

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

HIGHER EDUCATION INSTITUTION NAME: University of Hradec Králové

COMPANY REGISTRATION NUMBER (CRN): 62690094

THE LIST OF EVALUATION UNITS IN MODULE 3: Faculty of Education, Faculty of Informatics and Management, Philosophical Faculty, Faculty of Science

CHAIRPERSON OF INTERNATIONAL EVALUATION PANEL

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LIST OF INTERNATIONAL EVALUATION PANEL MEMBERS		
Name and surname	Position in IEP	Current position
Holger Stark	Chairperson	Prof. of Medicinal and Pharmaceutical Chemistry, Managing director of pharmaceutical institutes at HHU
Lars Berge	Member	Head of the Master's Programme in African Studies, Director of Dalarna University Centre for African Studies, Dalarna University
Ying-Chyi Chou	Member	Director: Science & Technology Division, Taipei Representative Office in the EU and Belgium. Distinguished Professor: Department of Business Administration, Tunghai University Director: Centre for Healing Environment Administration and Research (HEAR), Tunghai University
Ngoc Thanh Nguyen	Member	Head of the Department of Applied Informatics, Wroclaw University of Science and Technology

Anna Maria Perissutti	Member	Associate Professor of Czech, University of Udine
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Date of on-site visit of higher education institution: 28.-29. 5. 2025

In Hradec Králové date 27. 10. 2025

Signature



(IEP chairperson)

EVALUATION REPORT IN MODULE 3

NAME OF EVALUATED UNIT: Faculty of Education

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 Faculty of Education (FEdu) is the biggest and the founding faculty of UHK. It was originally established in 1959 as a Pedagogical Institute. In 1964, it evolved into the Faculty of Education, continuing its focus on teacher training. By 1992, the institution became known as the Faculty of Education of the University of Hradec Králové, marking a broader commitment to higher education. The faculty profile emphasizes cultural heritage, traditional artistic values, national identity, ethics, languages and communication, multicultural education, as well as education that responds to the ever-changing needs of society and develops critical thinking.

FEdu is home to 3 051 students, including 1 896 enrolled in bachelor's degree programmes, 1 023 in master's degree programmes, and 132 pursuing doctoral studies. In addition to traditional academic pathways, FEdu has a strong focus on lifelong learning through 22 courses attended by 392 students. Furthermore, 607 students are enrolled at the University of the Third Age, catering to senior learners.

Its 11 departments and 2 institutes offer a wide variety of both teaching and non-teaching study programmes within humanities, social sciences and art. The academic community is comprised of a dedicated team of 175 staff members, supported by the Educational Research Centre (CPV), ensuring a strong educational and research environment, including high-quality artistic activities. The research and publication activities of the FEdu are traditionally classified as Ford 5 but the activities are almost evenly distributed between social sciences and humanities, Fords 5 and 6.

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]:

4 - Very good

Qualitative assessment:¹

¹ 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.

In the period under review, five academic staff members of FEdu received prestigious awards, both national and international, in a variety of fields. Academic staff of FEdu serve on the editorial boards of international journals published both in the Czech Republic and abroad, several of them indexed in Scopus. There is rich international cooperation evidenced by a wide range of invited lectures (as both hosts and visitors) in various disciplines. Academic staff of FEdu are involved in the evaluation of national and regional programme calls, notably those of Technology Agency of the Czech Republic (TA ČR), Czech Science Foundation (GA ČR), Research, Development and Innovation Council (RVVI) as well as the Scientific Grant Agency of the Ministry of Education, Science, Research and Sport of the Slovak Republic and the Slovak Academy of Sciences.

Recommendations:

It is true that many international scholars have been invited and many FEdu scholars have given invited lectures, and the international cooperation and networking is certainly commendable. It is recommended to align these efforts with the development goals of the Faculty of Education, in order to better integrate external resources into the faculty in alignment with its strategy and vision.

Additionally, FEdu is strongly recommended to increase staff involvement in evaluation of European programme calls, which may serve as capacity building towards also competing for funding in such calls.

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]:

4 - Very good

Qualitative assessment:

During the period under assessment, FEdu obtained funding for 4 projects (2 from GA ČR, 1 from Ministry of Education, Youth and Sports of the Czech Republic – MŠMT and 1 from Ministry of Culture of the Czech Republic – MK). Additionally, it is a partner in two other projects funded by TA ČR and has obtained two contract research projects as well. This shows a significant increase in project activity compared to the previous evaluation period (2 projects, none in contract research) and testifies to FEdu's ability to develop projects of national and international significance and attract high level of national funding in its fields.

However, while the presented projects align well with the FEdu mission and vision in the non-educational fields, none of them have a clear connection to the educational activities at the faculty. The faculty gave additional information that projects that focus on education are mostly internal grants, typically specific research projects that are aimed at doctoral and master's programmes students. The impression after the on-site visit is that teaching and research are viewed as mutually exclusive and competing for time in the staff's busy schedules, and that many of the staff's identity is more that of a teacher than researcher (which is a common occurrence in teacher education internationally).

In recent years, the education sector has faced a series of pressing challenges that demand urgent attention and innovative responses. One of the most significant concerns is the sharp increase in

psychological problems among pupils and students in primary and secondary schools. The mental well-being of young learners has become a critical issue, calling for stronger support systems and targeted interventions.

Another major challenge is the rapid integration of technology into education, particularly the use of artificial intelligence. While these technological advancements offer great potential to enhance learning, they also raise important questions about accessibility, ethics, and the evolving role of educators.

Sustainability is also emerging as a vital theme in education. Preparing students to understand and address environmental issues is essential for building a more sustainable future, both locally and globally.

In response to these challenges, FEdu has identified key focus areas to guide its efforts. These include strengthening school psychology services to better support student mental health, promoting ethics in education and technology use, and exploring art therapy and bibliotherapy as alternative approaches to emotional and psychological support.

By aligning its strategies with these focus areas, FEdu aims to contribute meaningfully to the well-being and development of students, while also equipping educators to navigate an increasingly complex educational landscape.

Recommendations:

The goals of the faculty are clearly defined, and it is recommended that activities and research be more closely aligned with these objectives.

For example, in the area of reading therapy, there is great potential for deeper integration with the faculty's mission. Bibliotherapy can be adapted to suit different age groups and address a range of issues such as grief, bullying, trauma, or the development of social skills. The effectiveness of bibliotherapy lies in the careful selection of appropriate literature, the facilitation of meaningful conversations, and the creation of a safe space where individuals can reflect and grow personally.

FEdu is also recommended to increase its project activity, external funding, and visibility within educational research, in order to align with the educational aspects of its mission and vision. This could also lead to expanding the currently limited research cooperation with other faculties at UHK, as education is a common field across all of them, and greater collaboration between the FEdu and other faculties (notably with Philosophical Faculty) is recommended. Giving PhD students more visibility is also recommended, both to support them in growing a scientific or corporate career and make their educational research more visible. A special PhD-student school could be organized.

Some practical recommendations on how to increase educational research activity:

- Creating space in the staff's workload and schedule to attend research meetings.
- Creating a common understanding of the research-teaching nexus and the integral part. research plays in good-quality teaching, as well as the importance of teacher educators carrying out research on best practices.
- Arranging lectures, seminars, workshops, project pitching sessions, exhibitions, poster sessions etc. which would enable staff working in educational research at FEdu and across UHK to learn about each other's research and create new networks and partnerships.
- Consider focusing on educational research projects in excellence schemes and competitions. Additionally, explore the possibilities of building on existing development work (of e.g. curricula, instruments) to carry out research on their educational impact and application.
- Use the Educational Research Centre as a resource in all of the above.

- When it comes to the funding sources, FEdu is recommended to work on attracting European/international funding to a greater extent.

3.4 Research results with existing or prospective impact on society

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

Rating [1–5]:

3 - Average

Qualitative assessment:

When it comes to research projects listed in indicator 3.3, the two contract research projects are presented as having clear practical application, as well as the two projects where FEdu is a partner. However, the 4 projects led by FEdu are not mentioned in this section, and there was little focus on issues related to sustainability and gender in the presented projects.

When discussing impact on society, it is important to emphasize that education itself is inherently a form of service to society, and FEdu has a commendable focus on non-economic impact and knowledge expansion, particularly highlighting monographs, textbooks and curriculum development for both schools and teacher education.

Recommendations:

Although FEdu has published many books, there remains a gap in connecting these publications to practical implementation. FEdu is also recommended to make the practical impact on society of the research projects it leads clearer and more visible. Strengthening this link between academic output and hands-on application would not only enhance the impact of the faculty's work but also ensure that research and educational efforts translate more effectively into real-world benefits.

Here are some suggestions:

- Expand NGO and public partnerships: Build further relationships with local nonprofits, municipal bodies, or social enterprises to broaden intervention deployment beyond traditional schools.
- Enhance monitoring and impact reporting: Strengthen evaluation frameworks to demonstrate direct impact of faculty-developed curricula on student outcomes, making partnerships more compelling to funders and stakeholders.
- Scale successful pilots: Projects like online-risk prevention and emotional intelligence curricula can be scaled to more schools or integrated into teacher training modules.

By implementing these strategies and regularly evaluating outcomes, FEdu can demonstrate not only academic excellence but also its real-world relevance and public value.

Suggestions for incorporating the Gender Dimension:

Research results are analysed with a sensitivity to gender differences to ensure that outcomes do not reinforce existing inequalities. This involves:

- Disaggregating data by gender to observe any variation in psychological challenges, access to support, or responsiveness to interventions such as bibliotherapy or art therapy.

- Addressing gender-specific needs in areas such as school psychology and ethics, where experiences of stress, bullying, or academic pressure may differ by gender.

This gender-aware approach helps in designing more equitable and inclusive interventions.

Suggestions for addressing Sustainability:

The sustainability aspect is integrated in both the content and the methodology:

- Educational materials and therapeutic activities (e.g., selected books or art projects) often include themes such as environmental stewardship, empathy, and long-term thinking.
- The promotion of mental well-being through sustainable practices (like long-term psychological support systems in schools) reduces future burdens on health and educational systems.
- Workshops and training for educators emphasize sustainable development goals (SDGs), linking emotional literacy with global citizenship and ecological responsibility.

By embedding sustainability into both process and purpose, the results support lasting impact for both individuals and society.

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:

By its nature, FEdu primarily operates in the public and non-profit sphere (education, helping professions) and as such is not primarily oriented towards commercialization, technology transfer and obtaining funding from non-public and non-grant sources. That being said, during the on-site visit, it was observed that the development and use of educational tools represent one of the most promising areas for startups in the field of education. Indeed, some alumni and doctoral students have successfully pursued entrepreneurship in this domain. However, when it comes to the practical application of research outcomes, FEdu could place more emphasis on this aspect. The proportion of funding obtained annually from non-public organizations, relative to the total funding, appears to be relatively low.

Recommendations:

Translating Educational Research into Products and Services

Research outcomes from FEdu can be effectively transformed into impactful products and services that address current educational challenges. For example, findings from studies on school psychology and student mental health can lead to the development of evidence-based intervention programs, mobile apps for emotional self-regulation, or teacher training modules. Research in art therapy and bibliotherapy can be used to create therapeutic toolkits, curated book collections for schools, or guided activity books designed for children with emotional or behavioural needs. Additionally, research on ethics and digital literacy can support the creation of curriculum materials, workshops, or

e-learning platforms that help students and educators navigate the ethical use of technology, including AI. By partnering with university, educational publishers, and tech developers, these research-based innovations can be scaled into accessible services and products, contributing to both educational advancement and societal well-being.

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]:

5 - Outstanding

Qualitative assessment:

FEdu is doing exemplary work to popularize its R&D&I activities. The work is systematic and broad in scope, and FEdu seems to be an established partner for local and regional institutions and media outlets (also international ones such as the BBC). Activities are related to both specific projects, departments/institutes, and the faculty as a whole. They range from established, traditional activities to ad-hoc responses to current events, and cover local, national and international topics. The focus is both on giving the general public insight into scientific, artistic and educational activities, and on promoting social engagement among staff and students.

Recommendations:

The popularisation strategy of FEdu seems successful and should be maintained in scope and intensity. One recommendation would be to look at the recommendations in 3.4 regarding practical application and impact on society and see how the successful popularization strategies could be used to highlight the impact of the projects to a greater extent, and how, in return, more visible impact could also increase the opportunities for popularization.

IMPLEMENTATION OF RECOMMENDATIONS

3.7 Implementation of the recommendations in Module 3

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

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

Rating [1–5]:

4 - Very good

Qualitative assessment:

All recommendarions have been clearly addressed.

Recommendations:

It is recommended that all activities and courses be aligned more clearly with the faculty's strategic goals.

EVALUATED UNIT RATING

Evaluation of unit	
Having evaluated the individual criteria of module M3, please summarise your evaluation in the context of the module, describing and justifying the strengths and weaknesses of the unit being evaluated.	
3.1 Introductory information about the unit under evaluation	NOT RATED
3.2 Recognition by the research community	4 - Very good
3.3 Research projects	4 - Very good
3.4 Research results with existing or prospective impact on society	3 - Average
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	5 - Outstanding
3.7 Implementation of the recommendations in Module	4 - Very good
Average rating [1–5]:	4 - Very good
Grade [A–D]:	B
Summary assessment: The Faculty of Education at the University of Hradec Králové demonstrates a solid foundation in research and public engagement, with a long-standing tradition in teacher training and educational development. Its efforts in areas such as school psychology, bibliotherapy, and emotional intelligence reflect a timely response to contemporary societal challenges, including student mental health and the integration of technology in education. The faculty maintains active involvement in applied research and has established some promising practices for transferring research into real-world applications. Notably, there are entrepreneurial outcomes among alumni and doctoral students, as well as collaborative projects with schools. However, the translation of academic outputs into widely used educational products and services remains an area for growth. Similarly, while some research efforts touch upon sustainability and gender equity, these themes are not yet systematically integrated across all projects. The institution's communication with the public and popularization of science is commendable, as reflected in successful outreach projects. Although the overall research recognition and societal impact are rated as average, the potential for significant contributions remains high, especially if research activities are more tightly aligned with the faculty's mission and broader social objectives.	
Summary recommendations: Strategic Alignment Ensure that all research activities, curricula, and outreach efforts are consistently aligned with the clearly stated goals of the faculty. This alignment will strengthen the coherence and impact of its societal contributions. Educational research Increase project activity and research visibility within educational research and the staff's understanding of the research-teaching nexus, in order to align with the educational aspects of the faculty's mission and vision, such as providing education that responds to the ever-changing needs	

of the society and develops critical thinking. Overall, increased collaboration among all the faculties at UHK in the field of educational research is recommended.

European funding schemes

Increase participation in European funding schemes, both through involvement in the evaluation of research programme calls and participating in project applications for said calls.

Application of Research Outputs

Increase efforts to translate academic research into practical interventions, educational tools, and training modules. Build stronger bridges between scholarly publications and field implementation, especially in areas like bibliotherapy, digital literacy, and student well-being.

Sustainability and Gender Inclusion

More explicitly integrate sustainability and gender sensitivity into research design and implementation. Use gender-disaggregated data and sustainability indicators to guide future interventions.

Enhance Non-Profit Collaboration:

Strengthen partnerships with NGOs, schools, and government bodies to broaden the reach and impact of faculty-developed innovations. Expand the share of funding from non-public and non-grant sources, especially from non-profits and social enterprises.

Scale Pilot Projects

Replicate and expand successful interventions—such as emotional intelligence and digital safety programs—into more schools and educator training platforms, potentially through national or international collaborations.

Improve Monitoring and Evaluation

Develop more robust evaluation frameworks to track the societal impact of research and innovation. This will help in securing stakeholder support and demonstrating the public value of academic work.

EVALUATION REPORT IN MODULE 3

NAME OF EVALUATED UNIT: Faculty of Informatics and Management

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 Faculty of Informatics and Management's (FIM) is strongly concentrated on IT research and IT utilization, especially in Business Economics and Management. The strongest pillars, in which FIM has large numbers of achievements are Computer Science, Economics and Management, Collaboration in region, Cognitive Science.

In ICT branch the research and development are focused on three primary perspectives, such as artificial intelligence, computer vision, and data sciences (especially in HCI).

The University of Hradec Králové (UHK) research projects have advanced toward the nation's growth in the fields of smart transport systems and ecosystems, and in numerous application of IT tools in the real life.

FIM is strong in long-term cooperation with the corporate sector in HK Region. There are visible achievements in implementing many solutions to the practical needs.

FIM presents very good research lines with very good application and social relevance and impact. The different technological researches provide an important social benefit.

The FIM still is weakly recognized in international forum. As for 2025 QS World University Ranking by Subjects the UHK is not included regarding Computer Science. In The 2025 World University Ranking according to disciplines, FIM is located in the position 1001-1200th in the field of Computer Science, what gives 6th position in Chechia. The same with the subject of Bussines and Management.

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]:

4 - Very good

Qualitative assessment:¹

¹ 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.

Regarding the age of the staff, we can see a clear increase in the number of young employees. There is a big difference between 2019 and 2023. For example, in the number of professors. The gender balance is also better. The faculty has 6 members included in the list of top 2 % of Stanford University and Elsevier. FIM has taken part in organizing important international conferences. However, only as organizer of special sessions, not co-organizer of whole conferences. FIM is involved in several editorial and professional activities of scientific journals, some of which are published by Elsevier, such as Regional Science Policy & Practice, others by Springer Nature, such as Humanities & Social Sciences Communications. The scientific successes of students in the form of publications and projects that engage large groups of students are poorly visible. There is a lack of Student Research Groups, which are co-financed by the university and implement interesting scientific ideas.

Recommendations:

- Actions to lower the age of senior positions such as associate professor and full professor. Creating more development conditions for academics to better meet the conditions for promotion to these positions.
- More activities in hosting important national and international conferences.
- Getting better international recognition to be back in international rankings.
- FIM can consider creating and co-financing Student Research Groups to encourage students to be scientifically active.
- FIM invites scholars from many countries to give lectures or visits every year, and they should increase cooperation with the research teams or organizations of these scholars.

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]:

4 - Very good

Qualitative assessment:

The FIM has realized a large number (29) of research and R+D grants funded by the national foundations, in which the faculty members were PIs (16) or co-PI (13). Many of them have very good impact in application. The FIM has also a centre, which helps the scientists in preparing grant proposals, but not specialized for this task. The project subjects show a very good combination of the two disciplines: Computer Science and Management. It is worth to note that the application of IT tools in medicine is also very strong. However, the number of international grants, especially funded by EU programs, is still small.

Recommendations:

To enlarge the number of international (especially those funded by EU) grants. For this aim it is needed to have a center which employs specialists in finding program calls, distributing, helping in

writing and calculating the finance plans. Another aspect is that the teams (especially their leaders) from FIM should be more recognizable in the European scientific communities.

To increase the mechanism of encouraging senior professors to invite young professors to form research teams, that will expand FIM's research capacity, both quantitatively and qualitatively.

3.4 Research results with existing or prospective impact on society

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

Rating [1–5]:

3 - Average

Qualitative assessment:

The Self-Evaluation Report of FIM mentions 53 results with impact on the society. From them the following results are the most significant:

1. Security baseline for station energy management systems.
2. Software for law firms; Development of a unique specialized database for e-commerce.
3. Smart Parking & Charging and Innovation of tourism management systems using process management tools.

However, they are most in the beginning phase and the real use has not been verified. For the first of them the use of the output is currently being tested in pilot verification. The achieved results do not take gender into account, they neither favours nor discriminate the gender. The impacts of the results regarding sustainability have not been proved.

Recommendations:

A strong university is one that responds to the challenges of the modern world and develops cooperation with the international and economic environment. FIM should support activities promoting innovation and building lasting relationships with international and business partners. FIM should respond more effectively to the contemporary needs of scientists and our environment, this close but also international.

FIM has sufficient faculty and research capabilities and has four research centers responsible for industry-university cooperation and applied research. It is recommended to make good use of the four research centers and set social impact indicators. A university can show its influence on the city/country, whether in public construction, urban planning or information application. Increasing cross-disciplinary cooperation on campus is also important. It is suggested that FIM can collaborate with other faculties in cross-disciplinary research.

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]:	5 - Outstanding
Qualitative assessment: The faculty is very active and has many achievements in implementing the transfer of research and development results into practice through long term developed mechanisms and processes. FIM proved to have multiple partnerships with companies based on joint projects. The transfer of research and development results takes place in the form of prototypes, pilot solutions or benchmarking studies. FIM also develops cooperation with application partners from the field of public or state administration. The faculty has set up a mechanism for commissioning external practical projects and created an application solution that links partner companies, professional supervisors and students of the faculty. The promotion of the Open Access publishing model and the sharing of R&D results in public databases and source code repositories is also a key concept for the use of research results.	
Recommendations: None.	

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 staff of individual departments have been actively involved in the popularization of R&D&I through a wide range of events. The most significant contributions include the events related to artificial intelligence and cyber security. The main popularization activities include workshops in the field of cyber security, especially for representatives of local governments, cities, municipalities, health and educational institutions, and other institutions. FIM's members have been active also in other events like hackathons, night of scientists etc.	
Recommendations: FIM could also organize training for different groups of the population on the use of different IT tools, e.g. ChatGPT. Another activity could be supporting this type of activity performed by students.	

IMPLEMENTATION OF RECOMMENDATIONS

3.7 Implementation of the recommendations in Module 3	
Evaluate how the evaluated unit has reflected the recommendations from the previous evaluation of the IEP, if applicable.	
If the evaluated unit has not been evaluated before, the indicator will be marked as N/A – Not Applicable.	
Rating [1–5]:	4 - Very good
Qualitative assessment: In the previous evaluation there are several recommendations, which have been implemented, but not to a very good degree. Namely: 1. Organizing an international conference could also be initiated more as a platform to create more networking with international researchers in order to exchange the knowledge and establish more collaborative research project which could benefits both organizations. 2. Try to enter international consortia applying for large European projects in applied research financed by Horizon Europe, respectively. 3. To focus on patenting of excellent results in projects and selling patent and SW licenses to the private industry or to the public sector. Other recommendations have been implemented in a very satisfactory manner.	
Recommendations: The specific suggestion for joining the Horizon Europe program is to set up a task force within FIM. Because applying for the Horizon Europe program requires a lot of paperwork and application details that need support, some universities set up a office/team at the university level and the faculty level to support professors understand the application process more easily and focus on writing the content of the proposal.	

EVALUATED UNIT RATING

Evaluation of unit	
Having evaluated the individual criteria of module M3, please summarise your evaluation in the context of the module, describing and justifying the strengths and weaknesses of the unit being evaluated.	
3.1 Introductory information about the unit under evaluation	NOT RATED
3.2 Recognition by the research community	4 - Very good
3.3 Research projects	4 - Very good
3.4 Research results with existing or prospective impact on society	3 - Average
3.5 Transfer of results into practice	5 - Outstanding
3.6 The most important activities in the field of popularization of R&D&I and communication with the public	4 - Very good
3.7 Implementation of the recommendations in Module	4 - Very good

Average rating [1–5]:	4 - Very good
Grade [A–D]:	B
Summary assessment: Overall, we are very positive and affirming about the outcomes of FIM in implementing the transfer of research and development results into practice through long term developed mechanisms and processes. However, regarding the aspect of generating social impact, based on the presented information, we hope to see more integration of research findings with social issues, greater participation in public policy, and improvements in areas such as sustainability and gender indicators. The current results in these areas are less than ideal, which is somewhat regrettable.	
Summary recommendations: 1. Actions to lower the age of senior positions such as associate professor and full professor. Creating more development conditions for academics to better meet the conditions for promotion to these positions. 2. More activities in hosting important national and international conferences. 3. Getting better international recognition to be back in international rankings. 4. FIM can consider creating and co-financing Student Research Groups to encourage students to be scientifically active. 5. FIM should make good use of the foreign professors invited each year to give lectures, whether by building research collaborations or promoting student exchanges between the two institutions. By further signing cooperation agreements and focusing on specific partner universities, there will be greater opportunities for deeper collaboration. 6. To enlarge the number of international (especially those funded by EU) grants. For this aim it is needed to have a center which employs specialists in finding program calls, distributing, helping in writing and calculating the finance plans. Another aspect is that the teams (especially their leaders) from FIM should be more recognizable in the European scientific communities. 7. To increase the mechanism of encouraging senior professors to invite young professors to form research teams, that will expand FIM's research capacity, both quantitatively and qualitatively. 8. The specific suggestion for joining the Horizon Europe program is to set up a task force within FIM. Because applying for the Horizon Europe program requires a lot of paperwork and application details that need support, some universities set up a office/team at the university level and the faculty level to support professors understand the application process more easily and focus on writing the content of the proposal. 9. The two research centres, Center for Basic and Applied Research and the Center for Academic Industrial Cooperation, could be shared with other faculties within the university, to achieve the interdisciplinary aspect, which is now very recommended.	

EVALUATION REPORT IN MODULE 3

NAME OF EVALUATED UNIT: Philosophical Faculty

FORD: 6 - Humanities and the arts

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 faculty endorses its regional role in education and research with contributions to the enhancement and protection of the regional and national cultural heritage, sociological and political science research achievements, both regional and international, with unique connections to Africa and Latin America, but also research on aspects of philosophy with a high worldwide impact. The faculty provides education and conducts research in the humanities (philosophy, history, archives) and basic social sciences (political science, sociology, social work). Interdisciplinarity is an important dimension most apparent in relation to natural sciences and digital humanities. The faculty consists of five separate departments: Philosophy and Social Sciences, Political Science, Sociology, Archaeology, and Historical Auxiliary Sciences and Archives. In addition, the faculty hosts an Institute of History, an Institute of Social Work as well as a language training center and a newly established Didactic Centre. Led by a dean and four Vice-Deans, it is a self-governing body with an Academic Senate, a Disciplinary Committee, a Research Board and a Council for Cooperation with Practice. In 2023, the faculty had around 1 400 students and a total of 118 staff of whom 4 were full professors, 17 associate professors, and 49 assistant professors.

As regards staff, between 2019 and 2023, there has been very little growth in the number of full professors, and the number of women employed as associate professors and assistant professors has not increased significantly either. Concerning the age structure, it is worrying that the age of full professors is around 60 to 69 years old. This could be a problem considering that they are approaching retirement age. We recommend creating more development conditions for academics to better meet the conditions for promotion to full professors.

Another category whose numbers have fallen dramatically from 2019 to 2023 is "R&D Personnel", which includes technical and professional personnel who are not directly involved in R&D&I but are indispensable for research activities (e.g. operators of research facilities). This decline is worrying, given that R&D personnel are essential for the preparation and presentation of national and international projects.

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]:

4 - Very good

Qualitative assessment:¹

Five awards are listed for the period in question resulting in three types of awards: Two Excellent evaluations of a specific research project (one granted by a foreign institution), one in an “individual scientific lifetime merit” (by the city of Hradec Králové) and two awards based on evaluations of scientific activities aimed at researching a specific region (the history and society of Poland). The previous, 2020 International Evaluation Panel considered the then six (6) individual prizes, awards and fellowships listed: “not a very high amount given the size of the faculty and its overall number of scientific and academic publications.” (3.10, Evaluation report for evaluating research organizations in the universities segment in 2020).

PhF academics are active on editorial boards of scientific journals, not only domestic but also international (such as International Review of Pragmatics and the International Journal of the Sociology of Language), and spread across various disciplines (i.e., philosophy, semiotics, archaeology, anthropology, international relations, history, and sociology).

In the self-evaluation, the PhF claims student and academic internationalisation to be the flagship of university. This is particularly evident in regard to individual faculty members’ invitations to major academic institutions in Europe and the US but also in selected countries in parts of Africa and Latin America (from Cape Town to Cali in Colombia, see table 3.2.3). The list of invited lectures and world-leading specialists (3.2.4) is impressive and proves wide and high-level international contacts and networks.

PhF experts regularly participate in the Czech Science Foundation (GA ČR) evaluation panels in the fields of history, philosophy and political science, in the Research, Development and Innovation Council (RVVI) and other bodies evaluating the basic and applied research projects. In the PhF self-evaluation, ten faculty are listed as involved in the evaluation of national or European research/programme calls: two full professors, five associate professors and three assistant professors.

Recommendations:

The faculty is encouraged to further continue the engagement in international scholarly exchange by inviting foreign lecturers and participating in international associations and research events

Researchers should aim to publish articles in high-quality journals in their respective disciplines. The faculty should develop a scheme to identify high quality journals.

The faculty could give PhD students more visibility to either grow a scientific or corporate career. One way of encouraging PhD students to publish in high quality journals is to organize a special PhD-student course: “Rewriting your academic papers into successfully published journal articles” or to establish a PhD-school where students from different departments and faculties can learn from good examples and other successful scholars.

It is laudable that the faculty has organized a faculty-wide institutionalized platform for international research cooperation, as seen in Czech and Polish joint research activities. A recommendation is that

¹ 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.

these could be complemented with a further development and expansion of the unique links already established with institutions in parts of Africa and Latin America.

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]:

4 - Very good

Qualitative assessment:

Among the 10 projects presented in detail, the following stand out for their results and their consistency with the university's declared mission of conducting research in the key areas of humanities (philosophy, history, archives) and basic social sciences (political science, sociology, social work), developing interdisciplinary projects towards natural sciences (e.g., archaeology):

1. The Naturalized Inferentialism Project, which combines philosophy with science, while exploring the idea of integrating inferentialism with scientific perspectives on human nature, resulting in a recognized subfield within inferentialism, centered in Hradec Králové;
2. The Inferentialism and Collective Intentionality, a project that has initiated a fruitful dialogue between two important philosophical perspectives on the nature of social and normative human practices: inferentialism and the analysis of collective intentionality;
3. The Adolf Portmann: a Pioneer of the Eidetic and Semiotic Approach in the Philosophy of the Life Sciences, a project which brought together international experts in philosophy, biology and biosemiotics to undertake an interdisciplinary revision and philosophical popularisation of the biological theory of the well known zoologist, biologist, philosopher and anthropologist Adolf Portmann;
4. The Linguistic and 'racial' identities of Africans and Afro-Czechs in the Czech Republic, an ethnography project realised in collaboration with sociologists, anthropologists and political scientists from Poland, the United Kingdom, the United States and South Africa, whose primary aim was to develop a nuanced and interdisciplinary understanding of social identities among African diaspora in the CR with a focus on language and race;
5. The Women in Czech and Czechoslovak Science in the First Half of the 20th Century, a project which aimed to create a comprehensive picture of women in science in the Czech and Czechoslovak society in the first half of the 20th century, taking into account the European context.

On the other hand, the following projects stand out for their potential application and their interdisciplinary nature both towards social sciences and towards the use of AI. Moreover they develop research activities in areas that are exclusive as compared to the profiles of other institutions (political science studies, experimental archaeology, presentation of historical and cultural heritage, etc.):

1. The project Changes in the Provision of Basic Services in Rural Municipalities and Impacts on their Inhabitants, combining social sciences and AI, developed a Municipal Amenities Calculator to help mayors compare and improve local services;
2. The project Use of Artificial Intelligence in the Provision of Professional Social Counselling uses artificial intelligence to provide professional social counselling, creating an innovative chatbot for communication with the general public, social counselling in the areas of housing, debt, family law, employment and others;
3. The project Dowry Towns of Bohemian Queens (Living Part of Historical Consciousness and its Support by Tools of Historical Geography, Virtual Reality and Cyberspace) uses a virtual reality application and an augmented reality application in a mobile environment for a 3D time travel through Hradec Králové;
4. The contract research project Rescue Archaeological Research during the Construction of the D11 Motorway, Section 1106 and 1007, which represents the most important rescue research of this kind in terms of its scope and financial requirements, affected a traditional settlement area that has been densely populated since Neolithic times, creating the largest archaeological probe, 22 km long, in the landscape of eastern Bohemia.
5. The project The Gate of Wisdom is Open. Baroque Cultural Heritage of the Monasteries in Broumov and Rajhrad: Protection, Restoration, presentation, whose objective was to create applicable results for the identification, presentation, education and protection of the movable and immovable cultural heritage of the Benedictine monastery libraries in Broumov and Rajhrad, has established a conservation procedure for the protection and care of the monastery library collections and has developed a software for its use.

Recommendations:

1. The faculty plays an important regional role and its ambition to increase the share of research activities with application potential (such as in the development of regional infrastructure, in information and social care and assistance, as well as in the field of protection of cultural heritage and its digital access to the public), is to be strongly encouraged.
2. The PhD students seem to have only a limited frequency of doctoral research seminars (for History, once a month) and no institutional common base when it comes to theoretical and methodological preparatory courses. To keep up with what increasingly has become international standards, it is recommended that a PhD candidate school is organized either within the faculty or on a university basis.
3. Given that teacher education accounts for such a large part of the faculty's activities, one might wonder why didactic research is not represented under Research Projects. The development of didactic research in the two subjects hosted by the faculty, History and Social Studies, can on the other hand be seen as a potential future resource.
4. It is only natural that the faculty's teaching units shape its research areas. Nevertheless, although the faculty is one, the research areas cover a range of rather disparate disciplines which only occasionally seem to be connected. With a variety of disciplines – in addition to two institutes and two centers – small faculties, especially with a “family-like” (*sic!*) environment, and all subjects “under one roof”, have huge potential for developing unique and innovative interdisciplinary research projects.
5. With a strong practical base (Social work, Teacher's education) and innovative intra-university links to Natural sciences (Archaeology), there ought to be valuable potentials to

further explore both intra-university and national as well as international research collaborations. In this respect, it is only to be encouraged that the newly established Didactic Centre becomes a node for both interdisciplinary and international didactic cooperation projects. The small but unique Latin America and Africa units of Political sciences may in this respect contribute valuable international connections and serve as nodes of internationalization with opportunities for Archival studies research and social work research in collaboration with, say, archives and similar disciplines in universities in Sub-Saharan Africa and Latin America.

6. The research in areas of Latin American and African political sciences are indeed exclusive compared to other institutions in the Czech Republic and most valuable for a university which aims to be both regionally rooted and internationally oriented. The two areas are, however, only sparsely represented in the list of faculty research. Among the 10 most significant research projects, only one is Africa-related (Linguistic and 'racial' identities of Africans and Afro-Czech, 3.3) and among the more than 22 projects listed under Supported by public funds merely two (Latin American hybrid regimes and, again, Linguistic and 'racial'). To take advantage of this unique asset and sustain the balance between regional and international, globally ranging research contacts ought to be established and further developed.

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:

The faculty has a profound social impact in several fields. One, is in preserving and enhancing the regional cultural heritage by disciplines of history and archaeology. A diversity of archaeological rescue excavations is coupled with ambitious experimental archaeology, the digitalization projects to make these accessible to the public. Among them are the development of mobile applications, 3D modeling, and the creation of interactive maps. Another is the contribution to the development of regional infrastructure by the disciplines of sociology and social work, for example information and social care assistance. A third is the teacher training programmes in History and Civics with long-term impact on regional and national educational institutions. The faculty hosts a recently established Didactic centre which enables interdisciplinary and international didactic cooperation projects but also ought to reflect positively both on study programmes and the didacticization of research result to the public with. The faculty considers its internationalization to be a UHK flagship with a broad international network to the benefit of students, researchers and institutions. Latin American and African political sciences studies and research are in this respect unusual among Czech universities.

Recommendations:

The various measures to promote impact on society are impressive in disciplines such as Archaeology, Sociology and Social work. Also in teacher education, especially in History and Social studies, didactic research with application in the regional school system should be initiated and

encouraged. In this respect, organized collaboration with research within the Faculty of Education is to be recommended.

Overall, improved and ongoing communication between the faculty and the Faculty of Education is recommended. During the on-site visit at to the Faculty of Education, it was noted that a faculty member with research focused on Czech intercultural issues was unaware of rather similar research directions at the Faculty of Philosophy.

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:

The faculty presents research projects that have a significant social impact and have been transferred into practice. It has close interaction with the regional and the nation's public sector, especially through the Department of Archaeology, and the connection to museums, public benefit organizations, public authorities and local governmental bodies is very strong. The ethnographic research project on Africans and Afro-Czechs social identities in the Czech Republic is in this respect innovative in its ambition to involve contemporary global-local society.

Recommendations:

The development of didactic research within the faculty's two disciplines—History and Social Studies—could be viewed as a valuable resource for the future. Teachers' education didactics research put into practice.

The faculty is very active and has many achievements in implementing the transfer of research and development results into practice through long term developed mechanisms and processes, especially in those disciplines or departments whose research character has undeniable application potential (i.e., in particular, the Department of

Sociology, the Department of Archaeology, the Institute of Social Work). Even in this context, however, a closer collaboration with the Faculty of Education would lead to an improvement in the ability to transfer results into practice. We refer in particular to the possibility of sharing the specialised centres designed specifically to transfer research results into practice (e.g., Centre for Sociological Studies of the City and Region and Didactic Centre).

The faculty could also seek collaboration with foreign companies, perhaps by participating in international calls for proposals, international associations, or research networks (COST).

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]:

5 - Outstanding

Qualitative assessment:

The PhF participates regularly in national and university-inclusive events such as “the Night of Scientists project” and the “Humanities week” for the presentation of diverse scientific results.

It is, however, in the eastern Bohemian region that the PhF demonstrates a remarkably high creativity in communicating R&D&I results to the public. It has been particularly successful in the popularization in the fields of cultural heritage protection and its digital access to the public. Research results on Bohemian medieval and early new-age urban history have been widely popularized through study materials, tourism tools and radio broadcasts. Projects on the preservation of historical buildings, libraries and manuscripts have resulted in database tools for search and analyses. Similarly, research output on the development of regional infrastructure (basic services in rural municipalities) as well as on information and social care and assistance has resulted in information bases for mayors in small municipalities and chatbots focused on citizens’ social counselling (Poradim.info). Faculty research has been regularly presented also in mainstream media especially in areas where the faculty is exceptional (African and Latin American studies, military- and Polish history and different strands of Archaeological research).

The PhF actively fulfills its third mission through a variety of cultural, educational, and outreach events aimed at primary and secondary schools, professionals, and the general public. These activities serve both educational and emancipatory purposes and are vital in promoting critical thinking and democratic values.

Key Areas of Engagement:

1. National-Level Events:

- **Night of Scientists:** Annual faculty-wide event showcasing research in various disciplines, with active student participation.
- **Humanities Week:** Includes a wide range of public educational activities.
- **Humanitky.cz:** A long-term project aimed at promoting the value of humanities and social sciences.

2. Regional and Collaborative Initiatives:

- **Partnerships with cultural institutions** like the Museum of East Bohemia and Bio Centrá, involving lectures, discussions, and joint events.
- **Hradec University Discussions (HUBs):** Public expert panels with invited guests from various institutions.
- **Faculty Podcast ("FFUHK Coffee"):** Interviews across disciplines to engage broader audiences.
- **Travelling lectures** to schools and libraries in Hradec Králové and surrounding regions.

3. Educational Support and Competitions:

- **Workshops and Olympiads** for schools, including the nationally recognized Philosophy Olympiad and the History competition.

• Free Index Project: A series of public lectures and workshops that also serve as an incentive for prospective students. 4. Conferences and Innovation in Education: • Hradec Days of Social Work: Long-standing conference linking academia and the social services sector. • Whither Teaching, Whither Humanities? A conference on innovation in humanities education. 5. Media Outreach: • Strong collaboration between PR departments and faculty staff to present research in mainstream Czech media. • Coverage includes unique topics such as African and Latin American studies, military and Polish history, digital humanities, and archaeology.
Recommendations: None.

IMPLEMENTATION OF RECOMMENDATIONS

3.7 Implementation of the recommendations in Module 3	
Evaluate how the evaluated unit has reflected the recommendations from the previous evaluation of the IEP, if applicable. If the evaluated unit has not been evaluated before, the indicator will be marked as N/A – Not Applicable.	
Rating [1–5]:	4 - Very good
Qualitative assessment: The faculty lists four different areas that in various ways all point at initiated or intensified collaborations: international cooperation, intra-university collaboration, cooperation with media and the university PR department, and, finally, cooperation with Czech universities and other academic institutions. One of the main critical points in the 2020 evaluation concerned faculty-wide international collaboration, considered to be relatively weak – even if individual researchers had relationships with universities and research institutions abroad. In this respect, the faculty now demonstrates several advances international research collaboration, primarily represented by a new faculty-wide institutionalized platform but also with advances in collective Czech Polish research collaboration. The 2020 evaluation also recommended an increased Intra-university cooperation. In this respect, the faculty refers to cooperation particularly with the Faculty of Science (Archaeology, Auxiliary Historical Sciences and Archives). Thirdly, the faculty points at a strengthened cooperation with the university PR department and, fourthly, with cooperation with Czech universities or other academic institutions.	
Recommendations: Increased faculty-wide, international and inter-faculty, collaboration were two major recommendations mentioned by the 2020 evaluation panel. Five years later, there are improvements in collaborations that are mentioned by the faculty in its self-evaluation. In this respect, it is clear that the faculty has made efforts and significant progress in various areas. Nevertheless, the idea that sticks is that the faculty, with its range of disciplines, has unexplored and	

invaluable opportunities for research collaboration primarily within the faculty but also with other faculties at UHK. Several interdisciplinary potential research areas have been mentioned in the above.

Below are the areas identified in the 2020 evaluation to which PhF responded positively:

1. Activities with a potential social impact, such as the cultural heritage sector, tourism activities, or in the policy-making sector, have been increased, trying to attract further external support.
2. Attempts have been made to develop applied research activities in the fields of classical sociology.
3. There has been a slight increase in the collaboration with other national universities.
4. The researchers on sociological and political analysis have a focus on clinical studies in order to improve the healthcare system for people in the UHK region.
5. Mass media such as radio, television, traditional press, electronic media (the Internet, social media) were involved to create social impact from research results.
6. Collaborations have been established with museums or cultural institutions and tourist enterprises to increase the social and economic impact of the research.

The following activities remain to be implemented:

1. Collaboration with private enterprises.
2. Realization of sociological surveys and philosophical analyses on a local, regional or even international scale.
3. Commercialisation of applications.
4. Manage to increase and diversify funding sources to finance young PhD students and talented postdocs.

EVALUATED UNIT RATING

Evaluation of unit	
Having evaluated the individual criteria of module M3, please summarise your evaluation in the context of the module, describing and justifying the strengths and weaknesses of the unit being evaluated.	
3.1 Introductory information about the unit under evaluation	NOT RATED
3.2 Recognition by the research community	4 - Very good
3.3 Research projects	4 - Very good
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	5 - Outstanding
3.7 Implementation of the recommendations in Module	4 - Very good
Average rating [1–5]:	4 - Very good

Grade [A–D]:	B
Summary assessment: The faculty is actively working to extend its influence beyond the university environment. Through its work in archaeology and in library and archival sciences, it achieves significant societal impact and effectively translates research into practical applications. Its willingness to embrace new technologies and its vital connection to regional cultural initiatives are key strengths. A standout example is the Department of Archaeology, which excels in applied and scientific research and could serve as a source of inspiration for other departments. While international collaboration remains limited, many faculty members maintain relationships with foreign universities and research institutions. Enhancing research partnerships with other faculties at the university is a recommended step forward. Summary recommendations: It is suggested that the faculty of Philosophy can collaborate with other faculties in cross-disciplinary research. Increasing cross-disciplinary cooperation, especially with other humanities disciplines taught at the Faculty of Education, is also important. Moreover, it is recommended to make good use of the research centres and set social impact indicators. It is advisable to create more development conditions for academics to better meet the conditions for promotion to full professors. It is recommended to continue with plans that promote career advancement for women. It is necessary to hire more R&D personnel, which is essential for the preparation and presentation of national and international projects. It is recommended that a PhD candidate school is organized either within the faculty or on a university basis. It is recommended to increase the share of research activities with application potential (such as in the development of regional infrastructure, in information and social care and assistance, as well as in the field of protection of cultural heritage and its digital access to the public). The development of didactic research within the faculty's two disciplines—History and Social Studies—is also recommended. Overall, the assessment is that the faculty could have reached a grade B+ but with the somewhat detached Archaeology and Philosophy institutions and further missed opportunities of integration within the faculty, the evaluation settles for a grade B.	

EVALUATION REPORT IN MODULE 3

NAME OF EVALUATED UNIT: Faculty of Science

FORD: 1 - Natural 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 Faculty of Science (FSci) of the University of Hradec Králové (UHK) is a relatively new faculty. It is developing dynamically and qualitatively in many areas, it uses new and well-equipped research and teaching laboratories, but due to the fact that it is a relatively small faculty with a small number of specialists – it has at its disposal research apparatus in a very narrow research field. It educates specialists in biology, chemistry and physics, as well as future teachers of natural sciences, mathematics and computer science. FSci's mission is to spread education and knowledge in life sciences, mathematics and computer science in regional, national and international settings. Efforts can be seen to meet most societal demands. There has been an increase in the number of staff in the faculty, with the number of young employees increasing mainly in the categories under 40, while the number of employees over 40 has stagnated or declined. This indicates a good age structure of the staff and is promising and gives hope for the further development of the unit. However, one of the socially most important activities, taking into account the fact that the faculty trains a large number of future teachers, namely the development of didactics as a scientific field, in particular by exploring methods of teaching critical, scientific thinking and the analysis of disinformation in teaching, is in our opinion not sufficient.

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]:

5 - Outstanding

Qualitative assessment:¹

The FSci and its staff received significant awards in the period under review. Of the 10 awards listed in the report, the most notable are Top 2 % Scientists in 2020, 2021, 2023, Stanford/Elsevier Top 2 % Scientists List 2021, 2022, 2024, achieved (up to three times) by three scientists employed at the

¹ 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.

unit. In addition, the title of Highly cited researcher 2021 - one person, indicating the high level of research carried out in the FSci.

UHK as a whole is visible in prestigious world rankings during the period covered by the evaluation, and FSci contributes significantly to this. In the life sciences in 2023 it was ranked 401st-500th, in the physical sciences (physics, chemistry, mathematics) it is ranked 1001st r. In the QS World University Rankings 2023 UHK is ranked 801st. In the Shanghai rankings, UHK ranked 401st-500th in pharmacy and pharmaceutical sciences in 2023. Significant participation of academic staff in editorial boards of international scientific journals in the period under assessment is shown. Significant international invited lectures delivered by academic staff of the unit in foreign institutions in the period under assessment is shown.

Recommendations:

Both faculty and individual researchers, students and doctoral students should be encouraged to further engage in international scientific exchange by inviting foreign lecturers and participating in international conferences, associations and research events as well as organising conferences locally. The list and number of invited and visiting guests and lectures is seen as insufficient. In order to increase scientific visibility, it would be worthwhile to expand the number of foreign specialists invited to exchange experiences. The possibility of interdisciplinary research teams within the faculty should be considered. Faculty should develop a scheme to identify high quality journals. Researchers in teams together with PhD students should aim to publish articles in high quality journals across multiple disciplines. The faculty could give doctoral students more visibility so that they can develop their research careers. One way to encourage doctoral students to publish in high-quality journals is to organise a conference, a special course for doctoral students.

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 interdisciplinary 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]:

5 - Outstanding

Qualitative assessment:

Contract research activities:

During the evaluation period, 24 publicly funded projects were shown, in the role of beneficiary and 28 as in the role of another participant and 22 activities as contractor.

This gives a total of over 70 different research activities, which for such a small unit is a satisfactory result. It is worth noting that most projects and forms of funding come from national resources.

Most projects are relatively small amounts of funding.

The project: Targeting Circadian Clock Dysfunction in Alzheimer's Disease (2023-2027), funded by the EU, stands out, with funding of EUR 146,000, but UHK acts as another participant.

The following projects were identified as the most relevant:

- Targeting Circadian Clock Dysfunction in Alzheimer's Disease (TClock4AD);
- SmartVet;
- Research and development of a complex antidrone systém;
- Wearable sensors for the assessment of physical and eating behaviours;
- Prevention of aging – simultaneous modulation of ABAD and mTOR signalling pathway
- IT4Neuro(degeneration);
- Butyrylcholinesterase reactivators for the preparation of pseudo-catalytic scavengers useful in organophosphorus intoxications;
- Design of non-destructive methods for nitrogen stress analysis in fruit production;
- Singular spaces from special holonomy and foliations;
- Contract research for the University of Ostrava 4HAIE.

Other results with application potential:

- Patent Derivatives of Arylbenzothiazolylurea, Method of their Preparation and Use, Document No. 307796;
- Patent Method for Monitoring the Condition of a Bridge Structure and Device for Monitoring the Condition of a Bridge Structure, Document No. 309836;
- A number of other activities were also listed, including eight patents.

Recommendations:

1. Although the results achieved and the standards implemented are internationally competitive, both in terms of quality and quantity, the FSci can improve its high-quality policies and procedures to increase the number of international grants (especially those funded by the EU). We recognize the shortage of EU-funded projects with an international scope and the lack of participation of foreign partners. Improving these aspects could significantly benefit the faculty. We recognize a need in EU- (internationally) – funded projects with international reach.
2. There is a complete lack in the report in the assessed period of projects of a broader social range related to the mission of the University - teacher education, development of didactics as a scientific discipline, having a broad social range and concerning education, innovation in education, support, development of teaching and learning methodologies. It is worth making efforts to obtain such funding and to implement international research and teaching projects. To achieve this, it is necessary to intensify and better focus the center employing specialists involved in searching for calls for proposals and distributing information among scientists regarding opportunities for international interdisciplinary projects.
3. Increase the mechanism of encouraging professors to invite young scientists to form research teams, leaders should be more recognizable in the European scientific communities that will be expand research capacity, both quantitatively and qualitatively.

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]:

5 - Outstanding

Qualitative assessment:

The report lists 16 items including eight patents, the following were considered the most important:

- Spin-off ANUME s.r.o. (formerly Deeplab s.r.o.);
- Spin-off TallWell s.r.o. In 2023;
- Patent No. 308752 Method for Detection of Organisms, Especially Vertebrates, in Enclosed and Partially Enclosed Spaces and Equipment for its Implementation;
- Know-how related to the monitoring of vital functions of persons (including the software System for the Evaluation of Vital Functions);
- Prototype Intelligent System of Electronic Control of a Specialised Hospital Bed;
- Pilot production System for Monitoring Vital Functions of Animals in Veterinary Clinics and the utility model System for Monitoring of Locomotor Activity and Vital Functions of Animals;
- Functional sample of the system for collecting vital functions of multiple individuals, industrial design of the case/briefcase No. 38072 Case, utility model No. 36635 Portable Storage Case;
- Software Mobile Questionnaire Application for Android OS and Cloud System for Gathering Data from Wearables and Sending Questionnaires;
- Patent Derivatives of Arylbenzothiazolylurea, Method of their Preparation and Use, Document No. 307796;
- Patent Method for Monitoring the Condition of a Bridge Structure and Device for Monitoring the Condition of a Bridge Structure, Document No. 309836.

Recommendations:

We consider the presented research and projects highly satisfactory. We suggest stronger collaboration between FSci and other faculties of UHK in the field of interdisciplinary research. We suggest greater internationalization of ongoing research and efforts to implement international projects. To achieve this, it is also necessary to intensify and better target the work of the center, employing specialists responsible for identifying calls for proposals and disseminating information among scientists about opportunities for international interdisciplinary projects.

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:

As the self-assessment report reads:

The system of transfer of FSci results to practice is implemented in several ways:

1. Commercialisation of original R&D results/intellectual property objects.
2. Participation in joint/collaborative research projects.
3. Implementation of contract research, including the provision of R&D services within the NEB's European Digital EDIH Centre.

The search for new users of FSci research takes place on many levels - monitoring of calls for proposals, professional conferences, activities on industry platforms, direct contacting of selected potential partners based on own searches, networking or using partners' networks, e.g. KHK regional development agency (Centre for Investment, Development and Innovation - CIRI), Liberec regional development agency (EDIH NEB).

Typical users of FSci research are:

1. establishments providing social services (senior citizens' centres, retirement homes),
2. small and medium-sized enterprises,
3. large companies,
4. other research institutions,
5. municipalities and organisations involved in nature conservation, breeding, etc.

The faculty is very active and has many achievements in implementing the transfer of research and development results into practice through long-term developed mechanisms and processes. It has been shown that the faculty has many partnerships with companies based on joint projects. Transfer of R&D results takes place in the form of prototypes, pilot solutions or comparative studies.

Recommendations:

1. To attempt to transfer knowledge, experience also to the fields of education.

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]:

5 - Outstanding

Qualitative assessment:

FSci has long pursued the popularisation of science and education for a wide spectrum and the general public and young people. Key activities include organising lectures, workshops, competitions, interactive events and international conferences. These activities are not only aimed at promoting science, but also at inspiring young people to get involved in discovering science. FSci thus targets young people as potential future students. Research results are presented on social networks, in the media and, most recently, in the popular science magazine Modern Science.

The mission and activities carried out by FSci staff are also visible on the international stage. Noteworthy here is the involvement in the International Physics Olympiad and the organisation at UHK of the 2022 European Olympiad of Experimental Sciences (EOES).

Recommendations:

It is recommended to organize more national and international meetings and congresses for better connection to scientific community and improved visibility.

IMPLEMENTATION OF RECOMMENDATIONS

3.7 Implementation of the recommendations in Module 3

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

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

Rating [1–5]:

4 - Very good

Qualitative assessment:

In the previous evaluation there were several recommendations, which have been implemented, in a very good degree. The area of acquiring domestic scientific and commercial research projects, obtaining patents and cooperation agreements should be highlighted. Maintaining the current level of projects and undertaking additional activities on the international arena should guarantee the expansion of cooperation, the number of co-contractors and, consequently, beneficiaries.

Recommendations:

Apply similar effort to enter international consortia applying for large European projects in applied research financed by Horizon Europe.

The Faculty's research potential and achievements are very large. It deserves a wider impact abroad and implementation by medical and industrial institutions. We believe that it is worth increasing involvement in the promotion of the Faculty's achievements.

There is a need for a well-functioning and effective commercialisation office of the University

that can assist researchers to transfer knowledge to society. There is a significant need to have a commercialization strategy for all projects across the Faculty and to develop a unit that can push this to a new level.

The Faculty has great potential in the field of commercialization of research results. Part of it is already being implemented through cooperation with the local community - hospitals, healthcare institutions, industry and educational institutions. Continuation of activities along with internationalisation is recommended, should bring the expected results.

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	5 - Outstanding
3.3 Research projects	5 - Outstanding
3.4 Research results with existing or prospective impact on society	5 - Outstanding
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	5 - Outstanding
3.7 Implementation of the recommendations in Module	4 - Very good
Average rating [1–5]:	5 - Outstanding
Grade [A–D]:	A
Summary assessment: Overall, we are very positive and affirming about the outcomes of FSci in implementing the transfer of research and development results into practice through long term developed mechanisms and processes. However, regarding the aspect of generating social impact, based on the presented information, we hope to see more integration of research findings with education, greater participation in public policy, and improvements in areas such as sustainability. It is worth emphasizing the need for greater internationalization of research and study.	
Summary recommendations: 1. More activities in hosting important national and international visitors and conferences. 2. Getting better international recognition to be in international rankings. 3. FSci should make good use of the foreign professors invited each year to give lectures, whether by building research collaborations or promoting exchanges between institutions. By further signing cooperation agreements and focusing on specific partner universities, there will be greater opportunities for deeper collaboration. 4. FSci can consider creating and co-finance internal Interdisciplinary Research Groups to encourage (also students) to be scientifically active.	

5. To enlarge the number of international (especially those funded by EU) grants. The teams (especially their leaders) should be more recognizable in the European scientific communities for this aim it is needed to it is also necessary to intensify and better target the work of the center, employing specialists responsible for identifying calls for proposals and disseminating information among scientists about opportunities for international interdisciplinary projects. The center employs specialists in finding program calls, distributing, helping in writing and calculating the finance plans. The groups leaders may take leadership in new EU-COST applications.
6. Try to support researchers, to take action to lower the age of senior positions such as associate professor and full professor. Creating more development conditions for academics to better meet the conditions for promotion to these positions.
7. Attempting to transfer knowledge, access also through international research and educational projects to the fields of education.

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]
Faculty of Education	B
Faculty of Informatics and Management	B
Philosophical Faculty	B
Faculty of Science	A
	Choose an option
Summary grade	B

Summary quality assessment:

The four faculties are largely different in sizes and on their foci. It must be stated that from the previous evaluation many steps in progress as well as realizations of the points for improvement have been recognized. All faculties are deeply rooted in the region with research and education. Therefore, the transfer of knowledge as well as the impact in society is well recognized and cannot be underrated. Most projects and research topics are based on long-termed experiences and have an excellent to very good background. Numerous projects with applied research also demonstrate the transfer or translation of knowledge into products or programs with a direct benefit for the Czech society.

More details can be seen in the M3 reports for the faculties.

Summary recommendation:

Despite the numerous cooperations, it is recognized that the partnership between the departments and especially between the faculties can be improved to find synergistic effects and to avoid duplications. Whereas this is true for the faculties, it can also be seen in international cooperation. These may lead to an improvement in international networking with larger involvement of early-stage researchers. We hope that the involvement in multinational research projects (and grants) will further increase with additional internationally highly active connections.

More activities in national and international meetings and congresses should improve the general visibility.

The organisation of an interdisciplinary PhD school is highly recommended.

The strategy positioning of new leading positions with young (international) rising stars should help with the aging problems in leadership, which seems to be a general problem in universities of the Czech Republic. The increased support of young researchers is recognized but should be further increased. Gender aspects must also be considered.

Topics of artificial intelligence should be implemented in the research education as well as in research projects.

The thinking on sustainability should be improved and implemented in all aspects of research.

EVALUATION REPORT FOR MODULES 4 & 5

HIGHER EDUCATION INSTITUTION NAME: University of Hradec Králové

COMPANY REGISTRATION NUMBER (CRN): 62690094

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:¹

The University of Hradec Králové (UHK) is a relatively young academic institution in the Czech Republic. Despite its missing history, the university has been well established within the scientific community as well as its citizenship. The research structure is well organized. The management is following top-down as well as bottom-up directions and is thereby reflecting the need of the different faculties as well as the needed leadership.

The research output in form of scientific papers, patents etc. has largely been improved in comparison to the previous evaluation. The slight output decline in COVID years has been recognized and meanwhile been already compensated.

Recommendations:

The university may develop a mid- and a long-term research plan for the goals in research in strategic development. These tactical plans may be adopted within the years but given the opportunity for strategic orientation of building stronger focus within the different research groups by newly occupying professorship positions. This orientation should be considered within the department as well as the faculty structure.

We suggest that UHK considers whether the research centres could go beyond a supporting role in the faculties' research activity and take on a stronger leadership role in initiating focused projects of strategic significance, both within and across the faculties.

¹ 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.

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:

UHK is clearly working systematically with all the listed areas of R&D&I activity, using a wide variety of incentives and tools at its disposal. Most notable is the development of administrative support and project consultancy (OVTZ), which acknowledges the vast administrative resources required to stay updated on funding calls and respond to them. Considering the age average in the different academic positions, UHK is focusing admirably on supporting young researchers in their career development, as well as rewarding excellent researchers and supporting them towards promotion.

As UHK reflects in the self-evaluation, support for attracting international funding schemes has been somewhat successful, but there is significant further development potential. The university has recognized different leaders in research in comparison to European standards. With the strong focus on education, it is difficult to develop international leadership due to the regional and national needs. Different individual groups have achieved outstanding international positioning, which is a very good output for a university of this size in comparison to international standards.

There is also significant development potential in supporting interdisciplinary research, and this is the area where UHK acknowledges less activity in this review period than the previous one.

Recommendations:

Some regional or university-oriented prizes for outstanding achievements, publications, international contributions may support the researcher's motivation to increase their national and international research activities.

While the structures like OVTZ are already in place and clearly necessary, they seem to be understaffed, and we support UHK's stated goal of expanding them with staff with the necessary competences. Additionally, UHK could try to leverage its existing international partnerships to create opportunities for its staff to participate in projects led by those other institutions with more experience and capacity. Thus, UHK could expand its project portfolio and experience as a project partner, strengthening its competitive edge in applying for projects as principal investigator.

UHK could consider using some of its available funds on schemes that create excellence, in addition to those rewarding existing excellence. For example, this could be done through researcher training schools, focusing on e.g. training research staff in research leadership, project development and proposal writing, strategic networking, innovative research methodologies etc. This would be a way to support mid-career researchers, who have a research CV that is competitive by international standards and would lend itself to a project leader role (unlike early career researchers) but lack training and experience with research leadership and project acquisition. This demographic does not seem to be currently targeted by any schemes.

More systematic work on interdisciplinary research is encouraged, through e.g. focused funding schemes and arranging arenas (seminars, discussion groups, aforementioned training schools etc.) where researchers from different faculties and disciplines could meet.

The organization of inter-university or cross-faculty PhD-schools could in this respect be useful to synchronize and focus research resources, as proven at other smaller- to medium-sized universities.

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]:

3 - Average

Qualitative assessment:

As a young and dynamic institution, UHK began expanding its knowledge transfer activities quite recently. Applied and contract research has grown steadily, focusing on areas such as smart technologies, biomedical signal processing in human and veterinary medicine, healthy ageing, and sensor and sensor network design. During the 2019–2023 period, UHK participated in several international research projects in collaboration with regional businesses and global research partners. These activities have led to the development of numerous patents, industrial designs, and utility models. A major achievement in this area is the successful founding of three spin-off companies.

The quality assurance system related to R&D&I activities at UHK is present at all levels of the institutional structure: university, faculty, individual workplace and individual staff level. It is recognized that evaluation procedures like this international evaluation strongly contribute to the quality control system. There are clearly set evaluation standards and benchmarks, and reports are submitted annually at different levels, and the international perspective is secured continuously also through the work of the IAB.

UHK has expanded its ethics infrastructure significantly during this evaluation period, by introducing both the Ethics Committee and a University ombudsperson, in addition to the already-existing Research Ethics Committee. Introducing the ombudsperson is particularly notable, as it entails not only addressing complaints but engaging in prevention and awareness-raising work.

Recommendations:

It is unclear how the evaluations are followed up, especially in case of units/individuals performing below the expected level. UHK is encouraged to develop (or make more visible the existing) mechanisms for effective use of evaluation results to improve the quality of R&D&I activity. The recognition of weak points in research may be earlier identified, and department or faculty leadership may take necessary steps for re-orientation or adjustment in research.

4.4 Sustainability and resilience of R&D&I

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

Rating [1–5]:

4 - Very good

Qualitative assessment:

According to the SIRIS analysis of UHK's research outputs, the university surpasses the national average across all Sustainable Development Goal (SDG) metrics. Particularly noteworthy is UHK's outstanding performance in Quality Education (SDG 4), where its research output exceeds the European average. It has an important role in education in the whole region.

Initially partnering as part of regional consortia, the archeology in the Philosophical Faculty has, over the past five years, emerged as a leading consortium partner. While this work represents an important source of funding—supporting salaries for staff at the Centre for Field and Experimental Archaeology and enabling the development of laboratory infrastructure—the primary motivation lies in the preservation of cultural heritage for the Czech Republic. Activities like this give great impetus to the historic background and its implementation in the Czech society.

As a young and dynamic institution, UHK began expanding its knowledge transfer activities quite recently. Applied and contract research has grown steadily, focusing on areas such as smart technologies, biomedical signal processing in human and veterinary medicine, healthy ageing, and sensor and sensor network design. During the 2019-2023 period, UHK participated in several international research projects in collaboration with regional businesses and global research partners. These activities have led to the development of numerous patents, industrial designs, and utility models. A major achievement in this area is the successful founding of three spin-off companies. These initiatives are primarily driven by the Faculty of Science and the Faculty of Informatics and Management.

Initial activities for sustainable research and use of material have been recognized. Since the previous evaluation period, UHK has significantly strengthened its strategy and infrastructure related to sustainability, research data management, cybersecurity, intellectual property protection, and open science. UHK has formulated its Sustainable Development Strategy in 2024 and is currently working on developing an Action plan for its implementation. It will be interesting to see its effects in the next evaluation period.

Recommendations:

These examples above describe the broad and heterogenous distribution of research fields within this university, which is normal in universities with numerous different departments. Nevertheless, the connection of different research groups within the departments, within the faculties and also within international consortia may be improved.

Aspects of sustainable research, the use of sustainable resources, the reduction of energy consumption as well as the implementation of “green” resources (renewable and non toxic material) should be further enhanced.

While the Sustainable Development Strategy focuses on physical campus infrastructure, UHK is encouraged to also consider its digital infrastructure and its development from a sustainability perspective.

This is also related to the issues of research data management, storage, and the tensions between European data protection laws (GDPR) and commercial companies that own much of the digital infrastructure used in higher education (e.g. Microsoft Office). While UHK has a robust local storage solution and data protection infrastructure (DPO, Cybersecurity committee), there seems to be no national policy and infrastructure independent of commercial interests, and UHK could explore the possibility of having a visible role in the national processes around these issues.

PERSONEL POLICY

4.5 Structure of human resources

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

Rating [1–5]:

4 - Very good

Qualitative assessment:

The human resources are mostly well distributed between the faculties depending on their size and student number. It is within the European standards of universities of a similar size. The aging of leaders is clearly recognized as a problem of the coming years. The need for new national and international castings for these positions may give some problems for the strategic orientation but also give the possibility for modernisation of research structure.

Recommendations:

The area of philosophy, ethics and religion does have some international connections but may have some slight overload regarding human resources in comparison to that of the other faculties and departments.

The overaged leadership may be a general problem in Czech Republic. The sustained support of early-stage researchers and the recruitment of internationally well-recognized young researchers for new leadership positions may open new perspectives as well as modern research fields in these directions. For further recommendations, see indicators 4.6 and 4.7.

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:

As witnessed by the HR award, UHK has a notable commitment to systematic work with staff career development, including support in work towards promotion, onboarding and mentoring new employees, sabbaticals, and in return from leave or external workplace, and supporting work-life balance. As for the effectiveness of the system, UHK conducted an evaluation in 2024, but its results are not available for this evaluation report and should be included in the evaluation report for the next evaluation period.

Due to the long academic career of full professors, the chances for new positions are limited. The strong increase and development of the young and dynamic UHK have been overlaid these limited development options. It may be doubted that this development in education and research can be maintained within the international trade crisis and strong national investments in defence.

So far, the university has a good to very good position of young researchers (for gender equity see point 4.7).

Recommendations:

Regional and national career support is needed to give early-stage researchers a good perspective for an academic career. Further support by the university is recommended.

As mentioned in the recommendations for indicator 4.2, training schools for researchers could support the development of research leadership skills and career development. Mentorship schemes aimed at supporting staff (especially women) in their work towards promotion could also be utilized.

Mapping the current staff profile, identifying areas where there is a need for higher competence, and then recruiting specifically for these areas, thus signaling a willingness to prioritize these research areas, could make UHK a more attractive workplace for international researchers.

4.7 Gender equality measures

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

Rating [1–5]:

4 - Very good

Qualitative assessment:

The problem of gender balance has been widely recognized and identified within the faculties as well as the whole university. This is a general problem of academic institutions in industrial countries. Nevertheless, further activities are needed to actively get into gender balance and sufficient recognition of different minorities. The “role model” for female researchers in leading positions has been actively supported by numerous leading positions in the university, the faculties as well as in the departments. Generally, the number of female leaders in positions of professors etc. can be increased.

Recommendations:

Programs for the active support of female researchers are needed to get faster into gender equality. The national and international visibility of female researchers from UHK could be increased with some promotion days, individualised research support or related activities.

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]:

3 - Average

Qualitative assessment:

UHK states that the aim of mobility of academic and research staff is to support career growth and creative activity, as well as strengthening international cooperation. The UHK obtains funding for mobility from a number of sources, such as Erasmus+, CEEPUS, Strategic Management Support, Fulbright scholarships, DAAD scholarships, Aktion, etc. It is notable that UHK received 28% of funding within the Czech Republic for the Erasmus+ International Credit Mobility in 2023, making UHK the most successful university in the Czech Republic in this call. UHK has a large portfolio of over 350 partnership agreements with universities in Europe, Asia, Africa, Latin America and elsewhere, and is involved in several university associations and networks.

Approximately a quarter of UHK employees go on mobility every year, although long-term mobility (over 1 month) is undertaken by only about 1% of employees. Several successful examples of long-term mobility are provided in the self-evaluation, showing how mobility has resulted in collaboration and publications. Additionally, PhD students are required to spend a minimum of 1 month abroad. UHK focuses also on incoming mobility, welcoming 71 and 66 visiting experts in 2023 and 2024 respectively.

Recommendations:

The mobility of researchers should be improved by enhancing participation in national and international programs such as ERASMUS+ for early-stage researchers, EU COST Actions for early stage and experienced researchers as well as other guest programs for well recognized researchers (e.g. Alexander von Humboldt Foundation).

While short-term mobility seems to be well-established at UHK, long-term mobility is facing challenges, and UHK is encouraged to work strategically with increasing this percentage by addressing the stated barriers to longer-term mobility (family reasons, difficult substitutability at the home institution, and limited financial resources to support long-term mobility).

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:

UHK has a clear strategic focus on acquisition, optimisation and renewal of expensive instruments, prioritising efficient use of financial resources. This is achieved through sharing of equipment, renewal of outdated equipment, and acquisition of new equipment when necessary. The goal is to achieve modern infrastructure for research and education in a sustainable way and enable interdisciplinary collaboration and innovative research. Additionally, UHK is focusing on digitalisation of administrative processes and ergonomics and efficiency of the working environment. From a sustainability and national and international cooperation perspective, UHK has implemented admirable measures for sharing equipment and facilities.

Recommendations:

UHK seems to have established efficient policies and strategies and has a high level of competence and capacity in this area. The university is encouraged to increase its involvement in international and European research infrastructures, where it has the potential to be a valuable and knowledgeable partner, and in the future also a leader.

In some cases, it seems the faculties have a slight overlap in teaching and research responsibilities. This should be checked from time to time to avoid duplication and enhance quality of outcome.

FINANCES

4.10 Budget and structure of financial resources

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

Rating [1–5]:

4 - Very good

Qualitative assessment:

The total UHK R&D&I budget during the evaluation period was 1 177 135 000 CZK/46 436 200 EUR. It consisted of:

- 779 606 000 CZK/30 754 000 EUR from the public resources of the Czech Republic (table 4.10.1)

- 7 329 000 CZK/289 200 EUR from international grant funding (table 4.10.3)
- 389 244 000 CZK/15 355 000 EUR from national grant funding (table 4.10.4)
- 956 000 CZK/38 000 EUR from non-public sources (table 4.10.5)

The total external funding was thus 397 529 000 CZK /15 682 200 EUR, which is equivalent to around 51 % of the public governmental funding UHK received, or around 34 % of the total budget. This ratio of core funds to third-party funds is as expected for a university of this size and profile.

The financial contribution by national institution is on the average, but ruled by the government. The support by grants is strongly different between the different research groups and departments.

Recommendations:

The involvement in national and international research consortia should be improved (cf. 4.14). The IEP recognizes UHK's efforts towards building institutional capacity for attracting prestigious external funding (e.g. Horizon Europe) in form of more specialised administrative and strategic support, and acknowledges this as an important step towards advancement in this area of the evaluation.

UHK could further explore its international networks and agreements (cf. 4.8) both as potential strategic partnerships for international calls but also for (trans)national calls in partner countries (e.g. by their national research councils). UHK could also explore funding opportunities from its commercial partners. Furthermore, as UHK is successful in national funding calls, it could explore the possibilities for expanding these national projects into international ones.

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]:

3 - Average

Qualitative assessment:

The UHK has some long-termed research programs as well as development programs in different departments. UHK strategy for the use of LCDRO puts emphasis on research excellence, internationalisation and interdisciplinarity. Research topics with a high research output in the last 5 years are prioritised, and excellent research outputs and international cooperation are incentivised, based on transparent indicators clearly defined by UHK. LCDRO funds are strategically distributed between stabilization (ensuring continuity of basic research) and incentive (linked to excellence and quality of results). Additionally, LCDRO funds have been used to support high-quality PhD applicants by waiving their tuition fees.

From 2020 to 2024 there has been a notable shift in the allotment of funds, with incentive funds increasing in priority from 16,77% in 2020 to 45% in 2024. UHK reports that this has resulted in an increase in international collaboration through grants and publications, which suggests that the incentivisation strategy has been successful.

Recommendations:

It could be useful to connect the LCDRO strategy more clearly to the university-wide research themes, tunnelling the main research activities into some general research priorities to increase international visibility and cooperation possibilities.

While the UHK strategy increasingly focuses on rewarding existing excellence (via performance-based LCDRO funding, publication bonuses, and project rewards), it is unclear what steps are being

taken to create new excellence and encourage strategic development in new areas. UHK could consider incentives for early- and middle-career researchers working in areas which are deemed of strategic importance for UHK (cf. also 5.3).

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:

As a young and dynamic institution, UHK began expanding its knowledge transfer activities quite recently. Applied and contract research has grown steadily, focusing on areas such as smart technologies, biomedical signal processing in human and veterinary medicine, healthy ageing, and sensor network design. During the 2019–2023 period, UHK participated in several international research projects in collaboration with regional businesses and global research partners. These activities have led to the development of numerous patents, industrial designs, and utility models. A major achievement in this area is the successful founding of three spin-off companies as excellent examples of applied sciences. This cannot be fulfilled in all department and cannot be achieved every time.

Recommendations:

It is recommended that the UHK continues its support for researchers with spin-off companies and connection to industry or global research partners. National and international networks as well as cooperations must be established to increase visibility, output and effectiveness in the global scientific community.

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]:

3 - Average

Qualitative assessment:

The different PhD studies in UHK are very comparable to related programs in Europe universities. The time needed for the PhD is slightly above the international envisaged time scale.

Recommendations:

It may be recommended to have PhD study programs with dual supervisors to have a broader aspect in research in addition to broader aspects of supervisors with a written contract on regular meetings and information exchange. In this case, it is recommended to have supervisory activities of different research groups combined to intensify the cooperation.

During the on-site visit, it was noted that researchers at different faculties had similar research profiles but without knowing about each other. The introduction of inter-faculty research seminars and PhD-schools could encourage positive synergistic effects by utilizing the resources that are available at the university.

IMPLEMENTATION OF RECOMMENDATIONS

4.14 Implementation of recommendations in Module 4

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

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

Rating [1–5]:

4 - Very good

Qualitative assessment:

The previous points in the evaluation have been considered and worked on to a large extent.

Recommendations:

The internalisation and the connection to international networks or consortia may be further improved. This may be started to further enhance the cooperation with different national universities and research institution, which can then be expanded to international cooperation. It may be useful to have administrative support from the university for international congresses in Hradec Králové or for the handling of international consortia like EU COST Actions.

The since long developed international partnerships with universities in parts of Latin America and Africa are uncommon for such a small- to medium size university and extraordinary in the Czech Republic and may fruitfully developed by including other disciplines into the collaborations.

MODULE 4 RATING

MODULE 4 – SUMMARY EVALUATION	
After evaluating each indicator, please provide an overall evaluation of Module 4. Assess the overall state of the research and institutional environment and the quality of the internal processes of the HEI. Consider whether and how the set processes contribute to the fulfilment of the HEI's mission and vision. The aggregate grade is determined in accordance with the rules of the Methodology HEI2025+ as a simple average of the scores for each indicator.	
INDICATOR	RATING [1–5]
4.1 Organisation and management of R&D&I	4 - Very good
4.2 System of support for a quality R&D&I environment and incentive measures for quality science	3 - Average
4.3 Quality control system for R&D&I environment	3 - Average
4.4 Sustainability and resilience of R&D&I	4 - Very good
4.5 Structure of human resources	4 - Very good
4.6 Academic and Research Careers	3 - Average
4.7 Gender equality measures	4 - Very good
4.8 Mobility of academic and research staff (including sectoral and inter-sectoral mobility)	3 - Average
4.9 Research infrastructure	4 - Very good
4.10 Budget and structure of financial resources	4 - Very good
4.11 Rules for the use of institutional support for the LCDRO	3 - Average
4.12 Important collaborations in R&D&I	4 - Very good
4.13 Doctoral studies	3 - Average
4.14 Implementation of recommendations in Module 4	4 - Very good
AVERAGE RATING	4 - Very good
GRADE [A–D]	B
Summary assessment: The university makes a very good job on supervising and organizing education and research. Each faculty has demonstrated the strength in research and has improved within the recent years. Due to its organisation with the largest faculty in education, UHK is strongly rooted in the region.	
Summary recommendations: The university must fight the general Czech problems on aging and gender equity. More programs and motivational initiatives are needed for early-stage researchers and especially female early-stage researchers to go into an academic career. The governance has created a stimulating environment for young researchers, but further activities are needed to cover the problems for the next years. Courses for good scientific practice, publications, scientific ethics, patenting, grant applications, spin-offs etc. can be provided by the university to improve the connected outcome.	

It is recommended that some research evaluation reports by Departments or Faculties may be given on a biannual basis as we recognized that the self-evaluation stimulated a critical and demanding viewpoint for most research groups. Some active recruitment of female young researchers as rising stars may be helpful to maintain the progression in this line of university supervision.

The national and international visibility needs some improvements. This can be done by given national or international prizes on extraordinary research groups, special outcomes or highly reputed cooperation within the departments by the university or by organizing national and international congresses and meeting on a larger extent.

The international collaboration should be supported and positively be influenced. Here European networks and well as transcontinental networks should be used to a larger extent (e.g., EU COST Actions or active cooperations with African, Asian and especially American groups could be intensified). Granted programs for incoming and outgoing PhD students (e.g., ERASMUS+) or established researchers (e.g. ERC, Innovation Sprint etc. should be implemented) should be used to a larger and broader extent.

For PhD students it is recommended to have a dual supervision agreement that is performed between different departments or with some (inter)national cooperations with university governance. This interdisciplinary mentoring may improve the outcome as well as the time needed for PhD studies. In some aspects the cooperation with the clinic, which is located nearby, can be helpful for different education and research programs.

The outcome focus should be on high quality papers (Q1), patents, grants, spin-offs etc. than on number of publications. It is clearly seen that the different faculties and departments have different input on society and research, which must be considered with evaluation.

The access of international students to the study and research programs may be improved by more English-speaking modules and lower costs (or grants for exceptional students/researchers/cooperation partners).

Concerning sustainability and earth protection some important initiatives to reduce energy consumption, waste reduction etc. have been identified. Nevertheless, further programs to promote these facts should be taken (e.g. green chemistry programs).

The university has already invested a large amount of money to its IT structure. Nevertheless, the need for open access publications and open research structure needs large infrastructure for data storage with protection against hacking and other threats for research and communication. In this respect, the connection to AI and AI developments should be followed and shaped.

It may be recommended to build up some centres for advanced and expensive instrumentations as this facilitates the use of these instruments by experts and reduce the expensive use of these instruments in different facilities.

Many of the points mentioned above have already found their way into numerous universities governance programs but seem to be more prominently promoted for the near future and strengthened for fighting the problems next decade.

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 university has its clear roots in the region and education programs in different fields. UHK states its mission to be “to spread knowledge within the regional and global community”. Its work is clearly and actively dedicated to this mission, with high publication, dissemination and knowledge transfer activity, and a very strong regional presence across all the faculties. When it comes to the global presence, there is larger variety across the faculties, as the different disciplines the faculties represent have different levels of competitiveness and access to funding in the global research market. Good examples for spin-off companies and applied sciences have been demonstrated.

The vision of UHK is appropriately ambitious and reflects the complexities of a university which combines high quality teaching and R&D&I activities in both a regional and global context, with a high degree of social responsibility and a strong focus on creating a supportive work environment for its staff. However, as it is formulated, the vision does not limit itself to a 5year period and does not consist of goals that are finite and measurably achievable but are general principles a university always strives for. As such, while it is clear that UHK is working systematically and successfully with the vision, it is difficult to measure the extent to which it has been fulfilled.

Recommendations:

As a university with a high focus on education and research, UHK should consider amending the mission to say “to create and spread knowledge”, to better capture the full extent of its R&D&I activities and the fact that the knowledge being spread is also the result of UHK activities and research discoveries.

UHK should consider including in its vision some aspects of UHK that make it unique and in a leading position regionally and globally, distinguishable from other similar universities in the Czech Republic. This could be achieved by incorporating some of the priority areas from the Strategy into the vision.

When it comes to improving the work with the vision, for example in the area of internationalization, UHK leadership is encouraged to address the feedback given to individual faculties and work on supporting them, as the whole is only as successful as its parts. The different faculties have different strengths and areas of improvement (ref. evaluation scores in Module 3), and the university-level coordinating bodies should support competence exchange across faculties using the existing areas of excellence in each faculty as a resource in capacity building in other faculties.

The university has named three high priority research items for its (inter)national developments. These topics should be followed further with congresses, strategic positions of new professorships etc.

5.2 Research and development objectives

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

Rating [1–5]:

4 - Very good

Qualitative assessment:

The previous points in the evaluation have been considered and worked on to a large extent. UHK has, as it acknowledges itself, set ambitious strategic goals for the coming period, which are clearly in line with its mission and vision, and thus operationalize them in a more tangible and measurable way (ref. Evaluation comments in section 5.1). The IEP is happy to see that the goals already address some of the feedback given in this evaluation, such as, for example, the development of the doctoral school and increased participation in international grant programmes. This testifies to UHK's thorough strategic work in the different institutional development areas.

Recommendations:

UHK is encouraged to leverage existing excellence in the various goals at the different faculties as a form of capacity building, as mentioned above in section 5.1.

A research training school (e.g., PhD school) should be established with interfaculty exchange.

It is unclear whether basic research is supported as much as applied research, and whether all the internal funding schemes are used as seed money for acquiring external funding. Not all areas of research are equally attractive in international funding schemes, and any university should also fund research that can remain critically independent of external influences of politics and commercial interests. UHK is encouraged to explore the ratio of funds used for working with applications and funds used directly on research activities.

The visibility of the research projects within the national and international scientific community, as well as professional networks and the public, can be improved, by, for example:

- hosting symposia, meetings, conferences and training schools,
- training staff in dissemination and popularization activities, such as social media presence, public debate participation in the media, etc.
- publishing in professional journals or newsletters,
- creating regional, national and international courses (PhD or further education) based on research projects,
- including PhD or post-doc positions in research projects and announcing them internationally.

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:

Although numerous excellent examples of individual research success stories have been demonstrated, and there is a strategy for increasing individual excellence and supporting research projects, a general development strategy for the institution as a whole and as a community, with an involvement of national and international research programs/foci needs a stronger definition.

Recommendations:

Some parameters for research success like grant applications, successful grants, publications, patents, number of Master thesis and PhD thesis, industry cooperation, congress participation/invitation etc. may be considered as measurement and can result in distinctions for extraordinary work by the university (special prizes, extra salary, extra research support etc.).

The output measurements should not only be focused on number of publications or patents, but also on impacts on research activities and successful grant applications.

UHK is encouraged to work on supporting and leveraging its research communities (centres, groups, departments) both within and across faculties, not just individual researchers and projects, as a tool to achieve its goals.

While UHK addresses the R and the I in R&D&I, there is a slight lack of focus on the D (development work), and thus also an absence of key instruments or measures. UHK is encouraged to explore the role of development work in its portfolio.

5.4 Implementation of recommendations in Module 5

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

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

Rating [1–5]:

4 - Very good

Qualitative assessment:

The previous points in the evaluation have seriously been considered and worked on in a large extend.

Recommendations:

In general, the UHK should continue their activities on improvements as they have done the years before and should not be satisfied with the excellent progress already achieved.

MODULE 5 RATING

MODULE 5 – SUMMARY EVALUATION

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

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

INDICATOR	RATING [1–5]
5.1 Mission and vision of the evaluated institution in R&D&I	4 - Very good
5.2 Research and development objectives	4 - Very good

5.3 Institutional instruments and measures for the implementation of the research and development strategy	3 - Average
5.4 Implementation of recommendations in Module 5	4 - Very good
AVERAGE RATING	4 - Very good
GRADE [A–D]	B
Summary assessment: The UHK is relatively young university with excellent to very good developments within the recent years despite the general problems of COVID or budget regulations receiving very good remarks on their performances in the different fields. They have worked thoroughly on the weak points mentioned on the previous evaluations and improved their situation remarkably.	
Summary recommendations: The university may implement a short- and a long-termed general vision where it would like to stand within the next five years or within the next decade. This opens the possibility for the departments to intensify their cooperation with the university as well as with international partners to have an excellent standing for the next evaluation period as well as to improve the focus on synergistic scientific research activities within different groups. The Action Plan of UHK for two years may be extended to additional five- and ten-years visions as intermediate- and long-termed strategy. This strategy may be adopted each year by university leaders. The interactions between the departments as well as between the faculties can be increased and supported by the university leadership to promote common interdisciplinary research projects – maybe in association with other international partners – as well as for internal capacity building in the different areas the individual faculties excel. Building up an international board for the university's strategy as university council into an international orientation and globally well recognized partner may be a possibility for next steps to expand and go for higher international recognition and implementing the recommendations of this evaluation panel into a long-termed strategy to go for one of the most important universities in the Czech Republic with international visibility. The designation of this council should be done with national and international experts with highest expertise. It is clearly seen that this recommendation must be considered under strict budget possibilities. In general, the UHK should continue their activities on improvements as they have done the years before and should not be satisfied with the excellent progress already achieved.	

OVERALL EVALUATION IN MODULES 1 TO 5

OVERALL EVALUATION

Provide a summary evaluation of the HEI as a whole across all five modules. Justify your evaluation and highlight the main strengths and/or weaknesses of the evaluated HEI. The overall grade is determined according to the rules of the "Methodology VŠ2025+".

MODULE	MODULE WEIGHT	GRADE [A–D]
MODULE 1 and 2	50 %	B
MODULE 3	30 %	B
MODULE 4	10 %	B
MODULE 5	10 %	B

OVERALL RATING

B – Very good

Qualitative assessment:

The University of Hradec Kralove has four faculties of different sizes. This implements a large input in education as this is the largest Faculty of Education with wide input in the region. The departments in the different faculties have applied research projects with great input to society, but also to innovative products. The rating within the different modules varies from average to excellent with the main part in very good. This demonstrates the large improvement within the previous evaluation period as well as the recovery from the problems in the time of COVID. Some research highlights have been mentioned in the Module 3 reports demonstration extraordinary research activities as well as some projects with great impact on the region and/or the society. Nevertheless, some points for improvement have been mentioned.

Recommendations:

The university has followed the recommendations of the previous evaluation in good detail and has made respectful to strong improvements. The organisation of the university has established different instruments to improve research and transfer of knowledge.

The aging in leadership as well as the gender problem seem to be a general problem. Early-stage researchers at different steps of their career need active promotion and support with special emphasis on female researchers. A PhD school would be a good start for this long way.

Sustainability is already a topic in the university leadership but needs to be emphasized also in the faculties to the departments.

The new challenges of artificial intelligence need to be addressed in the faculties, but also in the resources distributed by the university.

The interaction and interdisciplinary research within the departments, the faculties and especially within the research centres should be strengthened.

The UHK is a relatively young university and thereby, is rapidly evolving. On the other hand, the international network and visibility can be improved. This can be done by the organisation of national and international meetings, involvement in EU projects or international networks,

connections to NGOs etc. The application for international grants in networks, e.g. EU HORIZON, COST, could be amplified by administrative support.

In general, the internationalisation is seen as clear point for improvement, although numerous highly prestigious projects are already established.

The university should establish a focused five- and a general ten-year plan as mid- and long-term strategic plan to achieve these goals. It is essential to define objectives, set priorities and track progress. In this respect, an international advisory board can give some help.

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 %	B

OVERALL RATING

B – Very good

Qualitative assessment:

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