



**VYSOKÁ ŠKOLA
CHEMICKO-TECHNOLOGICKÁ
V PRAZE**

Strategic priorities of UCT Prague with planned use of funds from the Programme to Support the Strategic Management of Public Higher Education Institutions for the years 2026–2030

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Abbreviations used

LLL	Lifelong Learning
MICHE	Monitoring Internationalisation of Czech Higher Education PhD studies
IEP	International Evaluation Panel (within the framework of evaluating research organisations in the higher education segment)
EUA-IEP	Institutional Evaluation Programme of the European University Association (independent international evaluation)
ECR	Early Career Researcher (researcher at the beginning of their career)
ERC	European Research Council
IGA	Internal Grant Agency
OP JAK	Johanesn Amos Comenius Operational Programme
ESG	European Standards and Guidelines for Quality Assurance
LMS	Learning Management System
NTK	National Library of Technology
IOCB Prague	Institute of Organic Chemistry and Biochemistry, Czech Academy of Sciences
MOBI	Institutional programme for international mobility at UCT Prague
HR Award	HR Excellence in Research Award granted by the European Commission

KTT	Knowledge and Technology Transfer
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Introduction and commentary

This document presents selected strategic priorities that are key to the development of UCT Prague in the coming period and its ability to respond to challenges and changing conditions in higher education. UCT Prague plans to support their implementation with a financial contribution from the Programme to Support the Strategic Management of Public Higher Education Institutions for the years 2026–2030 (hereinafter referred to as ‘PSSM’) with additional funding from other sources.

Thematic areas	Education	Creative activity	Social impact of educational and creative activities
Quality/excellence			1 Chemistry made understandable
Internationalisation	2 Internationalisation – the path to global competitiveness		
Human resources, student support and social security	3 Supportive environment for employee development and students	4 New generation doctoral studies	
Digitalisation and development of artificial intelligence	5 Digital transformation		
Infrastructure development			
Knowledge transfer and strategic partnerships		6 Development of a technology and knowledge transfer system	

The strategic priorities were selected based on an analysis of the current state and needs of the university and take into account the outputs and recommendations obtained from recent independent external evaluations by foreign experts in the field of higher education (EUA–IEP, IEP 2025, MICHE), as well as the strategic priorities of the Ministry of Education, Youth and Sports. They reflect current challenges and opportunities in areas that have a fundamental impact on the quality of education, research, service to society and the overall competitiveness of UCT Prague.

The implementation of the selected priorities will improve the quality of management and the efficiency of processes, strengthen the university’s international competitiveness and improve its adaptation to legislative and social changes. When preparing the strategic priorities, their positive impact on generating additional sources of income for the university and saving operating costs was also taken into account.

The strategic priorities have designated guarantors at the level of vice-rectors or the rector, and their implementation will be carried out using a project-based approach. Each measure has its own expert guarantor responsible for putting together a team of experts. The administration of the use of the

contribution from the PSSM 2026–2030 at the institutional level will be ensured by the Department of Strategic Planning. Monitoring of the fulfilment of the objectives will be ongoing and will be summarised in annual progress reports.

Risks to the implementation of specific strategic objectives have been identified for each strategic priority. However, it is also necessary to take into account the risks arising from changes in the external environment, which are difficult to predict and may have a significant impact on the implementation of selected strategic priorities or, more generally, on the functioning of public universities in the Czech Republic (eg legislative changes, economic fluctuations, the geopolitical situation etc).

1 Chemistry made understandable

Guarantor of strategic priority:

Vice-Rector for Education

1.1 Promotion and popularisation of chemistry and support for its modern teaching

Chemistry today faces a whole range of stereotypes – it is often considered an abstract, demanding or even dangerous discipline. That is why it is important to show its true nature: a modern, creative and essential science for society that is at the heart of most of the innovations of our time. **UCT Prague has long been striving to change the way society perceives chemistry.** As the largest domestic educational institution focused on technical chemistry, biotechnology, materials engineering, food and the environment, it trains experts who find employment in domestic and foreign companies, research organisations, public institutions and key technological sectors. Its task is therefore not only to educate top graduates, but also **to create an environment in which chemistry can have a new, understandable and inspiring impact.**

Today, the university implements **an extensive portfolio of popularisation and promotional activities (Researcher’s Night, ScienceFest, Let’s Engage with Modern Chemistry, ChemQuest, Youth Academy, Discover Science)** that bring chemistry closer to the general public **in order to make it accessible and attractive, especially for young people who are facing the choice of their future career.** These events have one thing in common: they show chemistry as a field that is not only essential for addressing climate change, energy transformation and innovative technologies, but can also be fascinating and entertaining. These events reach tens of thousands of students and thousands of visitors every year. At the same time, a dedicated online platform called ‘Chemistry Content Incubator’ is being created to reach secondary school applicants and chemistry-oriented camps and clubs for children are being organised. UCT Prague specifically involves its own students and employees in popularisation activities and develops their teaching and communication skills. Modern science needs experts who can pass on their knowledge not only in an academic environment, but also in a comprehensible form to the general public.

In addition to popularisation, the university has long been committed **to supporting primary and secondary school teachers, who are key guides for pupils in their first encounter with chemistry.** The **Summer and Autumn Schools for Chemistry Teachers** offer practical and modern laboratory workshops that provide teachers with up-to-date methodological support. **The network of regional methodological Chemistry Centres of UCT Prague,** created thanks to the Teachers Teach Teachers project, connects hundreds of educators and creates a unique platform for sharing inspiration, practical

tips and laboratory practicals. Secondary school students who do not have access to high-quality laboratory teaching can take specialised practicals directly at UCT Prague, which increases their preparedness and motivation to study chemistry.

Over the past five years, the number of people interested in studying chemistry has remained relatively stable. The challenge for us is therefore not to achieve a steady increase in the number of applicants to UCT Prague, but above all to improve their preparedness, motivation and ability to get through the demanding first year and persevere with their studies. **By 2030, the university aims to maintain the proportion of interest in studying chemistry at UCT Prague at around 3% of high school graduates and, at the same time, to increase the quality of enrolled students so that their transition to the second year can be improved while maintaining the required knowledge/competences of students.** It wants to achieve this **by stabilising the funding of promotional activities** to reach potential chemistry students, **better linking our promotional activities with study opportunities at UCT Prague and more targeted communication with parents and teachers**, who often have a decisive influence on the choice of study path. It also plans **to expand pilot-tested promotional projects**, such as **Roadshow** (piloted in 2024) and **Discover Science in Action** (currently only at FFBT), by involving all faculties, and **to further strengthen support for chemistry teachers through innovations in laboratory tasks**, further **development of Chemical Centres** and introducing a new mechanism for sharing their experiences regarding incoming students and their strengths and weaknesses for the targeted adaptation of teaching and support for students in their first semesters of study without reducing the quality of study.

Annually monitored data – number of participants/visitors and products at promotional and popularisation events; Chemical Centres, supported teachers/students.
2030
<ul style="list-style-type: none">Existing popularisation activities will be expanded to include information on how the skills and knowledge acquired can be applied in studies.Based on feedback from previous years, communication activities will be expanded to include presentations on the advantages of studying at UCT.The activities ‘Discover Science in Action’ and ‘Roadshow’ will be expanded and all faculties will be involved in the organisation
<ul style="list-style-type: none">The laboratory tasks offered as part of the Summer School for Chemistry Teachers will be innovated and their number will be increasedThanks to intensive support, the network of regional Chemistry Centres will maintain its high quality and may be further expandedA new mechanism for sharing the experiences of secondary school teachers with pupils’ competences will be introduced

1.2 Professional development of industrial partners’ employees

At a time when technology is evolving faster than ever before, a quality university education is not enough. Social challenges require workers to have new skills, adaptability and a willingness to develop throughout their professional careers. The chemical industry and related technology sectors are undergoing dramatic changes – energy transformation, digitalisation, hydrogen technologies, the circular economy and new environmental management practices require new competences. UCT Prague wants to play a key role not only as a place of first contact with chemistry, but also as an institution where industry experts will return for further specialisation, understanding of new trends and reskilling. **We want to be a partner to companies, helping them to educate their employees not only in traditional chemical processes, but also in rapidly developing specialisations.**

Currently, UCT Prague offers lifelong learning courses that supplement, deepen, refresh or expand participants’ knowledge and skills – whether for their current job, retraining or personal development. In 2025, UCT Prague is striving to firmly integrate lifelong learning into its formal structures and processes to ensure its stability, quality and long-term sustainability without relying solely on the personal commitment of individuals. The internal regulation ‘Rules of Lifelong Learning’ has been

registered and a Lifelong Learning Council has been established to monitor and evaluate the lifelong learning programmes offered in order to guarantee their quality. UCT Prague currently offers five courses leading to micro-certificates on the studujnavs.gov.cz portal. In order to strengthen cooperation with industrial partners in the field of education and the development of their employees' skills, a working group composed of experts with many years of experience in industry was established in September 2025.

The main **goal in the area of lifelong learning by 2030 is to create a comprehensive range of commercial, retraining and further education courses/programmes leading to a recognised certificate**, focused on **deepening the professional competences** (upskilling) of workers in the chemical, energy and related industries **and on the retraining** (reskilling) of people coming from non-chemical fields. The working group will actively communicate with business representatives and collaborate on the creation of professional LLL courses tailored to the needs of industrial partners. **The range of specialised professional training courses/lifelong learning programmes will focus primarily on new technologies** (decarbonisation, hydrogen, circular economy, digitalisation in the chemical and energy industries etc), **environmental management, process and safety engineering, and corrosion and materials**. It will also focus on developing the teaching skills of corporate trainers. The system will be supported by the professional administrative staff of the Department of Lifelong Learning. **Cooperation will be developed primarily with industrial partners from the Ústí nad Labem Region and the regional branch of the Labour Office in Ústí nad Labem, using the existing facilities of the University Centre Litvínov UCT Prague – FME CTU – ORLEN Unipetrol, located directly on the Chempark premises.**

UCT Prague also expects the expanded, relevant and attractive range of lifelong learning opportunities to increase the university's budget revenues in the future.

Annually monitored data – number of cooperating companies; number of lifelong learning courses prepared and implemented; number of course participants; university financial income.
2030
<ul style="list-style-type: none"> The comprehensive range of certified commercial courses for industrial partners will be expanded to include new thematic areas with a higher impact (the number of courses, number of participants and revenues will be monitored).

The most significant risks identified within the strategic priority include:

1. A decline in public interest in chemistry, often supported by the marketing of 'chemical-free' products. This could lead to lower participation in the UCT Prague's outreach events and, consequently, to a decrease in the number of applicants for study. To minimise the risk, activities will include positive examples of the use of chemistry in everyday life and environmental protection and greater involvement of industrial partners to showcase attractive career paths related to chemistry.
2. Non-participation of secondary school teachers in educational activities, which would weaken the contact between UCT Prague and schools and could reduce the number of high-quality applicants. The solution is to ensure attractive content for events, obtain feedback from teachers and continuously improve programmes so that they are beneficial to educators.
3. Lack of interest from companies in professional development courses, which would reduce income from lifelong learning. The risk is minimised through active communication with companies, tailoring course content to their needs and ensuring high-quality teaching through didactic support for lecturers.

2 Internationalisation – the path to global competitiveness

Guarantor of strategic priority:

Vice-Rector for External Relations and Communication

2.1 Increasing the competences of students and employees through internationalisation

In a globalised world where the boundaries between science, technology and the labour market are rapidly blurring, **internationalisation is becoming one of the most important prerequisites for the success** of modern universities. UCT Prague has an opportunity to significantly **strengthen the professional and transferable skills of its students, junior researchers and staff and to create an environment at UCT Prague that naturally connects the Czech and foreign academia**. Such a step is not only a path to greater prestige, but also a necessary prerequisite for excellent education, high-quality research and modern university support services.

An analysis of the current situation reveals a number of strengths – a growing number of foreign researchers, a functioning Welcome Office and extensive experience with the Erasmus+ programme. Nevertheless, **there are fundamental obstacles that prevent the full development of internationalisation** at UCT Prague. The range of courses offered in English is still limited and does not allow for the creation of a truly international study community. Czech and foreign students have minimal contact with each other in the classroom, even though studying together is a key factor for a meaningful intercultural experience. At the same time, the university is missing out on the potential of foreign experts, who are only marginally involved in teaching. The Welcome Office helps incoming researchers with administration and integration into university life every year, but there is no integrated support model that would include academics, doctoral students and postdocs (ECR) – the agenda of doctoral students is addressed within the framework of student mobility, which, however, no longer corresponds to the increasingly common status of employees and the European understanding of ECR as an important community within a modern university. There is a lack of tools to support long-term scientific trips for postdocs, junior researchers and academic staff. Non-academic staff only go abroad in exceptional cases. These limitations affect the competitiveness of graduates, success in grant competitions, the quality of services provided to students and researchers and the overall attractiveness of the university to foreign talent.

The vision of UCT Prague is to **create a modern, internationally connected academic environment** where students, doctoral students, postdocs and experienced academics meet in regular classes, in research and in everyday life. UCT Prague therefore wants to **create a fully integrated system of teaching in English**, which will enable Czech and foreign students to learn together, develop language and intercultural skills and inspire each other. **Visiting professors, sabbatical researchers and foreign specialists** staying at UCT Prague for longer periods will become **a natural part of teaching** and will bring new directions and current knowledge from leading world institutions. An environment will be created in which students of Czech and English study programmes will be naturally integrated during their studies, primarily within selected subjects of follow-up Master's programmes taught in English, and will acquire international competences without having to leave the university – a phenomenon known as 'internationalisation at home'.

At the same time, a **unified and professional support system for foreign researchers** will be created, linking the agendas of doctoral students, postdocs and other groups into a single effective model. The

Welcome Office will become the central hub for supporting all incoming mobility. **Special attention will be paid to early career researchers (ECRs)**, whose professional development is inextricably linked to international experience. Administrative services will be expanded to significantly reduce the burden on supervisors and project teams while ensuring the smooth running of mobility programmes – from visas and accommodation to integration into research teams. The university will support long-term stays of foreign scientists, including incoming sabbaticals, which significantly contribute to improving the quality of teaching, student project supervision and the development of the scientific environment at workplaces. The Welcome Office’s portfolio of services will be expanded to provide comprehensive services for outgoing staff as well, including strategically important support for foreign employees already working at UCT Prague who are going on further international mobility programmes.

Through systematic support for the international mobility of students, academics and non-academic staff, the university aims to create conditions in which international experience becomes a normal part of study and professional careers at UCT Prague. In addition to using proven programmes such as Erasmus+, the university’s own MOBI programme will be strengthened with greater flexibility and the possibility of targeted support for trips that cannot be financed from other sources. **Clear rules and an incentive system for sabbaticals** for academics will be created. For **non-academic staff**, regular **internships and job shadowing** will be supported to acquire new skills, modernise services and bring innovation to everyday operations. This will improve the quality of services, increase the professionalism of support teams and better prepare the university to implement demanding international projects.

2028	2030
<ul style="list-style-type: none"> • Rules will be established for hosting senior foreign academics (incoming sabbaticals) • A functional and effective process for recognising credits from study abroad programmes will be implemented 	<ul style="list-style-type: none"> • A competition will be announced for financial support for long-term visits by academics (pilot verified) • Improved and expanded integrated teaching in English will become a standard part of the study programme in follow-up Master’s study programmes
<ul style="list-style-type: none"> • A unified methodology of support and services for all foreign ECRs (doctoral and postdoctoral students) will be implemented 	<ul style="list-style-type: none"> • The portfolio of comprehensive Welcome Office services for incoming and outgoing staff will be expanded • A targeted marketing campaign will be implemented to promote English-language study programmes
<ul style="list-style-type: none"> • Institutional rules and incentives for creative leave (sabbaticals) will be implemented • Rules for outgoing mobility will be amended using the institutional MOBI system 	<ul style="list-style-type: none"> • Revised rules for motivational support for non-academic staff mobility will be fully implemented

The most significant risks identified within the strategic priority include:

1. Low interest in foreign mobility among non-academic staff. If mobilities are not implemented, the transfer of good practice to support and administrative activities will be limited, which will reduce the quality of services for students and staff and weaken the overall effectiveness of internationalisation at UCT Prague. Measures to reduce this risk include motivating staff with financial and non-financial incentives, simplifying administration, sharing participants’ experiences and more flexible rules for the internal MOBI programme.
2. Low interest in sabbaticals, which could slow down the transfer of international experience; the solution is motivational and financial support and quality service for academics. The creation of conditions for systematic support for mobility and long-term stays will be developed in cooperation with the faculties, without which it is not possible to achieve real development of internationalisation at the institutional level.

3. Securing sufficient financial resources to create an environment that motivates students and staff to participate in international mobility, actively involving faculty departments in this process and simplifying the administration of mobility preparation and implementation. Only through a combination of stable funding, better organisation and a common institutional approach can risks be mitigated and international experience become a natural part of university life.

3 Supportive environment for staff and student development

Guarantor of strategic priority:

Rector

3.1 Education, growth and mental wellbeing – the foundation for the development of the academic community

Today, the success of a university increasingly depends on the quality of its people – both staff and students. UCT Prague recognises that without systematic support for their development, it will not be possible to maintain the competitiveness, quality of teaching and attractiveness of the university in the long term. In an environment of rapidly changing technologies, growing demands on scientific work and increasingly complex social challenges, it is no longer enough to simply teach and conduct research to a high standard. **It is essential to build a culture that connects education, personal growth and support for mental wellbeing so that every member of the academic community can develop their potential in their role in the long term** – as a person in the organisation, a teacher, a doctoral student, a researcher or a student. Doctoral students are the connecting layer – they are simultaneously students, early career researchers, teachers and (future) university employees.

Human resources support at UCT Prague has significantly improved in recent years, thanks in part to the **HR Award** received in 2023, the introduction of modern HR processes and the creation of new support structures. Currently, UCT Prague offers its employees a wide range of educational activities using various forms and tools, which include not only mandatory training required by law, but also educational events beyond the scope of legislative requirements. Not all educational and development activities for employees are provided centrally, which makes it difficult to keep records and manage the university's resources – both human and financial – effectively. The range of educational activities in English for foreign members of the academic community is still limited. Similarly, for students, **the Counselling and Career Centre (CCC)** provides top-quality services and records thousands of uses annually, but growing demand and the new needs of the so-called 'Generation Z' place demands on innovation, capacity and strategic coordination of the services offered with the university's goals.

The central tool for the development of 'teachers' at UCT Prague is **the Centre for the Development of Pedagogical Competences (CEPKO)**, a coordination platform for the systematic training of teachers in the fields of didactics, pedagogy and psychology. CEPKO was established in 2024 with the support of the OP JAK EduPro strategic project in response to the requirements of the National Accreditation Bureau for Higher Education (NAB) and the European ESG framework for ensuring the quality of teaching, and will be further developed within the project until 06/2028. The implementation of the EduPro project has already brought about fundamental innovations – in addition to the creation of CEPKO, these include, for example, a framework of pedagogical competences for teachers at UCT Prague, a mentoring programme for teachers, a training system for beginning teachers and a portal with support materials.

By 2030, the goal at UCT Prague is to create a **comprehensive, transparent and systematically centrally managed system of competence development for all employees**, which will link employee training and care with digital transformation. Employees will receive a centrally coordinated training offer focused on pedagogical, digital, language, managerial and soft skills. **This will also include a wellbeing programme, talent management and a management and leadership programme** to ensure generational change and team stability. Students will continue to have access to centrally managed, modern counselling and career services that respond to current challenges – from mental resilience and financial literacy to mentoring and integration. The CCC will become a strategic centre for managing the quality of the student experience, with data-driven decisions and flexible forms of support. **Employee and student education and counselling will be available in a hybrid form**, using LMS Moodle (e-learning.vscht.cz), the Fenomio stream video portal (stream.vscht.cz) and interactive publications on the FutureBooks platform. These tools and the systematic evaluation of educational activities **will enable a flexible response to the changing needs of employees and the creation of personalised educational paths and modern forms of teaching**. This system will increase the attractiveness of UCT Prague as an employer, contribute to the professionalisation of human resource management and the long-term stabilisation of work teams.

A university **Competency Development Centre** will be established under the Personnel Department of UCT Prague, which will take on the role of **central coordinator of training for all employees**, including training for teachers after the completion of the EduPro project, in accordance with the established training strategy and competence catalogue defining key skills for all positions and career stages. It will centrally plan, monitor and evaluate all training activities, while also working with the outputs from employee evaluations. **Digitalisation will play a key role** – Moodle and Fenomio will ensure the availability of online study materials, while FutureBooks will enable the creation of interactive textbooks that will take the quality of teaching to a new level. The international dimension will support **the availability of key courses in English** and the development of language skills among employees and students. The centre will **systematically evaluate feedback and assess the impact of training on employee performance** in order to optimise the training offered.

Student support will focus on prevention, group work, mentoring and systematic assistance to disadvantaged groups. Administrative processes will be simplified and partially automated, and services will be grouped into thematic units and programmes, which will facilitate communication and management. **Data on student needs will become part of a central analysis system**, enabling targeted improvements to the environment. Integration and community events will be financially sustainable in the long term, while maintaining their **quality and openness**.

By implementing this strategic priority, UCT Prague will become an institution that offers a clearly structured, stable and inspiring space for personal and professional growth. A university where employees know how they can develop, students have access to support that meets their needs and doctoral students are guided from the outset as future leaders in the academic environment. Modern teaching, strong internationalisation, digital infrastructure and an emphasis on wellbeing will create an environment in which people feel competent, supported and motivated to grow.

2026	2027	2028	2029	2030
Within the framework of CEPKO (2028), the following will be monitored annually: <ul style="list-style-type: none"> • implementation of courses (prepared at CEPKO)/number of graduates • courses (actively taught) available in Moodle (%) • number of publications on the FutureBooks platform 				

<ul style="list-style-type: none"> • events organised by the Teachers' Club 				
<ul style="list-style-type: none"> • The structure of the Employee Education Strategy and Competence Catalogue will be proposed • The Adaptation Plan will be revised • A concept for the Competency Development Centre will be created • An offer of digital courses (AI, cyber security, e-learning) will be prepared 	<ul style="list-style-type: none"> • The collection and analysis of training data will commence (pilot questionnaires) • Pilot run of comprehensive management and leadership programme launched • A range of courses in English will be prepared (soft skills, project management, leadership) 	<ul style="list-style-type: none"> • Approval and launch of the Education Strategy and Competence Catalogue (including teaching staff) • Adaptation plan implemented in HR and e-learning • Establishment of the Competency Development Centre • Comprehensive wellbeing programme (pilot phase) 	<ul style="list-style-type: none"> • Talent management programme launched • Evaluation of the data collection and analysis process and its possible modification • Evaluation of the comprehensive management and leadership programme • Evaluation and possible expansion of the wellbeing programme 	<ul style="list-style-type: none"> • Stabilisation of all programmes (leadership, talent management, language and digital education, wellbeing) under the Competency Development Centre • Comprehensive evaluation – data collection, analysis of impact on employee performance and HR processes
2030				
<ul style="list-style-type: none"> • Collective forms of support will be permanently integrated into the CCC service offering • Data analysis of the needs and obstacles of students in individual years will be carried out (timeline of the student's passage through school with mapping of targeted services – recommendations for expanding services/covering risk areas) • The programme structure of CCC services will be set up (names and general description of programmes) • The mentoring programme will be standardised and innovated • A system of regular CCC data outputs for strategic decision-making will be set up (data will be fully integrated into the data warehouse) • A comprehensive report on the activities of UCT Prague counselling centres will be published • A system of support for socio-economically disadvantaged students will be introduced • At least two integration events will be held • The Survival Kit programme for first-year Bachelor students will be updated • A conference on tutoring will be organised (international participation) 				

The most significant risks identified within the strategic priority include:

1. Low participation of employees in educational events in general due to workload or lack of motivation is a significant risk, which threatens the effectiveness of education. Specifically, for the development of teaching competences, teachers' lack of interest in courses for the development of teaching competences could lead to stagnation in the quality of teaching and negative NAB evaluations. Minimising this risk involves active support from management, intensive communication of the benefits and offering attractive and flexible e-learning formats. It may also include, for example, the possibility of incorporating participation in courses into the career ladder.
2. Insufficient staffing capacity at the Competency Development Centre, which would prevent central coordination and evaluation. The solution is to increase staffing and automate administration. Other risks include insufficient coordination of systemic changes, which could lead to fragmentation and underutilisation of new frameworks. Measures include an interdisciplinary team, mandatory training for managers and IT support.
3. In the area of students, there is a risk of resistance to financial participation in integration events, which would reduce participation and jeopardise sustainability. Measures include transparent communication, maintaining support for disadvantaged students and gradual implementation of the model.

4 New generation doctoral studies

Guarantor of strategic priority:

Vice-Rector without portfolio responsible for doctoral studies

4.1 Doctoral School as a tool for the comprehensive development of doctoral education

Doctoral studies at UCT Prague are based on a strong research background, a wide range of disciplines and long-term cooperation with the Academy of Sciences, foreign universities and industrial partners. The university is one of the institutions in the Czech Republic with the highest proportion of doctoral students and offers intensive involvement of students in scientific projects, foreign internships and teaching practice. Nevertheless, it is clear that modern doctoral training can no longer be based solely on specialist teaching – it requires the systematic development of transferable skills, effective supervision, support for mobility and accessible funding tools. Analyses in recent years have also highlighted the low effectiveness of studies, overly short stays abroad and the need to modernise internal grants and support for junior scientists.

UCT Prague is therefore moving towards the creation of a new generation of doctoral studies, which by 2030 will result in the establishment of a modern, centralised and sustainable **Doctoral School (DoS)**. This will unify the currently fragmented activities, offer a well-designed educational ecosystem and, at the same time, serve as a strategic tool for the development of excellence across the university. Its goal is not only to improve conditions for doctoral students, but also to increase the overall competitiveness of Czech science, strengthen international cooperation and attract talent from home and abroad.

The starting point is the current situation: doctoral students have access to a range of transferable skills courses, onboarding, PhD Office support and supervisor training. These activities work, but they lack a unified framework, coordination and long-term anchoring. The situation is similar in the area of industrial doctorates and internal grants, whose current form does not allow for the development of larger projects and suffers from limited opposition. Significant reserves are also evident in mobility: doctoral students usually complete their compulsory internships abroad in the shortest possible time, which reduces their academic contribution.

The 2030 vision turns these limitations into opportunities. The basis will be **the Doctoral School of UCT Prague (DoSUCT), built on a systematic offer of courses, mentoring and development programmes structured according to three career paths** – academic, industrial and entrepreneurial. These lines will enable doctoral students to develop their skills individually according to their ambitions, whether they are aiming for research teams, companies or the creation of their own spin-off projects. A digitised course catalogue, hybrid forms of teaching and the use of modern approaches, including the integration of artificial intelligence into education, will play a key role.

The doctoral school will also be **a natural centre of cooperation for the Dejvice Campus**. NTK will provide methodological guidance and specialist courses, while IOCB Prague will offer specialised teaching programmes and summer schools. Together, they will create an environment comparable to foreign universities, where doctoral students can take advantage of state-of-the-art infrastructure, individual consultations, mentoring, and opportunities to participate in international projects. This will create **a model ecosystem that will also be attractive to foreign students and junior researchers – the Dejvice Campus Doctoral School (DoSCD)**.

Systematic support for foreign internships will also play a key role. The aim is to replace shorter monthly stays with several-month-long trips that enable genuine involvement in research, the development of methodological skills and the establishment of long-term international relationships. The introduction of a motivational allowance will remove financial barriers and enable at least one-third of doctoral students to complete an internship lasting longer than three months by 2030. We expect that the positive experience gained from longer-term doctoral internships will also be reflected in subsequent postdoctoral mobility, which will help bring experienced and internationally connected junior scientists back to the Czech environment.

The innovative internal grant system within the IGA will provide longer projects lasting at least 18 months with a higher budget and multi-year funding, enabling the implementation of more ambitious research plans and higher-quality outputs. Project evaluation will undergo professionalisation – more reviewers, including external ones, will be involved, and the process will be transparent and multi-stage. In addition to traditional publications and lectures at IGA conferences, the projects will also produce popularisation formats – videos, infographics, podcasts and articles – which will strengthen students’ skills in science communication, now an integral part of a successful career. Such support will expand the pool of students prepared for national and European grant competitions and enhance the university’s prestige.

The strategic priority also includes **strengthening the system of support for excellent scientists and projects**. The expansion of the incentive scheme will make it possible to partially finance the ‘success fee’ of external agencies so that scientists have access to professional support in the preparation of international projects. The university will also create a central mechanism for co-financing projects that require a higher share of own resources, such as large European calls such as Co-fund or RFCS. The aim is to involve more research groups and create an environment where financial barriers do not limit scientific ambitions. Support for ERC grants will be based on intensive cooperation with renowned agencies, coaching of applicants and systematic training, which should result in the first ERC projects being awarded within a few years.

By 2030, UCT Prague will thus transform into a research institution that develops doctoral students and junior scientists in a comprehensive system – from the first year of study to the first major international projects. **The length of study will be shortened, the success rate of completion will increase**, and the number of graduates who find employment in academic and industrial environments will grow. The doctoral school will offer wellbeing support, psychological counselling, mentoring, modern information systems and a wide network of industrial partners. Thanks to industrial doctorates, licences, spin-off companies and successful grants, the university will be able to diversify its financial resources, which will strengthen its stability and international reputation.

The new generation of doctoral studies is not just an administrative change – **it represents a profound transformation in how the university thinks about the role of doctoral students**. Not as isolated researchers, but **as part of a living ecosystem where cutting-edge science, technology transfer, entrepreneurship, interdisciplinarity and international cooperation meet**. By 2030, the new generation of doctoral studies at UCT Prague could be an example of how doctoral education can be transformed into a dynamic and inspiring space for the growth of a new generation of scientists.

2026	2027	2028	2029	2030
<ul style="list-style-type: none"> • The content and organisational framework of DoSUCT 	<ul style="list-style-type: none"> • A memorandum of cooperation will be concluded with NTK 	<ul style="list-style-type: none"> • A pilot verification of DoSDC will be conducted (first 	<ul style="list-style-type: none"> • DoSUCT will be implemented in new DSP accreditations 	<ul style="list-style-type: none"> • The final DoSUCT evaluation report will be published and the

<ul style="list-style-type: none"> will be created and the DoSUCT Council will be established. The staffing capacity of the Doctoral Studies Office will be strengthened A concept for educational lines and a course catalogue (pilot) will be created 	<ul style="list-style-type: none"> and IOCB Prague (establishment of DoSCD) The DoSDC course catalogue, including the certification system, will be published A self-assessment tool will be implemented 	<p>courses, evaluation, information campaign for applicants to study in DSP)</p>	<ul style="list-style-type: none"> DoSCD will commence operations 	<p>2031–2035 sustainability plan will be approved.</p> <ul style="list-style-type: none"> The DoSUCT Council will be supplemented by external members (permanent advisory body)
<ul style="list-style-type: none"> Methodology and rules for the DSP long-term internship support programme will be created, including a financing model + the first call for applications will be announced (support for at least 10–15 doctoral students) 	<ul style="list-style-type: none"> The DSP long-term internship support programme will be digitised (applications, records) 	<ul style="list-style-type: none"> An evaluation of the DSP long-term internship support programme will be carried out, with the publication of at least 3 examples of good practice 	<ul style="list-style-type: none"> The DSP long-term internship support programme will be integrated into DoSUCT to ensure sustainability 	
<ul style="list-style-type: none"> A new IGA methodology will be published on a digital platform adapted to the new evaluation model 	<ul style="list-style-type: none"> The first round of IGA will be launched according to the new methodology (pilot verification) 	<ul style="list-style-type: none"> Evaluation will take place of the first year of the new IGA model + launch of the second year 	<ul style="list-style-type: none"> A comprehensive evaluation of the first year of the new IGA model will be conducted – adjustments based on feedback + launch of the third year 	<ul style="list-style-type: none"> A verified IGA model will be available as a stable main tool for supporting junior scientists
<ul style="list-style-type: none"> The documentation for the incentive scheme to support excellent scientists and projects will be adjusted A tender for external support providers will be held 	<ul style="list-style-type: none"> External support for applicants for ERC grants will be launched 	<ul style="list-style-type: none"> There will be ongoing evaluation of the impact of the strengthened system of support for excellent scientists and projects 		<ul style="list-style-type: none"> A comprehensive evaluation of the impact of the strengthened support system for excellent researchers and projects will be carried out

The most significant risks identified within the strategic priority include:

1. Insufficient staffing capacity of the PhD Office, which may slow down the preparation of key processes and jeopardise the timely launch of the Doctoral School. Without strengthening the team, it would not be possible to ensure quality administrative support or coordination of planned activities. Therefore, targeted recruitment of new staff will be carried out as soon as possible.
2. Insufficient financial sustainability of the Doctoral School after 2030. If stable sources of funding cannot be established for the period after the end of PSSM support, there is a risk that the newly established structures will be reduced or discontinued. This will be prevented by the timely preparation of a sustainable financial model and the establishment of multi-source funding for the operation of the Doctoral School.
3. Lack of funds to support long-term doctoral internships, which could reduce the number of students supported and lead to the failure to meet the set indicator. The solution is to link multiple financial instruments and actively work with external programmes, including Erasmus+.
4. Low cooperation between faculties and limited participation of doctoral students in courses, which would weaken the impact of shared teaching and the overall functioning of the Doctoral School of

UCT Prague. This can be prevented by involving faculty and external representatives in the management of the Doctoral School, digitising courses and expanding the range of online teaching.

5 Digital transformation

Guarantor of strategic priority:

Vice-Rector for Strategy and Development

5.1 Institutional process digitisation to simplify administration

UCT Prague is on the threshold of a fundamental transformation that aims to simplify the everyday lives of the university's employees and students. Digitisation is not just a technical change – it is a path to a modern, open and efficient institution that responds to the dynamics of today's world and supports employees and students through artificial intelligence, modern information systems and a secure digital environment.

In recent years, the university has successfully introduced electronic document circulation, digitised its study agenda and human resources, implemented new modules into its information systems and enabled online student enrolment and electronic confirmation of personnel and payroll documents. These steps have brought greater convenience, transparency, and time savings, but the university wants to go even further – to an environment where decision-making is based on high-quality data. Artificial intelligence will play a key role in this transformation. **Generative AI will enable rapid search and processing of information that is currently scattered across a number of internal documents and regulations.** This tool will gradually be extended to other tasks, from administrative support to educational processes. Creating an environment for Chatbot will involve not only a technical solution, but also mapping user needs so that AI can truly respond to real-life situations. The use of AI will not be limited to searching for information – the university expects that **generative technologies will help summarise study materials, create interactive content and streamline communication, or simplify and speed up appropriate administrative processes** with quantification of potential resource savings.

At the same time, **internal information systems** will be developed to be **interconnected, user-friendly and secure.** The digitisation of the study agenda will continue towards **the full electronicisation of student files**, connection to the file service and the processing of all applications, including decisions and appeals. In the area of human resources, **the electronic circulation of documents and approval processes will be expanded.** Economic systems will be optimised for higher data throughput and security. The FutureBooks publishing system will bring modern forms of publications and interactive teaching materials, while **the e-learning environment will be integrated with AI for easier work with study materials.** The goal is to fulfil the standard of a 'paperless' university, which will not only save costs and time, but also have a positive impact on the environment. With increasing digitisation, the importance of **cyber security** is also growing. New legislation will extend obligations to the entire university, so a cyber risk management system, incident monitoring, supply chain security settings and regular training for target groups will be introduced. Security will not be perceived as a barrier, but as a basic condition for a trustworthy environment that protects the data of students, employees and scientific projects. The university will **implement technical and organisational measures, ensure continuous monitoring of the systems in operation and transition to a modern architecture** that will enable agile development and rapid response to new threats.

2026	2027	2028	2029	2030
<ul style="list-style-type: none"> The status, opportunities and potential benefits of AI will be mapped out 	<ul style="list-style-type: none"> The hardware and software for AI will be fully operational 	<ul style="list-style-type: none"> The AI system will cover the management of internal documents 		
<ul style="list-style-type: none"> NÚKIB services will be reported in accordance with the new Cyber Security Act The EPZ (Project and Contract Evidence) product will be launched The Moodle platform will be connected to the personnel system 	<ul style="list-style-type: none"> Implementation of EDR/ XDR system for network defence with AI integration XLS reports for IS will be modified Software for recording pressure cylinders will be piloted The FutureBooks e-library will be expanded with an English-language pilot website 	<ul style="list-style-type: none"> Services for researchers (SLR) will be expanded + other modifications to supplementary activities The English website for the FutureBooks e-library will be launched in live operation 	<ul style="list-style-type: none"> Additional digital approval processes launched in OOD (circulation of other documents) The Emil application will be expanded to include a layer for teachers 	<ul style="list-style-type: none"> OBD module fully in new technology Upgrade of CIS system infrastructure to container architecture (Kubernetes) Future Books e-library with full integration of interactive teaching media

5.2 Data support for decision-making and management

Analytically processed data is absolutely crucial for strategic management. Therefore, UCT Prague is building a robust **Data Centre (DC)** that will enable the analysis of key information across agendas – from academic success to the evaluation of science and research. **The data warehouse** on the MS Azure platform will connect data from study, economic and personnel systems and offer **modern reporting in Power BI**. This will make it possible to monitor trends, evaluate the impact of measures and prepare fact-based decision-making materials. The development of the data warehouse will take place in synergy with the OP JAK EduPro project, which will be completed in June 2028. This strategy also includes **the systematic collection of feedback from students** in the form of questionnaire surveys conducted in synergy with efforts to reduce academic failure within the framework of the OP JAK EduPro project. **The questionnaire application, developed specifically for the needs of UCT Prague**, will simplify data analysis and help to respond to students’ needs in a targeted manner. In the future, **data analysis will be expanded to include the ability to combine quantitative data with qualitative data** from interviews or focus groups, which will provide a comprehensive view of the functioning of the university. The results will serve as a basis for the re-accreditation of study programmes, quality assessment and the effective targeting of student support.

In connection with the growing demands on the Data Centre’s services, the increasing need for data support for evaluation, strategic management and decision-making at UCT Prague, and the analysis and interpretation of monitored data, the Data Centre’s personnel capacity will be expanded to include the position of data analyst.

2026	2027	2028	2030
<ul style="list-style-type: none"> A new questionnaire application will be implemented in production at all levels of surveys among applicants, students and graduates 	<ul style="list-style-type: none"> Functional reports from the field of R&D&I will be available in the structure for Annual Report Full transfer of conference organisation records to internal IS modules will be available 	<ul style="list-style-type: none"> Functional reports on finance, human resources and payroll will be available in the Annual Report structure 	<ul style="list-style-type: none"> Infrastructure for the data warehouse (cloud space in MS Azure) will be provided Maintenance and regular reporting from the data warehouse will be provided The DC will be able to effectively handle requests for

			advanced data analysis
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The most significant risks identified within the strategic priority include:

1. Complications in tenders for the purchase of goods and services, which may lead to delays in follow-up steps and jeopardise the fulfilment of the planned project schedule, including the achievement of milestones and outputs. To minimise this risk, the university will take measures consisting of intensive communication with the public procurement department, thorough and timely preparation of tender documentation and the most accurate definition of the required outputs.
2. User resistance to the introduction of new procedures and changes associated with digital transformation, such as electronic document circulation, new functionalities or the use of new applications. This resistance can cause project delays, increased additional costs and lower productivity and efficiency due to the use of parallel procedures. It can have a negative impact on work morale and culture, including the loss (reduction) of employees’ digital skills. Measures include timely and clear communication of changes to target groups, explaining the benefits of introducing new procedures, visible support from university management, pilot/test operations and accompanying training, manuals and contact persons for support and assistance.

6 Development of a technology and knowledge transfer system

Guarantor of strategic priority:

Vice-Rector for Science and Research

6.1 UCT Prague innovation ecosystem: From research to practice

UCT Prague has long been one of the most successful Czech universities in the field of applied research and cooperation with industry. This cooperation is a natural part of academic life and is based on the high level of expertise of the scientific teams. Until now, however, it has functioned rather spontaneously – without a unified system, comprehensive rules and strategic management. Now is the moment when the approach to the transfer of knowledge, technology and entrepreneurship is moving into a new, much more systematic phase.

The basic ambition is to transform UCT Prague into a **modern, enterprising and at the same time secure research institution** that is able not only to publish its findings, but also to protect, develop and transform them into specific innovations with economic and social benefits in the long term. In addition to traditional cooperation with industry, technology licensing, the establishment of spin-off companies, work with intellectual property and a broader concept of knowledge valorisation – ie the systematic transfer of knowledge into value for society as a whole – are increasingly coming to the fore.

One of the key problems with the current situation is the relatively **low proportion of patent-protected technologies**. Many research results are published without strong protection or end up only in the form of utility models. This significantly reduces their commercial potential. Yet patents and strategically protected know-how are a fundamental prerequisite for successful licensing and the creation of technology companies. On a positive note, the number of foreign patent applications is growing and the university has its own fund to support international patent protection. In the future, however, it will be necessary to significantly raise awareness of the importance of intellectual property, starting with doctoral students and junior researchers.

Another significant challenge is **the low technological readiness of many research results**. Most technologies at the UCT Prague currently end at approximately the laboratory verification level (TRL 3–4). However, companies are often only interested in technologies that have been tested in real-world operations and have clearly demonstrated functionality on a larger scale (TRL 7–8). The new internal Proof of Concept support system responds to this gap, helping to bring promising ideas from the laboratory closer to practical application and reducing the risk for future investors and partners.

Another important step for the future is the creation of a **unified infrastructure for intellectual property management**. Currently, there is no interconnected information system that would link patents, projects, cooperation with companies and commercialisation activities. In the future, a digital backbone for technology transfer is to be created – a tool that will enable clear record-keeping, strategic portfolio management and effective work with industrial partners through a CRM system.

A major change is also expected in the approach to **establishing spin-off companies**. Until now, these have been created only in exceptional cases and without clearly defined rules. There has been a lack of **incubation programmes, methodological guidelines, standards and systematic work with teams**. A new **incubator focused on pre-seed and deep-tech technologies** is to be established at UCT Prague – ie projects that are demanding in terms of time, capital and expertise, but with extraordinary innovative potential. **The incubator will provide support from the initial business idea through market validation, team building, legal and investment preparation to the entry of the first investors.**

Emphasis will be placed not only on the technical side of projects, but also on the development of researchers' entrepreneurial skills. Many top experts today have minimal experience with business, the market or investors. The incubator will offer them **mentoring, education** and a network of contacts to help them turn scientific discoveries into real products or services. It will also **actively promote success stories** so that entrepreneurship gradually becomes a natural and attractive way to apply research.

In addition to the economic benefits, **the social dimension of knowledge utilisation** is also becoming increasingly important. Knowledge valorisation means that the university will not only assess the success of research in terms of profit, but also in terms of its impact on quality of life, the environment, healthcare, energy and sustainable development. In the future, closer cooperation is expected not only with companies, but also with public administration, the non-profit sector and the general public. UCT Prague can thus become not only a technological but also a social innovation centre.

If all the planned steps are successfully implemented, UCT Prague will transform into a university that is not only a source of cutting-edge scientific knowledge, but also an active creator of new technology companies, innovations with global reach and solutions to key social challenges. In addition to prestige, this will also bring new financial resources in the form of licensing revenues, shares in spin-off companies and increased attractiveness for domestic and foreign partners.

The future vision is that of **a university that combines science, business and social responsibility into a single functional whole**. A place where an idea in the laboratory can become a world-changing technology within a few years – and where students and researchers learn that their work has not only professional value but also a real impact on the future.

2026	2027	2028	2029	2030
<ul style="list-style-type: none"> • The graphic identity of KTT will be established • Proof of Concept project rules will be established • Definition of KTT indicators 	<ul style="list-style-type: none"> • An amendment to the Directive on the Protection and Enforcement of Intellectual Property Rights will be issued • The KTT Strategy, including Knowledge Valorisation, will be prepared • Methodology and records of cooperation with industry (CRM system) will be prepared 	<ul style="list-style-type: none"> • An IS for recording and managing intellectual property items will be available • Model contracts and term sheets for specific cases of cooperation will be prepared 	<ul style="list-style-type: none"> • A legal structure for quick and easy spin-off establishment will be available • A methodology for preparing spin-off companies will be developed, with clear indicators. 	<ul style="list-style-type: none"> • The first spin-offs and investments acquired within the portfolio will be evaluated • A strategic reporting structure will be established
<ul style="list-style-type: none"> • A tailor-made incubator model will be created, including financial security for the pilot incubation round • Governance and documentation for the establishment of spin-offs will be prepared • A plan and preparation of mentoring and educational programmes will be implemented 	<ul style="list-style-type: none"> • Promotion and networking (incubator website and digital communication) • Incubator financing will be set up from internal and external sources • A pilot incubation programme for pre-seed technologies will be launched 	<ul style="list-style-type: none"> • A fully functional UCT Prague incubator for pre-seed technologies will be available with sustainable financing secured 	<ul style="list-style-type: none"> • A strategy for communication with investors and industry will be developed within the incubator • A map of workplaces with the highest commercial potential will be established 	<ul style="list-style-type: none"> • Spin-off cooperation at the international level and participation in international programmes will be developed

6.2 Building institutional resilience and research security

Institutional resilience and research security are becoming an essential part of modern science in the Czech academic environment. The impetus for this is not only the changing geopolitical situation, but also the growing importance of sensitive data, international cooperation and intellectual property protection. In 2024, a national framework for cooperation between Charles University, Palacký University and the Czech Academy of Sciences was established, paving the way for the systematic building of resilience at UCT Prague.

The university already stands on solid foundations thanks to earlier steps in the area of cyber security – from the definition of key information systems to access management and network monitoring. Nevertheless, there is still a lack of a unified and comprehensive system that would link research protection, risk management, partner screening and secure mobility into a single functional framework.

Future developments are therefore aimed at creating a robust system of institutional resilience, with the **Counter-Influence Team** at its core. This team will connect the university with the national structure and become a centre for expert coordination in matters of security, international cooperation and the protection of sensitive information. This will include **the introduction of clear rules for due diligence (DD)**, the creation of uniform methodologies, and the introduction of tools that will enable the timely detection of risky partners or problematic projects.

A university-wide risk management system will be created – a clear framework mapping threats across faculties and projects. Among other things, it will focus on dual-use technologies and the prevention of intellectual property leaks. Special attention will be paid to international mobility, where scenarios, recommendations and crisis procedures will be developed, particularly for travel to high-risk countries and for establishing strategic partnerships.

Education and promotion will also play a key role. Seminars, training courses and educational materials will help to create an environment where safe behaviour is a natural part of academic culture. Whether it involves working with sensitive data, OSINT research or risk assessment, employee knowledge will be one of the main pillars of resilience.

By 2030, UCT Prague, aims to become a modern university that combines cutting-edge research with a responsible and proactive approach to security. Institutional resilience is not only a protection against external and internal threats, but also a prerequisite for science to continue to develop freely and openly.

2026	2027	2028	2029	2030
<ul style="list-style-type: none"> • An Counter-Influence Team will be established at UCT Prague • Accession to the memorandum 'On Cooperation to Strengthen Institutional Resilience' 	<ul style="list-style-type: none"> • The purpose and scope of DD implementation will be defined • A university-wide risk management system will be created 	<ul style="list-style-type: none"> • A methodology for the DD process for legal entities and natural persons will be created • A basic handbook on institutional resilience will be published • Educational videos will be created to promote the importance of institutional resilience 	<ul style="list-style-type: none"> • Procedures for safe foreign mobility and establishing cooperation with high-risk countries will be published • A register of risks and corresponding measures will be created • Research activities of workplaces, including potential risks, will be mapped 	<ul style="list-style-type: none"> • Ongoing educational activities on institutional resilience/research security will be implemented • Institutional resilience/research security will be implemented in internal guidelines and a code of ethics

			<ul style="list-style-type: none"> Uniform procedures for evaluating DD and implementing measures in accordance with risk management will be introduced 	
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The most significant risks identified within the strategic priority include:

1. Low number of technologies registered for the pilot incubation programme. Failure to obtain a sufficient number of high-quality projects would jeopardise the very purpose of the incubator, its initial phase and the possibility of preparing services tailored to the real needs of researchers. This risk is closely related to the second critical factor – low participation by faculties and the academic community. Without the active support of academics and their trust, it is difficult to motivate teams to apply, obtain relevant projects and develop entrepreneurship as a natural part of the university’s functioning.
2. Insufficient financial involvement of partners and investors. An incubator is only sustainable in the long term if it succeeds in creating a multi-source financing model and finding partners who are willing to share its vision and know-how. Without stable resources, there is a risk of service restrictions, reduced mentoring quality and slower growth of spin-off projects.
3. Lack of quality mentors and experts. Their involvement is key to the professional management of projects, advancing to a higher level of technological readiness and connecting with industry.

Allocation of funds from the PSSM 2026–2030 according to the estimated financial costs of implementing strategic priorities

PSSM 2026-2030 priority	<i>Investment expenditure</i> <i>(in thousands of CZK)</i>	<i>Non-investment expenditure</i> <i>(in thousands of CZK)</i>	Allocation of funds (in thousands of CZK)	Allocation of funds (in %)
1 Chemistry made understandable	-	36,450	36,450	21.0
2 Internationalisation — the path to global competitiveness	-	13,250	13,250	7.6
3 Supportive environment for employee and student development	-	22,590	22,590	13.0
4 New generation doctoral studies	-	12,625	12,625	7.3
5 Digital transformation	18,550	46,094	64,644	37.3

6 Development of technology and knowledge transfer system	-	23,876	23,876	13.8
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SHARE OF INVESTMENT EXPENDITURE IN THE TOTAL ALLOCATION	18,550	-	18,550	10.7
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5x annual contribution CZK 34,686,806			173,434	100.0
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