

UNIVERSITAS CAROLINA

# Annual Report 2017

CHARLES UNIVERSITY









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# Rector's Introduction





# Dear Colleagues and Friends of Charles University,

The 2017 Annual Report has a new look. In its creation, we drew from the fact that since its inception in 1348, Charles University has been a unique community of people, bringing together students, teachers, scientists, and other employees of different ages, different expertise, different faiths, different beliefs, and different nationalities, devoting their time and energy to developing our Alma Mater. We decided to present the main achievements and milestones in the life of Charles University over the past year through seventeen selected themes and stories about specific persons and their teams and collaborators. The Annual Report is also an expression of thanks to the entire university community, with whom we respectfully and humbly continue to develop the legacy of Charles IV in facing the challenges of the third millennium.

One of the most significant achievements of Charles University in 2017 was becoming the first university in the Czech Republic to prepare and submit an application for institutional accreditation, which we see as a unique opportunity to update our study programmes. Alongside this, we have developed a system of internal evaluation and quality assurance at Charles University that will respond to the needs of faculties and the university as a whole in the future. We are very pleased that the Board of National Accreditation Bureau for Higher Education decided to grant Charles University institutional accreditation in all 23 areas of study requested. Thanks to all the hard work, particularly in 2017, Charles University has become the first Czech university to attain institutional accreditation.

We are pleased that the number of Czech students is not decreasing dramatically at Charles University and that there is a significant increase in the number of applicants from abroad, thanks to our own promotional activities and the well-received Study in Prague project. In line with our vision of a modern open university, in 2017 we also sought to create the best possible conditions for students with special needs and people with disabilities, and we took care of our students abroad through the implementation of a crisis communication system. Charles University celebrated the 30<sup>th</sup> anniversary of the Erasmus programme with an Alumni reunion of former students from abroad. In 2017, within the Erasmus Mundus programme, the first joint study pro-

gramme coordinated by Charles University secured financial support from the European Commission, together with the prestigious title Erasmus Mundus Joint Master Degree. We have also enjoyed our students' and academics' domestic and foreign achievements in a variety of competitions. The instructional computer game *Attentat 1942* – the result of a unique interdisciplinary collaboration (the Faculty of Arts of Charles University, the Faculty of Mathematics and Physics of Charles University, and the Institute of Contemporary History of the Czech Academy of Sciences) – is one such achievement.

In the field of science, within the framework of a comprehensive system of support for science and research in 2017, we launched the PROGRES programme and the second year of the PRIMUS and Donatio Universitatis Carolinae programmes, while the UNCE project as well as the activities of the Charles University Grant Agency continued. Another major success was securing new ERC grants. Thanks to support from operational programmes, new centres of excellence were opened in 2017, namely the Charles University Centre of Advanced Materials (CUCAM) at the Faculty of Science, MATFUN and NanoCent at the Faculty of Mathematics and Physics, and the Specialized Team for Advanced Research on Separation Science (STARSS) at the Faculty of Pharmacy in Hradec Kralove. Recognition should also go to support received for Efficiency and Safety Improvement of Current Drugs and Nutraceuticals: Advanced Methods – New Challenges (EFSA-CDN) at the Faculty of Pharmacy in Hradec Kralove, and for Creativity and Adaptability as Conditions for the Success of Europe in an Interrelated World (KREAS) at the Faculty of Arts.

It is gratifying that Charles University performed well in its international evaluation within the Institutional Evaluation Programme, which involved all the faculties, the Internal Evaluation Board, the Research Board, and Academic Senate of Charles University. The international evaluation was also used effectively in the preparation of institutional accreditation and improvement in many fields at the university.

In 2017, we have intensively developed foreign cooperation at Charles University, especially within the framework of so-called strategic partnerships – most recently with univer-

sities in Edinburgh, St. Andrews, and Zürich, where we will focus on outstanding long-term projects and broad collaboration on education. In 2017, a process began in which Charles University, along with universities in Heidelberg, Warsaw, and Paris Sorbonne, became a member of 4EU, the new European university alliance. Charles University was also very active in international university associations (in particular in cooperation with LERU, the Coimbra Group, UNICA, and CELSA).

Charles University also saw great success in its financial management. Our Alma Mater confirmed its financial soundness with profit after tax reaching 67 million CZK. Overall turnover grew as well to reach 10 billion CZK, and cash flow and total assets also developed positively.

I also consider the activities of the Centre for Knowledge and Technology Transfer of Charles University to be important, with the preparation of the first-ever Via Carolina fair dedicated to investment opportunities and collaboration opportunities between Charles University and the application domain.

In 2017, as in previous years, Charles University maintained a high profile not only as a significant educational and research institution, but also as an institution actively involved in cultural and social events in the Czech Republic. Examples include the Year of Democracy and Humanity at Charles University, and the Week of Science and Technology (in partnership with the Czech Academy of Sciences). Charles University played an important role in the traditional commemorations of the anniversary of the death of Jan Palach, and the 17<sup>th</sup> November celebrations in Albertov in Prague, which, thanks to Charles University, once again belongs to students.

Given that the quality of higher education institutions depends to a large extent on the amount of financial resources available to them, and bearing in mind the negative consequences of the long-term underfunding of Czech uni-

versities, Charles University has been deeply involved in the struggle to raise funds for Czech public universities, including its intense involvement in a Week for Education event. The three billion Czech crowns received by Czech public universities, considerably less than the original government proposals, was used for the salaries of academics, as well as bursaries for PhD students, who are the future of scientific research and our university, to say the least.

We have devoted a lot of energy to the promotion of Charles University within the Czech Republic, especially to secondary schools and prospective university students, be it through our participation in the GAUDEAMUS fair, the Science Festival, Junior University, Science Slam, or the Street Law – Experience Law Differently project, whose creators from the Faculty of Law won the Arnošt of Pardubice Award. University media has played an important role in this – including the successful Forum and iForum magazines, new media – social networks, calendars (such as the “Invisible People of Charles University” calendar) and other promotional materials.

Dear colleagues,

To conclude my introduction, I would like to thank you for the confidence that you have shown by electing me for a second term as Rector. I accept this with great humility and responsibility, as well as great commitment. I would like to assure you that, as in previous years, we will continue to do our utmost to uphold the key principles on which our university is built, to develop freedom and quality of research and education, and to ensure that our Alma Mater maintains its internal integrity, autonomy, independence, and status as a prestigious European university.

Tomáš Zima  
RECTOR, CHARLES UNIVERSITY



# 17 Stories



# Charles University was the first university in the Czech Republic to submit an application for Institutional Accreditation

**Mgr. Vojtěch Tomášek**  
*Head of the Department of Quality of Educational Activities and Accreditations, Rectorate*

## Strengthening the autonomy of the university was the strongest motivation for us

I am very pleased that we were the first university in the Czech Republic to be able to meet all the deadlines and successfully apply for Institutional Accreditation.

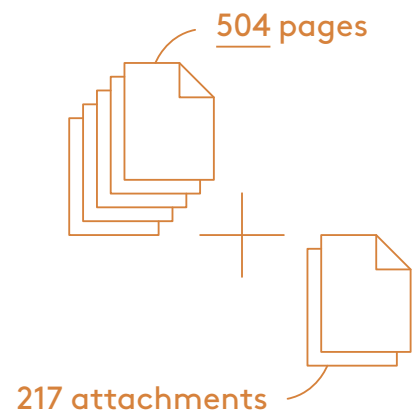
The driving force for us was a welcome revolutionary change that promises to significantly increase the autonomy of universities to decide in which study programmes they will educate their students in the years to come. When preparing the application, we struggled with time, a lack of methodology, and ambiguous implementation regulations. But similar problems would accompany any other similarly extensive innovation. Thanks to excellent cooperation across the faculties, coordination with the Internal Evaluation Board, and the experience our university has had with accreditation, we managed to bring everything to a successful conclusion. I am delighted that we have become a leader even in Institutional Accreditation and a welcome inspiration for other universities in our country.

Perhaps the most fundamental change brought about by the amendment to the Higher Education Act of Summer 2016 was the new accreditation process, setting up so-called Institutional Accreditation (IA). Until that time, the Accreditation Commission at the Ministry of Education, Youth and Sports was responsible for approving and evaluating study programmes; now, however, when a university earned IA this authority to approve and evaluate study programmes transfers to the university itself, which brings on the one hand autonomy, but on the other great responsibility. The National Accreditation Bureau (NAB) supervises the entire process.

Charles University warmly welcomed the possibility to gain more autonomy and began preparing the IA application as soon as the relevant government regulations became effective. Due to the very short transition period in the amendment, it was necessary to submit the application by October 2017 in order for the university to obtain a decision by April 2018 at the latest. That was the only way to manage the subsequent process of internal approval of study programmes in time so that they could be opened for applicants in the 2019–2020 academic year.

Preparations began in late 2016, when discussions were held with faculties, and individual study programmes were assigned to the relevant areas of study. As early as in the spring of 2017, the university had a list of areas of study, approved by the Research Board, for which applications would be submitted. This had to be quickly followed by the processing of the application,

from the creation of a new application in the information system, through data collection from faculties, to the formulation of the final reports; at the same time, requirements and methodologies of the NAB were set out only during the preparation phase, meaning all of them had to be implemented literally on the go. Thanks to the full involvement of the faculties, the Rectorate, and, during the final phase, the dedicated members of the Internal Evaluation Board, the required self-evaluation report was prepared in record time, describing, in addition to the 23 areas of study, the entire university from education and science to the operation of dormitories and refectories. The whole report still had to be approved by the Research Board, the Board of Trustees, and the Academic Senate. On 12<sup>th</sup> October 2017, Charles University became the first university in the Czech Republic to apply for IA. After evaluation of the application by the individual commissions, Charles University was awarded IA for all required 23 areas of study.





# Charles University adds a new dimension to relationships with partner universities

**Ing. Zuzana Hocková**  
*Head of the Centre for Strategic Partnerships, Rectorate*

## Strategic partnerships as the driving force behind university competitiveness

I am delighted with the strong emphasis placed by Charles University on the development of strategic partnerships. An important step on this path was the establishment of an independent Centre for Strategic Partnerships. This will ensure not only the necessary concentration of know-how, but also the flexibility and creativity that these specific partnerships require.

The Centre has already proven itself successful with the start of our strategic partnership with the Universität Zürich. The unusual dynamics of this relationship shows how wise it was to combine both top-down and bottom-up approaches.

Discovering new solutions and opening doors to excellent teaching and research activities give me new energy and vigour every day.

If we followed the example of language societies and chose a word of the year for 2017 in the international university sector, *strategic partnership* would be the clear winner. Indeed, this topic accompanied interuniversity conferences and dominated in bilateral relations. At the very end of the year it was even crystallized in a new format of the almost twenty-year-old concept of the European Higher Education Area (EHEA) – in the project of European University Networks.

Charles University can benefit from being involved in this trend since the very beginning. On the initiative of university leaders and with the contribution of the wider academic community, 14 prestigious universities and institutes were selected as early as 2014 to develop an exclusive strategic partnership with CU in subsequent years.

In the same year, at the invitation of Humboldt-Universität in Berlin, together with the Universität Wien, the Uniwersytet Warszawski, and Eötvös Loránd University in Budapest, CU was involved in the Central European Network for Teaching and Research in Academic Liaison (CENTRAL). Subsequently, CU accepted an offer from the Universität zu Köln to participate in the Global Network Partnership and joined the Central Europe Lueven Strategic Alliance (CELSA). In addition, a number of bilateral memoranda and agreements were signed, most notably a dynamically developing cooperation with Macquarie University in Australia.

The last strategic partnership so far was agreed in December 2017 with the Universität Zürich, particularly thanks

to the rectors' mutual ties. In spite of it existing so shortly, several joint workshops, a conference on the quality of education, and a first call for joint projects have already been organized. This partnership reflects recent developments in strategic partnerships – an emphasis on excellent, long-term projects with distinct added value. An already implemented, demanding and transparent selection system, a quality control mechanism, and effective communication will guarantee its successful future.

The newly established Centre for Strategic Partnerships at the Rectorate will serve to further strengthen and develop relations, combining not only experience and know-how, but also an enthusiasm for international co-operation. The ambition of the Centre is to create optimal forms of cooperation tailored to the given strategic university, taking into account its excellence, institutional specifics, and geographic location.

Humboldt University Berlin	Leiden University
University of Vienna	University of Edinburgh
University of Zurich	Jagiellonian University
ELTE University Budapest	University of Oxford
University of Warsaw	University of Cambridge
University of Cologne	McGill University
Heidelberg University	Hebrew University
Catholic University of Leuven	of Jerusalem
Macquarie University	Peking University
	University of Melbourne





# International evaluation is an important feedback tool for Charles University

**RNDr. Věra Štátná**  
*Head of Department of Analyses and Strategies, Rectorate*

## International evaluation reflects our work

I am delighted that Charles University has been involved in an international evaluation and obtained feedback on its work. It is very important not to be afraid to get an independent evaluation of what we do. I think the most valuable thing was the evaluation process itself, the whirl of energy and inspiration when the evaluation team encouraged us to debate, to look at ourselves, to find new and better solutions and directions. I was thrilled that the faculties were actively involved and took ownership of the evaluations. Mutual interaction has brought about a number of recommendations and new ideas on how to further improve the quality and prestige of our university. I greatly look forward to the gradual implementation of the individual recommendations. The path to improvement must be a never-ending, continuous process. Only in this way can we continue to be successful.

Charles University underwent its first international evaluation in 2017. The Institutional Evaluation Programme, provided by the European University Association, elicited the viewpoints of experienced academics, as well as student representatives, on how the university could be further developed to meet the demanding targets for the its activities.

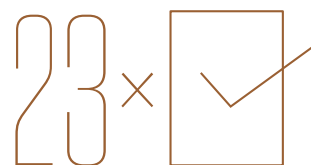
The preparation and evaluation process involved all of the faculties, as well as the Internal Evaluation Board, the Research Board, and the Academic Senate. Once the university had developed its own evaluation report, a team of evaluators made two visits, which included discussions with representatives of the university, the faculties, and partners. They also visited six faculties (Second Faculty of Medicine, Protestant Theological Faculty, Faculty of Arts, Faculty of Social Sciences, Faculty of Mathematics and Physics, and Faculty of Education) and held discussions with management, members of the academic staff, and students. The evaluation culminated in June with the presentation of the key results and the final report.

The evaluation team sees Charles University as a confident institution with the potential to continue to be a leading university at national level, and to play an important role on the European stage. Twenty-three recommendations were made to promote further development.

Obstacles faced by the university include organizational fragmentation, duplicity in study programmes, a lack of interdisciplinary education and research, a high number of research topics, and a lack of consistency between strategy, policy, and practice. On the other hand, opportunities include improvements in internal

governance and organizational integrity, and the development of an internal culture of quality. The evaluation team considered one of the most important opportunities to be the transition to institutional accreditation, which should strengthen the self-governance of Charles University and could bring about even greater professionalism and involvement of students, employees, graduates, and external partners.

Charles University immediately used the international evaluation to prepare a request for institutional accreditation, the submission of which was a primary objective of 2017. The university will continue to act on individual recommendations to improve study programmes and research, and to become one of the world's top workplaces. In 2018, the university will prepare a progress report, in which it will comment on the final report and propose improvements for the coming years. Over the next year, the evaluation team will return for a follow-up evaluation. The entire process, including the recommendations of the evaluation team, will then provide the basis for the 2021–2025 Strategic Plan.



23 recommendations

VZDĚLÁNÍ  
≠  
PRIORITA



# The successful struggle to raise funds for higher education

**Bc. Sára Drahoukoupil Vidímová  
and Mgr. et Mgr. David Hurný**  
*organizers of the demonstrations  
at the Government Office*

## Students must be heard more in the streets!

Our original intent was to explain to the public and the media who a PhD student actually is. To show how indispensable his/her role is for academic and scientific work, and to expose how undignified doctoral student pay is.

At the time, suspense in the media surrounding government talks on the budget for higher education was coming to a head. We decided to take an active part in events. We united the topics of the budget and PhD students and put up our banners in front of the Government Office. Our arguments had to be seen and heard! Hour after hour we received more and more support from secondary schools and universities, students and unions, as well as professional associations. Both politicians and the media spoke to us. We managed to make public education funding a topic of public interest. I am delighted that we helped to break down boundaries, and the budget for universities was increased by 3 billion Czech crowns! More money will also go to PhD students, about whom the public now has much more information.

When discussing the 2018 state budget, the government revealed that it did not plan to increase funds to support higher education, even though it had already committed itself to do so. Therefore, students from Charles University decided to express their dissatisfaction in September by organising three consecutive Monday morning demonstrations in front of the Government Office, where ministers were attending cabinet meetings, during which the budget was also to be discussed.

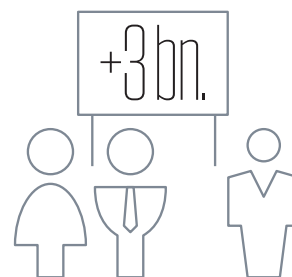
Protestors held banners displaying such slogans as “We Are Not Cheap Labour” and handed infographics to members of Prime Minister Sobotka’s Cabinet showing the dreadful financial situation of Czech higher education. They drew attention to, for example, the fact that investment in education in the Czech Republic has been on the decline, relative to GDP, for several years. Students dissatisfied with the budget were supported by university management and were joined by the teaching staff and university unions.

In response to the student protests, the Czech Rectors Conference announced a protest week, the so-called Education Week, to be held at Czech public universities. In the event of the non-approval of a budget increase for universities of at least 3 billion Czech crowns, the management of Czech public universities agreed to support a strike. If the funds were approved, Education Week was to then serve to inform the public about the activities of universities. As the government was successfully persuaded of the need to increase the budget, the strike did not take place and Education Week became a series of public lectures on the inner workings of universities.

One of the main topics of the events was the unsatisfactory situation of PhD

students, with the aim of raising public awareness of their study conditions. The organizers wanted to inform the public through media, lectures, and debates about who PhD students are, what their study includes, and the fact that they earn less than the minimum wage, despite being the future of Czech science. A concert was held at the Faculty of Law of Charles University, as well as numerous debates on topics such as the role of university unions and student associations and movements.

Thanks to active students and pressure from top universities’ representatives, Czech public universities were granted 3 billion Czech crowns more than was initially planned under the 2018 state budget. The funds were used for the salaries of academics, as well as for the aforementioned doctoral bursaries. The minimum amount of a doctoral bursary at Charles University rose in 2018 from CZK 7,000, or CZK 7,600 in later years of study, to CZK 10,500.



**3 billion CZK  
for universities**



# Junior University offers lectures for secondary school pupils

**Ing. Jan Nevoral, Ph.D.**  
*Biomedical Centre of the Faculty of Medicine in Pilsen*

## Junior University shows secondary school pupils what it is like to be a student at Charles University

When the vice-rector Mrs. Králíčková approached me with a proposition to participate in the Junior University, I did not hesitate for a moment. I was looking forward to meeting secondary school pupils, and to having the opportunity to give them an idea, through a specialised lecture, of the quality and variety of study programmes at our university. I focused on the topic of assisted reproduction, which has already been proven to be appealing. During the lecture, pupils were already starting a discussion and had a range of competent questions. I was delighted with their great interest and knowledge, and I am sure I saw many potential future students of medicine among them. I believe that projects such as the Junior University will contribute to their decision-making, and that they will end up studying the right field at Charles University.

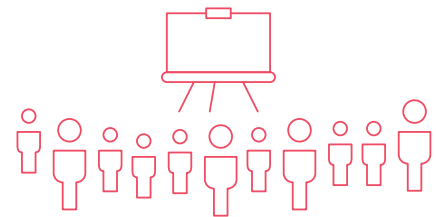
The autumn of 2017 saw the third year of the unique university-wide Junior University programme at Charles University. The programme is designed for secondary school pupils from across the country and takes the form of lectures, the topics of which are proposed by the faculties and other university units themselves. The programme aims to popularize science and research, to raise awareness about the university, to give pupils a sense of the university environment and, last but not least, to spur interest in studying at the university among potential university applicants. Those interested can choose from two cycles, with either a focus on natural sciences and medicine or social sciences and humanities. This year, a total of 14 faculties and 3 other units were involved.

For academics, this is a special discipline, as they have to adapt their lectures for a secondary school audience, reduce the amount of professional terminology and foreign concepts used, and carefully monitor listeners' response so as to ensure that their presentations are fully understood. This can also be ascertained from the additional questions that pupils put forward. Successful graduates received a certificate during the closing ceremony in the Grand Hall of the Carolinum, which also included a guided tour of the university's historical premises.

Based on an anonymous final evaluation, one of the most interesting lectures was the presentation entitled "Love and Multiply! A Journey to Where Life Begins" by Ing. Jan Nevoral, Ph.D., the head of the Laboratory of Reproductive Medicine and a researcher at

the Biomedical Centre of the Faculty of Medicine in Pilsen. He presented a topic of great interest, namely fertilization, inception of an embryo and its subsequent development. The audience was drawn further into this key period in the life of an individual that is still shrouded in many mysteries. Perhaps this could motivate secondary school pupils to apply to Charles University and participate in such research.

The programme is implemented by the Centre for Lifelong Learning, established as a separate Rectorate department at the beginning of 2017. It focuses on the education of academic and other university staff, courses for the University of the Third Age, internationally recognized courses, and the popularization of science, also aimed at secondary school pupils.



**2x 110 participants**



# The promotion of foreign language study programmes at Charles University

**Mgr. Lukáš Nachtigal**

*Administrator of the Study in Prague project at CU, Rectorate*

## The Study in Prague project helps us attract foreign students

The Study in Prague project is designed to promote Prague as an excellent place for foreign students. A total of six Prague universities, which support each other in both marketing and PR activities, promote their study programmes in the project. I find it wonderful that when implementing the project we held up a mirror to ourselves, our strategy, and our communication with foreign students. As a result, we have succeeded in introducing a number of new measures at the university, such as creating a unified visual style of promotion of the university in this area, translating important university internal regulations, and launching “sharepoints” for the faster exchange of internal information. I am delighted to see the great support we receive at all levels of the university. Great communication is key to the success of the Study in Prague project.

Charles University is an internationally recognized university offering, in addition to study programmes in Czech, a range of modern and high-quality study programmes in several world languages, most often in English.

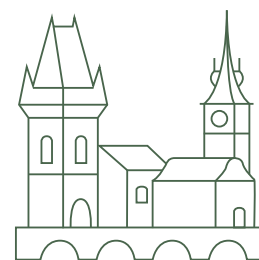
Support for foreign language study programmes, including the development and promotion thereof, is provided by the Study in Prague project and by the Study in the Czech Republic project, under the auspices of the Centre for International Cooperation in Education. The centralized development project Study in Prague, active since 2015, is currently being implemented in cooperation with six other public university partners in Prague: the Czech Technical University; the University of Economics; the Institute of Chemical Technology; the Czech University of Life Sciences; the Academy of Performing Arts; and the Academy of Arts, Architecture and Design. Thanks to this composition of universities, the project promotes a wide range of study programmes without them competing against each other. Charles University offers more than 200 study programmes from all of its faculties, including those outside Prague, along with an interesting array of summer school programmes on the joint project website.

The two projects also actively represent Charles University at selected post-secondary education fairs in strategic regions in which co-operation with Czech Consulates and Czech Centres is established.

To increase effectiveness of the two projects, an active approach to social networks and other forms of work with foreign students in general is being developed. The number of foreign applicants for study at Charles University is rapidly increasing; in the

2017–2018 academic year, a total of 5,446 applicants expressed an interest, which is more than double the number from three years previously.

The best form of promotion is a satisfied and successful student and graduate, and that is the exact goal of all the activities being carried out. An integral part of the effort, therefore, is to improve the conditions and infrastructure in foreign language study programmes, including a wide range of activities from supporting the distance admissions procedure to strengthening collaboration with student associations, getting more feedback from students, translating materials into English, and addressing other related challenges. The real core of university success is, however, the creation of effective tools for internal communication among project implementers, as well as among faculties, which we value greatly.



5,446

foreign applicants in 2017





# “Street Law – Experience Law Differently” as an outstanding achievement in education

**JUDr. Mgr. Michal Urban, Ph.D.**  
*founder of the “Street Law – Experience Law Differently” project, Faculty of Law*

## The Street Law project as a unique synergy; the winners are the students and their audience

The most amazing thing about the whole project is to see the synergy effect it brings to everyone involved. On the one hand, it is the law students, who learn to speak, explain, argue, and stand behind the law in interactive seminars. On the other hand, it is their audience: secondary school pupils, prisoners, seniors and social science teachers who all gain a number of valuable insights from the students into what the law is, how it works, and how to apply it. And that, I firmly hope, benefits our society as a whole as well. I was thrilled to be able to establish this project at the university in 2009. And I am even more delighted that I can constantly help it move forward. And I’m not alone in this – there is a roughly twenty-member strong team behind me.

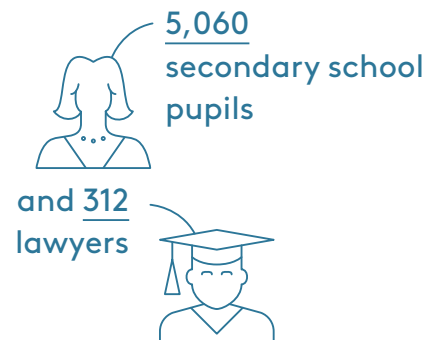
Charles University is increasingly putting more emphasis on the improvement of teachers’ instructional activities. Since 2017 there has been a university-wide platform that complements and extends existing faculty activities in the field of teaching skills development, and since 2016 the Arnošt of Pardubice Award has been granted to outstanding teaching personalities, as well as for outstanding achievements in education. Every year, the awards are presented during the celebrations of 17<sup>th</sup> November, Struggle for Freedom and Democracy Day.

In 2017, the award for outstanding achievement in education was granted to a team of teachers, students and graduates from the Faculty of Law, headed by Michal Urban, for the programme “Street Law – Experience Law Differently”. This programme has been run at the Faculty of Law continuously since 2009, making it the longest-running Street Law programme in the Czech Republic. More than 300 students at the Faculty of Law, more than 5,000 secondary school pupils, as well as several hundred senior citizens, members of disadvantaged minorities, and many others have participated in the programme.

The basis of this successful project is cooperation between the faculty and secondary schools, and the non-profit sector. Faculty students prepare, with the help of lecturers and Street Law graduates, interactive lessons for laypeople so that they can, during their studies, challenge their theoretical legal knowledge in everyday reality and learn how to communicate this branch to those who have not studied it and often

find it difficult to understand. They learn not only to structure and present their knowledge, but also to reason. At the same time, the contact between future lawyers and “non-lawyers” makes them think about how specific legal institutions work in everyday life, as well as about the values from which the law stems. The project thus helps the university to open up to the general public, and allows students, assisted by teachers, to help boost legal literacy in society, thereby helping fulfil one of the university’s roles.

The project’s constant expansion is also proof to its success. In addition to the secondary schools with whom the initiative began, the project now includes cooperation with the young Roma music group Čhavoreng, a series of lectures in Pankrác Prison, courses for seniors, and moot courts. The project is creating a good name for both the faculty and Charles University as it has been the subject of media interest several times. The Arnošt of Pardubice Award was an expression of appreciation from the university for the long-term beneficial work of the whole team of Dr. Urban.





# Charles University helps students with special needs

**Bc. Monika Henčlová**  
*Theology graduate, Protestant Theological Faculty*

## A man must not allow himself to die stupid!

What is it with God? Who knows? Does he exist? Does he not? And where?

I was annoyed by how much rubbish is being spread among people about God. I wanted to know the truth, to obtain information, and to think about it. I decided to study Protestant Theology at Charles University. It is very good that the university also offers study to people with severe disabilities. We all have a choice!

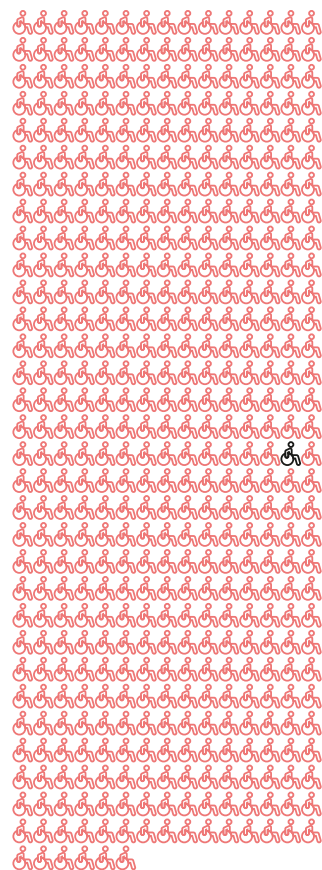
The university environment was pleasant and the professors nice. Nobody treated me like a stupid child. They talked to me about my studies, the topics, and they helped me as much as possible. During my first year I could still read, but not after that. I received help with digitized books, my assistant, and online study. I always respected the dates of all the exams, and the state final examination was very demanding. But I passed, and I am extremely proud of myself! And my message to all those thinking about studying? Go for it! Do it for yourself! Don't die stupid!

Charles University has long strived to create conditions to enable people with disabilities to study. Students and applicants with special needs are therefore offered a comprehensive system of support services provided by the Information, Advisory and Social Affairs Centre of Charles University.

Students with disabilities can use, for example, learning assistance based on peer-to-peer student help, where a group of students is helped by their able-bodied colleagues. Intended primarily for visually-impaired students, there is a service available to make learning resources available, which includes, among others, converting documents into digital format or special print (Braille print or typhlographics). A wide range of support is also aimed at hearing-impaired students, with key tools being interpreting into Czech sign language, and recording and transcribing services. Last but not least, it is necessary to mention sports activities adapted to the needs of students with physical or sensory disabilities.

Other services available to students with special needs within the university include information and counselling services, the adjustment of the admissions procedure and study conditions, individual consultations, and the loan of essential learning aids.

One characteristic feature of support during a course of study is the effort to use a fully individualized approach for each student and his/her special educational needs.



the number of students with special needs: 471



# Supporting young scientists in their endeavour for quality and modern scientific research

**PhDr. Kateřina Králová, Ph.D.**

*Project “Beyond Hegemonic Narratives and Myths”, Faculty of Social Sciences,*

**Mgr. Ondřej Pejcha, Ph.D.**

*Project “Theory and Observations of Astronomical Transients”, Faculty of Mathematics and Physics*

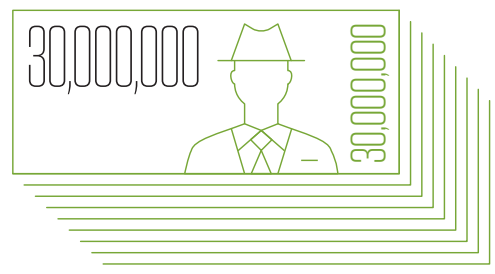
## The Primus programme was a clear choice for us

We did not hesitate to sign up for the Primus competition. This is a unique offer of support for young, talented scientists in the Czech Republic, providing a sufficient degree of freedom for outstanding research, building and paying a team, the presentation of research at international conferences, and the involvement of a number of top experts. The stable and competitive income provided by the grant is crucial for the realization of demanding long-term projects. Additionally, Primus allows us to dedicate time to the preparation of international projects, which was a key factor for us. We are thrilled that we were successful in the competition, set up research teams, and now have the space and the conditions to move Czech science forward.

The Primus programme is a complementary part of the institutional funding of science at Charles University. Its primary aim is to support promising young scientists who are about to set up their own research team or lab. Thanks to these resources, the university can better compete against foreign workplaces and attract talented scientists from high-quality European and American universities, and Charles University researchers are less likely to leave for better conditions abroad. The university must create a working environment in which researchers feel content and are able to implement their research plans. In the long run, Charles University expects the Primus competition to increase the success rate of applications for major international grants (e.g., ERC).

Every year, 30 million Czech crowns is allocated to Primus from the university's budget. In 2017, the Rector announced the second year of the competition, and based on the call 28 projects received support after a thorough assessment. These projects are planned for a three-year period with the option of a two-year extension. Each project receives up to 3 million Czech crowns per year and the resources are provided by the university and the faculty or other unit of the university at which the applicants work. This means that without the strong support of the faculty or institute, these projects would never come to pass. The funds allocated can be used by successful applicants for the salaries of scientists, scholarships of cooperating Master's and PhD students, operating costs, travel costs, and the purchase of services or equipment.

These projects and new young teams could become a breath of fresh air for Charles University. They could help increase the quality of its creative activities, open the door to modern trends in science, contribute to a worldlier approach, and foster the courage to accept new and interesting ideas and challenges. Perhaps thanks to such projects, it will be possible to overcome the fear of the new and unknown and finally leave behind the comfort of the old, well-trusted rhythm of life. This approach will refresh the university and move it towards its stated goal of being a “research university”.



**30 million CZK  
per year for Primus**



# Three new centres of excellence will help in the development of top-class science

**RNDr. Milan Dopita, Ph.D.**  
*NanoCent, Faculty of Mathematics and Physics,*

**Ing. Ladislav Straka, D.Sc. (Tech.)**  
*MATFUN, Faculty of Mathematics and Physics,*

**prof. RNDr. Petr Nachtigall, Ph.D.**  
*CUCAM, Faculty of Science*

## We have great teams, equipment, and time for scientific work at the highest level

The key prerequisites for gaining support for your project are long-term hard research work, an innovative vision, a network of international contacts, and the unceasing energy to work on oneself. We were successful, and our projects received funding. As a result, we were able to start building scientific centres of world-class quality. We have purchased unique devices, hired top experts, and begun our scientific work. We are in an exceptional situation in which we can concentrate on one single topic for several years. This provides the required stability and possibility to work in peace. We are developing strategic partnerships with leading European laboratories, strengthening collaborations with both top scientific teams abroad and with local companies. We are writing new chapters in the future of scientific research. We feel genuine satisfaction from the unique conditions that we now have. This is a strong motivation for us, and a chance and a commitment for years to come.

At the beginning of 2017, three new centres of excellence for the field of materials research were opened. The projects were successful in the call of the Ministry of Education, Youth and Sports Operational Programme for Research, Development and Education for the support of excellent research teams and they were granted funds to carry out world-class research.

The support provided has enabled scientists to equip their laboratories with state-of-the-art equipment, as well as hire quality local and foreign staff. Thanks to previous contacts, they can also develop collaborations with foreign partners, bringing unique know-how and helping the university to open outwardly.

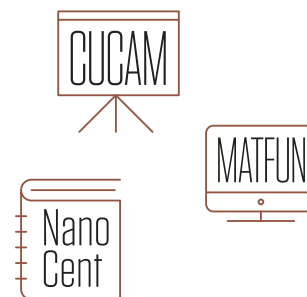
The Charles University Centre of Advanced Materials (CUCAM) was established at the Faculty of Science. The Centre focuses on the research and development of new materials for adsorption, catalytic, optical, and medical applications. The Centre is involved in the preparation of new materials with suitable application properties using non-traditional methods of synthesis. The centre is led by Prof. Russell E. Morris of the University of St. Andrews in Scotland, an internationally recognized authority in the field of synthesis, characterization, and utilization of porous materials.

Two centres – MATFUN and NanoCent – were established at the Faculty of Mathematics and Physics. The MATFUN centre examines basic physical principles in materials with martensitic transformation and magnetic shape memory. In addition to basic research, the aim is to find magnetically active

materials that can be used in practical applications, such as magnetic micro-pumps or fast micro-actuators. The scientific team works under the direction of world-class scientist Ing. Ladislava Straka, D.Sc. (Tech.), who came to CU from Aalto University in Finland.

The newly established NanoCent centre is home to researchers exploring nanomaterials for advanced applications. Research is focused on the development and study of materials for surface chemistry, energy applications, microelectronics, and biomedical applications. The research centre, led by RNDr. Milan Dopita Ph.D., significantly expands existing research into nanomaterials at the university and will develop cooperation with leading scientific teams, as well as with industrial enterprises.

After the first year of operation, the centres have already put together their teams, procured the necessary equipment, and begun their research. The scientists have managed to produce the first unique materials, publish their first publications, and hold several international conferences. These centres are a great promise for the future of materials research at Charles University.







# STARSS project: Specialized Team for Advanced Research on Separation Science

**prof. RNDr. Petr Solich, CSc.**  
*STARSS guarantor, Faculty  
of Pharmacy in Hradec Kralove*

## Trust is often the most important aspect of a successful scientific project

There is no simple and proven recipe for a successful top-level scientific project. It is always the interplay of several exceptional factors, among which I would certainly include internationalization, visibility, teamwork, and luck with people. We undoubtedly had that with the STARSS project when we succeeded in getting Professor Frantisek Švec on board.

In the 1990s Professor Frantisek Švec left for the USA, where he moved in the most scientifically advanced circles for more than 25 years. He has now returned to the Czech Republic, where he leads and young talented and promising scientists and inspires them with his experience. For the success of the STARSS project, this was certainly one of the key moments. It is admirable, and I am absolutely delighted to be the guarantor of such a project!

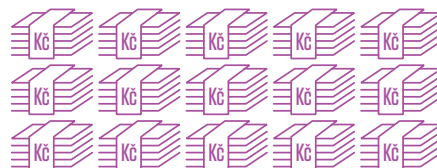
The Faculty of Pharmacy of Charles University in Hradec Kralove was successful in the project call “Support for Excellent Research Teams” under the Operational Programme Research, Development and Education and received a grant for the its project to create the Specialized Team for Advanced Research on Separation Science (STARSS) for the period from March 2017 to October 2022.

The anticipated cost of the project is over 150 million CZK, of which more than one third is intended to cover investment costs, in particular the purchase of state-of-the-art analytical instruments. Other funds are earmarked for staff costs, consumables, international activities, mandatory publicity, etc. The aim of the project is to increase the quality of research in the field of separation analytical techniques, to establish an internationally competitive Centre for Separation Sciences in Hradec Kralove, and to obtain funds from such international programmes as Horizon 2020 for further research.

Since the beginning of the project in 2017, a strong research team focusing on separation sciences in analytical chemistry has been created consisting of 15 people from among experienced researchers, new talented postdoc researchers, and doctoral students. The team leader is Professor František Švec, a world-renowned analytical chemist, who has moved in the most prestigious scientific circles in the USA for more than 25 years. His scientific achievements are a testament to his professional abilities: a WOS H-index of 87, almost 500 scientific papers in prestigious scientific journals with more

than 19,000 citations, and authorship or co-authorship of more than 70 patents in the USA and other countries. The team at the Faculty of Pharmacy in Hradec Kralove is also collaborating on the project with strategic partners from Australia, Portugal, Spain, and Switzerland, with whom it is bound by joint research activities, as well as student and academic exchanges.

The results of the team’s experimental work are published in renowned international journals and presented at international conferences and professional seminars. At the end of 2017, as part of the project, STARSS organized a two-day international conference on separation sciences in Hradec Kralove attended by leading foreign experts.



**STARSS grant of  
150 million CZK**



# Erasmus 30-year anniversary celebrations at Charles University

**PhDr. Ivana Herglová, Ph.D.**  
*European Office, Rectorate*

## We celebrated the anniversary of the Erasmus programme by meeting our former students from abroad

An important added value of the Erasmus programme is meeting people from different parts of the world, from different nationalities and cultures. Therefore we decided to celebrate the 30th anniversary at the university with a reunion. We invited almost thirty students who had visited Charles University as part of their Erasmus stay to the Carolinum. We asked them to prepare a presentation for current students to share their stories about Erasmus and how it enriched them. It was like a small Erasmus trip – within a few days students found themselves once again a part of the international community at their former host university, just as they were during their stay abroad, making new friends with other former and current participants of the Erasmus programme from all over Europe.

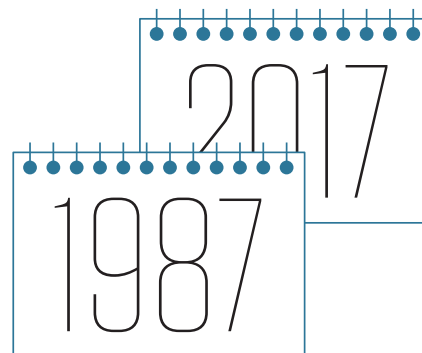
One of the most successful stories of the European Union began in 1987, when students and teachers first travelled abroad for the European Union's new Erasmus exchange programme. Today, 30 years later, it is known not only throughout Europe but also in a number of non-European countries as well. Initially, the programme was relatively small – in 1987/1988, 3,244 students from 11 European countries took part. By 2017, some 9 million people had participated in the programme, including 4.4 million university students who went abroad for either a study stay or an internship.

The main event at Charles University for the Erasmus 30<sup>th</sup> anniversary celebrations was the Alumni reunion of former student participants of the programme from abroad. The plan was to welcome exactly 30 former students who had been to Prague, Hradec Kralove, or Pilsen as Erasmus students or interns. Those who became actively involved in the accompanying activities of the Erasmus programme at Charles University or their home institutions during or after their stay were invited. At the same time, emphasis was placed on the geographical balance of guests and the involvement of as many faculties as possible, including those outside Prague.

The Alumni reunion took place at the end of May and beginning of June in the form of lectures and workshops, during which Erasmus graduates presented their experiences. Part of the programme was the Study Abroad Fair, where our former students from abroad presented opportunities for study trips to Czech students. During the Alumni

reunion the winners of a competition for best photograph or essay on the topic of Erasmus were announced. Erasmus students studying at Charles University in 2016/2017 participated in the competition.

The Czech Republic and Charles University have been actively involved in the Erasmus programme since the 1998/1999 academic year and are thus celebrating the 20<sup>th</sup> anniversary in 2018. During events to mark this anniversary, the university plans to involve participating students and graduates in particular.





# Charles University as coordinator of the Erasmus Mundus Joint Degree for the first time

Mgr. et Mgr. Eliška Tomalová, Ph.D.  
*EPS programme coordinator, Faculty of Social Sciences*

## The successful coordination of Erasmus Mundus requires enthusiasm, experience, and courage

Our courage to take on the role of coordinator in the master's programme of European Politics and Society – Václav Havel Joint Master Programme was based on the belief that our experience has brought us to a point that allows us to take on such a challenging task. It was not just a huge commitment, it was also a great challenge for all of us. We were in a situation where we were the first to do something at the university. Excellent collaboration and an exchange of experience with foreign partner universities within the consortium, as well as coordination between the faculty and the Rectorate were of key importance for us. Sincere thanks go to all those who, with their enthusiasm and endless energy, helped push our mission to a successful end. Only thanks to this did we receive funding and recognition from the European Commission within the Erasmus Mundus. Satisfied students and their outstanding feedback is the best reward for me.

In 2017, the first joint study programme coordinated by Charles University received financial support from the European Commission as part of Erasmus Mundus, together with the prestigious title Erasmus Mundus Joint Master Degree. The master's programme, entitled European Politics and Society – Václav Havel Joint Master Programme (EPS) offers students a multidisciplinary social science perspective on studying contemporary Europe.

The programme is unique for several reasons. In terms of university collaboration, it interconnects high-quality European university workplaces not only within a consortium, but also through associated partnerships in non-European regions, expanding their networks for further scientific collaboration. This gives students of the programme the opportunity to acquire multicultural study experience, and to connect the academic world with the labour market thanks to internships in partner organizations. Among these, a special place is held by institutions connected to the legacy of Václav Havel (Václav Havel Library and Forum 2000), whose views on Europe and the role of the individual in society have become the foundation of the EPS identity.

The first students were admitted to the programme in the autumn of 2017. During their studies they will complete courses and internships at three of the four prestigious European universities that are members of the consortium and, after completing all their study requirements, will receive a joint diploma. In addition, students will attend a research seminar in Barcelona,

Spring School in Oxford, meetings with experts in Brussels, and other events.

The programme is based on open communication between students and teachers and aims to produce graduates who will be able to understand, analyse, and participate actively in the great debates of contemporary Europe. Emphasis is placed on connecting the entire community around EPS – teachers, students, and graduates – across the years.

Our experience with EPS shows that Charles University can become the main coordinator of a joint programme and gain Erasmus Mundus Joint Master Degree denomination, which creates a positive image for the whole university. The team at the Institute of International Studies at the Faculty of Social Sciences, which has prepared EPS, would very much like to pass on their experience so that CU can become a coordinator more often. Such programmes enrich standard teaching at the university both pragmatically and directly, i.e., financially, as well as indirectly thanks to an extensive network of contacts and new opportunities for collaboration possibly resulting in follow-up international projects.





# A computer game is the result of a unique interdisciplinary collaboration

**Mgr. Vít Šisler, Ph.D.** *Faculty of Arts,*  
**Mgr. Jakub Gemrot, Ph.D.**  
*Faculty of Mathematics and Physics,*  
*authors of the game Attentat 1942*

## A computer game to popularize scientific research? Yes, we're pushing the boundaries!

We had been thinking about embarking on such a demanding project and developing an instructional computer game dealing with contemporary Czechoslovak history that would go beyond a teaching aid for more than a decade. The trigger was a series of coincidences and the rare synergy of the people around us: scientists, students, and institutions. We decided to go for it.

The critical view of some academics on the computer game as a serious medium helped us greatly; we were forced to discuss every step in even greater detail, and to defend these steps within the team. After successfully completing the game, translating it into English, and releasing it on the global distribution platform Steam, there was a wave of interest that took our breath away. We have been thrilled with all the prestigious international awards and "Gaming Oscar" nominations. This is especially because we really pushed the boundaries with this and proved that computer games can act as an effective medium for the popularization of scientific research, and with added educational value. We are looking forward to pushing these boundaries even further with our next project!

The unique computer game Attentat 1942 tells stories from the Protectorate period from the point of view of people who lived through the occupation. The game is based on filmed interviews, interactive comic strips, and authentic footage. The characters in the game and their stories are fictitious but were created based on historical research and period testimonies.

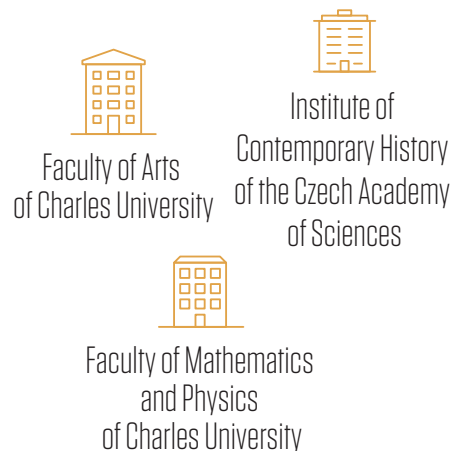
Attentat 1942 is the result of a unique interdisciplinary collaboration of teams from the Faculty of Arts (under the direction of Mgr. Vít Šisler, Ph.D.), the Faculty of Mathematics and Physics (under the leadership of Mgr. Jakub Gemrot, Ph.D.), and the Institute of Contemporary History of the Czech Academy of Sciences (led by Mgr. Jaroslav Cuhra, Ph.D.). Every character, personal document, or object in the story is based on a detailed study of sources and period materials.

Attentat 1942 was released in Czech and English on the global distribution platform Steam – meaning the game can reach young people around the world and introduce them to one of the key moments in Czechoslovak history. The Czech media reported on the game extensively, and Attentat 1942 also received extremely favourable reviews in the foreign media.

This game, created by Czech scientists, has succeeded amid tough international competition. In one of the most prestigious gaming industry competitions, the 2018 Independent Games Festival Awards, Attentat 1942 was nominated for the Best Story Award along with five other games from around the world. Although the "Gaming Oscar" from San Francisco was

eventually taken home by another team, Attentat 1942 has won many other international awards, including the top prize at A MAZE festival in Berlin, and the Silver Medal at the Game Development World Championship in Helsinki.

Attentat 1942 is based on a series of Czechoslovakia 38–89 instructional simulations, which have been freely available to Czech schools since 2015. The individual simulations present pupils with important moments in Czech and Czechoslovak contemporary history and allow them to "experience" events from different people's points of view. The development of Attentat 1942 was co-funded by the Ministry of Culture of the Czech Republic and the Technology Agency of the Czech Republic, and profits from the sale of the game are invested in supporting science and research.







# Charles University presents its services at new innovation fair

**RNDr. Daniel Mazur, Ph.D.,  
Bc. Petra Prágllová,  
Ing. Marie Katalalidisová,  
Mgr. Otomar Sláma,  
Mgr. Hana Kosová,  
Mgr. Jiří Valach,  
Monika Frantová,  
Bc. Tereza Koubíková, DiS.,  
Mgr. Ivana Sýkorová, Ph.D.**  
*the CPPT team*

## At Via Carolina, we offered the top-notch work of our research teams

Our goal when organising the Via Carolina fair was simple: To create an additional opportunity to present to external partners what Charles University has to offer in terms of innovation, research and the transfer of technology and knowledge. We decided to complement the Charles University Catalogue of Services with personal meetings between the research teams and commercial partners. We launched the first innovation fair and welcomed more than 200 guests to the beautiful Carolinum. I am delighted with the high level of individual presentations and the great interest our fair has generated. Expectations were also met with the signing of a number of several specific collaborative agreements, which were discussed directly at the fair with several partners.

In May 2017, the Centre for Knowledge and Technology Transfer of Charles University (CPPT) held its first fair, entitled Via Carolina. The fair was dedicated to innovative opportunities and prospects for cooperation between CU and the application domain.

The event opened with a press conference at the Carolinum, where the Catalogue of Services and the Lifelong Learning Catalogue for the application domain were introduced. The Catalogue of Services introduces the work of individual CU research teams, enabling interested parties from the application domain to select research services from the fields of medicine, natural sciences, humanities, and social sciences.

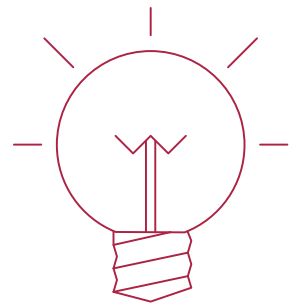
Subsequently, visitors were invited to presentations about areas of possible collaboration presented by technology scouts and knowledge transfer co-ordinators. The scouts operate directly at faculties and other units of the university and are tasked with finding and promoting ideas for the application of the results of scientific work in practice. Visitors also had the opportunity to try equipment and prototypes created by the university research teams. The CPPT has created a unique platform for personal encounters and networking between technology scouts, researchers, and the application domain, but also the general public.

The fair also featured a rich programme of side events, during which products of both Charles University researchers and external specialists were presented. The first day was topped off with a round table discussion. The aim was to offer the audience interesting incentives for CU collaboration with external commercial and non-commercial partners.

On the second day of the fair, selected scientific workplaces of CU

were opened to visitors. Guests could visit research teams directly in their laboratories and offices.

The Via Carolina fair attracted more than 200 guests. Based on the positive feedback of visitors, presenters, exhibitors, and CU leaders, the CPPT team will continue organising such fairs in the future. They could focus more on the work of the recently formed subsidiary of Charles University and offer a broader side programme.



number of teams offering services in the Catalogue of Services: over 160



# The crisis communication system helps students in difficulties

PhDr. Lenka Škrábalová, Ph.D.,  
Ing. Kateřina Rysová,  
Mgr. Marie Micková,  
Bc. Pavel Knap  
*International Relations Department,  
Rectorate*

## We want to be sure that in a crisis situation our students are safe

Should an emergency security situation occur abroad where our students are studying, we want to make sure they are safe. This was the basic incentive for the creation of the crisis communication system that began to operate fully in 2017. It was difficult to find inspiration as similar systems are quite rare at universities around the world. We gathered ideas from partners in Europe and the USA. We have created a solution that enables us to quickly contact students located in the place of an emergency and request confirmation that they are safe. The greatest joy is always the moment when we can write 'SAFE' for each name on the list.

In line with the strategic goals of Charles University, there has been a steady increase in the number of both students who leave to study abroad within the framework of Erasmus+ and interuniversity agreements and, on the other hand, foreign students coming to study at CU. Simultaneously, the number of global emergencies and crisis situations that may affect our students is on the rise. Charles University has therefore decided, as one of the first universities in Europe, to give students a helping hand and develop procedures for crisis communication and interventions which will help the students orientate themselves in such situations and seek help if necessary. The system has been fully operational since the beginning of 2017 and can be used not only in the event of a natural disaster, war, or terrorist attack, but also if a student should become the victim of a serious crime such as assault, rape, kidnapping, or extortion.

Charles University monitors the global situation 24 hours a day. In the event of an emergency or crisis, the relevant student, or a contact person nominated by the student before his/her departure, is contacted. Both the Rectorate and the individual faculties are involved. If necessary, the student can contact both contact points.

In 2017, the university had approximately two thousand exchange students at partner universities in Europe and beyond, and approximately the same number of international students from all over the world on its premises. During the course of the year, the university connected with its students a total of 24 times to check their safety

abroad; specifically, this concerned students located in Australia, Finland, France, Italy, Germany, the USA, Great Britain, Russia, Sweden, Spain, Mexico, Canada, and Greece. The same help is also afforded to foreign students in our country. Fortunately, however, the Czech Republic is one of the safest countries in the world and crisis mechanisms were not needed in that year.

The university is currently striving to improve its procedures and to consult them with foreign universities so as to make help provided to students as effective as possible. Within this network of contacts, CU passes on its know-how and, at the same time, gets inspired by other universities' crisis communication systems, because each one focuses on different types of emergency situation. Irrespective of the efforts to improve the system, everyone hopes that the system will be used as little as possible.



used 24 times in 2017



# “Invisible” Rectorate employees are calendar heroes

Mgr. Lucie Kettnerová  
and Mgr. Petra Köpplová  
*Press and PR Office, Rectorate,*  
René Volfík and Luboš Wišniewski  
*photographers*

## Invisible people are often essential pillars of the university

Most of the calendars that have been produced by the university have presented teaching or research personalities, places of interest, or scientific research results. We decided to go against the grain and began looking for inspirational stories, originality, and novelty. In the end, the choice was made to present the seemingly invisible staff of the university who you may never even notice, but without whom the university would be hard to imagine. The porter, the cloakroom attendant, the boilerman, the organist, the rector’s driver... It was incredible not only to take pictures of these people, but also to reveal something about their life stories. We suppressed the concept of colour, opting for the unifying element of black and white photography. We were overjoyed with the enormous interest the calendar generated. A big thank you goes to our heroes – the invisible people of the university and their seeming commonplaceness.

In 2017, the editors of Forum magazine decided to create their own calendar. Its content did not involve science, nor the university events that the editorial staff had dealt with over the course of the year. The main heroes were the “Invisible People” whose names are unknown to members of the academic community, but who are essential to the university.

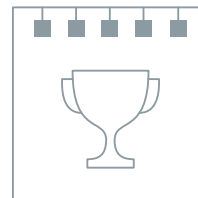
This creative idea originated at an editorial meeting. The Forum decided to take a different approach to previous years. They wanted to pay tribute to the staff of the Rectorate who are never in the spotlight and whose names are known to few, but without whom the university could not function.

Each of the twelve pages for the individual months features a professional portrait – the porter at Carolinum, the cloakroom attendant, the spa attendant, the Rector’s driver, the boilerman, the organist. There are also short stories revealing the things they love, or where they worked before. The calendar was created by Forum’s photographers and editors, as well as the graphic studio that has traditionally designed the magazine.

The “Invisible People” calendar was not published for sale; most of the three hundred copies were distributed at the Rectorate and faculties on the occasion of the New Year. The public was able to see the content in the Forum magazine and the university’s Facebook page. Several copies were auctioned, with the proceeds going via the charity “Barriers Account” to a boy called Péta, towards the purchase of medical equipment and rehabilitation.

“Invisible People” won three prizes in two competitions. The Grand Prix

Award, the highest award in the Calendar 2017 competition and organized by ABF, was presented to the creators personally by Daniel Herman, the Minister of Culture. The CU calendar captivated the jury most of all with its simplicity, design, and the quality of the photography, which is why it was granted another award: The Photography Award. The third award, from the Typography magazine calendar competition, was received by the editors at the Chamber of Deputies of the Parliament of the Czech Republic. “Invisible People” received first prize in the category Promotional Appeal and Main Idea.



**CZK 32,500** – proceeds  
from the calendar  
charity auction



# Summary of 2017





## Mission and Vision of Charles University

The mission of Charles University is to disseminate education, develop knowledge, enhance free thinking, foster independent scientific research and unique artistic creation, and to provide versatile support for the creative spirit of human society.

The vision of Charles University is to be true to an ideal of a free, confident university that respects its traditions and, at the same time, anticipates and co-determines the development of cultivated subject areas; it also strives to be a modern, inspiring, and open university capable of taking in a wide range of stimuli, while being a respected institution at the local, European, and global levels.

The main goals of Charles University are embedded in its Strategic Plan for the years 2016–2020.

In the area of educational activities, the university's top priority is to be an attractive place to study in all types of study programmes for both domestic and foreign students, as well as for participants in lifelong learning programmes.

Given that Charles University has long been presenting itself as a research university, most emphasis within the framework of its educational activities is placed on master's and doctoral study programmes, and on the close interconnection thereof with scholarly and research activities.

The university does not underestimate, however, the importance of further professional education in numerous fields of study the university offers. That is to say, the university does not only target students; one of its priorities is also the continuous development of lifelong learning, whereas a constantly expanded offer of courses should be interconnected with both under-graduate and post-graduate study.

Tradition and the strength of its research base compel Charles University to nurture education and culture, and to place the highest demands on its own activities, carried out in a wide range of classical (theology, philosophy, law, medicine, mathematics) and modern (ecology, informatics, social work, gender studies) fields of study, many of which are unique on a national level.

In line with how Charles University has presented itself in the long term, its top scholarly priority is to be a leading, internationally recognized research university with a wide spectrum of quality fields of study.

As part of its social responsibility, the university also strives to be a meeting place for members of the wide academic community, general public, and institutions with high authority whose views and opinions are of great importance to society. Social responsibility is understood by Charles University in the broader sense of the word. The university therefore considers it important to address fundamental issues related

to the development of human society, including those that are of crucial concern to the Czech Republic.

In ensuring its main activities, the main priority of Charles University is to be a strong public institution with a modern strategic direction respecting the principles of academic self-governance, effective financial management bringing economic stability, quality infrastructure, and modern facilities in terms of capacity, instrumentation, systems, and services.

The aim of Charles University is not only to develop its own activities, but also to look after the people who are connected to it and who act on its behalf. Its priority, therefore, is to be a community of students, academics researchers and other employees, as well as graduates, characterized by their diversity and their affiliation with the university as a whole.

An important aspect of all of the university's priorities is their international dimension, since Charles University considers internationalization to be an integral part of its entire operation. Its aim is not only to continuously expand its foreign activities and to heed the quality thereof, but also to develop the concept of "internationalization at home", i.e., to strengthen its nature as a cosmopolitan university by, for example, creating the conditions and base for foreign students, teachers, and researchers.

The university also continually develops collaborations with major international organizations, such as those that bring universities together, and seeks to further strengthen its scope of activity in non-European countries.

# Management



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**Vice-Rector for Academic Appointments**  
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of Charles University  
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**Member of the Rector's Board**  
Mgr. Bc. Michal Zima

## Organizational structure

Abbreviation (in AR)	Name of Faculty / Other Unit (English/Czech)	Address	Dean of Faculty / Director of Other Unit
KTF	Catholic Theological Faculty <i>Katolická teologická fakulta</i>	Thákurova 3, 160 00 Praha 6	ThLic. Prokop Brož, Th.D.
ETF	Protestant Theological Faculty <i>Evangelická teologická fakulta</i>	Černá 9, 115 55 Praha 1	Doc. Mgr. Jiří Mrázek, Th.D.
HTF	Hussite Theological Faculty <i>Husitská teologická fakulta</i>	Pacovská 350/4, 140 21 Praha 4	Doc. ThDr. Kamila Veverková, Th.D.
PF	Faculty of Law <i>Právnická fakulta</i>	nám. Curieových 7, 116 40 Praha 1	Prof. JUDr. Jan Kuklík, DrSc.
1.LF	First Faculty of Medicine <i>1. lékařská fakulta</i>	Kateřinská 32, 121 08 Praha 2	Prof. MUDr. Aleksi Šedo, DrSc.
2.LF	Second Faculty of Medicine <i>2. lékařská fakulta</i>	V Úvalu 84, 150 06 Praha 5	Prof. MUDr. Vladimír Komárek, CSc.
3.LF	Third Faculty of Medicine <i>3. lékařská fakulta</i>	Ruská 87, 100 00 Praha 10	Prof. MUDr. Michal Anděl, CSc.
LFP	Faculty of Medicine in Pilsen <i>Lékařská fakulta v Plzni</i>	Husova 3, 306 05 Plzeň	Prof. MUDr. Boris Kreuzberg, CSc.
LFHK	Faculty of Medicine in Hradec Kralove <i>Lékařská fakulta v Hradci Králové</i>	Šimkova 870, 500 38 Hradec Králové	Prof. MUDr. RNDr. Miroslav Červinka, CSc.
FaF	Faculty of Pharmacy in Hradec Kralove <i>Farmaceutická fakulta v Hradci Králové</i>	Heyrovského 1203, 500 05 Hradec Králové	Doc. PharmDr. Tomáš Šimůnek, Ph.D.
FF	Faculty of Arts <i>Filozofická fakulta</i>	nám. Jana Palacha 2, 116 38 Praha 1	Doc. Mirjam Friedová, Ph.D.
PřF	Faculty of Science <i>Přírodovědecká fakulta</i>	Albertov 6, 128 43 Praha 2	Prof. RNDr. Jiří Zima, CSc.
MFF	Faculty of Mathematics and Physics <i>Matematicko-fyzikální fakulta</i>	Ke Karlovu 3, 121 16 Praha 2	Prof. RNDr. Jan Kratochvíl, CSc.
PedF	Faculty of Education <i>Pedagogická fakulta</i>	Magdalény Rettigové 4, 116 39 Praha 1	Prof. PaedDr. Michal Nedělka, Dr.
FSV	Faculty of Social Sciences <i>Fakulta sociálních věd</i>	Smetanovo nábřeží 6, 110 01 Praha 1	PhDr. Jakub Končelík, Ph.D.
FTVS	Faculty of Physical Education and Sport <i>Fakulta tělesné výchovy a sportu</i>	José Martího 31, 162 52 Praha 6	Doc. MUDr. Eva Kohlíková, CSc.
FHS	Faculty of Humanities <i>Fakulta humanitních studií</i>	U Kříže 8, 156 00 Praha 5	Ing. arch. Mgr. Marie Pětová, Ph.D.
ÚDAUK	Institute of the History of Charles University and Archive of Charles University <i>Ústav dějin UK a Archiv UK</i>	Ovocný trh 5, 116 36 Praha 1	Prof. PhDr. Petr Svobodný, Ph.D.
CTS	Center for Theoretical Study <i>Centrum pro teoretická studia</i>	Jilská 1, 110 00 Praha 1	Prof. RNDr. David Storch, Ph.D.
CERGE	Center for Economic Research and Graduate Education <i>Centrum pro ekonomický výzkum a doktorské studium</i>	Politických vězňů 7, 111 21 Praha 1	Doc. Ing. Michal Kejak, M.A., CSc.
COŽP	Environment Center <i>Centrum pro otázky životního prostředí</i>	U Kříže 8, 158 00 Praha 5	Prof. Mgr. Ing. Jan Frouz, CSc.
ÚVT	Computer Science Centre <i>Ústav výpočetní techniky</i>	Ovocný trh 5, 116 36 Praha 1	Ing. Jakub Papírník

## Annual Report

Abbreviation (in AR)	Name of Faculty/Other Unit (English/Czech)	Address	Dean of Faculty/ Director of Other Unit
CPPT	Centre for Knowledge and Technology Transfer <i>Centrum pro přenos poznatků a technologií</i>	Ovocný trh 5, 116 36 Praha 1	Mgr. et Mgr. Hana Kosová
ÚJOP	Institute for Language and Preparatory Studies <i>Ústav jazykové a odborné přípravy</i>	Vratislavova 10/29, 128 00 Praha 2	PhDr. Ivan Duškov
ÚK	Central Library of Charles University <i>Ústřední knihovna UK</i>	Ovocný trh 5, 116 36 Praha 1	MUDr. Jitka Feberová, Ph.D.
ARVŠ	Agency of the Council of Higher Education Institutions <i>Agentura rady vysokých škol</i>	José Martího 31, 162 52 Praha 6	Marie Štěřbová
KaM	Dormitories and Refectories <i>Koleje a menzy</i>	Voršilská 144/1, 116 43 Praha 1	Dipl.-Ing. Ing. Bc. Jiří Macoun
AreS	Archbishop's Seminary <i>Arcibiskupský seminář</i>	Thákurova 3, 160 00 Praha 6	Mgr. Jan Kotas
Nakl	Karolinum Press <i>Nakladatelství Karolinum</i>	Ovocný trh 5, 116 36 Praha 1	Mgr. Petr Valo
SBZ	Premises and Facilities Administration <i>Správa budov a zařízení</i>	Ovocný trh 5, 116 36 Praha 1	Bc. Libor Novák, MBA
CK	Centre Krystal <i>Centrum Krystal</i>	José Martího 2, 160 00 Praha 6	Tomáš Lacina

## Public sources of funding (in thousands of CZK)

Item name	I.#
<b>Resources from national and foreign public sources (subsidies and contributions) (I. 2 + I. 27)</b>	<b>1</b>
<b>incl.: 1. Resources from public budgets of the Czech Rep. (I. 3 + I. 13 + I. 20)</b>	<b>2</b>
incl.: obtained through the MEYS chapter (I. 4 + I. 7)	3
incl.: subsidies for Structural Funds programmes <sup>3</sup> (I. 5 + I. 6)	4
incl.: subsidies related to educational activities	5
R&D subsidies	6
other subsidies (I. 8 + I. 12)	7
incl.: subsidies related to educational activities (I. 9 + I. 10 + I. 11)	8
Contribution	9
subsidies related to asset reproduction programmes	10
other subsidies	11
R&D subsidies	12
obtained through other state budget chapters (I. 14 + I. 17)	13
incl.: subsidies for EU operational programmes (I. 15 + I. 16)	14
incl.: subsidies related to educational activities	15
R&D subsidies	16
other subsidies (I. 18 + I. 19)	17
incl.: subsidies related to educational activities	18
R&D subsidies	19
obtained through regional budgets (I. 21 + I. 24)	20
incl.: subsidies for EU operational programmes (I. 22 + I. 23)	21
incl.: subsidies related to educational activities	22
R&D subsidies	23
other subsidies (I. 25 + I. 26)	24
incl.: subsidies related to educational activities	25
R&D subsidies	26
<b>incl.: 2. foreign public resources (obtained directly by the public higher education institution) (I. 28 + I. 29)</b>	<b>27</b>
incl.: dotace spojené se vzdělávací činností	28
R&D subsidies	29
<b>SUMMARY 1<sup>4</sup> (I. 31 + I. 36)</b>	<b>30</b>
incl.: subsidies related to educational activities (I. 32 + I. 33 + I. 34 + I. 35)	31
incl.: obtained through the MEYS chapter (I. 5 + I. 8)	32
obtained through other state budget chapters (I. 15 + I. 18)	33
obtained through regional budgets (I. 22 + I. 25)	34
foreign public resources (obtained directly by the public higher education institution) (I. 28)	35
R&D subsidies (I. 37 + I. 38 + I. 39 + I. 40)	36
incl.: obtained through the MEYS chapter (I. 6 + I. 12)	37
obtained through other state budget chapters (I. 16 + I. 19)	38
obtained through regional budgets (I. 23 + I. 26)	39
foreign public resources (obtained directly by the public higher education institution) (I. 29)	40

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I Current resources		II Capital resources		III Total	
provided <sup>2</sup>	used <sup>2</sup>	provided <sup>2</sup>	used <sup>2</sup>	provided <sup>2</sup>	used <sup>2</sup>
1	2	3	4	5	6
7,022,980	6,918,702	473,188	254,956	7,496,168	7,173,658
6,943,488	6,838,933	462,739	244,507	7,406,227	7,083,439
5,903,131	5,831,204	460,057	239,593	6,363,188	6,070,797
187,636	120,346	210,003	66,511	397,639	186,857
100,290	71,433	76,819	36,888	177,109	108,321
87,347	48,913	133,184	29,623	220,530	78,536
5,715,495	5,710,858	250,055	173,082	5,965,549	5,883,940
3,768,494	3,766,200	220,273	143,304	3,988,766	3,909,504
3,595,826	3,595,826	72,610	72,610	3,668,437	3,668,437
13,556	11,558	143,012	66,044	156,568	77,601
159,111	158,816	4,650	4,650	163,761	163,466
1,947,001	1,944,658	29,782	29,777	1,976,783	1,974,436
999,729	991,196	2,682	2,629	1,002,410	993,825
1,162	1,189	2,008	2,008	3,169	3,197
1,162	1,189	2,008	2,008	3,169	3,197
0	0	0	0	0	0
998,567	990,007	674	621	999,241	990,628
35,536	35,134	0	0	35,536	35,134
963,031	954,872	674	621	963,705	955,493
40,628	16,532	0	2,286	40,628	18,818
38,608	14,512	0	2,286	38,608	16,798
23,654	10,127	0	2,286	23,654	12,412
14,954	4,385	0	0	14,954	4,385
2,020	2,020	0	0	2,020	2,020
1,930	1,930	0	0	1,930	1,930
90	90	0	0	90	90
79,492	79,770	10,449	10,449	89,941	90,219
3,928	3,927	0	0	3,928	3,927
75,564	75,843	10,449	10,449	86,013	86,291
7,022,980	6,918,702	473,188	254,956	7,496,168	7,173,658
3,934,992	3,889,940	299,099	184,485	4,234,092	4,074,426
3,868,783	3,837,633	297,092	180,192	4,165,875	4,017,825
36,697	36,324	2,008	2,008	38,705	38,331
25,584	12,057	0	2,286	25,584	14,342
3,928	3,927	0	0	3,928	3,927
3,087,988	3,028,762	174,088	70,470	3,262,076	3,099,232
2,034,348	1,993,572	162,966	59,401	2,197,314	2,052,972
963,031	954,872	674	621	963,705	955,493
15,044	4,475	0	0	15,044	4,475
75,564	75,843	10,449	10,449	86,013	86,291



<b>SUMMARY 2 (l. 42 + l. 46)</b>	<b>41</b>
incl.: subsidies related to educational activities (l. 43 + l. 44 + l. 45)	42
incl.: subsidies for Structural Funds programmes (l. 5 + l. 15 + l. 22)	43
other subsidies (l. 8 + l. 18 + l. 25)	44
foreign public resources (obtained directly by the public higher education institution) (l. 28)	45
R&D subsidies (l. 47 + l. 48 + l. 49)	46
incl.: subsidies for Structural Funds programmes (l. 6 + l. 16 + l. 23)	47
other subsidies (l. 12 + l. 19 + l. 26)	48
foreign public resources (obtained directly by the public higher education institution) (l. 29)	49

1 This table includes all public sources of funding of the higher education institution, i.e., including financial resources related to the financial management of Dormitories and Refectories (KaM) and University Agricultural and Forest Estates (VZaLS).

2 These are financial resources provided to the higher education institution based on a decision (columns 1, 3, 5) and used for the purpose specified in the decision (columns 2, 4, 6). **Provided:** These are financial resources which the higher education institution obtained during the given calendar year based on a decision. **Used:** These are financial

resources which the higher education institution used during the calendar year for the purpose specified in the decision.

3 These are public resources for funding Structural Funds projects; it includes all public resources (both the European and Czech parts of co-financing).

4 The sections of the table titled Summary 1 and Summary 2 are used for sorting the data presented in previous lines of the table.

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	7,022,980	6,918,702	473,188	254,956	7,496,168	7,173,658
	3,934,992	3,889,940	299,099	184,485	4,234,092	4,074,426
	125,106	82,749	78,827	41,181	203,933	123,930
	3,805,959	3,803,264	220,273	143,304	4,026,232	3,946,568
	3,928	3,927	0	0	3,928	3,927
	3,087,988	3,028,762	174,088	70,470	3,262,076	3,099,232
	102,301	53,299	133,184	29,623	235,484	82,922
	2,910,123	2,899,621	30,456	30,398	2,940,579	2,930,019
	75,564	75,843	10,449	10,449	86,013	86,291

## Educational activities – Accredited Study Programmes, Alumni, Teaching Skills

Charles University currently has a total of 164 accredited study programmes with 583 accredited fields of study in undergraduate studies. Divided according to the type of study, there are 64 bachelor's, 34 master's, and 66 post-bachelor study programmes with a total of 215 bachelor's, 94 master's, and 274 post-bachelor's fields of study.

From a total of 34 master's study programmes with 94 fields of study which are not a continuation of bachelor's study programmes, CU plans to implement programmes only in General Medicine and Dentistry, Pharmacy, Law and Jurisprudence, Teaching for Primary Schools, and Catholic Theology.

As for the accredited study programmes and fields of study, study is implemented in 59 bachelor's study programmes with 209 fields of study, and 60 post-bachelor study programmes with 261 fields of study. As for master's programmes, study is implemented in 22 programmes with 22 fields, of which 10 programmes with 18 fields are gradually being discontinued.

A number of study programmes are also accredited in foreign languages, especially in English. In accordance with the long-term plan of the university, in recent years all newly accredited and re-accredited bachelor's and post-bachelor study programmes have also included elective subjects taught in a foreign language as standard.

In the field of doctoral studies, a total of 222 study programmes with 195 fields of study (a number of doctoral study programmes, particularly in the fields of medical and natural sciences, are not divided into fields) are accredited at CU. Last year, there was a relatively significant increase in the number of doctoral study programmes (by 31), which was due primarily to the decision made by the Faculty of Arts, the Hussite Theological Faculty, the Catholic Theological Faculty, and the Faculty of Humanities to switch from a three-year to a four-year study programme. Indeed, doctoral study programmes at Charles University are thus implemented as four-year study programmes. Of the accredited doctoral study programmes, study is implemented in 160 doctoral programmes and 144 fields of study.

The majority of doctoral study programmes and fields is also accredited in English, some in German and French; in recent years, two fields of study accredited in Russian and one field accredited in Italian have been added.

Charles University maintains contact with its graduates at faculty level, as well as at university-wide level, through the CU Alumni Club, which registered 1,374 members from all university faculties in 2017; the number represents an increase of 42% compared to the previous year. The Alumni

Club hosts various social and cultural events throughout the academic year. The traditional Alumni Festival was held in conjunction with the Day of Lifelong Learning on Saturday 21<sup>st</sup> April 2017, and included the Golden Graduation ceremony. Visitors participated in meetings with famous graduates of Charles University, a tour of the Carolinum, and other interesting side programmes. Other events organized by the Alumni Club during the academic year include, among others, the Garden Party, Advent at Charles University, and the Christmas Meeting.

As in previous years, in 2017 relationships with alumni living abroad were developed within the framework of Charles University Days, an event that aims to establish closer cooperation with foreign universities both in research and education and in the exchange of students and academics. The event also includes meetings with alumni living abroad, usually at the Czech Embassy in the given country. In 2017, Charles University Days took place in Great Britain and the Netherlands.

The development of the academic staff's teaching skills is at the forefront for Charles University, particularly with regard to the assurance and internal evaluation of quality of educational activities. A number of faculties have long been running programmes and courses aimed at developing teaching skills and their components, which are intended mainly for students in doctoral study programmes. Some faculties have a tradition of systematic support for novice academics and have introduced innovative forms of peer support (e.g., mentoring).

In 2017, Charles University established a university-wide platform to complement, extend, and contribute to the co-ordination of faculty activities in the field of teaching skills development. Under the supervision of the Lifelong Learning Board of Charles University, a pilot programme for the development of teaching skills was developed, drawing on the experience of the Board members, and learning from already implemented short-term programmes previously organized by the university. The concept of the educational programme was introduced at the 2<sup>nd</sup> International "Quality of Education and its Evaluation as one of the Pillars of a Modern University" Conference, held on 22<sup>nd</sup> November 2017 at the Carolinum. Following the positive feedback, several meetings were subsequently held where the project was presented in more detail to selected experts from Charles University and other higher education institutions. Charles University has begun to cooperate on teaching competence with a number of Czech and foreign universities, and considers the international dimension of these activities to be a priority.

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## Number of study programmes offered and fields of study by type of study

Faculty	Programmes					Fields of study					Total programmes	Total fields
	Bachelor's	Master's	Post-bachelor	Total under-graduate	Ph.D.	Bachelor's	Master's	Post-bachelor	Total under-graduate	Ph.D.		
KTF	3	1	4	8	3	3	1	4	8	3	11	11
ETF	2	1	1	4	2	4	1	4	9	6	6	15
HTF	4	0	4	8	1	12	0	9	21	2	9	23
PF	0	1	0	1	1	0	1	0	1	14	2	15
1.LF	3	2	1	6	20	6	0	4	10	2	26	12
2.LF	2	1	1	4	13	2	0	1	3	0	17	3
3.LF	2	1	0	3	10	4	0	0	4	0	13	4
LFP	0	2	0	2	19	0	0	0	0	0	21	0
LFHK	1	2	0	3	22	1	0	0	1	1	25	2
FaF	1	1	1	3	4	1	1	1	3	9	7	12
FF	15	1	15	31	12	72	1	87	160	54	43	214
PřF	12	0	11	23	32	31	0	48	79	0	55	79
MFF	3	0	3	6	3	18	0	31	49	25	9	74
PedF	4	2	6	12	5	28	3	26	57	10	17	67
FSV	6	0	6	12	7	12	0	27	39	9	19	48
FTVS	2	0	2	4	2	12	0	11	23	0	6	23
FHS	1	0	6	7	6	1	0	11	12	11	13	23
<b>Total</b>	<b>61</b>	<b>15</b>	<b>61</b>	<b>137</b>	<b>162</b>	<b>207</b>	<b>8</b>	<b>264</b>	<b>479</b>	<b>146</b>	<b>299</b>	<b>625</b>

Master data from SIMS dated 20 November 2017 (valid as of 31 October 2017) was used as source data.

The number of programmes corresponds to the number of different study programme codes within faculties attended as of 31 October 2017 by at least one student whose studies were not interrupted at that date (incoming internships are not included).

The number of fields of study corresponds to the number of different study field codes within faculties attended as of 31 October 2017 by at least one student whose studies were not interrupted at that date (incoming internships are not included).

## Study programmes and fields of study accredited in a foreign language as of 31 December 2017

Faculty	Study programmes											
	Bachelor's			Master's			Post-bachelor			Total		
	EN	GER	FR	EN	GER	FR	EN	GER	FR	EN	GER	FR
KTF	0	0	0	0	0	0	0	0	0	0	0	0
ETF	1	0	0	0	0	0	1	0	0	2	0	0
HTF	0	0	0	0	0	0	0	0	0	0	0	0
PF	0	0	0	1	0	0	0	0	0	1	0	0
1.LF	0	0	0	2	0	0	1	0	0	3	0	0
2.LF	1	0	0	1	0	0	0	0	0	2	0	0
3.LF	0	0	0	1	0	0	0	0	0	1	0	0
LF	0	0	0	2	0	0	0	0	0	2	0	0
LFHK	0	0	0	2	0	0	0	0	0	2	0	0
FaF	0	0	0	1	0	0	0	0	0	1	0	0
FF	0	1	0	0	0	0	2	1	1	5	0	1
PřF	8	0	0	0	0	0	7	0	0	15	0	0
MFF	4	0	0	0	0	0	4	0	0	8	0	0
PedF	1	0	0	1	0	0	4	0	0	6	0	0
FSV	1	1	0	0	0	0	5	1	0	6	2	0
FTVS	2	0	0	0	0	0	2	0	0	4	0	0
FHS	1	0	0	0	0	0	3	1	1	4	1	1
<b>Celkem</b>	<b>19</b>	<b>2</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>29</b>	<b>2</b>	<b>1</b>	<b>62</b>	<b>2</b>	<b>2</b>

Faculty	Fields of study											
	Bachelor's			Master's			Post-bachelor			Total		
	EN	GER	FR	EN	GER	FR	EN	GER	FR	EN	GER	FR
KTF	0	0	0	0	0	0	0	0	0	0	0	0
ETF	1	0	0	0	0	0	2	0	0	3	0	0
HTF	0	0	0	0	0	0	0	0	0	0	0	0
PF	0	0	0	1	0	0	0	0	0	1	0	0
1.LF	0	0	0	0	0	0	1	0	0	1	0	0
2.LF	1	0	0	0	0	0	0	0	0	1	0	0
3.LF	0	0	0	0	0	0	0	0	0	0	0	0
LF	0	0	0	0	0	0	0	0	0	0	0	0
LFHK	0	0	0	0	0	0	0	0	0	0	0	0
FaF	0	0	0	1	0	0	0	0	0	1	0	0
FF	0	1	0	0	0	0	5	1	2	5	2	2
PřF	17	0	0	0	0	0	32	0	0	49	0	0
MFF	12	0	0	0	0	0	30	0	0	42	0	0
PedF	5	0	0	4	0	0	6	0	0	15	0	0
FSV	1	1	0	0	0	0	14	1	0	15	2	0
FTVS	2	0	0	0	0	0	3	0	0	5	0	0
FHS	1	0	0	0	0	0	6	2	1	7	2	1

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Ph.D.									
3-year			4-year				Total		
EN	GER	FR	EN	GER	IT	RU	EN	GER	Other
0	0	0	0	0	1	0	0	0	1
0	0	0	2	2	0	0	2	2	0
0	1	0	1	0	0	0	1	1	0
1	0	0	0	0	0	0	1	0	0
2	0	0	19	0	0	0	21	0	0
1	0	0	15	0	0	0	16	0	0
0	0	0	13	0	0	0	13	0	0
2	0	0	17	0	0	0	19	0	0
0	0	0	21	0	0	0	21	0	0
0	0	0	4	0	0	0	4	0	0
5	2	1	7	0	0	1	12	2	2
4	0	0	30	0	0	0	34	0	0
0	0	0	3	0	0	0	3	0	0
2	1	0	5	1	0	0	7	2	0
1	0	0	4	0	0	0	5	0	0
0	0	0	2	0	0	0	2	0	0
5	2	1	3	0	0	0	8	2	1
<b>23</b>	<b>6</b>	<b>2</b>	<b>146</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>169</b>	<b>9</b>	<b>4</b>

Ph.D.									
3-year			4-year				Total		
EN	GER	FR	EN	GER	IT	RU	EN	GER	Other
0	0	0	0	0	1	0	0	0	1
0	0	0	7	4	0	0	7	4	0
0	1	0	2	0	0	0	2	1	0
13	0	0	0	0	0	0	13	0	0
1	0	0	2	0	0	0	3	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	0	0	0	0	0	0	0
0	0	0	12	0	0	0	12	0	0
9	1	2	20	0	0	2	29	1	4
0	0	0	0	0	0	0	0	0	0
0	0	0	25	0	0	0	25	0	0
2	2	0	9	1	0	0	11	3	0
1	0	0	6	0	0	0	7	0	0
0	0	0	0	0	0	0	0	0	0
6	2	2	3	0	0	0	9	2	2

<b>Total</b>	<b>40</b>	<b>2</b>	<b>0</b>	<b>6</b>	<b>0</b>	<b>0</b>	<b>99</b>	<b>4</b>	<b>3</b>	<b>145</b>	<b>6</b>	<b>3</b>
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Fields of study offered both as single major and double major study under the same name are included only once.

Fields of study offered both as full-time or combined study under the same name are included only once.

Fields of study accredited in multiple languages under the same name are included once for each language.

EN	English	GER	German
FR	French	IT	Italian
RU	Russian		

## Total numbers of students in full-time and combined study by faculty

Faculty	Bachelor's		Master's		Post-bachelor		Ph.D.		Total		
	FT	CB	FT	CB	FT	CB	FT	CB	FT	CB	Total
KTF	165	163	50	0	101	108	47	32	363	303	666
ETF	179	243	2	3	32	67	18	32	231	345	576
HTF	487	42	0	0	181	20	27	24	695	86	781
PF	0	0	3,601	0	0	0	63	471	3,664	471	4,135
1.LF	352	241	3,144	0	123	247	383	552	4,002	1,040	5,042
2.LF	94	72	1,251	0	64	0	148	195	1,557	267	1,824
3.LF	311	184	1,451	0	0	0	109	201	1,871	385	2,256
LFP	0	0	1,878	0	0	0	69	122	1,947	122	2,069
LFHK	61	10	1,494	0	0	0	49	183	1,604	193	1,797
FaF	124	75	1,312	0	85	0	77	58	1,598	133	1,731
FF	3,042	217	7	1	1,622	83	549	586	5,220	887	6,107
PřF	2,200	0	0	0	1,117	0	868	561	4,185	561	4,746
MFF	1,224	15	0	0	490	7	318	242	2,032	264	2,296
PedF	2,062	984	453	241	783	544	132	115	3,430	1,884	5,314
FSV	1,924	366	0	0	1,543	315	339	148	3,806	829	4,635
FTVS	1,027	215	0	0	429	239	79	98	1,535	552	2,087
FHS	1,150	324	0	0	503	262	159	163	1,812	749	2,561
<b>Total</b>	<b>14,402</b>	<b>3,151</b>	<b>14,643</b>	<b>245</b>	<b>7,073</b>	<b>1,892</b>	<b>3,434</b>	<b>3,783</b>	<b>39,552</b>	<b>9,071</b>	<b>48,623</b>

Master data from SIMS dated 20 November 2017 (valid as of 31 October 2017) was used as source data.

FT – full-time

CB – combined

The numbers represent students in different study programmes whose studies were not interrupted at that time (incoming internships are not included), sorted according to faculties and forms of study.

32	6	4	86	5	1	2	118	11	7
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## Number of students per country and region

Country	According to the place of residence	According to citizenship
<b>Total Czech Republic</b>	<b>40,653</b>	<b>39,965</b>
Prague (the Capital City of Prague)	13,220	
Central Bohemia Region	7,907	
South Bohemia Region	2,565	
Ústí nad Labem Region	2,503	
Hradec Králové Region	2,242	
Plzeň Region	1,936	
Moravia-Silesia Region	1,705	
Liberec Region	1,644	
Pardubice Region	1,605	
Vysočina Region	1,439	
Karlovy Vary Region	1,022	
Zlín Region	1,000	
South Moravia Region	993	
Olomouc Region	872	
<b>Total Slovak Republic</b>	<b>3,328</b>	<b>3,461</b>
Prešov Region	669	
Košice Region	587	
Žilina Region	448	
Bratislava Region	390	
Banská Bystrica Region	334	
Trenčín Region	322	
Nitra Region	276	
Trnava Region	195	
Slovak Republic (unspecified)	107	
<b>Russian Federation</b>	<b>676</b>	<b>822</b>
<b>Ukraine</b>	<b>327</b>	<b>450</b>
<b>Federal Republic of Germany</b>	<b>429</b>	<b>418</b>
<b>United Kingdom of Great Britain and Northern Ireland</b>	<b>291</b>	<b>274</b>
<b>Republic of Portugal</b>	<b>209</b>	<b>213</b>
<b>State of Israel</b>	<b>194</b>	<b>190</b>
<b>Kingdom of Norway</b>	<b>187</b>	<b>185</b>
<b>Republic of India</b>	<b>105</b>	<b>176</b>
<b>Hellenic Republic</b>	<b>146</b>	<b>149</b>
<b>United States of America</b>	<b>118</b>	<b>144</b>



Islamic Republic of Iran	73	136
Kingdom of Sweden	114	122
Republic of Belarus	71	93
Republic of Italy	81	92
Republic of Kazakhstan	70	89
Republic of Cyprus	73	76
Kingdom of Spain	61	67
People's Republic of China	58	66
Socialist Republic of Viet Nam	16	61
Republic of Poland	43	58
Arab Republic of Egypt	21	54
Republic of Turkey	47	52
Kingdom of Saudi Arabia	61	51
Syrian Arab Republic	16	46
Republic of France	45	43
Republic of Serbia	38	42
Canada	39	41
Islamic Republic of Pakistan	11	40
Malaysia	41	39
Ireland	34	36
Georgia	32	34
Republic of Croatia	17	32
Republic of Korea	17	32
Republic of Moldova	24	31
Republic of Botswana	29	28
Republic of Azerbaijan	20	27
Federal Republic of Nigeria	24	25
Republic of Bulgaria	6	25
Republic of Armenia	18	24
Republic of Albania	24	23
Occupied Palestinian Territories	19	21
Kingdom of the Netherlands	20	19
Kingdom of Thailand	20	19
Bosnia and Herzegovina	16	19
Hashemite Kingdom of Jordan	7	19
Republic of Iraq	4	19
Taiwan	18	17
Republic of Finland	16	17
United Mexican States	16	17
Romania	8	17
Republic of Lebanon	16	16
Republic of Uzbekistan	15	16
Federative Republic of Brazil	13	16
Republic of Austria	13	16
Hungary	32	15
Japan	12	14

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The former Yugoslav Republic of Macedonia	10	13
Mongolia	8	12
Republic of Yemen	5	12
Republic of Slovenia	12	11
Republic of Lithuania	8	11
Republic of Kosovo	10	10
Federal Democratic Republic of Ethiopia	9	10
People's Republic of Bangladesh	7	10
Republic of Ghana	9	9
Kyrgyz Republic	8	9
Swiss Confederation	16	8
Hong Kong Special Administrative Region of the People's Republic of China	9	8
Republic of Kenya	6	7
Federal Democratic Republic of Nepal	6	7
Republic of Seychelles	6	7
State of Libya	4	7
Democratic Socialist Republic of Sri Lanka	2	7
United Arab Emirates	200	6
Republic of the Philippines	5	6
Republic of Peru	5	6
Republic of Zimbabwe	5	6
Kingdom of Morocco	4	6
Republic of the Sudan	1	6
Republic of Ecuador	5	5
Republic of Chile	5	5
Republic of Indonesia	5	5
Kingdom of Belgium	4	5
Commonwealth of Australia	2	5
Republic of South Africa	2	5
Republic of Colombia	2	5
Republic of Latvia	2	5
Kingdom of Bahrain	6	4
Republic of Costa Rica	5	4
Oriental Republic of Uruguay	3	4
Kingdom of Denmark	2	4
Islamic Republic of Afghanistan	4	3
United Republic of Tanzania	4	3
Republic of Estonia	3	3
Republic of the Union of Myanmar	3	3
State of Kuwait	25	2
Republic of Singapore	3	2
Republic of Zambia	3	2
People's Democratic Republic of Algeria	2	2
Republic of Benin	2	2

## Charles University

Gabonese Republic	2	2
Republic of Honduras	2	2
Republic of Malawi	2	2
Republic of Namibia	2	2
Republic of Argentina	1	2
Montenegro	1	2
Grenada	1	2
Republic of Cameroon	1	2
Republic of Tunisia	1	2
Republic of Iceland	0	2
Gibraltar	4	1
Republic of Angola	1	1
Bolivarian Republic of Venezuela	1	1
Republic of Guinea	1	1
Republic of Haiti	1	1
Jamaica	1	1
Republic of Cabo Verde	1	1
Lao People's Democratic Republic	1	1
Republic of Maldives	1	1
Republic of Mali	1	1
Republic of Malta	1	1
Isle of Man	1	1
Republic of Panama	1	1
Republic of Sierra Leone	1	1
Republic of Trinidad and Tobago	1	1
Republic of El Salvador	1	1
Republic of Uganda	1	1
Republic of the Congo	0	1
Republic of Mauritius	0	1
Republic of Nicaragua	0	1
Republic of Rwanda	0	1
Federal Republic of Somalia	0	1
State of Qatar	3	0
Democratic Republic of the Congo	1	0
Grand Duchy of Luxembourg	1	0
Macao Special Administrative Region of the People's Republic of China	1	0
New Zealand	1	0
Republic of Guinea-Bissau	1	0
Republic of San Marino	1	0
Sultanate of Oman	1	0
Other	1	0
<b>Total</b>	<b>48,623</b>	<b>48,623</b>

# Creative Activities: Institutional Support at Charles University, Funding from Abroad, Evaluation of Research Activities, Transfers

The PROGRES programmes announced on 1<sup>st</sup> January 2017 are the main instrument of institutional support for science at Charles University. Their primary objective is to maintain and further improve research performance and quality both nationally and internationally. A total of 50 programmes have been implemented at all 17 faculties and at 4 other university institutes. Almost half are joint programmes involving several faculties or university institutes. A tool to boost motivation for collaboration is the financial bonuses awarded to faculties and university institutes not only for the implementation of joint programmes, but also for quality international collaboration.

The PROGRES programmes collectively cover all major research fields at Charles University, from humanities and social sciences to medical and natural sciences. Academics, researchers, and other staff, as well as students in doctoral, master's and, to a lesser extent, bachelor's programmes, participate in the programmes. The programmes are planned to run for five years, i.e., until the end of 2021. They are financed by government funding that the university receives in the form of so-called institutional support for the long-term conceptual development of research organizations. Total funding for the programmes amounted to 1,186,694,973 CZK in 2017, two percent of which (approximately 23.7 million CZK) made up the aforementioned bonuses.

In addition to PROGRES programmes, the Primus and UNCE programmes are also operational at CU. The Primus programme serves to support promising young scientists, particularly those from abroad. Two rounds of the competition have taken place so far. In the first round, a total of 24 projects were supported, with a total of 30 million CZK allocated for implementation.

Projects under the UNCE programme were carried out from 2012 to 2017; 27 projects were selected to receive support. The main idea of UNCE projects was to support teams of top-class scientists to establish new research schools and have the opportunity to continue their research work. Each year, 130 million CZK is allocated to these projects.

A call for Specific University Research Projects proposals (SVV projects) is a support tool intended mainly for students

in doctoral study programmes. The call for projects is implemented using funds allocated to the university by the Ministry of Education, Youth and Sports, whereas Charles University's share in these funds is about one-quarter. Charles University thus receives more than 280 million CZK a year to implement the call for SVV projects in which more than 8,000 people participate (of which almost 6,000 are students).

The Charles University Grant Agency (GA UK) is involved in the call for Specific University Research Projects proposals; the agency has operated with necessary changes and modifications to be in line with valid legislation since 1993. Since 2006, GA UK has been operating as an agency intended solely for students, in particular doctoral students, whom it enables to learn the basics and principles of research work. The amount of funding for individual grant projects is 300,000 CZK per project. Since the beginning of its operation, the GA UK has gained an excellent reputation, and in 2017 the number of applications for support of new projects reached 987. A total of 334 project applications were accepted for funding and, including applications to continue a grant project, a total of 866 projects were implemented. Overall, 170.2 million CZK was earmarked for GA UK projects, of which scholarships accounted for approximately one third.

The total amount of defined-purpose support received by Charles University in 2017 for research, development, and innovation from the Czech Science Foundation, the Technology Agency of the Czech Republic, ministries (not including the Ministry of Education, Youth and Sports), and regions of the Czech Republic amounted to 966,263 CZK. Of this amount in 2017, Charles University used 960,874 CZK (the remaining funds were returned to the providers).

In 2017, the process of submitting applications for the funding and implementation of projects under ESIF operational programmes within the 2014–2020 programming period continued. In 2017, Charles University submitted a total of 33 project applications for financial support within individual calls for proposals. Another 17 project applications saw CU as a partner of other universities and R&D institutions in the Czech Republic.

## Funding of research (and development (excluding resources provided for EU operational programmes excluded)) (in thousands of CZK)

Type of support/name of programme	Current resources from public sources		Capital resources from public sources	
	provided <sup>2</sup>	used <sup>3</sup>	provided <sup>2</sup>	used <sup>3</sup>
<b>Other state budget chapters</b>	<b>963,031</b>	<b>954,872</b>	<b>674</b>	<b>621</b>
<b>Ministries</b>	<b>35,187</b>	<b>34,787</b>	<b>0</b>	<b>0</b>
Ministry of Culture	17,190	16,858	0	0
Ministry of Agriculture	7,912	7,912	0	0
Ministry of the Interior	10,085	10,016	0	0
<b>Grant Agencies</b>	<b>927,845</b>	<b>920,086</b>	<b>674</b>	<b>621</b>
GACR (Czech Science Foundation)	694,021	690,859	55	55
TACR (Technology Agency of the CR)	22,228	19,211	0	0
AZV (Czech Health Research Council) – MHCR (Ministry of Health)	211,596	210,016	619	566
<b>Regional budgets</b>	<b>90</b>	<b>90</b>	<b>0</b>	<b>0</b>
Regions and Prague Metropolitan Authority	90	90	0	0
<b>Foreign resources (obtained directly by the university)</b>	<b>75,564</b>	<b>75,843</b>	<b>10,449</b>	<b>10,449</b>
<b>EU excluding European funds</b>	<b>71,634</b>	<b>71,912</b>	<b>10,449</b>	<b>10,449</b>
Framework Programmes	31,996	31,996	0	0
Horizon 2020	30,941	30,846	10,449	10,449
Other from the EU – European Commission	8,697	9,071	0	0
<b>Foreign other than the EU</b>	<b>3,930</b>	<b>3,930</b>	<b>0</b>	<b>0</b>
Foreign higher education institutions, foundations and other non-EU cooperation	3,930	3,930	0	0

2 Provided: These are financial resources provided to the higher education institution during the given calendar year as R&D support pursuant to Act No. 130/2002, Sb. It is presented in accordance with the amount of funding stated in the respective decision.

3 Used: These are financial resources which the higher education institution used during the calendar year for a purpose defined in the decision.

5 Resources transferred to external co-researchers outside of Charles University for the purpose of project/activity implementation.

6 Fund of Resources for a Defined Purpose (section 18(6) of the Higher Education Act). These are resources which were not used during the respective calendar year but were transferred to the Fund of Resources for a Defined Purpose. They form part of the "used" resources presented in this table.

7 This column states the "other used non-public resources in total" and contains resources for additional funding of programmes/activities stated in the individual lines (from non-public sources).

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Total resources from public sources		of which obtained by co-researchers <sup>5</sup>	of which transferred to the Fund of Resources for a Defined Purpose <sup>6</sup>	Unused resources refund	Other non-public sources used <sup>7</sup>	Total sources used
provided <sup>2</sup>	used <sup>3</sup>					
<b>963,705</b>	<b>955,493</b>	<b>161,683</b>	<b>12,299</b>	<b>8,212</b>	<b>124</b>	<b>955,618</b>
<b>35,187</b>	<b>34,787</b>	<b>1,405</b>	<b>943</b>	<b>400</b>	<b>67</b>	<b>34,854</b>
17,190	16,858	1,405	635	332	0	16,858
7,912	7,912	0	36	0	67	7,979
10,085	10,016	0	272	68	0	10,016
<b>928,519</b>	<b>920,707</b>	<b>160,278</b>	<b>11,356</b>	<b>7,812</b>	<b>57</b>	<b>920,764</b>
694,076	690,914	134,244	9,562	3,162	4	690,918
22,228	19,211	729	22	3,017	0	19,211
212,215	210,582	25,305	1,772	1,633	53	210,635
<b>90</b>	<b>90</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>90</b>
90	90	0	0	0	0	90
<b>86,013</b>	<b>86,291</b>	<b>1,923</b>	<b>0</b>	<b>-278</b>	<b>1,932</b>	<b>88,223</b>
<b>82,083</b>	<b>82,361</b>	<b>1,923</b>	<b>0</b>	<b>-278</b>	<b>1,932</b>	<b>84,293</b>
31,996	31,996	0	0	0	427	32,423
41,390	41,295	0	0	95	0	41,295
8,697	9,071	1,923	0	-373	1,505	10,575
<b>3,930</b>	<b>3,930</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3,930</b>
3,930	3,930	0	0	0	0	3,930

The vast majority of applications was submitted in calls under the Operational Programme Research, Development and Education (OP RDE) which aims to strengthen the capacity for quality research, development of universities, and human resources for research and development. The university was also involved in Operational Programme Environment (OP E) and Operational Programme Prague – Growth Pole of the Czech Republic (OP PPR).

In 2017, a total of 54 projects, approved for funding in 2016 and 2017 by the relevant managing authorities, were implemented at CU. The total amount of support approved for these projects was approximately 3.4 billion CZK. The largest number, i.e., 45 projects, was implemented within OP RDE, amounting to 3.3 billion CZK. The remaining 9 projects were implemented within OP PPR, OP E, and OPE (Operational Programme Employment).

In 2017, as in previous years, CU applied for international projects, notably H2020 and Erasmus+. The most significant achievement, however, was the securing of two ERC Consolidator grants for the Faculty of Science (project lead by doc. Vladimír Hampl) and the Faculty of Mathematics and Physics (project lead by doc. Libor Barto). The European Centre also provides consultations on MEYS Inter-Excellence grants, which support international collaboration, Norway grants, the Visegrad Fund, and many others.

In the field of implementation of comprehensive internal evaluation of research work, which is one of the university's goals for the 2016–2020 period, as set out in its current strategic plan, an evaluation concept was prepared during the year, based on discussions with the International Board of Charles University, and funds were obtained from the Operational Programme Science, Research and Education to bring the concept to life. The implementation of the project, which also aims to earn Charles University the HR Award, started in December 2017. The concept of the internal evaluation of research work is ideologically based on the national Methodological Guideline M17+ and elaborates on it in such a way that it can be applied to faculties and other units of the university. Charles University has determined the following principles of the comprehensive internal evaluation of research activities: The evaluation will be carried out according to groups of subject areas related in terms of content to study programmes implemented in the individual areas of study, allowing them to be interwoven with faculties and higher education institutes. Different publishing and citation practices used in various areas will be respected. And, except

in justified cases, the evaluation will be carried out as an international comparison with major foreign and domestic universities and research institutes. The pillars of the evaluation, as set out in the Rules for the System of Internal Evaluation and Quality Assurance of Charles University, are a bibliometric analysis, assessment of results by independent, internationally recognized experts in the form of peer review, own evaluation reports on the creative activities by faculties and university institutes, and the evaluation of selected indicators of quality of creative activities. The system of evaluation itself will be launched in 2018, with the first step being a discussion on the evaluation strategy with the participation of everyone concerned.

Charles University collaborates with external partners from both the corporate and public spheres, mainly through its Centre for Knowledge and Technology Transfer of Charles University (CPPT UK) and its associated Charles University Innovation Network. The Commercialisation Board of Charles University operates as a Rector's advisory body, in which representatives from the application domain form a majority. In 2017, the Board recommended that a subsidiary for the promotion of commercialization tools at Charles University be established. The recommendation was followed by the preparation and subsequent approval of process documentation on this project, which should be put into practice in 2018. This will significantly enhance opportunities for supporting the final phases of putting research output into practice, and the university will have yet another tool facilitating communication, primarily with the corporate sector and private investors.

2017 saw the intensive professional training of technological scouts and knowledge transfer co-ordinators, and an ongoing communications campaign for potential new innovators. An integral part of CPPT UK activities was and still is the provision and arrangement of consultation services in the fields of patent, legal and business consultancy, and financial support for practicing innovators. The university also continuously updated its existing tools for support of collaboration with the application domain, in particular the Catalogue of Services and the Catalogue of Innovation Opportunities. These two catalogues are publicly available and several events were held in support of them, including the largest being the Via Carolina fair.

Another important CPPT UK activity is the support of the sponsorship and fundraising activities of the university.

## Internationalization – International Organisations, Mobility

The university emphasizes the interconnection of all the vertices of the knowledge triangle of education-science-innovation. This is manifested in particular by its involvement in various international organizations, such as CELSA, the COIMBRA Group, and LERU CE7, in which this interconnection is a reality. When joining new networks and alliances, emphasis is put on the fact that collaboration takes place at all those levels and that these levels communicate necessary knowledge to each other. In the position papers on the Ninth Framework Programme, Charles University promoted greater synergies between programmes aimed at research and programmes aimed at education (Erasmus+).

Membership of Charles University in international organizations:

- » UNICA – Network of Universities from the Capitals of Europe
- » CG – Coimbra Group
- » EUROPÆUM
- » EUA – European University Association
- » LERU CE7 (League of European Research Universities – Central European Initiative)
- » CENTRAL
- » CELSA – Central Europe Leuven Strategic Alliance
- » EAIE – European Association for International Education
- » IFPU – International Forum of Public Universities
- » THE MAGNA CHARTA OBSERVATORY
- » EUF – European University Foundation – Campus Europæ (EUF-CE)
- » EARMA – European Association of Research Managers and Administrators
- » IAU – International Association of Universities

Student participation in foreign mobility programmes is based on a standard scheme originally introduced under the Erasmus programme (now Erasmus+), i.e., on the basis of a learning agreement and transcript of records. Recognition of completed subjects as compulsory, elective, and optional within the curriculum and the number of recognized credits (including the possibility of recognition without credits) falls under the competences of a faculty.

In October 2017, Charles University presented the final report on the Erasmus programme for the 2016–2017 academic year to the National Agency for European Educational Programmes at the Centre for International Cooperation in Education of the Ministry of Education, Youth and Sports. In that academic year, the university achieved the following outgoing mobility: 1,017 outgoing students on

study stay, 283 outgoing students on internship, 166 outgoing teachers on work stay, and 44 outgoing university staff in training. In that period, the university utilized all allocated EU funding: 1,860,000 EUR on student mobility (1,678,634 EUR in the previous year), and 59,279 EUR on staff mobility (61,081 EUR in the previous year). This was a total of 1,919,279 EUR for mobility from the EU budget (1,739,715 EUR in the previous year). Supplementary funding for mobility from the state budget (“Contribution to public higher education institutions in support of international cooperation” of the Ministry of Education, Youth and Sports) amounted to 45,768,000 CZK in 2017 (45,547,000 CZK in 2016); part of the allocated and unused funds from this contribution from previous years was transferred to the next period, and part of those funds was drawn by the faculties and CU Rectorate in 2017 to support other forms of university internationalization.

Charles University has two important funds to support the mobility of Czech and foreign researchers: the Mobility Fund and the Postdoc Fund.

The priorities of the Mobility Fund are the support of one- to two-semester stays abroad of full-time students of master’s and, particularly, doctoral study programmes; the support of the study of foreign students; and the support of long-term and short-term teaching and research stays of foreign visiting professors at Charles University. In 2017, a total of 439 applications for funding in the amount of 18,843,472 CZK were submitted within the framework of this fund, and 382 applications were approved at a total cost of 12,932,400 CZK.

The strategic plan behind the creation of the Postdoc Fund, founded in 2011, was the support of young researchers from abroad. The project has been implemented since then under the Institutional Development Plan of the Ministry of Education, Youth and Sports. Foreign researchers can stay at the units of Charles University for a maximum of two years. Based on the 10<sup>th</sup> call announced on 1<sup>st</sup> May 2017, with the arrival of new foreign researchers from 1 January 2018, the University Commission received a total of 31 nominations from 10 faculties and other units of Charles University. The Commission recommended that the Rector allocate funds for the required period to a total of eight foreign researchers and four alternates. In 2017, 23 Postdoc foreign workers worked at faculties and units of Charles University.



## International University Agreements on Direct Cooperation

Country	No. of partners in the respective country	Partner
<b>Albania</b>	2	Universiteti i Mjekesine, Tirane
		Universiteti i Tiranes
<b>Andorra</b>	1	Government of the principality of Andorra
<b>Armenia</b>	1	Yerevan State University
<b>Australia</b>	4	Griffith University
		Macquarie University
		The University of Melbourne
		University of Queensland
<b>Austria</b>	6	Johannes-Kepler-Universität Linz
		Medizinische Universität Graz
		Medizinische Universität Wien
		Paracelsus Medizinische Privatuniversität Salzburg
		Technische Universität Wien
		Universität Wien
<b>Azerbaijan</b>	1	Baku State University
<b>Belarus</b>	1	Belarusian State University
<b>Belgium</b>	3	Katholieke Universiteit Leuven
		Universiteit Antwerpen
		Universiteit Hasselt
<b>Brazil</b>	2	Universidade de São Paulo
		Universidade Federal do Rio Grande do Sul
<b>Bulgaria</b>	1	Sofia University St. Kliment Ohridski
<b>Canada</b>	5	McGill University, The Royal Institution for the Advancement of Learning
		Simon Fraser University
		St. Francis Xavier University
		Université de Montréal
		University of Toronto
<b>Chile</b>	1	Universidad de Chile
<b>China</b>	6	Beijing Foreign Studies University
		Beijing International Studies University
		Peking University
		Shanghai International Studies University
		State Administration of Foreign Experts Affairs
		Renmin University of China, Peking
		Sveučilište u Zagrebu
<b>Croatia</b>	1	Sveučilište u Zagrebu
		Ministry of University Education, Science, and Technology
<b>Dominican Republic</b>	2	Universidad Autónoma de Santo Domingo
<b>Egypt</b>	3	Ain Shams University
		Cairo University
		El Minia University
<b>Estonia</b>	1	University of Tartu

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<b>Finland</b>	1	University of Eastern Finland
<b>Former Yugoslav Republic of Macedonia</b>	1	SS. Cyril and Methodius University in Skopje
<b>France</b>	14	Collège de France
		Ecole des hautes études en sciences sociales, Paris
		Ecole Pratique des Hautes Etudes, Paris
		French Embassy in the Czech Republic, Centre national de la recherche scientifique, Czech Academy of Science
		Institut Jacques Delors
		Université de Bordeaux
		Université de Rouen
		Université de Strasbourg
		Université de Toulouse II-Le Mirail
		Université Panthéon-Assas Paris 2
		Université Paris 1 Panthéon-Sorbonne
		Université Paris Diderot - Paris 7
		Université Pierre et Marie Curie - Paris 6
		Université Toulouse 1 Capitole
<b>Georgia</b>	2	Free University of Tbilisi
		Ivane Javakhishvili Tbilisi State University
<b>Germany</b>	31	Albert-Ludwigs-Universität Freiburg
		Carl von Ossietzky Universität Oldenburg
		Eberhard-Karls-Universität Tübingen
		European University Viadrina Frankfurt (Oder)
		Freie Universität zu Berlin
		Friedrich-Alexander-Universität Erlangen - Nürnberg
		Friedrich-Schiller-Universität, Jena
		Heinrich-Heine-Universität Düsseldorf
		Hochschule für Musik Theater und Medien Hannover
		Humboldt-Universität zu Berlin
		Johann-Wolfgang-Goethe-Universität Frankfurt am Main
		Julius-Maximilians-Universität Würzburg
		Justus-Liebig-Universität Gießen
		Ludwig-Maximilians-Universität München
		Martin-Luther-Universität Halle-Wittenberg
		Otto-Friedrich-Universität Bamberg
		Philipps-Universität Marburg
		Rheinische Friedrich-Wilhelms-Universität Bonn
		Ruprecht-Karls-Universität Heidelberg
		Technische Universität Dortmund
		Technische Universität Dresden
		Technische Universität Chemnitz
		Universität Bayreuth
		Universität des Saarlandes
		Universität Hamburg
		Universität Konstanz

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		Universität Leipzig
		Universität Passau
		Universität Potsdam
		Universität Regensburg
		Universität zu Köln
<b>Greece</b>	<b>4</b>	Aristotle University of Thessaloniki
		National and Kapodistrian University of Athens
		University of Macedonia
		University of the Aegean
<b>Hungary</b>	<b>1</b>	Eötvös Loránd Universität in Budapest
<b>Iran</b>	<b>1</b>	Tehran University of Medical Sciences
<b>Israel</b>	<b>5</b>	Bar Ilan University
		Ben Gurion University of the Negev, Beer-Sheva, Israel
		The Hebrew University of Jerusalem, Israel
		University of Tel Aviv, Tel Aviv
		Weizmann Institute of Science
<b>Italy</b>	<b>9</b>	Elettra Sincrotrone Trieste.
		Sapienza Università di Roma
		Università Ca'Foscari Venezia
		Università degli Studi di Bergamo
		Università degli Studi di Ferrara
		Università degli Studi di Genova
		Università degli Studi di Padova
		Università degli Studi di Perugia
		Università di Siena
<b>Japan</b>	<b>13</b>	Doshisha University, Kyoto
		Japan Advanced Institute of Science and Technology (JAIST)
		Joetsu University of Education
		Josai University
		Kanazawa University
		Kobe University
		National Institute for Materials Science, Tsukuba
		Osaka Sangyo University, Osaka
		Ritsumeikan University
		Tokyo University of Foreign Studies
		University of Sacred Heart
		University of Tsukuba
		Waseda University, Tokyo
<b>Kazakhstan</b>	<b>3</b>	Asfendiyarov Kazakh National Medical University
		Kazakh Ablai khan University of International Relations and World Languages
		M. Auezov South Kazakhstan State University
<b>Korea</b>	<b>8</b>	Hankuk University of Foreign Studies, Seoul
		Korea Advanced Institute of Science and Technology (KAIST)
		Korea Basic Science Institute
		Korea Institute of Science and Technology (KIST)

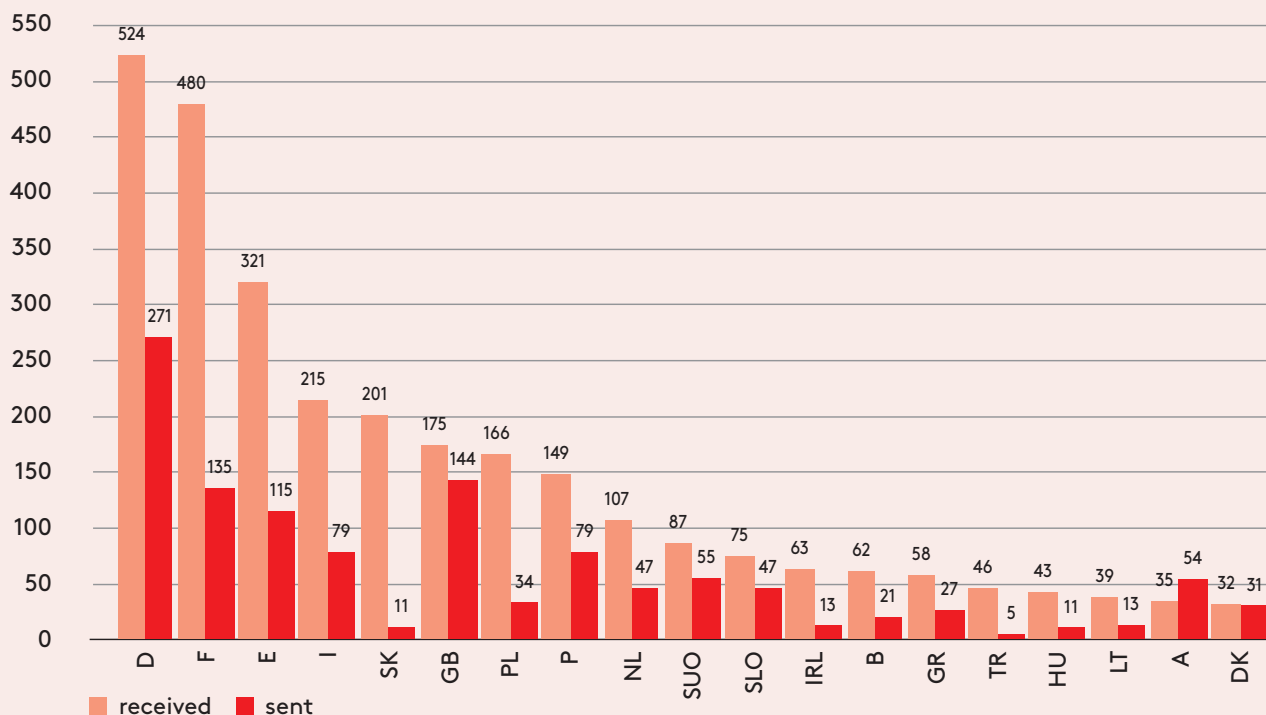
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		Kyung Hee University
		Sahmyook University
		Sungkyunkwan University, Seoul
		The Academy of Korean Studies
<b>Latvia</b>	1	Latvian University Riga
<b>Lithuania</b>	1	Vilnius University
<b>Luxembourg</b>	1	Université du Luxembourg
<b>Malta</b>	1	University of Malta
<b>Mexico</b>	5	Instituto Tecnológico de Zacatepec
		Instituto Tecnológico y de Estudios Superiores de Monterrey
		Universidad Autónoma de Nuevo León (UANL)
		Universidad Michoacana de San Nicolás de Hidalgo, Morelia
		Universidad Nacional Autónoma de México, México D.F.
<b>Mongolia</b>	1	The National University of Mongolia
<b>New Zealand</b>	1	University of Otago
<b>Norway</b>	1	University of Oslo
<b>Oman</b>	1	Sultan Qaboos University
<b>Peru</b>	2	Universidad de Lima
		Universidad Nacional Mayor de San Marcos
<b>Philippines</b>	1	Ateneo de Manila University
<b>Poland</b>	8	Uniwersytet im. A. Mickiewicza w Poznaniu
		Uniwersytet Jagielloński w Krakowie
		Uniwersytet Łódzki
		Uniwersytet Marii Curie-Skłodowskiej
		Uniwersytet Opolski
		Uniwersytet Pedagogiczny im. Komisji Edukacji Narodowej w Krakowie
		Uniwersytet Warszawski
		Uniwersytet Wrocławski
<b>Portugal</b>	1	Universidade de Coimbra, Coimbra
<b>Republic of South Africa</b>	2	University of Cape Town
		University of Pretoria
<b>Russia</b>	2	Lomonosov Moscow State University
		Saint Petersburg University
<b>Serbia</b>	1	Univerzitet u Beogradu
<b>Singapore</b>	1	Nanyang Technological University
<b>Slovakia</b>	6	Prešovská univerzita v Prešove
		Trnavská univerzita v Trnavě
		Univerzita Komenského v Bratislavě
		Univerzita Konštantína Filozofa v Nitre
		Univerzita Mateja Bela v Banskej Bystrici
		Univerzita P. J. Šafárika v Košicích
<b>Slovenia</b>	2	Univerza v Ljubljani
		Univerza v Mariboru
<b>Spain</b>	4	Universidad de Castilla-La Mancha
		Universidad de Granada

# Charles University

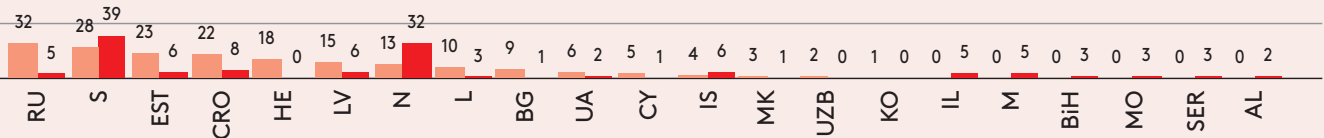
		Universitat de Barcelona
		Universitat Pompeu Fabra
<b>Switzerland</b>	<b>4</b>	Universität Basel
		Universität Zürich
		Université de Geneve
		Université de Lausanne
<b>Taiwan</b>	<b>3</b>	National Chengchi University
		National Taiwan University
		Tamkang University
<b>The Netherlands</b>	<b>2</b>	Universiteit Leiden
		Universiteit van Amsterdam
<b>Turkey</b>	<b>2</b>	Ankara University
		Turkish Embassy
<b>Ukraine</b>	<b>4</b>	Ivan Franko National University of Lviv
		Odessa I. I. Mechnikov National University
		Taras Shevchenko National University of Kyiv
		Uzhhorod National University
<b>United Kingdom</b>	<b>4</b>	Swansea University
		University of Edinburgh
		University of Hull
		University of Wales, Cardiff Law School, Cardiff
<b>United States of America</b>	<b>14</b>	Brown University

## Student Mobility – ERASMUS



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		Georgia Institute of Technology
		Chapman University
		Kansas State University
		North Carolina State University
		State University of New York at New Paltz
		University of Alabama at Birmingham
		University of Massachusetts Lowell
		University of Minnesota
		University of Montana
		University of New Orleans
		University of Oregon
		University of Texas at Austin
		University of Washington, Seattle
Uzbekistan	2	Academy of Sciences of Uzbekistan
		Ferghana State University
<b>Total</b>	<b>212</b>	



## Mobility of Students

	Students sent <sup>1</sup>		Students received <sup>2</sup>	
	Up to 2 weeks	Over 2 weeks	Up to 2 weeks	Over 2 weeks
Faculty agreement	7	68	51	141
Conferences and symposiums	539	43	153	0
Short-term study stays	121	0	70	0
Long-term study stays	0	551	0	889
Professional internships	0	316	0	213
Inter-university agreement	0	118	5	98
Development programmes	35	338	3	0
Other	0	482	0	212
<b>Total</b>	<b>702</b>	<b>1,916</b>	<b>282</b>	<b>1,553</b>

**1 Sent students** – (i.e., number of outgoing students) – who completed a stay abroad in 2017; students whose stay started in 2016 are also included.

**2 Received students** – (i.e., number of incoming students) – who arrived in 2017; students whose stay started in 2016 are also included.

## Mobility of Members of Academic and Research Staff

	Sent <sup>1</sup>		Received <sup>2</sup>	
	Up to 5 workdays	Over 5 workdays	Up to 5 workdays	Over 5 workdays
Faculty agreement	109	151	71	61
Conferences and symposiums	1,644	1,458	908	182
Short-term lecture stays	411	0	239	0
Long-term lecture stays	0	226	0	97
Professional internships	0	389	0	97
Inter-university agreement	0	425	0	103
Other	62	40	39	86
<b>Total</b>	<b>2,226</b>	<b>2,689</b>	<b>1,257</b>	<b>626</b>

**1 Sent members of academic staff** – (i.e., number of outgoing academics) – who completed a stay abroad in 2017; academics whose stay started in 2016 are also included.

**2 Received members of academic staff** – (i.e., number of incoming academics) – who arrived in 2017; academics whose stay started in 2016 are also included.

## Mobility of Other (non-academic, non-research) Staff

	Employees sent <sup>1</sup>		Employees received <sup>2</sup>	
	Up to 5 workdays	Over 5 workdays	Up to 5 workdays	Over 5 workdays
Faculty agreement	2	3	13	1
Conferences and symposiums	17	0	0	0
Short-term lecture stays	5	0	1	0
Long-term lecture stays	0	2	0	2
Professional internships	0	1	0	4
Inter-university agreement	0	28	0	6
Other	0	0	0	0
<b>Total</b>	<b>24</b>	<b>34</b>	<b>14</b>	<b>13</b>

**1 Sent employees** – (i.e., number of outgoing employees) – who completed a stay abroad in 2017; employees whose stay started in 2016 are also included.

**2 Received employees** – (i.e., number of incoming employees) – who arrived in 2017; employees whose stay started in 2016 are also included.

## Position in selected international rankings

In addition to the comprehensive feedback that such rankings provide, Charles University uses it primarily to reflect its own activities and initiatives. In the course of 2017, the results of a series of international comparisons of universities, whether long-established or entirely new, were published.

The position of the university in the international rankings remained stable in 2017 compared to the previous year, both in the comparison of universities and in the comparison of individual fields of study. What can be perceived as positive is the fact that the university retained a position near the top two hundred best universities in the Academic Ranking of World Universities (222<sup>nd</sup> place), and entered the elite in the Best Global Universities (196<sup>th</sup> place) and the National Taiwan University Ranking (197<sup>th</sup> place).

In those comparisons, the university is among the best facilities globally of 2017 in a total of twenty fields of study, achieving an excellent ranking in physics (77<sup>th</sup> place) and in economics (95<sup>th</sup> place), in which it is among the 100 best universities; in addition Charles University ranked among the top two hundred in the fields of ecology (111<sup>th</sup> place), geography (153<sup>rd</sup> place), mathematics (156<sup>th</sup> place), clinical medicine (167<sup>th</sup> place), and pharmacy (168<sup>th</sup> place). Furthermore, the research activities of its academic and research staff in biology, chemistry, computer science, and psychology also ranked among the best.

In addition to the QS World University Ranking by Subject, in which Charles University was represented in 19 fields in 2017, including the new fields of media and communication studies, political science and international studies, sociology, and material sciences, the Academic Ranking of World Universities is another ranking to confirm the excellent, internationally comparable quality of many of the university's units and academics in almost 20 fields.



## Position of Charles University in selected international rankings

Ranking	Position of CU
<b>Times Higher Education World University Rankings (THE)</b>	<b>450</b>
Subjects:	
Arts and Humanities	210
Clinical, Pre-Clinical and Health	325
Life Sciences	354
Natural Sciences	347
<b>QS World University Rankings (QS)</b>	<b>314</b>
Regions:	
Emerging Europe and Central Asia	5
Subject areas:	
Arts & Humanities	254
Engineering & Technology	419
Life Sciences & Medicine	226
Natural Sciences	188
Social Sciences	347
Subjects:	
Biological Sciences	288
Chemistry	303
Communication & Media Studies	197
Computer Science & Information Systems	263
Economics & Econometrics	249
English Language & Literature	146
Environmental Sciences	248
Geography	88
History	177
Linguistics	186
Materials Sciences	297
Mathematics	183
Medicine	184
Modern Languages	202
Pharmacy & Pharmacology	160
Philosophy	139
Physics & Astronomy	180
Politics & International Studies	169
Sociology	253
<b>Academic Ranking of World Universities (ARWU)</b>	<b>222</b>
Subjects:	
Agricultural Sciences	198
Biological Sciences	213
Chemistry	256
Clinical Medicine	167

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Computer Science and Engineering	339
Earth Sciences	205
Ecology	111
Economics	95
Environmental Science & Engineering	279
Finance	192
Geography	153
Human Biological Sciences	259
Instruments Science & Technology	200
Material Science and Engineering	240
Mathematics	156
Metallurgical Engineering	148
Pharmacy	168
Physics	77
Psychology	233
Public Health	361
Sports	276
<b>Best Global Universities (BGU)</b>	<b>196</b>
Subjects:	
Arts and Humanities	168
Astronomy	172
Biology and Biochemistry	220
Chemistry	211
Clinical Medicine	158
Economics	109
Engineering	530
Environment/Ecology	147
Immunology	196
Materials Science	274
Mathematics	71
Microbiology	171
Molecular Biology and Genetics	186
Neuroscience and Behaviour	180
Pharmacology and Toxicology	129
Physics	48
Plant and Animal Science	93
Social Sciences and Public Health	262
<b>National Taiwan University Ranking</b>	<b>197</b>
Subject areas:	
Agriculture	178
Clinical Medicine	182
Life Sciences	215
Natural Sciences	162

Subjects:	
Chemistry	217
Environment/Ecology	173
Geosciences	181
Mathematics	116
Pharmacology & Toxicology	171
Physics	134
Plant & Animal Science	115

## The “Third Role” of the University

As far as the supra-regional competence of Charles University is concerned, representatives of the university are significantly involved in the formation of national, Central European, and European educational and research policies. National issues include, for example, systematic work within the Research, Development, and Innovation Council to develop a new national methodology for evaluating the results of research organizations. Thanks to the joint efforts of universities, under the leadership of the Czech Rectors Conference, and with the support of student organizations, it was also possible to negotiate an increase in the amount of funding for higher education institutions in a draft state budget for 2018. At the international level, for example, the university actively participated in the preparation of the position paper on the 9<sup>th</sup> Framework Programme.

During the year, a number of lectures by prominent foreign personalities, intended not only for the professional public, took place at the university. Those included, for example, a lecture called *Fundamental Research (and much more) at CERN*, presented by Fabiola Gianotti, CERN’s Director-General; a lecture by Cédric Villani, a leading world mathematician and Fields Medal holder; a lecture by top Italian representatives of the judiciary on topical issues, such as the fight against terrorism, the Mafia and the refugee crisis; a lecture by Jean-Claude Juncker, the President of the European Commission on *The Future of Europe*; and a lecture by Jeffrey Sachs, a Columbia University Professor of Economics and advisor to the United Nations Secretary-General, on the topic of sustainable development.

# Development at Charles University

A key construction project at the university is the Albertov Campus in Prague; in 2017, it progressed from the stage of architectural design competition to the project documentation phase. A contract was signed for the creation of project documentation, and the execution of engineering activities with the architectural studio of Znamení čtyř – architekti s.r.o. Based on the recommendations of the expert jury and the comments from the university, the competition proposal was finalized and officially submitted to Charles University for approval in June. In the course of project documentation work, an application for an opinion on the planned construction was also submitted to the Prague City Hall Heritage Department. However, the National Heritage Institute did not recommend that a favourable opinion be issued unless the height and volume of the intended structures were reduced. It was therefore decided to modify the finalized structure design, making it acceptable to both the university and the authorities concerned.

The idea of the completion of a fully operational campus and a solution to the absence of buildings suitable for modern teaching and research led Charles University in the 1980s to begin negotiations on the construction of two new buildings – namely the Biocentre (BIOCENTRUM) and the Centre for the Study of Global Change (GLOBCENTRUM), which were primarily intended to serve as a base for master's and doctoral studies at the Faculty of Mathematics and Physics, the First Faculty of Medicine, and the Faculty of Science of Charles University. The spatial and functional capacities of these faculties' current premises have already reached their limits and the only effective solution to the situation is the construction of new, modern buildings.

Current trends in and methods for the education of future experts and scientists, as well as new procedures in scientific research, bring specific requirements for instrumentation and technological equipment, the installation of which would not be possible in the existing buildings. Indeed, no rebuilding of or modification to the existing buildings could produce the same specifications as newly constructed premises, and would thus be extremely uneconomical. By building these modern research and educational units, Charles University will find itself among similar foreign centres, thereby ensuring that it keeps up with modern trends in teaching and research and increasing its foreign and domestic prestige. In addition, the construction of these centres will provide the university with world-class facilities for internships for top foreign experts. All these reasons have led Charles University to make the construction of BIOCENTRUM and GLOBCENTRUM a priority of its further development.

Excellent research teams from among existing staff of the faculties involved will be concentrated in the Albertov campus, which will also offer the opportunity to employ other top scientists and researchers from both the Czech Republic and abroad. Emphasis will be placed on the interdisciplinarity of researched topics and the use of synergies stemming from the collaboration of research teams from three different faculties of Charles University focusing on natural sciences.



## Charles University Annual Report 2017

Published by Charles University

Based on information provided by Rectorate, faculties and other unities of Charles University

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