



Self-Evaluation Report of Degree Programme B-PEM Business Economics and Management

Regular Internal Evaluation of Bachelor's or Master's Degree Programmes

Identification of the Degree Programme under evaluation

Tip: In the case of the evaluated Degree Programme being delivered in different languages, both programmes are assessed in one report. Please identify both programmes in the table below.

Name	Business Management
Type	B: Bachelor's
Profile	Academic
Form	Full-time and combined
Language	Czech language
Faculty	ECON: Faculty of Economics and Administration

Part I

Specification and Internal Structure of the Degree Programme

(Supporting documents: Export of Degree Programme data, Export of statistical data on the Degree Programme, Management data in the IS)

1. *Briefly outline the current position of the Degree Programme within the Degree Programmes offered by the Faculty and the University.*

The Bachelor's degree programme in Business Economics and Management is (and has been since its creation in 2011) one of the largest study programmes of the Faculty of Economics and Administration of Masaryk University (FEA MU). From 2019 to 2022, 130–142 full-time students participated in the programme, as did 36–1 students the combined form. It is the only programme among the Bachelor's programmes offered by the university and faculty that focuses on how businesses operate, and which, given the contents of the programme, enables students who have completed the programme to also apply the acquired knowledge and competences in organisations of a non-profit nature. Students who have completed the programme may continue their studies in the follow-up Master's degree programme of the same name, or even a doctoral study programme. Although the evaluation also concerns the combined form of studies, it is necessary to mention that the programme is no longer open for new students interested in this form of study, with only the last remaining students currently participating in the programme (in the reporting period, 36 students took part in the programme in 2019, of which 21 started the academic year 2020/2021, and of which 8 remain active in the academic year 2022/2023 and 11 have interrupted their studies).

2. *Describe any changes that have occurred in the last reporting period with regards to development in the field and trends in education:*
 - a) *in the structure of the Degree Programme's graduate profile (study objectives, learning outcomes and graduate employment);*
 - b) *at the level of study courses (e.g. changes in compulsory and elective courses).*

In the reporting period, there were only small, i.e. insignificant, changes both in the graduate profile and regarding the studied courses. Regarding the graduate profile, the wording of some learning outcomes was amended in line with the update of the contents of the taught courses, which corresponds with the development of knowledge. Regarding the studied courses, several new restricted elective courses were added, namely the following courses: Intercultural Communication, Operations Management, and

Logistics and Supply Chain Management. This was done in order to enrich the existing offer with courses that broaden the spectrum of professional knowledge and competences of students completing the programme. The course Marketing was moved from the third to the second year (because of the need to acquire the necessary knowledge to write the final Bachelor's thesis) and the names of the courses changed from the original Management 1 and Marketing 1 (in the follow-up Master's degree programme the course Management 2 is no longer taught, and Marketing 2 was renamed). In the combined form of studies, the courses Financial Accounting 1 and 2 were expanded. In addition to the changes stated above, the guarantors of some courses changed. In 2019, the guarantor of the programme also changed.

3. *If the Degree Programme differs significantly from the original field of study (new study plan, curriculum), assess how the transformation has worked in practice and whether you plan any changes in this respect.*

When the discipline was transformed into a programme in 2018, there were no substantial changes, both in the full-time and combined forms of study. The original nature of the field was maintained in accordance with the intent of the faculty management.

4. *Evaluate the structure of the curriculum:*
 - a) *based on the implementation of the curriculum to date, identify the learning outcomes of the programme that are difficult to achieve in the curriculum or difficult to verify with students;*
 - b) *in the case of multiple curricula, pay particular attention to any overlap between them and their content;*
 - c) *where the programme under evaluation includes a major and a minor curriculum, indicate appropriate combinations with the major and minor curricula included in other programmes of study.*

The accredited programme has 13 learning outcomes. It can be stated that the instruction in practice is focused on achieving them, although in certain cases it would be desirable if the degree of achievement was higher. This concerns, in particular, the outcome: *“to present and discuss in the given language, to be able to write reports and summaries”*, whereby the ability to write reports and summaries is taught to a very limited extent through the contents and the nature of teaching of foreign languages. However, in this case it must be stated that the teaching of foreign languages at FEA MU is evaluated as excellent, both by the students themselves and by the employers of graduates. More room could be provided for the outcome: *“to participate in teamwork in solving model situations”*, as this learning method is used in a smaller number of courses than desirable given the expectations and need for practice. The most problematic outcome to achieve is: *“to independently carry out certain activities such as bookkeeping, calculations, drawing up and evaluating budgets, marketing plans, leadership, planning, etc.”* Although the instruction includes, among other things, drawing up marketing plans, calculations and budgets, the bookkeeping and calculations as such, as well as the evaluation of the calculations and plans, are only models. Leadership is only taught and trained in one course and to a very limited extent. It is therefore questionable whether students acquire this competence to a degree adequate to the expected outcome. What is difficult to demonstrate is the outcome: *“to apply the acquired knowledge in practice”* because of the absence of the compulsory course Practical Training in the curriculum. Another problem linked to achieving the required extent of the outcomes is the fact that part of the outcomes take place in courses other than profile ones.

The programme has currently been implemented in the form of a single curriculum. The programme does not contain any major or minor curricula in any of its forms.

5. *In the table below, please assign the related learning outcome that the course fulfils to the profiling courses of the Degree Programme (profiling foundation courses and profiling foundation theory courses). Comment on whether the profiling courses sufficiently cover the learning outcomes.*

For clarity, please apply the numbered learning outcomes below:

1. Is able to apply general methods of professional work in the studies in the given field.
2. Masters both written and oral professional styles of presentation.
3. Masters English or another world language at a good level, both in general and technical terms, with an orientation towards economic terms.
4. Is able to present and discuss in the given language, and is able to write reports and summaries.
5. Is able to apply appropriate tools of quantitative analysis to basic types of economic tasks.
6. Is able to interpret the results of statistical surveys, and is able to independently search for data and information.
7. Is able to explain basic theoretical and methodological knowledge of general economic theory.
8. Understands theoretical knowledge of business economics and management.
9. Is able to apply this knowledge in solving model and practical situations.
10. Participates in teamwork in solving model situations.
11. Is able to apply acquired knowledge in practice.
12. Is able to analyse selected fields of economics and management of a real-world enterprise.
13. Is able to independently carry out certain activities such as bookkeeping, calculations, drawing up and evaluating budgets, marketing plans, leadership, planning, etc.

Learning outcomes (numbered according to the DP characteristics (export PDF file from the IS MU):

Profiling courses (name):	1	2	3	4	5	6	7	8	9	10	11	12	13
Bachelor Thesis	x	x	x					x					
Bachelor Thesis Seminar 1	x	x	x	x		x		x	x		x	x	
Bachelor Thesis Seminar 2	x	x	x	x	x	x		x	x		x	x	
Microeconomics 1		x		x	x	x	x	x	x				
Macroeconomics 1		x		x	x	x	x						
Corporate Economics	x	x		x		x	x	x	x			x	
Business Economics	x	x		x	x	x	x	x	x	x			
Management	x	x		x				x	x	x			x

The profiling courses cover most of the learning outcomes relatively well. There are some problems concerning outcomes 10, 11, 12 and 13, which are outcomes closely associated with the studied programme. This result is due to the broad scope of the studies, which includes study fields that do not relate to economics and the management of businesses, but to the broader context of the functioning of economics as such. However, this knowledge does not profile students who completed the programme Business Management. Although the learning outcomes may not be covered by all or most of the courses that form the graduate profile, learning outcomes 12 and 13, in particular, involve crucial learning that is only acquired in one course. Bachelor Thesis Seminar 1 and Bachelor Thesis Seminar 2 are courses in which the students gain methodological knowledge that they should use to apply their professional knowledge in a bachelor thesis. In order to therefore continue the programme, we need to alter the programme content, extend the offer with courses that truly profile graduates, as well as alter – extend the list of profiling courses.

6. Evaluate how the number of studies in the Degree Programme has developed, pay attention to:
- the distribution of studies among the curricula with regards to the form of study and their evolution over time;
 - drop-out rates, transfers between programme plans or forms of study;
 - completion rates (in standard study time, std. time + one year, absolute numbers).

At present, the total number of students actively studying in the programme in both forms is 329 (resp. 336), of which 321 full-time and 8 combined. An additional 20 (resp. 21) students interrupted their studies (9 full-time and 11 (resp. 12) combined). Regrettably, the available statistics differ to the reported numbers. The combined form of studies is no longer offered to new students. This is due to the decreasing number of prospective students and the faculty's strategy to open a new, professionally oriented programme.

The following table showing the numbers of active studies indicates that the number of students was gradually decreasing, but that in the last year of the reporting period the number increased again. The number of students reflects not only the interest, but also the intent of the faculty concerning the target number. Regarding the combined form of studies, see the information above. In general, it can be stated that the number of students was quite stable in the reporting period.

Rok	Počty studií k 31. 10.					Přerušená studia	
	aktivní	občané SR	ostatní cizinci	prezenční forma	kombinovaná forma	prezenční	kombinovaná
2019/2020	428	111	6	357	73	9	12
2020/2021	381	97	6	330	55	20	11
2021/2022	338	72	6	316	24	12	10
2022/2023	336	59	15	329	8	9	12

Rok	Year
Počty studií k 31. 10.	Numbers of studies to 31.10.
Přerušená studia	Interrupted studies
aktivní	Active
občané SR	Slovak citizens
ostatní cizinci	Other foreigners
prezenční forma	Full-time studies
kombinovaná forma	Combined studies
prezenční	Full-time
kombinovaná	Combined

In 2022, the **drop-out rate** was 49.7% and 49.1% in full-time and combined studies, respectively. The study failure rate was 19.4% and 51.6% in full-time and combined studies, respectively. The figures are stated in the tables below and suggest that the number of full-time students who failed has been

increasing (regarding students of the combined form, the data do not require further examination due to the termination of the programme).

Full-time studies:

Rok	Počet absolventů	Počet neúspěšných	Počet jinak ukončených
2018/2019		10	1
2019/2020	84	31	1
2020/2021	99	39	4
2021/2022	83	48	1
2022/2023		7	

Combined studies:

Rok	Počet absolventů	Počet neúspěšných	Počet jinak ukončených
2018/2019		2	
2019/2020	15	23	
2020/2021	13	17	2
2021/2022	9	4	
2022/2023		1	

Rok	Year
Počet absolventů	Number of graduates
Počet neúspěšných	Number of dropouts
Počet jinak ukončených	Number of studies finished otherwise

The tables below contain data on the drop-out rate in the first two semesters:

Ročník	Zapsaní			Míra ukončení	
	Do 1. sem	Do 2. sem	Do 3. sem	Po 1. semestru	Po 2. semestru
2019/2020	130	110	107	15,4 %	17,7 %
2020/2021	90	83	75	7,8 %	16,7 %
2021/2022	121	91	80	24,8 %	33,9 %
2022/2023	142	0	0	100 %	100 %

STUDIA ZAHÁJENÁ PŘESTUPEM

Ročník	Zapsaní			Míra ukončení	
	Do 1. sem	Do 2. sem	Do 3. sem	Po 1. semestru	Po 2. semestru
2019/2020	257	257	253	0 %	1,6 %
2020/2021	3	3	3	0 %	0 %
2021/2022	1	1	1	0 %	0 %

Ročník	Year
Zapsaní	Enrolled
Míra ukončení	Time of termination
Do 1. sem	In first semester
Do 2. sem	In second semester
Do 3. sem	In third semester
Po 1. semestru	After first semester
Po 2. semestru	After second semester

The data and development indicate that the drop-out rate of students who switched from a different programme is almost zero, which may be explained by their true interest in the programme studies. In the reporting period, the drop-out rate in the first year increased quite considerably (in the second semester of the academic year 2021/2022 almost a third of students dropped out, while in the academic year 2019/2020 the drop-out rate was just under 18%). The figure for the academic year 2021/2022 is strange, with the actual drop-out rate for this academic year certainly not being 100% after the 1st and 2nd semesters.

There are three reasons for dropping out – the respective number of students is stated for each of the reasons for the reporting period:

- termination of studies due to failure to meet requirements – 53 full-time students and 20 students of the combined form;
- leaving studies upon written notice – 88 full-time students and 28 students of the combined form;
- leaving studies by not enrolling after interruption – 1 full-time student and 1 student of the combined form.

With regards to the numbers of students in both forms of studies, it is evident that the drop-out rate of students of the combined form was higher, which is understandable considering the time required for the studies.

To a certain extent, switching to a different degree programme can be regarded as dissatisfaction with the studies, which is included in the overall measurement of the success rate of studies. In the previous period, 1 student in each form of studies switched to a different programme.

The reasons for dropping out are not available for the evaluation. However, the number is quite high, and it would be advisable to examine the reasons and, in particular, prevent their occurrence and impact.

7. *Evaluate the trend in admissions over the reporting period:*
 - a) *applicants in relation to those admitted and enrolled in the programme in the stated years;*
 - b) *interest in each curriculum in absolute numbers and by priority;*
 - c) *evaluate the interest in combinations with other Degree Programmes (in cases of combined studies only, preference for major and minor plans).*

The following point will only deal with full-time studies and this curriculum because the admission of students to the combined form was terminated. According to the data in the table below, the number of submitted applications is decreasing, which is not positive. To a certain degree, this fact is associated with demographic trends. However, it would be useful to have data concerning the programmes of other universities and colleges for comparison. The number of admitted students varies depending on the success in the entrance examination (and on other factors, such as possible admission without entrance examination if the required criteria have been met). What is positive, however, is the growing number of enrolled students, especially in comparison with the number of submitted applications and the number of admitted students.

Full-time studies

Rok	Počet podaných přihlášek	Počet přijatých	Počet zapsaných	Počet přestoupených
2019/2020	1135	261	130	250
2020/2021	1070	185	90	3
2021/2022	1007	214	121	1
2022/2023	912	183	142	
2023/2024	19		1	

Combined studies

As stated above, the combined form of study is no longer open to new students, which is also indicated in the table below.

Rok	Počet podaných přihlášek	Počet přijatých	Počet zapsaných	Počet přestoupených
2019/2020	206	46	36	42
2020/2021	169	23	21	3
2021/2022			1	
2022/2023			1	
2023/2024			1	

Rok	Year
Počet podaných přihlášek	Number of applications
Počet přijatých	Number of admitted
Počet zapsaných	Number of enrolled
Počet přestoupených	Number of transferred
The curriculum under evaluation does not have any combined studies.	

Part II

Teaching, Learning and Evaluation

(Supporting documents: Export of Degree Programme data, Course characteristics, Course Opinion Poll results)

8. Describe innovative and interactive elements in teaching (e.g. e-learning support, video lectures, real-life simulated learning, field teaching/excursions, group work, flipped learning, blended learning, problem-based learning, case-based learning, etc.):
 - a) evaluate how they contribute to achieving the intended learning outcomes;
 - b) indicate which of them worked best in your teaching.

For almost all courses, an interactive curriculum has been created (i.e. e-learning support). According to the statistics, such a curriculum has been created for more than three-quarters of the courses (76.6%) – for more details see Annex No. 4. However, the data are not fully updated. For example, the course Bachelor Thesis had and has a curriculum. Regrettably, the guarantor does not have the right to view the folders of various courses in the information system (IS), so it is impossible to find out whether and to what extent there are all the required study materials for the course in the information system. However, we have a statistical figure about the rate of availability of materials for courses in the IS (for 2022, this was 93.6%) and an overview of courses and the number of materials for each course that are contained in folders in the information system. The overview indicates that the number of shared materials is fine.

The materials for most of the courses include video recordings of lectures, which proved very good for reviewing the acquired knowledge at a time and pace convenient to the students. The folders of courses in the IS can also be used by students to hand in their assignments (in 2022, it was used for this purpose for 61.7% of courses; however, the particular overview of courses does not show whether they are used for handing in assignments – zero is stated for each course). These folders also allow the entry of assignment specifications, online tests (80.9% of courses) and the like. In addition, course tabs enable a number of interactive processes and facilitate communication with students and knowledge sharing. Before the beginning of each semester, the information for courses is checked, altered and supplemented (if needed). Once again, this depends on how the guarantors of each course make use of these options. According to the results of the student satisfaction survey, satisfaction prevails.

The COVID-19 pandemic and the associated lockdowns that also affected Masaryk University led to the introduction of the MS Teams platform for education. This platform provides a number of elements that enrich instruction and delivers numerous benefits, in particular for students of the combined form of study. Once again – not all instructors take advantage of the opportunities. The IS, including MS Teams, therefore helps to apply blended learning.

In many courses, the instructors use an interactive board that makes it possible to include videos in the instruction, share knowledge and ideas, and co-create content that is presented in real time to all participants and can also be saved at the end and shared for further use.

The use of various online tools during the instruction (e.g. online quizzes, surveys, word clouds, open texts) that stimulate creativity and prepare students (particularly full-time ones) for teamwork has been increasingly seen in the instruction of various courses. It is also very important to work with real-world data and real-world databases and, of course, use methods and techniques for storing and analysing data, presenting results and the like (in particular, in the courses Statistics 1 and Statistics 2, Financial Accounting 1 and Financial Accounting 2, and Managerial Accounting).

In most courses (particularly in seminars and partially also lectures), discussion methods are used. In seminars, the T-P-S (Think-Pair-Share) method is often used. This method requires the clear specification of a certain topic for reflection, the activation of connections, and the sharing of the results of the aforementioned reflection. Where the topic has the nature of a problem, problem-based learning is used, often in combination with flipped learning, which is necessary for a number of assignments. This is particularly the case for courses where it is necessary – for better understanding – to have more time and instruction using case-based learning. Real-world assignments to solve the problems of companies were used in the course Marketing. Gaming principles, together with the methods stated above, have been fully implemented in the Managerial Game (seminar part of the course Management),

which also encourage teamwork. Practically in all courses, students work with real-world situations from the operations in companies/organisations and environments in which companies/organisations exist, which considerably helps to achieve the planned learning outcomes. The methods and approaches have been used because of numerous benefits that they bring. It is impossible to say which methods have proved themselves best. This depends on the nature, content and objectives of the particular course, with not all approaches being suitable for all instruction. It goes without saying that this also depends on the year of instruction – with regards to the age of students and the need to gradually switch from instruction typical for secondary schools to university instruction. In technical courses, the following approaches are most suitable: case-based and problem-based learning, as they make it possible for students to better understand and partially experience solving the real-world problems of existing companies against a certain background and context.

9. *Comment on the main changes and measures implemented in the last reporting period (e.g. based on the results of the study course survey) at the level of individual courses, in particular with regards to:*
- a) *study objectives, study load and teaching methods;*
 - b) *the evaluation of students according to transparent, objective and predetermined criteria;*
 - c) *the provision of formative feedback.*

In the previous period, only non-substantial changes were made, of which the majority related to the contents of courses. The changes were made on the basis of: a) student survey results; b) development of knowledge as perceived by the guarantors of courses; and c) development of practical needs and requirements (employer survey results). The study objectives were therefore partially reformulated, as a result of which, some contents of courses were changed (e.g. by including sustainability aspects, Industry 4.0 and the circular economy in the curriculum – courses Management, Operations Management, and Logistics and Supply Chain Management). The instruction during courses was enriched with a number of innovative elements and methods (for more details see Question 8 in Part II). For certain courses, the study load was also slightly decreased (mostly by re-evaluating and altering the proportion of load in terms of direct instruction and home studies).

The guarantors of courses are obliged, by the start of the semester at the latest, to clearly define the conditions for completing the course, including clearly set criteria – if there is an interactive curriculum, the conditions are stated in it in detail, otherwise such information is available in the specific course information in the IS. The conditions are also re-evaluated on the basis of feedback from students, but in such a way as to maintain continuity and similar conditions over a certain period of time. In addition to the course surveys stated above, a number of instructors have been in intensive communication with students during the course of semesters in order to garner ideas how to improve and enrich the instruction.

Formative feedback is provided in various forms, depending on the nature of the course, the content and nature of the requirements, and the instruction methods used. Feedback may therefore be provided immediately during the course of a discussion about the presentation of seminar papers, or continuously in relation to seminar papers submitted during the course of studies through comments from the instructors. Mutual evaluation of undergraduate students was not used in the previous period. This also applies to various tests taken during the course of the semester and subsequent discussions about their results. Intensive feedback is provided in the Managerial Game in the course Management, not only by the instructors, but also by the other teams in the form of game results in weekly cycles. Similarly, team projects pass various evaluation control points.

10. *Evaluate the content and scope of the state final examination in relation to the requirements and structure of the profiling courses of the assessed study programme. Evaluate the suitability of the final state examination in relation to the profile of the graduate. Evaluate the suitability of the setting of the final qualification paper.*

The form of the final state examination was changed in 2020 in order to bring it closer to the standards of top foreign universities and to more clearly fulfil the objectives related to the graduate profile. The attention now focuses on the final thesis. The examination contains two closely interconnected parts. The first part is the defence of the final thesis, whereby the student is expected to present, explain and defend the formulation of the thesis objectives, the need to solve the problem, the research design, the results of analyses, and the proposed solutions to the problem. The second part (discussion) relates to the graduate profile. During the discussion, it is verified whether and to what extent the student has acquired the knowledge and competences required (the discussion is based on the profiling courses and on the knowledge and competences acquired during the course of writing the final thesis). The Board asks questions covering both the knowledge gained in profiling courses and the topic of the final thesis. The list of profiling courses and the knowledge and competences are stated in Question 5 in Part I of this report. This form of the final state examination eliminates duplicate testing in the courses that have already been completed by the student during their studies and better reflects the degree of acquired knowledge and competences with regards to proving how the student is able to apply and link the knowledge to real-life practice. A certain problem may be the fact that professional knowledge is only verified in three technical profile courses (courses of the profiling basis) that do not relate to the preparation and writing of the bachelor thesis, i.e. methodological knowledge necessary for mastering the work associated with the bachelor thesis, and a number of topics included in other courses that the students complete as compulsory or compulsory elective courses. In this respect, it should be considered for future periods whether to include additional courses among the profiling courses in order to achieve greater concordance between the graduate profile and the contents of the final state examination. In 2022, the success rate in the final state examination was 92.3%, with the failure rate higher for the defence of the final thesis than for the technical discussion.

Regarding the final thesis, the spectrum of possible focuses, and therefore the general content of theses, was also broadened. As a result, students may process “research papers”, i.e. not to only solve a problem of one particular business or organisation, but, based on their own empirical research, offer new knowledge of selected factors of the functioning of markets.

Students work on the final thesis for three semesters and pass three control points in the form of the fulfilment of requirements set out for the courses Thesis, Bachelor Thesis Seminar 1, and Bachelor Thesis Seminar 2. For the first two courses, an instructional part, which has a methodological nature, was introduced. According to the external members of the final state examination boards from other university departments and other partner universities and colleges, the level of final theses is very high. This was achieved particularly by placing greater emphasis on various parts of the work on the thesis and by the aforesaid innovation regarding the introduction of methodology instruction in various courses related to the final thesis. Students are encouraged to provide clear arguments for the thesis objectives and for the need to solve a clearly formulated problem (research or managerial one), with great attention also paid to the methodological part of the work, the analyses carried out, and the clear formulation of valid recommendations and proposals. The requirements regarding the resources used increased considerably, with a move away from coursebooks and textbooks to high-quality and relevant academic articles from which the students may gain considerably better findings for the closely specified problems that they address in their theses. The objectives of the qualification thesis given by the programme characteristics (in terms of topics and benefit) are therefore fulfilled and are able to follow the

development of current trends in the given field and respond to the labour market requirements regarding the required knowledge and competence of the programme graduates. Writing theses in the English language is encouraged (financial motivation).

11. Indicate the scientific research, grant or other creative activities within the evaluated Degree Programme that have been/are being carried out with the involvement of students. Describe any opportunities and forms of motivation for student involvement. Indicate any major awards (including nominations for major awards) won by students in the field of study concerned in the last 5 years.

Undergraduate students have not yet been engaged in any scientific-research, grant or other creative activities. If they have, a list of engaged students is regrettably not available.

In connection with this point of the Self-Evaluation Report, there appears room for thinking about: extension of possibilities of engaging undergraduate students in various research and creative projects, e.g. specific research projects that fall under the Grant Agency of Masaryk University. This applies particularly to full-time students. Timely engagement of students in activities like this may be a significant stimulation factor in encouraging their interest not only in the follow-up Master's degree programme, but also in doctoral studies. So far, this role has been, to a limited extent, played by writing bachelor theses.

In the reporting period, 3 students were given the Dean's Award for Excellent Bachelor Thesis (2 first places and 1 third place). In the same period, 8 students were rewarded for excellent study results.

12. Evaluate the system of internships, practical training and placements of students on the evaluated study programme. Indicate any innovations that have taken place in the last reporting period.

No system of practical training was created and therefore introduced for undergraduate students. At this study level, there is no special course Practical Training, unlike at the follow-up study level. However, it must be mentioned that due to the high number of students in the programme, neither the faculty nor the department is able to secure and guarantee practical training for each student of the programme. A certain substitution is the elective course MPX_TPSC Top Students Centre, which has a limited capacity, but where students have opportunities to meet practicing experts during interactive technical workshops and gain not only knowledge, but also experience and competences. However, the course is not a priori created for the undergraduate level of studies or for the degree programme Business Economics and Management.

Internships are also not actively offered to undergraduate students, apart from ERASMUS+ internships or international internships organised by AISEC.

Practical training is integrated in the instruction through dealing with case studies, in the course Management through the Managerial Game, where students take part in teamwork, and through lectures and discussions with practicing experts (compulsory elective courses Marketing, Intercultural Communication, Operations Management, and Logistics and Supply Chain Management). This process also takes place when students are working on a bachelor thesis that has the form of a case study, whereby the student deals with a particular problem in a particular company.

13. Identify the main external partners on the Degree Programme (professional organisations, employers, internship providers, etc.) and evaluate the process of establishing and maintaining relationships with them. Evaluate the extent and possibilities of involving practitioners in teaching in relation to the focus and profile of the Degree Programme.

The degree programme has no external partners or rather has no officially known partners. Cooperation with external partners (businesses, in particular) takes place at the level of specific taught courses, mostly in the form of lectures given by external experts, and in sporadic cases in the form of practical assignments or projects assigned to students by businesses. Partners are also contacted regarding possible field trips. These forms of cooperation only take place in those courses secured by the parent department of the programme, i.e. only in a few courses, in particular Marketing, Logistics and Supply Chain Management, and Operations Management.

This is not satisfactory, especially when there is a greater number of prospective possibilities of cooperation available. Individual relationships for the given number of students is not sufficient, with greater interconnection with practice requiring an additional level of cooperation.

14. Assess the accessibility of the programme for people with specific needs:¹

- a) if the programme being evaluated requires a specific skill that you consider to be a serious barrier for a group of persons with disabilities, please specify the skill(s);*
- b) the Universal Educational Design Standards require that the physical learning environment complies with Decree 398/2009, the virtual environment complies with the accessibility rules of Act 365/2000. If you are aware of any risks that the programme has in this area, please indicate them;*
- c) is the study programme prepared beyond the universal design so that the learning environment is adequately adapted to the individual needs of people with specific needs? If you are aware of any risks that the programme has in this area, please indicate them;*

The programme does not require any specific skill, the absence or reduction of which would constitute a serious obstacle for any group of people with disabilities. Extraordinary care is provided to various groups of students with diverse disabilities by the Teiresias Centre of Masaryk University, which is in very close contact with instructors. This means that the degree programme is prepared to make it possible even for students with specific needs to study, and the environment (both offline and online) is always adequately adapted. No risks are assumed to be present.

The physical and virtual environments comply with all relevant regulations within the Universal Design for Learning standards. In this respect, no risks are assumed to be present.

¹ Regarding the evaluation, please consult the Teiresias Centre whose task it is to verify accessibility of the study environment and secure the necessary individual adaptations through technologies.

Part III

Staffing

(Supporting documentation on staffing from the IS MU)

15. Evaluate the development and current structure of academic staff by number and age with regards to future Degree Programme staffing.

During the reporting period – see the tables below – the number of academic staff providing instruction on the programme fell considerably – from 143 to 109 persons (a decrease of 34 persons) - which may be a consequence of the decrease in the number of students, particularly those following the combined form. While in 2018 the proportion of staff aged 35 years or less was approximately 36.4%, in 2022, this proportion dropped to 24.7%. By contrast, the proportion of the second age group (36–55 years) increased from 50.3% (2018) to 64% (2022). There was no change in the third age group, while in the last group there was a considerable decrease in the number of staff. In 2022, there was only one member of staff in the age group of 71 or more years, while in 2018 this stood at 5. This implies that the age of staff rose slightly. Regarding changes in job positions, the largest decrease was seen in the number of non-academic staff (from 44 to 10), while the largest increase was seen in the number of lecturers (from 19 to 33). At present, 33% of instructors on the programme are lecturers. What is positive is the reduction in the age of professors. In 2022, the majority of workers in this position were between 36 to 55 years of age. However, there are very few academic workers in this position. Together with associate professors, they provide 22.9% of the instruction - this proportion has slightly increased since 2018. For the next 5-year period, the age structure is acceptable, subject to developments over time. The question is whether the number of lecturers participating in the instruction is not too high. Information explaining this situation is not available.

The current structure of the academic staff on the programme

Job position	Up to 35 years	36–55 years	56–70 years	71 and more years
Professor	0	5	2	0
Associate professor	0	16	2	0
Assistant professor	11	24	2	1
Assistant	3	0	0	0
Lecturer	6	22	5	0
Other (not member of academic staff)	7	3	0	0

The structure of the academic staff on the programme in 2018

Job position	Up to 35 years	36-55 years	56-70 years	71 and more years
Professor	0	0	3	3
Associate professor	0	17	2	2
Assistant professor	11	28	3	0
Assistant	7	4	0	0
Lecturer	1	15	3	0
Other (not member of academic staff)	33	8	3	0

16. Evaluate the contribution of foreign experts to teaching in the Degree Programme.

From the total number of 109 teachers, there are 9 foreign teachers (of which 6 from the Slovak Republic, 1 from Iran, 1 from India and 1 from Serbia), which represents 8.3% (5.5% excl. Slovakia). In the evaluation in 2018, this proportion was 11.2% (2.1% excl. Slovakia). In other words, the proportion of foreign teachers (excl. Slovakia) has increased slightly, but their proportion is still very low. For further details see Point 18 in Part IV.

17. Comment on the current state of the number of theses supervised by one academic.

From 109 teachers in 2022, a total of two teachers supervise more than 10 Bachelor's theses, two teachers supervise 10 Bachelor's theses, and 29 teachers supervise more than 5 Bachelor's theses, i.e. 6 to 9 bachelor theses. (However, if Master's theses are also taken into account, 39 teachers supervise 11 or more theses, with some also supervising doctoral theses.) From the aforesaid 39 teachers, 16 teachers supervise 15 or more theses, 9 of which are members of staff of the Department of Corporate Economy. Although the supervision of theses is spread over three semesters (after introduction of the additional course called Bachelor Thesis in the fourth semester of instruction), it cannot be said that the workload of certain teachers resulting from this work is low. On the other hand, it should be noted that it is necessary to evaluate the workload resulting from teaching, working on projects, and fulfilling the third mission of the university, and whether they work full-time or part-time, because such a narrow evaluation does not provide any adequate informational value. However, in recent years, the workload associated with the supervision of final theses has also been partially shifted to the staff of other departments or other colleges and to practitioners, which means that a slight improvement of the current situation can be expected in the future.

Annex No. 4 contains a list of academic staff teaching on the programme and the number of final theses supervised by them.

Part IV

Internationalisation

(Supporting documents: Export of statistical data on the Degree Programme, management data in the IS)

18. Evaluate the international dimension of the Degree Programme:

- a) *the structure of offers from partner universities at which students of the programme can undertake a study abroad or internship;*
- b) *the evolution of student mobility and their interest in participating in study abroad (including identification of possible barriers to mobility);*
- c) *the space devoted to learning in a foreign language within the curriculum (including teaching in a foreign language, learning a foreign language, as well as compulsory foreign language literature, etc).*

The structure of the offer of partner colleges is abundant. The faculty has agreements with more than 70 universities and colleges from all over the world (6 of them rated as TOP) in the ERASMUS programme and 20 in the CEEPUS programme. However, it must be pointed out that the offer does not always fully correspond with the programme Business Management. In addition to the programmes stated above, students may also go to study abroad as Freemovers and, in the reporting period, through the development project of the Ministry of Education, Youth and Sports of the Czech Republic. The offers

from Western European countries prevail. Undergraduate students go to study abroad less often than students in the follow-up Master's degree programme, which is to be expected with regards to their age, knowledge and experience. In the reporting period, only full-time students went to study abroad. Most often, students went to study abroad under the Erasmus programme. One student undertook an internship abroad (in Great Britain) under the Freemovers programme.

The list in the table in Annex No. 2 shows that the countries chosen for such study visits are very diverse.

In the reporting period, the interest in foreign study visits and internships was quite small because of the situation related to the COVID-19 pandemic, as indicated by the table below. The reason for the slightly smaller number of studies abroad in 2022 compared to 2021, which was affected by measures related to COVID-19, is unknown. In 2022, a total of 18 students went to study abroad and, except for 2020, this number is very similar to the numbers from the other years in the reporting period. The proportion of students going to study abroad in relation to enrolled students was around 15%. It would be advisable to compare this percentage across similar programmes at other universities and colleges in the Czech Republic and abroad. However, it is evident that in this case there is room for improvement in the form of the increased promotion of available options and the more active addressing of students.

At the level of Bachelor's degree studies, there has been long-term cooperation with the University of Huddersfield in the form of one-year studies (3rd year) at this university on the basis of the Double Degree Programme Agreement, with an option to also earn a British diploma. Students also have the option to continue in the follow-up Master's degree programme.

The number of students on foreign study visits – full-time studies:

Typ výjezdu	Počty výjezdů			
	2022	2021	2020	2019
CEEPUS	1		1	
Erasmus	16	20	4	14
Jiný krátk. st. pobyt	1	1	1	2
rozv. projekt MŠMT				3

Typ výjezdu	Type of foreign placement
Počty výjezdů	Numbers of foreign placement

Compulsory courses also include a foreign language taught for 4 semesters. No course – compulsory or compulsory elective – was taught in a foreign language in the Bachelor's degree programme in the reporting period, but students may choose an optional course taught in a language other than Czech. Information about the usage of this option is not available. An exception to that stated above is the course Marketing, which is partially taught in the English language (lectures).

Each student is obliged to complete at least one course taught in a foreign language during their studies, while being allowed to select a course offered by any other faculty of MU to fulfil this requirement. This obligation may also be fulfilled by undertaking a one-semester study visit at a partner university abroad or other equivalent ways, e.g. an internship abroad.

The guarantors of courses are obliged to include publications in the English language in the literature required for the studies, with teachers using numerous materials written in the said language for their instruction. The proportion of instruction in a foreign language is definitely not ideal. It would therefore be desirable to gradually include more courses, particularly technical courses, in the curriculum.

Part V

SWOT Analysis and Draft Development Plan for the Degree Programme

19. Formulate the strengths and weaknesses of the Degree Programme, as well as the opportunities and threats to its implementation.

Internal strengths	Internal weaknesses
<p>Size of the degree programme Breadth of knowledge acquired by the graduates Education encouraging logical and critical thinking Existence of follow-up Master's and doctoral studies Large number of opportunities to study abroad Wide range of elective courses throughout the university High-quality teaching materials Relatively modern technical equipment in classrooms and workplaces Breadth and depth of expertise of the teaching staff Age structure (including the structure of academic qualifications) Facilities of Masaryk University</p>	<p>Insufficient number of technical courses related to the programme Impossibility for students to specialise within the programme due to the small number of technical courses Little interconnection with practice Lower engagement of experts in the field in the instruction of courses No compulsory course taught in a foreign language Low degree of electivity within the degree programme</p>
External opportunities	External threats
<p>Decline in the number of colleges with economic focus (particularly private ones) Growing prestige of Masaryk University Growing interest in cooperation of businesses with FEA with regards to improvements in communication and deepening cooperation Demand for graduates with broad economic education that are able to use logical and critical thinking to interconnect knowledge from various economic fields in various types of organisations Change in financing of colleges, which will promote the quality of education</p>	<p>Strong competition from many similar degree programmes at other colleges Lower interest in the studies of Business Economics and Management in comparison with other programmes Low population years National budget deficit Change in financing of colleges Declining interest of employers in graduates with a too broad study profile Decline in the quality of prospective students Decline in the volume of funds, or an unstable flow of funds</p>

20. Evaluate how the development plan from the previous 5-year period has been implemented so far. If necessary, comment on the steps taken outside the development plan. In case of non-fulfilment of certain parts of the plan, justify the strategy chosen.

The evaluation of the fulfilment of the development plan is based on Annex No. 1.

The development plan created in 2018 states that at the time of preparation of the Self-Evaluation Report there was an intensive discussion “about the future profiling of Bachelor’s degree programmes and the contents of the faculty-wide shared foundation for studies” at the faculty. “Based on detailed analyses and surveys of the decision-making schemes and the preferences of prospective students, the passage of enrolled students through studies, and the options available for graduates in further education and practice, Bachelor’s degree programmes” were to be “gradually restructured and innovated”. It can be stated that during the previous 5 years, certain changes were made to the programme that resulted in the clearer profiling of graduates. Discussions concerning the contents of the faculty-wide shared foundation (scope and contents) are still ongoing and are expected to deliver desirable changes in the spring of 2024. The changes should reflect the requirements and expectations of employers, prospective students and students alike, as well as the restrictions associated with faculty funding. The reasons for non-fulfilment of the development plan are primarily associated with problems in finding a compromise between the available possibilities and the needs of multiple parties.

We have failed to introduce changes in the admissions procedure that are required in order to select students who are really interested in the programme and really want to study and complete it, and who perceive the positives of the programme, so that the students do not drop out or the number of drop-outs is reduced. In this case, the reason is the difficulty in finding the appropriate form for the admissions procedure, one that is not time- and finance-intensive in terms of processing, and one that makes it possible to really secure or support the aforementioned objective. The objectives relating to increasing the motivation of students by offering a wide range of elective courses and foreign internships also went unfulfilled - motivation has not increased. However, the number of students going to study abroad is relatively stable. Some students are discouraged by the relatively substantial theoretical character of the studies and the obligation to study courses which they are not interested in and are not sure about the reasonability of their inclusion in the programme.

The development plan mentioned the objective of acquiring funds and the objective to increase the practicality of instruction through finding partners for contractual research. For the bachelor’s studies, this possibility is limited but not impossible – at least for the third year and the first semester of this year, or for the final bachelor theses. This objective was only partially fulfilled. The reasons may be a relative lack of interest on the part of businesses, the quality of work with businesses, including the conditions for contractual research, and the communication with prospective partners.

However, during the reporting period, we managed to increase the expertise of the academic staff, both in the form of the completion of doctoral studies, and the successful habilitation of 3 members of the department’s staff, which has had, and still has to this day, a positive impact on the age and qualification structure of teachers in the department. Unfortunately, the appointments procedure (professorship) remains a large problem. In the reporting period, the department gained 2 new members of staff from abroad for post-doc positions, one of which has already been teaching. The department’s management is very interested in attracting additional staff from abroad (for the post-doc positions as well as the positions of assistant professor, associate professor or professor) on the basis of selection procedures.

21. Based on the results of the SWOT analysis and the outcomes of the self-evaluation, outline the objectives for the development of the Degree Programme in the next period.

<i>Degree Programme development objective (what)</i>	<i>Measures leading to the objective (how)</i>	<i>Measure implementation, year or cycle (when)</i>
<i>Successful re-accreditation of the innovated Bachelor’s degree programme in accordance with</i>	Preparation of accreditation materials Negotiation at the level of faculty management	2023 or 2024

<i>the needs and requirements of practice, prospective students and students alike, and which reflects new trends in business economics and management.</i>		
<i>Extend the number of available technical courses in the field of business economics and management with regards to the need to narrow the breadth of knowledge covered by the existing programme, despite its name and focus.</i>	Discussions at the department and faculty levels	2023 and beyond
<i>Increase the number of courses taught in the English language</i>	Preparation of courses in the English language	2023 and beyond
<i>Increase the proportion of modern teaching methods involving higher student activation</i>	Sharing knowledge and experience among colleagues, presentation of possibilities at departmental meetings and trainings Acquiring knowledge of methods during foreign internships and in discussions with colleagues from other universities at the national and international levels	2023 and beyond
<i>Continue conducting surveys among employers (businesses) and students (graduates) of the programme</i>	On the basis of the developed questionnaires, to ascertain from two groups of respondents (companies and graduates) the correctness of the direction of degree programmes, or the correctness of the concept of programmes and courses in terms of the required and acquired competences	2023 and beyond
<i>Increase engagement of practicing experts in the instruction – lectures, workshops, seminars, dealing with practical problems in seminars, or final papers</i>	Create and put into operation a platform of cooperating businesses from among the faculty's partners, members of TopSec or the Investors Club, JIC, Regional Chamber of Commerce (RHK) and the like, which would facilitate the sharing of the needs and possibilities of businesses and the needs and possibilities of students in the form of mutual cooperation	2023 and beyond
<i>Cooperation with other FEA departments in supervising final theses of PEM programmes</i>	Evaluation of the existing cooperation in the supervision of final theses and the adoption of measures that will increase the quality and successful defence thereof by students	2023 and beyond
<i>Increase the engagement of external experts in the field as supervisors, consultants and readers of final theses</i>	Create a database of external experts in the field and a record of the number and rating of the papers evaluated by them	2023 and beyond

Drawn up by: doc. Ing. Alena Klapalová, Ph.D.
Date: 12.12.2022

Annex No. 1: Study programme development intentions from the 2018 programme evaluation report

At the faculty there is an intensive discussion about the future profiling of Bachelor's degree programmes and the contents of the faculty-wide shared foundation for studies. Based on detailed analyses and surveys of the decision-making schemes and the preferences of prospective students, the passage of enrolled students through studies, and the options available for graduates in further education and practice, Bachelor's degree programmes will be gradually restructured and innovated.

Considering the long-term uncertainty in the area of funding of post-secondary education establishments, i.e. universities, faculties and departments, (in terms of the volume or stability of the funds), it appears appropriate to secure funding resources, as far as possible, outside of or independent of the national budget. In this respect, it seems to be an advisable strategy to carry out contractual research with businesses, which would (in addition to securing additional funds) also increase the practicality of instruction both through the engagement of students in the research and through the engagement of experts from those businesses in the instruction.

The improvement and intensification of communications with businesses is not only necessary in connection with contractual research, but also with regards to the continuous and permanent need to ascertain what (knowledge, competences) they require from graduates, so that it is possible to appropriately adjust the graduate profile and instruction content.

It will also be advisable to modify the manner of admitting full-time and part-time students in order to select students who are really interested in the programme and really want to study and complete it. This should result in a considerable reduction in the number of students dropping out of their studies.

The motivation of students to study may also be supported by the current wide range of elective courses that make it possible for students to gain the required specialisation. Another motivation factor is the large number of opportunities to study abroad and, last but not least, the follow-up Master's degree programmes in the field.

In the long term, it is also necessary to maintain a high level of support from the faculty and university with regards to modern technical equipment for classrooms and workplaces.

On a continuous basis, it is necessary to increase the expertise of the academic staff, either in the form of doctoral graduates or habilitations and professorships. It is realistic to assume that every year, one or two students will successfully complete their doctoral studies. The objective for the next five years is to achieve at least two successful habilitations for department staff and at least one successful professorial appointment. This would further enhance the prestige of not only the university and faculty, but primarily the department. Achievement of the aforementioned objectives will strengthen not only the structure of the academic qualifications within the department, but also the age structure, since it will enable the greater engagement of younger staff members.

Annex No. 2: International Student Study Visits in Full-Time Form of Study in 2019 - 2022

Stát/instituce	Počty studií			
	2022	2021	2020	2019
Německo	4	3	1	1
* Internationaler Bund, e.V.		1		
* Fachhochschule für Ökonomie and Management gemeinnützige				1
* Fachhochschule Bochum	1			
* Universität Potsdam	1			
* Karlshochschule Internationale Universität	1			
* Universität Munster		1		
* Internationaler Bund e.V.	1			
* Universität Paderborn			1	
* Hochschule Heilbronn		1		
Nizozemsko	1	3		3
* HAN University of Applied Sciences	1	2		2
* Hogeschool Van Arnhem En Nijmegen				1
* Saxion University of Applied Sciences		1		
Francie	2	2	1	1
* Université Catholique de Lille	1			1
* Uni de Caen Basse-Normandie		1		
* Université de Rennes I			1	
* Université Bordeaux 1, Sciences et Technologies	1			
* Montpellier Business School		1		
Španělsko		3		3
* Universidad De La Laguna		1		2
* Universidade da Coruña		1		
* Universida de La Coruña				1
* Universidad de Málaga		1		
Rakousko	2	2	1	
* Fachhochschul-Studiengänge Burgenland	2	2	1	

* Win Win Lettings Ltd.				1
Chorvatsko		1		
* Sveučilište u Rijeci		1		

Finlasko	1	1		3
* Oulun yliopisto		1		2
* Tampereen yliopisto	1			
* Jyväskylän yliopisto				1
Belgia	2		1	
* Vrije Universiteit Brussel	2		1	
Sveitsi	2	1		
* Södertörn University	1			
* Södertörns högskola		1		
* Högskolan Väst	1			
Italia	2	1		
* Università Carlo Cattaneo, LIUC	1			
* Università degli Studi di Salerno	1			
* Università degli Studi di Milano-Bicocca		1		
Litva	1			1
* Mykolas Romeris Universitetas	1			1
Portugalsko		1		1
* Instituto Politécnico de Beja		1		
* University of Minho, Braga				1
Australia				2
* Deakin University				1
* University of the Sunshine Coast				1
Luemburški				1
* Université du Luxembourg				1
Slovinsko		1		
* Univerza v Ljubljani		1		
Korejalainen tasavalta			1	
* Hankyuk University of Foreign Studies			1	
Soyennet valtiot	1			
* University of Kansas	1			
Polsko			1	
* Uniwersytet Marii Curie - Skłodowskiej			1	
Lichtenstein		1		
* Hochschule Liechtenstein		1		
Ranska	1			
* University of Paris	1			
Tina				1
* Shanghai University of Finance and Economics				1
Kanada				1
* University of Victoria				1
Norsko		1		
* Högskolan i Inlandet		1		
Veliki Britania				1

Stát/instituce	State/Institution
Počty studií	Number of studies
Německo	Germany
Nizozemsko	Netherlands
Francie	France
Španělsko	Spain
Rakousko	Austria
Chorvatsko	Croatia
Finsko	Finland
Belgie	Belgium
Švédsko	Sweden
Itálie	Italy
Litva	Lithuania
Portugalsko	Portugal
Austrálie	Australia
Lucembursko	Luxembourg
Slovinsko	Slovenia
Korejská republika	Republic of Korea
Spojené státy	United States
Polsko	Poland
Lichtenštejnsko	Liechtenstein
Řecko	Greece
Čína	China
Kanada	Canada
Norsko	Norway

Velká Británie	Great Britain
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Annex No. 3: Number of Final Theses Supervised by Teachers in the Programme

Kvalifikační práce

Údaj je uveden ve tvaru počet aktuálně vedených prací / celkový počet i v minulosti vedených prací (jde o práce na MU od roku 2000).

Akademický pracovník	Bakalářské práce	Magisterské práce	Dizertační práce
doc. Ing. Alena Klapalová, Ph.D.	4/90	8/202	2/5
Ing. Michal Kvasnička, Ph.D.	10/53	4/46	0/1
doc. Ing. Petr Pirožek, Ph.D.	8/57	5/76	0/4
doc. Ing. Mgr. Jakub Procházka, Ph.D.	4/23	3/31	2/2
doc. Ing. Bc. Petr Suchánek, Ph.D.	6/101	6/114	1/7
doc. Ing. Libor Žídek, Ph.D.	6/37	6/93	3/10
Ing. Eduard Bakoš, Ph.D.	3/27	1/38	0/0
RNDr. Luboš Bauer, CSc.	0/0	0/0	0/0
Mgr. Silvie Bilková	0/0	0/0	0/0
RNDr. Marie Budíková, Dr.	4/53	2/43	0/0
Ing. Matouš Cabalka	0/0	0/0	0/0
Ing. Mgr. Lucie Coufalová, Ph.D. et Ph.D.	7/27	8/12	0/0
doc. Ing. Ondřej Částecký, Ph.D.	4/62	13/100	1/1
Mgr. Marie Červenková, Ph.D.	0/8	0/4	0/0
Ing. Renata Čuhlová, Ph.D., BA (Hons)	5/13	13/15	0/0
Mgr. Veronika De Azevedo Camacho, Ph.D.	0/0	0/0	0/0
Oleg Deev, Ph.D.	8/25	6/44	0/0
JUDr. Lenka Dobešová, Ph.D.	0/2	9/91	1/1
Ing. Bc. Michal Ďuríník, Ph.D.	1/17	0/1	0/0
Mgr. Ing. Petra Dvořáková, Ph.D.	8/39	0/19	0/0
Mgr. Martin Džurík	0/0	0/0	0/0
Mgr. Hana Fitzová, Ph.D.	6/20	3/7	0/0
Mgr. Zuzana Gric, Ph.D.	1/5	3/5	0/0
Mgr. Ing. Filip Hampl, Ph.D.	1/3	10/22	0/0
Mgr. Jiřina Hrbáčková	0/0	0/0	0/0
Ing. Filip Hrůza, Ph.D.	3/16	1/36	0/0
Ing. Bc. Jana Hvozdenská, Ph.D.	5/34	6/48	0/0
doc. Ing. Vladimír Hyánek, Ph.D.	3/96	4/107	4/9
Ing. Eva Hýblová, Ph.D.	3/65	8/99	0/0
Mgr. Jakub Chalmovianský	3/10	7/9	0/0
Bc. Mgr. Petra Chládková	0/0	0/0	0/0
Mgr. Bc. Martin Chvátal, Ph.D.	0/0	0/0	0/0

doc. Ing. Robert Jahoda, Ph.D.	6/58	4/64	0/1
Ing. Michal Jirásek, Ph.D.	4/18	10/32	0/0
Ing. Jan Jonáš, Ph.D.	8/57	5/44	0/0
Prateek Kalia, Ph.D.	0/0	0/0	0/0
Ing. Michaela Kecskéssová	0/0	0/0	0/0
doc. Ing. Viktorie Klímová, Ph.D.	3/46	7/90	2/2
Ing. Lukáš Kokrda	0/0	0/0	0/0
Mgr. Markéta Kovaříková	0/0	0/0	0/0
doc. Mgr. Maria Králová, Ph.D.	0/3	0/4	0/0
Ing. Mgr. Michal Krčál, Ph.D.	7/63	11/62	0/0
Ing. Zuzana Křížová, Ph.D.	5/46	5/106	0/0
Ing. Ladislava Kuchynková, Ph.D.	4/36	10/65	0/0
doc. RNDr. Josef Kunc, Ph.D.	7/88	7/86	4/8
prof. Ing. Martin Kvizda, Ph.D.	7/39	7/111	2/6
prof. Ing. Štefan Lyócsa, Ph.D.	4/8	4/10	3/4
doc. JUDr. Ivan Malý, CSc.	1/54	3/51	0/8
doc. Ing. Pavla Marciánová, Ph.D.	7/66	12/80	0/0
Mgr. Lukáš Másilko	0/0	0/0	0/0
Ing. Mgr. Markéta Matulová, Ph.D.	0/2	2/13	0/0
Ing. Petr Mikuš, Ph.D.	11/93	6/83	0/0
Ing. Dušan Mladenović, Ph.D.	3/14	13/28	0/0
Ing. Michala Moravcová, Ph.D.	0/0	0/0	0/0
Mgr. Marek Navrátil	1/1	0/0	0/0
Ing. Svatopluk Nečas, Ph.D.	8/58	2/65	0/0
PhDr. Jaroslav Nekuda	0/0	0/0	0/0
doc. Ing. Daniel Němec, Ph.D.	8/67	13/133	3/3
prof. Ing. Juraj Nemeč, CSc.	2/11	1/11	1/7
Ing. Josef Nežleha	6/23	9/42	0/0
Ing. Markéta Novotná, Ph.D.	6/25	6/24	0/0
Mgr. et Mgr. Tomáš Ondráček, Ph.D.	7/37	13/30	0/0
Ing. Zuzana Opatrná	5/5	0/0	0/0
Mgr. Markéta Oplatková Pločková	0/0	1/1	0/0
Ing. Gabriela Oškrdalová, Ph.D.	6/47	3/41	0/0
Ing. Markéta Páleníková, Ph.D.	1/29	4/33	0/0
Ing. Tomáš Paleta, Ph.D.	7/50	5/45	0/0
Ing. Vilém Pařil, Ph.D.	3/24	5/60	0/0
Ing. Jakub Pejcal, Ph.D.	8/13	0/3	0/0
Mer. Dita Phillips	0/0	0/0	0/0

Ing. Tomáš Píhal, Ph.D.	6/16	13/29	0/0
Ing. Mgr. Blanka Pojslová, Ph.D.	0/0	0/0	0/0
Mgr. Jiří Poláček, Ph.D.	0/1	0/0	0/0
Mgr. Bc. Eva Punčochářová	0/0	0/0	0/0
Mgr. Erika Putnová	0/0	0/0	0/0
Mgr. Petra Ráboňová, Ph.D.	0/0	0/0	0/0
Ing. Mgr. Vlastimil Reichel, Ph.D.	6/24	11/40	0/0
prof. JUDr. Kateřina Ronovská, Ph.D.	0/0	4/96	4/6
Mgr. Ing. Milan Sedláček, Ph.D.	1/36	1/32	0/0
doc. JUDr. David Sehnálek, Ph.D.	6/97	8/141	3/7
Ing. Jaromír Skorkovský, CSc.	8/62	6/38	0/0
prof. Ing. Antonín Slaný, CSc.	6/14	6/58	3/18
Ing. Petr Smutný, Ph.D.	4/51	9/57	0/0
Mgr. Petra Sojková	0/0	0/0	0/0
Ing. Martina Sponerová	6/34	11/33	0/0
Ing. Daniel Stašek	3/3	0/0	0/0
Mgr. Petra Stejskalová	0/0	0/0	0/0
Ing. Bc. Alena Šafrová Drážilová, Ph.D.	2/48	12/58	0/0
Ing. et Ing. Michal Ševčík	0/0	0/0	0/0
Ing. Ladislav Šiška, Ph.D.	5/58	5/111	0/0
doc. Ing. Radoslav Škapa, Ph.D.	4/75	4/120	4/7
doc. Ing. David Špaček, Ph.D.	3/33	6/51	4/4
prof. Mgr. Jiří Špalek, Ph.D.	0/46	3/62	3/6
Ing. Dagmar Špalková, Ph.D.	3/32	2/40	0/0
Mgr. Ing. Ondřej Špetík, Ph.D.	9/15	0/0	0/0
Ing. Magdalena Šuterová	3/5	0/0	0/0
Ing. Eva Švandová, Ph.D.	5/67	6/54	0/0
prof. Ing. Zdeněk Tomeš, Ph.D.	2/26	2/62	1/4
Mgr. Petr Tonev, Ph.D.	6/77	9/62	0/0
Ing. Dominika Tóchová, Ph.D.	3/20	3/12	0/0
Mgr. Ladislav Václavík, Ph.D.	0/0	0/0	0/0
Ing. Dagmar Vágnerová Linnertová, Ph.D.	10/69	11/143	0/0
Ing. Petr Valouch, Ph.D.	6/74	5/125	0/0
Mgr. Daniela Veškrnová	1/1	0/0	0/0

Ahad Zareravasan, PhD	3/7	17/21	1/1
Ing. Viliam Záhurecký, MBA, Ph.D.	15/133	8/194	0/0
Mgr. Ing. Jan Žák	1/39	1/33	0/0
Ing. Bc. Sylva Žáková Talpová, Ph.D.	0/23	8/52	0/0
doc. Ing. Vladimír Žitek, Ph.D.	3/56	8/115	5/6

Kvalifikační práce	Qualification papers
Údaj je uveden ve tvaru počet aktuálně vedených prací / celkový počet i v minulosti vedených prací (jde o práce na MU od roku 2000).	The data is given in the form of the number of currently supervised theses / total number of theses supervised in the past (theses at MU since 2000).
Akademický pracovník	Academic staff
Bakalářské práce	Bachelor theses
Magisterské práce	Master theses
Dizertační práce	Dissertations

Annex No. 4: Existence of Interactive Curriculums in Courses

JARO 2022

78,3%

Předměty s interaktivní osnovou: 18

Celkem předmětů: 23

Kód	Název	Povinnost	Osnova
BPE_MAE1	Makroekonomie 1	P	osnova BPE_MAE1
BPF_FIRI	Finanční řízení	PV	osnova BPF_FIRI
BPF_FIU2	Finanční účetnictví 2	P	osnova BPF_FIU2
BPH_BAS1	Bakalářský seminář 1	P	osnova BPH_BAS1
BPH_BAS2	Bakalářský seminář 2	P	
BPH_MAR1	Marketing	P	osnova BPH_MAR1
BPH_POEK	Podniková ekonomika	P	
BPH_PSEK	Psychologie pro ekonomy	P	osnova BPH_PSEK
BPH_TEBP	Teze bakalářské práce	P	
BPJ_JI2A	Jazyk I/2 - Angličtina	PV	osnova BPJ_JI2A
BPJ_JI2F	Jazyk I/2 - Francouzština	PV	osnova BPJ_JI2F
BPJ_JI2N	Jazyk I/2 - Němčina	PV	osnova BPJ_JI2N
BPJ_JI2S	Jazyk I/2 Španělština	PV	
BPJ_JI4A	Jazyk I/4 - Angličtina	PV	osnova BPJ_JI4A
BPJ_JI4F	Jazyk I/4 - Francouzština	PV	osnova BPJ_JI4F
BPJ_JI4N	Jazyk I/4 - Němčina	PV	osnova BPJ_JI4N
BPJ_JI4S	Jazyk I/4 Španělština	PV	osnova BPJ_JI4S
BPM_MATE	Matematika	P	osnova BPM_MATE
BPM_STA2	Statistika 2	P	osnova BPM_STA2
BPR_PIPE	Politiky, instituce a právo EU	P	osnova BPR_PIPE
BPV_VEF1	Veřejné finance 1	PV	osnova BPV_VEF1
BPV_VES1	Veřejná správa 1	PV	
MPH_LSCM	Logistika a Supply Chain Management	PV	osnova MPH_LSCM

75 %Předměty s interaktivní osnovou: 18
Celkem předmětů: 23

Kód	Název	Povinnost	Osnova
BDX_AKAP	Akademické psaní	P	osnova BDX_AKAP
BPE_HOP1	Hospodářská politika 1	P	
BPE_MIE1	Mikroekonomie 1	P	
BPE_ZAEK	Základy ekonometrie	PV	osnova BPE_ZAEK
BPF_FIU1	Finanční účetnictví 1	P	osnova BPF_FIU1
BPF_ZAFI	Základy financí	P	osnova BPF_ZAFI
BPH_BAS1	Bakalářský seminář 1	P	osnova BPH_BAS1
BPH_BAS2	Bakalářský seminář 2	P	
BPH_EKOR	Ekonomika organizací	P	osnova BPH_EKOR
BPH_MAN1	Management	P	osnova BPH_MAN1
BPH_MAUC	Manažerské účetnictví	P	
BPH_TEBP	Teze bakalářské práce	P	
BPH_ZAFI	Základy filozofie	P	osnova BPH_ZAFI
BPJ_JI3A	Jazyk I/3 - Angličtina	PV	osnova BPJ_JI3A
BPJ_JI3F	Jazyk I/3 - Francouzština	PV	osnova BPJ_JI3F
BPJ_JI3N	Jazyk I/3 - Němčina	PV	osnova BPJ_JI3N
BPJ_JI3S	Jazyk I/3 Španělština	PV	osnova BPJ_JI3S
BPM_STA1	Statistika 1	P	osnova BPM_STA1
BPM_VTMA	Vstupní test do matematiky	P	
BPP_ZAPR	Základy práva	P	osnova BPP_ZAPR
BPR_EKGE	Ekonomická a aplikovaná geografie	P	osnova BPR_EKGE
BPV_VEEK	Veřejná ekonomie	P	osnova BPV_VEEK
MPH_IKKO	Interkulturální komunikace	PV	osnova MPH_IKKO
MPH_PMAN	Provozní management	PV	osnova MPH_PMAN

JARO 2022	SPRING 2022
PODZIM 2021	AUTUMN 2021

Předměty s interaktivní osnovou	Subjects with the interactive syllabus
Celkem předmětů	Total subjects
Kód	Code
Název	Name
Povinnost	Obligation
Osnova	Syllabus