

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

**HIGHER EDUCATION INSTITUTION NAME: European Research University**

**COMPANY REGISTRATION NUMBER (CRN): 25840886**

**THE LIST OF EVALUATION UNITS IN MODULE 3:**

- PRIGO University College
- Faculty of Doctoral Studies
- Faculty of Economics

**CHAIRPERSON OF INTERNATIONAL EVALUATION PANEL**

Name and surname: Andrea Čajková

Phone number: [REDACTED]

E-mail: [REDACTED]

**LIST OF INTERNATIONAL EVALUATION PANEL MEMBERS**

| Name and surname           | Position in IEP | Current position                                                                                                                                                    |
|----------------------------|-----------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Andrea Čajková             | Chair           | Vice-Rector, University of St. Cyril and Methodius in Trnava                                                                                                        |
| Stanislav Šároch           | Member          | Professor, Prague University of Economics and Business                                                                                                              |
| Hans Wiesmeth              | Member          | Prof. emer., Faculty of Economics, TUD Dresden University of Technology                                                                                             |
| Frank Andreas Schittenhelm | Member          | Vice-Dean and Academic Director, Nuertingen-Geislingen University                                                                                                   |
| Monika Köppl-Turyna        | Member          | Director EcoAustria, Professor, University of Warsaw & Seeburg University                                                                                           |
| Elodie Douarin             | Member          | Associate Professor in Economics, UCL SSEES                                                                                                                         |
| Alessandro Figus           | Member          | Vice-Rector for International Relations and European Integration at International Institute of Management IMI-Nova, Moldova; Professor at University of Cassino and |

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|--------------------------|--------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                          |                          | Southern Lazio, Chair of Sport Public policies and Sport Governance, Adviser of the Rector of UNICAS; Rector Adviser for International Relation at East Kazakhstan University Sarsen Amanzholov Ust Kamenogorsk |
| Jakub Vontroba           | Secretary                | Vice-Dean, European Research University                                                                                                                                                                         |
| Tereza Neumann Kotásková | Provider's methodologist | Ministry of Education, Youth and Sports                                                                                                                                                                         |

### PROVIDERS METHODOLOGIST

Name and surname: Tereza Neumann Kotásková

Phone number: [REDACTED]

E-mail: [REDACTED]

**Date of on-site visit of higher education institution: 25th June 2025**

In Prnava date 29.10.2025

Signature   
(IEP chairperson)

## EVALUATION REPORT IN MODULE 3

**NAME OF EVALUATED UNIT: PRIGO University College**

**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:

A strong focus based on the mission and vision statements can be seen. This research focus was confirmed by the interviews conducted during the on-site visit.

The university has a clear growth target that seems realistic. The current size and staffing is small and leads to too much dependence on individual persons/researchers and does not allow for thematic diversity. It is positive that researchers are given long-term prospects that can compensate for any locational disadvantages. Considerations regarding additional research centres in major European cities aim in the same direction.

### RECOGNITION BY THE RESEARCH COMMUNITY

#### 3.2 Recognition by the research community

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).

**Rating [1–5]:**

**3 - Average**

#### Qualitative assessment:<sup>1</sup>

Researchers at PRIGO University College (PUC) have achieved notable recognition through awards and editorial roles in international journals, which indicates growing visibility within the research community. The "ERUNI Research Talks" platform also promotes scientific exchange and dialogue among researchers. The university also has its own scientific publication, the international journal "DANUBE". The key prerequisites for further growth in research activities have therefore been met.

Thematically, the research and project findings in the period under review concentrate on regional topics from Moravia-Silesia.

#### Recommendations:

It is recommended to keep the current focus but gradually try to internationalize. It could be useful to identify suitable international research institutions and to develop a clear strategy for

<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.

internationalization. It will be important to contact international partners not randomly but according to a sensible matching of capacities and interest.

It also appears necessary to create a targeted research basis from the Bachelor's and Master's degree programmes. It would be desirable to increase the number of Master's students in particular.

## 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 most important research projects listed are characterized by a relatively high degree of practical relevance. Taking into account the respective capacities available during the period under review, the quality of the results is good, but the thematic breadth is not yet sufficient. In addition, the projects are rather small in terms of their scope (especially third-party funding).

The university's priorities, which result from the PUC's mission and vision statements, are consistently implemented. The degree of internationalization can be improved. During the on-site visit, the PUC presented its strategy for this. The first steps have already been taken.

#### Recommendations:

The consistent mission statement of the university should be further filled with life.

The existing efforts to increase internationality in order to promote cooperation across national borders should be maintained in any case.

Projects with higher budgets should be sought in order to be able to realize larger and more comprehensive projects.

In addition, interdisciplinary cooperation should be further strengthened in order to link different specialist areas and develop innovative solutions.

### 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]:**

**4 - Very good**

#### Qualitative assessment:

Although the evaluated unit is limited by the small size of the team, the results achieved are significant and show a long-term concentration on systematic action and implementation of the results of basic (international conferences), but especially applied research supported by consistent participation in national funding programmes. A significant component of these activities are activities concentrated on fulfilling the third role of the university both on a societal scale and in the Moravian-Silesian region. Proof of the very good quality of the reported activities is the fact that a substantial part of them was and is funded as applied research from the Czech Technology Agency or from the resources of several ministries, whether it was applied or contract research.

#### Recommendations:

The evaluated university declares a partial change in its vision and mission for the future, which is a greater inclination towards basic research, which is reflected in a change in the organisational structure. Along with this change in vision and mission comes an increase in staff capacity, in addition to the change in organisational structure. Therefore, it can be recommended that in the area of applied research, which also largely fulfils the third role of the university, the activities in question should continue unabated and that similar sources of funding should be sought as hitherto.

## 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]:

4 - Very good

#### Qualitative assessment:

PUC declares that it places strong emphasis on the societal relevance and direct applicability of conducted research outputs, particularly in areas such as public policy, education, regional development, and socio-economic resilience.

PUC approach to transferring R&D&I results into practice is centred around early engagement with end users, close collaboration with application guarantors, and emphasis on accessibility and usability of outputs. Deliverables such as decision-support tools, comparative studies, and good practice guidelines are designed for immediate application by institutions, businesses, and community stakeholders. Dissemination takes place through conferences, workshops, stakeholder consultations, and publicly accessible platforms.

The stated activities correspond very well with the undisputed results reported. PUC collaborates with a wide range of users, including ministries, regional authorities, non-profit organisations, educational institutions, and SMEs. Notable partners include the Ministry of Labour and Social Affairs, the Moravian-Silesian Employment Pact, and the Regional Chamber of Commerce, which has supported several outreach and knowledge-transfer activities in the field of education and labour market development. These long-term relationships illustrate its commitment to practical impact and relevance.

Due to its size and its focus on social science research, the institution focuses on the free sharing of results rather than their commercialisation. This seems to be an appropriate strategy and appropriate behaviour for the area of activity.

**Recommendations:**

To continue in the current manner.

## 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:**

The institution uses a wide range of tools and formats to communicate and disseminate the results of science and research. As it states in its self-evaluation report, these include:

- Hosting public lectures and discussions with leading experts from academia, policy, and business.
- Publishing a scientific journal accessible to both researchers and informed lay audiences.
- Communicating research outputs regularly via social media platforms.
- Creating spaces for interdisciplinary dialogue through regular research talks and international conferences.
- Offering lifelong learning programmes, including courses for active seniors and professional development for teachers, integrating research-based content into practical learning.
- Participating in public cultural events and festivals, presenting academic findings in an engaging and accessible format.
- Engaging with secondary school students to build early awareness of research approaches and evidence-based thinking.
- Involving students in research dissemination, encouraging communication skills and public relevance.
- Contributing to public media, supporting informed public debate through expert commentary.

Some of the members of the evaluation panel can confirm the range of activities from their own direct experience as members of the target group of this communication.

Overall, the activities are proportionate to the institution's scale and reflect a strong commitment to outreach and public communication.

**Recommendations:**

To continue in the current manner, allowing a wider range of people to participate in the case of invited lectures using their hybrid format.

## 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]:                                                                                                             | N/A - Not Applicable |
| <b>Qualitative assessment:</b><br>The evaluated unit has not been evaluated before.                                       |                      |
| <b>Recommendations:</b>                                                                                                   |                      |

## 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 3 - Average          |
| 3.3 Research projects                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 3 - Average          |
| 3.4 Research results with existing or prospective impact on society                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 4 - Very good        |
| 3.5 Transfer of results into practice                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 4 - Very good        |
| 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                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | N/A - Not Applicable |
| Average rating [1–5]:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | 4 - Very good        |
| Grade [A–D]:                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | B                    |
| <b>Summary assessment:</b><br>The evaluation highlights that the PUC has a well-defined mission and vision, which have been consistently translated into its research priorities. Its orientation towards regional development, public policy, socio-economic resilience, and applied research has ensured both relevance and visibility. Activities such as <i>the ERUNI Research Talks</i> , <i>the DANUBE journal</i> , and engagement with ministries, chambers of commerce, and local authorities demonstrate an effective alignment between academic objectives and societal needs. The PUC demonstrates a coherent applied research strategy with a strong regional focus and growing international orientation. While still limited in size and thematic diversity, it has laid solid foundations for sustainable development and international cooperation. The PUC remains with a strong dependence on individual researchers. This limits the thematic breadth and creates vulnerabilities in terms of sustainability. While projects carried out so far have been relevant and well-executed, they are often modest in scope and budget. The lack of broader thematic diversity and international reach constrains the institution's ability to fully leverage its potential. Importantly, the PUC has already taken steps towards greater |                      |



internationalization, initiating contacts abroad and revising its organisational structure to expand capacity. Its decision to increasingly integrate basic research alongside its strong applied research profile indicates a maturing strategy. By maintaining its societal engagement while building broader partnerships and securing larger projects, the PUC can further consolidate its role as both a regional knowledge hub and an international research partner.

#### **Summary recommendations:**

The PUC is at a critical juncture: it has established itself as a credible and impactful regional actor with proven strengths in applied research, societal engagement, and communication. The next phase requires scaling up, diversifying thematically, and internationalizing strategically. If these steps are pursued in a focused and coherent manner, the institution can evolve from a strong regional player into a recognized European partner in social science research - retaining its societal embeddedness while expanding its global relevance.

#### **Strengthen Internationalization Strategically**

- Move beyond ad-hoc partnerships and develop a targeted internationalization strategy. Partnerships should be pursued based on complementary expertise and long-term capacity building.
- Focus on linking with international institutions that share thematic interests, particularly in public policy, socio-economic resilience, and education reform.

#### **Broaden Thematic Diversity and Scale**

- While regional research remains important, it should be gradually complemented by projects addressing broader European and global challenges.
- Seek larger research grants, both at national and EU level, to allow for more comprehensive, interdisciplinary initiatives.

#### **Consolidate Talent and Capacity**

- Increase the number of Master's and doctoral students to ensure a stronger pipeline of young researchers.
- Develop mechanisms for reducing dependence on a few individuals-through team-based research structures, mentoring systems, and international mobility of staff.

#### **Leverage Applied Research Strengths**

- Continue capitalizing on the university's strong tradition of applied research and policy engagement. This is a comparative advantage that differentiates the institution in the Czech and regional higher education landscape.
- Maintain strong ties with ministries, regional authorities, and employers while embedding applied outputs (decision-support tools, guidelines, studies) into broader European networks.

#### **Enhance Dissemination and Societal Engagement**

- Sustain and expand the already impressive portfolio of communication activities-public lectures, research talks, social media outreach, involvement in cultural events, and engagement with schools.
- Position dissemination not only as a way to showcase results but also as a channel to attract new partners, funding, and students.

#### **Balance Applied and Basic Research**

- As the PUC redefines its mission with a greater inclination towards basic research, ensure that this shift does not undermine the societal relevance of its projects.

- A balanced portfolio, combining rigorous basic research with impactful applied work, will strengthen both credibility and long-term sustainability.

## EVALUATION REPORT IN MODULE 3

**NAME OF EVALUATED UNIT: Faculty of Doctoral Studies**

**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:

The evaluation was not applicable to the given unit, as it was established only at the end of the evaluation period.

The unit was established by the decision of the ERUNI Management Board as of November 15, 2023, see [https://eruni.org/sites/default/files/docs/2025/08/rozhodnuti\\_spravni\\_rady\\_15-11-23.pdf](https://eruni.org/sites/default/files/docs/2025/08/rozhodnuti_spravni_rady_15-11-23.pdf)

### RECOGNITION BY THE RESEARCH COMMUNITY

#### 3.2 Recognition by the research community

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).

**Rating [1–5]:**

**N/A - Not Applicable**

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

**Recommendations:**

<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.

## RESEARCH PROJECTS

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                             |
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| <b>3.3 Research projects</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |
| 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. |                             |
| <b>Rating [1–5]:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>N/A - Not Applicable</b> |
| <b>Qualitative assessment:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             |
| <b>Recommendations:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                             |

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|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>3.4 Research results with existing or prospective impact on society</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                             |
| 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. |                             |
| <b>Rating [1–5]:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>N/A - Not Applicable</b> |
| <b>Qualitative assessment:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |
| <b>Recommendations:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |

## TRANSFER OF RESULTS INTO PRACTICE

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>3.5 Transfer of results into practice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |
| 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. |                             |
| <b>Rating [1–5]:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>N/A - Not Applicable</b> |
| <b>Qualitative assessment:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                             |
| <b>Recommendations:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                             |

## POPULARIZATION OF VAVAI

|                                                                                                                                     |                             |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>3.6 The most important activities in the field of popularization of R&amp;D&amp;I and communication with the public</b>          |                             |
| Evaluate how active and successful the evaluated unit is in the field of popularisation of R&D&I and communication with the public. |                             |
| <b>Rating [1–5]:</b>                                                                                                                | <b>N/A - Not Applicable</b> |
| <b>Qualitative assessment:</b>                                                                                                      |                             |
| <b>Recommendations:</b>                                                                                                             |                             |

## IMPLEMENTATION OF RECOMMENDATIONS

|                                                                                                                                                                                                                                             |                             |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>3.7 Implementation of the recommendations in Module 3</b>                                                                                                                                                                                |                             |
| Evaluate how the evaluated unit has reflected the recommendations from the previous evaluation of the IEP, if applicable.<br><br>If the evaluated unit has not been evaluated before, the indicator will be marked as N/A – Not Applicable. |                             |
| <b>Rating [1–5]:</b>                                                                                                                                                                                                                        | <b>N/A - Not Applicable</b> |
| <b>Qualitative assessment:</b>                                                                                                                                                                                                              |                             |
| <b>Recommendations:</b>                                                                                                                                                                                                                     |                             |

## EVALUATED UNIT RATING

|                                                                                                                                                                                                           |                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>Evaluation of unit</b>                                                                                                                                                                                 |                             |
| 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                                                                                                                                              | <b>NOT RATED</b>            |
| 3.2 Recognition by the research community                                                                                                                                                                 | <b>N/A - Not Applicable</b> |
| 3.3 Research projects                                                                                                                                                                                     | <b>N/A - Not Applicable</b> |
| 3.4 Research results with existing or prospective impact on society                                                                                                                                       | <b>N/A - Not Applicable</b> |
| 3.5 Transfer of results into practice                                                                                                                                                                     | <b>N/A - Not Applicable</b> |
| 3.6 The most important activities in the field of popularization of R&D&I and communication with the public                                                                                               | <b>N/A - Not Applicable</b> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 3.7 Implementation of the recommendations in Module                                                                                                                                                                                                                                                                                                                                                                                                             | <b>N/A - Not Applicable</b> |
| <b>Average rating [1–5]:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>Choose an option</b>     |
| <b>Grade [A–D]:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>Choose an option</b>     |
| <b>Summary assessment:</b><br><br>The evaluation was not applicable to the given unit, as it was established only at the end of the evaluation period.<br><br>The unit was established by the decision of the ERUNI Management Board as of November 15, 2023, see <a href="https://eruni.org/sites/default/files/docs/2025/08/rozhodnuti_spravni_rady_15-11-23.pdf">https://eruni.org/sites/default/files/docs/2025/08/rozhodnuti_spravni_rady_15-11-23.pdf</a> |                             |
| <b>Summary recommendations:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |

## EVALUATION REPORT IN MODULE 3

**NAME OF EVALUATED UNIT: Faculty of Economics**

**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:

The evaluation was not applicable to the given unit, as it was established only after the evaluation period.

The unit was established on January 1, 2025, by a decision of the ERUNI Management Board dated December 13, 2024, see [https://eruni.org/sites/default/files/docs/2025/01/rozhodnuti\\_spravni\\_rady\\_13-12-24.pdf](https://eruni.org/sites/default/files/docs/2025/01/rozhodnuti_spravni_rady_13-12-24.pdf)

### RECOGNITION BY THE RESEARCH COMMUNITY

#### 3.2 Recognition by the research community

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).

**Rating [1–5]:**

**N/A - Not Applicable**

**Qualitative assessment:<sup>3</sup>**

**Recommendations:**

<sup>3</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.

## RESEARCH PROJECTS

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>3.3 Research projects</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |
| 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. |                             |
| <b>Rating [1–5]:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  | <b>N/A - Not Applicable</b> |
| <b>Qualitative assessment:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                             |
| <b>Recommendations:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                             |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>3.4 Research results with existing or prospective impact on society</b>                                                                                                                                                                                                                                                                                                                                                                                                                                      |                             |
| 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. |                             |
| <b>Rating [1–5]:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>N/A - Not Applicable</b> |
| <b>Qualitative assessment:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |
| <b>Recommendations:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                             |

## TRANSFER OF RESULTS INTO PRACTICE

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>3.5 Transfer of results into practice</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |                             |
| 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. |                             |
| <b>Rating [1–5]:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | <b>N/A - Not Applicable</b> |
| <b>Qualitative assessment:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |                             |
| <b>Recommendations:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                             |



## POPULARIZATION OF VAVAI

|                                                                                                                                     |                             |
|-------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>3.6 The most important activities in the field of popularization of R&amp;D&amp;I and communication with the public</b>          |                             |
| Evaluate how active and successful the evaluated unit is in the field of popularisation of R&D&I and communication with the public. |                             |
| <b>Rating [1–5]:</b>                                                                                                                | <b>N/A - Not Applicable</b> |
| <b>Qualitative assessment:</b>                                                                                                      |                             |
| <b>Recommendations:</b>                                                                                                             |                             |

## IMPLEMENTATION OF RECOMMENDATIONS

|                                                                                                                           |                             |
|---------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>3.7 Implementation of the recommendations in Module 3</b>                                                              |                             |
| 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.                |                             |
| <b>Rating [1–5]:</b>                                                                                                      | <b>N/A - Not Applicable</b> |
| <b>Qualitative assessment:</b>                                                                                            |                             |
| <b>Recommendations:</b>                                                                                                   |                             |

## EVALUATED UNIT RATING

|                                                                                                                                                                                                           |                             |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| <b>Evaluation of unit</b>                                                                                                                                                                                 |                             |
| 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                                                                                                                                              | <b>NOT RATED</b>            |
| 3.2 Recognition by the research community                                                                                                                                                                 | <b>N/A - Not Applicable</b> |
| 3.3 Research projects                                                                                                                                                                                     | <b>N/A - Not Applicable</b> |
| 3.4 Research results with existing or prospective impact on society                                                                                                                                       | <b>N/A - Not Applicable</b> |
| 3.5 Transfer of results into practice                                                                                                                                                                     | <b>N/A - Not Applicable</b> |
| 3.6 The most important activities in the field of popularization of R&D&I and communication with the public                                                                                               | <b>N/A - Not Applicable</b> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------|
| 3.7 Implementation of the recommendations in Module                                                                                                                                                                                                                                                                                                                                                                                                                          | N/A - Not Applicable |
| Average rating [1–5]:                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Choose an option     |
| Grade [A–D]:                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | Choose an option     |
| <b>Summary assessment:</b><br><br>The evaluation was not applicable to the given unit, as it was established only after the evaluation period.<br><br>The unit was established on January 1, 2025, by a decision of the ERUNI Management Board dated December 13, 2024, see<br><a href="https://eruni.org/sites/default/files/docs/2025/01/rozhodnuti_spravni_rady_13-12-24.pdf">https://eruni.org/sites/default/files/docs/2025/01/rozhodnuti_spravni_rady_13-12-24.pdf</a> |                      |
| <b>Summary recommendations:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                              |                      |

## 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]                 |
|-----------------------------|-----------------------------|
| PRIGO University College    | <b>B</b>                    |
| Faculty of Doctoral Studies | <b>N/A - Not Applicable</b> |
| Faculty of Economics        | <b>N/A - Not Applicable</b> |
| <b>Summary grade</b>        | <b>B</b>                    |

#### Summary quality assessment:

The evaluation was not applicable to the Faculty of Doctoral Studies, as it was established only at the end of the evaluation period.

The unit was established by the decision of the ERUNI Management Board as of November 15, 2023, see

[https://eruni.org/sites/default/files/docs/2025/08/rozhodnuti\\_spravni\\_rady\\_15-11-23.pdf](https://eruni.org/sites/default/files/docs/2025/08/rozhodnuti_spravni_rady_15-11-23.pdf)

The evaluation was not applicable to the Faculty of Economics, as it was established only after the evaluation period.

The unit was established on January 1, 2025, by a decision of the ERUNI Management Board dated December 13, 2024, see

[https://eruni.org/sites/default/files/docs/2025/01/rozhodnuti\\_spravni\\_rady\\_13-12-24.pdf](https://eruni.org/sites/default/files/docs/2025/01/rozhodnuti_spravni_rady_13-12-24.pdf)

Thus, the Summary Quality Assessment provided below corresponds to the Summary Assessment within the only evaluated unit, PRIGO University College.

The evaluation highlights that the PUC has a well-defined mission and vision, which have been consistently translated into its research priorities. Its orientation towards regional development, public policy, socio-economic resilience, and applied research has ensured both relevance and visibility. Activities such as *the ERUNI Research Talks*, *the DANUBE journal*, and engagement with ministries, chambers of commerce, and local authorities demonstrate an effective alignment between academic objectives and societal needs. The PUC demonstrates a coherent applied research strategy with a strong regional focus and growing international orientation. While still limited in size and thematic diversity, it has laid solid foundations for sustainable development and international cooperation. The PUC remains with a strong dependence on individual researchers. This limits the thematic breadth and creates vulnerabilities in terms of sustainability. While projects carried out so far have been relevant and well-executed, they are often modest in scope and budget. The lack of broader thematic diversity and international reach constrains the institution's ability to

fully leverage its potential. Importantly, the PUC has already taken steps towards greater internationalization, initiating contacts abroad and revising its organisational structure to expand capacity. Its decision to increasingly integrate basic research alongside its strong applied research profile indicates a maturing strategy. By maintaining its societal engagement while building broader partnerships and securing larger projects, the PUC can further consolidate its role as both a regional knowledge hub and an international research partner.

#### **Summary recommendation:**

The evaluation was not applicable to the Faculty of Doctoral Studies, as it was established only at the end of the evaluation period.

The unit was established by the decision of the ERUNI Management Board as of November 15, 2023, see

[https://eruni.org/sites/default/files/docs/2025/08/rozhodnuti\\_spravni\\_rady\\_15-11-23.pdf](https://eruni.org/sites/default/files/docs/2025/08/rozhodnuti_spravni_rady_15-11-23.pdf)

The evaluation was not applicable to the Faculty of Economics, as it was established only after the evaluation period.

The unit was established on January 1, 2025, by a decision of the ERUNI Management Board dated December 13, 2024, see

[https://eruni.org/sites/default/files/docs/2025/01/rozhodnuti\\_spravni\\_rady\\_13-12-24.pdf](https://eruni.org/sites/default/files/docs/2025/01/rozhodnuti_spravni_rady_13-12-24.pdf)

Thus, the Summary Recommendation provided below corresponds to the Summary Recommendation within the only evaluated unit, PRIGO University College.

The PUC is at a critical juncture: it has established itself as a credible and impactful regional actor with proven strengths in applied research, societal engagement, and communication. The next phase requires scaling up, diversifying thematically, and internationalizing strategically. If these steps are pursued in a focused and coherent manner, the institution can evolve from a strong regional player into a recognized European partner in social science research - retaining its societal embeddedness while expanding its global relevance.

#### **Strengthen Internationalization Strategically**

- Move beyond ad-hoc partnerships and develop a targeted internationalization strategy. Partnerships should be pursued based on complementary expertise and long-term capacity building.
- Focus on linking with international institutions that share thematic interests, particularly in public policy, socio-economic resilience, and education reform.

#### **Broaden Thematic Diversity and Scale**

- While regional research remains important, it should be gradually complemented by projects addressing broader European and global challenges.
- Seek larger research grants, both at national and EU level, to allow for more comprehensive, interdisciplinary initiatives.

#### **Consolidate Talent and Capacity**

- Increase the number of Master's and doctoral students to ensure a stronger pipeline of young researchers.

- Develop mechanisms for reducing dependence on a few individuals-through team-based research structures, mentoring systems, and international mobility of staff.

#### Leverage Applied Research Strengths

- Continue capitalizing on the university's strong tradition of applied research and policy engagement. This is a comparative advantage that differentiates the institution in the Czech and regional higher education landscape.
- Maintain strong ties with ministries, regional authorities, and employers while embedding applied outputs (decision-support tools, guidelines, studies) into broader European networks.

#### Enhance Dissemination and Societal Engagement

- Sustain and expand the already impressive portfolio of communication activities-public lectures, research talks, social media outreach, involvement in cultural events, and engagement with schools.
- Position dissemination not only as a way to showcase results but also as a channel to attract new partners, funding, and students.

#### Balance Applied and Basic Research

- As the PUC redefines its mission with a greater inclination towards basic research, ensure that this shift does not undermine the societal relevance of its projects.
- A balanced portfolio, combining rigorous basic research with impactful applied work, will strengthen both credibility and long-term sustainability.

## EVALUATION REPORT FOR MODULES 4 & 5

**HIGHER EDUCATION INSTITUTION NAME: European Research University**

**COMPANY REGISTRATION NUMBER (CRN): 25840886**

### 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>4</sup>

The organisational structure of the ERUNI is clearly defined. The university is headed by the rector, who is responsible for fulfilling the organisation's vision and mission. Her work is supported by the vice-rector and deputy vice-rectors. The individual organisational units are headed by deans.

The Faculty of Doctoral Studies and the Faculty of Economics may not yet be fully operational, as their establishment occurred only at the conclusion of the evaluation period. The International Office and the Doctoral Program are currently in place; however, it is anticipated that these new faculties will play a more substantial role in advancing the institution's mission and vision in the near future.

Given the size of the organisation, it can then be assumed that the established organisational structure and the applied management system enable the organisation to fulfil its stated mission and vision. Due to the organisation's size, it is also more difficult to make a relevant comparison with other institutions of a similar type; however, it can be concluded that the organisational structure corresponds to general standards.

The strategic management of R&D&I activities is under the responsibility of the rector, while day-to-day activities such as the organisation and development of scientific activities are delegated to the dean of the Faculty of Doctoral Studies. Within the university, research teams have been established, each led by a senior researcher. These teams, with clearly defined topics, cooperate across individual faculties and collaborate with researchers and research teams from foreign universities, whether on individual papers or research projects. This system of cooperation – both within the institution and with other (international) teams and institutions – creates an environment conducive to the sufficient development of scientific and research activities.

In addition, the university has established several key internal regulations concerning the management of research outputs, the rules of the internal grant competition for Master's and doctoral students, and the determination of a variable component of salary for staff based on research results (primarily publications or projects). Alongside these, the university has also adopted a Code of Ethics, which sets out the principles of academic integrity and professional conduct, and thus contributes to maintaining a transparent and responsible research environment. These

<sup>4</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.

documents represent well-formalised internal procedures that effectively support the management system for research, development, and innovation activities within the institution.

**Recommendations:**

The ERUNI should develop and implement a structured career development plan specifically tailored for research staff, including clear milestones and training opportunities to support their long-term growth within the university. One possible approach could be the introduction of a Tenure Track system as part of this framework.

## 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]:**

**3 - Average**

**Qualitative assessment:**

The ERUNI supports the achievement of excellent scientific results in several ways. An important element is project support during the preparation and implementation of research projects, which is centralised at the level of the Rectorate, as well as the existence of research teams led by senior researchers who share their experience with junior colleagues. The day-to-day support of research activities is the responsibility of the Faculty of Doctoral Studies.

The university also systematically involves students in research activities from the bachelor's level onwards, which strengthens their early integration into the research environment and fosters the development of their scientific competencies throughout their studies. A particularly strong feature of the institutional setup is the existence of dedicated research positions without teaching obligations, which enables selected researchers to fully concentrate on scientific work and project development.

The ERUNI also organises ERUNI Research Talks, a scientific discussion platform that facilitates knowledge transfer and provides opportunities to establish (international) research collaboration.

This is a simple yet transparent system of research support, which is appropriate for the size of the institution and contributes to the fulfilment of its mission and vision.

Overall, the system is transparent and proportionate to ERUNI's size, contributing effectively to the fulfilment of its mission and vision.

**Recommendations:**

In addition to the internal grant competition, the ERUNI should, in the near future, develop a comprehensive system to support early-career researchers and doctoral students – for example in the form of an academy, an incubator, or another format that would cover all key aspects necessary for the development of their scientific potential and, ultimately, support the achievement of further excellent scientific results.

Additionally, the university's career centre should monitor the career paths of its graduates, particularly doctoral graduates, to assess whether ERUNI effectively prepares them for research careers and to evaluate whether they actually work in research.

As ERUNI grows and develops its research hubs, it will be important to progressively enhance the research infrastructure and further strengthen existing supporting roles such as scientific secretaries and small support teams to ensure efficient management of research activities. The university should also focus on further developing its own grant schemes and implement mechanisms to encourage international peer review of its research outputs, thus strengthening the quality and visibility of its scientific work.

#### 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:

ERUNI's internal evaluation system is well-suited to the HEI context. It links research performance directly to HR policies, including development plans and salary adjustments. Criteria assess both scientific excellence and societal impact, while mandatory presentations at ERUNI Research Talks ensure peer feedback.

ERUNI's external evaluation ensures research quality and strategic alignment. The Scientific Board provides independent expert input, while the Doctoral Board safeguards disciplinary and methodological standards at the doctoral level. Informal peer review by senior researchers adds a valuable quality control layer and fosters a collaborative research culture. The HR Excellence in Research Award confirms alignment with international standards. The system is effective, credible, and appropriate for an institution of this type and size.

##### Recommendations:

ERUNI should consider introducing a regular meta-evaluation – a process that assesses the evaluation system itself. This would help ensure that the way research performance is assessed remains effective, fair, and aligned with institutional goals. Conducted every few years and involving external experts, the meta-evaluation could review the relevance of criteria, the system's impact, and staff perceptions. It would support transparency, continuous improvement, and trust in evaluation practices.

#### 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:

This section evaluates ERUNI's policies concerning sustainable development, social responsibility, knowledge transfer, third-role engagement, data management, ethics, and open science. The report notes that although ERUNI lacks a standalone sustainability strategy, its core values—openness, inclusivity, equality, and respect—guide academic, research, and operational decisions, thereby embedding sustainability within its Strategic Plan. The university engages in ecologically responsible practices and reinforces its commitment to sustainable development through participation in the Czech Association of Social Responsibility.

While a formal social responsibility strategy is absent, ERUNI's approach is demonstrated in its activities, which include charitable initiatives, partnerships with local and regional stakeholders



(particularly in structurally affected regions), and research focused on policy-relevant social and economic issues. Social responsibility is also integrated into lifelong learning programs, support for SMEs, and inclusive teaching and research practices. This mission-driven embedding of sustainability and Corporate Social Responsibility (CSR) into core mission and practices is considered a positive foundation for long-term resilience.

Regarding knowledge transfer, ERUNI currently operates without a centralized office. Instead, knowledge transfer is handled decentrally through applied research projects involving public bodies, businesses, and NGOs. Results are disseminated via conferences, workshops, policy briefs, and expert consultations, emphasizing real-world application in economics, education, and public policy. The self-evaluation report indicates an intention to formalize these procedures as research capacity grows. However, the lack of a central Knowledge Transfer Office (KTO) means that knowledge transfer relies on decentralized project activities, resulting in an ad hoc system that may limit the institution's ability to systematically translate research into practice or marketable outputs.

The university's third role—public and societal engagement—is active. ERUNI leverages its ties, such as being a branch of the Czech Economic Society, to organize public lectures and debates on current economic issues for both academic and general audiences. It hosts an annual International Conference on Economic Policy and contributes to outreach in high schools and cultural events, such as the Colours of Ostrava festival, thereby effectively popularizing its research. This positions ERUNI as a visible contributor to policy and public discourse.

For research data management (RDM), ERUNI reports no formal policy yet. Researchers follow project and ethical requirements, and data are stored securely on institutional servers with controlled access and backups. Human-subject research is subject to ethical review by an Ethics Committee. A standard data governance policy is currently being prepared to align with national and international guidelines.

In the areas of ethics and personal data protection, ERUNI has established a Code of Ethics, a general Ethics Committee, and a specialized Research Ethics Committee to oversee project ethics. The institution also maintains a formal Data Protection Policy, complies with GDPR, appoints a Data Protection Officer, and conducts regular staff briefings and training on data handling.

The overall assessment highlights a lack of formalized frameworks, as ERUNI has no dedicated sustainability or CSR strategy document, no centralized knowledge-transfer office, and no formal RDM policy, which may hinder strategic coherence and efficiency.

#### **Recommendations:**

The university should develop and adopt a dedicated sustainability policy with specific objectives, timelines, and evaluation indicators that include environmental, social, and economic dimensions of sustainability. This move would signal long-term strategic maturity, align with EU and national sustainability frameworks, and enhance competitiveness in funding calls that prioritize ESG criteria. ERUNI should also create a Social Responsibility (CSR) action plan or roadmap linked to measurable outcomes, as formalization of CSR strengthens institutional identity and supports transparent reporting, especially as the university grows. It is also recommended to establish a centralized Knowledge Transfer Office (KTO) or assign a coordination team to oversee contracts, IP, licensing, spin-offs, and stakeholder engagement, which is an essential step to enable the systematic valorization of research. Furthermore, ERUNI needs to develop and publish a Research Data Management (RDM) plan integrated with open science guidelines and linked to training for researchers, ensuring alignment with FAIR data principles and EU Horizon Europe standards. Finally, to improve monitoring, the university should create an annual third-role engagement report, including metrics like event reach, stakeholder feedback, and societal impact of research dissemination.

## PERSONEL POLICY

| <b>4.5 Structure of human resources</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------|
| 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.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                    |
| <b>Rating [1–5]:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | <b>3 - Average</b> |
| <p><b>Qualitative assessment:</b></p> <p>This section details ERUNI’s research staff composition, including rank, gender, age, and nationality, and analyzes trends from 2019 to 2023. Following a "profound shift" after 2019, ERUNI strategically built its research community through recruitment, initially relying on existing academic staff but later raising expectations and recruiting internationally as publication output grew. Since 2023, there has been active recruitment of early-career researchers from abroad who possess high publication potential. New hires must be full-time and exclusively affiliated, and their first-year contracts include clear performance targets regarding output and community engagement. The institution offers competitive salaries and uses a transparent evaluation system, including semi-annual reviews and variable salary components, to support accountability and reward progress.</p> <p>Research staff are organized into three core teams—economic policy, management/business innovation, and socio-economic studies—each led by a senior researcher. Between 2019 and 2023, the total R&amp;D&amp;I full-time equivalents (FTE) grew significantly from 19.13 to 31.20. This increase primarily reflects the recruitment of new assistant professors and non-teaching researchers (postdocs). Professors and associate professors remained stable at approximately 28% of FTE, which ensures leadership continuity. Notably for a small private university, non-teaching researchers now comprise 11% of the staff. The lean organizational design is beneficial for facilitating close mentoring and rapid integration of new staff.</p> <p>In terms of age profile, ERUNI has intentionally balanced experienced senior academics, who provide stability, with younger scholars (primarily ages 30–39) who represent the bulk of the recent growth, combining academic maturity with innovation capacity.</p> <p>Regarding gender, although the proportion of women in research roles fell from just over 50% at the start of the period to about 38% by 2023—mainly due to targeted hiring being predominantly male in economics and management posts—ERUNI actively monitors this development and employs the Gender Equality Plan (GEP) and these robust support mechanisms to promote equality and support retention across all staff (see 4.7 for details).</p> <p>Internationalisation is identified as a major positive trend, with 20% of research personnel being foreign nationals by 2023, most of whom were hired in the last two years. These international staff are integrated into core teams and contribute significantly to publications, conferences, and student supervision. The widespread use of English in meetings, seminars, and the ERUNI Research Talks aids integration and helps raise the institution’s international profile.</p> <p>Technical and administrative support staff for research grew modestly, from 1.75 to 2.20 FTE, and this lean team is considered sufficient for the current research volume while allowing for close communication and flexibility.</p> |                    |
| <b>Recommendations:</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                    |

ERUNI should sustain its strategic growth while ensuring a balanced distribution of senior, mid-career, and junior researchers to maintain stability and continuity in research leadership and mentorship. It is important to strengthen gender balance in research recruitment by implementing targeted outreach and gender-aware hiring procedures, including diversity-sensitive job postings, balanced shortlisting, and an annual review of gender trends in hiring and promotion. To attract more international researchers, the university should develop and publish standardized career profiles with expected outputs, promotion criteria, and leadership responsibilities. Finally, as research volume grows, it is recommended to proactively scale administrative and project support capacity, particularly for grant preparation, project financial management, and research reporting (e.g., R&D audits or national databases).

#### 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]:**

**3 - Average**

##### Qualitative assessment:

This section describes ERUNI's policies for the recruitment, career development, and retention of academic staff. Although there is no formal career code, career decisions are centrally managed by the Rector under an HR Excellence Award framework, aligning with Open, Transparent, Merit-based Recruitment (OTMR) principles for international hiring and long-term development.

Recruitment prioritizes quality and internationalisation. Applicants, especially early-career researchers, undergo multi-stage interviews, often following exposure at international job fairs. New hires are given full-time contracts, with the first year being fixed-term and requiring clear goals for research output and institutional engagement. Plans are in place to expand research capacity by adding a cohort of non-academic postdoctoral researchers under this model from late 2024.

For adaptation and mentoring, all newcomers, particularly international staff, are supported by an informal "buddy" system and assigned senior mentors. The International Office within the Faculty of Doctoral Studies provides assistance with practical relocation issues, such as visas, housing, healthcare, and onboarding. Integration is further supported through fortnightly academic meetings, and improving staff onboarding is noted as a strategic goal in the 2025 plan. The supportive career environment, with transparent procedures and substantial support for new staff, helps retain talent. The emphasis is on quality and stability, focusing on long-term potential rather than short-term output spikes.

In terms of contracts and progression, teaching faculty are offered permanent contracts from the point of hire, whereas research-only positions begin with a one-year contract that can convert to permanent status upon meeting defined targets. ERUNI deliberately avoids the chronic chaining of fixed-term contracts. Senior academic positions (Associate/Full Professor) are usually filled through open external recruitment based on credentials, although internal promotion is possible under national rules.

ERUNI lacks a formal sabbatical system but is open to arranging leave on request. Returns from maternity or parental leave are managed flexibly on a case-by-case basis, often involving reduced workloads and teaching adjustments. As part of the PRIGO Group, ERUNI provides family-friendly services, including an on-site kindergarten and day camps, alongside flexible work hours supported by Czech law to ensure work-life balance. Dr. Nálepová's career trajectory is highlighted as an example of ERUNI's ability to support non-traditional career paths and growth after breaks.

The current system relies on informal procedures, such as handling sabbaticals and career returns on a case-by-case basis, and lacks a formalized Career Code, suggesting that the administrative systems are still maturing. Furthermore, the small size and limited resources, noted elsewhere in the self-evaluation report, imply that growth requires continued capacity building.

#### Recommendations:

It is recommended that ERUNI develop and publish a formal Career Development Framework. This framework should outline clear career stages (e.g., junior researcher, postdoc, assistant professor), standard expectations at each stage, and transparent promotion criteria and pathways. The university should also create a structured sabbatical policy and formal procedures for academic leave eligibility, application processes, reintegration plans, and post-leave support (especially after maternity/parental leave), replacing the current informal arrangements. To support internal growth, ERUNI should introduce a mid-career mentorship and development programme. This programme should include training in leadership, research project coordination, funding acquisition, and access to Individual Development Plans (IDPs). Furthermore, while external recruitment is common for senior roles, the institution should develop transparent promotion criteria for internal candidates, specifying benchmarks for research output, teaching evaluations, and service/leadership contributions. Finally, ERUNI is advised to establish a career outcome monitoring system to track the progression of staff and alumni, identify success patterns, and inform future funding applications and external evaluations.

### 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]:

5 - Outstanding

#### Qualitative assessment:

ERUNI demonstrates a mature and systematically developed approach to gender equality, firmly anchored in institutional strategy and practice. Since 2019, the university has undergone a significant transformation in human resources and governance, with equality principles becoming a consistent part of recruitment, evaluation, and leadership structures. The adoption and operationalisation of the Gender Equality Plan, aligned with the HR Excellence in Research Award, provide a coherent strategic framework that effectively translates into everyday practice. Leadership representation at ERUNI remains one of the university's most visible strengths. Women currently occupy several of the highest offices, including the position of Rector and two of three Deans, which reflects a strong institutional commitment to inclusivity and balanced decision-making. Although the Scientific Council is not yet fully gender-balanced, its composition follows transparent and merit-based procedures. The university monitors gender representation and continues to explore measures to ensure balance across academic and professional bodies. Recruitment and evaluation practices are transparent, gender-neutral, and consistently applied. ERUNI's system recognises diverse career paths and takes into account interruptions related to parental or caregiving responsibilities, ensuring that researchers are not disadvantaged by non-linear professional trajectories. The evaluation framework, combined with variable salary components and regular reviews, fosters fairness and accountability, and represents good practice in the European higher education context. Family-friendly policies are particularly commendable and position ERUNI among institutions that go beyond compliance. Flexible workloads, remote work options, and access to childcare facilities contribute to high staff satisfaction and retention, supporting a sustainable academic environment. These measures demonstrate that gender equality is not treated as a formal requirement but as a core institutional value. The university has also

established clear mechanisms for preventing and addressing inappropriate workplace behaviour through its Code of Ethics and independent Ethics Committee. Although no cases have been reported, the existence of robust procedures underlines ERUNI's preparedness, transparency, and accountability. Recent monitoring indicates a moderate decrease in the proportion of female researchers (from over 50% to around 38%), mainly due to increased recruitment in economics and management, where candidates have predominantly been male. ERUNI has acknowledged this trend and has introduced gender-sensitive recruitment monitoring and diversity-oriented outreach to restore parity over time. Overall, ERUNI's institutional culture reflects a high degree of maturity and alignment with European standards in gender equality, transparency, and inclusivity.

#### Recommendations:

ERUNI has developed a robust and evolving framework for gender equality that integrates strategic leadership, transparent evaluation, and effective support measures. To consolidate this progress and sustain excellence, two priorities are recommended. First, the university should continue to refine context-sensitive evaluation practices, ensuring that assessment models fully recognise career breaks and non-linear professional trajectories. Embedding these principles in internal guidelines will reinforce fairness in promotion and remuneration systems. Second, ERUNI is encouraged to strengthen gender balance in research recruitment and governance by introducing targeted measures such as diversity-sensitive job advertisements, balanced shortlisting procedures, and annual monitoring of gender trends. Particular attention should be paid to improving parity within the Scientific Council and external professional representations. By maintaining its proactive, evidence-based approach and addressing these areas, ERUNI will further consolidate its reputation as a very good institution in promoting gender equality and inclusive academic culture within the European higher education space.

#### 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:

ERUNI positions international mobility as a core strategic tool, and this orientation is clearly embedded in its institutional vision and practices. The university successfully treats both outgoing and incoming mobility as mutually reinforcing mechanisms that contribute to scientific excellence, international partnerships, and interdisciplinarity in research and teaching. Mobility objectives are well aligned with the size, profile, and aspirations of the institution, reflecting an awareness that external exposure is essential for building academic credibility in the international arena.

The university offers a broad spectrum of mobility opportunities, ranging from Erasmus+ teaching stays to research visits, training activities, and conference participation. These opportunities extend to academic and research staff across different career stages, as well as to doctoral students, for whom international mobility is considered a structural element of training. The inclusion of short- and long-term stays provides flexibility and responds to diverse professional needs.

The institutional support mechanisms-coordinated by the International Office-appear robust and comprehensive, covering not only funding and applications but also practical aspects such as accommodation and visas. The integration of equal access principles, in line with ERUNI's Gender Equality Plan and Code of Ethics, strengthens inclusivity. Importantly, the university recognises that

early-career researchers with family responsibilities may face barriers to mobility. Measures such as flexible working arrangements, individualised planning, and access to childcare through the PRIGO group demonstrate good practice in reducing structural barriers.

Quantitative evidence from the 2022–2025 period (over 30 mobilities in 15+ countries) indicates a satisfactory level of participation given the institution’s size. The examples provided (e.g. teaching mobilities in Italy, Cyprus, Portugal; research stays in the Netherlands; conference participation) illustrate both disciplinary relevance and geographic diversity. The presence of incoming mobility-visiting lecturers, researchers, and PhD students-further highlights ERUNI’s role as a networked institution that benefits from international expertise. Moreover, interviews conducted with students and academic staff confirmed that international mobility receives significant institutional attention and is widely recognised as an important part of both personal and professional development.

Overall, the strategies in place at ERUNI are effective in achieving mobility objectives, and the evidence demonstrates that mobility is not only promoted but also facilitated in practice. The explicit link to doctoral training, with mobility being encouraged or even mandatory, represents an advanced practice aligned with European trends.

#### Recommendations:

ERUNI is encouraged to further systematise the monitoring of mobility outcomes and ensure stronger visibility of incoming mobility, particularly in relation to its impact on research and curriculum development. Continued attention should be given to supporting early-career researchers, including those with family responsibilities, by offering flexible or alternative mobility formats. Expanding opportunities beyond Europe would help diversify ERUNI’s international profile. Finally, it is recommended to maintain close engagement with students and staff, as confirmed in the interviews, ensuring that mobility strategies remain well aligned with community needs and expectations.

## 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:

Given ERUNI’s focus on the social sciences and applied economic research, the university does not operate core laboratory facilities or large-scale infrastructure. Instead, its strategy is clearly oriented toward digital tools, licensed databases, analytical software, and collaborative platforms, which are fully consistent with its disciplinary profile.

The acquisition system appears effective and fit for purpose, as evidenced by the steadily increasing investments (from approx. 34,000 EUR in 2020 to more than 150,000 EUR in 2024) and the parallel allocation of resources for maintenance and upgrades. These measures have supported the development of a digitally oriented environment that enables both doctoral training and advanced research in economics, management, and policy studies.



Sharing of infrastructure is well institutionalised: all licensed databases, workstations, and collaborative tools are centrally financed and made available to staff and PhD students without cost barriers, ensuring inclusivity and efficient use. While ERUNI does not operate standalone “core facilities” in the traditional sense, the digital model it applies functions as a shared infrastructure system across faculties and projects.

Overall, the system is suitable for the HEI’s research profile and has proven effective in building capacity for international and data-intensive research. Future plans to expand into AI-assisted data processing and simulation tools appear realistic and aligned with ERUNI’s strategic trajectory. A possible area for further development is the establishment of systematic monitoring of utilisation and impact, which would allow the university to better evidence the added value of its investments and support long-term planning.

**Recommendations:**

ERUNI should continue developing its digital research infrastructure while implementing systematic monitoring of utilisation and impact, to optimise investments and ensure long-term alignment with its research strategy.

## 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]:**

**3 - Average**

**Qualitative assessment:**

The ERUNI has only been a research organisation since 2019, and a university since 2023. It is thus still a small structure. Its focus on social sciences research means that the infrastructure costs are relatively lower than what can be expected in science-oriented institutions. The infrastructure as described in the SER and that we have seen during the onsite visit is either of a good standing for a small social science-oriented HEI, or getting there, in cases where building and development are still ongoing.

It attracts funding from reputable sources domestically, despite structural constraints (i.e. constraints imposed on private institutions), and has ambitious plans to target prestigious international funding.

It is able to finance its activities through a combination of external funding and internal revenue generated from its own teaching activities, as well as revenue derived elsewhere in the group (secondary education). This model has proven effective so far.

However, the financial stability of the ERUNI is heavily dependent on revenue generated elsewhere in the group. It is difficult to assess whether this key revenue stream is resilient enough to maintain current levels of activities in case of external shocks (e.g. drop in enrolments or change in policies regarding education fees) and whether it has the potential to be scaled up for growth.

**Recommendations:**

Ambitious projections were shared with us regarding the growth of the ERUNI in the coming years. These showed the critical reliance on “tuition and core activities” to finance future growth. It seems important to be clear on the feasibility and resilience of these plans.

It looks like there has been some efforts to build an endowment to generate a capital income. This is a popular model among HEI institutions in the UK, often used to fund targeted activities and as a buffer against risk. It is probably a desirable strategy here – the income generated could also be earmarked for flexible spending (i.e. either spent on extra-ordinary items, saved to increase future income, or spent to compensate for shortfalls elsewhere). Building a development plan on growing external income, when the largest spending item is personnel costs, and thus mostly fixed, is worrying unless the external income stream is absolutely guaranteed.

Discussions during the site visit showed that the management team is ambitious in the quality of the activities they want to pursue, but flexible in terms of growth plans and timeframe. This does give space for adequate planning and mitigates the concerns above.

The ambition to attract international funds is already translating in applications being submitted. Even if these have not been successful, the experience gained from going through the process of building a bid, following the submission process and receiving feedback will be invaluable for future attempts.

#### 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]:**

**N/A - Not Applicable**

**Qualitative assessment:**

The institution did not receive any LCDRO funding during the evaluated period.

**Recommendations:**

The institution did not receive any LCDRO funding during the evaluated period.

## 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:**

Given the scale and young age of the ERUNI, the quality of the collaborations already established seems very good. The examples provided span the full range of local to international collaboration and demonstrate ties with a variety of academic partners. There are also a lot of examples. They are however not very developed, often more information would have been appreciated, especially focusing on the potential or realised impact of the collaboration described, and the research focus.

During the onsite visits, we were given more concrete examples of collaborations and of their impacts. The overall impression was of a very dynamic centre, punching above his size and location,



and where every member of staff is actively involved in building ties. It was particularly interesting to hear the experience of doctoral students, who benefit greatly from being exposed to a variety of examples of research and collaborations, and of more established researchers (especially those on research only contracts) who are actively embedded in international research networks, and actively supported to maintain these collaborations.

#### Recommendations:

For future reporting, we would suggest that the examples provided in the SER should be more developed and more specific. For example, in the context of visits (from external academics coming to ERUNI and from ERUNI staff visiting other institutions) it would have been helpful to provide details of the people who collaborated, concrete outcomes, and timeline for future exchange. It would have been interesting to give a sense of the composition of the consortia and research foci when mentioning Horizon Europe applications. It would have been relevant to be told how often ERUNI organises events with the Czech Economic Society, how many people attend, some examples of themes and speakers, etc.

## 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:

The doctoral school enrolled its first cohort of PhD candidates in 2024/25. It has not operated for long enough for basic statistics to be meaningful. However, the careful selection process, the tailored support offered to students, the ambitious research questions pursued, the availability of internal supervisors with active research engagement and good publication records, the very active process in place to generate international mobility of doctoral students, and the additional support offered by international researchers makes for a very impressive organisation of doctoral studies.

These students are very lucky to get access to classes, mobility and structured supervisions, and everything we have heard during the onsite visits from these students suggests that they are a credit to the institution: ambitious and strongly engaged in their work and studies, and with high career (life) aspirations. They were very positive about the support they receive academically, for external engagement, as well as from a pastoral perspective.

As already stated, supervisors are active researchers and supervision is done in teams and includes a senior researcher and an international academic. Students' study plans and programme of studies are governed by established rules and structures, ensuring a degree of monitoring and quality control.

#### Recommendations:

While academic visitors were mentioned in section 4.12 (1 PhD student and “academics from partner institutions abroad [coming] for lectures and research discussions”), and foreign supervisors were mentioned in section 4.13, it isn't clear whether the institutions has an established visiting scheme, supporting week-, month- or term-long visits.

During the onsite visit, we were told about foreign researchers being employed in fractional contracts and providing complementary expertise, but maybe the doctoral school could develop a

visiting professor or fellowship scheme, allowing academics from international organisations to come and spend some time at ERUNI, during sabbaticals or no-teaching terms. This may be less costly than hiring international researchers on a part time basis (as typical remuneration is through office space provision and a stipend to cover travel and accommodation) and offer similar benefits.

The drive toward international mobility and exchange is excellent, and excellent support seems to be provided to make that mobility possible for doctoral students. Again, as the institution grows it will be worth considering the best way to scale up what is currently offered.

It would have been interesting to be provided with some examples of study plans and programmes of study to illustrate the role played by the rules and structures in place.

## 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]:**

**N/A - Not Applicable**

**Qualitative assessment:**

**N/A – Not Applicable**

**Recommendations:**

**N/A – Not Applicable**

## 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                                                         | <b>4 - Very good</b>   |
| 4.2 System of support for a quality R&D&I environment and incentive measures for quality science | <b>3 - Average</b>     |
| 4.3 Quality control system for R&D&I environment                                                 | <b>4 - Very good</b>   |
| 4.4 Sustainability and resilience of R&D&I                                                       | <b>3 - Average</b>     |
| 4.5 Structure of human resources                                                                 | <b>3 - Average</b>     |
| 4.6 Academic and Research Careers                                                                | <b>3 - Average</b>     |
| 4.7 Gender equality measures                                                                     | <b>5 - Outstanding</b> |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 4.8 Mobility of academic and research staff (including sectoral and inter-sectoral mobility)                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     | <b>4 - Very good</b>        |
| 4.9 Research infrastructure                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | <b>4 - Very good</b>        |
| 4.10 Budget and structure of financial resources                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 | <b>3 - Average</b>          |
| 4.11 Rules for the use of institutional support for the LCDRO                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>N/A - Not Applicable</b> |
| 4.12 Important collaborations in R&D&I                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | <b>4 - Very good</b>        |
| 4.13 Doctoral studies                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>4 - Very good</b>        |
| 4.14 Implementation of recommendations in Module 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>N/A - Not Applicable</b> |
| <b>AVERAGE RATING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            | <b>4 - Very good</b>        |
| <b>GRADE [A–D]</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               | <b>B</b>                    |
| <p><b>Summary assessment:</b></p> <p>ERUNI has established a coherent, mission-driven, and effectively managed research and institutional environment. The organisational structure is clearly defined: the Rector oversees the strategic vision, supported by vice-rectors and deans, while faculties have well-delineated responsibilities. This structure, together with a lean management system, is appropriate for the institution's size and enables the university to fulfil its mission and strategic objectives.</p> <p>Strategic management of R&amp;D&amp;I is integrated into this framework. Research teams, led by senior researchers, cooperate internally and internationally, fostering an environment conducive to scientific excellence, interdisciplinarity, and knowledge transfer. Dedicated research positions without teaching obligations, alongside platforms such as ERUNI Research Talks, strengthen research support and mentorship.</p> <p>Recruitment and career development follow Open, Transparent, Merit-based Recruitment (OTMR) principles and align with the HR Excellence Award framework. New staff, especially internationals and early-career researchers, receive mentoring, relocation support, and integration assistance. While formal career codes or sabbatical policies are not yet established, ERUNI provides flexible arrangements for parental leave and career breaks, supporting non-linear trajectories. Staff report high satisfaction with tasks and opportunities, and career examples demonstrate successful internal progression.</p> <p>International mobility is actively promoted, with structured support for both incoming and outgoing staff and PhD students. Interviews confirm that mobility receives significant attention. Research infrastructure, primarily digital and collaborative, supports data-intensive research effectively, with shared access to analytical software, databases, and remote resources.</p> <p>ERUNI has successfully expanded its research staff, balancing early-career hires with experienced faculty, and integrating international personnel. Gender balance requires continued attention, particularly in economics and management, to ensure inclusivity. The university embeds sustainability, social responsibility, public engagement, ethics, and open science into its core mission, though formalized strategies in these areas are recommended.</p> <p>Financial management relies on a combination of internal and external funding. While growth projections are ambitious and partly dependent on tuition revenue, the management team demonstrates flexibility in planning. Overall, ERUNI's internal processes, HR policies, and research support mechanisms are robust, transparent, and effective, contributing directly to its mission and vision.</p> |                             |

The aggregate assessment indicates a good to very good level for Module 4, reflecting strong institutional structures, internationalisation, human-resource development, and emerging strategies for sustainability, societal impact, and long-term staff development.

**Summary recommendations:**

ERUNI should continue to strengthen international mobility, expand digital research infrastructure, and formalize career development frameworks for early- and mid-career researchers, including clear promotion and tenure pathways. The university is encouraged to implement structured sabbatical and leave policies, improve gender balance, and enhance HR support for international staff integration. Sustainability, social responsibility, and knowledge transfer should be formalized through dedicated policies and centralized coordination mechanisms, while open science, research data management, and ethical standards should be reinforced with clear guidelines and training. The doctoral school should expand international supervision and visiting scholar programs, ensuring high-quality doctoral training. Finally, financial planning should secure sustainable revenue streams to support growth and strategic objectives.

## 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 mission and vision statements of ERUNI, along with the Strategic Plan 2024-2030, clearly articulate the university's overarching objective. ERUNI's core value – openness, inclusivity, equality, and respect for individual needs – distinguish it from other (private) universities and contribute to a competitive advantage, particularly within R&D&I. The university advances its mission through both teaching and research activities and has undertaken concrete measures to ensure its effective implementation.

The vision outlines the university's planned academic progress over the coming years. The "Priority Objectives for the Period 2024-2030" (Strategic Plan 2024-2030, p. 11) identify the primary areas targeted for development, assigning equal emphasis to both teaching and research.

Based on our understanding, the institution's mission and vision align with national educational policy. The institution is committed to implementing additional measures that support research and development, as well as establishing appropriate guidelines in this area.

Over the past five years, in alignment with its mission and vision, ERUNI has evolved from being primarily a teaching-focused institution to one that increasingly emphasizes research. Teaching and research activities now operate collaboratively to a significant extent.

The vision for the next five-year period and the attainability of targets for R&D&I activities are largely determined by the continued development of R&D&I capacities. ERUNI plans to continue its efforts based on progress made in recent years. The extent of available financial and human resources may influence these objectives.

#### Recommendations:

It is suggested that ERUNI aligns its academic activities more pointedly with the stated mission. Moreover, providing a clear definition of the term "European" as it pertains to ERUNI would be advantageous.

ERUNI's ongoing growth phase may involve clarifying the vision around development stages, including those for the new faculties, and establishing measurable medium-term goals, depending on available human and financial resources and in alignment with the institution's core mission values.

### 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]:**

**3 - Average**

#### Qualitative assessment:

ERUNI's goals to "strategically broadening its scope into emerging interdisciplinary areas", AI in the social sciences, e.g., is of interest. The appropriateness of these specific objectives for ERUNI is contingent on the institution's strategic planning in this area. In this context, ERUNI's summer school on "AI and Ethics" serves as a clear example of a well-designed initiative, demonstrating a strong commitment to the subject.

The preparations to establish or extend activities in knowledge transfer and societal engagement, are valuable, and will support ERUNI in establishing itself as a renowned academic institution.

The Faculty of Doctoral Studies and the Faculty of Economics are not yet fully operational. Consequently, aside from the existing PhD program, their future contributions to ERUNI's research, development, and innovation activities, as well as their alignment with the institution's mission and vision, have yet to be clearly defined.

Again, to progress in these directions in general, it is essential to secure additional financial funding for human resources and technical equipment. The resilience of the institution significantly relies on maintaining a stable financial foundation.

Overall, the objectives are appropriate for a small, developing HEI, though further prioritisation and resource planning will enhance feasibility and strategic coherence.

#### Recommendations:

ERUNI's growth over the past five years provides valuable lessons in institutional development. These lessons may be useful for ongoing development, including for the new faculties and for ERUNI's objectives such as integrating AI into the social sciences. Moreover, creating a development plan aligned with financial resources and prioritizing goals based on these funds may be beneficial. The "Priority Objectives" outlined in the Strategic Plan 2024-2030 should be revised to accommodate the development objectives of the SER.

Additional information regarding ERUNI's financial status was shared during the IEP's on-site visit in June 2025. The primary recommendation is to "scale academic and research activities in a stable and controlled manner". However, formulating a more comprehensive development plan or strategy would further benefit ERUNI.

### 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]:

3 - Average

#### Qualitative assessment:

ERUNI employs a range of instruments to support R&D&I activities. Financial incentives are provided for significant publishing efforts and research projects, along with support for participation in both national and international conferences. Furthermore, ERUNI is dedicated to fostering collaboration with researchers from other universities and continues to establish research centers in innovative fields of high social importance. The support for early-career researchers, the internal grant scheme for students, the monthly "Research Talks," the journal DANUBE, and the annual scientific conference on "Economic Policy" further demonstrate ERUNI's commitment to research.

A notable area where the SER could be strengthened is in outlining a robust strategy for securing financial resources. The SER offers limited insight into the institution's overall financial resilience.

Although the supplementary information provided during the on-site visit offered some clarification regarding ERUNI's financial standing, the articulated objective to "scale its academic and research activities in a stable and controlled manner" remains broad and would benefit from additional detail. For instance, further explanation is needed on how ERUNI plans to attract qualified researchers, particularly in the context of competitive pay and working conditions. Moreover, it would be useful to outline medium-term targets, including the projected numbers of early-career and senior researchers, research projects, publications, and potentially even intended rankings.

#### Recommendations:

ERUNI's limited financial resources and small research team constrain development. The overall strategy should optimize the use of these resources. Providing additional details regarding medium-term objectives, the allocation of financial and human resources, as well as the specific measures and strategies for achieving these goals, would facilitate a more comprehensive assessment of ERUNI's developmental prospects and simultaneously benefit the institution itself.

Expanding partnerships with national and international universities could boost academic visibility and increase publications in reputable journals.

#### 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]:

N/A - Not Applicable

#### Qualitative assessment:

N/A - Not Applicable

#### Recommendations:

N/A - Not Applicable

### 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                                                                    | 3 - Average   |
| 5.3 Institutional instruments and measures for the implementation of the research and development strategy | 3 - Average   |

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |                             |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------|
| 5.4 Implementation of recommendations in Module 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | <b>N/A - Not Applicable</b> |
| <b>AVERAGE RATING</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | <b>3 - Average</b>          |
| <b>GRADE [A–D]</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       | <b>C</b>                    |
| <p><b>Summary assessment:</b></p> <p>ERUNI's mission and vision statements describe the institution within its competitive and legal environment. The institution is positioned to continue its development, particularly in R&amp;D&amp;I. In the past five years, ERUNI has shifted from a focus primarily on teaching towards an increased emphasis on research. Plans are in place to maintain these efforts based on the progress achieved in recent years. Various instruments are used to support and encourage R&amp;D&amp;I activities.</p> <p>With financial resources projected to increase in the coming years, a gradual and managed growth of R&amp;D&amp;I activities is likely to be possible. Additional analysis and detail would facilitate a more comprehensive assessment of ERUNI's strategic objectives and development plan.</p> |                             |
| <p><b>Summary recommendations:</b></p> <p>It is essential for ERUNI to analyze a range of potential development pathways in relation to ERUNI's overarching objectives. Particular attention should be given to the future role of the new faculties and the planned expansion into the fields of data science and artificial intelligence within the social sciences.</p> <p>With respect to ongoing advancement in R&amp;D&amp;I, it is recommended that ERUNI systematically evaluate and pursue strategies that are consistent with its mission and vision. Medium-term, measurable goals must be set according to available resources and should guide expansion, including the integration of the new faculties and research areas. Achieving these aims will require clear strategies to secure financial and human resources.</p>                |                             |



## 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 %          | C           |
| MODULE 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 %          | B           |
| MODULE 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10 %          | B           |
| MODULE 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10 %          | C           |
| OVERALL RATING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               | C – Average |
| <p><b>Qualitative assessment:</b></p> <p>The evaluation panel concludes that ERUNI - European Research University has undergone a substantial institutional transformation between 2019 and 2024, evolving from a teaching-oriented institution into a research-active higher education provider with increasing international visibility. The university demonstrates coherence between its mission, strategic priorities, and implementation capacity, supported by effective leadership, transparent governance, and a steadily developing research culture.</p> <p>In Modules 1 and 2 (Quality of Selected Results and Research Performance), the outcomes of the 2025 national tripartite evaluation indicate consistent and measurable progress.</p> <p>Under Module 1, ERUNI declared 100% of its R&amp;D&amp;I capacity in the Social Sciences. A total of eight results were cumulatively evaluated for the period 2019-2023. Two of the four most recent results received a grade of 2, with an overall average score of 3.5, which is considered positive in the context of the institution's mission. The ratio of higher to lower grades (4:4) reflects a balanced distribution of quality levels, confirming that ERUNI has achieved a stable and credible position within its category.</p> <p>Under Module 2, ERUNI's research activity remains concentrated in Economics, which account for approximately 70% of outputs, including two publications in Q1 journals. Additional outputs appear in Political Science (indicative grade C) and related social science disciplines. The overall evaluation in this module tends toward grade C, indicating a developing research profile with several outputs reaching international quality standards. Notably, some results in the Natural Sciences achieved Q2 positions, reflecting interdisciplinary outreach and growing international cooperation. The tripartite body noted that, compared with previous years, ERUNI's R&amp;D&amp;I capacities and output verification processes show improved accuracy and methodological consistency.</p> <p>Together, Modules 1 and 2 reveal a positive trend toward enhanced research quality and performance, accompanied by an expanding author base and approximately 60 research outputs submitted to the national RIV database in the past three years. The national assessment also observed a shift in the institution's classification trajectory from DHEI to CHEI, confirming sustained progress and institutional consolidation.</p> |               |             |

In Module 3 (Social Relevance), ERUNI effectively connects academic outputs with public needs through partnerships with ministries, regional chambers, and NGOs. Applied projects demonstrate the institution's ability to translate research findings into practice, while public events and publications such as *ERUNI Research Talks* and the *DANUBE* journal increase societal visibility and impact.

In Module 4 (Viability), the university maintains transparent and efficient internal management. The HR Excellence in Research framework ensures merit-based recruitment and fair evaluation processes. Leadership composition is notably inclusive, with women occupying senior positions including the Rector and two Deans. The Gender Equality Plan and family-friendly policies are operational and represent a model of good practice. Internal evaluation procedures are transparent, and the institutional culture supports collegiality, integrity, and accountability.

In Module 5 (Strategy and Policies), ERUNI's mission and vision are well articulated and consistently translated into institutional strategy. The Strategic Plan 2024-2030 integrates research development, internationalisation, and sustainability. The panel considers the institution's direction realistic and proportionate to its size, supported by a capable management team and evidence-based decision-making.

ERUNI presents itself as a good institution within its category. The university demonstrates sustained improvement in research quality, growing international engagement, and a strong culture of inclusivity and responsibility. The progress confirmed in the 2025 national tripartite evaluation (Modules 1-2) validates the institution's internal efforts and its capacity for strategic growth. The university has established itself as a credible, innovative, and socially engaged academic institution, contributing to regional and international academic ecosystems.

#### **Recommendations:**

To further consolidate these achievements, ERUNI is encouraged to continue expanding the quality and international visibility of its research outputs, particularly in the social sciences where its profile is strongest. Strengthening interdisciplinary cooperation between social and natural sciences and fostering a greater presence in high-impact journals will help sustain the current momentum. At the same time, diversification of research funding and gradual reinforcement of project management capacity will ensure financial resilience and stability. Maintaining progress in gender balance among newly recruited researchers, together with formalising career development pathways, will enhance long-term inclusivity and staff satisfaction. Finally, integrating sustainability goals and digital innovation more explicitly into operational policies will further align ERUNI with contemporary European standards of responsible higher education governance.

## OVERALL EVALUATION IN MODULES 1 TO 5

| OVERALL EVALUATION                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |               |                    |
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| MODULE                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      | MODULE WEIGHT | GRADE [A–D]        |
| MODULE 1 and 2                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              | 50 %          | <b>D</b>           |
| MODULE 3                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 30 %          | <b>B</b>           |
| MODULE 4                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10 %          | <b>B</b>           |
| MODULE 5                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | 10 %          | <b>C</b>           |
| OVERALL RATING                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |               | <b>C – Average</b> |
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#### **Recommendations:**

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