



# HR Excellence in Research

Internal analysis of gaps in internal regulation and action plan for the years 2016 -  
2018

October 2016

## Table of Contents

<b>1. Information on the University of Silesia in Katowice .....</b>	<b>4</b>
<b>2. Workgroup for the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers .....</b>	<b>12</b>
2.1. Internal documentation analysis.....	12
2.2. Information on the research team .....	13
<b>3. Internal analysis findings .....</b>	<b>14</b>
3.1 Research freedom (M=4,43) .....	14
3.2 Ethical principles (M=3,83) .....	14
3.3 Professional responsibility (M=4,14) .....	15
3.4 Professional attitude (M=3,53).....	16
3.5 Contractual and legal obligations (M=3,94).....	17
3.6 Accountability (M=3,91) .....	17
3.7 Good practice in research (M=4,10).....	18
3.8 Dissemination, exploitation of results (M=4,10) .....	19
3.9 Public engagement (M=3,50) .....	21
3.10 Relation with supervisors (M=3,72).....	22
3.11 Supervision and managerial duties (M=3,43).....	23
3.12 Continuing professional development (M=3,27) .....	24
3.13 Recognition of the profession (M= 3,06).....	24
3.14 Non-discrimination (M=3,99) .....	25
3.15 Research environment (M=3,13) .....	25
3.16 Working conditions (M=3,82) .....	26
3.17 Stability and permanence of employment (M=2,99) .....	26
3.18 Funding and salaries (M=2,94).....	27
3.19 Gender balance (M=3,41) .....	27
3.20 Career development (M=3,28) .....	28
3.21 Value of mobility (M=3,58) .....	28
3.22 Access to research training and continuous development (M=3,07).....	30
3.23 Access to career advice (M=3,58).....	31
3.24 Intellectual property rights (M=3,99) .....	31
3.25 Co-authorship (M=3,81) .....	32
3.26 Supervision (M=3,31) .....	32
3.27 Teaching (M=2,37) .....	33
3.28 Evaluation/appraisal systems (M=3,96) .....	34
3.29 Complaints/appeals (M=3,47) .....	35
3.30 Participation in decision-making bodies (M=4,12).....	35
3.31 Recruitment (M=3,53) .....	36
3.32 Recruitment (M=3,46) .....	36
3.33 Selection (M=3,49).....	37
3.34 Transparency (M=3,16) .....	37
3.35 Judging merit (M=3,22) .....	38
3.36 Variations in the chronological order of CVs (M=3,54).....	38
3.37 Recognition of mobility experience (M=3,83) .....	38
3.38 Recognition of qualifications (M=3,55) .....	39
3.39 Seniority (M=3,73) .....	39

3.40 Postdoctoral appointments (M=3,68).....	40
<b>4. Questionnaire survey results .....</b>	<b>41</b>
4.1. Survey methodology .....	41
4.2. Carrying out of the survey .....	41
4.3. Results analysis .....	42
4.3.1. Sample description and analysis of demographics .....	42
4.3.2. Analysis of answers.....	45
<b>5. Summary.....</b>	<b>46</b>
<b>6. Action Plan.....</b>	<b>48</b>

## 1. Information on the University of Silesia in Katowice

The University of Silesia in Katowice, a public higher education institution (HEI) established on 8 June 1968, is currently one of the largest HEIs in Poland. It comprises 12 Faculties: Faculty of Fine Arts; Faculty of Biology and Environmental Protection; Faculty of Ethnology and Educational Science; Faculty of Philology; Faculty of Computer Science and Materials Science; Faculty of Mathematics, Physics and Chemistry; Faculty of Earth Sciences; Faculty of Social Sciences; Faculty of Pedagogy and Psychology; Faculty of Law and Administration; Krzysztof Kieślowski Faculty of Radio and Television; Faculty of Theology, as well as inter-faculty and university-wide academic units. In the last **parametric evaluation** of research units, 5 of the University of Silesia's faculties were awarded category A, and 7 - category B.

In the academic year 2016/2017, the University of Silesia offers **77 study programmes and 240 specialisations**. The University's current student body totals 27.000 undergraduate, graduate and postgraduate students and doctoral candidates pursuing full-time or part-time degrees. All study programmes carry the European Credit Transfer System (ECTS) points, thus facilitating international academic mobility, e.g. as part of the Erasmus+ programme. The University is party to over 650 international agreements and partnerships, through which it carries out numerous research projects and participates in programmes for the international exchange of students and academic staff.

The University of Silesia's extensive educational offering is additionally enriched by the opportunity to pursue and develop the students' individual passions and skills. Each of the 12 faculties offers numerous student research and art clubs, the total number of which is over 300. Our students can also join the Academic Sports Association (AZS), AEGEE - European Students' Forum, or one of the student-run media or art ensembles. These include, respectively, magazine "Suplement", radio station "Egida" - one of the oldest campus radio stations in Poland, Student Song and Dance Ensemble "Katowice" or the Academic Choir "Harmonia". Also worth mentioning is the Student Government, which is the driving force behind academic, cultural, sports, and entertainment initiatives and events. A significant role in this regard is played by the Student Services Centre (SSC), which organises actions aimed at promoting active young members of the academic community, e.g. through student competition "StRUŚ" and HM Rector's Awards for Best Students and Doctoral Candidates. In addition to those, the SSC also provides comprehensive help to disabled students and employees of the University of Silesia, as well as psychological assistance for students.

The University is authorised to confer the degrees of *doktor* (doctoral degree; Ph.D.) and *doktor habilitowany* (postdoctoral degree; D. Litt), and to award the highest academic distinction, i.e. the *honoris causa* doctorate. Among those who have received this honorary degree from the University to date are: Dr Edmund J. Osmańczyk, Prof. Stanisław Turski, Prof. Kazimierz Popiołek, Prof. Włodzimierz Trzebiatowski, Prof. Jan Szczepański, Prof. Manfred Lachs, Eugene Ionesco, Hans-Dietrich Genscher, Josif Brodski, Prof. Jean Nicod, Prof. Stanisław Barańczak, Prof. Adam Strzałkowski, Ryszard Kapuściński, Prof. Jacques Derrida, Tadeusz Różewicz, Prof. Józef Szajna, Prof. Wincenty Okoń, Prof. Jerzy Stuhr, Abp. Damian Zimoń, Prof. Jon Ove Hagen, Prof. Jan Węglarz, Prof. Irena Bajerowa, Prof. Kazimierz Polański, Prof. Jerzy Buzek, Cardinal Zenon Grocholewski, Prof. Maksymilian Pazdan, Prof. Walery Pisarek, Sławomir Mrozek, Wojciech Kilar, Prof. Christian von Bar, Prof. Kazimierz Zbigniew Kwieciński, Prof. Wojciech Radecki, Prof. Maria Delaperrière.

Established on 1 November 2011, the International Students Admissions Office serves foreigners interested in undertaking study programmes, full-time and part-time alike, at the University of Silesia. The Office provides interested individuals with information on the University's educational offering as well as on admission requirements for international students, and undertakes activities aimed at promoting the University of Silesia abroad.

Yet another organisational unit operating within the University of Silesia is the **Lifelong Learning Centre**, whose objective is to promote educational measures tailored to meet the requirements of people of various ages.

Through its dynamic **Career Centre**, the University caters to the needs of its students and the labour market, and carries out integrated measures towards bringing students and employers together. Examples of these include student work placements, internships, meetings with representatives of employers, job fairs, and trainings organised by specialists working for the University of Silesia Career Centre, as well as career development professionals and various company representatives. Moreover, the University keeps track of its alumni career paths, and analyses employers' expectations towards prospective graduates of the University of Silesia.

**Scientific research at the University of Silesia** encompasses numerous disciplines and specialisations. It is extremely versatile and aims at finding solutions to problems commonly considered in Poland, Europe and the world to be of vital importance for the development of civilisation. The research projects concentrate on topics from disciplines such as health and medicine, environmental protection and water management, climate change, biology and biotechnology, information technologies, nanotechnology, materials and new technologies, energy, and cover various issues related to philology, law, social sciences, education, pedagogy, psychology, theology, cultural transformations, national heritage and art. Many of these projects are guided by a concern for innovation and practical economic applications. Examples include: interdisciplinary research in the field of health and medicine (e.g. research on the properties of new derivatives of porphyrins as potential photosensitisers in photodynamic therapy applied in the treatment of neoplasms; obtaining stable forms of amorphous medicines, characterized by excellent bioavailability; investigation of the structure and properties of nanocrystalline NiTi shape memory alloys), research on climate change (e.g. polar research, including prognosticated changes in glaciations of the Arctic and rises in global ocean levels as a result of global warming; climate changes in the Arctic and Antarctic; determination of trends governing the occurrence of climatic extremities in Poland and determination of indicators for the prognostication of threats caused by these phenomena), or research in the field of nature and environmental protection (e.g. renewable geothermal energy; development and implementation of a TILLING platform as a tool for functional genomics and for improvement of functional properties and enrichment of breeding material of plants on the example of barley).

The University of Silesia has a **Centre for Polar Studies (CPS)**, which in 2014 won the second edition of the competition Leading National Research Centre 2014-2018. The CPS is comprised of the following research units: The University of Silesia's Faculty of Earth Sciences (leading research unit), Institute of Geophysics of the Polish Academy of Sciences, and Institute of Oceanology of the Polish Academy of Sciences. Headed by Professor Jacek Jania, the Centre has extensive data on processes that are taking place in the Arctic and determining the response of glaciers to future climate change.

The University of Silesia is involved in numerous **research, investment, and educational projects**, co-financed with external, including international, funding. These include projects carried out both independently, and through domestic or international science consortia or science-industry consortia.

The University has conducted/is conducting research projects under the EU's Seventh Framework Programme for Research (FP7), Research Fund for Coal and Steel (RFCS), International Visegrad Fund, Norwegian Financial Mechanism, Polish-Swiss Research Programme, Polish-Norwegian Research Programme, as well as under the EU's structural funds and various national programmes.

- ISS-EWATUS - Integrated Support System for Efficient Water Usage and Resources Management (7<sup>th</sup> Framework Programme, Grant Agreement No. 619228) aims to use information and communication

technology (ICT) to obtain water savings at household and urban level through: development and implementation of an information system for gathering real-time data about water usage, development and implementation of a household Decision Support System for water users, development and implementation of a social media platform promoting water-saving behaviours of consumers, and development and implementation of a decision support system and adaptive pricing policy. The project is being carried out by a consortium composed of 10 institutions, with the University of Silesia as the project coordinator.

- ZiZOZap - Integrated Support System for Management and Protection of Water Dam Reservoir is a project carried out by a consortium made up of the University of Silesia (project coordinator), Cracow University of Technology, Institute for Ecology of Industrial Areas in Katowice, and Institute of Environmental Engineering of the Polish Academy of Sciences in Zabrze, and strategic partners - Górnośląskie Przedsiębiorstwo Wodociągowe SA (Upper Silesia Waterworks and Sewerage in Katowice) and the Regional Water Management Board in Gliwice. The objective of the project was to solve the problem of a decreasing ecological and functional potential of water retention tanks caused by their ageing and pressures related to spatial planning. The knowledge and experience obtained through the project have led to the University of Silesia researchers currently providing services for local governments and business entities.

The University of Silesia also boasts a dynamic increase in the number of **educational projects** intended to improve educational quality, develop and launch innovative curricula, specialties and study programmes, including programmes reflecting the needs of the labour market, increase the number of graduates of programmes which are of key importance for the economy, enhance the University's competitiveness and improve job-finding prospects for its alumni. There are also projects supporting doctoral candidates and their research work, also in relation to business, as well as a number of mobility programmes. The projects are carried out under the Erasmus+ Programme, International Visegrad Fund, Norwegian Financial Mechanism, and Polish-German Foundation for Science:

- DoktoRIS - Scholarship Programme for Innovative Silesia, carried out in liaison with the Marshall's Office of the Silesian Voivodeship, was a strategic project under the Human Capital Operational Programme. The project involved a scholarship programme for doctoral candidates pursuing a PhD in science disciplines being of key importance for the economy. Over 400 doctoral candidates received scholarships under the two editions of the programme. Active cooperation with business partners resulted in joint research and development projects.
- iCSE4school - Innovative Computing in Science Education (Erasmus+ Programme, Strategic Partnerships for School Education) is intended to develop, under a supranational consortium, methods for systematic integration of computer methods in science - mathematics and physics - education in upper secondary schools in 10 selected schools based in different cities all over Poland. The objective will be accomplished through introduction of innovative mathematics, physics and IT teaching methods using Python/SAGE programming language.

**Investment projects** have led to the development of such facilities as the Scientific Information Centre and Academic Library (CINiBA) or the Silesian Intercollegiate Centre for Education and Interdisciplinary Research (ŚMCEBI).

- The **Scientific Information Centre and Academic Library** is a joint project of the University of Silesia and the University of Economics in Katowice. It is a hybrid library - it collects, stores, and loans printed and digital literature, and acts as a centre for scientific information created and made available online. The library has over 60 km of bookshelves placed on all the floors of the building. A significant part of the book collection is available in open-access areas and is therefore available to the general public.
- The **Silesian Intercollegiate Centre for Education and Interdisciplinary Research in Chorzów** is a facility whose chief objectives are (1) the development of high technologies - applied science areas and disciplines that are highly desired for the economic development of the country, (2) strengthening human potential in research and technology, and (3) popularisation and dissemination of knowledge. The ŚMCEBI partners include, in addition to various University of Silesia units, the Medical University of Silesia, the Silesian University of Technology, the Central Mining Institute, and the Institute of Occupational Medicine and Environmental Health in Sosnowiec.

The University of Silesia has carried out a number of projects that resulting in **cooperation with business entities**:

- active cooperation with business partners has resulted in joint research and development projects. Under the INNOTECH III programme, the University is carrying out a project *A new tool for the detection of active landslides as a foundation for rational spatial planning in mountainous areas*, intended to develop and prepare for commercialisation a tool for the detection of active landslides and to use it in Milówka. The objective of the project is to launch a new tool on the market and by doing so reduce any future damage to buildings and communication infrastructure and thus minimise losses resulting from landslides, incurred by individual residents of mountainous areas, private and public investors, local governments and state budget.
- Under the National Centre for Research and Development (NCBIR) programme BIOSTRATEG 2, we are carrying out a project *Innovative approach facilitating the surveillance of non-forest natural habitats in Natura 2000 sites using remote sensing methods*. The project plans for the implementation of remote sensing surveillance methods for natural habitats in Natura 2000 sites to facilitate sustainable farming and protect the environment.
- Under the Applied Research Programme of the NCBIR, we are currently conducting two projects: (1) *Innovative materials and nanomaterials from Polish sources of rhenium and noble metals for catalysis, pharmacy, and organic electronics* - the project aims to develop new technologies for using Polish resources containing rhenium and/or noble metals in various branches of chemistry, pharmacy and electronics; (2) *Innovative materials with a reduced content of critical elements for magnetic cooling technology* - the objective of the project was to develop a new generation of environmentally-friendly magnetic materials with a reduced content of critical metals in high-efficiency regenerators and microregenerators for magnetic cooling technology.
- Under the TANGO 1 programme (joint enterprise of the National Science Centre and the National Centre for Research and Development), the following projects are currently being carried out:
  - ✓ *Implementation of a piezoelectric transformer for sensor, generator, and biomedical applications*. The main objective of the project is the practical realisation of magnetic field

strength sensors, light intensity sensors and accelerometers with light alarm signal from piezoelectric transformers made from intelligent materials. An additional objective is to use these multifunctional transducers as energy harvesters and cold plasma generators.

- ✓ *Construction of a supercapacitor using lead-free ceramics.* The practical objective of the project is to construct, both modified and unmodified, lead-free ceramics for the following electronic components: supercapacitors, piezoresistive sensors, thermal resistive sensors, with best possible work parameters, working in air atmosphere and also in unfavourable conditions of a highly reducing or oxygenating atmosphere.
- ✓ *A system facilitating the revitalisation of post-mining waste dumping grounds using geoinformatic tools.* The underlying objective of the project is to develop a method for reclamation and development of post-mining waste dumping grounds based on a mathematical model and taking into account the following factors: existing vegetation, abiotic and biotic conditions, anthropogenic disturbances (e.g. soil contamination, alien species plantings) and applied variants for modifications of the elements of the ecosystem.
- ✓ *Developing a method for the regeneration of DeNOx catalysts used in electrical systems and development of new higher-efficiency DeNOx catalysts based on innovative materials obtained nanotechnologically.* A key part of the project is the development of innovative solutions for DeNOx catalysts and commercialisation of the results through implementation of the innovation into industrial practice, and the energy sector in particular.
- ✓ *A numerical model of a coal deposit based on qualitative parameters of hard coal.* The aim of the project was to work out methodology for developing a Numerical and Qualitative Model of the Deposit and preparing it for commercialisation. The specific objective was to develop a starter version of the NQMD based on fundamental petrographic and physico-chemical analyses of the base project.

There is attached to the University of Silesia an Office for Industry Cooperation, which has the overall responsibility for the process of knowledge and technology transfer to the economy. The Office's task is to build and maintain conditions for the functioning of a network for cooperation between science, economy and local government. The Office performs its tasks through e.g. promotion and carrying out of various initiatives. In 2014, the Specialist Observatory on Nanotechnology and Nanomaterials, constituting part of the Network of Regional Specialist Observatories coordinated by the Marshal's Office of the Silesian Voivodeship, was established. The Observatory builds competitive advantage of the voivodeship by developing the region's technology and innovation potential. Also, in 2016 the Urban and Metropolitan Processes Observatory was established with the objective of contributing to a dynamic and at the same time sustainable development of the Upper Silesian Metropolitan Area. The Observatory cooperates with local governments and higher education institutions based in Silesia. Furthermore, in line with the amended Law on Higher Education, the University has established a special purpose vehicle SPIN-US - a business entity in the form of a company, founded with a view to fostering commercialisation of research findings, development works, and technology into business.

Ever since it was established, the University of Silesia has been guided by a concern for the protection of industrial property. First applications were filed with the Patent Office of the Republic in Poland back in 1969 - merely a year into the University's existence. Since 2010, the number of applications for the protection of industrial property items, and in particular the number of applications for patent protection of inventions, has increased exponentially. In that year, 12 inventions were registered, accompanied by 1 industrial design application. In 2011, the University filed a total of 21 applications with the Patent Office of the RP, followed



by 26 filed in the next year. In 2013, 28 applications were filed (25 invention applications + 1 utility model application, and 2 trademark protection application. In 2014, the University registered 22 inventions and filed 4 utility model applications with the Patent Office of the RP. In addition to those, 6 invention applications were filed with patent offices based in other countries. The year 2015 brought a total of 25 applications for protection of industrial property items, including 23 inventions registered with the Patent Office of the Republic of Poland and 2 industrial design applications filed with the Office for Harmonization in the Internal Market (industrial patterns protected in the EU).

The increased number of applications also translated into a high number of exclusive rights granted to the University. For instance, in 2014, the University was granted as many as invention patents, whereas the year 2015 brought the highest number of patents in the history of the University of Silesia - 23, accompanied by one utility model protection right and two rights in registration of industrial designs (protected in the entire EU).

The first half of 2016 brought thirteen industrial property item registrations, including 2 invention applications filed with the United States Patent and Trademark Office, and 12 exclusive rights granted to the University of Silesia, including seven patented inventions and five protection rights to utility models.

The University of Silesia currently participates in four rankings recognised worldwide. Since 2009, it has been rated in the so-called Shanghai ranking, i.e. the Academic Ranking of World Universities (ARWU), which is one of the first such rankings worldwide. Two years later, in 2011, the University was evaluated in the Webometrics Ranking of World Universities, whose objective is to promote universities' presence on the Internet and support initiatives facilitating transfer of knowledge between universities and the society. Another ranking the University of Silesia has joined is the U-Multirank, in which we have participated ever since its first edition in 2014. The latest ranking the University has appeared in is the Times Higher Education World University Ranking, which we joined in 2015 to be evaluated in the 2016 edition for first time.

The University has achieved the highest score in the **Times Higher Education World University Rankings**.

Creating the ranking list, the THE team collects data on 1200 higher education institutions from 88 countries. The University of Silesia joined the ranking in 2015 and was shortly after - in the 2016 edition - ranked at position 601-800, which is a significant success given how prestigious the ranking is. It is also worth pointing out that the University was ranked in the same bracket as Poland's oldest university - the Jagiellonian University (which ranks high in most rankings). University of Silesia's scores, broken down into the particular criteria applied, are presented below in chart 1. Data comparing the University of Silesia to other Polish higher education institutions evaluated in the THE ranking are shown in chart 2 and table 2.

Chart 1. University of Silesia's score in the 2016 Times Higher Education World University Rankings

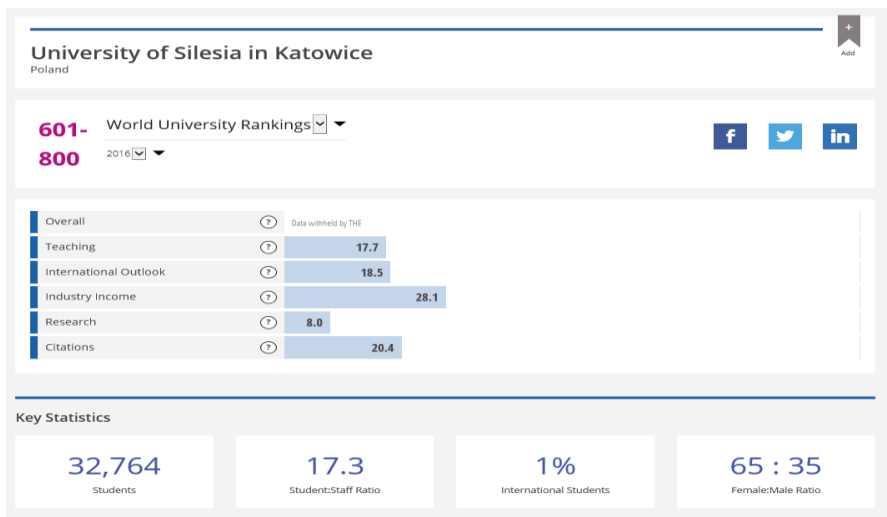


Chart 2. University of Silesia, as compared to other Polish higher education institutions (source: own elaboration)

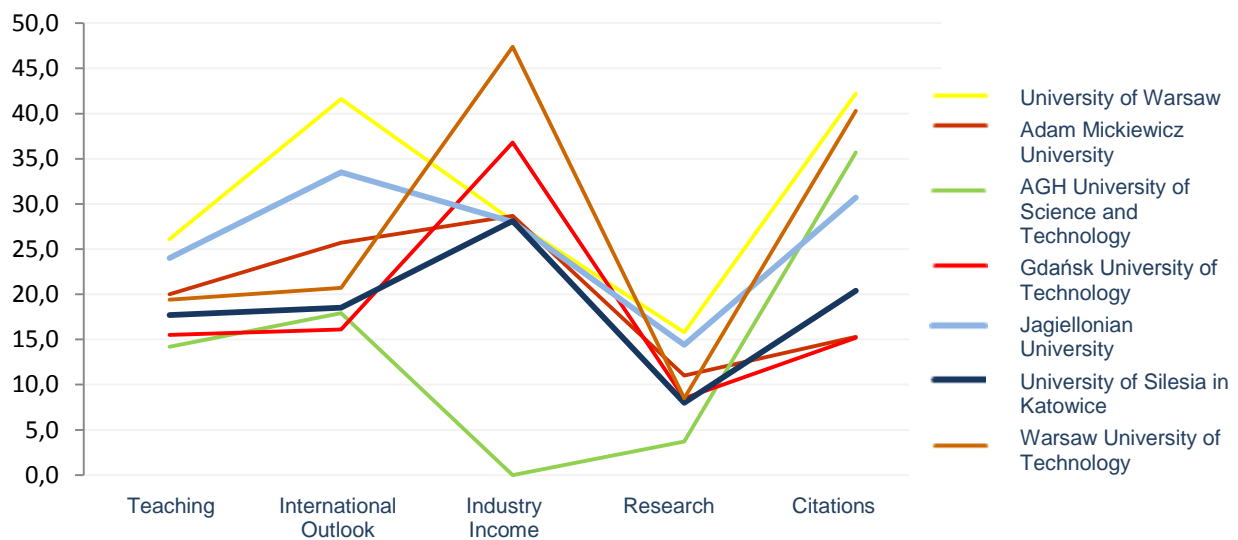


Table 1. University of Silesia, as compared to other Polish HEIs in the 2016 THE ranking

Higher Education Institution	Position	Teaching	International Outlook	Industry Income	Research	Citations
University of Warsaw	501-600	26.1	41.6	28.1	15.8	42.2
Adam Mickiewicz University	601-800	20.0	25.7	28.7	11.0	15.3
AGH University of Science and Technology	601-800	14.2	17.9	X	3.7	35.7
Gdańsk University of Technology	601-800	15.5	16.1	36.8	8.5	15.2
Jagiellonian University	601-800	24.0	33.5	28.0	14.4	30.7

University of Silesia	601-800	17.7	18.5	28.1	8.0	20.4
Warsaw University of Technology	601-800	19.4	20.7	47.4	8.5	40.3

On 8 June 2016, Perspektywy Education Foundation published its Higher Education Institutions Ranking "Perspektywy 2016", evaluating Polish academic HEIs, private master's-level universities, and public schools of higher vocational education. **The University of Silesia ranked 13<sup>th</sup> among academic HEIs. In the ranking by university type, it placed 6<sup>th</sup> among universities and thus topped the list of Silesia-based higher education institutions. In terms of academic effectiveness, the University of Silesia took the prestigious second position.**

The ranking jury also grants special awards to higher education institutions which have made special progress in a given year. The **Progress Award 2016** among academic HEIs went to the **University of Silesia for improving its standing in the ranking by four positions (from 17 to 13).**

University of Silesia, as compared to other higher education institutions based in the region:

Higher education institutions	Rank in 2016	Rank in 2015	Rank in 2014	Rank in 2013	Rank in 2012
University of Silesia	13	17	20	20	19
University of Economics	47	44	43	42	42
Silesian University of Technology	22	22	23	18	16
Academy of Physical Education	-	-	-	-	-
Academy of Fine Arts	-	-	-	-	-
Medical University of Silesia	30	31	28	26	27
Academy of Music	-	-	-	-	-

The "Perspektywy" academic higher education institutions ranking is known to and has a good reputation not just in the Polish academic circles, but is also of high repute abroad. It is based on criteria divided into six groups: innovation, academic potential, academic effectiveness, teaching and learning, prestige, and internationalisation.

## ***2. Workgroup for the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers***

The University has created an internal Workgroup for the *European Charter for Researchers* and the *Code of Conduct for the Recruitment of Researchers*, whose task was to carry out an internal documentation analysis. The Workgroup comprised of representatives of most relevant departments of the University of Silesia:

- Department of Human Resources and Social Affairs,
- Deputy Bursar,
- Department of Science and Research,
- Department of International Relations,
- Department of Promotion,
- Department of Administrative and Legal Affairs,
- Health, Safety and Fire Protection Inspectorate,
- Department of Education, Office for Educational Quality Assurance,
- Centre for Projects and Cooperation with Industry.

The workgroup was headed by HM Rector of the University of Silesia Professor Andrzej Kowalczyk, Rectors' Board and the Chancellor.

The Workgroup set out to identify any and all discrepancies between recommendations laid down in the *European Charter for Researchers* and the *Code of Conduct for the Recruitment of Researchers* and the practice currently used at the University of Silesia, and to devise an action plan based on actual discrepancies thus identified.

### **2.1. Internal documentation analysis**

The Workgroup set out to do the job assigned by analysing the particular provisions of the Charter and Code and comparing them to laws and internal documents in force at the University of Silesia, including the following ones:

- University Statute,
- University Strategy,
- Employee Rules and Regulations,
- Organisational Regulations,
- Employee Performance Appraisal Regulations,
- Rector's regulations,
- other written internal procedures regulating research, employment, remuneration, and the award of employee bonuses.

A list of internal and external laws is available at the University of Silesia's website at: <http://pracownik.us.edu.pl/europejska-karta-naukowca>.

## **2.2. Information on the research team**

Another step taken as part of the internal analysis was an anonymous questionnaire survey carried out among academic faculty of the University of Silesia. The questionnaire was addressed to all academics, representing all science disciplines and all degrees and titles.

Work performed by the Workgroup on the *European Charter for Researchers* and the *Code of Conduct for the Recruitment of Researchers* was overseen by Professor Barbara Kożusznik.

The research team elaborated research methods, created an academics' opinion questionnaire taking into account provisions laid down in the European Charter for Researchers (ECR), carried out a statistical analysis of the results, and prepared the final report.

The online version of the questionnaire was created using the LimeSurvey tool in cooperation with the University of Silesia Distance Learning Centre.

### 3. Internal analysis findings

#### Area I: General Principles and Requirements Applicable to Researchers

##### 3.1 Research freedom (M=4,43<sup>1</sup>)

###### **Definition adopted from the European Charter for Researchers**

Researchers should focus their research for the good of mankind and for expanding the frontiers of scientific knowledge, while enjoying the freedom of thought and expression, and the freedom to identify methods by which problems are solved, according to recognised ethical principles and practices.

Researchers should, however, recognise the limitations to this freedom that could arise as a result of particular research circumstances (including supervision/guidance/management) or operational constraints, e.g. for budgetary or infrastructural reasons or, especially in the industrial sector, for reasons of intellectual property protection. Such limitations should not, however, contravene recognised ethical principles and practices, to which researchers have to adhere.

The University of Silesia takes research freedom very seriously. The principle of scientific freedom is in fact introduced in the University of Silesia Statute: "The University is guided by a concern for the freedom to teach, freedom of research, freedom of artistic creation, and respect for different views". The Mission Statement of the University of Silesia reads: "The University will carry out research and create new ways to describe the world and search for laws that govern it. The University is moved and shaped by a constant quest for opening new cognitive horizons (...)". Researchers are free to express their ideas, identify scientific problems, and propose research methods. As a rule, they carry out research of their own initiative, provided it conforms with a given research unit's research programme and takes into account the availability of research infrastructure and financial capacity of the research unit in question. However, researchers must respect norms and professional ethics principles. To this end, the University, through a Rector's Regulation, has introduced the *University of Silesia Ethics Committee Rules on research involving human subjects*. Under said Rules, a committee shall be appointed to examine whether human dignity is respected in the process of carrying out research.

##### 3.2 Ethical principles (M=3,83)

###### **Definition adopted from the European Charter for Researchers**

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

All academics working at the University of Silesia are expected to have an impeccable ethical standing and so they are to adhere to principles laid down in the Code of Professional Ethics for Academic Staff and in a document entitled "Good practice in scientific research", elaborated by the Ministry of Science and Higher

---

<sup>1</sup> Data in brackets present average results of the questionnaire carried out among University of Silesia staff.

Education Ethics Committee. The University acknowledges these principles to be universal and universally applicable. Consequently, respect for human dignity and human life in all its aspects, honesty, truthfulness, fulfilment of obligations, respect for one's right to freedom of belief and respect of property are fundamental values. Therefore, researchers should be conscientious and credible, and should share the knowledge they have with other people.

University of Silesia Rector's Regulation no. 74/2016 of 19 July 2016 introducing the University of Silesia Ethics Committee Rules on research involving human subjects governs the conduct of research involving humans. The objective of the Committee is to ensure that University of Silesia researchers, i.e. employees, doctoral candidates and students alike, adhere to the highest ethical standards in research involving human subjects. The Committee examines research projects involving human subjects and expresses opinions on compliance with ethical principles and standards and on respect for human dignity and fundamental human rights and freedoms.

### 3.3 Professional responsibility (M=4,14)

#### **Definition adopted from the European Charter for Researchers**

Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere.

They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor(s) and/or other researchers. The need to validate new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted.

Researchers should ensure, if any aspect of their work is delegated, that the person to whom it is delegated has the competence to carry it out.

The University of Silesia compels researchers to carry out research in a responsible and diligent way, in cooperation with other researchers and with a view to broadening knowledge. Researchers must remain impartial and unbiased at all times, and must be guided by a concern for reliability of their research findings. Any and all research must be done for the good of society and mankind.

Therefore, anybody taking up employment at the University of Silesia as an academic teacher agrees to assume a high level of responsibility and undertakes to respect intellectual property rights and shared ownership of data in case of research carried out jointly. Any and all manifestations of scientific dishonesty and misconduct, such as research or research findings falsification, research appropriation or provision of misleading information as to the authorship of research, dissemination of another person's work without giving appropriate credit, or any infringement of copyright or related rights may lead to imposition of a disciplinary penalty (including permanent deprivation of the right to exercise the progression of an academic teacher) or termination of employment without notice.

Pursuant to the Act of 27 July 2005 - Law on Higher Education, an academic staff member shall be liable to disciplinary action if their work performance or their conduct is considered to breach accepted professional or ethical standards. Any and all instances of scientific misconduct or other behaviours unbecoming of an academic teacher are examined and, if they are confirmed, appropriate corrective and disciplinary measures are undertaken immediately.

### 3.4 Professional attitude (M=3,53)

#### Definition adopted from the European Charter for Researchers

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

The University of Silesia has implemented mechanisms/tools supporting researchers in the process of project realisation.

There are two administrative units within the University that support research activity of academics working at the University Silesia: **Centre for Projects and Cooperation with Industry** (which encompasses the **Project Department** and the **Office for Industry Cooperation**) and the **Department of Science and Research**. Both departments provide researchers with constant and ongoing support in matters related to submitting project proposals and project realisation.

The key tasks of the **Project Department** include, among others: dissemination of knowledge and information among member of the academic community on international and European programmes, structural funds and other programmes dedicated to higher education and supporting research and didactic activity. The Project Department oversees communication and contact with outside institutions financing projects funded under structural funds and European and international programmes. It supervises internal processes connected with drawing up project application forms, verifies documents related to project realisation (e.g. project co-funding agreements, consortium agreements) and eligibility of costs, overlooks project realisation, and monitors risk. The Department organises university-wide trainings and meetings for project teams and persons interested in applying for project funding, and provides individual counselling to employees with regard to fund raising and project realisation. Attached to the Department is a Local Contact Point for Research Programmes of the EU.

The tasks of the **Office for Industry Cooperation** with regard to financing mechanisms include, among others: handling the research and implementation project funding application process, including active search for business partners to jointly carry out research and implementation projects, making efforts to ensure that consortia implementing technologies/knowledge into the industry are established, and appraising and commercialising project results.

The tasks of the **Department of Science and Research** include, among others: coordination of issues connected with applying for projects, entering into agreements and doing project accounts for domestic research projects, overseeing of the process of application for and settlement of statutory activity subsidies, handling of the public procurement process in research services, handling of the senate committee for research, artistic activity and cooperation with industry, keeping records of research carried out at the University and Silesia, cooperating with other units and departments within the University to promote research carried out, keeping track of expectations and needs of academics with regard to research, development of research infrastructure, and cooperation with business environment.

When carrying out a project, each project coordinator receives support from a dedicated administrative employee who assists them throughout all states of the project: starting from project application forms, to project realisation, to the winding up of the project. Pursuant to internal regulations in force at the University of Silesia, researchers are obliged to submit project progress reports and, in case of problems in



the process of project realisation, notify the competent vice-rector and project manager. If needed, appropriate remedies are undertaken.

### 3.5 Contractual and legal obligations (M=3,94)

#### Definition adopted from the European Charter for Researchers

Researchers at all levels must be familiar with the national, sectoral or institutional regulations governing training and/or working conditions.

This includes Intellectual Property Rights regulations, and the requirements and conditions of any sponsor or funders, independently of the nature of their contract. Researchers should adhere to such regulations by delivering the required results (e.g. thesis, publications, patents, reports, new products development, etc) as set out in the terms and conditions of the contract or equivalent document.

Employees of the University of Silesia have easy access to laws and regulations in force as they are published on the University's website. Employees get acquainted with some of the regulations, essential for everyday work, when they are signing a document regulating entry into an employment relationship. Employees sign an official declaration attesting to this fact. Furthermore, as part of the periodic employee performance appraisal, academic teachers sign a declaration, constituting part of the *appraisal form*, that in the appraisal period they have abided by the copyright or related rights as well as industrial property rights.

Cooperation between researchers and partners representing industry or local governments financing research is governed by agreements containing provisions on the sharing of research data, further use of research findings for scientific or didactic purposes, and maintenance of confidentiality.

### 3.6 Accountability (M=3,91)

#### Definition adopted from the European Charter for Researchers

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

Researchers adhere to the principles of diligent, transparent and efficient financial management, in line with the values of purposefulness, frugality and efficiency, and cooperate with authorities having the power to control the research they carry out. The Department of Science and Research and the Centre for Projects and Cooperation with Industry coordinate and oversee the process of project realisation and reporting to ensure that it complies with requirements imposed by the financing institutions. Issues related to accountability and research reporting are regulated by respective internal regulations on project realisation. The University performs periodic audits and controls, either upon the request of funding institutions or under its own internal procedures, to ensure that funds are correctly expended on research. Project documentation is

stored in relevant departments and made available for control. The correctness of project finance management is also ensured by the Integrated University Management System *SAP*, implemented at the University in the year 2009.

The University has an Audit Department and an Internal Control Department. Internal audits are carried out by in-house internal auditors according to rules and principles laid down in the Act on Public Finance and in related secondary legislation. The objective of internal audit is independent evaluation of processes functioning at the University and assessing whether any activity carried out complies with the law and management control standards for the public finance sector, especially as regards legality, frugality, purposefulness, diligence, transparency and openness. Internal control, on the other hand, serves to examine whether any activity carried out complies with the law and internal regulations, and to oversee the management and spending of public funds with regard to legality, frugality and purposefulness. Also, internal control is intended to determine whether funds are expended in accordance with the financial plan of the University of Silesia and its various units, and to scrutinise any processes and projects taking place. Furthermore, internal control serves to examine whether didactic activity, scientific and research activity, as well as economic and technical operations are documented properly, and to evaluate whether financial assets of the University of Silesia are used, managed and protected in a correct manner.

### 3.7 Good practice in research (M=4,10)

#### **Definition adopted from the European Charter for Researchers**

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

Responsibility for provision of appropriate and safe working conditions lies with the employer. Hence, the University organises mandatory health and safety at work trainings. Each newly-hired employee is obliged to complete a basic health and safety training and an induction training. All workplaces at the University of Silesia meet the requirements laid down in the Regulation of the Minister of Labour and Social Policy on general provisions for safety and hygiene at work. All computer workstations meet the requirements of the Regulation of the Minister of Labour and Social Policy on safety and hygiene at workstations equipped with computer screens. Guided by a concern for health of its employees, the University measures the concentration and intensity of noxious agents at workstations. All employees are covered by preventive health care, in line with applicable provisions of the law. The University also regularly controls working conditions. During the health and safety at work trainings, employees are acquainted with the principles of work safety, and are informed of any and all occupational risks associated with a given position. In order to ensure conditions of health and safety at work, employees are provided with working clothing and shoes as well as measures of individual protection such as may be required by internal regulations. Laboratories and research rooms are equipped with safe work instructions, fire instructions, and material safety data sheets.

The University is compliant with health and safety at work regulations and principles. This applies in particular to positions occupied by pregnant or nursing women or disabled persons. Any and all chemical or biological waste generated during research is disposed of by outsourced external companies pursuant to agreements concluded with such companies and in compliance with guidelines laid down in the Act on Waste. The University follows fire prevention provisions, organises evacuation exercise in line with Fire Instructions, and reviews its equipment and fire protection systems.

Each employee has to complete mandatory data protection training. The University has a Personal Data Safety Policy as well as Guidelines on the Management of Personal Data Processing IT Systems. Personal data are processed by authorised staff.

### 3.8 Dissemination, exploitation of results (M=4,10)

#### Definition adopted from the European Charter for Researchers

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

The University participates in world science and promotes equality in academic contacts and scientific exchange. Research findings should be published as scientific publications and protected, as cultural heritage, in university libraries. The University of Silesia takes pride in having artists among members of its community and firmly believes that works of art should be present in university galleries, cinema rooms and concert halls.

Academics from the University of Silesia actively present the results of their research in domestic and international publications and participate in prestigious scientific conferences and events promoting R&D activity. As beneficiaries of public funds, they are obliged to present their research findings. The University supports its researchers in disseminating and promoting research findings through a range of measures, including the following ones:

- ✓ *Przystanek Nauka* [Station Science], website launched in 2015. The site presents information on research carried out by academics from the University of Silesia, as well as on scientific achievements of the University's students, doctoral candidates and employees. There are also science tidbits, expert commentaries, films, e-lectures, and descriptions of interesting projects. The portal also makes it possible for users to create and write their own science blogs;
- ✓ *Gazeta Uniwersytecka UŚ* [University of Silesia Gazette], which twice a month publishes an article on research carried out at the University of Silesia. At least once a month, an interview is published with a University of Silesia researcher, commenting on important issues connected with science, e.g. latest discoveries;
- ✓ *Ekskursja* [Excursion], science blog presenting latest scientific discoveries made by University of Silesia employees and doctoral candidates;
- ✓ *University of Silesia Photo Biennial Nauka - idea w praktyce* [Science - idea in practice]. Since 2006, the University of Silesia has organised a Photo Biennial *Nauka w obiektywie* [Science through a lens]. The idea behind the event is to present the beauty of science, captured by the eye of the camera;
- ✓ *Festiwal Nauki* [Science Festival], the largest science event in the region organised by students. The event has Silesia-based higher education institutions go beyond their walls to promote science;
- ✓ *Noc Biologów* [The Night of Biologists], a Poland-wide action involving faculties of natural sciences from all over Poland, including the University of Silesia's Faculty of Biology and Environmental Protection.

There is attached to the University of Silesia an **Office for Industry Cooperation**, which has the overall responsibility for the process of knowledge and technology transfer to the economy. The Office's tasks include, among others, initiation and coordination of the process of commercialisation of knowledge and technology developed at the University of Silesia, tightening cooperation with businesses, handling the process of entering into agreements with enterprises, handling the signing of research and implementation agreements, consortium agreements and confidentiality agreements, preparing technological offers and cooperation proposals on behalf of various units within the University, and active search for prospective partners interested in cooperation. In addition to these, the Office monitors the realisation of research projects in terms of their commercialisation potential, closely cooperates with technology/innovation brokers, constantly updates the list of research projects with a high commercialisation potential and analyses possible industry-implementation scenarios. It also provides counselling services to academics with regard to protection and commercialisation of intellectual property, setting up a business, forms of cooperation with enterprises, and establishing cooperation networks between enterprises, research parks/science and technology parks, incubators, business environment institutions, clusters and other entities with the aim of developing an innovation ecosystem and facilitating communication and exchange of information on joint projects. Last but not least, the Office is tasked with streamlining the preparation and execution of research and implementation projects.

Furthermore, in line with the amended Law on Higher Education of 2011, the University has established a special purpose vehicle SPIN-US - a business entity in the form of a company, founded with a view to fostering commercialisation of research findings, development works, and technology into business.

There is also the **University of Silesia Publishing House**, a university-wide organisational unit operating within the University of Silesia which publishes scientific and didactic works and performs other publishing activities related to realisation of the University's objectives.

In cases where research results encompass industrial property items, in particular inventions and utility models, the University makes an effort to ensure they are legally protected before publishing such research results. However, the fact that legal protection may be granted (e.g. in the form of a patent for an invention) does not hinder the publication of such research results. If anything, it may only slightly delay it in time.

An important channel for dissemination of information on research carried out at the University of Silesia is a website and a special web service *EkspertUS – Nauka na wyciągnięcie ręki* [ExpertUS - Science within arm's reach], which publishes detailed materials on scientific work of University of Silesia researchers.

In 2016, the University of Silesia launched yet another portal called *Baza Ekspertów* [Expert Base], which presents research potential of the University's employees. Its chief objective is to bring together the world of science and commercial and public institutions. The portal allows gathering of and searching for information on University of Silesia employees, their research interests, any certificates they may have, and the research and expertise offer for outside institutions.

Information published on the aforementioned websites is also used at the University's social media channels, which, using youth language, present science tidbits and fun facts, especially those that can be observed in daily life and that people are usually unaware of.

A full list of all research projects is also available on the website of the Department of Science and Research and the Project Department. In addition to titles of projects carried out by University of Silesia employees,

the website also presents information on the duration of the particular projects, sources of funding, and persons involved.

Considerable efforts towards dissemination of information on research carried out by the University's employees are also made by the spokesperson for the University of Silesia, who constantly supplies representatives of local and nation-wide media with reliable and attractive popular science content and helps editorial staff enlist University of Silesia researchers as experts for commentaries.

### 3.9 Public engagement (M=3,50)

#### Definition adopted from the European Charter for Researchers

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

The University of Silesia is a platform for meetings and exchange of thoughts and opinions for all scientific and creative circles based in the Region. It strives to be part of the broadly construed innovative environment working towards diagnosing and solving problems of the Region that is going through an incredibly difficult process of technological, social and educational restructuring. In this way, the University serves the interests of local communities, helping them identify and describe their distinctive features and problems and at the same time, through the global character of its analysis, allowing them to look at their own dilemmas from the perspective of European and world science.

The University is very active in and highly successful at developing cooperation with its social environment through different forms of presentation and dissemination of knowledge. Implementing the concept of lifelong learning, the University is involved in the following initiatives:

**Children's University of Silesia**, aimed at showing children that science can be fun. It helps each child discover his or her own talent, develop and enrich their interests, and fully use their intellectual potential. Moreover, it helps children search for, discover and embark on their own way to success. In addition to courses tailored to meet the needs of preschoolers, primary school pupils and middle school pupils, there are also lectures for parents.

**Teenagers' University of Silesia**, addressed to middle school and secondary school students. The objective of the classes is to awaken cognitive curiosity and inspire teenagers to discover new areas of interests. Not only does the TUM show benefits of university education, but it also helps plan and set out on the road to professional success.

**High School Graduates' University of Silesia**, addressed to secondary school students preparing for *matura*, or secondary school-leaving examination. The HSGUS encompasses two projects: Intensive *Matura* Workshops - regular meetings in small groups, as well as Quick *Matura* Revisions - lectures for large groups, offered in the following study modes: weekend, evening, and winter break. The courses are taught by academic teachers using modern didactic methods and digital tools.

**U3A Silesia, or University of the Third Age**, addressed to people aged 50+ interested in further intellectual development. The U3A students participate in lectures covering selected areas of various science disciplines, thus providing an opportunity to develop interests and promote intergenerational cooperation.

**Academic Science Society**, whose underlying objective is to develop pupils' passions and interests through direct contact with scientists and their skills and tools with a view to promoting and popularising science. The project encompasses meetings with middle and secondary school students, Meetings with Science, and science camps for children.

**UNIBOT** - robotics workshops for primary, middle and secondary school students interested in deepening their knowledge and skills in robot construction and programming.

### 3.10 Relation with supervisors (M=3,72)

#### Definition adopted from the European Charter for Researchers

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

The University of Silesia provides all doctoral candidates academic assistance of their respective doctoral advisors. The job of the advisor is to support a doctoral candidate in independent research work and help them structure their research, but also to periodically evaluate their work progress.

Pursuant to the Handbook of Regulations for Doctoral Candidates, adopted by Resolution no. 129 of the University of Silesia Senate of 24 April 2012 (as amended):

#### § 6

*A doctoral candidate is entitled to receive:*

*1) academic assistance from their doctoral advisor, supervisor or subsidiary supervisor;*

#### § 16

*1. The Head of Doctoral Programmes appoints doctoral advisors for doctoral candidates. The doctoral advisor may become a supervisor in the doctoral assessment process.*

*2. The doctoral advisor is an academic teacher or a researcher having at least the degree of doktor habilitowany [post-doctoral degree; D. Litt] awarded in a given or related science or artistic discipline and original research published within the previous five years or artistic accomplishments within the previous five years.*

*3. The doctoral advisor supports the doctoral candidate in independent research or artistic work from the moment they enrol in a doctoral programme.*

*4. In exceptionally justified cases a second doctoral advisor may be appointed, including a doctoral advisor who is not an employee of the University.*

*5. A doctoral advisor who fulfils the requirements laid down in the Law on Academic Degrees and Title and Degrees and Title in the Arts may become a research and dissertation supervisor.*

*6. Subsidiary supervisors with a key role relating in particular to the candidate's guidance and research planning, as well as research implementation and outcome evaluation in the course of the doctoral assessment process, may be persons who hold the degree of doktor [doctoral degree; PhD] of a given or*

*related discipline of science or the arts and who do not qualify to undertake the role of principal supervisor in a doctoral assessment process.*

*7. The Faculty Council determines the maximum number of doctoral candidates that one supervisor can supervise academically at once.*

*8. The obligations and duties of a doctoral advisor shall terminate when a supervisor is appointed.*

#### § 17

*Obligations and duties of a doctoral advisor, supervisor or subsidiary supervisor include in particular:*

*1) supporting doctoral candidates in independent research work;*

*2) providing doctoral candidates with such academic and methodical guidance as may be required for their research;*

*3) annual evaluation of doctoral candidates' academic development in the form of a written opinion or signature placed on a candidate's progress report on research, which they shall submit alongside their grade book within the deadlines set forth in this Handbook;*

*4) assistance in the organisation of research;*

*5) methodical guidance and support in the process of gaining didactic experience;*

*6) selection and submission for approval of the Head of Doctoral Programmes of courses comprising the individual doctoral study programme;*

*7) issuing opinions on any and all applications and forms filed by a doctoral candidate and concerning their doctoral programme, especially conference request forms and academic placement request forms;*

*8) issuing opinions on a doctoral candidate's request for doctoral programme extension;*

*9) requesting that the Head of Doctoral Programmes remove a candidate from the list of doctoral candidates in the event that the doctoral candidate should fail to fulfil his or her obligations, and in particular in the event that the doctoral candidate shall fail to make progress in his academic and research work.*

### **3.11 Supervision and managerial duties (M=3,43)**

#### **Definition adopted from the European Charter for Researchers**

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

The University of Silesia makes every endeavour to ensure that relations between novice employees and their more senior colleagues, immediate superiors, doctoral advisors and coordinators are not just positive but stable enough for doctors, assistants and junior adjuncts to participate in research, research team meetings, conferences, discussion panels, as well as in elaboration and publication of joint research, etc.

Senior researchers are obliged to support the junior ones at each stage of their professional development and to strive to foster successful development of their academic and scientific career.

Furthermore, researchers from the University of Silesia embark on managerial duties, heading various units within the University, act as project managers, and perform a variety of roles in various University bodies and academic and scientific organisations in Poland and abroad. They represent the University as members of numerous committees, science associations and advisory bodies, and thus tighten scientific, business and social relations. By doing so, they also expand their expert knowledge and gain managerial experience, which in turn improves efficiency and facilitates transfer of knowledge from the University.

### **3.12 Continuing professional development (M=3,27)**

#### **Definition adopted from the European Charter for Researchers**

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

The University creates conditions conducive to proper and constant scientific development of an academic teacher, especially at initial stages of their careers. To achieve this objective, the University every year devotes financial resources to research carried out by academic teachers, as well as to participation in conferences and scientific symposiums, placements in foreign-based scientific centres, paid sabbatical leaves granted to carry out research outside of the University, etc.

In order to ensure high qualifications of its academics, the University offers extra financial bonuses to academic teachers who stand out against their colleagues in terms of their research, didactic and administrative work. These include: minister's awards, rector's awards, performance-related pay raise, as well as teaching load reductions for persons carrying out research projects.

The University is guided by a concern for continuous development of its employees. Highly qualified academic faculty guarantee world-class research. This is why the University supports its employees and doctoral candidates in the successful seeking of funding for scientific and research activity. Awards and bonuses for academic teachers motivate the staff to submit domestic and international project proposals. The University covers the cost of academic promotion procedure of its employees regardless of the level and of whether it is carried out at the University or outside of it.

## **Area II : General Principles and Requirements Applicable to Employers:**

### **3.13 Recognition of the profession (M= 3,06)**

#### **Definition adopted from the European Charter for Researchers**

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



Academic teachers embarking on a research career at the University are employed as assistants or adjuncts and enjoy the same rights as other academic teachers. All academic teachers, regardless of career level, are treated as professionals, and professionalism is understood as a conscientious attitude to one's work and role, and as paying a high level of attention to quality and relevance of one's competences and qualifications. If said attitude, competences and qualifications translate into research accomplishments, the teacher's scientific standing and contribution to the development of science are recognised and acknowledged, and the teacher is treated as prominent specialist in his or her science discipline.

### 3.14 Non-discrimination (M=3,99)

#### Definition adopted from the European Charter for Researchers

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

The University abides by the principle of non-discrimination in employment, provides equal opportunities with respect to access to employment, and guarantees equal treatment throughout the employment relationship. Each newly-hired employee is obliged to get familiar with the non-discrimination policy and confirms doing so in writing.

Pursuant to the University of Silesia Handbook of Employee Rules and Regulations, the University must prevent discrimination in employment, with special focus on prevention of discrimination on grounds of gender, age, disability, race, religion, nationality, political beliefs, trade union membership, ethnic background, faith, sexual orientation, as well as basis of employment (indefinite/definite period of time, full-time and part-time). Annex no. 1 to the University of Silesia Handbook of Employee Rules and Regulations presents provisions on equal treatment of men and women in employment, as laid down in the Labour Code.

### 3.15 Research environment (M=3,13)

#### Definition adopted from the European Charter for Researchers

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

Research at the University of Silesia is carried out using modern research and library infrastructure, state-of-the-art equipment, advanced apparatus, well-equipped laboratories and suitable facilities. Chorzów-based **Silesian Intercollegiate Centre for Education and Interdisciplinary Research (ŚMCEBI)** houses over 70 laboratories and research rooms, thus enabling education and carrying out of research in the field of exact sciences, natural sciences, and technology. ŚMCEBI offers researches state-of-the-art, unique research apparatus and ultramodern laboratories. **The Scientific Information Centre and Academic Library (CINiBA)** is a joint project of the University of Silesia and the University of Economics in Katowice. Offering free access to top-class professional sources of knowledge from all over the world, it is the region's only hybrid library as it provides literature both in printed and digital form, both in-house and via the Internet. It is a place where

academic and scientific ideas can be exchanged freely. Initiatives such as the ŚMCEBI and CINiBA give a strong impetus to the University of Silesia in striving to modernise and upgrade all of its laboratories and research room so that all research, tests and experiments can be carried out in optimal conditions.

The University of Silesia starts science consortia and enters into agreements with outside institutions in order to undertake and carry out joint projects and share research infrastructure. The University supports its employees in carrying out research through such departments as the Centre for Projects and Cooperation with Industry and the Department of Science and Research, both of which offer complex guidance and assistance at each stage of research preparation, carrying out and financial reporting.

### 3.16 Working conditions (M=3,82)

#### Definition adopted from the European Charter for Researchers

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

The University strives to create such working conditions for its employees as to allow them to achieve high scientific and didactic results. Researchers and academic teachers work according to a specific teaching load. When an employee is involved in a research project, flexible working arrangements can be applied, e.g. by reducing the teaching load or granting such an employee a paid sabbatical leave.

It is important for the University that its employees are able to maintain work-life balance. Hence, if an academic teacher is not working due to being on maternity leave, paternity leave or childcare leave, the period of child-related leave is excluded from the period of time assigned for earning the degree of *doktor* [doctoral degree; PhD] or *doktor habilitowany* [postdoctoral degree; D. Litt]. In this way, employees who have children are provided with conditions encouraging academic development. The same principle applies to academics who, due to their health, must apply for a leave of absence. Domestic regulations allow for combining parental leave with working at the employer granting the leave for up to half of the normal working time.

### 3.17 Stability and permanence of employment (M=2,99)

#### Definition adopted from the European Charter for Researchers

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

An increasing number of academic teachers at the University are employed for an indefinite period of time. Fixed-term employment contracts are concluded with persons who substitute permanent employees due to their justified absence from work, with retired academic teachers and with persons whose employment is paid in full from external sources. Currently binding domestic regulations have significantly limited the length of fixed-term employment contracts with a single employer to 33 months.

### 3.18 Funding and salaries (M=2,94)

#### Definition adopted from the European Charter for Researchers

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

The University provides academic teachers with remuneration adequate to their position in accordance with applicable domestic and sectoral legislation and internal regulations. For prominent specialists, additional financial bonuses are available. These include minister's awards, rector's awards, or a performance-related pay raise. Persons tasked with extra assignments are eligible to receive a special bonus and an allowance for quality-focused initiatives. Furthermore, for creators of items protected by intellectual property rights, and in particular creators of industrial property items, the Regulations guarantee additional (in addition to salary) remuneration for successful commercialisation of items developed by the creator by the University.

In compliance with effective domestic regulations, the University pays insurance premiums and secures funds for social benefits for all employees at each career stage.

### 3.19 Gender balance (M=3,41)

#### Definition adopted from the European Charter for Researchers

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

The University of Silesia employs a total of 3.404 staff, including 2.067 academics and researchers. The ratio of male to female employees is 38.78% (M) and 61.22% (F), which stems from the fact that administrative positions are dominated by female employees. Among academic faculty members the ratio is, respectively 44.12% (M) and 55.88% (F). Among faculty deans the male to female ratio is 58.7% (M) to 41.30% (F). The University of Silesia Senate has 65.71% male to 34.29% female representatives.

The University is an equal opportunities employer, which applies not only to the recruitment process, but also to all professional career stages. Both in the recruitment process and promotion procedure the key criteria taken into consideration are centred around aspects such as competence, experience, academic and research accomplishments and organisational skills.

Pursuant to the University of Silesia Handbook of Employee Rules and Regulations, the University is obliged to prevent discrimination in employment. This applies in particular to discrimination in grounds of gender. Annex no. 1 to the University of Silesia Handbook of Employee Rules and Regulations presents provisions on equal treatment of men and women in employment, as laid down in the Labour Code.

### 3.20 Career development (M=3,28)

#### Definition adopted from the European Charter for Researchers

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

Each academic teacher has the opportunity to go through all stages of professional development (from assistant to ordinary professor). The length of time spent working at a particular position depends on the pace of scientific career development of particular employees. Career development depends in particular on how quickly an academic teacher earns the degrees of *doktor* and *doktor habilitowany* [doctoral degree; PhD and postdoctoral degree; D. Litt, respectively] and the academic title of *profesor* [professor]. At each stage of scientific career there are different forms of support available which enable position promotion. The University covers the cost of academic promotion procedure of its employees regardless of the level and of whether it is carried out at the University or outside of it. The employees are familiar with qualification requirements for the various positions as these are laid down in internal regulations. Each employee has the right to compete for a higher position.

### 3.21 Value of mobility (M=3,58)

#### Definition adopted from the European Charter for Researchers

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

International mobility is one of the priorities of the University of Silesia. Internationalisation of research and study programmes and increasing academic mobility is one of five key objectives presented in the University of Silesia in Katowice Development Strategy 2012–2020 (available at

<http://bip.us.edu.pl/files/bip/strategia20120309.pdf>). A number of the operational objectives laid down in the Strategy are intended to promote and boost international mobility:

1.3.1.6. Increase in the number of outbound and inbound travels of academic staff as part of international programmes and bilateral agreements;

1.3.1.9. Participation of academics in prestigious international conferences and congresses;

1.3.1.11. Creating and updating a comprehensive database devoted to foreign travel opportunities for University of Silesia employees.

In order to stress the importance of internationalisation and academic mobility support, a University of Silesia Senate Committee on International Cooperation was established in 2012 with a view to elaborating principles for supporting international mobility of University of Silesia students and employees.

International mobility at the University of Silesia is well developed and is supported by both University and faculty authorities. Employees and doctoral candidates may travel abroad under various programmes and international scholarship schemes, such as:

- government scholarships,
- bilateral agreements on scientific and didactic cooperation,
- Erasmus+ programme,
- projects funded under the EU framework programmes,
- projects funded under the EU structural funds,
- other international projects and programmes (e.g. The Visegrad Fund, CEEPUS).

The University has completed and is doing a number of projects dedicated to academic mobility. These include project NITKA - PO KL 4.3 - Increasing the number of adults in IT tools and technology education (104 international scientific internships for researchers), IRNET - 7PR - International research network for study and development of new tools and methods for advanced pedagogical science in the field of ICT instruments, e-learning and intercultural competences (approximately 200 international placements), LLP/Erasmus (over 300 outbound travels per year for didactic and training purposes). The University is party to over 650 international agreements which enable academics to travel to 48 countries around the world. Young researchers, under 35 years of age, can participate in the Minister of Science and Higher Education Mobility Plus Programme, which provides them with opportunities to participate in research carried out in prestigious science institutions based abroad under the supervision of world-renowned scientists.

The number of outbound international travels in on the increase. Also on the increase are funds available for such travels. Over the past 10 years the number of employees and students travelling abroad has gone up by 25%, and the amount of funds available for this has risen by 100%. The costs of international travels at the University of Silesia in the year 2015 was 9 million PLN, of which 47% was covered by international projects.

Also important are visits made by researchers from abroad. In 2015 a total of 2374 foreigners (employees and students) from 79 different countries visited the University of Silesia.

Travels abroad are governed by domestic laws and internal regulations of the University of Silesia. Such travels are regulated by the following acts:

- Regulation of the Minister of Science and Higher Education of 12 October 2006 on terms and conditions governing the sending of persons abroad for academic, didactic and training purposes and on special rights of these persons.
- Regulation of the Minister of Labour and Social Policy of 29 January 2013 on amounts payable to a state of local government employee for official travel.
- Resolution No. 112 of the University of Silesia Senate of 24 June 2008 on terms and conditions governing the sending of University of Silesia employees, doctoral candidates and students abroad for academic, didactic and training purposes.
- Regulation No. 26 of the Rector of the University of Silesia of 20 February 2015 on the introduction of Instruction governing the terms and conditions for the sending of University of Silesia employees, doctoral candidates and students abroad for academic, didactic and training purposes, as amended.
- Regulation No. 30 of the Rector of the University of Silesia of 20 April 2016 on the introduction of Instruction governing the amounts payable to employees for official travel, travels by persons who are not University of Silesia employees, travels by guests, and settlement of official travel expenses.

In 2015, the University organised a series of information meetings held at various faculties with the objective of raising employees' awareness of foreign travel opportunities and terms and conditions governing official travels.

International and intersectoral mobility is also an important element taken into account in period employee performance appraisals. This stems from the University Statute and Regulation No. 135 of the Rector of the University of Silesia of 30 September 2013 amending regulation on determining an academic teacher evaluation form template. Subject to evaluation are the following aspects:

- improving professional qualifications through participation in courses, academic placements, foreign internships, postgraduate programmes and traineeships.
- cooperation with domestic and foreign-based higher education institutions, Polish Academy of Sciences, Polish Academy of Arts and Sciences, domestic and foreign-based research institutions, cultural institutions, educational centres and other institutions and organisations, including cooperation with regard to teaching classes in partner institutions, teaching classes in a foreign language as the language of instruction, and organising international exchange of academics and students.

### **3.22 Access to research training and continuous development (M=3,07)**

#### **Definition adopted from the European Charter for Researchers**

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

Persons seeking jobs may take part in open competitions for academic teacher positions. Employees with fixed-term employment contracts may actively participate in creating jobs for themselves, e.g. through work in teams submitting proposals for projects funded by external sources and then participate in such projects.

Young researchers may also become beneficiaries of projects carried out at the University of Silesia or outside of it and by doing so may gain additional qualifications.

The University of Silesia supports its employees at all career levels and stages and enables them to participate in professional and scientific trainings. Researchers and doctoral candidates may also take part in trainings organised by various units within the University, such as trainings on submitting successful calls research project proposals, trainings devoted to the process of commercialisation, or trainings on patent award procedure.

### **3.23 Access to career advice (M=3,58)**

#### **Definition adopted from the European Charter for Researchers**

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

The University provides opportunities for professional development and qualification raising for all of its employees. It carries out training tasks in line with training needs determined by heads of units and departments. Participation in conferences, symposiums, academic placements and boards of various institutions provides numerous networking opportunities for the University's academic faculty.

### **3.24 Intellectual property rights (M=3,99)**

#### **Definition adopted from the European Charter for Researchers**

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

The University is guided by a concern for the protection of intellectual property rights at each level of operation. Not only does it implement and adhere to relevant requirements as may be laid down in acts and related secondary legislation, but it also strives to ensure that provisions of the law are actually understood by members of the academic community, researchers in particular, and that academics have easy access to the Patent Attorneys Office.

Staff working at the Patent Attorneys Office deal with professional protection of industrial property items before domestic and international industrial property offices and with protection of copyright works. They also provide counselling services to researchers, students and companies cooperating with the University of Silesia, and organise workshops dedicated to protection of intellectual property and commercialisation at the particular faculties within the University of Silesia.

Researchers are also regularly informed of any and all changes in the status of their patent applications and other applications submitted with the Patent Office of the Republic of Poland (information on submission of an application, information on publication of an application in the Bulletin of the Patent Office of the Republic of Poland, decision on the award of a patent).

As a result of amendments to the Regulations on protection, use and management of results of intellectual works at the University of Silesia in Katowice and principles for the commercialisation of results of intellectual works, a special handbook has been elaborated (available at <http://transfer.us.edu.pl/regulamin-pwi>) which describes in an accessible way any and all changes made to the Regulations. Also, a special communication channel, in the form of an email address ([regulaminPWI@us.edu.pl](mailto:regulaminPWI@us.edu.pl)), thanks to which every person who has doubts regarding the Regulations, may quickly get an answer.

### 3.25 Co-authorship (M=3,81)

#### Definition adopted from the European Charter for Researchers

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

The University of Silesia supports researchers working in research teams and positive views co-authorship. The University strives to ensure a high standard of publications and fair review of the input of particular authors. Co-authorship is awarded e.g. in the process of evaluation of individual output of an academic teacher. Awards for team research work, including co-authored publications, are also provided for in the Regulations on rector's awards for academic teachers.

### 3.26 Supervision (M=3,31)

#### Definition adopted from the European Charter for Researchers

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

Proper relations, support and supervision of a doctoral advisor is extremely important for academic development of an early-stage researcher. Each doctoral candidate at the University is guaranteed the right to academic supervision of an experienced researcher, said right being guaranteed in the Handbook of Regulations for Doctoral Candidates. Doctoral advisors support candidates in independent research or artistic work from the moment they enrol in a doctoral programme, provide them with such academic and methodical guidance as may be required for their research, help them structure their research, but also periodically evaluate their work progress. Supervision over doctoral candidates is one of the criteria taken into account in the process of academic teacher's performance appraisal.

Immediate superiors of academic teachers ("mentors") are obliged to participate in the planning of academic careers of their subordinates ("tutees") and oversee the achievement of goals laid down for them starting from the beginning of their employment to the moment they become senior academic staff members.



Pursuant to the Mission Statement of the University of Silesia:

*The University constitutes a kind of moral obligation towards generations co-creating the history of the nation and the world, thanks to which the wealth of knowledge of the past continues to be developed in new research, individual needs translate into measures and actions that benefit the entire academic community, and educational quality is a matter of major concern. The University, as a community of scholars and students, sees its mission as not just the sharing of information essential for future professional lives of its students, but first and foremost as discovering students' skills and abilities, and as opening cognitive perspectives for them which they will then pursue on their own as thinking humans and attentive participants of events that are part of everyday reality. Using science, the University devotes itself to educating students.*

(...)

*In their mission to educate, teachers express not just a desire to share and shape knowledge, but above all declare readiness and willingness to communicate with another person. Maintaining and deepening kindness and understanding in this contact, not only in the Teacher - Student, but also in the Academic - Administrator relation is one of the principal tasks of the University.*

*It is worth reminding of this obligation especially now that research increasingly requires the difficult skill of using complicated and usually depersonalised IT tools; while wholeheartedly supporting the popularisation and improvement of these technologies, we wish to emphasise the University's responsibility for the human dimension of science. Struggling with a research question and trying hard to describe it to another person, we see the value of thought as work and effort to avoid the banality of ready solutions.*

*The final mission of university education is to remain open to the value of each individual person and yet not resign from satisfying the growing educational needs of the society. In meeting those needs, the University must exercise utmost care to maintain the highest quality of research and teaching.*

### **3.27 Teaching (M=2,37)**

#### **Definition adopted from the European Charter for Researchers**

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

The preferred academic career path at the University of Silesia is research combined with teaching, which allows to merge research and didactic experience.

The University, as a community of students and teachers/researchers (*universitas magistrorum et studentium*), operates with the conviction that good work and good didactic results depend on efforts put into shaping a creative attitude to reality. Therefore, the objective of classes is to awaken the ability to ask questions and attempt to solve answers together. The more such answers follow from a student's independent reflection, the more the University has fulfilled its mission, which is to provide beneficial study

conditions allowing students to gain knowledge through contact with professors and other academics. In order to achieve this goal, the University launches new, flexible curricula, and offers opportunities for combining several study programmes. Curricula should encompass a miscellaneous and varied ways for gaining knowledge, depending on the needs of the labour market, but should also foster a feeling of intellectual and professional flexibility, combined with openness to the need for lifelong learning and willingness to retrain or expand one's knowledge if one's private or professional life should require doing so.

Didactic work of academic teachers is extensively regulated by the University's internal regulations (e.g. the **Statute, Handbook of Employee Rules and Regulations, Resolution No. 93 of the University of Silesia Senate of 21 May 2002 on the teaching load of academic teachers**). The teaching load is determined in such a way so that an employee's didactic obligations do not hinder or prevent their scientific development and carrying out of research. Furthermore, in justified cases the teaching load may be reduced or an employee may be granted sabbatical leave. This may be the case when a teacher is involved in assignments which are of high importance for the University and which require a significant workload or when a teacher is carrying out research projects. Pursuant to the **Resolution No. 141 of the University of Silesia Senate of 25 June 2013 on overtime teaching load**, whenever an academic teacher's teaching hours exceed the statutory teaching load, such additional teaching hours shall be paid as overtime in addition to the employee's regular salary. Also, a teacher may only be assigned such additional teaching hours upon his or her consent. Applicable regulations also govern the issue of a maximum increase in the teaching load. The youngest researchers - doctoral candidates are also assigned teaching hours, on terms and conditions laid down in the Handbook of Regulations for Doctoral Candidates.

The research-teaching staff is subject to periodic appraisal covering various aspects of their work. For instance, academic teachers are evaluated in terms of how they fulfil their obligations with respect to teaching of students and doctoral candidates. Moreover, academic teachers employed as ordinary or extraordinary professors (*professor ordinarius* and *professor extraordinarius*, respectively) are also evaluated for their input in the development of researchers. The results of such appraisals translate in particular into awards and distinctions, the amount of remuneration, or appointment to managerial and executive positions.

### 3.28 Evaluation/appraisal systems (M=3,96)

#### Definition adopted from the European Charter for Researchers

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

At least once in four years, the University of Silesia conducts periodic performance appraisal of all academic staff. The appraisal is intended to evaluate teachers' performance with respect to discharge of their duties and requirements laid down in the Act of 27 July 2005 - Law on Higher Education, in particular with respect to advancing their scientific or artistic output, teaching and mentoring students, participating in the discharge of organisational tasks, development of research staff (applicable to academic staff holding the academic title of *profesor* [professor] or the degree of *doktor habilitowany* [postdoctoral degree; D. Litt]),

developing their professional competencies, and respect for copyright and related rights, as well as industrial property rights.

Performance appraisal is conducted by Performance Appraisal Committees appointed by the rector or collegial bodies and comprised of established specialists working at the University. The makeup of the committee is supposed to safeguard a reliable and impartial appraisal. In order to ensure a fair appraisal, an expert from outside of the University of Silesia may be appointed.

Performance appraisal of a staff member receiving a negative assessment is repeated after a year. The date of a repeated performance appraisal for staff members who received a conditional positive assessment is determined on an individual basis, subject to provision that timing between the two appraisals must not be shorter than one year.

A staff member may appeal against the assessment. Employment relationship may be terminated with an academic staff member receiving a negative assessment. In the event of two successive negative assessments in the performance appraisal, the rector terminates an employment relationship with such a staff member.

The results of performance appraisals have impact on an employee's further employment and translate into awards and distinctions, the amount of remuneration, or appointment to managerial and executive positions.

### **3.29 Complaints/appeals (M=3,47)**

#### **Definition adopted from the European Charter for Researchers**

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

The University handles all complaints regarding any forms of misconduct by an academic teacher. In order to determine legitimacy of a complaint, an investigation committee is appointed. If the accusations are corroborated by evidence collected by the committee, the committee requests the adoption of preventive measures intended to solve the conflict.

Pursuant to applicable domestic and sectoral regulations, academic teachers are liable to disciplinary action if their work performance or their conduct is considered to breach accepted professional and ethical standards. If this is the case, a disciplinary ombudsman, who is a lawyer, investigates the matter and, if the complaint is deemed legitimate, demands that the university disciplinary committee impose a disciplinary penalty on the teacher.

### **3.30 Participation in decision-making bodies (M=4,12)**

#### **Definition adopted from the European Charter for Researchers**

Employers and/or funders of researchers should recognise it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the

institutions for which they work, so as to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the institution.

Under the legislation currently in force, researchers have their representatives in all University bodies as well as in committees appointed pursuant to provisions laid down in the University of Silesia Statute. Pursuant to the **Law on Higher Education** and the **University of Silesia Statute**, the collegial bodies of the University of Silesia are as follows: the Senate and Faculty Councils of academic units. The collegial bodies are predominantly composed of representatives of academic staff. Each member has the right to submit proposals for resolutions. Doctoral candidates also have their representatives in the collegial bodies.

### 3.31 Recruitment (M=3,53)

#### Definition adopted from the European Charter for Researchers

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

In line with applicable domestic sectoral regulations, academic teachers at the University of Silesia are recruited in the process of open competitions, whose objective is to select the best candidates with the highest qualifications, interested in carrying out research and having an aptitude for teaching. The competitions, depending on academic units, are addressed to both early-stage researchers and senior ones. Job announcements specify the required qualifications, which vary depending on the positions advertised. Each person who meets the criteria set out in the job announcement may apply, and any and all breaks in the academic career do not have any influence on the assessment of the candidate.

#### Area III: General Principles and Requirements for the Code of Conduct for the Recruitment of Researchers

### 3.32 Recruitment (M=3,46)

#### Definition adopted from the European Charter for Researchers

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

The University uses transparent recruitment procedures, and each applicant has the right to access the competition documentation. Information on competitions is made public. Job advertisements precisely

specify what qualifications are required for the job advertised and what documents confirming that the candidate meets formal requirements shall be presented.

Candidates' qualifications, skills and suitability for the job are evaluated by selection committee, and final decision is made by the competent collegial body.

The University of Silesia Statute specifies that the minimum time allowed for submission of applications is 14 days. Each job advertisement, however, is evaluated individually to determine whether enough time is allowed for all interested candidates to submit their applications. Whereas the deadline for submission of applications can be longer than the minimum specified above, allowances must be made for the fact that the deadline for selection and announcement of results must not exceed 2 months starting from the date of the job advertisement. This limits the unnecessary stalling of the recruitment process and reduces the time candidates need to wait before they can commence employment.

### 3.33 Selection (M=3,49)

#### Definition adopted from the European Charter for Researchers

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

Selection committees at the University are appointed by collegial bodies (faculty councils and the senate) and are composed of established specialists. The makeup of the committee is supposed to safeguard an objective evaluation of candidates' qualifications and their suitability for the job. Selection committees adopt a resolution on selecting a winning candidate via a secret ballot by a simple majority of votes. The committees are obliged to draw up recruitment procedure minutes. Candidates for the position of ordinary professor are additionally evaluated by an external reviewer, representing the same or related discipline of science. Final decisions are made by faculty councils, and each candidate has the right to access the competition documentation.

### 3.34 Transparency (M=3,16)

#### Definition adopted from the European Charter for Researchers

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

Job advertisements are published on faculty and university notice boards as well as on Internet websites of the University, office of the minister responsible for science and higher education and office of the supervising minister, as well as on the European Commission's researcher in motion website.

Job advertisements present information on qualification and documentation requirements, steps in the recruitment process, when and where to submit an application, as well as on the estimated date of announcement of the selected candidate and employment procedure.

Candidates who are not selected are informed of this fact and receive their applications back. Each candidate has the right to access the competition documentation.

### 3.35 Judging merit (M=3,22)

#### Definition adopted from the European Charter for Researchers

The selection process should take into consideration the whole range of experience of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered.

This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be properly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular attention should be paid to any contributions to patents, development or inventions.

Selection committees handling the recruitment process take into consideration academic output of the candidates, their didactic and organisational achievements, participation in conferences and science symposiums, domestic and international cooperation with other research institutions, supervision, teamwork experience, management of research, grant winning experience, cooperation with industry, etc. Candidates' qualifications are judged qualitatively, and the suitability of their skills for their potential work at the University is evaluated.

### 3.36 Variations in the chronological order of CVs (M=3,54)

#### Definition adopted from the European Charter for Researchers

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

Employment breaks and breaks in academic career do not have a material impact on evaluation of candidates. What matters is their achievements, research interests, or aptitude for scientific and didactic work. Experience gained outside of the academia may be highly valued if it led to the development of competences useful in the work of an academic teacher. Candidates with industry experience may become a valuable asset as their knowledge and experience may translate into research commercialisation successes.

### 3.37 Recognition of mobility experience (M=3,83)

#### Definition adopted from the European Charter for Researchers

Any mobility experience, e.g. a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training

or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher.

Mobility experience, specially experience gained in another country or research centre, is highly evaluated in the recruitment process. The University in fact values any experience which may prove useful in the job advertised.

### 3.38 Recognition of qualifications (M=3,55)

#### Definition adopted from the European Charter for Researchers

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

The University is receptive to open and creative people, whose nonformal and frequently difficult to document qualifications are replaced by practical skills. Domestic law affords the possibility of waiving the formal requirements, e.g. for a foreigner, of holding the degree of *magister* [master's degree] and the academic degree and recognising the education and academic degrees earned abroad. It is regulated by the following provisions:

- Act of 27 July 2005 - Law on Higher Education (consolidated text Dziennik Ustaw - Official Journal of Laws of 2012, item 572, as amended), Part III. Employees of Higher Education Institutions. Chapter 1. General provisions. Art. 109. 3a [Employment at particular positions] *When employing a non-national, or Polish nationals who in another country have been awarded an academic, arts or other degree, a derogation may be made from the requirements laid down in Article 114, Art. 115* [Employment of persons not meeting the requirements laid down in the act],
- intergovernmental agreements on the recognition of academic degrees and titles.

### 3.39 Seniority (M=3,73)

#### Definition adopted from the European Charter for Researchers

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

The level of qualifications required at the University is in line with the needs of the position (the higher the position, the higher the level of qualifications required of a candidate). For research and research-teaching positions considerable academic output is mainly required, whereas in case of recruitment for didactic positions what matters most is the didactic competences. As far as promotion of an employee is concerned, in addition to didactic competences the candidate must also be evaluated highly by students and doctoral

candidates for the discharge of his or her didactic duties. In the recruitment process a candidate's entire professional career is analysed.

### 3.40 Postdoctoral appointments (M=3,68)

#### Definition adopted from the European Charter for Researchers

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

A person holding the academic degree of *doktor* [doctoral degree; PhD] may be employed at the University as *asystent* [an assistant] or *adiunkt* [an adjunct]. Domestic laws specify the maximum duration of employment at the position of *asystent* [assistant] for persons who do not hold the academic degree of *doktor* [doctoral degree; PhD], and maximum duration of employment at the position of *adiunkt* [adjunct] for persons who do not hold the academic degree of *doktor habilitowany* [postdoctoral degree; D. Litt]. It is not legally possible to include (count in) periods of employment at these positions at other higher education institutions or research institutions.

*Asystent* [assistant] who earns the academic degree of *doktor* [doctoral degree; PhD] and meets requirements laid down in internal regulations may be promoted to the position of *adiunkt* [adjunct].

*Adiunkt* [adjunct] who earns the academic degree of *doktor habilitowany* postdoctoral degree; D. Litt] may be promoted to a higher position (*profesor nadzwyczajny*; *professor extraordinarius*) on condition that they meet qualification requirements laid down in internal regulation for the position of *profesor nadzwyczajny*.



## 4. Questionnaire survey results

### 4.1. Survey methodology

Questions for the survey were created based on the Polish language version of the European Charter for Researchers (ECR) in order to obtain from the respondents as accurate as possible assessment of meeting of the particular criteria by the University of Silesia in the process of applying for the "HR Excellence in Research" award.

The questionnaire comprises 41 questions reflecting the 40 criteria set forth in the European Charter for Researchers. In case of one criterion (Section 2. Code of Conduct for the Recruitment of Researchers > Transparency), the criterion was broken down into questions in the survey (questions 34 and 35) as the criterion is devoted to two different issues, i.e. informing candidates on the recruitment process requirements (34) and providing feedback upon completion of the recruitment process (35).

The first page of the survey presented information on the objective of the survey and the principles of data analysis, as well as information on the anonymity of the respondents.

Next, the respondents were presented the particular questions, presented on four consecutive pages. The questions in this part were compulsory, single-choice questions.

The answer catalogue encompassed a five-grade scale and the answer *I don't know (I don't know - I have no knowledge on this topic)*, introduced for better differentiation of results and identifying those areas within the ECR that employees do not have sufficient information about. The answer scale was as follows: 1 - *definitely doesn't meet*, 2 - *meets to a small degree*, 3 - *meets to an average degree*, 4 - *meets to a large degree*, and 5 - *definitely meets*. The respondent was asked to select one answer which best reflects his or her opinion on to what extent the University meets a given criterion.

In the next part the respondents were asked to answer 4 text questions reflecting next areas within the ECR, i.e. (1) ethical and professional aspects of working as a researcher at the University of Silesia, (2) recruitment and performance appraisal at the University of Silesia, (3) working conditions and social insurance at the University of Silesia, and (4) trainings and development at the University of Silesia. This part of the questionnaire was optional, and the respondents were informed of that in the header.

The final part of the questionnaire encompassed a personal information profile, with questions about the respondents' sex, age divided into groups, academic degree/title, professional group (category) at the University of Silesia, seniority, and place of employment (faculty or another organisational unit within the University). In order to maintain anonymity of the survey, provision of information on the place of work was optional.

### 4.2. Carrying out of the survey

The survey was carried out in via an online questionnaire in the University of Silesia survey system managed by the University of Silesia Distance Learning Centre. The questionnaire was available between 24 June and 13 July 2016.

Information on the survey was passed to faculty Deans by a Rector's letter, and also by email which was sent to all academic staff members of the University of Silesia. Invitations to fill out the questionnaire were sent via a mailing list to 1915 persons. After two weeks the invitations were resent.

### 4.3. Results analysis

#### 4.3.1. Sample description and analysis of demographics

The mailing list employees.teachers-I that was used to send out survey invitations encompasses 1915 persons and so this number was treated as a base number of respondents.

The system registered 500 entries to the survey website, however only a part of the persons who opened the questionnaire provided answers which qualified for further analysis. The criterion for admission into the research sample was providing answers to all questionnaire surveys and giving information on one's professional group (category) membership at the University of Silesia. After the elimination of incomplete questionnaires, 258 persons were qualified as the research sample. In other words, the response rate was 13.47%.

The questionnaire was filled out by 145 females (56.2%) and 113 males (43.8%). The percentage distribution of respondents by sex is presented in chart 1.

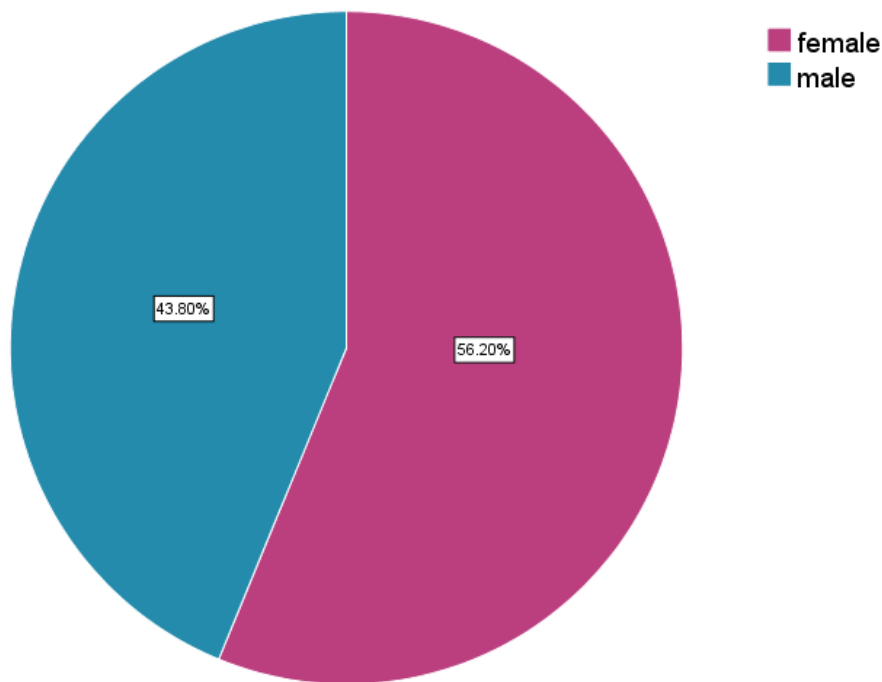


Chart 1. Percentage distribution of respondents by sex (N = 258)

The largest represented age group was the age group 36-45, accounting for 34.5% of the sample, whereas the least represented (13 persons) were respondents over the age of 65, who accounted for 5% of the sample. Chars 2 shows the percentage share of each of the age groups in the sample. The average seniority of the respondents at the University of Silesia was slightly over 17 years (Max = 48 years, Min = under 1 year).

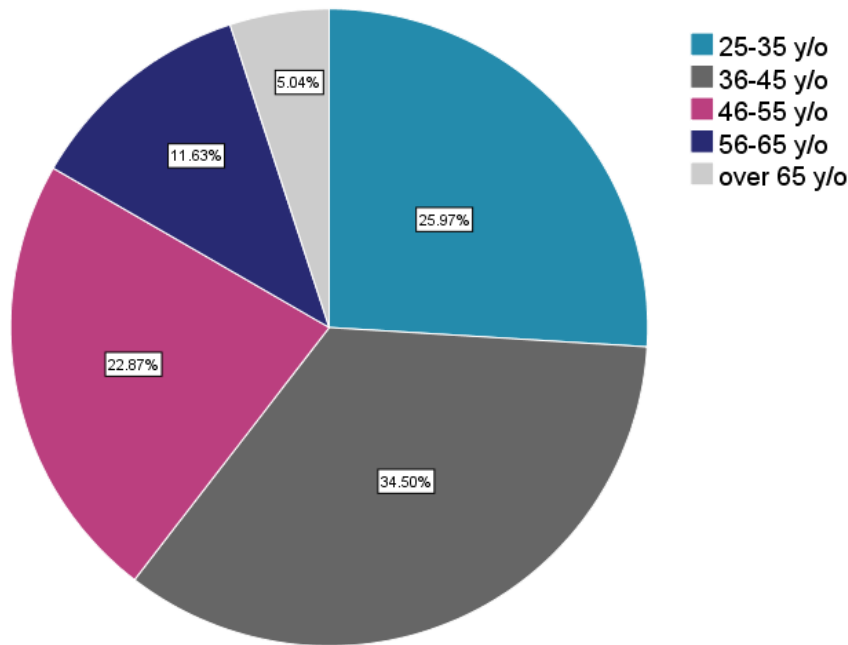


Chart 2. Percentage share of each of the age groups in the sample (N = 258)

The analysis according to academic degrees and titles as well as professional qualifications of the respondents is presented in table 1. The largest represented group is persons with the academic degree of *doktor* [doctoral degree; PhD] (113; 43.8%) and *doktor habilitowany* [postdoctoral degree; D. Litt] (77;29.8%), whereas the least represented group were respondents with the degree of *magister* [master's degree] (28;10.9%). Table 1 presents the number of persons and percentage breakdown of the particular groups in the sample.

Table 1

*Breakdown of the sample according to academic degrees/titles and professional qualifications*

	N	%
Engineer's/ Bachelor's degree	1	0,4
Master's degree	28	10,9
Doctoral degree	113	43,8
Postdoctoral degree	77	29,8
Professorial title	39	15,1
Total	258	100,0

One of the criteria for acceptance into the research sample was provision by the respondents of information on membership in a particular professional group (category). The criterion was used in order to ensure that the sample was representative. The largest represented professional group (category) was that of adjuncts (162 persons), who accounted for 62.8% of the sample, whereas the least represented group were doctoral

candidates (4 persons; 1.6%), which may be explained by the fact that doctoral candidates are frequently employed as assistants. Table 2 presents the number of persons in each group according to their professional group (category).

Table 2

*Breakdown of the sample according to professional groups (categories)*

	<i>N</i>	%
Doctoral candidate**	4	1,6
assistant	32	12,4
adjunct	162	62,8
extraordinary professor	32	12,4
ordinary professor	17	6,6
other	11	4,3
Total	258	100,0

\*\* Doctoral candidates who were at the same time employed under a contract of employment selected the professional group (category) of assistant.

Comparing these data to information on professional groups (categories) at the University of Silesia, in particular to academic degrees and titles of employees, the structure of the sample can be considered comparable to the academic population of the University of Silesia.

While, providing information on the place of employment was not obligatory, answers to this question were analysed as well - the analysis is presented in Table 3. There are differences in the numbers of respondents at the particular faculties. Nevertheless, allowances must be made for the fact that, given the anonymity of the survey, full control of the variable was not possible.

Table 3

*Breakdown of the sample according to place of employment*

	<i>N</i>	%
Faculty of Philology	58	22,5
Faculty of Mathematics, Physics and Chemistry	41	15,9
Faculty of Social Sciences	27	10,5
Faculty of Pedagogy and Psychology	26	10,1
No information on place of employment	25	9,7
Faculty of Biology and Environmental Protection	22	8,5
Faculty of Earth Sciences	20	7,8
Faculty of Computer Science and Materials Science	18	7,0
Faculty of Ethnology and Educational Science	6	2,3

Faculty of Law and Administration	6	2,3
Faculty of Fine Arts and Music	5	1,9
Faculty of Theology	2	0,8
School of Management	2	0,8
Total	258	100,0

---

### 4.3.2. Analysis of answers

The research team decided that in order for respondents' opinion to be declared as positive in the particular categories a 50% threshold would be adopted. This means that if answers 4 (*meets to a large degree*) and 5 (*definitely meets*) were selected by respondents in more than 50% of cases - the opinion would be classified as positive. The sum of answers 1 (*definitely doesn't meet*) and 2 (*meets to a small degree*) indicates a negative opinion. Answer 3 (*meets to an average degree*) indicates a neutral opinion, whereas the answer *I don't know - I have no knowledge on this topic* indicates lack of knowledge among the respondents.

The research team started from the assumption that those issues that received more than 50% of positive answers from the respondents and the mean result exceeds 4 constitute **strengths of the University of Silesia**. These include:

- Research freedom (86,43% of positive answers,  $M = 4,43$ )
- Professional responsibility (75,19% of positive answers,  $M = 4,14$ )
- Participation in decision-making bodies (56,59% of positive answers,  $M = 4,12$ )
- Good practice in research (62,02% of positive answers,  $M = 4,10$ )
- Dissemination, exploitation of results (74,42% of positive answers,  $M = 4,10$ ).

On the other hand, based on the survey results (lowest mean result and small percentage of positive answers), the following issues constitute a **challenge to the University**:

- Teaching (20,54% of positive answers,  $M = 2,37$ )
- Career advice (16,67% of positive answers,  $M = 2,48$ )
- Transparency (18,22% of positive answers,  $M = 2,60$ )
- Salaries (39,53% of positive answers,  $M = 2,94$ )
- Stability and permanence of employment (33,33% of positive answers,  $M = 2,99$ ).

## 5. Summary

The internal documentation analysis and questionnaire analysis carried out by the Workgroup for the HR Excellence in Research and the research team confirmed that the University meets the criteria laid down in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. Many of the criteria specified in the Charter and Code of Conduct are regulated by domestic laws such as the Labour Code, Act of 27 July 2005 - Law on Higher Education, as well as acts and regulations of the Minister of Science and Higher Education. Matters which are not regulated at central level are usually governed by internal regulations - regulations of the Rector or resolutions of the Senate.

Nevertheless, internal documentation analysis identified several areas where additional tools and measures for supporting academic staff could be elaborated and implemented. These tools and measures could include:

### **Ethical principles**

- Formal adoption of existing, widely recognised, codes of ethics (Code of Ethics in Academic Research or the document Good Practice in Academic Research) at the University of Silesia, e.g. by adding them to documents that prospective employees are obliged to get familiar with before they sign their contracts of employment.

### **Professional attitude, Responsibility**

- Implementation of the regulation on the preparation, realisation and financial settlement of research projects funded or co-funded with resources for the financing of science and with other domestic sources.
- Implementation of the regulation on risk management and monitoring in the process of project realisation and through the entire project durability period.

### **Contractual and legal obligations, Teaching**

- Elaboration of a model scope of responsibilities and duties of an academic teacher - in compliance with the requirement set forth in Art. 130.1. of the Act of 27 July 2005 - Law on Higher Education and adding it, in the form of an annex, to an appointment / a contract of employment.

### **Value of mobility**

- Improving researchers' knowledge and awareness of the available sources of funding of foreign travel. Development of a database with a search engine.
- Elaboration of a step-by-step brochure on formal terms and conditions governing travel of various groups of persons (e.g. students, doctoral candidates, academics).

### **Evaluation/appraisal systems, Co-authorship**

- Modification of the academic teacher evaluation form template and addition of elements that follow from the principles laid down in the European Charter for Researchers.

### **Funding and salaries**

- Improving researchers' knowledge and awareness of the financial and non-financial benefits available at the University of Silesia.

- Refining the University's HR policy with regard to the adjustment of salaries to ensure that they are commensurate with employees' level of qualifications and scope of responsibilities.

#### **Stability and permanence of employment**

- Modification of the University's HR policy to allow for the performance of tasks related with academic advancement.

#### **Access to career advice**

- Elaboration of staff professional development policy based on academic advancement: assistant, adjunct, postdoctoral degree, and professor.
- Elaboration of career development paths: research-teaching, research, teaching, organisational - offering managerial/executive positions, supporting organisational talents, developing competency profiles, identifying competency gaps and ways of addressing those (guidance methods, trainings, self-education).
- Defining the role of doctoral advisors and their duties and responsibilities with regard to supporting early-stage researchers.

#### **Teaching**

- Modification of the University's HR policy and inclusion of aspects related to the development of academic staff and teaching, and implementation of systemic actions facilitating development.

#### **Transparency**

- Modification of the University's HR policy with respect to provision of feedback on recruitment process results and informing candidates about the strengths and weaknesses of their applications.

Following the analysis of data collected through the questionnaire survey carried out among employees of the University of Silesia, the research team for the implementation of principles of the European Charter for Researchers, appointed by the Rector of the University of Silesia, confirmed that the University complies with majority of the principles laid down in the Charter and Code of Conduct. The employees view procedures relating to the freedom of research, professional responsibility, participation in decision-making bodies, good practices in research, and dissemination and exploitation of research results as **strengths of the University of Silesia**. However, attention must be given and measures must be taken to address issues which constitute a **challenge to the University**. In this regard, particular attention must be paid to matters connected with teaching, career advice, transparency of selection and recruitment procedures, salaries, and stability and permanence in employment. Nevertheless, after comparing critical opinions with regulations in force at the University, it must be said that some of these opinions may result from a lack of knowledge or insufficient knowledge of the employees expressing them.

With respect to the areas that have been identified as requiring more attention, the University should take comprehensive measures to ensure that information on the rights and obligations of academic staff resulting from domestic law, EU law and internal regulations of the University of Silesia is disseminated on a broad scale.

## 6. Action Plan

The Workgroup presented the results of the questionnaire survey and internal analysis to the University authorities. Also presented were proposed short-term goals and an action plan. Joint discussion led to selection of measures which should be taken in order to support the ideas presented in the Charter and Code of Conduct.

The approved action plan is presented below.

Areas	Planned action	Deadline	Executive body	Body responsible
<b>Ethical principles</b>	Formal adoption of existing, widely recognised, codes of ethics (Code of Ethics in Academic Research or the document Good Practice in Academic Research) at the University of Silesia, e.g. by adding them to documents that prospective employees are obliged to get familiar with before they sign their contracts of employment.	End of 2017	Department of Education Department of Human Resources and Social Affairs <i>Rector's Proxy for Human Resources</i>	HM Rector of the University of Silesia University of Silesia Senate
<b>Professional attitude, Responsibility</b>	Implementation of the regulation on the preparation, realisation and financial settlement of research projects funded or co-funded with resources for the financing of science and with other domestic sources.	End of 2016	Department of Education Centre for Projects and Cooperation with Industry	Vice-Rector for Research
	Implementation of the regulation on risk management and monitoring in the process of project realisation and through the entire project durability period.	End of 2017		
<b>Contractual and legal obligations, Teaching</b>	Elaboration of a model scope of responsibilities and duties of an academic teacher - in compliance with the requirement set forth in Art. 130.1. of the Act of 27 July 2005 - Law on Higher Education and adding it, in the form of an annex, to an appointment / a contract of employment.	End of 2017	Department of Human Resources and Social Affairs <i>Rector's Proxy for Human Resources</i>	HM Rector of the University of Silesia University of Silesia Senate
<b>Value of mobility</b>	Improving researchers' knowledge and awareness of the available sources of funding of foreign travel. Development of a database with a search engine.	End of 2017	Department of International Relations	Vice-Rector for International and Domestic Cooperation
	Elaboration of a step-by-step brochure on formal terms and conditions governing travel of various groups of persons (e.g. students, doctoral candidates, academics).	End of 2017		
<b>Evaluation/appraisal systems</b>	Modification of the academic teacher evaluation form template and addition of elements that follow from the principles laid down in the European Charter for Researchers.	End of 2017	Department of Human Resources and Social Affairs <i>Rector's Proxy for</i>	HM Rector of the University of Silesia



			Human Resources	
<b>Funding and salaries</b>	Improving researchers' knowledge and awareness of the financial and non-financial benefits available at the University of Silesia. Refining the University's HR policy with regard to the adjustment of salaries to ensure that they are commensurate with employees' level of qualifications and scope of responsibilities.	End of 2018	Department of Human Resources and Social Affairs <i>Rector's Proxy for Human Resources</i>	HM Rector of the University of Silesia
<b>Stability and permanence of employment</b>	Modification of the University's HR policy to allow for the performance of tasks related with academic advancement.	End of 2018	Department of Human Resources and Social Affairs <i>Rector's Proxy for Human Resources</i>	HM Rector of the University of Silesia
<b>Access to career advice</b>	<ul style="list-style-type: none"> <li>• Elaboration of staff professional development policy based on academic advancement: assistant, adjunct, postdoctoral degree, and professor.</li> <li>• Elaboration of career development paths: research-teaching, research, teaching, organisational - offering managerial/executive positions, supporting organisational talents, developing competency profiles, identifying competency gaps and ways of addressing those (guidance methods, trainings, self-education).</li> <li>• Defining the role of doctoral advisors and their duties and responsibilities with regard to supporting early-stage researchers.</li> </ul>	End of 2018	Department of Human Resources and Social Affairs <i>Rector's Proxy for Human Resources</i>	HM Rector of the University of Silesia
<b>Teaching</b>	Modification of the University's HR policy and inclusion of aspects related to the development of academic staff and teaching, and implementation of systemic actions facilitating development.	End of 2018	Department of Human Resources and Social Affairs <i>Rector's Proxy for Human Resources</i>	HM Rector of the University of Silesia
<b>Transparency</b>	Modification of the University's HR policy with respect to provision of feedback on recruitment process results and informing candidates about the strengths and weaknesses of their applications.	End of 2018	Department of Human Resources and Social Affairs <i>Rector's Proxy for Human Resources</i>	HM Rector of the University of Silesia