Report on the internal quality assessment of educational, creative, and related activities 2013-2017

June 2018

**Institutional evaluation conducted by the Internal Evaluation Board, 2017-2018
Approved by the Academic Board, 14 June 2018**

Contents

Executive Summary

Below is the executive summary of the UNYP Internal Evaluation Board's (IEB) institutional self-evaluation report covering the five-year period from 2013 through 2017. In conducting its evaluation, the IEB used a set of standards derived from:
- Czech higher education law and accreditation standards
- Standards and guidelines for quality assurance in the European Higher Education Area (ESG)
- Accreditation standards of Middle States Commission on Higher Education, the US accreditor of UNYP's partner university State University of New York, Empire State College (USA).

Basic information on UNYP's quality assurance and quality evaluation processes is found on the UNYP webpage.

The members of the Internal Evaluation Board are:

A. Antonopoulos, Ph.D., MBA, Rector, Chair (delegated by president)
W. Barnard, Ph.D., Dean of Academic Development
A. Bose, Student Council representative
D. Brandon, M.A., faculty representative
doc. Ing. J. Dudorkin, CSc., MBA, Program Guarantor, Business Administration (to February 2018)
S. Karagiannis, MBA, Graduate Business Programs Manager
M. Leffler, Student Council representative (from March 2018)
D. Novák, IT Manager
doc. PhDr. M. Preiss, Ph.D., Program Guarantor, Psychology
M. Sobčaková, Student Council representative (to December 2017)
doc. Ing. Dan Šťastný, Ph.D., Program Guarantor, Business Administration (from March 2018)

> Text in black-bordered boxes is the IEB's recommendations for UNYP in those areas where it found that UNYP only partially fulfilled or did not fulfill a standard.

> Text in blue-bordered boxes is the IEB's suggestions for UNYP to consider for further improvement in those areas where it meets its standards.

1. Mission, Goals, Governance, Ethics

The IEB looked at UNYP's mission and goals with respect to the constituencies it serves. It examined the processes of creating, communicating, implementing, and evaluating institutional goals, with particular focus on goals related to student learning. The IEB looked at the effectiveness of UNYP's governance in defining and achieving its mission and goals, and its allocation of roles and responsibilities in the areas of academic, administrative, and financial management and oversight. Finally, the IEB looked at UNYP's commitment to principles of ethics and integrity in all its activities and among all its members, with particular reference to:
- how the school communicates about and addresses issues of academic and intellectual freedom;
- how the school handles grievances of its members;
- the hiring, evaluation, and separation of employees;
- conflicts of interests;
- its presentation of itself in its marketing and advertising.

The IEB finds that UNYP meets its standards in most of these areas, with exceptions noted below.

The IEB found that UNYP has a clearly defined mission and goals that were developed with the participation of its academic community. The school regularly evaluates its progress on institutional goals; its recently (2017) revised mission is too new to have been effectively evaluated, but is expected to be an important part of future institutional self-evaluations. UNYP's institutional goals are consistent with its mission and include goals focusing on student learning, institutional improvement, and research and other creative activities. However, the IEB also found that UNYP should do more to communicate its mission and institutional goals to its academic community and stakeholders, and to more effectively link the activities of all divisions to the mission and institutional goals by establishing key performance indicators for those divisions that do not currently use such a system.

The IEB found that the institution is administered in a manner that allows it to realize its expected goals in a way that effectively benefits its students and institution overall. UNYP's governance and leadership are on a high and expected level. UNYP maintains and publishes a comprehensive list of policies, processes, and practices pertaining to the fundamental elements of institutional integrity and ethics. These policies, processes, and practices are applied regularly by students and staff, and are used as the basis for quality assurance and control. Key UNYP processes related to integrity and ethics are defined mostly by verbal description and simply allocated to organizational elements (positions, roles, functions). Keeping in mind the size of UNYP's organization the IEB considers their implementation as sufficiently effective (i.e., more formal process models are not necessary at this time). UNYP's overall institutional effectiveness of design and implementation of policies, processes, and practices related to ethics and integrity are at a high level, as seen not only from formal signs and indicators but also from the overall climate prevailing at UNYP – a climate of critical inquiry and respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives that creates an obviously positive atmosphere in UNYP's multinational environment.

> The IEB thus recommends that UNYP:
> - Establish and track Key Performance Indicators for each operational and academic division.
> - Conduct an internal study as to the alignment of the learning experiences UNYP offers with its mission, vision, and the needs and expectations of its students.

> The IEB suggests UNYP consider the following in order to further improve in this area:
> - Provide readily accessible information to students and staff as to how they may contact the designated point person handling harassment and discrimination issues.
> - Add "Personal Data and Privacy Protection" policies to *UNYP Policies*.
> - Conduct an internal audit to identify where UNYP is today in terms of Good to Great in the dimensions curriculum, teaching, learning, assessment/data and accountability and leadership and how it can move to Great to Excellent.

2. Teaching & Learning

The IEB looked at teaching and learning at UNYP, with an emphasis on the learning experiences UNYP provides to students and the effectiveness of its assessment of student learning and achievement.

In particular, the IEB considered the extent to which UNYP provides:
- coherent and rigorous study programs with clearly defined educational goals;
- qualified teachers who are effective in teaching;
- resources for teaching and learning sufficient for the study programs it offers;
- effective assessment that leads to student learning and more effective teaching.

The IEB finds that UNYP meets its standards in most of these areas, with exceptions noted below.

The IEB found that UNYP engages qualified instructors whose effectiveness was regularly evaluated by students, peers, and external evaluators. By 2017, UNYP was making plans to ensure its academic staff would meet updated requirements of the Czech higher education system in time for its 2018 accreditation applications.

While relying in large part on adjunct teachers, UNYP nevertheless maintains a relatively stable academic staff, many of whom have taught with the school for a decade or more. The school's provision of courses and resources is more than sufficient for the study programs offered. Its assessment of student learning is multifaceted and effective, and used to monitor key areas related to learning and academic integrity.

The IEB identified an area in which a standard is only partially met: That of maintaining academic staff who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation. While UNYP has many dedicated long-term teachers, and UNYP provides opportunities and resources for professional growth to its academic staff (basic information on each year's faculty professional development activities is included in Annual Reports), it does not have a sufficiently defined career path for those who desire it.

> The IEB thus recommends that UNYP:
> - Create quantifiable incentives to reward effective teaching and longevity to encourage instructors, including adjunct instructors, to build a long-term career at UNYP.

> The IEB suggests UNYP consider the following in order to further improve in this area:
> - More effectively inform students about the program learning outcomes, opportunities, and requirements involved in earning a "parallel" degree (i.e., in those Bachelor's degree programs offered in parallel with partner university State University of New York, Empire State College).

3. Student Support

The IEB looked at UNYP's support for students in their learning experiences and in student life generally, from the initial application process to services for alumni.

In particular, the IEB looked at UNYP's policies, processes, and resources used to admit, retain, and support the success of students in their studies, their student life, and in their careers as alumni.

The IEB finds that UNYP meets its standards in most of these areas, with exceptions noted below.

UNYP provides an impressive level of support to students in academic and other student life areas. In the key areas of writing and math, specialized academic support is engaged from the initial orientation required for all new students. Academic advisors meet regularly with all students throughout their studies. Counseling services are offered through offices in the school's facilities, and the Student Services Office provides a range of support in areas such as career development, housing, student life, and support for international students. A range of student life, athletic, and other extracurricular activities are offered, some organized by the school, others by student groups.

The IEB identified an area in which a standard was only partially met. While UNYP has policies and procedures regarding the evaluation and acceptance of transfer credits and other forms of prior learning, these procedures need to be streamlined so that delays in finalizing credit transfer do not negatively impact students. The IEB also recommends that UNYP expand support for alumni and career services, and incorporate feedback from alumni for use in quality evaluation.

The IEB thus recommends that UNYP:
- Ensure that credit transfer is finalized within two months of the receipt of the necessary documents from the student.
- Expand support for alumni and career services.
- Incorporate feedback from alumni in quality evaluation processes.

The IEB suggests UNYP consider the following in order to further improve in this area:
- Increase student engagement with available resources, both academic and non-academic.
- Expand communication between the student body and the management.

4. Scholarly Activity and Curricular & Pedagogical Innovation

The IEB looked at the role of UNYP and its academic staff in the areas of research, creative activity, and curricular and pedagogical innovation. In particular, it looked at:
- how UNYP engaged, supported, and promoted the research and creative activity of its teachers and students;
- how it enabled curricular and instructional innovation relevant to its study programs.

The IEB finds that UNYP meets its standards in most of these areas, with exceptions noted below.

This area was one of the more difficult to evaluate in that the approach in place during the period 2013 to 2017 was fundamentally different from the approach UNYP began developing in 2017 in preparation for its 2018 accreditation applications.

Prior to 2018, UNYP chose to focus on teachers and teaching rather than researchers and research, and it offered general Bachelor's programs to students who were more likely to enter the labor force and/or earn professional degrees than to pursue further academic degrees. UNYP was not organized as, and did not try to become, a "knowledge factory," and its efforts in this area have to be understood in this light. For example, the school's "Research Reward & Support" policy offered modest awards to productive researchers, though it probably did not stimulate research that would not have happened otherwise. It probably did enable some academic conference attendance and/or presentation which would not have happened otherwise, which is in keeping with the role of a teaching

college. However, changes in Czech higher education regulations rendered this approach moot, and a new approach is being implemented.

While its instructors and teaching effectiveness are in general highly rated by students, new graduates, and academic peers, UNYP's support for curricular and instructional innovation is limited, and what resources are available for teachers (the pedagogical workshops, for example) are not broadly utilized.

> The IEB thus recommends that UNYP:
> - Clarify the research and creative activity expectations and available resources within the new structure of academic staff (course guarantors, other full-time academic staff, and contract-based academic staff) and see that they are represented in the institution's long-term goals.
> - Involve course guarantors (among others) in curricular and instructional innovation that more effectively reaches academic staff.

> The IEB suggests UNYP consider the following in order to further improve in this area:
> - Take advantage of the school's required additional investment in research and academic staff to further capitalize on existing strengths in the areas of "engaging students in research" and "promoting and disseminating the results of research."

5. Planning, Resources, and Institutional Improvement

The IEB looked at UNYP's planning, resources, and institutional improvement processes, and how effectively these help it fulfill its mission and goals. This included:
- the school's processes for setting goals;
- the implementation and assessment of the achievement of its goals at the divisional level;
- the involvement of relevant constituents in these processes;
- and how these processes linked to financial and other resource planning.

The IEB finds that UNYP meets its standards in most of these areas, with exceptions noted below.

Overall, the IEB found that the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources were in general a strong point of UNYP.

UNYP has the necessary internal organization and processes that allow for effective planning on both institutional and departmental levels and that allocate resources based on the clearly identified needs and feedback assessed by management. As a result, the relevant resources are generally available in satisfactory quality and quantity. The internal evaluation processes and mechanisms of feedback collection and assessment allow for continual improvement of the institution and regular and timely renewal of any resources needed for stable and sustainable operation.

Given these strengths, the institution should seek to address an area of potential weakness that the IEB found in this area by expanding its planning horizon at the divisional level, which is currently focused on annual planning. A 3- to 5-year horizon will be especially important for lifecycle management and long-term resource allocation planning. One area where this will be especially impactful is in the area of information

management – in particular, the school needs a more integrated information system in order to more efficiently manage its operations.

The IEB also noted that although the school engages in ongoing planning and improvement processes, it did not always "close the loop" - evaluate the effectiveness of the improvement actions taken in light of expected results in order to determine what further steps may be needed. The IEB thus recommends that UNYP formalize its efforts in this area to put more focus on the actual improvement actions taken based on the feedback collected.

> The IEB thus recommends that UNYP:
> - Introduce more longer-term planning (3-5 years) at the divisional level, especially with regard to the lifecycle management and sustainability of the technical infrastructure and technology
> - "Close the loop" in assessing and modifying improvement actions.
> - Transition to an integrated information system over the next five years.

> The IEB suggests UNYP consider the following in order to further improve in this area:
> - Increase the overall participation rate in surveys so that the results can be considered more determinant.

6. Internationalization

The IEB looked at the extent to which UNYP actively supports awareness of global issues and perspectives in its student and staff support, teaching, and creative activities.

In particular, it examined how UNYP:
- incorporates international content and perspectives in its mission, goals, institutional and study program outcomes, and its associated activities;
- fosters a tolerant, multi-cultural academic and social environment;
- encourages and enables international study and/or work stages as a formal or informal part of its study programs;
- provides support for international students, faculty, and staff participating in or supporting study programs and other school activities.

The IEB finds that UNYP meets its standards in most of these areas, with exceptions noted below.

By its very nature – its internationally diverse student, academic, and administrative staff, its cooperation with foreign partner universities, its English-language education in a non-English-speaking country – UNYP incorporates "awareness of global issues and perspectives" in its study programs and in all areas of its operation. In short, internationalization is a long-standing area of strength for UNYP.

In one area, the IEB found that UNYP only partially met its goal. The IEB considers "international content and perspectives" to be amply represented in mission, strategic goals, and institutional learning outcomes, but confusion about what are in fact the Program Learning Outcomes of the study programs makes it unclear whether they are represented there, and to what extent those program-level goals are fulfilled. This should be easy to improve as there seems to be no shortage of "international content and perspectives" in individual course learning outcomes in all of the study programs.

The IEB thus recommends that UNYP:
- Revise Program Learning Outcomes in its 2018 accreditation applications to specifically address international content and perspectives.

The IEB suggests UNYP consider the following in order to further improve in this area:
- Coordinate institutional-level goals and activities in this area, with particular emphasis on increasing out-going exchange and work placements, and deepening connections to the academic and professional study of international education.

Basic information about UNYP

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History
UNYP was founded in 1998 in cooperation with two institutions of the State University of New York system: UNYP offered several Bachelor's degrees programs of SUNY Empire State College and a transfer pathway to SUNY New Paltz.

In 2001, UNYP became a private higher education institution of a non-university type within the Czech national education system on the basis of the accreditation of two of its Bachelor's programs (Business Administration and International Economic Relations) by the Czech Accreditation Commission, a part of the Czech Ministry of Education, Youth and Sports. Additional study programs in Communication & Mass Media and Psychology (Bachelor's and Master's) were accredited in subsequent years.

Since its founding, UNYP has also cooperated with a variety of other foreign universities in the US and Europe to offer their degree programs to students in Prague.

Mission
"UNYP is committed to providing transformative education that allows students to discover their potential and become reflective, responsible, tolerant and resourceful individuals equipped with the skills and knowledge to meet the challenges of an interconnected world."

Teaching & Learning at UNYP
All study programs at UNYP are presence-based and taught in the English language. Individual courses use continuous assessment based on defined learning outcomes.

Main academic and administrative bodies
The highest authority of UNYP is the General Assembly of the Shareholders and directors who are statutory representatives of the company.

The main academic organs are:
- Rector
- Academic Board
- Internal Evaluation Board
- Academic Council
- Disciplinary Committee
- Student Council
- Pedagogical Council

Details of the staffing of these positions are found in UNYP's annual reports.

Czech-accredited study programs
UNYP currently offers the following Czech-accredited study programs:
- Business Administration (Bachelor's, 4 year)
- Business Administration (Bachelor's, 3 year)
- Communication & Mass Media (Bachelor's, 4 year)

- International & Economic Relations (Bachelor's, 4 year)
- Psychology (Bachelor's, 4 year)
- Psychology (Master's, 2 year)

"Parallel" programs with SUNY Empire State College
Four of these programs are "parallel" programs, offered in cooperation with SUNY Empire State College:
- Business Administration (4 year program)
- Communication & Media (4 year program)
- International Relations (4 year program)
- Psychology (4 year program)

Upon completion of all program requirements, students are awarded a Bachelor's degree from SUNY Empire State College in addition to the Bachelor's (*bakalář*) degree from UNYP.

Degree programs of foreign universities
UNYP also cooperates with accredited foreign universities to offer their degrees in Prague, Czech Republic. Currently, UNYP offers these foreign university programs leading to the award of the degree of the partner university:
- La Salle University (USA): Master's in Strategic Communication
- SUNY Empire State College (USA): Bachelor's in English Language & Literature
- SUNY Empire State College (USA): Bachelor's in IT Management
- University of Bolton (UK): Master's of International Management
- University of Bolton (UK): Master of Laws (LLM)
- University of Greenwich (UK): Master's of Second Language Learning & Teaching

Accreditations
In addition to the Czech accreditation of its study programs listed above, UNYP is also accredited by the British Accreditation Council (BAC). BAC is a member of ENQA, the European Association for Quality Assurance in Higher Education. Details of BAC's accreditation of UNYP, including its accreditation inspection reports, are available on the BAC website.

UNYP's MBA program and its 3-year Bachelor's of Business Administration program are accredited by the International Accreditation Council for Business Education (IACBE), a US-based programmatic accreditor recognized in the US by the Council for Higher Education Accreditation (CHEA). UNYP is also a member of the Czech Association of MBA Schools (CAMBAS).

Strategic documents
The following strategic documents are published on the UNYP website:
- Annual reports on activities
- Long-term strategic aims and their updates

Financial statements
UNYP's audited financial statements are found on Ministry of Justice's website.

Quality assurance and quality evaluation at UNYP
Basic information on UNYP's quality assurance and quality evaluation processes is found on the UNYP webpage.

Quality evaluation and quality assurance processes at UNYP are based on:
- the mission of the school
- the requirements of the Czech higher education law and accreditation standards
- Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG)

- other internationally recognized quality standards and procedures

The processes are founded upon the participation of key internal and external stakeholders, and include the involvement of [internationally recognized external accreditors](#). They are based on the principles of transparency, continuous improvement, and the timely identification and rectification of deficiencies.

Main actors in assuring and evaluating quality
Key areas of responsibility include:

- The Rector is responsible for the quality of education and related activities at UNYP.
- The Internal Evaluation Board is responsible for establishing rules for quality evaluation and quality assurance; preparing evaluations of UNYP at the institutional level; and evaluating applications for study programs.
- Program guarantors are responsible for the quality assurance of study programs. They are assisted in this by the close cooperation of course guarantors and department chairs.
- External evaluation of quality at UNYP is conducted by the Czech National Accreditation Board ([NAU](#)) and by UNYP's international accreditors: the British Accreditation Council ([BAC](#)) and the International Accreditation Council for Business Education ([IACBE](#)). BAC's evaluation reports of UNYP are found on the [BAC website](#).
- UNYP publishes summary results of its institutional self-evaluations on the UNYP public website, including a 5-year institutional self-evaluation and annual updates to this. The full self-reports are published to the academic community of UNYP and its constituent boards. A summary evaluation of UNYP's progress towards its long-term strategic goals is published in each year's annual report.

Feedback on quality
Key sources of feedback used by UNYP in assuring and evaluating the quality of its activities include:

Feedback	Source of feedback	Periodicity
Student course evaluations	students	Each semester in each class
Peer class observation reports	Academic advisors, academic staff of partner universities	Each semester
Entrance survey	New students	Annual
Exit survey	Graduating students	Annual
Alumni survey	Alumni	irregular intervals
Staff & facilities survey	Students, academic staff	annual
Study program evaluations	Program guarantors	annual
Student achievement outcomes (business programs)	Business Department chair	annual
Operational KPIs	Various sources depending on the operational division	Annual
Department meetings	Academic staff	Each semester

Business Advisory Council meetings	Members of the academic & business communities	Twice per year
External Advisory Board meetings	Experts from the academic, professional, and public spheres	Twice per year
British Accreditation Council	Professional external evaluators of BAC	A full onsite inspection every four years, with an onsite mid-term inspection in between.
International Accreditation Council for Business Education (IACBE)	Professional external evaluators of IACBE	A full onsite inspection every ten years

1. Mission, Goals, Governance, Ethics

The IEB looked at UNYP's mission and goals with respect to the constituencies it serves. It examined the processes of creating, communicating, implementing, and evaluating institutional goals, with particular focus on goals related to student learning.

The IEB looked at the effectiveness of UNYP's governance in defining and achieving its mission and goals, and its allocation of roles and responsibilities in the areas of academic, administrative, and financial management and oversight.

Finally, the IEB looked at UNYP's commitment to principles of ethics and integrity in all its activities and among all its members, with particular reference to:
- how the school communicates about and addresses issues of academic and intellectual freedom;
- how the school handles grievances of its members;
- the hiring, evaluation, and separation of employees;
- conflicts of interests;
- its presentation of itself in its marketing and advertising.

Mission

UNYP clearly defines its mission, which it developed in collaborative participation with its students and teachers. The mission defines its role as an educational institution, and UNYP develops institutional level goals that are connected to this mission. Together, the mission and institutional goals provide a framework for UNYP to evaluate its effectiveness in achieving its mission.

Until 2017, UNYP's mission was:

> Our mission is to provide our students the necessary knowledge and way of thinking to become scholars, thinkers and leaders in their chosen profession and provide them with the skills, ethics, multicultural perspective and confidence that will allow them to discover, learn, ask questions, create and prosper as a productive member of the international community.
>
> We are committed to providing the highest quality education and give students personal attention, support and care for them to achieve their life goals.

As part of its larger effort to update its statutes and internal regulations to accord with the revised Higher Education Law of 2016, UNYP convened an *ad hoc* committee in 2017 to revise its mission statement. In addition, UNYP conducted a workshop at one of its biannual operational staff meetings on 14 January 2017 to generate ideas for the new mission.

The committee reported a draft statement to the *ad hoc* UNYP Accreditation Committee (UAC) in April 2017. The UAC discussed the draft statement with the Student Council and Faculty representatives. The UAC made revisions and voted to recommend the revised statement. The revised mission was incorporated into UNYP's revised statute and approved by the General Assembly of Shareholders in 2017.

UNYP mission as approved in 2017 is:

> UNYP is committed to providing transformative education that allows students to discover their potential and become reflective, responsible, tolerant and resourceful individuals equipped with the skills and knowledge to meet the challenges of an interconnected world.

This student-focused mission, developed in collaboration with students and teachers, succinctly defines how UNYP understands its role as an educational institution – as "providing transformative education" to students, indicative of the school's student-centered approach. The mission does not specifically address the areas of research and other creative activity. The mission is published on the UNYP webpage and in each year's annual report. During the coming five year period, the school should consider undertaking a comprehensive evaluation of how well it is achieving its mission.

Goals

UNYP has clearly defined institutional-level goals were developed in collaboration with its academic and administrative staff. These goals, in the form of the school's five-year strategic plan, are published on the UNYP website, as required by the Czech higher education law. The document addresses areas of teaching, learning, research and creative activity, in addition to some operational goals. The school's progress on its long-term goals is evaluated annually in an update to the long-term goals included in each year's annual report. UNYP currently publishes these documents, along with other strategic documents, only in the Czech language. As this excludes a significant portion of the school's academic community, the school should consider publishing these documents in English.

This institutional self-evaluation report, covering the period 2013 through 2017, overlaps with two different sets of long-term goals: 2011-2015 and 2016-2020. There are noteworthy differences in the school's approach in these two documents and their annual follow-up which reflect the evolution of the school's internal management processes.

In *Long-Term Aim 2011-2015*, UNYP established goals in nine areas:
- Research
- Further improve the quality of education provided
- Relocation to new and better space
- Further improve the quality of services for students
- Increasing importance of education for the labor market
- Financial stability
- Sustainable growth
- Support for graduates
- Internationalization

While the areas identified for strategic planning are important, the goals themselves are sometimes vague, often referring to plans for improvement without outlining what those plans are. For example, under "Support for graduates," the document stated "In 2009, the university has set up a special office UNYP for graduates, which it plans to grow in the coming 5 years, both in services and in helping graduates."

Annual follow-up reports on progress toward these strategic goals was thus also vague, often mentioning several relevant accomplishments of the year while noting general areas where work remained to be done; for example, this extract from the Annual Report for 2013:

> Overall, UNYP has successfully made progress in many of its long-term goals, as outlined in the UNYP *Long-Term Plan 2011-2015* and the *Annual Long-Term Plan Update*. Among them, a new international accreditation (for business programs, from the International Assembly for Collegiate Business Education based in the US) has been achieved.
>
> However, other targets remain either unfulfilled or only partially met in 2013, including completing plans to accommodate an expanding number of students,

increasing the percentage of UNYP students persisting in their studies, and increasing the number of graduates.

Both the nature of the document and the follow-up processes limited the ability of the school to assess its effectiveness in accomplishing its goals and fulfilling its mission.

Long-Term Aims 2016-2020 Goals addressed these deficiencies to an extent, while occasionally moving too far in the other direction, toward a specificity of goals that, while allowing their achievement to be easily measured, does not directly address strategic issues. The annual follow-up to the long-term aims from 2016 shows how the current goals are relatively specific, measurable, and time-bound. This approach has allowed follow-up and evaluation of UNYP's progress towards its goals to become clearer. From the 2016 annual report:

1.1 Overview of objectives defined for 2016 in the UNYP *Strategic Plan: Plans for educational, research, development and innovation, artistic and other creative activities for the period 2016-2020*.

Note: Only the targets set for 2016 are listed below. The following table does not include targets that include multiple flights; information on meeting these goals is available in the *Updates of Strategic Objectives for 2016-2020*.

Legend:
- 🟢 Goal was met.
- 🟡 Goal was partially met, is ongoing, or was deferred to a later year.
- 🔴 Goal was not met.

	Goal	Status at end-2016
Quality assurance		
🟢	Create free space for pedagogical training, workshops, and collaborative forums for all academic teachers at least once a year.	At the Department of Communication, a lecturer was set up for the creation of workshops for the development of teachers, which are to be held every semester. The first workshop was organized on 25th November on "Student Presentation and Assessment". Teachers were provided with a related set of resources within the e-learning system.
🟢	Integrate Turnitin into the Learning Management System (LMS) to work automatically.	Turnitin now automatically scans all student documents uploaded to the learning management system.
🟡	Involve working groups of students and lecturers in developing learning outcomes from curricula and curriculum evaluation curricula for re-accreditation applications in 2017.	Due to the new Higher Education Act and the consequent shifting of accreditation, the evaluation of the educational outputs of the programs and the curriculum was moved to 2017.
Accessibility and diversity		
🟢	To provide new students with a convenient accommodation through school.	In March 2016 Belgicka Residence was opened at the corner of the street near UNYP and the first students were accommodated there in the summer of 2016.
Data-based decision making		
🟡	Expand the scope of collecting and evaluating data on the quality of study programs, student practices	The drafting and implementation of the report was translated into 2017 due to personnel requirements.

	and successful completion of study by creating a report: Report on Academic Progress	
🟢	Expand the scope of collecting and evaluating data on the quality of study programs, student practices and successful completion of study by creating a report: Report on plagiarism	The form of the plagiarism report using the data from Turnitin was created for the autumn semester of 2016 and submitted to the Academic Commission. Future reports will be generated every semester. Cases of plagiarism and their results are also tracked in each semester report of the current status ("snapshot").
🟡	Expand the scope of collecting and evaluating data on the quality of study programs, student practices and successful completion of study by creating a report: Graduate survey	The graduate survey was designed, approved and scheduled for September 2016; the changes in the staff of the Student Affairs Office have led to the postponement of the 2017 report.
Financial effectiveness		
🟢	Increase the number of incoming paying students from abroad. Objective: 20 students in 2016	The target was exceeded in 2016.
🟢	Increase Student Council funding by 10% in 2016 compared to 2015.	Financial support for student organizations was increased by more than 10% in 2016 compared to 2015.

The goals themselves are appropriate to higher education and include goals related to teaching and learning, and scholarly activity. Regarding scholarly activity, the current goals include:

5.1 Implement external research projects that are related to each study program.
5.2 Increase student participation in scientific, research, development and artistic activities.
5.3 Increase support for research by instructors and students.

Regarding teaching and learning, the goals include:

1.3 Increase student success.
2.2 Work with instructors to more fully integrate academic support services (such as the Writing Center and Math Center) into relevant foundation level courses. (2017)
2.3 Establish a formal system of peer tutors in key areas of each study program. (2020)
4.1 Revise General Education curriculum to focus more on transferable skills, interdisciplinarity, and with deepened links to the study programs (2017).
4.3 Incorporate more ex-classroom learning activities in the study programs.
5.2 Increase student participation in scientific, research, development and artistic activities.
5.3 Increase support for research by instructors and students.

Governance

UNYP has a clearly articulated governance structure and policies that define the roles and responsibilities of its members. The overarching structure is defined by its statute, which has recently undergone a significant revision. The previous statute, last updated in 2008, had become out of date, and certain aspects of it were no longer in actual practice. Additionally, the 2016 revision of the Higher Education Law required updates to the statute to comply with the law. The 2017 statute, currently awaiting registration by

MŠMT and scheduled to come into full effect in September 2018, outlines the top level governance bodies, roles, and responsibilities. For academic bodies, these roles, responsibilities, and rules are further elaborated on in *UNYP Policies*. Operational division roles, responsibilities, and rules are not currently gathered in a single location; this is something that UNYP should consider. As a private company and a regulated higher education institution in the Czech Republic, basic information on UNYP's ownership and governance is publicly available. A basic organizational chart (below) is included in each year's annual report; below is the chart that reflects the revised statute of 2017.
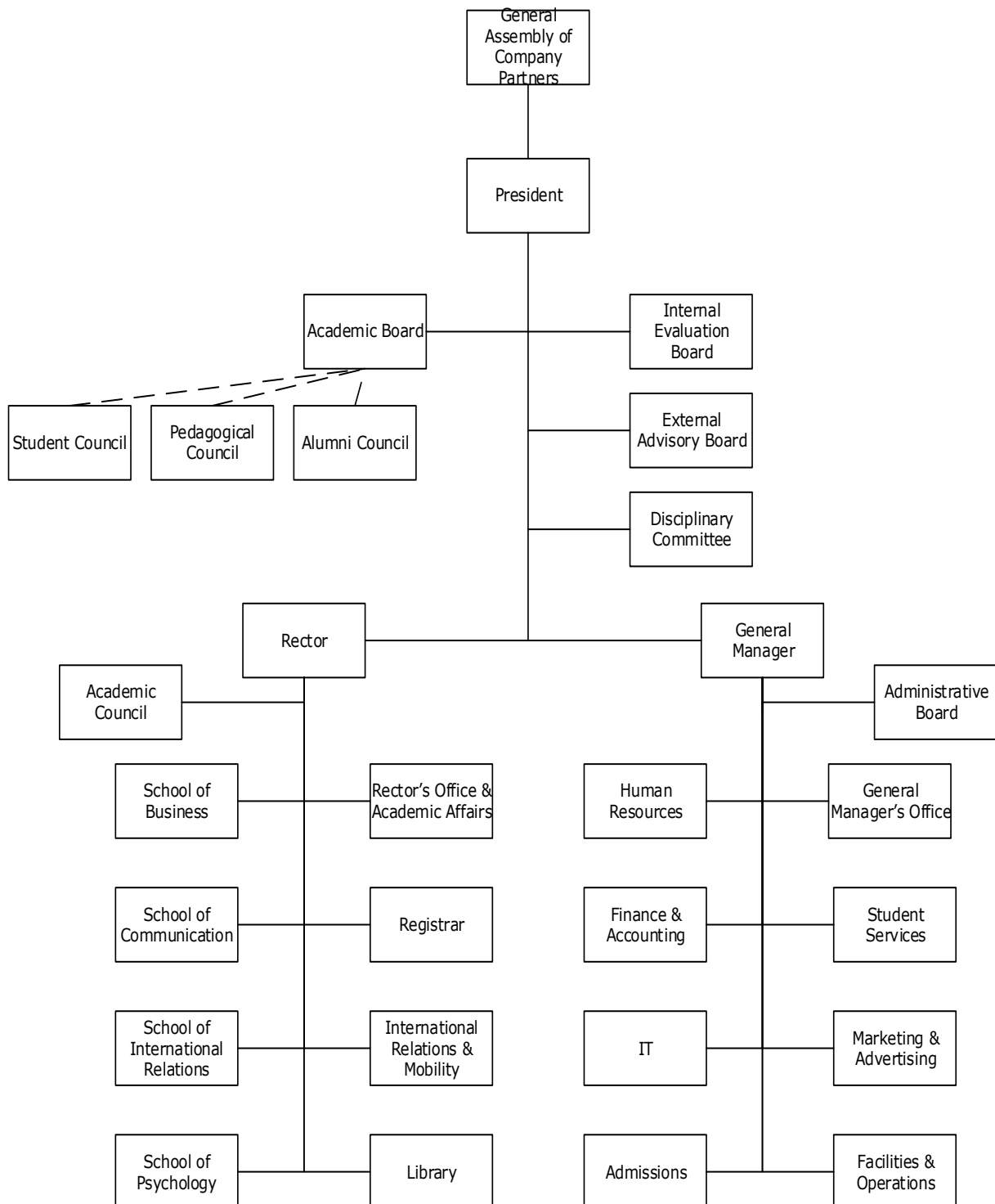
The Chief Executive Officer of UNYP is its president, who is also its founder and majority owner. As the president is not based in Prague, day-to-day management and oversight is delegated to the on-site General Manager and Rector, who direct the operational and academic administrative teams.

The school's administration is sufficient for the size of its operations, and its performance is evaluated annually in part through annual surveys of students and teachers (Staff & Facilities Survey). Formal administrative engagement with faculty and students takes place through the Academic Board, General Faculty Meetings, Department Meetings, and meetings of the administration with the Student Council and Faculty representatives.

Ethics

UNYP developed a comprehensive Ethical Codex in 2017 with the collaborative participation of students, teachers, and administrative staff, which was approved by management and ownership in 2017 for full implementation in 2018. The Ethical Codex addresses all members of the UNYP academic community and every employee, officer, and board member of UNYP. It articulates UNYP's commitment to academic integrity and academic freedom (as does the UNYP statute, which notes that UNYP "secures conditions of academic freedom for the members of its academic community") and its commitment to ethical behavior in its business operations and with regard to health, safety, and the environment. It provides for confidentiality and protection against reprisal for those reporting suspected ethical violations.

Ethics and integrity in academic activities are clearly addressed in the school's policies and practices. UNYP has a policy and process (*C5. Institutional Review Board*) for approval of research involving human subjects by the Academic Council in its capacity as the Institutional Review Board. As UNYP has not centrally coordinated research projects during the period 2013-2017, this is sufficient, though moving forward this area may need further development as the school and its academic staff become more directly involved in research activities.

Regarding academic integrity, the school has a long-standing tradition of vigilance in matters of cheating and plagiarism, reflecting the practices of its American partner university. In addition to the Ethical Codex, *UNYP Policies* addresses academic honesty (*C3 Academic Honesty*). The school uses a variety of internal measures to track and address issues academic integrity issues; details of this are found below in *2. Teaching and Learning*.

UNYP's mission (both the 2017 mission and the previous one) include language designed to foster a climate of respect and non-discrimination among UNYP's academic community. This is supported by specific policies, including:
- A1 Admission to Bachelor's programs (on non-discrimination in admission)
- B8 Students with Disabilities
- B13 Religious Observance
- C1 Student Conduct Rules
- C6 Discrimination and Sexual Harassment
- C7 Student Conduct Policies

UNYP has policies and processes for handling of grievances raised by students, teachers, and administrative staff. The UNYP Statute (2017) also includes policies on grievances, especially:
- 2.8 Academic Council (re: petitions regarding academic matters)
- 2.17 Administrative Board (re: petitions on non-academic matters)

The Study and Exam Regulations includes policy on grade appeals: *8. Evaluation of Learning*. The Code of Ethical Conduct includes policy on complaints and grievances related to ethical matters: *7. Reporting and investigating suspected violations*. And *UNYP Policies* include policies and processes related to grievances, especially:
- C2 Petition Management
- C6 Discrimination and Sexual Harassment

The school's policy on discrimination and sexual harassment (C6) requires a staff member to serve as the Affirmative Action Officer charged with receiving an initiating handling of complaints of discrimination and harassment. UNYP designated this position in an email to the UNYP community in 2016; however, the office and officer is not otherwise found on the school's web pages. The IEB suggests that UNYP provide readily accessible information to students and staff as to how they may contact the designated point person handling harassment and discrimination issues.

UNYP addresses conflicts of interest in its Ethical Codex, and more specifically in *UNYP Policies* in *C4 Gifts to Instructors*. Conflicts of interest within decision-making or consulting bodies are addressed by the internal regulation governing the body (e.g., the Disciplinary Code discusses conflict of interest in its operations in *1. Introductory Provisions*).

UNYP addresses issues of fairness and impartiality in hiring, evaluation, promotion, discipline, and separation of academic staff, though not administrative staff, through policies:
- D3 Faculty Evaluation from Department Chairs
- D11 Faculty Annual Assessment
- D12 Criteria for hiring UNYP Faculty
- D13 Adjunct Faculty Teaching Compensation

UNYP also strives to promote its affordability and accessibility by making available forms of financial aid. Discounts, fee waivers, and awards are described on the UNYP website and include the Barbara A. Adams Scholarship, a "full tuition scholarship for a [3-year] bachelor's degree is awarded annually to a Czech or Slovak student who would not otherwise be able to attend UNYP for mostly financial reasons." UNYP also makes available publicly funded Housing and Social stipends as provided by Czech law.

Lastly, UNYP is honest and forthright in its public presentation of itself and its programs through its advertising, recruiting, and other promotion. The main marketing materials for UNYP and its programs are found on the UNYP website, and present a fair and accurate picture of the university, its programs, and its services.

External evaluation of aspects of UNYP's mission, goals, governance, and ethics

Mission and goals
UNYP's strategic goals and supporting processes were reviewed positively by external accreditor British Accreditation Council's in its 2016 Independent Higher Education (IHE) Reaccreditation Inspection Report; relevant sections include:
> 2.1 The institution has a clear strategy for the development of its higher education provision which is supported by appropriate financial management.
> 2.2 There is provision for stakeholder input to inform the strategic direction of the institution.
> 2.3 The strategy is well communicated to all stakeholders within and outside the institution.

2.4 The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets.

Governance

Key aspects of UNYP's governance, organizational structure, and administration were reviewed positively by external accreditor British Accreditation Council in its 2016 [Independent Higher Education (IHE) Reaccreditation Inspection Report](#) (2016), especially sections:

- 1.1 The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders.
- 1.2 The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.
- 1.3 Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution.
- 1.5 The head of the institution, directors and other relevant persons are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.
- 2.4 The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets.
- 4.1 The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students.
- 4.2 The head of the institution and other senior managers are suitably qualified and experienced, understand their specific responsibilities and are effective in carrying them out.
- 4.3 There are clear channels of communication between management, the governing body, staff, students and other stakeholders
- 4.4 There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level.
- 4.5 There is an effective committee structure with appropriate reporting lines which informs management decision-making and provides feedback to stakeholders.
- 4.12 Management monitors and reviews academic and administrative staff performance through a clearly documented and transparent appraisal system.
- 6.1 Administrators are suitably qualified and experienced and understand their specific responsibilities and duties.
- 6.2 The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.
- 6.3 The administrative support available to the management is clearly defined, documented and understood and appropriately focused to support its activities
- 6.4 Policies, procedures and systems are well documented and disseminated effectively across the institution.
- 25.1 The institution undertakes regular and systematic monitoring of its operations.
- 25.8 All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders
- 26.1 Views of all stakeholders, including academic staff and students, partner institutions and employers, are canvassed and recorded regularly through various means, including face-to-face meetings, feedback questionnaires and, where appropriate, formal student representation.

In evaluating UNYP's governance in 2016, the BAC found two areas where UNYP did not fully meet the BAC standard:
- 1.4 The institution engages in appropriate risk management planning, which is administered and monitored by named individuals.
- 1.6 The governing body conducts regular risk assessment exercises in all areas of the institution's provision.

The BAC inspection report noted that "Although no formal systems are in place, both risk assessment and risk management do play an important role in the decision-making process as was identified in their process of acquiring new premises, the recent acquisition of the hostel accommodation and the establishment of new courses," and concluded that "The university must seek to establish 'risk management' policies/procedures." UNYP began examining best practices in risk management following the report and expects to introduce a risk register in 2019.

Ethics
Aspects of the grievance policies and procedures for the UNYP academic community and administrative staff were positively reviewed by the British Accreditation Council in its [Independent Higher Education (IHE) Reaccreditation Inspection Report](#) (2016), especially sections:
- 7.5 All staff are treated fairly and according to a published equality and diversity policy.
- 7.7 Staff have access to a complaints and appeals procedure.
- 13.4 The institution has policies to avoid discrimination and a published procedure for dealing with any abusive behaviour.
- 14.3 Students have access to a fair complaints procedure of which they are informed in writing at the start of the course and offered guidance in submitting a complaint.
- 16.4 Provision of [student] support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.
- 25.9 Particular attention is paid to the quality of the student learning experience and to ensuring there is fair treatment of all students.

Regarding its financial dealings, the BAC found the UNYP met its standard *3.1 The institution conducts its financial matters transparently and with appropriate probity*.

Regarding fair practices in hiring and evaluation of staff, the BAC found that UNYP met its standards, including:
- 7.1 There are appropriate policies and effective procedures for the recruitment and continuing employment of suitably qualified and experienced staff.
- 7.3 There is a transparent and well-documented appraisal system for all staff.
- 7.5 All staff are treated fairly and according to a published equality and diversity policy.
- 7.6 The institution has a clear policy regarding the handling of legal issues relating to the employment of staff.

Regarding the school's presentation of itself to the public, the BAC found that UNYP met its standards, including:
- 4.8 Management ensures that all information, internal and external, including publicity material, is accurate and fit-for-purpose.
- 11. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum
- 11.1 Text and images provide an accurate depiction of the institution's location, premises, facilities and the range and nature of resources and services offered.

- 11.2 Information on the programmes available is comprehensive, accurate and up-to-date.
- 11.3 There are effective procedures to update information on a regular basis.
- 11.4 Students are informed of the status of the qualifications offered, including the awarding body and level of award.
- 11.5 Students are given some indication of the type of careers graduates may follow and any professional body exemptions that may be available.
- 11.6 Students are informed of the full cost of all programmes, including costs of assessments and any required materials.
- 11.7 Students are informed as to the necessary English language requirements for entry on to programmes.
- 11.8 The institution has a clear policy on the accreditation of prior learning and prior experiential learning which is brought to the attention of prospective students.
- 27.6 The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary.

Regarding affordability and accessibility, the BAC found that UNYP met its standard in the area *18.3 Any activities within the social programme have been chosen with consideration of their affordability by the majority of students*.

Summary

Strengths
- Clearly defined organizational roles, responsibilities, duties, and authorities.
- A clear, long-standing institutional emphasis on academic integrity, especially with regard to cheating and plagiarism.

Areas for improvement
- The school's strategic documents are not available to its academic community in English.
- No readily accessible information as to how students and staff may contact the designated point person handling harassment and discrimination issues.
- No formalized set of measures by which to assess the school's success in achieving its mission.

The IEB finds that UNYP meets its standards in most of these areas, with exceptions noted below.

The IEB found that UNYP has a clearly defined mission and goals that were developed with the participation of its academic community. The school regularly evaluates its progress on institutional goals; its recently (2017) revised mission is too new to have been effectively evaluated, but is expected to be an important part of future institutional self-evaluations. UNYP's institutional goals are consistent with its mission and include goals focusing on student learning, institutional improvement, and research and other creative activities. However, the IEB also found that UNYP should do more to communicate its mission and institutional goals to its academic community and stakeholders, and to more effectively link the activities of all divisions to the mission and institutional goals by establishing key performance indicators for those divisions that do not currently use such a system. The IEB thus recommends that UNYP **establish and track Key Performance Indicators for each operational and academic division.** Further, the IEB recommends that UNYP **conduct an internal study as to the alignment of the learning experiences UNYP offers with its mission, vision, and the needs and expectations of its students.**

VŠ UNYP

The IEB found that the institution is administered in a manner that allows it to realize its expected goals in a way that effectively benefits its students and the institution overall. UNYP's governance and leadership are on high and expected level. UNYP maintains and publishes a comprehensive list of policies, processes, and practices pertaining to the fundamental elements of institutional integrity and ethics. These policies, processes, and practices are applied regularly by students and staff, and are used as the basis for quality assurance and control. Key UNYP processes related to integrity and ethics are defined mostly by verbal description and simply allocated to organizational elements (positions, roles, functions). Keeping in mind the size of UNYP's organization the IEB considers their implementation as sufficiently effective (i.e., more formal process models are not necessary at this time). UNYP's overall institutional effectiveness of design and implementation of policies, processes, and practices related to ethics and integrity are at a high level, as seen not only from formal signs and indicators but also from the overall climate prevailing at UNYP – a climate of critical inquiry and respect among students, faculty, staff, and administration for a range of backgrounds, ideas, and perspectives that creates an obviously positive atmosphere in UNYP's multinational environment.

The IEB suggests UNYP consider the following in order to further improve in this area:
- Offer meetings with students and academic staff to review and discuss recent changes in the school's mission, Institutional Learning Outcomes, and institutional and program-level evaluation processes.
- Provide readily accessible information to students and staff as to how they may contact the designated point person handling harassment and discrimination issues.
- Add "Personal Data and Privacy Protection" policies to UNYP Policies.
- Conduct an internal audit to identify where UNYP is today in terms of Good to Great in the dimensions curriculum, teaching, learning, assessment/data and accountability and leadership and how it can move to Great to Excellent.

2. Teaching & Learning

The IEB looked at teaching and learning at UNYP, with an emphasis on the learning experiences UNYP provides to students and the effectiveness of its assessment of student learning and achievement. In particular, the IEB considered the extent to which UNYP provides:
- coherent and rigorous study programs with clearly defined educational goals;
- qualified teachers who are effective in teaching;
- resources for teaching and learning sufficient for the study programs it offers;
- effective assessment that leads to student learning and more effective teaching.

Strategic goals related to teaching and learning

UNYP included strategic goals related to teaching and learning in its *Long-Term Aims 2011-2015* and *Long-Term Aims 2016-2020.* The relevant goals for the period 2011-2015 were:

5.2 Further improve the quality of education provided
- Further unifying the process of tracking new teachers
- Completely change the process of assessing students for courses to an online process, in order to gather relevant and accurate data
- Obtain and retain teachers with higher qualifications
- Increase the number of full-time teachers
- Continue developing the current study programs
- Implement best practice teaching, to further develop students' critical thinking skills
- Continue to improve management courses using more interactive methods, case studies and an improved content materials and media

5.5 Increasing importance of the education for the labor market
UNYP plans to create new courses according to the needs and the introduction of new programs that are deemed best suited to these needs.

5.8 Support for graduates
UNYP also plans to establish a system of measuring the satisfaction of employers with the performance of our graduates with the means to measure the quality and quantity (questionnaires, interviews and focus groups research).

UNYP achieved a number of these goals. Student course evaluations were moved to the online e-learning platform; the number of full-time teachers was increased as several teachers were moved from adjunct to labor contracts; and there was a modest increase in the percentage of credits taught by instructors with a completed PhD.

Qualification Profile
Instructors of Bachelor's programs, by credits taught

Qualification Profile
Instructors of Bachelor's programs, by credits taught
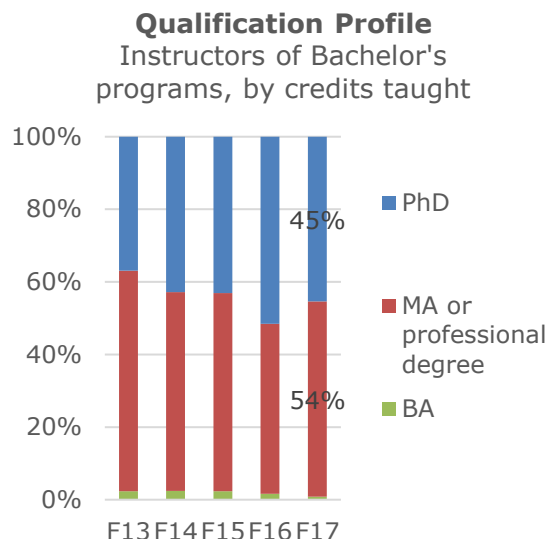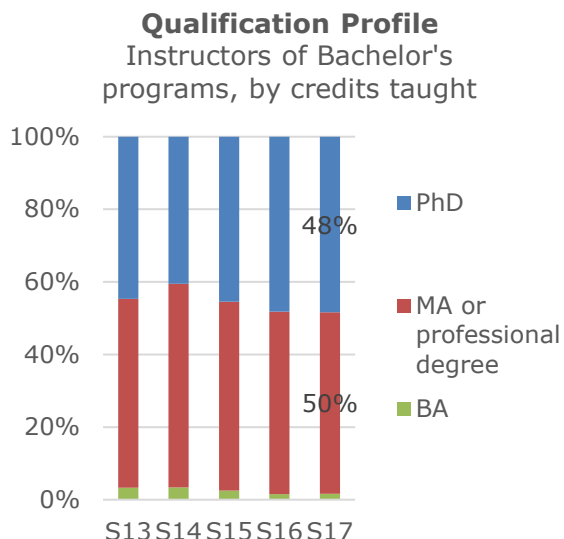
Many of the remaining goals were not specified clearly enough to effectively evaluate the extent to which they were accomplished. Others, such as the employer surveys, were not implemented.

UNYP's current strategic plan for 2016-2020 also includes goals in this area:

1. Quality Assurance
1.1 Secure and broaden a stable base of academic staff in all programs.
> Increase the full-time academic staff at the docent or professor level by 20% compared to 2014 levels, by 2020.

1.2 Work more closely, and on a regular basis, with adjunct and full-time academic staff on teaching and assessment issues.
> Increase the frequency of the peer course observation to reach 30% of all instructors each year (from current level of 25% each year). (2019)

1.5 Infuse a learning outcomes approach into both teaching and the structure of the study programs.
> Explore aligning study program learning outcomes with the Czech National Qualifications Framework.

> Map program learning outcomes onto the curricula of all study programs; use this process to eliminate overlap in the curricula. (2019)

> Begin publishing annual outcomes assessment reports for the COM, IER, and PSY programs (BUS already publishes this). (2019)

1.6 More fully involve students, instructors, and external stakeholders in quality assurance processes.
> Involve working groups of students and instructors in establishing program learning outcomes and reviewing study program curricula for the 2017 reaccreditation applications. (2016)

1.8 Accredit one new study program at the Bachelor's or Master's level in each department, by 2020.

4. Relevance

4.1 Revise General Education curriculum to focus more on transferable skills, interdisciplinarity, and with deepened links to the study programs (2017).

4.2 More fully involve external stakeholders in shaping curricula and evaluating program quality.
Create an External Advisory Board that actively participates in shaping curricula and in high-level evaluations of program quality in all study programs (2018).

4.3 Incorporate more ex-classroom learning activities in the study programs.
    Incorporate credit-bearing internship possibilities into the 3-year Bachelor's of Business Administration program by 2018.

6. Data-based Decision Making
6.1 Use internally generated data in academic and operational decision making.
    Expand the scope of collection and evaluation of data relevant to the quality of study programs, student experience, and graduate success, by creating the following reports:
        Academic progress report.
        Created by: Registrar Office.
        Periodicity: Each semester.
        Reviewed by: Academic Council, Academic Advisors, Student Council.
        Starting in: 2016

        Plagiarism report (from Turnitin data)
        Created by: IT.
        Periodicity: Each semester.
        Reviewed by: Academic Council, Instructors, Student Council.
        Starting in: 2016

        Alumni profile report.
        Created by: Career Office.
        Periodicity: Annual.
        Reviewd by: Academic Council, Student Council.
        Starting in: 2017

        Formalize some existing data collection into a standard reports schedule.
        Alumni survey.
        Created by: Alumni Office.
        Periodicity: Annual.
        Reviewed by: Academic Council, Student Council.
        Starting in: 2016

Many of these goals are underway. Of the goals set for the period that ended in 2017, UNYP did implement a plagiarism report that presents aggregate data from the TurnItIn software that is integrated in UNYP's e-learning platform. Other reports related to teaching and learning that were scheduled for development by 2017 were delayed due to the 2018 accreditation applications. Two other goals (1.6 and 4.1) were substantially changed from their original conception, also because of the accreditation applications.

Study programs

In reviewing UNYP's study programs, the IEB found that they are rigorous, coherent, and consistent with higher education expectations. All study programs taught at UNYP are presence-based and taught entirely in English.

UNYP study programs with Czech accreditation are:

Code	Study program	Type	Major	Years	Initial accreditation	"Parallel" program with SUNY ESC*
B7204	Applied Social Sciences	Bachelor's	Communication and Mass Media	4	2005	Yes
B6208	Economics and Management	Bachelor's	Business Administration	4	2001	Yes
B6208	Economics and Management	Bachelor's	Business Administration	3	2005	
B6210	International Economic Relations	Bachelor's	International and Economic Relations	4	2001	Yes
B7701	Psychology	Bachelor's	Psychology	4	2010	Yes
N7701	Psychology	Follow-up Master's	Psychology	2	2016	

* "Parallel" programs: UNYP cooperates with partner university State University of New York, Empire State College (SUNY ESC) to offer study programs that lead to a Bachelor's degree from SUNY ESC and a Bachelor's degree from UNYP. SUNY ESC and UNYP coordinate their curricula so that students meet the course requirements of both schools. Upon completion of all curricular requirements, students are awarded the Bachelor's degree by SUNY ESC. It they then choose to take state exams and pass them, they are also awarded a Bachelor's degree by UNYP.

In addition to these Czech-accredited study programs, UNYP also offers an MBA program that is accredited by IACBE. Additional Master's programs of foreign universities were provided in cooperation with UNYP during this period; basic information on them is included in each year's Annual Reports.

Academic staff

UNYP's study programs are taught by qualified teachers, both full-time and part-time. Basic statistics on faculty teaching on UNYP's Czech-accredited degree programs included in Annual Reports (FTEs, age structure, rank/qualification structure, number of foreigners). Basic statistics on faculty teaching UNYP Bachelor's programs are reviewed in each semester's internal *Academic Snapshot* by the Academic Council (number of instructors; number of new instructors; number of sections taught per teacher; qualifications; gender; peer course observations conducted).

As noted above, there was a mild but steady increase in the percentage of credits taught by instructors with a completed PhD. Each year's Annual Report gives an overview of faculty research & creative activities of instructors, both full-time and adjunct. Although UNYP relied primarily on adjunct teachers during the period 2013-2017, it maintained a stable pool of teachers with relatively modest turnover.

Number of instructors
Bachelor's programs, Spring semesters

Number of instructors
Bachelor's programs, Fall semesters
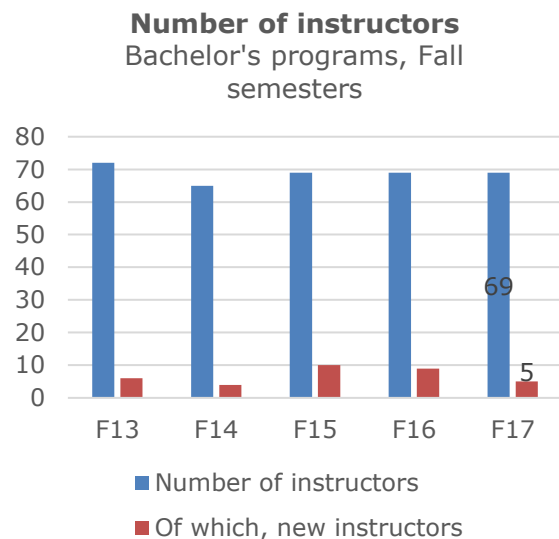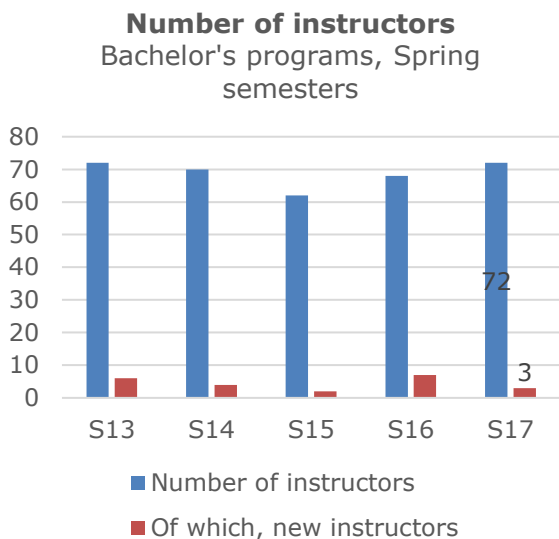
Assessment of student work by UNYP's academic staff is guided by policy (*B5. Grading of Courses*), and the school's E-Learning system provides a framework and resources for instructors to use in teaching and learning. The IEB noted that the grade distribution over the period 2013-2017 had deviated somewhat from the practices recommended in policy (*B5. Grading of Courses*).

Grade Distribution
Bachelor's programs, Spring semesters

Grade Distribution
Bachelor's programs, Fall semesters
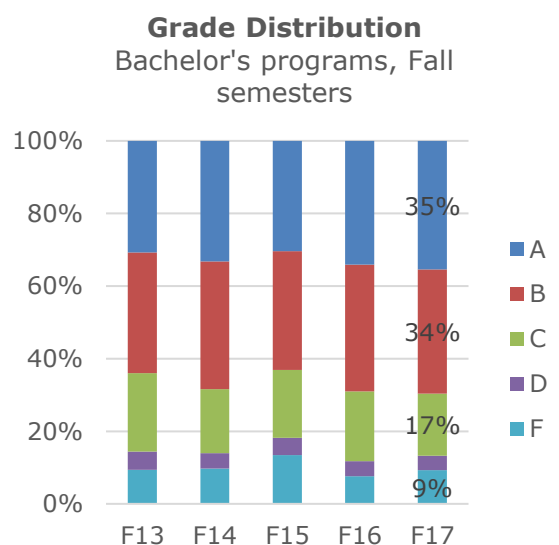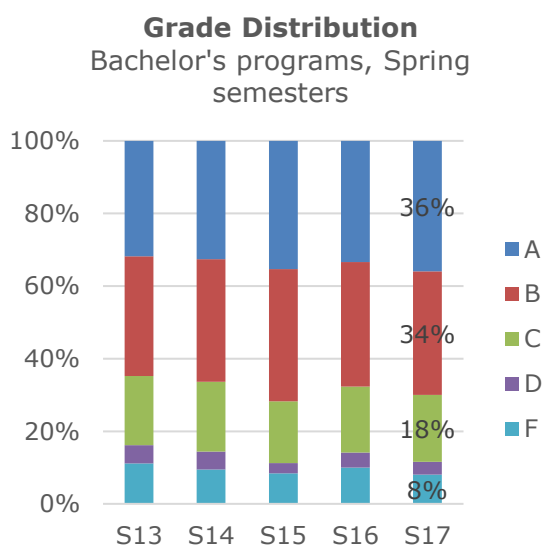
UNYP uses student course evaluations and peer course observations to evaluate the effectiveness of teachers and provide them with feedback to help them improve.

All students in all courses are invited to provide feedback in each semester's student course evaluations, as guided by policy (*D9. Student Evaluation of Instruction*). Student Course Evaluation results are archived by the Rector's Office. Student evaluations as to the effectiveness of their teachers has been stable and positive over the period.

"Rate the EFFECTIVENESS OF THE INSTRUCTOR...as he/she contributed to your learning"
Student Course Evaluations, Bachelor's programs
1="Very ineffective"; 5="Very effective"
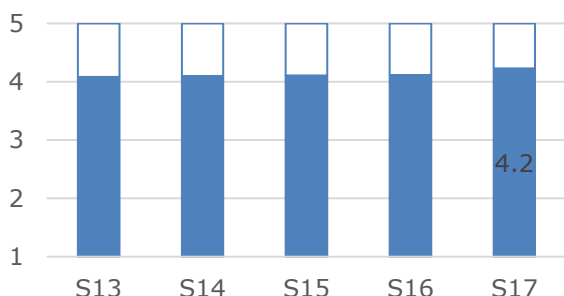
"Rate the EFFECTIVENESS OF THE INSTRUCTOR...as he/she contributed to your learning"
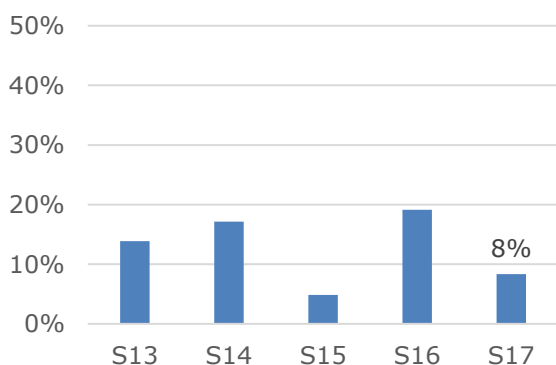Student Course Evaluations, Bachelor's programs
1="Very ineffective"; 5="Very effective"
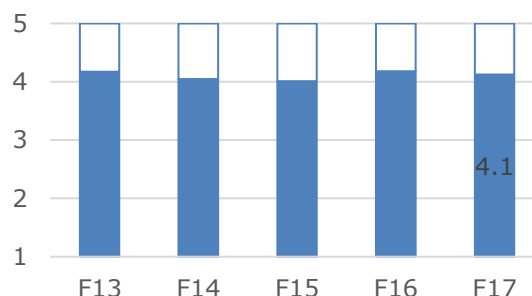
Each semester's Course Observations, conducted by Department Chairs, Program Garants, and SUNY Empire State College faculty, provide feedback as to the teaching effectiveness of faculty. Course Observations are guided by policy (*D3. Faculty Evaluation from Department Chairs*). Course Observation reports are archived by the Rector's Office.

Peer Course Observations
% of instructors observed
Bachelor's programs, Spring semesters
(Target for 2019 is 40%)

Peer Course Observations
% of instructors observed
Bachelor's programs, Fall semesters
(Target for 2019 is 40%)
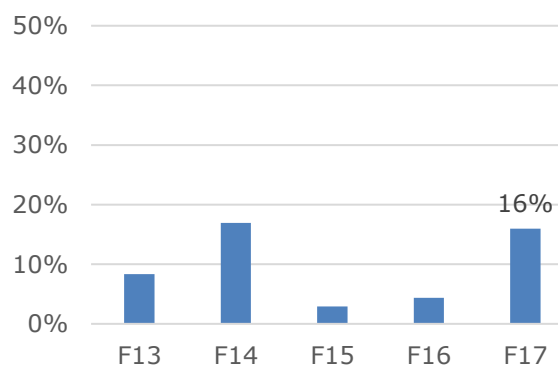
Over two academic years (2015/2016 & 2016/2017), 24 course observations of Bachelor's program instructors were conducted. On the Course Observation forms archived by the Rector's Office, course observers made the following observations regarding the items noted on the form:

"More emphasis": 8% (64 times)
"Done very well": 71% (566 times)
"Not observed": 21% (171 times)

Academic staff are reviewed regularly and equitably based on written, disseminated, clear, and fair criteria, expectations, policies, and procedures. The criteria and process of annual evaluation of faculty by Deans of Schools/Program Managers is described in *UNYP Policies* (*D3. Faculty Evaluation from Department Chairs*; *D11. Faculty & Staff Annual*

Assessment). Criteria for hiring/retaining and compensation is described in *UNYP Policies* (*D12. Hiring and Rehiring UNYP Faculty*; *D13. Adjunct Faculty Teaching Compensation*).

Information provided about study programs

Regarding the information UNYP provides about its study programs, the IEB found that UNYP described its programs in ways that applicants and students could understand so that they could make optimal choices regarding their program of study. The school provided information in a number of ways through its public and internal information systems; this information included:
- Basic list of core and elective courses on each study program's webpage.
- Basic syllabi of courses for Bachelor's programs included in course catalogs.
- Detailed course syllabi available to enrolled students on eLearning.
- Concentration sheets describing Bachelor's degree curricula available on eLearning.
- State Exam topics (*okuhy*) available to enrolled students on eLearning.
- Academic progress policies for Bachelor's programs described in policies (*A7. Student Advisory Process*; *A14. Academic Probation, Warning & Dismissal*).
- Informational and promotional brochures for each program available on the UNYP website

Learning opportunities and resources

The IEB found that UNYP provided sufficient learning opportunities and resources so that students can succeed in their study programs. Among other key elements, this included:
- Full set of courses needed for degree completion offered each academic year. Each semester's course offerings and staffing decided by the Academic Council, per policy (*D7. Rector, Academic Board, Academic Council, Department Meetings and Student Council*). Current and archived schedules of UNYP degree programs available on eLearning.
- Exchange partner schools around the world provide study abroad opportunities.

Details of the material and information resources related to teaching and learning are found below in *5. Planning, Resources and Institutional Improvement*.

Expected educational outcomes

UNYP uses educational goals at the institutional and study program level to guide overall assessment of student achievement. UNYP established Institutional Learning Outcomes (ILOs) in 2017 with input from the Student Council and faculty representatives. These ILOs are expected to be reflected in Program Learning Outcomes in 2018 accreditation applications, and evaluated in whole or in part in the years following that.

Institutional Outcome: UNYP graduates...	Examples
Communicate effectively	Graduates use verbal, non-verbal, visual, and written communication effectively and efficiently across a variety of channels and media, and with a variety of audiences: professional and general; small and large groups; and in intercultural settings. Graduates are able to communicate effectively in English and at least one other language.

Think analytically and creatively	Graduates engage with ideas and address problems of varying complexity by using quantitative and qualitative tools and research methods grounded in their field of study. Graduates seek out alternate understandings, consider multiple viewpoints, and produce creative proposals. Graduates construct organized arguments and interpretations, communicate them effectively, and engage others in understanding, developing, and challenging them.
Demonstrate information and media literacy	Graduates use multiple tools to find, evaluate, share, and use, in ethical ways, to relevant and credible information in a variety of media.
Engage in their community	Graduates demonstrate knowledge of their local and global communities; the histories of these communities and how historical issues shape the present; and key contemporary issues affecting their communities. Graduates demonstrate awareness of the various forms of diversity that can be found in their communities. Graduates are prepared to actively participate in their communities and to use their skills and knowledge in practice.
Act ethically, respectfully, and responsibly	Graduates demonstrate awareness of ethical principles, and articulate the ethical implications of situations and issues, including their own conduct and the actions of others. Graduates demonstrate proficiency in managing and resolving conflicts in respectful ways.
Work collaboratively, cooperatively, and professionally	Graduates work effectively and respectfully with others in completing complex tasks. Graduates use leadership skills to motivate and organize the work of others when appropriate; and productively engage in teamwork led by others. Graduates demonstrate awareness of professional expectations in their field of study.
Demonstrate respect for others	Graduates demonstrate awareness of diversity and tolerance of difference, both within the UNYP community and outside of it.

Program Learning Outcomes for each program are published on the respective Department's webpage:
- [Business](#), Bachelor's degree (3-year program)
- [International Relations](#), Bachelor's degree
- [Media & Communication](#), Bachelor's degree
- [Psychology](#), Bachelor's degree & Master's degree

Program learning outcomes are also implicit in the [themes set for state exams](#) in each program; these are found on UNYP's e-learning system.

Over time, there has been some variance between the program learning outcomes as they appear on the website and as they appear in accreditation documents. The format of the PLOs has also differed across the study programs. UNYP should consider unifying the format in its 2018 accreditation applications by adopting and adapting the Czech national qualifications framework.

Three of UNYP's Bachelor's programs (the four-year programs in Business Administration, Communication & Mass Media, and International & Economic Relations) are "parallel" programs in which students also earn a Bachelor's degree from partner university State University of New York, Empire State College; this complicates the task of coordinating the expected educational outcomes at the program level, and can lead to confusion among students. The IEB suggests that UNYP find ways to more effectively inform students about the program learning outcomes, opportunities, and requirements involved in earning a "parallel" degree.

Assessment of student achievement of expected educational outcomes

UNYP conducts systematic assessment of student achievement of expected educational outcomes. Assessment is anchored in the assessment of academic staff in the courses they lead. Broader outcomes at the program and institution level are assessed primarily through state exams and surveys. The Academic Council, primarily through the channel of Department Chairs, is the primary channel by which UNYP uses these assessment results to improve its educational effectiveness.

Overview of formal evaluations of the achievement of expected educational outcomes

| Assessment	Evaluators	Frequency
State Exam	Internal (and sometimes external) academic staff	Offered three times per year; taken by students after completing all other curricular requirements
Alumni Survey	Alumni	Attempted in 2016, but inadequate response meant results were not useable.
Exit Survey	Graduating students	End of each Spring semester
Student Course Evaluation	Students	Near the end of every semester
Ad hoc evaluations of select areas	Academic staff	As requested by the Academic Council

UNYP tracks participation rates of these surveys to help ensure the information they provide is actionable. While participation rates are not optimal, they are comparable to those of other universities administering online student surveys.
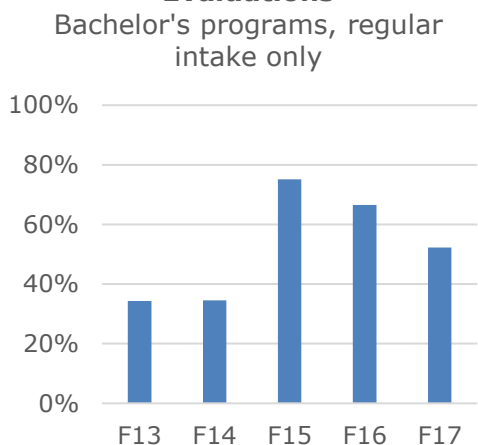
Survey Participation Rates

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Survey Participation Rate - Entrance Survey
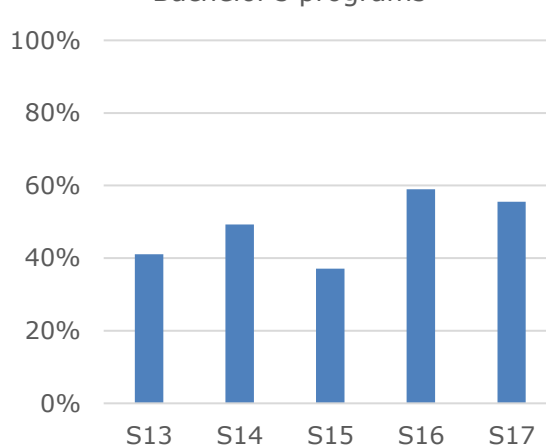Bachelor's programs
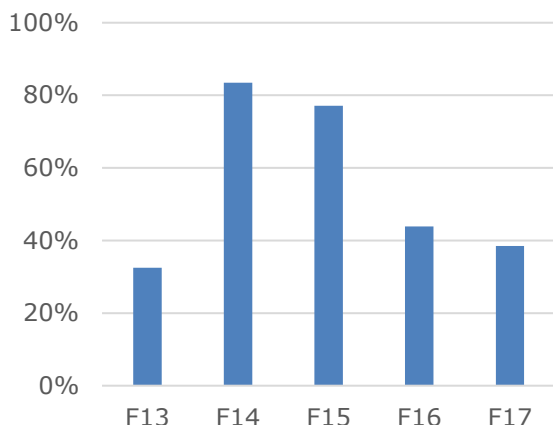
Survey Participation Rate - Exit Survey
All programs including LLL
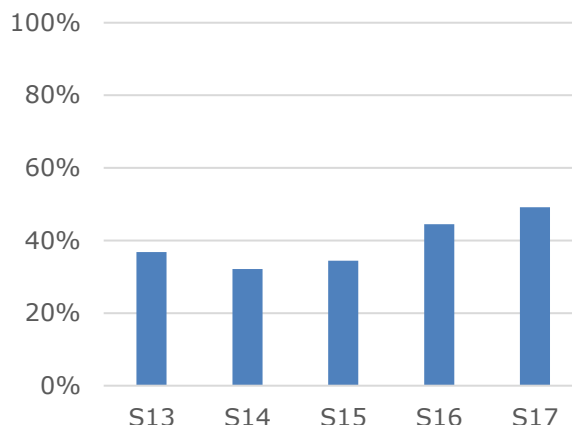
Survey Participation Rate - Student Course Evaluations
Bachelor's programs, regular intake only

Survey Participation Rate - Student Course Evaluations
Bachelor's programs

As UNYP's Institutional Learning Outcomes (ILOs) were created in 2017 and are not yet fully implemented, the school has not yet had opportunity to formally assess student achievement of them. The IEB encourages UNYP to undertake this during the 2018-2022 period. UNYP does use exit surveys of graduating students to assess generally how effective the study programs have been at improving certain key skills.
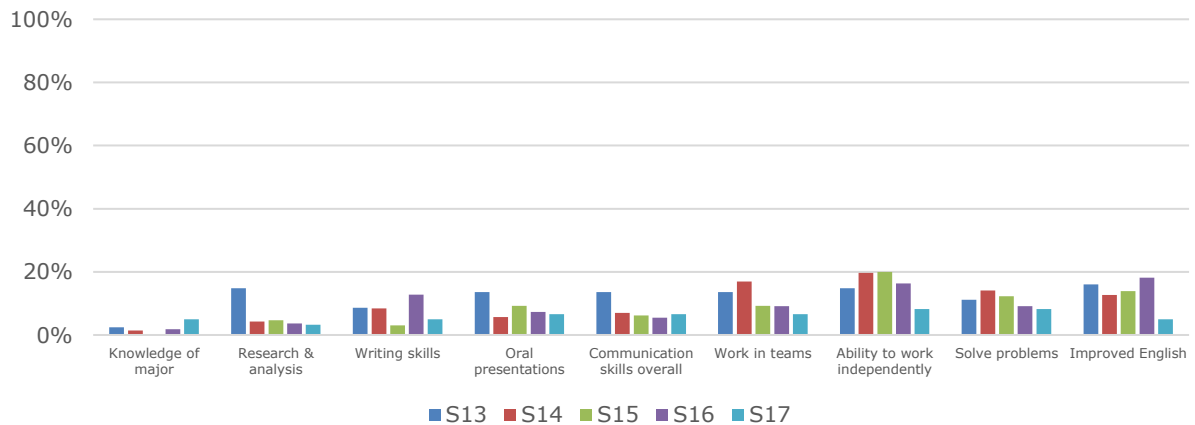
"To what extent do you feel your education at UNYP helped to improve the following skills"
### % answering "Much improvement"
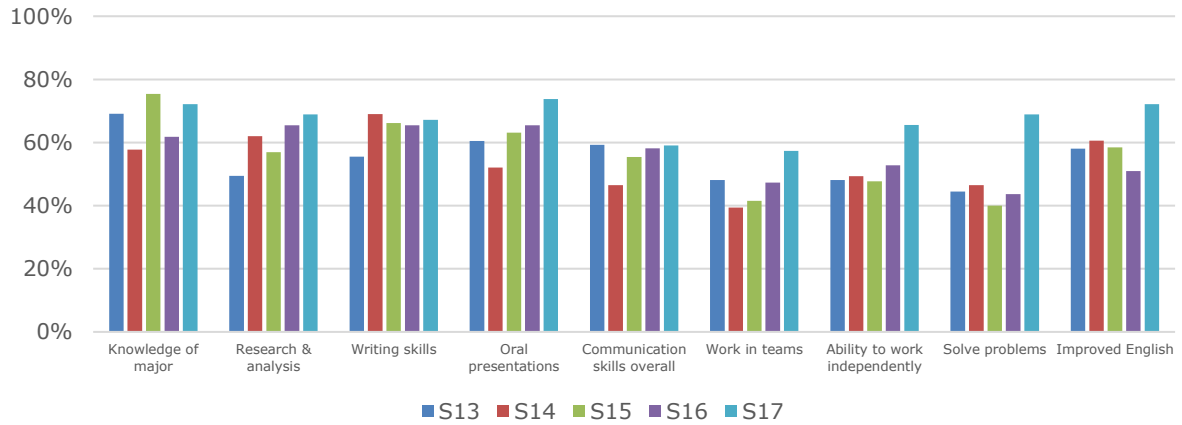
Legend: S13 S14 S15 S16 S17

"To what extent do you feel your education at UNYP helped to improve the following skills?"
% answering "No change"

Legend: S13 S14 S15 S16 S17

"Your education will help you meet your goals"
Spring Exit Survey, all study programs including LLL programs. Average result shown.
1=Not satisfied; 10=Very satisfied

7.7

S13   S14   S15   S16   S17
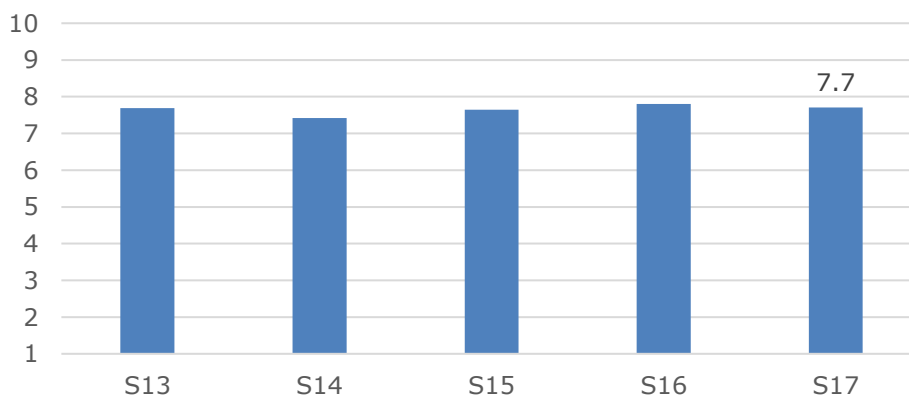
UNYP also attempted an alumni survey during the 2013-2017 period that included items connected to institutional level learning outcomes; however, the response rate was too low to produce useable information.

State exams as indicators of the achievement of expected educational outcomes

Student achievement of program-level learning outcomes is assessed through state exams (final comprehensive exams, usually oral exams, that include a defense of the thesis). Each study program's learning outcomes are reflected in the published themes of the state exam for that program. Per policy (*D15. Quality assurance and quality evaluation – supplemental policies*), UNYP tracks state exam pass rates as an indicator of achievement of expected educational outcomes.

State Exam sittings; number passed, failed

State Exams: % failure per sitting
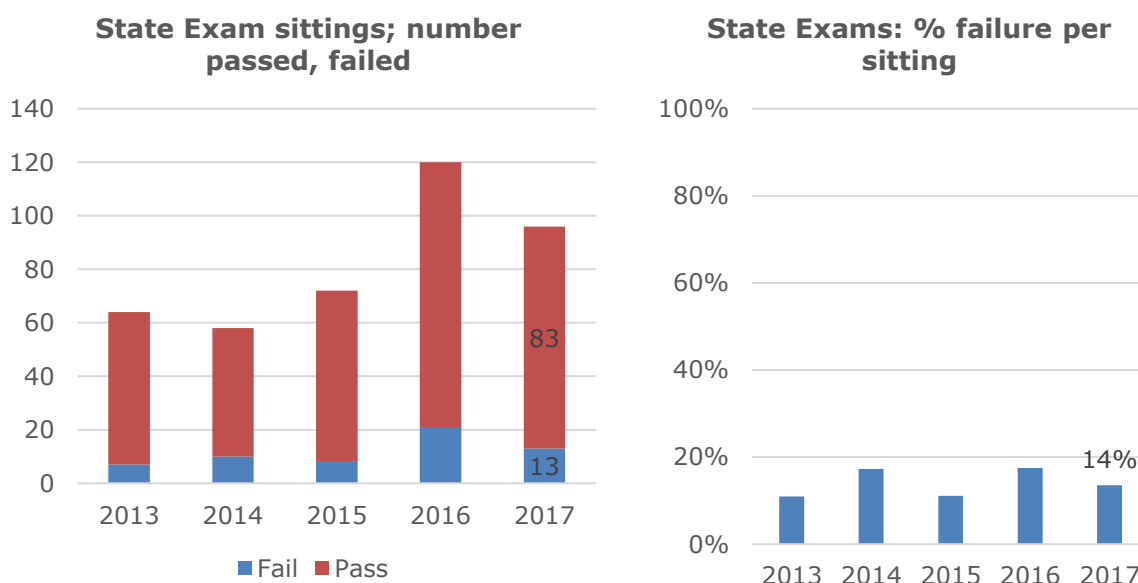
**Business programs and learning outcomes**

Detailed assessments of intended student learning outcomes (2012 to present) for the 3-year Business Administration program are published on the school's webpage (section Business Administration); the most recent document is *2015-2017 Student Learning Outcomes for UNYP's business education*.

Student course evaluations

The educational effectiveness of individual courses are assessed in part through student course evaluations.

Regarding my knowledge of the subject, this course brought me:
Average of responses; 1="Very little new knowledge"; 7="Much deeper understanding"
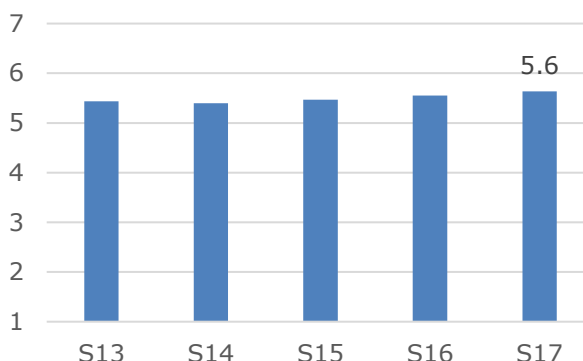
Regarding my knowledge of the subject, this course brought me:
Average of responses; 1="Very little new knowledge"; 7="Much deeper understanding"
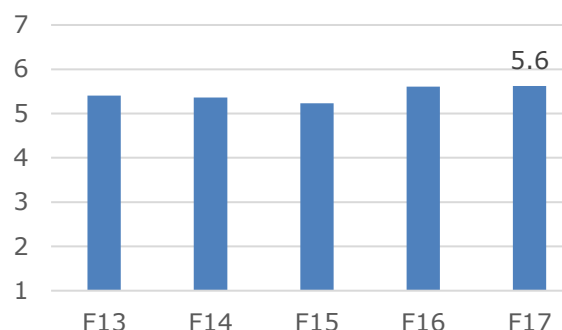
Ad hoc internal studies

During the period 2013-2017, the Academic Council undertook two *ad hoc* internal studies addressing issues related to expected educational outcomes:

- 2015: *Writing in UNYP's 4-Year Bachelor's Degree Programs*
- 2016: *Attrition following the Spring 2014 semester at UNYP*

Use of assessment results to improve educational effectiveness

The assessments described above and other forms of assessment by Department Chairs form the basis for policies designed to improve educational effectiveness, including:

- Review of course content by Department Chairs through review of course syllabi before the start of each semester and review of course books (a representative sample of course materials) at the end of each semester (per policy *D5. Course Outline Review*), in meetings with faculty (per policy *D3. Faculty Evaluation from Department Chairs*).
- General procedures for review and revision of curricula are described in policy *D6. Curriculum Review and Improvement*.
- Review of Student Course Evaluations results and internal studies at Academic Council meetings; minutes of meetings maintained by Rector's Office.
- Review of each semester's Student Course Evaluation results at faculty meetings (per policy *D9. Student Evaluation of Instruction*, documented in Department Meeting minutes).

In addition to improving educational effectiveness in achieving specific institutional- and program-level outcomes, Department Chairs use assessment results to provide feedback to relevant actors about key areas of teaching and learning, including:

- Student workload (to determine credit weighting)
- Cheating and plagiarism

Student workload and credit weighting

Estimates of average student workload by course instructors are used to set the credit weighting of each course. This is compared to students' estimates of their workload (a response item on Student Course Evaluations). Student self-reporting on average workload indicates no clear trend, while the median student response is below the workload indicated by the ECTS system.

"In a typical week I spent about this many hours preparing for this course (studying, reading, writing, doing homework, and other academic activities)"
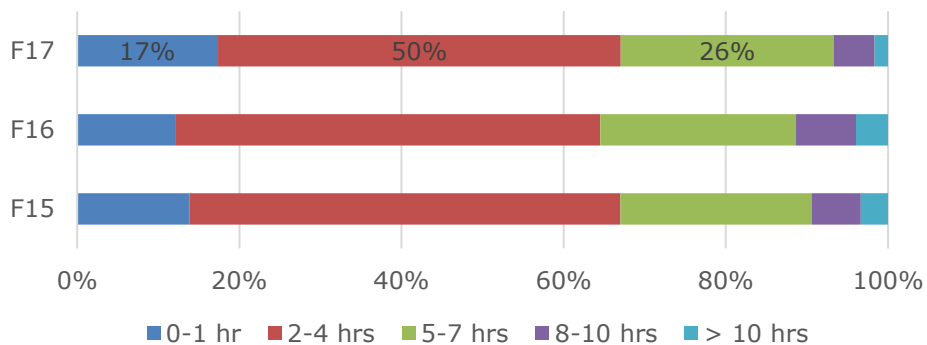Student Course Evaluations, Bachelor's programs
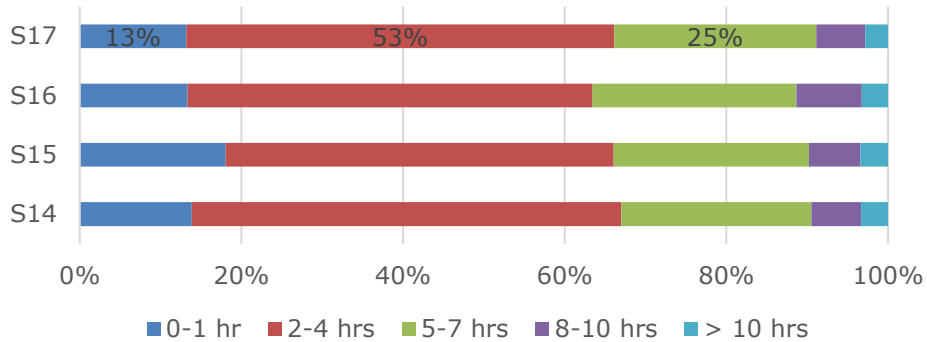
"In a typical week I spent about this many hours preparing for this course (studying, reading, writing, doing homework, and other academic activities)"
Student Course Evaluations, Bachelor's programs

Cheating and plagiarism

UNYP uses Student Course Evaluations to collect feedback on cheating and plagiarism; it also tracks actual cases reported to the Academic Council and their outcomes. More recently, reports summarizing information from the school's anti-plagiarism software are reviewed each semester. This information is used to guide review and discussion of cheating and plagiarism issues at department meetings.

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Did you observe any other students cheating during quizzes or exams?
1=Not at all; 7=Frequently
Student Course Evaluations, Bachelor's programs, regular intake only, average of responses

S14, S15, S16, S17: 1.6

Did you observe any other students cheating during quizzes or exams?
1=Not at all; 7=Frequently
Student Course Evaluations, Bachelor's programs, regular intake only, average of responses

F13, F14, F15, F16, F17: 1.6
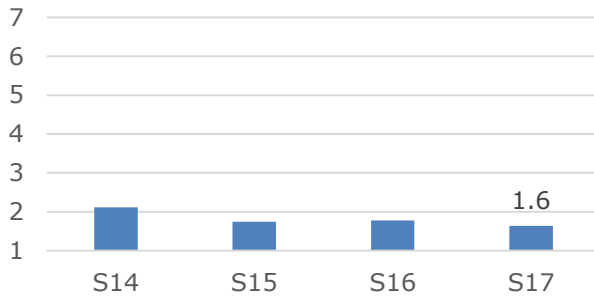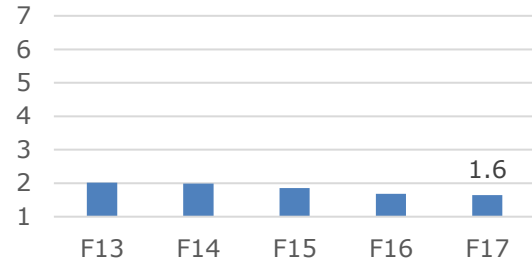
Plagiarism/Cheating incidents reported to Academic Council

— Incidents reported   — Teachers reporting incidents
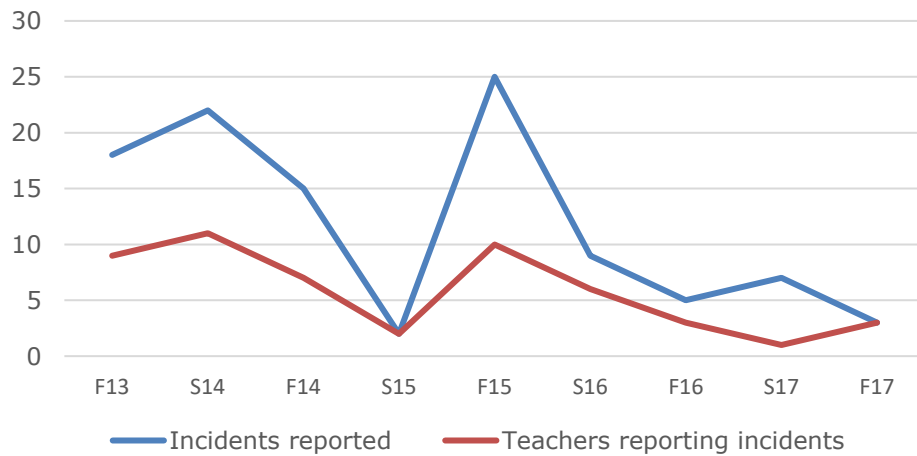
Academic Integrity Case Outcomes
F13-S17

80%   10%   5%   5%

■ F for assignment   ■ F for course   ■ Dismissal from studies   ■ Other

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Teachers Using Anti-Plagiarism Software

	F15	S16	F16	S17	F17

39 (F17)
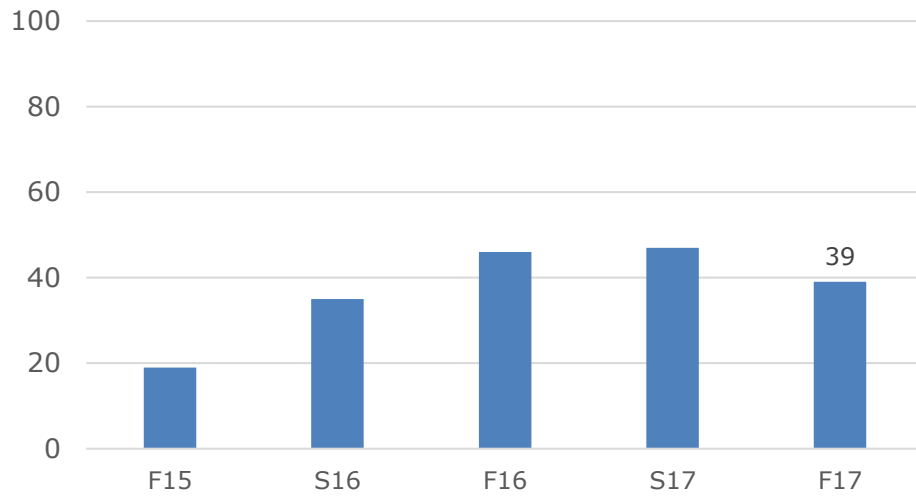
Submissions to Anti-Plagiarism Software & Similarity Reports Generated

3,857

2,116

■ Student submissions to anti-plagiarism system
■ Similarity Reports generated by anti-plagiarism software
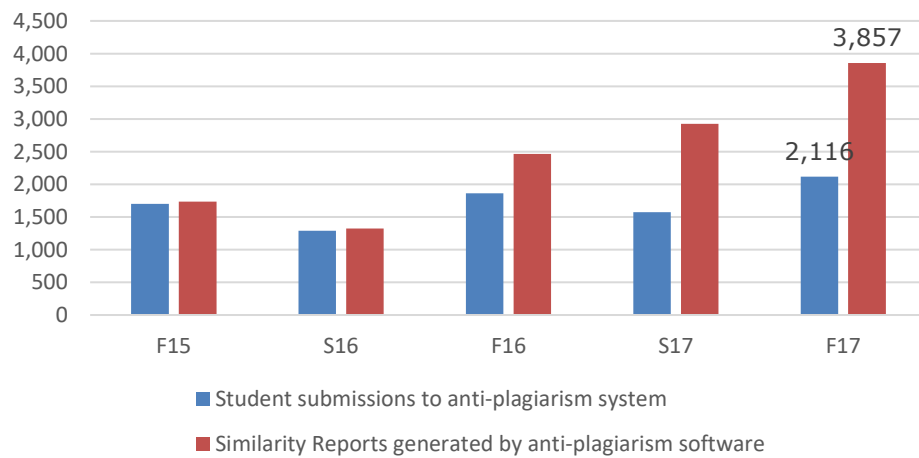
50%+ similarity reported by Anti-Plagiarism Software

8%
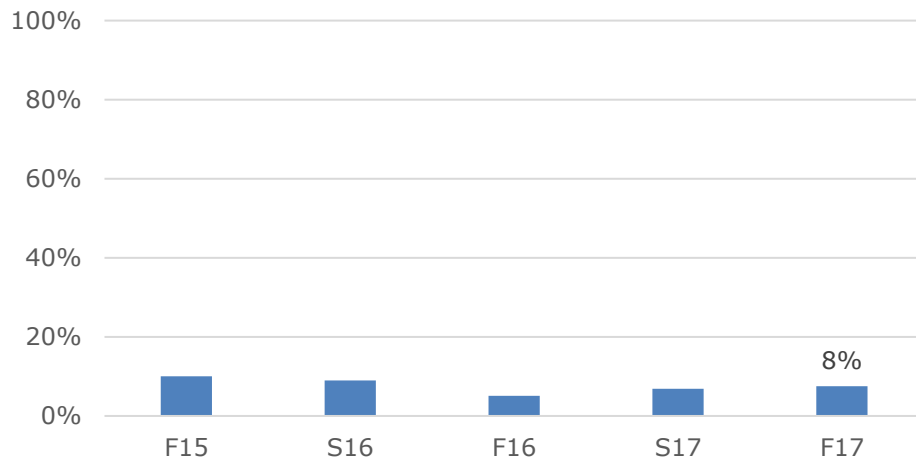
External evaluation of aspects of teaching and learning at UNYP

Aspects of teaching and learning at UNYP were positively reviewed by the British Accreditation Council in its 2016 [Independent Higher Education (IHE) Reaccreditation Inspection Report](#):

Academic staff
- 8. Academic staff are appropriately qualified and effective in facilitating student learning

Information provided about study programs
- 11. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum.

Learning opportunities and resources
- 5. Academic management is effective
- 6. The institution if effectively administered

Assessment of student achievement of expected educational outcomes
- 9. Assessment is fair, well-organised and appropriate for the level and nature of the courses, and students receive timely and supportive feedback on their work

Use of assessment results to improve educational effectiveness
- 25. The institution has effective systems to review its own standards and assess its own performance
- 26. The institution regularly obtains and records feedback from students and other stakeholders and takes appropriate action where necessary
- 27. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision

In one two areas, BAC found that UNYP did not fully meet a standard:
- 9.8 There are effective procedures for internal and external moderation at pre- and post-assessment stages.

The report noted that "The university must introduce internal and external moderators across all programmes." Following the inspection, UNYP began using double-marking in its English placement tests for new students; the school expects to introduce forms of moderation in 2019.

The BAC also noted that UNYP did not fulfill the standard:
- 5.6 Academic staff are supported in their continuing professional development and enabled to develop further pedagogic techniques to enhance the learning of students.

The report stated that "The university must introduce a more formal system for staff to apply for support to develop their skills. It was felt that a more formal system should be used for staff to seek support for their continued academic development though in discussion with staff they saw no problems as the university is very supportive at present." As a result, the school assigned an academic staff member the task of developing and delivering pedagogical workshops each semester; thus far, the school has offered these seminars/workshops:
- 2016, Fall semester: Administering & evaluating student presentations
- 2017, Fall semester: Getting students to read
- 2018, Spring semester: Strategies for minimizing plagiarism and cheating
- 2018, Spring semester: Using technology in the classroom

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Summary

Strengths
- "Parallel" Bachelor's programs with the active onsite involvement of the partner university, State University of New York, Empire State College.
- Stable pool of teachers, both full-time and part-time, who are positively evaluated by students and by their peers.
- Effective approaches to monitoring and reducing cheating and plagiarism.

Areas for improvement
- Differing formats for the program learning outcomes of study programs.
- Noticeable differences between student estimates of course workload and teacher estimates.
- Limited feedback from alumni to help gauge achievement of program learning outcomes.

The IEB found that UNYP engages qualified instructors whose effectiveness was regularly evaluated by students, peers, and external evaluators. By 2017, UNYP was making plans to ensure its academic staff would meet updated requirements of the Czech higher education system in time for its 2018 accreditation applications.

While relying in large part on adjunct teachers, UNYP nevertheless maintains a relatively stable academic staff, many of whom have taught with the school for a decade or more. The school's provision of courses and resources is more than sufficient for the study programs offered. Its assessment of student learning is multifaceted and effective, and used to monitor key areas related to learning and academic integrity.

While the IEB considers UNYP to meet its standards in most of areas connected to teaching and learning, it identified an area in which a standard was only partially met: That of maintaining academic staff who are provided with and utilize sufficient opportunities, resources, and support for professional growth and innovation. While UNYP has many dedicated long-term teachers, and UNYP provides opportunities and resources for professional growth to its academic staff (basic information on each year's faculty professional development activities is included in Annual Reports), it did not have a sufficiently developed and utilized set of opportunities, resources, and support for the professional growth and innovation of that academic staff, nor a defined career path for those who desired it. To that end, the IEB **recommends that UNYP do more to encourage and reward teachers' professional advancement and long-term engagement with UNYP**.

3. Student Support

The IEB looked at UNYP's support for students in their learning experiences and in student life generally, from the initial application process to services for alumni. In particular, the IEB looked at UNYP's policies, processes, and resources used to admit, retain, and support the success of students in their studies, their student life, and in their careers as alumni.

Strategic goals related to student support

UNYP's *Long-Term Aims 2011-2015* included several strategic goals in this area, including:

5.2 Further improve the quality of education provided
- Introduce additional advising for weaker students
- Broaden the scope of lectures called Pulse to become attractive to a wider range of students
- After the success of the Writing Center to extend the program writing tutor support in mathematics, critical thinking and writing in academic research
- Increase the number of interest groups and student organizations (Student Council, Debate club, sports activities).

5.4 Further improve the quality of services for students
UNYP plans to build on the four existing agencies providing services that are available to its students.
- The Office for Student Affairs (Student Affairs Office). Support for students in the event of any non-academic problems that may have;
- International Center (International Office). Center specializing in international university students that provides visa support services, and assistance for international students who live in the Czech Republic;
- Accommodation Office (Office Accommodation). Specialized support for UNYP students to find a suitable, comfortable and affordable accommodation in Prague;
- Career Center (Career Office). Dedicated to support students who are looking for suitable job opportunities in the labor market in the Czech Republic and abroad.
- Consulting center for receiving graduate students (Graduate Admission Advice Office). Dedicated to support students who are interested in graduate school, and to increase the success rate of graduates in the entrance exams for graduate programs at prestigious universities around the world.

UNYP also plans to improve and expand its offer of free sports facilities through a partnership with the new provider, which offers its students a better and more appropriately placed sports facilities. Finally UNYP also plans to introduce a new dining areas associated with the student clubhouse, which is a great progress in the field of equipment offered to students in the school campus.

5.8 Support for graduates
UNYP plans to establish an active Association of Graduates, which will enable graduates to keep in touch, have access to current market opportunities, as well as to be informed on the latest developments at UNYP. The Association of Graduates of UNYP plans to hold regular events for graduates in Prague.

Several of these goals were achieved. A system of math tutoring was made available to students, and the number of active student groups has increased since 2013. One was

not achieved: the lecture series (PULSE lectures) were not expanded, despite the relatively favorable evaluations of public lectures by UNYP students in the annual survey.

The expansion of the Student Affairs Office to encompass an International Office, a Career Office, and an Accommodation Office was partially accomplished; the staff numbers increased and the overall provision of services increased. However, the IEB notes that these are extensive areas that UNYP is trying to cover; it should continue to expand these services.

The Association of Graduates did not come into existence during the 2011-2015 period, but was founded and began work in 2017.

The Graduate Admission Advice Office was not implemented. Goals in this area are in tension with another of its goals, to direct more Bachelor's graduates to postgraduate programs offered by UNYP ("Furthermore, UNYP intends to continuously expand existing lifelong learning opportunities for its graduates and to give them preferential access to postgraduate programs as well as special courses").

From *Long-Term Aims 2016-2020*, the most relevant goals related to student support include:

1. Quality Assurance
> 1.3 Increase student success.
> > Lower attrition by 20% from 2014 levels, by 2020.

2. Accessibility & Diversity
> 2.1 In each study program, establish one 3-year full-tuition scholarship for select disadvantaged groups. (2019)

> 2.2 Work with instructors to more fully integrate academic support services (such as the Writing Center and Math Center) into relevant foundation level courses. (2017)

> 2. 3 Establish a formal system of peer tutors in key areas of each study program. (2020)

7. Financial Effectiveness
> 7. 2 Increase funding for student activities.
> > Increase Student Council funding by 10% for 2016 compared to 2015.

The target deadline for most of these goals is still in the future. UNYP did increase its funding for the Student Council in 2016. The further integration of Writing Lab and math tutoring with the writing and math courses, set for 2017, was delayed due to the accreditation requirements introduced by the 2016 revision to the Higher Education Law.

Admission to studies

UNYP has a clearly defined admission policy and process. Admissions requirements for each program are on the web page; requirements for Bachelor's programs also in *UNYP Policies* (*A1. Admission to Bachelor's programs*).

In addition to requirements regarding previously completed level of education and English language proficiency, the admission process includes an interview with an academic advisor, either in-person or by telephone, to help answer student questions and set expectations about study at UNYP. Information about expenses, discounts, scholarships, and refunds are available on its website. Basic statistics about each year's

admission process (the number applied, admitted, enrolled) are included in each year's annual report. Each Fall's cohort of new students is surveyed regarding aspects of UNYP's recruitment and admission process; the results are stable and positive.

"How would you rate your overall application submission experience?"
Fall Entrance Survey, all study programs including LLL programs. Average result shown.
1=Poor; 7=Excellent
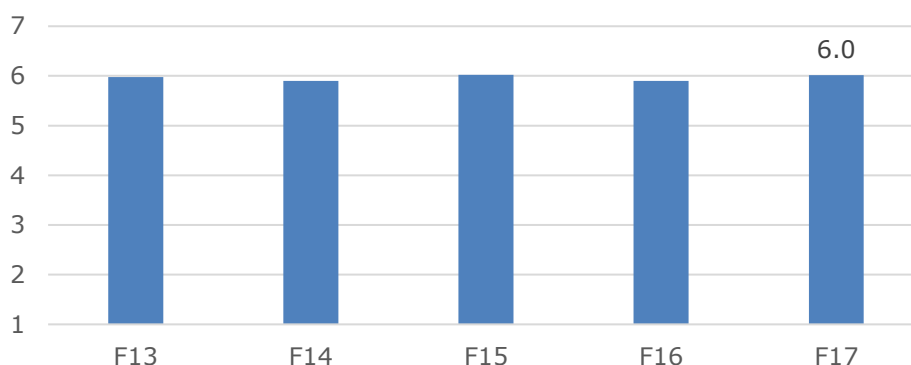
Academic staff are surveyed as to their overall assessment of the student population, which gives some idea as to how well aligned the students' interests, abilities, and goals are to the school's educational offerings.

Instructor Evaluation of Students
1= unsatisfactory; 10=excellent
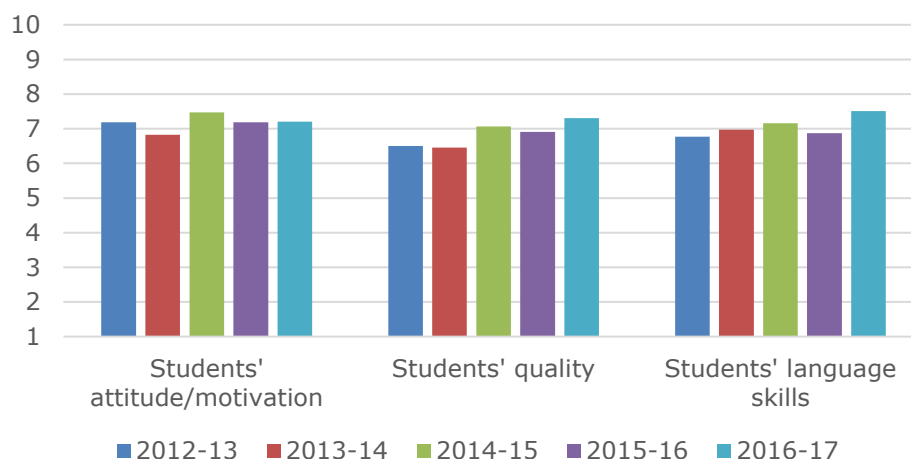
Orientation and placement

All newly admitted Bachelor's students are invited to attend a week-long set of orientation activities designed to guide them through their studies. The orientation program for new students is described in *UNYP Policies* in *D4. Student & Faculty Orientation Processes*; documents and resources from the orientation sessions are available to enrolled students on eLearning.

Student participation in the orientation is high. The Student Council takes an active role in the orientation process by hosting activities designed to integrate new students into

student life at UNYP. Following the orientation, students are surveyed as to the effectiveness of it, in order to improve it.

"Did you attend the orientation for your program?"

Entrance survey, Bachelor's programs
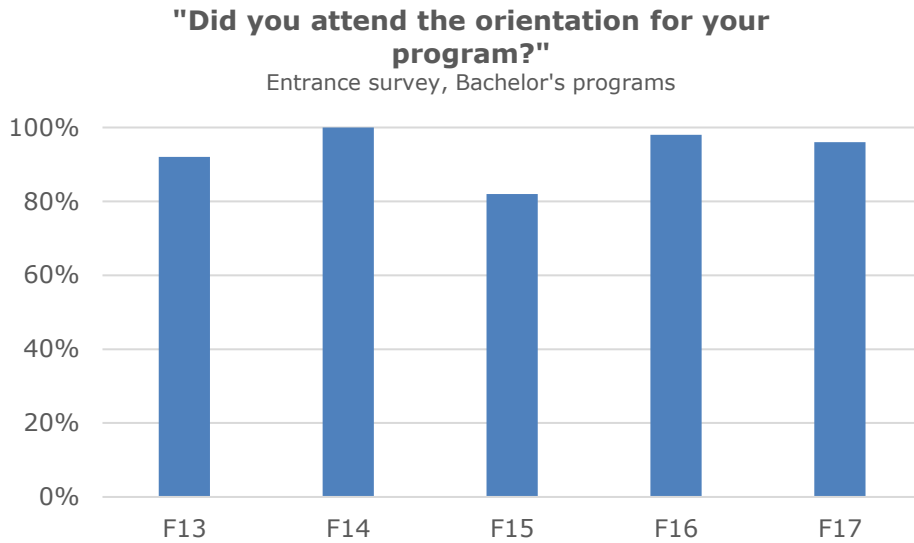
As a part of orientation week, new Bachelor's students take placement tests to identify students who may need additional help in these areas in order to succeed in their studies.

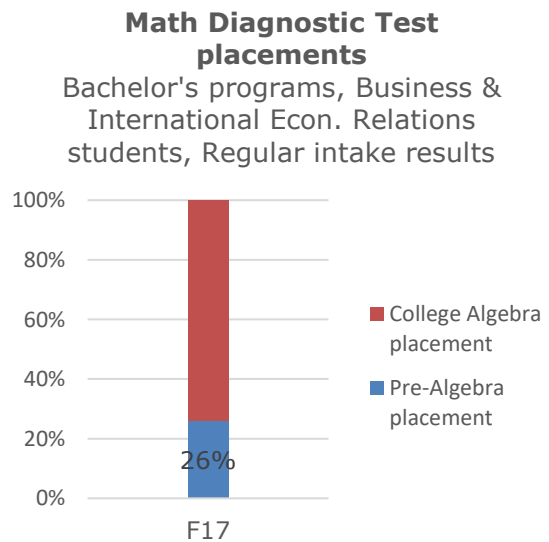The English language placement test for all new degree-seeking students is described on website. The Math placement test for all new degree-seeking Business & International Relations students helps ensure correct placement in the math sequence. Math tutoring sessions available each week for students who need assistance; information about these is available through eLearning

Students identified as needing additional support are directed to non-credit, tuition-bearing courses to help give them the skills they will need for their further studies. This English language Foundation Program is described in *UNYP Policies* (*A6. Bachelor's Foundation Program*).

English Diagnostic Essay placements

Bachelor's programs, Degree-seeking students, Regular intake results

Math Diagnostic Test placements

Bachelor's programs, Business & International Econ. Relations students, Regular intake results
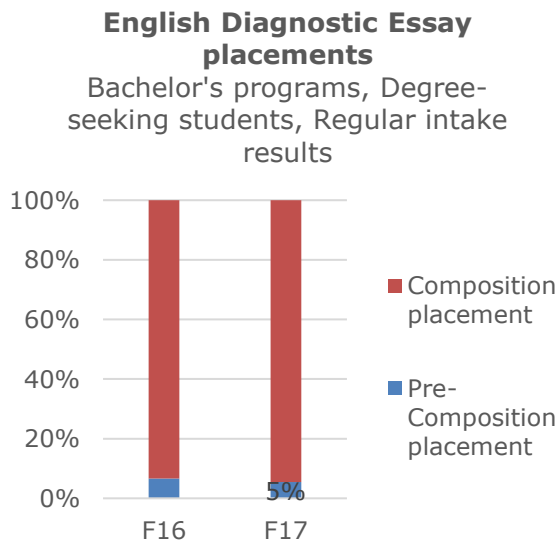
Although the placement tests and supplementary academic support correctly targets two key areas that influence future success in studies, UNYP would benefit from measuring the effectiveness of these forms of academic support in order to optimize them.

## Support for student retention, persistence, completion, and success

UNYP promotes student retention, persistence, completion, and success through a coherent and effective support system that includes:
- Academic advisors
- Writing Lab
- Math tutoring
- Counseling Center
- Career Office

Throughout studies, students are connected to an advising process described in a policy on advising in Bachelor's programs (*A7. Student Advisory Process*). Information and resources related to academic advising are found on the website (section *Academic Advisors*). A meeting with an academic advisor (usually the student's Department Chair) is required as part of the process of registering for courses for the next semester. The annual student survey includes questions as to student satisfaction with the process and their advisor.

"[H]ow satisfied you were with…Advising process at UNYP"
Exit Survey, all study programs including LLL programs. Average result shown.
1=Not satisfied; 10=Very satisfied
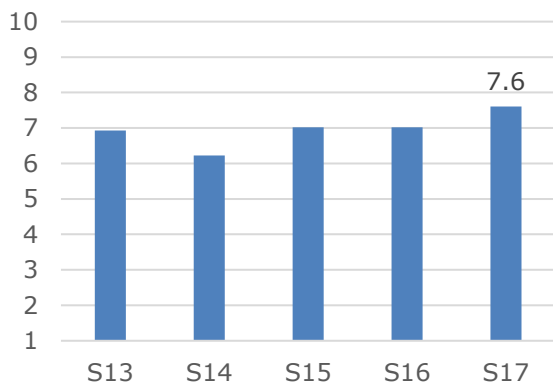
"[H]ow satisfied you were with…Advisors at UNYP"
Exit Survey, all study programs including LLL programs. Average result shown.
1=Not satisfied; 10=Very satisfied
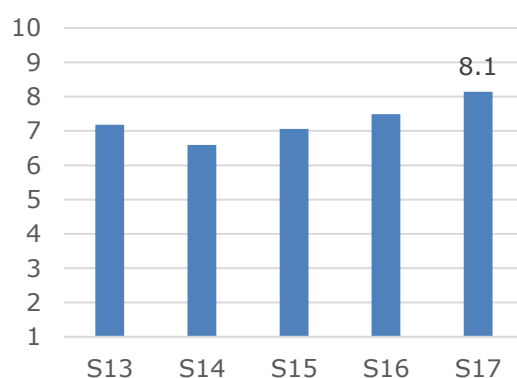
The Student Services Center serves as the Career Office, and provides services to students both during and after their studies. Events organized by the Career Office are listed in each year's annual report, and include an annual jobs fair. Student satisfaction with career development assistance at UNYP is measured in the annual exit survey of graduating students.
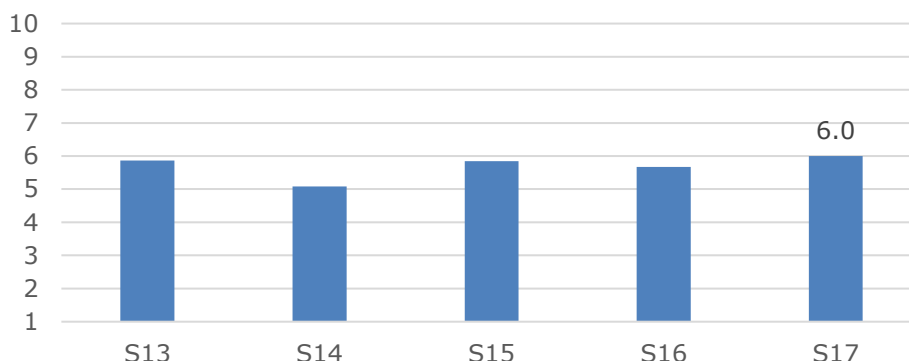
"How satisfied you were with...Career development assistance at UNYP"
Spring Exit Survey, all study programs including LLL programs
1=Not satisfied; 10=Very satisfied

Specialized support is available to students through the Writing Lab staffed by academic writing instructors and located in its facilities at Belgická 40; through a system of math tutoring sessions available to students of all programs; and through a Counseling Center. UNYP cooperates with The City Practice to offer confidential free psychological counseling for various mental health issues to students and staff through a dedicated space in its facilities at Belgická 40.

Recognition of prior learning

UNYP has policy (*A3. Transfer credit from other universities or exams*) and associated processes covering the award of transfer credit, exam-based credit, and recognition of informal learning. This was noted in the British Accreditation Council's Independent Higher Education (IHE) Reaccreditation Inspection Report (2016), especially section *11.8: The institution has a clear policy on the accreditation of prior learning and prior experiential learning which is brought to the attention of prospective students*.

However, the IEB found a partial deficiency in the implementation of this policy and process, noting that delays in finalizing credit transfer can negatively impact students. The IEB thus recommends that **UNYP take steps to ensure that credit transfer is finalized within one month of the receipt of the necessary documents from the student**.

Student life, athletic, and other extracurricular activities

UNYP provides support for students outside of its formal academic programs through a range of student life, athletic, and other extracurricular activities.

A variety of activities are offered through the Student Services Office and the Student Council, including student clubs and sports. Current clubs, interest groups, and sports teams and their contact information are listed on the UNYP webpage. Students have the opportunity to create their own student interest group and apply for financial support through the Student Council.

UNYP surveys all students each year as to how they rate some of the student life, athletic, and other extracurricular activities offered to UNYP students.

External evaluation of aspects of student support at UNYP

Aspects of UNYP's provision of student support were positively reviewed by the British Accreditation Council in its [Independent Higher Education (IHE) Reaccreditation Inspection Report](#) (2016), especially sections:

- 11. Publicity material, both printed and electronic, gives a comprehensive, up-to-date and accurate description of the institution and its curriculum
- 12. The institution takes reasonable care to recruit and enrol suitable students for its courses
- 13. Students receive pastoral support appropriate to their age, background and circumstances
- 14. Students receive appropriate guidance
- 15. Student progress is measured and recorded regularly on the basis of adequate and explicit data and effective remedial action taken where necessary
- 16. International students are provided with specific advice and assistance
- 18. The institution provides an appropriate social programme for students and information on activities in the locality

Summary

Strengths
- An admissions process that runs smoothly, uses clear criteria, and is well-regarded by students.
- Regular engagement of students with academic advisors, with feedback indicating high levels of student satisfaction with the academic advising process.
- A wide variety of extracurricular activities and clubs/interest groups available to students.

Areas for improvement
- Effectiveness of mathematics and English placement and support is not evaluated.
- Occasional delays in the process to recognize prior learning.
- Limited information on the level of student engagement with available academic and non-academic services and activities.
- Limited support for students who need to nostrify their foreign secondary leaving certificates.
- Relatively low evaluations by students of the school's career services.

The IEB finds that UNYP meets its standards in most of these areas, with exceptions noted below.

UNYP provides an impressive level of support to students in academic and other student life areas. In the key areas of writing and math, specialized academic support is engaged from the initial orientation required for all new students. Academic advisors meet regularly with all students throughout their studies. Counseling services are offered through offices in the school's facilities, and the Student Services Office provides a range of support in areas such as career development, housing, student life, and support for international students. A range of student life, athletic, and other extracurricular activities are offered, some organized by the school, others by student groups.

The IEB identified an area in which a standard was only partially met. While UNYP has policies and procedures regarding the evaluation and acceptance of transfer credits and other forms of prior learning, these procedures need to be streamlined so that delays in

finalizing credit transfer do not negatively impact students. The IEB thus recommends that UNYP **ensure that credit transfer is finalized within two months of the receipt of the necessary documents from the student**.

The IEB found that while UNYP provides a wide range of high quality services and resources to support students in their studies and student life, the school could benefit from measures to increase student engagement with available resources, both academic and non-academic. Taking note of input from students, the IEB also suggests that UNYP continue to expand communication between the student body and the management. To some degree, the greater involvement of students in discussions of strategic goals in the Academic Board, and in quality issues in the IEB, may help in this, though this should be complemented by more informal venues of communication.

4. Scholarly Activity and Curricular & Pedagogical Innovation

The IEB looked at the activities of UNYP and its academic staff in the areas of research, creative activity, and curricular and pedagogical innovation. In particular, it looked at how UNYP engaged, supported, and promoted the research and creative activity of its teachers and students, and how it enabled curricular and instructional innovation relevant to its study programs.

It must be noted that UNYP is currently adopting a different institutional approach to research and creative activity in order to fulfill the requirements for accreditation in 2018. Some of the practices listed below reflect the school's prior approach and will not be relevant for the school moving forward.

Strategic goals related to scholarly activity and curricular & pedagogical innovation

UNYP's *Long-Term Aims 2011-2015* included a section, "Research," that addressed this area:

> Although UNYP originally focused mainly on excellence in teaching, over the last five years, its growth and maturity have led to efforts to increase and improve the research results of this institution. In the 2008-2009 academic year, these efforts became real, as UNYP created a special research budget. Over the past two years, we have seen a modest but sustained increase in the research and research activities of UNYP university teachers. The tripling of the research budget in this academic year proves the significant interest of UNYP to increase its research performance.

> UNYP places more emphasis on improving the quality of research. There is a plan to increase the share of educators active in research. In addition to other initiatives, UNYP has launched regular workshops and presentations to educators providing training and support for research development, which UNYP plans to expand in the coming years. UNYP also plans to employ experienced educators whose full-time job responsibilities will include providing research and research results.

> In addition, in October 2010, UNYP organizes its first Symposium. It plans to take one or two such actions a year. UNYP also seeks to stimulate cooperation with other Czech and international higher education institutions aimed at developing research cooperation and also plans to acquire teachers who will endeavor to apply for grants as part of their full-time contract activities. UNYP further plans to invest in software purchases to provide important research tools to its research educators.

UNYP managed to maintain its research reward system during this period, but otherwise did not make significant and lasting steps forward in the other areas it outlined with the exception (discussed below) of academic staff hired for its Master's in Psychology program.

In its *Long-Term Aims 2016-2020*, UNYP included goals related research, especially student involvement in research activities:

> **5. Quality and relevant research, development and innovation**

- 5.1 Implement external research projects that relate to each of the study programs.

  Acquire funding and implement at least one external research project in each degree program, preferably with the participation of students, by 2020.

- 5.2 Increase student participation in scientific, research, development and arts activities.

  Extend the existing International Student Research Conference, organized by UNYP's Department of Psychology, to include students in the fields of Communications & Mass Media, International Economic Relations, and Business Administration (2017).

- 5.3 Increase support for research by teachers and students.

These goals are rather more specific and limited, and they are ongoing (5.2 was deferred to later years).

Support for scholarly activity

Research output is formally incorporated in UNYP policies in a number of ways. UNYP made research a factor in its hiring and assessment of academic staff. In its policy *D11. Faculty & Staff Annual Assessment*, UNYP considered "the ability to enhance the research output of UNYP" as a criterion; and in the policy *D12. Hiring and Rehiring UNYP Faculty*, "Research and publication experience and potential" and "Research output" were listed criteria.

UNYP's policy *D10. Research Reward and Support* provided for a financial reward ranging from 2,000 kc to 12,000 kc for activities from articles in non-academic publications to book/monograph publications where UNYP is listed as the author's affiliation. These rewards were modest enough that they probably did not stimulate research that would not have happened otherwise. However, they probably did enable some academic conference attendance and/or conference presentation which would not have happened otherwise, which is in keeping with the role of a teaching college.

The research and other creative activity of teachers of UNYP's Czech-accredited study programs are listed in each year's annual report. In 2016, 13% of instructors (full-time and adjunct) of Czech-accredited study programs (13 people) reported activity in these areas:
- Grants awarded;
- Books;
- Chapters in books;
- Articles published in academic or professional journals (edited/peer reviewed).

In 2017, this number was 14% of instructors (14 people). Other instructors listed activity each year in the areas:
- Other publications
- Conference presentations and panel discussions
- Exhibitions
- Membership in boards (academic, professional, or editorial)

These relatively modest numbers reflect in part:
- the small number of full-time academic staff positions at UNYP that supported both teaching and research; and

- the relatively large number of part-time instructors employed by UNYP who are academically and/or professionally qualified but do not pursue careers in academia.

A noteworthy exception is seen among instructors of UNYP's Master's of Psychology program; in order to secure accreditation for the program in 2016, UNYP significantly increased the number of full-time academic staff who are active researchers.

In short, in the period 2013 through 2017, the school did not aim to take an institutional role in coordinating research; it offered modest rewards to its instructors, full-time or adjunct, who did produce research; and when it chose to do so for its Psychology program, it employed full-time academic staff who research as well as teach. Because of the change in accreditation standards and processes in the Czech Republic, the school is just now undertaking the same approach to all its programs as it did with its Master's in Psychology program, and has developed quality assurance and evaluation policies (in *D15. Quality assurance & quality evaluation – supplementary policies*) that include measures of scholarly activity.

Engaging students in research and creative activity

UNYP's standard is to engage students where appropriate in research and creative activity as a part of their study program. The Program Learning Outcomes (listed as intended student learning outcomes on the UNYP website for each academic department) for most programs include research-related outcomes:

Communication & Mass Media
- Use their skills to design research projects - indicating hypotheses, best data collection method, and the most appropriate way to analyze data;
- To use Public Relations research methods in different situations;
- Communicate effectively about quantitative and qualitative research both orally and in writing.

International Economic Relations
- The ability to conduct research and produce original research papers.

Psychology
- Gain strong fundamental research skills in design, implementation, data collection, data analysis and reporting of research findings.

To support these outcomes, a course in Research Methods is a part of the curriculum of Communication & Mass Media, International Economic Relations, and Psychology.

For each study program, the final thesis is the main point at which students are engaged in a project that includes research-related components under the guidance of an academic advisor. For the 3-year Bachelor's of Business Administration program, the document *BBA Bachelor's Final Project – Thesis* outlines in some detail the research-related requirements of the final project.

To help introduce students to the world of research and publication, the Psychology Department began in 2013 to host an annual International Student Research Conference at which students, primarily in the Psychology study program but including students of other UNYP study programs, presented research findings from their course projects.

In its Bachelor's programs, the engagement of students in research and other creative activities is appropriate given the generalist nature of the programs and the student population served, who are more likely to enter the labor force or pursue further

professional degrees rather than academic degrees. Those UNYP graduates who have gone on to academic graduate degree programs, including those who have completed PhD programs, have reported in conversations with their former academic advisors to have been well-prepared for the research demands of their graduate programs. The Master's in Psychology program also concludes with a thesis; as the first cohort started in Fall 2016, it is too early to evaluate the role of student research in that program.

The planned expansion of the full-time academic staff in 2018 offers the school the opportunity to expand the engagement of students in research in a variety of ways, from classroom-based activities to venues such as the International Student Research Conference and other conferences.

Promoting and disseminating the results of research and creative activity among its academic community and the wider public

In terms of promoting and disseminating the results of research and creative activity among its academic community and the wider public, UNYP has relied upon:
- funding to defray costs of attending conferences at which researchers presented their work (discussed above)
- the annual International Student Research Conference (discussed above)
- an annual series of public lectures related to academic research, dubbed PULSE lectures.

Each year's public lecture series is listed in the school's annual report. In its annual survey of students, public lectures were generally rated as valuable, though the lecture organizers report difficulty in motivating student attendance.

Although the school's previous approach to promoting and disseminating the results of research and creative activity among its academic community and the wider public was appropriate to its goals of the past period, the new accreditation standards and the school's goals for the future will require changes in this area. With the planned addition of new full-time academic staff, the school has the opportunity to support the dissemination of its staff's research through publication and conference presentation.

Strategic goals related to curricular & pedagogical innovation

Pedagogical innovation
UNYP's *Long-Term Aims 2011-2015* included goals related to pedagogical innovation:

5.2 Further enhancement of the quality of education provided (relevant excerpts)
Over the next 5 years, UNYP plans to:
- Completely modify the process of appraising students' online courses in order to collect more relevant and accurate data.
- Apply the best methods of lecture, in order to further develop the critical thinking skills
- Continue to improve course management using more interactive methods, case studies and better content of materials and media.
- Introduce a new online E-learning system for our pedagogical faculty and students to deliver more effective communication, sharing of materials and new media resources.

The goals directly related to teaching methods are too vague to be effectively evaluated. The two goals related to technological support for teaching and the evaluation of

teaching were accomplished. UNYP successfully transitioned to an online student course evaluation system in 2015. One potential disadvantage is that student participation in the evaluations is lower compared to the earlier in-class, paper-based system (information on participation levels are found in section *2. Teaching and Learning*). However, current participation levels are comparable to that of other higher education institutions using online evaluation, and are sufficient to provide useful feedback.

Goals related to pedagogical innovation were included in *Long-Term Aims 2016-2020*:

1. Quality assurance
1.2 Regularly work closely with teachers, both full-time and part-time, on pedagogical and assessment issues.
- Create space for pedagogical training, seminars, and forums for all academic staff at least once a year. (2016)
- Increase the rate of peer review to 40% of all instructors per year (compared to the current 25%). (2019)

1.4 Integrate the Learning Management System into teaching and learning to a greater extent.
- Integrating Turnitin's Learning Management System so that it works automatically. (2016)
- To direct the delivery of most student documents within courses through the Learning Management System. (2017)
- Include an automatic student student archiving system for later student access and as direct evidence of achieving learning outcomes. (2018)
- Start an annual review of the achievement of learning outcomes in specific areas using archived materials in the Learning Management System. (2019)

4. Relevance
4.3 Incorporate more educational activities outside the classroom into study programs.
- Include the possibility of credit-based internships in the three-year Bachelor's Business Administration program until 2018.

Many of these goals are ongoing. The pedagogical seminars were instituted, and discussed below; the goal related to peer course observations is ongoing, and discussed in more detail below.

Curricular innovation
Goals related to curricular innovation were included in UNYP's *Long-Term Aims 2011-2015*:

5.2 Further enhancement of the quality of education provided
Over the next 5 years, UNYP plans to:
- Continue creating new study programs

5.5 Increasing the importance of education provided for labor market needs
UNYP plans to develop new courses as needed and also to introduce new programs that are considered to be best suited to these needs.

UNYP accredited one new study program just after that period: the Master's in Psychology program (accredited in 2016). It also introduced several study programs of foreign partner universities.

For the following period, *Long-Term Aims 2016-2020* included:

> **4. Relevance**
> UNYP plans to increase the importance of studying through a revision of the curriculum and a stronger involvement of external investors in curriculum development and pedagogical approaches.
>
> 4.1 Revise the General Education curriculum to focus more on transferable skills, interdisciplinarity, and deepening interconnection with study programs (2017).
>
> 4.2 Increase the involvement of external stakeholders in curriculum development and program quality evaluation.
> - Create an external advisory committee that actively participates in the curriculum completion and high quality program evaluation in all study programs (2018).
>
> 4.3 Incorporate more educational activities outside the classroom into study programs.
> - Include the possibility of credit-based internships in the three-year Bachelor's Business Administration program until 2018.

Most of these goals are currently underway, and are connected to the planned accreditation applications of 2018.

Supporting curricular and pedagogical innovation

Pedagogical innovation is considered in rehiring adjunct faculty as described in the internal policy *D12. Hiring and Rehiring UNYP Faculty*:
> 7. Department Chair's/Program Director's evaluation of teaching performance of the faculty member, including:
> - Classroom observations
> - Review of course materials, citing evidence of improvements and addition of new course material
> - Use of technology in classrooms
> - Innovativeness in the classroom for learning purposes

UNYP supports pedagogical innovation through:
- Work with individual instructors, primarily in the context of peer course observations
- Pedagogical workshops available to all UNYP teachers

Peer course observation is governed by internal policy *D3. Faculty Evaluation from Department Chairs* in the section on classroom observations. The number of actual course observations conducted is below the standard set by internal policy.
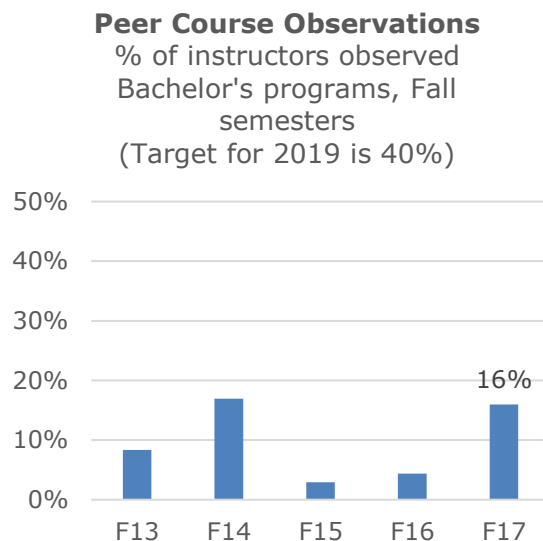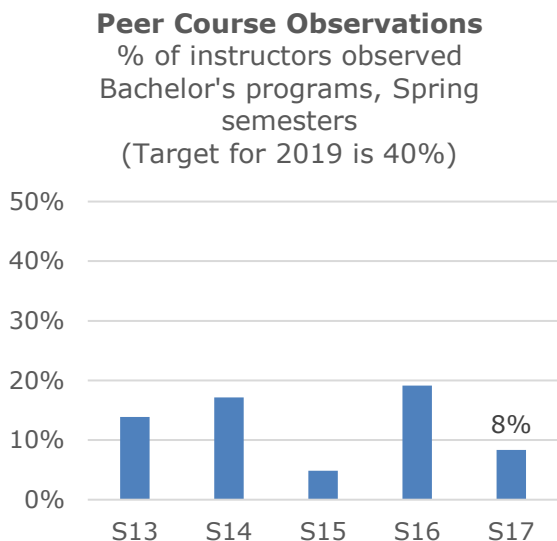
Peer Course Observations
% of instructors observed
Bachelor's programs, Spring
semesters
(Target for 2019 is 40%)

Peer Course Observations
% of instructors observed
Bachelor's programs, Fall
semesters
(Target for 2019 is 40%)

Over two academic years (2015/2016 & 2016/2017), 24 course observations of Bachelor's program instructors were conducted. On the Course Observation forms archived by the Rector's Office, course observers made the following observations regarding the items noted on the form:
- "More emphasis": 8% (64 times)
- "Done very well": 71% (566 times)
- "Not observed": 21% (171 times)

Pedagogical seminars for teachers were started in 2016; an academic staff member was contractually engaged to develop and offer seminars for teachers every semester, and make teaching resources available to teachers through the e-Learning system. Thus far, UNYP has offered these seminars:
- 2016, Fall: Administering & evaluating student presentations
- 2017, Fall: Getting students to read
- 2018, Spring: Strategies for minimizing plagiarism and cheating
- 2018, Spring: Using technology in the classroom

While the topics and materials of the seminars are well designed, attendance by teachers (which is voluntary) is minimal, thus limiting their impact.

Pedagogical innovation is hampered by a number of administrative considerations, including:
- the logistics of course and classroom scheduling (most courses meet once per week in a 3-hour meeting)
- the classroom furnishings, a table and chair arrangement that makes anything other than theater-style seating a burden to arrange.
- Lack of available administrative and financial support for more ex-classroom activities such as excursions and field work.

The school has been most successful in:
- Providing new in-classroom technology to support teaching
- Providing and improving the e-learning support
- Using student course evaluations to gather data and provide feedback on teaching

It has been less successful in directly engaging teachers in pedagogical development. The pedagogical seminars are well-designed and address important areas, but are lightly attended, in part because of the number of adjunct teachers.

There are opportunities here for UNYP, particularly in the area of introducing and supporting more forms of applied and experiential learning to supplement classroom-based learning. In addition, the planned addition of course guarantors in key teaching areas presents an opportunity for the school to more directly support pedagogical innovation.

Curricular innovation generally is governed by an internal [policy](#) *D6. Curriculum Review and Improvement*.

Curricular innovation at UNYP has been hampered by
- the prescriptive nature of Czech accreditation of study programs
- the need for approval by the partner university for substantive changes in the "parallel" Bachelor's programs

UNYP's general aims in this area, particularly the goal of involving students and external stakeholders in reviewing and proposing revisions to make the curricula more relevant, are worthwhile, but they remain to be actually implemented and made effective.

External evaluation of aspects of scholarly activity and curricular & pedagogical innovation at UNYP

UNYP's activities in the area of research were positively reviewed by the British Accreditation Council in its [Independent Higher Education (IHE) Reaccreditation Inspection Report](#) (2016), especially section: *10. The institution encourages and supports its staff to undertake research and other forms of scholarship and to engage in other professional activities*
- 10.1 Academic staff are encouraged and supported to undertake research in relevant fields and to publish their findings.
- 10.2 Academic staff contracts require academic staff to engage in research and/or scholarship relevant to their teaching and other duties.
- 10.4 There is a fair and transparent procedure for staff to seek financial support for their research and other professional development activities.
- 10.5 The institution provides time for staff to meet regularly to share and discuss current research activities and, if appropriate, invites external speakers.

Aspects related to curricular and pedagogical innovation were also positively reviewed, especially the sections:
- 5.1 There are appropriate procedures for the proposal, design and validation of programmes of study which take cognisance of the mission of the institution, national imperatives, market demand and resource issues and reflect international norms.
- 5.5 Appraisal of academic staff includes regular classroom observation which is used for the dissemination of good practice.
- 8.4 Academic staff are effective in recognising individual learning needs and preferred learning styles and adapting their delivery to meet these.
- 8.6 Academic staff use a mixture of large and small group and individual activities, to encourage and support students' learning.
- 8.9 Academic staff draw upon current research in their teaching.

Summary

Strengths
- The annual International Student Research Conference (ISRC) offers participating students valuable experience in presenting their research, usually originating in their work for their courses, in the context of an academic conference.

Areas for improvement
- UNYP needs to develop an entirely new approach to incentivizing, coordinating, publicizing the results, and evaluating the outcomes of research and other creative activity by academic staff. The new approach must ensure that institutional research output is increased and the school undertakes grant-funded and/or commercially funded projects.
- Limited engagement by teachers in the available pedagogy workshops, and limited use by the school of peer course observations as a means to facilitate pedagogical innovation.

This area was one of the more difficult to evaluate in that the approach in place during the period 2013 to 2017 was fundamentally different from the approach UNYP began developing in 2017 in preparation for its 2018 accreditation applications.

Prior to 2018, UNYP's approach was predicated on being a *de facto* teaching college, offering general Bachelor's programs to students who were more likely to enter the labor force and/or earn professional degrees than to pursue further academic degrees. UNYP was not organized as, and did not try to become, a "knowledge factory," and its efforts in this area have to be understood in this light. For example, the school's "Research Reward & Support" policy offered modest awards to productive researchers, though it probably did not stimulate research that would not have happened otherwise. It probably did enable some academic conference attendance and/or presentation which would not have happened otherwise, which is in keeping with the role of a teaching college. However, changes in Czech higher education regulations rendered this approach moot, and a new approach is being implemented.

While its instructors and teaching effectiveness are in general highly rated by students, new graduates, and academic peers, UNYP's support for curricular and instructional innovation is limited, and what resources are available for teachers (the pedagogical workshops, for example) are not broadly utilized.

The IEB thus recommends that UNYP **clarify the research and creative activity expectations and available resources** within the new structure of academic staff (course guarantors, other full-time academic staff, and contract-based academic staff) and see that they are represented in the institution's long-term goals. Regarding curricular and pedagogical innovation, the IEB recommends that UNYP **involve course guarantors (among others) in curricular and instructional innovation that more effectively reaches academic staff**.

5. Planning, Resources, and Institutional Improvement

The IEB looked at UNYP's planning, resources, and institutional improvement processes, and how effectively these help it fulfill its mission and goals.

In particular, the IEB looked at the school's processes for setting goals, implementing them, and assessing their achievement at the divisional level; the involvement of relevant constituents in these processes; and how these processes linked to financial and other resource planning.

Strategic goals related to planning, resources, and institutional improvement

UNYP set a number of strategic goals related to planning, resources, and institutional improvement. From the _Long-Term Aims 2011-2015_, the most relevant were:

5.2 Further improve the quality of education provided
- Obtain and retain teachers with higher qualifications
- Increase the number of full-time teachers
- Increase the availability of books in the spacious library, and also increase the possibility of online access to library systems

5.3 Relocation to new and better space
UNYP is currently actively looking for a new place that will be more in the center and allow its students better access.

The new premises will provide students and staff a completely new modern learning environment with a greater number of more comfortable and modern classrooms, larger student spaces and much larger office space used by academics and staff. In addition, the new premises will be able to accommodate a larger library with more facilities, screening rooms and study rooms, and create a better overall modern and high tech environment.

5.6 Financial stability
- Increased revenue through a combination of slight but continuous increase in the number of students and increasing tuition fees;
- Further streamlining activities through campaigns aimed at savings in a number of areas where it is possible, as well as in areas where adults with students counted;
- Increasing the effectiveness of the activities of UNYP targeted through rigorous planning and budgets;
- The introduction of new financial instruments whose implementation was planned in order to improve surveillance activities and participation in higher savings;
- Accession to the planned depth review of the entire UNYP costs during the year 2011, in order to find new areas of potential savings

5.7 Sustainable Growth
- Increase in tuition and fees. Because after three years UNYP kept tuition and fees at the same level, it now has the opportunity (and planned) to resume a gradual but slow increase in tuition fees for the coming academic years.

The most impactful of these goals was the move to new premises at Londýnská 41, Prague 2 (Vinohrady), which represented a major step for the school, and whose impact was visible across student and teacher evaluations of the quality of facilities and services. The other goals were accomplished with the exception of "Increase the availability of books in the spacious library, and also increase the possibility of online access to library systems," as annual library purchasing fell and access to the main library online databases remained possible only from the Library premises.

From *Long-Term Aims 2016-2020*, the most relevant goals related to planning, resources, and institutional improvement include:

1. Quality Assurance
1.1 Secure and broaden a stable base of academic staff in all programs.
Increase the full-time academic staff at the docent or professor level by 20% compared to 2014 levels, by 2020.

1.4 More fully integrate the Learning Management System into teaching and learning.
Integrate Turnitin with the Learning Management System so that it functions automatically. (2016)

Include an automatic storage system to store student work for later access by students, and as direct evidence of the achievement of learning outcomes. (2018)

2. Accessibility & Diversity
2.4 Make conveniently located student housing available through the school to new students. (2016)

6. Data-based Decision Making
6.1 Use internally generated data in academic and operational decision making.
6.2 Use externally validated data in academic and operational decision making.

7. Financial Effectiveness
7.1 Increase revenue through increased enrolment.

Many of these goals are still underway, and thus it is too early to evaluate. Of those that have been achieved, the most impactful has been the securing of a stable relationship with a student housing provider, Belgicka Apartments, located very near to UNYP's Londýnská facilities. Also noteworthy was the integration of an anti-plagiarism system into the school's Learning Management System.

Institutional objectives and their use for planning and resource allocation

The IEB found that UNYP has clearly stated objectives both at the institutional level and, for academic departments, the division level. The IEB noted the existence of institutional-level goals in the school's strategic planning (*Long-Term Aims* 2011-2015 and 2016-2020) and the existence of operational goals for each academic Department published on UNYP's website. Assessment of the achievement of institutional goals (long-term strategic goals) is primarily done through the updates to the strategic goals, which are part of the school's published annual reports. As noted before, the assessments of progress to goal that appeared in the annual reports became more detailed as the goals became more specific with the 2016-2020 plan. At the level of academic departments,

the [Business Department published annual updates on progress on its operational goals through 2015](#), as required by its accreditor IACBE.

UNYP created a set of Institutional Learning Outcomes in 2017 (see *2. Teaching and Learning*) with the participation of the Student Council and faculty representatives, and the *ad hoc* Mission Statement Committee and Accreditation Committee. As this is a recent development, and not fully implemented or publicized to the UNYP community, it is too early to evaluate the effectiveness of these high-level learning objectives.

The IEB suggests that UNYP publish its ILOs and develop KPIs for all academic and operational divisions, and beginning using these in its self-assessments.

Planning for improvement

Institutional and divisional planning and improvement processes are embedded in the process of deciding on long-term strategic goals and their annual updates. Starting with the 2016-2020 strategic goals, this included feedback from key constituents (academic managers, Student Council, and faculty representatives). Plans are communicated to staff through thrice-annual all-staff meetings. Curricular improvement is guided by a specifically detailed [policy](#) and process (*D6. Curriculum Review and Improvement*).

Regularly administered surveys of relevant constituents serve as a key assessment mechanism driving planning and improvement processes, and include:
- UNYP MBA Program Survey for Alumni
- Entrance Survey – new students
- Student Course Evaluation – students of all courses
- Staff and Facility Survey – students and teachers
- Exit Survey – graduating students

The IEB noted that while participation levels for some surveys were lower than desired, their levels were not unusual for online surveys, and sufficient to produce actionable information for UNYP. However, UNYP should continue to take action to increase the overall participation rate in surveys so that the results can be considered more determinant.

The IEB noted that although the school engages in ongoing planning and improvement processes, it did not always "close the loop" - evaluate the effectiveness of the improvement actions taken in light of expected results in order to determine what further steps may be needed. **The IEB thus recommends that UNYP formalize its efforts in this area to put more focus on the actual improvement actions taken based on the feedback collected – to "close the loop" in assessing and modifying improvement actions.**

Financial planning

Top-level financial planning and budgeting responsibilities are described in the statute and internal regulations. An annual budgeting exercise for division managers, based on past year results, serves as the basis for deciding the school's annual budget, which is tracked internally through the school's Accounting department, so that the school has effective control of its finances. At the conclusion of each financial year, UNYP submits independently audited financial accounts to the Ministry of Finance; these are publically available.

The IEB recommends that the school's current detailed focus on annual planning be complemented by a longer-term perspective (e.g., a 3-year

horizon) at the divisional level, especially with regard to the lifecycle management and sustainability of the technical infrastructure and technology.

Material, financial, and human resources and infrastructure

Regarding UNYP's financial, material, and personnel resources to support its operations, the IEB found that the school is in a very good position, though with a key caveat regarding academic staff.

Fiscal resources
The school's revenues and operating profits, as published in its audited financial statements, show that it operated on relatively stable and sufficient financial basis over the past five years.

Business revenues & operating profit
In thousands CZK; from audited financial statements
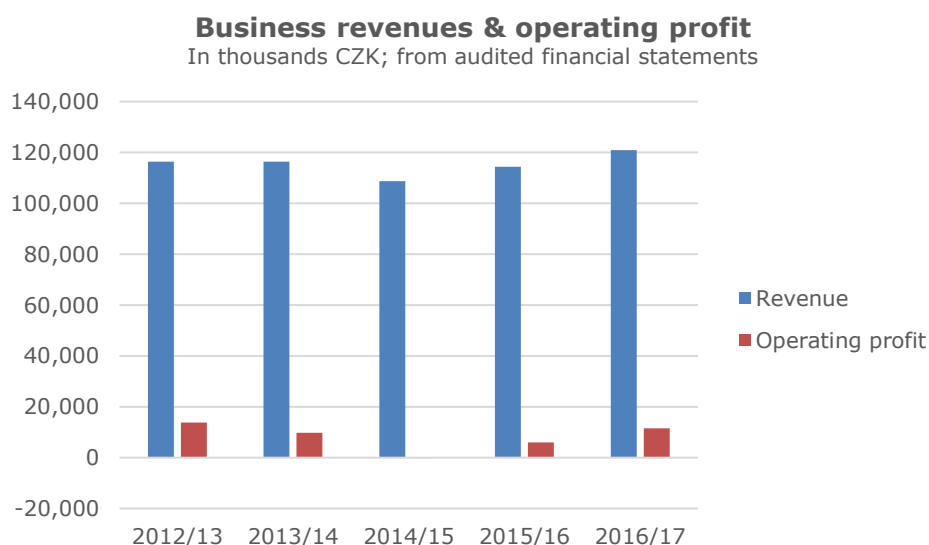
Building facilities and classrooms
Since 2014, UNYP's main facilities are a building at Londýnská 41, Prague 2 (Vinohrady). Prior to that, UNYP leased space in a building at Legerova 72, Prague 2. UNYP also has additional space in a nearby building on Belgická 40.

These buildings offer ample classroom space (maximum total capacity of all teaching rooms in both buildings is 372), auditorium, teacher's workroom, two PC labs, library, café, counseling center space, writing lab space, and administrative office space. Wifi access is available in both buildings.

The classrooms are well equipped; all classrooms have built-in computers with internet access, data projector, audio speakers, and are air-conditioned.

In terms of IT services, the Londýnská building has two PC labs with licensed Microsoft Office 365 platform with a total seating capacity of 54. UNYP makes available specialized software for specific courses (e.g., SPSS for statistics courses, Adobe Light for Digital Photography course), and a general online E-learning system (a Moodle implementation).
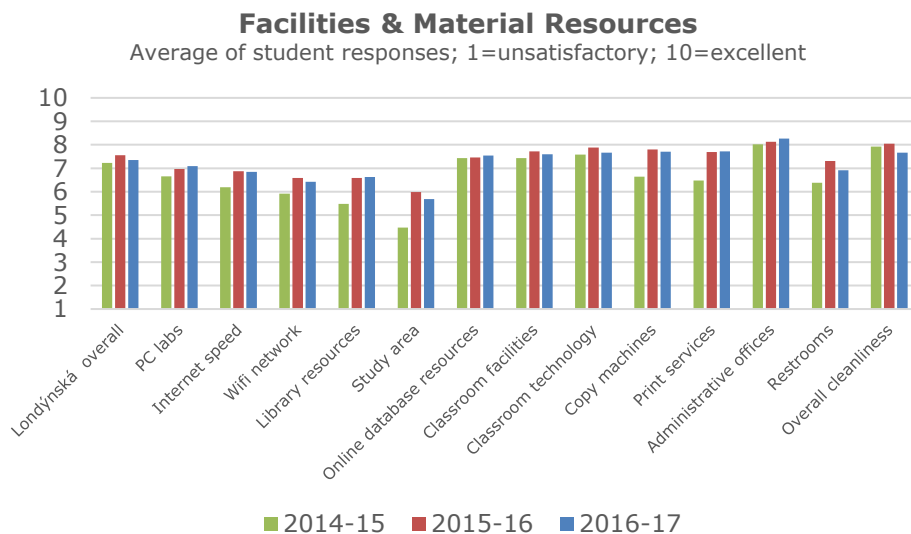
Library

VŠ UNYP

UNYP's library is located on the first floor of UNYP's main building and is open seven days each week. It has over 16,000 English-language volumes, managed through an online borrowing/inventory system (Clavius). It also provides access from the library to online library databases (ProQuest Central, Emerald, and MarketLine). It has a study room seating 20 and a project meeting room seating 10 with internet access and data-projector. It is equipped with two multifunctional photocopiers, two printers, and 30 computer work stations for students.

Total Library Volumes

Volumes Acquired By Library annually
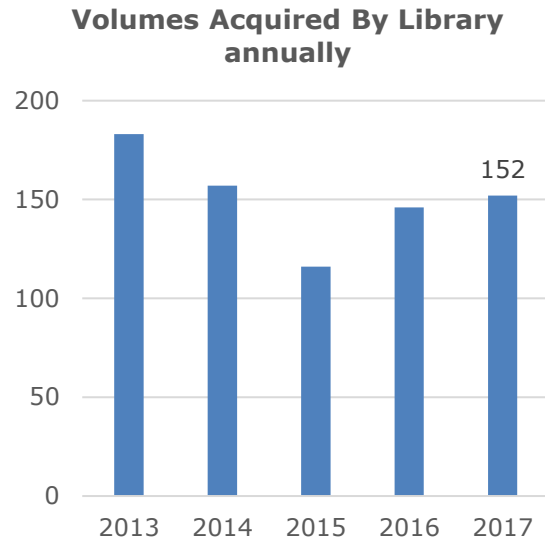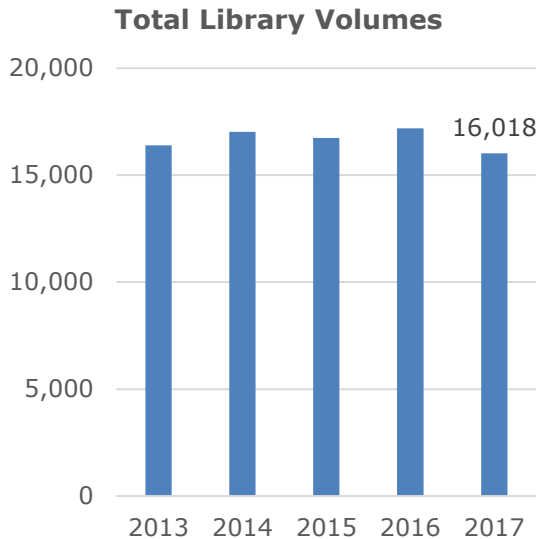
Given the changing nature of information resources needed for teaching and learning, the IEB suggests that UNYP articulate a vision for the role of the library over the next five years so that library holdings, acquisitions, and services can be optimized.

Evaluation of facilities and material resources

UNYP asks students and teachers to evaluate the facilities and other material resources in an annual survey; the results help the school decide where to focus its efforts at improvement.

Facilities & Material Resources
Average of student responses; 1=unsatisfactory; 10=excellent

Quality of Facilities
Average of instructor responses; 1=unsatisfactory; 10=excellent

Legend: 2012-13 | 2013-14 | 2014-15 | 2015-16 | 2016-17
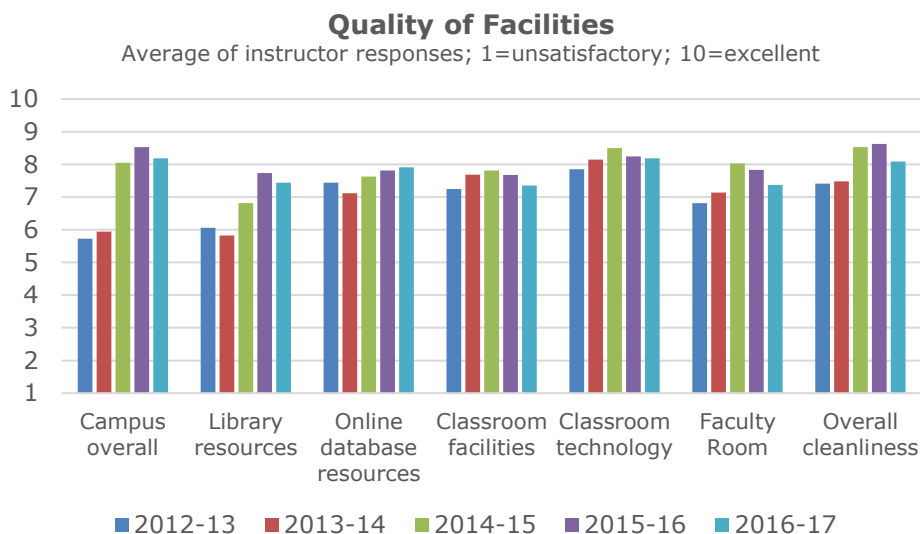
NB: The graph above showing teachers' responses covers the period of UNYP's move from Legerova 72 to Londýnská 41; evaluations by students and teachers were generally higher following this move.

Personnel

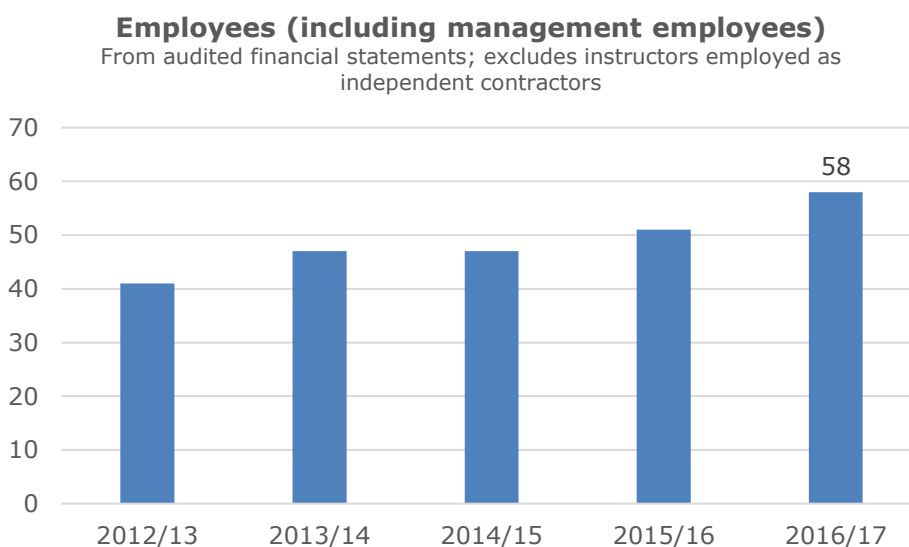The number of employees listed in the audited financial statements has increased during the period 2013-2017. In part this reflects the expansion of services it provides its students and the increasing requirements of the regulatory environment of Czech higher education.

Employees (including management employees)
From audited financial statements; excludes instructors employed as independent contractors

As a part of its annual survey of students and teachers, UNYP asks them to evaluate the quality of service provided by each division. During the period 2013-2017, on the survey questions asking if division staff "Has a good attitude, acts politely and fairly/professionally" and "Responds in a timely manner," teachers responses averaged

over 9 (on a scale where 1 is "strongly disagree" and 10 is "strongly agree"). Student responses in these categories averaged 8.5 and 8.7, respectively.

Although UNYP has sufficient personnel resources for its operations, it must be noted that this section does not evaluate the adequacy of personnel from the point of view of the research and other creative activity requirements that the Higher Education Law and Accreditation Standards places on Czech schools.

Responsibility, accountability, and decision-making processes

UNYP has clearly defined decision-making processes with clear assignment of responsibility and accountability. The top-level decision-making structure is described in the school's 2017 statute and internal regulations, and the school publishes a schematic organizational chart (see above *1. Mission, Governance, Goals, and Ethics*) in each year's annual report. Decision-making in academic matters described in some detail in *UNYP Policies*. The IEB suggests that UNYP extend this practice to its other operational divisions in a set of administrative policies.

External evaluation of aspects of planning, resources, and institutional improvement at UNYP

Aspects of the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources were positively reviewed by the British Accreditation Council in its Independent Higher Education (IHE) Reaccreditation Inspection Report (2016), especially sections:

Re: institutional objectives
- 2. The institution has a clear and achievable strategy
- 2.1 The institution has a clear strategy for the development of its higher education provision which is supported by appropriate financial management.
- 2.4 The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets.

Re: planning and improvement processes
- 4.10 Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.
- 4.11 Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body.
- 25.2 The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators.
- 25.3 The nominated leader for each course produces an end of-session (semester or year) report which includes measures of student satisfaction, completion rates and achievement levels.
- 25.4 The nominated programme leader, drawing upon reports from its constituent courses, produces an annual programme report which includes analysis of year-on-year results on student satisfaction, achievement levels, completion rates and progression to further study or employment.
- 25.5 Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These

are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders.
- 25.7 Annual review and revalidation of programmes involve external assessors.
- 26.5 The institution engages with the wider community, such as employers and its alumni, in a formal and systematic manner in order to obtain feedback on the relevance of its provision and to identify areas for development.
- 27.3 End-of session course and annual programme reports should include enhancements made and identify further areas requiring enhancement.
- 27.4 Action plans are implemented and reviewed regularly within the institution's committee structure.

Re: fiscal and human resources as well as the physical and technical infrastructure
- 5.4 There is an appropriate policy and effective procedures exist for the acquisition of academic resources to support programmes.
- 6.2. The size of the administrative team is sufficient to ensure the effective day-to-day running of the institution.
- 8.13. The institution provides students and academic staff with access to appropriate resources and materials for study and encourages and supports their use of these.
- 20.6. There is adequate circulation space for the number of students and staff accommodated, and a suitable area in which to receive visitors.
- 20.7. There are toilet and hand-washing facilities of an appropriate number and acceptable level of cleanliness.
- 20.8. There is adequate air conditioning, heating and ventilation in all rooms.
- 21. Classroom and other learning areas are appropriate for the programmes offered
- 22. There are appropriate additional facilities for students and staff
- 23. The library is appropriately stocked and provides a fit-for-purpose learning resource for the student body
- 24. The information technology resources are well managed and provide a fit-for-purpose learning resource for the student body

Re: well-defined decision-making processes and clear assignment of responsibility and accountability
- 1.1. The organisational structure, including the role and extent of authority of any owners, directors or governing body, is clearly defined, documented and understood by stakeholders.
- 1.3. Policies, procedures and systems linking governance and management are well documented and effectively disseminated across the institution.
- 4.1. The management structure is clearly defined, documented and understood by all stakeholders including governors, management, staff and students.
- 4.4. There are clearly delineated responsibilities and reporting arrangements at institutional, faculty, departmental, programme and course levels. This should include provision for academic leadership at programme and individual course level.
- 6.1. Administrators are suitably qualified and experienced and understand their specific responsibilities and duties.
- 6.4. Policies, procedures and systems are well documented and disseminated effectively across the institution.
- 7.4. There are clear and appropriate job specifications for all staff.

Re: planning for facilities, infrastructure, and technology
- 24.3 There is an effective means of ensuring the renewal of hardware and software to ensure efficiency and currency.
- 27.4. Action plans are implemented and reviewed regularly within the institution's committee structure.

Re: strategies to measure and assess the adequacy and efficient utilization of institutional resources required to support the institution's mission and goals

- 2.4. The governing body and senior management conduct a regular and systematic review of their own and the institution's overall performance and measure this performance against strategic targets.
- 4.10. Management compiles reports at least annually presenting the results of the institution's reviews and incorporating action plans. Reports include analysis of year-on-year student satisfaction, retention and achievement, staff performance (including research and other forms of scholarship) and a review of resourcing issues.
- 4.11. Action plans are implemented and reviewed regularly, with outcomes reported to management and subsequently to the governing body.
- 25. The institution has effective systems to review its own standards and assess its own performance
- 25.1. The institution undertakes regular and systematic monitoring of its operations.
- 25.2. The institution conducts periodic reviews of all aspects of its performance against clearly specified and appropriate performance indicators.
- 25.5. Reports, which present the results of the institution's reviews, evaluate its performance and incorporate action plans, are compiled at least annually. These are considered by senior management and the board of trustees and, where appropriate, shared with all stakeholders.
- 25.8. All quality management policies and procedures are clearly documented, for example in a quality manual or similar, and brought to the attention of staff and, where appropriate, students and other stakeholders.
- 27. The institution has a strong commitment to, and procedures that facilitate, continuing enhancement of its provision.
- 27.6. The institution has formal mechanisms to monitor the information it provides internally and externally and to make any enhancements deemed necessary.

Summary

Strengths
- Ample sources of feedback from relevant constituents, mainly the academic community, on the school's material and personnel resources.
- A history of financial stability over the period, with sufficient financial resources to operate all study programs.
- High-quality teaching facilities, information resources, and other material support.
- A professional and responsive administrative and operational staff, positively evaluated by the academic community.

Areas for improvement
- Not all divisions have clearly defined operational goals and key performance indicators (KPIs).
- The school should "close the loop" more effectively in its quality assurance, planning, and improvement processes.
- Lack of planning and budgeting for the 3-5 year horizon.
- Lack of a unified, accessible set of core administrative and operational policies and procedures.
- Need to upgrade the internal information system within the coming three years.

Overall, the IEB found that the effectiveness of planning, resource allocation, institutional renewal processes, and availability of resources were in general a strong point of UNYP. UNYP had clearly defined institutional goals that were developed with the participation of relevant stakeholders; were implemented within an organizational framework with defined processes and areas of responsibility; and were used to organize its institutional and division-level activities. It provisioned sufficient material and personnel resources to accomplish its goals, and published an annual independent audit of its finances. It regularly used evidence-based assessment and monitoring processes to evaluate the effectiveness of its activities.

UNYP has the necessary internal organization and processes that allow for effective planning on both institutional and departmental levels and that allocate resources based on the clearly identified needs and feedback assessed by management. As a result, the relevant resources are generally available in satisfactory quality and quantity. The internal evaluation processes and mechanisms of feedback collection and assessment allow for continual improvement of the institution and regular and timely renewal of any resources needed for stable and sustainable operation.

Given these strengths, the institution should seek to address the area of potential weakness that the IEB found in this area by expanding its planning horizon at the divisional level, which is currently focused on annual planning. However, the demands of lifecycle management and long-term resource allocation planning lead the IEB to recommend that **UNYP introduce more longer-term planning (3-5 years) at the divisional level**, especially with regard to the sustainability of the technical infrastructure and technology. One area where this will be especially impactful is in the area of information management – in particular, the school needs a more integrated information system in order to more efficiently manage its operations. To that end, the IEB recommends that UNYP **transition to an integrated information system over the next five years**.

The IEB also noted that although the school engages in ongoing planning and improvement processes, it did not always "close the loop" - evaluate the effectiveness of the improvement actions taken in light of expected results in order to determine what further steps may be needed. The IEB thus recommends that UNYP **formalize its efforts to "close the loop" in assessing and modifying improvement actions** in order to put more focus on the actual improvement actions taken based on the feedback collected.

6. Internationalization

The IEB looked at the extent to which UNYP actively supports awareness of global issues and perspectives in its student and staff support, teaching, and creative activities.

In particular, it examined how the institution:
- incorporates international content and perspectives in its mission, goals, institutional and study program outcomes, and its associated activities;
- fosters a tolerant, multi-cultural academic and social environment;
- encourages and enables international study and/or work stages as a formal or informal part of its study programs;
- provides support for international students, faculty, and staff participating in or supporting study programs and other school activities.

Internationalization and UNYP's strategic goals

Internationalization was addressed in UNYP's *Long-Term Aims 2011-2015*:

> **5.9 Internationalization**
> UNYP university plans to further strengthen significantly the international nature of its programs by hiring more international educators, allowing for a wider exchange of teachers with its partner universities, increasing the number of international partners, universities and supporting student exchanges, as well as increasing the number of study abroad programs at UNYP.

UNYP increased the number of international exchange partners during that period.

Internationalization was also addressed in UNYP's *Long-Term Aims 2016-2020*:

> **3. Internationalization**
> The international nature of UNYP is seen in its student population, instructors, curricula, teaching methods, and in its partnerships with foreign universities to offer degree programs in the Czech Republic. Increasing student mobility will be the main focus of the coming period.
> - 3.1 Open up defined space in curricula for outgoing study abroad. (2018)
> - 3.2 Earn an Erasmus Charter for Higher Education and begin participating in Erasmus+ programs in 2017.
> - 3.3 10% of graduates to have studied abroad by 2020.
> - 3.4 Increase number and diversity of exchange partnerships with foreign universities and organizations.
>   > Actual 2015: 28 universities in 14 countries in Asia, Europe, North America, and South America.
>   > Target 2020: 40 universities in 25 countries, based on needs of UNYP academic programs and surveys of student preferences.
> - 3.5 Establish a more visible international profile and presence.
>   > Annual attendance of one or more of EAIE, NAFSA, and Forum conferences, starting in 2017.
>   > Increase the annual number of conference presentations by UNYP instructors, and increase the funds available to support this.
>   > Target 2018: 20 presentations at international conferences
>   > Target 2020: 25 presentations at international conferences
> - 3.6 Expand hosting of courses from international universities and facilitate UNYP student participation in these.
>   > 2020 target: 12 programs hosted per year; 10% of graduates to have participated in a visiting university course.

UNYP was awarded an Erasmus Charter in 2017, and will see its first outgoing and incoming Erasmus+ students in 2018. It also attended several international education conferences (EAIE and NAFSA), but has not yet begun attending every year. Continuing the trend of the previous period, the number of international exchange partner universities continued to increase. Work on most of the remaining goals is still underway.

International content and perspectives at UNYP

Aspects of internationalization are built into UNYP's mission and its Institutional Learning Outcomes.

Mission (from 2017)
"UNYP is committed to providing transformative education that allows students to discover their potential and become reflective, responsible, tolerant and resourceful individuals equipped with the skills and knowledge to **meet the challenges of an interconnected world**."

Institutional Learning Outcomes (2017) – relevant excerpts

Outcome: UNYP graduates…	Select examples
Communicate effectively	Graduates use verbal, non-verbal, visual, and written communication effectively and efficiently across a variety of channels and media, and with a variety of audiences: professional and general; small and large groups; and **in intercultural settings**. Graduates are able to communicate effectively **in English and at least one other language**.
Think analytically and creatively	Graduates **seek out alternate understandings, consider multiple viewpoints**, and produce creative proposals.
Engage in their community	Graduates demonstrate **knowledge of their local and global communities**; the histories of these communities and how historical issues shape the present; and key contemporary issues affecting their communities. Graduates demonstrate **awareness of the various forms of diversity** that can be found in their communities.
Demonstrate respect for others	Graduates **demonstrate awareness of diversity and tolerance of difference**, both within the UNYP community and outside of it.

Aspects of international content and perspectives appear in some program learning outcomes (PLOs). From UNYP website's "intended student learning outcomes" for each program, as of 2017:

Business Administration (Bachelor's, 3-year program)
- Students will be able to describe the **global**, legal, social and economic environment of business.

International and Economic Relations (Bachelor's, 4-year program)
- The ability to think theoretically and analytically about **contemporary issues in international affairs**.
- An understanding of the conceptual and empirical issues associated with **international and European economic and social policy and their application in international relations**.
- The ability to work collaboratively in teams and in **multicultural settings**.
- A strong capacity to think critically about **international relations and international economic developments, trends and events**.

However, some confusion about what are in fact the Program Learning Outcomes of the study programs makes it unclear whether they are represented there, and to what extent those program-level goals are fulfilled. UNYP should find it easy to amend this situation as there seems to be no shortage of "international content and perspectives" in individual course learning outcomes in all of the study programs. To that end, **the IEB recommends that UNYP revise its Program Learning Outcomes in its 2018 accreditation application to specifically address international content and perspectives**.

Fostering a tolerant, multi-cultural academic and social environment

A multi-cultural academic and social environment is more than a *de facto* reality at UNYP; it is one of its most defining features. This is seen primarily in the international diversity of its academic community.

Nationalities of students and academic staff at UNYP

Nationalities of Students
Fall 2016

ČR 35%	RU 11%	USA 8%	SK 8%	KZ 6%	Other (57 countries) 32%
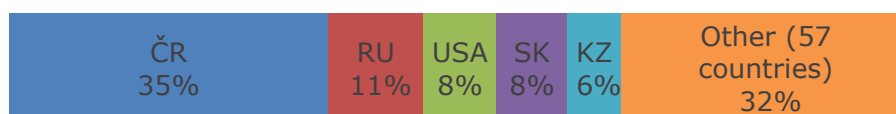
VŠ UNYP

Nationalities of Instructors
Full-time and adjunct teachers on Czech-accredited degree
programs, 2017

CZ 40%	US 26%	UK 10%	Other (17 countries) 24%

Through its formal policies, UNYP takes steps to foster a tolerant and respectful atmosphere in its community. Its conduct policy (*C7. Student Conduct Policies*) notes that students are expected to "treat students, faculty and staff of the university with civility and respect. UNYP students should expect the same degree of civility and respect from other students, faculty and staff." Its general conduct rules (*C1. Student Conduct Rules*) notes that "Mature, responsible, and professional behavior is expected of students in dealings with other students, instructors, staff, and other members of the UNYP community; and in contacts with external people or organizations while acting as a UNYP student (e.g., completing assignments, attending course activities, etc.)." In 2016 UNYP added policy on religious observance, *B13. Religious Observance*, stating that "Where reasonable and practicable, UNYP will accommodate religious observance in its facilities." Lastly, the school's policy on discrimination and sexual harassment (C6) provides formal processes for handling student and staff grievances related to harassment and discrimination; harassment and discrimination based on national origin is one of several categories covered by the policy.

Facilitating student mobility

While not a required part of its study programs, UNYP facilitates international mobility periods, usually in the form of semester or summer study for academic credit, through its exchange agreements with over 40 universities on 4 continents. In 2016 UNYP applied for, and in 2017 was granted, an Erasmus Charter.

The number of exchange partners has grown steadily over time, as the school intended through its long-term goals.

The number of outgoing students has grown slightly, with a greater increase in the diversity of countries they go to. Starting in 2016, a required part of schools' annual reports is the percentage of graduates who incorporated a mobility stage during their studies:
   2016: 12%
    2017: 9%

The number of incoming students grew dramatically, reflecting increasing numbers coming through UNYP's exchange network and through the fee-based study abroad program, primarily aimed at students of US universities, that UNYP introduced in 2014.

UNYP expects to see its first incoming and outgoing exchange students under the auspices of the Erasmus+ program in 2018.

UNYP also enables its students to participate in visiting courses led by faculty from partner universities. One of the school's long-term aims is to increase the number of students taking advantage of these opportunities.

International work stages are not formal parts of UNYP study programs, and the school does not provide targeted support for them.

Student Mobility
Number of students

Student Mobility
Number of different countries of origin/destination
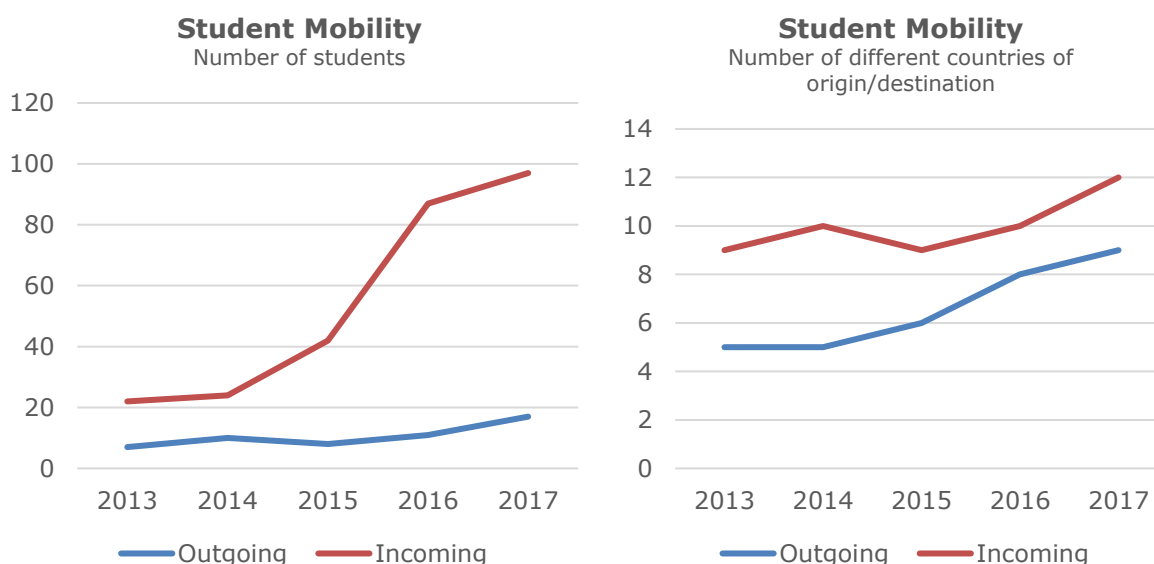
Support for international students, faculty, and staff

As international students and academic staff are the majority of UNYP's academic community, much of UNYP's support services is directed at them in one way or another. At the very beginning of studies, the New Student Orientation sessions include a special, mandatory "International Student Session" for all international students where the International Student Office staff present information on things such as visa, residence permit, health system, housing, living and working in the Czech Republic. Throughout their studies, the International Student Office provides support and information in the area of visas, housing, health insurance, and student life, while the Counseling Center provides support related to culture shock, among other issues. The International Student Office offers special events each year relevant to international students; examples from 2017 include:

- 8 February: Integration course "Welcome to the Czech Republic"
- 29 March: How to rent an apartment in Prague
- 3 April: Explore international volunteering
- 5 April: Employment in the Czech Republic

In addition, the Student Council sponsors occasional events with particular relevance for international students; an example from 2017 is an Adaptation Trip at the start of studies, which they described as "A great opportunity to get to know all your batchmates & possible friends at a camp on the outskirts of Prague by the Vltava River! Come to hang out and learn what it really means to be a 'UNYPer'!"

VŠ UNYP

External evaluation of aspects of internationalization at UNYP

The British Accreditation Council positively reviewed UNYP's provision of support for its international students in its [Independent Higher Education (IHE) Reaccreditation Inspection Report](#) (2016), especially sections:
- 16. International students are provided with specific advice and assistance
- 16.1 Before their arrival, international students receive appropriate advice on travelling to and living in the country or location.
- 16.2 On arrival, international students receive an appropriate induction in issues specific to the local area.
- 16.3 Information and advice specific to international students continue to be available throughout their time at the institution.
- 16.4 Provision of support takes into account cultural and religious considerations. Where possible, students have access to speakers of their own first language.

Summary

Strengths
- A multi-cultural environment anchored in an internationally diverse academic community, characterized by tolerance and mutual respect.
- Growing population of incoming mobile students from increasingly diverse countries of origin.
- A high level of support for foreign students, especially with regards to housing, visa, and student life issues.

Areas for improvement
- The inclusion of international content and perspectives in program learning outcomes is not always clear.
- Relatively modest numbers of outgoing exchange students.

Overall, the IEB feels that UNYP's institutional approach and support of internationalization is very effective. By its very nature – its internationally diverse student, academic, and administrative staff, its cooperation with foreign partner universities, its English-language education in a non-English-speaking country – UNYP incorporates "awareness of global issues and perspectives" in its study programs and in all areas of its operation. In short, internationalization is a long-standing area of strength for UNYP.

In one area, the IEB found that UNYP only partially met its goal. The IEB considers "international content and perspectives" to be amply represented in mission, strategic goals, and institutional learning outcomes, but confusion about what are in fact the Program Learning Outcomes of the study programs makes it unclear whether they are represented there, and to what extent those program-level goals are fulfilled. This should be easy to improve as there seems to be no shortage of "international content and perspectives" in individual course learning outcomes in all of the study programs. The IEB thus recommends that UNYP specifically address international content and perspectives in its 2018 accreditation applications.