1. **What are the main issues and challenges of FCE? Name three that you consider the most important and the solutions you propose.**

M. Přibyl:

a) The main task of the faculty is the education of students. The influx of more talented students, preferably to all faculty departments, would greatly help the prosperity of the faculty. To do that, however, it is not enough to promote new study programmes, but in particular to have a consistent personnel policy at the faculty and the departments. From my experience, I know that students prefer charismatic supervisors who conduct attractive research. Someone, who is able to acquire funding and understand the students from the human perspective. We should try to attract such staff to the faculty and support their activities.

b) With that, it comes another important issue, the sustainable financing of individual departments of the faculty. I very much appreciate the method of distribution of financial resources, which was originally introduced by doc. Kadlec and was further improved. In the past few years, the method has put more emphasis on activities such as the number of supervised master or doctoral students, the amount of grant funding, RIV points, etc. Some departments are not able to cover their own funding under these new conditions and have to rely on solidarity support from other departments. Possible solution of this problem is described in my answer to question 4.

c) Another, less visible, but very serious problem not only of our faculty is the approach to ensuring the work safety (WS) of students and employees. The heads of departments responsible for WS are basically amateurs regarding WS. I would like UCT Prague to hire an expert on WS who would inform the heads of the department which members of the staff and students need to undergo safety training and when. This WS expert would also regularly circumvent all workplaces, identify WS deficiencies, suggest improvements to WS, control the realisation of corrections to these deficiencies and so on.

P. Matějka:

Today FCE is generally strong in research, teaching and, last but not least, in the employment of graduates. Yet I see a number of tasks that need to be addressed and let me emphasize three of them.

a) **Personnel and open communication** policy at the faculty necessary to ensure the development of education and research in the mid–range term. My goal is the teambuilding at the faculty – take advantage of effective cooperation within the faculty to strengthen its reputation in education and to obtain top–level scientific and research results that will bring in lucrative projects. Work together, discuss, solve problems together for the benefit of the faculty. Let us be critical of our educational and research work and its results in mutual respect, kindness and ability to make fun of oneself. I plan a joint "brainstorming" meeting of the faculty management (Dean, Vice-Deans, Heads of departments), the Academic Senate, the heads of key research groups and initiative students. Together we will perform the SWOT analysis and realistic plans for further development. For personal development, we will take advantage of the upcoming Dagmar Procházková Fund. We will support, also from the faculty resources, new positions for incoming post-docs with a careful selection of candidates, and also for people “returning” from international internships, as well as other positions to attract high-quality candidates from other universities as well as from the
b) Introduction of newly accredited study programmes (at all study levels), and especially English education - for Czech students, for self-financed students, for double-degree programmes (we are strongly behind the other faculties) or students participating in mobility programmes such as Erasmus+. Let’s teach students in English together (regardless of whether they are self-financing, DD students, students in short-term exchanges, or Czech students interested in enrolling the course in English). The Faculty's Scientific Board approved in May 2018 two new programmes in English, which we hope to defend after obtaining institutional accreditation, and we will use their study plans to negotiate with international partners.

Investments in infrastructure - premises, laboratories, devices (the outage from the plans of OP VVV - "Excellent research" is and will be significant). Without adequate space and material equipment, good science or education cannot be practiced. Let’s be on watch for new calls for investment grants and inform each other about them. I see the dean’s office as an "information centre" where information will be collected and provided at the same time. I will appoint the Vice-Dean for External Relations and Development to coordinate these activities. He, together with the Dean, will actively enter in discussions regarding the "General of UCT Prague".

2. Can you briefly evaluate the current status of the faculty departments and present your vision of where each of the departments should get in the next 4 years?

M. Přibyl:

Department of Analytical Chemistry. Scientifically and pedagogically very active department. In the following period, the personnel situation should be improved to maintain the current high standard of teaching. The department should actively encourage its graduates to go for post-graduate stays and financially and professionally support them for several years after they come back.

Department of Physical Chemistry. The department has excellent scientific results and is active in pedagogical activities. In the next four years, the department should focus on acquiring more students for specialization. The newly approved study programmes should support this effort.

Department of Chemical Engineering. Currently, the department has the highest performance within the faculty. In the next four years, it has to resolve partial generational exchange. New staff should come up with new ideas and efforts to build up their own research groups.

Department of Mathematics. The department provides teaching of mathematical courses for the whole UCT. The importance of the department will grow further with the newly approved programmes. The department will have to deal with generational change, which will be difficult due to missing associated professors and full professors. For younger persons, however, this might be a motivation for future career growth. I would encourage colleagues at the department to participate as student supervisors in all the study programmes provided by the faculty and actively attempt to obtain grants from different providers. For the department it is necessary to carry out its own research or research in
collaboration with the other faculty departments that will lead to impacted papers, ideally in frequency of 2 articles / person / year.

**Department of Physics and Measurement.** There are several employees at the institute, who have achieved excellent scientific results and received grant supports. The department should focus on active acquiring of students for the specialization, which would allow further for growth. The department will also have to deal with a change at the position of the head. This requires all of the staff to respect a new leader and strive to maintain a good working atmosphere.

**Department of Computing and Control Engineering.** The department is in a rather challenging financial situation, which results from the lesser interest of the students in the specialization, but also from the lower involvement of the department in teaching high attendance courses. Current efforts of the head of the department to be actively involved in teaching courses in the new study programmes should help to the department. In the next period, at least one other assistant professor should defend a habilitation work. The department should seek to gain new staff who will be able to develop independent research, publish scientific papers and get students engaged. Considerations should also be given to closer cooperation with the department of mathematics in the teaching of mathematical courses.

P. Matějka:

I would be very interested in hearing answers to this question from the individual heads of departments and I hope that they will critically comment on my brief answers and will contribute to the better future of the faculty. A common vision - education and research will be harmoniously cultivated at all departments with the participation of students of all levels, post-docs (we need to create a new system for this), assistant professors, associate professors and professors in adequately equipped environment and with interaction with foreign partners.

**Department of Analytical Chemistry**

- Positive - a large number of students at all levels of study, achievements in research and development projects, a broad range of research topics

- To solve - Personnel reinforcement of the department - Hiring new staff including the support of new research topics, career growth of employees - Plan of appointment and habilitation procedures, supporting employees and PhD students to go on foreign internships, acquiring new equipment for teaching and research

**Department of Physical Chemistry**

- Positive - stabilized personnel situation, success in research and development projects

- To solve - increase the number of their "own" students using the new curriculum schema, acquire international projects for scientifically strong groups, develop international cooperation in research and education (based on existing contacts), development of instrumentation for teaching and research

**Department of Chemical Engineering**
Positive - large numbers of students at all levels of study, achievements in research and development projects, wide range of topics of research groups, stabilized personnel situation - strong research groups

To solve - development of international cooperation, especially in education (based on existing contacts), development of instrumentation for teaching and research, more physical room for the department

**Department of Mathematics**

Positive - young professional assistants, experienced mathematicians

To solve – Ensure teaching capacities for the new "common fundamental courses" (extended range of teaching and equipment in lecture halls), career growth of staff, research activities, participation in interdisciplinary projects, motivation to do "networking" in research and education - within the faculty but also internationally

**Institute of Physics and Measurement**

Positive - young prospective assistants, experience gained with projects, involvement in interdepartmental cooperation in the creation of new study programmes

To solve - career growth of staff, sending staff and doctoral students on internships, strengthening of "networking", development of instrumentation for teaching and research

**Department of Computing and Control Engineering**

Positive - young and prospective management of the department, involvement in interdepartmental cooperation in the creation of new study programmes

To solve - career growth of staff, sending staff and doctoral students on internships, starting own projects and involvement in wider research projects, strengthening of "networking", development of instrumentation for teaching and research

3. How do you perceive the situation of the small FCE departments? Do you have any particular strategy to ensure their long-term staff and financial stability?

M. Přibyl:

The role of all of the so-called small departments at the faculty is determined by their focus. A small department does not mean a bad department. The small departments have the same influence on the decision making within the faculty as the large departments. But decision-making also carries great responsibility for the future of the faculty.

The problem of some of the small departments lies in a long-term neglected personnel policy in which personal interests had priority over the interests and future of the department. A typical example is the denial of habilitation for young academics until a "more deserving" senior colleague became an associate professor. The Department of Economics and Management is an unfortunate example of, where such situation can lead. As the dean, I would financially support the recruitment of new outstanding persons in small departments (see point 4) to time limited junior contracts. The contribution of these assistant professors to the department development will be later assessed and the contract will either be prolonged or not. Not only in small departments, it is necessary to abolish the practice that a
person who has been admitted to an academic position will occupy this position until retirement.

P. Matějka:
It is necessary to create conditions for long-term personnel and financial stability of the whole faculty, i.e. all departments, regardless of their size. It is manageable only together, not by dividing to "large" and "small". We need to use the faculty study programmes for a more even distribution of Bachelor's, Master's and, above all, doctoral students at the faculty. But the research activities of all the academic staff is necessary. We need to connect employees and students of various departments to research teams that will compete with national and international competition in grant applications and that will produce internationally highly competitive results and will contribute to the prestige of the whole faculty in general. Let’s create strong research teams that will prove in comparison with the outside competition. Let’s cooperate by exploiting the potential of all faculty staff and faculty students. Let’s not be afraid to make "ad hoc" teams in order to succeed in specific project challenges.

High-performance people should be appropriately rewarded regardless of the department on which they are employed at. (I plan to do an indicative calculation of the influence of a formal "resettlement" of individual persons or research groups across different departments and its impact on the assumed personal income of those individuals and on the provision of operating funds). I repeat, the creative performance must be rewarded similarly regardless of the department on which the person works at.

4. Do you agree with the current system of funds allocation between the individual faculties and departments? Do you plan to push for any changes in the UCT-FCE and FCE-departments agreements?

M. Přibyl:

Fund distribution must clearly take into account the performance of faculties and departments. It is also important the distribution rules not to change every year. Then, the heads of the department and deans obtain clear information what activities to support on in order to improve the department or faculty performance. I would like to focus mainly on maintaining the stability of the distribution rules. If any changes occur, it is up to the dean to ensure that the change is positive for the faculty financing.

Three types of funds are distributed at the faculty: investment, operational and personal. The current system of distribution of investment and operational resources can be maintained or only minimally modified. Greater changes will be necessary in the distribution of personal resources. I propose to withdraw the so-called solidarity coefficient at the faculty introduced by the former dean Labík. The solidarity coefficient works in such a way that departments with high efficiency of pedagogical and scientific activities send aimlessly personal money to departments with lower productivities. The idea by prof. Labík was that the coefficient would be gradually reduced as the performance of the weaker departments will improve. However, the reality has been exactly the opposite in the last four years: the coefficient has risen, and then it was necessary to cut more and more from the faculty budget in order to cover wages of the weaker departments. The solidarity coefficient is unfair also because the settings of personal evaluation vary from one department to another.
It is obvious that a certain degree of solidarity between the departments of our faculty will be necessary for many years or maybe even permanently. However, I will propose a positively motivating system for the redistribution of personal resources. From the total faculty budget, a certain amount of X will be separated before the distribution among the departments. The remaining budget will be distributed strictly according to the performance criteria. Departments, which will not have enough money to cover their wages, will apply for the funds available in X. Addressing to particular persons and the department and faculty development will be the conditions for the support from the budget X (e.g., what person will be supported and why, how many hours more the employee works compared to the normal workload, how many students the worker will bring, how many and what projects will be submitted, how many publications will be written, etc.). Further support to weaker departments will be provided only if the conditions formulated for previous support will be met and the overall performance of the department will improve.

The proposed system will ensure that the stronger departments will contribute specifically to projects leading to the development of the faculty, and the weaker departments will be able to give a chance to new and promising employees.

P. Matějka:
The principle of the agreement between Rector and the Dean's is, in my opinion, functional. Certain changes in parameters are to be expected and a Dean with a strong mandate can play an important role here. Changes will be required, among other things, due to the accreditation of new study programmes at the UCT Prague and related changes in the "common fundamental courses ", where the proportion of the teaching of a number of subjects' changes with the financial requirements for personnel and material security (this concerns not only FCE but also FCT, FFBT). It will be necessary to defend the relevant entitlements for the entire faculty. Changes in tariff classes, table wages, personal bonuses, etc. will most likely take place judged by the growth of the minimum wage in the Czech Republic. It will be necessary to negotiate at the university level for the changes not to jeopardize the financial stability of the faculty and any of our departments, and to ensure the necessary operability and work motivation factor. I would like to preserve the principle of "50/50 pedagogical / research performance".

Recently, FCT's research performance has grown, and judging by the staffing of FCT it can be assumed, that this will not change. If FCE does not want to be lagging behind, it must have top-level research teams (with original ideas) that will get lucrative projects. There is an undergoing change in the methodology of the evaluation of science, research and innovation (where weak results will be a burden), which will necessarily be reflected in the division of money between faculties. From an internal point of view, it is desirable to capitalize on everything as an entire faculty and, of course, have all departments involved in above-average rated outcomes in the whole research area, which will be enhanced by the cooperation of the research teams across the faculty. I plan to discuss the possible modifications in the methodology of evaluation of educational activities (motivating to increase efficiency and quality) with both the other deans and with the department heads.

5. Do you plan to support prospective academics to start a career at FCE? Will you encourage founding of new research groups at FCE?
M. Přibyl: In addition to the plans outlined in point 4, I would like to promote new academics who will bring a prestigious ERC grant or other funds exceeding CZK 10 million. Such employees would be provided with the necessary services, space and motivating wage from the faculty budget. The support would have to be thoroughly discussed and approved by the faculty advisory board as well as by the faculty academic senate in order to avoid possible negative impacts within the faculty.

The founding of new research groups is the sovereign right of individual departments.

P. Matějka:
Yes. The great achievement of the university is the establishment of the Dagmar Procházková Fund, which is intended for employees coming from outside the University. New incentives are needed for the development of the faculty so that the FCE leadership will create the conditions for the emergence of new teams (both the arrival of new staff and appropriate combinations of existing ones). It is necessary to make thorough interviews (also with candidates abroad), to create motivating start-up conditions, but also to evaluate the achieved outputs in the span of three to five years, and not to be afraid to terminate the contract if the results do not match the expectations.

6. Do you think that the teachers are motivated enough to keep improving the quality of teaching?

M. Přibyl:

The quality of teaching should be the first priority of academics. If one does not want to do full-fledged pedagogical activities, he / she should not apply for an academic position at all. The PIGA grant programme for teaching activities is successfully implemented at the UCT. It allows for personal and material funding for specific pedagogical activities. In addition, the head of the departments have the opportunity to award the best educators in the form of personal rewards. I do not plan any more motivation programmes to be implemented.

P. Matějka:

They are not motivated enough - among other things, it is the consequence of the current model, where funding directly devoted to education represents less than 30% of the total income of UCT Prague. If we want to be a prestigious faculty, we have to offer high-quality education in an international comparison based on cutting-edge research. High-quality education is a prerequisite for a supercritical stream of high-quality students who will participate in research. If we want top-quality research outputs (which are comprised by a significant share of work of Ph.D. students), we must have educated and critically thinking bachelors and engineers, who we will not get without high-quality teachers who enjoy students’ education. Keeping the existing model (50/50 pedagogical / research performance) and looking for non-financial motivation to improve the quality of teaching and communication with students (e.g. meetings / training workshops for beginners with experienced teachers, mentoring). It is the responsibility of the Dean to negotiate the improvement of the institutional environment (e.g., the functionality of the rectorate departments and the organization of work at the faculty) that will enable academics to focus mainly on educational and research work. Finally, I would appreciate the PIGA program, which despite its limited scope is a "catalyst" for many useful pedagogical projects. The degree of involvement in PIGA grants should be part of the evaluation of academics.