

Faculty of Business Administration

Prague University of Economics and Business



ESG REPORT AND STRATEGY 2024



October 2025

Ethics, Responsibility and Sustainability (ERS) have always been a significant integral part of the FBA's DNA. These topics are highly relevant and important to virtually all our stakeholders. Following the good-practices and upcoming regulatory requirements, we developed between the years 2021 and 2022 a new organized holistic approach, which is materialized in our ESG strategy. Namely, we focus on environmental (E), social (S) and sustainable governance (G) pillars, which form the imaginary cornerstone of our entire modus operandi. Prior to this most recent structural development, the School has been for many years teaching, researching and supervising student projects in the areas related to ERS in addition to having clear internal ethical guidelines and binding documents; however, there was no overarching ESG strategy aiming to mobilize the efforts towards specific School level goals.

All our guiding principles and methods addressing ethics, responsibility and sustainability are reflected in our ESG strategy, which is an integral part of our overall School strategy. For each individual area of the ESG pillars, we have defined a sub-strategy with clear measurements, goals, as well as projects and processes allowing us to fulfil these sub-strategies and to improve our ESG performance.

As the topics covered in our ESG strategy are crucial to our stakeholders, we regularly discuss with them our approach and commitment at different forums. The dialogue with various stakeholders helps us to improve our understanding about what the relevant topics are and what we should concentrate on to further develop our ESG efforts in the coming years. These topics include equal opportunities, data privacy, openness and objectivity, transparency, diversity and inclusion, furthermore, we also focus on innovative environmental-related courses and projects for stakeholders including students, the public and our corporate partners.

Due to its fundamental role in the School's success, the ESG strategy is compiled by the School's top management following consultations with the subject level experts from individual departments at the FBA. In the same vein the FBA's mission, vision and strategy have been shaped. ESG is most eloquently reflected in key principles that are an integral part of FBA strategy.

Mission

To generate and transmit knowledge as well as to develop skills and form attitudes which are necessary for the successful management of companies and organizations in a changing world.

Vision

To be an acknowledged and referenced higher education institution in management in Europe.

Key values

In implementing its mission and vision, the School's activities are based on the following key values:

1. *Professionalism*

The Faculty is committed to maintaining high standards in all activities, especially in education, research, and service to society, as well as in support activities, daily conduct, and communication.

- a. Excellence: Continuously improving quality in all activities
- b. Ethics: Adhering to ethical standards in all interactions
- c. Expertise: Maintaining and developing professional knowledge and skills.

2. *Development*

The Faculty is committed to continuous improvement in education, research, and other activities that have a positive impact on society. It supports the personal and professional

growth of students, staff, and the wider community, enabling them to succeed in an ever-changing environment and actively shape the world around us.

- a. Education: Developing the personality through self-education and self-development.
- b. Innovation: Promoting creative thinking and integrating new approaches and topics in all activities.
- c. Career: Taking advantage of opportunities for professional and career development.

3. *Respect*

The Faculty is committed to cultivating an environment where everyone feels valued and respected. It encourages open communication and mutual understanding. It respects different opinions and perspectives.

- a. Diversity: Promoting an academic environment based on respect for diversity.
- b. Consideration: Conscious and responsible behaviour that respects the needs of others and the environment, with an emphasis on empathy, sustainability, and mutual respect.
- c. Recognition: Appreciating the contributions and achievements of each individual, supporting their continued development.

4. *Cooperation*

The Faculty is committed to promoting teamwork, effective communication, partnerships, community building, and sharing knowledge and expertise. Every member of our community is encouraged to actively collaborate on common goals, leading to greater efficiency and innovation.

- a. Team: Promoting teamwork with respect for the individual.
- b. Sharing: Openly sharing knowledge and experience.
- c. Goals: Focusing on achieving common goals.

With these values, the Faculty of Business Administration is committed to creating an environment that supports excellence, growth, success, and recognition for all its members and its community, while at the same time respecting and honouring European values based on a rich cultural tradition, humanism, and democratic principles.

Sustainable development goals

Based on the analysis of our core competencies, focus areas as well as on broader stakeholder dialogue we have identified eight key SDGs out of 17 officially set by the United Nations, that we consider to be most relevant for the FBA. These 8 SDGs are integrated into our various activities and internal policies.

No poverty (1)

We believe that the comprehensive education we provide in the field of business and economics will help our graduates to develop skills for their future careers, which will help them to live a dignified life and contribute to the development of society in order to reduce poverty.

Good health and well-being (3)

As an institution, we care specifically about the mental health of our employees and students. We provide them with extracurricular voluntary training sessions in mindfulness and free of charge academic and psychological counselling.

Quality of Education (4)

Quality of education is the core of our DNA. We offer access to education in the Czech language free of charge, and we strive to share with our students the most recent findings and our knowledge in the field of economics and business. We put our best efforts into helping our students to self-develop and

to become responsible citizens, who will promote human rights, equality, the culture of peace and non-violence, appreciate cultural diversity and contribute to the sustainable development. We also financially support students in need to ensure equal access to university education.

Gender equality (5)

Gender equality is an important part of all FBA activities concerning, specifically our employees and students. We remain firmly committed to acting and strengthening our support for gender diversity and inclusion, however, we are not supporting any specific quotas to be implemented in this area.

Decent work and economic growth (8)

The cornerstone of our internal policies related to the working conditions and workplace relations is our Code of Ethics, which defines the way we treat our employees and students. We support disadvantaged individuals by various means and create an environment where everyone feels equal and supported.

Industry, innovation and infrastructure (9)

Through our research outcomes and educational activities, we strive to increase the level of innovation in society and businesses and contribute to the development of a knowledgeable society by providing free access to our research findings.

Reduced inequalities (10)

We follow the principles of equal and fair opportunities for every employee and student regardless of their nationality, race, gender, sexual orientation, religion or cultural differences. We are committed to a fair approach to everyone through our Code of Ethics and other internal policies, e. g., the ones related to student assessment, remuneration and others.

Climate action (13)

As a School we have rather a limited possibility of how to reduce our environmental footprint as the key decisions in this area are decided at the level of the University. Whilst saying that, we do not ignore or neglect our contribution to this goal. We do in this respect what we could do best, we teach our students concepts contributing to solving environmental issues through innovative courses and projects related to climate change. We also support and motivate students to focus on this topic in their theses.



Environmental responsibility

Environmental responsibility

We consider our environmental impact as an important part of the ESG strategy; however, we have to admit, that many of the areas are out of the control of the School itself, as they are managed, measured and controlled at the University level and it would hardly be possible to calculate it separately for the School. Nevertheless, we do maintain a dialogue with the University representatives in order to understand and influence what the overall values and policies are, and we actively discuss the ways of eventual reduction of our environmental impact. This is also the reason why we do not set any specific goals but do implement measures and processes to behave more responsibly.

With regard to environmental responsibility, we focus on the following four areas: climate change, air pollution and energy consumption; waste management; water management and education and research in the field of environmental responsibility.

Climate change, air pollution and energy consumption

On the University level we measure Direct greenhouse gas (GHG) emissions within Scope 1 as the University has its own gas boiler room for central heating and hot water. Within the Scope 2 we measure Indirect GHG emissions from imported energy.

Carbon footprint Scope 1 and 2 in 2023

GHG Scope	tCO ₂ e
1	1,768.51
2	4,345.94
3	0.00

The conversion rates between electricity consumption in MWh to CO₂ are based on the Czech national energy mix in individual years. These data refer exclusively to the Žižkov campus where the FBA is located. The campus consists of three buildings, where the oldest is from the 1950's and there is practically no option of implementing more efficient façade insulations due to the municipal regulations. All the other buildings incl. those which are planned to be constructed will be equipped with technologies enabling the reduction of their environmental impact and allowing low gas and electricity consumption.

We do not measure Indirect GHG within Scope 3 as it is still quite challenging to do so in the context of the Czech Republic specifically due to the lack of data.

The School and the University recognize the importance of contributing to global climate goals and therefore aim to achieve carbon neutrality within Scopes 1 and 2 by 2050. However, due to the nature of the School's operations and the characteristics of the campus infrastructure, the possibilities for significant direct reductions are relatively limited. The Žižkov campus consists partly of historical buildings where extensive energy-efficiency measures, such as modern façade insulation, are constrained by municipal and heritage regulations. Therefore, although the University continuously implements technologies and measures aimed at reducing energy consumption and environmental impact, a substantial part of the pathway towards carbon neutrality will likely need to be achieved through carbon offsetting mechanisms. A similar approach is expected to apply to Scope 3 emissions, where reduction and measurement possibilities remain limited, we aim to reduce these emissions per students by approximately 20% compared to the data measured first time at 2025 till 2050.



Environmental responsibility

Waste management

The University installed back in 2014 separated waste bins in every eating area and next to almost every food and drink vending machine. In addition to that, the School installed its own recycling bins on the floors with offices and in the rooms fully operated by the FBA. We separate plastic, paper and glass specifically. For bulk paper recycling we use special bags which are disposed of by the University cleaning service on request.

In order to reduce the overall quantity of paper waste, we introduced in 2021 the paperless office system. Thanks to digitalization, we started using exclusively electronic leave permissions, business travel logs, internal circular documentation and many others. We are part of Erasmus without papers system. We also do not request from students to print out their thesis, term papers etc. as they are supposed to be submitted electronically to the University's information system InSIS.

Moreover, we introduced the printing and copying monitoring system. Photocopiers can only be used with employee ID cards and all prints are logged. The internal School's department monitors monthly paper consumption and if the monthly limit of 200 pages per employee is exceeded, then the respected employee must justify the excessive use of photocopiers/printers. The last such case was recorded back in 2019.

To reduce plastic waste the University has installed filtered chilled water dispensers and requests returnable food containers in catering outlets.

Concerning, hazardous waste, we specifically collect fats and oils from the catering operations and electrical waste. In the case of electrical waste, we do not measure the volume of tons as there is a special process of take-back of this waste regulated by the law, where vendors are obliged to take it back on request. The recorded volumes of waste are indicated in the following table.

Amount of waste during 2022-2024 (t)

Type of waste (t)	2022	2023	2024
Mixed waste	56 101	63 724	71 622
Fats and oil from catering	49 478	49 340	45 980
Plastic	2 604	3 379	5 417
Glass	6 376	6 116	6 805
Paper	4 559	9 030	9 697
Electrical waste collection	3 990	3 210	4 110
Metals	82	67	78

Water management

The consumption of water has decreased in the last two year due to partial lockdowns. At the same time during each bathroom renovation new water aerators were installed on the taps. A reduction in water consumption is expected in the future with the upcoming investment projects.

Water consumption during 2022-2024 (m3)

	2022	2023	2024
Water (m3)	14 153	12 531	13 973



Environmental responsibility

Education and research in the field of Environmental responsibility

As the School's primary core competence is to educate our students we try to contribute to environmental responsibility specifically through our environmentally responsible graduates. To achieve this aspiration we offer various courses, skill seminars and student projects focusing on this area. As an example, we may name courses like Carbon footprint strategy and management, Circular economy in practice, Green and sustainable ecosystems, Sustainable supply chain, Environmental economics which address these topics directly. If possible, we try to incorporate the environmental issues into our other courses as well. With regard to projects we delivered in recent years, these included topics such as: Future farming, Sustainability of Czech Forestry and the timber production industry, SAP Global sustainable procurement. These are often students' projects with corporate partners.

A special focus on environmental impacts could be witnessed in projects and courses from the Department of Logistics which is a requirement of their ELA certification. To name a few examples in this field, students developed projects in sustainable procurement; theses in bottlenecks of the pilot project of bicycle hubs in the context of its sustainability in Prague city logistics and the cost-effectiveness of introducing electric vans to KEB service companies.

The School is active also in the contractual research. A great example here could be the research for ORLEN Unipetrol RPA, which includes setting the rules for the implementation of the Operation Clean Sweep programme. The aim of this programme is to eliminate plastic waste during its production, processing to fulfil the principles of a zero-waste circular economy.

Other significant project was focusing on designing and implementing a tool for evaluating the impact of investment projects on the ESG profile of SKODA Auto a. s.

Department of Logistic is also an auditing body of the Lean & Green Europe programme, a programme aimed at achieving CO2 reduction action plans of manufacturing and logistics companies in the EU, administered by the Efficient Consumer Response initiative.



Social responsibility

Social responsibility

Social responsibility is the key part of our identity. We strive to create a working and studying environment, which is fair, open and inclusive for every single employee and student. In most of the social topics we do not believe in quotas as tools to improve our social environment. We prefer to support the system of equal opportunities regardless of an individual's race, nationality, sexual orientation, religion, age or gender. We try to do our best to improve the lives of our key stakeholders and we strive to create an environment where people can live to the fullest and reach their potential and become responsible citizens.

Measured KPIs and goals

	Status quo (2024)	Goal (2030)
Percentage of women in Top Management	33%	No specific quotas and goals
Percentage of women in Middle Management	11%	No specific quotas and goals but the growth is desired
Percentage of women as core faculty	36%	No specific quotas and goals
Percentage of women as adjunct faculty	39%	No specific quotas and goals
Mean gender pay gap	0%	0%
Percentage of international core faculty	14%	30%
Number of Person participants in trainings	456	300-500
Incidents related to health and safety	0	0
Incidents related to mental health	0	0
Proportion of female students at the level of each programme	> 40 %	No quotas but ideally the spread 40-60 %
Percentage of international students (in Czech taught programmes)	> 25 %	> 25 %
Percentage of international students (in each English taught programme)	> 50 %	> 50 %

Diversity, inclusion and equal opportunities

As mentioned above, we primarily believe in equal opportunities for every individual. All the School's procedures, policies and systems are designed to be non-discriminatory. These refer to the processes related to hiring, promotion, examination and other areas relevant for both our employees and students. Thus, we do not set any rigid target quotas as our goals; however, we constantly measure the following criteria to understand the dynamics and promote diversity:

- Age distribution;
- Nationality mix of employees;
- Gender distribution in top and middle management;
- Gender distribution in student bodies;
- Nationality mix of the student bodies.

To avoid any form of discrimination, we removed from our University's IT system "InSIS" the information related to gender or nationality. Students may choose if they are willing to disclose the information about their gender by choosing their "avatar".



Social responsibility

The topic of equal opportunities is maintained also at the University level, where there is a regular personnel audit which focuses also on these topics. The audit is pursued with the support of the Gender studies organization.

In terms of inclusion, we also focus on other groups such as socially disadvantaged individuals and the disabled. To support students from socially disadvantaged environments we have an elaborate system of social scholarships. These scholarships include mainly accommodation scholarships and social scholarships. In the past year these scholarships have been among others also largely provided to refugees from Ukraine.

At the University level, there is a Centre for students with special needs which offers support and consultancy to the students with visual and hearing impairments, as well to physically handicapped students. For more information see <https://csp.vse.cz/>.

Topics of diversity, inclusion and equal opportunities are obviously part of our curriculum. There are special courses, skill seminars, thesis and other projects related to them.

These topics are also part of our research activities. At this moment there are projects such as “Second career entrepreneurship – from corporate to unicorn” which addresses the issue of equal opportunities with respect to entrepreneurial endeavour of the mid-aged population, focusing on the motivation, challenges and needs associated with running a business; “Responsibility and ethics in management education for future challenges,” which aims to prepare future leaders, managers, and entrepreneurs for various ethical issues including equitable treatment and inclusive practices; and “The Poverty Line: Regional Dimensions of the Absolute Poverty Definition,” which aims to determine the absolute poverty line in the CR and to identify key groups at risk of absolute poverty, including factors that increase the risk of poverty.

Employee benefits, remuneration and promotion

The School as a public institution follows the legal rules of the so-called Guaranteed salary, where all employees pursuing the same type of job should be remunerated equally. The job position categories and their descriptions are set by the law. To increase the transparency related to remuneration and in regards e. g. to extra bonuses the School introduced its own Performance appraisal system. Every employee must complete a Performance appraisal form on an annual basis where we keep a track record about every single individual value generating activity contributing to the School’s goals and objectives.

The School has clear promotion procedures described in the document “Promotion Catalogue”. Promotion concerns mainly career development (e. g. sabbaticals for the preparation of associate or full professor procedures), research activities (e. g. conference participation) as well as internationalisation efforts (e. g. study stays and conferences abroad). The Higher Education Act and the internal regulations of VSE and the FBA govern the criteria applied to the appointment procedures for associate professors and full professors.

Besides the fair remuneration, the School provides its employees with extra benefits. Namely, there is a special monthly untaxed flat bonus credit for catering, extended paid leave for up to six weeks, pension contribution and discounted mobile phone tariffs for employees and their families.

To support the special needs of our employees we offer a broad variety of employment contracts, namely part-time job contracts, short-term contracts and others allowed by the Czech legislation.



Social responsibility

These are used specifically by employees after their maternity/paternity leave, elderly etc. To help employees with children, there is the opportunity to use our own University kindergarten.

Health and safety

Since we value our employees and students we strongly care about their health and safety. We regularly monitor and record all incidents related to both physical and mental health. To minimize the occurrence of such events, we require each employee to pass a medical entry test, which must be repeated every 5 years or every second year in the case of employees older than 50 years. New employees must go through the special training related to Occupational Health and Safety (OHS). Employees willing to use their own cars on business trips must regularly take the driver training course and pass the test.

In case of emergency situations, the classrooms are equipped with first aid kits and there are several defibrillators throughout the University buildings.

We do not care only about the physical health of our employees and students, but due to the nature of our activities we focus also on the mental health. There are extracurricular voluntary training sessions in mindfulness and academic and psychological counselling available free of charge. In 2024, 331 hours of counselling were provided. This service is provided in Czech, English, Ukrainian and Spanish languages.

Employee wellbeing

Physical and mental health heavily depends on employee wellbeing which is an integral part of our social responsibility towards our colleagues. To better understand the level of wellbeing and work satisfaction of employees, there are regular annual meetings between each Department's head and her/his subordinates. In addition to that there is an employee satisfaction survey conducted every three years by the Dean's office. This survey targets all employees and also Ph.D. students.

Moreover, we consider work flexibility in terms of time, nature of work and place as the key parameters of employee satisfaction. That is why, where the nature of the work allows it, we enable our employees to work remotely e. g. from their homes or to adopt the workload according to their time preferences. The employees are well informed about the remuneration system and the value of each individual job done. Thus, to a certain degree they may decide on their own what they would like to focus on following the Performance appraisal system mentioned before. Therefore, they may decide what their balance between teaching, research and other work duties should be.

To increase the sense of belonging to the organization, but at the same time to improve the wellbeing of our employees, the University offers a variety of recreational stays (winter skiing holidays and summer camps) and sports activities for its employees and their families.

For our international staff we have created a job position of international staff and doctoral students onboarding specialist whose task it is to take care of them and facilitate their integration into the FBA's daily operations.

In regard to our students, the satisfaction surveys are an integral part of course evaluation. We also practice an open-door policy overseen by the School Top management in case of any issues the students might be facing.



Social responsibility

Training and qualification

There is a famous quote by Albert Einstein when he was giving a test to his students who argued that the questions in the test were the same as in the previous year. He replied that it was correct. Questions are the same, but the answers are different. By saying that we care about and motivate our employees to lifelong learning and constant improvement. Every employee has their own career plan which heavily depends on personal knowledge and skills progress. As we are in academia, it is obvious, that the knowledge progress is not gathered only via specific courses, but most importantly via the individuals own research activities and self-development.

There are specific courses for teachers offered every semester in various fields at the University level. We offer special training in pedagogical skills for lecturers. Moreover, teachers as well as other employees may benefit from a broad offering of language courses. The School levered on the funding from the European Social Fund (ESF) and developed 98 internal trainings in 2024. In total there were 1098 person-participants trained within these courses.

The School offers a teachers international mobility programme financed from Erasmus+. In cases where someone's own interest in training is not offered either by the VSE or APUA, the School is still ready to financially support such initiatives. For further personal development, the employees are offered the opportunity to take a paid sabbatical.

Highest degree attained (heads) in 2024

	Master	PhD	Assoc. Prof.	Full Prof.	Total
Core faculty	18	73	29	9	129
Adjunct faculty	34	34	9	4	81
Total	52	107	38	13	210

Stakeholder and community management

We traditionally support communities which have a clear link to our core values and we motivate our employees and students to engage with non-profit organizations. As we do not generate profit, our biggest contribution to civic society is by volunteering our time, knowledge and skills.

At the Faculty level we have two social partners, which are NGO Centrum Paraple and NGO Spolu dětem. Centrum Paraple supports people with spinal cord injuries caused by diseases or accidents. The NGO Spolu dětem (Together for Kids) supports children in orphanages. Our cooperation here is part of the "Adult Learning" project, which is aimed at young people aged 16-26 without a family background. Its goal is to prepare young people to begin their adult life successfully after leaving the children's homes through a cycle of workshops. The main topics discussed in the workshops are finance, relationships, life planning, employment, and housing.

Besides these two we cooperate on the level of individual courses with many other NGOs for which our students either volunteer or more often students work on specific projects linked to the learning outcomes of individual courses such as:

- 3MA340 Corporate social responsibility;
- 3MA345 Sustainability Management;
- 3PO301 Social Entrepreneurship;



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- 3SG353 Economics and Management of Non-for-profit Organizations;
- 3SG406 CSR in Practice.

In the last-mentioned course students developed and launched their own NGO Neúnavní (Indefatigable) which is helping patients with chronic fatigue syndrome. This NGO is still managed by the CEMS Alumnus and thus closely partners with the CEMS Club Prague.

The faculty members often act as members of supervisory or advisory boards of various NGOs. To name a few: Lucie Vrbová - NGO Social Clinic, Dušan Kučera - Protestant Church Prague 1, Jana Mullerová - NGO Together for Kids, Ladislav Tyll - NGO Bator Tabor, Karel Pernica – NGO SOS Children’s villages.

One of the School’s key projects aimed at the broader community in the field of ethics, responsibility, and sustainability is the annual ESG Rating, launched in 2022. The FBA team has developed its own methodology tailored to the specific context of the Czech Republic. The objective of the project is not only to assess participating companies, but also to raise public awareness of ESG issues through extensive media outreach and to provide companies of all sizes with practical guidance on how to address these topics. In 2024, 102 companies took part in the rating, representing approximately 10% of the Czech Republic’s GDP, and the project received coverage in 10 nationwide media outlets.

Trade unions rights

At the University level, there are the trade unions. Their mission is to advocate for the rights of its members, their social, economic, professional demands and other needs, and to propose changes to existing working and living conditions at the University. Every employee has the full right to be a trade union member. The School does not anyhow monitor if its employees are trade union members.

The trade unions act in these areas:

- conclude a collective agreement with the school management and updates it regularly,
- their representative participates as a member of the Rector’s college,
- participate in the preparation of the Annual Report of the VŠE,
- comment on the social needs of employees, employee meals, recreation at the VŠE facilities,
- express their opinion on labor relations and may provide free legal advice on such matters,
- participates in selection procedures within the VŠE,
- organize an annual meeting of senior former employees of the VŠE.

The trade unions act on behalf of all University employees, i. e. not only on behalf of their members.

Governance

In all our activities, we are guided by the binding legislation and regulatory requirements as well as by our own values and beliefs. According to these we have developed a robust corporate governance structure that is supported by a set of internal policies and directives that govern our day-to-day operations.

Code of conduct

The School’s commitments in Ethics, sustainability and responsibility (ERS) are expressed in several guiding documents. Specifically, we address these topics in our mission, vision and long-term strategy. Finally, one of the most important key documents in this domain is our Code of Ethics.



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The philosophy of the **Code of Ethics** is reflected in all strategic documents of the FBA and adherence is binding for all faculty employees and students and reaches beyond the scope of the current legislation to reflect our values, principles and desired ethical behaviour. Compliance with the principles of the Code of Ethics is supervised by the Ethics Committee.

(<https://www.vse.cz/english/about-vse/university-bodies-faculties-departments/boards/ethics-committee/>)

The other body overseeing our ethical standards is the Disciplinary committee. The main purpose of this committee is to investigate and decide on any alleged violations of the principles set out in the Code of Ethics by students or teachers. The committee has three members with two teacher and one student representatives. The composition of the committee is approved by the School's academic senate.

At the University level, there are two other independent bodies that collect inputs from various stakeholders in relation to possible breaches of the Code of Conduct. These bodies honour the principles of whistle-blowers' anonymity to protect them from potential negative repercussions. These two independent bodies are the Internal independent Auditor and the Student's secretary.

Academic Integrity of online learning

The Covid-19 pandemic brought challenges to the academic integrity specifically due to the on-line delivery of courses. The FBA decided to use the MS TEAMS and MOODLE platforms which enable substantial features of academic integrity:

- Personal online connections among the school, teachers and students,
- Operating space for the teacher and module sponsors,
- Registration of participants, sharing of documents, interviews and testing,
- Online interviews,
- In-person testing and online testing.

Individual educators used appropriate face-to-face forms of online final exams to ensure correct understanding of the material being taught. To minimize the risk of plagiarism, the School uses the VALIDATOR software analysing submitted documents on:

<https://fph.vse.cz/centrum-informatiky/homepage/old/navody/software/validator-vse/>.

The Dean's directive states that all Bachelor's, Master's and Doctoral theses must be, before being submitted, checked by teachers with the use of this anti-plagiarism software. Teachers use this system to check the papers and thesis originality. The same is applicable for application essays and any other works submitted to InSIS. The FBA Disciplinary Commission can solve problems with the violation of copyrights.

Property and intellectual rights

The key aim of the school is to educate students who will be responsible citizens within their societies. Before issuing graduation diplomas, we verify that the graduates honour the values of ethics, responsibility and sustainability. This verification is done via our assessment methods, i. e. tests, exams, theses etc. To ensure the protection of intellectual property rights and to avoid cheating during assessments, we hold regular trainings in antiplagiarism, ghost writing and proctoring. These trainings are provided by the University library office both for students and faculty. These topics are further



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elaborated upon in some individual courses, namely Academic writing (for bachelor's students) and Research methods (for master's and doctoral students).

In terms of our scientific and research outputs we have the Ethical committee for research at the School level which oversees the compliance with the Code of Ethics in the field of research and publications. The FBA actively promotes the use of the principles of transparent and open science. The open-science practices include study pre-registration, open data, open access, and the avoidance of methods that can lead to publication bias and low replication rates. In terms of our scientific contribution to society, we operate the Laboratory and Experimental Research Centre (LEE) whose research focuses on unethical behaviour in organisations and, more generally, applied ethics and morality (<http://www.lee-vse.cz/cze/o-lee/o-nas>).

To avoid any eventual breaches of property and intellectual rights from the side of our employees, we provide regular trainings on the use of software. Moreover, to minimize the risk of using any non-authorized or non-genuine software, we implemented rules, where all the software is installed centrally by the University IT department.

Anti-bribery and corruption

Corruption-related behaviour and conflicts of interest are addressed in our anti-corruption policy. The principles of the Code of Ethics serve as the cornerstones of our pledges and policies against bribery and corruption.

These policies relate primarily to the areas of admissions, final examinations, recruitment of new employees and other areas that affect critical decisions regarding individuals. For greater transparency, the principle of commission-based assessment applies. The study and examination rules clearly specify details about committee composition in terms of different stakeholder representation and qualification requirements.

To oversee the selection of new suppliers, we have internal policies and procedures in place. These procedures are intended to stop any unethical behaviour or conflicting interests. Any purchases of assets or services exceeding the value of EUR 20k must be publicly tendered.

Business model and innovation

As the School we believe that there are four areas which contribute to our sustainable business model and create a competitive edge compared to our competitors both on the local as well as international markets. These areas are Quality of education, Research and development, Certifications and accreditations and the Revenue model.

Quality of Education

The quality of delivered education is assured on the level of programme/courses development and the quality is cross-checked by the feedback from students. The program portfolio management is clearly described in the "Rules for the System of Quality Assurance of Educational, Creative and Related Activities and of Internal Evaluation of the Quality of Educational, Creative and Related Activities" (<https://www.vse.cz/english/about-vse/information-and-regulations/rules-for-the-system-of-quality-assurance-of-educational-creative-and-related-activities-and-of-internal-evaluation-of-the-quality-of-educational-creative-and-related-activities/>).

At the end of each semester students are asked to complete the course satisfaction surveys which cover both quantitative and qualitative questions which help the School management to better



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understand what the quality of courses is and also e. g. what the perceived workload by students was. In the case of International study programmes we go even deeper as the quality of education is monitored and further benchmarked also externally. That is relevant specifically for Master in International Management CEMS, where the quality assurance is a central criterion for CEMS alliance membership.

Table KPI's and Goals

	Status quo (2024)	Goal (2030)
Average student's feedback score (scale 1-4)	3,52	> 3,5
Courses in a risk area (below 2,5)	8	0

Course instructors have full access to the anonymised students' evaluations and feedback in order to be able to suggest any eventual changes leading to the improved quality of their courses. The course evaluations also effect each faculty individual Performance appraisal scheme as there are maluses and bonuses for under/overperformers. To motivate teachers to reach the best results, the School annually awards best lecturers in different categories.

Research and development

One of the key quality and impact indicators of any School is its scientific output. For these purposes we measure the quality and number of our publications.

KPI's and Goals

	Status quo (2024)	Goal (2030)
<i>Number of articles in FT50 journals</i>	3	1/year
<i>Number of articles in Q2 or better (according to AIS)</i>	63	60/year
<i>The percentage of the core faculty that publishing in WoS/Scopus journals at least once in five years.</i>	64%	70%

To support and motivate the faculty to contribute to their R&D activities we use various incentives. Besides the clearly defined financial bonuses for scientific outputs, they may benefit from the administrative support in project applications and publishing, working time flexibility, conference budget, research seminars, etc.

Certifications, Accreditations, Partnerships and Membership

The school constantly keeps track of all possible certifications and accreditations relevant for our core operations. This helps to continuously improve our quality and keep pace with the best educational institutions worldwide.

The most important Accreditations for us are the ones from the EFMD, AMBA, AACSB. We are full members of all these institutions. The accreditation standards are clearly navigating the School towards ongoing improvement and development.

KPI's and Goals

	Status quo	Goal 2030
EQUIS (School level)	Accredited (3 years)	Accredited (5 years)



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AMBA (School level)	Accredited (3 years)	Accredited (5 years)
AACSB (University level)	Accredited (5 years)	Accredited at the University level

The School is also an active member in the **PRME – UN Global Compact**. Active involvement of the school in the work of PRME and **Chapter of PRME CEE** follows the six basic principles:

- *to develop the capabilities of students to be future generators of sustainable value for business and society,*
- *to incorporate into academic activities, curricula, and organizational practices the values of global social responsibility,*
- *to create educational frameworks, materials, processes, and environments that enable effective learning experiences for responsible leadership,*
- *to engage in conceptual and empirical research the impact of corporations in the creation of sustainable social, environmental and economic value,*
- *to interact with managers of business corporations to extend our knowledge of their challenges in meeting social and environmental responsibilities,*
- *to facilitate and support dialog and debate among educators, students, business, government, consumers, media, civil society organisations and other interested groups and stakeholders on critical issues related to global social responsibility and sustainability.*

The FBA is active in the European German Committee (DACH), and, with an FBA representative in PRME, together with representatives of PRME CEE chapter in order to help CEE universities in the European integration and development in this field. FBA is the first Czech public school applying PRME principles <https://www.unprme.org/chapter/prme-chapter-cee?section=description> and activities.

The School is a member of CEMS Alliance where it plays and active with School representatives involved in many leadership positions and committees of the whole alliance. Namely we hold the following positions: Deputy head of the CEMS Academic Committee, Head of Global Strategy Faculty Group, Head of Global Leadership and Global Citizenship Faculty Group, member of the Alliance Quality Assurance Committee and few others.

School's Department of Logistics is certified by the European logistics Association (ELA) which focuses on sustainable logistics and supply chain systems.

The School has established a strategic partnership with the NGO Business for Society, which represents more than 40 leading companies operating in Czechia and provides an important voice in shaping our curriculum.

Corporate governance

The School acts in accordance with the Higher Education Act, the Statute of the FBA as well as the internal regulations of the FBA. According to these rules, the FBA is fully autonomous in strategic and key operational areas. The FBA is effectively independent in the following areas:

- Definition of its mission and strategy
- Study programme design
- Study programme implementation
- Personnel policy, including full powers to appoint faculty

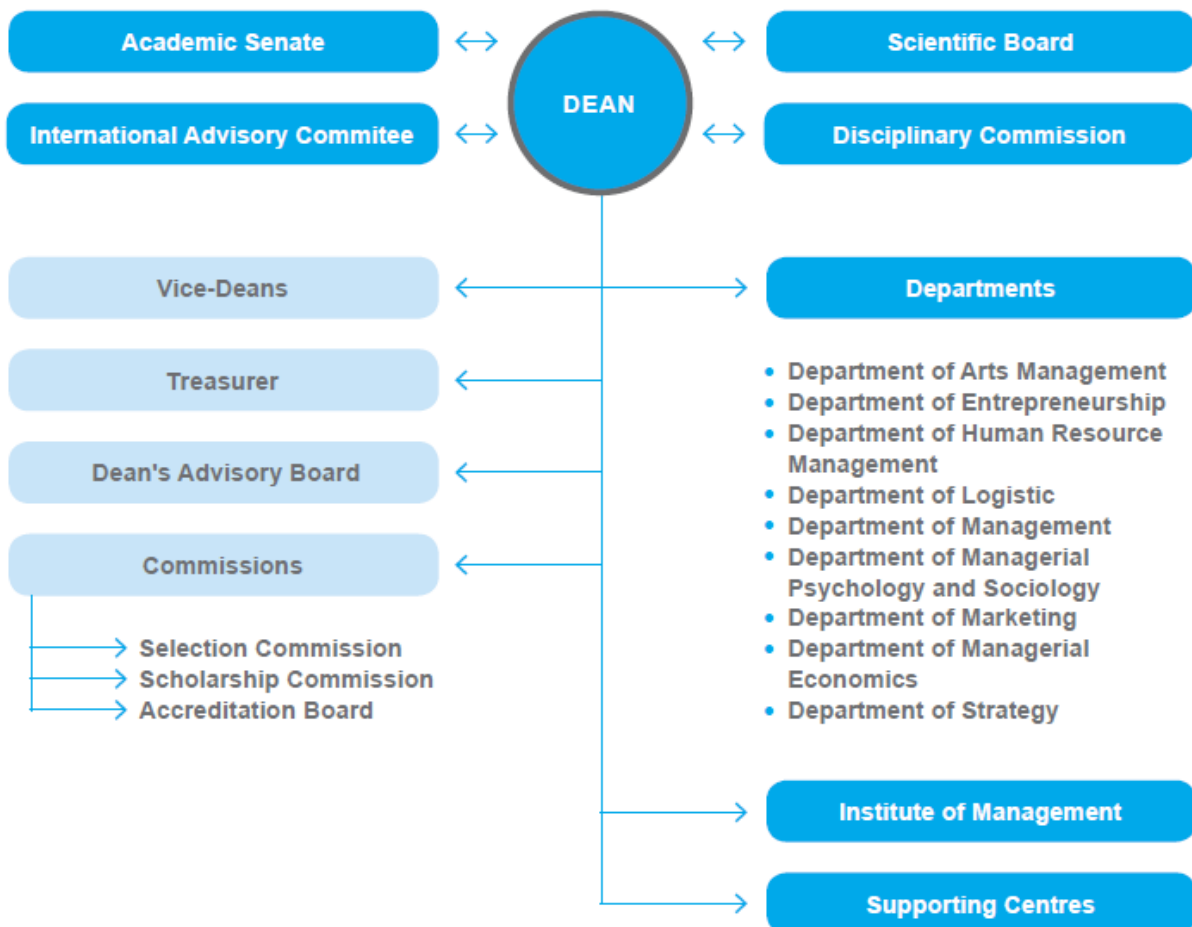


Governance

- International activities
- Science and research
- Managing financial resources allocated by the university as well as those earned from its own activities.

The below mentioned chart displays the full organizational structure of the School and its governing bodies.

FBA's organization structure



The Academic Senate of the FBA consists of 11 faculty (each department has one representative here as a minimum) and 6 students. All 17 members of the Senate are elected for a term of three years with elections held separately for academic employees and students. The Senate:

- elects the Dean or proposes to remove him/her from office. The Dean is generally elected for a term of four years and is subsequently formally appointed by the Rector of VSE;
- approves the long-term strategy of the FBA in the area of educational and research activities, after discussion at the FBA Scientific Board;
- approves the distribution of the School's financial resources and controls their use;



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- approves the Annual Report and the Annual Financial Report of the FBA;
- approves the Dean's proposal to establish, merge or cancel the School's departments;
- approves internal regulations and passes them to the Academic Senate of VSE for approval;
- approves the conditions for admission to study programmes;
- approves the Dean's proposal for nominating and dismissing members of the FBA Scientific Board.

The Dean is the head of the School and he/she makes managerial decisions regarding matters pertaining to the FBA. The Dean is elected by the Academic Senate of the FBA and the Dean is also accountable to the Senate. The Dean may delegate some of his/her powers to Vice-Deans.

The Dean appoints the School management. Management is headed by the Dean and consists of the Treasurer and Vice-Deans. Vice-Deans supervise science and research, student and academic affairs, international relations as well as relations with corporate partners.

The School management formulates the mission and vision (including science and research and internationalisation) of the FBA. The mission is approved by the Scientific Board and the Academic Senate of the FBA. FBA management is responsible for the realisation of the strategy. The Senate approves the annual report of the School each year. The Senate assesses the implementation of strategy this way.

The Dean is fully responsible for the preparation of all study programmes realised by the School. The Rector submits a study programme to the VSE Internal Evaluation Board for approval. After approval of the programme, the Dean is responsible for the study programme's implementation.

The Dean (in cooperation with heads of departments) is fully responsible for personnel policy, including full powers to appoint faculty. New members of the FBA are recruited on a competitive basis. The selection is prepared by the Selection Commission and realised by the Dean.

The Dean is responsible for the international relations of the School. Only the Dean can sign international agreements concerning international cooperation in the fields of education and research and development between the School and other foreign institutional partners.

The Dean is responsible for the implementation of research and development activities at the School. The Dean has to confirm by his/her signature that any research project suggested and prepared by the School's faculty is in accordance with the School's strategy in research and development. Only after this confirmation can any project receive the support of the School, and can be realised by a research team headed by a full or associate professor.

The Dean (in cooperation with the treasurer and heads of departments) is fully responsible for financial management.

The Dean's permanent advisory bodies are the Scientific Board, the Accreditation Board, the Subject Area Board, the International Advisory Committee and the Dean's Advisory Board.

The Scientific Board of the FBA consists of 42 representatives of the fields that are the focus of the educational and research activity of the School. The members are appointed by the Dean of the FBA after having been approved by the Academic Senate of the FBA. The Board consists of outstanding School full professors and associate professors (22; 52,40%) and the external members of the Scientific



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Board (20; 47,60%). Out of 20 external members, there are 12 corporate representatives (28%), 7 academic representatives, 2 governmental representatives and 1 media representative. With regard to the nature of the documents presented to the Scientific Board, its official language is Czech. Even so, 4 members are foreigners understanding Czech (2 Slovak, 2 Germans). The Scientific Board approves the strategic plans for the School's development and new study programmes. Presentations and approval of proposals for new associate professors and full professors take place before the Scientific Board of the FBA.

The Accreditation Board was created as a new body in 2018. It consists of the Dean, Vice-Deans, heads of departments, and the academic director of foreign study programmes. Based on institutional accreditation rules, the Board discusses proposals to award, change or remove accreditation of bachelor's or master's degree programmes prior to their submission to the FBA Scientific Board. The Subject Area Board fulfils the same role for PhD study programmes. Its functions are mainly:

- discuss proposals to award, change or cancel the accreditation of bachelor's and master's degree programmes (the Accreditation Board) or PhD programmes (the Subject Area Board) prior to their submission to the FBA Scientific Board;
- discuss proposals of heads of departments to award, significantly change or cancel the accreditation of a subject guaranteed by a department;
- assess and approve regular evaluation reports submitted by guarantors of bachelor's and master's degree programmes (the Accreditation Board) or PhD programmes (the Subject Area Board).

The International Advisory Committee is the Dean's permanent advisory body. The Dean appoints the members of the Committee from among outstanding full professors at foreign universities. The Committee consists of the Dean, two faculty managers and four outstanding School full professors from abroad. It discusses the strategic documents of the FBA and formulates recommendations for the Dean.

The Dean's Advisory Board consists of the Dean, Vice-Deans, the treasurer, heads of departments, and the president of the Academic Senate. The Dean may invite other persons. The board discusses issues that the Dean presents at his/her discretion.

The Departments are essential professional components of the School. Heads of departments are appointed by the Dean of the FBA. They provide teaching at all levels of study in the School's accredited study programmes, develop scientific research in the relevant fields as well as develop international cooperation.

The Treasurer – is in charge of the economic management and internal administration of the FBA. The treasurer is appointed by the Dean of the FBA.

Institute of Management (IM). The main goal of IM is to connect the academic potential of the faculty into the solution of the current problems of the corporate practice and bring these two different environments closer together. It manages our executive education and coordinates activities of its own Centres.

School services. There are four School supporting centres: the Academic Centre, the Research Support Centre, the IT Centre, and the Student Care Centre. The Student Care Centre is a part of the Dean's



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Office and it is headed by the Vice-Dean for Academic Affairs; administrative staff provides care for students. The directors of other centres are appointed by the Dean.

Faculty vacancies are filled on a competitive and international basis. The Selection Commission executes the procedure and proposes new employees for the Dean's approval. The final decision is the Dean's alone.

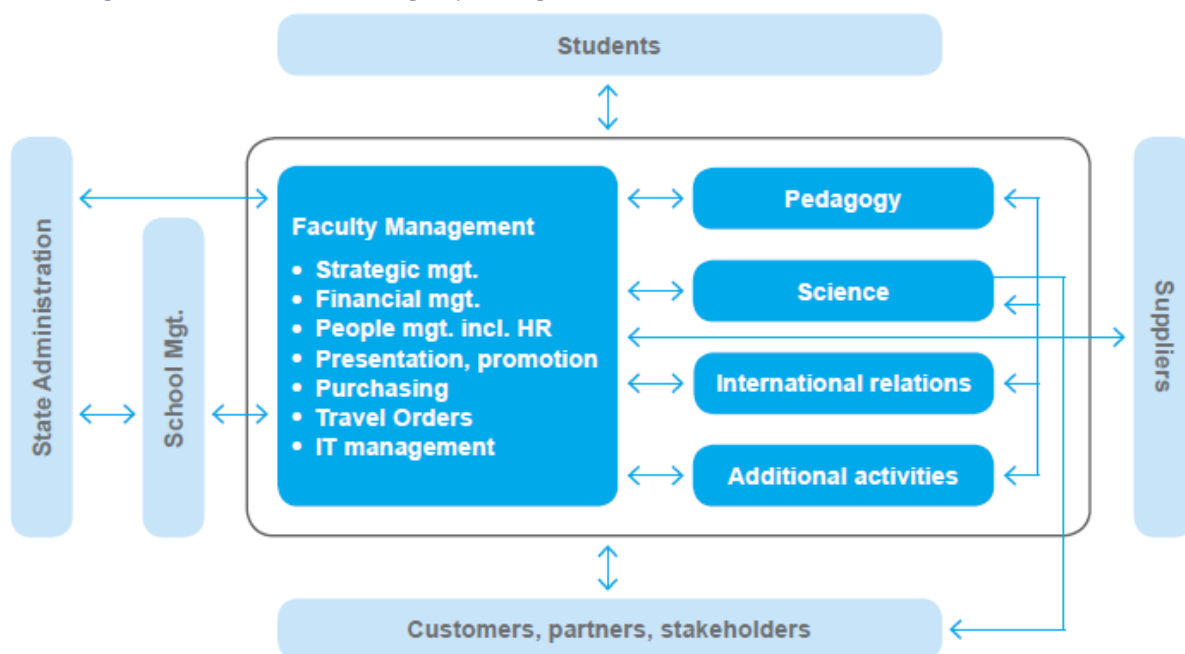
The Scholarship Commission is a permanent advisory body to the Dean and its members are appointed by the Dean. The scholarship committee proposes to the Dean the specific conditions for granting various kinds of scholarships in accordance with the Scholarship Rules of VSE. The final decision is the Dean's alone.

The members and chairman of the Disciplinary Commission are appointed by the Dean. Half of them are faculty members and half are students of the School. The Disciplinary Commission discusses disciplinary offenses of students enrolled at the School, and it submits proposals to the Dean for his/her decision. The final decision is the Dean's alone.

Reporting and transparency

The school strives for maximum level of transparency of its activities. On the yearly basis FBA publishes its annual report which covers all the areas of its operations. <https://fph.vse.cz/o-fakulte/seznameni/profil-fakulty/vyrocní-zpravy-o-cinnosti-fakulty/> This report comprises on both financial as well as non-financial information. Besides that, the School undergoes regular annual financial audit, fixed assets audits and personnel audit. Due to the Schools participation in various international rankings, the School is being occasionally audited by external bodies. Last audit of this nature took place in spring 2022 by KPMG in relation to Financial times ranking.

FBA's organisation chart showing reporting lines





Governance

Dialogue with stakeholders

Understanding the various and often diverse or even contradictory perspectives of various stakeholders is the key for our future development. For this purpose, we set a system of both formal and informal engagements with our stakeholders, i. e. students, corporate and social partners, alumni, faculty and other staff, and in due course the public.

The official platform where we engage with our faculty members, corporate and social partner representatives and alumni is the Scientific board of the FBA.

The other body, where various stakeholders have not only their voices heard but also the opportunity to vote, is the FBA academic senate. There are representatives of the faculty and students. Student's representation is one third. The other students and staff members may raise their concerns, suggest changes and improvements via their senators.

At the level of individual programmes and minor specializations we organize so called "Round tables". Here we invite the representatives of students, alumni, corporate and social partners and faculty. The aim is to develop in a workshop-like setting new ideas which seek to improve and innovate the programme or the minor specialization. It refers also to extracurricular activities and policies and value proposition towards various stakeholders.

Another good example of the dialogue specifically with external stakeholders is the Centre for Family business. During their meetings and conferences, the School tries to understand which topics are relevant for Czech family businesses and tries to adjust specific courses respectively.

The voice of employees is heard at the Schools top management level during the monthly held Dean's Advisory Board, where there are representatives/heads of individual departments. Heads of department usually hold their departmental meetings after the Dean's Advisory Board in order to facilitate the mutual flow of information. Employees are also encouraged to express their views on the School's strategy, management, and overall satisfaction through annually conducted anonymous surveys, in which we also measure the employee Net Promoter Score (eNPS).

Twice a year the Dean organizes the so-called Academic plenary session, where all the employees are invited. The purpose of these meetings is to communicate the long-term strategy of the School and various tactical issues. This is also a forum, where employees may raise any questions to the Dean or other Faculty management members.

The FBA top management members also apply an open-door policy and are on request accessible to any student or employee to listen and help them with their issues.

Dialogue with corporate and social partners

As mentioned above, the voice or even a vote of corporate and social partners is granted at various Faculty bodies. It is also important to mention the internal policy regarding the partner selection. The school commits not to partner with organizations involved in a few specific fields of business. Specifically, we have an internal philosophy that prevents us from working with gambling, substance abuse and tobacco companies on a corporate partnership level. We also refuse to work with companies that exploit the disadvantaged position of individuals in society. Such companies are, for example, companies offering short-term personal loans on unfavourable terms.



Governance

Data protection and privacy

Trust and confidentiality are important in education. For this reason, we uphold and implement the "need to know" concept, which calls for putting adequate procedures in place to protect privacy and information while limiting access to information to those who truly need it. The Schools follows strict GDPR policies in terms of available data for various stakeholders and the way how they are protected. This process is closely monitored by the Data protection officer at the University level. <https://www.vse.cz/english/about-vse/information-and-regulations/gdpr/>

We regularly train our staff members in these topics since we are aware that they play a crucial role in data security and protection. To minimize the data leaks or other privacy issues we execute a phishing simulation programme to gauge the employees' current level of phishing resistance.

We do the simulation by sending constructed messages to employees that look like phishing attempts but pose no real danger, this way employees learn to follow security best practices, as well as to know how to report any suspicious activity. This approach not only enables us to see the risk of data breaches at a specific time, but also provides important information for efficient training and helps us to create a 'human firewall'.

On the other hand, we try to be as transparent as possible wherever feasible and for these reasons we e. g. provide open access to all qualification works (thesis) to the public, so anyone can validate the quality of the work submitted by the Schools graduates.