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TEMPLATE 2 – GAP ANALYSIS - OVERVIEW

Case number: 2020CZ495345

Name of Organisation under review: Masaryk University – Institute of Computer Science

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GAP ANALYSIS

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

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European Charter for Researchers and Code of Conduct for the Recruitment of Researchers: GAP analysis overview			
Status: to what extent does this organisation meet the following principles?	Implementation: ++ = **fully** implemented +/- = **almost but not fully** implemented -/+ = **partially** implemented -- = **insufficiently** implemented	In case of --, -/+, or +/-, please **indicate the actual "gap"** between the principle and the current practice in your organisation. If relevant, list any national/regional legislation or organisational regulation currently impeding implementation Free text 300 words maximum	Initiatives undertaken and/or suggestions for improvement: Free text 200 words maximum
Ethical and Professional Aspects			
1. Research freedom	++	Gaps: N/A	Initiative undertaken: Research freedom is set out in these national and university documents: • Act on Higher Education institutions • MU Statuses • MU Academic and Professional Employee Code of Ethics (Section 1 – Academic freedom) Employee Questionnaire: The results show that if respondents/researchers feel restricted in their freedom of research, it is the

			scarcity of suitable collaborators (48 %) and the number of projects in which they participate (32 %). Both in our interpretation are related to the funding opportunities available/known to them. In other cases, respondents do not feel restricted in the research freedom. Proposals: • Awareness raising of project schemes and opportunities to get their ideas funded (seminars, webinars, ...). Continuing in support of project preparation and implementation.
2. Ethical principles	++	Gaps: • Information on research ethics is in various (web) places, and there is no single guidepost for researchers	Initiative undertaken: • MU Academic and Professional Employee Code of Ethics • Existing Ethical committee for research at MUNI (Czech only) Employee Questionnaire: The results show that respondents/researchers do not think that the tools for securing the ethical aspects of research at the university increase the administrative burden, reduce research, and, conversely, that these tools are sufficient. However, 26% of researchers feel that they are not sufficiently familiar with these tools (68 % are). Proposals:

			Create some guidelines for researchers with relevant information and documents for better clarity on what they have to manage • Include ethics information in the onboarding process
3.Professional responsibility	++	Gaps: N/A	**Initiative undertaken:** • [MU Academic and Professional Employee Code of Ethics](#) contains the principles of professional responsibility, rejection of plagiarism, falsification and misuse of results • The university document about [Plagiarism](#) • MU Directive No. 10/2013 – Intellectual Property at MU • The [Copyright Act](#) determines sanctions for plagiarism (Czech only) • Existing MUNI app for detection of plagiarism "Find similar documents" in MUNI Information System **Employee Questionnaire:** Respondents/researchers replied that they had not encountered unethical behaviour in the last three years (the highest number was 3 % for two types of unethical behaviour). **Proposals:**

			• To work with faculties and other university institutes to improve the plagiarism definition at the university level (define the boundaries of plagiarism).
4. Professional attitude	++	Gaps: • Researchers are not always fully familiar with support and procedures already available for them	Initiative undertaken: • The Project Support Department at the ICS provides administrative support for researchers during the whole grant cycle: approval and submitting of project proposals, monitoring the project works, budget, efforts made in cooperation with the principal investigator. … • Project Support webpage in university intranet with useful information about current research projects • There are workshops of individual programme schemes at Masaryk University Proposals: • Introduce Institute workshops for researchers on the research university and institute research strategy and goals, including also information about project administration and management under different funding schemes. Also using other means (e.g., university portal) to make sure researchers always have access to up-to-

			date information and conditions related to their own work/projects.
5. Contractual and legal obligations	++	Gaps: • Missing initial (and ongoing) awareness of researchers about Intellectual Property Rights regulations	Initiative undertaken: • Working conditions of every employee are contained in the employment contract • In MU Employment Code are employee obligations (Article 3, Paragraph 2) and managers obligations (Article 4, Paragraph 2) • MU Directive No. 10/2013 – Intellectual Property at MU Proposals: • Include the package with all the relevant regulation into the onboarding process. • Add information about them (and changes in regulations) in the regular Institute workshops • Extend the information provided in the university portal to concisely cover the references to the relevant documents, rules and regulations • Translate key documents into English
6. Accountability	++	Gaps: N/A	Initiative undertaken: • MU Academic and Professional Employee Code of Ethics (Section 4, Paragraph 2,

			point e) - efficient utilisation of financial resources) • MU Directive No. 6/2013 – Research Data - describes the work with research data at the university • MU Directive No. 6/2016 – Project Management – contains, among other things, budgetary rules and financial control in public administration. Proposals: • Making the relevant documents (references to them) an integral part of the university portal • Translate key documents into English
7. Good practice in research	+/-	Gaps: • The backup and recovery strategies are currently left at the individual researchers or their teams, there is no general Institute/university wide strategy they can follow	Initiative undertaken: • At MUNI, the legal regulations for the training of employees in occupational health and safety and fire safety are complied with, depending on the nature of their work. • There are on-line courses covering aspects of cybersecurity. Proposal:

			• Provide more specific (mostly on-line) training in data protection, especially in the area of work with personal data that is covered by the GDPR • Include GDPR and similar data confidentiality regulations into the planned regular Institute workshops. • Make the cybersecurity aspects part of the onboarding as well as continuous re-training of employees. • Translate key documents into English
8. Dissemination, exploitation of results	+/-	Gaps: • There is still a prevalence of publishing in closed form media and rather limited emphasis on other forms of dissemination of results (publications are by far the primary "token" in the evaluation of a researcher's progress, influencing their career). The potential of Open Science is still not fully understood nor exploited.	Initiative undertaken: • Publication of results is part of the annual employee evaluation • There are clear university procedures for the commercialisation of results, including a Technology Transfer Office within the university • There is an institutional Open Access repository already in place • There is official statement of the university to support the development of Open Science • There is an official position of the University with regard to Predatory Publishers (Czech only) • The MUNI Open Science Strategy currently under development should, by the end of

			2020 at the latest identify the main problems connected to this issue and by the end of 2021 have a bold strategic and action plan/vision how to deal with these issues. The Institute of Computer Science is a key University Body, that will take care of this agenda for all the university. Proposals: • Modify the staff evaluation process to include other dissemination tools aside from the publications. • Provide incentives to publishing in Open Science media, including funding to co-finance the cost, especially for young researchers with limited access to funding. • Include information about commercialisation opportunities in the planned regular Institute workshops. • Include information about Open Science publishing in the onboarding packages.
9. Public engagement	+/-	Gaps: • There is no systematic marketing strategy in presenting research results to the public • There is no systemic approach towards the popularization of Science	Initiative undertaken: • The ICS is, within Masaryk University, one of the exhibitors within The Researcher's Night national event. At this event, we

		• There is no systemic support of individuals, that would like to help with these topics	present our activities and the latest scientific results in an entertaining way. • Institute has a profile on social networks such as Facebook, Twitter, or LinkedIn. Among other things, we also communicate our scientific results there. • The marketing department cooperates with the MUNI Press Office for publishing articles about Institute's research and other successes (https://www.em.muni.cz/en) • Participation in MjUNI ("junior university" for children who want to try to be a university student/researcher) Proposals: • Create a communication, popularisation and engagement strategy through public media (popular magazines, etc.), popularisation bodies in Brno and surrounding and key stakeholders of these initiative with the South Moravian region (Hvězdárna a planetarium Brno, VIDA Science Centre!, JMK fandí vědě, etc.) • Include "research popularisation" activities into staff evaluation process as a support of these activities • Include the possibility of participation of employees in the MUNI portal/ intranet • Regular publication of ICS newsletter

| 10. Non discrimination | +/- | Gaps:
• Not all important Institute documents have been translated into English
• There is no internal rule on language for internal communications
• The building the Institute is currently located in is not fully suited for entry for physically disabled people | Initiative undertaken:
• Existing University Teiresias Centre for disabled employees
• Equal Opportunities Panel of Masaryk University (also mentioned in MU Academic and Professional Employee Code of Ethics)
• Basic principles of non-discriminatory recruitment are in Regulations on Competitive Selection Procedures at Masaryk University
• Ensuring the equal treatment of all employees within MU Employment Code (Article 2, Paragraph h))
• At the national level, the Anti-Discrimination Act is valid in the Czech Republic

Employee Questionnaire:
In general, the questionnaire did not indicate that any form of discrimination occurred too often. The worst was discrimination on the basis of belonging to a specific work team/group of employees (20 % respondents were personally disadvantaged and 17 % experienced seeing some other person being disadvantaged) and discrimination on the basis of age (10 % of respondents were personally disadvantaged and 10 % experienced some other person being disadvantaged). |

			Proposals: - Create an internal rule for communication also in English - Translate all formal Institute documents into English - Intranet for employees in Czech and English - Publishing job advertisements bilingual - Better promotion of the ICS as an employer suitable for parents and women - Create Career Code for non-IT positions at the ICS - Better communication of existing tools for the support of parenting at ICS - Extend home-office possibility
11. Evaluation/ appraisal systems	-/+	Gaps: The annual staff evaluation process regulations are rather general (and inflexible) and do not properly cover all the aspects of different positions at the Institute. Specifically, there is gap in specific conditions for IT professionals, researchers and senior managers. As a result, the evaluation does not properly reflect all the expectations in the same systematic manner over the whole Institute.	Initiatives undertaken: - The annual staff evaluation process at the ICS (MU Directive No. 5/2017 – Staff Evaluation) - The electronic tool EVAK for evaluation of academic workers at MUNI - The incentive system for increasing performance and quality in R&D at the ICS (includes rewarding of excellent publications) - The process of research evaluation at Masaryk university: https://hodnocenivedy.muni.cz/ (Czech only)

			Proposals: • Modify (extend) the regulations of the staff evaluation process to be more flexible for different roles at the Institute (regular employees in different positions, researchers, senior staff and managers, etc.) • Set up training for managers (senior staff) to improve the evaluation process including a work with employee individual development/training plans • Make the results of the regular evaluation part of the continuous work with employees. • Include "research popularisation" activities into the staff evaluation process as a support of these activities • Introduce of evaluations of managers by their subordinates
Recruitment and Selection			
12. Recruitment	-/+	Gaps: • Each level of research and administrative positions at ICS is not adequately described • There is no systematic adaptation/onboarding process for new employees • Missing OTM-R Policy	Initiatives undertaken: • Institute Catalogue of IT positions • Using tools to facilitate the entry or return of disadvantaged employees as part-time jobs, home-office work, flexible start and finish times (university commitment to equal opportunities)

			• University Teiresias Centre for disabled employees Proposals: • Cooperate with other parts of the university in creation of the university OTM-R Policy • Extend the Institute Careers Code to include research and administrative positions • Create an Institute onboarding process including an employee adaptation plan and a mentor for a newcomer
13. Recruitment (Code)	+/-	Gaps: • There are no career development prospects given in job advertisements • Missing OTM-R Policy	Initiatives undertaken: • Regulations on Competitive Selection Procedures at Masaryk University describes the process of selection procedures at MUNI including deadlines for application submission from the announcement that applies (separately for academic and other positions) • Existing job advertisement templates at the ICS (separately for research, IT junior and IT senior positions) including part for job description and hard-skills and soft-skills as well • The list of recruiting sources using for IT and other searching positions at the ICS

			• Employee questionnaire: Most respondents could not assess various aspects of recruitment at the ICS (from 48 up to 80 % of respondents in particular aspects), so it seems employees do not have a concrete idea about the recruitment process at the ICS. The highest percentage of agreement was with *openness to all interested candidates from the Czech Republic* (51 %) and with *fairness* (40 %). Proposals: • Cooperate with other parts of the university in the creation of the university OTM-R Policy • Extend the Institute Careers Code to include research and administrative positions, presented publicly on the ICS website • Regular training and guide/rules for members of Selection Procedure Committees at the ICS (method of selecting candidates, (ir)relevant criteria, interviewing, etc.)
14. Selection (Code) .	+/-	Gaps: • Selection Committees are not trained for selection	Initiatives undertaken: • Regulations on Competitive Selection Procedures at Masaryk University

			describes the process of selection procedures including recommended forms of assessing candidates (personal interviews, their CVs and other relevant documents) • If possible, Selection Committees are always set up according to gender balance • Selection Committees are set up according to the different experiences of each member Proposals: • Cooperate with other parts of the university in creation of the university OTM-R Policy, including uniform rules for Selection Procedure Committees • Regular training for members of Selection Procedure Committees at the ICS (method of selecting candidates, (ir)relevant criteria, interviewing, etc.)
15. Transparency (Code)	-/+	Gaps: • There is no information about selection process design (number of rounds, length of the process, a form of interviews) within the search position • There is no information about career opportunities within the search position • Not enough concrete feedback in candidate job rejections	Initiatives undertaken: • Regulations on Competitive Selection Procedures at Masaryk University provides rules of selection procedure of academic and non-academic employees • The selection procedure at ICS is described on the ICS website

			[The form "Satisfaction with the recruitment process at ICS MUNI"](#) is sent to all candidates together with the feedback - In the case of more than one position this is mentioned in the job advertisement - Careers Code for IT professionals and Careers Scheme at ICS **Employee Questionnaire:** 60 % of respondents could not assess whether the recruitment process at ICS is transparent. But where they could, 83 % of the remaining respondents assessed it positively (33 % of all respondents). **Proposals:** - Create templates of job advertisements including information about the number of positions available, careers opportunities, form and length of the selection process - Present careers opportunities at the ICS on the ICS website (careers section) - Create guidelines for the Selection Procedure Committee, presented on the ICS website - Extend the Institute Careers Code to include research and administrative positions, presented publicly on the ICS website
16. Judging merit (Code)	+/-	Gaps:	Initiatives undertaken:

		There is no written declaration of this principle, however members of the Selection Procedure Committees follow it implicitly • Clear and measurable criteria for each position, especially in soft-skills, is missing	• Institute Catalogue of IT positions • Job Catalogue at the university • Regulations on Competitive Selection Procedures at Masaryk University Employee Questionnaire: The members of Selection Procedure Committees deem that following criteria are applied in the selection procedure for research positions (if they felt able to assess it): *quality of research publications, quality of research results, number of research publications, involvement in research projects, number of research projects, foreign experience, teamwork skills and research potential.* Negative ratings appeared for these criteria: *popularising science* (14 *%), level of experience in a different sector* (8 %), *teaching* (17 %), *level of experience in the state sphere* (27 %) and *diversity of professional experience* (16 %). Proposals: • Cooperate with other parts of the university in the creation of the university OTM-R Policy including uniform rules for Selection Procedure Committees • Clearly define the criteria for candidates in job advertisements, including soft skills, using competency models or competency cards

			• Regular training for Selection Procedure Committees members and team managers (method of selecting candidates, (ir)relevant criteria, interviewing, etc.) • Create guidelines/rules for the Selection Procedure Committees
17. Variations in the chronological order of CVs (Code)	+/-	Gaps: • This is not included in any internal policy, some members of Selection Committees do it implicitly, but they are not obliged to follow them	Initiatives undertaken: • Selection Procedure Committees have mostly more members (from 3 to 6) with a different point of view for better/more objective assessment of every candidate Proposals: • Cooperate with other parts of the university in the creation of the university OTM-R Policy including uniform rules for Selection Procedure Committees • Regular training for Selection Procedure Committees members and team managers (method of selecting candidates, (ir)relevant criteria, interviewing, etc.) • Create guidelines/rules for the Selection Procedure Committees
18. Recognition of mobility experience (Code)	+/-	Gaps: • There are no other widely used types of mobility except for the foreign one	Initiatives undertaken: This principle is considered fully implemented within the recruitment process and careers development of employees as well, covering both previous academic/research or commercial experience). The

			need for international experience is one of criteria in some job advertisements for research positions. All employees are supported in international exchange programmes such as Erasmus+ for employees, or other foreign internships. • [Regulations on Competitive Selection Procedures at Masaryk University](#) – Section 2: the condition of foreign experience for adjunct professor applicants • [Centre for International Cooperation](#), which supports employees in travelling abroad Employee questionnaire: 47 % of respondents positively assessed foreign mobility as an integral part of professional development at all career levels; 50 % of them were not able to assess it. Respondents could not assess other types of mobility (sector, institutional, virtual, and inter-subject) as a part of their development, as these types of mobility are not so common at the ICS. 92 % of respondents/members of research selection committees answered that mobility experience was a criterion applied in the selection procedure of candidates for research positions. 75 % of them assessed that sector mobility was a criterion, 45 % assessed that inter-subject mobility was a criterion,

			and 17 % assess that institutional mobility was a criterion in the same type of selection procedure. Proposals: • Continue with support for staff exchanges • Cooperate with other parts of the university in the creation of the university OTM-R Policy including uniform rules for Selection Procedure Committees • Add international experience in the evaluation for selected positions (combined with the more flexible evaluation process) • Define conditions and support for the placement at companies • Regular training for Selection Procedure Committees members • Create guidelines/rules for the Selection Procedure Committees
19. Recognition of qualifications (Code)	++	Gaps: N/A	Initiative undertaken: • Recognition of foreign higher education and qualifications process at Masaryk university • In cases of non-fulfilment of the formal education of the candidate for the given position, the ICS assesses whether the candidate meets this level with non-formal education (courses, internships or

			certifications) which is a possible alternative Proposals: • Complete the required formal or other appropriate education/training for all positions at the ICS • Continue with the established processes. • Regular training for Selection Procedure Committees members • Create guidelines/rules for the Selection Procedure Committees
20. Seniority (Code) .	++	Gaps: N/A	Initiative undertaken: This principle is considered fully implemented. The level of formal education in the ICS Careers Scheme is only recommended, not required. Some research positions do require explicit formal qualification level (as defined by the university regulations or law), otherwise the selection committees always considers a mix of formal qualifications and actual experience. In job-advertisements hard and soft skills required for the vacant position are listed, and these requirements are at the minimum level for this position so as to address the widest possible range of candidates. Proposals:

			• Including this principle into the university OTM-R Policy • Regular training for Selection Procedure Committees members • Create guidelines/rules for the Selection Procedure Committees
21. Postdoctoral appointments (Code)	-/+	Gaps: • There is only a vague definition of postdoc positions at the university level, including the maximum duration of appointments • There are no described rules for the careers and development of postdocs	The characteristic of the postdoc position depends on the specific requirements of the funders of such position. These requirements could be different in different project calls at national and international level. That is why defining postdoc positions at the university level is very complicated; MUNI tried to do it a few years ago. Initiatives undertaken: • Project Postdoc@MUNI – the creation of 30 postdoc positions across the university with uniform requirements • Inclusion of postdoc positions at several levels in the MUNI position catalogue • Internal university/Institute rule limiting the postdoc positions for a maximum of 3 years Proposals: • Define the postdoc position at the university level; if not possible, make a clear definition at Institute level

			• Describe development and careers possibilities within the Institute for postdocs
Working Conditions and Social Security			
22. Recognition of the profession	+/-	Gaps: • Missing Careers Code for research positions	Initiative undertaken: All PhD students working at the ICS have some type of employment contract. This is usually the rule for master's and bachelor's students as well. This means every student or beginning researcher is adequately paid for their work. Doctoral students are in some kind of research position, they are systematically integrated into research teams, they participate in research projects, they are co-authors of articles, and when they write a dissertation, work requirements for them are adapted. All employees are treated the same way, primarily as (IT) professionals, as the Institute allows a viable overlap between research and more service-oriented careers and support reasonably free movement between these career tracks. The formal classification of the position is not the primary indicator of how a person is perceived. Employee Questionnaire: 73 % of all respondents feel like equal and important employees (15 % do not feel like that; 12 % cannot assess it). As for respondents/researchers: 21 % of

			them feel like equal and important employees; 21 % do not, and 57 % cannot assess it. Proposals: • Extend the Institute Careers Code to include research and administrative positions (provide more detailed guidelines) • Find a way to target unsatisfied employees to better understand the reasons behind their perception.
23. Research environment	++	Gaps: N/A	Initiatives undertaken: • The Institute provides a full working environment including space for breaks and informal activities • All employees are entitled to request equipment needed (computers, etc.) as dictated by their work assignment, position and responsibilities. • The Institute provides a full e-infrastructure, including access to WiFi network, cloud services and other tools to all employees. Employee Questionnaire: 93 % of respondents/researchers consider work equipment that they have as sufficient to perform their work efficiently.

			Proposals: N/A
24. Working conditions	++	Gaps: N/A	Initiative undertaken: - Using tools for better work-life balance as part-time jobs, home-office work, flexible start and finish times - Existing University Teiresias Centre for employees with disabilities - Regular team building activities for employees and their families at the ICS (also employees on parental leave can keep in touch with the employer in this way) Employee questionnaire: 81 % of respondents perceive the option for work-life balance at ICS. Proposals: - Extend/fine-tune Institute rules for employees/parents returning from parental leave and communicate them better - Continue collaboration with the University Teiresias Centre to improve working conditions for employees with disabilities
25. Stability and permanence of employment	+/-	Gaps: The process of guaranteeing employment is not described and formalised at ICS	Initiative undertaken: Some employees, mostly in research positions, have temporary project contracts and sometimes their

		• Workers do not have early enough feedback about their further employment (contract extension)	contract is split between several funding sources. After the end of the project, they then have another temporary project contract (in accordance with the MUNI Collective Agreement). This can lead to job insecurity. However, due to temporary funding only, it is not possible to offer permanent contracts for project-related positions. At the ICS, we look comprehensively at employees - if they are satisfactory, we try to offer another contract. However, current practice does not guarantee sufficiently timely feedback on whether the employee could continue to work at the ICS (usually also because of the uncertainty of the funding itself). Project managers try to submit and get funding from new projects in advance so that they can guarantee further work and funding for the employees/researchers. Permanent contract offers are limited as a substantial part of the research-oriented funding is time limited and the Institute cannot guarantee enough funding from its resources for all researchers in the case of missing project funding. Employee Questionnaire: 21 % of respondents with a temporary contract do not mind at all about it; 45 % do not care about it, 22 % of them mind a lot, and 11 % of them cannot assess it.

			Proposals: • Continuously improve the process of better information on the options available to employees to continue their work at the Institute. • Provide early enough feedback on (non)extension of the contract (supervisor's responsibility), discuss available options and constraints openly
26. Funding and salaries	++	Gaps: • An Institute's specific Careers Code for researchers is missing, including a tailored job description for every level of researcher	Initiative undertaken: All researchers at the Institute (from R1 to R4) have an employment contract that is connected with an obligation (based on Act. No. 592/1992 on General Health Insurance Premiums and Act No. 589/1992 on Social security and State employment policy premiums) of the employer to pay health and social insurance and the option to get a supplementary pension insurance contribution as a benefit for employees. Per Czech law, the employer has to pay financial support in case of an employee's sickness in the first 14 days of sickness. Masaryk University also provides employees 30 days of leave per year (and 40 days for academic staff), meal vouchers, bonuses, and other employee benefits. Employee Questionnaire: 64 % of all respondents are satisfied with their wages (20 % are not; 16% cannot assess it). As for

			respondents/researchers: 71 % of them are satisfied, 14 % are not, and 14 % cannot assess it.
			29 % of all respondents think that their wages correspond to what they would get elsewhere in their field (43 % do not think so; 28 % cannot assess it). As for respondents/researchers: 36 % of them agree; 46 % do not agree, and 18 % cannot assess it.
			Proposals: • Extend the Institute Careers Code to include research and administrative positions including job descriptions and responsibilities for every level of researcher and other non-IT positions
27. Gender balance	+/-	Gaps: • There is not enough gender balance at research and managerial level	Initiative undertaken: The IT field is still represented by men rather than women, but it is slowly improving, for example, due to the initiative of the CzechITas organisation from Brno. On the other hand, the gender-based imbalance in wages is minimal (or non-existent) in the IT professional and research environment. The Institute takes the stance that role assignment and wages (including premiums) are based only on the competence and merit, not gender. Currently, the ICS has 32 % of women/employees; of which there are 5 % of women/researchers, 18% of

			women/IT specialists, 29 % of women/managers, or team leaders (*relevant for June 2020*). Initiative undertaken: • ICS job advertisements are written in both genders (in the Czech language) • If possible, Selection Committees are always set up according to a gender balance • Using tools to facilitate the entry or return of women (parents) as part-time jobs, home-office work, flexible start and finish times (University [commitment to equal opportunities](#)) Employee questionnaire: 67 % of respondents assess working conditions at the ICS as equal in gender (28 % of respondents cannot assess it). 53 % of respondents recognise work opportunities at the ICS are equal (40 % of them cannot assess it). Proposals: • Actively participate in a creation of a University Gender policy and OTM-R Policy • Strengthen the Institute's brand as an attractive employer for women

			• Extend the Institute's conditions and support favouring returning from parental leave. • Provide flexible working conditions. • Extend the public web (and other Institute digital presences) with interviews and testimonies of employed women
28. Career development	-/+	Gaps: • Missing careers advisor for researchers • Missing mentoring programme • Incomplete Institute Careers Code • Missing a clear strategy of internal communication	Initiatives undertaken: The Institute created the Careers Code for IT professional positions at the Institute, however research and administration positions are not explicitly covered (only taken over from less specific university documents). HR (and line managers) have competency in advising on careers questions, but the research career is presented in rather general view. There exists the University Careers Centre, which helps students of MUNI in careers questions (there is no focus on university employees). There exists CERPEK – university Pedagogical Competence Development Centre. It offers courses for the development of pedagogical competencies, the special course of pedagogy for doctoral candidates, and teaching courses for international students as well as mentoring services. Employee Questionnaire: 49 % of respondents feel they have enough support for career development at the ICS (22 % do not, 29

			% cannot assess it). 37 % of respondents know how they can make a career shift at the ICS (31 % do not, 32 % cannot assess it). Proposals: • Extend the Institute Careers Code with explicit description for research and administration positions • Actively participate in the creation of the university system of career advising for researchers • Create a mentoring programme for early-stage researchers and leaders • Create an internal communications strategy to communicate key information to ICS employees • Expand the ICS intranet with important HR information
29. Value of mobility	++	Gaps: N/A	Initiatives undertaken: There exists the Centre for International Cooperation at MUNI, which provides methodological support and also coordinates the activities of MUNI in the area of foreign cooperation/mobility (and thus also intersectoral, interdisciplinary mobility). It also searches for and acquires projects relevant to the implementation of international mobility. A large fraction of the Institute's projects are international, with explicit collaboration with

			foreign researchers, experts from other universities/research centres, experts from different sectors, or experts from the private sector/companies. Employees have opportunities not only to work with them remotely, but they are encouraged (and supported) to visits and exchange programme to deepen their international experience. There is university Directive No. 5/2017 "Staff Evaluation" that contains the principle of objectivity and complexity in staff evaluation which includes, among other things, foreign internships as one of the criteria. All employees are supported by international exchange programmes such as Erasmus+ for employees, or other foreign internships. Virtual mobility is naturally part of the cooperation, especially in research. Proposals: N/A
30. Access to career advice	--	Gaps: • Missing Institute specific Careers Code for research positions • Missing careers advice and job placement assistance • Missing mentoring programme	Initiative undertaken: Institute created the Careers Code for IT professional positions at the Institute, however research and administration positions are not explicitly covered (only taken over from less specific university documents). HR (and line managers) have the competency in advising in career questions, but the research career is presented in rather general view.

			There exists the University Careers Centre, which helps students of MUNI in careers questions (there is no focus on university employees). Employee questionnaire: 67 % of respondents (PhD candidates) could not assess if there is any person at university advising in careers for researchers. 29 % of them strongly disagree, and 29 % of them strongly agree. These results are very inconsistent. Proposals: • Extend the Institute Careers Code with explicit description for research and administration positions • Actively participate in the creation of the university system of careers advice for researchers • Create a mentoring programme for early-stage researchers and leaders
31. Intellectual Property Rights	++	Gaps: • Insufficient awareness of the MUNI Technology Transfer Office and its services	Initiative undertaken: MUNI Technology Transfer Office (TTO) offers services for researchers in intellectual property, business development, legal services, promotion and training, financial support, and project cooperation (see https://www.ctt.muni.cz/en/services/scientists).

			Employee questionnaire:
			81 % of respondents/researchers believe that as the authors of scientific results they have secured legal protection of intellectual property at MUNI (19 % of them cannot assess it).
			Proposals:
			- Including information about the TTO into the researchers onboarding process - Better internal communication about TTO activities - Training (with the use of the TTO offer) in IP related information to relevant or interested groups of employees
32. Co-authorship	++	Gaps: N/A	Initiatives undertaken: MU academic and professional employee Code of Ethics contains rules about the publication of results (Section 7) and principles of collegial conduct (Section 9). Employee questionnaire: 3 % of respondents/researchers stated that they had encountered a result not including a co-author at their workplace in the last 3 years (78 % had not and 19 % cannot assess). Proposals: Continuous evaluation of the situation, regular feedback collection

33. Teaching	+/-	Gaps: • Missing clear university rules for engaging of Institutes' employees in teaching at individual Faculties. • Little awareness of possibilities of development in teaching/pedagogical competencies • Lack of understanding of Institute employees/researchers in the education process at the university due to the formal prohibition of independent teaching responsibility by university institutes	Initiatives undertaken: The Institute of Computer Science does not have its own students and teachers (the university rules forbid it). However, Institute's employees have an opportunity (and are encouraged to use it) to teach at individual faculties of the university. Many of them actively contribute to education, especially at the Faculty of Informatics, Faculty of Science or at Faculty of Arts, either by taking individual lectures or whole courses, supporting the vocational part of education (seminars and exercises), taking whole courses or supervising bachelor's, master's and also doctoral theses. The ICS supports employees with an interest in teaching, as it is understood to be a very important activity for their professional and personal development. Also, hiring students from faculties for part-time jobs at the Institute supports the direct interaction between regular employees and students. Employees are supported in teaching in these ways: offering supervising of final theses which helps Institute in its development; leave from work for teaching; possibility of part-time work. University has a Pedagogical Competence Development Centre CERPEK. It offers courses for the development of pedagogical competencies, the special course of pedagogy for doctoral candidates, and teaching courses for international students. Employee Questionnaire:

			61 % of respondents who teach at the university agree that teaching activities are a full-valued part of their job (30 % do not agree; 9 % cannot assess). 82 % of respondents who teach at the university agree that teaching activities do not prevent them from fulfilling their work duties (14 % do not agree; 4 % cannot assess). 52 % of respondents who teach at the university agree that they have the possibility of training for teaching activities (28 % do not agree; 20 % cannot assess). Proposals: • Include information about CERPEK into the onboarding process / guide for new employees • Explicit rules of support for teaching employees; special support for theses supervision • Support employees in the educational competences' development • Raise awareness of the Institute and its employees' role in the university education system.
34. Complains/ appeals	-/+	Gaps: • Missing an explicitly appointed person dealing with employees' complaints (ombudsman-type)	Initiative undertaken: There exists the process of Submitting and Processing complaints at MU. It defines the form of submitting complaints and their processing. This

| | | • Limited awareness of complaints/appeals process, insufficient trust as the formal complaint process includes direct managers. | process is considered by employees as rather vague, too formal and administratively demanding. There is no concrete independent person who deals with these complaints. Nowadays, the most relevant constituent part of MUNI deals with the complaint. Within the ICS, an employee can file a complaint to their line manager, to higher superior or to independent employees (vice-directors, HR Specialist). However, this process is not described and formalised at the Institute level.

Employee Questionnaire:
68 % of respondents agree that they know how to file a potential complaint and appeal in connection with working conditions, employee rights, etc., 8 % do not agree, and 24 % cannot assess it.

Proposals:
• Increase awareness of the whole complaints process and how to efficiently use it (seminars)
• Despite the sensitivity of the whole process, increase awareness of the successful complaints that led to the improvement of the working environment
• Define a clear role of HR manager in the complaining process, especially when complaints target immediate (or higher) supervisors or leaders. |

			• Open opportunities for complaints in meetings with management and in the staff evaluation process
35. Participation in decision-making bodies	++	Gaps: • As majority of the Institute's employees are not academicians, the Institute is not sufficiently represented in the Academic senate of MU	Initiative undertaken: Scientific and Director's Board are the primary Institute's desision making and advisory bodies. Selection of members is the Director's responsibility, in case of the Scientific Board, the MU Academic Senate confirms director's proposals (and only 1/3 of its members are Institute employees, including the director). Not all research groups are directly represented in these bodies, but highest line managers (division heads) are ex officio members of the Director's board to represent also individual research and professional groups. The minutes from both boards are available to all employees. Also, the whole Institute has an annual regular two-day external meeting for all employees, with an explicit opportunity to meet in a formal as well as informal setting with the director, vice-directors and other members of the Director's Board. Employee Questionnaire: 50 % of respondents/researchers positively assess the opportunity to influence the direction/happenings at the Institute; 21 % of them do not agree, and 29 % could not assess it.

			Proposals: • Add other opportunities (regular meetings, open days) for employees to meet directly with the highest management of the Institute and discuss in (semi)formal any issues they consider relevant for their own work and well-being. • Increase number of academic positions at the Institute to increase an opportunity to become represented at the Academic Senate of MU
Training and Development			
36. Relation with supervisors	+/-	Gaps: • No structured approach to interaction with supervisors • No direct evaluation of supervisors	Initiative undertaken: Researchers in their early career phase (including master's and PhD students) are always assigned a supervisor or mentor to follow their personal progress. While doctoral students' progress is annually evaluated by the board of the appropriate study programme, no such systematic progress evaluation exists for other early research (early professional) roles – such evaluation is left as a part of the regular staff evaluation process. Therefore (as also mentioned in the next point), there are some differences in the conditions of individual young researchers (young professionals). Employee Questionnaire:

| | | | 86 % of respondents/PhD candidates maintain regular contact with their supervisors.
39 % of respondents/researchers consider that the results of the annual evaluation are further used by themselves or by their supervisor (29 % do not, and 32 % cannot assess).

Proposals:
• Establish a more formal framework for the evaluation of researchers and IT professionals in the early stages of their careers; make relevant modifications in the staff evaluation process
• To add supervisors' and mentors' evaluation as part of the staff evaluation process (including the responsible person for overseeing such evaluation, e.g., vice-director for research)
• Introduce PhD meetups for doctoral supervisors, consultants, and postgraduate students of various research groups |
| 37. Supervision and managerial duties | -/+ | Gaps:
• Limited system of staff evaluation, without regular (two-way) feedback.
• Missing systematic and regular training of supervisors
• Missing mentoring programme
• Missing Institute-specific Careers Code for research positions to guide expectations | Initiative undertaken:
Currently, the managerial approach strongly depends on the specific supervisor. There is a lack of a systematic grasp of how to lead and develop young researchers. Beginning researchers can also be assisted by a consultant/mentor, but it is not a mandatory position. The differences in supervision can be substantial. There is no systematic evaluation |

			of managers in their roles as mentors responsible for the personal development of their dependant employees. Employee Questionnaire: 86 % of respondents/researchers consider that their supervisors listen to them and respond to their comments. 64 % of respondents/researchers receive sufficient feedback from their superiors (25 % do not, and 11 % cannot assess). 32 % of respondents/researchers receive sufficient feedback from their superiors within the annual evaluation process (32 % do not, and 36 % cannot assess). 50 % of respondents/researchers know where they can grow in their career at ICS and what needs to be done for it (29 % do not and 21 % cannot assess). Proposals: • Modifying the annual staff evaluation process at the ICS to be more flexible and tailored specifically to individual positions (researchers, administrative, IT and managerial positions) including "bottom-up" evaluation of managers/supervisors • Regular training of supervisors in evaluation interviews; seminars for

			employees on themes like what to expect from an evaluation • Create the guide/handbook for managers at ICS • Define a competency model of the manager/supervisor at the ICS • Training of supervisors/managers in managerial skills • Create a mentoring programme for beginning researchers and leaders • Extend the Institute Careers Code to include research and administrative positions • Implement regular seminars on managerial roles and two-way interaction during but also outside the evaluation process (continuous interaction, not just a one-off event)
38. Continuing Professional Development	+/-	Gaps: • Missing competency models of the ICS positions • Insufficient work with employee development plans • Underutilised e-learning training methods	Initiative undertaken: MU Employment code (Article 3, Paragraph 2, points f), g) and h)) include the employee's obligation to consistently develop qualifications and strive for professional or career development. Every ICS division takes considers the professional education of its employees. This includes professional training, workshops, participation in conferences, exchange programmes, etc. In addition to compulsory legal training, the ICS also provides internal workshops on various topics

			(regular monthly colloquium, IT practical workshops for IT university community, English and leadership courses). The ICS has an annual evaluation process including the professional and personal development plan of the employee. The Institute's Catalogue of IT Positions defines requirements for each level of IT position. It can be used for defining the necessary skills and knowledge of each position, which is the basis for the employee development plan. Employee Questionnaire: 79 % of respondents/researchers (86 % of all respondents) are constantly striving to develop their abilities, knowledge and skills (3 % are not, and 18 % cannot assess). Proposals: • Clearly define the competencies of key roles at the ICS (managers, researchers at each level, IT professionals, etc.) • Edit development plans of every employee within the annual evaluation process • Regular training of managers in working with development employee plans • Introduce online training for employees • Work more extensively with the possibilities of attending university courses

			• Expand e-learning in training and workshops • Expand e-learning within the onboarding process
39. Access to research training and continuous development	-/+	Gaps: • Missing competency models of ICS positions • Training and development is not described as a HR process • Insufficient work with employee development plans • Insufficient measure of training-effect	Initiative undertaken: MUNI Strategic Plan 2016-2020 contains the strategic priority of quality of education (number 2), and MU Strategic Plan Implementation Scheme for 2020 describes specific steps within this priority for 2020. At ICS, every employee has access to training and development, T&D is also included in the annual evaluation process at ICS. The line manager's responsibility is to supervise achieving the set goals, but this is not always the case. We have tried to measure the training effect, but it has not been systematically measured (we send feedback forms to employees after training or ask for exam results of students/employees). Assessing and measuring the effectiveness of training should be a part of the T&D HR process at ICS. Proposals: • Describe the T&D process at the ICS including the methods of measuring effectiveness of training • Greater usage of e-learning • More extensive usage of individual development/training plans of employees

			• Clearly define competencies of key roles at ICS • Regular training of managers in working with development employee plans • Create the guide/handbook for managers at ICS
40. Supervision	-/+	Gaps: • Missing person responsible for career and professional advising of early-stage researchers • Missing mentoring programme • Missing onboarding plan for new employees • Missing competency models of the ICS positions	Initiative undertaken: While many of these responsibilities are on the agenda of the supervisor (responsibilities of supervisors, Section 28) or line manager (Article 4 – Senior Employee Obligations), the supervisor's approach strongly depends on the specific supervisor. There is a lack of a systematic grasp of how to lead and develop young researchers, and also supervisors and line managers are usually not directly evaluated with this specific role in mind. Not all early-stage researchers have a consultant/mentor who can provide additional advice. There also exists a MUNI Careers Centre, which focuses on advising bachelor's and master's students in their careers. There is no focus on PhD students (researchers) or on MUNI employees in general. Employee Questionnaire: 67 % of respondents (PhD candidates) could not assess if there is any person at university advising in careers for researchers. 29 % of them strongly

			disagree, and 29 % of them strongly agree. These results are very inconsistent. Proposals: • Actively contribute to the creation of the university system of careers advising for researchers • Define an explicit mentoring programme for early-stage researchers and IT professional and make the role mandatory • Introduce PhD meetups for doctoral supervisors, consultants, and postgraduate students of various research groups • Define mentoring program for newcomers • Create a competency model for all types of position at the ICS • Make the evaluation of the supervision role a regular part of the evaluation process, done by a specific person within the Institute (e.g., the vice-director for research)