

Facultas Theologiae Catholicae → Facultas Theologiae Evangelicae → Facultas Theologiae
Hussiticae → Facultas Iuridica → Facultas Medica Prima → Facultas Medica Secunda →
Facultas Medica Tertia → Facultas Medica Pilsnensis → Facultas Medica Hradec Kralove →
Facultas Pharmaceutica Reginae Gradecensis → Facultas Philosophica → Facultas Rerum
Naturalium → Facultas Mathematica Physicaque → Facultas Paedagogica → Facultas Rerum
Socialium → Facultas Rei Gymnicae Atque Ludorum → Facultas Studiorum Humanarum →
Facultas Theologiae Catholicae → Facultas Theologiae Evangelicae → Facultas Theologiae
Hussiticae → Facultas Iuridica → Facultas Medica Prima → Facultas Medica Secunda →
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Facultas Pharmaceutica Reginae Gradecensis → Facultas Philosophica → Facultas Rerum
Naturalium → Facultas Mathematica Physicaque → Facultas Paedagogica → Facultas Rerum

————→ **The University, it's us.** Socialium → Facultas
Rei Gymnicae Atque
Ludorum → Facultas

Studiorum Humanarum → Facultas Theologiae Catholicae → Facultas Theologiae Evangelicae
→ Facultas Theologiae Hussiticae → Facultas Iuridica → Facultas Medica Prima → Facultas
Medica Secunda → Facultas Medica Tertia → Facultas Medica Pilsnensis → Facultas Medica
Hradec Kralove → Facultas Pharmaceutica Reginae Gradecensis → Facultas Philosophica →
Facultas Rerum Naturalium → Facultas Mathematica Physicaque → Facultas Paedagogica →
Facultas Rerum Socialium → Facultas Rei Gymnicae Atque Ludorum → Facultas Studiorum
Humanarum → Facultas Theologiae Catholicae → Facultas Theologiae Evangelicae → Facultas

Theologiae Hussiticae → Facultas Iuridica →
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Secunda → Facultas Medica Tertia → Facultas Medica Pilsnensis → Facultas Medica Hradec
Kralove → Facultas Pharmaceutica Reginae Gradecensis → Facultas Philosophica → Facultas

Programme of the candidate for the post of Rector (2022–2026)

Facultas **prof. PhDr. Michal Stehlík, Ph.D.**

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→ **Science** ₂₉

→ **The third role of the university** ₃₄

→ **Student environment** ₃₈

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→ **Introduction**

Dear colleagues,

With humility, awareness of responsibility and conviction of a clear vision, I would like to present to you the detailed programme with which I am entering the election of the candidate for rector of our alma mater.

At the outset, I must thank everyone who contributed to it. A meaningful programme is never the business of one person, especially in an institution as important and internally diverse as Charles University. The programme priorities are therefore the result of many discussions with colleagues across the faculties, at the plenary sessions of the academic senates of the faculties, and in narrower working groups.

Many of the challenges we face are new, but a large part of them are put before us again and again. We must always be aware of the strength of our tradition, of our objective uniqueness in a world of superficiality and expediency. We must keep in mind the interconnection between science and teaching and develop it so that the university becomes neither a mere research institution nor a conventional teaching institute. We must always bear in mind that science is the joy of knowledge, which it is the university that can convey both to its students and to society as a whole.

My vision is an internally modern university, especially in the functioning of the central units. My vision is of a university that is confident and credible, bringing its cutting-edge expertise to the public debate. My vision is of a university that is internationally strong. My vision is of a collegiate university in which every decision is preceded by open discussion. My vision is of a university that is inwardly honest and open, a true community of seventeen faculties united by the common goal of preserving and expanding knowledge.

I offer this vision as well as my experience, knowledge and energy. And I am confident that there are many colleagues across the university who are ready to actively pursue it. We are the University.

→ Programme priorities

The life of Charles University is a complex system comprising a number of interacting and interpenetrating areas. In my program, I want to focus on six priority themes and, through their development, advance our alma mater in both internal quality and international and public outreach.

Our academic community often agrees on what needs to change, even though we come from different disciplines, fields of study or worlds of thought. We are less likely to agree on what steps we should take to bring about those changes. That is why I also pay attention in my programme to how to run the university effectively. I attribute a key role to communication and discussion, in which we strengthen our awareness of our common goals. But at the same time, it is the role of the Rector to formulate and enforce strategies on where to go.

I am therefore convinced that our priorities for the coming period should include improving the **management of the University**, as well as ensuring a **stable economy and investment development**. The essence of the university is the communicating vessels of **education, science and the third role**. These areas are permeated by our **international role**, which is an increasingly natural aspect of university life in the 21st century. Issues of the **student environment** lie at the very heart of the University's being as a community of students and academics, and for this reason I also consider it necessary to name and develop specific priorities specifically in this area.

No programme will cover all shades of university life and prepare us for unexpected turning points in the development of society. At the same time, we need to be realistic and perceive that some of the necessary goals are unfortunately beyond our current financial and capacity capabilities. However, visions and strategies should go beyond the everyday.

Where I see
→ Charles University
in four years

Each part of the presented programme has a clear timeframe within which the programme objectives can be realised, or at least their fulfilment can be prepared in subsequent years. Therefore, before the specific overview of detailed priorities in individual areas, I present the overall picture of the University in four years as I see it in the fulfilment of my programme. Who are we and who can we be in the outlook for the next few years?

→ **Charles University as a place for the future**

Our ambition must be to provide an inspiring and creative environment for learning. We want to be the natural choice for the highest quality students, not only from the Czech Republic, and to offer the best possible education at all levels in a collegial environment. I'm not just talking about the term "teaching" here, I'm talking about education – thinking critically about the world, connecting with cutting-edge scholarship, and being naturally international and overlapping. With an awareness of tradition and a modern concern for a creative learning environment, we want to be a university for the future. We also care about our openness to international students.

→ **Charles University as an important and trustworthy institution in the public space**

I emphasize both relevance and credibility. In the coming years, due to the impact of the pandemic, we can realistically expect more difficult conditions in terms of funding and development from the state. Therefore, the University must play a stronger and more prominent role as a partner of the state and public institutions in general and specifically in the person of the Rector in his or her role in the Czech Rectors' Conference, and it must also promote its priorities in cooperation with the Academy of Sciences of the Czech Republic. Our natural space should also be cooperation with external partners in the field of industry and knowledge and technology transfer. Similarly, we must make full use of our professional potential in the public space

in general and in the discussion of public issues. We must not resign and we must defend the values on which our university was founded.

→ **A good employer**

For academic and scientific staff, as well as other employees, the University must be an employer with a transparent and fair internal policy. This includes a career code for academic and non-academic staff, transparency and openness in employment relations, an emphasis on equal conditions between men and women, as well as support and offers for development at specific periods of academic or professional growth. There is room for support for young female and male academics in the context of family policy or the necessary assistance in case of social need.

→ **Budgetarily stable institution**

We expect a more difficult budgetary period in the coming years. Let us be proactive towards public resources, let us not shy away from non-public resources, subject to strict ethical standards, and let us strengthen the project potential of the University. Within these three pillars, I want to take very concrete steps to ensure the budgetary stability of economic development. For example, let us not be afraid to reopen the question of the real diversification of higher education institutions in the Czech Republic, let us open up more to the world of our alumni and supporters, and let us create the conditions for success in terms of major project opportunities.

→ **A functional system of international science assessment**

Charles University has undergone a quite extraordinary process of international evaluation of science, which in many places has relevantly highlighted the internationally comparable state of our research.

Elsewhere it has met with criticism, whether in terms of the terms of reference, the comparability or otherwise of disciplines, feedback, or the omission of certain research areas. I also find controversy over the ,division'of the university into qualitative categories, including question marks over the subsequent impact on finances. Let's certainly not abandon the science assessment system, but work to fix the relevant problems that have been identified. An institution like Charles University needs quality international feedback, but let us discuss its form.

→ **University-wide assessment and feedback in teaching**

Our alma mater has navigated a complex institutional accreditation process in recent years, and many faculty are engaged in various forms of sub-steps on teaching assessment. If we have mastered the international evaluation in the area of science in the past years, we should now also focus on feedback in the area of teaching and its outcomes. Part of this issue is covered by the processes in the continuous evaluation through the implementation of accreditation, while at the same time evaluation in this area is methodologically even more challenging than the already complex area of science evaluation. However, let us not ignore this feedback in the area of teaching. During my tenure, I want to at least arrive at a clear methodology for our approach in this area, of course in the necessary cooperation with the faculties.

→ **Motivating university, inspiring learning environment**

Our clear strength is the level of science and teaching in conjunction with international connections. Let us be inspiring in science, in the diversity of disciplines and opinions, in dialogue and confrontation, inspiring in study, including interdisciplinary networking, inspiring in the third role through consistent value attitudes and the ability to communicate convincingly. Let us use all this as a strength of the university and encourage international cooperation, both in terms of programmes and projects underway, new plans or

emphasis on teaching in foreign languages – as well as the necessary emphasis on improving communication and infrastructure for international students at the university. After all, improving the care of the learning environment must concern all students at Charles University.

→ **Efficient functioning of the Rector's Office**

I see the function of the Rector's Office of the University as having a twofold essential role -strategy and service. The increasing administrative burden, which has become evident in recent years, is the result of a general increase in bureaucracy and overproduction of legislation. Let us therefore not increase it at the University for its own sake. My priority, therefore, is to ensure that there are functioning and clear procedures and good information systems linked to them. At the same time, I do not want to make a populist declaration about staff reductions in the Rector's Office – if it is to become a more functional service provider and a place for strategy development, we need to talk more about targeted strengthening or better remuneration of its staff in many agendas. However, an objective assessment of the workload and performance of individual departments is an obvious prerequisite. The life of the university takes place in the faculties, let us inspire each other, let us communicate, let us use constructive examples, let us not build the university “from above”, but on the basis of real functioning and good examples.

→ **Management
of the university**

I see the position of the Rector of the University as that of a **team leader**, not as an omniscient micro-manager. What is important is a participative environment, respect for the competences of colleagues, creating space for discussion and finding a common path.

→ **Communication**

I consider it absolutely crucial to clearly define the strategy on the one hand, and to communicate intensively about the means of its implementation on the other. In my opinion, it is an undeniable reality that our university is more a kind of confederation of seventeen faculties and other units than one centralized institution. I want to preserve this unique, pluralistic, multifaceted and inspiring character – while being aware of the significant autonomy of the faculties – which cannot be done without constant and intensive communication in the management of the university. The partners of this communication are naturally primarily the Academic Senate of Charles University, the Scientific Council of Charles University, the Internal Evaluation Board and, much more intensively than at present, the management of individual faculties. An important role is played by the Academic Senate committees, which are a good and functional platform for jointly seeking solutions to specific problems. However, the university management also needs to find a way of open and clear communication to the whole academic community.

→ **The Rector's Collegium**

Within the Rector's Collegium, I want to revise and streamline the responsibilities of individual members and link specific responsibilities more closely to the Rector's Office agendas. I foresee the following positions in the Rector's Collegium, with the possibility of expanding the Collegium as part of any current agenda. In terms of new roles, I see the need to introduce several new positions, particularly in the area of information technology and the medical field. In the first case, the agenda of natural and

necessary centralisation of selected areas, the issue of SIS reform or cyber security, in the second case the role of coordinator of procedures within the University and towards external partners (Ministry of Health, University Hospitals, Medical Research Agency, etc.). In the case of the member of the Collegium for Social Issues, I see both the current challenge of the consequences of the pandemic and a longer-term coordination strategy in the social field at the University in cooperation with the Social Commission.

Vice-Rectors

- 1) For Study
 - 2) For Study Design and Teaching Evaluation
 - 3) For Science and Science Assessment
 - 4) For Project Management and Science Support
 - 5) For Qualifications and Creative Activities
 - 6) For Foreign Affairs
 - 7) For Economics and Development
 - 8) For Information Technologies and Resources
 - 9) For Medicine and Biomedicine
 - 10) For External Relations
-

Members/Members of the Collegium

- 1) Two student positions
(undergraduate/graduate)
 - 2) For Social Issues
 - 3) Chancellor
 - 4) Bursar
-

→ **Rectorate**

As mentioned above, I understand the Rectorate in the roles of strategic and service point of the university as a whole. I want to place great emphasis on competence and here I would like to use more direct links to the functioning agendas of some of the faculties of the university.

For any qualitative shift at the University in the coming years, quality **IT systems** will be necessary, which applies not only to the Student Information System, but also to the University's economic system and other information systems. It will also be necessary to provide systems for easy internal electronic communication and, in the light of the current situation, to deploy and support systems that enable the computerisation of agendas, hybrid working or hybrid teaching. A **Strategic IT Development Plan** will be necessary for the clear development of IT systems. In developing the plan, which will be developed in close collaboration with faculties and other constituents, an analysis of existing university and faculty processes will be undertaken so that they can be digitized.

I want to support the development and training of staff in the Rector's Office to increase the efficiency of teams and the need to communicate in foreign languages.

In specific agendas, such as SIS reform or project management, it will be necessary to consider **meaningful staff reinforcements**, the consequences of which should be positive in the next four years, both in terms of SIS transformation and the University's project success and the reduction of the administrative burden on academic and research staff.

→ **Ombudsman**

It is obvious that there is also a need to provide an impartial institution in our institution, creating a trustworthy environment for seeking redress in case of internal problems, pressure, harassment, abuse of position, but above all as a prevention of serious socio-pathological phenomena and acts. I want to create the **institution of a university ombudsman**, which will be de facto independent of the university executive, resolving not only conflicts that arise, but taking care of prevention and communication across the university. In terms of composition, there must be representation from both professional staff and student representatives, including international students. This institution cannot be established outside the existing structures of the university, which is why I foresee a system of permanent communication with the ethics and petitions committees and the contact persons at the individual faculties. By the very nature of the work of the ombudsman, we have to find a way of communicating with individual faculties, since specific problems usually take place in the specific context of the faculties in question.

→ **Stable economy and
investment development**

The budgetary stability of the University and a clear investment system are prerequisites for the healthy development of our alma mater.

→ **Budget**

In the next budget-intensive years, it will be necessary to pay increased attention to and stretch the **strength of the University's management** to raise public resources for education and science. On the one hand, to coordinate with other universities, but at the same time to have the ambition and position to secure the development of the most important Czech university. I consider it appropriate to **open the question of diversification of higher education institutions**, as well as to put pressure on the political representation in order to make a truly massive investment in education and science in the Czech Republic. External resources will then need to be strengthened, either by **improved fundraising in the area of non-public resources, but with strict ethical standards, or by opening up more to the commercial sphere in the area of knowledge transfer**. The conclusions of the Working Group on Sponsorship and Partnership with Commercial Entities can be drawn upon here. In this respect, I consider it necessary that key university stakeholders do not learn about possible support from non-public sources ex post, but are given the opportunity to comment well in advance.

Other external sources should also be sought in the area of **project opportunities** (e.g. Horizon, OP JAK), of course taking into account sustainability and operational requirements. It is also definitely necessary to maintain some of the extraordinary decisions of the state from the past years, such as support for the faculties of medicine and education, and to try to build on this approach in other areas of the university – for example, the **humanities and social sciences** towards the state administration – the ministries of foreign affairs or culture.

Budgetary stability lies not only in the development and securing of external resources, but also in the internal reallocation of funds at the University. In this respect, a major **“wobbling” of the principles of internal reallocation**

of resources cannot be implemented in the near future. Internal redistribution is itself the result of complex trade-offs and the state of the university. Any possible change in content must be modelled in advance so that its consequences become clear. Budgetary stability means, among other things, predictability for the faculty leadership with the possibility of planning several years ahead, so the current system of internal cohesion must be maintained. In any case, it must be borne in mind that any change that is advantageous for one part of the university may be disadvantageous for other parts. The only way out of this zero-sum game is to increase the amount of money flowing to the university as a whole. Nevertheless, I plan to make partial changes, and in particular I think that some minority criteria, such as inter-faculty teaching and its funding, need to be taken into account.

One of the issues within the internal reallocation will be the issue of “bracketing”, i.e. the allocation of funding within central priorities and agendas. I want to discuss options for pushing forward funding for some priorities – (SIS, project support, strategic fund), ideally of course using external resources.

From a strategic point of view, I want to **raise the issue of the evaluation of teaching work** at the university in a discussion at the level of the faculty management, the Academic Senate and its economic committee.

→ **Investments**

In the area of investment, I see a clear weakness in the current state of affairs in the way **investment projects are managed**. The role of the university management and the Rector’s Office should be much more pronounced in the service offer; the centre must play the role of guarantor in the legal (contracts), budgetary as well as procedural (technical supervision of the investor) areas. Unfortunately, we often find ourselves in a situation where key hundred-million-dollar projects are in procedural and financial problems because they have been left to the capacity-poor apparatus of specific faculties. I want to stick to the rule of not adding to the administration of a functioning system, but to help where capacity is lacking, as the

negative impacts burden the university as a whole. Considering the fact that it is ultimately the property of the University, I want to **review the entire system of support for the University's investment projects**, to prepare both a retrospective review and a relevant outlook. This is both in terms of future investment needs and the subsequent operational requirements arising from them. Notwithstanding the cumulative risk of the co-participation of individual investment projects.

In the specific example of the planned **Albertov Campus**, this is a qualitatively incomparable event at Charles University in its entire modern history. I support this unique vision and at the same time I want to pay particular attention to eliminating all foreseeable risks, whether in the case of internal financing or commercial credit for the initial phase and the construction of the Globcentre. I also want to pay close attention to the analysis of future traffic and its demands throughout the campus. Transparency in all steps is extremely important.

→ **University Strategic Fund**

If the University is to consider the introduction of a strategic fund, it must be linked to the UK Strategic Plan and at the same time must accentuate the current situation and developments. **A real strategy cannot be a kind of one-off help, but a thoughtful outlook.**

In terms of the role of the Strategic Fund, I see at least three possible areas of support. First of all, there must be a consensus that this is a strategy particularly in the area of science at the university and for the purpose of improving the quality of teaching. Subsequently, there would be possible support in the following areas: **1) support for starting the restructuring of weak areas (horizon of at least three years), 2) support for new disciplines in line with the UK Strategic Plan (horizon of at most two years), 3) support for the sustainability of major projects (maximum two years).** It is unrealistic to specify the annual volume of this fund at this point in time without an analysis of potential needs and the amount of meaningful support. Procedurally, any support will be contingent on an application, the establishment of auditable outputs and subsequent feedback.

→ **Education**

The field of education is the very essence of the existence and life of the University. For the next four years I see several important priorities in which the University should take concrete steps.

→ **Applying lessons from the pandemic to education**

The situation of the covid-19 epidemic has presented us as a university with a very difficult situation, which we have managed mainly thanks to the activity of individual staff members. Three semesters of living in an online environment has made practical teaching in particular quite problematic; on the other hand, some aspects have proved to be viable and it would be a pity not to make use of them even after the coronavirus crisis is over. First of all, therefore, **the impact of online learning needs to be evaluated, with the possibility of moving some parts of it permanently online as well.** However, the nature of the specific study programme should always be respected, offered as an option, not forced. Following on from this, and with the experience of NAU, it will also be necessary to negotiate at the university management level to **expand teaching on new platforms** more widely. Crisis-forced transitions to **online** means have proven to work in many places – for example in the case of conferences, academic mobility, state final exams, defences or habilitation committee meetings – and would be good to consider as an option in the future.

→ **Introduction of evaluation and feedback in the field of teaching**

Charles University has undergone an international evaluation of science in the past period. **It seems logical to me that we should also try to do a similar evaluation of teaching.** Although this is objectively a much more complex methodological and procedural problem, I see the possibility of creating internal feedback related to the specific performance of the teacher, as well as to the nature of the study programme. I foresee first the launch of pilot evaluation projects, based on a methodology prepared and discussed with the faculties, followed by the preparation of the evaluation itself within the next four years. **We may use a combination of several approaches – evaluating the implementation of accreditation, setting disciplinary standards for teaching quality and student feedback.** It must

always be a combination of several factors. Incidentally, the Internal Evaluation Board (curriculum evaluation) has already prepared much on this. This will give us a picture of teaching at the university that should not have a primary impact on funding, but serve to improve quality. In fact, many of these approaches are already being implemented, and we can take advantage of this synergy without again placing an administrative burden on the whole system.

→ **Support and coordination of interfaculty educational activities**

Interfaculty teaching is, in my opinion, one of the priorities in terms of **permeability and inspiration** of the university, but a real effort to systematically grasp it has been lacking so far. Interfaculty teaching and its operational aspects have so far been left to the agreement of individual faculties, which may work in specific cases, but lacks a coherent organizational, informational, and ultimately possible financial solution. I consider this topic to be one of my priorities for education at the university, as it is a way to take full advantage of the richness of disciplines and the quality of teachers across the university in what is on offer to students.

→ **Emphasis on didactics and the integration of science and teaching**

Didactic and teaching skills are among the important factors that contribute to the quality of graduates and their employability. **In this respect, there must be a stronger link between pedagogical studies at the University, both in the context of doctoral studies and teaching methodology.** I consider a methodological and coordinating link between those places in the university where pedagogical studies are functioning well and the ongoing open cooperation of the nine faculties where teacher training is carried out to be an appropriate model. In short, let us use the potential of the Faculty of Education of Charles University. A separate chapter for me is the **central offer of lifelong learning courses in pedagogical and didactic courses**, which allows for the expansion of graduates' employment opportunities, as well as for the improvement of this qualification among the university's academic staff. Particularly in the field of master's studies, I see it as quite natural to link science and teaching by directly involving students in specific projects.

→ **Strengthening the internationalisation of teaching, supporting international programmes**

Charles University should continue to strengthen its position as a major European educational and research institution that is not only part of, but also a **driving force behind many international projects** and groups. It is crucial that the University continues to exploit the potential of already established and functioning groupings such as the 4EU plus Alliance, but also be prepared for new opportunities. The future of our University lies precisely in being open to international cooperation and identifying quality international opportunities in research and teaching at all levels of study.

In the sphere of **teaching**, it is essential to be able to use the foreign experience of CU teachers and to open our workplace to colleagues from abroad. It is also necessary to support high-quality international study programmes that enable the University to reach out to foreign students and strengthen international teaching cooperation.

The international community of students and teachers who become part of our academic community is an enrichment. We should therefore continue to work on improving the conditions for study, academic work and the inclusion of this group in the non-work life of our University. We must therefore **pay particular attention to the infrastructure of international cooperation**, from promotion, information and language readiness of staff to the quality of accommodation and services at Charles University.

→ **Necessary transformation of the Student Information System**

The student information system is in a situation where we are faced with a decision on what path to take in case of its necessary transformation. The current state of the SIS is built on a core system from the 1990s and **no longer meets current requirements**. At the same time, the whole system is highly monolithic, tied to a single supplier and with little scope for major functional changes. A gradual transition to a new system based on the principle of microservices with a clearly defined modular architecture is proposed as a solution. **It is necessary to separate the logical and**

presentation layers of the system and to define clear application interfaces to the individual microservices. This will make the whole system more flexible, easily extensible and not necessarily tied to a single vendor. Also, clearly defined application interfaces will make it possible to easily integrate SIS with other systems, e.g. for online and hybrid learning. All this will mean an increase in financial requirements, where it would obviously be a priority to address this phase with project support, e.g. from the OP JAK programme.

→ **Doctoral studies**

As a result of the planned change in the system of support for doctoral studies by the Ministry of Education, Youth and Sport, Charles University is facing an **internal discussion on how to proceed with doctoral studies.** At least in terms of the number of doctoral students and their financial support. Without communication between the management of the faculties and the management of the disciplinary councils, it will not be possible to prepare a system that would achieve the desired state of doctoral studies at the university.

I see doctoral studies as being closely linked to active science, but doctoral students must be given the necessary creative time to prepare their dissertations. However, I also reflect on the diversity of the university environment in terms of the ideal course of doctoral studies. Another topic is the preparation of the offer of so-called soft skills – communication and pedagogical skills. Another question for the new university management is the **issue of the meaningfulness of coordinating councils** at a time when the problems of doctoral studies in a particular faculty are being addressed anyway. A major problem is the social situation of doctoral students, which, because of the need to provide for the basic necessities of life, often leads to taking on additional employment, thus distracting the doctoral student from the study itself. In some disciplines, involvement in other non-study activities at the university threatens the quality of doctoral work and often the completion of studies. **The University must provide support for focused work to encourage timely completion of studies.**

→ **Science**

High-quality **research that is nationally excellent and internationally competitive** is a prerequisite for developing the potential of students and scientists. Excellent science is a key element for attracting talent from abroad and for the return of our own graduates who have gained experience at top international institutions. The science at the University must be cutting edge in domestic competition and must stand up against the best universities in the world.

→ **Evaluating science**

Recently, there has been an international evaluation of science at the university, which has been reflected in the funding of faculties. A comprehensive evaluation of institutions using international panels is planned to be repeated within five years. The task of the future Rector will be to prepare the conditions for this evaluation and **to avoid the problems** of the past quality evaluation – e.g. unclear evaluation criteria, non/coordination across disciplines, or failure to distinguish faculties within a discipline.

One of these problems is the fact that the results of the assessment have been reflected in the funding of faculties only by multiplying the former RIV scores. In contrast, the revised assessment must allow for the creation of new disciplines, the promotion of progressive disciplines and the development of faculties with increasing scientific performance. This was a somewhat understandable starting point, but it must not be a target state.

Based on existing data from Modules 1 and 2 of the M17+ assessment, data from the UK assessment by the IDEA/CERGE team and current data from the OBD system, it is possible to make a partial assessment of scientific results, identify new or progressive fields and gradually weaken the impact of the RIV points recalculation.

→ **Status of the postdoc category in the system**

The postdoc category is one of the “at risk” groups in terms of retaining quality staff at the university, both financially and socially. I want to develop a **programme system of specific support and other support** mechanisms that would prevent the departure of PhD graduates and enable the return of post-docs who have gained experience abroad. Programmatic support would include the possibility of projects in the framework of university support for science (Primus), more targeted support in the field of international cooperation (mobility programmes) or a wider offer in the possibility of reconciling family and professional life – kindergartens, children’s groups.

→ **Cooperatio**

I want to **subject** the upcoming Cooperatio system **to a quick analysis** in 2022, to assess the administrative and capacity requirements of the system, to specify the role of the guarantors, and to set the boundaries of the internal competences of the teams to the current reality of the faculties – from remuneration to influence on doctoral programmes. If expectations are not met, let us not be afraid to reform the entire system. Fragmentation of the university is an objective problem, as described in the conclusions of the international evaluation. However, the question is whether in some areas the content is not being diluted by the form, i.e. that the formalisation of cooperation is overriding the ideas of real cooperation.

→ **University science support system**

In the case of the **Grant Agency of the CU (GAUK)**, this is a functional system in which I want to introduce clear checks on the transparency and neutrality of panels. I also want to encourage students to become more involved in the competition and, if the total amount of funding applied for increases, to increase the funding to maintain a success rate of around 30%.

University Specific Research (**SVV**) funds must also go to students and postgraduates, even if the SVV is abolished and the funds come to the CU in the overall package of research money. I want to make it mandatory to direct these funds to students and PhD students (for example, for travel or scholarships). At the same time, faculties should have their own system of rewarding students and PhD students who engage in scientific activities.

In the case of the University Centres of Excellence (**UNCE**), I want to evaluate the functioning so far also in terms of disciplinary specifics, strategies and changing behaviour at individual faculties and base any continuation or modification on this analysis. It is necessary to analyse the problem of sustainability of the centres after the projects.

In the case of the **Primus** programme, this is the most important measure to ensure a dynamic environment at faculties through the support of post-docs. The goal for the future must be a system of bridging periods for quality projects/teams. I want to keep the co-funding within the faculties, but given their budgetary possibilities, choose to stagger this co-funding. Monitoring of ongoing projects is important.

I also foresee the preservation of less financially voluminous but still important ways of supporting science, such as the Donatio Universitatis Carolinae award, with the laureates presenting their scientific activities through appropriate channels to the public, thus contributing to the third role of the university. In addition, I will maintain a competition for outstanding monographs with clearer evaluation criteria. These support programmes will be continuously monitored. In terms of support for science at the UK, I will seek external funding to support the existing or slightly modified programmes listed above. I do not want to repeat the method of introducing a one-off Start competition, although I share the need to support PhD students and their trips abroad.

→ **Rectorate – central project support**

In the field of science, even more than in teaching, the fact that the university brings together very different faculties, different disciplines, different worlds is even more evident. Large faculties have their own project departments and manage significant resources. The role of the Rector's Office is to work closely with these faculties, to communicate regularly, to provide methodological support and to sponsor projects. For faculties with lesser research output, for groups of faculties and for the university as a whole, I want the Rector's Office to provide comprehensive support services for the acquisition of international projects, through the transformation of the Project Support Unit and the European Centre. The aim is to increase the volume of external funding raised, not only for university-wide projects. Thus, restructuring and investment in quality staff are essential steps, not a primary increase in the central budget in this area.

→ **Career regulations**

The University is and should be a dynamic environment, including in the area of personnel. Academic and research staff must repeatedly compete in national and international competition. I will communicate closely with Deans (and Associate Deans) to create and maintain a dynamic environment in personnel, which alone guarantees quality scholarship and teaching. The draft Career Code that has been created sets very sensible boundaries within which faculties can work in a very concrete way, and it is its faculty implementation, quality monitoring, impact evaluation and sharing of experience that is the theme for the coming term.

→ The third role
of the university

The statutes of our alma mater speak very clearly about how we are anchored in values, both internally and in relation to the outside world. It speaks **of independence from power or political structures, of our desire to provide access to education for all who desire it, and of our commitment to the idea of global university cooperation not only as a basis for international scientific research and education, but above all as a prerequisite for educating new generations for understanding and tolerance.**

By its very nature, Charles University has enormous power and potential to enter the public sphere. At the same time, however, it is not some self-evident quality that does not need to be cultivated and developed. The University has a number of experts who can speak respectfully and thus bring the values of education and expertise into the public debate. Let us use this potential to fulfill our third role and not be afraid, for example, to recognize the best popularization activities in a given academic year.

→ **University and public space**

My vision is of Charles University credibly, professionally and respectfully entering the public space, influencing it, co-creating it. We must remain a university ground independent of politics, but this does not mean that we are apolitical. If we are to live up to the values and theses embedded in our statutes, **we must defend these values of openness, democracy, humanity and free access to education loudly**, including a clear rejection of any dangerous extreme trends in society.

→ **University innovating**

I want to promote technology transfer in direct communication with the faculty directly involved. I am aware of the excellent experience in this area in specific faculties, so **let us make use of this experience university-wide.** But any strengthening of central support must never limit the faculty systems that

have been in place to date. I will closely monitor the activities of the CUIP subsidiary and support the development of partnership programmes in contract research.

→ **University popularizing**

The third role of the university must also lie in the impact of our research and education on the general public. Popularising the excellence of science, such as the Donatio Prize winners, is not an easy challenge, but at the end of it is respect for the university, respect for education and scholarship, and indeed respect for Charles University itself as an institution. **Let us therefore take advantage of the experience of our experts** and strengthen the central university activities towards the popularisation of science and studies.

→ **A university for life and open to all**

Charles University is not only a meeting place for students, teachers and educators, but it must also be a **multi-generational place of encounter and mutual inspiration**. That is why I will support programmes for the youngest generations, as well as develop a lifelong learning agenda. It is in LLL (CŽV) that we link our educational and third role. Not to mention the vocational training carried out within the framework of CŽV, which is extremely conducive to the employability of graduates. It is with **graduates and supporters** that we need to communicate better and find space for, all the more so given the extraordinary professional success of a significant proportion of our graduates. We need to find new forms of partnership between the University and its alumni, not only within the CU Alumni Club, but also to support individual faculties in Alumni Club programmes.

→ **Environmentally responsible university**

My goal is to **create a University Sustainability Plan** containing very specific practices and areas, including an employee code of conduct. We should share experiences with other partners in this regard, e.g. the

Green Office initiative. The University has already openly signed up to the UN 2015–2030 Sustainable Development Goals (SDGs) and should therefore act in this spirit. **Specific areas for an environmentally responsible university are the issue of energy efficiency in buildings – especially for new projects, including the possibility of partial energy self-sufficiency, or the issue of air conditioning in buildings; efficient waste sorting; considerate use of water, including the reuse of so-called grey water; saving and reducing paper; re-used approaches within movable assets.**

→ **Student environment**

The area of student life permeates all of the above topics, yet I find it necessary to make some issues related to student life more concrete. The university is a community that extends beyond the study itself. Whether it is halls of residence and canteens, student societies and activities or sport. **The University is not just a simple educational and research institution, we are a community, which involves much more than just coexisting under one brand.**

→ **Halls of residence and canteens (KaM)**

I consider the situation of halls of residence and canteens to be unsustainable in the long term under the current system. The current complications have only highlighted the problems, which are not just personal in nature, regarding the past KaM management. **They are about the very role of this other unit in the organizational structure of the university. It is also about operational and investment policy in terms of the sustainability of the quality of the real estate stock, as well as the setting of housing standards, including the necessary social role of the halls of residence and the canteens.** Any future solution must therefore involve not only finding a suitable personality to head the KaM, but above all a conceptual view of how to specifically change their organisation and inclusion in the university scheme. I also want to look at how to proceed with the renewal of the real estate stock that is on the edge of sustainability, how to set levels of housing standards, all linked to a clear timetable for improvements and renovations and their payback. A clear conceptual material for the way forward, including organisational, financial and timing issues, must be in place by mid-2022. In addition, **I see cooperation with the leaders of Prague, Pilsen and Hradec Králové as necessary here**, as student housing and student life naturally belong to the life of cities, especially in a situation where the university does not have a common campus.

→ **Students with special needs and other support activities**

Charles University must continue to develop its positive and open approach to students with special needs and continue other support activities. The proven foundations based on Universal Design for Learning need to be updated and adapted to today's reality. So far, we have always been able to actively support the admission and learning of our colleagues with special needs exactly according to the preamble of our statutes, which speaks of the widest possible access to education. **Let us continue to remove barriers** and open up the university to our applicants in the communication between the university centre and the designated persons at the individual faculties. If we want to go further in this area, we cannot avoid a passporting of the current functioning. At the same time, it is good to remember that it may not only be about the special needs of learners, but also of academic and non-academic staff.

→ **Promoting physical and mental health**

Charles University has an extraordinary sporting tradition that deserves support and development. That is why I plan to **continue to support sports activities** (not only) of students, including quite specific support for the development of the University's sports facilities. At the same time, we are past the very difficult time of the covid-19 epidemic, which has affected not only teaching but also **mental health**. Charles University must be prepared to help in this area too, within the framework of its extraordinary expertise. Some faculties are managing this help from their own resources, but the university as a whole must come up with the possibility of this help where there is no capacity in the faculties themselves. Without a doubt, a more difficult time lies ahead, and our students and staff need to know that their alma mater can lend a helping hand even in this sensitive area. During the covid-19 epidemic, a number of activities have been set up at the various faculties that deserve support and admiration, whether in terms of concrete physical assistance, psychological support or social helpfulness. I want to help this great atmosphere at the university from the centre of the university as well.

→ **Support for student clubs and leisure creativity**

The activities of student societies are an integral and natural part of the life of our university. Their projects and activities undoubtedly deserve support, but this support must be transparent and not depend on one person's decision. **As Rector, I am ready to support student activities as well as leisure creativity, but above all in a transparent manner with predefined parameters or priorities, as well as a clear evaluation and selection process. The recommendations of the committee or panel must be clearly respected by the university administration.** In my opinion, leisure creativity, such as that taking place within the framework of the Campus Hybernská project, perfectly illustrates the connection between the city, student activity, culture, education and the third role of the university.

→ **Supporting the reconciliation of study, work and family**

The area of support for reconciling study, work and family life is not just about students. In this respect, I see opportunities for development in the support of children's groups or faculty nurseries, as well as in the sensitive application of the career regulations in the case of female academics in relation to their family situation. Another aspect of this issue is the reconciliation of study and family environment in the case of social problems of students and the support of assistance tools by the university, whether through social scholarships, specific one-off support or other forms of social intervention. I see the **housing of young academics** as an extremely sensitive issue, which is naturally not a matter of one rectorial term, but as one of the truly long-term goals, we should not lose sight of it.

→ prof. PhDr. **Michal Stehlík**, Ph.D.

- Born 1976 in Třebíč, married, eight children
 - Current workplace
Faculty of Arts, Charles University / National Museum
 - Studies
history-slovak studies at the Faculty of Arts,
Charles University, graduated 1999
 - Specialization
professor of Czech history with a focus on modern
history (especially the topics of anti-communist
resistance and revolt, popularization of history),
appointed 2020
 - Foreign experience
 - Research Fellowship at New York University, 2008
 - Member of the COURAGE project
(Horizon2020), 2016–2019
 - Management experience
 - Dean of the Faculty of Arts, Charles University,
2006–2014
 - Deputy Director General of the National Museum
(major projects and investments), since 2014
 - Other experience
member of the RVVI panel (Humanities and Arts,
until 2020) and membership and chairmanship
of the National Accreditation Office committees,
since 2017
 - Other past experience
member of scientific councils (Masaryk University,
Faculty of Arts, University of Pardubice, Institute for
the Study of Totalitarian Regimes, National Library,
National Museum), member and vice-chairman of
the board of UMPRUM (University of Applied Arts),
member of the board of Czech Radio (2014–2015
also chairman of the board), member of the board of
the Institute for the Study of Totalitarian Regimes,
member of the supervisory board of the Masaryk
Institute and Archives of the AV ČR, v.v.i, Member of
the Czech-Austrian Historical Commission
- www.michalstehlik.cz

Dear colleagues,

I am aware of the challenges facing our alma mater in the coming years. It is with this awareness, responsibility and humility that I am applying for the position of Rector of Charles University. I am proud of our university and I believe above all that our current and future challenges will be met by our campus through mutual openness, discussion and cooperation.

The strength and essence of our university lies not only in its excellent science, teaching, undisputed tradition and public role.

Our greatest asset is ourselves – a community of seventeen faculties, a community of students and teachers, as well as alumni and supporters.

Let us fulfill this vision together.

We are the Charles University!