU ORGANIZACI**  
**Agregace kompletního hodnocení v Modulech 1-5**

| VŠ                                                   | Akademie múzických umění v Praze                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | H24             |
|------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------|
|                                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | B <sub>vš</sub> |
| <b>Oborové<sup>1</sup><br/>kapacity<br/>cca +5 %</b> | 6.4 Arts (arts, history of arts, performing arts, music)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |                 |
| <b>Modul 1<br/>a<br/>Modul 2</b>                     | <p><b>Známka: diferencováno dle OP1–6 (FORD 1–6)</b></p> <p>OP6 – cca 90 % oborových kapacit instituce. Vzhledem k povaze hodnocených výstupů a omezené výpovědní hodnotě bibliometrických analýz uvnitř oborů ve FORD 6 se panel se primárně vyjadřuje k Modulu 1. Kumulativně bylo v Modulu 1 hodnoceno 36 výsledků, převažují známky 2 a 3, ale zároveň i 4x hodnocení 4, a 3x hodnocení 5. Za OP6 je hodnocení na pomezí mezi A a B.</p> <p>OP1 – cca 0 % oborových kapacit instituce. Ve vybraných výsledcích ale 2x hodnocení 2 a 1x hodnocení 3 podle Společenské relevance, což je nadprůměrný profil, který je potřeba ocenit. V Modulu 2 se zobrazuje minimální množství výsledků, profily proto nebyly vygenerovány.</p> <p>OP2 – cca 1 % oborových kapacit instituce. V Modulu 1 v kumulaci zhodnocen jeden výsledek stupněm 3. V Modulu 2 se profily nevypsaly.</p> <p>Jak panel OP1, tak OP2 vyzdvihují výzkumné aktivity VŠ i mimo primární obor.</p> |                 |
| <b>Modul 3</b>                                       | <p><b>Známka: B – Velmi dobrá</b></p> <p>Summary IEP (MEP)<sup>2</sup>: During the evaluated period, the three faculties of AMU – HAMU, DAMU and FAMU – demonstrated solid research performance, each contributing to the institution's academic and artistic profile in distinctive ways.</p> <p>HAMU shows balanced research quality, with internationally relevant outputs from the MARC and ICH centres whose activities extend into the music, dance, and wider cultural sectors. While artistic research is concentrated in the Department of Composition, its broader integration across departments and programmes remains an area for growth. Strengthening the dissemination of research results, interfaculty and international collaboration, and outreach to the public would enhance HAMU's societal impact.</p>                                                                                                                                       |                 |

<sup>1</sup> dle Portfolia zaslaného vysokou školou na základě požadavku RVVI 2022-2023, resp. dle údajů RIV in Modul 2 (Report II. - oborové kapacity a produktivita autorů a autorek podle údajů v RIV). Z důvodu odlišné metodologie součet nemusí činit 100 %.

<sup>2</sup> International Evaluation Panel / Mezinárodní evaluační panel

#### Modul 4

DAMU displays rich and reflective research activity with strong national and international engagement. The faculty operates with a reflective and collaborative approach, fostering a cohesive research culture and institutional learning. Its research and creative outputs are well recognised and contribute meaningfully to the cultural and educational landscape, reinforcing the societal role of theatre and performance.

FAMU has achieved notable progress in R&D&I through innovative projects in film historiography, audiovisual research, and digital archiving, gaining national and partial international visibility. However, its cooperation with the audiovisual sector is largely individual.

Overall, HAMU contributes disciplinary excellence, DAMU demonstrates cohesive and socially engaged research culture, and FAMU drives innovation and experimentation. Together, they form a complementary foundation for AMU's continued development in artistic research and its contribution to society. A clearer international strategy, closer inter-faculty research cooperation, and stronger links between research and practice would enhance AMU's broader influence.

#### **Známka: C – Průměrná**

Summary IEP (MEP): AMU's three faculties: HAMU, DAMU and FAMU have a well-structured organisational system of management in place but clear articulation of the "mission" and "vision" of R&D&I at AMU is not provided. Since the last IEP report, there has been an increased emphasis on artistic research which needs further development together with cross-disciplinary, cross institutional research projects at local, national and international levels.

There is a well-structured system of support at AMU for advising on, supporting and assessing research activities of faculty, early career researchers, and doctoral students, however there could be further support made available to researchers in applying for international grants and in seeking international collaborators on research projects. Also, additional supports could be made available to researchers to stimulate high-quality R&D&I research outputs by allocating a weekly research projects.

The issues of human resources and gender equity with regards to succession planning is one of the key areas of concern where women in leadership positions have to be given the necessary support to succeed in the management positions they have been assigned. The strategic plan to have a number of women in leadership and senior management positions is important in shifting the institutional culture and will in effect have impact on their academic and research career advancement. A 2023 pay equity analysis showed that there is a gender pay gap at AMU and there are few options to mitigate the externally determined inequality. Recruitment and career development systems at AMU support personal and professional development for all employees, however more evidence would be required to develop a system that supports research which connects directly to academic advancement. Also, a peer-gender mentoring and/or support system could be put in place to advance the academic and research projects of early career researchers.

AMU's system for the acquisition, renewal, and sharing of research and teaching equipment is well aligned with the institution's character and disciplinary profile.

AMU's R&D&I budget in the evaluated period demonstrates a strong reliance on national public funding, primarily institutional allocations (LCDRO and SAR), supplemented by project co-financing and AMU's own resources. Non-

public funding is concentrated in targeted areas, such as the CESNET Development Fund for MARC HAMU, which supports sound design technology development. The distribution of financial resources across individual faculties at AMU is fairly equal. The commercial yield of research outputs is low.

During the period under review, AMU has transitioned towards a more strategically guided approach that balances individual research trajectories with institutional research goals. The R&D&I research collaborations all align with the operational goals regarding research as described by AMU in its 2021+ institutional strategy. While there have been a number of successful initiatives with national and international partners, it would be necessary to outline the collaborations that have emerged from this.

A welcomed development at AMU in 2016 was the establishment of the Centre for Doctoral Studies, which provides transversal support, including career development, teaching skills, and networking through events like the Territories of Art conference. Doctoral studies at AMU are organised within well-defined structures across all three faculties, however, doctoral students would benefit from more holistic and structured engagements and collaborations across all three faculties to further develop and strengthen the research environment of the school. Although the offer of the Centre of Doctoral Studies was welcomed by doctoral students, one of its opportunities (to provide a platform where doctoral students from different faculties meet) has not generated an interdisciplinary research culture. From the on-site visit, it appears that many doctoral students are not sufficiently familiar with AMU's potential structural support and their identification with the university varies significantly. Further concerns include an increase in drop-out rates of doctoral students in recent years, and the unequal distribution of doctoral positions across faculties.

A comprehensive sustainability strategy is in place, but the progress of implementation of the goals and measures could be more clearly articulated. There is evidence however, of AMU strengthening its strategies on social and environmental responsibility, and on knowledge transfer including that of R&D&I results to society and interacting with local actors.

### **Známka: C – Průměrná**

Summary IEP (MEP): The Academy of Performing Arts in Prague is a key Czech HEI offering education in theatre, film, television, music and dance arts. Its three faculties connect teaching with artistic activity, research and Innovation. Strategic goals and R&D&I developments for the 2019–2023 period were in line with national and European strategic documents, with the following key development areas: a) synergy of creative arts education and R&D&I in the support of artistic research, b) research capacity development, c) interdisciplinarity, d) internationalization, e) gender, equality and diversity, and f) digitization and new technologies.

With regards to the recommendations made by the previous panel, AMU has addressed these to a large extent. Areas such as the focus on artistic research, internationalization, research repository creation and the Centre for Doctoral Studies will still need further attention.

For the 2024–2029 period, AMU plans to focus on a) systematic sustenance of artistic-research projects and their publication venues, b) enhancing internationalization, c) equal opportunities, and d) sustainable development including social responsibility. The panel agrees that all these areas are highly relevant for AMU but also notes that interdisciplinarity is not mentioned as a

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specific objective for the 2024-2029 period strategy, even if most of the mentioned priorities will probably be addressed through an interdisciplinary approach. Nevertheless, in view of the potential of strengthening the faculty crossing collaboration, this should be a prioritized topic.

Overall, it seems that there are no elaborated institutional wide mission and vision or strategy plan on R&D&I at AMU (both at institutional and faculty level) for the next number of years as yet. Nevertheless, several broad objectives in R&D&I and knowledge transfer are described in the SER, as well as a substantial list of tools that will support research and development. These tools range from measures supporting quality and excellence, internationalization and HR, to tools on institutional resilience and ethics and scientific integrity. Some of the key institutional challenges (e.g. the underrepresentation of women leading research projects) do not seem to be addressed directly. The panel supports these objectives and tools and commends the ambitious and forward-looking approach at AMU level but also would like to suggest to the institution to narrow the focus of the long list of tools and create a clear implementation plan, which should include more detailed strategy plans at faculty level.

**Celková známka: A/B – Vynikající/Velmi dobrá**

Summary IEP (MEP): The Academy of Performing Arts in Prague (AMU) demonstrates solid and consistent research, artistic, and R&D&I performance across its three faculties. AMU achieves a majority of positive evaluations, with high-quality interdisciplinary outputs enhancing the institution's overall performance. The faculties complement each other: HAMU provides disciplinary excellence in music and dance, DAMU demonstrates a cohesive and socially engaged research culture, and FAMU drives innovation and experimentation in audiovisual and film research.

The institutional support system is well structured, effectively managing research activities, doctoral studies, and resource allocation. Strategic goals for 2019–2023 were largely aligned with national and European priorities, and previous recommendations have been addressed, including the focus on artistic research, internationalisation, and the establishment of the Centre for Doctoral Studies. Funding is stable, though primarily public, while commercialisation of research outputs remains limited.

Key strengths include artistic excellence, interdisciplinary outputs, reflective and collaborative research culture, and growing societal impact, particularly in the cultural and creative sectors. Main weaknesses relate to the lack of a clearly articulated institutional R&D&I mission and long-term strategy, limited structured international collaboration, insufficient societal and industry engagement, and persistent gender equity challenges, especially in leadership and research positions. Doctoral students would benefit from more integrated and interdisciplinary support to strengthen engagement and completion rates.

During the evaluated period, AMU underwent major structural changes, introducing new research infrastructure and strengthening its focus on artistic research. These steps position the institution to become a leading player in artistic research nationally, demonstrating a willingness to evolve while preserving its identity. The IEP recognised high-quality research outputs across all faculties, recommending improvements primarily at the institutional level, particularly regarding internationalisation, interdisciplinarity, and commercialisation of R&D&I.

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| <p><b>Vyjádření poskytovatele</b></p> | <p>Based on the evaluations of Modules 1 and 23, which received grades A and B, the IEP calculated two overall versions and, following Methodology VŠ2025+, recommends leaning towards Grade A – Outstanding, reflecting strong academic and artistic performance with clearly identified areas for strategic enhancement.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
|                                       | <p><i>Analýza výsledků hodnocení VŠ provedená poskytovatelem s podporou stanoviska OPO<sup>4</sup> (EAC Statement on the 2025 Evaluation of Higher Education Institutions) ukazuje, že AMU výrazně nevybočuje z obecných trendů hodnocení. V roce 2020 byla AMU hodnocena jako C. Hodnocení MEP na úrovni poskytovatele ukazuje na pozitivní trend. Z důvodu duálního hodnocení na národní úrovni vychází výsledná známka MEP v rozmezí A/B<sup>5</sup>.</i></p> <p><i>Poskytovatel dochází k závěru, že v případě AMU lze pozorovat pozitivní trend směřující ke zlepšení hodnocení oproti hodnocení 2020. Zvýšení hodnocení z C na A nepovažuje poskytovatel za opodstatněné. Poskytovatel doporučuje, aby pro účely tripartitních jednání bylo uvažováno o přiřazení celkového hodnocení <b>B – Velmi dobrá</b>.</i></p> |
|                                       | <p><b>Závěr</b></p> <p>Zástupci Rady pro výzkum, vývoj a inovace po diskusi vyjádřili souhlas s navrženým hodnocením dané vysoké školy.</p> <p><b>Tripartita dospěla ke konsensu o přiřazení celkového hodnocení B<sub>VŠ</sub>.</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <p><b>IP DKRVO</b></p>                | <p>Vysoká škola je příjemcem IP DKRVO.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

<sup>3</sup> Vyjádření MEP se vztahuje k výsledkům hodnocení na národní úrovni v modulech 1 a 2 z hodnocení H23, které byly součástí podkladů pro hodnocení MEP v roce 2025.

<sup>4</sup> Odborný poradní orgán poskytovatele pro hodnocení výzkumných organizací v segmentu vysokých škol v roce 2025 / Expert Advisory Committee for Evaluation in the Higher Education Institutions Segment

<sup>5</sup> Viz výsledky hodnocení H23 na národní úrovni.