Development Concept for the Academy of Performing Arts in Prague for 2025–2029

The Rectorate unites our three faculties, establishing rules, regulations, and processes that eliminate the need to reinvent them three times. It provides administrative and diplomatic support to the faculties—making us stronger and more visible externally in relations with the Ministry of Education, Youth, and Sports (MŠMT) and other institutions. At the same time, the Rectorate must be **open and responsive to the specific needs and preferences** of each faculty, as they differ in many ways: they teach in different styles, engage in research in distinct ways, and develop somewhat different competencies among students and employees. As a result, each faculty requires tailored solutions—conceptual, organizational, and operational—that fit its unique internal environment, areas of instruction, and pedagogical practices. Therefore, openness and understanding of these differences are essential. The Rectorate, as an office, handles school administration and ensures compliance with both external institutional requirements and internal quality standards. Each faculty independently manages and funds its own teaching and operations, but the Rectorate should provide **effective support and high-quality services** to all three faculties—in areas such as economic, administrative, legal, financial, and methodological support. The Rectorate, however, is not only allowed to be a **source of inspiration and development**—it must be. Below, I offer three key areas for the potential development of our school and the Rectorate as its central office.

Core Principles:

- The Rectorate should provide **high-quality services for all three faculties** while also upholding its third role – public service – and doing so **transparently**.
- My main approach is **sustainability**, which goes beyond the environment to include social, human, and "energetic" sustainability (this means fostering a work environment where we can engage in work we are passionate about without harming ourselves, our relationships, or the environment in which we live).
- Another essential principle is **participation** (members of the academic community should have a voice in decisions about AMU's key initiatives, as well as in the rules and regulations that shape their daily lives and define what they can and must do within the school).
- The fourth pillar is **inspiration** and support for the **development** of both individuals and the institution as a whole.

Diverse opinions, strong individualities, and different perspectives are inherent to a creative environment and the artistic view of society. We will never be a monolithic group. There will always be different viewpoints, artistic directions, and unique emphases coexisting. The Rectorate can help bridge these differences: by leading and facilitating dialogue, providing support in difficult situations, and building and strengthening supportive infrastructure (I explain the steps in more detail in the concept below).

Everyone deserves to work in dignified conditions and a fair environment. A top priority for the Rectorate is securing a new building that meets the needs of all three faculties. The Rectorate must act as a confident advocate for arts education with the MŠMT, promoting artistic research as a valuable intellectual activity that contributes to society, just as other universities bring value in their fields. Additionally, the Rectorate should support activities highlighting the importance of humanities and social education. Like the arts, these fields deepen and broaden reflections on changing realities and create spiritual values that provide guidance in the complex, multi-crisis world we navigate today. The Rectorate should also focus on ensuring ongoing education, skill development, and qualification enhancement for staff, supporting these efforts with the collaborative advocacy of similar and allied institutions. Through diplomatic yet firm efforts, the Rectorate should consistently pursue increased funding dedicated to supporting higher education in the arts. This concept summarizes proposed solutions and procedures through which we can collectively build a high-quality and inspiring environment.

Institution Functioning Today

Under my leadership, the management and operations of the Rectorate would be based on the premise that the **Rectorate exists to serve the faculties**. It acts as an umbrella and connector for the three faculties, creating a shared agenda and unified rules while respecting the individual needs and structures of each of the faculties. It provides essential support, services, and standardized processes. This setup should **relieve the faculties as much as possible from operational, administrative, and bureaucratic burdens**. The top priority is the complete digitalization of all "paper-based" processes and the unification of existing digital systems. Currently, AMU handles its administration across at least five different, unconnected systems. Although electronic alternatives have gradually been introduced for some specific processes, we still print stacks of paper and gather multiple physical signatures for many tasks—even routine department management is an (unnecessary!) burden. Digitalization is progressing very slowly (even in comparison with other schools). Based on my in-depth consultations both within and outside the university, **complete digitalization and integration of economic-administrative agendas can be achieved within two and a half years.** This would include a well-designed phase of testing, preparation, and the launch of a regular training system (not just a one-time session, but annual refreshers and updates).

Relationship to the World

AMU is not significantly enough recognized on the global stage. International relations are not just about participating in university fairs; they involve purposefully building **international diplomacy** to establish long-term prestige and connections. In collaboration with the faculties, I would create a list of important events in the various fields we teach, and, through consistent communication, work to establish **strategic partnerships.** I have already tested the feasibility of this approach with my team at FAMU, which is respected internationally. However, visibility alone is not the goal—these concrete collaborations (potentially several dozen over four years) would enable many more exchange opportunities for our teachers and students. Together with the team and key representatives from the faculties, I would develop a strategy to grow AMU's international relations with relevant foreign institutions, **prominent figures** across all fields we teach, and universities on all continents. To facilitate international exchanges, I would support the **development of English-language programs** across all three faculties, including the preparation of current teaching staff and enhanced promotion and communication support from the Rectorate. Systematic development of international relations does not mean overlooking the importance of national culture. On the contrary, it aims to systematically promote it, while at the same time enabling the potential for inspiration or informed, critical perspectives on artistic developments in other parts of the world. Funding for international diplomacy is allocated annually by the Ministry of Education, Youth, and Sports (MŠMT) in addition to the A+K budget (for example, through PPSŘ and PPRVOŠ).

The **mentorship program,** which I have successfully developed and secured funding for with my FAMU team over the past four years, can be extended to all faculties. Through this program, distinguished professionals from all areas relevant to our educational fields come to AMU—some for intensive teaching engagements lasting (several) weeks, and others even for an entire semester. Their programs include interactive sessions for larger audiences (such as masterclasses, commented screenings/performances with discussions), but a key element is always individual consultations on students' creative work. At FAMU, 43 mentorships were implemented over four years, even under challenging conditions such as the COVID-19 pandemic and subsequent economic downturns. Funding for these mentorships was sourced from dedicated MŠMT funds for internationalization, grants from the Ministry of Culture (MK ČR), regional grants, and to a lesser extent, from faculty supplementary activities. A significant portion also came from support provided by national cultural institutes and embassies. Regular hosting

of exceptional foreign artists is feasible—though it does not replace the irreplaceable role of our permanent teaching staff, and requires both effective cultural diplomacy and internal support. One of the key obstacles, which needs to be addressed or at least reduced, is the current inability to **employ foreign nationals directly.**

To expand academic and practical internships for students and staff, both through Erasmus and other partnerships, it is essential to broaden the current list of partner schools. Working closely with the faculties, we should select prestigious institutions that offer study programs aligned with the fields we teach. Additionally, it may be necessary to **establish partnerships also beyond Erasmus through bilateral agreements with foreign universities**—ensuring that the semester or year that students invest in their international experience provides substantial professional and personal growth. While faculties primarily handle the selection of schools and the negotiation of agreements, the Rectorate can provide valuable support—conceptually (offering models and types of bilateral agreements beyond Erasmus, legal assistance, and examples of specific partnerships that FAMU has already established) and diplomatically (establishing systematic collaborations with foreign embassies in the Czech Republic). Although five years of study can pass quickly, it is enough time for students to gain not only education and experience but also inspiration and insights from other countries. Study stays abroad should be more than just a trip; they should be a deeply enriching experience filled with challenges and exposure to different artistic approaches, practices, and perspectives. From a practical perspective, it is essential to focus on the learning agreement when selecting partner schools and fields of study. In close collaboration with the faculties, we need to carefully assess **which institutions best match our programs.** This ensures that students do not "lose time" and are not required to make up courses they missed at AMU during their stay abroad (avoiding any disadvantage compared to peers who completed those courses at home). A fundamental prerequisite for these strategic steps is a knowledge base: a **thorough analysis of high-quality foreign institutions, their teaching models, structures, and approaches to modern arts education.** The Rectorate should invest in such analyses and provide faculties with data and information to help them tailor international experiences more closely to the needs of their students.

International communication should also emphasize AMU's faculties as providers of top-quality education, appealing to international students as well. This includes establishing a full-scale communication strategy on social media in English, adding all essential information and documents in English, and introducing **high-quality digital services** such as an easy-to-understand application process, options for electronic payments, and other standard tools. While some of these activities can be managed by the faculties (as is already being done at FAMU and DAMU), they need – and it should ideally be a given – for the Rectorate to provide and fund a **high standard of service and English-language communication** (both in implementation and personnel). This should be covered through the budget allocated to internationalization and the operations of the international office. This agenda also includes support for operational tasks, such as the recognition of foreign qualifications (nostrification).

Employee Support and Development

Starting in January, two faculties will establish HR positions funded by the JAK ESF operational program—a need we have felt for a long time. The good news is that, thanks to Vice-Rector Filip Malý, the Rectorate has also applied for support for such a position in the next funding round. It is essential for the Rectorate to have an **HR role** that systematically manages processes that are standard in other institutions and universities: **onboarding,** knowledge transfer for new hires, a structured overview of available resources and contacts for various situations, training and orientation in school processes, and support for the long-term development of employees' skills and competencies, for both teaching and non-teaching staff. Additionally, this role would ensure clear communication about salaries, **benefits,** and important advantages, such as accessing the social fund, **pension contribution**

options, and **managing and organizing the intranet** to keep key information and announcements accessible (FAMU has piloted this intranet on its own initiative). It would also involve gathering, organizing, and making **data** accessible to keep personnel plans updated and to align employee development and training conditions with real needs.

As Rector, in addition to sabbaticals ensured by the Collective Agreement, I would introduce options for additional **study and creative leave,** particularly for the purpose of increasing qualifications (based on a "qualification agreement"). This would include further support and financial incentives for employee education. Such initiatives often provide a dual benefit to the institution, as work-related training is a tax-deductible expense. I would also encourage the use of programs like the current NPO digi. In cases of extended leave for teaching staff, the Rectorate should support departments (from A+K budget) with resources to cover replacement teaching contracts.

AMU should begin systematically building a **community of former employees**—often individuals who worked at the school for many years, taught multiple generations of students, and contributed to the university's development. In addition to the title of Professor Emeritus, there should be an option for the emeritus status for associate professor (docent). I would introduce additional forms of recognition and opportunities to maintain contact with former teaching staff and other employees, such as invitations to events, student work presentations, ongoing communication, and the chance to speak at academic gatherings. Once a year, the Rectorate would organize a celebration bringing together graduates and former teachers as a gesture of appreciation and recognition. Former employees are also eligible to use the social fund, primarily for financial assistance in times of need.

Building a broader community also includes fostering strong **relationships with graduates,** actively involving them in the school's life through opportunities to speak and share their experiences and attend final performances, exhibitions, and screenings. This includes keeping them informed and gathering their feedback when they leave the school and regularly for at least five years afterward. This way, we can track how our graduates are doing, understand their career paths, and identify areas where the school might improve in supporting their professional success and presence in the arts field.

For many years, I have observed how challenging it can be for teaching staff engaged in artistic practice to find time to **prepare for habilitation and professorship evaluations.** I would introduce support from the Rectorate for these prospective candidates by offering **study leave** and financial assistance to their home departments, allowing them to cover teaching replacements (from A+K budget). Additionally, following the example of other institutions, I would establish a **motivational reward** for completing each successive academic qualification level.

I propose introducing the **option of a 4.5-day work week** for administrative and technical staff, along with greater flexibility in terms of work hours and location (e.g., more than two days of remote work per month). **Flexibility** has proven effective—faculties have shared various successful examples, such as department heads and their administrative assistants working effectively within this flexible arrangement, which benefits all involved.

People employed at AMU have a strong desire to learn, grow, and discover new things. They should have the opportunity to learn from the best. Currently, there is a lack of systematic, long-term education in the field of artificial intelligence. Across all three faculties, I have heard from colleagues who want to understand how these tools work and learn to use them effectively. Among the thousands of AI tools available, there are several dozen that may be of particular interest to both teaching and non-teaching staff. AMU should offer not just a single training session but a series of educational courses that employees can participate in (voluntarily and based on

personal interest and professional needs) during working hours. I would emphasize **tools for resource and literature searches** (e.g., Semantic Scholar, Consensus, Scite), **working with academic texts** (Scholar GPT, Unriddle, Julius AI), **grant application assistance** (Grantable), tools to **check if a text was generated by AI** (AI detectors like Smodin), and support for **creating presentations and visualizations** (e.g., Slides.ai). Other tools could include those for **data management, survey creation, translation, or transcription.** Teaching and non-teaching staff should not fall behind students in their knowledge, and many of these tools can enhance their professional, teaching, and personal lives.

Students should also have access to structured and comprehensive education on the application and tools of artificial intelligence, **including its legal, economic, and ethical aspects.** To some extent, this education must be specific to each field, as AI, like digitalization, is a phenomenon that permeates everything. However, there are also areas and tools with broad applicability (not only large language models, but also other tools for creative and research work), which could be taught across faculties in an integrated manner. Globally, AI is being used, researched, and developed across all areas of the arts. We should encourage AMU students towards thoughtful and aesthetically innovative approaches to AI. At the same time, we must offer perspectives for critically evaluating this phenomenon and addressing its ethical considerations.

Almost everyone who has visited another institution, whether in the Czech Republic or abroad, and gained in-depth knowledge of its operations and practices, describes it as a valuable and enriching experience. The demand for Erasmus placements is high. As Rector, I would work with the international office to negotiate (or assist faculties in negotiating) **bilateral partnerships,** exchanges, and other grants that cover travel costs, residencies, internships, and mobility opportunities—particularly through partnerships with cultural institutions and official foreign representatives in the Czech Republic. This is not about copying other models but about the **chance to learn, find inspiration,** and sometimes critically assess what we see. Not all best practices are transferable, but many are. We need to further support trips and visits for both teaching and non-teaching staff and, at the same time, enable everyone to benefit from the insights gained. At least once a year, we should hold an all-staff forum where individuals can present their experiences and recommend practices, they believe would benefit our institution.

Students should also have the opportunity to **share their experiences**—at least once a year in a forum dedicated to students' insights from academic and practical internships. Active participation, such as preparing a presentation about the school or institution where they spent their time, would be **rewarded with credit.**

I am committed to establishing greater **support for caregivers** (whether they care for children or for relatives with different disadvantages). I would prioritize swift action to **create a children's group.** The Gender Equality Plan—a strategic document that addresses this issue as well—should be more ambitious and practical at AMU. The feasibility of this approach is demonstrated by the GEP at FAMU, which was developed in collaboration with experts, with many of its steps already implemented.

Nearly every group within our community needs improved spaces for both work and more relaxed, creative time: workspaces for doctoral students, offices for teaching staff, production rooms for students, and chill-out zones (there are some, such as the four on FAMU, but they are small and often not in ideal locations). These needs will be considered when searching for a new AMU building.

I have long advocated for activities **promoting diversity,** such as dialogue-based gatherings led by sensitive experts and tailored to the needs of different target groups. As Rector, I would provide both methodological and financial support (from PPSŘ, PPRVOŠ, or OP JAK funds designated for the well-being of employees and students)

for the practice of ombudspersons, the establishment of a Rectorate **ombudsperson office**, and further **development of psychological support.** In addition to faculty psychologists, the Rectorate should offer **free consultations** with a psychologist and access to **other support professionals** (therapists, crisis counselors, and specialists in care for individuals with special needs). The Rectorate should also provide methodological support to faculties in developing activities to **deepen teaching competencies and skills,** such as offering supervision sessions (as is done at DAMU) and consultations (as practiced at FAMU). Connecting and supporting well-being activities across all faculties will not only increase their accessibility but also improve coordination and the monitoring of feedback and development needs.

University Administration

With funding from MŠMT designated for internationalization and the support and development of internal university processes, I will establish an analytics "department" (comprising one part-time employee and external collaborating experts). This department will **collect and analyze data,** providing faculties with a knowledge base for both their international activities (such as teaching structures and methods in certain fields offered in English, pricing, and cultural diplomacy) and for optimizing internal processes. Closely related to this is **data management within the university:** the information that AMU collects annually from faculties and departments for reporting purposes, particularly to MŠMT or for institutional accreditation, needs to be aggregated. Data should be **collected only once** and then reused for various purposes, such as the RUV (Registry of Artistic Outputs), annual reports, and parts of self-assessment. I will establish a structured system for data collection and distribution, which will significantly **reduce the administrative burden on departments.**

The project department should not only manage calls for proposals from operational programs or the National Recovery Plan (NPO), which are issued to all universities, but also **actively seek** relevant opportunities in the fields of arts and culture (such as Creative Europe and regional funds) for both faculties and central administration. Faculty project staff, who handle grant applications at the faculty level, require greater methodological and administrative support from AMU. Funding for the operations of the project department is always included in grant applications as part of the so-called indirect costs.

Regarding the student information system (KOS), I have observed very different reactions across the faculties from both students and teaching staff. Concerns about the difficulties in managing student records, admissions, and accreditations, as well as the lack of numerous functionalities that have been awaited for years, are serious. On the other hand, some students and staff have praised KOS. Since KOS is at a disadvantage due to its slow development and limited responsiveness to AMU's needs, we face certain challenges. Its management, technical support, and development are not under our control, and it does not function with the professional support that other systems enjoy (as it is neither a commercial product nor our in-house system, and it has become a minor platform in the Czech higher education landscape). It is necessary to conduct a survey to assess the level of satisfaction and the extent to which the system meets the needs of various user groups. If KOS remains the system used by AMU, significant investment will be needed for a major update and regular training for all user groups.

In recent years, **environmental considerations** at AMU have strengthened thanks to the efforts of the Environmental Panel, which develops inter-faculty activities and promotes awareness. Supported by a grant from the National Recovery Plan's Green Deal initiative, faculties are now creating educational activities. I support and will further advance the preparation of educational programs, not only for our students but also for teaching staff and employees. This includes **developing lifelong learning courses** that culminate in internationally recognized micro-certificates, enabling AMU to contribute to professional development and the practical implementation of

sustainability strategies. However, we must also address the simplest processes: eliminating unnecessary paper use for financial management, project reporting, admissions, and state exams. Optimizing these processes to **significantly reduce paper usage** is one of the most basic and essential steps forward.

Study Programs

Renewing institutional accreditation should be accompanied by thorough feedback from both teaching staff and students regarding the current study plans, with an aim to **carefully review the workload,** which often results in excessive demands on both students and faculty. It is important to strengthen the role of Field of Study Councils (KVH) as bodies that have a deep understanding of the faculties and their study programs. KVH should be more involved in the process of study plan revision. I would establish regular meetings between the leadership of the Council for the Fields of Study (RVH) and KVH to coordinate these revision processes and ensure that faculties receive methodological support.

I propose **replacing written bachelor's theses with artistic-research or research projects** (depending on the nature of each study program). These projects would still include a written component but would focus primarily on gathering original material and creating a source. This change would, of course, follow a period of dialogue and methodological planning with the faculties. However, I would advocate for bachelor's projects that, in addition to developing the ability to write a clear and well-argued text (which could be more concise), would primarily strengthen competencies in sourcing and evaluating resources and creating original material. Examples might include: oral history interviews, ethnographic or autoethnographic research, critical literature reviews, or artwork analysis.

A comprehensive sociological **survey** is currently underway at FAMU, **focusing** on the **needs and workload of students.** It is funded by the National Recovery Plan under the Green Deal initiative. I would like to initiate similar surveys at the other two faculties, as the results could provide valuable support for departments, teaching staff, program coordinators, and faculty leadership, as well as for the KVH and RVH councils. These insights would be beneficial for revising study plans, making targeted adjustments to student workload, and the effective development of study programs.

As part of the implementation of the amended Higher Education Act, the ongoing reform of doctoral studies will continue and move toward completion. In addition to the already initiated processes and extensive discussions that have taken place and are ongoing at the faculties, it is essential for the Rectorate to provide methodological support. In collaboration with the Vice-Rector for Academic Affairs and the Doctoral Studies Center, I would also commission an **analysis of comparable or analogous doctoral programs** in the Czech Republic and selected foreign institutions. This would allow us to use these doctoral program changes to set high-quality content, standards, and inspiring developmental components for our own programs. Furthermore, I would initiate the **establishment and formalization of postdoctoral positions**—enabling the youngest generation of potential teachers and researchers to contribute to the development of our teaching and (artistic) research.

Compared to other universities, AMU has only partially addressed **support for students and applicants with special needs.** Faculties, and particularly certain staff members in the admissions offices, have made significant efforts in this area—yet they too need access to consultations, professional assistance, and support. Comprehensive methodological and practical support from the Rectorate is necessary, in the form of detailed guidelines, manuals, and a series of specialized training sessions.

Faculties also need stronger support in their care for international students, which I would like to provide through **consistent bilingual communication** and organizational support for a "buddy program," where Czech students assist international students (with these activities rewarded through scholarships). I will encourage **student involvement in tasks at both the faculty and Rectorate levels,** such as helping in libraries, maintaining classrooms, handling technical equipment and small inventory items, and assisting with their lending (some of these activities are already in place, are welcomed by both students and departments, and foster greater engagement in the daily operations of the school). Additionally, students could assist with organizing Rectorate events, gatherings for former teachers, reunions of former students, and events for partner institutions involved in international activities—all of which would be **compensated through scholarships.**

Facilities and Infrastructure

Securing new space for all three AMU faculties is a key priority, one to which I would dedicate significant and systematic effort. We need more space, but it should be a place where we enjoy spending time.

Spaces and salaries are two of the most pressing issues that have persisted for many years. So far, most efforts have come from the faculties themselves; FAMU has negotiated with the City Council about the Nákladové nádraží Žižkov site and other potential buildings, while DAMU has initiated discussions regarding the Kasárna Karlín premises. Currently, DAMU rents five spaces and FAMU two, which is both inefficient and burdensome on the budget. AMU clearly needs a new building. I would like to thank DAMU for the extensive work it has done over the past two years exploring options for new spaces, including the potential purchase of a new building. I intend to build on this groundwork, with a **focus on securing a new building** funded with support from the Ministry of Education, program funding, and operational grants. In the first quarter after my potential election, a strategy for acquiring new spaces will be developed, including budgets and funding sources, to allow concrete discussions with the Ministry of Education and the Office for Government Representation in Property Affairs (to assess available building conditions) to begin. The strategy, developed in cooperation with the new bursar, will include options for **purchasing a new building** and several favorable long-term rental possibilities, including an updated assessment of the Kasárna Karlín property. Since these efforts have mainly been initiated by the faculties thus far, the Rectorate needs to invest significant and rapid efforts immediately. The process to secure a new building will take several years—with my goal being a maximum of three years. In the meantime, we need to make more efficient use of our existing spaces. A partial audit of our current spaces (including Tržiště 20) has been conducted, but it needs to be completed and expanded. This will allow us to understand precisely what types of new spaces we need and for what purposes, while also optimizing and sharing our existing spaces as effectively as possible until a new building is acquired.

Employee Compensation

I see the necessary ongoing increase in salaries and the pursuit of fair compensation in the following steps:

- Faculties need methodological support in **establishing workload guidelines that match specific employment contracts** (HAMU and FAMU have their internal guidelines, and DAMU is currently preparing theirs).
- The internal **personnel structure** within each faculty is under the authority of the deans, who determine priorities—for instance, whether to employ fewer full-time staff with higher salaries and more external staff, or more internal staff with lower contracts and salaries. This is also related to the design of study plans of the academic programs.

- Together with the rectors of the other three arts universities, I would focus efforts on securing a **larger funding allocation for the contract** for the Art Schools, beginning with regular meetings with other arts universities and the Ministry of Education (MŠMT). This involves emphasizing and demonstrating that, even though our primary focus isn't scientific research, art and research through art bring substantial benefits to society. We must maintain relevant arguments and continue **cultural advocacy.**
- The Council of Higher Education Institutions is doing significant and effective work in advocating for higher salaries, with **AMU representatives** making valuable contributions to this effort. As Rector, I would introduce **regular compensation** (a standard at other universities) for these individuals who dedicate their time to securing dignified funding for higher education. They should receive regular bonus for their efforts. Their work should also be **supported by access to relevant data** (such as median and average salary figures) to help them develop strategies and negotiate effectively with the Ministry of Education. I would additionally participate actively in the Czech Rectors' Conference, engaging in patient and persistent advocacy to highlight the valuable contributions of art universities.
- **Salaries must always be a priority.** In times of economic growth, the budget should create reserves and replenish funds. During economic downturns (such as the double-digit inflation seen two years ago), these resources should be used to provide maximum support for employees. We know that average salaries at AMU are only slightly above the national average in the Czech Republic (in pay grades 10–13, this is around 47–66 thousand CZK at AMU, with variations among faculties). In difficult economic times, it is essential to use available funds to support salaries, and salaries should constitute the highest possible percentage of the A+K contribution.
- Together with the AMU Academic Senate and labor unions, I would advocate for **increasing salary tariffs.** Although raising tariffs may reduce the flexible components of salaries (such as personal bonuses), it is more beneficial for employees, as it guarantees a secure portion of their income each month. Tariffs are entitlement-based, reliable, and serve as a tool against inequalities.
- All three faculties prepared applications for OP JAK and NPO, which the university received, and work is ongoing for another application under OP JAK. It is essential to leverage **further large-scale structural opportunities from operational programs.** Together with the Rectorate's project department, I would expand funding by seeking **additional strategic European resources** (e.g., Creative Europe), **regional funds** (such as Visegrad, Czech-German cooperation), and **partnerships with embassies** to ensure grant continuity and secure external financing.
- As Rector, I would develop and offer comprehensive methodological support to faculties for **creating paid study programs and courses that conclude with micro-certificates**—serving both professional communities in the Czech Republic and international participants. This would allow teaching staff to apply their expertise to a wider audience and **generate additional income from their skills.** To manage these without overwhelming the faculties with administrative tasks, we need to build the necessary infrastructure. I would establish a position at the Rectorate (primarily funded by ministries supporting lifelong learning in various areas and social support resources, as well as labor offices) to coordinate lifelong learning. Together with the faculties, we would create a strategy for further expanding and developing these programs, including University of the Third Age initiatives and non-accredited programs and courses in both Czech and foreign languages.
- Support faculty efforts to **establish partnerships and sponsorships** (with companies, patrons, and connections to business entities in our fields—enabling greater integration with practical experience). This approach will allow the A+K budget to be allocated more towards operations and teaching.

Internal Communication

To ensure the Rectorate is not seen by the academic community as a distant or abstract entity, **transparent and ongoing communication** is essential. I would propose a concept that has proven effective in several institutions: an internal newsletter—a regular **update on current activities and upcoming initiatives.** As Rector, I would also hold regular **"open office hours"** to meet with staff as well as provide opportunities to meet with students. This approach would complement, rather than replace, communication at the department and faculty levels, creating a symbiotic relationship. During my time as Dean, I observed that **community members not only identify issues but often bring forward excellent solutions**. When implementing solutions, it is crucial to listen to those whose daily work or studies will be impacted. I would also launch an electronic "suggestion box" (similar to the trust boxes used by the faculties).

I also consider it essential to continuously **explain what the Rectorate is working on, why, and the real impact of these decisions on faculty life.** For any adjustments or updates to internal regulations and potential changes to school policies, I would introduce a **comment procedure** that would enhance faculty community participation and allow them to influence the rules the Rectorate issues for all three faculties. A draft regulation with a summary of changes would be made available to the faculty senates in advance, providing an opportunity for academic communities and relevant faculty staff to give feedback. Unlike current practice, I would engage in a more systematic and open dialogue with the faculties, basing decisions on their needs and feedback.

An example of this kind of practice is the **participatory** development of FAMU's Code of Ethics, which was created from the ground up. It began with the "Ethics at FAMU" meetings, organized by the ombudsperson and attended by experts on topics significant to the faculty community. Insights and texts from these meetings were compiled into a body of knowledge, which was then used by a working group composed of representatives from the student body, the initiative "You Don't! Have to Endure It," teaching staff, and non-teaching employees. Led by the ombudsperson, this group developed a draft, which underwent a formulation review by legal professionals with experience in ombudsman and human rights issues. The code was then thoroughly discussed with the academic community at a session of the FAMU Academic Senate. It also underwent dialogue with labor unions. This process resulted in the final version of the Code of Ethics, which was issued as a dean's directive.

Conclusion

As Rector, I will strive to ensure that AMU leads in the development of the arts and their institutional support. My goal is for the school to continually grow, to operate with modern, efficient institutional, organizational, and management practices, and to use technology and the latest scientific advancements to effectively support the faculties. This approach aims to reduce their administrative burdens and instead foster an environment that supports their growth. Managing public institutions, which must be pillars of democracy, openness, fairness, and diversity, also requires ongoing self-reflection and improvement. To achieve this, we need feedback, analysis of current practices both within our university and at other institutions in the Czech Republic and abroad, and openness to the unique needs of individuals, departments, and our three faculties. For me personally, this means a commitment to constant self-improvement and openness to reflection, suggestions, and dialogue. It involves listening, being proactive, and remaining committed to learning, improving, and evolving.

I would like to thank colleagues from all three faculties, the student body, and the faculty bodies for their collaboration on this concept. Their constructive and inspiring insights have enriched my work.