

Annual Report 2017

June 2018

Introduction

UNYP's *Annual Report 2017* meets the requirements of the Higher Education Act concerning the preparation of reports, their submission to the Ministry of Education, Youth and Sports and the annual publication on UNYP websites.

In accordance with the regulations and recommendations of the Ministry of Education, the *Annual Report 2017* UNYP consists of two parts:

1. The main part
2. Text + spreadsheet attachments

Based on the recommendation of the Ministry of Education, the main part was compiled according to the structure of the [Strategic Goal for the period 2016-2020](#), which is based on:

- Previous *Long-Term Plan for 2011-2015* of UNYP
- Formal feedback from the UNYP Student Council and academic staff representatives
- The state of the school in 2015 and the expected development in the next five years
- Annual updates on progress toward strategic goals by division heads
- From the Ministry of Education, Youth and Sports: *Long-term Plan for Educational and Scientific, Research, Development and Innovation, Artistic and Other Creative Activities for Higher Education Area for 2016-2020*

These documents allow UNYP to reflect the achievement of the objectives set out in the *Long-Term Plan*, in a clear and comprehensible manner.

Previous UNYP Annual Reports are available on its website at:

<https://www.unyp.cz/about/about-unyp/annual-reports>

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1. Main part

1.1 Overview of Objectives defined for 2017 in the UNYP *Strategic Plan: Intentions of Educational, Research, Development and Innovation, Artistic and Other Creative Activities for the Period 2016-2020.*

Note: Only the targets set for 2017 are listed below. The following table does not contain targets covering multiple years; information on meeting these goals is available in the *Updates of Strategic Objectives for 2016-2020.*

Legend:

- Goal was achieved.
- Goal was partially achieved, is underway, or was deferred to a later year.
- Goal was not achieved.

Goal		Status at the end of 2017
Quality assurance		
●	To direct the delivery of most student documents within courses through the Learning Management System. (2017)	The topic was included in department meetings.
●	Work with the Student Council to develop annual benchmarking (comparison) reports with feedback with students. (2017)	The target was moved to 2019 due to accreditation work in 2017.
●	Unify institutional policies and place them on a publicly accessible website. (2017)	The target was moved to 2019 due to accreditation work in 2017.
Accessibility and diversity		
●	Collaborate with instructors to better integrate academic support services (such as the Writing Center and the Math Center) into the appropriate core courses. (2017)	The target was moved to 2019 due to accreditation in 2017.
Internationalization		
●	Earn the Erasmus Charter for Higher Education and start participating in the Erasmus + program in 2017.	UNYP was awarded the Erasmus Charter in January 2017. An Erasmus Coordinator was recruited. Participated in DZS Seminars for Grant Beneficiaries.
●	Annual attendance of EAIE, NAFSA, and Forum, to begin in 2017	Moved to 2018.
Relevance		
●	Revise the General Education curriculum to focus more on transferable skills, interdisciplinarity, and deepening links with study programs (2017).	Progress was made in the applications for accreditation, to be submitted in 2018.
Quality and relevant research, development and innovation		
●	Extend the current International Student Research Conference, organized by UNYP's Department of Psychology, to include students	The target was moved to 2019.

	in the fields of Communications & Mass Media, International Economic Relations, and Business Administration (2017).	
Data-based decision making		
●	Expand the scope of collecting and evaluating data relevant to the quality of study programs, student practice, and graduate achievements by creating the following reports: Graduate profile report. Created by: Career Office. Periodicity: annual. Reviewed by: Academic Council, Student Council. Starting: 2017	The target was moved to 2019.
Financial effectiveness		
	No target was set for 2017.	

1.2 Overview of goals moved from previous years

	Goal	Status at the end of 2017
●	Update courses and contents of study programs in the fields of Economic Relations and Communication and Mass Media on the basis of the feedback received from the lecturers at the meeting of the departments in autumn 2014, feedback requested from students at open meetings in autumn 2014, and taking into account the needs of the labor market and society	Originally postponed from 2016. With the revision of the Higher Education Act introduced in 2016, this target was effectively postponed to after the application for accreditation in 2018.
●	Create a study group of students and lecturers in the International Economic Relations program, to meet regularly to discuss issues, workshops articles/essays, and support research.	Originally postponed from 2016. With the introduction of the new Higher Education Act in 2016, the purpose of this group was changed to focus on the evaluation and reworking of the study program for accreditation.

1.3 Updating strategic goals

Many of the plans for 2017 originally decided in 2015 were deferred as VŠ UNYP focused its efforts on preparing applications related to its foreign program offerings and its accredited study programs. In many cases, the overarching aims of the school's long-term goals were advanced, though specifically identified projects were often deferred as projects more directly related to accreditation had to be given priority given the accreditation deadlines imposed by the 2016 revision to the Higher Education Law.

In the sections below, extracts from VŠ UNYP's *Strategic Goals 2016-2020* are given, followed by a discussion and evaluation of the state of activity and progress in each area.

More detailed information, including more specific goals and the internal divisions they are assigned to, can be found in *Strategic Goals 2016-2020*, accessible on VŠ UNYP's website from this page:

<https://www.unyp.cz/about/about-unyp/annual-reports>

Quality assurance

VŠ UNYP's main efforts in this area will be to extend and intensify existing practices, focusing primarily on the areas of staffing, pedagogy, and curriculum structures. More intensive use of technologies, particularly the Learning Management System, is expected to play a large role in all of these areas.

- 1.1 Secure and broaden a stable base of academic staff in all programs.
- 1.2 Work more closely, and on a regular basis, with adjunct and full-time academic staff on teaching and assessment issues.
- 1.3 Increase student success.
- 1.4 More fully integrate the Learning Management System into teaching and learning.
- 1.5 Infuse a learning outcomes approach into both teaching and the structure of the study programs.
- 1.6 More fully involve students, instructors, and external stakeholders in quality assurance processes.
- 1.7 Unify institutional policies and move them to the public website.
- 1.8 Accredite one new study program at the Bachelor's or Master's level in each department, by 2020.

Significant progress has been made in areas related to the requirements of the revised Higher Education Act and Accreditation Standards. During 2017 UNYP:

- Revised the school's Statute to include provisions related to quality assurance and quality evaluation.
- Created an Internal Evaluation Board including the involvement of students and academic staff. In 2017, the first meeting was held to begin the formalization of evaluation standards and procedures.
- The first institutional self-evaluation of the quality of the school started, involving the participation of students and instructors as evaluators.
- Began hiring additional full-time academic staff to serve as Program Guarantors and Course Guarantors.

Accessibility and diversity

VŠ UNYP's recent move to new facilities helped overcome long-standing barriers to physically disabled students. Efforts for the upcoming period will focus on making existing academic support for students more effective; creating study opportunities for socially disadvantaged groups; continuing to improve the infrastructure of the new facilities to better accommodate students, instructors, and staff; and, through student housing, creating living and learning environments for students.

- 2.1 In each study program, establish one 3-year full-tuition scholarship for select disadvantaged groups.
- 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.
- 2.3 Establish a formal system of peer tutors in key areas of each study program.
- 2.4 Make conveniently located student housing available through the school to new students.

Goals in this area were largely deferred to 2018 and later years.

Internationalization

The international nature of VŠ 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.
- 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.
- 3.5 Establish a more visible international profile and presence.
- 3.6 Expand hosting of courses from international universities and facilitate VŠ UNYP student participation in these.

The main achievement in this area was to earn the [Erasmus Charter](#). UNYP hired an Erasmus Coordinator and began preparing its grant application to support Erasmus+ exchanges starting in 2018.

Additional exchange partners have been added and UNYP has expanded its participation in the study abroad fairs of its exchange partners. New partners in 2017 included:

- Hoa Sen University (Vietnam)
- Jiaxing University (China)
- New Jersey City University (US)
- Nichols College (US)
- Richmond The American International University in London (UK)
- Texas State University (US)
- Zhejiang Sci-Tech University (China)

The number of students going on an outgoing exchange increased year on year, while the number of incoming exchange and study abroad students was at an all-time high.

Lastly, the school hosted a number of faculty-led programs from other institutions in 2017, including:

- Baylor University (US)
- Colorado State University (US)
- IAU College (FR)
- Maricopa Community College (US)
- Texas Tech University (US)

Relevance

VŠ UNYP plans to increase the relevance of studies to social and scientific development and the needs of partners mainly through curricula revision and further inclusion of external stakeholders in shaping curricula and pedagogical approaches.

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

4.2 More fully involve external stakeholders in shaping curricula and evaluating program quality.

4.3 Incorporate more ex-classroom learning activities in the study programs.

Goals in this area are closely linked to VŠ UNYP's accreditation process, based on the revision to the Higher Education Law introduced in late 2016. Actions related to this were underway in 2017 and are expected to be continued in 2018, when VŠ UNYP will submit its accreditation applications.

Quality and relevant research, development and innovation

As an institution focused primarily on teaching young students in Bachelor's programs, VŠ UNYP's ongoing support of research has focused on supporting and incentivizing the individual work of its instructors. However, the growth of the school's Psychology study program and the success of the international student research conference initiated by the Psychology Department have expanded the scope of the school's involvement in research in recent years. In the coming period, efforts will be focused on linking students and instructors in research projects, and involving students of all study programs in the student research conference.

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.

A key part of VŠ UNYP's preparations for submitting accreditation applications is increasing the number of full-time academic staff who serve as Program Guarantors and Course Guarantors and who are active in research and publication in their field. This will result in a major change in VŠ UNYP's approach to research. Meanwhile, VŠ UNYP continued to provide support for the annual [International Student Research Conference](#) and continued to provide financial rewards from a dedicated budget fund to instructors who publish research. Approximately one-quarter of all instructors, full-time and adjunct, who teach courses at VŠ UNYP have significant research publications and activities each year which are eligible for financial rewards from VŠ UNYP, taken from an annual fund earmarked for research support.

[5th International Student Research Conference \(ISRC\)](#)

The fifth annual International Student Research Conference was held on 12 May 2017. The conference is organized by VŠ UNYP and its student club, the UNYP Psychology Club, in cooperation with its degree partner university, State University of New York, Empire State College (US). The event offers students an opportunity to present their own original research projects, gain invaluable experience, and network with peers and professionals from all around the globe.

Data-based decision making

Efforts in the coming period will be focused on extending and formalizing data collection into a series of regular internal reports to be used as a foundation for administrative decision making. Annual participation in international surveys will also begin.

6.1 Use internally generated data in academic and operational decision making.

6.2 Use externally validated data in academic and operational decision making.

In 2017, the Internal Evaluation Board (IEB) began assembling quality-related indicators to serve as the basis for its forthcoming internal evaluation in 2018. This set of data is expected to form the basis for the internal tracking of quality-related data at VŠ UNYP.

Two planned internal reports, an Academic progress report and an Alumni profile report, originally planned for 2016, were deferred to 2018, mainly due to staff turnover and other demands on staff time.

VŠ UNYP has not yet begun to use externally validated data (such as participation in international surveys). The school's goal is to first solidify its internal data reporting before introducing external surveys in the period 2018-2020. Relevant external data from Czech and international sources (e.g., OECD's *Education at a Glance*; the Center for Postsecondary Research's *National Survey of Student Engagement*; IEE's *Open Doors* reports, etc.) are informally circulated to the Academic Council.

Financial effectiveness

Existing methods and tools of budgeting appear sufficient for the near future, so efforts for the coming period will be focused on increasing enrolment in order to fund planned projects in the areas above.

7.1 Increase revenue through increased enrolment.

7.2 Increase funding for student activities.

Total enrolment in Czech accredited study programs was 1% lower than in 2016, as 2017 saw a relatively strong recruitment year for new students and an increasing number of psychology students (both Bachelor's and Master's programs) offset a declining number of business students. Mild increases in tuition in 2017 partially offset the decline in enrolment. That the impact of this on school operations was relatively minimal reflects the robustness of the school's financial management tools.

VŠ UNYP continues to look toward higher future enrolment as the key to higher revenue.

VŠ UNYP requested that the NAU approve an increase in the *numerus clausus* for enrolment in the Master's in Psychology program from 15 to 30, as VŠ UNYP believes its personnel secured for the program is more than sufficient to accommodate a larger cohort of students.

Looking ahead, one area of concern is the structural changes, mainly affecting staffing and allocation of staff time, connected with the expanded responsibilities imposed on schools by the revision to the Higher Education Law. These changes are expected to bring higher costs, though it is still not clear exactly how high, and in which areas.

More detailed information about VŠ UNYP's financial situation can be found in the school's publicly available audited financial reports.



Graduation 2017: SUNY Empire State College President Merodie Hancock, Ph.D.; UNYP American Bachelor's program valedictorian Jakub Malota; SUNY Empire State College Director of European Academic Programs Sheila Marie Aird, Ph.D.

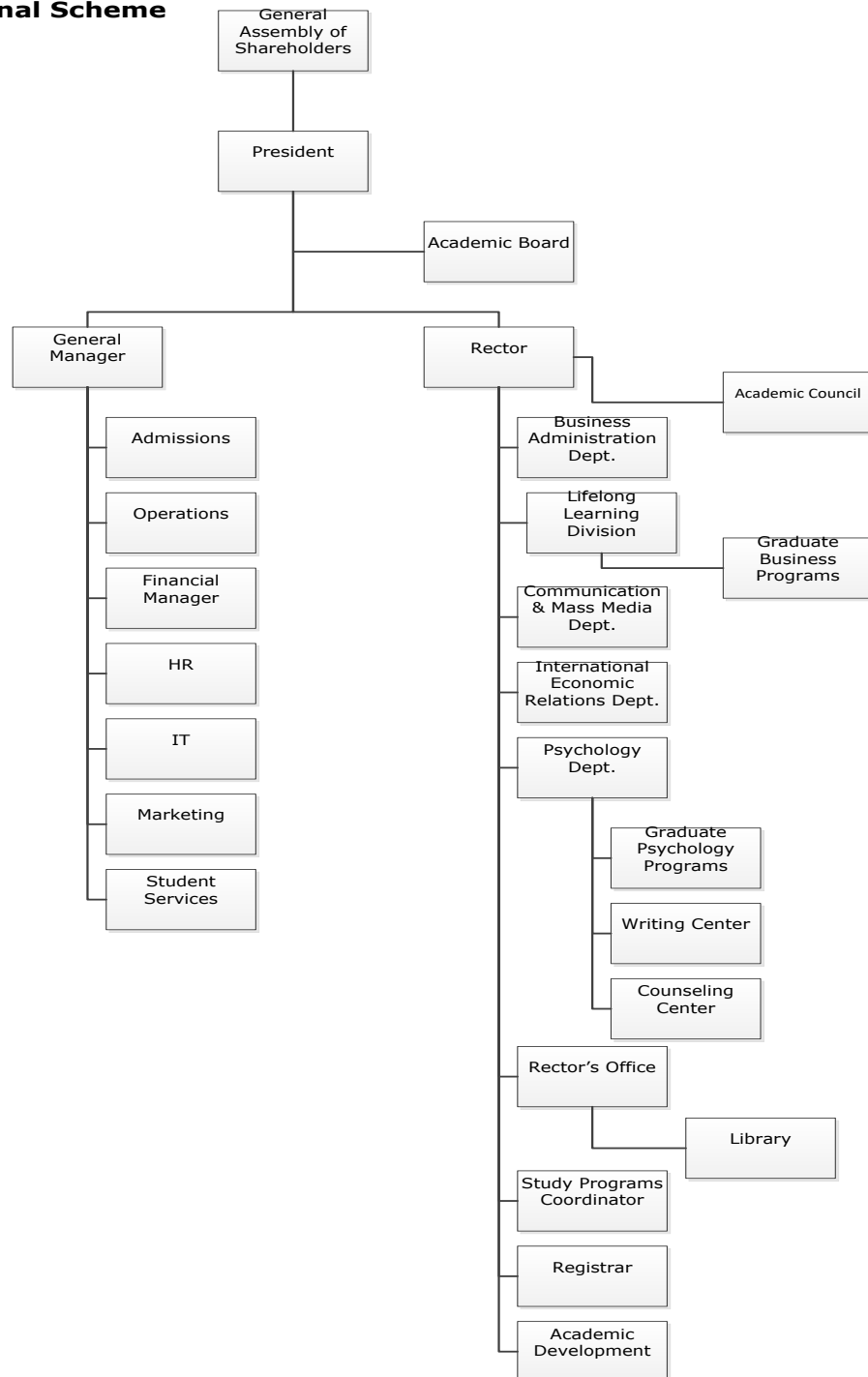
Text Annex of the Annual Report

1. Basic data on the college

Name: University of New York in Prague, s.r.o.
 Abbreviation: VŠ UNYP
 Registered office: Londýnská 506/41, 120 00 Praha 2

Organisational scheme:

UNYP Organizational Scheme



Administrative and management body

The highest authority of UNYP is the General Assembly of the shareholders and directors who are the statutory representatives of the company.

Prezident and executive director (jednatel)
General manager

Elias Foutsis
Sotiris Foutsis, MBA

Academic authorities

Rector

Andreas Antonopoulos, Ph.D., MBA

Department Chairs

Business Administration:	Harold Neal, Ed.D.
Communication & Mass Media:	PhDr. Todd Nesbitt, Ph.D.
International Economic Relations:	Óscar Hidalgo-Redondo, M.Phil.
Psychology:	Edel Sanders, M.A.

Academic Board

Permanent members

Sheila Aird, Ph.D., Director of European Academic Programs, State University of New York, Empire State College

Andreas Antonopoulos, Ph.D., MBA, chair

Óscar Hidalgo-Redondo, M.Phil.

Harold Neal, Ed.D.

PhDr. Todd Nesbitt, Ph.D.

Edel Sanders, M.A.

Non-permanent members

Drew Brandon, M.A., faculty representative

Elizabeth Eloy, Student Council representative (spring semestr)

Hilary Kloss, Ph.D., faculty representative

Anastasia Latenkova, Student Council representative (spring semestr)

Ivaylo Miladiov, Student Council representative (fall semestr)

Arina Russikhin, Student Council representative (fall semestr)

Academic Council

Sheila Aird, Ph.D.

Andreas Antonopoulos, Ph.D., MBA, chair

Óscar Hidalgo-Redondo, M.Phil.

Harold Neal, Ed.D.

PhDr. Todd Nesbitt, Ph.D.

Edel Sanders, M.A.

Internal Evaluation Board

A. Antonopoulos, Ph.D., MBA, 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

S. Karagiannis, MBA, Graduate Business Programs Manager

D. Novák, IT Manager
doc. PhDr. M. Preiss, Ph.D., Program Guarantor, Psychology
M. Sobčáková, Student Council representative

Disciplinary Commission

Andreas Antonopoulos, Ph.D., MBA, chair

Student Council

Spring 2017

Elizabeth Eloy, president
Anastasia Latenkova, vice president

Fall 2017

Ivaylo Miladinov, president
Arina Russikhin, vice president

Representatives of the college in the representation of universities

Council of Universities (RVŠ)

William Barnard, Ph.D. (member of the Assembly RVŠ)
doc. ing. Jiří Dudorkin, C.Sc. (member of the Presidium RVŠ)

Czech Rectors' Conference

None named yet.

Mission, vision, and strategic goals of UNYP

Mission

The UNYP [mission](#), updated 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.

In 2017 UNYP convened an *ad hoc* committee to review its mission. The committee consisted of:

- M. Anderson, Director of Marketing
- W. Barnard, Dean of Academic Development
- O. Foutsi, Chief Financial Officer
- Y. Goumezianová, Director of HR
- G. Kokkalos, Director of Admission
- T. Nesbitt, Department Chair, Media & Communication
- D. Novák, IT manager

It 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, made some 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.

Vision

Our vision is to offer multicultural and impactful higher education with a high sense of responsibility towards our stakeholders, and with a focus on quality so that UNYP becomes the first choice for students to study in Europe in English, out of every university and college in Prague, the Czech Republic and Central Europe.

Strategic goals

The Strategic Objectives of UNYP are outlined in the [*Long-term Plan of Educational and Scientific, Research, Development and Innovation, Artistic and Other Creative Activities for the Period 2016 - 2020*](#). They include:

1. Quality assurance

UNYP's main effort in this area is to expand and intensify existing practices with an emphasis on personnel, pedagogical and curricular structures. In particular, it is anticipated that more intensive use of technologies, in particular the Learning Management System (LMS), will play a greater role in all these areas.

2. Accessibility and diversity

The recent relocation of UNYP to new areas has helped overcome long-term barriers for physically disabled students. Activities in the coming period will focus on streamlining academic support; creation of study opportunities for socially disadvantaged groups; continuing to improve the infrastructure of new premises for better adaptation to students, lecturers and staff; and through student accommodation creating a learning and learning environment for students.

2. Internationalization

The international nature of UNYP is reflected in the population of students, lecturers, curricula, teaching methods, and also in the partnership of schools with modern universities in the offer of study programs in the Czech Republic. The following period will in particular focus on increasing student mobility.

4. Relevance

UNYP plans to increase the relevance of the study for social and scientific development and the need for partners, in particular by revising curricula and intensifying the involvement of external stakeholders in curriculum development and pedagogical approaches.

5. Quality and relevant research, development and innovation

As an institution primarily focused on teaching young students in Bachelor's programs, UNYP continuously supports research with an emphasis on supporting and motivating the work of their lecturers. However, the expansion of the psychology study program and the success of the international student scientific symposium, initiated by the Department of Psychology, has in recent years exceeded the extent of the school's involvement in research. In the upcoming period, the efforts of the school will be aimed at linking students and lecturers to research projects and involving students of all study programs at the student's scientific symposium.

6. Data-based decision making

Efforts will be directed to expanding and formalizing data collection in a number of regular internal reports in the coming period to serve as a basis for administrative decision-making. Annual participation in international surveys will also be launched.

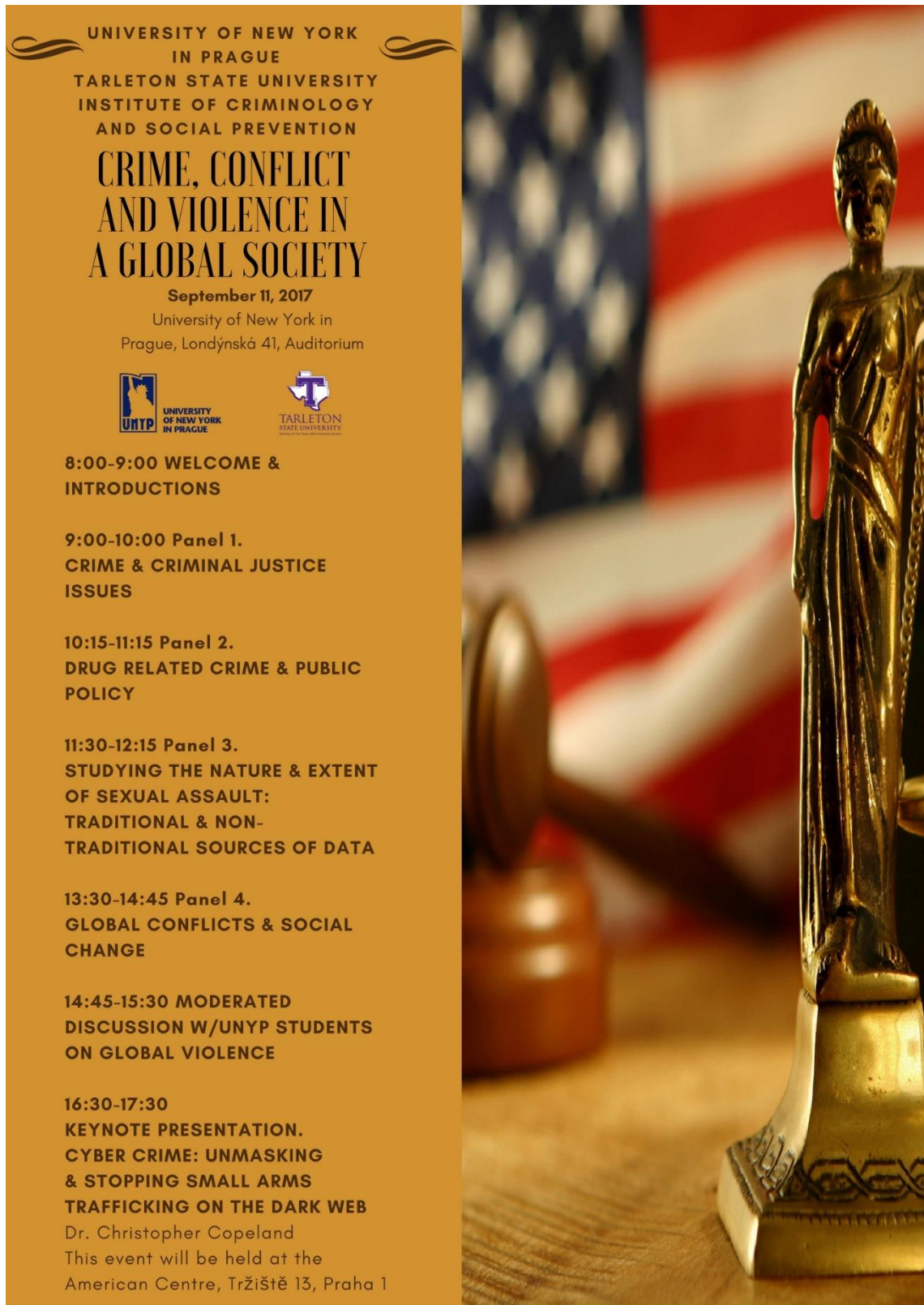
7. Financial effectiveness

Existing budget methods and tools are likely to be sufficient for the near future, so efforts in the coming period will focus on increasing the number of students admitted to finance planned projects in the above areas.

Changes in internal regulations

In line with the requirements of the Revised Higher Education Act of 2016, UNYP began revising its status and internal regulations; however, this process was not completed by the end of 2017.



Other academic policies underwent revisions in 2017; these policies are available on the UNYP [website](#).



UNIVERSITY OF NEW YORK
IN PRAGUE
TARLETON STATE UNIVERSITY
INSTITUTE OF CRIMINOLOGY
AND SOCIAL PREVENTION

**CRIME, CONFLICT
AND VIOLENCE IN
A GLOBAL SOCIETY**

September 11, 2017
University of New York in
Prague, Londýnská 41, Auditorium

 UNIVERSITY OF NEW YORK IN PRAGUE 

8:00-9:00 WELCOME & INTRODUCTIONS

**9:00-10:00 Panel 1.
CRIME & CRIMINAL JUSTICE ISSUES**

**10:15-11:15 Panel 2.
DRUG RELATED CRIME & PUBLIC POLICY**

**11:30-12:15 Panel 3.
STUDYING THE NATURE & EXTENT OF SEXUAL ASSAULT:
TRADITIONAL & NON-TRADITIONAL SOURCES OF DATA**

**13:30-14:45 Panel 4.
GLOBAL CONFLICTS & SOCIAL CHANGE**

14:45-15:30 MODERATED DISCUSSION W/UNYP STUDENTS ON GLOBAL VIOLENCE

**16:30-17:30
KEYNOTE PRESENTATION.
CYBER CRIME: UNMASKING & STOPPING SMALL ARMS TRAFFICKING ON THE DARK WEB**
Dr. Christopher Copeland
This event will be held at the American Centre, Tržiště 13, Praha 1

2017 symposium on Crime, Conflict and Violence in a Global Society at the U.S. Embassy's American Center, sponsored by UNYP and Tarleton State University (USA)

2. Study programs, organization of studies and educational activities

Tab. 2.1: Accredited study programs (numbers)

Study program groups	KKOV	Bachelor study, full-time	Follow-up master's study, full-time
social sciences, teaching and services	61,67,71-73	1	
economics	62,65	3	
programs in the field of psychology	77	1	1
CELKEM		5	1

Tab. 2.2: Study programs in foreign language (numbers)

Study program groups	KKOV	Bachelor study, full-time	Follow-up master's study, full-time
social sciences, teaching and services	61,67,71-73	1	
economics	62,65	3	
programs in the field of psychology	77	1	1
CELKEM		5	1

Tab. 2.3: Joint/Double/Multiple Degree study programs

Program name 1	Business Administration
Partner organization	State University of New York, Empire State College
Beginning of the program	1998
Type of program (Joint/Double/Multiple Degree)	Multiple Degree
Length of study (semesters)	8
Type of program (bachelor, master, follow-up master, doctoral)	Bachelor's
Description of study organization, including student admission and termination	admission test and acceptance conditions, full-time tutorial based on credit rates
How is the diploma and the Diploma Supplement issued?	Graduates receive a diploma from each institution. UNYP issues a Diploma Supplement.
How are student exchanges made?	Students study the entire program in Prague; UNYP and SUNY Empire State College have common areas and study offices.

Program name 2	Communication & Media
Partner organization	State University of New York, Empire State College
Beginning of the program	2001
Type of program (Joint/Double/Multiple Degree)	Multiple Degree
Length of study (semesters)	8
Type of program (bachelor, master, follow-up master, doctoral)	Bachelor's
Description of study organization, including student admission and termination	admission test and acceptance conditions, full-time presence-based study based on credit accumulation
How is the diploma and the Diploma Supplement issued?	Graduates receive a diploma from each institution. UNYP issues a Diploma Supplement.
How are student exchanges made?	Students study the entire program in Prague; UNYP and SUNY Empire State College have common areas and study offices.

Program name 3	International Relations
Partner organization	State University of New York, Empire State College
Beginning of the program	1998
Type of program (Joint/Double/Multiple Degree)	Multiple Degree
Length of study (semesters)	8
Type of program (bachelor, master, follow-up master, doctoral)	Bachelor's
Description of study organization, including student admission and termination	admission test and acceptance conditions, full-time presence-based study based on credit accumulation
How is the diploma and the Diploma Supplement issued?	Graduates receive a diploma from each institution. UNYP issues a Diploma Supplement.
How are student exchanges made?	Students study the entire program in Prague; UNYP and SUNY Empire State College have common areas and study offices.

Program name 4	Psychology
Partner organization	State University of New York, Empire State College
Beginning of the program	2001
Type of program (Joint/Double/Multiple Degree)	Multiple Degree
Length of study (semesters)	8
Type of program (bachelor, master, follow-up master, doctoral)	Bachelor's

Description of study organization, including student admission and termination	admission test and acceptance conditions, full-time presence-based study based on credit accumulation
How is the diploma and the Diploma Supplement issued?	Absolventi obdrží diplom od každé instituce. UNYP vydává dodatek k diplomu.
How are student exchanges made?	Students study the entire program in Prague; UNYP and SUNY Empire State College have common areas and study offices.

Study programs described by the methodology of learning outcomes in accordance with the National Qualifications Framework for Tertiary Education

UNYP has not yet adapted its study programs to the National Qualifications Framework for Tertiary Education of the Czech Republic. However, all school curricula are based on the methodology of learning outcomes.

Other educational activities (outside the implementation of accredited study programs)

UNYP offers lifelong learning programs both on its own and in cooperation with accredited foreign partner universities.

MBA Program

UNYP offers an MBA program that is accredited by the International Accreditation Council for Business Education ([IACBE](#)), a US-based business accreditation body officially recognized by the Council for Higher Education Accreditation ([CHEA](#)) in the United States. Accreditation was originally granted in 2013 and is valid until December 31, 2020.

Collaboration with foreign higher education institutions

In 2017 UNYP also offered the following programs within the framework of lifelong learning programs in cooperation with foreign higher education institutions:

Field	Institution awarding the diploma	Internet site	Country where the institution is located
Bachelor's in English Language & Literature	State University of New York, Empire State College	www.esc.edu www.suny.edu	USA
Bachelor's in IT Management	State University of New York, Empire State College	www.esc.edu www.suny.edu	USA
Master's in Strategic Communication	La Salle University	www.lasalle.edu	USA
Master's in International Management	University of Bolton	www.bolton.ac.uk	UK
Master's of Law (LLM)	University of Bolton	www.bolton.ac.uk	UK
Master's in Second Language Learning & Teaching	University of Greenwich	www.gre.ac.uk	UK

Collaborating institutions



[La Salle University](#) was founded in 1863 and is accredited by the [Middle States Association of Colleges and Schools, the Commission on Higher Education](#). The Master's degree awarded to graduates of the Master's in Professional & Business Communication program at UNYP is the same as that awarded by La Salle University to students of the program in the USA.



[State University of New York, Empire State College](#): see above.



The [University of Bolton](#) was founded in 1982 by the merger of the Bolton Institute of Technology and the Bolton College of Education (Technical). The degrees awarded to program graduates are the same as those awarded to students at Bolton University.



The [University of Greenwich](#) dates back to 1890 when Woolwich Polytechnic (its predecessor) was founded. In 1992, the University of Greenwich was granted university status from the English government. The Master's degree awarded to graduates of the programs UNYP offers in Prague is the same as that awarded to students in Great Britain.

During 2017, the programs with the European schools University of Bolton and University of Greenwich were registered with MŠMT per the 2016 revisions to the Higher Education Law. Annual reports on their activities during 2017 are found on the UNYP [website](#). Applications for permission for the programs with non-European schools (SUNY Empire State College and La Salle University, both in the US) were submitted in 2017 and were awaiting a decision from MŠMT (granted in 2018).

For each of these programs, the requirements are set by the relevant foreign institution which grants their diploma and degree to their graduates. All awarded degrees are accredited or officially recognized in the country where the higher education institution is located.

The form of study is full-time in all lifelong learning programs offered. English is the language of instruction. With the exception of one program offered in collaboration with the University of Bolton, programs take place as intensive weekend courses adapted to the needs of working students. The lesson runs for two weekends in the month (from Friday to Sunday) in the range of 20 hours / weekend. The Master of International Management (MIM) program in cooperation with the University of Bolton is taught as a full-time course during the week.

UNYP also continued to offer "[parallel](#)" [study programs with the SUNY Empire State College partner university](#). These programs parallel the Czech-accredited study programs that VŠ UNYP offers and lead to the award of a degree from both institutions:

- Bachelor's of Business Administration
- Bachelor's of Communication & Media
- Bachelor's of International Relations
- Bachelor's of Psychology

Programs with University of Bolton (UK)

UNYP, [in collaboration with the University of Bolton](#) (UK) and fulfilling the standards of the Quality Assurance Agency for Higher Education, offers the following full-time Master's Degree Programs in English:

- Master of Science in International Management ([MScIM](#))
- Master of Laws ([LLM](#)).

Both programs have a standard 1 year study period totaling 180 credits (= 90 ECTS).

Master of Science in International Management (MScIM)

This program is designed for students who wish to build their global management careers or who wish to work in organizations operating in more than one country. The program focuses on the process of global decision-making and the role of management in an intercultural context.

The program develops the intellectual abilities of students in research, criticism, synthesis and innovation, and is completed by a master's degree thesis. Students will improve their study and professional skills and gain an opportunity to grow their careers and further study. Under the program, students will acquire lifelong learning skills and improve on a personal level and will work with self-esteem and originality to actively contribute not only to the world of business but also to society as a whole.

Starting in 2015, this program has been successfully completed by a total of 27 graduates, of which 20 graduated in 2017. This year 14 students new students began their studies on the program.

Master of Laws (LLM)

This program was designed to meet the requirements of a wide range of law graduates and graduates of non-legal disciplines, including practicing lawyers, company consultants, academics, civil servants, and NGO advisers who deal with corporate, European or international law or wish to pursue their careers in this industry.

Graduates will acquire the skills required for a wide range of different professions in the legal and business sphere. LLM students will be able to modify their study program and focus, for example, on EU law or international law, corporate and financial law, trademark law and marketing law. This highly flexible course is suitable for law graduates, graduate lawyers and lawyers - for anyone who will appreciate the profound knowledge of professional areas of law in their job. In addition, the program is structured flexibly to meet the needs of working professionals and enable them to study in parallel with their job responsibilities. More specifically, the lessons take place on weekends, i.e. two weekends per month, and the schedule is prepared in advance for the whole duration of the program.

The program focuses on developing the intellectual abilities of students in research, criticism, synthesis and innovation. These skills will result in writing a master's thesis. Enhanced learning and professional skills will open the door for career development and further study. Thanks to acquired lifelong learning and personal development skills, students will be able to work with self-esteem and originality to actively contribute not only to the world of business but also to society as a whole.

Although a similar program has been implemented in the past at UNYP, the University of Bolton's cooperation in this area in began in October 2017 and this program therefore has no graduates yet. In 2017, 6 students enrolled and are currently studying.

In the study programs with University of Bolton, a total of 20 students were enrolled in 2017 in the following structure:

- MScIM: 14 students (7 women)
- LLM: 6 (3 females)

On the part of a foreign partner, UNYP is twice a year subject to compliance with the requirements of the Quality Assurance Agency for Higher Education (UK).

Programs with University of Greenwich (UK)

The study program Master of Arts in Second Language Learning and Teaching (MASLLT), accredited by the [University of Greenwich](#) (UK), is offered at UNYP from the winter semester of 2017. The program is implemented with a standard study period of one year, totaling 180 credits (UK credits, not ECTS) and is being offered since September 2017.

Master of Arts in Secondary Language Learning and Teaching (MASLLT)

This program is designed for both graduates with pedagogical experience and for language teachers and trainers who want to build their careers in language learning. The program introduces students to research in applied languages. In particular, they will present research activities and topics relevant to the field of language learning, including foreign language acquisition and communicative language teaching. The purpose of the program is to systematically understand the field of foreign language education and learning, along with the development of research skills in these areas. This goal is fulfilled through a combination of lectures and interactive hours during workshops and seminars. Students are assigned a personal adviser in the 2nd semester. A personal counselor usually acts as a supervisor who advises the student at various stages of the preparation of the diploma thesis.

Graduates of the Master of Arts in Second Language Learning and Teaching work in a wide range of profitable and nonprofit organizations. Currently, graduates of this program are working in the management of private language schools, the position of administrators in public schools in the development of language programs such as language teachers working in many different institutions or researchers in the field of development of languages in education. Some graduates continue to study in order to obtain a postgraduate diploma or doctoral degree.

In the given study program, a total of 7 students (7 women) were enrolled in 2017.

On the part of a foreign partner, UNYP is subject to Quality Assurance Agency for Higher Education (UK) compliance twice a year.

Tab. 2.6: Lifelong Learning (LLL) courses at the college (number of courses)

Study program groups	KKOV	Occupationally-oriented courses, over 100 hours	Interest-oriented courses, over 100 hours
social sciences, teaching and services	61, 67, 71-73	1	
economics	62, 65	3	
law, legal and public administration	68	1	
pedagogy, teaching and social care	74, 75	1	
science and doctrine of culture and the arts	81, 82		1
TOTAL		6	1

**Tab. 2.7: Lifelong Learning (LLL) Courses at Higher Education
(Number of Participants)**

Study program groups	KKOV	Occupationally-oriented courses, over 100 hours	Interest-oriented courses, over 100 hours
social sciences, teaching and services	61, 67, 71-73	11	
economics	62, 65	70	
law, legal and public administration	68	5	
pedagogy, teaching and social care	74, 75	7	
science and doctrine of culture and the arts	81, 82		3
TOTAL		93	3



Panel discussion with prof. Ing. Jiří Drahoš sponsored by UNYP and the Canadian Chamber of Commerce, November 2017

3. Students

Tab. 3.1: Students in accredited study programs (number of students)

Study program groups	KKOV	Bachelor study, full-time	Follow-up master's study, full-time
social sciences, teaching and services	61,67,71-73	83	
economics	62,65	302	
programs in the field of psychology	77	138	28
TOTAL		523	28
of which, number of women		298	25
of which, number of foreigners		385	17

Tab. 3.2: Students - self-payers (number of students)

Study program groups	KKOV	Bachelor study, full-time	Follow-up master's study, full-time
social sciences, teaching and services	61,67,71-73	83	
economics	62,65	302	
programs in the field of psychology	77	138	28
TOTAL		523	28

Tab. 3.3: Study failure in 1st year of study (in %)

Bachelor study, full-time	Follow-up master's study, full-time	TOTAL
18.9 %	0 %	17.2 %

What measures does the school take to reduce learning failure?

The main reasons for learning failure are as follows: 1) insufficient level of English (especially written and spoken) or lack of knowledge of quantitative techniques and mathematics; 2) immaturity and unpreparedness of the student to study at college; 3) family or financial problems.

UNYP closely follows students' success. UNYP has an advisory system in which each student is assigned to his / her advisor at the beginning of the program. Advisors have an individual meeting with students at least once a semester, and students can meet with advisors as often as they need to get support and counseling for the best possible course of their studies and also advice on the academic problems they have.

In addition to regular meetings with academic advisors, UNYP has started a weekly tutoring course in English and mathematics accessible to all of its students to support them in their learning and understanding of the above-mentioned subjects required for many of the foundational courses offered by UNYP.

In addition, UNYP has a strict policy regarding "Warning, Probation and Dismissal." Warnings are given to students with low average grades who are therefore more closely and consistently monitored by their advisor. Careful monitoring and counseling required of warning or probation students is a key support mechanism for weaker students, which demonstrably helps weaker students to improve their learning outcomes. Students who are still unable to improve their results for more than two semesters of this support program are eventually dismissed from UNYP according to the quality of the institution's quality.

What measures apply to limit the extension of studies

UNYP tracks academic progress of students primarily on the basis of cumulative average grade points (GPA) at each semester meeting with study advisors. Students and study counselors are therefore aware of how quickly and successfully students continue their studies to obtain a degree. Therefore, the period of study is not unnecessarily prolonged and UNYP has introduced a requirement to enroll for the minimum number of credits in each semester.

Tab. 3.4: Scholarships for students according to the purpose of the scholarship (numbers of individuals)

The purpose of the scholarship	Number of students	Average scholarship
in cases of special consideration worthy of § 91 par. E)	226	3959
of which, accommodation scholarship	226	3959
TOTAL	236	3959

Whether and how the school implements its own / specific scholarship programs

UNYP offers several types of [scholarships and tuition discounts](#) for students from its own resources:

- Based on the admission procedure. These scholarships range from 15% to 50% of tuition fees and are awarded on the basis of previous study results and entrance examinations from mathematics and language.
- The Barbara Adams Scholarship granted to a Czech or Slovak citizen on the basis of an admission procedure and proof of financial need.
- Based on sporting success. For candidates who represent their country in international sports competitions or who have placed themselves in the first three places within national competitions.
- Based on learning outcomes. For students who achieve excellent learning outcomes.
- Based on corporate clients. Provided by negotiation with a corporate partner.

What consulting services the school provides to students

To help students to cope with the pressures and expectations that come with student life, UNYP offers advising, workshops, and counseling to support students in their academic and personal lives.

Academic

- Regular [academic advising](#): All students must meet their academic advisor at least once per semester to jointly assess the academic progress of the student.
- Introduction to University Studies: a course for 2 ECTS credits, obligatory for all new Bachelor's students to help orient them in the requirements and expectations associated with study.
- [Writing Lab](#) and [Math Lab](#): weekly tutoring of English and mathematics available to all students in order to support them in their learning and understanding of the above-mentioned subjects that are needed for many of the basic courses offered by UNYP.

Career

UNYP offers career guidance and training to students and graduates as described in Chapter 4, *Graduates*.

Student life

- The Student Affairs Office at UNYP provides students with information on accommodation, visa, sports and leisure activities, and other information related to student life in Prague.
- UNYP offers all students free of charge a confidential [counseling](#) service organized by [The City Practice](#), a professional psychological counseling center in Prague. Although it is located in the UNYP building, it is an independent center providing students with individual and group consulting with multilingual advisors in a completely secure, private and confidential environment.

How UNYP supports students with specific needs and how these students are identified

A noteworthy advantage of relocating UNYP to new premises in 2014 is that the building is easily accessible to students and employees with reduced mobility.

UNYP offers reasonable accommodations for students with proven physical, health, emotional and learning disabilities. It adapts to an individual basis and may include:

- Modified assessment procedures (e.g., more time for major tests).
- Assistance with securing a student tutor.
- Using a computer for major projects.
- Substitution of some tasks.
- Other reasonable accommodation.

Accommodations can not change the academic standards of the subject, nor may it represent a unreasonable financial or administrative burden for UNYP.

The academic policies of UNYP require students to "identify as soon as possible and adequately document their disability so that UNYP can provide adequate accommodation for the disability."

How does UNYP support and work with extraordinarily talented students and those interested in the stadium

In addition to scholarships based on the results of the studies described above, UNYP offers Honors Seminars for exceptionally talented students. With a maximum of 12 students with excellent learning outcomes (GPA of at least 3.5 out of a total of 4.0),

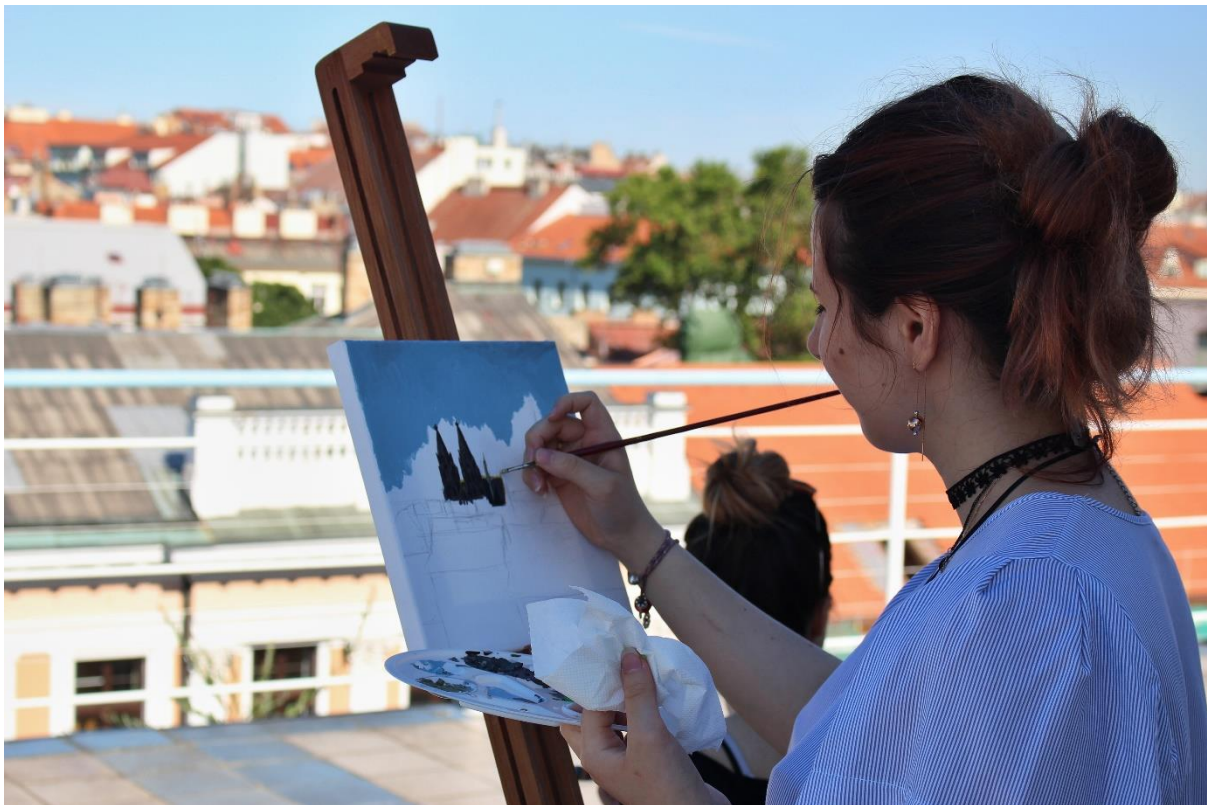
these courses allow for closer cooperation between students and teachers on specialized topics.

How UNYP supports students with socio-economic disadvantage and how these students are identified

UNYP grants state-subsidized scholarships to students in the event of a difficult social situation under Section 91 (3). In 2017 no scholarship of this type has been requested. UNYP grants its Barbara Adams Scholarship to Czech and Slovak citizens on the basis of the admission procedure and proof of financial need. No student applied for this scholarship in 2017.

How UNYP supports parents among its students

Although UNYP does not have any policies in place in this context, study advisors work flexibly with students to forgive the requirement for a minimum number of credits in a given semester and to schedule a semester according to student needs.



UNYP student in the Introduction to Painting class, part of the General Education curriculum of the American Bachelor's programs

4. Graduates

Tab. 4.1: Graduates of accredited study programs

Study program groups	KKOV	Bachelor study, full-time	Follow-up master's study, full-time
social sciences, teaching and services	61,67,71-73	12	
economics	62,65	40	
programs in the field of psychology	77	12	0
TOTAL		64	0
of which, number of women		42	
of which, number of foreigners		38	

How UNYP cooperates and maintains contact with its graduates

UNYP honors its graduates and therefore places special emphasis on keeping them in close contact. The success of graduates is a proof of the quality of programs and degrees obtained at UNYP.

UNYP has an [alumni office](#) that maintains a graduate database and is the main communication channel with them. The office regularly organizes alumni events and informs them about lectures and seminars that take place during the academic year and where graduates can participate free of charge.

UNYP is also glad that some of its graduates return to teach classes at UNYP after finishing postgraduate studies at universities around the world. 24 percent of all credits taught in Bachelor's programs in 2017 were taught by graduates of UNYP's programs.

In addition, UNYP closely co-operates with the [alumni offices of the State University of New York, Empire State College](#). Graduates of programs offered by UNYP and State University of New York, Empire State College, have access to online resources for graduates (<http://alumni.esc.edu>), including library resources and other online resources.

How does UNYP monitor the employment and employability of its graduates and what measures it applies to increase it, whether it carries out its own surveys on the applicability of its graduates, and if the findings are reflected, for example, in the curriculum content

The [Alumni Office](#) at UNYP surveys the study and work plans of new graduates and regularly updates its graduates database. Information from these sources is used by departments to update or revise the content and learning outcomes of study programs.

How UNYP works with the prospective employers of their students

The UNYP [Career Office](#) directly collaborates with several large companies and promotes many opportunities through various communication channels such as intranet and internet forums, posters, emails, social media. The office organizes corporate visits and presentations and invites companies about once a month to present themselves. It also organizes the annual "Career Day", where representatives of major employers on the

Czech market visit UNYP and discuss positions and employment opportunities directly with students and graduates. The UNYP Career Office also organizes workshops and seminars to help students enter the labor market and make choices more effective. Seminars include a professional consultation with students on how to apply for jobs or internships and advise them to write / improve their cover letters and CVs. Through the UNYP e-learning system, both students and graduates have access to up-to-date information on job offers and related professional activities organized by UNYP; more information can be found at <https://www.unyp.cz/alumni/alumni>.

On 3-6 April 2017 UNYP held its annual [Career Week](#). The culmination was the [career fair](#) on 5-6 April. More than 25 Czech and international companies took part, including Amazon, Unilever, ExxonMobile, McKinsey & Company, Socialbakers and others. Company representatives prepared presentations, seminars and seminars for students, including:

- Goodcall: How to stand out online and find your dream job
- Passion Communcations: Why only unicorns can get jobs in marketing and drive a Porsche
- Inex: Explore international volunteering
- TBM Evolution Group: Sales Process: Ten Commands of Top Sales People
- James Cook Languages: Keys skills of a great trainer / teacher
- Grafton Recruitment: Why would not Kanye West pass an interview with top companies?
- Prague Integration Center: Employment in the Czech Republic
- Prague Training Academic: Backstage of career development



Career Week 2017

5. Interest in study

Tab. 5.1: Interest in college studies - Bachelor study				
Study program groups	KKOV	Bachelor's study		
		Number of applications	Number admitted	Number enrolled
social sciences, teaching and services	61,67,71-73	51	37	22
economics	62,65	219	167	92
programs in the field of psychology	77	91	83	56
TOTAL		361	287	170

Tab. 5.1: Interest in studying at college - Follow-up Master's degree				
Study program groups	KKOV	Follow-up master's study		
		Number of applications	Number admitted	Number enrolled
programs in the field of psychology	77	31	31	23
TOTAL		31	31	23

What kind of entrance examinations does UNYP have, whether they are provided by its own resources, whether they are prepared by external contractors, etc.

Students are enrolled on the basis of prior education, English knowledge, and study preparation, regardless of race, skin color or religion. The [admission procedure](#) includes:

- Motivational letter in English
- A certified copy of the Secondary Leaving Certificate or its international equivalent; copy of the Bachelor's degree for the Master's program
- Proficiency in English (TOEFL, IELTS, FCE, etc.)
- Recommendation letter from a teacher or academic advisor
- Interview with one of the academic staff who will test applicants' ability to study at a college and his or her linguistic knowledge and motivation to study a given degree program.

How UNYP cooperates with secondary schools in its area of promotion

The admissions office contacts secondary schools, mostly international schools or those attended by current or former UNYP students. It then visits the high schools to contact the recruitment office and decide whether it wants information about UNYP. This can be a brochure or presentation that includes all necessary information such as admission requirements, tuition fees, scholarships, description of the American education system, post-graduation opportunities, etc. Students can also come to visit UNYP and talk to current students and teachers. In some cases, UNYP even considers certain sponsorship donations.

6. Employees

Tab. 6.1: Total academic and scientific staff and other staff (FTEs)

TOTAL academic staff	Professors	Assistant professors	Expert assistants	Assistants	Lecturers	Other employees	TOTAL employees
15.7	0	3.2	6.6	5.9	0	51.1	66.8
Number of women	0	0.7	1.0	1.5	0	28.2	31.4

Tab. 6.2: Age structure of academic staff (numbers of individuals)

Academic staff												
age	Professors		Assistant Professors		Expert Assistants		Assistants		Lecturers		TOTAL	women
	TOTAL	women	TOTAL	women	TOTAL	women	TOTAL	women	TOTAL	women		
to 29											0	0
30-39			2	1							2	1
40-49					5	1	4				9	1
50-59			1		2	1	2	1			5	2
60-69					2		2	1			4	1
70+			1								1	0
TOTAL	0	0	4	1	9	2	8	2	0	0	21	5

For the purposes of filling in these forms, UNYP teachers are distributed in the following categories, based on the highest achievement:

- Expert Assistants: Instructors with a Ph.D.
- Assistants: Instructors with completed master's degree or equivalent
- Lecturers: instructors with completed bachelor education

Tab. 6.3: Number of academic staff: by FTE and highest achieved qualification (number of individuals)

FTE	Academic staff									
	prof.		doc.		DrSc., CSc., Dr., Ph.D., Th.D.		other		TOTAL	women
	TOTAL	women	TOTAL	women	TOTAL	women	TOTAL	women		
to 0,3							1		1	0
0,31-0,5			1		4	2	2	1	7	3
0,51-0,7			1	1	1		1		3	1
0,71-1			2		4		4	1	10	1
>1									0	0
TOTAL			4	1	9	2	8	2	21	5

Tab. 6.4: Executives (individuals)

	Rector	Academic Board	Department Chairs	Executive employees TOTAL
	1	1	5	7
of which, women	0	0	1	1

Tab. 6.5: Academic and scientific workers with foreign citizenship (FTEs)

Academic staff	
of which: Germany	
Poland	
Austria	
Slovenia	
other EU countries	4.5
other non-EU countries	7
women out of the total (regardless of nationality)	2

Whether UNYP has developed a career charter for its academic staff, whether and how it has adopted incentive tools for rewarding employees, depending on the results achieved

UNYP supports the development and training of its instructors in a variety of ways. *UNYP Policies*, which is available to students and lecturers of UNYP through eLearning, includes policies on:

- Financial rewards for scientific activities (e.g. publications, conferences, presentations)
- Orientation of new instructors
- Annual evaluation by the Department Chair
- Criteria for employment (and re-employment, for adjunct instructors)

UNYP offers twice a year regular training for all staff, including academics.

How UNYP ensures the development of pedagogical skills of academic staff

As described in the [Strategic Objectives document for 2016-2020](#), UNYP focuses on "regular and close cooperation with academic staff, both part-time and full-time, on teaching and evaluation issues." The specific objective in this category was to create "a room for pedagogical training, seminars and forums for all academic staff at least once a year," starting in 2016. A lecturer in the Communication Department was contractually assigned the task of organizing Friday afternoon workshops / seminars with an emphasis on pedagogical development once per semester, on appropriate topics and focusing on a survey among lecturers (e.g. class management, testing types, improving powerpoint presentations, etc.). Topics are suggested by academic staff who have the opportunity to present their thoughts and / or participate in discussion forums. For teachers who cannot attend, a resource file is made available. The following workshop was offered in 2017:

- Autumn, 2017: Getting students to read

In addition, the State University of New York, Empire State College, offers an annual training course for lecturers on how to use [the online library of the State University of New York, Empire State College](#).

The College will state whether a gender equality plan (eg following the ERA Road Map - Priority 4 or the Governmental Strategy for Gender Equality) has been developed in the area of human resources management. If necessary, it will briefly state whether the principles of gender equality are ensured in other ways and how specifically (e.g. in what documents outside the career rules, reconciliation of family and professional life and long-term disability, care for the infirm in the family, whether a nursery, a children's corner or other form of support care for children of their employees or students, etc.).

UNYP has not yet established a gender equality plan following the ERA Road map - Priority 4 or the Governmental Strategy for Gender Equality. UNYP expects to do so in the future.

UNYP emphasizes equality between women and men in the areas of rights, duties and opportunities. UNYP makes it possible to for employees who are parents to return after maternity / parental leave, taking into account the workplace conditions and the nature of the work, allowing them to better reconcile their family and working life. It is also possible to adjust working hours and allow employees to pick up children from school / school.

UNYP creates conditions and supports its employees in further education and skills.

The college will state whether and how it deals with the issue of sexual and gender-based harassment, and whether a harassment procedure is in place in this area (including references to a specific internal regulation, document, or information). It will briefly state whether and how it informs employees and students about the issue.

[UNYP Policies](#) includes specific policies and procedures dealing with sexual and gender-based harassment:

- C6 Discrimination and Sexual Harassment
- C7 Student Rules of Behavior

These policies designate an internal Affirmative Action Officer as the contact person for complaints regarding any form of harassment and discrimination. The Affirmative Action Officer was announced to the UNYP academic community in 2016 in an email.



TEDxUNYP talk, November 2017

7. Internationalization

Tab. 7.2: Mobility of students, academics and other workers by country (regardless of source of funding)

Country	Outgoing students	Incoming students	TOTAL by country
Albania		1	1
Argentina	2	1	3
Philippines		2	2
France	1	13	14
Canada		2	2
Korea	2	2	4
Malaysia	2		2
Netherlands	2	2	4
Peru	1		1
USA	1	49	50
Mexico		2	2
Germany		21	21
Spain	2	1	3
Sweden		1	1
Thailand	4		4
TOTAL	17	97	114

Tab. 7.3: Mobility of graduates

	Bachelor's	Master's	TOTAL
Share of graduates who studied abroad for at least 14 days [%]	9.4 %	0 %	9.4 %
TOTAL	9.4 %	0 %	

What are the ways in which UNYP supports the participation of students in foreign mobility programs, especially with regard to the setting of study plans and the possibility of recognition of awarded credits and completed subjects abroad

In 2017, the student exchange department of the Student Affairs Office helped incoming and outgoing students to find suitable opportunities among UNYP's exchange partner universities and worked with students and advisors so that the selected courses were related to their study program and the credits earned could therefore be used for their study program at UNYP.

In 2017 UNYP was awarded the [Erasmus Charter](#). An Erasmus Coordinator was hired, Erasmus+ grant applications were submitted, and UNYP expects to see its first outgoing and incoming Erasmus+ students in 2018.

Students going on exchanges work with the academic advisors to set their study plan, and credits earned during a mobility stage are recognized by UNYP's standard procedures as described in [UNYP Policies](#).

How UNYP ensures the integration of foreign members of the academic community into their lives

As most of UNYP's students and lecturers are foreigners, UNYP considers their integration into school life to be very important.

Part of the [Student Service Department - Office for International Students](#) - organizes support and integration activities for foreign students. It works with the Student Council on the "Welcome Day" event for all students, focusing on study abroad students. It also helps foreign students:

- find suitable accommodation
- understand their duties on arrival in the Czech Republic, including procedures and requirements for obtaining a visa or residence permit
- recall the date of expiry of the visa and the deadlines for requesting it to be renewed
- arrange the deadline for submitting applications to the Ministry of the Interior of the Czech Republic
- understand the possibilities of health insurance
- understand life in Prague and adapt to it

Department Chairs also provide foreign lecturers an initial briefing and support, and these lecturers can also take advantage of a wide range of support services offered by the International Student Office. Last but not least, UNYP organizes annual social events for all lecturers to promote collegiality.



International Economic Relations student Jakub Slabina studies at UNYP's exchange partner in Bangkok, Thailand

8. Research, development, artistic and other creative activities (within the meaning of § 1 of Act No. 111/1998 Coll., On Higher Education Institutions)

Tab. 8.1: Conferences (jointly) organized by the college (numbers)	
With more than 60 participants	International conferences
0	1

Tab. 8.2: Experts in the application sphere involved in teaching and practice in accredited study programs (numbers)						
	Persons having a labor relationship with the college			Persons not having a labor relationship with the college		
	Participating in teaching	Leading theses	Leading work placements	Participating in teaching	Leading theses	Leading work placements
TOTAL	7	5	0	14	5	0
of which, women	0	0	0	4	0	0

How does creative activity interconnect with educational activity

UNYP rewards its lecturers for their scientific publications and presentations, and supports them in research in their subjects, while engaging students in their research, if possible.

The main ways in which UNYP provides support for research and scientific activities are:

- Financial support for instructor publications and other scientific activities.
- Research and contract publications for full-time instructors
- Organizing conferences
- Offering public lectures

UNYP tries to connect students with a number of public lectures by guest lecturers sponsored by UNYP throughout the year. Although these lectures are public and attract diverse public audiences, lectures are often tied to a specific course that closely overlaps with the lecture. Similarly, conferences organized by UNYP are directly linked to study programs and individual courses offered at UNYP, and student participation can be incorporated as part of the course.

How are bachelor and master students involved in creative work at college

As a major scientific activity, UNYP supports the annual International Student Research Conference ([ISRC](#)). In May 2017, UNYP hosted its fifth international student research conference. Students and lecturers present their original research, usually based on work in subjects within their curriculum, in panel discussions and poster presentations, with the participation of students from universities throughout the Czech Republic and visiting foreign students.

What earmarked funds for research, development and innovation were acquired in total in 2017 and how many of them were spent on grants and projects directly owned by the higher education institution, how many of them the college issued to co-authors and suppliers

UNYP did not receive any external funding for research in 2017. UNYP manages a research budget from its own resources, which is used to support the research activities of the instructors at UNYP. It also includes awards for research activity, funding conferences, and attendance at conferences and academic events.

How does UNYP support students of doctoral study programs and postgraduate postgraduate students (i.e. approximately 5 years after completing their doctoral degree program)

As a higher education institution of a non-university type, UNYP does not offer doctoral study programs.

How does the application sphere participate in the design and implementation of study programs and how this application sphere evaluates study programs

NB: The subject of the application sphere is understood here as a legal entity that is an entrepreneur (whose main activity is not R & D) and a public administration body with the direct exclusion of other research organizations.

The application sphere is involved in the creation of study programs, especially by specialists in the field who teach subjects, deliver lectures, and take part in state examinations. UNYP also cooperates with a number of companies that hire students for internships, either as part of their study requirements or as part of their personal development.

The UNYP [Business Advisory Board](#) includes internal and external consultants. It meets twice a year to assess progress and future developments within the Department of Business. Although the Board regularly examines all aspects of the policies and procedures of the Department, particular emphasis is placed on the full spectrum of quality control of the curriculum of the department for Bachelor's and postgraduate programs and the management of these curricula. In 2017, the council had the following members:

- Tomáš Kubica, Principal, Kohlberg, Kravis, Roberts
- Radek Lolek, Director, HR Division, O2
- Daniel Lynch, Managing Director, 3TS Capital Partners
- Hadi Salavitabar, Executive in Residence at University of Albany, State University of New York
- Colin Shea, Strategy and Business Development Director, Cetin
- Petr Stulc, Vice Chairman of the Board and Director for Products and Markets, ČEZ ESCO
- Blake Wittman, CEO, Good Call

How cooperation with the application sphere takes place in the creation and transfer of innovations and their commercialization

In 2017 no contracts were concluded for research, development and innovation results.

In what ways does UNYP support horizontal (i.e. intersectoral) mobility of students and academics and their education aimed at developing competencies for innovative entrepreneurship

The main way for UNYP to help instill multidisciplinary entrepreneurial skills in students is by using the "general education" component of the four-year study programs (a typical feature of US study programs covering subject requirements across a wide range of disciplines and core skills), and involving student groups in formal out-of-school activities, such as the Model UN and various business competitions.

Overview of publications and other creative activities of UNYP instructors in 2017

The list below includes work instructors may have carried out under the auspices of other institutions.

1. Grants awarded

Hála, M. Grant STYLE 613256: Strategic Transitions for Youth Labour in Europe 2014-2017 (member of research team).

Preiss, M. Analytical rumination hypothesis testing: depression as a functional adaptation (17-09489S).

Wallace, C. Spanish Ministry of Economy and Competitiveness (MINECO) Research project: "British Theatre in the Twenty-First Century: Crisis, Affect, Community." FFI2016-75443-P. Team member.

Webel, C. Fulbright Specialist Award to the University of Otago, New Zealand.

2. Books

Barash, D. & **Webel, C.** *Peace and Conflict Studies, 4th edition* (Los Angeles: SAGE).

Webel, C. & Tomass, M., eds. *Assessing the War on Terror: Western and Middle Eastern Perspectives* (London: Routledge).



3. Chapters in books

Cohn, W. "Led Astray: Legal and Moral Blowback from the Global War on Terror," Chapter 9 in *Assessing the War on Terror: Western and Middle Eastern Perspectives*, Routledge, 2017.

Lepš, J. „Politika Baracka Obamy v oblasti boje s nezaměstnaností“. A book chapter by Jakub Lepš in "Prezidentství Baracka Obamy: naplněné vize?", edited by Magdalena Fiřtová, Jan Hornát & Jana Sehnálková, Univerzita Karlova/Nakladatelství Karolinum, 2017.

- Neusar, A.** (2017). Stín smartphonu, notebooku, internetu a dalších vymožeností, se kterými žijeme [The Shadow Of Smartphones, Laptops, The Internet, And Other Conveniences We Live With.] In E. Maierová, L. Viktorová, J. Suchá, & M. Dolejš (Eds.), PhD existence 2017. Česko-slovenská psychologická konference (nejen) pro doktorandy a o doktorandech. Sborník odborných příspěvků, 241-262. Olomouc: Univerzita Palackého v Olomouci. ISBN 978-80-244-5174-9 (online) /proceedings/
- Preiss, M.** Změny osobnosti po poškození mozku. In: Kulišťák, P., ed. *Klinická neuropsychologie v praxi*. Praha: Karolinum, 2017, s. 239-253. ISBN: 978-80-246-3068-7.
- Preiss, M.** Kognitivní funkce u depresivní poruchy. In: Kulišťák, P., ed. *Klinická neuropsychologie v praxi*. Praha: Karolinum, 2017, s. 534-547. ISBN: 978-80-246-3068-7.
- Sato, A., **Halík, J.**, Hinčica, V. International Business Operations. Prague: Oeconomica Publishing House, 2017. 168 s. ISBN 978-80-245-2205-0. (35%)
- Starr-Glass, D.** (2017). The misappropriation of organizational power and control: Managerial bullying in the workplace. In B. Christiansen & H. C. Chandan (Eds.), *Handbook of research on human factors in contemporary workforce development* (pp. 87–109). Hershey, PA: IGI-Global. <https://doi.org/10.4018/978-1-5225-2568-4.ch004>
- Starr-Glass, D.** (2017). Workforce diversity in small and medium-sized enterprises: Is social identification stronger than the business case argument? In C. F. Machado & J. P. Davim (Eds.), *Managing organizational diversity: Trends and challenges in management and engineering* (pp. 95–117). Berlin, Germany: Springer. https://doi.org/10.1007/978-3-319-54925-5_5
- Starr-Glass, D.** (2017). Can higher education produce global citizens? Architectures of mobility, patterns of self-identification. In L. Leavitt, S. Wisdom, & K. Leavitt (Eds.), *Cultural awareness and competency development in higher education* (pp. 304–324). Hershey, PA: IGI-Global. <https://doi.org/10.4018/978-1-5225-2145-7.ch018>
- Starr-Glass, D.** (2017). Organizational propensities to share: Revisiting talent mobilization and redistribution in multinational corporations. In C. F. Machado (Ed.), *Competencies and (global) talent management* (pp. 49–71). Berlin, Germany: Springer. https://doi.org/10.1007/978-3-319-53400-8_3
- Starr-Glass, D.** (2017). On the leading edge: International programs and mentoring in transnational settings. In K. Jelly & A. Mandell (Eds.), *Principles, practices, and creative tensions in progressive higher education: One institution's struggle to sustain a vision* (pp. 201–214). Rotterdam, the Netherlands: Sense Publishers. https://doi.org/10.1007/978-94-6300-884-6_11
- Starr-Glass, D.** (2017). (Co-authored with Kymn Rutigliano & Angela Benedetto). The heart of strategic leadership and strategic management: Conundrum, ambidextrous agility, and relationships. In V. C. X. Wang (Ed.), *Encyclopedia of strategic leadership and management* (pp. 1118–1127). Hershey, PA: IGI-Global. <https://doi.org/10.4018/978-1-5225-1049-9.ch078>
- Starr-Glass, D.** (2017). Psychological contracts and strategic leadership. In V. C. X. Wang (Ed.), *Encyclopedia of strategic leadership and management* (pp. 1450–

1460). Hershey, PA: IGI-Global. <https://doi.org/10.4018/978-1-5225-1049-9.ch100>

Starr-Glass, D. (2017). Strategic leadership in higher education: Adding value and restoring the value proposition. In V. C. X. Wang (Ed.), *Encyclopedia of strategic leadership and management* (pp. 1535–1545). Hershey, PA: IGI-Global. <https://doi.org/10.4018/978-1-5225-1049-9.ch106>

Starr-Glass, D. (2017). Strategic leadership through the prism of national culture: Differences in understandings. In V. C. X. Wang (Ed.), *Encyclopedia of strategic leadership and management* (pp. 1612–1622). Hershey, PA: IGI-Global. <https://doi.org/10.4018/978-1-5225-1049-9.ch112>

Starr-Glass, D. (2017). The conundrum of strategic leadership: Leading of organizations, in organizations, or through organizations? In V. C. X. Wang (Ed.), *Encyclopedia of strategic leadership and management* (pp. 1758–1768). Hershey, PA: IGI-Global. <https://doi.org/10.4018/978-1-5225-1049-9.ch122>

Starr-Glass, D. (2017). With the likeness and voice of Mentor: A mentoring presence in distance learning. In M. Northcote & K. P. Gosselin (Eds.), *Handbook of research on humanizing the distance learning experience* (pp. 436–460). Hershey, PA: IGI-Global. <https://doi.org/10.4018/978-1-5225-0968-4.ch019>

Starr-Glass, D. (2017). The pedagogic possibilities of student-generated case studies: Moving through the looking glass. In D. Latusek (Ed.), *Case studies as a teaching tool in management education* (pp. 15–35). Hershey, PA: IGI-Global. <https://doi.org/10.4018/978-1-5225-0770-3.ch002>

Starr-Glass, D. (2017). Prior learning assessment: Accelerating or augmenting the college degree? In R. Cintrón, J. C. Samuel, & J. M. Hinson (Eds.), *Accelerated opportunity education models and practices* (pp. 225–257). Hershey, PA: IGI-Global. <https://doi.org/10.4018/978-1-5225-0528-0.ch010>

Webel, C. “The Global War on Terror: How Ethical and Effective?” with J. Arnaldi, in Webel & Tomass, eds., *Assessing the War on Terror: Western and Middle Eastern Perspectives* (London: Routledge).

4. Articles published in academic or professional journals (edited / peer reviewed)

Cahalane, H. & Duff, S. C. (2017). A qualitative analysis of nonoffending partners’ experiences and perceptions following completion of a psychoeducational group intervention. *Journal of Sexual Aggression*, DOI: 10.1080/13552600.2017.1384264

Garlick, J. (2017) ‘An elusive synergy: the quest for cooperation on energy security between China and the European Union’, *Issues & Studies*, Vol. 53, No. 3.

Garlick, J. (2017) ‘If you can’t beat ‘em, join ‘em: shaping India’s response to China’s “Belt and Road” gambit’, *China Report*, Vol. 53, No. 2, pp. 143-157.

Guziur, J. (2017) „Poundoptikum: Obrazy modernistického básníka v současné próze“. In: *Ostrava Journal of English Philology 1*, Ostrava: University of Ostrava, 125–142.

- Halík, J.** Účinná marketingová komunikace s minimálním rozpočtem. *Statutární zástupce firmy* [online]. 2017, roč. VI, č. 5, s. 48–54. ISSN 1805-2118.
- Halík, J.** Vstup firmy na zahraniční trh v oblasti služeb (II.). *Statutární zástupce firmy* [online]. 2017, roč. VI, č. 2, s. 54–60. ISSN 1805-2118.
- Halík, J.** Vstup firmy na zahraniční trh v oblasti obchodu (I.). *Statutární zástupce firmy* [online]. 2017, roč. VI, č. 3, s. 44–47. ISSN 1805-2118.
- Halík, J.** Nové česko-kanadské příležitosti: dohoda CETA. *Statutární zástupce firmy* [online]. 2017, roč. VI, č. 3, s. 48–54. ISSN 1805-2118.
- Halík, J.** Vstup firmy na zahraniční trh v oblasti obchodu (II.). *Statutární zástupce firmy* [online]. 2017, roč. VI, č. 4, s. 51–55. ISSN 1805-2118.
- Halík, J.** Vstup firmy na zahraniční trh v oblasti služeb (I.). *Statutární zástupce firmy* [online]. 2017, roč. VI, č. 1, s. 54–58. ISSN 1805-2118.
- Minarčíková, N., Příhodová, T., Maliňáková, J., Riegel, K., Marková, J., **Preiss, M.** Česká verze Dotazníku přehánění vlastních znalostí - převod metody a pilotní studie. *E-Psychologie*. 2017, 11(2), 34-46. ISSN 1802-8853.
- Příhodová, T., Jirsová, T., **Preiss, M.**, Juríčková, V. Integrita a spiritualita - výsledky empirické studie u běžné populace a kontrastních souborů. *Psychiatrie*. 2017, 21(4), 169-174. ISSN 1211-7579.
- Příhodová, T., **Preiss, M.**, Juríčková, V., Maliňáková, J., Bolceková, E. Integrita v kostce: Od vývoje testu po model. *Sociální procesy a osobnost*. Brněnská přehrada. 18.09.2017 - 20.09.2017.
- Preiss, M.**, Příhodová, T., Raisová, M., Maliňáková, J., Minarčíková, N., Marková, J., Krámský, D. Měření simulace - Test mince v ruce. *Česká a slovenská neurologie a neurochirurgie*. 2017, 80(3), 307-315. ISSN 1802-4041. DOI: 10.14735/amcsnn2017307. IF 0.368.
- Preiss, M.**, Příhodová, T. Můžeme měřit tendenci k podvádění?. *Zdravotnictví a medicína*. 2017, 9/2017(9), 36-37. ISSN 2336-2987.
- Riegel, K., **Preiss, M.**, Kšiňak, A., Michalec, J., Šamánková, D., Harsa, P. Psychometrické vlastnosti české verze osobnostního inventáře pro dsm-5: vnitřní konzistence, validita a rozlišovací schopnost nástroje. *Československá psychologie*. 2017, 61(2), 128-143. ISSN 0009-062X. IF 0.242.
- Schönová, K., **Weissenberger, S.**, **Preiss, M.**, Harsa, P. Cognitive functions in low-grade glioma patients - a systematic review. *Česká a slovenská neurologie a neurochirurgie*. 2017, 80(4), 396-399. ISSN 1210-7859. DOI: 10.14735/amcsnn2017396. IF 0.368.
- Starr-Glass, D.** (2017). Troubling metaphors and international student adjustment: Reflections from a transnational place. *Journal of International Students*, 7(4), 1126–1134. <https://doi.org/10.5281/zenodo.1035979>
- Ševčíková, M., Bartošková, M., Pastrnák, M., Věchetová, G., Harsa, P., **Preiss, M.** Expresivní psaní jako účinná intervence v terapii deprese. *Psychiatrie*. 2017, 21(3), 121-125. ISSN 1211-7579.

Vacl, J.: The Impact of Microbreweries on Travel in the Czech Republic 5th annual international conference Tourism and Hospitality Research (THoR 2017). PROCEEDINGS. Dec 11-12, 2017 Singapore. ISSN: 2251-3426

Wallace, C. '... ultimately alone and walking around in your own private universe' – Metatheatre and Metaphysics in Three Plays by Enda Walsh. In: *Hungarian Journal of English and American Studies* ročník časopisu 23, 2017, číslo časopisu: 1, stránkování: 35-50. ISSN 1218-7364.

Zavřelová, V.: „Je literatura pro děti na výši doby?“ *Rodina a skola*, Nakladatelství Portal, 5/2017.

Zavřelová, V.: „Multikulturní dialog“. *Rodina a skola*, Nakladatelství Portal, 1/2017.

Zavřelová, V.: „Kdopak by se neshod bal?“ Praha: *Rodina a skola*, Nakladatelství Portal, 1/2017.

Zavřelová, V.: „Za katedrou před kamerou.“ *Rodina a skola*, Nakladatelství Portal, 2/2017.

Zavřelová, V.: „Komu se zelení...“ *Rodina a skola*, Nakladatelství Portal, 3/2017.

Zavřelová, V.: „Jak na jazyky o prázdninách.“ *Rodina a skola*, Nakladatelství Portal, 6/2017.

Zavřelová, V.: „Tygr, nebo helikoptera?“ *Rodina a skola*, Nakladatelství Portal, 8/2017.

Zavřelová, V.: „Jak to bylo dál, pohádka?“ *Rodina a skola*, Nakladatelství Portal, 10/2017.

Zavřelová, V.: „Díte v kuchyni, jídelně i kavárně.“ *Rodina a skola*, Nakladatelství Portal, 11/2017.

Zavřelová, V.: „Dětské oslavy snadno a s radostí.“ *Rodina a skola*, Nakladatelství Portal, 12/2017.

5. Other publications

Běhalová, A. (2017). Literacy matters: Three simple steps for reading effectively. The UNYP Chronicle. Available at <https://www.unyp.cz/news/literacy-matters-three-simple-steps-reading-effectively>

Cahalane, H. Interview completed with the British professional magazine *The Psychologist* for their Careers section.

Cohn, W. "Of Men, not Law," Counterpunch.org, August 30, 2017;

Cohn, W. "To Make America Hate Again," Commondreams.org, August 29, 2017;

Cohn, W. "Law's New Low: Shame Sessions," Counterpunch.org, June 16, 2017;;

Cohn, W. "Free Speech in 2017: "Is the town square model of democracy dead?" Counterpunch.org, January 5, 2017

Guziur, J. (2017) „K cestám Miroslava Černého“. In: Miroslav Černý. *Silou psů*. Opava: Perplex, 56–57. (Afterword to a book of poems)

- Neusar, A.** (2017). The Light and Shadow of the Digital Technologies We Live With. UNYP Chronicle, May.
- Starr-Glass, D.** (2017). Mentoring as positive practice and positive scholarship: Turning into the light? *All About Mentoring*, 50, pp. 70–77. Available at <https://www.esc.edu/media/ocgr/publications-presentations/all-about-mentoring/AAM-50-Spring-2017.pdf>
- Vacl, J.:** Rozhovor – Jana Olšovská Nad publikací Senzorická analýza piva, *Kvasný průmysl*, roč. 63, 2017
- Vacl, J.:** Josef Vávra oceněn plaketou F. O. Poupěte, *Kvasný průmysl*, roč. 63, 2017
- Vacl, J.:** Wikipedie a její komunikační potenciál, *Kvasný průmysl*, roč. 63, 2017
- Vacl J.:** Majitel úspěšného pivovaru zůstal naštěstí vynikajícím právníkem/Owner of the successful brewery fortunately stayed an excellent lawyer. *Potravinářská revue* 3, 2017 (90-94). ISSN 1801-9102
- Vacl J.:** Strojař, ale především pivovarník Tomáš Lejsek osmdesátníkem (Tomáš Lejsek - 80. *Kvasny Prum.* 63(3): 152-153, 2017.
- Vacl J.:** Ladislav Černý - vynikající pivovarský legislativec osmdesátníkem/Ladislav Černý - 80. *Kvasny Prum.* 63(3): 150-151, 2017.
- Vacl J.:** Pivovarník Václav Berka pokračuje v rodinné tradici/The Brewer Václav Berka continues the family tradition. *Potravinářská revue* 2, 2017 (67-71). ISSN 1801-9102
- Vacl J.:** Jiří Cuřín, pivovarský vědec a manažer osmdesátníkem/Jiří Cuřín, brewing researcher and manager celebrates 80. *Kvasny Prum.* 63(2): 107-108, 2017.
- Vacl J.:** Jiří Boček - První pivovarník, který má svou ulici/Jiří Boček - the first brewer having his own street. *Potravinářská revue* 1, 2017 (75-79). ISSN 1801-9102
- Wallace, C.** Hřiště, hry a herci: drama v britském Národním divadle In: Rebecca Lenkiewiczová *Noční sezóna Národní divadlo Divadelní sezona 2017-2018*, stránkování: 17-22. ISBN 978-80-7258-640-0.
- Wallace, C.** Review of The Contemporary American Monologue: Performance and Politics by Eddie Paterson. In: *Theatre Research International* 42.2 (2017): 201-202. DOI: <https://doi.org/10.1017/S030788331700048>.
- Wallace, C.** Review of Radical Contemporary Theatre Practices by Women in Ireland ed. Miriam Haughton and Mária Kurdi In: *Litteraria Pragensia* 26.52 (2017): 125-128.
- Webel, C.** "The Climate Change Battle Heats Up," UNYP Chronicle.
- Zavřelová, V.:** „Kolo pratelskeho stesti.“ *Psychologie Dnes*, Nakladatelství Portal, 1/2017.
- Zavřelová, V.:** „Hygge. Dokonale umeni pohody kdykoliv a kdekoliv.“ *Psychologie Dnes*, Nakladatelství Portal, 4/2017.
- Zavřelová, V.:** „Laska a jine podivne zavislosti.“ *Marie Claire*, Nakladatelství Burda, 11/2017.

Zavřelová, V.: „Papir zije, papir forever!“ *Marie Claire*, Nakladatelství Burda, 12/2017.

Zavřelová, V.: „Pismenka pro duši“. *L'amour*, Nakladatelství Periodik, 08/2017.

Zavřelová, V.: „Velka moda male obrazovky“. *L'amour*, Nakladatelství Periodik, 09/2017.

Zavřelová, V.: „Domaci oaza ve vasi rezii“. *L'amour*, Nakladatelství Periodik, 11/2017.

6. Conference presentations

Agopian, V. (2017, November 17). The Relationship between Social Phobia and Music Performance Anxiety among Choir Singers. Paper presented at the Fifth Conference for Music Theory and Practice of the European Association for Music in Schools, Prague, Czech Republic.

Cohn, W. Participant, "Media in the Post-Truth World Conference: The New Marketplace of (Dis)Information," organized by the Open Society Fund, The European Commission and NYU Prague, November 2-4, 2017 at NYU Prague Conference Center.

Garlick, J. Keynote speaker, 'EU-China relations: prospects and problems', Workshop on EU-China Relations, National University of Public Service, Budapest, November 17, 2017.

Garlick, J. Participant in panel discussion 'EU-China relations in 2017', Symposium In search for EU-China synergies: 16+1 and Belt & Road Initiative, Jagellonian University, Krakow, September 2, 2017.

Garlick, J. 'Searching for synergy: the quest for cooperation on energy security in China and the European Union', Lodz East Asia Meeting, June 1-2, 2017.

Juríčková, V., **Preiss, M.**, Příhodová, T., Maliňáková, J. Integrity and related constructs - study of blue-collar professions. 15th European Congress of Psychology. Amsterdam. 11.07.2017 - 14.07.2017.

Mejzlíková, T., Příhodová, K., Marková, J., **Preiss, M.**, Harsa, P. Je třeba rudého šátku pro každého býka? Aneb měření impulzivity behaviorálními metodami. 18. Studentská vědecká konference. Praha. 23.05.2017 - 23.05.2017.

Mejzlíková, T., Příhodová, K., Marková, J., **Vevera, J.**, Harsa, P., **Preiss, M.** Je potřeba rudého šátku pro každého býka? Aneb měření impulzivity behaviorálními metodami. Praha, 23.05.2017 - 23.05.2017. 18. Studentská vědecká konference 1. Lékařské fakulty Univerzity Karlovy pod záštitou děkana 1. LF UK prof. MUDr. Aleksiho Šeda, DrSc.. 2017, 44.

Neusar, A. (2017). Nature healing in counseling practice. Ösvény Konferencia #3 2017, Ösvény Experiential Learning Conference. 23 - 25. 6. 2017, Dobogókőn, Hungary. /workshop/

Neusar, A. (2017). Proč to s těmi mobily, tablety, počítači a dalšími vymoženostmi často neumíme? A co na to říká příroda? PhD existence 7, „Psychologie v době internetu“, Česko-slovenská psychologická konference (nejen) pro doktorandy a o doktorandech 30.-31. 1. 2017 Olomouc.

- Neusar, A.** (2017). Změna [Change]. 6. a 7. 2., XVI. ročník česko-slovenské konference, Kvalitativní přístup a metody ve vědách o člověku, Hermeneutická spirála, (re)interpretace a hledání významu, České Budějovice /presentation/
- Preiss, M.,** Příhodová, T., Marková, J., Maliňáková, J. Integrity and related constructs - study of psychiatric patients. Amsterdam, 11.07.2017 - 14.07.2017. 15th European Congress of Psychology Abstract Book. 2017, 61.
- Preiss, M.** Zralá osobnost a duševní zdraví. Duševní zdraví: výzkum a péče – interaktivně, holisticky, online. Praha. 01.12.2017 - 01.12.2017.
- Preiss, M.,** Mejlíková, T., Marková, J., Maliňáková, J. Integrity and related constructs - overview of the constructs. 11.07.2017 - 14.07.2017. 15th European Congress of Psychology Abstract Book. 2017, 61.
- Preiss, M.,** Balková, B. Jsme schopni na otázky odpovídat konzistentně?. Praha. AV ČR. 13.11.2017 - 13.11.2017.
- Preiss, M.,** Příhodová, T., Maliňáková, J., Juríčková, V. Integrity and related constructs - study of psychiatric patients. 15th European Congress of Psychology. Amsterdam. 11.07.2017 - 14.07.2017.
- Příhodová, T., **Preiss, M.,** Juríčková, V., Maliňáková, J. Integrity and related constructs - overview of the constructs. 15th European Congress of Psychology. Amsterdam. 11.07.2017 - 14.07.2017.
- Příhodová, T., **Preiss, M.,** Marková, J., Maliňáková, J. Integrity and related constructs - study of blue-collar professions. Amsterdam, 11.07.2017 - 14.07.2017. 15th European Congress of Psychology Abstract Book. 2017, 62.
- Ševčíková, M., Bartošková, M., Věchetová, G., Korčák, J., **Preiss, M.,** Harsa, P. Vliv depresivní ruminace na afektivní stav, kognitivní výkon a elektrofyziologické koreláty u pacientů s depresivní poruchou. Praha, 23.05.2017 - 23.05.2017. 18. studentská vědecká konference1. Lékařské fakulty Univerzity Karlovy pod záštitou děkana 1. LF UK prof. MUDr. Aleksiho Šeda, DrSc.. 2017, 126.
- Vacl, J.:** Wikipedie a její komunikační potenciál, 27. Pivovarsko-sladařské dny, 26.-27. 10. 2017, Olomouc. www.pivovarskosladařskédny.cz
- Vacl, J.:** The Impact of Microbreweries on Travel in the Czech Republic 5th annual international conference Tourism and Hospitality Research (THoR 2017). Dec 11-12, 2017 Singapore.
- Vila Falcon, R.** (2017, October 6) Motivational activities to attend to the diversity of learning styles. VI. International Conference on Promoting Multilingualism at Schools Professional Development for Teachers of Foreign Language – International Cooperation and best practices in EU countries. Ministerstvo školství, mládeže a tělovýchovy České republiky a Národní institut pro další vzdělávání, Prague, Czech Republic.
- Vila Falcon, R.** (2017, December 1) Grammar & Diversity. XII Congress of teachers of Spanish as a foreign language. Instituto Cervantes Prague and Spanish Embassy. Prague, Czech Republic.
- Vila Falcon, R.** (2017, February 10). Learning Styles and Affect in Language Learning. II Training Course for Teachers of Spanish as a Second Language. Instituto Cervantes Prague, Czech Republic.

Vila Falcon, R. (2017, October 13). Oral & Writing Skills. III Training Course for Teachers of Spanish as a Second Language. Instituto Cervantes Prague, Czech Republic.

Wallace, C. 3rd Biennial Performance Philosophy conference: "How does performance philosophy act? Ethos, ethics, ethnography", 22-27 June 2017, The Academy of Sciences and the Academy of Performing Arts, Prague, Czech Republic. Paper: "a safe and special place": Activating Audiences in an Age of Truthiness?"

Wallace, C. CDE (German Society for Contemporary Theatre and Drama in English), 29 June-2 July 2017, University of Reading, UK. Co-Chair of PhD forum. Chair of plenary session with Prof. Dan Rebellato (Royal Holloway).

Wallace, C. Irish Time? Temporalities in Irish Literature and Culture, 12-13 October 2017, Trinity College Dublin. Paper: "Living in the now"? Psychosis, commemoration and presence in David Ireland's Cyprus Avenue (2016)."

Webel, C. "Existential Risks and How to Address Them," International Day of Peace Symposium, Chapman University, Sept. 21, 2017.

Webel, C. "Has Trump Made America Great Again" Anglo-American University, Nov. 2017.

7. Published translations

Zavřelová, V.: *Tools for Small Living*. Grada: 3/2018.

Zavřelová, V.: Menzies-Pike, Catriona. *Dlouhý běh*. Praha: Mladá fronta, 5/2018.

8. Exhibitions / performances

Agopian, V. (Organist). (2017, May 22). Lumières - Musique autrichienne du XVIIIe siècle. Live performance in Eglise Saint-Joseph des Pères Jésuites - Monnot, Beirut, Lebanon.

Agopian, V. (Pianist). (2017, June 25). World Music Concert. Live performance at the Czech Museum of Music, Prague, Czech Republic.

Agopian, V. (Pianist). (2017, December 8). Songbook. Live performance at the Safadi Cultural Center, Tripoli, Lebanon.

9. Membership in boards in 2017 (academic, professional, or editorial)

Guziur, J.

- Moravian Journal of Literature and Film (editorial board)

Hála, M.

- Actuarial committee of Association of Pension Companies.

Halík, J.

- Člen redakční rady časopisu pro jednatele, členy představenstev a dozorčích rad - *Statutární zástupce firmy*.

- Člen redakční rady časopisu pro plánování, kontrolu a řízení firemního obchodu - *Sales Manager*.

Starr-Glass, D.

- PLAIO (Prior Learning Assessment Inside Out)–Editorial Board (2016–present).
- Journal of International Education in Business–Editorial Review Board (2016–2019), Reviewer (2013–present).
- Journal of International Students–Peer-Review Board (2014–2017; 2018–2021).
- Managing Global Transitions: International Research Journal–Editorial Board (2012–present).

Vacl, J.

- Kvasný průmysl (www.kvasnyprumysl.cz) Editorial Board Member.

Wallace, C.

- Vice President of the German Society for Contemporary Theatre and Drama in English (CDE).
- Advisory Board, International Journal of Scottish Theatre and Screen. Queen Margaret University Edinburgh. E-ISSN: 2046-5602.
- Editorial Board, Journal of Contemporary Drama in English. De Gruyter. ISSN 2195-0156.
- Editorial Board, Litteraria Pragensia (Journal) (refereed) Charles University, Prague. ISSN 0862-8424.



Pilot projects at The Child Learning & Development Lab in UNYP's Center for Advanced Behavioral Research begin in 2017.

9. Quality assurance and evaluation of the implemented activities

Significant events and facts regarding quality assurance and evaluation of realized activities that took place in 2017

UNYP established an Internal Evaluation Board in 2017 (see 1. *Basic Data on the college*). The board had its first meeting in 2017 to decide on the standards to be used in carrying out institutional self-evaluation and to establish [additional quality assurance and quality assessment rules and procedures](#) that would complement those already contained in the statute and [UNYP Policies](#). The board began work on the 5-year institutional self-evaluation covering the period 2013 to 2017, which is expected to be completed and published in 2018.



UNYP student Jakub-Josef Malhocký at the Young European Leadership flagship event, the Young European Council in Brussels

10. National and international excellence of college

The College will evaluate its position and significant achievements in 2017 in the following areas:

(a) international and significant national research, development and creative activities, the integration of research infrastructure into international networks and the involvement of higher education institutions in professional or artistic networks

UNYP supports research and other creative activities in this area, in particular by awarding financial contributions to the work of both full-time and part-time teachers. In the meantime, coordinated research and other creative activities have not been launched by the institution, but their launch is nevertheless foreseen in the coming years.

b) national and international awards of a college,

Given that UNYP is a relatively small school mainly focused on teaching students in bachelor's programs, it is not part of the main international ratings. However, students take part in domestic and international competitions, often with remarkable success. In 2017 UNYP students achieved the following success:

KPMG International Case Competition

Patrik Parev, a Bachelor's of Business Administration student at VŠ UNYP, teamed up with three other students from different schools to participate in the 2017 KPMG International Case Competition, and advanced to the national round in Prague.

(c) the international assessment of a higher education institution or its component, including foreign accreditation

As an internationally oriented school teaching entirely in English, UNYP considers international accreditation to be very important for its continued success. UNYP is currently the holder of these international accreditations and recognitions:



Association of Chartered Certified Accountants (UK)

In 2015, the Association of Chartered Certified Accountants ([ACCA](#)) reviewed and reaffirmed bachelor programs in Business Administration to enable UNYP graduates to obtain exemption from management, accounting and financial accounting at F1, F2 and F3 levels in ACCA programs. ACCA is a global organization of professional accountants; the original accreditation and exemption were awarded to UNYP in 2005.



British Accreditation Commission (UK)

The external evaluation and re-accreditation of UNYP by the British Accreditation Commission ([BAC](#)) last took place in 2016. Further on-going monitoring will take place in 2018 and the next full evaluation is scheduled for 2020.



International Assembly for Collegiate Business Education (US)

The external evaluation of UNYP's Business Administration programs by the US-based [IACBE](#) led to accreditation of the 3-year Bachelor's and MBA program in 2012, valid until 2020.



Patrik Pavek, a Business Administration student at VŠ UNYP, was part of a team that advanced to the national round of the 2017 KPMG International Case Competition.

11. Third role of the college

The college will evaluate its impact on the transfer of knowledge into practice (e.g. knowledge and technology transfer centers, incubators, spin-off).

Currently, UNYP does not formally participate in these activities.

The college will characterize its presence in the region (not only in the region of its headquarters, but also in others). It will show its cooperation with regional governments and important institutions in the region (e.g. the preparation of strategies and plans for regional development, addressing environmental and social problems).

In 2017 UNYP's engagement in the region consisted of a series of free open seminars led by UNYP teachers on topics such as choosing the right school and study field, positive thinking and stress management during studies and exams, and several other series of lectures, seminars, and workshops open to the public, including:

Free public seminars on time management, stress management and the power of positive thinking led by UNYP instructors

- [17 January \(Olomouc\)](#)
- [18. January \(Ostrava\)](#)
- [15. February \(Karlovy Vary\)](#)
- [7 March \(Brno\)](#)

PULSE lecture series

- 5 October. [The Trump Administration and International Law](#). Max Hilaire, Ph.D., Professor and Chair of the Department of Political Science at Morgan State University, US.

Other workshops, seminars, conferences and information sessions

- 17 March: [Effects in Impulsivity: Why the Outcome Type Matters](#). Discussion by Steven R. Lawyer, Ph.D (Professor, Clinical Psychology & Director of Clinical Training, Idaho State University) & Erin B. Rasmussen, Ph.D. (Professor, Experimental Psychology, Idaho State University).
- 12 May: Fifth [International Student Research Conference](#).
- 20 June: [Technological Entrepreneurship - Key to World Prosperity and Peace](#). Dan Shechtman, Philip Tobias Professor of Materials Science at the Technion – Israel Institute of Technology.
- 21 June: [DataFlow SuperComputing for BigData](#). Lecture by Prof. Veljko Milutinovic, member of Academia Europaea.
- 11 September: [Symposium: Crime, Conflict and Violence in a Global Society](#). Hosted by VŠ UNYP, [Tarleton State University](#) (US), and [Institut pro kriminologii a sociální prevenci](#), Czech Republic (IKSP) [Institute of Criminology and Social Prevention]. The symposium was an opportunity for scholars to come together to reflect on the role that the different forms of violence have in our societies. Four different discussion panels studied the impact of crime in our societies and how governments should continue to prioritize violence-related issues.
- 20 October: [2017 IACBE European Region Assembly Conference](#). International Accreditation Council for Business Education (US).
- 25 October: [Lessons from Hip-Hop](#). Panel discussion with Osyris Antham (USA), Gee Bag (UK), Basics (Quebec, Canada), Low G (Belgium) and Res Turner (France).
- 12 December: [In Living Color: Hollywood's Relationship with Race](#). Lecture by F.W. Gooding, Ph.D., Assistant Professor, Northern Arizona University (US).

TEDxUNYP (11 November 2017, co-organized by the UNYP Student Council)

- Bethany Butzer: Stop trying so hard. Achieve more by doing less.
- Maria Salomonová: The love/hate relationship I have with my brain.
- Petar Buha: Why is education still isolated from the real world.
- Pepper de Callier: Pursuing your career dreams means much more than you think.
- Kamila Boudová: Fashion that cools the planet.
- Yuval Ben-Itzhak: Artificial intelligence will unleash the potential in each of us.
- Edel Sanders: Which generates more happiness, music or comedy?
- Christopher Hora: The craft of flavor profiles through personification.
- Daniela Slezáková: Millennials and seniors: two sides of the same spectrum.
- Pietro Boselli: Intrinsic motivation in sport and in life.
- Tom Scally: Augmented and virtual reality are changing business learning. Are we ready?
- Andreas Antonopoulos: Money vs. talent – powering and unleashing innovation in entrepreneurship.
- Alena Huberová: Your body as an expression of who you are.
- Aron Anderson: Doing the impossible!

Model UN

Arina Rossikhin, who studies International Economic Relations at UNYP and is a member of the UNYP Model United Nations, organized UNYP's [first UN Model Model Conference for Secondary School Students](#), held on 1 April 2017. Among the participating schools were the Prague British School, the International School of Prague, the Deutsche Schule Prag and Pražské Humanitní Gymnázium.

Other hosted events open to the public

- 7 March. [SEMINAR: General Data Protection Regulation](#). UEPA advokáti s.r.o. and the Canadian Chamber of Commerce in the Czech Republic.
- 8 March: [The Policy Dialogues: Panel discussion with Mr. Hynek Kmoníček](#), foreign policy advisor to President Miloš Zeman and future ambassador of the Czech Republic to the US. Organized by The Prague Society for International Cooperation.
- 27 April: [The Policy Dialogues: Panel discussion with Mark Martin](#), the director of Amnesty International in the Czech Republic. Organized by The Prague Society for International Cooperation.

The college characterizes its supra-regional influence and importance (if any).

Currently, UNYP does not formally participate in these activities.



Model UN Conference for high school students hosted by UNYP in 2017

Appendix: programs with University of Bolton (UK)

Tab. 2.1: Accredited study programs (numbers)

Field of Education CZ-ISCED-F 2013 (broad-based disciplines)	Bachelor study, full-time	Master's study, full-time
04 Business, Administration and Law		2
TOTAL		2

Tab. 3.1: Students in accredited study programs (number of studies)

Field of Education CZ-ISCED-F 2013 (broad-based disciplines)	Bachelor study, full-time	Master's study, full-time
04 Business, Administration and Law		20
TOTAL		20
of which, women		
of which, foreigners		

Tab. 3.3: Study unsuccessful 1st year of study (in%)

Bachelor study, full-time	Master's study, full-time	TOTAL
	0 %	0 %

Tab. 4.1: Graduates of accredited study programs (numbers of completed studies)

Field of Education CZ-ISCED-F 2013 (broad-based disciplines)	Bachelor study, full-time	Master's study, full-time
04 Business, Administration and Law		20
TOTAL		20
of which, women		
of which, foreigners		

Tab. 5.1: Interest in studying at college - Follow-up Master's degree

Field of Education CZ-ISCED-F 2013 (broad-based disciplines)	Master's study		
	Applied	Admitted	Enrolled
04 Business, Administration and Law	20	14	14
TOTAL	31	31	23

Tab. 6.1: Total academic and scientific staff and other staff (FTEs)

TOTAL academic staff	Professors	Asst. Prof.	Expert asst.	Assistants	Lecturers	Other employees	TOTAL employees
10.0	0	0.0	3.0	7.0	0	1.0	11.0
of which, women	0	0.0	0.0	2.0	0	1.0	3.0

Tab. 6.2: Age structure of academic staff (numbers of individuals)

Academic staff												
age	Professors		Asst. prof.		Expert asst.		Assistants		Lecturers		TOTAL	women
	TOTAL	women	TOTAL	women	TOTAL	women	TOTAL	women	TOTAL	women		
to 29											0	0
30-39											0	0
40-49					2	0	5	2			7	2
50-59					1	0	2				3	0
60-69											0	0
70+											0	0
TOTAL	0	0	0	0	3	0	7	2	0	0	10	0

For the purposes of filling in these forms, the UNYP University Teacher distributed the following categories, based on the highest achievement:

- Expert assistants: Instructors with a Ph.D.
- Assistants: Instructors with completed master's degree or equivalent
- Lecturers: instructors with completed bachelor education

Tab. 6.5: Academic and scientific workers with foreign citizenship (FTEs)

Academic staff	
of which: Germany	
Poland	
Austria	
Slovenia	
other EU countries	6
other non-EU countries	4
women out of the total (regardless of nationality)	2

Appendix: programs with University of Greenwich (UK)

Tab. 2.1: Accredited study programs (numbers)

Field of Education CZ-ISCED-F 2013 (broad-based disciplines)	Bachelor study, full-time	Master's study, full-time
01 Education and training		1
TOTAL		1

Tab. 3.1: Students in accredited study programs (number of studies)

Field of Education CZ-ISCED-F 2013 (broad-based disciplines)	Bachelor study, full-time	Master's study, full-time
01 Education and training		7
TOTAL		7
of which, women		7
of which, foreigners		7

Tab. 3.3: Study unsuccessful 1st year of study (in%)

Bachelor study, full-time	Master's study, full-time	TOTAL
	0 %	0 %

Tab. 4.1: Graduates of accredited study programs (numbers of completed studies)

Field of Education CZ-ISCED-F 2013 (broad-based disciplines)	Bachelor study, full-time	Master's study, full-time
01 Education and training		0
TOTAL		0
of which, women		0
of which, foreigners		0

Tab. 5.1: Interest in studying at college - Follow-up Master's degree

Field of Education CZ-ISCED-F 2013 (broad-based disciplines)	Master's study		
	Applied	Admitted	Enrolled
01 Education and training	12	9	7
TOTAL	12	9	7

Tab. 6.1: Total academic and scientific staff and other staff (FTEs)

TOTAL academic staff	Professors	Asst. prof.	Expert asst.	Assistants	Lecturers	Other employees	TOTAL employees
2.0	0	0.0	2.0	0.0	0	2.0	4.0
women	0	0.0	2.0	0.0	0	1.0	3.0

Tab. 6.2: Age structure of academic staff (numbers of individuals)

Academic staff												
age	Professors		Asst. prof.		Expert asst.		Assistants		Lecturers		TOTAL	women
	TOTAL	women	TOTAL	women	TOTAL	women	TOTAL	women	TOTAL	women		
to 29											0	0
30-39					2	2					2	2
40-49											0	0
50-59											0	0
60-69											0	0
70+											0	0
TOTAL	0	0	0	0	2	2	0	0	0	0	2	2

For the purposes of filling in these forms, the UNYP University Teacher distributed the following categories, based on the highest achievement:

- Expert assistants: Instructors with a Ph.D.
- Assistants: Instructors with completed master's degree or equivalent
- Lecturers: instructors with completed bachelor education

Tab. 6.5: Academic and scientific workers with foreign citizenship (FTEs)

Academic staff	
of which: Germany	
Poland	
Austria	
Slovenia	
other EU countries	
other non-EU countries	2
women out of the total (regardless of nationality)	2

Tab. 8.2: Experts in the application sphere involved in teaching and practice in accredited study programs (numbers)

	Persons having a labor relationship with a university			Persons not having a working relationship with a university		
	Participating in teaching	Leading theses	Leading work placements	Participating in teaching	Leading theses	Leading work placements
TOTAL	4	2	0	0	0	0
of which, women	3	2	0	0	0	0