

Tertiary education institutions, academic community including students, and other stakeholders, e.g. government educational bodies, accrediting organizations, experts, employers and other representatives of the world of labour as well as general public have been recently focusing on accountability for excellent quality. This apparently global Phenomenon has influenced the Czech Republic as well as many other European countries that have to carry out the whole range of changes in traditional conception of school assessment.

Various stakeholders in various countries however have their own perspective about institutional effectiveness and accountability. The best respond to their call for the demonstration of institutional effectiveness and accountability is a systematic institutional assessment and evaluation process, indicating how the institution fulfils its mission and goals. But different institutions in different countries have different cultures, characteristic features and missions. Thus it is meaningful to strive for a common understanding of what occurs on a global basis, aiming at revealing relations through exploiting the knowledge about specific activities in the specific context of a respective country or institution.