



Faculty of Agrobiology,
Food and Natural Resources

FAPPZ 2031 STRATEGY

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Outline

INTRODUCTION	2
VISION	2
MISSION	3
FUNDAMENTAL PRINCIPLES OF THE FACULTY'S OPERATION	3
Integrity	3
Independence	4
Transparency	4
Accountability	4
Social security	4
Effectiveness	5
Diversity and Inclusion	5
STRATEGIC PILLARS AND OBJECTIVES	5
Simplified matrix of the FAPPZ 2031 strategy	6
Creative activity (science, research and artistic activity)	7
Educational Activities	8
The faculty's third role (societal impact and visibility)	10
People and Culture at the Faculty	11
Material Resources	13
Sustainability	15
Internationalisation	17
Digitalisation	20
Faculty Organisation	22
STRATEGY IMPLEMENTATION AND ACTION PLAN	24
Management of implementation	25
Ongoing evaluation	25
Changes to the strategy and action plan	25

INTRODUCTION

The Faculty of Agrobiology, Food and Natural Resources is an academic institution focused primarily on agriculture and the food industry. This foundation is complemented by disciplines in biology, ecology, environmental studies, landscape architecture and veterinary science.

The FAPPZ 2031 Strategy defines the faculty's shared long-term direction and provides a framework for decision-making, setting priorities and the effective use of human, financial and material resources. It links the faculty's main activities (research, teaching and its third role) with the international, human resources, organisational, digital, environmental and material conditions necessary for their development.

The strategy will be implemented through a single, joint action plan, which will be linked to the faculty's budget, investment plan and staffing priorities. The action plan will be updated annually and its implementation will be assessed in the faculty's annual report.

VISION

By 2031, the Faculty of Agrobiology, Food and Natural Resources will be an internationally respected academic institution which, in selected areas, will achieve a leading European standard in creative activity, provide high-quality and internationally comparable education, and generate a demonstrable societal impact.

Its core areas of education will be agriculture and food science. In direct professional connection with these, the Faculty will also operate in the following areas of education: Earth sciences; biology, ecology and the environment; architecture and urban planning; veterinary medicine and veterinary hygiene.

Across these areas, the Faculty will focus in particular on crop and livestock production and plant protection; hobby animal husbandry, animal health and welfare, and animal-assisted activities; food quality and safety and human nutrition; the sustainable use of natural resources, soil care and water management, waste management, adaptation to climate change and the protection of biodiversity.

The faculty will employ multidisciplinary approaches to address the complex challenges facing agricultural, food, natural and landscape systems. In relevant specialist areas, it will apply the One Health principle, which links the health of humans, animals, plants and the environment.

The development of study programmes, teams, departments and other activities, as well as the allocation of resources, will be based on transparent and regular evaluations of quality, performance, development potential, international relevance and strategic contribution. The Faculty will systematically strengthen high-quality and promising activities and continuously adapt its structure to the results of these evaluations and strategic priorities.

Internationalisation will be an integral part of creative activity, education, the third role and the Faculty's internal environment. The Faculty will develop strategic international partnerships, participate in significant international projects and networks, and, within the scope of its remit, create a bilingual Czech-English environment enabling Czech and international students and staff to participate fully.

The Faculty will foster an open, academically strong and inclusive academic community. Its governance will be based on clearly defined responsibilities, comprehensible rules, academic integrity, transparent evaluation and responsible decision-making.

MISSION

The Faculty's mission is:

- To generate new, high-quality and internationally relevant scientific knowledge in agriculture, food science and related disciplines.
- To educate highly qualified, independent and responsible professionals capable of succeeding in both national and international contexts.
- To contribute to the development of sustainable, productive, safe and resilient agricultural and food systems, to the responsible use of natural resources and the landscape, and to addressing issues associated with technological, environmental and societal changes.
- To apply the One Health principle in relevant specialist fields, which links the health of humans, animals, plants and the environment.
- To translate the results of creative work and specialist knowledge into practice and to develop long-term cooperation with agricultural and food businesses, public administration, industry, professional organisations and other partners.

The Faculty fulfils its mission through a professionally strong, open and internationally connected community of students and staff, founded on integrity, responsibility, cooperation, social security and academic freedom. In doing so, it develops cooperation in national and international research, educational and applied projects, consortia, networks and alliances.

FUNDAMENTAL PRINCIPLES OF THE FACULTY'S OPERATION

These principles provide a binding framework for the management of the Faculty, decision-making, the evaluation of results, the allocation of resources and relations within the academic community. They apply to the Faculty's management, departments, staff and students, and are reflected in the Faculty's internal rules, decision-making processes and day-to-day operations.

Integrity

- Strict adherence to ethical principles, the principles of academic integrity and professional standards is required in research, teaching, assessment, authorship, data handling and the use of grant and institutional resources.
- Every member of the academic community is responsible for their own conduct and for the truthfulness, completeness and professional accuracy of their work.

- Allegations of breaches of academic integrity are assessed impartially, confidentially and in accordance with pre-established rules, whilst respecting the rights of all those involved.

Independence

- Freedom of research, education, professional expression and academic debate is protected as a fundamental prerequisite for academic activity.
- Research findings and expert opinions are formulated, and institutional decisions are taken impartially, on the basis of available evidence and independent expert assessment, free from undue political, economic, personal or other external or internal influences.
- Conflicts of interest are declared in a timely and verifiable manner, assessed impartially and managed responsibly.
- Academic freedom is linked to a responsibility to comply with legal, ethical and professional standards.

Transparency

- The management of the faculty is open, comprehensible and accountable.
- The criteria, procedures and responsibilities for key decisions, evaluations and the allocation of resources are established and published in advance.
- Decisions are adequately justified, and key information on funding, results and the implementation of the strategy is made available regularly to the appropriate extent.
- Transparency is applied whilst respecting the rules on the protection of personal data, confidential information, intellectual property and other legal restrictions.

Accountability

- The powers and responsibilities of the management of the faculty, departments and individual staff members are clearly defined.
- Anyone who makes decisions on personnel matters, financial resources, infrastructure or academic activities is accountable for the quality of those decisions, the effective use of the resources entrusted to them and the achievement of the set objectives.
- The evaluation of the fulfilment of assigned responsibilities serves not only as a means of monitoring, but also to identify development needs, implement corrective measures and improve the functioning of the faculty.

Social security

- The working and study environment must be safe, respectful, fair and predictable.
- Discrimination, harassment, bullying, abuse of position or undue pressure are not permitted.
- Accessible and confidential mechanisms are in place for reporting concerns, ensuring their impartial assessment. Whistleblowers are protected from reprisals, whilst the rights of those concerned by the report are respected.
- Working conditions are appropriate, competitive and based on predictable remuneration rules and a reasonable work-life balance.

- Flexible working arrangements and remote working are encouraged where the nature of the role and the needs of teaching, research and workplace operations permit.

Effectiveness

- The use of human, financial and material resources is guided by quality, performance, strategic importance, impact and systematic data analysis.
- Decision-making takes into account both short-term and long-term results, differences between disciplines, full costs, associated risks and development potential.
- Evaluation combines measurable indicators with qualitative and discipline-appropriate expert assessment.
- Activities with the highest scientific, educational or societal benefit are supported.
- Inefficient, chronically underperforming or duplicative activities are identified on the basis of a transparent evaluation. Where the nature and severity of the situation allow, developmental or corrective measures are applied first. Depending on the results of the evaluation, these activities may be transformed, merged or terminated.

Diversity and Inclusion

- The diversity of professional approaches, experiences, cultures, nationalities, generations and life perspectives is harnessed as a source of quality, creativity and innovation.
- Equal opportunities are ensured in recruitment, education, remuneration, career development and the filling of leadership positions.
- Conditions are created for both Czech and international students and staff to participate on an equal and full footing.
- The needs of people in different life, social and health situations are taken into account.
- Internationalisation is one of the tools for developing an open, diverse and inclusive academic environment.

STRATEGIC PILLARS AND OBJECTIVES

The strategic pillars are divided into two interlinked groups.

- **Pillars of core activities** (vertical pillars): **creative activity, educational activity and the faculty's third role** express the faculty's main mission and define its academic achievements and societal impact.
- **Cross-cutting pillars** (horizontal pillars): **the faculty's people and culture, material resources, sustainability, internationalisation, digitalisation and organisation** define the common conditions, standards and cross-cutting development priorities that apply across the faculty's core activities and internal operations.

Both groups have their own strategic and specific objectives; they are interlinked and form equal components of the strategy.

Simplified matrix of the FAPPZ 2031 strategy

Cross-cutting pillar	Creative activity	Educational activities	The Faculty's Third Role
People and culture at the faculty	Recruitment, working conditions, professional development and staff appraisal	Working conditions, teaching competences and career development of staff	Working conditions and professional development of staff involved in knowledge transfer, continuing professional development and communication
Material resources	Research infrastructure, experimental facilities and experimental sites	Teaching infrastructure, laboratories, classrooms and study areas	Infrastructure for specialist services, technology transfer, continuing professional development, collaboration with partners and communication
Sustainability	Environmental and resource requirements for research and the application of knowledge in the faculty's operations	Integration of sustainability into study programmes, modules and learning outcomes	The transfer of knowledge on sustainability into practice and its social, economic and environmental benefits
Internationalisation	International projects, partnerships, mobility and the faculty's international standing	The international dimension of teaching, accessibility of study programmes to international students, mobility and the integration of students and staff	International applied projects, partnerships and collaboration
Digitalisation	Technological, data and security conditions for research, data handling and the use of artificial intelligence	Digital teaching, digital skills and the responsible use of artificial intelligence	Digital support for knowledge transfer, collaboration with partners and external communication
Faculty organisation	Organisational conditions for research, departmental objectives and funding for creative activities	Organisation of academic, administrative and support processes	Organisational arrangements for project and knowledge transfer support, continuing professional development and external communications

Creative activity (science, research and artistic activity)

Strategic objective

By 2031, the Faculty will be an internationally respected research institution achieving high-quality results, particularly in the fields of agriculture and food science. At the same time, it will develop high-quality and internationally relevant creative work in related biological, ecological, environmental, landscape architecture and veterinary disciplines.

Creative output will be assessed on the basis of quality, originality, international relevance, strategic significance and scientific or societal impact. The assessment will combine measurable indicators with independent expert evaluation. It will not be based on a single indicator. In fields where relevant, high-quality design, creative and artistic outputs will also be taken into account.

Sub-objectives

- To define and regularly update priority areas of creative activity based on a transparent analysis of the results of creative activity, societal relevance and development potential.
- To concentrate personnel, financial and infrastructure support on high-performing teams, promising fields and strategic interdisciplinary topics linked in particular to agriculture and the food industry and related disciplines.
- To create conditions for the establishment and development of promising research teams, young principal investigators, PhD students and early-career researchers.
- To enhance the quality, originality, openness and international relevance of scientific, research, design and other creative outputs, whilst strictly adhering to the principles of research integrity and responsible data management.
- To increase the volume of competitively acquired external funding in relation to the number of full-time equivalent positions demonstrably dedicated to research and creative activity, and to improve success rates in grant competitions, particularly in international and selective national grant programmes.
- To strengthen the faculty's involvement in international research teams, consortia, networks and strategic partnerships, and to increase the number of projects in which the faculty or its staff members play a coordinating or leading role.
- Within the framework of a unified model for funding departments, to link the research component of internal funding and development support with a multi-year, transparent and discipline-appropriate assessment of the quality of results, external funding, the development of early-career staff, international cooperation and the contribution to the faculty's strategic direction.

Distinction from other pillars

The *Creative Activity* pillar defines academic priorities and assesses the quality, originality, international relevance and scientific contribution of results, the success of external funding, and the research component of the evaluation and funding of departments. The overall model for the funding of departments and the organisational conditions governing their operation are addressed by the *Faculty Organisation* pillar.

Research results from international projects will be assessed under the *Creative Activity* pillar, whilst their contribution to international partnerships, mobility and the faculty's standing will be assessed under the *Internationalisation* pillar. The applied, economic, environmental and societal benefits of the results will be assessed under the *Third Role of the Faculty* pillar.

The quality of doctoral education and the course of study are addressed under the *Educational Activities* pillar. The quality of doctoral students' research outputs and their involvement in research teams falls under the *Creative Activities* pillar.

Staff conditions and professional development are addressed under the '*People and Faculty Culture*' pillar; common rules for working with data and digital tools are addressed under the '*Digitalisation*' pillar; and the acquisition and renewal of infrastructure are addressed under the '*Material Resources*' pillar. Environmental and operational requirements for research activities are set out in the *Sustainability* pillar; the academic outcomes of research focused on sustainability will be assessed under the *Creative Activity* pillar.

Educational Activities

Strategic objective

By 2031, the Faculty will provide high-quality, attractive and internationally comparable education based on up-to-date scientific knowledge, high-quality teaching and close links with research and practice. Educational activities will be based on the Faculty's main focus on agriculture and food science, whilst also developing related areas of education as defined in the Faculty's Vision.

Study programmes will prepare professionally competent, independent and responsible graduates capable of integrating knowledge from various disciplines, responding to technological, environmental and social changes, and succeeding in both national and international contexts.

The quality of education will be assessed through a combination of measurable outcomes and qualitative expert evaluation. The evaluation will take into account learning outcomes, progression and completion rates, feedback from students and graduates, graduate employability, the quality of teaching, external expert evaluation and the level of difficulty of individual study programmes. The evaluation will not be based on a single indicator, nor will it encourage a lowering of academic standards.

Sub-objectives

- To regularly evaluate and optimise the portfolio of bachelor's, master's and doctoral study programmes according to their quality, demand from applicants, societal and professional relevance, strategic importance, student outcomes, graduate employment, staffing levels and economic sustainability.
- To prepare, implement and develop study programmes in accordance with the current accreditation standards applied by the National Accreditation Office for Tertiary Education.

- To minimise unnecessary overlaps and fragmentation in the range of study programmes on offer by coordinating study programmes, sharing modules and resources, and establishing common core curricula where academically appropriate.
- To assess the quality of study programmes and modules on the basis of learning outcomes, data on progression and completion rates, student feedback, expert evaluation of teaching, external evaluations, and feedback from graduates and employers.
- To develop the pedagogical, digital and language skills of academic staff and to promote the use of modern teaching methods, research-led teaching and the sharing of good teaching practice.
- To develop face-to-face, blended, hybrid and other flexible forms of education and to create a modern, safe, accessible and technologically supported learning environment. To use these forms and tools only where they maintain or enhance the quality of teaching, the accessibility of study and the achievement of specified learning outcomes.
- In line with the common rules set out in the *Digitalisation* pillar, regulate the responsible use of digital tools and artificial intelligence in education.
- Strengthen the links between study, research and professional practice through specialist placements, project-based teaching, the involvement of practitioners and the resolution of real-world problems. Systematically monitor graduates' career progression and utilise the insights gained in the development of study programmes.
- Improve the quality of doctoral education through standards for supervisory work, regular assessment of study progress, the involvement of doctoral students in high-quality research teams, international collaboration, and support for the timely completion of studies and subsequent career progression.

Distinction from other pillars

The *Educational Activity* pillar defines the content, academic and pedagogical quality, and outcomes of bachelor's, master's and doctoral study programmes. Research results arising in connection with teaching and doctoral study will be assessed under the *Creative Activity* pillar. Lifelong learning, intended primarily for external target groups, and its social and professional benefits are addressed by the *'Third Role of the Faculty'* pillar.

The academic and pedagogical quality of teaching in English and its learning outcomes will be assessed under the *Educational Activity* pillar. The international dimension of teaching, its accessibility to international students, and the mobility and integration of Czech and international students are addressed by the *Internationalisation* pillar.

The *'Educational Activities'* pillar sets out the rules for the pedagogical use of digital tools and artificial intelligence. Common technological, data and security requirements are defined by the *'Digitalisation'* pillar. The integration of sustainability into the content of study programmes and modules falls under the *'Educational Activities'* pillar, whilst common environmental and resource requirements are set out by the *'Sustainability'* pillar.

The *'People and Culture'* pillar addresses the personal and career development of academic staff; the *'Faculty Organisation'* pillar covers the organisation of academic and administrative

processes; and the 'Material Resources' pillar deals with the spatial and technical conditions for teaching.

The faculty's third role (societal impact and visibility)

Strategic objective

By 2031, the Faculty will systematically transfer the results of its creative work and specialist knowledge into practice, link education to the needs of society, and contribute to solving social, economic and environmental problems. It will strengthen its position as a trusted and respected expert authority, particularly in the fields of agriculture and food production and related areas.

The Faculty's third role will encompass the transfer of knowledge, technology and innovation; contract research; expert consultancy; collaboration with the public and private sectors; lifelong learning; science communication; and engagement in professional and public debate.

The evaluation of the third role will distinguish between activities carried out, communication reach and actual impact. Societal impact will be demonstrated by the verifiable contribution of the faculty's results to changes in practice, public policies, professional procedures, education or the decision-making of partners. Communication indicators will be used primarily to assess the effectiveness of promotion and communication.

Sub-objectives

- To introduce systematic management, recording and evaluation of the societal, economic and environmental impact of the faculty's outcomes, including the quantification of specific benefits.
- To develop long-term strategic partnerships with the agricultural and food sectors, public administration, industry, professional organisations and other societal partners.
- To create a functional system for identifying results with application potential and, in collaboration with the relevant university departments, to support their transfer into practice through contract research, expert services, application projects, intellectual property protection, licensing and other forms of knowledge and technology transfer.
- To develop high-quality lifelong learning that responds to the needs of professional practice, public administration and society, including professional courses and specialised training programmes leading to micro-certificates.
- Regularly evaluate the quality, uptake and benefits of the LLE programmes on offer.
- To support the involvement of academic staff in expert consultancy, the formulation of public policy, the work of expert bodies and public debate, and to create the conditions for high-quality, scientifically sound and accessible communication of scientific findings.
- Build the faculty's brand as a trusted and respected expert authority.
- To ensure key external communication in Czech and English, focusing on the faculty's priority areas, outstanding achievements, societal impact, education and international cooperation. To ensure that both language versions are equivalent in content, up-to-date and comprehensible.

- To develop professionally managed and strategically focused external communications with clearly defined target groups, editorial processes and measurable outcomes.
- Regularly evaluate communication activities in terms of relevance, content quality, media reach, the level of engagement among target groups, reputation indicators and their contribution to the faculty's strategic objectives.

Distinction from other pillars

The content, quality and outcomes of bachelor's, master's and doctoral degree programmes and modules will be assessed under the *Educational Activity* pillar. *The Third Role of the Faculty* pillar addresses lifelong learning intended primarily for professional practice, public administration and other external target groups, and assesses its social and professional benefits.

Research outputs from contract research and international research projects will be assessed within the *Creative Activity* pillar as part of research output and external funding. Within the *Third Role of the Faculty* pillar, their demonstrable practical, economic, environmental or societal benefits will be assessed.

External bilingual communication will be developed within the '*Third Role of the Faculty*' pillar. The rules governing the bilingual functioning of the internal working and academic environment are set out in the '*Internationalisation*' pillar.

The '*Third Role of the Faculty*' pillar defines the content, target groups, quality and outcomes of external communication. The organisational structure, capacity, substitutability and internal processes of the relevant communications unit are addressed by the '*Faculty Organisation*' pillar.

Staffing arrangements and the professional development of staff involved in the Third Role are addressed by the '*People and Culture*' pillar; common technological, data and security requirements are addressed by the '*Digitalisation*' pillar; and the procurement and renewal of the necessary infrastructure are addressed by the '*Material Resources*' pillar.

The *Sustainability* pillar sets out the Faculty's common environmental, resource and adaptation objectives and requirements. The transfer of specialist knowledge and results in the field of sustainability into practice, and their demonstrable social, economic or environmental benefits, will be assessed within the framework of the *Faculty's Third Role* pillar.

People and Culture at the Faculty

Strategic objective

By 2031, the Faculty will create a stable, fair, motivating and inclusive working environment that fosters academic excellence, accountability, collaboration, professional development and a sense of belonging to the Faculty. It will systematically recruit and develop high-calibre academic, research, technical and administrative staff and create the conditions for their long-term employment at the Faculty.

The institutional culture will be based on integrity, social security, academic freedom, open communication, mutual respect and clearly defined responsibilities. The requirement for high-quality work will be combined with support for long-term professional development, teamwork and sustainable working conditions.

Specific objectives

- To strive for competitive, fair and predictable working conditions. To introduce clear rules governing workload, remuneration, flexible working arrangements and work-life balance, taking into account the nature of individual roles.
- To introduce strategic planning of staffing levels and systematic recruitment, induction, development and retention of high-calibre staff. To pay particular attention to promising young staff, hard-to-fill specialist roles and the recruitment of high-calibre international staff.
- Create clear career paths for academic, research, technical and administrative staff. Introduce regular career and development reviews, individual development plans, mentoring and accessible training appropriate to the role and career stage.
- Base HR decision-making on transparent rules and verifiable data.
- Develop an appraisal and remuneration system that combines qualitative and quantitative indicators, respects the differences between job roles and disciplines, and takes particular account of the quality and long-term nature of results, the fulfilment of job responsibilities, contribution to the team, creative and educational activities, the 'third role', leadership, and contribution to the fulfilment of the faculty's strategic objectives. Neither the appraisal nor the performance-related component of remuneration will be based on a single indicator or on a mechanical comparison of different job roles and disciplines.
- Regularly assess pay equity and identify unjustified differences between comparable job roles. Based on the results, take specific measures to eliminate any identified inequalities.
- Systematically assess staff development, the quality of leadership, working conditions and collaboration within teams and in the workplace. Use the results to identify strengths, development needs and personnel risks, and to adopt supportive or corrective measures.
- Strengthen the quality of leadership through transparent procedures for the selection, election or appointment of managers in accordance with relevant regulations, as well as through training, regular feedback and performance appraisals.
- For leadership roles where the nature of the position permits, promote fixed-term appointments, regular rotation and the systematic preparation of successors. The performance of those in leadership roles will be appropriately reflected in their workload and remuneration.
- Develop an institutional culture based on integrity, academic freedom, mutual respect and personal responsibility.
- Strengthen staff's sense of belonging to the faculty, open internal communication and the opportunity to safely express professional opinions, suggestions and criticism.
- Regularly monitor staff experiences, social security, working conditions, the quality of collaboration and trust in management. Communicate the results transparently and take specific, measurable action to address any issues identified.

Distinction from other pillars

The *'People and Culture'* pillar governs recruitment, working conditions, career development, individual appraisals, remuneration and retention for all categories of staff. The professional quality of staff output in creative activities, education and the third role will be assessed in accordance with the rules of the relevant pillars of core activities.

Specific requirements regarding the language competences of job roles and the conditions for the recruitment, relocation, initial adaptation and long-term integration of international staff are set out in the *Internationalisation* pillar. The general system for recruitment, professional training, career development and working conditions falls under the *People and Culture* pillar of the Faculty.

The *Digitalisation* pillar defines the required content of staff's digital competences and common rules for the use of digital technologies, data and artificial intelligence. The Faculty's *People and Culture* pillar ensures a general system for staff professional development and training.

The *'People and Faculty Culture'* pillar addresses the selection, professional development, working conditions and individual appraisal of senior staff. The *'Faculty Organisation'* pillar defines the structure of senior roles, their powers and responsibilities, rules limiting the excessive accumulation of roles, and the assessment of organisational performance and the funding of departments.

The social dimension of sustainability, working conditions and institutional culture are addressed within the *'People and Culture'* pillar of the Faculty. Environmental and resource-related objectives and requirements are set out in the *'Sustainability'* pillar. The acquisition, technical condition and refurbishment of workspaces and infrastructure fall under the *'Material Resources'* pillar.

Material Resources

Strategic objective

By 2031, the Faculty will develop a safe, modern, accessible and efficiently utilised infrastructure that meets the needs of creative activity, education, the Faculty's third role and its specialist focus, particularly in the fields of agriculture and food science.

The infrastructure will be planned and renewed with a view to its long-term usability, operational sustainability, safety and the efficient use of financial, spatial and human resources.

Sub-objectives

- To maintain an up-to-date overview of key research, teaching and operational infrastructure, including its technical condition, capacity and patterns of use. On this basis, to prepare a multi-year plan for investment, modernisation and renewal, aligned with the Faculty's strategic priorities and financial capabilities.

- Base investment decisions on documented needs, the utilisation of existing capacities and an assessment of full life-cycle costs. Evaluate major investment projects according to their expected benefits, the number and profile of users, the anticipated intensity and seasonality of use, their academic uniqueness and the availability of similar facilities.
- Before acquiring new infrastructure, explore opportunities for sharing, collaboration with other departments, or outsourcing the required service. Minimise unnecessary duplication and, upon acquisition, ensure that the personnel, financial and operational conditions are in place for the infrastructure to be utilised even after external funding has ceased.
- Develop significant research, teaching and operational infrastructure as a shared faculty resource. When planning such infrastructure, take into account the needs of individual user groups, requirements for specialist operation, available capacity and opportunities for collaboration with external partners.
- Ensure professional and technical management, regular maintenance, servicing, calibration or validation in accordance with the nature of the equipment, and ensure its safe operation.
- For infrastructure critical to operations, establish procedures for dealing with faults, securing the necessary replacement capacity and restoring operations.
- Develop research and teaching infrastructure and experimental facilities, taking into account the faculty's academic focus, health and safety, environmental protection and animal welfare.
- Ensure that teaching, work, study and communal spaces are safe, accessible and used effectively, supporting modern teaching, collaboration and the academic life of the faculty. When developing these spaces, take into account the needs of different groups of students, staff and visitors.
- To support the faculty's bilingual operation by ensuring that areas are labelled in both Czech and English and that key wayfinding, safety and operational information is available in both languages.
- Regularly assess the technical condition, costs and utilisation rates of significant infrastructure, taking into account its specialised nature, seasonality and the need for backup capacity. Based on the results, decide on its continued sharing, relocation, repair, modernisation, replacement or safe and cost-effective decommissioning.

Distinction from other pillars

The *Material Resources* pillar addresses investment planning, economic evaluation, procurement, asset records, technical management, maintenance, servicing, technical condition and renewal of research, teaching and operational infrastructure.

The substantive and technical requirements for infrastructure and the results achieved through its use will be assessed within the *Creative Activity*, *Educational Activity* and *Third Role of the Faculty* pillars, depending on the nature of the relevant activity or result. The *Material Resources* pillar assesses the availability, technical condition, capacity, safety and effectiveness of infrastructure use.

The *Faculty Organisation* pillar sets out responsibilities for the day-to-day operation of the infrastructure, the rules governing its shared use, access and bookings, and the method of covering operating costs. Investment planning, asset records, technical management, maintenance, servicing, the technical condition and renewal of the infrastructure fall under the *Material Provision* pillar.

The procurement, technical renewal and material provision of digital infrastructure fall under the '*Material Provision*' pillar. Requirements regarding compatibility, cyber security, data interconnectivity and the long-term manageability of digital solutions are set out in the '*Digitalisation*' pillar.

The *Sustainability* pillar sets out environmental, resource and adaptation requirements for buildings, campuses, land, technologies and procured equipment, and requires consideration of their life-cycle impacts. The *Material Provision* pillar ensures that these requirements are applied in investment planning, economic evaluation, procurement, technical management and the renewal of infrastructure.

General rules governing working conditions and the evaluation of staff experiences are set out in the *Faculty's People and Culture* pillar. The technical condition, safety, accessibility and refurbishment of workspaces and infrastructure fall under the *Material Provision* pillar.

Requirements for bilingual signage and for wayfinding, safety and operational information are set out in the *Internationalisation* pillar. The *Material Resources* pillar ensures their implementation in the faculty's buildings, campuses and workplaces.

Sustainability

Strategic objective

By 2031, the faculty will systematically apply the principles of sustainability in its creative activities, education, third role, management and operations. It will reduce its environmental impact, use resources efficiently, protect and develop biodiversity, and increase the resilience of its buildings, campuses, land and operations to the impacts of climate change.

Measures will be based on expert knowledge and verifiable data and will be implemented within the scope of the Faculty's remit and in collaboration with the relevant university departments.

Sub-objectives

- To incorporate sustainability priorities into the Faculty's joint action plan. For significant measures, to establish the baseline, expected benefits, costs, responsibilities, timetable and indicators for evaluating the results achieved.
- Base decisions on measures on verifiable data and on an assessment of their actual benefits, costs and associated impacts.
- Make use, in particular, of available and comparable data on energy, water and material consumption, waste generation, greenhouse gas emissions and other significant environmental impacts.

- When preparing and implementing measures, take into account the quality of creative activity, education and the third role. The measures adopted must not unduly restrict these areas.
- Use buildings, campuses, laboratories, experimental facilities and experimental and teaching areas to verify and apply scientific knowledge in the field of sustainability.
- Support effective pilot projects linking creative activity, education, the third role and the faculty's operations, and introduce successful solutions into standard practice, provided their benefits and operational sustainability are demonstrated.
- To improve energy, material and operational efficiency, reduce resource consumption and prevent waste generation. In waste management, to promote recycling, sorting and other methods of reducing the environmental impact.
- Apply the principles of sustainability when procuring products, services and technologies. In addition to the purchase price, take into account the full life-cycle costs, service life, safety, reparability, operational demands and demonstrable environmental benefits.
- Assess significant risks associated with climate change and enhance the resilience of buildings, campuses, experimental facilities, land and key operations. Measures focus in particular on water management, thermal load, the maintenance of green spaces and ensuring operational continuity.
- Protect and enhance biodiversity on the campuses and land used by the faculty.
- When using both native and non-native species, base decisions on expert assessments of their suitability, benefits and risks. Prevent the introduction and spread of invasive non-native species.
- To integrate the principles of sustainability into education in a manner appropriate to the focus of individual study programmes and modules.
- To encourage the meaningful involvement of students and staff in educational, creative, applied, operational and other activities with measurable benefits.
- Develop cooperation with university departments, public administration, businesses and professional practice in verifying and implementing effective solutions. Utilise the faculty's expert capacity and support the transfer of verified knowledge into practice.
- Communicate the results of sustainability activities objectively, transparently and on the basis of verifiable data.
- To distinguish between planned measures, activities carried out and demonstrably achieved results.

Distinction from other pillars

The *Sustainability* pillar focuses primarily on the environmental and resource-related aspects of the faculty's activities and sets out common objectives and requirements for reducing environmental impact, protecting biodiversity and adapting to climate change.

Research results focused on sustainability will be assessed under the *Creative Activity* pillar. The *Sustainability* pillar will assess their application within the faculty's internal operations and their demonstrable contribution to reducing the environmental impact, the efficient use of resources, the protection of biodiversity or adaptation to climate change.

The integration of sustainability into study programmes and modules, and the associated learning outcomes, will be assessed under the *Educational Activities* pillar. The *Sustainability* pillar sets out common environmental and resource priorities and supports their implementation across the faculty's educational activities.

The transfer of specialist knowledge and findings in the field of sustainability into practice, collaboration with external partners, and the associated social, economic or environmental benefits are addressed by the '*Third Role of the Faculty*' pillar. The '*Sustainability*' pillar addresses the application of this knowledge within the faculty's internal operations.

The academic outcomes of international projects focused on sustainability will be assessed within the relevant pillars of the faculty's core activities, depending on the nature of the outcome. Their contribution to international partnerships, mobility and the faculty's standing will be assessed within the *Internationalisation* pillar.

Social security, working conditions and institutional culture are addressed by the '*People and Culture*' pillar of the Faculty. Economic sustainability, organisational accountability and process efficiency fall under the '*Organisation*' pillar of the Faculty.

The *Sustainability* pillar sets out environmental, resource and adaptation requirements for buildings, campuses, land, technologies and procured equipment, and requires consideration of their life-cycle impacts. Investment planning, economic evaluation, procurement, asset records, technical management and the refurbishment of buildings and infrastructure fall under the *Material Resources* pillar. Digital support for the collection, management and evaluation of data is provided by the *Digitalisation* pillar. Environmental and resource requirements for the procurement and operation of digital technologies are set out in the *Sustainability* pillar.

Internationalisation

Strategic objective

By 2031, the Faculty will, within the scope of its remit, create a fully bilingual (CZ/EN), internationally open and inclusive working and academic environment that will enable the equal involvement of both Czech and international staff and students in creative activities, education, the third role, management and the life of the Faculty. Internationalisation will be based on the quality of international cooperation, the long-term integration of international students and staff, and the demonstrable contribution of international activities to the Faculty's development.

Sub-objectives

- To introduce a binding standard for the bilingual operation of the faculty. The standard will define the documents, information, services, information systems, meetings and administrative processes that must be available in both Czech and English; it will set out responsibility for ensuring their accuracy and keeping them up to date, as well as deadlines for making both language versions available.
- To ensure that staff who do not speak Czech have access, in English, to all information, services and processes necessary for the performance of their duties, professional

development, safety, communication with management and full participation in the faculty's working and academic environment. This includes, in particular, internal regulations and methodologies, information on working conditions and remuneration, HR, financial, project, safety and operational procedures, administrative services, information systems, staff training and key internal communications.

- To ensure the timely availability of accurate English translations of documents for which legislation requires a binding Czech version. The Czech version shall remain legally binding. Translations of safety, HR and other essential documents shall be subject to expert review.
- To create a joint Czech-English terminology dictionary and a system for managing language versions of documents. The system will specify the source version, responsibility for updates and the method for checking the linguistic and technical accuracy of translations.
- In cooperation with the university management, strive to ensure that centrally managed information systems and services—which the faculty cannot modify within its remit—are available in English.
- Ensure that, during meetings and working sessions attended by staff who do not speak Czech, a language or method of communication is chosen that enables their full participation. Supporting documents, decisions and minutes from these meetings will also be available in English.
- Define the language competencies required for individual job roles and systematically develop staff's language skills.
- Ensure that the faculty management, senior staff and employees of key administrative and support departments are able to provide the specified services and communicate with international staff in English.
- Offer accessible Czech language tuition to international staff as a means of long-term integration, rather than as a condition for access to key work-related information and services.
- Enhance the faculty's ability to attract and retain high-calibre international students, academic, research and other specialist staff in the long term.
- Create a unified bilingual induction system that includes information on working and study conditions, rights and obligations, administrative procedures, support for research and teaching, safety, and opportunities for professional and social engagement. In collaboration with university departments, provide appropriate support for relocation and integration into the academic and social environment.
- Expand teaching in English, taking into account academic capacity, disciplinary relevance and demonstrable international demand. In developing such teaching, apply the same professional, pedagogical and organisational quality standards as for teaching in Czech.
- Develop the internationalisation of the domestic educational environment through joint teaching of Czech and international students, the involvement of international experts, the use of international case studies, virtual collaboration and other forms of international experience that are also accessible to students who do not participate in physical mobility.
- Strengthen both incoming and outgoing student and staff mobility and systematically link it to specific educational, research or professional outcomes. Remove

administrative, linguistic, financial and social barriers to participation in mobility programmes.

- Develop a limited number of active strategic partnerships with foreign universities, research institutions and other relevant organisations. Each partnership will have a clear thematic focus, a designated department, a plan for joint activities and regularly evaluated outcomes.
- Strengthen the faculty's involvement in international educational, research and applied projects, consortia and networks, and create conditions for faculty staff to take on coordinating and leading roles more frequently.
- Introduce an internationalisation assessment system which, in addition to the number of international students and staff and the number of mobility placements, also takes into account the quality and outcomes of international cooperation, the integration and long-term presence of international students and staff, the international dimension of the range of study programmes, the availability and use of English-language teaching, the activity of strategic partnerships, and the specific benefits of mobility placements and international projects.

Distinction from other pillars

Research outcomes from international projects will be assessed within the *Creative Activity* pillar in terms of research quality, external funding and the outputs achieved. Within the *Internationalisation* pillar, their contribution to the development of international partnerships, mobility schemes and a bilingual environment, as well as to the faculty's international standing, will be assessed.

The academic and pedagogical quality of teaching in English, its learning outcomes and the quality of study programmes will be assessed under the *Educational Activity* pillar. The *Internationalisation* pillar will assess their international dimension, accessibility to international students, the integration of Czech and international students, and their contribution to the faculty's international environment.

The practical and societal benefits of international projects and partnerships will be assessed under the *'Third Role of the Faculty'* pillar. External bilingual communication will also be developed under the *'Third Role of the Faculty'* pillar, whilst the *'Internationalisation'* pillar will set out the rules for the bilingual functioning of the internal working and academic environment.

General rules governing recruitment, working conditions, career development and staff retention are set out in the *'People and Culture'* pillar of the faculty. This pillar also provides for a general system of professional development for staff. The *'Internationalisation'* pillar sets out specific requirements for the language competences of individual job roles and addresses the conditions for the recruitment, relocation, initial adaptation and long-term integration of international staff.

The *Faculty Organisation* pillar defines the responsibilities of departments for the relevant processes and services. The *Digitalisation* pillar ensures that the requirements for bilingual operation are applied in digital services, forms, instructions and user support. The *Material*

Resources pillar ensures their application in the signage of premises and in wayfinding, safety and operational information.

Digitalisation

Strategic objective

By 2031, the Faculty will systematically utilise digital technologies, data and artificial intelligence to enhance the quality of creative activity, education, the third role, management and support services. Digitalisation will contribute to streamlining processes, reducing the administrative burden, improving access to information and supporting data-driven decision-making.

The Faculty's digital environment will, within the scope of its remit, be secure, interconnected, user-friendly and adapted to the Faculty's bilingual operation in Czech and English.

Sub-objectives

- To digitise and automate, first and foremost, those processes that have been previously mapped out, simplified and standardised.
- Not to regard digitisation as an end in itself and not to simply convert inefficient processes into electronic form.
- Base the implementation of digital solutions on documented user needs, pre-defined benefits, full costs and an assessment of security, legal, ethical and operational risks.
- For major digitalisation projects, identify the responsible department, any collaborating departments, the required outcomes, the method of implementation and indicators for the subsequent evaluation of benefits.
- Interconnect information systems and data sources and minimise the repeated entry of the same data. Establish responsibility for the accuracy, quality, updating, accessibility, security and retention of data.
- Produce clear, reliable and up-to-date data outputs for faculty management. When interpreting these, combine quantitative data with expert and contextually appropriate assessment.
- Utilise artificial intelligence and data science methods in creative work, education, the third role, management and support activities where they demonstrably enhance quality, efficiency or accessibility.
- Establish transparent rules for the use of artificial intelligence; ensure the protection of sensitive data, human oversight of decisions with significant implications, and clear accountability for the resulting outputs.
- Develop the digital competences of students and staff in line with the requirements of individual study programmes, areas of creative work and job roles, particularly in data handling, digital teaching, information systems, cyber security and the responsible use of artificial intelligence.
- Ensure that key digital services, electronic forms, guides and user support are available in both Czech and English within the faculty's remit, and enable the full participation of those who do not speak Czech.

- Strengthen cyber security, the protection of personal and research data, and the operational resilience of information systems in collaboration with the relevant university departments.
- Develop measures to prevent security incidents, maintain the operation of key services, and restore systems and data in collaboration with the relevant university departments.
- When procuring and developing digital solutions, assess their compatibility with existing systems, long-term manageability, user accessibility, dependence on suppliers and total life-cycle costs. Ensure accountability for their operation, updating, user support and any replacement or decommissioning.

Distinction from other pillars

The Faculty Organisation pillar defines the departments' responsibilities for individual processes, their organisational structure and how they can be streamlined. The *Digitalisation* pillar addresses their technical digitalisation, automation and data integration.

The use of digital technologies, data science and artificial intelligence in creative activities, and the assessment of related academic outcomes, fall under the *Creative Activity* pillar. The *Digitalisation* pillar sets out common technological, data, security and user conditions for their use.

The pedagogical use of digital tools and artificial intelligence, and the specific learning outcomes for students, are addressed by the *Educational Activity* pillar. The *Digitalisation* pillar defines a common framework for digital competences and the technological, data and security conditions for digital teaching.

The content, target groups and outcomes of the use of digital tools in external communication, knowledge transfer and collaboration with industry are addressed by the '*Third Role of the Faculty*' pillar. Their common technical, data and security conditions are set out by the '*Digitalisation*' pillar.

The *Digitalisation* pillar defines a common framework for staff digital competences and rules for the use of digital technologies, data and artificial intelligence. The *People and Faculty Culture* pillar provides a general system for staff professional development and training.

The rules governing the Faculty's bilingual operations are set out in the *Internationalisation* pillar. The *Digitalisation* pillar ensures their implementation in digital services, forms, guides and user support.

The procurement, technical renewal and material provision of the digital infrastructure fall under the *Material Provision* pillar. Requirements for compatibility, cyber security, data interconnectivity and the long-term manageability of digital solutions are set out by the *Digitalisation* pillar.

Environmental and resource requirements for the procurement and operation of digital technologies are set out by the *Sustainability* pillar. The *Digitalisation* pillar assesses their technical suitability, operational usability and total life-cycle costs.

Faculty Organisation

Strategic objective

By 2031, the faculty will have a clear, flexible and effective organisational structure that corresponds to its strategic priorities, size, disciplinary diversity and the changing conditions of the external environment. The organisational structure will support excellent creative activity, high-quality education, societal impact, internationalisation and the efficient use of resources.

The management of the Faculty will be based on a clear division of powers and responsibilities, the effective delegation of decision-making across different levels of management, transparent decision-making and regular evaluation of results.

Specific objectives

- To regularly evaluate the faculty's organisational and operational model and, in line with strategic needs, adjust the structure of departments, support units and shared services. To clearly define the mission, powers, responsibilities and interrelationships of individual organisational units.
- Clearly define the powers and responsibilities of individual managerial, decision-making and supervisory roles. Limit their excessive accumulation, taking into account potential conflicts of interest, time availability, performance quality and the availability of suitable staff. Exceptions will be time-limited, justified and transparent.
- Base organisational changes on documented needs and on an analysis of expected benefits, costs and risks. Implement changes whilst taking into account the continuity of creative activities, education, third-party roles and support services.
- Do not change the organisational structure solely on the basis of short-term results or individual staffing situations.
- Make decisions at the lowest organisational level that has the necessary powers, information and responsibility.
- Activities where joint or centralised management results in higher quality, better substitutability or more efficient use of capacity should be shared or managed at faculty level.
- Introduce multi-year objectives for departments that take into account their specific mission and expected contribution to research, teaching, the third role, internationalisation and other strategic priorities of the faculty. The achievement of these objectives is assessed through a combination of measurable indicators and qualitative expert evaluation.
- Link development support and the corresponding portion of departmental funding to the achievement of agreed multi-year targets, the quality of results, strategic contribution and the effective use of resources.
- Maintain stable core funding necessary for the fulfilment of long-term tasks in the areas of creative activity, education, the third role and the faculty's operations.
- Map out and continuously streamline key academic, administrative and support processes. Identify the departments responsible for individual processes and define their powers, required outputs, interdependencies and reasonable deadlines.
- Eliminate unnecessary duplication, repetitive data transfer and processes with no demonstrable benefit.

- Introduce a catalogue and standards for support services, defining their scope, responsibilities, methods of communication, required inputs and standard deadlines. Regularly assess the quality of services based on their availability, reliability, timeliness and user experience.
- Ensure staffing and operational stability in the key administrative and support departments of the Dean's Office.
- Draw up capacity plans, ensure that key positions can be covered by stand-ins, and document key processes.
- In line with the general rules set out in the *'People and Culture'* pillar, *the Faculty* shall ensure the systematic induction and ongoing training of staff.
- Expand the services provided by the Projects and Technology Transfer Department in the areas of identifying suitable calls for proposals, preparing project proposals, forming consortia, budgeting, internal evaluation of proposals, project management and administrative support for ongoing projects. Determine the scope of support and the method of prioritising projects according to their quality, strategic importance and available capacity.
- Organise the shared use and operation of major research, teaching and operational infrastructure as faculty services. Define responsibilities for its operation, rules for access and bookings, and the method of covering operating costs.

Distinction from other pillars

The funding model for departments will be designed as a single, integrated system. The *Creative Activity* pillar will define the research component of evaluation and funding, whilst the *Faculty Organisation* pillar will ensure a balanced consideration of creative activity, education, the third role and other departmental tasks.

The Faculty Organisation pillar defines the departments' responsibilities for individual processes, their organisational structure and how they are to be streamlined. The *Digitalisation* pillar addresses the technical digitisation, automation and data integration of processes.

The Faculty Organisation pillar sets out responsibilities for the day-to-day operation of infrastructure, the rules governing its shared use, access and bookings, and the method of covering operating costs. Investment planning, asset records, technical management, maintenance, servicing, the technical condition and renewal of infrastructure fall under the *Material Resources* pillar.

The Faculty Organisation pillar defines the structure of management roles, their powers and responsibilities, rules limiting the excessive accumulation of roles, and the assessment of the organisational performance of departments. The selection, professional development, working conditions and individual appraisal of senior staff are addressed by *the Faculty People and Culture* pillar.

The Faculty Organisation pillar determines the necessary capacities of support units and addresses their substitutability, continuity and process documentation. General rules on recruitment, induction, training, remuneration, career development and working conditions are governed by *the Faculty People and Culture* pillar.

The *Faculty Organisation* pillar addresses the capacity, substitutability, continuity and internal processes of the communications unit. The content, target groups, quality and outcomes of external communications are addressed by the *Faculty's Third Role* pillar. The academic outcomes of projects supported by the Projects and Technology Transfer Department will be assessed within the relevant pillars according to the nature of the outcome.

The '*Faculty Organisation*' pillar sets out the departments' responsibilities for services and processes subject to bilingual operation requirements. Specific language requirements and standards are defined by the '*Internationalisation*' pillar.

The '*Faculty Organisation*' pillar addresses the economic and organisational efficiency of processes. Environmental and resource-related objectives and requirements are set out in the '*Sustainability*' pillar.

STRATEGY IMPLEMENTATION AND ACTION PLAN

The strategy will be implemented through specific activities assigned to the individual strategic pillars and their objectives. The activities will be consolidated into a single, joint faculty action plan, which will be evaluated and updated annually.

The action plan may include both one-year and multi-year activities. For each activity, only the information necessary for its management and evaluation will be provided:

- links to all relevant strategic pillars and sub-objectives;
- the expected outcome or outcomes;
- the department responsible and, where applicable, cooperating departments;
- completion date or key milestone;
- the method of verifying the results achieved;
- significant demands on human, financial or material resources.

Quantitative indicators, baseline figures and target values will be set only where they are of genuine significance for decision-making and can be reliably monitored.

For multi-year activities, interim milestones will be set only where they are necessary for the management and monitoring of their progress.

An activity contributing to more than one strategic pillar or objective will be listed only once in the action plan, with all relevant links indicated.

A single responsible department will be designated for each activity to coordinate its implementation and the reporting of results.

A single outcome may have multiple, complementary aspects and may be assessed across several pillars according to the criteria applicable to each.

In the summary assessment, it will be recorded as a single outcome, showing all relevant links and a description of its contribution to the individual pillars.

Management of implementation

The faculty management will coordinate the preparation and annual updating of the action plan and approve its final version.

The responsible departments will ensure the implementation of the assigned activities and provide brief updates on their progress, the results achieved and any problems encountered.

Activities will be linked to the preparation of the budget, the investment plan and staffing priorities.

New activities will be launched taking into account their strategic contribution, feasibility, links to other activities and the available staff, financial and material resources.

During implementation, the emphasis will be on the results achieved, not merely on the completion of planned activities.

If an activity does not deliver the expected results or ceases to be effective, it may be modified, replaced or terminated.

Ongoing evaluation

The implementation of the strategy will be briefly evaluated once a year in conjunction with the preparation of the faculty's annual report. A summary evaluation of the strategy, its pillars and activities will form part of this report.

For the purposes of implementing the strategy, no separate strategic, pillar-specific or thematic reports will be produced beyond the mandatory documents.

The evaluation will distinguish between:

- completed activities and results achieved;
- ongoing activities and the status of their implementation;
- the contribution of the results achieved to the relevant strategic pillars and objectives;
- significant deviations, problems and risks;
- activities proposed for modification, replacement or termination;
- priorities and new activities proposed for the coming period.

Data and documents already produced by the faculty will be used as a priority for the evaluation.

New reports, forms and methods of data collection will only be introduced if they are necessary for the management and evaluation of the strategy and if their benefits outweigh the associated administrative costs.

At the end of the strategy's validity period, its overall evaluation will be incorporated into the relevant report on the faculty's activities.

Changes to the strategy and action plan

Changes to the vision, mission, structure of the strategic pillars or the faculty's fundamental direction will be discussed and approved in the same way as the strategy itself.

Routine adjustments to activities, responsibilities, milestones and deadlines will be made through the annual update of the action plan.

In justified cases, the action plan may also be amended during the year, particularly in the event of a significant change in circumstances, available capacity or strategic priorities. These ongoing amendments are approved by the faculty management and recorded in the current version of the action plan.



Faculty of Agrobiography,
Food and Natural Resources