

**MUNI
MED**

**Questionnaire
Survey
HR Award
FM MU 2020**

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WRITTEN BY

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COMPOSITION

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Introduction

The Faculty of Medicine is above all a professionally oriented institution which has educated tens of thousands of medical and non-medical professionals during its more than 100-year history.

Educational activities at the undergraduate level are carried out in more than 15 study programmes. The students can continue their postgraduate education in study programmes that cover the entire spectrum of biomedical sciences and clinical medicine virtually. Thanks to more than 20 accredited fields of habilitation procedure and the procedure for being appointed as Professor it is possible to continue further academic and scientific career at the Faculty of Medicine, all the way to its peak - the procedure for appointment as Professor.

The educational activities and scientific research take place at more than 70 workplaces – theoretical institutes, departments and laboratories located on the University Campus and at the clinics of university hospitals.

The Simulation Centre of the Faculty of Medicine of Masaryk University, the largest institution of its kind in Central Europe, is starting to operate in autumn 2020. The state-of-the-art technology simulating a real hospital environment allows students to repeatedly practise routine as well as rare activities and tasks in a safe environment. These innovative teaching methods bring the education of doctors and health professionals to a whole new level.

In addition to close connections to the clinics of the two university hospitals in Brno (for example the Masaryk Memorial Cancer Institute and the Trauma Hospital of Brno) in science and research, the Faculty has established long-term cooperation with other partners in the Brno research area with whom it creates joint scientific teams and shares part of their infrastructure (with the Faculty of Science MU, CEITEC MU, the International Clinical Research Centre, Brno University of Technology, University of Veterinary and Pharmaceutical Sciences, Mendel University of Agriculture and Forestry, Czech Academy of Sciences and so on).

In many fields, the researchers from the Faculty of Medicine are among the top national and international scientists (molecular biology and genetics, cell biology and stem cell research, oncology and cancer biology – especially hematoontology and paediatric oncology – cardiology, neurosciences, innovative therapies, microbiology, regenerative and reproductive medicine). The most significant scientific and research success and its subsequent use in clinical practice has been achieved by the scientists from the Faculty of Medicine in the field of the development of innovative therapies and pharmaceuticals, and new clinical and therapeutic best practices. The original scientific research results are regularly published in prestigious international journals.

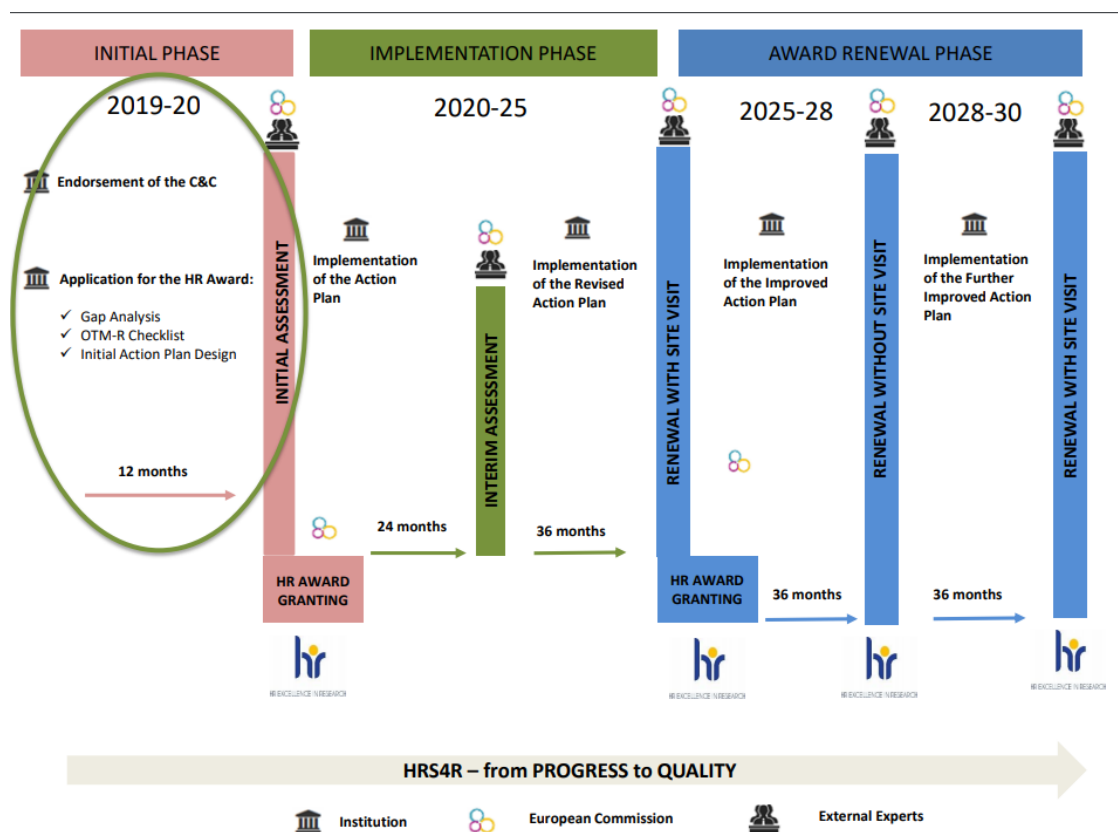
The Faculty of Medicine on its way to HR Award

In 2019, following the long-term development plan, the Faculty of Medicine started preparing to obtain the prestigious European HR Excellence in Research Award certificate.

The European Commission awards this certificate to research institutions which guarantee professional, open and ethical work environment to their current and potential employees by implementing the HRS4R strategy (The Human Resources Strategy for Researchers). The institution has repeatedly demonstrated that it fulfils the conditions for good human resource management in accordance with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. The HR Excellence in Research Award is awarded for a limited time period and the research institution defends being its recipient during regular inspections by the European Commission.

The Faculty of Medicine is working towards this certification in cooperation with other Masaryk University faculties. The Faculty of Medicine has started the initial phase of the implementation by analysing and mapping the current situation thoroughly, completing a GAP analysis, and creating an action plan for development in the years 2020 - 2025. An anonymous questionnaire survey, which took place in April and May 2020 and the results of which are summarized in this report, was part of the process of identifying the needs and weaknesses of the Faculty.

The HR Award Process Schedule



The Benefits and Goals of HRS4R implementation

Our goal is to support the academic and scientific staff of the Faculty of Medicine in their professional and career growth and to improve the conditions for excellent research, interdisciplinary cooperation, and joint mobility. The fact that transparent processes will be set means that the administrative workload and uncertainty the employees may feel will be reduced. The overall goal of implementing the HRS4R personnel agenda is to move forward from just personnel agenda to the real development of the potential of the employees of the Faculty of Medicine. Our partial goals are:

Support of Science and Research

- Support of interdisciplinary research – creation of a database of research topics and groups, sharing, and workshops
- Support of cooperation between clinical workplaces and those focused on theoretical research
- Support of the research environment – a creation of a database and rules for sharing instrumentation
- Reducing uncertainty regarding funding research projects in the workplace
- Establishing rules and funding for junior researchers and when creating research groups
- Advantage for the faculty in obtaining funding to support research
- Reducing the uncertainty for grant dependent researchers
- Support of publishing activities – proofreading, publication fund, development of publishing skills
- Extension of grant support
- Support for statistical data processing

Support of Human Potential

- Transparency and support of the development of academic staff at all stages of their career
- Creation of a talent pool, establishing rules for working with talents, creation of the Research Assistant position
- Increasing the clarity of processes and employee awareness
- Reducing the administrative burden of academics
- Support of postgraduate studies (PGS) – conditions for internships, connection with specialized education for physicians, a PGS handbook
- Connection of career development at the Faculty of Medicine with specialized education for physicians
- Support of workplaces in taking internships and creative leave
- Support of international mobility of the Ph.D. students and academic staff
- Transparency of recruitment and selection procedures
- Acceleration and simplification of the new employee adaptation process
- Establishing the status and support system for post-docs
- Development of pedagogical and language competences of the academic staff
- Mentoring and development of managerial skills of managers
- Support of compliance with ethical principles including gender balance
- Support for work and family life balance
- International visibility of the Faculty to students, researchers, and potential employees
- Increasing the attractiveness of the Faculty for foreign researchers
- Increasing the prestige of the Faculty in the pan-European network of research institutions

Division of Respondents into R1 – R4 Groups

The European HRS4R methodology includes the division of the academic staff and researchers into four basic categories according to their seniority, R1 – R4. To obtain the data that will reflect the needs of our employees in different stages of their career, we have based our division of the respondents of our survey on the same methodology.

R1 „First Stage Researcher“ – the first stage, up to the point of Ph.D., includes individuals working under supervision.

R2 „Recognised Researcher“ – Ph.D. holders or equivalent who are not yet entirely independent.

R3 „Established Researcher“ – researchers and academic staff who have already developed a level of independence.

R4 „Leading Researcher“ – staff who conduct their research, lead a research group, or are the head of an institute/department/clinic. This stage is considered the pinnacle of scientific career.

The division of academic staff and researchers into four basic categories according to their seniority was implemented based on the Methodological Sheet of the Personnel Management Office of the Rector's Office: Classification of Academic and Non-academic Staff in Research and Development at the Masaryk University into Categories R1 – R4.

Classification according to the EUD	Academic position			Non-academic position		
	Pay grade range	Position	Pay grade	Pay grade range	Position	Pay grade
R1	1	Assistant Lecturer I Researcher I	1 1 1	5,6	Technician III – R&D Technician IV – R&D Specialist I – R&D Specialist II – R&D Postdoc I Researcher I	5 6 5 6 6 6
R2	2	Assistant professor Lecturer II Researcher II	2 2 2	7,8	Specialist III – R&D Specialist IV – R&D Postdoc II Postdoc III Researcher II Researcher III	7 8 7 8 7 8
R3	3	Associate professor Researcher III	3 3	9	Specialist V – R&D Postdoc IV Researcher IV	9 9 9
R4	4	Professor Researcher IV	4 4	10	Manager IV – R&D	10

To meet the needs of the Faculty of Medicine, the Rector Office's methodology was implemented with the following deviations:

- With regards to the laboratory staff, the laboratory technicians with secondary education were also included in the R1 group.
- If the assistant professor does not hold a PhD, he or she has been included in the R1 group.

Methodology of the Survey

The survey was available from 14 April 2020 to 25 May 2020. We reached out to 1091 academics and researchers, 339 of whom completed the survey. The survey was anonymous. It was completed online using the internal information system and was available for completion through a computer, mobile phone, and tablet with no need to log in. A link to the survey was distributed among the employees via email.

Due to the cyber-attack on the University Hospital Brno, which paralyzed the entire hospital's computer network, and also due to the epidemiological situation which required establishing an emergency mode of operation of the Faculty, the process of sending out the survey was divided into two phases to allow the employees to adapt to the new way of operation. In the first phase, researchers and academic staff from the theoretical departments were contacted; subsequently, the survey was sent to clinical workplaces and hospitals.

The call to fill out the survey was sent out by the Dean of the Faculty himself and was followed by comments in electronic form as well as in person at the internal events of the Faculty.

The information was posted on the website of the Faculty, social networks, and internal communication platforms. The Heads of institutes and clinics were also contacted, and they informed their staff about the importance of the survey. Information leaflets were distributed to individual departments of the Faculty.

The survey contained 61 questions of the closed, open and dichotomous type, divided into the following 7 sections:

1. Overall satisfaction
2. Working conditions
3. Recruitment, selection, evaluation, and development of employees
4. Professional approach
5. Research freedom and ethics
6. Commercial use and intellectual property
7. Discrimination and equal treatment

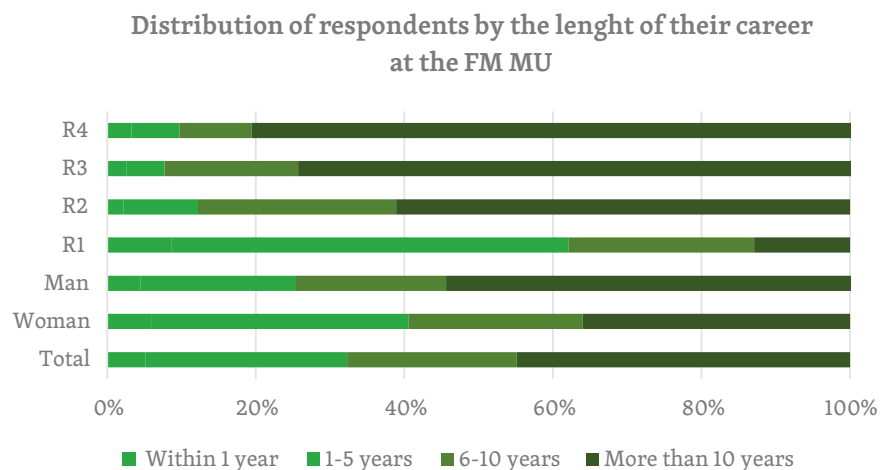
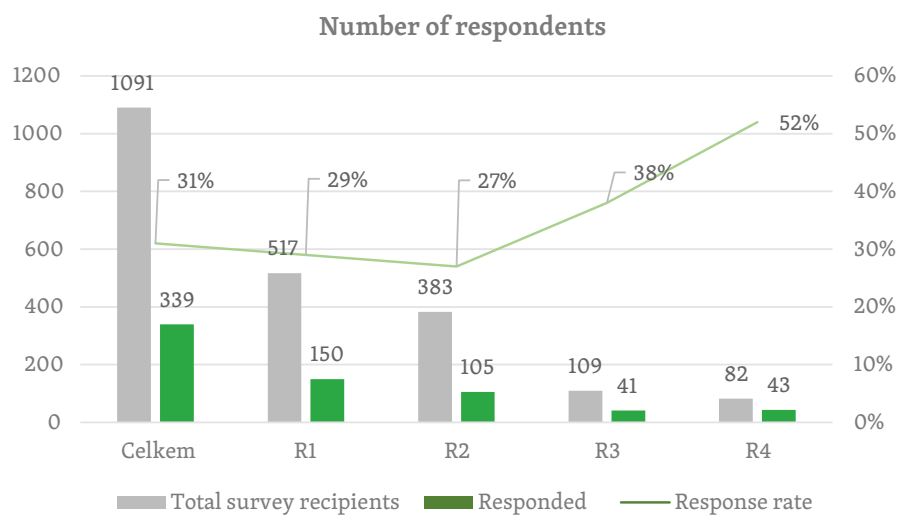
The survey aimed to obtain information about the current state and needs of researchers and academic staff in the areas mentioned above.



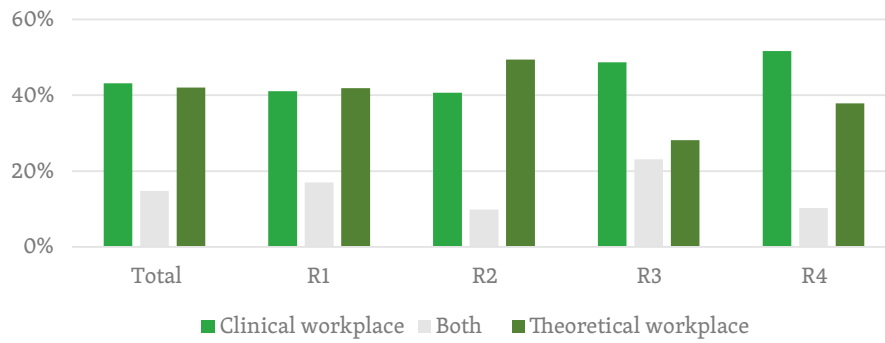
Response rate

We received 339 responses out of the total of 1091 researchers and academic staff contacted. Employees across all the R1-R4 levels took part. Almost half of the respondents have been working at the Faculty for more than ten years. 43% of the respondents work at a clinical workplace, 42% at a theoretical institute, and 15% at both. The overall ratio of women and men is balanced; the data are therefore accurate, illustrate the current situation and can be generalized.

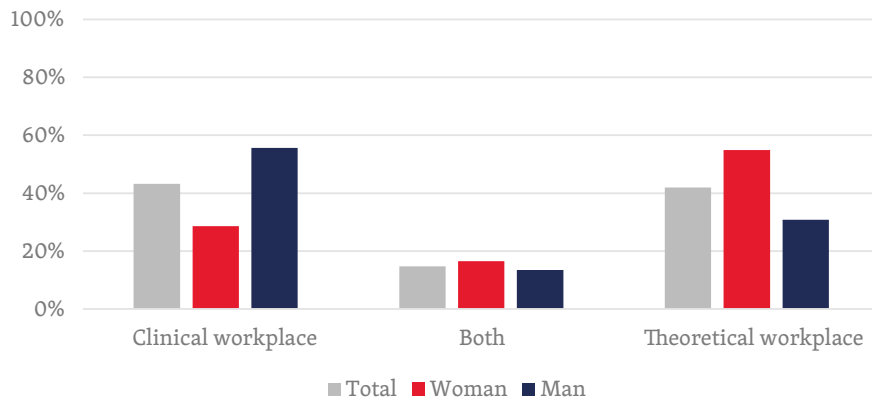
	Total	R1	R2	R3	R4
Employees contacted	1091	517	383	109	82
Answered	339	150	105	41	43
% of answers obtained	31%	29%	27%	38%	52%



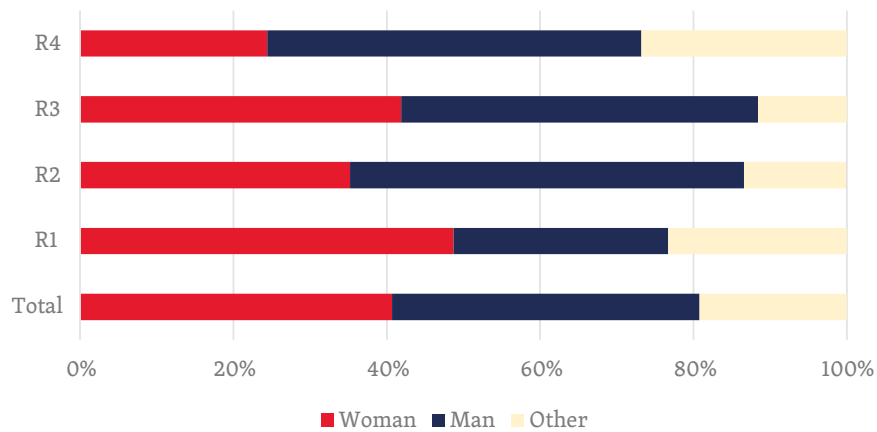
Distribution of respondents by workplace and seniority



Distribution of respondents by gender and workplace



Distribution of respondents by gender and seniority





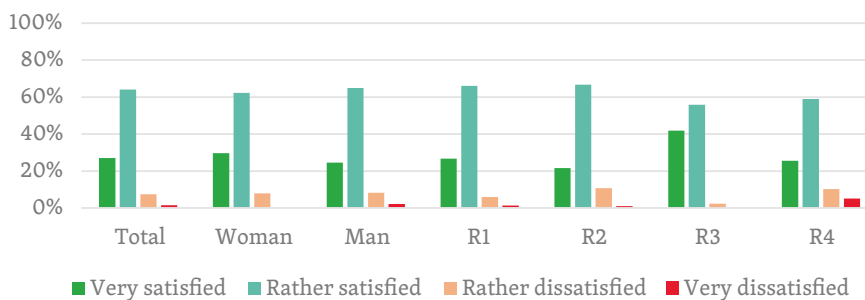
Results of the survey

Overall Level of Employee Satisfaction

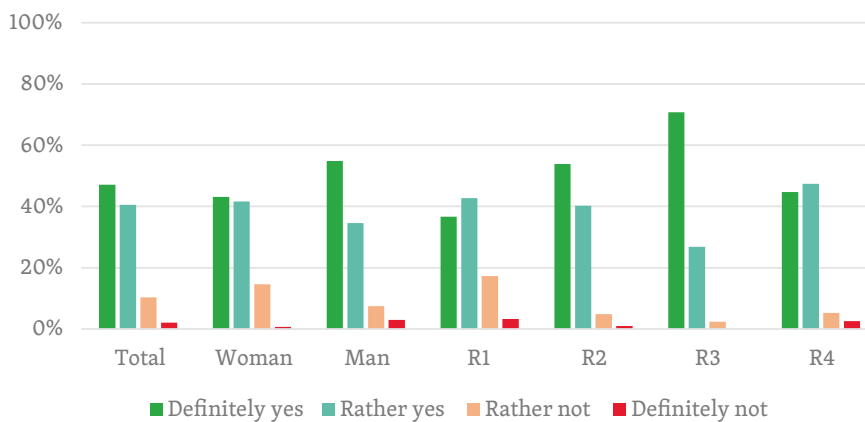
The overall level of employee satisfaction at the Faculty of Medicine of Masaryk University is 91%. The most satisfied group are the employees in the R3 position (98%). The employees reported the lowest satisfaction in the R4 position, 15% of whom are dissatisfied. At the same time, 98% of the respondents in the R3 group and 92% in the R4 group plan to stay at the Faculty of Medicine in the next 5 years.

On average, women are more satisfied at the Faculty than men, yet a higher percentage of women (15%) than men (11%) do not plan to stay at the Faculty in the next 5 years. The graph showing the distribution of respondents by gender and seniority may explain this; a total of 21% of the respondents in the R1 group do not plan to stay at the Faculty in the next 5 years.

Please express the overall level of your satisfaction at the FM MU.

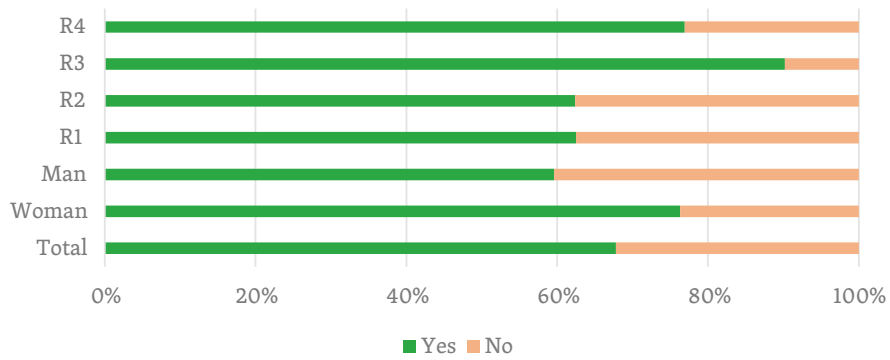


Do you intend to connect your future with the FM MU in the next 5 years?



Working Conditions

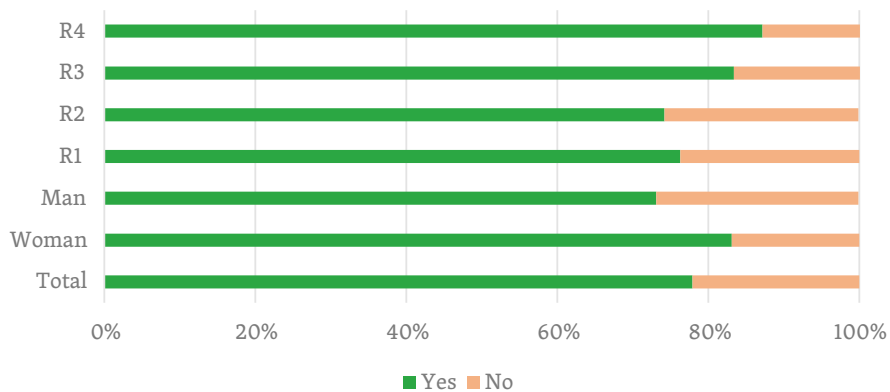
Do you think that your workplace provides you with enough time, finances and support for you to achieve your academic and research goals?



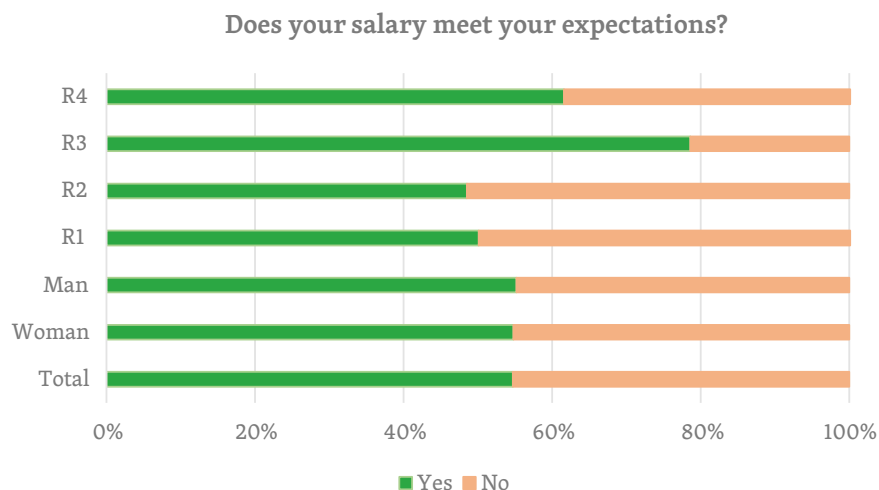
Space and support to achieve their academic and research goals in the workplace are perceived more positively by women (76%). 68% of all the respondents perceive the support in the workplace as sufficient.

38% of R1 and R2 (young researchers) do not see the time, finances and support provided by the workplace as sufficient.

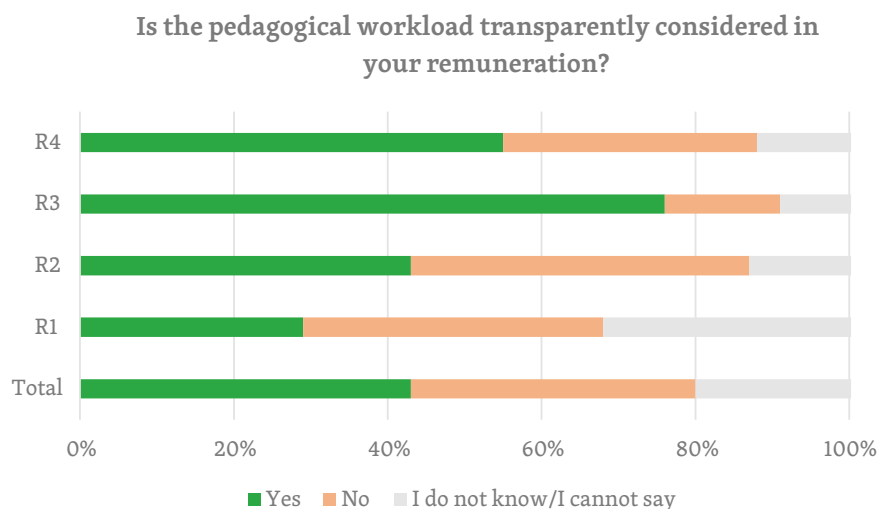
Do the working conditions in your workplace allow you to balance your work with your personal life?



The possibility of balancing personal and work life is perceived positively by almost 80% of all respondents, overall women more than men. This area is typically perceived as the least positively by an R2 man.



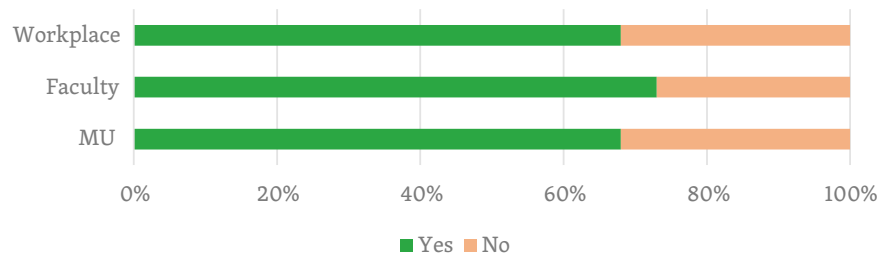
Almost half of the employees do not perceive their remuneration as adequate. The R1 and R2 groups are the least satisfied. If we compare men and women, women are more satisfied with their salary than men. The R3 group is the most positive one in assessing their salary expectations.



Overall, 37% of the respondents do not feel that the pedagogical workload is considered transparently in their remuneration.

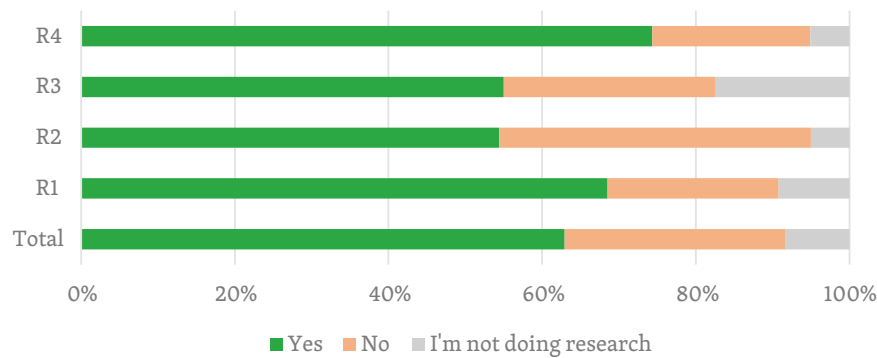
32% of the R1 respondents said that they did not know how to answer this question.

You have the opportunity to develop your pedagogical skills (training for the teaching and educational activities you perform) at the level of:



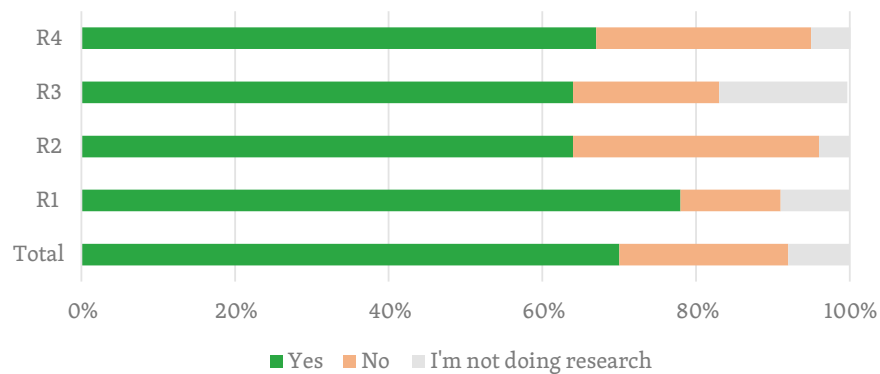
The opportunities to develop their pedagogical skills are perceived as insufficient by more than a quarter of the employees at all levels (university, faculty, workplace).

Does your pedagogical workload allow you to fulfill your research goals?



The pedagogical workload complicates the research goals of 29% of the respondents, mostly in the R2 group.

Does your administrative workload allow you to meet your research goals?

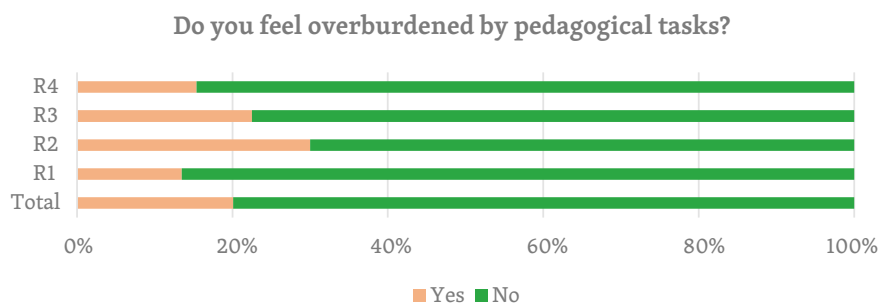


More than a one-fifth of the respondents perceive the administrative workload as an obstacle to the implementation of their research plans; most of them are in the R2 and R4 groups.

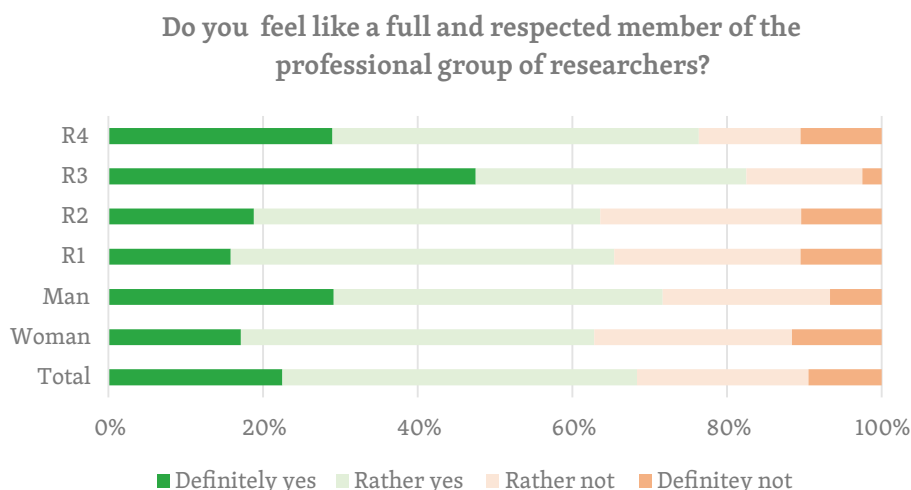
ADDITIONAL COMMENTS BY THE RESPONDENTS:

In which area is the administrative workload excessive for you?¹

- **Formalities and administration associated with research, grant submission and competitions, communication with journals (while preparing to publish).**
- Everything is really slow, with a lot of unbelievable limitations anywhere one looks.
- **There is no one specific area but rather the combination of all administrative tasks together.**
- **In the field of clinical medicine. This then affects the activities of the Faculty of Medicine in a negative way. Medical administration in particular – communication with insurance companies. The daily routine of hospital wards.**
- In the necessity to keep supplying additional information and data which are already saved somewhere and available to the administrative staff.
- Basically, in every area – researchers should research, supervisors should supervise, and lecturers should lecture – this is what they are qualified for. All other matters should be processed by administrative workers. Which, of course, is not the case for many reasons, and administrative tasks are all too often outsourced to academics.



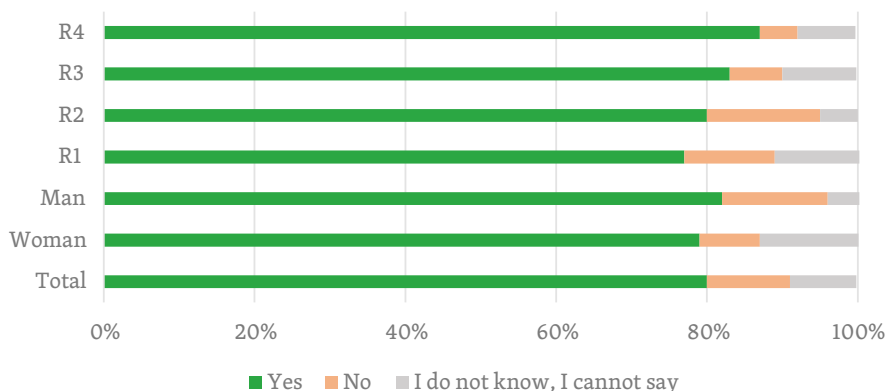
20% of respondents feel overburdened by pedagogical tasks, most significantly the R2 group.



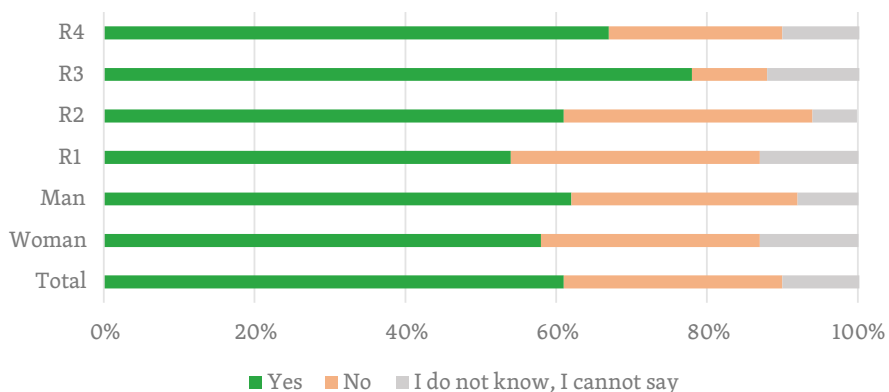
More than 30% of the respondents state they do not feel this way; the number of such statements decreases with increasing seniority.

¹ **bold** = recurring answer

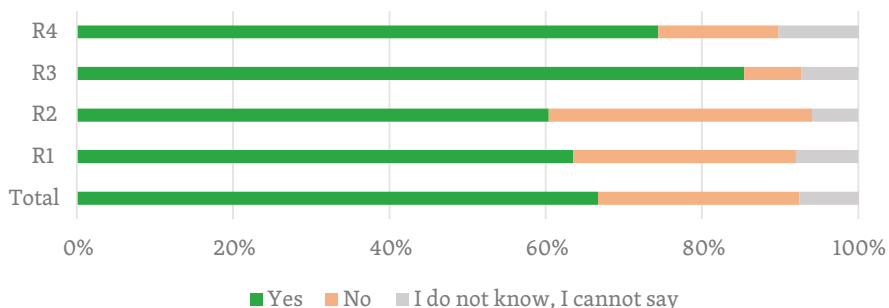
Do Ph.D. students have the opportunity to maintain regular contact with their supervisors?



Do Ph.D. students receive adequate time and other forms of support from their supervisor to maximize their scientific growth?

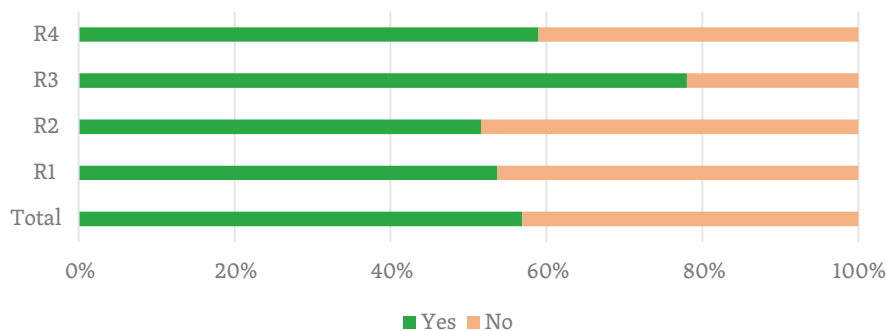


Are experienced researchers (e.g. investigators, team leaders) used to sharing their knowledge and experience with other as a natural part of their role?



Regular contact of Ph.D. students with their supervisors is perceived positively. 29% of all the respondents and 1/3 of R1 respondents perceive inadequate time and other forms of support. More than 1/4 of the total number of respondents feel that experienced researchers are not used to sharing their knowledge and experience as a natural part of their role.

Do you know the person researchers can approach at the beginning of their career with questions related to their job duties?



Almost half of junior researchers and academics do not know the person they can approach regarding these things.

ADDITIONAL COMMENTS BY THE RESPONDENTS²:

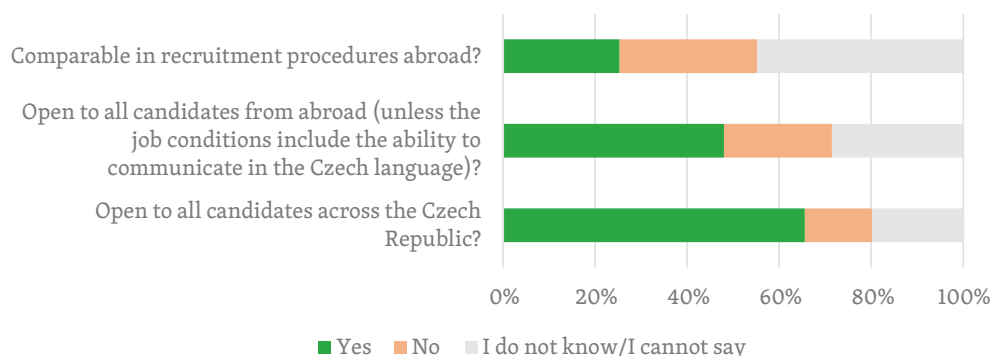
- **In my opinion, there should be better cooperation in the workplace as well as among the workplaces. I do not know some of my colleagues at all, and neither do they know me.**
- Emphasis on publishing activity as a key evaluation criterion (without taking into account any benefits on other areas).
- **I think that some help in the statistic evaluation of their results would be helpful for new PhD students (who are not that experienced in research) - at least in the beginning and for their first articles.**
- **The position of young research teams (young PIs) is not defined sufficiently, and neither are their duties, rights, benefits etc. Including work (laboratory) space and the possible number of students per young PI; an unequal position of young researchers (different starting conditions).**
- I think that a lot of the questions depend on the specific workplace/supervisor/head. In my experience it is possible to write a quite negative evaluation of some workplaces in every area and, on the other hand, a quite positive one of others.
- Support only for the best employees, transparent career system (not a system into which everyone qualifies), the autonomy of research groups, strict evaluations, not evaluations in which everyone succeeds including the individuals who publish poorly and do not have their funding, do not create any jobs for the institution, and don't bring any extramural money.
- There is no feedback in teaching undergraduate students, which means that the teaching staff (whether they are experienced or a PhD student) can teach WHATEVER THEY WANT HOWEVER THEY WANT. The less experienced colleagues then do not have a chance to improve the potential of their practical teaching.
- A "company kindergarten", or rather a "company nursery" or "children's group" is a really pressing issue.

² **bold** = recurring answer

Recruitment, Selection, Evaluation and Development of the Employees

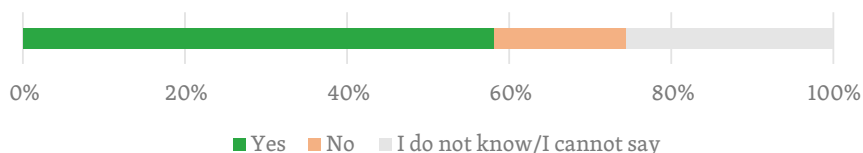
The following block of questions was related to the process of recruitment and selection, development, and training of the employees. Its aim was to learn the views of academic staff and researchers on the functioning of these processes in their workplace, and their personal experience with them.

In your opinion, is the current recruitment process of academic staff and researchers in your workplace:

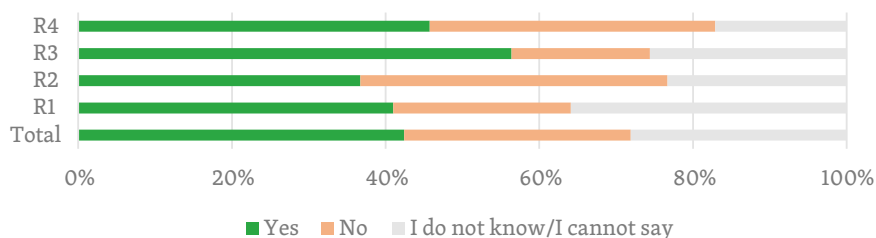


The process of recruiting employees is perceived by more than 60% of the respondents as open to applicants from the Czech Republic, almost half of them see it as open to the applicant from abroad, and only a quarter of them find it comparable.

In your opinion, do the requirements that applicants must meet during the selection process in your workplace correspond with the level of the individual positions?

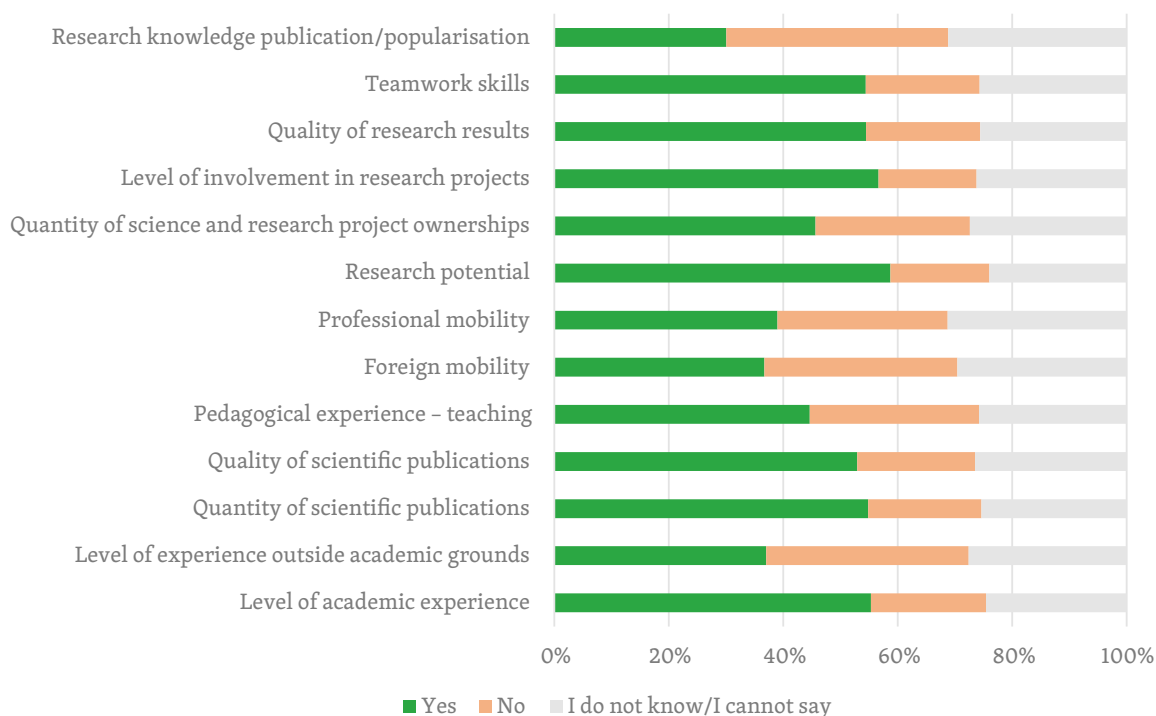


In your experience, does the process of recruiting academic staff and researchers in your workplace attract the interest of suitable candidates?



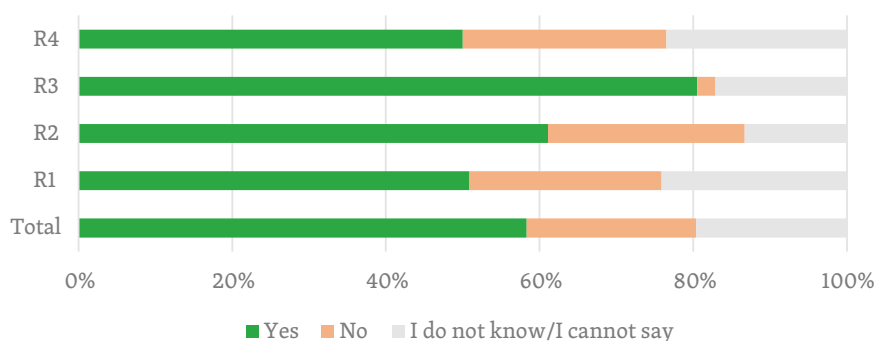
Less than half of the respondents think that the recruitment process is of interest to suitable candidates. See below for reasons.

In your opinion, what selection criteria are applied during the selection process for the positions of researchers at your workplace?



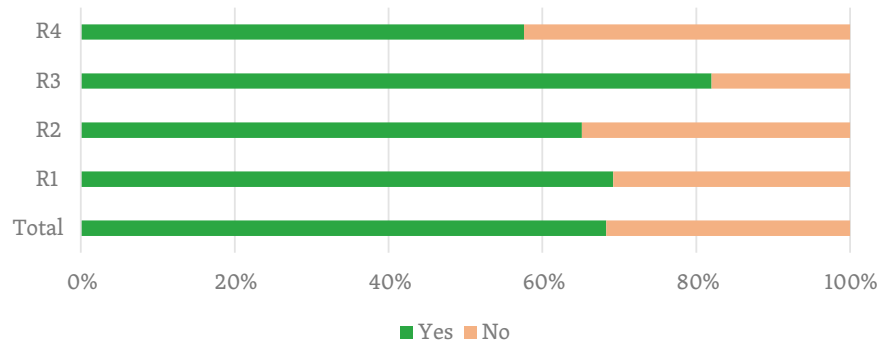
The most applied selection criteria are considered to be the research potential, involvement in research projects, the quality of scientific results and scientific publications, and the level of academic experience.

Do you think that your workplace approaches the recruitment and selection of employees in a transparent manner?



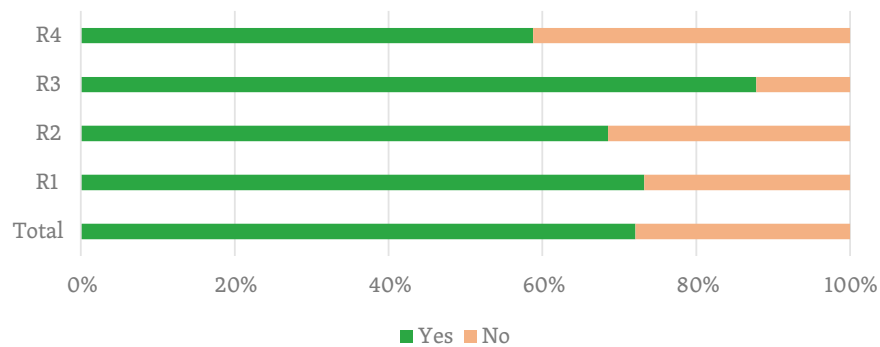
More than a one-fifth of the respondents state they do not think their workplace transparently approaches recruitment and selection.

Does your supervisor provide you with sufficient feedback on your work performance?



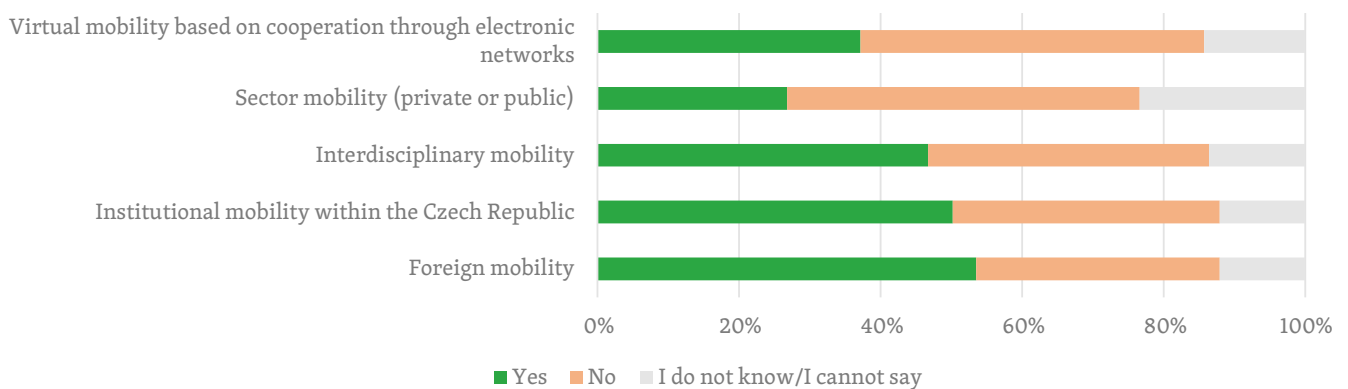
The R3 group views this question in the most positive way. In all other groups, more than 30% of the respondents state that this is not the case. ní.

Do you feel support for continuous education and development of your knowledge and skills in your workplace?

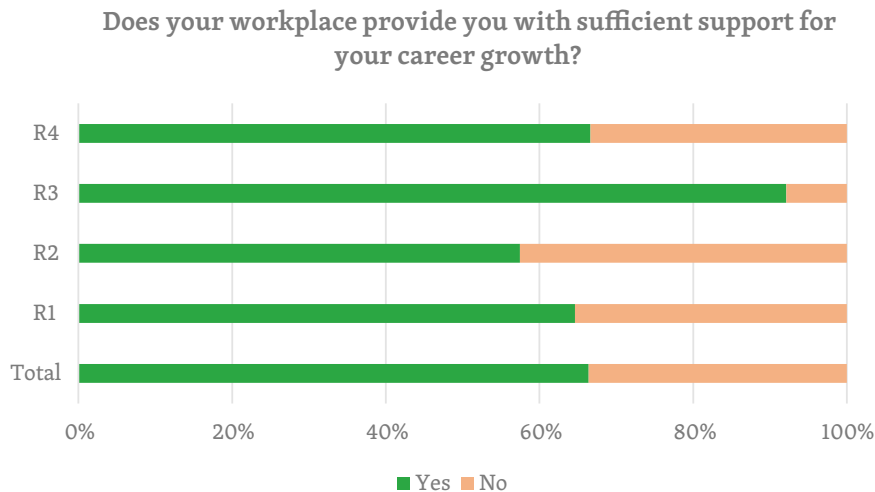


More than a quarter of the respondents do not feel support for continuing education and development of their knowledge and skills..

In your workplace, do you feel supported in mobility as an integral part of the development of employees at all career levels?



The respondents feel the most significant level of support in foreign mobility, the lowest one in mobility between sectors.



One-third of the respondents state that they do not receive sufficient support for career growth in the workplace. The lowest percentage can be found in the R2 group. On the contrary, respondents in the R3 group perceive support in a significantly different way than all the other groups, 92% of them seeing it as sufficient.

ADDITIONAL COMMENTS BY THE RESPONDENTS³:

- **In general, what I miss at the university/faculty website is the information who is responsible for the particular website/data, and who can be contacted if some info is wrong etc.**
- **Insufficient communication and its lack of transparency**
- **Limited opportunities for teamwork, discussion and debate (right for an opposing view).**
- **There is often zero feedback.**
- Since this is a clinical workplace, the diagnostic-therapeutic process is the top priority (85% of the total workload). Teaching and R&D are on the „back burner“ (teaching 10% and R&D 5% of all workload).
- I am provided with sufficient support for my career growth by my supervisor. On the contrary, I see the University measures concerning inbreeding as discriminatory. Although I understand the benefits of a post-doctorate abroad, I see that this is not always possible – especially for your researchers who are parents.

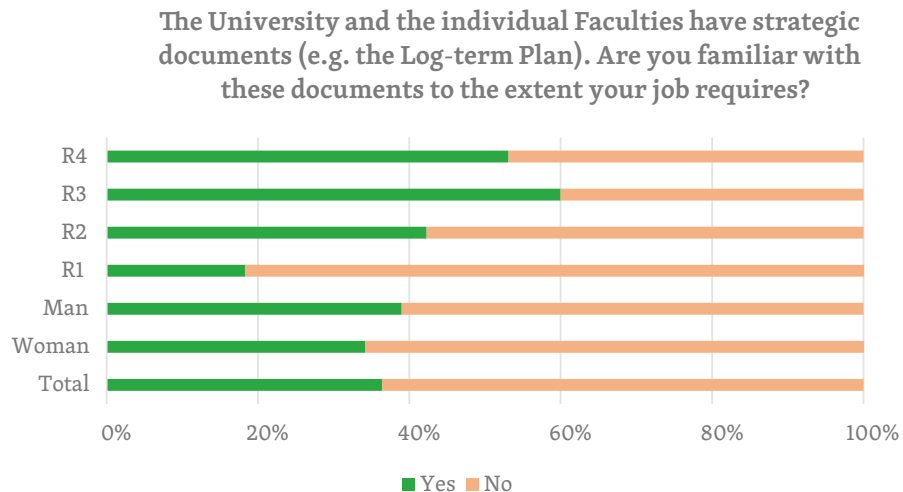
Causes of low interest of suitable candidates:

- Job attractiveness, financial uncertainty, pedagogical workload
- Lack of international cooperation and sufficiently motivating offers for foreign candidates from good universities
- Insufficient “self-promotion” of the workplace
- Insufficient and sceptical advertising, lack of transparency of the selection process
- Low support for the combination of scientific and clinical work
- It is difficult to get quality employees if the salary is not competitive for example with the private sector

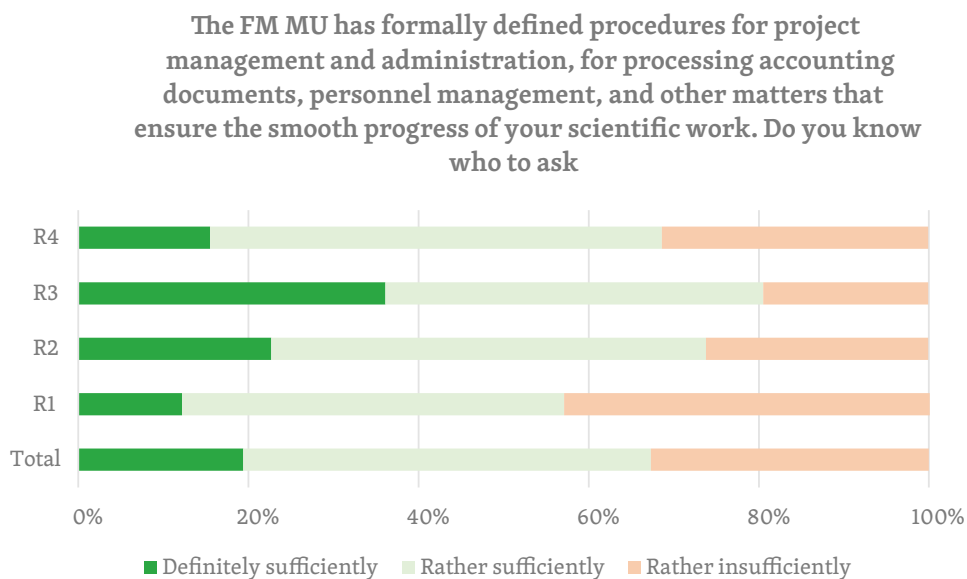
³ **bold** = recurring answer

Professional Approach

In this part of the survey, our aim was to find out to what extent the current process and tools for organisation and administration are helping the employees.

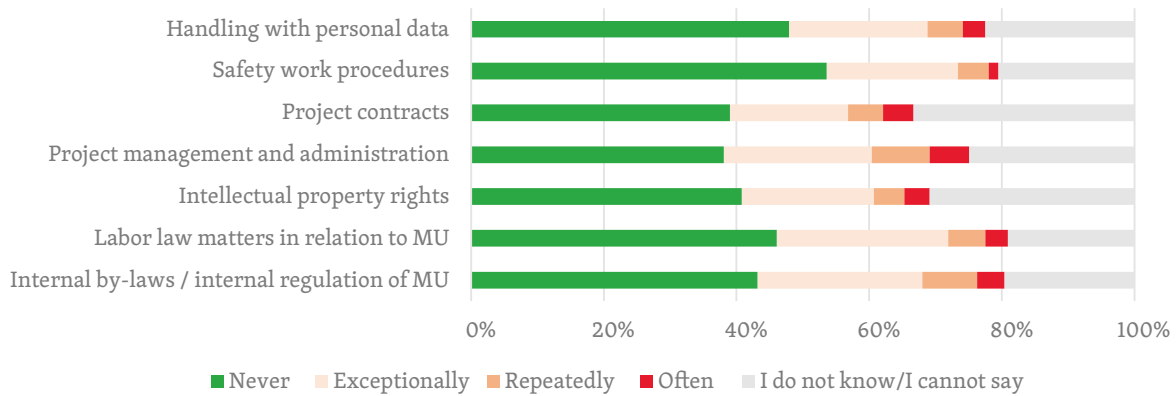


64% of the respondents do not feel that they are familiar with the strategic documents of the University and the Faculty. In the R1 group, 82% of the respondents state this.

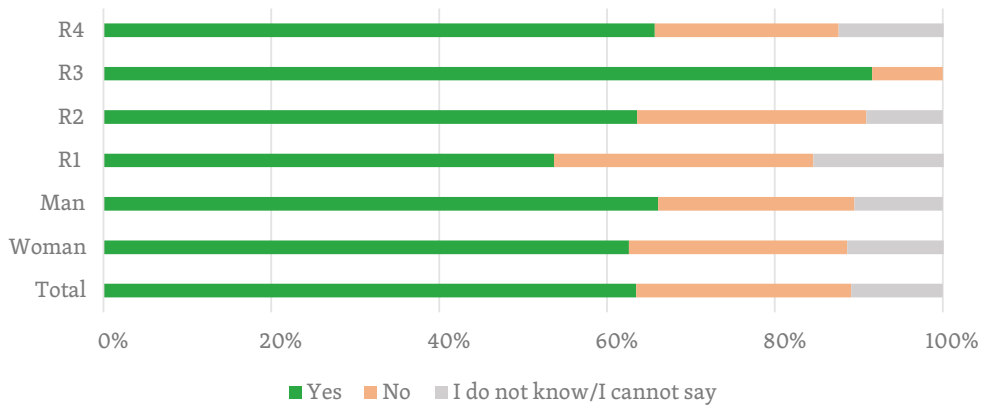


Only 19.4 % of the respondents know who to turn to in matters ensuring smooth progress of scientific work (project, accounting, personnel matters); 47.9% usually know and 32.7% do not usually know. In the R1 group, 43% of the respondents do not know.

In the last two years, did you ever find yourself in the situation when you did not have any readily available information to deal with situations requiring familiarity with:

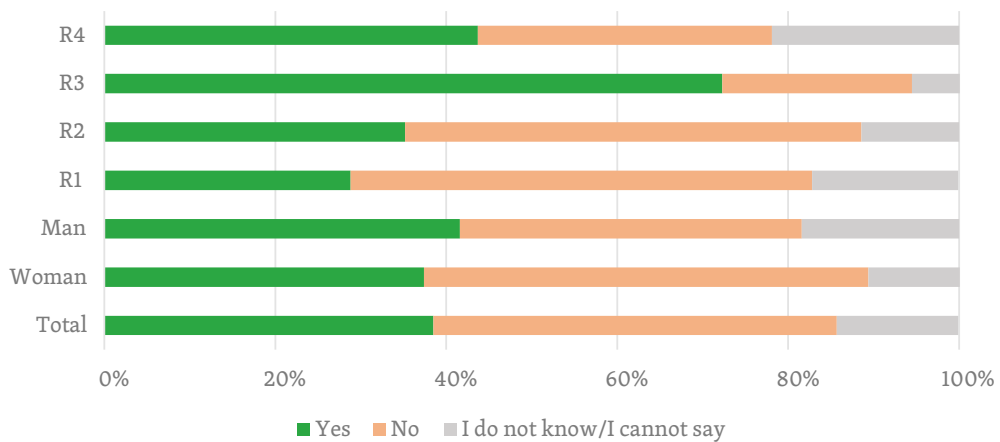


Does the employer inform you about the rules of personal data protection and processing etc.?



25.6% of respondents state that they are not sufficiently informed about the rules of personal data protection. The R3 group feels that they are informed the best (91.6%), which is a significantly higher number than in the other respondent groups.

Are you familiar with how to file a possible complaint and appeal regarding working conditions, rights, etc.?



61% of all the respondents state that they are not or do not know if they are familiar with the complaint process.

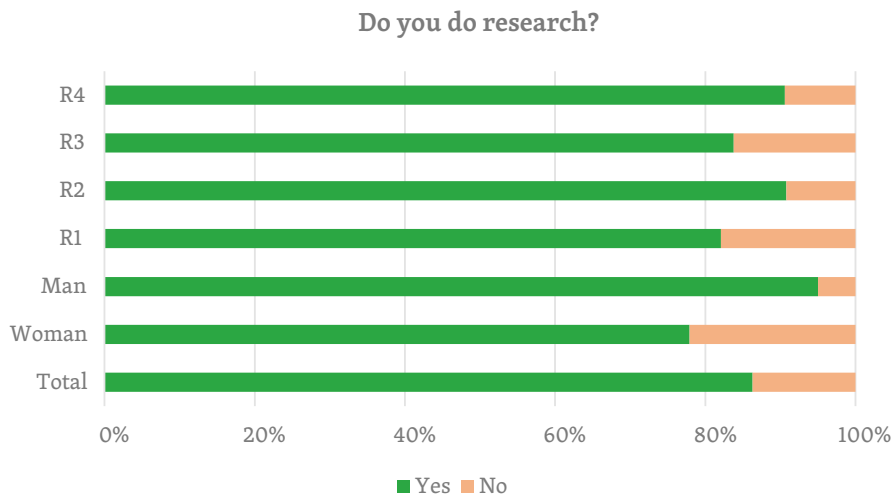
ADDITIONAL COMMENTS BY THE RESPONDENTS

- o Rather than tons of documents, I would appreciate an easy-to-understand directory explaining who to approach with what. I often address one thing with several people at once; a link or a guide, clearly defined responsibility, would be ideal.
- o Is there a place where these contacts are officially summarized?
- o Communicate the information in these documents in a reader-friendly form - I have no idea where I could find these documents.
- o The administrative staff should be supportive of the research/pedagogical work (from the capacity as well as professional perspective).



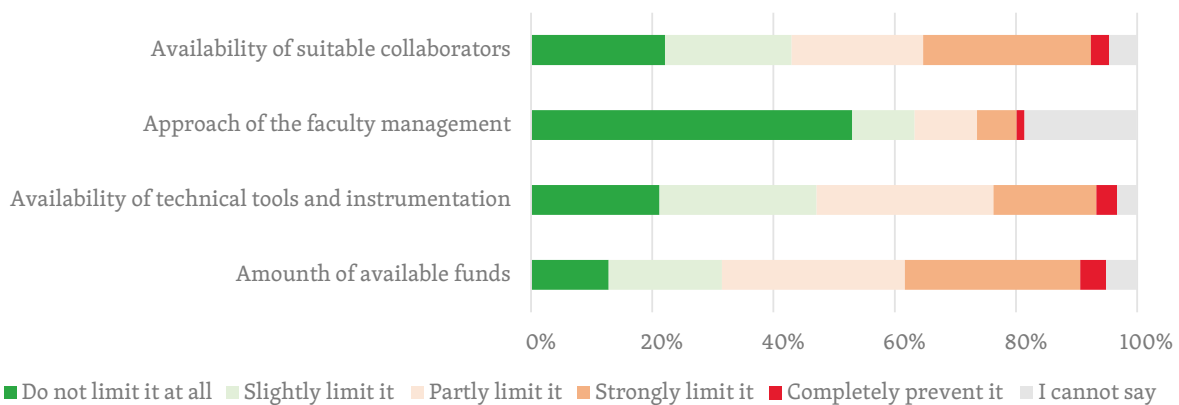
Research Freedom and Ethics

In this part of the survey, we focused on the freedom of research and its ethical aspects.



More than 86% of the respondents do research.

To what extent do external circumstances limit the freedom of your research? We are interested in the difference between what you would like and have the potential to do and what the circumstances in your workplace allow you to do.

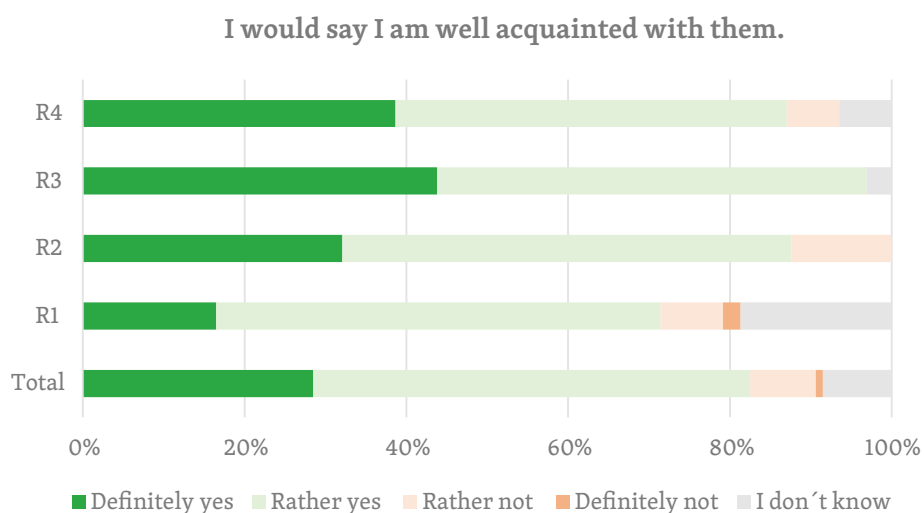


33% of all the respondents feel significantly or completely limited by the number of funds available. 20% of the respondents think significantly or completely limited by the availability of technical tools and instrumentation, women more significantly than men. 53% of the respondents do not feel any limitation in their research caused by the approach of the faculty management, 19% state that they cannot judge this. 31% of all respondents feel significantly or completely limited by the availability of suitable collaborators.

ADDITIONAL COMMENTS BY THE RESPONDENTS – Other kinds of limitations⁴

- **Limitation by time and space - clinical work and teaching predominates**
- There is no connection to the medical profession and therefore no research material
- **Time and energy for PhD studies while working full-time in the hospital.**
- **The amount of teaching and related activities (preparation of shared materials).**
- **Data-management is missing.**
- **Statistical processing, translations into other languages.**
- **Cooperation with workplace management.**
- Quality staff and students connected with quality scientific institutions abroad.
- The ability to perform some of the tasks in our laboratories, such as blood collection.
- I do not think the management even knows about my research.

At various levels, there are tools designed to ensure that the ethical aspects of scientific work are adhered to. What is your relationship to those tools?

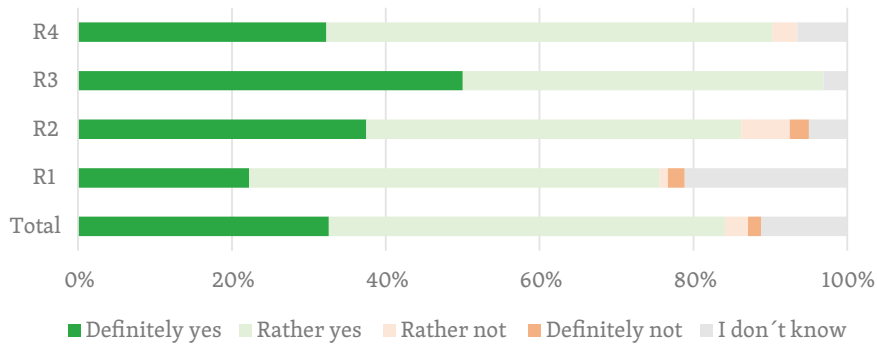


83% of the respondents feel well acquainted with the tools for ensuring that the ethical aspects of scientific work are adhered to.



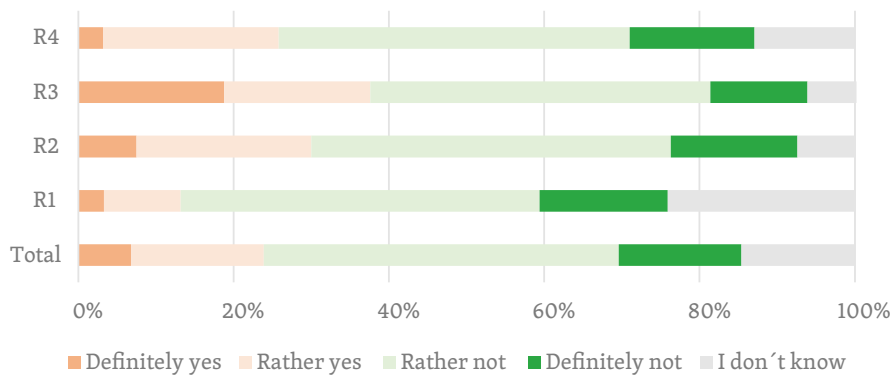
⁴ **bold** = recurring answer

I think they ensure the ethics of the research sufficiently.

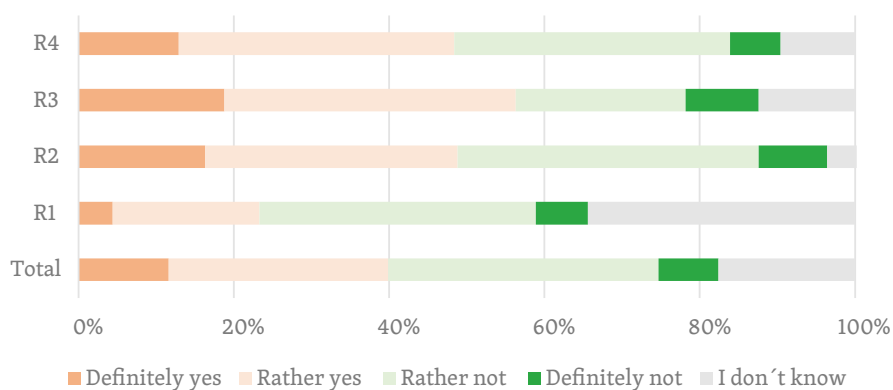


84% of all the respondents see the tools as sufficient; 21% of the respondents from the R1 group stated that they did not know whether they were adequate.

I think they limit the research too much.

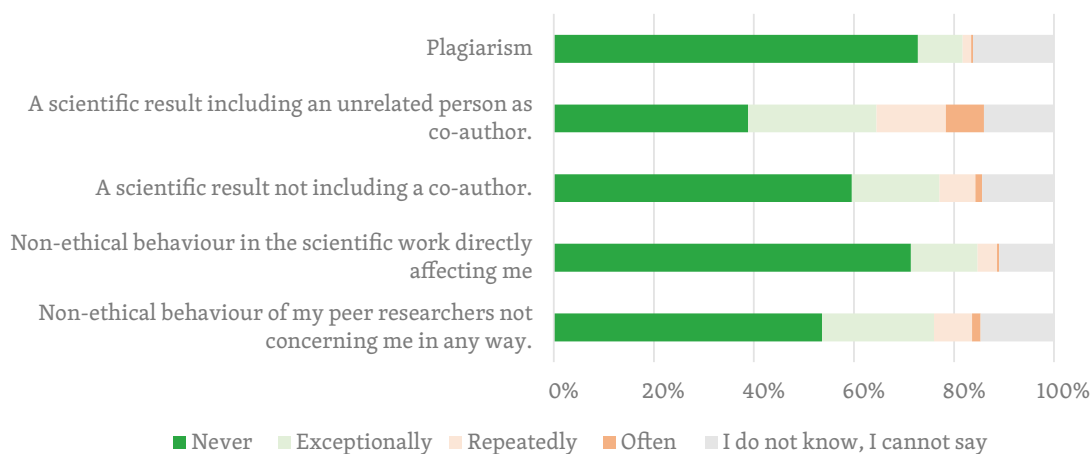


They are an unnecessary increase of the the administrative workload.



24% of the respondents perceive these tools as limiting, in the R3 group, the number is almost 38%. 40% see these tools as an unnecessary increase in the administrative workload.

Think about whether you encountered unethical behaviour in your workplace during the past three years. Do you think that, during the past three years (2017, 2018, 2019), any of these occurred in your workplace:



9% of respondents state that they repeatedly have or often experienced not mentioning an author who took part in the research, and 22% of the respondents state that they have repeatedly or often experienced mentioning an author who did not take part in the research.

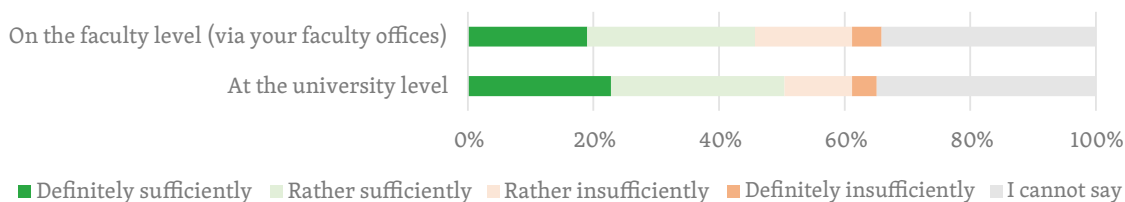
ADDITIONAL COMMENTS BY THE RESPONDERS:

- o The instrumentation and staffing of our group is excellent. However, I know it cannot be taken for granted, and it costs the leader of our group a lot of energy and negotiation.
- o The authorship of publications (in my workplace) is dealt with on the basis of mutual friendship, like “I will write you, and you will write me, and we will mutually increase the number of published works, or the h-index”.
- o Presenting non-participants as co-authors.

Commercial Use and Intellectual Property

One of the aspects of the research process is disseminating the results of the research process and its further use. The following questions were focused on this area and identified the experience of employees with this process at Masaryk University and the Faculty of Medicine.

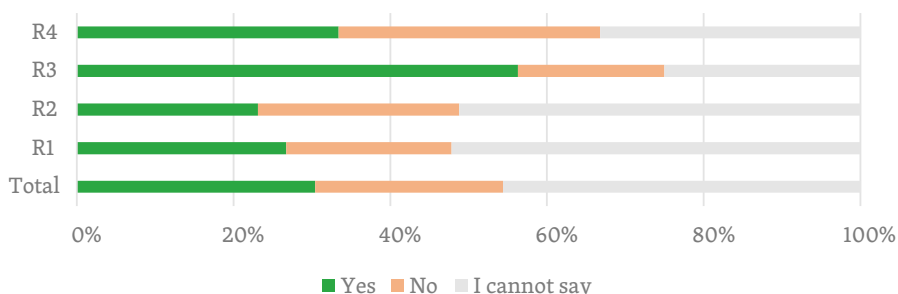
In your opinion, does the Masaryk University provide sufficient information about intellectual property (rights to use original work or inventions, e.g. copyright or industrial property)?



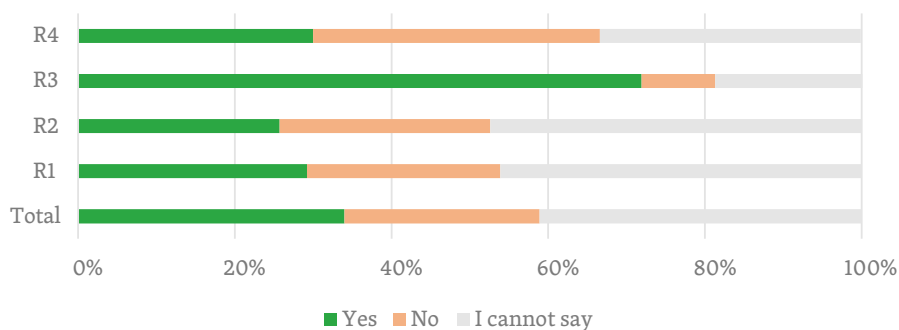
Almost half of the respondents perceive information about intellectual property from the University and the Faculty as sufficient.

To what extent do you personally feel the support of the Masaryk University in the field of public dissemination and commercial use of your research?

At the University level (e.g. through the various workplaces at the Rector's Office)?

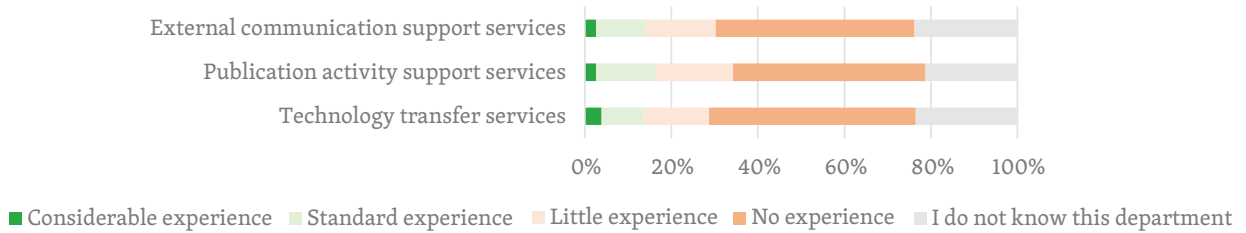


At the Faculty level (through the workplaces of your Faculty)



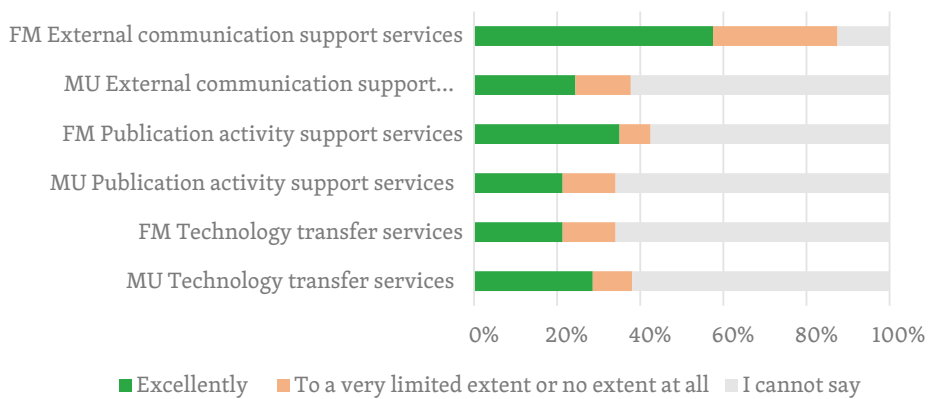
A quarter of all the respondents feel sufficient support neither from the Rector's Office, nor from the Faculty. The R4 group feels the least supported.

The Masaryk University has a number of departments which helps researchers put the outcomes of their research into practice and promote them. Which of the following do you have personal experience with?



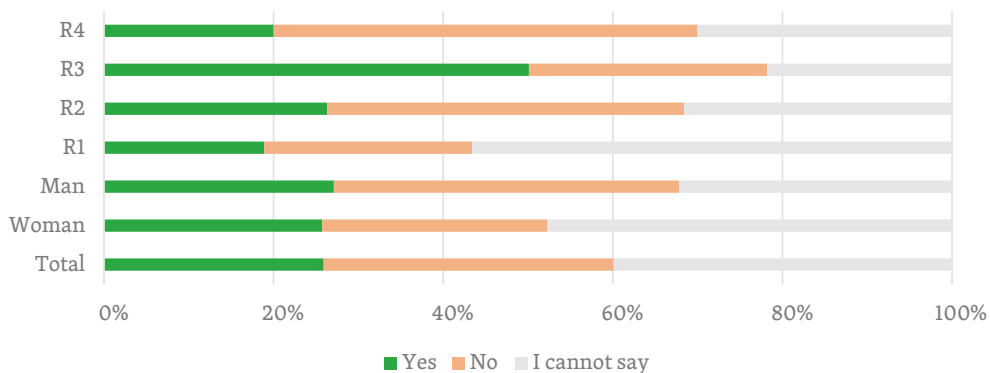
Almost half of the respondents have no experience with these services, and more than a fifth do not know them.

To what extent does the particular Department usually help you resolve your issue if you contact them?



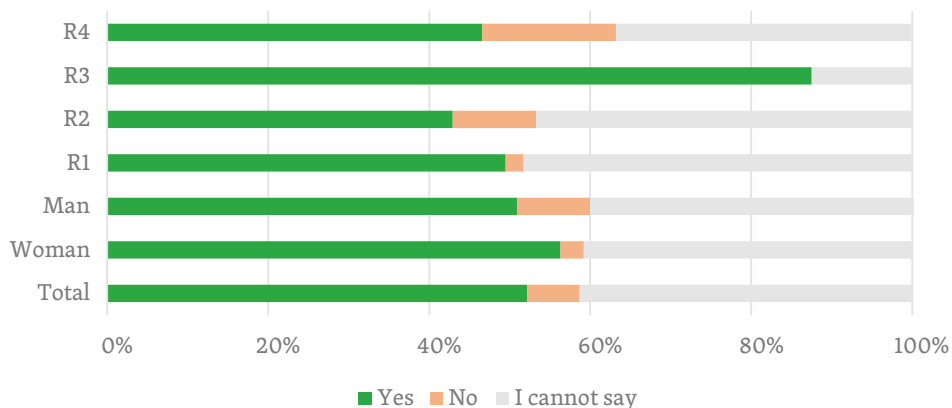
Only the respondents who stated in the previous part that they had some experience with the particular department answered this question.

As the author of scientific works, do you think that you get an adequate share of profit from your research outcomes?



40% of the respondents do not know whether they receive an adequate share of the profit, 35% state they do not and 26% that they do.

As the author of scientific works, do you think that your legal protection and intellectual property are secured?



41% of the respondents do not know whether they have legal protection of their intellectual property, 7% state that they do not, and 52% think that they have secured the legal protection of their intellectual property.

ADDITIONAL COMMENTS BY THE RESPONDENTS:

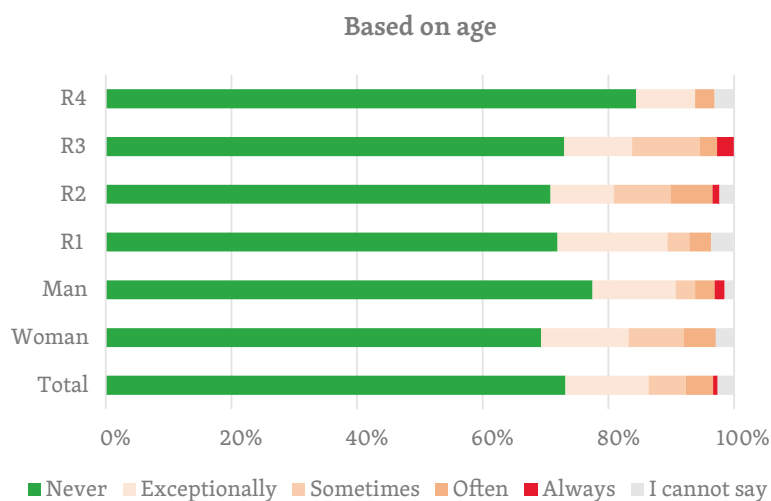
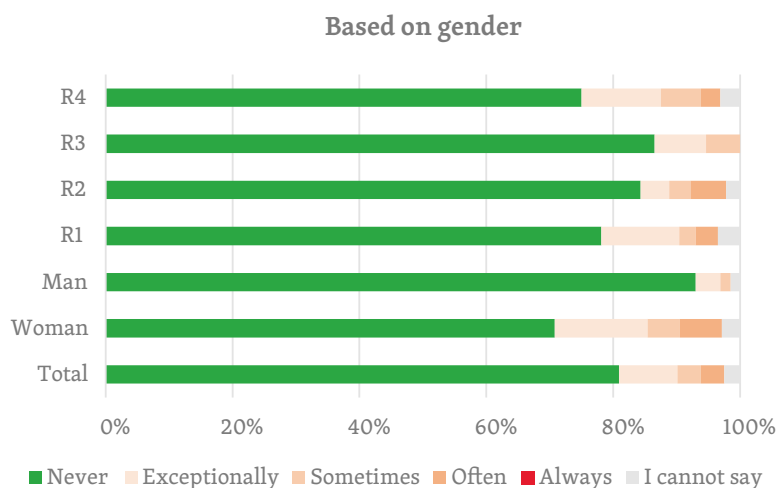
- o I lack a really good professional assessment of translational potential (a really good connection to companies that could evaluate and use the potential would suffice – see Belgium, Israel, the Netherlands).
- o I appreciate the new offer of language corrections.
- o A possibility to create computer visualisations?
- o Help with graphics (e.g. poster templates)? A possibility to print a poster on campus?



Discrimination and Equal Treatment

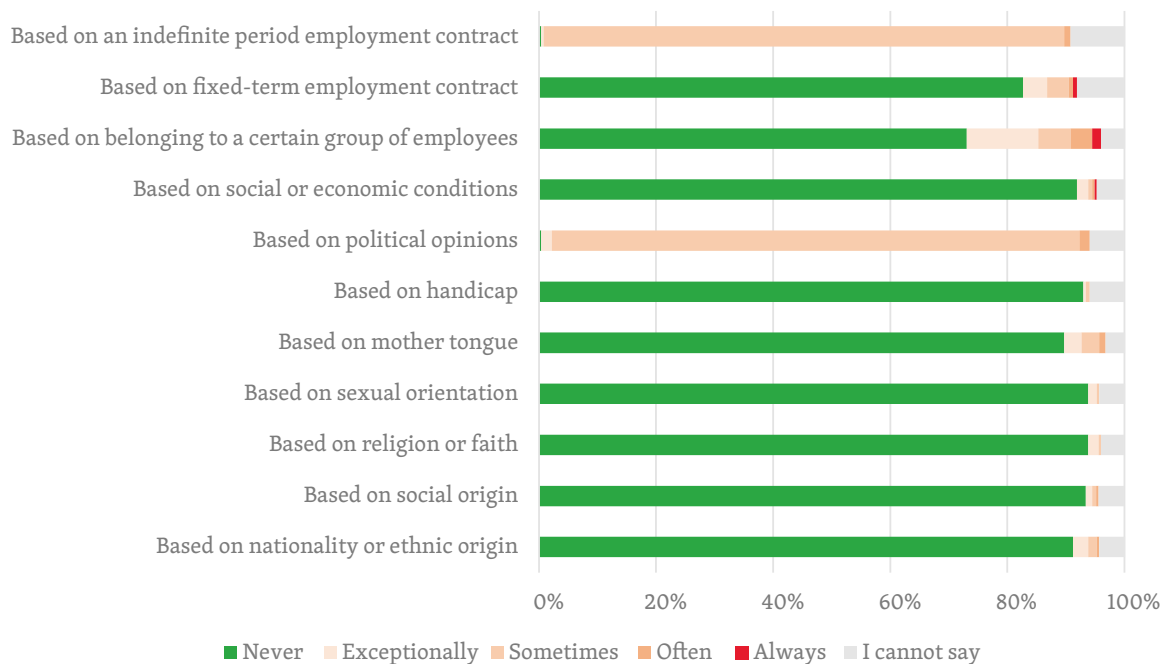
The last block of questions concerned the issue of discrimination. Although this phenomenon is considered undesirable and is prohibited not only by the internal regulations of the Masaryk University, but also by the laws of the Czech Republic, it sometimes does occur.

In the past three years, did you encounter any discriminatory behaviour towards your person on the premises of Masaryk University?



In the past three years, did you encounter any discriminatory behaviour towards your person on the premises on the Masaryk University?

Continued...

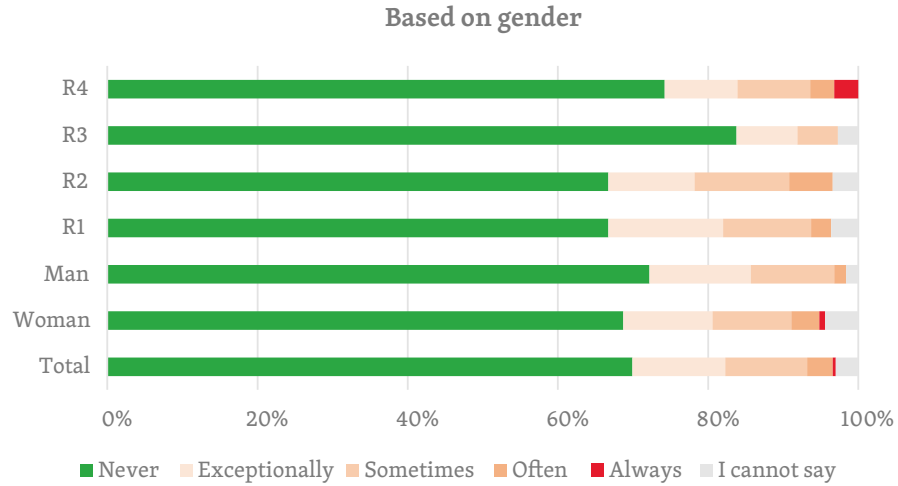


ADDITIONAL COMMENTS BY THE RESPONDENTS - other types of discrimination:

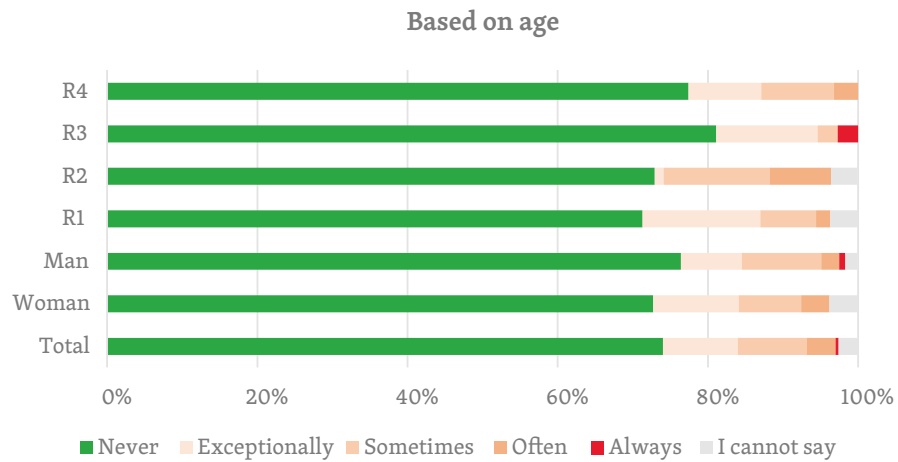
- Based on the length of employment (how long has one been employed at the Faculty of Medicine).
- Based on a contract with another employer.
- Based on the fact whether one has children or not.
- Disliking a specific person.
- Liking a specific person.

In the past three years, did you witness any discriminatory behaviour to other people, employees, or students on the premises of Masaryk University?

The person was discriminated against:

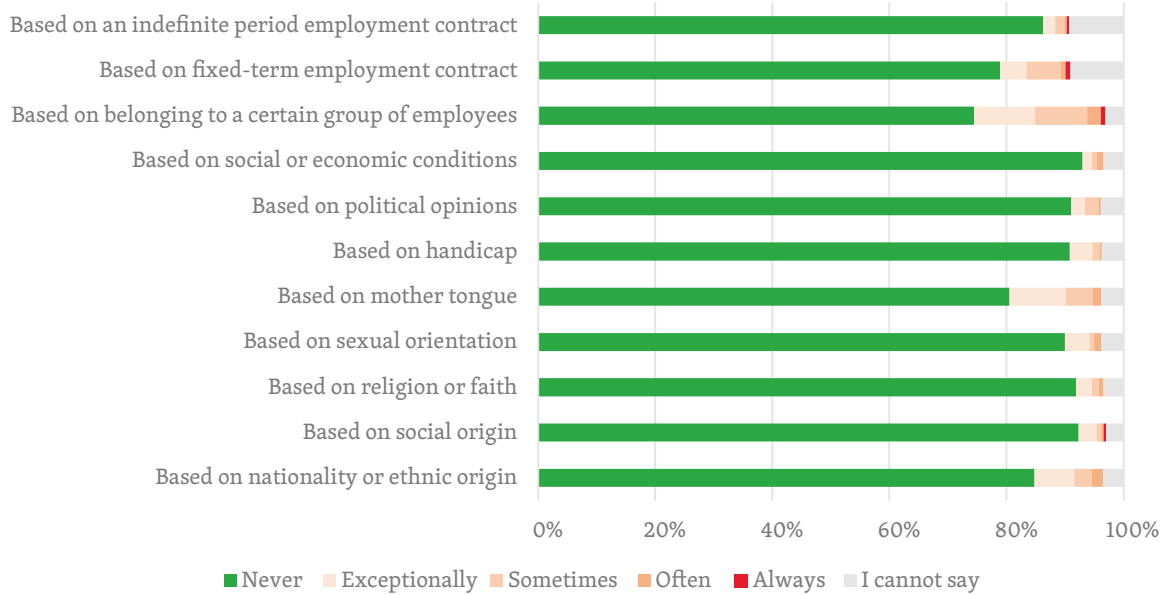


More than a quarter of the respondents state that they had encountered discrimination against someone else based on gender to some extent in the past 3 years.



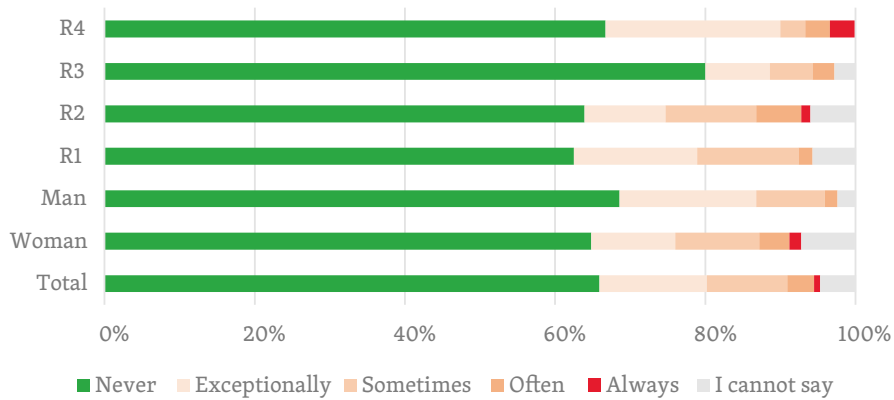
In the past three years, did you witness any discriminatory behaviour to other people, employees, or students on the premises of Masaryk University?

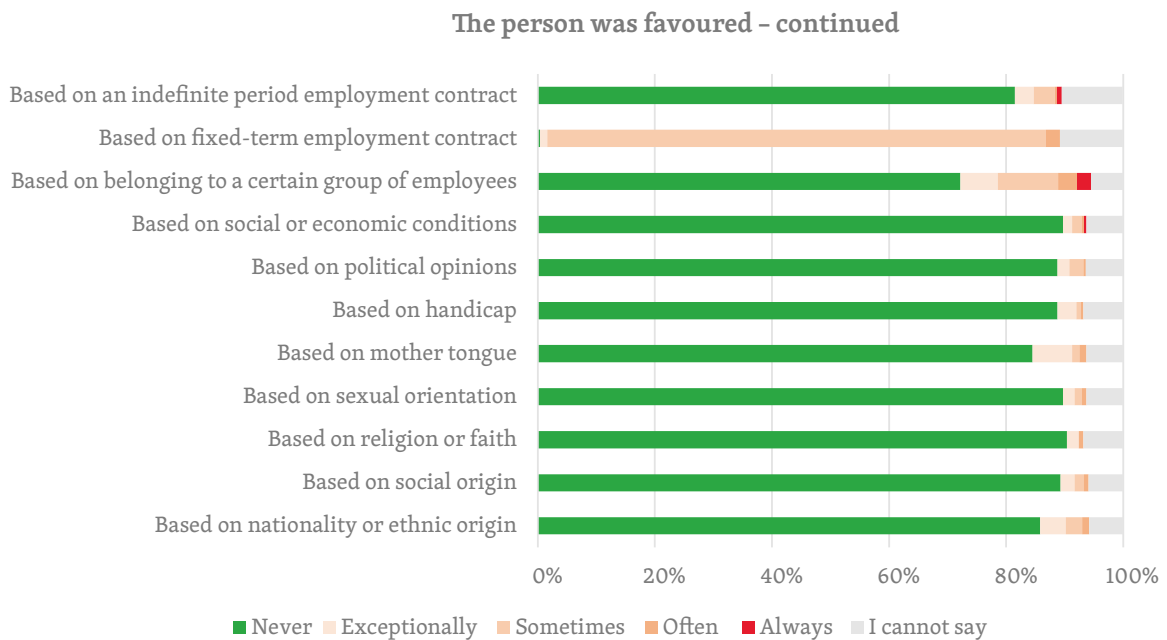
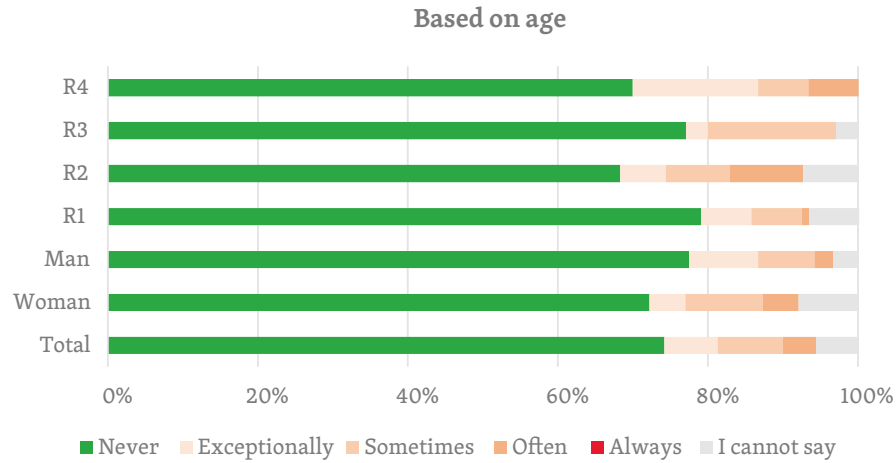
The person was discriminated against – continued:



The person was favoured

Based on gender

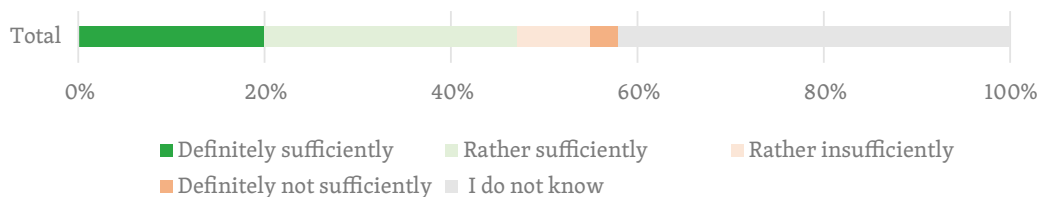




ADDITIONAL COMMENTS BY THE RESPONDENTS - other types of favouritization:

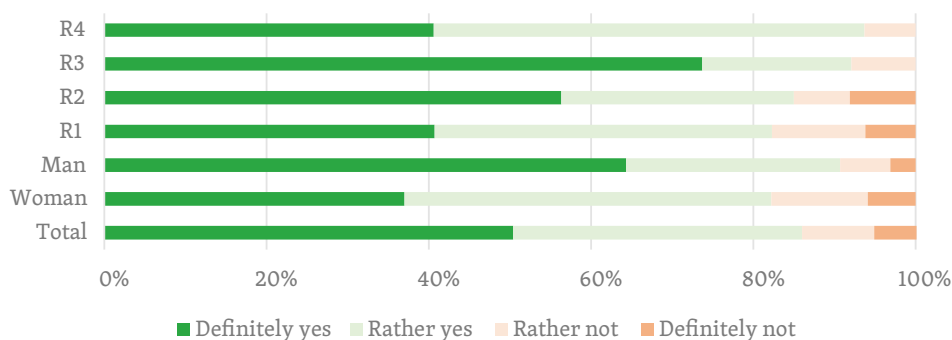
- o Based on their family situation – the number of children.
- o Based on real or perceived belonging to a certain group at the Faculty of Medicine.
- o A senior staff member was favoured at the expense of a junior one.
- o Disliking a specific person.
- o Personal and family connections.

In your opinion, how efficient are the tools used by Masaryk University to prevent discrimination?



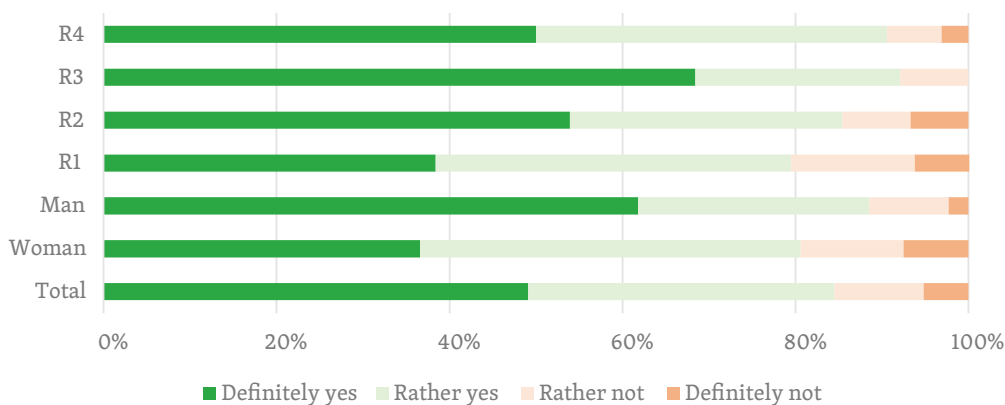
47% of all the respondents think that Masaryk University has efficient tools to prevent discrimination, 11% do not think so, and 42% state that they do not know.

In your opinion, do men and women have equal working conditions in your workplace?



86% of all the respondents think that women and men have equal working conditions; 14.1% do not think so. The more junior the respondents are, the more sceptical they are regarding this question.

Do you think that men and women have equal opportunities in your workplace?



84.5% of all the respondents think that women and men have equal opportunities; 15.5% do not agree with this statement.

Additional comments by the respondents⁵

- I have witnessed very unprofessional behaviour of some employees (especially the more senior ones) towards students.
- **Women have a disadvantaged position during job interviews.**
- I have definitely witnessed that various colleagues and groups thought women has less potential.
- **I don't know about any tools at all.**
- The promotion of grants at the University (e.g. from Loreal) which favour women on the basis of their gender is discriminatory towards men who cannot apply for similar opportunities.
- **The introduction of kindergartens (e.g. on campus) will contribute to equal conditions.**



⁵ **bold** = recurring answer

Conclusions Based on the Data

THE LONGER ONE IS EMPLOYED AT THE UNIVERSITY:

- The more they think that information about intellectual property is provided on the University as well as Faculty level.
- The more satisfied they are with their remuneration.
- The less they think that teaching is taken into account adequately in remuneration.
- The less they think that all employees are striving to develop their skills.
- The less they think that Ph.D. students can consult their supervisors.

THE HIGHER THE PERCENTAGE OF THEIR CLINICAL WORK:

- The more satisfied the employees are with the possibilities to reach their goals.
- The more their administrative workload allows them to achieve their research goals.
- The better their experience with the Technology Transfer Office (TTO).
- The more they appreciate the opportunity to develop their teaching skills.
- The more they think that all employees are striving to develop their skills.
- The more extensive and more positive their experience with external communication services.
- The less satisfied the employees are with their remuneration.
- The less they feel like a team member.

THE MORE THEY ARE ENGAGED IN TEACHING:

- The more they think that their intellectual property is secured.
- The more they think that information about intellectual property is provided.
- The more extensive and the more positive their experience with the TTO.
- The more they think that they receive adequate reward for the outcome of their research.
- The more experience they have with the external communication services.
- The better their experience with services for publication support.
- The less they feel overburdened by teaching.

THE HIGHER THE AMOUNT OF RESEARCH WORK:

- The more extensive and the more positive the experience with the TTO.
- The more the employees think that they receive reward for the outcome of their research.
- The more they think that their intellectual property is secured.
- The less they think that all employees are striving to develop their skills.

Summary of positive findings

The data about the overall satisfaction and plans of our academic staff and researchers we gathered show stability and a positive perspective. The overall level of employee satisfaction at the Faculty of Medicine is 91%. The results of the survey indicate that the employees in the R3 group are the most satisfied, answer most positively and are the most informed. The results of the survey confirm the results of meetings at the individual workplaces of the Faculty of Medicine carried out by the HR Award team since 2019.

1. WORKING CONDITIONS

- More than 2/3 of the respondents state that they think their workplace provides sufficient time, finances and support for them to achieve their academic and research goals.
- More than half of the employees do not think their research is limited in any way by the approach of the Faculty management.
- The more experience the employees have with supportive services, the more positive is their view on support offices (TTO).
- Open answers show that the level of satisfaction and awareness very much depends on the particular workplace and its head.
- Most employees feel familiar enough with the tools to secure the ethical aspects of their research, and 84% feel these tools are sufficient.
- The higher the amount of research work the employees perform, the better their evaluation of the intellectual property protection and the adequacy of reward for their outcomes.
- A positive assessment of the Pedagogical Competence Development Centre (CERPEK).
- 80% of the respondents state that students have the possibility to regularly keep in touch with their supervisors.
- More than 3/4 of the experienced academic staff and researchers (R3, R4) state that the experienced workers are used to share their knowledge and experience with others.
- The longer the employees work at the Faculty, the more satisfied they are with their remuneration.

2. RECRUITMENT AND SELECTION

- 85% of the respondents who took part in the selection process at the Faculty of Medicine feel that they were provided with enough information during the selection process.
- 59% of the respondents state that they think their workplace has a transparent approach to the selection of new employees.

3. EVALUATION AND CAREER DEVELOPMENT

- 72% of the respondents feel supported in constant education and development of their knowledge and skills in their workplace.

Areas for improvement

1. WORKING CONDITIONS

Time, finances, and support for academic and research goals

RESEARCH

- Awareness of support tools and activities of the FM and the RMU to support the work of academic staff and researchers
- Support for interdisciplinary research
- Support for pilot research projects
- Support for sharing experiences between senior and junior employees
- Support of young researchers
- Support for statistical data processing
- Grant support - applications as well as administration
- Support for publishing activities
- Publication ethics
- The need to re-enter the same data and information into a different systems

TEACHING

- Ensuring that the IS (Information System MU) is more user-friendly
- Support of pedagogical competence
- Administrative preparation of student internships
- The fact that some groups are overburdened with pedagogical tasks

Pay conditions

- Re-evaluation of the emphasis on publishing activity as a key evaluation criterion
- Transparency of remuneration of teaching in Czech
- Combining work with personal and family life
- Disadvantages resulting from fixed-term contracts
- „Company kindergarten“ or „company nursery“
- Awareness
- Raising awareness about the internal administrative processes
- Providing information about the complaint process

2. RECRUITMENT AND SELECTION

Support of HR marketing and the ability of the Faculty to spark the interest of suitable candidates:

- Increasing financial security and revising the pedagogical workload
- Offering sufficient motivation to foreign candidates from good institutions
- Support for the "self-presentation" of the workplace
- Expansion of advertising
- Reduction of prejudice against foreign candidates
- Support for national and international research cooperation
- Increasing the transparency of the selection process (comparability with foreign countries)
- Support for combining scientific and clinical work
- Raising awareness of management intentions

3. EVALUATION AND CAREER DEVELOPMENT

- Setting up of career paths (especially with regards to clinical practice)
- Support for career development and education
- Re-evaluation of emphasizing research at the expense of teaching
- Providing regular and transparent performance feedback by the supervisor



Acknowledgements

For generous support and spreading the awareness about the importance of gathering information necessary to implement the HRS4R methodology, and about the necessity to gather information directly from the academic staff and researchers of the Faculty of Medicine, we would like to thank :

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- the Bursar, Michal Sellner, MSc
- the Personnel Office Head, Ivana Janáčková, MSc
- the heads of the individual workplaces

We would also like to thank the members of the HR Award workgroup for their help in putting together the contents of the survey, for their support during the process of gathering data, and their subsequent help with analysing the data collected while presenting the results. Specifically:

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- Assoc. Prof. Sabina Ševčíková, PhD
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- Michal Koščík, PhD
- Jan Křivánek, PhD
- Jan Kocanda, MD
- Tomáš Rohan, MD

We would like to thank the members of the expert group at the Rector's Office, especially Jana Nová, PhD, MBA for helping us with preparing the survey and supporting us during the survey, and to Tomáš Doseděl, PhD for his help with statistics and his support with the data processing and analysis.

We would also like to thank all the researchers and academic staff who took part in the survey.

Processed by the HR Award team of the Faculty of Medicine, Masaryk University, on 30 July 2020

Petra Voráčová, MSc, MBA
Gabriela Tomaščíková, MSc
Prof. Tomáš Kašpárek, MD, PhD

List of used abbreviations

CEITEC MU	The Central European Institute of Technology – Masaryk University
CERPEK	Pedagogical Competence Development Centre
TTO MU	Masaryk University Technology Transfer Office
E.g.	For example
Etc.	Et cetera / And so on
GAP analysis	Analysis of the current and desired state
HR Award	HR Excellence in Research Award
HRS4R	The Human Resources Strategy for Researchers
FM MU	Faculty of Medicine of Masaryk University
MU	Masaryk University
PGS	Postgraduate studies
R1	First Stage Researcher
R2	Recognised Researcher
R3	Established Researcher
R4	Leading Researcher
RMU	Rector's Office MU
R&D	Research and development

Notes

MUNI
MED