

## TEMPLATE 2 – GAP ANALYSIS - OVERVIEW

Case number: 2019CZ471956

Name Organisation under review: Masaryk University – Faculty of Medicine

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DATE ENDORSEMENT CHARTER AND CODE:

### 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.

European Charter for Researchers and Code of Conduct for the Recruitment of Researchers: GAP analysis overview			
<p>Status: to what extent does this organisation meet the following principles?</p>	<p>Implementation: ++ = <b>fully</b> implemented +/- = <b>almost but not fully</b> implemented -/+ = <b>partially</b> implemented -- = <b>insufficiently</b> implemented</p>	<p>In case of --, -/+, or +/-, please <b>indicate the actual “gap”</b> between the principle and the current practice in your organisation. If relevant, list any national/regional legislation or organisational regulation currently impeding implementation</p> <p>Free text <b>300</b> words maximum</p>	<p>Initiatives undertaken and/or suggestions for improvement:</p> <p>Free text <b>200</b> words maximum</p>
Ethical and Professional Aspects			
<p><b>1. Research freedom</b></p> <p>Researchers should focus their research for the good of mankind and for expanding the frontiers of scientific knowledge, while enjoying the freedom of thought and expression, and the freedom to</p>	<p>+/+</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>Most employees are not acquainted in detail with the MU Code of Ethics and with the strategic research priorities of MU and FM MU.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>½ of Rs does not perceive any restrictions, 1/3 of Rs feel limited by the number of available funds, lack of</li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> The legislation of the CR and the internal documents of MU and FM MU fully adhere to the principle. FM MU abides by the Higher Education Act of the CR, Section 1 of which imposes an obligation to focus on research for the good of humankind and general requirements for the direction of research are defined there. Freedom of thought and expression is granted by Section 4 of</p>

<p>identify methods by which problems are solved, according to recognised ethical principles and practices. Researchers should, however, recognise the limitations to this freedom that could arise as a result of particular research circumstances (including supervision/guidance/management) or operational constraints, e.g. for budgetary or infrastructural reasons or, especially in the industrial sector, for reasons of intellectual property protection. Such limitations should not, however, contravene recognised ethical principles and practices, to which researchers have to adhere.</p>		<p>collaborations, data management, clinical work, and low support in statistics.</p> <ul style="list-style-type: none"> <li>• Most Rs are not acquainted in detail with the MU Code of Ethics and with the strategic research priorities of MU and FM MU.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 111/1998 Coll. on Higher Education (Sec. 1, 4)</li> <li>• MU Statutes (Sec. 2)</li> <li>• MU Directive 6/2015 Code of Ethics (Art. 1)</li> <li>• Long-term Strategic Plan of MU and FM MU 2021-28</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>the same Act, which defines the following academic freedoms and academic rights: a) freedom of science, research, and artistic creation and the publication of their results, b) freedom of teaching that consists mainly in its openness to diverse scientific opinions, scientific and research methods and art form. Contracts secure the academic freedoms of the FM MU employees and Faculty Hospitals.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Mandatory familiarisation of all employees with the MU Code of Ethics.</li> <li>2. Familiarisation with the MU Code of Ethics will be considered during the adaptation process and in employee guidelines.</li> <li>3. Creation and implementation of an internal communication strategy of the MU and FM MU Strategic Plan.</li> <li>4. Creation and communication of the FM MU R&amp;D strategy.</li> </ol>
<p><b>2. Ethical principles</b></p> <p>Researchers should adhere to the recognised ethical practices and fundamental ethical principles appropriate to their discipline(s) as well</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Employees are not systematically acquainted with the MU Code of Ethics and news in the area of ethical principles, e.g. during the adaptation process and refresher courses.</li> </ol>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> The CR legislation and Faculty internal documents fully adhere to the principle. FM MU makes sure that all research is carried out according to ethical principles. MU Research Ethics Committee evaluates individual projects on ethical issues.</p>

<p>as to ethical standards as documented in the different national, sectoral or institutional Codes of Ethics.</p>		<ol style="list-style-type: none"> <li>2. Many employees do not know who to reach out to concerning unethical behaviour.</li> <li>3. Some documents and websites are not available in EN.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• Most Rs feel sufficiently acquainted with the tools ensuring that scientific work is ethical. However, many Rs including those in leadership positions do not know about the existence of the MU Code of Ethics.</li> <li>• 60 % of Rs are not familiar with the complaint process.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• MU Directive 6/2013 Research Data</li> <li>• MU Directive 5/2015 Research Ethics at MU</li> <li>• MU Directive 6/2015 Code of Ethics</li> <li>• MU Directive 1/2018 Personal data processing and protection</li> <li>• MU Measure 2/2017 Statutes of the Research Ethics Committee of MU</li> <li>• MU Instruction 8/2015 MU Ethics Board Rules of Procedure</li> <li>• Rector’s Measure 10/2015 Research Ethics Committee of the MU</li> <li>• FM MU Dean’s Measure 2/2016 Statutes of Ethics Board of the FM MU</li> <li>• Ethics Board of the MU (web)</li> <li>• Ethics Board of the FM MU (web)</li> <li>• The animal-welfare body (web)</li> <li>• TTO authorised person of MU (web)</li> <li>• Research lawyers (web)</li> <li>• The director of security at MU (web)</li> <li>• TTO lawyers (web)</li> <li>• Project INSURE 2020-23</li> </ul>	<p>Complete service for researchers is provided in resolving the ethical issues of research. FM MU has set up Ethics Board specialised in biomedical research and ethical standards. CZEcrin, the national coordinator for ECRIN, the European network supporting academic clinical studies, is based at the faculty, assists researchers with studies.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Mandatory familiarisation of all employees with the MU Code of Ethics.</li> <li>2. Familiarisation with the MU Code of Ethics will be considered during the adaptation process and in employee guidelines.</li> <li>3. Creation of an e-learning course concerning the MU Code of Ethics, its biomedical sciences application and process of filing a complaint against breach of ethical principles. Inclusion of this course in the adaptation. Available to all employees.</li> <li>4. Creation and regular updates of a mandatory refresher course of ethical and professional aspects (esp. for supervisors, PI, RGL and grant applicants).</li> <li>5. Translation of documents, training and websites into EN.</li> <li>6. Implementation of INSURE 2020-23 project outputs.</li> </ol>
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<p><b>3. Professional responsibility</b></p> <p>Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere. They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor(s) and/or other researchers. The need to validate new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted. Researchers should ensure, if any aspect of their work is delegated, that the person to whom</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>Up to <math>\frac{1}{5}</math> of employees have repeated experience with unethical practice in identifying the author of scientific results.</li> <li>Some documents and websites are not available in EN. E.g. the methodology of bibliographic citations.</li> <li>Junior researchers sometimes have difficulty identifying predatory journals.</li> <li>Most researchers do not use a unique author identifier for researchers such as Researcher ID or ORCID.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>21.5 % of Rs state that they have witnessed non-compliance with publishing ethics.</li> <li>Almost half of the Rs find information on intellectual property sufficient.</li> <li>Junior researchers sometimes have difficulty identifying plagiarism and predatory journals.</li> <li>Few researchers use Researcher ID or ORCID.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>Act No. 121/2000 Coll. The Copyright Act</li> <li>MU Directive 6/2015 Code of Ethics (Sec. 7)</li> <li>MU Directive 10/2013 Intellectual Property</li> <li>MU Directive 5/2015 Research Ethics at MU</li> <li>MU Directive 6/2013 Research Data</li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b></p> <p>The legislation of the CR and the internal documents of FM MU fully adhere to the principle. The MU Code of Ethics is, for the most part, reflected in Article 3. There is no explicit definition of the principle of research duplication. The Centre provides the bibliometric service for Scientometric Support.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>Implementation of the onboarding process – including training new employees in ethical and professional aspects of research, including training them in the area of intellectual property and plagiarism.</li> <li>Creation of adaptation guidelines for various groups of employees, which will also include the area of intellectual property and plagiarism.</li> <li>Creation and regular updates of a mandatory refresher course of ethical and professional aspects (esp. for supervisors, PI, RGL and grant applicants).</li> <li>Implementation of the e-learning tool to enable systematic and periodic training, incl. setting rules for updating, rules of access and completion.</li> <li>Spreading awareness about the use of Research ID.</li> </ol>

<p>it is delegated has the competence to carry it out.</p>		<ul style="list-style-type: none"> <li>• <a href="#">MU's Position on Predatory Publishing and Open Access Scholarly Journals</a></li> <li>• Technology Transfer Office – TTO (web)</li> <li>• Internal instructions – E.g. the Methodology of Bibliographic Citation</li> <li>• Repozitar.cz (web)</li> <li>• Best practices in MU research (web)</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<ol style="list-style-type: none"> <li>6. Adding information about plagiarism to the website of FM MU.</li> <li>7. Translation of documents, training and websites into EN.</li> <li>8. Implementation of the outputs of the MU project Improving the Prevention of Plagiarism in Student Work.</li> </ol>
<p><b>4. Professional attitude</b></p> <p>Researchers should be familiar with the strategic goals governing their research environment and funding mechanisms, and should seek all necessary approvals before starting their research or accessing the resources provided. They should inform their employers, funders or supervisor when their research project is delayed, redefined or completed, or give notice if it is to be terminated earlier or suspended for whatever reason.</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. There is no systematic internal communication of strategic priorities of FM MU.</li> <li>2. The research strategy of FM MU is not in the form of a written document.</li> <li>3. The strategic documents are not in EN.</li> <li>4. The R&amp;D website is not in EN.</li> <li>5. Insufficient sharing of knowledge and experience between senior and junior researchers.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 64 % of Rs are not acquainted with the strategic documents of MU and FM MU.</li> <li>• ¼ of Rs feels that experienced researchers do not see sharing their knowledge and experience with others as a natural part of their job.</li> <li>• 43 % of Rs do not know who junior researchers can turn to regarding job duties.</li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b></p> <p>The goals of the University and the Faculty are regularly stated in long-term plans. In 2020, the Strategic Plan for MU and FM MU 2021-28 is being created, defining the priorities for the following period. This document is communicated to all employees. In 2020, the Project Support Strategy was developed, and the process of implementation started.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Creation and communication of the FM MU R&amp;D strategy to existing and new employees.</li> <li>2. Communication and implementation of Project Support Strategy – especially during grants preparation and realisation.</li> <li>3. Addition of information about R&amp;D and project management to the FM MU website.</li> <li>4. Translation of documents, training and websites into EN.</li> </ol>

		<p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• CR Government Resolution No. 1005 of 17 August 2005 Research Code of Ethics</li> <li>• MU Measure 4/2020 Board for Strategic Research Projects of MU</li> <li>• MU Directive 10/2014 Strategic Planning at MU</li> <li>• Long-term Strategic Plan of MU and FM MU 2021-28</li> <li>• MU Directive 6/2015 Code of Ethics (Sec. 6, 10)</li> <li>• MU Directive 6/2016 Project Management</li> <li>• MU Directive 6/2013 Research Data</li> <li>• MU Directive 9/2017 Administration of Information Technology</li> <li>• MU Measure 3/2019 Implementation of Projects under ESF Calls for Higher Education Institutions II</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<ol style="list-style-type: none"> <li>5. Support of identification of FM MU employees with internal culture and values.</li> <li>6. Linking the FM MU HR Award Action Plan activities with the intentions stated in FM MU Long-term Strategic Plan 2021-28.</li> <li>7. Creation of an internal FM MU communication strategy that will enable the creation of an open and structured internal communication platform for sharing: <ul style="list-style-type: none"> <li>• Strategic documents (such as FM MU Long-term Plan, preferred research areas),</li> <li>• Information materials (adaptation guidelines, administrative processes description, available support overview),</li> <li>• Success stories, news and opportunities (HR marketing).</li> </ul> </li> </ol>
<p><b>5. Contractual and legal obligations</b></p> <p>Researchers at all levels must be familiar with the national, sectoral or institutional regulations governing training and/or working conditions. This includes Intellectual Property Rights regulations, and the requirements and conditions of any sponsor or funders,</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Low awareness of the topic of intellectual property and the TTO services.</li> <li>2. Low clarity of internal processes and awareness of employees about the setting of them.</li> <li>3. Some internal documents and websites are not available in EN.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• Only 19 % of Rs know who to turn to concern matters securing smooth running of scientific work (project, accounting, personnel).</li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b></p> <p>The CR legislation and the FM MU internal documents adhere to the principle. FM MU legal departments and RMU provides monitoring of legislation, project legislation, and protection of personal data. Internal regulations are published on the MU Document Server and some are also published on the specific office’s websites. The TTO provides intellectual property rights consulting.</p> <p>MU has a Commissioner for Personal Data Protection GDPR. The author of the publication is obliged to ensure the registration of publication</p>

<p>independently of the nature of their contract. Researchers should adhere to such regulations by delivering the required results (e.g. thesis, publications, patents, reports, new products development, etc) as set out in the terms and conditions of the contract or equivalent document.</p>		<ul style="list-style-type: none"> <li>• Most employees, including PGS supervisors, are not aware of the existence of TTO and do not use its services.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 130/2002 Coll., on the Support of Research and Development from Public Funds</li> <li>• MU Employment Code (Art. 3/2, 4/2)</li> <li>• MU Directive 6/2015 Code of Ethics (Art. 2/e, 4)</li> <li>• MU Habilitation Procedure and Professor Appointment Procedure Regulations</li> <li>• FM MU Organizational Code</li> <li>• MU Directive 10/2013 Intellectual Property at MU</li> <li>• MU Instruction 6/2017 Evaluation and Registration of intellectual property (CZ)</li> <li>• Rector’s Measure 9/2013 Ensuring the sustainability of Outcomes in the Field of Intellectual Property</li> <li>• MU Directive 4/2013 Repository of Employees’ Work</li> <li>• MU Directive 6/2008 Principles of Publishing Activities</li> <li>• MU Instruction 3/2018 The Founding and Operation of MU Spin-off Companies</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>results in IS MU - Publications section - information is transferred to IS RDI (Information System of Research, Development and Innovation of the CR).</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Setting up the adaptation process for all new employees, incl. training in the area of setting up internal processes and intellectual property rights protection.</li> <li>2. Training of Rs on project standards and project management.</li> <li>3. Creation of adaptation guidelines which will also include an overview of internal processes and topics of intellectual property rights protection.</li> <li>4. Addition of information on the protection of intellectual property rights and TTO services to the FM MU website.</li> <li>5. Refresher training for PGS supervisors.</li> <li>6. Translation of documents, training and websites into EN.</li> </ol>
<p><b>6. Accountability</b></p> <p>Researchers need to be aware that they are accountable towards their employers, funders or other related public or private bodies as well</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. The internal communication of information on financial resources and the rules for their management and distribution is not sufficient.</li> </ol>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> The CR legislation and the FM MU internal documents adhere to the principle. The Directive on Research Data regulates obligations of MU employees and students in obtaining, storing and using research data. Biomedical research specifics</p>



<p>as, on more ethical grounds, towards society as a whole. In particular, researchers funded by public funds are also accountable for the efficient use of taxpayers' money. Consequently, they should adhere to the principles of sound, transparent and efficient financial management and cooperate with any authorised audits of their research, whether undertaken by their employers/funders or by ethics committees. Methods of collection and analysis, the outputs and, where applicable, details of the data should be open to internal and external scrutiny, whenever necessary and as requested by the appropriate authorities.</p>		<ol style="list-style-type: none"> <li>2. Researchers lack a higher level of support in the preparation and writing of project applications, in particular, in the area of funding.</li> <li>3. Insufficient clarity of internal (economic and project) processes and responsibilities of researchers.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• Only 19 % of Rs know who to turn to in matters securing the smooth running of scientific work (project, accounting, personal).</li> <li>• Unclear internal (economic and project) processes and responsibilities of researchers.</li> <li>• Researchers lack a higher level of support in the preparation and writing of project applications, in particular, in the area of funding.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 320/2001 Coll. on Financial Control</li> <li>• Act No. 134/2016 Coll. on Public Procurement</li> <li>• MU Directive 6/2015 Code of Ethics (Sec. 4)</li> <li>• MU Directive 6/2013 on Research Data</li> <li>• Rector's Directive 6/2016 Project Management at MU</li> <li>• MU Measure 3/2019 Implementation of Projects within the ESF call for HEIs II</li> <li>• MU Measure 6/2018 Implementation of the Project MUNI4students</li> <li>• FM MU Dean's Measure 5/2013 to Ensure the Verifiability of Research Data</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>regulate Dean's Measure 5/2013. Directive 6/2016 establishes rules for the submission, management, and administration of projects. It determines the roles of entities, activities, functions and related competencies and responsibilities related to projects at MU faculties and economic centres. It is based on Act No. 130/2002 Coll. (on Research and Development Support from the Public Funds), Act No. 218/2000 Coll. (on Budgetary Rules), Regulation No. 367/2015 Coll. (on Financial Settlement of Relations with the State Budget), and Act No. 320/2001 Coll. (on Financial Control in Public Administration).</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. An information platform summarising the possibilities and rules for R&amp;D funding to raise adequate awareness.</li> <li>2. Analysis and creation of descriptions of key internal processes at FM MU in the area of processing and managing projects.</li> <li>3. Increase of the support of the grant department in the area of processing grants applications, especially in financial management – including a workshop for employees.</li> <li>4. Translation of documents, training and websites into EN.</li> </ol>
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<p><b>7. Good practice in research</b></p> <p>Researchers should at all times adopt safe working practices, in line with national legislation, including taking the necessary precautions for health and safety and for recovery from information technology disasters, e.g. by preparing proper back-up strategies. They should also be familiar with the current national legal requirements regarding data protection and confidentiality protection requirements, and undertake the necessary steps to fulfil them at all times.</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Employees are not sufficiently informed about the rules and good practices concerning information security, data management and research data backup.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 25.6 % of Rs think that they are not sufficiently informed about the rules of personal data protection.</li> <li>• Employees (especially those in clinics) are not sufficiently informed about the rules and good practices concerning information security, data management and research data backup.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• MU Directive 4/2005 Organisation of Fire Safety at MU</li> <li>• MU Directive 10/2009 Organization of OHS at MU</li> <li>• Rector’s Measure 4/2013 Director of Security at MU</li> <li>• MU Directive 1/2018 Personal Data Processing and Protection</li> <li>• FM MU Organizational Code</li> <li>• Dean’s Measure 5/2013 to Ensure the Verifiability of Research Data</li> <li>• Operating regulations of laboratories and workplaces</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p><b>CURRENT STATUS:</b></p> <p>Full compliance with the legislation in the area of OHS. Under legal regulations, the rules of safe work are set at MU, and employees are regularly trained. The GDPR governs the protection of personal data at MU. MU holds the position of the Commissioner for Personal Data for GDPR. Health and safety training, fire safety, first aid for employees, training of drivers of reference vehicles, training in laboratory work of scientists, and other training necessary for the position of researchers are provided.</p> <p>At FM MU, the primary responsibility for OHS lies with the Faculty bursar. There is a committee for OHS. Periodic inspection instructions are issued.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Periodic training for R1-R4 in the area of data and IT security, incl. an EN version.</li> <li>2. Revision of the process of inspecting compliance with the OHS at theoretical workplaces.</li> </ol>
<p><b>8. Dissemination, exploitation of results</b></p> <p>All researchers should ensure, in compliance</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. R&amp;D at FM MU do not have its website in EN.</li> <li>2. Information and websites about Open Access (OA) are only available at the University level and only in CZ.</li> </ol>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b></p>

<p>with their contractual arrangements, that the results of their research are disseminated and exploited, e.g. communicated, transferred into other research settings or, if appropriate, commercialised. Senior researchers, in particular, are expected to take a lead in ensuring that research is fruitful and that results are either exploited commercially or made accessible to the public (or both) whenever the opportunity arises.</p>		<ol style="list-style-type: none"> <li>3. Employees of FM MU are not sufficiently informed about the rules and tools for disseminating research results, University activities and the philosophy and policy of Open Access.</li> <li>4. There is a lack of targeting of the promotion of research results to potential new local and foreign employees - HR marketing.</li> <li>5. Young researchers lack systematic and long-term support for their academic writing skills.</li> <li>6. Researchers lack graphic design services for teaching and scientific presentations.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 24 % of Rs do not perceive sufficient support in the area of public dissemination of commercial use of their research.</li> <li>• 21 % of Rs stated that they do not know which University departments help put the research results into practice.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• MU Directive 4/2013 Repository of Employee Works</li> <li>• MU Open Access Policy</li> <li>• MU Instruction 3/2018 The Founding and Operation of MU Spin-off Companies</li> <li>• MU Instruction 6/2017 Evaluation and Registration of intellectual property</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>MU is a signatory of the Berlin Declaration, has an OA workgroup, and faculty coordinators network. A directive concerning OA is in preparation.</p> <p>Employee works are stored at the IS MU Repository, which helps exercise property rights responsibly, archive, and prevent plagiarism. This is a confirmation of an active approach to OA.</p> <p>Project HR4MUII develops a technology transfer system and a clear policy of OA to scientific information.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Increasing the international visibility of research results of FM MU. Targeting the promotion of research results to potential new local and foreign employees.</li> <li>2. Setting up the adaptation process for all new employees, incl. training in the dissemination of research results and OA.</li> <li>3. Creation of adaptation guidelines – the topic of dissemination of results and OA.</li> <li>4. Addition of information in the area of dissemination of research results and OA to the website of FM MU.</li> <li>5. Refresher training for PGS supervisors.</li> <li>6. Translation of documents, training and websites into EN.</li> <li>7. Implementation of the HR4MU II project outputs.</li> <li>8. Support for academic writing skills for R1 and R2, mentoring.</li> <li>9. Strengthening the support of graphic design services for teaching and scientific presentations.</li> </ol>
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<p><b>9. Public engagement</b></p> <p>Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public's understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public's concerns.</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. The R&amp;D website in CZ is not structured in a way that would popularise the research activities of FM MU.</li> <li>2. R&amp;D at FM MU do not have its website in EN.</li> <li>3. Young researchers lack systematic and long-term support for developing academic writing skills.</li> <li>4. Researchers lack graphic design services for teaching and scientific presentations.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• The more time employees spend on research, the more frequent and positive is their experience with the services of TTO.</li> <li>• 24 % of Rs do not perceive sufficient support in the area of public dissemination or commercial use of their research work.</li> <li>• 21 % of Rs state that they do not know the University departments helping with the transfer of research results into practice.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 111/1998 Coll. on Higher Education (Sec. 1)</li> <li>• MU Study and Examination Regulations</li> <li>• MU Directive 6/2015 Code of Ethics (Sec. 11)</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b>  FM MU has an Office for Public Relations dedicated to the popularisation of research results of its employees – interviews, podcasts, news on the web and FB as well as public events (Night of Scientists, Masaryk Children's University (MjUNI), Science Slam, Science Festival with the South Moravian Region, etc.). MU runs the Mendel Museum.</p> <p>The list of publications of each employee is published on the MU website (the initial record of publication is in the IS MU and relevant information are as popularising form published on the MU website). Many researchers use a profile on Google Scholar, Research Gate or Academia.edu to make their results visible. The scope of these activities is not dealt with systematically at MU. At the University level, the TTO deals with the area of knowledge and technology transfer.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Update of the R&amp;D website, to increase the promotion and international visibility of research activities at FM MU.</li> <li>2. Support for academic writing skills for R1 and R2, mentoring.</li> <li>3. Implementation of the HR4MU II project outputs.</li> <li>4. Strengthening the support of graphic design services for teaching and scientific presentations.</li> </ol>

			5. Translation of documents, training and websites into EN.
<p><b>10. Non discrimination</b></p> <p>Employers and/or funders of researchers will not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Insufficient sharing of knowledge and experience between senior and junior researchers.</li> <li>2. Employees are not systematically acquainted with the MU Code of Ethics and news in the area of ethical principles, e.g. during the adaptation process and refresher courses.</li> <li>3. Many employees do not know who to turn to if they encounter discriminatory or unethical behaviour.</li> <li>4. Some internal documents and websites are not available in EN.</li> <li>5. There are no rules for the gender balance of selection committees during selection procedures.</li> <li>6. The members of selection committees are not trained on the issue of discrimination.</li> <li>7. The issue of discrimination is not part of the adaptation guide for new MU employees.</li> <li>8. Faculty premises do not have facilities for parents with small children.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 9.2 % of Rs rarely encounter discrimination based on gender (R1 and women more frequently). 6.6 % of women encounter it often.</li> <li>• 19 % of Rs sometimes experience age discrimination.</li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> The Faculty strives to prevent discrimination against all employees. Offers a supportive work environment regardless of age, gender, race, or religion, and enables to combine personal and professional life.</p> <p>The selection procedure (SP) is regulated by the Regulations on Competitive Selection Procedures (RCSP) which addresses, among other things, the equal opportunities requirements, including reflecting specifics of individual groups and people with disabilities. There must be no discrimination, unequal treatment or unauthorised handling of personal data.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Implementation of activities to support junior and senior Rs knowledge sharing.</li> <li>2. Setting up a system of regular evaluation of PGS supervisors.</li> <li>3. Mandatory familiarisation of all employees with the MU Code of Ethics.</li> <li>4. Considering the discrimination issue during the adaptation and in guidelines for employees, including the complaint process.</li> <li>5. Translation of documents, training and websites into EN.</li> <li>6. Dean's Office employee's language competencies development.</li> <li>7. Furnishing the Faculty premises to fit the needs of parents with small children.</li> </ol>

		<ul style="list-style-type: none"> <li>• 47 % of Rs consider the tools to prevent discrimination at MU to be good.</li> <li>• Some foreign employees point out unequal access to information (there are no translations of internal documents) and insufficient language skills of some of the staff of the Dean's Office.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Labour Code No. 262/2006 Coll. (§16)</li> <li>• Act No. 198/2009 Coll., the Antidiscrimination Act</li> <li>• MU Regulations on Competitive Selection Procedures</li> <li>• MU Employment Code (Art. 2h)</li> <li>• MU Directive 6/2015 Code of Ethics</li> <li>• MU Equal Opportunity Panel (Sec. 16)</li> <li>• MU Directive No. 5/2014 Control Regulations</li> <li>• MU Instruction 1/2016 Equal Opportunity Panel Rules of Procedure</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>8. The IRG will include the rules for compliance with gender balance in the composition of the selection committee.</p> <p>9. E-learning for members of the selection committee, incl. in the topic of discrimination in SP.</p>
<p><b>11. Evaluation/ appraisal systems</b></p> <p>Employers and/or funders should introduce for all researchers, including senior researchers, evaluation/appraisal systems for assessing their professional performance on a</p>	<p>-/+</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Work performance evaluation system of academic staff was only implemented as a pilot at some workplaces.</li> <li>2. Many senior employees lack regular personal feedback from the Faculty management, information on specific priorities for a given period, and an agreement on setting workplace goals.</li> <li>3. The employee evaluation system is not linked to other evaluation systems, including those of evaluating</li> </ol>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b>  MU evaluates the FM MU every year, and in regular evaluation. For regular annual academics evaluation, MU has an online application EVAK. In 2019/20, FM MU applied EVAK in pilot mode for 4 workplaces.</p> <p>Non-academic employees undergo regular evaluation of work performance through a separate</p>

<p>regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee. Such evaluation and appraisal procedures should take due account of their overall research creativity and research results, e.g. publications, patents, management of research, teaching/lecturing, supervision, mentoring, national or international collaboration, administrative duties, public awareness activities and mobility, and should be taken into consideration in the context of career progression.</p>		<p>hospitals. Academic staff point out the necessity to repeatedly fill in the same data into different systems.</p> <ol style="list-style-type: none"> <li>4. Evaluation system is not linked to the long-term strategy of FM MU and the strategy of workplaces.</li> <li>5. The evaluation system is not linked to the rules of career advancement.</li> <li>6. Some workplaces have a very flat organisational structure; the Head directly supervises up to tens of employees and therefore is unable to provide adequate and regular feedback and support for the employees' career development.</li> <li>7. Evaluators and administrators of the system are not professionally trained.</li> <li>8. The EVAK system does not provide some data in sufficient detail and is not very user-friendly.</li> <li>9. The system of evaluation of non-academic employees does not emphasise the customer-friendly approach of the staff of the Dean's Office within the framework of internal supplier relations.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 32 % of Rs state that they do not feel they receive sufficient feedback concerning their work performance from superior.</li> <li>• 34 % of Rs do not feel support for their career growth.</li> <li>• Many senior employees lack regular personal feedback from the Faculty management.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 111/1998 Coll. on Higher Education (Sec. 10)</li> <li>• MU Directive 5/2017 Staff evaluation</li> </ul>	<p>system. Employers have the opportunity to appeal against the results of the evaluation.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Setting up a system of regular personal evaluation for all workplaces, the aim of which will be to support the development of the workplace, motivation and performance of its employees, clarification of priorities and mutual expectations, discussion of possible support, professional and career development.</li> <li>2. Connecting the evaluation system to the long-term strategy of FM MU and the strategy of the particular workplace.</li> <li>3. Training of evaluators and administrators.</li> </ol> <p><b>Academic staff and researchers</b></p> <ol style="list-style-type: none"> <li>4. Revision and interconnection of the different systems (e.g. METHODOLOGY 17+, accreditation, EVAK, performance evaluation system for supervisors of doctoral students, etc.) with the R1 – R4 career levels.</li> <li>5. Establishing evaluation criteria for employees in leadership positions, including support for the career development of their subordinates.</li> </ol> <p><b>The staff of the Dean's Office</b></p> <ol style="list-style-type: none"> <li>6. Taking account of the customer-friendly approach.</li> </ol>
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		<ul style="list-style-type: none"> <li>• FM MU Directive 4/2020 Research Groups at FM MU</li> <li>• MU Employment code (Art. 4)</li> <li>• MU Measure 9/2019 International Evaluation Panel</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	
<b>Recruitment and Selection</b>			
<p><b>12. Recruitment</b></p> <p>Employers and/or funders should ensure that the entry and admission standards for researchers, particularly at the beginning of their careers, are clearly specified and should also facilitate access for disadvantaged groups or for researchers returning to a research career, including teachers (of any level) returning to a research career. Employers and/or funders of researchers should adhere to the principles set out in the Code of Conduct for the Recruitment of Researchers when appointing or recruiting researchers.</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. The current legislative support and recruitment practice at the Faculty do not fully take into account all the principles of OTM-R. E.g. international comparability is not explicitly laid down; advertising is not always open for international applicants; job advertisement does not include career development, etc.</li> <li>2. Several employees, especially R1, lack more details regarding some information (space to fulfil scientific goals, amount of teaching, support of professional development) and 20% of employees do not consider the conditions of recruitment for some positions to be transparent.</li> <li>3. Only a small number of candidates respond to some tenders, which is caused among other things by the insufficient local and international presentation of the Faculty and lack of HR marketing.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 24 % of Rs perceive that the recruitment process is not open to all applicants from abroad.</li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> National and university regulations correspond with the concept of the Charter. Despite the more generally formulated internal regulation, actual job advertisements fulfil OTM-R methodology. Recruitment is organised and implemented by the Personnel Office using an internal online system. Positions of academic staff are filled based on a tender, published at least 30 days before the deadline for application submissions on the public University website. Selected positions (Associate Professor and Professor) are also advertised on other local and international portals, e.g. Euraxess. All jobs are advertised in a standardised structure, include a description of the required knowledge and skills which is not very specialised, as well as a description of working conditions, benefits and rights. The international relevance of the applicant's profile is also a necessary condition.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. The establishment of an Internal Faculty OTM-R guideline considering the EC OTM-R and MU OTM-R policy and to career paths and</li> </ol>



		<ul style="list-style-type: none"> <li>• According to <math>\frac{1}{3}</math> of Rs, the procedure for recruiting employees is not comparable with other countries and does not attract suitable applicants.</li> <li>• 58 % of Rs perceive the requirements placed on applicants as appropriate.</li> <li>• 21 % of Rs stated that they do not think that their workplace approaches the recruitment and selection of new employees transparently.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 111/1998 Coll. on Higher Education (Sec. 17, 77)</li> <li>• MU Regulations on Competitive Selection Procedures (Art. 3)</li> <li>• Methodical Sheet 1/2019 Admission Procedure for MU Doctoral Study Programmes</li> <li>• MU Measure 8/2019 Personnel Policy Support Programme for the period of 2020-2024</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>University Hospital professional requirements. Publication on the Faculty web in CZ and EN and newsletter distribution for all employees.</p> <p>2. Creation of an HR marketing strategy to support the recruitment of excellent research and FM MU academic staff.</p>
<p><b>13. Recruitment (Code)</b> Employers and/or funders should establish recruitment procedures which are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised. Advertisements should give a broad description of knowledge and</p>	<p>-/+</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. The Regulations on Competitive Selection Procedures do not correspond with all OTM-R requirements.</li> <li>2. The Faculty does not have an internal guideline for the implementation of selection procedures following the requirements of OTM-R.</li> <li>3. Job offers do not contain references to all information listed in the relevant section of the manual.</li> <li>4. Only a small number of candidates respond to some tenders, which is caused by the insufficient local and</li> </ol>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> The recruitment of Faculty staff regulates RCSP, available in CZ and EN.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. The establishment of an Internal Faculty OTM-R guideline considering the EC OTM-R and MU OTM-R policy and to career paths and University Hospital professional requirements. Publication on the Faculty web in CZ and EN and newsletter distribution for all employees.</li> </ol>

<p>competencies required, and should not be so specialised as to discourage suitable applicants. Employers should include a description of the working conditions and entitlements, including career development prospects. Moreover, the time allowed between the advertisement of the vacancy or the call for applications and the deadline for reply should be realistic.</p>		<p>international presentation of the Faculty and lack of HR marketing, which would support the application of candidates from an under-represented group.</p> <ol style="list-style-type: none"> <li>5. EURAXESS is used for advertising positions only in exceptional cases by some departments of the Faculty.</li> <li>6. Social networks (LinkedIn) are not used for advertising vacancies.</li> <li>7. There is no system of quality control and automated evaluation of the efficiency of the recruitment process (e-application JOBS.MU).</li> <li>8. Some internal directives and public documents are available only in CZ.</li> </ol> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 111/1998 Coll. on Higher Education</li> <li>• MU Regulations on Competitive Selection Procedures</li> <li>• Methodical Sheet 1/2019 Admission Procedure for MU Doctoral Study Programmes</li> <li>• MU Measure 8/2019 Personnel Policy Support Programme for the period of 2020-2024</li> <li>• The Centre for International Cooperation</li> <li>• International Studies Office FM MU</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_of_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_of_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<ol style="list-style-type: none"> <li>2. IRG will contain rules for the international advertising of vacancies in Euraxess, obligatory vacancy advertisement templates.</li> <li>3. IRG will be linked with references to the relevant regulations mentioned in job offers (e.g. RCSP, GDPR, Career Regulations, Internal Wage Regulations, etc.).</li> <li>4. Creation of HR marketing strategy to support under-represented groups candidates application.</li> <li>5. Defining proposals for modification of the JOBS.MU e-application to speed up and streamline the recruitment process and its automated evaluation (implementation in cooperation with the RMU).</li> <li>6. Creation and evaluation of a pilot project for the utilisation of social networks (LinkedIn) for recruitment.</li> <li>7. (E)Course for the people responsible for conducting the SP (as specified in the IRG) incl. the members of selection committees.</li> <li>8. Translation of documents, training and websites into EN.</li> <li>9. Setting up a quality control and effectiveness evaluation system for the recruitment process.</li> </ol>
<p><b>14. Selection (Code)</b></p> <p>Selection committees should bring together diverse expertise and</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. The Regulations on Competitive Selection Procedures (RCSP) do not correspond with all OTM-R requirements and is not available in the form of a Faculty guideline.</li> </ol>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> According to the RCSP, the Head of Personnel Office is responsible for the selection of employees.</p>

<p>competences and should have an adequate gender balance and, where appropriate and feasible, include members from different sectors (public and private) and disciplines, including from other countries and with relevant experience to assess the candidate. Whenever possible, a wide range of selection practices should be used, such as external expert assessment and face-to-face interviews. Members of selection panels should be adequately trained.</p>		<ul style="list-style-type: none"> <li>• There are no defined requirements for expertise, competencies or gender balance for the members of selection committees.</li> <li>• There is no description of the process of assessing professional competencies, experience and personal qualities in a way that would lead to the selection of the most suitable candidate.</li> </ul> <ol style="list-style-type: none"> <li>2. There is no specific training programme, and none of the persons responsible for the SP, incl. commission members are trained.</li> <li>3. There is no system of quality control and automated evaluation of the effectiveness of the SP.</li> <li>4. Some internal directives and public documents are only available in CZ.</li> <li>5. Many employees of the Dean’s Office who participate in the recruitment process do not communicate in EN fluently.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 23 % of Rs have been a part of a selection committee during the last 5 years. 33% of men, 14% of women, and 55% of the R3.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 111/1998 Coll. on Higher Education</li> <li>• MU Regulations on Competitive Selection Procedures</li> <li>• Methodical Sheet 1/2019 Admission Procedure for MU Doctoral Study Programmes</li> <li>• MU Measure 8/2019 Personnel Policy Support Programme for the period of 2020-2024</li> </ul>	<p>The participants in the process are acquainted with the University regulations. A wide range of SP’s includes external expert opinions and oral interviews. The criteria take into account professional qualities, experience, mobility, and the results of the candidates’ creative work. Discrimination is prohibited.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Internal Faculty OTM-R guideline considering the EC OTM-R and MU OTM-R policy and to career paths and University Hospital professional requirements. Publication on the Faculty web in CZ and EN and newsletter distribution for all employees.</li> <li>2. IRG will contain: <ul style="list-style-type: none"> <li>• Mandatory composition, expertise, and competencies of selection committees in terms of different specialisations and gender balance.</li> <li>• The process of assessing professional competencies, experience and personal qualities in a way that will lead to the selection of the most suitable candidate.</li> </ul> </li> <li>3. (E)Course for the people responsible for conducting the SP (as specified in the IRG) incl. the members of selection committees.</li> <li>4. The quality control system of the SP.</li> <li>5. Translation of documents, training and websites into EN.</li> <li>6. Dean’s Office employees language competencies development.</li> </ol>
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<p><b>15. Transparency (Code)</b></p> <p>Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their applications.</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>The Regulations on Competitive Selection Procedures (RCSP) do not correspond with all OTM-R requirements and is not available in the form of a Faculty guideline. <ul style="list-style-type: none"> <li>Applicants are not informed about career development possibilities before the SP begins.</li> <li>After the conclusion of the SP, candidates are not systematically informed of the strengths and weaknesses of their candidacy.</li> <li>There are no defined procedures for resolving and monitoring complaints about the results of the SP.</li> </ul> </li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>85 % of Rs who have participated in an SP in the last five years feel that they have received sufficient information during the selection procedure (100% of R3 and R4).</li> <li>Some employees lacked information about financial compensation and long-term expectations during the SP and feedback after its conclusion.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>MU Regulations on Competitive Selection Procedures</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> According to the RCSP, the Head of the Personnel Office is responsible for the selection of employees. Before the SP starts, the applicants are informed about the selection procedure and the selection criteria, and the number of vacancies. A non-public record of the course of each SP is prepared; it is used for random quality control or for inspecting compliance with internal regulations.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>Internal Faculty OTM-R guideline considering the EC OTM-R and MU OTM-R policy and to career paths and professional requirements of the University Hospital. Publication on the Faculty web in CZ and EN version and newsletter distribution to all employees.</li> <li>IRG will contain: <ul style="list-style-type: none"> <li>Establishing mandatory information for applicants on career development possibilities and about the strengths and weaknesses of their candidacy after the conclusion of the selection procedure.</li> <li>Description of the possibilities and procedures for filing a complaint about the course and results of the SP.</li> </ul> </li> </ol>

<p><b>16. Judging merit (Code)</b></p> <p>The selection process should take into consideration the whole range of experience of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered. This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be properly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>The Regulations on Competitive Selection Procedures (RCSP) do not correspond with all OTM-R requirements and is not available in the form of a Faculty guideline. <ul style="list-style-type: none"> <li>There is no description of the process of assessing expertise competencies, experience, mobility and personal qualities in a way that would lead to the selection of the most suitable candidate.</li> </ul> </li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>35 % of Rs feel that the selection criteria do not take into account the level of experience outside academia and foreign mobility.</li> <li>Only 30 % of Rs think that there is an emphasis on the popularisation of science during selection.</li> <li>According to Rs, the most widely applied selection criteria are research potential, involvement in research projects, quality of scientific publications and research results, the ability to work in a team, and the level of academic experience.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>MU Regulations on Competitive Selection Procedures</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b></p> <p>A wide range of selection processes is used during the SP. Criteria are set for the assessment of candidates, taking into account professional qualities, experience, knowledge, mobility, and results of creative work.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>Creation and implementation of a Faculty roles and positions system, including professional and personal competencies and rules for career advancement following the European Framework for Research Careers which defines the necessary and recommended competencies for each of the four career levels (R1 - R4).</li> <li>Internal Faculty OTM-R guideline considering the EC OTM-R and MU OTM-R policy and to career paths and professional requirements of the University Hospital. Publication on the Faculty web in CZ and EN and newsletter distribution for all employees.</li> <li>IRG will contain a description of the process of assessing professional competencies, experience and personal qualities in a way that takes into account the candidates' overall experience, balanced proportions of evaluation criteria (for example the international comparability of the applicant's research profile, the degree of experience outside academia, the contribution to the popularisation of science, mobility) that will lead to the selection of the most suitable candidate.</li> </ol>
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attention should be paid to any contributions to patents, development or inventions.			
<p><b>17. Variations in the chronological order of CVs (Code)</b></p> <p>Career breaks or variations in the chronological order of CVs should not be penalised but regarded as an evolution of a career, and consequently, as a potentially valuable contribution to the professional development of researchers towards a multidimensional career track. Candidates should therefore be allowed to submit evidence-based CVs, reflecting a representative array of achievements and qualifications appropriate to the post for which application is being made.</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>The Regulations on Competitive Selection Procedures (RCSP) do not correspond with all OTM-R requirements and is not available in the form of a Faculty guideline. <ul style="list-style-type: none"> <li>The assessment of career breaks in the CV is not specified.</li> </ul> </li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>35 % of Rs think that the selection criteria do not take into account the level of experience outside academia.</li> <li>30 % of Rs stated that professional mobility is not taken into account among selection criteria.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>MU Regulations on Competitive Selection Procedures</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> The career break of academic staff or researcher is approached in SP on an individual basis. The competency profile of the candidate is evaluated as a whole and in mutual connections.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>Internal Faculty OTM-R guideline considering the EC OTM-R and MU OTM-R policy and to career paths and professional requirements of the University Hospital. Publication on the Faculty web in CZ and EN version and newsletter distribution to all employees.</li> <li>IRG will contain a specification for the assessment of career breaks in the CV.</li> </ol>
<p><b>18. Recognition of mobility experience (Code)</b></p>	+/-	<p><b>GAPS:</b></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b></p>

<p>Any mobility experience, e.g. a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher.</p>		<p>1. The Regulations on Competitive Selection Procedures (RCSP) do not correspond with all OTM-R requirements and is not available in the form of a Faculty guideline.</p> <ul style="list-style-type: none"> <li>The assessment of foreign internships or virtual mobility experience is not specified; there is no explicit bonus.</li> </ul> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>34 % of Rs think that foreign mobility is not taken into account among the selection criteria</li> <li>30 % of Rs state that professional mobility is not taken into account among selection criteria</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>MU Regulations on Competitive Selection Procedures</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>The mobility of academic staff or a researcher is evaluated on an individual basis during the SP, usually positively. The competency profile of the candidate is evaluated as a whole and in mutual connection.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>Internal Faculty OTM-R guideline considering the EC OTM-R and MU OTM-R policy and to career paths and professional requirements of the University Hospital. Publication on the Faculty web in CZ and EN version and newsletter distribution to all employees.</li> <li>IRG will contain a specification for the assessment of foreign internships or virtual mobility experience.</li> </ol>
<p><b>19. Recognition of qualifications (Code)</b></p> <p>Employers and/or funders should provide for appropriate assessment and evaluation of the academic and professional qualifications, including non-formal qualifications, of all researchers, in particular within the context of</p>	<p>++</p>	<p><b>GAPS:</b></p> <p>N/A</p> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>Act No 111/1998 Coll. on Higher Education (Sec. 89-90b)</li> <li>Act No. 95/2004 Coll. Qualification regulations for the exercise of the professions of medical health professionals</li> <li>Act No. 96/2004 Coll. Qualification regulations for the exercise of the professions of non-medical health professionals</li> <li>Act No. 18/2004 Coll. on the Recognition of Professional Qualifications</li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b></p> <p>At the FM MU, the activity of recognising qualifications is well ensured by the International Studies Office and the Office for Studies (for persons applying for recognition of university and secondary education qualifications) and methodological guidance is provided by the RMU. Both offices have more than a decade of experience in recognising of qualifications. The Office for Specialized Education of FM MU can provide professional support with the recognition of professional qualifications obtained abroad in the medical professions.</p>

<p>international and professional mobility. They should inform themselves and gain a full understanding of rules, procedures and standards governing the recognition of such qualifications and, consequently, explore existing national law, conventions and specific rules on the recognition of these qualifications through all available channels.</p>		<ul style="list-style-type: none"> <li>• Act No. 500/2004 Coll. The Administrative Procedure Code</li> <li>• MU Directive 8/2011 Rules for Recognition of Results of Study Periods and Work Placements of MU Students Abroad</li> <li>• The international agreements regulating the recognition of the equivalence of educational documents by which the Czech Republic is bound.</li> <li>• The international agreements regulating the verification of public documents by which the Czech Republic is bound (bilateral agreements on level aid and the multilateral Hague Convention).</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_lf_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_lf_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p><b>PROPOSALS:</b> N/A</p>
<p><b>20. Seniority (Code)</b></p> <p>The levels of qualifications required should be in line with the needs of the position and not be set as a barrier to entry. Recognition and evaluation of qualifications should focus on judging the achievements of the person rather than his/her circumstances or the reputation of the institution where the qualifications were gained. As professional</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. The Regulations on Competitive Selection Procedures (RCSP) do not correspond with all OTM-R requirements and is not available in the form of a Faculty guideline. <ul style="list-style-type: none"> <li>• The seniority principle is not explicitly specified by any regulations.</li> </ul> </li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• See the survey results regarding principles 16 – 19</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Labour Code No. 262/2006 Coll. (§16)</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_lf_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_lf_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> The level of required qualifications during the SP corresponds to the requirements of the position. Recognition and evaluation of qualifications are aimed at assessing the results achieved by the person. The competency profile of the candidate is evaluated as a whole and in mutual connection.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Internal Faculty OTM-R guideline considering the EC OTM-R and MU OTM-R policy and to career paths and professional requirements of the University Hospital. Publication on the Faculty web in CZ and EN version and newsletter distribution to all employees.</li> <li>2. IRG will contain a specification of seniority assessment as an explanatory guideline for the</li> </ol>



<p>qualifications may be gained at an early stage of a long career, the pattern of lifelong professional development should also be recognised.</p>			<p>rules corresponding with the point “merit assessment”.</p>
<p><b>21. Postdoctoral appointments (Code)</b></p> <p>Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments, should be established by the institutions appointing postdoctoral researchers. Such guidelines should take into account time spent in prior postdoctoral appointments at other institutions and take into consideration that the postdoctoral status should be transitional, with the primary purpose of providing additional professional development opportunities for a</p>	<p>--</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>The appointment of postdocs or the rules for their career development are not systematically addressed.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>There is no definition of individual positions of workers in R&amp;D.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <p>So far, there is no MU regulation addressing this systematically.</p> <ul style="list-style-type: none"> <li>MU Directive 3/2018 Catalogue of posts</li> <li>FM MU Directive 4/2020 Research Groups at FM MU</li> <li>Postdoc MU info (web)</li> <li>Handled by the rules regulating specific calls for postdoc recruitment, by the Methodology of the Research and Development Office, for example, the OP RDE “Mobility” - POSTDOC III includes a transparent and demanding selection system</li> <li>Rules for the selection of postdocs with common standards: <ul style="list-style-type: none"> <li>A key responsibility of the mentor (PI)</li> <li>An independent and unifying view of the quality of applicants using MU SAB</li> <li>Supervision of transparency of the process</li> </ul> </li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b></p> <p>There are two post-doctoral positions at FM MU, “Research Assistant” and “Researcher II”. RCSP regulate the SP; the MU Internal Wage Regulations regulate remuneration.</p> <p>The Postdoc position is used independently only in faculty grant projects. Conditions of the individual projects regulate their recruitment and remuneration. The Postdoc@MUNI project aims are to create jobs for PSG graduates in MU research teams. There are Postdocs in the GACR Junior projects, in the calls of OP RDE, priority axis 1.</p> <p>In 2020, the Institute of Research Group was at FM MU established as part of HR Award activities, including working conditions and funding resources. It allows R2-postdoc researchers to set up a separate junior research group.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>Creation and implementation of a Faculty roles and positions system, including professional and personal competencies and rules for career advancement following the European Framework for Research Careers which defines the necessary and recommended</li> </ol>

<p>research career in the context of long-term career prospects.</p>		<p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>competencies for each of the four career levels (R1 - R4).</p> <ol style="list-style-type: none"> <li>2. Setting up a system of career paths and career development of employees.</li> <li>3. Strengthening separate programmes for support of junior positions (ways of funding and developing tools for career development).</li> </ol>
<b>Working Conditions and Social Security</b>			
<p><b>22. Recognition of the profession</b></p> <p>All researchers engaged in a research career should be recognised as professionals and be treated accordingly. This should commence at the beginning of their careers, namely at postgraduate level, and should include all levels, regardless of their classification at a national level (e.g. employee, postgraduate student, doctoral candidate, postdoctoral fellow, civil servants).</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. <math>\frac{1}{3}</math> of junior researchers do not feel recognised as full members of the professional group, despite full legislative compliance</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 32 % of Rs do not feel like a full member, especially R1 and R2. Men feel more respected than women.</li> <li>• Insufficiently defined position of young research teams (young PIs) and related duties, entitlements, benefits, etc., including work (laboratory) space and the possible number of students per young PI; an unequal status of young researchers and different starting conditions.</li> <li>• Some PGS at theoretical workplaces report being overloaded with teaching and organisational tasks at the workplace which is not related to their doctoral research and study, even though FM MU does not employ them. Many of R3s consider this practice to be appropriate.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• MU Directive 6/2015 Code of Ethics (Sec. 5, 9)</li> <li>• MU Directive 3/2018 Catalogue of posts</li> <li>• MU Internal wage regulations</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a</a></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> The internal directives of MU define the positions of researchers at FM MU. Respect and collegiality towards all employees follow from the basic Code of ethics of MU. Any violations of these principles are resolved by the Ethics Board of MU, the Equal Opportunity Panel, or as standard complaints resolved by the Deans of the Faculties under the supervision of the Office of the Rector' Inspectorate.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Creation and implementation of a Faculty roles and positions system, including defining professional and personal competencies and rules for career advancement following the European Framework for Research Careers, which defines the necessary and recommended competencies for each of the four career levels (R1 to R4), incl. clearly defined positions of junior researchers and its related rights and obligations.</li> <li>2. Mandatory familiarisation of all employees with the MU Code of Ethics.</li> </ol>

		<a href="#">ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a>	3. Support of identification of FM MU employees with internal culture and values.
<p><b>23. Research environment</b></p> <p>Employers and/or funders of researchers should ensure that the most stimulating research or research training environment is created which offers appropriate equipment, facilities and opportunities, including for remote collaboration over research networks, and that the national or sectoral regulations concerning health and safety in research are observed. Funders should ensure that adequate resources are provided in support of the agreed work programme.</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Many employees point out the need of greater interdisciplinary cooperation support, the sharing of infrastructure, laboratories, and basic research equipment (pipette tips...), breeding facilities reconstruction, and the need for more information and administrative support.</li> <li>2. Some theoretical research institutes lack sufficient quality protective equipment.</li> <li>3. Many employees lack modern IT equipment supporting remote collaboration as well as advanced data management capabilities.</li> <li>4. Due to frequent laboratory work outside of standard business hours, some employees would appreciate increased security on the Campus.</li> <li>5. There is no shared space for PhD students group activities and non-formal meeting point.</li> <li>6. Many internal documents are not translated into EN.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 68 % of Rs find the space and support for the implementation of academic and research goals as sufficient (76 % women).</li> <li>• 38 % of R1s and R2s do not find time, finances, and support provided by the workplace sufficient.</li> <li>• Freedom of research is significantly limited by the availability of technology and equipment for 20 % Rs.</li> <li>• 37 % of Rs do not feel virtual mobility support.</li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> MU has made enormous investments in the FM MU equipment, premises, computer networks and IT equipment. It has also created an appropriate institutional framework for the implementation of the investments. OHS is managed systematically. In 2020 was opened SIMU, a unique teaching workplace.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Research infrastructure – audit of instrumentation, laboratories and breeding facilities, the establishment of rules for sharing, creation of renewal and development strategy.</li> <li>2. Audit and revision of administrative processes and their unification and digitalization, strengthening of administrative support of workplaces (preparation and implementation of projects, support in areas of statistics and publication).</li> <li>3. Information support – revision of the R&amp;D website, including EN version.</li> <li>4. Revision of the process of checking compliance with the rules of occupational safety at theoretical institutes.</li> <li>5. Support of virtual mobility and technical equipment of employees (for opponencies, working in committees, cooperation on projects, etc.), advanced data management options.</li> </ol>

		<ul style="list-style-type: none"> <li>• Due to frequent laboratory work outside of standard business hours, some employees would appreciate increased University Campus security.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 111/1998 Coll. on Higher Education (Sec. 19)</li> <li>• Labour Code No. 262/2006 Coll. (Sec. 10)</li> <li>• Act No. 130/2002 Coll. on the Support of Research and Development from Public Funds</li> <li>• MU Directive 8/2017 MU Grant Agency</li> <li>• MU Directive 9/2017 Administration of IT</li> <li>• Rector’s Directive 10/2009 Organization of OHS at MU</li> <li>• Rector’s Directive 4/2005 Organization of Fire Safety at MU</li> <li>• MU Instruction 1/2017 Provision of Personal Protective Equipment</li> <li>• FM MU Organizational Code</li> <li>• Long-term Strategic Plan of MU 2021-28</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<ol style="list-style-type: none"> <li>6. Audit of needs concerning increasing the personal safety of employees, a proposal, and implementation of measures.</li> <li>7. Shared space for group work of PhD students, and an informal meeting point.</li> <li>8. Translation of documents, training and websites into EN.</li> </ol>
<p><b>24. Working conditions</b> Employers and/or funders should ensure that the working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance in</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Many members of the academic staff are not familiar with basic information regarding working conditions (e.g. they do not know the working hour's rules).</li> <li>2. Information on working conditions is not available on the FM MU website in EN.</li> <li>3. Difficulties in taking sabbatical leave (the need to ensure regular teaching of students).</li> </ol>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> FM MU uses for adjusting working hours all flexible tools (part-time work, flexible working hours, home office, adjusting working conditions after returning from parental leave). Sabbatical leave is provided for 6 months more than what is required by law. MU has established internal institutions focused on supporting people with disabilities. In August 2020, MU entered into a partnership with a pre-school care provider that provides its services at a</p>

<p>accordance with existing national legislation and with national or sectoral collective-bargaining agreements. They should aim to provide working conditions which allow both women and men researchers to combine family and work, children and career. Particular attention should be paid, inter alia, to flexible working hours, part-time working, tele-working and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements.</p>	<p>4. FM MU does not have an adaptation guideline summarizing relevant information for academic staff, including EN version.</p> <p>5. Faculty premises do not have facilities for parents with small children.</p> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• The possibility of combining personal and professional life is perceived positively by 78 % of Rs (83 % of women).</li> <li>• The theoretical workplaces at the Campus of FM MU have repeatedly called for the establishment of a Children’s Group to “untie the hands” of parents who take part in teaching or who work in laboratories; this goal was achieved during 2020. However, the Campus still lacks facilities for parents with small children.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 111/1998 Coll. on Higher Education (Sec. 70a)</li> <li>• MU Collective Agreement</li> <li>• MU Employment code</li> <li>• MU Directive 11/2013 Working hours at MU</li> <li>• MU Directive 4/2017 Sabbatical leave</li> <li>• MU Directive 8/2014 Ensuring MU accessibility for disabled persons</li> <li>• Dean’s Directive 1/2018 Rights and Responsibilities of employees and work organization at FM MU</li> <li>• Teiresias Centre</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>subsidized price. Information on working conditions is available to employees after logging on to the FM MU website.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Revision and creation of information materials for employees (e.g. working conditions, adaptation manuals, descriptions of administrative processes).</li> <li>2. Creation of adaptation guidelines for various groups of employees.</li> <li>3. Sabbatical leave – a creation of rules for workplace support in the use of the leave.</li> <li>4. Furnishing the Faculty premises to fit the needs of parents with small children.</li> <li>5. Translation of documents, training and websites into EN.</li> </ol>
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<p><b>25. Stability and permanence of employment</b></p> <p>Employers and/or funders should ensure that the performance of researchers is not undermined by instability of employment contracts, and should therefore commit themselves as far as possible to improving the stability of employment conditions for researchers, thus implementing and abiding by the principles and terms laid down in the EU Directive on Fixed-Term Work. (směrnice Rady 1999/70/ES.)</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Uncertainty of researchers in the transition periods between grants.</li> <li>2. There is no translation of some internal documents into EN.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 19 % of Rs state that their performance as a researcher is affected negatively by a fixed-term contract (24 % of R2s, women more than men).</li> <li>• The more active researchers are in submitting grant applications, the longer they remain in an uncertain position of fixed-term employment. As a result, they are discriminated against, for example, by banks when applying for a mortgage. We have not noticed any other kinds of discrimination.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Labour Code No. 262/2006 Coll. (§39/2)</li> <li>• MU Collective Agreement (Sec. 6/3)</li> <li>• FM MU Directive 4/2020 Research Groups at FM MU</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> The Labour Code of CR prohibits more than two extensions of employment except for work of a special nature, such as a project specialist. These jobs are regulated by a collective agreement with a trade union. Employees in a fixed-term employment relationship are informed at least two months before its termination about the possibility of extending it or changing it to a permanent contract. These employees have the same access to benefits, training and development as others.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Creation and implementation of a system of positions and jobs at FM MU, including defining professional and personal competencies and rules for career advancement following the European Framework for Research Careers, which defines the necessary and recommended competencies for each of the four career levels (R1 to R4, incl. clearly defined positions of junior researchers and its related rights and obligations.</li> <li>2. Setting up a system of career paths and career development of employees.</li> <li>3. Internal Grant Agency (InGA) FM MU – adjustment of conditions for financial support of researchers to bridge the period between grants.</li> <li>4. Translation of documents, training and websites into EN.</li> </ol>
<p><b>26. Funding and salaries</b></p>	+/-	<p><b>GAPS:</b></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b></p>

<p>Employers and/or funders of researchers should ensure that researchers enjoy fair and attractive conditions of funding and/or salaries with adequate and equitable social security provisions (including sickness and parental benefits, pension rights and unemployment benefits) in accordance with existing national legislation and with national or sectoral collective bargaining agreements. This must include researchers at all career stages including early-stage researchers, commensurate with their legal status, performance and level of qualifications and/or responsibilities.</p>	<ol style="list-style-type: none"> <li>1. Insufficient awareness of employees (incl. senior/manager positions) about the rules and possibilities of financing workplaces, research groups and individuals. There is a lot of misinformation, which often results in the demotivation of the employees.</li> <li>2. There are no transparent rules for determining a personal premium or bonuses.</li> <li>3. Insufficient support for junior positions for doing their own research.</li> <li>4. Non-transparency of remuneration of teaching in Czech programmes, especially for junior academic staff (R1, R2).</li> <li>5. Translation of some internal documents into EN is not available.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 45 % of Rs do not see their remuneration as adequate. The most dissatisfied groups are R1 and R2. Women are happier with their salary than men.</li> <li>• The R3 group evaluates the expectations vs real salary in the most positive way.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• MU Internal wage regulations</li> <li>• MU Collective Agreement</li> <li>• MU Directive 3/2018 Catalogue of posts</li> <li>• FM MU Directive 4/2020 Research Groups at FM MU</li> <li>• FM MU Directive 5/2020 Internal FM MU Grant Agency</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>The salary at FM MU consists of a wage rate, performance premium, function premium and bonuses. Health and social insurance are provided. The PGS of FM MU do not pay for studies and receive a scholarship.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Elaboration of budgetary rules of individual workplaces and research groups so that it is possible to manage resources for personnel costs and support of research groups – rules of dividing the costs into personnel and operating costs, an analysis of costs for individual workplaces and, subsequently, taking into account of the balance of the workplaces – budget, resources from workplace activities (teaching, research, projects, etc.) and its costs, incl. the use of its infrastructure.</li> <li>2. Setting the methodology for the determination of a teaching load.</li> <li>3. Setting up a transparent system for allocating performance premiums and bonuses by priorities of FM MU (regular performance evaluation).</li> <li>4. Strengthening of programmes supporting junior positions - methods of funding postdoc positions and development of tools for career advancement.</li> <li>5. Creation of an information platform where there will be the possibilities and rules for remuneration and funding, incl. EN version.</li> <li>6. Translation of documents, training and websites into EN.</li> </ol>
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<p><b>27. Gender balance</b></p> <p>Employers and/or funders should aim for a representative gender balance at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of an equal opportunity policy at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Ensuring a representative gender balance, e.g. in the composition of selection committees or decision-making bodies, is not covered by any regulation.</li> <li>2. There is no specific policy to support gender balance and raise the employees' awareness in this area.</li> <li>3. The percentage of women who do not advance in their careers significantly exceeds the percentage of men.</li> <li>4. The percentage of women in the decision-making bodies of the Faculty does not correspond to the percentage of women among all employees.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 86 % of Rs think that women and men have equal working conditions. Junior researchers and women tend to be a little more sceptical.</li> <li>• 85 % of Rs think that women and men have equal opportunities. Women tend to be a little more sceptical than men.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• MU Directive 6/2015 Code of Ethics (Art. 2)</li> <li>• MU Equal Opportunity Panel</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> The principle of non-discrimination and equality at MU is part of strategic documents and is anchored in the Code of Ethics. MU Equal Opportunity Panel supervises compliance with the principles. Both genders are represented equally among employees; however, during the career advancement, there is a significant decrease in the number of women.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Analysis of the causes of loss of women during career advancement and formulation of targeted support policy. incl. preparations for the formulation of the Gender Equality Plan.</li> <li>2. Furnishing the Faculty premises to fit the needs of parents with small children.</li> <li>3. Raising awareness of the issue of equal representation among employees.</li> <li>4. The establishment of an Internal Faculty OTM-R guideline (IRG) for selection procedures following the EC OTM-R requirements: <ul style="list-style-type: none"> <li>• Defining the mandatory composition, expertise and competencies of selection committees in terms of different fields and gender balance.</li> <li>• (E)Course for the people responsible for conducting the SP (as specified in the IRG) incl. members of selection committees.</li> <li>• Description of the process of assessing professional competencies, experience and personal qualities in a way that will lead to the selection of the most suitable candidate.</li> </ul> </li> </ol>
<p><b>28. Career development</b></p>	-/+	<p><b>GAPS:</b></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p>



<p>Employers and/or funders of researchers should draw up, preferably within the framework of their human resources management, a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for researchers on fixed-term contracts. It should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers, thus motivating them and contributing to reducing any insecurity in their professional future. All researchers should be made familiar with such provisions and arrangements.</p>		<ol style="list-style-type: none"> <li>1. MU does not have a Career Code.</li> <li>2. FM MU does not have an institute for career counselling.</li> <li>3. Information on the habilitation and professorship appointment procedures is not available in EN.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 28 % of Rs do not feel supported in continuing their training and development (at least 41 % of R4 and 32 % of R2).</li> <li>• 34 % of Rs state that they do not receive support for career growth in their workplace (the lowest percentage R2). R3 feels the most supported – 92 %.</li> <li>• Many employees of clinics point out that their work as a lecturer is underestimated, as well as career development. They, in addition to the full-time clinical practice, also teach students but do not participate significantly in research.</li> <li>• Most employees would appreciate the support from a career counsellor or mentor.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• MU Directive 7/2017 Habilitation procedures and professor appointment procedures</li> <li>• MU Directive 5/2017 Staff evaluation (Sec. 2/7)</li> <li>• Office for Qualifying Development for PGS (web)</li> <li>• Office for Qualifying Development for the habilitation procedure and the professor appointment procedure (web)</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_fm_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_fm_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p><b>CURRENT STATUS:</b> FM MU does not have a specific strategy for the development of employees' careers and applies the traditional model – Assistant, Assistant Professor, Associate Professor, Professor. MU has a Career Centre; however, its services mainly aims at graduates of undergraduate students.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. The setting up a system of career paths and career development of employees concerning career levels R1 to R4 to better meet the needs of employees and meet the long-term strategic goals of the Faculty. Setting up a career counselling system in cooperation with the RMU.</li> <li>2. The setting of distribution of professional activities according to the classification of academic staff into individual career paths (lecturer, research, and academic parts of academic positions). The aim is to design organizational rules for individual workplaces so that the capacity for research, teaching and clinical practice is realistic.</li> <li>3. Talent management – a creation of a talent pool for employees in the R1 and R2 positions, designing transparent selection criteria, working conditions, career development and education.</li> <li>4. Building a mentoring platform at FM MU and connecting to the international mentoring network.</li> <li>5. Translation of documents, training and websites into EN.</li> </ol>
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<p><b>29. Value of mobility</b></p> <p>Employers and/or funders must recognise the value of geographical, intersectoral, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher's career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation.</p>	<p>-/+</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. There is a lack of a systemic concept of rules, evaluation and support of mobility in connection with selecting procedures, ensuring the teaching of students and the implementation of research.</li> <li>2. At clinical workplaces, where there is a strong connection with healthcare and work with patients, the recruitment of foreign employees is limited by the requirement for knowledge of the Czech language.</li> <li>3. Administrative barriers - inflexible and very lengthy communication with authorities: <ul style="list-style-type: none"> <li>• when obtaining visas to join the EU</li> <li>• when issuing a permit A1 (social care)</li> <li>• Practice Czech Foreign Police</li> </ul> </li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 34 % of Rs do not feel support for foreign mobility, at most R4, 43 %.</li> <li>• 38 % of Rs do not feel support for institutional mobility within the CZ.</li> <li>• 40 % of Rs do not feel support for interdisciplinary mobility.</li> <li>• 50 % of Rs do not feel support for sectoral mobility.</li> <li>• 37 % of Rs do not feel support for virtual mobility.</li> <li>• Full-time PGS students at FM MU, who are also employees of FM MU, mention that they must take leave to complete the mandatory one-month internship.</li> <li>• Employees of most of the workplaces we have visited are not sufficiently informed about the possibilities of financing bilateral foreign mobility.</li> <li>• Rs would also appreciate sufficient technical equipment for virtual mobility.</li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b>  FM MU has an International Studies Office, which provides support for bilateral mobility of academic and non-academic staff. PGS students are required by law to complete a one-month internship abroad. Experience with mobility is informally evaluated positively in selection procedures. The MU Centre provides support for mobility for International Cooperation. The Language Centre MU provides the teaching of Czech for foreign employees.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Establishing rules, evaluation and support of mobility (within the realization of selection procedures according to the IRG).</li> <li>2. Support of foreign mobility of PhD students and other employees (support of workplaces during the internship, methodology of financing mandatory internships of PGS-employees, revision and development of bilateral agreements).</li> <li>3. Interdisciplinary mobility – a creation of a database of FM MU research groups, of rules for sharing and updating for a possibility to share and establish contacts. Organizing interdisciplinary workshops.</li> <li>4. Support of virtual mobility and technical equipment of employees (for opponencies, working in committees, cooperation on projects, etc.), advanced data management options.</li> </ol>
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		<ul style="list-style-type: none"> <li>Employees of many theoretical workplaces, as well as clinics, are interested in interdisciplinary research but lack available summary of information concerning research topics addressed by their colleagues from other workplaces.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>Government Regulation No. 274/2016 Coll.</li> <li>MU Directive 4/2017 Sabbatical Leave</li> <li>Centre for International Cooperation (web)</li> <li>MU Language Centre (web)</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	
<p><b>30. Access to career advice</b></p> <p>Employers and/or funders should ensure that career advice and job placement assistance, either in the institutions concerned, or through collaboration with other structures, is offered to researchers at all stages of their careers, regardless of their contractual situation.</p>	--	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>FM MU does not have a network of consultants for the personal and professional development of its employees.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>28 % of Rs do not feel supported in continuous education and development (the least 41 % of R4 and 32 % of R2).</li> <li>33,6 % of Rs state that they are not provided with support for career growth at their workplace. (R2 the least, R3 feel the most supported, at 92.1 %).</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>Office for Qualifying Development for PGS (web)</li> <li>Office for Qualifying Development for habilitation procedure and Professor appointment procedure (web)</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a</a></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> FM MU does not have a network of consultants for personal and professional development and job search for its employees. The professional development agenda is handled by the Office for Qualifying Development, which provides administrative support and, in part, a kind of career counselling. MU has a Career Centre; however, its services are aimed at the graduates of undergraduate studies, and partly at PGS students.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>Setting up a system of career paths and career development of employees concerning career levels R1 to R4 to better meet the needs of employees and meet the long-term strategic goals of the Faculty.</li> </ol>

		<a href="#">ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a>	<ol style="list-style-type: none"> <li>Setting up a career counselling system in cooperation with the RMU.</li> <li>Building a mentoring platform at FM MU and connecting to the international mentoring network.</li> </ol>
<p><b>31. Intellectual Property Rights</b></p> <p>Employers and/or funders should ensure that researchers at all career stages reap the benefits of the exploitation (if any) of their R&amp;D results through legal protection and, in particular, through appropriate protection of Intellectual Property Rights, including copyrights. Policies and practices should specify what rights belong to researchers and/or, where applicable, to their employers or other parties, including external commercial or industrial organisations, as possibly provided for under specific collaboration agreements or other types of agreement.</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>Many employees do not have any information about the existence and services for the protection of intellectual property (MU TTO).</li> <li>Some internal documents and websites are not available in EN.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>40 % of Rs do not know whether they receive a reasonable share of the profit as the author of scientific results (34 % said no, 26 % said yes).</li> <li>43 % of Rs do not know whether they have secured legal protection of intellectual property as the author of scientific results.</li> <li>The more experiences Rs have with TTO services, the better they evaluate their support.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>Act No. 121/2000 Coll. The Copyright Act</li> <li>MU Directive 10/2013 Intellectual Property at MU</li> <li>MU Directive 4/2013 Repository of Employees' Works</li> <li>MU Directive 6/2008 Principles of Publishing Activities</li> <li>MU Instruction 3/2018 The Founding and Operation of MU Spin-off Companies</li> <li>MU Instruction 6/2017 Evaluation and Registration of intellectual property (CZ)</li> <li>MU Instruction 4/2016 External Use of Selected Employee Works</li> <li>Technology Transfer Office (web)</li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b></p> <p>MU and FM MU have always paid great attention to the protection of intellectual property. Legal support for the protection of the intellectual property is at a high level; the remuneration methodology in the case of commercialization is sophisticated and very favourable. The author can obtain up to 70% of the net revenue from commercialization. The legal protection of research results is regulated by The Copyright Act and some other specific regulations that fully implement the EU legislation. Internal guidelines are available for University researchers; research teams are custom trained on intellectual property rights, research processing and data and technology transfer options by the Technology Transfer Office (TTO).</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>Setting up the adaptation process for new employees, incl. training in the area of intellectual property rights.</li> <li>Creation of adaptation guidelines for various groups of employees, which will also include the area of intellectual property.</li> <li>Increasing the awareness of employees – Addition of information on the protection of intellectual property rights and TTO services to the FM MU website.</li> <li>Refresher training for PGS supervisors.</li> </ol>

		NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a>	5. Translation of documents, training and websites into EN.
<p><b>32. Co-authorship</b></p> <p>Co-authorship should be viewed positively by institutions when evaluating staff, as evidence of a constructive approach to the conduct of research. Employers and/or funders should therefore develop strategies, practices and procedures to provide researchers, including those at the beginning of their research careers, with the necessary framework conditions so that they can enjoy the right to be recognised and listed and/or quoted, in the context of their actual contributions, as co-authors of papers, patents, etc, or to publish their own research results independently from their supervisor(s).</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Employees are not systematically acquainted with the MU Code of Ethics and news in the area of ethical principles, e.g. during the adaptation process and refresher courses.</li> <li>2. Many employees do not know who to turn to if they encounter discriminatory or unethical behaviour in the area of co-authorship.</li> <li>3. More than half of the Rs have encountered non-compliance with ethical principles in the area of co-authorship.</li> <li>4. Some internal documents and websites are not available in EN.</li> <li>5. Lack of systematic training for early-stage researchers in academic writing, publishing, and ethical principles of co-authorship.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 34 % of Rs think that, as authors, they do not get a reasonable share of the profit that their results generate (42 % of R2, 50 % of R4).</li> <li>• 52 % of Rs state that they have secured legal protection of their intellectual property at MU as authors of scientific results (43 % do not know and 6.5 % state they have not).</li> <li>• 60 % of Rs state that in the last 3 years, they had never encountered a situation when the author who</li> </ul>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> In addition to the general rules at the University level, a detailed methodology of affiliation and dedication of results has been developed at the Faculty level, taking into account the specifics of different areas as well as the cooperation with Faculty Hospitals. Methodological support for reporting results is provided by the administration of the Dean's Office of FM MU. In practice, however, 1/5 of the employees face issues in the area of co-authorship.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Support of identification of FM MU employees with internal culture and values.</li> <li>2. Setting up the adaptation process for all new employees, incl. training in the areas of the Code of Ethics and co-authorship.</li> <li>3. Creation of adaptation guidelines for various groups of employees, which will also include the area of co-authorship.</li> <li>4. Refresher training for PGS supervisors.</li> <li>5. Translation of documents, training and websites into EN.</li> <li>6. Publication support (incl. training on how to write and publish scientific work, including publication ethics, ethical principles of co-authorship for early-stage researchers (R1, R2).</li> </ol>

		<p>participated in a scientific result was not mentioned (18 % experienced this exceptionally, 7 % repeatedly).</p> <ul style="list-style-type: none"> <li>• 39 % of Rs state that they had never experience mentioning an author who has not contributed to the scientific result.</li> <li>• 22 % of Rs stated that they repeatedly or often experience mentioning an author who does not contribute to the scientific result.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• MU Directive 6/2015 Code of Ethics (Sec. 5, 7)</li> <li>• MU Directive 10/2013 Intellectual Property at MU</li> <li>• Dean’s Directive 2/2018 On Evidence of the Results of Scientific and Research Activities at FM MU</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	
<p><b>33. Teaching</b></p> <p>Teaching is an essential means for the structuring and dissemination of knowledge and should therefore be considered a valuable option within the researchers’ career paths. However, teaching responsibilities should not be excessive and should not prevent researchers, particularly at the beginning of their careers, from carrying</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Teaching is not perceived as a fully-fledged opportunity to advance during the researcher’s career.</li> <li>2. Non-transparency of the amount of teaching in CZ programmes, especially for junior academic staff (R1, R2).</li> <li>3. Insufficient information about the possibilities of developing pedagogical skills.</li> <li>4. Insufficient opportunities for the targeted development of language skills for teaching in EN (especially of professional terminology and pronunciation).</li> </ol>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> Based on the Conditions of Doctoral Studies, a PhD student can teach a maximum of 150 hours / 4 years. The Pedagogical Competence Development Centre (CERPEK) provides high-quality, positively evaluated programmes for the development of pedagogical competence. However, these programmes were completed by very few employees of FM MU. MU has a tool for obtaining feedback on teaching from students - Course opinion pool.</p> <p><b>PROPOSALS:</b></p>

<p>out their research activities. Employers and/or funders should ensure that teaching duties are adequately remunerated and taken into account in the evaluation/appraisal systems, and that time devoted by senior members of staff to the training of early stage researchers should be counted as part of their teaching commitment. Suitable training should be provided for teaching and coaching activities as part of the professional development of researchers.</p>		<ol style="list-style-type: none"> <li>5. Work performance evaluation system of academic staff, EVAK, has only been implemented as a pilot at some workplaces and does not provide relevant information in the area of teaching regarding the lessons that were actually taught.</li> <li>6. The system of evaluation of teaching by students (Course opinion poll) provides irrelevant data; teachers, therefore, do not have adequate feedback for their pedagogical skills development.</li> <li>7. Researchers lack graphic design services for teaching and scientific presentations.</li> <li>8. Some internal documents, training and websites are not available in EN.</li> <li>9. Administrative burden connected to teaching.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 36% R1s think that teaching is not considered a full-fledged part of their work.</li> <li>• 37% Rs think that their pedagogical load is not taken into account transparently in their remuneration.</li> <li>• 34% R1 perceives the possibility of developing pedagogical competencies as insufficient.</li> <li>• Pedagogical burden complicates achieving research goals for 29% Rs, most for R2.</li> <li>• The administrative burden related to teaching is seen as a complication of their research goals by 23% Rs (32% R2, 28% R4).</li> <li>• Many employees feel that teaching is not assessed as having the same value as research.</li> <li>• Many workplaces collect feedback from teaching on their own.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p>	<ol style="list-style-type: none"> <li>1. Increasing the prestige of teaching by setting up a new system of career paths and career development of employees.</li> <li>2. Establishing the methodology for determining the degree of the teaching load.</li> <li>3. Increasing the awareness of employees about the possibilities of developing pedagogical competencies.</li> <li>4. Support of targeted development of language competencies for teaching in EN programmes.</li> <li>5. Setting up a system of evaluation interviews regularly for all academic employees, incl. revision of the EVAK system in the area of teaching.</li> <li>6. Design of a new form and content of the Course opinions pool (e.g. a mobile app).</li> <li>7. Strengthening graphic design services of teaching and scientific presentations.</li> <li>8. Translation of documents, training and websites into EN.</li> <li>9. Digitalization of the agendas connected to teaching.</li> </ol>
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<p><b>34. Complains/ appeals</b></p> <p>Employers and/or funders of researchers should establish, in compliance with national rules and regulations, appropriate procedures, possibly in the form of an impartial (ombudsman-type) person to deal with complaints/ appeals of researchers, including those concerning conflicts between supervisor(s) and early-stage researchers. Such procedures should provide all research staff with confidential and informal assistance in resolving work-related conflicts, disputes and grievances, with the aim of promoting fair and equitable treatment</p>	+/-	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Employees are not systematically acquainted with the MU Code of Ethics and news in the area of ethical principles, e.g. during the adaptation process and refresher courses.</li> <li>2. Many employees do not know who to turn to if they encounter unethical behaviour from a colleague or supervisor.</li> <li>3. Some documents and websites are not in EN.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 47 % of Rs are not acquainted with the process of filing a complaint or an appeal.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Rector's Directive 3/2008 on the Processing and Registration of Complaints, Motions and Petitions at MU</li> <li>• MU Directive 6/2015 Code of Ethics (Sec. 16)</li> <li>• MU Instruction 1/2016 Equal Opportunity Panel Rules of Procedure</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a</a></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> The Inspection Rules and the complaint system are well-established systems used for conflict resolution. The number of complaints is low, with no formal complaints filed during the last two years. The Equal Opportunity Panel supervises the application and observance of the principles of non-discrimination and equality at MU. The Equal Opportunity Panel may appoint additional ad hoc members to discuss specific issues.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Mandatory familiarization of all employees with the MU Code of Ethics and with the process of filing complaints.</li> <li>2. Familiarization of new employees with the MU Code of Ethics and the process of filing complaints will be taken into account in the adaptation process and employee guidelines.</li> <li>3. Creation and regular updates of a mandatory refresher course of ethical and professional aspects in Research for supervisors, PI, RGL and grant applicants.</li> </ol>



<p>within the institution and improving the overall quality of the working environment.</p>		<p><a href="https://is.muni.cz/do/med/web_fm_mu/ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>4. Creation of an e-course on the MU Code of Ethics and its application in the field of biomedical sciences, including the process of filing complaints. Including it in the adaptation training for academic staff. Making the e-course available to all employees.</p> <p>5. Translation of documents, training and websites into EN.</p>
<p><b>35. Participation in decision-making bodies</b></p> <p>Employers and/or funders of researchers should recognise it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, so as to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the institution.</p>	<p>++</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Lack of clarity in internal Faculty processes.</li> <li>2. There is no system of internal reporting.</li> <li>3. Some documents and websites are not available in EN.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• Some members of decision-making bodies lack greater clarity of Faculty processes and a reporting system for their work.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 111/1998 Coll. on Higher Education</li> <li>• MU Statutes</li> <li>• FM MU Statutes</li> <li>• MU Academic Senate Election Code</li> <li>• FM MU Academic Senate Election Code</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_fm_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_fm_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b></p> <p>As a public university in the Czech Republic, MU and FM MU have a sophisticated system of academic self-government. By law, all members of these bodies or a majority of them are academic staff members of the Faculty.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Description of key processes, competencies and responsibilities at the Faculty.</li> <li>2. Setting up an internal reporting system for key processes.</li> <li>3. Translation of documents, training and websites into EN.</li> </ol>
<p><b>Training and Development</b></p>			

<p><b>36. Relation with supervisors</b></p> <p>Researchers in their training phase should establish a structured and regular relationship with their supervisor(s) and Faculty/departmental representative(s) so as to take full advantage of their relationship with them. This includes keeping records of all work progress and research findings, obtaining feedback by means of reports and seminars, applying such feedback and working in accordance with agreed schedules, milestones, deliverables and/or research outputs.</p>	<p>-/+</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Work performance evaluation system of academic staff was only implemented as a pilot at some workplaces.</li> <li>2. The evaluation criteria for Rs are not linked to the requirements for habilitation and professorship procedures and the mentoring for early-stage researchers.</li> <li>3. Some workplaces have a very flat organizational structure; the Head directly supervises up to tens of employees and therefore is unable to provide adequate and regular feedback and support for the employees' career development.</li> <li>4. More than <math>\frac{1}{3}</math> of employees do not feel supported in their career growth.</li> <li>5. The adaptation process of new employees is not managed systematically.</li> <li>6. Some documents are not in EN.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 80 % of Rs state that PGS do have the possibility to be in regular contact with their supervisors.</li> <li>• 29 % of all Rs (31 % R1) do not feel they receive sufficient time and other kinds of support from their supervisor.</li> <li>• 43 % of Rs do not know who researchers could turn to at the beginning of their career regarding their job duties.</li> <li>• 32 % of Rs do not feel they receive sufficient feedback from their supervisor on their performance.</li> <li>• 34 % of Rs do not feel support for career growth (43 % R2 and 35 % R1).</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> Internal regulations provide a legal framework for regular and structured feedback with “supervisors”. The legal framework for this principle is established in the regulations for employees and doctoral studies. A PGS, in cooperation with the supervisor, develops a plan for the entire study and the concept of its research. The adaptation and evaluation process are up to the autonomy of individual supervisors.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Setting up the adaptation process for all new employees.</li> <li>2. Setting up a system of career paths and career development of employees to meet the long-term strategic goals of the workplace in the sense of “viability” and “sustainability”.</li> <li>3. Assessment of the pilot evaluation of employees, incorporation of any necessary adjustments, and its implementation to all workplaces.</li> <li>4. Talent management – a creation of a talent pool for employees in the R1 and R2 positions, designing transparent selection criteria, working conditions, career development and education.</li> <li>5. Interdisciplinary mobility – a creation of a database of FM MU research groups, of rules for sharing and updating for a possibility to share and establish contacts. Organizing interdisciplinary workshops.</li> <li>6. Translation of documents, training and websites into EN.</li> </ol>
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<p><b>37. Supervision and managerial duties</b></p> <p>Senior researchers should devote particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators. They should perform these tasks to the highest professional standards. With regard to their role as supervisors or mentors of researchers, senior researchers should build up a constructive and positive</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. Supervisors and senior researchers are not systematically developed in the roles of managers and mentors.</li> <li>2. There are no formal Faculty guidelines for development / education / mentoring.</li> <li>3. Many senior employees lack regular personal feedback from Faculty management, information on specific priorities for a given period and an agreement on setting workplace goals.</li> <li>4. Employees are not familiar with Faculty processes, and this increases their administrative burden.</li> <li>5. There are no adaptation and supporting documents for early-stage Rs and those in leadership positions.</li> <li>6. Some workplaces have a very flat organizational structure; the Head directly supervises up to tens of</li> </ol>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> Both the Code of Ethics and MU Employment code establish the responsibility of senior employees for the junior and subordinate ones. The implementation of this responsibility is left on the autonomy of senior employees. There is no comprehensive strategy. The Rector’s Office organizes a course for PGS supervisors.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Setting up a system of career paths and career development of employees concerning career levels R1 to R4 to better meet the needs of employees and meet the long-term strategic goals of the Faculty and the workplace needs in the sense of “viability” and “sustainability”</li> <li>2. Implementation of the Research Group into the structure of workplaces.</li> </ol>

<p>relationship with the early-stage researchers, in order to set the conditions for efficient transfer of knowledge and for the further successful development of the researchers' careers.</p>		<p>employees and therefore is unable to provide feedback and support for the employees' career development.</p> <ol style="list-style-type: none"> <li>7. Managers and supervisors of PGS are not systematically trained in skills important for leading people and teams.</li> <li>8. There is no translation of internal documents and websites into EN.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 26 % of Rs feel that senior researchers do not consider sharing their knowledge and experience a natural part of their job.</li> <li>• Senior researchers further state that they are overburdened with administrative work.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• MU Directive 6/2015 Code of Ethics (Art. 4, 5/3)</li> <li>• MU Employment code</li> <li>• MU Guidelines for PGS</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<ol style="list-style-type: none"> <li>3. Development of managerial skills – setting up a system for the development of senior academic staff (R3, R4, RGL and supervisors) in the topic of how to support the career development of their subordinates and how to lead a research group for PI and RGL.</li> <li>4. Description of key processes, competencies and responsibilities at the Faculty.</li> <li>5. Creation of an adaptation process and guidelines.</li> <li>6. Translation of documents, training and websites into EN.</li> <li>7. Reduction of the administrative burden by the digitalization of HR agendas.</li> </ol>
<p><b>38. Continuing Professional Development</b></p> <p>Researchers at all career stages should seek to continually improve themselves by regularly updating and expanding their skills and competencies. This may</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. There is no comprehensive Faculty system of development and education of employees.</li> <li>2. Low level of active cooperation between researchers across qualification levels: <ul style="list-style-type: none"> <li>• The generation gap in communication between R1 and R4</li> <li>• There is no system for identifying and supporting talents</li> </ul> </li> </ol>	<p><b>CURRENT STATUS:</b></p> <p>At the University level, there are tools to support staff development, such as CERPEK, Language Centre or eI portal. The internal standard does not specify which means are preferred for continuous development; it is left to workplaces.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Setting up a system of career paths and career development of employees concerning career</li> </ol>

<p>be achieved by a variety of means including, but not restricted to, formal training, workshops, conferences and e-learning.</p>		<p>3. Information on existing training and support opportunities is not sufficiently communicated.</p> <p>4. Internal documents and websites are not translated into EN.</p> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 66 % of Rs perceive that researchers constantly strive to develop their skills.</li> <li>• 28 % of Rs do not feel supported in continuing their education and development (41 % R4, 32 of R2).</li> <li>• 34 % of Rs stated that they are not provided with support for career growth in the workplace (43 % R2).</li> <li>• The possibility of developing pedagogical competencies is perceived as insufficient by more than 27 % of Rs (34 % R1).</li> <li>• Employees report that they lack development plans and information about development opportunities.</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• MU Employment code (Art. 3)</li> <li>• Information for PhD students (web)</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>levels R1 to R4 to better meet the needs of employees and meet the long-term strategic goals of the Faculty and the workplace needs in the sense of “viability” and “sustainability”.</p> <ol style="list-style-type: none"> <li>2. Talent management – a creation of a talent pool for employees in the R1 and R2 positions, designing transparent selection criteria, working conditions, career development and education.</li> <li>3. Creation and implementation of a system of development and education of FM MU employees, incl. funding rules.</li> <li>6. Building a mentoring platform at FM MU and connecting to the international mentoring network.</li> <li>4. Creation of an internal FM MU communication strategy.</li> <li>5. Internal marketing of MU services providing information on MU organizational units that provide partial services. Early information for target groups about activities organized by the RMU / MU workplace incl. funding opportunities.</li> <li>6. Translation of documents, training and websites into EN.</li> </ol>
<p><b>39. Access to research training and continuous development</b></p> <p>Employers and/or funders should ensure that all researchers at any stage of their career,</p>	<p>-/+</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. There is no comprehensive system of development and education of employees, incl. the area of funding.</li> <li>2. There is no MU Career Code.</li> </ol>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> This responsibility is left to a workplace head. See Principles 36 – 37 for more details.</p> <p><b>PROPOSALS:</b></p>

<p>regardless of their contractual situation, are given the opportunity for professional development and for improving their employability through access to measures for the continuing development of skills and competencies. Such measures should be regularly assessed for their accessibility, takeup and effectiveness in improving competencies, skills and employability.</p>		<ol style="list-style-type: none"> <li>3. Information on existing training and support opportunities is not sufficiently communicated.</li> <li>4. Managers are not systematically trained in skills important for leading people and supporting their careers.</li> <li>5. Work performance evaluation system of academic staff, including the proposal of education and development of staff, was only implemented as a pilot at some workplaces.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 28 % of Rs do not feel supported in continuing their education and development (41 % R4, 32 % R2).</li> <li>• 34 % of Rs state that they are not provided with support for career growth in the workplace (43 % R2), while R3 feel the most supported R3 (92 %).</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b> Not regulated by any legislation.</p> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_a_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<ol style="list-style-type: none"> <li>1. Setting up a system of career paths and career development of employees concerning career levels R1 to R4 to better meet the needs of employees and meet the long-term strategic goals of the Faculty and the workplace needs in the sense of “viability” and “sustainability”</li> <li>2. Creation of an internal FM MU communication strategy.</li> <li>3. Internal marketing of MU services providing information on MU organizational units that provide partial services. Early information for target groups about activities organized by the RMU / MU workplace incl. funding opportunities.</li> <li>4. Creation and implementation of a system of development and education of FM MU employees, incl. funding rules.</li> <li>5. Translation of documents, training and websites into EN.</li> <li>6. Development of managerial skills – setting up a system for the development of senior academic staff (R3, R4, RGL and supervisors) in the topic of how to support the career development of their subordinates and how to lead a research group for PI and RGL.</li> <li>7. Assessment of the pilot evaluation of employees, incorporation of any necessary adjustments, and its implementation to all workplaces.</li> </ol>
<p><b>40. Supervision</b></p> <p>Employers and/or funders should ensure that a person is clearly identified to whom early-stage researchers</p>	<p>+/-</p>	<p><b>GAPS:</b></p> <ol style="list-style-type: none"> <li>1. There are no set rules for the development of leadership, mentoring and communication skills for senior researchers and those in leadership positions.</li> </ol>	<p><b>INITIATIVES UNDERTAKEN:</b></p> <p><b>CURRENT STATUS:</b> Internal rules and regulations formally ensure this principle. For employees, the Head of the Department is the relevant person, for PGS students, it is their supervisor. The strict</p>

<p>can refer for the performance of their professional duties, and should inform the researchers accordingly. Such arrangements should clearly define that the proposed supervisors are sufficiently expert in supervising research, have the time, knowledge, experience, expertise and commitment to be able to offer the research trainee appropriate support and provide for the necessary progress and review procedures, as well as the necessary feedback mechanisms.</p>		<ol style="list-style-type: none"> <li>2. Some processes and competencies are not sufficiently formalized in the University and Faculty standards for PGS; they also do not contain a comprehensive plan for the development of doctoral students and supervisors.</li> <li>3. Almost a third of junior researchers do not feel sufficient time and other kinds of support from their supervisor.</li> </ol> <p><b>SURVEY AND FOCUS GROUPS OUTPUTS:</b></p> <ul style="list-style-type: none"> <li>• 43 % of Rs do not know who researchers could turn to at the beginning of their careers regarding job duties.</li> <li>• 80 % of Rs state that students have the opportunity to be in regular contact with their supervisor.</li> <li>• 29 % of all Rs do not feel sufficient time and other kinds of support from their supervisor (33 % of R1).</li> </ul> <p><b>SUPPORTING DOCUMENTS AND WEBSITES:</b></p> <ul style="list-style-type: none"> <li>• Act No. 111/1998 Coll. on Higher Education</li> <li>• MU study and examination regulations regulate the position of the supervisor in general</li> <li>• FM MU Directive 1/2019 Doctoral Study Program at FM MU (Sec. 3)</li> <li>• MU Guidelines for PGS</li> </ul> <p>NOTE: For links and additional information see <a href="https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/">https://is.muni.cz/do/med/web_if_mu/veda_a_vyzkum/hr_ward/dokumenty/gap_supporting_documents_websites_and_informations_fm_mu/</a></p>	<p>requirements guarantee supervisors sufficient practice, knowledge, experience, and time. The supervisor can supervise a maximum of 5 PGS students.</p> <p><b>PROPOSALS:</b></p> <ol style="list-style-type: none"> <li>1. Setting up a system of career paths and career development of employees concerning career levels R1 to R4 to better meet the needs of employees and meet the long-term strategic goals of the Faculty and the workplace needs in the sense of “viability” and “sustainability”</li> <li>2. Development of managerial skills – setting up a system for the development of senior academic staff (R3, R4, RGL and supervisors) in the topic of how to support the career development of their subordinates and how to lead a research group for PI and RGL.</li> <li>3. Revision of standards and processes of the FM MU for PGS (formalization of standards for rights, duties and responsibilities for supervisors and doctoral students; support for a common University platform for meeting, sharing, education and career development of doctoral students and supervisors, setting up direct information channels for doctoral students, etc.).</li> </ol>
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