



**SLEZSKÁ  
UNIVERZITA**

**Career Regulations  
of the Silesian University in Opava  
No. 1/2022**



**SLEZSKÁ  
UNIVERZITA**

**Career Regulations  
of the Silesian University in Opava  
No. 1/2022**

**Article 1**

**Introductory provisions**

- 1) This internal standard (hereinafter referred to as the “Career Regulations”) aims to specify guidelines for the employees of the Silesian University in Opava (hereinafter referred to as “the SU” or “the University”) regarding the following aspects:
  - a) defining a professional career in terms of expected career growth, personal development, motivation and the selection of appropriate support tools,
  - b) establishing a foundation for equal access, transparency and reviewability of employment practices concerning career development,
  - c) defining fundamental conditions to facilitate a successful balance between professional and personal life.
- 2) The Career Regulations serve as a personnel management instrument through which employees can advance in their professional careers, provided they meet the defined criteria.
- 3) The Career Regulations are issued in accordance with the Higher Education Act (hereinafter referred to as “the Act”), the Labour Code and other legal regulations and the internal regulations of the University, taking into account the Commission Recommendation on the European Charter for Researchers and on the Code of Conduct for the Recruitment of Researchers (2005/251/EC).

- 4) The individual units of the University shall adapt the issues covered by these Regulations to their specific conditions in an internal standard of the unit, always maintaining the principles defined in these Regulations.

## **Article 2**

### **Basic terms and conditions**

- 1) Creative activity encompasses scientific and research endeavours, as well as development and innovative initiatives, artistic expressions, and other forms of creative engagement.
- 2) Teaching activity encompasses regular teaching within accredited study programmes offered by the University and other related activities (preparation and supervision of theses, consultations, conducting internships, etc.).
- 3) The specific characteristics of the roles of academic, scientific and teaching personnel (hereinafter referred to as AP, SP or TP), are outlined in the annexes to the Internal Wage Regulations of the Silesian University in Opava, which also include qualification requirements for individual positions,
- 4) Within these Regulations, the term other personnel refers to staff who do not hold positions as scientific, academic or teaching personnel.
- 5) The recruitment process for academic and scientific positions and a selected group of other employees is determined by the SU Selection Procedure Regulations and related internal standards.
- 6) The assignment of a job function and a corresponding remuneration to a staff member is made by a senior employee authorized to handle labour relations. This responsibility typically rests with the dean of the faculty, the director of the institute of higher education or the rector (hereinafter referred to as “the head of the unit”). When making decisions regarding the employment relationship, it is necessary to proceed in accordance with the requirements specified for the job function, the conditions outlined in the selection procedure and the extent to which these conditions are met, the SU Internal Wage Regulations and related internal standards.

## **Article 3**

### **Career and personal development of academic, scientific and teaching personnel**

- 1) Career development entails continuous and systematic improvement of qualifications, enabling employees to advance in both expertise and qualifications. Recognizing education as crucial for societal growth, academic staff naturally embrace lifelong learning and prioritize personal and professional development, including taking proactive steps.
- 2) The University strives to provide all employees with fair, equal and transparent opportunities for career growth and personal development.
- 3) The employment terms of academic, scientific and teaching personnel may include fixed-term contracts, particularly for lower-level positions, in accordance with the Labour Code. When extending employment (especially on an indefinite basis), the employee’s performance and the fulfilment of career development requirements are taken into consideration. The duration of the employment agreement must not affect the conditions provided to support the employee’s career development.
- 4) Career development requirements for academic personnel are determined on the basis of performance evaluations. Key milestones for qualification improvement include:
  - completing doctoral studies within 8 years of taking up the position of assistant professor,

- completing habilitation and being appointed as an associate professor within 15 years of taking up the position of assistant professor.
- 5) Failure to meet the requirements outlined in the personal development plan can be deemed as a sign of career stagnation. In the case of academic or scientific personnel holding the position of associate professor or professor, career stagnation can also be identified if the staff member fails to produce any creative output, is not responsible for any university projects, or does not supervise any doctoral students for a period exceeding 7 years.
  - 6) The personal development plan for academic, scientific and teaching personnel may include enhancing qualifications in line with the job requirements. This includes:
    - pedagogical, presentation and communication skills,
    - expertise in the relevant fields,
    - specific knowledge related to research, project management and administration,
    - proficiency in foreign languages (particularly English) for teaching or creative activities,
    - prerequisites for the performance of managerial functions (managerial skills).
  - 7) To support work-life balance, periods referred to in paragraphs 4 and 5 do not include non-visible status periods (such as maternity and parental leave, performance of a public function, compulsory military service, etc.) or extended absences (due to illness, quarantine, caring for a child or family member, or unpaid leave) lasting continuously for at least 3 months.

## **Article 4**

### **Supporting career growth and personal development of academic, scientific and teaching personnel**

- 1) There are several direct tools to support the career growth and personal development of academic, teaching and research staff. These tools include:
  - a) allowing creative leave or a foreign internship, or providing funds through the SU Internal Grant Competition to support the submission of proposal for habilitation proceedings or proceedings for the appointment of a professor,
  - b) encouraging active participation in conferences and other professional or artistic events at national and international levels that will help increase the employee's expertise in their field,
  - c) providing opportunities for short- and long-term internships with external partners to promote foreign mobility,
  - d) offering systematic education in the following areas:
    - language skills and professional writing,
    - presentation and communication skills,
    - specific knowledge related to research, as well as project management and administration (especially for academic and scientific staff),
    - teaching skills (including PhD students and researchers),
    - mentoring methodologies,
    - management skills (especially for senior staff),
    - other professional skills that align with the employee's role,
  - e) creating a conducive work environment by equipping workplaces in line with current standards and trends,
  - f) employing other tools according to the specific conditions of each unit.

- 2) There are also indirect tools to support the career growth and personal development of academic, teaching and research staff. These tools include:
  - a) conducting regular staff evaluations,
  - b) creating adequate conditions for work, such as balancing creative and teaching activities, taking into account other accepted roles (trainers, mentors, etc.) and promoting a healthy balance between professional and personal life,
  - c) offering the possibility to adjust working conditions:
    - when the employee is returning from maternity or parental leave to support faster engagement (e.g. through reduced working hours or job-sharing),
    - when the employee is preparing for habilitation or appointment as a professor,
    - in cases where there is or could be a stagnation in career development resulting from objective external constraints, especially due to long-term health issues or the need to care for immediate family members,
    - in cases where there is or could be a stagnation in career development resulting from objective internal constraints, especially due to a long-term unbalanced work structure (e.g. excessive teaching resulting from the needs of the workplace or the burden of a managerial or academic role),
  - d) providing advice at the University unit levels for applying for grants and implementing projects,
  - e) utilizing other tools based on the specific conditions of each unit.
- 3) Additional tools to support the career growth and personal development of academic, teaching and research staff include:
  - a) providing financial remuneration of staff through pay incentives in accordance with the SU Internal Wage Regulations and related internal standards,
  - b) consulting and advisory support for career growth offered by the SU Career Centre,
  - f) providing contractual pay in accordance with the SU Internal Wage Regulations.
- 4) Creating the conditions for career growth and personal development of academic, teaching and scientific personnel, selecting specific tools to support career growth and combining these tools is the responsibility of the supervisor.
- 5) The decision to modify working conditions under paragraph 2(c) shall be taken by the relevant head of the unit. This decision can be made at the request of the staff member, their supervisor or at the head's own initiative, following an assessment of the current capabilities of the workplace.
- 6) Individual career and personal development incentives are not guaranteed entitlements unless otherwise stipulated by law, other legislation or these Career Regulations.

## **Article 5**

### **Personal development of other staff members**

- 1) The main tools to support the personal development of other employees include:
  - a) providing support for the developing qualifications in professional skills required for their role, i.e. training programmes aimed at deepening and updating knowledge, developing specialization, enhancing management skills and improving language proficiency – this may include short- and long-term training programmes, seminars, specialized training, coaching, development studies and courses,
  - b) offering support to increase qualifications in connection with planned career development,

- c) conducting regular staff evaluations,
  - d) providing financial remuneration of staff through pay incentives in accordance with the SU Internal Wage Regulations,
- 2) Other tools that can be utilized include:
- a) promoting the use of mobility schemes,
  - b) offering opportunities to adjust working conditions to support a quicker return to work, particularly when returning from maternity or parental leave (e.g. through reduced working hours or job-sharing),
  - c) promoting work-life balance,
  - d) creating a conducive work environment by ensuring adequate workplace equipment.
- 3) The scope and focus of personal development support are generally determined by the requirements specified in the job description, the degree of fulfilment or the employee's personal development plan.
- 4) Management training is primarily intended for senior employees, those whose job position requires managerial competences, or those who included management training in their personal development plan.

## **Article 6**

### **Staff evaluation**

- 1) Regular staff evaluations serve as a personnel management tool. The evaluations aim to comprehensively and objectively assess the results of work activities, work behaviour and development potential of the employee and compare these findings with the job requirements. The evaluation process aims to:
- optimize the utilization of employee potential,
  - manage the career development of employees,
  - strengthen the objectivity of remuneration,
  - create conditions for increased motivation,
  - achieve the strategic goals of individual departments, units and the University as a whole.
- 2) Employee evaluation is a transparent process based on predetermined indicators, rules and methods. It is conducted at specified intervals and with predefined outcomes. The basic principles of employee evaluation are outlined in these Career Regulations.
- 3) The specific form, method and course of evaluation in each unit are determined by their respective heads. The terms, process and outcomes of the evaluation are communicated in advance to each staff member undergoing evaluation.
- 4) The evaluation can be conducted through various means, including:
- a) individual interviews to evaluate job performance or performance indicators related to the employee's activities or personal development plans (career plans),
  - b) departmental meetings where the achieved results of the evaluated staff are presented,
  - c) a commission attestation or an attestation interview with a senior staff member.
- 5) Staff evaluations are conducted at least once a year, either during the academic or calendar year.
- 6) Compulsory evaluation applies to all employees whose employment relationship lasted a minimum of 6 months at the end of the evaluation period and whose weekly working time amounts to at least 20 hours. Staff members employed for specific projects of less than 12 months may be exempted from evaluation.

- 7) When evaluating the results of creative activity, the internal assessment of the employee's creative activity at the workplace pursuant to Section 7 of the Rules of the Quality Assurance System for Educational, Creative and Related Activities and Internal Evaluation of Educational, Creative and Related Activities (hereinafter referred to as "the Rules") are taken into account if such evaluation occurred during the evaluation period.
- 8) The evaluation of teaching activities takes into account the scope of teaching, its level of difficulty, and the results of the evaluation of teaching by students in accordance with § 9 (3) of the Rules.
- 9) The performance evaluation of academic, scientific and teaching personnel considers the specifics of the relevant field of creative activity and the corresponding field of education in study programmes. Additionally, for professional study programmes and creative activities related to applied research, experimental development and innovation, collaboration with practical applications is also taken into account.
- 10) For academic, scientific and teaching personnel, their career progress in terms of academic qualifications is assessed, particularly in relation to the duration of the staff member's current role. Where applicable, further objectives for career growth or personal development may be established.
- 11) Other staff members are evaluated based on their work performance and level of professional qualifications.

## **Article 7**

### **Results and outcomes of staff evaluations**

- 1) The result of the evaluation must be clear, transparent and documented (e.g. through forms or minutes). The employee under evaluation must be informed of the results of the evaluation and given the chance to provide their comments.
- 2) The evaluation typically includes:
  - individual or group goals and objectives,
  - career and personal development plans,
  - recommendations for changes in job classification, adjustments to the balance of creative and teaching activities or revisions to remuneration.

These outputs and suggestions must be directly linked to the evaluation outcome and serve as motivational factors for the staff.

- 3) In cases where the evaluation identifies performance or career development deficiencies, the findings may include recommendations or corrective actions, along with a timeline for implementation.
- 4) If the evaluation reveals a stagnation in career development (see Article 3(5)), the head of the unit should consider taking effective measures to fill the position with a member of staff who demonstrates the required career development potential.
- 5) The results of staff evaluations are submitted to the head of the unit and, in either summarized or individual form, to the rector no later than 3 months after the end of the evaluation period.
- 6) Records of employee evaluations are kept by a designated employee or by the Rectorate's HR and Payroll Department. The head of the unit decides how the records are to be kept.

## **Article 8**

### **Transitional and final provisions**

- 1) These Career Regulations do not undermine the authority of the employees authorized to make decisions in labour relations as stipulated by legal regulations and the SU statutes.
- 2) The heads of units are responsible for establishing specific rules, conditions and procedures in the form of internal unit standards as referred to in Article 1(4), in particular for the area of staff evaluation and the establishment of personal development plans, and for making these rules known to staff by 31 March 2023 at the latest.
- 3) Employee evaluations for the year 2022 may be conducted in accordance with Career Regulation 2/2020. The first evaluation under these Regulations shall be conducted no later than in 2023 or during the 2023/24 academic year.
- 4) With the issuance of these Regulations, the Career Regulations 2/2020 are repealed and shall expire on 31 December 2022.
- 5) These Regulations come into force on the date of issuance and will be effective from 1 January 2023.

In Opava on 9 November 2022

doc. Ing. Pavel Tuleja, Ph.D.  
Rector



Part of the university:	Rectorate
Designation:	<b>Career Regulations of the Silesian University in Opava</b>
Number:	<b>1/2022</b>
Name of the standard:	<b>Career Regulations of the Silesian University in Opava</b>
Approved by:	doc. Ing. Pavel Tuleja, Ph.D.
Derogation:	Career Regulations 2/2020
Valid from:	the day of publication on the intranet
Effective from:	1 January 2023
Release date:	9 November 2022
Published by:	Rector
Prepared by:	Ing. Ivana Růžičková, MPA
In cooperation with:	Prof. RNDr. Miroslav Engliš, DrSc., Doc. Mgr. Tomáš Gongol, Ph.D.
Number of pages:	7
Number of annexes:	-
Method of disclosure:	intranet