

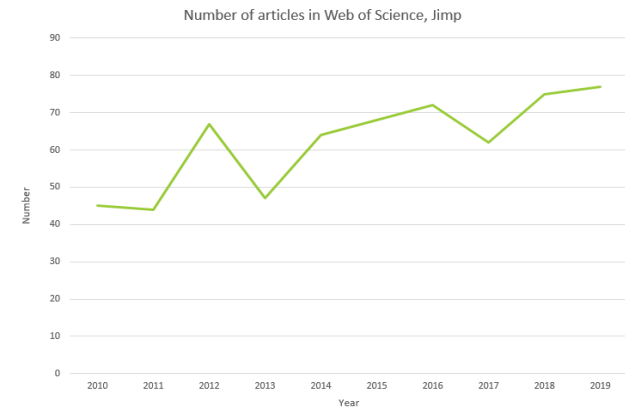
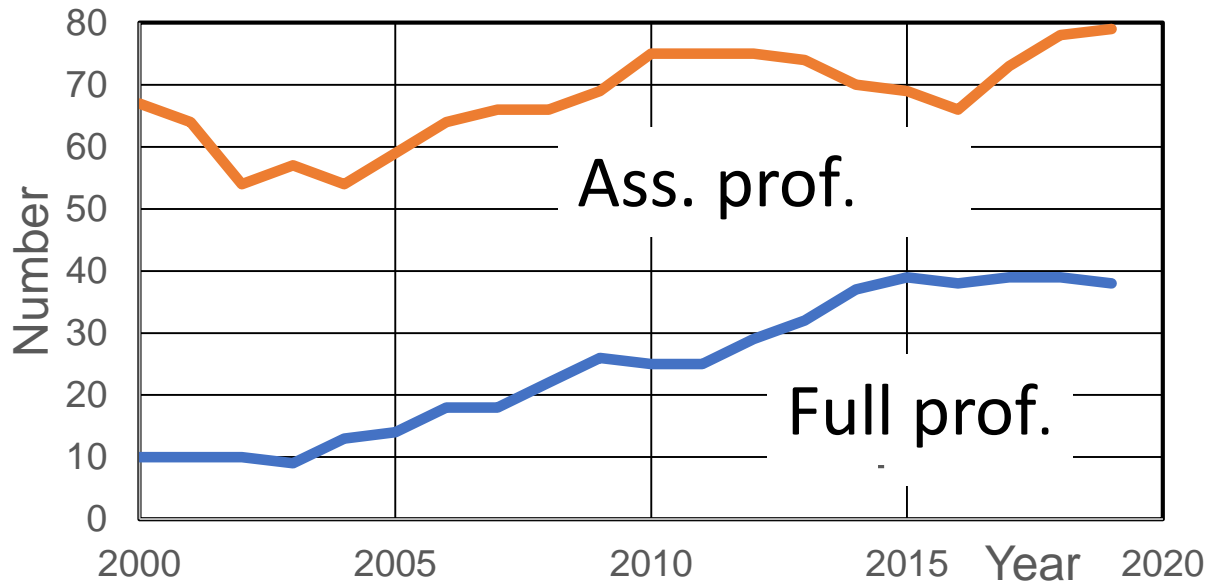
QUESTIONS and ANSWERS

1. Could the faculty/institute provide a self-reflection on where they currently position themselves in relation to similar faculties at other Czech Universities, as well as compared to several leading universities in Europe?

- ... to similar faculties at CZ: There are 3 main faculties of Civil Engineering in CZ – our faculty, Faculty of Civil Engineering in Prague and in Ostrava. These faculties play main role in education and research and development in CE. Our position is certainly better comparing to Ostrava, and we can say in some sense we compete with Prague, theirs position is in some fields better, in other fields our faculty is better...
- ... to several leading universities at Europe: Our research teams cooperates with some leading universities in Europe (like TU Wien, RWTA Achen, Ghent University, etc..) and in many cases the results are very fruitful. Concerning ranking Civil Engineering has to considered as part of the whole university ranking...
- In evaluation **QS ranking** in the field of Civil Engineering is possible to find assessment according to subject of evaluation (*subject*). In subject **Engineering and Technology** there are only Prague and Brno CE involved in ranking. In **Engineering and technology** Brno university of Technology is on position 343 (year 2020).

2. Please explain the evolution in staff members (professors and researchers) and how this relates to the evolution of research grants.

- Number of researchers has certainly increasing trend during last decade
- It has very close relation to increasing number of research projects of both applied and fundamental research
- Research centre Admas stimulated the need for researchers, therefore number of young researchers increased
- Research projects contributed to new defences of associate professors and full professors



3. How can the system and rules for obtaining the title of professor and associate professor be adjusted so that achieving these levels of career growth is more accessible for younger generations? Do you think that this could bring new trends in innovation, or that it could lead to greater internationalization of the institution?

- Accesibility of career growth for younger generation: Very good – as basically we have no strict rules which constrain young researchers!
- Rules: We have a self-evaluation criteria (score is counted) for initiation of associate prof. or full prof. degree processing. The criteria (recently modified) has 3 basic parts – research outcomes (fundamental and applied), teaching experience and contribution to society/field
- The emphasize is on high-level publication of rank Q1, Q2, Q3...
- If candidate fullfill criteria – process can start (also there is no restrictions concerning numbers of associate professors and professors at one particular institute)
- Excellent candidate can get full professor degree at the age of around 35! (at our faculty youngest prof. defended degree at age 36)

4. How does the faculty see further possibilities with respect to international activities such as committees and working groups, more active participation in journal editorial board, etc. ?

- Such international activities cannot be organized „from top“, such participation depends mainly on activities of excellent researchers, so efficient process is „from bottom“
- Faculty policy is to support such researchers as much as possible, as active participation in such committees costs money, there are financial resources available for this...

5. What is the experience of PhD researcher with respect to the PhD program, support for internationalization and career opportunities?

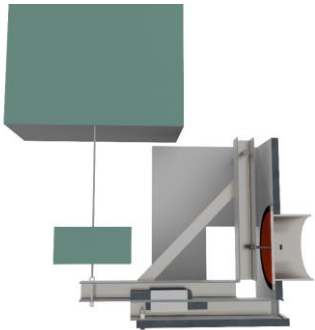
- Support of PhD researchers for internationalization: There is quite a lot of opportunities presently for PhD students with respect to internationalization
 - Specific research projects
 - Erasmus
 - So called „development project“ supporting mobilities
 - in 2019/2020 14 PhD students planned
 - due to COVID-19 only 4 students
 - + basic stimulation from supervisor – from research projects
 - Project MeMoV 1 (International mobility of researchers of BUT):
 - Ph.D. students – From FCE abroad – 8x
 - Ph.D. students – from abroad to FCE Brno – 5x
 - Project MeMoV 2:
 - Ph.D. students – from FCE abroad – 9x
 - Ph.D. students – from abroad to FCE Brno – 4x
 - Note 1: PhD students has to spent during PhD study min. 1 month at foreign university or institution
- Career opportunities: Excellent PhD students are usually hired by institute of the faculty, also postdoc research projects (e.g. from GACR) contribute next career development

6. It is obvious that in an effort to increase the quality of study, there is a tendency to constantly increase theoretical knowledge and so it is more difficult to look for innovative forms of teaching in a limited time, such as e.g. solving several tasks in laboratories or solving specific tasks required from practice (eg diploma or dissertation thesis) or connecting teaching with industrial enterprises in the form of internships. What are the experiences of the faculty/institute? What percentage of final work can be attributed to those whose solution is directly required by practice?

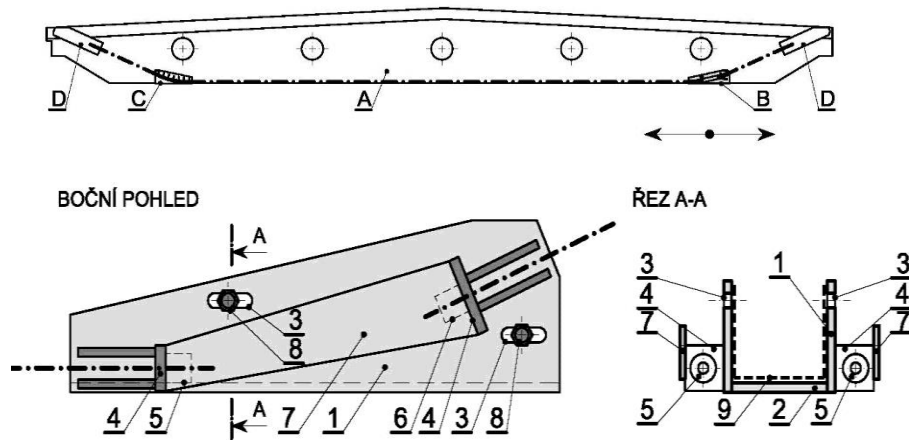
- Tendency constantly increase theoretical knowledge...: Not so much highlighted at our faculty, as the focus is very practical (perhaps only some institutes like Structural Mechanics, Physics, Chemistry...)
- Diploma or dissertation thesis are very often related to industrial requirements
- What percentage? It depends very much on the field of study - estimation is certainly more than 50 %

7. Please explain the participation to spin-off and technology transfer initiatives. How actively is the faculty currently exploiting these possibilities?

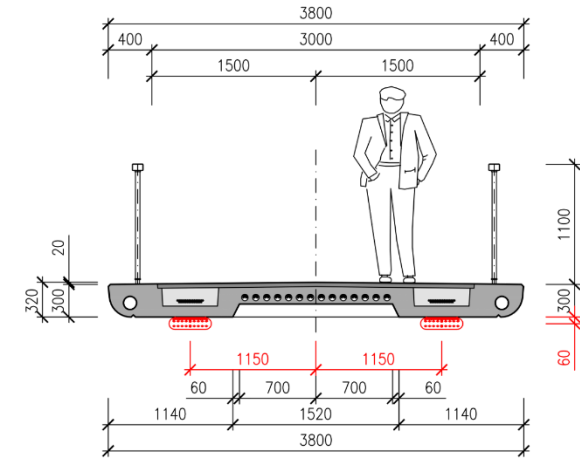
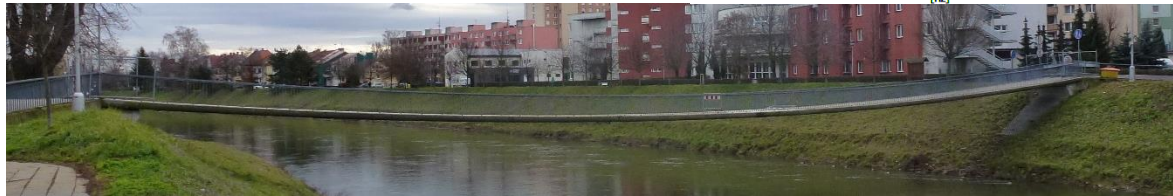
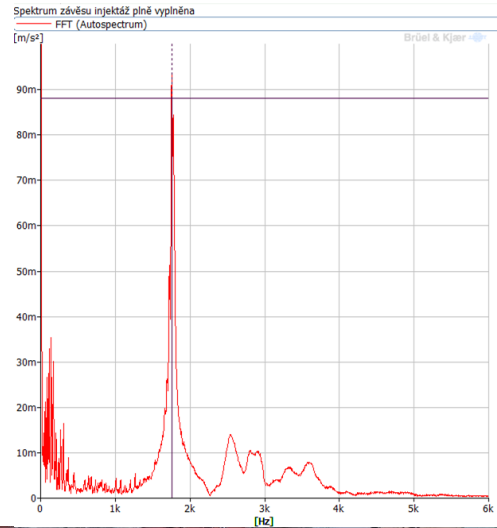
- The faculty manager for technology transfer selects potentially successful results. The business development manager promotes and motivates academic staff to establish spin-off companies. The BUT offers legal support to spin-off founders.
- The BUT offers start-up spin-offs the implementation of two press releases under the heading BUT. The BUT provides connections with official social networks (Instagram, Facebook) within BUT, FCE and various professional groups.
- The first spin-off company founded in 2018: (spin-off without university ownership)
- Executives: 1 academic staff member and 2 doctoral Ph.D. students
- So far, two license agreements for the use of BUT intellectual property have been implemented.



- Research solutions in materials and civil structures - the requirements by industry or by government or the municipality
- They were patented and licenced and they are used by companies in civil structures industry



- Research solutions to prevent of the collapses of the critical transport infrastructure elements
- Cable stayed bridges, cable suspended bridges



8. Can the faculty boast of well-equipped laboratories for students? If so, we would like to look into them.

Well-equipped laboratories for students:

- Library and information centre
- Several experimental and computers laboratories
- Laboratories at ADMAS centre are utilized partially also for students

