

**Long-term Plan for
Educational,
Research, Scientific,
Development and
Innovative and Other
Creative Activities of
ŠKODA AUTO University
for the Period 2016 – 2020**

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1 Introduction

ŠKODA AUTO University has prepared and hereby submits the following document: *Long-term Plan for Educational, Research, Scientific, Development and Innovative and Other Creative Activities of ŠKODA AUTO University for the period of 2016 – 2020* (hereinafter referred to as “the Long-term Plan”). This is done in accordance with Act No. 111/1998 Coll., on Higher Education Institutions, as amended; with the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2016-2020 of the Ministry of Education, Youth and Sports; with the Strategy of ŠKODA AUTO University 2015 – 2018; with the Strategic Plan of ŠAVŠ Development, Strategic Documents of ŠAVŠ from the Period 2011 – 2015 and, finally, with relevant strategic documents of the EU on the development of higher education.

The Long-term Plan of ŠKODA AUTO University, together with the Founding Charter and the Statute, is the basic programme document of the university.

The university participates in the work of institutions that seek to articulate and defend the interests and needs of higher education institutions, especially at the Czech Rectors Conference and the Higher Education Council.

Interaction of theory and practice leads to increased quality of knowledge on the one hand and an improved teaching process on the other, thus helping to better satisfy the legitimate demands of the interested parties (stakeholders) involved in the educational, creative and management processes.

We intend to continue running our university with focus not only on future needs of students – clients – but also adequately considering the needs of other stakeholders, not only in the short term, but mainly in the long term. In order to achieve this, a university has to fulfil other roles associated with the task – in addition to education, to act as a centre of scholarship and a node of national and international networks, where theory meets practice and the private sector meets the public sector. The aim of the university is to achieve a high degree of internationalisation in research and education while preserving its valuable links and positive influence on the region.

2 Objectives and Priorities

The starting point of the present Long-term Plan consists of the development goals of the private higher education institution given by the Strategy of ŠKODA AUTO University for 2015 – 2018 approved by the Board of Trustees in May 2015 and the priorities set by the Ministry of Education, Youth and Sports in its Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities for 2016-2020. The Long-term Plan also responds to the changes in the higher education market in the Czech Republic as well as abroad and the development of the labour market in the Czech Republic, including the needs of the founder of ŠKODA AUTO University, the ŠKODA AUTO company. It equally reflects the current and potential future steps of other relevant institutions on national and EU level (Research, Development and Innovation Council, grant agencies and programmes).

2.1 Material Goals of University Development

From a material point of view, ŠKODA AUTO University will work towards achieving the following development goals in the next five years:

- **1. Development of accredited degree programmes** of the Bachelor's and follow-on Master's degree studies – **in particular:**
 - a) Innovation of existing Bachelor's degree and follow-on programmes with a view to the reform of curricula which should take place in the academic year 2016/2017 in connection with re-accreditations,
 - b) Preparation of new study programmes reflecting the needs of the labour market (e.g. industrial engineering) and development of double degree programmes,
 - c) Reinforcing and highlighting content which relates to the supranational EU framework in order to obtain a grant under the Jean Monnet programme by 2017,
 - d) Prospective accreditation of the Doctoral degree programme in connection with the development of R&D activities, anticipated in 2018 and creating prerequisites for the transformation of ŠKODA AUTO University from a non-university higher education institution to a university-type higher education institution,
 - e) Institutional accreditation of the field of economic sciences (potentially by 2018),
 - f) Maintaining the ACBSP accreditation and further use of the ACBSP membership to improve the quality of our activities.
- **2. Systematic development of research, development and other creative activities** focusing on key areas of research for accredited fields of study and their support through the internal grant agency with more extensive involvement of Master's degree students and with support of such projects that will result in easier acquisition of external grants.
 - a) As for research in the period 2015 – 2017, the primary focus will be to acquire a project from the EU Horizon programme for the logistics/operations field specialising in agility and security of supply chains, or acquiring a project on a topic funded from other international sources. Cooperation with specialised departments of the founding authority is essential for this objective.
 - b) ŠAVŠ will continue in its effort to acquire external grants in fields relevant to the fields of study: *Marketing Management in the Global Environment* and *Corporate Finance Management in the Global Environment* as well as those fields that have an accreditation application pending from 2015 (Business Administration and Human Resources Management, Business Administration and Information System Management).

- c) Acquiring a new grant project (EU Horizon or national) for the field of study: *Law in the Global Business Environment* no later than by 2018.
 - d) We perceive the success in this area to be the main prerequisite for obtaining accreditation of doctoral studies.
- **3. Strengthening the third role of the university**, particularly:
- a) In relation to the founder and other companies from the Volkswagen group and the network of partner companies,
 - b) Concerning the Central Bohemian region and the city of Mladá Boleslav, including secondary education.

A part of this objective is increasing the contribution of ŠAVŠ to the development of the automotive industry and the region in which the university operates. This objective includes maintaining the zero graduate unemployment rate achieved in 2015.

2.2 University Development Priorities

ŠAVŠ fully respects the priority development objectives in the Strategic Plan of the Ministry for the period 2016 – 2020. Their operationalisation in the conditions of ŠAVŠ will have the following priorities:

- **Priority Objective 1 – Quality Assurance:**
ŠAVŠ will continue to combine academic excellence with education by using compulsory professional internships of students in partner companies and institutions so that ŠAVŠ graduates possess both excellent theoretical knowledge for further studies as well as outstanding practical experience for the performance of duties of managers and specialists in multinational corporations. The basis for monitoring, evaluation and quality management of educational processes as well as other activities of the university is a complex system of quality management, which was implemented between 2013 – 2014 in the process of international accreditation with the Accreditation Council for Business Schools and Programs (ACBSP). The process includes an organic dimension, namely feedback and the use of actively generated input of stakeholders, including the peer review method (implemented, e.g., in the form of field councils of accredited fields of study). The complex system of quality management will be further developed in the coming years so that the university attains the prerequisites for obtaining the institutional accreditation of the National Accreditation Bureau no later than in 2018.
- **Priority Objective 2 – Diversity and Accessibility:**
ŠKODA AUTO University has a modern wheelchair-accessible campus, which permits the full inclusion of disabled students as well as students with special educational needs. The only potential barrier to studying at ŠAVŠ are tuition fees, which are necessary to ensure the funding and operation of the university.

However low the amount is compared to the net present value that the education provides to students in the form of higher income from employment or self-employment, it represents a barrier to the inclusion of economically disadvantaged students. This is currently addressed by the scholarship system fully funded by the university founder; a key measure to reduce the social barrier to the admission of applicants is the planned foundation of an endowment fund which would be used to fund the scholarship programme in the future. In the long term, the development of the endowment fund should enable expansion of the ŠAVŠ scholarship programme, including the consideration of social aspects of awarding scholarships.

- **Priority Objective 3 – Internationalisation:**

In 2015, ŠAVŠ cooperated with 39 partner higher education institutions in Europe, USA, India and China under the Erasmus+ programme or other bilateral academic mobility programmes. In addition, ŠKODA AUTO University regularly sends students abroad for work placements (internships) particularly (but not only) within the Volkswagen Group, mainly in Germany, the United Kingdom and Ireland, and regularly also to China. The volume of Erasmus and Erasmus+ funds allocated to ŠAVŠ is the highest per student among private higher education institutions in the Czech Republic. The objective for the period 2016 – 2020 is therefore not quantitative, but qualitative development: to improve the structure of partnerships with higher education institutions (increase the number of universities at the expense of non-university institutions) and particularly focus on the development of double degree programmes (in 2015, ŠAVŠ implemented two Bachelor's and one follow-on Master's double degree study programme with partners in Austria and Finland). The objective is also to connect more intensively academic mobility with international research cooperation (joint research).

- **Priority Objective 4 – Relevance:**

The relevance of study programmes is a long-term key strategic objective of ŠKODA AUTO University, which is a part of the social mission of ŠAVŠ. It was also the reason why the university was founded by ŠKODA AUTO company. Its fulfilment is demonstrated by the excellent employment rates of ŠAVŠ graduates and their outstanding job opportunities in the labour market in the Czech Republic and abroad. The objective of ŠKODA AUTO University for the period 2016 – 2020 is to maintain the high relevance of existing study programmes (fields of study), to gradually prepare new fields of study (programmes) that will be based on the current shared economics/management (business) study foundation, at the same time reflecting the current and potential needs of the labour market, particularly in the field of combining technical and economic education. The activities aimed at maintaining the relevance of study programmes and fields includes the activities of field councils consisting of external academics and experienced professionals or a regular organised dialogue with employers and social partners.

- **Priority Objective 5 – Quality of Research, Development and Innovation:**

See Section 2.1, Material Objective 2. The quality of research and other creative activities is supported by the system of personal assessment of internal academic personnel (using the MbO method – Management by Objectives) linked to continuous monitoring and regular annual evaluation of their research performance for the last two years. The methodology of evaluation is derived from the

assessment of results of research, development and innovation by the Research and Development Council. The strategic objective of ŠAVŠ in the field of quality of research and other creative activities is to continuously increase the research performance measured by the strictest international criteria (records and citations in WoS, share in international prestigious grants, peer review).

- **Priority Objective 6 – Data-based Decision Making:**

ŠKODA AUTO University has long created, collected and retained data on all significant aspects of its activities, particularly through extensive use of the Academic Information System and the associated consistent digitisation of all documentation. Analysis and use of the data is an essential component of all areas of ŠAVŠ management. For the period 2016 – 2020, ŠKODA AUTO University anticipates strengthening its data-based systems and management mechanisms, particularly in terms of the process of upholding the ACBSP accreditation (audit report of the evaluation commission every two years) and preparation for submitting the application for institutional accreditation with the National Accreditation Bureau.

- **Priority Objective 7 – Efficient Funding:**

ŠKODA AUTO University has two principal sources of funding: tuition fees and annual donations from the founder, ŠKODA AUTO a.s. The donations of the founder in the period 2014 – 2015 amounted to nearly 40 percent of ŠAVŠ funding. ŠAVŠ consistently strives for maximum economy of its expenditure, of course, on the condition that it is not at the expense of the quality of academic and auxiliary activities or the personnel and material resources of the university. The share of public funding (grants, institutional support of research arising from the research organisation status) in the overall funding of the university was 6% in 2014 – 2015. (This number includes accommodation and social scholarships provided by the Ministry of Education Youth and Sports – 1.5% of total income of the university.) In the period 2016 – 2020, ŠAVŠ will try to gradually reduce the dependence on donations from the founder, especially through commercialisation of results of creative activities, commercial research and development for (particularly industrial) sponsors, an offer of different forms of paid lifelong learning and obtaining resources from other donors (fundraising).

3 Study Programmes and Education

3.1 Development of Study Programmes

ŠKODA AUTO University has offered the Bachelor's and follow-on Master's degree programme Economics and Management for a lengthy period of time. In 2015, these study programmes included the following for the Bachelor's degree programme: *Business Administration and Financial Management*, *Business Administration and Sales*, *Business Administration and Operations* and *Logistics and Quality Management*. For the Master's degree programme, they were followed on by the study programmes: *Corporate Finance Management in the Global Environment*, *Marketing Management in the Global Environment*, *Business Administration and Operations* and *Law in the Global Business Environment*. All the aforementioned fields of study are

offered in full-time mode of study and taught in Czech; most of them are also offered in part-time mode in Czech and in full-time mode in English. The full-time mode of study is predominant at ŠKODA AUTO University.

In 2015, the university also submitted an application for the expansion of the Bachelor's degree programme with the field of study: *Business Administration and Human Resources Management* and the expansion of the follow-on Master's degree programme with the field of study *Business Administration and Information Systems Management*. The latter of the new fields of study was prepared in cooperation with Unicorn College.

The key characteristics of the Bachelor's and follow-on Master's degree programme *Economics and Management* are:

- a) **Compulsory block of technical courses in all fields of study.** The mission of ŠKODA AUTO University is to educate economists and managers prepared to work in industrial companies, which requires a combination of thorough economic education with the basics of technical education.
- b) **Strong emphasis on language and intercultural training.** ŠAVŠ graduates must be able to work successfully in the environment of large multinational corporations with a global presence.
- c) **For full-time study: compulsory internships in Bachelor's degree programmes and optional internships in follow-on Master's degree programmes.**

The development of study programmes of ŠAVŠ is based on the needs of human capital development of the founder, ŠKODA AUTO company, and broadly also on the needs of human capital development of the entire Czech manufacturing industry. In the period 2016 – 2020, ŠKODA AUTO University is going to take the following steps in developing the Bachelor's and follow-on Master's degree study programme *Economics and Management*:

- a) Prepare new fields of study covering specialised areas of business economics and management so far not covered by the existing fields of study, depending on the current and potential needs of the labour market. In addition to the new fields of study prepared in 2015, these will be particularly the technical/economic field of study *Industrial Engineering* – first the Bachelor's and later the follow-on Master's degree programme. Apart from this priority field of study for the future, ŠKODA AUTO University also considers preparing a field of study combining business economics and management with industrial design.
- b) Further develop, update and innovate existing Bachelor's and follow-on fields of study. In addition to the ongoing curricular and content innovations, which respond to the development of relevant scientific fields and economic practice and the more extensive redesigning of certain fields of study in connection with the preparation of accreditation extension, it also concerns the expansion of existing fields of study with full-time English education or part-time mode of

study (for those fields where these forms are currently unavailable). Modernisation of forms of education will continue, particularly using interactive teaching methods, including advanced interactive e-learning methods. Following the development of educational needs and the needs of the labour market, ŠAVŠ is also going to prepare for the possibility of implementing a distance mode of study using the integrated system of open online courses (MOOC) and similar open education systems.

- c) Prepare the doctoral study programme *Economics and Management*.

3.2 Credit System

The university uses a proprietary credit system which is compatible with the European Credit System (ECTS). There are differences in the grading scale. The credit system contains a standard national grading scale with 4 levels, which is based on the assumption of uniform distribution of students in three groups based on success in their examinations.

The study workload for one semester is 30 credits. During their Bachelor's degree studies, students must acquire 180 credits. In the follow-on Master's degree programme, students must acquire 120 credits. There are no credits awarded for passing the final state exams or for compulsory internships.

The fact that compulsory professional internships and final state exams have no credits assigned and that the time required for their completion is not rewarded with credits are anomalies that ŠKODA AUTO University intends to remove in the period 2016 – 2020. The total study workload including professional internships is currently (2015) higher due to those parts of study with no credits awarded than the standard 180 credits for Bachelor's and 120 credits for follow-on Master's degree programmes.

3.3 Professional Internships

An organic part of studies of the third and at the same time the penultimate year of the Bachelor's full-time degree programme is a compulsory internship over the course of one semester, covering approximately 20 working weeks. The objective of professional internships is to verify the theoretical knowledge in practice and acquire feedback which can be used to enrich the education process with new knowledge and skills, but also to refine the topic of the Bachelor Thesis. The internships take place under the supervision of a ŠAVŠ academic and its course and results are monitored by the university.

Due to the inclusion of compulsory internships in the full-time Bachelor's degree programme, the standard duration of study for ŠAVŠ programmes is 3.5 years instead of 3 years typical at other higher education institutions in the Czech Republic.

Students complete their compulsory internships within a continuously expanding network of contractual partners of ŠKODA AUTO University, which mostly consists of internships at ŠKODA AUTO a.s. or internships abroad within the VW Group and its

partners. Common destinations include manufacturers such as VW, Audi, Bentley, ŠKODA AUTO Deutschland, ŠKODA AUTO Ireland and ŠKODA AUTO UK. The list of contractual partners also includes a number of ŠKODA AUTO's supplier companies. In the period 2014 – 2015, the number of contractual partners has expanded substantially and now includes even companies outside the automotive industry. ŠKODA AUTO University also allows students to take internships in the Czech Republic or abroad in companies outside the VW group and the network of contractual partners, based on the personal initiative of students. However, such individually arranged internships are thoroughly scrutinised by the university before entering into any agreements and the actual internship in order to confirm they fulfil the education purposes of professional internship. Students also make use of the opportunity of internships in VW plants outside the EU – in India, China and Russia.

Internship stays abroad in the past years were facilitated with the support from the EU Erasmus programme and individual scholarships from ŠAVŠ and ŠKODA AUTO a.s. The Erasmus+ programme continues to allow this support. The support of internship stays in countries outside the EU is also secured by the Internship Regulations and the Rector's Directive.

Throughout their studies, especially during non-teaching periods, students make use of offers of optional internships. It is no exception that students engage in continuous internship work during the semester and work on company projects.

Starting with the academic year 2015 – 2016, ŠKODA AUTO University has introduced professional internships also for students of full-time follow-on Master's degree programmes. These are optional and take 12 weeks. These optional professional internships take place during the summer period at the end of the second and the start of the third semester and are intended particularly for those students who were admitted to follow-on Master's degree programmes from other higher education institutions. Thus they generally did not take internships during their Bachelor's studies.

In connection with the preparation for the inclusion of compulsory and optional internships in the credit system of ŠAVŠ, the university also considers the option of modifying the curricula of the follow-on Master's degree programme (alternatively also at the Bachelor's level) so that the total credit load for Bachelor's and follow-on Master's degree programmes does not exceed the standard 300 credits after the inclusion of the credit load from internships (as well as from final state exams). This reform of curricula will take place following the implementation of credit valuation of internships and the final state exams in the period 2016 – 2020.

In addition to the specialised education function, internships at ŠAVŠ also help students significantly in terms of their employment opportunities in the labour market after graduation. After they complete their internships, a substantial portion of students stays in touch with the internship location and internships often result in a job offer.

Compulsory and optional internships and optional work placements arranged by ŠAVŠ are a key characteristic of studies at ŠAVŠ and contribute significantly to the fact that the graduate unemployment rate has been very low (near zero) over the long-term.

4 Research and Creative Activities

ŠKODA AUTO University has research organisation status. The priority of ŠKODA AUTO University in the field of research and creative activities is to maintain the status of research organisation and to annually increase the measurable results of research and creative activities, i.e. their impact according to applicable methodology of the Research, Development and Innovation Council. Along with this, the university also strives to expand the outputs of other creative activities relevant in terms of development of accredited study programmes and fields of study.

ŠAVŠ has a comprehensive system of support, monitoring and evaluation of research and creative activities. Its basic components are the Internal Grant Agency, the Student Grant Competition, the Plan of Research Activities and the System Evaluation of Academic Personnel. The Plan of Research Activities is prepared annually by the departments under the coordination of the Vice-Rector for Science and Research. Internal research teams led by academic personnel and formed largely by students (or individuals) compete each year for the funds allocated for the Student Grant Competition by the Internal Grant Agency, with the source of funding being both the university's own resources and funds allocated by the Research, Development and Innovation Council. An integral part of research practice at ŠAVŠ is the involvement of students (mostly) of Master's degree programmes in the research teams and projects. The system of academic personnel evaluation includes in addition to the assessment of educational activity also a continuous measurement of research results (each academic is individually assessed at the end of the semester for the period of past two years).

The system of academic personnel evaluation is the foundation of the system of management of academic personnel performance by setting individual measurable objectives (Management by Objectives – MbO), which is linked to the remuneration system (the results of personnel evaluation are reflected in variable components of their wages).

The focus of development of science and research at ŠAVŠ corresponds to the field specialisation of the follow-on Master's degree programme. Guarantors of study fields, along with other important research personnel of the university, play a crucial role in determining the direction of research.

The internal grant agency serves as the first stage of research funded from external sources. ŠAVŠ systematically tries to use successful internal grant projects as the basis for grant applications to external grant providers (the Science Foundation of the Czech Republic, the Technology Agency of the Czech Republic, Horizon 2020 and other foreign grant providers). In the case of applications for external grants, ŠAVŠ widely cooperates in partnerships with higher education institutions and other research institutions (e.g. the Czech Academy of Sciences) at home and abroad. International research cooperation is an essential part of ŠAVŠ's cooperation with selected foreign higher education institutions. Cooperation with high-quality foreign universities and other research institutions is essential for the success in the efforts to acquire international research grants.

A specific part of the research practice at ŠAVŠ is specific contractual research in collaboration with industrial companies and other entities from the industry. Specific research will continue to focus on cooperation with different departments within the ŠKODA AUTO company as well as on increasing the share of research in collaboration with other partner companies even outside the automotive industry. The university, therefore, gradually becomes an inverse spin-off, through which it receives funding for research and provides know-how from the university and from external sources to partner companies including the founder.

In connection with the anticipated changes in the regulation of evaluation of scientific, research, innovation and other creative activities in the Czech Republic (outcomes of the IPN Methodology project, the legislative intention of the Act on Support of Research, Development and Innovation), ŠKODA AUTO University is preparing a modification of the system of management and performance evaluation in the field of science and research so that the university is able to meet the criteria that will allow it to receive institutional support as a research organisation by 2020 (the research unit concept as per the IPN Methodology).

5 The Third Role of the University

ŠKODA AUTO University is:

- The only higher education institution in the Czech Republic that was founded by a large Czech industrial corporation, a part of a multinational group with global presence;
- The only higher education institution based in the Central Bohemian region.

These two facts defined the basic direction of the third role of ŠAVŠ, which is active engagement in the non-academic environment. Its basic objective, in line with the mission of ŠKODA AUTO University, is to contribute to the development of the automotive industry and the region in which the university operates.

ŠKODA AUTO University is a part of the educational system of ŠKODA AUTO company, together with the ŠKODA AUTO Vocational School of Mechanical Engineering established in 1927 (which in addition to the technical and vocational studies also offers a “maturita” (Czech school-leaving exam) field of study *Operations and Transport Economy*, which in terms of content is followed by the Bachelor’s degree study programme *Business Administration and Operations, Logistics and Quality Management* at ŠAVŠ), and with ŠKODA Academy, an in-house training facility for professional and other types of education for ŠKODA AUTO employees. The educational system of the ŠKODA AUTO company is also part of a wider educational system of the VW Group, with the group education facility for professional and other education of VW Group employees called AutoUni at its core (equivalent of ŠKODA Academy at the Group level).

ŠKODA AUTO University closely cooperates with the aforementioned parts of the ŠKODA AUTO and VW Group educational systems when preparing and implementing

educational activities and projects. In the period 2016 – 2020, ŠAVŠ will further strengthen this cooperation, both in the Czech Republic and particularly outside the country, towards foreign subsidiaries of the ŠKODA AUTO company and the VW Group. Similarly, cooperation will further develop with different departments of the ŠKODA AUTO company and the VW group in the field of specific research, development and innovation.

ŠAVŠ also cooperates with the Central Bohemian region and the statutory city of Mladá Boleslav in various areas. ŠAVŠ wants to further develop also this field of cooperation in the period 2016 – 2020, particularly in the form of joint projects or contract-based projects.

ŠAVŠ also forms an integral part of public and social life of the statutory city of Mladá Boleslav, particularly by holding specialised public lectures and seminars and other specialised and professional events along with social events (ŠAVŠ ball). The campus of ŠAVŠ is one of the centres of social and cultural life in Mladá Boleslav. The development of social life in Mladá Boleslav is substantially intensified by the fact that thanks to the founding of ŠKODA AUTO University, Mladá Boleslav has become a university town, giving birth to an international student community with diverse activities.

Leading experts from ŠAVŠ are naturally involved, within their capabilities, in social specialised and professional activities as well as activities in public general interest, including public discourse on various serious professional and social issues. The university has systematically developed cooperation with secondary schools in the region, including offers of educational events for their students.

6 Accessibility, Inclusion and Diversity

ŠAVŠ operates in a modern, fully wheelchair-accessible campus. Its construction and technical design meets the needs of disabled students as well as students with special needs. Suitable parking spaces are available as well.

Given the rather small size of the institution (1,200 students in 2015) and the favourable ratio of students to academic personnel (21.5 students per 1 academic in 2014) as well as students to study affairs department personnel (391 students per 1 in 2014), good staffing is provided for the support of disabled students and students with special educational needs as well as special counselling.

ŠAVŠ has a relatively high number of foreign students, both among its own students as well students coming for a semester or an entire year under the Erasmus+ programme or bilateral exchange programmes. Their needs are tended to by a three-member International Office, including intercultural counselling (in cooperation with the Department of Languages and Intercultural Competences). A part of the curricula of foreign students (except Slovak students) studying in Czech study programmes are compulsory modules of Czech for academic purposes.

The university gradually develops other counselling services (personal and career counselling, psychological counselling).

ŠAVŠ also pays attention to the need for support of knowledge and study-skill prerequisites of newly admitted first-year students of the Bachelor's degree programmes. For this purpose, it organises support courses and summary courses for new students, especially in secondary school mathematics. Despite extensive efforts in this area, the results in mathematics and other quantitative disciplines are among the major problems and have been a long-term reason of academic failure. In 2015, ŠAVŠ, therefore, adopted a series of new measures including changes in the methodology of teaching mathematics, which aim to reduce the failure rate in quantitative disciplines.

ŠAVŠ is a non-profit private higher education institution, which is to a significant extent financed by tuition fees paid by students (in 2015, tuition fees accounted for 57% of university revenue, funding from the founder, ŠKODA AUTO company, accounted for 34% of revenue). Due to its nature, tuition fees present a barrier to studies for economically disadvantaged students or students from underprivileged families. (However, the tuition fee amount is low compared to the net present value that the education provides to students in the form of higher income from employment or self-employment; paying tuition is, therefore, a very profitable investment.) ŠAVŠ partially contributes to solving this issue through the scholarship system that is fully funded by the founder of the university. The system allows up to 30 best students each year to be admitted to ŠKODA AUTO University under the same financial conditions as if they enrolled at a public higher education institution (they receive a scholarship in the amount of tuition, i.e. their studies are essentially free).

A key measure to reduce the social barrier to the admission of applicants is the planned foundation of an endowment fund which would be used to fund the scholarship programme in the future. The fund will be established in 2016. In the long term, the development of the endowment fund should enable a substantial expansion of the ŠAVŠ scholarship programme taking into consideration the social dimensions of awarding scholarships.

The principles of non-discrimination, equal treatment and inclusion of disadvantaged individuals and groups are one of the key values of ŠKODA AUTO University.

7 Internationalisation

Internationalisation is one of the key attributes of the activities and development of ŠAVŠ. In 2015, ŠAVŠ had cooperation agreements with 39 foreign higher education institutions, organising academic (students and teachers) mobility activities, funded primarily from the EU Erasmus, or Erasmus+ programme; student exchanges with universities in the USA, China and India were covered using the resources of ŠAVŠ. The number of academic mobility activities and the share of the number of outgoing students in the total number of students puts ŠAVŠ among the top Czech higher education institutions – 60% of Master's degree graduates were on a foreign study or work stay. It is the goal of ŠAVŠ to increase this share to 80% by 2020.

ŠAVŠ provides double degree programmes together with partner institutions in Austria and Finland – Fachhochschule Oberoesterreich Steyr and Seinäjoki University of Applied Sciences, respectively.

In cooperation with partner institutions, ŠAVŠ also hosts courses taught by their academic personnel every year (block extra semester courses).

Another type of ŠAVŠ international activities is the annual summer schools. In addition to foreign academics and in-house academics, experts from given fields are also involved in these events.

An essential element of internationalisation of ŠAVŠ is also cooperation with VW Group companies. As part of the cooperation, students of ŠAVŠ regularly travel abroad for work placements in the group companies in Germany, the UK, Ireland and China. Under the Erasmus+ programme, there are also regular visits and lectures of experts from foreign companies.

Internationalisation of course takes place in the field of science and research. The academic personnel of ŠAVŠ publish abroad, attend international conferences. As participants of international research teams, they apply for international grants (currently especially under the EU Horizon 2020 programme).

The key plan for ŠAVŠ for the period 2016 – 2020 in the field of internationalisation is qualitative development: During this period, ŠAVŠ will not primarily seek to increase the number of partnerships with foreign higher education institutions, but to improve their structure and the quality of international cooperation. The objective is to increase:

- The share of universities among partner higher education institutions at the expense of non-university institutions;
- the scope and significance of scientific collaboration and joint research in addition to the well-established cooperation in the educational field;
- expand the number of offered joint study programmes of the double degree/multiple degree type and prepare joint degree type study programmes.

An integral part of internationalisation is the offer of study programmes, or fields of study in English. In 2015, ŠAVŠ offered two out of the three accredited Bachelor's degree programmes as well as two out of the four follow-on Master's degree programmes (for both types of study programmes, these were business and financial fields of study) in English; the short-term objectives of ŠAVŠ include the expansion of Bachelor's and Master's degree programmes dealing with operations (logistics) in English. ŠAVŠ intends to take a similar approach with all newly accredited fields of study (programmes).

The number of students in accredited study programmes in English at ŠAVŠ is currently low. However, the programmes are intensively used by students of partner institutions coming to ŠAVŠ under academic mobility programmes. A pressing task for the management of ŠAVŠ is to achieve a higher number of its own students in English study programmes.

Another fact contributing to the internationalisation of ŠAVŠ is that students of Czech study programmes have the obligation to take some of their courses in English (in 2015 one during Bachelor's degree studies and at least two during the follow-on Master's degree studies – here they need to obtain at least 10 credits for courses taught in English, in the coming years. ŠAVŠ will gradually increase the share of courses in Czech study programmes). This obligation is a part of the fulfilment of the ŠAVŠ mission, a significant component of which is the preparation of graduates for work in the international environment of multinational corporations with a global presence. This is facilitated with intensive language and intercultural training throughout studies at ŠAVŠ (in both Bachelor's and follow-on Master's degree programmes); the languages taught at ŠAVŠ (in addition to mandatory English) include Chinese, among others.

8 Personnel Development

Personnel development at ŠAVŠ is based on the system of management of academic personnel performance and the careful selection of new potential employees consistently reflecting the needs of development of the individual study programmes and fields.

The system of academic personnel evaluation is the foundation of the system of management of academic personnel performance by setting individual measurable objectives (Management by Objectives – MbO), which is linked to the remuneration system. It is based on a comprehensive methodology of evaluation of results of research and creative activities as well as educational activities, where the standard expectation is for the work content (working hours) to be divided between research and teaching in the ration 2 to 3. The system is set up to encourage excellence.

Personnel development of academics is also supported by the wide availability of resources for funding the participation of academic personnel at scientific conferences and other specialised events and to cover the costs of academic mobility.

ŠAVŠ is unique in the personnel area thanks to its collective contract, which covers ŠAVŠ together with the KOVO MB unions, i.e. a union organisation of ŠKODA AUTO company; ŠAVŠ has a high degree of involvement in the unions among its academic personnel, and the union organisation active at ŠAVŠ is a part of the KOVO MB unions. The principles of personnel work at ŠAVŠ including the system of management of academic personnel performance and the remuneration system associated with it are governed by the collective contract and subject to annual collective negotiations.

The system of management of academic personnel performance and their evaluation was prepared over a period of three years and was not fully implemented until 2015. In the coming years, it will therefore be evaluated for its functionality and the system will be adjusted as needed (e.g. concerning the weights of different academic activities and measurable results). For the period 2016 – 2020 as well as in the long term, the system will be further developed and used consistently.

An integral part of personnel development at ŠAVŠ is a controlled selection of new, especially young, academic personnel based on the strictest academic criteria. The

long-term goal of ŠAVŠ is to maintain in all study programmes and fields a healthy age structure of academic personnel creating a favourable outlook for their long-term development and sustainability.

9 Procedures of Quality Assurance and Development of Excellence

9.1 Internal Quality Management and Support of Excellence

This system of quality management at ŠAVŠ has been developed in accordance with the structure of recommendations and guidelines within ENQUA “Standards and Guidelines for Quality Assurance in the European Higher Education Area”, while applying the principles of the ACBSP association.

ŠKODA AUTO University places great emphasis on the quality assessment of processes and their management and will strengthen all components of internal and external quality assessment. The system of quality management at ŠAVŠ includes the support of excellence.

The management system of ŠAVŠ is consistently based on monitoring, evaluation and data analysis, which ŠAVŠ collects, creates and maintains for this purpose.

ŠAVŠ continues to strive for the widest possible involvement of the entire academic community, academic personnel and students into the evaluation process while at the same time involving graduates and external experts from other higher education institutions and the business world into the process.

9.2 Internal Evaluation

9.2.1 Link between Teaching and Research

ŠKODA AUTO University has been a long-term follower of the concept of research-led teaching. The basic system safeguard for maintaining this principle is the consistent appointment of guarantors and lecturers in a limited number of courses (two to three), in terms of which they engage in relevant publishing or other expert activity.

9.2.2 ŠKODA AUTO University Strategy in Terms of Quality and Standards

The basic elements of quality assurance are:

- a) The sophisticated ECTS including the definition of learning outputs and a uniform methodology for assessment of students in all courses,
- b) the editorial policy of the school in creating teaching materials and research papers based on the “double blind” review processes as well as financial support of publication of national and multinational learning texts by internal

academic personnel of the university including translations of renowned foreign textbooks and the creation of international “readers”,

- c) intensive work of guarantors and field councils on periodic updates of content of curricula and individual courses,
- d) coordinating role of course guarantors in relation to other lecturers of the same course,
- e) system of stimulation and monitoring of growth and maintenance of qualifications of academic personnel (Internal Grant Agency and stimulation of external grants, consultation practice, feedback with evaluation, minimum publishing standards and their relation to teaching workload),
- f) evaluation of teaching quality by university management,
- g) evaluation of teaching quality through student surveys.

9.2.3 Setup of the Elements and Processes in the System of Quality Assurance and Development of Excellence and Implementation Procedures of the System

a) In terms of the ECTS, great emphasis is put primarily on proper standardisation including course evaluation. Each course contains in its syllabus a description of workload distribution in the individual forms of work – lectures, practical seminars, seminars, group and project forms of work, self-study including preparation for the completion of the course, course completion and more. Fulfilment of the conditions for passing a course is divided into 100 points, with the share and form of each condition being precisely defined.

b) The university supports, in terms of its editorial policy, publishing of quality learning texts as well as creating other forms of teaching materials, including aids for part-time form of study. This is done through advertising support in publishing national and multinational textbooks, publishing proprietary teaching materials in its own editions, providing quality double blind review management including the involvement of skilled experts, adequate remuneration of internal and external authors of these materials using standardised contracts with authors.

c) Periodic updates of contents of curricula and individual courses take place under the responsibility of course guarantors together with field councils. Field councils are composed of three groups of experts – internal academic personnel, selected external experts and academics and experts from ŠKODA AUTO. Every three years by the end of January, selected members of the field councils are provided with material containing complete syllabi of courses, structure of curricula and the study and examination regulations. (Requests for reviews are distributed so that each member of the field council does a review at least once every six years.) These members then complete standardised reviews by the end of March of the given year. Course guarantors can comment on all the comments and reviews at the spring meeting of the Academic Board. Course guarantors and other relevant academic personnel and

officials of ŠAVŠ discuss with external members of field councils various issues of curriculum development continuously as needed.

d) If a course is taught by multiple lecturers (e.g. practical seminars or seminars in small parallel groups), the course guarantor is provided with powers to methodologically and objectively guide other lecturers in order to ensure standardisation (uniformity) of lectures, without suppressing their individuality. The coordination role and the associated responsibility of course guarantors are monitored and supported by heads of departments.

e) It is the duty of all academic personnel to engage in research and creative activities. The minimum limits for ŠKODA AUTO University are given by the minimum publication standards and their fulfilment is monitored through the database of publications of internal academic personnel, which can be found in the AIS.

Course guarantors and other leading academics at ŠAVŠ compete for internal grants, where successful competitors and their teams are motivated to apply for external grant projects. The success rate in obtaining external grants and publishing success are long-term factors taken into consideration within the remuneration system of ŠKODA AUTO University. Failure to meet these obligations is also reflected in the remuneration and workload of lecturers in terms of direct teaching and their rotation in terms of course guarantor roles.

f) The system of internal teaching evaluation by heads of departments and management of the university is set as follows. At the beginning of each semester (according to the academic year timetable), the head of each department submits a plan of visits to lectures for the given semester to the management. The plan will contain the course name, name of the lecturer, time of lecture/practical seminar/seminar, date and room. This will enable the school management to participate in these visits based on random selection.

At the end of the semester, the heads of departments shall submit an evaluation of these visits to lectures in completed standardised forms. A workshop is then held with participation of the management, where the evaluations are discussed. Minutes are recorded during the workshop, including the main conclusions for further personal development.

g) The results of internal evaluation are available in the corresponding AIS application in a comprehensive form. In the event any shortcomings are identified, the course guarantor or the head of the department or Vice-Rector for Study Affairs will engage in a discussion with the related teacher. Direct personal inspection is conducted afterwards (observation).

If a negative evaluation occurs again and the results of observation confirm it, the head of the department or Vice-Rector submit a proposal of personnel measures to the Rector.

9.2.4 Setup of Competences and Responsibilities of Organisational Units and Jobs for the Operation of Individual System Elements

Completeness and quality of the processes described above is the responsibility of the Rector. Points a) and f) are the responsibility of the Vice-Rector for Study Affairs, point b) is the responsibility of the Vice-Rector for Science, Research and Development of Fields of Study, point c) is the responsibility of the Vice-Rector for Study Affairs and Vice-Rector for Development of Fields of Study with course guarantors, point e) is the responsibility of the Vice-Rector for Study Affairs and heads of departments. These obligations and their implementation procedures and security are described in the system of internal regulations of the university and all academic personnel are required to follow them.

9.2.5 Involving Students in the Process of Internal Evaluation

Students are involved in the internal evaluation process in two ways. The first way is participation in student surveys offered regularly in the AIS. The second platform is the Academic Senate of ŠAVŠ, which has the status of an advisory body of the Rector. The Rector and other members of the management also cooperate with the Student Union, an independent student organisation active at the university, discussing with its representatives the topics related to education quality and its assurance.

9.2.6 Basic Indicators Used at ŠAVŠ for Monitoring and Evaluating Long-term Development of the Institution and its Position in the Tertiary Education Market

- a) Indicators of interest in the university, development of the education process and relevance of outcomes:
- ratio of applicants/admitted
 - ratio of admitted/enrolled
 - average percentile of the General Study Prerequisites (GSP) test of the enrolled based on Scio
 - academic failure rate
 - average GSP percentile of graduates entering/percentile of average starting salary of graduates (in preparation)
 - graduate unemployment rate
- b) Indicators of intensity of work with students
- student/teacher ratio (using different methodologies of conversion of external teachers)
- c) Economic indicators
- estimated costs for students of Bachelor's and follow-on Master's degree programmes

- average revenue per student and his/her development
 - profit rate / loss rate of individual study programmes and fields
- d) indicators of importance of research and other expert activities
- share of expenditure on research and expert activities and income from them on the total expenditure and income
 - average costs of impacted elements (value of project/impact)

9.3 External Evaluation

9.3.1 Accreditation of Fields of Study (Programmes) by the Ministry of Education, Youth and Sports

The accreditation and re-accreditation process is crucial for external evaluation of activities of the university.

ŠAVŠ always approaches the re-accreditation process in an active, creative way: re-accreditation is seen as a development opportunity allowing the innovation of existing fields of study, i.e. programmes.

In terms of development of study programmes in the period 2016 – 2020, ŠAVŠ will follow the Strategic Plan for the Scholarly, Scientific, Research, Development, Innovation, Artistic and Other Creative Activities of Higher Education Institutions for 2016-2020 and the recommendations contained therein, while also taking into account the needs of the Czech industry and the industrial sector of the labour market as has been done until now. However, in addition to the emphasis on professional aspects of education, ŠAVŠ will continue to follow the highest academic standards so that the graduation from study programmes at ŠAVŠ prepares students both for their professional life and career development and further education in higher level study programmes. Combining the academic and professional aspects of education has consistently been the hallmark of ŠAVŠ study programmes and this must also be preserved in the future, even assuming that the profiles of study programmes will be defined in terms of accreditation (either academic or professional).

9.3.2 ACBSP Accreditation

In 2012, ŠKODA AUTO University became a member of ACBSP (Accreditation Council for Business Schools and Programs) with a view to obtain this internationally recognised accreditation.

The main stage of the accreditation process took place during 2014. The process includes creating a Self-Study Report, a visit of an accreditation mentor and then a visit of a team of accreditation commissioners. The accreditation process is concluded with a decision to award (or not to award) the accreditation, which is issued by the ACBSP

based on the report of the team of accreditation commissioners submitted to the accreditation commission of ACBSP.

ŠAVŠ passed the ACBSP accreditation process successfully and was awarded accreditation for Bachelor's and follow-on Master's degree programmes in November 2014 for a period of 10 years. Every two years the accredited institutions submit a monitoring report to the ACBSP commission.

Membership in ACBSP and the accreditation process itself is perceived as a path to permanent and comprehensive improvement of quality of all university processes based on detailed recommendations contained in the accreditation decision.

The membership and accreditation process of ACBSP, having a character of institutional accreditation, is a significant, internationally recognised element in the external quality assessment of ŠKODA AUTO University. At the same time, the process of ACBSP accreditation helped ŠAVŠ substantially in improving management processes, especially the quality management systems; going through the ACBSP accreditation process and its results, therefore, serve as suitable preparation for the future institutional accreditation with the National Accreditation Bureau.

9.3.3 Institutional Accreditation of the Ministry of Education, Youth and Sports

For the period 2016 – 2020, ŠAVŠ aspires to apply for the institutional accreditation with the National Accreditation Bureau (i.e. the Ministry) for education sector no. 5 – economic fields. ŠAVŠ believes that the achieved state of quality of management processes and learning outcomes, relevance of study programmes and employment opportunities of graduates in the labour market create good starting conditions for the application for institutional accreditation to be successful. In preparing for the process of institutional accreditation with the National Accreditation Bureau, the experience gained in previous years during the ACBSP accreditation process will be of significant help.

10 Organisation and Management of a Private Higher Education Institution

The management of the university follows the Higher Education Act, the Act on Public Service Companies and the values and internal regulations of the founder, ŠKODA AUTO company.

Authorised representatives of the university include the Director of the Public Service Company (o.p.s.) and the Rector. The Rector and Director are answerable to the Board of Trustees and are appointed or dismissed by the Board. The Board of Trustees is appointed by the founding authority. The Board meets at least twice a year and performs tasks set by the law. The founding authority also appoints the Supervisory Board, which has a supervisory function.

At the time of approval of the Long-term Plan, the Members of the Board are currently three top managers of the founding authority headed by the Chairman Ing. Bohdan Wojnar, member of the Board of Directors of ŠKODA AUTO a.s., who is responsible for the field of education within ŠKODA AUTO a.s.

At the same time, the Members of the Supervisory Board were important managers from ŠKODA AUTO a.s. The Chairman of the Supervisory Board is Mgr. David Kavan, Head of the Legal Department of Škoda Auto a.s.

The university is managed by the Rector. The Director is responsible for financial management. If the Rector is also the Director of the public service company, a bursar is appointed to take care of the financial management.

Support of the Rector in his management activities is provided by the Vice-Rector for Study Affairs, Vice-Rector for Science, Research and Development of Study Fields and the Vice-Rector for International Relations who act as his deputies in the order specified by the Rector; the Vice-Rector for Study Affairs is an authorised representative of the Rector. The advisory bodies of the Rector are the Advisory Board, the Academic Council and the Academic Senate, which is an elected representation of the academic community.

Departments are the basic organisational units of the university. Departments conduct educational activity and create the conditions for creative and research activities and for the fulfilment of the third role of the university.

The structure of departments corresponds to the structure of implemented fields of study and the common foundation of studies.

A key role in the development of fields of study (programmes) is played by the guarantors of fields of study (typically they are heads of departments); at the level of courses it is the course guarantors. Field councils composed of external experts from other higher education institutions and business practice also play a crucial role in the development of fields of study.

The support of educational and creative activities of the academic community is provided by the Study Affairs Department, the International Office, the Project Department and the Information Centre (library).

The organisation of ŠAVŠ is stable and has proven itself. There are no reasons for any significant changes in the foreseeable future. ŠAVŠ will further pursue the improvement of the different management processes and workflows in the coming period.

10.1 Data-based Decision Making and Information Systems

ŠAVŠ uses the Academic Information System (AIS) supplied by IS4U s.r.o. for all study agendas. The AIS is a comprehensive study information system and is currently one of the most commonly used university information systems in the Czech Republic, where it is used by numerous universities (e.g. University of Economics in Prague,

Mendel University Brno and others). AIS covers all the standard automated activities of the university agenda and also serves as data storage used by ŠAVŠ for management activities and strategic and operative decision-making. AIS is continuously updated and its features list is expanded.

The Moodle platform is used as a complement to the AIS for more complex e-learning purposes (interactive study materials, self-tests, etc.).

Communication with the public takes place through the university website and its profiles on social networks, through which information is provided to applicants and the public in two full versions (in Czech and English) and one partial (Russian) version. The public also has access to the public section of the AIS providing information on lecturers, courses, graduates or regulations; these are also available here. Theses are also available in the theses system used by ŠAVŠ. The public section of the AIS contains the application for studies and administration of the application process.

In addition to internal information created and collected in the AIS and internal economic data stored in the accounting system, the university intensively works with public data sources (CSO statistics, Eurostat, school statistics, other international statistics), as well as with other publicly available information. The management and decision-making of the university was counterintuitive for a long period of time. The quality of the process management of the university including consistent implementation of data-based decision making was substantially supported by measures adopted in 2012 as part of the ACBSP accreditation process.

11 Financial, Material and Technical Security of a Private Higher Education Institution

The basic budget sources are incomes from the contributions of students to study costs (tuition fees) and donations from the founder of the university. These two basic tools complement the incomes from lifelong learning and contractual research, development and innovation activities for industrial companies. The contributions of students to study costs in 2015 amounted to less than 60% of university income, the funding from the founder was more than 30% of the income.

Another component of income is the funds from European and national public sources (funds for academic mobility or for the support of science and research). Since its inception in 2000, the university has received no public support from the Ministry of Education Youth and Sports.

The expenditure part of the budget consists of salaries, expenditures for student motivation and expenditures for teaching, research and the operation of the university.

The budget of the university including investment and other resources for the development of the university is approved by the Board of Trustees of the public service company upon proposal of the Director and Rector.

ŠAVŠ has made continuous efforts to reduce the dependence of ŠAVŠ management on the funds of the founder. In addition to strict cost management, it is particularly the

efforts to increase its own incomes from educational activities and systematic efforts to obtain additional external resources.

12 Conclusion

The Long-term Plan of ŠKODA AUTO University is an open document that is updated every year. ŠAVŠ is ready to change flexibly across all areas of its operation in line with the development of higher education around the globe and in the Czech Republic, development of individual disciplines as well as the labour market and other areas and the needs of the economic and social life. At the same time, however, ŠAVŠ will always follow its mission and the values for which it was founded – that is training of economic experts capable of taking on management positions and specialist positions in economics in multinational corporations with a global presence. The key values remain the quality and relevance of provided education, both academic – allowing lifelong expansion of knowledge and skills including further studies in higher level programmes – and professional.

The period of preparation and approval of the Long-term Plan is very specific. On one hand there is a fundamental change of the institutional and regulatory framework of the Czech higher education (extensive amendment to the Higher Education Act); on the other hand there are the quickly changing needs of the society. From the point of view of ŠAVŠ this is particularly due to rapid and deep changes in industrial production and associated areas caused by digitisation, collectively referred to as Industry 4.0 (the fourth industrial revolution).

The above facts and long-term development goals and ambitions of ŠAVŠ imply specific key strategic objectives of ŠAVŠ for the period 2016 – 2020: institutional accreditation for the field of Economics, accreditation of doctoral study programme *Economics and Management* and subsequent transformation of ŠAVŠ from a non-university higher education institution to a university.

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