

HR Award questionnaire survey

FA MU 2020

Abbreviated analytical report



EUROPEAN UNION
European Structural and Investment Funds
Operational Programme Research,
Development and Education



1. About the HR Award questionnaire survey at FA MU

1.1. What is the HR Award and why was the HR Award questionnaire survey FA MU 2020 carried out?

The HR Excellence in Research Award (hereinafter referred to as the “HR Award”) is awarded by the European Commission to research institutions that implement the Human Resources Strategy for Researchers ([HRS4R](#)). This strategy is based on the 40 principles set out in the [European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers](#) (hereinafter referred to as the “Charter and Code”) and defines the principles of personnel policy of research institutions so that the working environment of employees is ethical, professional, open and transparent.

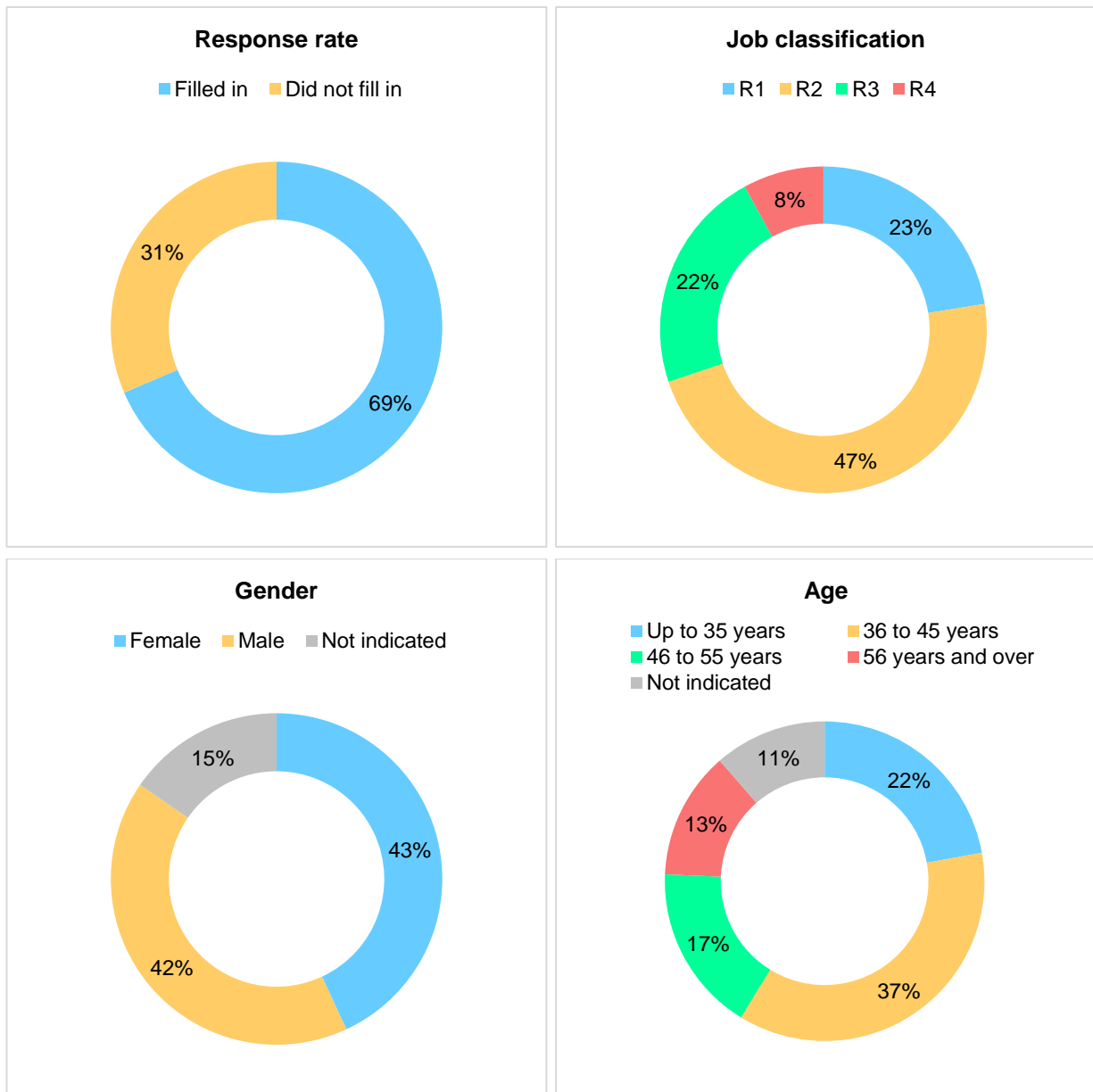
The Faculty of Arts of Masaryk University (hereinafter referred to as the “FA MU”) has decided to implement HRS4R and strive to win the HR Award. Therefore, in February and March 2020, the HR Award questionnaire survey FA MU 2020 (hereinafter referred to as the “questionnaire survey”) was conducted among the FA MU employees in order to determine compliance with the principles of the Charter and Code and to identify possible shortcomings for the subsequent formulation of the FA MU HR Award Gap Analysis. The questionnaire for this survey was compiled by a university expert group composed of internal experts nominated by individual MU faculties and institutes, which, like the FA MU, are striving for the HR Award. The questionnaire survey was then conducted and evaluated only at the faculty level.

1.2. Who responded in the questionnaire survey?

In order to determine compliance with the principles of the Charter and Code, a questionnaire survey was conducted among researchers at the FA MU. Respondents were divided into categories according to their job classification and their experience, according to the Methodological Sheet of the Rector's Office Personnel Management Department, at MU (Masaryk University, 2019):

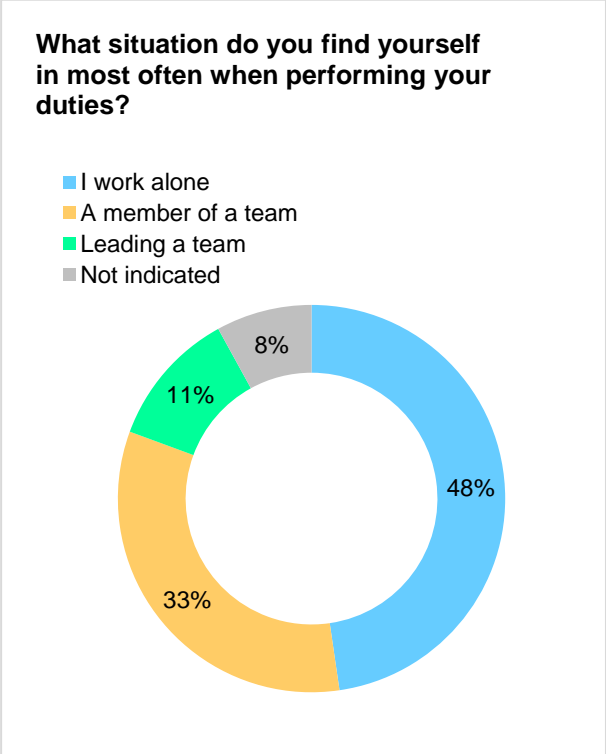
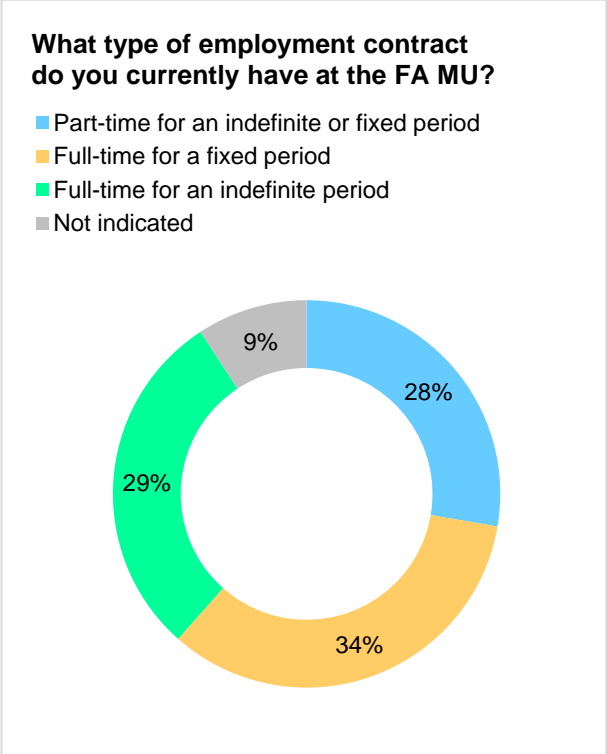
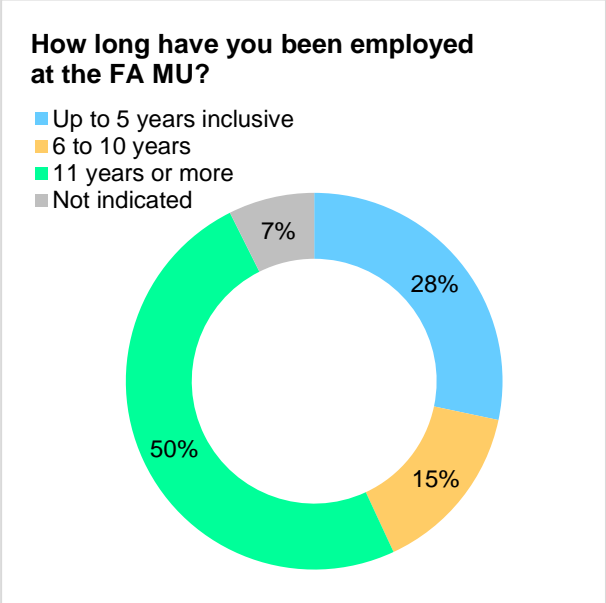
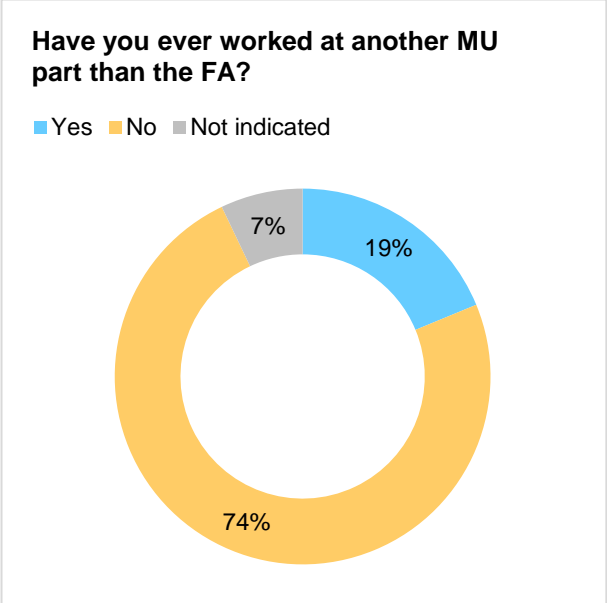
- R1: First Stage Researcher (141 respondents addressed, 73 respondents answered)
- R2: Recognized Researcher (202 respondents addressed, 154 respondents answered)
- R3: Established Researcher (90 respondents addressed, 72 respondents answered)
- R4: Leading Researcher (41 respondents addressed, 26 respondents answered)

A total of 474 researchers were addressed, 325 of whom responded.



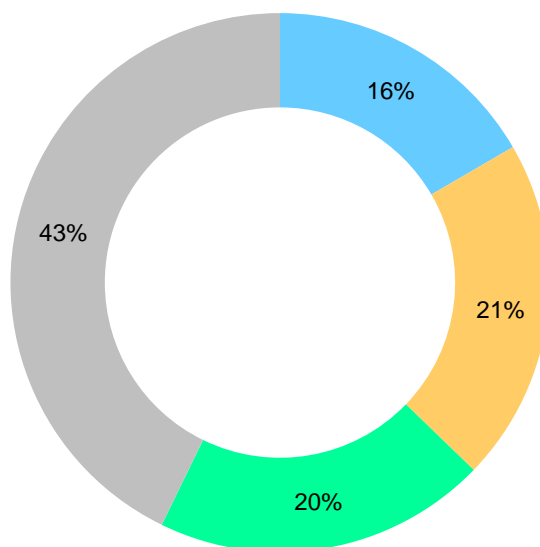
Respondents also had the opportunity to share other characteristics of their working life at the FA MU, specifically the following variables:

- work experience with other MU parts (in addition to the FA MU),
- length of work experience at MU,
- length of work experience at the FA MU,
- type of employment contract for FA MU,
- number of official roles within employment at the FA MU,
- typical work situation within employment at the FA MU,
- participation in PhD studies.



Aside from two basic roles, research and pedagogical, how many other official roles are you currently involved in within Masaryk University?

■ One ■ Two ■ Three and more ■ None



1.3. How was the questionnaire survey evaluated?

Each principle of the Charter and Code was ascertained in a questionnaire survey with one or more items prepared to cover the given issue as best as possible.

The results of the questionnaire survey were elaborated in detail in the Analytical report, which was the basis for this **Abbreviated analytical report** presenting a summary of **the most important findings**.

The first part presented a research sample, the results of statistical analyses follow divided into four analytical areas in accordance with the four thematic headings of the Charter and Code:

- Thematic heading I: Ethical and Professional Aspects,
- Thematic heading II: Recruitment and Selection (Code),
- Thematic heading III: Working Conditions and Social Security,
- Thematic heading IV: Training and Development.

Each area contains findings related to the individual principles of the Charter and Code. For the questions asked in the questionnaire survey, graphs of the distribution of respondents' answers are given, always **only for the whole analytical file**. The results of detailed analyses shown in individual graphs are commented on below each graph and, where appropriate, supplemented by findings that have been shown in this area on the basis of additional analyses. The numbering of the graphs was retained according to the original Analytical report and, therefore, it does not follow a sequential order.

2. Results of the questionnaire survey

2.1. Thematic heading I of the Charter and Code: ETHICAL AND PROFESSIONAL ASPECTS

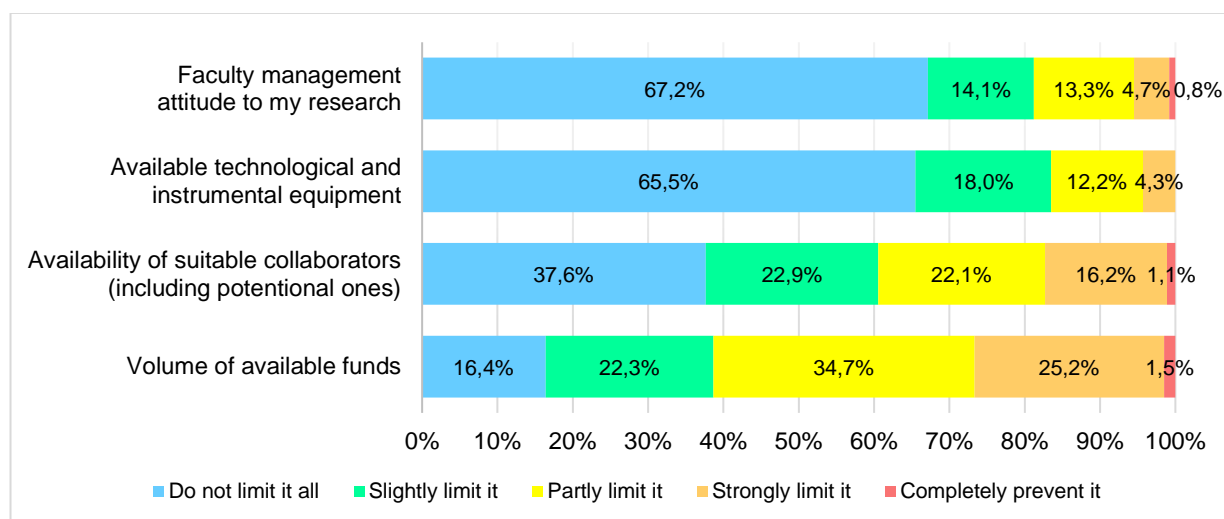
Principle 1: Research freedom

“Researchers should focus their research for the good of mankind and for expanding the frontiers of scientific knowledge, while enjoying the freedom of thought and expression, and the freedom to identify methods by which problems are solved, according to recognised ethical principles and practices. Researchers should, however, recognise the limitations to this freedom that could arise as a result of particular research circumstances (including supervision/guidance/management) or operational constraints, e.g. for budgetary or infrastructural reasons or, especially in the industrial sector, for reasons of intellectual property protection. Such limitations should not, however, contravene recognised ethical principles and practices, to which researchers have to adhere.”

Within the questionnaire survey, this principle was measured by the following items:

To what extent do external circumstances restrict your research freedom?

This is to find out the difference between what you want and are able to do and what your workplace circumstances permit you to do.



Graph 3: Detailed analyses of items measuring Principle 1. Percentage of answers in the whole analytical file.

FA MU employees do not think they are significantly restricted in the area **freedom of scientific research**, further analyses show that employees of older age categories are most satisfied with the research freedom, while younger researchers see the most room for improvement.

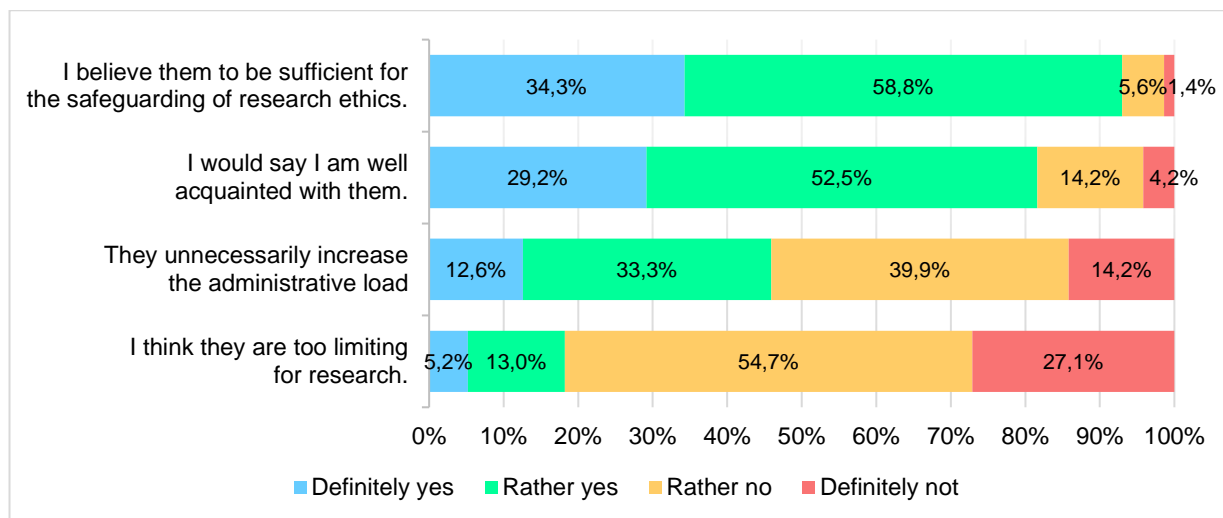
Researchers of the FA MU consider the volume of available funds as well as the availability of suitable collaborators to be the biggest obstacle regarding the research freedom. Conversely, in the area of technical and instrumentation equipment and the approach of the faculty management, the answers of the FA MU employees are largely positive.

Principle 2: Ethical principles

“Researchers should adhere to the recognised ethical practices and fundamental ethical principles appropriate to their discipline(s) as well as to ethical standards as documented in the different national, sectoral or institutional Codes of Ethics.”

Within the questionnaire survey, this principle was measured by the following items:

There are instruments on various levels designed to secure ethical aspects of scientific research work. What is your relation to them?



Graph 5: Detailed analyses of items measuring Principle 2. Percentage of answers in the whole analytical file.

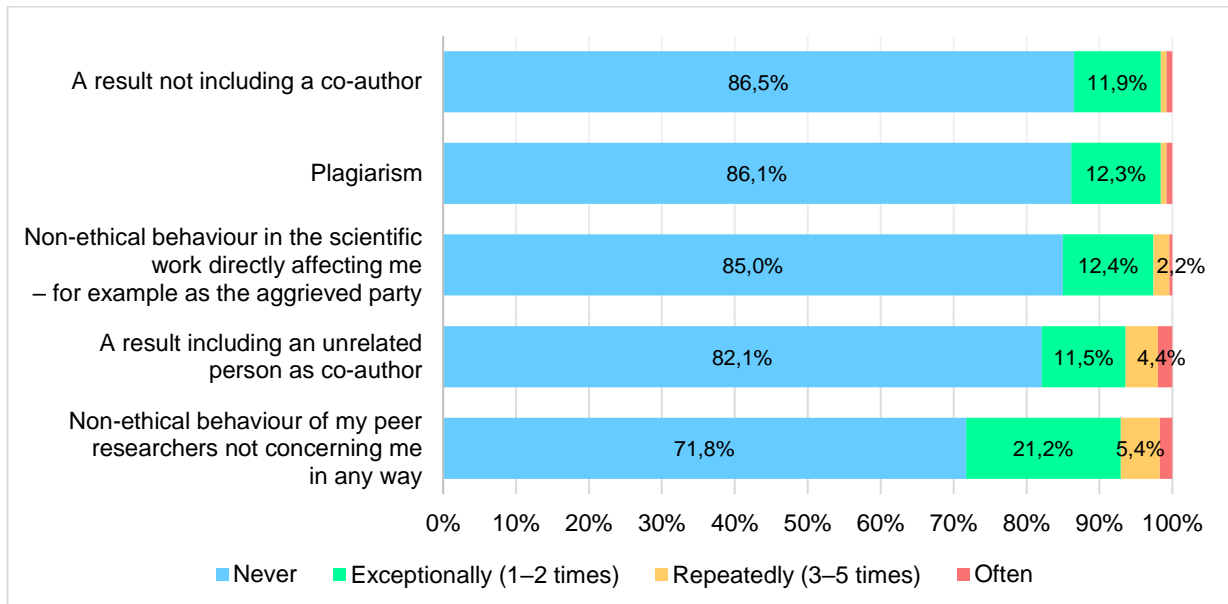
The FA MU employees do not think that **ethical rules** are significantly limiting or inadequate, but they also see room for improvement in reducing unnecessary administrative activities. Further analyses show that they are consistent in this respect across a wide range of groups.

Principle 3: Professional responsibility

“Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere. They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor(s) and/or other researchers. The need to validate new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted. Researchers should ensure, if any aspect of their work is delegated, that the person to whom it is delegated has the competence to carry it out.”

Within the questionnaire survey, this principle was measured by the following items:

Think about any non-ethical behaviour you might have encountered at your workplace in the past three years. (Not including the non-ethical behaviour of students, only of employees of Masaryk University in the context of scientific research work. This question does not aim at the identification of a particular issue but rather at your estimate of the existence and the potential scope of issues of this kind.) Would you say that the following non-ethical behaviour appeared at your workplace in the past three years (2017, 2018 and 2019)?



Graph 9: Detailed analyses of items measuring Principle 3. Percentage of answers in the whole analytical file.

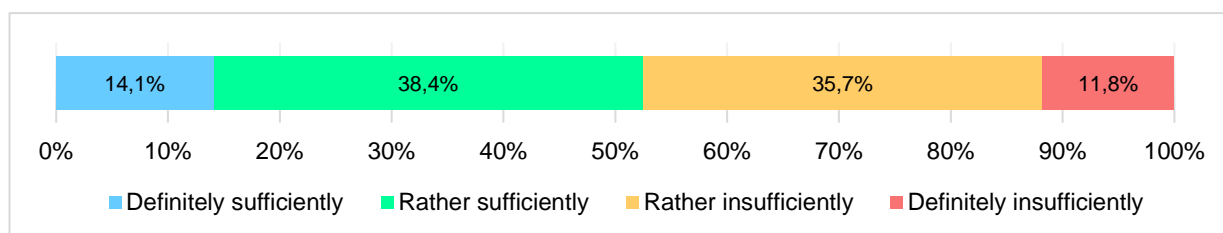
FA MU employees generally do not consider the area of **professional responsibility** to be problematic. More critical are those who have a shorter engagement at MU, or those who usually work in teams, either as members or as leaders.

Principle 4: Professional attitude

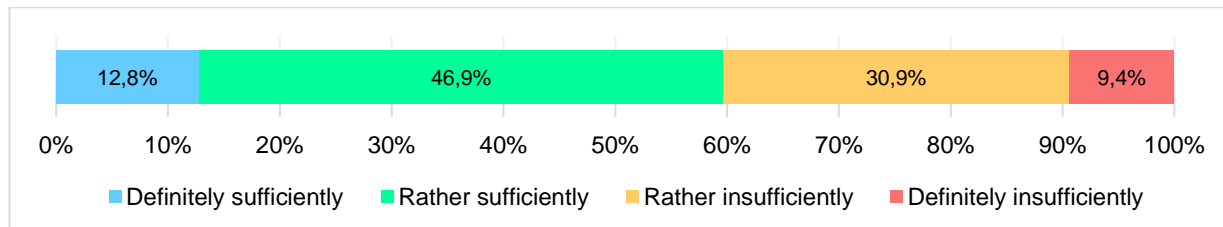
“Researchers should be familiar with the strategic goals governing their research environment and funding mechanisms and should seek all necessary approvals before starting their research or accessing the resources provided. They should inform their employers, funders or supervisor when their research project is delayed, redefined or completed, or give notice if it is to be terminated earlier or suspended for whatever reason.”

Within the questionnaire survey, this principle was measured by the following items:

The university as a whole as well as its individual faculties have strategic documents of all kinds in place (for example MU Strategic Plan 2016–2020; FA MU Strategic Plan 2016–2020). Are you acquainted with these documents or those relevant for your job description?



Every part of the university has formally defined procedures for project management and administration, accounting document processing, HR management and other matters facilitating the smooth progress of research work. Do you think you are sufficiently acquainted with these procedures or with the procedures currently needed for your work?



Graph 16: Detailed analyses of items measuring Principle 4. Percentage of answers in the whole analytical file.

Employees of the FA MU in their evaluation of the area of **professional approach** show that the FA MU has significant potential for improvement in the area of awareness/familiarity of researchers with strategic documents and formal procedures of scientific work. According to additional analyses, employees of R1 and R2 profile (less experienced researchers) are significantly more critical in this respect. By analogy, those whose work experience at MU and the FA MU is shorter are also more critical, as well as younger employees and those who hold fewer official positions.

Principles 5, 6 and 7: Contractual and legal obligations, Accountability, Good practice in research

Principle 5: Contractual and legal obligations

“Researchers at all levels must be familiar with the national, sectoral or institutional regulations governing training and/or working conditions. This includes Intellectual Property Rights regulations, and the requirements and conditions of any sponsor or funders, independently of the nature of their contract. Researchers should adhere to such regulations by delivering the required results (e.g. thesis, publications, patents, reports, new products development, etc.) as set out in the terms and conditions of the contract or equivalent document.”

Principle 6: Accountability

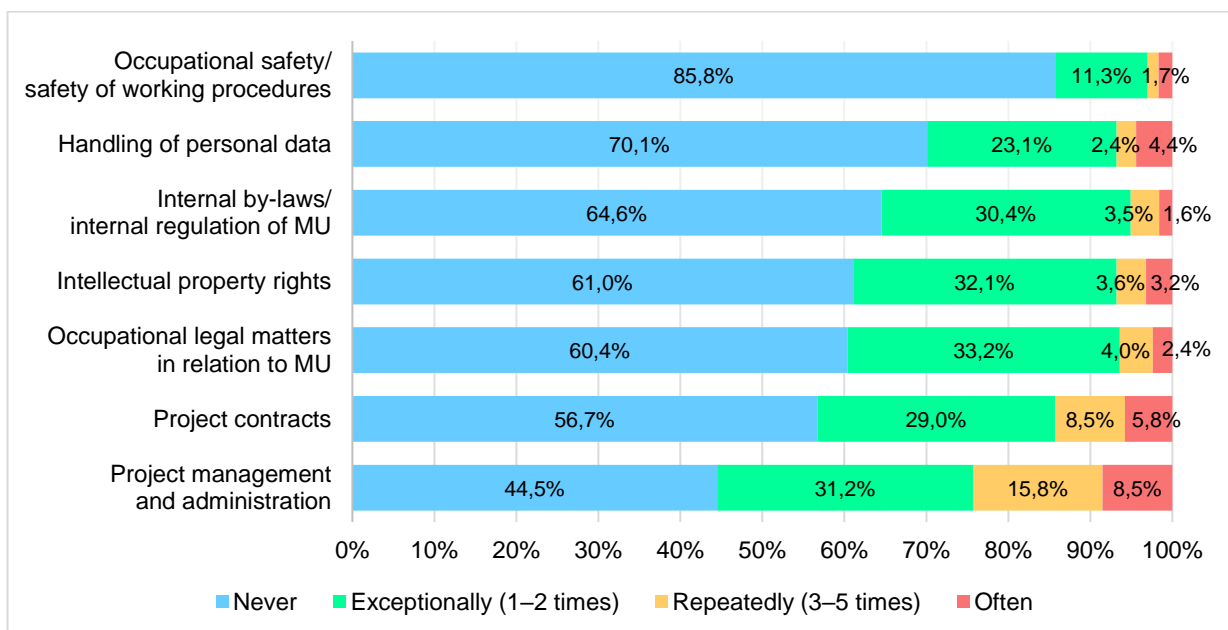
“Researchers need to be aware that they are accountable towards their employers, funders or other related public or private bodies as well as, on more ethical grounds, towards society as a whole. In particular, researchers funded by public funds are also accountable for the efficient use of taxpayers’ money. Consequently, they should adhere to the principles of sound, transparent and efficient financial management and co- operate with any authorized audits of their research, whether undertaken by their employers/funders or by ethics committees. Methods of collection and analysis, the outputs and, where applicable, details of the data should be open to internal and external scrutiny, when- ever necessary and as requested by the appropriate authorities.”

Principle 7: Good practice in research

“Researchers should at all times adopt safe working practices, in line with national legislation, including taking the necessary precautions for health and safety and for recovery from information technology disasters, e.g. by preparing proper back-up strategies. They should also be familiar with the current national legal requirements regarding data protection and confidentiality protection requirements and undertake the necessary steps to fulfil them at all times.”

Within the questionnaire survey, these principles were measured by the following items:

In the last two years, have you found yourself in a situation involving the unavailability of easily accessible information for the solution of an existing problem requiring knowledge of:



Graph 18: Detailed analyses of items measuring Principles 5, 6 and 7. Percentage of answers in the whole analytical file.

The FA MU employees are satisfied with **the availability of information** in the areas covered by principles 5, 6 and 7 (Contractual and legal obligations, Accountability, Good practice in research), the most problematic area is project administration, including contractual details. There are no statistically significant differences across different groups.

Principles 8 and 9: Dissemination, exploitation of results, Public engagement

Principle 8: Dissemination, exploitation of results

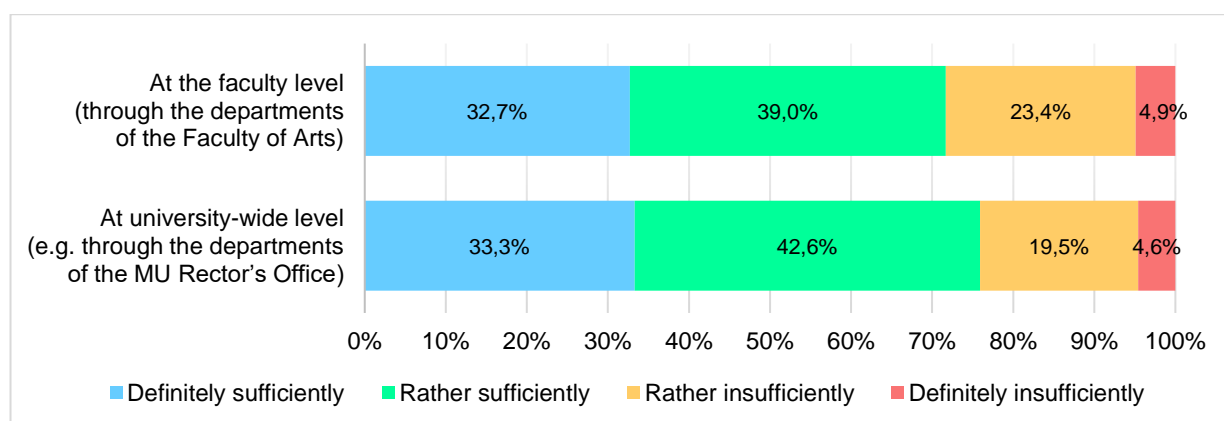
“All researchers should ensure, in compliance with their contractual arrangements, that the results of their research are disseminated and exploited, e.g. communicated, transferred into other research settings or, if appropriate, commercialized. Senior researchers, in particular, are expected to take a lead in ensuring that research is fruitful and that results are either exploited commercially or made accessible to the public (or both) whenever the opportunity arises.”

Principle 9: Public engagement

“Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public’s understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public’s concerns.”

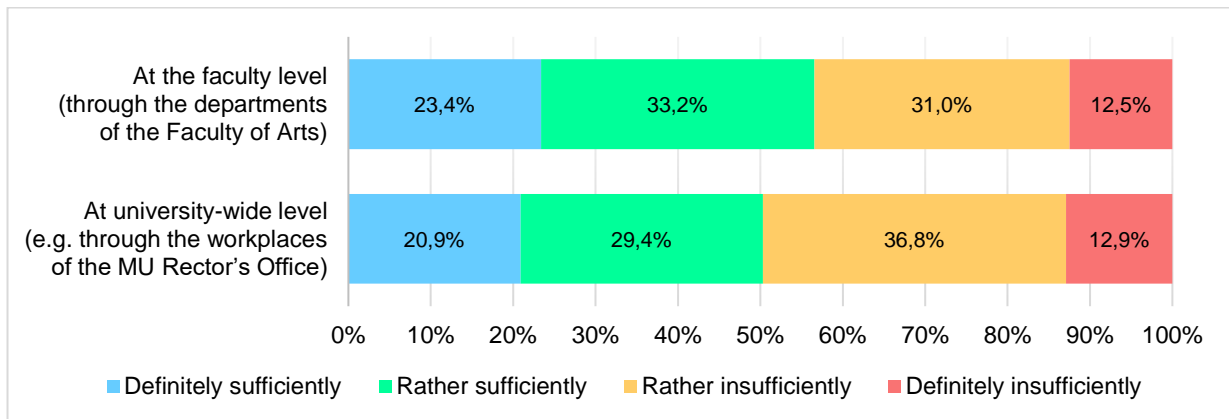
Within the questionnaire survey, these principles were measured by the following items:

In your opinion, does Masaryk University provide sufficient information about intellectual property rights (rights to copyright-protected works or inventions protected with intellectual property rights, i.e. copyright and IP issues)?



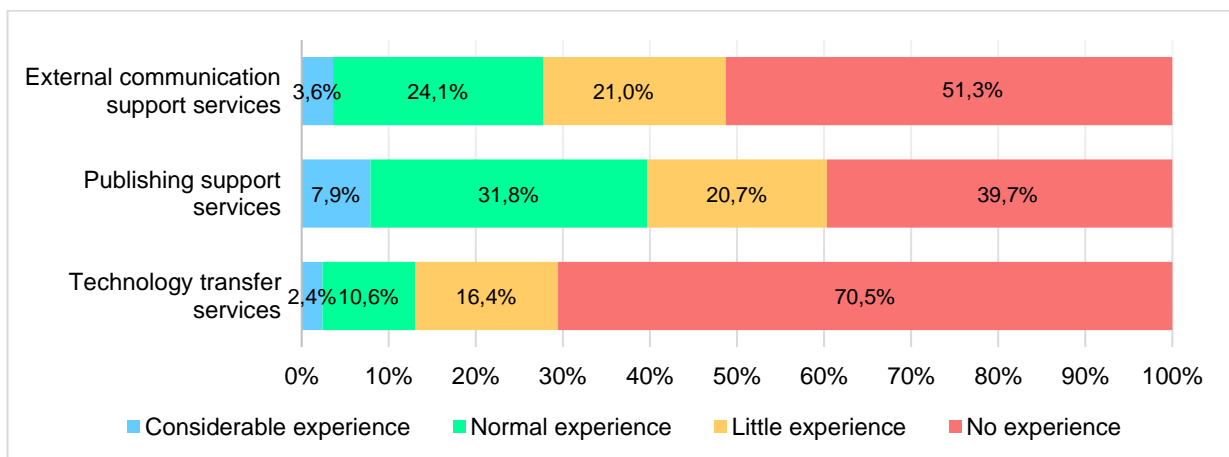
Graph 26: Detailed analyses of items measuring Principles 8 and 9; first part. Percentage of answers in the whole analytical file.

To what extent do you personally feel support by Masaryk University in the area of public dissemination or the commercial use of the results of your own research work?



Graph 27: Detailed analyses of items measuring Principles 8 and 9; second part. Percentage of answers in the whole analytical file.

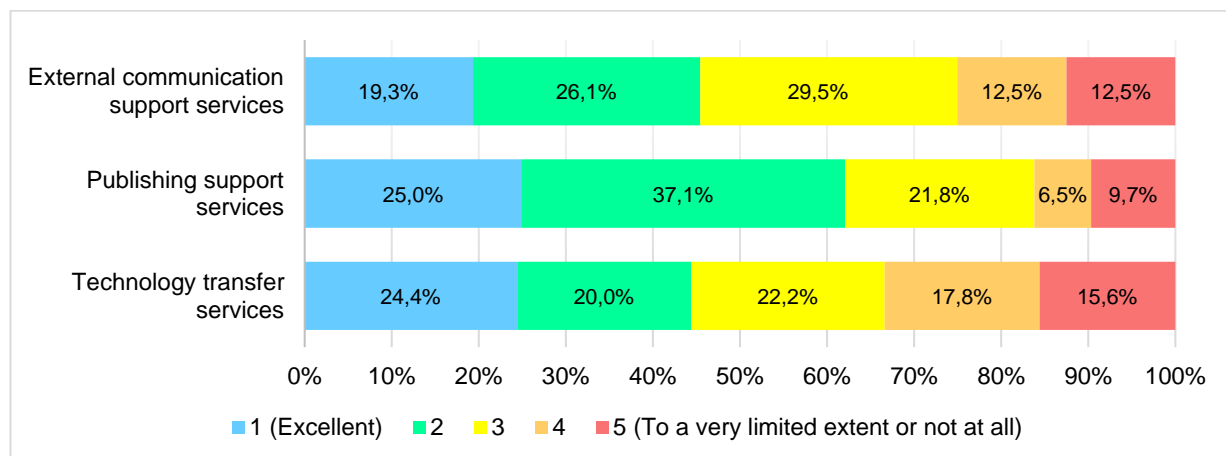
Masaryk University includes a number of departments helping researchers transfer the results of their research into practice and promote them. Which of these departments do you have personal experience with?



Graph 28: Detailed analyses of items measuring Principles 8 and 9; third part. Percentage of answers in the whole analytical file.

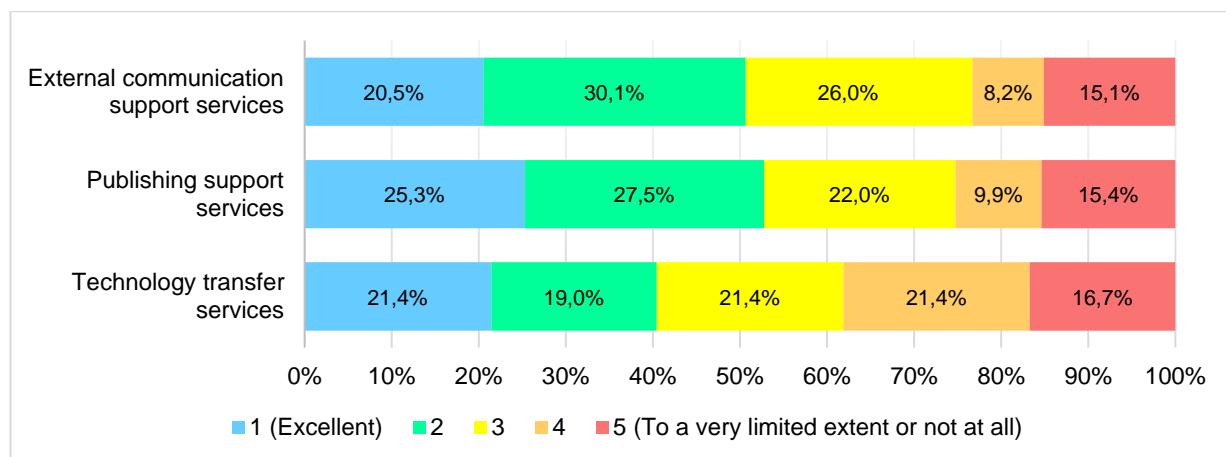
In further detailed analyses, items focusing on the quality of the above-mentioned support services provided within MU were also used:

To what extent does a given department at the faculty level usually help address your issue if you contact them?



Graph 29: Detailed analyses of items measuring Principles 8 and 9; quality of support at the faculty level. Percentage of answers in the whole analytical file.

To what extent does a given department at the university level usually help address your issue if you contact them?



Graph 30: Detailed analyses of items measuring Principles 8 and 9; quality of support at the MU level. Percentage of answers in the whole analytical file.

The staff of FA MU are of the opinion that in the areas of **support for the dissemination of research and the fulfilment of the university’s public commitment**, there is significant room for improvement. The youngest, least experienced employees with the shortest length of employment at MU and the FA MU are more critical of fulfilling these principles at FA MU, as well as those employees who work part-time at the FA MU and have only one official role.

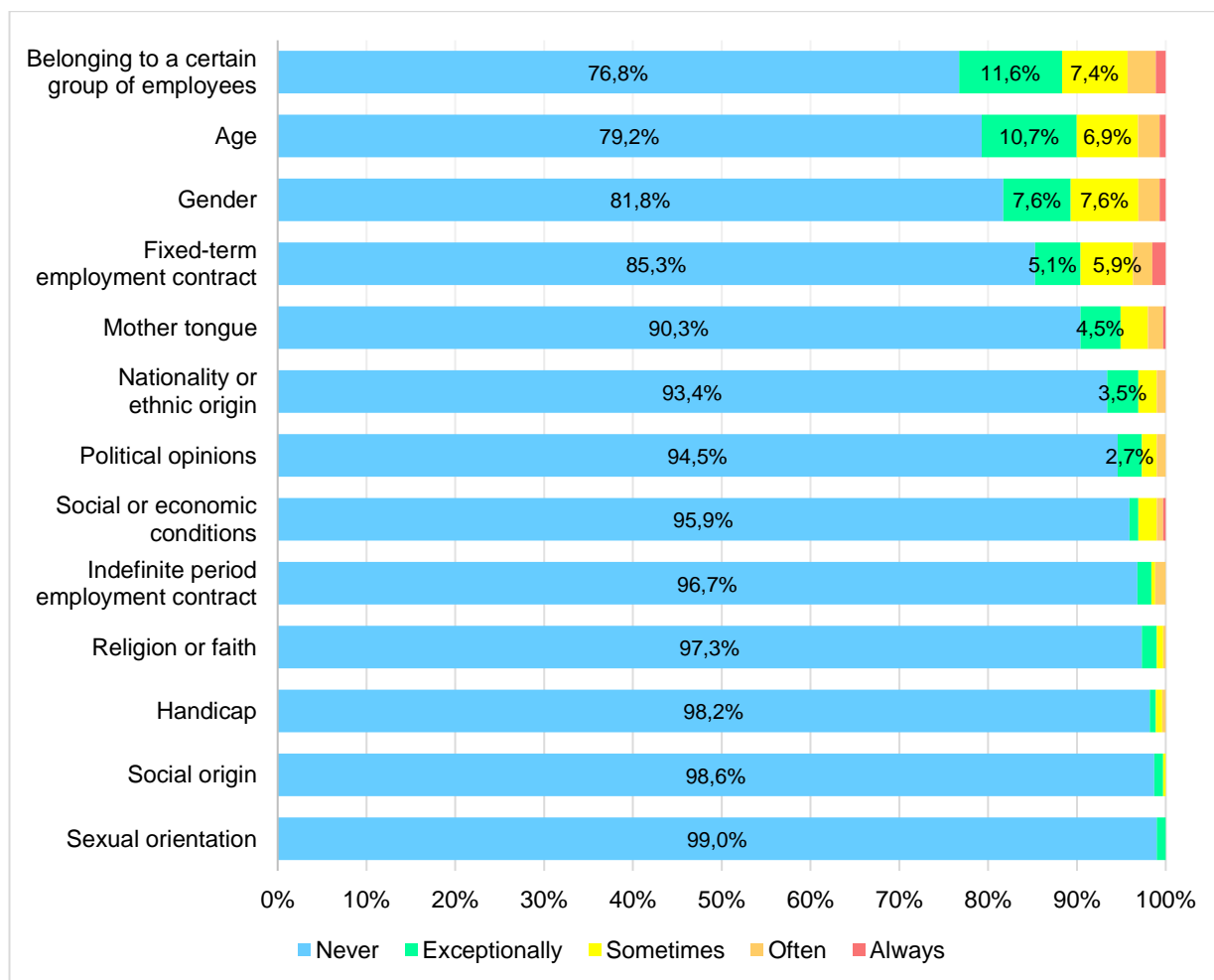
Principle 10: Non discrimination

“Employers and/or funders of researchers will not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.”

Within the questionnaire survey, this principle was measured by the following items:

Have you come across discriminatory behaviour towards yourself on the academic grounds of Masaryk University in the past three years?

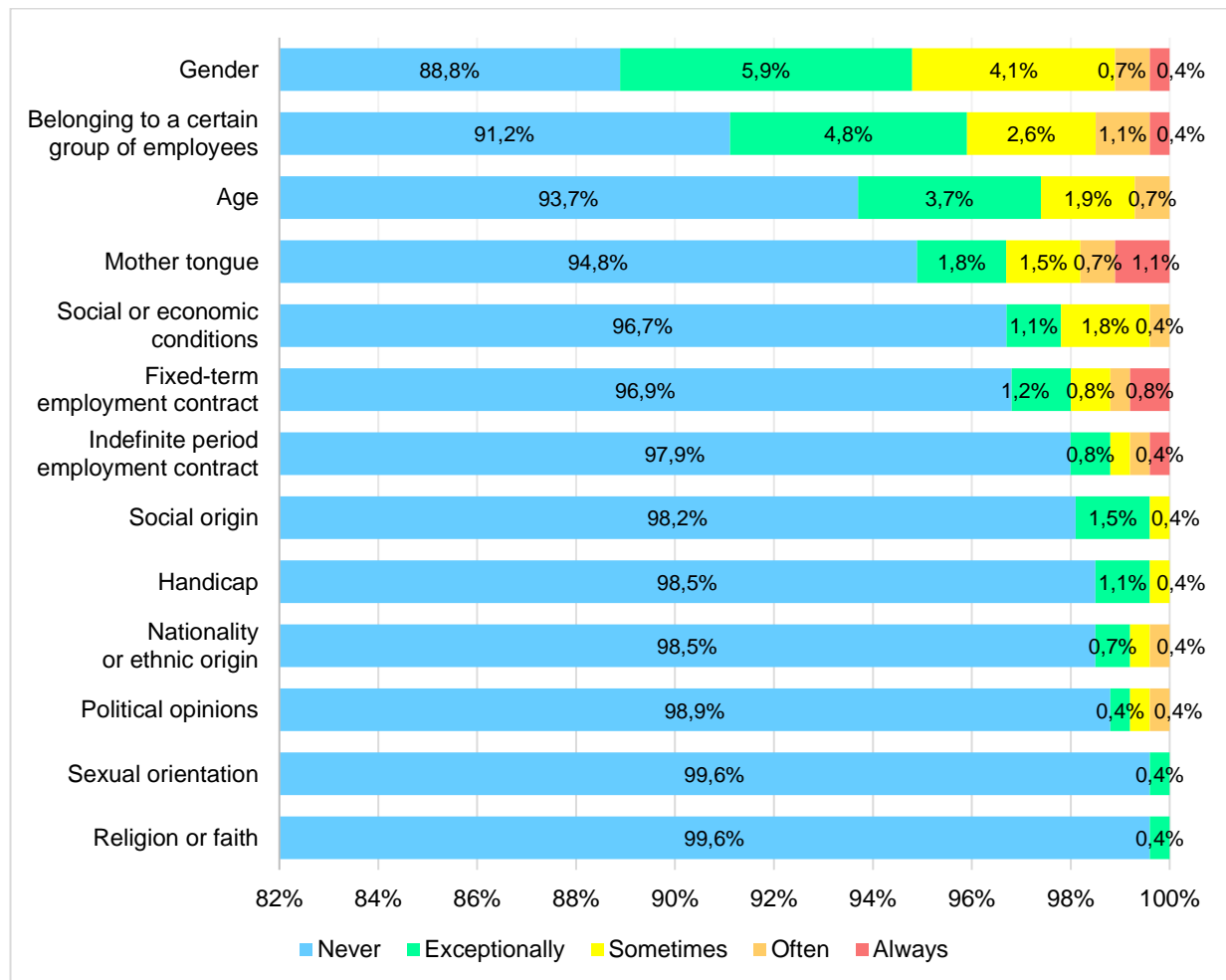
I was disadvantaged on the basis of my:



Graph 35: Detailed analyses of items measuring Principle 10, first part. Percentage of answers in the whole analytical file.

Have you come across discriminatory behaviour towards yourself on the academic grounds of Masaryk University in the past three years?

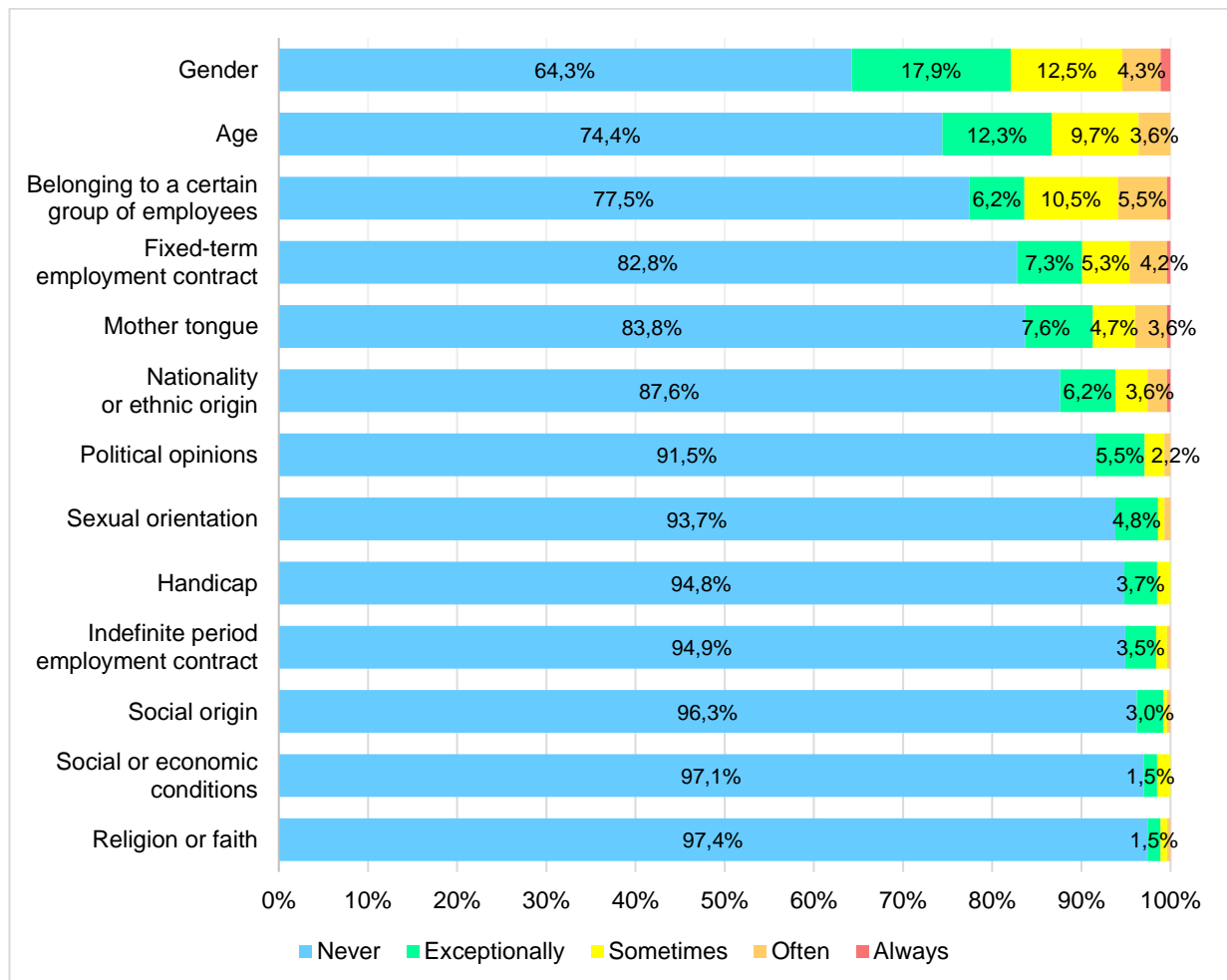
I received an improper advantage on the basis of my:



Graph 36: Detailed analyses of items measuring Principle 10, second part. Percentage of answers in the whole analytical file.

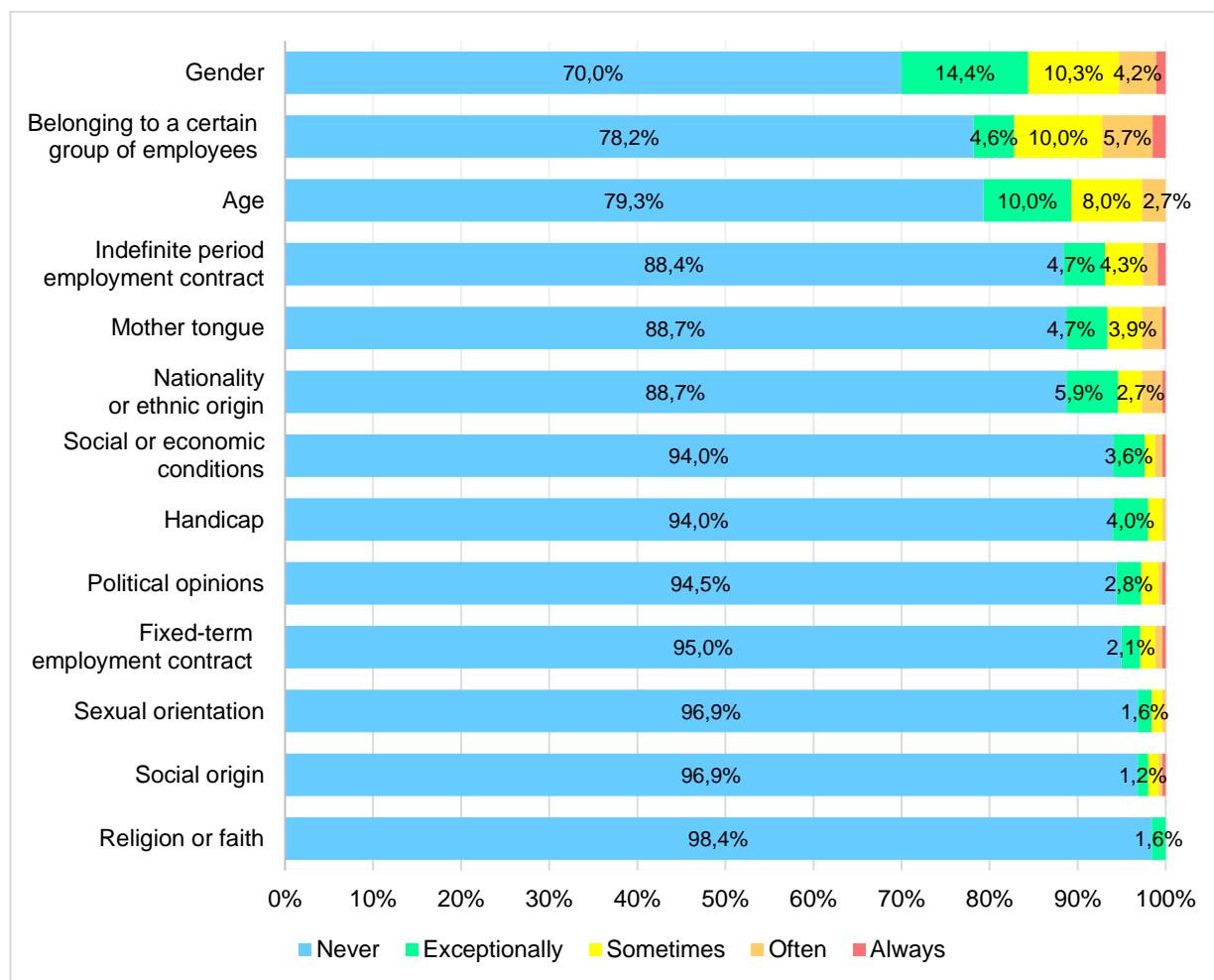
Have you personally come across discriminatory behaviour towards other persons, males/females, employees/students of Masaryk University on its academic grounds in the last three years?

The person was disadvantaged on the basis of:



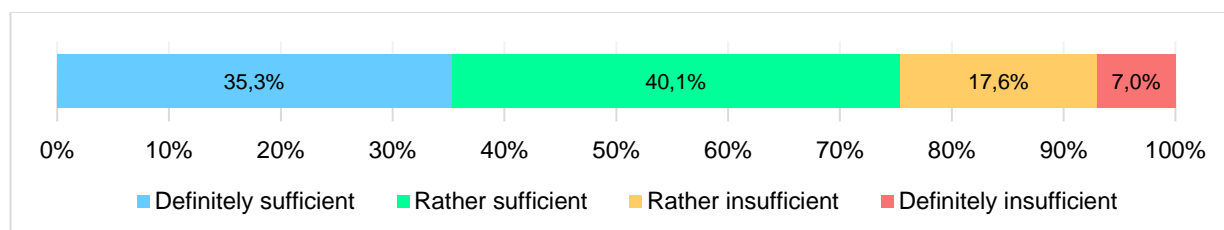
Graph 37: Detailed analyses of items measuring Principle 10, third part. Percentage of answers in the whole analytical file.

Have you personally come across discriminatory behaviour towards other persons, males/females, employees/students of Masaryk University on its academic grounds in the last three years? The person received improper advantage on the basis of:



Graph 38: Detailed analyses of items measuring Principle 10, fourth part. Percentage of answers in the whole analytical file.

How good tools do you think the Masaryk University has to prevent discrimination?



Graph 39: Detailed analyses of additional items measuring Principle 10. Percentage of answers in the whole analytical file.

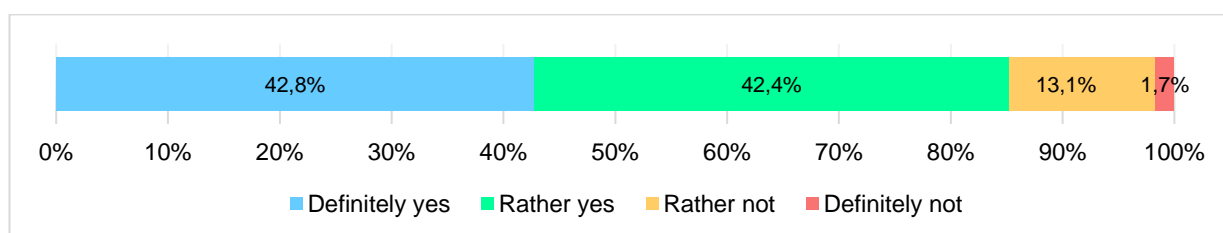
The FA MU employees rarely encounter **discrimination** at the FA MU. If there is a situation that they consider to be discriminatory, then it is discrimination based on the gender of the individual, his/her age or job classification. In almost all of these cases, however, less experienced, younger employees with fewer official roles experience the phenomenon of discrimination more strongly than their older, more experienced colleagues with more official roles. Roughly a quarter of respondents do not think that MU has sufficient tools to prevent discriminatory behaviour.

Principle 11: Evaluation / appraisal systems

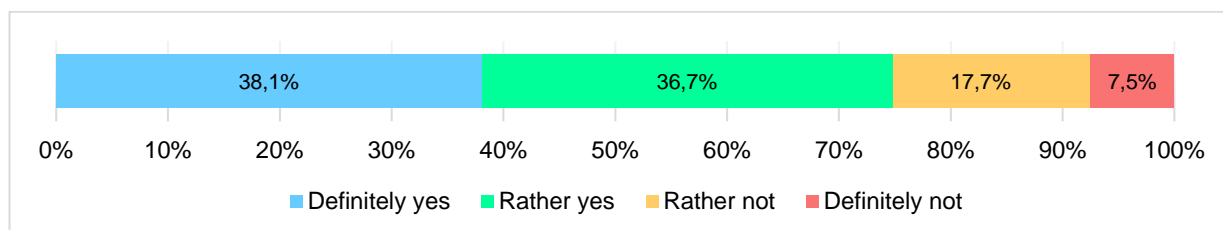
“Employers and/or funders should introduce for all researchers, including senior researchers, evaluation/appraisal systems for assessing their professional performance on a regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee. Such evaluation and appraisal procedures should take due account of their overall research creativity and research results, e.g. publications, patents, management of research, teaching/lecturing, supervision, mentoring, national or international collaboration, administrative duties, public awareness activities and mobility, and should be taken into consideration in the context of career progression.”

Within the questionnaire survey, this principle was measured by the following items:

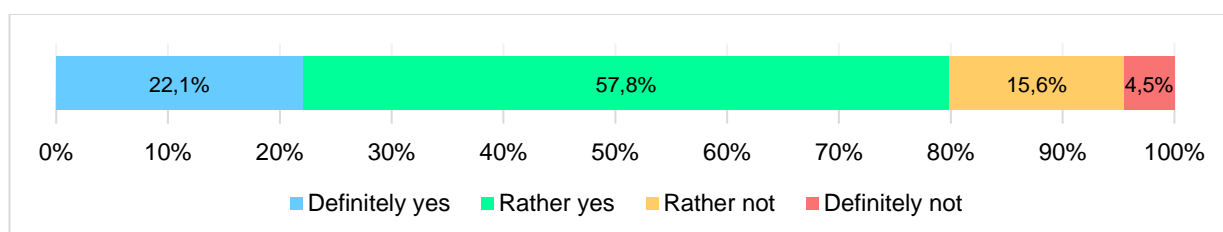
Are you well acquainted with the employee evaluation system used at your workplace?



Are you provided with sufficient feedback from employee evaluation?

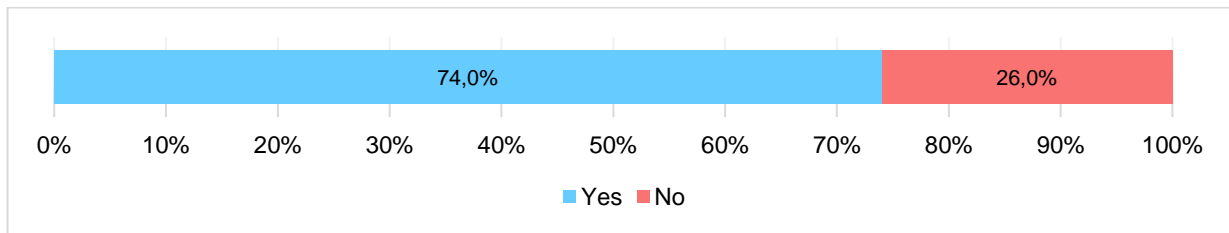


In your opinion, are the employee evaluation criteria used by your workplace relevant?



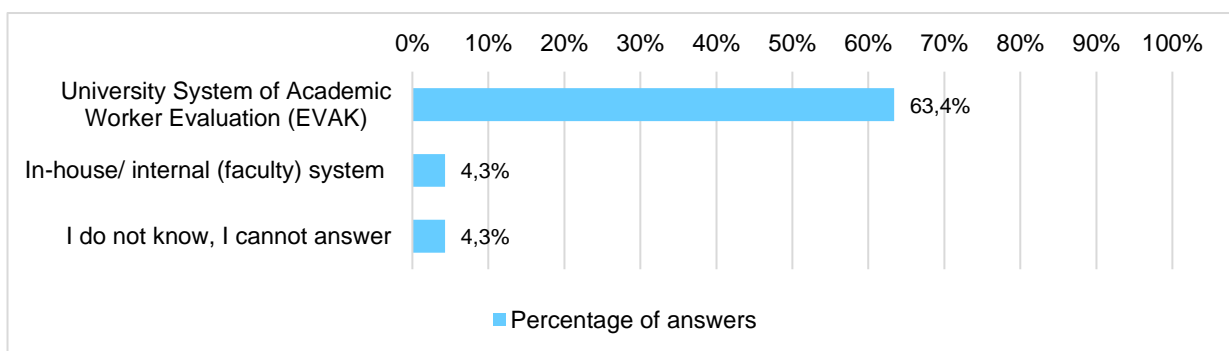
Graph 44: Detailed analyses of items measuring Principle 11. Percentage of answers in the whole analytical file.

Have you been evaluated (once or multiple times) in the context of the system of periodic evaluation of employees at your workplace over the last three years?



Graph 45: Detailed analyses of additional items related to Principle 11, first part. Percentage of answers in the whole analytical file.

What employee evaluation system was used in your case?



Graph 48: Detailed analyses of additional items related to Principle 11, second part. Percentage of answers in the whole analytical file.

The FA MU employees think there is some room for improvement regarding **performance evaluation**. Roughly a quarter of respondents said they had not gone through a employee evaluation system in the last three years, and about the same proportion of respondents do not receive enough feedback during employee evaluation. The youngest respondents are least satisfied with the employee evaluation system, while there is the highest satisfaction among respondents of higher age categories.

2.2. Thematic heading II of the Charter and Code: RECRUITMENT AND SELECTION (CODE)

Principles 12, 13, 14 and 15: Recruitment, Recruitment (Code), Selection (Code), Transparency (Code)

Principle 12: Recruitment

“Employers and/or funders should ensure that the entry and admission standards for researchers, particularly at the beginning of their careers, are clearly specified and should also facilitate access for disadvantaged groups or for researchers returning to a research career, including teachers (of any level) returning to a research career. Employers and/or funders of researchers should adhere to the principles set out in the Code of Conduct for the Recruitment of Researchers when appointing or recruiting researchers.”

Principle 13: Recruitment (Code)

“Employers and/or funders should establish recruitment procedures which are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised. Advertisements should give a broad description of knowledge and competencies required and should not be so specialized as to discourage suitable applicants. Employers should include a description of the working conditions and entitlements, including career development prospects. Moreover, the time allowed between the advertisement of the vacancy or the call for applications and the deadline for reply should be realistic.”

Principle 14: Selection (Code)

“Selection committees should bring together diverse expertise and competences and should have an adequate gender balance and, where appropriate and feasible, include members from different sectors (public and private) and disciplines, including from other countries and with relevant experience to assess the candidate. Whenever possible, a wide range of selection practices should be used, such as external expert assessment and face-to-face interviews. Members of selection panels should be adequately trained.”

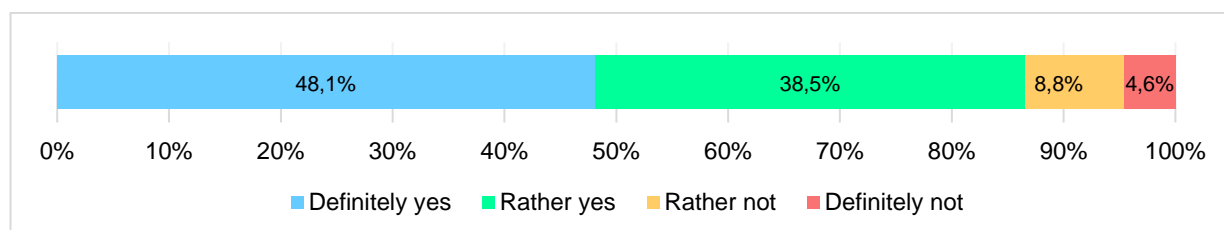
Principle 15: Transparency (Code)

“Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their applications.”

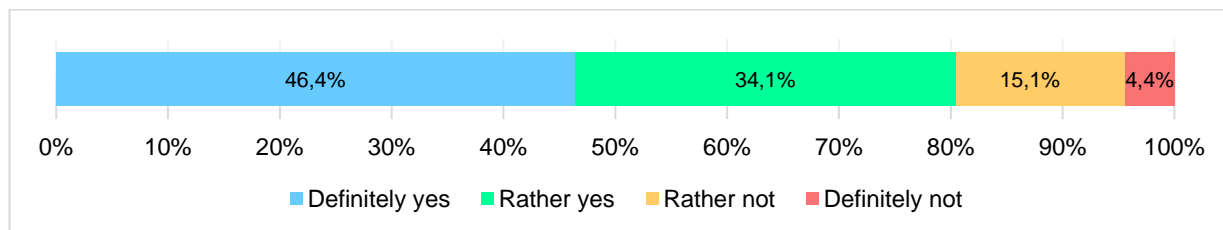
Within the questionnaire survey, this principle was measured by the following items:

In your opinion, is the existing procedure of employee recruitment for researcher positions at your workplace:

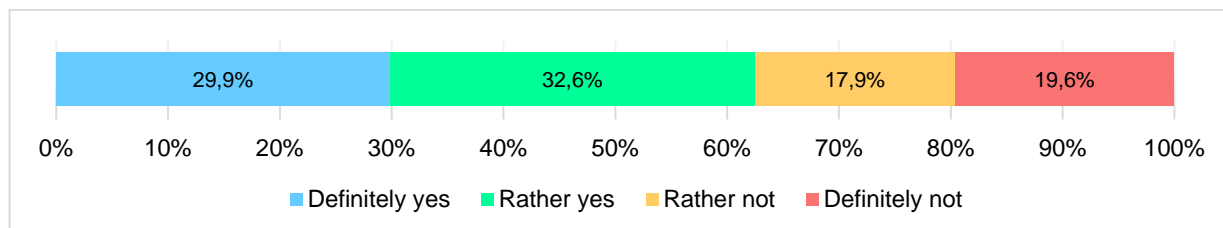
Open to all candidates from across the Czech Republic?



Open to all candidates from abroad (unless the job conditions include the ability to communicate in the Czech language)?

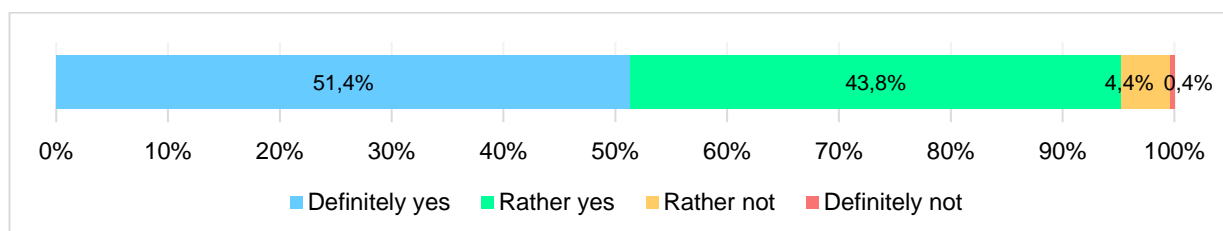


Comparable with recruitment procedures abroad?

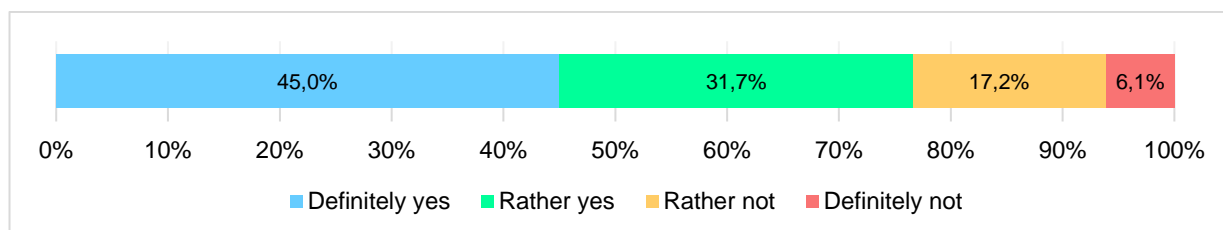


Graph 51: Detailed analyses of items measuring Principles 12, 13 and 15, first part. Percentage of answers in the whole analytical file.

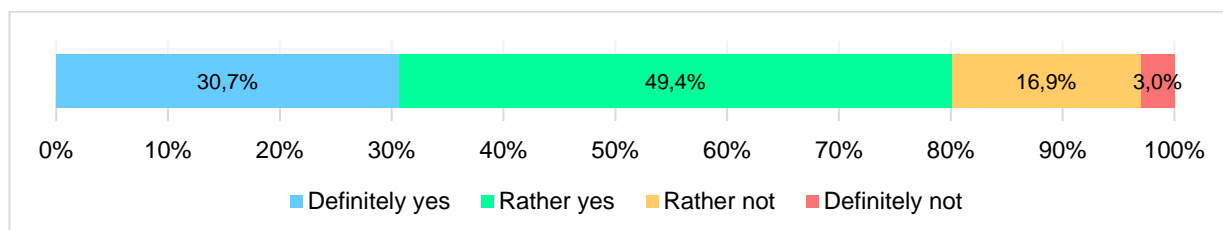
In your opinion, are the candidate selection requirements/ set of conditions at your workplace adequate to the standards of the particular academic positions?



Do you think that your workplace recruits and selects new employees transparently?

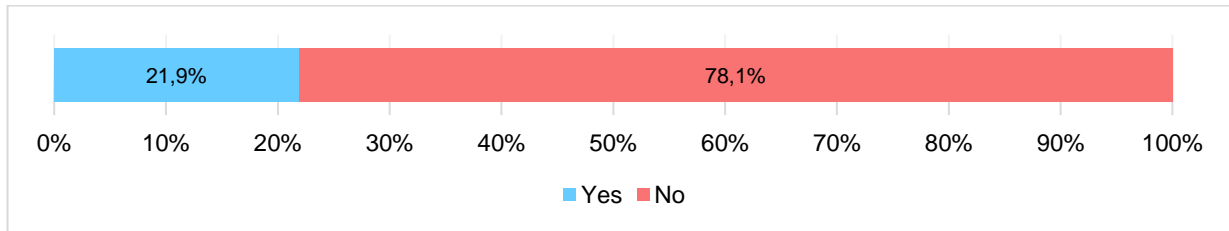


In your experience, does the recruitment process applied at your workplace arouse the interest of suitable candidates?

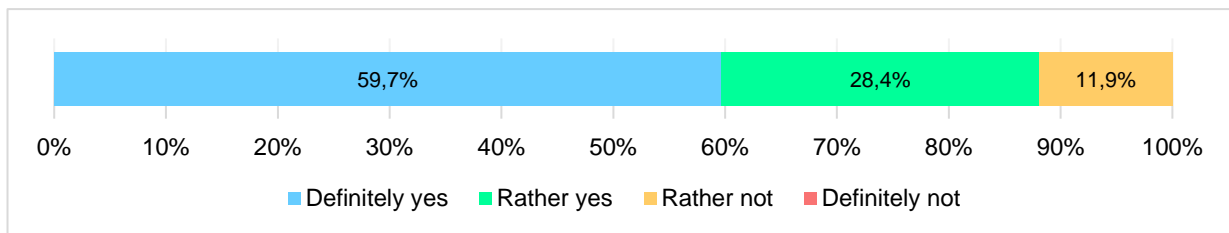


Graph 52: Detailed analyses of items measuring Principles 12, 13 and 15, second part. Percentage of answers in the whole analytical file.

Did you participate in a selection procedure at your workplace (as a candidate) over the course of the past three years?

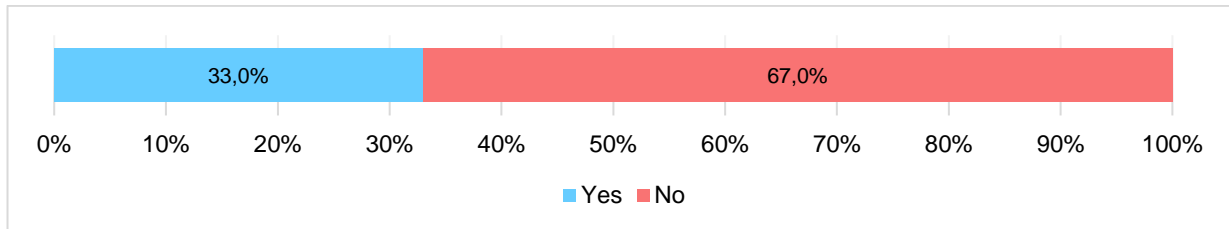


Were you provided with sufficient information in the context of recruitment and selection procedure?

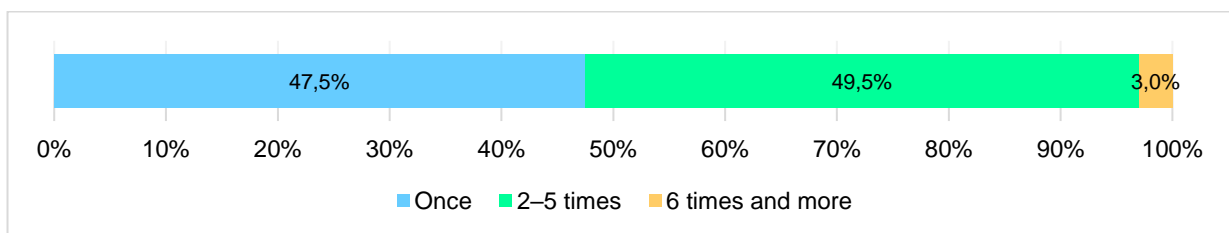


Graph 53: Detailed analyses of items measuring Principles 12, 13 and 15, third part. Percentage of answers in the whole analytical file.

Were you a member of a committee selecting candidates for researcher positions at your workplace over the past three years?



How many times were you member of a committee selecting candidates for researcher positions at your workplace in the past three years?



Graph 56: Detailed analyses of items measuring Principle 14. Percentage of answers in the whole analytical file

The FA MU employees think that **recruitment processes** are set up rather fairly and transparently with room for improvement. With the exception of employees with a medium length of work experience at the FA MU, who are more critical in this respect than their colleagues, we do not see any other groups that would show significantly different opinions.

Principles 16 to 20: Judging merit (Code), Variations in the chronological order of CVs (Code), Recognition of mobility experience (Code), Recognition of qualifications (Code), Seniority (Code)

Principle 16: Judging merit (Code)

“The selection process should take into consideration the whole range of experience 15 of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered. This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be properly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular attention should be paid to any contributions to patents, development or inventions.”

Principle 17: Variations in the chronological order of CVs (Code)

“Career breaks or variations in the chronological order of CVs should not be penalized, but regarded as an evolution of a career, and consequently, as a potentially valuable contribution to the professional development of researchers towards a multidimensional career track. Candidates should therefore be allowed to submit evidence-based CVs, reflecting a representative array of achievements and qualifications appropriate to the post for which application is being made.”

Principle 18: Recognition of mobility experience (Code)

“Any mobility experience, e.g. a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher.”

Principle 19: Recognition of qualifications (Code)

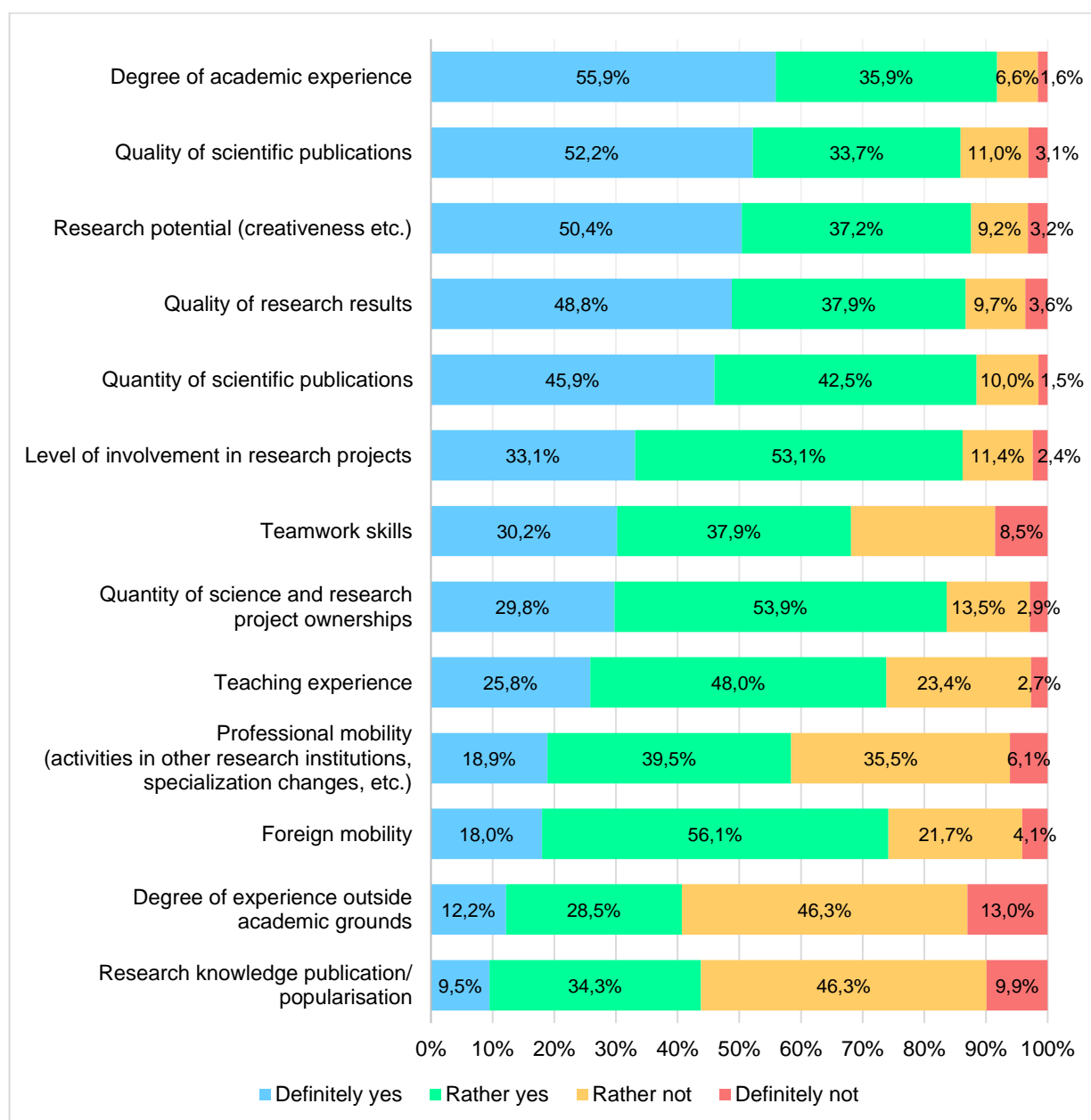
“Employers and/or funders should provide for appropriate assessment and evaluation of the academic and professional qualifications, including nonformal qualifications, of all researchers, in particular within the context of international and professional mobility. They should inform themselves and gain a full understanding of rules, procedures and standards governing the recognition of such qualifications and, consequently, explore existing national law, conventions and specific rules on the recognition of these qualifications through all available channels.”

Principle 20: Seniority (Code)

“The levels of qualifications required should be in line with the needs of the position and not be set as a barrier to entry. Recognition and evaluation of qualifications should focus on judging the achievements of the person rather than his/her circumstances or the reputation of the institution where the qualifications were gained. As professional qualifications may be gained at an early stage of a long career, the pattern of lifelong professional development should also be recognized.”

Within the questionnaire survey, these principles were measured by the following items:

According to your opinion, what criteria are applied in the selection procedures of candidates for researcher positions at your workplace?



Graph 65: Detailed analyses of items measuring Principles 16 to 20. Percentage of answers in the whole analytical file.

The FA MU employees believe that the **selection procedures** are based on many criteria. According to the respondents, the least frequently applied criteria in the evaluation of candidates in the selection procedure include the popularization of scientific knowledge, the degree of experience outside the academic grounds, and also the area of professional mobility, including foreign mobility. Conversely, the most commonly applied criteria are academic experience, quality and quantity of scientific publications and results. The method of applying criteria in the evaluation of candidates in selection procedures is perceived more critically in those FA MU employees who fall in group R2, have had work experience with other MU workplaces, are among employees with less than 10 years of experience at MU as such and with six to ten years of experience at the FA MU.

Principle 21: Postdoctoral appointments (Code)

“Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments, should be established by the institutions appointing postdoctoral researchers. Such guidelines should take into account time spent in prior postdoctoral appointments at other institutions and take into consideration that the postdoctoral status should be transitional, with the primary purpose of providing additional professional development opportunities for a research career in the context of long- term career prospects.”

This principle was not measured in the questionnaire survey.

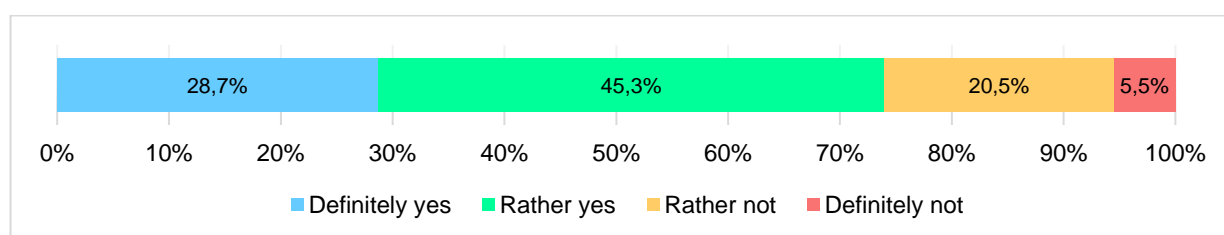
2.3. Thematic heading III of the Charter and Code: WORKING CONDITIONS AND SOCIAL SECURITY

Principle 22: Recognition of the profession

“All researchers engaged in a research career should be recognized as professionals and be treated accordingly. This should commence at the beginning of their careers, namely at postgraduate level, and should include all levels, regardless of their classification at national level (e.g. employee, postgraduate student, doctoral candidate, postdoctoral fellow, civil servants).”

Within the questionnaire survey, this principle was measured by the following items:

Do you feel recognised by and treated at Masaryk University as a member of a professional research group?



Graph 66: Detailed analyses of items measuring Principle 22. Percentage of answers in the whole analytical file.

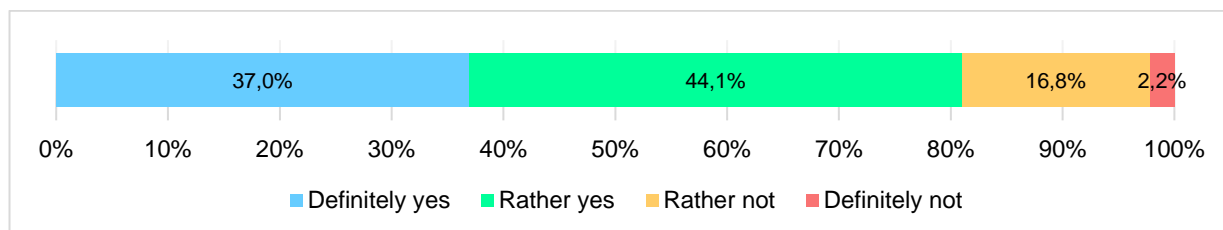
FA MU employees do not usually experience a problem in **recognition of professional identity** (74% of positive answers). However, it is necessary to point out 26% of respondents do not perceive this area positively and do not feel recognized as members of the relevant professional group. These are less experienced employees of the FA MU (groups R1 and R2) and, to an increased extent, this answer is also heard from the female employees at the FA MU.

Principle 23: Research environment

“Employers and/or funders of researchers should ensure that the most stimulating research or research training environment is created which offers appropriate equipment, facilities and opportunities, including for remote collaboration over research networks, and that the national or sectoral regulations concerning health and safety in research are observed. Funders should ensure that adequate resources are provided in support of the agreed work program.”

Within the questionnaire survey, this principle was measured by the following items:

Does your workplace create an environment stimulating for achieving your scientific performance?



Graph 69: Detailed analyses of items measuring Principle 23. Percentage of answers in the whole analytical file.

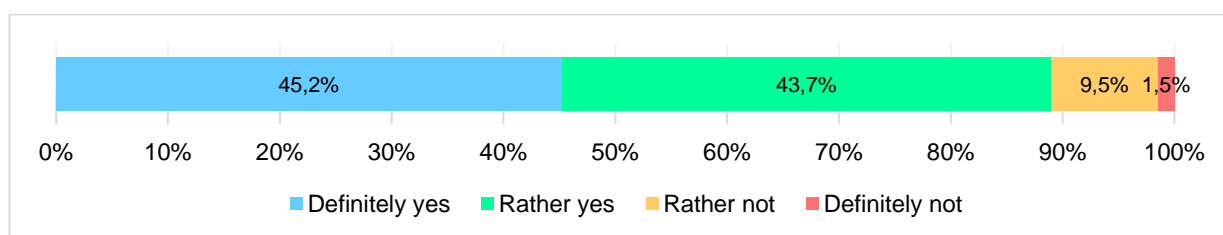
More than 80% of the FA MU employees expressed the opinion that their home workplace creates a **stimulating environment for the scientific performance** of their employees. The most positive in this area are employees in category R3 (more than 85% of positive answers), while the least positive are employees in category R1 (about 75% of positive answers, which is, however, still a favourable result).

Principle 24: Working conditions

“Employers and/or funders should ensure that the working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance in accordance with existing national legislation and with national or sectoral collective-bargaining agreements. They should aim to provide working conditions which allow both women and men researchers to combine family and work, children and career. Particular attention should be paid, inter alia, to flexible working hours, part-time working, tele-working and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements.”

Within the questionnaire survey, this principle was measured by the following items:

Do the working conditions of your workplace allow you to balance your professional, private and family life?



Graph 72: Detailed analyses of items measuring Principle 24. Percentage of answers in the whole analytical file.

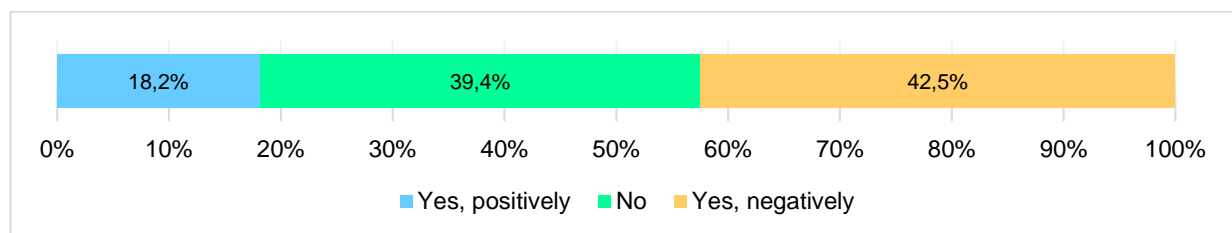
90% of the FA MU employees respond positively in the area of **work and family life balance** at the FA MU workplaces. Further analyses did not reveal statistically significant differences between any of the examined groups (employee categories R1 - R4, gender groups, age cohorts).

Principle 25: Stability and permanence of employment

“Employers and/or funders should ensure that the performance of researchers is not undermined by instability of employment contracts, and should therefore commit themselves as far as possible to improving the stability of employment conditions for researchers, thus implementing and abiding by the principles and terms laid down in the EU Directive on Fixed-Term Work.”

Within the questionnaire survey, this principle was measured by the following items:

In your opinion, is a researcher’s performance affected by contracting the individual via a fixed-term contract?



Graph 73: Detailed analyses of items measuring Principle 25. Percentage of answers in the whole analytical file.

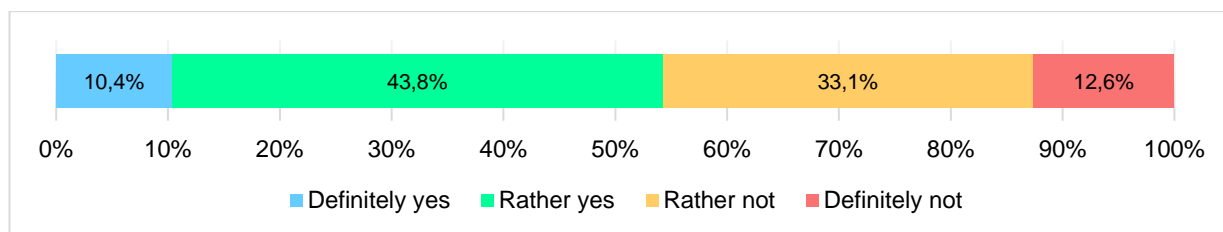
Almost 40% of respondents expressed the view that a researcher’s performance is not affected by having **a fixed-term employment contract**. Over 40% of respondents expressed the opinion that a fixed-term employment contract has a negative effect on the performance of researchers, and less than 20% believe that it has a positive effect on their performance. Further analyses showed that, even here, there were no statistically significant differences between the studied groups.

Principle 26: Funding and salaries

“Employers and/or funders of researchers should ensure that researchers enjoy fair and attractive conditions of funding and/or salaries with adequate and equitable social security provisions (including sickness and parental benefits, pension rights and unemployment benefits) in accordance with existing national legislation and with national or sectoral collective bargaining agreements. This must include researchers at all career stages including early-stage researchers, commensurate with their legal status, performance and level of qualifications and/or responsibilities.”

Within the questionnaire survey, this principle was measured by the following items:

Are your wage conditions adequate to your expectations?



Graph 74: Detailed analyses of items measuring Principle 26. Percentage of answers in the whole analytical file.

Over 54% of respondents perceive their **pay conditions** as adequate to their expectations, while almost 46% of respondents have the opposite opinion.

Additional analyses show a less clear picture in the case of age categories. While the number of satisfied respondents is growing with age (in the categories under 35 and within the age range of 36–45 years, about half of the respondents are satisfied, in the age category of 46–55 years over 58% of respondents are satisfied, and in the age category of 56 and over, even over 80% of respondents), the number of respondents is also growing surprisingly, saying that their wage conditions certainly do not meet their expectations (11% of respondents in the under 35 category, 13% in the 36-45 years of age, about 19% of respondents in the age category of 46-55 years, and in the age category of 56 years and over, this trend has stopped and strong dissatisfaction is expressed by just over 2% of respondents).

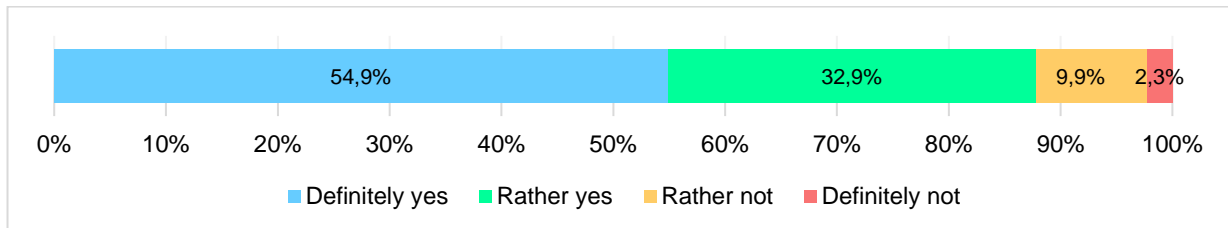
Overall, respondents over the age of 55 are significantly more satisfied with their salary than their colleagues in other age cohorts and form a somewhat distinct group that deviates from the trends observed in colleagues from other cohorts. Wage satisfaction analyses did not reveal any differences between men and women.

Principle 27: Gender balance

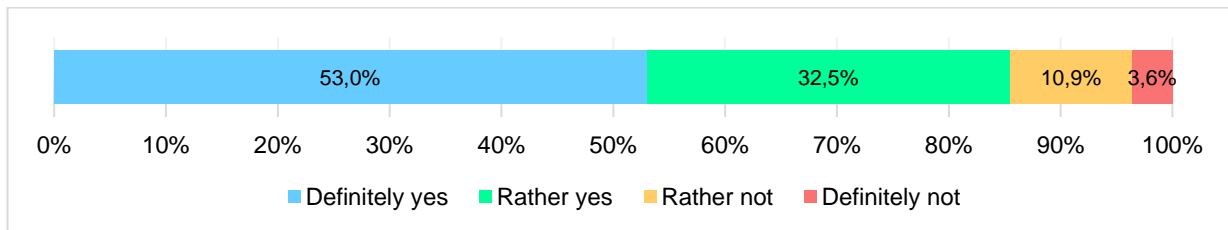
“Employers and/or funders should aim for a representative gender balance at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of an equal opportunity policy at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.”

Within the questionnaire survey, this principle was measured by the following items:

Are working conditions for men and women equal at your workplace?



Are work opportunities for men and women equal at your workplace?



Graph 82: Detailed analyses of items measuring Principle 27. Percentage of answers in the whole analytical file.

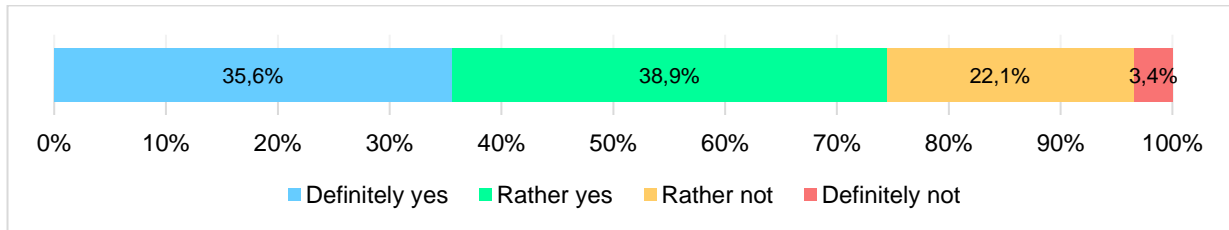
The FA MU employees see the area of **equal conditions and opportunities between the genders** as relatively unproblematic. More critical are younger, less experienced employees (categories R1 and R2) and with shorter work experience at MU, as well as those who hold fewer official positions. We can observe an important difference among respondents in the evaluation of gender equality between men and women, where women are more critical of this issue than men.

Principle 28: Career development

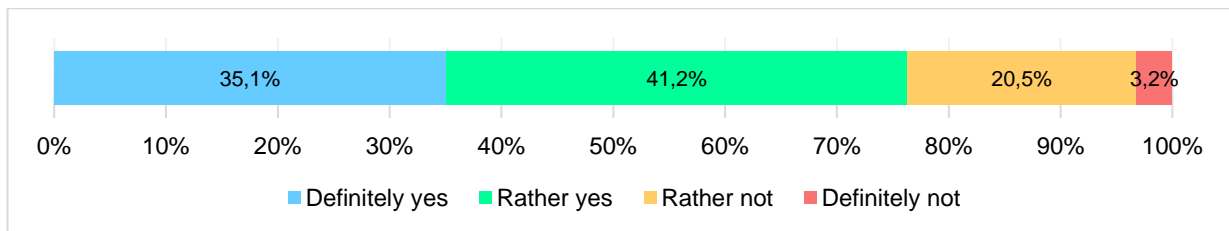
“Employers and/or funders of researchers should draw up, preferably within the framework of their human resources management, a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for researchers on fixed-term contracts. It should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers, thus motivating them and contributing to reducing any insecurity in their professional future. All researchers should be made familiar with such provisions and arrangements.”

Within the questionnaire survey, this principle was measured by the following items:

Does your workplace provide sufficient support for your career development?



In your opinion, are employees at your workplace supported in their lifelong education and the development of their knowledge and skills?



Graph 87: Detailed analyses of items measuring Principle 28. Percentage of answers in the whole analytical file.

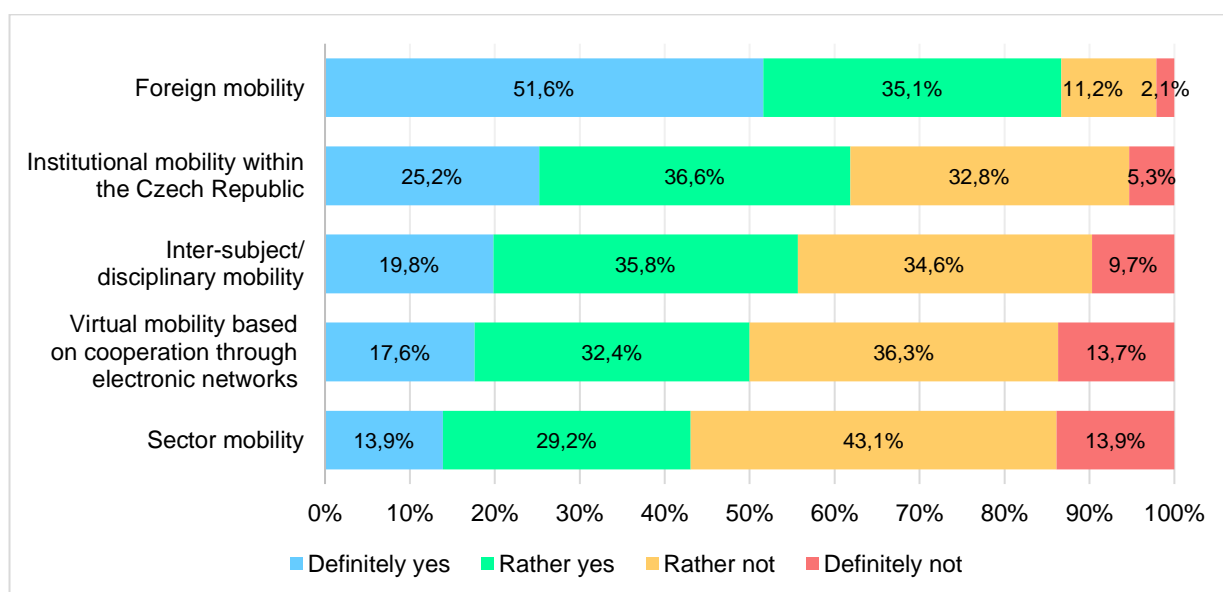
About a quarter of FA MU employees do not consider support of their **career development** to be sufficient. Additional analyses show that employees who have longer work experience at MU and the FA MU are more critical. Conversely, employees over the age of 55 are significantly less critical.

Principle 29: Value of mobility

“Employers and/or funders must recognize the value of geographical, intersectoral, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher’s career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/ appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation.”

Within the questionnaire survey, this principle was measured by the following items:

Do you think that the following researcher mobility types are considered an integral part of professional development of researchers at all career levels at your workplace?



Graph 90: Detailed analyses of items measuring Principle 29. Percentage of answers in the whole analytical file.

The FA MU employees perceive the area of **recognition of the value of mobility** for their career development as rather problematic with a significant possibility of improvement in this area. Detailed analyses show that in the context of career development the foreign mobility is perceived most positively. It also forms a distinctive category with almost 90% positive evaluations. Thus, we see a significant differentiation of foreign mobility from other types of mobility studied, which are rated negatively between almost 40% and almost 60% of respondents.

Principle 30: Access to career advice

“Employers and/or funders should ensure that career advice and job placement assistance, either in the institutions concerned, or through collaboration with other structures, is offered to researchers at all stages of their careers, regardless of their contractual situation.”

This principle was not measured in the questionnaire survey.

Principles 31 and 32: Intellectual property rights, Co-authorship

Principle 31: Intellectual property rights

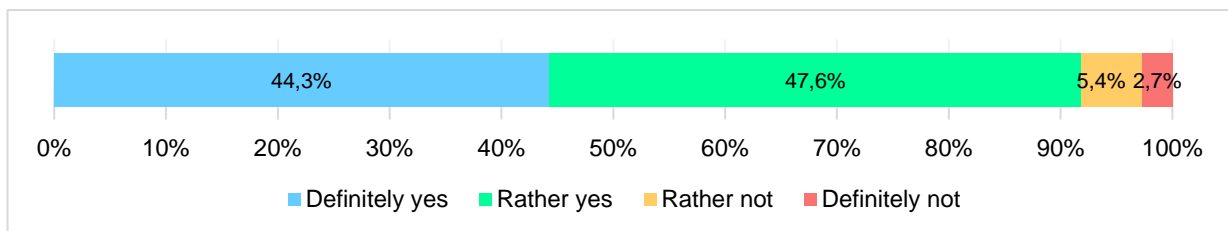
“Employers and/or funders should ensure that researchers at all career stages reap the benefits of the exploitation (if any) of their R&D results through legal protection and, in particular, through appropriate protection of Intellectual Property Rights, including copyrights. Policies and practices should specify what rights belong to researchers and/or, where applicable, to their employers or other parties, including external commercial or industrial organisations, as possibly provided for under specific collaboration agreements or other types of agreement.”

Principle 32: Co-authorship

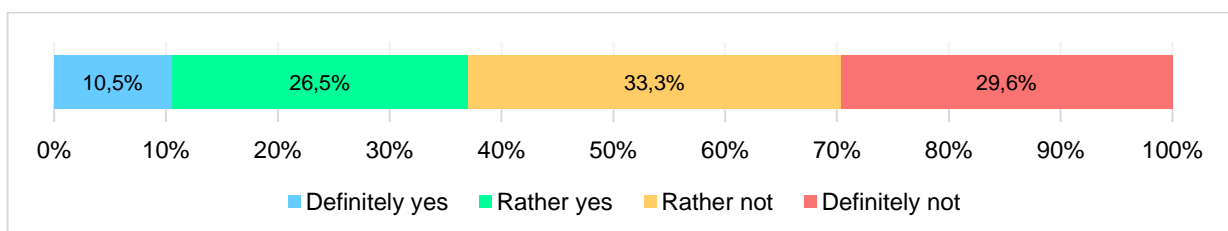
“Co-authorship should be viewed positively by institutions when evaluating staff, as evidence of a constructive approach to the conduct of research. Employers and/or funders should therefore develop strategies, practices and procedures to provide researchers, including those at the beginning of their research careers, with the necessary framework conditions so that they can enjoy the right to be recognized and listed and/or quoted, in the context of their actual contributions, as co-authors of papers, patents, etc., or to publish their own research results independently from their supervisor(s).”

Within the questionnaire survey, this principle was measured by the following items:

Do you believe that Masaryk University provides you as the research result author with legal protection of your intellectual property rights?



Do you believe that as an author of scientific research results at the Faculty of Art, you get an adequate share in the profit generated by your results to your faculty (for example authorship fees, licence fees, patent fees, fees for publications and scientific research results etc.)? An adequate share means a profit share corresponding to the share in the research result generation (work load devoted to the research generating the remunerated result)?



Graph 92: Detailed analyses of items measuring Principles 31 and 32. Percentage of answers in the whole analytical file.

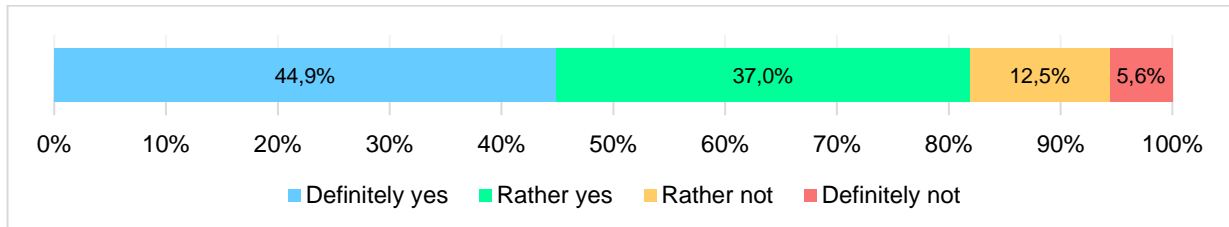
Almost 92% of respondents as authors (or co-authors) of scientific results believe that their legal protection of **intellectual property** is secured at MU. However, the respondents view rather negatively the question of obtaining a reasonable share of profit generated by the results of their scientific work. Further analyses show that this view is shared by the FA MU employees across various groups.

Principle 33: Teaching

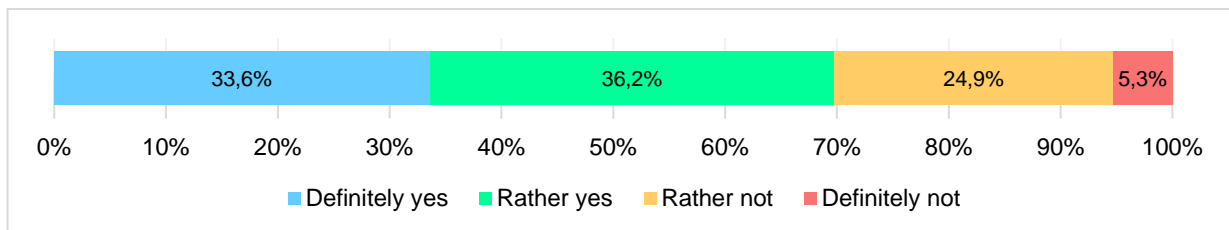
“Teaching is an essential means for the structuring and dissemination of knowledge and should therefore be considered a valuable option within the researchers’ career paths. However, teaching responsibilities should not be excessive and should not prevent researchers, particularly at the beginning of their careers, from carrying out their research activities. Employers and/or funders should ensure that teaching duties are adequately remunerated and taken into account in the evaluation/ appraisal systems, and that time devoted by senior members of staff to the training of early stage researchers should be counted as part of their teaching commitment. Suitable training should be provided for teaching and coaching activities as part of the professional development of researchers.”

Within the questionnaire survey, this principle was measured by the following items:

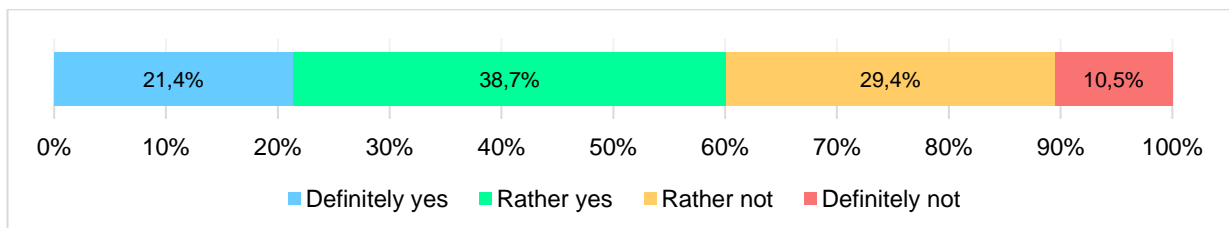
At your workplace, are teaching activities (overall burden caused by teaching as well as supervising theses, etc.) considered a full-valued part of your job (academic/research worker)?



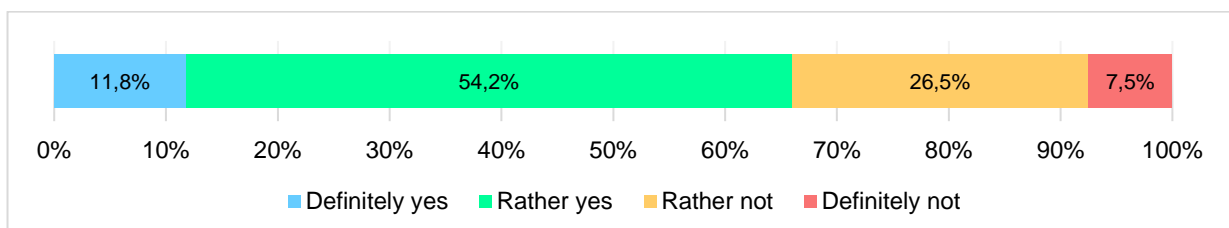
Is teaching performance considered during employee evaluation at your workplace?



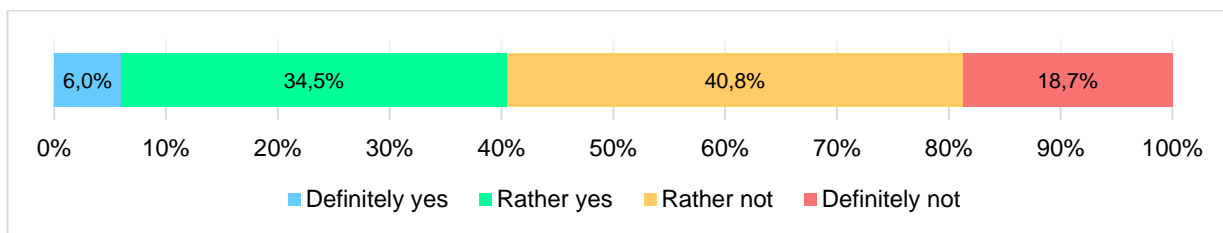
Is the extent of your teaching activities adequately taken into account in your remuneration?



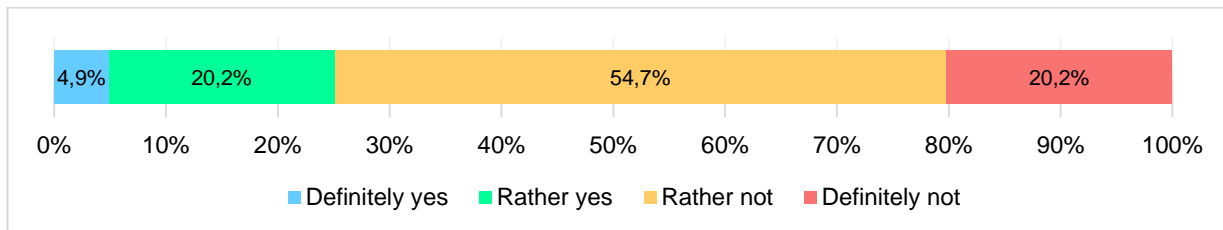
Does your teaching load permit fulfilment of your research intentions/ aims?



Does the amount of your paperwork permit the fulfilment of your research intentions?

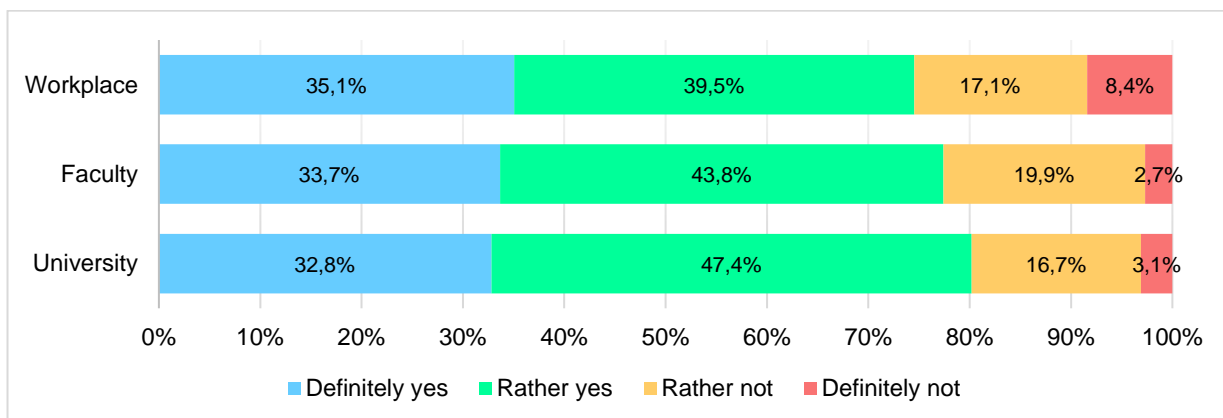


Would you say that you are overloaded with teaching activities?



Graph 95: Detailed analyses of items measuring Principle 33, first part. Percentage of answers in the whole analytical file.

Does Masaryk University provide you with sufficient options of professional development for teaching- and education-related activities at the level of:



Graph 96: Detailed analyses of items measuring Principle 33, second part. Percentage of answers in the whole analytical file.

Detailed analyses show that while **teaching** is evaluated rather positively, respondents perceive the area of paperwork much more critically and it's where we see a predominance of negative answers. In the case of teaching itself, the area of remuneration is perceived most critically, nevertheless about 60% of respondents think that their share of pedagogical activities is adequately taken into account in remuneration.

Respondents were also asked about the level of support in the field of teaching training, at workplace, faculty and university levels. The results show that about 70% to 80% of respondents feel supported at the above levels, with the highest support perceived by the university and the faculty.

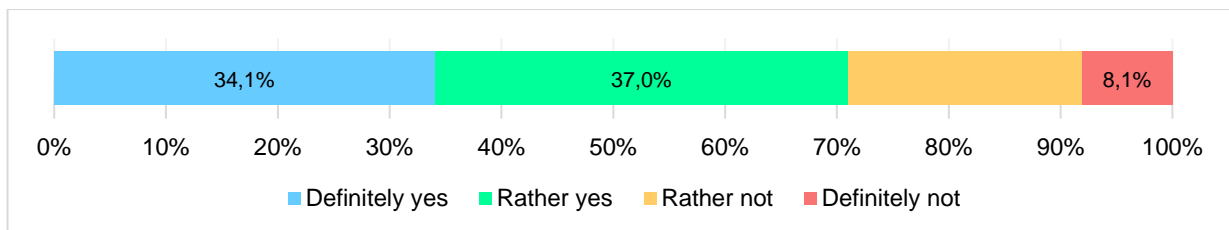
Principle 34: Complains/Appeals

“Employers and/or funders of researchers should establish, in compliance with national rules and regulations, appropriate procedures, possibly in the form of an impartial (ombudsman-type) person to deal with complaints/appeals of researchers, including those concerning conflicts between supervisor(s) and early-stage researchers. Such procedures should provide all research staff with confidential and informal assistance in resolving work-related conflicts, disputes and grievances, with the aim of promoting fair and equitable treatment within the institution and improving the overall quality of the working environment.”

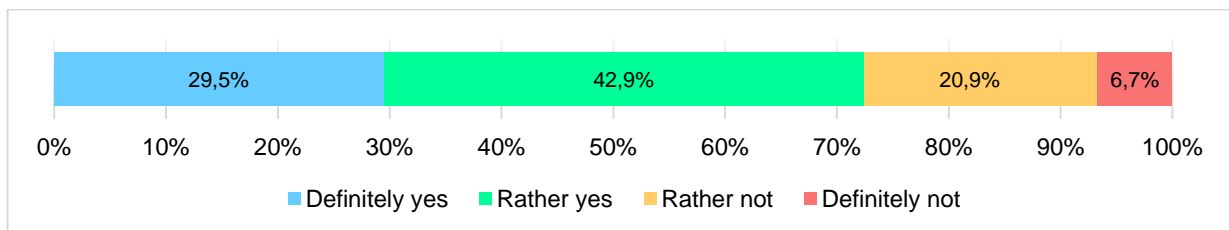
Within the questionnaire survey, this principle was measured by the following items:

Would you say that as concerns your current work needs:

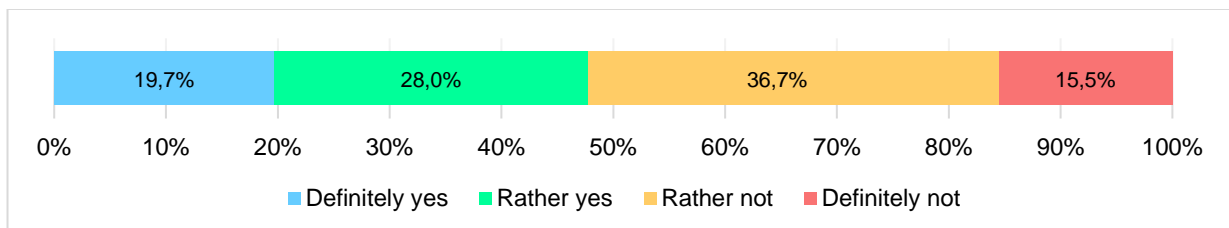
You are informed by your employer about the rules of personal data protection and processing?



Project support at your workplace works well?



You know how to file a potential complaint and appeal in connection with working conditions, employee rights etc.?



Graph 101: Detailed analyses of items measuring Principle 34. Percentage of answers in the whole analytical file.

The FA MU employees consider the area of **complaints and appeals** to be rather problematic. Further analyses show that less experienced employees and employees in younger age categories are the most critical in this respect. Detailed analyses show that the most problematic area is considered to be the area of complaints and appeals in the area of working conditions and employee rights, where less than 50% of respondents stated that they were familiar with these processes.

Principle 35: Participation in decision-making bodies

“Employers and/or funders of researchers should recognize it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, so as to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the institution.”

This principle was not measured in the questionnaire survey.

2.4. Thematic heading IV of the Charter and Code: TRAINING AND DEVELOPMENT

Principles 36 to 40: Relation with supervisors, Supervision and managerial duties, Continuing professional development, Access to research training and continuous development, Supervision

Principle 36: Relation with supervisors

“Researchers in their training phase should establish a structured and regular relationship with their supervisor(s) and faculty/departmental representative(s) so as to take full advantage of their relationship with them. This includes keeping records of all work progress and research findings, obtaining feedback by means of reports and seminars, applying such feedback and working in accordance with agreed schedules, milestones, deliverables and/or research outputs.”

Principle 37: Supervision and managerial duties

“Senior researchers should devote particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators. They should perform these tasks to the highest professional standards. With regard to their role as supervisors or mentors of researchers, senior researchers should build up a constructive and positive relationship with the early-stage researchers, in order to set the conditions for efficient transfer of knowledge and for the further successful development of the researchers’ careers.”

Principle 38: Continuing professional development

“Researchers at all career stages should seek to continually improve themselves by regularly updating and expanding their skills and competencies. This may be achieved by a variety of means including, but not restricted to, formal training, workshops, conferences and e-learning.”

Principle 39: Access to research training and continuous development

“Employers and/or funders should ensure that all researchers at any stage of their career, regardless of their contractual situation, are given the opportunity for professional development and for improving their employability through access to measures for the continuing development of skills and competencies. Such measures should be regularly assessed for their accessibility, take-up and effectiveness in improving competencies, skills and employability.”

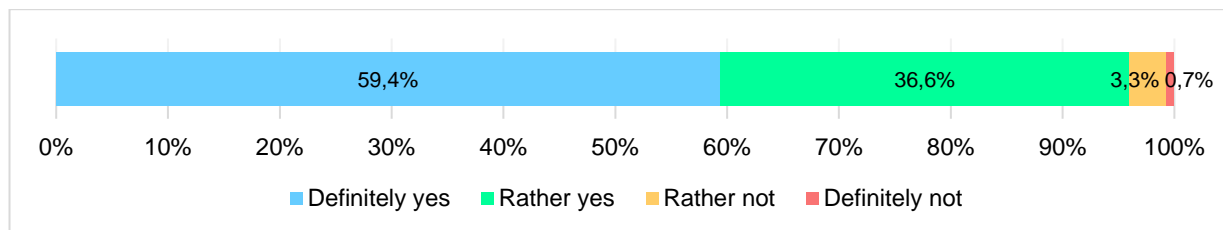
Principle 40: Supervision

“Employers and/or funders should ensure that a person is clearly identified to whom early-stage researchers can refer for the performance of their professional duties and should inform the researchers accordingly. Such arrangements should clearly define that the proposed supervisors are sufficiently expert in supervising research, have the time, knowledge, experience, expertise and commitment to be able to offer the research trainee appropriate support and provide for the necessary progress and review procedures, as well as the necessary feedback mechanisms.”

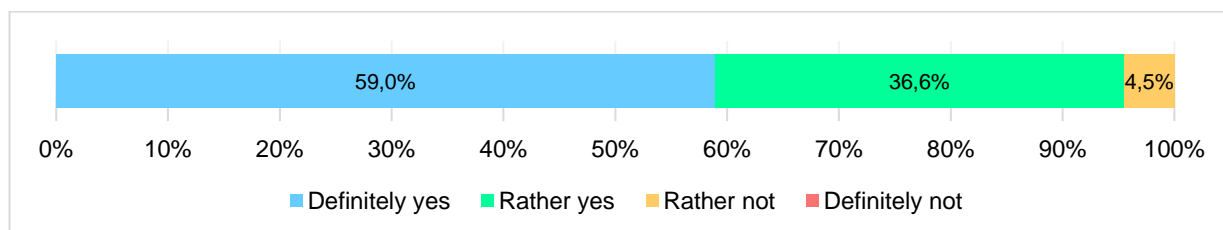
Within the questionnaire survey, this principle was measured by the following items:

On the basis of your personal experience, do you believe that your faculty assures the following:

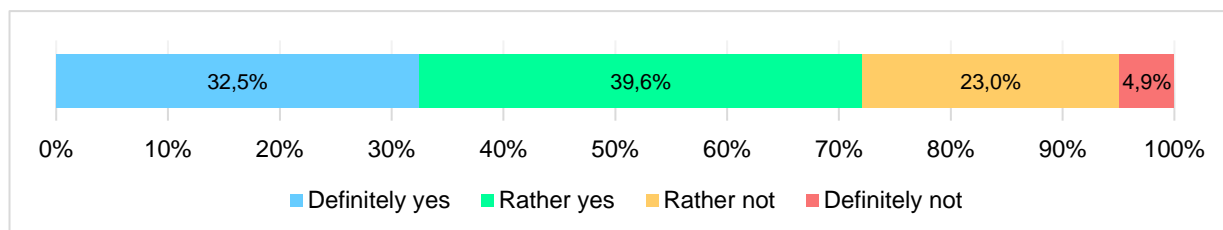
Doctoral students can be in periodic/regular contact with their tutors/supervisors



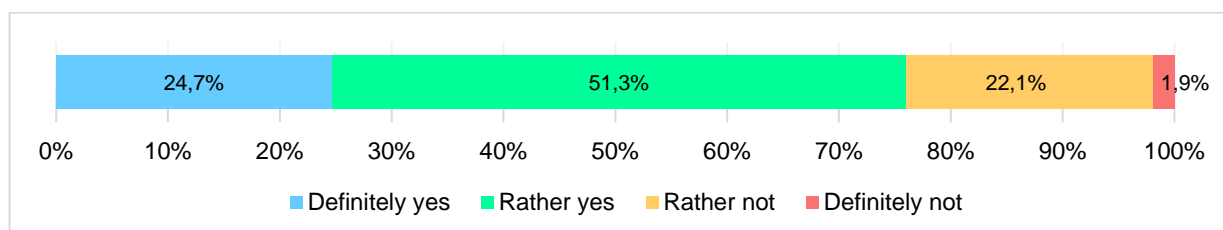
Doctoral students can make full use of their opportunities to maintain contact with their tutors



Experienced researchers (for example project owners, team leaders) take sharing their knowledge and experience with peers for granted, as an integral part of their role

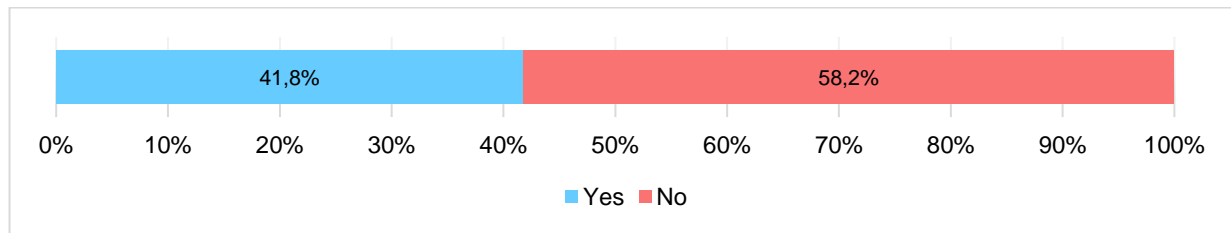


Researchers systematically work on the development of their personal capabilities, knowledge and skills on all career levels



Graph 108: Detailed analyses of items measuring Principles 36 to 40, first part. Percentage of answers in the whole analytical file.

Is there a clearly defined person whom researchers can address at the beginning of their career with questions related to their duties?



Graph 113: Detailed analyses of items measuring Principles 36 to 40, second part. Percentage of answers in the whole analytical file.

In the area of **supervision**, respondents generally evaluate the possibility of doctoral students to maintain regular contacts with their supervisors and make full use of them positively. At the same time, we can also see from the additional analyses, a more critical view of the relationships between doctoral students and their supervisors from younger and less experienced FA MU employees, while older and more experienced employees are more optimistic about this area. A specific category, which is particularly critical of this topic, is a group of doctoral students – that is, employees in positions where supervision is one of the important tools of professional development.

In the area of knowledge transfer from more experienced colleagues to less experienced colleagues, almost a third of respondents think that experienced researchers do not consider it to be a matter of course to share their knowledge with other colleagues.

More than 58 % of respondents are of the opinion that there is no clearly identified person for researchers to turn to at the beginning of their careers in matters related to the performance of their work duties. According to additional analyses, this view is the strongest among researchers at the R2 level.

3. Final summary

The questionnaire survey was conducted with a relatively high interest from FA MU employees (the total response rate of questionnaires was almost 70%) and provided insight into the issue of human resources care at the faculty.

The findings are more or less positive: in none of the monitored areas do the staff of FA MU feel a systematic failure of support.

However, the intention of the questionnaire survey was to map the state of fulfilment of the principles of the Charter and Code at the FA MU, especially from the point of view of identifying possible shortcomings, which will then be taken into account in Gap Analysis of the FA MU. Therefore, this final summary focuses mainly on the **problem areas**, which were identified as follows within the principles set out below:

- **Principle 1: Research freedom:**
volume of available funds as well as the availability of suitable collaborators
- **Principle 2: Ethical principles:**
administrative demands associated with ensuring the ethical aspects of scientific work
- **Principle 4: Professional attitude:**
familiarity with strategic documents and formal procedures of scientific work
- **Principle 7: Good practice in research:**
project administration
- **Principles 8 and 9: Dissemination, exploitation of results, Public engagement:**
support for the dissemination of research results and the fulfilment of public engagement
- **Principle 10: Non-discrimination:**
tools to prevent discriminatory behaviour
- **Principle 11: Evaluation/appraisal systems:**
feedback in the framework of employee evaluation
- **Principles 12 to 15: Recruitment, Recruitment (Code), Selection (Code), Transparency (Code):**
transparency of recruitment and selection procedures
- **Principles 16 to 20: Judging merit (Code), Variations in the chronological order of CVs (Code), Recognition of mobility experience (Code), Recognition of qualifications (Code), Seniority (Code):**
the range of selection criteria applied
- **Principle 22: Recognition of the profession:**
recognition of researchers as members of an appropriate professional group
- **Principle 25: Stability and permanence of employment:**
the effect of a fixed-term employment contract on the researcher's performance
- **Principle 26: Funding and salaries:**
the adequacy of researchers' wage conditions compared to their expectations
- **Principle 27: Gender balance:**
equality of working conditions and opportunities
- **Principle 28: Career development:**
support for continuing training and career development
- **Principle 29: Value of mobility:**
perception of different types of mobility as part of development
- **Principle 31: Intellectual property rights:**
obtaining a reasonable share of the profit generated by the results of scientific work
- **Principle 33: Teaching:**
excessive paperwork, consideration in remuneration and evaluation

- **Principle 34: Complaints / appeals:**
familiarity with the complaint process
- **Principles 36 to 40: Relation with supervisors, Supervision and managerial duties, Continuing professional development, Access to research training and continuous development, Supervision:**
clear identification of the supervisor, sharing the knowledge of experienced researchers with other colleagues

For many awareness-oriented issues, it was found that researchers are often unfamiliar with existing regulations, processes, documents, support services, etc., or critically evaluate the availability of the necessary information.

Other topics that emerged during the analyses of the questionnaire survey are the following: corporate inbreeding and the overall closedness of the FA MU in relation to employees coming from outside MU and from abroad; ethical conduct of the FA MU employees at workplaces in the field of interpersonal relations, especially between men and women, as well as superiors and subordinates; transparency across many areas (e.g. in addition to the recruitment and selection process, financial remuneration, employee evaluation, etc.).

For many topics, it turned out that there are specific groups of the FA MU employees who perceive the area more critically than their colleagues. These are, for example, doctoral students in the field of supervision, or women in the field of gender equality; in many other areas younger and less experienced employees are often considerably more critical. Conversely, older employees and those with richer experience both in the academic field (especially the group of R4 employees) and also at the FA MU as such, are generally among the more satisfied respondents.

It can be concluded that, overall, the results show the predominant satisfaction of the FA MU employees with the personnel policy at the faculty. They point at the necessity of partial improvements in some areas and also suggest the need for greater differentiation of services provided at the FA MU, depending on the target group of employees.

4. References

European Communities. 2006. *European Charter for Researchers. Code of Conduct for the Recruitment of Researchers*). Luxembourg: Office for Official Publications of the European Communities.

Masaryk University. 2019. *Methodical sheet of the Department for Personnel Management of the Rector's Office of Masaryk University. Classification of academic staff and non-academic staff in research and development at Masaryk University into categories R1–R4*.