

Strategic Plan of the Academy of Fine Arts for the Period from 2021+





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Mission of the Academy of Fine Arts

The mission of the Academy of Fine Arts in Prague (hereinafter referred to as AVU or the Academy) is the teaching of fine arts and the cultivation of artistic thinking in relation to history, the present, and the future.

We provide higher education in the field of fine arts, with an emphasis on the disciplines of fine art, architecture, and the restoration of paintings and sculptures, to selected students with the hope that their studies will enable them to develop both their artistic and human qualities, and to find their place in the contemporary world after graduation. We place strong emphasis on artistic, scientific-research, and other creative activities.

An integral part of teaching is theoretical reflection, which should help students become not only creators but also perceptive recipients of artworks, capable of giving and receiving feedback. As a significant cultural institution, AVU traditionally contributes to the shaping and development of culture and society. Through their artistic practice and skills, our graduates will influence the world around them, deepen society's self-reflection and self-awareness, and thereby contribute to the enhancement of its quality of life.

We aspire to be an active and critically minded educational institution. Our goal is to continuously improve and respond to a dynamically changing environment so that our graduates are well equipped for their future careers and that we continue to rank among the internationally recognised art schools. We adapt the forms of study in artistic practice, theory, and other humanities disciplines accordingly.

A crucial mission of education at AVU is the cultivation of creative freedom, mutual respect, and personal as well as collective responsibility towards people and the planet Earth.

We aim to be an employer offering equal opportunities and open to all who contribute to our diversity.

Within the operation of the Academy, we promote transparent and efficient management principles, based not only on the knowledge of legal standards and regulations but also on ethical and ecological principles.

Values of the Academy of Fine Arts

Freedom and Quality of Artistic Expression

Critical Thinking and the Pursuit of Knowledge

Responsibility towards Society, the Individual, and AVU as an Institution

Ecology of Life and Work

Reciprocity, Respect, Inclusion, and Solidarity

Gender Equality and Openness to Changing Identities

An International Environment Fostering a Diversity of Cultural Perspectives

Interdisciplinarity, Sharing, and Collaboration

Vision of the Academy of Fine Arts for 2030

AVU will continue to be a prestigious institution, offering students artistic education aligned with the current state of international knowledge through newly accredited study programmes, utilising new methods and forms of teaching. At the same time, it will respect its tradition, rooted in an individual pedagogical and authorial approach.

Scientific and research activities will remain an integral part of AVU's operations, spanning from art theory through art history to research related to the restoration of tangible heritage, all at an international level. These activities will also be closely connected with teaching.

AVU will strive to make artistic education accessible to a broader spectrum of applicants. The pedagogical and creative environment at AVU will be linguistically and culturally diverse. It will enable the full integration of international figures into the teaching process and will increase the school's openness both to international students and to members of disadvantaged groups.

AVU will focus on the development of doctoral studies.

AVU will raise the requirements for graduation across all study programmes.

AVU will expand opportunities for lifelong learning.

AVU will be an academy with a respected position among European art schools.

AVU will actively contribute to the development of cultural events and the life of the arts in our region, in cooperation with relevant ministries, institutions, associations, and other art schools and universities. It will systematically implement principles of interdisciplinary cooperation both externally and within the institution. It will remain a stimulating and independent institution.

AVU will be equipped with modern technologies and tools for the teaching of artistic and theoretical practice.

AVU will have a prepared concept for acquiring new premises – or for the construction of a new AVU building – essential for the further provision of studio and theoretical teaching, research, gallery presentation, administration, and storage capacities, and it will secure the necessary funding for these developments.

AVU will act in an environmentally responsible manner and will achieve a reduction in its carbon footprint.

AVU will strengthen its practice of academic self-governance and the associated democratic political culture.

AVU will uphold gender equality, will be diverse in terms of personalities and generations, and will not tolerate any forms of discrimination.

AVU will be an attractive and motivating working environment for its employees, supporting their professional development and the deepening of their expertise. It will establish clear rules for career progression, particularly for academic and research staff, including a system of motivational remuneration linked to the evaluation of teaching quality and other criteria. AVU will foster an environment that upholds ethical principles and is attentive to the individual needs of its employees, including those who provide long-term care for relatives.

AVU will maintain sufficient financial resources to ensure sustainable and comprehensive development, enabling it to adapt to dynamic changes in the environment, especially those related to the advancement of new technologies, digitalisation, internationalisation, and societal transformations.

AVU will apply reasonable measures to reduce bureaucracy.

Foreword by the Rector of the Academy of Fine Arts

Dear colleagues, dear students, dear friends of AVU,

The Strategic Plan of AVU for the period from 2021 onwards is an important document in which we present our visions and concrete plans for the high-quality, meaningful, and sustainable development of all aspects of our institutional life over the next ten years.

In terms of the number of students and staff, AVU is one of the smallest higher education institutions in our region; however, with its more than two-hundred-year-old tradition, it ranks among the most significant universities.

We are aware that the societal relevance of AVU as an institution of artistic education does not depend solely on its historical legacy. The societal importance of any institution is determined above all by its living present, by its clear stances, and by its courage to evolve towards the future.

This premise guided us in formulating the Strategic Plan AVU 2021+. Over the past eight years, AVU has made considerable progress. Under the leadership of the new administration, I initiated important projects and systemic changes at all levels of institutional activities, opening up many crucial areas of focus. The most important of these constitute the structure and content of the Strategic Plan AVU 2021+:

They relate to plans for ensuring quality in the teaching of artistic practice and theory, in doctoral studies, in internationalisation, in art, science, and the third mission of AVU, in institutional culture, in social responsibility and in the ecology of life and work, as well as in the management and operations of the Academy. The final point addresses the need for additional spaces for teaching and work, or the construction of a new AVU building.

I also consider it significant that the Strategic Plan AVU 2021+ was developed and formulated during an exceptional global situation, connected with efforts to contain the spread of the SARS-CoV-2 virus. This event shifted all our considerations and planning to a different qualitative level.

We live in a time when we do not know what the future will bring; we only know that we must reassess all previous approaches to everything we once treated as normal. We recognise the need to learn to think and act for the future, with regard to the newly revealed fragilities of the world we live in. We perceive the necessity to be more open in caring for one another and to cultivate institutional empathy. It matters to us that AVU remains a strong and responsible institution for the future.

For basic understanding, I would like to state that the most important objectives for the given period are the reaccreditation of all study programmes, the internationalisation of the teaching environment, the care for employees, and the securing of all necessary steps and funding for the construction of a new building or the leasing of new premises.

I hope that we will embrace the challenges set out in the Strategic Plan AVU 2021+ with a spirit of collective determination and cooperation. I believe that fulfilling these strategic objectives will bring AVU admiration, respect, and recognition.

doc. MgA. Tomáš Vaněk
Rector of AVU

Foundations of the Strategic Plan of the Academy of Fine Arts for the Period from 2021+

The fulfilment of the mission and objectives for the next ten years is described in the Strategic Plan of AVU (hereinafter referred to as the Strategic Plan AVU 2021+) across six areas: 1. Teaching and the Specific Position of AVU, 2. Internationalisation, 3. Art, Research, and the Third Mission, 4. Institutional Culture and Social Responsibility, 5. Management and Operations; and a specific 6th area dedicated to the new building and the overall shortage of space.

Each area is outlined in an introductory paragraph and supplemented with specific points clarifying the measures through which the strategic objectives should be achieved. Where relevant, the measures are accompanied by the anticipated year of implementation.

For selected measures within each area of the Strategic Plan AVU 2021+, which directly relate to measures of the Strategic Plan of the Ministry of Education, Youth and Sports (MEYS) 2021+ and the Internationalisation Strategy of MEYS 2021+, an appropriate reference is added in the form “SZ MEYS number and letter.” This indicates activities that AVU will partially or fully finance from the Programme for Supporting Strategic Management between 2022 and 2025. Where the year 2021 is indicated with this reference, it refers to funding secured from the Institutional Plan for the year 2021. A summary of the priority and operational objectives of MEYS is provided at the end.

The Strategic Plan AVU 2021+ draws on the Academy's historical experience, developed over more than 200 years. It responds to changes in the fields of art and theory after 1989 and, importantly, identifies needs arising from the institution's development over the past decade. It reflects new requirements for the teaching of artistic practice and theoretical subjects, primarily triggered by the rapidly changing societal environment of the 21st century.

It refers to internal strategic documents, including previous long-term plans with their respective updates, reports on budget fulfilment for individual years, annual reports, and the amendment to Act No. 111/1998 Coll., on Higher Education Institutions.

It also takes into account the work and opinions of the AVU Academic Senate, the AVU Artistic Council, the AVU Board of Trustees, and the rector's advisory bodies.

It relates to the need for intensive cooperation, particularly among the so-called four principal art schools, namely AMU, AVU, JAMU, and UMPRUM, as well as with other universities and faculties within the Czech Republic and internationally in the field of artistic education.

It builds on the experience of collaboration within the European League of Institutes of the Arts (ELIA).

It is aligned with the Strategic Plan 2021+ of the Ministry of Education, Youth and Sports (hereinafter also referred to as MEYS), defined for the ten-year period beginning in 2021.

Priority Areas of the Strategic Plan of the Academy of Fine Arts for the Period from 2021+



1. Teaching and the Specific Position of the Academy of Fine Arts

The Academy of Fine Arts in Prague is a unique place where, for over 200 years, the paths of contemporary and future artistic personalities have crossed, creating together and alongside one another in both traditional and new media and disciplines.

In lectures, courses, and seminars, future architects, conservators, painters, sculptors, graphic artists, as well as those engaged in intermedia work or digital media, meet and learn together.

On the one hand, the Academy is a place where skills and artistic thinking are passed from generation to generation; on the other, it is a space where canons are challenged and visionary ideas are cultivated.

At AVU, renowned masters have always taught alongside the most progressive artists of their time. The teaching of architecture at the Academy was founded at the beginning of the 20th century by Jan Kotěra and Josef Gočár. The establishment of the conservation field by Bohuslav Slánský in 1945 was equally pioneering. AVU was the first school in then-Czechoslovakia to establish an intermedia studio and a new media studio after 1989.

Culture and art are spheres where, through work with imagination and creativity, unexpected perspectives on familiar realities are uncovered, and where, similar to science, revolutionary solutions and new knowledge emerge.

Aesthetic forms have the advantage of speaking to a broad audience across educational, national, and religious categories.

The Academy forms part of the university education system across a broad range of fields and has an impact on society as a whole.

We create conditions that allow young people to think critically, experiment, and “play” with different ways of grasping reality.

In the coming years, the world will be shaped by the ecological crisis, the consequences of the current pandemic, and possibly by the declining trust in democracy as the best-known model for peaceful coexistence.

The upcoming generation of young artists should, through their work, highlight values such as mutual tolerance, respect for living and non-living nature, empathy, and selfless support for disadvantaged groups.

Young citizens of the European Union will be tasked with newly defining and defending their fundamental human, social, and cultural rights in a changing world.

The Academy must equip them with the appropriate competencies to realise themselves without having to compromise their values and convictions.

The new generation of artists will need to engage in critical dialogue with the older generation, which will naturally lead to a rejection of some traditional forms of education.

It is therefore essential to listen to the younger generation, to respect their visions, and to respond to them.

Students should be encouraged to reconsider the predominantly Eurocentric approach to culture and history through the perspectives offered by postcolonial theory. Graduates of AVU should understand the means by which we share knowledge, emotions, and ideas. Our aim is for them to be familiar with the workings of the art world and the principles of artistic practice, and to be able to discern when audiovisual media and artistic artefacts are used merely to enhance user comfort, and when they serve to improve living conditions, cultivate coexistence, and expand knowledge. We wish to continue providing students, in the decades to come, with a safe environment and supportive background for discovering themselves, for cultivating their talents and distinctive artistic qualities, and for finding their place within society. AVU also recognises its social responsibility towards those who have not been admitted for study and will therefore seek ways in the future to be more open to their interests, for example through lifelong learning initiatives.

Specific Objectives and Selected Measures for the Given Area

- 1. Preparation of Accreditation for Study Programmes or Specialisations**
- 2. Expansion of Study Opportunities and Teaching Formats**
- 3. Reducing Inequality in Access to Study**
- 4. Strengthening Doctoral Studies**
- 5. Development of Lifelong Learning and Other Courses for the Public**

1. Preparation of Accreditation for Study Programmes or Specialisations

Studio-based teaching plays a key role in artistic education at AVU. Its demanding nature stems from the fact that it is not founded on clear-cut instructions and procedures that can be successfully mastered and then applied throughout one's life. Studio-based teaching at AVU is therefore traditionally grounded in individual and collective pedagogical and authorial approaches, which are specific to each studio. For this reason, applicants are always admitted to study at AVU within a specific studio.

Teachers provide students not only with professional support but also guide them in artistic thinking, teaching them to formulate questions and helping them to discover ways of finding their own answers.

Together, they create assignments and define the topics that students then engage with over the course of the semester.

Our aim is to support the individuality of students, their specific qualities, and their capacity for self-expression, all of which are crucial for creative work.

Each student, throughout their studies, painstakingly invents their own artistic methods, which they subsequently continue to defend and develop even after graduating from AVU. At the same time, both the teaching and the environment of the Academy are dialogical and can fully develop only under conditions of mutuality. We believe that this is the way to help students find their own place within society. The highly individualised approach to students, made possible in part by their low numbers (AVU is among the smallest higher education institutions in the Czech Republic), is a distinctive feature that we wish to preserve for the future. Another essential feature of studio-based teaching is the fact that students from all years work together within studios, and that they have the opportunity during their studies to change their “home” studio, thereby experiencing artistically and personally different environments. The six-year duration of master's studies allows for the structuring of study plans and timetables to ensure there is sufficient time and space dedicated to work within the studios. Studio teaching, together with the painting and sculpture preparatory programmes (which offer a unique platform for the study of drawing and modelling), the Visiting Artist's Studio, and the theoretical and historical context provided by the teaching of subjects within the Department of Theory and History of Art – together form a coherent yet open structure in which students actively shape their own studies. The current accreditation for the Fine Arts programmes at the master's, follow-up master's, and doctoral levels will expire over the coming years; it is therefore necessary to begin preparing new accreditation documents. In this preparation, we will draw upon the internal system for quality assurance. We have, for the time being, decided not to pursue institutional accreditation. Before preparing the new accreditation, a discussion within the academic community will take place, involving graduates of art schools, current and former teachers of AVU, representatives of the wider cultural public, and, naturally, students themselves. This discussion, moderated by experts, should lead to updated outlines of the graduate profile. Furthermore, as part of the accreditation preparation, the current methods of teaching the individual art disciplines at AVU will be reviewed, evaluated, and appropriately updated, following on from the discussions already initiated regarding teaching methodology by the rector.

MEASURES

- Establish a working team responsible for the preparation of accreditation for master's, follow-up master's, and doctoral programmes. This team will moderate discussions on educational formats and the framework criteria for artistic education in the 21st century. Members of this accreditation team will include the rector, programme guarantors, the Vice-Rector for Study Affairs, the Head of the Study Department, the Head of the Department of Theory and History of Art (hereinafter also referred to as KTDU), and the Doctoral Studies Coordinator, with the support of methodological guidance.
- Establish the position of Accreditation Methodologist at AVU for the coordination and preparation of accreditation documents. Create the

necessary salary and workspace conditions for this role. (2021) SZ MEYS 6.C

- Study possible tools for simplifying the preparation of accreditation documents within the study system. Prepare a review of the potential use of data collected in the Registry of Artistic Outputs (RUV), the Study Information System (STAG), and the Academy's website.
- In developing study plans, base them on the graduate profile and the expected relevant learning outcomes.
- Update the model for the annual feedback evaluation of both theoretical and studio-based teaching by students, which will become part of the assessment formats for year-end and diploma projects. This step shall be incorporated into the AVU Study and Examination Regulations. (2022) SZ MEYS 1.B

Indicators: Successful accreditation of study programmes, refinement of specific tools for internal quality assessment, strengthening the validity of student evaluations.

Responsibility: Vice-Rector for Study Affairs

2. Expansion of Study Opportunities and Teaching Formats

We encourage students towards independence and the active shaping of their studies according to their own abilities and visions. To support this, it is necessary to provide them with a comprehensive yet clear study plan and adequate support through the information system. The range of professions for which we prepare our students is very broad. At the Academy, we educate conservators who are specialists in technological processes related to painting and sculpture and who also possess an in-depth understanding of art history. Graduates of the Architectural Design study programme are prepared to work in design offices, architectural studios, to run their own practices, or to work within the public and non-profit sectors in urban planning. Students from disciplines related to fine art, in addition to pursuing independent artistic creation, also find employment across a wide range of other professions: from work in community and cultural centres to educational institutions, the field of applied arts, and the media. We view these diverse career paths with respect and do not place them into hierarchical categories. Our graduates continue to educate themselves after completing their studies and adapt to emerging life challenges and situations.

In response to the diverse career paths of AVU graduates and to the suggestions from current students, we intend in the coming years to significantly expand the range of compulsory elective and elective subjects, including courses in legislative and economic literacy, as well as practical courses.

We aim to secure a broader and more varied offering both through our own resources and through closer cooperation with related artistic and humanities-focused higher education institutions (UMPRUM, AMU, Charles University). To this end, we intend to harmonise the preparation of course materials, coordinate the scheduling of timetables, make greater use of the credit system to increase the variability of study options, and agree on the expected learning outcomes, thus enabling the sharing of elective courses across multiple higher education institutions. Until now, AVU has not employed the credit system; however, given the demands of the 21st century and the necessity of ensuring compatibility with partner institutions, it is essential to continue discussions regarding the potential transition to a credit system. Similarly, it will be necessary to discuss possible reorganisation of the Academy into departmental structures. For the development of teaching at AVU, the continuous modernisation of the working environment, equipment, and technological facilities for both studio-based and theoretical teaching, including its distance-learning formats, is absolutely essential (see also Priority Area No. 5). In light of the experience with the COVID-19 pandemic, it is necessary to increase the flexibility of teaching methods and to develop the digital skills of both students and academic staff. As an art school, AVU is committed to simplifying and clarifying the tools available for distance learning, even though the core of our activities remains studio-based creation, which can hardly be replaced by any remote form. Our aim is to assist teachers and students in adapting to distance education in ways that will enhance the quality and comfort of the study experience.

MEASURES

- Develop a concept for the use of the credit system to enable greater variability in study, prepare the transition to an electronic index, and propose a more flexible model for fulfilling study plans.
- Prepare a long-term strategy for supporting students affected by the SARS COVID-19 pandemic. Offer appropriate professional and material support to the most impacted cohorts.
- Develop a permeable system for registering for elective courses at partner art schools.
- Strengthen the academic staff of the Department of Theory and History of Art to enable a broader offering of courses. Provide appropriate salary and workspace conditions.
- Introduce a format for alternative collective studio leadership into the AVU Study and Examination Regulations and adapt the related internal regulations and standards accordingly.
- Incorporate courses in legislative and economic literacy, as well as other practical courses, among the compulsory elective subjects within individual study plans (2021–2024). SZ MEYS 1.C
- Make the AVU studios and workshops accessible and better equipped so that they are available to trained students throughout the full opening hours of the Academy, and implement a card system for automatic access to shared workshop spaces.

Address the specific needs of teachers and students in the studios and continue improving the spatial and technical facilities.

Additionally, introduce an electronic system for the use of workshops and laboratories and strengthen the equipment and tool lending system.

(2024–2026).

SZ MEYS 1.E

- Based on experience and best practices from the operation of the AVU Graphic Workshops, increase the spatial capacities of the most frequently used workshops. Organise courses and regular teaching in other workshops as well.
- Strengthen the teaching capacities at technological workplaces.
- Develop and innovate the technological infrastructure for hybrid forms of teaching. (2021–2022) SZ MEYS 1.E / 2.A
- Utilise and make accessible the AVU digital archive via the Academy's website, connecting it with studio presentations and other internal platforms.
- Update internal regulations concerning the needs of distance learning. Define the required parameters for course annotations, the format and scope of supplementary study materials, and the conditions for course completion. Incorporate recommendations for distance learning into the AVU Study and Examination Regulations.

Indicators: One quarter of elective and compulsory elective courses will be offered in cooperation with AVU's partners. A portion of elective and compulsory elective courses will be offered in the form of distance-learning courses and lectures.

Responsibility: Vice-Rector for Study Affairs

3. Reducing Inequality in Access to Study

The Academy offers education to a wide range of exceptionally gifted individuals, many of whom often have diverse needs. The school naturally recognises areas for improvement in the support provided to students who, during their studies, encounter various crises, excessive psychological strain, or material difficulties. Our aim is to refine the support for prospective applicants and students in need, so that we can address existential problems in a timely manner and make studying at AVU more accessible for them. Two years ago, a psychological counselling centre was established at the Academy. A psychologist is available to both students and staff. Experiences with the use of this service have been positive and encourage us to introduce further tools to assist members of the academic community in addressing not only purely academic or work-related problems. We recognise shortcomings in our approach to students with special – individual – needs.

We aim to gain insights from to improve in this area partner art schools

and universities that provide specialised counselling services and assistants for this type of student. We intend to undertake an audit to identify the areas where the Academy is “least accessible” for students with special needs. Another possibility is the alignment of studies with professional, family, and personal life, thus adapting to the specific needs of individual students. Supporting these forms of education is one way to reduce inequalities in access to higher education. A direct discriminatory factor affecting study at an art school is the lack of financial resources necessary for a lengthy and materially demanding course of study. Low income, financial hardship, and the high cost of living in Prague significantly hinder the possibility of pursuing higher education, and this inaccessibility subsequently contributes to the risk of social exclusion. This creates a vicious cycle that must be broken. In line with Act No. 198/2009 on Equal Treatment (the Anti-Discrimination Act), we seek to examine where our school can better fulfil its obligations regarding equitable access to education. The Czech Republic ratified the United Nations Convention on the Rights of Persons with Disabilities on 28 September 2009. This convention promotes "universal design," encouraging the creation of spaces, products, and services that do not discriminate against different physical and mental capacities (e.g., height, motor, auditory, and visual abilities, age, etc.). It stipulates the following obligation for ratifying states: "Persons with disabilities must have access to tertiary education, vocational training, and lifelong learning on an equal basis with others" (Article 24, paragraph 5). According to a European Commission study (Report on the Implementation of the European Disability Strategy 2017), fewer than 30% of people with disabilities complete higher education, compared with 40% of the general population. AVU is a specific fine arts school where certain physical and cultural predispositions are important. We aspire to be an excellent higher education institution – but excellent in terms of high demands for creative freedom and the sovereign mastery of artistic self-expression. We seek to reflect on how we can offer the experience of artistic education to a wider range of applicants, as well as to the broader public, through lifelong learning programmes.

MEASURES

- Conduct an audit to identify barriers that prevent students with diverse needs from studying at AVU; consult with experts in inclusive education, focusing on individuals with individual and special educational needs.
Establish cooperation with existing counselling centres at partner universities and foster collaboration with secondary schools. (2022) SZ MEYS 2.A

- Support the creation of financially demanding, particularly excellent, diploma artworks and projects. (2021–2025) SZ **MEYS 1.C**
- Amend the AVU Study and Examination Regulations with regard to special individual study plans.
- Create financial reserves to support socially disadvantaged students, intended to compensate for study-related expenses. (2021–2025)
- Adapt the format of the Open Day, summer workshops, and other public courses to ensure they are accessible to applicants with special and individual educational needs.
- Expand barrier-free accessible zones within the existing AVU premises and take accessibility requirements into account during any reconstructions or the construction of a new AVU building.
- Consider enhancing the accessibility of public events (e.g., through the use of closed captions, audio descriptions /AD/, and real-time transcription).
- Work on improving the accessibility of the AVU website (e.g., by adding text captions for web images).
- Encourage students to make their portfolios and specific works accessible.

Indicators: Establishing cooperation with at least four secondary schools. Increasing the number of barrier-free accessible workplaces.

Responsibility: Vice-Rector for Study Affairs

4. Strengthening Doctoral Studies

Doctoral studies at art schools are an integral part of leading educational institutions worldwide. The artistic doctorate at AVU has been accredited since the mid-1990s. Currently, doctoral studies at AVU are conducted in four fields within the Fine Arts study programme (Fine Art, Architectural Design, Theory and History of Contemporary Art, and Restoration of Works of Art). Our intention is to reaccredit these fields – referred to as “specialisations” under current legislation – as independent study programmes. Doctoral studies at AVU in the fields of Fine Art, Architectural Design, and Restoration of Works of Art focus on the realisation of demanding artistic projects of a research nature. They consist of a creative, practical component and a theoretical-historical research component, presented in the form of a dissertation. Doctoral studies in the Theory and History of Contemporary Art field are based on topics concerning the latest artistic trends, intellectual movements, and issues.

The doctoral level is the most prestigious form of higher artistic education.

On the one hand, it offers the greatest freedom in the choice of research topics and methods, but at the same time, students are exposed to the most critical forms of reflection. Out of approximately thirty applicants, only ten successfully pass the entrance procedure. Thanks to AVU's personal and technical resources, doctoral students are able to develop their creative and research projects over the long term. At the same time, the group of doctoral students provides an important "personal injection" into the Academy. They bring young but already professionally established individuals who introduce new ways of thinking to the Academy, enriching lower-level students' ability to critically reflect on their own creative experiments. We aim to strengthen this contribution further by establishing postdoctoral positions at AVU workplaces, which will also improve the prospects for our Ph.D. graduates to find employment within the field. Doctoral studies at AVU are well established and are currently undergoing reaccreditation. Meetings of supervisors and the field council have led to a critical reflection on the strengths and weaknesses of the study programme. We have succeeded in setting up a transparent admissions process, and the roles of supervisors and theoretical consultants have been reinforced. In connection with the forthcoming accreditations, we will expand the range of specialised lectures and seminars dedicated to doctoral studies. An important platform is the so-called PhD Lab, a shared hub for doctoral students, designed to provide both study and communication support. Through the PhD Lab, we are able to develop presentation and teaching formats for doctoral studies, as well as programmes for colloquia, symposia, and study trips. A challenge for further strengthening of doctoral studies is the introduction of the possibility of shared supervision – the "cotutelle" model. Within this model, applicants will be able to submit projects that are simultaneously supervised by advisors at partner art education institutions, both at home and abroad. Furthermore, we aim to strengthen the involvement of doctoral students in grant competitions (e.g., GAČR, TAČR) and direct part of the grant support towards enhancing the international dimension of doctoral studies.

MEASURES

- Establish a partnership with a foreign higher education institution offering an artistic doctorate programme, utilising contacts from the network of European art schools within the ELIA organisation. SZ MEYS 3.C
- Update the conditions for doctoral supervision (including the introduction of the "cotutelle" model). Incorporate the specifications into the forthcoming AVU Career Regulations. (2022) SZ MEYS 3.C
- Continuously discuss the structure of doctoral studies and prepare for reaccreditation.
- Define creative themes and interdisciplinary research areas to which doctoral students can apply with their own project proposals.
- Publish more detailed information about ongoing and planned research projects

on the AVU website and motivate supervisors to involve doctoral positions not only in AVU's internal grants but also in projects supported by GAČR and TAČR. (2024)

- Develop doctoral practice not only within studios but also within research departments and, where appropriate, other departments (e.g., archive, library).
- Develop a concept for supporting postdoctoral positions in science and research, and based on this, establish postdoc positions within the existing artistic-research departments. (2024)
- Enable doctoral students to participate in teaching activities beyond their existing duties, including courses for international students. Introduce a regular seminar taught by doctoral students for the follow-up master's cohort as a compulsory elective subject. (2026)
- Expand the existing offer of courses within the doctoral study programme and ensure appropriate pedagogical provision. SZ MEYS 3.C
- Further develop the PhD Lab, aimed at providing study and communication support for doctoral studies. SZ MEYS 3.C
- Enable doctoral students to use the children's studio, established in 2020, which provides childcare on designated days for staff and students with parenting responsibilities. SZ MEYS 3.D

Indicators: At least two postdoctoral positions will be established. At least two doctoral projects will be conducted in a foreign language, in cooperation with international supervisors.

Responsibility: Vice-Rector for Study Affairs

5. Rozvoj celoživotního vzdělávání a dalších kurzů pro veřejnost

The Academy of Fine Arts in Prague has traditionally provided a foundation for the continuity of specific artistic disciplines. It plays an irreplaceable role in lifelong learning and in offering specialised courses to the broader public. At AVU, life drawing and modelling from the live model have been taught continuously over many years – disciplines traditionally regarded as fundamental for developing artistic talent and skills essential for advancing other artistic methods. Therefore, AVU includes this type of course in its public offerings, such as the Evening Drawing Courses for the public. The Summer Painting Academy courses also have a more than fifteen-year tradition; they are seen primarily as preparatory courses for potential applicants, but also as leisure activities for a wider public audience. In recent years, the offering of summer academies has been successfully expanded with the addition of the Children's Summer Academy and the Summer Sculpture Academy. Interest in these programmes has been steadily growing.

The public's strong interest confirms the appropriateness of the concept, which is based on providing access to AVU's studios, combined with professional guidance from AVU teachers, graduates, and alumni. The goal for the coming period is to continue expanding and improving this offering, including through the introduction of shorter-term courses, such as in graphic techniques or other specialised fields. We also aim to offer a wide range of public lectures, symposia, conferences, and workshops, which will not only enhance teaching within the standard study programmes but also open AVU more broadly to the professional and art-appreciating public.

MEASURES

- Regularly evaluate the social, educational, and economic impact of public courses and adjust the course offerings accordingly. **SZ MEYS 2.G**
- Update the curriculum for lifelong learning programmes in the fields of restoration. Revise study plans to meet the expectations of lecturers and the professional public.
- Explore the conditions for establishing a "zero year" (preparatory year) or a separate lifelong learning module for talented applicants who, due to limited capacity, are unable to enter regular study programmes.
- Create incentives for staff, graduates, and alumni to offer innovative workshops within the field of lifelong learning and, more generally, public events.
- Offer cooperation in the field of lifelong learning and public events to professionally related institutions (such as the National Gallery in Prague, Prague City Gallery) and the Prague 7 municipal district.

Indicators: At least four public courses will be held each year.

Responsibility: Vice-Rector for Study Affairs, Vice-Rector for Art, Research, and Development

2. Internationalisation

At AVU, two types of international exchanges and collaborations are currently developing.

There is growing international cooperation between higher art education institutions from Europe and overseas.

In the past decade, this has been reflected in a sharp increase in interest in student mobility and professional internships.

Bilateral and multilateral pedagogical and creative collaborations with partner academies are deepening, and active participation within ELIA is growing, focusing on teaching methodologies as well as institutional ethical and environmental sustainability.

In parallel, teachers and students participating in international exchanges are engaged within an international art environment that has entered the "global phase" (global migration, the internet, cultural and economic exchange).

These trends are, to some extent, independent.

The planetary (formerly global) era is transforming artistic thinking, media, and the frameworks of artistic presentation.

It is also reshaping the economy and critically expanding the paradigms of existing academic subjects and related research topics (such as global studies, postcolonial and decolonial studies, global art history, etc.).

Fine art – the future of which is being shaped at AVU – is, in the context of these changes (to a considerable extent justifiably), regarded as an ideal medium for intercultural communication.

Even though contemporary artworks remain layered and polysemous, they have the capacity to interpret these complex societal changes in an accessible language – a direction that AVU will continue to develop in its teaching.

Pedagogical work will draw more closely from the planetary art scene.

Among the main tasks for the next decade in the field of internationalisation will be the creation of conditions for the internationalisation of study programmes through the participation of foreign lecturers and students, the internationalisation of curricula, research topics, and the broader academic environment, all with an emphasis on the planetary (global) scope of international exchanges.

AVU will more effectively utilise the support available for inter-institutional, pedagogical, and scientific cooperation and will build concrete collaborative projects with selected international universities.

Teachers and selected students will be directly involved in AVU's international activities, and the Academy will support international artistic, theoretical, and scientific processes and outputs in a selective and transparent manner.

Specific Objectives and Selected Measures for the Given Area

- 1. Development of Global Competencies of Students and Staff**
- 2. Art in Context and the Internationalisation of AVU Study Programmes**
- 3. Strategic Management of Internationalisation, Promotion of AVU Abroad, and Support for International Cooperation**

1. Development of Global Competencies of Students and Staff

At AVU, the development of international competencies among students and teachers takes place in close connection with the cultivation of Central and Eastern European cultural diversity.

Among the traditional instruments of internationalisation are the promotion of mobility and the hosting of international students at AVU.

Given the size of the Academy, AVU utilises the services of the Language Preparation Centre at AMU for language instruction; support for the expansion of language competencies is also provided through the partial use of English by international lecturers within regular studio teaching, and particularly through teaching in the Visiting Artist's Studio.

AVU will continue to monitor the quality of external language instruction while also supporting and cultivating the use of foreign languages within its own studio teaching. In the past five years – with the exception of 2020 – AVU has successfully increased the number of outgoing students, international study exchanges, internships, and incoming international students.

AVU students show interest in studying at traditional European academies, but in the past three years, interest has also grown in non-European destinations (such as South Korea and Indonesia). There remains stable interest in selective study programmes in the USA. Conversely, as is the case at many European art schools, interest in teaching mobility remains low.

AVU will actively seek opportunities to support students interested in non-European study placements and internships.

Alongside changes in the pedagogical sphere, the AVU leadership's task will be to prepare administrative, linguistic, and material support structures to facilitate the hosting of international lecturers and to remove obstacles to teaching mobility. AVU will also continue to take an accommodating approach to the recognition of foreign education.

Given the specific nature of artistic education, where artistic (talent-based) abilities are assessed primarily and academic qualifications only secondarily, the recognition of foreign education does not pose a barrier to the admission of international students.

MEASURES

- Students will be required to pass a compulsory language examination by the end of their third year.
- The quality of external language instruction will be evaluated every four years. Based on these evaluations, necessary measures will be taken if required.
- Support the language proficiency of both teaching and administrative staff by providing intensive language courses (Erasmus+). Introduce English proficiency as one of the assessed criteria in the selection process for teaching positions. (2022) SZ MEYS I.1.A
- Tailor the selection of partner schools to align with AVU's disciplinary priorities. Actively utilise membership in ELIA and participation in international projects to expand strategic partnerships, thereby supporting the mobility of teachers and students as well as the internationalisation of AVU's environment. (2022) SZ MEYS I.1.B
- In line with the Internationalisation Strategy, support mobility not only towards major art centres but also to emerging areas of the Global South, countries of the former Eastern Europe, and countries of origin of the largest domestic minorities and Czech diasporas abroad. Secure funding for this through Erasmus+ and other sources. SZ MEYS I.1.B
- Develop criteria for international teaching experience (duration, nature), which should be applied in habilitation procedures and appointments to professorships at AVU. Prepare the corresponding amendments to the Habilitation and Appointment Regulations. (2026)
- Monitor and participate in international activities related to the recognition of foreign education (e.g., those organised by MEYS, ENIC-NARIC, and others).

Indicators: At least half of the students will participate in a mobility programme during their studies.

Responsibility: Vice-Rector for International Affairs

2. 2. Art in Context and the Internationalisation of AVU Study Programmes

In 2022, the launch of teaching in the Art in Context field (within the follow-up master's programme Fine Arts) is planned, which will be the first programme at AVU taught in English.

The introduction of this programme will expand both the thematic and pedagogical range of international teaching at AVU and will also bring students from culturally diverse territories and groups to the Academy. Even within the existing studio-based teaching, student groups are linguistically and culturally diverse, despite the teaching being conducted in Czech.

The Art in Context study programme will aim for a high standard in the quality of admitted students and the international competitiveness of the education offered. This, in turn, will contribute to raising the quality across all existing programmes. The launch of Art in Context will also be accompanied by the integration of courses taught in English into other master's and follow-up master's programmes. In the long term, the set of measures adopted should also contribute to the establishment of joint-degree, double-degree, or multiple-degree programmes in cooperation with selected partner art schools.

MEASUR4ES

- Introduce hybrid forms of teaching into existing study programmes so that lecturers and students whose native language is not Czech are fully integrated.
- Ensure the permeability (internship opportunities) of international students from the Art in Context programme within studio teaching across other master's and follow-up master's study programmes.
- Part of the teaching of elective, compulsory elective, and compulsory courses will be conducted in foreign languages, and foreign-language examination boards will be established at all levels of study. (2022–2025) SZ MEYS I.2.A
- Support and integrate the Visiting Artist's Studio into the studio teaching of the Art in Context programme. This will significantly innovate foreign-language study at AVU. (2021–2025) SZ MEYS I.2.A
- Introduce a support programme for talented international students at AVU, to be systematically incorporated into the continuously updated internationalisation strategy and financed through multiple funding sources. (2022–2025) SZ MEYS 4.A
- Amend the AVU Study and Examination Regulations to cover cases of study in a foreign language and adapt the conditions of selection procedures to enable the admission of international lecturers.
- In connection with the support for doctoral studies, strengthen the feasibility of academic and practical international internships and integration into existing international networks of artistic research. (2021–2025) SZ MEYS I.2.B
- Reflect the internationalisation of the Academy in future accreditations, in particular by including a compulsory international internship or an internship in the English-taught Art in Context programme in the curricula of master's programmes. (2024)
- Use all available national promotional channels, such as Study in the Czech Republic, and participate in international presentations on art education to promote the Art in Context programme. (2021–2025) SZ MEYS I.4.A

Indicators: Doubling the number of courses taught at AVU in a foreign language; at least three lecturers whose native language is not Czech will be employed at AVU.

Responsibility: Vice-Rector for International Affairs

3. Strategické řízení internacionalizace, podpora mezinárodní spolupráce a propagace AVU v zahraničí

Given its size, AVU has so far had very limited personnel and spatial capacity to formulate and implement a comprehensive internationalisation strategy. The implementation of the newly formulated strategy requires, first and foremost, sufficient staffing to cover the defined tasks and related agendas, with the first step to be taken through the resources of the Institutional Plan for 2021. Subsequently, it will also be necessary to address the spatial requirements needed for its implementation, considering the current critical shortage of both teaching and administrative spaces. A solution in the medium term could be the construction of a new AVU building, which would enhance the Academy's international attractiveness, raise its profile, and facilitate an increase in the number of international students (further detailed in Priority Area No. 6). To date, AVU has actively participated in international collaborations within ELIA (including representation on the Representative Board since 2018) and through inter-academic exchanges at the level of individual studios, which it intends to continue developing through specific projects. In connection with its pedagogical programmes and research projects, AVU will further expand its personnel, exchange, and infrastructural partnerships with selected art schools and cultural institutions abroad. Additionally, AVU will focus on the targeted promotion and presentation of excellent artistic, theoretical, and scientific outputs in international contexts.

MEASURES

- Update the Internationalisation Strategy every three years. SZ MEYS I.5.A
- - Ensure sufficient personnel capacity to support all activities related to internationalisation.
- - AVU will continue to be an active member of the ELIA organisation. (2021–2025) SZ MEYS I.5.B
- - Undergo an evaluation by an independent international accreditation agency specialising in the rating of higher art education institutions. (2025) SZ MEYS I.5.B
- Introduce an English-language newsletter providing information on the most important activities and events at AVU.

This will be aimed at former and prospective international students, international lecturers, and other collaborators.

- o– During the preparation of the concept for AVU's new building, the international office will participate in defining functions related not only to teaching but also to services for international students, ensuring they meet the standards of the Erasmus+ Charter.
- o– As part of long-term development, plan the establishment of a club for international alumni and visiting students at AVU.
- o– This tool is highly effective in building international interest in studying at AVU. SZ MEYS I.4.C
- o– Initiate the creation of an international cluster of art schools, fostering deeper cooperation in selected areas of pedagogical, artistic, or research activities, and aim to become the host institution for one of this organisation's key activities. SZ MEYS I.5.B
- o– Actively support the international presentation of excellent outcomes in artistic, theoretical, and scientific activities (selected lecturers and students, Artyčok TV, KTDU, VVP AVU, and others).
- o– In the long-term perspective, participate in a consortium of European universities and apply for support from the European Commission. SZ MEYS I.5.B

Indicators: AVU will undergo evaluation by an independent international accreditation agency specialising in the rating of higher art education institutions by 2025.

From 2022 onwards, an English-language newsletter informing about the most important activities and events at AVU will be published twice a year.

Responsibility: Vice-Rector for International Affairs

3. Art, Research, and the Third Mission

AVU is not only an educational institution but also a significant centre of creative and research activity both nationally and internationally.

In the coming period, AVU aims to strengthen its ties with strategic partners on the local, national, and international levels, in both research and creative presentation.

One of the Academy's many roles is its active participation in the broader societal discussion on current issues in art, its institutional and financial support, as well as wider cultural and social challenges of the present day. Through the planned establishment of the ALUMNI Club, AVU expects to strengthen the special community that has developed around the Academy and to foster feedback for the institution, which stands at the crossroads of numerous relationships.

Among the specific objectives for the coming period is, first and foremost, the support of research and development at AVU.

This will be achieved primarily by strengthening and supporting existing research centres, as well as by encouraging a broader discussion about the role of artistic research within Czech higher education.

Emphasis will be placed on linking research activities with study programmes.

This effort will also be supported by the establishment of doctoral internships and postdoctoral positions at research centres (see also Priority Area No. 1).

Essential for the development of research are project activities that contribute not only to the material modernisation of the Academy but, above all, effectively help to enhance internal processes, staff competencies, and the overall quality of teaching.

By improving the services of the Grant Department, expanding grant monitoring, and developing fundraising activities, both scholarly and creative activities within the academic community will be further supported.

Research at AVU, through its natural connection with the arts, possesses high social relevance, whether in the preservation of cultural heritage and monuments – involving conservation centres and the ALMA Laboratory – or in the study of art history, carried out by the AVU Research Centre (VVP AVU).

In addition, the AVU Press (NAVU) plays a key role by publishing relevant scholarly outputs and periodical titles, particularly *Sešit pro umění, teorii a příbuzné zóny* (Notebook for Art, Theory, and Related Zones), which since 2007 has contributed to cultivating academic discussion in the field of contemporary art. The AVU Gallery (GAVU) holds a special position as a platform for presenting artistic research and the creative work of the academic community and other relevant artists.

In the coming period, we aim to develop GAVU into a space that brings high-quality and imaginative artistic projects to the Czech art scene.

Our aim is to integrate more fully into Prague's gallery scene and to initiate discussions on contemporary art.

Attention must also be given to other specialised departments at AVU that contribute to strengthening the Academy's third mission.

Chief among these is the library, which supports teaching but also offers specialised library services to the broader professional public.

The AVU Archive holds a unique position in this regard, as it not only manages documents related to the history of the Academy but also preserves an original collection of drawings and prints.

In the coming period, it will be necessary to reaccredit the archive, to make the most valuable parts of the collection accessible through online presentation, thereby enhancing research services among other improvements.

The Artyčok project also holds a unique position – a joint initiative of the Academy and the Artyčok.tv association (hereinafter simply Artyčok).

Founded directly at AVU in 2005, Artyčok is a platform for contemporary art that documents and co-creates developments in the field of contemporary art and supports the creation of new artistic projects.

Its main activity is operating the web portal <https://artycok.tv>, through which it provides access to original and curated authorial content, primarily audiovisual, and maintains a database of all published contributions.

AVU's goal is to continue providing sufficient support for the project, to participate in its management, and to contribute to its content, which should primarily enrich the broader societal discourse while also influencing the educational process at AVU.

The main objective of the project in the upcoming period will remain the production and publication of original audiovisual contributions, the support of new authorial formats, and the creation of live programmes for the public in collaboration with artistic institutions in the Czech Republic.

AVU will also focus on enhancing its offer of lifelong learning programmes and additional public courses (see Priority Area No. 1, Objective 5).

In the coming period, AVU will concentrate on building cooperation with other institutions and being active both locally and nationally.

In 2021, we plan to officially establish the AVU ALUMNI Club, which will serve as an institutional tool for connecting the diverse community of alumni and friends of the Academy.

The goal is not only to gather feedback from practice to improve teaching and career prospects but also to strengthen the Academy's third mission – fostering intergenerational dialogue, promoting health and quality of life, supporting culture in the broadest sense, activism, and activities that uphold timeless societal values.

In the future, we also consider establishing the AVU Endowment Fund, which could become an effective tool for supporting various school activities and assisting students and alumni who find themselves in difficult social situations. Currently, activities in all these mentioned areas are taking place, but often somewhat spontaneously and frequently encountering organisational and financial limitations.

In the future, it will be necessary to establish comprehensive and targeted management of these activities to ensure their long-term financial and production stability.

An additional open challenge is to deepen their connection to teaching.

A separate issue remains their effective promotion, in which the launch of a new AVU website will play a crucial role.

Specific Objectives and Selected Measures for the Given Area

- 1. Support for Research, Development, and Research Centres, and for Project and Grant Activities**
- 2. Strengthening the Social Relevance of Creative and Artistic Activities at AVU**
- 3. Cooperation and the AVU ALUMNI Club**

1. Support for Research, Development, and Research Centres, and for Project and Grant Activities

AVU recognises the significance and potential of the activities of its research centres, which operate in the fields of restoration and the theory and history of art. The existing outputs of these centres are reflected in publications, teaching activities, the organisation of international conferences and symposia, and their results are recorded in the Register of Information on Results (RIV). Given the relatively small number of researchers, the volume of outputs is comparable to that of larger institutions and does not lag behind the output of other established art schools. Research and development hold a firm place within AVU's activities and are among the key prerequisites for the institution's growth. In the past, AVU has been the principal investigator of several research projects funded by the Ministry of Education, Youth and Sports (MEYS), the Ministry of Culture of the Czech Republic (MK ČR), the Czech Science Foundation (GAČR), and the European Commission. Currently, it is involved in a project under the NAKI programme – supporting applied research and experimental development of national and cultural identity – as well as projects funded by GAČR and TAČR. The goal is to maintain the current success rate of individual grant research projects and to expand support opportunities for applicants from among academics and students, as well as to improve the infrastructure and organisational support for research centres. Like all universities, AVU underwent an international evaluation of research and development activities in 2020, according to the Methodology 17+. Through the self-evaluation report and SWOT analysis, AVU identified its strengths and weaknesses. Although AVU's evaluation results were very positive, it became apparent that many evaluation principles are designed for a different type of university and do not fully reflect the reality of an art academy. Between 2021 and 2030, it will be necessary to build on these findings, strengthen the strategic management of research and development at AVU, and engage in positive lobbying at the level of higher education management and evaluation.

As highlighted in the evaluation report, AVU excels in the fields of art-historical and restoration-technological research.

This research arises in direct symbiosis with the disciplines taught at AVU. However, given that AVU primarily teaches what is referred to as "fine art," the most natural area of research at the Academy is artistic research. The type of outputs generated through artistic research or research by means of art is, so far, systematically overlooked in the overall evaluation of higher education institutions (it is neither included in the Registry of Artistic Outputs (RUV) nor in the Register of Information on Results (RIV)) and therefore is not reflected in the funding of higher art education institutions.

MEASURES

- In cooperation with other art schools, systematically work towards the emancipation of artistic research within the field of research and development on a national level. Actively participate in defining artistic research across disciplines and support joint lobbying efforts aimed at achieving equality for this type of research within Czech higher education.
- Regularly review the report on artistic research, created in 2020 as part of the CRP project Analysis and Definition of Specifics and Development Opportunities of Art Higher Education Institutions in Research Activities, and implement appropriate measures based on its findings.
- –Connect existing research centres with teaching activities and convey new findings to students at both the master's and doctoral levels. Ensure the involvement of all existing research centres in teaching through lectures, specialised seminars, and workshops.
- Support the internationalisation of research, both by financially securing the mobility of research staff and by systematically inviting foreign specialists (see also Priority Area No. 2).
- Strengthen systematic support from the Grant Department for grant applicants. Apply for funding from international sources – prepare grant applications for funding under international programmes such as Horizon, EEA Grants, and Norwegian Funds.
- Establish a system of incentives and financial rewards for research staff for active engagement in publishing, lecturing, and seminar activities.

Research Centres

Art-historical research is carried out at the AVU Research Centre (hereinafter also referred to as VVP AVU), which serves as a centre for fundamental scholarly research, processing primary documentation, critical evaluation, and reinterpretation of Czech fine art from 1945 to the present.

The second major component of research activities at AVU is conservation research, conducted within the two studios of Restoration.

Their activities are developed and complemented in an interdisciplinary manner by the ALMA Laboratory, which specialises in scientific research in the field of heritage conservation.

In interdisciplinary collaboration with the artistic and art-historical fields, ALMA develops methods of instrumental material analysis and interprets the results within the historical and technological context of painting. Both ALMA and VVP have long faced limitations that hinder their successful research development, particularly in the form of insufficient or inadequate facilities.

Support for research and scholarly activities at AVU is provided through the strategic allocation of institutional support for the long-term conceptual development of the research organisation (hereinafter referred to as institutional support), internal grant competitions, and projects funded by domestic and international grant agencies. The strategy for the distribution of institutional support at AVU is based on two principles. The first is the support of departments that generate institutional support; the second is the promotion of research and its development across the entire Academy. The largest share of the support (85%) ensures the sustainability of the research centres, specifically the AVU Research Centre (VVP AVU) and the ALMA Laboratory, which are only minimally funded from the Academy's main budget – typically through the salaries of department heads – and are thus heavily dependent on institutional support for their personnel and material resources.

Part of the funding is also allocated to the Department of Theory and History of Art (KTDU) and to the operation of AVU Press (NAVU).

MEASURES

- Develop a sustainability concept for existing research centres, based on their personnel and financial stabilisation. Given their number and scope, maintain regular monitoring of their activities and development.
- Participate in the project for the new AVU building (see also Priority Area No. 6) to ensure that the spaces designated for research centres meet the specific needs of these centres.
- Support the participation of research centres in science and research fairs and international conferences, and promote their publishing, exhibition activities, and other forms of public engagement.

Project Activities, Grant Department, and Internal Competitions

Since 2019, AVU has operated a Project Department, established to coordinate and implement OP VVV projects such as AVUEDU+ "Enhancing the Quality of Education at the Academy of Fine Arts in Prague," which contributes to deepening the professional competencies of staff, and the complementary project "Modernisation of Educational Infrastructure at AVU," which has significantly improved the Academy's facilities in many areas.

Following 2022, when the AVUEDU+ project concludes, it will be necessary to build on these successful initiatives, both to meet the requirements for mandatory sustainability and to further develop their potential.

It is therefore crucial to maintain continuity in terms of know-how and personnel acquired during the management of the OP VVV projects, and to build on this in connection with the expected OP JAK calls and the associated preparation of project applications.

The Grant Department is a service unit with Academy-wide responsibilities. Despite its small staffing (currently consisting of one staff member), it provides support to the academic community in several areas. This includes primarily grant monitoring and assistance with the preparation of individual research and creative projects. An important component of this support is the grant competition for so-called specific higher education research, complemented by a grant competition focused on creative activities for students in the higher years of study. Both competitions are announced annually, with projects evaluated by a commission appointed by the Rector. The budget and the number of supported projects have been steadily growing, and it is necessary to continue this trend. The main objective is the personnel and organisational stabilisation of the Grant Department, which is a prerequisite for increasing the volume of grant funding and ensuring its effective allocation.

MEASURES

- Organisationally and personnel-wise, ensure the operation of the project office for the preparation of strategic projects during the transitional period between projects. (2021–2025)
- Regularly conduct and evaluate internal grant competitions and assess the impact of their results on improving teaching, research and development, doctoral studies, and other school activities. (2021–2025)
- Improve and expand grant monitoring and the services provided by the Grant Department.

Indicators: An updated report on artistic research will be produced every two years. At least two grant applications will be prepared and submitted within GAČR/TACR calls. The Project Department will have at least two staff positions.

Responsibility: Vice-Rector for Art, Research, and Development

2. Strengthening the Social Relevance of Creative and Artistic Activities at AVU

Creative and Artistic Activity

Artistic creative activity is an inseparable part of teaching at AVU. The connection between teaching and artistic creation at AVU is organic and indivisible. The Academy of Fine Arts is one of the four established higher art education institutions in the Czech Republic and serves as a guarantor of the high quality of education in artistic disciplines. The creative activities of the academic staff and students are reported annually in the Registry of Artistic Outputs. AVU will continue to uphold the highest standards for its teaching and creative activities.

The importance of creative activity must be embedded in all strategic documents of AVU and linked to the quality assessment within individual departments. In this context, it is also necessary to emphasise the role of media promotion of activities. One of the essential conditions is the launch of a new AVU website and the staffing required to ensure its operation.

MEASURES

- Systematise the collection of data for the Registry of Artistic Outputs (RUV) and ensure the reporting process is adequately supported in terms of personnel and technical infrastructure.
- Formulate a system that takes into account the results of creative activities in relation to the career progression and financial remuneration of staff, building on the informal and partially formalised quality assessment processes already in place at AVU.
- Incorporate these changes into the forthcoming AVU Career Regulations (see also Priority Area No. 4).
- Launch and properly manage the new AVU website so that it serves as an effective tool for communication and the public presentation of AVU's activities.

AVU Gallery (GAVU)

Exhibitions represent an irreplaceable means of presenting the results of creative and artistic activities at AVU. Through exhibitions, year-end projects are showcased, and the defence of diploma theses culminates in a representative Academy-wide exhibition. AVU also supports both studio-based and individual exhibitions by its academic community. These may take the form not only of the presentation of artworks but also performances, films, and other media. Another important platform for connecting AVU's creative activities with the professional public is the AVU Gallery (GAVU). Founded in 1993, it serves to present the work of AVU students and their guests. Its programme was originally organised based on an open call, with selections made by a multi-member exhibition committee. In recent years, the programme has been curated by an external curator selected by the AVU Exhibition Council. Currently, the possibility has arisen to relocate GAVU to a space outside the school and to operate it as a standard exhibition venue within the Prague and broader Czech gallery scene. However, it remains desirable that GAVU continues to be an integral part of the school. Future strategy must therefore include discussions about GAVU's role within the educational process as well as its place in the Prague gallery scene, the establishment of its financing model, and the organisation of its internal operational processes

MEASURES

- Develop a concept for the future direction of GAVU, including proposals for its staffing and financial support, and ensure its gradual implementation. (2021–2022) SZ MEYS 1.C

AVU Publishing House (NAVU)

The AVU Publishing House (NAVU) commenced operations in 2016 with the aim of supporting publishing activities at AVU.

Our objective is to continue supporting editorial and publishing activities that complement the Academy's research and creative work.

Submitted projects are evaluated and selected by the AVU Editorial Board, composed of both internal and external members.

Since its establishment, the number of submitted publishing projects and the volume of allocated financial resources have steadily increased.

Our aim is to continue this positive trend.

A major ambition for the coming years is the preparation and publication of a major work on the history of the Academy.

MEASURES

- Expand cooperation in the presentation and sale of NAVU publications, including on an international scale. Create a platform among art schools to support the sale of publications abroad.
- Support participation in book fairs and other forms of promotion, and also focus on developing e-book formats.
- Regularly evaluate the NAVU publishing competition and gradually increase funding for the internal NAVU competition.
- In collaboration with VVP, prepare a project focused on the history of the Academy of Fine Arts in Prague.

Notebook for Art, Theory, and Related Zones

AVU publishes the peer-reviewed journal Notebook for Art, Theory, and Related Zones, which is issued twice a year and features scholarly studies and reviews. Since 2010, it has been listed in the Register of Peer-Reviewed Non-Impact Periodicals Published in the Czech Republic, and in 2015, it was included in the European Reference Index for the Humanities and the Social Sciences (ERIH PLUS). Currently, the editorial team is working towards having the journal indexed in the Scopus database. The publication of the Notebook is supported annually by a grant from the Ministry of Culture of the Czech Republic.

MEASURES

- Support the editorial team's efforts to have the journal indexed in the SCOPUS database, primarily by providing financial support for translations into English, which should lead to greater citation of the journal in international academic sources.

Library

Library operations, housed in the historical interior of AVU's main building, are currently maintained by two staff members.

In terms of capacity, the library is at the limit of its storage capabilities.

In the upcoming period, it will be necessary to expand the available space to support its operations.

It will also be necessary to expand the library's facilities (regarding the issue of insufficient space at AVU, see Priority Area No. 6) and to improve work with electronic resources, specifically by creating a digital AVU library (regarding the issue of digitisation, see Priority Area No. 5).

MEASURES

- Prepare an analysis of the possibilities for creating a digital library and establish a repository for e-books, which are used not only in distance learning. (2022) SZ MEYS 6.A
- Take into account the need for expanded storage space in the plans for the new AVU building.

Archive

The specialised AVU Archive will undergo a challenging relocation in 2021, moving from its current inadequate premises to appropriate facilities in the Modern Gallery. By adapting the former paper restoration studio, conditions will be created for the safe storage of archival materials and the collection of drawings and prints. A new research facility will also be established on the third floor of the building. However, in the interest of further developing the restoration studios, it would be more appropriate in the next phase to move the archive to the new AVU building (further addressed in Priority Area No. 6). In the coming period, the archive must undergo reaccreditation, which will involve the reorganisation of collections as well as the digitisation of rare parts of the collection, to make them accessible online to both international and Czech researchers.

MEASURE

- Increase staffing and ensure financial and spatial support for the operation of the archive, placing emphasis on skills in the field of digitisation, and ensure staff substitution.
- Prepare a proposal for the digitisation of the most valuable parts of the archival collections (including a list of priority items), with the aim of making them accessible via the website.
- Develop a study to address the spatial requirements of the AVU Archive and the restoration studios, particularly in relation to the preparation of the new AVU building.

Artyčok

Artyčok is a platform for contemporary art with more than fifteen years of development behind it.

It documents and co-creates events in the field of contemporary art and also supports the creation of new artistic projects.

The online database of contributions – including exhibition reports, artist profiles, and lectures – is a unique source of information with educational potential for both artists and students of art schools, as well as for a broader audience interested in contemporary art.

Through the participation of students, artists, curators, and theorists in content creation,

Artyčok also serves as an important articulation tool for the artistic community. Artyčok is annually supported by grants for year-round activities from the Ministry of Culture of the Czech Republic and the Prague City Council. Between 2017 and 2019, it also received support from the Czech-German Fund for the Future.

MEASURES

– Make use of the newly defined organisational structure of the project to better connect Artyčok's activities with the school and its public presentation. Identify project activities suitable for integration into teaching and continue to expand them.

Utilise Artyčok's extensive database as a source of materials for educational purposes. SZ MEYS 2.A / 2.B

Indicators: Staffing ensured for the collection of data for the RUV database. New AVU website launched, regular presentation of AVU's creative activities, increased public awareness of the Academy's activities. International distribution of AVU Publishing House outputs. Reaccreditation of the archive.

Responsibility: Vice-Rector for Art, Research, and Development

3. Cooperation and the AVU ALUMNI Club

Cooperation with a wide range of institutions and galleries is extremely important for AVU. Based on its location in Prague 7, AVU contributes to the development of the atmosphere of the local area and to good community relations. It collaborates with the National Gallery in Prague, the Prague 7 municipal authorities, and various non-profit galleries based in the area. AVU also focuses on cooperation with nearby institutions and selected Czech universities, particularly those with an artistic focus, as is inherent in its mission. Its closest partners are UMPRUM, AMU, JAMU, and other art schools and faculties. This cooperation is manifested through numerous professional and personal contacts as well as joint projects. AVU is aware of the sensitivities involved in cooperation with private entities; discussions on this matter are held within the Academy's leadership, the Academic Senate of AVU, and the academic community as a whole. Nevertheless, AVU does collaborate with selected private entities. It also regularly works with public galleries and other cultural institutions and supports exhibitions in non-profit gallery institutions. Targeted cooperation also takes place in the field of research activities, as well as with a number of institutional and personal archives. Further forms of cooperation with external partners could potentially be developed through the planned AVU Endowment Fund.

In 2019, the Academy of Fine Arts celebrated its 220th anniversary. Over the course of its existence, it has left a significant mark on the cultural environment of the Czech Republic and Central Europe. It has been shaped by those who have passed through its halls, just as it has influenced them in return.

The recent anniversary provided an opportunity to reflect on the continuity that has always evolved at the intersection of personal contribution and collective environment. With the awareness that we are creating a community that extends beyond the period of study, the Academy decided in 2021 to establish the AVU ALUMNI Club – a club for graduates and others who have been part of this community in various ways. The AVU ALUMNI Club will serve as a tool for cooperation and for maintaining inspirational relationships beyond immediate contact during study, teaching, etc., and as a source of practical insights that can enrich teaching and improve career prospects for current students. It also presents new opportunities from the perspective of fundraising.

MEASURES

- Enter into an official partnership with a professionally related institution, a city district, or a professional association, and seek to establish a joint research project.
- Develop ethical guidelines for sponsorship and other forms of cooperation with private entities.
- Regularly publish a newsletter informing the wider AVU ALUMNI community about developments at the Academy, offering specific events for club members, and thereby fostering their ongoing engagement with AVU. (2021)
- Systematically expand the range of benefits for members, such as discounts at NAVU, discounts on art supplies, or access to the Academy’s infrastructure (workshops, transport services, recording equipment, etc.) for alumni.
- Organise broader discussions within the AVU ALUMNI Club on the future direction of the Academy, public support and funding of the arts, alumni career prospects, and actively promote the quality of health and life within the academic community.
- Organise an AVU ALUMNI Day annually.
- Create a volunteer platform to support school activities and teaching, and develop mentoring support structures linking alumni with current students.
- Establish the AVU Endowment Fund as an effective tool to support a wide range of the Academy’s activities.
- Draft the statutes of the planned AVU Endowment Fund to allow support for alumni facing difficult social or life situations. (2026)

Indicators: The AVU ALUMNI Club has at least 100 registered members.

Responsibility: Vice-Rector for Art, Research, and Development

4. Institutional Culture and Social Responsibility

AVU is committed to applying the principles of a socially responsible educational institution. The Academy embraces social responsibility as an integral part of all its pedagogical, creative, administrative, research, and other activities. We will continue to develop the experience we have gained and share it with all staff and students, as well as with other public and private institutions that express an interest. Since 2014, AVU has pursued its commitment to creating an environmentally friendly, socially and economically equitable environment. Over the past six years, an energy-saving project under the EPC (Energy Performance Contracting) model has been implemented; the AVU Eco Unit has commenced its activities; and, step by step, the leadership and academic self-governance have been addressing issues related to social, cultural, and gender inequalities and the environmental conditions of our surroundings. We will continue to cultivate and strengthen environmental responsibility among all individuals as well as AVU as an institution.

We will further develop the practical engagement and initiatives of staff and students and apply their suggestions to the development of AVU as a responsible and sustainable institution.

All of these efforts are inherently connected with the concepts and principles of ensuring the quality of all activities at AVU.

Specific Objectives and Selected Measures for the Given Area

1. **Care for the Quality of the Internal Environment, Care for Staff, and Development of Their Competencies**
2. **Reducing the Carbon Footprint Towards Greater Environmental Sustainability**

1. Care for the Quality of the Internal Environment, Care for Staff, and Development of Their Competencies

With approximately 330 students, AVU is the smallest public university in the Czech Republic. The number of staff – whether in academic, research, or technical-administrative positions – corresponds to this size.

However, the range of administrative tasks that the Academy must cover and ensure is comparable to that of large universities with a far broader administrative apparatus. In recent years, due to increasing administrative demands and the implementation of a greater number of projects, there has been a slight increase in staffing levels. Although further expansion of administrative positions is problematic given the Academy's budget, in some departments the situation in terms of meeting all the school's needs and obligations has become long-term unsustainable, particularly concerning staff substitution. Therefore, the leadership will prepare a personnel analysis based on competencies and responsibilities, finalise the organisational structure of the school, and, subject to available funding, seek to fill newly identified positions with qualified specialists selected through open recruitment procedures. The school's personnel policy will continue to emphasise professional expertise and the development of professional competencies, mutual human and professional communication within the academic community, maintaining stable staffing, and creating motivating conditions for career growth based on clear evaluation rules. The leadership strives to continuously improve working conditions for employees and to compensate for relatively low salaries with sufficient benefits, such as meal vouchers and an additional week of holiday beyond the statutory minimum. Our goal is to maintain at least the current level of benefits and, where possible, to expand or adjust them according to staff preferences. The pandemic year 2020 provided an opportunity to test the possibility of remote working where the nature of the work allowed. Experience has shown that this is also a way to better balance personal and professional life, and the leadership will continue to support this form of work. Given the Academy's long-standing shortage of work and teaching spaces, it is also desirable to consider implementing a shared workspace system with an appropriate reservation system in the future. Another aim of the leadership will be to strengthen connections between departments to facilitate knowledge-sharing and the dissemination of effective solutions. Internal communication between departments is currently not ideal; there is a lack of awareness about common visions and strategies, as well as about developments within the school. Possible solutions include the regular publication of a newsletter or the use of another suitable electronic platform to collect and disseminate information about ongoing and upcoming events, operational matters, and school documents.

AVU will place emphasis on the development of its employees' competencies and their further education through both short-term and long-term courses.

Using appropriate motivational tools, it will encourage staff participation in further education and provide sufficient methodological support. Thanks to the ongoing AVUEDU+ project, funded by OP VVV, language and other professional or practical courses and training sessions are already being delivered, clearly contributing to the enhancement of competencies across all staff members. The leadership intends to maintain and further strengthen this trend. The leadership also welcomes the Ministry of Education, Youth and Sports' (MŠMT) efforts to reduce administrative burdens by simplifying project and targeted funding management and eliminating redundant and unjustified requirements and agendas. Currently, a significant administrative burden is borne by individual members of the leadership, who, in addition to their managerial duties, are engaged in teaching, lead specific departments, and manage research or creative projects. They also oversee departments falling under their respective portfolios. Increasing the number of professional or administrative positions to relieve them of part of these tasks cannot be achieved from the school's regular budget but must rely primarily on targeted subsidies or operational projects. Therefore, the Academy will monitor forthcoming OP JAK calls and will apply for support from these sources, even though meeting the conditions for a small art-oriented institution remains challenging. At the same time, efforts must be made to advocate for adjustments to the state funding model for small higher education institutions (see Priority Area No. 5).

OPATŘENÍ

- Develop internal reward mechanisms and establish a fair system for evaluating work performance.
- Create a concept and select platforms and media for systematically informing the academic community, employees, and the public about the status and fulfilment of AVU's strategic goals, in order to cultivate a sense of shared mission at AVU.
- Prepare and issue the Career Regulations. (2022) SZ MEYS 1.A
- Introduce a low-bureaucracy model for regular internal evaluations at the level of academic positions to support the quality of educational activities, and for non-academic staff to improve school operations, using methods such as surveys or direct interviews. (2021) SZ MEYS 5.B
- Establish the position of Quality Methodologist to ensure continuous monitoring and evaluation of the quality of all activities. (2021)
- Set a concept for the development and support of further education for employees in language and professional competencies after the conclusion of the AVUEDU+ project, including securing its funding by utilising current grant opportunities, thereby continuing existing education programmes beyond AVU's basic budgetary possibilities.
- Motivate employees towards qualification advancement and, in this context, revise the Internal Salary Regulations in cooperation with the AVU Trade Union Organisation. (2021) SZ MEYS 1.A

- Based on a personnel analysis, identify under-resourced agendas and create a timetable for establishing and filling certain missing positions in line with AVU's budgetary possibilities.
- Harmonise and update job descriptions, and issue and regularly update the Organisational Regulations. (2021)
- Analyse the possibilities for shared workspaces and create an appropriate reservation system.
- Analyse and implement possible tools to support the reconciliation of career and personal life, and promote their adoption (e.g., remote work, flexible working hours, provision of childcare for staff and students who are parents).
- Regularly monitor the usage of employee benefits, ensure good communication about available benefits, and adapt the offer to demand.
- Implement a user-friendly platform (intranet) for the effective sharing of internal information between departments, based on identified needs. SZ MEYS 6.A
- Fill academic and administrative positions through open recruitment procedures.

Gender Equality

In 2019, the Academy underwent a comprehensive gender audit. Although the institution is highly sensitive to these issues, certain challenges regarding gender equality remain at AVU. The teaching staff continues to be significantly gender-imbalanced, despite efforts to ensure gender-balanced selection committees. This is partly due to the insufficient number of qualified female applicants participating in recruitment competitions. The issue is widely discussed at AVU. Our goal is to gradually improve the ratio of women to men in leading teaching positions in studios, individual departments, and the leadership of the Academy. At AVU, it is necessary not only to improve gender equality and support generational renewal but also to promote additional anti-discrimination measures. We aim to regularly review the findings of the gender audit conducted within the centralised development project Strengthening Gender Equality at Art Universities, which AVU implemented in 2019, and to work on targeted measures to improve the situation. One of the partial objectives is to establish a functional anti-discrimination platform that would monitor problematic behaviour and provide assistance to victims of discrimination – whether based on gender, skin colour, ethnicity, culture, religion, age, gender identity, sexual orientation, or other factors.

MEASURES

- Ensure gender neutrality in the announcement of all recruitment processes; actively work on a strategy for positively engaging and encouraging qualified female applicants.

- Ensure generational renewal in leading teaching positions by regularly announcing open competitions for these roles.
- Revise the AVU Code of Ethics to specifically address procedures for dealing with breaches of ethical rules.

In this context, establish and ensure the functioning of an Ethics Committee and an Anti-Discrimination Platform, enabling not only the reporting of discriminatory behaviour or sexual harassment but also its sensitive resolution, whether through internal institutional mechanisms or advisory services based on external and legal support. (2022) SZ MEYS 6.C

Student Associations

AVU supports student activities and student associations. A variety of projects have traditionally been initiated and continue to emerge within the Academy. For example, the Artyčok project initially began as a student initiative, later becoming an independent workplace and eventually a formal association. Currently, AVU is also home to initiatives such as the Eco Unit, and in the past, the Atelier Without a Leader. The Gallery Sklad M1 initiative has also developed successfully. It is necessary not only to listen to these initiatives but also to provide them with the necessary support, such as offering dedicated studio or workplace space.

MEASURES

- Enable student associations to apply for funding through internal grant competitions.

Indicators: Implementation of an intranet where information on the sustainable operation of the institution can be centralised and internal processes can be systematically managed.

By 2026, women will constitute at least one quarter of the teaching staff.

Responsibility: Rector, Chancellor

2. Reducing the Carbon Footprint Towards Greater Environmental Sustainability

In connection with the implemented EPC project, which represented a significant step towards achieving a more ecological and sustainable operation of AVU, we will continue to complement the entire system with further measures, gradually reducing AVU's overall carbon footprint – and ultimately that of each individual involved in the functioning and life of the institution.

Achieving carbon neutrality is a highly demanding process in terms of both financing and the active engagement of all participants.

With an awareness of the time demands involved,

we are committed to the gradual achievement of carbon neutrality and, more generally, to the reduction of our ecological footprint.

MEASURES

- Establish the position of a specialist for the systematic implementation and fulfilment of ecological and sustainable development requirements. (2022) SZ MEYS II.14
- Conduct a comprehensive ecological audit and propose a timetable for gradual steps towards reducing the Academy's carbon footprint, both in existing and potential new AVU premises (in the case of a new building, higher ecological standards than those of the historic main building can be expected).
- The ecological audit should be carried out repeatedly to assess the current progress. (2022) SZ MEYS II.14
- Collaborate with the Institute of Circular Economy and secure ongoing consultancy for the systematic implementation of circular economy requirements.
- Prepare and implement an architectural and conceptual plan for the AVU garden and the design of a sculpture shelter.
- Conduct a market survey for sourcing electricity from renewable sources and prepare for the transition as soon as a change of supplier is possible. Cooperation with the city is also encouraged in this area.
- Ensure a material audit and analyse material usage at AVU; prepare a concept for possible substitution with ecological materials.
- Consider creating a space for non-monetary material exchange among students. (2022) SZ MEYS II.14
- Develop a scenario for ecological planning and management of international travel; where possible, favour online meetings and prefer ecological modes of transport, limiting air travel to the absolute minimum.
- Rationalise the use of car transport at AVU, promote carpooling, and actively support alternative modes of transport, especially train travel.
- Take into account the carbon footprint during the planned digitalisation and modernisation of teaching.
- Join one of the renowned international sustainability standards.
- Actively participate in a partnership network (e.g., Universities for Climate) to strengthen universities' social responsibility, and seek similar partnerships with other institutions, the city, and the state to exchange experiences in the areas of social responsibility, ecology, and sustainable development. (2022) SZ MEYS II.14

Indicators: Ecological audit (2022) and the subsequent timetable of gradual steps towards reducing the Academy's ecological footprint.

Responsibility: Rector

5. Management and Operations

AVU's financial management is based on the principles, methods, and tools of a "prudent manager", strictly respecting the laws and rules governing the management of a public university. It draws on new insights in the field of public finance management and administration. The main sources of AVU's funding in the coming years will continue to be contributions and grants from the Ministry of Education, Youth and Sports (MEYS) and AVU's own funds. Since these sources do not allow for the long-term sustainable development of AVU and the fulfilment of its strategic goals, AVU will actively seek additional funding sources, implement cost-saving programmes, and thoroughly assess each expenditure in terms of purpose, economy, and efficiency.

At the same time, AVU will actively advocate for the reform of the state funding system to better support art universities and smaller higher education institutions. The strategy for effective management and administration at AVU will also be based on increasing the responsibility of staff for the institution's financial management and administration. To this end, we plan to create a comprehensive system of objectives, rules, and tools designed to positively motivate both employees and students to seek savings, identify new opportunities to improve financial management, and find additional funding sources. All processes and activities in the area of financial management and administration will rigorously follow the principle of continuous improvement. Objectives in this area will be set according to the SMART criteria and will be based on the long-term, systematic, and automated collection of data and information, on professional analyses, and on the gathering of user feedback. In the short term, AVU will develop its own tools for data collection and analysis, and in the long term, it will implement a management information system with a unified data base. Such a system will also be an important tool for strategic management at AVU and for improving the awareness of employees and students about the institution's financial management, operations, resource use, and goal achievement. In the field of financial management, AVU will, in compliance with the Public Procurement Act, make use of progressive forms of contractual cooperation, such as framework agreements and service contracts with guaranteed service levels (SLA – Service Level Agreement).

The Academy will primarily build on long-term partnerships with suppliers. For energy procurement and in other areas, AVU will use a system of centralised group purchasing on the stock market.

AVU will continue to pursue projects focused on energy savings, including for the purpose of reducing its carbon footprint, as outlined in AVU's investment plan. The most significant projects in this area will include the renovation of the studio building on Jana Zajíce Street, the renovation of sanitary facilities in AVU's main building, the continuation of the EPC (Energy Performance Contracting) project, and preparations for the construction of a new building – (should this prove to be the best solution to the shortage of suitable spaces – see Priority Area No. 6). AVU will take appropriate measures to ensure it is prepared to respond to the rapid development of technologies across all areas of its activities, including financial management, administration, and governance. The Academy will strengthen the management of information technologies and external cooperation in the areas of IT management, administration, security, and development. The established objectives, responsibilities, and processes in the field of financial management and administration, including the provision of IT tools to employees, will enable an effective response to various crisis scenarios and ensure the maintenance of efficient operations at AVU.

Specific Objectives and Selected Measures for the Given Area

- 1. Ensuring sufficient financial resources for the operation and development goals of AVU while maintaining a long-term balanced budget**
- 2. Implementation of modern principles and tools for the management and governance of higher education institutions**
- 3. Adequate response to the rapid development of technologies, ensuring their use across all areas of AVU's activities, including financial management and administration, and continuing the digitalisation of all processes**
- 4. Elimination of the historical deficit in the maintenance and renewal of the material and technical infrastructure**
- 5. Ensuring the smooth operation of AVU and the ability to respond effectively to extraordinary situations and future threats**

1.Ensuring sufficient financial resources for the operation and development goals of AVU while maintaining a long-term balanced budget

AVU is the smallest public higher education institution, fully dependent on funding from the state budget. Currently, AVU has no financial reserves that would allow it to fully realise or co-finance its investment and project plans. For these reasons, the Academy intends to introduce lean management principles and other management methods into its financial management and administration, aiming to engage departments and individuals in achieving savings and in seeking opportunities to secure new funding sources.

MEASURES

- – Develop and approve a concept for the financial incentivisation of employees to encourage the search for savings and new sources of funding.
- Create a rewards fund for this purpose and, through an internal regulation, establish clear and predictable rules for awarding bonuses.
- – Actively seek new sources of funding – motivate individuals to actively search for funding opportunities, including suitable partnerships with the private sector, based on ethical principles of sponsorship.
- – Analyse potential savings across all areas of AVU's activities and create and implement a savings programme.
- Focus on energy and utility savings within the framework of AVU's investment plans.
- – Optimise supplier–customer relationships; develop rules and principles for their regular interim evaluation and rotation while adhering to the Public Procurement Act, implement Service Level Agreements (SLAs), and involve suppliers and partners in achieving savings.
- – Negotiate with the Ministry of Education, Youth and Sports (MEYS) regarding the adjustment of the funding system for small and art universities, to reflect the disadvantages of smaller scale and the specificities of artistic creative activity, especially in the area of research and development.
- – Structure the school's budget to support the realisation of strategic objectives, clearly define responsibilities for individual budget items, and promote the management of budget items through electronic tools.
- – Establish a fund to support innovation in AVU's strategic priorities and their implementation in practice. SZ MEYS 6.C
- – Regularly analyse and monitor the sustainability of all AVU projects; refrain from entering new projects without conducting an impact and sustainability analysis on AVU's budget; develop and regularly update a methodology for project sustainability. SZ MEYS 5.B

- Expand the portfolio of services provided by AVU to employees, students, and the public for a fee.

Indicators: Increase in AVU’s share of funding within the first budget category (A+K) and the Art Activity Fund. Increase in revenue from supplementary activities. Increase in the number of paid services provided to employees, students, and third parties.

Responsibility: Rector, Bursar

2.Implementation of modern principles and tools for the management and governance of higher education institutions

The complexity of organisational management is increasing across all areas and will continue to do so. As a small higher education institution, AVU does not have a specialised apparatus for organisational management development. Therefore, in the coming years, AVU intends to focus on developing rules for short-term and, in particular, long-term management, involving employees, stakeholders (partners), and external experts in the field of higher education management. AVU will support and utilise modern tools and methods for management, planning, and time management, also in connection with digitalisation, which is addressed in more detail in the following section (Objective 3).

MEASURES

- Develop rules for the strategic management of AVU and create or implement tools for strategic decision-making based on relevant data, for which a unified data warehouse will be established.
- The AVU leadership will systematically collect data to support strategic decision-making and share this data (with the AVU Board of Trustees, the AVU Academic Senate, the AVU Trade Union Organisation, the Prague 7 Municipal District, and others). SZ MEYS 5.B
- Develop rules for the effective management of internal processes and agendas.
- Map and describe key agendas and processes, identify opportunities for their revision and improvement, simplification, or elimination of duplications.
- Develop rules for the sharing and storage of documents.
- Ensure the use of the MS SharePoint platform as a unified data repository across the school, with centralised management. SZ MEYS 6.A
- Introduce a project management system into other areas of AVU’s activities (internal grant competitions, investment projects, implementation of systemic changes).
- Support project managers and other personnel with software for project management (data analysis, project preparation, project management, and project portfolio administration).

- Prepare a project for the electronic circulation of documents.
- Ensure an independent evaluation of AVU's Strategic Plan and its implementation schedule. SZ MEYS 5.A
- Financially incentivise employees to seek ways to reduce administrative burdens and to improve activities and processes.
- Enable employees to gain experience from other higher education institutions and organisations (through support for study trips, job shadowing, internships, etc.). SZ MEYS 6.D
- Conclude contracts and partnership agreements with the Prague 7 Municipal District and, if appropriate, with other suitable institutions.
- Expand the Digilab lending system to include equipment from other departments.

Indicators: Increase the proportion of partially and fully digitalised agendas by at least 20%.

Expand the range of equipment available through the lending system.

Responsibility: Bursar, Rector

3. Adequate response to the rapid development of technologies, ensuring their use across all areas of AVU's activities, including financial management and administration, and continuing the digitalisation of all processes

Using financial resources from the OP VVV and IP 133210 programmes, AVU has, over the past two years, made significant investments in the development of its technological infrastructure (for example, the acquisition of a robotic workplace, modernisation of audiovisual equipment in classrooms, and IT equipment). However, the overall technological level still does not meet the required standards and insufficiently compensates for the obsolescence of IT equipment. In the coming years, AVU must invest further in technological development, particularly in the robotic workplace, eliminate systemic barriers such as inadequate Wi-Fi coverage in certain areas and an outdated IT network, and substantially improve IT management.

The Academy is also gradually developing and interlinking its information, economic, and student systems. In 2021, thanks to resources from the Institutional Plan, there will be a significant expansion of functionalities in the economic and payroll system. The gradual integration of information systems and individual operations will lead to savings in energy and time and to a more efficient use of data. Given that the Academy utilises information systems developed by external suppliers, collaboration with other higher education institutions – particularly through centralised development programmes – is crucial. These programmes enable the sharing of best practices and participation in the development and subsequent implementation of systems.

MEASURES

- In connection with the rules for the strategic management of AVU (see measures under Objective 2), prepare and implement the strategy "Information Technology as a Tool for the Effective Management of AVU" – the development of information systems and the digitalisation of agendas as a means to increase work efficiency and reduce administrative burden.
- SZ MEYS 6.A
- Further develop existing information systems (the Magion economic information system and the STAG student information system) to reduce administrative burden.
- SZ MEYS 6.A
- Ensure centralised collection of requirements for the development of information systems and the ongoing evaluation of development opportunities.
- Create a separate budget chapter for the renewal of technological equipment.
- Establish technological infrastructure and rules for the use of portable streaming technology.
- Prepare a system for the maximum utilisation of payment cards, employee and student cards for cashless payments by employees, students, and third parties. Expand the functionalities of student/employee cards – lunch credits, credit for material purchases and 3D printing, lending system, electronic index – and synchronise access to the buildings of AMU, UMPRUM (for shared elective courses), etc.
- SZ MEYS 6.A
- Develop regulations for the standardisation and formalisation of at least basic processes and activities between IT and AVU users as well as between IT and external service providers.
- For data-intensive activities (digital services, Artyčok), plan to migrate little-used (archival) data to SaaS (Software as a Service) solutions in the medium term.

An increase of at least 20% in the proportion of partially and fully digitalised agendas. The possibility to pay by card for all paid services.

The existence of IT equipment standards for individual departments and their implementation in practice.

Responsibility: Bursar

4. Elimination of the historical deficit in the maintenance and renewal of the material and technical infrastructure

In the past two years, AVU has significantly increased its investment in the maintenance and renewal of its material and technical infrastructure, for example by implementing the EPC project

the reconstruction of the School of Architecture, and other investments have been implemented. Nevertheless, AVU still lags behind in the professional preparation of maintenance and renewal plans for its buildings, facilities, and equipment. AVU will develop and regularly update, with the support of external professional collaboration and with regard to its ecological and sustainable development goals, comprehensive plans for the maintenance and renewal of its material and technical infrastructure and will gradually implement AVU's investment plan.

MEASURES

- Implement projects from AVU's investment plan, prioritising projects focused on energy savings. The most significant projects in this area will include the reconstruction of the building housing the studios on Jana Zajíce Street, the reconstruction of the sanitary facilities in the main building, and the continuation of the EPC project.
- Prepare studies and pre-project documentation for the renewal and revitalisation projects of AVU's buildings and environment, involving students from the Architecture Studio and, where appropriate, other specialists.
- Centralise partial maintenance agendas and create a comprehensive system for management and maintenance based on systematic data collection, supported by information systems and external collaboration. Develop an AVU asset management system, including quality parameters for character and condition, necessary for the planning and optimisation of maintenance and renewal. Prepare an internal regulation for this area and allocate financial resources within a separate budget item.
- Build upon the completed building passportisation and prepare and implement a plan for the use of spaces in the historical main building of AVU through mezzanine constructions.

Indicators: Fulfilment of AVU's investment plan. Renovated studios in the building on Jana Zajíce Street; renovated sanitary facilities in the main building of AVU.

Responsibility: Bursar

5. Ensuring the smooth operation of AVU and the ability to respond effectively to extraordinary situations and future threats

AVU has managed basic risks, such as those related to fire protection and occupational health and safety (OHS), but – as demonstrated by the experience of 2020 – it must actively prepare for new risks.

AVU will invest in technologies and tools for the prevention and management of risks,

particularly those associated with the use of new technologies, the development of virtual reality, the threats of pandemics and terrorism, and the curtailment of human freedoms in all forms.

MEASURES

- Conduct a risk analysis for AVU from the perspective of future external threats. Draw on the experiences of the SARS COVID-19 pandemic and a cyberattack to develop preventive measures and scenarios for appropriate responses (crisis scenarios).
- Establish a security policy for AVU, which shall include, among other elements, the principles of cybersecurity.
- Share experiences with other higher education institutions and actively participate in projects in this area.
- Develop guidelines and ensure systematic education and training of the academic community in this field.

Indicators: Preparation of a comprehensive AVU risk map, with the implementation of measures reaching at least 75%.

Responsibility: Rector, Bursar

6. New Building – New Spaces for Development

With the demand to maintain a high quality of artistic education and to ensure the overall functioning of the institution, and in connection with current developmental trends in fine arts, architecture, and the restoration of artworks, the requirements for spatial facilities are increasing. If we wish to provide professional equipment for all activities related to the mission of AVU, it is essential to satisfactorily address the needs of individual departments for improved spatial conditions for work and teaching. A possible solution to this situation could be the construction of a new AVU building. Another possible solution would be the purchase of a suitable property or the advantageous long-term lease of a selected building with sufficient space suitable for adaptation to the conditions of teaching and the work environment associated with the creative and other activities of the school.

Objective and Selected Measures for the Given Area

Provision of Adequate Facilities for Teaching, Creative Work, Research, and School Operations

At present, our school is facing a shortage of high-quality spaces for studio-based teaching (particularly in the fields of intermedia and new media), for the teaching of theory and art history, for the development of digital skills, as well as spaces suitable for the presentation of creative and scientific outputs. There is also a lack of facilities for high-quality streaming of academic and artistic boards, offices for administrative and other departments, facilities for teaching staff, spaces for leisure activities for both employees and students, and for the AVU Club, as well as accommodation for guests and international students. Additional spaces must also be secured for research and archival activities. The construction of a new AVU building, or alternatively the purchase or rental of a suitable property, has the potential to resolve this spatial deficiency. However, any construction, purchase, or rental must be preceded by a thorough analysis of the spatial situation, an open discussion within the academic community, and the subsequent preparation and elaboration of a conceptual and investment plan for the realisation and fulfilment of the project.

MEASURES

- Analyse the current spatial situation of individual departments and initiate follow-up discussions regarding the conceptual framework and possible solutions within the academic community, under the **auspices of the AVU Academic Senate. (2022) SZ MŠMT 5.B**
- Ensure a detailed survey and comparison of the options for constructing a new building, purchasing, or leasing suitable premises.
- Analyse the possibilities of obtaining a building (or buildings) owned by the state through a gratuitous transfer, justified by public interest.
- In the case of constructing a new AVU building, prepare a proposal for the conceptual and architectural design.
- Initiate negotiations with the Ministry of Education, Youth and Sports and the Ministry of Finance to secure funding for the project.
- Prepare an international competition for the design of the new AVU building.

Indicators:

Development of a conceptual framework for all solution variants and a detailed comparison of their feasibility. In the case of a new building, an architectural design selected through an international competition. A financially and organisationally secured investment plan, ensuring long-term sustainability.

Responsibility:

Rector, Bursar.

Conclusion

The submitted Strategic Plan of the Academy of Fine Arts in Prague (AVU) for the period 2021–2030 aspires to meaningfully enhance education, research, and all other activities of the institution. It elaborates in detail the goals and specific measures for development across six main areas. While it is based on the Strategic Plan 2021+ of the Ministry of Education, Youth and Sports (MŠMT), it also reflects the particular characteristics of the smallest public university in the Czech Republic and prioritises the specificities of artistic education. The document places emphasis on the development of studies, internationalisation, research, and the third role of the university. AVU is acutely aware of its social responsibility, honours its historic tradition, and strives to remain a high-quality, internationally recognised art school. In addition, it focuses on improving the internal institutional environment and considers the broader social and ecological impact of its activities. The fundamental task of AVU, the oldest art school in the Czech lands, is to uphold its societal mission: to ensure the conditions for the continuation of education and the nurturing of future generations of artists, restorers, and architects in the 21st century. Among the most crucial tasks the Academy will face in the next five years are: the reaccreditation of all study programmes, financial stabilisation, the refurbishment of the building housing the painting and sculpture preparatory studios in Jana Zajíce Street, and the completion and launch of new official websites. In the longer term, the priorities include preparing for the construction of a new building or securing adequate expansion of the Academy's studio and operational spaces. The Strategic Plan AVU 2021+ has no precedent at the Academy in terms of scope and quality. Its formulation and content were prepared by the current leadership of the school, with full awareness that its comprehensive implementation will be the task of the leadership elected in the autumn of 2021. This fact was approached with due respect. An important criterion for formulating the Strategic Plan was the eight-year experience of bearing responsibility for the governance of the Academy as a whole, as well as the simple and genuine desire to serve our institution, ensuring its improvement at every level for the benefit of the students who have studied, are studying, and will study at AVU, as well as for the educators and other employees who have provided and continue to provide education and operational support to the school. We are convinced that this Strategic Plan will contribute to ensuring that the Academy of Fine Arts in Prague remains a unique institution of higher artistic education, while being firmly integrated into the framework of the European educational and cultural space. We believe that through the goals and measures described above, the Academy will successfully meet the challenges of the 21st century.

Attachments



Allocation of Funds from the Programme for the Support of Strategic Management for Individual Strategic Goals

Priority Goal of the SZ 2021+ and Corresponding Operational Goals Relevant for Support from the Programme Funds	Allocation (%) for the whole programming period 2022-2025
1. Develop competences directly relevant to life and practice in 21st century	25
2. Improve the availability and relevance of flexible forms of education	15
3. Increase the efficiency and quality of doctoral studies	8
5. Build capacity for strategic management of higher education	10
6. Reduce the administrative burden on university staff so that they can focus on their mission	10
7. Internationalisation of universities	27
8. Other priority objectives of the NWE falling under the following areas	5
9. Share of investment expenditure in total allocation	3
10. Share of internal competition in the total allocation	0

For clarity, we present below the priority and operational objectives as defined in the Strategic Plan of the Ministry of Education, Youth and Sports (MŠMT) for the area of higher education for the period starting from 2021.

1. Develop Competencies Directly Relevant to Life and Practice in the 21st Century
 - A. Support the development of staff competencies for teaching and the creation of study programs
 - B. Develop methods for ensuring the quality of education and verifying learning outcomes
 - C. Strengthen the link between studies and practical experience and preparation for future employment
 - D. Further develop the professional profile of studies and enhance their prestige
 - E. Support the development of infrastructure for interactive teaching methods and the integration of students
 - F. Evaluate the experience with the current accreditation model and propose partial adjustments
 - G. Strengthen the international dimension of higher education

2. Improve the Accessibility and Relevance of Flexible Forms of Education
 - A. Increase the use of distance learning methods within full-time study programs
 - B. Strengthen the motivation of higher education institutions to expand and innovate flexible forms of education, including online education
 - C. Ensure the quality of education provided through flexible forms, considering their specificities
 - D. Enable better reconciliation of study with family and work life and create conditions for successful part-time study
 - E. Improve the recognition of prior learning outcomes in further studies
 - F. Increase the informational value of certificates of achieved learning outcomes in lifelong education for employers
 - G. Promote the offer of lifelong learning through career counseling provided to students and the general public, and in cooperation with the Labour Office of the Czech Republic

3. Increase the Effectiveness and Quality of Doctoral Studies

- A. Ensure that students in full-time doctoral study programs have sufficient financial conditions for high-quality study
- B. Offer exceptional applicants for doctoral studies above-standard motivational financial conditions
- C. Strengthen the quality, openness, and internationalization of doctoral studies
- D. Improve conditions for successful study, including support for the reconciliation of study and family life, and strengthen the social integration of doctoral candidates

4. Strengthen Strategic Management and the Effective Use of Capacities in Research and Development at Higher Education Institutions

- A. Complete the comprehensive transformation of the environment and process settings
- B. Ensure the development of infrastructure services
- C. Support excellence and societal relevance of research
- D. Develop international cooperation
- E. Collaborate with strategic partners in the implementation of R&D policy

5. Build Capacities for Strategic Management of Higher Education

- A. Create a financial instrument for the implementation of key strategic priorities at the level of higher education institutions
- B. Strengthen strategic management at higher education institutions
- C. Support cooperation and the exchange of experience among higher education institutions and the development of capacities for strategic management at the national level
- D. Strengthen strategic human resources management at higher education institutions
- E. Open discussions on legislative changes

6. Reduce the Administrative Burden on Higher Education Staff to Allow Full Focus on Their Mission

- A. Simplify the provision of information to public administration and improve the availability and circulation of information through ongoing digitalization of agendas
- B. Simplify the submission and evaluation of projects
- C. Support the development of professional administrative teams providing support services for academic staff and the operation of universities
- D. Ensure the exchange of experience and information between public administration and higher education institutions and support the transfer of best practices from abroad
- E. Increase the legal certainty of higher education institutions

Below are the priority and operational goals of the Higher Education Internationalization Strategy for the period starting from 2021:

1. Development of global competencies of university students and staff
 - A. Support for language and intercultural preparation of university students and staff
 - B. Development of international mobility for students and staff
 - C. Development of professional competencies of university staff in the area of internationalization

2. Internationalization of university study programs
 - A. Increase the number and quality of study programs offered in foreign languages and joint study programs
 - B. Incorporation of the international dimension into the structure of study programs, including so-called mobility windows

3. Simplification of the process of recognizing foreign education
 - A. Implementation of automatic recognition of education and study results from abroad
 - B. Strengthening cooperation with foreign ENIC-NARIC centers

4. Creating an international environment at universities and promoting Czech higher education abroad
 - A. Support for the development of international marketing of universities and the Czech Republic
 - B. Development of services offered to international students and staff
 - C. Engagement with international students and alumni

5. Strengthening the strategic management of internationalization
 - A. Support for comprehensive internationalization at the institutional level
 - B. Support for international cooperation, strategic partnerships, and membership in international networks/organizations

6. Activities of the National Accreditation Bureau (NAÚ) in the field of internationalization
 - A. International recognition of the national quality assurance system
 - B. Strengthening elements of internationalization in the structure and activities of the NAÚ

The Artistic Council discussed it on February 26, 2021.

The Academic Senate discussed and approved it on March 3, 2021.

The Board of Trustees discussed and approved it on March 10, 2021.