

TEMPLATE 4: ACTION PLAN**Case number:** 2019CZ469433**Name Organisation under review:** Faculty of Education – Masaryk University**Organisation's contact details:** Vendula Kratochvilova, Human Resources Department, Faculty of Education – Masaryk University (FEU MU)

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Submission date: 20/4/2023**1. Organisational Information (Interim Assessment 2023)***Please provide an update of the 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	252
Of whom are international (i.e. foreign nationality)	13
Of whom are externally funded (i.e. for whom the organisation is host organisation)	0
Of whom are women	153
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.	57
Of whom are stage R2 = in most organisations corresponding with postdoctoral level	147
Of whom are stage R1 = in most organisations corresponding with doctoral level	48
Total number of students (if relevant)	4704
Total number of staff (including management, administrative, teaching and research staff)	353
RESEARCH FUNDING (figures for most recent fiscal year)	€
Total annual organisational budget	15 271 980 €
Annual organisational direct government funding (designated for research)	1 432 595 €
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	2 776 425 €
Annual funding from private, non-government sources, designated for research	0 €
ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)	

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.

Besides teacher education, the faculty also focuses on issues of inclusive and multicultural education and 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 review the strengths and weaknesses under the four thematic areas of the Charter and Code, as provided by your organisation in the initial assessment phase. When doing so, you should do not only look back, but also consider new priorities, strategic decisions, etc. which may further influence the action plan. Please also provide a brief commentary in the "Remarks" column if major changes have occurred versus the initial plan.

Ethical and professional aspects: (Action Plan 2020)

Strengths

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>).

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>).

Researchers praise the support from the finance, HR, project and IT departments in their research work.

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>).

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.

Researchers claim that, they do not generally face discrimination.

Weaknesses

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.

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).**

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.

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.**

Researchers from abroad note the lack of an **English version of internal regulations and translations of information essential for work at the faculty.**

Researchers perceive **the employee evaluation as incomprehensible and only a formality.** There is no connection between employee evaluation and other processes.

Remarks (max 500 words)

Ethical and professional aspects: (Interim Assessment 2023)**Strengths**

During the implementation phase 2020–2022, we have improved several weaknesses regarding Ethical and Professional Aspects:

- The tools of support and regulations in the field of research and science are more accessible through interlinked university and faculty sites, via the launched [internal Employee Portal](#). Relevant information for new employees is incorporated into a newly implemented [onboarding process](#) (e.g. in [Newly Employed Handbook](#), via Mentor). Some websites were restructured, or newly designed.
- Information about [Habilitation Proceedings and Appointment of Professors](#) and [Publishing and Research Support Strategy](#) was placed on the faculty web. The faculty supports internationalisation and the creation of publication outputs through this Strategy, which includes programmes of ongoing financial support for various publication and research activities (in relation to [Methodology 17+](#) and its Definition of Types of Results).
- To enhance understanding of ethics, intellectual property and dissemination of research results, the [Publishing Support website](#) (internal) has been launched; a comprehensive systematisation of available support in individual stages of publishing with the introduction of relevant documents, tools and forms of support. For early-stage researchers within the framework of established [\(Post\)Doctoral School](#) methodological workshops, and other networking events were organised.
- To better communicate research projects, a [Project Support Office website](#) has been created covering options in the different project phases, research funding options, operational programmes and available courses. All projects can be accessed [here](#). Some were presented at the research symposium. Topics with high research relevance are addressed in projects on inclusion in school or in society, dealing with people with disability, sensitive language teaching, etc. Social relevance is promoted through the faculty website, social networks, training courses, events, banners and materials. Due to the profile of the faculty, the Marie Skłodowska-Curie scheme is not fully applicable to our circumstances. The faculty attracts national programmes for OPVV – PostDoc.
- For researchers from abroad: selected regulations and websites were translated (saved to an internal [document server](#)); translation tools are available, and materials created within the HR Award are mostly bilingual. To attract quality workforce and empower FED's employer brand, a new [Career webpage](#) has been launched.
- To enhance understanding of employee evaluation and its purpose and correlation to other processes, the [Evaluation Concept](#) document was implemented. The electronic evaluation system has been revised, incl. its criteria. To support department heads, we created the document [“Adapting to a managerial position”](#); and training seminars were organised (see Training & Development below).

Weaknesses:

- The university strengthened the ethical aspects but didn't release an updated Code of Ethics.
- The Employee Portal isn't fully bilingual; information in English needs to be uploaded; the regulation needs to be translated.
- The popularisation of research projects or other professional activities needs to be strengthened. In the area of publishing, an individual approach, support for research, publication of methodological texts and textbooks and support for the development of teaching competencies should be considered.
- The faculty needs to implement sub-objectives of the University OS Strategy, organise seminars on selected topics.
- Employees have access to wide resources for the treatment of intellectual property, but not in the e-learning form.

Remarks:

- The principles in this area are generally met. As regards academic freedoms, ethical aspects and non-discrimination, all are embodied in the MU Statutes, the MU Faculty of Education (FED) MU Statutes and in the Code of Ethics. The MU Code of Ethics is under revision at this time (expected release July 2023).

- To address equity, gender and inclusiveness, FEd MU executed an [Equal Opportunities Audit](#), and in cooperation was created the [MU Gender Equality Plan for the years 2022–2024 \(GEP MU\)](#). At the faculty level, gender equality was afforded great emphasis; gender [awareness-raising activities](#) took place, a working group Change Agents established, [Guide to Gender-Sensitive Communication at FEd MU](#) created, and gender-sensitive language internally used. The faculty adopted the institutional solutions for measures against forms of gender-based violence (sexual harassment including methodology summarised comprehensively [here](#), training seminars), and trained our faculty contact persons.
- The draft text of the new MU Code of Ethics was prepared in 2021 by a working group composed of experts. The working version of the text passed the first phase of internal opposition in autumn 2021. In February 2022, a comment procedure took place within both ethics committees (Ethics Committee MU, MU Research Ethics Committee). A broader comment period was held. In December 2022, the Code of Ethics was presented to the Academic Senate who raised questions regarding anchoring in the Code of Ethics, and another comment procedure was launched. The topic will be included in the meeting of the Senate in May with the assumption of the publication of a new Code of Ethics in July 2023.
Meanwhile, MU conducted a lot of activities to strengthen the perception of work ethics and actions of all employees as part of personal integrity, information, and methodological measures in this area, including legal services. MU actively participated in the project Strengthening the Prevention of Plagiarism in Student Works project. The project team has published the methodological materials in the form of a handbook for academics and a handbook for students. The educational module regarding Plagiarism and Unethical Practices in the Academic Environment, as well as the practical presentation of the similarity search application in the MU Information system, is provided for MU employees.
MU has become a member of The European Network for Academic Integrity (<http://www.academicintegrity.eu/>).
- The University Open Access Strategy that has been developed in the years 2021–2022 within the framework of the H 2020 projects. The faculty cooperated at the university level on the strengthening of Open Access and Ethics. The published new university documents had been presented to the Departments Heads. Open Access is further promoted by activities of the Central [Library](#) and Open Science Methodologists.

Recruitment and selection: **(Action Plan 2020)**

Weaknesses

Strengths

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). (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 processes.

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.

Vacancies are advertised [online on the MU website](https://www.muni.cz/en/about-us/careers/vacancies/faculty-of-education) (https://www.muni.cz/en/about-us/careers/vacancies/faculty-of-education). Some positions are published on an 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](https://www.muni.cz/en/about-us/official-notice-board/rad-vyberoveho-rizeni-mu) 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). (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.

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 **candidates**.

Remarks (max 500 words)

Recruitment and selection: (Interim Assessment 2023)**Strengths**

- During the implementation phase 2020–2022, we have improved several weaknesses regarding Recruitment and Selection to match the standard of foreign universities. We incorporated the OTM-R principles:
- Administrative load is continuously relieved through digitalisation of main processes. We had cooperated with the university on modifying the internal e-recruitment tool Jobs.MU (new functionalities), updating the [MU Regulations on Competitive Selection Procedure](#). Individual points are further elaborated in faculty's [Dean's Measure No. 7/2022 – Selection Procedure Rules of the FEd MU](#). Charter and Code and OTM-R principles are incorporated into these documents, and the process is more transparent. Documents are published on the faculty website ([official notice board](#)).
- For clarification of the recruitment and selection process, a practical [Guide to the Selection Process at the MU Faculty of Education](#) has been created and complemented with infographics, [annexes](#) (e.g. incorporation of Charter and Code principles 16–20, addressing potential questions related to the gender dimension, etc.). This guide supports department heads in the recruitment process and also serves as training material for the selection committee. Each member of the selection committee undergoes e-learning covering recruitment and reads and learns the content of the documents listed above (before their first attendance in the committee; from 1/2023 in alignment with MU regulations).
Job advertisement templates have been updated and include information in accordance with an OTM-R toolkit. To mitigate the high level of academic inbreeding, the selection criteria had been implemented and incorporated into the job advertisement. To better assess the applicants, an Evaluation Matrix Template — annex NO.2 — was created. Competency models for positions at FEd MU was established as well — annex NO.8.
- Department's vision is incorporated into [individual departments' websites](#) and job advertisements.
- When possible, we also take into account the requirement for a gender-balanced composition of the selection committee (with regards to maintaining the committee expertise). Gender balance is taken into account in the composition of the faculty's leadership and in the composition of other bodies and groups.
- For the department heads and members of the HR Department training seminars in recruitment and selection took place within action plan's activity 5. Department heads have been informed of the changes in recruitment and selection through internal channels.
- To attract a quality workforce and empower FEd's employer brand, a new [Career page](#) has been launched; it contains, for example, info on open positions, the recruitment process, an FAQ section and an overview of benefits. International applicants can better understand the Czech and faculty environment by accessing site life in the Czech Republic & Brno, the possible support from the faculty International Staff Office).

Weaknesses:

- The recruitment and selection process isn't in line with the new MU Selection Procedure Regulations due to the delay in its release (1 January 2023). The implementation of the strengthening of recruitment and selection by OTM-R requirements is extended to Q2/2024.
- Job advertisements are not posted on the Euraxess portal yet.
- The indicators for a quality control system of the recruitment and selection process had been established but will be periodically collected (from 12/2023).

Remarks

- The university conducted a profound revision of the previous Competitive Hiring Process Code in 2021 in light of the OTMR principles. Two working groups composed of the faculties and other university units' representatives have been working for over two years so to elaborate the new university Selection Procedures that have been then discussed at university and faculty/units levels in the first half of the year 2022, so the new procedures would be fully compatible

with the principles of the Open, Transparent and Merit-based Recruitment (OTMR).

- Under Section 36(2) of Act No. 111/1998 Coll., on Higher Education Institutions and on the Modification and Amendment of Other Acts (the Higher Education Act), the Ministry of Education, Youth and Sports registered the Masaryk University Selection Procedure Regulations under Ref. No. MSMT-23561/2022-4 as of the date of signing the registration. (29 August 2022), effective from 1 January 2023.

Working conditions: (Action Plan 2020)

Strengths

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.

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.

Researchers perceive mobility as an integral part of their career development.

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.

Researchers praise the support from the finance, HR, project and IT departments.

Teaching is regarded as an integral part of the job. Teaching performance is taken into consideration in the employee evaluation.

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.

Weaknesses

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.

We have noticed low **awareness of the topic of gender equality** at the faculty.

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.

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, realization and evaluation)**.

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.

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.

Researchers perceive the evaluation system as a **separated and incomprehensible process**.

We do not have a framework of career development at the University or the Faculty level.

Remarks (max 500 words)

Working conditions: (Interim Assessment 2023)**Strengths**

- Strengthening of several identified weaknesses is already described in the section on **Ethical and Professional Aspects**. During the implementation phase 2020–2022, we have improved several weaknesses regarding working conditions:
- The faculty gave gender equality and inclusiveness great emphasis, conducted an [Equal Opportunities Audit](#) (resulting in creating the [MU Gender Equality Plan](#)), established a working group and created a [Guide to Gender-Sensitive Communication](#) (its language being used internally). Other [activities](#) also took place. The faculty adopted the [institutional solutions for measures against forms of gender-based violence](#).
- To promote and access information a new onboarding concept was implemented, incl. pre-boarding phase and internal webpage [Newly Employed. A set of materials](#) was implemented (e.g. handbooks, checklist, Adaptation Plan, Orientation Package, etc.). Mentor allocation upon entry was implemented, as well as conducting an initial interview with the department head, or “visit round” to each department/vice dean. Support was given not just to new employees but to their department heads as well.
- The early-stage researchers, a unified platform of the [Postdoctoral School](#) was established, and many activities were organised (e.g. methodological workshops, academic writing course in English, Ph.D. Day, Ph.D. conferences, informal gatherings, etc.). A [Concept of Support for Early-Stage Researchers](#) builds on the main terms, mentoring support and support available for researchers from abroad. Researchers and the HR Award team were sponsored to conduct international trips to HR Award-certified institutions, doctoral schools and conferences.
- To enhance understanding of employee evaluation and its purpose, correlation to other processes, the [Evaluation Concept](#) document was implemented; covering regulations, remuneration (information on fixed and variable components of pay), describes the evaluation process with a summary of its possible areas (helps to communicate performance expectations, reflects qualitative indicators), resources for training and outlines career development opportunities. The criteria of internal evaluation tools underwent revision. The evaluation was promoted internally (e.g. [here](#)).

Weaknesses:

- Gender awareness training, its popularisation and introduction should continue.
- The emphasis was given to the evaluation and their qualitative indicators; the focus should shift to the quality of teaching & teaching performance.
- Setting up timetables for classes seems to be problematic; the system requires updating, and people responsible for scheduling need to be trained to ensure equitable and proper allocation of classrooms.
- A gap in available electronic tools and licence management was identified (not sufficient info).
- A recurring problem seems to be the insufficient communication strategy (internally/externally, via multiple systems), where information often doesn’t reach the target group.
- Information on mobility is available at the university, but there is no association of FEd’s offers. Non-academic personnel need to be given targeted information. A higher administration was associated.
- The (Post)Doctoral School could differentiate and individualise activities, supervisor support, be involved in networking and research projects, internationalise and improve methodological training.
- The FEd’s onboarding should be digitised.
- A career advice system at the university hasn’t been established yet; the topic will be addressed within the centralised development project MUNI counselling (in 2023).

- A new MU Career Code hasn't been released yet (expected in 2024).

Remarks:

- The gender Equality Plan was approved by university leadership/management in December 2021. Measures in the areas of the Gender Equality Plan are proposed based on the results and recommendations of gender audits carried out by MU units in the period 3–7/2021, which covered the following areas: Transformation of organisational culture; work-parenting mix; recruitment and selection; career progression, equal opportunities for women and men in leadership positions; measures against sexual harassment and other forms of violence; inclusion of the gender dimension in research and innovation; studies and student population; collection and monitoring of gender-differentiated data; allocation of human and financial resources to address gender equality issues. The findings presented in the final reports of the gender audits in individual thematic areas are supported by content analysis of documents, statistical data analysis, results from questionnaire surveys, group discussions with selected groups of people, and individual and group interviews. The results of the individual gender audits are the basis for this MU Gender Equality Plan (from now on referred to as GEP MU).
At the MU management level, a Gender Equality Coordinator has been appointed. He/she will cooperate with other Vice Rectors and, in particular, with MU units and representatives of relevant departments from the MU Rector's Office in the implementation of GEP MU activities.
MU prepared a guide for parents that brings comprehensive information about what awaits the MU employees as a parent.
- In the years 2021–2022, MU and its faculties/units conducted a profound analysis of the evaluation criteria to modernise and update the individual evaluation of academic, scientific and non-academic staff, including their harmonisation with other types of assessment at the university. By the end of August 2022, the update of indicators and their pre-setting in the EVAK application in cooperation with IS MUNI was completed. Accordingly, updates were made to the EVAK application manuals in both Czech and English and help was created in Czech and English in the MUNI IS so to simplify the work with the application for MU employee.

Training and development: (Action Plan 2020)

Strengths

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.

The faculty has recently purchased licences to access the **learning platform Seduo** to improve support for non-academic staff. Employee feedback will be monitored.

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>)

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>)

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.

Employees can access the **electronic portal to support e-learning in their teaching**. (<https://is.muni.cz/elportal/katalog/>)

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

of experienced colleagues who are willing to share their knowledge and skills with them.

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.

Early-stage researchers feel there is **lack of a platform facilitating networking with other researchers** outside of their workplace.

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**.

We have found an **inconsistency in supervisors' approach to PhD supervision**.

There is no framework of career development at the University. It is thus not clear for researchers how they should continue in their career.

Employees **do not have access to career counselling**. They find themselves in a tough situation when deciding about their career plans.

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**.

Remarks (max 500 words)

Training and development: (Interim Assessment 2023)**Strengths**

During the implementation phase 2020-2022, we organized several practical seminars (online, or at the faculty's premises) for academic Department Heads, selected departments or employees (with duration of usually 8 hours), employees could attend up to 3 courses with the goal of strengthening their managerial skills based on individual needs and available time. Due to the HR4MUII project, some training was combined for faculty representatives.

- **Training in leadership and management skills (5a)**
 - Employee Evaluation, October 2021: system, types, methods, criteria/measures, its interconnection to other processes.
 - The Management and Leadership, April 2022: the effective interviewing and its process.
 - Effective Team Leadership, February 2022: how to lead, achieve results, develop, motivate others while cultivating management style.
- **Training in project management (5b)** for the Project Support Office employees: the different project phases, basic tools and techniques, issues of project integration in the environment of its implementation, and marketing of the project for its acceptance (self-paced).
- **Training in recruitment and selection (5d)**
 - For non-academics in May 2021: phases/process, models, methods, selection with criteria, principles, common mistakes, stereotypes.
 - Academics, October 2021: assessment of candidates, methodology, setting criteria and weighting requirements, recruitment.
- **Gender equality awareness training (5e)** for Change agents' group, HR Department, the Bursar in November 2021; key terms, legislative, institutional provision of equal opportunities in the Czech Republic/EU, the importance of this topic and how to communicate it with examples.
- **Public relations training (5f)**, May 2021: communication processes and the use of platforms, web environments, social networks, communication targeted strategies, channels.
- **Soft skills training department heads (5g):**
 - Time management, October 2021: methods and tools, its organization, the causes of ineffective time management, managing obstacles.
 - Presentation skills, March and April 2022: successful area presentation, assertiveness, etc.
 - Effective communication, March and April 2022: its principles, techniques, personality typology, model situations, preventing misunderstandings.
- **Higher education legislation Training (5h)**, January 2021: the position of the university, its relationship with state authorities/public. University vs. faculty relations, the role and scope of the Academic Senate, the impact of accreditation on quality etc.
- **Human resources training (5i):**
 - Motivation, February and March 2022: motivation within performance management, evaluation in relation to other HR processes, remuneration, formation of the career rules, employee evaluation.
 - Effective Communication, March 2022: its principle, an effective dialogue, the role of questions etc.
- **Strategy management training (5j):**
 - HR Strategy, July 2021: strategy development, HR management activities, the integration of new/existing staff into the organizational structure, orientation in an intercultural environment.
 - Onboarding, May 2021: roles and responsibilities, phases, milestones, activities, mistakes to avoid, poor programme vs. a well-adapted process.

To support early-stage researchers within the [Postdoctoral school](#) a one-year (2020-2021) blended-learning course (5c) on publishing skills with a focus on writing scientific texts in English was organized.

Weaknesses:

- The Competence Development Centre was established as a unified learning & development centre to systematically, effectively transfer seminars, the centre lacked targeting the promotion, clarification on available training, cooperation with FEd's training coordinator.

- The offer and content of faculty's employee courses could be revised.

Remarks:

- In March 2022, transformation of the previous MU Pedagogical Competence Development Centre into the new Competence Development Centre was realised. This led to the extension of the educational portfolio when it comes to the form and content of the previously provided courses according to the functioning and transferable foreign practice and in connection with the needs of individual target groups.

Have any of the priorities for the short and medium term changed? (max 500 words)

(Interim Assessment 2023)

We have followed a set timetable in executing the Action Plan, with progress recorded on a [Gantt chart](#). The timetable for some activities was postponed; these were topics where a more extensive discussion was needed, in some cases the materials had been delivered/released with delay from the MU Rector's Office.

Aside from some activities from the university level, we have managed to complete most of the set actions due to the high level of commitment of the involved parties.

The main topics were transparent recruitment, implementation of the onboarding process (with a focus on employees and their department heads), raising awareness of the importance of the employee evaluation and its correlation to other processes, improvement in communication and access to available resources, tools and links, gender equality awareness, and support of early-stage researchers and their supervisors within a framework of the Postdoctoral School and internationalisation. The implementation of the OTM-R has been extended to Q2/2024. (All materials were prepared by Q4/2022.)

Gender equality became a larger topic than expected. The faculty counted with some cooperation in the creation of the [MU Gender Equality Plan](#) (GEP MU), but we didn't know that on the faculty level we will have to conduct such a comprehensive [Equal Opportunities Audit](#) within a short period (4–7/2021). Outputs of the audit were used as guidance for improving the faculty's environment (and resolved in the creation of GEP MU). Another main topic was [institutional solutions for measures against forms of gender-based violence](#) (incl. methodology, training and trained contact persons). The emergence of this topic was also associated with a case occurring at another faculty. The release of GEP MU also fulfilled one eligibility criterion in the application process for Horizon Europe 2020 (and its obligation gave this topic more consideration and importance).

Have any of the circumstances in which your organization operates changed and as such have had an impact on your HR strategy? (max 500 words)

(Interim Assessment 2023)

Due to COVID-19 pandemic, employees and the organisation itself faced unforeseen challenges (e.g. change in organisational priorities, the transfer of learning to the digital form, the technical difficulty of mastering different systems, new approaches to health protection, greater impact on mental health, navigating work-life balance, etc.) all resolving a greater workload. As a result of these limitations, some individuals couldn't be involved in activities as intended (e.g. couldn't attend multiple training seminars, or seminars were transformed to an online platform).

The timetable for some activities was postponed; these were topics where a more extensive discussion was needed, in some cases the materials had been delivered/released with delay from the MU Rector's Office.

Are any strategic decisions under way that may influence the action plan? (max 500 words)

(Interim Assessment 2023)

The mandate of the newly elected Dean of the MU Faculty of Education began on 1 January 2023 and until 2027. Although the leadership will take into account the [Strategic Plan of the Faculty of Education of Masaryk University for the years 2021–2028](#), its immediate priorities and focus may slightly shift or change. While we were preparing this revised action plan, the new leadership was involved. For this reason, we expect a smooth transition.

On the university level a potential election of the new leadership – Rector is underway (2023). This may as well influence some changes, in general the leadership follows the Masaryk University Strategic plan.

The MU project HR4MUUI ended as of 12/2022. The faculty made a strategic decision to incorporate the HR Award Manager role into internal structures (agendas of designated vice deans and non-academic departments) with regard to the sustainability of the project. The role of the HR Award Specialist will therefore be more administrative and coordinated, expert on the HR Award process.

An amendment to the Higher Education Act is being debated in the Chamber of Deputies (lower house of parliament), which will have a key impact on the education system (Q2/2023).

3. Actions

Please consult the list of all actions you have submitted as part of your HR Strategy. Please add to the overview the current status of these actions as well as the status of the indicators. If any actions have been altered or omitted, please provide a commentary for each action. You can also select new objectives.

Note: Choose one or more of the principles from the GAP Analysis with their implementation ratings: New, In Progress, Completed, Extended

Current status options: NEW / IN PROGRESS / COMPLETED / EXTENDED

Reviewed 2020 Action Plan for Interim Assessment 2023

<i>Proposed ACTIONS</i>	<i>GAP Principle(s)</i>	<i>Timing (at least by year's quarter/semester)</i>	<i>Responsible Unit</i>	<i>Indicator(s) Target(s)</i>	<i>/</i>	<i>Current status 2023</i>	<i>Remarks</i>
<i>Free text -100 words max</i>	<i>Retrieved from the GAP Analysis</i>						
Strengthening of recruitment and selection by OTM-R requirements (1)						EXTENDED	All materials were prepared by Q4/2022. The implementation of the OTM-R has been extended to Q2/2024 due to the delay in the release of the MU Regulations on Competitive Selection Procedure (January 1, 2023).

<p><u>Strengthening of recruitment and selection by OTM-R requirements (1a)</u></p> <p>*Creation of a recruitment and selection handbook for managers</p> <p>* Adjustments in advertisement template</p> <p>*Adjustments in the candidate evaluation form for higher transparency</p> <p>*Taking into consideration situation of applicants from abroad</p> <p>*Official implementation of principles 16-20 from the Charter and Code into the handbook</p> <p>* Question on the perception of the gender equality solutions in the workplace</p> <p>*Posting job advertisement on the Euraxess</p>	<p>12, 13, 14, ,15, 16, 17, 18, 19, 20, 21</p>	<p>Q 03/2021</p> <p>Q2/2024 New Due Date</p>	<p>*HR Award Team *HR department *Bursar</p>	<p>[# 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] <i>New Due Date</i></p>	<p>EXTENDED</p>	<ol style="list-style-type: none"> 31 Department Heads informed of new recruitment and selection rules through managers meeting, web, handbook, Dean's Board, etc. A practical Guide to the Selection Process at the MU Faculty of Education has been created and complemented with infographics, incl. 8 annexes (e.g. incorporation of Charter and Code principles 16—20, addressed potential questions related to the gender dimension, etc.). The guide supports Department Heads in the recruitment process and also serves as training material for the selection committee .Job advertisement templates — Annex NO.1 — have been updated (in accordance with an OTM-R toolkit), and an Evaluation matrix template — Annex NO.2 — was created (reflects the selection criteria and competency models — Annex NO.8 —for positions at FED MU). The recruitment and selection process is designed in line with new rules but has not been fully implemented yet. A new Career page has been launched; it contains, for example, info on the recruitment process, benefits, an FAQ section, life in the Czech Republic & Brno, the possible support from the faculty International Staff Office. Each member of the selection committee undergoes e-learning covering recruitment, and reads and learns the content of the documents listed above (before their first attendance in the committee; from 1/2023 in alignment with MU regulations, to this date 10 members of the selection committees undergo the e-learning in recruitment). # job advertisement posted on the Euraxess <i>New Due Date</i>
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<u>Cooperation on university's OTM-R policy (1b)</u> We will cooperate with the university on adjustments. Subsequently, we will implement the document at the faculty.	12, 13, 14	Q 3/2021	*HR Award team *HR department	[% of heads of departments acquainted with OTM-R policy]	COMPLETED	<ol style="list-style-type: none"> 100% Department Heads acquainted with OTM-R policy which had been incorporated to the updated MU Regulations on Competitive Selection Procedure. MU conducted a profound revision of the previous Competitive Hiring Process Code in 2021 in light of the OTMR principles. Two working groups composed of the faculties and other university units' representatives have been working for over two years so to elaborate the new university Selection Procedures that have been then discussed at university and faculty/units levels in the first half of the year 2022, so the new procedures would be fully compatible with the principles of the Open, Transparent, and Merit-based Recruitment (OTMR).
<u>Cooperation on Adjustments of Regulations on Competitive Selection Procedures with the University. (1c)</u> Afterwards, we will implement the document at the faculty.	12, 13, 14	Q 2/2022	*HR Award team *HR department	[% of heads of departments acquainted with the updated document]	COMPLETED	<ol style="list-style-type: none"> 100% Department Heads informed of the updated MU Regulations on Competitive Selection Procedure (published and effective from 01 January 2023). At the faculty level, the Dean's Measure No. 7/2022 – Selection Procedure Rules of the FEd MU further elaborates individual points of the MU Selection Procedure regulations. OTM-R principles are incorporated into these documents, and the process is more transparent. Both documents are accessible through the official notice board.
Support of the emerging (post)doctoral school (2)					COMPLETED	

<p><u>Promotion of (post)doctoral school and participation of early-stage researchers (2a)</u></p> <p>*Creation of (post)doctoral website and other documents</p> <p>* General definition of dissertation topics according to department profiles</p> <p>* Comprehensive presentation of PhD studies (presentations on and outside the website)</p> <p>* Support PhD students and postdoctoral researchers in departmental and faculty meetings and support them in sharing</p>	<p>1, 2, 3, 4, 6, 7, 8, 23, 28, 31, 32, 33, 35, 36, 37, 38, 39</p>	<p>Q 02/2021</p>	<p>*HR Award Team</p> <p>* Vice-dean for research and academic affairs</p> <p>* Marketing and External Relations Division</p>	<p>[Website of (post)doctoral school]</p> <p>[# informational materials printed and posted online in the frame of the (post)doctoral school]</p> <p>[# generally defined topics of dissertations]</p> <p>[# views of the website for PhD applicants]</p>	<p>COMPLETED</p>	<ol style="list-style-type: none"> 1. Website of the (Post)doctoral school in Czech and in English was created and announced in informational materials of the PhD studies at the FEd. (Post)doctoral school is a platform for supporting early-stage researchers. 2. 30 informational materials were printed and posted online in the frame of the (Post)doctoral school (e.g. workshop 1, workshop 2, workshop 3, informational materials of the PhD studies at the FoE, lecture 1, lecture 2, ...). The PhD studies were presented on the website for the PhD applicants, at the PhD Day event and at the presentations in the trips abroad. 3. 72 generally defined topics of dissertations were published on the website for PhD applicants and announced at the PhD Day event for PhD applicants and current PhD students. 4. 1829 views of the website for PhD applicants was noticed. 5. Formal (workshops) and informal meetings for the PhD students at the faculty to exchange and share experiences have been organized - for example, the faculty-wide PhD conference.
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<p><u>Support of the emerging (post)doctoral school (2b)</u></p> <p><i>*Setting up and realization of the Publishing Skills course</i></p> <p><i>*Support in discussions about self-presentation and self-education</i></p> <p><i>*Support in improving English skills for PhD students</i></p> <p><i>*Development of the mentoring system for PhD students and postdoctoral researchers</i></p> <p><i>- HR Award team members will share best practice in (post)doctoral school with specialists from other universities</i></p> <p><i>*Support provided to supervisors</i></p> <p><i>*Familiarization of PhD students and postdoctoral researchers with new notions and platform of research at the FoE MU</i></p> <p><i>Support: HR Award Team members will share best practice with experts from universities abroad.</i></p>	3, 8, 28, 31, 32, 36, 40	Q 02/2022	<p><i>*HR Award Team</i></p> <p><i>*Vice-dean for research and academic affairs</i></p>	<p>[# early-stage researchers involved in the Publishing Skills course]</p> <p>[# actions focusing on the topic of self-presentation and self-education]</p> <p>[# PhD students enrolled in newly opened English courses]</p> <p>[conception of mentoring system]</p> <p>[# supervisors taking part in a workshop for supervisors]</p> <p>[# business trips abroad (or online sessions) with experts on (post)doctoral school]</p>	COMPLETED	<ol style="list-style-type: none"> 1. A one-year (2020-2021) blended-learning course on publishing skills successfully completed by 10 early-stage researchers. 2. Discussions about self-presentation and self-education were supported, and 2 seminars were organized – workshop 1, workshop 2. 3. The existing course of Academic English has been made available to all PhD students at the faculty. 12 PhD students enrolled in this course in 2019, 23 in 2020, 5 in 2021. 4. The concept of mentoring system for PhD students and postdoctoral researchers was developed and announced as a part of the Concept of Support for Early-Stage Researchers. 5. PhD supervisors were encouraged to take part in the workshops organized by RMU (9 supervisors were involved). 6. 3 business trips abroad (or online sessions) with experts on (Post)doctoral school were completed. The main content of the internship at these institutions was shadowing, sharing experiences, gaining good practice and networking.
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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)	21	Q 3/2022	*HR Award Team *Vice-dean for research and academic affairs *Assistant for research and development	[Internal methodological document defining the position of early-stage researchers] [Rules of appointment]	COMPLETED	<ol style="list-style-type: none"> 1. Analysis of the skills and outcomes crucial to further professional development and career growth as well as an analysis of available support tools was conducted. Based on those results, an internal document defining the position of early-stage researchers called the Concept of Support for Early-Stage Researchers was drafted and announced at the faculty level. The concept defines and specifies the terms of interested persons (such as supervisor and mentor), both in the university and faculty environment; describes the skills and outcomes crucial to further professional development and career growth and presents the related tools that are provided to early-stage researchers by the university, the faculty, and the (Post)doctoral school. 2. University-wide guideline setting out procedures and criteria for the employment of staff working in postdoctoral positions (recruitment, conditions, care for these staff, etc.) was created and announced at our faculty level.
Creation of the new approach to the onboarding process (3)					COMPLETED	Relevant information for new employees is incorporated into a newly implemented onboarding process (for new employees and their Department Heads). Materials are accessed through an internal document server or via launched internal Employee Portal . (e.g. webpage Newly Employed), the process covers also pre-boarding phase.

<p><u>Improving of the approach to the onboarding (3a)</u> *Checklist creation for heads of department and employees for easier checking of the onboarding process *Familiarization with important information related to the job *Introduction to the activities of support departments and basic conception of their activities *Creation of Buddy/Mentoring system for quick workplace induction *Monitoring of ISO (International support office) services</p>	<p>6, 11, 23, 24, 29, 31, 32, 37, 40</p>	<p>Q 4/2021</p>	<p>*HR Award team *HR department *Heads of departments *IT department</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>COMPLETED</p>	<ol style="list-style-type: none"> 1. A set of onboarding materials was created: Checklist for New Employees — Adaptation Plan, Checklist for Department Heads, Orientation Package, Employee Satisfaction Survey for Foreign Employees Completing 3 months at the FFd MU, Joining Instructions, etc. 2. A Newly Employed Handbook covers beside the general information on the internal culture, regulations and a section focusing on research, science and education. 3. The description of activities of individual departments and basic information from the area of their support were placed on their individual website. 4. To this date (from 1/2022), 23 academics and 17 non-academic employees went through the new onboarding process with Mentor allocation upon entry.
<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>COMPLETED</p>	<ol style="list-style-type: none"> 1. To support new Department Heads a Guide "Adapting to a Managerial Position" has been drafted with an infographic of a timetable of the Departments Heads main activities. The handbook serves as methodological support for the performance of the leadership function (for new and existing heads of departments). It introduces key aspects of the work and offers relevant resources and references to consider in the context of the workplace and the role. Also includes management tips or sharing of good practices. 2. To prepare for the entry, they can also use a Checklist for Department Head — Preboarding and Onboarding.

Improving the quality of the employee evaluation process (4)	COMPLETED	To enhance understanding of employee evaluation and its purpose, correlation to other processes, the Evaluation Concept document had been created; covers internal regulations, remuneration, describes the evaluation process with a summary of its possible areas, reflects qualitative indicators, resources for training, and outlines career development opportunities document entails several infographics.
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<p><u>Improving the quality of the employee evaluation process (4)</u></p> <p>*Creation of internal document for connection of processes of remuneration, motivation, learning and development with the employee evaluation</p> <p>*Creation and communication of the overview of parameters of employee evaluation</p> <p>*Including information about employee evaluation to the adjusted onboarding process</p> <p>*Heads of departments and HR employees will undergo training in employee evaluation</p> <p>At the same time we will cooperate at the university level on changes in the employee evaluation process applicable to all faculties</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>COMPLETED</p>	<ol style="list-style-type: none"> 1. The Evaluation Concept document had been created and incorporated several infographics (e.g. the evaluation and remuneration process, picture of work performance inc. qualitative indicators, etc.) 2. 96% of academic employees have undergone a periodic evaluation in the last few years, and 85% of non-academic ones. 3. Information on the evaluation is incorporated into the Newly Employed Handbook, and promoted through article, individual Department Heads. 4. The topic of employee evaluation was incorporated into the Training in leadership and management skills for heads of academic departments (5a) in October 2021, 14 academics had been trained. An Employee evaluation was also part of Human resources training as support for HR department members and members of the HR Award working group (5i) in February and March 2022, 1 non-academic employee underwent training. 5. MU and its faculties/units conducted a profound analysis of the evaluation criteria to modernize and update the individual evaluation of academic, scientific, and non-academic staff, including their harmonization with other types of assessment at the University resolving in adjustments of EVAK indicators (e-application for the evaluation of academic employees) and manuals creation. For non-academic employees, we designed the employee evaluation into the internal application tool with guidelines.
<p><i>Strengthening employee knowledge and skills through training (5)</i></p>					<p>COMPLETED</p>	<p>During the implementation phase we organized several practical training seminars for academic Department Heads, selected departments or employees with the goal of strengthening their managerial skills based on their individual needs, availability.</p> <p>(Training are further described in the section</p>

						Training and development - strengths)
<u>Training in leadership and management skills for heads of academic departments (5a)</u> *managerial skills *effective leadership *employee evaluation	11, 25, 26, 28, 29, 30, 33, 37, 40	Q 03/2022	*HR Award Team *HR department *External trainers	[# of employees trained in employee evaluation]	COMPLETED	<u>This training (5a)</u> - 14 employees trained in employee evaluation - 11 employees trained in the Management and Leadership - 8 employees trained in Effective Team Leadership.
<u>Training in project management for employees from the project department as support in improving project support (5b)</u>	4, 23, 37	Q 01/2021	*HR Award Team *HR department *External trainers	[# of employees trained in project management]	COMPLETED	<u>This self-paced training (5b)</u> - 3 employees trained in project management.
<u>Training in publishing skills for early-stage researchers (5c)</u> – the course will be led in English	8	Q 03/2021	*HR Award Team *HR department *external trainers	[# of PhD students/postdoctoral researchers trained in Publishing skills]	COMPLETED	<u>This training (5c)</u> - 10 PhD students/postdoctoral researchers trained in Publishing skills within the Postdoctoral school .
<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	12, 14, 15, 16, 17, 18, 19, 20	Q 01/2021	*HR Award Team *HR department *external trainers	[# of employees trained in recruitment and selection]	COMPLETED	<u>This training (5d)</u> - 3 non-academic and 6 academic employees trained in recruitment and selection.
<u>Gender equality awareness training for academic and non-academic staff (5e)</u>	27	Q 01/2022	*HR Award Team *HR department *external trainers	[# of employees trained in gender equality awareness]	COMPLETED	<u>This training (5e)</u> - 7 employees trained in gender equality awareness.

<u>Public relations training for academic and non-academic staff (5f)</u>	9	Q 03/2021	*HR Award Team *HR department *external trainers	[# of employees trained in Public relations]	COMPLETED	<u>This training (5f)</u> - 4 employees trained in public relations.
<u>Soft skills training for heads of departments (5g)</u> *effective communication *presentation *time management	8, 24, 33, 34, 37, 38, 40	Q 03/2022	*HR Award Team *HR department *external trainers	[# of employees trained in soft skills]	COMPLETED	<u>This training (5g)</u> - 14 employees trained in employee time management - 10 employees trained in the presentation skills - 12 employees trained in effective communication.
<u>Higher education legislation Training (5h)</u> to strengthen the good position of the FoE MU among Czech research institutions. Researchers and non-academic employees will be trained	23	Q 01/2021	*HR Award Team *HR department *external trainers	[# of employees trained in Higher Education legislation]	COMPLETED	<u>This training (5h)</u> 4 employees trained in higher education legislation.
<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	24, 28	Q 03/2022	*HR Award Team *HR department *external trainers	[# of employees trained in human resources]	COMPLETED	<u>This training (5i)</u> - 1 employee trained on motivation and employee evaluation - 1 employee trained in effective communication.
<u>Strategy management training (5j)</u> *personal strategy *onboarding	24	Q 3/2021	*HR Award Team *HR department *external trainers	[# of employees trained in Strategy management]	COMPLETED	<u>This training (5j)</u> 4 employees trained in strategy management.

Raising gender awareness (6)					COMPLETED	
<p><u>Raising gender awareness at FoE MU (6a)</u></p> <p><i>*Gender equality awareness training – focusing on raising awareness of the topic of gender equality – see training above</i></p> <p><i>*Identifying and encouraging women with the potential for successful habilitation to start the process and asking women in research to present their research results</i></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>	14, 27	Q 01/2022	<p><i>*HR Award Team</i></p> <p><i>*Vice-dean for quality and strategy</i></p> <p><i>*Vice-dean for research and academic affairs</i></p> <p><i>*External trainers</i></p>	<p>[# of employees trained in gender equality awareness] – see training part</p> <p>[# of women encouraged to start the habilitation process]</p> <p>[# of women encouraged to disseminate research results]</p> <p>[% of women and men returning to the FoE MU after the end of parental leave]</p> <p>[# of internal regulations including gender-neutral language]</p> <p>[% of gender-balanced selection committee]</p>	COMPLETED	<ol style="list-style-type: none">7 employees were trained in gender equality awareness (5e) in November 2021, the change agents, the HR department and the Bursar.Since 2020, a total of 5 persons — 4 women and 1 man — have started the habilitation procedure with 1 successful completion of his associate professorship to this date. At the faculty also 1 male person successfully defended his professorship.20 women disseminated their research projects in the research symposium in 2021, 2022 (a total of 27 participants). On the HR Award website through the article section — invitations to various events — we try to inspire women to engage in the community (e.g. Brunch for emerging women scientists).We have a high rate of people (70 %) returning from maternity and parental leave to FEd MU. Info about leave is also accessible through the internal Employee Portal or the manager of this area. MU prepared a guide for parents that brings comprehensive information about what awaits the MU employees as a parent.10 internal regulations are written in gender-neutral language. Inclusive language is used in verbal and written communication on a daily basis. A Guide to Gender-Sensitive Communication was also created.When possible, we also take into account the requirement for a gender-balanced composition of the selection committee with regard to maintaining the committee's expertise. In the implementation period, we had 61 selection procedures, of which 34 had a gender balance (3:2 or 2:3), resulting in 56%. The gender-balanced requirement is incorporated also into creating working groups, committees, dean's board, other teams.Other activities took place with regard to addressing equity, gender, and inclusiveness, FEd MU, e.g. gender awareness-raising activities, the establishment of a working group, etc.

<u>Cooperation at the University level on preparation of the Gender Equality Policy (6b)</u> The policy will be afterwards implemented at the faculty level	27	Q 01/2022	*HR Award Team *Vice-dean for quality and strategy	[% of heads of departments familiarized with the Gender Equality Policy through internal system]	COMPLETED	<ol style="list-style-type: none"> 1. An Equal Opportunities Audit was conducted at FEd MU (4-7/2021) in cooperation with an external organization Gic NORA; led into the MU Gender Equality Plan (GEP MU). Based on this plan, priority was devoted to the elaboration and introduction of preventive tools to prevent unwanted behavior (e.g. bullying, discrimination, sexual harassment, etc.) as well as tools to help in the event of their occurrence. FEd MU incorporated the institutional solutions for measures against forms of gender-based violence (incl. methodology, training, trained contact persons). The faculty used the results of the audit as a potential area for improvement (incorporated into the action plan). 2. 100% of Department Heads were informed of the Gender Equality Policy through the internal system, Dean's Board, meetings, and news. 3. At the MU management level, a Gender Equality Guarantor has been appointed who will cooperate with other Vice-rectors and, in particular, with MU units and representatives of relevant departments from the MU Rector's Office in the implementation of GEP MU activities.
Support of publishing activities (7)					EXTENDED	

<p><u>Promotion of tools supporting publishing activities and excellent research results (7a)</u></p> <p>*Annual updates of the document Publishing Support Strategy at FoE MU</p> <p>*Visibility of the black list of predatory journals</p> <p>*Creation and promotion of proofreaders' profiles</p> <p>*Infographics of marketing support services and publishing services</p> <p>*Presentation of excellent research results on the FoE MU website in section on Research and development</p> <p>*Realization of information events in intellectual property and co-autorship</p>	<p>1, 2, 8, 9, 23, 31, 32</p>	<p>Q 04/2021</p>	<p>*HR Award team</p> <p>*Vice-dean for research and academic affairs</p> <p>*The marketing and external relations department</p> <p>*Assistant for research and development</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>[date of last update of presentation of excellent results on the faculty's website]</p> <p>[# of events focusing on intellectual property and co-autorship]</p>	<p>COMPLETED</p>	<ol style="list-style-type: none"> 1. Information about Habilitation Proceedings and Appointment of Professors and Publishing and Research Support strategy at FEd MU had been placed on the faculty web (latest on March 28, 2024). 2. To enhance understanding of ethics, intellectual property, dissemination of research results, the Publishing Support website (internal) has been launched; A comprehensive systematization of available support in individual stages of publishing with the introduction of relevant documents, tools, and forms of support. It covers the possible predatory journals, 3 profiles of proofreaders, infographics of publishing support, etc.). Publishing and Research Support Strategy and publishing process had been also converted to a banner. The topic of publishing support was also outlined in two interviews (here and here). 3. An infographic of marketing services is placed on the Marketing and External Relations Department website. 4. Excellent results are presented on the faculty's website (until April 2023). 5. 2 events focusing on intellectual property and co-authorship (e.g. Workshop: Intellectual Property Law in Science and Research, December 9, 2021), topics are also incorporated into the Newly Employed Handbook.
<p><u>Interdepartmental meeting in the form of Pecha Kucha Night as a presentation of research projects (7b)</u></p>	<p>8</p>	<p>Q 03/2021</p>	<p>*HR Award team</p> <p>*Vice-dean for research and academic affairs</p> <p>*The marketing and external relations department</p>	<p>[# of presented research projects]</p>	<p>COMPLETED</p>	<ol style="list-style-type: none"> 1. Due to the necessity of acquiring a license for the organization of the Pecha Kucha night, we change this event to a research symposium. 27 projects had been presented through this event, in Research Symposium in 2021 (a total of 18 participants, 14 were women) presented topics focused on the field of pedagogy, a disciplinary-didactic, interdisciplinary field. Research Symposium in 2022 (a total of 9 projects, 6 were presented by women) focused on research projects TA CR on pedagogical practice.

<u>Cooperation in Open Access at the University level (7c)</u> We will cooperate at the university level on strengthening of Open Access. Furthermore, we will present the principles of Open access to our employees *Creation of new internal regulations	8	Q 04/2021	*HR Award team *Vice-dean for research and academic affairs *Librarian	[% of heads of departments with the internal regulation through internal system]	COMPLETED	1. The Open Science strategy at MU was approved by Masaryk University management as a strategic document on November 1, 2022. 2. 100% of academic Department Heads were informed of the internal regulation through the internal system, Dean's Board, meetings, articles, Central library webpage, etc. 3. On the university and faculty level several workshops had been conducted, e.g. Open Science week, Open Science at MU — May 6, 2021.
<u>Change in the directive Research 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.	2	04/2021 Q3/2023 New Due Date	*HR Award Team *Vice-dean for research and academic affairs	[% of heads of departments familiarised with adjusted directive Research Ethics] New Due Date	EXTENDED	The draft text of the new MU Code of Ethics was prepared in 2021 by a working group composed of experts. It further went through several rounds of comments (including Academic Senate). The publication of a new Code of Ethics is expected by July 2023 (Q3/2023 New Due Date). MU conducted activities to strengthen the perception of work ethics and actions of all employees as part of personal integrity, information, and methodological measures in this area, including legal services. MU actively participated in the project Strengthening the Prevention of Plagiarism in Student Works project. The project team has elaborated the methodological materials in the form of a handbook for academics and a handbook for students MU has become a member of The European Network for Academic Integrity.
Website development (8)					COMPLETED	

<p><u>Updating the current website in (8):</u></p> <p><i>*Linking important university links to the faculty's website and creation of diverse sections on the web.</i></p> <p><i>*Visibility of the document</i></p> <p><i>Publishing Support Strategy at FoE MU and Program for the Preparation of Habilitation Procedures and Professor Appointment Procedures at FoE MU</i></p> <p><i>*Visibility of workshops offered by the project support office and information about the office itself</i></p> <p><i>*Raising awareness of branding of researchers through Research Gate, Academia.edu, ORCID, DOI and events related to this topic</i></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</i></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><i>*HR Award team</i></p> <p><i>*Vice-dean for development and external relations</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><i>*Project support office</i></p>	<p>[# of newly covered concepts and links relating to the research at the website]</p> <p>[placement of the Publishing support strategy on the website]</p> <p>[placement of the document Program for the Preparation of the Habilitation Procedures and Professor Appointment Procedures on the website]</p> <p>[web link to the subpage on Project support office]</p> <p>[% of published project support office workshops on the web]</p> <p>[web link on subpage on research branding]</p> <p>[web link on the International staff office information]</p> <p>[web link on benefits for FoE MU employees]</p> <p>[# of articles on HR Award]</p> <p>[# of information events on HR Award]</p> <p>[web link on vision and mission of the FoE MU and departments]</p>	<p>COMPLETED</p>	<ol style="list-style-type: none"> 1. The Research and Development website was restructured, and many activities were promoted (articles and workshops). Due to the linkage of university and faculty content, it isn't possible to count newly covered concepts and links. The faculty website about us reflects its vision. Individual departments added their vision/research focus on their website. Newly created websites are mentioned in this document. For example Career, Newly Employed, Publishing support, Postdoctoral school, websites of individual non-academic units, etc. 2. Information about Habilitation Proceedings and Appointment of Professors and Publishing and Research Support strategy at FEd MU (April 2024) had been placed on the faculty web. 3. The Project support office website with its tabs promoting research grants, etc. 4. Within the Project Support Office website, a tab for seminars supporting science was created. Project support office conducts seminars on relevant topics, more to come. 5. Info about the International Staff Office is accessible on the Career website as well as benefits. An overview of benefits was added to a job advertisement. 6. 30 articles were written on the HR Award web with additional invitations to events. 7. 3 information events on HR Awards were held (bottom page). 8. We made information accessible through interlinking university and faculty web links, launching the internal Employee Portal (https://portal.muni.cz/) with a faculty directory. 9. Raising awareness had been done through Newly employed handbook, articles, and activities of Central Library.
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workplace's mission between employees and public						
Support of internationalization (9)					COMPLETED	
<u>Support of internationalization (9)</u> *Translation of directives and important website subpages into English *Support of research and education cooperation with foreign partners *Taking into account the specific situation of candidates from abroad in a strengthened OTM-R process – see strengthening of recruitment and selection section	1, 3, 5, 7, 10, 12, 13, 23, 24, 33, 34, 35	Q 03/2022	*HR Award Team *Vice-dean for internationalization *The marketing and external relations department	[# of internal directives translated into English] [# of web subpages translated into English] [# of tandem lessons conducted within the frame of COIL (Collaborative online international learning)] [# of foreign research institutions approached for cooperation in research project] [web link on FAQ on recruitment and selection for applicants from abroad] [web subpage link on information about life in the Czech Republic and Brno]	COMPLETED	1. 6 internal standards identified in the GAP were translated into English. We additionally translated other 12 regulations. (All are placed in the internal document server). 2. At least 15 subpages were translated into English. 3. 8 tandem lessons were conducted within the frame of COIL (Collaborative online international learning). 4. 8 foreign research institutions were approached by researchers and the HR Award Working Group for cooperation or sharing their best practices (see article). 5. The Career website includes a web link on FAQ on recruitment and selection for applicants from abroad, life in the Czech Republic and Brno .
Specification of the research profile of workplaces (10)					COMPLETED	

<p><u>Specification of the research profile of workplaces (10)</u></p> <p><i>*Specification of the research profile of workplaces with regard to vision and mission</i></p> <p><i>*Determination of dissertation topics related to significant faculty research topics – see (post)doctoral school section</i></p> <p><i>*Approaching researchers with a relevant profile for cooperation, or potential employment</i></p> <p><i>*Specification of visions and missions of individual departments</i></p> <p><i>* Communication specification of the content and scope of workload in relation to the workplace profile</i></p>	23, 24	Q 04/2022	<p><i>*HR Award team</i></p> <p><i>*Vice-dean for research and academic affaires</i></p>	<p>[% of specified research profiles published on the website]</p> <p>[# of generally specified dissertation topics]</p> <p>[# of approached researchers with corresponding profile for cooperation]</p> <p>[# of visions and missions of workplaces published on the website]</p> <p>[# of heads of departments trained in leadership and management to better communicate the content and scope of workload]</p>	COMPLETED	<ol style="list-style-type: none"> 98% of academic departments specified their research profiles, and/or vision on their websites. 72 generally defined topics of dissertations were published on the website for PhD applicants. Researchers with corresponding profiles for cooperation were approached on an individual basis by researchers. 11 Department Head were trained in leadership and management to better communicate the content and scope of workload. New Department Heads can also use the Guide "Adapting to a Managerial Position".
Employee development (11)					EXTENDED	
<p><u>Career advice for academic employees (11a)</u></p> <p><i>A career advice system for employees will be created at the university level. We will cooperate on the creation and inform our employees about the system.</i></p>	28, 30	<p>Q 04/2022</p> <p><i>Q1/2024 New Due Date</i></p>	<p><i>*HR Award team</i></p> <p><i>*Vice-dean for development and external relations</i></p>	<p>[information about the Career advice system on the FoE MU website] <i>New Due Date</i></p>	EXTENDED	<p>The topic will be addressed within the centralized development project MUNI counseling, the outputs of which in 2023 (<i>Q1/2024 New Due Date</i>).</p>

<u>Creation of the framework of career development (11b)</u> Cooperation on the creation of the framework of career development at the university level and implementation at the FoE MU	21, 28, 30, 33, 38, 40	Q 04/2022 Q4/2024 New Due Date	*HR Award team *Vice-dean for quality and strategy	[% of heads of department familiarised with the the framework of career development through the internal system] New Due Date	EXTENDED	<ol style="list-style-type: none"> 100% Department Heads were informed of the Evaluation Concept through internal channels. New university Career Code will be elaborated and published in 2024 (Q2/2024 New Due Date).
<u>Systematic setting of a learning and development system at MU (11c)</u> We will cooperate at the university level on the creation of a learning and development system and make it visible at the faculty level.	28	Q 04/2022	*HR Award team *Vice-dean for development and external relations	[information about the system on the FoE MU website]	COMPLETED	<ol style="list-style-type: none"> In March 2022 transformation of the previous MU Pedagogical Competence Development Centre into the new Competence Development Centre (CERPEK) was realized. This led to the extension of the educational portfolio when it comes to the form and content of the previously provided courses according to the functioning and transferable foreign practice and in connection with the needs of individual target groups.

The extended version of the reviewed HR Strategy for your organisation for the next 3 years, including the OTM-R policy must be published on your organisation's website. Please provide the link to the dedicated webpage(s) on your organisation's website *:

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

If your organisation has already filled in the OTM-R checklist in the Initial Phase, please also indicate how your organisation is working towards / has developed an Open, Transparent and Merit-Based Recruitment Policy. Although there may be some overlap with a range of actions listed above in the action plan (as emerged from the Gap Analysis), please provide a short commentary demonstrating the progress of the implementation versus the initial phase.

Comments on the implementation of the OTM-R principles

Initial Phase: (Action Plan 2020)

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. 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 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.

(Interim Assessment 2023)

The OTM-R principles had been incorporated at the university and faculty level:

1. Recruitment and selection process isn't in line with a new Masaryk University Selection Procedure Regulations yet due to the delay with its release (January 1, 2023). The implementation of the strengthening of recruitment and selection by OTM-R requirements (area 1 of the action plan) is extended to Q2/2024. The materials had been developed by December 2022, but their implementation will follow in 2023+.
2. We had cooperated with the university on updating the [MU Regulations on Competitive Selection Procedure](#) (effective from 1 January 2023), and modifying the internal e-recruitment tool Jobs.MU. At the faculty level, the [Dean's Measure No. 7/2022 – Selection Procedure Rules of the FEd MU](#) further elaborates individual points of the MU Selection Procedure regulations. OTM-R principles are incorporated into these documents, and the process is more transparent. Both documents are accessible on the faculty website through ([official notice board](#)). The university conducted a profound revision of the previous Competitive Hiring Process Code in 2021 in light of the OTMR principles. Two working groups composed of the faculties and other university units' representatives have been working for over two years so to elaborate the new university Selection Procedures that have been then discussed at university and faculty/units levels in the first half of the year 2022, so the new procedures would be fully compatible with the principles of the Open, Transparent, and Merit-based Recruitment (OTMR).
3. Each member of the selection committee also undergoes e-learning covering recruitment, and reads and learns the content of the documents listed above (before their first attendance in the committee; from 1/2023 in alignment with MU Regulations on Competitive Selection Procedure). Department heads were informed of the changes in the recruitment and selection through internal channels. To this date, 10 members of the selection committees underwent the e-learning in recruitment.
4. For clarification of the recruitment and selection process, a practical [Guide to the selection process at the MU Faculty of Education](#) with annexes has been created. This guide supports department heads in the first stage of recruitment process, and also serves as a training material for members of the selection committee. Principles 16–20 of Charter and Code were incorporated (annex 4). Whenever possible with regards to maintaining the committee expertise, we also take into account the requirement for a gender-balanced composition of the selection commission. Guide's annex 3 aims to address potential questions related to the gender dimension (members of the selection committee can ask these questions during the interviews). Job advertisement templates (annex 1) have been updated and include the information necessary for job applicants (in accordance with an OTM-R toolkit). To mitigate the high level of academic inbreeding when it comes to

the recruitment, the selection criteria was implemented and incorporated into the job advertisement. A new template Evaluation matrix (annex 2), which reflects selected criteria. Competency models for positions at FEd MU were established (annex 8). Other annexes cover topics of: types and examples of competency sub-questions (5), perceptual errors (6), guidance on specific requirements in the selection procedure (7).

5. For applicants, a new [Career page](#) has been created. It contains relevant information for foreign job applicants, incl. open positions, recruitment process, FAQ section and overview of benefits. International applicants can view information about life in the Czech Republic and Brno, the possible support from faculty International Staff Office. This information can help them to better navigate in the Czech and faculty environment.
6. 2-day sessions of Training in recruitment and selection (within activity 5d) were held for academic (mainly for the department heads and their deputies) and non-academic employees (HR Department); in total 9 people were trained. The training covered: phases/process of the recruitment, models and methods of selection, definition of selection criteria with their weighting, individual roles in the process, the most common mistakes and stereotypes in conducting interviews and their evaluation, the way of asking appropriate or inappropriate questions.

Ideally, the extended version of the reviewed OTM-R policy and actions should be published on your organisation's website.

Please provide the web link to the OTM-R dedicated webpage(s) if it is different than the one where the reviewed HR Strategy is located.

URL: <https://www.ped.muni.cz/en/about-us/official-notice-board>

4. Implementation

General overview of the expected overall implementation process of the action plan: (max. 1000 words)

Initial Phase: (Action Plan 2020)

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.

(Interim Assessment 2023)

The individual activities of the Action Plan planned were harmonised with the [faculty's strategy for 2021–2028](#). For each year a set of strategic goals had been formulated. For each area of the action plan, a responsible person has been designated, e.g. the relevant vice dean. HR Award Manager in cooperation with the Working Group prepared materials and presented them to the Steering Committee for approval or feedback. Respective vice deans also brought some topics to the Steering Committee as needed. We have followed a set timetable in executing the Action Plan. The progress was checked at every Working Group meeting and quarterly recorded in the Gantt chart.

The main focus area had been: transparent recruitment in alignment with OTM-R requirements; implementation of the onboarding process (for new employees, as well as their department heads); raising awareness of the importance of the employee evaluation and its correlation to other processes; improvement in communication and access to available resources, tools and links; gender equality awareness; internationalisation; and support of early-stage researchers and their supervisors within a framework of Postdoctoral School.

We have managed to complete most of the set actions due to the high level of commitment of the involved parties. The timetable for some university activities was postponed; these were topics where a more extensive discussion was needed, in some cases the materials had been delivered/released with delay from the MU Rector's Office. On the faculty level, we postponed the implementation of the OTM-R to Q2/2024 (all materials had been prepared by Q4/2022).

We involved our employees on multiple levels:

- The HR Award Working Group met on a monthly basis, if necessary individual meetings took place, or other subject matter experts were consulted.
- Employees could join sub-working groups through the [Join the HR Award activities website](#), or participate in the comment procedure of newly developed materials.
- On the [HR Award website](#), we communicated our accomplishments through articles, invitations to events, outputs of the project, etc. We engaged our community through 3 information sessions.

- The non-academic staff had the opportunity to reflect on the working conditions in the Equal Opportunity Audit (4-7/2021).
- Researchers R1–R4, and department heads could express their opinion in the Employee Evaluation Survey (November 2022).
- HR Award Manager also attended the university-wide meetings for HR Award Managers (attended by members of all faculties). In these meetings exchange of experience took place as well as discussions on the further development of the HR Award, or the progress made by individual faculties. Within the MU several training accrued (preparation for Interim Assessment or formulation of the Gender Equity Plan, sexual harassment, etc.), and sub-working groups were established (e.g. for onboarding, creating OTM-R policy, gender, evaluation, etc.).
- Other channels: individual meetings, emails, department head meetings, printed materials (e.g. banners), support in mobility (several business trips were conducted to foreign partners - institutions with HR Award logo, postdoctoral school, research institutions).

Outputs of the implementation phase based on the needs of the targeted group were made with practical impact and bilingual (Czech, English). The main outputs are presented on the website <https://www.ped.muni.cz/en/research-and-development/hr-award/documents#outputs>.

As for the following three-year plan, some of the topics had been deepened (originally formulated in the GAP analysis, and Action Plan). Other areas of the Action Plan were established based on the topics discussed in the Working Group meetings, individual meetings with vice deans of the respective area, and from the employee feedback (e.g. outputs from the Audit and Survey). In the Autumn of 2022, the faculty had been visited by the International Evaluation Panel evaluating science and research. Their recommendations also reflect the Revised Action Plan.

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

How have you prepared for the internal review? *

Detailed description and duly justification (max 500 words)

(Interim Assessment 2023)

For the Interim Assessment, the HR Award Manager returned back to the original GAP analysis, Action Plan, OTM-R Checklist, and through the recommendations explicit in the EC Consensus Report. And revisited reports from university and faculty activities, like the GEP MU and the Equal Opportunities Audit. It was also necessary to view the faculty's strategy for 2021–2028, to make sure that defined topic would be in alignment with this strategy and organisational goals.

For the preparation phase of the Interim Assessment, the HR Award Manager studied the Euraxess e-learning and manual, made a business trip to the University of Potsdam, where they exchanged their experience with the HR Award process. Within the MU, several training sessions occurred, e.g. a session with the Euraxess evaluator G. Sabbatini, discussion with the colleague from the Faculty of Science which is now preparing for the on-site visit. Within faculties we also got inspired with some actions. The MU faculties also shared their practice within each other. Other members of the Working Group, who also went on the business trips, shared their experience.

To make sure that we are able to evaluate the implementation phase, its impact and future intended activities, we conducted an Employee Survey (November 2022). Researchers R1–R4, and department head could express their opinion, and the outputs had been taken into consideration while creating the Revised Action Plan.

While we were implementing the HR Award Action Plan, the HR Award Working Group met on a monthly basis. In these sessions, we were preparing documents, discussing future actions, moving activities forward and evaluating their execution/achievements. The process was recorded in the Gantt Charts. The HR Award Manager kept track of topics that emerged while implementing the plan. Those were later reviewed while compiling a Revised Action Plan. Topics were presented to the Working Group, discussed, further elaborated and their list had been provided to the vice-deans (based on their agendas), other subject matter experts. The HR Award Manager took

one-to-one meetings with the vice deans and together they adjusted the topics and proposed further actions. These outputs were later presented to the new management of the faculty (in February, 2023 the new Dean was elected). Discussions on the further development of the HR Award took place as well.

HR Award Manager prepared the Interim Assessment, and when the final draft of the Revised Action Plan had been assembled, both documents were presented to the Steering Committee for their approval.

How have you involved the research community, your main stakeholders, in the implementation process? *

Detailed description and duly justification (max 500 words)

(Interim Assessment 2023)

The HR Award Working Group met on a monthly basis and was formed with researchers R1–R4, HR Department Head and members of the top-management. If necessary individual meetings took place or other subject matter experts were consulted. The working group monitored all indicators, assessed the fulfilment of individual indicators, discussed the agenda, created materials and made steps to ensure completion of activities.

Within the implementation phase, 3 information sessions on HR Award took place. All employees had the opportunity to discuss the process, ask questions or to provide us with their feedback.

The non-academic staff reflected the working conditions in the Equal Opportunity Audit (4–7/2021). Researchers R1–R4, and department head expressed their opinion in the Employee Evaluation Survey (November 2022). These outputs had been taken into consideration while creating the Revised Action Plan.

The Steering Committee was involved. They received reports on progress in HR Award activities. Before the new developed materials had been implemented at the faculty level, they were presented to the Steering Committee for approval. The committee was also informed about the process and progress made.

The activities were promoted within the regular department heads meetings, via email, through vice-deans, departmental meetings, printed materials etc. In the preparation phase of some documents, the department heads or subject topics experts could provide their feedback or be involved.

The progress in the implementation of HR Award activities also had been advertised on the HR Award website (<https://www.ped.muni.cz/en/research-and-development/hr-award>) in the form of [articles](#) and timely in the Gantt Charts (showing what phase the faculty went through and what has been accomplished). Main projects outputs were presented on the HR Award – [Documents and projects outputs website](#). Employees can also join our sub-working groups on specific topics by the website [Join the HR Award activities](#). The HR Award website is also accessible for the public.

HR Award Manager discussed the progress made in the activities of the Action Plan areas with its responsible person.

In addition, we also cooperated on the university level, some topics reflecting university strategy for 2021–2028. HR Award Manager also attended the university-wide meetings for HR Award Managers (attended by members of all faculties). In these meetings, exchange of experience took place as well as discussions on the further development of the HR Award.

Representation of R1–R4 researchers in the decision-making bodies: the [Dean's Board](#) (Steering Committee), the [Academic Senate](#), [Scientific Board](#). In the Scientific Board, R1 researchers are not represented directly in the faculty management. The Academic Senate has representation of the R1 category in the Student Chamber (an elected body). The Scientific Board has a composition of R3–R4. However, R1–R4 researchers are involved in the running of the faculty in the form of working groups (e.g. Gender,

HR Award, etc.), so they can influence changes, make suggestions, comment on documents. The Programme Councils are taught for R1–R4, it is a body for recommendations for programme development serving as a basis for the coordinator (rules determined by guidelines).

Do you have an implementation committee and/or steering group regularly overseeing progress? *

Detailed description and duly justification (max 500 words)

(Interim Assessment 2023)

The Steering Committee was established. They received reports on progress of HR Award activities. The committee (Dean's Board) had the opportunity to comment on the presented documents, make suggestions and recommendations. HR Award Manager attends the Steering Committee meetings as necessary to further discuss steps, report on accomplished activities or explain any delay. Before the newly developed materials are implemented at the faculty level, they are presented to the Steering Committee for approval. The Steering Committee also communicated with a responsible person for the designated area of the Action Plan, usually the appropriate vice dean.

The HR Award Working Group (implementation committee) met on a monthly basis and was formed with researchers R1–R4, HR Department Head and members of the top-management. If necessary individual meetings took place or other subject matter experts were consulted. For some topics other sub-groups were established. The working group monitored all indicators, assessed the fulfillment of individual indicators, discussed the agenda, created materials, made steps to ensure completion of activities (progress was recorded in the Gantt charts).

Is there any alignment of organisational policies with the HRS4R? For example, is the HRS4R recognized in the organisation's research strategy, overarching HR policy

Detailed description and duly justification (max 500 words)

(Interim Assessment 2023)

The individual activities of the Action Plan planned were harmonised with the faculty's emerging strategy for 2021–2028 (sustaining the HR Award is embedded in the strategy). For each year a set of strategic goals had been formulated. As for the following three-year plan, some of the topics were deepened (originally formulated in the GAP analysis). 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 etc. Other areas of the Action Plan had been established based on the topics discussed in the Working Group meetings, individual meetings with vice deans of the respective area and from the employee feedback. The activities of the HR Award are public on its website <https://www.ped.muni.cz/en/research-and-development/hr-award>.

In addition, we also cooperated on the university level, some topics reflecting university strategy for 2021–2028. HR Award Manager also attended the university-wide meetings for HR Award Managers (attended by members of all faculties).

How has your organisation ensured that the proposed actions would be also implemented? *

Detailed description and duly justification (max 500 words)

(Interim Assessment 2023)

The formulation of actions was made in the alignment with the faculty's strategy for 2021-2028 and its set strategic goals. In addition, some topics reflect university strategy for 2021–2028. Action Plan is always approved by the Dean and Dean's Board.

For each area of the action plan, a responsible person has been designated, e.g. the relevant vice dean. The HR Award Working Group met on a monthly basis, if necessary individual meetings took place or other subject matter experts were consulted. The working group monitored all indicators, assessed the fulfilment of individual indicators, discussed the agenda, created materials and made steps to ensure completion of activities. HR Award Manager run the meetings and coordinates activities. The progress in the implementation of HR Award activities also had been advertised on the [HR Award website](#) in the form of articles, and timely in the Gantt Charts (showing what phase the faculty went through and what has been accomplished). Main outputs are placed [here](#).

The Steering Committee was established. They received reports on progress of HR Award activities. The committee had the opportunity to comment on the presented documents, make other suggestions. HR Award Manager attended the Steering Committee meetings as necessary to discuss further steps, report on accomplished activities or explain any delay. Before the new developed materials had been implemented at the faculty level, they were presented to the Steering Committee for approval. The Steering Committee also communicated with a responsible person for the set area of the Action Plan, the appropriate vice dean.

Approved documents are placed in the faculty/university internal document server. They are accessible to the university employees. Some are placed on the faculty website and are accessible to the public.

When the area of the Action Plan is fulfilled, it's conveyed to our employees e.g. via faculty website, faculty Employee Portal, e-mail, article on the HR Award website, faculty meeting, informational sessions, etc. Employees can also obtain information through their department head (their departmental meetings), the Steering Committee's meeting report, etc.

How are you monitoring progress (timeline)? *

Detailed description and duly justification (max 500 words)

(Interim Assessment 2023)

Assessing the fulfilment of individual indicators, set targets and completion of activities is a part of the Working Group meetings. HR Award Manager on each meeting monitors activities, informs about the progress made and main following activities. The progress in the implementation of HR Award activities was also advertised on the [HR Award website](#) in the form of articles and timely in the [Gantt Charts](#) (showing what phase the faculty went through and what has been accomplished). At the university level, HR Award Managers discussed their progress at the regular meetings.

Reports about the progress made are also presented to the Steering Committee, as well as outputs. Committee made suggestions, recommendations or approval. HR Award Manager attended the Steering Committee meetings as necessary to discuss further steps, report on accomplished activities or explain any delay. Vice deans (responsible people designated for an area of the Action Plan) bring relevant topics to the committee if needed.

How will you measure progress (indicators) in view of the next assessment? *

Detailed description and duly justification (max 500 words)

(Interim Assessment 2023)

We will follow the same path as we have taken so far, and measure the Revised Action Plan implementation progress by regularly monitoring and reviewing target indicators, their accomplishment within the set time frame.

Further focus groups or employee surveys can be conducted for obtaining relevant feedback. In 2025 a gender re-audit will take place. It will provide some future recommendations and hopefully also address the change in the organisational culture. Employee evaluation outputs may be also considered.

How do you expect to prepare for the external review? *

Detailed description and duly justification (max 500 words)

(Interim Assessment 2023)

- For the external review, the Working Group will review the previous periods, what had been accomplished, what worked or didn't work as planned – evaluate impact. The Working Group will also serve as a partner for the discussion with European Union Evaluators.
- The HR Award Manager will coordinate the visit with designated departments or vice deans.
- We will also prepare all necessary documentation which could support our case (or show faculty development).
- We will inform our employees about the visit and its intent.
- We will conduct employee surveys or focus groups to monitor the progress made and the viewpoints on the organisational culture. Employee feedback will serve as an indicator of whether we are on the right track.
- HR Award Manager will be networking and sharing good practice with other organisations with HR Award.
- HR Award Manager will involve the top-management in the EC evaluator visit.

Additional remarks/comments about the proposed implementation process

Detailed description and duly justification (max 1,000 words)

(Interim Assessment 2023)

In this document we incorporated recommendations explicitly in the EC Consensus Report, and those formed by the International Evaluation Panel evaluating science and research (visit at FEd MU in the Autumn of 2022). We also reflect some of the actions of Masaryk University identified in the document [MU Strategic plan and proposed actions for HRS4R 2023-2025](#) – not all actions had been included as we have to proceed step-by-step.

The Reviewed Action Plan with links for the European Commission Evaluators is also accessible [here](#).

Link to HR Award at the Faculty of Education: <https://www.ped.muni.cz/en/research-and-development/hr-award>

Abbreviations

FoE MU/FEd MU - Faculty of Education, Masaryk University