

The thesis surveys student evaluation of university teachers by questionnaires. Its target is to understand more exactly how both participating sides, ie. teachers and students, see the problems. The empirical part of the thesis surveys the situation at the three faculties of Charles University – the Faculty of Philosophy & Arts, the Faculty of Social Sciences and the Catholic Theology Faculty – by depths interviews. Those interviews made possible to get relatively detailed information that can be applied to preparation for student evaluation. It can also bring better understanding and acceptance of student evaluation by teachers and students, which is a precondition of the use of the results by faculties, as well as the sufficient participation of students in the evaluation in such a way that the research could bring relevant data. The thesis has got two parts. The theoretical part summarizes knowledge referring to the status of university teachers and their evaluation, the empirical part contains the description of the research methodologies, introduces the valorization of the data obtained in several evaluations that had taken place, and summarizes the information obtained by the depths interviews. The most important conclusion of the thesis is that students and teachers consider student evaluation useful on principle, but they are not certain how to work with its results and how to organize it properly.