INTERNAL ANALYSIS

Research Methodology

Purpose and Nature of the Study

As part of the preparations undertaken by the University of Economics and Human Sciences in Warsaw (UEHS; currently VIZJA University) to implement the principles of the European Charter for Researchers, an internal survey was conducted among the University's researchers in May 2025.

The main purpose of the study was to examine the opinions and experiences of researchers and to assess the extent to which, in their perception, the principles of the European Charter for Researchers are reflected in the University's policies, procedures, practices, and working environment.

In particular, the study was intended to:

- identify areas perceived by researchers as institutional strengths;
- identify areas in which gaps or opportunities for further improvement may exist;
- identify areas in which existing institutional arrangements may require further formalization, greater accessibility or visibility, or more effective communication;
- provide empirical evidence supporting the **Internal Analysis** and the preparation of the **GAP Analysis and HRS4R Action Plan**;
- establish a baseline that may be used to monitor changes during subsequent stages of HRS4R implementation.

The study was **quantitative, diagnostic, and cross-sectional** in nature. It should be emphasized that its primary focus was on researchers' perceptions of how the University operates. The survey results therefore constituted one source of evidence used to assess institutional practices in relation to the principles of the European Charter for Researchers and were not treated as stand-alone evidence of the University's formal compliance or non-compliance with individual principles of the Charter.

Target Population and Recruitment of Respondents

The target population consisted of researchers at the University who were within the scope of the process for implementing the European Charter for Researchers. The total population size was N = 153 (including people from abroad – 50; including women – 53; people at stage R3 or R4 – 62; people at stage R2 – 79; people at stage R1 – 12).

All members of the target population were invited to participate in the study. Therefore, no statistical sampling procedure was applied; instead, a **census approach** covering the entire available target population was adopted.

An invitation to participate in the survey was sent to all 153 individuals through their institutional email addresses. The message included information on the purpose of the study, its relationship to the implementation of the European Charter for Researchers, and instructions on how to participate.

Respondents were given **14 days** to complete the questionnaire. To increase participation, a reminder was sent seven days after the initial invitation. A second reminder was sent two days before the survey closed.

The final **participation rate was 79% of the target population**. This high level of participation enhances the diagnostic value of the findings and indicates that the survey captured the views of a substantial proportion of the University's research community.

Development and Structure of the Questionnaire

The survey questionnaire was developed by the **Working Group** established in connection with the implementation of the European Charter for Researchers. Its substantive scope, structure, and wording were subsequently reviewed and consulted by the **Steering Committee**.

This two-stage development process—initial preparation by the Working Group followed by consultation with the Steering Committee—was intended to ensure that the questionnaire was aligned with the objectives of the Internal Analysis and adequately reflected both the principles of the European Charter for Researchers and the institutional context of the University.

The questionnaire consisted of **45 questions**, including **41 substantive questions and 4 demographic/background questions**. The substantive questions addressed 20 principles identified in the European Charter for Researchers and covered key aspects of the research working environment, including research freedom, ethics and professional responsibility, recruitment and selection, working conditions, equal treatment, mobility, career development, mentoring and supervision, training, access to infrastructure, and researchers' participation in the University's consultation and decision-making processes.

The substantive questions used a five-point response scale:

1. "fully agree";
2. "agree";
3. "neither agree nor disagree";
4. "disagree";
5. "fully disagree."

The questionnaire was prepared in two parallel language versions—**Polish and English**. Both versions were reviewed for **semantic equivalence** in order to minimize the risk of differences in interpretation resulting from the use of two languages and to ensure, as far as possible, equivalent understanding of the questions by respondents.

Survey Administration and Anonymity

The survey was administered electronically using **Google Forms**. The online format enabled efficient distribution of the questionnaire to the entire target population, collection of responses, and monitoring of the participation rate during the survey period.

The form was configured to ensure **respondent anonymity**. It did not collect email addresses, names, account identifiers, or any other information that could directly identify individual respondents. The results were subsequently analyzed and presented only in aggregated form.

Participation in the survey was voluntary. Respondents were informed about the purpose of the study and its relationship to the implementation of the European Charter for Researchers.

The organizational and technical arrangements adopted for the survey were intended to create conditions conducive to the free expression of opinions and to reduce the risk that concerns about possible identification could influence respondents' answers.

Data Analysis and Interpretation

The collected data were subjected to **descriptive analysis**. For each question, the percentage distribution of the individual response categories was calculated. The findings were also presented graphically in the subsequent sections of the document.

Particular attention was paid to:

- the combined proportion of positive responses ("fully agree" and "agree");
- the proportion of strongly positive responses ("fully agree");
- the proportion of neutral responses;
- the proportion of negative responses ("disagree" and "fully disagree");
- relative differences in the levels of positive assessment across the various areas covered by the survey.

It was assumed that a **lower proportion of positive responses should not automatically be interpreted as evidence of an institutional gap**. The interpretation of the results also took into account the nature of the issue under examination and the proportion of neutral responses.

Neutral responses may result, among other things, from a lack of direct experience with a particular procedure or instrument, limited awareness of existing institutional arrangements, or insufficient visibility and communication of a given mechanism. Neutral responses were therefore not treated as negative responses.

In interpreting the findings and preparing the GAP Analysis, an effort was made, wherever possible, to distinguish among:

1. an **institutional or policy gap** – a situation in which an appropriate policy, mechanism, or institutional arrangement does not exist or does not sufficiently reflect the principles of the Charter;
2. an **implementation or formalization gap** – a situation in which certain arrangements exist but require further organization, formalization, improved accessibility, or more consistent application;
3. a **communication or awareness gap** – a situation in which an appropriate arrangement exists, but some researchers do not have sufficient knowledge of its existence, scope, or how to access or use it.

This approach made it possible to establish a more precise link between the diagnosis and the nature of the actions subsequently proposed in the HRS4R Action Plan.

Translation of survey results into the GAP implementation scale

The researcher survey used a five-point Likert-type response scale ranging from "I fully agree" to "I fully disagree". For the purpose of the HRS4R GAP Analysis, survey responses were subsequently interpreted against the four-level implementation scale used in the European Charter for Researchers: +/+ (fully implemented), +/- (almost but not fully implemented), -/+ (partially implemented), and -/- (insufficiently implemented). The combined share of "I fully agree" and "I agree" responses was used as the principal quantitative indicator. As an internal analytical rule, results of ≥90% positive responses were normally considered consistent with +/+, 80–89% with +/-, 60–79% with -/+, and <60% with -/-. These thresholds were used as an analytical aid rather than as European Commission-prescribed cut-off values. Where a principle was covered by several survey items, the classification considered the pattern of responses across the relevant items, including neutral and negative responses, as well as evidence from the institutional analysis. Consequently, the final GAP classification reflects the assessed level of institutional implementation rather than a mechanical conversion of a single survey percentage.

Use of the Findings in the HRS4R Process

The survey findings were used as one of the key sources of evidence in the **Internal Analysis**. They provided a basis for identifying areas perceived by researchers as institutional strengths as well as areas requiring further analysis or improvement.

The conclusions drawn from the survey were subsequently used by the teams involved in the HRS4R process in the preparation of the **GAP Analysis and Action Plan**.

The survey findings should not, however, be interpreted in isolation from other sources of evidence. Researchers' responses reflect their knowledge, experiences, and perceptions of the institutional environment. Therefore, the appropriate interpretation of potential gaps should also take into account an analysis of the University's existing regulations, procedures, documents, and actual practices.

This approach makes it possible to distinguish between a situation in which a particular institutional arrangement is genuinely absent and a situation in which the arrangement already exists but is not sufficiently known or visible to researchers.

Stakeholder Engagement, Consultation and Institutional Governance of the HRS4R Process

Stakeholder engagement constituted an integral element of the Internal Analysis and HRS4R planning process. At the diagnostic stage, the University sought broad participation of the research community by inviting all members of the target researcher population to take part in the institution-wide survey. The participation rate of 79% provided a substantial empirical basis for identifying researchers' perceptions of institutional strengths and areas requiring further development.

Stakeholder involvement continued at the analysis and planning stages through the work of the Working Group and the Steering Committee. The Working Group reviewed and interpreted the aggregated survey findings in the context of the principles of the European Charter for Researchers and, where relevant, existing institutional regulations, procedures, practices, and other available evidence. Particular attention was given to areas receiving comparatively lower positive assessments, higher proportions of neutral or negative responses, and areas in which existing institutional arrangements could benefit from further formalization, improved accessibility or visibility, more consistent implementation, or stronger institutional coordination.

On this basis, the Working Group contributed to the identification of institutional priorities and to the formulation of proposals for the GAP Analysis and the HRS4R Action Plan. The findings, conclusions, and proposed directions for institutional development were presented to and discussed by the Steering Committee. This provided a mechanism for linking evidence derived from the research community with strategic and organizational considerations relevant to the implementation of the Charter principles.

The involvement of the Working Group and the Steering Committee also supported coordination across the organizational areas relevant to HRS4R implementation. The development of proposed actions took into account the need to assign responsibilities to the appropriate University units and to integrate HRS4R measures, where possible, with existing institutional processes and structures. This approach is intended to support institutional ownership of the HRS4R process and to avoid treating individual actions as isolated initiatives.

Stakeholder engagement is also intended to continue during the implementation and monitoring stages of the HRS4R process. Researcher feedback, together with monitoring evidence generated by the units responsible for individual actions, should be used to assess the accessibility, relevance, and effectiveness of implemented measures and, where appropriate, to inform their further adjustment. In this way, stakeholder involvement is understood not as a one-time consultation

exercise, but as a continuing component of the implementation, monitoring, and further development of the University's HRS4R framework.

Open Science – Institutional Context and Development Priorities

Open Science constitutes a strategically important area of the University's research environment and was treated as a high-priority area in the Internal Analysis despite the generally strong institutional baseline identified across the survey. The researcher survey did not provide a direct standalone measure of all elements of the Open Science principle. The assessment of this area therefore relies on triangulation of survey evidence concerning research-competency development and dissemination with the University's institutional regulations, support arrangements and the GAP Analysis.

A significant institutional foundation is already in place. The Institutional Openness Policy of VIZJA University, introduced by Rector's Order No. 4/06/2025 of 12 June 2025, establishes arrangements for Open Access to scientific publications and addresses research data and repository use. It provides for depositing publications in the University's designated repository, recommends the use of CC BY 4.0 or a later version where appropriate, and sets expectations concerning research-data management, including Data Management Plans, repository deposit, long-term accessibility and practices consistent with the principles of findability, accessibility and interoperability. The Policy also establishes an Open Access Coordinator responsible, inter alia, for communicating and promoting the Policy, supporting good practice, coordinating development of Open Access infrastructure, monitoring implementation and reporting annually to the Rector.

The identified gap should therefore not be interpreted as the absence of an institutional Open Science policy. Rather, it concerns the need to further operationalize, coordinate, communicate and monitor existing arrangements and to provide researchers with practical support for applying Open Access, research-data-management, Data Management Plan, repository, licensing and FAIR-oriented requirements in everyday research and externally funded projects. The costs associated with eligible Open Access publishing may also constitute a practical implementation barrier and support mechanisms should therefore be transparent and proportionate to available institutional resources. Broader Open Science practices, including early sharing of research outputs, reproducibility and, where relevant to the research methodology, citizen science and societal engagement, may be progressively promoted as part of this implementation framework.

Accordingly, the HRS4R Action Plan should build on the existing Institutional Openness Policy rather than create a policy from the outset. The priority is to translate the existing policy foundation into a coherent implementation and researcher-support framework, supported by clear guidance, training, defined responsibilities, monitoring of Open Access and research-data-management practices, and the annual reporting mechanism already foreseen in the Policy. Open Science competency development should also be coordinated with the University's broader Continuous Professional Development and research-skills measures.

Researcher Career Development – Institutional Context

Researcher career development at VIZJA University is supported through a combination of formal academic positions and qualification requirements, periodic appraisal, mentoring, research and grant support, mobility opportunities, professional-development activities, career advice, project and research-team responsibilities, and—at doctoral level—formal supervision and progress-monitoring mechanisms. These arrangements are distributed across University regulations and support structures and, in areas of scientific governance and doctoral education, across the competent bodies and regulations of the VIZJA University Science Federation (FNUV). The University therefore does not treat the European R1–R4 profiles as a direct equivalence with Polish academic posts. Rather, R1–R4 are used as developmental profiles reflecting increasing research independence, responsibility for attracting funding and leading research, supervision and mentoring, and peer recognition.

The Internal Analysis confirmed that substantial elements of a researcher-development system are already in place. At the same time, these elements are not yet consolidated into a single, easily accessible institutional framework showing how researchers at different career stages can develop their competencies, assume greater research and leadership responsibility, access mentoring and career advice, and progress through academic or alternative research-related pathways. This is primarily a need for consolidation, formalization and visibility rather than evidence that career-development support is absent. The HRS4R Action Plan therefore includes the development and publication of a University-wide Researcher Career Development Framework covering R1–R4 and linked to existing and planned measures for CPD, mobility, mentoring, individual development planning and research-capacity development.

Limitations of the Study

Several methodological limitations should be taken into account when interpreting the findings.

First, the study was survey-based and relied on **self-reported opinions and perceptions**. The findings therefore do not constitute a stand-alone, objective measure of the effectiveness of individual institutional policies, procedures, or practices.

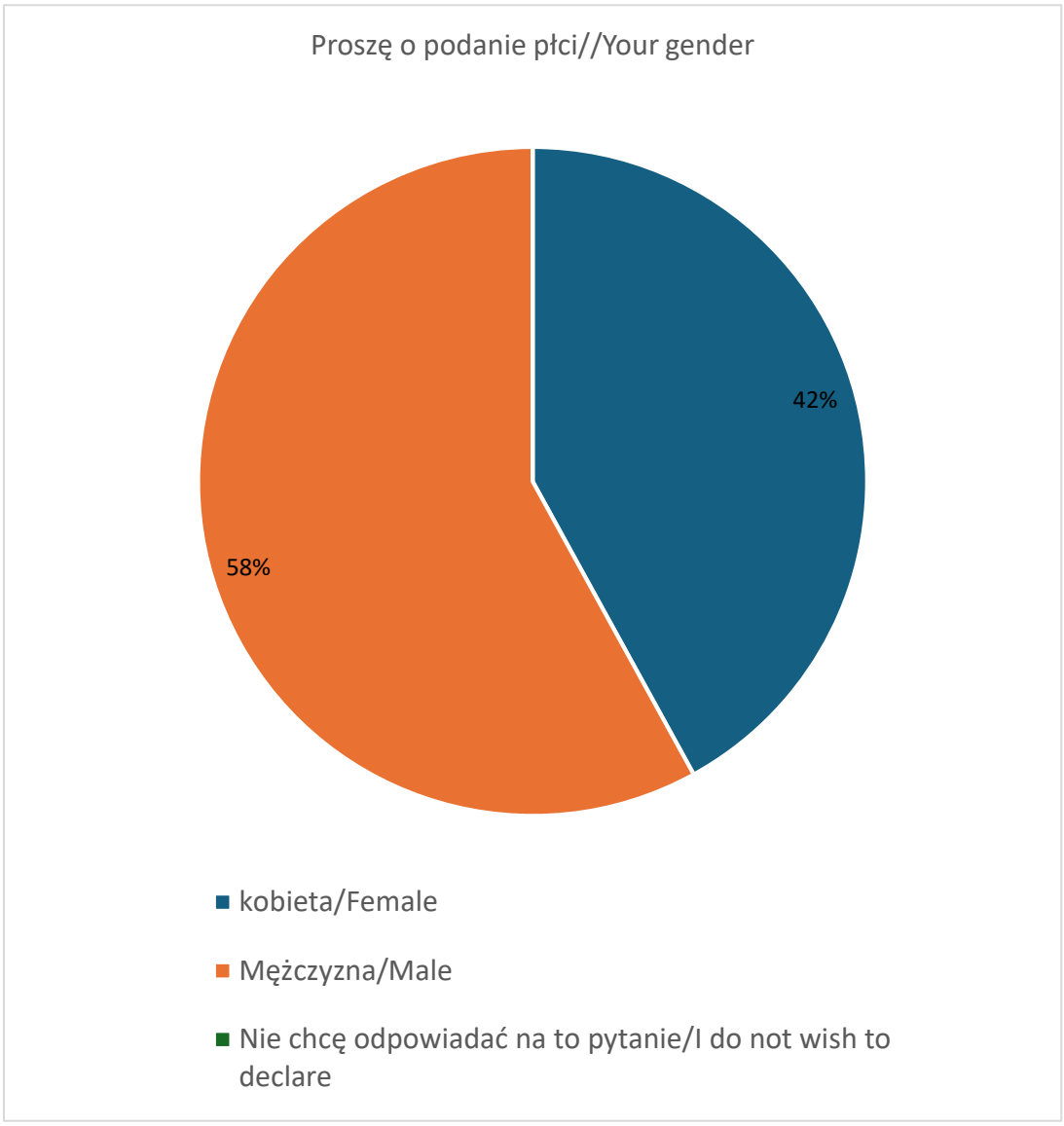
Second, despite the high **79% participation rate**, 21% of the target population did not complete the survey. Consequently, the possibility of **non-response bias** cannot be fully excluded, meaning that the views of individuals who did not participate may differ from those of respondents.

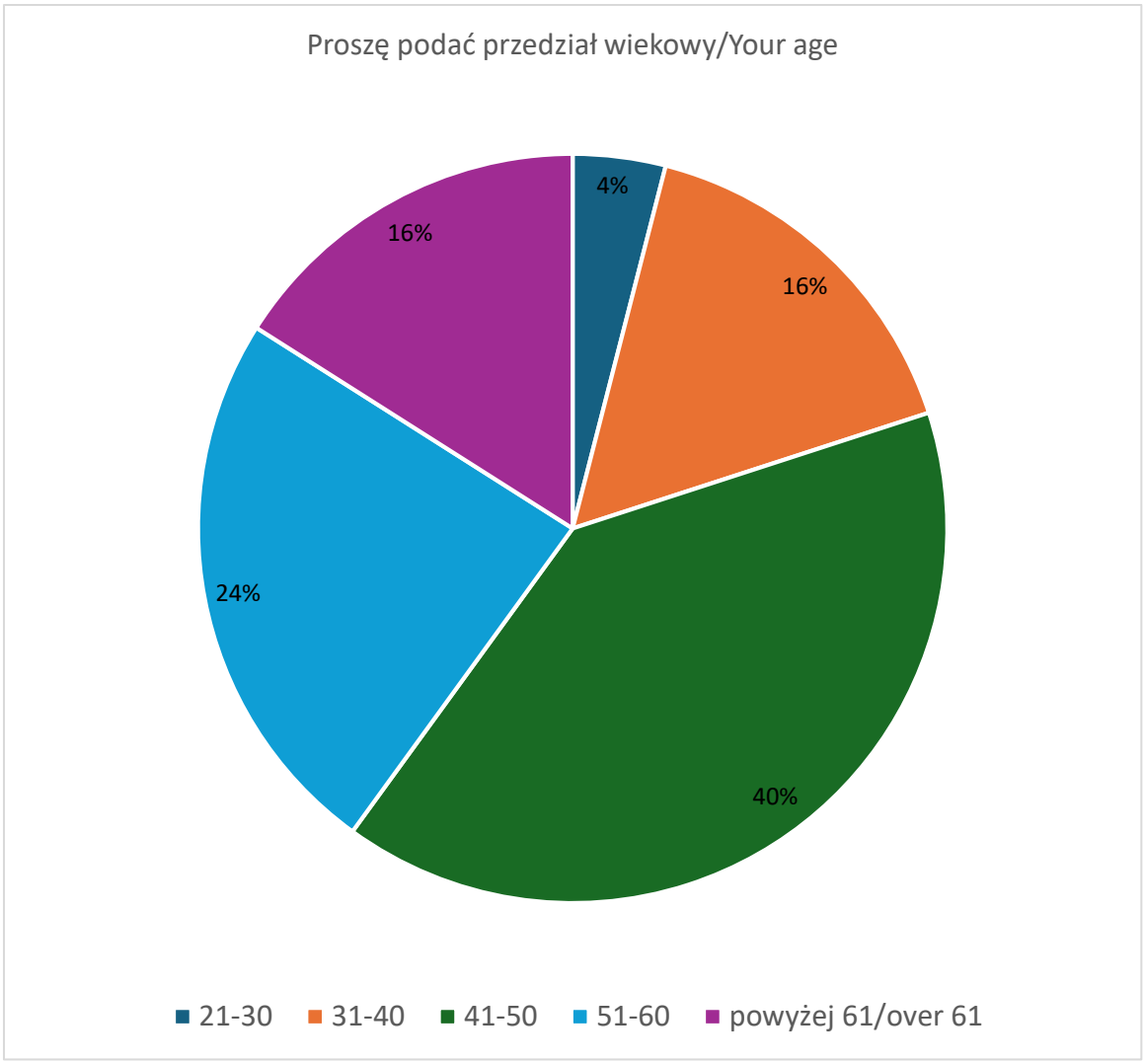
Third, the results are presented in aggregated form. No statistical analyses were conducted to determine whether assessments of particular areas differed systematically according to characteristics such as age, gender, academic position, career stage, or membership in the University's executive management. Accordingly, the available data do not support conclusions regarding differences among individual groups of researchers.

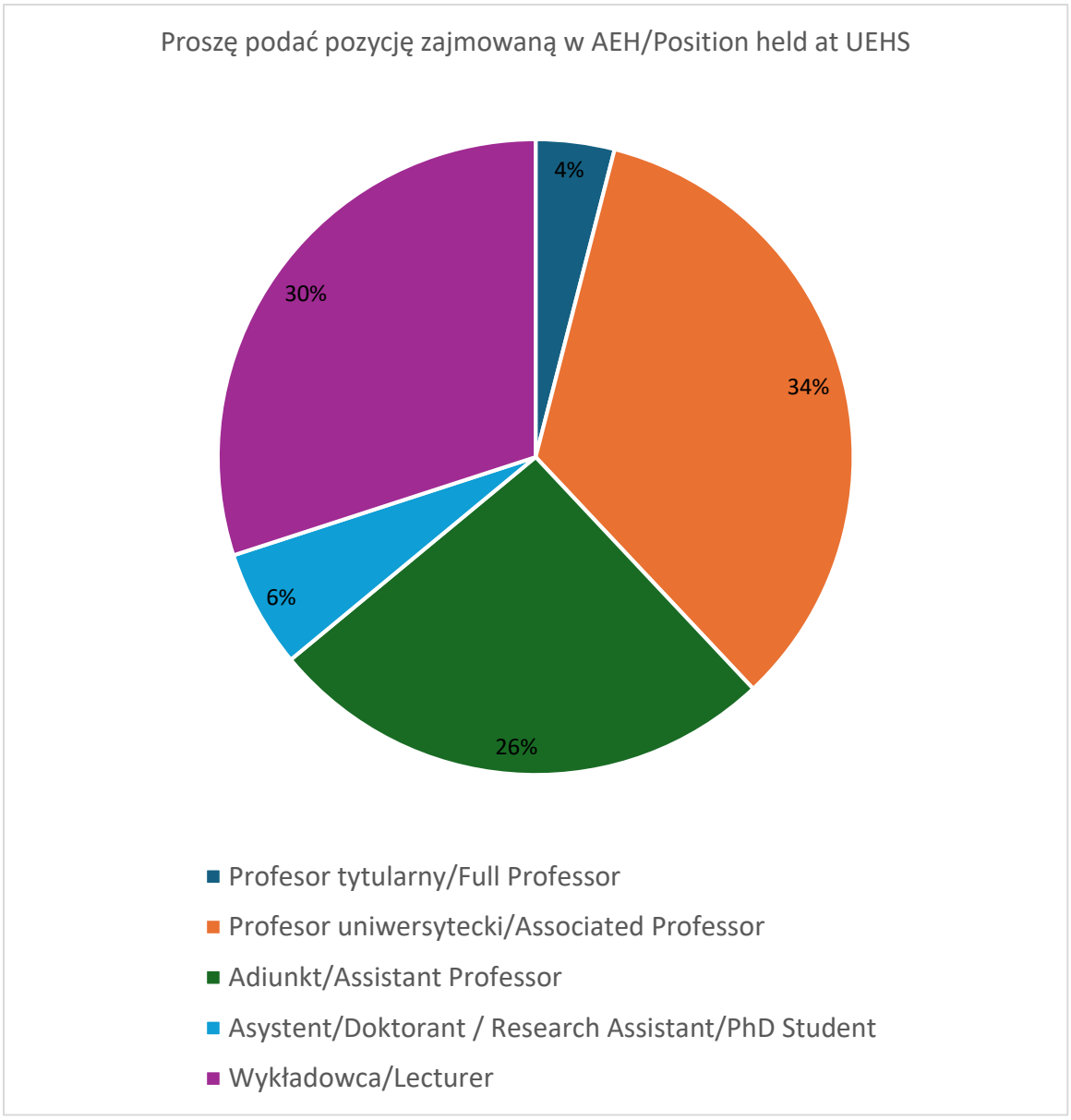
Fourth, because of the cross-sectional nature of the study, the findings represent respondents' perceptions **at a specific point in the HRS4R implementation process**. They do not, by themselves, allow for the assessment of changes over time or for causal inferences.

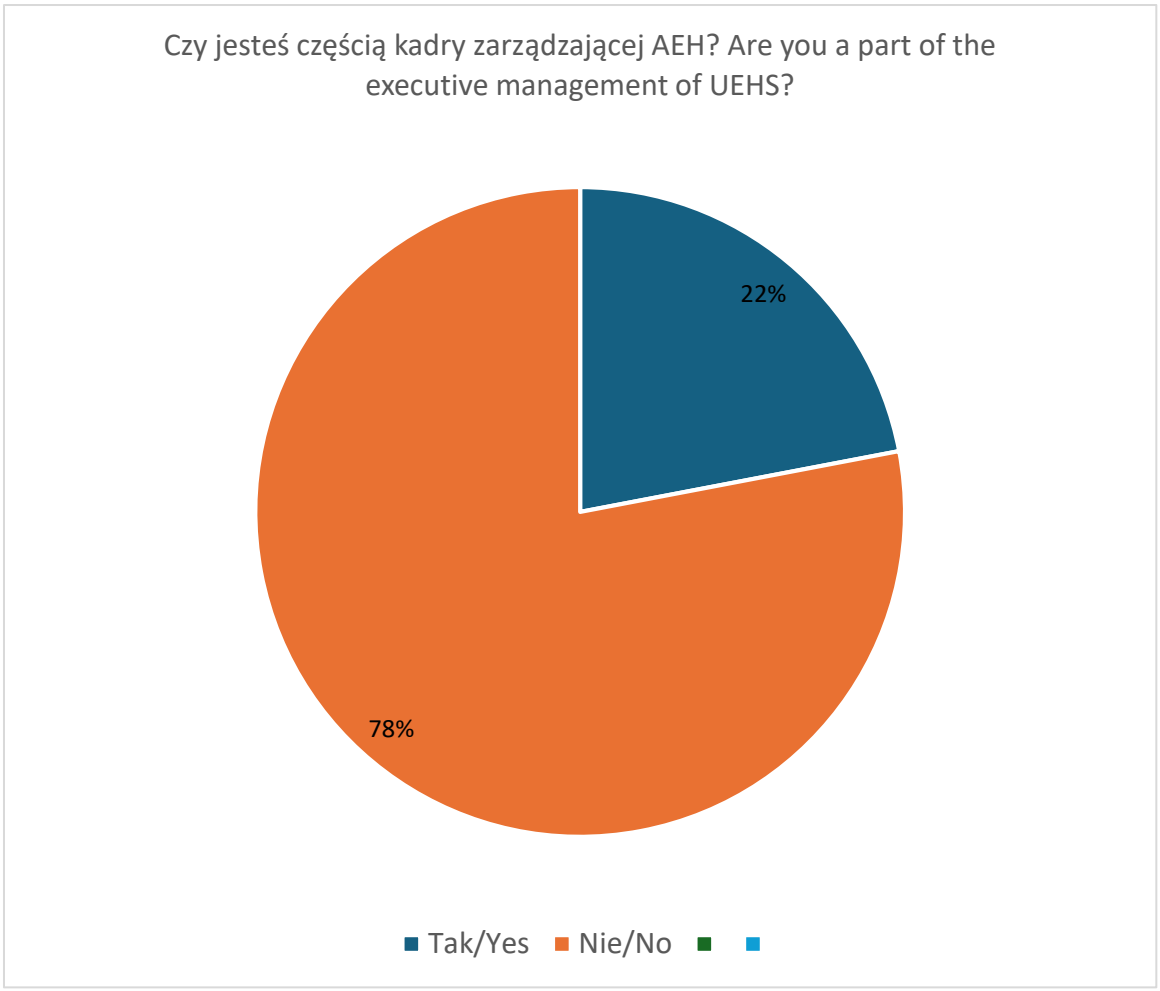
Despite these limitations, the high participation rate and the inclusion of the entire target population in the survey process mean that the findings provide a valuable **institution-wide diagnostic baseline** for the HRS4R process. Repeating the survey, or selected elements of it, during subsequent stages of Action Plan implementation may make it possible to monitor changes in researchers' perceptions and assess the direction of change in key areas covered by the European Charter for Researchers.

Demographic Profile of the Respondents

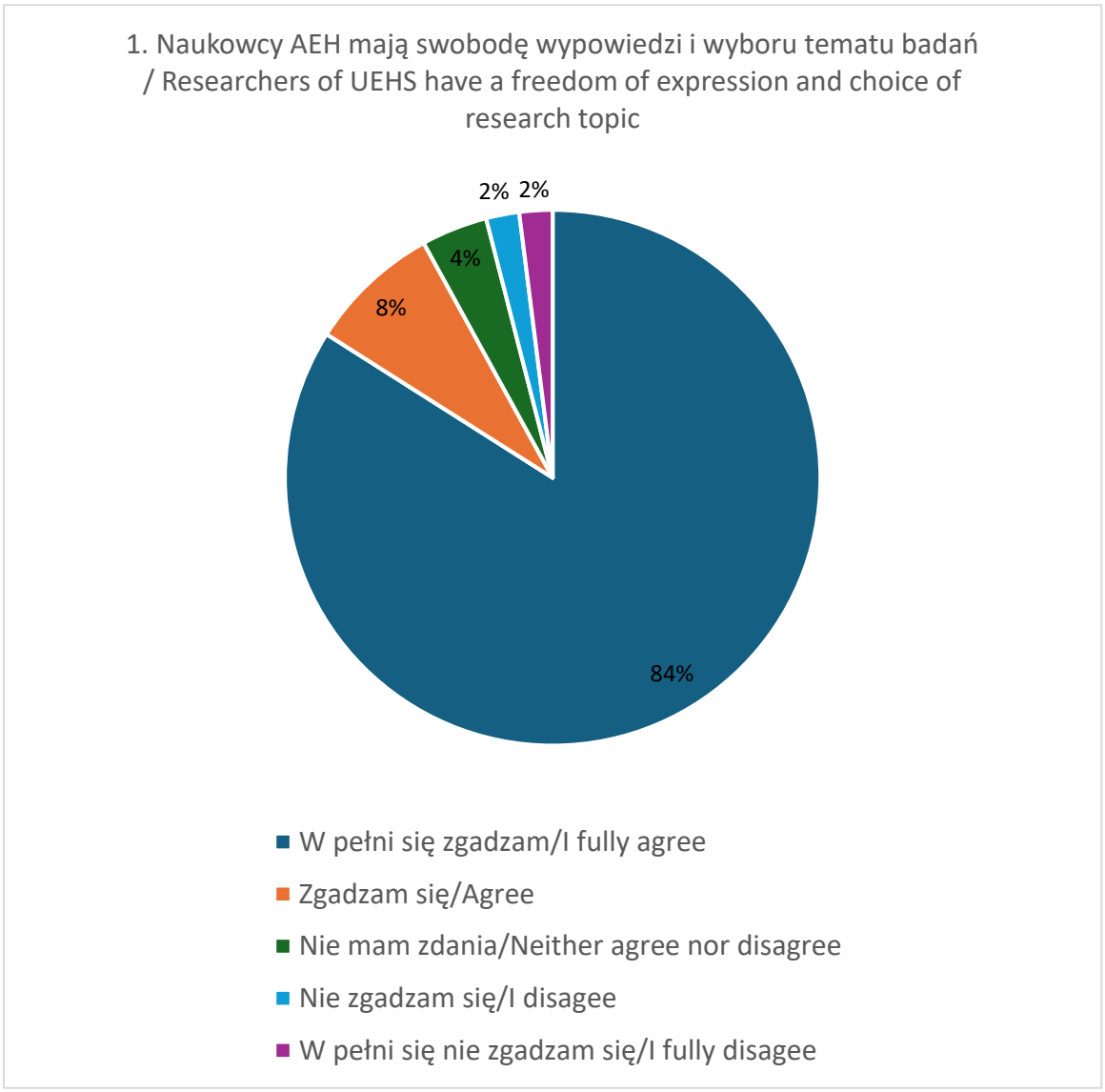



Proszę podać przedział wiekowy/Your age
4%
16%
40%
24%
16%
21-30
31-40
41-50
51-60
powyżej 61/over 61

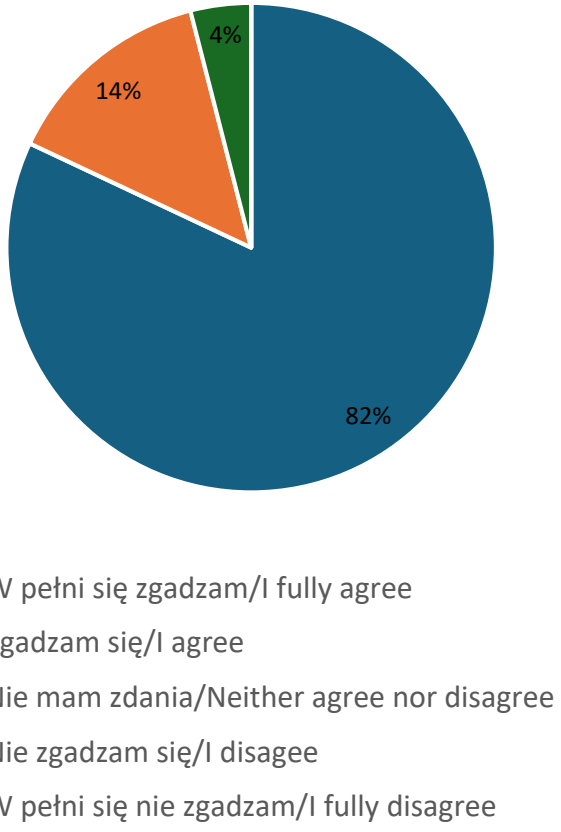

Proszę podać pozycję zajmowaną w AEH/Position held at UEHS
4%
34%
26%
6%
30%
Profesor tytularny/Full Professor
Profesor uniwersytecki/Associated Professor
Adiunkt/Assistant Professor
Asystent/Doktorant / Research Assistant/PhD Student
Wykładowca/Lecturer


Czy jesteś częścią kadry zarządzającej AEH? Are you a part of the executive management of UEHS?
22%
78%
Tak/Yes
Nie/No

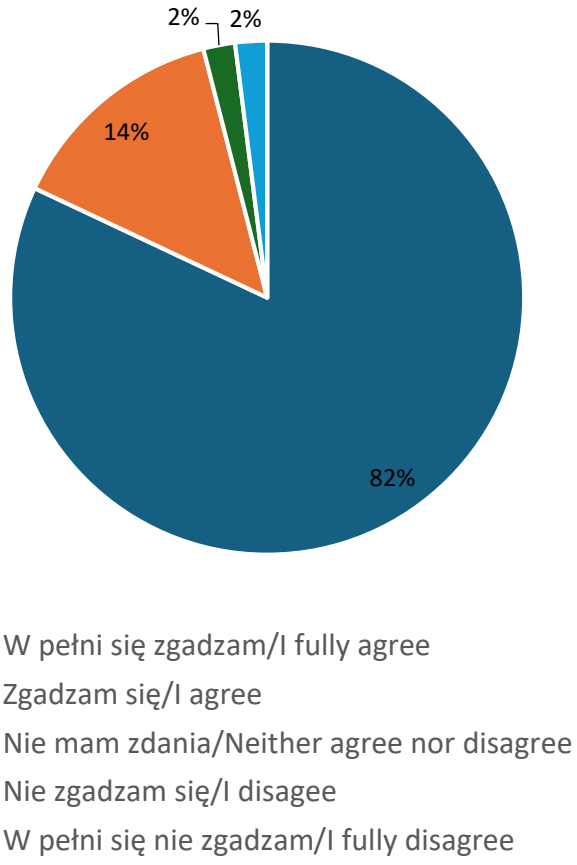
HR Strategy for Researchers Questionnairs



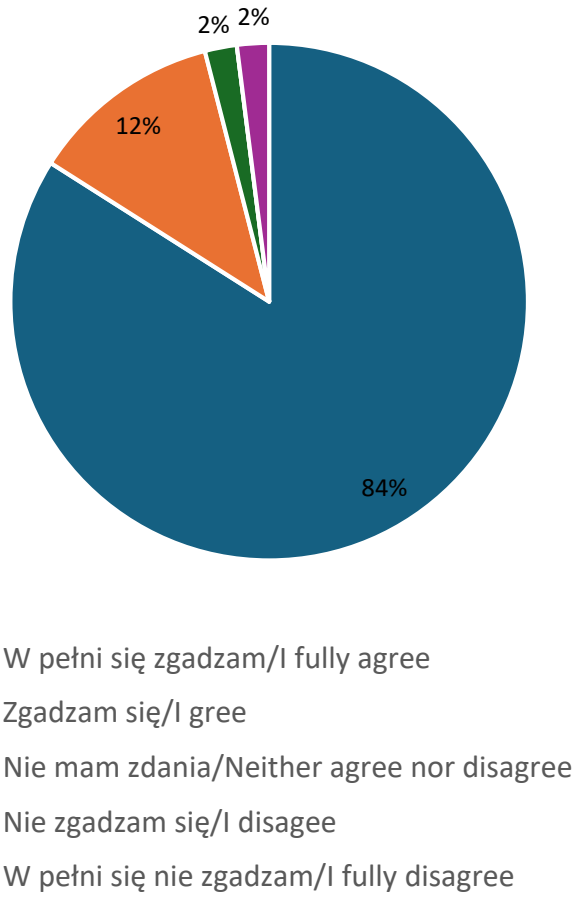
2. Działalność zawodowa naukowców w ramach AEH jest zgodna z zasadami i normami etyki zawodowej / The professional activity of researchers within UEHS complies with the principles and norms of professional ehics



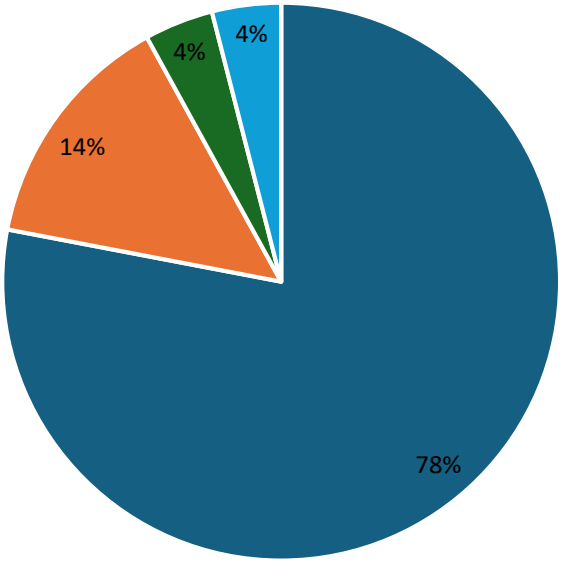
3. Naukowcy AEH są świadomi zawodowej odpowiedzialności za badania, które mają pozytywny wpływ na społeczeństwo / Researchers of UEHS are aware of the professional responsibility of research, with a positive impact on society



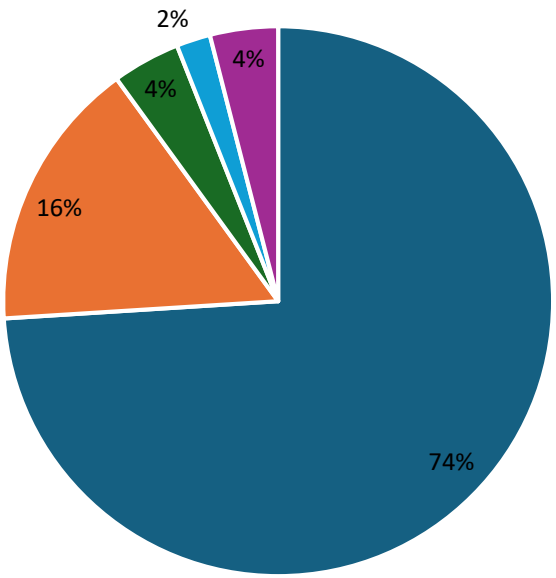
4. Naukowcy AEH znają strategiczne cele środowiska naukowego oraz mechanizmy finansowania badań / UEHS researchers are familiar with the strategic goals of the scientific community and the mechanisms of research financing



5. Naukowcy AEH są świadomi przepisów, procedur i zasad prawnych leżących u podstaw działalności naukowo-badawczej/UEHS researchers are aware of the regulations, procedures, and legal principles underlying the scientific research activity

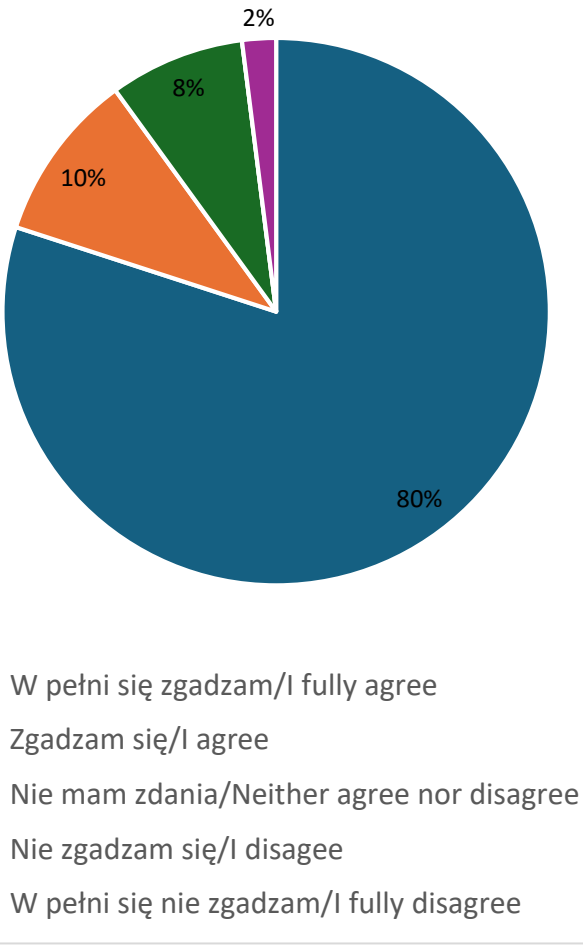


6. Naukowcy AEH znają zakres swojej odpowiedzialności (także finansowej) wobec pracodawcy, grantodawcy oraz ogółu społeczeństwa za prowadzone badania / UEHS researchers are aware of the scope of their responsibility (including financial) towards their emp

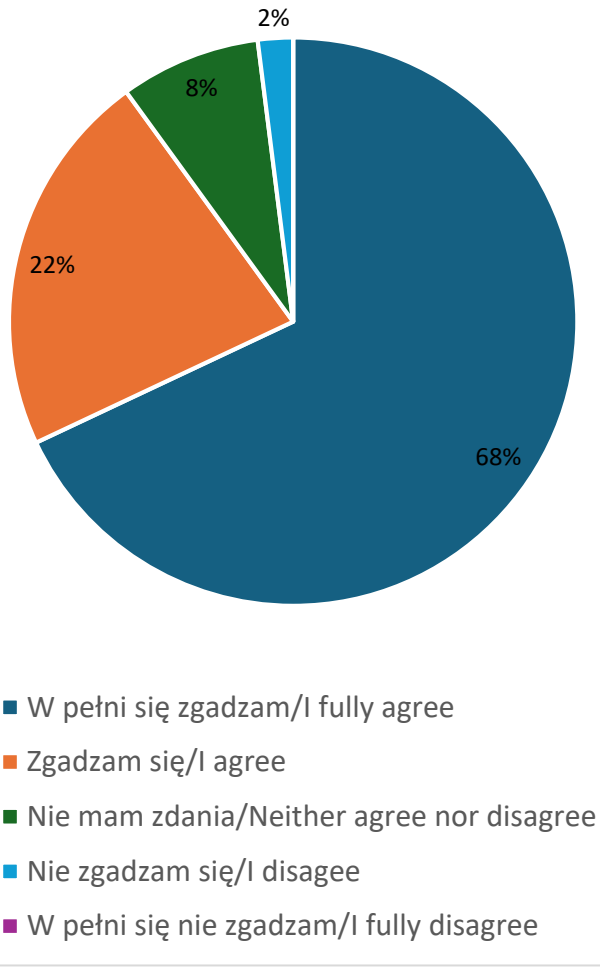


- W pełni się zgadzam/I fully agree
- Zgadzam się/I agree
- Nie mam zdania/Neither agree nor disagree
- Nie zgadzam się/I disagee
- W pełni się nie zgadzam/I fully disagree

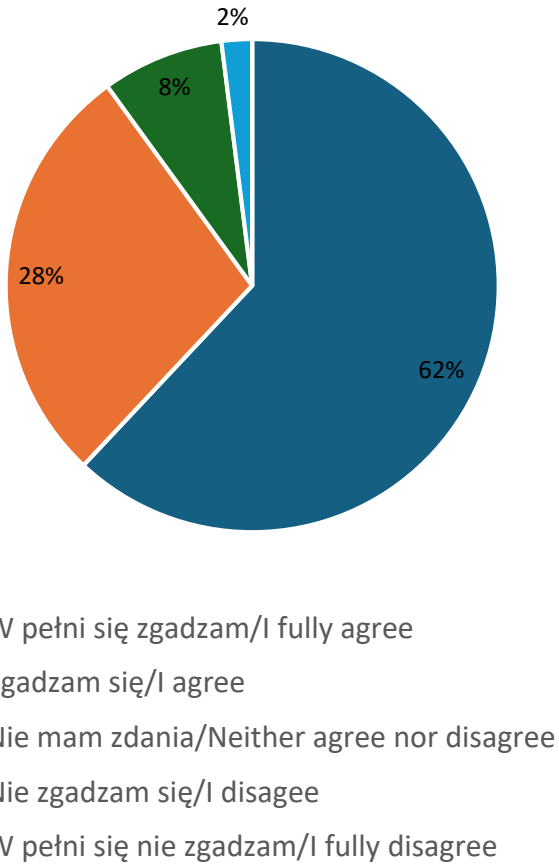
7. Naukowcy AEH stosują w swojej pracy badawczej przepisy BHP, zasady zachowania bezpieczeństwa i ochrony wyników badań oraz danych osobowych/ UEHS researchers apply occupational health and safety regulations, safety rules and protection of research resul



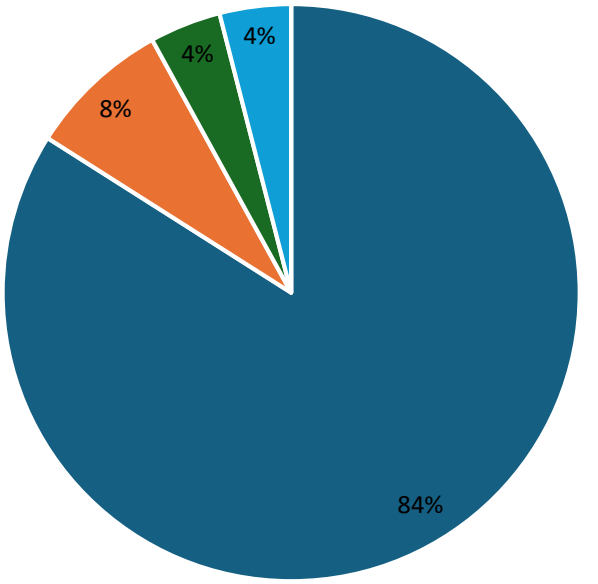
8. Naukowcy AEH wiedzą, jak promować, stosować w praktyce, komercjalizować i wykorzystywać wyniki swoich badań /UEHS researchers know how to promote, apply, commercialize and exploit their research results



9. Naukowcy AEH zapewniają, że ich działalność badawcza jest znana całemu społeczeństwu, poprawiając w ten sposób publiczne zrozumienie nauki / Researchers of UEHS ensure that their research activities are known to society at large, thus improving the pub

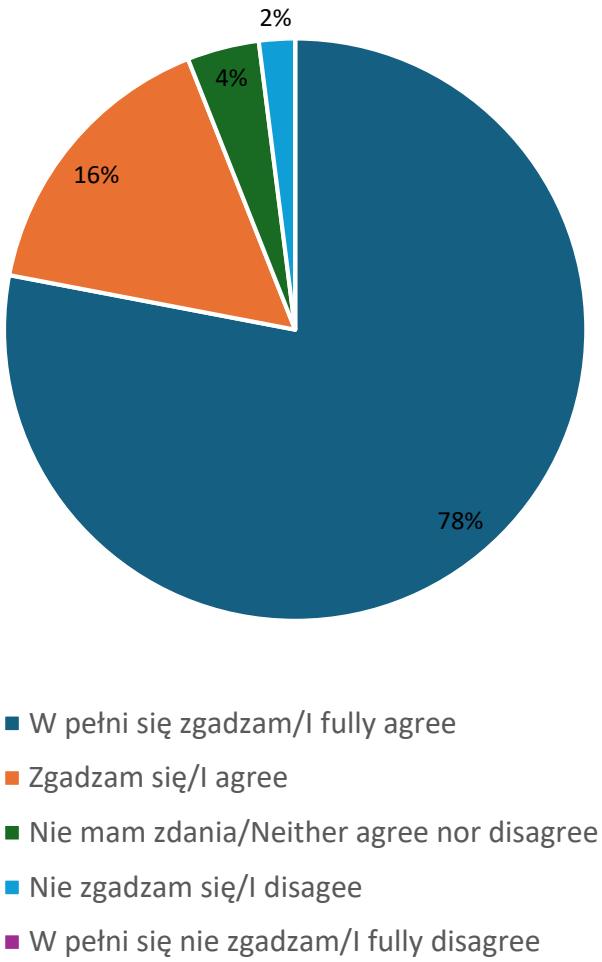


10. W AEH nie ma dyskryminacji ze względu na pochodzenie etniczne, narodowe, wiek, płeć, środowisko społeczne, religię, język, niepełnosprawność, orientację seksualną, poglądy polityczne lub sytuację społeczną/materialną / At UEHS level, there is no discr

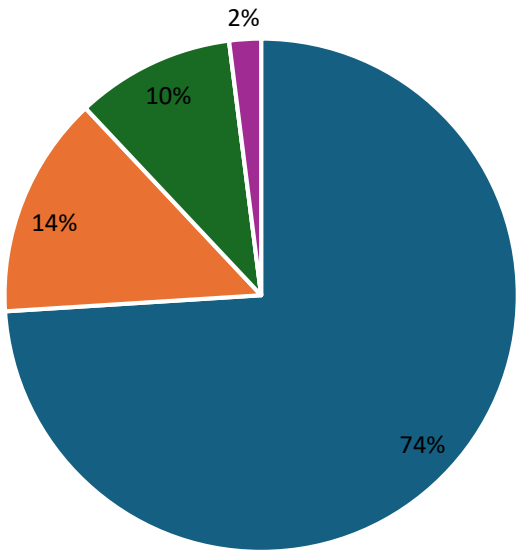


- W pełni się zgadzam/I fully agree
- Zgadzam się/I agree
- Nie mam zdania/Neither agree nor disagree
- Nie zgadzam się/I disagee
- W pełni się nie zgadzam/I fully disagree

11. W AEH funkcjonują odpowiednie systemy regularnej, okresowej i przejrzystej oceny działalności zawodowej naukowców / The UEHS has appropriate systems for regular, periodic and transparent evaluation of the professional activities of researchers

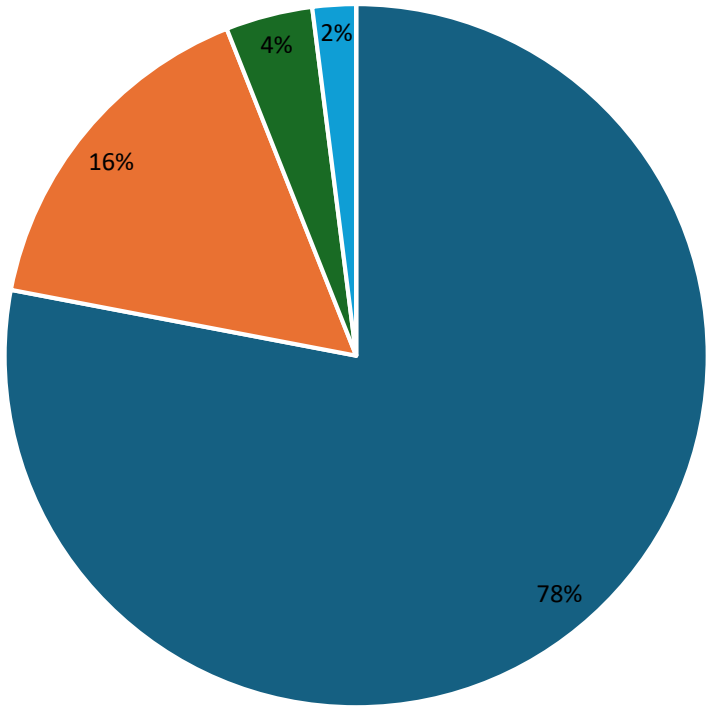


12. AEH zapewnia jasno określone standardy przyjmowania naukowców i ułatwia dostęp grupom w trudniejszym położeniu lub naukowcom powracającym do kariery naukowej / The UEHS ensures clear admission standards for researchers and facilitates access for disad

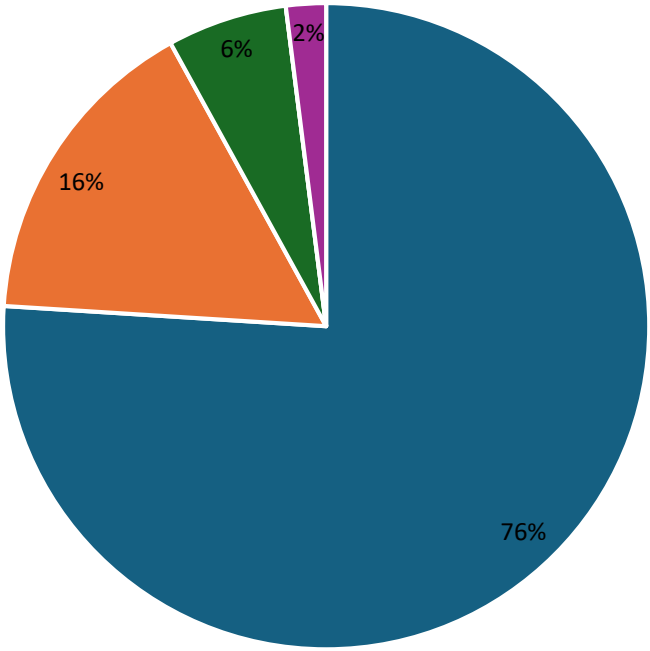


W pełni się zgadzam/I fully agree
Zgadzam się/I agree
Nie mam zdania/Neither agree nor disagree
Nie zgadzam się/I disagee
W pełni się nie zgadzam/I fully disagree

13. Procedury rekrutacji naukowców w AEH są otwarte, efektywne, przejrzyste i zgodne z przepisami krajowymi i europejskimi, dostosowane do rodzaju stanowiska / UEHS procedures for recruiting researchers are open, efficient, transparent, and compliant with

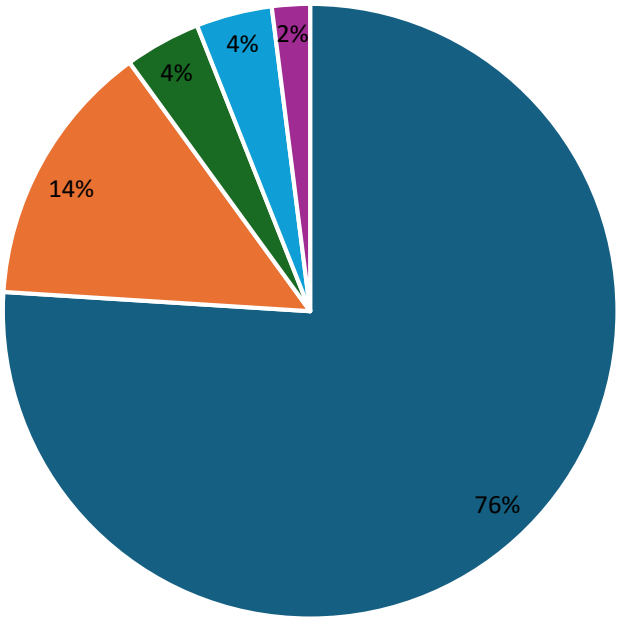


14. Członkowie komisji ds. doboru pracowników naukowych posiadają odpowiednie, różnorodne doświadczenie i kompetencje oraz przygotowanie, umożliwiające sprawiedliwą ocenę kandydatów na stanowiska badawcze / The members of the committee for the selection o



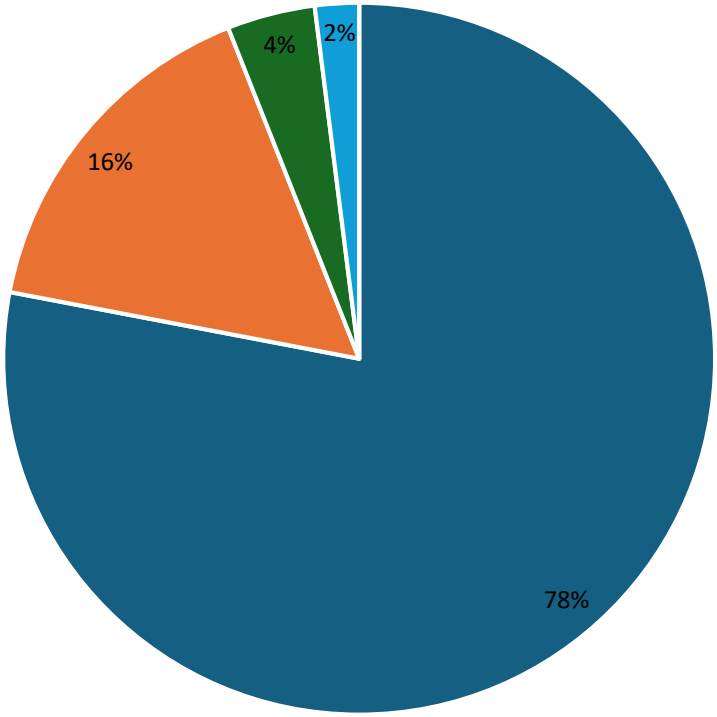
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- W pełni się nie zgadzam/I fully disagree

15. W AEH w procesie selekcji badaczy wykorzystywane są różne praktyki, takie jak ocena kompetencji kandydatów na podstawie złożonych dokumentów, testowanie wiedzy, przeprowadzanie rozmów kwalifikacyjnych / Within the UEHS, the process of selecting resear



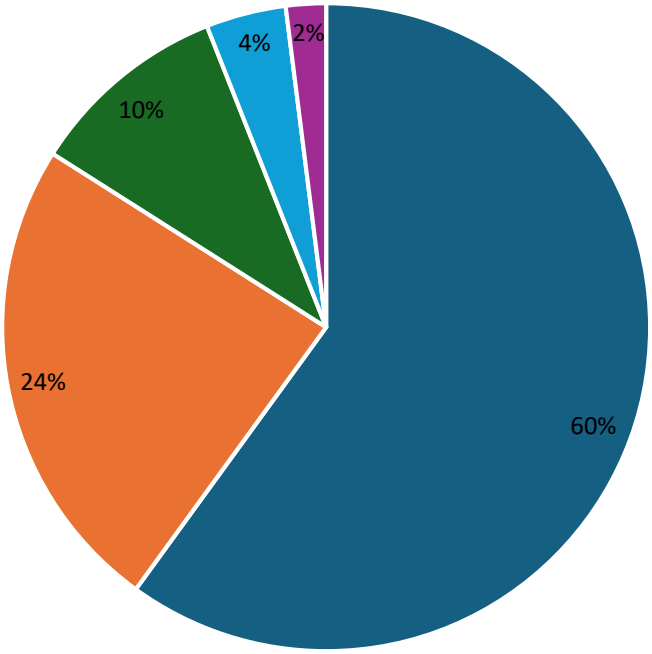
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- W pełni się nie zgadzam/I fully disagree

16. Kandydaci są informowani o procesie rekrutacji, kryteriach wyboru oraz liczbie stanowisk badawczych objętych konkursem oraz perspektywach rozwoju zawodowego / Candidates are informed about the recruitment process, selection criteria, the number of res



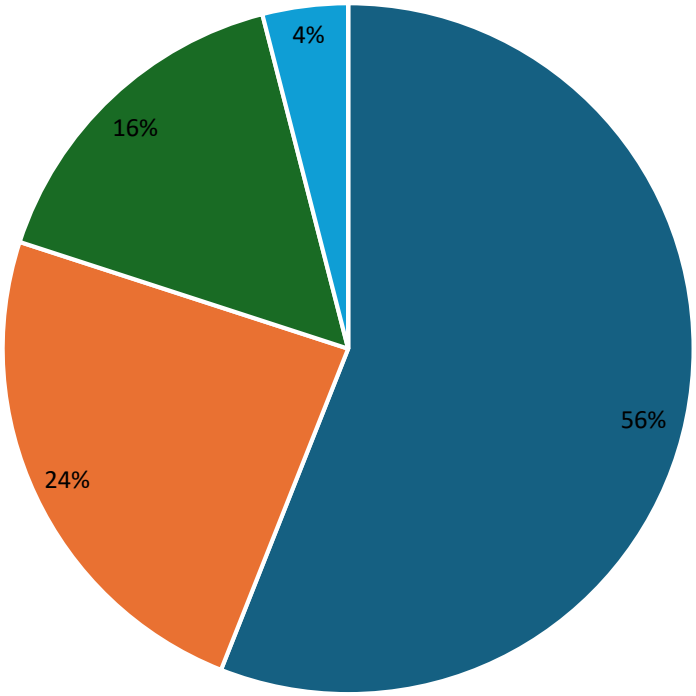
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17. W procesie doboru kadr stosuje się kryteria ilościowe i jakościowe. Kandydaci oceniani są nie tylko pod względem liczby publikacji naukowych ale także w oparciu o ich doświadczenie, potencjał, kreatywność, poziom niezależności oraz wybitne wyniki bada



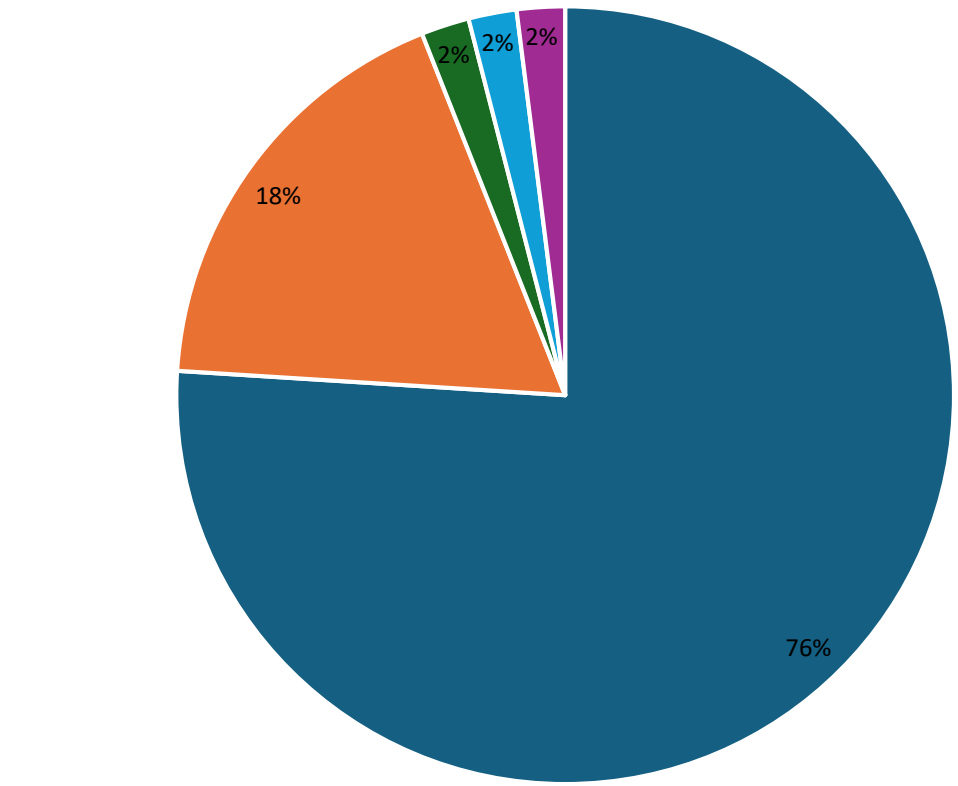
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18. W ramach AEH nie są sankcjonowane przerwy/nieciągłości w karierze naukowej ale traktowane są jako potencjalnie cenny wkład w rozwój kariery zawodowej / Within the AEH, breaks/discontinuities in a scientific career are not sanctioned, but are treated a



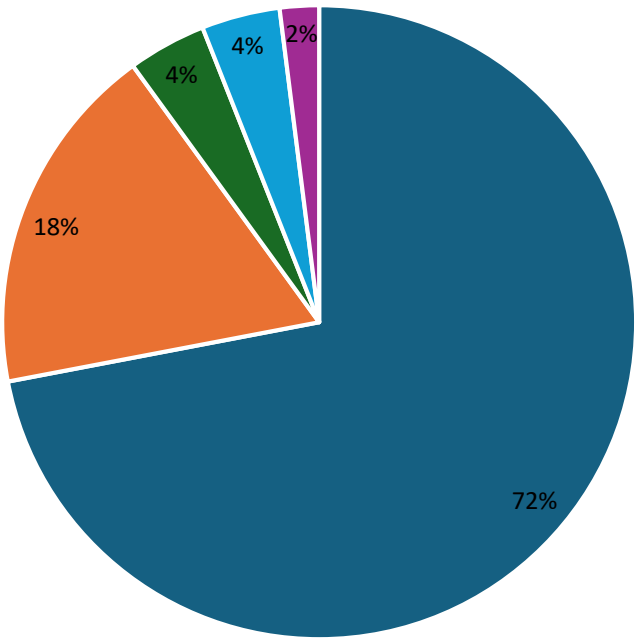
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19. Mobilność badaczy jest przez AEH postrzegana jako cenny wkład w rozwój zawodowy / The mobility of researchers is considered by UEHS as a valuable contribution to professional development



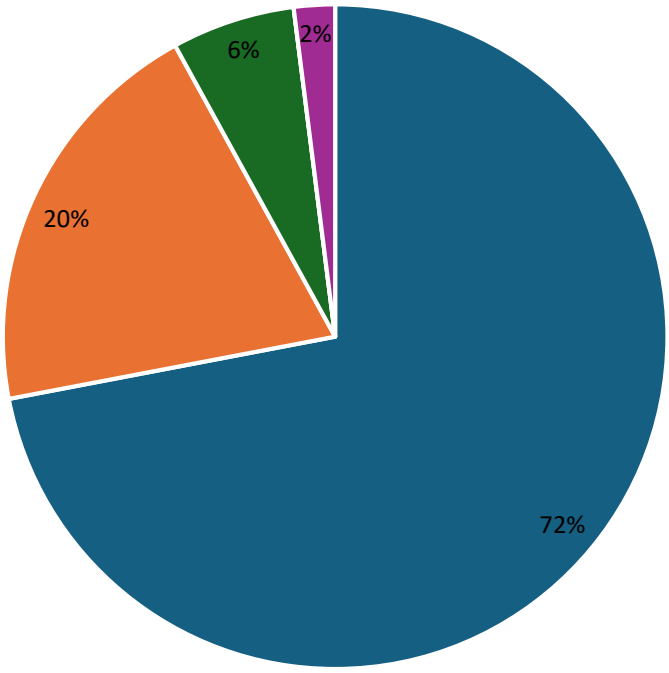
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W pełni się nie zgadzam/I fully disagree

20. W AEH awans na wyższe stanowisko naukowca odbywa się na podstawie jego osiągnięć naukowych, a także oceny kwalifikacji akademickich, zawodowych, w tym kwalifikacji nieformalnych (mobilność międzynarodowa i zawodowa) / At UEHS, promotion to a higher po

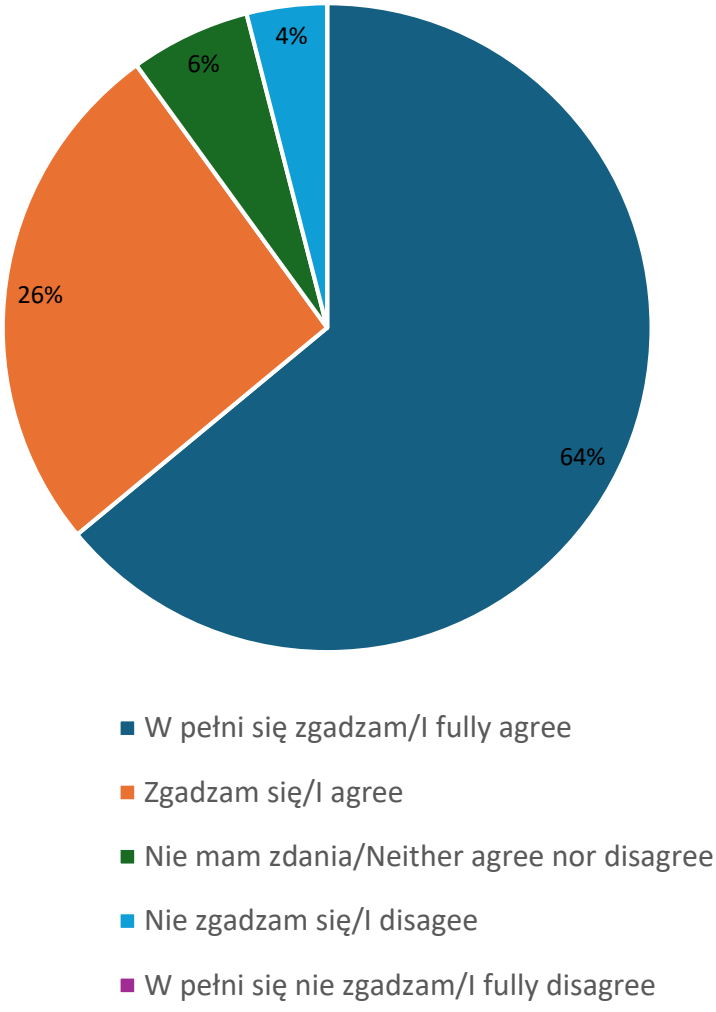


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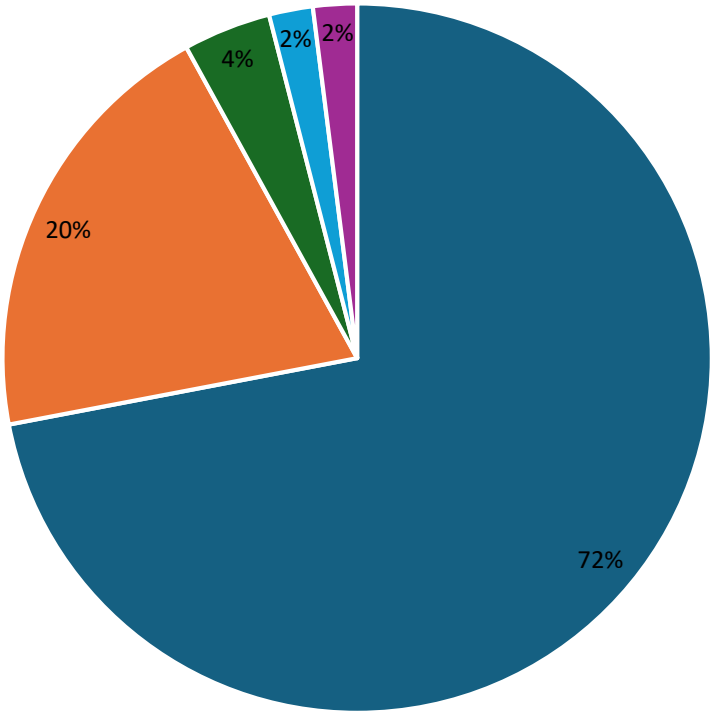
21. W AEH uznanie doskonałości w badaniach naukowych nie jest uzależnione od etapu kariery naukowca / At the UEHS, recognition of research excellence is not influenced by the stage of the researcher's career



22. W ramach AEH istnieją odpowiednie ramy instytucjonalne umożliwiające rekrutację, wybór i zatrudnianie badaczy ze stopniem doktora / Within the UEHS, there is an appropriate institutional framework for the recruitment, selection and employment of resea

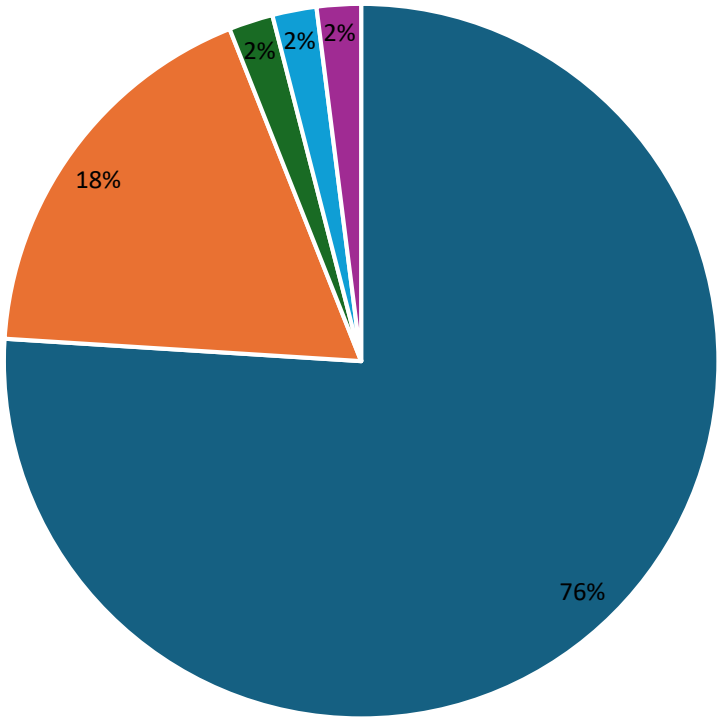


23. Na poziomie instytucjonalnym uznanie statusu badacza nie zależy od etapu kariery / At the institutional level, recognition of researcher status does not depend on career stage



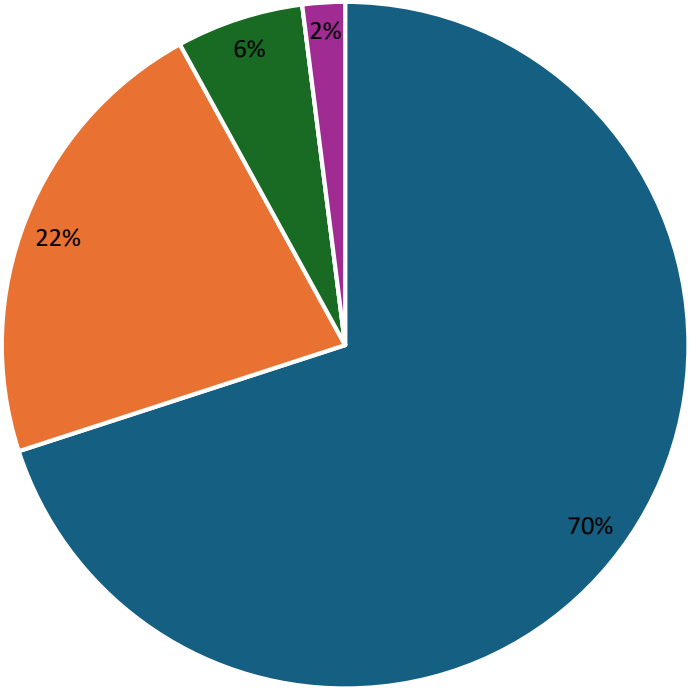
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24. Naukowcy z AEH mają dostęp do instytucjonalnej infrastruktury badawczej i szkoleń zawodowych / UEHS researchers have access to institutional research infrastructure and professional training



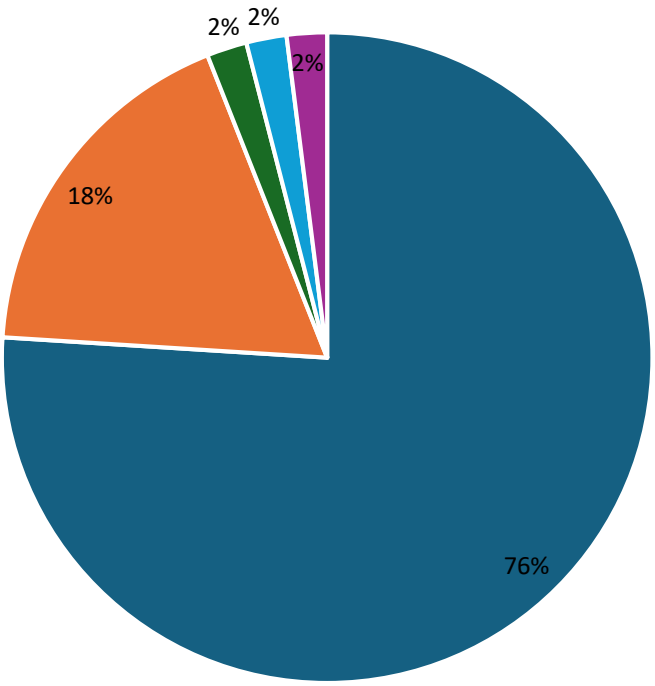
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25. AEH zapewnia warunki pracy umożliwiające równowagę między życiem zawodowym a prywatnym / UEHS ensures working conditions that allow a work-life balance

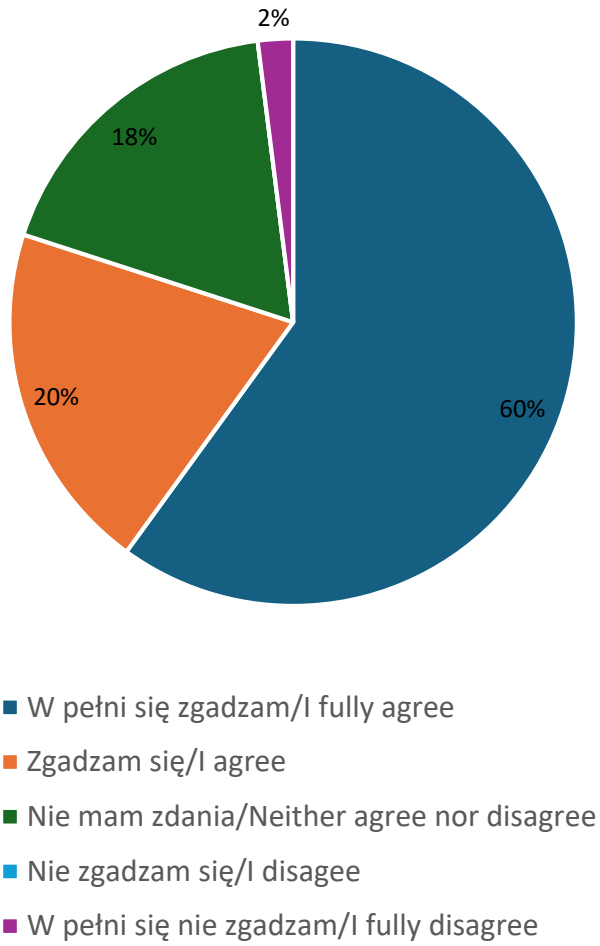


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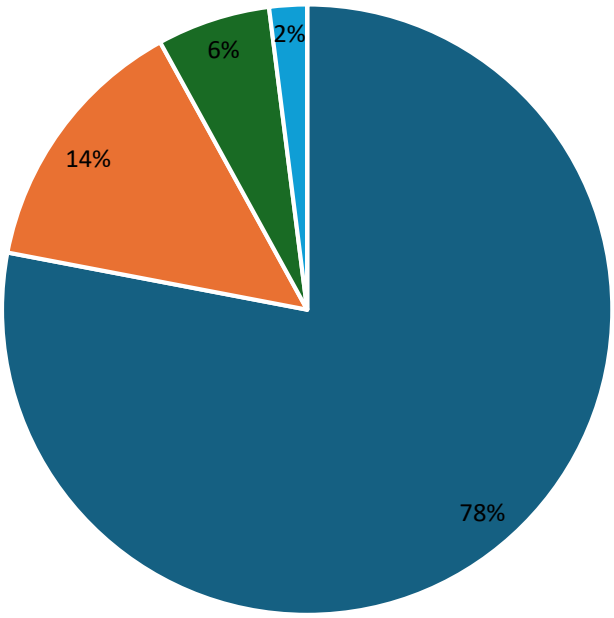
26. Warunki pracy kadry naukowej AEH charakteryzują się stabilnością, trwałością i przewidywalnością / The working conditions of the UEHS scientific staff are characterized by stability, durability and predictability



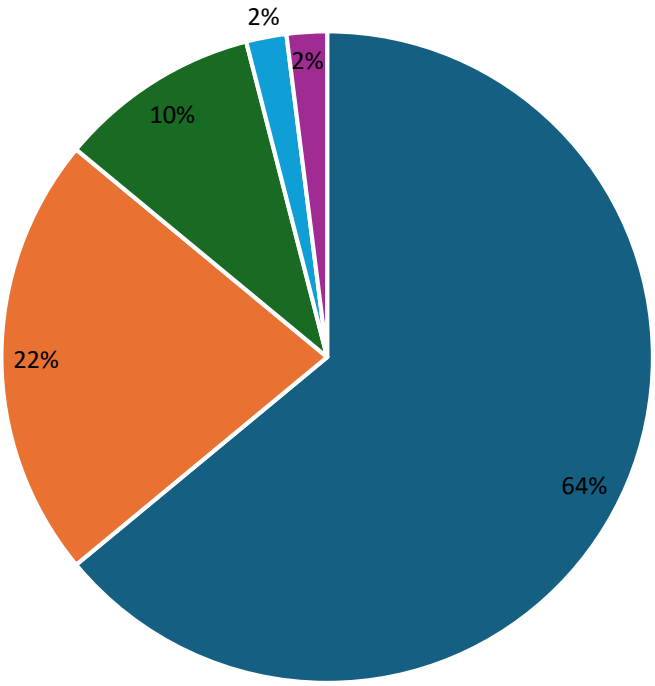
27. AEH zapewnia naukowcom sprawiedliwe i atrakcyjne wynagrodzenie, porównywalne z wynagrodzeniami w podobnych instytucjach w Polsce, zgodnie z przepisami prawa / UEHS provides its researchers with fair and attractive remuneration, comparable to that in s



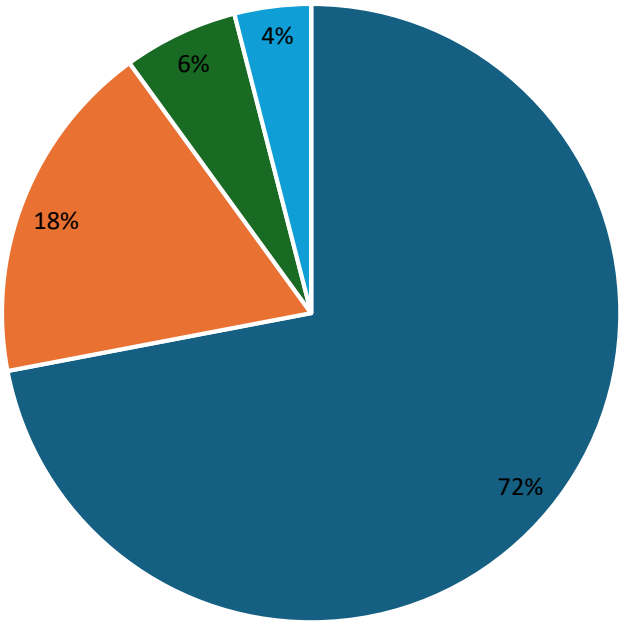
28. AEH zapewnia równą reprezentację płci na poziomie instytucjonalnym, w tym wśród kadry kierowniczej wyższego szczebla, w oparciu o politykę równych szans w rekrutacji, selekcji i rozwoju kariery / UEHS ensures equal gender representation at an institut



29. Na poziomie instytucjonalnym istnieje konkretna strategia rozwoju kariery w badaniach naukowych / At an institutional level, there is a specific strategy for career development in research

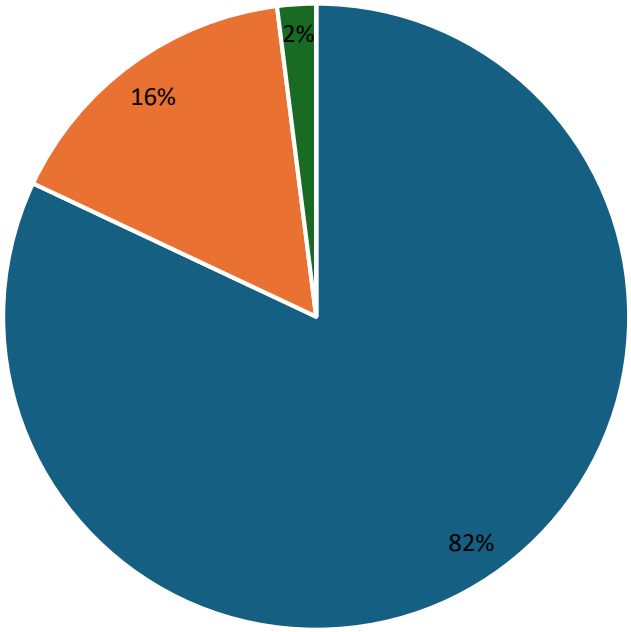


30. AEH wspiera krajową i międzynarodową mobilność badaczy / National and international mobility of researchers is encouraged by UEHS



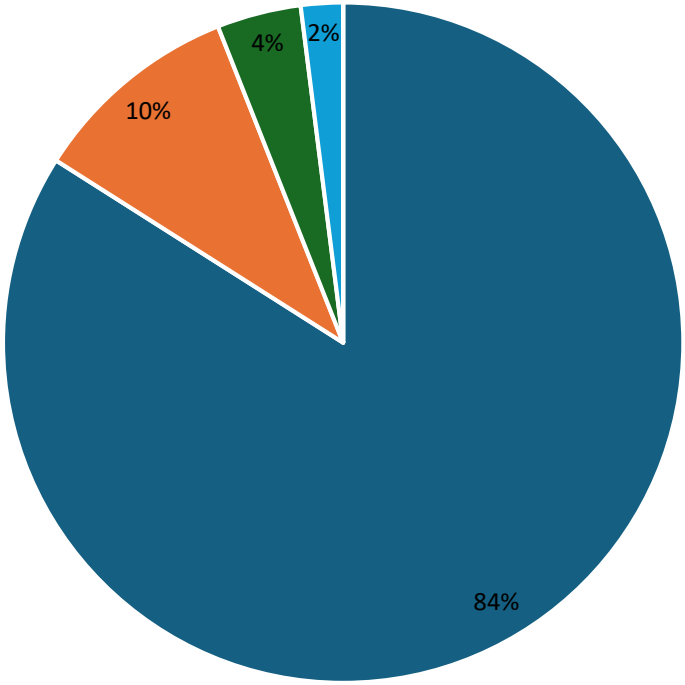
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31. AEH wspiera i zachęca do tworzenia zespołów badawczych i współautorstwa prac naukowych (publikacji) / UEHS supports and encourages the creation of research teams and co-authorship of scientific papers (publications)



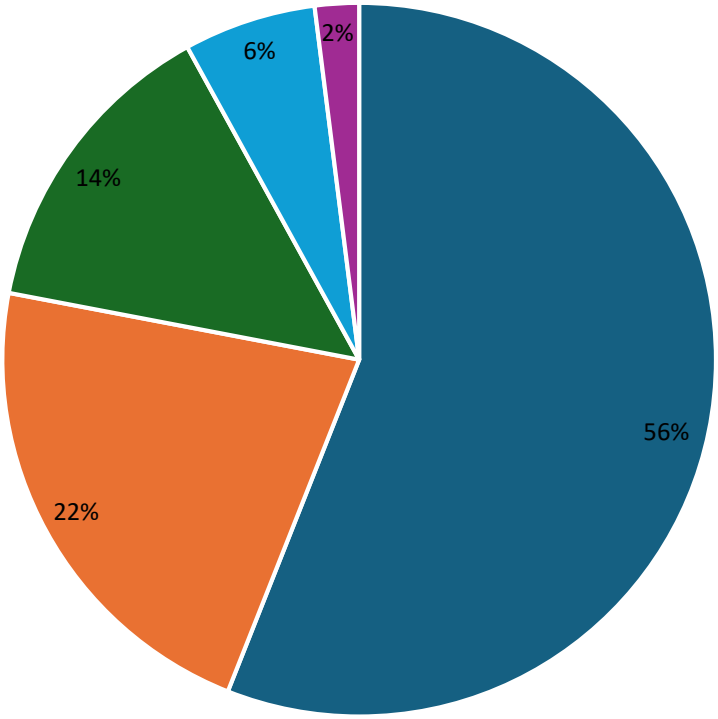
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32. AEH zapewnia ochronę praw własności intelektualnej, w tym praw autorskich do publikacji, raportów i patentów / UEHS ensures the protection of intellectual property rights, including copyright for publications, reports, and patents



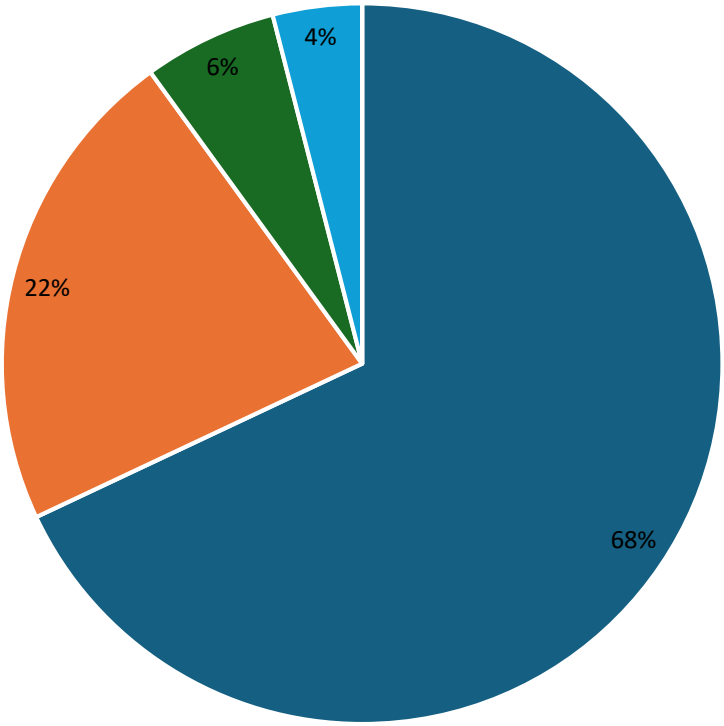
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33. Doradztwo zawodowe jest dostępne dla wszystkich badaczy AEH, niezależnie od ich rodzaju umowy i etapu rozwoju zawodowego / Career counseling is provided to all UEHS researchers, regardless of their contractual situation and stage of professional devel



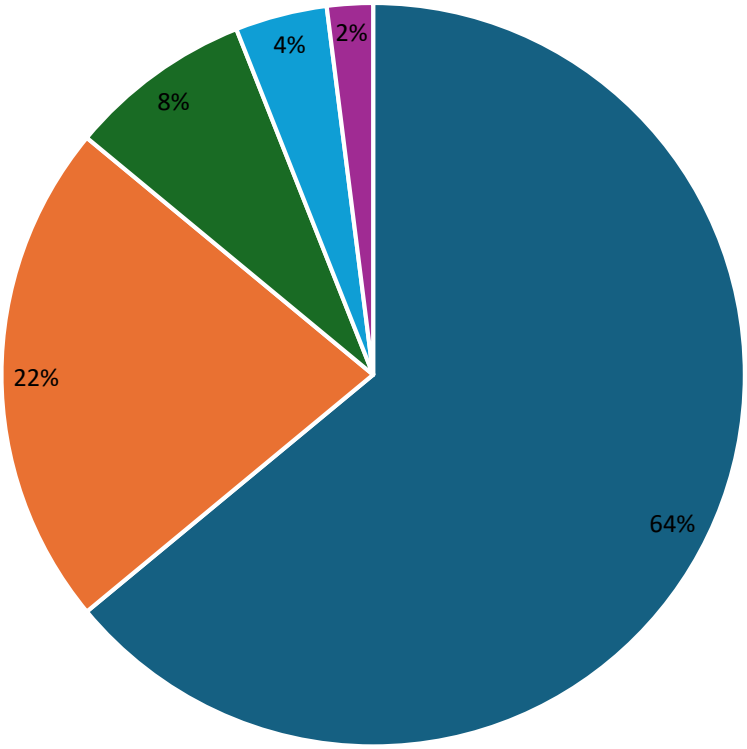
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34. AEH zapewnia odpowiednie szkolenia w zakresie nauczania i działalności badawczej jako część rozwoju zawodowego badaczy / UEHS provides appropriate training for teaching and research activities as part of researchers' professional development



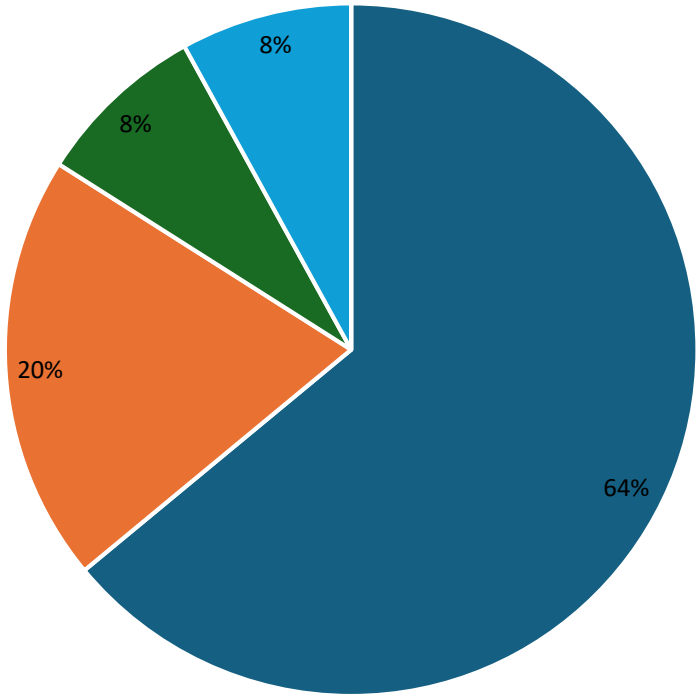
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35. AEH dysponuje odpowiednimi procedurami i narzędziami do rozstrzygania skarg badaczy i zapewniania poufności w rozwiązywaniu konfliktów, sporów i skarg związanych z działalnością zawodową / UEHS has appropriate procedures and tools to resolve researche



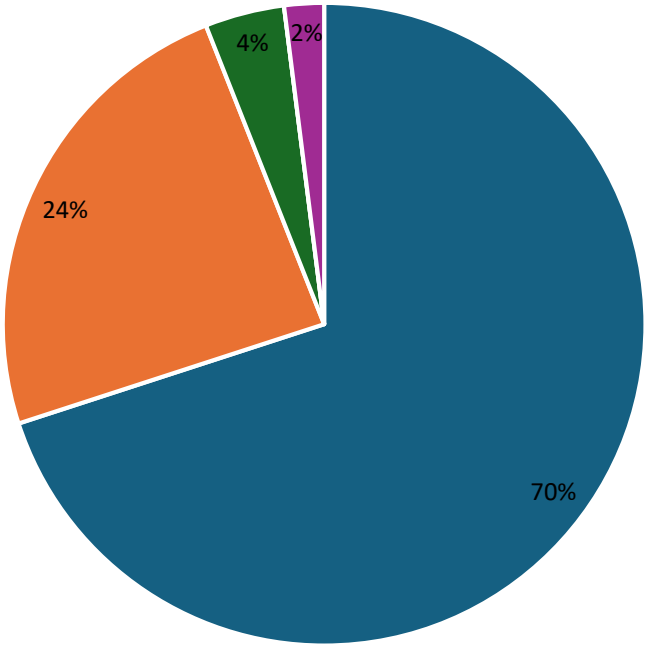
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36. Naukowcy są należycie reprezentowani w organach konsultacyjnych i decyzyjnych uniwersytetu / Scientists are duly represented in the university's consultative and decision-making bodies



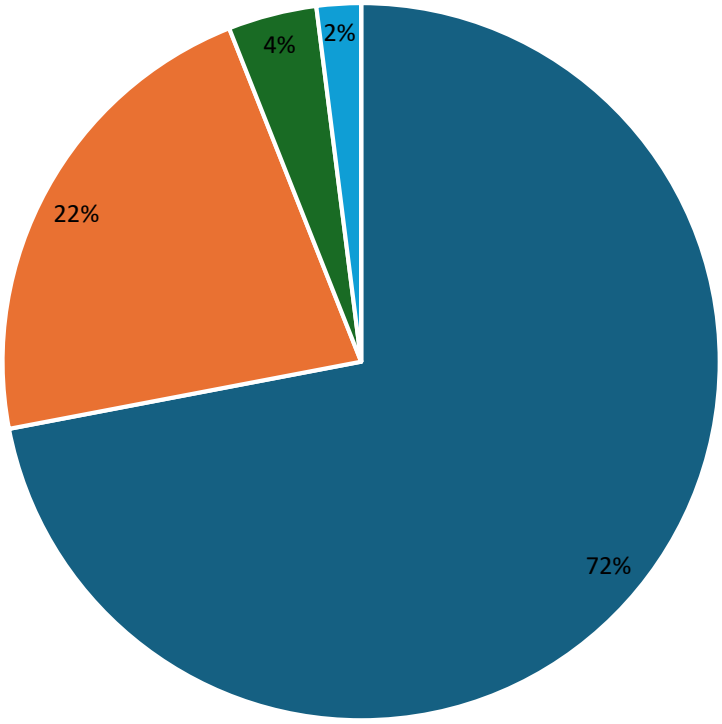
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37. AEH zapewnia ramy instytucjonalne dla uczciwej, równej i produktywnej współpracy między młodymi naukowcami a opiekunami naukowymi i zwierzchnikami / AEH provides an institutional framework for fair, equal and productive cooperation between young scien



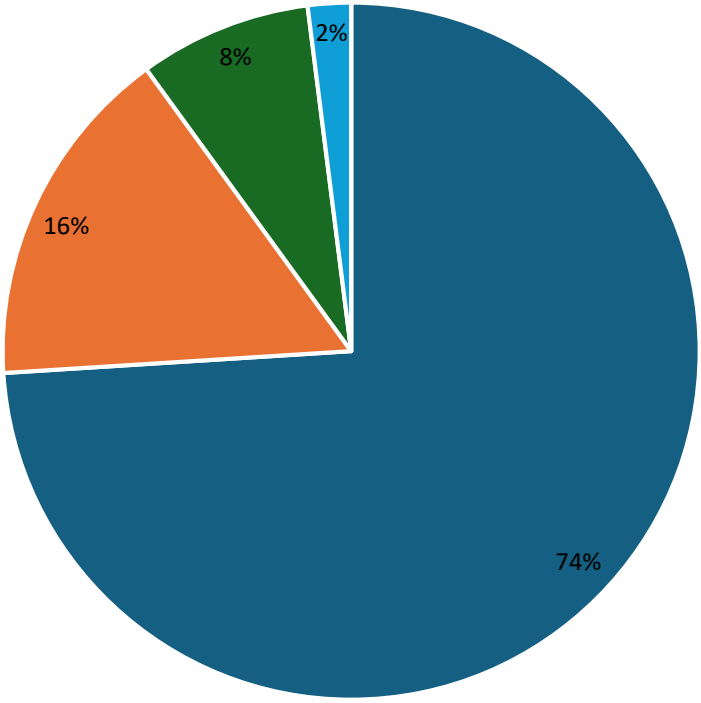
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38. Doświadczeni badacze są zaangażowani w nadzór, mentoring, koordynację projektów i działania związane z transferem wiedzy, co jest przydatne w rozwijaniu kariery młodych badaczy / Experienced researchers are involved in supervision, mentoring, project



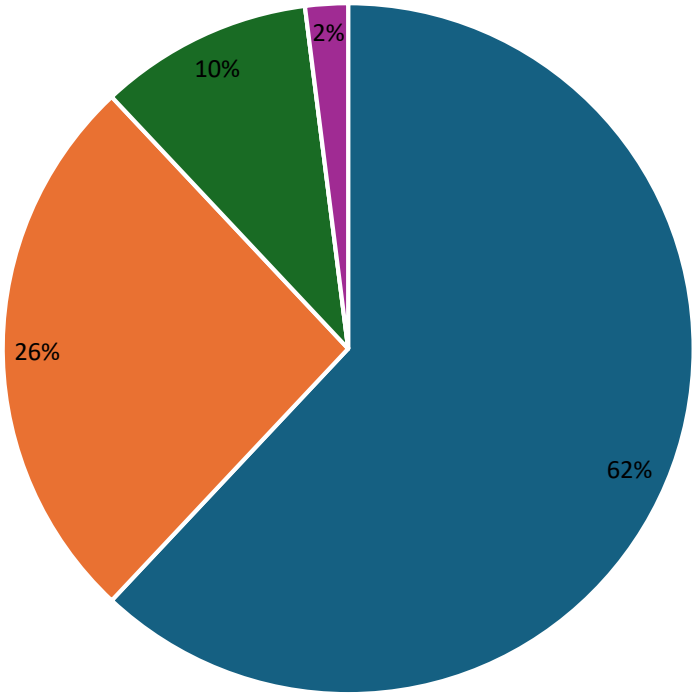
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39. W AEH funkcjonuje program rozwoju, mentoringu i poradnictwa zawodowego dla badaczy / UEHS has a programme of development, mentoring and career guidance for researchers



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40. Na poziomie instytucjonalnym istnieje system wsparcia samodoskonalenia i rozwoju kompetencji i umiejętności w zakresie działalności badawczej / At the institutional level, there is a system supporting self-improvement and development of competences an



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41. Doktoranci mają opiekuna naukowego rozprawy doktorskiej posiadającego zaawansowane umiejętności w wybranej dziedzinie badań / PhD students have a scientific supervisor of the doctoral thesis with advanced skills in the chosen field of research

