



OSTRAVSKÁ UNIVERZITA
PŘÍRODOVĚDECKÁ FAKULTA

Long-term Objectives of the Faculty of Science of the University of Ostrava for Years 2016–2020

Ostrava 2016

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Mission

The Faculty of Science of the University of Ostrava provides university education in the fields of natural sciences, mathematics and information technologies. The faculty creates conditions conducive to educational and knowledge growth through the development of excellent teaching staff and technical background, offering possibilities of professional as well as personal development of each student. We are a faculty that compares its activities with the international environment and offers quality conditions for both the educational process and scientific research. Our faculty is open to various forms of cooperation and supports scientific and social debate, freedom in scientific activities, and interaction between education, science and social development.

Vision

The Faculty of Science of the University of Ostrava (UO) is a respected educational and scientific research institution in the Czech Republic and the Moravian-Silesian Region.

The Faculty of Science of the UO offers a clearly profiled portfolio of degree programmes at all study levels (Bachelor's, Master's and Doctoral Degrees) and accredited habilitation procedures and procedures for the appointment of professors in many fields of science in which it achieves excellent scientific results.

The Faculty of Science of the UO is an attractive faculty providing studies of natural sciences grounded in well-equipped facilities and highly professional teaching staff.

The Faculty of Science of the UO disposes of a quality educational infrastructure for foreign students, while offering wide opportunities for the study at quality foreign universities to domestic students.

The Faculty of Science of the UO is an open and active team of students, academic staff and scientific researchers, including at international level.

The Faculty of Science of the UO is an important partner of the City of Ostrava and the Moravian-Silesian Region, both in the public and private sectors.

PRIORITY 1: Science and doctoral studies

Objective 1.1 Enhance the scientific and publication performance of academic staff from the point of quantity (amount of RIV points) and quality (excellent publications)

Summary of the state

Academic staff of the Faculty of Science of the UO produce a significant part of the publication results of the University of Ostrava. However, in comparison with other faculties within the university, its participation in publication points is still relatively low. For example, as for the total volume of publication points according to RIV assessment in 2014 (=H2014), the faculty reached 9,256 points, while the Philosophical Faculty of the UO 10,712 points, which was similar to values of previous years. Despite a year-to-year increase in the number of RIV points (from 4,126 points in H2010 to 9,256 points in H2014), the faculty's growth rate gradually decreases (compare the increase of 27 % between H2012 and H2013 with 18 % between H2013 and H2014). Moreover, the number of the faculty's RIV points is far below the value of similarly focused faculties at traditional universities, including the per capita levels.

Publication performance of academic staff within individual departments is unevenly distributed; there are also large publication performance disproportions among departments as units. On one hand, several employees produce excellent results (e.g. between 2011 and 2015 there were 2 publications in the Nature Journal, 1 in the Science Magazine and 5 in PNAS – all produced by 2 employees of the Faculty of Science of the UO) and publications in Q1 ranking of relevant categories according to WoS. On the other hand, a large proportion of academic employees of the faculty departments still have either no or mediocre publication results. In terms of the number of RIV points, average performance of the faculty academic employee, as based on the results in H2013 and H2014, makes 70 points for a five-year period (= 14 points a year). In fact, this performance was only reached by several faculty's employees in H2014 (period of 2009–2013) and this average value was not very high since the best performing employees regularly reached values exceeding 250 RIV points in the last evaluations in five-year periods, i.e. 50 points a year. This points to insufficient contribution of individual faculty employees as for RIV points. Moreover, focusing on local magazines and compendia as well as publishing of mere abstracts of conference contributions instead of articles in journals with non-zero impact factor has so far prevailed at some of the departments.

Measures

- Defining the parameters of excellence;

- Effective personnel policy at the level of departments (investment into new and prospective employees and gradual reduction in the number of unpromising or underperforming employees);
- Defining the parameters of scientific performance and its consistent application by means of regular evaluation;
- Positive financial motivation (Dean's Award, bonuses, RIV sub-accounts);
- Creation of tools towards stabilisation and sustainability of viable research teams in transitional periods;
- Pressure on the creation of new strategic (mainly foreign) contacts and more efficient use of the existing ones;
- Quality administrative support, including the reduction of bureaucratic agenda related to research (e.g. computerisation support).

Indicators

- Number of publication points according to RIV of individual academic employees of the Faculty of Science of the UO (FS UO) and its individual workplaces;
- Number of impacted publications of individual FS UO employees;
- Number of publications in journals with Q1 ranking within a specific field of science, as based on WoS;
- Number of publications in most renowned journals of the category of Multidisciplinary Sciences on WoS (Nature, Science, PNAS etc.);
- Number of excellent publications applied in RIV Pillar II;
- Number of publications with foreign co-authors;
- Contribution of foreign researchers and renowned and promising employees at individual departments;
- Share of publication activities of the FS OU employees in the OU results in the above-mentioned categories.

Objective 1.2 Efficient use of new operation systems and increase in the number of CEP projects

Summary of the state

In the years 2011-2015 the faculty actively participated in the implementation of several operational programmes ("Research and Development for Innovations Operational Programmes" (OP VaVpl), "Education for Competitiveness Operational Programmes" (OP VK)), partial "Central Register of R&D Projects" CEP grants (GAČR, MŠMT, TAČR, MZe etc.), foreign projects of Bioclean (7RP) and ALFF (Horizon 2020) and other grants from the Moravian-Silesian Region and other bodies. In the years 2011-2014, only 25 projects, (c. 16%) were financed out of the total number of 153 proposals of CEP projects documented at the FSOU.

Success in receiving scientific CEP grants, particularly GAČR and TAČR continues to decline. In 2015, a total of 14 GAČR projects were submitted on behalf of the FSOU, out of which 4 were submitted in the regime of co-submitters. However, only 2 "co-submitter" projects (14%) were finally financed.

In the years 2011-2013, an important milestone was the establishment of 2 research centres – *Institute of Environmental Technologies* (IET, faculty centre) within an OP VaVpl Operational Programme and *Life Science Research Centre* (LSRC, department centre) based on the support of two IRP projects and projects of the Moravian-Silesian Region. LSRC is constituted by an international research team comprising both graduates of reputable universities of the Czech Republic (Charles University, University of South Bohemia) and efficient researchers and postgraduate students from post-Soviet countries, USA, Slovakia, Thailand and Turkey. Already in the years 2013-2015, LSRC team members produced several new quality publications on behalf of the FS UO. On the contrary, the IET personnel structure has so far been based almost exclusively on existing employees of the FS UO departments. A positive aspect of the IET project was an important investment into apparatuses for several departments of the FS UO; the investment effectivity will need further monitoring, e.g. via the production of quality publications. A key moment shall be the IET and LSRC sustainability, while the employees related to these centres have to engage in the economic self-sufficiency via project financing.

Measures

- Securing finance for the cooperation in prospective projects;
- Defining strategic priorities for the Operational Programme for Research, Development and Education (OP VVV) at the level of the faculty and individual departments;
- Effective coordination and administrative support of the project preparation at the level of faculties and departments;
- Financial motivation for successful submitters and co-submitters of CEP projects and international R&D projects (e.g. Horizon 2020, European Research Council (ERC), NSF etc.);
- Pressure on increasing the share in financing research teams from projects and other sources supporting science and research (including financial means for institutional research).

Indicators

- Number of received domestic scientific CEP grants (GAČR, TAČR etc.);
- Number of received international grants (e.g. Horizon 2020);
- Volume of received grant funds;
- Number and quality of publications produced within current and newly received projects;
- Number of new efficient researchers financed on the basis of means received from operational programmes and IRP projects.

Objective 1.3 Active involvement of Master and PhD students into scientific activities at the faculty

Summary of the state

Scientific research is an inseparable part of doctoral study programmes. (Professional) doctoral study is currently accredited at all 7 departments (Department of Biology and Ecology, Department of Physical Geography and Geoecology, Department of Physics, Department of Chemistry, Department of Informatics and Computers Department of Mathematics, and Department of Human Geography and Regional Development); Department of Physics also provides the doctoral study within the Theory of Education degree programme (only for students finishing their studies). The latest accredited degree programmes are the Doctoral Study of Biology and the Doctoral Study of Analytical Chemistry (both accredited in 2011). A majority of degree programmes have successfully been reaccredited for the forthcoming period. Doctoral study programmes of Mathematics and Political and Cultural Geography have also been accredited in English language (without students so far).

The study takes place under the expert supervision of individual programme boards that meet at least once a year. As for individual degree programmes, no uniform criteria have so far been applied for quality publications produced by Ph.D. students during their studies. Within some degree programmes, successful doctoral thesis defence requires submitting at least 3 impacted first-author publications, while within others, publications in compendia or journals without any impact factor have so far been sufficient.

Measures

- Introduction of requirements related to publication outputs necessary for Ph.D. thesis defence approval and strict observance of the requirements by programme boards;
- Regular checks of the quality of programme boards staff composition regarding scientific performance;
- Support of the Student Grant Competition (SGS) projects with quantitative publication outputs;
- Pressure on the computerisation of doctoral study agenda and the SGS system.

Indicators

- Number of graduate students of doctoral degree programmes in standard (or maximum) study period;
- Number and quality of publications produced by Ph.D. students;
- Number of publications and other outputs produced within the SGS.

Objective 1.4 Extension of the offer of habilitation procedures and procedures for the appointment of a professor, and increase in their quality

Summary of the state

Habilitation procedures and procedures for the appointment of professors have so far been accredited at the faculty in the fields of Applied Mathematics, Environmental Geography (habilitation procedures only), and Political Geography.

Measures

- To process and submit accreditation files in the fields in which doctoral study has newly been accredited and which have already produced first graduates;
- Renewal of the personnel composition of the Academic Council of the Faculty of Science of the University of Ostrava.

Indicators

- Number of new accreditations of habilitation procedures and of procedures for the appointment of a professor;
- Number of new associate professors and professors appointed in these procedures;
- Quality of publications and pedagogical performance of the candidate for the title of associate professor and professor.

Objective 1.5 Increase the volume of funding obtained from contract research and other commercial activities

Summary of the state

In the years 2011-2015 individual FS UO employees cooperated with government bodies, commercial sector and industry; yet, the volume of funding obtained from contract research and other commercial activities is still very low. Within the Pillar III of RIV evaluation in 2014, the faculty reached only 26 points for applied research projects and contract research, and no points in the category of Patents, Varieties and Breeds. In 2014 the faculty generated 997 thousand CZK from contract research, in 2015 it was 637 thousand CZK.

Measures

- Positive incentives for workers engaged in applied research (remuneration, RIV sub-accounts etc.);
- Active connecting with institutions and commercial entities in the region;
- Certification of laboratories and laboratory analyses.

Indicators

- Number of newly solved applied research projects and concluded economic agreements;
- Volume of funding obtained from applied research;
- Number of achieved RIV points in Pillar III;
- Number of certified laboratories or laboratory analyses.

PRIORITY 2: Study and lifelong learning programmes

Objective 2.1 Accreditation of all education focus areas or degree programmes within these areas

Summary of the state

The faculty has accredited degree programmes at all levels of study in all education focus areas, excluding the teacher training area, which lacks the accreditation for the doctoral study programme. An Amendment to the Higher Education Act will come into force in 2016 on the basis of which new requirements will be stipulated in relation to the accreditation of degree programmes and institutional accreditation. The faculty thus needs to maintain the existing structure of accredited degree programmes even after new accreditation requirements have been stipulated. The FS UO aims at obtaining the institutional accreditation in education focus areas. One of other goals is to comply with the conditions necessary for the accreditation of doctoral study programme in the teacher training sphere.

Measures

- Analysis of existing degree programmes with regard to modified and new requirements of the accreditation process; identification of threats, i.e. of such new requirements that are currently not being fulfilled or paid attention to;
- To set up a system that monitors meeting new requirements;
- To remedy any deficiencies that hinder the fulfilment of new requirements;
- Support of creative and scientific activity of academic staff including teacher trainers of individual fields of science.

Indicators

- Number of accredited degree programmes on the basis of the new accreditation process;
- Number of institutional accreditations in education focus areas;
- Qualification structure of academic staff;
- Qualification structure of study programmes guarantors;
- Results of academic staff scientific activity.

Objective 2.2 Motivated prospective students and real students = employable graduates

Summary of the state

Even though standard practice is used in the promotion of degree programmes (Education Fairs, Open Days, websites, social networks), there is no systematic procedure when addressing prospective students and, along with that, financial motivation is also insufficiently exploited. The interest of prospective students in individual degree programmes is uneven. Yet, conditions are ideal at the faculty for motivating prospective students and current students financially; there are rules geared towards wide use of a scholarship fund for the

support of quality study, and creative and other activities of students. Based on years of experience in the field of publicity and science communication, the faculty actively cooperates with secondary and primary schools of the region (mainly in the area of practical training and further education of pedagogical staff). With regard to the personnel structure, the faculty is well equipped for the implementation of degree programme-related courses in English. It offers degree programmes based on quality training in which, however, not much stress is put on developing soft skills that currently belong to key parameters in the preparation for succeeding on the labour market. For a long time, there has been no unified system of systematic language preparation of students, particularly in English language.

Measures

- Introduction of a system of intensive promotion of the faculty's degree programmes;
- Active talented students searching and addressing, making use of financial motivation;
- Establishment of an Advisory Centre offering services both to prospective students and current students; individual work with talented students, offer of suitable forms of involvement based on the students' skills and focus (cross-border mobility and work placement schemes, involvement in scientific work, offer of specialised seminars);
- Effective use of scholarship fund for the support of quality study and creative and other activities of students;
- More effective cooperation with schools as future employers of the graduates of teacher training programmes and more effective cooperation with the recipients of services in the sphere of (a) lifelong learning, (b) further education of pedagogical staff, and (c) institutions educating future prospective students (building a network of actively cooperating schools for work with talents, organisation of contests, and provision of pedagogical and assistance experience etc.);
- Creation of modules focused on higher flexibility and creativity of students (soft skills) and inclusion of suitable modules into the faculty's study offer;
- Creation of modules targeted at professional specialisation in cooperation with relevant employers and inclusion of the modules into the offer of corresponding degree programmes and their syllabuses;
- Introduction of courses in English language as standard components of syllabuses, particularly in the case of elective courses;
- Creation of a system of quality language preparation of students, mainly with regard to the English language;
- Support of work experiences and internships of students.

Indicators

- Proportion of successful Olympiad and SPA (Students' Professional Activities) investigators or other talent contest participants in all Bachelor study students;
- Number of prospective students/current students who use the services of the Advisory Centre;
- Number of students actively participating in research and creative activities of faculty workplaces;

- Amount of scholarships drawn in individual categories;
- Number of faculty schools;
- Number of professional/soft skills modules and number of their graduates;
- Number of syllabus-included degree programme courses presented in English;
- Number of students that have taken degree programme courses in English;
- Number of students that have taken courses focused on increasing the level of foreign language competence;
- Number of completed work experiences and work placements.

Objective 2.3 Quality and effective study

Summary of the state

Faculty's degree programmes reflect a high rate of students' failure mainly in the first year of study (30-40%); however, reasons for this failure are not systematically monitored. The effectivity of enrolment procedure is evaluated using partial analyses on the basis of current needs but long-term monitoring and evaluating of the whole process of enrolment procedure effectivity is missing with regard to the maximisation of the number of successful degree programme graduates. The evaluation of the teaching process is only carried out by students. There is no evaluation on the part of heads of academic staff, graduates and employers.

Measures

- Monitoring and evaluating of the effectivity of enrolment procedure and teaching in the first year of study with regard to the failure of students after the first year of study;
- Monitoring of the number of successful graduates out of the total number of students;
- Introduction of the system of evaluation carried out by academic staff, graduates and employers;
- Courses teaching effectivity analysis regarding the number of students and follow-up optimisation of the number of offered elective courses with respect to teaching effectivity;
- Periodic evaluation of supporting information systems, initiation of their development and increasing their efficiency.

Indicators

- Analysis of the effectivity of enrolment procedure and teaching in the first year of study with regard to failure of students after the first year of study;
- Analysis of the number of successful graduates of individual degree programmes out of the total amount of students;
- Results of the evaluation of individual evaluators (students, academic staff, graduates, employers);
- Share of students successfully finishing the study in Bachelor and follow-up Master programmes;
- Number of offered elective courses;

- Number of students in courses;
- Analysis of the functionality of information systems, proposals for the creation of other applications for their effective use.

Objective 2.4 Lifelong learning programmes as an integral part of education provided at the FS OU

Summary of the state

Except for Further Education of Pedagogical Staff and the University of the Third Age, the offer of lifelong learning programmes remains fragmented and it is solved individually at individual workplaces. The existing faculty's Lifelong Learning Centre, which was originally expected to be characterised by development, self-funding and gradual increase in the number of workers, has reduced its size into a director, part-time secretary and several externally involved workers. With exceptions, lifelong learning is only offered at the departments in the form of Further Education of Pedagogical Staff and the University of the Third Age takes place fully apart from the Lifelong Learning Centre. Further activities in the sphere of Lifelong Learning Programmes have recently taken place within ESF (European Social Fund) projects solving. After they have been completed, these activities are no longer financially secured. There are no lifelong learning programmes (with exceptions) that would financially be beneficial or independent of other financial means of the faculty's workplaces in the long run. The Lifelong Learning Centre failed to establish wider cooperation with authorities and companies and offer them educational programmes. The Centre also carries out minimum activity in the sphere of the study in accredited degree programmes (the so-called paid study forms).

Measures

- Creation of the post of Lifelong Learning Centre individual examiner;
- Updating of internal regulations of the faculty in accordance with the internal regulations of the University of Ostrava;
- Setting of an updated process of the organisation of lifelong learning programmes;
- Stabilisation of existing lifelong learning programmes in the field of Further Education of Pedagogical Staff; effort to address many more participants;
- Market analysis with respect to lifelong learning offer, identification of programmes in which the faculty might be able to compete;
- Contacting the Labour Office, retraining courses analysis and identification of what kind of retraining courses the faculty can offer;
- Contacting human resources departments of potential employers, creation of suitable programmes for continuous training of employees, employment of professional modules originally intended for current students also for the purposes of lifelong learning activities;
- Creation of an attractive offer of courses for prospective students interested in not only faculty's degree programmes (e.g. physics, biology, chemistry for the medical sector) but others as well;
- Annual offer of paid study within accredited degree programmes, mainly part-time study;
- Monitoring of the situation related to the standards for teachers and the career system, preparation of suitable programmes;

- Incorporation of the University of the Third Age into the Lifelong Learning Centre, establishment of funding rules;
- Establishment of cooperation with the PR department in connection with the promotion of lifelong learning offer.

Indicators

- Changes implemented in the lifelong learning staffing;
- Management and procedures related to lifelong learning activities;
- Updated faculty's internal regulations dealing with the sphere of lifelong learning;
- Accredited lifelong learning programmes;
- New lifelong learning programmes;
- Lifelong learning participants in accredited degree programmes;
- New forms of lifelong learning promotion;
- Network of institution cooperating in connection with lifelong education;
- Analysis of lifelong learning demand with as regards the faculty's potential.

PRIORITY 3: Internationalisation and third role

Internationalisation

Despite the fact that there has been an increase in the number of courses presented in foreign languages (and these courses are either a part of degree programmes or simply offered to foreign students), there is no adequate increase in the number of incoming mobilities to the FS UO. Despite a recent decreasing trend in the number of FS UO students and admission of students with lower learning propensity, there has been a slight increase in the number of outgoing students on foreign (both study and working) mobilities, namely in connection with constant emphasis on the importance of internationalisation. Internationalisation efforts will have an impact on the faculty funding (K parameter) and most likely also on obtaining institutional accreditation. At the same time, they are an essential indicator of whether a graduate will be successful on the labour market. The FS UO will thus pursue, apart from standard indicators of the quality of teaching and science, the implementation of internationalisation as another indicator, including its incorporation into the faculty's U-map.

Objective 3.1 Increase in the number of foreign students at the FS UO

Summary of the state

Internationalisation ethos and recognition of the importance of this area have been adopted by a majority of the departments of the FS UO. However, what appears to be an issue is the "ghettoisation" of foreign students, i. e. weak interconnection between domestic and foreign students. Quality Central European universities are strong competitors of the UO with regard to the study to foreign students. One of the disadvantages of the FS UO is also the absence or insufficient development of accredited English-presented degree programmes, low number of English-presented compulsory courses and lack of real experience with accredited foreign study. Recently there has been a decrease in the number of incoming foreign students, moderate growth in the number of foreign students at some of the departments and

their gradual diversification based on the country of origin. Another critical aspect is an unbalanced level of foreign language skills of academic and non-academic staff and low participation of accredited study students in English courses. The faculty can only rely on weak marketing and struggles with insufficient awareness of foreign students of quality study at the FS UO.

Measures

- Increase in the number of degree programmes containing elective and compulsory courses in English language, including the engagement of Ph.D. students in presenting courses in English language;
- Improvement of teaching by means of evaluation carried out made by foreign students;
- Interconnection of foreign and domestic students in teaching and within outside-the-courses activities; intensive cooperation with ISC UO (International Student Club of the University of Ostrava);
- Improvement in foreign FS UO marketing in cooperation with the PR (Public Relations) and IO (International Office) Rectorate departments; making use of travels abroad of academic and non-academic staff in the study marketing;
- Improvements in the work of international department coordinators and Dean's Office employees; personnel strengthening for the purposes of the implementation of conceptual and advanced administrative internationalisation agendas in cooperation with the IO (English versions of forms);
- Improvements in the teaching provided by the academic staff (mainly as regards language competence); improvements in the service provided to foreign students; the use of science and research for incoming foreign students;
- Widening the portfolio of the FS UO contracting partners, mainly with respect to the potential of incoming foreign students and outgoing domestic students;
- Development of accredited degree programmes in English;
- Using funds from the Operational Programme Research, Development and Education (OP VVV – PO1 and PO2) to significantly increase the quality of the faculty internationalisation.

Indicators

- Number of incoming students at the FS UO who stay longer than 30 days (study and working visits);
- Number of student-days spent within mobility at the FS UO;
- Number of Slovak students in accredited degree programmes offered by the FS UO;
- Number of courses prepared to be taught in a foreign language and number of courses actually taught in English;
- Number of domestic students taking courses taught in English;
- Number of accredited degree programmes in English, including joint/multiple degree;
- International university marketing conception adjusted to the needs of the FS UO;
- Creation and implementation of the conception of FS UO employees' language competence development;

- System of the monitoring of the quality of education in foreign languages at the FS UO;
- Number of contracts within the scope of foreign cooperation (bilateral agreements, memoranda etc.)
- English websites and their regular updating.

Objective 3.2 Maintenance of the current number of outgoing students within international mobility

Summary of the state

There is a positive trend of a slightly increasing number of outgoing students; however, in comparison with other UO faculties, the number is still relatively low. The students appear to be less motivated to study/undergo training abroad. There has been a long-term absence of a strong and strategic university partner for intensive development of joint activities (e.g. joint degree). With regard to weak conception in the field of language training, the key negative aspect that complicates or fully precludes foreign mobility is rather bad language competence of FS UO students, including as a result of lower quality of admitted students. The faculty deals with considerable mobility unevenness among departments and diverging mobility trends. A positive aspect is the presence of foreign workers at the faculty's workplaces (Department of Biology, Department of Mathematics), a wide portfolio of international contacts that are shared across workplaces through Erasmus+ programme.

Measures

- Setting motivational presentation of degree programmes with an emphasis on international mobility, including implementation of sufficient number of English courses within accredited degree programmes;
- Improvement of language competence of domestic students for the purposes of foreign travels and in order to comply with foreign study requirements; preparation and implementation of the FS UO language education conception, following the UO conception;
- Improvement in the work of international department coordinators in order to motivate students and conduct perfect foreign study trips administration;
- Improvement in internal marketing at the faculty/departments; focus on more attractive presentation of opportunities and benefits of foreign study and working mobilities;
- Widening the portfolio of the FS UO contracting partners in order to ensure student outgoing mobility in connection with study and working visits (including outside the Erasmus+ programme);
- Continuation of support activities by means of an education grant fund in order to encourage mobility.

Indicators

- Number of FS UO students within foreign study and working mobility outgoing for a period longer than 30 days;
- Number of student-days spent within foreign mobility;
- Monitoring of the number of foreign academics at the FS UO;

- Number of domestic students taking English-taught courses taught;
- Creation and implementation of the conception of developing language skills of the FS UO workers;
- Number of contracts within the scope of foreign cooperation (bilateral agreements, memoranda etc.);
- English websites and their regular updating.

Third roles and FS UO promotion

Apart from scientific, education and internationalisation activities, the FS UO intends to develop the so-called third role, which has also become of the priorities of the University of Ostrava itself. The FS UO considers its involvement within the community and wider society as one of key activities, by which it contributes to increased educational level and refinement of the society, intends to establish itself on the education market, and aims to initiate further cooperation with the business and public sectors. The FS UO sees its involvement in the societal and mainly regional development as commitment. Its intention is to create space for meeting and refinement of different views, contributing thus to general education and development of social values. As an institution, the faculty wants to be a respected partner of local, regional, national and international projects that aim at positive development of human society. The faculty also sees as necessary its role of the initiator of out-of-university student activities, by which it makes it possible for gifted students to develop their talents and creative and organisational potential. Beside primary activities of direct involvement in the society and improvement and widening of intrafaculty activities, the FS UO shall build brand recognition, namely via science popularisation, informing target groups of its activities, and the use of marketing tools.

Objective 3.3 FS UO as a renowned and positively perceived institution conscious of the responsibility for the development of the region and society

Summary of the state

The FS UO participates in the developments of the region, mainly as a partner of particular activities. Recently, it has often been presented in media, particularly in television and radio broadcasting, which generally contributes to public awareness of possibilities of cooperation with the faculty. The faculty has selected several key popularisation public-focused activities in which all departments and a great amount of academic staff and students participate. A positive fact is that also students start to systematically participate and financial means from the education grant fund are directed towards these activities. The FS UO disposes of many committed persons who have the potential and experience to work on development and popularisation activities directed at the public. The faculty is connected to a wide range of cooperating primary and secondary schools and several faculty schools. Contemporary communication electronic tools of the faculty are fully available (websites, social networks, portal), but not yet in the desired quality.

Measures

- Systematic encouragement of employees and students to engage in the third role activities;
- Map personnel capacity in order to create a database of employees rich in potential to take part in the third role activities;
- Dedicate faculty and department posts for the coordination and management of UO activities within the third role area;
- Intensify the work with students; development and implementation of all-faculty and department activities in the field of external advertising, science popularisation and implementation of student-directed intrafaculty activities;
- Optimal use of electronic and classical communication channels towards the target groups; identification and evaluation of the success of promotional activities;
- Maintenance of contemporary FS UO educational and popularisation activity directed at the general public and development of an entirely new activity of this type;
- Establish partnership with non-profit organisations, including participation in activities they organise and initiation of educational and development activity in the region;
- Development of the cooperation with primary and secondary education institutions in the Moravian-Silesian Region and with institutions ensuring out-of-school activities;
- Ensure maximisation of multiplication effects by interconnecting the faculty's third role activities with lifelong learning and by means of the cooperation with the business sector;
- Active participation of the FS UO in activities initiated by the Rectorate PR Department; optimisation of financial resources with regard to marketing activities;
- Creation of attractive FS UO presentation and its updating on the websites and social networks.

Indicators

- Number of application forms for the study of FS UO degree programmes;
- Number of users following events on the social networks of faculties, departments and institutes;
- Number of students participating in out-of-university activities and organising actions directed at the FS UO students, UO itself and general public;
- Volume of external funds raised for activities within the third role;
- Number of cooperating partners implementing actions directed at general public; number of projects initiated by the FS UO;
- Media monitoring.

PRIORITY 4: Faculty organisation and development

Summary of the state

The FS UO comprises 7 departments, 1 faculty institute (Institute of Environmental Technologies) and Dean's Office workplaces providing service operations at the faculty in the field of study, science, projects, economy and human resources. The faculty disposes of the Lifelong Learning Centre, Foreign Languages Department (in decline) and Department for Project Support. Faculty organisation is stipulated in the Statute and Rules of Operation of the Faculty of Science of the University of Ostrava. Faculty development follows goals and measures given in the Long-term Objectives of the University of Ostrava and the Long-term Objectives of the FS UO and their annual updates. The prerequisite for FS UO dynamic development is effective personnel policy, particularly creation of suitable conditions for

professional growth of employees. Allocation of funds and faculty organisation and administration are also components through which development can be initiated. After an Amendment to the Higher Education Act has been adopted, the FS UO will have to modify or create entirely new internal regulations and evaluation and management mechanisms. Numerous internal regulations will be introduced and effectively implemented at the faculty level in a coordinated way, following the procedure of the whole University of Ostrava.

Objective 4.1 Increasing the efficiency related to the management and administration of the faculty

Measures

- Active approach in seeking suitable agendas where there is convenient implementation of electronic systems;
- Evaluation of concrete activities by their users;
- Analysis of other activities that the Dean's Office workplaces can effectively coordinate and thus contribute to their development and quality;
- More intensive use of analytical tools and knowledge potential for more effective management and progress of the faculty;
- Setting proactive processes when preparing projects;
- Transparency and openness to the whole Academic Community;
- Adaptations of regulations within the Amendment of the Higher Education Act.

Indicators

- Results of the evaluation of Dean's Office services;
- Newly computerised and optimised agendas and their implementation in the management of the faculty;
- Newly initiated activities and procedures for their effective use;
- Economic analyses;
- Internal regulations and norms.

Objective 4.2 Increasing competencies of administrative staff and management executives

Measures

- Operational response to new requirements in the area of administration and management;
- Internationalisation of actions at the level of relevant sections of administrative activities;
- Implementation of new management tools in the field of personnel policy (systematisation, career system);
- Active education support.

Indicators

- Updated faculty regulations;
- Periodic training of employees and their professional growth;

- Implementation of the system of evaluation of administrative staff;
- Level of linguistic competence of administrative staff.

Objective 4.3 Personnel policy leading towards higher quality of main faculty activities

Measures

- Standardisation of procedures within the renewal of fixed-term employment contracts (competitions and recompetitions – necessity to introduce complex employee evaluation in a longer time period);
- Creation of conditions for employing newly coming quality academics and researchers;
- Effective evaluation and motivation of current employees with a contract of indefinite duration;
- Creation of standards of pedagogical and scientific performance of employees according to systemisation;
- Implementation (into the FS UO personnel policy) of new standards introduced at the UO in connection with the Amendment to the Higher Education Act for the area of quality, systemisation and career system.

Indicators

- Selection procedures and recompetitions;
- Standards of pedagogical and scientific performance;
- Complex evaluation of employees with an expiring employment contract;
- Complex periodic evaluation of employees with a contract of indefinite duration;
- Creation of sources and support for employment of new workers;
- Regulations stipulating the implementation of UO provisions at the faculty level.

Objective 4.4 Improving faculty infrastructure

The FS UO disposes of 4 buildings – A, C, L and M. Modern buildings in Hladnov provide suitable working and study conditions; however, the buildings A and C have not undergone any significant reconstruction (except for a part of building C). The building A does not currently meet the requirements relating to the academic world of the early 21st century. Newly constructed buildings L and M require shift in the use of certain parts, both classrooms, workrooms, laboratories and common space. In previous periods, there was an intention to construct the building K in Hladnov; however, it was not undertaken for non-funding. The FS UO must react to trends in the sphere of state-of-the-art equipment and instrumentation and prepare conditions for their completion and renewal. The costs of all activities will primarily be covered from external sources or they will be co-financed.

Measures

- Analysis of requirements on the space within individual workplaces assessed in the context of performance;
- Reconstruction of the building A (Programme financing by the Ministry of Education, Youth and Sports) and the building C (reconstruction of laboratories of the

Department of Physics - (Operational Programme for Research, Development and Education – OP VVV);

- New, more effective use and improvement of selected parts of the buildings L and M;
- Renewal and completion of state-of-the-art equipment intended for the main faculty activities.

Indicators

- Master plan updating;
- Project documentation;
- Renovation and improvement of buildings;
- New or renewed facilities.

