HR Excellence in Research

Gap Analysis

(Photo. T. Degórski, GMU)

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TEMPLATE 1 – GAP ANALYSIS

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PROCESS

The Development Strategy for Gdynia Maritime University for the years 2016-2020 established the University's priorities: consolidation of efforts to strengthen the position of the University as the leading international academic centre in education and scientific research for the needs of the maritime economy and increasing contribution of the University in knowledge transfer to the economy, creation of innovative solutions and commercialisation of research results.

One of the pillars supporting development of the University in the area of research is to provide good and stable working conditions for researchers at all stages of their career path.

The principles and requirements of the European Charter for Researchers and the Code of Conduct in the Recruitment of Researchers were recognised by the University authorities as the basis to initiate works on enhancement of the principles relating to recruitment and working conditions of researchers.

In October 2016, on the initiative of the Vice Rector for Research, the first meeting of representatives of all the faculties and GMU administration was held to undertake works leading to the University's application for an award HR Excellence in Research logo. The HR Team was formally appointed by the GMU Rector in December 2016. The HR Team, apart from the above mentioned representatives of particular faculties, consists of: legal counsel, organisational expert, information security expert and representative of GMU doctoral students. The Rector obliged all employees of the University to actively engage in the works on development of the HR Strategy for Researchers.

The meetings of the HR Team were held regularly to maintain fast progress and to observe changes introduced by the University authorities since 2016 related to working conditions for researchers in GMU. Special attention was paid to opinions of the group of doctoral students expressed during seminar-consultations, conducted also as workshops. The analysed issues were also consulted with the authorities of particular faculties, the Chancellor, the Chief Financial Officer, the Manager of HR and Payments Department and the Organisational-Legal Department.

On 26 June 2017 a series of seminars were conducted in particular faculties of GMU, in which the HR Strategy for Researchers and the actions undertaken by the HR Team were presented.

The works of the HR Team started from the analysis of legal documents regulating operation of GMU – the internal, national and international documents. Some of the internal regulations were changed already in the process of analysis. In order to achieve the most objective view of recruitment processes and researchers' work in GMU, the survey was developed and carried out among scientific research employees in the period from 15 January to 15 February 2017. 195 respondents participated in the survey, which accounts for 59% of the total number of GMU staff.

GAP ANALYSIS

The Charter and Code provides the basis for the Gap analysis. In order to aid cohesion, the 40 articles have been renumbered under the following headings. Please provide the outcome of your organisation's GAP analysis below. If your organisation currently does not fully meet the criteria, please list whether national or organisational legislation may be limiting the Charter's implementation, initiatives that have already been taken to improve the situation or new proposals that could remedy the current situation. In order to help the organisation's recruitment strategy, a specific self-assessment checklist is provided for Open, Transparent and Merit-Based Recruitment.

Table 2. Gap analysis

European Charter for Researchers and Code of Conduct for the Recruitment of Researchers: GAP analysis overview

	In case of -, -/+, or +/-, please indicate the actual "gap" between the principle and the current practice in your organisation. If relevant, please list any national/regional legislation or organisational regulation currently impeding implementation	Initiatives already undertaken and/or suggestions for improvement
Status: **+ = fully implemented** **+/- = almost but not fully implemented** -/+ = partially implemented - = insufficiently implemented		
	I. Ethical and Professional Aspects	
1. Research freedom 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.		
+/-	Scientific didactic employees of GMU enjoy freedom of research to the extent that corresponds to their interests. They enjoy freedom to identify research methods and practices in their research. This opinion was confirmed by about 90% respondents. Employees identify a need to undertake actions to initiate projects, including interdisciplinary projects, which will combine competences of particular employees, departments and faculties. The respondents claim that interdisciplinary projects can contribute to strengthening of interdisciplinary competences of independent teams and to expansion of the research offer of the University. The only limitations that scientific-didactic employees see in their activity result from the national regulations on public procurement, which to a certain degree limit their freedom to purchase research equipment and also cause that the process of purchase is long-lasting owing to complexity of purchasing procedures laid down in the Public Procurement Law.	**Action Required:** Coordination of initiation actions relating to research projects on the level of the faculty and department and implementation of new regulations enabling formation of new research teams, including interdisciplinary teams. Mainstreaming the information flow through information meetings and trainings.

2. Ethical principles

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.

-/+	The appropriate national and University regulations were implemented, consequently about 90% respondents declare they know and adhere to ethical principles. Less than 60% think that also other employees adhere to them, among others with regard to intellectual property protection. Yet, the results of the survey also show that there is a need to update employees' knowledge within this area.	Action Required: • Remodelling access to information and the internal regulations of GMU in the Intranet and Extranet systems of the University. • Implementation of mechanisms and tools enabling transparent monitoring of employees' engagement in research results – Implementation of the University Repository of Scientific Achievements (USEDN).

3. Professional responsibility

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 appropriate regulations concerning adherence to intellectual property protection rights, both on the national and University level, were implemented and about 80% respondents confirm they are familiar with them and adhere to them. The results of the survey also show that some scientific-didactic employees do not know these regulations or they are not able to state if these regulations were implemented and if they are binding.	Action required: • Remodelling access to information and the internal regulations of GMU in the Intranet and Extranet systems of the University. • Planning and conducting a series of trainings on intellectual property protection rights. • Creating a new job position or an organisational unit, on the central level, having enhanced competences within intellectual property rights and commercialisation of research.

4. Professional attitude

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.

+/-	Scientific-didactic employees are familiar with the scope, goals and funding mechanisms of research projects, which they confirmed in the questionnaire survey. In some cases they pointed to a lack of the efficient flow of information concerning changes in the schedules of grants competitions for research works. The survey results also showed that they feel there is a lack of information relating to the principles of research funding.	**Action Required:** • Regular publication and updates of information on the binding regulations. • Planning and conducting trainings on mainstreaming processes of realisation of research projects. • Creating a new job position or an organisational unit, on the central level, having enhanced competences within coordination, monitoring and updates of employees on scopes, goals and funding mechanisms in grants competitions for research projects. • Activities of the University internal Contact Point supporting researchers on the formal-technical level within initiation and realisation of research projects.

5. Contractual and legal obligations

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.

+/-	Majority of scientific-didactic employees of GMU have knowledge on available trainings and working conditions, the regulations on intellectual property protection and the regulations concerning the conducted research projects. However, they pointed to a need to systematise and update this knowledge.	**Action Required:** • Remodelling access to information and the internal regulations of GMU. • Planning and conducting a series of trainings on intellectual property protection rights.

6. Accountability

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.

+	Scientific-didactic employees of GMU are informed and are aware of the need to ensure special attention, transparency, reliability and efficiency towards the employer or the funder of research. It is essential for scientific-didactic staff to provide the employer or the funder with all the necessary documents, reports or research results in case of external or internal control.	Action required: does not require action

7. Good practice in research

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 fulfill them at all times.

+/-	Scientific-didactic employees are obliged to participate in occupational health and safety courses organised on a regular basis. However, in the survey they pointed to a lack of sufficient technical support within areas of: information technology, data archiving and data security and protection.	Action Required: • Planning and conducting trainings on data protection and security as well as implementing support mechanisms of maintenance and purchase of equipment for scientific research and the system of effective IT support including data archiving.

8. Dissemination, exploitation of results

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

-/+	Scientific-didactic employees of GMU publish their research results and participate in national and international conferences. Nevertheless, there is a need to increase funding allocated to it as well as a need to fund patent applications and licenses. Some employees indicate a need for language support in writing scientific articles.	Action required: • Development of mechanisms for current support in raising funding for researchers' participation in conferences (konkurs NCN Miniatura;

(English: competition "Miniature" of the National Science Center).
- Continuation of the implementation process of the regulations on funding patent applications within
- Commercialisation of research results and creating a new job position or an organisational unit, on the central level, having enhanced competences within patent counselling.
- Development of the database of available grants competitions and initiatives supporting science popularisation.
- Activities of the University internal Contact Point supporting initiation and realisation of research and development projects.
- Development of the system of dissemination and promotion of research results, also in open databases.

A numerous group are employees who point to scarcity of financial resources allocated to publications and conferences. Especially, this refers to foreign publications and conferences, where 2/3 of respondents of the survey negatively evaluated the level of funding. Consequently, participation in international conferences is limited, which additionally means they do not get to know the scientific community, have no scientific contacts and no prospects for joint projects. Similar financial obstacles were identified as a factor limiting possibilities to publish in foreign journals, including the commonly pointed problem of no financial resources allocated to a language review of their scientific articles. There is also a lack of widely understood language support, including language training for employees.

Responders' answers concerning deficiencies of the existing in GMU system of funds allocation to foreign visits focus on difficulties in obtaining funds for conferences that do not publish proceedings indexed in WoS.

The implementation of mechanisms of additional funding for scientific publications and courses of scientific writing was already initiated.

In the present year the system for employees' appraisal was modified and a new criterion taking into account employees' engagement in mentor support at initiation of new research problems, including initiation of research projects, was introduced.

9. Public engagement

Researchers should ensure that 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.

| + | Scientific-didactic employees initiate numerous actions, on the local and regional level, to popularise science, e.g. science festivals, organisation of contests for school youth, conducting open lectures, work in expert teams, etc. | Action required: does not require action |

10. Non discrimination

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

+	The generally adopted principle is to ensure equality for all scientific-didactic employees in all the areas. Respondents of the survey generally indicated there is no observable discrimination. Every tenth respondent identified a possibility of existence of certain discriminating behaviours due to supervisor-subordinate relationships.	Action required: does not require action

11. Evaluation/ appraisal systems

Employers and/or funders should introduce for all researchers, including senior researchers, evaluation/appraisal systems for assessing their professional performance on a regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee.

+/-	The appraisal system of scientific-didactic employees, which was introduced, needs improvement as it does not reflect the objective picture of employees' actual engagement. In the open question in the questionnaire survey employees commented on two aspects: - the appraisal carried out by supervisors; - the appraisal carried out by students on the basis of questionnaires. Respondents pointed to a need to modify the existing appraisal system of scientific-didactic employees, so that it will take into account organisational activities. The governing principle of the existing appraisal system are the results of anonymous questionnaires, in which students evaluate didactic activities conducted by the employee. Some respondents think that questionnaires are unreliable and not objective. They pointed to a need to modify both the questions and the very procedure of conducting the questionnaire. In 2017 the new system of employees appraisal was implemented that takes into account scientific, organisational and research activities. Criteria of the appraisal vary with regard to particular group of employees (R1-R4) and with regard to groups of employees holding executive positions taking into account development of employees working under them.	Action required: • Improvement of the existing appraisal system of employees by students.

12. Recruitment

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

		Action required:
+/-	The recruitment procedure is based on the national regulations and the internal regulations of the University. Nevertheless, to increase transparency some components must be modified and improved. The lack of procedures and criteria for the appraisal of a candidate returning to a scientific career was identified.	• Updating the existing detailed procedure ISO P5-4 "Zarządzanie zasobami ludzkimi" (English: "Human resource management") in recruitment of scientific-didactic employees (advertising, recruitment, results announcement), taking into account additional criteria for people returning to a scientific career.

13. Recruitment (Code)

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

		Actions required:
+/-	The existing GMU recruitment procedure contains insufficiently detailed descriptions of working conditions, entitlements, career development prospects and planned duration of employment.	• Development of the recruitment procedure that will include a description of working conditions, entitlements, career development prospects, planned duration of employment. • Development of guidelines for the faculties on recruitment for a position of the academic teacher taking into account evaluation of usefulness of the candidate's qualifications for the needs of the position regardless of time and place of the present employment. • Updating the existing detailed procedure ISO P5-4 "Zarządzanie zasobami ludzkimi" (English: "Human resource management") in recruitment of scientific-didactic employees.

14. Selection (Code)

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

| +/- | The existing procedure of recruitment of a scientific-didactic employee does not take into account guidelines on composition of the selection committee and adequacy of its members' competences, as well as openness of the committee to include an external expert. This procedure does not foresee the obligation to hold a job interview in the presence of the committee. In the survey 31% respondents pointed to unprofessional composition of the members of the recruitment committee. | **Action Required:**
 • Development of guidelines for the faculties on recruitment for a position of the academic teacher taking into account evaluation of usefulness of the candidate's qualifications for the needs of the position regardless of time and place of the present employment.
 • Updating the existing detailed procedure ISO P5-4 "Zarządzanie zasobami ludzkimi" (English: "Human resource management") in recruitment of scientific-didactic employees. |

15. Transparency (Code)

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

| +/- | The general requirement of transparency in the recruitment procedure was already defined and met. Nevertheless, it is necessary to pay more attention to a more detailed description of the position, financial terms, career path prospects and the feedback information on candidates' strengths and weaknesses. | **Action Required:**
 • Development of guidelines for the faculties on recruitment for a position of the academic teacher taking into account evaluation of usefulness of the candidate's qualifications for the needs of the position regardless of time and place of the present employment.
 • Updating the existing detailed procedure ISO P5-4 "Zarządzanie zasobami ludzkimi" (English: "Human |

	- resource management") in recruitment of scientific-didactic employees. - Defining the catalogue of indispensable requirements for candidates, which will have to be taken into account in the recruitment procedure, so that they are easy to understand and uniform with all recruitment actions undertaken on the University level.

16. Judging merit (Code)

The selection process should take into consideration the whole range of experience of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered. This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be properly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular attention should be paid to any contributions to patents, development or inventions.

+/-	In the recruitment process in GMU both qualitative and quantitative merits relating to experience and potential of researchers are taken into consideration. However, in practice majority of advertised job vacancies refer to recruitment for a scientific-didactic position, although there is a need to employ a person for only one of these positions. Moreover, apart from bibliometric indicators, no other evaluation criteria are taken into account, such as e.g. didactics, scientific support, team work, knowledge transfer, research management, or actions undertaken in the areas of innovations, popularisation of scientific knowledge in the society, and also contribution in patents and inventions.

Action required:
- Enhancement of the recruitment process by introducing indicators that take into account other merits, not only bibliometric merits.
- Development of guidelines for the faculties on recruitment for a position of the academic teacher taking into account evaluation of usefulness of the candidate's qualifications for the needs of the position regardless of time and place of the present employment.
- Updating the existing detailed procedure ISO P5-4 "Zarządzanie zasobami ludzkimi" (English: "Human resource management") in recruitment of scientific-didactic employees.
- Development and implementation of selection criteria in GMU (as the

	maritime university), which will ensure that in the recruitment process candidates with maritime diplomas will be treated as having sufficient essential competences for some positions, which is in compliance with the requirements of the international regulations resulting from the Convention STCW.

17. Variations in the chronological order of CVs (Code)

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.

+/-	Breaks in scientific careers do not constitute barriers in the recruitment process.	Action required: • Development of guidelines for the faculties on recruitment for a position of the academic teacher taking into account evaluation of usefulness of the candidate's qualifications for the needs of the position regardless of time and place of the present employment. • Updating the existing detailed procedure ISO P5-4 "Zarządzanie zasobami ludzkimi" (English: "Human resource management") in recruitment of scientific-didactic employees. • Introduction of the one-time job competition procedure, which means that during recruitment in the University an applicant takes part in the competition procedure only once regardless of further changes of the position or employment breaks.

18. Recognition of mobility experience (Code)

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.

-/+	Information on available programmes of mobility of scientific-didactic staff was introduced as a permanent element of the Intranet enhancements. Nevertheless, mobility of scientific-didactic employees gains no recognition, neither in the periodic appraisal of the employee nor in recruitment of candidates for available vacancies.	Action required: • Taking into account in the appraisal process any mobility experience of scientific didactic employees at any stage of their scientific career.

19. Recognition of qualifications (Code)

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

-/+	In compliance with the national requirements, academic and vocational qualifications of employees are recognised in AMG. An exception are some qualifications (e.g. maritime diplomas) acquired in industry, which are not considered as a valuable factor in the periodic appraisal of the employee.	Action required: • Development of guidelines for the faculties on recruitment for a position of the academic teacher taking into account evaluation of usefulness of the candidate's qualifications for the needs of the position regardless of time and place of the present employment. • Updating the existing detailed procedure ISO P5-4 "Zarządzanie zasobami ludzkimi" (English: "Human resource management") in recruitment of scientific-didactic employees.

20. Seniority (Code)

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.

+/-	Qualifications of the candidate constitute the basic criterion of evaluation, regardless of time and place of their acquisition. Due to the University profile more attention is increasingly paid to the fact whether the candidate is a holder of the maritime diploma or not, both in external and internal recruitment.	Action required: • Development of guidelines for the faculties on recruitment for a position of the academic teacher taking into account evaluation of usefulness of the candidate's qualifications for the needs of the position regardless of time and place of the present employment. • Updating the existing detailed procedure ISO P5-4 "Zarządzanie zasobami ludzkimi" (English: "Human resource management") in recruitment of scientific-didactic employees.

21. Postdoctoral appointments (Code)

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.

+/-	Many respondents expressed their dissatisfaction with changes and inconsistency of the currently binding national regulations concerning employees with the degree of a doctor. At present the University is in a transitory period waiting for the change of law on higher education and implementing provisions to this law that will enable its implementation. Despite this situation, lately some actions have been undertaken to stabilise employment of scientific employees with the degree of a doctor by implementing the rotation procedure for academic teachers who have not obtained the degree of a doctor with habilitation within the statutory time. The implemented regulations enable employees, among others, to realise their professional development choosing either a fast-track scientific career path or a slow-track scientific career path.	Action required: • Implementation of new regulations on modelling the choice of a career path by GMU scientific-didactic employees. • Systematic adaptation of the internal GMU regulations on the choice of a career path (scientific or didactic) to the newly prepared law on higher education.

II. Working Conditions and Social Security

22. Recognition of the profession

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

+	All people starting a scientific career gain recognition of their qualifications – they are offered special conditions created for their successful professional development. The support for these actions is the newly introduced University Repository of Scientific Achievements (SED) of academic teachers, doctoral students and students of Gdynia Maritime University. This tool is designed to create a specific portfolio of the scientific-didactic employee, which is essential from the point of view of development of a career path and monitoring scientific development.	Action required: • Development and implementation of actions to obtain/gain financial means for competitive salaries for researchers at the early stage so as to encourage the best graduates and special/exceptional talents for scientific work in GMU.

23. Research environment

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.

+/-	The two faculties of GMU - Marine Engineering and Electrical Engineering – finished the realisation of the grant UE RIDAM, the result of which are a few, very modern laboratories to perform research . Moreover, employees can access virtual tools (e.g. PLATO PORTAL with virtual tools and specialist software), which can be used by researchers and students. However, many respondents pointed to a need to further develop and modernise the laboratory base, which will facilitate research and increase technical support relating to data security and tele-working security.	Action Required: Further consistently undertaken actions, the aim of which is to obtain financial resources for modernisation of research laboratories and technical support from the European Union funds.

24. Working conditions

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.

+/-	Among the most frequently indicated needs within working conditions mentioned by respondents are: a lack of the appropriate computer, laboratory equipment and software as well as insufficient financial resources for research. Employees also pointed to a lack of sufficient resources allocated to access paid journals and specialist databases. The problem of evident scarcity of research basis was raised and resulting from it the insufficient number of significant scientific publications. Insufficient support for research	Action required: • Emphasis on enhancing activities of the office, which supports works on applications for external grants for every employee interested.

	• Enhancement of working conditions of employees.

and publications results in situations, where some of the needs of scientific-didactic employees are met with their own financial resources.

Another important issue for respondents is also a lack of career breaks opportunities or a mechanism allowing for some limits of the teaching load for employees engaged in research projects or a lack of support for mothers of young children.

Respondents also pointed to less important impediments, such as for instance: technical limits of mailboxes or no possibility of sending large attachments.

In the same period, the Regulations were improved concerning scientific and research works and Statutory Activity grants allocated to the basic organisational units of GMU within grants to maintain research potential.

The offer of research and interdisciplinary teams, which is updated on a regular basis was developed. Its aim is to intensify the process of commercialisation of research results and to increase openness of the University to the economy.

In the structures of GMU there is an office (department), whose responsibilities are, among others,: tracking announcements of available grants competitions and formal-technical support in preparing applications for funds dedicated to research and scientific and research equipment.

In order to improve working conditions GMU employees were offered a series of additional benefits within the social package, including: MultiSport card, access to extended health care.

25. Stability and permanence of employment

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*.

-/+	GMU employees with the degree of a doctor, who did not obtain the degree of a doctor with habilitation by the defined date, can choose a form of further employment for duration specified, or not specified, which could ensure job security. However, some assistant professors (R2) express their concern that the above mentioned form of employment may not concern all employees in this group. The issue raised in the survey is that the University focuses its interest only on the points obtained by employees and the date they are awarded the degree of a doctor with	Action required: • Development and implementation of the HR Strategy for Researchers.

habilitation. Other forms of contribution are taken into account to a lesser extent, which was evaluated negatively by respondents. Even people awarded with a bonus or the Rector's award for scientific results can be negatively verified due to a failure to keep the deadline for the degree of a doctor with habilitation.

The implemented in 2017 rotation procedures, which aimed among others at prevention of dismissals of assistant professors by employing them in the positions of assistants, do not fully satisfy a considerable group of employees.

Support for people employed on fixed-term contracts and currently fixed time contracts for employees with the degree of a doctor was positively evaluated by only 45% respondents. About 30% negative answers and about 30% answers "difficult to say" point to a need to introduce changes.

Support to increase job security of employees is the implemented University Repository of Scientific Achievements (SED), which at the same time is a mechanism to monitor scientific development of employees.

26. Funding and salaries

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 system of salaries in the University is in line with the Resolution of the Minister of Science and Higher Education. Many respondents express their dissatisfaction with the level of salaries comparing them to the level of the average national salary and the market reality. It refers, first of all, to employees at the early stage (assistants – R1) and, to a lesser extent, assistant professors (R2). It also partly affects a possibility of hiring a researcher (assistant – R1). Such a situation may constitute a threat to staff hiring in the University. Yet, as it was emphasised, this is a phenomenon resulting from the national regulations and laws.

Action required:
- Undertaking efforts to identify additional sources of funding employees' remuneration, especially in the early stage of their scientific career, so that it is financially attractive.
- Stimulation of applications for grants and projects that fund equipment of the research base and scientific development.

27. Gender balance

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 ensures a gender balance at all levels of staff, including supervisory and managerial level. The recruitment process does not favour any gender; remuneration is the same for women and men employed on the same positions. There is also a representative balance at all career levels and decision-making bodies. Moreover, the conducted survey points unequivocally to the lack of gender discrimination (87% positive answers), whereas in answers to the open questions none of the respondents raised this issue. It can be stated that the policy of equal opportunity if fully realised in the University.	Action required: does not require action

28. Career development

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.

-/+	57% surveyed employees answered positively the question of the open and transparent human resource policy of the University. This policy is partly imposed by the Law on higher education, but at the same time, to a great extent, it is shaped by the University within its autonomy. The adopted solutions do not contribute to reduction of job insecurity with regard to professional future among employees of GMU - this problem was raised by many respondents in many open questions. 45% respondents evaluate positively the policy of the University of stabilisation and job security. The policy towards assistant professors (obliged to obtain the degree of a doctor with habilitation within 8 years) in comparison to the policy towards employees with the degree of a doctors holding the position of university professor (not obliged to obtain the degree of a doctor with habilitation) seems not to be fully accepted by R2 group. Nevertheless, in March 2017 the regulations introducing new positions and possibilities to pursue a scientific career path in different manners were introduced.	Action required: • Development and implementation of the HR Strategy for Researchers and enhancement of internal tools for development of a career path.

29. Value of mobility

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

-/+	In evaluation of employees' professional development there are no mechanisms leading to recognition of the value of geographical, intersectorial, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher's career. Also support in accessing scientific internships in some other units was regarded as insufficient, which was confirmed by the surveyed employees (only 42% respondents evaluate positively support to access to national internships and 37% - to international internships). 11% - 14% respondents think that they do not have access to national and international internships. 46% - 44% have no opinion on this issue as they do not know principles and mechanisms relating to participation in internships.	Actions required: • Development and implementation of the HR Strategy for Researchers taking into account the value of employees' mobility, both in the stage of recruitment and during the appraisal of the employee. • Adding an element of recognition of mobility to the indicators in the appraisal system of employees. • Development of the effective and common system of employees support in applying for national and international internships, and implementation of an effective mechanism of informing employees about programmes enabling applications for national and international internships.

30. Access to career advice

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.

-	In GMU there is no offer of career advice for scientific-didactic employees. This is confirmed by 17% respondents. 59% respondents express the opinion "difficult to say", which suggests a lack of knowledge with regard to this issue.	Actions required: • Conducting a diagnosis of the needs relating to career advice. • Development and implementation of the procedures that will satisfy the needs of widely understood career advice • Expansion of competences of the Career Office currently operating in the University.

31. Intellectual Property Rights

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

-/+	There are binding principles and procedures on the copyright to the results of research conducted in the University. The costs of patents, from the stage of developing a patent application to the payment for protection in compliance with the binding regulations constitute a financial burden for the faculties. Due to a difficult financial situation Heads of particular units are not willing to fund the patent procedures. Therefore, in such a situation there is no subsequent stage, which should be commercialisation of the patent. A lack of access to advice within patent procedures was also pointed to. Changes were initiated enabling funding of processes of research results commercialisation.	Action required: • Search for business partners and realisation of research for their needs, including development of the model for patent applications. • Creating a new job position or an organisational unit, on the central level, having enhanced competences within career advice.

32. Co-authorship

Co-authorship should be viewed positively by institutions when evaluating staff, as evidence of a constructive approach to the conduct of research. Employers and/or funders should therefore develop strategies, practices and procedures to provide researchers, including those at the beginning of their research careers, with the necessary framework conditions so that they can enjoy the right to be recognised and listed and/or quoted, in the

context of their actual contributions, as co-authors of papers, patents, etc, or to publish their own research results independently from their supervisor(s).

-/+	So far in GMU there have been no procedures introduced to provide researchers, including researchers at the early stage of their career, with necessary framework conditions to enjoy the right to be recognised, be listed as a co-author or be quoted, in the context of the actual contribution they have in works, patents, etc. as well as the right to publish their research results independently of their scientific supervisors. This issue has been identified in the University. Lately the procedure has been implemented to declare co-authorship already in the stage of preparing a publication. This declaration takes into account the percentage share of the actual contribution of each co-author.	Action required: • Planning and holding information meetings to acquaint employees at all levels with procedures and rights of the author with regard to determination of co-authorship.

33. Teaching

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

-/+	There is no mechanism in the University taking into account time devoted to training researchers at the early stage of their career by senior members of the staff as a part of their teaching commitment. Lately the Regulations on remuneration for employees of Gdynia Maritime University, excluding crew members of the training vessels has been implemented – it regulates the issue of remuneration for hours devoted to didactic and scientific work. In the survey only 46% employees evaluated positively the ratio of didactic workload to organisational workload to the extent, which enables simultaneous scientific development. This problem was also identified in the open questions. About 30% respondents have no opinion on this issue.	Action required: • Enhancement of the periodic appraisal procedure of scientific-didactic employees, which will take into account organisation of internal trainings on the issues relating to didactic processes (teaching) for researchers at the early stage by more experienced staff.

34. Complains/ appeals

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.

+/-	In the University there are binding procedures and mechanisms enabling employees to appeal from the results of the periodic appraisal or to make complaints. Disciplinary commissions are also appointed. However, employees identified a need to make the system of resolving conflicts and disputes more efficient. About 9 % of employees negatively viewed this issue and another 50% answered "difficult to say". There are no procedures in GMU ensuring confidential and informal assistance in resolving work-related conflicts. A new possibility of making complaints, but also submitting ideas and proposals of improvement, was offered by the box of "new ideas and grievances" introduced by the Rector for some time.	Action required: • Enhancement of the regulations on the system of resolving conflicts and disputes enabling formation of confidential and informal assistance in resolving conflicts. Such a process will be supported by appointing a University or faculty trustworthy intermediary. The additional element will be the box of "new ideas and grievances" as a permanent form of developing partner management of the University and direct communication of the Rector with all employees.

35. Participation in decision-making bodies

Employers and/or funders of researchers should recognize it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, so as to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the institution.

+	GMU employees are guaranteed the right to be represented in decision-making organs and collective bodies of the University. 90% respondents confirm this fact. In the University there are also two trade union organisations. In the open questions there appeared occasional signals concerning a lack of influence of assistant professors on decisions of the Faculty Councils. However, this situation is connected with composition of the Councils resulting from the Law on higher education.	Action required : does not require action

III.   Training and Development

36. Relation with supervisors

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.

-/+	Engagement of a research mentor in actions of a scientific-didactic employee and the sufficient amount of time devoted to this engagement was evaluated positively by 54% and 53% respondents, respectively. On the other hand, satisfaction with the quality of the scientific support of the University is felt by less than 48% respondents. Despite the internal regulations (the Statute, the Resolutions of the Senate, Code of ethics for researchers) and scientific seminars conducted, employees emphasize insufficient merit-based and organisational support of supervisors for their scientific development. About 15% respondents expressed negative opinions, another group of about 30% expressed their uncertainty with regard to sufficient scientific support of supervisors offered to employees (inside or outside the University) and conscious and competent performance of this role.	Action required: • Enhancement of regulations concerning organisation of seminars in the departments and faculties of GMU and merit-based support of supervisors and scientific mentors offered to subordinates pursuing successive scientific degrees. • Verification of the existing periodic appraisal procedures for Heads of departments, so that they take into account combination of this appraisal with scientific progress of their subordinates, fulfilment of commitments within organisational and merit-based support for scientific-didactic employees.

37. Supervision and managerial duties

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.

| -/+ | Despite the formal regulations operating in the University there is no mechanism of effective engagement of researchers with a large degree of autonomy R3 and R4 (who are not Heads) in scientific development of assistants and assistant professors as well as cooperation of these both groups in the projects reported by researchers with a large degree of autonomy. Insufficient support of senior members of staff is visible also with regard to possibilities of applying for publications of research results of the early-stage researchers in recognised national and international journals. In the University there are too few scientific mentors, who publish their works in the recognised journals and who are able to manage less experienced researchers within this area.

In the open questions Heads of departments were clearly pointed to as researchers, from who such support is expected. | Action required:
• Undertaking actions by the authorities of the University aiming at introducing good practices in merit-based support of researchers with a large degree of autonomy from the department or the faculty for researchers at the early stage of the career, who write qualification papers and apply to publish their research results in the recognised journals. An example of such actions can be introduction of the obligation for researchers with a large degree of autonomy to participate in scientific seminars of the department and to hold formal consultations after or before such a seminar.
• Stimulation of mechanisms for closer merit-based cooperation between researchers with a large degree of autonomy and researchers of the early-stage, forming effective research teams with the clearly established principles of work and evaluation of all members of such a team. |

38. Continuing Professional Development

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

| -/+ | Despite the internal formal regulations staff point to problems in funding their participation in trainings that raise their qualifications (e.g. language). About 20% of respondents evaluated negatively this possibility, and another 30% expressed their uncertainty. | Action required:
• Development and realisation of the plan of trainings (including language training) for scientific-didactic |

- employees, supporting development of their scientific career.
- Introduction of the cyclic needs analysis with regard to trainings.

39. Access to research training and continuous development

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

-/+

Within the conducted survey a possibility to expand competences by participation in various forms of trainings financed by the University was evaluated on a low level. Less than 44% respondents positively evaluated this aspect of GMU actions. Simultaneously, only 37% employees positively evaluated adaptation of their conducted scientific activity to the current needs of the economic practice (organisations of different type).

Action required:
- Undertaking efforts to identify additional sources of funding for trainings enabling development of skills and qualifications on a continuous basis, as well as increasing their share in research and other types of actions (e.g. projects) corresponding to the needs of the economy
- Updates on a regular basis of information about available resources taking into account their availability, researchers' interests and effectiveness of the overall system of trainings and development for researchers.

40. Supervision

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.

-/-	Slightly above half of the surveyed positively evaluated scientific supervision organised by the University. Some employees do not feel that their scientific development is supervised by the researcher, who consciously assumed that role (only 60% positive answers) and has the right competences (only 64% positive answers).	Action required: • Development and implementation of the HR Strategy for Researchers that will enable creation of mechanisms for scientific support (scientific supervision) for assistants R1 and doctors R2. Within these mechanisms it is necessary to unambiguously appoint the mentor experienced in supervising research works, having time, knowledge and experience, competences and commitment.

Table 4. Analysis regarding OTM-R.

	OTM-R checklist				
	Open	Trans-parent	Merit-based	Answer: ++ Yes, completely +/-Yes, substantially -/+ Yes, partially -- No	Suggested indicators (or form of measurement)
OTM-R system					
1. Have we published a version of our OTM-R policy online (in the national language and in English)?	x	x	x	--	To be introduced in 2018
2. Do we have an internal guide setting out clear OTM-R procedures and practices for all types of positions?	x	x	x	-/+	Procedures covered by the OTM-R are introduced within the ISO Procedure P-5 (human resources management) and the Statute of GMU. The procedure goes in line with the Labour Law stating that a researcher can undergo an interview procedures one time when applying for the post. The new regulation of the Law claims no impact of position changing while promoting or degrading, or gaps in the employment.
3. Is everyone involved in the process sufficiently trained in the area of OTM-R?	x	x	x	-/+	Existence of training programmes for OTM-R. Number staff following training in OTMR. When referred to the ISO procedures there is a group of trained persons. During the update of ISO procedures, there will be further training programmes scheduled.
4. Do we make (sufficient) use of e-recruitment tools?	x	x		+/-	Existence of training programmes for OTM-R. Number of staff following training in OTM-R. A job opportunity is published on the GMU website and international EURAXESS. Applications sent by email are accepted. http://bip.am.gdynia.pl/praca

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Question					
5. Do we have a quality control system for OTM-R in place?	x	x	x	++	ISO – P-5 procedure
6. Does our current OTM-R policy encourage external candidates to apply?	x	x	x	++	Relatively high number of applicants are external. A job opportunity is published on the GMU website and international EURAXESS
7. Is our current OTM-R policy in line with policies to attract researchers from abroad?	x	x	x	+/-	When looking for a researcher from abroad the advertisements are published on Euraxess and spread among foreign partner institutions.
8. Is our current OTM-R policy in line with policies to attract underrepresented groups?	x	x	x	++	There are no underrepresented groups defined. An exception concerns applicants that have a diploma permitting work on the ships.
9. Is our current OTM-R policy in line with policies to provide attractive working conditions for researchers?	x	x	x	-/+	The numbers change depending of the current labour market. A relative % of external applicants. Social benefits are available, e.g. medical bonus programme, sport programme.
10. Do we have means to monitor whether the most suitable researchers apply?				++	Results of the recruitment process.
Advertising and application phase					
11. Do we have clear guidelines or templates (e.g., EURAXESS) for advertising positions?	x	x	x	++	Guidelines and procedures concerning advertising of positions are coherent with the Act of Law on Higher Education, GMU Statute and ISO Procedure P-5 (human resources management).
12. Do we include in the job advertisement references/links to all the elements foreseen in the relevant section of the toolkit? [see Chapter 4.4.1 a) of the OTM-R expert report[1]]	x	x	x	-/+	To be introduced in 2018.
13. Do we make full use of EURAXESS to ensure our research vacancies reach a wider audience?	x	x	x	++	GMU advertisements are published on Euraxess.
14. Do we make use of other job advertising tools?	x	x	x	++	Results of recruitment process.
15. Do we keep the administrative burden to a minimum for the candidate? [see Chapter 4.4.1 b)[45]]	x	x	x	++	Number and length of required documents are reduced to minimum.

Selection and evaluation phase			
16. Do we have clear rules governing the appointment of selection committees? [see Chapter 4.4.2 a)[45]]	++	x	Statistics on the composition of panels.
17. Do we have clear rules concerning the composition of selection committees?	++	x	ISO P-5 procedure and GMU Statute.
18. Are the committees sufficiently gender-balanced?	+/-	x	The committees are not gender-balanced sometimes due to the type of career path which lies strictly within male scope of interest. The job opportunity is fully available for female applicants.
19. Do we have clear guidelines for selection committees which help to judge 'merit' in a way that leads to the best candidate being selected?	++	x	ISO P-5 procedure and GMU Statute.
Appointment phase			
20. Do we inform all applicants at the end of the selection process?	+/-	x	Only the selected candidates are informed about the selection results. Relevant information is included in the position advertisement.
21. Do we provide adequate feedback to interviewees?	+/-	x	Interviews are not carried out in every case. Some applications and CVs are sufficient for selection. Interviewees can obtain the feedback from their job interview on demand.
22. Do we have an appropriate complaints mechanism in place?	++	x	Statistics on complaints.
Overall assessment			
23. Do we have a system in place to assess whether OTM-R delivers on its objectives?	+/-		The ISO system delivers the objectives in a way of internal and external auditing processes. However some improvements and modifications are planned to be introduced along with the HR Strategy.