

EXPERT ADVISORY COMMITTEE

Evaluation of HEIs 2025

Statement on the 2025 Evaluation of Higher Education
Institutions



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Introduction

The Expert Advisory Committee (EAC) reviewed the results of the 2025 evaluation of research organizations in the higher education (HEI) segment carried out under the Methodology HEI2025+. The Committee examined quantitative and qualitative patterns across Modules 1–5, the distribution of ratings and grades, and the relative positioning of institutions within the similar discipline groups (FORD categories) and size groups. The findings are based on aggregate results and comparative analyses.

The EAC confirms that the evaluation process was implemented **in accordance with the rules and principles** set out in the Methodology HEI2025+. Evaluation procedures—including panel work, harmonization, scoring, documentation, and quality assurance—were followed consistently across institutions and discipline groups.

At the same time, the EAC notes that while the evaluation results display **clear and stable general trends**, several HEIs **deviate significantly** from these trends. The Committee describes these deviations analytically below, without attributing their causes to specific actors or processes.

EAC Statement

1. General Trends Across Modules 3–5

Across most HEIs and FORD categories, the ratings awarded in **Modules 3–5** cluster in the **upper part of the scale** in rating categories 4 – Very good and 5 - Outstanding. Use of ratings 2 (“below average”) and 1 (“inadequate”) was limited. The methodological shift, panel-level harmonization, or the structure of submitted evidence could have influenced the observed trend.

The EAC notes compression of ratings ('rating inflation') leads to reducing differentiation across institutions, and while the EAC does not consider this pattern to be a methodological error, it affects the differentiation among HEIs and should be monitored in future cycles.

Possible causes:

- **Variation across FORDs** – Some disciplines have clearer international benchmarks, while others rely more heavily on qualitative reasoning, which might reduce the spread of ratings.
- **Harmonization Processes** – The Methodology HEI2025+ lacks a general benchmark for inter-HEIs comparison. On the other hand, intra HEIs benchmarking of panels aiming to achieve internal consistency, might have sometimes encouraged convergence toward mid-to-high ratings.
- **IEP Evaluation Framework** – The HEI2025+ scale emphasises international competitiveness, mission fulfilment, and developmental capacity. Evaluators might have interpreted “mission fulfilment” generously, especially for HEIs with a regionally oriented profile.

2. Identification of Deviations from General Trends

Although the general distribution of results is coherent and largely discipline-consistent, several HEIs were identified as **significant outliers**, displaying results that diverge from comparable institutions within their FORDs and placement in the evaluation on the national level (conducted by the Research, Development and Innovation Council). These deviations are based on statistical indicators, cross-module comparisons, and longitudinal changes across the two evaluation cycles.

Private HEIs

The most pronounced anomalies concern the Anglo-American University (AAU) and the Pan-European University (PEUNI). Findings regarding AAU and PEUNI include:

- Ratings are significantly higher than those of institutions with comparable output portfolios.
- Limited volume of research outputs (especially peer-reviewed or internationally visible results).
- Questionable validity of several submitted outputs.
- Inconsistent documentation and cases of insufficient evidence supporting claimed achievements.
- Disproportionate rating patterns in Modules 3–5 when contrasted with national performance in Modules 1–2.

Due to the magnitude and consistency of these anomalies, the EAC expresses concerns about the reliability of these results and considers the institutions' deviation from general trends as substantial and unexplained.

The deviations in all cases except those of private HEIs are less pronounced but fall outside predicted trend envelopes. In other HEIs, the deviations from the general trends are:

Agriculture & Veterinary HEI

- University of Veterinary Sciences Brno (VETUNI)
- Mendel University in Brno (MENDELU)

Higher Module 3–5 ratings relative to structurally comparable HEIs and higher-than-expected summary ratings relative to the national level and the FORD group. Large upward shifts are inconsistent with historical performance in the case of MENDELU.

Technical HEI:

- Brno University of Technology (VUT)

Units in M3 achieved ratings noticeably above the distribution of comparable technical faculties nationally.

- Technical University of Liberec (TUL)

Large upward shifts are inconsistent with historical performance (jumps of 1–2 qualitative grades).

Multidisciplinary HEIs

- University of Ostrava (OU)
- Tomas Bata University in Zlín (UTB)
- Silesian University in Opava (SLU).

Higher-than-expected summary ratings relative to the national level and the FORD group. Large upward shifts are inconsistent with historical performance (jumps of 1–2 qualitative grades).

Arts HEIs

- The Academy of Fine Arts in Prague (AVU)

Higher-than-expected summary ratings relative to the national level and the FORD group.

Non-University HEIs

- Institute of Technology and Business in České Budějovice (VŠTE)

Higher-than-expected summary ratings relative to the national level and the FORD group. Large upward shifts are inconsistent with historical performance (jumps of 1–2 qualitative grades).

3. Interpretation of Deviations and Limitations

While deviations can be identified, **the underlying causes cannot be definitively determined** using available data. Potential explanations may include submission quality, the interpretation of evaluation scales by individual IEPs, FORD benchmarks, panel-level dynamics during harmonization, or structural differences. The committee does not assign causes or responsibility. Further investigation would require additional information beyond what is available to the EAC within the scope of the 2025 evaluation.

4. Conclusions

The 2025 evaluation was conducted in accordance with the Methodology HEI2025+. System-wide trends are coherent, but several HEIs deviate significantly. Major anomalies: AAVŠ, PEUNI. Other HEIs with identified anomalies: MENDELU, VETUNI, TUL, VUT, UTB, SLU, AVU, OU, VŠTE. Rating compression reduces differentiation. Unexpected grade shifts relative to 2020 and Higher-than-expected summary ratings relative to the national level, and the FORD group require future observation.

EAC Suggestions for further improvement of the Evaluation process

The EAC members discussed thoroughly and took note of the document "Analysis of trends in the HEI Evaluation" prepared by MEYS (attached). From the thorough experiences and the discussions, EAC is of the opinion that the evaluation system in the Czech Republic in its present form suffers with several major problems. EAC is of the opinion that the system should be redesigned after thorough re-definition and clarification of missions and expectations from different types of HEIs. If the current system cannot be thoroughly redesigned by the authorities in the Czech Republic, EAC agreed on 5 specific Suggestions that might improve the presently used procedures:

1. REFINE THE EVALUATION AND RATING SYSTEM

Given that several HEIs and disciplinary groups (FORDs) cluster heavily in the upper range (4–5), while lower ratings (1–2) are rarely used, it might be advisable to:

- *Establish IEPs that are shared across the individual discipline groups (FORDs) to obtain better benchmarks for assessing research outputs and to enable their comparison.*
- *Refine the rating system by introducing clearer distinctions between individual grades.*
- *Provide more explicit benchmarks to support wider differentiation.*
- *Offer evaluators training focused on the consistent use of the scale.*

2. STRENGTHEN METHODOLOGICAL CLARITY

The analysis identified several trends that appear to have contributed to frequent overrating:

- a) Some FORDs have clear international benchmarks, while others rely more on qualitative judgment, naturally narrowing the rating spread.
- b) Harmonization processes and striving for consistency within panels might have unintentionally encouraged convergence toward mid-to-high ratings.

- c) Emphasis on “mission fulfilment” and developmental capacity might have been interpreted generously, especially for regionally oriented HEIs.

Therefore, it might be advisable to:

- *Create discipline-sensitive indicators to reduce variability in interpretation.*
- *Review harmonization procedures to avoid unintended convergence toward high ratings.*
- *Create a clearer evaluation framework, especially to clarify expectations for “mission fulfilment,” “international competitiveness,” and “developmental capacity.”*

3. IMPROVE EVIDENCE VERIFICATION

Several HEIs show statistically notable divergences from their institutional peers, national benchmarks, past performance, and previous evaluation results. The most concerning deviations involve two private HEIs: AAVŠ and PEUNI. The identified issues—such as ratings exceeding those of comparable institutions, weak research performance, questionable evidence for submitted outputs, and inconsistencies between Modules 3–5 and Modules 1–2—raise concerns about the reliability of the evaluation outcomes.

Considering the above, it might be advisable to:

- *Enhance documentation requirements and strengthen validity checks for submitted research outputs.*
- *Implement systematic cross-module consistency reviews to flag mismatches early and alert IEPs to identified issues so that they can address them during the evaluation.*

4. MONITOR INSTITUTIONS WITH ATYPICAL TRENDS

Some HEIs across agriculture, veterinary sciences, technical fields, multidisciplinary institutions, the arts, and non-university sectors also show higher-than-expected or historically inconsistent jumps (often 1–2 qualitative grades), which fall outside predicted trend ranges and warrant attention. Appropriate measures could include:

- *Establish mechanisms to identify substantial deviations across evaluation cycles.*
- *Conduct targeted follow-up reviews where anomalies are obvious or recurrent.*
- *Support institutions in aligning evidence submission with evaluation criteria.*

5. EXPAND DATA AND ANALYTICAL CAPACITY

The Expert Advisory Committee (EAC) cannot determine definitive reasons for the deviations. However, potential influences may include, for example, different IEPs’ interpretation of the grading scale, discipline-specific benchmarks, harmonization dynamics, institutional differences, inconsistent quality and structure of submission materials, etc. This could be partially solved by:

- *Developing tools enabling longitudinal comparisons and trend detection.*
- *Collecting contextual data to better explain deviations.*
- *Building feedback allowing evaluators and HEIs to reflect on methodological or other limitations.*

Statement on the 2025 Evaluation of Higher Education Institutions - Anglo-American University & Paneuropean University

Anglo-American University

The evaluation of Anglo-American University (AAU) reveals systemic underperformance and a lack of basic research activity. Negligible research productivity and lack of outcomes with social impact raise questions about its status as a research organization. Even compared with other institutions receiving the lowest overall grade (D), AAU performs significantly below expectations. From the perspective of research performance, this HEI cannot be meaningfully assessed under the current framework; therefore, MEYS proposes excluding AAU from the evaluation. Based on the data provided, the Expert Advisory Committee supports the findings of the MEYS and recommends that the MEYS take the appropriate steps to maintain the integrity of the evaluation process.

Paneuropean University

Although the Pan-European University (PEUNI) SER indicates that a) PEUNI contributes insufficiently to research progress, b) its peer-reviewed data are minimal or negligible (D-grade in modules 1 and 2), c) PEUNI lacks institutional mechanisms for grant schemes, research & data management, and for supporting excellence and young researchers, the IEP rated PEUNI in most cases with a top rating 5 – Outstanding – resulting in an overall grade of B. In the view of both MEYS and EAC, the SER delivered by the PEUNI presents clearly not only academic underperformance, but also serious concerns regarding academic administrative leadership and integrity, including an unclear self-financing structure, as well as a lack of data reliability. The positive evaluation presented by the IEP cannot change these facts, and – to maintain the overall integrity of the evaluation process – the Expert Advisory Committee supports MEYS' proposal to exclude PEUNI from this evaluation process.

A conflict of interest involving a member of the IEP was identified during the review process. It was not possible for the EAC to identify this COI until we began our review. The implications for the evaluation outcome should be reviewed under applicable rules. This consideration does not affect the EAC's conclusion above.

ANNEX 1 - ANALYSIS OF TRENDS IN HEI EVALUATION 2025



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Relation between results of M1&2 and M3-5

Description

The aim of the comparison is to illustrate the relationship between the evaluation of the quality of selected results (M1) and the publication performance of higher education institutions (HEIs) (M2), as assessed by the Research, Development and Innovation Council, and the evaluation of social relevance (M3), viability (M4), and research strategy and concept (M5), as assessed by the provider or international evaluation panels. The underlying premise is that publication results reflect the overall quality of an HEI (although this is although this is a limited view of the institution's activities and overall performance). Significant differences between the evaluations in M1–2 and M3–5 may therefore indicate issues in the assessment process that require closer attention (e.g., disproportionate weighting of indicators in M3–5).

Scores were established for both M1–2 and M3–5 to enable comparison. The M1–2 score forms the X-axis, representing the percentage of total points obtained by each HEI during the five-year evaluation period (see figure below). A score of 0 represents the minimum, and 1 represents the maximum. The M3–5 score forms the Y-axis and represents the percentage of points awarded to the HEI by the international evaluation panel (IEP). The maximum possible score varies for each HEI due to the different numbers and focus of evaluated units in M3. The final score therefore reflects the varying number of evaluated units.

The comparison has been carried out for a subset of HEIs that have already provided drafts or final Evaluation Reports (ER). This includes 33 HEIs¹ so far:

- Charles University (UK)
- University of South Bohemia in České Budějovice (JČU)
- Jan Evangelista Purkyně University (UJEP)
- Masaryk University (MUNI)
- Palacký University Olomouc (UPOL)
- University of Veterinary Sciences Brno (VETUNI)
- University of Ostrava (OU)
- University of Hradec Králové (UHK)
- Silesian University in Opava (SLU)
- Czech Technical University in Prague (ČVUT)
- University of Chemistry and Technology, Prague (VŠCHT)
- University of West Bohemia (ZČU)
- University of Pardubice (Summary IEPVETUNI)
- VSB - Technical University of Ostrava (VŠB-TUO)
- Tomas Bata University in Zlín (UTB)
- Prague University of Economics and Business (VŠE)
- Czech University of Life Sciences Prague (ČZU)
- Mendel University in Brno (MENDELU)
- The Academy of Performing Arts in Prague (AMU)
- The Academy of Fine Arts in Prague (AVU)
- Academy of Arts, Architecture and Design in Prague (UMPRUM)
- Janáček Academy of Music and Performing Arts (JAMU)
- The College of Polytechnics Jihlava (VŠPJ)
- Ambis University (AMBIS)

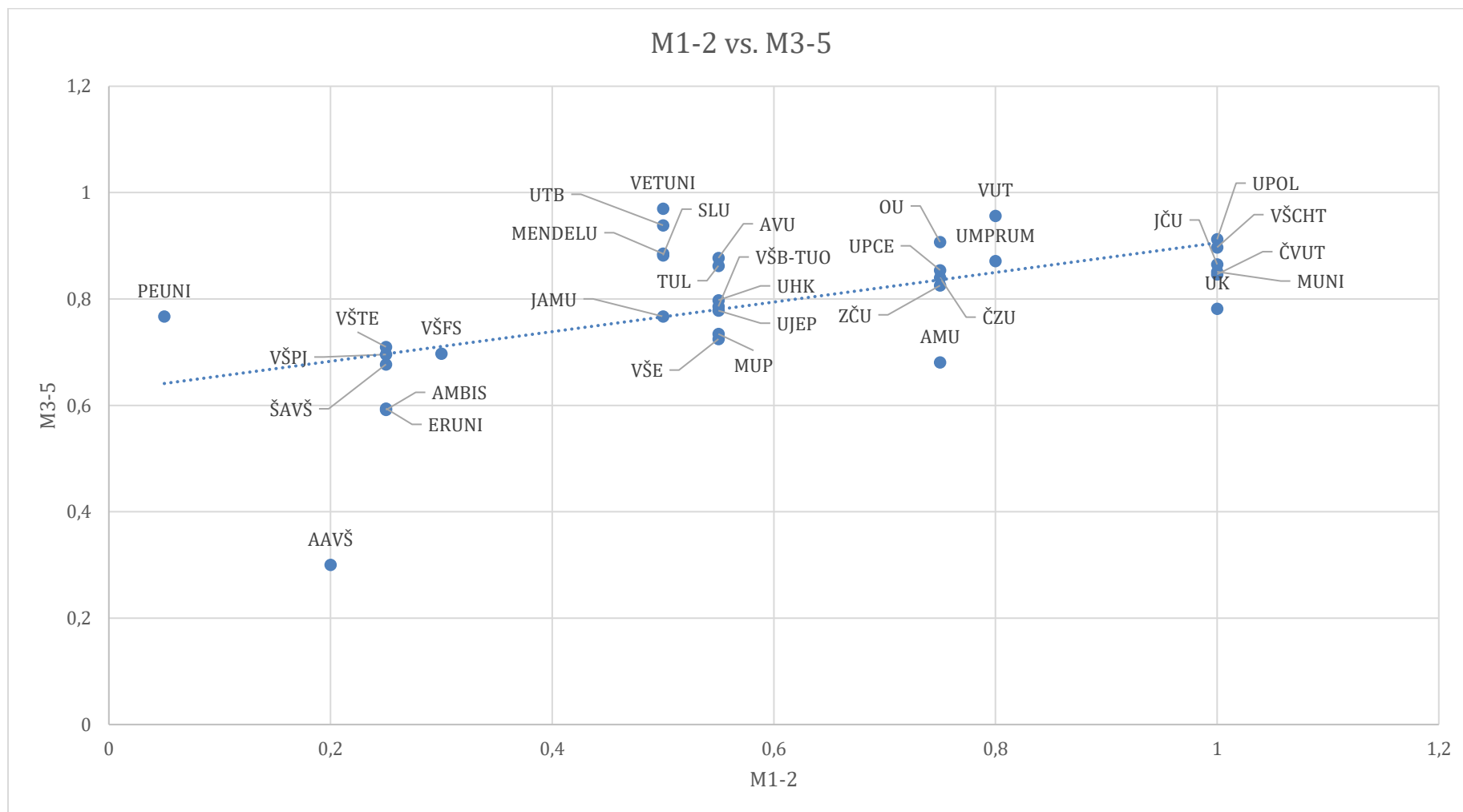
¹ Czech abbreviations are used in text and graph.

- Metropolitan University Prague (MUP)
- Anglo-American University (AAVŠ)
- European Research University (ERUNI)
- Škoda Auto University (ŠAVŠ)
- Paneuropean University (PEUNI)
- University of Finance and Administration (VŠFS)
- Brno University of Technology (VUT)
- Institute of Technology and Business in České Budějovice (VŠTE)
- Technical University of Liberec (TUL)

At this point, a range of HEI from all fields is available.

The graph below shows few HEIs deviating significantly from the trend line (particularly two private HEIs namely PEUNI and AAVŠ, two Agricultural and veterinary HEIs namely MENDELU and VETUNI, one technical HEI VUT, two multidisciplinary HEIs UTB and SLU and one Arts HEI AVU – see Graph 1). Previously mentioned deviation of OU is no longer significant; however, the Ministry of Education, Youth and Sports (MEYS) would still suggest a closer analysis of this case since deviation observed between the 2020 and 2025 evaluations remains. The difference is the result of a disproportionate point gain in M3–5 compared to M1–2. The current model is statistically stronger, however, explaining these trends will likely require a deeper qualitative analysis. It should be noted, though, that similar deviations are also observed in the comparison between the 2020 and 2025 evaluations (see below). These cases will therefore need closer examination within the EAC.

Graph 1 – Comparison of evaluations M1–2 vs. M3–5



Procedure

Score in M1–2: For each HEI, the score is defined as the percentage of points obtained in M1–2 for evaluations H19–H23. Grades A, B, C, and D are assigned numerical values of 4, 3, 2, and 1, respectively. The maximum point score for the five-year period is 20 points (5×4). For HEIs with ambiguous ratings (e.g., A/B) from H23, the higher grade was used for this analysis.

Module 3: For each HEI, a percentage average point score was calculated across all evaluated units within six FORD disciplinary groups. The maximum possible score for M3 is 30 points (6×5). The total score is then calculated as a weighted average, where the weight corresponds to the number of evaluated units in each disciplinary group.

Modules 4 and 5: The score is determined as the percentage of points obtained by the HEI. The maximum for M4 is 70 points (14×5) and for M5 20 points (4×5).

Aggregation of M3–M5: The aggregated score is calculated as a weighted average of the scores for individual modules. The weights are assigned in accordance with the Methodology HEI2025+ in the ratio 3:1:1, reflecting the dominant weight of M3.

Comparison of 2020 vs 2025 Results

Description

Further analyses focused on comparing provider evaluations in M3–5 between 2020 and 2025. For this purpose, a simple comparison table was prepared, showing changes in the evaluation of modules M3–5 (including individual units). The columns “M3 Difference,” “M4 Difference,” “M5 Difference,” and “Overall Difference” contain the following values:

- **0** – no change
- **1** – improvement by one grade
- **2** – improvement by two grades
- **–1** – decrease by one grade
- **–2** – decrease by two grades

A one-grade difference is not considered problematic and may indicate partial improvement or decline. However, two-grade differences (highlighted in the table) are noteworthy. Although such changes may be partly due to methodological adjustments, they are generally expected to be rare, as they should indicate substantial positive (or negative) developments. A higher frequency of two-grade improvements therefore deserves closer attention.

The comparison is not fully precise, since the 2020 evaluation used a slightly different scale (5 – Excellent; 4 – Very Good; 3 – Good; 2 – Average; 1 – Below Average; 0 – Inadequate) and corresponding grade definitions. Ratings of 3 (“Good”) and 2 (“Average”) are grouped together as grade C in the table.

Detailed Analysis

Multidisciplinary

Charles University (A)²

M3 shows a generally positive trend: improvement by one grade in 7 cases, decrease by one grade in 3 cases, and no change in 10 cases. The Faculty of Physical Education and Sport improved by two grades, from C to A. M4 and M5 remain consistent.

University of South Bohemia in České Budějovice (A)

The university received significantly better evaluations in 2025 compared to 2020, with improvement across all modules (M3–5). The difference may stem from the stricter approach of the IEP in 2020, which was discussed at the time as part of the evaluation process review.

Masaryk University (A)

A neutral trend in M3: improvement by one grade twice, decline by one grade twice, and no change in six cases. M4 and M5 remain consistent. The Faculty of Social Sciences and the Faculty of Education improved by two grades (C → A).

Jan Evangelista Purkyně University (C)

A positive trend in M3: improvement by one grade five times, no declines, and no change in three cases. M4 and M5 remain consistent. Overall improvement by one point from C to B consistent with the improvement at the national level to the overall rating C/B.

Palacký University Olomouc (A)

A positive trend across all modules. M4 and M5 improved by one grade. In M3, three units improved by one grade and two units by two grades (Faculty of Physical Culture and Sts. Cyril and Methodius Faculty of Theology).

University of Ostrava (B)

A distinctly positive trend in all modules and units. M4 improved by two grades (C → A), M5 by one grade (B → A). All evaluated units improved by at least one grade (6×) and in one case by two (Faculty of Science). At the national level, the overall rating remains B.

University of Hradec Králové (C)

Stable evaluation between 2020 and 2025 except for the Faculty of Science, which improved by two grades (C → A). Overall evaluation improved from C to B, corresponding to a positive trend also in M1–2 (RDIC rating C/B).

University of West Bohemia (B)

Slightly positive trend: five improvements by one grade, one decline, four unchanged. M4 and M5 remain unchanged. Overall rating remains B.

University of Pardubice (B)

Positive trend: five improvements by one grade, no declines, two unchanged. M4 unchanged, M5 improved by one grade (B → A). Overall rating remains B.

Tomas Bata University in Zlín (C)

A distinctly positive trend in all modules and units. All units in M3 improved by one grade three times, by two grades four times. M4 improved by two grades from C to A. M5 improved by one grade for B to A. Overall grade improves for C to B. At the national level, the overall rating remains C.

² Currently valid grading which is outcome of 2020 evaluation circle.

Silesian University in Opava (C)

A slightly positive trend in M3: one unit improved by one grade. Newly evaluated unit was evaluated A. M4 and M5 remain unchanged. Overall grade improves for C to B. At the national level, the overall rating remains C.

Technical

VSB – Technical University of Ostrava (C)

Improved from C to B, with a balanced result. One improvement by one grade, two declines, five unchanged. M4 unchanged; M5 declined by one grade (A → B). The improvement corresponds to a positive M1–2 trend (RDIC rating C/B).

Czech Technical University in Prague (A)

A slightly positive trend in M3: improvement by one grade four times, no declines, and no change in nine cases. M4 and M5 remain consistent.

Brno University of Technology (B)

A distinctly positive trend in all modules and most units. M3: improvement by one grade four times, no declines, and no change in four cases. In two cases improvement by 2 grades (Faculty of Fine Arts and Institute of Forensic Engineering). Both M4 and M5 improved from B to A. The improvement corresponds to a positive M1–2 trend (RDIC rating B/A).

University of Chemistry and Technology, Prague (A)

Stable in M3 with only one unit improving by one grade. Positive trend in M4 and M5 with both improving from B to A.

Technical University of Liberec (C)

A distinctly positive trend: four improvements by one grade, none worsened, three unchanged. Faculty of Economics improved by two grades (C → A). M4 unchanged; M5 improved by one grade (B → A). Due to dual grading for RDIC overall grade rose from C to B/A. At the national level, the overall rating remains C. On the national level positive even if not as distinct trend is visible (RDIC rating C/B).

Agriculture and veterinary

University of Veterinary Sciences Brno (C)

Overall improvement in M3 from B to A. Overall rating in M3 in 2020 was influenced by Faculty of Pharmacy which is no longer part of VETUNI. Overall rating in all modules improved from C to B.

Czech University of Life Sciences Prague (B)

A positive trend in M3: improvement by one grade three times, no declines, and no change in four cases. Overall improvement in M3 from B to A. M4 and M5 remains consistent. At the national level, the overall rating remains B.

Mendel University in Brno (C)

A distinctly positive trend: two improvements by one grade, none worsened, three unchanged. The Institute of Lifelong Learning improved by two grades (D → B). M4 unchanged; M5 improved by one grade (B → A). Overall rating rose from C to B. At the national level, the overall rating remains C.

Social sciences and humanities

Prague University of Economics and Business (C)

Slight decline in M3: one decline by one grade. Improvement in M4 by one grade from C to B. M5 remains same. Overall evaluation improved from C to B, corresponding to a positive trend also in M1–2 (RDIC rating C/B).

Ambis University (D)

In M3 evaluation remains same. In M4 and M5, there is decline by one grade. Overall evaluation remains D.

Anglo-American University

First time evaluated HEI. Evaluation on the national level D.

European Research University

First time evaluated HEI. Evaluation on the national level D/C.

Paneuropean University

First time evaluated HEI. Evaluation on the national level D.

University of Finance and Administration (D)

M3-5 remains same. Evaluation on the national level suggest positive trend in M1–2 (RDIC rating D/C). Overall evaluation also fluctuates on D/C.

Metropolitan University Prague (MUP)

A positive trend in M3 with improvement for C to B. In M4 improvement for C to B. M5 remain same. Overall evaluation improved from C to B, corresponding to a positive trend also in M1–2 (RDIC rating C/B).

Škoda Auto University (ŠAVŠ)

A positive trend in M3 with improvement for C to B. In M4 improvement for C to B. M5 remain same. Overall evaluation improved from D to C. At the national level, the overall rating remains D.

Arts**The Academy of Performing Arts in Prague (C)**

A positive trend in M3: all unit improve by one grade. M4 and M5 remain same. Overall evaluation due to dual grading form RDIC improved and oscillate between B to A, corresponding to trend in M1–2 (RDIC rating A/B).

The Academy of Fine Arts in Prague (C)

Positive trend in M3 and M5 with improvement by one grade. M4 remain same. Overall evaluation improved due to dual grading form RDIC by one-two grades and oscillate between B to A. At the national level, the overall rating is C/B.

Academy of Arts, Architecture and Design in Prague (B)

Grading remains constant in all modules. Overall evaluation improves from B to A. At the national level, the overall rating remains A.

Janáček Academy of Music and Performing Arts (C)

Grading remains constant remains constant with exception of M5 which improved by for C to B. Overall evaluation remains C. At the national level, the overall rating remains C.

Non-University**College of Polytechnics Jihlava (D)**

Evaluations remain consistent across all modules.

Institute of Technology and Business in České Budějovice (D)

A distinctly positive trend. All evaluated unit and all modules were improved by one grade. At the national level, the grade remains constantly D. During the evaluation on the national level concerns were raised regarding the ethical conduct of certain authors. The matter remains under further scrutiny by the responsible body of RDIC.

Analysis of the IEP Rating Trends

The analysis of general rating trends shows that panels tend to use only the upper half of the evaluation scale. Ratings 5 – *Outstanding* (33%) and 4 – *Very good* (46%) dominate. Ratings 3 – *Average* (17%) are less frequent, and ratings 2 – *Below average* (3%) and 1 – *Inadequate* (0,8%) are extremely rare. Not applicable was used in 1,3% of cases. The average awarded rating thus range as follows: M3 = 3.97–4.30, M4 = 4, M5 = 4.23.

By discipline, the highest ratings are achieved in:

1. Agriculture and Veterinary Sciences (4,58)
2. Natural Sciences (4.46)
3. Engineering and Technology (4.31)
4. Social Sciences (4.02)
5. Medical and Health Sciences (3.95)
6. Humanities & Arts (3.83)

Combined with the above 2020–2025 comparison, it appears that panels tend to assign higher ratings across HEIs and disciplines. This trend seems to be consistent across all size and time of the HEI with exception of the small size HEI (average for all modules is 3,51). However, there is disproportionate number of D rated HEIs among small size institutions and lower rating would be expected.

Due to the observed trend, we added into the analysis the proportion of top two ratings as simple ratio between 5 – *Outstanding*/ and 4 – *Very good*. Values below one shows dominance of 4 – *Very good* ratings, values above one the dominance of 5 – *Outstanding*.

Points for further analysis

Private HEIs

Based on the above analyses there are two cases among the private HEI which calls for closer examination. First case is Anglo-American University, another Paneuropean University.

Anglo-American University

It is to be considered if evaluation of AAVŠ should continue. Regression analysis show that point AAVŠ deep below what is expected even for D graded HEI. What is, however, even more alarming is the fact that only one output in indicators 3.4 Research results with existing or prospective impact on society were submitted by three evaluated units of AAVŠ and no outputs were presented in 3.5 Transfer of results into practice were submitted in the Self-evaluation Report.

While these are just two indicators especially 3.4 is fundamental for whole evaluation since research organization without research outputs cannot be considered functional as such.

These finding are further supplemented by the results for the national level concluding:

In the Social Sciences, the university submitted six results: three were graded 3, and three were graded 5. In the Humanities, a total of five results were submitted: three were graded 3 and two were graded 5, with an overall average evaluation score of 3.8. In the Social Sciences Panel, there is little to assess productivity is low to non-existent. A grade of D is proposed.

The tripartite therefore agreed on a proposed grade of DHEI. The total number of results is very low, making it extremely difficult to evaluate the institution.

Conclusion: The evaluation of Anglo-American University (AAVŠ) reveals systemic underperformance and lack of basic research activity. Its negligible research productivity, lack of outcomes with social impact and overall regression below the D-grade are raising questions about its very qualification as a research organization. The regression analysis placed AAVŠ significantly below expectations, even when compared to other institutions graded D. MEYS is considering that a university of such low quality should be excluded from the evaluation.

Paneuropean University

Following the findings of the analysis of the alignment of the evaluation in M1-2 and M3-5, regarding the significant misalignment of the grading in case of the Pan-European University (PEUNI) MEYS prepared the detailed content analysis of Self-Evaluation Report and Evaluation Report of PEUNI. The content analysis is supported by comparative analysis of AMBIS the private HEI of similar size and characteristics.

PEUNI is newly evaluated HEI entering the evaluation for the first time. Data for evaluation in M1-2 covers only the latest cycle of evaluation H23 with result:

Overall, the university is at the threshold of the required standards it did meet the minimum quota of 10 results, but the total number of results remains very low. Based on available data, the tripartite has identified a trend pointing towards a **D_{HEI} rating**.

Despite this trend, the outcomes of the evaluation in M1-2 are in sharp contrast with the outcomes of M3-5. Only grades 5 – outstanding (M3 – 7×; M4 – 7×; M5 – 2×) and 4 – very good (M3 – 3×; M4 – 5×; M5 – 1×) were used in all modules. **Resulting in overall grade of B.**

During detailed content analysis, number of issues were identified. Mainly in M3. See the list below:

Faculty of Entrepreneurship and Law

Indicator 3.2:

Rated 5 - outstanding

- Awards - Only 3 out of 10 required awards. One of the faculties is listed twice and other has dual affiliation.
- Editorial boards - Only 6 faculties listed repeatedly
- Lectures delivered - Only 6 faculties listed repeatedly
- Lectures invited - Diverse
- Programme evaluators - Only 7 faculties listed repeatedly
- Most of the listed faculties has multiple affiliation or even no affiliation to the PEUNI or main affiliation to the PEUNI (i.e. Assoc. Prof. Ing. Ján Dvorský, PhD. <https://orcid.org/0000-0002-6078-2636>; prof Boris Popesko <https://fame.utb.cz/contacts/doc-ing-boris-popesko-ph-d/> on the PEUNI listed only as member of science board and subject-area board; Alberto Ferraris <https://www.linkedin.com/in/alberto-ferraris-67a0a16a/?originalSubdomain=it>; Prof. Mgr. Adam Przemyslaw Balcerzak, uwm.edu.pl/wne/katedry19/krik/notki/balcerzak-a.php).

Indicator 3.3:

Rated 5 - outstanding

- 10 Projects listed. Faculty in several cases claim projects were worked on in consortia, but members of consortia are other parts of PEUNI. In most cases PEUNI is only participant in

the projects not a lead (only 3 cases). Project are mostly regional and Czech focused, international dimension focus dominantly on Poland.

- Listed support of MEYS (Development of the Infrastructural Background of Doctoral Study Programs at Pan-European University) is not a research support.
- In total Faculty of Entrepreneurship and Law implemented 3 public projects (one isn't research focused) as lead, 10 as participant.
- All of the contract research activity (with one exception) is provided by the Grant Agency Academia Aurea, so called independent grant agency (<https://www.gaaa.eu/o-ga-aa-2/o-ga-aa/> only available in Czech), Chair of the GA AA (or GA both abbreviations are used in text) is an employee of the PEUNI as listed on the website doc. RNDr. Vladimír Krajčík, Ph.D. – Pan-European University, Czech Republic (<https://www.gaaa.eu/o-ga-aa-2/rada-ga-aa/> only available in Czech) other PEUNI faculties are members of GA AA scientific board (<https://www.gaaa.eu/o-ga-aa-2/poradni-organy/>). Faculty members of PEUNI are listed as members of board of directors of GA AA (prof. Ing. ALEKSANDR KLJUČNIKOV Ph.D.; doc. RNDr. Vladimír Krajčík Ph.D. or other control bodies of GA AA PaedDr. Jiří Mezuláník, CSc.; see <https://rejstrik-firem.kurzy.cz/27811484/nadacni-fond-podnikavosti-k-prosperite/> only in Czech).

Indicator 3.4:

Rated 5 - outstanding

- 10 results listed. Result corresponds with the introduced project. Actual contribution of PEUNI is, however, in question (see indicator 3.5). Most result were delivered in form of Research report, which does correspond with the type and focus PEUNI. Peer reviewed outputs are listed negligible.

Indicator 3.5:

Rated 5 - outstanding

- PEUNI took a correct approach to understanding transfer of knowledge. In this case evaluation does seems reasonable, however, reservations to the international dimension of the results remains.
- All listed source of income is once again project awarded by Grant Agency Academia Aurea. Detailed information about these projects is not available. Apparently same results are listed both as Contract research in 3.3 and as non-public revenues in 3.5.

Indicator 3.6:

Rated 4 - very good

- Relevance of provide information is questionable. I.e. Assoc. Prof. Miroslav Zelinský publication on the architecture listed as popularization by PEUNI has no relation to the research focus of PEUNI and were not published through the PEUNI.
- Media outreach is documented by one example.
- No popularization publications are listed besides Assoc. Prof. Zelinský (see above)
- Public Lectures and Workshops - no evidence of specific lectures or workshops listed
- International and Professional Conferences - only one example from 2022 listed - no detail is provided and there is no information about any conference organised on PEUNI in the year 2022(see <https://www.peuni.cz/veda-a-vyzkum/konference-a-seminare/> only in Czech)
- University of the Third Age and Lifelong Learning - commendable, though no data provided
- Student Engagement in Popularization Activities – commendable

Faculty of Business

Indicator 3.2:

Rated 4 - very good

- Awards - only one
- Editorial boards - only 5 faculties listed repeatedly
- Lectures delivered - diverse
- Lectures invited - Diverse
- Programme evaluators - only 2 examples one of which is Grant Agency Academia Aurea which is body virtually controlled by PEUNI (see other faculty). Quote "At the same time, recognition remains concentrated in specific subfields and is less evident in the evaluation processes of major grant agencies." apparently doesn't reflect reality.
- Listed persons again do not have affiliation to the PEUNI or main affiliation to the PEUNI (i.e. Alena Novák Sedláčková, Assoc. Prof., Ing., Ph.D. <https://orcid.org/0000-0003-3719-2555>; Doc.RNDr. Zdena Lustigová,CSc?; prof. Ing. Andrej Novák, PhD. <https://orcid.org/0000-0001-9567-5104>)

Indicator 3.3:

Rated 5 - outstanding

- 10 Projects listed. One is shared with Faculty of Entrepreneurship and Law. 3 Project financed by GA AA. Majority of contract research is financed by GA AA. In total Faculty of Business implemented 3 public project and 10 contract projects (7 by GA AA). International partnership is limited to Slovakia and Poland.

Indicator 3.4:

Rated 5 - outstanding

- 10 results listed corresponding with projects listed in 3.3. Authors of most of the peer-reviewed publications are Aleksandr Ključnikov (Faculty of Entrepreneurship and Law) and Vladimír Krajčík mostly both. All publication is linked to only one project on the currency.

Indicator 3.5:

Rated 5 - outstanding

- PEUNI took a correct approach to understanding transfer of knowledge. In this case evaluation does seems reasonable, however, reservations to the international dimension of the results remains. Once again, the non-public revenues seem to copy the contract research listed in 3.3. All is GA AA financing.

Indicator 3.6:

Rated 4 - very good

- Data seems more valid than Faculty of Ent.
- Media Engagement and Podcasts - only two members of faculty
- Popular Science Publications - only Assoc. Prof. Ilona Švihlíková
- Public Lectures and Workshops - no evidence of specific lectures or workshops listed
- International and Professional Conferences - two conference one in 2019 and one in 2023 not much detail available
- Student Engagement in Popularization Activities – commendable

MODULE 4

Indicator 4.1:

Rated 5 - outstanding

- PEUNI has standard organizational structure modelled according to public higher education institution model. Rated 5 - outstanding, however, qualitative assessment and the recommendations are not in alignment. Panel says on one hand that "The university has systematically developed an environment that not only enables research but actively supports it as a driver of profiling, internationalisation, and societal relevance." suggesting effectivity of the system and on the other hand that "In the next evaluation, the university will need to provide evidence that these mechanisms are not only formally in place but are systematically used and sustained across the institution." suggesting evidence of effectivity were not provided?

Indicator 4.2:

Rated 5 - outstanding

- A system of support for attracting national and international:
PEUNI has system for support of attracting national and international projects, however, there are no data on the effectivity of the system. There is mention of one project proposal being awarded the Seal of Excellence, however, project was submitted by the consortium of nine HEI and there are no detail or identification of the said project. Also call ERASMUS-EDU-2024-EUR-UNIV-1 is not a research call but aims to sharing European HEI standards and cooperation (basically for creation of European universities alliances).
- Science management:
According to SER, there is no designated personal for administrative support of research "due to the institution's size and the number of ongoing projects, it does not have specifically designated positions such as science managers, data analysts, or innovation advisors. Instead, these roles are integrated into individual research projects, where principal investigators and project teams take responsibility for research data management, dissemination of results, and their practical application". There is apparently no analytical support (or capacity in all research teams) see "For instance, researchers requiring statistical analysis or data interpretation can collaborate with specialists in relevant departments with expertise in quantitative and qualitative methodologies."
- A system to support excellent science:
There is no system in place. There is mention of allocation of "significant" resources for recruitment and retention of research but no other detail.
- The concept of providing conditions for the emergence of new, high quality research directions/topics:
PEUNI basically see and interdisciplinarity in engaging in different project call by different grant agencies?
- The existence of internal funding schemes:
There is no internal grant system
- Strategy/opportunities for establishing new research teams:
Once again it is repeatedly mentioned there is no institutionalized system of support. The quote "The university provides research teams with access to shared information resources and expert consultations." is followed by "Academics can utilize data analysis, economic modelling, or specialized support from colleagues in other departments. Sharing expertise enhances interdisciplinary collaboration and promotes the efficient use of available resources." Apparently, everything is done ad hoc and depends on the individual know how without PEUNI management.
- Support system for students and early career researchers:

There is no internal grant support. All other mentions of support are standard tool of education of student or young researchers or better said minimal requirements for example for Ph.D. education like "engagement" in research activities, mentoring for preparation of publications or conference presentation.

- Overall, there are almost no institutionalized systems of tool to support research/excellent research, what is in place could be considered the minimal standard for functioning HEI (see student/young researchers support section or dissemination of information about open project proposal) and there is no data supporting the effectiveness of the used systems. In ER evaluated 5 - outstanding using quotes like "The university has established a functional system that connects research support with incentive mechanisms and reflects both its current capacities and long-term ambitions" despite is no evidence of "growing activity in programmes such as Horizon Europe, TA CR, and INTERREG, as well as in partial successes including the Seal of Excellence." with exception of the Seal of Excellence but as mentioned above the call was not research focused, mentions of not existing internal grant systems, or integration of mentoring for doctoral students. It seems IEP took all provided information with no critical analysis.

Indicator 4.3:

Rated 5 - outstanding

- Measures are in place, but little detail is provided. ER basically copy what is written in SER, but once again it mentions there is no evidence of actual effectiveness of the systems "In the next evaluation, it will be important to provide evidence of the long-term functionality of these mechanisms and their tangible contribution to the quality and integrity of the research environment."

Indicator 4.4:

Rated 4 -very good

- The sustainable development concept:
It is unclear in what stage of implementation the transitioning to mandatory ESG (Environment, Social, Governance) reporting is, not to mention since its mandatory it can't be viewed as success or extra effort by PEUNI.
Other activities in sustainability are limited to one field (Tourism).
- Social responsibility strategy:
ok
- A knowledge transfer system, if it is established at central level:
Combination of centralized and decentralized approach? Seems to rely on the individual research teams and project without any central strategy.
- The third role:
ok
- The concept of research data management:
As mentioned above there is no central system of data management
- Ethics and personal data protection:
Code of Ethics, GDPR measures fulfilled legal obligations
- Intellectual property protection:
ok
- Ensuring institutional resilience:
ok
- Digitisation and the use of smart technologies:
ok
- The institutional strategy for Open Science 2.0/Open Access:
no internal system or strategy

- A system for training undergraduate and postgraduate students as well as staff in the field of intellectual property protection and technology transfer:
There is no systemic training in place on any level.

In general, PEUNI lack institution level mechanisms in many cases.

Indicator 4.5:

Rated 4 - very good

- The university also plans a recruitment strategy focused on talented doctoral graduates and postdoctoral researchers, enabling them to join research teams and build academic careers. Unclear if it means outside recruitment or inbreeding.

Indicator 4.6:

Rated 4 - very good

- Career development rules and legislation related to the recruitment and career development of domestic and foreign employees:
ok
- International tenders:
According to PEUNI will happen only in case of acquiring additional funding by from Institutional Support for Long-Term Conceptual Development of Research Organizations.
- The process of new employee adaptation and mentoring:
ok
- Transparent distribution of institutional time:
ok
- Rules for filling senior positions in the context of R&D&I:
SER text doesn't address issue of filling the senior position. I seem to be under direct control of Board of Directors and Rector.
- The rules and support system of sabbaticals:
no central rules
- Arrangements for workers to return after maternity/parental leave or other career breaks:
No specific system besides following of Labour Code.

Rated 4 despite lack of several mechanism and no evidence of effectiveness of some that are already in place.

Indicator 4.7:

Rated 4 – Very good

ok

Indicator 4.8:

Rated 4 - very good

ok

Indicator 4.9:

Rated 5 - outstanding

- No system of acquiring/optimizing expensive instruments and equipment, as well as refurbishing outdated expensive instruments is listed only what infrastructure is in place or were recently purchased, however, there is no central system. Which contrasts with ER statement "The system for acquisition, optimisation, and renewal of research infrastructure is purposefully designed and functions effectively at the scale of the institution."

- There is no data in SER supporting the ER claim "Renewal and upgrades of equipment take place continuously, with the university ensuring a stable financial framework for modernisation. Sharing of instruments and devices is organised pragmatically within departments: high-performance workstations and specialised equipment are accessible across teams according to operational needs. The system's efficiency is supported by consolidation of resources, low administrative transaction costs, and ongoing renewal."
- There is no mention of the "new campus in Vysočany" in SER, no explanation of the system for acquisition, optimisation, renewal, and sharing of infrastructure allowing its "construction".
- Lack of information on the system of acquiring/optimizing expensive instruments and equipment, as well as refurbishing outdated expensive instruments might be connected to the fact that PEUNI had no expenditures on the infrastructure in the period of 2020-2022 according to SER.

Indicator 4.10:

Rated 5 - outstanding

- International projects:
- 4 Visegrad Fund, 1 Polish National Agency for Academic Exchange, 9 Czech supported projects, non-public consists dominantly of GA AA grants.
- ER quote "The stable foundation consists of Czech public resources, complemented by a smaller but gradually increasing share of international public funding and flexibly used non-public sources, including own and contract research." however, international support is not increasing on the contrary. There was an increase between 2020-2022 and rapid decrease in 2023 (36,16 to 0,394 thousand EUR) only partially compensated by 2024. There has been significant increase in domestic funding between 2020 to 2024 for PEUNI as principal beneficiary, however, also noticeable decrease in projects where PEUNI is participant.
- Data from SER doesn't correspond with ER quote "Taken together, these funding lines show that the resource acquisition strategy is well designed and proportionate to the university's ambitions and scale. The framework is balanced: it relies on predictable domestic public funding, is gradually adding an international component, and makes meaningful use of non-public sources to reduce volatility."

Indicator 4.11:

N/A

Indicator 4.12:

Rated 5 - outstanding

- In SER already mentioned project from module 3 are listed.
- 5 examples of national cooperation (in case of Development of a Defect Documentation Method for Flat Roofs Using Available Technologies, Including Unmanned Aerial Systems it is unclear who the partner is), 1 international. There is no research project connected with Amber Road alliance.

Indicator 4.13:

Rated 5 - outstanding

- In SER standard system of Ph.D. study organization is presented.

Indicator 4.14:

N/A

MODULE 5

Indicator 5.1:

Rated 5 - outstanding:

- SER repeatedly claims support for participation in international collaborations and programmes namely Horizon Europe but there is no evidence any project proposal was submitted for these programmes (besides vague mentions of Amber Road project). Interestingly at one-point international grant calls of Horizon Europe and GA AA are put on same level.
- There is evidence of cooperation with the private sector (PEUNI claims cooperation with dozens of companies, but there is little evidence of such extensive cooperations in SER) but mostly on the individual project-based level without any evidence of long-term partnerships.
- From the ER it is evident that claims are not supported by data "the university should monitor the fulfilment of its mission and vision more systematically through clearly defined indicators. Particular attention should be given to international mobility, publishing activity, grant success, and the career progression of doctoral students."

Indicator 5.2:

Rated 5 - outstanding

- From the objectives listed in SER PEUNI lack fundamental measures and tool in areas like OA, HR and career development, implementation of ethics and science integrity. Corresponding with M4.

Indicator 5.3:

Rated 4 -very good

Indicator 5.4:

N/A

General:

In general, PEUNI claims it is planning to implement numerous measures like, internal grant competition, OA policies, ESG policies, LTCERO funding strategy, and panel evaluate these as if already implemented and effective. Also, many claims are taken by panel as facts without data support.

Conclusions:

Above listed findings of content analysis lead MEYS to conclusion that reliability and validity of the evaluation of IEP in the M3-5 is in question. In the very least evaluation was based on incorrect or misleading information. Numerous individuals listed in M3 are not in fact affiliated to the PEUNI. Significant proportion of the projects and outcomes presented in the SER were obtained by questionable circumstances through the funding organization controlled by PEUNI employees. In many cases claims of PEUNI were not supported by any data and it seems that IEP took all the presented information uncritically without deeper assessment or inquiry.

Given the findings about role of GA AA in financing PEUNI projects MEYS found out that one the IEP members might be in conflict of interests due to his activity in the subject-area board of GA AA (prof. dr hab. Yuriy Bilan).

The case of Pan-European University (PEUNI) presents not only academic underperformance but also serious concerns regarding integrity, data reliability, and potential misconduct in the evaluation process. While the university was newly evaluated and initially indicated a D-grade trend based on M1–2 results, the M3–5 modules yielded B-grade evaluations with multiple “outstanding” (5) scores — a discrepancy that must be investigated further.

For MEYS, a serious problem is the conflict of interest and self-financing structure: The majority of PEUNI's "contract research" and "non-public revenues" originate from the Grant Agency Academia Aurea (GA AA) — an organization controlled by PEUNI employees (including its Chair and boards members). This raises serious concerns about independence, transparency, and conflict of interest.

Although the PEUNI SER indicates that, a) PEUNI contributes insufficiently to research progress, b) its peer-reviewed data are minimal or negligible (D-grade in modules 1 and 2), c) PEUNI lacks institutional mechanisms for grant schemes, research & data management, and for supporting excellence and young researchers, the IEP rated PEUNI with a grade of B. We believe there is reasonable suspicion of an uncritical external evaluation by the IEP, which accepted PEUNI's self-reported claims without verification or supporting evidence, raising further doubts about the integrity of the evaluation outcome. Therefore, we propose to exclude PEUNI from the evaluation process.

AMBIS

AMBIS is newly evaluated HEI entering the evaluation for the first time. In 2023, AMBIS merged with Jan Amos Komenský University (UJAK), a private higher education institution that had been evaluated separately in the previous 2020 evaluation with a result of D. Part of AMBIS was therefore already evaluated in 2020; however, it enters the 2025 assessment as a new institution.

Between 2019 and 2023, AMBIS received consistently a grade of D_{HEI} in modules 1 and 2.

The suggested outcomes of 2025 evaluation are as follows: M1 & M2: D, M3: C, M4: C, M5: B, **Overall rating: D**

The detailed content analysis resulted in following outcomes:

MODULE 3

Indicator 3.2, rated 2 – Below Average

- AMBIS states several R&D&I awards for its employees, however, awarding institutions are located mostly in Eastern Europe (Slovakia, Poland, Czech Republic)
- Participation of academic staff in editorial boards and journals – 2 academics listed repeatedly
- IEP suggest consolidating academic staff and innovate study programs inc. accredit a doctoral study program

Indicator 3.3, rated 2 – Below Average

- AMBIS states 7 main participant and 13 partner projects
- Limited contract activities with municipalities or small businesses
- IEP emphasizes:
 - Limited coordination of research activities – projects are diverse and lack institutional-level focus.
 - Bottom-up project initiation – research involvement is mostly individual-driven, which threatens long-term sustainability.
 - Imbalance between scientific areas – strong focus on security/safety leads to uneven participation across other fields.
 - Limited transfer of research outputs into education – weak linkage between research and teaching.

Indicator 3.4, rated 3 – Average

- AMBIS states 10 research results with impact to society
- IEP claims them as:

- Low share of high-value research outputs – few significant results (only one patent, two methodologies); most are lower-impact types.
- Overall average performance – number of outputs only matches the national average, not exceeding it.
- Limited research capacity – absence of a doctoral program and competing academic priorities constrain output quality and volume.

Indicator 3.5, rated 3 – Average

- AMBIS lists mainly Czech public institutions or business to transfer its RDI results to
- Workshops and conferences to present the outcomes to end users
- IEP concludes there is:
 - Limited internal knowledge transfer – weak evidence that research results are shared or used within the institution, especially in education.
 - Lack of institutional mechanisms – need for stronger internal arrangements to promote knowledge transfer and collaboration.
 - Narrow thematic focus – contract research is heavily concentrated on security topics, limiting broader development (though recommended to continue for consolidation).

Indicator 3.6, rated 3 - Average

- AMBIS lists several RDI popularization activities
- IEP claims that:
 - the unit shows solid engagement in research projects and contract activities, strong links with practice, and good administrative support.
 - However, research coordination and internal knowledge transfer are weak, high-value outputs are few, and activities remain mostly average in visibility and institutional impact.
 - AMBIS should strengthen institutional coordination and internal knowledge transfer to improve the quality, focus, and sustainability of research activities and their integration into education.

Indicator 3.7, not applicable

General: The evaluated unit has a system and personnel capacities for future growth in the field of science and research. The study programs offered are practice-oriented, which is supported by contract research activities. A positive aspect of future development may be the possible accreditation of the doctoral study program. Overall, the evaluated unit can therefore be rated with a grade of C.

MODULE 4

Indicator 4.1, rated 3 – Average

- AMBIS describes its organizational structure
- IEP evaluates it as:
 - Broad research scope, institutional support, clear research management structures, and focus on collaboration and knowledge transfer.
 - But minimal fundamental research, uncoordinated contract research, and new research leadership needing consolidation.
 - AMBIS should establish a coherent, strategically aligned research plan and strengthen the Vice-Rector's role to improve coordination and integration of research into teaching.

Indicator 4.2, rated 4 – Very good

- AMBIS presents 6 pillars of its RDI quality support
- IEP claims that:
 - AMBIS University demonstrates strong support for research through funding, internal grants, administrative structures, and recognition such as “HR Excellence in Research.
 - However, there is a limited fundamental research, ad hoc collaboration between departments, and inconsistent attribution of outputs to the University.
 - Overall, the University shows a well-developed research system with growing project activity but would benefit from clearer strategic coordination and quality indicators.

Indicator 4.3, rated 4 – Very Good

- AMBIS presents a system of its internal regulations for quality control system
- IEP concludes:
 - AMBIS University has effective quality control systems for ethical research conduct, hiring, and monitoring staff performance.
 - But a limited involvement of international advisory bodies in evaluating research quality and inconsistent implementation of internal standards
 - AMBIS demonstrates strong internal governance but could enhance international input, staff development, and adherence to higher research standards.

Indicator 4.4, rated 2 – Below Average

- AMBIS describes the system of sustainability and resilience of RDI; sustainability, ethical aspects of research, knowledge management, data protection, HR, open access policy, cybersecurity etc.
- IEP assesses this as:
- AMBIS University ensures ethical research conduct and basic knowledge management, with strong collaboration in contract and applied research and mentoring of junior researchers.
- There is an absence of a dedicated knowledge transfer office, no comprehensive research data management system, and limited systematic engagement with the public and external stakeholders.
- AMBIS demonstrates practical research sustainability but would benefit from more structured knowledge transfer, broader societal engagement, and alignment of research focus with societal needs.

Indicator 4.5, rated 3 – Average

- Decline of women in ass. prof., no women in professorial positions and a clear trend of men occupying these positions as a societal trend, women representations increase in technical and administrative staff
- IEP claims that:
 - Women remain underrepresented in senior academic positions, and the University lacks junior researcher or assistant roles to develop internal research talent
 - AMBIS demonstrates progress in gender equality but needs to build its own research personnel pipeline, ideally supported by a future doctoral program.

Indicator 4.6, rated 4 – Very Good

- AMBIS describes system of academic and research careers
- 2023 HR Award
- IEP:

- Well-regulated and transparent recruitment system, strengthened by the HR Excellence in Research Award and clear internal policies.
- However, it lacks a formal career development framework outlining progression and support for academic growth.
- AMBIS demonstrates strong HR governance and openness to international staff but should formalize career paths to enhance long-term staff development and retention.

Indicator 4.7, rated 5 – Outstanding

- Zero tolerance policy towards discriminations
- Code of Ethics, ombudsman, Gender Equality plan
- IEP assesses:
 - Strong gender equality and anti-discrimination policies, supported by clear regulations, an ombudsman system, and a Gender Equality Plan
 - AMBIS promotes work-life balance and supports women's reintegration after maternity leave, with good female representation in governance
 - It demonstrates a positive and inclusive culture, though continued efforts to actively support and advance female researchers are recommended.

Indicator 4.8, rated 3 – Average

- AMBIS describes the strategy for mobility, main objectives, instruments and barriers (financial resources, COVID19)
- IEP concludes:
 - AMBIS actively pursues internationalisation through its 2021–2030 strategy, Erasmus+ partnerships, and collaborations with over 40 universities, showing growing staff mobility and project participation.
 - However, mobility remains limited due to financial constraints and a low number of incoming exchanges.
 - AMBIS demonstrates solid international engagement but should expand research-oriented partnerships, increase visiting scholars, and better integrate mobility outcomes into research and teaching.

Indicator 4.9, rated as 2 – Below Average

- AMBIS states high-quality research infrastructure: information system IS AMBIS and electronic resources
- IEP concludes:
 - Solid ICT infrastructure, financial backing from its Research Centre, and access to major academic databases.
 - However, it lacks advanced research infrastructure and relies on modest equipment investments.
 - AMBIS provides sufficient resources for its research scope but should plan for gradual increases in research funding, promote shared equipment use, and strengthen material support through external project financing.

Indicator 4.10, rated as 3 – Average

- Budget of 24 741 000 CZK, domestic public funds accounted for 77%, international public funds 3%, and 20% was allocated to contract research, co-financing of external projects, and funding of the internal grant agency and internal student projects.
- IEP claims:
 - Majority of the budget come from Czech sources
 - It is necessary to focus on prestigious international projects and prioritizes internalization

Indicator 4.11, N/A – Not applicable

- AMBIS does not currently receive institutional funding.

Indicator 4.12, rated as 3 – Average

- AMBIS claims long-term collaborations in the field of R&D&I with various national and international entities and is also a member of key international organisations and academic networks.
- IEP claims:
 - Strong international engagement through memberships in global academic and tourism organizations and collaborations with various universities.
 - Most cited partnerships are contractual rather than genuine R&D&I scientific collaborations, with only a few examples qualifying as research based.
 - To strengthen long-term international research partnerships and focus on participating in prestigious scientific projects like COST and HORIZON to enhance its R&D&I profile.

Indicator 4.13, N/A – Not Applicable

- AMBIS does not currently offer any doctoral programs.

Indicator 4.14, rated as 3 – Average

- AMBIS claim N/A – Not Applicable, however IEP does evaluate this indicator reflecting the previous history of UJAK – Univerzita Jana Ámose Komenského before it merged with AMBIS:
 - Following its merger with UJAK, AMBIS University became the largest private university in the Czech Republic, improving staff quality, mobility, and participation in international and research projects while earning the ‘HR Excellence in Research’ award.
 - Despite these achievements, its wide program portfolio has led to fragmented research activities and limited international funding engagement.
 - It is recommended that AMBIS define a clear research strategy, focus on its strengths, support young researchers, and strengthen international project participation and funding acquisition.

General: Commendable progress in R&D&I development, staff quality, and support systems, though its broad study portfolio has led to dispersed research focus and limited international funding. There is absence of a knowledge transfer department, insufficient research data management, and a need for clearer strategic direction and internal evaluation of research proposals. It is recommended that AMBIS define a long-term research vision, strengthen international cooperation and funding, establish a knowledge transfer unit, and implement a structured career development system to ensure sustainable research growth.

MODULE 5

Indicator 5.1: rated as 4 – Very good

- AMBIS describes its strategy, mission, vision
- IEP assesses it as comprehensive and well aligned, with relying on challenge to ensure sustainable funding and strengthening staff capacity

Indicator 5.2 – rated as 4 – Very good

- AMBIS formulates its short and long-term development goals
- IEP:

- Strategy is well structured, aligning research excellence with institutional growth, societal impact, and open science principles.
- Despite its solid foundation, continued success depends on sustainable funding, qualified staff recruitment, and broader research diversification beyond the social sciences.
- Focus on niche areas with international potential, strengthen KPIs and applied outputs, and enhance research capacity through targeted investment and global collaboration.

Indicator 5.3 – rated as 4 – Very good

- AMBIS claims its tools to measure the implementation of RDI strategy
- IEP:
 - AMBIS University has established a strong R&D&I framework that promotes research excellence, innovation, and researcher development through structured management, incentives, and international alignment.
 - Weak is commercialisation, intellectual property management, interdisciplinarity, and operational Open Science practices.
 - Enhance impact-oriented evaluation, strengthen early-career support, and expand international and industry collaborations to ensure long-term competitiveness and sustainability.

Indicator 5.4 – rated as 4 – Very good

- AMBIS states N/A Not Applicable in this indicator
 - However, IEP evaluates this indicator as follows: The merger of AMBIS and UJAK Universities complicated the evaluation of how previous recommendations for UJAK were implemented within AMBIS's current strategic framework. AMBIS's SER did not clarify whether or how UJAK's recommendations were integrated into its mission, vision, or strategic documents. It is therefore recommended that the previously stated recommendations for Module 5 be applied specifically to AMBIS University's current materials and strategies.

General: AMBIS University has a coherent and well-implemented R&D&I strategy aligned with national and European priorities, effectively linking applied education, research, and internationalisation. Its strengths include strong governance, integration of research with teaching, and progress toward doctoral accreditation, though gaps remain in commercialisation, interdisciplinarity, and Open Science implementation. It is recommended that AMBIS enhance intellectual property management, strengthen support for early-career researchers, and focus on high-impact international collaboration to ensure long-term competitiveness and sustainability.

Agriculture and veterinary HEIs

The regression analysis points toward the significant over-grading of two agriculture and veterinary (University of Veterinary Sciences Brno - VETUNI and Mendel University in Brno - MENDELU) HEI. Both HEI show on the national level in M1-2 continual grading of C but in M3-5 both HEI were rated predominantly 5 – outstanding or 4 – very good resulting in A rating in these modules.

In case of MENDELU partially supported also by comparison of 2020 and 2025 evaluation results. For VETUNI such comparison doesn't show any differences, however, the advisory body active in the last evaluation circle concluded that VETUNI was significantly over graded in modules M3-5, therefore this comparison has little value.

In case of MENDELU 5 – outstanding is used 39% of times; 4 – very good in 54%; 3 – Average in 7%. For M3 ratio of 5 – outstanding and 4 – very good is 0.88 (15/17).

More striking, however, is VETUNI where 5 – outstanding rating constitutes 92% of evaluation, 4 – very good in 6% and 3 – Average in 3%. In either case lower ratings weren't used. For M3 ratio of 5 – outstanding and 4 – very good is 7.5 (15/2).

We would put in contrast the situation of the Czech University of Life Sciences Prague (ČZU), which is by most indicators best performing agriculture and veterinary HEI in Czech and could be considered etalon of quality for Czech environment. ČZU is continuously graded B on the national level and perform very well in the university rankings (ranks 24th in the world in Agriculture according to the Shanghai Ranking and is continuously moving up in THE World University Rankings 601.– 800. in 2026).

Regression analysis show that ČZU performs in M3-5 as expected for its grade in M1-2 suggesting that the evaluation is balanced. In M3-5 grades are distributed: 5 – outstanding 28%, 4 – very good in 55%; 3 – Average 12%, 2 - below average 5%. For M3 ratio of 5 – outstanding and 4 – very good is 0.4 (10/25).

MEYS would suggest closer examination or cross comparison in case of agriculture and veterinary HEI by EAC.

Arts HEIs

Regression analysis and comparison of 2020 and 2025 grades suggest significant over-grading in case of The Academy of Fine Arts in Prague (AVU). Overall grade distribution of AVU is 5 – outstanding 25%, 4 – very good in 67%; 3 – Average 8%, no lower ratings. For M3 ratio of 5 – outstanding and 4 – very good is 1 (3/3).

MEYS would suggest closer examination or cross comparison with The Academy of Performing Arts in Prague (AMU) which shows constantly better assessments at the national evaluation (B/A). In case of AMU overall grades are distributed: 5 – outstanding 0%, 4 – very good in 42%; 3 – Average 58%, no lower ratings. In M3: 5 – outstanding 0%, 4 – very good in 56%; 3 – Average 44%, no lower ratings (0/10/8).

Multidisciplinary HEIs

Initial regression analysis shown noticeable over-grading in case of University of Ostrava (OU). This finding was weakened with the growing sample size, however, comparison of the 2020 and 2025 still shows a significant up rating in all evaluated unit and all M3-5.

In case of OU in M3-5 grades are distributed: 5 – outstanding 57%, 4 – very good in 37%; 3 – Average 7%, no lower ratings. For M3 ratio of 5 – outstanding and 4 – very good is 1,24 (21/17).

Further analyses shown similar trends in two others multidisciplinary HEIs Tomas Bata University in Zlín (UTB) and Silesian University in Opava (SLU).

In case of UTB the improvement trend in comparison of the 2020 and 2025 is even more significant than in UO. M3-5 grades are distributed: 5 – outstanding 72%, 4 – very good in 25%; 3 – Average 3%, no lower ratings. For M3 ratio of 5 – outstanding and 4 – very good is 3 (30/10).

For SLU in M3-5 grades are distributed: 5 – outstanding 44%, 4 – very good in 52%; 3 – Average 4%, no lower ratings. For M3 ratio of 5 – outstanding and 4 – very good is 1 (14/14).

MEYS would suggest closer examination or cross comparison with similar size and regionally oriented HEIs. For this comparison either University of West Bohemia (ZČU) as closer by size and grading on the national level or University of South Bohemia in České Budějovice (JČU) as and etalon of quality in the category comparable to OU.

ZČU show good alignment between result in M1-2 and M3-5. Ratings in M3-5: 5 – outstanding 26%, 4 – very good in 60%; 3 – Average 14%, no lower ratings. For M3 ratio of 5 – outstanding and 4 – very good is 0.43 (15/35).

JČU show relatively good alignment between result in M1-2 and M3-5 with tendency to being underrated suggesting relatively strict IEP approach to assessment. Ratings in M3-5: 5 – outstanding 36%, 4 – very good in 50%; 3 – Average 14%, no lower ratings. For M3 ratio of 5 – outstanding and 4 – very good is 0.56 (14/25).

Technical HEIs

Both regression analysis and the comparison of 2020 and 2025 evaluation suggest significant over-grading of the Brno University of Technology (VUT). In case of VUT in M3-5 grades are distributed: 5 – outstanding 73%, 4 – very good in 27%; no lower ratings. For M3 ratio of 5 – outstanding and 4 – very good is 2.16 (41/19). The while the evaluation on the national level shows the improving rate the dominance of top rating in M3-5 warrant a caution.

The comparison of 2020 and 2025 evaluation suggest significant over-grading also in case of Technical University of Liberec (TUL). Closer examination of rating trends show relatively even distribution: 5 – outstanding 41%, 4 – very good in 48%; 3 – Average 10%, 2 – below average 1%, no lower ratings. For M3 ratio of 5 – outstanding and 4 – very good is 0.88 (21/24).

MEYS suggest comparison with Czech Technical University in Prague (ČVUT) which show slight but insignificant underrating in regression and more or less stable results compared with the previous evaluation. Ratings in M3-5: 5 – outstanding 50%, 4 – very good in 40%; 3 – Average 15%, 2 – below average 4% and 1- Inadequate 1%. For M3 ratio of 5 – outstanding and 4 – very good is 1.13 (36/32).

MEYS would suggest closer examination or cross comparison.

Non-university HEIs

In case of Institute of Technology and Business in České Budějovice (VŠTE) while the regression analysis suggests good alignment between M1-2 and M3-5 the significant upgrade in all units and modules warrant the closer examination of the evaluation. Especially since, there are doubts about the evidence value of the results of M1-2 due to doubts about the ethical conduct of certain authors.

There are some difficulties finding the suitable comparison since the other non-university HEI in the Czech is significantly smaller and the university type HEI and similar size differences which could influence the comparison could be found with the rest of evaluated HEI. Therefore, MEYS would suggest for closer cross examination with the other non-university HEI The College of Polytechnics Jihlava (VŠPJ) and once available the Technical University of Liberec (TUL) university type HEI with relatively similar focus and evaluation profile to VŠTE.