

**EVALUATION REPORT FOR EVALUATION OF RESEARCH  
ORGANIZATION IN THE SEGMENT OF HIGHER EDUCATION  
INSTITUTIONS IN YEAR 2025**

**HIGHER EDUCATION INSTITUTION NAME: METROPOLITAN UNIVERSITY PRAGUE**

**COMPANY REGISTRATION NUMBER (CRN): 26482789**

**THE LIST OF EVALUATION UNITS IN MODULE 3: METROPOLITAN UNIVERSITY PRAGUE**

### **CHAIRPERSON OF INTERNATIONAL EVALUATION PANEL**

Name and surname: **prof. Alenka Krašovec**

Phone number: [REDACTED]

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| <b>LIST OF INTERNATIONAL EVALUATION PANEL MEMBERS</b> |                        |                                                                                                                                              |
|-------------------------------------------------------|------------------------|----------------------------------------------------------------------------------------------------------------------------------------------|
| <b>Name and surname</b>                               | <b>Position in IEP</b> | <b>Current position</b>                                                                                                                      |
| <b>Prof. Alenka Krašovec</b>                          | <b>IEP Chair</b>       | <b>Professor of Political Science; University of Ljubljana</b>                                                                               |
| <b>Prof. Artur Gruszczak</b>                          | <b>IEP member</b>      | <b>Full professor of Social Sciences, Chair in National Security, Jagiellonian University in Krakow</b>                                      |
| <b>Prof. Karl Gustafsson</b>                          | <b>IEP member</b>      | <b>Professor of International Relations, Stockholm University &amp; Associate Professor of Political Science, Swedish Defence University</b> |
| <b>Prof. Christina Holtz-Bacha</b>                    | <b>IEP member</b>      | <b>Professor Emerita</b>                                                                                                                     |
| <b>Prof. Andreas Klasen</b>                           | <b>IEP member</b>      | <b>Professor of international business,</b>                                                                                                  |

|                                  |            |                                                                                                                                                  |
|----------------------------------|------------|--------------------------------------------------------------------------------------------------------------------------------------------------|
|                                  |            | Brunel Business School,<br>Brunel university of<br>London and honorary<br>research associate,<br>Oxford Smith School,<br>University of Oxford    |
| Prof. Epp Lauk                   | IEP member | Professor, Dept. of<br>Public Communications,<br>Vytautas Magnus<br>University, Kaunas                                                           |
| Prof. Chiara Ruffa               | IEP member | Full Professor of Political<br>Science, Sciences Po                                                                                              |
| Assoc. Prof. Roseline<br>Wanjiru | IEP member | Associate Professor,<br>Head of International<br>Business and Strategy<br>subject. Newcastle<br>Business School,<br>Northumbria University<br>UK |

## PROVIDERS METHODOLOGIST

Name and surname: **Vratislav Kozák, Ph.D.**

Phone number: [REDACTED]

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**Date of on-site visit of higher education institution: 16. 06. 2025**

In Ljubljana, 28.10. 2025

Signature \_\_\_\_\_  
(IEP chairperson)

## EVALUATION REPORT IN MODULE 3

### NAME OF EVALUATED UNIT: METROPOLITAN UNIVERSITY PRAGUE

### FORD: 5 – Social sciences

#### SOCIAL CONTRIBUTION OF THE EVALUATED UNIT

##### 3.1 Introductory information about the unit under evaluation

Indicator 3.1 is a non-evaluated indicator that provides basic information about the evaluated unit such as its mission and vision, organizational structure, size and staffing, or R&D&I capacities.

##### Commentary:

MUP has been focusing mainly on social sciences and humanities and its strong orientation to educational but also to research nature is seen in the fact that it is officially registered as a research organisation although this is the case only with a small number of private universities. Despite strong focus on social sciences and humanities, the tableau of disciplines is less clear and seems arbitrary in some cases (e.g. where is sociology?), which in turn influences to some extent the opportunities for interdisciplinary collaboration. Linked to this is the question of MUP's recruitment policy: To what extent is attention paid to the connectivity of specializations when recruiting academic staff? This is also important as it seems political science is still more profoundly successful in terms of research outputs.

As MUP's funding is essentially based on income from tuition fees, a primary goal is to maintain and increase the number of students. MUP has been facing several challenges due to drop in number of students, partially due to covid-19 measures implemented also in the evaluation period, but probably also due to more general demographic trends in the country as well as (rather normal) cycles in education system when some study programmes can be more interesting and attractive in some periods but less in another. Here, the university has shown an ability to deal with such challenges, indeed by closing down centres outside Prague but also by preparing new study programmes.

The attractiveness for students results first of all from the quality of teaching as well as the prestige of the degree, which results from the general reputation of the university, which in turn is influenced by the national and international reputation of the academic staff and the research output. As many other universities also MUP is faced with the challenge of creating a balance between the quality of teaching and the quality of research. In this aspect, the MUP's decision to reduce the number of part-time contracts for academics, thereby ensuring their closer ties to MUP and the identification of academics with MUP, certainly contributes to strengthening its reputation.

MUP is bilingual university, with all three Bologna levels in political sciences and its sub-disciplines with several study programmes on PhD level (having all three levels of study is not a norm among private universities). This is noteworthy as the university has to support PhD students alone - it has not received financial support from the state in this regard (as public universities do). Also this fact demonstrates MUP's commitment to achieving excellence in education and research.

## RECOGNITION BY THE RESEARCH COMMUNITY

| <b>3.2 Recognition by the research community</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                      |
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| Evaluate the position of the evaluated unit in the R&D&I research community based on the facts presented in indicator 3.2 and its annexed tables (3.2.1 to 3.2.5).                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                      |
| <b>Rating [1–5]:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>4 – Very good</b> |
| <p><b>Qualitative assessment:<sup>1</sup></b></p> <p>MUP has gained significant recognition within the international research community. This is reflected in the active involvement of its academic staff in international research collaborations and the research community. Researchers based at MUP present and publish their research internationally, including lectures abroad (20 such lectures, among others at the Oxford University, Sciences-Po, Waseda University). Foreign scholars also present their research at MUP, among others via over 40 guest lectures (lectures delivered by e.g. prof. Wessels, prof. Pappe, prof. Jacob).</p> <p>Other initiatives that give MUP recognition are the two Scopus indexed journals: <i>Politics in Central Europe</i> and the <i>Central European Journal of International and Security Studies</i> that further solidifies MUP's position as a high-quality research institution. Indeed, these journals belong in the fields of Political Science and International Relations; disciplines where MUP receives the most recognition from the research community.</p> <p>The membership of the MUP's academics in the editorial boards is respectable, but there is no such membership in the most prominent journals.</p> <p>Several faculty members have received international awards and fellowships, which indicates substantial academic recognition and the high quality of their research outputs. Institutions that awarded MUP's academics ranged from university to governmental and international organisations. MUP's academics are acting as evaluators of national and international project applications, including some European level calls.</p> <p>It is important that many different people are involved in these activities and not only a handful of them (as was the case in the previous years).</p> <p><b>Recommendations:</b></p> <p>The presence of MUP faculty in international academic networking is significant but it should bring about even more impressive effects. Therefore the following recommendations:</p> <p>MUP has to try to reach excellence not only in some disciplines but in as many as possible, given that the present situation may restrict its ability to diversify collaborations. Additionally, although MUP has made strides in gender equality, the representation of women in senior academic positions remains low, which could impact its inclusivity in the research community. One way of strengthening research in the fields that are somewhat less recognised in the research community might be for these disciplines to follow the examples and emulate the practices set by the ones that have been successful through formal and informal mentoring practices and feedback sessions.</p> <p>Currently, MUP already has some involvement in COST activities. We recommend more actively seeking for chances to participate in COST projects, as COST is an excellent gateway to develop research cooperation internationally.</p> <p>It is remarkable that the same names appear repeatedly in different parts of the report which reflects the fact that international contacts (through projects, participation in international</p> |                      |

<sup>1</sup> Provide verbal assessment of the indicator and briefly comment on the reasons for awarding the specific rating. Follow a similar procedure for the other indicators.

conferences, mobility, etc.) also lead to involvement in the international scientific community and thus international recognition. This confirms the relevance of international mobility, which should be encouraged even more.

## RESEARCH PROJECTS

### 3.3 Research projects

Evaluate the most important research projects of the evaluated unit, especially regarding the results achieved and the application potential of the project, the proportionality with respect to the R&D&I capacities of the evaluated unit, the degree of interdisciplinarity and collaboration with other parts of the evaluated HEI, and the consistency with the declared mission and vision of the evaluated unit. Use the data from the full list of research projects and contract research activities in Tables 3.3.1 and 3.3.2 to supplement the evaluation.

#### Rating [1–5]:

**3 – Average**

#### Qualitative assessment:

The list of the forms of involvement of MUP academics in (significant) research projects is impressive - as main researchers or participants in international projects. Compared to the previous evaluation, the list reflects an increasing involvement of MUP academics in international research.

Outputs of these projects are also important as they have addressed pressing social issues such as climate action and economic development in Africa, demonstrating strong societal relevance. Among listed projects, the “Japanese National Identity and Shinzo Abe’s Revisionism” can also be exposed as it brought two internationally published monographs and four articles. The project is also a good example of sustainability of the research cooperation with a foreign University. MELIA Observatory is an example of a successful international cooperation that also involved the MUP students and PhD candidates.

Some projects also demonstrate the potential for interdisciplinary collaboration at MUP, they also have significant application potential and reflect positively on MUP’s mission of social science research.

It is also obvious that involvement in many projects has also assured more finances via such activities which clearly shows important progress of the university.

Still, there is a significant predominance of domestic projects in the inventory of 10 most significant research projects. However, during the evaluation period, MUP has, for the first time, become a partner of an EU Horizon project, which confirms the high level of competency of their researchers.

#### Recommendations:

MUP is recommended to strengthen interdisciplinary collaboration within and beyond the university by forming more strategic partnerships, particularly with world-class international universities and applied research organisations. Further engagement with policy-making bodies and the private sector would also increase the practical applicability and societal impact of MUP’s work.

MUP should even more encourage applications to EU-funded research programmes and facilitate extension of collaborative networks (in this way it would also capitalize knowledge and experiences the current participation in such projects proposals), increasing thus the chance for participation in consortia which could be successful in winning research grants from the EU or other European research-funding schemes. MUP’s next aim should be to become a leading partner in projects.

To achieve such goals MUP has to think about additional incentives for its academics to above-mentioned activities, among others more flexibility for attendance in (excellent/recognised)

conferences, workshops, meetings during the semester despite pedagogical obligations of the staff (once or twice lectures in the semester can be held online or by e-learning).

### 3.4 Research results with existing or prospective impact on society

Evaluate the research results already applied in practice or intended to be applied in practice. When evaluating, consider whether the results are proportionate to the R&D&I capacities of the evaluated unit, how they contribute to the fulfilment of the mission and vision of the evaluated unit and, if stated in the self-evaluation, how the results take into account the gender dimension and sustainability. Use the data from the full results summary in Table 3.4.1 to supplement the evaluation.

**Rating [1–5]:**

**3 – Average**

#### Qualitative assessment:

As a university focusing on the social sciences and humanities, the emphasis is on basic research, the findings of which rarely have a direct and immediately visible impact on society. One example of this is participation in the renowned V-DEM project, which is highly relevant in view of the backsliding of democracy also in Europe and e.g. may serve as a basis for political decisions. MUP has prepared and implemented also different trainings and development of teaching modules, but also co-operation with different institutions in terms of providing expert analysis and policy papers should be mentioned.

In addition to its focus on basic research and soft impact on society, MUP is also successfully involved in some applied research projects (5) supported by the Technology Agency of the Czech Republic. In some cases indeed the practical implementation and concrete impact of some results seem to remain limited.

#### Recommendations:

MUP needs to reach out further to external partners (policymakers, civil society, and private-sector stakeholders) offering expertise and experience for innovative solutions and contributing to projects that can bring about tangible results in terms of improving the functioning of social or political institutions, or enhancing management in selected sectors of the economy, etc. This should strengthen MUP's position as a responsible stakeholder and build its reputation in non-academic circles.

There is, for instance, a window of opportunity to build interdisciplinary co-operation in the area of AI and assessment of its impact on society (more technology-oriented institutions have to think also about social consequences of their products or solutions).

The development of a formal strategy for assessing and following up on societal impact could help MUP to systematically measure and improve its societal contributions.

## TRANSFER OF RESULTS INTO PRACTICE

### 3.5 Transfer of results into practice

Evaluate the effectiveness of the transfer of results into practice by the unit being evaluated. Pay attention to whether the composition of the stated users of the results or the way the R&D&I results are commercialised (if stated) is consistent with the R&D&I results produced and the mission and vision of the evaluated unit and how successful the evaluated unit is in its activities, such as attracting new users of the results, commercialising the R&D&I results and obtaining funding from non-public, non-grant sources.

**Rating [1–5]:**

**3 – Average**

#### Qualitative assessment:

Given MUP's academic profile as a university focused on basic research in the social sciences and humanities, it is problematic and challenging to draw a direct line connecting basic research outcomes with conventional R&D&I outputs. However, MUP demonstrates some results of "soft" transfer, based on Methodology25+ which allows for including in this criterion the sharing of knowledge, collaborative research, consultancy, publications and mobility of researchers.

In this context, the university as an educational but also research institution, assures transfer of research results into practice by teaching, and this is very important for students but also for society. MUP has also proven being able and competent to transfer some results of the research projects, as well as expertise of its faculty to the public and private sectors, e.g. training courses on insolvency counseling or the promotion of media literacy. These examples demonstrate the effective use of knowledge and expertise of MUP researchers for solving practical problems. In addition, we can mention expert analyses and reports (economic analyses of public and private entities, political analyses etc.) for various institutions and organisations as well as preparation of educational materials. Still, the Smart Mobile application is the only publicly usable output (available for everyone).

Taking into account such limitations and basic orientation it is possible to say that MUP's ability to transfer research results into practical applications is good.

**Recommendations:**

To improve transfer of results into practice in terms of more conventional R&D&I outputs (despite this is not its basic mission given its profile), MUP should consider establishing further structured mechanisms and dedicated support units to facilitate the transfer of research into practice. Actively pursuing collaborative partnerships with industry, government institutions, and charities could improve practical outcomes. Furthermore, creating innovative joint platforms or innovation hubs with external stakeholders could enhance the effectiveness of transferring research results into practice.

## POPULARIZATION OF VAVAI

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

Evaluate how active and successful the evaluated unit is in the field of popularisation of R&D&I and communication with the public.

**Rating [1–5]:**

**4 – Very good**

**Qualitative assessment:**

MUP actively popularises its research through comments for the media, by organising public events, lectures, podcasts and workshops. These efforts demonstrate a proactive and creative approach to communicating research findings to a wider audience, which has a positive impact on societal engagement. The MUP website, social media channels and social networks have successfully been taken into use for continuous sharing of the research outcomes.

MUP is particularly committed to disseminating research results among young people, thus also addressing potential future students.

Hiring of a qualified communication officer is a promising step for achieving even broader visibility in Czech society and elsewhere.

**Recommendations:**

MUP should consider making even more extensive use of digital and social media platforms to disseminate research findings to a wider audience. Using more innovative formats such as short

videos, podcasts, and live-streamed events could significantly boost public engagement. Furthermore, organising additional, regular outreach events or open days could strengthen MUP's community engagement.

MUP should think about involvement of more students in the popularisation activities. Probably, it would be beneficial for the university if someone would be assigned a task to try to popularise scientific results (regularly and institutionally assured) also in areas/fields that are not so interesting for the media. This would assure the university would be represented in media by many researchers and not only handful of them albeit frequently.

## IMPLEMENTATION OF RECOMMENDATIONS

### 3.7 Implementation of the recommendations in Module 3

Evaluate how the evaluated unit has reflected the recommendations from the previous evaluation of the IEP, if applicable.

If the evaluated unit has not been evaluated before, the indicator will be marked as N/A – Not Applicable.

**Rating [1–5]:**

**4 – Very good**

#### **Qualitative assessment:**

With its response to the recommendations of the previous evaluation, MUP demonstrates its openness to external expertise and has taken important steps to implement the recommendations. MUP has proven its ability to critically re-think its strengths and weaknesses and willingness to assure further improvements. Additionally, the university has proven its ability to take into account specifics of the Czech system and adjust (some) measures and recommendations to its environment(s).

MUP has (tried to) follow many recommendations of the IEP and also in short-term recorded important progress in several areas, e.g. higher visibility and popularisation of research (contributing to the university's reputation) also by hiring communication officer and MUP has started to utilise social media in a bigger extent.

The university followed a recommendation to form more interdisciplinary teams while still managing to retain individual disciplines clearly visible and recognised. In addition, the Internal grants are used for supporting interdisciplinary research.

MUP has adopted some measures to encourage active participation of academics in international activities which has further increased its profile in the international community.

#### **Recommendations:**

The SER reflects the efforts to encourage interdisciplinary cooperation at the MUP. In order to further strengthen interdisciplinarity, strategies should be developed for the recruitment process for new members of the academic staff; job advertisements should outline profiles and define specialties that align with MUP in terms of research interests and methodology.

## EVALUATED UNIT RATING

| Evaluation of unit                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|
| Having evaluated the individual criteria of module M3, please summarise your evaluation in the context of the module, describing and justifying the strengths and weaknesses of the unit being evaluated.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |               |
| 3.1 Introductory information about the unit under evaluation                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | NOT RATED     |
| 3.2 Recognition by the research community                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | 4 – Very good |
| 3.3 Research projects                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3 – Average   |
| 3.4 Research results with existing or prospective impact on society                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 3 – Average   |
| 3.5 Transfer of results into practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3 – Average   |
| 3.6 The most important activities in the field of popularization of R&D&I and communication with the public                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | 4 – Very good |
| 3.7 Implementation of the recommendations in Module                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | 4 – Very good |
| Average rating [1–5]:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | 3.5           |
| Grade [A–D]:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | B – Very good |
| <p><b>Summary assessment:</b></p> <p>MUP is a university that is strongly focused on education, although it also has a significant research orientation – this is rare among private universities in the Czech Republic. Its strong focus on social sciences and humanities as well as basic research, reduces opportunities for participation in applied projects. Research outcomes therefore generally also do not have a direct and immediately visible impact on society. However, the self-evaluation report demonstrates good results in this regard.</p> <p>Although MUP is strongly focused on education and is very dependent on income from tuition fees, data in the self-evaluation report show that research activity is also very important for the university. This is visible in various research results, outputs of the university and researchers (publications, application for various projects and participation in projects, or even leadership of them) as well as the activities of the university management, which in various ways encourages and supports research activity of the staff, including doctoral students. The self-evaluation report demonstrates that MUP has in the last years increased and improved scientific achievements (more high-profile projects in social sciences, and publications abroad) and recognition in the domestic and international scientific/research community.</p> <p>MUP has in recent years demonstrated its ability to adapt to challenges of different environments, and also demonstrates its openness and willingness to follow recommendations with the aim of ensuring further improvements.</p> |               |
| <p><b>Summary recommendations:</b></p> <p>MUP has indeed made important changes that have led to an improvement in its position in various aspects, but it still has some room for further improvement.</p> <p>Despite some changes since the last evaluation it is still possible to see a seemingly random juxtaposition of various disciplines from social sciences and humanities. This hampers the development of a clear profile and also makes interdisciplinary collaboration at MUP difficult.</p> <p>Here, the MUP needs some streamlining which, however, can only be achieved in the long term (e.g. through appropriate HR policies).</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |               |

MUP has indeed made an important step towards assuring excellence in research, including a reduction in the number of part-time contracts for academics. However, it must also assure a better balance between the quality (and quantity) of teaching and the quality (and quantity) of research. Given that MUP primarily utilizes qualitative research methods, a greater emphasis on quantitative approaches (which are common in the social sciences, including e.g. communication studies and political science and also in psychology) would probably provide greater opportunities for research articles to be accepted in highly ranked international journals, particularly US journals (which are predominantly quantitatively focused). Therefore, it would be advisable for MUP to broaden its methodological scope; also in order to expand the opportunities for bigger and diverse international cooperation. To aim this, strengthening quantitative research would probably also require teaching methodological courses (data collection methods such as surveys, content analyses and data analysis).

The self-evaluation report clearly confirms the relevance of international mobility of the staff, therefore the management of the MUP should take additional steps to encourage it even more. As political science is still more profoundly successful in terms of research outputs, the university must consider what it can still do; how it can also encourage researchers from other disciplines to achieve similar results in next years. Maybe MUP has to re-think its recruitment policy to achieve this goal. In relation to personnel policy, MUP acknowledges that there are too few women in the higher positions in particular and has taken several measures to address the imbalance. However, this appears to be a general problem in the Czech Republic that also needs to be addressed at the supra-university level.

## SUMMARY RATING IN MODULE 3

### MODULE 3 – SUMMARY RATING

After evaluating the individual units, please provide a summary evaluation of social relevance in Module 3 for the HEI as a whole. Please assess the balance of the evaluated units, how they contribute to the mission and vision of the HEI and describe the strengths and weaknesses of the HEI assessed in Module 3.

The summary rating is determined in accordance with the rules of the Methodology HEI2025+ as the average of the grades of the individual units, weighted by their size in terms of FTE staff.

| EVALUATED UNIT                 | Grade [A–D]      |
|--------------------------------|------------------|
| Metropolitan University Prague | B                |
|                                | Choose an option |
|                                | Choose an option |
|                                | Choose an option |
|                                | Choose an option |
| Summary grade                  | B                |

#### Summary quality assessment:

MUP is a university that is strongly focused on education, although it also has a significant research orientation – this is rare among private universities in the Czech Republic. Its strong focus on social sciences and humanities as well as basic research, reduces opportunities for participation in applied projects. Research findings therefore generally also do not have a direct and immediately visible impact on society. However, the self-evaluation report demonstrates good results in this regard.

Although MUP is strongly focused on education and is very dependent on income from tuition fees, data in the self-evaluation report show that research activity is also very important for the

university. This is visible in various research results, outputs of the university and researchers (publications, application for various projects and participation in projects, or even leadership of them) as well as the activities of the university management, which in various ways encourages and supports research activity of the staff, including doctoral students. The self-evaluation report demonstrates that MUP has in the last years increased and improved scientific achievements (more high-profile projects in social sciences, and publications abroad) and recognition in the domestic and international scientific/research community.

MUP has in recent years demonstrated its ability to adapt to challenges of different environments, and also demonstrates its openness and willingness to follow recommendations with the aim of ensuring further improvements.

**Summary recommendation:**

MUP has indeed made important changes that have led to an improvement in its position in various aspects, but it still has some room for further improvement.

Despite some changes since the last evaluation it is still possible to see a seemingly random juxtaposition of various disciplines from social sciences and humanities. This hampers the development of a clear profile and also makes interdisciplinary collaboration at MUP difficult. Here, the MUP needs some streamlining which, however, can only be achieved in the long term (e.g. through appropriate HR policies).

MUP has indeed made an important step towards assuring excellence in research, including a reduction in the number of part-time contracts for academics. However, it must also assure a better balance between the quality (and quantity) of teaching and the quality (and quantity) of research. Given that MUP primarily utilizes qualitative research methods, a greater emphasis on quantitative approaches (which are common in the social sciences, including e.g. communication studies and political science and also in psychology) would probably provide greater opportunities for research articles to be accepted in highly ranked international journals, particularly US journals (which are predominantly quantitatively focused). Therefore, it would be advisable for MUP to broaden its methodological scope; also in order to expand the opportunities for bigger and diverse international cooperation. To aim this, strengthening quantitative research would probably also require teaching methodological courses (data collection methods such as surveys, content analyses and data analysis).

The self-evaluation report clearly confirms the relevance of international mobility of the staff, therefore the management of the MUP should take additional steps to encourage it even more. As political science is still more profoundly successful in terms of research outputs, the university must consider what it can still do; how it can also encourage researchers from other disciplines to achieve similar results in next years. Maybe MUP has to re-think its recruitment policy to achieve this goal. In relation to personnel policy, MUP acknowledges that there are too few women in the higher positions in particular and has taken several measures to address the imbalance. However, this appears to be a general problem in the Czech Republic that also needs to be addressed at the supra-university level.

## EVALUATION REPORT FOR MODULES 4 & 5

**HIGHER EDUCATION INSTITUTION NAME: METROPOLITAN UNIVERSITY PRAGUE**

**COMPANY REGISTRATION NUMBER (CRN): 26482789**

### MODULE 4 – VIABILITY

#### ORGANISATION AND MANAGEMENT OF R&D&I

##### 4.1 Organisation and management of R&D&I

Evaluate the organizational structure and setup of the R&D&I management system in relation to the size and type of the university and its mission and vision. Also consider comparisons with foreign universities of similar size and focus.

**Rating [1–5]:**

**4 – Very good**

##### Qualitative assessment:<sup>2</sup>

MUP operates a simplified, functional organisational structure comprising departments and research centres overseen by the Rector's Office. This is very effective in organising and managing R&D&I and reflects MUP's size and private status, in the absence of traditional faculties. The efficiencies are evident in the simplified stages of decision-making and reduced bureaucracy within the two-level management structure which supports transparency and speedier processes. This structure is in line with those found at comparable institutions in other Central Eastern European countries. The research centres that coordinate across departments are ambitious in their interdisciplinary research aims. The seven different research centres reflect the strengths and research expertise of existing staff, underpinning the production of quality publication outputs, external grant activities, and conferences. There are some differences between the research centres: The larger, longer-established fields such as Political Science demonstrate well-developed strengths across a broader range of disciplinary themes, while newer, specialised research centres such as CKVAZ and ASC are beginning to develop strengths in narrower, emerging themes. There is a reliance on relatively small numbers of active researchers to spearhead and deliver the research outputs and external engagements, who must balance these with considerable teaching commitments.

##### Recommendations:

MUP should continue to invest in the development of further interdisciplinary themes, for example by integrating the newly accredited programs in digital economy (2024) and psychology (2025) into the research centres. Review and monitor the reliance on small numbers of researchers to deliver MUP's research outputs; consider investing in the strategic development of a broader research base and expertise of permanent staff, e.g., with well-designed calls for applications for the appointment of additional professors, clearly specifying expectations regarding qualifications, research track records, and subject-specific expertise. Furthermore, a more targeted recruitment policy could be implemented to improve the disciplinary balance of the faculty, thereby reducing the current

<sup>2</sup> Provide verbal assessment of the indicator and briefly comment on the reasons for awarding the specific rating. Follow a similar procedure for the other indicators.

dominance of political science and strengthening representation in other priority areas such as economics, psychology, and digital innovation.

## R&D&I QUALITY MANAGEMENT AND SUPPORT SYSTEM

### 4.2 System of support for a quality R&D&I environment and incentive measures for quality science

Evaluate the systems/measures/tools described to stimulate high-quality science at the HEI being evaluated. In your evaluation, consider the documented effectiveness of the measures described, their impact on achieving the mission and vision of the HEI being evaluated, the realization of excellent science and the possible absence of key systems/measures/tools.

**Rating [1–5]:**

**4 – Very good**

#### Qualitative assessment:

The Metropolitan University Prague (MUP) has implemented a range of systems, measures, and tools to stimulate high-quality science, aligning with its mission to be a leading private university in the Czech Republic and its vision to achieve excellence in social sciences and humanities. Below is an evaluation of these systems and measures:

**Internal Grant Schemes:** MUP has established two internal funding schemes—LCDRO and IGS—to support research activities. These schemes incentivize interdisciplinary research, support doctoral students, and encourage external grant applications. The effectiveness is demonstrated by the successful acquisition of external grants, including Czech Science Foundation projects and international grants like Horizon Europe and MSCA Doctoral Networks.

**Postdoctoral Program:** The annual international call for postdoctoral positions under the LCDRO umbrella has strengthened MUP's internationalization and research quality. The hired postdoctoral researchers have contributed high-quality publications, enhancing MUP's reputation but more could be done to make these calls truly international.

**Interdisciplinary Research:** MUP actively promotes interdisciplinary collaboration through research centers and internal grants. Successful interdisciplinary projects, such as those combining law and economics or political science and media studies, highlight the effectiveness of this approach.

**Support for Excellent Science:** The Centre for Security Studies (C4SS) serves as an incubator for excellent science, providing long-term funding and attracting top researchers. Its success is evident in its involvement in prestigious international projects and its role in establishing MUP as a center of excellence in security studies.

**Internationalization:** MUP has significantly increased its participation in international research consortia, networking projects, and academic mobilities. This has enhanced its global visibility and collaboration, aligning with its strategic goals.

**Doctoral School:** The establishment of the Doctoral School and the introduction of courses like "Teaching, Research, Projects, Publications" have strengthened the research training of PhD students, fostering their integration into the academic community.

The focus on interdisciplinary research, internationalization, and the development of human potential aligns with national and European research priorities, enhancing MUP's academic standing.

MUP's systems have led to tangible outcomes, such as high-quality publications, successful grant applications, and the establishment of research centers. The emphasis on supporting early-career researchers and interdisciplinary teams has fostered a culture of excellence.

**Commercialization Strategy:** While MUP has made efforts in contractual research, a comprehensive commercialization strategy is lacking. Developing this could enhance the practical application of research outcomes and generate additional funding- but so far the funding raised is very limited.

**Open Access and Data Management Strategy:** Although steps have been taken, MUP lacks a fully institutionalized open access and data management strategy. These are critical for increasing research visibility and compliance with international standards.

**ERC Incubator:** The absence of an established ERC incubator limits MUP's ability to secure prestigious European Research Council grants, which could significantly boost its research profile. But it seems that MUP already has a detailed plan for setting up an incubator.

**External Communication Strategy:** MUP does not have a standardized external communication strategy for scientific affairs, which could improve its visibility and societal impact.

#### **Recommendations:**

MUP has implemented effective systems and measures to stimulate high-quality science, achieving significant progress in research excellence, internationalization, and interdisciplinary collaboration. However, addressing gaps in commercialization, open access, ERC grant preparation, and external communication could further enhance its impact and align with its strategic objectives. Furthermore, further work on deepening interdisciplinary collaboration should be addressed.

### **4.3 Quality control system for R&D&I environment**

Evaluate the described internal and external evaluation system in terms of its quality, effectiveness and suitability for the HEI.

**Rating [1–5]:**

**4 – Very good**

#### **Qualitative assessment:**

MUP has developed a comprehensive monitoring and evaluation system that ensures the academic staff the subject of constant quality evaluation. A special body is set (Council for Internal Evaluation) to deal specifically for the purpose of internal evaluation (3 or 5 years).

Indeed, annual internal evaluation might be too frequent. But it seems this type of evaluation is mostly based on the bibliometrics, although it also includes some other aspects (that is good). It is great that gathered data (by the Research, Development and Accreditations Centre - this means annual reporting does not represent a huge additional burden for researchers) are not only presented but also discussion is held. However, from the report it is not clear if there is or how the feedback loop is assured. It is also not clear if annual evaluations are the basis for individual salaries and if other considerations are taken into account (e.g. caregiving responsibilities) as well as variations between disciplines.

MUP also has an active International Advisory board and it seems it is helpful for strategic decision-making at the MUP (it is formed by the IEP members – this is beneficial as members are familiar with the MUP and its organisation, development, challenges and plans for the future).

It is necessary to praise the decision of the university to follow some standards set at the EU level in quality control of R&D&I, despite they are not fully incorporated in the Czech regulation system; like evaluation of ethical aspects of research (ethical approval), Code of Ethics, data management plan. Also monitoring the international development of the good practices in research and communication about them to academic staff is a very important aspect of quality control.

#### Recommendations:

MUP has to assure feedback loops more evidently. It may also consider establishing a formal body (commission) dealing with ethics of research.

#### 4.4 Sustainability and resilience of R&D&I

Evaluate the described system of measures for sustainability and resilience of R&D&I in terms of their quality, effectiveness or possible absence of key measures.

#### Rating [1–5]:

**3 – Average**

#### Qualitative assessment:

The current system of R&D&I measures is adequate and has worked well at this stage in MUP's development to date. The stability and long-term resilience of existing R&D&I arrangements could potentially come under stress over the next period as external and internal risks emerge in the national and international research landscape. Some risks relate to the increased competitiveness of international research projects and the robust institutional systems needed to deliver on these consistently. It is very encouraging to note MUP's plan to implement measures that address for example, research ethics, data management, open access and ORCID. Recognising the benefits as well as some potential downsides from the measures they adopt could become part of continuous quality development, thereby enhancing R&D&I resilience.

The RDAC (Research, Development and Accreditations Centre) performs a critical, coordinating role for MUP's R&D&I activities; any issues here would potentially affect MUP's R&D&I system. Plans to strengthen and enhance its effective functioning and quality could be more specific to support the next stages of growth.

Institutional objectives note the desire to pursue research excellence but a more detailed plan is needed.

#### Recommendations:

Despite the university has made some progress here, MUP's current over-reliance on a small group of existing researchers to generate the majority of MUP's research efforts is still an institutional risk that should be recognised and planned for. It is necessary to clearly identify and where possible, address the current constraints faced by MUP in recruiting, retaining and promoting existing and new research staff, in order to enhance long-term institutional stability and help to sustain the research successes that have been achieved within the current research system.

Enhancing the diversity of researchers, including by encouraging the recruitment of overseas professors and doctoral researchers, could widen MUP's ability to link into wider international research networks and to enhance the capture of international funding.

A transparent system of appropriate incentives to reward research excellence should be considered, alongside clear institutional measures to address research practice and train early career researchers.

Strategic plans to effectively deliver the next generation of research projects could be developed and tracked within institutional measures.

## PERSONEL POLICY

### 4.5 Structure of human resources

Evaluate the described structure of human resources at the evaluated HEI in terms of age composition, degree of internationalization, distribution by job classification, and gender balance. For the assessment, use the data from the annexed tables 4.5.1 and 4.5.2; it is also possible to draw on the more detailed staffing data presented in indicator 3.1 of the self-evaluation reports for the evaluated units.

**Rating [1–5]:**

**3 – Average**

#### Qualitative assessment:

MUP's structure of human resources demonstrates several obvious imbalances. Most notably, as shown in Table 4.5.1, all twelve professors are male. Since 59 per cent of all associate professors are female, there is a possibility that this imbalance could change in the future, although, as pointed out in the report, the promotion of female professors is a long-term rather than short-term goal and is affected by the Czech accreditation and promotion system. In addition to the gender imbalance there is also a clear imbalance when it comes to age among professors while it is less obvious at other levels. As seen in Table 4.5.3, 25 per cent of professors are 70 years or older, 50 per cent are 60 years or older, while only 25 per cent (three in absolute numbers) are 49 years or younger. This is despite the fact that the report mentions that the strongest group among researchers is the age group between 30-50 years. Given the high percentage of professors in the age group of 60 years or older, one would expect this to be the strongest group among researchers. All things being equal, one should be able to expect professors to play a leading role in research. At the associate professor level, the age structure is more balanced, and at the associate professor level there is, as can be expected, an imbalance in favour of younger age groups. It seems clear that the absence of a retirement age has a strong influence on the age imbalance at the professor level. While older professors who may be less productive are important to MUP in their roles as guarantors of study programmes, it seems that greater demands should be made on such professors when it comes to publishing research and thereby contribute to strengthening MUP's reputation. The percentage of foreign staff is 6 per cent of associate professors and 13 per cent of assistant professors. There are no foreign professors. Increasing the number of foreign staff is a long-term aim of MUP.

#### Recommendations:

As mentioned in greater detail in the discussion of indicator 4.7 below, efforts are being made to improve the gender balance at MUP. This is done, for example, through the use of internal grants and mentoring with the purpose of improving the qualifications and possibilities for promotion of female staff at the associate professor and assistant professor levels. However, the broader gender imbalance problem is not limited to MUP, but a larger issue at Czech universities in general, and efforts at the national level may also be necessary.

The age structure can perhaps be expected to improve eventually as younger colleagues are promoted and older colleagues retire. The retirement of older male professors can also be expected, once female professors have been appointed or promoted, to eventually influence the gender balance positively.

Also related to the age structure, the report's reference to the fact that the strongest group among researchers is the age group between 30-50 years, raises questions about research productivity among different age groups. It might be useful to systematically investigate research productivity and contributions among different age groups in order to find out whether some age groups are

currently less productive. It also seems important to make sure that the expectations when it comes to doing research and publishing high-impact publications are high for all employees.

Increasing the number of foreign staff appears to be difficult absent changes to the national system for accreditation and promotion.

#### 4.6 Academic and Research Careers

Evaluate the described system for the recruitment and career development of academic and research staff. Evaluate the system in terms of its quality and effectiveness, as well as the potential absence of key elements.

**Rating [1–5]:**

**4 – Very good**

##### Qualitative assessment:

MUP's Career Code for Academic Staff (Rector's Directive No 4/2019) sets out clear expectations for employees when it comes to research, applications for research grants and within how many years employees are expected to apply for promotion. Individual career plans are devised for employees and then evaluated by the rector and relevant head of department every three years. In certain situations, such as for example following parental leave or other personal circumstances and when preparing grant applications or applications for promotion, the Career Code explicitly allows for flexibility in working conditions. The criteria for evaluation of staff performance are clearly set out in the Career Code and when it comes to research publications, complemented by another document, the Rector's Directive No 9/2020 on the Principles and Evaluation of Publication Activity at Metropolitan University Prague, which is clear concerning how different publications are valued in terms of publication points. While expectations are thus clear, the documents do not specify exactly how achievements are rewarded. MUP also has an established adaptation process for new employees, including mentoring. This process encourages new employees to apply for grants through the internal grant system and to be integrated into joint external grant applications. The internal grant system, described in the Rector's Directive No 3/2024 on the Principles of the Internal Grant System of Metropolitan University Prague, is open to applications from academic staff, PhD students and master's degree students. At MUP, sabbaticals are granted on an ad hoc basis. Overall, career development at MUP is governed through the documents mentioned above, setting clear expectations.

##### Recommendations:

If MUP wishes to further motivate employees to publish certain kinds of publications, such as those awarded higher publication points and benefitting MUP in the evaluation process, one option might be to create clearer incentives, for example publication bonuses or other rewards.

Establishing a standardized system for sabbaticals would be useful in order to make the process through which sabbaticals are awarded, as well as expectations for those granted a sabbatical, clearer.

#### 4.7 Gender equality measures

Evaluate the gender equality measures described in self-evaluation. Evaluate the measures in terms of their quality and effectiveness, as well as the potential absence of key measures.

**Rating [1–5]:**

**4 – Very good**

##### Qualitative assessment:

An underrepresentation of women is evident at various points in the SER (see e.g. Tables 3.1.2, 3.1.3, 4.5.3 SWOT analysis), and little has changed in this respect during the evaluation period and since the last evaluation. Through the individual arrangements in their contracts, the MUP has the opportunity to take into account the different needs of employees and thus promote equal opportunities for all genders.

The so-called leaky pipeline is already confirmed among students: The proportion of women decreases with increasing qualification level. While the proportion of women among undergraduates and master's students is still almost 60%, it is only just under 42% among doctoral students and just under 46% in life-long learning courses. In a long-term comparison, the proportion of women among students fell from 63% to 59% between 2021 and 2023 and is thus approaching the pre-pandemic level (2019) of 57% (ch. 3.1.4).

In the academic staff, the proportion of women fell from 38% to 31% between 2022 and 2025 (see Table 1 Gender Equality Plan 2022 and 2025).

There are no women among the professors; this has not changed in the period under review, although the number of professors has increased. In contrast, there are more women than men among associate professors. However, the proportion of women in this group has fallen since 2022, although the number of associate professors has increased. Among assistant professors, the proportion of women is lower than that of men and has decreased compared to 2022. The underrepresentation of women in MUP leadership is also striking.

MUP's 2025 Gender Equality Plan and SER document the awareness of the existing deficiencies on the one hand and the diverse efforts to achieve gender equality on the other. In particular, this includes considerable flexibility in terms of working conditions to adapt to individual personal needs. In addition to efforts to achieve equality for women, the Gender Equality Plan contains a clear commitment to combating all forms of discrimination, gender-based violence and harassment.

MUP envisages the introduction of a mentoring program for young women, which is a proven measure for the promotion of young talent.

### **Recommendations:**

The low proportion of women at a university that focuses on the social sciences and humanities is unusual. Since the findings on the representation of women among students and academic staff are obviously not a problem specific to the MUP, the underlying factors should be investigated on a broader level, preferably at all Czech universities. In this way, the obstacles that prevent women from qualifying for higher positions (doctorate, habilitation) could be identified. Since the low proportion of women seems to be a problem not only at MUP, it would be beneficial to launch a survey (nation-wide) in the final year of secondary school to find out where the barriers for women are; would make it possible to assess the motivation of women for studying at a university and for their choice of subject.

The contact person for complaints about discrimination or harassment is the Gender Equality Officer, who should be able to be contacted directly and without further intermediaries in the event of complaints and should also be authorized to initiate appropriate measures.

For the planned mentoring program it should be considered whether mentors from outside the MUP could also be involved.

The MUP could further intensify gender aspects in teaching and research in order to sensitize all students to the issue and to further promote women's interest in studying and pursuing an academic career. This could be achieved through special courses on gender issues, the inclusion of gender

aspects in all courses and research projects as well as a lecture series to which all disciplines represented at the MUP contribute. Such a lecture series could also be opened up to the public and advertised at schools.

Measures to promote gender equality also include measures to raise awareness of the issue among all genders. This could be done by promoting gender aspects in the inclusion of research projects or through workshops for all university employees.

#### 4.8 Mobility of academic and research staff (including sectoral and inter-sectoral mobility)

Evaluate the described mobility of academic and researcher staff. Pay attention to whether the evaluated HEI achieves the set objectives, whether the mobility objectives are appropriately set for the HEI and whether the strategies in place lead to their achievement or help remove existing barriers to mobility.

**Rating [1–5]:**

**4 – Very good**

##### Qualitative assessment:

Mobility contributes to gaining experience at other institutions and in other university cultures, helps to build networks, is a plus point on the CV and also increases the chances when applying to research funding institutions.

SER mobility refers to short-term and longer-term stays by academic staff, doctoral students at foreign universities and the hosting of foreign academics.

Most of the academic staff's stays abroad are short-term and longer-term stays of one to two weeks, funded for example by Erasmus scholarships. Doctoral students are obliged to spend at least one month abroad. It is unclear what the purpose of such a stay is, what activities are expected of the students during these stays and what the benefits are for the doctoral studies.

According to the information in 4.12, the MUP has an impressive number of partner universities (227) that are available for stays abroad (Erasmus+). However, there is no information on what exactly the reciprocal agreements look like. There are likely to be significant language barriers for students in some countries where courses are only offered in the local language.

##### Recommendations:

The long list of partner universities (see self-presentation brochure pp. 55-57) shows private and state universities with different status (universities vs. universities of applied sciences). As MUP is a research-oriented university, it should be considered whether the exchange agreements should be restricted to universities with the same status - in deciding for exchange agreements the benefits (in terms of teaching and research) of the MUP need to be more clear.

The benefit for doctoral students from stays abroad is unclear. It is recommended that the expectations for such stays be formulated more precisely and possibly placed in the context of the dissertation.

Even if all mobility is positive and particularly fruitful for networking, it is questionable what advantages many short-term mobility has for the research and qualifications of academic staff. It should be considered if short-term stays should be reduced in favor of longer-term stays/sabbaticals that researchers can organize according to their own needs and research interests.

SER mentions that MUP also hosted a large number of foreign academics who usually used their stay for data collection or took sabbaticals at MUP. If guest researchers use a stay at MUP to pursue

their own research interests, the question of the benefit for MUP arises. It would therefore be advisable to integrate such guests into the departments (e.g. by offering lectures or courses), or to invite only those guests who collaborate with MUP academics in their research.

## RESEARCH INFRASTRUCTURE

### 4.9 Research infrastructure

Evaluate the system described for the acquisition/optimisation of core facilities and other equipment and their renewal. Evaluate the system in terms of its effectiveness and suitability for the HEI. Also consider the system for sharing instruments and equipment, including core facilities and equipment of evaluated units. Use the data in Annex Table 4.9.1 to support your evaluation.

**Rating [1–5]:**

**4 – Very good**

#### Qualitative assessment:

This indicator is only partially applicable to MUP, given that the University does not purchase any expensive equipment due to the domination of the low-cost social sciences and humanities. The acquisition of small office devices with the use of own financial resources is a conventional mode of fulfilling statutory obligations. Accordingly, the investment in scholarly resources and databases should be considered as part of administrative duties. The creation of a friendly technical work environment for doctoral students deserves recognition.

MUP gave three examples of the sharing of the purchased equipment and its application to the research and academic activities. They can be hardly characterized as expensive, but their usefulness and efficacy for the overall development of research and teaching seem to be evident. Firstly, the library software system is important for an effective everyday workflow. It improves the management of library resources, both printed and electronic, and facilitates accessibility of these resources by both faculty and students. Secondly, the personal bibliographic database seems to be useful for an optimization of scholarly output and a stronger visibility of the academic community of MUP. Thirdly, the editorial system for MUP Press allows for a smoother edition and publication processes.

The above mentioned undertakings have evidenced a significant increase in the investment, as presented in Table 4.9.1. Concurrently, they have shown MUP's relatively limited commitment to the development of expensive infrastructure, mostly due to the characteristics of the academic profile of the University, based on conventional forms of research and teaching, proper for the social sciences. It is worth underlining a considerable investment in the maintenance of the existing equipment; its costs prevail significantly over the spendings on the purchase of the new equipment (although this has to do with the inclusion of IT staff salaries in it). This is a reasonable approach in the case of a University that has limited financial capacities. On the other hand, this petrifies the low-cost model of research and teaching which may appear too conventional to succeed in the long run.

#### Recommendations:

To maintain the consolidated academic profile, based on the social sciences, it is not enough to sustain the existing research infrastructure and introduce some improvements. It is recommended to take into consideration the development of infrastructure (software, equipment, access to external databases and repositories) to enable whole-systems thinking and stimulate a more innovative approach to researching and teaching. Innovative digital tools, like digital platforms or

AI-driven tools for processing complex datasets, are worth consideration. In case of financial limitations to invest in these solutions, MUP could reach out to external sources of financial support, including the private sector.

## FINANCES

### 4.10 Budget and structure of financial resources

Evaluate the budget and financial resource structure of the evaluated HEI in terms of its suitability for the HEI, i.e. whether the financial resource structure is appropriate for the size and type of the evaluated HEI. You should also pay attention to the ability of the evaluated HEI to attract prestigious research projects. Use the data in the annexed tables 4.10.1 to 4.10.5 to support your evaluation.

**Rating [1–5]:**

**4 – Very good**

#### Qualitative assessment:

MUP has three main financial sources for R&D&I. It is very good that during recent years, MUP has managed to assure bigger diversification of financial resources. In this regard it is obvious MUP has improved substantially in the last years funding from the EU level projects. Institutional financial support is very important for stable and predictable funding, especially due to low success rate in general, and of institutions from the CEE in particular, on research EU tenders. Due to the profile of MUP as a university focused on social sciences and humanities, grants for applied research constitute a negligible share (between 6 and 0% in the evaluated period).

#### Recommendations:

MUP should intensify even further its efforts in competing especially for large and prestigious research projects despite low success rate in general.

The university must not neglect networking with private corporate and NGOs that is especially important with applied projects.

MUP has to assure institutional and stable funding of the state also in the future.

### 4.11 Rules for the use of institutional support for the LCDRO

Evaluate the strategy described and the rules for the use of institutional support for the LCDRO. In your evaluation, consider the effectiveness of the implemented strategy and policies and whether they contribute to the mission and vision of the HEI.

**Rating [1–5]:**

**4 – Very good**

#### Qualitative assessment:

The current arrangements for the use of institutional support for the Long-term Conceptual Development of Research Organization (LCDRO) are adequate. MUP is a recipient of institutional support for LCDRO. A number of impressive research activities and outcomes have been reported during this period, with institutional support for LCDRO evidently contributing towards MUP's stated research objectives. The LCDRO has been used, for example, to support the internal grant scheme and a range of systemic research activities, supporting umbrella projects as well as funding postdocs and ECRs. Support has also covered other research-related costs, such as mobility, foreign travel costs, and data collection costs.

### Recommendations:

It would be helpful to provide more detail on how research potential is judged, with specific detail on what is covered in the evaluation criteria for originality, quality, or excellence. Additionally, the rigour of the internal evaluation process could be enhanced to ensure a wider range of researchers and research activities are supported, and to demonstrate transparency.

## NATIONAL AND INTERNATIONAL COOPERATION

### 4.12 Significant collaborations in R&D

Evaluate listed examples of significant R&D&I collaborations with respect to the effectiveness of the collaborations established, their proportionality and appropriateness to the type of HEI and its mission and vision.

**Rating [1–5]:**

**4 – Very good**

#### Qualitative assessment:

MUP has an excellent network of established collaborations with partners nationally. MUP works closely with the Czech Academy of Science and other Czech universities on joint grant projects as well as completing applied research that includes non-university actors. MUP both leads as well as supports these grant applications as a participating institution. It has a well-established network with state actors, public agencies and non- public actors including NGOs.

International R&D&I partnerships are evolving steadily and MUP has participated in two Horizon Europe consortium projects led by other institutions. MUP has also participated in Marie Skłodowska-Curie Actions doctoral networks projects, and networking partnerships within the CEE region supported for example by the International Visegrad Fund. Collaborations for staff mobility such as the Erasmus framework are working well. MUP has a widely distributed network of university partners.

#### Recommendations:

MUP has achieved significant progress in fostering national partnerships and has made steady progress in its regional and international partnerships. MUP has developed effective systems to stimulate significant R&D&I collaborations that align with its mission and vision.

However, MUP could further enhance its impact by developing the focus, depth and duration of these R&D&I partnerships.

Look to develop the capacity to lead on international research projects and large funding bids.

## STUDIES

### 4.13 Doctoral studies

Evaluate the described organisation of doctoral studies. Pay attention to the setup and quality of the processes, as well as their effectiveness through basic statistics, such as drop-out rate or data on the future career of graduates.

**Rating [1–5]:**

**4 – Very good**

#### Qualitative assessment:

MUP offers three doctoral programs (two in both Czech and English), being the only private Czech university with so many programs. The Research, Development and Accreditation Centre manages the doctoral school (provides necessary information and organizes study courses and collaboration across programs). The organisation of doctoral studies emphasizes research and puts limited teaching obligations on doctoral candidates. Each doctoral student has a 3-year study plan that is approved by the Doctoral Board of the program, and the Board evaluates the implementation of the study plans annually. The internal grant system is established to support doctoral candidates' research (€12 000 for 12 months). The grant applications can only be submitted by the students of the first three years of study (to motivate the graduation on time). The grants undergo regular evaluation by the Internal Grant System Committee. Each internal grant awarded should generate at least one publication (at the level of WoS or Scopus). For the 1<sup>st</sup> year students publishing is possible in the series of working papers. At least a part of the dissertation must be published before defence. The study period lasts 3 years but can be extended up to 7 years. Each student has a supervisor, who can supervise a maximum of five students simultaneously. Supervisors help students to get familiar with the research community and prepare their publications and conference papers. If the PhD student applies for an internal research grant, the supervisor will normally be a co-supervisor. Post-doctoral scholarships are also a part of the scholarship system for ensuring research support after the defence of the dissertation. Overall, the organisation of doctoral studies is well structured and managed.

MUP's website contains updated information about the admission process of the PhD programs. Usually, the successful MUP's MA graduates are directly contacted by the departments supervising the PhD programs and offered assistance in applying. This recruitment practice has resulted in some successful careers of young researchers who became employed by MUP and are currently working as Assistant Professors. However, considering the current Czech recruitment and promotion conditions for professors, this practice can lead to in-breeding, especially if there are no competitors from elsewhere. The SER does not mention the proportions of either their own graduates or external PhD candidates.

MUP admits 6 PhD candidates annually, due to lack of public funding for this aiming for an equal number of students in each of the three programs. The total number of PhD students is 29 (in 2024/2025). On average, for various reasons, one student per year drops out from each program. It seems to be a risk here for the sustainability of the doctoral studies if annually, 6 candidates are admitted and 3 drop out.

MUP does not cooperate with any external institution in the development and implementation of doctoral studies. However, the students and supervisors are often involved in international courses and research teams, as well as the study and research visits abroad of various durations. No information is found in the SER about the activities, tasks and benefits of these visits.

#### Recommendations:

As it may be difficult for MUP to compete for doctoral candidates with other, mostly public Czech Universities, establishing or joining combined doctoral programs with some foreign or Czech

universities would be beneficial. To minimize dropout cases, it may be considered to allow taking a year/half a year out and then continuing the studies (without including this year into the 7-years limit).

## IMPLEMENTATION OF RECOMMENDATIONS

### 4.14 Implementation of recommendations in Module 4

Evaluate how the HEI has reflected the recommendations from the previous evaluation of the IEP, if applicable.

If the HEI has not been evaluated before, the indicator will be marked as N/A – Not Applicable.

**Rating [1–5]:**

**4 – Very good**

#### Qualitative assessment:

The self-assessment demonstrates MUP's strong and responsible commitment to fulfill the recommendations for Module 4 included in the previous evaluation period. The report specifies a long list of matters which were addressed since the previous evaluation. This shows a pragmatic and accountable approach to the conclusions and recommendations formulated in the previous evaluation report. Among the nine fields listed by MUP, four deserve special attention with regard to a remarkable progress that has been achieved: (1) doctoral research and training within the Doctoral School; (2) technical improvements in access to and management of data and information; (3) internal forms and methods of evaluation and scrutiny; (4) a favourable work environment and social welfare.

Concerning the Doctoral School, the extension of the instructive courses on methodology, ethics and diligence in scientific research, as well as project design and research outputs, responds to the standards of modern education and research at the doctoral level. The improvement of organizational conditions for research (access to databases and publications, as well as to infrastructure and equipment) should stimulate doctoral activities. In this context, the participation of MUP in only one international doctoral network falls below expectations, given the efforts devoted to the reinforcement of the doctoral component.

Regarding the technical improvements, IT systems and databases acquired and implemented by MUP improve the overall administrative performance and contribute to a better management of scientific information about MUP faculty and doctoral researchers and their ongoing or prospective activities. They also facilitate the flow of information necessary for external reporting or evaluation. This is particularly important for cooperation with national authorities, like the Ministry of Education, and grant agencies, like Czech Science Foundation. This is also recommended for improving the integration of MUP into international cooperation networks.

When it comes to internal evaluation and scrutiny, the strengthening of the Council for Internal Evaluation, by adding evaluation of ethical aspects of the research, is welcome. Likewise, the improvement of information flow within MUP, including data on individual researchers and their achievements, contributes to a greater transparency and should foster inter-departmental cooperation.

Lastly, social well-being must be addressed in some ways. Incentives for researchers committed to their individual career development, contributing to the University's successes as well, are a valuable innovation. Sabbatical leaves and teaching buy-outs are profitable but they must be granted in the long run, as part of MUP's well-thought development strategy. Gender balance still

has been a weak point, despite some efforts undertaken by MUP authorities to improve it. The adoption of the Gender Equality Plan and appointment of a gender equality officer are steps in the right direction.

To conclude, MUP's efforts and actions undertaken in a follow-up to the previous evaluation deserve approval, exhibiting the sheer commitment to fulfill the recommendations and improve the overall functioning of the University. Despite some identified deficits, the general assessment is positive.

**Recommendations:**

MUP should uphold an active transformative approach to its development, keeping the recommendations of the evaluation process as priority for its institutional and structural progress. Still some aspects fall short of recommendations (like women's underrepresentation in the academic staff, or the mismatch between incentives and tangible outputs of research, in terms of high-quality publications or prestigious research projects). The University's authorities should be more anticipatory with regard to risks and opportunities and be more agile in adjusting to the identified problems and in taking advantage of the best practices and experiences gained from the evaluation processes so far. This could help manage the University's overall activities better and prepare for the next evaluation.

## MODULE 4 RATING

### MODULE 4 – SUMMARY EVALUATION

After evaluating each indicator, please provide an overall evaluation of Module 4. Assess the overall state of the research and institutional environment and the quality of the internal processes of the HEI. Consider whether and how the set processes contribute to the fulfilment of the HEI's mission and vision.

The aggregate grade is determined in accordance with the rules of the Methodology HEI2025+ as a simple average of the scores for each indicator.

| INDICATOR                                                                                        | RATING [1–5]         |
|--------------------------------------------------------------------------------------------------|----------------------|
| 4.1 Organisation and management of R&D&I                                                         | 4 – Very good        |
| 4.2 System of support for a quality R&D&I environment and incentive measures for quality science | 4 – Very good        |
| 4.3 Quality control system for R&D&I environment                                                 | 4 – Very good        |
| 4.4 Sustainability and resilience of R&D&I                                                       | 3 – Average          |
| 4.5 Structure of human resources                                                                 | 3 – Average          |
| 4.6 Academic and Research Careers                                                                | 4 – Very good        |
| 4.7 Gender equality measures                                                                     | 4 – Very good        |
| 4.8 Mobility of academic and research staff (including sectoral and inter-sectoral mobility)     | 4 – Very good        |
| 4.9 Research infrastructure                                                                      | 4 – Very good        |
| 4.10 Budget and structure of financial resources                                                 | 4 – Very good        |
| 4.11 Rules for the use of institutional support for the LCDRO                                    | 4 – Very good        |
| 4.12 Important collaborations in R&D&I                                                           | 4 – Very good        |
| 4.13 Doctoral studies                                                                            | 4 – Very good        |
| 4.14 Implementation of recommendations in Module 4                                               | 4 – Very good        |
| <b>AVERAGE RATING</b>                                                                            | <b>4 – Very good</b> |
| <b>GRADE [A–D]</b>                                                                               | <b>B – very good</b> |

#### Summary assessment:

MUP has an organizational structure appropriate to its position, nature and size.

Although it has made progress in the age and gender structure since the previous evaluation, imbalances in these two aspects are still evident. In particular, changing the gender structure is difficult for a single university, as it largely depends on the national regulatory system and values in the society. More possibilities for MUP to adopt and implement certain measures are possible in dealing with the issue of balanced age structure, and here some measures could/should be implemented. Here, it is necessary to stress that age imbalance is not a problem for the institution as long as older employees contribute to MUP's reputation in the same way as younger employees through high-quality research and publications.

The structure of financial resources is appropriate given the characteristics of MUP and its outputs. The university also has a good quality assurance system, although it could consider partially

balancing the strong focus on bibliometric/quantitative data with qualitative data when evaluating the performance of its staff.

#### Summary recommendations:

Since the last evaluation, the university has expanded the base of high-profile researchers, but it can build on this with various (systemically regulated) incentives further (for example, incentives for long-term study absences abroad/sabbaticals, easier balance of private and professional life) to ensure long-term resilience. To a significant extent, this broadening of the basis of high-profile researchers can also be ensured by changing the recruitment process.

Although MUP is focused on social sciences and basic research, it will have to make certain improvements in commercialization. In this regard the university must not neglect networking with private corporate and NGOs that is especially important with applied projects.

## MODULE 5 – STRATEGY AND POLICIES

### 5.1 Mission and vision of the evaluated institution in R&D&I

Evaluate the described vision and general mission of the university emphasizing R&D&I (in context of its educational function and the educational policy strategy of the state or the relevant ministry for higher education. Compare the defined mission with reality. The evaluation should consider how the mission and vision of the HEI has been fulfilled in the past five-year period and whether the vision for the next five-year period is adequately set and realistically achievable.

**Rating [1–5]:**

**4 – Very good**

#### Qualitative assessment:

The budget and financial resource structure appears suitable for its size and type as a private higher education institution focused on social sciences and humanities. Below is an evaluation based on the provided data:

#### Budget Overview

**Total Budget:** MUP's total budget for R&D&I during the evaluation period is CZK 224,115,000 (EUR 8,841,000), with 49% from public funding in the Czech Republic, 6% from public funding abroad, and 45% from other sources. Such funding structure is appropriate taking into account institutional size and performance outputs.

**Public Funding:** The significant share of public funding (49%) reflects MUP's ability to secure institutional support (LCDRO) and national grants, which are crucial for sustaining research activities.

**National Grants:** MUP has consistently secured funding from the Czech Science Foundation (GA ČR) and the Technology Agency of the Czech Republic (TA ČR). For example, GA ČR projects contributed CZK 2,692,000 (EUR 106,200) in 2024, demonstrating MUP's strong presence in national research funding.

**International Grants:** MUP has successfully attracted prestigious international projects, including:

**Horizon Europe:** Participation in two consortium projects, TRUEDEM and CIDAPE, with funding of CZK 5,142,000 (EUR 202,900) in 2023 and CZK 2,996,000 (EUR 118,800) in 2024.

**Marie Skłodowska-Curie Actions (MSCA):** Hosting three foreign doctoral students under the MSCA-DN grant.

**Jean Monnet Chair:** Funding of CZK 335,000 (EUR 13,000) in 2023 and CZK 386,000 (EUR 15,200) in 2024.

EEA and Norway Grants: The JUDGE project received CZK 2,021,000 (EUR 79,800) in 2023.

These achievements highlight MUP's growing internationalization and ability to compete for high-profile European grants.

#### Structure of Financial Resources

**Basic Research Dominance:** Basic research accounts for 96.54% of total costs/outputs, with applied research at 3.46%. This aligns with MUP's focus on social sciences and humanities, where basic research is predominant.

**Applied Research Challenges:** The decline in applied research funding (0% in 2024) reflects the limited compatibility of that approach. This may require strategic adjustments to explore alternative funding sources for applied research.

#### Strengths

**Institutional Support:** LCDRO funding provides a stable foundation for internal grant schemes and research infrastructure.

**International Success:** MUP's participation in Horizon Europe and MSCA projects demonstrates its ability to attract prestigious international funding.

**Diversified Funding:** The mix of public and private funding ensures financial stability and flexibility.

#### Challenges

**Applied Research:** The shrinking share of applied research funding highlights the need for diversification and alignment with funding schemes that support social sciences.

**Commercialization:** MUP has yet to fully develop a strategy for contractual research and commercialization, which could enhance its financial sustainability.

#### Recommendations:

MUP's financial resource structure is appropriate for its size and focus on social sciences and humanities. Its ability to attract prestigious research projects, particularly international grants, is commendable and positions it as a competitive private university in the Czech Republic. However, addressing challenges in applied research and commercialization will be crucial for further growth and resilience, also sustainability, despite the fact the MUP (as other universities focusing in social sciences) invests/focuses more in basic research.

### 5.2 Research and development objectives

Evaluate the set goals of the HEI in both the area of R&D&I and the development of the HEI as an institution. Consider whether the goals are adequately established in relation to the size and type of the HEI, as well as its mission and vision, and whether they are achievable within the proposed timeframe.

**Rating [1–5]:**

**4 – Very good**

#### Qualitative assessment:

MUP has listed 11 research and development objectives for the next 5-year period. Three of them (Full integration of newly accredited study programs – Digital Economy and Psychology – into research agenda; Creation of ERC incubator and ERC projects applications, and Accreditation of the PhD economics program) have a direct impact on the improvement of research organization and practice. All of them potentially advance interdisciplinary research creating new fields and research

directions that are envisioned in the objectives. The planned ERC incubator for mentoring and supporting preparation of project proposals for ERC grants can substantially raise the chances to receive prestigious European grants.

The other objectives are directed to institutional strategy-building that indeed, have further impact on the quality of research. Accreditation of new habilitation and appointment procedures for professorial positions will certainly raise MUP's chances to get highly qualified academics from outside MUP. The description of this objective in the SER does not, however, give any details of these procedures (e.g., how they differ from other Czech Universities or how they enable foreigners to apply for professorial posts).

MUP already has quite remarkable cooperation with the non-academic sector (described in Modules 3&4). One of the strategic objectives aims at extending the portfolio of partners in addition to continuing current cooperation. Potentially, MUP can strengthen their applied research by responding with research proposals to the calls of the Technology Agency that focus on societal issues.

The objectives also contain some strategic tasks in which MUP has not had much success in the past: contractual research and commercialization of the results, as well as external communication. These objectives contain a realistic vision on how to improve these fields of MUP activities. Recruitment of a communication and PR professional raises the likelihood of positive results.

MUP has clear objectives concerning the implementation of open science. Joining the repository of the National Library of Technology will provide MUP with necessary assistance for data management and storage. MUP also aims at open access publishing and adoption of ORCID. All these steps are indispensable and critical for knowledge transfer, and also for developing a modern research environment.

Concerning internationalization of research, the SER refers to the existing framework of two PhD programs and cooperative research projects involving MUP departments and researchers. It seems no particular agreements, plans or projects are foreseen.

#### **Recommendations:**

MUP would benefit from concretizing the development of an interdisciplinary framework of the combination of psychology, political science, media and security studies etc. with tangible desired results and concrete plans for achieving these results. Implementation of this objective is a long-term effort. Five years is not enough for realizing all the mentioned ideas, and therefore, a timeline of what should be done by what time would be necessary.

Concerning internationalization, it is important to encourage and support participation of the staff members in prestigious international conferences, which are very efficient for networking and contacts.

### **5.3 Institutional instruments and measures for the implementation of the research and development strategy**

Evaluate the described institutional and strategic instruments for the fulfilment of the research and development objectives regarding how they will contribute to the fulfilment of these objectives. In your evaluation, also pay attention to the possible absence of key instruments or measures.

**Rating [1–5]:**

**4 – Very good**

**Qualitative assessment:**

MUP has set itself several ambitious research objectives and targets for the next five years. These require sustained investment in strategic management, research organisation, and monitoring tools. The key priorities identified by the university include integrating new study programmes into research activities, strengthening appointment and habitation procedures, increasing grant applications, and expanding research cooperation. While the institutional and strategic arrangements are described in general terms, the specific processes and procedures required to achieve the set targets lack detail and could be specified more clearly. While the investment in internal grants to develop interdisciplinary research is commendable, it is unclear which themes of strategic relevance for MUP this investment will be directed towards. For example, how will the newly accredited digital economy and psychology programmes complement the current research strengths? Accrediting new habilitation and appointment processes will improve MUP's ability to attract new talent, and more detail could be provided on the university's procedures and tools for attracting national and international experts. MUP has commenced a number of institutional plans to enhance its capacities in several R&D&I areas, such as open access publishing, ORCID and data management. These are currently in their early stages, but they are an essential part of research and institutional performance.

#### **Recommendations:**

MUP will need to monitor and support new plans when they are underway to ensure that they effectively contribute to enhancing MUP's research and development strategy. Similarly, plans to develop commercialisation and external communication strategies, as well as to enhance the internationalisation of research, are commendable as the university moves into the next period. Specific strategic and institutional management tools will be required to ensure effective delivery.

#### **5.4 Implementation of recommendations in Module 5**

Evaluate how the HEI has reflected the recommendations from the previous evaluation of the IEP, if applicable.

If the HEI has not been evaluated before, the indicator will be marked as N/A – Not Applicable.

#### **Rating [1–5]:**

**4 – Very good**

#### **Qualitative assessment:**

MUP has made many reforms based on the recommendations from the previous evaluation.

Most notably is its strong reorientation to the international environment. The university has adopted several measures and support tools to encourage researchers for bigger involvement in internationalisation. These led to an increased number of international projects and other forms of involvement into the international research community.

This is very important in terms of funding diversification of the university, but also led to adoption of some tools of quality control in research.

Transfer of knowledge from more experienced researchers via workshops and training is very important for every institution and MUP has made important steps here based on the recommendations from the previous evaluation. The same is true with international tenders for attracting early career foreign researchers as it managed to attract such individuals with high potential for top publications and successful grant applications.

#### **Recommendations:**

MUP needs to intensify applications mostly for prestigious and big projects; and try to get a role of a leading partner in such projects.

Probably ERC incubator once set and active will help in achieving this goal.

MUP can try to implement a simulation with former ERC panel members before interviews but after a project proposal will reach 2<sup>nd</sup> step.

## MODULE 5 RATING

### MODULE 5 – SUMMARY EVALUATION

After evaluating each indicator, please provide an overall evaluation of Module 5. Evaluate the overall setting of the HEI's strategic objectives and development plan.

The aggregate grade is determined in accordance with the rules of the Methodology HEI2025+ as a simple average of the scores for each indicator.

| INDICATOR                                                                                                  | RATING [1–5]         |
|------------------------------------------------------------------------------------------------------------|----------------------|
| 5.1 Mission and vision of the evaluated institution in R&D&I                                               | 4 – Very good        |
| 5.2 Research and development objectives                                                                    | 4 – Very good        |
| 5.3 Institutional instruments and measures for the implementation of the research and development strategy | 4 – Very good        |
| 5.4 Implementation of recommendations in Module 5                                                          | 4 – Very good        |
| <b>AVERAGE RATING</b>                                                                                      | <b>4 – Very good</b> |
| <b>GRADE [A–D]</b>                                                                                         | <b>B – Very good</b> |

#### Summary assessment:

From the strategic perspective it is very good that MUP is voluntarily undergoing the five-year evaluation and thus demonstrates its openness to advice and change.

The financial structure is appropriate, including balance between private and public sources. In terms of funding it is particularly important that MUP has the ability to attract prestigious EU research projects (it has improved this since the last evaluation period). The planned ERC incubator for mentoring and supporting preparation of project proposals for ERC grants will be of great help in further improving the ability to obtain such projects. This can also help MUP to gain the role of a leading partner in such projects. Such achievements would also help the university to further opening up to the international environment and focusing on the international environment.

MUP has clearly expressed ambitions in the field of research and study programmes and has a plan of integrating new study areas with the research sphere.

In general, we can say that MUP has taken into account many of the recommendations of the previous evaluation and thus also demonstrated the ability to think strategically to further ensure excellence in the research field.

#### Summary recommendations:

Also here the IEP would like to emphasize that it is in the long-term very important for MUP to ensure the truly interdisciplinary nature of the university to an even greater extent.

MUP will have to consider the formulation of a precise strategy (and also its implementation), especially in terms of the commercialization and external communication strategy, although it has greatly improved the latter.

## OVERALL EVALUATION IN MODULES 1 TO 5

| OVERALL EVALUATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               |               |
|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------|---------------|
| Provide a summary evaluation of the HEI as a whole across all five modules. Justify your evaluation and highlight the main strengths and/or weaknesses of the evaluated HEI. The overall grade is determined according to the rules of the "Methodology VŠ2025+".                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |               |
| MODULE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | MODULE WEIGHT | GRADE [A–D]   |
| MODULE 1 and 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 50 %          | B/C           |
| MODULE 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 30 %          | B             |
| MODULE 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10 %          | B             |
| MODULE 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | 10 %          | B             |
| OVERALL RATING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |               | B – Very good |
| <b>Qualitative assessment:</b> <p>MUP is a private university that is strongly focused on education, but it also has a significant research orientation which is rare among private universities in the Czech Republic.</p> <p>MUP places strong emphasis on research quality, supported by its internal grant system that also includes PhD candidates. In the past five years, the university has been increasingly successful in attracting external funding, both domestic and international.</p> <p>The university is primarily dealing with social sciences and humanities. This is to an important extent linked to its clear focus on basic research. Indeed, MUP has a well-established network with state actors, public agencies and non-public actors including NGOs, but there is still room for improvement for applied research and cooperation with these kinds of institutions.</p> <p>The data show that MUP has achieved very good results in some disciplines, especially in political science and international relations, while in other disciplines results/outputs can be improved. The university has made significant progress in reducing its reliance on a few researchers who previously generated most of the high-quality research and led the majority of projects.</p> <p>MUP recognizes the gender and age disparities among its researchers; however, the wider Czech context has somewhat constrained its efforts to tackle gender imbalance more successfully.</p> <p>The university has established a system with many incentives to reward research excellence and this has brought many important improvements. Researchers also have many opportunities to stay abroad as MUP has developed an extensive network of contracts with various foreign institutions, albeit mostly they are staying abroad for a short period of time.</p> <p>The university has clearly established well-organized processes and achieved substantial improvements in the past five years, yet, results can often lag behind - a pattern that is also visible at MUP.</p> |               |               |
| <b>Recommendations:</b> <p>MUP should aim to achieve strong research results not only in a few disciplines—or even just one—but across many areas, as the current concentration of very good results in a single discipline may limit its ability to diversify collaborations. It appears that MUP has a plan to strengthen outputs in economics in the future, but similar attention is needed in other disciplines as well.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |               |               |

Ensuring a better balance of research performance across disciplines will also support stronger interdisciplinary collaboration, which should be more actively promoted by the management. Bigger incorporation, expansion of quantitative research methods in all disciplines can probably be beneficial here since these are usually more connectable, also internationally.

MUP has to continue to broaden its group of very good researchers as this will lower institutional risk and it should intensify efforts to compete for larger and more prestigious international projects, even as it already maintains an excellent network of national and international collaborations.

Despite some efforts being made by the MUP to improve the gender imbalance, it seems the bigger problem lies in the external environment. However, the university has more chances to address the age imbalance efficiently. Perhaps dealing with this issue can also help to make some progress in gender balance. Several of these issues can be dealt with changes or more targeted recruitment policy of the MUP.

Although MUP has established incentives to encourage certain types of publications, these could be further enhanced—for instance, through clearer rewards such as publication bonuses or other forms of recognition.

Establishing a standardized system for sabbaticals and longer stays abroad would be useful in order to make the process through which sabbaticals are awarded, as well as expectations for those granted a sabbatical, clearer.

Despite MUP focuses on basic research, as it is the case with many universities oriented to social sciences and humanities it will have to consider the formulation of a precise strategy (and also its implementation) of the commercialization, applied research and external communication strategy, although it has greatly improved the latter. Further engagement with policy-making bodies and the private sector would further increase the practical applicability and societal impact of MUP's work.