HR AWARD - SUMMARY OF GAPS 09 2018

Faculty of Science MU

Core Gaps - related to 3+ Thematic Groups	
Gaps related to 2 Thematic Groups	
40	

Thematic Groups:
- Ethical&Professional
- Recruitment
- Working conditions
- T&D

#	Gap Name	Occurrence Section 1	Occurrence Section 2	Occurrence Section 3	Related Principle	Solution - Action Plan Items related to the Gap
1	Missing structured information sharing and training, incomplete info in English.	Ethical&Profess	Working cond		1, 2, 3, 4, 31, 32	**6. Usage of English -** translation of all relevant Faculty/University documents, websites, and employee training into English. **8. Implementation of an Onboarding process** (including training of new employees in Ethical and Professional aspects of research), as a phase following the Recruitment process in the Employee Life Cycle. **9. Implementation of Refresher training** in ethical and professional aspects of research, intellectual property rights, co-authorship and H&S. **10. Implementation of eLearning tool** allowing systematic and efficient onboarding and refresher training.
2	Faculty specific Code of Ethics is missing (the Faculty has been, until now, adhering to the University's Code of Ethics).	Ethical&Profess			2	**7. Creating a Code of Ethics** for the Faculty, expanding the University's Code to focus on principles of the HRS4R.
3	More frequent training in the area of intellectual property rights and grant projects administration is missing. It needs to start in the Onboarding phase of the employee lifecycle and continue through refresher training (on optional basis), organized by the Faculty support departments, must be also in English.	Ethical&Profess			5	**6. Usage of English -** translation of all relevant Faculty/University documents, websites, and employee training into English. **8. Implementation of an Onboarding process** (including training of new employees in Ethical and Professional aspects of research), as a phase following the Recruitment process in the Employee Life Cycle. **9. Implementation of Refresher training** in ethical and professional aspects of research, intellectual property rights, co-authorship and H&S. **10. Implementation of eLearning tool** allowing systematic and efficient onboarding and refresher training.
4	Researchers are missing specific know-how and perceive insufficient support for preparation and project writing (including complex international projects), and financial management.	Ethical&Profess			6	**6. Usage of English -** translation of all relevant Faculty/University documents, websites, and employee training into English. **13. Improvement of the Faculty Internal Communication**: * Implementation of the Faculty intranet, administration processes, HR (My HR portal) and research project administration. * Implementation of communication framework for departmental level, so that all employees are updated on project administration methodology and targets. * Implementation of intradepartmental communication framework, so that employees and doctoral students are updated on strategic plans and status of projects, on project administration methodology and targets.
5	General framework of H&S training and documentation process (preferably in eLearning tool and provided in English as well) that is applicable to all departments is missing. This point was emphasized by consulted R1-R3's.	Ethical&Profess	Working cond		7, 23	**6. Usage of English -** translation of all relevant Faculty/University documents, websites, and employee training into English. **10. Implementation of eLearning tool** allowing systematic and efficient onboarding and refresher training. **11. Implementation of the Faculty H&S training and documentation process.**
6	Missing the Faculty information security process - data management, data back-up, and data security.	Ethical&Profess			7	**12. Implementation of the Faculty Information Security proces**s for data management, data back-up and security.

7	Low visibility of the Faculty - missing modern Faculty complex web site that is also in English. Current website is not adequate and doesn't provide proper Faculty representation.	Ethical&Profess			8	**14. Improvement of the Faculty's External Communication & Employer Branding**: * Creation of a new complex Faculty website including a Faculty Career page, containing containing success stories of the Faculty alumni and Successful women section. * Creation of a faculty Communication plan, including public engagement activities department wise.
8	Missing training for early stage researchers in academic writing and publishing.	Ethical&Profess			8	**15. Implementation of an educational concept for Early stage researchers – Ph.D. students and Postdoctoral research fellows:** *** Postdoctoral research fellows:** Development of a dedicated internal concept for attracting, hiring, onboarding and career development of postdoctoral researcher fellows with focus on incoming/international researchers (dedicated web, information flyer, training). *** Doctoral students:** Development and implementation of a concept for education (Doctoral school), mentoring and personal development of doctoral (Ph.D.) students, including preparation of guidebooks for Ph.D. students, supervisors, heads of Ph.D. programmes and other stakeholders; system of continuous trainings as well as preparation of a follow-up support for further career development after graduation, including "how to write a scientific publication" training.
9	Missing inclusion of public engagement activities as a performance target of employee appraisal and related rewarding.	Ethical&Profess			9	**3. Implementation of a new faculty employee appraisal system:** containing public engagement activities as one of the performance targets – so that researchers' proposal of better funding and rewarding method for public engagement activities are met. Include this activity into employee performance evaluation.
10	Missing Faculty communication plan including public engagement activities.	Ethical			9	**14. Improvement of the Faculty's External Communication & Employer Branding**: * Creation of a new complex Faculty website including a Faculty Career page, containing containing success stories of the Faculty alumni and Successful women section. * Creation of a faculty Communication plan, including public engagement activities department wise.
11	Language barrier.	Ethical&Profess	Working cond		10, 24, 26, 35	**6. Usage of English** - translation of all relevant Faculty/University documents, websites, and employee training into English. **17. Competency building for support staff:** Ensuring ability to provide services in English - Enhancement of English courses for the support staff, focused on conversation and expertise.
12	Missing Faculty reporting mechanism for eventual discrimination cases, ethical issues and conflicts (University process is in place).	Ethical&Profess	Working cond		10, 32, 34	**16. Establishing a Faculty Ombudsman role and procedure** to create an independent channel for reporting and solving eventual ethical and discrimination issues, complaints, disputes and people issues, and also for gender and diversity advisory, in addition to the University bodies.
13	Missing a Faculty Evaluation/Appraisal system providing all R1-R4 and their supervisors with clear framework for setting and evaluating performance targets based on roles & competencies, while still maintaining space for individual department specifics and academic freedom.	Ethical&Profess	Working cond	T&D	11, 32, 33, 38, 39	**3. Implementation of a new faculty Employee Evaluation/Appraisal System**, containing: * Framework for setting evaluation targets for individuals - public engagement activities, research/teaching targets, leadership and mentoring targets etc. and employee evaluation against targets. * Presence of international evaluators for senior researchers. * Specification of rules for motivation bonus (variable pay).

14	Missing Faculty Role system containing also job descriptions/competency models for researcher roles (University rules exist, but are too general), allowing specification of criteria for a candidate/employee evaluation.	Ethical&Profess	Recruitment	T&D	11, 16, 39	**1. Implementation of a Faculty Role system (Role systemization)**, including related job descriptions and competency models as a basic pillar for multiple stages of the employee life cycle, using also the European Framework for Research Careers, which identifies both necessary and desirable competencies for each of the four broad profiles for researchers (R1 to R4). The new faculty Role system will enable: * Transparent recruitment, candidate evaluation and its formalization. * Structured employee evaluation. * Employee training and development. * Considering additional organizational level and consequently sub-department lead role to be added to the departmental organisational structure.
15	Well-presented Faculty recruitment policy, in addition to the University regulation that would include all OTM-R principles, criteria for Selection committee composition also from gender perspective, recommendations related to career breaks in the CV, evaluating seniority for the position by judging the candidate achievements is missing.	Recruitment	Working cond		12, 14, 17, 20, 27	**4.Creation and implementation of the Faculty OTM-Recruitment Policy** applicable for recruitment of both academic and non-academic positions including: * Specification of responsibilities for the Faculty recruitment process. * Rules for appointment of a selection committees according to the type and character of positions and commitee composition (e.g. recommendations for gender balance and diversity, expertise of the members, voting rights, presence of external/international members, career breaks in the CV, seniority etc.). * Rules for candidate evaluation within the selection. * Concept of internal recruitment. * Publishing the policy using the Faculty communication system.
16	There is no Faculty specific recruitment process description and practical guidelines in place, helping to apply advanced job advertising, sourcing and evaluating and hiring techniques in a unified way.	Recruitment			13, 15, 16	**5. Creation and implementation of the OTM-Recruitment Process (Guidelines)**, both for external and internal hiring, as a practical methodology and helpful framework, including: * Detailed recruitment process description. * Guidelines and templates for external and international job posting. * List of recruitment channels and sources. * Templates for transparent candidate evaluation (interview feedback form), antidiscrimination list of questions (What to ask and not to ask at the interview). * Templates for situational communication with candidates.
17	Faculty involved staff (HR team for academic positions, departmental staff for non-academic positions) does not use all up-to-date recruitment techniques, sources and channels.	Recruitment			13	**17. Competency building for support staff**: Implementation of an initial and refresher advanced recruitment techniques and process training for involved staff, including social media utilization & active sourcing etc., also in eLearning form.
18	Existing University eRecruitment tool (INET), is not fully utilized.	Recruitment			13	**19. Reviewing existing university IS/IT tools:** * Adjustment of internal university eRecruitment tool, so that its full functionality is utilized (e.g. data collection, automatic feedback etc.). * Ensure IT-IS tools are further developed and configured so that they allow utilization of all existing functionalities: University applications on the internal systems (INET, IS), University HR system (Magion) and others.
19	Insufficient Employer branding: low visibility, missing modern Faculty complex web site that is also in English, and especially, own Career Page.	Recruitment			13	**14. Improvement of the Faculty's External Communication & Employer Branding:** * Creation of a new complex Faculty website including a Faculty Career page, containing containing success stories of the Faculty alumni and Successful women section. * Creation of a faculty Communication plan, including public engagement activities department wise.

#	Finding	Area 1	Area 2	Area 3	Ref	Action
20	Researchers are missing career development info in the recruitment phase. Missing also career development rules and dedicated program for the postdoctoral research role. Job advertisements do not contain reference to/information on career development.	Recruitment			13, 15	**2. Creation of a faculty Career Code**, built on the new Faculty Role system and allowing individual departments to add their specifics in their departmental operational procedures, containing: * Career development paths, presented on the faculty Career page, and being refrenced from a job advertisement. * Rules for granting unlimited contracts, and for limited contracts the aim to provide the longest contract duration (3 yrs.) possible with respect to existing project financing condition. * Mandatory mobility aspects * Appointment of Faculty Career Advisor role, ensuring access to the career advice * Specification of both research and teaching as competencies for individual roles
21	Missing Faculty definition of the postdoctoral research role.	Recruitment			21	**1. Implementation of a Faculty Role system (Role systemization),** including related job descriptions and competency models as a basic pillar for multiple stages of the employee life cycle (namely recruitment, evaluation, development but not only), including definition and specifications for the postdoctoral research role.
22	Missing Faculty Career code, containing career development paths for R1-R4, built on the Faculty Role system. Missing career development rules and dedicated program for the postdoctoral research role.	Recruitment	Working cond	T&D	21, 28, 30, 33, 38, 39	**1. Implementation of a Faculty Role system (Role systemization)**, including related job descriptions and competency models as a basic pillar for multiple stages of the employee life cycle, specifying both research and teaching competencies for individual roles/positions, for a new Career code and Evaluation system. **2. Creation of a Faculty Career Code**, built on the new Faculty Role system and allowing individual departments to add their specifics in their departmental operational procedures, containing career development paths options. **14. Improvement of Faculty External Communication & Employer Branding:** Creation of a new complex Faculty website including a Faculty Career page, containing containing success stories of the Faculty alumni. **15. Implementation of an educational concept for Early stage researchers – Ph.D. students and Postdoctoral research fellows:** * Postdoctoral research fellows: Development of a dedicated internal concept for attracting, hiring, onboarding and career development of postdoctoral researcher fellows with focus on incoming/international researchers (dedicated web, information flyer, training) **20. Implementation of Faculty Employee Satisfaction Survey**, in the end of the Revised Action Plan implementation phase.
23	Investment in continuous equipment upgrade.	Working cond			23	**20. Implementation of Faculty Employee Satisfaction Survey**, in the end of the Revised Action Plan implementation phase.
24	Missing Faculty working time regulation (flexible working hours, home office).	Working cond			24	**21. Creation and implementation of Faculty Working time rules**, in addition to the University framework regulation, including flexible working hours and home office
25	Missing internal communication - Faculty HR intranet with all necessary employment info in one place, also in English.	Working cond			24, 26	**13. Improvement of the Faculty Internal Communication:** Implementation of the Faculty Intranet, section supporting administration processes, **HR (My HR portal)** and research project administration. **20. Implementation of Faculty Employee Satisfaction Survey**, in the end of the Revised Action Plan implementation phase.

26	Certain feeling of insecurity among researchers, especially in their early stage, but not limited to this time frame only.	Working cond			25	**2. Creation of a Faculty Career Code**, built on the new Faculty Role system and allowing individual departments to add their specifics in their departmental operational procedures, containing career development path options, including rules for granting unlimited contracts, with the aim to provide the longest contract duration (3 yrs) possible with respect to existing project financing conditions. **13. Improvement of Faculty Internal Communication:** Implementation of Faculty Intranet – including a section supporting administration processes, HR (My HR portal) and research project administration, also available in English.
27	Missing Faculty rules for motivation bonuses.	Working cond			26	**3. Implementation of a new faculty Employee Evaluation/Appraisal System,** containing specification of rules for motivation bonus (variable pay)
28	Missing better visibility of women researchers.	Working cond			27	**14. Improvement of the Faculty's External Communication & Employer Branding:** Creation of a new complex Faculty website including a Faculty Career page, containing containing success stories of the Faculty alumni and Successful women section. **13. Improvement of the Faculty Internal Communication:** Implementation of the Faculty periodic newsletter, bringing faculty core information, information related to strategic goals, and containing "Successful women" section. **20. Implementation of Faculty Employee Satisfaction Survey**, in the end of the Revised Action Plan implementation phase. **22. Implementation of Faculty gender sensitization actions** and their communication. Cooperation with the Czech Researcher Centre for Gender and Science, Institute of Sociology, Czech Academy of Sciences [www.genderaveda.cz].
29	Missing better gender and cultural diversity awareness.	Working cond			27	**16. Establishing a Faculty Ombudsman role** and procedure to create an independent channel for reporting and solving eventual ethical and discrimination issues, complaints, disputes and people issues, and also for gender and diversity advisory, in addition to the University bodies. **17. Competency building for support staff:** Implementation of soft skill training in cultural and gender diversity and generation specifics. **18. Competency building for senior researchers:** Implementation of leadership training for senior researchers, managers and supervisors, including: mentoring, coaching and communication skills, time management, cultural and gender diversity generation specifics.
30	Missing career advisory and mentoring, especially for early stage research	Working cond			28, 30	**18. Competency building for senior researchers:** * Leadership training for senior researchers, managers and supervisors, including: mentoring, coaching and communication skills, time management, cultural and gender diversity generation specifics. Leadership training to be provided in appropriate form and using professional experienced and mature lecturer, who would be respected by senior researchers. * HR minimum for senior researchers (HR Academy).

#	Issue	Category			#	Action
31	Missing clear Faculty rules, also how to combine mobility ambitions with teaching duties.	Working cond			29	**2. Creation of a faculty Career Code**, built on the new Faculty Role system and allowing individual departments to add their specifics in their departmental operational procedures, containing: * Career development paths, presented on the faculty Career page, and being refrenced from a job advertisement. * Rules for granting unlimited contracts, and for limited contracts the aim to provide the longest contract duration (3 yrs.) possible with respect to existing project financing condition. * Mandatory mobility aspects. * Appointment of Faculty Career Advisor role, ensuring access to the career advice. * Specification of both research and teaching as competencies for individual roles.
32	Low visibility of the University Career Center	Working cond			30	**13. Improvement of the Faculty Internal Communication:** Implementation of the **Faculty Intranet,** section supporting administration processes, HR (My HR portal) and research project administration, including **internal Career Advice site**, which will contain basic career advisory, important info and reference containing references to the University Career Center, all Faculty vacancies, and also reference to external research opportunities presented by the Czech recruitment engine Researchjobs.cz.
33	Missing training for early stage researchers on academic writing and publishing.	Working cond			32	**15. Implementation of an educational concept for Early stage researchers – Ph.D. students and Postdoctoral research fellows:** * Postdoctoral researcher fellows: Development of a dedicated internal concept for attracting, hiring, onboarding and career development of postdoctoral researcher fellows with focus on incoming/international researchers (dedicated web, information flyer, training). * Doctoral students: Development and implementation of a concept for education (Doctoral school), mentoring and personal development of doctoral (Ph.D.) students, including preparation of guidebooks for Ph.D. students, supervisors, heads of Ph.D. programmes and other stakeholders; system of continuous trainings as well as preparation of a follow-up support for further career development after graduation, including "how to write a scientific publication" training.
34	Lack of information dissemination of existing educational programs.	Working cond			33	**6. Usage of English** - translation of all relevant Faculty/University documents, websites, and employee training into English. **13. Improvement of the Faculty Internal Communication:** Implementation of the **Faculty Intranet,** section supporting administration processes, HR (My HR portal) and research project administration, including **section on available trainings** related to researcher competency building, also available in English.
35	Improvement in teaching/training competencies of the research staff R1-R4.	Working cond			33	**18. Competency building for senior researchers:** * Leadership training for senior researchers, managers and supervisors, including: mentoring, coaching and communication skills, time management, cultural and gender diversity generation specifics. Leadership training to be provided in appropriate form and using professional experienced and mature lecturer, who would be respected by senior researchers. * HR minimum for senior researchers (HR Academy).
36	Missing formal Faculty training/mentoring guidelines.	T&D			36, 37, 38, 40	**23. Creation of the Faculty training and development guidelines**, including framework process description, as a practical methodology for the Faculty and departmental training, mentoring and development activities.

		T&D				36, 37, 40	

#	Finding	Area				Related	Action
37	Clear official mentor assignment for the early stage researchers is missing in case they are not current or former students of the Faculty, but new employees.	T&D				36, 37, 40	**8. Implementation of an Onboarding process** as a phase following the Recruitment process in the Employee Life Cycle, including official mentor assignment to a new employee and related actions.
38	Lack of mentoring and communication skills and time management also applicable to senior researchers	T&D				36, 37, 40	**1. Implementation of a Faculty Role system (Role systemization),** including related job descriptions and competency models as a basic pillar for multiple stages of the employee life cycle, using also the European Framework for Research Careers, which identifies both necessary and desirable competencies for each of the four broad profiles for researchers (R1 to R4). The new faculty Role system will enable: * Transparent recruitment, candidate evaluation and its formalization. * Structured employee evaluation. * Employee training and development. * Considering additional organizational level and consequently sub-department lead role to be added to the departmental organisational structure. **3. Implementation of the Faculty Evaluation/Appraisal system,** including framework for setting targets for leadership and mentoring for senior researchers. **18. Competency building for senior researchers:** * Leadership training for senior researchers, managers and supervisors, including: mentoring, coaching and communication skills, time management, cultural and gender diversity generation specifics. Leadership training to be provided in appropriate form and using professional experienced and mature lecturer, who would be respected by senior researchers. * HR minimum for senior researchers (HR Academy). **20. Implementation of Faculty Employee Satisfaction Survey,** in the end of the Revised Action Plan implementation phase.
39	High administrative burden on supervisor side.	T&D				37, 40	**19. Decrease of administrative burden by reviewing existing university IS/IT tools:** Ensure IT-IS tools are further developed and configured so that they allow utilization of all existing functionalities: University applications on the internal systems (INET, IS), University HR system (Magion) and others.
40	Missing information on training and development opportunities available in a summary form.	T&D				39	**13. Improvement of the Faculty Internal Communication:** Implementation of the **Faculty Intranet**, section supporting administration processes, HR (My HR portal) and research project administration, including **section on available trainings** related to researcher competency building, also available in English.