



IChF
Institute of Physical Chemistry PAS

„HR Excellence in Research” Gap Analysis

Internal survey results
2023

Agnieszka Tadrzak, M.Sc.
Patrycja Nitoń, PhD

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Abbreviations used in the text

Charter – the European Charter for Researchers

Code – the Code of Conduct for the Recruitment of Researchers

IChF – the Institute of Physical Chemistry, Polish Academy of Sciences

1 METHODOLOGY

To collect data, we have prepared a questionnaire on 40 principles (in English), similar to the previously used in 2018 and 2020, to ensure data comparability.

For the survey management, distribution and data collection, we have used the Monkey Survey tool.

The questionnaire consisted of 40 statements (see Annexe I for a complete list) resulting from 40 principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. The task of a respondent was to read them carefully and estimate to what extent they agreed with them. The following options were possible:

- 1 – I totally disagree
- 2 – I disagree
- 3 – neither agree nor disagree
- 4 – I rather agree
- 5 – I totally agree

If the respondent didn't select any answer, we have coded "N/A" and excluded this response from further analysis.

We applied a broad definition of "a researcher" consistent with the Standard Practice for Surveys on Research and Experimental Development, Frascati Manual, OECD, 2002), disregarding the profile, career "level", type of contract, etc. For this reason, the survey was also sent to research apparatus and research specialists. In total, 313 researchers received the invitation to participate in the survey.

The survey was started on 13 October 2023 and remained open for three weeks. Before survey closure, two reminders were sent to those respondents who hadn't completed it yet. As a result, we have collected 169 responses (54% response rate). The typical time spent on survey completion was 17 minutes.

Next, the survey results were analysed using MS Excel Pivot tables. For analysis, a single statistic was applied – mean. Preliminarily, the data were jointly analysed, and subsequently – data were broken into professional groups of the respondents (PhD students/assistants, adjuncts, associated professors, professors, specialists) to make sure that weak coherence with the principle within one group was not balanced by high ranks given by the other one. The variables corresponding to the statements from the survey were assigned to one out of four groups :

- 1 Ethical and professional principles
- 2 Open, Transparent and Merit-Based Recruitment
- 3 Working conditions and social security
- 4 Training and development

It was assumed that any result below 3.5 (below 70% of total scoring) requires to be addressed in the Action Plan and was marked in this analysis.

Following an initial review of the gathered data, the survey findings will be laid before a Working Group for in-depth deliberation. The Working Group will suggest enhancements to specific internal regulations and procedures at IChF to better align our operational efficacy with the standards of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

2 RESPONDENT CHARACTERISTICS

The sociodemographic characteristics of respondents who took part in the survey are presented below:

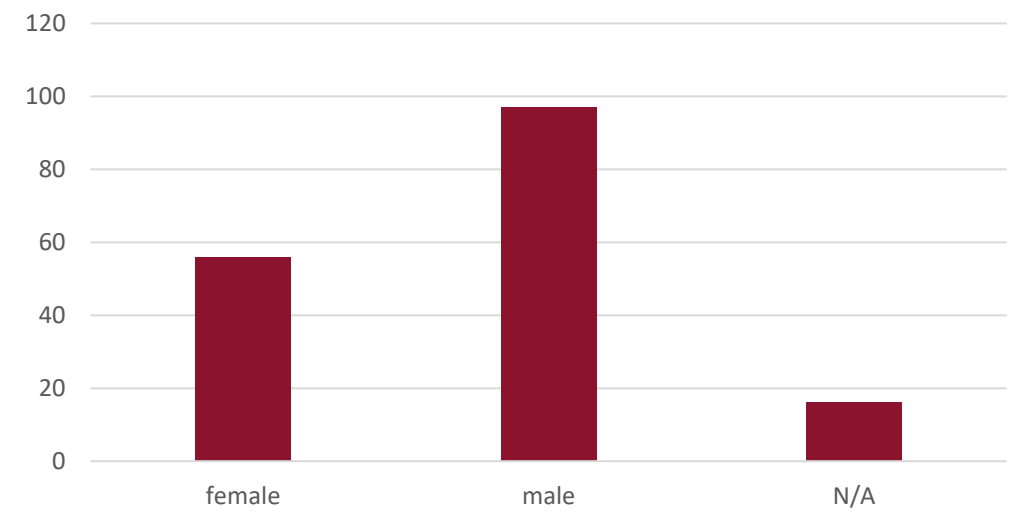


Chart 1 Gender of the respondents [count]

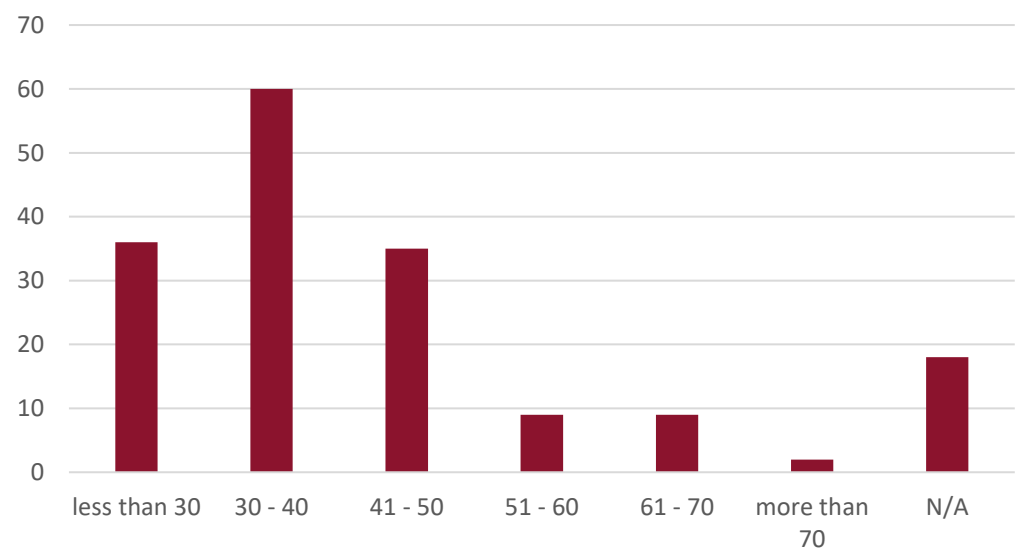


Chart 2 Age of the respondents [count]

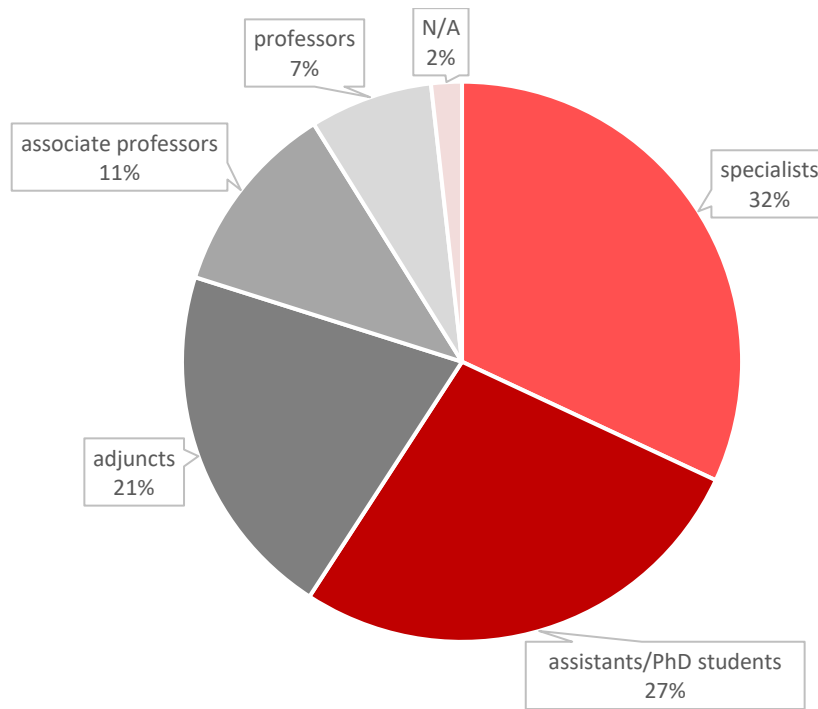


Chart 3 Respondents' professional profile [% share]

The respondents' profile corresponds with the overall characteristics of researchers employed in the Institute. Thus, it may be assumed to be representative.

3 SURVEY RESULTS

3.1 Results in brief

All grouped variables received quite good scoring – all well above 3.5 (mean value for all principles throughout the survey: 4.2).

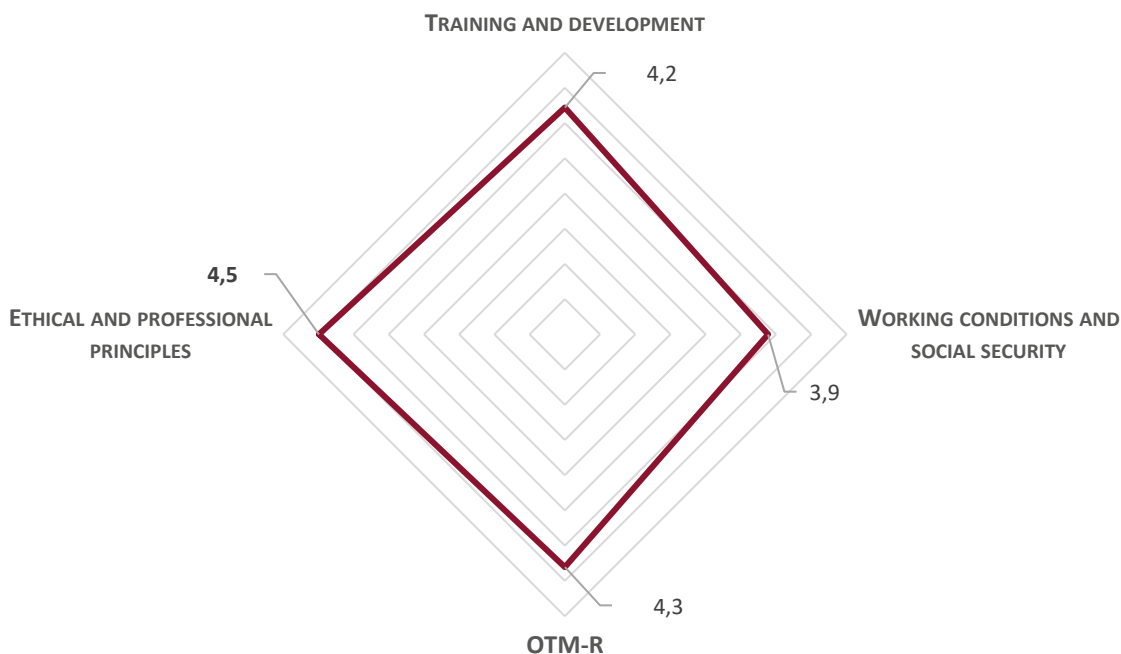


Chart 8 Grouped variables – general results

We have also analysed individual variables corresponding to each of the 40 principles of the Charter and Code. As marked earlier, special attention was attracted to those principles that scored less than 3.5 among any professional group or among any gender group. The variables that received the lowest rates in the survey are:

Variable and corresponding statement from the survey	Scoring	Position of respondents	Remarks
“Stability & permanence of employment” <i>(“My performance is not undermined by instability of my employment contract. I consider my employment conditions as stable.”)</i>	3.3	adjuncts, assistant professors	-
“Gender balance” <i>(“I think that there is gender balance in the Institute at all levels of staff. The Institute provides an equal opportunity at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria.”)</i>	3.4	adjuncts, associate professors	female researchers’ scoring: 3.2
“Career development” <i>(“I have the opportunity to set/consult own career development strategy.”)</i>	3.3 3.4	adjuncts associate professors	-

<p style="text-align: center;">“Access to career advice.” <i>(“I have access to career counselling and support in case of job search.”)</i></p>	3.3	specialists, assistants/ PhD students and assistant professors	female researchers’ scoring: 3.2
	3.0	adjuncts	

All of them were primarily included in the group “Working conditions and social security”. In particular, the abovementioned variables will be discussed by the Working Group and addressed in the “Action Plan”.

Looking back at IChF's progress in implementing the principles underlying the Charter and the Code, the most extensive progress was made between 2014 and 2018 when we introduced major procedures and adjustments to the practices, in particular about the OTM-R policy. After 2018, we reinforced and maintained internal procedures and practices, and despite considerable employees’ turnover, the overall IChF performance remained stable.

3.2 Detailed data

3.2.1 Ethical and professional principles

a) Corresponding questions from the survey

Statements from the survey	Further variable coding
(*1) <i>I have the freedom to choose research topic, taking into account infrastructural, budget and personal limitations of the Institute.</i>	a) Research freedom
(*1) <i>Conducting own research I adhere to the fundamental ethical principles.</i>	b) Ethical principles
(*1) <i>I take effort to ensure that my studies are relevant to the society, do not duplicate research/publications carried out before, and I avoid plagiarism.</i>	c) Professional responsibility
(*1) <i>I am familiar with the strategic goals governing research environment and funding mechanisms, including obligation to get all necessary permissions before starting own studies, and to inform research funders on delays, research redefinition or completion.</i>	d) Professional attitude
(*1) <i>I am familiar with contractual and legal provisions governing implementation of my research projects, including provisions on Intellectual Property Rights.</i>	e) Contractual and legal obligations
(*1) <i>I effectively and responsibly use the funds allocated to my projects.</i>	f) Accountability
(*1) <i>I strongly adhere to the safety and health at work, confidentiality and data protection.</i>	g) Good practice in research
(*1) <i>I do my best to make sure that my research results are disseminated and exploited.</i>	h) Dissemination, exploitation of results
(*1) <i>Results of my studies are disseminated in a form understandable to a recipient.</i>	i) Public engagement
(*3) <i>I don't experience discrimination in my workplace on the basis of gender, age, ethnicity, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.</i>	j) Non-discrimination
(*4) <i>At the Institute, there are regular evaluation/appraisal systems for assessing various aspects of my professional performance, which enable transparent and non-biased evaluation.</i>	k) Evaluation/ appraisal systems

b) Survey results



Chart 4 Ethical and professional principles – average value [all researchers]

The average value of the category “*Ethical and professional principles*” was **4.5** and this was the highest category value in the survey. Additionally, none of the questions scored less than 4.0. Therefore, no actions are required.

The same conclusion may be drawn while analysing data broken into professional groups:

Principle	assistants/		associate		
	specialists	PhD students	adjuncts	professors	professors
1. Research freedom	4,2	4,0	4,2	4,7	4,8
2. Ethical principles	4,9	4,6	4,9	4,9	4,9
3. Professional responsibility	4,8	4,8	4,9	4,8	4,8
4. Professional attitude	4,4	4,2	4,2	4,6	4,7
5. Contractual and legal obligations	4,3	4,2	4,1	4,2	4,4
6. Accountability	4,7	4,4	4,7	4,8	4,9
7. Good practice in research	4,8	4,7	4,7	4,7	4,7
8. Dissemination, exploitation of results	4,7	4,5	4,6	4,8	4,8
9. Public engagement	4,6	4,4	4,5	4,6	4,3
10. Non-discrimination	4,3	4,3	4,4	4,5	4,8
11. Evaluation/appraisal systems	4,1	4,1	3,8	3,7	4,3

Table 1 Ethical and professional principles – average values (data broken into professional groups)

3.2.2 Open, Transparent and Merit-Based Recruitment principles

a) Corresponding questions from the survey

Statements from the survey	Further variable coding
(*5 ¹) <i>The Institute has clearly specified admission procedures for researchers which facilitate disadvantaged groups and researchers returning to a research career.</i>	a) Recruitment
(*5) <i>The Institute provides clear and transparent procedures for recruitment.</i>	b) Recruitment Code
(*5) <i>The Institute provides a selection committee composed of specialists with diverse competences. The selection committees have proper gender balance.</i>	c) Selection
(*5) <i>While recruiting candidates for research posts I inform potential candidates on selection criteria, number of available positions and career development prospects. I also give adequate feedback information to unsuccessful candidates.</i>	d) Transparency
(*5) <i>While recruiting candidates for research posts I take into consideration candidates potential, creativity and independence.</i>	e) Judging merit
(*5) <i>While recruiting candidates for research posts I recognize career breaks as an evolution of the career.</i>	f) Variations in the chronological order of CVs
(*5) <i>While recruiting candidates for research posts, I recognize candidate's mobility as an added value</i>	g) Recognition of mobility experience
(*5) <i>I have adequate knowledge which enables appropriate assessment and evaluation of the academic and professional qualifications of the candidates, including nonformal qualifications, in particular within the context of international and professional mobility.</i>	h) Recognition of qualifications
(*5) <i>While recruiting candidates for research posts, I require from the candidates qualifications which are in line with the needs of the position, not setting a barrier to entry.</i>	i) Seniority
(*5) <i>At the Institute, there are clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments.</i>	j) Postdoctoral appointments

¹ The survey questions were grouped into sections. In brackets, we show the number referring to the section of the survey, i.e.,

1 – “To what extent do you agree with the following statements referring to your **studies**(...)?”

2 – “To what extent do you agree with the following statements referring to your **professional development** (...)?”

3 – “To what extent do you agree with the following statements referring to your **working conditions** (...)?”

4 – “To what extent do you agree with the following statements referring to your **work evaluation** (...)?”

5 – “ To what extent do you agree with the following statements referring to **recruitment** (...)?”

b) Survey results

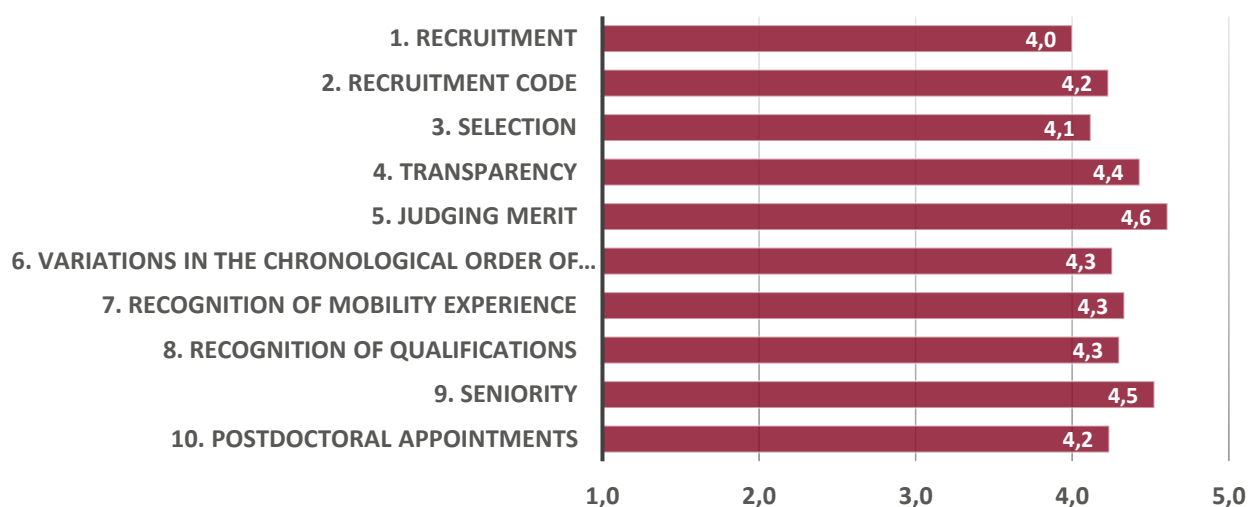


Chart 5 Open, Transparent and Merit-Based Recruitment – detailed results

The average value of the category “Open, Transparent and Merit-Based Recruitment” was **4.3** (second best evaluated dimension). None of the above variables has achieved a value below 3.5. The lowest result under the OTM-R group was registered in case of the “Recruitment” principle - ca. 4.0. However, even this value increased since the previous survey (by 0.1 and 0.47 since the initial survey) and did not fall below the threshold of 3.5.

The same conclusion may be drawn while analysing data broken into professional groups:

Principle	assistants/		associate		
	specialists	PhD students	adjuncts	professors	professors
1. Recruitment	4,1	4,0	3,9	3,7	4,3
2. Recruitment Code	4,3	4,1	4,1	4,2	4,6
3. Selection	4,0	4,2	3,9	4,2	4,5
4. Transparency	4,2	4,5	4,5	4,5	4,8
5. Judging merit	4,4	4,5	4,8	4,6	4,8
6. Variations in the chronological order of CVs	4,2	4,1	4,3	4,1	4,7
7. Recognition of mobility experience	4,1	4,4	4,5	4,3	4,5
8. Recognition of qualifications	4,3	4,2	4,3	4,3	4,6
9. Seniority	4,4	4,5	4,6	4,5	4,8
10. Postdoctoral appointments	4,1	4,2	4,3	4,2	4,5

Table 2 Open, Transparent and Merit-Based Recruitment – average values (data broken into professional groups)

3.2.3 Working conditions and social security principles

a) Corresponding questions from the survey

Statements from the survey	Further variable coding
(*3) <i>At my workplace I am recognized and treated as a professional.</i>	a) Recognition of the profession
(*3) <i>Overall, I can say that the Institute offers appropriate equipment, facilities and opportunities, including for remote collaboration, complying with the national or sectoral regulations on health and safety.</i>	b) Research environment
(*3) <i>At my workplace I have appropriate flexibility deemed essential for conducting research.</i>	c) Working conditions
(*3) <i>My performance is not undermined by instability of my employment contract. I consider my employment conditions as stable.</i>	d) Stability & permanence of employment
(*3) <i>I am offered fair and attractive conditions of remunerating with adequate and equitable social security provisions (including sickness and parental benefits, pension rights and unemployment benefits).</i>	e) Funding and salaries
(*3) <i>I think that there is gender balance in the Institute at all levels of staff. The Institute provides an equal opportunity at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria.</i>	f) Gender balance
(*2) <i>I have the opportunity to set/consult own career development strategy.</i>	g) Career development
(*2) <i>I am supported and encouraged to participate in business trips / domestic and foreign internships and to be professionally mobile.</i>	h) Value of mobility
(*2) <i>I have adequate access to career counselling and support in case of job search.</i>	i) Access to career advice
(*2) <i>I have the opportunity to benefit from the exploitation of my research results in case of their commercial exploitation.</i>	j) Intellectual property rights
(*4) <i>Evaluating my work, the Institute welcomes co-authorship.</i>	k) Co-authorship
(*4) <i>I consider that my teaching responsibilities are not excessive and are adequately taken into account in the work assessment.</i>	l) Teaching
(*3) <i>At the Institute, there are individuals and units that well and impartially resolve any disputes or conflicts.</i>	m) Complains/ appeals
(*3) <i>I am adequately represented in all decision-making, information and consultation bodies at the Institute.</i>	n) Participation in decision-making bodies

b) Survey results



Chart 6 Working conditions and social security – detailed results

The average value of the category “*Working conditions and social security*” was **3.9**. Coherence of IChF performance with the principle “*Access to career advice*” was assessed below 3.5 (i.e., 3.3), which requires addressing it in the Action Plan.

Principle	assistants/ specialists		associate		
	PhD students	adjuncts	professors	professors	professors
1. Recognition of the profession	4,2	4,2	4,3	4,2	4,7
2. Research environment	4,3	4,2	4,1	4,1	4,6
3. Working conditions	4,3	4,4	4,5	4,5	4,8
4. Stability & permanence of employment	3,4	3,7	3,3	4,4	4,5
5. Funding and salaries	3,7	3,8	3,6	3,8	4,0
6. Gender balance	3,8	3,8	3,4	3,4	4,2
7. Career development	3,6	3,8	3,3	3,4	4,1
8. Value of mobility	3,7	3,8	3,5	3,9	4,0
9. Access to career advice	3,3	3,3	3,0	3,3	3,5
10. Intellectual property rights	3,6	3,6	3,4	3,8	4,0
11. Co-authorship	4,2	4,3	3,9	4,3	4,5
12. Teaching	4,4	4,2	4,5	4,3	4,3
13. Complains/ appeals	3,8	3,8	3,6	3,6	4,5
14. Participation in decision-making bodies	3,8	4,0	3,6	3,9	4,3

Table 3 Working conditions and social security – average values (data broken into professional groups)

Except for professors, all professional groups assessed IChF performance under the criterion “*Access to career advice*” below the set threshold (varying from 3.0 in the case of adjuncts up to 3.3 in the case of specialists, assistants/PhD students and adjunct professors) (see below for details). Additionally, analysis of

data broken into professional groups showed that three other principles need to be addressed in the Action Plan, namely – “Stability & permanence of employment”, “Gender balance”, “Career development”, and “Intellectual Property Rights”. The first criterion were assessed below the threshold by specialists and adjunct professors, the second and the third – by adjuncts and associate professors, and the forth – by adjuncts.

3.2.4 Training and development principles

a) Corresponding questions from the survey

Statements from the survey	Further variable coding
(*2) <i>I regularly meet with my supervisor/ leader/ project coordinator or employer and discuss my work progress.</i>	a) Relation with supervisors
(*2) <i>As a supervisor/ coordinator I establish positive relations and I am helpful to my students/ co-workers.</i>	b) Supervision and managerial duties
(*2) <i>I constantly develop professionally and widen my qualifications and skills through courses, training, conferences, etc.</i>	c) Continuing professional development
(*2) <i>I have access to training enabling constant development of my skills and competencies.</i>	d) Access to research training and continuous development
(*3) <i>I can clearly define to whom I can refer in matters relating to my professional duties.</i>	e) Supervision

b) Survey results

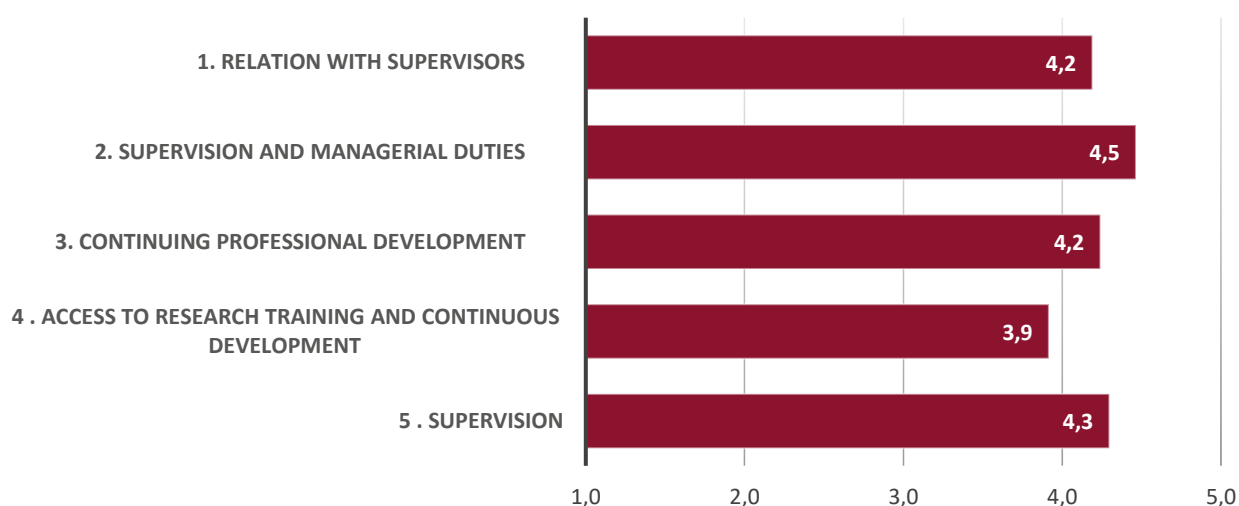


Chart 7 Training and development – detailed results

The average value of the category “*Training and development*” was **4.2**. None question scored less than 3.5. Therefore, no actions are required in terms of these principles. All professional groups were entirely congruent (see table below for details).

Principle	assistants/		associate		
	specialists	PhD students	adjuncts	professors	professors
1. Relation with supervisors	4,3	4,3	3,8	4,3	4,5
2. Supervision and managerial duties	4,5	4,1	4,5	4,6	4,8
3. Continuing professional development	4,1	4,4	4,0	4,4	4,3
4. Access to research training and continuous development	3,9	4,0	3,8	3,9	4,3
5. Supervision	4,3	4,4	4,2	4,0	4,5

Table 4 Training and development – average values (data broken into professional groups)

3.2.5 Evolution of responses throughout the years

Since 2018, we have used similar questionnaires to track the progress of IChF performance. However, some questions from the survey that took place in 2014 can also be used in comparative studies.

The most extensive progress was made between 2014 and 2018 when we introduced major procedures and adjustments to the practices, in particular about the OTM-R policy. After 2018, we reinforced and maintained internal procedures and practices, and despite considerable employees' turnover, the overall IChF performance remained stable.

Ethical and professional principles	Average survey results			
	2014	2018	2019	2023
mean	4,4	4,5	4,5	4,5
1. Research freedom	4,2	4,3	4,4	4,2
2. Ethical principles	5,0	4,8	4,8	4,8
3. Professional responsibility	4,5	4,8	4,8	4,8
4. Professional attitude	4,4	4,3	4,4	4,4
5. Contractual and legal obligations	4,2	4,2	4,3	4,2
6. Accountability	4,8	4,7	4,7	4,6
7. Good practice in research	4,5	4,6	4,7	4,7
8. Dissemination, exploitation of results	4,6	4,5	4,6	4,6
9. Public engagement	4,6	4,5	4,6	4,5
10. Non discrimination	4,2	4,5	4,4	4,4
11. Evaluation/ appraisal systems	3,6	4,0	4,0	4,0

OTM-R principles	Average survey results			
	2014	2018	2019	2023
mean	3,6	4,3	4,3	4,3
1. Recruitment	3,4	3,9	4,0	4,0
2. Recruitment Code	3,7	4,3	4,4	4,2
3. Selection	N/A	4,0	4,2	4,1
4. Transparency	N/A	4,4	4,3	4,4
5. Judging merit	N/A	4,5	4,5	4,6
6. Variations in the chronological order of CVs	N/A	4,2	4,2	4,3
7. Recognition of mobility experience	N/A	4,4	4,4	4,3
8. Recognition of qualifications	N/A	4,1	4,3	4,3
9. Seniority	N/A	4,5	4,6	4,5
10. Postdoctoral appointments	N/A	4,2	4,3	4,2

Training and development principles	Average survey results			
	2014	2018	2019	2023
mean	3,7	3,9	4,0	3,9
2. Research environment	4,4	4,3	4,3	4,2
3. Working conditions	4,2	4,5	4,4	4,4
4. Stability & permanence of employment	3,6	3,8	4,0	3,7
5. Funding and salaries	3,6	3,7	3,9	3,7
6. Gender balance	3,5	3,8	4,0	3,7
7. Career development	4,0	3,7	3,7	3,6
8. Value of mobility	3,7	3,8	3,9	3,7
9. Access to career advice	2,7	3,0	3,4	3,3
10. Intellectual property rights	3,6	3,7	3,7	3,6
11. Co-authorship	4,1	4,2	4,1	4,2
12. Teaching	3,3	4,3	4,4	4,3
13. Complains/ appeals	3,3	3,8	3,8	3,8
14. Participation in decision-making bodies	3,5	3,8	3,9	3,9

Working conditions and social security principles	Average survey results			
	2014	2018	2019	2023
mean	4,0	4,2	4,2	4,2
1. Relation with supervisors	3,9	4,2	4,2	4,2
2. Supervision and managerial duties	4,5	4,7	4,5	4,5
3. Continuing professional development	NA	4,2	4,2	4,2
4. Access to research training and continuous development	3,8	3,9	4,1	3,9
5. Supervision	3,8	4,2	4,2	4,3

3.2.6 Gender aspects

The first time under 2023 survey, we have also analysed separately responses of male and female researchers. As a result, we have learnt that women sometimes were outnumbered by their male colleagues (due to gender structural imbalances at the Institute) and they awarded lower scores while evaluating IChF's performance against certain principles. Particularly it refers to:

Variable and corresponding statement from the survey	Scoring
<p style="text-align: right;">"Gender balance"</p> <p><i>("I think that there is gender balance in the Institute at all levels of staff. The Institute provides an equal opportunity at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria.")</i></p>	3.2
<p style="text-align: right;">"Access to career advice."</p> <p><i>("I have access to career counselling and support in case of job search.")</i></p>	3.2

Annexe I. The survey

1. To what extent do you agree with the following statements referring to your studies:						
	I totally agree	I rather agree	neither agree nor disagree	I rather disagree	I totally disagree	N/A
<i>I have the freedom to choose research topic, taking into account infrastructural, budget and personal limitations of the Institute.</i>						
<i>Conducting own research I adhere to the fundamental ethical principles.</i>						
<i>I take effort to ensure that my studies are relevant to the society, do not duplicate research / publications carried out before, and I avoid plagiarism.</i>						
<i>I am familiar with the strategic goals governing research environment and funding mechanisms, including obligation to get all necessary permissions before starting own studies, and to inform research funders on delays, research redefinition or completion.</i>						
<i>I am familiar with contractual and legal provisions governing implementation of my research projects, including provisions on Intellectual Property Rights.</i>						
<i>I effectively and responsibly use the funds allocated to my projects.</i>						
<i>I strongly adhere to the safety and health at work, confidentiality and data protection.</i>						
<i>I do my best to make sure that my research results are disseminated and exploited.</i>						
<i>Results of my studies are disseminated in a form understandable to a recipient.</i>						
2. To what extent do you agree with the following statements referring to your professional development:						
<i>I regularly meet with my supervisor/ leader/ project coordinator or employer and discuss my work progress.</i>						
<i>As a supervisor/ coordinator I establish positive relations and I am helpful to my students/ co-workers.</i>						
<i>I constantly develop professionally and widen my qualifications and skills through courses, trainings, conferences, etc.</i>						
<i>I have the opportunity to set/consult own career development strategy.</i>						

<i>I am supported and encouraged to participate in business trips / domestic and foreign internships and to be professionally mobile.</i>						
<i>I have access to trainings enabling constant development of my skills and competencies.</i>						
<i>I have adequate access to career counselling and support in case of job search.</i>						
<i>I have the opportunity to benefit from the exploitation of my research results in case of their commercial exploitation.</i>						
3. To what extent do you agree with the following statements referring to your working conditions:						
<i>At my workplace I am recognized and treated as a professional.</i>						
<i>I don't experience discrimination in my workplace on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.</i>						
<i>Overall, I can say that the Institute offers appropriate equipment, facilities and opportunities, including for remote collaboration, complying with the national or sectoral regulations on health and safety.</i>						
<i>At my workplace I have appropriate flexibility deemed essential for conducting research.</i>						
<i>My performance is not undermined by instability of my employment contract. I consider my employment conditions as stable.</i>						
<i>I am offered fair and attractive conditions of remunerating with adequate and equitable social security provisions (including sickness and parental benefits, pension rights and unemployment benefits).</i>						
<i>I think that there is gender balance in the Institute at all levels of staff.</i>						
<i>I can clearly define to whom I can refer to in matters relating to my professional duties.</i>						
<i>I am adequately represented in all decision-making, information and consultation bodies at the Institute.</i>						
<i>At the Institute there are individuals and units that well and impartially resolve any disputes or conflicts.</i>						

4. To what extent do you agree with the following statements referring to your work evaluation:

<i>Evaluating my work, the Institute welcomes co-authorship.</i>						
<i>I consider that my teaching responsibilities are not excessive and are adequately taken into account in the work assessment.</i>						
<i>At the Institute there are regular evaluation/appraisal systems for assessing various aspects of my professional performance which enable transparent and non-biased evaluation.</i>						

5. To what extent do you agree with the following statements referring to recruitment:

<i>The Institute has clearly specified admission procedures for researchers, which facilitate disadvantaged groups and researchers returning to a research career.</i>						
<i>The Institute provides clear and transparent procedures for recruitment.</i>						
<i>I think that there is gender balance in the Institute at all levels of staff. The Institute provides an equal opportunity at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria.</i>						
<i>While recruiting candidates for research posts, I inform potential candidates on selection criteria, number of available positions and career development prospects. I also give adequate feedback information to unsuccessful candidates.</i>						
<i>While recruiting candidates for research posts, I take into consideration candidates potential, creativity and independence.</i>						
<i>While recruiting candidates for research posts I recognize career breaks as an evolution of the career.</i>						
<i>While recruiting candidates for research posts I recognize candidate's mobility as an added value.</i>						
<i>I have adequate knowledge which enables appropriate assessment and evaluation of the academic and professional qualifications of the candidates, including nonformal qualifications, in particular within the context of international and professional mobility.</i>						
<i>While recruiting candidates for research post I require from the candidates qualifications which are in line with the</i>						

needs of the position, not setting a barrier to entry.

At the Institute there are clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments.

6. What is your position in the Institute?	
assistant / PhD student	professor
adjunct	specialist
associate professor	
7. Please indicate your gender:	
female	N/A
male	
8. How old are you?	
less than 30	61 - 70
30 - 40	more than 70
41 - 50	N/A
51 - 60	