

TEMPLATE 4: ACTION PLAN

Case number: 2019CZ469433

Name Organisation under review: Faculty of Education – Masaryk University

Organisation's contact details: Gabriela Čuprová, Human Resources Department, Faculty of Education – Masaryk University (FoE MU)

Email: cuprova@ped.muni.cz

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1. ORGANISATIONAL INFORMATION

Please provide a limited number of key figures for your organisation. Figures marked * are compulsory.

STAFF & STUDENTS	FTE
Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research	270
Of whom are international (i.e. foreign nationality)	5
Of whom are externally funded (i.e. for whom the organisation is host organisation)	0
Of whom are women	158
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.	66
Of whom are stage R2 = in most organisations corresponding with postdoctoral level	160
Of whom are stage R1 = in most organisations corresponding with doctoral level	44
Total number of students (if relevant)	4945
Total number of staff (including management, administrative, teaching and research staff)	382
RESEARCH FUNDING (figures for most recent fiscal year)	€
Total annual organisational budget	15 897 990 €
Annual organisational direct government funding (designated for research)	1 962 783 €
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	113 841 €
Annual funding from private, non-government sources, designated for research	0 €
ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)	
<p>The Faculty of Education MU (FoE MU) was founded in 1946. The faculty aims to educate future pre-school, primary school, secondary school and university teachers. The magazine "Týden" designated the faculty as the best Faculty of Education in the Czech Republic in 2019.</p> <p>Besides teacher education, the faculty also focuses on issues of inclusive and multicultural education and</p>	

social pedagogy. Research centres and departments of the FoE cooperate with partner foreign universities, public administration bodies of the Czech Republic, international institutions, centres of leisure activities, organisations dealing with environmental protection and galleries. We have two research institutes at the faculty. These are the Institute for Research on Inclusive Education and the Institute for Research in School Education.

2. STRENGTHS AND WEAKNESSES OF THE CURRENT PRACTICE:

Please provide an overview of the organisation in terms of the current strengths and weaknesses of the current practice under the four thematic headings of the Charter and Code at your organization.

Thematic heading of the Charter and Code	STRENGTHS and WEAKNESSES
Ethical and professional aspects	<p>free text maximum 500 words</p> <p><u>Strengths:</u></p> <p>Researchers feel free in their choice of research topics. According to researchers, publishing ethics are respected. Both the professional responsibility and professional attitude are at a high level, and good practice in research is followed. These principles are supported by the historical and current approaches of the faculty (https://www.ped.muni.cz/en/research-and-development) and the university (https://www.muni.cz/en/research).</p> <p>The quality of research is ensured by the feedback that Masaryk University frequently receives from the Masaryk University International Scientific Advisory Board (https://www.muni.cz/en/research/isab).</p> <p>Researchers praise the support from the finance, HR, project and IT departments in their research work.</p> <p>Dissemination of results is supported by the Technology transfer office (TTO) (https://www.ctt.muni.cz/en) and the Public Relations and Marketing Office at the university level. At the faculty level, the marketing and external relations department supports the dissemination of results. (https://www.ped.muni.cz/en/en-about-us/organisation-structure/419991-marketing-and-external-relations-di).</p> <p>Every year, the FoE participates in the Czech Researchers' Nights, prepares the university's educational programme for children called Mjuni and the University of the third age https://u3v.muni.cz/en. The faculty also organizes Open days. The aim of all the events is to present the research and educational activities to the public.</p> <p>Researchers claim that, they do not generally face discrimination.</p>

	<p><u>Weaknesses:</u></p> <p>Even though researchers at FoE MU generally strive to adhere to the ethics of research to the best of their knowledge and belief, they are not sufficiently aware of all the tools of support and regulations in the field of science and research. They do not clearly understand the support in ethics, intellectual property or dissemination of research results. A significant weakness detected through all areas examined lies in a low awareness and insufficient visibility of all possible kinds of supportive tools.</p> <p>In the field of project work, researchers feel the need for a higher level of information flow not only to individual types of projects but also to all phases of project work (preparation, implementation and assessment).</p> <p>Besides this, the faculty lacks a concept of onboarding new employees. From the very beginning, researchers should go through a more comprehensive induction, presenting all the options they have in research or their job in general.</p> <p>Insufficient awareness of support in research and information about the faculty is even more significant in the case of early-stage researchers. There is an evident need for a more complex platform to obtain information on possibilities for research support and to share information with other early-stage researchers.</p> <p>Researchers from abroad note the lack of an English version of internal regulations and translations of information essential for work at the faculty.</p> <p>Researchers perceive the employee evaluation as incomprehensible and only a formality. There is no connection between employee evaluation and other processes.</p>
Recruitment and selection	<p>free text maximum 500 words</p> <p><u>Strengths:</u></p> <p>We currently follow some OTM-R rules, which will, however, need to be strengthened. They are partially included in Regulations on Competitive Selection Procedures at Masaryk University. (https://www.muni.cz/en/about-us/official-notice-board/rad-vyberoveho-rizeni-mu). Even if we have identified areas for improvement, researchers consider recruitment to be an open and transparent processeses.</p> <p>The faculty is attractive for job seekers. The magazine Týden designated the FoE MU as the highest quality faculty of education in the Czech Republic. That might be the reason why the process of candidate attraction leads to the reaction of suitable job candidates.</p> <p>Vacancies are advertised online on the MU website (https://www.muni.cz/en/about-us/careers/vacancies/faculty-of-education). Some positions are published on an</p>

international [website The UniJobs](https://www.timeshighereducation.com/unijobs/searchjobs/?Keywords=masaryk+university&radialtown=&LocationId=&RadialLocation=20&NearFacetsShown=true&CountryCode=). (<https://www.timeshighereducation.com/unijobs/searchjobs/?Keywords=masaryk+university&radialtown=&LocationId=&RadialLocation=20&NearFacetsShown=true&CountryCode=>). Applicants can access [essential advice](#) on writing a CV, a Cover letter and preparation for the interview. All candidates can easily access the website [Regulations on Competitive Selection Procedures at Masaryk University](#). (<https://www.muni.cz/en/about-us/official-notice-board/rad-vyberoveho-rizeni-mu>) in Czech and English language. An online selection method is additionally used, namely a meeting via Skype. We publish the results of the selection procedures transparently on the MU website. All candidates are then notified of the result of the selection procedure.

Researchers believe they received all the information needed when they applied for the position.

Weaknesses:

According to the questionnaire, recruitment and employee selection are not at the level of the same processes at universities abroad.

We lack an **OTM-R policy and related amendments of the Regulations on Competitive Selection Procedures at Masaryk University at the faculty**. Even if some high-quality OTM-R requirements are included, not all of them are.

Employees attending the selection procedure don't undergo **recruitment and selection training**. What is more, they don't have a **handbook on the topic**.

Although we use job advertisement templates, they don't include all the information necessary for job applicants.

Candidates would need a better and easily accessible **specification of the research profile of individual departments** so they could recognize their focus immediately as they look at the faculty's website.

International employees have a difficult position at interviews caused by the fact that they do not know the Czech environment as well as local candidates. They cannot access information about life in Brno and in the Czech Republic easily. **Job advertisements are not posted on the Euraxess portal**.

Researchers complain about the high level of academic inbreeding when it comes to the topic of recruitment.

According to researchers, **experience with mobility, especially virtual mobility**, is not completely taken into account at interviews.

It is pointed out that the offered salary is not usually in line with the qualities of

	<p>candidates.</p>
<p>Working conditions</p>	<p>free text maximum 500 words</p> <p><u>Strengths:</u></p> <p>Researchers feel they are recognised as professionals. We have good material conditions for research at the faculty. We have two institutes specialising in research. These are the Institute for Research on Inclusive Education and Institute for Research in School Education. Researchers are satisfied with the faculty approach and the research equipment. The faculty environment stimulates them to achieve research performance.</p> <p>The faculty creates an environment for natural networking. Researchers are generally willing to share their knowledge with their colleagues. An obstacle to even broader sharing is the researcher's lack of time.</p> <p>Researchers perceive mobility as an integral part of their career development.</p> <p>When it comes to working conditions, researchers praise the work-life balance. They perceive the possibility of enrolling their children in the child care group PiDi Muňátka positively.</p> <p>Researchers praise the support from the finance, HR, project and IT departments.</p> <p>Teaching is regarded as an integral part of the job. Teaching performance is taken into consideration in the employee evaluation.</p> <p>According to the vast majority of employees, women and men have equal conditions. At the same time, we know that gender awareness is low, and we feel the necessity to set up proactive solutions to address gender inequalities throughout the faculty.</p> <p><u>Weaknesses:</u></p> <p>Foreign employees have a difficult situation because the majority of documents and information are only available in Czech. Internal regulations and other essential documents are not translated into English. The same applies to the information provided during the onboarding phase.</p> <p>We have noticed low awareness of the topic of gender equality at the faculty.</p> <p>Researchers are overloaded with their workload in terms of teaching and administrative duties. Heads of departments do not undergo leadership and management training which could help them ineffective management of employees.</p> <p>Researchers feel the need of a broader support in the field of the project work, not only to individual types of projects but also to all phases of the project (preparation,</p>

	<p>realization and evaluation).</p> <p>Researchers are not sufficiently familiar with support tools and regulations in the field of science and research. The Gap analysis revealed insufficient communication of these tools with regard to research work and working conditions.</p> <p>Early-stage researchers are even less familiar with the faculty's regulations and information. There is no unified platform covering information for early-stage researchers.</p> <p>Researchers perceive the evaluation system as a separated and incomprehensible process.</p> <p>We do not have a framework of career development at the University or the Faculty level.</p>
<p>Training and development</p>	<p>free text maximum 500 words</p> <p><u>Strengths:</u></p> <p>Gap analysis revealed the satisfaction of researchers with support in continuous learning. Faculty employees can attend internal courses organised by the Lifelong Learning Centre. They are also encouraged to attend conferences. During the Covid-19 pandemic, they also had the opportunity to access the learning platform Coursera, which was used by many researchers.</p> <p>The faculty has recently purchased licences to access the learning platform Seduo to improve support for non-academic staff. Employee feedback will be monitored.</p> <p>Researchers feel well prepared to teach. Besides using faculty options, they have the opportunity to attend courses organised by the Pedagogical Competence Development Centre. (https://cerpek.muni.cz/en)</p> <p>They also have the opportunity to attend any of the language seminars organised within the Language Centre MU. (https://www.cjv.muni.cz/en/mu-staff/jazykove-kurzy)</p> <p>A significant advantage of the faculty is the system of internal courses for employees, which focus mainly on language skills, personal development and digital skills. The courses are mainly taught by internal teachers.</p> <p>Employees can access the electronic portal to support e-learning in their teaching. (https://is.muni.cz/elportal/katalog/)</p> <p>PhD students have good conditions to start their research career in general. Their supervisors are considered to be experts. Early-stage researchers praise the approach</p>

	<p>of experienced colleagues who are willing to share their knowledge and skills with them.</p> <p><u>Weaknesses:</u></p> <p>One of the most significant weaknesses in this area is the low awareness of early-stage researchers about the possibilities of support in research and education. Early-stage researchers feel a lack of unified support of publishing-oriented education. Information on self-education opportunities is not proactively spread among them. At the same time, PhD students' need to have a broader selection of English language classes also appeared in Gap Analysis.</p> <p>Early-stage researchers feel there is lack of a platform facilitating networking with other researchers outside of their workplace.</p> <p>Gap analysis revealed the need to define the position of the early-stage researcher. We have found out that one of the shortages is insufficient mentoring for early-stage researchers.</p> <p>We have found an inconsistency in supervisors' approach to PhD supervision.</p> <p>There is no framework of career development at the University. It is thus not clear for researchers how they should continue in their career.</p> <p>Employees do not have access to career counselling. They find themselves in a tough situation when deciding about their career plans.</p> <p>Researchers have a wide range of courses and workshops at the university. Their learning and development options are neither communicated sufficiently nor systematically set up.</p>
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3. ACTIONS

The Action Plan and HRS4R strategy must be published on an easily accessible location of the organisation's website.

Please provide the web link to the organisation's HR Strategy dedicated webpage(s):

*URL: <https://www.ped.muni.cz/en/research-and-development/hr-award>

Please fill in a sum up list of all individual actions to be undertaken in your organisation's HRS4R to address the weaknesses or strengths identified in the Gap-Analysis:

Proposed ACTIONS	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Free text -100 words max	Retrieved from the GAP Analysis			
Strengthening of recruitment and selection by OTM-R requirements (1)				
<u>Strengthening of recruitment and selection by OTM-R requirements (1a)</u> *Creation of a recruitment and selection handbook for managers * Adjustments in advertisement template *Adjustments in the candidate evaluation form for higher transparency *Taking into consideration situation of applicants from abroad *Official implementation of principles 16-20 from the Charter and Code into the handbook * Question on the perception of the gender equality solutions in the workplace *Posting job advertisement on the Euraxess	12, 13, 14, ,15, 16, 17, 18, 19, 20, 21	Q 03/2021	*HR Award m *HR department *Bursar	[# head of departments acquainted with new recruitment and selection rules from the handbook] [implementation of adjusted job advertisements and adjusted candidate evaluation form] [recruitment and selection process is in line with new rules] [creation of a FAQ section on recruitment and selection mainly focused on foreign applicants' questions in English] [Principles 16-20 of Charter and Code are implemented in the handbook] [question focused on gender awareness is part of interviews] [# job advertisement posted on the Euraxess]
<u>Cooperation on university's OTM-R policy (1b)</u>	12, 13, 14	Q 3/2021	*HR Award team *HR department	[% of heads of departments acquainted with OTM-R policy]

<p>We will cooperate with the university on adjustments. Subsequently, we will implement the document at the faculty.</p>				
<p><u>Cooperation on Adjustments of Regulations on Competitive Selection Procedures with the University. (1c)</u> Afterwards, we will implement the document at the faculty.</p>	12, 13, 14	Q 2/2022	*HR Award team *HR department	[% of heads of departments acquainted with the updated document]
<p>Support of the emerging (post)doctoral school (2)</p>				
<p><u>Promotion of (post)doctoral school and participation of early-stage researchers (2a)</u> *Creation of (post)doctoral website and other documents * General definition of dissertation topics according to department profiles * Comprehensive presentation of PhD studies (presentations on and outside the website) * Support PhD students and postdoctoral</p>	1, 2, 3, 4, 6, 7, 8, 23, 28, 31, 32, 33, 35, 36, 37, 38, 39	Q 02/2021	*HR Award Team * Vice-dean for research and academic affairs * Marketing and External Relations Division	[Website of (post)doctoral school] [# informational materials printed and posted online in the frame of the (post)doctoral school] [# generally defined topics of dissertations] [# views of the website for PhD applicants]

<p>researchers in departmental and faculty meetings and support them in sharing</p>				
<p><u>Support of the emerging (post)doctoral school (2b)</u> <i>*Setting up and realization of the Publishing Skills course</i> <i>*Support in discussions about self-presentation and self-education</i> <i>*Support in improving English skills for PhD students</i> <i>*Development of the mentoring system for PhD students and postdoctoral researchers</i> <i>- HR Award team members will share best practice in (post)doctoral school with specialists from other universities</i> <i>*Support provided to supervisors</i> <i>*Familiarization of PhD students and postdoctoral researchers with new notions and platform of research at the FoE MU</i></p>	<p>3, 8, 28, 31, 32, 36, 40</p>	<p>Q 02/2022</p>	<p><i>*HR Award Team</i> <i>*Vice-dean for research and academic affairs</i></p>	<p>[# early-stage researchers involved in the Publishing Skills course] [# actions focusing on the topic of self-presentation and self-education] [# PhD students enrolled in newly opened English courses] [conception of mentoring system] [# supervisors taking part in a workshop for supervisors] [# business trips abroad (or online sessions) with experts on (post)doctoral school]</p>

<p><i>Support: HR Award Team members will share best practice with experts from universities abroad.</i></p>				
<p><u>Design and piloting of the conception of support for the professional guidance of early-stage researchers (career development plan, publication portfolio, etc.) and setting rules for the appointment of post-doctoral positions (2c)</u></p>	21	Q 3/2022	<p><i>*HR Award Team</i> <i>*Vice-dean for research and academic affairs</i> <i>*Assistant for research and development</i></p>	<p>[Internal methodological document defining the position of early-stage researchers] [Rules of appointment]</p>
<p>Creation of the new approach to the onboarding process (3)</p>				
<p><u>Improving of the approach to the onboarding (3a)</u> <i>*Checklist creation for heads of department and employees for easier checking of the onboarding process</i> <i>* Familiarization with important information related to the job</i> <i>* Introduction to the activities of support departments and basic conception of their activities</i> <i>*Creation of Buddy/Mentoring system for quick workplace induction</i> <i>*Monitoring of ISO (International</i></p>	6, 11, 23, 24, 29, 31, 32, 37, 40	Q 4/2021	<p><i>*HR Award team</i> <i>*HR department</i> <i>*Heads of departments</i> <i>*IT department</i></p>	<p>[template of a checklist for new employees] [template of a checklist for heads of departments] [information package for new employees] [description of activities of individual departments and basic information from the area of their support on the web] [% of new employees with a mentor/buddy] [template of a questionnaire for foreign employees completing 3 months at the FoE MU]</p>

<p>support office) services</p>				
<p><u>Creation of a handbook for new heads of departments as a part of the onboarding to the new role (3b)</u> At the same time, we will cooperate at the university level on adjustments to the whole onboarding process</p>	<p>24</p>	<p>Q 04/2022</p>	<p>*HR Award Team *HR department *Heads of departments</p>	<p>[package of information for new heads of departments]</p>
<p>Improving the quality of the employee evaluation process (4)</p>				
<p><u>Improving the quality of the employee evaluation process (4)</u> *Creation of internal document for connection of processes of remuneration, motivation, learning and development with the employee evaluation *Creation and communication of the overview of parameters of employee evaluation *Including information about employee evaluation to the</p>	<p>11, 26, 33, 37</p>	<p>Q 03/2022</p>	<p>*HR Award Team *HR department *Vice-dean for quality and strategy *Heads of departments *External trainers</p>	<p>[internal document on process of adjustment] [% of employees evaluated according to the new process] [infographics on the internal evaluation process for employees] [information about the employee evaluation system is included in the onboarding process] [# of employees trained in employee evaluation] – see also part Strengthening employee knowledge and skills through training</p>

<p><i>adjusted onboarding process</i> <i>*Heads of departments and HR employees will undergo training in employee evaluation</i></p> <p><i>At the same time we will cooperate at the university level on changes in the employee evaluation process applicable to all faculties</i></p>				
<p><i>Strengthening employee knowledge and skills through training (5)</i></p>				
<p><u><i>Training in leadership and management skills for heads of academic departments (5a)</i></u> <i>*managerial skills</i> <i>*effective leadership</i> <i>*employee evaluation</i></p>	<p>11, 25, 26, 28, 29, 30, 33, 37, 40</p>	<p>Q 03/2022</p>	<p><i>*HR Award Team</i> <i>*HR department</i> <i>*External trainers</i></p>	<p>[# of employees trained in employee evaluation]</p>
<p><u><i>Training in project management for employees from the project department as support in improving project support (5b)</i></u></p>	<p>4, 23, 37</p>	<p>Q 01/2021</p>	<p><i>*HR Award Team</i> <i>*HR department</i> <i>*External trainers</i></p>	<p>[# of employees trained in project management]</p>
<p><u><i>Training in publishing skills for early-stage</i></u></p>	<p>8</p>	<p>Q 03/2021</p>	<p><i>*HR Award Team</i> <i>* HR department</i></p>	<p>[# of PhD students/postdoctoral researchers trained in Publishing skills]</p>

<i>researchers (5c) – the course will be led in English</i>			<i>*external trainers</i>	
<i><u>Training in recruitment and selection (5d)</u> Researchers and members of HR departments will strengthen their skills and knowledge in the field as support of gradual implementation of OTM-R requirements for high-quality recruitment and selection</i>	<i>12, 14, 15, 16, 17, 18, 19, 20</i>	<i>Q 01/2021</i>	<i>*HR Award Team *HR department *external trainers</i>	<i>[# of employees trained in recruitment and selection]</i>
<i><u>Gender equality awareness training for academic and non-academic staff (5e)</u></i>	<i>27</i>	<i>Q 01/2022</i>	<i>*HR Award Team *HR department *external trainers</i>	<i>[# of employees trained in gender equality awareness]</i>
<i><u>Public relations training for academic and non-academic staff (5f)</u></i>	<i>9</i>	<i>Q 03/2021</i>	<i>*HR Award Team *HR department *external trainers</i>	<i>[# of employees trained in Public relations]</i>
<i><u>Soft skills training for heads of departments (5g)</u> <i>*effective communication *presentation *time management</i></i>	<i>8, 24, 33, 34, 37, 38, 40</i>	<i>Q 03/2022</i>	<i>*HR Award Team *HR department *external trainers</i>	<i>[# of employees trained in soft skills]</i>
<i><u>Higher education legislation Training (5h) to strengthen the good position of the</u></i>	<i>23</i>	<i>Q 01/2021</i>	<i>*HR Award Team *HR department *external trainers</i>	<i>[# of employees trained in Higher Education legislation]</i>

<i>FoE MU among Czech research institutions. Researchers and non-academic employees will be trained</i>				
<i><u>Human resources training as support for HR department members and members of HR Award working group (5i)</u> *employee motivation *employee evaluation *effective communication</i>	24, 28	Q 03/2022	*HR Award Team *HR department *external trainers	[# of employees trained in human resources]
<i><u>Strategy management training (5j)</u> *personal strategy *onboarding</i>	24	Q 3/2021	*HR Award Team * HR department *external trainers	[# of employees trained in Strategy management]
<i>Raising gender awareness (6)</i>				
<i><u>Raising gender awareness at FoE MU (6a)</u> *Gender equality awareness training – focusing on raising awareness of the topic of gender equality – see training above *Identifying and encouraging women with the potential for successful habilitation to start the process and asking women in research to present their research</i>	14, 27	Q 01/2022	*HR Award Team *Vice-dean for quality and strategy *Vice-dean for research and academic affairs *External trainers	[# of employees trained in gender equality awareness] – see training part [# of women encouraged to start the habilitation process] [# of women encouraged to disseminate research results] [% of women and men returning to the FoE MU after the end of parental leave] [# of internal regulations including gender-neutral language] [% of gender-balanced selection committee]

<p>results</p> <p><i>*Increasing intensive parental support during parental leave</i></p> <p><i>*Regular adaptation of the language of internal regulations to gender-neutral language</i></p> <p><i>* Including a question on the perception of gender equality solutions in the workplace in the selection process – see OTM-R part</i></p> <p><i>*Implementation of the rule of a gender-balanced committee whenever possible</i></p>				
<p><u>Cooperation at the University level on preparation of the Gender Equality Policy (6b)</u></p> <p>The policy will be afterwards implemented at the faculty level</p>	27	Q 01/2022	<p><i>*HR Award Team</i></p> <p><i>*Vice-dean for quality and strategy</i></p>	[% of heads of departments familiarized with the Gender Equality Policy through internal system]
Support of publishing activities (7)				
<p><u>Promotion of tools supporting publishing activities and excellent research results (7a)</u></p> <p><i>*Annual updates of the document Publishing Support Strategy at FoE MU</i></p>	1, 2, 8, 9, 23, 31, 32	Q 04/2021	<p><i>*HR Award team</i></p> <p><i>*Vice-dean for research and academic affairs</i></p> <p><i>*The marketing and external relations department</i></p> <p><i>*Assistant for research and development</i></p>	<p>[date of last update of Publishing support strategy]</p> <p>[web link on black list of predatory journals]</p> <p>[# of profiles of proofreaders]</p> <p>[infographics of marketing services]</p> <p>[infographics of publishing support]</p>

<p><i>*Visibility of the black list of predatory journals</i></p> <p><i>*Creation and promotion of proofreaders' profiles</i></p> <p><i>*Infographics of marketing support services and publishing services</i></p> <p><i>*Presentation of excellent research results on the FoE MU website in section on Research and development</i></p> <p><i>*Realization of information events in intellectual property and co-atorship</i></p>				<p>[date of last update of presentation of excellent results on the faculty's website]</p> <p>[# of events focusing on intellectual property and co-atorship]</p>
<p><i>Interdepartmental meeting in the form of Pecha Kucha Night as a presentation of research projects (7b)</i></p>	8	Q 03/2021	<p><i>*HR Award team</i></p> <p><i>*Vice-dean for research and academic affairs</i></p> <p><i>*The marketing and external relations department</i></p>	[# of presented research projects]
<p><u>Cooperation in Open Access at the University level (7c)</u></p> <p><i>We will cooperate at the university level on strengthening of Open Access. Furthermore, we will present the principles of Open access to our employees</i></p> <p><i>*Creation of new internal regulations</i></p>	8	Q 04/2021	<p><i>*HR Award team</i></p> <p><i>*Vice-dean for research and academic affairs</i></p> <p><i>*Librarian</i></p>	[% of heads of departments with the internal regulation through internal system]
<p><u>Change in the directive Research</u></p>	2	Q 04/2021	<p><i>*HR Award Team</i></p> <p><i>*Vice-dean for</i></p>	[% of heads of departments]

<p><u>Ethics (7d)</u> The directive Research Ethics will be updated at the University level to ensure compliance with ethics in research. The faculty will cooperate on changes in the directive and the document will be implemented.</p>			<p>research and academic affairs</p>	<p>familiarised with adjusted directive Research Ethics]</p>
<p>Website development (8)</p>				
<p><u>Updating the current website in (8):</u> *Linking important university links to the faculty's website and creation of diverse sections on the web. *Visibility of the document Publishing Support Strategy at FoE MU and Program for the Preparation of Habilitation Procedures and Professor Appointment Procedures at FoE MU *Visibility of workshops offered by the project support office and information about the office itself * Raising awareness of branding of</p>	<p>1, 2, 4, 5, 6, 7, 8, 9, 12, 13, 23, 24, 29, 31, 32, 37, 38</p>	<p>Q 04/2022</p>	<p>*HR Award team *Vice-dean for development and external relations *Vice-dean for research and academic affairs *The marketing and external relations department *Assistant for research and development *Project support office</p>	<p>[# of newly covered concepts and links relating to the research at the website] [placement of the Publishing support strategy on the website] [placement of the document Program for the Preparation of the Habilitation Procedures and Professor Appointment Procedures on the website] [web link to the subpage on Project support office] [% of published project support office workshops on the web] [web link on subpage on research branding] [web link on the International staff office information] [web link on benefits for FoE MU employees] [# of articles on HR Award] [# of information events on HR Award]</p>

<p>researchers through Research Gate, Academia.edu, ORCID, DOI and events related to this topic</p> <p><i>*Raising employees' awareness of the activities of the Centre for the Support of Foreign Employees</i></p> <p><i>*Visibility of employee benefits</i></p> <p><i>*Regular information about the HR Award</i></p> <p><i>*Communication of the faculty's and individual workplace's mission between employees and public</i></p>				<p>[web link on vision and mission of the FoE MU and departments]</p>
<p>Support of internationalization (9)</p>				
<p><u>Support of internationalization (9)</u></p> <p><i>*Translation of directives and important website subpages into English</i></p> <p><i>*Support of research and education cooperation with foreign partners</i></p> <p><i>*Taking into account the specific situation of candidates from abroad in a strengthened OTM-R process – see strengthening of</i></p>	<p>1, 3, 5, 7, 10, 12, 13, 23, 24, 33, 34, 35</p>	<p>Q 03/2022</p>	<p><i>*HR Award Team</i></p> <p><i>*Vice-dean for internalization</i></p> <p><i>*The marketing and external relations department</i></p>	<p>[# of internal directives translated into English]</p> <p>[# of web subpages translated into English]</p> <p>[# of tandem lessons conducted within the frame of COIL (Collaborative online international learning)]</p> <p>[# of foreign research institutions approached for cooperation in research project]</p> <p>[web link on FAQ on recruitment and selection for applicants from abroad]</p> <p>[web subpage link on information about life in the Czech Republic and Brno]</p>

recruitment and selection section				
Specification of the research profile of workplaces (10)				
<u>Specification of the research profile of workplaces (10)</u> <i>*Specification of the research profile of workplaces with regard to vision and mission</i> <i>*Determination of dissertation topics related to significant faculty research topics – see (post)doctoral school section</i> <i>*Approaching researchers with a relevant profile for cooperation, or potential employment</i> <i>*Specification of visions and missions of individual departments</i> <i>* Communication specification of the content and scope of workload in relation to the workplace profile</i>	23, 24	Q 04/2022	<i>*HR Award team</i> <i>*Vice-dean for research and academic affaires</i>	[% of specified research profiles published on the website] [# of generally specified dissertation topics] [# of approached researchers with corresponding profile for cooperation] [# of visions and missions of workplaces published on the website] [# of heads of departments trained in leadership and management to better communicate the content and scope of workload]
Employee development (11)				
<u>Career advice for academic employees (11a)</u> <i>A career advice system for employees will be created at the university level. We</i>	28, 30	Q 04/2022	<i>*HR Award team</i> <i>*Vice-dean for development and external relations</i>	[information about the Career advice system on the FoE MU website]

<i>will cooperate on the creation and inform our employees about the system.</i>				
<u><i>Creation of the framework of career development (11b)</i></u> <i>Cooperation on the creation of the framework of career development at the university level and implementation at the FoE MU</i>	<i>21, 28, 30, 33, 38, 40</i>	<i>Q 04/2022</i>	<i>*HR Award team *Vice-dean for quality and strategy</i>	<i>[% of heads of department familiarised with the the framework of career development through the internal system]</i>
<u><i>Systematic setting of a learning and development system at MU (11c)</i></u> <i>We will cooperate at the university level on the creation of a learning and development system and make it visible at the faculty level.</i>	<i>28</i>	<i>Q 04/2022</i>	<i>*HR Award team *Vice-dean for development and external relations</i>	<i>[information about the system on the FoE MU website]</i>

The establishment of an Open Recruitment Policy is a key element in the HRS4R strategy. Please also indicate how your organisation will use the Open, Transparent and Merit-Based Recruitment Toolkit and how you intend to implement/are implementing the principles of Open, Transparent and Merit-Based Recruitment. Although there may be some overlap with a range of actions listed above, please provide a short commentary demonstrating this implementation. If the case, please make the link between the OTM-R checklist and the overall action plan.

(free text, 1000 words maximum)

When starting the implementation of adjustments to recruitment, according to OTM-R, we will focus on setting up basic changes gradually leading to full performance of OTM-R.

One of the necessary actions would be that members of the selection committees will undergo **training in recruitment and selection**. After the training, a handbook of recruitment and selection will be created. It will be available to all members of the selection committees.

There will be significant changes in the phase of defining a desirable profile of a candidate. The **advertisement will be enriched** by adding weight to the selection criteria. It will be necessary to plan a more detailed description of the requirements related to a desirable job profile. This step will significantly strengthen transparency in employee selection. Sections on learning and development, benefits, working environment and workplace links will be added to the job advertisement. Candidates will have enough information from the beginning.

The situation of foreign applicants will be taken into consideration. They will have access to a FAQ section on the website to find desirable answers to recruitment and selection. Besides this, a section about life in Brno and the Czech Republic will be available online. We **plan to post job vacancies on the platform Euraxess** to address foreign candidates easily.

Although we consider some of the principles to have been met, the **principles of the Charter and Code 16-20 will be included in the handbook of recruitment and selection**. This will strengthen their weight and make them more binding in the future.

The template of the candidate evaluation form will be adjusted. Considering the new system of the weighting of requirements, evaluation of a candidate's knowledge and skills will ensure transparency in recruitment. Besides this, it will be easier to identify the reason why the chosen candidate stood out from the rest of the applicants. It will be easier to identify the strengths and weaknesses of individual candidates.

A **question on the perception of gender awareness in the workplace** will be included at interviews. Applicants will be sent a message that the FoE MU is going to be focusing on improving gender equality. At the same time, we will strive for **gender balance in selection committees** in the case of the same expertise of women and men.

An OTM-R policy will be created and the Regulations on Competitive Selection Procedures will be updated at the University level in order to fulfil the OTM-R requirements. The faculty will cooperate on both documents and will implement them.

If your organisation already has a recruitment strategy which implements the principles of Open, Transparent and Merit-Based Recruitment, please provide the web link where this strategy can be found on your organisation's website:

URL: OTM-R principy jsou momentálně pouze částečně zahrnuty v Řádu výběrového řízení <https://www.muni.cz/en/about-us/official-notice-board/rad-vyberoveho-rizeni-mu>

4. IMPLEMENTATION

General overview of the expected implementation process:

(free text, 1000 words maximum)

HRS4R at the Faculty of Education, Masaryk University

The faculty was the fifth out of ten faculties of Masaryk University, founded in 1946. Faculties are economically autonomous parts of the University. However, they adhere to university regulations and strategies.

The largest item in the budget (approximately 45%), is a subsidy for educational activities, which is provided by the Ministry of Education, Youth and Sport. Another essential item is the amount for science and research, which is about 8% of the total budget. It is provided by the Ministry of Education, Youth and Sports and science foundations. The faculty's own resources make up about 9.5% of the total budget. The rest of the budget consists of earmarked funds from the EU (approx. 9.2%), earmarked funds from national providers and earmarked resources for mobility (ERASMUS, CEPUS). Roughly over the last five years, the Ministry of Education, Youth and Sports has also subsidized the Faculty of Education in the Czech Republic as part of the increase in tariff wages and as support in the further education of pedagogical staff.

There are 4945 students in bachelor's and master's degree, 136 doctoral students, 382 employees including 270 researchers at the Faculty of Education. The Faculty of Education is often referred as a professional faculty. Although research has a primary function in some units, in others, the emphasis is on the teaching and learning of future teachers.

The faculty has 20 departments and 2 research institutes. The faculty has, among others, departments such as: Department of English Language and Literature, Department of Biology, Department of Geography, Department of Music, Department of Mathematics, Department of Civics, Department of Education, Department of Psychology, Department of Social Pedagogy, Department of Special and Inclusive Education, Department of Technical Education and Information Science and Department of Physical and Health Education. Besides these, the Institute for Research in School Education and the Institute for Research in Inclusive Education Research operate at the faculty. What makes the faculty specific is its field focus which is, in contrast to other faculties, comprehensive. This rich diversity provides a wide range of views.

The European Commission has granted an exemption to faculties of Masaryk University to apply for the HR award independently. The Faculty of Education is applying for the logo along with seven other faculties and one Institute. At the university level, workshops and meetings of HR Award managers were held as a part of HR Award preparations.

Within workshops and meetings of representatives of universities and faculties, some activities were also proposed for elaboration at the university level. The Faculty of Education will participate in these activities and implement them at the faculty level. The Faculty's Action Plan also counts with the University's commitment.

Obtaining the prestigious HR Award is essential for the Faculty of Education in terms of research strategy. Therefore, a new HR Award manager with HR experience from international companies was hired. Together with researchers across R1-R4, the faculty's bursar and HR manager, she became a member of the HR Award Working group. In addition to the Working group, a Steering Committee was established, which formally approved the processes and plans of the Working group and helped in linking HRS4R to the planned faculty strategy.

As a crucial basis for the elaboration of the Gap Analysis, the OTM-R checklist and the Action Plan, a questionnaire was prepared and delivered to academic and research staff with a return of 73.6 %. Furthermore, semi-structured focus group interviews were organized and analyzed. In addition, focus group interviews were held within the Working group.

Implementation:

The Working group, which was set up for preparation of the Gap Analysis, the OTM-R checklist and the Action Plan, will continue its activities as the implementation group. In particular, the implementation group will involve monitoring the current activities of the Action Plan strategy and submitting a report on the HR Award activities carried out. The report will be given to the Steering Committee.

Determination of priorities

The key to the prioritization of actions was either a negative result in the questionnaire or frequent negative comments in the questionnaire or during focus groups. We have also considered the timeframe of two years for the implementation to make sure our Action Plan is realistic.

For this reason, we have included some gaps in the Gap Analysis even if the priority was not assessed as high, and we did not set up appropriate action. An example is the coordination of licence management. It might be included in the Action plan 2023-2025.

We have included the planned activities thematically into eleven broader units. They represent several tasks, steps and events.

Institutional commitment

We have put the commitment to work on the Action plan in the FoE MU new Strategic Plan 2021-2027 and the MU Strategy 2021-2027. Both documents will be available online by April 2021. See the list of strategic plans of the FoE MU and MU Strategic plans via the link <https://www.muni.cz/en/about-us/official-notice-board/strategic-plan>.

The Action plan for 2023-2025

After the end of the two-year period, we propose strengthening of the planned activities in the next three years of work with the modified HR Award Action Plan. We estimate that it will be especially a case of a deeper need for gender equality support, broader OTM-R implementation, internationalization, mobility and (post)doctoral school activities. Within those areas, there are more actions necessary, but those will not be attainable in the frame of the upcoming two years.

We also plan to strengthen some gaps we have identified in the HR Award questionnaire for the next period, in the Action Plan for 2023-2025. This is the case of gaps that were not currently assessed as issues with high priority by the Working group. Before designing activities for the next Action plan, we will verify at the end of the year 2022, whether these are still a priority at the faculty.

Make sure you also cover all the aspects highlighted in the checklist below, which you will need to describe in detail:

Checklist	*Detailed description and duly justification
How will the implementation committee and/or steering group regularly oversee progress?	free text 500 words maximum The steering committee will play the role of the implementation committee. The working group will submit a quarterly report to the steering committee to ensure that all activities are accomplished in time. The steering committee will have the opportunity to comment on reports. The steering committee and the working group will keep the same members as were in the preparation phase of HR Award.
How do you intend to involve the research community, your main stakeholders, in the implementation process?	free text 500 words maximum All employees will be informed about the progress in the HR Award field via the faculty's website. Mostly, there will be articles about recently

	<p>implemented activities.</p> <p>A Gannt chart will be available on the website, which will show what phase the faculty is going through and what is being accomplished.</p> <p>Employees will also have an opportunity to attend meetings with members of the HR Award working group and the faculty management on activities that are being realized. Meetings will be held either face-to-face or online in MS TEAMS.</p> <p>The quarterly HR Award report submitted to the Steering committee will be available to all employees on the faculty's intranet.</p> <p>Researchers R1-R4 will have the possibility to provide us with their feedback on the process. The feedback should serve as an assessment of development in fulfilling the HR Award. Based on the results and accomplished actions in the current phase we will address new weaknesses and even strengthen developing areas.</p>
<p>How do you proceed with the alignment of organisational policies with the HRS4R? Make sure the HRS4R is recognized in the organisation's research strategy, as the overarching HR policy.</p>	<p>free text 500 words maximum</p> <p>The individual activities of the Action plan planned until the end of 2022 were harmonised with the faculty's emerging strategy for 2021-2028. As for the following three-year plan, we plan that some of the topics will be deepened. This is the case of the development of the (post)doctoral school, strengthening of recruitment and selection by the OTM-R requirements, raising gender awareness and support of internationalisation and mobilities. We suppose there will be newly detected weaknesses in other areas. Activities planned by the end of 2025 will be included in the yearly faculty plans for individual years.</p> <p>In addition, during the Gap analysis preparation, we have escalated some topics for improvement to the university level. A lot of them are implemented in the new university strategy for 2021-2028.</p>

<p>How will you ensure that the proposed actions are implemented?</p>	<p>free text 500 words maximum</p> <p>The Steering committee will receive the quarterly report on progress in HR Award activities. The Steering committee will have the opportunity to comment on the document. Responsible units for each activity will also explain any delay.</p> <p>Every activity has its responsible persons who are able from their position to ensure completion of activities. The HR Award working group will meet responsible persons in advance to ensure the completion of activities.</p> <p>Researchers R1-R4 will have the possibility to provide us with their feedback on the process. The feedback should serve as an assessment of development in fulfilling the HR Award.</p>
<p>How will you monitor progress (timeline)?</p>	<p>free text 500 words maximum</p> <p>The main tool for monitoring the progress in HR Award activities will be a Gantt chart. The working group will update it regularly. It will be submitted to the Steering committee together with the quarterly report.</p> <p>The Chart will also be updated on the faculty's HR Award website.</p>
<p>How will you measure progress (indicators) in view of the next assessment?</p>	<p>free text 500 words maximum</p> <p>Every activity has an indicator. The implementation committee and the working group will monitor all indicators in the Gantt Chart. The working group will assess the fulfilment of individual indicators internally. Successful fulfilment or non-fulfilment of indicators will be included in the quarterly report submitted to the implementation committee.</p> <p>The implementation committee will have the opportunity to query about indicators, especially</p>

	<p>the progress of the measurable ones.</p> <p>We are going to specify every indicator at the beginning of each thematic activity in order to ensure ambitious progress in every one of them.</p> <p>Inputs from all internal stakeholders will be taken into consideration for the setting up of concrete indicators.</p>
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Additional remarks/comments about the proposed implementation process:

<p>(free text, 1000 words maximum)</p> <p>Additional information:</p> <p>The Faculty of Education MU considers the process of obtaining and renewing of the HR Award logo to be an opportunity for continuous improvement, despite the changing environment.</p> <p>Preparations for the HR Award have opened the way for us to obtain comprehensive feedback from employees (R1-R4) on individual aspects of their work at the faculty and possibilities in research. We have taken the feedback into consideration when formulating strategic documents for the following years.</p> <p>Link to HR Award at the Faculty of Education: https://www.ped.muni.cz/en/research-and-development/hr-award</p> <p>Abbreviations:</p> <p>MU – Masaryk University</p> <p>FoE MU – Faculty of Education, Masaryk University</p> <p>Charter and Code - The European Charter for Researchers & the Code of Conduct for their Recruitment</p> <p>TTO - Technology transfer office</p> <p>FAQ – frequently asked questions</p>
