QUANTITATIVE AND QUALITATIVE RESEARCH REPORT "HR EXCELLENCE IN RESEARCH" 2021

By Magdalena Wieczorkowska, Agnieszka Pawlak – Kałuzińska, Paweł Przyłęcki
Translation by Henryk Wójtowicz

Spis treści

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

INTRODUCTION

The four reports presented below constitute the quantitative part of a study on the implementation of the HR Excellence in Research strategy at the Medical University of Lodz. The HR Excellence in Research distinction is awarded by the European Commission to R&D institutions that respect the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. Obtaining the distinction involves a process of systematic monitoring of excellence in the areas defined by the documents mentioned above. Accordingly, quantitative research was conducted at the turn of March and April 2021 and qualitative research was conducted in May 2021 in line with the principles of the Charter and the Code and evaluation of the changes implemented to date.

THE AIMS OF THE STUDY

The aim of the study was to test the strategic areas set out in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. Where appropriate, respondents assessed the scope and quality of the solutions implemented. The in-depth analysis was aimed at identifying the most significant issues that need to be addressed by the university in terms of quality improvement in four main areas:

- Labour and ethical aspects
- Recruitment
- Training courses and development
- Working conditions

METHODOLOGICAL NOTE

The study was designed by an interdisciplinary team consisting of administrative staff, scientists, researchers and methodologists. The study has a two-stage design. The first stage was a quantitative study, using an online survey and CAWI (Computer-Assisted Web Interview) technique. In order to do so, four separate tools were prepared, each covering a different range of topics contained in the documents given above:

- 1st Questionnaire –labour and ethical aspects;

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

- 2nd Questionnaire – employee recruitment issues;
- 3rd Questionnaire – training courses and development;
- 4th Questionnaire – working conditions-related issues.

Each questionnaire consisted of several subject and metric questions that were standardized across all four questionnaires: gender, age, length of service, title or degree, and employee group. The questionnaire was made available to employees online between March 15 and April 16, 2021. Those completing the questionnaires were informed of the anonymous and voluntary nature of the study. It was assumed that the return rate would be 60-70%, but unfortunately this goal was not achieved despite intensive promotion of the survey among employees and incentives from the university authorities.

The number of completed and returned questionnaires are given in Table 1:

Table 1. Number of completed questionnaires

Questionnaire Number	Number of completed questionnaires
1	571
2	473
3	459
4	480

Considering the number of employees who were the target group of the study (about 1500 people), the return rate was less than 30%.

The second stage of the study was qualitative, consisting of Focus Group Interviews (FGI), the scenarios of which were based on the obtained results of the quantitative research. This phase of the study was conducted in May 2021. Five focus group interviews were conducted with the participation of 29 representatives of the scientific and didactic environment of the Medical University of Lodz.

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

MEDICAL UNIVERSITY OF LODZ

KATEDRA
NAUK HUMANISTYCZNYCH
UNIWERSYTETU MEDYCZNEGO W ŁODZI

PART I

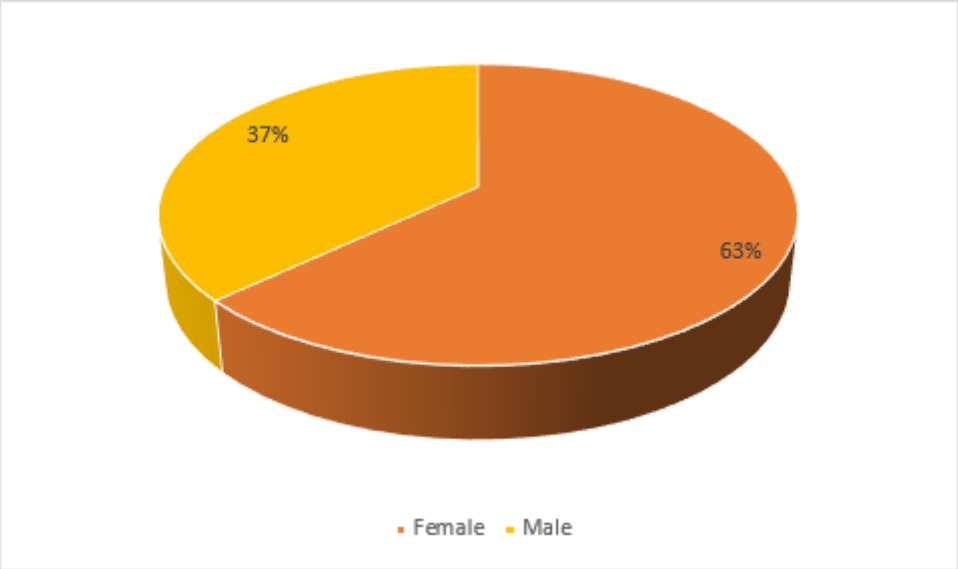
QUANTITATIVE RESEARCH

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

1.1. SUBJECT AREA: LABOUR AND ETHICAL ASPECTS

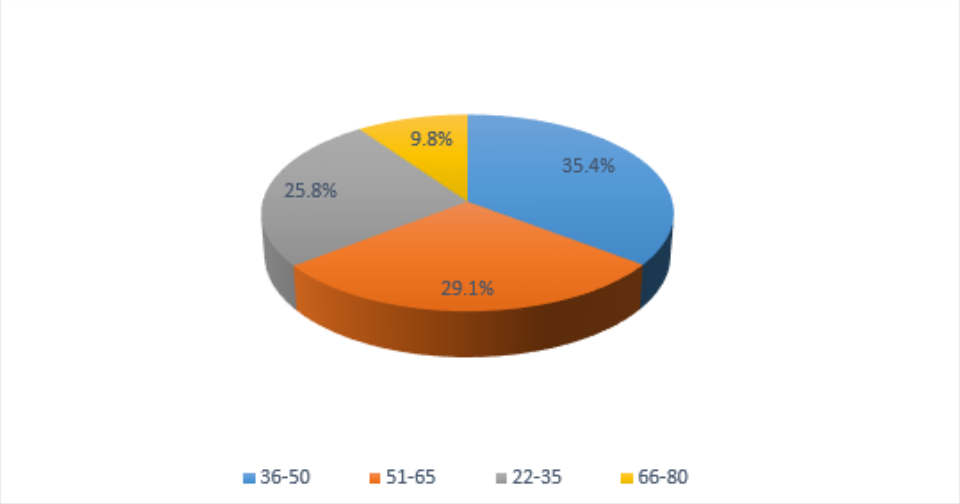
SAMPLE GROUP DESCRIPTION

Chart 1. Characteristics of respondents by gender (N=571)



A total of 571 people took part in the survey, 63% identifying as female and 37% as male.

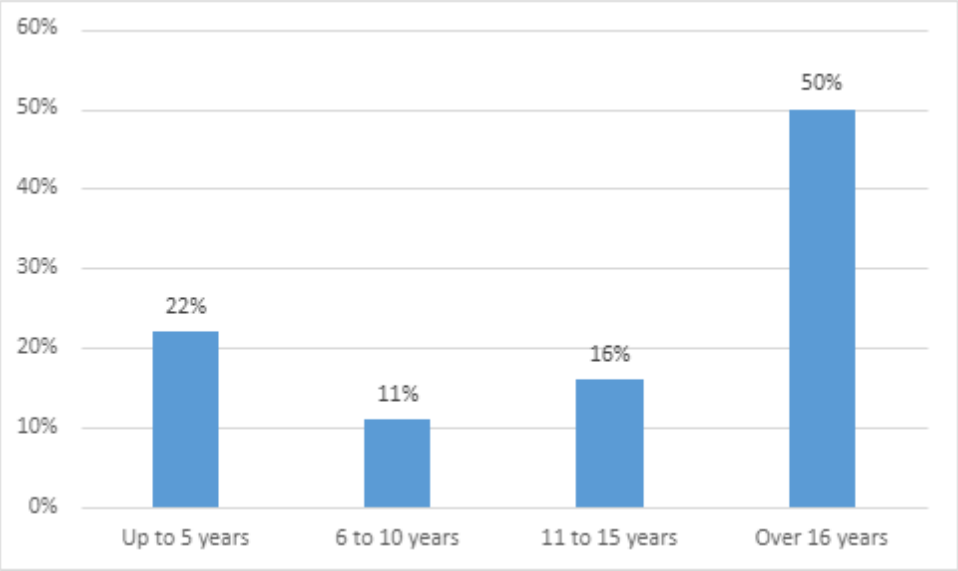
Chart 2. Characteristics of the respondents by age in years (N=571)



Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

The largest group among the respondents are those aged 36-50 (over 34% of respondents), followed by those aged 51-65 (almost a third of respondents). Of those who completed the survey, just over a quarter are between 22 and 35 years old. Almost every 10th respondent is aged 66-80. Therefore, it can be concluded that most of the respondents are middle aged.

Chart 3. Characteristics of the respondents by seniority in years (N=571)



The majority of the respondents have more than 16 years of work experience. The next largest group are those with work experience of up to five years. The remaining groups declared between 6 and 10 years (11%) and 11 to 15 years (16%) of experience. Therefore, the research sample appears to be well represented by the employees with the longest and shortest tenure in.

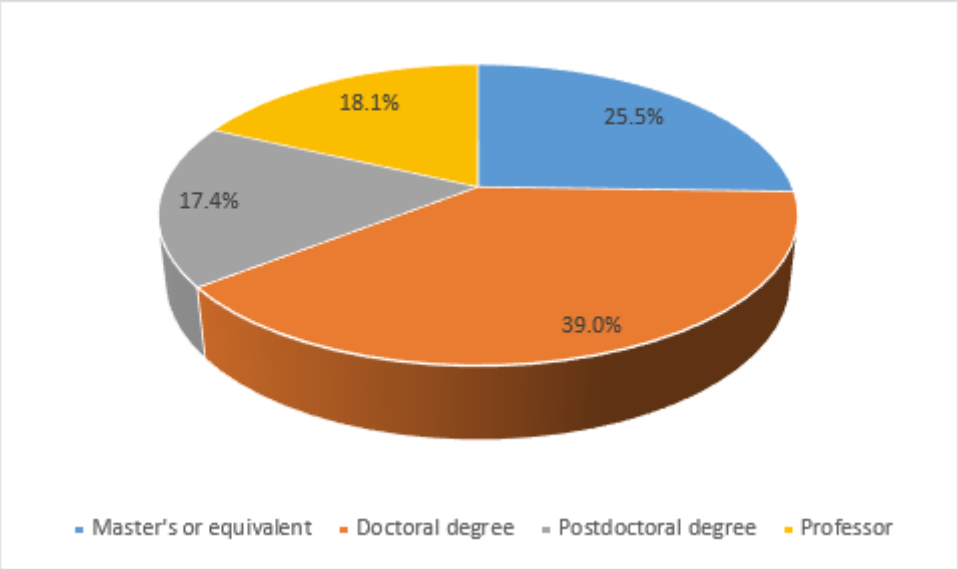
Table 2. Seniority in years and gender (N=571)

Gender	Work experience							
	Up to 5 years		6 to 10 years		11 to 15 years		Over 16 years	
	Number	Gender percent	Number	Gender percent	Number	Gender percent	Number	Gender percent
Woman	85	66.9	41	63.1	62	66.7	172	60.1
Men	42	33.1	24	36.9	31	33.3	114	39.9
Total	127	100.0	65	100.0	93	100.0	286	100.0

Relating the seniority of the respondents and gender, women dominated in all groups, accounting for almost 70% of the respondents in the least senior group, and more than 60% in the most senior group and the middle groups (6 to 10 years of service and 11 to 15 years of

service). This disproportion may be due to the fact that more than 60% of the respondents are women.

Chart 4 Characteristics of the respondents by title/degree (N=571)



Among the respondents, the largest group are those with a doctoral degree (almost 40%), followed by those with a master's degree or equivalent (25.7%), a Professor's degree (18.8%) and those with a postdoctoral degree (16%).

Table 3. Title/degree and gender of respondents (N=571)

Gender	Title/degree							
	Professor		Postdoctoral		PhD		Master's or equivalent	
	Number	Gender percent	Number	Gender percent	Number	Gender percent	Number	Gender percent
Women	52	49.1	54	60.7	153	66.8	101	68.7
Men	54	50.9	35	39.3	76	33.2	46	31.3
Total	106	100.0	89	100.0	229	100.0	147	100.0

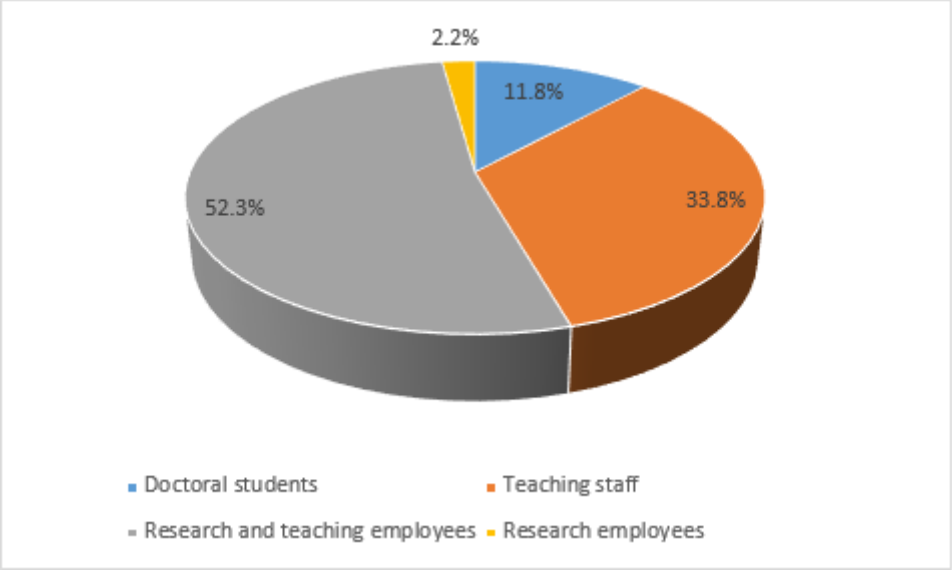
Most of the respondents with postdoctoral, doctoral and master's degree are female. However, most of those with Professor titles are male.

Table 4. Title/degree and age of the respondents (N=571)

Age	Title/degree							
	Professor		Postdoctoral		PhD		Master's or equivalent	
	Number	Age percent	Number	Age percent	Number	Age percent	Number	Age percent
22-35	0	0	1	1.1	37	16.2	109	74.1
36-50	22	20.8	40	44.9	115	50.2	25	17.0
51-65	52	49.1	41	46.1	62	27.1	11	7.5
66-80	32	30.2	7	7.9	15	6.6	2	1.4
Total	106	100.0	89	100.0	229	100.0	147	100.0

Most of the respondents with Professor titles are aged 51-65 years and 66-80 years. The majority of postdoctoral respondents were divided between 36-50 years old (almost 45%) and 51-65 years (over 46%). Similarly, most doctors were divided between the 36-50 years group (more than 50%) and the 51-65 group (over 27%). In contrast, more than a third of the Master's degree holders were between the ages of 22 and 35.

Chart 5. Characteristics of the respondents by suitable employee group (N=571)



Regarding employee groups, the largest subgroup were research and teaching employees (52%), followed by teaching staff (33%), doctoral students (13%) and research employees (2%). The small size of the latter group may be due to the fact that research staff comprise the least numerous groups at the university.

Table 5. Employee group and gender of the respondents (N=571)

Gender	Employee group							
	Research & Teaching employees		Teaching employees		Research employees		Doctoral students	
	Number	Gender percent	Number	Gender percent	Number	Gender percent	Number	Gender percent
Women	187	63.0	120	63.2	6	60.0	47	63.5
Men	110	37.0	70	36.8	4	40.0	27	36.5
Total	297	100.0	190	100.0	10	100.0	74	100.0

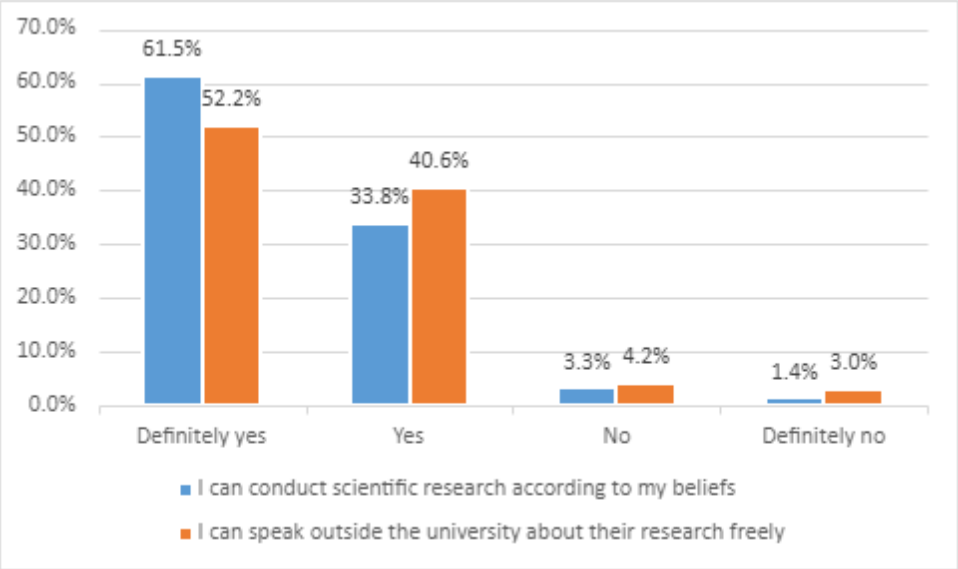
As indicated in Table 5, the majority of respondents in all employee groups were women.

OUTCOMES

Freedom of scientific research

The European Charter for Researchers stresses the importance of the freedom of research: "In their research, researchers shall be guided by the good of humankind and shall seek to advance the frontiers of scientific knowledge, while enjoying freedom of thought and expression and freedom to determine how to solve problems in accordance with recognised ethical principles and practices" (p.11). However, the Charter also stresses that researchers should respect certain limitations on the freedom of research, such as: constraints imposed by the specific conditions of research (scientific supervision, advice, management) and operational constraints (budgetary, infrastructural considerations, protection of intellectual property rights). Therefore, the survey examined the opinions of university employees on the possibilities of conducting scientific research with respect to the principle of freedom of scientific research and on its limitations.

Chart 6. Opinions on the freedom of scientific research (N=571)

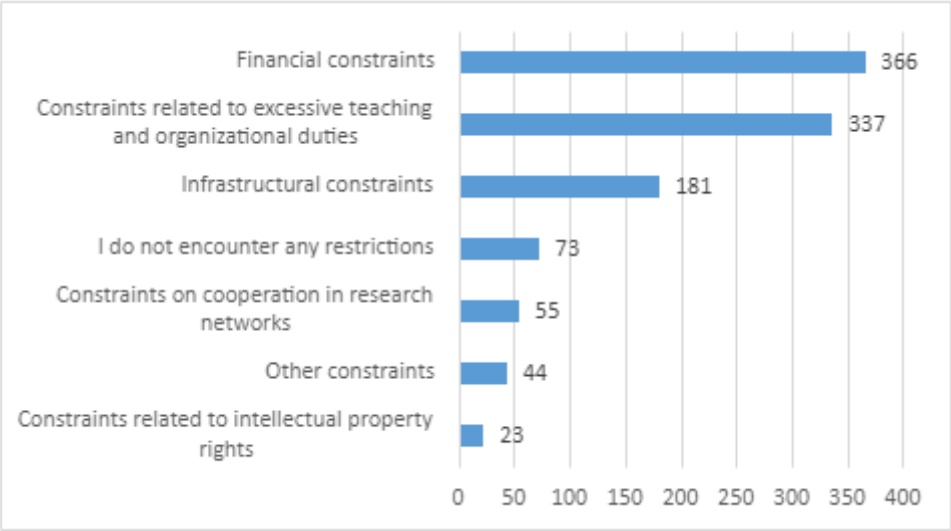


The vast majority of participants in the study agreed with the statement that they could conduct scientific research according to their beliefs. 95.3% of respondents answered positively (the sum of “definitely yes” and “yes" answers). Also, the vast majority of respondents felt that they were free to speak outside the university about their research. 92.8% of respondents answered positively (the sum of “definitely yes” and “yes” answers). However, it is worth noting that the first statement was dominated by “definitely yes” answers and the second statement was dominated by “yes” answers.

In the previous edition of the survey in 2018, the question was phrased as follows: *When conducting scientific research at the Medical University of Lodz, can you be guided by freedom of belief and expression, as well as determining problem-solving methods, in accordance with recognized ethical principles and practices*? Respondents were able to select three response options: *yes*, *no* or *hard to say*. It was found that 92% of the respondents replied *yes*, 4% gave *no* and 5% responded as *hard to say*. Unfortunately, due to the fact that the question was formulated differently, the categories of answers to choose from were different, as well as the methodology of the survey, so it is only possible to get a rough picture of whether the response has changed. Nevertheless, comparing percentage distribution of responses to the 2018 question and the 2021 question, it appears that respondents’ belief that scientific research can be conducted with respect for the principle of freedom has increased slightly.

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

Chart 7. Opinion of the respondents on the limitations of conducting scientific research at the university (N=1079)[1]



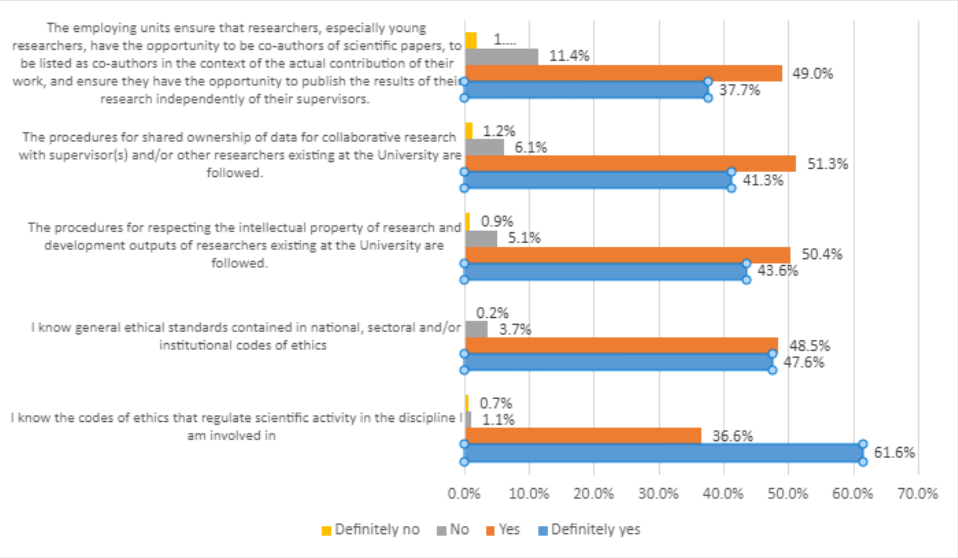
The next question on constraints encountered in conducting research was a multiple choice question. Most of the respondents reported facing financial constraints (336 indications) and constraints related to excessive teaching and organizational duties (337 indications). A considerable group of respondents also indicated that they were affected by infrastructural constraints. There were far fewer indications for the other restrictions. Only 73 replied indicated "I do not encounter any restrictions".

Ethical principles

Another aspect addressed in the European Charter for Researchers is that of ethical principles. Researchers should adhere to fundamental ethical principles and recognised ethical practices relevant to the disciplines in which they conduct research. They should also comply with ethical standards embodied in national, sectoral or institutional codes of ethics (p. 11). Taking the above into account, the survey examined the respondents' attitudes towards the ethical principles that should apply in scientific activity.

Chart 8. Respondents' attitude towards the ethical principles in scientific activity (N=571)

[1] Pytanie z możliwością wyboru więcej niż jednej odpowiedzi.



The majority of the respondents, 98.2% (the sum of the answers “definitely yes” and “yes”), report knowing the codes of ethics that regulate scientific activity in the discipline they are involved in. Also, most of the respondents are aware of the general ethical standards contained in national, sectoral and/or institutional codes of ethics. However, for this statement, the percentage of “yes” responses (48.5%) was greater than the “definitely yes” responses (47.6%). Similarly, for the statement “The university’s existing procedures for respecting the intellectual property of researcher R&D results are followed”, 50.4% indicated “yes” and 43.6% “definitely yes”, and for “The university's existing procedures for shared ownership of data for collaborative research with supervisor(s) and/or other researchers are followed”, 51.3% replied “yes” and 41.3% “definitely yes”. It is also worth noting that more than 11% of respondents do not agree that their units provide researchers, especially young researchers, with the opportunity to be co-authored on scientific papers, to be listed as a co-author in the context of the actual contribution of their work, or provide opportunities for young researchers to publish the results of their research independently of their supervisors.

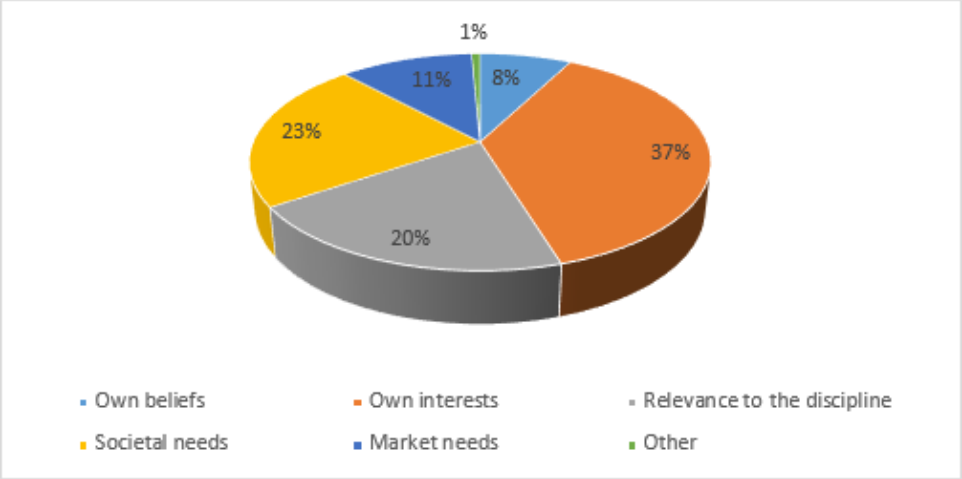
In the 2018 edition of the survey, 90% of respondents answered positively when asked whether fundamental ethical norms, principles and practices included in national, sectoral or institutional codes of ethics are followed at the Medical University of Lodz. On the other hand, slightly fewer (84%) thought that the principles of respecting intellectual property rights and shared ownership of data were respected at the Medical University of Lodz for research conducted in collaboration with supervisor(s) and/or other researchers. Both questions

demonstrated a higher number affirmative responses in the 2021 survey; however, it must be considered the surveys had different methodologies.

Vocational responsibility

In accordance with the principle of professional responsibility, researchers should be guided in their choice of research topic by its relevance to society. They should not repeat research done previously, let alone commit plagiarism in any form. The Charter emphasizes: *The need to confirm new observations by showing that experiments are reproducible will not be considered plagiarism provided that the data to be confirmed are explicitly cited* (p. 12).

Chart 9. Respondents' opinions on the criteria that should guide researchers when choosing the topic of their research (N=1280)



Almost 38% of respondents believe that scientists should be guided by their own interests when choosing the topic of their research. Almost 23% of the respondents felt that societal needs were the most important consideration when choosing a research topic, and only one in five respondents felt that this should be its relevance to the discipline. In the 2018 study, this aspect of the researchers' work was not included.

Professional approach/obligations resulting from the contract or legal rules/good practice rules in scientific research

Professional approach is characterized by:

a) Knowledge of strategic targets of their scientific society;

b) Knowledge of research functioning mechanisms;
c) Knowledge of the permits required before starting scientific research or getting the assets for the research;
d) Awareness of the need to inform the employer, grant funders or guardians about all changes in research project, delays or suspending the research projects (European Charter for Researchers, p.12).

Additionally, researchers should be aware of the national, sectoral and institutional rules regulating the conditions of training courses or their place of employment and follow them, i.e., through delivering research outcomes from their research e.g., in the form of a doctorate, postdoctoral degree, publications or scientific reports.

Table 6. Respondents' attitude towards different aspects of professionalism (N=571)

Statements	Definitely yes	Yes	No	Definitely no
I know the strategic goals of the university	40.3%	49.9%	9.5%	0.4%
I know the rules for submitting research projects at the university	35.4%	51.8%	11.7%	1.1%
I know research financing mechanisms	30.3%	52.4%	15.6%	1.8%
When I start research or use the funds allocated to it, I first obtain all the necessary approvals	69.5%	27.8%	2.3%	0.4%
In the event of delays, changes, suspension of the research project or its early termination, I inform the employer / grant funder about this fact	71.3%	27.0%	1.6%	0.2%
I know the national, sectoral and / or institutional regulations regulating working conditions and training (health and safety, fire protection, etc.)	51.8%	43.4%	4.0%	0.7%
I follow the principles of occupational health and safety in my research and development activities	76.4%	23.1%	0.2%	0.4%
In my research and development activities, I use access to shared computers with other team members	39.6%	32.6%	17.9%	10.0%
In my research and development activities, I save data in digital form	66.2%	31.2%	2.1%	0.5%

Statements	Definitely yes	Yes	No	Definitely no
In my research and development activities, I secure data by creating backups	60.2%	33.3%	6.0%	0.5%
In my research and development activities, I apply the applicable data protection and confidentiality rules	73.0%	25.6%	1.2%	0.2%
In my research and development activities, I follow the procedures for respecting intellectual property	83.5%	16.5%	0.0%	0.0%
In the conducted research activities, the order of authors of publications is determined in accordance with their actual contribution to the creation of the publication	60.2%	31.5%	6.1%	2.1%

As indicated in Table 6, the majority of respondents have a professional approach to scientific work and follow good practices in scientific research. However, several statements are characterised by higher levels of disagreement. For example: “I know the rules for submitting research projects at a university (35.4% of respondents answered “definitely yes”, and 51.8% - ”yes”), “I know the mechanisms of financing research” (30.3% “definitely yes”, 52.4% “yes”). It is also noteworthy that only about 40% of the respondents strongly supported the statement: “In my research and development activities, I use access to shared computers with other team members.” On the other hand, the greatest acceptance was gained by the following statements: “In my research and development activities, I follow the procedures for respecting intellectual property” (83.5% “definitely yes”), “I comply with the principles of occupational health (76.4% “definitely yes”) and “In my research and development activities I apply the applicable data protection and confidentiality rules” (73% “definitely yes”).

In the 2018 study, when asked whether the scientific community is aware of its strategic goals and research funding mechanisms at the Medical University of Lodz, 73% answered affirmatively, 18% negatively, and 9% did not give an opinion. It can therefore be noticed that in this edition, more respondents indicated that they knew the strategic goals of the university (90.2%: the sum of “definitely yes” and “yes”), and more agreed that they know the mechanisms of research funding (85.5%: the sum of “definitely yes” and “yes”).

In the previous edition of the study, when asked whether the principles of respecting intellectual property rights and shared data ownership in case of research conducted in cooperation with a promoters/supervisors and/or other scientists were observed at the Medical University of

Lodz, 84% of the respondents answered affirmatively. This value was higher in the present survey: all respondents agreed that they follow the procedures for respecting intellectual property in their scientific and research activities.

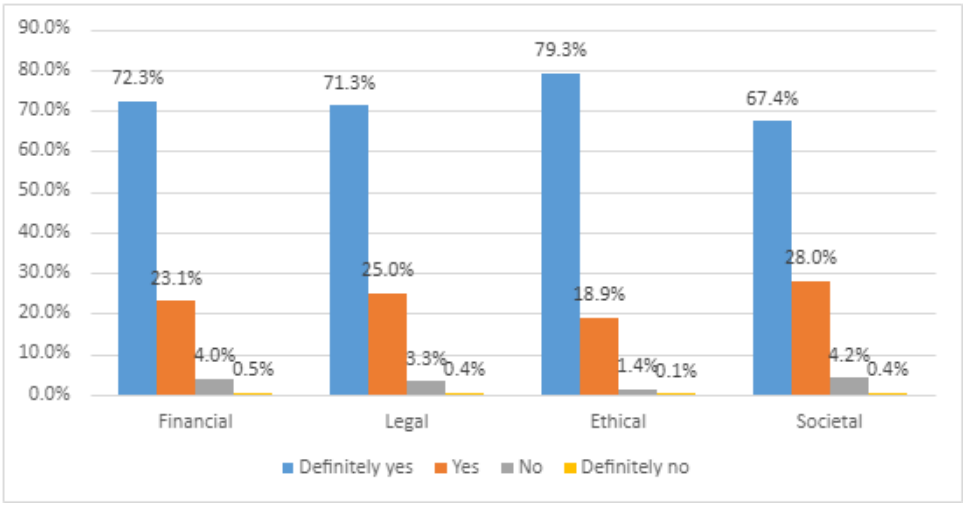
In the 2018 survey, when asked about the knowledge and compliance with national, sectoral and institutional regulations regulating the conditions of training courses or work, concerning, i.e., intellectual property rights and the requirements and conditions of any sponsors or funders, regardless of the nature of the contract, 75% of the respondents answered yes, 9% no, and 16% did not have an opinion. In the present survey, 95.2% of the respondents agreed with the similar statement (sum of answers “definitely yes” and “yes”).

In the 2018 survey, every eighth respondent (around 12.5%) agreed that the Medical University of Lodz uses safe methods of performing work in accordance to national regulations, e.g., the necessary precautions are taken in the areas of health and safety at work, data protection and confidentiality, and the recovery of data loss as a result of an IT failure, while 7% disagreed and 13% did not have an opinion. In the current edition of the survey, 99.5% of the respondents indicated that they comply with the principles of occupational health and safety in their scientific and research activities, 98.6% apply the applicable data protection and confidentiality rules, 97.4% save data in digital form, and 93.5% secure data by creating backups; all percentages are assumed to represent the sum of the responses “definitely yes” and “yes”. Overall, in all aspects related to professional approach to research, compliance with contractual and regulatory obligations, and adherence to good practice in scientific research, there has been an increase in affirmative responses.

Accountability

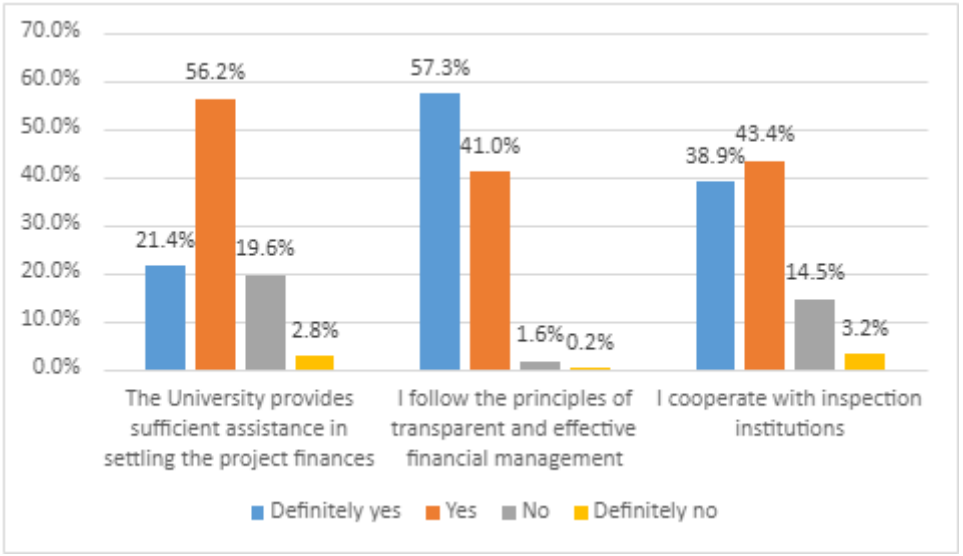
Researchers should be accountable to their employers, grant funders, public authorities or private research funding bodies. Publicly-funded scientists are also accountable to society. Therefore, they should effectively and transparently manage the funds received and cooperate with control bodies (European Charter for Researchers, p. 13).

Chart 10. Distribution of respondents' responses to the question whether they are aware of the responsibility involved in conducting scientific activity (N=571)



Over 95% of the respondents reported being aware of the financial responsibility related to conducting scientific activity, 96.3% were aware of the legal responsibility related to research and 98.2% were aware of the ethical responsibility; all values are the sum of "definitely yes" and "yes" responses. While 95.4% are aware of social responsibility, 28% of the answers were "yes", suggesting that this type of responsibility is taken less seriously by the respondents.

Chart 11. Respondents' opinions on the financial side of research projects (N=571)



Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

The statement that the university provides sufficient assistance in settling the project finances, over 21% of the respondents responded “definitely yes”, slightly over 56% indicated “yes”, and more than 22% indicated “no” and “definitely not”. Over 57% of the respondents strongly agreed and 41% agreed with the statement that they follow the principles of transparent and effective financial management. However, regarding cooperation with inspection institutions 40% of the respondents indicate “definitely yes”, 43% “yes”, and almost 18% “no” or “definitely not”.

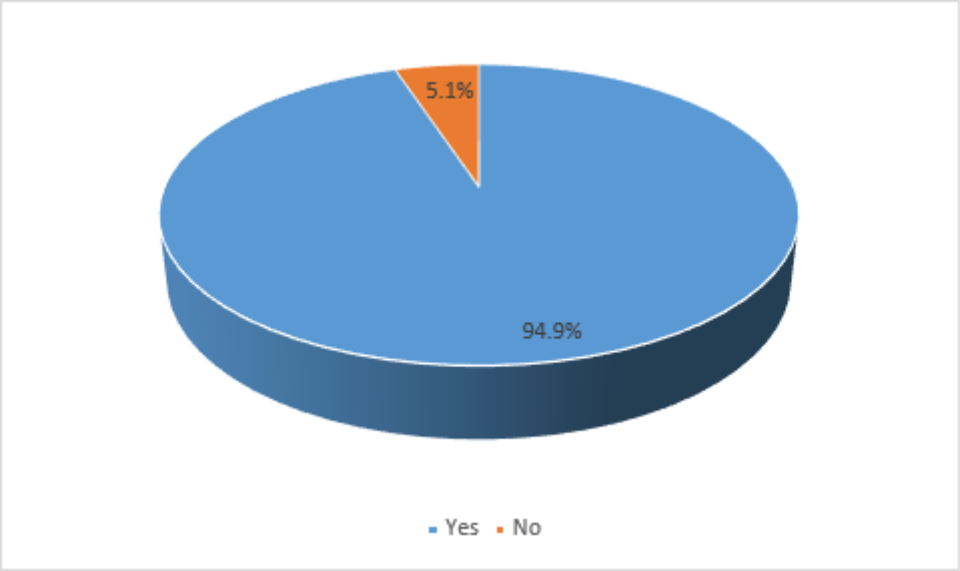
In the 2018 study, 73% of respondents stated that the principles of careful, transparent and effective financial management are followed at the Medical University of Lodz, 9% of respondents disagreed with this statement, and 18% of respondents did not have an opinion. In the 2021 survey, 98.3% of the respondents agreed with this statement.

Social engagement/dissemination/use of outcomes

Scientists are obliged to disseminate the results of their research, e.g., by means of announcing, transferring to other research communities or commercializing them. They should also ensure that the results of their research are presented to the general public in a way that is understandable to non-specialists, increasing the level of general understanding of science and confidence in scientists (European Charter for Researchers, p. 14).

Chart 12. Distribution of respondents' answers to the question of whether they share the results of their research (N=571)

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

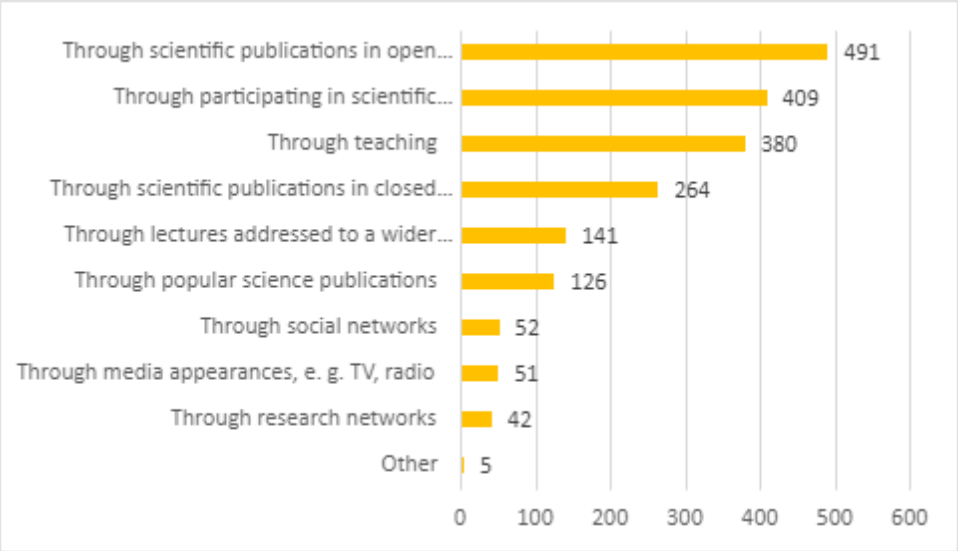


The vast majority of respondents, almost 95%, share the results of their research. Only slightly more than 5% of the respondents do not. In the 2018 survey, when asked whether they are required to disseminate their results while conducting research at Medical University, 84% of the respondents answered yes, 5% of the respondents answered no, and 11% of the respondents indicated “hard to say”. On the other hand, when asked whether they popularize and promote their results among the general public by conducting research at the Medical University of Lodz, 70% answered “yes”, 20% answered “no”, and 10% answered “hard to say”.

Chart 13. Distribution of respondents' answers to the question regarding the mode of disseminating research results [23]

[3] Pytanie z możliwością wyboru więcej niż jednej odpowiedzi.

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12



Most of the respondents disseminate the results of their research through open access scientific publications, by participating in scientific conferences, conducting classes, and through scientific publications in closed access. Some respondents do so by giving lectures to a wider audience or creating popular science publications. A small number of respondents use traditional media, social media or research networks to popularize research results.

The respondents who indicated that they did not share their research results were asked why they did not. The most common reasons why respondents do not share their research results include:

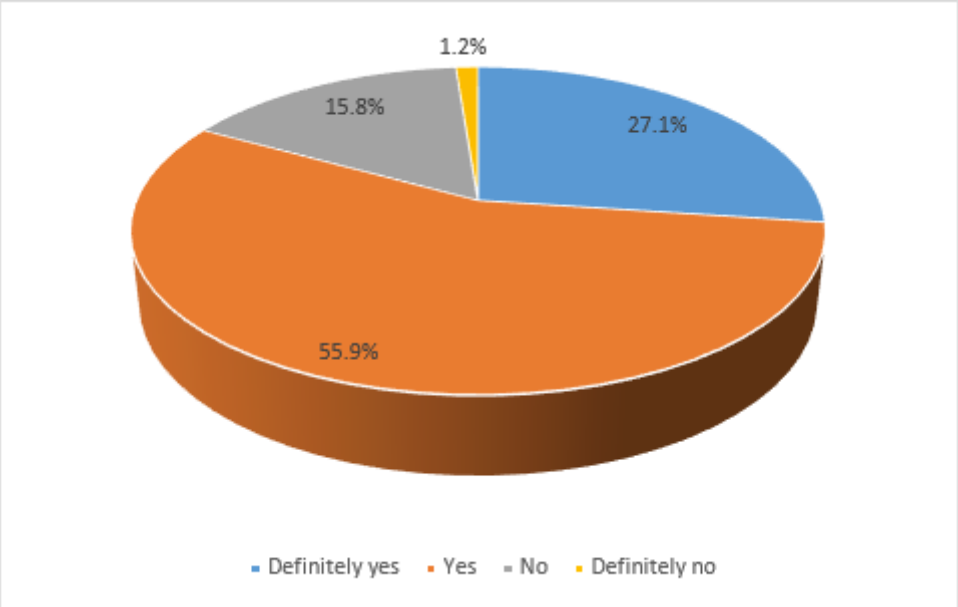
- *Fear of the results being used by dishonest scientists.*
- *They are not yet ready to be shared.*
- *I have not conducted research yet.*
- *I do not share the raw results, as they could be used by someone without my knowledge and consent. However, after appropriate description and processing (e.g., into a diagram, drawing, diagram), they are published.*
- *I do not have possibility to conduct research. I am overloaded with didactic work.*
- *I am not engaged in research in my Clinic (in spite of declaring will to take part).*
- *I do not conduct research anymore; I am a teaching employee.*
- *No, because I do it with my own money and on my own account, Medical University does not pay for publications or research, as it is done at other universities, and adding*

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

people to publications or research that do not contribute absolutely anything to work is against my principles and ethics, especially when these people are unfriendly, demanding, use their positions, mobbing.

- *Not enough results.*
- *Because it is research for a doctorate, and they cannot be shared.*

Chart 14. Distribution of respondents' answers regarding knowledge of the university's openness policy (N=571)



The last question in the questionnaire concerned the knowledge of the university's openness policy. In total, 83% of the respondents gave an affirmative answer (sum of “definitely yes” and “yes”), 15.8% replied “no” and 1.2% “definitely not”.

SUMMARY

- In total, 571 people participated in the study (63% women, 37% men). The largest age groups were 36-50 and 51-65 years. Around 50% of the respondents has more than 16 years seniority. More than 20% of the respondents have worked for less than five years. Regarding title, the largest group holds a PhD and the smallest have habilitated doctor. More than half of the respondents belong to the employee group of research and teaching staff.

- The vast majority of participants in the study agreed with the statements that they can conduct research in accordance with their beliefs and express themselves freely outside the university about the conducted research.
- When it comes to limitations in conducting research, most of the respondents face financial limitations, followed by those related to the excess of teaching and organizational duties.
- Over 98% of respondents know the codes of ethics regulating scientific activity in the discipline they deal with. Also, the vast majority of respondents know the general ethical standards contained in national, sectoral and / or institutional codes of ethics. Moreover, the majority of respondents believe procedures exist in the university for respecting the intellectual property of research and development results as well as procedures for joint data ownership in the case of research conducted in cooperation with the tutor / tutors and / or other scientists, and that they are followed.
- Opinions on the criteria a scientist should follow when choosing a topic of research were divided: 38% of respondents indicated being guided by their own interests, 23% by social needs, and around 20% by the importance of the topic for a given discipline. The least chosen answers were own interests and economic and market needs.
- The vast majority of respondents have a professional approach to scientific work and follow good practices in scientific research.
- The vast majority of the respondents are also aware of the financial, legal, ethical and social responsibility for research, although the latter was reported to a slightly lesser extent.
- Most respondents indicated that the university provides assistance in the financial settlement of projects, with only slightly more than 21% fully agreeing, over 56% agreeing to an extent, and more than 20% not agreeing. Most of the respondents follow the principles of transparent and effective financial management. The same is true when it comes to cooperation with controlling institutions: almost 39% of respondents fully agreed with this statement, and over 43% agreed to an extent. Most comments made at the end of the questionnaire highlighted the lack of sufficient assistance in the financial settlement of projects by universities.

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

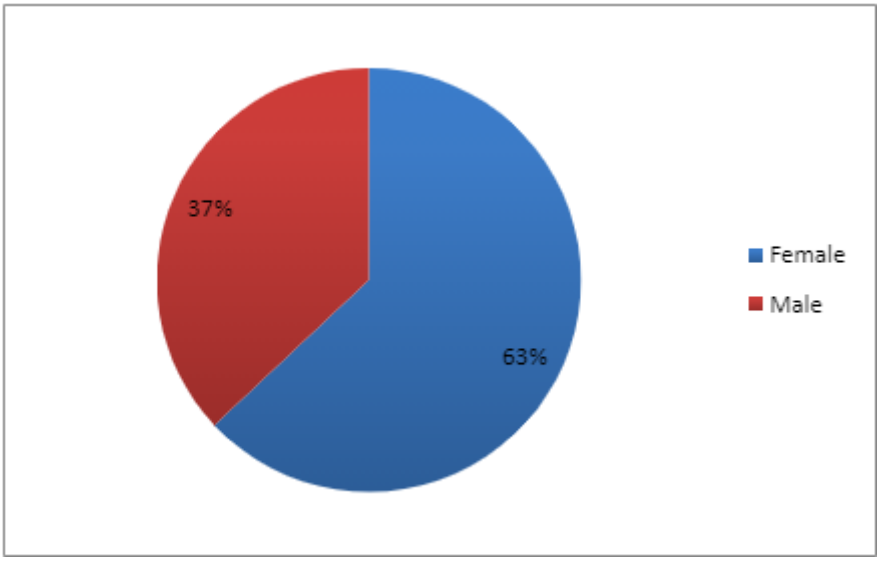
- Over 95% of respondents share the results of their research. Most often, research results are disseminated through open access scientific publications, participation in scientific conferences, teaching classes and scientific publications in closed access.
- Most respondents declared knowledge of the openness policy of the university.
- In all the ethical and professional aspects of conducting research, more positive responses can be observed compared to the 2018 survey. However, it should be remembered that in the 2018 survey, the questions addressed to the respondents were formulated differently, which means that the possibilities of comparing the two editions of the survey are quite limited.

1.2. SUBJECT AREA: RECRUITMENT

SAMPLE GROUP DESCRIPTION

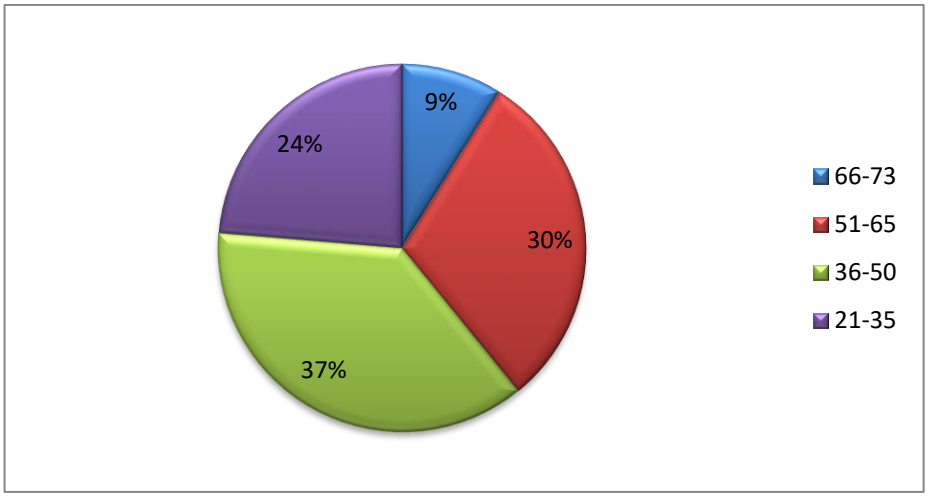
The study was started by 473 people; however, 13 were rejected at the stage of preliminary selection as they were not employees of the Medical University (PhD students). Thus, the target sample consisted of 460 respondents. Most of the respondents were women (Figure 15)

Chart 15. Respondents' gender



Most of the respondents were aged 36-50 (37%), followed by those aged 51-65 (30%), and then the youngest group of employees, aged 21-35 (24%). The oldest employees constituted only 9% of the respondents (Chart 16). Several people did not provide their age or the entered value raised doubts, therefore these records were excluded from the study.

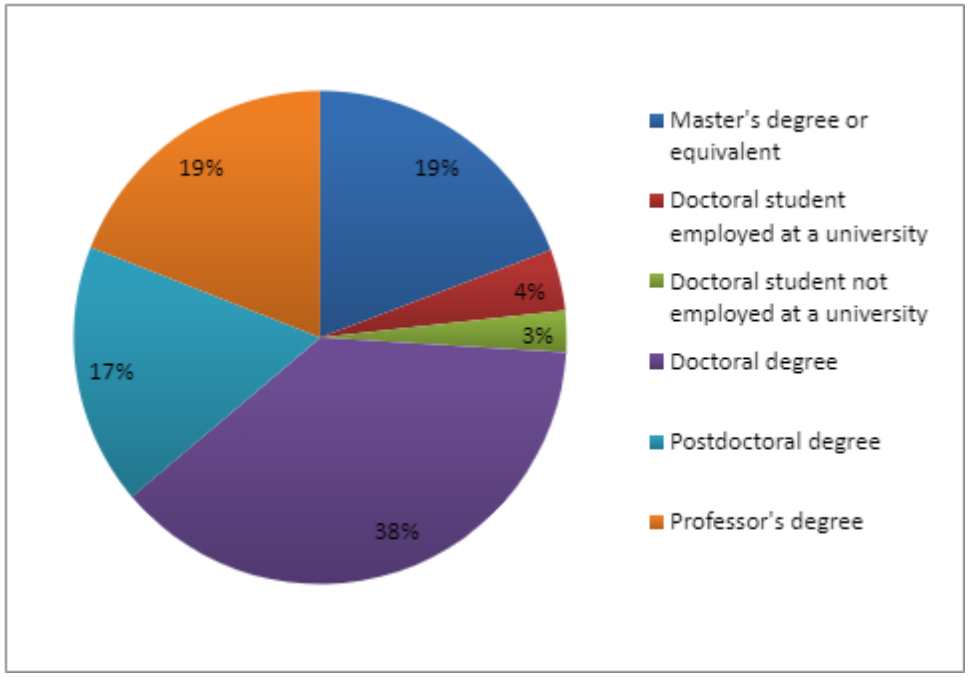
Chart 16. Age of the respondents in % (N=473)



The largest group of respondents were people with PhDs (38%). The second place was taken by people with the title of professor (19%) and Master's degree or its equivalent (19% each). Habilitated doctors were the third most numerous groups in the study (17%). PhD students employed at the university accounted for 4%. Finally, 3% did not have the status of an employed person, and who were hence excluded from the study (Chart 17).

Chart 17. Title / degree of the respondents

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12



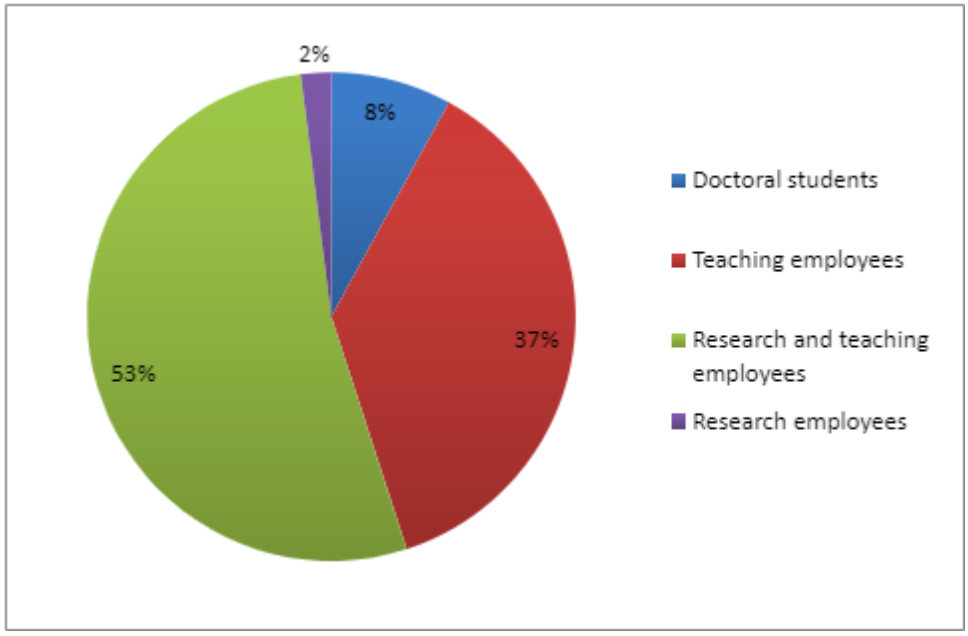
In almost all groups, most respondents were women, with twice as many women than men in the PhD degree group. However, a slightly higher number of men were found in the Professor group (Table 7).

Table 7. Respondents by gender and academic title / degree (in absolute numbers, N=473)

	Title/degree						
Gender	**PhD**	**Postdoctoral degree**	**Doctoral student, not hired at the university**	**Doctoral student hired at the university**	**Master's degree or equivalent**	**Professor**	**Total**
Women	119	48	10	13	62	44	296
Men	60	33	3	6	29	46	177
Total	**179**	**81**	**13**	**19**	**91**	**90**	**473**

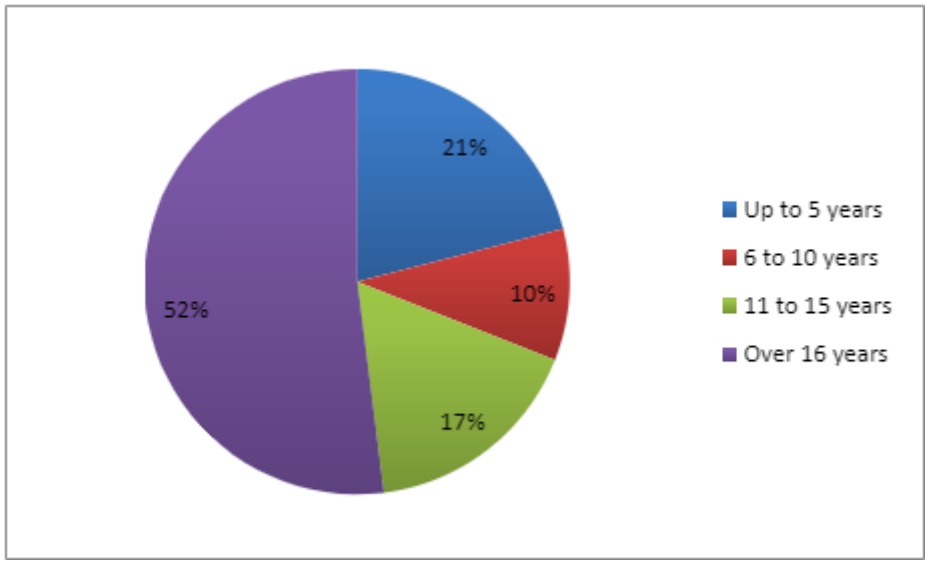
Regarding form of employment, the most numerous groups was that of research and teaching employees (53%), followed by teaching employees (37%), PhD students (8%), and then research employees (2%) (Chart 18).

Chart 18. Employee group



Regarding length of employment, 52% of the respondents had been employed at the university for the longest period, i.e., 16 years or more, followed by those the shortest seniority, i.e., up to five years (21%). Following this, 17% had 11 to 15 years of employment, and 10% had been working for 6 to 10 years (Chart 19).

Chart 19. Seniority in years



In all categories, women clearly dominated among the respondents (Table 8).

Table 8. Length of service in years according to gender (in absolute years, N=473)

	Seniority in years				
Gender	**Up to 5 years**	**11 to 15 years**	**6 to 10 years**	**Over 16 years**	**Total**
Women	64	57	32	143	**296**
Men	35	25	16	101	**177**
Total	**99**	**82**	**48**	**244**	**473**

In conclusion, it can be said that the most typical respondents were women, with a PhD title, who had been employed at the university for over 16 years, and were working in a research and teaching position. Research workers and PhD students employed at the university were underrepresented in the study.

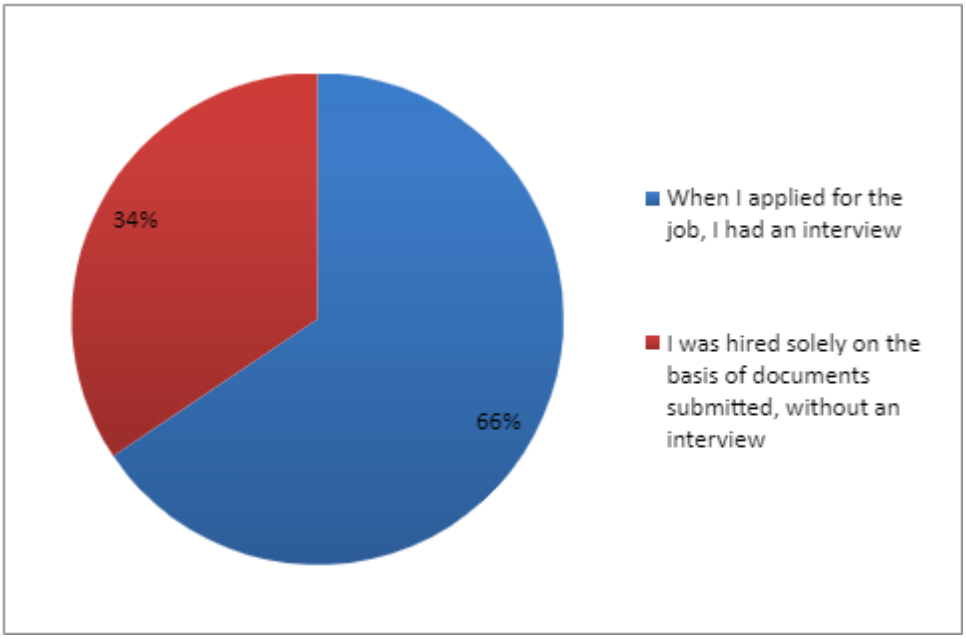
OUTCOMES

Results relating to nine specific aspects listed in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers will be presented below.

Recruitment

In the first part, respondents were asked to provide information on how they were recruited. Most of them had taken part in an interview, but 34% of the respondents were hired only on the basis of submitted documents (Chart 20).

Chart 20. Method of recruitment (in %; N=460)



Analysis of the data showed that seniority did not significantly affect recruitment. Despite prior assumptions, As shown in Table 3, the majority of the 244 employees with the longest seniority, i.e., over 16 years (61%) had received an interview.

It is worth mentioning that from an administrative point of view, the recruitment procedures are precisely described in the relevant university documents. All information regarding both the documents and the procedures themselves can be found at http://kariera.umed.pl/index.php/rekrutacja/.

Tab. 9. Seniority and the method of recruitment (in absolute numbers; N=460)

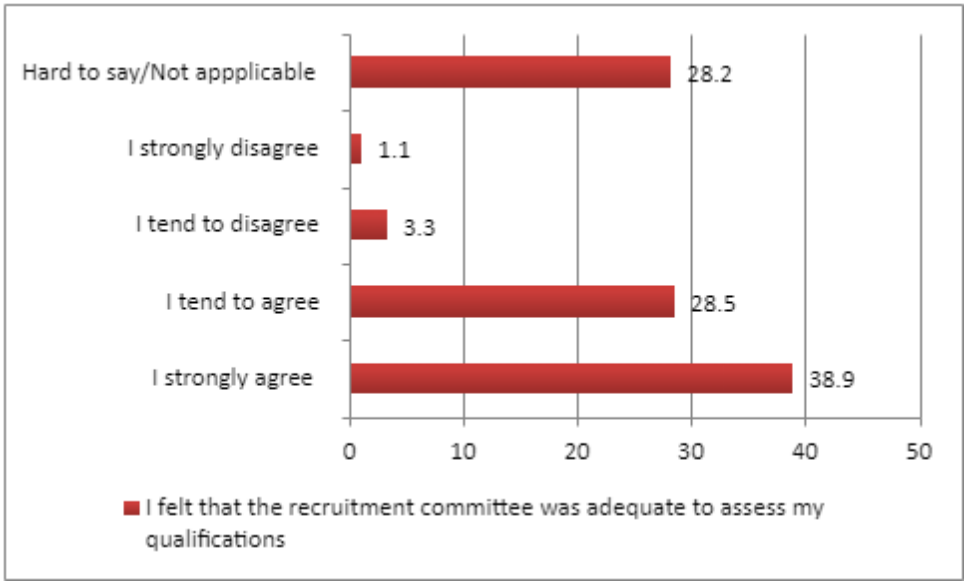
Seniority in years	I had an interview during the job application	I was hired solely on the basis of documents submitted, without an interview	Total
Up to 5 years	63	26	89
11 to 15 years	57	25	82
6 to 10 years	33	12	45
Over 16 years	149	95	244
Total	**302**	**158**	**460**

Among the respondents who had an interview during the recruitment process, the majority (69%) assessed its course as professional and objective (sum of "strongly agree" and "tend to agree"). Only 2.8% of the respondents disagreed (sum of "strongly disagree" and "tend to disagree").

Staff selection

According to the European Charter for Researchers, establishments and recruitment committees should represent a variety of backgrounds and qualifications and demonstrate gender balance and diversity of competence in situations that require it. From the point of view of an employee applying for a job, this is a difficult if not impossible issue to properly assess. Therefore, the survey asked respondents about their subjective feelings on this issue. For those who had an interview during admission, 68% of the respondents agreed that they thought the composition of the recruitment committee was adequate to assess their qualifications (combined "strongly agree" and "tend to agree" responses). 4.4% of respondents felt otherwise (chart 21).

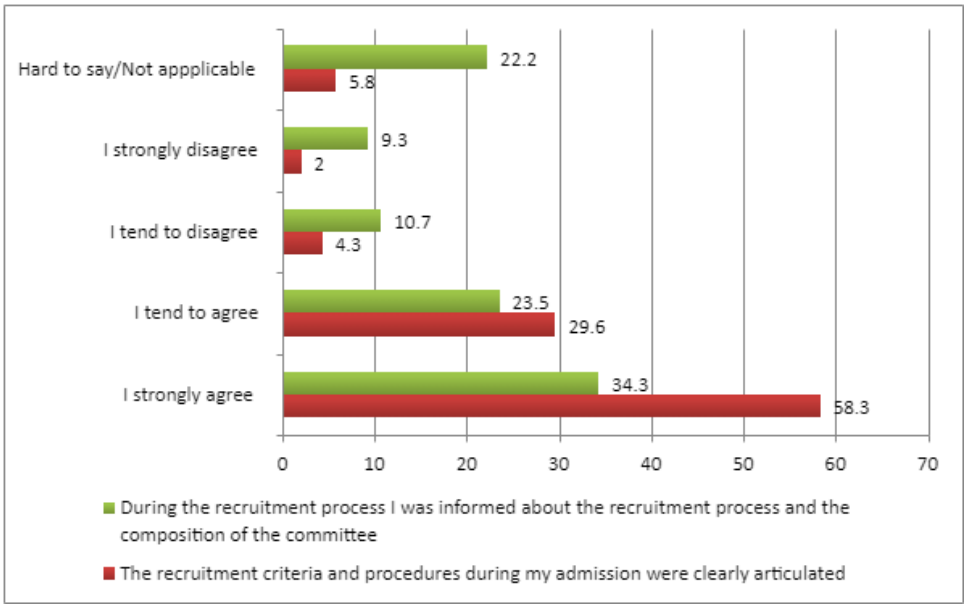
Chart 21. Opinions on the selection of the recruitment committee (in %; N=460)



Transparency

More than 88% of the respondents agreed that the recruitment criteria and procedures during their admission were clearly formulated (combined "strongly agree" and "tend to agree" answers). Fewer than 60% of the respondents stated that they had been informed about the recruitment process and the composition of the Recruitment Committee, 20% admitted that they had not received such information and more than 22% found it difficult to assess this statement (Chart 22).

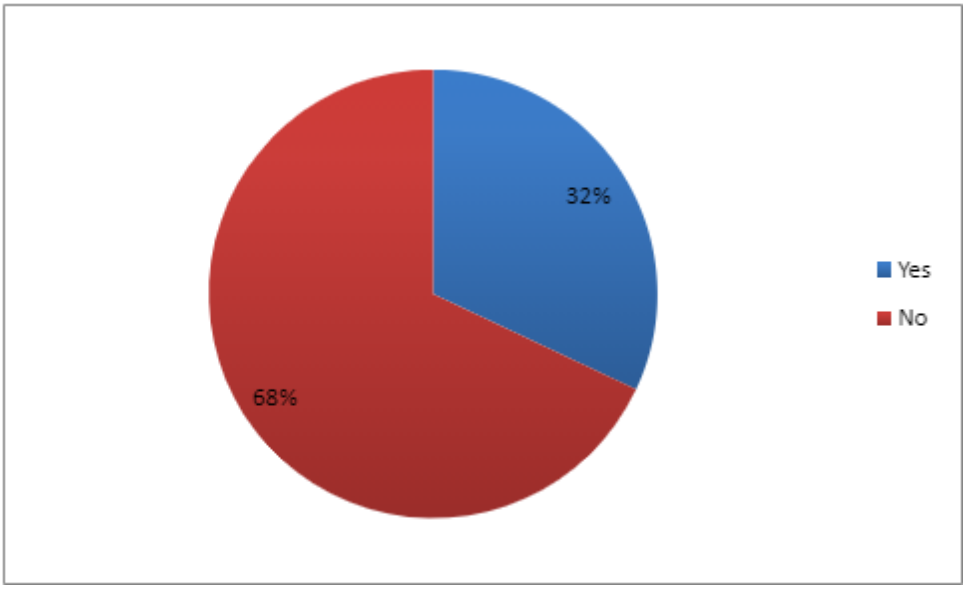
Chart 22. Opinions on the recruitment criteria and procedures (in %; N=460)



It is worth mentioning that extensive and detailed recruitment procedures exist for new employees applying for a given position and information on these procedures can be obtained through various channels. The webpage http://kariera.umed.pl/index.php/rekrutacja/ accessible for all Internet users, contains information about the stages of recruitment, good recruitment practices, frequently asked questions and answers by the applicants, downloads necessary to complete the documents and information about the people responsible for the recruitment process.

Transparency also concerns feedback on the strengths and weaknesses of the application documents of a person applying for a particular position. However, 68% of those surveyed said that they did not receive such feedback, while 32% reported that they did (Chart 23).

Chart 23. Respondent's reporting receiving feedback on the strengths and weaknesses of their application documents (in %; N=460)



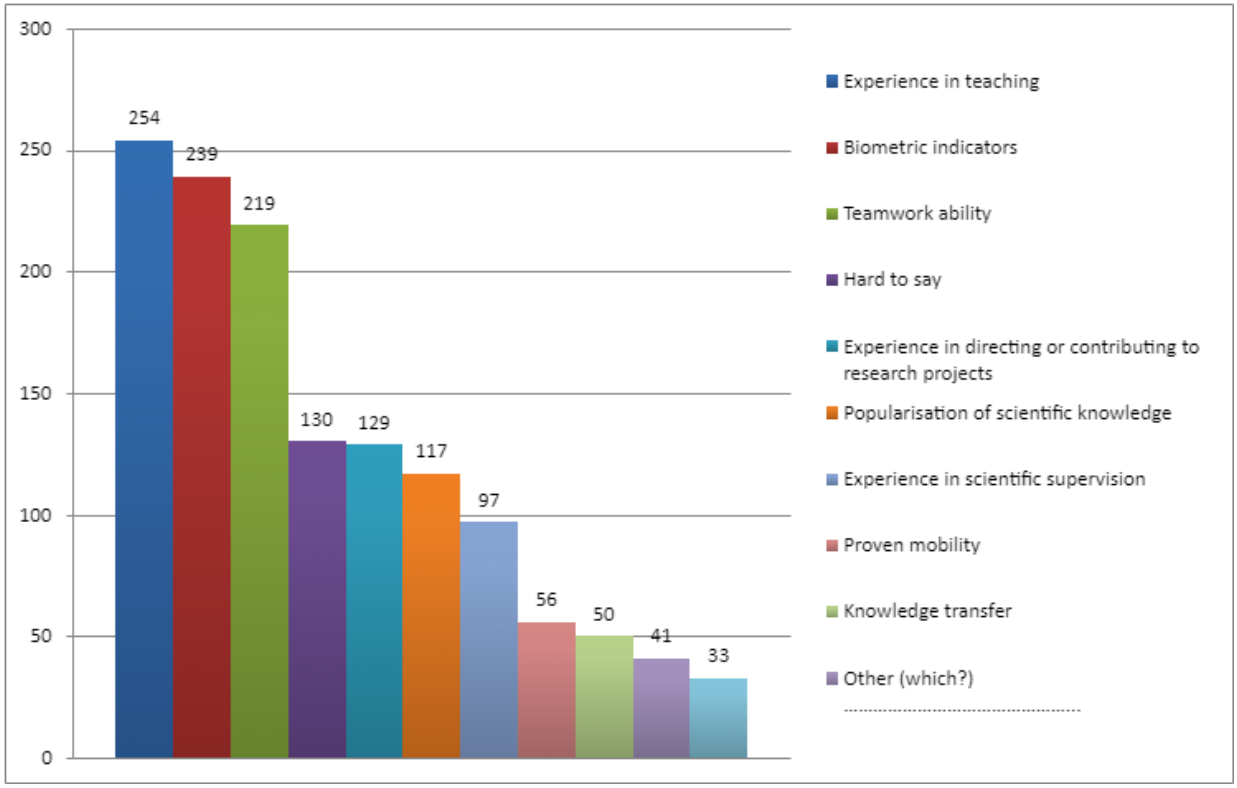
The respondents were also asked about the transparency of the procedure for extending the employment contract. More than 84% said that it is transparent for them, while 8% chose the answer “hard to say / not applicable”. Similarly, 80% of respondents agreed that the promotion path for their position is clearly defined (combined “strongly agree” and “tend to agree”).

On the website of the Medical University of Lodz Science Support Centre (http://cwn.umed.pl/niezbednik-naukowca/) there is a guide for academic teachers, which includes information on promotions and career paths.

Merit Review

According to the European Charter for Researchers, the assessment of a candidate's merits should take into account a broad range of skills and overall potential. The selection criteria for a particular position are usually quite detailed and defined, leaving little room for such broad framing. However, the survey showed that different recruitment criteria were taken into account in the case of employees of the Medical University of Lodz. Teaching experience was most often indicated, followed by bibliometric indicators, and soft skills, e.g., the ability to work in a team, in third place. These were followed by experience in directing or participating in research projects, dissemination of scientific knowledge, experience in scientific supervision, documented mobility, knowledge transfer and contribution to patents. Out of 460 respondents, 28% did not answer this question, while 41 people indicated other criteria (Chart 24).

Chart 24. Criteria taken into account in the recruitment process (in absolute numbers; multiple choice question, N=460)

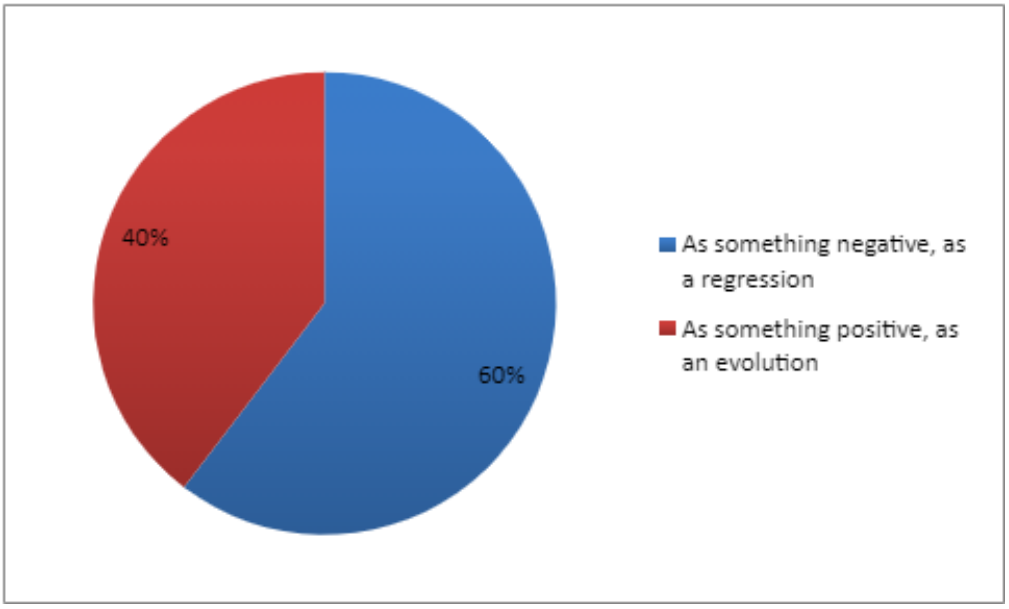


Disruptions to the chronological order

Career breaks or disruptions to the chronological order (e. g. obtaining a degree in two different fields, temporarily working outside the university and then returning to it) should be seen as career evolution and enrichment of professional experience. However, the opinion that such disruptions are something negative is popular among the respondents - it was stated by 60% of the respondents (Chart 25).

Chart 25. Perception of career breaks

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12



Recognition of mobility experience

Any mobility experience should be considered as professional development of the employee and questions about this activity were asked to the respondents in the third part of the questionnaire. Out of 459 people who took part in questionnaire 3, as many as 186 had not taken any form of research and teaching break. Among the greatest obstacles, the respondents mentioned not knowing any contacts and not being able to leave their scientific field. Among those who travelled (N=218), foreign travel was predominant. The vast majority of those leaving did so for research purposes (N=140). Employee mobility is one of the key elements taken into account in employee evaluation and, to some extent, influences opportunities for further career development. In the survey concerning recruitment, 12% of respondents noted one of the qualifying criteria during job application was documented mobility.

Recognizing qualifications

Evaluation of this area was beyond the scope of the survey. The analysis of binding documents and procedures at the university indicates that mobility is taken into account at least in two areas: recruitment, as examined above, and, to some extent, the periodic evaluation of employees. The new evaluation formula includes international or national cooperation as a criterion for employees in the following groups:

- Professor, research group,
- Professor, research and teaching group,

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

- University Professor, research group,
- University Professor, research and teaching group,
- Associate professor, research group,
- Associate professor, research and teaching group,
- Assistant, research group,
- Assistant, research and teaching group.

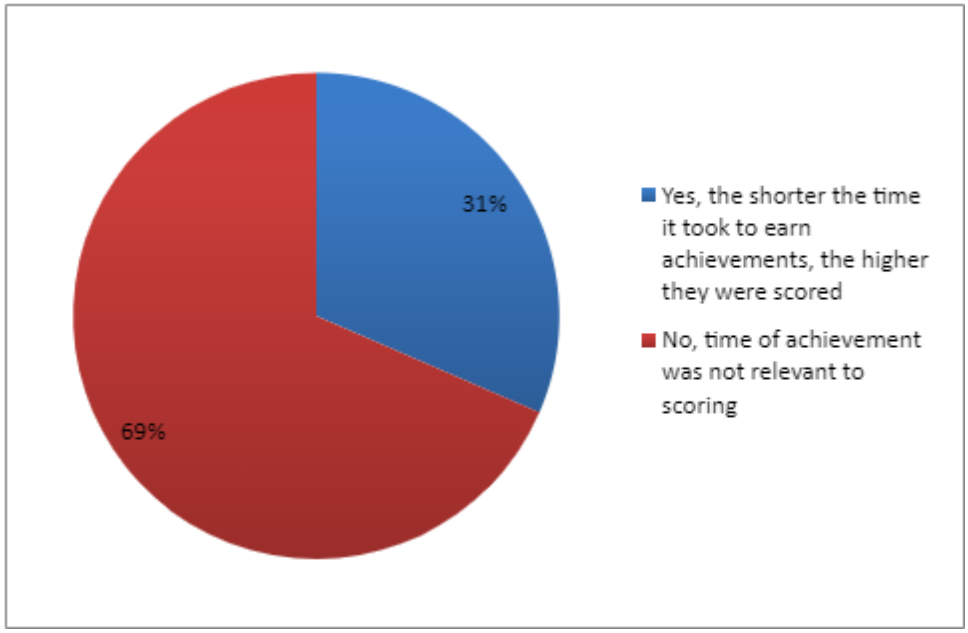
The report prepared for the evaluation of the implementation of the HR Excellence in Research principles at the Medical University of Lodz shows that employees with the title of Professor are the most frequent beneficiaries of trips, with this number increasing over the period 2017-2019. Further activities should be carried out to promote the role of mobility in professional development, and more information should be made available on the possible benefits of domestic and foreign visits.

Seniority

The European Charter for Researchers states that when recruiting, the level of qualifications should match the needs of the position. The recruitment procedures adopted at the Medical University require that a detailed list of needed qualifications is determined for each advertised position. More detailed information on this topic is available at http://kariera.umed.pl/index.php/rekrutacja/. Additionally, the Charter states that in accordance with the principle of life-long learning, all achievements, not only the most recent ones, should be taken into consideration.

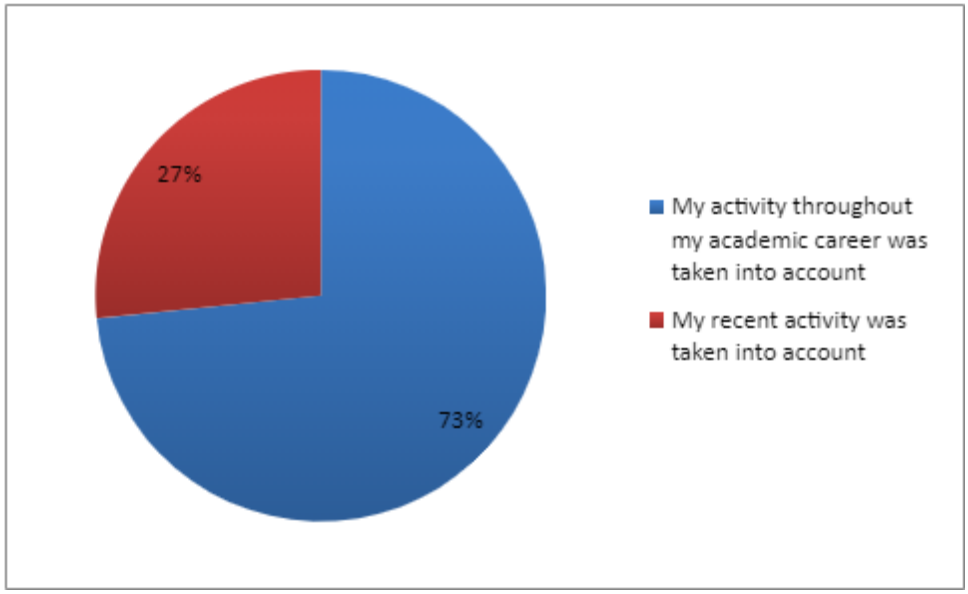
The respondents were asked whether the timing of their achievements was taken into account in the recruitment process when assessing them. Almost 70% of the respondents declared that the time taken to complete their achievements did not matter, while 1/3 indicated that they were scored more highly for achieving them in a shorter time (Chart 26).

Chart 26. Consideration of time taken to achieve qualifications in the recruitment process (in %; N=460)



In addition, 73% of respondents declared that their overall achievements from the beginning of their scientific career were taken into account in the assessment of their achievements during recruitment, while 27% indicated that assessment was restricted to their activity in the last period (Chart 27).

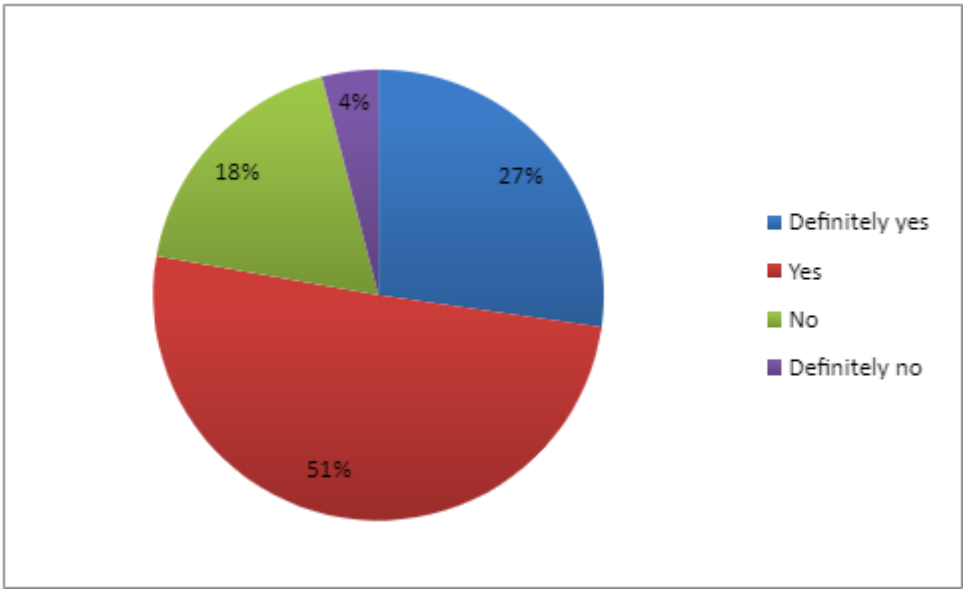
Chart 27. Partial or complete consideration of the activities in the recruitment process (in %; N=460)



Positions for employees with doctoral degree

According to the European Charter for Researchers, institutions should lay down precise rules for the recruitment of staff holding doctoral degrees, as well as the maximum duration of their posts. The document emphasizes that the status of an employee with a doctoral degree is transitional. In the current Statute of the Medical University of Lodz, the provision on temporary employment of employees with a PhD degree has been removed. In its previous version, the Statute provided that an employee with a doctoral degree shall be given a specific period of time to develop professionally and obtain a postdoctoral degree. There is currently no requirement for this as a result of the Higher Education Act from 2018, but it is assumed that staff with a PhD are consciously managing their professional development and are aware of the 'transience' of this period. The survey asked respondents whether in their opinion the university has clear and precise policies regarding the recruitment and appointment of doctoral degree holders. 78% of the respondents answered affirmatively (a combination of “definitely yes” and “yes”), and 22% were of an opposite opinion (Chart 28). In the comments to the survey, several respondents noted that the stipulation to habilitate within a certain period of time had been dropped.

Chart 28. Opinion whether the University has clear and precise policies for the recruitment and appointment of doctoral researchers (in %; N=460)



Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

In the final question, respondents were given the opportunity to enter additional information about the study area. The following conclusions could be drawn from the responses:

- Recruitment procedures and career paths have changed over the years; many long-serving staff emphasised that they had been recruited into a very different institutional reality. This is a well-founded comment, and one indicating that the survey results should be treated with caution. The most reliable information could be obtained from workers with the shortest length of service, but their small size in the overall survey sample does not allow statistically significant conclusions to be drawn;
- The comments highlight problems with the University's communication strategy. This is an issue that came up repeatedly in all parts of the study. While each of the examined areas from the administrative point of view seems to be prepared correctly and reliably, this often does not translate into the knowledge of people interested in specific issues (e. g. promotion path);
- Respondents also pointed out that they were not informed about the strengths and weaknesses of their application documents, which is important especially when the candidate does not meet the requirements and is not accepted for employment;
- The respondents also pointed out that they had no knowledge of the composition of the recruitment committee.

SUMMARY

The survey provided a lot of new information compared to the survey from 2018. Many issues concerning recruitment procedures have been explored in depth in this survey and allowed for detailed conclusions to be drawn. The key findings of the study were as follows:

- recruitment experience varies according to seniority; the most authoritative group are employees with the shortest seniority, but their number in the sample is too small to draw reliable conclusions;

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

- Almost 70% of the respondents recognized that the recruitment committee was suitable for assessing their qualifications;
- over 88% of the respondents admitted that the recruitment criteria and procedures during their admission were clearly formulated;
- unfortunately, fewer than 60% of respondents stated that they were informed about the recruitment process and the composition of the selection committee;
- 68% of the respondents stated that they did not get feedback on the strengths and weaknesses of their application documents;
- over 84% of the respondents stated that the procedure of extending their employment contract is transparent for them;
- 80% of the respondents admitted that promotion path for their position is clearly shown;
- regarding the assessment of merit, the analysis of the replies indicates that the employer mainly takes into account those merits which are relevant to the post, as reflected in the recruitment criteria for the post; merit evaluation is much more related to periodic evaluation of academic teachers and its criteria are very extensive. As the Higher Education Act of 2018 made it mandatory to conduct employee appraisals according to the new rules, this issue was not examined as employees had not yet been assessed according to the new criteria;
- a disruption of continuity (chronological order) does not seem to be an important consideration in the recruitment process and staff appraisal, but it was assessed as something negative by 60% of the respondents;
- employee mobility appears to require attention. Out of 459 respondents, as many as 186 (40%) did not benefit from any form of scientific and teaching travel. The respondents report a lack of knowledge of who they could turn to in this matter and the lack of possibility to leave in connection with the person's scientific field as obstacles;
- almost 70% of the respondents declared that the time taken to obtain their achievements was of no importance in the recruitment process, while 1/3 admitted that a shorter the time resulted in a higher score; in addition, 73% of

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

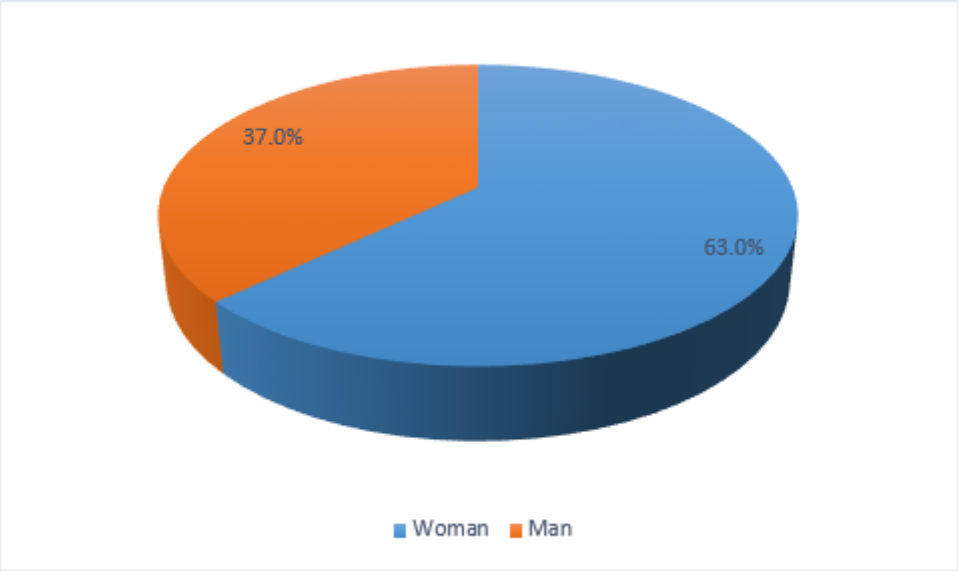
the respondents declared that their overall achievements counted, not only the most recent ones;

- regarding the status of employees with a doctoral degree, the respondents are aware that it is a certain stage in their career; however, the amendment to the regulations has removed the obligation to obtain a postdoctoral degree from the employee as an element necessary for further work and development.

1.3. SUBJECT AREA: TRAINING COURSES AND DEVELOPMENT

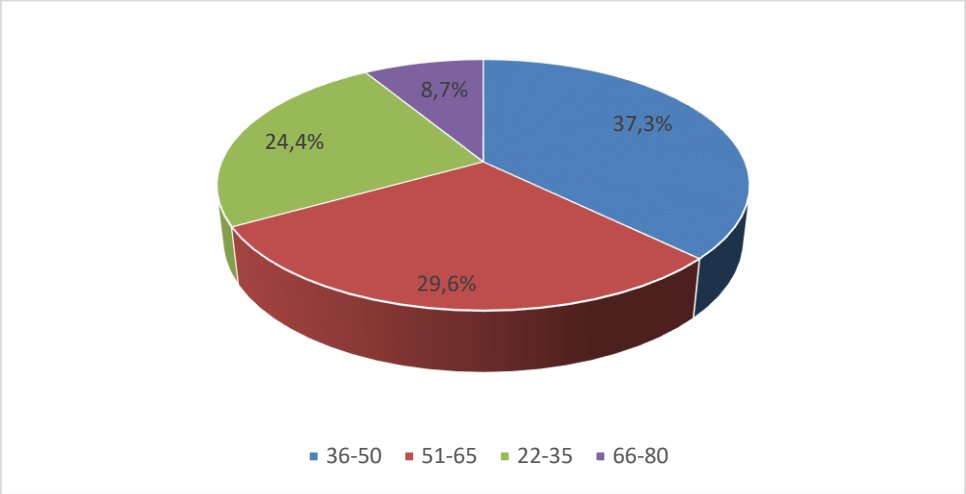
SAMPLE GROUP DESCRIPTION

Chart 29. Characteristics of the respondents by gender (N=459)



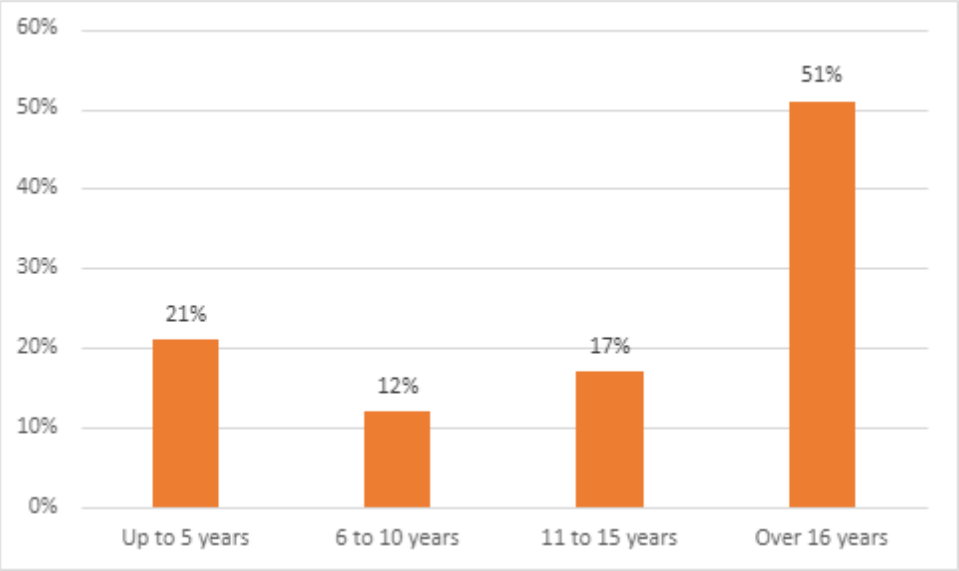
In total, 459 respondents took part in the survey on training and development, 63% of which identify as female and 37% as male.

Chart 30. Characteristic of the respondents by age (N=459)



Most of the respondents are in the age range of 36-50 years (37.3%). The second largest age group is 51–65-year-olds (almost 30%). Nearly one in four respondents is between 22 and 35 years old. Those aged 66 to 80 are the least represented.

Chart 31. Characteristics of the respondents by seniority in years (N=459)



Over half of the respondents (51%) have seniority of more than 16 years, 21% less than 5 years, and 17% have between 11 and 15 years of experience. The smallest group are those whose length of service is from 6 to 10 years (12%).

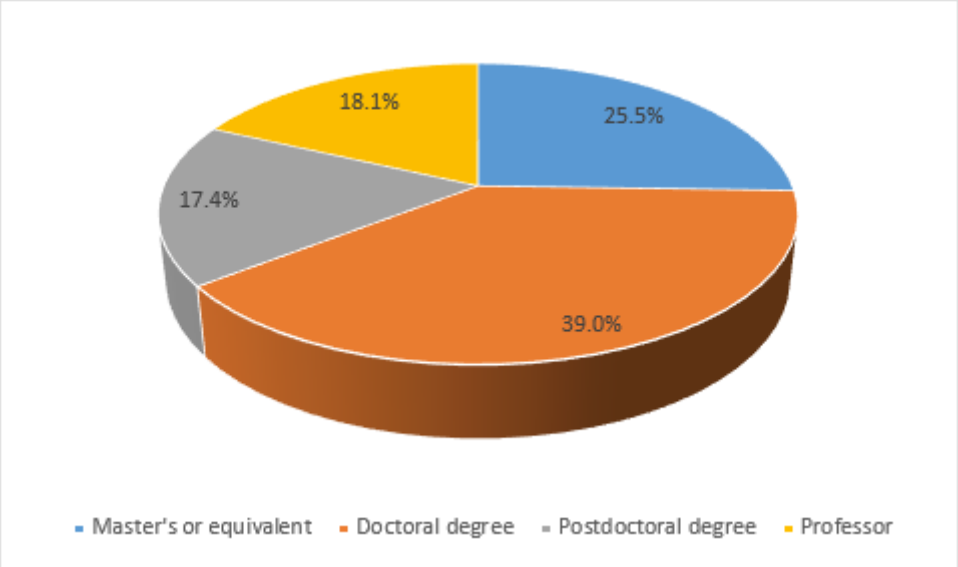
Table 10. Seniority in years and gender of the respondents (N=459)

Gender	Seniority in years

	Up to 5 years		6 to 10 years		11 to 15 years		Over 16 years	
	Number	Gender %	Number	Gender %	Number	Gender %	Number	Gender %
Women	61	64.2	37	69.8	52	66.7	139	59.7
Men	34	35.8	16	30.2	26	33.3	94	40.3
Total	95	100.0	53	100.0	78	100.0	233	100.0

Most of the respondents are female. This is true for the 6- to 10-year group (69.8%), the 11- to 15-year group (66.7%), the group with up to five years of work experience (64.2%) and the most senior group of over 16 years' experience (59.7%).

Chart 32. Characteristic of the respondents by title/degree (N=459)



In terms of academic title/degree, most respondents hold a doctoral degree (39%), followed by a Master's degree or equivalent (25.5%), and then a Professor degree (18.1%). The least numerous groups are respondents with a postdoctoral degree (17.4%).

Table 11. Title/degree and gender of the respondents (N=459)

Gender	Title/degree							
	Professor		Postdoctoral degree		PhD		Master's or equivalent	
	Number	Gender percent	Number	Gender percent	Number	Gender percent	Number	Gender percent
Woman	40	48.2	47	58.8	121	67.6	81	69.2
Man	43	51.8	33	41.3	58	32.4	36	30.8

Gender	Title/degree							
	Professor		Postdoctoral degree		PhD		Master's or equivalent	
	Number	Gender percent	Number	Gender percent	Number	Gender percent	Number	Gender percent
Total	83	100.0	80	100.0	179	100.0	117	100.0

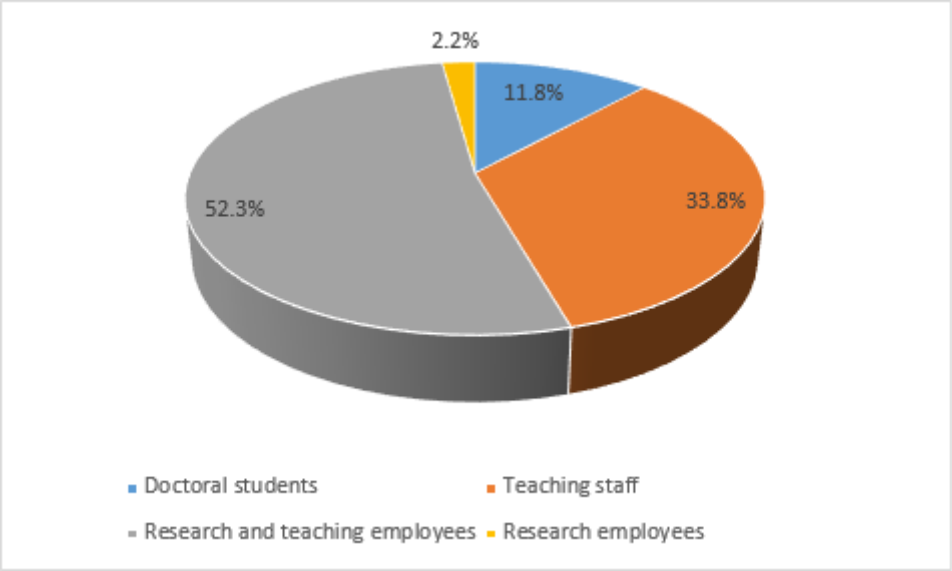
Among those with postdoctoral, doctoral, and Master's degrees, women predominate, accounting for 58.8%, 67.6%, and 69.2% of these groups, respectively. However, men predominate in the Professor group (51.8%).

Tab. 12. Title/degree and age of the respondents (N=459)

Age in years	Title/degree							
	Professor		Postdoctoral degree		Doctor		Master's or equivalent	
	Number	Age percent	Number	Age percent	Number	Age percent	Number	Age percent
22-35	0	0	1	1.3	27	15.1	84	71.8
36-50	16	19.3	37	46.3	93	52.0	25	21.4
51-65	42	50.6	37	46.3	50	27.9	7	6.0
66-80	25	30.1	5	6.3	9	5.0	1	0.9
Total	83	100.0	80	100.0	179	100.0	117	100.0

Among Professors, those between the ages of 51 and 65 predominate. Among those with a postdoctoral degree, those aged 36 to 50 and those aged 51 to 65 are equally well represented. Those with a doctoral degree are most commonly in the 36-50 age group, and those with a Master's degree or equivalent in the 22-35 age group.

Chart 33. Characteristics of the respondents by employee group (N=459)



Over half of the employees who chose to participate in the survey belong to the research and teaching staff group. More than a third of the respondents were teaching staff. Almost 12 percent of doctoral students and just over 2% of research staff participated in the survey. The low number of respondents from research staff may be a result of them being the smallest employee group at the university.

Tab. 13. Employee group and gender of respondents (N=571)

Gender	Employee group							
	Teaching and research employees		Teaching employees		Research employees		Doctoral students	
	Number	Gender percent	Number	Gender percent	Number	Gender percent	Number	Gender percent
Woman	152	63.3	99	63.9	5	50.0	33	61.1
Man	88	36.7	56	36.1	5	50.0	21	38.9
Total	240	100.0	155	100.0	10	100.0	54	100.0

Most research and teaching staff are female. Among research employees, the gender distribution is even. In turn, women also make up most of the doctoral students.

RESULTS

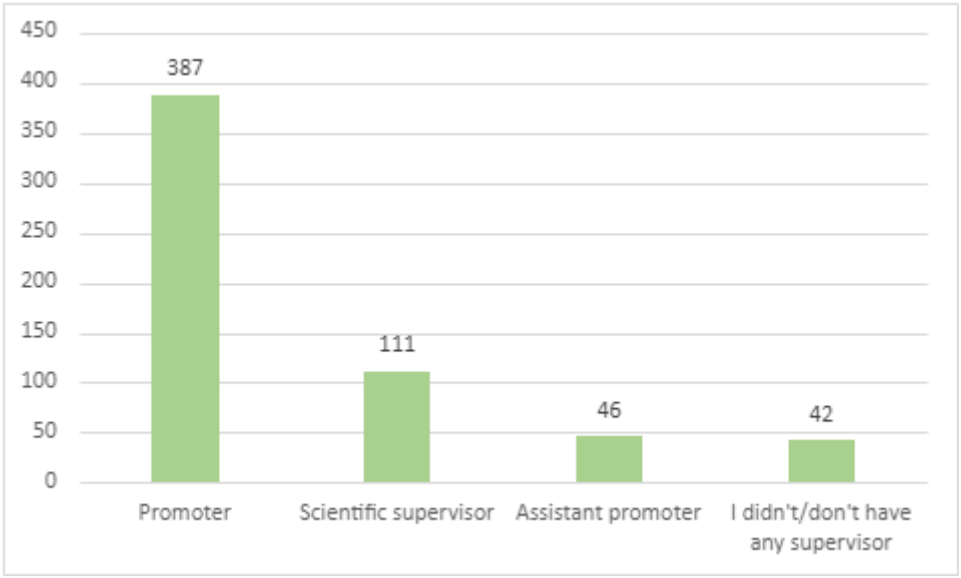
Scientific care

Researchers at the early stage of their career should have structured and regular contact with their research supervisor. The relationship with the research supervisor should include:

a) Registering progress of all research and their results;
b) Getting feedback through the reports and seminars and using this feedback:
c) Working according to schedules, deadlines, practical results and deliverables (European Charter for Researchers, p.14).

Additionally, the European Charter for Researchers calls for supervisors to be sufficiently proficient in supervising research work and to have the time, knowledge, experience, competence and commitment to provide adequate support to trainees and to ensure the necessary progress monitoring and evaluation procedures, as well as the necessary feedback mechanisms (p. 21).

Chart 34. Distribution responses regarding whether as doctoral students or young researchers, the respondent had a scientific supervisor (N=586)[4]

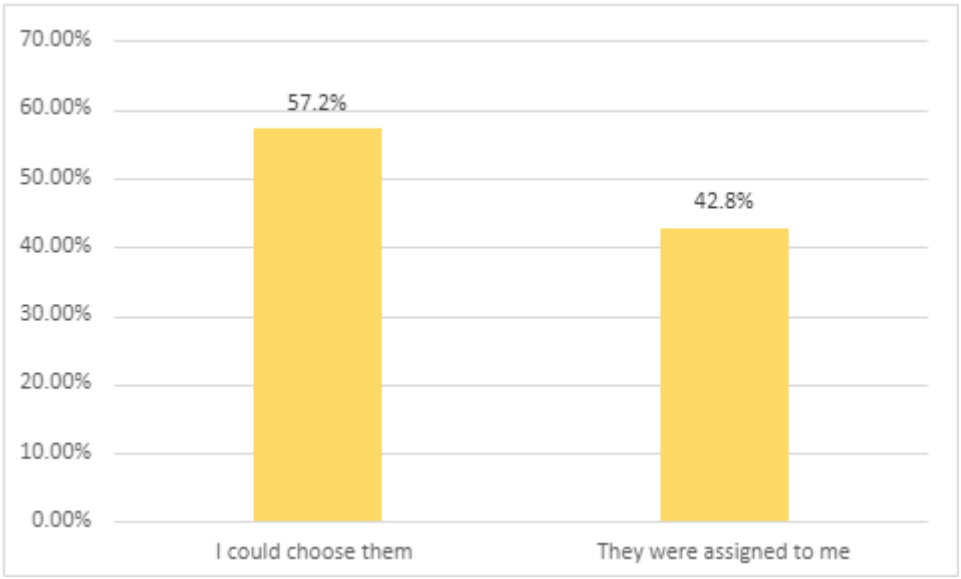


The majority of the respondents had or have a research supervisor. Most often, this person was a promoter (387 indications), followed by a scientific supervisor (111 indications) or an assistant promoter (46). Some reported having a promoter and a supervisor or a promoter and

[4] Pytanie z możliwością wyboru więcej niż jednej odpowiedzi.

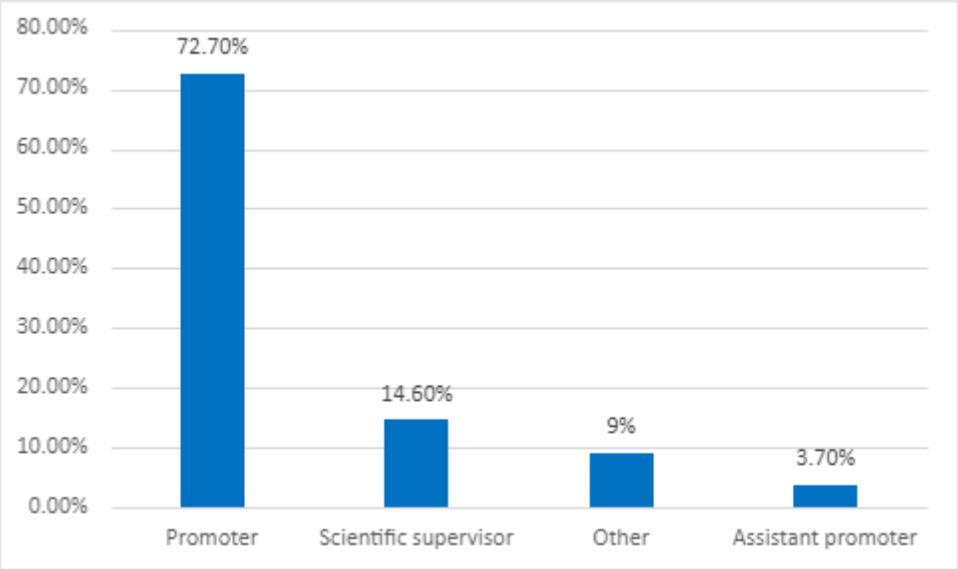
an assistant promoter. Only 42 indicated not have having any supervisor at the beginning of their academic career.

Chart 35. Distribution of responses to the question of how the mentor/promoter/assistant promoter was selected (N=390)



More than 57% of respondents who had, or have, a promoter/assistant promoter/research supervisor were able to select one personally. The remainder were assigned one.

Chart 36. Reponses to the question regarding who supervised the scientific activity and development of the respondents (N=377)



Almost 73% of the respondents answered that the promoter people exercised not only formal, but also real care over their research activities and scientific development. Almost 15% reported this duty was taken by a scientific supervisor, and 4% indicated an assistant promoter. In addition, 9% of respondents chose the answer "other": Head of Department, Head of Clinic, Head of Department, direct supervisor, nobody, myself, former promoter, current supervisor (different). Three example statements:

- *Unfortunately, my promoter only slowed down my scientific development. In fact, the degree of assistance is limited to feedback on the materials submitted; the topic of the thesis is imposed and strictly connected with the promoter's activity.*
- *Lack of substantive support. No one provides such care. I don't have a defined career path despite trying to find one.*
- *I have mentors in and out of the University, but they are not people who have supervised my scientific activity.*

Table 14. The attitude of the respondents to different aspects related to cooperation with the supervisor (N=546)

Statements	Definitely yes	Yes	No	Definitely no	Not applicable
I worked with a supervisor based on a predetermined schedule	27.2%	27.9%	11.1%	4.8%	29.0%
My supervisor is/was competent to supervise my work	41.8%	23.3%	3.5%	3.5%	27.9%
My supervisor is/was involved in supervising my work	39.4%	22.7%	6.8%	3.3%	27.9%
My supervisor has/had enough time for me	35.7%	25.1%	7.8%	3.5%	27.9%
My supervisor provides/provided me with sufficient support	37.9%	23.5%	6.5%	3.9%	28.1%
My supervisor gives/gave me feedback on my work, evaluates/evaluated my reports	40.3%	23.5%	5.2%	3.1%	27.9%
My supervisor monitored/monitors the progress of my work	39.4%	22.2%	7.2%	2.6%	28.5%
My contacts with my supervisor are/were regular	40.5%	24.2%	5.2%	2.2%	27.9%
My supervisor has encouraged me to participate in scientific seminars	37.5%	21.6%	8.1%	3.3%	29.6%

In terms of the various aspects of working with a promoter/assistant promoter/research supervisor, the following aspects were rated highest:

a) over 65% of the respondents (sum of “definitely yes” and “yes” answers) declared that their supervisor was/is competent in supervising their work;
b) almost 65% of the respondents (sum of “definitely yes” and “yes” answers) considered that their contacts with the supervisor are or were regular;
c) almost 64% of the respondents (sum of “definitely yes” and “yes” answers) stated that the supervisor provides/provided feedback on their work and evaluated their scientific reports;

The following aspects were rated the lowest:

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

a) over 61% of the respondents (sum of "definitely yes" and "yes" answers) stated that their supervisor spent/spends enough time with them;
b) slightly more than 59% of the respondents (sum of "definitely yes" and "yes" answers) stated that their supervisor encourages/encouraged them to participate in scientific seminars;
c) over 55% of the respondents felt (sum of "definitely yes" and "yes" responses) that they work or have worked with a supervisor based on a predetermined schedule.

In the 2018 edition of the survey, 63% of respondents agreed that regular forms of contact between doctoral students and academic supervisors and faculty/departmental representatives were established and organized to take full advantage of these relationships; in contrast, 14% of respondents did not agree, and 22% marked the answer as difficult to say. This represents a slight increase in affirmative responses in the present survey, in which regular contact with a caregiver was declared by almost 65% of the respondents.

In addition, in the previous survey, 52% of respondents agreed that their employer had appointed a supervisor sufficiently proficient in supervising research work, and who had the time, knowledge, experience, competence and commitment to do so; they also agreed that this supervisor was someone to whom novice researchers could report on issues related to the performance of their professional duties, and who provided necessary feedback. In contrast, 17% of respondents disagreed ("no"), and more than a third of respondents indicated "hard to say". Again, a higher proportion of positive responses was observed for most of these issues in the current edition of the survey; on average, these proportions were 10% higher for each aspect. It should be noted however that it is very difficult to compare the two editions of the survey due to differences in methodology.

Access to professional training and possibility of continuous professional development

The European Charter for Researchers highlights the need for continuous professional development: Employers and/or funders should ensure that researchers at all stages of their careers, regardless of the type of contract, have the opportunity to develop professionally and improve their employability through access to the means allowing to continuously develop their

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

skills and qualifications (p.19). Training and other development opportunities should be accessible, relevant to interests and effective in improving qualifications, skills and employability.

Chart 37. Distribution responses to the question on how the respondents take care of their own professional development (N=1465)[5]

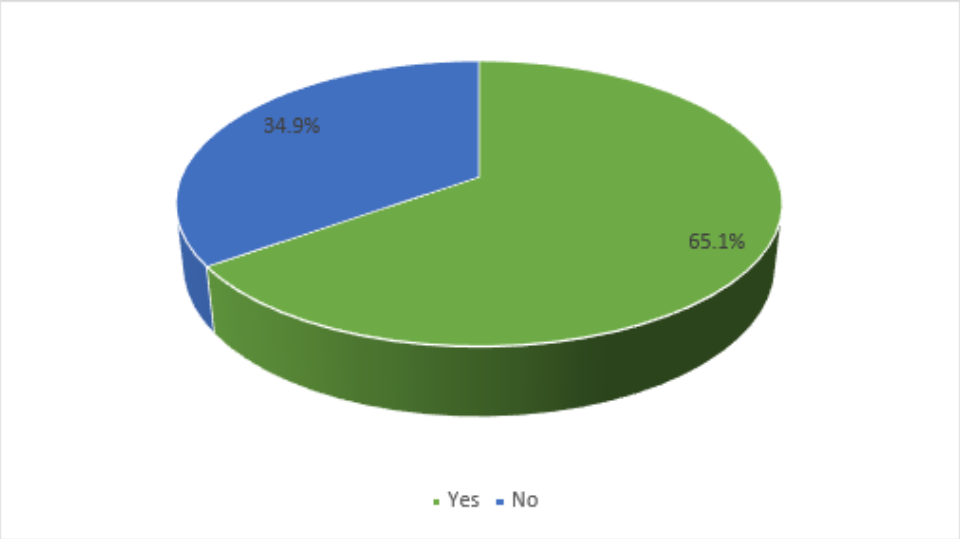
The following responses received the highest number of indications:

a) I participate in national/international conferences (385 indications);
b) I participate in training organized by the University (366 indications);
c) I participate in training organized outside the University (343 indications).

Slightly fewer responses were given to participation in national/international research projects and participation in internships abroad. Only seven respondents indicated that they do not participate in any such activities.

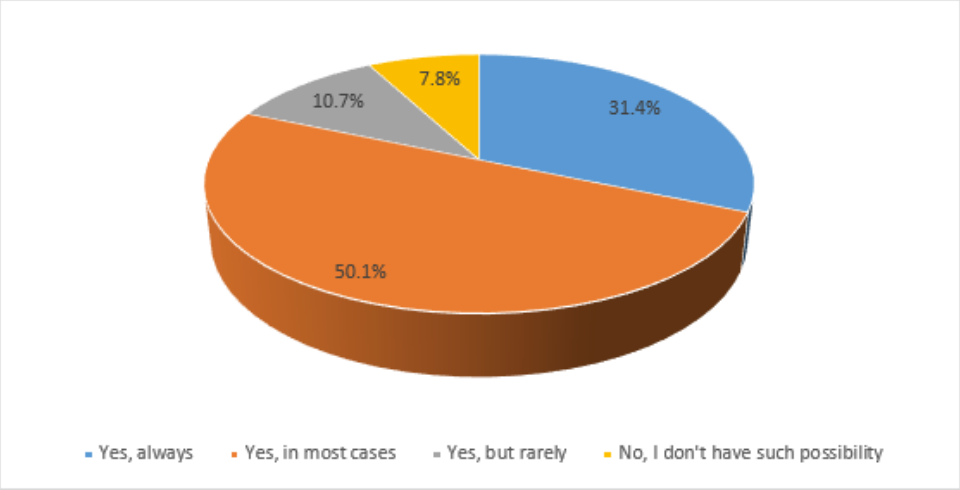
Chart 38. Distribution of respondents' answers to the question whether the range of courses for improving qualifications offered at the university is satisfactory (N=459)

[5] Pytanie z możliwością wyboru więcej niż jednej odpowiedzi.



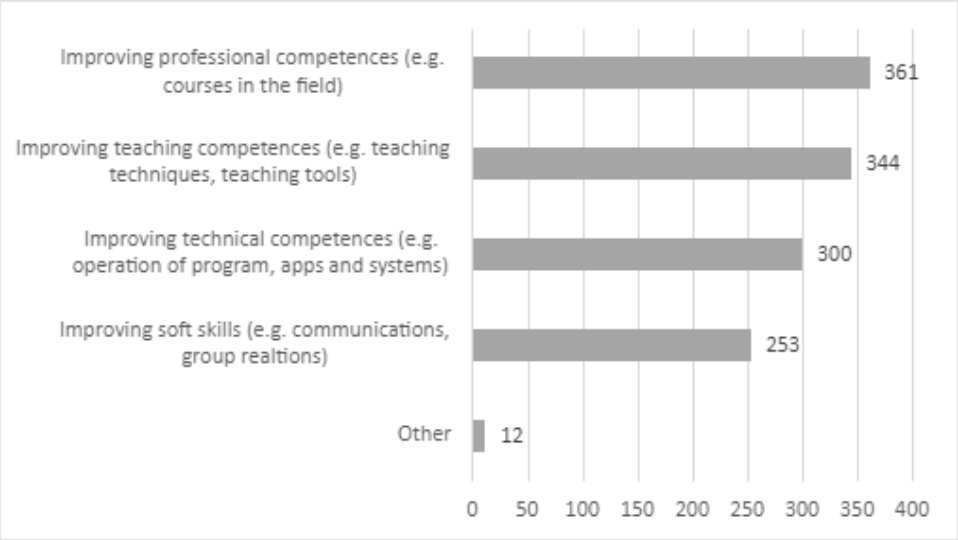
Over 65% of the respondents stated that the range of courses intended to improve qualifications presented by the University is satisfactory.

Chart 39. Distribution of responses regarding the possibility of evaluating qualification-improving courses offered at the university (N=459)



Course evaluation is an important indicator of course quality. It was found that 50% of the respondents indicated the possibility of such evaluation in most cases, while 31.4% indicated that course evaluations always take place. Almost 11% indicated that that this was rare. Almost 8% of respondents indicated no such possibility.

Chart 40. Distribution of responses regarding which courses and training should be provided (N=1270)



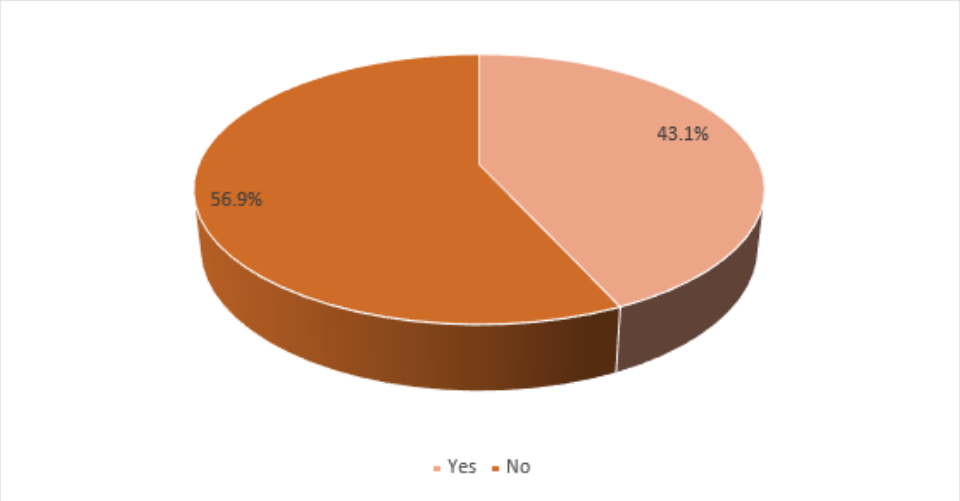
When asked which courses should be provided, the majority of respondents replied that these should be courses that improve professional competence (361 indications), courses to improve teaching competences (344 indications) and courses to improve technical competence (300 indications). The respondents who indicated "other" wrote that they would like to participate in courses that give real benefits.

The 2018 survey asked whether the employer at the Medical University of Lodz provides researchers, at each stage of their career, regardless of the type of contract, opportunities for professional development and to improve their chances of finding a job through access to resources for the continuous development of skills and qualifications. It was found that 55% of respondents agreed, 21% disagreed and 23% indicated "difficult to say".

Career development

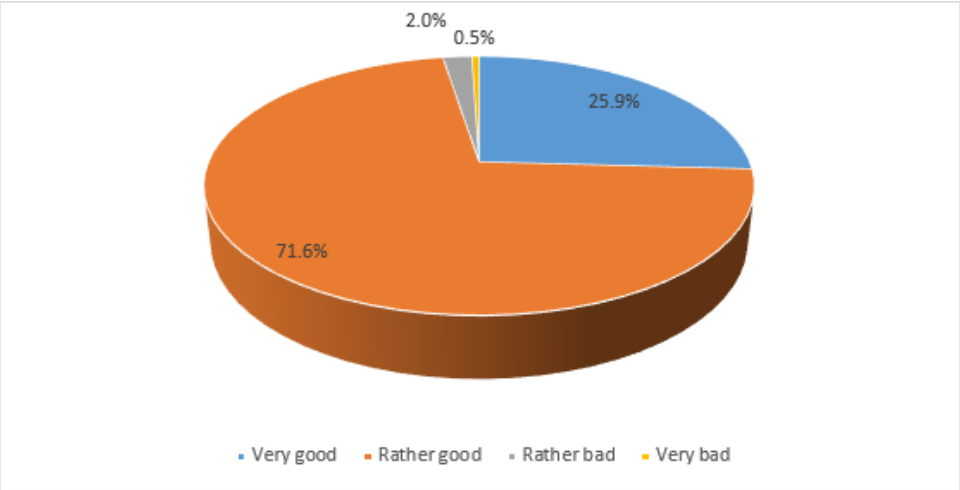
Employers and/or grant funders should have a career development strategy for researchers at all stages of their careers, regardless of their employment contract, including for those on fixed-term contracts. As part of this strategy, researchers should be able to benefit from the support and guidance of mentors for their scientific development. All researchers should be aware of their career development strategy (European Charter for Researchers, p.18-19).

Chart 41. Distribution of responses to whether the respondents knew of the document "Strategy of the Medical University of Lodz for the years 2021-2025" concerning the professional career of researchers (N=459)



Almost 57% of the respondents declared knowledge of the document "Strategy of the Medical University of Lodz for 2021-2025" related to the professional career of scientists. This means that a large group of respondents, over 43%, are not aware.

Chart 42. Distribution of responses to the question concerning the evaluation of the scope of the document "Strategy of the Medical University of Lodz for the years 2021-2025" regarding the professional careers of scientists (N=197)



Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

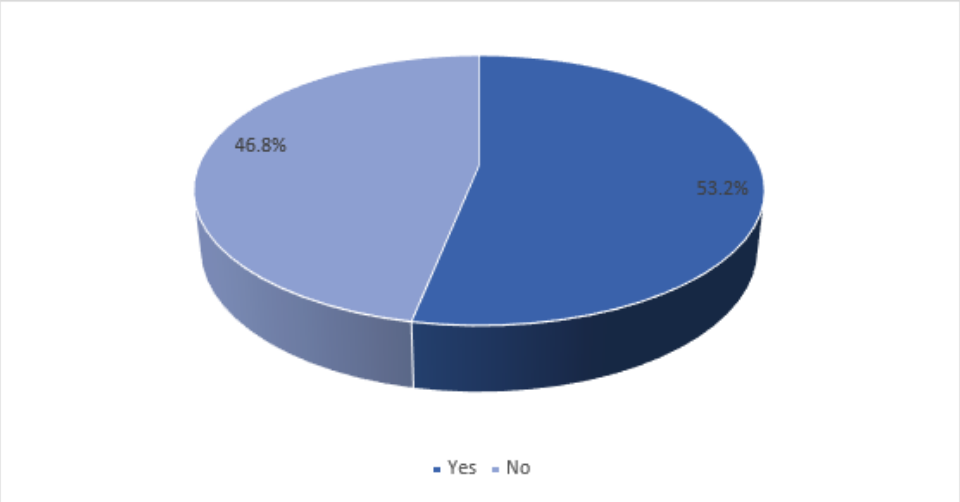
Of the respondents who knew of the document "Strategy of the Medical University of Lodz for 2021-2025" related to the professional career of scientists, almost 72% positively evaluated the provisions contained within. More than a quarter of respondents rated the document very good. Only 2.5% of respondents assessed the document as rather bad or very bad.

In the 2018 edition of the survey, when asked whether the university has a defined career development strategy for researchers at each stage of their career as part of its human resources management policy, 56% of the respondents confirmed this, 15% of the respondents denied it, and 29% of the respondents indicated it was difficult to say. As this question concerned the existence of a career development strategy for researchers, and its knowledge or evaluation, it is difficult to compare this question with the questions in the current edition of the survey.

Access to career guidance

According to the European Charter for Researchers, employers and/or grant funders should provide career guidance and job placement assistance to researchers at every stage of their career and regardless of the type of contract, within the institutions concerned or in collaboration with other structures (p.19).

Chart 43. Distribution of responses to the question of whether the respondent knows who to turn to at the university in a situation when they would need advice on their professional development (N=459)



Just over 53% of respondents reported knowing who to turn to when they need career development counselling. In the 2018 survey, the question was asked whether at the Medical University of Lodz the employer provides career counselling and job search assistance to researchers at every stage of their career (regardless of the type of contract, in the institutions concerned or in cooperation with other structures). It was found that 26% of respondents indicated “yes”, 26% “no” and 48% of respondents found it difficult to answer. It is worth noting that in the previous edition of the survey this question received the least positive responses. However, it is also difficult to compare the results of the two editions of the survey in this regard as the questions related to different issues.

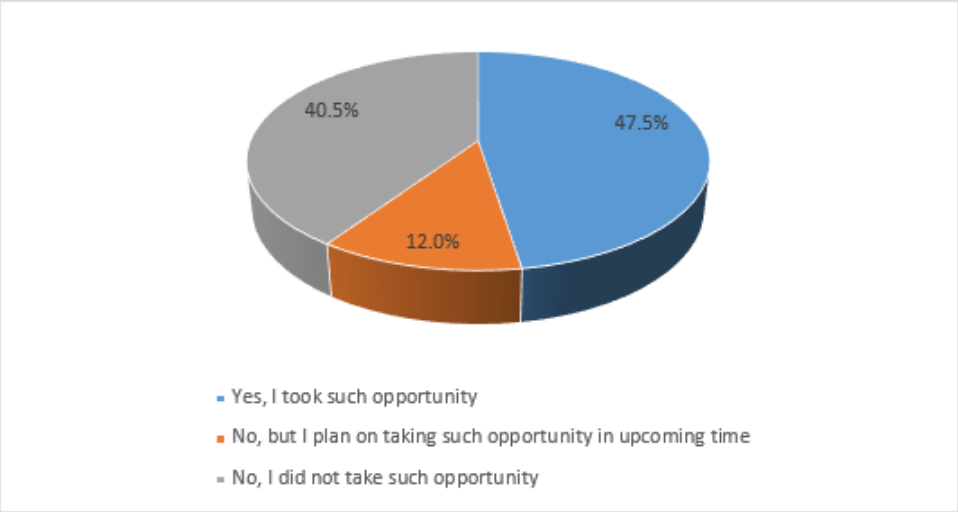
Mobility value

The European Charter for Researchers states grant funders and/or employers should: (...) recognise the value of geographical, intersectoral, inter- and trans-disciplinary and virtual mobility, as well as mobility between the public and private sectors, as an important means of enhancing scientific knowledge and professional development of researchers at all stages of their careers.

To achieve this goal, all the necessary administrative instruments should be put in place to enable both the portability of grants and social security in accordance with national legislation (p.19).

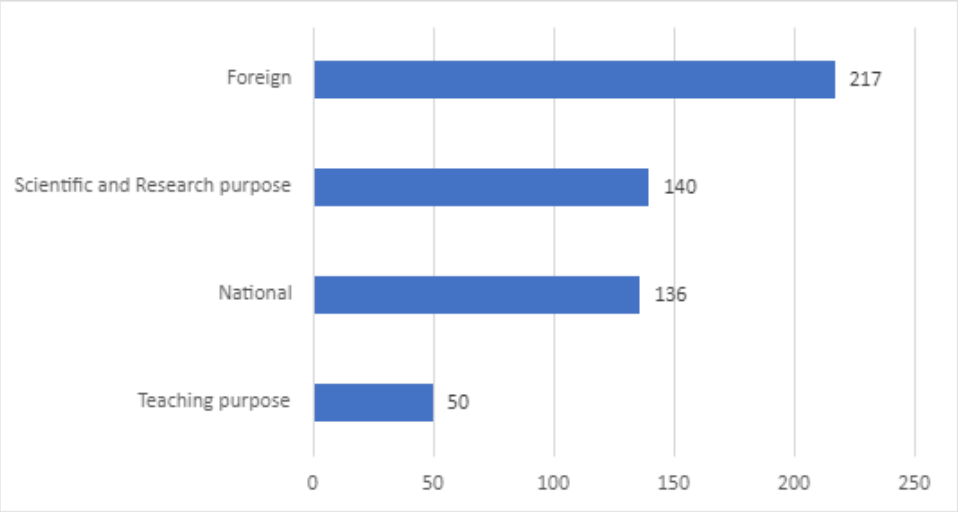
Chart 44. Distribution of responses to the question of whether the respondents used the opportunity to travel for research and teaching purposes during their work at the university (N=456)

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12



Almost 48% of the respondents have taken the opportunity to travel for research and teaching purposes during their time at the university, and 12% of the respondents intend to take advantage of such an opportunity in the near future. However, over 40% did not take advantage of the opportunity to travel for research and teaching purposes.

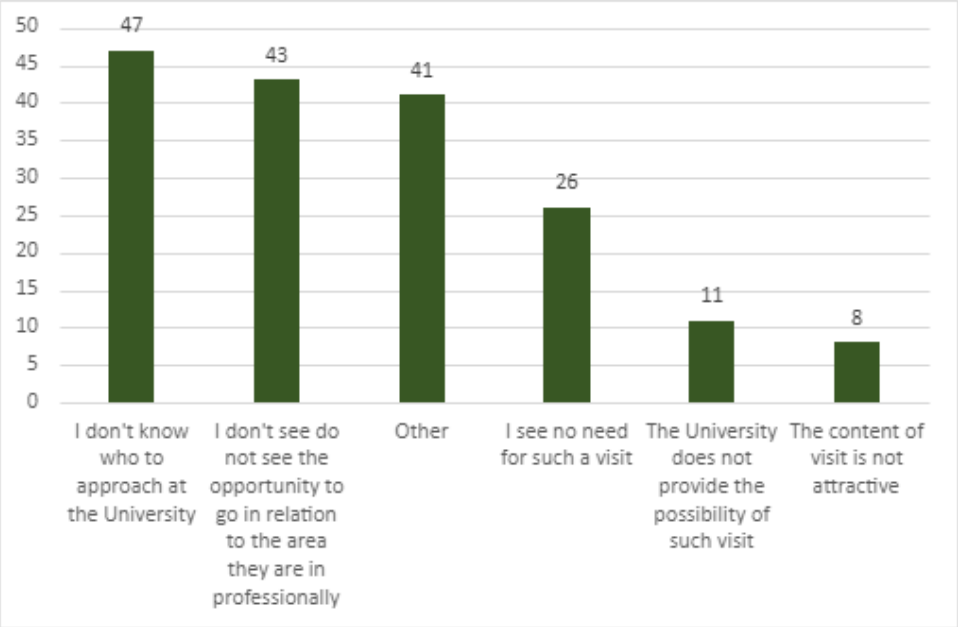
Chart 45. Distribution of responses to the question of the nature of the visit taken by the respondent (N=543)[6]



Most trips were taken for overseas research, with some indicating a domestic visit. Only 50 people indicated that it was strictly for teaching purposes

[6] Pytanie z możliwością wyboru więcej niż jednej odpowiedzi.

Chart 46. Distribution of responses to the question why the respondent did not take advantage of the opportunity to travel for research and teaching purposes (N=176)



The respondents who indicated that they did not travel for research and teaching purposes were asked why they did not take the opportunity to do so. The majority of the respondents answered that they did not travel go because they do not know who to approach at the university about it or they do not see the opportunity to go in relation to the area they are in professionally. In addition, 26 reported seeing no need for such a visit. The least frequently chosen answers were: the university does not provide the possibility of the visit and the content of the visit is unattractive. A large group of respondents (41 people) responded "other".

Under the "other" answer, the following statements were given:

- *Teaching and research and administrative duties are so absorbing that it is difficult to leave them and go away for research and teaching purposes*
- *Always a lack of time, because you have to fulfil your hours, research work, etc.*
- *Excessive obligations do not allow for prolonged absence*
- *Priority of ongoing clinical activities over scientific education*
- *Involves leaving family and patients/additional work for an extended period of time*
- *The personnel situation in the unit makes it impossible to leave*

- *Lack of personnel in the unit*
- *I don't know if the manager of the clinic where I am employed would agree to this, due to the duties I am assigned*
- *Realisation of grants at the University*
- *Back in the days when I could consider myself a young, developing scientist, there were not extensive opportunities for visits of this type, or at least they were not publicized*
- *There was a lack of clear information and communication about the possibility of using this option*
- *I represent another scientific branch*
- *I did not yet think about such a visit*
- *That's the way it worked out*
- *Due to personal matters*
- *I have children*
- *Longer visit is not an option due to family matter*
- *Family issues related to taking care of children, parents etc., gender inequality of access to offer*
- *COVID pandemic*

In the 2018 edition of the survey, when asked whether at the Medical University of Lod,z the employer perceives any mobility experience (stay in another country/region or in a different environment in the public or private sector), change of discipline or sector as part of the initial research training or at later stages of the research career, or virtual mobility experience as a valuable contribution to the researcher's professional development, 58% of the respondents answered "yes", 15% of the respondents answered "no", and 27% of the respondents found it difficult to say. This aspect of the survey is also hard to compare with the new outcomes, as the questions in the survey addressed different mobility issues.

Employee evaluation system

Employers and/or grant funders should introduce an employee evaluation system for all researchers. This should be a regular evaluation of their professional performance carried out in a transparent manner by an independent commission. This assessment should take into account the following aspects:

a) general scientific creativity and research results of scientists, e.g., in the form of publications, patents, etc;
b) Teaching/conducting lectures;
c) Scientific support, counselling;
d) National and international cooperation;
e) Administrative duties;
f) Acting towards broadening scientific awareness in society;
g) mobility (p.22).

Table 15. Responses regarding various aspects related to periodical appraisal of employees (N=459)

Statements	Definitely yes	Yes	No	Definitely no
Employee appraisal criteria are transparent	25.9%	56.0%	14.8%	3.3%
Employee appraisal criteria are fair	20.7%	58.6%	17.0%	3.7%
Employee appraisal criteria are objective	22.0%	56.9%	16.8%	4.4%
The Process Portal app used in the employee evaluation process is user-friendly	16.1%	54.0%	22.2%	7.6%
Reporting a body of work through the Process Portal is time-consuming	20.3%	34.0%	37.0%	8.7%
I have the opportunity to lodge a complaint or appeal in the event of an assessment that I consider to be unfair or biased	18.1%	58.4%	19.2%	4.4%

The majority of respondents have rather positive approach to aspects related to periodic evaluation of employees. Regarding employee evaluation criteria, 56% felt that they were rather transparent and almost 26% felt that they were definitely transparent. Almost 59% of the respondents agreed that the criteria for evaluation of employees are reliable, and almost 21% strongly agreed. Almost 57% of the respondents agree that the criteria for employee evaluation are objective and 22% definitely agree. In addition, 54% of respondents agreed that the Process Portal application used in the employee evaluation process is user friendly, and just over 16% definitely agreed.

However, a large group of respondents, 29.8% (sum of “definitely not” and “not”), is not satisfied with the functioning of the Process Portal. More than 54% of the respondents (sum of

"definitely yes" and "yes" answers) are of the opinion that reporting the output to the Process Portal is time consuming. Respondents were also given the opportunity to express their opinion on whether they had the opportunity to make a complaint or appeal in the event of an assessment that they felt was unfair or biased. More than 76% of the respondents (sum of "definitely yes" and "yes" answers) stated that there is no such possibility.

In the 2018 edition of the survey, when asked whether the Medical University of Lodz has a procedure for regular evaluation of researchers and their research results which was conducted in a transparent manner by an independent committee, including an international one, 61% of the respondents answered affirmatively, 17% negatively, and 22% of the respondents chose the answer "difficult to say".

However, while the 2018 edition of the survey asked whether respondents were aware of the existence of such a system, the questions in the present survey addressed the evaluation of different aspects of functioning of the system of periodic evaluation of employees. Therefore, it is difficult to compare the answers from the two editions.

SUMMARY

- The study group comprised 459 respondents, 63% of which are women and 37% men. The largest groups of respondents are those aged 36-50 years and 51-65 years. The majority have seniority of more than 16 years. Nearly 40% have doctoral degrees, and more than a quarter have Master's degrees or equivalent. More than half of the respondents were research and teaching staff.
- Most of the respondents had or have a supervisor, who most often was, or is, a promoter, research supervisor and/or assistant promoter. Most of the respondents also indicated that their supervisor both formally and substantively supervised their activities and scientific development. The respondents mostly agreed that their supervisor was/is competent, contact with them was/is regular, and that the supervisor provided feedback on their work.
- The respondents usually support their own professional development by participating in national/international conferences and taking part in training organized by the university and outside the university. More than 65% of the respondents agreed that the range of

qualification developing courses offered at the university is satisfactory. The majority of respondents also indicated that they had the opportunity to evaluate the courses in which they participated. In addition, the respondents would like the university to provide more courses and training to improve professional competence, teaching competence and technical competence.

- Nearly 57% of the respondents indicated that they knew of the scope of the document "Strategy of the Medical University of Lodz for 2021-2025" concerning the professional career of scientists; however, over 43% do not appear to be aware of this part of the strategy. Those who indicated that they were familiar with the document, for the most part rated the provisions relating to the career of researchers as *very good* or *quite good*.
- Just over half of the respondents know who to turn to at the university in the situation where they would need advice on career development.
- Almost half of the respondents took the opportunity to go on a research and teaching visit while working at the university. Most of them were foreign visits. Among the respondents who did not engage in such visits, most reported not knowing who to contact at the university, or did not see the possibility of such a visit for their professional area.
- The majority of the respondents have a rather positive attitude towards aspects related to periodic evaluation of employees. However, over half of the respondents indicated that submitting output to the Process Portal was time consuming. In addition, more than 76% of respondents said that they do not have the possibility to file a complaint or appeal for an evaluation they feel is unfair or biased.
- An increase in positive responses can be seen between the present survey and certain aspects of the previous one. However, many issues could not be compared due to differences between the questions.
- Comments written by the respondents at the end of the survey concerned mainly the need to increase the range of courses and training and to improve their factual quality. A large part of the comments was devoted to various aspects related to the periodic evaluation of employees (unfair evaluation criteria, problems with the functioning of the Process Portal, the necessity of personally entering the scientific output into the Process Portal, which is very time consuming).

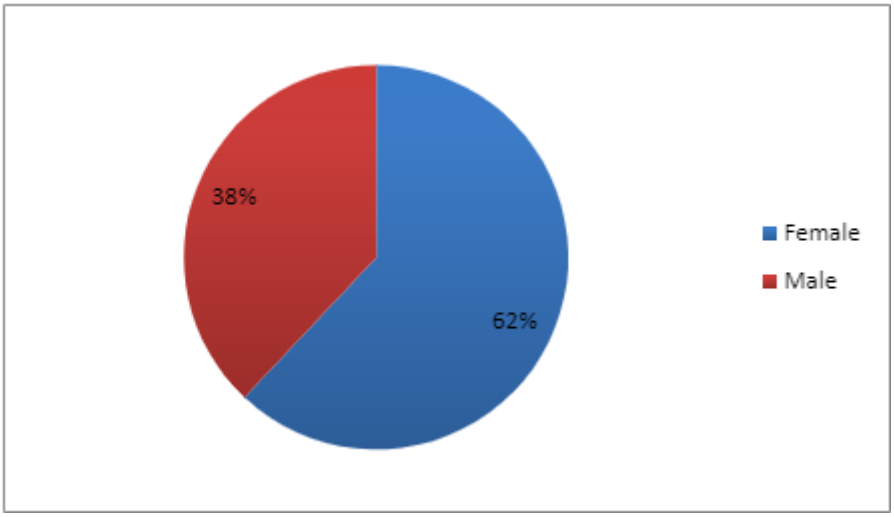
Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

1.4. SUBJECT AREA: WORKING CONDITIONS

SAMPLE GROUP DESCRIPTION

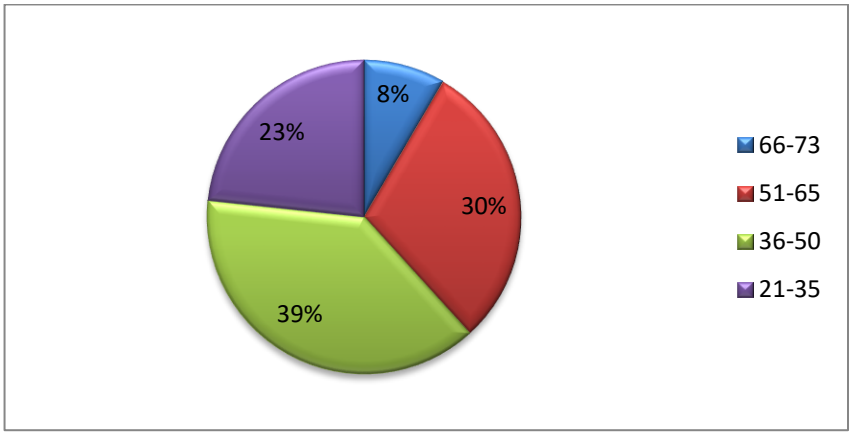
A total of 480 people participated in this part of the study, 62% of whom were women (chart 47).

Chart 47. Gender of the respondents (in %; N=480)



Regarding age, 39% of respondents were 36-50 years old, 30% were 51-65 years old, 23% were 21-35 years old, and only 8% were 66-73 years old. A few individuals did not provide their age, or their declared age was questionable, so these records were excluded from the study (Chart 48).

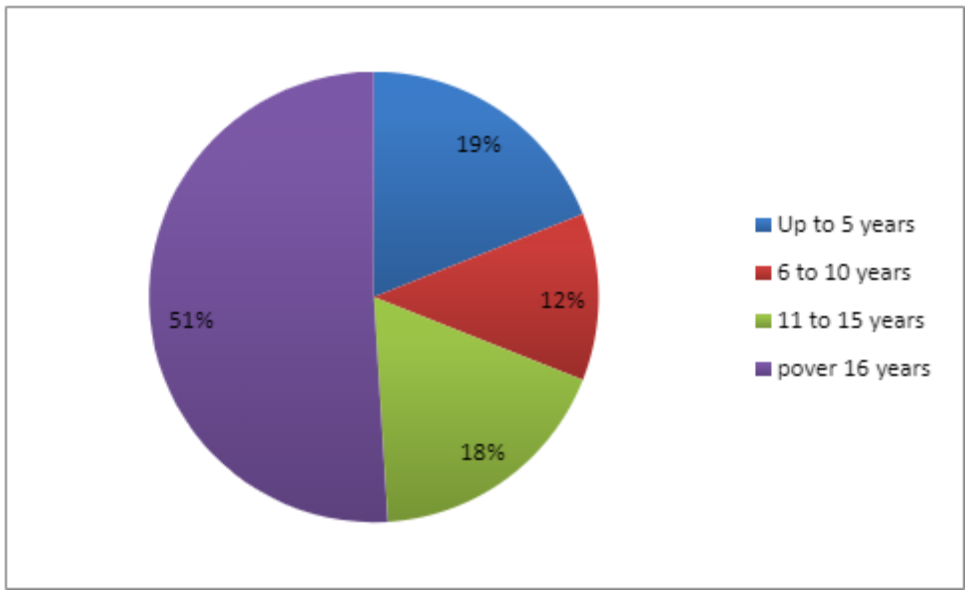
Chart 48. Age of the respondents (in %; N=476)



Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

More than half of the respondents (51%) are those with the longest seniority (over 16 years). Half of the respondents were employees with between 11 and 15 years of seniority (12%) or with less than five years of seniority (19%). Finally, 12% had been employed at the university for 6 to 10 years (Chart 49).

Chart 49. Seniority in years (in %; N=480)



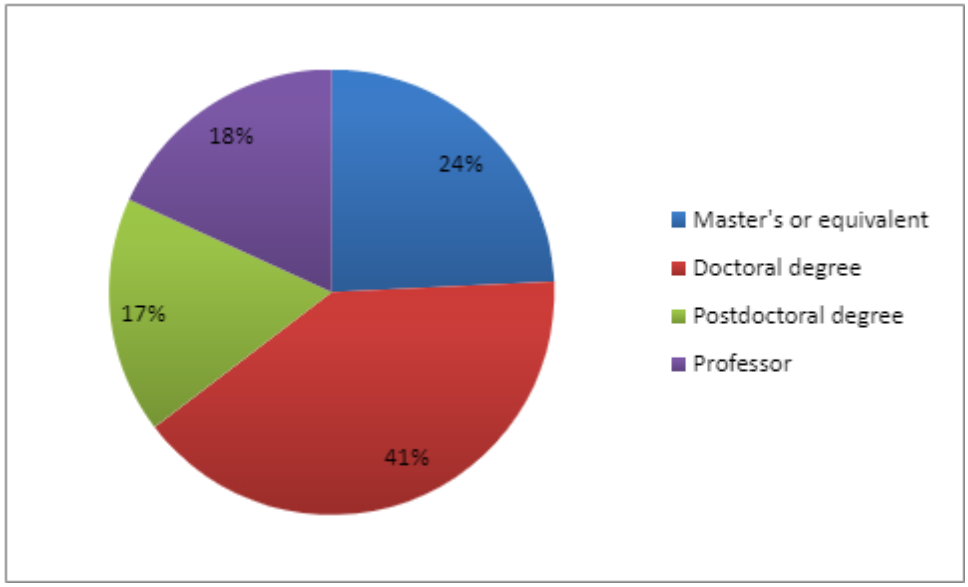
Women were the majority in each seniority category. The oldest and youngest groups included around 1/3 more women than men, while the other two groups included around double the number of women than men (Table16).

Table 16. Gender and seniority in years (in absolute numbers; N=480)

	Seniority in years				
Gender	Up to 5 years	11 to 15 years	6 to 10 years	Over 16 years	Total
Female	57	56	39	146	298
Male	35	28	18	101	182
Total	**92**	**84**	**57**	**247**	**480**

PhDs were the largest group in the study (41%)., followed by those with a Master's degree or equivalent (24%), Professors (18%), and then habilitated doctors (17%) (Chart 50).

Chart 50. Title/degree among the respondents (in %; N=480)



Regarding the gender distribution between groups, women were in the majority in the Doctoral degree group (twice as many as men), as well as in the postdoctoral degree group and the Master's degree or equivalent group. However, there were slightly more men than women among Professors (Table 17).

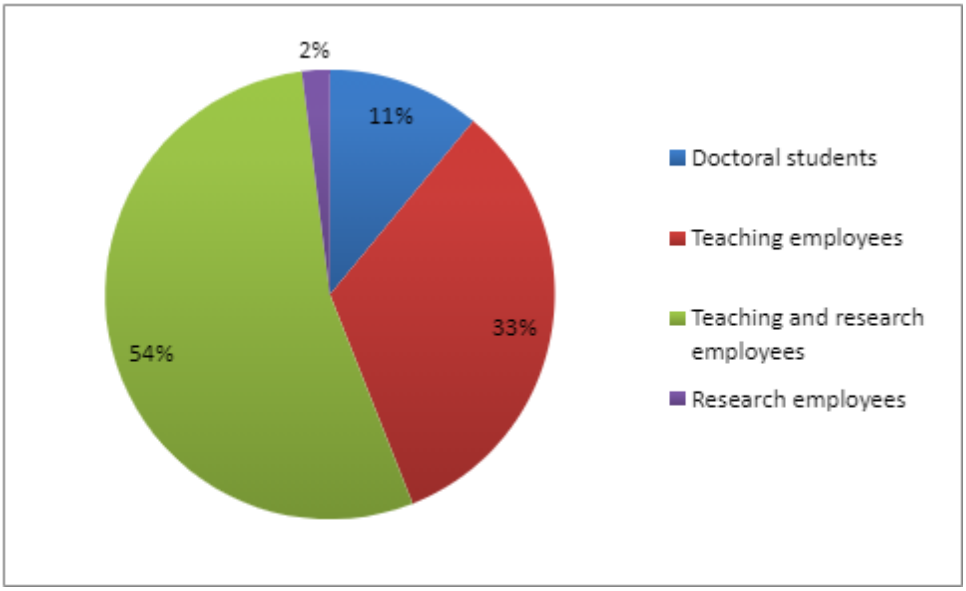
Table 17. Gender and title/degree (in absolute numbers; N=480)

Gender	Title/degree				
	PhD	Postdoctoral degree	Master's degree or equivalent	Professor	Total
Female	129	51	78	40	298
Male	64	32	39	47	182
Total	**193**	**83**	**117**	**87**	**480**

In total, 54% of respondents were employees in the research and teaching group, 33% were in the teaching staff group, 11% were doctoral students, while 2% were in research positions (Chart 51).

Chart 51. Respondents by employee group

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12



RESULTS

RELATIONS WITH SCIENTIFIC SUPERVISOR

When examining working conditions, the issue of young researchers was addressed first, as the quality of the environment in which they perform their first duties will have an impact on their further research career and development. As this issue is addressed in two different areas in the European Charter for Researchers, the results presented below were collected using questionnaire 3, which examined training and development issues. There were 459 participants in this study. A detailed description of the sample is provided in Part 3 of this report.

Being doctoral students or junior researchers, the majority of the respondents had a promoter (387 respondents) and/or a scientific supervisor (111 respondents). Of these, 49% indicated that they themselves could have decided to choose such a person, which may have an important impact on the quality of the relationship and its impact on the work and development of the researcher. In addition, 60% of the respondents identified the supervisor as the person who actually supervises their work. Most of the respondents expressed satisfaction with their cooperation with their promoter/supervisor. This person was generally assessed positively regarding their degree of supervision (65% of the respondents gave “definitely yes” and “yes” answers). The second-best rated feature in the mentor-young scientist relationship was the regularity of contact (over 64% positive responses), followed by the feedback provided by the

supervisor on the work (almost 64% positive responses). These were followed by: supervisor's involvement in supervising the work (over 62%), monitoring the young researcher's progress and providing adequate support (61% each), and devoting sufficient time (60.8%). Of the replies, encouragement to attend seminars (59% positive indications) and working with a mentor based on a predetermined schedule (55% positive responses) were rated the lowest (Table 18).

Table 18. Evaluation of relations with scientific supervisor

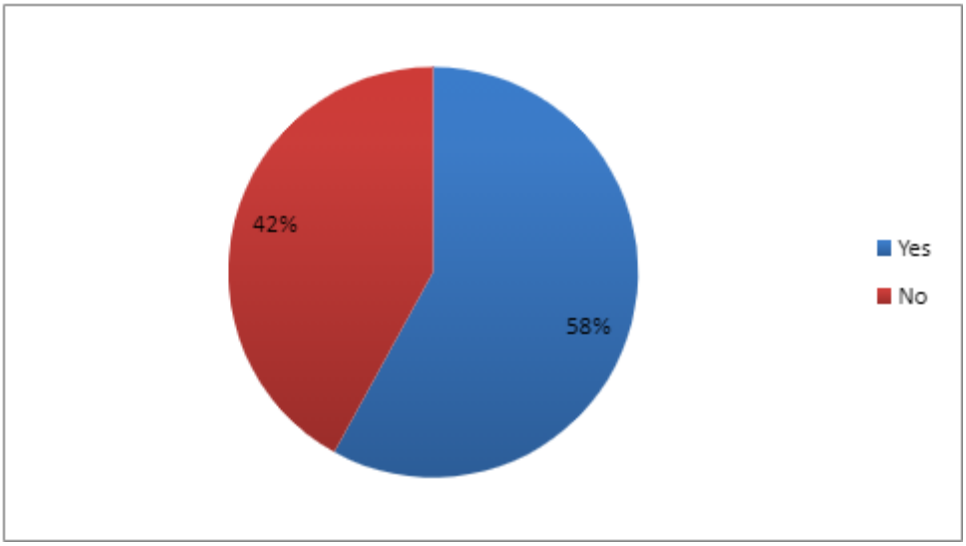
	Definitely yes	Yes	No	Definitely no	Not applicable	Total
I am working/worked with the supervisor based on predetermined schedule	27.2	27.9	11.1	4.8	29	100
My supervisor is/was competent in supervising my work	41.8	23.3	3.5	3.5	27.9	100
My supervisor is/was engaged in supervising my work	39.4	22.7	6.8	3.3	27.8	100
My supervisor spends/spent enough time with me	35.7	25.1	7.8	3.5	27.9	100
My supervisor provides/ed me with suitable support	37.9	23.5	6.5	3.9	28.2	100
My supervisor gives/gave me feedback on my work, evaluates/ed my report	40.3	23.5	5.2	3.1	27.9	100
My supervisor monitors/ed progress of my work	39.4	22.2	7.2	2.6	28.6	100
My contacts with my supervisor were regular	40.5	24.2	5.2	2.2	27.9	100
My supervisor encourages/ed me to take part in scientific seminars	37.5	21.6	8.1	3.3	29.5	100

SUPERVISION AND MANAGEMENT RESPONSIBILITIES

To explore how responsibilities for the supervision and management of young staff are met, the questions above relating to the experiences of employees at the beginning of their academic career were compared with information relating to selected aspects of the supervisor/promoter role.

More than half of the respondents (58%) had been, or is was currently acting as, a promoter, assistant promoter or scientific supervisor (Chart 52).

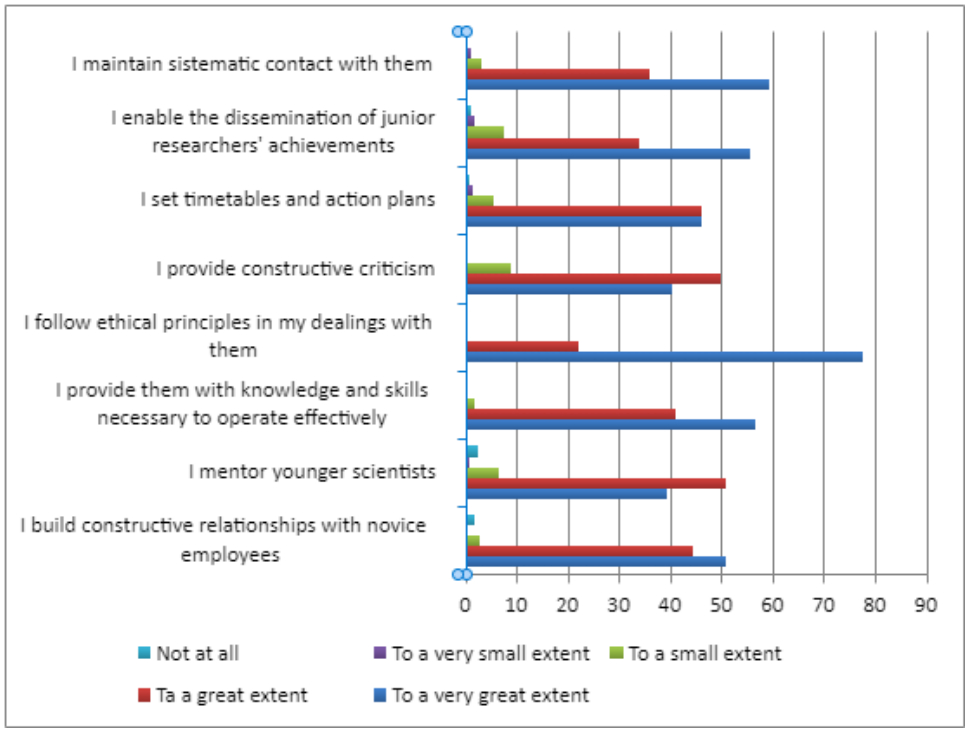
Chart 52. Acting as scientific supervisor/promoter/assistant promoter (in %; N=480)



Only respondents who declared their experience as a supervisor or promoter were asked to answer the following question (N=277). Almost all respondents (99.6%) admitted that they follow ethical principles in their relations and work with their mentees (answers “to a very great extent” and “to a great extent”). 97.9% declared that they provide them with the necessary knowledge and skills to operate effectively, 95.3% build constructive relationships with novice employees and the same number declared that they maintain regular contact with them. Slightly fewer admitted that they set timetables and action plans (92.4%), 90.3% mentor junior researchers, 90.2% provide constructive criticism, while just under 90% enable the dissemination of junior researchers' achievements (Chart 53). These results look impressive,

but it should be remembered that they are a declaration on the part of the respondents, not an objectively stated fact.

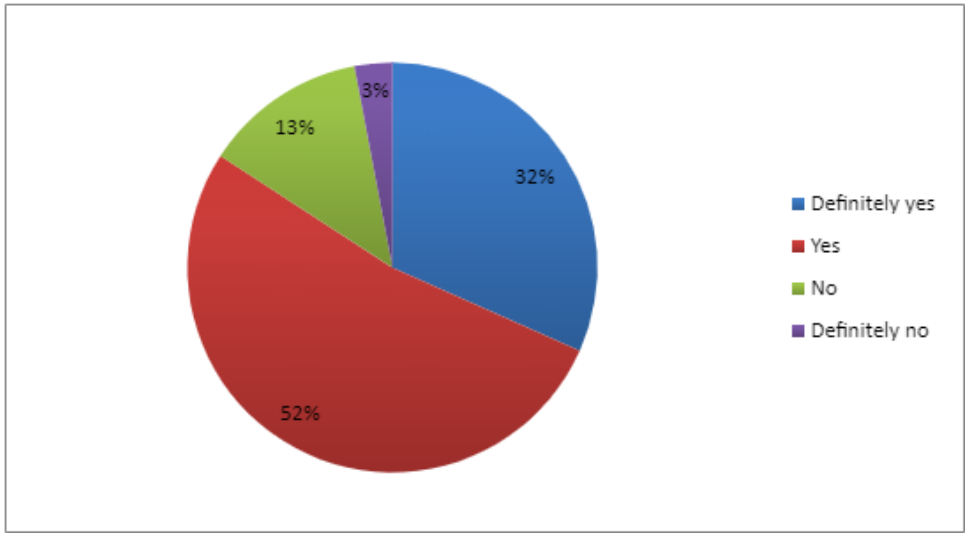
Chart 53. Declarations concerning cooperation of supervisors and promoters with mentees (in %; N=277)



RECOGNITION OF THE PROFESSION

A total of 84% of the respondents agreed that they were treated as a professional – another issue affecting working conditions. However, 16% of respondents disagreed (Chart 54).

Chart 54. Feeling of being treated as professional



It is possible that such treatment may be associated with seniority: respondents indicating a shorter length of service were more likely to indicate that they were not treated as professionals. Over 27% of employees with up to 5 years of service felt they had been treated unprofessionally, while fewer than 10% of workers with more than 16 years of service felt this way (Table 19).

Table 19. Seniority and being treated as a professional (in absolute numbers, N=480)

Seniority in years	Do you feel that you are treated as a professional in your field by your superiors?				
	No	Yes	Definitely no	Definitely yes	Total
Up to 5 years	22	43	3	24	92
6 to 10 years	7	27	2	21	57
11 to 15 years	12	51	3	18	84
Over 16 years	19	133	5	90	247
Total	**60**	**254**	**13**	**153**	**480**

Respondents were also asked to justify their feelings when they declared that they were treated as professionals (N=407). The professionalism of the respondents is manifested through:

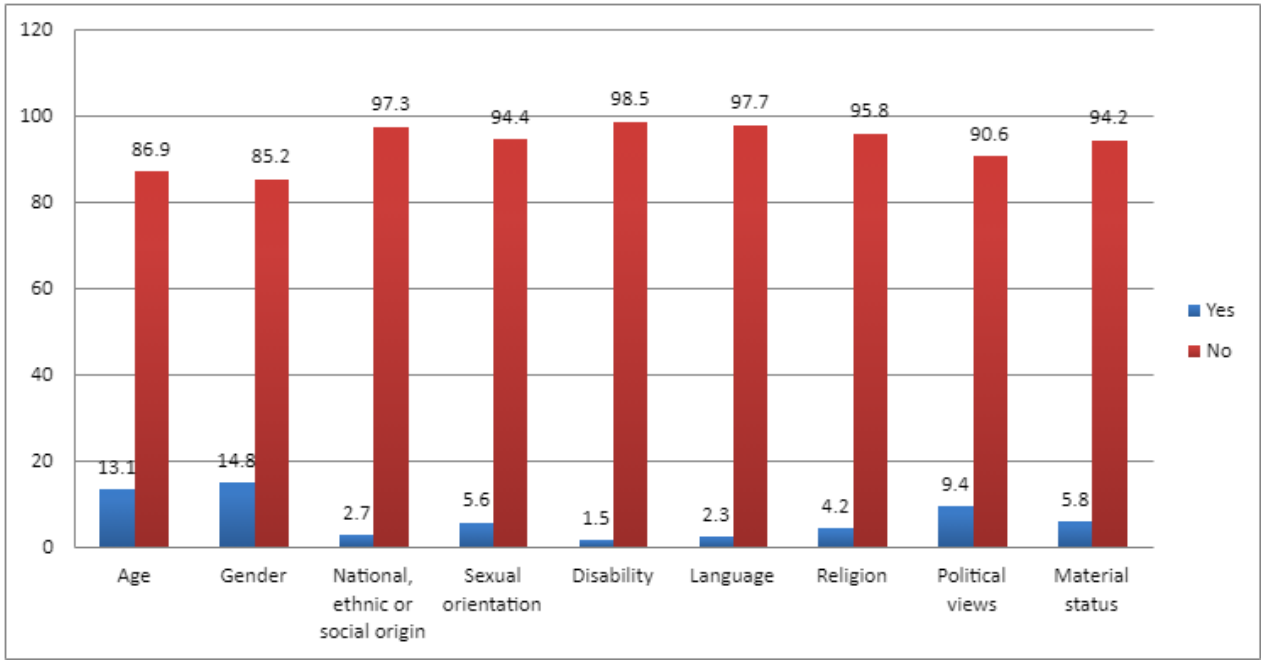
- Respect of the superior and younger colleagues;

- Being treated as an expert by the superior, who consults professional matters with the employee;
- Conducting a diploma thesis;
- Commissioning by the superior responsible tasks to complete;
- Being invited to join opinion bodies and evaluating scientific entities, contests, journals;
- Taking employees' comments into account;
- Freedom of action (research, teaching, writing articles);
- Setting an employee as an example;
- Proposing further functions and posts;
- Superior's trust;
- Development of scientific output in their field - articles, speeches, research;
- Awards;
- Being part of project teams.

PRINCIPLE OF NON-DISCRIMINATION

Another important issue is discrimination in the workplace. The European Charter for Researchers stresses that discrimination of an employee on the basis of any criterion is unacceptable. The results of the present survey indicate that such situations occur at the Medical University of Lodz, although not very often. Almost 15% of the respondents admitted that they had been discriminated against on the basis of gender, and this was more often experienced by women (58 people) than men (19 people) (Table 20, Chart 55). Almost 13% of the respondents reported discrimination on the basis of age, with younger employees being more likely to experience this type of discrimination. Just under 10% of respondents also admitted that they had been discriminated against because of their political views. Just under 6% of the respondents experienced discrimination because of their social or material status, and just over 5.5% because of their sexual orientation. Just over 4% indicated discrimination on the basis of their religion, 2.7% on the basis of national, ethnic or social origin, 2.3% on the basis of the language they spoke, and 1.5% because of a disability (Chart 55). These data indicate that the university should take measures to counteract discrimination.

Chart 55. Experience of discrimination in the workplace for selected reasons (in %; N=480)



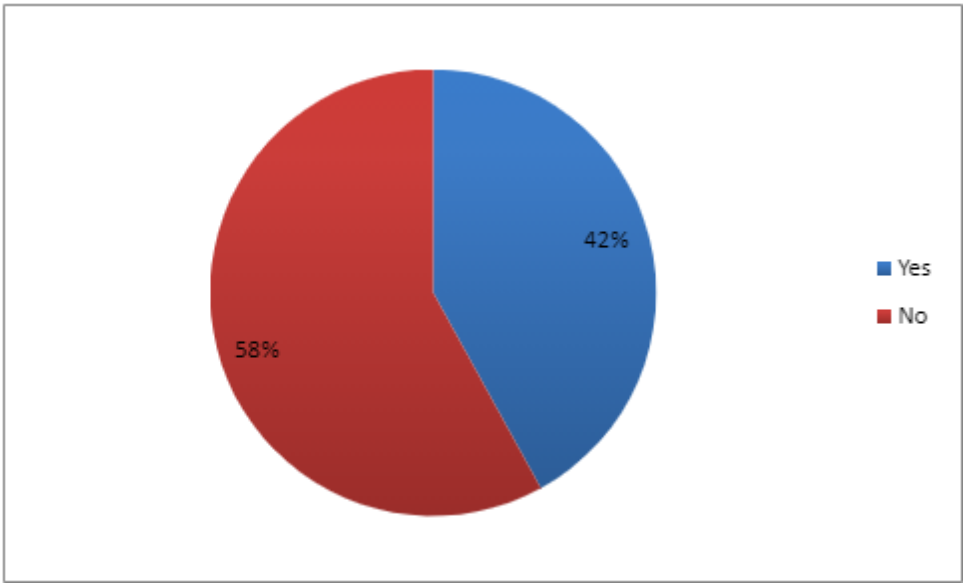
Tab.20. Experience of discrimination in the workplace according to gender (in absolute numbers; N=480)

	Discrimination on the basis of gender		
	No	**Yes**	**Total**
Female	240	58	298
Male	169	13	182
Total	**409**	**71**	**480**

COMPLAINTS AND APPEALS

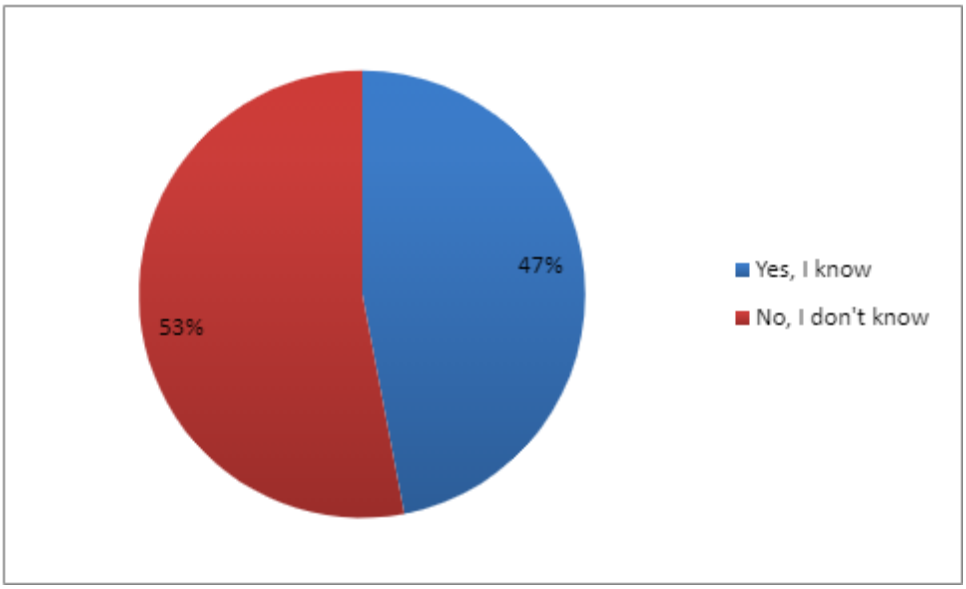
Respondents were also asked if they knew where at the University, they could seek help for the discrimination they experienced. More than half (58%) admitted that they do not know who can help them in such a situation and who they can turn to (Chart 56), which is also a signal for the university that its activities in this area so far have been insufficient.

Chart 56. Knowledge of sources of help in situations of discrimination (in %; N=480)



In addition, 53% of the respondents reported not knowing how to make a complaint against a superior or a colleague (Chart 57).

Chart 57. Knowledge of how to file a complaint against a supervisor/co-worker (in %; N=480)



To sum up, this is an area in which existing activities seem to be insufficient and for which a strategy for counteracting discrimination should be developed; in addition, an

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

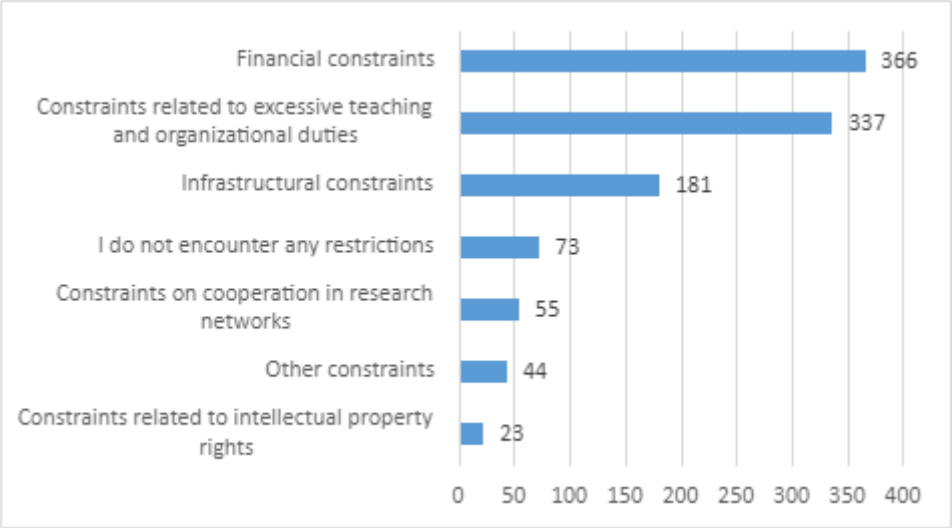
information policy should be created for employees seeking help when experiencing discrimination.

SCIENTIFIC RESEARCH ENVIRONMENT

One of the elements facilitating proper and stimulating working conditions is the research environment. This area in the European Charter for Researchers is discussed in several contexts and its investigation was included in the questionnaire on ethical and professional issues (survey 1). A total of 571 workers participated in this survey: sample characteristics given above. The study considers several types of constraints that may affect the research environment. The most common problem reported by respondents was financial constraints (64% of respondents), and this was followed by barriers related to excessive teaching and organisational duties (59%). In addition, almost 32% pointed to infrastructural constraints, nearly 8% reported restrictions on their ability to collaborate in research networks, while 4% reported restrictions related to intellectual property rights. Just under 13% of respondents indicated that they do not face any restrictions in conducting research (Chart 58). Finally, 44 respondents cited other reasons, the most common of which were excessive bureaucracy associated with conducting research, lack of administrative support, lack of access to clinical hospital databases, barriers from supervisor, and limitations in choosing research topics.

Chart 58. Types of encountered research constraints (in absolute numbers, N=571, multiple choice question)

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

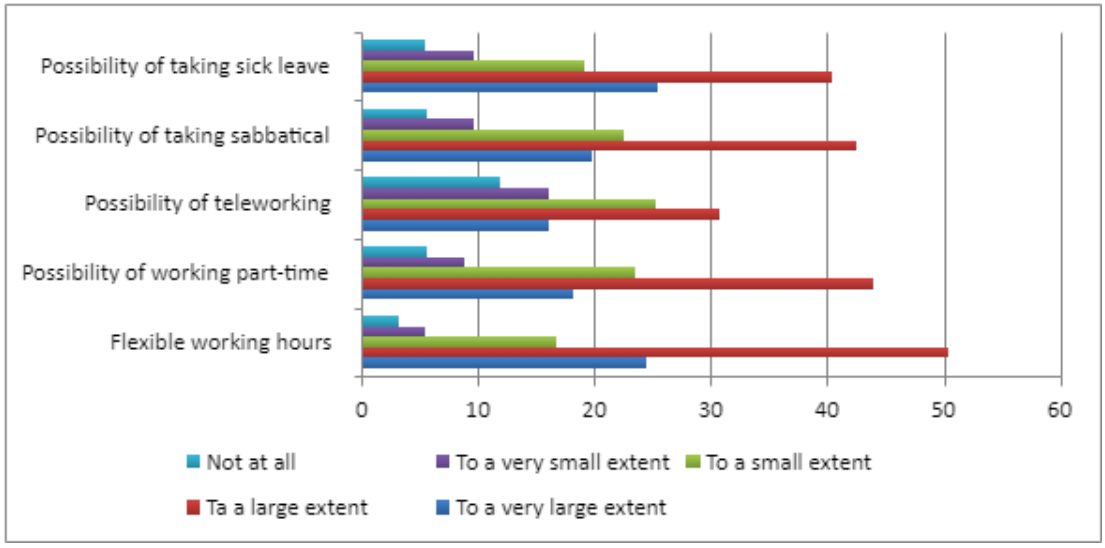


WORKING CONDITIONS

The European Charter for Researchers stresses the importance of flexible working conditions as one of the conditions for reconciling work and family life and for providing a favourable working environment for people with disabilities. The respondents were asked whether the Medical University of Lodz provides the possibility to use such arrangements as medical leave, sabbatical leave, teleworking, part-time work, and flexible working hours. The question also stressed that it was a matter of assessing the general conditions prevailing before the pandemic, as this forced the use of new forms of work.

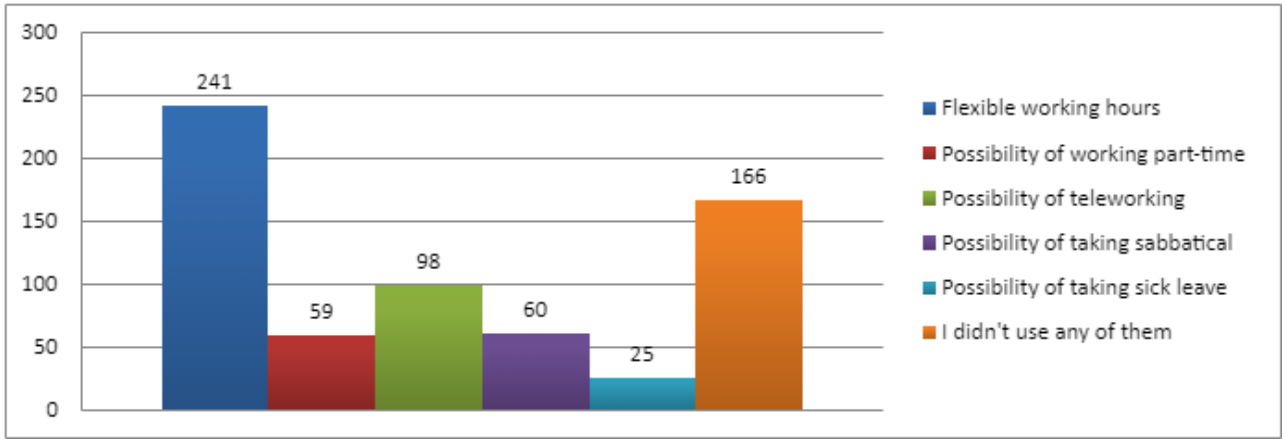
The possibility of using flexible working hours was rated highest: almost 75% of the respondents declared that the university provides such a possibility to a very high or high degree. Nearly 66% indicated the possibility of taking sick leave, while 64% each indicated the possibility of taking sabbatical leave and the possibility of working part-time. The possibility of teleworking was assessed the lowest by the respondents - it was indicated in total by less than 47% of those surveyed (combined answers “to a very large extent” and “to a large extent”) (Chart 59).

Chart 59. Opportunity to benefit from convenience allowing you to balance work and personal life (in %, N=480, multiple choice question)



Respondents were also asked to what extent they used these arrangements before the pandemic. Half admitted that they used flexible working hours, 20% used telecommuting. 12.5% used sabbaticals and part-time work. Finally, 5% used sick leave and less than 35% did not use any of the indicated forms (Chart 60).

Chart 60. Use of selected working arrangements before the pandemic (in absolute numbers; N=480, multiple choice question)

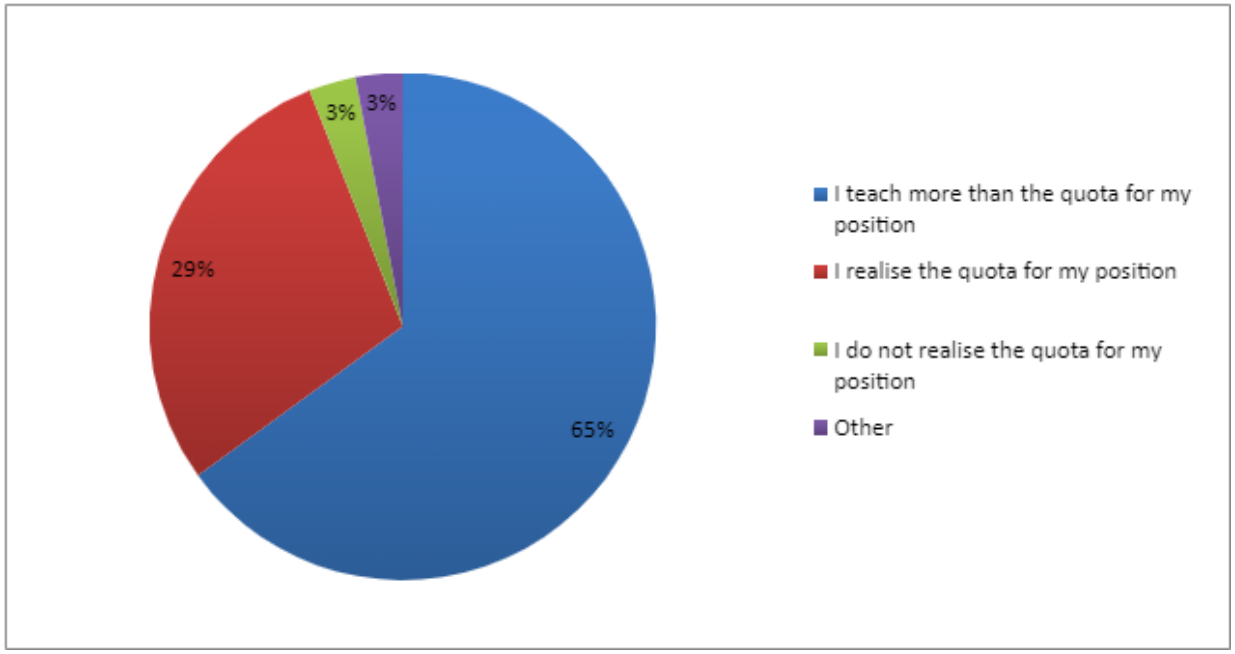


TEACHING

The respondents were also asked about the size of their current teaching quota, as this is another factor that affects the possibility of carrying out scientific research. Of these, 65%

admitted that they teach more than the quota for their position, 29% realise the quota for their position, while only 3% do not realise the full quota. In the case of the remaining 3%, it was most often stated that the quota varied from year to year: one year would require overtime while the next would require a lower teaching load (Chart 61).

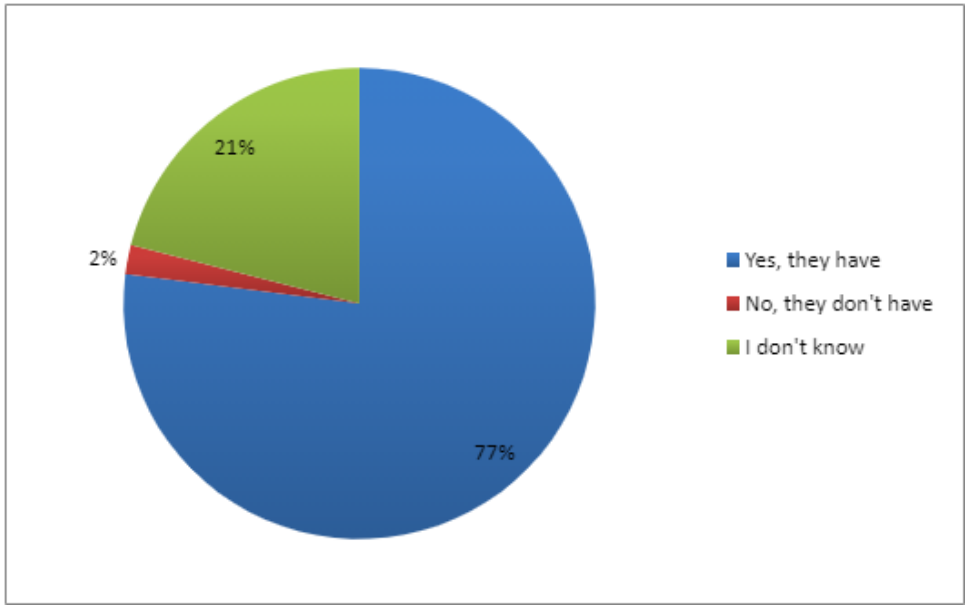
Chart 61. The size of realized teaching quota (in %, N=480)



IMPACT ON THE DECISION MAKING BODIES

The respondents were also asked about their opinions regarding the representation of their interests in the University Senate. In total, 77% of the respondents reported knowing that they have representatives in the University Senate, 21% did not, while 2% declared that they do not have any representatives (Chart 62).

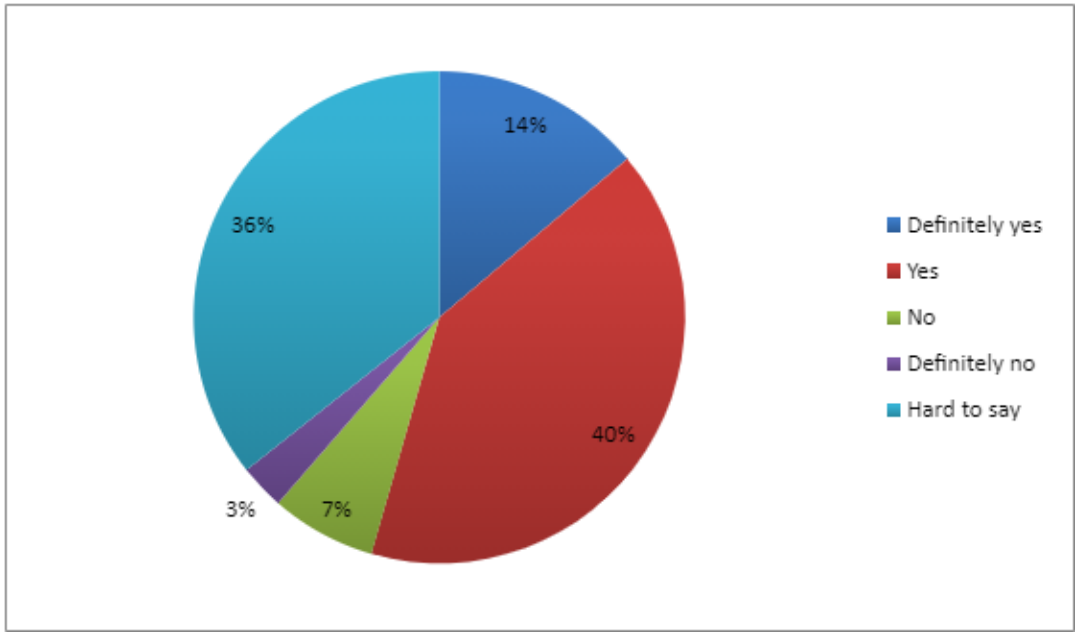
Chart 62. Knowledge of whether research and teaching staff have representation on the University Senate (in %, N=480)



The second question asked whether respondents felt that their interests were adequately represented in the University Senate. Just over half (54%) indicated that they did (*yes* and *definitely yes*), but 10% indicated that they did not (*no* and *definitely no*). As many as 36% could not answer this question (Chart 63), which may indicate a lack of empowerment and a lack of a sense of connection with the university and its colleagues. Lack of identification with the place of work may result in lack of identification with the goals and values of the institution; therefore, it is important to examine this phenomenon more closely and take appropriate action in this regard.

Chart 63. Opinion on whether staff interests are adequately represented in the University Senate (in %, N=480)

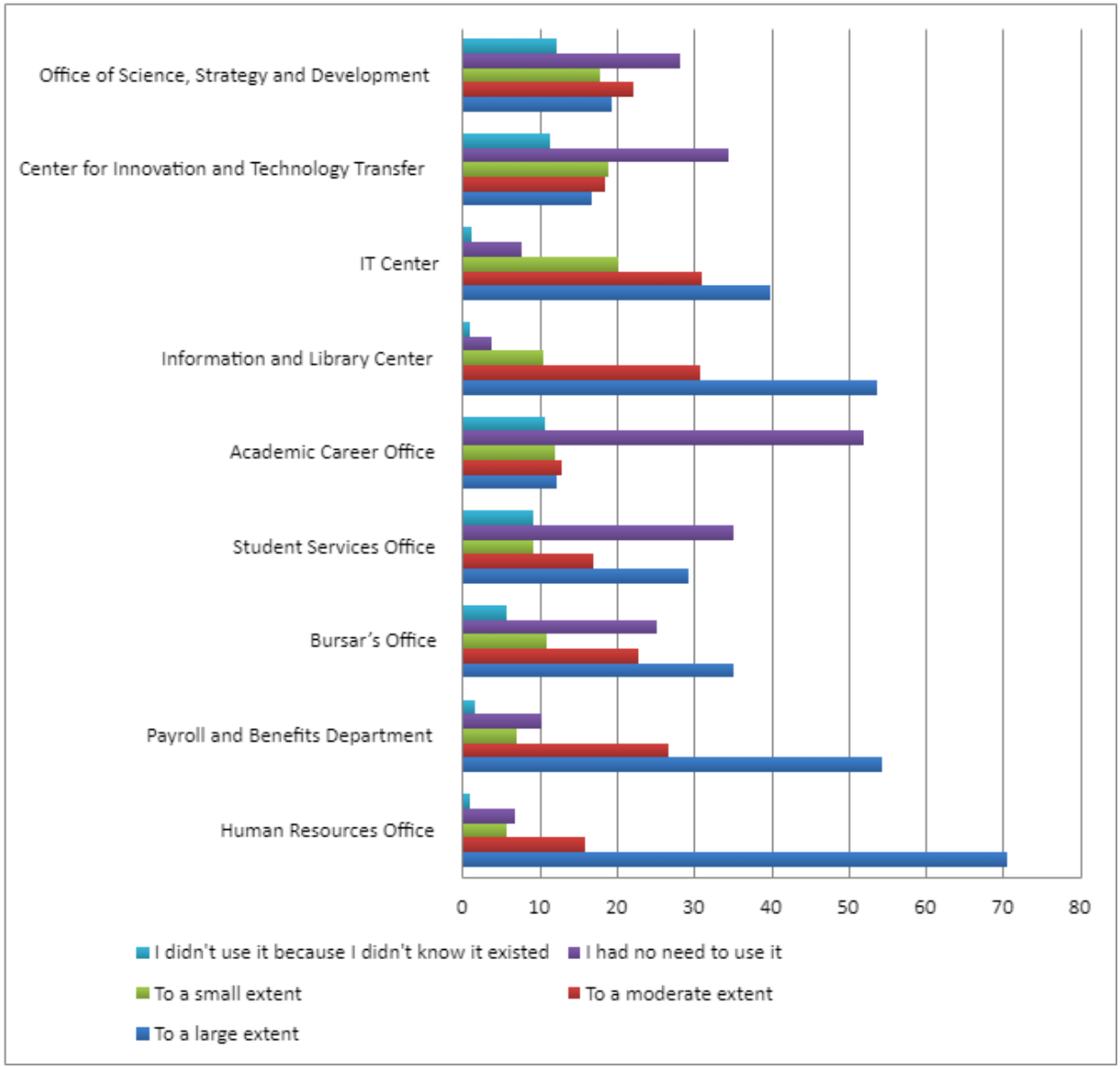
Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12



The last issue analysed here concerned the cooperation with selected units of the Medical University. Respondents were asked to rate the degree of helpfulness of the Office of Science, Strategy and Development, the IT Center, Academic Career Office, Bursar's Office, Human Resources Office, Payroll and Benefits Department, Student Services Office, Information and Library Center, and Center for Innovation and Technology Transfer. In terms of recognition, the Office of Science, Strategy and Development was the worst, as more than 12% of respondents said they did not know about its existence, followed by the Centre for Innovation and Technology Transfer (11.4%). This is troubling because this is the unit responsible for assisting in the preparation of project proposals and assisting in their accounting. The best marks were given to the HR Office (70.6% of the respondents stated that it was helpful to a large extent), Payroll and Benefits Department (54.4%) and the Information and Library Centre (53.8%). The lowest scores were given for cooperation with the IT Centre and the Centre for Innovation and Technology Transfer (20% and 19% accordingly). The Student Services Office and the Academic Career Office were the least frequently used (Chart 64).

Chart 64. Assessment of the degree of helpfulness of selected units of the Medical University of Lodz (in %, N=480, multiple choice question)

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12



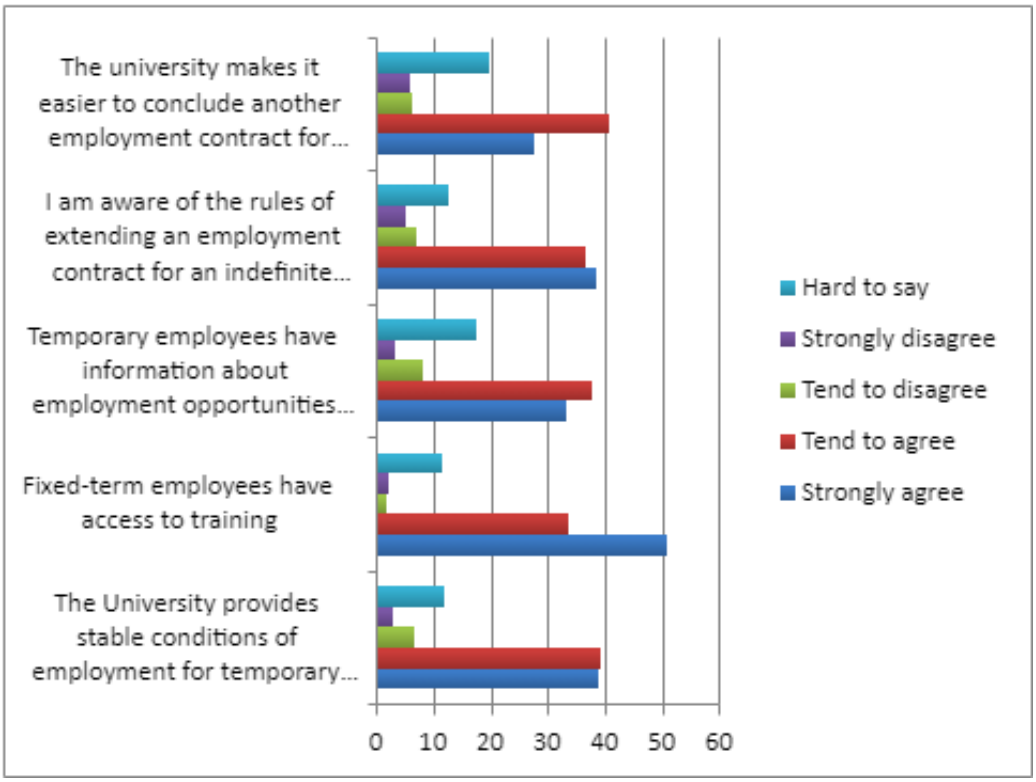
STABILITY AND PERMANENT EMPLOYMENT

Another component of working conditions is employment stability. It should be provided to all employees, including those on fixed-term contracts. The most positive evaluation of access to training was given for persons employed on a temporary basis: over 84% of respondents gave a positive assessment (answers *strongly agree* and *tend to agree*). Over 78% felt the university provides stable working conditions for temporary staff. More than 75% of the respondents also declared knowledge of the rules of extending an employment contract for an indefinite period. However, only 71% of respondents employed on a temporary basis indicated knowledge of the possibility of employment in permanent positions. Only

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

slightly more than 68% agreed that the university makes it easier to conclude another employment contract for an indefinite period; almost every fifth respondent disagreed, which may indicate a lack of information from the university on this subject (Chart 65).

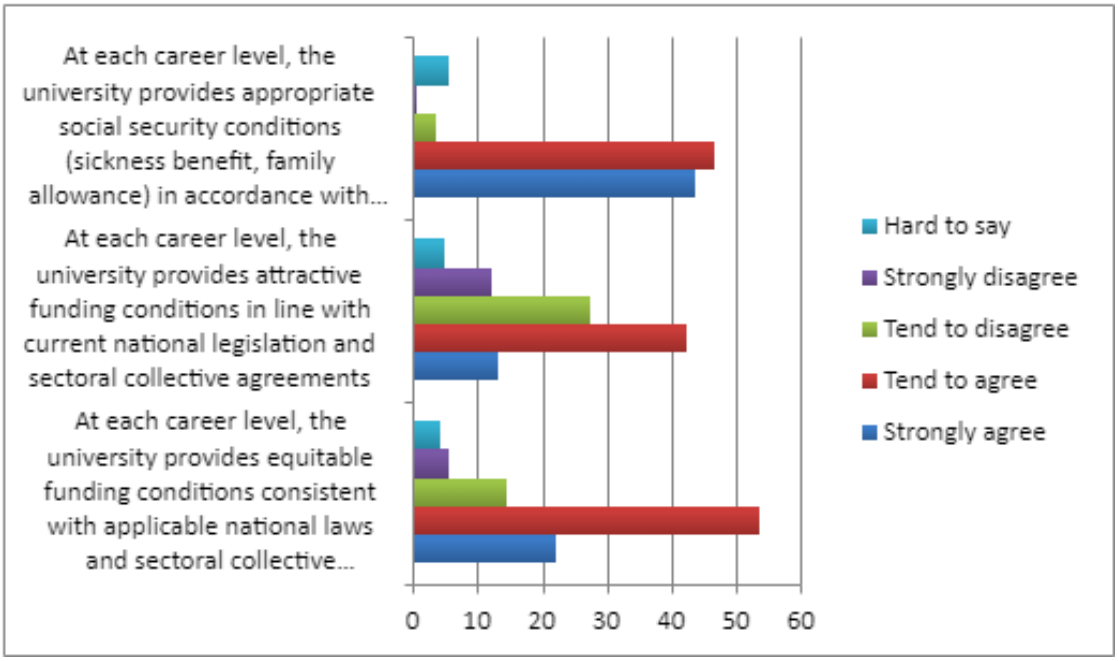
Chart 65. Assessment of employment stability statements (in %, N=480)



FINANCING AND REMUNERATION

Researchers should have fair and attractive conditions of remuneration. The vast majority of respondents (90.2%) agreed that the university provides adequate social security benefits at each career level (combined “strongly agree” and “tend to agree”). Around 75% of respondents also agreed that the university provides equitable funding conditions consistent with applicable national legislation and national and sectoral collective agreements at every level of their career; however, only just over half (55.6%) indicated that these were attractive (chart 66).

Chart 66. Opinions regarding remuneration by employees (in %, N=480)



Among the respondents, 70% teach classes in English (Chart 67); among this group, 67% believe that they are remunerated fairly while 33% do not (Chart 68).

Chart 67. Teaching classes in English (in %, N=480)

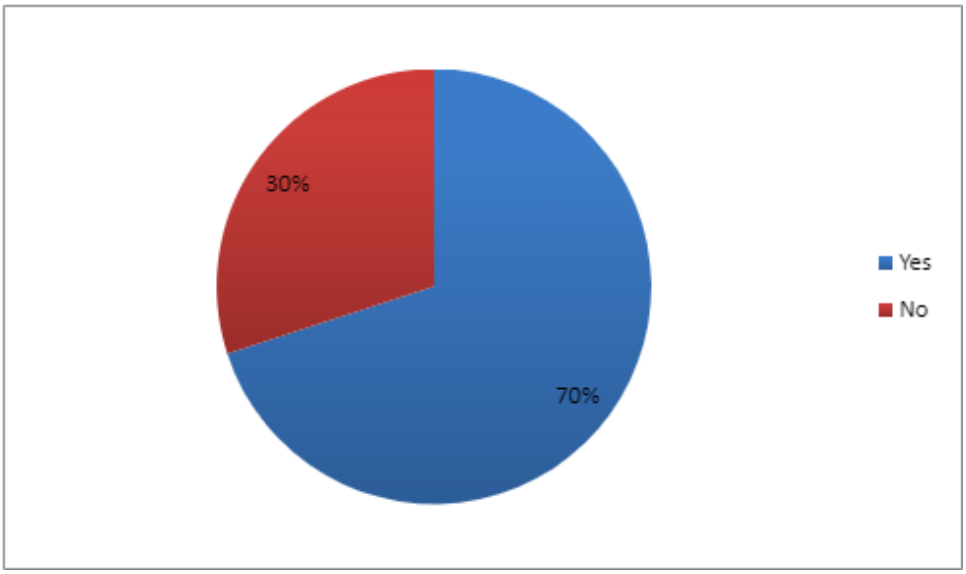
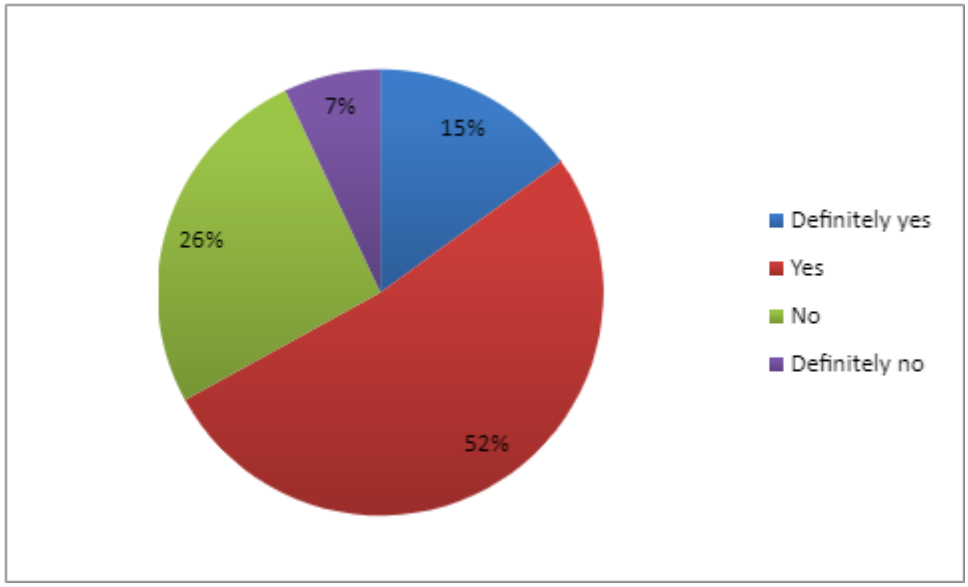


Chart 68. Opinion on fair remuneration for teaching in English (in %, N=480)

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12



A total of 61% of the respondents declared experience in promoting Bachelor's, Master's and Doctoral theses (Chart 69), most of whom (over 62%) felt that undergraduate and graduate thesis promoters are not compensated fairly. Only PhD thesis supervisors received more favourable ratings, with 62% agreeing that they are remunerated fairly (Chart 70).

Chart 69. Promotership of Bachelor's, Master's and Doctoral theses (in %, N=480)

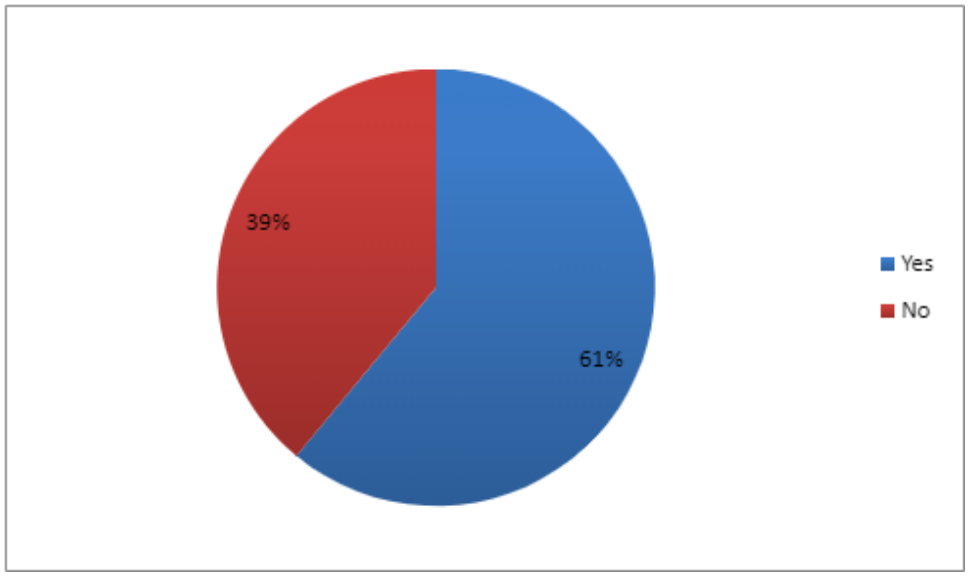
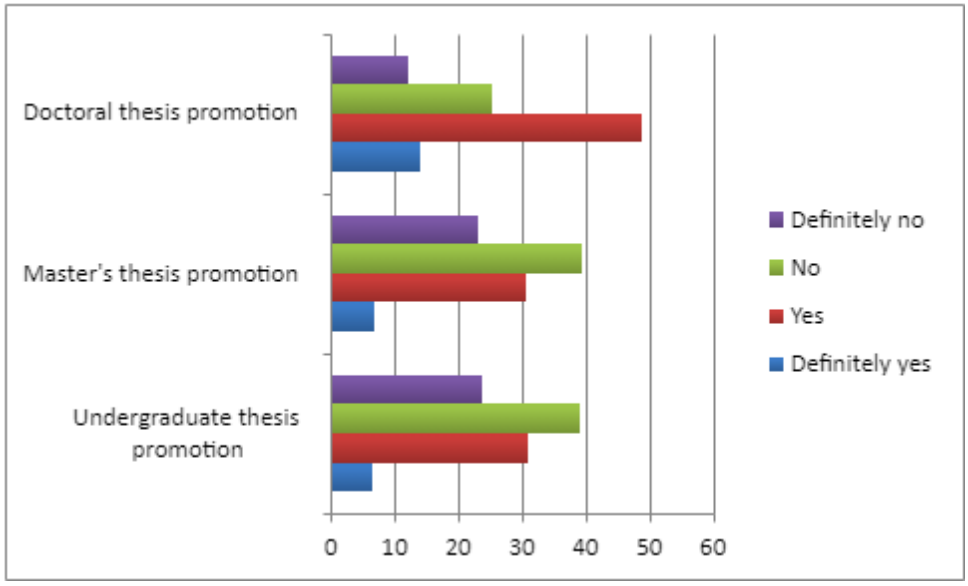


Chart 70. Evaluation of the equity of remuneration for promoting Bachelor's, Master's and Doctoral theses (in %, N=480)

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

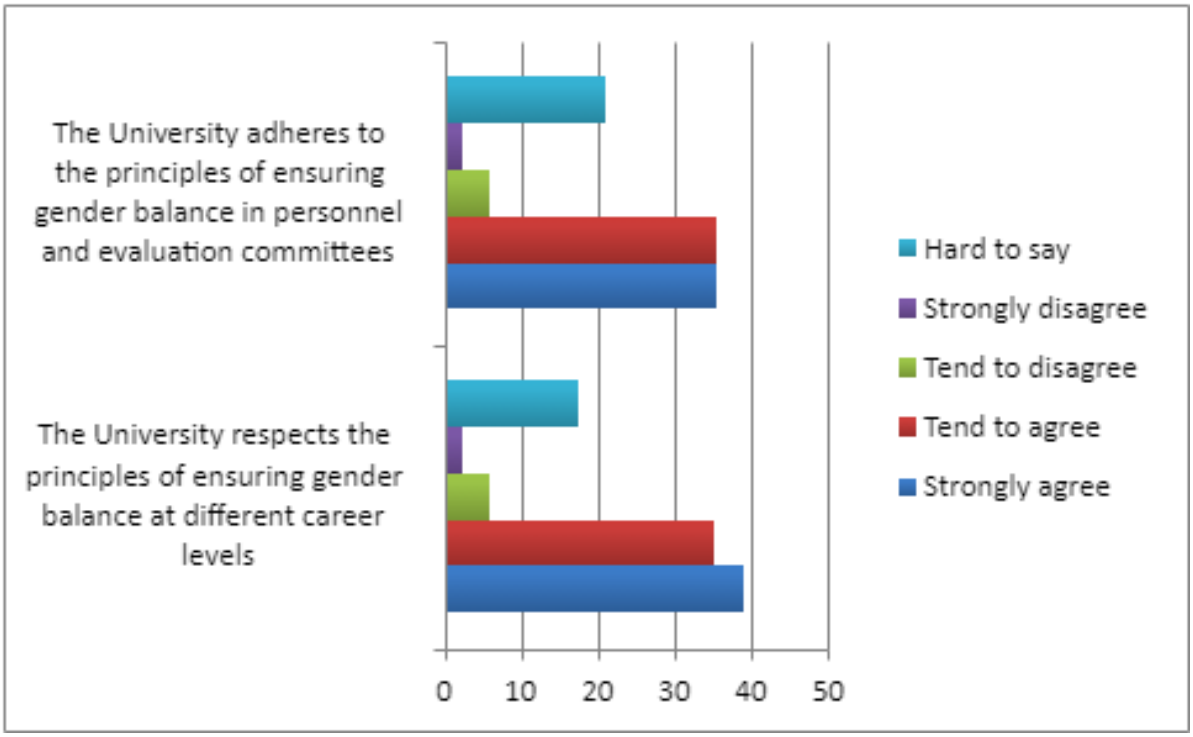


GENDER BALANCE

Another area in which the European Charter for Researchers sets standards is the gender balance at every career level, including supervisors and managers. It was found that 74% of respondents agreed that the university complies with the principles of ensuring gender balance on tenure and appraisal committees (combined "strongly agree" and "tend to agree" responses); however, 17.5% of respondents had difficulty answering this question. Just under 71% believe that the university complies with the principles of ensuring gender balance on tenure and appraisal committees, but here the number of undecideds is even higher, with just under 20% respondents indicating difficulty in assessing this statement (Chart 71).

Chart 71. Assessment of gender balance compliance (in %, N=480)

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12



SUMMARY

The survey provided a lot of new information compared to the 2018 survey. Many of the issues relating to working conditions were expanded and investigated in depth in the present survey, allowing detailed conclusions to be drawn and further action to be taken. The key findings of the study included:

- Junior researchers are typically satisfied with the cooperation provided by the supervisor or promoter. In addition, 49% of the respondents admitted that they could have chosen such a person themselves, and 60% identified the supervisor as the person who actually takes care of their work. The most positively-assessed characteristic was the competence of such a person in supervising the work of a junior researcher (65% of responses), followed by the regularity of contacts (over 64% of responses), the provision of feedback on work (almost 64% positive responses), involvement in supervising work (over 62%), monitoring the juniors researcher's progress and providing adequate support (61% each), and devoting sufficient time (60.8%). Finally, the lowest rated were encouragement to attend seminars (59% positive indications) and working with

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

a mentor based on a predetermined schedule (55%). It is clearly worth considering how to further increase the percentage of positive indications in this area;

- The professional self-evaluation by staff acting as supervisors and promoters is not fully reflected in the opinions of young researchers. Almost all supervisors and promoters (99.6%) declared they fulfil all their responsibilities reliably and are committed to the care and support of their mentees, 97.9% indicated that they follow ethical principles in relations and work with their charges, 97.9% declared that they provide their charge with the necessary knowledge and skills to work effectively, 95.3% build constructive relations with new employees and the same number declared that they maintain regular contact with them. Slightly fewer admitted that they set timetables and action plans (92.4%), 90.3% mentor junior researchers, 90.2% provide constructive criticism, while just under 90% enable the dissemination of the junior researchers' achievements. However, these results should be approached with caution given the declarations of young scientists with regard to collaboration with supervisors/promoters;
- In total, 84% of the respondents said they felt treated as professionals, and this positive evaluation increased with seniority. As the main manifestations of professional treatment, the respondents mentioned counting on their opinion, treating them as experts, entrusting them with responsible tasks, being given the freedom to take initiatives and to set an example for more junior employees. It is worth reinforcing this positive sense of worth in employees as it translates into identification with the institution and its values, and increases employee engagement with the university;
- Almost 15% of the respondents admitted that they had been discriminated on the basis of gender, and this was more often experienced by women (58 people) than men (19 people). Almost 13% of the respondents also admitted that the reason for their discrimination was their age, less than 10% of the respondents also admitted that they were discriminated against because of their political views. Just under 6% experienced discrimination because of their social or material status, and over 5.5% because of their sexual orientation. Just over 4% admitted

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

that the reason for their discrimination was their religion, 2.7% said that they experienced it because of their national, ethnic or social origin, 2.3% experienced discrimination because of the language they speak and 1.5% because of their disability. This area requires in-depth analysis and appropriate corrective actions;

- Respondents face various constraints in their academic activity. Most often respondents mentioned financial limitations (64% of respondents), followed by barriers related to excessive teaching and organisational duties (59%). Almost 32% pointed to infrastructural constraints. Nearly 8% face restrictions on their ability to collaborate in research networks, while 4% face restrictions related to intellectual property rights. Under 13% of respondents said that they do not face any restrictions in conducting research;
- The respondents acknowledge the possibility of flexible working conditions at the university: almost 75% of respondents declared that the university provides flexible working hours to a very high or high degree. Nearly 66% indicated the possibility of taking sick leave, while 64% each indicated the possibility of taking sabbatical leave and the possibility of working part-time. The possibility of teleworking was assessed the lowest by the respondents (47% of respondents indicated “to a very large extent” or “to a large extent”). Some of the respondents used these solutions; some solutions implemented out of necessity in the last year due to the COVID pandemic may become more normalised and treated on an equal footing with traditional forms of working (mainly concerning the possibility of teleworking);
- 65% of the respondents indicated teaching more than the quota for their position, which may affect the effectiveness and quality of the scientific and research work;
- 77% of the respondents indicated knowing that they have representatives in the University Senate, 21% did not, while 2% declared that they do not have representatives. Just over half (54%) acknowledged that their interests are adequately represented in the University Senate, but one in ten did not. As many

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

as 36% could not answer this question, which may indicate a lack of a sense of agency and sense of connection with the university and its colleagues;

- In terms of recognition, the Office of Science, Strategy and Development was ranked the worst, with more than 12% of respondents not knowing about its existence. This was followed by the Centre for Innovation and Technology Transfer (11.4% did not know about its existence). This is troubling because this is the unit that is responsible for assisting in the preparation of project proposals and assisting in their accounting. The best marks were given to the HR Office (70.6% of the respondents stated that it was helpful to a large extent), Payroll and Benefits Department (54.4%) and the Information and Library Centre (53.8%). The lowest scores were given for cooperation with the IT Centre and the Centre for Innovation and Technology Transfer (20% and 19% respectively). The assistance of the Study Services Office and the Academic Career Office was used least frequently;
- The best assessment of knowledge of access to training was given for persons employed on a temporary basis: over 84% of respondents positively assessed this aspect. Over 78% felt that the university provides stable working conditions for temporary staff. More than 75% of the respondents declared knowledge of the rules of extending an employment contract for an indefinite period. In contrast, 71% of those employed on a temporary basis expressed a positive opinion about knowledge regarding the possibility of employment in permanent positions. Finally, only slightly more than 68% agreed that the university makes it easier to conclude another employment contract for an indefinite period, and almost every fifth respondent had difficulties in assessing this statement, which may indicate a lack of information from the university on this subject;
- 90.2% of respondents agreed that the university provides adequate social security benefits. Three quarters of respondents also agreed that the university provides fair funding conditions in line with applicable national legislation and national and sector collective agreements, but only for just over half (55.6%) found these to be attractive. One in three respondents teaching in English is not satisfied with the remuneration they receive for their classes. In addition, 62%

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

of undergraduate and graduate thesis supervisors feel they are not compensated fairly. Only PhD thesis supervisors received more favourable ratings: 62% agreed that they were paid fairly;

- On the issue of gender balance, 74% of the respondents agreed that the university adheres to the principles of ensuring gender balance in personnel and evaluation committees, but 17.5% of the respondents had difficulty in answering this question. Just under 71% believe that the university adheres to the principles of ensuring gender balance on tenure and appraisal committees; however, one in five respondents had difficulty evaluating this statement.

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

MEDICAL UNIVERSITY OF LODZ

KATEDRA NAUK HUMANISTYCZNYCH
UNIWERSYTETU MEDYCZNEGO W ŁODZI

PART II

QUALITATIVE RESEARCH

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

2.1. FOCUS GROUP INTERVIEW

DESCRIPTION OF SAMPLE GROUP

The focus group research involved 29 representatives of the scientific and didactic environment of the Medical University of Lodz. The respondents were divided into five groups according to their position. Thus, focus group interviews were conducted with the following groups:

- Doctoral students;
- Teaching employees;
- Teaching and research employees working as Associate Professor with a doctoral degree;
- Teaching and research employees working as Associate Professor with a postdoctoral degree;
- Teaching and research employees working as Professor.

RESULTS

RECRUITMENT FOR VACANT POSITIONS AT THE MEDICAL UNIVERSITY

In the focus group interviews, the respondents were asked to comment on their experiences related to their own employment or the employment of other employees at the Medical University of Lodz. The group with the most knowledge in this area comprised those acting as managers of units and who were involved in hiring employees on an ongoing basis. They indicated the most important areas that should be taken into account in planning future recruitment processes.

The respondents noted that the general rules of recruitment for teaching positions are well developed and transparent, but this does not mean that recruitment is always fully objective. They pointed out that still in some units "(...) it is known in advance who is appointed to a certain position."

The primary issues that unit managers face are being able to hire the best employee and firing people who are not performing their tasks properly. In the situation of hiring a new employee, the respondents noted that it is a long and difficult process lasting about three to four months with a number of constraints. Some particular difficulties in the recruitment process identified by the respondents are given below, along with proposals to solve them:

1. Inability to properly verify a candidate's qualifications on the basis of presented documents. As stated by one of the respondents "(...) candidates can sell themselves very well during an interview, and later, after hiring a person, it sometimes turns out that he or she does not meet the expected competences." As a solution, it was proposed to introduce the possibility of more thorough testing of candidates' knowledge and skills. Managers of units who would be interested in such a form of assessment of future employees could, according to their needs and in accordance with the specificity of a given position, prepare tasks for candidates to perform. These could be sent to interested parties in advance or presented during the interview. In addition, the introduction of reference letters from previous employers and, in order to check the credibility of candidates, contact with the previous employer was proposed as an additional way of screening job candidates.
2. Problems associated with hiring academics in disciplines where salaries for teaching positions are too low relative to market salaries offered at other medical institutions. For example, positions in Nursing, Physiotherapy and Pharmacy. As one person stated "(...) in our nursing school there is a huge problem in finding staff to work at the university. We spend a lot of time trying to find people with specific skills on the market, which is very laborious and should not be our responsibility." It was therefore proposed "(...) that the staff in charge of personnel processes should take over the tasks of searching for suitable persons and carrying out a preliminary check of their qualifications." After this initial review process, the head of the teaching unit could then make a more detailed assessment of the individual's suitability for the post.
3. Problems with employing staff in projects implemented with external funds. As stated by one of the respondents "(...) the procedure of hiring employees in the project is very complicated. I negotiated with three departments, there were three channels of communication, between human resources, the science support department, the finance department. While the whole process of writing the project took me two months, (...) the whole process of administrative transition from the beginning to hiring an employee took me 2.5 months, which is absurd. Because in the meantime, I need to have the various tasks in the project done." Additionally, as the same respondent stated, it is very difficult to employ a person with specific competences, which is hindered mainly by the

level of remuneration - "(...) we are not competitive as an employer. The rates are embarrassingly low for people with certain competencies. Salaries for adjuncts are ridiculously small compared to market opportunities."

The respondents pointed out particular problems that happened in the units that should not take place, meaning:

a) loss of documents submitted to the Process Portal in connection with the recruitment for a vacant position;
b) Unnecessary duplication of documentation - despite the fact that documents are sent in the Process Portal, it was still necessary to deliver some documents in paper form.

EMPLOYEE EVALUATION

One of the key elements of work is the evaluation of that work. The respondents were asked how they evaluate the rules for evaluation of academic teachers prepared by the university. The respondents indicated that the rules of evaluation require significant changes, as the current ones are underdeveloped, incomprehensible and often unfair. The lack of consultation with the teaching community on assessment components was cited as the biggest error. One person even stated "(...) the lack of the principle of transparency - no one knows who created this system. Such assessment should be transparent. A substantive consultation should be done." The following issues were identified:

1. Lack of points for evaluation for teaching classes on platforms different than Moodle, e.g. MS Teams.
2. Lack of fair allocation of points for subject leadership – some people in the University are subject leaders of one subject, and others are leaders of several subjects. In addition, there is a difference between directing a subject in a major as broad as Medicine and other narrower majors.
3. It is not possible to include in the scoring any awards received e.g., awards from the Rector or the Minister of Health.
4. Lack of fair assessment in terms of time and effort put into supervising, especially for students preparing Bachelor's thesis. As stated, Bachelor's thesis supervision is not properly scored or compensated.
5. No points for preparing reviews of Bachelor's, Master's or Doctoral theses.

6. No points for being a chair of a Bachelor's/Master's thesis defence committee.
7. No points for being an assistant promoter of a doctorate.
8. No credit is available for those in teaching positions for preparing a scientific publication. One of the respondents stated: "(...) there are persons in our department who have dropped out of the research and teaching group, but they keep publishing and the articles do not count for them - which is demotivating."
9. No points are available for patents. One of the respondents described his situation: "(...) Why aren't patents being evaluated? I have 39 publications, but I also have four patents. That's six years of completely different work, because I have to set aside primary research and go in a different direction."
10. No points are available for creating grants. One of the respondents concluded: "(...) we are all involved in creating grants - teaching grants, grants improving the quality of education, grants for cooperation with secondary schools, information grants, etc. Is this taken into account in the evaluation? No, this can only be shown as an activity. We took part in writing a grant (over 20 people), for which the university got three million PLN. Why can't this be added to our evaluation? It took our time. Just because we're using the grant now because we're coaches doesn't change the fact that we're the ones who got the money. It hurts me that just being a co-author of 50 publications is far more important than creating something new and innovative at the University."
11. No points for some of the implementation grants. As one respondent stated: "(...) I did a Marie-Curie Individual Fellowship and it is not counted in any way because the finances did not go through the university. Additionally, the University did not write me out of the N number for two years, so I now have fewer publications from the implementation grant period. Therefore, people who went for foreign grants, who obtained funding, who establish cooperation abroad, which may result in future publications, have no place to show their activity and do not receive points for it. The condition for a grant to be counted is whether the university was a party, whether it was a partner, that is, *de facto*, whether the money went through the university. But we cannot be evaluated only by whether we generate profits for the university."

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

12. No points available for preparing scientific reviews - "(...) I was in the ministerial team evaluating submitted projects in the previous evaluation. You can enter it in Publicum, but it doesn't get pulled for grading."
13. No points available for the so-called expert activity, for example for preparing scientific opinions for the Ministry of Health or other institutions.
14. No credit for a teaching employee for supervising a Master's student. Only the promoter gets points, but often there is also a supervisor who does some of the work with the student.
15. No points available for the various additional activities carried out by staff - those that are indicated in the assessment are severely limited.

As one respondent stated: "(...) you have to make an assessment that fits different groups. There is no place these days to show that someone is innovative. Teachers, for example, can demonstrate innovation in teaching. However, there is no option in the system to describe innovations in teaching." What other respondents also lacked was precisely the possibility of a descriptive evaluation, in addition to scores, that would allow for a more accurate representation of the employee's strengths and weaknesses. The current system, on the other hand, is "(...) dehumanized and dangerous, and it may happen that some valuable person will drop out of the University because of this system. The system that was supposed to seal something, fix something, standardize something may cause a lot of valuable people to start leaving the University."

The respondents also drew attention to the problem of lack of equal opportunities in the assessment of the publication output. Currently, all staff are assessed according to the same rules, while publication opportunities vary from discipline to discipline. The point value of journals in Biochemistry, Biotechnology is higher than in health sciences. As one of the respondents stated: "(...) there is no division of points according to disciplines, in the case of some disciplines it is easier to obtain the impact factor, and in the case of others it is more difficult. It is worse in Public health, Physiotherapy, Social sciences. In my area - Health promotion, Public health, hygiene, the journals are low scoring. I don't have that spectrum of journals where I can publish for high points. We already have it worse at the start. And the university measures us by one yardstick." The respondents therefore advocate that staff should

be assessed within the three disciplines distinguished at the University - Health Sciences, Medical Sciences and Pharmaceutical Sciences.

When discussing employee evaluation, respondents also highlighted other issues indirectly related to the evaluation procedure and its preparation. The respondents felt that a number of employees had been misled by those responsible for preparing the University for the evaluation of academic disciplines. First, a large number of employees was transferred to the teaching group from group N, claiming that they would not be taken into account during evaluation; however, after some time, these employees were told that they must have published scientific papers for the period when they were employed in scientific and teaching positions, and that their evaluation procedure would count these papers in proportion to the time of employment in scientific and teaching positions.

MOTIVATING EMPLOYEES

During the discussions on employee evaluation, the issue of motivating employees resonated strongly. Many participants felt that the University is overall a demotivating system rather than a motivating one. Specific examples were identified in this regard:

1. Low income – the respondents indicated that the income is lower than at the other universities in the country.
2. Unlike administrative staff, no bonus system is given for academic staff. No such system exists at all in the case of employees in teaching positions. While Rector's awards are given to those in research and teaching positions for publications in high-pointed journals, this system is very restrictive and does not reward other forms of activity.
3. No specified rules for returning to a teaching and research position. This issue has been particularly attention paid to those currently employed in teaching positions, but also to unit managers. As the head of one of the units stated "(...) it is not widely understood what people should do to return to the number N. I can enter anything when planning a career path for employees, but when choosing training, I cannot enter scientific training. Because these people are in the teaching group, only didactic training is

available to them, but until they want to choose to strengthen their skills in scientific issues, such as clinical trial issues.

4. Too many teaching responsibilities and teaching hours for people who prepare grants, publish in high-profile scientific journals.
5. There is lack in support for the social sciences. As one of the respondents stated: "(...) we also teach important things, like how to interact with the patient. Meanwhile, we (Humanists) get chewed out because a humanist in medical school has it much harder." Humanists are assessed according to the same principles as Scientists regarding scientific output. Moreover, they have practically closed the way to habilitation at the University, as the requirements set by the University are not adapted to the specificity of their field.
6. Excessive habilitation requirements at the Medical University.
7. Introducing an incentive scholarship for doctoral studies. Currently, PhD students receive a scholarship that is the same amount for everyone. This does not motivate doctoral students to be more active in research and organization.

CONDUCTING RESEARCH

Conducting research and disseminating it is the responsibility of staff employed in research or research and teaching positions. The respondents were asked about various aspects related to conducting research and publishing scientific articles. They identified the following related problems:

1. Theft of research results - some respondents said they knew of specific cases of this negative practice. One of the respondents had experienced this personally. As she stated: "(...) a list of publications was presented to me, so that I could add my contribution to the publications that were indicated as my colleague's habilitation contribution. For some of these publications, I was the first author. These publications were meant to be for my series. I was not asked by a colleague if she could use them for her habilitation. (...) Thus, I will no longer be able to indicate these publications for my habilitation." As the same respondent stated: "(...) in my case this would not have happened if there were predetermined career planning paths at the University. If the supervisor stated that

a given person was going to be habilitated, there should be a meeting in the team, so that there would not be such a situation where a person would choose publications for their own cycle."

2. Lack of clearly-defined rules for determining the order of authors in publications and participation. The issue had been contractual for years. At the same time, it was good practice to credit everyone who contributed even in a small way to the study in the article. Such individuals may have been, for example, clinicians who merely made biological material available for research. Currently, in a situation where points for publication are shared, the practice of crediting all such people as co-authors becomes problematic. Also, as one person stated: "(...) bosses often leave the question of order in publications to how people get along. They don't want to interfere because they don't want to be involved in personal conflicts. It is not specified who is to be on what, for example, for writing the project, for doing the research, for writing the discussion, etc." A solution to this situation, according to some respondents, could be the development in the form of the Rector's ordinance, the so-called good practice in publishing. However, it should be emphasized that not all respondents considered the ordinance form as appropriate.
3. Lack of support from the University for those who publish in high-scoring journals. Support from the University should entail a reduction in the teaching quota for such people. As all respondents stressed, 240 hours quota for an Assistant Professor employed in a research and teaching position is very demanding.
4. Lack of support for those who have never pursued any research grants before. The respondents highlighted several aspects of this problem. First, there is the belief, expressed by those who have already implemented grants, that administrative staff responsible for providing information on grants are more likely to work with those who have already implemented grants than with those who are at the beginning of their journey and most in need of support. One respondent stated: "(...) The university does not provide early career individuals with adequate training in grant preparation. Assistance is mainly given to those with the most grants, and thus the administrative staff does not have time to help those new to the program. Because of this, the new ones often don't win grants."

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

5. Lack of workshops on carrying out grants – the respondents stated that such workshops should be conducted in small groups of 5-10 people on what information to include in a grant and how to sell an idea. In this case, it was suggested that in addition to the Science Support Center staff, such training should also be provided by individuals who have experience in conducting such grants.
6. Difficulties in cooperation with the Science Support Centre. As one respondent believes, this unit creates unnecessary obstacles during the grant proposal preparation period. According to the same respondent: "(...) currently three weeks before the deadline of sending the application, we are supposed to have the application form uploaded in the Process Portal, all elements of the application, budget, cost estimates, annexes, etc., so that the Scientific Support Centre could deal with the analysis of the grant application for three weeks, in a situation when there is no substantive support from their side and the analysis of the application takes 2-3 hours. The disparity between the intellectual effort to prepare a project and chasing administrative deadlines internally is striking. Admittedly (...) nothing will happen if the deadline is missed, but then you have to call and arrange a new date. It is a virtual mechanism that can only act as a deterrent. If it is to be a Science Support Centre, it should support us in a substantive way and not hinder various activities. (...) The support is that there is an additional form of control, and we already have enough control. A solution to this situation could be providing employees of the Science Support Centre with access to the application generator, at the stage of creating an application, in order to check the correctness of the preparation of the application on an ongoing basis.
7. Another objection raised in the direction of the Scientific Support Centre is lack of dynamic reaction to changes introduced by external institutions - "(...) I received an email that I have to prepare a report on the grant, while on the website of the agency that finances the project there has been a notice for 2 months that there will be no need to send a report this year, because they have not created a generator. And the Center finds out from me that there is a delayed reporting deadline. Unnecessary emails are sent without verifying what is in them."

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

8. Respondents also stated that there is no consistency between information provided by employees of the Science Support Centre - "(...) we often have contradictory information depending on which person provides this information."
9. Limited support from administrative departments in the implementation of scientific projects. The respondents pointed out that they are overburdened with tasks of administrative nature, which should be taken over by administrative units. One respondent said: "(...) We should be relieved of such provisional, purely formal matters. As project implementers we should first of all give ideas and at the same time make sure that the substantive part is given. We should be relieved of formal matters." Another respondent said that he saw no reason: "(...) why Science Support Centre together with accounting and other departments should not be responsible for producing e.g. annual and final reports. There is not the slightest reason why I could not give an administrative employee access to the system, so that he could generate a report, enter the amounts incurred and I would receive a pdf file to accept whether everything is correct (...)." Meanwhile "(...) this whole procedure is now on our side, where we contact the accounting office to get the report from accounting, to transcribe it and check which categories match, enter it in the system, send it to you to check whether it is correct. If they know if it's correct, it means they already have it done. "
10. Incompatibility between the University and the project requirements for job establishment. As one respondent stated: "(...) things are often understood differently. I started OPUS 3 years ago. The project according to NCN was to hire a postdoc. It was then checked which positions were available at the University and which of them such a person could be employed for. It was decided after a long time that it would be a senior clerk.
11. Lack of function of project/grant supervisor from the administration side.
12. Lack of designation of a specific person from a given department (e.g., HR, payroll) responsible for determining administrative issues related to a project. The appointment of such a person would mean that he/she has to gain knowledge about the specific project and will be a support to the project manager. As one of the respondents stated: "(...) it should be so that we start a grant, there is a meeting with some person from

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

accounting, from payroll, etc. These individuals should become aware of the problems that may occur."

13. Inadequate cooperation with the Technology Transfer Innovation Centre - there is a constant change of people here, which means that project managers constantly have to "(...) explain to these people what is going on."
14. Creating a team of experts at the University to evaluate grants - young, inexperienced people will be able to appear before them and present their grant proposal in order to receive feedback.
15. Lack of knowledge about the equipment available at the University that could be used during research. As one of the respondents stated: "(...) it happened to us that a grant reviewer wrote that the cost estimate was too high, because we wanted to buy a cytofluorometer, which was bought six months earlier by a neighbour from the building, only we did not know it was there. The reviewer knew this, perhaps he was evaluating that grant. We found out later that we couldn't use it anyway because it was reserved for a grant and had full occupancy." Thus, the respondents advocated for a list of equipment, available at least to the Science Support Centre, where this could be checked. In addition, the University should clearly define the rules for the use of equipment, so that it would not happen, as one person said: "(...) that laboratories are full of equipment, and they are not necessarily used (...). The university should motivate units to make their equipment available. If there is a list of units that voluntarily make their equipment available, for the cost of maintenance, the cost of reagents, then this cooperation between units will develop, including scientific. However, there should be a built-in awareness that the equipment in question is not mine. This is UM equipment. It can't be that someone doesn't want to share equipment. Solutions should be created at the Chancellor's level to ensure that equipment is operated efficiently."
16. Difficulties in publishing research results in foreign journals by representatives of disciplines other than medicine due to internal University regulations related to the activities of the Bioethics Committee at the Medical University of Lodz. Currently, in order to apply to the Bioethics Committee for approval to conduct research, the person submitting/managing the research must be a physician. Meanwhile, teaching units in the social sciences and humanities do not generally employ such people. In addition, due to

the nature of social research, the study director has no need to involve a physician in the team. The Bioethics Committee does not want to accept applications for social research claiming that the consent of the Bioethics Committee is not needed for such research and, moreover, the head of the research team is not a physician. It is true that research in the field of social sciences does not require in Poland the consent of the Bioethics Committee, however, foreign journals require such consent of the Bioethics Committee. Thus, the representatives of social sciences have a closed way to publish their research results in many foreign journals, mainly in the area of health sciences and medicine. It is worth adding that, for example, psychologists working in Psychology Institutes at various universities in the country have no problem applying to the Bioethics Committee at their universities for permission to conduct research in the field of social sciences. In view of the above, the order regarding the functioning of the Bioethics Committee at Medical University should be amended in this regard.

EMPLOYEE MOBILITY

One of the key areas of the study was the mobility of doctoral students and staff. Respondents were asked if they had participated in various types of scholarship programs and if not, why not. The largest number of people who had experience of travelling abroad for research purposes was in the group of postdoctoral fellows. The respondents pointed out several interesting issues related to employee mobility, which not only explain the low interest in travelling but can also help in future activities to increase the interest in such visits.

1. Very little travel experience is seen in doctoral students and junior staff. The following problems were identified here. First, a research visit for an extended period of time is very difficult for physicians who are residents in a hospital. There is no proper agreement between the Medical University and the management of the concerned hospital regarding research visits. In general, hospital directors are not interested in having a resident doctor leave the hospital for a few months to go abroad. The second obstacle the respondents stated was that their bosses often do not motivate them to make such visits due to the huge amount of work needed to be done in the institute/clinic. As one person said: “(...) when I want to leave, it is my duty to include my visit in the realisation of my doctoral dissertation, the realisation of my residency, the realisation

of my work in the university and I have to take care of it so that after my return everything is put together (...) and if I want to go somewhere, I have to take care of it so that I can apply to another university to accept me. I have to do a lot of work to open this path for myself, meanwhile I have too many other tasks to do it all. I also had too many responsibilities to put it off and leave for 3 months." In addition, doctoral students claimed that they had little knowledge about exchange programmes and would like more promotion from the University.

2. Employees from different position groups pointed out practical problems related to visits abroad:
    . lack of a person who could replace the person leaving in conducting classes taught by him/her - "sometimes there is no one to replace the employee or the employee needs to be exhausted as much as possible in a given semester in order to let him/her go on the next semester".
    a. subject leaders are concerned that if they go abroad for an extended period, they will not regain leadership of the subject; one of the respondents said: "(...) if I am a subject leader, how can I leave? When I come back, will I have the classes I had before? Will they come back to me?"
    b. Lack of the possibility to reduce the teaching quota for the period of domestic/foreign travel; one of the respondents said: "(...) when I go abroad for a week or two, I represent the university and so I have to teach. No one is cutting my quota. In the meantime, I'm training people there. I need to prepare for that. It's my time. I have not felt valued by the University over the last period despite my visits abroad."
3. Lack of motivation to visits abroad related to:
    . Lack of sufficient financing/remuneration of the people going for scientific scholarships abroad.
    a. lack of interest by the University in those who go abroad; the respondents who have been on such visits claim that the University does not use the knowledge, skills and contacts gained by them. Meanwhile, such individuals should be promoted by the University. The solution could be to create a proper platform that would contain information about all such people. As one of the respondents

stated: "(...) it very often turns out that we do not know each other. I often look somewhere outside for someone, for example for a project, and I have the person here at the university."

b. lack of support on the part of the Foreign Cooperation Department - such support should consist of establishing contacts with foreign units in order to send an employee to them. Currently, all these tasks must be performed by the teacher concerned. However, as one of the respondents stated: "(...) the people working there are super helpful, but there is not enough of them. As a result, they cannot get down to finding contacts with foreign universities. They have a stack of papers on the desk of people leaving. There is a lack of an additional person there who would make contacts, who would write, for example, that we have a pharmacy department and we would like to cooperate."

It is worth highlighting other remarks, namely those of whom, for various reasons, are unable to go abroad for a longer period of time: "(...) I am not considering a long visit because I am a single mother. Such visits interfere with family, marital, parental life. Not everyone wants to leave either. I wouldn't want to be forced to leave."

COOPERATION WITH ADMINISTRATIVE DEPARTMENTS

The respondents were also asked to rate their cooperation with various administration departments. Much of the commentary came in the context of the activities of the Science Support Centre when discussing the conduct of research. Some of these comments directly related to the conduct of the research are given in the previous section of this report. Based on all the interviews conducted, it can be concluded that teachers have one main objection directed towards the various administrative departments: a lack of proper cooperation and support, and a lack of understanding that teachers also perform very important tasks in their area and do not need to have knowledge about many administrative processes. Teachers also claim that they perform many tasks that should be performed by the administration, for example, in matters of employment. As one of the respondents stated: "(...) the administration, on the other hand, has specialised in controlling and pointing out mistakes."

The following are comments and suggested changes to the collaboration with the administration:

1. Communication between the departments – there should be a gold standard of response time to our questions/emails.
2. Description of administrative procedures: "(...) The workflow should be described. We have to report to one person, then with exactly the same matter we report to Mr. Y, and then again to Ms. X. In the case of typical matters there should be a path of proceedings - e. g. salaries in the matter of grants; the issue of the publication fee-it's ok now, but once upon a time no one knew what the workflow was; processing of special orders; the procedure for inviting and remunerating external persons."
3. The problem with replacing an absent employee. In the event of vacation or sick leave, there is often no competent person in the department to replace the absent employee.
4. Inadequate internal communication. As one person stated: "(...) If I send an email to the wrong person, the response I get is that someone else should be contacted. Meanwhile, a better solution would be to send this email to that person, with a message to the sender."
5. Lack of commitment to solving problems that do not involve one's own department. As one of the respondents stated: "(...) there was such a situation that the protocol for signing contracts (in Process Portal) broke down. On my information that the protocol is not working for you I received the information, then please contact CIT. I replied that I would print out the document, sign it and send it. And you say, but we work at Process Portal. This person, as an administrative staff member, instead of intervening at CIT, also already knowing from others that there was a systemic problem, used typical pushback, shifting such a task to the teachers."

TRAINING

The respondents stated that a lot of soft skills training is offered at the University, but it does not fill the range of needs of the academic environment. There is a lack of training on more advanced and specialized topics at the University. In addition, the training offered is usually basic, introductory to the topic, while as one person stated - "(...) For me, communication

training is too weak. Not enough in-depth knowledge. (...) Soft skills should be less trivial, more in-depth."

The respondents often pointed out that it is forgotten that there are more specialist competences that also need to be exercised. These include, for example, competence in statistics, skills in using the Statistica program. One person stated that no one taught her how to write good reviews of scientific articles and she would like to be trained on such topics. Very often there was also a need to organize training on writing grant applications and on implementing grants, which would be conducted by people with experience in the field, i.e., grant managers. One of the staff members stated: "(...) there is support for PhD students in grant writing, because they are given such classes, but there is no longer such support for employed people." Another respondent stated: *"*(...) Doctors who want to do something in the area of molecular research often reach out to me. However, they don't have a workshop prepared because they didn't finish such studies. So isn't it worth doing more methodological training. The people conducting such training, specialists from our University could perform it as part of their quota."

Analysis of the academic community needs was suggested as a good solution in the area of training. It would also be appropriate to ask the specialists working in different areas at our University what topics/issues they are able to conduct training on and then check the interest of a group of teachers in these trainings.

STRATEGIC DOCUMENTS OF THE MEDICAL UNIVERSITY

It is the University's responsibility to develop a strategy for changes that should be known to University staff. Accordingly, respondents were asked about their familiarity with documents such as the Development Strategy and the Institutional Openness Policy of the Medical University. Among the respondents, only a few have read the first document, while the second was not known to any. The respondents who were at least partially familiar with the Development Strategy were asked how they assessed the document in terms of the objectives it contained. As one respondent stated: "(...) these documents would be read more quickly if they had an impact on real life. These documents are written as marketing. I'm looking at the declarations that are in there and not much of that reflects reality." Another person added: "(...) it is as if we were reading the strategy-mission statement of some large corporation (...)

meanwhile, some people don't even know that the job at the University is to look after the students."

Other respondents who were not familiar with either of the documents suggested the following causes:

1. Lack of information that such documents exist. Respondents felt that there could be various reasons for this situation:
    a. A flurry of other emails and messages - respondents may have missed such email if it was not properly titled.
    b. Reluctance to use the Intranet on a regular basis due to pop-ups about necessary messages to read. Respondents often tick off these boxes without reading the messages. This situation is particularly problematic in the case of people who, for various reasons (e.g., travel abroad), have not used the Intranet for a long time. One of the respondents said: "I went on the Intranet but I was swamped with so much information that I clicked it off. I think it was there (strategy) but I didn't notice. I took it as blackmail that I had to read it if I wanted to get what I cared about done."
2. Not enough time to read all the documents.
3. The documents were too long.

The respondents stated that very important documents, which at the same time have a long content, should be additionally presented, for example in the form of a presentation, in a synthetic form. This will allow employees to see the most important information without having to read very long documents.

COUNTERACTING MOBBING, HARASSMENT AND DISCRIMINATION

The respondents were also asked if they had experienced any of behaviours such as mobbing, harassment or discrimination. One PhD student stated she had experienced mobbing, but her case had already been resolved by changing unit and supervisor. This person did not report the problem to any committee within the University because he was not aware that such a committee was in place.

It is important to note that none of the employees participating in this study had any knowledge of what they could do if they experienced bullying, harassment or discrimination. The

respondents were not aware of the Rector's regulation on counteracting mobbing, harassment and discrimination.

It is also noteworthy one of the respondents knew about and mentioned the training available for employees on counteracting mobbing, however, she stated that not many people know about it, whereas it should be obligatory for all employees, as it was the case with the training on counteracting corruption. "(...) Our University has uploaded training somewhere on Moodle that no one knows about, meaning the bare minimum has been done. The training on corruption was mandatory and this training was not mandatory."

INTERNAL AND EXTERNAL COMMUNICATION

During the course of the study, when discussing the various topics appearing above, additional topics often emerged that dealt with different aspects of communication. The following are the findings from these discussions.

1. Noise caused by excessive numbers of messages. According to the respondents, the information provided should be better managed:
    . categorization of email messages; it is now all too common for uninterested groups to also receive emails.
    a. very important emails from the Rector's Office should be sent with this information. Too many of these emails are currently coming from the Promotion Office; the addressees often do not consider these e-mails as really important and sometimes do not read them.
    b. in case of very important emails, you can write "urgent" or "important" in the title.
    c. messages should be short - currently the content of emails is often very elaborate.
2. Too many different sources of communication (e-mail, Process Portal, Intranet, Virtual University) - according to the respondents they should be interconnected.
3. Functioning of Process Portal. When starting a given activity in the Process Portal, the sender does not know at what stage the case is settled, and it is not known with whom the application is at the moment. According to the respondents, the solution would be a progress bar with the possibility to see who is handling the case at the moment. This will help determine who to contact if a case is delayed.

4. Not user-friendly way of operating the Intranet - many respondents pointed out pop-up messages block access to other Intranet features until they are checked as read. The respondents stated that this can be frustrating. Often, they do not have time to read the information and have to deal with an urgent matter. Thus, they do not read the messages but mark them as read. At the same time the respondents stated that they would be willing to get acquainted with their content later. It has been suggested as a better solution to leave such a message as a drop-down list on the side that will not block access to other functions. It was also suggested to introduce a functionality called "read later". The recipient of the message could mark it that they want to read it at a later date, thus not forgetting about it.
5. Lack of belief in the sense of completing questionnaires at the Medical University - the respondents claim that they are asked to fill in increasing numbers of questionnaires but do not believe that they have any value: "(...) I've filled out many surveys and I don't see anything changing." Additionally, some respondents expressed concern that they are not anonymous in surveys or interviews, and the opinions they express may be directed against them.
6. Lack of assessment of the work of particular administrative departments - according to the respondents, just as the teachers are assessed by the students and their superiors, the didacticians should have the possibility to provide feedback on the activities of particular administrative departments in order to improve their work. Currently there is no way to influence the work of individual departments as there is no objective external evaluation. According to the respondents, the SOOP assessment does not meet the criteria for such an objective assessment at all.
7. The problem of finding the person responsible for a particular type of task. The respondents propose that in addition to information about their position and contact details, the responsibilities of particular administrative employees should be made clear, thus making it easier to locate the appropriate person for the task; this would save time in pursuing the right source of information. It was also pointed out that the structure of the various administrative departments should be accurately presented and a recent photograph of the employee should be included.

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

8. The University website is impoverished, especially of the departments. The lack of precise information about the research and teaching staff, their research, publications and other activities has been pointed out. It was stated that the University does not give clear information about its employees: people from outside the University, as well as university workers, often do not know what a person does, or their specialised area.
9. List of experts. The University should promote the experts from the University on the main website.

ADDITIONAL CONCLUSIONS

During their focus group interview, the doctoral students suggested that people should be appointed who would help doctoral students and young employees find their place in the scientific environment and function at the University. The proposal was therefore discussed among a group of professors.

The doctoral students said that at the foreign universities there are persons who have the position of Student Counsellor, who can help in solving various current problems connected with functioning at the University. Additionally, doctoral students stated that they lacked an advisor to guide their career development. Such a person should be a promoter, but not every promoter can be a good advisor. Additionally, there may be conflicts between the doctoral student and the promoter. As one of the respondents stated: "(...) if there is a conflict with a promoter there is no third person to whom we could go."

The group of professors indicated that the institution of Advisor could be considered, but on the condition that it be someone from another university. Thus, collaboration with another medical university would be necessary. The respondents, on the other hand, do not want to perform such a function within their own university. The only exception would be open lectures for PhD students on how career paths in research look.

RECOMMENDATIONS

The results of the quantitative and qualitative surveys indicate that the overriding area in need of correction and improvement is internal and external communication. In order to improve its quality, the following changes are recommended:

- Categorization of messages.
- Determine the priority of importance of the information to be transmitted.
- Messages from the Rector's Office should be sent under the name of that office, not the Promotions Office.
- Attention to synthetic form of expression.
- Combining different sources of communication into one type.
- Introducing changes in the Process Portal (task progress bar, information about the person who is currently processing a given task).
- Improving the design of the Intranet.
- Publishing information on the results of surveys conducted and the scope of actions taken.
- Introduce properly anonymous evaluation of administrative departments by academic staff.
- Supplementing the University's website with information on administrative staff - accurate presentation of the structure of administrative departments, specifying the tasks performed by employees, attaching photos of employees.
- Promoting academics and experts on the University website or Faculty websites.
- Informational meetings and handouts in the form of short films and podcasts.
- Strategic documents of the University presented in the form of presentations.

The research also identified a number of specific issues in four main areas: ethical and professional aspects, training and development, recruitment and working conditions. Recommendations in the areas indicated are presented below.

ETHICAL AND PROFESSIONAL ASPECTS

- Prepare guidelines for good practice in publishing.
- Delivery of grant training. They should be run not only by the Science Support Centre, but also by people with extensive experience in EU-funded projects. In the case of teachers delivering such training, these hours should be counted as part of the teaching load or paid additionally.

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

- Define clear rules of cooperation between the Science Support Centre and grant managers. It is proposed that such rules be established jointly after a substantive discussion in this regard.
- Designate individuals within each administrative department who will be responsible for resolving issues that arise during the course of a grant.
- Introduction of a grant supervisor at the University, to whom a grant manager will always be able to refer.
- Establish an expert team at the University for grant evaluation and advisory services. Such assistance would benefit interested individuals, mainly less experienced researchers.
- Create a list of equipment/apparatus etc. available at the University.
- Establish rules for the use of equipment/apparatus owned by the University.
- Amendment to the order concerning the activities of the Bioethics Committee - allowing representatives of the humanities and social sciences to apply to the Committee for approval of social research. Lack of such formal approval significantly hinders publication in foreign scientific journals.
- Increase public accountability for research conducted.
- Familiarizing university employees with the document “Strategy of the Medical University of Lodz for 2021-2025”.

RECRUITMENT

- Introducing, for interested unit managers, the possibility of checking the knowledge/skills/competences of job candidates on the basis of tasks prepared by unit managers.
- Reduce to a minimum the recruitment period for vacancies, especially for positions in research and teaching projects.
- Increase the role of administrative staff, primarily the Human Resources Department, in actively seeking individuals for certain specialized positions in teaching and research and teaching units. Currently, the role of administrative departments is limited to managing the circulation of documentation in this area and the announcement of

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

competitions for vacant posts. For some specialties, however, it is necessary to actively reach out to potential candidates for employment.

- Making salaries for specialist positions realistic in relation to market rates.
- Establish clear, specific, and actionable rules for hiring into a research and teaching position.
- Increase the assistance provided by the Human Resources Office to grant managers in hiring new employees. A substantive discussion with grant managers is called for to accurately define existing problems and identify opportunities for improvement.
- Appoint a career counsellor whose role would be to provide information, career guidance and mentoring to staff.

TRAINING AND DEVELOPMENT

- Analysis of training needs of the teaching staff.
- Introduce specific training, especially in professional and technical competences. Training should be conducted by external experts and not only by university staff.
- Organisation of training courses conducted by UM experts as part of their teaching quota or additional remuneration
- Increasing the knowledge of university employees regarding the principles and criteria of periodic evaluation of employees.

EMPLOYEE MOBILITY

- Organizing information meetings for doctoral students and inexperienced staff in the field of organizing visits abroad.
- Work with hospital directors to make it easier for hospital-employed physicians to go on academic fellowships.
- Reduction of the teaching quota proportionally to the length of the visit.
- Introducing incentives, mainly financial ones.
- The Foreign Cooperation Department should take over the duty to establish new contacts with foreign universities regarding staff exchange.

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

- Using people with mobility experience as ambassadors encouraging employees to travel.

WOKING CONDITIONS

- Changes should be made in the elements included in the evaluation of the work of academic teachers, after prior consultation with the teaching community.
- Introduction of more equitable evaluation principles, i.e., with a division into scientific disciplines - medical sciences, pharmaceutical sciences and health sciences.
- Introduction of bonuses for academic teachers.
- Changes in scope of bonuses for teachers employed in research and teaching positions - the current rules for granting bonuses do not take into account other activities than publishing in high-scoring scientific journals. These rules are very prohibitive and are most easily met by those who conduct research in disciplines where there is easier access to high point journals.
- Reducing the teaching quota for those who publish in high-profile journals.
- Introduction of separate rules for the assessment and possibility of defending the habilitation thesis, as well as those concerning employment as Professor for representatives of disciplines other than the leading ones. Currently, these rules have become so excessive that it is practically impossible for representatives of the humanities and social sciences to meet them. The university has not taken into account at all the specifics of conducting research and publishing in these disciplines.
- Introduction of motivational scholarships at doctoral studies.
- The remuneration available for giving classes in English and for supervising undergraduate and graduate theses were rated as unsatisfactory. It is worth introducing solutions related to the way the hours are calculated (change the conversion rate for English language classes, increase the number of hours for diploma theses);
- Increasing the level of satisfaction by junior researchers regarding cooperation with their supervisors and promoters by motivating more effective cooperation (e. g. recalculating the salary for an employee who is a supervisor / promoter);
- Make changes in the teaching and organizational responsibilities of employees conducting research. Provide a rational distribution of teaching activities, and relieve the workload of employees who want to devote more time to research than to teaching.

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12

- The survey has shown that some employees do not feel that their interests are adequately represented in the university, resulting in a lack of identification with the place of work and may entail a lack of identification with the goals and values of the institution. It is important to take a closer look at this phenomenon and take appropriate action in this regard; creating a sense of community and empowerment seems to be the key issue, and one which will have a positive impact on the involvement of employees in the life and affairs of the university.
- The recognition of specific units should be raised.
- Regarding cooperation with administrative departments: defining the circulation of typical cases, defining the time of performing administrative tasks by individual departments, appointing a competent employee to replace a person absent at work, shaping appropriate attitudes among administrative staff, increasing involvement in solving problems that go beyond their own scope of tasks.
- The principle of non-discrimination is not realized fully in the university and this issue needs to be analysed seriously and solutions implemented to counteract such behaviour and ensure that those who experience discrimination can report it in a way that makes them feel safe. Develop an anti-discrimination strategy and an information policy for employees on how to seek help when experiencing discrimination.
- The principle of gender balance is one of the priority areas in all initiatives undertaken in the European Union; as such, every effort should be made to develop an action plan and an effective communication strategy in this area for the Medical University of Lodz.
- In order to address mobbing, harassment and discrimination, training on the subject matter should be introduced, the anti-mobbing and anti-discrimination policy should be promoted on the University's main website, and the activities of the Staff Anti-Discrimination Committee should be reported on the University's main website.

Wydział Nauk o Zdrowiu
Katedra Nauk Humanistycznych
Zakład Socjologii
ul. Lindleya 6, 90-131 Łódź
tel./fax. (42) 677-93-12