

TEMPLATE 2 – GAP ANALYSIS – OVERVIEW

Case number: [2019CZ470335](#)

Name Organisation under review: Masaryk University - Faculty of Economics and Administration

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GAP ANALYSIS

The Charter and Code provides the basis for the Gap analysis. In order to aid cohesion, the 40 articles have been renumbered under the following headings. Please provide the outcome of your organisation's GAP analysis below. If your organisation currently does not fully meet the criteria, please list whether national or organisational legislation may be limiting the Charter's implementation, initiatives that have already been taken to improve the situation or new proposals that could remedy the current situation.

GAP ANALYSIS			
<p>How do we fulfill the given principles at ECON MU?</p>	<p>Implementation: ++ = fully implemented +/- = almost but not fully implemented -/+ = partially implemented -- = insufficiently implemented</p>	<p>In case of - , -/+, or +/- CURRENT IMPEDIMENTS (GAP) vs. Principles</p> <p>Legislation (national, institutional) to be approved - if relevant.</p> <p>Text max. 300 words</p>	<p>Initiatives undertaken and/or suggestions for improvement:</p> <p>Text max. 200 words</p>
Ethical and Professional Aspects			
<p>1. Research Freedom</p>	<p>++ fully implemented</p>	<p>GAP</p>	<p>Current status: Research Freedom is implemented. All academic rights and freedoms are guaranteed on the premises of the faculty in the meaning of the provisions of Section 4 of the Higher Education Act and Article 2 of the MU Statute. The faculty independently and freely pursues educational, scientific and research, development, innovation and other creative activities, related activities, and creates the conditions for such activities. The questionnaire survey pointed out that the Research Freedom is partly limited by the availability of suitable colleagues.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Statute • ECON MU Statute (Czech version) • MU Directive 6/2015 – Code of Ethics

			<ul style="list-style-type: none"> • MU Directive 5/2015 – Research Ethics at MU • Research at MU - website • Act No. 111/1998 Coll., on Higher Education Institutions <p>Proposals:</p> <p>1) Setting standards for recruitment and selection – OTM-R methodology (see P12, 13, 14).</p>
2. Ethical Principles	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • Some employees regard knowledge of the Code of Ethics, and the existence and functioning of the Ethics Committee, as insufficient and lack information about the services provided by the MU Rector’s Office concerning the ethical issues of research, publishing and intellectual property. • Almost half of respondents state that in the last three years they have encountered (directly or indirectly) a mistake in compliance with ethical procedures and principles. 	<p>Current status:</p> <p>Ethical principles and the requirements for ethical conduct are formulated in the MU Code of Ethics and are in full compliance with national legislation. At the same time, they are largely being fulfilled and observed. However, the questionnaire survey did point to cases of unethical behaviour in research and publishing activities. The ECON MU also does not have any representative on the MU Ethics Committee.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Statute • ECON MU Statute (Czech version) • MU Directive 6/2015 – Code of Ethics • MU Directive 5/2015 – Research Ethics at MU • MU Directive 2/2017 – Statutes of the Research Ethics Committee (Czech version) • Research and Development Office – website <p>Proposals:</p> <p>1) Introduction of the adaptation process – including getting acquainted with the professional and ethical aspects of research, activities of the Technology Transfer Office and publishing activities (MUNIPRESS); a part of the guide for new employees.</p> <p>2) Continuous education and refresh training for existing employees.</p> <p>3) Improving internal communication:</p> <ul style="list-style-type: none"> - ECON MU website – signpost, FAQ (Science and Research) - visibility of the Code of Ethics on the ECON MU website

			<p>4) Ph.D. students – ethics as a part of compulsory education (FRESHERS workshops, Ph.D. Day programme) + a guide for Ph.D. students.</p> <p>5) Clear, transparent resolution of unethical conduct, publication of the results of the Ethics/Disciplinary Committee on the ECON MU website.</p>
3. Professional Responsibility	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> Some of the staff in the R1 position regard the information on plagiarism provided by the trainer/supervisor as insufficient. Some respondents state that they do not have personal experience with research support departments and regard the documents and information relating to research (especially relating to intellectual property) on the faculty/MU website as difficult to find. 	<p>Current status: MU has established mechanisms and on-line tools for controlling plagiarism. Procedures for managing intellectual property and research data, and the commercialisation of outputs have been defined. Consulting and project support for national, international and internal grant schemes have also been provided. However, the questionnaire survey shows that clear, structured, and comprehensible information about the research agenda, publishing activities, and supportive departments at MU which would provide this agenda, is missing.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> MU Directive 6/2015 – Code of Ethics MU Directive 10/2013 – Intellectual Property MU Directive 5/2015 – Research Ethics at MU MU Directive 6/2013 – Research Data at MU The Research and Development Office – web TTO – Technology Transfer Office - website <p>Proposals:</p> <p>1) Introduction of the adaptation process – getting acquainted with important documents and workplaces for research (TTO – Technology Transfer Office, MUNIPRESS publishing house), Code of Ethics; a part of the guide for new employees.</p> <p>2) Define standards of training work, including responsibilities when leading junior researchers, creation of supporting materials for trainers/supervisors.</p> <p>3) Improving internal communication: - ECON MU website – signpost, FAQ (Science and Research)</p>

			<p>- clearly comprehensible storage of project documents</p> <p>4) Ph.D. students – a part of compulsory education (FRESHERS workshops, Ph.D. Day programme) + guide for Ph.D. students.</p>
4. Professional Attitude	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • Some employees state that they do not have easily accessible and sufficient information regarding: <ul style="list-style-type: none"> - strategic documents - procedures and processes enabling the smooth course of scientific work - project management and administration - project contracts • Newcomers to the role of project researcher do not know how to proceed in project management. 	<p>Current status: Formally, the topic of scientific research and development projects is adequately addressed at MU and ECON MU. The relevant departments of the faculty provide information as well as methodological and economic support for a wide range of grant schemes. However, the questionnaire survey and the outputs of the working groups show that employees are not sufficiently acquainted with MU's and the faculty's strategic documents, and that they do not have the necessary information to ensure the smooth course of scientific work and solutions to other work situations.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • Directive No. 6/2016 – Project Management • MU Directive 6/2013 – Research Data at MU <p>Proposals:</p> <ol style="list-style-type: none"> 1) Introduction of the adaptation process – including getting acquainted with the MU/ECON MU strategic goals, publishing activities at ECON MU/MU (MUNIPRESS), and with the project agenda (mentor assigned by the Strategic Planning and Support Department). 2) Workshops and refresh training for newcomers and also existing employees in ethical and professional aspects, as well as project administration and financing (in cooperation with the Office for Strategy and Project Support, MU Rector's Office). 3) Improving internal communication: <ul style="list-style-type: none"> - ECON MU website – signpost, FAQ (Science and Research, Project Support), clearly comprehensible storage of project documents - faculty newsletter 4) Ph.D. students – a part of compulsory education (FRESHERS workshops), a guide for Ph.D. students (Student grant system), supervisor's activity (passing on relevant information).

			<p>5) Setting recruitment and selection standards for academic and non-academic staff - OTM-R methodology (P12, 13, 14).</p>
<p>5. Contractual and Legal Obligations</p>	<p>+/- almost, not fully</p>	<p>GAP</p> <ul style="list-style-type: none"> Some researchers regard information relating to research (especially in the field of intellectual property) on the faculty's/MU website as being difficult to find. 	<p>Current status: Contractual and legal obligations are regulated by the University regulations and are generally being implemented. Support is provided by the TTO – Technology Transfer Office through a network of faculty contact persons, and the faculty's Office for Strategy and Project Support, which also provides advice and consultation on intellectual property rights and financial project management in cooperation with the relevant departments. However, the results of the working groups and the questionnaire survey show that knowledge of intellectual property issues is insufficient and needs to be addressed.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> MU Directive 6/2016 – Project Management MU Directive 10/2013 – Intellectual Property MU Employment Code <p>Proposals:</p> <ol style="list-style-type: none"> 1) Introduction of the adaptation process – including the training of newcomers in the ethical and professional aspects of research and intellectual property, introduction of the MU Rector's Office's support workplaces; a part of the guide for newcomers. 2) Continuous education and refresh training for current employees (ethical and professional aspects of research, intellectual property and handling research results), introduction of the MU Rector's Office's support departments. 3) Improving internal communication: <ul style="list-style-type: none"> - ECON MU website – signpost, FAQ (Science and Research) - faculty newsletter/bulletin 4) Ph. D. students - FRESHERS workshops, a guide for Ph.D. students (contains information on intellectual property and handling research data), Ph.D. Day, supervisor's activity (passing on relevant information).

			<p>5) Obligation to record research results into the internal information system (IS) (P6).</p>
<p>6. Accountability</p>	<p>+/- almost, not fully</p>	<p>GAP</p> <ul style="list-style-type: none"> • Some employees in the role of project researcher and/or authorised project researcher do not have enough information to ensure the smooth course of a project, there is a lack of awareness of the responsibilities, competencies and obligations of the researcher. • Some employees report that there is insufficient knowledge and awareness of the existence of regulations and documents governing, for example, the role of employees towards employers, or the rights and obligations of project researchers and/or an authorised project researchers. 	<p>Current status: The accountability principle is regulated by the University’s regulations and national legislation. However, the outputs of the working groups and questionnaire survey show that there is a lack of information and specific know-how regarding solving projects, that the responsibilities of employees are not clearly defined, and that research results are not always accessible.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive 6/2016 – Project Management • MU Employment Code • MU Directive 6/2015 – Code of Ethics • MU Directive 5/2014 – Inspection Code • Act No. 134/2016 Coll., on Public Procurement <p>Proposals:</p> <ol style="list-style-type: none"> 1) Improving internal communication: <ul style="list-style-type: none"> - ECON MU website – signpost, FAQ (Science and Research, Project Support) - regular news sharing – faculty newsletter/ bulletin/Office for Science and Research/Office for Strategy and Project Support 2) Workshop/refresh training for newcomers and existing employees in project management, administration, and project financing – in cooperation with the Office for Strategy and Project Support/MU Rector’s Office. 3) Introduction of the adaptation process – including familiarisation with the role of project researchers (duties, ISEP – Information System for Evidence of Projects, documents) – in cooperation with the Office for Strategy and Project Support. 4) Creation of job descriptions for academic staff and familiarisation with them – see the Post/Role System (P12, 13, 14).

7. Good Practice in Research	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> Some employees state that the statutory health and safety and fire safety training takes place unsystematically, that the current form is ineffective, and that there is a lack of clear records. Some employees report that the training and knowledge of regulations on how to handle personal and confidential information is insufficient. Some employees find that information about backups, system functionality, or alternative strategies in the case of IT incidents to be insufficiently communicated. 	<p>Current status: Statutory trainings are regulated by national legislation and MU/ECON MU internal regulations. However, they need improving, especially in the area of intervals, target groups, and records. Newcomers are trained in on-boarding. The area of personal data protection is regulated by valid legislation and is applied by an internal regulation. However, knowledge of the standards is rather formal, and employees lack training in handling personal/confidential information and data.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> MU Directive 5/2015 – Research Ethics at MU MU Directive 6/2013 – Research Data at MU MU Directive 1/2018 – Personal Data Processing and Protection MU Directive 4/2005 – Organisation of Fire Safety at MU MU Directive 10/2009 – Establishing the Organisation of Occupational Health (OHS) and Safety at MU ECON MU website – internal documents (OHS, Fire Safety) <p>Proposals:</p> <ol style="list-style-type: none"> 1) Introduction of e-learning (OHS, fire protection, first aid, GDPR) for newcomers and existing employees, regular training. 2) Strengthening knowledge and skills of Information and Communication Technologies Centre (ICTC) staff in the systems used at ECON MU, developing soft skills, especially communication skills. 3) Improving internal communication: - ECON MU website – newsletter/Staff section/IT services
8. Dissemination, Exploitation of Results	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> Some employees regard information on ongoing projects and other activities within the faculty and individual departments as insufficient. 	<p>Current status: Publishing activities at ECON MU are part of the regular evaluation of work performance in the EVAK application. In terms of the commercialisation of research results, there is still plenty to do. The TTO – Technology Transfer Office offers support, but it is not sufficient from the viewpoint of researchers and it makes the final product more expensive.</p>

		<ul style="list-style-type: none"> • Some employees think that the system for publishing and commercialising research results at the faculty level is not sufficiently systematic. • More than half of respondents stated that they have no experience with workplaces offering services for technology transfer, or publishing and supporting external communications, or else they are not aware of them. 	<p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive 10/2013 – Intellectual Property • MU Directive 6/2015 – Code of Ethics • MU Directive 4/2013 – Repository of Employees’ Works • Where to publish – ECON MU website (Czech version) <p>Proposals:</p> <ol style="list-style-type: none"> 1) Creation of a faculty policy for publishing and commercialising research results (ECON MU Strategic Plan 2021+). 2) Development and implementation of a faculty communication/marketing strategy, including informing employees and the public about implemented projects. 3) Improving internal communication: - ECON MU website – bulletin/Science and Research section 4) Workshop for existing employees (intellectual property, handling research results, Open Access). 5) Sharing good practice with economic centres and institutions where the commercialisation of results works – in cooperation with the TTO – Technology Transfer Office.
9. Public Engagement	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • Some employees find the PR/marketing of research activities and their results towards the public to be non-functional – see popularisation of science (P8). • More than half of respondents state that they have no experience with workplaces offering services to support external communication or that they do not know of such workplaces. 	<p>Current status:</p> <p>External communications and building a relationship with the public is ongoing. Researchers present their results in specialist and also popular journals and the media, and events for the general public are also used. However, outputs of the working groups clearly reveal a need to improve PR and the marketing of research activities, including the commercialisation of research results. The questionnaire survey then points to a need to improve support in the public dissemination and commercial use of research results, both by the faculty and MU.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive 6/2015 – Code of Ethics • MU Directive 7/2017 – Habilitation Procedure and Professorial Appointment Procedure • Researchers’ Night – ECON MU website

			<ul style="list-style-type: none"> • M Magazine – online • ECON MU in media - website <p>Proposals:</p> <ol style="list-style-type: none"> 1) Development and implementation of the faculty's communication/marketing strategy. 2) Improving internal communication: familiarisation of employees with the activities of the departments responsible for external relations and marketing, and their services – website/newsletter/personal presentation of the department.
10. Non-discrimination	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • Despite the clearly set rules, some of the women interviewed see themselves as not recognised as members of a professional group of researchers. • Some female employees state that the mobility requirements and programmes for young researchers disadvantage women under the age of 35, and parents on parental leave, in further advancing their careers. • Most materials and documents of the faculty are in Czech, which disadvantages English-speaking employees. 	<p>Current status:</p> <p>Non-discrimination at MU/ECON MU is regulated by national legislation and university regulations. These mainly cover recruitment and selection, working conditions, remuneration, performance appraisal and equal opportunities. The ECON MU building is also accessible for disabled employees and students.</p> <p>The questionnaire survey shows that MU has sufficient tools to prevent discrimination, yet discrimination at ECON MU does occur to a limited extent and is based on gender and membership of a certain group of workers.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • Labour Code, Act No. 262/2006 Coll. • MU Employment Code • MU Directive 6/2015 – Code of Ethics • MU Directive 3/2018 – Catalogue of Posts • MU Directive 1/2016 – Rules of Procedure of Equal Opportunities Panel (Czech version) <p>Proposals:</p> <ol style="list-style-type: none"> 1) Creation of suitable working conditions for women (diaper changing table, playroom/game room, booking places in municipal kindergartens for MU employees – in cooperation with the MU

			<p>Rector's Office, dates and times of activities/meetings suitable for parents – ECON MU/MU Rector's Office).</p> <ol style="list-style-type: none"> 2) Active addressing of women with the offer of a position in the management/other bodies of ECON MU/MU. 3) Revision of mobility support programmes and programmes targeting young researchers, including participation conditions. 4) Translation of important materials and documents into English.
11. Evaluation/ Appraisal system	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • Some employees believe that their regular evaluation lacks any consideration of soft skills, competencies or behaviour at work. At the same time, they find some indicators incomprehensible, unnecessary, and not taking into account the teaching workload. • Some employees believe that the results of the evaluation are subsequently ignored (e.g. links to remuneration, career advancement and professional development) – see P26. • Some employees state that there is no systematic identification of employees' development needs or their potential link to career development. 	<p>Current status: Employee evaluation takes place regularly once a year in the EVAK university application. However, MU does not have a uniform evaluation system set for all faculties. Within the EVAK evaluation application, the set mandatory indicators and coefficients are rather quantitative in nature. Evaluation of competencies, quality of work, and behaviour at work is missing. Individual workplaces may additionally choose their own evaluation criteria.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive 5/2017 – Staff Evaluation • ECON MU Directive 10/2018 – Academic Staff Evaluation (Czech version) <p>Proposals:</p> <ol style="list-style-type: none"> 1) Simplification, clarification and unification of the evaluation criteria (hard/soft) for all departments/workplaces. 2) Setting simple criteria for the evaluation of teaching and its quality, taking into account the teaching workload when evaluating criteria affected by teaching. 3) Inclusion of research workers' (non-academic) evaluation into the EVAK application, creation of an evaluation methodology and designing evaluation criteria. 4) Revising remuneration options in connection with annual evaluations, acquainting heads of departments with remuneration options.
Recruitment and Selection			

12. Recruitment	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • Some employees state that the rules for selecting the most suitable candidates are not set when it comes to selecting employees for project research teams (GACR, TACR, etc.). • Some employees believe that the requirements and selection criteria for identical positions differ across the individual workplaces (i.e. departments) of the faculty. 	<p>Current status: The recruitment and selection of academic staff are regulated by the Regulations on Competitive Selection Procedures, which cover most of the principles of the OTM-R policy. However, a detailed elaboration of the procedures and processes is missing. Recruitment is carried out by the HR department in cooperation with the heads of departments, or other affected persons. Vacancies are mainly advertised on university career sites, the EURAXESS and www.inomics.com portals, and on social networks. The faculty does not have its own career pages.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive – Regulations on Competitive Selection Procedures at MU • MU Career Sites <p>Proposals:</p> <ol style="list-style-type: none"> 1) Setting recruitment and selection standards – a faculty OTM-R guide (rules and methodology for the recruitment and selection of academic and non-academic staff). 2) Creation and implementation of the faculty Post/Role System – job descriptions, including the scope of work and the required competencies for individual positions. 3) Creating an ECON MU career page.
13. Recruitment (Code)	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • One third of respondents state that the current recruitment process for new employees does not compare well with its equivalents abroad, and does not attract sufficient interest from suitable candidates. 	<p>Current status: The recruitment and selection of academic staff are regulated by the Regulations on Competitive Selection Procedures, which cover most of the principles of the OTM-R policy. However, uniform faculty rules and methodologies, including selection criteria for individual positions, are missing. The internal system INET/JOBS.MUNI is used in recruitment and selection, and collects information about candidates. Support at the central level – AC/psychodiagnostics (for non-academic positions) is also used. There is room for improvement in the use of modern selection methods and advertising channels.</p>

		<ul style="list-style-type: none"> • There are no faculty specific rules or methodologies for employee recruitment and selection. • Some employees believe that the requirements and selection criteria for identical positions differ across the individual departments of the faculty. • Advertisements do not contain information about career opportunities (due to the absence of a Career Code at the MU level). 	<p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive – Regulations on Competitive Selection Procedures at MU • MU Career Sites <p>Proposals:</p> <ol style="list-style-type: none"> 1) Setting recruitment and selection standards – a faculty OTM-R guide (rules and methodology for recruitment and selection). 2) Revision of existing job advertisement templates and their modification in accordance with OTM-R policy requirements. 3) Publication of selection procedure materials on the faculty website - Staff section. 4) Development of HR staff competencies in recruitment and selection techniques. 5) Development and implementation of the faculty Post/Role System – description of work positions, including job descriptions and the competencies required for each position.
14. Selection (Code)	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • There are no faculty specific rules and methodologies for employee recruitment and selection. • A significant share of respondents believes that participants on selection committees do not have sufficient knowledge or skills to conduct selection interviews. • Some employees state that there are no clear criteria for extending fixed-term contracts. • Some employees believe that the requirements and selection criteria for identical positions differ across individual workplaces. 	<p>Current status:</p> <p>The process of recruiting and selecting academic staff is regulated by the Regulations on Competitive Selection Procedures, which determine, among other things, the rules for setting up selection committees for academic and non-academic staff. These committees differ at ECON MU, but there is always maximum effort to have representation of experts at various levels, as well as foreign experts, and ensure gender balance on the committee (if possible), although this latter criterion is not part of any MU measure or directive. Minutes of selection procedures are automatically taken.</p> <p>The results of the questionnaire survey and working groups show that participants in selection procedures/committees do not have sufficient knowledge and skills to conduct selection interviews and lack methodological support from the HR department. Repeated selection procedures for the same position are negatively perceived, and the “publishing and its quantity” criterion is given priority at the expense of other criteria for good quality selection.</p>

			<p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive – Regulations on Competitive Selection Procedures at MU <p>Proposals:</p> <ol style="list-style-type: none"> 1) Training the members of selection committees (interview techniques, selection criteria, model situations, candidate evaluation, appropriate vs. inappropriate questions, internal e-recruitment application). 2) Creation and implementation of a faculty OTM-R guide (rules and methodology for recruitment and selection). 3) Setting criteria for contract extensions without the need of a selection procedure (P11). 4) Clear setting of professional requirements and competencies for each position – see the faculty Post/Role System (P12, 13).
15. Transparency (Code)	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • There are no faculty specific rules or methodologies for employee recruitment and selection. • Advertisements do not contain information about career opportunities (due to the absence of any Career Code at the MU level), nor is there information about the number of vacancies. • Candidates are not provided with feedback on their strengths and weaknesses. 	<p>Current status:</p> <p>The process of recruiting and selecting academic staff is regulated by the Regulations on Competitive Selection Procedures, which do not specify in any detail the rules for advertising vacancies or notifying selection procedure results. However, for each position there are specific requirements that the candidate must meet. Each candidate is also provided by e-mail information on whether or not they were successful at interview. Detailed feedback is only provided upon request. There is no set procedure for resolving complaints regarding the course or result of selection procedures.</p> <p>The questionnaire survey shows that candidates have enough information about the selection procedure; however, one specific staff group (R2) regards the selection procedure as non-transparent.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive – Regulations on Competitive Selection Procedures at MU

			<p>Proposals:</p> <ol style="list-style-type: none"> 1) Revision and updating of advertisement templates in accordance with the OTM-R policy requirements. 2) Setting recruitment and selection standards – a faculty OTM-R guide, including clarification of the advertising rules, providing feedback, and processing any complaints about the outcome of the selection procedure (P12, 13). 3) Setting standard forms of communication with candidates in INET/JOBS.MUNI (internal system used in recruitment and selection) – in cooperation with ICS – Institute of Computing Science. 4) Setting clear evaluation criteria for individual positions - see the faculty Post/Role System (P11, 12, 13, 14).
16. Judging Merit (Code)	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • Some employees stated that clearly specified evaluation criteria for recruitment and selection are missing – including competencies and achievements in the field. • A substantial share of respondents states that the following criteria are insufficiently taken into account in selection procedures: level of practice outside academia, knowledge transfer, and team cooperation. 	<p>Current status:</p> <p>The judging of merits is being indirectly addressed by the university’s regulations, in the case of academic staff by the Regulations on Competitive Selection Procedures. The judging of merits is applied somewhat individually and informally. Outputs of the working groups show that the emphasis is mainly on criteria and skills from the relevant field, the evaluation criteria are not clear and sufficiently specified. The questionnaire survey shows that emphasis is mainly on the quantity and quality of publications and research projects, at the expense of other important criteria.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive – Regulations on Competitive Selection Procedures at MU (Art. 5) <p>Proposals:</p> <ol style="list-style-type: none"> 1) Setting recruitment and selection standards – a faculty OTM-R guide, including the application of the Judging Merit principle in a uniform manner (see P12, 13, 14). 2) Creation and implementation of the faculty Post/Role System, including job descriptions and the competencies required as a basis for the transparent recruitment, selection and evaluation of

			<p>candidates. University rules exist but are too general – see the MU Catalogue of Posts.</p> <p>3) Training the members of selection committees.</p> <p>4) Revision and amendment of the Regulations on Competitive Selection Procedures (in cooperation with the MU Rector’s Office).</p>
17. Variations in the chronological order of CVs	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> Some employees believe there is no clear method of assessing the level of practice and competence acquired outside academia, and or how to evaluate publishing activity in the case of disadvantaged groups of employees. 	<p>Current status:</p> <p>Partially addressed by the University’s regulations – Regulations on Competitive Selection Procedures. Changes in the chronological order of CVs and career breaks are generally welcome and deemed a valuable contribution to career development. However, this is not formalised in the documents; it relies on the experience of members of the selection committee and is being assessed somewhat informally.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> MU Directive – Regulations on Competitive Selection Procedures at MU (Art. 3, 5) <p>Proposals:</p> <p>1) Setting recruitment and selection standards – a faculty OTM-R guide, including application of the principle Changes in the Chronological Order of CVs (see P12, 13, 14).</p> <p>2) Training the members of selection committees.</p> <p>3) Revision and amendment of the Regulations on Competitive Selection Procedures (in cooperation with the MU Rector’s Office).</p>
18. Recognition of mobility experience (Code)	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> More than a third of respondents state that mobility (professional, foreign) is not sufficiently taken into account in selection procedures and career development. 	<p>Current status:</p> <p>In general, mobility/foreign experience is perceived as desirable for further career and professional development, and it is specified in the university’s regulations. Mobility is mandatory for Ph.D. students. ECON MU offers sufficient opportunities for the mobility of students and staff, and evaluates them positively. However, the results of the questionnaire survey show that mobility is not sufficiently taken into account in recruitment and career development.</p>

			<p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive – Regulations on Competitive Selection Procedures at MU (Art. 2) • MU Directive 3/2018 – Catalogue of Posts <p>Proposals:</p> <ol style="list-style-type: none"> 1) Setting recruitment and selection standards – a faculty OTMR guide including clear criteria for recruitment and selection – see the faculty Post/Role System (P12, 13, 14). 2) Setting requirements for the mobility of researchers in the context of career development – see the Career Code (P28). 3) Setting centralised rules and procedures for the mobility of foreign academic staff – the solution needs to be adopted by the MU Rector’s Office, including financial, personnel and methodological support (P29).
19. Recognition of Qualifications (Code)	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • International qualifications are not always recognised in the recruitment and career development of foreign workers (influenced by national legislation). • The qualification recognition process is too demanding administratively and lacks support from the MU Rector’s Office. 	<p>Current status:</p> <p>Although the recognition of qualifications obtained abroad takes place at both the central and faculty levels, it is often very complicated and administratively demanding for foreign workers. In some cases, the recognition of qualifications is highly contentious and will not officially be given, which in turn prevents research careers from developing, stops movement to a higher position, and may result in the departure of good quality researchers. Recognition of qualifications is strongly influenced by national legislation: it is necessary for MU to enter into discussions with the Ministry of Education.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • Higher Education Act, Act No. 111/1998 Coll. • Recognition of Qualifications at MU – website • MU Directive – Rules of Competitive Selection Procedure at MU (Art. 2) • MU Directive 3/2018 – Catalogue of Posts (Art. 5/5)

			<p>Proposals:</p> <ol style="list-style-type: none"> 1) Setting rules for the recognition of foreign qualifications and mobility, especially exceptional/adjunct professors – with the MU Rector’s Office. 2) Setting recruitment and selection standards – a faculty OTM-R guide, including application of the Recognition of Qualifications principle in a uniform manner (see P12, 13, 14). 3) Promoting information on foreign qualifications among researchers responsible for the selection process.
20. Seniority (Code)	++ fully implemented	<p>GAP</p> <ul style="list-style-type: none"> • There is a lack of a formalised methodology for assessing seniority for a given post. 	<p>Current status: Although it takes place in practice, there is no central or faculty methodology or regulations.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive – Rules of Competitive Selection Procedures at MU <p>Proposals:</p> <ol style="list-style-type: none"> 1) Setting recruitment and selection standards – a faculty OTM-R guide, including application of the seniority principle in a uniform manner (P12, 13, 14). 2) Training the members of selection committees. 3) Revision and amendment of the Regulations on Competitive Selection Procedures (in cooperation with the MU Rector’s Office).
21. Postdoctoral appointments (Code)	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • Absence of a defined postdoctoral position/status, including the goals and maximum appointment period. • There are no rules for recruitment and appointment, professional development, or the career development of postdocs. 	<p>Current status: The issue of postdocs is addressed in the OP RDE – Operational Programme Research, Development and Education; however, it is not processed centrally at the MU level. There is no clear definition of the post or status of postdocs. There are no uniform rules for postdoc recruitment and selection, or their development and career growth, despite this being a strategic priority at both the university and faculty levels. At the faculty level, postdocs are recruited mainly from abroad, in connection with grant projects and the postdoc support programme. Due to the limited duration of grant projects and the state budget assigned to departments, postdocs cannot</p>

			<p>be guaranteed employment for an indefinite period, and for internal postdocs we cannot guarantee employment after their return from mobility. This gap is difficult to address at the faculty level.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Strategic Plan 2016-2020 • ECON MU Strategic plan 2016-2020 (Czech version) • Research Career – website • PostDoc at MU – website • ECON MU Directive 7/2018 – Postdoc Support Programme (Czech version) • ISO MU (International Staff Office) – website <p>Proposals:</p> <ol style="list-style-type: none"> 1) Defining the postdoc position/status, including the goal and the appointment period, description of the position and required competencies – see the faculty Post/Role System (P12, 13, 14). 2) Defining career paths for postdoctoral positions – see the Career Code (P28). 3) Setting and implementing a foreign postdoc adaptation process – in cooperation with the MU Rector’s Office/ISO - International Staff Office. 4) Setting standards for postdoc recruitment, selection and appointment – a faculty OTM-R guide. 5) Improving internal communication: <ul style="list-style-type: none"> - ECON MU website – Science and Research section/Staff section, newsletter - part of Ph.D. Day – faculty part (sharing good practice)
Working Conditions and Social Security			
22. Recognition of the Profession	-/+ partially	GAP	<p>Current status:</p> <p>All researchers are recognized as members of a professional group. This also applies to employees in other non-academic positions. They can participate in mobility programmes or further vocational and career</p>

		<ul style="list-style-type: none"> • Researchers in the R1 position believe they are not sufficiently involved in science and research. • Despite the clear rules, a significant share of the women interviewed think that they are not recognised as members of the researchers' professional group. 	<p>education. At the same time, they are involved in activities within the given workplaces. Dean's awards are also presented each year to reward the best scientific and research results. However, from the questionnaire survey and working groups it emerges that Ph.D. students (R1 researchers) are not automatically involved in science and research, and consequently it is difficult for them to prove themselves in the scientific and research fields. Recognition of women as members of a professional group and the quality of contacts with supervisors are also a problem.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • Higher Education Act, Act No. 111/1998 Coll. • MU Directive 3/2018 – Catalogue of Posts (Art. 5/5) • MU Directive 6/2015 – Code of Ethics • MU Employment Code • Dean's awards – website (Czech version) <p>Proposals:</p> <ol style="list-style-type: none"> 1) Supporting materials for Ph.D. students and supervisors (a Ph.D. student guide, "ten rules" for supervisors). 2) Women as members of professional groups – sharing good practice in on-line workshops with foreign institutions on HR Award issues. 3) Revision of the current state of Ph.D. Studies – Guidelines vs. International Scientific Advisory Board (ISAB) recommendations (involvement of students in the teaching/projects/employment).
23. Research Environment	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • Some employees state that the statutory health and safety and fire safety training is carried out in a non-systematic way, the current form is ineffective, and legal deadlines are not always complied with (see P7). • Half of the respondents stated that the excessive teaching and administrative 	<p>Current status:</p> <p>The faculty has sufficient equipment, resources and opportunities for science and research. Ongoing regular renewal of equipment and renovation of premises takes place in accordance with the requirements of staff and the faculty's financial possibilities. IT equipment and other technology are available for science and research purposes. ECON MU also supports the idea of OPEN ACCESS. Regulations regarding health and safety protection are complied with; however, the form of training is not optimal.</p>

		<p>workload prevents them from pursuing research activities, or professional and career development.</p> <ul style="list-style-type: none"> • More than two-thirds of respondents say that research is limited by the availability of suitable co-workers. 	<p>The questionnaire survey shows that extreme teaching workloads and disparities in the number of students at individual departments prevent researchers from devoting sufficient time to Ph.D. students or research activities. Research is also limited by the availability of suitable co-workers and, in part, by the amount of funding available.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Strategic Plan 2016–2020 (Priority 6 – Research Efficiency and Stimulating Environment) • MU Open Access Policy – website • Directive 4/2013 – MU Repository • Directive 4/2005 – Organisation of Fire Safety (FS) at MU • Directive 10/2009 – Establishing the Organisation of OHS at MU <p>Proposals:</p> <ol style="list-style-type: none"> 1) Introduction of statutory training (OHS, FS) in the form of e-learning. 2) Development of managerial skills – leadership and the role of the leader, performance management. 3) Setting recruitment and selection standards – a faculty OTM-R guide (recruitment and selection methodology). 4) Creation and implementation of the faculty Post/Role System – including teaching volume requirements for individual positions (see P12, 13, 14). 5) Repeated performance of employee surveys (as part of the action plan revision).
24. Working Conditions	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • Some employees miss the adaptation process for new academic and non-academic employees. Newcomers miss information and sufficient training on the internal systems and agendas. 	<p>Current status:</p> <p>Working conditions are regulated by the applicable legislation, internal directives and the Collective agreement. In the context of MU, there are unions that are part of the university’s management. Employees with special needs are not disadvantaged and their demands are addressed, the ECON MU building is wheelchair accessible. ECON MU offers and supports part-time work for parents on maternity and parental leave, and contractually guarantees a return</p>

		<ul style="list-style-type: none"> • Half of the respondents stated that the excessive teaching and administrative workload makes it impossible for them to pursue research activities, or professional and career development. • Most of the materials and documents of the faculty are in Czech, which disadvantages English-speaking employees. • Basic workplace amenities and equipment for mothers with small children is missing. 	<p>from maternity/parental leave to the employee's original position. The faculty allows flexible working hours. Academics must be present at the workplace during lectures, otherwise working from home is guaranteed. Creative leave can be used if teaching and circumstances allow it. Non-academic staff can work from home upon agreement with their immediate supervisor. The University also offers 8 weeks of leave for academic and 6 weeks of leave for non-academic staff (2 weeks in excess of the scope of the applicable legislation), and a wide range of employee benefits (see the Collective Agreement).</p> <p>The outputs of the questionnaire survey make it clear that employees are generally satisfied with the working conditions. However, the administrative and teaching workload, which makes it impossible to pursue research activities, is a problem.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • Higher Education Act, Act No. 111/1998 Coll. • Labour Code, Act No. 262/2006 Coll. • MU Employment Code (Art. 2/1/h) • MU Directive 11/2013 – Working Hours at MU (Czech version) • MU Directive 4/2017 – Sabbatical Leave • Directive 8/2014 – Ensuring MU accessibility for disabled persons • ECON MU Directive No. 1/2019 Working Hours and Record Keeping (Czech version) • Employee Benefits – MUNI website – Career at MU <p>Proposals:</p> <ol style="list-style-type: none"> 1) Implementation of the adaptation process – for academics, non-academics and foreign workers, including the definition of responsibilities and roles in the process. Improving coordination of the adaptation process for foreign staff with the MU Rector's Office/ISO – International Staff Office. 2) Improving working conditions for working women/parents with small children (i.e. diaper changing tables, nursing rooms, children's corner/playroom, planning dates and times of meetings at parent-
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			<p>friendly times, involvement in the discussion about establishing a university kindergarten).</p> <p>3) Translation of important documents into English.</p> <p>4) Reduction of administration – where possible, transforming paper into electronic form - in cooperation with the MU Rector’s Office, ICTC – Information and Communication Technologies Centre.</p> <p>5) Improving the awareness about the possibilities and conditions of taking creative/sabbatical leave.</p> <p>6) Repeated performance of employee surveys (as part of the action plan revision).</p>
25. Stability and Permanence of Employment	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • Opportunities for further career growth for postdoc posts have not been set up, which causes post docs to leave the organisation. • Almost half of the respondents state that fixed-term employment contracts negatively affect their performance. Repeated contract extensions for a fixed-term is perceived negatively. • Some employees feel that there is a lack of clear faculty strategy for HR, which makes it difficult to comprehensively address the issue of job stability for existing and also potential employees. 	<p>Current status:</p> <p>The University is a stable employer offering its employees stable and long-term contracts, where possible. Due to different funding sources (including sources from projects) some contracts are limited to a fixed-term or limited by the project duration. Some have an unlimited number of extensions with regard to the research/project needs (see the Collective Agreement). ECON MU contractually/officially guarantees the return from maternity/parental leave to the original position. The questionnaire survey shows that repeated extension of fixed-term contracts is perceived negatively and has an impact on the performance of researchers. There is also a lack of job opportunities and opportunities for postdocs who want to grow professionally and career-wise.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • Labour Code, Act No. 262/2006 Coll. • Collective Agreement 2018–2021 (Art. 6, 7) • MU Employment Code (Art. 2/1/h) • MU Measure – 8/2019 – Staff Policy Support Programme (Czech version) <p>Proposals:</p> <p>1) Creation and implementation of the Career Code in connection to the faculty Post/Role System, which will contain the career</p>

			<p>development opportunities for individual positions, including for postdocs (see P12, 13, 14, 28).</p> <p>2) The possibility of fixed-term contract renewal without selection procedures based on the results of the annual evaluation, or other, transparently set criteria.</p> <p>3) Improvement of employee awareness before employment commencement (types and periods of contract, possibility of contract extension, other work opportunities at MU, benefits and career development) in order to increase the satisfaction and motivation of employees with fixed-term contracts. At the end of the fixed-term contract, to actively offer job opportunities at MU.</p>
26. Funding and Salaries	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • Staff salaries vary depending on whether they are paid from the faculty budget or from a project. • More than a third of the respondents state that the level of pedagogical workload is not adequately taken into account in remuneration. • Some employees state that the outputs from the evaluation are subsequently ignored (e.g. links to remuneration, career advancement, and professional development) – see P11. 	<p>Current status:</p> <p>The University's wage policy is regulated by the valid legislation and is further regulated by internal regulations, wage tariffs and the Collective Agreement. Funds from projects are also used in the remuneration, which may lead to differences in the remuneration of workers in comparable positions.</p> <p>Remuneration of academic staff at ECON MU ranks among the highest among the universities of the Czech Republic, but despite that fact it is not necessarily sufficiently attractive or competitive for foreign scientists and researchers. The internal wage policy does not specify in what proportion the teaching, research and other activities are assessed. According to the questionnaire survey results, the excessive teaching workload is not sufficiently remunerated.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Internal Wage Regulation • MU Directive 3/2018 – Catalogue of Posts • MU Employment Code (Art. 4/2/i) • MU Directive 5/2017 – Employee Evaluation • MU Collective Agreement (Art. 9, 10) • ECON MU Directive 1/2008 – Remuneration of Work at ECON MU (Czech version)

			<ul style="list-style-type: none"> • ECON MU Instruction 5/2018 – ECON MU Academic Staff Remuneration Rules (Czech version) • ECON MU Instruction 4/2018 – Wage Claims of ECON MU Staff (Czech version) <p>Proposals:</p> <ol style="list-style-type: none"> 1) Revision of the remuneration of R1 and R2 staff, project staff and staff with a teaching overload. 2) Flexible use of personal evaluation and performance bonuses – revision of what is possible, acquainting senior staff/superiors with these possibilities. 3) Linking the remuneration to employee performance, annual evaluation – setting clear evaluation criteria and remuneration (see the faculty Post/Role System). 4) Improving the awareness about remuneration at ECON MU - ECON MU website/Staff section. 5) Development of managerial skills – the role of the manager in staff remuneration, remuneration tools and options.
27. Gender Balance	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • A representative balance between men and women in leading positions and faculty bodies has not yet been achieved. • Some female employees perceive insufficient awareness about gender issues and cultural differences at the workplace. 	<p>Current status:</p> <p>A representative balance between men and women has not yet been achieved on faculty bodies. The conditions for entering office/position are non-discriminatory, however it is not entirely clear whether women are not interested in these positions, cannot hold them due to various circumstances, or are otherwise prevented from entering the office. At the university level, gender balance and equal opportunities have been formally addressed. In the case of selection committees, there is an effort to achieve gender balance, yet this requirement is not explicitly stated in the internal directive. However, the questionnaire survey shows that more than one third of women perceive employment opportunities as unequal.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Code of Ethics – 6/2015 (Art. 2, 4, 16) • MU Bodies – Equal Opportunities Panel

			<p>Proposals:</p> <ol style="list-style-type: none"> 1) Increasing the representation of women in decision-making bodies/executive positions by actively addressing women and creating appropriate working conditions (see P24). 2) Improving internal communication: - ECON MU website - Staff section/About us section (making successful women at ECON MU more visible) 3) Developing competencies – increasing acquaintance with gender issues, intercultural differences. 4) Monitoring the number of women on important bodies of the ECON MU and taking into account the diversity in these bodies during their elections.
28. Career Development	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • One third of employees perceive career growth support as insufficient. • Currently, a Career Code is lacking (the previous code was cancelled at the MU level) and there are no career paths set for individual R1–R4 positions. • Career counselling and mentoring for researchers, including information on career development opportunities, is currently not available at the faculty. 	<p>Current status:</p> <p>The area of career development at MU is not sufficiently conceptually addressed. There is no general regulation or methodology defining career paths for the individual positions of academic and non-academic staff, which causes problems in career development, especially of foreign staff. Clearly defined mobility requirements are missing and there is not sufficient administrative and methodological support for them from the MU Rector’s Office.</p> <p>The MU Career Centre offers its services primarily to students and graduates.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Employment Code • MU Career Centre – website • Information for Ph.D. students – website • MU Research and Development Career – website <p>Proposals:</p> <ol style="list-style-type: none"> 1) Creation and implementation of a faculty Career Code in connection with the faculty Post/Role System which shall contain career development opportunities for the individual R1–R4 positions.

			<p>2) Design and implementation of development concept for Ph.D. students and their supervisors (including supporting materials, e.g. a Ph.D. student guide, “ten rules” for supervisors), competency development – e.g. managerial skills, leadership, mentoring, soft skills, etc.</p> <p>3) Improving the awareness – a shared platform offering development activities and mobility – ECON MU website/Staff section.</p>
29. Value of Mobility	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • Some employees miss clear faculty rules and guidance on how to combine mobility with teaching requirements. • There are no set mobility requirements for individual positions (e.g. in the context of career growth). 	<p>Current status: MU/ECON MU offers sufficient opportunities for international mobility, and these are generally regarded as an important part of career/professional development. International mobility is compulsory for all Ph.D. students. However, at ECON MU, international mobility is not sufficiently used by employees, even though the faculty offers and supports mobility support programmes. In particular, long-term international mobility is complicated by demanding administration, inconsistent rules, and missing support at the central MU level. The ISO – International Staff Office offers the following services to foreign employees: assistance dealing with authorities, necessary administration, medical doctors, accommodation, etc. There is a lack of central support for Czech employees going abroad. The questionnaire survey and outputs of the working groups show that mobility and its various types are not sufficiently taken into account or recognised (e.g. mobility in foreign/external companies). Mobility also makes impossible – or significantly limits – the teaching workload.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive 5/2017 – Staff Evaluation (Art. 3) • MU Directive 8/2011 – Rules for the Acknowledgement of International Stay Results • MU Directive 5/2018 – Professor Emeritus Posts (Czech version) • MU Directive 4/2017 – Sabbatical Leave • MU Directive 3/2018 – Catalogue of Posts (Art. 5/5) • ISO MU (International Staff Office) – website

			<ul style="list-style-type: none"> • Centre for International Cooperation - website <p>Proposals:</p> <ol style="list-style-type: none"> 1) Creation and implementation of a faculty Career Code, including mobility requirements for individual posts/positions (P28). 2) Creation and implementation of a faculty OTM-R guide for recruitment and selection, including setting the rules for the recognition of results achieved in mobility (including mobility outside the academic sphere). 3) Monitoring and evaluating obstacles to mobility for individual groups of researchers and responding to them as needed.
30. Access to Career Advice	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • At present, researchers are not provided with career guidance (there is no career development consultant/mentor). • There is no Career Code containing career paths for individual R1–R4 positions. 	<p>Current status:</p> <p>The MU Career Centre currently serves students and recent graduates and offers connections with potential employers. There is currently no offer of services for employees.</p> <p>There is no official form of career counselling for academic staff at ECON MU/MU. Nor is it systematically addressed by any other directive or methodology. When needed, cases are solved ad hoc.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Career Centre – website • Information for Ph.D. students – website <p>Proposals:</p> <ol style="list-style-type: none"> 1) Creation and implementation of a faculty Career Code containing career paths for individual R1–R4 positions (including mobility requirements). 2) Improving internal communication: <ul style="list-style-type: none"> - ECON MU website - Staff section/Career (vacancies at ECON MU/MU/EURAXESS, advice and tips, etc.) 3) Development of competencies for managers/supervisors/senior researchers – coaching, mentoring – application in the development and guidance of novice researchers.

31. Intellectual Property Rights	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> Some researchers think that information relating to research (especially in the field of intellectual property) on the faculty/MU website is difficult to find. More than half of the respondents stated that they had no experience with workplaces offering services for technology transfer or publishing and supporting external communications, or else they are not aware of them. 	<p>Current status:</p> <p>The topic of intellectual property rights is well addressed in terms of form and practice. The Technology Transfer Office (TTO) has been established at MU. Its mission is to link the private and academic sectors and provide services to companies and also scientists. Internal guidelines and documents then provide information on the rights and obligations relating to the creation, notification, registration, protection and use of intellectual property.</p> <p>The optional subject FRESHERS, which introduces novice researchers to publication ethics, intellectual property, science and research communications, etc., has been newly implemented for Ph.D. students.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> MU Directive 10/2013 – Intellectual Property at MU MU Instruction 6/2017 – Valuation and Registration of Intellectual Property TTO – Technology Transfer Office MU Rector’s Directive 9/2013 – Securing Sustainability of Outputs in the Area of Intellectual Property <p>Proposals:</p> <ol style="list-style-type: none"> 1) Introduction of the adaptation process – information and training of new employees in the area of intellectual property protection, getting acquainted with the TTO – Technology Transfer Office and the offered services and rules for publishing activities. 2) Refresh training for existing employees in the area of intellectual property. 3) Improving internal communication – ECON MU website, FAQ for scientists and researchers.
32. Co-authorship	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> Some employees consider information on publishing activities and co-authorship to be insufficient and they 	<p>Current status:</p> <p>Publishing activity is a part of the regular annual evaluation of academic staff in the EVAK internal application and is considered to be an important part of it.</p>

		<p>lack sufficient information on all options to prevent possible unethical behaviour (see P34).</p>	<p>The topic of co-authorship is dealt with by internal guidelines and documents, and it is well set out on the website TTO – Technology Transfer Office in the Intellectual Property Section – FAQ.</p> <p>The same rules as those applicable to other MU employee works apply to the co-author’s share.</p> <p>The optional subject FRESHERS, which introduces novice researchers to publication ethics, intellectual property, science and research communications, etc., has been newly implemented for Ph.D. students.</p> <p>However, the questionnaire survey and outputs of the working groups show that there is a lack of awareness in this area and there have been cases where the author mentioned did not participate in the result.</p> <p>Legislation and measures:</p> <ul style="list-style-type: none"> • MU Directive 10/2013 – Intellectual Property at MU • MU Directive 6/2015 – Code of Ethics MU (Art. 4,7) • TTT – Technology Transfer Office – website / Intellectual Property section <p>Proposals:</p> <ol style="list-style-type: none"> 1) Introduction of the adaptation process – including training of new employees in the ethical and professional aspects of research and publishing activities. 2) Improving internal communication – ECON MU website – Science and Research section (FAQ), Staff section – filing complaints, rules for publishing/co-authorship.
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33. Teaching	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • More than a quarter of respondents state that teaching at their workplace is not considered a fully-fledged part of their work. • More than one third of respondents state that they are not provided with any opportunity for specialised preparation for activities related to teaching and education. • One third of the respondents state that the pedagogical workload is not adequately taken into account in evaluation and remuneration. • Half of the respondents state that the pedagogical workload does not allow them to fulfil their research intentions. • Some employees lack information about the professional development opportunities offered. 	<p>Current status:</p> <p>Teaching is deemed a fully-fledged part of the researcher’s professional career and it is also a part of the regular annual evaluation in the EVAK internal application. However, the application does not take into account the quality of teaching. Requirements for the volume of teaching in individual posts/positions are not uniformly set.</p> <p>To improve the quality of teaching and the development of pedagogical competencies, employees may use the services of the university department CERPEK – Pedagogical Competence Development Centre, which offers continuous, systematic and effective improvement of pedagogical competencies. The services of the centre are offered only in Czech. The “School of Doctoral Studies” is offered to Ph.D. students every year. The Language Centre also offers courses for academics who teach in English and need to improve their pedagogical-language skills. The development of pedagogical competencies is on a voluntary basis, it does not take place systematically within the framework of a career or any further development.</p> <p>However, the results of the questionnaire survey and working groups indicate that it is necessary to define rules for teaching for the individual R1–R4 positions, and to revise remuneration in connection with the pedagogical workload, the pedagogical workload distribution, and the workload in the form of supervision over theses.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Directive 5/2017 – Employee Evaluation • ECON MU Directive 10/2018 – Academic Staff Evaluation (Czech version) • CERPEK (Pedagogical Competence Development Centre) – website <p>Proposals:</p> <p>1) Setting and implementing the faculty Post/Role System, including job descriptions, required research and teaching competencies for the position, and including teaching workload (as a basis for a Career Code, performance appraisal, staff recruitment and selection).</p>
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			<p>2) Implementation of a quality parameter to the teaching evaluation in the EVAK application.</p> <p>3) Improving internal communication – ECON MU website/Staff section/Development – clear and comprehensive offer of the pedagogical competencies development through CERPEK, MU Rector’s Office.</p> <p>4) Development of pedagogical competencies for R1–R4 as part of professional and career development – in cooperation with the MU Rector’s Office/CERPEK.</p> <p>5) Revision of the pedagogical workload at individual departments and remuneration in connection with teaching.</p>
34. Complaints/Appeals	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> Some employees state that they lack sufficient information on how to deal with complaints or appeals. 	<p>Current status:</p> <p>The filing of complaints and appeals is governed by internal regulations. Complaints may be submitted verbally, by telephone, by e-mail, both to the senior staff and to the immediately superior university bodies. However, there is no specific, independent person that would offer a review or resolution of labour conflicts, disputes or complaints (ombudsman/mediator).</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> MU Directive 3/2008 – Processing and Registration of Complaints, Notices and Petitions at MU (Czech version) Directive 6/2015 – Code of Ethics MU Instruction 1/2016 – Rules of Procedure of the Equal Opportunities Panel (Czech version) MU website – official notice board, complaint submission MU Employment Code <p>Proposals:</p> <p>1) Introduction of the adaptation process – provision of information in the adaptation process; a part of the guide for new employees.</p> <p>2) Improving internal communication – ECON MU website/Staff section – complaints and appeals.</p>

35. Participation in Decision-Making Bodies	++ fully implemented		<p>Current status: The principle is considered implemented. The participation of researchers in advisory and decision-making bodies is regarded as desirable and is fully supported. In this way, they can defend and support not only the personal, but also the collective interests of the workplace or institution. Participation in decision-making bodies is also part of the work performance evaluation in the EVAK internal application.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Statute – Academic Senate, Scientific Board (Rules of Election and Procedure) <p>Proposals:</p> <ul style="list-style-type: none"> • No actions are currently proposed.
Training and Development			
36. Relations with Supervisors	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • Some employees believe that the supervisor’s work standards are not clearly set (and think that the supervisors do not always have sufficient knowledge or skills to perform the role of a supervisor). • Some respondents point to the varying quality of cooperation with supervisors. • Some employees miss an evaluation of the supervisor’s work quality. 	<p>Current status: For novice researchers, relations with supervisors are set up and handled by the MU and the faculty’s internal regulations. Supervisors do not always fulfil their role adequately (e.g. through regular meetings, giving feedback, engaging Ph.D. students in research right at the very beginning of their careers). The quality of mutual cooperation and support is in some cases also influenced by a very high number of supervised students, or else supervisors coming from an external environment do not know the faculty’s environment sufficiently. In the process, it is necessary to establish clear and transparent rules which will allow participating parties to better plan their activities and streamline and improve the mutual cooperation.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Study and Examination Code (Art. 27, 28) • ECON MU Directive 6/2020 – Studies in Doctoral Degree Programmes (Czech version)

			<p>Proposals:</p> <ol style="list-style-type: none"> 1) Setting standards of supervisor work (roles, duties, and responsibilities of the supervisor, including ways to involve the supervised in research), acquainting supervisors and doctoral students with the standards (website, workshop, shared ECON MU/MU communication platform for Ph.D. study, Ph.D. Day, etc.) – see P37. 2) Regular training and development of supervisors (management and leadership, communication skills, mentoring, and time management). 3) Feedback on the supervisors’ work – e.g. employee survey, individual interviews. 4) Supporting materials for supervisors and Ph.D. students – “ten rules” for supervisors/supervisor’s guide, a Ph.D. student guide.
37. Supervision and Managerial Duties	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • Some respondents point to differing quality of contacts and cooperation with supervisors. • More than a third of respondents believe that experienced researchers do not share their knowledge and skills sufficiently. • Some employees think that the level of managerial skills of supervisors varies. 	<p>Current status: Employees in leading and managerial positions have the required expertise, but based on the results of the questionnaire survey and working groups, it appears that fulfilling the role of knowledge-keeping and managing staff needs improvement. In particular, there is a lack of sharing of experience by experienced colleagues with other researchers, and involving R1 in research. It is also suitable to standardise relations with supervisors, improve their quality and provide a stimulating environment for the further development of researchers.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Employment Code • MU Directive 6/2015 – Code of Ethics <p>Proposals:</p> <ol style="list-style-type: none"> 1) Setting the supervisors’ work standard (roles, duties, and responsibilities of the supervisor). 2) Development of competencies for supervisors, senior researchers, leaders, and other supervising staff – managerial skills, management and leadership, communication

			skills, mentoring, human resources management, pedagogical skills, etc.
38. Continuing Professional Development	+/- almost, not fully	<p>GAP</p> <ul style="list-style-type: none"> • More than one third of respondents state that they are not sufficiently supported in continuing education and development. • Some employees lack information about the development opportunities offered. • Some employees state that development plans are not an automatic part of regular annual evaluation. 	<p>Current status:</p> <p>MU and ECON MU offer many professional development opportunities to employees and Ph.D. students – professional, pedagogical, technical, linguistic, etc. Examples include participation in seminars and conferences at home and abroad, courses organised by the university's departments, e.g. CERPEK, Language Centre, e-learning (Czech version), and IT courses, or courses and conferences organised directly at the faculty.</p> <p>However, the questionnaire survey shows that researchers at all career levels are not sufficiently supported in continuous education and development. Education and development are also to some extent affected by the inconsistent setting of development funding at individual workplaces/departments, and certain workplaces and individuals who draw funds for development from project applications have more benefits. There is also the lack of a unified education and development system at the university level which would cover the requirements and needs of staff at all career levels – from Ph.D. students to professors, R1–R4, respectively.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Employment Code • MU Career Sites – website • MU Shopping Centre – website (Czech version) • CERPEK (Pedagogical Competence Development Centre) – website • MU Language Centre - website • IT MUNI - website <p>Proposals:</p> <p>1) Creation and implementation of a faculty Career Code containing career development paths (P28).</p>

			<p>2) Improving internal communication – ECON MU website - Staff section/Science and Research section – clear and comprehensive offer of development activities.</p> <p>3) Systematic development of the competencies of researchers at all career levels in connection with the identified development needs regarding professional development and career growth.</p> <p>4) Regular identification of development needs within the annual evaluation, and the evaluation of their fulfilment – updating the EVAK internal application.</p>
<p>39. Access to Research Training and Continuous Development</p>	<p>+/- almost, not fully</p>	<p>GAP</p> <ul style="list-style-type: none"> • There is a lack of any university-wide concept of development and its connection to career growth. • Some employees feel insufficiently informed about the development opportunities offered. 	<p>Current status: Employees have access to continuous training and development. Development is partly linked with the position held, partly with the outputs from the annual evaluation, and also with the available funding possibilities of the individual workplaces. There is no systematic management of the development of academic staff. There is also room for improving the promotion of development activities offered by the faculty and university.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • MU Employment Code (Art. 3/2/f/g) • MU Information for Ph.D. students – website • MU Shopping Centre – website (Czech version) <p>Proposals:</p> <p>1) Creation and implementation of the faculty Post/Role System (including job descriptions and required competencies as the basis for employee evaluation and development).</p> <p>2) Improving internal communication of development activities – ECON MU website/Staff section – clear and comprehensive offer of development activities; Science and Research section – clear and comprehensive offer of development activities for Ph.D. students, information within the Ph.D. Day and the Ph.D. student guide.</p>

40. Supervision	-/+ partially	<p>GAP</p> <ul style="list-style-type: none"> • More than half of the respondents state that there is no clearly identified person to whom researchers can turn to at the beginning of their careers regarding matters of work duties. • Some employees think that the level of supervisors' managerial skills and support varies. • Some employees state that supervisors do not have enough time to fully lead Ph.D. students. 	<p>Current status: University and faculty rules set out basic responsibilities in relation to junior researchers. The questionnaire survey and working groups show that this area needs to be improved. It is not clear to whom young scientists can turn to, or with what issues, or who is responsible for what. The questionnaire survey also shows that researchers are overloaded with pedagogical tasks and administration, which can affect the quality of the support and relationship, or that responsibility shifts to less competent deputies who do not have the necessary experience and skills to lead young researchers.</p> <p>Czech legislation and internal regulations:</p> <ul style="list-style-type: none"> • ECON MU Organisation Rules (Czech version) • MU Study and Examination Rules (Art. 28) <p>Proposals:</p> <ol style="list-style-type: none"> 1) Introduction of the adaptation process – including the official appointment and assignment of a supervisor/mentor/buddy, getting acquainted with key people and their responsibilities in relation to leading junior researchers. 2) Development of competencies for senior researchers, leaders and other supervising persons – managerial skills, management and leadership, communication skills, mentoring (see P36, 37). 3) Reduction of administration – revision of the existing administrative processes, effective use of MU instruments (IS/INET/databases, etc.) and their continuous improvement as needed by MU/Faculties – in cooperation with the MU Rector's Office /ICS – Institute of Computing Science/ICTC – Information and Communication Technologies Centre.
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