

ANNUAL ACTIVITY
REPORT

2020

 Tomas Bata University in Zlín

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The presented Annual Report portrays the activities of Tomas Bata University in Zlín (hereinafter referred to as “TBU”) in 2020. The principal part of the Annual Report provides information on the fulfilment of the prioritized tasks set in the Implementation Plan of the Strategic Plan for Education, Research, Development and Creative Activities of Tomas Bata University in Zlín for 2020.

The Text Supplement comprises 12 chapters describing the activities of TBU in the following spheres: Internal organization, educational activities, students, graduates, interest in studies, employees, international relations, R&D and creative activities, quality assurance, excellence and the third role of a higher education institution. Each chapter includes the relevant tables. Due to the fact that almost the whole year 2020 was affected by the SARS-Cov-2 coronavirus pandemic, which also significantly affected TBU’s activities, we mention this fact in several chapters where this is relevant. Separately, the Chapter 12 of the Text Supplement focuses on the activities of the higher education institution related to the impact of the pandemic.

The photos included in the Annual Report provide evidence of the significant involvement of the University and of its students in the fight against the global coronavirus pandemic. Detailed information on TBU’s activities in this field can be found in Chapter 12. C.

**FULFILMENT OF
PRIORITIZED TASKS SET
IN THE IMPLEMENTATION
PLAN OF THE
STRATEGIC PLAN FOR
EDUCATION, RESEARCH,
DEVELOPMENT AND
CREATIVE ACTIVITIES
OF TOMAS BATA
UNIVERSITY IN ZLÍN
FOR 2020**



1. EDUCATION

Education was a clear priority for TBU. The University concentrated on the task of adapting the offer of degree programmes/courses to the requirements of the labour market and to the needs of research institutions, and, at the same time, interconnecting the degree courses offered. Language tuition and involvement of students in practical training/internships were also supported.

AIM 1

- **INTERCONNECT DEGREE COURSES; CREATE A MODULAR SYSTEM OF EDUCATION. SUPPORT THE CREATION OF INTERDISCIPLINARY COURSE UNITS FOCUSING ON KNOWLEDGE TRANSFER AND ON MANAGEMENT OF INNOVATION PROCESSES.**

- The aim was fulfilled in the previous years.

AIM 2

- **CREATE AND IMPLEMENT A NEW CONCEPT OF LANGUAGE TUITION AT TBU.**

- The aim was fulfilled in the previous years.

AIM 3

- **PREPARE AND OBTAIN THE ACCREDITATION OF NEW DEGREE PROGRAMMES, AND THAT AT THE BACHELOR'S/ MASTER'S/DOCTORAL LEVEL. PREPARE THE CORRESPONDING INTERDISCIPLINARY DEGREE PROGRAMMES FOCUSING ON MECHANICAL ENGINEERING ACCORDING TO THE NEEDS OF REGIONAL MACHINE-BUILDING COMPANIES.**

- The process of accreditation of degree programmes (DP), as planned and listed in the Implementation Plan of the Strategic Plan for Education, R&D and Creative Activities of TBU for 2020, was continuously implemented; accreditations of 27 degree programmes were finalized.
- The project entitled “Preparation of Accreditation of a Degree Programme Focusing on Mechanical Engineering” was submitted and accepted for funding within the TBU Strategic Development Fund.
- An analysis of the intent to submit an application for the accreditation of a new degree programme focusing on mechanical engineering, materials and technologies was finalized in accordance with the Strategic Plan for Education, R&D, Innovation, Arts and Other Creative Activities of TBU in Zlín for the period from 2016 to 2020, but also in accordance with other strategic documents.

AIM 4

- **PREPARE AND OBTAIN THE ACCREDITATION OF MASTER'S AND DOCTORAL PROGRAMMES FOR THE NEEDS OF RESEARCH INSTITUTIONS.**

- TBU continued to implement projects funded by the Operational Programme (OP) “Research, Development and Education” (RDE) and aimed at developing research-oriented degree programmes.

- The implementation of the doctoral programme in “Industrial Engineering” was started at the Faculty of Management and Economics (FaME).
- Research-oriented degree programmes were developed at the FAI (FAI).
- Research-oriented degree programmes were developed at the University Institute (UNI).
- The projects were directly focused on the preparation and accreditation of doctoral programmes aimed to meet the needs of research institutions and implemented separately at the relevant component parts.
- The FaME project entitled (6) Implementation of Doctoral Programme in “Industrial Engineering” – the aim of obtaining the accreditation of a new doctoral programme in Industrial Engineering was fulfilled.
- The FAI project entitled (7) Developing Research-Oriented Degree Programmes at the FAI - the aim of obtaining the accreditation of three doctoral programmes was fulfilled.
- The UNI project entitled (8) Developing Research-Oriented Degree Programmes at the UNI - the aim of obtaining the accreditation of two doctoral programmes was fulfilled.
- The project (19) entitled Faculty Teacher as the Facilitator of High Quality Training of Future Nursery School Teachers and Lower Primary School Teachers was gradually implemented at the Faculty of Humanities (FHS), with funding provided by the Operational Programme “Research, Development and Education”.
- The project (14) Junior Grants at TBU in Zlín (TBU JUNG) was implemented; the project was aimed at improving the quality of doctoral studies at TBU; the TBU JUNG grant competition was announced.
- Four Master’s programmes were accredited at the Faculty of Multimedia Communications (FMC); three of them were accredited within the institutional accreditation in the following field of education – Arts.

AIM 5

→ IMPROVE PRESENTATION, COMMUNICATION, IT, PROJECT AND BUSINESS SKILLS AND COMPETENCES OF STUDENTS, SUPPORT CREATIVITY, SELF-DETERMINATION AND DEALING WITH DIFFICULT ISSUES.

- The Job Centre organized 17 workshops for students focusing on communication skills and on the support of employability (mentoring, coaching, career counselling, career diagnostics, etc.) and with emphasis on modern time management methods, finalization of tasks, and use of the Excel software.
- Curricula of all newly accredited degree programmes included course units focusing on entrepreneurial skills and on specific IT competences as well as a foreign language.
- Rules were established for funding to be allocated to projects implemented within the Internal Grant Agency (IGA).
- The Rector’s Directive SR/30/2020 Rules of TBU JUNG Grant Competition was issued, defining the rules for the competition intended for doctoral students; the competition was aimed to strengthen the project skills and presentation skills of students, to be demonstrated during the defence of projects in front of an evaluation panel.

Faculty of Technology (FT):

- PhD students were involved in the preparation and organization of the online version of the Researchers’ Night event.
- The FT continued to support the development of student competences within the Students’ Scientific and Expert Activities (SVOČ) contest.

FaME:

- The International Bata Conference for Ph.D. Students and Young Researchers was organized. The conference put emphasis on the participation of international Master's and doctoral students.
- The INDUSTRY 4.0 workshop confronted students with real operation of industrial companies.
- The Talented Students project was held with the aim of involving students in projects in specific companies and of deepening their communication and project knowledge and skills.
- R&D and creative activities of students were supported through provision of funding to specific university research, namely to IGA projects and to projects implemented within the Students' Scientific and Expert Activities (SVOČ).

FMC:

- With funding provided by the OP RDE, the project entitled (4) ART GALLERY of TBU in Zlín was implemented – a semi-professional operation of a training gallery used for independent work of students.
- 3 online lectures focusing on the support of business activities and on the creation of business plans took place in the UPPER Creative Centre.
- The online conference re(START) was held featuring lectures on the subject of self-organization and mental wellness.

FAI:

- The internal round of the Students' Creative and Expert Activities (STOČ) contest took place.
- During project-oriented classes, Master's students were learning to cope with practical solutions to technical problems, for example in the course unit Real Process Control.
- The Dean's Directive SD/09/20 was issued, representing motivation tools for students involved in development, innovation or other R&D and creative activities.

FHS:

- The project entitled (19) Faculty Teacher as the Facilitator of High Quality Training of Future Nursery School Teachers and Lower Primary School Teachers was aimed to provide high quality training to future nursery school teachers and lower primary school teachers, to develop practical skills of students in the field of didactic activities, including the ability of didactic transformation of the content of a curriculum, effective diagnostics of individual needs of children and students, and appropriately individualized teaching.
- English language courses and Cambridge English exams were carried out; a student competition was organized where students demonstrated their presentation skills in English.
- Students participated in the preparation and organization of the Senior Cup event.
- A conference intended for general nurses, midwives and students of non-medical fields and entitled Family – Health – Disease focused on topics related to diabetes and on diseases of affluence.

Faculty of Logistics and Crisis Management (FLCM):

- The CrisCon conference was held as a forum for discussion in the field of crisis management and of dealing with crisis situations; a considerable amount of time was dedicated to the sharing of experience of dealing with the COVID-19 pandemic.
- Students participated in the MEPS project seminar focusing on dealing with traffic problems in cities and in a SVOČ contest.

AIM 6

→ **INCORPORATE THE NATIONAL QUALIFICATION FRAMEWORK OF TERTIARY EDUCATION INTO GRADUATE PROFILES AND INTO DESCRIPTIONS OF LEARNING OUTCOMES AT THE RELEVANT LEVELS OF STUDY.**

- The aim was fulfilled in the previous years.

AIM 7

→ **SUPPORT THE PARTICIPATION OF STUDENTS IN TRAINEESHIPS AND INTERNSHIPS IN COMPANIES, IN R&D AND CREATIVE ACTIVITIES OF TBU COMPONENT PARTS, ACTIVELY SEARCH FOR OPPORTUNITIES FOR COOPERATION WITH BUSINESS AND INDUSTRY. INCREASE THE NUMBER OF BACHELOR'S AND MASTER'S THESES BASED ON REQUIREMENTS OF BUSINESS AND INDUSTRY.**

- The TBU Job Portal was used to offer topics related to business and industry and assigned to be dealt with in Bachelor's and Master's projects.
- The Job Centre in cooperation with the TBU Student Union organized an online version of the Job Opportunities Fair (27 exhibitors).
- Students in courses focusing on technology and on economics were enabled to apply for participation in CERN student programmes, which offer paid internships.
- At the FT, PhD students were offered several summer internship opportunities in companies abroad; students had the opportunity to acquire project and creative skills by participating in the SEALIVE project (Strategies of circular Economy and Advanced bio-based solutions to keep our Lands and seas ALIVE from plastics contamination).
- At all TBU Faculties, internal rules for the assignment of Bachelor's and Master's theses were in preparation; where applicable, also applying to advanced Master's (rigorosum) theses, in compliance with the updated version of the Rector's Directive SR/33/2019.
- At the FaME, FT and FHS, Dean's Directives were prepared, regulating the assignment and elaboration of Bachelor's, Master's and advanced Master's (rigorosum) theses.
- Besides the Dean's Directive regulating the assignment of Bachelor's and Master's theses (SD/3/2020), the Dean's Decree PD/7/2020 regulating the evaluation of the supervision of academic qualification theses and the evaluation of reviews written by external examiners was prepared at the FLCM.
- The assignment of Bachelor's and Master's theses at the FAI was regulated in the Dean's Directive SD/10/2020.

2. HIGH-QUALITY AND RELEVANT RESEARCH, DEVELOPMENT, INNOVATION AND OTHER CREATIVE ACTIVITIES

TBU put great emphasis on the quality of R&D and creative activities, on the number of publication outputs and transfer of results of research, development and innovations to practice. The University put in a great deal of effort in order to further develop the TBU research centres. It actively collaborated in international research networks and developed cooperation with national research units.

AIM 1

→ **INCREASE THE QUALITY OF R&D AND CREATIVE ACTIVITIES CARRIED OUT AT TBU WITH THE AIM OF AN INTERANNUAL INCREASE IN THE NUMBER OF PUBLICATION OUTPUTS INDEXED IN MONITORED DATABASES (REGISTERED FOR THE PURPOSES OF THE INFORMATION REGISTER OF R&D RESULTS DATABASE) AND AN INCREASE IN THE CITATION RATE OF THE SAME OUTPUTS.**

- The evaluation of TBU academic and research staff in compliance with the Rector's Directive SR/23/2019 "Evaluation and Management of the Development of Teaching, R&D and Creative, Managerial and Other Activities Carried Out by TBU Academic Staff and Researchers" was completed; outputs and recommendations were included in the Amendment to the 2020 Report on the Internal Evaluation of Quality of Educational, R&D Creative and Related Activities Carried Out at TBU in Zlín.
- Preparations were made with the aim of developing a methodology for the evaluation of R&D and creative activities in 2020, and of ensuring compliance with the Methodology 17+, IPN and the (1) Strategic Project of TBU in Zlín.
- The TBU Self-Evaluation Report was submitted to the MEYS; subsequently, an evaluation to be carried out by the International Evaluation Panel is planned; during the preparation of the methodology, results of the TBU evaluation carried out in accordance with the Methodology 17+ and of the external evaluation of TBU carried out in accordance with the European Association of Universities (EUA) will be incorporated.
- Access to key scientific databases is ensured mainly through the CzechElib licensing centre.
- 490 outputs were published in the Scopus database; the number of new citations was 7,036, which is an interannual increase by 1,411 citations.
- 337 outputs were published in the Web of Science database; the number of new citations was 5,780, which is an interannual increase by 923 citations.

AIM 2

→ **INCORPORATE THE ASSESSMENT OF RESULTS OF ARTISTIC CREATIVE ACTIVITIES INCLUDED IN THE REGISTER OF ARTISTIC OUTPUTS (RAO) INTO THE INSTITUTIONAL EVALUATION SYSTEM OF TEACHING, R&D AND CREATIVE ACTIVITIES.**

- Outputs of artistic creative activities were assessed in accordance with the internal regulation and with the valid methodology; the same results were also reflected in the TBU Budget Rules for 2020 and in the TBU Budget Breakdown for 2020.
- Results of creative artistic activities were applied within the Budget Rules of TBU in Zlín for 2020, both in the amount corresponding to the contribution provided according to the K indicator, and as a financial contribution of CZK 6,901,000 provided from the Arts Activities Fund (AAF).
- In competition with public higher education institutions of the category 3, where TBU had been included, the RAO achieved 15.7 % among all other universities.
- In competition with all public higher education institutions, academies of arts included, the results showing 6.9 % outputs included in the Register of Artistic Outputs (RAO) were achieved within the Arts Activities Fund.
- The evaluation of TBU staff depending on outputs included in the Register of Artistic Outputs (RAO) was one of outputs of the (1) Strategic Project of TBU in Zlín.

AIM 3

→ **INCREASE THE QUALITY OF THE STRUCTURE FOR TRANSFER OF R&D AND INNOVATION RESULTS TO BUSINESS AND INDUSTRY, IN PARTICULAR STRENGTHEN THE INVOLVEMENT OF TBU IN APPLIED R&D FUNDED BY NON-PUBLIC RESOURCES. PREPARE A STABLE MECHANISM FOR THE SUPPORT OF THE DEVELOPMENT OF THE TECHNOLOGY TRANSFER CENTRE.**

- The implementation of programmes and projects supporting the transfer of research results to practice continued.
- Thanks to the Technology Transfer Centre, funding was obtained from the Technology Agency of the Czech Republic (TA CR) within the GAMA 2 programme for the implementation of the project entitled Commercialization at TBU in Zlín II (GAMA II, TP01010006) – for the support of transfer projects with a total maximum value of CZK 11,130,000; the project funding will be allocated to a total of 12 sub-projects in the period from 2020 to 2022, and that to projects selected in 3 internal competition calls.
- 10 GAMA II projects with a total value of CZK 8,351,737 (Centre of Polymer Systems (CPS) - 3 projects, UNI - 3 projects, FT - 1 project, FLCM - 1 project, FAI - 1 project) were accepted for funding.
- New equipment of certified, accredited and special laboratories was purchased; the premises became more attractive for companies cooperating with TBU within cooperation with business and industry and for legal entities interested in technology transfer.
- The CPS and CEBIA-Tech research centres were individually supported at the institutional level.
- During the 15th continuous phase of accreditation of Technology Parks in the Czech Republic, the TBU Technology Park successfully defended its accreditation, and that with effect until 31 December 2022.
- The Footwear Testing Laboratory of the UNI again obtained the international accreditation for the Footwear Testing Laboratory No. 1735 with the Accreditation Certificate No. 85/2020 valid until 24 January 2022.
- Clean rooms in the UNI defended their certification during a supervisory audit, and that with effect until 14 January 2023.
- Through the TCC, 36 applications for the protection of industrial rights were submitted on behalf of TBU, out of which 11 patent applications in the Czech Republic, 4 European Patent Applications, 3 international PCT patent applications, 17 applications for utility models in the Czech Republic and 1 application for a Community industrial design.
- The TTC funding mechanism was analysed and evaluated; 3 basic sources of funding of the TTC were identified:

- a) The basic financial flow is a contribution from the TBU budget, which is evaluated annually.
- b) A share in the Institutional Plan 2020, which addresses activities related to technology transfer and to certified, accredited and specialised laboratories situated in the Technology Park.
- c) Own revenues generated by the commercial activities of the TTC and of the Technology Park.
- Further intensification of research took place in the Sino-EU Joint Laboratory of Energy Materials and Devices.
- Joint activities were carried out during the implementation of projects funded by EraNet, COST and HORIZON 2020, the implementation of the said projects will continue until 2023.
- Long-term cooperation within the ECP4 association of research institutions continued.
- Communication with persons and entities in the field of cooperation with business and industry and the search for potential partners for long-term contractual cooperation were carried out systematically, above all on an individual basis (joint publication projects and international projects funded by COST, HORIZON, EraNet and mobility programmes).
- The potential for international cooperation was strengthened by graduates of doctoral and postdoctoral programmes.

AIM 4

- **ENSURE THE SUSTAINABILITY AND DEVELOPMENT OF RESEARCH CENTRES ESTABLISHED WITH FUNDING RECEIVED FROM THE OP R&DFI. PREPARE A STABLE AND TRANSPARENT MECHANISM FOR THE ALLOCATION OF INSTITUTIONAL FUNDING IN SUCH A MANNER AS TO REFLECT THE STRATEGIC IMPORTANCE OF THE RESEARCH CENTRES FOR FURTHER DEVELOPMENT OF TBU.**

- Both in the CPS and in the CEBIA-Tech, development projects were implemented, reflecting their research areas and ensuring their further development.
- Institutional funding to be provided for the long-term conceptual development of research centres was determined by the Budget Breakdown of TBU in Zlín for 2020 and by the FAI Budget for 2020.
- Conditions for the sustainability of all projects funded by Operational Programmes, in particular of the CEBIA - Tech Instrumentation projects, were ensured.
- Conditions for the sustainability of CPS and CEBIA-Tech projects were fulfilled as planned.

AIM 5

- **ENHANCE THE INTEGRATION OF THE RESEARCH INFRASTRUCTURE OF TBU INTO INTERNATIONAL RESEARCH NETWORKS AND INTENSIVELY PARTICIPATE IN PREPARATIONS AND IN THE IMPLEMENTATION OF INTERNATIONAL RESEARCH PROJECTS. DEVELOP ACTIVE PARTICIPATION IN INTERNATIONAL SCIENTIFIC COMMUNITIES. BUILD INFRASTRUCTURES USED FOR THE IMPLEMENTATION OF PROJECT ACTIVITIES.**

- TBU was actively involved in 8 clusters – Security Technology Cluster, z.s.; Czech Membrane Platform, z.s.; Moravian-Silesian Automobile Cluster, z.s.; Moravian Aerospace Cluster, z.s.; National Cluster Association; Plastics Cluster, z.s.; Glass Cluster – Czech Glass Art – Czech and Moravian Cluster; Zlín Creative Cluster, z.s.
- The project focusing on organized mapping of the developing areas of the world which are most at risk of coronavirus infection was implemented with the participation by FLCM students (they digitized and mapped the most vulnerable places, thus contributing to the global initiative in the combat against COVID-19, which are, on behalf of the Czech Republic, under the umbrella of Doctors Without Borders and of volunteers from the Czech and Slovak “Missing Maps” community).

AIM 6

→ **RECRUIT YOUNG RESEARCHERS TO BE EMPLOYED DURING THE IMPLEMENTATION OF PROJECTS (POSTDOCTORAL EMPLOYEES) AS PROSPECTIVE HUMAN RESOURCES CARRYING OUT HIGH-QUALITY R&D AND CREATIVE ACTIVITIES AT TBU. CREATE GRANT INCENTIVES FOR YOUNG RESEARCHERS IN ORDER TO ENABLE THEIR CAREER ADVANCEMENT.**

- Cooperation with the Research Gate took place (in addition to the centralized marketing system for finding, recruitment and support of postdoctoral students).
- The capacity for work with human resources was increased.
- The project entitled “International Mobility of Researchers of TBU in Zlín” was implemented to a limited extent due to the COVID-19 pandemic.
- The project entitled “International Mobility of Researchers of TBU in Zlín” II was accepted for funding by the OP RDE.
- The DOKBAT 2020 conference was held at the FaME, enabling PhD students and young researchers to present the results of their scientific work.
- Grant incentives offered through the internal IGA competition were used to support the career development of postdoctoral employees and young researchers.

AIM 7

→ **CREATE CONDITIONS FOR THE ESTABLISHMENT OF INTERFACULTY PROJECT RESEARCH TEAMS WITH THE AIM OF INCREASING THE POTENTIAL AND OUTPUTS OF R&D AND CREATIVE ACTIVITIES.**

- All TBU component parts participated in the IGA competition and submitted new projects.
- Counselling and information service intended for project and financial managers at TBU component parts, including projects funded by the OP RDE and focusing on research and development, was provided by the Project Department of the Rectorate.
- The implementation of the project (14) Junior Grants at TBU in Zlín was started; the aim of the project was an improvement in the quality of doctoral studies at TBU through pilot testing and implementation of a new grant competition intended exclusively for doctoral students and through supporting educational tools.
- Prioritized aims eligible for funding were defined in the TBU Budget Rules for 2020.
- A number of projects (with the implementation period of at least two years) were funded by the internal Strategic Development Fund.
- The project (12) Institutional Quality and Development of the Strategy for Science at TBU in Zlín was implemented; the aim of the project is the finalization of a coherent and comprehensive system of strategic management and managerial control of TBU as a research organisation, covering all basic systems of the development of the strategy and evaluation of science.
- More than 20 interfaculty research teams were created, whose activities were funded by various providers (MEYS, Czech Science Foundation, TA CR, etc.).

AIM 8

→ **CREATE A SYSTEM FOR H&R MANAGEMENT IN R&D WHICH WILL FORM A BASIS FOR CONTROLLING AND INFLUENCING THE QUALITY OF R&D AND CREATIVE ACTIVITIES, AND THAT BOTH AT THE INDIVIDUAL COMPONENT PARTS AND AT THE INSTITUTIONAL LEVEL.**

- The aim was fulfilled with funding provided by the (11) “Developing Capacity for Research and Development at TBU in Zlín” project for the FAI and the UNI.
- Both component parts won the HR Award granted by the European Commission.
- The FAI developed a methodology for mentoring in the field of human resources; in the next period, the project will be extended in order to involve other TBU Faculties.

- Intermediate activities were carried out with the aim of involving TBU Faculties in projects contributing to the creation of a system for human resource management in research and development.
- The FMC took systematic steps towards the development of science and research within the implementation of the project (12) Institutional Quality and Development of the Strategy for Science at TBU in Zlín.
- In the field of human resource management, the KA03 sub-project – Strategic Setting and Development of Human Resources, Gender Equality and Management of a Research Organisation - was implemented in 2020.

AIM 9

→ **CREATE AN INTERNAL SYSTEM OF QUALITY EVALUATION REGARDING THE R&D AND CREATIVE ACTIVITIES CARRIED OUT BY THE INDIVIDUAL TEAMS AT TBU AND ENABLING THE IDENTIFICATION OF THE TEAMS' STRENGTHS AND WEAKNESSES. THE QUALITY EVALUATION SYSTEM SHALL BE REFLECTED IN AN IMPROVEMENT OF THE QUALITY OF STRATEGIC MANAGEMENT OF THE RELEVANT RESEARCH TEAM.**

- At the same time, the internal quality evaluation system of R&D and creative activities was fully introduced in compliance with the indicators of quality and performance set by the MEYS (Methodology 17+) taking into consideration specific features of TBU, in accordance with the Rector's Directive No. 08/2019.
- For the purpose of quality evaluation carried out in compliance with the Methodology 17+, the Self-Evaluation Report of TBU was elaborated within Module 3, 4 and 5 as well as the Self-Evaluation Report of TBU in Zlín in order to obtain certification within the Institutional Evaluation Programme.
- The Rector's Directive No. 23/2019 was amended, namely by the Annex thereto, i.e. the Rector's Directive SR/10/2020, which is related to the evaluation and management of the development of pedagogical, R&D, creative, management and other activities of the TBU academic and research staff; the Annex regulates the evaluation of the results of R&D and creative activities, of non-publication outputs and of scientific and research projects.
- The Rules of Procedure of the Internal Evaluation Board, which regulate issues relating to the fields of education and the fields of R&D and creative activities of TBU, were updated via the Rector's Directive No. 25/2020.

AIM 10

→ **DEVELOP COLLABORATION WITH RESEARCH INSTITUTIONS IN THE CZECH REPUBLIC AND WITH DEPARTMENTS OF THE ACADEMY OF SCIENCES OF THE CZECH REPUBLIC.**

- Cooperation with external partners was developed particularly within the implementation of joint projects funded by the Czech Science Foundation, Technology Agency of the CR as well as by the relevant Ministries.
- 8 project applications were submitted to the HORIZON 2020 programme.
- Academic papers were published in cooperation with the Institutes of the Academy of Sciences of the Czech Republic (CAS) – 23 publications were created in cooperation with the CAS – and with other research institutions based in the Czech Republic.



← From October 2020 onwards, the so-called labour obligation was imposed on students of TBU degree courses in health care. They were providing help at Tomas Bata Regional Hospital and at other hospitals in the Zlín Region. Their help was indispensable for the overburdened medical facilities.

3. QUALITY ASSURANCE

The aim of TBU was the finalization of the internal system of quality monitoring and assurance in all spheres of TBU activities.

AIM 1

→ **COMPLETE THE DEVELOPMENT OF A COMPREHENSIVE AND EFFICIENT INTERNAL SYSTEM OF QUALITY MONITORING AND ASSURANCE IN ALL SPHERES OF TBU ACTIVITIES. ENSURE A REGULAR COLLECTION AND ANALYSIS OF DATA RELEVANT TO THE QUALITY OF ALL ACTIVITIES CARRIED OUT AT TBU, APPLY FOR INCLUSION IN INTERNATIONAL RANKINGS FEATURING HIGHER EDUCATION INSTITUTIONS IN ORDER TO TEST THE QUALITY OF RESULTS OF THE ABOVE-MENTIONED ACTIVITIES, AND ADOPT THE RELEVANT MEASURES DEPENDING ON THE RESULTS ACHIEVED.**

- The TBU Self-Evaluation Report was finalized for the purposes of external evaluation of TBU by the EUA in the field of science and research; the EUA findings shall be subsequently processed and incorporated into the system of quality monitoring and quality assurance in all areas of activities of the University.
- An audit focusing on guarantors of degree programme was carried out at all component parts; the audit focused on all degree programmes carried out at TBU which are currently accredited as at 18 November 2020 and valid for the academic year 2020/2021. The subject of the audit was the determination of the level of compliance with the eight indicators based on the applicable legislation and on internal TBU regulations.
- A survey focusing on the evaluation of TBU by the TBU staff was conducted and assessed, as well as an evaluation of TBU by applicants for study.

AIM 2

→ **USE THE FINANCIAL TOOLS AVAILABLE TO INFLUENCE THE QUALITY OF ACTIVITIES CARRIED OUT AT TBU WHILE APPLYING THE PRINCIPLE OF EFFECTIVENESS.**

- The quality of all activities carried out at TBU was also influenced by an effective setting of the TBU Budget Rules for 2020, of the Strategic Development Fund and other financial resources.
- In the TBU Budget Rules for 2020, such components were included which also comprise qualitative indicators; new indicators mapping and preferring first-class results (publications, citations, etc.) were introduced.
- Evaluation criteria were introduced for all project applications aimed to support R&D activities in the social fields, which were to be allocated funding from the TBU Strategic Development Fund; the said criteria focused in particular on the feasibility of the project, eligibility of costs, on topicality and other formalities.
- The principle of effectiveness was ensured by six Bursar's Directives which regulate the implementation and sustainability of projects funded by the OP RDE and by the HORIZON 2020 programme.

AIM 3

→ **EVALUATE AND INCREASE THE QUALITY AND RELEVANCE OF FULL-TIME AND PART-TIME DEGREE PROGRAMMES WITH THE AIM OF HARMONIZING GRADUATE PROFILES IN BOTH MODES OF STUDY.**

- The aim was fulfilled mainly through the monitoring of standards in the newly accredited DP as well as through the control of the quality of classes and measures adopted by the TBU component parts for the implementation in accordance with recommendations listed in the Report on Internal Evaluation of the Quality of Activities Carried Out at TBU in 2020.
- The individual steps taken at the TBU component parts were aimed to enhance the quality of part-time degree programmes and their graduates as regards the content of the classes provided, study supports prepared and an effective and intensive use of the LMS Moodle in such a manner as to harmonize the graduate profile in the full-time and part-time mode of study.
- The pandemic situation accelerated the transfer of study materials and teaching activities to the online environment, thus significantly contributing to the availability of these resources for part-time students.

AIM 4

→ **ANALYSE AND IDENTIFY REASONS FOR HIGH DROPOUT RATES. USE ANALYSES, EXAMPLES OF GOOD PRACTICE IN ORDER TO PROPOSE MEASURES LEADING TO AN INCREASE IN THE SUCCESS RATE, FOCUSING ON MAINTAINING THE QUALITY STANDARDS AND TAKING INTO CONSIDERATION THE SPECIFIC FEATURES OF THE RELEVANT DEGREE PROGRAMMES/COURSES.**

- A comprehensive methodology for detecting and reducing dropout rates at TBU was prepared during the implementation of the (9) DUO TBU project: Strategic Project of TBU in Zlín II, in particular the key activities 6 – Reducing of dropout rates and key activities 7 – Adaptation of students to the higher education environment.
- The DUO TBU project also comprised the implementation of remedial classes at TBU component parts during the winter and summer semesters for course units showing high dropout rates.
- Weekly summer remedial courses focusing on course units with high dropout rates were organized with funding provided by the (1) Strategic Project of TBU in Zlín.
- The operation and development of the Math Support Centre at the FAI continued, where courses for students took place in both the winter and summer semester; the Centre implemented the project entitled “Implementation of the Regional Action Plan for the Development of Education for the Territory of the Zlín Region”, which aims to improve the quality of education in the Zlín Region in the areas of polytechnic education and mathematical literacy and, in combination with high-quality career counselling, to increase the career prospects of graduates on the labour market.

AIM 5

→ **SYSTEMATICALLY IMPROVE THE QUALITY OF DOCTORAL PROGRAMMES, IMPROVE THE CONDITIONS AND FUNDING INTENDED FOR STUDENTS IN DOCTORAL PROGRAMMES.**

- The quality of doctoral programmes (DP) was continuously monitored, and that for all programmes carried out at TBU Faculties and at the UNI, which is the guarantor of a doctoral programme carried out at the institutional level; the quality was evaluated by supervisors, by degree programme guarantors and by Doctoral Programme Boards.

- Nominations for new supervisors and consultants were discussed at meetings of the Doctoral Programme Board and approved by the Scientific Board; doctoral thesis topics were approved by degree programme guarantors and discussed at meetings of the Doctoral Programme Board; evaluation committees were approved by Doctoral Programme Boards.
- In the course of the evaluation, students were enabled to comment on the quality of degree programmes.
- In addition to classes taught within the DP, workshops aimed to enhance the professional skills and teaching competences of PhD students were offered; students were offered opportunities to study the fundamentals of teaching in cooperation with the FHS.
- Workshops in the fields of use of information resources and scientific publishing, including citation methods and publishing ethics – mainly in the distance mode – were carried out in cooperation with the Library.
- Incentive pay for excellent publication and other professional outputs was introduced at selected constituent parts; mobility and conference activities were carried out to the extent practicable, limited by the pandemic.
- The quality of the research environment supporting the creation of excellent outputs by doctoral students was significantly improved through the implementation of the projects (7) Developing Research-oriented Degree Programmes at FAI and (8) Developing Research-oriented Degree Programmes at UNI; it is particularly obvious in those scientific publications where doctoral students participated.
- At the FaME, a new doctoral programme in Industrial Engineering was introduced, which extended the offer of research-oriented degree programmes.
- The implementation of the project focusing on the development of doctoral programmes at the UNI continued; 8 students were admitted to the newly re-accredited DP.

AIM 6

→ SUPPORT THE INVOLVEMENT OF ALL MASTER'S AND DOCTORAL STUDENTS IN RESEARCH ACTIVITIES.

- The support of PhD students by involving them in research activities was implemented by means of the IGA, where students were involved in project implementation both as investigators and as members of research teams. Even part-time PhD students joined the research teams.
- Experience was passed on in an above-standard manner, with the process accelerated also by direct involvement of talented Master's (MP) students as members of research teams.
- Student scientific conferences – contests - were held for IGA project implementation teams.
- 46 newly accepted projects and 17 continuing projects, whose implementation started in 2019, were in implementation.
- The Rector's Directive SR/20/2020 governing the Rules for the TBU Student Grant Competition was updated.
- All TBU Faculties offered students the possibility to participate in SVOČ or STOČ competitions.
- At TBU component parts, the TBU Scholarship Regulations were updated and amended; internal regulations governing student support for creative and organisational activities (FLCM and FT) were created or updated. At the FaME, the Dean's Directive SD/10/2020 entitled "Scholarship Programme Aimed to Support Auxiliary Scientific Activities of Students" was issued. The Dean's Decree RD/16/2020 was issued, regulating the Incentive Programme aimed to improve the quality of research and development results and intended for full-time doctoral students.



← A call centre was established at TBU in September 2020. The staff comprised university students helping public health inspectors with the so-called tracing, i.e. calling the contacts of people who tested positive for coronavirus. Students of the Faculty of Technology and of the Faculty of Logistics and Crisis Management participated in the same activity.

4. DIVERSITY AND AVAILABILITY

The University put in a great deal of effort in order to ensure equal access to education for all students, irrespective of differences. TBU offered counselling services and supported the development of individual talents. The University was open to the public, for example by offering Lifelong Learning courses and courses of the University of the Third Age. It closely collaborated with employers.

AIM 1

→ SET OUT CONDITIONS FOR EQUAL ACCESS TO EDUCATION PROVIDED TO SPECIAL NEEDS/ SOCIALLY HANDICAPPED APPLICANTS/STUDENTS.

- The Centre for Special Needs Students provided supporting services including mainly special pedagogical and psychological counselling, study-related assistance, processing of study-related materials, support for academic writing, individual tuition, special technical facilities and wheelchair-accessible buildings, mentoring and support of student mobility.
- 100 special needs students were identified.
- The Centre provided 300 consultations, including consultations for 50 applicants for study.
- 8 seminars were held, focusing, for example, on canine assisted therapy and on spatial orientation of visually impaired persons.
- Within the implementation of the “Bariéry” Scholarship programme, students had the opportunity to apply for support during their studies; two students were eligible and received the scholarship.
- TBU continued to carry out specific activities funded by the (1) Strategic Project of TBU in Zlín and aimed at the provision of and an improvement in the access to educational facilities of TBU for special needs students – the layout in the building was modified in order to facilitate the access to the Library.

AIM 2

→ ENSURE THE OPTIONS FOR PROVISION OF COUNSELLING SERVICES INTENDED FOR APPLICANTS FOR STUDY, STUDENTS AND STAFF.

- Psychological and counselling services continued to be provided by the TBU Counselling Centre, and that online as well.
- A separate Pedagogical, Legal and Psychological Counselling Centre was established at the FLCM in Uherské Hradiště; the counselling services provided were used both on-site and online.
- The TBU Nursery School was supported, which implemented the project Together We Get To Know the World; the TBU Nursery School also provided services focusing on individual and group speech and on language therapy.

AIM 3

→ SUPPORT THE PRODUCTION OF GRADUATES WITH SPECIFIC SKILLS, AND THAT BY DEVELOPING THE INDIVIDUAL TALENTS OF STUDENTS.

- At the individual TBU Faculties, the development of talented students was supported in particular by their involvement in project activities and by participation in contests held within the Students’ Scientific, Expert and Creative Activities.

- The Talented Students project was continuously implemented at the FaME.
- A contest entitled “My First Million” and intended for student entrepreneurs was organized by the Technology Innovation Centre co-owned by TBU and by the Zlín Regional Authority; within the 2019/2020 contest edition, a total of 111 projects was submitted, 10 of them by TBU students; within the 2020/2021 contest edition, 15 projects were submitted by TBU students.

AIM 4

→ **OPEN THE UNIVERSITY TO THE GENERAL PUBLIC. ENSURE PERMEABILITY BETWEEN DEGREE PROGRAMMES AND LIFELONG LEARNING (LL) PROGRAMMES. ENHANCE THE OFFER OF LL COURSES.**

- Due to the pandemic, selected Lifelong Learning courses (LL) were cancelled.
- The Bursar’s Directive 12/2020 “Rules for the Financial Management of Lifelong Learning” was modified, which helped to create the conditions for the organization of attractive LL courses.
- The FHS offered English lessons intended for the public; this course had to be carried out online.
- Free Chinese courses for the public – beginners and advanced students – were organized.
- One-day preparatory courses for those interested in studying BP and MP in Media and Communication Studies were offered at the FMC.
- Activities carried out within the implementation of the project (13) entitled “Creation of Lifelong Learning Programmes at TBU in Zlín” and co-funded by the OP RDE continued to be developed (the project was implemented at the FAI and the UNI); the aim of the project is to strengthen the capacity of TBU staff to reflect current needs of the labour market through LL programmes; the activities of the project aim to strengthen the proficiency of staff participating in LL programmes in terms of increasing their teaching and professional competences.

AIM 5

→ **DEVELOP SYSTEMS OF ELECTRONIC STUDY-RELATED MATERIALS AND SYSTEMS FOR ARCHIVING OF OUTPUTS OF R&D AND CREATIVE ACTIVITIES (R&D) GENERATED AT TBU.**

- All component parts developed methods, technologies and content of electronic study supports in accordance with the curricula of accredited degree programmes; study supports were provided access to via the Moodle LMS system.
- Electronic study supports related to individual course units were supplemented by online forms of support in the form of video recordings of lectures and seminars stored on the MS Teams platform or in the LMS Moodle.
- The system of electronic study supports was finalized in connection with the accreditation process, where electronic supports for newly accredited degree programmes were actively created and stored in the Moodle system.
- As a result of the pandemic, IT equipment used for the preparation of classes and for actual online classes was developed and renewed at TBU; purchases of computer technology items (laptops, tablets, microphones, cameras, visualizers, electronic pens, etc.) increased; the academic staff across the university worked to develop their individual knowledge of work with IT equipment and software to be used in online classes.
- Most digitisation activities were carried out in accordance with the project entitled Anticipation of the Impact of COVID-19 in Processes Implemented at TBU in Zlín (ANTI-COVID TBU), the main part of which was focusing on the creation and pilot testing of advanced digitisation of classes.

- A system for archiving and provision of access to outputs of R&D and creative activities carried out at TBU was developed; the Repository experienced an increasing rate of documents in the Open Access mode.

AIM 6

→ **ENHANCE AND CULTIVATE RELATIONS WITH EMPLOYERS OF TBU GRADUATES AND INVOLVE THEM IN THE INNOVATION OF DEGREE PROGRAMMES, LIFELONG LEARNING, AND IN COOPERATION IN THE SPHERE OF R&D.**

- The aim was fulfilled in the previous years.

AIM 7

→ **IMPROVE THE QUALITY AND DEVELOP THE U3A AS A SERVICE INTENDED FOR THE GENERAL PUBLIC.**

- The offer of U3A courses was upgraded.
- Due to the pandemic, the courses were not attended in person, however, selected courses were held online.



5. INTERNATIONALIZATION

Internationalization is permanently one of the main priorities of TBU. The University supported the admission of international students/recruitment of international teaching staff, thus creating a natural international environment. It provided goal-directed support to student and teacher mobility (although, in 2020, mobility was significantly reduced due to the pandemic situation) and supported the implementation of double degree programmes.

AIM 1

→ **ENSURE THAT THE MAJORITY OF DEGREE PROGRAMME HAVE AN INTERNATIONAL CHARACTER AND THAT INCOMING STUDENTS AND GUEST TEACHERS ARE INTEGRATED INTO THE LIFE OF THE ACADEMIC COMMUNITY.**

- All applications submitted by students and employees interested in mobility abroad were satisfied, with funding provided by the Erasmus+, Freemover, CEEPUS programmes, or by the internal competition "Support of International Cooperation", by the EEA funds, etc.
- Mobility of researchers took place with funding provided by the OP RDE project (15) entitled "International Mobility of Researchers of TBU in Zlín".
- None of the applications had to be rejected due to insufficient funding available.
- With funding provided by the internal competition "Support of International Cooperation", 5 projects enabling outgoing mobility of TBU academics/researchers as well as 6 projects enabling incoming mobility of international experts coming to TBU received funding.
- Long-term efforts were made in order to increase the number of mobility periods taken by international academics at the FLCM and at the FaME, and to recruit and involve R&D staff from abroad in R&D and creative activities of the Faculty; the achievement of these goals was complicated due to legislative obstacles related to the employment of employees from abroad as well as due to the restrictions resulting from the pandemic.
- Strategic partners were defined depending on long-term cooperation in the field of international education, science and projects.
- A number of international conferences were organized:
 - The FaME held the conference entitled Economics, Management, Funding as well as the DOKBAT conference for PhD students, and also participated in the organization of the ICEF conference in Vietnam.
 - The FLCM organized the Criscon conference, the FHS organized the conference entitled Family - Health - Disease for the specialization in nursing.
 - The FMC prepared workshops for the academic staff from Estonia, Israel and France, which will, however, be held later on, after the epidemiological situation has improved, or, if necessary, the possibilities of implementation in the online environment will be discussed.
- The microsite international.utb.cz was created, providing comprehensive information on internationalization activities, both in Czech and English.
- TBU continued to be a member of numerous international organizations, in particular of the Danube Rectors' Conference, which associates about 50 universities of the Danube Region, and of the EUA, which enabled TBU to participate in all EUA's significant activities aimed to support higher education in Europe and present itself to the whole of the European academic community.
- As a member of the EUA, TBU was evaluated by external evaluators.

AIM 2

→ **DEVELOP THE INTERNATIONAL ENVIRONMENT AT THE UNIVERSITY SO THAT ALL DEPARTMENTS ARE ABLE TO PROVIDE SERVICES BOTH IN CZECH AND IN ENGLISH. INCREASE THE EFFICIENCY OF THE MANAGEMENT OF PROCESSES RELATED TO INTERNATIONALIZATION ACTIVITIES.**

- With funding provided by the Erasmus+ programme and by the internal competition “Support of International Cooperation”, through the D indicator of the institutional funding, staff mobility abroad received support.
- Departments of the Faculty of Humanities (Language Centre and Department of Modern Languages and Literatures) played an important role in the creation of an international environment by providing English classes to the academic staff across the University, and that mainly with funding provided by a project included in the Institutional Plan and focused on the support of the development of language skills of employees (I indicator); 7 courses with 46 attendees in total were opened.
- TBU continued to offer Czech language courses for applicants from abroad; services offered to international students included a Czech course as a standard part. The course for beginners ran during one semester; courses run during the whole academic year were attended by long-term students and by employees.
- Final steps were taken in order to establish an assistance programme for newly arriving international students and staff; all component parts of TBU collaborated on the creation of the so-called Welcome Centre, which will provide services - previously provided individually at TBU component parts - to students in a centralized manner.
- At the FLCM, examinations of international students took place online.
- The FaME enabled to implement the process of online admission of new students.
- The process of internationalisation benefited from an extension of the legal deadlines for the submission of missing documents by international students/staff.

AIM 3

→ **ENSURE THAT STUDENTS STUDYING BACHELOR’S AND MASTER’S PROGRAMMES PARTICIPATE IN A STUDY PERIOD/TRAINEEHIP ABROAD DURING THEIR STUDIES, AND THAT WITH A DURATION OF NO LESS THAN 30 DAYS.**

- The obligation to be met by PhD students, i.e. participation in a study period abroad, was embedded in newly accredited/re-accredited doctoral programmes. Sufficient funding was ensured for all those interested in mobility abroad.
- Marketing activities aimed to support mobility were transferred to the online environment due to the pandemic; emphasis was put on mobility experience.
- TBU continued to send newsletters containing information about student mobility possibilities abroad; however, a number of scheduled activities with expected physical participation had to be replaced by virtual meetings and webinars.

AIM 4

→ **RECRUIT A GROWING NUMBER OF INTERNATIONAL STUDENTS COMING TO TBU TO PARTICIPATE IN A SHORT-TERM STUDY PERIOD WITH A DURATION OF NO LESS THAN 30 DAYS.**

- International students were preferably accommodated in the U12 and U7 Halls; students were enabled to register in the online booking system sufficiently in advance.
- Due to the pandemic, quarantine areas were set up in the buildings of the Halls of Residence and Refectory (HRR).
- Conditions were created with the aims of raising the interest among international students in mobility at TBU.
- A special scholarship was provided to Ukrainian students from partner universities who came to spend a short-term study period at TBU.

- TBU offered free courses within exchange programmes to incoming students, free Czech courses held during the semester, plenty of additional activities and trips organized in cooperation with the ESN Zlín (formerly known as the Buddy System Zlín).
- At the FaME, the offer of course units taught in English for short-term and long-term international students was extended.
- High-quality facilities enabled TBU to accept talented students from partner universities; the portfolio of partner institutions was developed following the conclusion of bilateral agreements.
- TBU continued to organize Summer Schools, which were transferred to the distance mode of study due to the pandemic.

AIM 5

→ SUPPORT ACADEMIC MOBILITY ABROAD TO BE OFFERED TO PHD STUDENTS DURING THEIR STUDIES, PREFER MOBILITY LONGER THAN ONE MONTH.

- Funding for incoming and outgoing mobility of students and of R&D staff involved in projects was provided.
- IGA projects contributed to the support of shorter business trips abroad taken by PhD students, in particular for the purposes of presenting results of their work during the students' active participation in conferences.
- Long-term mobility, i.e. longer than one month, received specific and systemic support from the Erasmus+ and Freemover, Aktion, CEEPUS programmes.
- Counselling services provided to PhD students and to academics prior to mobility were aimed to facilitate the adaptation process in the target country.
- The obligation to be met by PhD students, i.e. participation in a study period abroad with the duration of no less than one month once per the entire period of study or an active participation in an international project, was embedded in newly accredited doctoral programmes.

AIM 6

→ INCLUDE STUDY PERIODS TAKEN BY STUDENTS IN CURRICULA AND IN INTERNAL REGULATIONS SO AS TO AVOID ANY DIFFICULTIES THAT COULD HINDER STUDENTS FROM COMPLETING THEIR STUDIES IN THE STANDARD PERIOD OF STUDY.

- At all TBU Faculties, conditions suitable for the recognition of a part of studies completed at educational institutions abroad were created.
- Course units completed during a study period or practical training taken during a traineeship at an educational institution abroad were recognized in accordance with the Rector's Directive No. 8/2020 "International Mobility of TBU Students and Mobility of Incoming International Students at TBU" including the updated Appendix: "Recognition of Outcomes Achieved during Student Mobility Abroad".
- The fundamental document for setting of a curriculum for a study period abroad was the Learning Agreement, to be approved by the Faculty coordinator. In accordance with this document, course units taught at TBU are defined which are recognized for students after successful completion of the course units abroad. The results obtained during the mobility form part of the graduate's Diploma Supplement.
- Studies completed abroad were recognized for doctoral students in accordance with internal regulations of the relevant component part.
- Attention was paid to the search for new partner schools that meet the criterion of conformity of the content of degree programmes and of individual course units.
- At the FaME, Bachelor's and Master's programmes were coordinated with programmes carried out at the partner university in Huddersfield, thus enabling a block recognition of all course units studied abroad.

AIM 7

→ SUPPORT THE ACCREDITATION AND IMPLEMENTATION OF JOINT/DOUBLE/MULTIPLE DEGREE PROGRAMMES.

- Joint degree programmes were carried out at two TBU Faculties, namely at the FaME and the FT:
 - The FaME cooperates in the long-term with the University of Huddersfield on the implementation of a joint degree programme offered to Bachelor's and Master's students of the FaME and with the Baku Business University on the implementation of Master's programmes; the Faculty prepared and signed a contract with Ton Duc Thang University in Vietnam on the launch of a joint Master's programme.
 - The FT established cooperation within a joint degree programme with the Slovak University of Technology in Bratislava.
- The implementation of the joint centralized development project entitled "Development and Assurance of Quality of Joint Degree Programmes" was started in cooperation with higher education institutions abroad.
- 5 suitable partner institutions for the implementation of joint degree programmes were identified at the FMC: Akademia Sztuk Pięknych Katowice (Poland), Bezalel Academy of Arts and Design (Israel), Fachhochschule St. Pölten (Austria), Universidade do Algarve (Portugal) and the Academy of Fine Arts and Design in Bratislava (Slovakia).

AIM 8

→ ENSURE AN INCREASE IN THE NUMBER OF GRADUATES OF DEGREE PROGRAMMES ACCREDITED IN ANOTHER LANGUAGE THAN CZECH.

- A marketing communication plan was prepared, including activities aimed to recruit international applicants for study at TBU.
- TBU cooperated with the Czech National Agency for International Education and Research on activities and promotion of study at TBU, and that by organizing a series of webinars.
- The network of internal and external collaborators supporting the recruitment of international students was extended in cooperation with ambassadors of the Czech National Agency for International Education and Research and with representatives from among students.
- TBU managed to significantly increase the number of self-paying students, and that by 32% compared to the previous period.
- TBU continued to use the apply.utb.cz portal, enabling students to log in and submit electronic applications to long-term degree programmes and offering direct communication with applicants; the graphic design of the web service was updated, and the possibilities of work with the portal were extended, for example by adding card payment transactions; in cooperation with the Information Technology Centre, applications submitted to the apply.utb.cz system were interconnected with the IS/STAG system.
- TBU very effectively used the Student Mode and, compared to other universities, it was among the most successful institutions as regards the inclusion of students in the Student Mode; thanks to the continuous recruitment of students, TBU managed to have its students included in the Student Mode even in less busy periods.

AIM 9

→ SUPPORT THE ESTABLISHMENT AND SUSTAINABILITY OF TBU CENTRES ABROAD.

- TBU continued to actively collaborate with Bata Centre in Vietnam; after the outbreak of the pandemic, the two institutions jointly promoted online forms of education and of

examinations; online examinations of seven Ton Duc Thang University students took place with the participation by teachers from the FaME.

- The Centre was actively recruiting Vietnamese applicants for study at TBU, it organized educational workshops and lectures, promotion of TBU in Vietnam, and, in cooperation with Ton Duc Thang University, coordination of the creation of the UCI - an international university consortium.
- Bata Centre was acknowledged by the Czech National Agency for International Education and Research as one of the most important initiatives in internationalization activities in the Czech Republic.
- Ton Duc Thang University was considered as potentially the most suitable partner institution for a possible creation of a TBU campus abroad.

AIM 10

→ USE THE GLOBAL BATA-RELATED INFRASTRUCTURE FOR THE NEEDS OF TBU.

- Cooperation took place mainly through the Footwear Research Centre; the Centre implemented 6 projects in the field of shoe design, footwear material and human resources.
- Within the implementation of the project entitled Hi-Tech Material Adaptable to the Condition of Lower Limbs and funded by the TA CR, intensive cooperation took place with a partner institution, namely with the Baťa a. s. company.
- In compliance with the contract concluded with the company Compass Limited represented by Mrs. Rosemarie Bata Blyth, a repository of digital materials connected with the history of the Bata company in Czechoslovakia and abroad was extended by adding more than 2,000 documents.

AIM 11

→ DEVELOP INTERNATIONAL MOBILITY OF STUDENTS AND ACADEMIC STAFF WITH PARTICULAR EMPHASIS ON HIGH-QUALITY SCIENTIFIC COLLABORATION; SUPPORT THE INVOLVEMENT OF PHD STUDENTS IN PROJECTS IMPLEMENTED IN COOPERATION WITH PARTNERS ABROAD AND WITH RENOWNED EXPERTS.

- The mobility of postdoctoral students and of researchers was funded by the project (15) “International Mobility of Researchers of TBU in Zlín”, with funding provided by the OP RDE.
- Doctoral students were individually offered mobility supported by specific projects corresponding to the relevant specialization.
- The FaME implemented projects funded by the CEEPUS programme and intended for students of the doctoral programme in Industrial Engineering.

AIM 12

→ RECRUIT HIGH-QUALITY STUDENTS FROM UNIVERSITIES ABROAD FOR STUDIES IN DOCTORAL PROGRAMMES AND FOR POSTDOCTORAL FELLOWSHIPS.

- Provision of information to international applicants for study on the offer of doctoral programmes, postdoctoral positions and educational courses was ensured.
- TBU’s strategic topics were updated, taking into account the development of excellence in research, development and innovations; advertising on the Research Gate was made comprising a total of 5 advertisements placed in the course of the year.
- Applicants for doctoral study from abroad were addressed individually, especially during the mobility of academics, through cooperation on international projects (mainly those funded by COST, HORIZON, Era-Net, mobility programmes and study periods) and during conferences held.



6. RELEVANCE

TBU supported the career and professional development of its employees, increased the graduate employability and played an active role in the training of teachers in the Zlín Region.

AIM 1

→ **SUPPORT THE CAREER AND PROFESSIONAL DEVELOPMENT OF TBU EMPLOYEES AND ENHANCE THEIR COMPETENCES IN EDUCATION AS WELL AS IN R&D AND CREATIVE ACTIVITIES AND IN OTHER TYPES OF ACTIVITIES, INCLUDING THE VALORISATION OF RESULTS.**

- Teaching competences were continuously increased; in order to transfer the educational process to the online environment, the staff of the individual component parts participated in online training organized by FAI experts and attended other workshops aimed at improving the quality of the teaching process.
- The FAI carried out intensive activities aimed at the training of academics, with funding provided by the (1) Strategic Project of TBU in Zlín.
- The FHS academic staff were enabled to work and to develop their teaching skills under the guidance of a mentor.
- Within the plans for the development of departments, career development plans were in preparation, where feedback was provided; subsequently, plans for the following periods were also set up; academics received comprehensive support in their efforts focusing on career growth, for example by a temporary reduction of their teaching load.
- In cooperation with the FHS and the FAI, language courses funded by strategic and development projects were offered to all TBU academics; internal regulations were updated across the University in order to motivate the academic staff to improve their language skills; bonuses were offered for acting as a supervisor of an academic qualification thesis written in a world language or for obtaining a B2 or C1 level certificate in one of the world languages.
- In the field of human resources, shared jobs were implemented within the organisational structure of the TBU component parts, and that for the academic staff at the FMC and the FaME; the Directive SR/26/2020 was issued with the aim of enabling performance of work from home for those employees where the type of work and the relevant operating conditions allow it.

AIM 2

→ **INCREASE THE EMPLOYABILITY OF GRADUATES IN BUSINESS AND INDUSTRY BY MEANS OF COOPERATION WITH THE RELEVANT ENTITIES (EMPLOYERS, GRADUATES, SOCIAL PARTNERS, ETC.) ON THE CREATION AND INNOVATION OF DEGREE PROGRAMMES, BY IMPROVING THE QUALITY OF SERVICES PROVIDED BY THE TBU JOB CENTRE, BY SUPPORTING TRANSFERABLE COMPETENCES OF STUDENTS, BY ENCOURAGING BUSINESS ACTIVITIES AND BY PROVIDING CONDITIONS FOR THE ESTABLISHMENT OF START-UP COMPANIES.**

- TBU intensively collaborated and communicated with all collaborating enterprises who had concluded a partnership agreement with TBU.

- Contacts were developed, and the number of agreements concluded with corporate partners increased that enable the implementation of specialized traineeships in enterprises; in total, there are 200 enterprises collaborating with TBU.
- At all component parts of TBU, specialized practical training was included in the requirements necessary to be fulfilled for completing career-oriented degree programmes; for academically oriented degree programmes, above all in the full-time mode of study, the minimum number of hours of practical training as a mandatory part was 80.
- Students of the Master's programme in Arts Management carried out at the FMC had compulsory practical training in cultural and creative sectors and participated in specialized excursions.
- Classes held at all of TBU component parts were complemented by workshops – meetings with experts from business and industry.
- Job vacancies or specialized traineeships were offered via the Job Portal; employees of the Job Centre successfully completed long-term coaching courses and applied the gained experience in practice.
- Students were encouraged in their entrepreneurial activities; another edition of the My First Million competition was announced and implemented, and preparations and marketing activities were carried out for the promotion and organization of the 2020/2021 edition.
- Students were prepared for their own entrepreneurial activities during the re(START) educational conference held online.

AIM 3

→ **REFLECT THE LOCAL, REGIONAL, NATIONAL AS WELL AS INTERNATIONAL CIRCUMSTANCES, ISSUES AND CHALLENGES RELATED TO THE WHOLE SOCIETY IN EDUCATIONAL, RESEARCH, DEVELOPMENT, ARTS AND OTHER ACTIVITIES OF THE UNIVERSITY.**

- TBU cooperated with key players in the social and regional development at the municipal, regional and national level in the long term. The cooperation took place not only during the preparation of strategic documents elaborated by the Municipality of Zlín and by the Zlín Regional Authority but also of other strategic documents, with the key activity carried out in 2020 being the active role played by TBU in the preparation of the Integrated Territorial Investments of the Zlín Agglomeration for the period 2021-2027 and the involvement of TBU in the Executive Committee of the ITI.
- Of great importance was also TBU's membership of the Executive Committee of the Employment Pact of the Zlín Region, and cooperation on updates to the Action Plan of the Employment Pact of the Zlín Region for 2020 and 2021.
- The University participated in the preparation of an update of the Regional Innovation Strategy of the Zlín Region, and was also a member of working teams active within the Regional Action Plan for the Development of Education on the Territory of the Zlín Region and within the Local Action Plan for the Development of Education on the Territory of Zlín as a municipality with extended competencies.
- TBU also collaborated on the preparation of the Strategy for the Development of the Statutory Town of Zlín until 2030 (Executive Committee and Working Team for Education) and on the creation of the Inclusive Education Concept of the Zlín Region.

AIM 4

→ **ENSURE THAT TBU PERFORMS A FUNDAMENTAL ROLE WITHIN THE METHODOLOGICAL SUPPORT OF EDUCATIONAL ACTIVITIES AND WITHIN THE TRAINING OF TEACHERS IN THE ZLÍN REGION AT ALL LEVELS OF THE EDUCATIONAL SYSTEM, INCLUDING THE INCLUSIVE EDUCATION**

- Preparations for the establishment of the Centre for the Support of Education, to be funded by the TBU Strategic Development Fund, were started; the main mission of the Centre will be to contribute to strengthening the role of the University in the field of education in the Zlín Region; the Centre will guarantee educational programmes and workshops for teachers of all levels of schools and create links in cooperation with secondary, primary and nursery schools, as well as with medical facilities.
- Teachers from the region were involved in a project funded by the OP RDE, implemented at the FHS and entitled (19) “Faculty Teacher as the Facilitator of High Quality Training of Future Nursery School Teachers and Lower Primary School Teachers”, which aims to support didactic competences of students of teaching in pre-primary and primary education and whose main activity consists in developing the related teaching skills of students, academics and teachers at nursery and primary schools.
- The preparation of the project (16) “Implementation of the Action Plan for the Development of Education for the Territory of the Zlín Region II” was finalized, which aims to build a stable system of support to be provided by TBU to the teaching staff at schools and in school facilities in the region; key activities include professional assistance provided to teachers during their work with children, pupils and students; furthermore, support for talented and exceptionally gifted pupils, as well as the promotion of equal opportunities in education.



← Future nurses worked in high-risk wards, where they were taking care of COVID patients. There, the necessary equipment included a jumpsuit, a face mask, a protective shield and gloves.

7. DEVELOPMENT OF THE UNIVERSITY INFRASTRUCTURE

The University continued to improve its infrastructure, and that by modernizing the existing buildings. TBU introduced new technologies, developed the information infrastructure and worked on the assurance of financial self-sufficiency of the entrepreneurial behaviour of entities owned by the University.

AIM 1

→ BUILD UP AND OPEN THE TBU EDUCATIONAL COMPLEX.

- Additional equipment for the U18 Gallery situated in the U18 building was purchased.
- The required technological equipment for the gallery was purchased using financial resources provided within the implementation of the project entitled (4) ART GALLERY of TBU in Zlín and funded by the OP RDE.
- With funding provided by the project, all technological equipment planned was purchased, including video mapping equipment; additionally, the gallery was equipped with an exhibition storeroom and display walls.

AIM 2

→ BUILD UP AND OPEN THE CENTRE OF CREATIVE INDUSTRIES (TECHNOLOGY PARK, SPECIFIC CREATIVE INDUSTRY INCUBATOR).

- The FMC continued to build up the UPPER Centre of Creative Industries and Business, which offers rooms and offices for graduates and students, particularly to TBU students/ graduates, thus enabling them to start their own business; furthermore, it offers counselling and business facilities especially in the sphere of creative industries.
- The implementation of the project entitled “Strategic Development of the Centre of Creative Industries and Business” was started, which is a strategic opportunity for an appropriate synergy between the activities of the FMC and of the UPPER Centre, the RedLab research marketing laboratory, the FMC project centre and the Department of Regional Development, Public Sector Administration and Law at the FaME.
- The Centre was active in organizing educational workshops for its members and for the public; topics were focusing on working with photographs and visual works, furthermore, on processing one’s own creative ideas, transforming them into a product with economic potential, and on procedures connected with the establishment of start-up companies and on the creation of business plans.
- Workshops were organized within a three-part educational series entitled s(UPPER); all parts were uploaded to the YouTube channel.
- The Centre continued the tradition of organizing the conference for creative industries entitled re(START), which was held online due to the pandemic.

AIM 3

→ ENHANCE THE INFRASTRUCTURE FOR EDUCATION BY IMPLEMENTING FINANCIALLY DEMANDING INVESTMENT PROJECTS, NAMELY RENOVATION AND MODERNIZATION PROJECTS.

- A decision about the use of the 1st floor of the U3 building was taken. The U3 building will be, after the necessary modifications, used for the needs of the maintenance work and as a workshop by the Technical Services department of TBU.
- In cooperation with the Technical Services and with the Investment and Property Management department, processes aimed at the optimization of C and D lecture rooms and of their software took place, with financial resources provided by the programme funding of the MEYS; similarly, technological and operational modes were ensured, including an optimization of the laboratory of the Department of Food Technology, which was built with funding provided by the project (2) “RIFT - Development of Infrastructure of the Faculty of Technology”.
- In accordance with the assessment carried out by a sworn expert, preparations of the construction project “Comprehensive Renovation of the U1 Building”, i.e. preparations for a renovation of the existing building were suspended, and, instead, work aimed to prepare the relevant documents necessary for a demolition of the building with the aim of constructing a new building that would fully meet the current requirements set for educational, R&D and creative activities in the field of technology were started; preparations including technical drawing and legislative steps were made with the aim of a demolition of the U1 building, and the subsequent construction of a new building, to be completed in the following period; the objectives of this investment project were listed in the project documents and reflected in the TBU Budget Rules for 2020 and in the TBU Budget Breakdown for 2020.

AIM 4

→ BUILD UP AND DEVELOP E-INFRASTRUCTURES AIMED TO APPLY NEW TECHNOLOGY AND TECHNIQUES IN TEACHING/LEARNING AND IN RESEARCH.

- With funding provided by project (5) “Modernization of Educational Infrastructure at the FAI”, the innovation of the teaching environment of the U5 premises was completed, all monitoring indicators and aims of the project were met and the project was terminated; work related to the infrastructure was organized and carried out, including the provision of computer classrooms for an extended number of students; the project included an optimization of technologies, processes and software on the comprehensive robotized technology line including a small robotic unit, which were put into operation in 2019, and were in active use for educational purposes as well as for the elaboration of academic qualification theses in 2020.
- The following laboratories were established at the FLCM: Laboratory of advanced technologies, laboratory of information support for the protection of the population, laboratory of chemistry, laboratory of geographical information systems and a cybersecurity laboratory; pilot testing of the laboratories was carried out during classes held in the previous academic year; in 2020, the required material, software and hardware was purchased.

AIM 5

→ DEVELOP THE TBU INFORMATION SYSTEM WITH THE AIM OF FULLY COMPUTERIZING ITS BASIC SEGMENTS AND REDUCING ADMINISTRATIVE WORK AND COSTS.

- The TBU information system continued to be developed; an H&R portal aimed at providing an easy access to the data included in the SAP HR system for employees was developed. The data were accessible for reading by all employees, selected data on employees are accessible to senior executives.

- The operation of the Electronic Records Management System “e-Spis” was optimized at all component parts of TBU; the hardware infrastructure located at the VŠB - Technical University in Ostrava is used to run the system.
- In accordance with the launch of the new Electronic Records Management System “e-Spis”, new Regulations for Document Filing and Shredding were issued, and a new methodological instruction was prepared and issued for users of the system; integration with selected information systems used at TBU was ensured, above all, the web service interface for the IS/STAG system accessible in the Electronic Records Management System “e-Spis” was developed.

AIM 6

→ COOPERATE WITH HIGHER EDUCATION INSTITUTIONS AND SHARE CAPACITIES IN THOSE PARTS OF THE INFORMATION INFRASTRUCTURE IN WHICH THE SAME ELECTRONIC SYSTEM – IS/STAG, SAP, OBD/GAP/IGA – IS USED.

- TBU closely collaborated with other HEIs during the application of new EU regulations and of the Czech legislation on the university level. A comprehensive replacement of the network and server infrastructure for the shared housing of the SAP system was completed.
- The communication interface for eNeschopenky (electronic sick notes) was implemented in the SAP system.
- After modifications to the information infrastructure made according to EU requirements, the functionality of centrally operated websites and mobile applications with guaranteed accessibility was ensured in accordance with the applicable legislation.
- In connection with the amendment to the Higher Education Act and with new EU projects focusing on digitization, modifications to the IS/STAG system were made: The transition to the new Oracle Forms and Reports technology was initiated, and the connection of the demo version of the IS/STAG system to the EWP test network (functional certificates and APIs of the interface) was finalized.

AIM 7

→ ENSURE THE AVAILABILITY OF ELECTRONIC INFORMATION RESOURCES BASED ON MODERN TOOLS INTENDED FOR EFFECTIVE SEARCH WITHIN THEIR CONTENT.

- The availability of information resources and a fully functioning library system providing a unified search interface were ensured.
- Access to all indispensable specialized and multidisciplinary electronic information resources was ensured for all Library users.
- The virtualization of computer rooms in the Library was completed, and the user environment was improved.
- The compatibility of the information resource portal for access from mobile devices was ensured.
- New security gates were installed in order to protect printed library collections.

AIM 8

→ ENSURE THE ECONOMIC INDEPENDENCE OF ENTREPRENEURIAL BEHAVIOUR OF UNIVERSITY ENTITIES, BUILD ENTREPRENEURIAL CENTRES AND INCUBATORS, SUPPORT BUSINESSES RUN BY TBU GRADUATES AND SUPPORT NETWORKS OF SMALL AND MEDIUM-SIZED COMPANIES ON THE REGIONAL LEVEL (CLUSTERS).

- TBU was actively involved in the activities of selected clusters in the Czech Republic, in particular the Plastics Cluster z.s., Moravian Aerospace Cluster, z.s., Zlín Creative Cluster, z.s. or Moravian-Silesian Automobile Cluster.
- The University was a full member of the National Cluster Association and participated in the strategic orientation of the business corporation Technology Innovation Centre, s.r.o. (co-owned by TBU and the Zlín Regional Authority – holding a share of 50%), the most important business centre and incubator of the Zlín Region, providing acceleration and incubation services for TBU students and graduates who want to start their own business.
- Within the support provided to start-up companies, partnership agreements with other entities of the innovation ecosystem of the Zlín Region (Business Incubator Kunovice – Panský dvůr, s.r.o., Business Centre in Valašské Klobouky. s.r.o., Technology Park Progress located in the strategic industrial zone in Holešov) were actively implemented.
- The FMC continued to build up the UPPER Centre of Creative Industries and Business, which, in cooperation with the FaME, offers rooms and offices for graduates and students, particularly to TBU students/graduates, thus enabling them to start their own business; furthermore, it offers counselling and business facilities especially in the sphere of creative industries.
- With funding provided by the centralized development project organized by the MEYS and entitled “Strengthening the Social Responsibility of Universities within the Implementation of the Innovation Strategy of the Czech Republic 2019-2030”, TBU organized a round table on the subject of The Country for Excellence; issues related to the operation and development of innovation centres at higher education institutions and the potential for cooperation were discussed; outputs were used for evaluation and for a proposed update of the Innovation Strategy of the Czech Republic 2019-2030.

AIM 9

→ INCREASE AND IMPROVE THE QUALITY OF ACCOMMODATION OFFERED TO STUDENTS, EMPLOYEES AND PARTICIPANTS IN SHORT-TERM MOBILITY.

- For the academic year 2020/2021, a sufficient capacity in the field of student accommodation was ensured.
- Two public tenders were organized, seeking the principal contractor of the investment project “TBU – Renovation and Modernization of the U7 Building”; in the second tender, the contractor was legitimately selected, namely the GEMO a.s. company.
- As part of the development of the university infrastructure, the project documentation for the construction project “Renovation of the U12 Building, 5th Stage” was finalized, and a final building permit was issued; this renovation was included in the document “Plan of Investment Activities of TBU in Zlín for the Period from 2021 to 2030” as a strategic investment project. TBU will submit an application for funding of the project to the programme funding of the MEYS.

8. EXTERNAL AND INTERNAL COMMUNICATION OF THE UNIVERSITY

TBU was aware of the necessity of effective external communication on the national and international level and of the necessity of fostering of the University's positive image. Therefore, TBU informed prospective applicants and the general public about degree programmes offered and put great emphasis on the popularization of science. As regards the experts among the public, the University strove to ensure the transfer of knowledge and innovations, to spread new knowledge and good practice. TBU established contact with employers and with other institutions and was actively spreading the legacy of Tomas Bata. The said activities took place both in the Czech and Slovak Republic and in other countries as well. Internal communication towards students and staff focused mainly on the provision of distance classes and on the operation of the University during the pandemic.

AIM 1

→ **STRENGTHEN THE GOOD REPUTATION OF TBU ON THE NATIONAL AND INTERNATIONAL LEVEL. PROMOTE TBU AS A MODERN UNIVERSITY AND A TOP-QUALITY HIGHER EDUCATION INSTITUTION. FOSTER A POSITIVE IMAGE OF THE UNIVERSITY.**

- Promotional activities at TBU were carried out in accordance with the comprehensive Communication Plan of TBU.
- A core activity aimed at direct and indirect recruitment of students, at strengthening the image of TBU and at commemorating the 20th anniversary of the establishment of TBU was a digital campaign called "Start Differently". As part of this campaign, a new promotional video was made, intended mainly for digital distribution. In addition to organic dissemination, the target group was reached by using the pay per click (PPC) promotion.
- A printed brochure for applicants was published, adapted in terms of graphic design and content style to the "Start Differently" campaign.
- Within the TBU website, a microsite was created, to be used as a landing page for the "Start Differently" campaign. The main communication topics of this microsite were the stories of successful TBU graduates.
- TBU had a presentation at the Gaudeamus Higher Education Fair in Prague; other traditionally held higher education fairs were cancelled or moved to the digital space due to the pandemic situation.
- TBU participated in online higher education fairs and lecture days:
 - Online higher education fair Studuj To
 - Online higher education fair vysokeskoly.cz
 - Online lecture day Gaudeamus (2x)
- Active communication took place on the social networks - Facebook, Instagram, Twitter and YouTube; on all the networks mentioned, the number of followers significantly increased.
- Interviews with interesting guests and with TBU graduates were recorded and published in the currently very popular form of podcasts.
- Success achieved in all areas of the University's operation and significant activities carried out by TBU during the pandemic were announced on the TBU website and on the "News from TBU" portal. The prestige and awareness of TBU was also strengthened through active communication with the media, through the publication of the TBU "Universalialia" magazine,

of the faculty journal “FMC Zlín University Design” and of the journal published by the FaME of TBU. TBU also regularly contributed to the Internet magazine created by higher education institutions and entitled Universitas; the University’s media image was enhanced after a report by the US TV channel CNN was focusing on voluntary assistance at Tomas Bata Regional Hospital in Zlín during the pandemic and featured a student from the Department of Health Care Sciences of the FHS.

- Marketing activities carried out to mark the 20th anniversary of the establishment of the University were transferred to the digital environment, and their launch was planned for 2021.
- The University participated in the Zlín Film Festival to a significant extent, both by holding lectures from the Science Café cycle and during the event held on the occasion of the award of a Star Doctorate to Czech actors; TBU had also a presentation at the Summer Film School in Uherské Hradiště.
- The sale of TBU merchandise, mainly of the fashion collection including T-shirts, sweatshirts and jackets, also contributed to the strengthening of the image of TBU.

AIM 2

→ **ENSURE COOPERATION IN THE SPHERE OF R&D AND CREATIVE ACTIVITIES AND OF TRANSFER OF KNOWLEDGE AND INNOVATIONS, AND THAT THROUGH SUPPORT OF COMMUNICATION BETWEEN THE ACADEMIC SPHERE AND THE PRIVATE SECTOR, PUBLIC SECTOR ADMINISTRATION AND THE CIVIL SOCIETY.**

- During the implementation of technology transfer processes at TBU, the key activities involved in particular communication with business partners and business clusters, practical application of R&D results, preparation and implementation of joint projects in collaboration with other institutions or of applied and contract research.
- The FaME, FAI, FT as well as the CPS were involved in cooperation with partner institutions during the implementation of bespoke research contracts.
- An important segment of professional activities involved the implementation of transfer to commercial use in the sphere of medical devices and footwear; the transfer of the knowledge obtained in the field of basic research carried out in the Footwear Research Centre to practice was provided at TBU through the TTC; the Footwear Research Centre was an active investigator of six projects where practical application of their results in production is expected.
- The TTC provided services associated with the legal protection of industrial rights over R&D results and implemented the necessary steps leading to the commercialization of such results. The TTC represented an important link between TBU and the industrial practice thanks to patent services offered by the TTC not only as an internal service for TBU. The TTC also provided consultations, patent search and reviews to industrial entities – external clients.
- The infrastructure used for transfer of knowledge and innovations also included the Technology Park (TP) at TBU, which was providing a comprehensive infrastructure intended for the support of innovative business activities in the Zlín Region and beyond. The development of TP activities and services was in line with the needs of the region and regional partners, and contributed to ensuring a functional transfer of the results of applied research activities to practice. The Technology Park at TBU was accredited by the Science and Technology Parks Association CR, www.svtp.cz.
- At the UNI, which comprises all the above-mentioned Centres, the implementation of the second GAMA II commercialization project entitled “Commercialization at Tomas Bata University in Zlín II for the period from 2020 to 2022” and funded by the TA CR was launched.
- The University was a member of the Executive Committee of the Integrated Territorial Investment of the Zlín Agglomeration for the Period from 2021 to 2027, and, as a key

representative of education and research, it determined specializations of the Zlín Region for the future programme period of 21+, and actively collaborated during the preparation of Actions Plans of the Regional Innovation Strategy of the Zlín Region and during the preparation of an update thereto, including the Regional RIS3 Annex.

AIM 3

→ **USE MODERN FORMS OF COMMUNICATION IN ORDER TO CONTINUE TO IMPROVE THE ACCESSIBILITY OF WELL-ARRANGED AND RELIABLE INFORMATION ON DEGREE PROGRAMMES/COURSES OFFERED AT TBU FOR APPLICANTS AND FOR THE GENERAL PUBLIC (IN THE CZECH REPUBLIC AND ABROAD).**

- The TBU website, including the mobile application for applicants for study, was developed and updated.
- As part of the digital recruitment campaign organized, a special microsite for applicants for study at TBU called Start Differently was created.
- Additional information about study at TBU and about university life in Zlín was sent by e-mail to all registered applicants for study.
- TBU offered a presentation at the Gaudeamus fair of postsecondary education held in Prague; several higher education fairs were not held due to the pandemic, however, 11 online lecture days were held, during which applicants were informed about the degree programmes/courses carried at TBU.
- The Open Day was held at all TBU Faculties in February with the aim of providing information to applicants for study; applicants were informed about activities of TBU Faculties, about degree programmes/courses and their content.

AIM 4

→ **ESTABLISH CONTACT WITH PARTNERS ON THE LOCAL, NATIONAL AND INTERNATIONAL LEVEL, I.E. WITH EMPLOYERS, RESEARCH AND ACADEMIC INSTITUTIONS, NON-PROFIT ORGANIZATIONS AND PUBLIC SECTOR ADMINISTRATION AUTHORITIES.**

- The University actively communicated with representatives of the public sector administration, both at on the municipal and the regional level; TBU representatives were involved in the development of strategic documents in the area of the development of the Statutory Town of Zlín and of the Zlín Region and provided cooperation during the preparation of action plans for these strategies, intensively working in all working teams on the documents in preparation, in particular on the following:
 - Preparation of the Integrated Territorial Investments of the Zlín Agglomeration for the Period from 2021 to 2027
 - Preparation of the Strategy for the Development of the Statutory City of Zlín until 2030
 - Update to the Regional Innovation Strategy, including the Regional Annex RIS3, and preparation of the relevant Action Plan for 2021-2022
 - Strategy of the Smart Region of the Zlín Region 2030
 - Update to the Action Plan of the Employment Pact of the Zlín Region (Regional Chamber of Commerce of the Zlín Region)
- Intensive contact with employers was maintained in order to prepare a new Job Portal; the University intensively communicated with all cooperating companies that had signed a partnership agreement; there was an increase in the number of contracts concluded with partners from the business sphere.
- A round table on the subject of The Country for Excellence was organized, with funding provided by the centralized development project supported by the MEYS and entitled “Strengthening the Social Responsibility of Universities within the Implementation of the Innovation Strategy

of the Czech Republic 2019-2030”, where the results of the long-term cooperation between TBU and the Plastics Cluster z.s. and SPUR a.s. were presented and, at the same time, new options for cooperation with the Moravian Aerospace Cluster z.s. were discussed.

- The FMC developed intense activities as a founder member of the Zlín Creative Cluster, which associated representatives of the public sector, private, non-profit and educational sectors active in the creative and related fields in the Zlín agglomeration.
- In cooperation with the Zlín Regional Authority and the Luhačovice Spa, the FHS organized the traditional Senior Cup event.
- In the field of language teaching, active cooperation between the FHS and the P.A.R.K. Cambridge Exam Centre enabled students and employees of TBU to pass the Cambridge English International Language Exam at TBU.

AIM 5

→ DEVELOP AND IMPLEMENT A STRATEGY FOR COMMUNICATION WITH TBU GRADUATES.

- Communication with TBU graduates was ensured through the TBU Alumni Club, where more than 2,000 new TBU graduates were registered who had successfully completed their studies during the summer semester. A total of 4,400 members are registered at the TBU Alumni Club.
- Meetings with coordinators of the TBU Alumni Club activities took place at the TBU component parts.
- Continuous communication with graduates was developed by establishing a tradition of sending newsletters and using of social networks.
- The TBU Alumni Club intends to continue communicating and meeting with graduates; the Club continues to inform graduates about the offer of cooperation during the transfer of practical knowledge to students or during the organization of internships and practical training for students according to the specialization of individual TBU Faculties.

AIM 6

→ ACTIVELY SPREAD NEW KNOWLEDGE, RESULTS OF R&D AND CREATIVE ACTIVITIES AND EXAMPLES OF GOOD PRACTICE TOWARDS THE GENERAL PUBLIC, THUS ACCOMPLISHING THE MISSION OF THE UNIVERSITY.

- The level of promotion of results of scientific and research activities and of examples of good practice in the media was increased.
- The creation, publication and effective distribution of scientific monographs through the TBU University Press was supported with the aim of facilitating the approach to the publications for the target group; a system of publishing of academic publications was created at TBU, distribution channels included.
- The TBU University Press acted in accordance with the Rector’s Directive No. 10/2017 and actively communicated and cooperated with publishing officers at TBU Faculties; books were distributed through the e-shop, where 6 new publications were added.
- The project entitled “Commercialization at TBU in Zlín II” as well as other sub-projects implemented across TBU component parts were accepted for funding by the Technology Agency of the Czech Republic. Via the TTC, TBU had concluded 33 licence agreements, 24 contracts from the sphere of technology. Furthermore, a total number of 25 results requiring legal protection of industrial rights were filed, among them 10 patents in the Czech Republic, 1 European patent, 12 utility models in the CR, 1 utility model in Slovakia and 1 EU industrial design.
- The TTC succeeded in deepening commercialization within the certification of the clean rooms situated at the UNI and within the international accreditation obtained by the UNI Footwear Testing Laboratory.

AIM 7

→ RAISE PUBLIC AWARENESS ABOUT R&D RESULTS, IN PARTICULAR AMONG PROSPECTIVE APPLICANTS FOR STUDY AND AMONG EXPERTS INTERESTED IN RESEARCH ACTIVITIES AT TBU.

- Marketing activities aimed to actively promote the results of science and research among the general public were carried out.
- At the FT, the following projects were implemented: Experience Science, Mysterious Laboratory, Researchers' Night, Science Café and Science E-shop.
- The FaME co-organized an Olympiad in Economics on the regional and national level; the Faculty also held the 6th edition of the workshop for industrial companies entitled "INDUSTRY 4.0 – Trends and Inspiration for Industrial Engineers and Process Management", practice-oriented and focusing on the role of data analytics in the design, organization and management of production plants, which provided an opportunity to exchange practical experience between experts from among the professional public and managers.
- The FMC prepared two installations for Designblok organized in Prague using virtual reality, which allows to transport viewers directly to the place where young creators present the results of their study, where they create their works, experiment and discuss - to the virtual university gallery G18 in Zlín housing an exhibition of academic qualification theses by FMC students "Diplomky 20". Due to the pandemic, it was not possible to organize the Zlín Design Week, however, recordings made in previous years were shown to the public via social networks, and an entirely new platform enabling designers to meet – CANTEEN Design - was presented as well. A promotional video uploaded to the YouTube channel and a related article published in the Vogue magazine as part of the Vogue Supports Local Fashion series comprised a presentation of student works created in the Fashion Design Studio. The FMC communicated with partner secondary schools – Secondary Technical School of Applied Arts in Uherské Hradiště, Secondary Technical School of Glassmaking in Valašské Meziříčí and Secondary Technical School of Furniture Production and Business in Bystřice pod Hostýnem – and informed about its activities and exhibitions.
- The FAI was the principal investigator of the OP RDE project (7) "Developing Research-oriented Degree Programmes at FAI" and the co-investigator of the project (12) "Institutional Quality and Development of the Strategy for Science at TBU in Zlín"; within the implementation of the said projects, the popularization of science and research continued, focusing on children, young people and adults as well. The FAI also actively participated in the Researchers' Night.
- The FHS organized the Junior University – a summer day camp for children offering many activities focusing on the popularization of science; the implementation of the project entitled "Preparations for the Establishment of and the Operation of the Centre for the Support of Education" was started; the key activity specified in the project is related directly to the popularization of science among children and young people (by organizing traineeships and conferences for young researchers).
- The FLCM participated in the Researchers' Night project and organized the CrisCon 2020 conference, which aimed to provide space for discussions on crisis management and dealing with crisis situations; both the professional community and representatives of the public sector administration paid great attention to the managerial experience gained during the pandemic.
- Within the popularization of science and research carried out at TBU, a new strategy aimed to increase the prestige of TBU on the regional, national and international level was prepared.

AIM 8

→ **OPTIMIZE THE INTERNAL COMMUNICATION SYSTEM (STANDARDIZED INTERNAL COMMUNICATION TOOLS), INCREASE THE AWARENESS ABOUT STRATEGIC INTENTS OF THE UNIVERSITY AMONG THE EMPLOYEES AND IMPROVE THE QUALITY OF COMMUNICATION BETWEEN STUDENTS/EMPLOYEES AND MEMBERS OF THE TBU MANAGEMENT BOARD.**

- In February, a meeting of employees with members of the Management Board of the University was held; in the following period, other meetings were held online due to the pandemic – students and employees had the opportunity to view presentations by the Rector, providing information about the current situation in March and September, and motivating all students and employees to work hard in order to meet their academic and professional duties.
- The Rector of the University and the President of the TBU Student Union also addressed employees, students and the public on the occasion of the Lighting Up of the University Christmas Tree.
- The preparation of a strategy ensuring gender equality at TBU was started as part of innovative human resource management, which is currently in implementation within the project entitled Institutional Quality and Development of the Strategy for Science at TBU in Zlín.

AIM 9

→ **SUPPORT ACTIVITIES OF THE UNIVERSITY IN THE SPHERE OF EDUCATION AND R&D, I.E. ACTIVITIES FOCUSING ON SPREADING THE LEGACY OF TOMAS BATA. DEVELOP ACTIVITIES OF THE BATA INFORMATION CENTRE.**

- The Bata Information Centre was focusing on providing information to the general public about the personality of Tomas Bata and about all aspects of Bata's operations in Zlín, Czechoslovakia and worldwide from 1894 to the present; the Centre carried out intense activities related to the awareness of the legacy of Tomas Bata.
- The Activity Plan of the Bata Information Centre was implemented, which supported its scientific and research activities as well as its publishing activities.
- The book "Bata on All Continents" was published, acquainting readers with the beginnings of the shoe company and with the almost 150 countries worldwide where Bata was able to open branches of his company.
- The administration and development of the www.tomasbata.com website as well as of the "Bata's World" portal (www.svet.tomasbata.org) continued, with 5 educational modules describing the activities of Tomas Bata added.
- As part of the educational activities, lectures on topics related to Tomas Bata were offered to secondary schools and held there as well.
- At the FaME, the DOKBAT 2020 International Bata Conference for Ph.D. Students and Young Researchers was held. The main topic of this year's edition of the conference focused on the current trends in management and economics in the digital era; the contributions accepted were published in the conference proceedings, which were indexed in the of Science Core Collection database.
- The digital repository of archival records connected with the history of the Bata company was continuously developed; more than 2,000 archival documents were included in the repository. The repository is available at: <https://bataresource.k.utb.cz/>.
- In order to intensify the project funding of the Bata Information Centre, teams were formed which ensured activities connected with the submission of project applications.

9. FUNDING AND ORGANIZATION

TBU aimed to ensure efficient funding for all TBU component parts, focusing on an increase in multi-source funding for activities carried out at TBU and on an improvement in the system of allocation of institutional resources in such a manner that the real performance was reflected. The Legal Services department reacted to the modifications and alterations to the relevant legislation.

AIM 1

→ **ENSURE STABLE, TRANSPARENT AND EFFICIENT FUNDING FOR ALL COMPONENT PARTS OF TBU, REFLECT DEMOGRAPHIC TRENDS AND ALTERATIONS IN THE ALLOCATION OF PUBLIC RESOURCES THROUGH AN OPTIMIZATION OF THE ORGANIZATIONAL AND PERSONNEL STRUCTURE AT ALL TBU COMPONENT PARTS.**

- Transparent funding for all component parts was ensured, observing the principles of cost efficiency and of spending the financial resources in an effective manner. The funding of commitments arising from projects funded by the OP R&DfI and OP (Enterprise for Competitiveness) EI was ensured.
- The ICT Technology Park sent a report on the transfer of the grant to the governing body in accordance with the methodology for income deduction; the sustainability of the project continues until 2022, however, the whole documentation in compliance with the conditions of the governing body of the OP EI for the sustainability period had already been sent.
- Sources of funding were ensured for the financial participation in OP RDE projects implemented at TBU.
- A sufficient financial reserve was created in the Project Finance Fund of the OP RDE (Project Fund).
- The individual commitments and activities were listed in and provided funding through the documents “TBU Budget Rules for 2020” and “TBU Budget Breakdown 2020”.

AIM 2

→ **INCREASE MULTI-SOURCE FUNDING FOR ACTIVITIES CARRIED OUT AT TBU AND REDUCE THE DEPENDENCE ON DIRECT FUNDING PROVIDED BY THE STATE BUDGET BY INCREASING THE SHARE OF OWN RESOURCES. SUPPORT INNOVATIONS IN ALL ACTIVITIES CARRIED OUT AT TBU AND FUNDED BY THE INSTITUTIONAL PLAN, CENTRALIZED DEVELOPMENT PROGRAMMES AND BY THE OPERATIONAL PROGRAMME “RESEARCH, DEVELOPMENT AND EDUCATION”, AND/OR BY OTHER TYPES OF OPERATIONAL PROGRAMMES. PROVIDE FUNDING TO STRATEGIC AND PRIORITIZED PROJECTS USING RESOURCES OF THE EUROPEAN STRUCTURAL AND INVESTMENT FUNDS IN THE 2014-2020 PROGRAMME PERIOD TO THE MAXIMUM EXTENT.**

- All project applications submitted to the OP RDE in the IS KP14+ system were provided access to, and all information necessary for central control were available.
- Internal rules for the management, funding and implementation of projects were prepared, 5 Bursar’s Directives were issued to ensure a uniform procedure in selected areas of implementation and projects funded by the OP RDE. Bursar’s Directives aimed to ensure quality and a standard procedure for the implementation of HORIZON 2020 projects were issued.
- Financial resources were generated at the FT and at the FAI through bespoke research activities.

- At the FaME, the Business Manager Academy and several course units for LL students were organized: the Faculty regularly admitted students to accredited degree programmes organized within the LL; important contracts concluded with private enterprises were carried out at the Faculty.
- The FMC was running one-day preparatory courses for those interested in studying BP and MP in Media and Communication Studies.
- English courses organized at the FHS were paid for by self-paying students.
- The implementation of the project (13) entitled “Creation of Lifelong Learning Programmes at TBU in Zlín”, started, which takes place at the FAI and the UNI.

AIM 3

→ **IMPROVE THE SYSTEM OF ALLOCATION OF INSTITUTIONAL RESOURCES TO THE RELEVANT COMPONENT PARTS OF THE UNIVERSITY IN SUCH A MANNER THAT THE REAL PERFORMANCE IS REFLECTED TO THE MAXIMUM EXTENT AND, AT THE SAME TIME, THE DEVELOPMENT OF ACTIVITIES RELATED TO THE PRIORITIES OF THE UNIVERSITY IN EDUCATION AND IN R&D AND CREATIVE ACTIVITIES RECEIVES SUPPORT.**

- During the implementation of the project (12) Institutional Quality and Development of the Strategy for Science at TBU in Zlín, progress was made in the development of a system taking into account the actual performance and qualitative results achieved by TBU component parts and by TBU researchers.
- Financial tools for the implementation of selected projects were provided by the TBU Strategic Development Fund; the prioritized aims set out by the MEYS and by TBU were taken into consideration, and systemic measures were adopted in order to promote high-quality research.
- The development of the potential of young academics and researchers was supported by organizing IGA competitions and a new competition funded within the implementation of the project (14) Junior Grants at TBU in Zlín.

AIM 4

→ **ANALYSE POSSIBLE DIVESTMENT, I.E. SALE OF UNNECESSARY AND LITTLE-USED PROPERTY WITH THE AIM OF USING THE FINANCIAL RESOURCES OBTAINED IN THIS MANNER FOR AN OPTIMIZATION OF THE MATERIAL EQUIPMENT OF TBU.**

- Long-term tangible property was regularly analysed and sold if considered superfluous.

AIM 5

→ **PROPOSE AND APPLY THE MATRIX MANAGEMENT SYSTEM IN THE STRUCTURE OF THE UNIVERSITY AND OF AFFILIATED ORGANIZATIONS.**

- Vertical project management was applied in all newly implemented projects and projects in preparation, in particular in those funded by the OP RDE.

AIM 6

→ **ENSURE THAT THE LEGAL AND ORGANIZATIONAL ENVIRONMENT AT TBU IS IN ACCORDANCE WITH THE AMENDED VERSIONS OF THE RELEVANT ACTS.**

- In reaction to EU regulations and to the Czech legislation, the TBU internal rules and regulations were updated in such a manner as to comply with the legislation in force, with the new versions of EU or Czech regulations and with the requirements set therein.
- Systems of internal management, quality assurance and quality control were updated in the context of alterations in the Higher Education Act; internal rules for quality assurance at TBU were complemented, in particular in view of the situation caused by the pandemic.

LIST OF PROJECTS IMPLEMENTED AT TBU WITH FUNDING PROVIDED BY THE OP RDE

- (1) Strategic Project of TBU in Zlín
CZ.02.2.69/0.0/0.0/16_015/0002204
- (2) RIFT – Development of Infrastructure at the Faculty of Technology
CZ.02.2.67/0.0/0.0/16_016/0002324
- (3) GEPOS - General Renovation of A, B Lecture Halls, U2 Building
CZ.02.2.67/0.0/0.0/16_016/0002536
- (4) ART GALLERY of TBU in Zlín
CZ.02.2.67/0.0/0.0/16_016/0002460
- (5) Modernization of Educational Infrastructure at the FAI (MoVI-FAI)
CZ.02.2.67/0.0/0.0/16_016/0002325
- (6) Implementation of Doctoral Programme in Industrial Engineering
CZ.02.2.69/0.0/0.0/16_018/0002459
- (7) Developing Research-oriented Degree Programmes at FAI
CZ.02.2.69/0.0/0.0/16_018/0002381
- (8) Developing Research-oriented Degree Programmes at UNI
CZ.02.2.69/0.0/0.0/16_018/0002720
- (9) DUO TBU: Strategic Project of TBU in Zlín II
CZ.02.2.69/0.0/0.0/18_056/0012951
- (10) Development of Study-Related Environment at TBU in Zlín
CZ.02.2.67/0.0/0.0/17_044/0008536
- (11) Development of Capacities for Research and Development at TBU in Zlín
CZ.02.2.69/0.0/0.0/16_028/0006243
- (12) Institutional Quality and Development of the Strategy for Science at TBU in Zlín
CZ.02.2.69/0.0/0.0/18_054/0014623
- (13) Creation of Lifelong Learning Programmes at TBU in Zlín
CZ.02.2.69/0.0/0.0/16_031/0011594
- (14) Junior Grants at TBU in Zlín
CZ.02.2.69/0.0/0.0/19_073/0016941
- (15) International Mobility of Researchers of TBU in Zlín
CZ.02.2.69/0.0/0.0/16_027/0008464
- (16) International Mobility of Researchers of TBU in Zlín II
CZ.02.2.69/0.0/0.0/18_053/0017879
- (17) Implementation of the Regional Action Plan of Development of Education for the Territory of the Zlín Region
CZ.02.3.68/0.0/0.0/16_034/0008497
- (18) Implementation of the Regional Action Plan of Development of Education for the Territory of the Zlín Region II
CZ.02.3.68/0.0/0.0/19_078/0018903
- (19) Faculty Teacher as the Facilitator of High Quality Training of Future Nursery School Teachers and Lower Primary School Teachers
CZ.02.3.68/0.0/0.0/19_068/0015923

TEXT SUPPLEMENT



1. BASIC INFORMATION ON TBU

1.A NAMES AND ADDRESSES OF THE UNIVERSITY, OF THE FACULTIES AND OF OTHER COMPONENT PARTS

Tomas Bata University in Zlín

- Shortened name: Tomas Bata University
- Abbreviation: TBU
- Address: nám. T. G. Masaryka 5555, 760 01 Zlín, Czech Republic

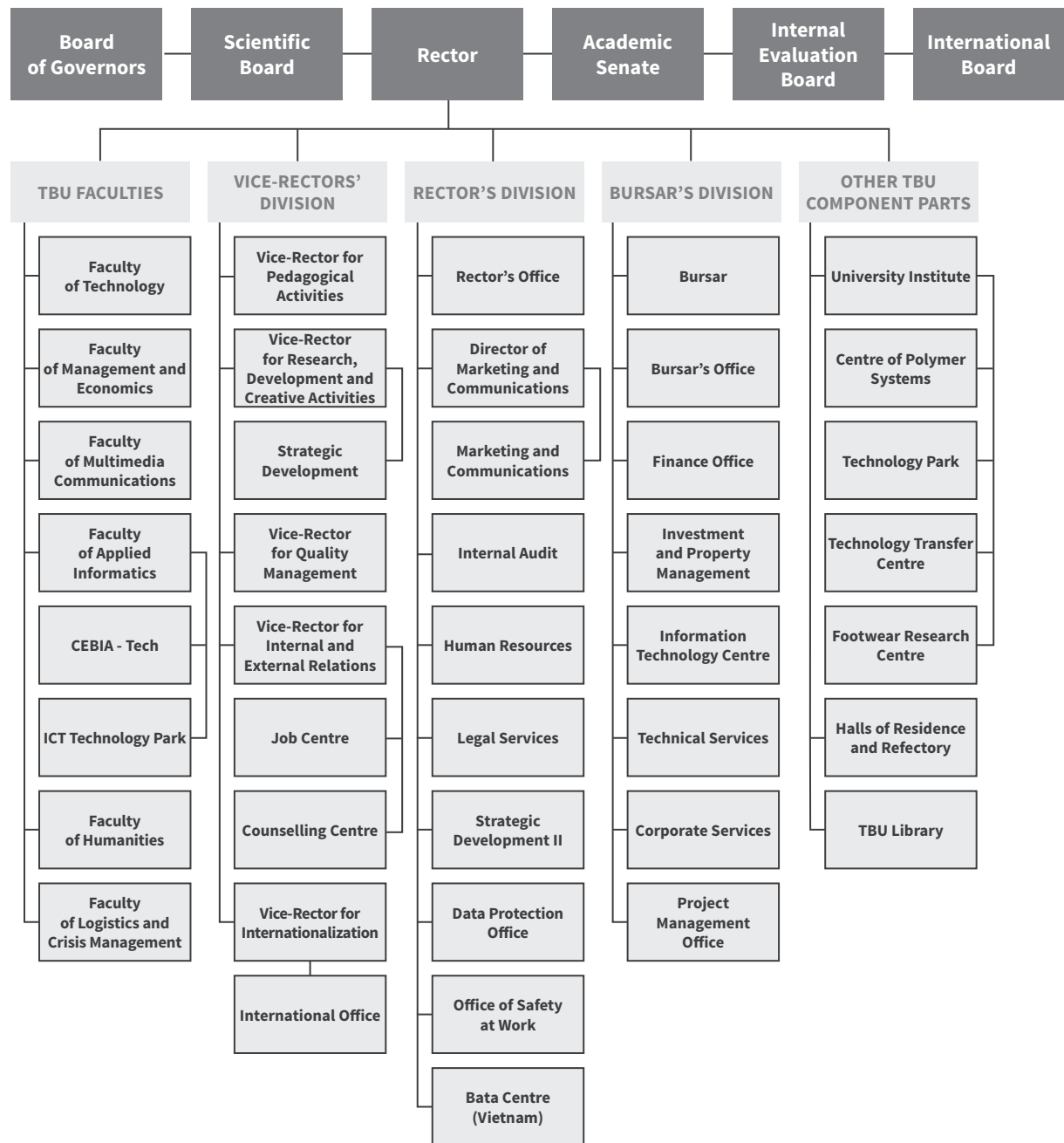
1.A.1 COMPONENT PARTS OF TBU

- Faculty of Technology (FT): Vavrečkova 275, 760 01 Zlín, Czech Republic
- Faculty of Management and Economics (FaME): Mostní 5139, 760 01 Zlín, Czech Republic
- Faculty of Multimedia Communications (FMC): Univerzitní 2431, 760 01 Zlín, Czech Republic
- Faculty of Applied Informatics (FAI): Nad Stráněmi 4511, 760 05 Zlín, Czech Republic
- Faculty of Humanities (FHS): Štefánikova 5670, 760 01 Zlín, Czech Republic
- Faculty of Logistics and Crisis Management (FLCM): Studentské nám. 1532, 686 01 Uherské Hradiště, Czech Republic
- University Institute (UNI): Nad Ovčírnou 3685, 760 01 Zlín, Czech Republic
- Library: nám. T. G. Masaryka 5555, 760 01 Zlín, Czech Republic
- Halls of Residence and Refectory (HRR): Štefánikova 150, 760 01 Zlín, Czech Republic

1.A.2 TBU BUILDINGS AND PREMISES

- U1 – FT: Vavrečkova 275, Zlín
- U2 – FaME: Mostní 5139, Zlín
- U3 – FT: Růmy 4046, Zlín
- U4 – FMC, Refectory: Univerzitní 2431, Zlín
- U5 – FAI, FT, Department of Physical Training, Refectory: Nad Stráněmi 4511, Zlín, Technology Park – Information and Communication Technologies: Nad Stráněmi 5656, Zlín
- U6 – Hall of Residence Antonínova: Antonínova 4379, Zlín
- U7 – Hall of Residence Štefánikova: Štefánikova 150, Zlín
- U8 – University-owned chalet Portáš: Nový Hrozenkov 9026
- U10 – nám. T. G. Masaryka 1279, Zlín (partly leased to an external entity)
- U11 – UNI – Technology Park, Technology Transfer Centre, Footwear Research Centre: Nad Ovčírnou 3685, Zlín
- U12 – Hall of Residence Náměstí T. G. Masaryka, TBU Nursery School: nám. T. G. Masaryka 3050, Zlín
- U13 – University Centre – Library, Rectorate: nám. T. G. Masaryka 5555, Zlín
- U14 – Centre for Practical Training in Health Care: Havlíčkovo nám. 600, Zlín (the building is not owned by TBU)
- U15 – Laboratory Centre of the FT: Vavrečkova 5669, Zlín
- U16 – FMC: tř. T. Bati 4342, Zlín
- U17 – CPS: tř. T. Bati 5678, Zlín
- U18 – FHS: Štefánikova 5670, Zlín
- UH1 – FLCM: Studentské nám. 1532, Uherské Hradiště (the building is not owned by TBU)
- UH2 – FLCM, Refectory: Studentské nám. 1535, Uherské Hradiště (the building is not owned by TBU)

1.B TBU ORGANIZATIONAL CHART



TBU was also the founder of the TBU Nursery School, and a 50% owner of the Technology Innovation Centre (TIC).

1.C STRUCTURE OF TBU BODIES

1.C.1 SELF-GOVERNING ACADEMIC BODIES OF TBU

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DEPUTY CHAIRPERSONS

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Deputy Chairperson; Chairperson of the Academic Staff Chamber

Bc. Lukáš KOUTNÝ

(until 02/09) Deputy Chairperson; Chairperson of the Student Chamber

Bc. Kateřina KOPŘIVOVÁ

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Thomas Archer BATA

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Ing. Andrea KADLČÍKOVÁ

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CHAIRPERSON OF THE STUDENT CHAMBER OF THE ACADEMIC SENATE

Bc. Lukáš KOUTNÝ

(until 02/09)

Bc. Kateřina KOPŘIVOVÁ

(from 24/11)

DIRECTOR OF THE TBU LIBRARY

PhDr. Ondřej FABIÁN

DIRECTOR OF THE HALLS OF RESIDENCE AND REFECTORY

Michal NAVRÁTIL

DIRECTOR OF THE CEBIA-TECH

Prof. Ing. Vladimír VAŠEK, CSc.

1.D TBU REPRESENTATION IN ORGANIZATIONS ASSOCIATING CZECH HIGHER EDUCATION INSTITUTIONS

| ORGANIZATION | COUNTRY | STATUS |
|--|---------|---|
| Czech Rectors' Conference (CRC) | CR | Prof. Ing. Vladimír Sedlařík, Ph.D. Rector – member |
| Council of Higher Education Institutions | CR | Ing. Alena Macháčková, CSc. – representative in the Presidium Prof. Ing. Roman Prokop, CSc. – representative in the Assembly Bc. Lukáš Koutný – representative in the Student Chamber BcA. Milan Švehla – deputy representative in the Student Chamber |

1.E MISSION, VISIONS AND STRATEGIC AIMS OF TBU

The strategic aim of TBU, which is formulated in the Strategic Plan for Education, Science, Research, Development, Innovation, Art and Other Creative Activities of TBU for 2016-2020 (hereinafter referred to as “Strategic Plan”), is to:

- Build up a university with a solid reputation in the educational system of higher education.
- Ensure high-quality research activities generating eligible outputs in specializations pursued at TBU, with a high level of usefulness for a continuous development of the region.
- Continue to develop a natural international environment at TBU.
- Exploit the knowledge potential and take advantage of the conditions for the transformation of TBU into an entrepreneurial university.
- Strengthen the activities carried out at the University in the field of social responsibility both in and outside.

1.F CHANGES REGARDING INTERNAL REGULATIONS

In 2020, alterations in the following internal regulations were made at TBU:

- TBU Statute – modification to the tuition fee to be paid for degree programmes carried out in a foreign language and minor changes in the professional duties of the TBU Director of Marketing and Communications, in the manner of acting on behalf of TBU, and other minor amendments.
- Rules of Procedure of the TBU AS – a new regulation issued in connection with the epidemiological situation adapted in such a manner as to allow the academic body to act even in cases of issuance of anti-epidemic measures.
- TBU Salary Regulations – modification to salary rates.
- Rules Governing Selection Procedures for Academic Staff Positions at TBU in Zlín (effective from 22 October 2020) – minor changes, change in the number of members and in the composition of the selection committee, modification to selected deadlines.
- Rules Governing the System of Quality Assurance of Educational, R&D, Creative and Related Activities and Internal Evaluation of Quality of Educational, R&D, Creative and Related Activities at TBU in Zlín – a minor change in the process of evaluation of degree programmes.

1.G PROVISION OF INFORMATION IN COMPLIANCE WITH § 18 OF ACT NO. 106/1999 COLL., ON FREE ACCESS TO INFORMATION

When providing information to the public, TBU acts in compliance with the Act No. 106/1999 Coll., on Free Access to Information, as amended, and in compliance with the Decree issued by the Minister of Education, Youth and Sports in order to secure uniform implementation of the Act No. 106/1999 Coll., on Free Access to Information, at TBU.

- a) Number of submitted requests for information: 4
- b) Number of issued decisions on the denial of a request: 2
- c) Number of submitted appeals against decision: 0
- d) Copy of the essential parts of each judicial decision in the matter of revision of legitimacy of the decision of the obligor on the denial of a request for information and the summary of all expenses incurred by the obligor in connection with legal proceeding on rights and obligations in compliance with this Act, and that including employee costs and legal representation costs: 0
- e) List of exclusive licences granted, including the substantiation of the necessity to grant an exclusive licence: 0
- f) Number of appeals filed in compliance with § 16a, reasons for their submission and a brief description of the manner how they were processed: 0

No settlement of expenses related to the provision of information was requested on behalf of TBU in 2020.



2. DEGREE PROGRAMMES, ORGANIZATION OF STUDIES AND EDUCATIONAL ACTIVITIES

2.A ACCREDITED DEGREE PROGRAMMES

In the year 2020, full-time and part-time degree programmes in technical and social sciences, economics, pedagogy, visual arts and health care were carried out at TBU. As at 31 December 2020, a total of 231 degree programmes were accredited at TBU in the full-time as well as part-time mode of study. The numbers of accredited Bachelor's, non-follow-up Master's, follow-up Master's and doctoral programmes were 72, 2, 75 and 80 respectively. All the accredited degree programmes have not yet been described by means of the methodology of learning outcomes in accordance with the Qualification Framework of Higher Education of the Czech Republic.

2.B PARTICIPATION OF THE APPLICATION SPHERE IN CREATION AND IMPLEMENTATION OF DEGREE PROGRAMMES

FT: Representatives of the application sphere were involved in direct teaching of selected course units in the form of single lectures, or a series of specialized lectures given within selected degree programmes. The Faculty regularly consulted the application sphere about the content of degree programmes, and that particularly thanks to guarantors of degree programmes/specializations, and, subsequently, discussed it at the meeting of guarantors with the Faculty Management Board.

FaME: At the Faculty, the degree programmes in preparation were discussed with representatives of partner institutions. Accreditations of degree programmes were discussed with experts from business and industry at meetings of the CAER Board and of the Scientific Board. Partner institutions also actively collaborated during the implementation of degree programmes, e.g. the Moravian-Slovak Engineering Works in Uherský Brod provided their laboratory equipment for use in the course unit "Quality and Metrology" taught in the Bachelor's programme in Production and Quality Management. Partner institutions also cooperated during the organization of internships and practical training in the course units "Enterprise Management I and II" (within the Talented Students project) as well as in the course units "Bachelor's Thesis Preparation and Work Placement" and "Master's Thesis Preparation and Work Placement". They were present during defences of students' projects as well as of Master's and Bachelor's theses. In the Department of Industrial Engineering, activities within student projects focusing on logistics, process management and industrial management as well as the course entitled "Internal Auditor QMS" in accordance with the ISO 9001:2015 standard were successfully developed. Projects were supported by excursions to the said organizations and by defences with participation by the institutions providing the thesis topics.

Activities of the Faculty were carried out in the Centre for Support of Entrepreneurship active within the UPPER Centre, which was working at the institutional level. The Centre for Support of Entrepreneurship aimed at promoting and supporting entrepreneurial activities as a basic element of a prosperous region

in cooperation with the TIC and with the regional branch office of CZECHINVEST. In 2020, 10 workshops were organized by the Centre in order to support creative business activities, carried out in cooperation with representatives of business and industry, and classes offered within the course units Business Academy, Basics of Entrepreneurship and Entrepreneurial Activities prepared also for students of other TBU Faculties and finished with a presentation and with a defence of innovation intents continued. Lectures given by experts from business and industry were held within course units offered at the Faculty. Students of the Faculty participated in events organized by TBU with the aim of establishing contact between students and representatives of the application sphere. The evaluation of cooperation with the application sphere was discussed at meetings of the Degree Programme Board, the CAER Board and the FaME Scientific Board.

FMC: Experts were involved in the implementation of curricula in both marketing programmes and in programmes focusing on arts. A total of 40 experts directly involved in teaching and over 100 experts providing practical training were registered in 2020. To a lesser extent, experts from business and industry also participated in the supervision and evaluation of academic qualification theses. The percentage of experts in teaching was evaluated together with other teachers during the final evaluation of the quality of teaching; the results obtained were discussed by the Degree Programme Board.

FAI: The Faculty had appointed members of the Industrial Board, that has an advisory role, in order to support closer cooperation with business and industry. Members of the Industrial Board were representatives of employers, professional chambers and specialized associations. One of the main tasks of the Board was to participate in the creation of curricula and content of individual course units according to the requirements of the application sphere.

FHS: Experts from the application sphere participated in the creation and implementation of degree programmes both directly and indirectly (as consultants during the preparation of accreditations, moreover, as teachers, supervisors of academic qualification theses, professional consultants during specialized internships, members of examination committees at final state examinations, mentors, etc.). The share of the application sphere increased significantly in connection with new accreditations (the implementation of most of them started in 2020). In the event that experts from business and industry were involved in teaching provided in career-oriented programmes, the respective classes were also included in the quality assessment carried out in each semester. A significant link with the application sphere was represented by mentoring given to students during practical training, thus providing the supervised students with experience necessary for performing specialist activities.

FLCM: Within all degree programmes carried out at the Faculty, students took specialized two-week internships in companies or in state and public sector administration authorities. The internships were assessed on the basis of reports written by students on the specialized internships and on the basis of inquiries in companies. Within the teaching of individual course units offering specialist knowledge, specialized lectures by representatives of the application sphere took place during classes, however, due to anti-epidemic measures, contact single lectures by experts from business and industry were held to a limited extent – just two of them took place, attracting a high number of students interested in attending the lectures. Lectures by representatives of the application sphere were assessed on the basis of the feedback provided by students and of information given by academics who were present during the lectures as guarantors of course units. In accordance with requirements set by the application sphere, students were offered topics for academic qualification theses, with consultants from companies collaborating with students during the elaboration of their theses. The level of dealing with the topics assigned was evaluated during the defence of academic qualification theses. In the winter semester, intensive preparation of practical training was made, namely for the career-oriented BP in Applied Logistics, taking into account the limitations arising from the anti-epidemic measures.

2.C OTHER EDUCATIONAL ACTIVITIES CARRIED OUT IN ADDITION TO ACCREDITED DEGREE PROGRAMMES

FT: The Faculty organized practice-oriented traineeships and specialized workshops for secondary school students held in laboratories of the individual departments of the FT. However, such activities could not be carried out in the period when anti-epidemic measures were applicable.

FaME: Lifelong Learning-type educational courses, certified educational programmes “Business Manager Academy” and “Academy of Productivity and Innovations”, workshops intended for managers and entitled “Corporate Knowledge Sharing” and involving an offer of a knowledge audit carried out in companies, and the Bata School of Management. Two-week TBU Summer Schools were offered to international students. Due to the pandemic, just one course was held in 2020, namely the Quantitative Tools for Qualified Managerial Decision Making, and that online. In the course of the year, supplementary courses in course units such as Microeconomics I, Microeconomics II, Macroeconomics II, Managerial Accounting I and Corporate Finance I were organized, that took the form of on-line additional lessons. Classes within the course unit “Enterprise Academy”, “Basics of Entrepreneurship” and “Entrepreneurial Activities” were offered to approximately 70 students of the FT, FaME, FHS and FMC interested in business development. Within the joint activities of the UPPER, 8 lectures by experts from business and industry focusing on supporting the development of creative businesses were held, most of them online. The Department of Physical Training organized sports activities carried out at the institutional level, and that in addition to accredited degree programmes as well. In sports activities, students were instilled basic information about a healthy lifestyle, about the necessity to do physical training as part of a healthy physical and mental development of the body; also the ability to develop social awareness within a collective was supported. A wide range of sports were offered, e.g. golf, tennis, mountaineering, team sports and others. During the state of emergency, when contact classes were restricted, students made records of their physical training done at home in order to obtain a course credit.

FMC: Further education of FMC students comprised activities aimed to promote entrepreneurial activities: Workshops, webinars, discussion panels, hackathons, start-up weekends or conferences organized mainly by the UPPER Centre of Creative Industries and Business, and that for various target groups. The activities mentioned were focusing on all specializations carried out at the Faculty: Marketing communication, audiovisual arts and animation, design. RedLab, a research marketing laboratory, was also involved in this type of education.

In the course of the year, a number of online events took place: The Design Thinking workshop, (Re)Start conference and the S(UPPER) online series aimed to support business activities and entrepreneurship.

FAI: The Faculty organized 2 educational courses (Intelligent KNX Electrical Installation – a basic certification course designed for the practical use of the intelligent KNX electrical installation; Programming Preparatory Course – a course for secondary school graduates and applicants for study at a higher education institution).

FHS: Specialized workshops, seminars and other educational events took place, especially in connection to projects. In 2020, FHS was also involved in four projects funded by the OP RDE: (1) Strategic Project of TBU in Zlín; (9) DUO TBU: Strategic Project of TBU in Zlín II; (12) Institutional Quality and Development of the Strategy for Science at TBU in Zlín; (19) Faculty Teacher as the Facilitator of High Quality Training of Future Nursery School Teachers and Lower Primary School Teachers. With funding provided by a project accepted for funding by the TA CR, the workshops entitled “Research Activities in Nursery Schools” and “Possibilities of Orientation of Preschool Education with Regard to Research Principles of Children’s Ability to Learn” were held. Another workshop entitled “Education of Faculty Teachers” took place as well. Popular lectures were also held: Talk and Listen at the Same Time and the Tower of Babel LIVE or why, what and how is translated in and outside “Brussels”? With funding provided by a project

implemented within the Strategic Development Fund, a workshop entitled “Psychosocial Techniques of Work with Students at Risk of Problem Behaviour” took place.

FLCM: Classes planned to take place within U3A courses had to be suspended due to the pandemic. English courses were completed after the measures were relaxed at the end of the first semester and in September. The psychology course was converted into an online course and continued to be held online in the winter semester. An online course in law was also launched in the winter semester. Other educational activities planned to be carried out at the Faculty were cancelled.

UNI: The TTC unit organized a seminar for TBU students and staff, focusing on novelties in the sphere of legal regulations, on topical issues in the area of intellectual property protection, innovations and technology in the Zlín Region and on the support of commercialization. The TTC team organized an information seminar aimed to support proof-of-concept activities based on the project entitled “Commercialization at Tomas Bata University II” and accepted for funding. With funding provided by the project (12) “Institutional Quality and Development of the Strategy for Science at TBU in Zlín”, the TTC organized the educational course “Training in Business Skills for Advanced Students as part of the Implementation of the Technology Transfer Strategy”. The TTC also organized an internship for selected employees of the University of Ostrava, aimed to improve their specialist knowledge of technology transfer and to exchange experience in the field of technology transfer.

TABLE 2.1: NUMBERS OF ACCREDITED DEGREE PROGRAMMES

| Tomas Bata University in Zlín | | Bachelor's | | Master's | | Follow-up Master's | | Doctoral | | TOTAL |
|--|----------|------------|----------|----------|----------|--------------------|----------|-----------|-----------|-----------|
| | | F | P/D | F | P/D | F | P/D | F | P/D | |
| Faculty of Technology | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Natural sciences, mathematics and statistics | 05 | | | | | 3 | 2 | 3 | 4 | 12 |
| Information and communication technologies | 06 | | | | | | | 1 | | 1 |
| Engineering, manufacturing and construction | 07 | 5 | 5 | | | 11 | 6 | 8 | 6 | 41 |
| Faculty in total | X | 5 | 5 | 0 | 0 | 14 | 8 | 12 | 10 | 54 |
| Faculty of Management and Economics | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Business, administration and law | 04 | 10 | 7 | | | 12 | 8 | 10 | 10 | 57 |
| Faculty in total | X | 10 | 7 | 0 | 0 | 12 | 8 | 10 | 10 | 57 |
| Faculty of Multimedia Communications | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Arts and humanities | 02 | 5 | | | | 6 | 1 | 2 | 2 | 16 |
| Business, administration and law | 04 | 1 | 1 | | | 2 | 1 | | | 5 |
| Faculty in total | X | 6 | 1 | 0 | 0 | 8 | 2 | 2 | 2 | 21 |
| Faculty of Applied Informatics | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Information and communication technologies | 06 | 5 | 2 | | | 4 | 2 | 8 | 8 | 29 |
| Engineering, manufacturing and construction | 07 | 2 | 1 | | | 2 | 1 | | | 6 |
| Services | 10 | 1 | 1 | | | 2 | 1 | | | 5 |
| Faculty in total | X | 8 | 4 | 0 | 0 | 8 | 4 | 8 | 8 | 40 |
| Faculty of Humanities | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Education and formation | 01 | | | 2 | | 5 | 3 | 1 | 1 | 12 |
| Arts and humanities | 02 | 4 | | | | | | | | 4 |
| Health and welfare | 09 | 7 | 7 | | | | | | | 14 |
| Faculty in total | X | 11 | 7 | 2 | 0 | 5 | 3 | 1 | 1 | 30 |

| Tomas Bata University in Zlín | | Bachelor's | | Master's | | Follow-up Master's | | Doctoral | | TOTAL |
|---|----------|------------|-----------|----------|----------|--------------------|-----------|-----------|-----------|------------|
| | | F | P/D | F | P/D | F | P/D | F | P/D | |
| Faculty of Logistics and Crisis Management | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Services | 10 | 6 | 4 | | | 2 | 1 | | | 13 |
| Faculty in total | X | 6 | 4 | 0 | 0 | 2 | 1 | 0 | 0 | 13 |
| TBU Centralized Constituent Part | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Engineering, manufacturing and construction | 07 | | | | | | | 8 | 8 | 16 |
| TBU Centralized Constituent Part in total | X | 0 | 0 | 0 | 0 | 0 | 0 | 8 | 8 | 16 |
| Tomas Bata University in Zlín | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Education and formation | 01 | 0 | 0 | 2 | 0 | 5 | 3 | 1 | 1 | 12 |
| Arts and humanities | 02 | 9 | 0 | 0 | 0 | 6 | 1 | 2 | 2 | 20 |
| Business, administration and law | 04 | 11 | 8 | 0 | 0 | 14 | 9 | 10 | 10 | 62 |
| Natural sciences, mathematics and statistics | 05 | 0 | 0 | 0 | 0 | 3 | 2 | 3 | 4 | 12 |
| Information and communication technologies | 06 | 5 | 2 | 0 | 0 | 4 | 2 | 9 | 8 | 30 |
| Engineering, manufacturing and construction | 07 | 7 | 6 | 0 | 0 | 13 | 7 | 16 | 14 | 63 |
| Health and welfare | 09 | 7 | 7 | 0 | 0 | 0 | 0 | 0 | 0 | 14 |
| Services | 10 | 7 | 5 | 0 | 0 | 4 | 2 | 0 | 0 | 18 |
| TBU IN TOTAL | X | 46 | 28 | 2 | 0 | 49 | 26 | 41 | 39 | 231 |

TABLE 2.2: NUMBERS OF DEGREE PROGRAMMES ACCREDITED IN A FOREIGN LANGUAGE

| Tomas Bata University in Zlín | | Bachelor's | | Master's | | Follow-up Master's | | Doctoral | | TOTAL |
|--|----------|------------|----------|----------|----------|--------------------|----------|----------|----------|-----------|
| | | F | P/D | F | P/D | F | P/D | F | P/D | |
| Faculty of Technology | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Natural sciences, mathematics and statistics | 05 | | | | | 1 | | 1 | 2 | 4 |
| Information and communication technologies | 06 | | | | | | | 1 | | 1 |
| Engineering, manufacturing and construction | 07 | | | | | 4 | | 4 | 3 | 11 |
| Faculty in total | X | 0 | 0 | 0 | 0 | 5 | 0 | 6 | 5 | 16 |

| Tomas Bata University in Zlín | | Bachelor's | | Master's | | Follow-up Master's | | Doctoral | | TOTAL |
|--|----------|------------|----------|----------|----------|--------------------|----------|-----------|-----------|-----------|
| | | F | P/D | F | P/D | F | P/D | F | P/D | |
| Faculty of Management and Economics | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Business, administration and law | 04 | 3 | | | | 4 | | 5 | 5 | 17 |
| Faculty in total | X | 3 | 0 | 0 | 0 | 4 | 0 | 5 | 5 | 17 |
| Faculty of Multimedia Communications | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Arts and humanities | 02 | | | | | | | 1 | 1 | 2 |
| Business, administration and law | 04 | | | | | 1 | | | | 1 |
| Faculty in total | X | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 1 | 3 |
| Faculty of Applied Informatics | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Information and communication technologies | 06 | 2 | | | | 2 | | 4 | 4 | 12 |
| Engineering, manufacturing and construction | 07 | 1 | | | | 1 | | | | 2 |
| Services | 10 | | | | | 1 | | | | 1 |
| Faculty in total | X | 3 | 0 | 0 | 0 | 4 | 0 | 4 | 4 | 15 |
| TBU Centralized Constituent Part | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Engineering, manufacturing and construction | 07 | | | | | | | 4 | 4 | 8 |
| TBU Centralized Constituent Part in total | X | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 4 | 8 |
| Tomas Bata University in Zlín | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Arts and humanities | 02 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 1 | 2 |
| Business, administration and law | 04 | 3 | 0 | 0 | 0 | 5 | 0 | 5 | 5 | 18 |
| Natural sciences, mathematics and statistics | 05 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 2 | 4 |
| Information and communication technologies | 06 | 2 | 0 | 0 | 0 | 2 | 0 | 5 | 4 | 13 |
| Engineering, manufacturing and construction | 07 | 1 | 0 | 0 | 0 | 5 | 0 | 8 | 7 | 21 |
| Services | 10 | 0 | 0 | 0 | 0 | 1 | 0 | 0 | 0 | 1 |
| TBU IN TOTAL | X | 6 | 0 | 0 | 0 | 14 | 0 | 20 | 19 | 59 |

TABLE 2.3: JOINT/DOUBLE/MULTIPLE DEGREE PROGRAMMES CARRIED OUT IN COOPERATION WITH FOREIGN HEIS

| Tomas Bata University in Zlín | |
|---|---|
| Degree programme 1 | Process Engineering |
| Partner institutions | Slovak University of Technology in Bratislava |
| Affiliated institutions | |
| Programme type (Joint/Double/Multiple Degree) | Double Degree |
| Degree programme (Bachelor's, follow-up Master's, Master's, doctoral) | doctoral |
| Number of active studies as at 31/12 | 2 |
| Degree programme 2 | 1) Economics and Management 2) European Business |
| Partner institutions | University of Huddersfield Business School, Great Britain |
| Affiliated institutions | |
| Programme type (Joint/Double/Multiple Degree) | Double Degree |
| Degree programme (Bachelor's, follow-up Master's, Master's, doctoral) | Bachelor's |
| Number of active studies as at 31/12 | 1 |
| Degree programme 3 | 1) Economics and Management 2) International Business Management |
| Partner institutions | University of Huddersfield Business School, Great Britain |
| Affiliated institutions | |
| Programme type (Joint/Double/Multiple Degree) | Double Degree |
| Degree programme (Bachelor's, follow-up Master's, Master's, doctoral) | Follow-up Master's |
| Number of active studies as at 31/12 | 0 |
| Degree programme 4 | 1) Chemistry and Materials Technology 2) Chemistry |
| Partner institutions | Blaise Pascal University, France |
| Affiliated institutions | |
| Programme type (Joint/Double/Multiple Degree) | Double Degree |
| Degree programme (Bachelor's, follow-up Master's, Master's, doctoral) | doctoral |
| Number of active studies as at 31/12 | 0 |

INFORMATION SUMMARIZING TABLE 2.3

| Tomas Bata University in Zlín | Bachelor's | Master's | Follow-up Master's | Doctoral | TOTAL |
|---|-------------------|-----------------|---------------------------|-----------------|--------------|
| Number of degree programmes | 1 | | 1 | 2 | 4 |
| Numbers of students in these programmes | 1 | | 0 | 2 | 3 |

TABLE 2.5: ACCREDITED DEGREE PROGRAMMES IMPLEMENTED JOINTLY BY TBU AND TERTIARY TECHNICAL SCHOOLS

| | |
|---|---|
| Tomas Bata University in Zlín | |
| Degree programme 1 | Chemistry and Food Technologies (B2901) |
| ISCED-F broad field | 07 - Engineering, manufacturing and construction |
| Partner tertiary technical school | Tertiary Technical School of Food Industry and Secondary Technical School of Dairy Industry |
| Programme type (Bachelor's, follow-up Master's, Master's, doctoral) | Bachelor's |
| Number of active studies as at 31/12 | 4 |

INFORMATION SUMMARIZING TABLE 2.5

| Tomas Bata University in Zlín | Bachelor's | Master's | Follow-up Master's | Doctoral | TOTAL |
|---|-------------------|-----------------|---------------------------|-----------------|--------------|
| Number of degree programmes | 1 | | | | 1 |
| Numbers of students in these programmes | 4 | | | | 4 |

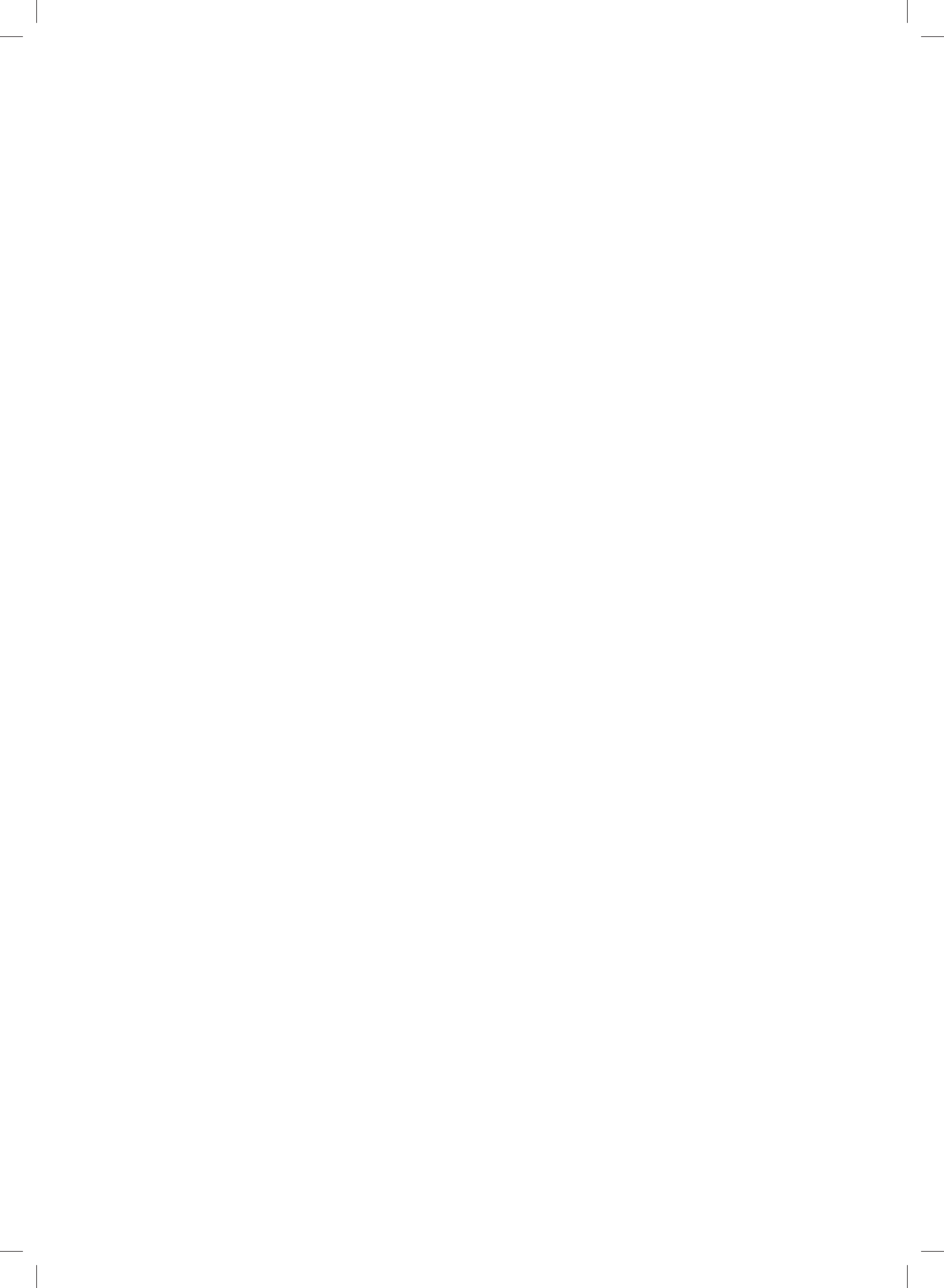
TABLE 2.6: LIFELONG LEARNING COURSES OFFERED AT TBU (NUMBERS OF COURSES)

| Tomas Bata University in Zlín | Code | Vocational courses | | | Hobby courses | | | U3A | TOTAL |
|--|-------------|---------------------------|-------------------------------|------------------------------|-------------------------|-------------------------------|------------------------------|------------|--------------|
| | | Up to 15 lessons | From 16 to 100 lessons | More than 100 lessons | Up to 15 lessons | From 16 to 100 lessons | More than 100 lessons | | |
| ISCED-F broad fields | Code | | | | | | | | |
| Education and formation | 01 | | | | | | | 1 | 1 |
| Arts and humanities | 02 | | 1 | 1 | 2 | 3 | | 17 | 24 |
| Social sciences, journalism and information | 03 | | | | 2 | | 2 | 9 | 13 |
| Business, administration and law | 04 | | | 14 | | | | 5 | 19 |
| Natural sciences, mathematics and statistics | 05 | | | | | | | 1 | 1 |
| Information and communication technologies | 06 | | | | | | | 12 | 12 |
| Health and welfare | 09 | 1 | | | | | | | 1 |
| TOTAL | X | 1 | 1 | 15 | 4 | 3 | 2 | 45 | 71 |

TABLE 2.7: LIFELONG LEARNING COURSES OFFERED AT TBU (NUMBERS OF ATTENDEES)

| Tomas Bata University in Zlín | | Vocational courses | | | Hobby courses | | | U3A | TOTAL | * |
|--|----------|--------------------|------------------------|-----------------------|------------------|------------------------|-----------------------|------------|--------------|-----------|
| | | Up to 15 lessons | From 16 to 100 lessons | More than 100 lessons | Up to 15 lessons | From 16 to 100 lessons | More than 100 lessons | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Education and formation | 01 | | | | | | | 24 | 24 | |
| Arts and humanities | 02 | | 13 | 12 | 31 | 32 | | 383 | 471 | 12 |
| Social sciences, journalism and information | 03 | | | | 81 | | 3 | 431 | 515 | 3 |
| Business, administration and law | 04 | | | 18 | | | | 98 | 116 | 8 |
| Natural sciences, mathematics and statistics | 05 | | | | | | | 39 | 39 | |
| Information and communication technologies | 06 | | | | | | | 193 | 193 | |
| Health and welfare | 09 | 47 | | | | | | | 47 | |
| TOTAL | X | 47 | 13 | 30 | 112 | 32 | 3 | 920 | 1,157 | 23 |

* Out of which the number of attendees admitted to study in accredited degree programmes in compliance with § 60 of the Higher Education Act.



Antibakteriální gel

Rychle působící alkoholový gel
pro hygienickou dezinfekci rukou,
pro neprofesionální použití.

Ničí bakterie a viry, osvěžuje ruce.

Vyrobeno na Univerzitě Tomáše Bati
ve Zlíně

500 ml e

← Immediately after the outbreak of the pandemic, the University reacted to the enormous demand for disinfectants. In March 2020, TBU started producing antibacterial hand gels, which were immediately distributed to those institutions where they were required.

3. STUDENTS

3.A MEASURES TO REDUCE DROPOUT RATES

Dropout rates were dealt with comprehensively, with funding provided by the project (9) DUO TBU: Strategic Project of TBU in Zlín II – key activity 7. The aim was to create a booklet, the TBU Student Guide, which was distributed to newly enrolled students. Another activity was an adaptation week held at the individual TBU Faculties and in the Library, with new students getting acquainted with the operation of the relevant Faculty and of the University. Furthermore, consultations and study-related counselling services were provided. The results of the analysis showed that in the first years of Bachelor's programmes, there was a reduction in drop-out rates in the period after 1 November, compared to the same period monitored last year. The TBU Faculties dealt with the issue by following individual procedures. Those usually involved an extended offer of seminars related to course units producing high dropout rates, and also individual remedial classes given by senior students and courses organized at all TBU Faculties. At the FAI, the Math Support Centre continued to operate, which was offering consultations and optional provision of further education in mathematics, which is one of course units producing high dropout rates, to all TBU students, not only to those from the FAI.

3.B LEGITIMATE DECISIONS ON THE STATEMENT OF INVALIDITY OF STATE EXAMINATIONS OR PARTS THEREOF, OR DOCTORAL THESIS DEFENCE OR OF APPOINTMENT AS ASSOCIATE PROFESSOR

In 2020, no legitimate decision was taken on the invalidity of a state examination or of a part thereof or of a doctoral thesis defence in compliance with § 47c, § 47f and § 47g, or of an appointment as Associate Professor in compliance with § 74a, § 74d and § 74e of the Act No. 111/1998 Coll.

3.C MEASURES TO REDUCE EXTENSION OF STUDIES

Measures aimed to reduce an extension of studies were adopted individually at each of the TBU Faculties. They usually involved monitoring of students' attendance and performance after the first semester, with studies being terminated following a student's failure to meet the academic duties. Another method comprised the obligation to pay a tuition fee imposed on students whose extension of studies exceeded the standard length of studies by more than twelve months.

3.D OWN/SPECIFIC SCHOLARSHIP PROGRAMMES

Scholarship programmes were administered by the Faculties, which took advantage of the possibilities given by law. PhD students received higher scholarship amounts funded by IGA projects.

3.E COUNSELLING SERVICES

In 2020, the counselling activities were funded from the Institutional Plan, namely by the internal project “Development of Student Counselling and of Graduate Employability”. Career and job counselling was provided by means of the TBU Job Centre, that offered career and job counselling to TBU students and graduates. During 2020, the Job Centre offered the following services to students/graduates:

- Counselling in the sphere of career orientation
- Counselling in the sphere of human resources
- Help with the selection of an appropriate job
- Comprehensive listing of resources with job offers
- Personal help with seeking suitable employers
- Service for companies incl. specific requirements regarding graduates
- Possibility of access provision to the clients’ Curriculum Vitae for companies cooperating with the Centre
- Provision of courses aimed at the development of soft skills
- Workshops organized in cooperation with various companies
- Coaching
- Mentoring
- Excursions to companies.

All services were offered throughout the year without interruption, either online or on-site, always in accordance with government regulations.

In the course of 2020, a total number of 504 TBU students and graduates were registered by the Job Centre; 172 of these graduates were successfully provided with a job. In 2020, 348 individual consultations were provided; 185 students attended courses/workshops/lectures/excursions organized by the Job Centre. The Job Centre in cooperation with the Student Union organized the job fair “Business Day 2020”, with the participation of a total of 27 exhibitors, and attended by 740 TBU students/graduates.

In 2020, the project “Strengthening the Regional Activity of the University in the Field of Cooperation with Regional Employers of Students/Graduates” was implemented with funding provided by centralized development projects. During the implementation of the said project, a brand new career portal, namely the Job Portal, was created, interlinking students/graduates and employers with the aim of mediating job offers, organizing internships and offering topics for academic qualification theses.

The Counselling Centre provided the following services in 2020:

- Psychological counselling
- Diagnostics of possible causes of learning difficulties and counselling focused on the methods for their remedy
- Diagnostics and counselling focused on the adaptation to academic requirements and coping with study-related stress
- Individual psychological counselling when dealing with long-term problems
- Coping with problems in partnership or in other interpersonal relations
- Coping with educational and learning problems in children
- Diagnostics and counselling focused on personality development
- Career diagnostics for students
- Intercultural counselling (counselling intended for incoming as well as outgoing students, counselling during the intercultural adaptation process).

During 2020, the Counselling Centre was attended by a total number of 102 clients (91 students and 11 employees), who were provided with 202 individual consultations. Students and employees contacted the Counselling Centre in order to deal with their family, relationship, personal, somatic and study-related problems. The necessity of tackling personal and family problems had a high frequency of

occurrence; such problems also influenced the client's studies/employment, in each client to a different extent. The services provided by the Counselling Centre were available free of charge, were independent, confident and impartial, and were provided by qualified experts in Czech and in English. A new topic emerged dealing with the manner how to solve problems related to online classes, both in students and in teachers.

3.F SUPPORT AND IDENTIFICATION OF SPECIAL NEEDS STUDENTS

Inclusion or inclusive education for all students regardless of any differences is perceived by TBU as one of the most important values in life. Students with special needs have a full right to higher education, therefore, one of the priorities of TBU is continuous support and provision of adequate conditions for students with special needs. Students with specific learning needs (SLN) are provided with support during their studies according to the standards set by the Ministry of Education, Youth and Sports of the Czech Republic; the support is connected with the funding of additional costs arising due to special needs students' studies. The required services are provided by "Centre for Special Needs Students", which operates at the institutional level and is a component part of the TBU Counselling Centre. Faculty coordinators and tutors were in charge of mediating the relevant services at the individual Faculties/ component parts. Assistance service is provided mainly by students of TBU. Rules for the provision of support to applicants/students with special needs are set out in the TBU Rector's Directive SR 2/2020. By 2020, 100 students with SLN were registered, ten times as much as in 2015, the year when the Centre was established. Those were students with sight and hearing impairments, physically disabled students; a higher increase was reported particularly in the number of students with specific learning disorders and with mental difficulties. Special needs students were identified during the admissions already, as the type of disability had to be specified in the application for study. Conditions during the admissions were adapted to specific requirements according to the type of disability of the applicant.

The staff comprising 4 specialists and another approximately 40 regularly trained providers of services (TBU employees/students and external collaborators) participated in the comprehensive provision of support.

In order to improve the accessibility for disabled persons at the University, new wheelchair accessible entrance gates to the TBU Library, automatic self-opening doors and embossed control buttons in lifts were installed in the building of the Rectorate. A new website of the TBU Counselling Service was created, which is accessible and, as regards its technological design, effectively usable even by people with disabilities.

The range of supporting services arising from the functional impact of the student's disability on his/her studies was also extended: Special pedagogical and psychological counselling, career counselling and, lately added, social counselling; furthermore, diagnostics, time compensation, individual classes, digitization and subtitling of study-related materials, provision of personal and study assistance, transcription, recording and interpreting service, spatial orientation, overhead measures, support of academic writing and text proofreading, support in the field of foreign languages, support of student mobility, support during practical training, mentoring, special technical facilities and technological equipment, individual/specialized study room, loans of laptops and special equipment, assistance with accommodation.

TBU continued to carry out specific activities funded by the Strategic Project of TBU in Zlín and aimed at the provision of and an improvement in the access to educational facilities of TBU for students with SLN. Modified study-related materials for teaching of foreign languages for students with specific learning disorders were created, methodologies for special needs students and methodologies for non-disabled students were published, followed by a newly prepared e-learning course. Awareness workshops,

internal staff training and specialist courses for TBU students and staff were mostly held online, with the aim of facilitating a high-quality relationship among special needs students, non-disabled students and the academic staff. Information support of students was offered by means of a digitization service provided by the TBU Library; provision of access to educational facilities via specialized webinars took place. The staff attended long-term therapeutic courses. Due to the unfavourable pandemic situation, it was not possible to carry out the internships planned at specialised workplaces at universities in the Czech Republic and abroad.

3.G EXCEPTIONALLY GIFTED STUDENTS AND APPLICANTS FOR STUDY

Support was provided to the participation of exceptionally gifted students in contests and in specialized events organized within the individual degree programmes/courses, by the relevant Faculties and by the University. The support was in particular aimed at an active involvement of students in projects funded by the Internal Grant Agency and in Students' Scientific and Expert Activities. Students were enabled to attend conferences, special lectures and workshops featuring significant personages from among experts and public figures, traineeships and internships; students of degree courses in arts had an opportunity to present their school works at various exhibitions and festivals. Students could apply for an individual curriculum and prefer doing research or artistic activities, or be directly involved in a grant project or contract research. As a matter of course, those students were eligible for extraordinary scholarships to be awarded for such activities.

3.H SUPPORT OF STUDENTS AND IDENTIFICATION OF SOCIALLY HANDICAPPED STUDENTS

Socially handicapped students received, among other types of support, need-based scholarships given to students using the grant provided by the MEYS in compliance with § 91 Letter 3 of the Higher Education Act. 20 students received a total amount of CZK 536,550; the average scholarship amount was CZK 3,650 per month and per student. Taking into consideration the assessment of a particular social and financial situation, students could be eligible for an extraordinary scholarship in compliance with § 91 Paragraph 2 Letter d) of the Higher Education Act. In this manner, a total number of 12 students received support (3 students from the FaME, 1 student from the FMC, 2 students from the FHS and 6 from the FAI); the average scholarship amount was CZK 9,833. Students submitted their applications for support depending on their own decision, or after receiving recommendations from Student Affairs Officers at the individual Faculties, from staff of the TBU Counselling Centre or from the employee in charge of students with SLN.

3.I SUPPORT OF PARENTS AMONG STUDENTS

The most important benefit for parents among students was the existence of the TBU Nursery School with a capacity of 61 children in 2020. By running this facility, TBU Nursery School helped parents among students to coordinate their family life and studies, as it offered services intended for children from the age of 2 years. There were two classes with 24 children each; the final class was composed of 13 children of preschool age, who were provided with individual care focused on their preparation for the entry to the 1st grade. The opening hours of the TBU Nursery School (06:30 – 17:00) were in accordance with the requirements of parents among TBU students.

**TABLE 3.1: NUMBERS OF STUDENTS IN ACCREDITED DEGREE PROGRAMMES
(NUMBERS OF STUDIES)**

| Tomas Bata University in Zlín | | Bachelor's | | Master's | | Follow-up Master's | | Doctoral | | TOTAL |
|--|------|------------|------------|----------|----------|--------------------|------------|-----------|-----------|--------------|
| | | F | P/D | F | P/D | F | P/D | F | P/D | |
| Faculty of Technology | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Engineering, manufacturing and construction | 07 | 743 | 268 | | | 217 | 161 | 59 | 44 | 1,492 |
| Faculty in total | X | 743 | 268 | 0 | 0 | 217 | 161 | 59 | 44 | 1,492 |
| Out of which the number of women at the FT | X | 311 | 132 | | | 100 | 90 | 32 | 21 | 686 |
| Out of which the number of foreign nationals at the FT | X | 27 | 14 | | | 11 | 5 | 9 | 6 | 72 |
| Faculty of Management and Economics | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Business, administration and law | 04 | 815 | 245 | | | 328 | 471 | 75 | 57 | 1,991 |
| Faculty in total | X | 815 | 245 | 0 | 0 | 328 | 471 | 75 | 57 | 1,991 |
| Out of which the number of women at the FaME | X | 500 | 164 | | | 210 | 339 | 24 | 27 | 1,264 |
| Out of which the number of foreign nationals at the FaME | X | 85 | 12 | | | 71 | 48 | 52 | 25 | 293 |
| Faculty of Multimedia Communications | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Arts and humanities | 02 | 366 | | | | 189 | 10 | 38 | 19 | 622 |
| Business, administration and law | 04 | 186 | 125 | | | 92 | 109 | | | 512 |
| Faculty in total | X | 552 | 125 | 0 | 0 | 281 | 119 | 38 | 19 | 1,134 |
| Out of which the number of women at the FMC | X | 342 | 71 | | | 179 | 77 | 19 | 10 | 698 |
| Out of which the number of foreign nationals at the FMC | X | 112 | 4 | | | 74 | 5 | 10 | 4 | 209 |
| Faculty of Applied Informatics | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Information and communication technologies | 06 | 315 | 82 | | | 75 | 106 | 38 | 57 | 673 |
| Engineering, manufacturing and construction | 07 | 441 | 161 | | | 58 | 112 | | | 772 |
| Faculty in total | X | 756 | 243 | 0 | 0 | 133 | 218 | 38 | 57 | 1,445 |
| Out of which the number of women at the FAI | X | 103 | 31 | | | 26 | 36 | 11 | 8 | 215 |
| Out of which the number of foreign nationals at the FAI | X | 138 | 32 | | | 30 | 40 | 14 | 9 | 263 |

| Tomas Bata University in Zlín | | Bachelor's | | Master's | | Follow-up Master's | | Doctoral | | TOTAL |
|--|-------------|--------------|--------------|------------|----------|--------------------|--------------|------------|------------|--------------|
| | | F | P/D | F | P/D | F | P/D | F | P/D | |
| Faculty of Humanities | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Education and formation | 01 | 624 | 445 | 198 | 0 | 84 | 173 | 2 | 8 | 1,534 |
| Arts and humanities | 02 | 203 | | | | | | | | 203 |
| Health and welfare | 09 | 128 | 62 | | | | | | | 190 |
| Faculty in total | X | 955 | 507 | 198 | 0 | 84 | 173 | 2 | 8 | 1,927 |
| Out of which the number of women at the FHS | X | 809 | 468 | 193 | 0 | 75 | 156 | 2 | 8 | 1,711 |
| Out of which the number of foreign nationals at the FHS | X | 41 | 7 | 0 | 0 | 1 | 2 | 0 | 1 | 52 |
| Faculty of Logistics and Crisis Management | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Services | 10 | 404 | 384 | | | 129 | 189 | | | 1,106 |
| Faculty in total | X | 404 | 384 | 0 | 0 | 129 | 189 | 0 | 0 | 1,106 |
| Out of which the number of women at the FLCM | X | 193 | 147 | | | 71 | 96 | | | 507 |
| Out of which the number of foreign nationals at the FLCM | X | 18 | 6 | | | 5 | 7 | | | 36 |
| TBU Centralized Constituent Part | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Engineering, manufacturing and construction | 07 | | | | | | | 31 | 12 | 43 |
| Faculty in total | X | 0 | 0 | 0 | 0 | 0 | 0 | 31 | 12 | 43 |
| Out of which the number of women at the TBU Centralized Constituent Part | X | | | | | | | 18 | 2 | 20 |
| Out of which the number of foreign nationals at the TBU Centralized Constituent Part | X | | | | | | | 15 | 4 | 19 |
| Tomas Bata University in Zlín | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Education and formation | 01 | 624 | 445 | 198 | 0 | 84 | 173 | 2 | 8 | 1,534 |
| Arts and humanities | 02 | 569 | 0 | 0 | 0 | 189 | 10 | 38 | 19 | 825 |
| Business, administration and law | 04 | 1,001 | 370 | 0 | 0 | 420 | 580 | 75 | 57 | 2,503 |
| Information and communication technologies | 06 | 315 | 82 | 0 | 0 | 75 | 106 | 38 | 57 | 673 |
| Engineering, manufacturing and construction | 07 | 1,184 | 429 | 0 | 0 | 275 | 273 | 90 | 56 | 2,307 |
| Health and welfare | 09 | 128 | 62 | 0 | 0 | 0 | 0 | 0 | 0 | 190 |
| Services | 10 | 404 | 384 | 0 | 0 | 129 | 189 | 0 | 0 | 1,106 |
| TBU IN TOTAL | X | 4,225 | 1,772 | 198 | 0 | 1,172 | 1,331 | 243 | 197 | 9,138 |
| Out of which the total number of women | X | 2,258 | 1,013 | 193 | 0 | 661 | 794 | 106 | 76 | 5,101 |
| Out of which the total number of foreign nationals | X | 421 | 75 | 0 | 0 | 192 | 107 | 100 | 49 | 944 |

TABLE 3.2: NUMBERS OF SELF-PAYING STUDENTS (NUMBERS OF STUDIES)

| Tomas Bata University in Zlín | | Bachelor's | | Master's | | Follow-up Master's | | Doctoral | | TOTAL |
|--|------|------------|-----|----------|-----|--------------------|-----|----------|-----|-------|
| | | F | P/D | F | P/D | F | P/D | F | P/D | |
| Faculty of Technology | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Engineering, manufacturing and construction | 07 | | | | | 1 | 0 | 6 | 4 | 11 |
| Faculty in total | X | 0 | 0 | 0 | 0 | 1 | 0 | 6 | 4 | 11 |
| Faculty of Management and Economics | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Business, administration and law | 04 | | | | | 28 | 0 | 43 | 21 | 92 |
| Faculty in total | X | 0 | 0 | 0 | 0 | 28 | 0 | 43 | 21 | 92 |
| Faculty of Multimedia Communications | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Arts and humanities | 02 | | | | | | | 4 | 1 | 5 |
| Social sciences, journalism and information | 03 | | | | | 5 | 0 | | | 5 |
| Faculty in total | X | 0 | 0 | 0 | 0 | 5 | 0 | 4 | 1 | 10 |
| Faculty of Applied Informatics | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Information and communication technologies | 06 | 1 | 0 | | | 11 | 0 | 6 | 4 | 22 |
| Engineering, manufacturing and construction | 07 | 17 | 0 | | | 6 | 0 | 4 | 0 | 27 |
| Faculty in total | X | 18 | 0 | 0 | 0 | 17 | 0 | 10 | 4 | 49 |
| TBU Centralized Constituent Part | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Engineering, manufacturing and construction | 07 | | | | | | | 13 | 2 | 15 |
| TBU Centralized Constituent Part in total | X | 0 | 0 | 0 | 0 | 0 | 0 | 13 | 2 | 15 |
| Tomas Bata University in Zlín | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Arts and humanities | 02 | 0 | 0 | 0 | 0 | 0 | 0 | 4 | 1 | 5 |
| Social sciences, journalism and information | 03 | 0 | 0 | 0 | 0 | 5 | 0 | 0 | 0 | 5 |
| Business, administration and law | 04 | 0 | 0 | 0 | 0 | 28 | 0 | 43 | 21 | 92 |
| Information and communication technologies | 06 | 1 | 0 | 0 | 0 | 11 | 0 | 6 | 4 | 22 |
| Engineering, manufacturing and construction | 07 | 17 | 0 | 0 | 0 | 7 | 0 | 23 | 6 | 53 |
| TBU IN TOTAL | X | 18 | 0 | 0 | 0 | 51 | 0 | 76 | 32 | 177 |

TABLE 3.3: STUDENT DROPOUT RATE IN 1ST YEAR OF STUDY (IN %)

| | Bachelor's | | | Master's | | | Follow-up Master's | | | Doctoral | | | TOTAL |
|--|--------------|--------------|--------------|--------------|-------------|--------------|--------------------|--------------|--------------|--------------|--------------|--------------|--------------|
| | F | P/D | TOTAL | F | P/D | TOTAL | F | P/D | TOTAL | F | P/D | TOTAL | |
| Faculty of Technology | 72.0% | 64.0% | 70.0% | 0.0% | 0.0% | 0.0% | 29.0% | 44.0% | 34.0% | 7.0% | 0.0% | 4.0% | 60.0% |
| Faculty of Management and Economics | 19.0% | 30.0% | 22.0% | 0.0% | 0.0% | 0.0% | 21.0% | 34.0% | 30.0% | 12.0% | 12.0% | 12.0% | 25.0% |
| Faculty of Multimedia Communications | 13.0% | 27.0% | 17.0% | 0.0% | 0.0% | 0.0% | 15.0% | 11.0% | 14.0% | 5.0% | 25.0% | 9.0% | 15.0% |
| Faculty of Applied Informatics | 59.0% | 74.0% | 63.0% | 0.0% | 0.0% | 0.0% | 43.0% | 46.0% | 45.0% | 82.0% | 31.0% | 52.0% | 58.0% |
| Faculty of Humanities | 27.0% | 21.0% | 25.0% | 31.0% | 0.0% | 31.0% | 9.0% | 13.0% | 11.0% | 13.0% | 0.0% | 8.0% | 22.0% |
| Faculty of Logistics and Crisis Management | 55.0% | 62.0% | 59.0% | 0.0% | 0.0% | 0.0% | 19.0% | 25.0% | 23.0% | 0.0% | 0.0% | 0.0% | 49.0% |
| TBU Centralized Constituent Part | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% | 0.0% |
| TBU IN TOTAL | 42.0% | 44.0% | 42.0% | 31.0% | 0.0% | 31.0% | 22.0% | 31.0% | 27.0% | 15.0% | 13.0% | 14.0% | 37.0% |

TABLE 3.4: SCHOLARSHIPS GRANTED TO STUDENTS ACCORDING TO SCHOLARSHIP TYPES (HEADCOUNT)

| Tomas Bata University in Zlín | | |
|---|---------------------|----------------------------|
| Type of scholarship | Numbers of students | Average scholarship amount |
| For outstanding academic performance in compliance with § 91 Paragraph 2 Letter a) | 452 | 12,373 |
| For significant results of scientific, R&D, arts or other creative activities in compliance with § 91 Paragraph 2 Letter b) | 130 | 9,625 |
| For R&D and innovation activities in accordance with the relevant specific legal regulation, § 91 Paragraph 2 Letter c) | 212 | 65,391 |
| As financial assistance in an extremely serious financial situation in compliance with § 91 Paragraph 2 Letter d) | 10 | 12,800 |
| As financial assistance in an extremely serious financial situation in compliance with § 91 Paragraph 3 | 20 | 27,318 |
| In cases deserving special consideration in compliance with § 91 Paragraph 2 Letter e) | 4,186 | 6,540 |
| Out of which accomodation scholarships | 3,571 | 5,220 |
| As a study abroad scholarship in compliance with § 91 Paragraph 4 Letter a) | 208 | 14,413 |
| Scholarship aimed to support students studying in the Czech Republic in compliance with § 91 Paragraph 4 Letter b) | 127 | 75,028 |
| Doctoral scholarships in compliance with § 91 Paragraph 4 Letter c) | 190 | 108,773 |
| Other scholarships | | |
| TOTAL | 5,535 | 14,806 |

4. GRADUATES

4.A COOPERATION AND COMMUNICATION BETWEEN TBU AND GRADUATES

Communication with graduates was carried out on various levels (institutional, faculty, departmental as well as by the individual academics and researchers). Events organized at the TBU Faculties were of major importance, with the following activities carried out by the graduates:

- Cooperation during the preparation and implementation of educational and research projects
- Practical training and internship mediators for students/graduates within their institution/company
- Lecturers and speakers at specialized seminars
- Supervisors, consultants and external examiners of Bachelor's and Master's theses
- Members of final state examination boards
- Participants in surveys, thus providing feedback on the quality of education offered and on conditions for study
- Attendees at educational workshops, seminars/conferences, etc.

In 2019, the TBU Alumni Club was formed. Graduates could register and join the Club via the TBU website any time, obtain the Alumni ID Card and enjoy any of the benefits offered. During 2020, the number of the Alumni Club members reached 4,400. Several newsletters per year were sent to the graduates, informing them about academic events and news from the academic world.

Another tool used for communication with TBU graduates was the career portal of the Job Centre: <http://jobcentrum.utb.cz>. The portal was an important communication tool used not only among graduates, but also among other groups, besides graduates formed also by students, educational institutions, research institutions, representatives of companies and of the public sector. In 2020, 5,709 registered students and 110 registered graduates of TBU used the services provided by the portal.

4.B EMPLOYMENT RATE AND EMPLOYABILITY OF GRADUATES

The analysis of the employment rate of graduates is based on documents obtained from the Ministry of Labour and Social Affairs (MoLSA). For the purposes of statistical monitoring, the definition of a graduate is used as provided by the MoLSA, i.e. a graduate is a job applicant registered at the Employment Office according to his/her permanent place of residence as at a particular date (job applicants registered at the Employment Office by 30 April and by 30 September), with the time after his/her successful completion of studies not exceeding 2 years.

The unemployment rate is used for comparing the employability of graduates of the individual higher education institutions and faculties throughout the CR. In 2020, the unemployment rate of graduates of TBU reached 1.0 % in Bachelor's graduates, 2.8 % in Master's graduates and 0.0 % in PhD graduates.

4.C COOPERATION WITH EMPLOYERS

In cooperation with students, the TBU Job Centre organized an autumn job fair – Business Day 2020. Due to the pandemic, the job fair was held online using the MS Teams application. 27 exhibitors participated in the fair, and the event was attended by more than 740 TBU students/graduates. During the fair,

companies gave presentations for students/graduates at announced times, and students discussed with the companies' representatives. Students and graduates could also take advantage of online consultations offered by employers' representatives.

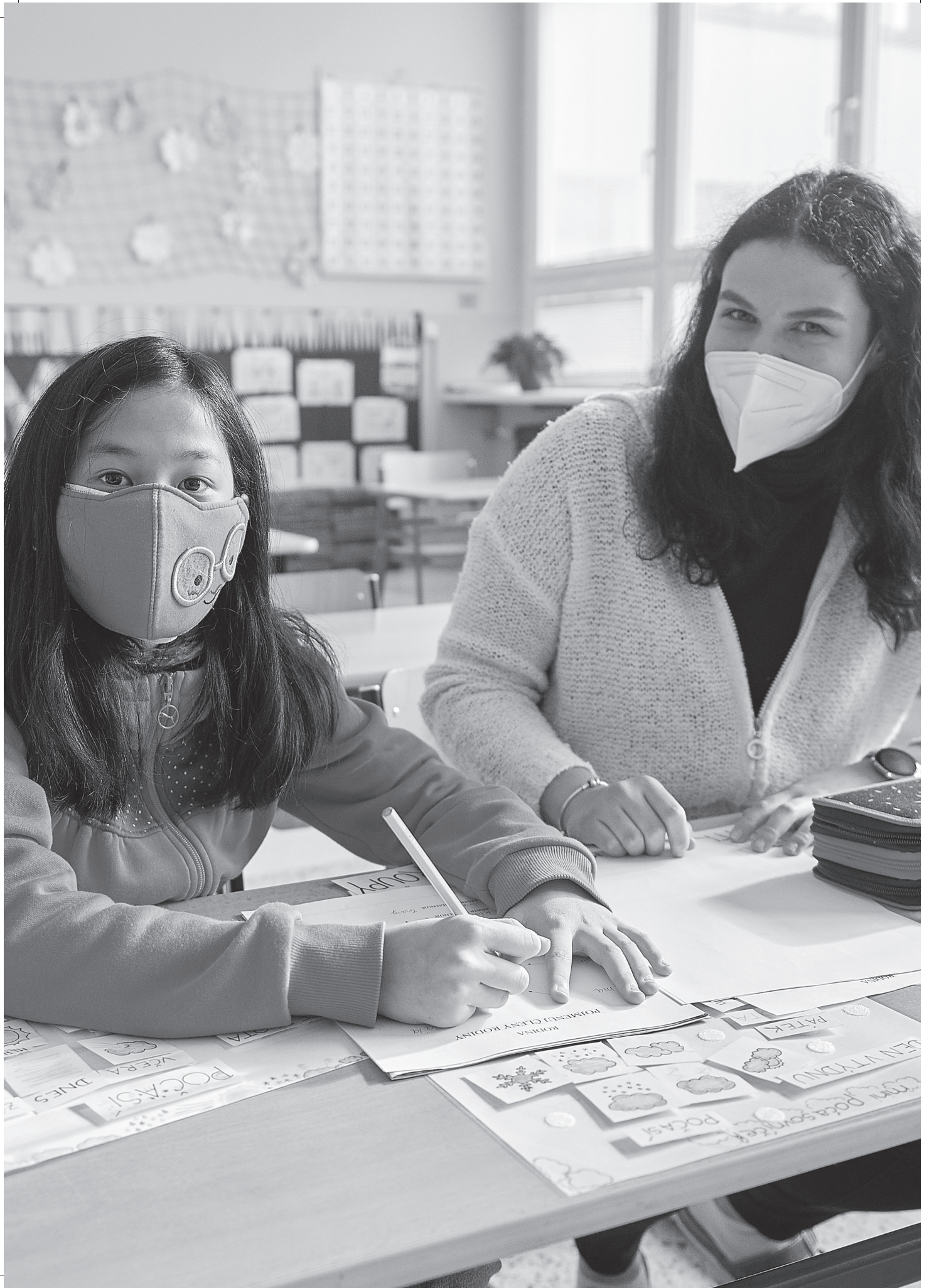
In 2020, activities carried out in cooperation with companies (for example specialized workshops and lectures, excursions to cooperating companies or visits by representatives of companies to classes with the principal aim of facilitating links between studies and business and industry) could be, due to the epidemiological situation and the valid government measures, organized to a lesser extent compared to the previous years.

In 2020, TBU established new cooperation with 8 companies in the CR. Employers used the portal <https://jobcentrum.utb.cz> to offer job vacancies, internships, practical training or temporary jobs for TBU students and graduates.

**TABLE 4.1: NUMBERS OF GRADUATES OF ACCREDITED DEGREE PROGRAMMES
(NUMBERS OF COMPLETED STUDIES)**

| Tomas Bata University in Zlín | | Bachelor's | | Master's | | Follow-up Master's | | Doctoral | | TOTAL |
|--|-------------|------------|-----------|----------|----------|-----------------------|------------|----------|-----------|------------|
| | | F | P/D | F | P/D | F | P/D | F | P/D | |
| Faculty of Technology | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Engineering, manufacturing and construction | 07 | 110 | 47 | | | 83 | 71 | 8 | 8 | 327 |
| Faculty in total | X | 110 | 47 | 0 | 0 | 83 | 71 | 8 | 8 | 327 |
| Out of which the number of women at the FT | X | 47 | 20 | | | 47 | 47 | 2 | 6 | 169 |
| Out of which the number of foreign nationals at the FT | X | 11 | 1 | | | 20 | 5 | 6 | 2 | 45 |
| Faculty of Management and Economics | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Business, administration and law | 04 | 234 | 42 | | | 159 | 133 | 3 | 4 | 575 |
| Faculty in total | X | 234 | 42 | 0 | 0 | 159 | 133 | 3 | 4 | 575 |
| Out of which the number of women at the FaME | X | 161 | 33 | | | 100 | 111 | 1 | 2 | 408 |
| Out of which the number of foreign nationals at the FaME | X | 83 | 4 | | | 71 | 16 | 3 | 2 | 179 |
| Faculty of Multimedia Communications | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Arts and humanities | 02 | 145 | 0 | | | 60 | 0 | 0 | 4 | 209 |
| Social sciences, journalism and information | 03 | 82 | 36 | | | 43 | 37 | | | 198 |
| Faculty in total | X | 227 | 36 | 0 | 0 | 103 | 37 | 0 | 4 | 407 |
| Out of which the number of women at the FMC | X | 153 | 22 | | | 72 | 21 | 0 | 2 | 270 |
| Out of which the number of foreign nationals at the FMC | X | 91 | 0 | | | 37 | 2 | 0 | 0 | 130 |
| Faculty of Applied Informatics | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | |
| Information and communication technologies | 06 | 109 | 38 | | | 39 | 86 | 0 | 10 | 282 |
| Faculty in total | X | 109 | 38 | 0 | 0 | 39 | 86 | 0 | 10 | 282 |
| Out of which the number of women at the FAI | X | 22 | 7 | | | 5 | 17 | 0 | 1 | 52 |
| Out of which the number of foreign nationals at the FAI | X | 50 | 4 | | | 18 | 10 | 0 | 0 | 82 |

| Tomas Bata University in Zlín | | Bachelor's | | Master's | | Follow-up Master's | | Doctoral | | TOTAL |
|--|----------|--------------|------------|----------|----------|--------------------|------------|-----------|-----------|--------------|
| | | F | P/D | F | P/D | F | P/D | F | P/D | |
| Faculty of Humanities | | | | | | | | | | |
| ISCED-F broad fields | | Code | | | | | | | | |
| Education and formation | 01 | 96 | 81 | | | 19 | 52 | 1 | 1 | 250 |
| Social sciences, journalism and information | 03 | 83 | | | | | | | | 83 |
| Health and welfare | 09 | 60 | 22 | | | | | | | 82 |
| Faculty in total | X | 239 | 103 | 0 | 0 | 19 | 52 | 1 | 1 | 415 |
| Out of which the number of women at the FHS | X | 216 | 95 | | | 18 | 48 | 1 | 1 | 379 |
| Out of which the number of foreign nationals at the FHS | X | 41 | 1 | | | 0 | 1 | 0 | 0 | 43 |
| Faculty of Logistics and Crisis Management | | | | | | | | | | |
| ISCED-F broad fields | | Code | | | | | | | | |
| Engineering, manufacturing and construction | 07 | 81 | 67 | | | 46 | | | | 194 |
| Faculty in total | X | 81 | 67 | 0 | 0 | 46 | 0 | 0 | 0 | 194 |
| Out of which the number of women at the FLCM | X | 43 | 37 | | | 24 | | | | 104 |
| Out of which the number of foreign nationals at the FLCM | X | 5 | 3 | | | 0 | | | | 8 |
| TBU Centralized Constituent Part | | | | | | | | | | |
| ISCED-F broad fields | | Code | | | | | | | | |
| Engineering, manufacturing and construction | 07 | | | | | | | 2 | 0 | 2 |
| TBU Centralized Constituent Part in total | X | 0 | 0 | 0 | 0 | 0 | 0 | 2 | 0 | 2 |
| Out of which the number of women at the TBU Centralized Constituent Part | X | | | | | | | 1 | 0 | 1 |
| Out of which the number of foreign nationals at the TBU Centralized Constituent Part | X | | | | | | | 2 | 0 | 2 |
| Tomas Bata University in Zlín | | | | | | | | | | |
| ISCED-F broad fields | | Code | | | | | | | | |
| Education and formation | 01 | 96 | 81 | 0 | 0 | 19 | 52 | 1 | 1 | 250 |
| Arts and humanities | 02 | 145 | 0 | 0 | 0 | 60 | 0 | 0 | 4 | 209 |
| Social sciences, journalism and information | 03 | 165 | 36 | 0 | 0 | 43 | 37 | 0 | 0 | 281 |
| Business, administration and law | 04 | 234 | 42 | 0 | 0 | 159 | 133 | 3 | 4 | 575 |
| Information and communication technologies | 06 | 109 | 38 | 0 | 0 | 39 | 86 | 0 | 10 | 282 |
| Engineering, manufacturing and construction | 07 | 191 | 114 | 0 | 0 | 129 | 71 | 10 | 8 | 523 |
| Health and welfare | 09 | 60 | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 82 |
| TBU IN TOTAL | X | 1,000 | 333 | 0 | 0 | 449 | 379 | 14 | 27 | 2,202 |
| Out of which the total number of women | X | 642 | 214 | 0 | 0 | 266 | 244 | 5 | 12 | 1,383 |
| Out of which the total number of foreign nationals | X | 281 | 13 | 0 | 0 | 146 | 34 | 11 | 4 | 489 |



← *Students of degree courses in pedagogy from the Faculty of Humanities were tutoring children from primary schools which had switched to online teaching or were taking care of children of health professionals. Others worked in nursery schools and in children's homes.*

5. INTEREST IN STUDIES

5.A ENTRANCE EXAMINATIONS

FT: No entrance examinations were held within the admission procedure. Decisions on admission to the FT were taken by the Dean and based on the ranking drawn up and on the recommendation of the admission committee composed of the Vice-Dean for Pedagogical Activities, of the Chairperson or of a member of the Academic Senate of the FT authorized by the Chairperson, and of the Chairperson or of a member of the Degree Programme Board of the FT authorized by the Chairperson. The ranking was drawn up according to the applicants' average grade results achieved at secondary schools.

FaME: In the first and second round, applicants were admitted to full-time and part-time Bachelor's programmes carried out in Czech depending on the results of the National Comparative Exams administered by the SCIO organization – Test of General Academic Prerequisites (Czech/Slovak version), basic level. As regards the admission to full-time and part-time Master's programmes carried out in the Czech language, during the first or second round of the admissions, the Faculty admitted to study all students who had submitted their applications and, previously, graduated in a Bachelor's programme. The admission procedure to full-time Bachelor's and follow-up Master's programmes carried out in the English language comprised a written entrance examination in the form of an essay of 2,500 – 3,000 words, written in English on a chosen topic corresponding to the relevant degree course. An entrance examination in front of an admission committee examining the applicant's prerequisites for research work and knowledge of the English language at the B2 level as a minimum was organized for applicants for study in doctoral programmes taught in the Czech language. A written entrance examination that took the form of an essay of 8 – 10 pages, written in English on a topic announced and approved by the prospective supervisor, was organized for admission to study in doctoral programmes taught in the English language. The supervisor's consent also comprised a confirmation of an online meeting with the applicant.

FMC: Admissions to the degree programmes in Theory and Practice of Audiovisual Arts and in Visual Arts took the form of a multiple-round selection procedure comprising an aptitude test, interview, and, if required, a written test.

In the degree programme in Media and Communication Studies, the entrance exam comprised a written test prepared and assessed by the staff of the Department of Marketing Communications.

FAI: Applicants for study in Bachelor's programmes and Master's programmes were exempted from entrance examinations.

FHS: Applicants were admitted to all Bachelor's courses depending on results they had achieved in the National Comparative Exams organized in collaboration with the SCIO organization. Applicants were admitted depending on results they had achieved in certified tests. For the degree courses in English/German for Business Administration, applicants had also the option of fulfilling the requirements for admission by submitting a certificate of completion of the required level in English or German.

Entrance examinations for the follow-up Master's course in Social Pedagogy were organized by the Faculty. Students were admitted depending on the results they had achieved in a knowledge test

corresponding to the content of education provided in the relevant Bachelor's programme. Applicants for the follow-up Master's course in Pedagogy of Preschool Age were admitted depending on results they had achieved in the final state examination in the relevant Bachelor's course.

Applicants for a five-year Master's course in Lower Primary School Teacher Training were admitted depending on results they had achieved in the school-leaving examination.

The main part of the entrance examination to the doctoral programme in Pedagogy was a debate on the submitted research project of the doctoral thesis; furthermore, a presentation and discussion on the project as well as an examination in English.

FLCM: Applicants for Bachelor's courses in Applied Logistics, in Population Protection were exempted from entrance examinations. Applicants were accepted according to the date of submission of the e-application until the maximum number of accepted applicants was reached, which was announced on the Faculty's website. Applicants for the Master's programme in Security of the Society were also exempted from entrance examinations as well. Applicants for the relevant specializations were admitted to study based on a ranking compiled, depending on the weighted grade average achieved during previous Bachelor's or Master's studies until the maximum number of accepted applicants as determined by the Dean was reached, which was announced on the Faculty's website.

5.B COOPERATION WITH SECONDARY SCHOOLS IN THE FIELD OF PROMOTION

The University paid great attention to attracting high-quality applicants for study. For this reason, it actively communicated directly with prospective applicants for study, mainly with those studying in their final year at secondary schools, as well as with education counsellors at secondary schools in the Czech Republic and in Slovakia. Due to the pandemic, core activities were held online in 2020.

At the beginning of 2020, 10 lectures were held within the TBU project Science e-shop. The Department of Marketing and Communications created a website offering lectures for secondary schools (from all TBU Faculties) on attractive topics that complement classes provided at secondary schools. Teachers could order a lecture, which took place directly at their school.

In the autumn and winter months, an extensive campaign entitled Start Differently was run. Dozens of various advertising formats and promotional videos were shown on social networks; they were also used as PPC advertising. Thanks to previous research of the target group and to the precise targeting that digital advertising allows, the communication, according to statistical data, fully covered the target group of applicants. The campaign met with a positive response on social media.

Applicants for study at TBU could use a special mobile application. The school communicated with the registered applicants via e-mailing. The University also launched podcasts featuring interesting personalities, which also contributed to the provision of information to prospective applicants.

TBU perceived its participation in post-secondary education fairs as an important activity as well. TBU presented itself at the "Gaudeamus" European Education and Lifelong Learning Fair that was held in Prague in January, however, due to the pandemic situation, the traditional autumn fairs in Bratislava, Brno and Nitra did not take place. Instead, 11 online lecture days took place in November and December, during which TBU informed applicants about degree programmes/courses carried out at TBU. The TBU Faculties presented their activities also during other smaller events.

In February, Open Days organized by the University were held at all TBU Faculties, at the FMC in November as well, in virtual form due to the pandemic situation. Applicants for study were offered online consultations via the Faculty's Facebook page on this day, where FMC students answered questions.

Each Studio prepared its own programme e.g. in the form of live streams, which replaced traditional presentations informing about degree programmes/courses carried out at TBU.

A brochure providing information on degree programmes/courses offered at TBU was published as well. Sets of information materials about degree programmes/courses offered at TBU were regularly sent to education counsellors at Czech/Slovak secondary schools. At the start of the year, when the situation enabled it, TBU gave presentations informing about the University at secondary schools; presentations given by students at their home secondary schools organized by all TBU Faculties as well as visits by academics to schools also proved successful.

The TBU Faculties organized the following additional activities:

FT: The Faculty regularly organized specialist lectures for secondary school students given by academics directly at secondary schools within the implementation of the project entitled “Science e-shop”. 24 such lectures were organized in 2020. 17 workshops for secondary schools were organized as part of the science festival entitled “Experience Science”.

FaME: Selected FaME students visited secondary schools during the so-called roadshow, where they presented the life at the Faculty to fourth-year students from the university students’ perspective, by describing their own story and in the form of a discussion; they distributed the magazine published by the FaME to students as a supporting material adjusted in terms of contents so that those interested could learn as much information as possible about life at the Faculty.

Secondary schools could participate in excursions at the Faculty, where they could take a tour of the facility, have the Faculty presented by a student, meet the Faculty Management Board members and have the FaME presented by them, attend a lecture on the legacy of Tomas Bata, tour the FaME building and receive printed materials as well as small promotional items. A similar scenario is followed on the TBU Open Days. The always popular experiential days entitled “My First Experience as a University Student” and intended for secondary school students in their final years of study, persons interested from among the general public or whole school classes also took place. The Faculty was a partner of the Olympiad in Economics, of an international competition in economics and finance organized for secondary school students. 106 students participated in the regional round held at the FaME.

FMC: The individual FMC Studios cooperated directly with secondary schools. Based on the mutual cooperation, three art-oriented secondary schools were awarded the title of the “Faculty School of the FMC”. For example, at the Secondary School of Applied Arts in Uherské Hradiště, practical training was organized for third-year students of the secondary school, where students were tasked with doing the assigned tasks online and, afterwards, they created an output that resulted in graphic prints and posters containing a presentation of the Faculty/Studio and intended for all students of the secondary school, where the final products were also installed. Other partner secondary schools are the Secondary Technical School of Glassmaking in Valašské Meziříčí and the Secondary School of Furniture and Business in Bystřice pod Hostýnem.

It was a matter of course that all FMC Studios and Department undertook initiatives involving questions being answered as well as online meetings being organized both on social networks and via the MS Teams and other platforms. Due to the pandemic situation, the usual “roadshow” did not take place in 2020, during which students of the FMC visit secondary schools and give presentations informing about degree programmes/courses offered at the FMC.

FAI: The Faculty supported the project entitled “Faculty Schools”, that associates partner secondary schools focusing on education in informatics and electronics by virtue of the existing cooperation between the educational institutions and the FAI. Cooperation between the FAI and the faculty schools was developed mainly in the following areas:

- Encouragement of secondary school students interested in course units focused on technology, and that mainly in the sphere of informatics, automation, cybernetics, electrical engineering and security technologies;
- Cooperation during the organization of student talent contests, such as Students' Creative and Expert Activities (STOČ), during specialized contests, year-long student projects, etc.;
- Further education of secondary school teachers by means of specialist consultations, seminars, specialized lectures and Lifelong Learning courses.

The staff of the Faculty also got involved in the "Science e-shop" project.

FHS: Between January and March, the FHS managed to organize interesting events for students, which were also offered to secondary schools: e.g. stage readings by Lukáš Hejlík and Alan Novotný from the book *Look Who's Back* as part of the *Listování* (Browsing) project. After the outbreak of the pandemic, the Faculty tried to keep in touch with secondary school students and prospective applicants, especially through social networks.

FLCM: During the first two months of 2020, the Faculty followed the established standard and continued to communicate with secondary schools, mainly by personally informing educational counsellors about the Open Days held, by distributing materials about degree programmes/courses carried out at the FLCM, etc. However, after the outbreak of the pandemic, this intense activity had to be reduced. Communication continued online and in electronic form. Schools were informed by e-mail about degree programmes, application deadlines, etc.

TABLE 5.1: INTEREST IN STUDIES AT TBU

| Tomas Bata University in Zlín | | Bachelor's | | | | Master's | | | | Follow-up Master's | | | | Doctoral | | | |
|--|-------------|-----------------------------------|------------------------|-------------------|-------------------|-----------------------------------|------------------------|-------------------|-------------------|-----------------------------------|------------------------|-------------------|-------------------|-----------------------------------|------------------------|-------------------|-------------------|
| | | Number of applicants (head count) | Applications submitted | Students admitted | Students enrolled | Number of applicants (head count) | Applications submitted | Students admitted | Students enrolled | Number of applicants (head count) | Applications submitted | Students admitted | Students enrolled | Number of applicants (head count) | Applications submitted | Students admitted | Students enrolled |
| Faculty of Technology | | | | | | | | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | | | | | | | | |
| Social sciences, journalism and information | 03 | | | | | | | | | 30 | 31 | 26 | 22 | | | | |
| Natural sciences, mathematics and statistics | 05 | | | | | | | | | | | | | 10 | 12 | 9 | 9 |
| Information and communication technologies | 06 | | | | | | | | | | | | | 7 | 13 | 2 | 7 |
| Engineering, manufacturing and construction | 07 | 1,179 | 1,259 | 1,198 | 771 | | | | | 272 | 301 | 242 | 233 | 39 | 59 | 18 | 34 |
| Faculty in total | X | | 1,259 | 1,198 | 771 | | | | | | 332 | 268 | 255 | | 84 | 29 | 50 |

| Tomas Bata University in Zlín | | Bachelor's | | | | Master's | | | | Follow-up Master's | | | | Doctoral | | | |
|---|-------------|----------------------------------|------------------------|-------------------|-------------------|----------------------------------|------------------------|-------------------|-------------------|----------------------------------|------------------------|-------------------|-------------------|----------------------------------|------------------------|-------------------|-------------------|
| | | Number of applicants (headcount) | Applications submitted | Students admitted | Students enrolled | Number of applicants (headcount) | Applications submitted | Students admitted | Students enrolled | Number of applicants (headcount) | Applications submitted | Students admitted | Students enrolled | Number of applicants (headcount) | Applications submitted | Students admitted | Students enrolled |
| Faculty of Management and Economics | | | | | | | | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | | | | | | | | |
| Social sciences, journalism and information | 03 | 1,255 | 1,485 | 669 | 507 | | | | | 942 | 1,036 | 713 | 614 | 87 | 87 | 54 | 53 |
| Faculty in total | X | | 1,485 | 669 | 507 | | | | | | 1,036 | 713 | 614 | | 87 | 54 | 53 |
| Faculty of Multimedia Communications | | | | | | | | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | | | | | | | | |
| Arts and humanities | 02 | 729 | 737 | 134 | 134 | | | | | 140 | 153 | 112 | 103 | 21 | 21 | 16 | 16 |
| Business, administration and law | 04 | 662 | 669 | 110 | 110 | | | | | 240 | 257 | 94 | 92 | | | | |
| Faculty in total | X | | 1,406 | 244 | 244 | | | | | | 410 | 206 | 195 | | 21 | 16 | 16 |
| Faculty of Applied Informatics | | | | | | | | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | | | | | | | | |
| Information and communication technologies | 06 | 783 | 809 | 709 | 443 | | | | | 180 | 190 | 151 | 105 | 41 | 41 | 29 | 26 |
| Engineering, manufacturing and construction | 07 | 156 | 160 | 138 | 66 | | | | | 35 | 36 | 14 | 9 | | | | |
| Services | 10 | 246 | 253 | 253 | 147 | | | | | 168 | 177 | 136 | 104 | | | | |
| Faculty in total | X | | 1,222 | 1,100 | 656 | | | | | | 403 | 301 | 218 | | 41 | 29 | 26 |
| Faculty of Humanities | | | | | | | | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | | | | | | | | |
| Education and formation | 01 | | | | | 212 | 212 | 96 | 57 | 65 | 69 | 56 | 32 | 7 | 8 | 5 | 2 |
| Arts and humanities | 02 | 375 | 381 | 272 | 184 | | | | | 150 | 155 | 117 | 100 | | | | |
| Health and welfare | 09 | 1,081 | 1,262 | 604 | 455 | | | | | | | | | | | | |
| Faculty in total | X | | 1,643 | 876 | 639 | | 212 | 96 | 57 | | 224 | 173 | 132 | | 8 | 5 | 2 |
| Faculty of Logistics and Crisis Management | | | | | | | | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | | | | | | | | |
| Services | 10 | 804 | 833 | 810 | 528 | | | | | 233 | 255 | 251 | 206 | | | | |
| Faculty in total | X | | 833 | 810 | 528 | | | | | | 255 | 251 | 206 | | | | |

| Tomas Bata University in Zlín | Bachelor's | | | | Master's | | | | Follow-up Master's | | | | Doctoral | | | | |
|---|---------------------------------------|---------------------------|-------------------|-------------------|---------------------------------------|---------------------------|-------------------|-------------------|---------------------------------------|---------------------------|-------------------|-------------------|---------------------------------------|---------------------------|-------------------|-------------------|------------|
| | Number of appli- cants (headcount) | Applications submitted | Students admitted | Students enrolled | Number of appli- cants (headcount) | Applications submitted | Students admitted | Students enrolled | Number of appli- cants (headcount) | Applications submitted | Students admitted | Students enrolled | Number of appli- cants (headcount) | Applications submitted | Students admitted | Students enrolled | |
| TBU Centralized Constituent Part | | | | | | | | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | | | | | | | | |
| Engineering, manufacturing and construction | 07 | | | | | | | | | | | | 13 | 14 | 8 | 12 | |
| Faculty in total | X | | | | | | | | | | | | 14 | 8 | 12 | | |
| Tomas Bata University in Zlín | | | | | | | | | | | | | | | | | |
| ISCED-F broad fields | Code | | | | | | | | | | | | | | | | |
| Education and formation | 01 | 0 | 0 | 0 | 0 | 212 | 212 | 96 | 57 | 65 | 69 | 56 | 32 | 7 | 8 | 5 | 2 |
| Arts and humanities | 02 | 1,104 | 1,118 | 406 | 318 | 0 | 0 | 0 | 0 | 290 | 308 | 229 | 203 | 21 | 21 | 16 | 16 |
| Social sciences, journalism and information | 03 | 1,255 | 1,485 | 669 | 507 | 0 | 0 | 0 | 0 | 972 | 1,067 | 739 | 636 | 87 | 87 | 54 | 53 |
| Business, adminis- tration and law | 04 | 662 | 669 | 110 | 110 | 0 | 0 | 0 | 0 | 240 | 257 | 94 | 92 | 0 | 0 | 0 | 0 |
| Natural sciences, mathematics and statistics | 05 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 10 | 12 | 9 | 9 |
| Information and communication technologies | 06 | 783 | 809 | 709 | 443 | 0 | 0 | 0 | 0 | 180 | 190 | 151 | 105 | 48 | 54 | 31 | 33 |
| Engineering, manu- facturing and construction | 07 | 1,335 | 1,419 | 1,336 | 837 | 0 | 0 | 0 | 0 | 307 | 337 | 256 | 242 | 52 | 73 | 26 | 46 |
| Health and welfare | 09 | 1,081 | 1,262 | 604 | 455 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Services | 10 | 1,050 | 1,086 | 1,063 | 675 | 0 | 0 | 0 | 0 | 401 | 432 | 387 | 310 | 0 | 0 | 0 | 0 |
| TBU IN TOTAL | X | 7,270 | 7,848 | 4,897 | 3,345 | 212 | 212 | 96 | 57 | 2,455 | 2,660 | 1,912 | 1,620 | 225 | 255 | 141 | 159 |

6. STAFF

6.A CAREER REGULATIONS FOR ACADEMIC STAFF

At the institutional level, TBU prepared the Evaluation and Management of the Development of Teaching, R&D and Creative, Managerial and Other Activities Carried Out by TBU Academic Staff and Researchers, which included the Employee Career Plan for an Academic Year (Rector's Directive No. 23/2019).

6.B DEVELOPMENT OF PEDAGOGICAL SKILLS OF ACADEMIC STAFF

The development of teaching skills, that TBU as a bilingual university was focusing on, comprised an improvement in communication skills of employees and an extension and improvement in the language level of lectures and seminars taught at TBU in English. At the institutional level, language tuition was offered with funding provided by the Institutional Plan, Aim 2 "Support of the development of language skills of employees", involving language courses carried out for academics, individual consultations for speakers at conferences and the preparation and organization of CAE certified exams. The aim was to strengthen the image of TBU as a modern university where communication in English is a standard.

Besides, most of the TBU Faculties provided individual support to the development of teaching skills of their employees:

FT: The Faculty supported all activities aimed to increase the competences of the academic staff. In the case of one-off courses, academics were enabled to be excused from teaching, provided that the timetable event was rescheduled. In the case of long-term courses, the planned participation of academics was taken into consideration during the scheduling of timetable events.

FaME: 11 events took place at the Faculty, attended by approximately 400 employees. In addition to annually organized workshops and meetings (team building for the Faculty staff comprising a seminar attended by academics, seminars for the academic staff, staff training for service car drivers, R&D breakfast, staff training – use of the Electronic Records Management System, staff training – use of the MS Teams for online classes, seminar on taking remote examinations in Moodle and in MS Teams, regular weekly classes of English and Spanish for employees – partly on-line), single lectures and seminars on the subject of the methodology of creative work and personal development were given within conferences and workshops held at the Faculty and funded by external and internal grants. Academics from the FaME also participated in several educational events organized by other TBU Faculties, funded by the TBU Strategic Project and aimed at the development of teaching and creative competences, and lectures organized by external institutions and related to the FaME's area of expertise. Due to the state of emergency, most of the mentioned events took place online.

FMC: The Faculty developed teaching and academic professional skills of academics thanks to funding provided by the Strategic Project of TBU in Zlín.

The FMC was developing other activities aimed at increasing the competences of academic staff within the implementation of the project (12) "Institutional Quality and Development of the Strategy for Science

at TBU in Zlín”. The project was aimed at the implementation of the system of strategic management and managerial control of the research organisation, i.e. TBU, including the human resource management, R&D evaluation, internationalization, technology transfer, open access and popularization of R&D results. The aim of the project was to create and implement a strategy for popularization of R&D results. Academics as well as other employees of the FMC were involved in this project.

FAI: In order to support their career development, the academic staff systematically developed their professional competences and formal qualifications in the sphere of the work they performed, including education in a wider context related to their profession and job position. English courses for the academic staff were also regularly held. With funding provided by the (1) Strategic Project of TBU in Zlín, specialized courses focusing on automation, informatics and security technologies were held for all university employees.

FHS: In order to develop teaching competences of its academics, the FHS carried out various educational activities (workshops, seminars) in the area of use of new methods of quantitative and qualitative research, and that with funding provided by the (1) Strategic Project of TBU in Zlín. The aim was a systematic improvement in the quality of the educational activity, efficiency and access to education at TBU. The concept of higher education as defined by Professor Hana Lukášová was being developed in the long term. The FHS organized courses of university teaching also for academics from the CPS.

FLCM: In 2020, the Faculty put great emphasis on skills related to teaching in the online environment, and that primarily using the MS Teams platform. The participation of employees in workshops on this topic was supported. The Faculty also supported the individual education of its academic staff in teaching skills.

6.C GENDER EQUALITY PLAN. SUPPORT OF PARENTS AMONG EMPLOYEES

At TBU, the equal opportunities policy was formulated in the following internal documents:

- TBU Work Regulations
- TBU Salary Regulations
- TBU Code of Ethics

In order to reconcile family and professional life, employees were offered flexible working hours, part-time workloads, 6 weeks of annual leave for non-academic staff, the possibility to take unpaid leave in addition to the annual leave. The most important benefit for parents among employees was the existence of the University Nursery School, with a capacity of 61 children. By running the University Nursery School, TBU helped parents among employees to coordinate their family and working life as it offered services intended for children from the age of 2 years.

6.D ISSUE OF SEXUAL AND GENDER HARASSMENT

In 2020 the Rector’s Directive “Principles of Gender Policy at TBU in Zlín” was issued, which provides, among other rules, that any type of discrimination or unequal treatment is inadmissible at TBU. In Part 3, Article 4 of this Directive, the specific procedure is specified, to be followed in case of a violation of the equal opportunity policy.

**TABLE 6.1: TOTAL NUMBERS OF ACADEMIC AND R&D STAFF AND OTHER EMPLOYEES
(AVERAGE CONVERTED NUMBERS)**

| Tomas Bata University in Zlín | Academic staff | | | | | | | Researchers and specialists | | | | Other employees | Total numbers of staff |
|--|-------------------------|---------------|----------------------|------------------|---------------|---------------------|---|-----------------------------|---------------------------------------|---|---------------------------------|-----------------|------------------------|
| | Academic staff in total | Professors | Associate Professors | Senior Lecturers | Lecturers | Assistant Lecturers | Researchers and R&D staff participating in pedagogical activities | Adjunct Professors | Postdoctoral researchers ("postdocs") | Researchers not falling into other categories | Other researchers and R&D staff | | |
| Faculty of Technology | 106.056 | 12.300 | 31.624 | 57.888 | 2.244 | 1.000 | | 1.000 | 2.000 | 0.526 | 16.216 | 33.785 | 158.583 |
| Numbers of women at the Faculty | 43.549 | 0.500 | 13.916 | 26.636 | 1.497 | | | 1.000 | | | 15.083 | 28.318 | 86.950 |
| Faculty of Management and Economics | 73.939 | 5.499 | 15.182 | 46.692 | 5.566 | 1.000 | | | 0.582 | 2.316 | 0.117 | 32.811 | 109.765 |
| Numbers of women at the Faculty | 33.646 | 2.499 | 5.782 | 23.364 | 1.001 | 1.000 | | | 0.085 | 0.124 | | 28.075 | 61.930 |
| Faculty of Multimedia Communications | 62.702 | 5.249 | 14.651 | 31.199 | 11.581 | 0.022 | | | | 0.547 | 1.000 | 36.234 | 100.483 |
| Numbers of women at the Faculty | 24.528 | | 4.949 | 14.748 | 4.831 | | | | | 0.532 | 1.000 | 25.393 | 51.453 |
| Faculty of Applied Informatics | 73.296 | 6.050 | 16.532 | 41.411 | 8.301 | 1.002 | | | 4.178 | 14.070 | 11.707 | 27.632 | 130.883 |
| Numbers of women at the Faculty | 9.352 | 1.000 | 1.998 | 4.951 | 1.403 | | | | 1.000 | 2.413 | 4.024 | 16.016 | 32.805 |
| Faculty of Humanities | 89.162 | 7.335 | 10.265 | 42.785 | 9.196 | 19.581 | | | 1.001 | | 0.297 | 22.287 | 112.747 |
| Numbers of women at the Faculty | 64.679 | 2.001 | 7.499 | 32.311 | 8.696 | 14.172 | | | 1.001 | | 0.222 | 18.287 | 84.189 |
| Faculty of Logistics and Crisis Management | 32.900 | 2.415 | 5.190 | 20.938 | 3.187 | 1.170 | | | | 0.200 | | 11.834 | 44.934 |
| Numbers of women at the Faculty | 7.550 | | 1.056 | 5.720 | 0.648 | 0.126 | | | | | | 9.417 | 16.967 |
| University Institute | 28.082 | | 0.552 | 27.530 | | | | | 13.556 | 10.930 | 14.385 | 19.732 | 86.685 |
| Numbers of women at the Institute | 8.165 | | | 8.165 | | | | | 3.920 | 5.386 | 6.501 | 14.243 | 38.215 |
| Other constituent parts of TBU in total | 0.557 | | | | | 0.557 | | | 1.000 | 0.161 | | 188.989 | 190.707 |
| Numbers of women at other constituent parts of TBU | 0.428 | | | | | 0.428 | | | | 0.041 | | 124.054 | 124.523 |
| TOTAL | 466.694 | 38.848 | 93.996 | 268.443 | 40.075 | 24.332 | 0.000 | 1.000 | 22.317 | 28.750 | 43.722 | 373.304 | 934.787 |
| Total number of women | 191.897 | 6.000 | 35.200 | 115.895 | 18.076 | 15.726 | 0.000 | 1.000 | 6.006 | 8.496 | 26.830 | 263.803 | 497.032 |

TABLE 6.2: AGE STRUCTURE OF ACADEMIC AND R&D STAFF AND OTHER EMPLOYEES (HEADCOUNT)

| Tomas Bata University in Zlín | Academic staff | | | | | | | | | | | | Researchers and specialists | | | | | | Other employees | | | | TOTAL | Out of which women |
|-------------------------------|----------------|----------|----------------------|-----------|------------------|------------|-----------|-----------|---------------------|-----------|--------------------|----------|---------------------------------------|----------|---|----------|---------------------------------|-----------|-----------------|------------|--------------|------------|-------|--------------------|
| | Professors | | Associate Professors | | Senior Lecturers | | Lecturers | | Assistant Lecturers | | Adjunct Professors | | Postdoctoral researchers ("postdocs") | | Researchers not falling into other categories | | Other researchers and R&D staff | | Other employees | | | | | |
| | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women |
| Under 29 years | | | | | 3 | 2 | 7 | 1 | 1 | 1 | | | | | | | 21 | 13 | 28 | 20 | 60 | 37 | | |
| 30 – 39 years | | | 8 | 1 | 124 | 47 | 27 | 15 | 9 | 7 | | | 23 | 5 | 8 | 3 | 17 | 6 | 88 | 53 | 304 | 137 | | |
| 40 – 49 years | 13 | 3 | 42 | 15 | 97 | 47 | 6 | 2 | 8 | 6 | | | 5 | 2 | 13 | 5 | 11 | 11 | 135 | 96 | 330 | 187 | | |
| 50 – 59 years | 13 | 4 | 21 | 14 | 39 | 24 | | | 6 | 2 | | | | | 3 | 1 | 8 | 6 | 84 | 72 | 174 | 123 | | |
| 60 – 69 years | 11 | 2 | 25 | 9 | 28 | 8 | | | 3 | 2 | 1 | 1 | | | | | 10 | 7 | 31 | 18 | 109 | 47 | | |
| Over 70 years | 11 | | 11 | | 8 | 3 | | | | | | | | | 5 | | 1 | | 7 | 2 | 43 | 5 | | |
| TOTAL | 48 | 9 | 107 | 39 | 299 | 131 | 40 | 18 | 27 | 18 | 1 | 1 | 28 | 7 | 29 | 9 | 68 | 43 | 373 | 261 | 1,020 | 536 | | |

TABLE 6.3: NUMBERS OF ACADEMIC AND R&D STAFF ACCORDING TO WORKLOADS AND TO HIGHEST COMPLETED EDUCATION (HEADCOUNT ACCORDING TO WORKLOADS)

| Tomas Bata University in Zlín | Academic staff | | | | | | | | Researchers and specialists | | TOTAL | Out of which women |
|-------------------------------|----------------|----------|--------------|-----------|--------------------------------|-----------|----------|----------|-----------------------------|----------|------------|--------------------|
| Faculty of Technology | | | | | | | | | | | | |
| | Prof. | | Assoc. Prof. | | DrSc., CSc., Dr., Ph.D., Th.D. | | Others | | | | | |
| Workloads | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | | |
| Up to 0.3 | 1 | 1 | 1 | | 3 | 1 | | | 1 | | 6 | 2 |
| 0.31–0.5 | 1 | | 3 | | 2 | | | | 1 | | 7 | 0 |
| 0.51–0.7 | 1 | | 1 | | 1 | 1 | | | | | 3 | 1 |
| 0.71–1.0 | 12 | 1 | 28 | 14 | 55 | 26 | 3 | 1 | 2 | | 100 | 42 |
| More than 1 | 1 | | | | | | | | | | 1 | 0 |
| TOTAL | 16 | 2 | 33 | 14 | 61 | 28 | 3 | 1 | 4 | 0 | 117 | 45 |

| Tomas Bata University in Zlín | Academic staff | | | | | | | | Researchers and specialists | TOTAL | Out of which women | |
|---|----------------|----------|--------------|----------|--------------------------------------|-----------|-----------|-----------|-----------------------------------|----------|--------------------------|-----------|
| | Prof. | | Assoc. Prof. | | DrSc., CSc., Dr., Ph.D., Th.D. | | Others | | | | | |
| Workloads | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | | |
| Faculty of Management and Economics | | | | | | | | | | | | |
| Up to 0.3 | | | 2 | 1 | | | | | | | 2 | 1 |
| 0.31-0.5 | 3 | 1 | 4 | 2 | 3 | | 3 | 1 | 1 | | 14 | 4 |
| 0.51-0.7 | | | | | 3 | 2 | | | | | 3 | 2 |
| 0.71-1.0 | 4 | 2 | 12 | 4 | 43 | 22 | 7 | 3 | 2 | 1 | 68 | 32 |
| More than 1 | | | 1 | 1 | 1 | | | | | | 2 | 1 |
| TOTAL | 7 | 3 | 19 | 8 | 50 | 24 | 10 | 4 | 3 | 1 | 89 | 40 |
| Faculty of Multimedia Communications | | | | | | | | | | | | |
| Up to 0.3 | | | | | 1 | 1 | | | | | 1 | 1 |
| 0.31-0.5 | 3 | | 2 | | 2 | | 2 | 1 | | | 9 | 1 |
| 0.51-0.7 | | | | | | | 1 | | | | 1 | 0 |
| 0.71-1.0 | 4 | | 13 | 4 | 20 | 10 | 19 | 9 | | | 56 | 23 |
| More than 1 | | | 1 | 1 | 1 | | 1 | | | | 3 | 1 |
| TOTAL | 7 | 0 | 16 | 5 | 24 | 11 | 23 | 10 | 0 | 0 | 70 | 26 |
| Faculty of Applied Informatics | | | | | | | | | | | | |
| Up to 0.3 | | | | | 1 | 1 | | | 1 | | 2 | 1 |
| 0.31-0.5 | | | | | | | | | | | 0 | 0 |
| 0.51-0.7 | | | 1 | | 1 | | | | 1 | | 3 | 0 |
| 0.71-1.0 | 6 | 1 | 15 | 2 | 40 | 4 | 9 | 1 | 16 | 3 | 86 | 11 |
| More than 1 | | | 1 | | | | | | 1 | | 2 | 0 |
| TOTAL | 6 | 1 | 17 | 2 | 42 | 5 | 9 | 1 | 19 | 3 | 93 | 12 |

| Tomas Bata University in Zlín | Academic staff | | | | | | | | Researchers and specialists | TOTAL | Out of which women | |
|---|----------------|----------|--------------|-----------|--------------------------------|-----------|-----------|-----------|-----------------------------|-----------|--------------------|-----------|
| | Prof. | | Assoc. Prof. | | DrSc., CSc., Dr., Ph.D., Th.D. | | Others | | TOTAL | Women | | |
| Workloads | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | | |
| Up to 0.3 | | | | | 1 | 1 | | | | | 1 | 1 |
| 0.31–0.5 | 6 | 2 | 6 | 5 | 11 | 7 | 6 | 5 | | | 29 | 19 |
| 0.51–0.7 | | | | | 1 | 1 | | | | | 1 | 1 |
| 0.71–1.0 | 4 | 1 | 9 | 5 | 35 | 27 | 27 | 24 | 1 | 1 | 76 | 58 |
| More than 1 | | | | | 1 | | | | | | 1 | 0 |
| TOTAL | 10 | 3 | 15 | 10 | 49 | 36 | 33 | 29 | 1 | 1 | 108 | 79 |
| Faculty of Logistics and Crisis Management | | | | | | | | | | | | |
| | Prof. | | Assoc. Prof. | | DrSc., CSc., Dr., Ph.D., Th.D. | | Others | | TOTAL | Women | | |
| Workloads | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | | |
| Up to 0.3 | | | 1 | | 2 | 2 | | | 1 | | 4 | 2 |
| 0.31–0.5 | | | 1 | | 2 | 1 | 4 | 1 | | | 7 | 2 |
| 0.51–0.7 | | | 1 | | | | | | | | 1 | 0 |
| 0.71–1.0 | 2 | | 3 | | 17 | 4 | 2 | | | | 24 | 4 |
| More than 1 | | | 1 | 1 | 1 | | | | | | 2 | 1 |
| TOTAL | 2 | 0 | 7 | 1 | 22 | 7 | 6 | 1 | 1 | 0 | 38 | 9 |
| University Institute | | | | | | | | | | | | |
| | Prof. | | Assoc. Prof. | | DrSc., CSc., Dr., Ph.D., Th.D. | | Others | | TOTAL | Women | | |
| Workloads | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | | |
| Up to 0.3 | | | | | 1 | | | | 3 | 2 | 4 | 2 |
| 0.31–0.5 | | | | | | | | | | | 0 | 0 |
| 0.51–0.7 | | | | | 1 | | | | | | 1 | 0 |
| 0.71–1.0 | | | 1 | | 32 | 10 | | | 25 | 9 | 58 | 19 |
| More than 1 | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 1 | 0 | 34 | 10 | 0 | 0 | 28 | 11 | 63 | 21 |

| Tomas Bata University in Zlín | Academic staff | | | | | | | | Researchers and specialists | TOTAL | Out of which women | |
|--|-----------------------|--------------|---------------------|--------------|---------------------------------------|--------------|---------------|--------------|------------------------------------|--------------|---------------------------|------------|
| Other constituent parts of TBU in total | | | | | | | | | | | | |
| Workloads | Prof. | | Assoc. Prof. | | DrSc., CSc., Dr., Ph.D., Th.D. | | Others | | TOTAL | Women | | |
| | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | | | | |
| Up to 0.3 | | | | | | | | | | | 0 | 0 |
| 0.31-0.5 | | | | | | | | | | | 0 | 0 |
| 0.51-0.7 | | | | | | | | | | | 0 | 0 |
| 0.71-1.0 | | | | | | | | | 1 | | 1 | 0 |
| More than 1 | | | | | | | | | | | 0 | 0 |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 1 | 0 | 1 | 0 |
| Tomas Bata University in Zlín | | | | | | | | | | | | |
| Workloads | Prof. | | Assoc. Prof. | | DrSc., CSc., Dr., Ph.D., Th.D. | | Others | | TOTAL | Women | | |
| | TOTAL | Women | TOTAL | Women | TOTAL | Women | TOTAL | Women | | | | |
| Up to 0.3 | 1 | 1 | 4 | 1 | 9 | 6 | | | 6 | 2 | 20 | 10 |
| 0.31-0.5 | 13 | 3 | 16 | 7 | 20 | 8 | 15 | 8 | 2 | | 66 | 26 |
| 0.51-0.7 | 1 | | 3 | | 7 | 4 | 1 | | 1 | | 13 | 4 |
| 0.71-1.0 | 32 | 5 | 81 | 29 | 242 | 103 | 67 | 38 | 47 | 14 | 469 | 189 |
| More than 1 | 1 | | 4 | 3 | 4 | | 1 | | 1 | | 11 | 3 |
| TOTAL | 48 | 9 | 108 | 40 | 282 | 121 | 84 | 46 | 57 | 16 | 579 | 232 |
| TBU IN TOTAL | 48 | 9 | 108 | 40 | 282 | 121 | 84 | 46 | 57 | 16 | 579 | 232 |

TABLE 6.4: SENIOR EXECUTIVES (HEADCOUNT)

| Tomas Bata University in Zlín | Rector/Dean | Vice-Rector/Vice-Dean | Academic Senate | Scientific/Artistic/ Academic Board | Bursar/ Secretary | Board of Governors | Director of institute, university agri-cultural or forestry farm and of other constituent parts | Head of department/institute/research unit | Senior executives in total |
|---|--------------------|------------------------------|------------------------|--|--------------------------|---------------------------|--|---|-----------------------------------|
| Tomas Bata University in Zlín | 1 | | | | | | | | |
| Out of which women | | 2 | 8 | 11 | | 4 | | | 25 |
| Faculty of Technology | 1 | 4 | 12 | 33 | 1 | | | 9 | 60 |
| Out of which women | | 1 | 6 | 8 | 1 | | | 2 | 18 |
| Faculty of Management and Economics | 1 | 5 | 11 | 34 | 1 | | | 9 | 61 |
| Out of which women | | | 6 | 8 | 1 | | | 3 | 18 |
| Faculty of Multimedia Communications | 1 | 5 | 11 | 28 | 1 | | | 14 | 60 |
| Out of which women | 1 | 3 | 5 | 11 | 1 | | | 5 | 26 |
| Faculty of Applied Informatics | 1 | 4 | 9 | 30 | 1 | | | 9 | 54 |
| Out of which women | | | | 1 | 1 | | | | 2 |
| Faculty of Humanities | 1 | 4 | 11 | 28 | 1 | | | 6 | 51 |
| Out of which women | | 3 | 8 | 17 | | | | 3 | 31 |
| Faculty of Logistics and Crisis Management | 1 | 3 | 10 | 31 | 1 | | | 4 | 50 |
| Out of which women | 1 | | 3 | 1 | 1 | | | 1 | 7 |
| University Institute | | | | 19 | | | 1 | 3 | 23 |
| Out of which women | | | | 4 | | | | 1 | 5 |
| Faculties, university departments and other constituent parts in total | 6 | 25 | 64 | 203 | 6 | | 1 | 54 | 359 |
| Out of which women | 2 | 7 | 28 | 50 | 5 | | | 15 | 107 |
| TBU IN TOTAL | 7 | 30 | 100 | 236 | 7 | 9 | 1 | 54 | 444 |
| Out of which women | 2 | 9 | 36 | 61 | 5 | 4 | | 15 | 132 |

**TABLE 6.5: FOREIGN NATIONALS IN THE ACADEMIC AND R&D STAFF
(AVERAGE CONVERTED NUMBERS)**

| Tomas Bata University in Zlín | Academic staff | | | | | | Research staff | | | Other employees |
|---|----------------|----------------------|------------------|-----------|---------------------|---|--|--|------------------------------------|-----------------|
| | Professors | Associate Professors | Senior Lecturers | Lecturers | Assistant Lecturers | Researchers and R&D staff participating in pedagogical activities | Postdoctoral researchers ("postdocs") | Researchers not falling into other categories | Other researchers and R&D staff | |
| Faculty of Technology | 1 | 2.747 | 4 | | | | | 0.376 | 0.075 | 0.223 |
| Included: Germany | | | | | | | | | | |
| Poland | | | | | | | | | | |
| Austria | | | | | | | | | | |
| Slovakia | 0.75 | 1.001 | 3 | | | | | | | |
| Other EU member countries | | | 1 | | | | | 0.376 | | |
| Other countries outside the EU | 0.25 | 1.746 | | | | | | | 0.075 | 0.223 |
| Women out of the total head- count (regardless of nationality) | 0.5 | 2.747 | 2 | | | | | | 0.075 | |
| Faculty of Management and Economics | 2.999 | | 4.377 | | | | 0.497 | 1.064 | | 0.309 |
| Included: Germany | | | | | | | | | | |
| Poland | | | | | | | | 0.418 | | |
| Austria | | | | | | | | | | |
| Slovakia | 2.999 | | 3.378 | | | | | | | 0.07 |
| Other EU member countries | | | | | | | | | | |
| Other countries outside the EU | | | 0.999 | | | | 0.497 | 0.646 | | 0.239 |
| Women out of the total head- count (regardless of nationality) | 1.499 | | 1.379 | | | | | | | 0.07 |
| Faculty of Multimedia Communications | 3.249 | 2.783 | 2.338 | | | | | 0.054 | | |
| Included: Germany | | | | | | | | | | |
| Poland | | | | | | | | | | |
| Austria | | | | | | | | | | |
| Slovakia | 3.249 | 2.783 | 2.338 | | | | | 0.054 | | |
| Other EU member countries | | | | | | | | | | |
| Other countries outside the EU | | | | | | | | | | |
| Women out of the total head- count (regardless of nationality) | | 2 | 1 | | | | | 0.054 | | |

| Tomas Bata University in Zlín | Academic staff | | | | | | Research staff | | | Other employees |
|---|----------------|----------------------|------------------|-----------|---------------------|---|--|--|------------------------------------|-----------------|
| | Professors | Associate Professors | Senior Lecturers | Lecturers | Assistant Lecturers | Researchers and R&D staff participating in pedagogical activities | Postdoctoral researchers ("postdocs") | Researchers not falling into other categories | Other researchers and R&D staff | |
| Faculty of Applied Informatics | | 1 | 0.999 | | | | | 1.358 | 2.001 | 1.8 |
| Included: Germany | | | | | | | | | | |
| Poland | | | | | | | | | | |
| Austria | | | | | | | | | | |
| Slovakia | | 1 | 0.999 | | | | | 1.358 | 1.001 | 1 |
| Other EU member countries | | | | | | | | | | 0.8 |
| Other countries outside the EU | | | | | | | | | 1 | |
| Women out of the total head-count (regardless of nationality) | | | | | | | | 0.358 | | 1 |
| Faculty of Humanities | 4.834 | 4.499 | 4.924 | | 1 | | | | | |
| Included: Germany | 1 | | | | | | | | | |
| Poland | | | | | | | | | | |
| Austria | | | | | | | | | | |
| Slovakia | 3.834 | 4.499 | 2.924 | | | | | | | |
| Other EU member countries | | | | | | | | | | |
| Other countries outside the EU | | | 2 | | 1 | | | | | |
| Women out of the total head-count (regardless of nationality) | 1 | 4.499 | 2.924 | | | | | | | |
| Faculty of Logistics and Crisis Management | 0.333 | 0.606 | 2.233 | | | | | | | 1.3 |
| Included: Germany | | | | | | | | | | |
| Poland | | | | | | | | | | |
| Austria | | | | | | | | | | |
| Slovakia | 0.333 | 0.606 | 2.233 | | | | | | | 1.3 |
| Other EU member countries | | | | | | | | 1 | | |
| Other countries outside the EU | | | | | | | | | | |
| Women out of the total head-count (regardless of nationality) | | 0.106 | 1.333 | | | | | | | 1 |

| Tomas Bata University in Zlín | Academic staff | | | | | | Research staff | | | Other employees |
|---|----------------|----------------------|------------------|-----------|---------------------|---|--|--|------------------------------------|-----------------|
| | Professors | Associate Professors | Senior Lecturers | Lecturers | Assistant Lecturers | Researchers and R&D staff participating in pedagogical activities | Postdoctoral researchers ("postdocs") | Researchers not falling into other categories | Other researchers and R&D staff | |
| University Institute | | | 6.111 | | | | 8.313 | 5.53 | 1.674 | 0.085 |
| Included: Germany | | | | | | | | | | |
| Poland | | | | | | | | | | |
| Austria | | | | | | | | | | |
| Slovakia | | | 2.535 | | | | 1.341 | | 0.375 | 0.085 |
| Other EU member countries | | | | | | | | 0.999 | | |
| Other countries outside the EU | | | 3.576 | | | | 6.972 | 4.531 | 1.299 | |
| Women out of the total head- count (regardless of nationality) | | | 2.002 | | | | 2.248 | 2.385 | 0.451 | 0.085 |
| Other constituent parts of TBU in total | | | | | | | 1 | | | 1.725 |
| Included: Germany | | | | | | | | | | |
| Poland | | | | | | | | | | |
| Austria | | | | | | | | | | |
| Slovakia | | | | | | | | | | 1.725 |
| Other EU member countries | | | | | | | | | | |
| Other countries outside the EU | | | | | | | 1 | | | |
| Women out of the total head- count (regardless of nationality) | | | | | | | | | | 0.664 |
| TBU IN TOTAL | 12.415 | 11.635 | 24.982 | 0 | 1 | 0 | 9.81 | 8.382 | 3.75 | 5.442 |
| Included: Germany | 1 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Poland | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0.418 | 0 | 0 |
| Austria | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Slovakia | 11.165 | 9.889 | 17.407 | 0 | 0 | 0 | 1.341 | 1.412 | 1.376 | 4.18 |
| Other EU member countries | 0 | 0 | 1 | 0 | 0 | 0 | 0 | 2.375 | 0 | 0.8 |
| Other countries outside the EU | 0.25 | 1.746 | 6.575 | 0 | 1 | 0 | 8.469 | 5.177 | 2.374 | 0.462 |
| Women out of the total head- count (regardless of nationality) | 2.999 | 9.352 | 10.638 | 0 | 0 | 0 | 2.248 | 2.797 | 0.526 | 2.819 |

TABLE 6.6: NUMBERS OF NEWLY APPOINTED PROFESSORS AND ASSOCIATE PROFESSORS

| Tomas Bata University in Zlín | Number | | | Average age of newly appointed Professors and Associate Professors |
|---|--------------|-------------------------------------|--|--|
| | At TBU | | Permanent staff employed at TBU and appointed at another HEI | |
| | Total number | Out of which permanent staff of TBU | | |
| Faculty of Technology | 6 | 5 | 1 | 45 |
| Professors appointed in 2020 | 4 | 4 | | 45 |
| Out of which women | | | | |
| Associate Professors appointed in 2020 | 2 | 1 | 1 | 45.5 |
| Out of which women | 1 | 1 | | 46 |
| Faculty of Management and Economics | 1 | | | 40 |
| Professors appointed in 2020 | | | | |
| Out of which women | | | | |
| Associate Professors appointed in 2020 | 1 | | | 40 |
| Out of which women | | | | |
| Faculty of Multimedia Communications | 2 | 1 | | 46 |
| Professors appointed in 2020 | | | | |
| Out of which women | | | | |
| Associate Professors appointed in 2020 | 2 | 1 | | 46 |
| Out of which women | | | | |
| Faculty of Applied Informatics | 1 | | | 59 |
| Professors appointed in 2020 | 1 | | | 59 |
| Out of which women | | | | |
| Associate Professors appointed in 2020 | | | | |
| Out of which women | | | | |
| Faculty of Humanities | | | 1 | |
| Professors appointed in 2020 | | | | |
| Out of which women | | | | |
| Associate Professors appointed in 2020 | | | 1 | |
| Out of which women | | | | |
| TOTAL - Professors | 5 | 4 | | 48 |
| Out of which women | 1 | | | 59 |
| TOTAL - Associate Professors | 5 | 2 | 2 | 45 |
| Out of which women | 1 | 1 | | 46 |

7. INTERNATIONALIZATION

7.A SUPPORT OF STUDENTS PARTICIPATING IN INTERNATIONAL MOBILITY PROGRAMMES

Due to the COVID-19 pandemic, 2020 was a challenging test as regards the implementation of mobility. Thus, online or blended mobility became a novelty, but they were less attractive alternatives for students compared to physical mobility. TBU had issued no internal regulations specifying compulsory mobility in Bachelor's and Master's programmes; however, participation in study periods/traineeships was compulsory for PhD students.

TBU students were offered opportunities to take a study period/traineeship anywhere around the world. The TBU International Office had a wide range of partner institutions, constantly broadening the offer, nevertheless, with great emphasis on the quality of the mobility. The International Office provided comprehensive services during mobility abroad, and that also with regard to the COVID-19 pandemic and to the necessity of dealing with crisis situations.

The Erasmus+ programme (namely KA103) was the most frequently used mobility programme, where the portfolio of partnership agreements involved the absolute majority of programme countries, thus offering a wide range of mobility opportunities to TBU students and employees. The follow-up programme of the Erasmus+ KA103 programme intended for non-programme countries was the Erasmus+ KA107, focusing on Israel, Kazakhstan and on the Republic of South Africa. The TBU International Office ensured a sufficient amount of funding as well as a constant increase in financial resources provided by the Erasmus+ programme in such a manner that anyone interested in taking a study period/traineeship abroad who had fulfilled the relevant requirements was enabled to participate. TBU also supported student mobility outside the Erasmus+ programme, with funding provided by financial resources of the MEYS, in particular by the D Indicator and by the Institutional Plan. The University was involved in other programmes supporting mobility such as CEEPUS, EEA Grants, and others.

The International Office organized regular meetings for students providing them with information on mobility opportunities, on funding and administration of mobility periods and on safety and health protection. Moreover, TBU placed great emphasis on enhancing of activities related to student mobility. For this purpose, online meetings were held where students presented their experience gained abroad to their colleagues. Interviews with students were posted on the website international.utb.cz; the special web presentation (xchange.utb.cz), designed to provide a comprehensive description of institutions abroad where TBU students took a study period/traineeship, proved very useful. Reviews by students were an added value, as they provide information of great benefit to applicants for study abroad.

The International Office put great emphasis on the monitoring of mobility periods, and that at all stages of the mobility. The quality of international student mobility (not only during the COVID-19 pandemic) counts among the most important indicators. The TBU International Office provided students with counselling and monitoring prior to, during, as well as after the arrival from the mobility. Students could also contact experts specializing in international mobility, and that at any of TBU Faculties. Questionnaire surveys of student satisfaction with mobility periods were usually organized.

Within the support of international mobility, the University organized several on-line events in 2020, which contributed to increasing the interest of students and academics in mobility at TBU (on-line Erasmus Days, on-line Country Presentation, etc.).

The mobility administration process at TBU was organized in a transparent and clear manner. The University carefully selected its partner institutions based on the curricula of degree programmes offered abroad. The recognition of study periods/traineeships taken at an international institution was carried out in compliance with the Rector's Directive No. 6/2019, later on 8/2020, "International Mobility of TBU Students and Mobility of Incoming International Students at TBU". The Learning Agreement, i.e. the basic document for the drawing up of a curriculum abroad, was approved for the relevant student in the TBU internal system by the Faculty coordinator (Head of Studio, course unit guarantor, degree course guarantor or Head of the relevant Department). The Learning Agreement was used to identify course units taught at TBU in the Information System for Studies' Administration to be recognized for the students after successful completion of the relevant course units abroad. During the preparation of the Learning Agreement, attention was paid to the fact that study periods abroad should not complicate the completion of study in the standard period of time. Study periods taken abroad by PhD students were recognized in compliance with internal regulations issued by the relevant Faculty. Such students obtained internal credits in compliance with Directives issued by the relevant Faculty, subsequently added up to other types of activities necessary for a successful completion of a doctoral programme. Results obtained during mobility were included in the Diploma Supplement issued for the graduate.

In 2020, the internal competition "Support of International Cooperation 2020" was announced, which included the category "Support for Student Mobility of TBU Students at Institutions Abroad". Within the said category, TBU Rector supported 6 student projects, however, due to the unfavourable epidemiological situation, only 1 of the projects was implemented.

The implementation of graduate traineeships also continued with funding provided by the Erasmus+ programme; graduate traineeships were organized by TBU in cooperation with an external company. Thanks to this service, students had the opportunity to take a useful traineeship abroad aimed to facilitate their access to the labour market. 13 TBU graduates participated in the programme.

7.B SUPPORT OF INTERNATIONAL MOBILITY OF ACADEMIC AND NON-ACADEMIC STAFF

The mobility of academic and non-academic staff was significantly affected by the the COVID-19 pandemic. When permitted by the epidemiological situation, TBU academics had an opportunity to participate in international mobility in accordance with their career plans, taking into consideration their professional and personal development. Erasmus+ was a very popular programme for the implementation of international academic mobility. Requirements regarding the participation in mobility programmes were set in the Rector's Directive "Mobility of TBU Staff Funded by the Erasmus+ Programme". The International Office did not register a great interest among employees in participation in online mobility.

In 2020, the internal competition "Support of International Cooperation 2020" was announced, which included the category "Support for International Mobility of TBU Employees". Within the said category, TBU Rector supported the mobility of 5 academics and researchers, however, due to the pandemic, only 2 of the mobility periods took place.

The CEEPUS programme, which was actively used at four of TBU Faculties, counted among the popular programmes supporting mobility. In 2020, an increased interest in mobility comprising staff training and funded by the Erasmus+ programme was registered. This type of mobility was offered primarily to members of non-academic staff, who, in the most cases, did not have other opportunities to participate

in mobility programmes. The relevant requirements were set in the Rector's Directive "Mobility of TBU Staff Funded by the Erasmus+ Programme". Unfortunately, the COVID-19 pandemic significantly affected the number of mobility periods taken.

All employees had an opportunity to describe their mobility experience and post it on the xchange.utb.cz website, thus providing valuable advice and experience to their colleagues who plan to participate in international mobility.

7.C INTEGRATION OF INTERNATIONAL MEMBERS OF THE ACADEMIC COMMUNITY

Integration of international members of the academic community in the academic life at TBU has been involved in TBU strategic documents and is, therefore, one of priorities in the sphere of internationalization. Preparations were launched for the establishment of the so-called Welcome Centre, which will provide integration services to both international students and international employees at TBU.

All types of communication with the general public and with the academic community were ensured both in Czech and in English, which included official documents and the website. Students and employees could attend Czech and English language courses, and that entirely free of charge. The International Office, Job Centre and the Counselling Centre provided services to international and local students and staff participating in mobility and also specialized counselling including online and bilingual counselling as well as wheelchair access.

Collaboration between TBU and the student organization ESN Zlín (formerly known as the "Buddy System Zlín") received active support. The ESN Zlín was, together with the TBU International Office, taking care of international students at TBU. In cooperation with the TBU International Office, the Buddy System organized for example online activities intended for international students and aimed to make the stay and studies of international students in Zlín a pleasant experience.

The ESN Zlín had intensive cooperation within the Erasmus Student Network Czech Republic. Students active within the ESN Zlín were assigned their own office, which was visited by international students – only in January. The ESN Zlín also focused more on online activities organized for international students, as it was not possible to carry out traditional events with physical participation.

Each international student was, in case that he/she was interested, assigned a Czech student who helped him/her deal with difficult situations before the arrival and during the studies.

TBU continued to support the employment of international staff with the aim of internationalizing the TBU personnel structure. 103 international experts e.g. from Azerbaijan, Armenia, Moldova, Cameroon, Ghana, Iran and Mongolia were employed as academics, researchers and other employees at TBU. The most foreign nationals among employees came from Slovakia. An increase in the ratio of R&D staff and PhD students from abroad at TBU Faculties and in research centres focusing on applied research received goal-directed support from the TBU Management Board.

In order to promote the University and interconnect the University activities and the general public, TBU was involved in the joint project of European universities entitled Researchers' Night. This event was aimed to promote science and scientists among the general public. Due to the pandemic, the whole event was held entirely online for the first time, and interesting games, podcasts and lectures were prepared for the general public.

7.D OTHER SIGNIFICANT ACTIVITIES STRENGTHENING THE INTERNATIONALIZATION OF ACTIVITIES OF TBU INCLUDING PARTICIPATION IN INTERNATIONAL CONSORTIA AND PROJECTS

At TBU, internationalization is one of the main priorities, which was also reflected in the activities carried out in 2020. TBU Rector supported significant projects implemented within the internal competition “Support of International Cooperation in 2020”, that represented a great contribution to the development of TBU. The total allocated funding amounted to almost CZK 1 million.

TBU was selected to participate in a system audit conducted within the Erasmus programme. The findings of the audit showed a high-quality implementation and transparent rules set out for processes implemented within the programme.

TBU continued to carry out activities of the consortium of European and Asian universities coordinated by Ton Duc Thang University (Vietnam). The consortium was aiming to support a faster and better development of scientific, research and educational activities of all partner institutions involved.

TBU continued to develop activities of the Bata Centre in Vietnam. The main objective of the Centre was to create conditions for study of Vietnamese applicants at Czech higher education institutions, and to promote scientific and research cooperation between Czech and Vietnamese research institutions, especially between universities.

In cooperation with Palacký University, TBU carried out activities aimed to support educational activities in the Czech Academic City, Erbil (Iraq).

TBU received awards from the Czech National Agency for International Cooperation. In the category “Best Accomplishment in the Area of Internationalization”, the “Microsites of TBU in Zlín” (xchange.utb.cz, apply.utb.cz summerschools.utb.cz, international.utb.cz) were selected as one of six best projects in the CR. The first place in the category Study in the Czech Republic – the Best International Graduate went to a TBU graduate - Emmanuel Selase Asamoah.

TABLE 7.1: TBU PARTICIPATION IN INTERNATIONAL COOPERATION PROGRAMMES (REGARDLESS OF SOURCE OF FUNDING)

| Tomas Bata University in Zlín | H2020/7th Framework Programme of the EC | | | TOTAL |
|--|---|----------------------------------|--------|--------|
| | TOTAL | Out of which Marie-Curie Actions | Others | |
| Number of projects | 1 | | 20 | 21 |
| Number of outgoing students | 0 | | 253 | 253 |
| Number of incoming students | 0 | | 282 | 282 |
| Number of outgoing academics and researchers | 0 | | 83 | 83 |
| Number of incoming academics and researchers | 0 | | 7 | 7 |
| Grants (thousand CZK) | 7,637 | | 36,596 | 44,233 |

**TABLE 7.2: STUDENT, ACADEMIC AND OTHER STAFF MOBILITY ACCORDING TO COUNTRIES
(REGARDLESS OF SOURCE OF FUNDING)**

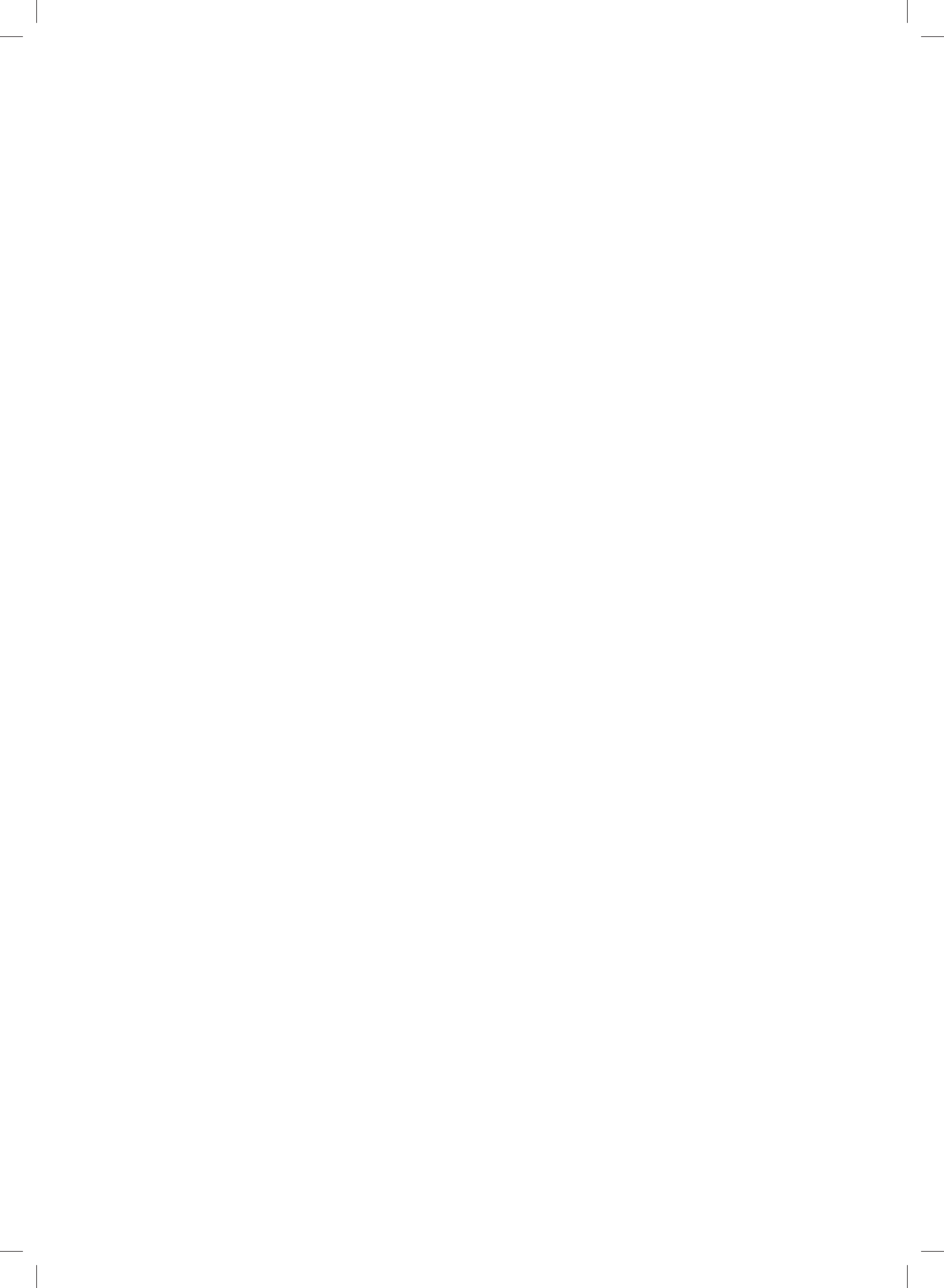
| Tomas Bata University in Zlín | Number of outgoing students | | | Number of incoming students | | Number of outgoing academics | Number of incoming academics | Number of other outgoing employees | Number of other incoming employees | Total mobility to/from the country |
|----------------------------------|--------------------------------|---------------------------------------|---|---|-------|------------------------------|------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| | Total | Out of which graduate traineeships | Virtual participants (out of the total number) | Virtual participants (out of the total number) | Total | | | | | |
| Country | Total | Out of which graduate traineeships | Virtual participants (out of the total number) | Virtual participants (out of the total number) | Total | Number of outgoing academics | Number of incoming academics | Number of other outgoing employees | Number of other incoming employees | Total mobility to/from the country |
| Commonwealth of Australia | 1 | | | | | | | | | 1 |
| Republic of Austria | 21 | | | | 1 | 1 | | | | 23 |
| Republic of Armenia | 1 | | | | 1 | | | | | 2 |
| Kingdom of Belgium | 5 | | | | 3 | | | | | 8 |
| Republic of Bulgaria | 1 | | | | | | | | | 1 |
| Republic of Myanmar | | | | | | 2 | | | | 2 |
| Canada | | | | | | 1 | | | | 1 |
| Republic of China (Taiwan) | 3 | | | | 22 | | | | | 25 |
| Republic of Colombia | | | | | 1 | | | | | 1 |
| Republic of Croatia | 1 | | | | | | | | | 1 |
| Republic of Cyprus | 12 | | | | 2 | | | | | 14 |
| Kingdom of Denmark | 10 | 2 | | | | | | | | 10 |
| Republic of Estonia | 6 | | | | 2 | | | | | 8 |
| Republic of Finland | 4 | | | | 3 | 1 | | 1 | | 9 |
| French Republic | 5 | 1 | | | 22 | 1 | | | | 28 |
| Federal Republic of Germany | 18 | | | | 4 | 1 | | | | 23 |
| Hellenic Republic | 5 | | | | 13 | 1 | | | | 19 |
| Hungary | 2 | | | | | | | | | 2 |
| Republic of India | | | | | 3 | | | | | 3 |
| Republic of Indonesia | 2 | | | | 4 | | | | | 6 |
| Republic of Iraq | | | | | | 6 | | | | 6 |

| Tomas Bata University in Zlín | | Number of outgoing students | | | Number of incoming students | | Number of outgoing academics | Number of incoming academics | Number of other outgoing employees | Number of other incoming employees | Total mobility to/from the country |
|----------------------------------|-------|---------------------------------------|---|---|-----------------------------------|---|------------------------------|------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Country | Total | Out of which graduate traineeships | Virtual participants (out of the total number) | Virtual participants (out of the total number) | Total | | | | | | |
| Ireland | 4 | | | | | | | | | | 4 |
| State of Israel | 2 | | | | | | | | | | 2 |
| Italian Republic | 2 | | | | 8 | 6 | | 1 | | | 17 |
| Japan | 1 | | | | 3 | | | | | | 4 |
| Republic of Kazakhstan | | | | | 6 | | | | | | 6 |
| Republic of Korea | 2 | | | | 29 | | | | | | 31 |
| Republic of Latvia | 4 | | | | 2 | | | | | | 6 |
| Republic of Lithuania | 10 | | | | 5 | | | | | | 15 |
| Malaysia | 9 | | | | 1 | | | | | | 10 |
| United States of Mexico | | | | | 10 | 1 | | | | | 11 |
| Netherlands | 3 | | | | | 2 | | | | | 5 |
| Kingdom of Norway | 9 | 3 | 1 | | 1 | 1 | | | | | 11 |
| Republic of the Philippines | | | | | | 1 | | | | | 1 |
| Republic of Poland | 8 | | | | 7 | 1 | | | | | 16 |
| Portuguese Republic | 55 | 1 | | | 25 | 4 | | 1 | | | 85 |
| Romania | 3 | | | | 1 | 2 | | | | | 6 |
| Russia | 2 | | | | 13 | | | | | | 15 |
| Slovak Republic | 9 | 2 | | | 20 | 7 | | 1 | | | 37 |
| Socialist Republic of Vietnam | 2 | | | | | 2 | | | | | 4 |
| Republic of Slovenia | 9 | | | | 1 | 4 | | | | | 14 |
| Republic of South Africa | | | | | | 2 | | | | | 2 |
| Kingdom of Spain | 15 | 1 | | | 22 | | | | | | 37 |
| Kingdom of Thailand | 3 | | | | | | | | | | 3 |

| Tomas Bata University in Zlín | | Number of outgoing students | | | Number of incoming students | | Number of outgoing academics | Number of incoming academics | Number of other outgoing employees | Number of other incoming employees | Total mobility to/from the country |
|---|-------|---------------------------------------|---|---|-----------------------------------|----|------------------------------|------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Country | Total | Out of which graduate traineeships | Virtual participants (out of the total number) | Virtual participants (out of the total number) | Total | | | | | | |
| Republic of Turkey | 7 | | | | 54 | | | | | | 61 |
| Ukraine | | | | 3 | 20 | | | | | | 20 |
| United Kingdom of Great Britain and Northern Ireland | 10 | 3 | | | | 6 | | | | | 16 |
| United States of America | 2 | | | | | 1 | | | | | 3 |
| TOTAL | 268 | 13 | 1 | 3 | 309 | 54 | 0 | 4 | 0 | | 635 |

TABLE 7.3: GRADUATE MOBILITY (NUMBERS AND PERCENTAGE OF COMPLETED STUDIES)

| Tomas Bata University in Zlín | Bachelor's | | Master's | | Follow-up Master's | | Doctoral | | TOTAL | |
|---|--------------|--------------|-------------|------------|--------------------|-------------|--------------|-------------|------------|--------|
| | Percentage | Number | Percentage | Number | Percentage | Number | Percentage | Number | Percentage | Number |
| Faculty of Technology | | | | | | | | | | |
| Percentage [%] and number of graduates who participated in mobility abroad of at least 14 days during their studies | 4.7% | 7.0 | | | 8.6% | 12.0 | 73.3% | 11.0 | 9.9% | 30.0 |
| Percentage [%] and number of PhD graduates who participated in mobility abroad of at least 1 month (i.e. 30 days) | | | | | | | 73.3% | 11.0 | 73.3% | 11.0 |
| Faculty of Management and Economics | | | | | | | | | | |
| Percentage [%] and number of graduates who participated in mobility abroad of at least 14 days during their studies | 17.7% | 38.0 | | | 9.8% | 24.0 | 14.3% | 1.0 | 13.5% | 63.0 |
| Percentage [%] and number of PhD graduates who participated in mobility abroad of at least 1 month (i.e. 30 days) | | | | | | | 14.3% | 1.0 | 14.3% | 1.0 |
| Faculty of Multimedia Communications | | | | | | | | | | |
| Percentage [%] and number of graduates who participated in mobility abroad of at least 14 days during their studies | 32.7% | 66.0 | | | 38.0% | 49.0 | 50.0% | 2.0 | 34.9% | 117.0 |
| Percentage [%] and number of PhD graduates who participated in mobility abroad of at least 1 month (i.e. 30 days) | | | | | | | 50.0% | 2.0 | 50.0% | 2.0 |
| Faculty of Applied Informatics | | | | | | | | | | |
| Percentage [%] and number of graduates who participated in mobility abroad of at least 14 days during their studies | 2.8% | 3.0 | | | 6.8% | 8.0 | 90.0% | 9.0 | 8.5% | 20.0 |
| Percentage [%] and number of PhD graduates who participated in mobility abroad of at least 1 month (i.e. 30 days) | | | | | | | 90.0% | 9.0 | 90.0% | 9.0 |
| Faculty of Humanities | | | | | | | | | | |
| Percentage [%] and number of graduates who participated in mobility abroad of at least 14 days during their studies | 12.8% | 41.0 | | | 1.4% | 1.0 | 0.0% | 0.0 | 10.5% | 42.0 |
| Percentage [%] and number of PhD graduates who participated in mobility abroad of at least 1 month (i.e. 30 days) | | | | | | | 0.0% | 0.0 | 0.0% | 0.0 |
| Faculty of Logistics and Crisis Management | | | | | | | | | | |
| Percentage [%] and number of graduates who participated in mobility abroad of at least 14 days during their studies | 1.4% | 2.0 | | | 4.3% | 2.0 | | | 2.1% | 4.0 |
| Percentage [%] and number of PhD graduates who participated in mobility abroad of at least 1 month (i.e. 30 days) | | | | | | | | | 0.0% | 0.0 |
| Tomas Bata University in Zlín | 13.8% | 157.0 | 0.0% | 0.0 | 12.8% | 96.0 | 52.2% | 24.0 | | |





Antibakteriální gel
Rychle působící alkoholový gel
pro hygienickou dezinfekci rukou,
proti neprofesionální pomoci.
Ničí bakterie a viry, ošetřuje ruce.
Vyrobeno na Univerzitě Tomáše Bati
ve Zlíně
500 ml e.c.

Antibakteriální gel
500 ml e.c.

8. RESEARCH, DEVELOPMENT, ARTS AND OTHER CREATIVE ACTIVITIES

8.A INTERCONNECTION BETWEEN R&D AND CREATIVE ACTIVITIES AND EDUCATIONAL ACTIVITIES

Research, development, arts and other creative activities were carried out at the individual Faculties, at the UNI and in the TBU Library via the individual departments, research units and research centres.

The Polymer Centre, a research unit based at the FT, was focusing on basic research. The Centre's main area of interest was research into engineering aspects of technologies and materials based on polymer composite structures. The Polymer Centre provided classes within specialized course units, supervision of Bachelor's/Master's theses as well as mentoring for PhD students and postdoctoral employees. The Centre also offered students opportunities to get involved in projects and in contract research.

The Centre for Applied Economic Research (CAER) at the FaME was focusing on managerial and economic causes and aspects of performance and competitiveness and of their development and measuring, in the context of both individual institutions and of clusters and regions. At the FaME, the Centre provided supervision of Bachelor's/Master's theses, mentoring for PhD students, and offered students opportunities to get involved in projects and in contract research. The Centre significantly contributed to the publishing of the Faculty's research journal - Journal of Competitiveness.

The main task of the TBU Centre of Creative Industries and Business entitled UPPER was to revitalise and expand the regional creative industry with the aim of developing a separate economic sector. For TBU students, the Centre offered business facilities for hire in an incubator and support for those students who decide to start their own business – establish a start-up company in the field of creative industry.

The Research Centre of the FHS specialized above all in research into school education, in research in the sphere of philology, in nursing and in selected clinical disciplines on an interdisciplinary basis. For the FHS, the Centre provided supervision of Bachelor's/Master's theses and participation of FHS students in project activities.

The Centre for Security, Information and Advanced Technologies (CEBIA-Tech) provided classes within specialized course units, supervision of Bachelor's/Master's/doctoral theses. FAI students were offered opportunities to get involved in project activities and in contract research.

The CPS carried out 2 doctoral degree programmes accredited at the institutional level, and also participated in all doctoral programmes accredited at the FT. The Centre provided classes within specialized course units for the FT and the FLCM, supervision of Master's theses for the FT and the FLCM. Depending on options available, students were offered opportunities to get involved in

projects and in contract research. The CPS provided mentoring to postdoctoral employees in all specializations carried out in the CPS.

The Footwear Research Centre specialized in functional and healthy footwear. As regards educational activities, the Centre cooperated with the FMC in the field of footwear design and with the FT in the field of materials and technologies. It participated in the implementation of a doctoral degree programme accredited at the FT. FT and FMC students were offered opportunities to get involved in project activities and contract research.

The Technology Transfer Centre (TTC) carried out technology transfer, services connected with intellectual property protection and services related to the operation of laboratories for the needs of the Technology Park. For TBU students and employees, the TTC provided education in the field of intellectual property protection and technology transfer. It offered participation in projects and in contract research to students.

The Bata Information Centre provided education for all TBU students in the field of the legacy of the Bata-inspired ideology, of the history of the Bata company and education focusing on entrepreneurial skills according to the principles of Tomas Bata.

8.B INVOLVEMENT OF STUDENTS IN R&D AND CREATIVE ACTIVITIES

Bachelor's, Master's and PhD students were systemically involved in all types of R&D and creative activities at TBU. Internal project calls included the following:

- IGA projects
- Projects supported by funds intended for the long-term conceptual development of the research organization
- Projects supported by the Strategic Development Fund aimed to promote excellence in social fields

The involvement of students took the form of applications submitted to announced project calls in accordance with the rules published; the selection of projects accepted for funding was made in compliance with the rules applicable to a public competition.

Within external project calls, students had joined research teams that applied for funding from providers on the national or international level.

Students showed considerable interest in joining research teams working on projects within contract research and within assigned contracts on research and economic activities.

FT: The Faculty enabled Master's and PhD students to participate in the IGA contest. Each Master's thesis and usually also a Bachelor's thesis included a practical part where the student's creative approach was proven and which was often used as the basis for the evaluated publication output. During the summer holidays, specialized internships were organized at the Faculty, which were aimed at acquainting the students with R&D and creative activities carried out at the FT.

FaME: The Faculty had Bachelor's and Master's students involved in the implementation of IGA projects, and that in 1 continuing IGA project whose implementation started in 2019 (3 students) and in 2 newly submitted projects (10 students). Academics acted as guarantors responsible for the project implementation. The students involved were required to present the outputs of their activities in the Faculty round of the SVOČ (Students' Scientific and Expert Activities) contest. Doctoral students (a total number of 37 doctoral students) were the investigators of the remaining

15 projects funded by the IGA in 2020, where academics holding the degree of Professor/Associate Professor acted as guarantors responsible for the project implementation.

6 students presenting four projects participated in the Faculty round of the SVOČ contest, they presented their results online. Activities of the Student Accounting and Tax Office continued, which provided counselling and consultancy services to approximately 1,400 internal (from TBU) and external clients. In 2020, the fourteenth edition of the “Talented Students” project was announced, also including participation by second-year Bachelor’s students. A total number of 23 students joined the project, implementing projects for 24 participating institutions.

FMC: Students were involved in R&D and creative activities carried out at the FMC mainly within studio classes, where they were producing creative and artistic outputs in the course of the semester. In creative (artistic) activities, the FMC was a leader not only among arts-oriented faculties of universities not specializing in arts, but also among arts-oriented universities, which was reflected in a 7% share in the Arts Activities Fund.

Students were involved in R&D and creative activities especially within the unique course unit - Communication Agency (KOMAG), which is unparalleled at universities in the Czech Republic. Students were learning managerial skills and teamwork in the KOMAG. Afterwards, they discussed the working methods with their teachers. Thanks to the KOMAG, the effectiveness of interdisciplinary cooperation was also increased, as students from all 11 FMC Studios focusing on arts, from the Arts Management and from the Department of Marketing Communications were involved in the organization. Due to the pandemic situation, all projects were implemented in the virtual environment in 2020: Culturea, Skrz Prsty, BusFest, Zlin Design Week (including the new DESIGN CANTEEN platform), Lobby, proFMK.

Students of the Faculty also participated in the activities of the Neon TV (university television), students of degree courses in arts presented their work at the following exhibitions: Academic Qualification Theses 2020, Designblok 2020 and Art Calls. Individual students also participated in other exhibitions held abroad (Cieszyn, Warsaw – Poland; Bratislava, Liptovsky Mikuláš – Slovakia).

FAI: Talented Bachelor’s and Master’s students were enabled to hold student research positions in the individual departments and get involved in research activities, both on the initiative of the Faculty or of one of the collaborating companies. Those were frequently activities useful later on during the preparation of Bachelor’s or Master’s thesis projects. Students who had sufficient knowledge participated in the implementation of specialized projects funded by Calls organized by the MIT, the Technology Agency of the Czech Republic and the Czech Science Foundation. Master’s students were gradually involved in specific university research activities and in research projects funded by internal grants.

FHS: In 2020, the Faculty continued in the active involvement of Bachelor’s and Master’s students in R&D activities. The ninth annual edition of the SVOČ contest took place, finished by a defence of the implemented projects, and the project offering support to talented students by involving them in the work focusing on science and research at the individual component parts – Student Research Positions – also continued.

FLCM: A total of 13 students entered the Students’ Scientific and Expert Activities (SVOČ) contest organized by the Faculty, and that in three specialized sections. Master’s students were involved in projects funded by the IGA – student grant activities. Moreover, students supervised by academics presented their papers at the specialized conference CrisCon 2020, where a separate student section had been organized. As employees holding student research positions, they participated in the elaboration of academic papers and other outputs related to the R&D and creative activities of the Faculty (literature search, data collection, creation of databases, questionnaire surveys, etc.).

8.C PUBLIC FUNDING SUPPORT PROVIDED TO R&D AND INNOVATIONS

In 2020, TBU obtained the amount of CZK 265 million from public funding resources for R&D and innovations. TBU spent the total amount of CZK 266 million, thus spending all financial resources allocated (including funding obtained in previous years). Out of which the institutional support for the long-term conceptual development of a research organization obtained from the MEYS amounted to CZK 139 million, the funding provided by the National Programme for Sustainability amounted to CZK 14.3 million, and the public funding support obtained from the MEYS and provided to specific university research amounted to CZK 21.3 million. Furthermore, TBU spent the amount of CZK 83.6 million for the purposes of R&D and innovations, which referred in particular to financial resources provided by the Technology Agency of the CR, Czech Science Foundation, Ministry of the Interior of the CR, OP RDE and OP EIC. TBU spent resources amounting to CZK 7.8 million obtained as the public funding support and provided to R&D and innovations in previous years.

Project co-investigators were provided CZK 12.3 million for R&D and innovations. The said amount was provided in particular by the Technology Agency of the CR, by the Czech Science Foundation, by the Ministry of the Interior and by the Ministry of Agriculture.

8.D SUPPORT OF STUDENTS IN DOCTORAL PROGRAMMES AND OF EMPLOYEES HOLDING POSTDOCTORAL POSITIONS

Young researchers and postdoctoral employees received support funded by multiple resources (mobility projects, Institutional Plan, projects supporting the long-term conceptual development of the research organization, CDP projects, OP RDE projects).

The project entitled “Development of Internal and External Quality of TBU”, which had been prepared within the Institutional Plan, was used for the individual development of PhD students and young academics who, after completing their PhD studies, continued their professional career at TBU. Within the project, jobs were created for PhD graduates, and specialist seminars were held. At the same time, the funds were used to support the initial period of employment of international postdoctoral employees.

Within the FaME CAER, FHS RC, CPS and CEBIA-Tech centres, conditions were being created for graduates of doctoral programmes so as to enable them to occupy postdoctoral positions in research projects. Students were offered consultations, counselling services. With funding provided by a CDP 2020 project entitled “Support of Internationalization and of Attractiveness of Higher Education”, 2 postdoctoral employees and 4 PhD students were supported. Furthermore, postdoctoral employees were supported from the OP RDE project (11) “Development of Capacities for Research and Development at TBU in Zlín”. All PhD students had the opportunity to use career counselling, mentoring and coaching services provided by the Job Centre.

8.E COOPERATION WITH THE APPLICATION SPHERE IN CREATION AND TRANSFER OF INNOVATIONS

In particular through its research centres – CPS and CEBIA-Tech - TBU offered a wide range of collaboration opportunities to the application sphere - contract research, implementation of joint projects of applied research, development and innovations, dealing with technical and technological issues related to practical application both through bespoke research and through economic activities. Furthermore, TBU offered and carried out analyses and research studies, optimization of technological processes, etc., for its industrial partners.

A specialized department, the TTC, provides services associated with the legal protection of industrial rights over R&D results on behalf of TBU and implements the necessary steps leading to the commercialization of such results. Moreover, the TTC represents an important link between TBU and

the industrial practice thanks to services related to the protection of industrial rights and offered by the TTC not only as an internal service for TBU but also to industrial entities – external applicants or to other entities interested.

At TBU, the transfer of the knowledge obtained in the sphere of basic research to practice was also ensured by the TTC. The TTC provided professional services to researchers employed by the University and to cooperating companies; its services focus in particular on the legal protection of industrial rights over R&D results and are aimed to ensure a fast and effective transfer of such results to practice within specific collaboration with commercial entities. The activities of the TTC were focused on comprehensive services in the sphere of intellectual property protection, counselling and information activities related to the conclusion of licence agreements; furthermore, the Centre supported the commercialization of R&D results and took part in the implementation of transfer projects on the national and international level. Moreover, the TTC offers direct representation of originators from TBU in cases of legal protection of industrial rights before the following authorities: Industrial Property Office of the Czech Republic (IPO), European Patent Office (EPO), European Union Intellectual Property Office (EUIPO), World Intellectual Property Organization (WIPO).

The follow-up commercialization project (GAMA II, TA CR): TP01010006 – “Commercialization at Tomas Bata University in Zlín II”, was prepared and approved, with the implementation period from 1 January 2020 to 31 December 2022. 10 transfer projects were accepted for funding by GAMA II, with the funding amounting to CZK 8,351,737.

Funding intended for specific university research purposes was provided by the Technology Agency of the Czech Republic in the first public competition announced within the ZÉTA Programme. The three-year project TJ02000125 – Hi-tech Material Adaptable to the Condition of Lower Limbs - with the implementation period from 05/2019 to 04/2021 was accepted for funding.

In accordance with the elaborated Methodology “Accreditation of Testing Laboratories, Procedures and Instructions for Accreditation”, the TTC submitted an application to the Czech Accreditation Institute, applying for international accreditation of the Footwear Testing Laboratory, based on the documentation prepared in compliance with the requirements set in the Czech Standard EN ISO/IEC 17025:2018 for testing of physico-mechanical properties of footwear materials and products made from leather, artificial leather, textile materials, plastics and rubber. The accreditation was confirmed by the International Accreditation Certificate No. 36/2019. The accreditation was defended on 10 February within the annual supervisory audit, including the issuance of the Accreditation Certificate No. 85/2020 valid until 24 February 2022, and the subsequent supervisory audit defended on 2 December 2020.

Clean rooms of the UNI can also be used for commercial purposes, as they fulfil the requirements for inclusion in the required Cleanliness Class ISO 7 in compliance with the Czech Standard ČSN EN ISO 14644 “Clean rooms and associated controlled environments”, and in compliance with the Czech Standard ČSN EN ISO 13485 “Quality management systems for medical devices”, including regular supervision by a notified person, professional supervision and optional cooperation with research teams. The TTC defended the Certificate No. 20 0001 SJ, which declares an established, documented and functional quality management system in accordance with the requirements set in the Czech Standard ČSN EN ISO 13485 ed. 2:2016. The certificate was issued on 15 January 2020 and is valid until 14 January 2023, requiring a regular – annual – supervisory audit. The supervisory audit of the clean rooms was defended by the ITC company, a.s. Zlín on 15 December 2020.

Specialized and counselling services provided by the TTC staff were offered both to TBU employees and to companies and entrepreneurs based in the Zlín region.

8.F SUPPORT OF HORIZONTAL MOBILITY OF STUDENTS AND OF THE ACADEMIC STAFF AND OF THEIR EDUCATION AIMED AT DEVELOPING COMPETENCES FOR INNOVATION BUSINESS ACTIVITIES

Intersectoral mobility of students and of the academic staff was supported on the national and on the international level. The implementation of the project entitled TREND and funded by Technology Agency of the CR, where research-oriented academics and PhD students participated in the implementation of projects in the industrial sphere and vice versa, can be named as an example. International activities included above all collaboration on the preparation and implementation of international projects funded by the European Commission, namely by the Research and Innovation Staff Exchange (RISE), European Cooperation in Science and Technology (COST) and also by the Interreg programme.

TABLE 8.1: NUMBERS OF CONFERENCES (CO-)ORGANIZED BY TBU

| Tomas Bata University in Zlín | With the number of attendees higher than 60 | | International conferences | |
|--|---|----------|---------------------------|----------|
| | Physical | Virtual | Physical | Virtual |
| Faculty of Technology | 0 | 0 | 0 | 0 |
| Faculty of Management and Economics | 2 | 2 | 1 | 1 |
| Faculty of Multimedia Communications | 0 | 0 | 0 | 0 |
| Faculty of Applied Informatics | 2 | 1 | 0 | 0 |
| Faculty of Humanities | 0 | 1 | 0 | 1 |
| Faculty of Logistics and Crisis Management | 1 | 0 | 0 | 0 |
| TOTAL | 5 | 4 | 1 | 2 |

TABLE 8.2: NUMBERS OF EXPERTS FROM THE APPLICATION SPHERE WORKING AS LECTURERS/ SUPERVISORS IN PRACTICAL TRAINING IN ACCREDITED DEGREE PROGRAMMES

| Tomas Bata University in Zlín | Persons having an employment relation with the higher education institution or with a component part thereof | | | Persons not having an employment relation with the higher education institution or with a component part thereof | | |
|--|--|---|---|--|---|---|
| | Number of persons working as lecturers | Number of persons working as thesis supervisors | Number of persons working as practical training supervisors | Number of persons working as lecturers | Number of persons working as thesis supervisors | Number of persons working as practical training supervisors |
| Faculty of Technology | 7 | 0 | 0 | 0 | 0 | 1 |
| Out of which women | 1 | 0 | 0 | 0 | 0 | 0 |
| Faculty of Management and Economics | 86 | 71 | 11 | 37 | 10 | 334 |
| Out of which women | 39 | 34 | 7 | 0 | 0 | 0 |

| Tomas Bata University in Zlín | Persons having an employment relation with the higher education institution or with a component part thereof | | | Persons not having an employment relation with the higher education institution or with a component part thereof | | |
|---|--|---|---|--|---|---|
| | Number of persons working as lecturers | Number of persons working as thesis supervisors | Number of persons working as practical training supervisors | Number of persons working as lecturers | Number of persons working as thesis supervisors | Number of persons working as practical training supervisors |
| Faculty of Multimedia Communications | 36 | 5 | 103 | 4 | 0 | 3 |
| Out of which women | 10 | 2 | 44 | 1 | 0 | 0 |
| Faculty of Applied Informatics | 20 | 3 | 0 | 0 | 0 | 0 |
| Out of which women | 2 | 0 | 0 | 0 | 0 | 0 |
| Faculty of Humanities | 68 | 14 | 5 | 0 | 0 | 77 |
| Out of which women | 44 | 12 | 5 | 0 | 0 | 72 |
| Faculty of Logistics and Crisis Management | 3 | 3 | 0 | 0 | 0 | 65 |
| Out of which women | 0 | 0 | 0 | 0 | 0 | 16 |
| TOTAL | 220 | 96 | 119 | 41 | 10 | 480 |
| Out of which women | 96 | 48 | 56 | 1 | 0 | 88 |

TABLE 8.3: NUMBERS OF DEGREE COURSES/PROGRAMMES THAT INCLUDE COMPULSORY PRACTICAL TRAINING HELD DURING AT LEAST 1 MONTH

| Tomas Bata University in Zlín | Numbers of degree courses/programmes | Numbers of active studies | | | | | |
|--|--------------------------------------|---------------------------|-------------------------|---------------------|-------------------------|-------------------------------|-------------------------|
| | | Bachelor's programmes | | Master's programmes | | Follow-up Master's programmes | |
| | | Academic profile | Career-oriented profile | Academic profile | Career-oriented profile | Academic profile | Career-oriented profile |
| Faculty of Technology | 0 | 0 | 0 | 0 | 0 | 0 | 0 |
| Faculty of Management and Economics | 14 | 2 | 4 | 0 | 0 | 7 | 1 |
| Faculty of Multimedia Communications | 4 | 0 | 2 | 0 | 0 | 0 | 2 |
| Faculty of Applied Informatics | 9 | 0 | 0 | 0 | 0 | 50 | 0 |
| Faculty of Humanities | 11 | 1 | 7 | 1 | 0 | 1 | 1 |
| Faculty of Logistics and Crisis Management | 1 | 0 | 62 | 0 | 0 | 0 | 0 |
| TOTAL | 39 | 3 | 75 | 1 | 0 | 58 | 4 |

TABLE 8.4: TRANSFER OF KNOWLEDGE AND RESEARCH RESULTS TO PRACTICE

| Tomas Bata University in Zlín | | | | |
|--|------------------|---------------|---------------------|-----------------------|
| | In the CR | Abroad | Total number | Total income |
| Number of new spin-off/start-up companies | | | 1 | |
| Patent applications submitted | | | 18 | |
| Patents granted | | | 11 | |
| Utility models filed | | | 13 | |
| Licence agreements valid as at 31/12 | | | 27 | |
| Licence agreements newly concluded | | | 7 | CZK 144,000 |
| Contract research, consultations and counselling | | | 362 | CZK 14,613,223 |
| Paid educational courses for staff of entities of the application sphere | | | 9 | CZK 199,169 |

INFORMATION SUMMARIZING TABLE 8.4

| | | |
|--|------------------------------------|-----------------------|
| Newly concluded licence agreements, contract research, consultations, counselling and paid educational courses for staff of entities of the application sphere | Total number | Total income |
| | 378 | CZK 14,956,392 |
| | Average income per contract | |
| | CZK 39,567 | |





← Students selflessly working in hospitals were also appreciated by members of the TBU Management Board. “We greatly appreciate their work,” said TBU Rector Prof. Vladimír Sedlářík.

9. ENSURING QUALITY OF ACTIVITIES CARRIED OUT AT TBU AND EVALUATION THEREOF

In the course of 2020, TBU entered the next stage of building a quality assurance system. Two major external evaluations of TBU were carried out in order to obtain comprehensive feedback on the quality of TBU in the field of pedagogical, R&D, creative and other activities. These were the external evaluation carried out by the EUA – Institutional Evaluation Programme (IEP) and the evaluation carried out by the MEYS in accordance with the Methodology 17+.

External evaluation of quality: EUA – IEP

This evaluation was carried out by a five-member international team of experts in two phases. The first phase took place from 12 to 14 February, during which the evaluation team discussed the TBU Self-Evaluation Report with the University Management Board, and also visited some of the component parts of TBU (FT, CPS, FHS). At the end of the first evaluation visit, the members of the team also met with the key regional partners of the higher education institution and evaluated the cooperation with them carried out so far. The second phase of the evaluation took place online from 9 to 17 October due to the pandemic situation. During this period, an online meeting took place with representatives of the remaining component parts of TBU as well as with representatives of the student community, the Academic Senate and of TBU service units. On the basis of the consultations held and other supporting documents, the Evaluation Committee prepared the final report received by TBU on 1 December. The report contains both an assessment of the state of the management of the University and of the implementation of its mission, as well as recommendations for further institutional development. Among the priorities of future development, the following can be named, according to the Commission:

1. Further formation of leadership at all management levels of the organization.
2. Strengthening the culture of quality – i.e. the perception of the importance of the quality of activities – as a key tool for further improvement of the University, including strengthening of feedback on measures aimed to support quality.
3. Development of student-centred learning and of learning which focuses on students’ needs.

The key recommendations given by the IEP were taken into consideration during the preparation of the TBU Strategic Plan for 2021+ and also listed among the activities planned to be carried out with funding provided by the University Strategic Development Fund. All recommendations related to human resource management will be incorporated into the Methodology for Human Resource Management, currently in preparation, and will also be taken into account during the update of the Rector’s Directive “Evaluation and Management of the Development of Teaching, R&D and Creative, Managerial and Other Activities Carried Out by TBU Academic Staff and Researchers”.

External evaluation: Quality of Research Evaluated According to the Methodology 17+ of the MEYS

In spring 2020, the external evaluation of TBU by the International Evaluation Panel was also started. Members of the Panel were nominated in accordance with the requirements set by the MEYS and by the Research, Development and Innovation Council for the purposes of the evaluation of TBU in accordance

with the Methodology 17+. In this case, it was an evaluation of the social relevance of research carried out in TBU component parts (Module M3), rules for the management of science and research (Module M4) and the strategy for the R&D&I development at the University (Module M5).

The nine-member international team started the evaluation in June 2020, when it prepared reports on TBU's scientific and research activities based on the TBU Self-Evaluation report for the years 2014 to 2018. In early September, all progress reports on the evaluation were finalized by the evaluators. Due to the unfavourable pandemic situation, the main meeting of the IEP with representatives of TBU in Zlín took place online; the first meeting was held from 21 October to 23 October, and the subsequent meeting on 3 November. During December, the University received the final report assessing the management of science and research (M4) and TBU's future strategy (M5) as very good. Concurrently, applied research carried out at TBU component parts was evaluated, with the CPS and the FT emerging as the best rated research units - their results achieved within the Module M3 were described as very good.

Internal evaluation

In addition to ensuring an external evaluation of quality, TBU was also paying great attention to a systematic organization of the internal evaluation of quality over the past year. In this regard, TBU conducted two surveys focusing on how the University dealt with the impact of the first and second wave of COVID-19. The first of these surveys was launched on 5 May, with more than 800 TBU students participating. The survey focused on fulfilling the information and educational needs of TBU students. In late November 2020, a second survey was conducted focusing on the same issue, with the participation extended to involve the academic staff. 1,374 students and 118 academics participated in the survey. Thanks to both surveys and to their comparison, TBU obtained feedback on the quality of its crisis management, on the level of distance learning provided and on specific areas that require a higher level of support from the University and from TBU Faculties. The surveys contributed to the elaboration of more effective proposals related to the support of teaching, awareness and protection of employees.

In addition, a survey was conducted among graduates in November, which primarily involved graduates from the last three consecutive graduation years. The aim of the survey was to obtain feedback on the quality of the graduates' previous studies at TBU and their career prospects in the labour market. A total of 562 respondents participated in the survey. The results of this survey will be useful for guarantors of degree programmes, specifically for drawing up their evaluation reports on the control of degree programmes carried out at the TBU Faculties for the TBU IEB and for the purposes of monitoring of the feedback given by graduates within the Internal Evaluation Report (IER).

For the purposes of the Amendment to the Internal Evaluation Report, two regular questionnaire surveys were organized, focusing on feedback given by students from all TBU component parts on the quality of tuition. Numbers of participants in the surveys: 1,752 students participated in the assessment of the teaching process in the summer semester of the academic year 2019/2020 and 2,948 students in the winter semester 2020/2021.

In addition to obtaining feedback on the quality of the educational process, TBU was carrying out evaluation of the academic staff, using the IS "Evaluation of the Academic Staff" or the "Work Capacity Record". The 2020 evaluation was the first real assessment carried out in this regard, following the pilot testing of the system in 2019. Compared to this year, there was an overall increase in the performance of the annual work capacity of the TBU staff, which is a positive indicator for improving the efficiency of the work of the higher education institution.

TBU Internal Evaluation Board (IEB)

The TBU Internal Evaluation Board continued to form the backbone of the quality assurance system at TBU. In the course of 2020, four Board meetings took place, with their agenda including not only discussions and assessment of applications for accreditations of new degree programmes submitted by the individual component parts of TBU but also the preparation of and discussions on the Amendment 2 to the TBU Internal Evaluation Report. This strategic document describes the evaluation of key activities of TBU done during 2020 according to the specified set of indicators and to the related objectives and

measures. At the same time, the TBU IEB started to carry out a continuous quality control of tuition in 2020, with twelve degree programmes subjected to control, and updated key internal regulations governing the evaluation of the quality of degree programmes/courses carried out at TBU.

Support of measures aimed at quality assurance

In order to support measures aimed to improve the quality of pedagogical, R&D, creative and other activities, TBU was implementing a number of projects funded by the European Social Funds (OP RDE). One of them was the project (12) “Institutional Quality and Development of the Strategy for Science at TBU in Zlín”, which was launched on 1 January 2020 and which focuses on strategic rules for the management of human resources, gender equality and evaluation of R&D and creative activities at the level of component parts/Faculties, departments and research teams. Through the implementation of the project, TBU is expected to further improve in the indicators used to measure the quality of TBU activities within Modules 4 and 5 in accordance with the Methodology 17+.

Concurrently, the project (9) DUO TBU: Strategic Project of TBU in Zlín II was launched, which focuses on the support of quality in the field of educational activities. For this purpose, the project implements key activities aimed at developing of competences of the academic staff, at a reduction of dropout rates and at the adaptation of first-year students.



10. NATIONAL AND INTERNATIONAL EXCELLENCE

10.A INTERNATIONAL AND SIGNIFICANT NATIONAL RESEARCH, DEVELOPMENT AND CREATIVE ACTIVITY, INCORPORATION OF RESEARCH INFRASTRUCTURE INTO INTERNATIONAL NETWORKS AND INVOLVEMENT IN PROFESSIONAL OR ARTISTIC NETWORKS

FT: The Faculty took an active approach to the submission of international projects. Since 2019, the H2020 international project has been implemented at the Faculty by Prof. Mgr. Marek Koutný, Ph.D. – Strategies of circular Economy and Advanced bio-based solutions to keep our Lands and seas alive from plastics contamination (SEALIVE). Furthermore, FT employees were involved in 3 standard projects funded by the Czech Science Foundation (one of the projects was accepted in 2020), in 1 junior grant funded by the Czech Science Foundation, in 5 projects funded by the TA CR (2 accepted for funding in 2020) and in 3 projects funded by the Ministry of Agriculture of the Czech Republic.

FaME: The Faculty strengthened its research excellence within the EU by participating in the Horizon 2020 programme, thus joining the most important academic institutions and industrial entities (SHAPE-ENERGY project). The research team thus managed to capitalize on the experience and contacts gained during the implementation of international projects, implemented in the past and funded by Erasmus Mundus, Tempus, CEEPUS, etc.

The project focuses on the implementation of a transition to a reliable, sustainable and competitive power supply system reducing the dependence on fossil fuels in a time showing an increasing lack of sources and a growing power demand, with the climate change threatening. The role of the FaME as the only representative of faculties specializing in economics consists above all in the analytical and statistical evaluation of the data obtained and in proposing of a business plan aimed to ensure the sustainability of the project also after the end of the implementation of the same project.

The FaME was the only Czech higher education institution included in the global network entitled “Microeconomics of Competitiveness” and organized by the Harvard Business School. The Faculty was listed among 100 elite faculties of economics worldwide.

Within the ERASMUS Mundus programme, the FaME was a partner institution included in networks of EFFORT and EACEA II projects.

The FaME was included in the CFA Institute Global Network of Societies, i.e. in the prestigious list of universities “University Affiliation Program”.

In October, the Faculty joined the project CA 18214 “The Geography of New Working Spaces and the Impact on the Periphery” funded by the COST programme.

FMC: In 2020, the Faculty participated in the organization of international projects funded by the Visegrad Fund. The project was implemented in cooperation with the Slovak Digital Arts and Design Festival SENSORIUM, with the Hungarian Design and Architecture Centre KEK, the Polish Academy of Arts from Krakow and the Serbian University of Art in Belgrade. In 2020, several online joint meetings and discussions took place.

Cooperation within mentoring was established with the CIKE Creative Centre in Košice. Many other individual designers and creative persons were also involved in the Zlín Design Week event, with whom the FMC was cooperating on the preparation of the whole programme. A number of FMC academics participated in group exhibitions held abroad (Russia, Poland, Slovakia, Hungary, Germany).

The Faculty was an active member of international professional associations, namely POPAI CENTRAL EUROPE, ELIA and CILECT. The mission of POPAI CENTRAL EUROPE is to create a communication platform for manufacturers and suppliers of means of communication in in-store or digital media, for advertisers, advertising agencies and retail representatives, to constantly educate them, to conduct surveys, to provide information and provide access to information for them, to organize specialized events and discussion meetings, thus fostering good relationships in in-store marketing communication, to support culture and further development of the specialization in marketing at-retail.

ELIA (European League of Institutes of the Arts) represents an independent network composed of approximately 300 institutions from 47 countries, which provide education in all fields of arts (dance, design, theatre, visual arts, music, media, architecture). The ELIA association receives support from the European Commission, from the Dutch Ministry of Education, Culture and Science and from the European Cultural Foundation. The CILTEC (Centre International de Liaison des Ecoles de Cinéma et de Télévision) is an International Association of Film and Television Schools. The Association includes over 160 educational institutions providing education in audiovisual arts. The CILECT serves as a platform for communication between schools, facilitates communication between the individual institutions, thus enabling, among others, a flow of students and teachers among the member schools.

Through its employees, the Faculty was also represented in international and national professional and specialist networks.

FAI: The project entitled “Intelligent System for Advanced Classification of Forest Seedlings” was implemented at the FAI with funding provided within the Trio project call. Companies such as TTA from the Netherlands and BCC AB from Sweden participated in the implementation of the project results.

FHS: In 2020, the Faculty adapted its strategy related to scientific outputs to the Methodology 17+; the Faculty began to shift the focus onto the national and international level. The point score of the outputs was successfully increased by approximately 40 % in comparison to the year 2019. The implementation of the project “The Conception of Education for the Alpha Generation with Using Research-Based Principles of Learning at Nursery Schools” accepted for funding by the TA CR can be considered an important creative activity on the national level. The Faculty continued to publish the journal Sociální pedagogika | Social Education indexed in world-renowned databases.

FLCM: The project entitled “Citizen Science in the Carpathian: Building capacities of protected areas managers in adopting innovate tools” and submitted by the FLCM to the Visegrad Fund was accepted for funding; the Faculty started the implementation of the said project.

10.B NATIONAL AND INTERNATIONAL AWARDS RECEIVED BY TBU

TBU:

- The project “Microsites of TBU in Zlín” aimed to support internationalization activities was selected as one of six best projects in the CR in a competition organized by the Czech National Agency for International Cooperation.
- A series of commemorative events held to mark the 30th anniversary of the Velvet Revolution won the Top Rated award in the national media contest “Golden Semicolon” in the category of Best PR Events.

FT:

- Josef Zaduban received the Werner von Siemens Award in the category Award for Overcoming Barriers to Study.

FaME:

- Emmanuel Asamoah won the first place in the competition entitled “The Best International Graduate in the CR” and organized by the Czech National Agency for International Cooperation.
- The scientific Journal of Competitiveness published by the Faculty was included in the Scopus database.

FMC:

- National Award for Student Design – Excellent Student Design Award went to:
 - Silvia Klučovská – for the website Sign Language Science
 - Kristýna Londinová – for a series of posters and animated design Graphical 2020
- National Award for Student Design – Good Student Design Award went to:
 - Martin Egart and Milan Quang Nguyen – for visual style of the Zlín Design Week competition, entitled “Revolution”
- Prokop Steiner - First place in the category “Students and Young Photographers under 26” for a set of photographs “Until Death Do Us Part” in the final round of the competition Slovak Press Photo (Slovakia).
- Jan Gogogla won the main prize in the section Czech Joy, Audience Award and the Silver Eye Award by the Institute of Documentary Film for script editing of the film “New Shift” at the International Children’s Film Festival (Jihlava).
- Adam Šoltés won the Magnesia Award for directing of the film “Anežka” within the Czech Lion Award (Prague); the film was also shown at the following festivals: iShorts – Zkrátka studenti (Prague) and Czech Visions (Prague).
- Libor Nemeškal became the producer and executive producer of the film At the End of the World; the film was shown at the Zlín Film Festival, Anifilm (Třeboň), Cinekid (the Netherlands), JEF Festival (Belgium) and at the Thessaloniki Animation Festival (Greece).
- Libor Nemeškal was the editor of the film Pieno Baras; the film was shown at the Vilnius International Film Festival (Lithuania), Anibar International Animation Film Festival (Kosovo) and released in cinemas in Lithuania.
- Aliona Baranova wrote the script and directed the film “Leaf”; the film was shown at the Berlinale (Germany) and at the Moscow International Film Festival (Russia).
- Jan Gogogla became the script editor of the film “New Shift”, the film was shown at the International Children Film Festival (Jihlava).
- Ema Mlynarčíková wrote the script and directed the film “Shoot”; the film was shown at the International Animation Festival in Hiroshima (Japan) and at the Zlín Film Festival.

10.C EVALUATION OF TBU OR OF ITS COMPONENT PARTS INCLUDING INTERNATIONAL ACCREDITATIONS

In the academic year 2019/2020, the FT opened the admission procedure for the jointly implemented doctoral programme in Process Engineering for the first time. The degree programme is carried out jointly with the Slovak University of Technology in Bratislava in the full-time mode study (in Czech and English). Prof. Ing. Berenika Hausnerová, Ph.D. was the guarantor of the degree programme.

The FaME was, as one of just two Czech universities, ranked 501-600 in the global comparison in the international ranking of Times Higher Education in the field of business and management and in the field of accounting and finance, which is the best rank of all Czech universities.

The degree programme in Finance obtained a certification from the CFA Institute London and was included in the CFA University Affiliation Program.

According to the evaluation of research organizations in the higher education segment, Module 3 Social Relevance, the FMC is a full-fledged part of TBU, and, at the same time, has a number of specific features

typical for a university unit largely focused on educational programmes in arts and related creative research and artistic activities. The Faculty constantly creates a number of activities and projects, strengthening the social benefits of the results of creative research and artistic activities, which are mainly focused on cultural and creative sectors. These projects latently contain aspects of applied research and achieve significant results, often in cooperation with private legal entities, cultural institutions, public authorities or communities. The Faculty also focuses on activities related to technology transfer and the development of innovative artistic strategies within the cultural and creative industry. In order to strengthen this transfer, the Faculty develops and operates its own tools and, at the same time, cooperates with a number of external partners, especially in the Zlín Region. In addition to the long-term and concentrated work of the Faculty in the Zlín Region, this TBU component part is being intensively promoted in the international context, where it is a member of many professional organizations, and its academic staff cooperate with a number of universities abroad and with other institutions as well.

11. THIRD ROLE OF THE HIGHER EDUCATION INSTITUTION

11.A TRANSFER OF KNOWLEDGE TO PRACTICE

A specialized department, the TTC, provided services associated with the legal protection of industrial rights over R&D results on behalf of TBU, and implemented the necessary steps leading to the commercialization of such results. Moreover, the TTC represented an important link between TBU and the industrial practice thanks to patent services offered by the TTC not only as an internal service for TBU. The TTC also provided counselling services, patent search and reviews for industrial entities – external applicants or for other entities interested.

The TTC also played a significant role during the University's activities carried out within the region. The Centre's activities were focused on applied research, protection and transfer of technology and innovations.

The TTC cooperated with 1 spin-off company established at TBU and with other companies located and based in the Technology Park in the U11 building. The Technology Park at TBU was a member of the Science and Technology Parks Association CR, and provided a comprehensive infrastructure intended for the support for innovative business activities in the Zlín Region and beyond. Within the 15th interim phase of TP accreditation in the Czech Republic and according to the status as of 2 January 2020, the accreditation of the TBU Technology Park was defended for the period until 31 December 2022, and confirmed by the Science and Technology Parks Association CR.

Transfer of technology and knowledge was also carried out through the mediation of professional associations, whose members are the TTC or the TTC's patent officers:

- Association of Innovative Entrepreneurship CR, z. s. (non-governmental organization)
- Science and Technology Parks Association of the Czech Republic, z. s. (non-governmental organization)
- Transfera.cz
- European Patent Institute
- Chamber of Patent Attorneys of the CR

Transfer of knowledge to practice was carried out by means of cooperation with companies leading to the practical application of results of research and development, taking place simultaneously on two levels:

a) Contract and collaborative research, which tested and developed the collaboration with the business sector; this development was reflected in an increase in the contract research.

b) Projects of applied research and experimental development funded in particular by national providers; in that case, the transfer of knowledge to practice was always the subject matter of an agreement on the use of results of the implementation of the relevant project.

The transfer of knowledge to practice was based on business principles inspired by Bata, and that within the development of technology transfer process based on cooperation and on strengthening of relations between the University, enterprises and regional administration authorities.

By the end of 2020, TBU had 33 licence agreements concluded and 24 agreements from the sphere of technology transfer registered through the TTC, where the total volume of economic activities for 2020 amounted to CZK 1,083,517.18. Furthermore, a total of 10 patents were granted in the CR, 1 European

patent was granted. 27 utility models were filed in the CR, 1 utility model was filed in the CR; 1 utility model in the Slovak Republic and 1 EU industrial design were registered.

In 2020, 11 applications for patent registration were submitted by the TTC on behalf of TBU in the Czech Republic and 3 international patent applications (PCT) and 4 applications for a European Patent were submitted; 17 applications for utility models in the Czech Republic and 1 application for a Community industrial design were submitted.

With funding provided by the project “Institutional Quality and Development of the Strategy for Science at TBU in Zlín” and by the activity “Implementation of the Technology Transfer Strategy”, the TTC started to collaborate with the National Information Centre of the Ministry of Education, Science, Research and Sport of the Slovak Republic, namely with the Slovak Centre of Scientific and Technical Information in 2020. The collaboration was confirmed by the elaboration of the “Memorandum of Cooperation in the Field of Technology Transfer” signed on 19 November 2020, which declares the interest in supporting the transfer of knowledge, skills and technologies from academia to practice.

11.B ACTIVITIES OF TBU IN THE REGION. COLLABORATION WITH REGIONAL ADMINISTRATION AUTHORITIES AND INSTITUTIONS IN THE REGION

TBU actively participated in the formulation of the strategy for the development of the region by means of participating in the TIC, whose mission is, among other things, to create optimum conditions for the establishment and development of innovation companies. TBU representatives were regular members of the Regional Permanent Conference, Executive Committee for the Integrated Plan of Development of the Territory of the Town of Zlín for the Period from 2014 to 2020 and of the Council of Economic and Social Agreement of the Zlín Region, Association for Regional Development, Thomas Bata Foundation, as well as of many associations and cluster activities (Plastics Cluster, Safety Technology Cluster, Czech Membrane Platform, Moravian-Silesian Automobile Cluster, Moravian Aerospace Cluster, National Cluster Association, Czech Glass Art – Czech and Moravian Glass Cluster, Zlín Creative Cluster).

Intensive cooperation with state, public sector and regional administration authorities took place, e.g. in the form of TBU representatives’ membership of advisory committees of the Zlín Regional Authority and the Municipality of Zlín participating in the preparation of strategies and plans for the economic development of the region, for the development of the labour market, learning needs of the Zlín Region, etc. TBU took part in the mapping of potential for the establishment and development of a mechanical engineering cluster in the region. Intensive cooperation between regional self-governing institutions took place in the sphere of student projects, internships and traineeships. TBU also actively participated in the Employment Pact of the Zlín Region, which formed a basis for the development of cooperation related to the labour market, level of employment, and education for the labour market in the Zlín Region. In 2020, preparations were carried out for the implementation of a project entitled Implementation of the Regional Action Plan for the Development of Education for the Territory of the Zlín Region II, which aims to improve the quality of education in the Zlín Region in the key areas identified by the Regional Action Plan for the Development of Education for the Territory of the Zlín Region (polytechnic education, mathematical literacy, digital competences). At TBU, 3 component parts (Rectorate, FAI and FT) are involved in the project. From 1 January 2021 onwards, the following activities were prepared for implementation:

- Development of educational competences of teachers at nursery/primary/secondary schools
- POLY university
- Support of the development of mathematical literacy
- Support for talented and exceptionally gifted students
- Use of chess to promote equal opportunities in education

The TBU Faculties and the UNI also undertook their own activities focusing on the development of the region:

FT: Activities in 2020 were linked to the reduction of the impact of the pandemic. The FT was involved in the smart quarantine programme and in the contact tracing programme.

FaME: An important activity of the Faculty was represented by the Centre for Support of Entrepreneurship aimed at promoting and supporting business activities as a basic element of an economically successful region in cooperation with the TIC and with the regional subsidiary of CZECHINVEST. In 2016, the Centre was transformed, after merging with the Centre of Creative Industries and Business of the FMC, into an activity conducted at the institutional level and entitled UPPER, which organized approximately 10 workshops in 2020 featuring leading personages of creative and innovation business and intended for TBU students and staff as well as for other persons interested. Within the above-mentioned activities, the FaME was a partner institution of the 13th edition of the contest seeking the best student business plans, entitled “My First Million” and organized by the TIC, also of the 14th edition newly announced in the autumn. The Faculty organized a workshop focusing on the application of Industry 4.0 in Czech companies as a discussion platform for representatives of industrial companies and academic institutions attended by Prof. Vladimír Mařík from the Czech Institute of Informatics, Robotics and Cybernetics. With funding provided by the project funded by the TA CR and entitled “TJ01000114 - Application of Smart Governance Approaches to Organizational Structures of Municipalities in the Czech Republic”, the results were implemented in the municipality of Petrovice u Karviné.

Membership of expert committees:

- Prof. Dr. Ing. Drahomíra Pavelková was a member of the Regional Economic Board of East Moravia, Regional Family Policy platform and of the working team of the Regional Permanent Conference focusing on the preparation of the Development Strategy of the Zlín Region 2030, and that for the area of Competitive Economy.
- Doc. Ing. Adriana Knápková, Ph.D. was a member of the working team of the Regional Permanent Conference for the preparation of the Development Strategy of the Zlín Region 2030, and that for the area of Labour Market, and a member of the Executive Committee of the Employment Pact of the Zlín Region.
- Doc. Ing. Petr Novák, Ph.D. was a member of the working team of the Project Plan of the Activity Aimed to Promote Entrepreneurialism, Initiative and Creativity in the Zlín Region.
- RNDr. Pavel Bednář, Ph.D. was a Deputy Chairperson of the Supervisory Board of the Zlín Creative Cluster.

Within the Corporate Volunteering event, employees of the FaME took part in projects of public benefit, aimed to support organizations active in the region such as the Compass Union, Alzheimer Disease Centre Zlín, IZAP Slunečnice, ZOO Zlín or the Children’s Home in Zlín. PhD students of the FaME presented the equipment of the Industrial Engineering Laboratory during the Researchers’ Night event held online. Attendees interested were enabled to test putting of a programmable robot in motion and their creative skills when using the LEGO DUPLO or LEGO TECHNIC construction kits, 3D simulation of material flows in a production line and using the DataLogger device to test muscular load.

FMC: The Faculty is a founder member of the Zlín Creative Cluster (associating representatives of the public sector, private, non-profit and educational sectors from creative and follow-up industries based in the Zlín agglomeration). A common vision of the FMC of TBU and the Zlín Creative Cluster: After 2020, the city of Zlín and the Zlín Region will represent one of the most important centres of creative industries in the Czech Republic, and that in particular in the field of design, audiovisual arts, marketing communications and architecture.

The FMC was closely collaborating with companies involved in the activities carried out in the Zlín Region and offers students the possibility of internships and specialized practical training. Many companies were also cooperating with the FMC during the implementation of projects organized by the Communication Agency, in particular during the implementation of the project entitled “Zlín Design Week”.

Since July 2020, the FMC had been actively participating in the Zlinnovation platform – by attending regular meetings of supporting entities of the innovation ecosystem of the Zlín Region held in order to discuss common topics. The establishment of the platform and its launch is a strategic project, which is funded by the “Smart Accelerator of the Zlín Region II” project. Based on these meetings, the FMC was approached by representatives of the Industrial Zone in Holešov with a request for cooperation on the creation of a unified visual style of the Industrial Zone. As part of this cooperation, the FMC interconnected students and academics from the Spatial Design and the Graphic Design studios. During the winter semester, they prepared 9 concepts, which they presented to representatives of the Industrial Zone. Another regular opportunity to gather for members of the business community in the Zlín Region was the Business For Breakfast club, where the FMC became a member.

FAI: The Faculty took an active part in the development of the region, and that during cooperation with regional companies and significant institutions based in the Zlín Region. The FAI was educating experts required by these companies.

FHS: The activities of the Faculty included 3 basic sectors: Medical facilities, social services and schools. The Centre for the Support of Education was established at the FHS in 2020, a separate component part with a broad thematic scope, whose task was, on the one hand, to focus on the topic of education, on the other hand, project activities, i.e. preparation and implementation of strategic and development projects in the field of education. Moreover, it also acted as a partner for regional institutions (schools, leisure institutions, non-profit organizations, Czech School Inspectorate Zlín, National Pedagogical Institute of the Czech Republic, Zlín Regional Authority – Education Department, local action groups, employers, etc.) within the third role of the University. The Centre also focused on cooperation with secondary, primary and nursery schools, as well as with medical facilities. In the long term, nursery and primary schools situated in the region were being networked.

In 2020, the FHS significantly participated in the implementation of the supporting programme of the 60th Zlín Film Festival yet again, and offered edutainment activities, assistance services including medical surveillance for children as well as adult attendees.

For preschool children and schoolchildren, both for those of TBU employees and of parents from outside TBU, the Faculty organized another edition of the popular summer holiday event, namely of the Junior University®. As regards the opposite age category, the FHS, in cooperation with the Zlín Regional Authority and with the Luhačovice Spa, PLC, significantly participated in the organization of another edition of the Senior Cup – a pétanque tournament for members of senior citizens’ clubs and associations in the Zlín Region.

FLCM: The Faculty continued to collaborate with all municipalities with extended competencies in the Zlín Region, moreover, with the Zlín Regional Authority, with the Vysočina and the Olomouc Regional Authorities as well as with other entities, depending on the possibilities given by the pandemic. Collaboration continued during the organization of specialized internships for students as well as during the elaboration of academic qualification theses, in which students dealt with analyses of crisis plans of municipalities and companies, and proposed updates and improvements of the plans. The FLCM organized recruitment for the “Join the Bone Marrow Donor Register!” project in the Faculty’s building; in the autumn, the FLCM academic staff and students participated in the “Clean Up The Czech Republic” event. In the autumn, the Faculty actively participated in the tracing of positive persons and their contacts; in the FLCM building, a call centre for contact tracing was established in cooperation with the Regional Public Health Authority.

UNI: The TTC also played a significant role during the University’s activities carried out within the region. The Centre’s activities were focused on applied research, protection and transfer of technology and innovations. The TTC represented an important link between TBU and the industrial practice; specialized and counselling services were offered by the TTC not only to TBU employees but also companies and entrepreneurs based in the Zlín Region.

11.C TRANS-REGIONAL ACTIVITIES AND IMPORTANCE

Students from all around the world studied at TBU; a number of degree programmes were taught in English. TBU graduates were issued with the Diploma Supplement, which is recognized all over Europe and facilitated the students' search for jobs anywhere in Europe. Thanks to the existence of research centres, namely the Centre of Polymer Systems and the Centre for Security, Information and Advanced Technologies, which are top-class research units of European importance, TBU could be considered a significant supranational centre of science. Via Bata Centre in Vietnam, TBU expanded its activities in the area of Southeast Asia.

The University participated in the implementation of international projects funded by Visegrad, Norway Funds, European Commission (ERASMUS and ERASMUS plus, ERASMUS MUNDUS, HORIZON 2020) and in projects implemented in cooperation with foreign countries supported by the MEYS (Inter-Excellence) and by the Technology Agency of the Czech Republic (M-Era.net).

TBU's membership of consortia and organisations was important, particularly in the following: Association Internationale des Universités, CILECT, Danube Rectors' Conference, ECP4, Elia, Energy Storage and Devices, EUCU.NET, European Association for Storage of Energy, European Energy Research Alliance, European University Association, European Citizen Science Association, Fachverlag Hans Carl, Harvard Business School, KNX Association, Museum für Naturkunde Berlin, Observatory of the Magna Charta, ORCID, Polymer Processing Society, Publishers International Linking Association or the Society of Plastics Engineers.

Scientific publications were also published in cooperation with institutions abroad, e.g. from Poland, China, the United Kingdom, Germany, the USA, Vietnam and Turkey.

The activities of the TBU Faculties were also of trans-regional and supranational importance:

FT: Although, in the past, the Faculty took part in the popularization of science by means of specialized lectures given by academics employed by the Faculty and held at schools all over the Czech Republic within the "Science e-shop" project, these activities were suspended due to the pandemic situation in 2020.

FaME: The trans-regional scope of activities of the FaME was evidenced by the interest shown by students from Slovakia and from other countries in studies at all three levels of degree programmes. There was a significant percentage of mobility of incoming as well as outgoing academics with funding provided by a wide range of more than 100 bilateral agreements on cooperation concluded within the Erasmus+ programme. The FaME was a member of international organizations associating higher education institutions, namely SPACE Network, Nice Network, Cranet Network. Academics from abroad were also interested in habilitation and professorial appointment procedures in Enterprise Economics and Management held at the FaME. The trans-regional activities were evidenced by an increasing number of international educational projects funded by the Tempus, ERASMUS Mundus and CEEPUS programmes and by the increasing percentage of contributions from other HEIs, including foreign institutions, in the scientific journal published by the Faculty and entitled Journal of Competitiveness, that was included in the List of Peer Reviewed Journals of the Research, Development and Innovation Council, indexed in the ERIH+ database since 2015 and in the WoS and Scopus databases since 2020.

FMC: At the end of 2020, the Faculty was invited as a partner of the national final round of the Creative Business Cup 2021 competition organized by the CzechInvest agency.

The FMC also joined the national platform of Cultural and Creative Industries. In cooperation with the Ministry of Culture, the forthcoming Strategy for the Development and Support of Cultural and Creative Industries #KREATIVNICESKO and related funding to be provided by the National Recovery Plan was actively discussed. The platform had more than 60 active members.

FAI: The Faculty supported the project of the so-called Faculty Schools, a project associating partner secondary schools focusing on education in specializations such as informatics and electronics based on the existing collaboration between the respective secondary school and the FAI.

FHS: Activities of the FHS went beyond the regional level (e.g. collaboration between the FHS Research Centre and the National Institute for Education, currently the National Pedagogical Institute of the Czech Republic). Academics from the Faculty were members of expert teams established at the MEYS for the purpose of reviewing framework educational programmes for preschool and primary education.

FLCM: At the beginning of the year, the Faculty participated in the so-called mapathon – digitization and mapping of remote places in the world, which will support the activities of, for example, Doctors without Borders and others that carry out humanitarian activities in these areas.

UNI: Researchers, postdoctoral employees and PhD students from many countries of Europe, Asia and America worked at the CPS research unit; they have already created a strong trans-regional international unit that has the potential to influence global affairs in their fields of expertise.





12. ACTIVITIES CARRIED OUT BY TBU IN RELATION TO THE IMPACT OF THE PANDEMIC CAUSED BY THE SARS-COV-2 CORONAVIRUS

12.A EDUCATIONAL ACTIVITIES

FT: Timetable events were rescheduled, the semester was divided into two parts: Course units providing theoretical information (lectures, seminars) and practice-oriented course units (practical classes). Theoretical course units were taught online using the MS Teams application, while practice-oriented course units were scheduled to be attended in person and held in compliance with all applicable regulations and with strict hygienic requirements fulfilled. The measure was assessed as highly successful as there was no reduction in practical skills in students. The final state examinations took place as previously scheduled, there was no delay in the entry of graduates into employment. The evaluation of the measures is positive.

During the state of emergency and in the period when restrictions were imposed on the operation of higher education institutions, the FAME provided classes in the form of distance online lectures and seminars using the LMS Moodle and the MS Teams platform. Examinations were also held mainly online. The competences of academic staff in online teaching were improved thanks to the staff training organized, focusing on distance learning tools and also thanks to the purchase of the necessary technological equipment. Also, meetings of academic bodies were held mainly online using the MS Teams application; the relevant internal rules and regulations of the Faculty were modified in order to enable the meeting to be held in this manner. For the activities of academic and other employees, working from home was used to the maximum extent, documented by the preparation of schedules of activities and of time sheets concerning the work from home. The satisfaction of students and academic staff with distance learning was the subject of questionnaire surveys organized at the institutional level.

FMC: The Faculty switched to the distance mode of teaching, using the MS Teams application. All personal contact between students and teachers (consultation, use of FMC facilities) was enabled to the maximum extent as permitted by applicable university and government regulations. Dates of the final state examinations and admissions were postponed as well. The Faculty paid attention to the provision of information regarding the changes in the form of classes to students, especially to first-year students. The FMC responded to student feedback by adopting the required measures aimed to deal with the individual problems. Tolerance to absence from distance classes and to the submission of tasks assigned was increased due to the COVID disease, provided that the student had been registered in the FMC system. The effectiveness of the measures adopted was evidenced by the final student evaluation of teaching carried out in the STAG information system, by the feedback provided by students during an online meeting with the Dean of the Faculty, and by the low dropout rate.

FAI: The Faculty switched to distance teaching, using the MS Teams application. The time schedule of the academic year was modified, the dates of final state examinations were postponed and scheduled to take place in the autumn.

FHS: The Faculty switched to the distance mode of teaching, using the MS Teams application. During the pandemic, FHS students gained invaluable practical experience by volunteering in hospitals, social facilities, children's homes, as well as in the homes of those who had no one to ask for help. The students participated in a number of assistance calls in organisations facing staff shortages and in other voluntary activities such as shopping for and helping the elderly, remedial classes for children, direct care for senior citizens, taking care of children of medical staff, counselling and crisis assistance for children, families and teachers, leading of an afternoon programme for children and young people, tracing of contact persons of people tested positive for COVID-19 in the Zlín Region, activities of educators, etc. Help with teaching of children in primary schools, in children's homes and in families of health professionals was very important.

FLCM: During the first period when universities were closed, the FLCM emphasized regular weekly communication with students using the Moodle platform, including regular weekly updates of study-related materials and information on requirements to be met for a due completion of a course unit. This activity was regularly evaluated. For students in their final years of study, the FLCM organized online consultations for individual course units in the MS Teams platform before the start of the examination period according to the schedule set, the purpose of which was to recap the requirements for the completion of a course unit and to clarify all problematic issues. For students in other years of study, the Faculty switched to online teaching from 27 April. However, the organization of seminars as well as of lectures and seminars in other course units were also supported to the maximum extent. After the relaxation of the anti-epidemic measures, laboratory training classes were replaced by classes in time blocks.

From the winter semester onwards, after the reintroduction of restrictions on the presence of students at the University, teaching was carried out online using the MS Teams platform, and that to the full extent according to the valid timetable. Emphasis was also placed on the publication of study-related materials in the Moodle system. After the relaxation of the measures, laboratory training classes were again replaced by classes in time blocks enabling the students to attend at least 60% of the required classes in person.

Throughout the whole period, the Faculty actively communicated with students mainly through mass e-mails and social networks; a page with FAQs related to the current situation was set up on the FLCM website, which was regularly updated based on the initiative of student representatives.

The implementation of specialized excursions, one-off lectures by non-academic experts and the implementation of specialized internships remained a problematic issue.

In general, we can say that one of the key problems at present, due to the long-term loss of contact with full-time teaching, appears to be the loss of the spirit of students' affiliation with the University as well as their passive behaviour during online classes, especially among first-year students, who have practically not entered the University in person. Students are also less motivated to participate in online lectures (many would prefer to be provided recordings, but this eliminates additional space for discussion on specialized topics). Students also show less interest in other activities that the Faculties seek to carry out in compliance with anti-epidemic measures. Due to the impossibility of physical contact with TBU, students find it harder to understand the individual responsibilities of the TBU staff and the TBU structure, and often contact other persons than those in charge when they have questions or problems.

During the pandemic, the U3A also switched to remote teaching, which received a favourable response from the senior students; in their own words, it was a unique opportunity for them to improve their work with computers and the Internet.

The TBU Library ensured that students could learn remotely at the time when the Library was closed. It provided remote access to all electronic resources, while also offering a number of new approaches, in particular to foreign information resources; in the field of Czech resources, some important databases were added, which were temporarily provided free access to. Specifically, it was the Kramerius Digital Library, which contains more than 200,000 scanned Czech books, the Bookport service, which contains major books published by the prestigious Grada and Portál publishing houses, or the Pablikado service. In addition to providing services for Zlín-based students, the Library also participated in a global activity, namely in the Folding@Home project organized by the Stanford University, and that by offering free computing capacity of the TBU Library's computers for the purpose of connection to one of the most powerful supercomputers in the world.

12.B RESEARCH ACTIVITY

As one of the most important institutions in the region, the University offered assistance in the fields of expertise on which it had been focusing in the long term. It showed the importance of the role of science and research in the life of the society. TBU's experts were able to put into practice the results of their work in a very short time, thus making a significant contribution to the reduction of the impact of the pandemic on the health and lives of people.

- Immediately after the outbreak of the pandemic, TBU resumed the production of disinfectant gel according to TBU's own know-how, which had been properly registered with the Ministry of Health and marketed since 2014, and that in particular in view of the fact that disinfectants were hard to come by in the business network in the first weeks. Thus, 500 litres of gel were produced daily at the UNI, and subsequently distributed for use to all TBU buildings. The main component of the fast-acting disinfectant gel is alcohol, it also contains a small amount of demineralized water, a substance responsible for the gel consistency of the product, preservative and glycerine, which prevents the skin from drying. The effectiveness of the product is almost 100%, it reliably destroys bacteria, viruses and moulds, and can be used for common hand sanitization as well as for professional purposes in health care.
- With the permission of the Ministry of Health, TBU also launched the production of Anti-COVID disinfection using the formula of the World Health Organization. Its capacity reached up to 1,000 litres per day. The solution consists of ethanol, demineralized water, glycerol and hydrogen peroxide.
- In cooperation with the SPUR company, the CPS of TBU developed a special nanomaterial capable of protecting against coronavirus. The FMC also contributed to the subsequent production of face masks from this material - mask cutting patterns were designed in the Fashion Design studio.
- At the University, the production of protective shields began, using 3D printing technology.
- Interesting outputs included the so-called "namadlo", a plastic attachment for door handles, to be used to open a door with the forearm only, without having to touch the handle with the palm.

From the point of view of research activities, almost all mobility activities planned on the national and international level were also eliminated. At the same time, study periods, participation in conferences, seminars, workshops were suspended, and a number of conferences where TBU was supposed to participate as a co-organizer were cancelled.

12.C THIRD ROLE OF THE HIGHER EDUCATION INSTITUTION

The pandemic situation, which arose in the Czech Republic in March 2020, confronted the society with a fact no one had experienced before. However, we can say that TBU as a whole and its employees and students as individuals have managed to cope with this difficult situation. TBU was deeply involved in many areas:

- At the request of the management of the Regional Public Health Authority in Zlín, in a period of time when the epidemiological situation in the Zlín Region kept on deteriorating, TBU set up a crisis call centre in the TBU Library in September 2020, where TBU students were involved and helped with the tracing of COVID-19 positive people. In view of the development of the situation, the capacities of the Call Centre were gradually increased, and another call centre was set up at the FLCM in Uherské Hradiště plus another one in Zlín, at the FT, which also involved some of TBU employees. In total, almost 200 students were involved in the activities of all Call Centres, working during more than 11,000 hours there. Thanks to their help, the effectiveness of the so-called smart quarantine was significantly improved and, thus, the impact of the pandemic in the Zlín Region was reduced. The operation of the TBU Call Centres was co-funded by the Zlín Regional Authority between 22 September and 21 November 2020.
- FHS students of degree courses in health care participated in real operation in Tomas Bata Regional Hospital and in other hospitals situated in the Zlín Region. Students helped in normal wards, but also in high-risk wards, where they were taking care of COVID-19 positive patients. Other significant types of student involvement included social facilities, senior citizens' homes, etc. In total, more than 200 students were involved in this type of assistance.
- During the pandemic, TBU students of degree courses in pedagogy significantly helped with teaching in nursery and primary schools, children's homes or directly in the families of health professionals. In total, more than 250 students were involved in this type of assistance.
- TBU donated disinfectant gels produced at the University to, for example, the Zlín Home for Senior Citizens in Burešov, to the Czech Red Cross, the Regional Public Health Authority in Zlín, but also to all component parts of the Integrated Rescue System in the Zlín Region.
- In addition to disinfectant gels, Anti-COVID disinfection was also produced in the CPS. Thousands of litres of ethanol received by the University from the state were used for this purpose. The much sought-after solutions were based on the formula from the World Health Organization. Disinfectant gels were distributed by the University, for example to the Municipality of Zlín and to the Zlín Regional Authority.
- The CPS, together with the Zlín company SPUR a.s., developed a type of nanomaterial able to protect the wearer from catching the coronavirus. Thus, this material meets the standards for the production of medical masks/respirators.
- The University also produced and distributed protective shields, which were produced at the FT and in the CPS.
- Masks were also sewn on the premises of the University. Besides employees, students of the Fashion Design studio were also participating in this activity.
- Students of the FLCM participated in the organized mapping, the so-called mapathon. Thus, they were given a unique and interesting opportunity to help digitize and map the most vulnerable places in the developing regions of the world affected by the coronavirus outbreak.
- The TBU Library offered computers for the global project Folding@Home. The project was focused on the search for a cure for coronavirus.

TABLE 12.1: ACCOMMODATION, CATERING

| Tomas Bata University in Zlín | Number |
|---|---------------|
| Total bed capacity of TBU Halls of Residence | 807 |
| Bed capacity in rented facilities | 123 |
| Number of applications for accommodation submitted by 31/12/2020 | 1,134 |
| Number of satisfied applications for accommodation as at 31/12/2020 | 1,134 |
| Number of days on which the accommodated persons used the accommodation service in 2020 | 195,544 |
| Total number of terminated contracts (pandemic) | 662 |
| Total number of modified contracts (pandemic) | 321 |
| Total number of contracts with exemptions (pandemic) | 66 |
| Number of meals served in 2020 to students | 61,466 |
| Number of meals served in 2020 to employees of TBU | 55,861 |
| Number of meals served in 2020 to other diners | 14,059 |

TABLE 12.2 UNIVERSITY LIBRARIES

| Tomas Bata University in Zlín | Number |
|--|---------------|
| Book acquisitions in 2020 | 4,065 |
| Out of which acquisition of paper copies | 3,840 |
| Out of which acquisition of perpetual access rights to e-books | 225 |
| Library stock in total | 149,518 |
| Out of which paper copies | 145,207 |
| Out of which perpetual access rights to e-books | 4,311 |
| Number of subscribed periodicals: | |
| - Paper copies | 170 |
| - Electronic periodicals (estimate) * | 13 |
| - In both forms ** | 4 |

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LIST OF THE MAIN ACRONYMS USED

| | |
|------------|--|
| CAER | Centre for Applied Economic Research |
| CEBIA-Tech | Centre for Security, Information and Advanced Technologies |
| CCIB | Centre of Creative Industries and Business |
| CPM | Polymer Centre |
| CPS | Centre of Polymer Systems |
| CSF | Czech Science Foundation |
| DP | degree programme |
| DPT | Department of Physical Training |
| FAI | Faculty of Applied Informatics |
| FaME | Faculty of Management and Economics |
| FHS | Faculty of Humanities |
| FLCM | Faculty of Logistics and Crisis Management |
| FMC | Faculty of Multimedia Communications |
| FT | Faculty of Technology |
| HEDF | Higher Education Development Fund |
| HEI | higher education institution |
| HRR | Halls of Residence and Refectory |
| IEB | Internal Evaluation Board |
| IGA | Internal Grant Agency |
| IS | information system |
| LL | Lifelong Learning |
| MEYS | Ministry of Education, Youth and Sports |
| MF | Ministry of Finance |
| MIT | Ministry of Industry and Trade |
| MoLSA | Ministry of Labour and Social Affairs |
| NAB | National Accreditation Bureau |
| NS | Nursery School |
| OP EC | Operational Programme “Education for Competitiveness” |
| OP EIC | Operational Programme “Enterprise and Innovations for Competitiveness” |
| OP RDE | Operational Programme “Research, Development and Education” |
| OP RdfI | Operational Programme “Research and Development for Innovations” |
| PHEI | public higher education institution |
| RC | Research Centre |
| REC | Regional Educational Centre |
| SLN | specific learning needs |
| SS | secondary school |
| STOČ | Students’ Creative and Expert Activities |
| SVOČ | Students’ Scientific and Expert Activities |
| TBU | Tomas Bata University in Zlín |
| TP | Technology Park |
| TTC | Technology Transfer Centre |
| TTS | tertiary technical school |
| UH1 – UH2 | University buildings and premises located in Uherské Hradiště |
| U1 – U18 | University buildings and premises |
| U3A | University of the Third Age |
| UISR | Union Information from Students’ Registers |
| UNI | University Institute |

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