



Human Resources Strategy for Researchers Poznan University of Economics and Business

Implementation of the European Charter for Researchers and the Code of Conduct
for the Recruitment of Researchers



POZNAŃ UNIVERSITY
OF ECONOMICS
AND BUSINESS

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INTRODUCTION

Overview

The Poznań University of Economics and Business (PUEB), established in 1926, is a leading business school in Poland. It is also one of five public business schools in the country. Our aspiration is to strengthen PUEB's position as the best business school in Poland and one of the best in Central and Eastern Europe. This vision was set out in the PUEB Strategy for the years 2013-2020. We want to focus on enhancing PUEB's high standing in research and education – these two are our main priorities. Following this, in 2020 PUEB will also be a modern and widely recognisable University creating favourable conditions for conducting academic research. Additionally, PUEB will try to strengthen its advisory role, and will be an efficiently managed institution and an attractive employer for its employees. Moreover, PUEB has a clearly articulated mission which is shared throughout the University. The key aspect of the mission is modern education, based on innovative research.

Context

Research is one of PUEB's key objectives. Therefore, its research capacity incorporates more than 500 academics, active in the fields of Economics, Finance, International Economics and Business, Information Technology, Management, and Commodity Science. Four of the five Faculties have the research category A (very good) awarded by the Ministry of Science and Higher Education, while the Faculty of International Economics and Business has the category B (good). Research is one of the top priorities of the PUEB core faculty and it is shown in the number of scientific publications in the last years. In terms of publishing research papers, it is worth noticing that PUEB is a publisher of two research journals – *Studia Oeconomica Posnaniensia*, and the *Economics and Business Review* – as well as a regular publisher of monographs, books, practice-oriented materials and teaching materials. Research is strictly connected to innovation, and thanks to the InnoPUEB project, it was possible to create a unique laboratory for Interdisciplinary Research, which consists of seven specialised thematic laboratories. All five Faculties maintain strong relations with business practices, which is reflected by many implementations of innovations and solutions generated at PUEB in business, particularly in the field of Commodity Science and Information Technologies, which is not common for other business schools in Poland and in other countries. Significant is also the role of the PUEB's Knowledge Transfer Company, which helps to commercialise research and development carried out at the University. On the continuous improvement side, PUEB still aims to enhance the efficiency of successfully obtaining grants from the National Science Center and from the private funds of companies. Moreover, one of PUEB's top priorities, which is not only integral to its strategy but also implemented at the level of each Faculty and essential to career progression, is to increase the internationalisation of research activities.

PUEB was awarded the first international institutional accreditation by CEEMAN in 2013. Apart from this, particular programmes were also awarded international accreditations:

- since 2006 EPAS accreditation for the Executive MBA programme;
- since 2008 AMBA accreditation for the MBA Poznań-Atlanta programme.

PUEB wants to use the European Commission's HR Strategy for Researchers (HRS4R) framework as a tool to improve these initiatives and to carry out new ones that will make the working environment for researchers at PUEB even better and far more stimulating. This document shows the step-by-step process of creating the HR strategy at PUEB.

PUEB Context

The Poznań University of Economics and Business is a public institution, i.e. an institution which by definition is created by the state and represented by an appropriate public authority (each new public university has to be established by a separate Act of Parliament). Its main activity focuses on teaching and conducting research and it receives public funds to organise the teaching of full-time students. PUEB conforms to the acts of law governing higher education in Poland, i.e. the aforementioned Act of 27 July 2005 – The Law on Higher Education. The Poznań University of Economics and Business receives funds from the Ministry of Science and Higher Education to be able to organise full-time studies. Other sources of funding research at PUEB come from the following institutions: the National Science Centre, which organises research, PhD and postdoctoral-degree competitions; the National Centre for Research and Development, which funds academic and applied research, innovation and cooperation with business projects; the Ministry of Science and Higher Education and Foundation for Polish Science programmes. PUEB staff also have numerous possibilities of applying for scholarships and grants funded by the EU or other institutions. The University has the freedom to make its strategic decisions and to pursue its mission without undue interference.

The Poznań University of Economics and Business has a core academic staff of 520 (as of 31 March 2016) (520 FTE), most involved in research and teaching, including 169 people with a postdoctoral degree, 58 of whom are full professors with a title of professor, and an additional three working as associate professors. In addition to this, 264 members of the core staff have a doctoral degree. PUEB is a research-led university that combines both research and teaching with an interdisciplinary approach. This is reflected in the programmes that it delivers (i.e. Commodity Science, Informatics and Electronic Economy).

Table 1. Core faculty and age distribution by academic rank (as of 31.10.2016)

NUMBER OF STAFF MEMBERS PER ACADEMIC RANK:	AGE DISTRIBUTION	
Full professors	55	43-70
Associate professors - prof. zw.	3	62-67
Associate professors - dr hab.	82	38-69
Assistant professor - dr hab.	32	37-60
Assistant professor - dr (adiunkt)	210	28-52
Assistant professor - dr (asystent)	25	26-38
Senior lecturer	38	39-66
Teaching assistant	30	24-65
Other academic teachers	51	35-67
Total:	526	

PUEB attracts young researchers with its strong mentorship within its Departments, with its high ranking position among Polish business schools, and with its prestige. The University offers individual staff development schemes which make up an overall plan for staff development (a range of training programmes for academic staff). There is a constant turnover of staff, which has a well-balanced age profile and gender mix. There are set rules and procedures for appointing academics and for their pursuit of their career path, concerning academic degrees and titles and posts within the university. The level of internationalisation is continuously increasing, based on our strategy. In recent years, there has been a clear growth in faculty members international experience and exposure.

As academic teachers are employed in research-teaching positions, most of them do their own research in the areas in which they teach. Therefore, research conducted by academic staff has a direct impact on the programmes and their development. Programme development takes place according to both market needs and the staff's areas of expertise.

PUEB HR STRATEGY FOR RESEARCHERS

Poznań University of Economics and Business has already made attempts to introduce a HR Strategy. Some notions already exist in the PUEB Strategy and based on their aims and key measurements a HR Strategy was developed. However, a more sophisticated tool was provided by the European Commission – the HR Strategy for Researchers (HRS4R) framework. It became the starting point for the creation of an extensive PUEB HR strategy that is responsive to the needs of researchers.



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RESEARCH DESIGN

In September 2016 prof. Maciej Żukowski PUEB Rector, established a Committee for the Human Resource Strategy for Researchers. Its members represent the environment of academics within the experience of management, human resources, different university careers, and the university's administration authorities' (HR Division, Marketing Department and Chancellor).

	NAME	POSITION	GROUP MEMBERSHIP
1	Assoc. Prof. Elżbieta Gołata	Vice-Rector for Research and International Relations – President of the Committee	G4
2	Assoc. Prof. Maciej Ławrynowicz	Department of Labour and Social Policy – Committee Coordinator	G2, G3
3	Jolanta Szydłowska MA	Deputy Head of the Human Resources Division	G1, G3
4	Marta Biegańska PhD	Department of Commodity Science and Ecology of Industrial Products	G1 (coordinator), G3
5	Prof. Szymon Cyfert	Department of Organization and Management Theory	G2 (coordinator), G3
6	Katarzyna Trudnowska-Bobeł MA	Legal Office	G2
7	Tomasz Szubert PhD	Department of Statistics and Demography	G2
8	Alicja Koperska MA	PhD Student representative	G2
9	Agata Filipowska PhD	Department of Information Systems	G3, G4
10	Piotr Trąpczyński PhD	Department of International Competitiveness	G1
11	Michał Staszków PhD	Department of International Management	G1
12	Blanka Cimcioch MSc eng.	International Accreditations Coordinator	G1
13	Anna Bernaczyk	Research and International Relations Office	G1
14	Iwona Cieślik MA	Marketing Department	G3
15	Anna Matuszak-Jankowiak MA	PUEB Chancellor	G3, G4
16	Krzysztof Szwarz PhD	Department of Statistics and Demography	G2
17	Assoc. Prof. Beata Skowron-Mielnik	Department of Management and Corporate Resources Analysis	G2

G1- gap analysis – legislation and HR practices analysis

G2- gap analysis – survey design and analysis

G3- action planning

G4 - internal reviewers

The academics mentioned above represented all the faculties, as well as the specialties related to human resources and data analysis in management. The staff members involved in the survey of the employees' satisfaction in the period 2014-2015 and responsible for the preparation of the self-assessment report for the EQUIS Accreditation were also included in the team.

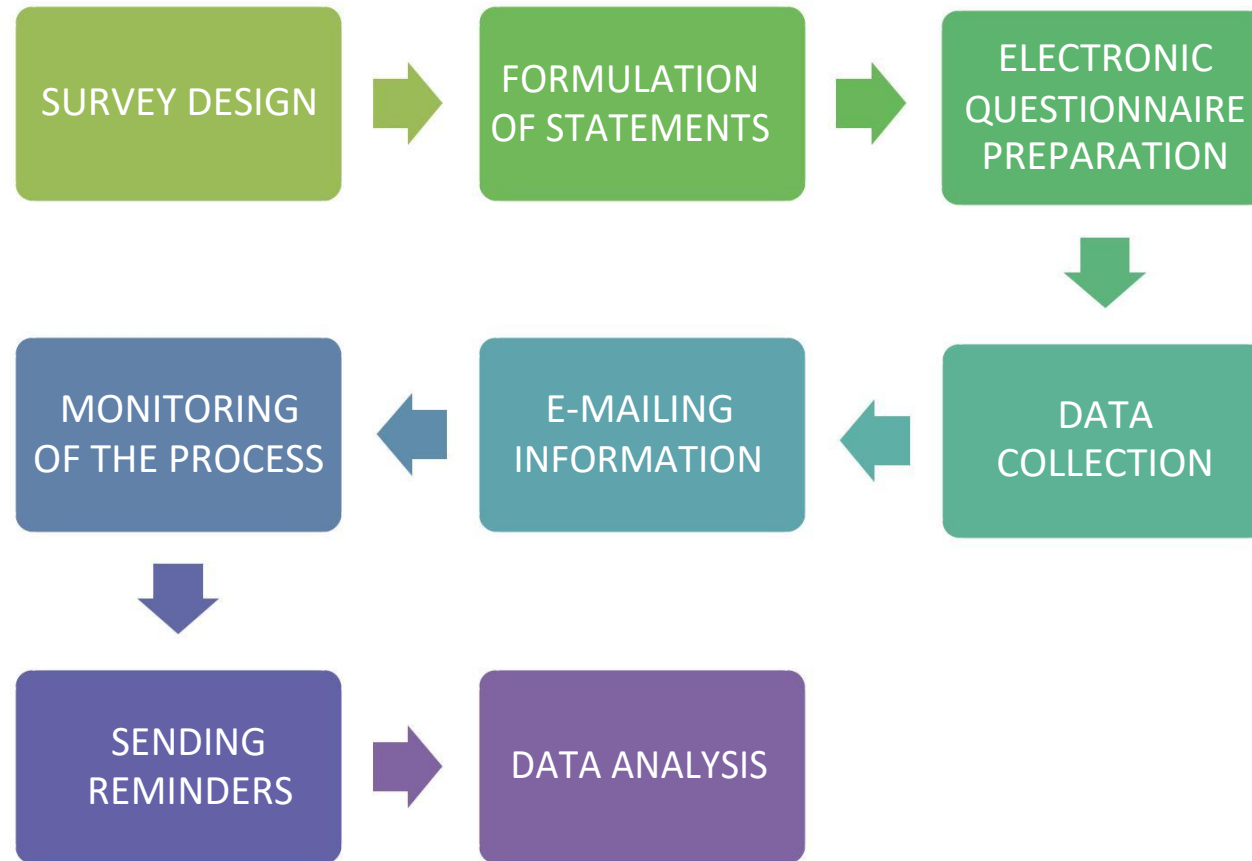
During the first team meeting the Rector reminded the participants of the priority of the research staff development at PUEB, which is included in the PUEB strategy plan, the internationalization strategy, as well as in the self-assessment report for the EQUIS Accreditation. In the second part of the meeting the coordinator presented a proposed Action Plan, staff members responsible for each stage, as well as the appointment of two groups: the group for the analysis of documents and HR practices, and the group in charge of the survey. In the next stage, the groups' representatives drew up their Action Plan, based on identified gaps, and carried out social consultations with employees through publication of the proposed solutions, with an opportunity of making comments. The final version accepted by the PUEB Rector is the result of the analyses of the valid legal solutions, HR practices, and the survey conducted among employees, in line with the strategic actions included in the PUEB strategy.





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**INTERNAL ANALYSIS PART 1 (QUESTIONNAIRE GAP ANALYSIS)
SURVEY METHODOLOGY**



The survey was conducted by means of a questionnaire consisting of 46 statements (based on The European Charter for Researchers The Code of Conduct for the Recruitment of Researchers), divided into 4 groups:

- ethical and professional aspects;
- recruitment;
- working conditions and social security;
- training.

Respondents had to determine their agreement with each of the statements by selecting one of the options on the 7-point Likert scale: strongly disagree (1); disagree (2); somewhat disagree (3); neither agree nor disagree (4); agree somewhat (5); agree (6); strongly agree (7). There was also an option "I do not know", as an alternative form for people who did not understand the given statement or who had not had any experience with this aspect.

In some cases, respondents were asked for the reasons for their non-agreement. They had to indicate which of six factors (resources, structure and / or processes, information, knowledge and skills, motivation, relationships and quality of life in the organization) decided on their negative perception of the aspect. An open question completed the main part of the questionnaire. Respondents had the opportunity here to indicate other issues which weren't previously mentioned and which should be included in the strategy. The personal information included questions about gender, work experience at the university, faculty, position, length of time they had worked at the university and their form of employment.

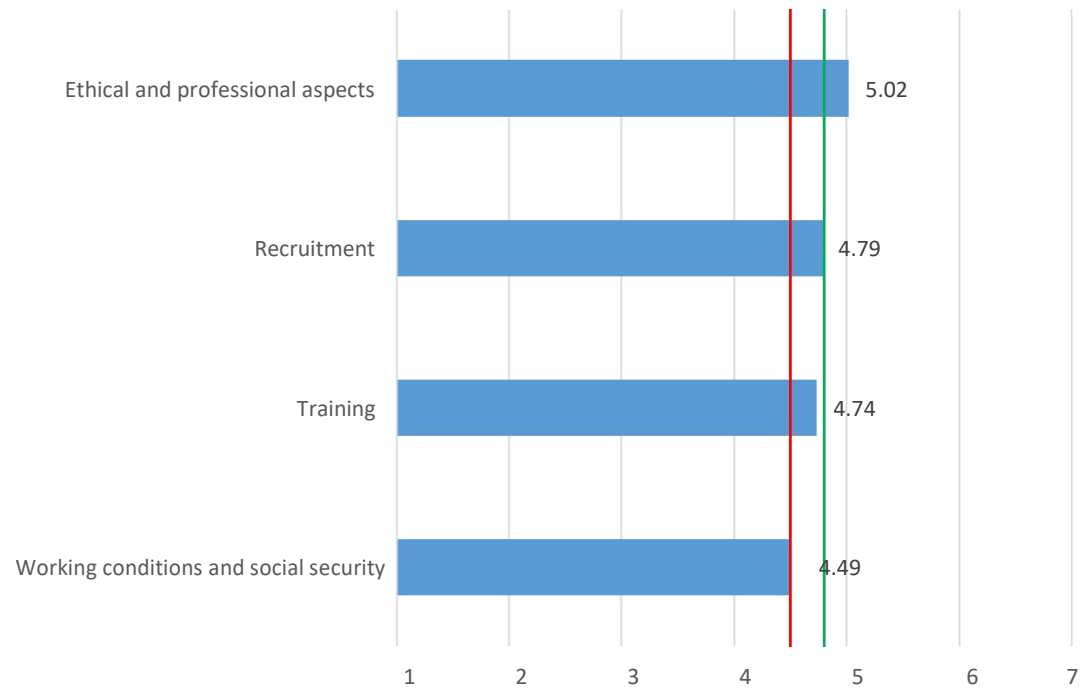
The survey was conducted in the electronic form provided by the service www.ankieta.pl. All employees and doctoral full- and part-time students (except for the first year doctoral students) were informed about the survey via e-mail on the first day of the study. In addition, a reminder about the survey was sent twice (on the sixth and eighth day of the study). Finally, the questionnaire was completed by 326 employees, who represent 41.7% of the population/of those at the university.

The results of the survey were analyzed on the basis of the structure of respondents according to answers and a comparison of the averages of the indications of agreements with the statements in general and by the department and the academic title. There were adopted two limit values: 4.5 and 4.8, which identified three sets:

- to 4.50 – aspect requires an immediate change;
- 4.51-4.80 – urgently include in the process of change;
- above 4.80 – monitoring in the long-term.

In addition, the diversity of employees for each statement was marked out, using the coefficient of variation (V_x), which was calculated by dividing the standard deviation by the mean value. There have also been attempts made at segmentation of the analyzed statements by means of factor analysis; however, it turned out that the factors were not obvious enough, which confirms the necessity of a multifaceted study of this subject.

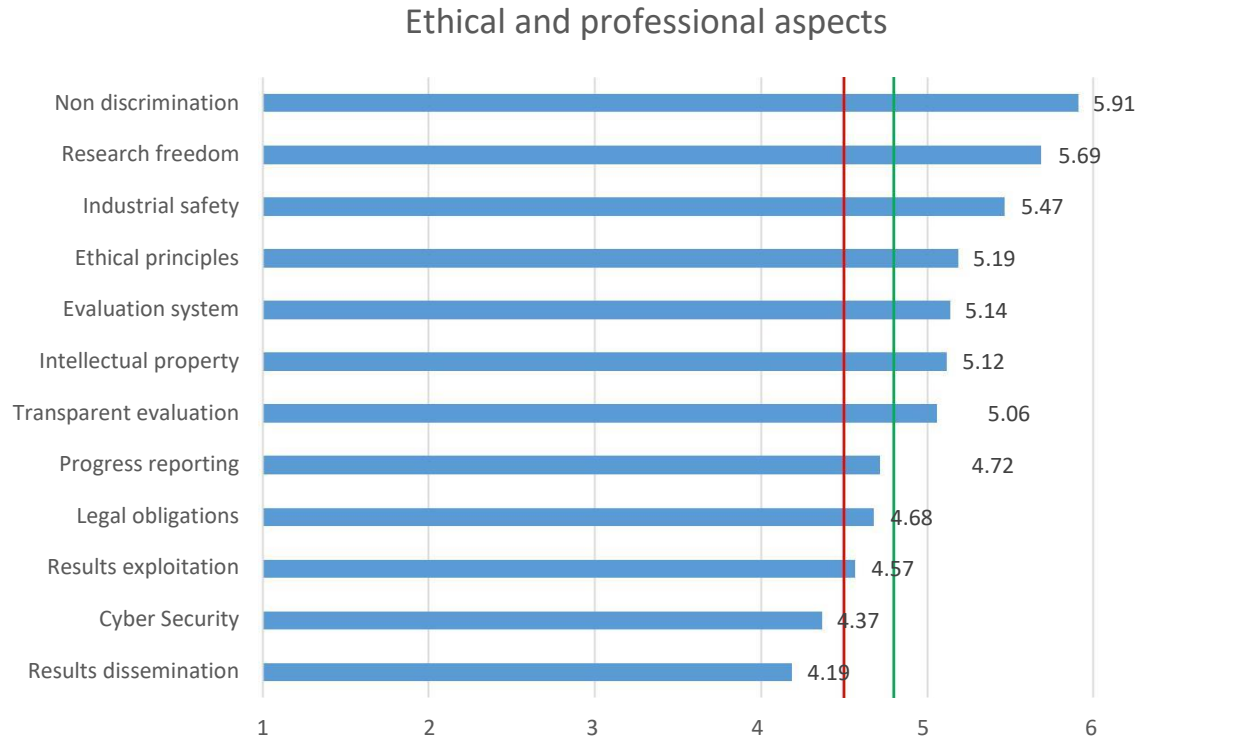
The survey results are divided into 4 key areas, along with the additional information obtained from the open question and social consultations, and are presented below.



The average results for the four researched areas represent an average level. The area of the human capital development for research staff should be the focus of attention for the strategic Human Resources Management (HRM) and actions planned by the PUEB authorities.

In employees' opinion, their status as researchers is jeopardised by the area defined in the survey as working conditions. Parts of the areas of development and recruitment require urgent action, whereas the ethical and professional aspects of work are positively assessed.

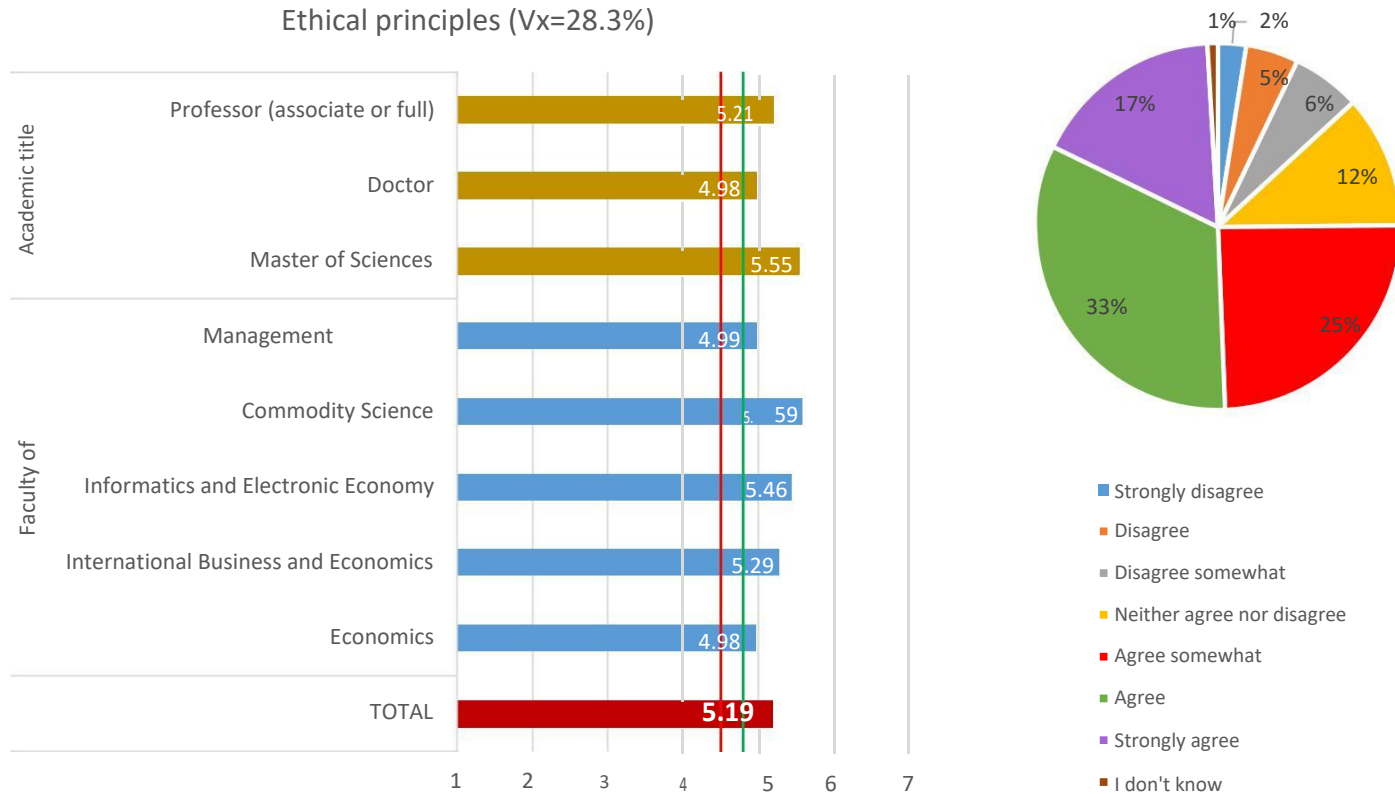
ETHICS



In all the professional groups and in all faculties the declared knowledge of ethical principles have reached a satisfactory medium level. The staff do not feel discriminated against, and enjoy a freedom of research, although they declare that their work/life balance is upset. The open question analysis revealed a need for adopting better procedures for dealing with the abuse of power in hierarchical relations, mobbing, and the integrity of research practices. The most critical group in the assessment of this area is that of persons with a doctoral degree. This group also needs more support in achieving and reporting results.

Another area requiring an intervention is the range and the manner of transferring knowledge of intellectual property protection, including applying for scientific degrees, submitting promotion papers, and applying for medium-term patents.

The staff gave low ratings to the security of the IT system and data protection; this is an area in need of urgent changes. Actions aimed at spreading and commercialising research are desired in the group of doctors, and in the Faculties of Management and Economics.

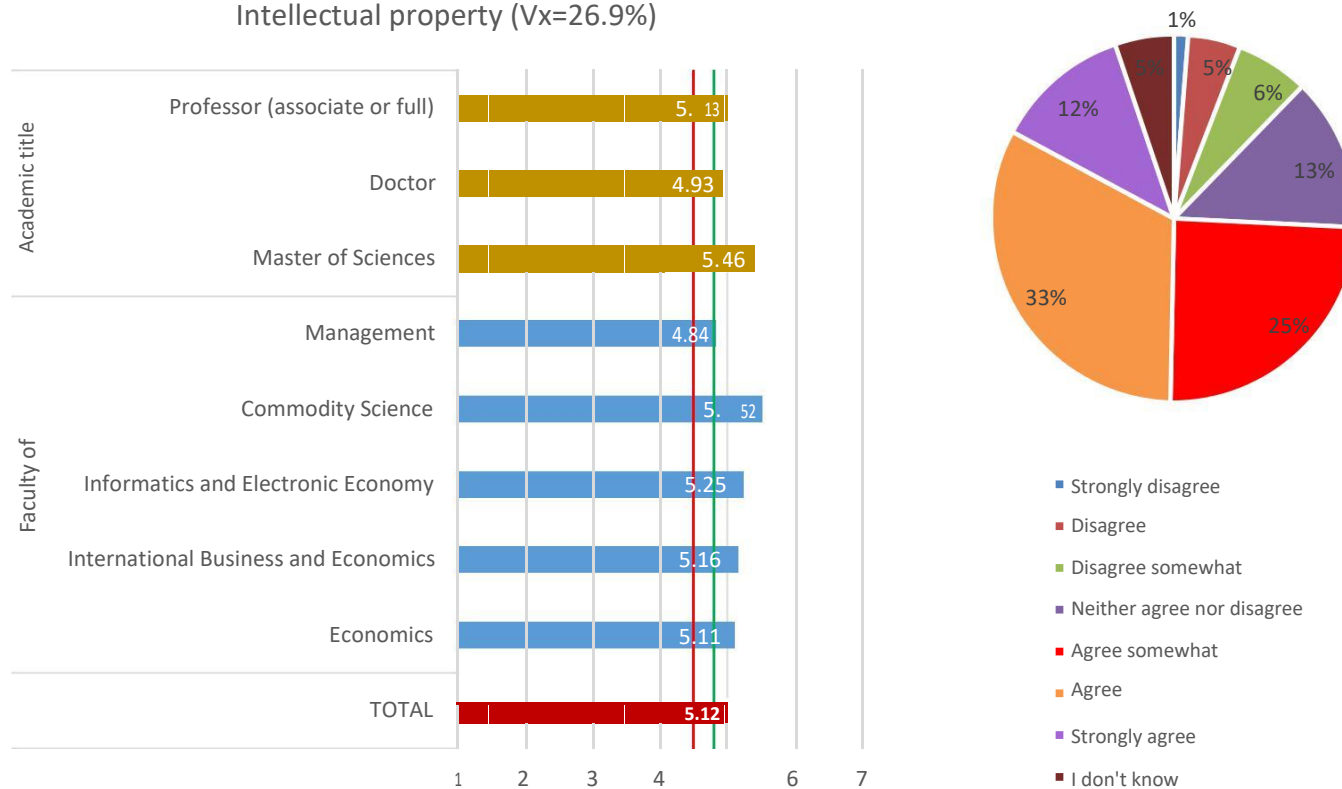


1. I know the ethical principles and the code of ethics for the PUEB research staff

On the whole, 75% of respondents agreed with the statement about the declared knowledge of the ethical principles. The proportion of positive responses differs in relation to the professional group and the faculty. The group which the most frequently agreed with the statement is that of young research staff without a doctoral degree; the least frequently – employees with a doctoral degree. The Faculty which most frequently declared their familiarity with the principles is the Faculty of Commodity Science; the least frequently – the Faculty of Economics.

In all the professional groups and in all the faculties, the declared knowledge of ethical principles represents a satisfactory medium level.

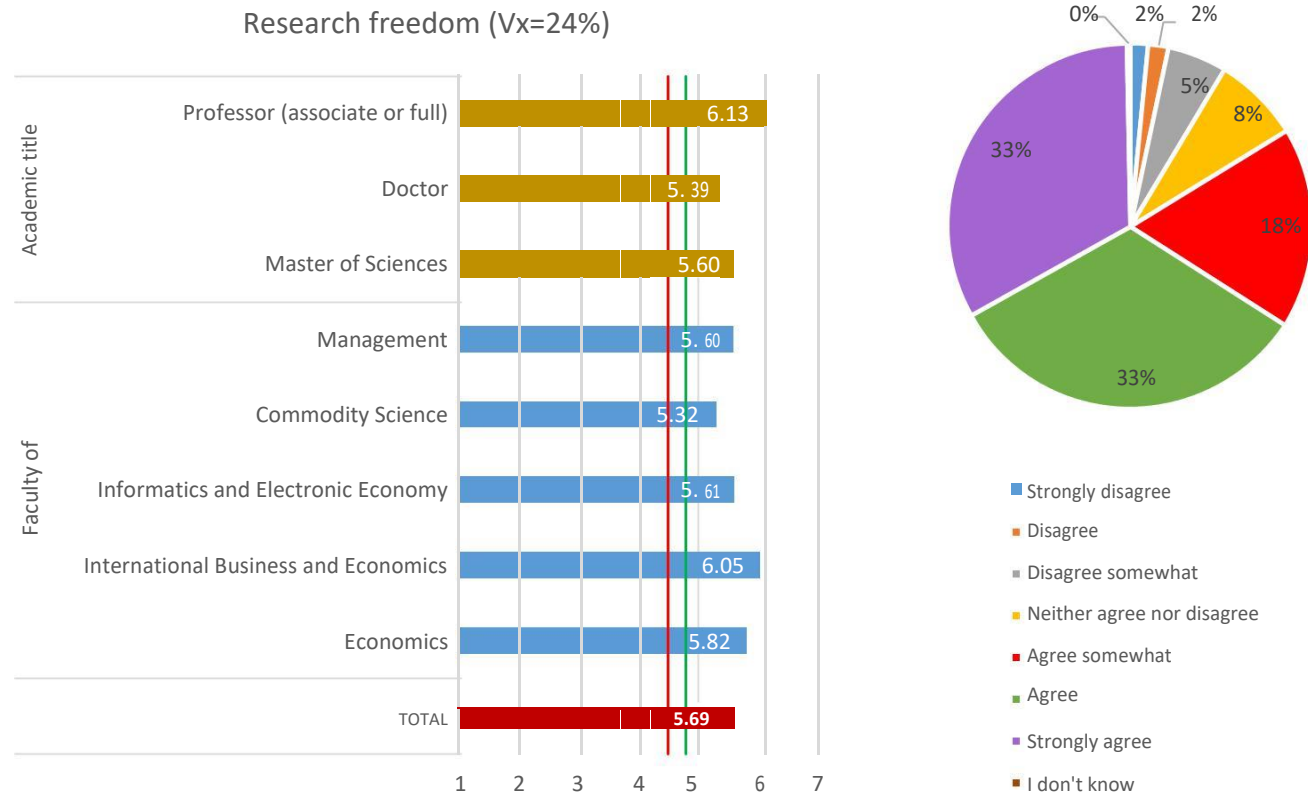
Intellectual property (Vx=26.9%)



2. Principles and practice ensuring intellectual property protection exist at PUEB, so my copyright is secured

In total, 70% of respondents agreed with this statement. The proportion of positive responses differed in relation to the professional group and the faculty. The group which most frequently agreed with the statement is that of the young research staff without a doctoral degree; the least frequently – employees with a PhD degree. The faculty which most frequently agreed with the statement is the Faculty of Commodity Science; the least frequently – the Faculty of Economics.

In all the professional groups and all the faculties, the assessment of the existing practice and principles ensuring intellectual protection represents a satisfactory medium level.

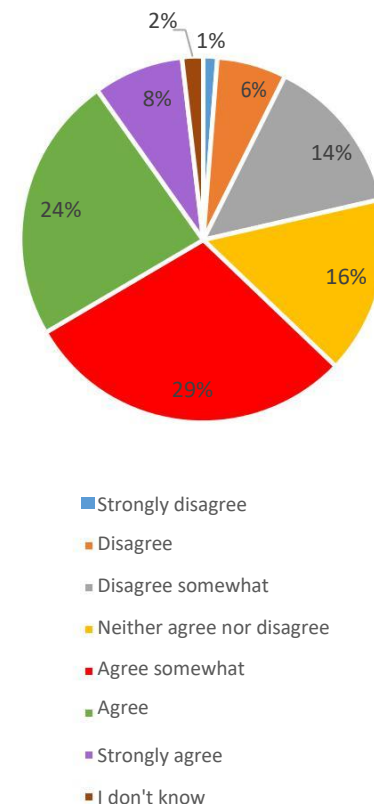
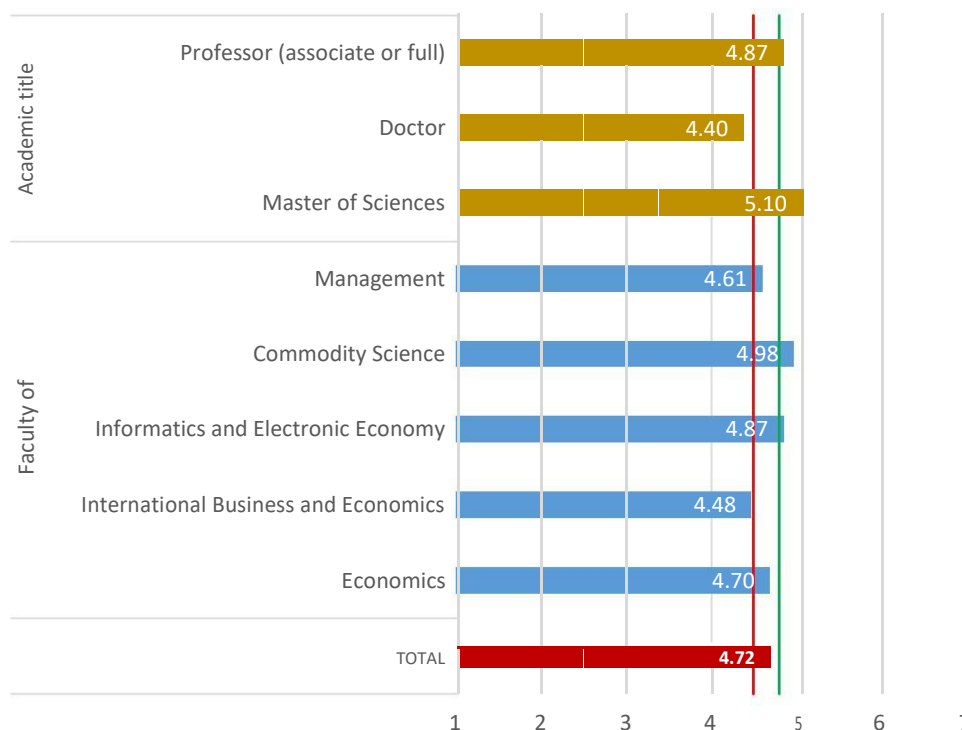


3. I enjoy freedom of scientific research

On the whole, 84% of respondents agreed with the statement on the research freedom. The proportion of positive responses varies in relation to the professional group and the faculty. The group which most frequently agrees with the statement is that of the staff with the title of professor; the least frequently – employees with a doctoral degree. The faculty with the highest proportion of positive responses is the Faculty of International Business and Economics; with the lowest – the Faculty of Commodity Science.

In all the professional groups and in all the faculties, the assessment of research freedom is at the satisfactory medium level.

Progress reporting (Vx=29.8%)

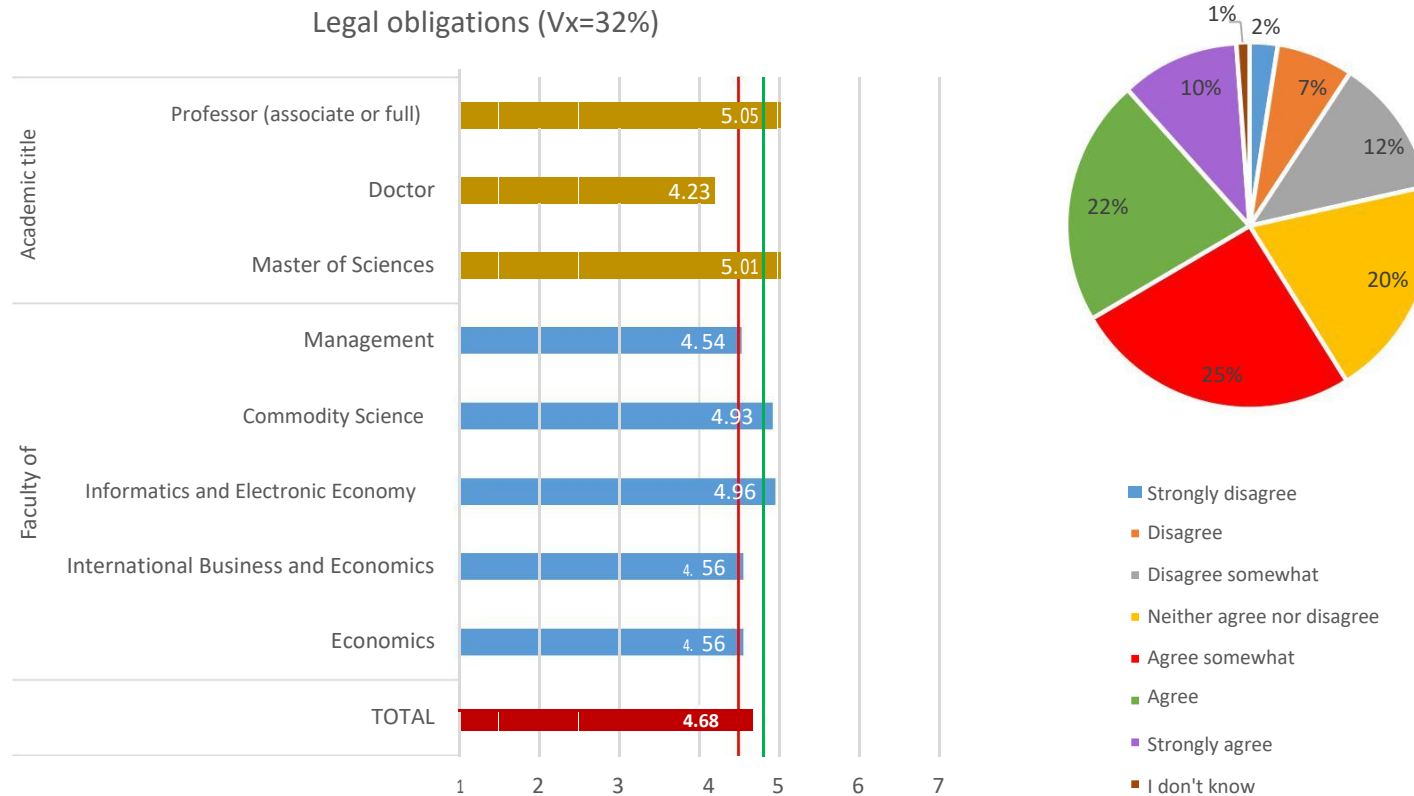


4. I have a knowledge of legal regulations, procedures and principles regulating the achievement and reporting of progress in scientific research.

The overall proportion of respondents agreeing with the statement on reporting progress in research amounts to 61%. The percentage of positive responses varies in relation to the professional group and the faculty. The group most frequently agreeing with the statement is that of employees without the doctoral degree; the least frequently – the staff with a doctoral degree. The faculty with the highest proportion of positive responses is the Faculty of Commodity Science; the lowest – the Faculty of International Business and Economics.

The overall average level of the declared familiarity with the regulations governing progress in research represents a level which calls for changes in the medium term.

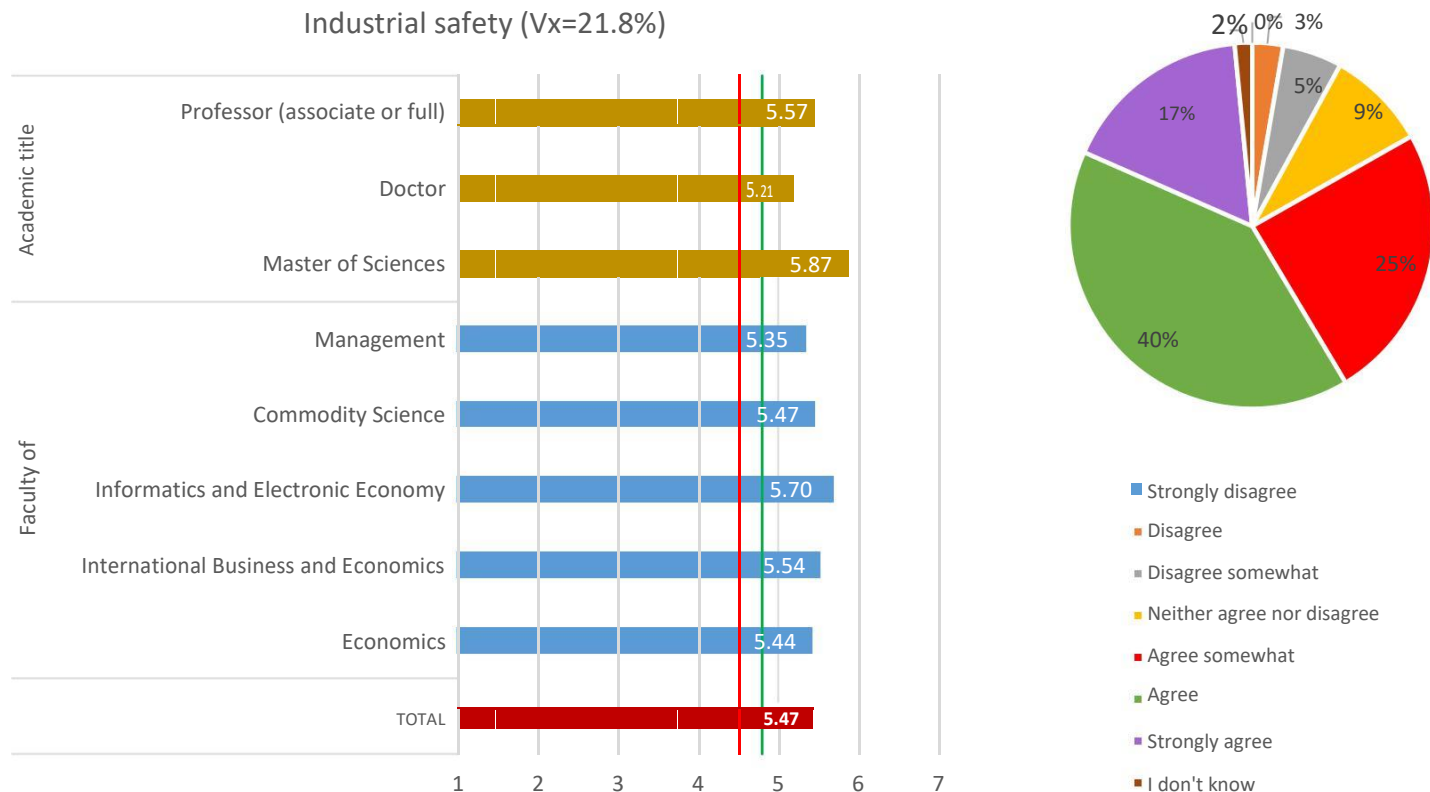
Not in all the professional groups and faculties is this knowledge satisfactory. The group in need of support in the achievement and reporting of progress is that of the staff with a doctoral degree.



5. I have a knowledge of and the access to training in: the conditions of a researcher's work, intellectual property protection, including applying for scientific degrees, submitting promotion papers, applying for patents, as well as launching new products and services.

In total, 57% of respondents agree with the above statement on the knowledge and the access to training in the scope of their work. The proportion of positive responses differs in relation to the professional group and the faculty. The group which most frequently agrees with the statement is that of the staff with the title of professor; and the least frequently – those with a doctoral degree. The faculty with the highest proportion of positive responses is the Faculty of Informatics and Electronic Economy; and the lowest – the Faculty of Management.

The overall level of the declared knowledge and the access to training in intellectual property protection requires a medium-term intervention. A gap in the knowledge has been identified for the staff with a doctoral degree. The transfer of knowledge should also be ensured in the Faculties of Management, Economics, and International Business and Economics.

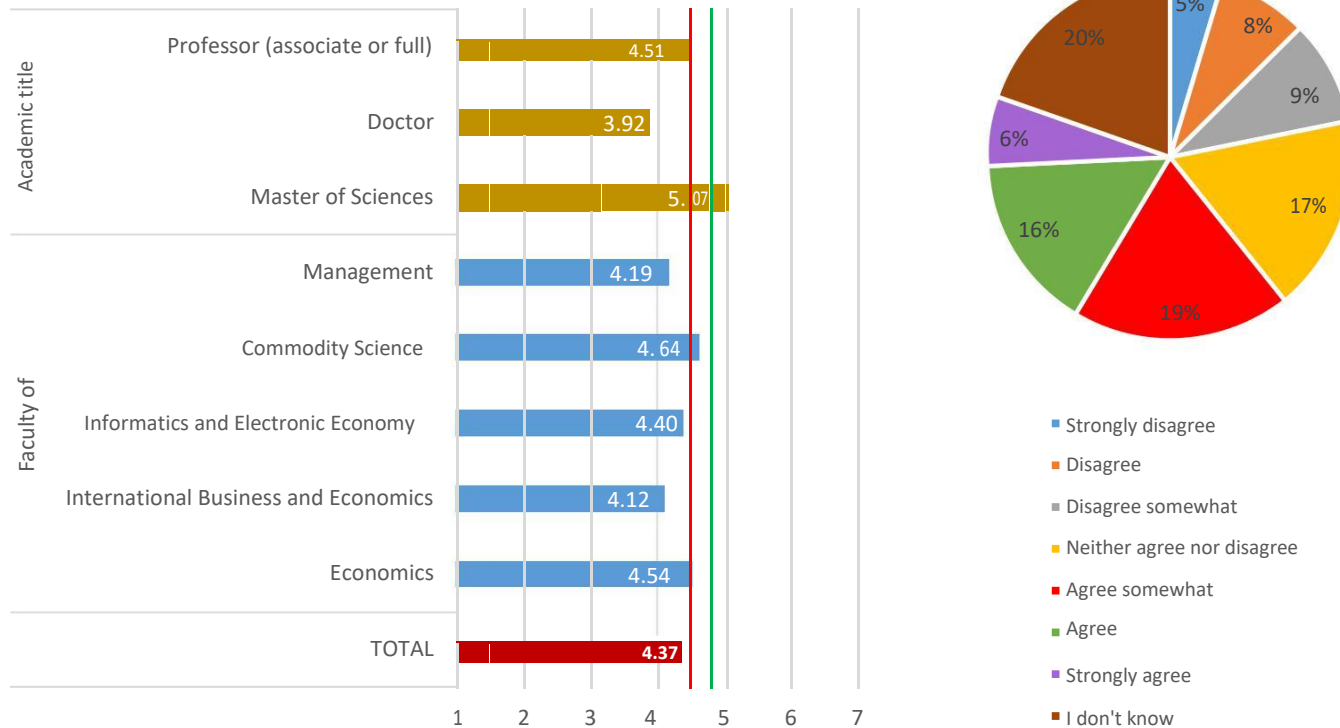


6. PUEB takes the necessary precautions for health and safety at work

On the whole, 82% of respondents agree with the statement on the existing precautions for health and safety at work. The proportion of positive responses varies in relation to the professional group and the faculty. The group which most frequently agrees with the statement is that of the research staff members without a doctoral degree; the least frequently – the employees with a doctoral degree. The faculty which most frequently agrees with the statement is the Faculty of Informatics and Electronic Economy; and the least frequently – the Faculty of Management.

In all the professional groups and in all the faculties, the average perception of health and safety precautions represents a satisfactory medium level.

Cyber Security (Vx=36.8%)

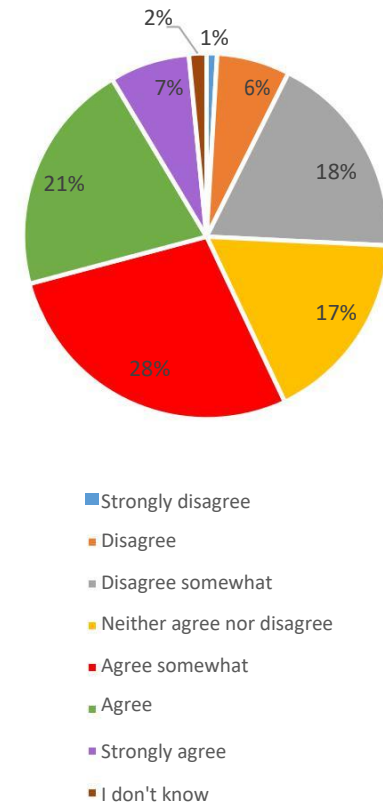
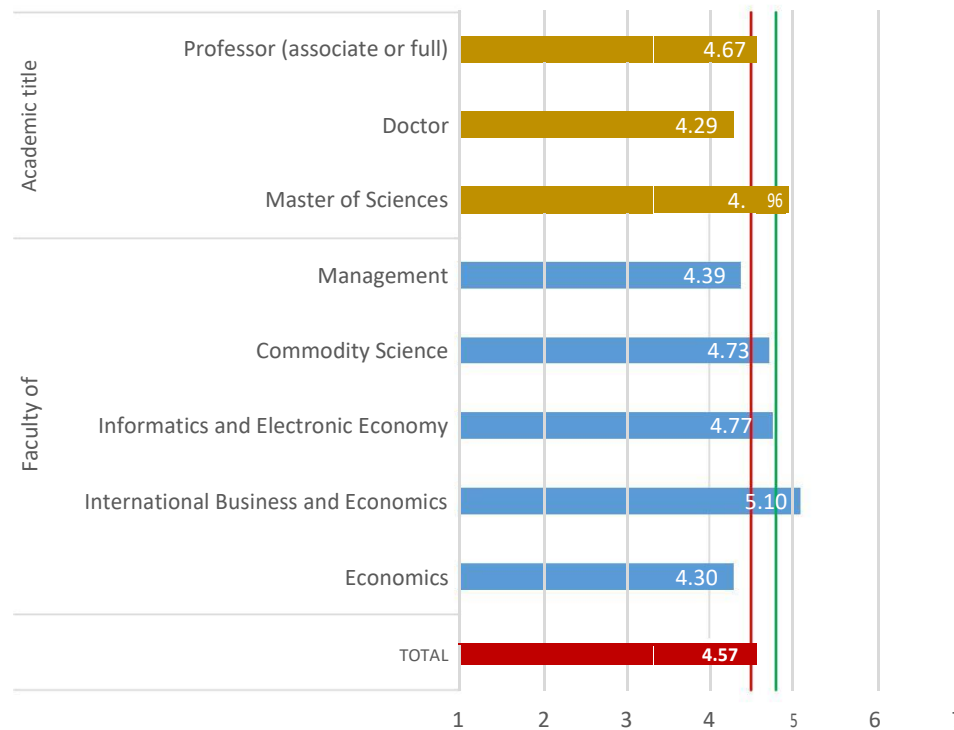


7. PUEB ensures a proper level of security of the IT system, particularly in the area of data protection and recovery in the case of a breakdown, a theft, or a sabotage.

In total, 41% of respondents agree with the statement on the existing precautions for IT security. The proportion of positive responses is different for various professional groups and faculties. The group which most frequently agrees with the statement is that of employees without a doctoral degree; and the least frequently – those with a doctoral degree. The Faculty with the highest proportion of positive responses is the Faculty of Commodity Science; and the least frequently – the Faculty of International Business and Economics.

The perception of the IT security at PUEB is below a satisfactory level.

Results exploitation (Vx=30.7%)

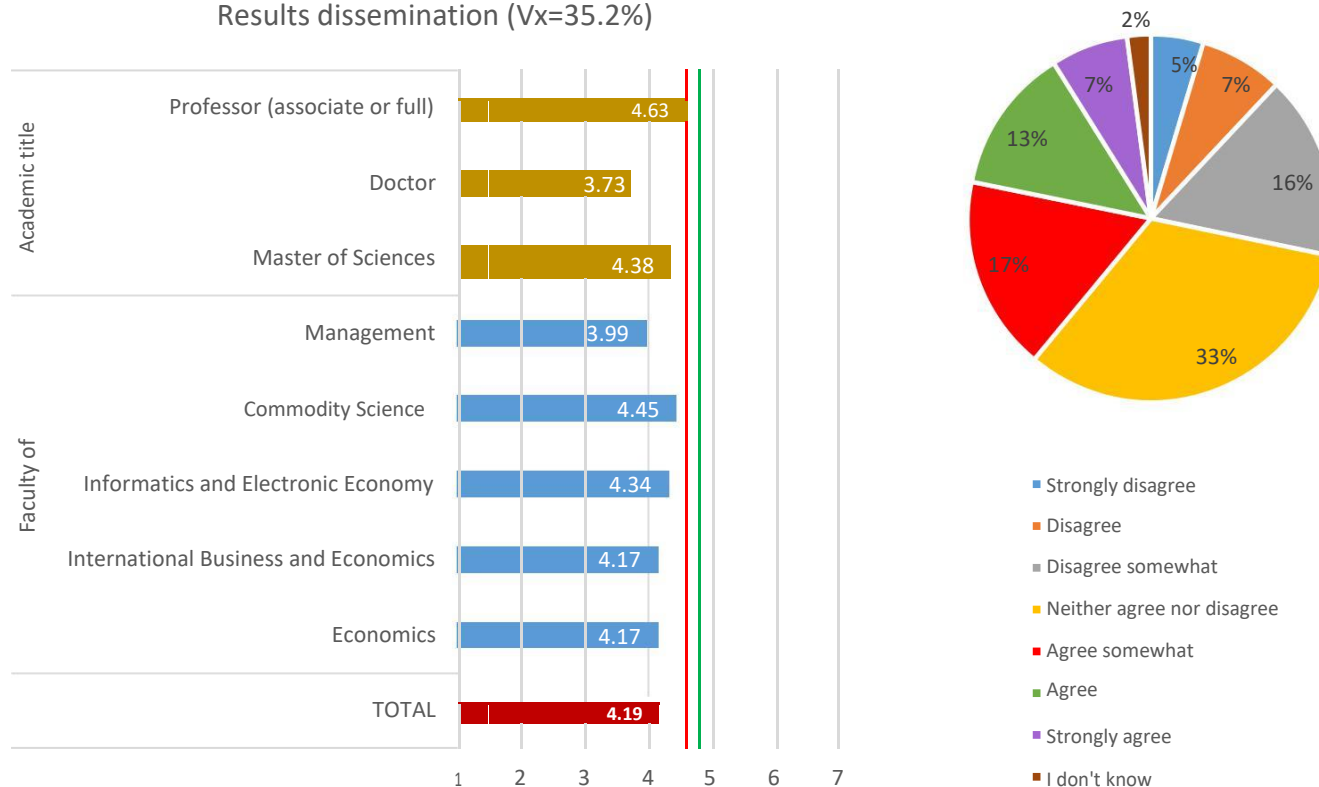


8. I have knowledge of the promotion, practical application and commercialisation of research findings.

On the whole, 56% of respondents agree with the above statement. The proportion of positive responses varies for different professional groups and faculties. The group which most frequently agrees with the statement is that of the staff without a doctoral degree; the least frequently – employees with a doctoral degree. The faculty which most frequently agrees with the statement is the Faculty of International Economics; the least frequently – the Faculty of Economics.

The overall level of knowledge and access to training require medium-term changes. Actions related to the promotion and commercialization of research are the most needed in the group of doctors and in the Faculties of Management and Economics.

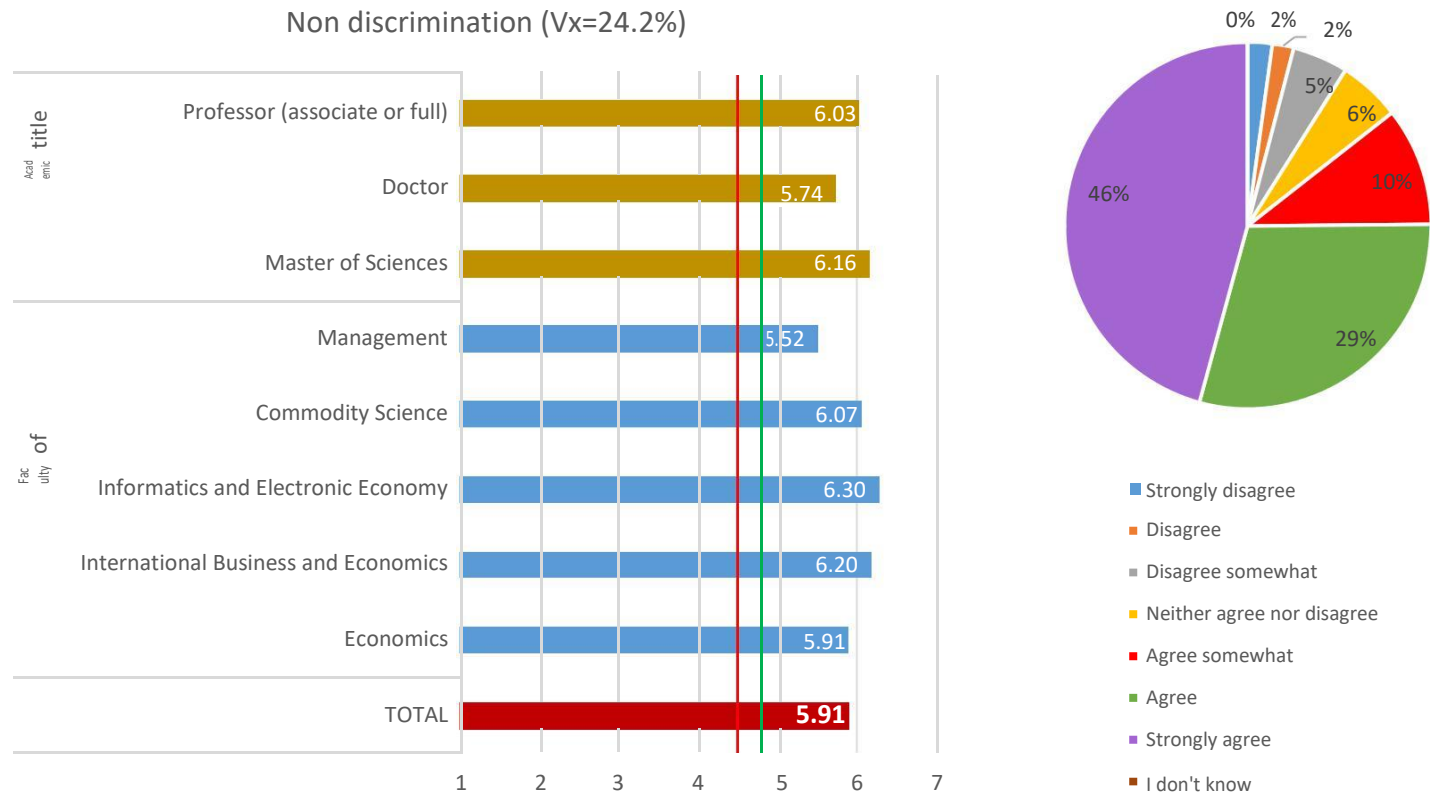
Results dissemination (Vx=35.2%)



9. Results of my research are known beyond the scientific environment and my scientific activity is properly fostered by PUEB

In total, 37% of respondents agree with the above statement. The proportion of positive responses varies for different professional groups and faculties. The group which most frequently agrees with the statement is that of the staff with the title of professor; the least frequently – employees with a doctoral degree. The faculty which most frequently agrees with the statement is the Faculty of Commodity Science; the least frequently – the Faculty of Management.

The overall assessment of the role of PUEB in fostering the promotion of research findings is below a satisfactory level. The most serious gap has been identified in the group of staff with a doctoral degree and the Faculties of Economics, International Economics and Management.

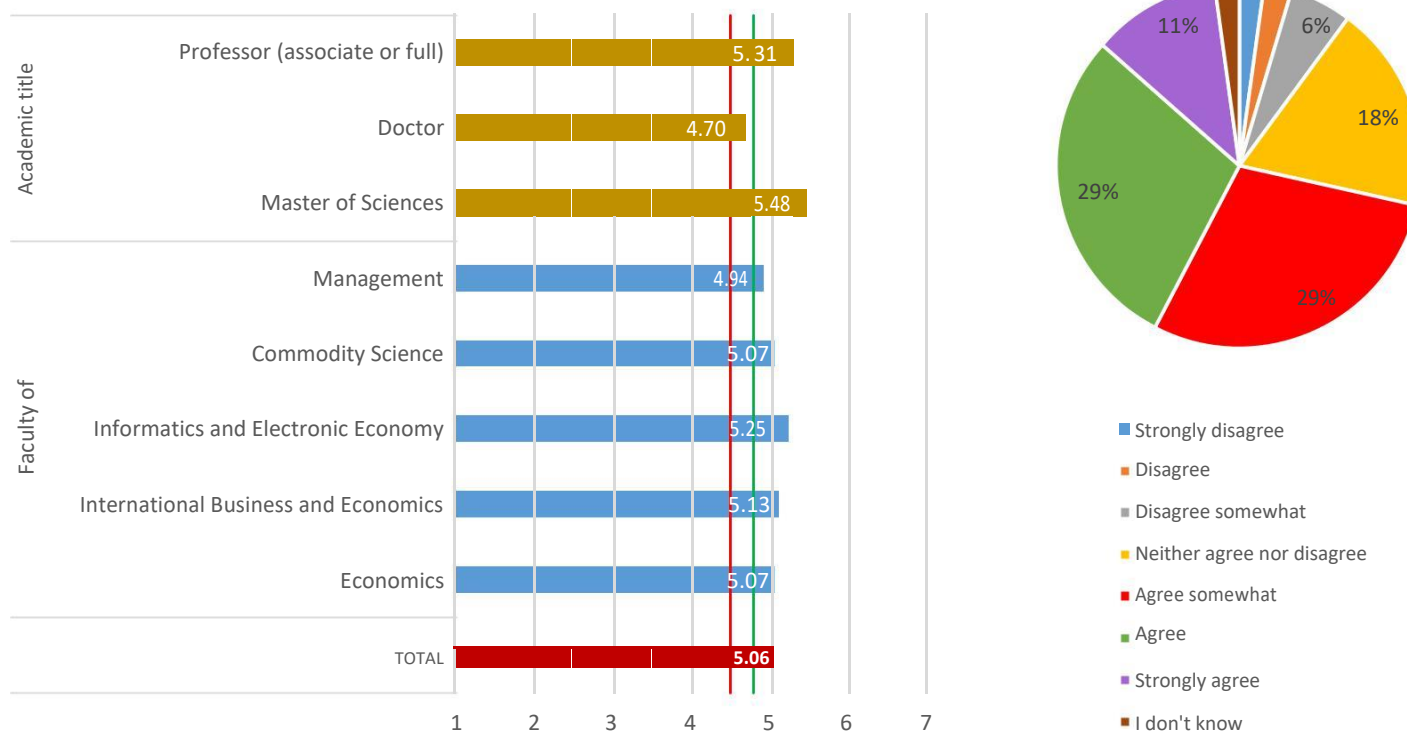


10. I am not discriminated against in the workplace on the grounds of age, gender, social background, language, disability, sexual orientation, political views, or my social or material situation

In total, 85% of respondents agree with the statement on the lack of discrimination. The proportion of positive responses differs in relation to the professional group and the faculty. The group which most frequently agrees with the statement is that of the staff without a doctoral degree; the least frequently – those with a doctoral degree. The faculty which most frequently agrees with the statement is the Faculty of Informatics and Electronic Economy; the least frequently – the Faculty of Management.

In all the professional groups and the faculties, the average assessment of the non-discriminating working environment represents a satisfactory medium level.

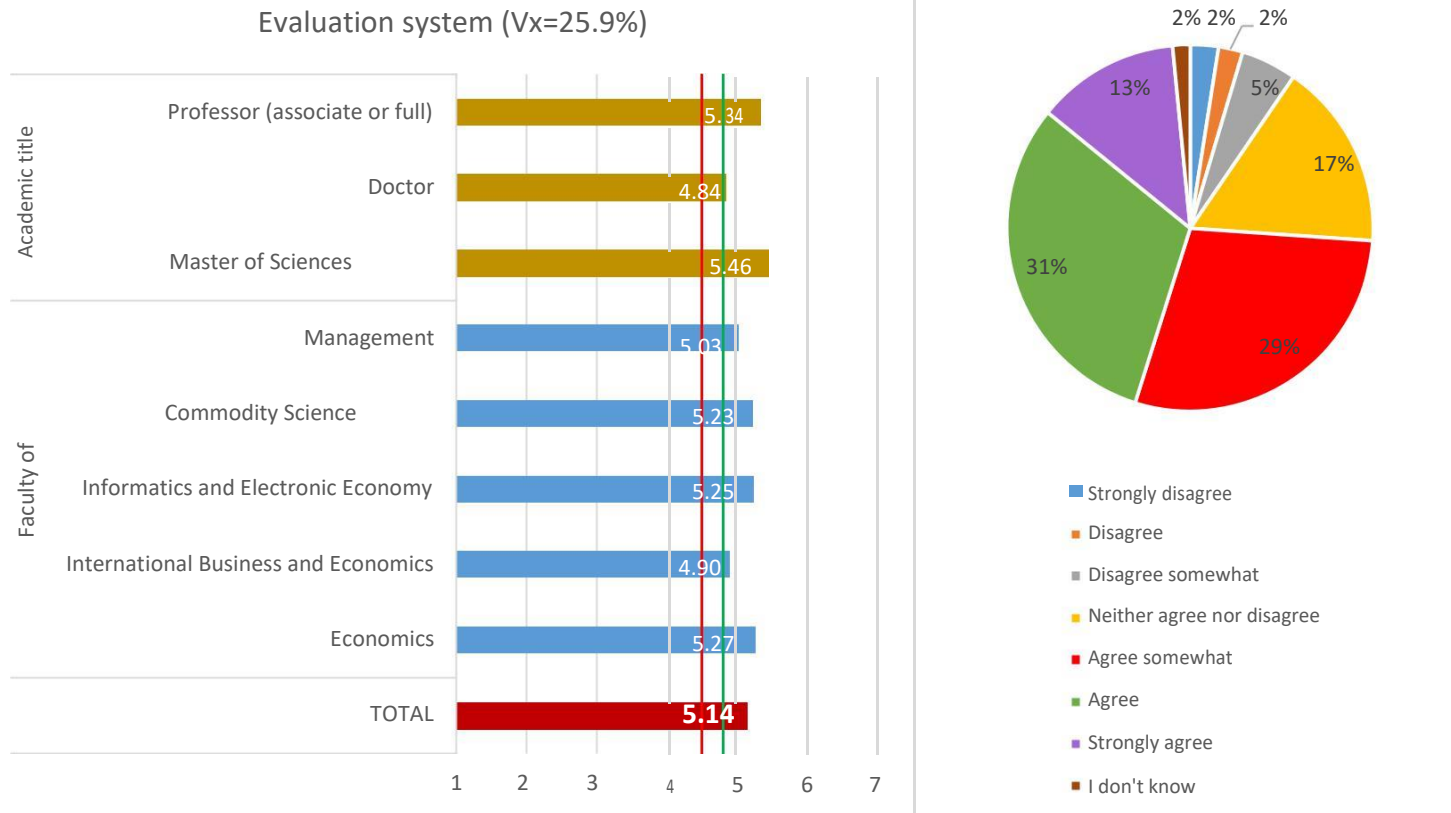
Transparent evaluation (Vx=26.1%)



11. My work results are regularly assessed in a fair and transparent manner.

On the whole, 69% of respondents agree with the statement on transparency. The proportion of positive responses varies in relation to the professional groups and faculties. The group which most frequently agrees with the statement is that of the staff without a doctoral degree; the least frequently – employees with a doctoral degree. The faculty which most frequently agrees with the statement is the Faculty of Informatics and Electronic Economy; the least frequently – the Faculty of Management.

In all the professional groups and the faculties, the perceived transparency of work assessment is at a satisfactory medium level.



12. I am familiar with the criteria and the objectives of assessment and I receive some feedback on the results of my work

On the whole, 73% of respondents agree with the statement on their declared knowledge of the assessment system. The proportion of positive responses differs in relation to the staff group and the faculty. The highest frequency of positive responses has been noted in the group of staff without a doctoral degree; and the lowest – in the group with a doctoral degree. The faculty which the most frequently agrees with the statement is the Faculty of Economics; the least frequently – the Faculty of International Economics.

In all the staff groups and the faculties, the declared knowledge of the assessment system represents a satisfactory medium level.

RECRUITMENT



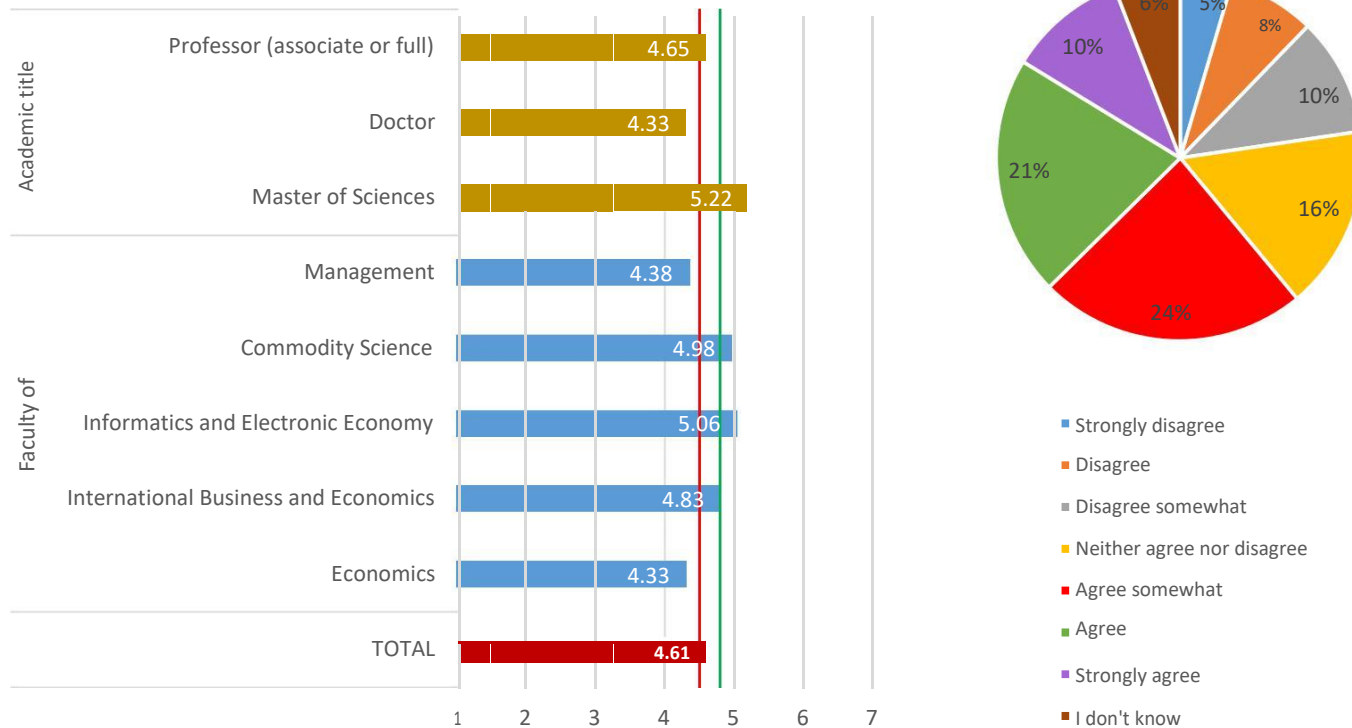
The Recruitment area has been assessed by the respondents at the average level of 4.79, which gives the area second place, after the Ethical and Professional Aspects (5.02).

The lowest ratings in all the elements of the Recruitment area are observed in the group of staff with a doctoral degree; they are somewhat higher in the group of employees with the title of professor; and they are highest among staff with a Master's degree. This indicates a need of intensifying improvement actions at the medium scientific level. The question of the reasons for this situation requires a more thorough analysis into the differences in working conditions in different positions (a doctoral student, an assistant professor, a professor). The group of employees with a doctoral degree needs some strategic support.

The survey shows that the recruitment practices are the most highly assessed in the Faculty of Informatics and Electronic Economy – with 4 of the highest results out of 11 questions/statements; the Faculty of Commodity Science with 4/11, comes next; the Faculty of International Economics – 3/11, Economics – 1/11, and Management – 0/11.

It is sufficient to maintain the status quo in the areas of: Promotions, Recognition of Mobility, Vacancy Advertising and Transparency Code. The other areas need improvement, particularly the PhD Recruitment Procedure and the PhD Career Prospects – in the context of the lowest level of responses, these actions should be treated as strategically crucial. The analysis of the reasons for these results shows that respondents place the most emphasis on the significance of interpersonal relations and the quality of life in the organization.

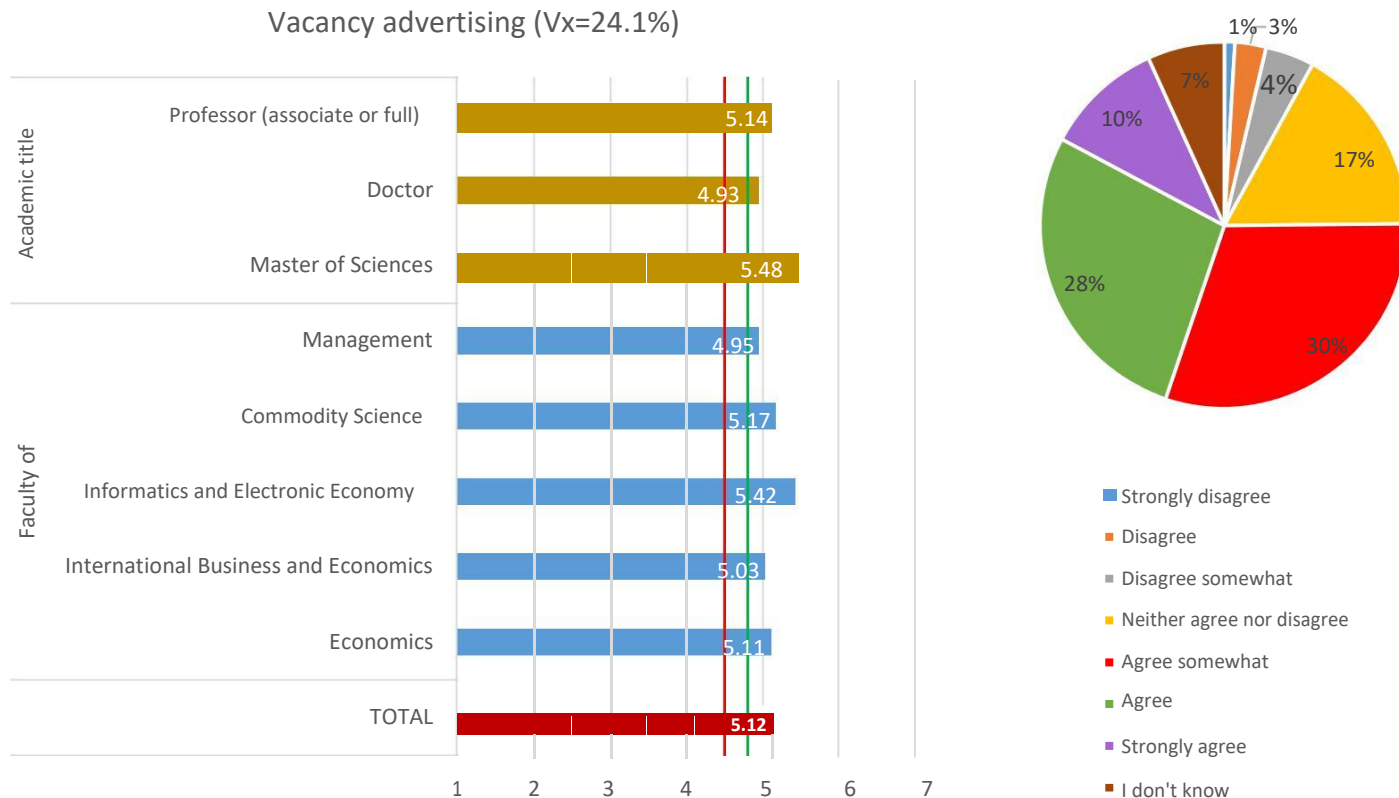
Recruitment transparency (Vx=35.3%)



13. In the recruitment process at PUEB there are clearly defined standards of employment (openness, transparency, assessment of candidates, promotion of accomplishments in Poland and abroad)

The global rating (4.61) reveals a necessity of improvement in this area, particularly in relation to the staff with a doctoral degree. Only 31% of respondents strongly agree with the statement, and 24% agree somewhat, which means that almost a half do not agree with the above statement. There is a discrepancy in the perception of recruitment transparency between the staff with a Master's degree (clear rules of admission for PhD studies) and the employees with a doctoral degree (who are fully entering the structure of scientific promotion). From the point of view of the faculties, the lowest ratings were obtained by the Faculties of Economics and Management, and the highest by the Faculties of Informatics and Electronic Economy, as well as Commodity Science.

Vacancy advertising (Vx=24.1%)

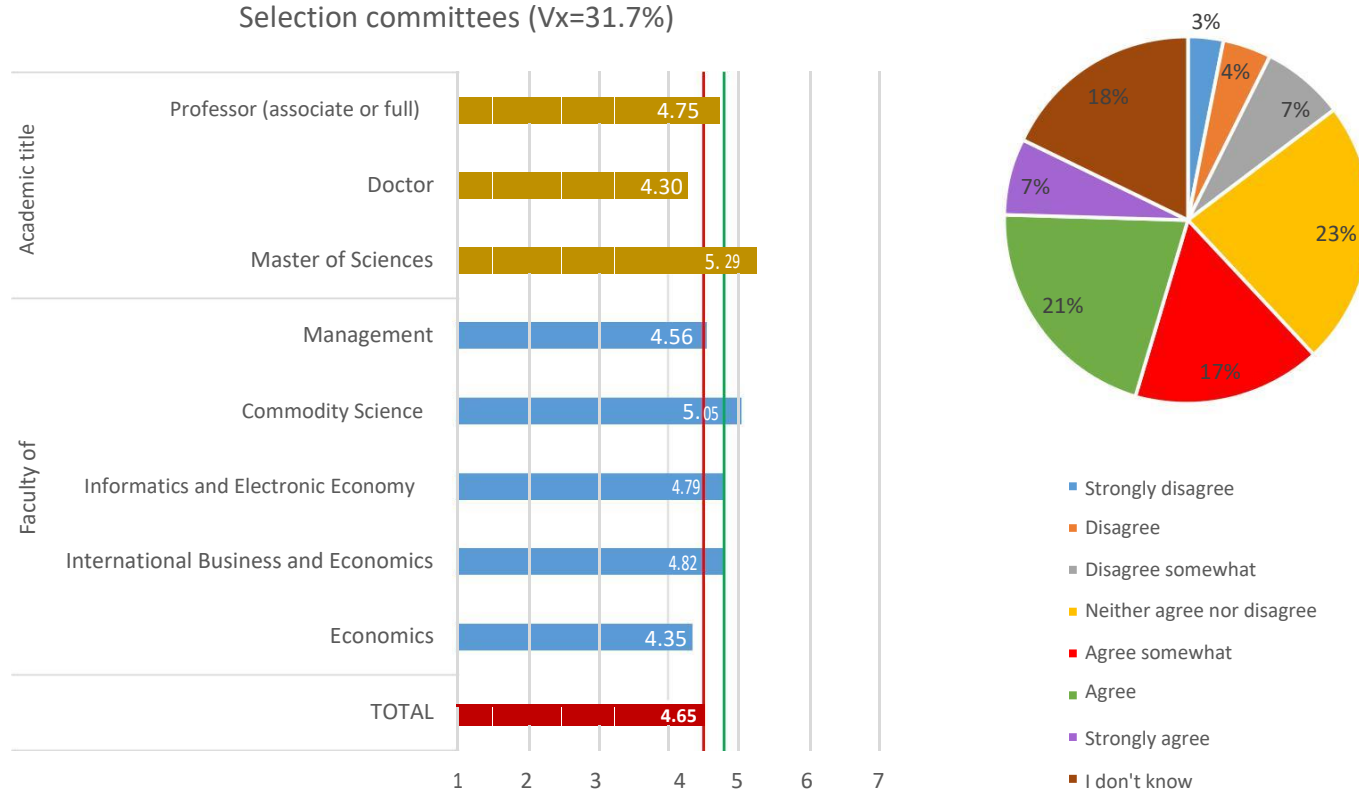


14. Advertisements of vacancies at PUEB clearly and exhaustively describe required competencies and knowledge, working conditions and responsibilities

The global rating represents a relatively high level – 5.12. Only 25% of respondents do not agree with the statement. The lowest assessments are observed in the group of the staff with a doctoral degree; the highest – the staff with a Master’s degree. The highest assessments were made in the Faculties of Informatics and Electronic Economy, and Commodity Science; the lowest – in the Faculty of Management (the only ratings below 5.00).

Although this element does not require urgent actions, in the longer run it will be necessary to carry out consultations with the group of PhD students, as well as to standardise and spread good practice among the faculties.

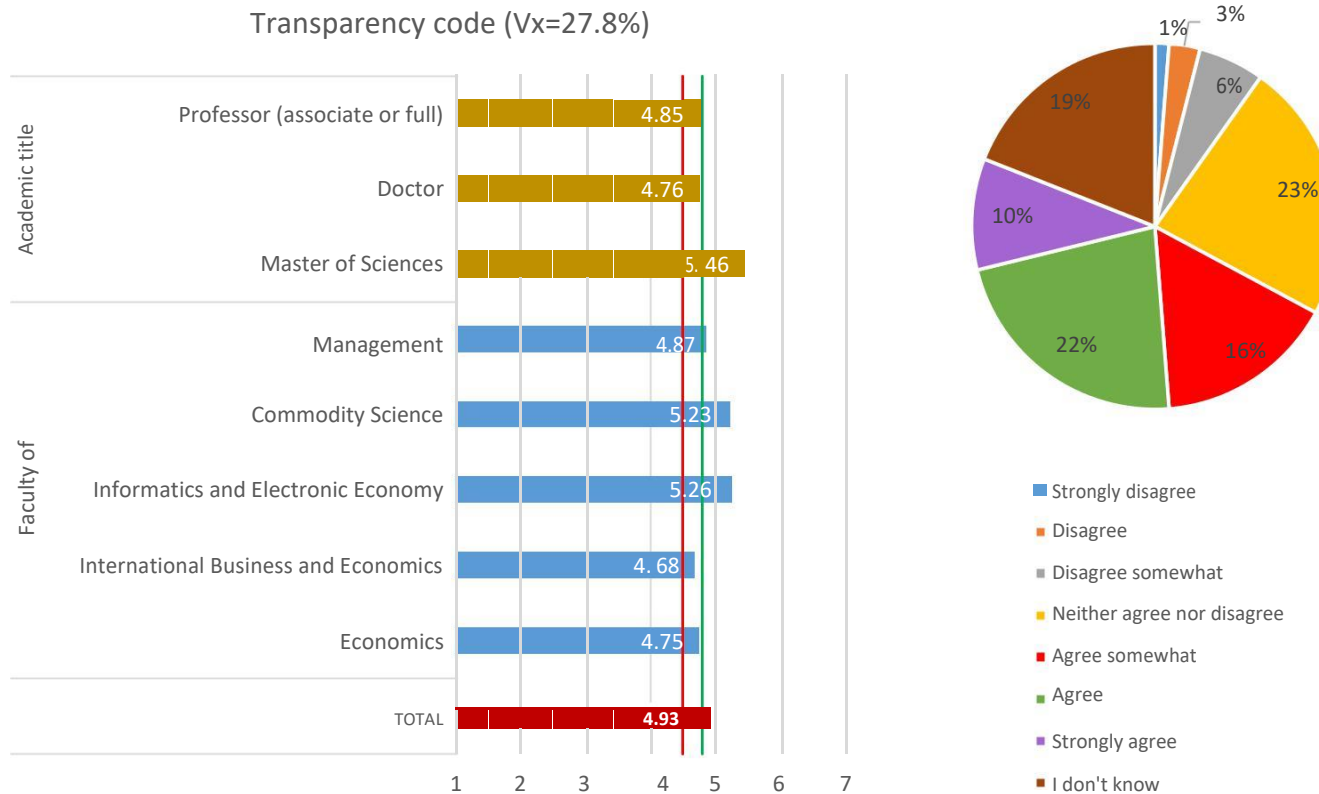
Selection committees (Vx=31.7%)



15. The composition of the PUEB recruitment committees is properly diversified and their methods ensure an objective assessment of candidates

The global rating at the level of 4.65 indicates a need for improvement. 45% of respondents agree with the statement, 37% do not agree, and as many as 18% do not know and point out communication drawbacks. Again, the lowest assessments occurred in the group of the staff with a doctoral degree; the highest – those with a Master’s degree (which confirms the clarity of recruitment procedures for doctoral studies, and lack of clarity of internal procedures, usually at the level of departments).

This aspect requires undertaking actions in the Faculties of Economics and Management. The other faculties are satisfactorily assessed, especially the Faculty of Commodity Science.

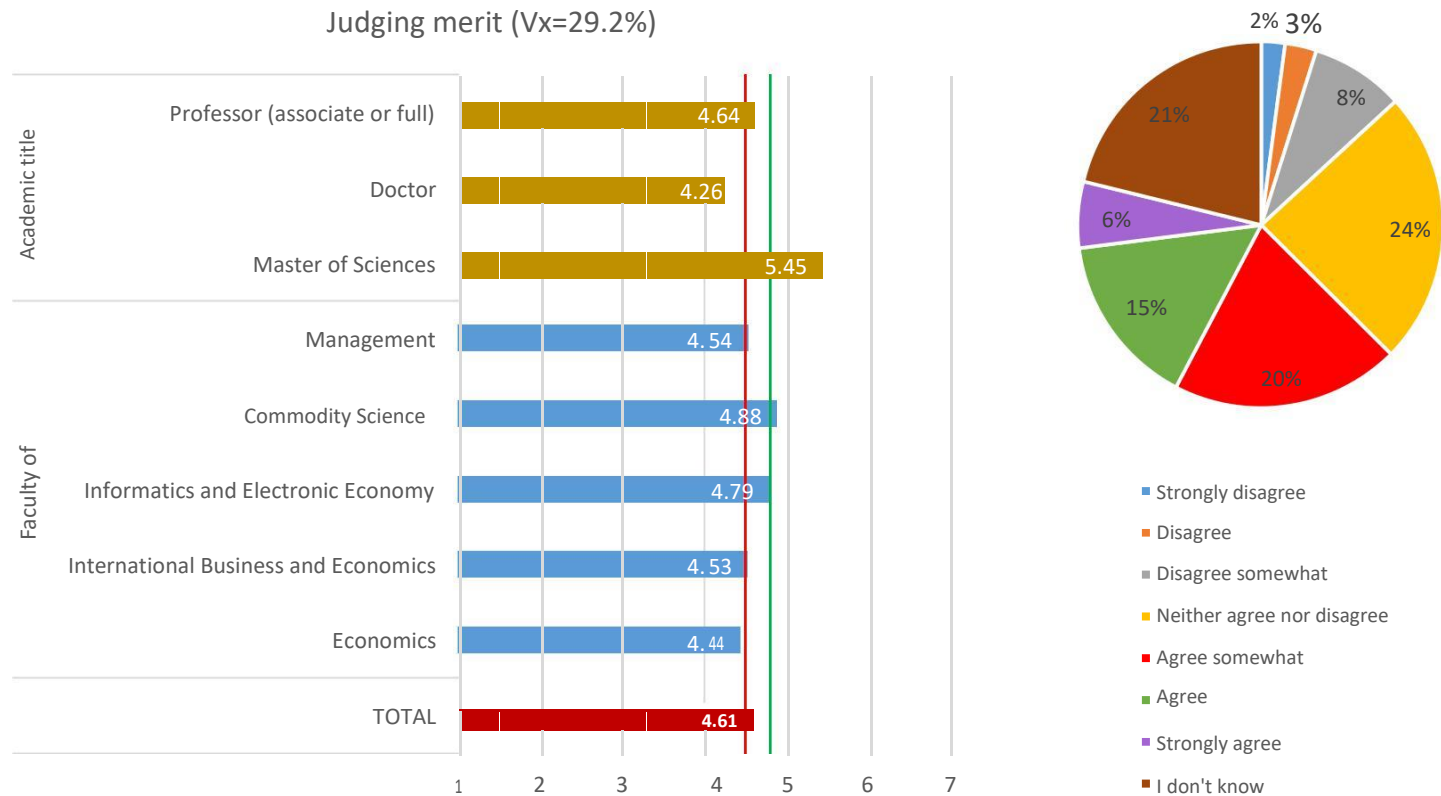


16. Candidates for jobs obtain sufficient information about the acceptance criteria, the number of vacancies in the recruitment process, as well as the planned development paths; after the recruitment process they receive a feedback.

The global rating – 4.93 is positive and does not require urgent improvement actions. There are relatively few negative answers, but relatively numerous “I don’t know” responses.

Again, the most positive opinions were those of the staff with a Master’s degree – at the level of 5.46. The lowest ratings were given by the staff with a doctoral degree – 4.76. It is another confirmation of the drawbacks of the internal procedures (at the level of departments).

In terms of faculties, only two of them would need support: the Faculty of International Economics and the Faculty of Economics.

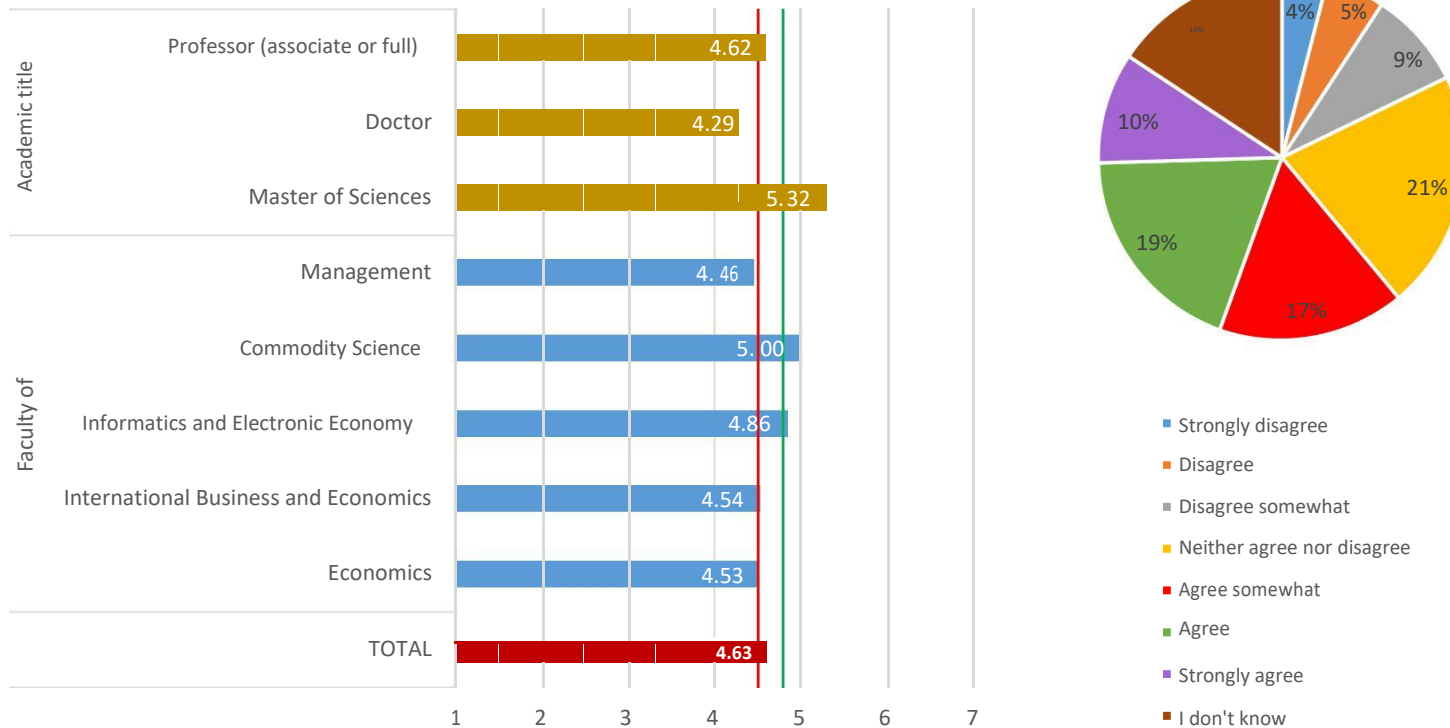


17. The assessment of candidates for jobs is multidimensional and based on both qualitative and quantitative aspects; bibliometric data (quotations and publications) carry a proper weight in relation to other criteria.

The overall rating is not high and reveals a need for improvement. A considerable part of responses belongs to the “I don’t know” category – 21% of responses – with otherwise nearly balanced positive and negative ones. Therefore, the problem of insufficient information appears again, and again it is more noticeable in the group of the staff with a doctoral degree. The situation is only slightly better among the staff with the title of professor.

The problem requires improvement actions in virtually all the faculties; to the lowest extent in the Faculty of Commodity Science.

Intersectorial mobility (Vx=34.3%)



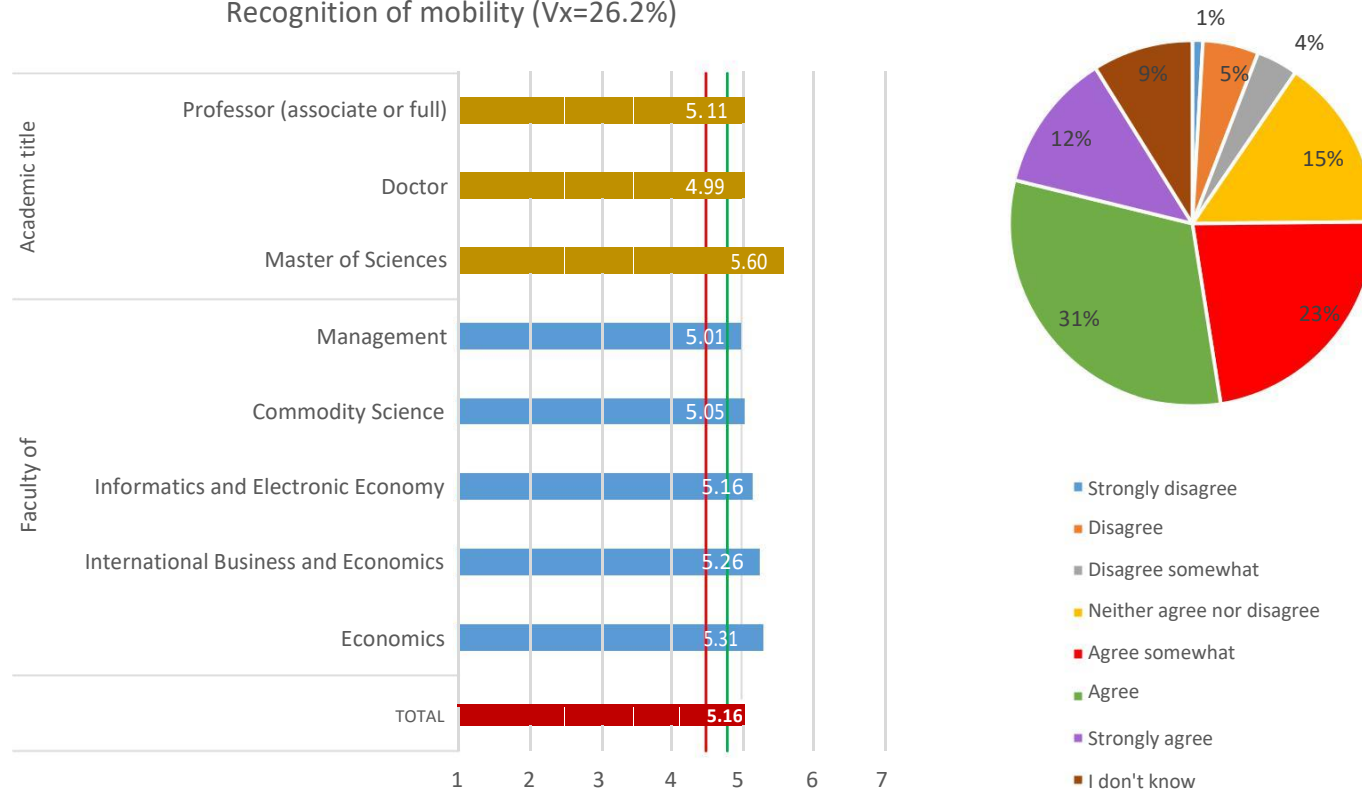
18. The PUEB recruitment process is open to candidates from the following sectors: private, public, non-profit, and higher education.

The overall result indicates a need for improvement – there are relatively few negative responses – 18% – but, again a lot of “I don’t know” and “neither agree nor disagree” responses.

From the point of view of the professional groups, the group which invariably most critically assesses the situation is that of the staff with a doctoral title.

From the perspective of the faculties, the Faculties of Commodity Science and Informatics and Electronic Economy positively stand out (probably due to the practical nature of their scientific activity). The other ones need support.

Recognition of mobility (Vx=26.2%)

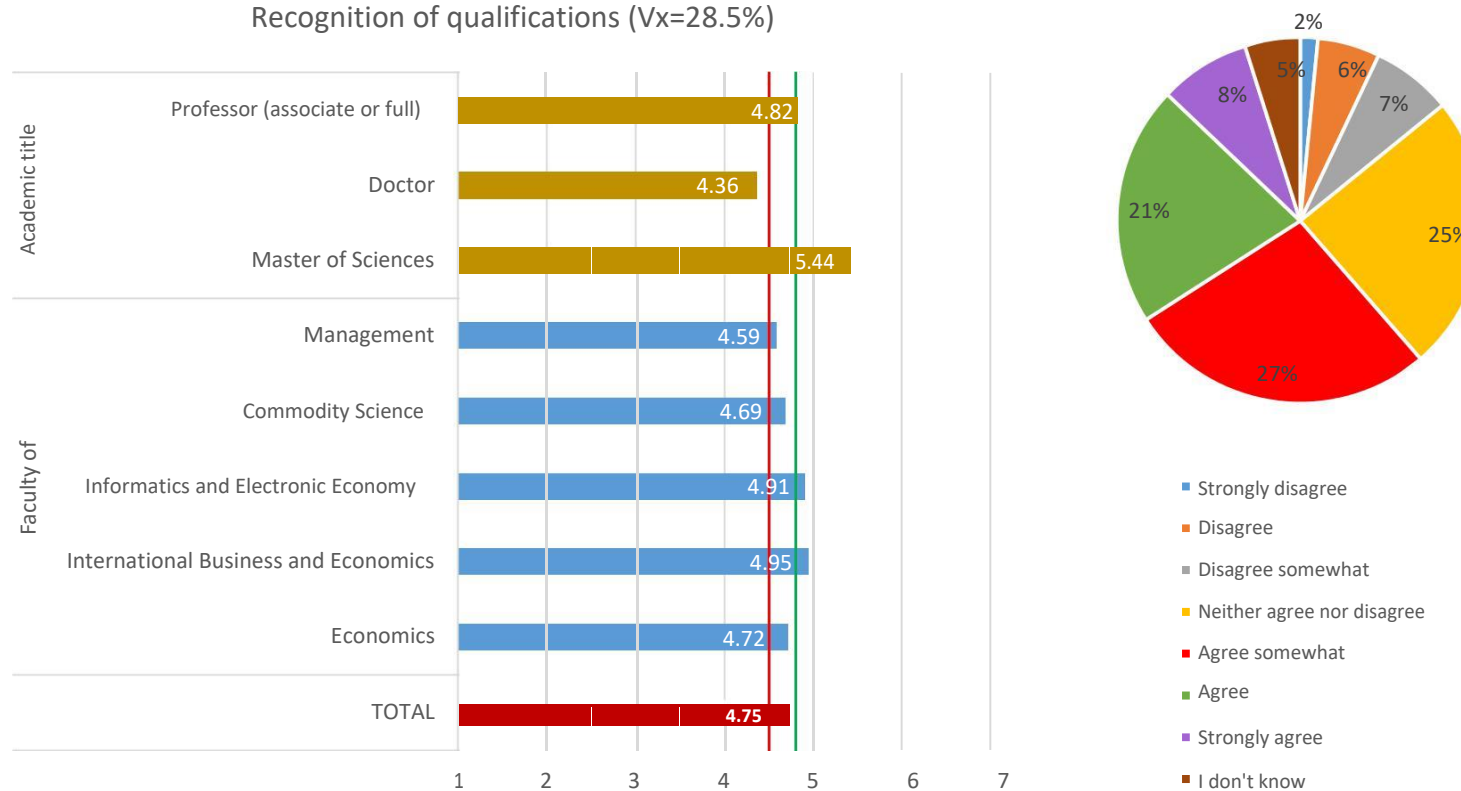


19. *The aspect of international and domestic mobility, as well as international relations, is appreciated at PUEB in the assessment of researchers' professional achievements.*

The global result here shows a good level of activities in the area of mobility, which should be maintained. 66% of respondents agree with the statement, including all the professional groups – the PhD staff to the lowest extent, but at a level close to that of the employees with the title of professor.

There are no distinct differences between faculties in this respect

Recognition of qualifications (Vx=28.5%)

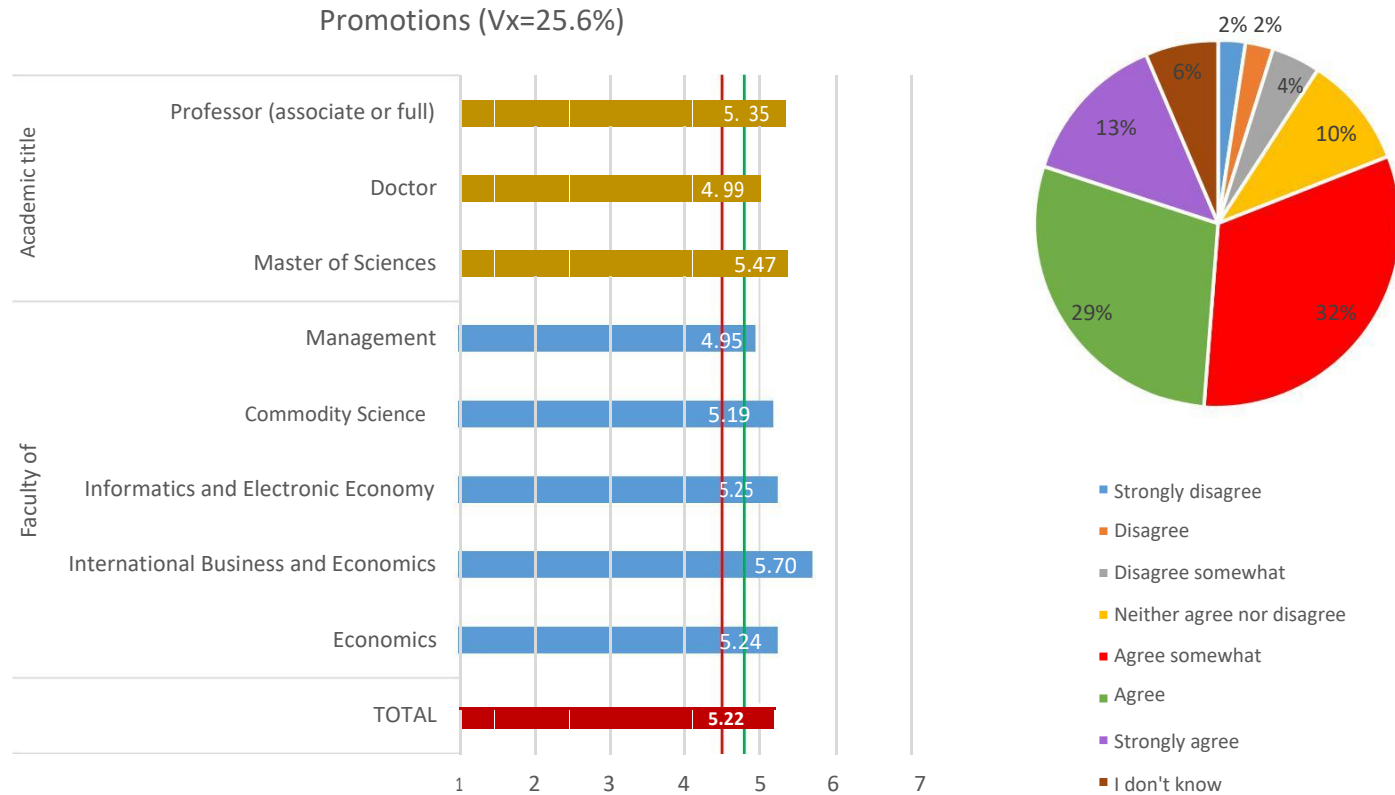


20. PUEB ensures a proper assessment of qualifications and informs me about changes in procedures and standards in this respect

The global result – 4.75 – reveals a need for improvement; interestingly, the majority of responses are generally positive (15% negative ones, 5% “I don’t know”), but 25% are from the “neither agree nor disagree” category, which indicates ambiguity in the assessment of the qualifications.

The least satisfied professional group is that of the staff with a doctoral degree; the most satisfied – employees with a Master’s degree.

From the point of view of the faculties, the results are rather similar, although the Faculties of Informatics and Electronic Economy, as well as International Economics, have the highest ratings in this area.

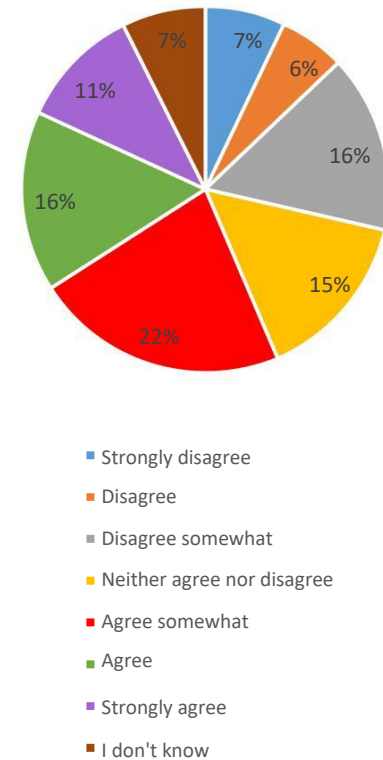
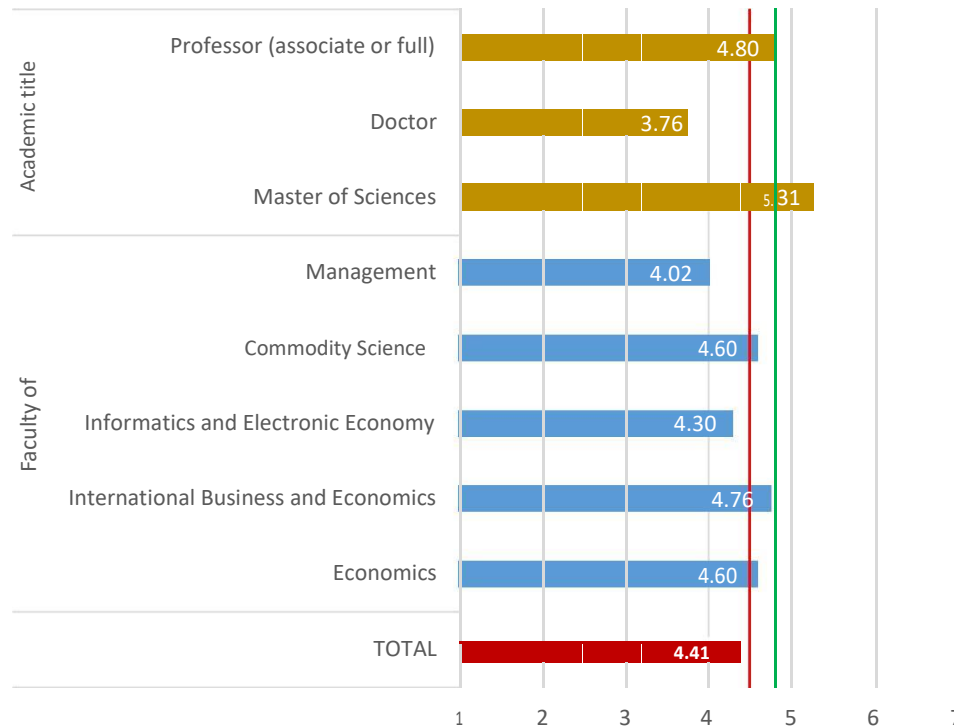


21. Promotion to a higher position is related to higher qualifications and the major criterion is professional achievements.

The global rating is rather high – 5.22 – indicating a need for maintaining the status quo, without the necessity of urgent improvement. There are 61% of positive responses, which, given the small number of “I don’t know” responses, confirms the overall positive assessment. This high level of assessment can be explained by the statutory requirements concerning professional promotion in science.

The high rating was given by all the professional groups and in all the faculties. Although the situation is the most critically assessed by the PhD staff, the ratings of the professors and of employees with a Master’s degree do not substantially differ. An outstanding faculty is the Faculty of International Economics.

PhD career prospects (Vx=38.7%)

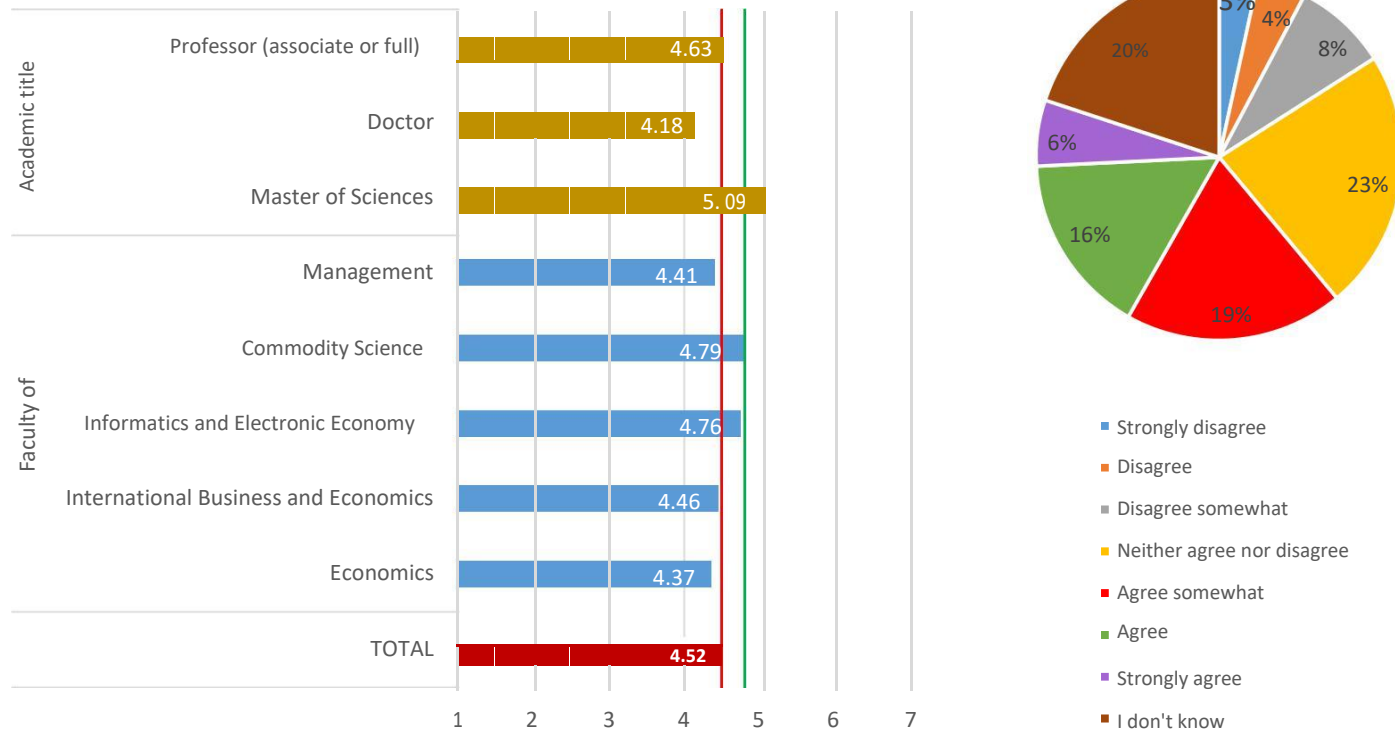


22. PUEB staff with a doctoral degree have an opportunity of developing their scientific career in the long-term perspective of development.

The global rating is the lowest for this area – 4.41 – with 29% negative responses, 15% “neither agree nor disagree”, and 49% of generally positive ones, which, on the whole, gives a rather poor result.

What is remarkable is the low self-assessment of persons with a doctoral degree. The development opportunities of the PhD staff are the most highly assessed by the staff with a Master’s degree and those with the title of professor. Again, the lowest assessment was given in the Faculty of Management.

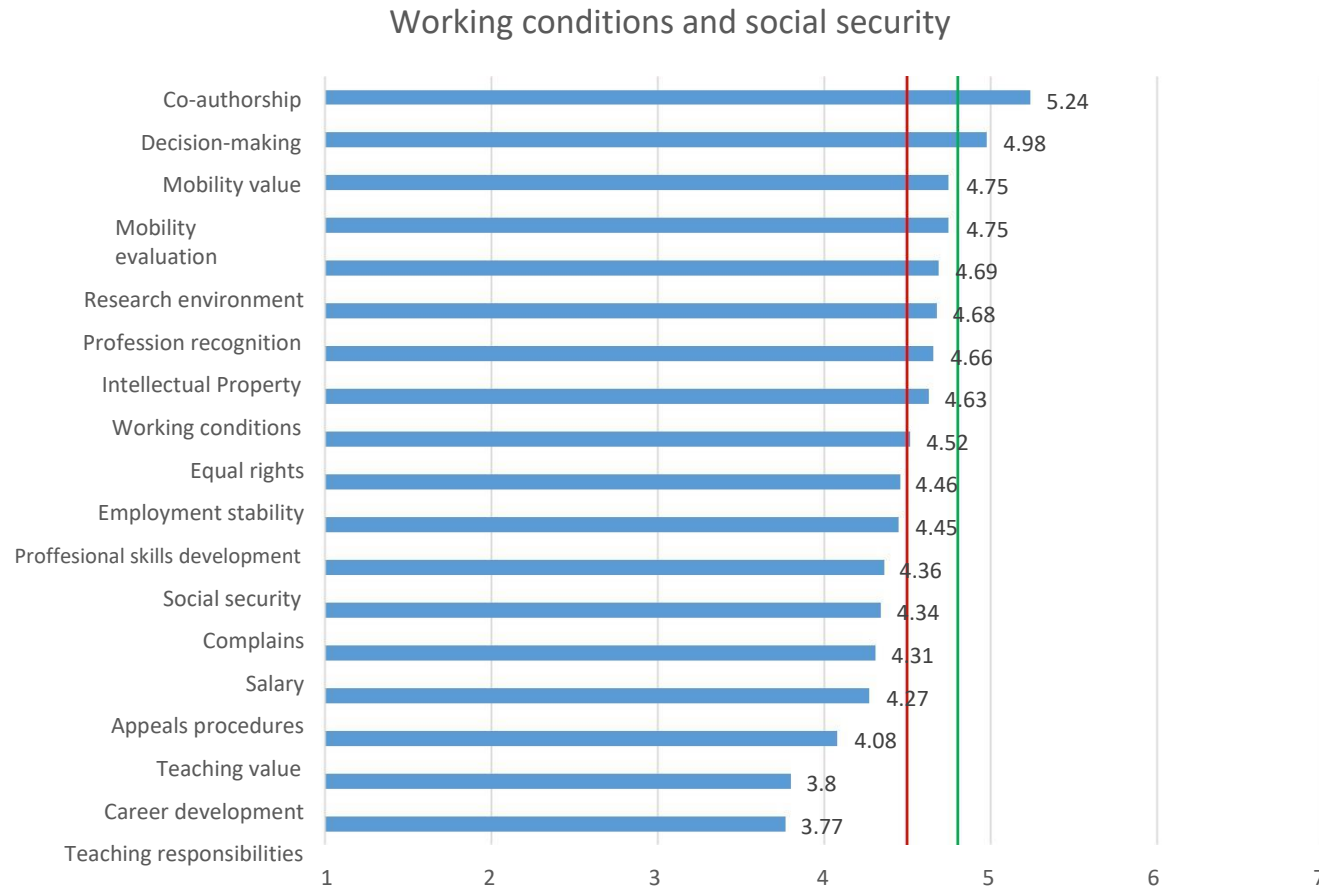
PhD recruitment procedure (Vx=32.2%)



23. *The procedure of the employment of researchers with the PhD degree at the position of an assistant professor is transparent and ensures comparability at the international level.*

The second lowest result for this area – puzzling, once again, is the level of the “I don’t know” responses, along with the 23% of the “neither agree nor disagree”. Taking into account the strategic aspirations of PUEB towards internationalisation, improvement actions are necessary in each faculty and, practically, in each professional group – persons with a Master’s degree have scored the highest ratings again, but their assessment is not based on their personal experience in this respect.

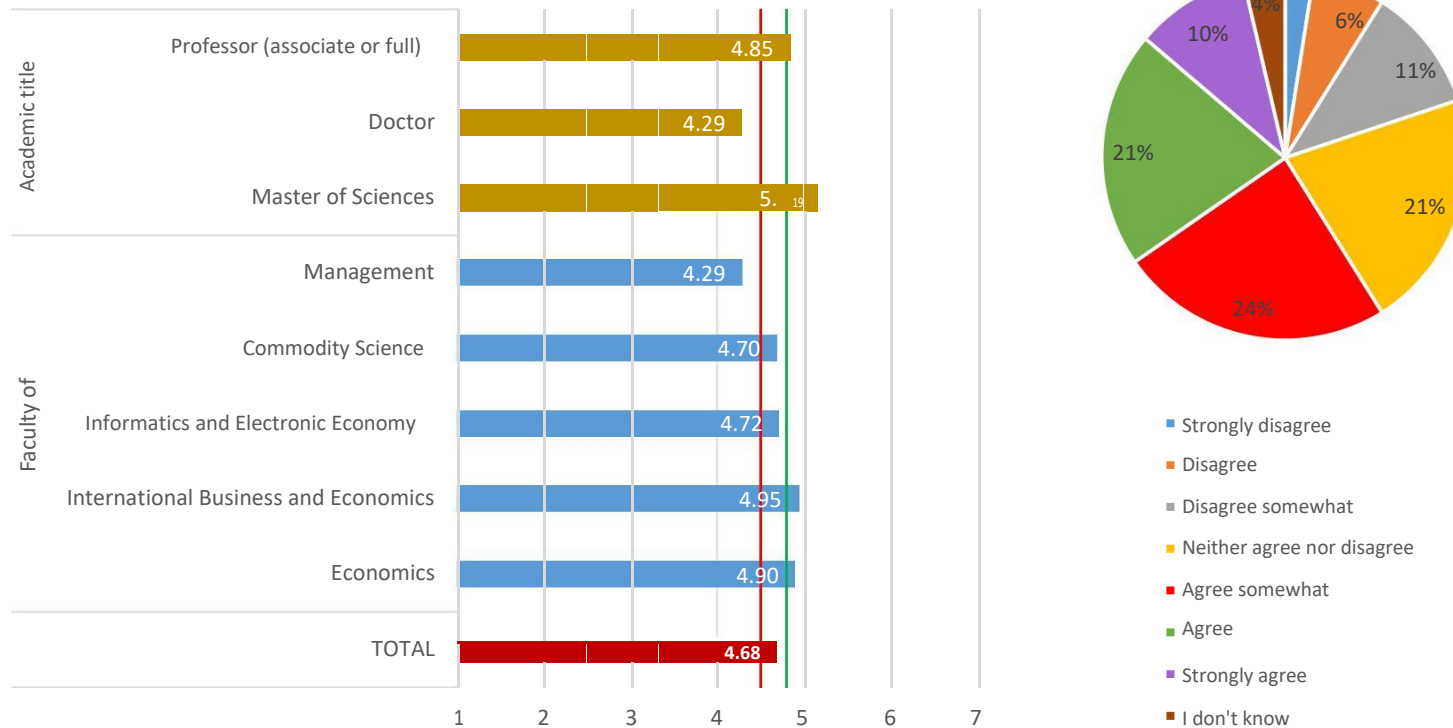
WORKING CONDITIONS



The area Working Conditions and Social Security has been assessed by respondents at the level of 4.49, which is 10% lower than the most highly assessed Ethical and Professional Aspects.

The low global assessment of this area not so much results from the markedly low values for two variables – Career Development (3.80) and Teaching Responsibilities (3.77) – as from the assessment of 90% of the surveyed variables at a level lower than 4.8, which means that this area should be the object of some special concern in the HR strategy. Moreover, special attention should be paid to the significance of this area for the implementation of the PUEB HR strategy. Actions undertaken in this area and the achieved results will be the foundation for the other areas and will affect the image of PUEB in its environment.

Profession recognition (Vx=31.9%)

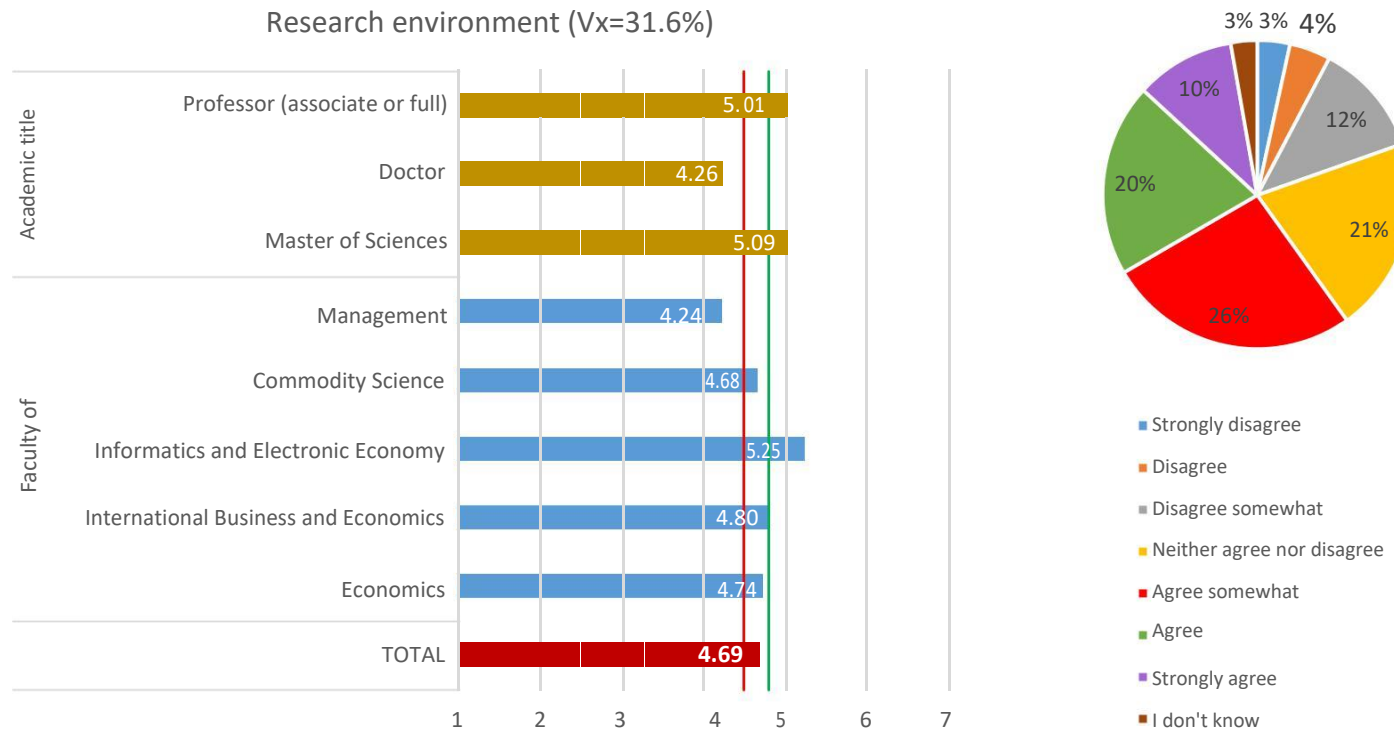


24. Regardless of their career stage, PUEB research staff are treated as professionals

The global rating (4.68) in this area is a rationale for undertaking long-term improvement actions.

The analysis of the breakdown of responses shows that the majority of them are on average positive, but a relatively high proportion of respondents – 19% - make negative assessments, which eventually results in the average value of the surveyed variable.

The average value of the surveyed variable is a consequence of the assessment made by the PhD staff (4.29). In the case of the independent scientific staff (4.85) and the doctoral students (5.19), the results are remarkably higher. It means that the planned actions should be addressed mainly to the staff with a doctoral degree. The relatively high assessment made by the doctoral students is an indication of the highly professional approach of PUEB to this group.



25. As a PUEB employee I have access to tools which enrich my working environment and allow for remote collaboration in scientific networks

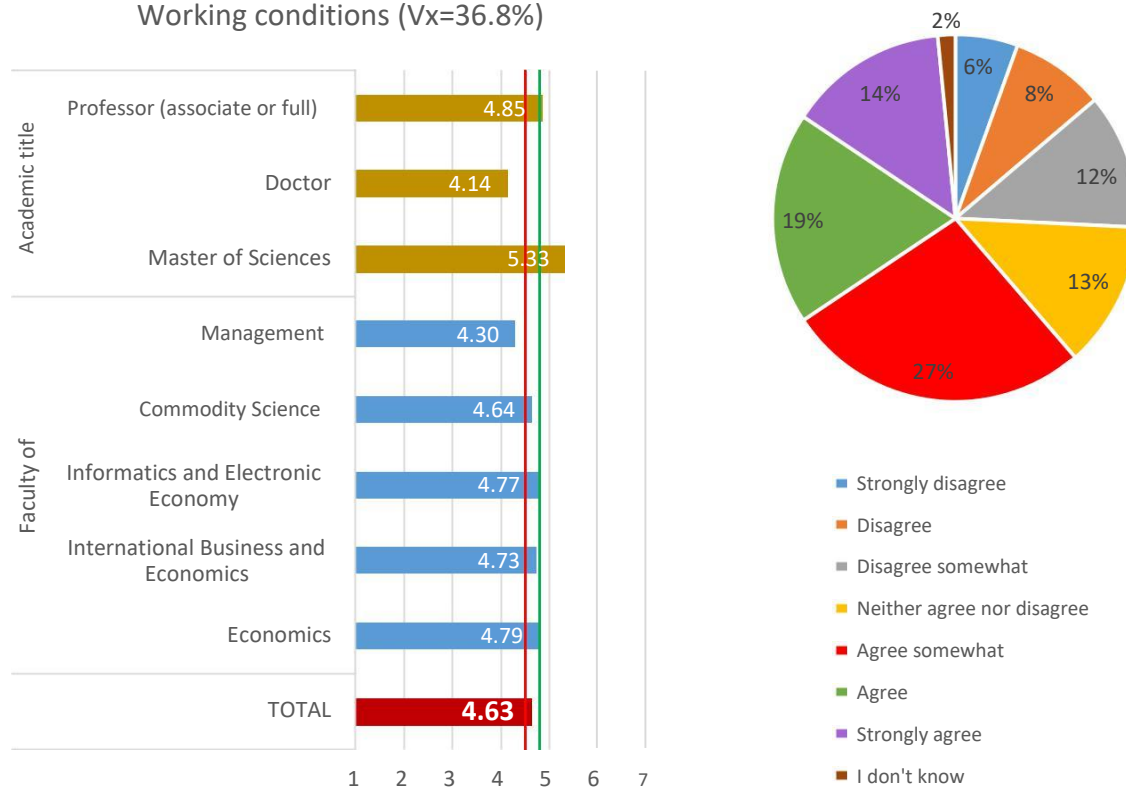
The global value of the assessment made by respondents (4.69) is a rationale for undertaking long-term improvement actions.

The analysis of the breakdown of responses shows that the vast majority of responses are on average positive; however, a relatively high proportion of negative assessments – by 19% of respondents – eventually affected the average value of the surveyed variable.

The average value of the surveyed variable is the consequence of the assessment made by the staff with the PhD degree (4.26), whereas the assessment made by the other two groups: the independent scientific staff (5.01) and the doctoral students (5.09), are definitely positive, with only a small difference between these two groups. It means that the planned improvement actions should be targeted at the staff with a doctoral degree, who, due to the lack of relationships in the environment, less favourably assess the access to tools. The relatively high assessment made by doctoral students can be explained by the support given them by their supervisors.

Like for the previous question, attention should be paid to the lower than average value of assessments made by the staff of the Faculty of Management and the much higher value of assessments made by the staff of the Faculty of Informatics and Electronic Economy. This situation is probably not so much the consequence of the lack of access to tools, as due to the insufficient internal flow of information about the existing opportunities.

Working conditions (Vx=36.8%)



26. PUEB ensures me working conditions which allow for the achievement of a good work/life balance

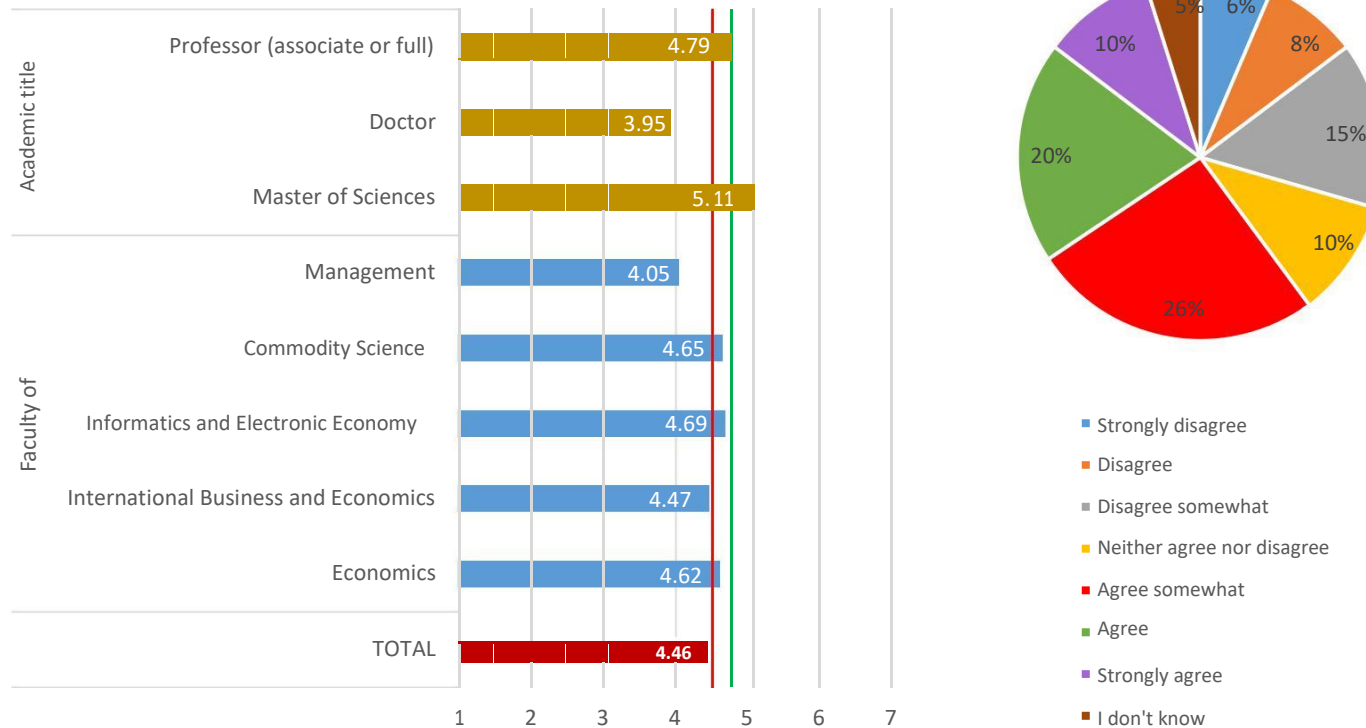
The global value of the respondents' assessment (4.63) is a rationale for undertaking long-term improvement actions.

The analysis of the breakdown of responses shows that the vast majority of responses are on average positive, but a high percentage of negative assessments – 26% of the surveyed population – is the reason for the lower overall average value of the surveyed variable.

The average value of the surveyed variable is the consequence of the assessment made by the staff with a doctoral degree (4.14), whereas the assessments made by the other two groups – the independent scientific staff (4.85) and the PhD students (5.33) – are definitely more positive. This result can be explained by the differences in the number of obligatory teaching hours (independent staff 180-210h, doctors 240-360, doctoral students

– only 60h), as well as in the number of course types and their character (classes, laboratories, workshops, lectures). Overtime work in different professional groups, as well as variations in the obligatory teaching hours, should also be analysed.

Employment stability (Vx=38.3%)

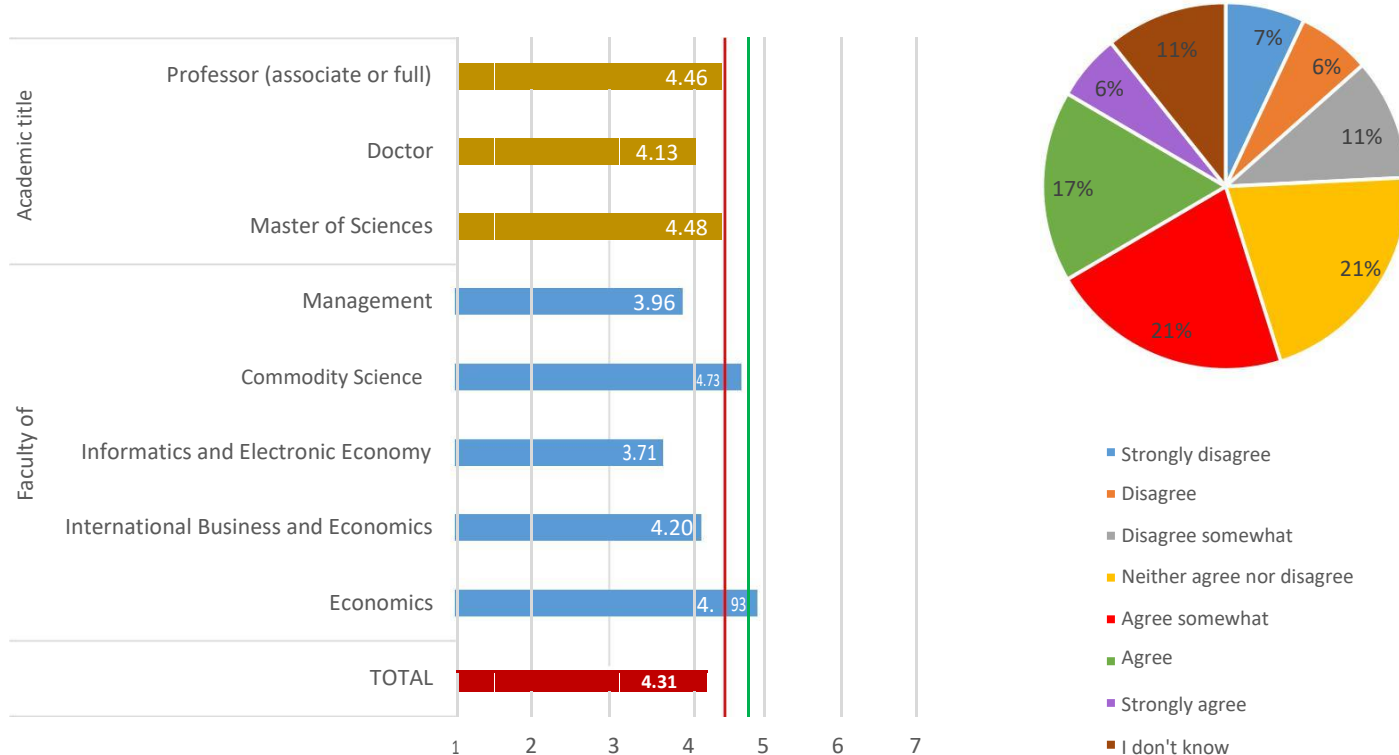


27. Employment conditions for PUEB research staff are stable.

The global value of the assessment (4.61) is a rationale for undertaking improvement actions in the short term.

The relatively low value of the surveyed variable results from the value of the assessment made by the staff with a doctoral degree (3.95), whereas the assessments made the other two groups – the independent scientific staff (4.79) and the doctoral students (5.11) – are definitely higher. The perceived instability of employment is a consequence of two factors: statutory regulations, which establish the maximum employment period at the position of an assistant professor and an associate professor, and the regulations binding at PUEB, whereby a person with a doctoral degree is employed as an assistant professor for a fixed period of time (8 years, but the first employment is for 5 years, with an option of signing another contract for a further 3 years). The doctoral students highly assess the stability of employment because they are not PUEB employees and, as such, are not subject to the internal employment regulations.

Salary (Vx=37.4%)

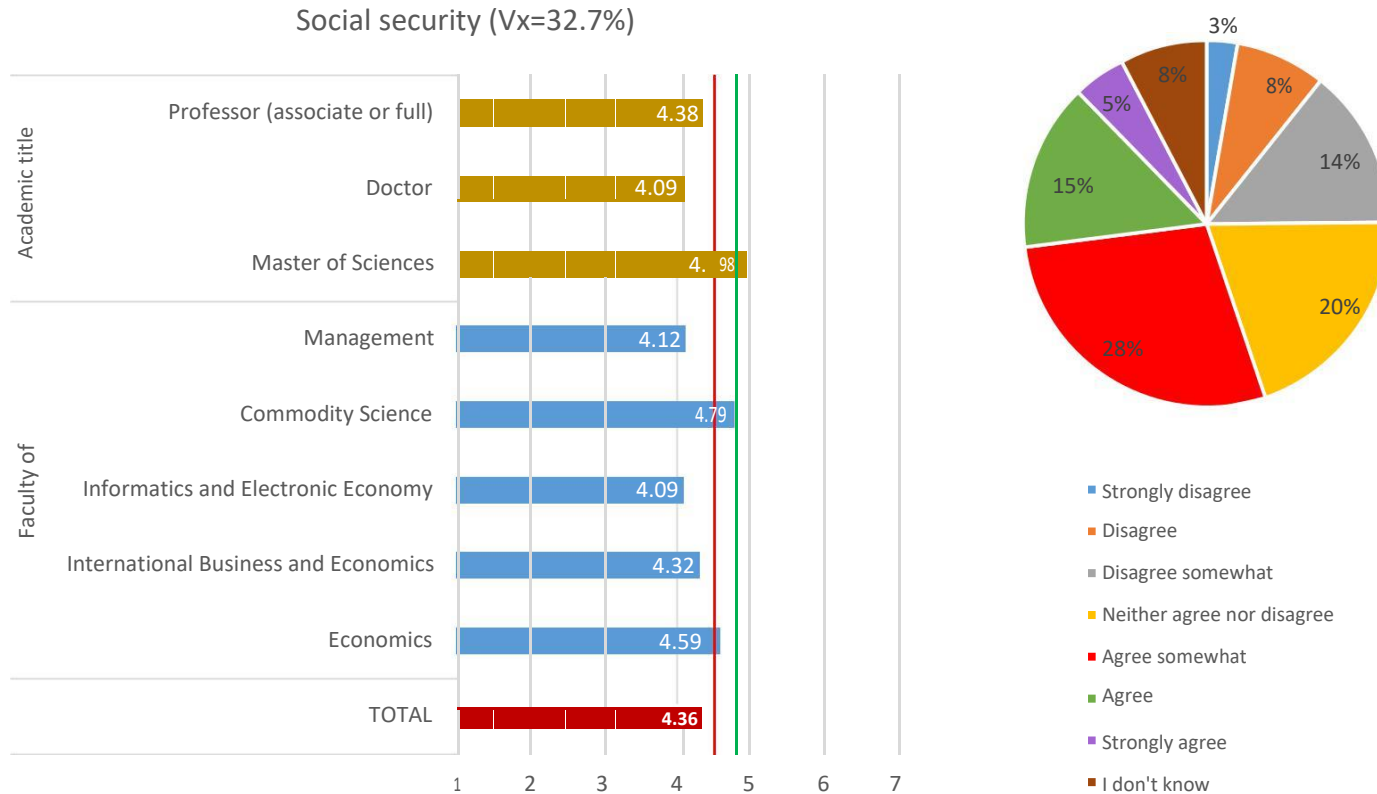


28. PUEB offers its staff an attractive salary, comparable to that offered by similar institutions.

The overall value of the assessment made by respondents (4.31) is a rationale for undertaking improvement actions in the short term.

Unlike for the earlier questions, the relatively low value of the surveyed variable results from the low assessments made by all the surveyed groups, but still the lowest assessments are made by the PhD staff (4.13). Such a low level of the variable allows for formulating a conclusion that the salary system at PUEB is not attractive compared to other similar institutions. The observed differences in assessments made by particular groups can be explained by the varied level of salaries. For the doctoral students, at the beginning of their professional careers, the scholarship system may appear more attractive than for the actual doctors, with a longer employment period at PUEB, who compare their salaries to the market remunerations.

In an attempt to interpret the assessment variations in different faculties, it is worthwhile to refer to their employees' knowledge of the external labour market and salaries offered there, which for persons working in the ICT area and the broadly understood management (therefore working in positions potentially available to the staff of the Faculties of Informatics and Electronic Economy, and Management) are higher than for employees from other areas of the organisation.



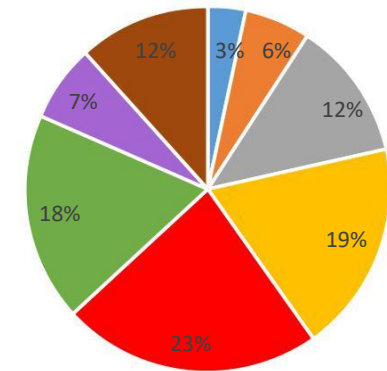
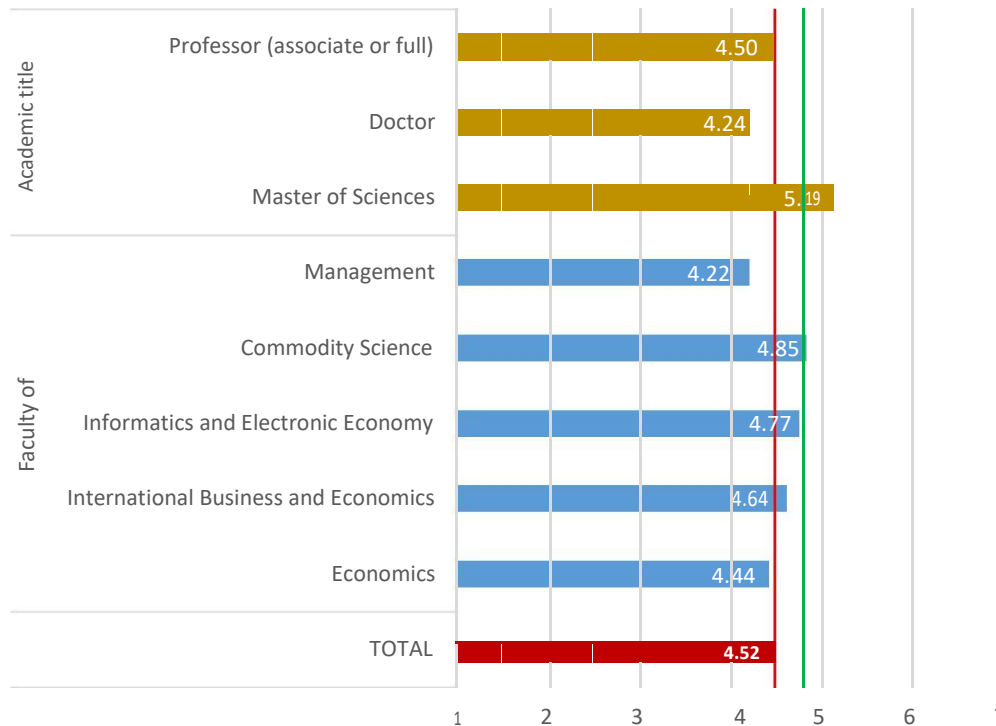
29. PUEB offers its staff access to fringe benefits adequate to their needs and expectations

The global value of the assessment (4.36) is a rationale for undertaking improvement actions in the short term.

As in the case of the previous question, the relatively low value of the surveyed variable is the result of the assessments made by the staff with a PhD degree and the independent scientific staff, whereas the assessment made by the doctoral students is definitely positive. It means that the fringe benefits system is not suited to the needs and expectations of PUEB employees. The observed discrepancies between the assessments made by the doctors and the independent staff are rather puzzling, as all PUEB employees have the same access to fringe benefits. It may mean that the staff with a doctoral degree have higher expectations. The deviation appearing in relation to the PhD staff is surprising in the light of the fact that PUEB has repeatedly won the Competition for the Most Pro-Doctor University – PRODOK – and it is considered the most doctor-friendly University in Poland.

The variety in the level of assessment in different faculties can be explained by the staff's knowledge of the external labour market (the open question in the questionnaire) and the fringe benefits offered there. For persons working in ICT and the broadly understood management (therefore working in positions potentially available to the staff of the Faculties of Informatics and Electronic Economy, and Management) salaries are higher than for those from other areas of the organisation; moreover, the range of fringe benefits is considerably broader.

Equal rights (Vx=33.2%)



- Strongly disagree
- Disagree
- Disagree somewhat
- Neither agree nor disagree
- Agree somewhat
- Agree
- Strongly agree
- I don't know

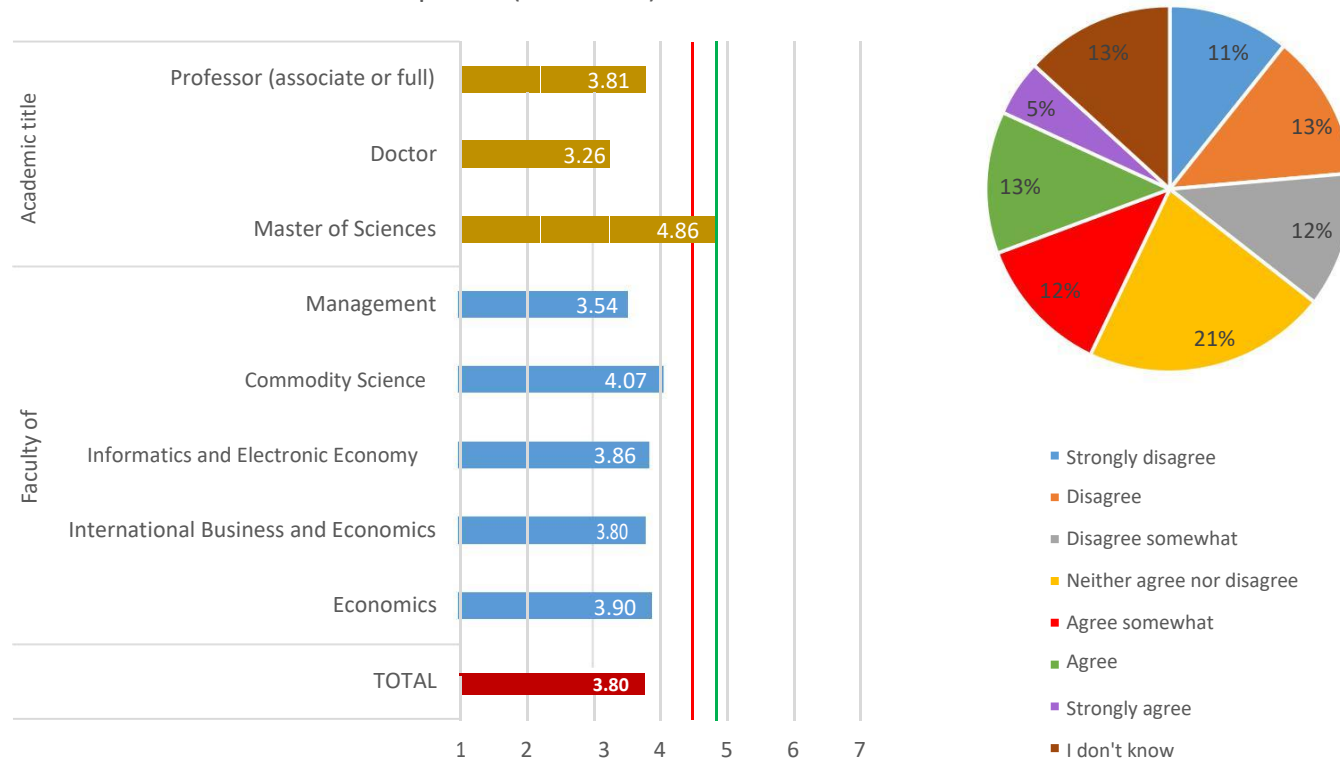
30. *During the recruitment process and further scientific development, all employees have equal chances and neither quality criteria nor recruitment requirements are lowered.*

The global value of the assessment (4.52) is a rationale for undertaking improvement actions in the long term.

The analysis of the breakdown of responses indicates a vast majority of on average positive responses, but a relatively high percentage of respondents whose assessments are negative (21%) affects the average value of the surveyed variable.

The average value of the variable results from the assessments made by the staff with a doctoral degree (4.24) and the independent scientific staff (4.50); in contrast the assessments made by the doctoral students (5.19) are definitely positive. It means that the planned actions should be targeted primarily at the PhD staff and the independent staff. The low index of responses may be the consequence of a negative perception of the competition procedures at PUEB, particularly in relation to the staff who apply for prolonging their employment.

Career development (Vx=45.9%)

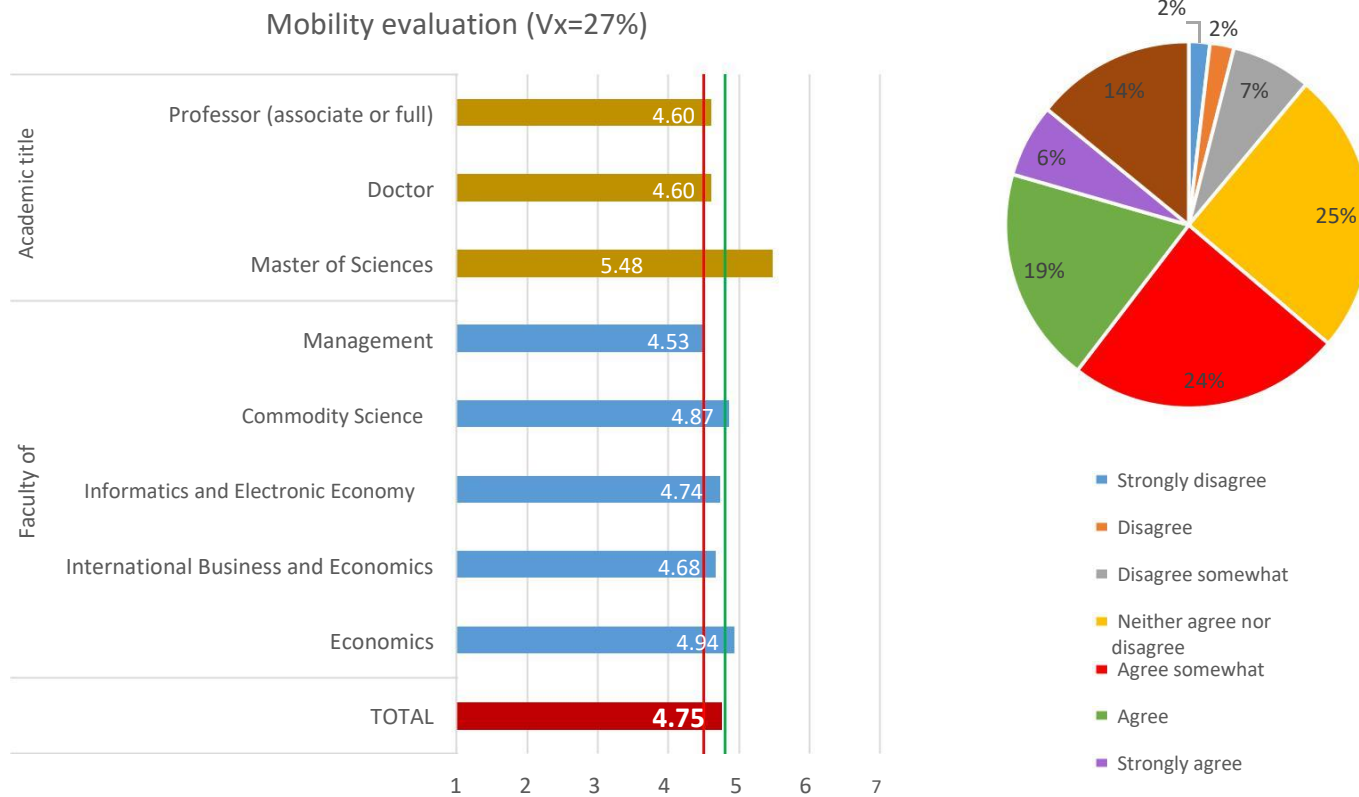


31. At PUEB I have an opportunity to consult a professional consultant at every stage of my career.

The global value of the assessment (3.80, one of the lowest in the whole survey) is a rationale for undertaking improvement actions in the short term.

The low value of the surveyed variable results from the assessments made by both the staff with a doctoral degree (3.26) and the independent scientific staff (3.81), whereas the assessments of the doctoral students clearly stand out and increase the average level of the variable (4.86). It means that the planned actions should be primarily addressed to the staff with a doctoral degree and the independent staff. The deviation in the assessments made by the PhD students can be explained by their relatively low attachment and loyalty to PUEB (only a small percentage of the doctoral students undertake work at the University after defending their dissertations).

Like in the case of the earlier questions, the most critical were the respondents from the Faculty of Management (3.54), whereas the assessments of the remaining faculties were somewhat less critical (between 3.80 and 4.07). Given the equal access of all PUEB employees to professional consulting, the low assessments made by the staff of the Faculty of Management probably result from their knowledge of the professional consulting solutions on the external labour market.



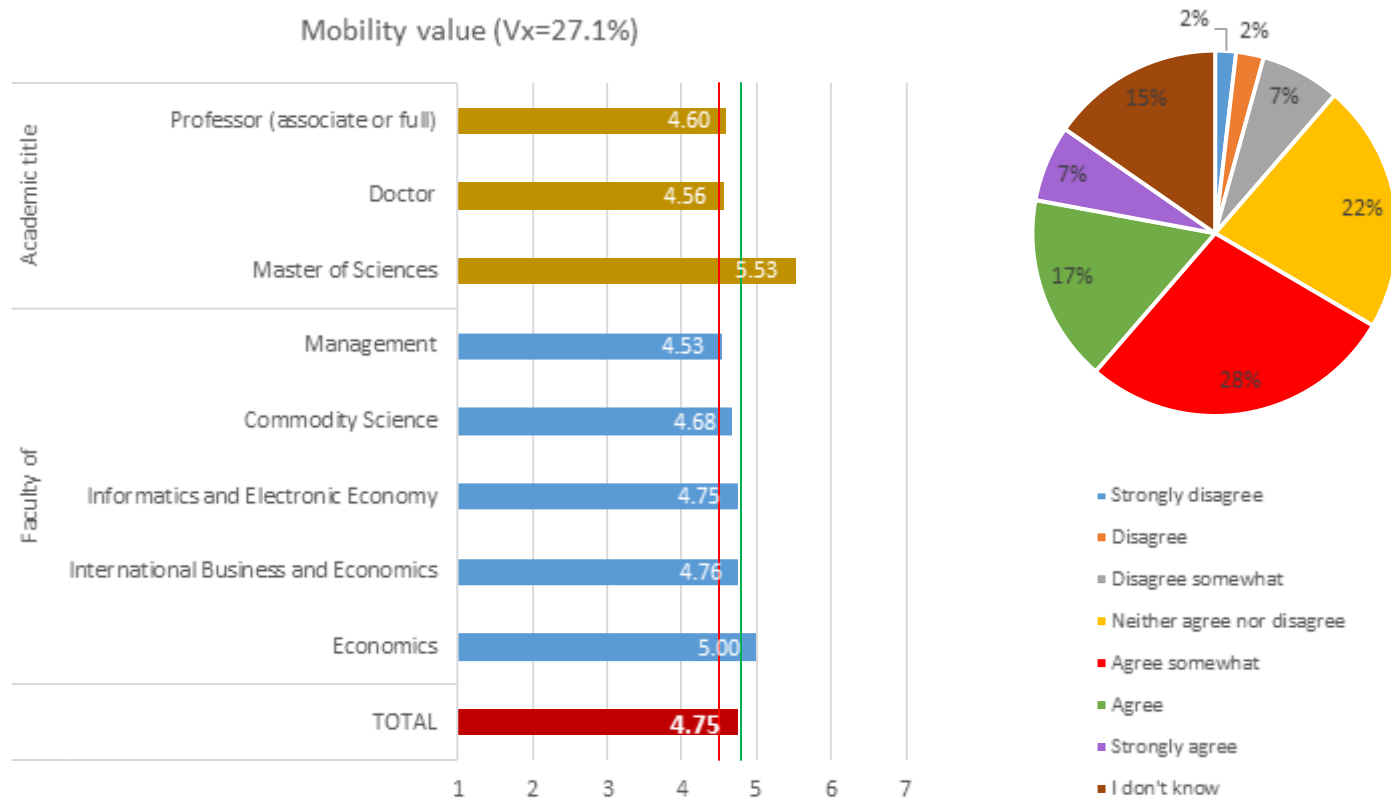
32. PUEB recognises experience resulting from mobility and appreciates it in the staff appraisal process

The global value of the assessments (4.75) is a rationale for undertaking improvement actions in the long term.

The analysis of the breakdown of responses shows a vast majority of positive ones, with a relatively low proportion of respondents answering the question negatively (11%), and a high index of persons who do not have a clear opinion, which explains the average value of the surveyed variable.

Both the staff with a doctoral degree and the independent scientific staff assess the variable at a similar level (4.60). Only in the case of the doctoral students is there a substantial difference in the positive direction (5.48), which can be explained by, on the one hand, the opportunities of international trips for students, within the ERASMUS, ERASMUS+, DAAD, or Marie Curie Actions programmes, and, on the other, by the fact that they do not have a status of PUEB employees, and therefore are not subject to the same appraisal procedures as the PUEB staff.

The observed differences in the assessment levels in different faculties are small and, as such, do need any additional interpretation.



33. PUEB recognises the value of geographical (in Poland and abroad), cross-sectoral and transdisciplinary mobility

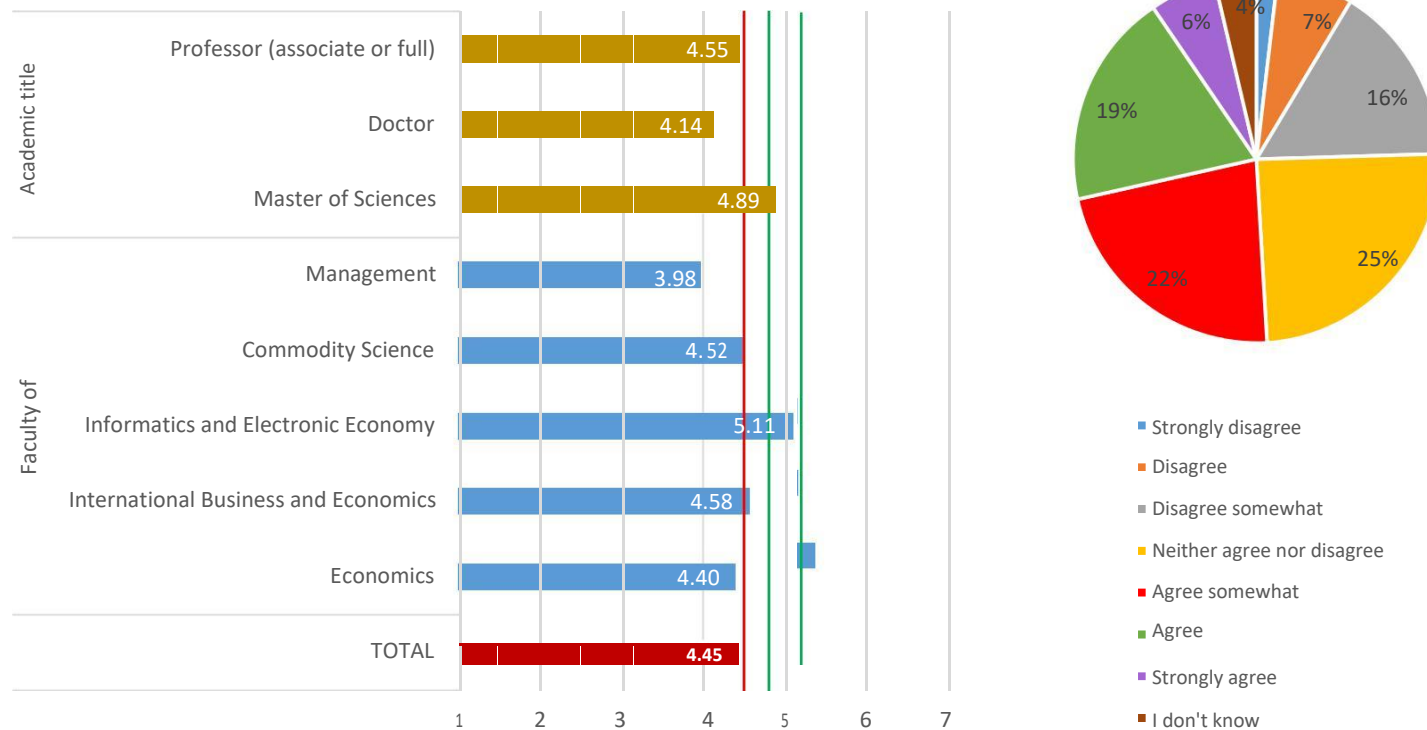
The global value of the assessment (4.75) is a rationale for undertaking improvement actions in the long term.

Like in the case of question 32, the analysis of the breakdown of the responses indicates a vast majority of positive ones, with a relatively low percentage of respondents with negative assessments – 11% – and a high proportion of respondents who do not have an opinion. All these facts result in the average value of the surveyed variable.

Both the staff with a PhD degree (4.56) and the independent staff (4.60) assess the variable at a similar level (with the doctors' response slightly more negative). Only in the case of the doctoral students is there a substantial positive difference (5.53), which can be explained by, on the one hand, the opportunities of international trips for students, within the ERASMUS, ERASMUS+, DAAD, or Marie Curie Actions programmes, and, on the other, by their awareness that, according to the PUEB procedures and regulations, if they undertake work at PUEB, domestic and international internships will be required of them.

In all the faculties there is the same staff appraisal system and all employees have the same opportunities for scientific trips, which means that there should be no differences between faculties in this respect.

Professional skills development (Vx=31.7%)



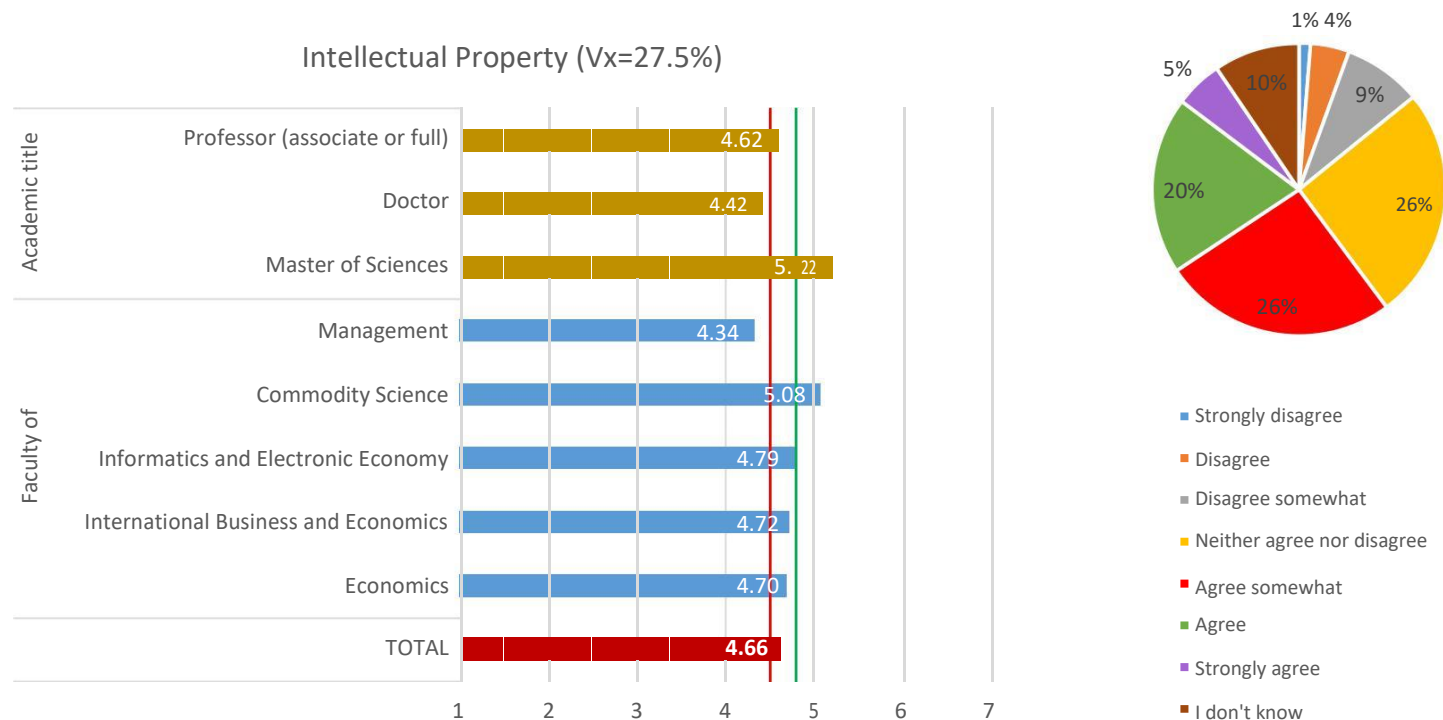
34. As a member of PUEB staff I have a constant access to resources and tools enabling me to develop my skills and qualifications indispensable on the labour market

The global value of the assessment (4.45) is a rationale for undertaking improvement actions in the short term.

The analysis of the breakdown of responses shows a relatively high proportion of employees (25%) who give a negative response, which results in the overall low value of the surveyed variable.

The relatively low value of the variable is a consequence of the assessment made by the staff with a doctoral degree (4.14), to a lower degree by the independent scientific staff (4.55), and by the doctoral students (4.89). Therefore, the planned improvement actions should be primarily targeted at the staff with a PhD degree.

The varied assessment level in different faculties can be explained by, on the one hand, the Faculty of Management staff's higher awareness of the resources and the tools facilitating the development of skills and qualifications on the labour market (which is the reason for their high level of criticism (3.89)), and, on the other hand, by the very well equipped computer laboratories available for the staff of the Faculty of Informatics and Electronic Economy, allowing them the development of skills and qualifications needed on the labour market.



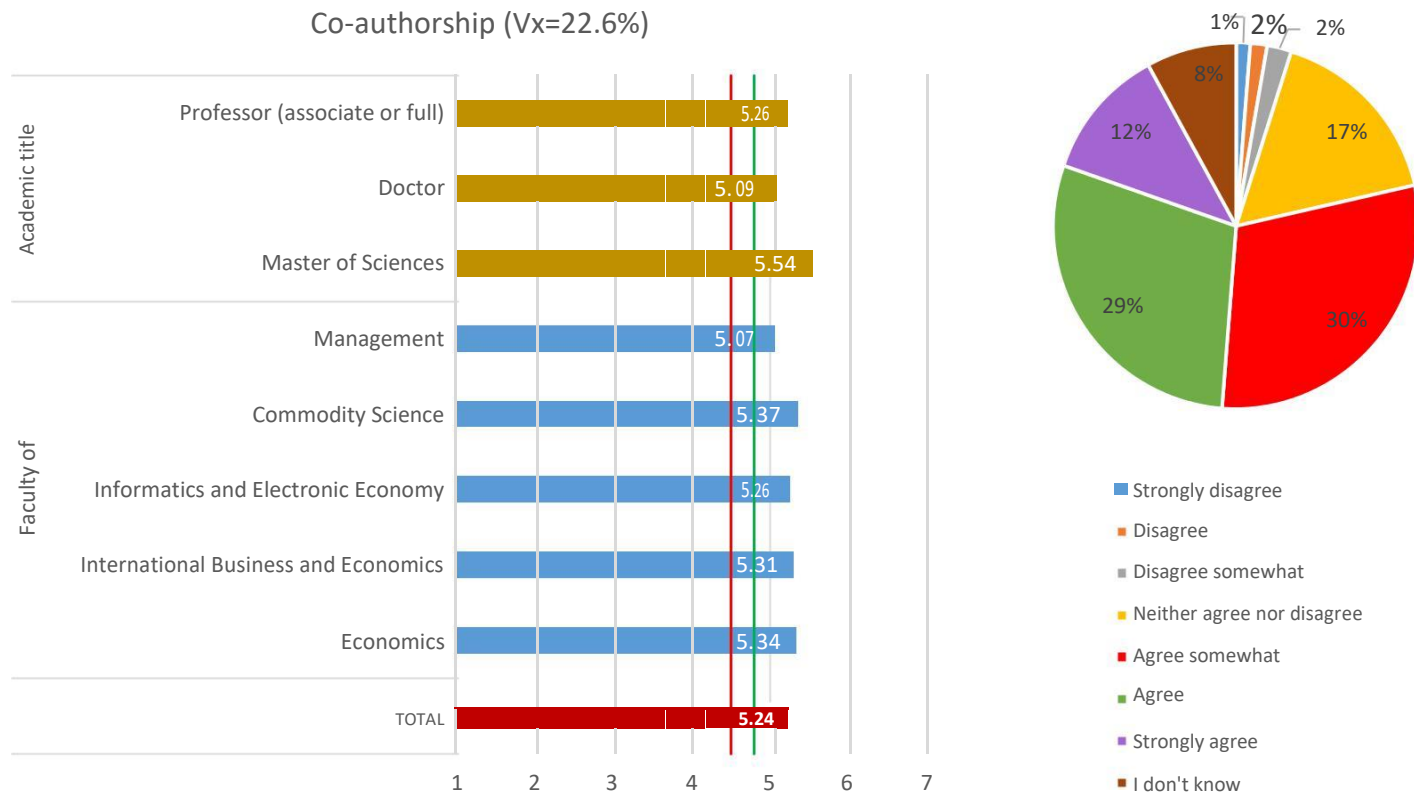
35. PUEB ensures the protection of Intellectual Property Rights, including copyrights, therefore I can benefit from the application of my research findings

The global value of the surveyed variable (4.66) is a rationale for undertaking improvement actions in the long term.

The analysis of the breakdown of responses indicates a vast majority of positive responses and a relatively low percentage of negative ones (14% of the surveyed population), which means that the average value of the variable results from the high proportion of ambiguous responses.

Both the staff with a doctoral degree (4.42) and the independent staff (4.62) assess the variable at a similarly low level, and only in the case of the doctoral students can a positive deviation be observed (5.22). The PhD staff and the independent scientific staff are subject to the same regulations on the protection of intellectual property rights and copyrights, so the difference in the level of their assessments results merely from the doctors' higher level of scepticism. The PhD students, who are just entering the research process, do not have a wide experience of the protection of intellectual property rights and copyrights, and thus their responses are more optimistic.

The variation in the assessment levels in different faculties can be explained by, on the one hand, using the PUEB equipment for activities related to the economic practice within the PUEB organisational units by the staff of the Faculty of Commodity Science and submitting patent applications by them, and, on the other hand, relatively the frequent providing of consulting services by the staff of the Faculty of Management, within their own economic activity, which encourages them to undertake research outside PUEB.



36. PUEB ensures that its research staff, at every stage of their career, have an opportunity to exercise their right to be recognised and named as co-authors, or quoted, in accordance with their contribution to collective publications/patents, and to exercise their right to publish their research findings, regardless of who their supervisor is

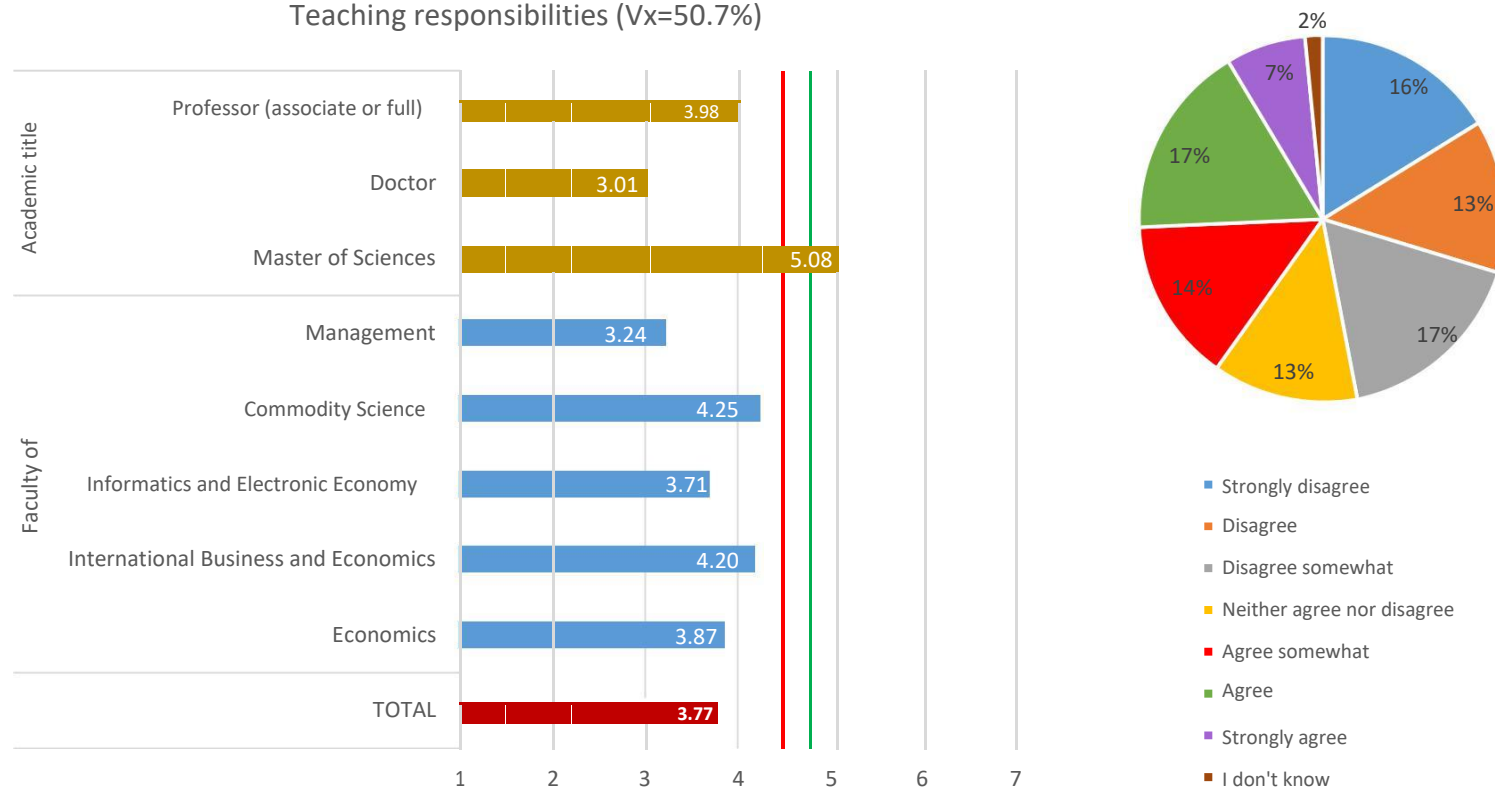
The global value of the assessment (5.24) is a rationale for the observation of the variable and maintaining the present level of assessment.

The analysis of the breakdown of responses shows a very low level of negative responses (5%), which, in addition to the vast majority of positive responses, is the reason for the high value of the surveyed variable.

The relatively high value of the variable is the consequence of similar assessments made by the staff with a doctoral degree (5.09) and the independent scientific staff (5.29), whereas the doctoral students' assessment somewhat stands out (5.54). It means that all the surveyed groups admit that PUEB ensures its research staff, at every stage of their career, an opportunity to exercise their right to be recognised and named as co-authors, or quoted, in accordance with their contribution to collective publications/patents, as well as to exercise their right to publish their research findings, regardless of who is their supervisor.

The observed differences in assessments in the different faculties are slight and do not require any additional interpretation.

Teaching responsibilities (Vx=50.7%)



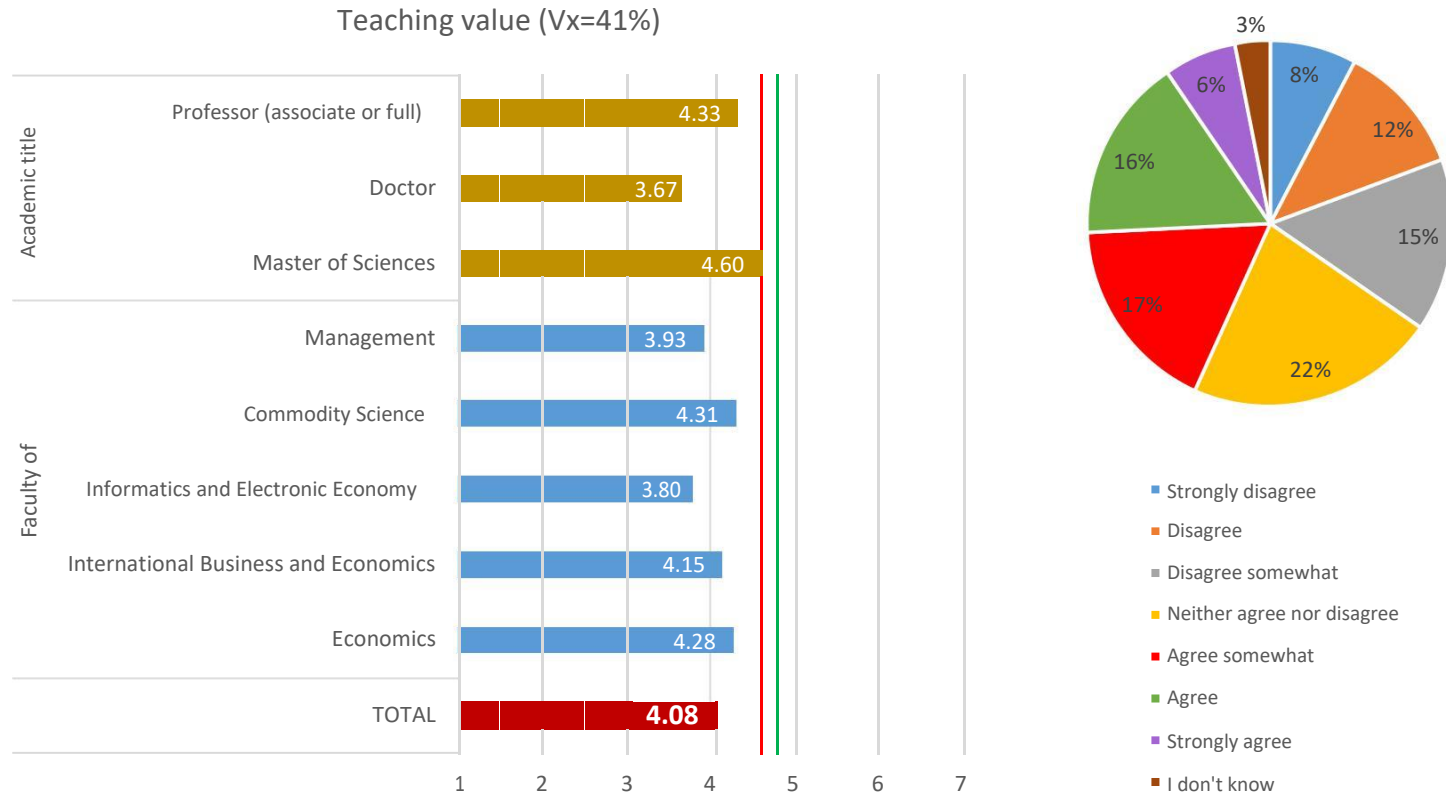
37. My teaching responsibilities are not so heavy as to interfere with my research work

The global value of the assessment (3.77, which is the lowest assessment value in the whole survey) is a rationale for undertaking urgent improvement actions.

The analysis of the breakdown of responses shows that the number of negative responses definitely exceeds the number of the positive ones, which results in the low value of the surveyed variable.

The low value of the variable is mainly the consequence of the assessments made by the staff with a doctoral degree (3.01); slightly better is the assessment of the independent staff (3.98). Only doctoral students positively evaluate the situation (5.08). The reasons for this situation lie in the level of the obligatory teaching hours, which, given the deadlines for promotion papers, are a heavy burden to the PUEB staff. For the PhD students, the number of obligatory teaching hours is much smaller (60h annually), so it does not negatively affect their scientific research.

The varied assessment level for different faculties can be explained by the overtime hours in popular study programmes.



38. My teaching responsibilities are adequately rewarded and fairly incorporated into the staff appraisal.

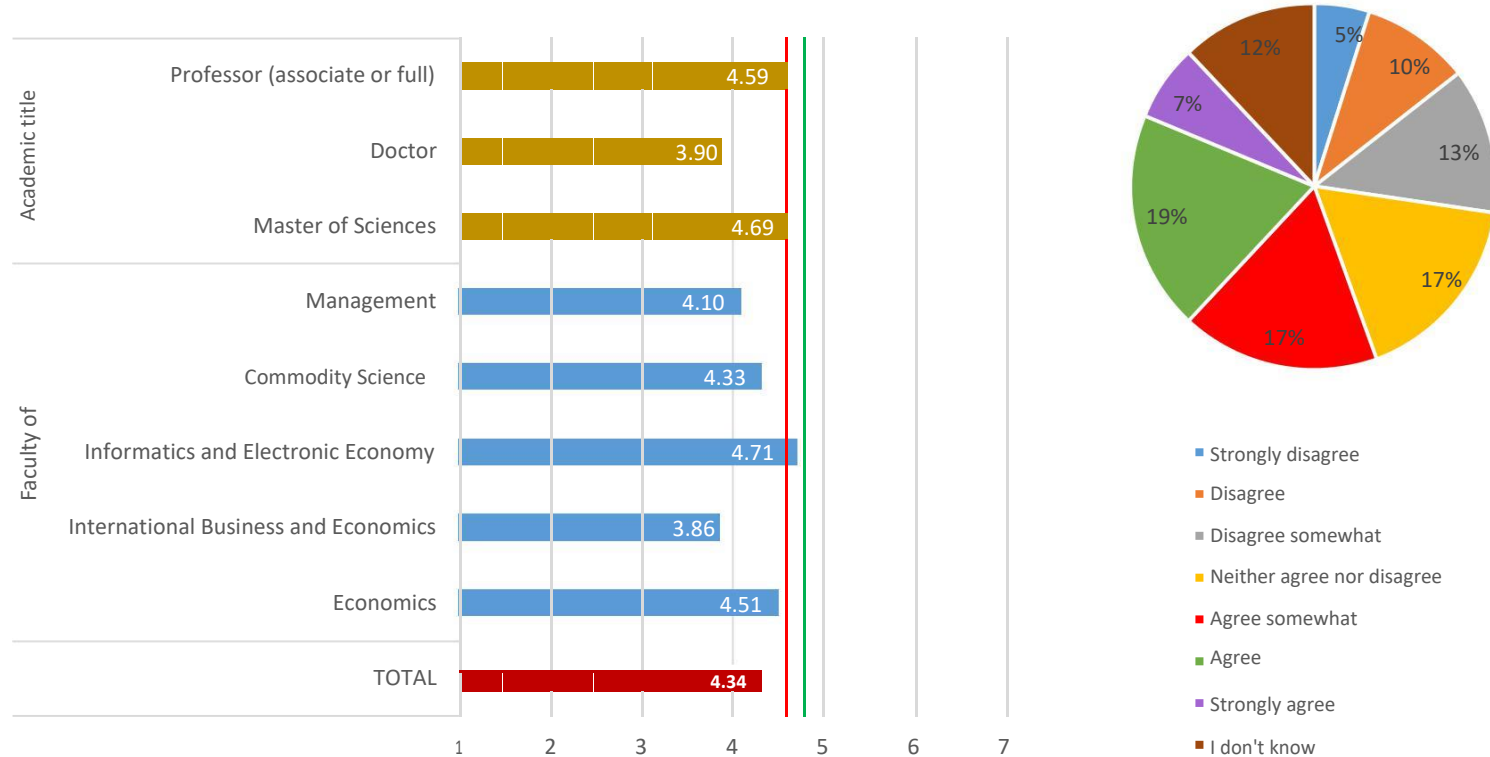
The global value of the assessment (4.08) is a rationale for undertaking improvement actions in the short term.

The analysis of the breakdown of responses indicates a high proportion (35%) of negative responses and ambiguous ones, which results in the low value of the surveyed variable.

The low value of the variable is primarily a consequence of the assessments made by the staff with a doctoral degree (3.67); the independent staff's and the doctoral students' assessments are more positive (respectively 4.33 and 4.60). This situation results from the strong emphasis placed on the teaching activity at PUEB, whereas during the promotion process for the post-doctoral degree, as well as in the periodical appraisal of the academic staff, the teaching activity is marginalised and the emphasis is placed on the scientific achievements (which is caused by the statutory regulations).

The analysis of the open question allowed for identifying the reasons for dissatisfaction – low payment rates for overtime hours and the big workload disrupting the balance between teaching and research responsibilities, as well as relatively low salaries compared to the private sector (it is especially well-visible in the IT sector, where it is reflected by the dissatisfaction of the staff of the Faculty of Informatics and Electronic Economy).

Complains (Vx=38.1%)



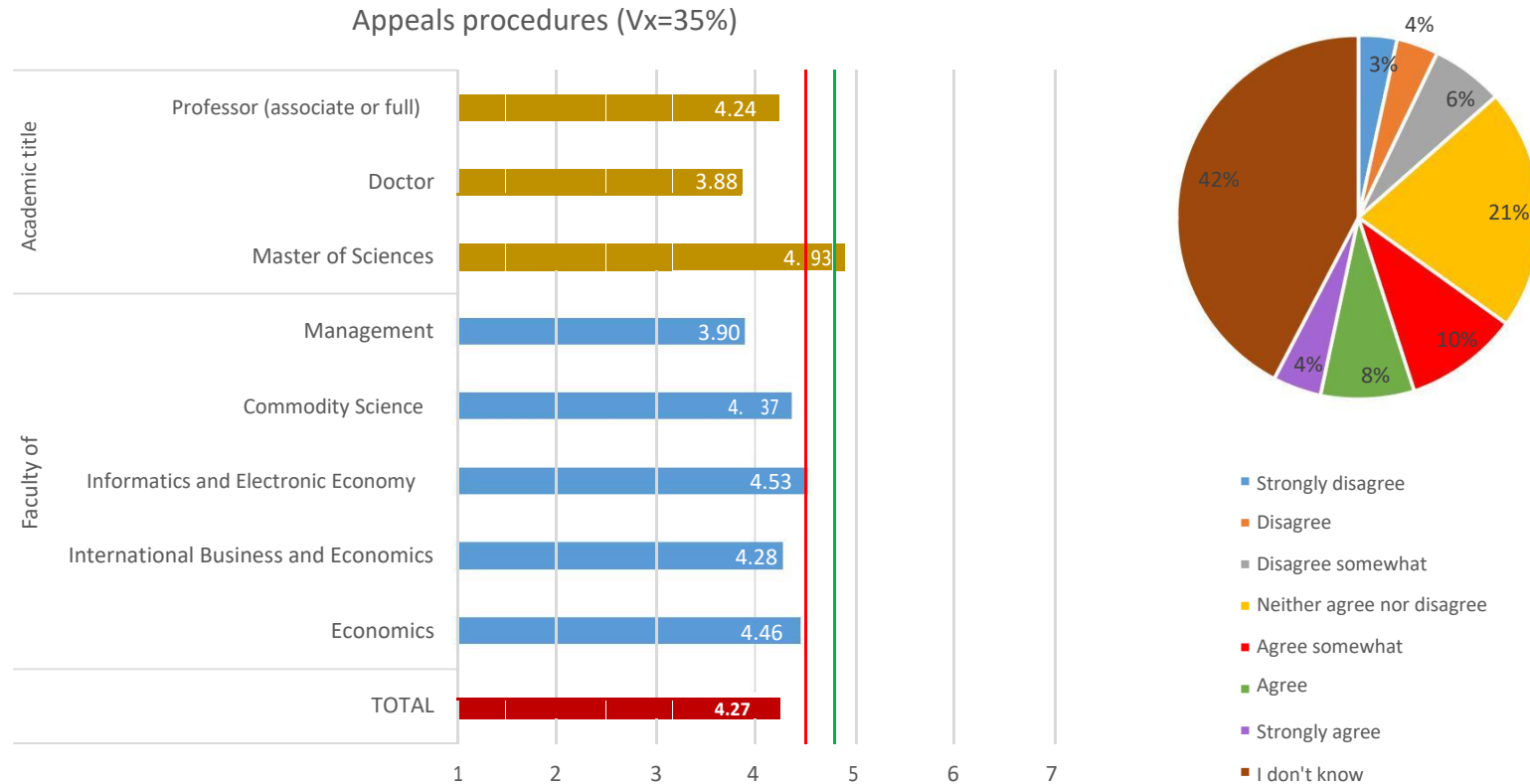
39. As a PUEB employee, I know what action to take and who to turn to in a situation of a conflict with another researcher, or to whom to make a complaint

The global value of the assessment (4.34) is a rationale for undertaking improvement actions in the short term.

The analysis of the breakdown of responses shows a substantial share of negative responses (28%), which, along with the relatively small number of undecided respondents, results in the overall low value of the surveyed variable.

The relatively low value of the variable is a consequence of the assessment made by the staff with a PhD degree (3.90), whereas the assessments in the other two groups – the independent staff (4.59) and the doctoral students (4.69) – are higher, though not satisfying. The lack of knowledge of what action to take and who to turn to in a situation of a conflict with another researcher is puzzling, as there is a principle of there being a chain of command and a disciplinary commission for academic teachers at PUEB. Evidently, the staff are not aware of these solutions.

Appeals procedures (Vx=35%)



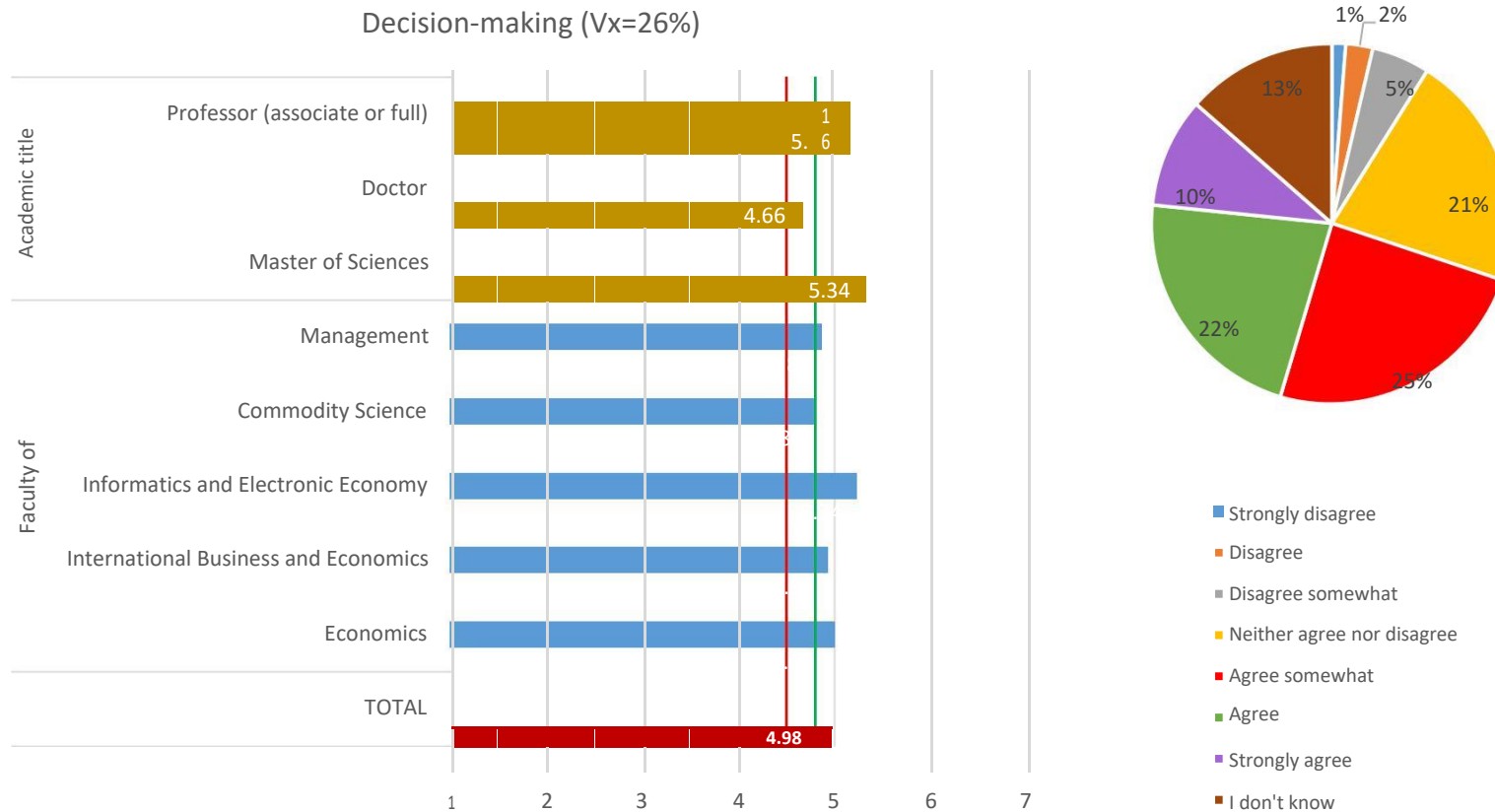
40. The procedure of solving conflicts, and filing complaints and appeals at PUEB is fair and all research staff members are treated equally

The global value of the assessment (4.27) is a rationale for undertaking improvement actions in the short term.

The analysis of the breakdown of responses indicates a small proportion of respondents who negatively assess the surveyed variable. The overall low level of the assessment results from two categories of responses – ambiguous ones (21%) and respondents unable to answer the question (42%). The high proportion of responses in the last group is probably a consequence of the lack of experience in this type of situation, which causes the lack of knowledge.

The relatively low value of the variable results from assessments made by the staff with a doctoral degree (3.88), whereas in the other two groups – the independent staff (4.24) and the doctoral students (4.93) – the assessments are much higher. Therefore, the planned improvement actions (such as the internal communication of information related to conflict situations) should be targeted primarily at the staff with a doctoral degree.

Like in the case of the earlier described variables, the lowest value is characteristic of the Faculty of Management (3.90), whereas for the other faculties it is higher, in the 4.28 – 4.53 range.



41. As a PUEB employee, I have an opportunity for representing my interests in the relevant decision-making, consulting and information bodies at the University

The global value of the assessment (4.98) is a rationale for the observation of the surveyed variable and maintaining the present level of assessment.

The analysis of the breakdown of responses indicates a small percentage of negative responses and a relatively high proportion of ambiguous ones.

In all the professional groups the assessment of the variable is relatively high, although the independent scientific staff (5.16) and the doctoral students (5.34) assess the variable higher than the staff with a doctoral degree (4.66). This can be explained by the structure of the Faculty Boards, whose members are members of the independent scientific staff, whereas the doctors only have their representatives. Moreover, they do not have a full decision-making vote in this collegial body.

The observed differences between faculties are slight and do not require any additional interpretation

TRAINING



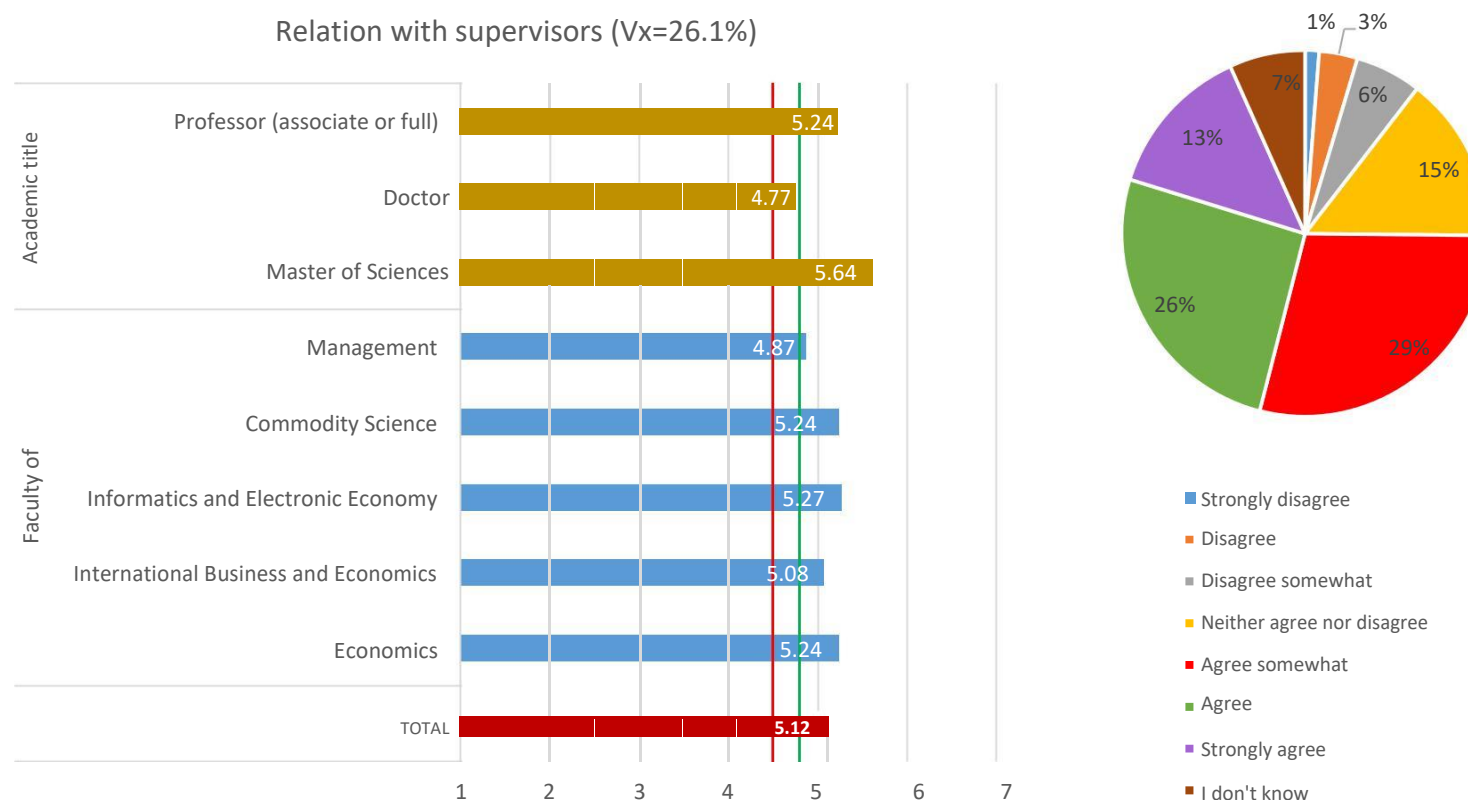
The area of Training, with the average level 4.74, occupies the third – the last but one – position. It requires undertaking improvement actions, particularly in relation to the tools and the resources of developing skills and qualifications, as well as the professional training – similar elements – both assessed by respondents at a low level. The most highly assessed element is the relations with supervisors, and therefore the independent scientists' endeavours to take good care of younger researchers are noticed, but there are not enough tools and support for the independent scientists themselves. The area needs strategic improvement actions, primarily in the support for the staff's development.

Like in the case of the area of Recruitment, the lowest notes were observed in the group of the staff with a doctoral degree, the highest in the group with a Master's degree, and medium – in the group with the title of professor.

The survey shows that the highest assessments were made in the Faculty of Informatics and Electronic Economy – the 3 highest notes out of 5 questions – and in the Faculty of Commodity Science – 2/5.

As for the reasons for this situation, in this area respondents pointed out the significance of interpersonal relations, the quality of life in the organisation, and its structures, processes and motivation.

Relation with supervisors (Vx=26.1%)



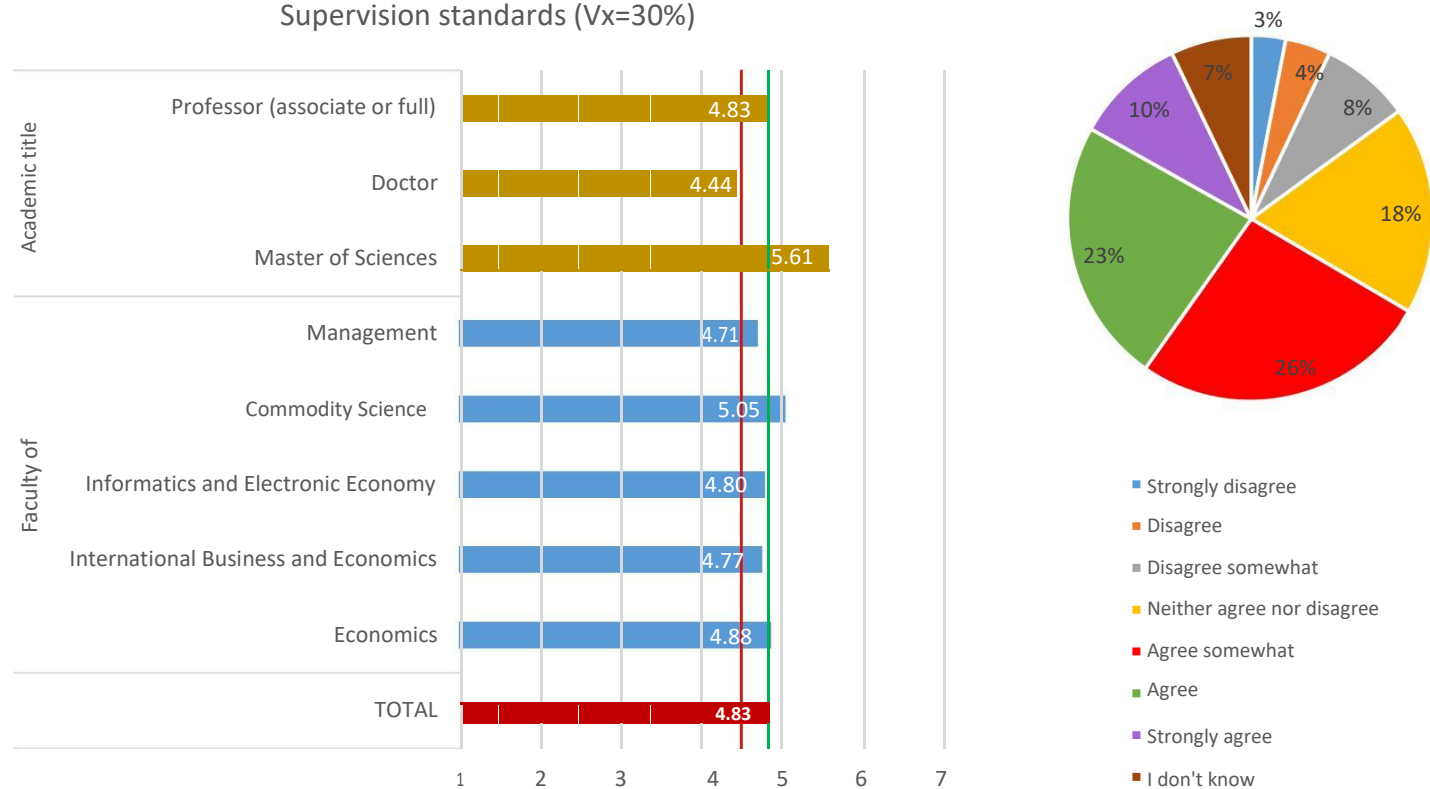
42. Young research staff have an unlimited access to supervisors who offer them support through, among others: research progress analysis, feedback, work according to schedules and to deadlines

The global result at the level of 5.12 is the highest in this area of the survey, so it does not require urgent improvement actions. Only 25% of respondents negatively assessed their access to supervisors, out of which 15% are “neither agree nor disagree” responses.

The staff with a doctoral degree assess this element at the lowest level (4.77), whereas the highest assessments were made by those who supervise scientific work and those who are supervised – it appears that both sides are satisfied. The doctors’ dissatisfaction may be related to their transfer from the role of the doctoral students, who are offered more support, to the position of the PhD staff, who are expected to display more scientific independence.

From the point of view of the faculties, there are no remarkable differences in the assessment, except for the Faculty of Management, whose assessment is noticeably lower than the rest.

Supervision standards (Vx=30%)



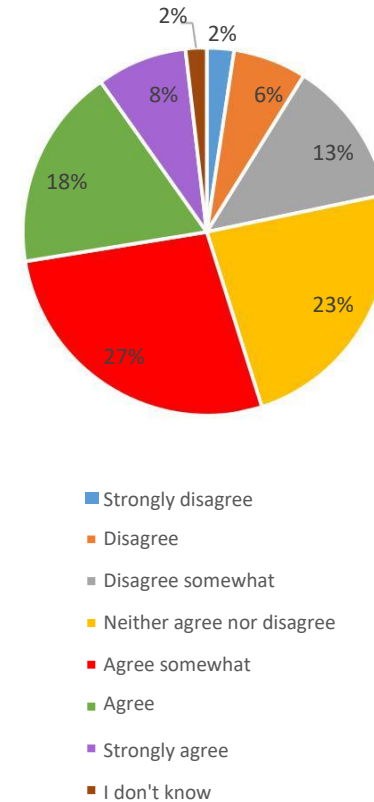
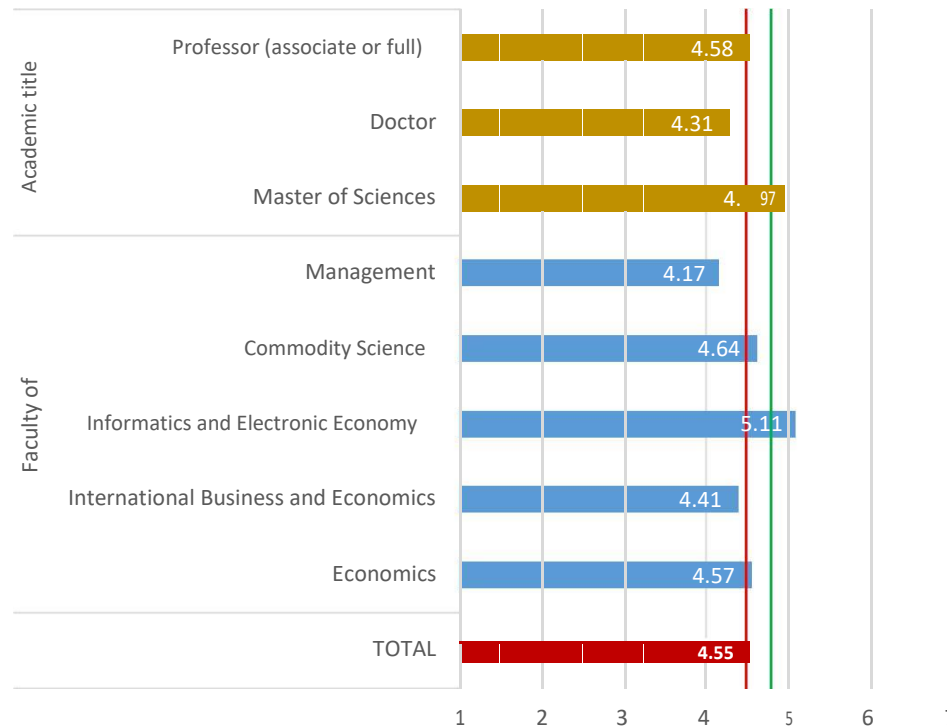
43. Senior research staff who perform the functions of: supervisors, mentors, professional advisors, leaders, project coordinators, managers, or promoters of science, fulfil these functions in accordance with the highest standards

The global result – 4.83 – is satisfying, though not one of the highest. Still, it does not indicate a need for urgent and radical actions. The vast majority of responses is positive, but there is also a big number of ambiguous ones, which means that, although the situation can be evaluated as satisfying, some improvement would be recommendable. Some detailed issues require an in-depth analysis and the preparation of a set of standards for mentors.

The highest level of satisfaction characterises the doctoral students, whereas the other groups assess the researched element at a considerably lower level.

From the perspective of the faculties, there are no substantial differences between them, although the assessment made by the Faculty of Commodity Science positively stands out.

Professional Development (Vx=31.5%)



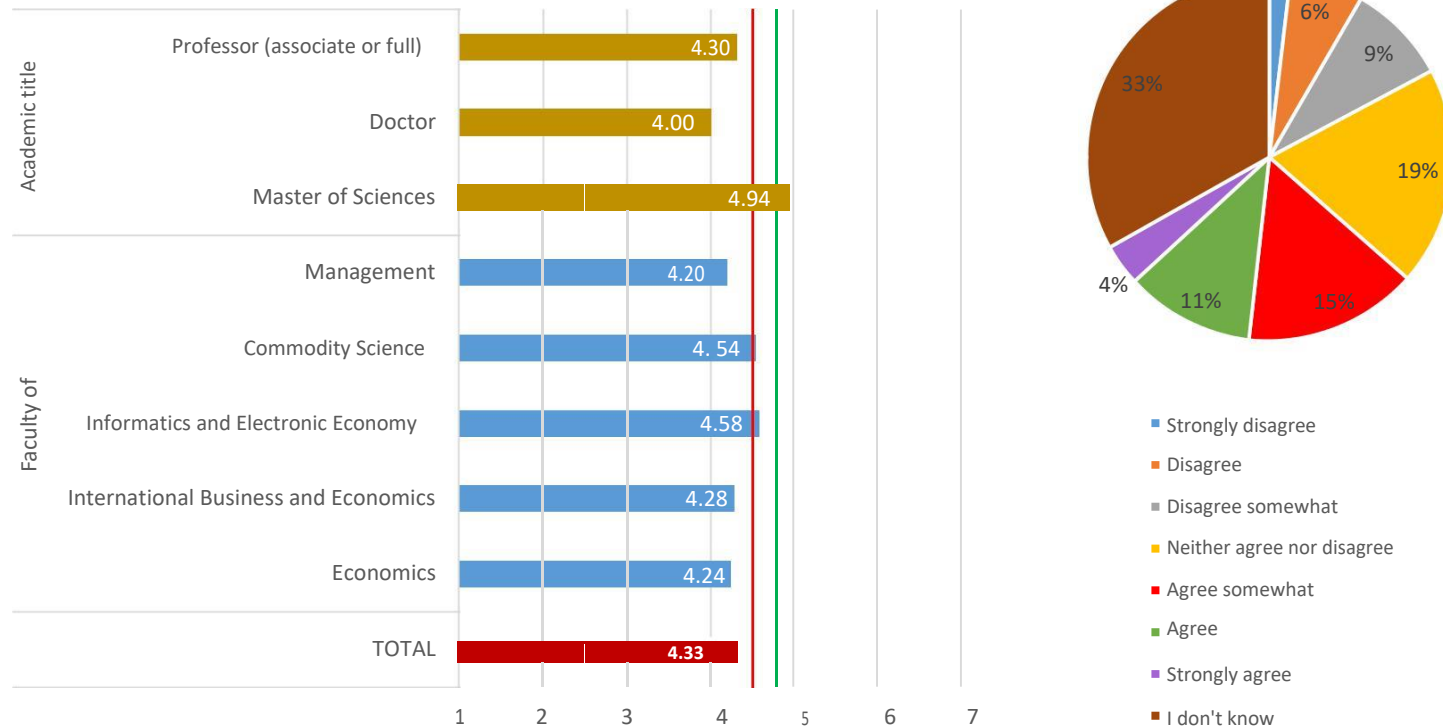
44. *I have access to resources and tools (e.g. formal training courses, workshops, conferences, on-line courses), which enable me to develop professionally and acquire necessary qualifications*

The global result is rather low (4.55) and it indicates a need for undertaking improvement actions. Like in the case of the previous question, there is a majority of positive responses; however, 50% of respondents are undecided. It means that some actions are undertaken in this area, but not to the extent expected by the staff. The conclusion is that there is access to tools and resources, but it does not fully meet the expectations.

Again, the least satisfied group is that of the staff with a doctoral degree; the most satisfied – the doctoral students.

From the point of view of the faculties, the highest assessment was made by the Faculty of Informatics and Electronic Economy with 5.11, and the lowest – by the Faculty of Management – 4.17. The differences may result from the different practices of these faculties.

Development tools evaluation (Vx=33.2%)



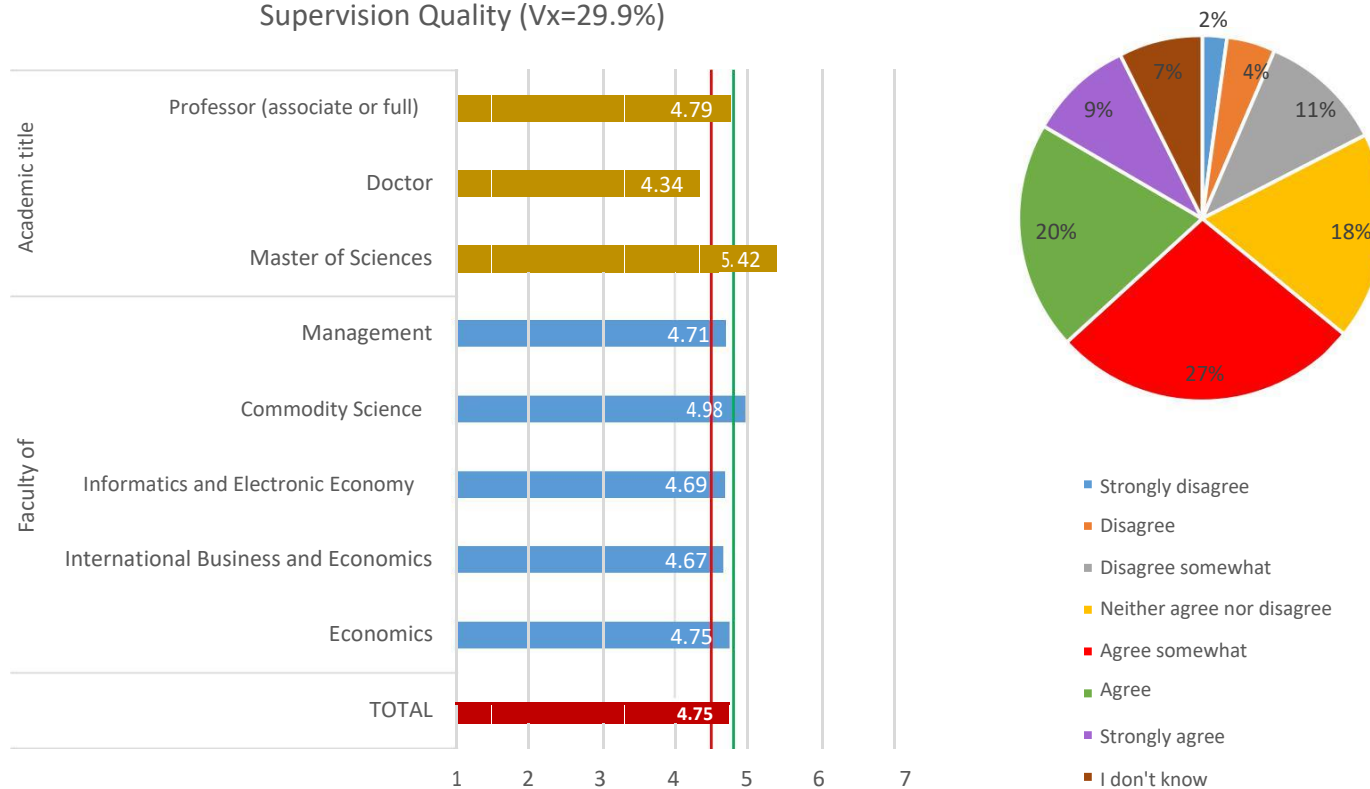
45. *The tools and resources existing at PUEB for the development of skills and qualifications are subject to regular monitoring, from the point of view of their availability, effectiveness and attractiveness.*

The overall result – 4.33 – is very low and justifies undertaking improvement actions. The most meaningful is the percentage of “I don’t know” responses – 33% – but there are also 19% of “neither agree nor disagree” ones. This lack of knowledge of the development tools and resources may result from an inadequate information policy, or lack of evaluation actions.

As it was the case with earlier questions, the PhD students evaluate the situation the most highly, whereas the staff with a doctoral degree made the lowest assessment (4.00).

From the point of view of the faculties, the assessments do not substantially vary, so improvement actions would be needed in all the faculties.

Supervision Quality (Vx=29.9%)



46. Supervisors of the junior research staff have enough time, knowledge, experience, competencies and dedication, and also ensure the necessary support and procedures for monitoring progress, work evaluation and feedback

The global result – 4.75 – indicates a need for improvement actions undertaken in the long term. What is remarkable again, is the number of undecided respondents, who, together with those giving the “I don’t know” response, account for 25%. This area requires an in-depth analysis to identify specific gaps.

From the point of view of the faculties, the differences between them are not noticeable, except for the higher notes of the Faculty of Commodity Science.

OPEN QUESTION ANALYSIS AND EMPLOYEE CONSULTATION

Before indicating the areas which require improvement, it should be noted that 107 staff members took part in the survey, which accounts for 32%. This is why the quantity of responses is not very high. Still, they are an interesting material for analysis, as the questionnaire was anonymous. The staff partly revealed the areas in need of immediate intervention, but, what is more important, also offered potential solutions. The following areas require improvement:

1. Processes, procedures and regulations
 - a. Responsibilities increasingly often shifted from administrative divisions to research staff
 - b. The Legal and HR Divisions not properly functioning
 - c. Excessive reporting obligations, bureaucracy
2. Teaching load
 - a. Unpaid organisational work for the University
 - b. Lack of flexibility between research (grants) and teaching activity
 - c. Underestimated teaching activity
3. Pathologies in the organisation
 - a. Mobbing
 - b. Supervisors added as co-authors to articles written by junior research staff
 - c. Using junior research staff for their own work
 - d. Discrimination against mothers
 - e. Negative influence on WLB
4. In research focusing on collecting points from publications
 - a. Ineffective HR practices
 - b. Nepotism in recruitment
 - c. Commissions not evaluating achievements, lack of transparent evaluation criteria
 - d. Lack of objective assessment – also department managers as superiors
5. Lack of trust in interpersonal relations

Proposed improvements, new solutions

Working conditions

Psychological help: professional advisor, mentoring of career paths

Remuneration for work other than teaching, variable components of remuneration (grants, staff appraisal, organisational activity); employment stability (life stability), revision of criteria of the Rector's Rewards, sabbaticals

Work organisation

Division into research and teaching positions

Flexible employment time (rigidity of teaching, preventing mobility)

Base of knowledge and a platform facilitating procedures; effective communication of changes Tenures and appraisal of department managers by subordinates



POZNAŃ UNIVERSITY
OF ECONOMICS
AND BUSINESS

INTERNAL ANALYSIS PART 2 (INTERNAL LAW AND HR PRACTICES (LHR))

I. Ethical and professional aspects

1. Research freedom		
<p>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.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Copyright and Related Rights, • The Law on the Principles of Financing Science, • The Law on Industrial Property Rights, • The Law on the Protection of Databases, • The Public Finance Law, 	<ul style="list-style-type: none"> • Both of the PUEB journals place an emphasis on the ethics of writing, among other means by avoiding the so-called ghost-writing and guest-writing. Moreover, articles submitted to SOEP are checked through the anti-plagiarism system • The PUEB Statuteⁱ • The Regulations on Intellectual Property Rights and Commercialisation of Scientific Researchⁱⁱ • The Code of Good Practiceⁱⁱⁱ 	<p>None</p> <p>None</p> <p>None</p> <p>None</p>
2. Ethical principles		
<p>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.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Personal Data Protection, • The Law on the Principles of Financing Science 	<ul style="list-style-type: none"> • The Rector's Commission for the University's Social Responsibility and the Rector's Representative for the University's Social Responsibility have been functioning at PUEB since 2013, • "The teaching course for PUEB doctoral candidates and young research staff" includes classes on the ethical principles of scientific research • The PUEB Statute¹ • The Regulations on Intellectual Property Rights and Commercialisation of Scientific Research² • The Code of Good Practice³ • The PUEB Strategy⁴ 	<p>Insufficient awareness of both young research staff and more experienced researchers of the significance of ethics in scientific research. (LHR2)</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>

<p>3. Professional responsibility</p> <p>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.</p>		
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Development needs/gaps</p>
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Intellectual Property Protection and Related Rights, • The Law on Industrial Property Rights, • The Law on the Principles of Financing Science, • The Penal Code, • The Law on Academic Degrees and Titles and Titles in Art. 	<ul style="list-style-type: none"> • Both of the PUEB journals place an emphasis on the ethics of writing, among other means by avoiding the so-called ghost-writing and guest-writing. Moreover, articles submitted to SOEP are checked through the anti-plagiarism system • The PUEB Statute¹ • The Regulations on Intellectual Property Rights and Commercialisation of Scientific Research² • The Rector's Resolution No 28/2016^{iv} 	<p>The staff's inadequate competencies in writing scientific texts in accordance with ethical principles (LHR3)</p> <p>Sporadic cases of plagiarism – a possibility of checking articles for the EBR journal, as well as doctoral theses through the anti-plagiarism system, should be considered</p> <p>None</p> <p>None</p> <p>None</p>
<p>4. Professional attitude</p> <p>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.</p>		
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Development needs/gaps</p>
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on the Principles of Financing Science, • The Law on Public Finance, • The Law on Personal Data Protection, • The Law on Databases Protection, • The Law on the National Centre of Science, • The Law on the National Centre of Research and Development 	<ul style="list-style-type: none"> • There are commissions for scientific research and assessment of researchers in every faculty, • There is the Research and International Relations Division and the Fund-Raising Office • The PUEB Statute¹ • The Senate's Resolution No 34/2012^v • The Regulations on Doctoral Studies^{vi} 	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>
<p>5. Contractual and legal obligations</p> <p>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.</p>		

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Intellectual Property Protection and Related Rights, • The Law on Industrial Property Rights Protection 	<ul style="list-style-type: none"> • The Regulations on Intellectual Property Rights and Commercialisation of Scientific Research² • The Rector's Resolution No 28/2016⁵ • The Regulations on Doctoral Studies⁷ • The PUEB Statute¹ 	<p>None</p> <p>None</p> <p>None</p> <p>None</p>
<p>6. Accountability</p> <p>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 cooperate with any authorised audits of their research, whether undertaken by their employers/funders or by ethics committees.</p> <p>Methods of collection and analysis, the outputs and, where applicable, details of the data should be open to internal and external scrutiny, whenever necessary and as requested by the appropriate authorities.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on the Principles of Financing Science, • The Law on Public Finance, • The Law on Personal Data Protection, • The Law on Databases Protection, • The Law on the Liability for the Breach of Public Finance Discipline 	<ul style="list-style-type: none"> • An obligation to file reports on the use of finance within MNiD (Young Researchers and Doctoral Students Programme), as well as for statutory research, • Doctoral students apply for scholarships for the best researchers and pro-quality scholarships and write reports after each semester of studies, • The activity of the Commissions for Research in faculties, which decide about the allocation of finance • The PUEB Statute¹ • The Senate's Resolution No 34/20126 • The Regulations on Doctoral Studies⁷ 	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>
<p>7. Good practice in research</p> <p>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.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps

<ul style="list-style-type: none"> • The Labour Code with Implementing Provisions on Health and Safety of Labour, • The Law on Personal Data Protection, • The Law on Databases Protection, • The Penal Code, • The Law on Classified Information Protection, • The Law on Fire Safety, • The Minister’s for Economic Affairs and Labour Resolution on Health and Safety of Labour, • The Law on the National Labour Inspectorate, • The Minister’s of Higher Education and Science Resolution on Health and Safety of Labour at Universities, • The Law on Preventing and Combating Infections and Infectious Diseases among People, • The Law on Chemical Substances and their Mixtures, • The Minister’s of Internal Affairs and Administration Resolution on Documentation, Personal Data Processing and Technical and Organisational Conditions to be Met by IT Equipment and Systems Used for Personal Data Processing. 	<ul style="list-style-type: none"> • Training courses in health and safety of labour are organised for new employees, but also for the whole staff, following a defined schedule • The PUEB Labour Code^{vii} • The Rector’s Resolution No 25/2007^{viii} • The Rector’s Resolution No 30/2011^{ix} • The Rector’s Resolution No 31/2011^x • The Rector’s Resolution No 56/2012^{xi} • The Rector’s Resolution No 52/2011^{xii} • The Rector’s Resolution No 11/2016^{xiii} • The Chancellor’s Resolution No 1/2014^{xiv} 	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>Creating an on-line repository with tools enabling work in a cloud (LHR7)</p>
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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, commercialised. 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.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Copyright and Related Rights, • The Law on Industrial Property Rights Protection, • The Law on the Principles of Financing Science, • The Commercial Companies Code, • The Law on Personal Data Protection, • The Law on Databases Protection, • The Law on the Access to Public Information 	<ul style="list-style-type: none"> • Articles published in SOEP (Studia Oeconomica Posnaniensa) and defended doctoral dissertations are available online • The PUEB Statute¹ • The Regulations on Intellectual Property Rights and Commercialisation of Science² • The Rector’s Resolution No 28/20165 	<p>The SOEP and EBR (Economic and Business Review) journals are indexed in a small number of quotation bases</p> <p>The staff’s insufficient knowledge of the functioning of the dissemination of modern methods of research findings, such as through: Google Scholar, Research Gate, or Academia (LHR8)</p> <p>None</p> <p>None</p> <p>None</p>

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.		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on the Access to Public Information, • The Law on Copyright and Related Rights, • The Law on Industrial Property Rights Protection, • The Press Law 	<ul style="list-style-type: none"> • The Marketing Division informs the academic community and the press about the PUEB researchers' achievements, e.g. via the website, social media, or the printed PUEB bulletin, • The Partner Club supports scientific research and student internships, • There is the Business Council in the PUEB Faculty of Management and the Financial Council in the Faculty of Economics. • The academic knowledge is commercialised through the PUEB Special Purpose Vehicle 	Unsatisfactory activity of the PUEB Special Purpose Vehicle in the area of the commercialisation of the PUEB researchers' academic work, as well as the application and dissemination of solutions created at the University in the economic practice and in the self-government entities. (LHR9)
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.		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Labour Code, • The Penal Code, • The Law on Higher Education, • The Law on Academic Degrees and Titles and Titles in Art 	<ul style="list-style-type: none"> • A position of the Rector's Representative for the Disabled • A grant programme "RETURN" for employees returning from parental leaves • The PUEB Labour Code⁸ • The Rector's Resolution No 14/2010^{xv} • The PUEB Statute¹ 	None None None None None
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.		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education • The Law on the Principles of Financing Science of 30 April 2010 	<ul style="list-style-type: none"> • Staff appraisal, taking place every two years, includes a range of categories defined by the Law on Higher Education • The PUEB Statute¹ 	The lack of a schedule for the staff with dates of consecutive staff appraisals, in relation to the changes introduced to the Law on Higher Education (LHR11)

<ul style="list-style-type: none"> • The Resolution of 18 December 2014, changing the Resolution on the Criteria of Granting and Settlement of Finance for the Statutory Activity • The Resolution of 27 October 2015 on the Criteria and Procedure of Assigning Categories to Scientific Units 		None
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II. Recruitment

12. Recruitment Employers and/or funders should ensure that the entry and admission standards for researchers, particularly at the beginning at 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.		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Labour Code, • The Law on Academic Degrees and Titles and Titles in Art, • The Law on Foreigners, • The Law on Employment Promotion and Labour Market Institutions, • The Minister's of Labour and Social Policy Resolution on Issuing Work Permits for Foreigners 	<ul style="list-style-type: none"> • requirements for candidates are clearly stated in Open Competition Descriptions • for half-time and lesser hours posts no competition is required and requirements are set each time individually by Heads of Departments • There is no statement of the Code of Conduct for the Recruitment of Researchers although it is practiced during each recruitment • PUEB Statute¹ • Senate's Resolution No. 103 (2012/2013)^{xvi} 	None Unsatisfactory level of standardized list of requirements for less than full-time employment (LHR12a) More transparent and publicly known Code of Conduct for the Recruitment of Researchers. (LHR12b) None None
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 specialised 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.		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Labour Code, • The Law on Academic Degrees and Titles and Titles in Art, • The Law on Employment Promotion and Labour Market Institutions 	<ul style="list-style-type: none"> • There are clear recruitment procedures at PUEB which are described in the PUEB's Statute and Senate's Resolution 103 (2012/2013) of 26 April 2013 on the rules for appointing academic teachers at PUEB. However, they are not 	The PUEB Statute and Rules for Appointing Academic Teachers need updating to new regulations specified in the Law on Higher Education. (LHR13a)

	<p>internationally comparable when it comes to the recognition of foreign academic diplomas.</p> <ul style="list-style-type: none"> • Most open competition requirements are very specific. According to the PUEB's Strategy and the HR Strategy, our employees need to have relevant skills and expertise, so that people with various research interests will be employed. Each open competition is thus tailored to the needs of a specific Department or research project. • Open competition descriptions focus mainly on requirements for candidates and deadlines and give no information on working conditions and career development. Moreover, for applicants from abroad the deadlines are presumably too short. • The PUEB Statute¹ • The Senate's Resolution No. 103 (2012/2013)¹⁶ 	<p>Not sufficient information on working conditions and career development in the open competition descriptions.</p> <p>The deadlines for filing applications are rather short. (LHR13b)</p> <p>None</p> <p>None</p>
<p>14. Selection (Code)</p> <p>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 should be realistic.</p>		
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Development needs/gaps</p>
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Copyright and Related Rights, • The Law on Industrial Property Protection 	<ul style="list-style-type: none"> • The Selection Board and its Chairman are appointed by the Dean; it consists of the Head of the Department and at least two other Faculty employees representing the relevant scientific specialty or a related one. • The Selection Board consists of 3 persons and therefore it is difficult to have an adequate gender balance. More important are their skills and research areas. • As candidates for posts need to have relevant skills and expertise so that the posts are filled with people with various research interests, the recruitment of staff adheres to the PEUB Strategy and the HR Strategy. It is necessary that the Selection board includes staff members familiar with those strategies and thus engaging people from different sectors or other countries is not possible. • The PUEB Statute¹ • The Senate's Resolution No. 103 (2012/2013)¹⁶ 	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>

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.		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> The Labour Code, The Law on Higher Education, The Law on Academic Degrees and Titles and Titles in Art. 	<ul style="list-style-type: none"> There are clear recruitment procedures at PUEB which are described in the PUEB Statute and Senate's Resolution No.103 (2012/2013) of 26 April 2013 on Rules for Appointing Academic Teachers at PUEB. Most open competition requirements are very specific, as according to the PUEB Strategy and the HR Strategy our employees need to have relevant skills and expertise so that the posts are filled with people with various research interests. Each open competition is thus tailored to the needs of a specific Department or research project. Open competition descriptions focus mainly on candidate requirements and deadlines and give no information on working conditions and career development. The Selection Board gives feedback on the applications to the applicants; however it's not a set rule. PUEB has a <i>Code of Good Practice for Researchers</i> and is a member of PRME and applies 10 Global Compact rules The PUEB Statute¹ The Senate's Resolution no. 103 (2012/2013)¹⁶ 	<p>None</p> <p>None</p> <p>Lack of information on working conditions and career development in the open competition descriptions. (LHR13b)</p> <p>It is not a common practice to give candidates a post interview feedback. (LHR15)</p> <p>None</p> <p>None</p> <p>None</p>
16. Judging merit (Code)		
The selection process should take into consideration the whole range of experience 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.		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> The Law on Academic Degrees and Titles and Titles in Art, The Labour Code, The Law on Higher Education 	<ul style="list-style-type: none"> There are clear recruitment procedures at PUEB which are described in the PUEB Statute and the Senate's Resolution No. 103 (2012/2013) of 26 April 2013 on Rules for Appointing Academic Teachers at PUEB. However, there are cases when those regulations are taken by Selection Board too literally and all the requirements need to be met by applicants. 	<p>The understanding of the Rules for Appointing Academic Teachers is not uniform at PUEB. More transparent assessment criteria (qualitative and quantitative). (LHR16)</p>

	<ul style="list-style-type: none"> Most open competition requirements are very specific, as according to the PUEB Strategy and the HR Strategy our employees need to have relevant skills and expertise so that the posts are filled with people with various research interests. Each open competition is thus tailored to the needs of a specific Department or research project. Open competition descriptions focus mainly on requirements for candidates and deadlines and give no information on working conditions and career development. Moreover, for applicants from abroad the deadlines are presumably too short. The PUEB Statute¹ 	None None
17. Variations in the chronological order of CVs (Code)		
<p>Career breaks or variations in the chronological order of CVs should not be penalised, 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.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> The Law on Higher Education, The Law on Academic Degrees and Titles and Titles in Art. 	<ul style="list-style-type: none"> There are clear recruitment procedures at PUEB which are described in PUEB's Statute and Senate Resolution No. 103 (2012/2013) of 26 April 2013 on Rules for Appointing Academic Teachers at PUEB. Most open competition requirements are very specific as according to PUEB's Strategy and HR Strategy our employees need to have relevant skills and expertise so that posts are filled with people with various research interests. Each open competition is thus tailored to the needs of a specific Department or research project The Senate's Resolution No. 103 (2012/2013)¹⁶ 	None None
18. Recognition of mobility experience (Code)		
<p>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.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> The Law on the Principles of Financing Science, The Law on the National Centre of Science, The Law on the National Centre of Research and Development 	<ul style="list-style-type: none"> Mobility experience is one of the requirements mentioned in the Senate's Resolution No. 103 (2012/2013) of 26 April 2013 on Rules for Appointing Academic Teachers at PUEB. The PUEB Internationalisation Strategy and the HR Strategy place an emphasis on staff mobility 	None Regulations on sabbaticals at PUEB are vague. (LHR 18a)

	<ul style="list-style-type: none"> The Rector's Reward can work as a tool for mobility appreciation and promotion The PUEB Statute¹ 	<p>The Rules for Appointing Academic Teachers at PUEB do not assess positively international experience and the networking in the internal recruitment process. (LHR18b)</p> <p>The Rector's Reward system is not flexible and transparent enough, it does not reward a wide range of staff achievements and gives a broad range of rewards. (LHR18c)</p> <p>None</p> <p>None</p>
<p>19. Recognition of qualifications (Code)</p> <p>Employers and/or funders should provide for appropriate assessment and evaluation of the academic and professional qualifications, including non-formal 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.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> The Law on Higher Education, The Law on Academic Degrees and Titles and Titles in Art, The Minister's of Science and Higher Education Resolution on the Assessment Criteria of Employees Applying for the Postdoctoral Degree, The Minister's of Science and Higher Education Resolution on the Procedure and Conditions for the Doctoral Proceeding, the Postdoctoral Proceeding and the Conferment of the Title of Professor 	<ul style="list-style-type: none"> The PUEB Strategy 2016-2020 with its key measurements The PUEB Internationalisation Strategy and the HR Strategy The PUEB Statute¹ The Senate's Resolution No. 103 (2012/2013)¹⁶ 	<p>None</p> <p>None</p> <p>Unify the requirements for candidates for various academic degrees and titles with those which are in force abroad.(LHR19)</p>
<p>20. Seniority (Code)</p> <p>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 recognised.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> The Law on Higher Education, The Law on Academic Degrees and Titles and Titles in Art, The Minister's of Science and Higher Education Resolution on the Assessment Criteria of Employees Applying for the Postdoctoral Degree, The Minister's of Science and Higher Education Resolution on the Procedure and Conditions for the Doctoral 	<ul style="list-style-type: none"> There are clear recruitment procedures and key measurements. Requirements for candidates are clearly stated in the Open Competition Descriptions. For half-time and lesser hours posts no competition is required and requirements are set each time individually by department heads. 	<p>None</p> <p>None</p> <p>None</p> <p>None</p>

<p>Proceeding, the Postdoctoral Proceeding and the Conferment of the Title of Professor</p>	<ul style="list-style-type: none"> • Most open competition requirements are very specific, as according to PUEB's Strategy and HR Strategy, our employees need to have relevant skills and expertise so that the posts are filled with people with various research interests. Each open competition is thus tailored to the needs of a specific Department or research project. • The PUEB Strategy¹ 	<p>None</p>
<p>21. Postdoctoral appointments (Code)</p> <p>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.</p>		
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Development needs/gaps</p>
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Academic Degrees and Titles and Titles in Art, • The Minister's of Science and Higher Education Resolution on the Assessment Criteria of Employees Applying for the Postdoctoral Degree, 	<ul style="list-style-type: none"> • For half-time and lesser hours posts no competition is required and requirements are set each time individually by Heads of Departments • There is no statement of the Code of Conduct for the Recruitment of Researchers although it is practiced during each recruitment • There are no clear rules/policy regarding the circumstances of the extension of the maximum period of employment in connection with the suspension of its running time, eg. maternity and parental leave etc. • The PUEB Statute¹ • The Senate's Resolution no. 103 (2012/2013)¹⁶ 	<p>Lack of a standardised list of requirements for less than full-time employment (LHR12a)</p> <p>There is no overall Code of Conduct for the Recruitment of Researchers and it is not publicly known. (LHR12b)</p> <p>Update the Rules for appointing academic teachers at PUEB (LHR13a)</p> <p>None</p> <p>The understanding of the Rules for Appointing Academic Teachers is not uniform at PUEB More transparent assessment criteria (qualitative and quantitative). (LHR16)</p>

III. Working conditions and social security

<p>22. Recognition of the profession</p> <p>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).</p>		
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Development needs/gaps</p>

<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Academic Degrees and Titles and Titles in Art. 	<ul style="list-style-type: none"> • PUEB is a member of PRME • There are codes of ethics available on the PUEB website • PUEB Statute¹ • Senate’s Resolution No. 103 (2012/2013)¹⁶ • Regulations for Doctoral Studies⁷ • The Code of Good Practice in Higher Education³ • The Code of Ethics in Science^{xvii} • PhD Student Code of Ethics^{xviii} 	<p>None</p> <p>None</p> <p>None</p> <p>None</p>
<p>23. Research environment</p> <p>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 programme.</p>		
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Development needs/gaps</p>
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on the Principles of Financing Science, • The Law on Public Finance, • The Law on Personal Data Protection, • The Law on Databases Protection, • The Law on the National Centre of Science, • The Law on the National Centre of Research and Development, • The Labour Code with Implementing Rules on Health and Safety of Labour,, • The Law on the National Labour Inspectorate, • The Minister’s of Science and Higher Education Resolution on Health and Safety at Universities, • The Law on Chemical Substances and their Mixtures, • The Minister’s of Internal Affairs and Administration Resolution on the Documentation of Personal Data Processing and Organisational and Technical Conditions which should be fulfilled by IT Equipment and Systems Used for Personal Data Processing 	<ul style="list-style-type: none"> • The PUEB Statute¹ • The Senate’s Resolution no. 103 (2012/2013)¹⁶ • Regulations on Doctoral Studies⁷ • The Senate’s Resolution no. 54 (2014/2015)^{xix} • Labour regulations⁸ • Resonution No. 30/2011¹⁰ • Resolution No. 31/2011¹¹ • Resolution No. 56/2012¹² • Resolution No. 52/2011¹³ • Resolution No. 11/2016¹⁴ 	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>

<p>24. Working conditions</p> <p>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, <i>inter alia</i>, 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.</p>		
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Development needs/gaps</p>
<ul style="list-style-type: none"> • The Law on Higher Education, • The Labour Code, • The Law on the National Labour Inspectorate, • The Law on the Principles of Financing Science, • The Law on Professional and Social Rehabilitation and Employment of the Disabled 	<ul style="list-style-type: none"> • The PUEB Internationalisation Strategy and the HR Strategy place an emphasis on staff mobility • The work time is defined by the scope of responsibilities: teaching, scientific and organisational. The principles of setting the scope of responsibilities, including the types of teaching duties, the number of teaching hours and the rules of calculating teaching hours are established by the Senate. The schedule of working time is established by department heads (<i>each academic teacher's contract includes such a stipulation</i>) • The PUEB Statute¹ • Labour Regulations⁸ • Resolution No. 71/2016^{xx} 	<p>The insufficient internal regulations (code of practice, procedures, guidelines) for granting sabbaticals (LHR24a)</p> <p>None</p> <p>None</p> <p>None</p>
<p>25. Stability and permanence of employment</p> <p>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 <i>EU Directive on Fixed-Term Work</i>.</p>		
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Development needs/gaps</p>
<ul style="list-style-type: none"> • The Labour Code, • The Law on Higher Education 	<ul style="list-style-type: none"> • The PUEB Statute¹ • The Senate's Resolution No. 103 (2012/2013)¹⁶ • Labour Regulations⁸ 	<p>None</p> <p>Imprecise principles of employment (LHR25).</p> <p>There are inconsistencies between the PUEB Labour Regulations and the Principles of Employment (Senate's Resolution No. 103 (2012/2013)) (LHR13a)</p>
<p>26. Funding and salaries</p> <p>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.</p>		

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Labour Code, • The Law on Academic Degrees and Titles and Titles in Art, • The Law on the Principles of Financing Science, • The Law on the National Centre of Science, • The Law on the National Centre of Research and Development, • The Law on Promotion of Employment and Labour Market Institutions, • The Minister's of Labour and Social Policy Resolution on Issuing Work Permits for Foreigners, • The Law on the Social Insurance System, • The Law on Labour Unions, • The Minister's of Science and Higher Education Resolution on the Minister's Scholarships for Outstanding Doctoral Students, • The Minister's of Science and Higher Education Resolution on Doctoral Studies and Doctoral Scholarships, • The Minister's of Science and Higher Education Resolution on the Conditions of Granting Scholarships to Persons who Opened their Doctoral Procedure 	<ul style="list-style-type: none"> • The PUEB Statute¹ • Regulations on material assistance for doctoral candidates^{xxi} • Regulations on granting the Rector's Rewards to academic teachers^{xxii} • Agreement on raising the PUEB staff's salaries^{xxiii} • Resolution No. 71 (2015/2016)²⁰ • Resolution No. 72(2015/2016)^{xxiv} • Regulations on Doctoral Studies⁷ 	<p>None</p> <p>None</p> <p>The Rector's Reward system is not flexible and transparent enough, it does not reward a wide range of staff achievements and it gives a broad range of awards.</p> <p>LHR18c</p> <p>None</p> <p>None</p> <p>The present system of calculating the mandatory teaching hours is ineffective (the diversity of courses/classes run by academic teachers is not taken into account) (LHR26)</p> <p>None</p>
<p>27. Gender balance</p> <p>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.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Labour Code, • The Law on Academic Degrees and Titles and Titles in Art. 	<ul style="list-style-type: none"> • Labour Regulations⁸ • The PUEB Statute¹ 	<p>None</p>
<p>28. Career development</p> <p>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.</p>		

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Labour Code, • The Law on Academic Degrees and Titles and Titles in Art., • The Minister’s of Science and Higher Education Resolution on Doctoral Studies and Doctoral Scholarships 	<ul style="list-style-type: none"> • The Senate Resolution No. 103 (2012/2013)¹⁶ • The PUEB Statute¹ • Labour Regulations⁸ • HR Strategy • Strategy for Internationalisation • The PUEB Strategy⁴ 	<p>None</p> <p>None</p> <p>None</p>
<p>29. Value of mobility</p> <p>Employers and/or funders must recognize the value of geographical, intersectorial, 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.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on the Principles of Financing Science, • The Law on Academic Degrees and Titles and Titles in Art, • The Law on the National Centre of Science, • The Law on the National Centre of Research and Development, • The Minister’s of Science and Higher Education Resolution on the Conditions of Teaching, Scientific and Training Assignments Abroad and Special Entitlements of the Assigned Persons 	<ul style="list-style-type: none"> • Regulations on Doctoral Studies⁷ • The HR Strategy • The Strategy for Internationalisation • The PUEB Strategy⁴ • The Regulations on Granting the Rector’s Rewards to Academic Teachers²³ • The PUEB Statute¹ 	<p>None</p> <p>The Rector's Reward system is not flexible enough, it does not reward a wide range of staff achievements and it gives a broad range of awards. LHR18c</p> <p>None</p>
<p>30. Access to career advice</p> <p>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.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps

<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on the Principles of Financing Science, • The Law on the National Centre of Science, • The Law on the National Centre of Research and Development 	<ul style="list-style-type: none"> • Department heads informally play the role of mentors/career advisors • Within the programme (financed from the EU resources) “Efficient Career Office as a Chance for Professional Development of PUEB Students”, in the period from July 2016 to June 2019, The Admissions and Careers Office offers doctoral candidates the following forms of support: <ul style="list-style-type: none"> a) information about the labour market and opportunities of upgrading professional qualifications. For this purpose, the Office runs a database of employers and is actively involved in obtaining and offering to students and doctoral students job offers and professional internships, b) building the University’s image and promoting its graduates, including doctoral students, through: the presentation of companies at the University, study visits, debates, meetings with employers, representing PUEB at conferences and industry meetings, job fairs, etc., c) building relationships with the labour market through making and maintaining contacts with employers, and labour market institutions, d) assisting employers in seeking candidates for jobs and intetnships among PUEB students and doctoral students, e) organising training courses, • the Admissions and Careers Office may offer the following forms of assistance for researchers: <ul style="list-style-type: none"> a) career guidance (aptitude tests, assistance in preparing application documents, workshops) b) entrepreneurship consultancy c) individual guidance, including: <ul style="list-style-type: none"> - coaching meetings – setting objectives and aiming at their achievement - professional burnout – workshops - workshops in the orientation on the labour market d) workshops/consultations: <ul style="list-style-type: none"> - consultations in the opportunities of commercialising research findings, or obtaining research commissions from companies. - a lecture for doctoral candidates and research staff entitled: “Employment or self-employment?” - consultations in starting a business for the first time, with the help of the Academic Entrepreneurship Incubators at PUEB 	<p>Lack of training courses for department heads in the methods of managing research teams (tutoring, coaching), as well as for research tutors and supervisors in mentoring (LHR30)</p> <p>None</p> <p>None</p>
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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.		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Copyright and Related Rights, • The Law on Industrial Property Protection, • The Law on Personal Databases Protection 	<ul style="list-style-type: none"> • The Code of Good Practice in Higher Education³ • The Code of Ethics in Science¹⁸ • The Senate’s Resolution No. 54 (2014/2015)²⁰ • Resolution No. 28/2016⁵ 	None None None
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 recognised 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).		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Copyright and Related Rights, • The Law on Industrial Property Protection, • The Law on Academic Degrees and Titles and Titles in Art 	<ul style="list-style-type: none"> • The Code of Good Practice in Higher Education³ • The Code of Ethics in Science¹⁸ • The Senate’s Resolution No. 54 (2014/2015)²⁰ 	None
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.		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps

<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Academic Degrees and Titles and Titles in Art, • The Minister’s of Science and Higher Education Resolution on the Assessment Criteria of Persons Applying for the Postdoctoral Degree, • The Minister’s of Science and Higher Education Resolution on the Detailed Procedure and Conditions of Obtaining Doctoral and Postdoctoral Degrees and the Title of Professor 	<ul style="list-style-type: none"> • „The teaching course for doctoral candidates and young PUEB staff“ is organised at PUEB • DSP occasionally organises teaching courses for the staff • Since 2014, part of the funds from the Participatory Budget has been allocated for training courses in teaching and conducting research for the research staff – the Professional Development of Academic Teachers programme depends on the research staff’s votes • The PUEB Statute¹ • Resolution No. 72 (2015/2016)²⁵ 	<p>None</p> <p>The range and the quantity of training courses is not adapted to the staff’s needs (LHR33a)</p> <p>Lack of a permanent source of finance for teaching courses – they are not a constant offer at PUEB, and are not part of a system of development of academic teachers (LHR33b)</p> <p>Low work flexibility between scientific research and teaching responsibilities, ((LHR26))</p> <p>An insufficiently flexible and unfair system of calculating the mandatory teaching hours (only the number of hours is taken into account, not the diversity of courses/classes run by the academic teachers) (LHR 26)</p>
<p>34. Complaints/ appeals</p> <p>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.</p>		
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Development needs/gaps</p>
<ul style="list-style-type: none"> • The Law on Higher Education, • The Minister’s of Science and Higher Education Resolution on the Detailed Explanatory and Disciplinary Proceedings against Academic Teachers, and the Execution and Erasion of Penalties 	<ul style="list-style-type: none"> • PUEB employees can file complaints to their respective disciplinary committees • Labour Regulations⁸ • The PUEB Statute¹ • Resolution No. 14/2010¹⁶ 	<p>None</p> <p>None</p> <p>None</p> <p>None</p>
<p>35. Participation in decision-making bodies</p> <p>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.</p>		
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Development needs/gaps</p>
<ul style="list-style-type: none"> • The Law on Higher Education, • The Law on Labour Unions 	<ul style="list-style-type: none"> • Currently, all categories of employees take part in the work of key decision-making bodies and committees at the central level of PUEB and its 5 Faculties • The PUEB Statute¹ • Regulations on Doctoral Studies⁷ 	<p>None</p> <p>None</p> <p>None</p>

IV. Training

36. Relation with supervisors		
<p>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.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Minister's of Science and Higher Education Resolution on Doctoral Studies and Doctoral Scholarships • The Labour Code 	<ul style="list-style-type: none"> • Doctoral candidates and assistant professors take part in academic meetings summoned by each Department Head in order to report on research progress • Doctoral candidates take part in a number of courses within the doctoral programme, including doctoral seminars led by their PhD thesis mentors or supervisors (the function is formally established when the PhD procedure is officially initiated by the Faculty Council) • Doctoral candidates may be also mentored by assistant supervisors who should have a PhD degree • Doctoral candidates are required to submit a report on the progress of their doctoral research to the Head of Doctoral Studies, with signature of the thesis supervisor, by the end of each academic year of the programme • While the programme and practices functioning in relation to doctoral candidates assume regular participation in seminars, as well as reporting of progress, the definition of progress remains broad. Moreover, research mentoring functions less effectively for assistant professors • The PUEB Statute¹ • Regulations on Doctoral Studies⁷ 	<p>Clear definition of measurable milestones for doctoral candidates for each academic year in the Regulations on Doctoral Studies</p> <p>Progress reporting procedure for all academics to Department Heads (LHR36)</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>None</p>
37. Supervision and managerial duties		
<p>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.</p>		
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps

<ul style="list-style-type: none"> • The Law on Higher Education, • The Minister's of Science and Higher Education Resolution on Doctoral Studies and Doctoral Scholarships 	<ul style="list-style-type: none"> • The PUEB Statute states in a general manner that Department Heads should take care of young researchers, particularly doctoral candidates • Directors of Doctoral Studies at each of the five faculties are formally responsible for supervising the research progress of doctoral candidates • The PUEB Statute¹ • Regulations on Doctoral Studies⁷ 	<p>No explicit definition of the mentoring role of Department Heads over their research teams in the PUEB Statute</p>
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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.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
<ul style="list-style-type: none"> • The Law on Higher Education, • The Labour Code, • The Law on the Principles of Financing Science, • The Law on the National Centre of Science, • The Law on the National Centre of Research and Development, • The Minister's of Science and Higher Education Resolution on the Conditions of Teaching, Scientific and Training Assignments Abroad and Special Entitlements of the Assigned Persons 	<ul style="list-style-type: none"> • PUEB organises training courses for academic teachers every year (facultative) whose completion is tied to an increase in salary • PUEB hosts a number of academic conferences and workshops every year • The PUEB scholars must gain a certain amount of international experience to be promoted to a higher job position and can benefit from the financial support of the Vice-Rector for Research and International Cooperation • PUEB distributes Erasmus+ funds for foreign teaching and foreign training stays within internal calls at the start of every academic year • While doctoral candidates are required to take part in research seminars and courses within the doctoral studies programme, there are no clear guidelines or requirements for assistant professors (and higher positions). • The PUEB Statute¹ • Regulations on Doctoral Studies⁷ 	<p>None</p> <p>None</p> <p>None</p> <p>None</p> <p>No explicit criteria assessing achievements in research networks at national and international level, research activities for assistant professors and associate professor (LHR38)</p> <p>None</p> <p>None</p>

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.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Development needs/gaps
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<ul style="list-style-type: none"> • The Law on Higher Education, • The Labour Code, • The Law on the Principles of Financing Science, • The Law on the National Centre of Science, • The Law on the National Centre of Research and Development, • The Minister's of Science and Higher Education Resolution on the Conditions of Teaching, Scientific and Training Assignments Abroad and Special Entitlements of the Assigned Persons 	<ul style="list-style-type: none"> • The PUEB Statute¹ • Regulations on Doctoral Studies⁷ 	<p>Currently, the online learning platform (Moodle) is not used to offer research-related training sessions for all levels of researchers (LHR39)</p>
<p>40. Supervision</p> <p>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.</p>		
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Development needs/gaps</p>
<ul style="list-style-type: none"> • The Law on Higher Education, • The Minister's of Science and Higher Education Resolution on Doctoral Studies and Doctoral Scholarships 	<ul style="list-style-type: none"> • The PUEB Statute¹ • Regulations on Doctoral Studies⁷ 	<p>No explicit feedback system for assistant professors (LHR40)</p>

¹The Statutes of the Poznań University of Economics and Business – the uniform text adopted by the PUEB Senate's Resolution No. 53 (2014/2015) of 27 March 2015

²The Regulations on the Management of Copyright and Related Rights, Industrial Property Protection and the Principles of Commercialisation at the Poznań University of Economics and Business and the Principles of Using the University's Research Infrastructure, adopted by the PUEB Senate Resolution No. 54 (2014/2015) of 27 March 2015

³The Code of Good Practice at Universities, adopted by the Plenary Assembly of the Conference of Academic Rectors of Polish Universities of 26 April 2007

⁴The Rector's of the Poznań University of Economics and Business Resolution No. 28/2016 of 13 June 2016 on the creation of the register of projects and the range of data entered into this register at particular stages

⁵The Senate's Resolution No. 34 of 26 October 2012 on the range of responsibilities of the Senate Commission for Scientific Research and International Relations

⁶The Regulations on Doctoral Studies at the Poznań University of Economics and Business adopted by the PUEB Senate's Resolution No. 85 (2015/2016) of 20 May 2016

⁷The Labour Regulations at the Poznań University of Economics and Business introduced by the PUEB Rector's Resolution No. 73/2015 of 11 December 2015

⁸The Rector's of the Poznań University of Economics and Business Resolution No.

^{25/2007} of 20 July 2007 on the special allowance granted to the staff because of their working conditions

⁹The Rector's of the Poznań University of Economics and Business Resolution No. 30/2011 of 27 May 2011 on reporting and documenting students accidents, which happened during classes organised by the University

¹⁰The Rector's of the Poznań University of Economics and Business Resolution No. 31/2011 of 27 May 2011 on health and safety of labour at workstations equipped with screen monitors

¹¹The Rector's of the Poznań University of Economics and Business Resolution No. 56/2012 of 25 September 2012 on the rules and conditions of evacuation and alarm in the buildings of the Poznań University of Economics and Business in the case of a fire or another local emergency

¹²The Rector's of the Poznań University of Economics and Business Resolution No. 52/2011 of 30 August 2011 on rights, duties and responsibilities of the staff and students in relation to the rules of health and safety of work and studying.

¹³The Rector's of the Poznań University of Economics and Business Resolution No. 11/2016 of 2 February 2016 on the change in the PUEB Rector's Resolution No. 52/2011 of 30 August 2011 on rights, duties and responsibilities of the staff and students in relations to the rules of health and safety of work and studying.

¹⁴The Chancellor's of the Poznań University of Economics and Business Resolution No. 1/2014 of 13 June 2014 on the overtaking by the PUEB the obligation to laundering and main tenance of protective work clothing.

¹⁵The PUEB Rector's Resolution No. 14/2010 of 17 March 2010 on the internal anti -mobbing policy at PUEB

¹⁶The Senate's Resolution No. 103 (2012/2013) of 26 April 2016 on the principles of employment of academic staff at the Poznań University of Economics and Business

¹⁷The Code of Ethics in Science (Annex to Resolution No. 10/2012 of the General Assembly of the Polish Academy of Sciences of 13 December 2012)

¹⁸The Doctoral Students Code of Ethics of the Poznań University of Economics and Business

¹⁹The Senate's Resolution No. 54 (2014/2015) of 27 March 2015, on the rules and regulations governing the protection of copyright and related rights, intellectual property rights and commercialisation of research findings at the Poznań University of Economics and Business, as well as the use of University's research infrastructure and facilities

²⁰The Resolution No.71 of 18 March 2016 on the guidelines for the assignment of teaching duties in the 2016/2017 academic year, on the number of mandatory teaching hours for academic teachers, the conditions of their reduction and the principles of calculating the mandatory teaching hours

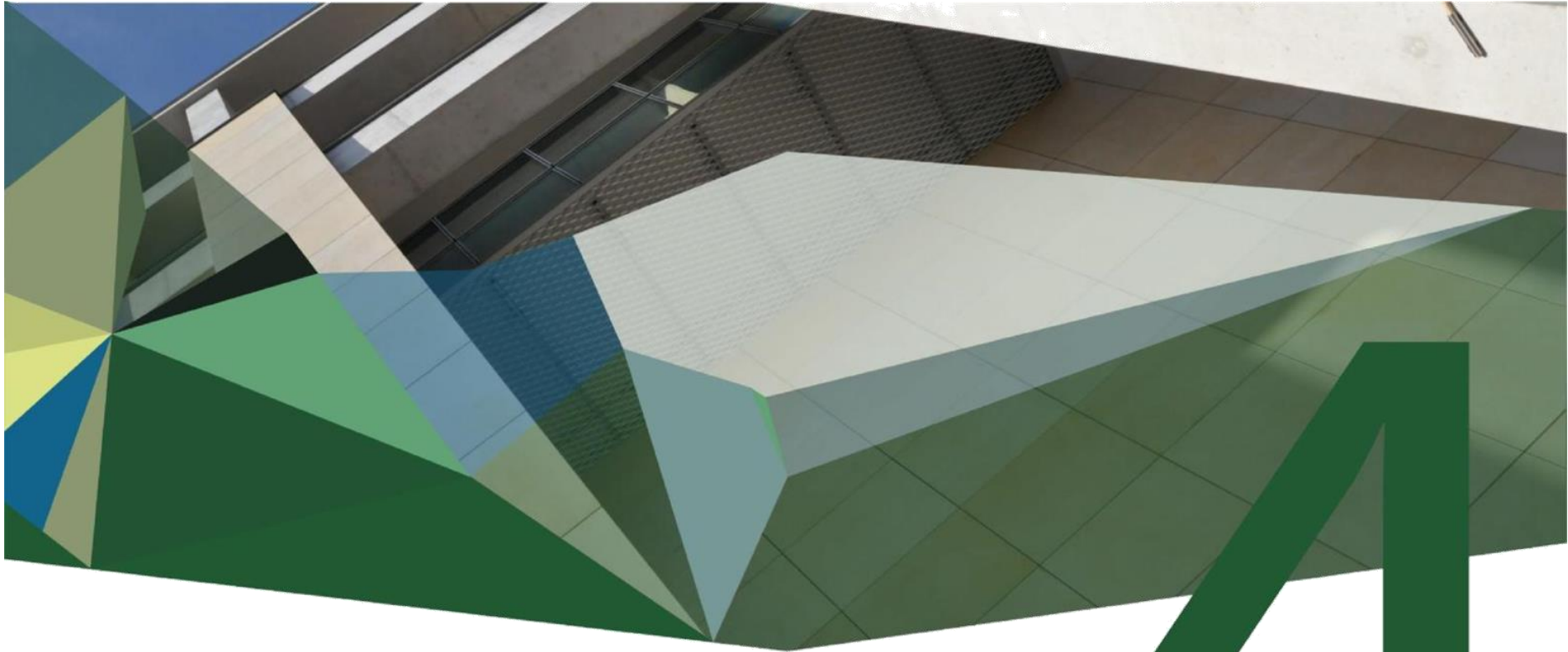
²¹The Regulations on the material assistance for doctoral students of the Poznań University of Economics and Business, adopted by the PUEB Rector's Resolution No. 47/2016 of 23 August 2016

²²The Regulations on granting the Rector's Rewards to academic teachers of the Poznań University of Economics and Business adopted by the PUEB Rector's Resolution No. 49/2011 of 21 October 2011

²³The Agreement on raising the salaries of employees of the Poznań University of Economics and Business from 1 January 2015, signed on 10 July 2015 between the Poznań University of Economics and Business and the representatives of labour unions: the University Committee of NSZZ „Solidarność” and the Polish Teachers Association at PUEB

²⁴The Senate's of the Poznań University of Economics and Business Resolution No. 72 (2015/2016) of 18 March 2016 on the principles of calculating the mandatory teaching hours and the remuneration of the research and teaching and teaching staff of PUEB for overtime work in the 2016/2017 academic year

²⁵PUEB Strategy for the years 2013-2020



POZNAŃ UNIVERSITY
OF ECONOMICS
AND BUSINESS

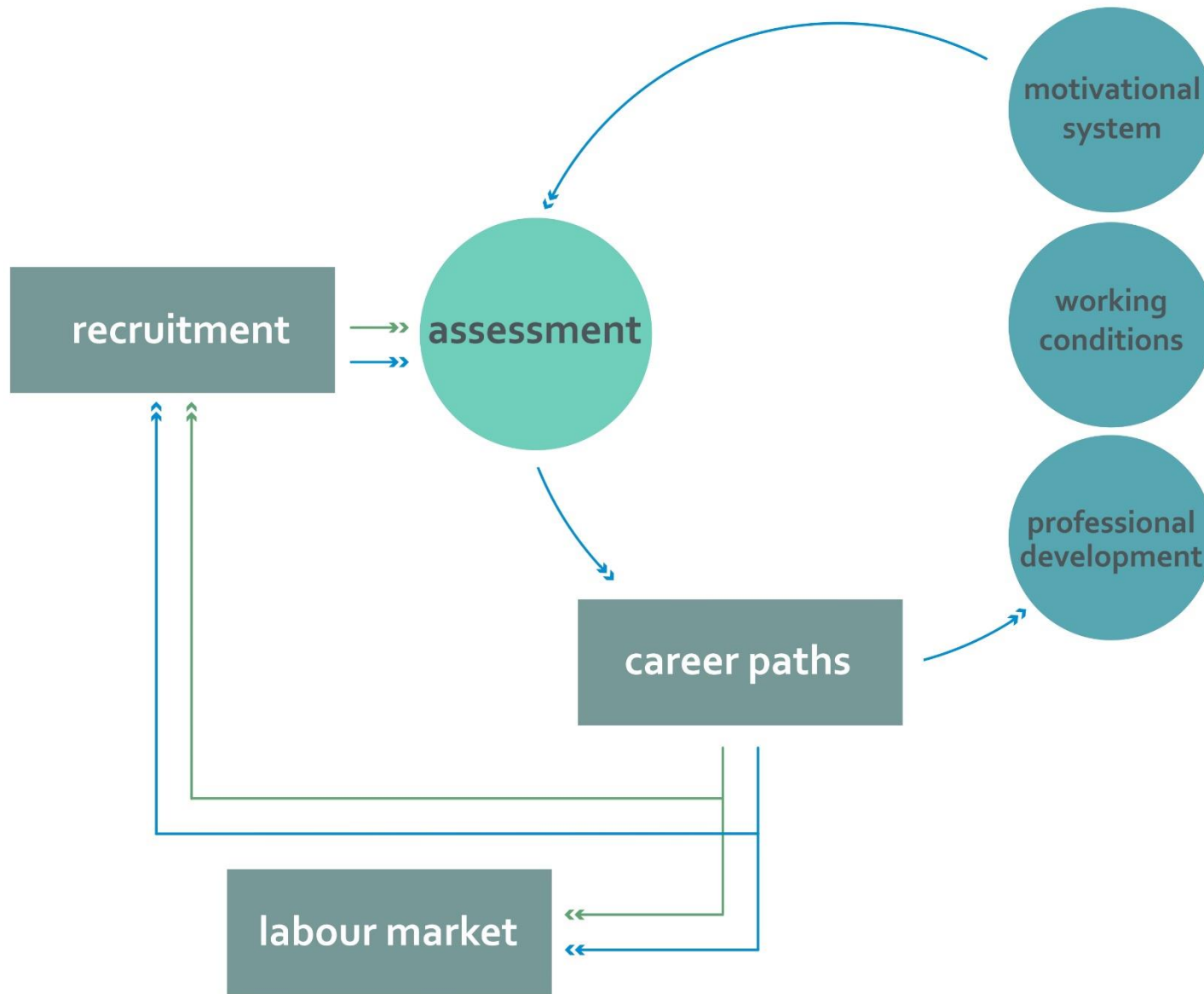
ACTION PLAN

Based on the PUEB scientists' opinions, as well as expert opinions of employees of various strategic divisions of the University, a set of remedial measures have been established and, as a further step, assessed by all the interested employees. The strategic nature of the planned actions and the correlations between the areas in need of improvement are included in the Action Plan, which covers the following action areas:

1. Recruitment
2. Evaluation/Appraisal system
3. Career paths
4. Motivational system
5. Professional development
6. Working conditions

Descriptions of the planned actions, with reference to the areas included in the European Charter for Researchers, are presented below.

The model of changes in the HR Management has been presented as a process. The first step of this process is recruitment, which allows for the assessment of a candidate's potential and the prediction of their possible career paths at PUEB. An employee's decision about entering a specific career path leads to the choice of specific motivational tools, working conditions and development tools which will be offered to the employee. The periodical annual staff appraisal made by the superiors, including the qualitative and quantitative evaluation, is aimed at raising the employees' self-awareness, but it also allows for planning the future employment at the level of the University and the faculties. Transparent, measurable and explicit assessment criteria not only facilitate employees' self-assessment but they also allow their superiors, in cooperation with the HR Division, to make suggestions as to modifying the employees' career path.



ACTION PLAN REVIEW

After two years from the announcement of HR Strategy for Researchers (HRS4R) and receiving the HR Excellence Award, at the beginning of 2019, the action plan was reviewed. For this purpose, the focus group survey was conducted among the researchers of PUEB.

The purpose of this survey was to analyse the needs in the areas defined in the PUEB HR Strategy for Researchers with reference to the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers and also getting the opinions on the activities planned in specific areas. The conclusions from the focus group report were the basis for updating the PUEB HR Strategy for Researchers.

At the beginning of February 2019 there were three focus groups organised. The researchers were divided into the groups by the stage of their career (R1 - up to PhD, R2 - PhD holders, R3,R4- professors and associate professors) and they represented all five Faculties and the different Departments so that the differences in their needs can be observed. The survey was prepared by representatives of HR Division and Department of Labour and Social Policy and conducted by researchers from this department.

The main advantage of this survey method was the possibility of direct discussion between employees and developing the opinions and ideas which actions are still needed. The outcomes of the focus group survey showed the necessity to continue the actions supporting the access to career advice, the access to research trainings and continuous development, dissemination, exploitation of research results, recognition of mobility experience, recruitment, and also gave the inspiration to plan new actions concerning relation with supervisors, supervision and managerial duties and teaching.

Taking into consideration the report from the focus group survey, the Committee for the Human Resource Strategy for Researches has reviewed the Action Plan. In result of this process the status of each action was defined. Some of the actions were extended or developed and new actions were proposed for the period of 2019 - 2022. Moreover, some of the actions previously planned were changed due to the current situation of PUEB, determined by the new Act on Higher Education and Science that came into force on 1-st October 2018. On the other hand, following the organisational changes, both already appointed and planned ones, in some cases the responsible units for particular actions were changed.

After that the Deans` and Rectors` Committee has reviewed and approved the revised Action Plan.

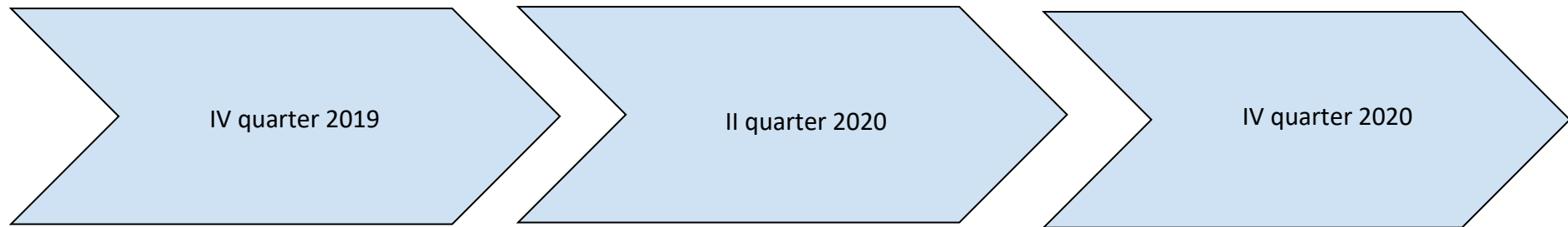
RECRUITMENT

The basic tool for the implementation of the PUEB Recruitment Strategy is the *e-Rekrutacja* portal. The online recruitment of employees is meant to enable candidates to apply via the Internet for posts advertised by the University. At the same time, the system performs an informative function, as it includes references to the legal documents necessary in the recruitment process, as well as the employment conditions offered both in Polish and in English. Another function of the portal is the calculation of the score-based assessment, corresponding to the weighting of the evaluation criteria for specific posts. Moreover, there will also be a communication platform, whereby candidates will be able to contact the PUEB divisions responsible for the recruitment. *E-rekrutacja* will contribute to the improvement of the effectiveness, transparency and openness of the recruitment procedure at PUEB.

The recruitment portal is merely a tool; hence the need for undertaking additional actions. The first and foremost of these is the establishment of criteria for the selection of candidates. These criteria fall into two categories: the quantitative ones, which can be checked via the *e-Rekrutacja* portal, and the qualitative ones, related to the soft competencies, which are verifiable through interviews with candidates. Therefore, it is necessary to include the HR Division staff in the recruitment process. Their role will be to participate in job interviews and to verify the candidates' skills, knowledge and attitudes not directly related to the scientific competencies.

DEVELOPMENT NEEDS/GAPS	GAP PRINCIPLE(s)	ACTIONS	WHO	TIMING	INDICATORS	REMARKS
Insufficient standards of recruitment (openness, transparency of the procedure, composition of the selection committees, information about changes in procedures and standards), in particular with regard to assistant professors (Q 13, Q 15, Q 20, Q 23)	12. Recruitment 13. Recruitment (Code) 15. Transparency (Code) 16. Judging merit (Code)	Standardisation of the assessment criteria and adopting an on-line application procedure (<i>e-Rekrutacja</i>). The portal will allow for the calculation of the score-based quantitative criteria of recruitment.	Directors of Institutes, Department Managers, HR Division, IT Centre	II quarter 2020	applied e-recruitment portal	E-recruitment portal has been prepared, however, it is needed to be tested and implemented, the proposal of the score-based quantitative criteria of recruitment will be consulted, due to organisational changes planned from October 2019 the tool will be implemented in new organisational structure.
Insufficient standards of assessment candidates' qualifications (multidimensionality, bibliometric data, openness to candidates from various sectors (public, private, non-profit), insufficient information about changes in procedures and standards) (Q 17, Q 18 and Q 20) Unsatisfactory level of standardized list of requirements for less than full-time employment (LHR12a)	12. Recruitment 13. Recruitment (Code) 15. Transparency (Code) 25. Stability and permanence of employment	Translation of the PUEB ordinances and resolutions related to recruitment into English and publication of the English-language version on the University website and on the <i>e-Rekrutacja</i> portal.	HR Division, Marketing Division	I quarter 2019	published on the PUEB website	Translation of the PUEB ordinances and resolutions related to recruitment into English is published on PUEB website, link to the ordinances will be added on e-recruitment portal once the tool is completed. http://ue.poznan.pl/pl/universytet,c13/certyfikaty-i-akredytacje,c83/nagrody-i-wyroznienia,c9086/logo-hr-excellence-in-research,a59675.html
It is not a common practice to give candidates a post interview feedback. (LHR15)	12. Recruitment	HR specialists included into recruitment	HR Division, Directors of Institutes,	II quarter 2020	HR Specialist support in each recruitment process	As HR Specialists are currently involved in the process of organisational changes following the new Act on Higher Education and Science,

<p>Not sufficient information on working conditions and career development in the open competition descriptions. The deadlines for filing applications are rather short. (LHR13b) More transparent and publicly known Code of Conduct for the Recruitment of Researchers. (LHR12b) The understanding of the Rules for Appointing Academic Teachers is not uniform at PUEB More transparent assessment criteria (qualitative and quantitative). (LHR16) Unify the requirements for candidates for various academic degrees and titles with those which are in force abroad.(LHR19)</p>	<p>13. Recruitment (Code) 15. Transparency (Code)</p>	<p>commissions for scientific posts</p>	<p>Department Managers, Professional Competencies Development Team</p>			<p>this action was extended. However, once the e- recruitment portal is introduced and new Professional Competencies Development Team is appointed, they should be trained, and included into recruitment processes for researches.</p>
	<p>12. Recruitment (Code) 13. Recruitment (Code) 15. Transparency (Code)</p>	<p>Prolonging the recruitment period to two months.</p>	<p>HR Division, Office of Legal Counsel, Directors of Institutes, Departments Managers</p>	<p>IV quarter 2019</p>	<p>30 - day period in each job advertisement</p>	<p>Due to the new Law on Higher Education and Science 30- day period for job advertisement is required, having analysed the recruitment processes in last year there is no need to extend this period due to internal need of filling in the vacancies, however the whole process of recruitment, selection and hiring the candidates may last 2 months. Currently 30- day period is recommended and will be implemented in each recruitment process from October 2019.</p>
<p>[PRIORITY] Insufficient transparency of career development opportunities in the context of the long-term prospects for employees with a PhD title (Q22)</p>	<p>15. Transparency (Code)</p>	<p>Transparency of competitions in terms of the working conditions and the possible career paths.</p>	<p>HR Division, Directors of Institutes, Departments Managers</p>	<p>IV quarter 2020</p>	<p>applied e-recruitment portal, HR Specialist support in each recruitment process</p>	<p>This goal will be fully gained when the other actions in the area of recruitment are implemented.</p>
<p>Low level of appreciation of the mobility experience (Q32, Q33)</p>	<p>12. Recruitment (Code) 13. Recruitment (Code) 18. Recognition of mobility experience (Code)</p>	<p>The mobility criterion included in the score-based assessment for the internal and external recruitment process</p>	<p>HR Division, Directors of Institutes, Departments Managers</p>	<p>II quarter 2020</p>	<p>applied in each recruitment process</p>	<p>The proposal of the score - based quantitative criteria of recruitment has been prepared and will be consulted and implemented in new organisational structure in e-recruitment portal.</p>



Prolonging the recruitment period to two months

Standardisation of the assessment criteria and adopting an on-line application procedure (*e-Rekrutacja*). The portal will allow for the calculation of the score-based quantitative criteria of recruitment.

Transparency of competitions in terms of the working conditions and the possible career paths.

The mobility criterion included in the score-based assessment for the internal and external recruitment process.

HR specialists included into recruitment commissions for scientific posts

EVALUATION/APPRaisal SYSTEM

This is the key element consolidating the planned solution with the adopted HR strategy. The planned actions include key changes in two areas:

- 1) Introduction of the module of the bottom-up assessment of department heads
- 2) Adoption of the new criteria, which account for the growing complexity of work and activity of the research staff:
 - a) Internationalisation
 - b) Mobility
 - c) Team work
 - d) Dissemination of research findings
 - e) Organisational work for the University

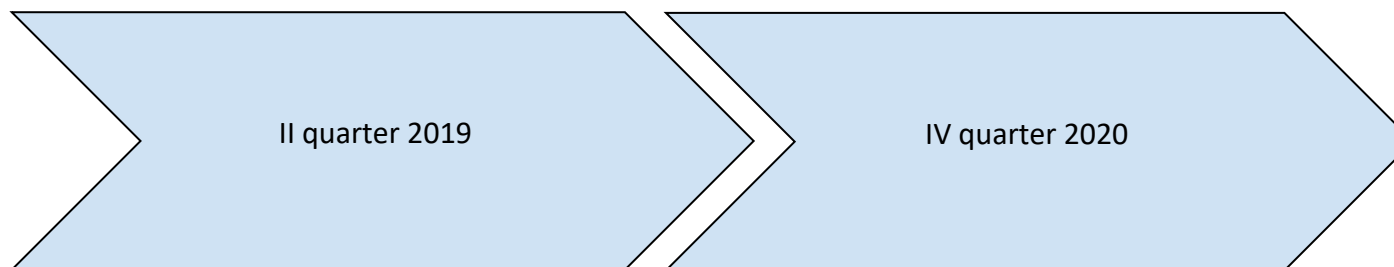
Staff assessment as a central element of the human resources management sets directions for the changes in career paths and, consequently, in working conditions, motivation and development opportunities.

DEVELOPMENT NEEDS/GAPS	GAP PRINCIPLE(s)	ACTIONS	WHO	TIMING	INDICATORS	REMARKS
<p>Lack of assessment of superiors by subordinates (the open question),</p> <p>Low level of appreciation for mobility experience (Q32, Q33), No explicit feedback system for assistant professors (LHR40)</p> <p>[PRIORITY] Low level of social involvement of employees in the dissemination of research findings in the non-academic area; the University's insufficient support in this respect (Q9)</p>	<p>8. Dissemination, exploitation of results</p> <p>11. Evaluation/appraisal systems</p>	<p>Development and implementation of the model of evaluation of the employees' achievements in line with their career paths, including the evaluation of department heads by their subordinates in the area of scientific development and teaching.</p>	<p>HR Division, Rector, the Commissions for the Research Staff Appraisal, Departments Managers, Directors of Institutes</p>	<p>II quarter 2019</p> <p>IV quarter 2020</p>	<p>the model of evaluation of the employees' achievements introduced, the evaluation of department heads by their subordinates introduced</p>	<p>The new appraisal system has been prepared and currently the new rules and criteria are consulted with the Senate's commissions and trade unions, however due to many other changes such as organisational structure and the new evaluation rules for all researchers, imposed by new Act on Higher Education and Science, the evaluation of department heads by their subordinates is planned to be introduced in the next step.</p>
<p>The lack of a schedule for the staff with dates of consecutive staff appraisals, in relation to the changes introduced to the Law on Higher Education (LHR11)</p>	<p>11. Evaluation/appraisal systems</p> <p>37. Supervision and managerial duties</p>	<p>Incorporation of the criterion of supporting the employees' internationalisation into the assessment of the department heads</p>	<p>HR Division, the Commissions for the Research Staff Appraisal, Departments Managers, Directors of Institutes</p>	<p>IV quarter 2020</p>	<p>the criterion of supporting the employees' internationalisation included into the assessment of the department heads</p>	<p>Due to many other changes, imposed by new Act on Higher Education and Science in proposed appraisal system, the evaluation of department heads by their subordinates is planned to be introduced in the next step.</p>

<p>The Rules for Appointing Academic Teachers at PUEB do not assess positively international experience and the networking in the internal recruitment process. (LHR18b)</p> <p>Progress reporting procedure for all academics to Department Heads (LHR36)</p> <p>No explicit criteria assessing achievements in research networks at national and international level, research activities for assistant professors and associate professors (LHR38)</p>					the assessment of the department heads implemented	
	11. Evaluation/ appraisal systems 29. Value of mobility	The change in the criteria and procedures of the staff appraisal in terms of enhancing the aspects of mobility and team work	HR Division, Rector, the Faculty Commissions for the Research Staff Appraisal,	II quarter 2019	the aspects of mobility and team work included in appraisal criteria	In the prepared evaluation system the aspects of mobility and team work are planned to be implemented; the new criteria are currently consulted with the Senate's commissions and trade unions.
	8. Dissemination, exploitation of results 11. Evaluation/ appraisal systems	Incorporation of the criterion of the dissemination of research findings into the staff appraisal	HR Division, Rector, the Faculty Commissions for the Research Staff Appraisal	II quarter 2019	the score based appraisal system implemented	In the prepared evaluation system the score based appraisal is planned in area of scientific publication and articles, the Hirsh index and others are planned to be taken into considerations.
<p>[PRIORITY] Insufficient knowledge of the opportunities for academic development and of the evaluation of the development tools in terms of their availability, effectiveness and attractiveness (Q44, Q45), Underestimation or the lack of coherence in the evaluation of the organisational activity for PUEB and not taking it into account in the promotion decisions; hence the lack of motivation for such activity</p>	11. Evaluation/ appraisal systems 38. Continuing Professional Development	Incorporation of the participation in development training courses in the staff appraisal or making it an obligatory criterion for promotion to a higher position	HR Division, Rector, the Faculty Commissions for the Research Staff Appraisal	II quarter 2019	the participation in development training courses included in the staff appraisal	The participation in development training is planned to be taken into consideration in the new appraisal system, which is currently consulted with the Senate's commissions and trade unions.
	11. Evaluation/ appraisal systems	Enhancement of the role of the organisational work and teaching in the staff appraisal	HR Division, Rector, the Faculty Commissions for the Research Staff Appraisal	II quarter 2019	the organisational work and teaching included in the staff appraisal	In the new appraisal system the score based evaluation is planned in three main areas of responsibilities: scientific work, teaching and organisational work. All of them need to be positively evaluated.

EVALUATION OF ACHIEVEMENTS

The staff appraisal system is related to both the career paths and the staff development system. It is the key area of the HR Strategy for Researchers. The evaluation of the research staff's achievements allows for the verification of the career paths undertaken and the development projects addressed to the relevant staff groups.



Development the model of evaluation of the employees' achievements in line with their career paths.

The change in the criteria and procedures of the staff appraisal in terms of enhancing the aspects of mobility and team work.

Incorporation of the criterion of the dissemination of research findings into the staff appraisal.

Incorporation of the participation in development training courses in the staff appraisal or making it an obligatory criterion for promotion to a higher position.

Enhancement of the role of the organisational work and teaching in the staff appraisal.

Evaluation of department heads by their subordinates in the area of scientific development and teaching.

Incorporation of the criterion of supporting the employees' internationalisation into the assessment of the department heads.

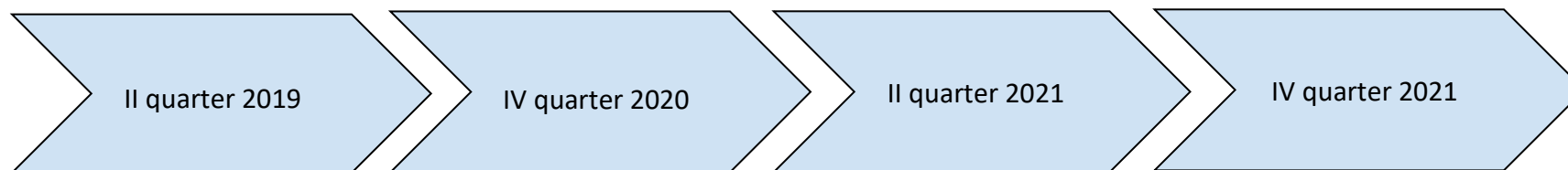
CAREER PATHS

The key challenge is to establish in a participatory manner, i.e. comprising all the interest groups, a set of career paths adapted to the University profile and to the changing legislation. The new career paths will include various activity profiles of the University as a place of research, education and the dissemination of knowledge, also as a place of innovation and the commercialisation of scientific solutions in the economic practice.

Career paths at PUEB will be fostered by a variety of tools: professional counselling, an on-line guidebook on career paths and employment conditions, the onboarding procedure, and most significantly, a model of shaping scientific competencies. The comprehensive model of shaping scientific competencies will be developed on the basis of the best practices of West-European universities and its implementation is expected to be carried out in cooperation with those universities.

DEVELOPMENT NEEDS/GAPS	GAP PRINCIPLE(s)	ACTIONS	WHO	TIMING	INDICATORS	REMARKS
<p>Inadequate model of support for the staff in their professional development process (Q31)</p> <p>The staff's inadequate competencies in writing scientific texts in accordance with ethical principles (LHR3)</p> <p>Unsatisfactory level of standardized list of requirements for less than full-time employment (LHR12a)</p> <p>Imprecise principles of employment (LHR25).</p>	<p>28. Career development</p> <p>30. Access to career advice</p>	<p>Establishment of career paths at PUEB in a participatory manner, particularly for the staff with PhD degree</p>	<p>Professional Competencies Development Team</p>	<p>IV quarter 2020</p>	<p>the rules for career paths developed</p>	<p>The action has been extended due to the employee turnover and the organisational changes in HR Division (fusion of three teams – HR Team, Remuneration Team and Social Affairs Team) and is planned after appointing Professional Competencies Development Team.</p>
	<p>28. Career development</p> <p>30. Access to career advice</p>	<p>After consultations with employees, development of a professional development system on the basis of professional counselling and psychological support</p>	<p>HR Division, International Relations Office</p>	<p>I quarter 2018</p>		<p>Having analysed the current situation of PUEB and employees' needs it was decided to modify this action and offer professional coaching and handling the stress e-learning module as the new actions.</p>
	<p>7. Good practice in research</p>	<p>The creation of a digital repository of the PUEB Publishing House</p>	<p>PUEB Library, the PUEB Publishing House, IT Centre</p>	<p>IV quarter 2021</p>	<p>the digital repository of the PUEB Publishing House implemented</p>	<p>The new information system for PUEB Library has been just implemented (Omega Psir), one of its functions is the digital repository, however this part will be steadily developed within the project of Integrated Development Program of PUEB Information System, co-funded by EU funds, after buying the storage server dedicated to this project.</p>

<p>[PRIORITY] Uncertainty about the professional career development in the long-term perspective. Insufficient knowledge of the terms of applying for scientific degrees (Q5) and the perspectives for the PhD staff (Q22)</p> <p>The PUEB Statute and Rules for Appointing Academic Teachers need updating to new regulations specified in the Law on Higher Education. (LHR13a)</p>	<p>15. Transparency (Code)</p> <p>30. Access to career advice</p>	<p>An online guidebook on career paths at PUEB, in relation to the scientific degrees</p>	<p>Professional Competencies Development Team, Marketing Division</p>	<p>II quarter 2021</p>	<p>an online guidebook on career paths published on PUEB website</p>	<p>The action has been extended due to the other organisational changes in HR Division (fusion of three teams – HR Team, Remuneration Team and Social Affairs Team) and is planned after appointing Professional Competencies Development Team.</p>
	<p>25. Stability and permanence of employment</p>	<p>The establishment of the onboarding procedure</p>	<p>HR Division, Marketing Division</p>	<p>II quarter 2019</p>	<p>the guidelines for new employees implemented, the checklist for the superiors responsible for induction</p>	<p>The guidelines for new employees are prepared and published on the PUEB website, the checklist for the superiors is planned to be implemented.</p>
<p>Limited access to resources and tools enabling the development of skills and qualifications indispensable on the labour market (Q34)</p>	<p>38. Continuing Professional Development</p>	<p>Supporting scientific internships for the PUEB staff in companies and institutions</p>	<p>Appointment of a Team for the Development of Competencies, as a part of the Human Resources Division</p>	<p>III quarter 2018</p>		<p>Having analysed the current situation of PUEB, particularly decreasing subsidiary for PUEB (following the decreasing number of students) it was decided to resign from this action.</p>



The establishment of the onboarding procedure.

Establishment of career paths at PUEB in a participatory manner, particularly for the staff with PhD degree.

An online guidebook on career paths at PUEB, in relation to the scientific degrees.

The creation of a digital repository of the PUEB Publishing House.

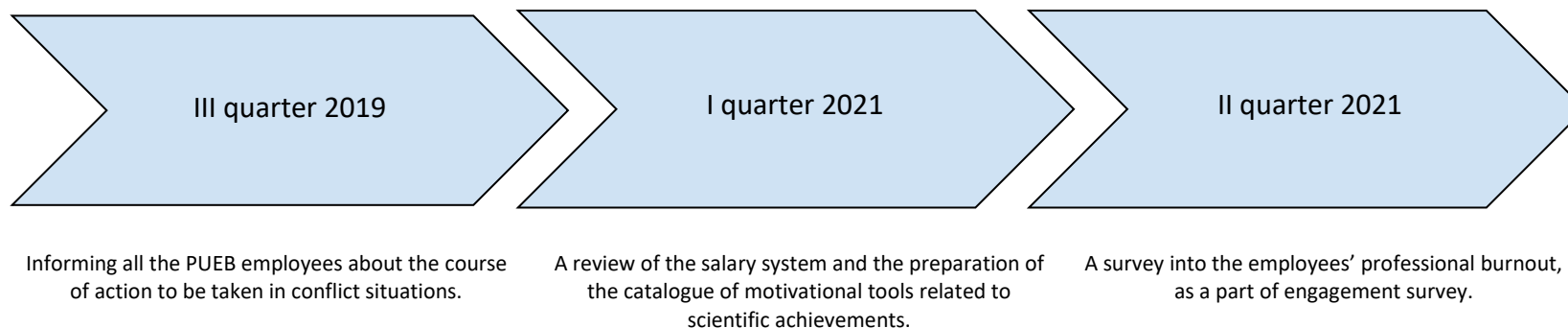
MOTIVATION

The basis of the created motivation system is an audit and evaluation of currently used motivational tools. It is expected that the new motivation system will fulfill two basic functions: stimulating researchers within their chosen career paths and encouraging additional activity (appreciation of mobility, etc.)

DEVELOPMENT NEEDS/GAPS	GAP PRINCIPLE(S)	ACTIONS	WHO	TIMING	INDICATORS	REMARKS
A low level of attractiveness of salaries and fringe benefits (Q28, Q29) The Rector's Reward system is not flexible and transparent enough, it does not reward a wide range of staff achievements and gives a broad range of rewards. (LHR18c)	26. Funding and salaries	A review of the salary system and the preparation of the catalogue of motivational tools related to scientific achievements, objectives defined by the internationalisation strategy, as well as the teaching and organizational activity.	HR Division, Rector, Deans/ Directors of Institutes	I quarter 2021	salary review applied	Due to the decreasing subsidiary for PUEB (following the decreasing number of students) there was not possibility to plan the additional budget for the incentive system related to achievements in previous years. However, such an action is planned to be introduced after first new appraisal in Autumn 2020. Moreover, at the beginning of 2019 the lowest salary levels were increased following the new Act on Higher Education and Science.
	18. Recognition of mobility experience (Code) 26. Funding and salaries 29. Value of mobility	Improvement of the transparency of granting the Rector's Rewards to researchers.	HR Division, Rector, the Rector's Commission for the Rector's Rewards for Academic Teachers,	I quarter 2018	the internal Rector's Resolution published	The internal Rector's Resolution was published and regulated the process of Rector's Rewards awarding in 2018 for the first time. http://ue.poznan.pl/pl/wspolpraca,c10/zamowienia-publiczne,c115/bip,c3586/regulacje-prawne,c3589/wewnetrzne-akty-prawne,c3599/uchwaly-senatu,c3601/uchwaly-senatu-w-roku-akademickim-2017-2018,a67529.html
	24. Working conditions	A periodical analysis of the employees' needs related to the fringe benefits	HR Division	IV quarter 2018	the survey related to the fringe benefits	The first survey related to the fringe benefits was processed in December 2018. Following the results the offer of the social fund benefits for employees will be managed.
A low level of appreciation for the mobility experience (Q32, Q33) Regulations on sabbaticals at PUEB are vague. (LHR 18a) The	24. Working conditions 29. Value of mobility	The analysis of the conditions for sabbaticals as a tool of increasing the mobility of the research staff	HR Division, Rector, Research Office, International Relations Office	I quarter 2018	the internal Rector's Resolution published	The internal Rector's Resolution was published and regulated the process of sabbatical leaves in 2018 for the first time. http://ue.poznan.pl/pl/uniwersytet,c13/uregulowania-wewnetrzne,c30/komunikaty-rektora,c141/komunikat-nr-7-2018,a72472.html

insufficient internal regulations (code of practice, procedures, guidelines) for granting sabbaticals (LHR24a)						
A limited access to tools stimulating and facilitating remote collaboration in scientific networks (Q25)	23. Research environment	Peer-mentoring scholarships for groups of young researchers and post-docs, for creating scientific networks (seminars, guest speakers)	The Senate Commission for Scientific Research, HR Division	I quarter 2018		Having analysed the current situation of PUEB, particularly decreasing subsidiary for PUEB (following the decreasing number of students), it was decided not to appoint the peer-mentoring scholarships. However, many foreign guests are invited at PUEB to give lectures and make research network. Moreover, in the new role of Directors of Institute it is planned to include networking plan supporting for young researchers and post-docs.
Mobbing, abuse related to scientific publications (illicitly adding co-authors), disruption of work-life balance	34. Complains/ appeals	A survey into the employees' professional burnout, as part of the job satisfaction survey Introduction of the post of a shop steward – an independent and commonly trusted person who will represent employees with complaints	Competencies Development Team, HR Division	II quarter 2021	the engagement survey conducted	The number of organizational changes at the University in 2017-2018 and the necessity of developing and adapting internal procedures to the new Law on Higher Education and Science led to the decision to postpone conducting a study of occupational burnout of employees as part of the satisfaction survey at that time. Moreover, having analysed the role of current employees representing bodies: PUEB Rector's Plenipotentiary for Equal Treatment – dr hab. Baha Kalinowska-Sufinowicz, PUEB Rector's Plenipotentiary for University Social Responsibility – dr hab. inż. Magdalena Kaźmierczak, two trade unions representatives: The Polish Teachers Association at PUEB, The Polish Teachers Association at PUEB and two social labour inspectors, it was decided not to appoint the additional shop steward function. On the other hand, in order to strengthen internal communication, an "Ideas Box" has been introduced, which is available both on-line http://ue.poznan.pl/pl/pracownicy,c359/skrzynka-pomyslow,a54404.html , as well as non-virtual space in the form of small green boxes placed in places most frequented by employees and students.
Insufficient knowledge of the course of action	34. Complains/ appeals	Informing all the PUEB employees about the course of action to be	The Rector's Commission for the Social	III quarter 2019	the new internal Rector's Resolutions published,	Due to the fact that the PUEB Rector's Resolution No. 14/2010 of 17 March 2010 on the internal anti-mobbing policy at PUEB does not include the full catalogue of

in a conflict situation (Q39, Q40)		taken in conflict situations	Responsibility of PUEB, Marketing Division, HR Division		all employees informed	behaviors and conflict situations, the new procedure for counteracting mobbing, harassment and discrimination at the moment is being developed. After that the information action will be undertaken.
[PRIORITY] Uncertainty about the chances for the scientific career development in the long-term perspective for the employees with a PhD degree (Q22)	30. Access to career advice	Ambassadors of internationalisation – mentoring for the development of international relations	The Senate Commission for Scientific Research and International Relations, the Human Resources Division, the Deans	IV quarter 2017		The proposal of the role and responsibilities for Ambassadors of internationalisation were prepared, however, after analysing the role and engagement of potential ambassadors it was decided not to appoint such an additional role, instead of this, the support of international possibility of career development can be realised through consultation and mentoring carried out by the Professional Competencies Development Team.

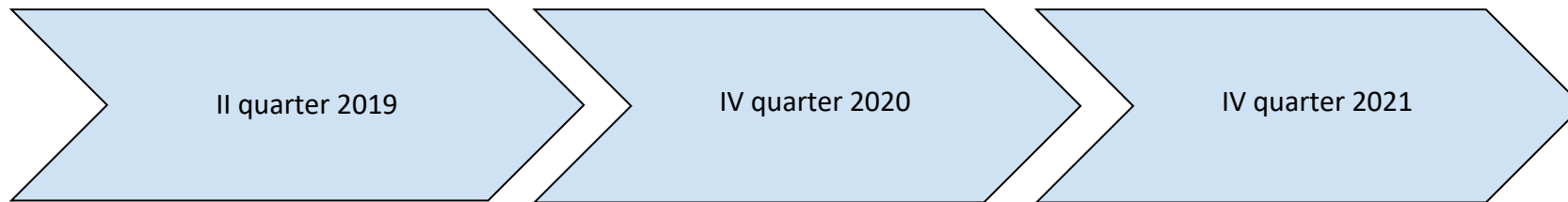


PROFESSIONAL DEVELOPMENT

The development strategy of the PUEB staff is based on the model of shaping scientific competencies. With regard to the identified training needs, a catalogue of training courses will be developed and addressed to the representatives of the career paths adopted in the strategy. Participation in the training courses is to become one of the criteria of the staff appraisal.

DEVELOPMENT NEEDS/GAPS	GAP PRINCIPLE(s)	ACTIONS	WHO	TIMING	INDICATORS	REMARKS
<p>[PRIORITY] Insufficient knowledge of the opportunities of the scientific development and the assessment of the development tools in terms of their accessibility, effectiveness and attractiveness (Q44, Q45)</p> <p>Lack of training courses for department heads in the methods of managing research teams (tutoring, coaching), as well as for research tutors and supervisors in mentoring (LHR30)</p> <p>Currently, the online learning platform (Moodle) is not used to offer research-related training sessions for all levels of researchers (LHR39)</p> <p>Lack of a permanent source of finance for teaching courses – they are not a constant offer at PUEB, and are not part of a system of development of academic teachers (LHR33b)</p>	39. Access to research training and continuous development	Establishment of the training budget for scientific development	Research Office, HR Division, Chancellor, Burse	IV quarter 2018	the budget accepted in yearly plan	The training budget for scientific development is planned in the project: “Economical science in face of new economy” funded by Ministry of Science and Higher Education within the program “ Regional Initiatives of Excellence”. The trainings in scope of the economic publications` preparation and the application for external funding for researches are planned in 2019. Following the needs the budget should be also planned in next years.
	39. Access to research training and continuous development	The creation of an information portal servicing the training system (information base on training courses, schedules, online enrollment, opinion polls)	IT Centre, HR Division, Marketing Division	IV quarter 2021	yearly plan of trainings for researches published	The action is partly completed, all researches are informed about the trainings that are organised and have the possibility to enroll on line, however, the yearly plan will be established for each year and published once the new IT system with employee portal is implemented.
<p>Insufficient knowledge of: the legal regulations, procedures and principles of making and reporting progress in scientific research; the intellectual property rights, the patent law, the terms of launching new products and services; dissemination, implementation and commercialisation of research findings (Q4, Q5, Q8)</p> <p>Insufficient awareness of both young research staff and more experienced researchers of the significance of ethics in scientific research. (LHR 2)</p>	31. Intellectual Property Rights 39. Access to research training and continuous development	Including the following areas into the scientific development package: copyright, intellectual property protection, reporting research progress, introduction of new products and services; implementation and commercialisation of research findings	Research Office, HR Division, Office of Legal Counsel	IV quarter 2020	50 employees trained yearly	There were 8 trainings/ workshops organised in 2018 concerning the application running and reporting of research projects funded by both domestic and foreign institutions. The action will be continued in next years in the area of other defined modules.

<p>The staff's insufficient knowledge of the functioning of the dissemination of modern methods of research findings, such as through: Google Scholar, Research Gate, or Academia (LHR8)</p>						
<p>[PRIORITY] The IT system is not adequately protected, particularly in terms of data protection and data recovery (Q7)</p>	<p>24. Working conditions</p>	<p>The development of a training module or an e-learning course in the principles of protection against IT threats.</p>	<p>HR Division, IT Centre, Data Protection Supervisor</p>	<p>II quarter 2019</p>	<p>e-learning course available on Moodle platform, Data Protection Policy implemented</p>	<p>The e-learning course concerning the principles of protection against IT threats was bought in 2018, however due to the technical issues and employees turnover in IT Centre at this time it is planned to be installed in II quarter 2019. Following the new Data Protection Policy implementation in May 2018, the trainings for all employees concerning data protection were organised. Protecting data in IT systems is part of this. Moreover, the Rector's Commission on Teleinformatic Security is appointed at PUEB.</p>
<p>The limited access to resources and tools enabling the development of skills and qualifications indispensable on the labour market (Q34) The range and the quantity of training courses is not adapted to the staff's needs (LHR33a) Lack of a permanent source of finance for teaching courses – they are not a constant offer at PUEB, and are not part of a system of development of academic teachers (LHR33b)</p>	<p>38. Continuing Professional Development</p>	<p>The development of a model of shaping scientific competencies, based on the practices of the leading European universities, as well as its comprehensive implementation on condition of obtaining external funding, or setting up a consortium with other universities</p>	<p>Professional Competencies Development Team</p>	<p>IV quarter 2021</p>	<p>the model of shaping scientific competencies implemented</p>	<p>The base of competencies proposal has been prepared, however, the implementation of this is dependent on external funding and Professional Competencies Development Team appointment.</p>



The development of a training module or an e-learning course in the principles of protection against IT threats.

Including the following areas into the scientific development package: copyright, intellectual property protection, reporting research progress, introduction of new products and services; implementation and commercialisation of research findings

The creation of an information portal servicing the training system.

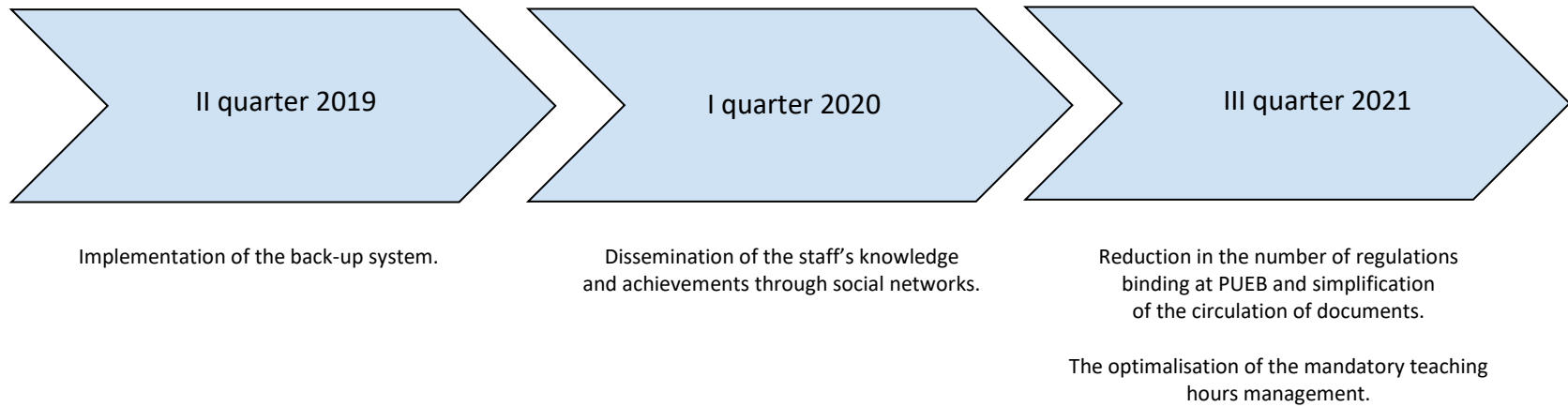
The development of a model of shaping scientific competencies.

WORKING CONDITIONS

Actions aimed at the optimisation of working conditions can be divided into the following areas: improvement of the employment transparency and stability, work assessment, a support for scientific work offered by auxiliary units and, finally, communication and appreciation for social engagement.

DEVELOPMENT NEEDS/GAPS	GAP PRINCIPLE(s)	ACTIONS	WHO	TIMING	INDICATORS	REMARKS
Overload with teaching duties and problems with the work-life balance (Q26, Q37, Q38) The present system of calculating the mandatory teaching hours is ineffective (the diversity of courses/classes run by academic teachers is not taken into account) (LHR26)	33. Teaching 24. Working conditions	The optimisation of the mandatory teaching hours management	Education Division, Program Committee	III quarter 2021	program and teaching offer modified by Program Committee	In 2017 the mandatory teaching hours rules were modified and every year the amount of mandatory teaching hours is monitored by Education Division. Following the new Act on Higher Education and Science the new rules are currently being prepared to be introduced from October 2019. In new organisational structure the new organisation unit is planned - Program Committee. The responsibility of this committee will be adjusting the program and teaching offer.
Insufficient support offered by the administration and overload with bureaucracy (Q24)	26. Funding and salaries	Benchmark administrative practices in supporting of raising funds	Controlling Division	March 2018	benchmark administrative practices in supporting of raising funds prepared	Action completed.
	24. Working conditions	Reduction in the number of regulations binding at PUEB and simplification of the circulation of documents; an audit identifying the sources of the excessive bureaucracy	Internal Auditor, Legal Counsel Office, Chancellor	III quarter 2021	the list of particular rationalisms	There are consistent optimisation activities carried out in order to reduce the bureaucracy, that are implemented in Rector's Resolutions and Chancellor's Resolutions (20 Acts). The list of particular rationalisms that enter into force is updated on regular basis at Chancellor's Office. However, the number of organizational changes at the University in 2017-2018 and the necessity of developing and adapting internal procedures to the new Law on Higher Education and Science have made us to decide to postpone the internal survey concerning reducing bureaucracy.

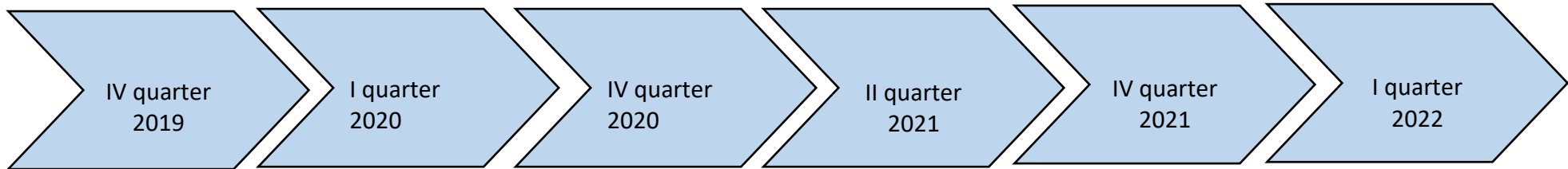
<p>[PRIORITY] The IT system inadequately protected, especially in terms of data protection and data recovery (Q7)</p>	<p>24. Working conditions</p>	<p>Implementation of the back-up system, as well as the system of encoding data for the research staff</p>	<p>IT Centre</p>	<p>II quarter 2019</p>	<p>back-up system installed</p>	<p>Dell EMC Avamar software was bought for Back-up system induction, however due to the technical issues and employees turnover in IT Centre at this time it is planned to be installed in II quarter 2019. Moreover, every employee gained the access to own net disc, which is protected against losing data, in opposite to storage on local disc.</p>
<p>The undervaluation of the mobility experience (Q32, Q33)</p>	<p>29. Value of mobility</p>	<p>Creation of the PUEB database of international contacts.</p>	<p>International Relations Office</p>	<p>III quarter 2018</p>	<p>foreign partners database published on PUEB website</p>	<p>After having analysed the possibilities of supporting researches concerning the need of foreign career development it was decided to prepare the foreign partners database with contacts and website links so that to enable the cooperation in particular area. (http://ue.poznan.pl/pl/wspolpraca,c10/uczelnie-partnerskie,c119/) Currently PUEB has 173 foreign partners in 43 countries.</p>
<p>[PRIORITY] The low level of social engagement in the form of dissemination of research findings in the non-academic environment; the lack of support from PUEB in this respect (Q9)</p> <p>Unsatisfactory activity of the PUEB Special Purpose Vehicle in the area of the commercialisation of the PUEB researchers' academic work, as well as the application and dissemination of solutions created at the University in the economic practice and in the self-government entities. (LHR9)</p>	<p>8. Dissemination, exploitation of results</p>	<p>Dissemination of the staff's knowledge and achievements through social networks</p>	<p>Marketing Division</p>	<p>I quarter 2020</p>	<p>3 training modules on the ways of engagement in social media (Facebook, Instagramm, Tweeter) organised</p>	<p>Currently Marketing Division publishes all information about employees' achievements in social media, the support and trainings on the ways of personal engagement in social media activities is planned.</p>
	<p>8. Dissemination, exploitation of results 9. Public engagement</p>	<p>Intensification of the communication activity of the PUEB Knowledge Transfer Company, related to the commercialisation of the PUEB research staff's work and the implementation of the solutions created at the University in the economic practice and by the local self-government units</p>	<p>Marketing Division, PUEB Knowledge Transfer Company,</p>	<p>IV quarter 2018</p>	<p>the communication strategy of PUEB Knowledge Transfer Company's achievements developed</p>	<p>Information about possibilities of support and achievements of PUEB Knowledge Transfer Company is published in Business Partner Club catalogue, information on PUEB Knowledge Transfer Company activities is issued to new partners, the achievements of of PUEB Knowledge Transfer Company are also published on PUEB website, other marketing actions will be considered.</p>



NEW ACTIONS

GAP PRINCIPLE(s)	ACTIONS	WHO	TIMING	INDICATORS	REMARKS
37. Supervision and managerial duties 30. Access to career advice	Defining the roles (functions) of Department Managers and Institute Directors.	HR Division, Rector, Legal Counsel Office,	IV quarter 2019	the signed job description for all Department Managers and Institute Directors, 90% of managers taking part in managerial skills training	New action
30. Access to career advice 40. Supervision	Preparing the formula of development plan for new employee.	Department Managers, Professional Competencies Development Team	IV quarter 2020	development plan for all new employees	New action
38. Continuing Professional Development 30. Access to career advice	Preparing the support program including professional coaching for employees who would like to achieve better results.	Professional Competencies Development Team, Department Managers	II quarter 2021	the number of employees who improved their achievements in personal evaluation to be set	New action
33. Teaching	Developing and implementing the system of ensuring the quality of teaching by young researchers.	Professional Competencies Development Team	I quarter 2022	lectures and classes running coaching with development feedback – the number of employees to be set	New action
26. Funding and salaries	Developing and implementing the clear bonus system according to the achievements (in particular in research area).	HR Division, Rector, Legal Counsel Office,	IV quarter 2021	the periodical bonus calculated according to the achievements	New action
24. Working condition	Implementing the new electronic workflow system.	IT Centre, Chancellor	IV quarter 2021	the number of processes transferred to the new system to be set	New action

39. Access to research training and continuous development	Development of moodle platform in scope of e-learning courses and knowledge base, e.g. stress handling e-module, IT threats e-module.	Professional Competencies Development Team, IT Centre	I quarter 2020	the number of e-learning courses placed on e-platform	New action
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Defining the roles (functions) of Department Managers and Institute Directors.

Development of Moodle platform in scope of e-learning courses and knowledge base, e.g. stress handling e-module, IT threats e-module.

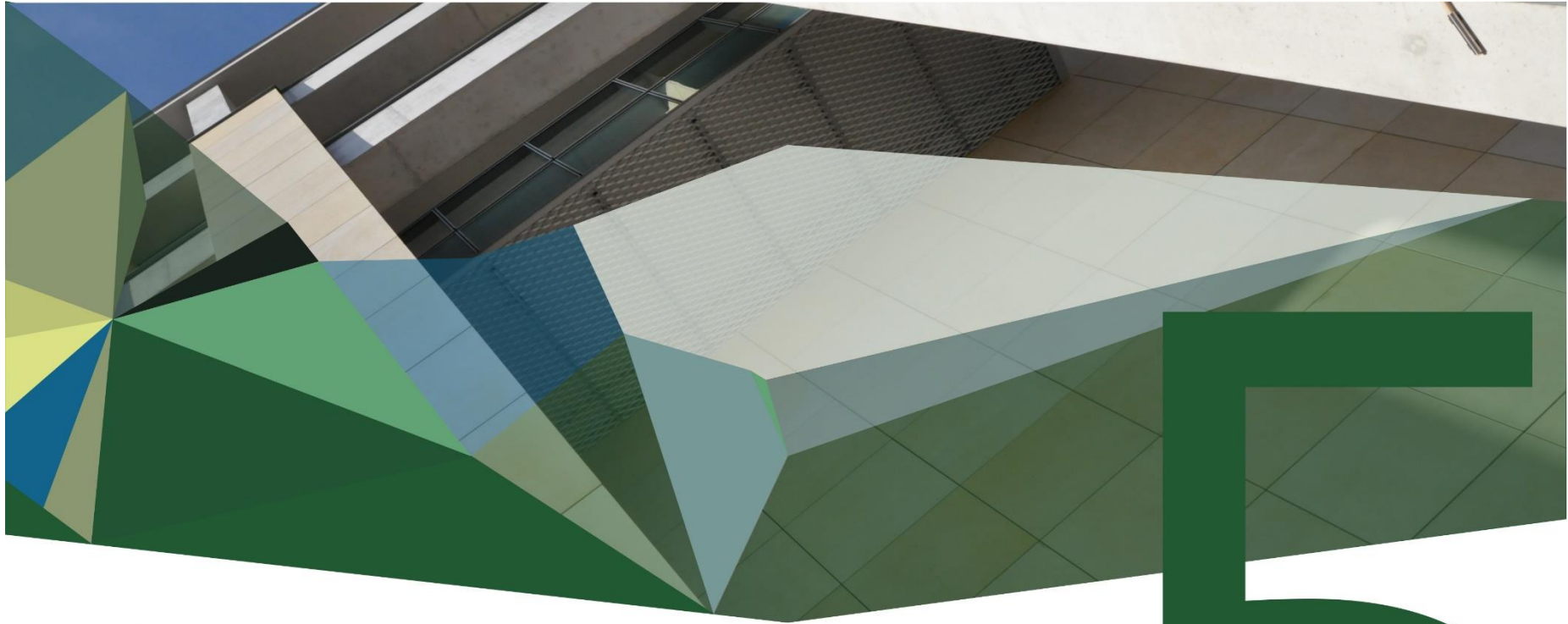
Preparing the formula of development plan for new employee.

Preparing the support program including professional coaching for employees who would like to achieve better results.

Developing and implementing the clear bonus system according to the achievements.

Implementing the new electronic workflow system.

Developing and implementing the system of ensuring the quality of teaching by young researchers.



POZNAŃ UNIVERSITY
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AND BUSINESS



OPEN, TRANSPARENT, MERIT-BASED RECRUITMENT POLICY

Open, transparent and merit-based recruitment policy, as a part of the HRSR4R Strategy, ensures that the best person for the job is recruited, guarantees equal opportunities and access to apply for each and every candidate. Furthermore, it makes research careers more attractive by boosting international cooperation and facilitates the development of external portfolio (cooperation, competition, mobility).

The ambition of Poznań University of Economics and Business is to define and promote the career paths of those who work at the university by guaranteeing the transparency of recruitment, appraisal and promotion procedures.

Moreover, the Poznan University of Economics and Business is fully committed to the principles of open, transparent and merit-based recruitment. The recruitment policy is expressed in Rules for employing academic teachers at the PUEB Annex to PUEB Rector's order no. 96/2017 of 22 December 2017, where, moreover, the principles of employment at individual positions and the procedure for conducting competitions for vacancies of academic teachers at PUEB are included.

<http://ue.poznan.pl/pl/universytet,c13/certyfikaty-i-akredytacje,c83/nagrody-i-wyroznienia,c9086/logo-hr-excellence-in-research,a59675.html>

There have been three phases of OTM-R policy identified:

- 1) Advertising and applying for a position,
- 2) Selection and evaluation of applicants,
- 3) Appointment.

Advertising and applying

All announcements are published on the official PUEB website, on the EURAXESS portal (in Polish and English language versions) and also on the website of the Ministry of Science and Higher Education in the Public Information Bulletin. Every candidate is able to send their applications electronically. What is more, no original documents are needed (at this phase of recruitment).

In accordance with the recommendations of the Rules for employing academic teachers at PUEB, the period between placing the announcement and the time limit for submitting applications is not less than 30 days, which allows the information about the competition to reach the widest possible number of candidates interested in submitting application.

In pursuance of existing national legislation and with national or sectoral collective bargaining agreements, PUEB is bound in providing stable employment conditions. The University takes care of fair and attractive terms of salary with social security provision (e.g. parental benefits or sickness). What is important it concerns both researchers and administrative staff.

Selection and evaluation

The selection of candidates is carried out by the members of recruitment commissions. All members of recruitment commission have to bring diversity of expertise and competencies, and proceed accordingly to the procedures for the different researchers' categories. The members of the selection panels should be sufficiently aware of the procedures. Moreover, the committees should be well balanced in terms of gender.

Appointment

The members of recruitment commissions are encouraged to inform all applicants at the end of the process of the resolution of their application, both successful and unsuccessful candidates. They are also obliged to give feedback to unsuccessful candidates on the strengths and weaknesses of their applications.

The selected candidate for a research post, according to Polish law, must obtain the approval of the Faculty Committee before signing the employment contract. Furthermore, the candidate is required to provide documents confirming their qualifications and scientific achievements.

FOLLOW – UP

According to the HRS4R process, the Poznan University of Economics and Business conducts a self-assessment of the Action Plan every second year after the plan has been approved. An external evaluation will be conducted every five years. A communication plan is under development to ensure that the research community is aware of all relevant initiatives and information.

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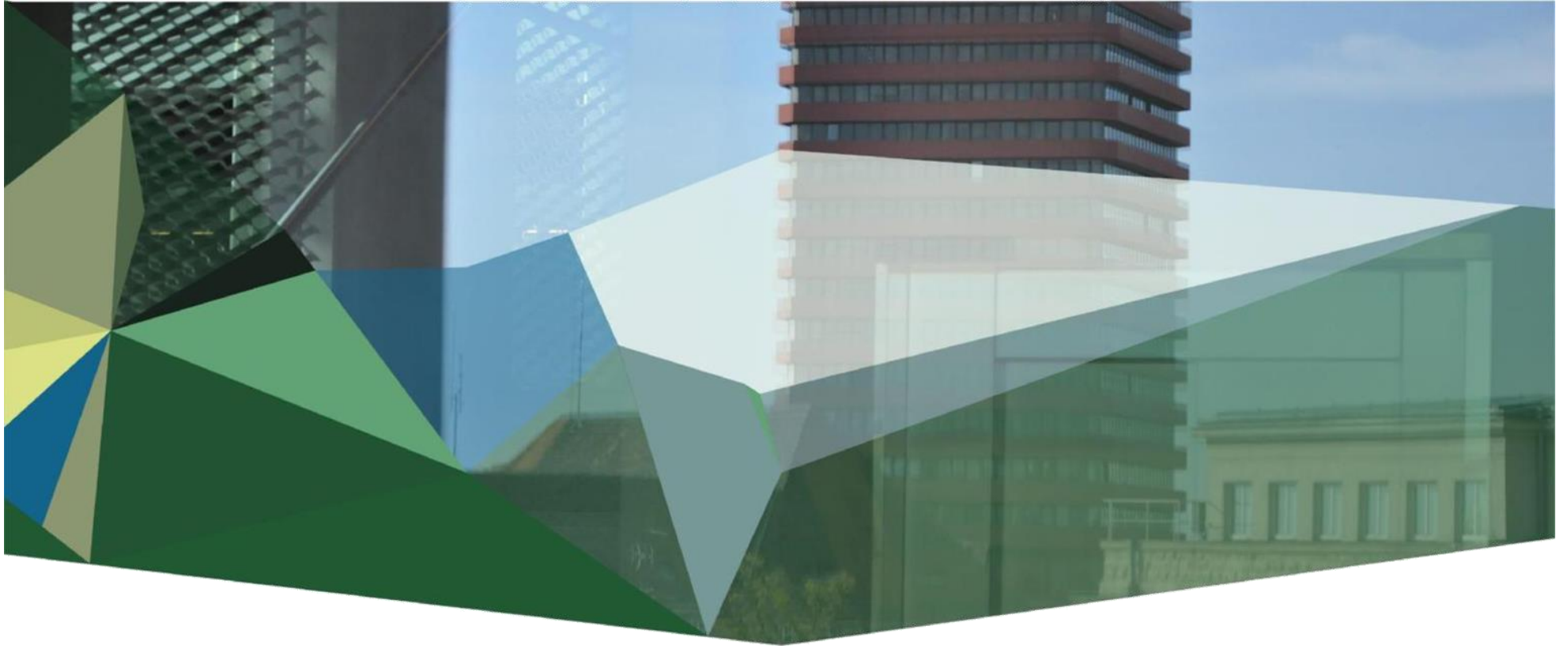
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