



**HRS4R Strategy**  
Internal Analysis of Code&Charter  
Implementation and Update of Action Plan for  
2025-2027

**Institute of Plant Genetics  
Polish Academy of Sciences**

## **Internal Analysis of the Charter and Code Principles**

### **1. Introduction - overview of the process and summary of current situation**

The Institute of Plant Genetics, Polish Academy of Sciences (IPG PAS), recognises the importance of the Human Resources Strategy for Researchers (HRS4R). Through the implementation of the principles of the European Charter for Researchers, the Institute seeks to promote good institutional practices, support international cooperation and contribute to the development of an open, attractive and competitive European labour market for researchers.

The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, adopted in 2005, provided the reference framework for the Institute's internal assessments and Action Plans for 2013-2016, 2016-2018, 2019-2021 and 2022-2024. In accordance with national legislation, IPG PAS incorporated these principles into its internal regulations, policies and procedures, including the continued implementation of its Open, Transparent and Merit-Based Recruitment policy, adopted in December 2017.

In December 2023, the Council of the European Union adopted the revised European Charter for Researchers. As part of the revision, the previous framework of 40 principles of the Charter and Code were replaced by 20 updated principles grouped under four pillars:

1. Ethics, Integrity, Gender and Open Science;
2. Researchers' Assessment, Recruitment and Progression;
3. Working Conditions and Practices;
4. Research Careers and Talent Development.

The current HRS4R internal review and gap analysis were therefore conducted against the updated Charter framework, while also taking into account the original principles underlying the previous Action Plan. Findings, completed actions and institutional practices developed under the previous framework were reassessed (Supplementary Table ST1) in relation to the broader scope of the revised principles.

IPG PAS supports the European Commission's efforts to strengthen the European Research Area and create attractive and sustainable research careers across all career stages. The "HR Excellence in Research" award was granted to IPG PAS in January 2014. Since then, the Institute has continued to develop its human resources policies, working conditions, recruitment procedures and researcher-support mechanisms.

The Institute aims to remain an employer that supports researchers, provides attractive working conditions and promotes equality, diversity and inclusion. Relevant institutional measures include the Gender Equality Plan adopted under Director's Order No. 7/2022, together with its monitoring and reporting arrangements.

The methodology applied during the present internal review represents a return to broader participation by the Institute's research staff. In the 2022 internal review, an open focus-panel approach was used instead of a questionnaire because of organizational restructuring, the COVID-19 pandemic, limitations on Working Group meetings and the extended timetable for submitting the Evaluation Report and Action Plan. That approach was explicitly treated as a temporary, interim measure.

For the current gap analysis, an institute-wide survey was addressed to all research staff. For each of the 20 updated Charter principles, respondents were asked to assess the current level of alignment using a five-point scale from 1 to 5. Each structured question also included an optional comment field through which respondents could explain their rating, describe relevant institutional practices, identify gaps and propose improvements.

The survey therefore generated both quantitative and qualitative evidence. The numerical ratings provided an overview of perceived alignment with each principle, while the optional comments provided context for the scores and helped identify recurring concerns, examples of good practice and potential priorities for further action.

The survey results and optional comments were subsequently reviewed by the HRS4R Working Group. The Working Group examined the distribution of ratings (summarised in Fig. 1), considered divergent assessments, interpreted the qualitative responses and compared the survey findings with available institutional documents, implemented actions and evidence of practice. This process was used to validate the gap analysis and support the formulation of priorities for the updated Action Plan.

The current methodology consequently combines:

1. structured ratings of alignment with each of the 20 updated Charter principles on a five-point scale;
2. optional qualitative comments from research staff;
3. focused interpretation and validation by the HRS4R Working Group;
4. formulation of the updated Action Plan with mean priority scores calculated from individual scores by Working Group members (1-5 scale).

On this basis, Working Group scores were used to indicate relative priorities and to support implementation sequencing. They were not treated as an automatic threshold for inclusion. The Steering Committee also considered direct linkage to survey findings, continuity from previous actions, coverage of the revised Charter, overlap with existing institutional activity and the resource intensity of each proposal at different scopes. Accordingly, several lower-scoring actions were retained where

they could be implemented proportionately through existing institutional structures or where the broader gap analysis demonstrated a specific unresolved need.

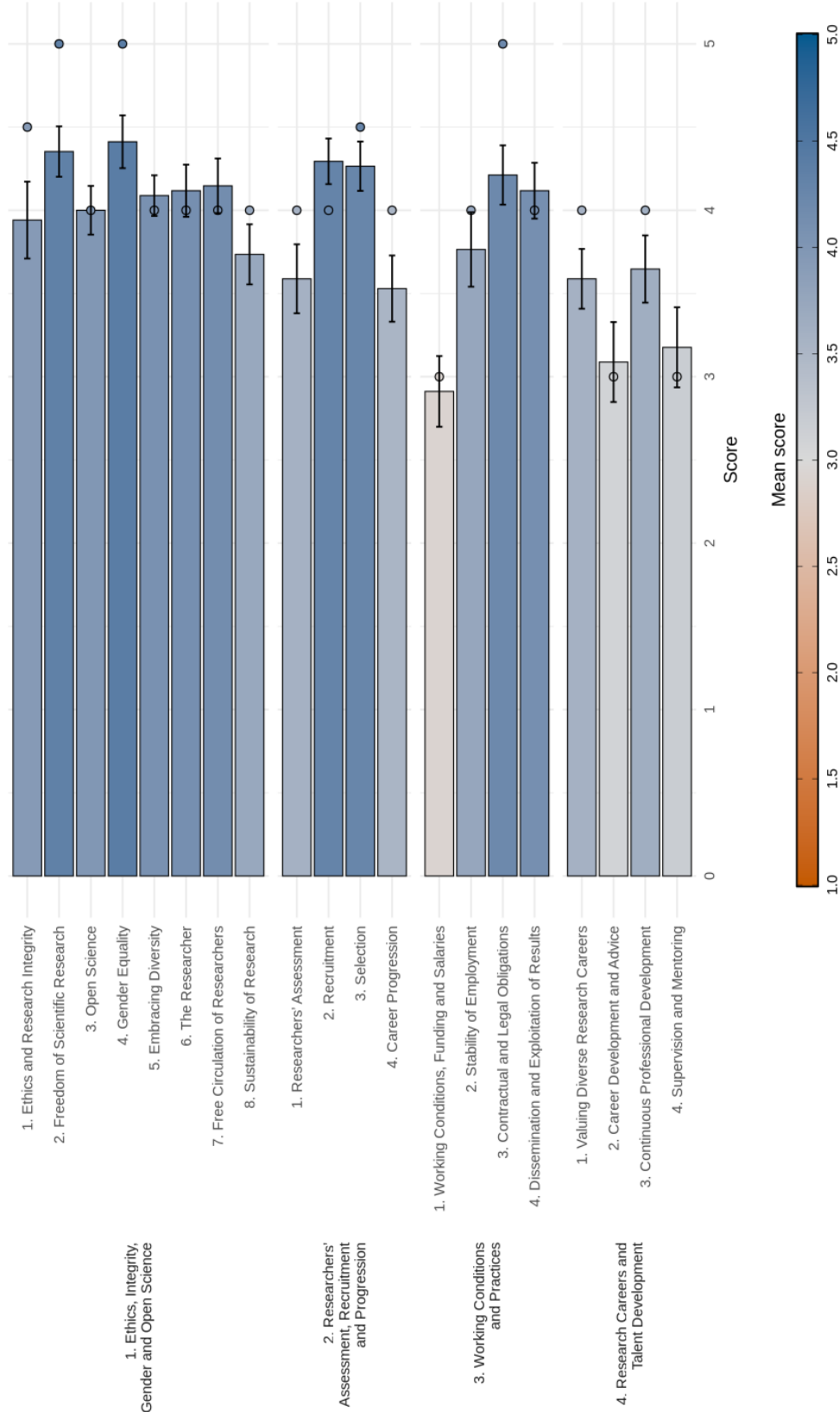
Relevant institutional initiatives were also considered during the assessment, including the implementation and monitoring of the Gender Equality Plan, the development of Open Science and research-integrity measures, improvements in internal communication and administrative procedures, and the continued application of OTM-R principles.

The resulting gap analysis and Action Plan were discussed with the HRS4R Steering Committee. The strategy identifies established areas of good practice, principles requiring further formalisation or monitoring, and areas in which new or revised actions are needed.

Implementation of the updated Action Plan will be monitored by the HRS4R Working Group together with the Steering Committee, using defined responsibilities, indicators, evidence sources and implementation deadlines. Research staff will continue to contribute through monitoring activities and subsequent internal reviews. The actions are primarily addressed to researchers and doctoral candidates and, where relevant, also involve the Institute's administrative and technical staff.

This approach maintains continuity with the Institute's previous HRS4R process while adapting the internal assessment to the revised Charter, restoring institute-wide participation and strengthening the evidence base for identifying gaps and prioritising future actions.

**Figure 1. Graphical summary of quantitative gap survey results.** Mean scores summarised as bars, with indicated standard error range, median scores are indicated by additional circles.



n = 34; response rate = 40.5%

## 2. Detailed analysis

| I. Ethics, Integrity, Gender and Open Science                                                                                                                                                                                                                                                                                                                |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
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| 1. Ethics and Research Integrity                                                                                                                                                                                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <p><i>Researchers should comply with ethics rules and conduct research with honesty, reliability, objectivity, impartiality, independence, openness, duty of care, fairness and responsibility. Institutions should support a culture of research integrity, including training, mentoring, clear procedures and mechanisms for handling misconduct.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Current compliance</b>                                                                                                                                                                                                                                                                                                                                    | <p>The median score of <b>4.5</b> and mean score of <b>3.94</b> indicated that researchers generally regarded the Institute's ethical culture as strong, although this confidence was not shared equally in every part of the organization. Respondents recognized the existing policies and expectations concerning responsible research conduct and compliance with national and international standards.</p> <p>At the same time, some researchers expressed concerns about limited availability of practical training on responsible publication, the ethical use of artificial intelligence, research methodology and issues such as the correct distinction between biological and technical replicates. A small number of comments also conveyed observations that possible misconduct was not addressed visibly or that accountability mechanisms were difficult to understand. While no formal research-integrity cases were reported during the assessment period, the feedback shows that researchers want clearer and transparent procedures to ensure that concerns are recognised and handled consistently.</p> <p>The planned actions will strengthen practical guidance on responsible AI use and publication integrity, building on the Institute's established training activity. As these do not directly create a new reporting or case-management structure, the Institute will also review whether existing channels for raising integrity concerns are sufficiently visible and understandable and take this into account while updating information on basic procedures (5.A.13).</p> |
| <b>Recommended actions</b>                                                                                                                                                                                                                                                                                                                                   | <p><b>5A.2 - Responsible use of AI tools:</b> directly addresses requests for clear guidance on ethical and transparent AI use in research, publishing, reviewing and grant preparation.</p> <p><b>5A.3 - Publication policy and training:</b> responds to concerns about authorship, plagiarism, predatory publishing, paper mills and other unethical publication practices.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |

## 2. Freedom of Scientific Research

*Researchers should enjoy freedom of thought, expression and scientific inquiry, including the freedom to define research questions and methods, while respecting recognised ethical principles and legitimate operational, legal or intellectual-property constraints.*

### Current compliance

The median score of **5** and mean score of **4.35** reflected very strong confidence in researchers' freedom to develop ideas and pursue scientific questions within ethical, legal and professional boundaries. Most respondents felt able to exercise independent scientific judgement and explore new research directions.

Nevertheless, some researchers noted that freedom in principle did not always translate into an equal ability to test new ideas. In particular, limited funding for pilot studies, unequal access to resources and differences in the priorities of individual supervisors or research groups could influence which ideas received practical support. This points to perceived shortcomings, where researchers felt scientifically free but lacked a realistic route for developing an early-stage concept. The comments did not suggest formal restrictions on academic freedom; rather, they highlighted the influence of resources and local decision-making on its everyday application.

The proposed networking activities may help researchers discuss early ideas, identify collaborators and explore external funding routes, but they will not provide dedicated resources for pilot research. The Institute should therefore continue to communicate available opportunities and funding constraints clearly and maintain rapid channels of sharing information about support for preliminary work.

### Recommended actions

**5A.14 - Networking meetings with invited seminar guests** to help researchers discuss and refine ideas informally, identify collaborators and find external routes for project development.

**5B.5 - Continued promotion and monitoring of networks** may widen access to collaborative opportunities. These measures support idea development indirectly but do not establish internal pilot funding or change resource-allocation arrangements.

## 3. Open Science

*Researchers, employers and funders should promote open science practices, including open sharing of knowledge and results where possible, transparent*

*methods, reproducibility, FAIR data principles and responsible dissemination of research outputs.*

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| <p><b>Current compliance</b></p>  | <p>The initial mean and median scores of <b>4.0</b> showed that open research practices remain familiar and broadly supported across the Institute. Researchers recognized the value of transparent methods, accessible publications, responsible data sharing and reproducible results.</p> <p>However, implementation varied between research groups, and some respondents were concerned about the lack of clear institutional guidance on repositories, publication platforms, data management and trusted open-science services. Early-career researchers may find the range of requirements difficult to navigate without practical assistance. Feedback also pointed to a lack of recognition for activities such as cooperation in citizen science and public engagement in popularisation of science. A further source of frustration concerned the limited availability of informal spaces for scientific exchange. Researchers, particularly younger colleagues, felt that existing organizational arrangements did not always facilitate spontaneous collaboration and informal scientific exchange, while making the research environment appear unnecessarily hierarchical.</p> <p>The planned guidelines, training and assessment changes will address repository use, FAIR principles, data management and recognition of public-engagement activities. Seminar-linked networking will provide additional opportunities for exchange, although it will not in itself remove all procedural or cultural barriers to researcher-led discussion.</p> |
| <p><b>Recommended actions</b></p> | <p><b>5A.1 - Open Science guidelines and repository policy:</b> directly addresses uneven practice and uncertainty about repositories, reproducibility and the practical application of the “as open as possible, as closed as necessary” principle.</p> <p><b>5A.4 - Training on intellectual property, FAIR principles and data management</b> responds to requests for practical guidance on data ownership, sharing and responsible management.</p> <p><b>5A.10 - Recognition of societal impact, outreach and public activities:</b> addresses perceived shortcomings that public-engagement and societal outreach activities were not sufficiently recognized in employee assessment.</p> <p><b>5A.14 - Strengthening networking activities by</b></p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                                                                                                                                                                                                                                    | <p><b>combining seminars with networking meetings with invited guests</b> will add opportunities for informal scientific exchange, although broader concerns about approval requirements and organizational culture should remain under review.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <p><b>4. Gender Equality</b></p> <p><i>Employers and funders should promote gender equality, gender balance and equal opportunities, including measures against gender bias and gender-based violence, and should use institutional tools such as gender equality plans where appropriate.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>Current compliance</b></p>                                                                                                                                                                                                                                                                   | <p>The initial median score of <b>5</b> and mean score of <b>4.41</b> demonstrated a very positive overall view of gender equality at the Institute. Respondents recognized that a formal Gender Equality Plan was in place and that equality considerations had been incorporated into recruitment and other institutional procedures.</p> <p>The comments nevertheless illustrated that formal policies and personal experiences did not always produce the same assessment. One respondent acknowledged the strength of the existing framework, while another reported concern at the perceived lack of gender balance in top leadership positions. The overall survey did not indicate a broadly shared concern, in line with annual monitoring of researcher positions as broken down by gender.</p> <p>The continued Gender Equality Plan, more visible non-discrimination provisions and updated recruitment policy will nevertheless reinforce the Institute's framework.</p> |
| <p><b>Recommended actions</b></p>                                                                                                                                                                                                                                                                  | <p><b>5B.3 - Adoption and monitoring of Gender Equality Plan:</b> This continued action directly supports ongoing review of gender representation, equality measures and their practical outcomes across career stages.</p> <p><b>5A.5 - Introduce provisions opposing discrimination based on criteria unrelated to merit, qualifications or the requirements of the position:</b> This action will reinforce the formal basis for equal treatment and non-discrimination in internal procedures.</p> <p><b>5A.11 - Update OTM-R policy.</b> This action will reinforce visibility of current standards, consideration of career breaks and transparent recruitment safeguards.</p>                                                                                                                                                                                                                                                                                                  |
| <p><b>5. Embracing Diversity</b></p> <p><i>Research environments should be inclusive and free from discrimination, recognising</i></p>                                                                                                                                                             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

*diversity across gender, age, disability, ethnicity, nationality, religion or belief, sexual orientation, language, social origin, political opinion and other relevant grounds.*

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| <p><b>Current compliance</b></p>  | <p>The initial median score of <b>4</b> and mean score of <b>4.09</b> indicated that researchers generally experienced the Institute as an inclusive workplace in which different backgrounds and perspectives were respected. Equal treatment and professional opportunity were widely recognized as important institutional values.</p> <p>The most frequently highlighted issue concerned accessibility for researchers and visitors with disabilities. Some respondents identified physical or structural barriers in Institute buildings, meaning that inclusive policies were not yet matched by equally accessible conditions in every location. For those directly affected, such barriers could limit participation and represented a significant accessibility issue. The feedback did not point to broader problems with equal treatment or inclusion across the organization, but it showed that the practical meaning of inclusion extended beyond written policies.</p> <p>Stronger non-discrimination provisions and continued equality monitoring will reinforce the institutional framework. Physical accessibility, however, remains dependent on securing external funding, and the unsuccessful elevator application showed that the Institute cannot yet commit to a complete structural solution. Thus, the employer should continue seeking funding, communicate progress openly and implement feasible interim improvements where resources permit (ongoing as of 2025-2026).</p> |
| <p><b>Recommended actions</b></p> | <p><b>5A.5 - Introduce provisions opposing discrimination based on criteria unrelated to merit, qualifications or the requirements of the position.</b> This action will strengthen formal protection against discrimination and reinforce equal-treatment principles.</p> <p><b>5B.2 - Search for funds to enable disabled people to enter the main building of the Institute.</b> This continued action directly addresses the physical barriers identified by respondents. Implementation remains dependent on obtaining external funding and sufficient institutional resources, so it does not yet ensure full physical accessibility.</p> <p><b>5B.3 - Adoption and monitoring of Gender Equality Plan.</b> This continued action also supports the broader institutional approach to equality, inclusion and participation.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |

## 6. The Researcher

*Researchers should be recognised as professionals with rights and responsibilities across all sectors and career stages. Their role may include research, innovation, teaching, mentoring, project management, open science, knowledge transfer and science communication.*

### Current compliance

The median score of **4** and mean score of **4.12** showed that researchers generally felt recognized as professionals and supported across different career stages. Existing arrangements provided a sound basis for responsible research and professional participation.

Respondents nevertheless identified practical obstacles that affected their ability to work independently and contribute fully. Some researchers lacked accessible guidance on budget planning, eligible expenditure, project reporting and other administrative responsibilities. This could make project management unnecessarily stressful, particularly for researchers encountering these duties for the first time. Others felt that their professional contributions were not always sufficiently recognized or that perceived decision-making on project proposals remained concentrated among a limited number of senior staff. Some respondents called for earlier involvement in proposal preparation and greater clarity about how scientific, administrative and financial decisions were reached.

The planned reference on researcher rights and responsibilities, updated operational information and continued Grant Office communication will make institutional and administrative expectations easier to navigate. These measures do not formally change how individual teams prepare proposals or distribute decision-making authority. The Institute should therefore encourage team and project leaders to involve researchers appropriately and monitor whether access to project-development experience becomes more consistent.

### Recommended actions

**5A.6 - Formal definition and publication of researcher rights and responsibilities.** This action directly addresses the need for an accessible reference explaining researcher status, professional duties, rights and expected conduct.

**5A.13 - Update the fact sheet on basic practices and principles governing the Institute's operation.** This action will improve access to practical information on administrative procedures, working conditions and basic institutional rules.

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|                                                                                                                                                                                                                                                                                                                                                                        | <p><b>5B.1 - Improvement of web/intranet resources including webpage.</b> This continued action will support access to institutional information and guidance, subject to available financial resources.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>7. Free Circulation of Researchers</b></p> <p><i>Employers and funders should promote the free circulation of researchers, knowledge and technology, recognise geographical, inter-institutional, inter-sectoral, inter-disciplinary, trans-disciplinary and virtual mobility, and support the portability of grants and social security where possible.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
| <p><b>Current compliance</b></p>                                                                                                                                                                                                                                                                                                                                       | <p>The initial median score of <b>4</b> and mean score of <b>4.15</b> reflected a positive view of national and international researcher mobility. Respondents generally regarded visits, exchanges and collaboration with other institutions as valuable and institutionally accepted parts of professional development.</p> <p>Practical experiences, however, were less consistent. Some researchers noted limited administrative guidance, insufficient financial support or uncertainty about which mobility opportunities were available. In some cases, researchers felt encouraged to be internationally active but had limited institutional support in addressing travel, funding, or organizational issues. This could make mobility easier for those with established networks or project resources and more difficult for early-career researchers or colleagues without such support.</p> <p>The planned dissemination and networking actions will improve awareness of exchange programs and help researchers establish contacts that may lead to mobility. They do not provide a dedicated mobility budget or comprehensive administrative service. The Institute should therefore distinguish clearly between opportunities it can actively support and those that depend on external programs or project resources, while improving practical guidance where existing capacity allows.</p> |
| <p><b>Recommended actions</b></p>                                                                                                                                                                                                                                                                                                                                      | <p><b>5A.12 - Promote participation in scientific exchange programs via internal dissemination.</b> This action directly responds to limited awareness of exchange and mobility opportunities by distributing relevant calls through existing institutional communication channels.</p> <p><b>5A.14 - Strengthening networking activities by combining seminars with networking meetings with invited guests.</b> This action may help researchers establish contacts that later support mobility or collaborative</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |

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|                                                                                                                                                                                                                                                                                                                                                    | <p>proposals.</p> <p><b>5B.5 - Establishment of promotion of local, national and international networks.</b> This continued action supports collaborations through which researcher exchanges, visits and joint applications may arise.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>8. Sustainability of Research</b></p> <p><i>Researchers, employers and funders should support sustainable research practices aligned with current and future policy initiatives such as the European Green Deal, the UN 2030 Agenda and the Sustainable Development Goals, including reducing carbon emissions in research activity.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Current compliance</b>                                                                                                                                                                                                                                                                                                                          | <p>The initial median score of <b>4</b> and mean score of <b>3.74</b> suggested that sustainable research practices were viewed positively but had not yet been applied consistently throughout the Institute's operating practices.</p> <p>Researchers demonstrated awareness of energy consumption, waste reduction, recycling, responsible procurement and the efficient use of materials. Many were already making individual efforts, such as limiting printing or conserving energy.</p> <p>Respondents remarked that these actions often depended on personal commitment rather than shared procedures, suitable infrastructure or coordinated institutional support. Survey participants also felt that researchers had limited influence over longer-term sustainability priorities, even though their daily work gave them direct knowledge of where resources were being wasted. Reliance on external project funding created an additional difficulty (independent of internal considerations), as short funding cycles favor immediate operational decisions rather than long-term environmental planning. This was recognized as a structural challenge at the national level rather than a problem unique to the Institute.</p> <p>The Institute will use existing communication resources to share feasible practices, invite practical suggestions from researchers and retain sustainability as a candidate for structured future actions where capacity and funding allow.</p> |
| <b>Recommended actions</b>                                                                                                                                                                                                                                                                                                                         | <p><b>5A.13 - Update the fact sheet on basic practices and governing the Institute's operation.</b> This action should provide a suitable channel for communicating practical, low-cost sustainability guidance, although sustainability is not its primary purpose.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                                                                                                                                                                                                                                                                                                              | <p><b>5B.1 - Improvement of web/intranet resources including webpage.</b> This continued action (depending on constraints) may support the publication and accessibility of practical guidance.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <p><b>II. Researchers' Assessment, Recruitment and Progression</b></p>                                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>1. Researchers' Assessment</b></p> <p><i>Assessment should recognise diverse research outputs, activities and impacts. It should rely primarily on qualitative judgement, peer review and responsible use of quantitative indicators, including recognition of innovation and non-linear career contributions.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
| <p><b>Current compliance</b></p>                                                                                                                                                                                                                                                                                             | <p>The initial median score of <b>4</b> and mean score of <b>3.59</b> indicated that the assessment system was generally regarded as functional and reasonably fair, while leaving clear scope for a broader view of research achievement.</p> <p>Some respondents were frustrated that evaluations appeared to depend heavily on quantitative indicators, points and predetermined output targets. This approach could overlook scientific quality, innovation, interdisciplinary work, difficult long-term projects and contributions that did not immediately produce countable results. Some researchers also felt that extended absences or changes in working time were handled too mechanically through proportional targets, without sufficient consideration of individual circumstances. Another recurring concern was the limited amount of constructive feedback provided after assessment. Researchers wanted the process to help them understand their strengths, address weaknesses and plan their development, rather than merely calculate performance.</p> <p>The planned two-way appraisal mechanism will directly improve developmental feedback, while the proposed recognition of outreach and citizen science will broaden part of the assessment framework. Legal protection of vested rights during the overlapping four-year evaluation periods means that these changes may not be fully implemented until 2030, and thus will not immediately resolve every concern about quantitative criteria or individual circumstances. During the transition, the Institute should communicate the scope and timing of possible changes clearly and use existing procedures as constructively as the legal framework permits.</p> |
| <p><b>Recommended actions</b></p>                                                                                                                                                                                                                                                                                            | <p><b>5A.7 - Structured feedback loop in evaluation system: two-way appraisal.</b> This action directly addresses the lack</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |

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|                                                                                                                                                                                                                                                                | <p>of developmental feedback by adding a two-way feedback component to the existing appraisal process. Full implementation may extend to 2030 because active evaluation procedures cannot be changed immediately.</p> <p><b>5A.10 - Introduce societal impact, outreach and public activities into employee assessment procedures.</b> This action will broaden the range of recognized contributions, although it does not cover every form of qualitative research achievement identified in the survey.</p> <p><b>5B.4 - Monitoring and adjustment of motivation system.</b> This continued action allows the Institute to review how scientific excellence and individual or team contributions are recognized, subject to financial and legal constraints.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>2. Recruitment</b></p> <p><i>Recruitment should be open, transparent and merit-based, without penalising career breaks, non-linear paths, multi-career paths or hybrid careers. Procedures should support an open labour market for researchers.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
| <b>Current compliance</b>                                                                                                                                                                                                                                      | <p>The initial median score of <b>4</b> and mean score of <b>4.29</b> reflected strong confidence in the Institute's recruitment practices. Researchers generally viewed the procedures as open, merit-based and supported by clear criteria. The limited comments reinforced this positive assessment and did not identify substantial issues with the recruitment process itself. They did, however, draw attention to career following appointment. Researchers wanted clearer information about possible career pathways, progression requirements and longer-term opportunities within the Institute.</p> <p>Without this perspective, a transparent recruitment procedure could still lead to uncertainty about how a position might develop or what an employee would need to demonstrate to move to the next career stage. This concern was particularly relevant for researchers considering whether they could build a sustainable career at the Institute. The updated OTM-R policy and R1-R4 mapping will make recruitment requirements and institutional career stages clearer. The operational fact sheet may also improve onboarding information. These measures will provide greater transparency but cannot promise progression or continued employment, which will remain dependent on performance, organizational needs, legal requirements and available funding.</p> |
| <b>Recommended</b>                                                                                                                                                                                                                                             | <b>5A.8 - Publish clear career progression pathways with</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |

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| <b>actions</b>                                                                                                                                                                                                                                                 | <p><b>R1-R4 mapping.</b> This action will help applicants and newly recruited researchers understand how institutional positions relate to career stages and general progression.</p> <p><b>5A.11 - Update OTM-R policy.</b> This action directly supports continued transparent recruitment and will address the communication of recruitment outcomes, career breaks, diversity and the application of R1-R4 profiles.</p> <p><b>5A.13 - Update the fact sheet on basic practices and governing the Institute's operation.</b> This action will improve access to practical information during recruitment and onboarding.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |
| <p><b>3. Selection</b></p> <p><i>Selection should be fair, transparent and based on appropriate criteria, taking account of the candidate's full range of experience, competencies, potential, mobility, research outputs and relevant career context.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |
| <b>Current compliance</b>                                                                                                                                                                                                                                      | <p>The initial median score of <b>4.5</b> and mean score of <b>4.26</b> showed that selection procedures were widely regarded as fair, professional and consistent with merit-based recruitment.</p> <p>Researchers appreciated the structured nature of the process and generally trusted the standards applied. The comments nevertheless suggested that applicants and employees did not always receive enough information about how particular criteria were weighted, what selection panels expected or why one candidate had been preferred. Although this did not amount to an allegation of unfair treatment, insufficient explanation could leave unsuccessful candidates uncertain about whether their experience had been fully understood. Early-career and international applicants could face particular difficulty when institutional conventions were not stated explicitly.</p> <p>The updated OTM-R policy and stronger non-discrimination language will improve the clarity and consistency of the selection framework. In particular, the OTM-R update is expected to formalize the current approaches to providing information to unsuccessful candidates. The Institute should nevertheless avoid implying that detailed individual feedback can be provided for all situations and should specify what level of explanation is feasible within legal, confidentiality and administrative constraints for a given job offer.</p> |
| <b>Recommended actions</b>                                                                                                                                                                                                                                     | <b>5A.5 - Introduce provisions opposing discrimination based on criteria other than academic achievements</b>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |

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|                                                                                                                                                                                                                                                                                      | <p><b>into internal regulations.</b> This action will strengthen and codify the formal basis for equitable and non-discriminatory selection decisions.</p> <p><b>5A.11 - Update OTM-R policy.</b> This action directly addresses transparency in communicating selection outcomes and will revise recruitment documentation in line with the current Charter and institutional circumstances.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <p><b>4. Career Progression</b></p> <p><i>Career progression should be transparent, structured, inclusive and gender-equal. It should support diverse paths, recognise mobility and broader contributions, and provide fair routes towards stable and senior research roles.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |
| <b>Current compliance</b>                                                                                                                                                                                                                                                            | <p>The initial median score of <b>4</b> and mean score of <b>3.53</b> indicated that many researchers saw opportunities for professional growth, although progression pathways were not always sufficiently clear or predictable.</p> <p>Several respondents were concerned that advancement could appear to depend on individual relationships, managerial discretion or local departmental practice rather than on openly stated and consistently applied standards. It is important to note that even for unbiased decisions, limited communication about the reasoning behind them can create perceptions of favoritism or unequal access to opportunity. Researchers also felt that promotion criteria remained too narrowly focused on publications, grants and conventional academic outputs. Contributions through collaboration, mentoring, interdisciplinary research, team development or institutional service could therefore receive less recognition.</p> <p>The updated R1-R4 mapping will make career stages and general expectations more transparent, while two-way appraisal and the future recognition of outreach activities during employee assessment may broaden development discussions and formal assessment. While these measures can not create automatic progression routes or remove all discretion from appointment and promotion decisions, they should serve as a guide to expectations, clarify the legal and organizational conditions governing advancement and enable monitoringcommunicate whether researchers find progression decisions easier to understand.</p> |
| <b>Recommended actions</b>                                                                                                                                                                                                                                                           | <p><b>5A.7 - Structured feedback loop in evaluation system: two-way appraisal.</b> This action will support discussion of performance, development needs and career expectations, although full implementation may extend to 2030.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |

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|                                                                                                                                                                                                                                                                            | <p><b>5A.8 - Publish clear career progression pathways with R1-R4 mapping.</b> This action directly responds to the lack of clear information on career stages, expectations and possible progression routes.</p> <p><b>5A.9 - Internal seminar series on non-academic careers.</b> This action will highlight alternatives to internal academic advancement.</p> <p><b>5A.10 - Introduce societal impact, outreach and public activities into employee assessment procedures.</b> This action will broaden selected assessment criteria, with implementation potentially extending to 2030.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>III. Working Conditions and Practices</b>                                                                                                                                                                                                                               |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>1. Working Conditions, Funding and Salaries</b>                                                                                                                                                                                                                         |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <i>Employers and funders should provide accessible, flexible and safe working conditions, adequate research environments, fair remuneration, social protection and provisions supporting work-life balance, health, wellbeing and prevention of gender-based violence.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                 |
| <b>Current compliance</b>                                                                                                                                                                                                                                                  | <p>The median score of <b>3</b> and mean score of <b>2.91</b> represented the most critical assessment in the survey and showed that working conditions and remuneration were important areas of dissatisfaction, as expected in the context of broader funding constraints affecting scientific institutions nationally.</p> <p>The researchers appreciated the Institute's flexibility and support during difficult personal circumstances, including arrangements that assisted well-being and work-life balance. However, many wanted greater transparency concerning basic salaries, supplements and performance-related rewards. The perceived discretionary character of some decisions created uncertainty about why colleagues performing apparently similar work could receive different compensation, under different funding sources (grant vs statutory funding). Respondents also raised concerns that salaries did not always keep pace with inflation and changing living costs, affecting morale and the Institute's ability to retain experienced staff. Practical working conditions were another issue. One of the respondents called for better equipment/chemical inventories (which exist but may have been insufficiently communicated), easier sharing of resources and stronger cooperation between small or relatively isolated research groups.</p> |

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|                                                                                                                                                                                                                                                                                                                                 | <p>It is important to note that while crucial for the safety and well-being of researchers, this area is strongly dependent on factors outside institutional control (statutory funding levels and availability of external funding). The currently available resources do not allow the Institute to guarantee salary increases, better inflation-linked remuneration or a comprehensive reform of rewards. The way forward is for the Institute to communicate these limitations frankly, strive for a transparent award process, review feasible changes annually and consider the unresolved infrastructure and resource-sharing concerns in future operational planning.</p> <p>Continued monitoring of the motivation system and improved operational information may increase transparency and support limited adjustments where financially possible.</p> |
| <b>Recommended actions</b>                                                                                                                                                                                                                                                                                                      | <p><b>5B.4 - Monitoring and adjustment of motivation system.</b> This continued action responds to concerns about the consistency and transparency of rewards. It remains subject to fiscal conditions and does not commit the Institute to structural salary reform beyond the mandatory national regulations and statutory budget allocation.</p> <p><b>5A.13 - Update the fact sheet on basic practices and governing the Institute's operation.</b> This action will clarify basic working conditions, administrative rules and institutional procedures including availability of shared infrastructure, motivational reward system and basis for remuneration.</p>                                                                                                                                                                                          |
| <p><b>2. Stability of Employment</b></p> <p><i>Employers and funders should counter precarity and support job security. Permanent or open-ended contracts are recommended where permanent, long-term or recurrent research tasks are performed, while fixed-term researchers should receive career-development support.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Current compliance</b>                                                                                                                                                                                                                                                                                                       | <p>The median score of <b>4</b> and mean score of <b>3.76</b> indicated that employment stability was viewed relatively positively, particularly within the constraints of project-based research funding.</p> <p>Researchers nevertheless described significant uncertainty about whether their contracts would continue, owing to the high dependence on external funding. A particular frustration concerned decisions being communicated close to the end of a contract, leaving limited time to seek other employment, arrange family matters or plan the next stage of a career. Some respondents also felt that continuity</p>                                                                                                                                                                                                                             |

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|                                                                                                                                                                                                                                                                                                                                                              | <p>depended too strongly on available budgets, without sufficient recognition of their accumulated experience, contribution or potential. Researchers wanted more proactive conversations about realistic prospects and clearer information about academic, non-academic and hybrid career options.</p> <p>Regrettably, under current funding conditions, the Institute cannot reduce the underlying dependence on project funding or always establish earlier contract decisions. The Institute will therefore strive to support realistic planning while separately encouraging managers to communicate likely employment prospects as early as reasonably possible. The proposed career seminars, R1-R4 mapping, appraisal feedback and networking activities should help researchers understand possible paths and prepare for transitions.</p>                                                                |
| <b>Recommended actions</b>                                                                                                                                                                                                                                                                                                                                   | <p><b>5A.9 - Internal seminar series on non-academic careers.</b> This action will help researchers prepare for career possibilities beyond the Institute or outside academia.</p> <p><b>5A.7 - Structured feedback loop in evaluation system: two-way appraisal.</b> This action may provide a structured opportunity to discuss development and future professional prospects, although its implementation may be delayed as the evaluation procedures currently in force cannot be amended immediately.</p> <p><b>5A.8 - Publish clear career progression pathways with R1-R4 mapping.</b> This action will clarify possible internal career stages and the general expectations associated with them.</p> <p><b>5A.14 - Strengthen networking activities by combining seminars with networking meetings with invited guests.</b> This action will help researchers develop external professional contacts.</p> |
| <b>3. Contractual and Legal Obligations</b> <p><i>Researchers should know and comply with national, sectoral and institutional rules governing training and working conditions, including intellectual-property rules and funder or sponsor requirements. Employers and funders should make such rules available, including in English where needed.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |
| <b>Current compliance</b>                                                                                                                                                                                                                                                                                                                                    | <p>The initial median score of <b>5</b> and mean score of <b>4.21</b> demonstrated strong confidence in the clarity and availability of information concerning contractual rights, working conditions and intellectual property.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |

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|                                                                                                                                                                                                                                                                                                                                 | <p>Most researchers felt adequately informed about their responsibilities and the institutional rules applying to their work. The principal obstacle concerned limited access to the pertinent regional, national or European regulations in English. International researchers sometimes had difficulty locating authoritative translations or understanding how external legal provisions related to internal procedures. Even when the Institute had communicated its own rules clearly, the absence of accessible supporting material could leave researchers uncertain about cross-border matters, intellectual-property conditions or other specific obligations.</p> <p>The planned reference on researcher rights and responsibilities, updated fact sheet and targeted intellectual-property training will improve access to institutional guidance. English-language versions will be provided where feasible, but the Institute cannot produce authoritative translations of binding national-level regulations. It should therefore distinguish clearly between official translations, internal summaries and general guidance and direct researchers to seek appropriate legal support when binding legal interpretation is required.</p> |
| <b>Recommended actions</b>                                                                                                                                                                                                                                                                                                      | <p><b>5A.4 - Training on intellectual property rights, FAIR principles and data ownership/management.</b> This action will address legal and contractual questions arising from intellectual property, research data and project implementation.</p> <p><b>5A.6 - Formal definition and publication of researcher rights and responsibilities.</b> This action will provide a clear institutional reference concerning researcher status, professional conduct, rights and obligations.</p> <p><b>5A.13 - Update the fact sheet on basic practices and governing the Institute's operation.</b> This action will improve access to practical information, with Polish and English versions provided where feasible.</p> <p><b>5B.1 - Improvement of web/intranet resources including webpage.</b> This continued action will support publication and accessibility of institutional materials, subject to financial constraints.</p>                                                                                                                                                                                                                                                                                                                   |
| <p><b>4. Dissemination and Exploitation of Results</b></p> <p><i>Researchers should disseminate, transfer, valorise and, where appropriate, exploit research results in line with contractual arrangements, including communication to relevant users, research communities, society and potential innovation pathways.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |

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| <p><b>Current compliance</b></p>  | <p>The initial median score of <b>4</b> and mean score of <b>4.12</b> indicated that dissemination was well established as an integral part of research activity. Researchers were actively engaged in publishing, presenting results and contributing to scientific collaboration.</p> <p>Feedback nevertheless indicated that the highest-quality work did not always receive sufficient visibility beyond established academic channels. Respondents saw scope for stronger communication through institutional websites, social media, professional networks and coordinated public outreach. Individual researchers or teams could promote their own results, but the impact depended heavily on their available time, experience and contacts. Researchers also wanted more structured support for translating findings into practical applications, partnerships, policy contributions or commercial outcomes.</p> <p>The planned Open Science, publication, intellectual-property, outreach and networking actions will strengthen guidance, recognition and routes for communicating results. However, these actions do not further expand dedicated technology-transfer and/or commercialization activities, which merit further consideration. Within the current constraints, the Institute should focus on providing clear initial guidance, improving use of existing channels and directing researchers to appropriate external or Academy-level expertise when specialized support is needed.</p> |
| <p><b>Recommended actions</b></p> | <p><b>5A.1 - Introduce Open Science guidelines and repository use policy.</b> This action will support consistent dissemination and responsible access to research outputs.</p> <p><b>5A.3 - Develop internal publication policy and training on unethical publishing practices.</b> This action will clarify expectations for responsible publication and help researchers avoid unethical or questionable publishing practices.</p> <p><b>5A.4 - Training on intellectual property rights, FAIR principles and data ownership/management.</b> This action will support informed decisions about ownership, protection, data management and dissemination of research results.</p> <p><b>5A.10 - Introduce societal impact, outreach and public activities into employee assessment procedures.</b> This action will recognize and encourage communication and engagement beyond conventional academic publishing.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |

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|                                                                                                                                                                                                                                                                                                                      | <p><b>5B.1 - Improvement of web/intranet resources including webpage.</b> This continued action may improve the institutional visibility of research information, subject to fiscal constraints and should also involve establishing additional profiles on social media suggested by individual comments.</p> <p><b>5B.5 - Establishment and promotion of local, national and international networks.</b> This continued action may improve connections with potential scientific, public-sector and private-sector partners.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>IV. Research Careers and Talent Development</b>                                                                                                                                                                                                                                                                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>1. Valuing Diverse Research Careers</b>                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <p><i>Employers and funders should recognise diverse research careers and contributions, including mobility, teaching, supervision, leadership, mentoring, peer review, knowledge valorisation, technology transfer, entrepreneurship, policy support, science communication, open science and team science.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Current compliance</b>                                                                                                                                                                                                                                                                                            | <p>The initial median score of <b>4</b> and mean score of <b>3.59</b> showed that researchers generally recognized an institutional appreciation of varied roles and career paths.</p> <p>Contributions in supervision, leadership and knowledge exchange were acknowledged, although some respondents felt that recognition remained uneven in formal evaluation and progression. A few survey participants expressed frustration that time devoted to mentoring, peer review, science communication, policy support, technology transfer or collaborative teamwork could be treated as secondary to publications and grant income. These activities often benefited colleagues and the Institute as a whole but were not always visible in individual performance records. This could discourage researchers from investing in important forms of service or impact that did not immediately translate into conventional performance indicators.</p> <p>Non-academic career seminars and networking activities will make a wider range of career paths more visible, while the planned assessment change will recognize societal impact, outreach and public activities. Full implementation of that change may extend to 2030 and does not cover every contribution mentioned by respondents, such as mentoring, peer review or teamwork. The Institute should therefore avoid presenting the concern as fully resolved and should continue considering how additional contributions can be acknowledged in future assessment and recognition</p> |

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|                                                                                                                                                                                                                                                                                                                                     | practices.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                               |
| <b>Recommended actions</b>                                                                                                                                                                                                                                                                                                          | <p><b>5A.9 - Internal seminar series on non-academic careers.</b> This action will increase the visibility and recognition of intersectoral, hybrid and non-academic career paths.</p> <p><b>5A.10 - Introduce societal impact, outreach and public activities into employee assessment procedures.</b> This action responds to part of the concern about contributions beyond publications and grants, although implementation may extend to 2030 and it does not cover every activity raised in the survey.</p> <p><b>5A.14 - Strengthen networking activities by combining seminars with networking meetings with invited guests.</b> This action will introduce researchers to varied professional roles, sectors and forms of collaboration.</p> <p><b>5B.5 - Establishment and promotion of local, national and international networks.</b> This continued action supports access to diverse academic, public-sector and private-sector relationships.</p>                                                                                                                                                                         |
| <b>2. Career Development and Advice</b><br><br><i>Employers and funders should provide career development strategies for researchers at all stages, support individual career planning, make mentoring available and ensure accessible, up-to-date career guidance and job-placement support within and beyond the institution.</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                          |
| <b>Current compliance</b>                                                                                                                                                                                                                                                                                                           | <p>The initial median score of <b>3</b> and mean score of <b>3.09</b> indicated that career-development support existed but was not yet experienced as a coherent, institute-wide system. Researchers had access to some development activities, but these often depended on local arrangements, an engaged supervisor or the researcher's own initiative.</p> <p>Respondents were frustrated by the absence of clear career pathways, regular individual planning and structured advice about opportunities both within and beyond academia. Some felt that managers concentrated primarily on immediate project delivery and scientific outputs, with limited discussion of the researcher's longer-term goals. This left employees uncertain about which skills to develop, what progression was realistically available or how to prepare for a career transition. The R1-R4 mapping, non-academic career seminars, networking meetings and future two-way appraisal will provide several practical points of support. They do not constitute a dedicated career office, individualized, professional advisory service or formal</p> |

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|                                                                                                                                                                                                                                                                                                                                                            | <p>mentoring programme.</p> <p>The Institute should therefore clearly inform about available initiatives, monitor whether researchers receive sufficiently consistent guidance and consider further measures if significant gaps remain.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |
| <b>Recommended actions</b>                                                                                                                                                                                                                                                                                                                                 | <p><b>5A.7 - Structured feedback loop in evaluation system: two-way appraisal.</b> This action will create a mechanism for discussing development needs and career objectives, although implementation may be delayed as evaluation procedures currently in force cannot be amended mid-evaluation cycle.</p> <p><b>5A.8 - Publish clear career progression pathways with R1-R4 mapping.</b> This action directly addresses the lack of transparent information on internal career stages and progression expectations.</p> <p><b>5A.9 - Internal seminar series on non-academic careers.</b> This action will broaden researchers' access to information about intersectoral, hybrid and non-academic career options.</p> <p><b>5A.14 - Strengthen networking activities by combining seminars with networking meetings with invited guests.</b> This action will provide access to external contacts, career perspectives and informal professional advice.</p> |
| <p><b>3. Continuous Professional Development</b></p> <p><i>Researchers should proactively update and expand their skills and competencies, while employers and funders should provide opportunities such as formal training, workshops, conferences, e-learning, teamwork and network-based learning, with particular attention to R1 researchers.</i></p> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>Current compliance</b>                                                                                                                                                                                                                                                                                                                                  | <p>The initial median score of <b>4</b> and mean score of <b>3.65</b> suggested that researchers valued the available opportunities for professional growth, although access and institutional support were uneven.</p> <p>Many respondents had actively pursued workshops, courses, conferences and other training, often on their own initiative. A recurring obstacle was lack of precise knowledge which forms of financial, administrative or logistical assistance were available. Information about opportunities could be distributed through different channels or depend on informal knowledge, meaning that researchers who were less well connected might learn about them too late or not at all. Some respondents also felt</p>                                                                                                                                                                                                                     |

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|                                                                                                                               | <p>that they were expected to develop continuously without receiving dedicated time, funding or guidance for doing so. The absence of a visible professional-development roadmap made it difficult to connect individual training choices with longer-term career goals.</p> <p>The planned AI, publication-integrity, intellectual-property and data-management activities will expand training in several priority areas, while the promotion of mobility opportunities and web resources may improve access to information. These actions do not establish a comprehensive training catalogue, dedicated development budget or guaranteed training time. The Institute should therefore clarify what support is actually available, use appraisal discussions to identify needs and monitor whether access remains uneven between teams and career stages.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                |
| <b>Recommended actions</b>                                                                                                    | <p><b>5A.2 - Develop internal guidelines and training for responsible use of AI tools in research and publishing.</b> This action will provide targeted professional development on responsible and lawful AI use.</p> <p><b>5A.3 - Develop internal publication policy and training on unethical publishing practices.</b> This action will provide development opportunities concerning authorship, plagiarism, predatory publishing and publication integrity.</p> <p><b>5A.4 - Training on intellectual property rights, FAIR principles and data ownership/management.</b> This action will strengthen practical knowledge of intellectual property, research data and FAIR principles.</p> <p><b>5A.7 - Structured feedback loop in evaluation system: two-way appraisal.</b> This action may help researchers connect development needs and training choices with individual career objectives.</p> <p><b>5A.12 - Promote participation in scientific exchange programs via internal dissemination.</b> This action will improve awareness of external exchange and learning opportunities.</p> <p><b>5B.1 - Improvement of web/intranet resources including webpage.</b> This continued action may improve centralized access to training information and materials, subject to available resources.</p> |
| <b>4. Supervision and Mentoring</b><br><i>Institutions should ensure proper supervision, mentoring, people management and</i> |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |

*team management. Supervisors should have adequate expertise, time and training, maintain structured relationships with early-career researchers, provide feedback and support career development and wellbeing.*

**Current compliance**

The initial median score of **3** and mean score of **3.18** indicated that supervision and mentoring were partly effective but varied substantially between teams and individual relationships.

Researchers expected supervisors and department heads to support scientific work while also helping colleagues plan publications, grant applications, skill development and career progression. Some respondents noted that supervision seemingly focused on senior researchers' immediate scientific priorities, with insufficient attention to the early-career researcher's longer-term development. Others described micromanagement, limited autonomy or a lack of meaningful guidance, particularly when expectations were unclear or feedback provided only when problems arose. The absence of a formal mentoring framework meant that the quality of support could depend heavily on the approach and availability of one's supervisor.

Research team management training will directly address fair management, feedback, mentoring, conflict prevention and inclusive team practices. R1-R4 mapping and two-way appraisal may also provide common reference points for expectations and development. As the earlier formal mentoring action was concluded following feasibility review, the available systemic measures cannot ensure that every researcher has access to an independent mentor. The Institute should therefore focus on improving supervisory practice, make existing alternative advice channels visible and reconsider additional mentoring arrangements only if further monitoring confirms the need and sufficient resources become available.

**Recommended actions**

**5A.7 - Structured feedback loop in evaluation system: two-way appraisal.** This action may provide a more structured setting for discussing expectations, performance and professional development.

**5A.8 - Publish clear career progression pathways with R1-R4 mapping.** This action will give supervisors and researchers a common reference for career-stage expectations and development discussions.

**5A.15 - Research team management training.** This action directly responds to concerns about micromanagement, inconsistent feedback, mentoring, conflict prevention, fair

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|  | management and inclusive team practices. |
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### 3. Summary

The present internal review was conducted against **the revised European Charter for Researchers (2023)** and therefore represents a substantial change from the framework used for the 2022-2024 assessment. The former 40 Charter and Code principles have been replaced by 20 broader principles grouped under four pillars. Consequently, previously established practices and areas assessed as compliant were **reconsidered against wider expectations** concerning Open Science, diversity of research careers, qualitative assessment, career development, sustainability and researcher support. The **return to an institute-wide survey, supported by qualitative comments and Working Group validation, also provided a broader evidence base** than the temporary focus-panel methodology used in the previous review.

The analysis confirmed **established strengths in freedom of scientific research, gender equality, recruitment and selection, contractual and legal arrangements and recognition of researchers as professionals**. Existing measures, including continued monitoring of the **Gender Equality Plan (5B.3)**, the **OTM-R framework and established institutional procedures, remain embedded** in the Institute's practice. At the same time, assessment against the revised Charter **identified areas where good practice should be more clearly formalized, communicated or applied** consistently across research teams.

The most substantial **concerns identified by researchers related to working conditions, funding and salaries, career development and advice, supervision and mentoring, career progression and researchers' assessment**. The updated Action Plan therefore includes measures intended to **increase transparency and provide more structured support**. These include the **introduction of a two-way appraisal mechanism (5A.7)**, **publication of career progression pathways using R1-R4 profiles (5A.8)**, **seminars concerning non-academic careers (5A.9)**, **broader recognition of societal impact, outreach and public activities in employee assessment (5A.10)**, and **research team management training (5A.15)**. Continued **monitoring and adjustment of the motivation system (5B.4)** is retained in response to concerns regarding transparency and recognition, within existing financial and legal constraints.

Several **actions directly address gaps in the accessibility and consistency of institutional guidance**. Formal definition and publication of researcher rights and responsibilities **(5A.6)** and the updated fact sheet on basic practices and governing the Institute's operation **(5A.13)** are intended to provide clearer reference points for researchers. The OTM-R policy will be updated **(5A.11)**, while continued improvement of web and intranet resources **(5B.1)** should support access to institutional information. Promotion of scientific exchange programs through internal

dissemination **(5A.12)**, seminar-linked networking meetings with invited guests **(5A.14)**, and continued promotion of local, national and international networks **(5B.5)** are intended to **improve access to mobility, collaboration and professional contacts**.

Apart from measures responding directly to identified gaps, the Working Group has deliberately **proposed a number of forward-looking and proactive actions** reflecting the expanded scope of the revised Charter. In particular, formal Open Science guidelines and a repository-use policy **(5A.1)** are intended to consolidate existing practices before inconsistencies become a more substantial institutional problem. Guidelines and training for responsible use of artificial intelligence in research and publishing **(5A.2)** respond proactively to a rapidly developing area of research practice. The internal publication policy and training on unethical publishing practices **(5A.3)**, together with training on intellectual property rights, FAIR principles and data ownership and management **(5A.4)**, are similarly intended to **strengthen preventive guidance, research integrity and researcher competence rather than to remedy established institutional misconduct**.

The strengthening of formal non-discrimination provisions in internal regulations **(5A.5)** should also be regarded as a proactive extension of the existing equality framework. Survey findings did not indicate a pattern of discriminatory treatment, and gender equality was among the Institute's highest-rated areas. Nevertheless, the revised Charter places broader emphasis on diversity, intersectionality and protection against discrimination. Action **5A.5**, together with continued monitoring of the Gender Equality Plan **(5B.3)**, therefore seeks to reinforce existing good practice and ensure that the institutional framework remains aligned with the broader Charter principles. Continued efforts to obtain funding for physical accessibility of the main building **(5B.2)** remain necessary, although implementation is dependent on external resources.

It is also important to note that some of the **lowest survey ratings reflect concerns** that while legitimate and crucial for researchers' well-being, are nevertheless **heavily influenced by factors outside the direct control of the Institute**. **Remuneration, employment stability, infrastructure investment, physical accessibility and dedicated support for mobility or pilot research** remain dependent largely on the availability of statutory and external project funding and the wider national research environment. Similarly, the **current four-year researcher evaluation cycle limits the immediate introduction of substantial changes to appraisal procedures**, meaning that full implementation of actions 5A.7 and 5A.10 may extend beyond the 2025-2027 Action Plan period. These limitations have been explicitly taken into account so that the Action Plan distinguishes between measures which can be implemented directly and structural concerns for which the Institute can improve transparency, guidance and monitoring without promising outcomes beyond its institutional competence.

Thus, the updated Action Plan combines remedial measures based on researcher feedback with proactive actions intended to anticipate emerging expectations of the revised European Charter for Researchers. In particular, actions concerning **Open Science (5A.1)**, **responsible AI use (5A.2)**, **publication integrity (5A.3)**, **intellectual assets and FAIR data (5A.4)**, **broader non-discrimination provisions (5A.5)**, **R1-R4 career mapping (5A.8)** and **recognition of wider research contributions (5A.10)** represent forward-looking development of institutional practice. Taken together, the updated Action Plan (Supplementary Table ST2) is intended not only to close current gaps but also to embed the revised Charter more fully in the Institute's policies and researcher-support mechanisms.

**Supplementary Table ST1. Action Plan 2022-2024 outcome summary.**

| Action                                                                                                                                                                                                                                                                                                                                               | Status                                  | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                           |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4A.1 Informative activity on subject of professional responsibility and research reproducibility</b> <i>2005 Charter: 1. General rules and obligations for scientists (2. Ethical Principles; 3. Professional Responsibility) 2023 Charter: 1. Ethics, Integrity, Gender and Open Science (1. Ethics and Research Integrity; 3. Open Science)</i> | Completed, embedded in current practice | The action was implemented through training and information activities related to reproducibility, Open Access, Open Science, data stewardship, research communication, scientific visualisation, academic writing, and research ethics. Aggregate records demonstrate the broad reach of these activities: qPCR result reproducibility (2022: 82 addressees), open publishing (2022: 62), Open Access requirements in scientific projects/National Science Centre (2023: 13), Data Stewardship (2023: 49), communication of research results to the general public (2023: 70), Advanced Scientific Visualization (2023: 54), academic writing (2023: 54), anonymous Research Ethics survey (2023: 58), strategic consultations (97 participants). The action is now embedded in current practice, with a distinct follow-up action proposed, focused on emerging topics: Open Science, ethical challenges related to intellectual property rights, artificial intelligence, and unethical publishing practices in life sciences. |
| <b>4A.2 Informative activity of Grant Office</b> <i>2005 Charter: 1. General rules and obligations for scientists (4. Professional Attitude) 2023 Charter: 1. Ethics, Integrity, Gender and Open Science (6. The Researcher)</i>                                                                                                                     | Completed, embedded in current practice | The action was implemented through regular grant-applicant support, recurring information updates, webpage updates, and dissemination of grant-related information. Aggregate records: 2022: 9 applicant cases, 4 December meetings, 2 updates, 6 webpage updates; 2023: 5 June meetings, 8 December meetings, 2 updates, 6 webpage updates; 2024: 8 June meetings, 7 December meetings, 2 updates, 5 webpage updates. Related support activity included OA National Science Centre training (2023: 13 registered participants), data management courses (49 participants), and consultations on the update of the academic and scientific strategy of the city of Poznań (97 scientific and administrative staff). The action shows sustained operational implementation and is embedded in current practice.                                                                                                                                                                                                                    |

| Action                                                                                                                                                                                                                                                                           | Status                                  | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4A.3 Improvement of web/intranet resources including webpage</b> 2005 <i>Charter: I. General rules and obligations for scientists (4. Professional Attitude)</i> 2023 <i>Charter: I. Ethics, Integrity, Gender and Open Science (6. The Researcher)</i>                       | Extended                                | <p>The action was implemented through incremental improvement of digital communication channels. The formal accessibility survey originally foreseen in ST1 was not carried out, as large-scale webpage refactoring was not possible under current financial constraints. Instead smaller, incremental webpage updates were introduced each year to disseminate new information and improve access to existing resources (2022: 6; 2023: 6; 2024: 5). Web-based communication was also used for collegium information, webinars, training information, and regular grant and award announcements. The action should be treated as a maintained communication improvement activity rather than a one-off completed task.</p> |
| <b>4A.4 Simplification of formalities associated with orders and purchases - electronic DMS</b> 2005 <i>Charter: I. General rules and obligations for scientists (6. Accountability)</i> 2023 <i>Charter: I. Ethics, Integrity, Gender and Open Science, (6. The Researcher)</i> | Completed, embedded in current practice | <p>The action was fully implemented. The electronic document management system is deployed in day-to-day practice, and all employees involved in procurement or grant management have DMS accounts. The original indicator, adoption of the document management system by academic staff involved in relevant processes, has been fully achieved.</p>                                                                                                                                                                                                                                                                                                                                                                       |

| Action                                                                                                                                                                                                                                                                                                                               | Status   | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                              |
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| <b>4A.5 Search for funds to enable disabled people to enter the main building of the Institute</b> <i>2005 Charter: I. General rules and obligations for scientists (10. Non-discrimination) 2023 Charter: I. Ethics, Integrity, Gender and Open Science (5. Embracing Diversity)</i>                                                | Extended | <p>The action was pursued through continued evaluation of possible external funding sources for accessibility improvements to the main building. The most recent recorded attempt was the February 2024 application under the European Funds for Social Development programme for an external elevator for people with disabilities in building A: NCBIr - FERS.03.01-IP.08-001/23, "Actions to promote equal opportunities and active participation in social life." The application was not granted. Current fiscal conditions permit only maintenance work and minor repairs. The action remains relevant and is recommended for extension.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |
| <b>4A.6 Adoption and monitoring of Gender Equality Plan</b> <i>2005 Charter: I. General rules and obligations for scientists (10. Non-discrimination); III. Working Conditions and Social Security (27. Gender Balance) 2023 Charter: I. Ethics, Integrity, Gender and Open Science (4. Gender Equality; 5. Embracing Diversity)</i> | Extended | <p>The action was implemented as part of a longer-term institutional Gender Equality Plan process. During the 2022-2024 Action Plan period, implementation was supported by equality- and anti-harassment-related institutional activities, monitoring of employment structure across R1-R4 career stages, and activity of the Plenipotentiary for Equality. Monitoring showed approximately balanced gender representation at early and mid-career levels, R1-R3. Aggregate records include anti-mobbing policy discussions during Collegium meetings (20 research staff, including 3 young researcher representatives and 1 doctoral student representative). The Plenipotentiary for Equality participated in equality-focused scientific initiatives and conferences, including "Scientific Excellence Has No Gender," as well as events and training activities concerning women in science, gender equality, and inclusive research environments. The GEP should be treated as an ongoing multi-year institutional framework, with HRS4R reporting focused on relevant implementation and monitoring measures within the reporting period.</p> |

| Action                                                                                                                                                                                                                                                                                                                                                       | Status   | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <b>4A.7 Monitoring and adjustment of motivation system</b> <i>2005 Charter: I. General rules and obligations for scientists (11. Evaluation/appraisal system) 2023 Charter: II. Researchers' Assessment, Recruitment and Progression, (1. Researchers' Assessment); III. Working Conditions and Practices (1. Working Conditions, Funding and Salaries);</i> | Extended | <p>The action was partly implemented through a regulatory step in 2023, when Regulations for the Disbursement of Project Grants established a formal framework for financial distribution. No broader structural reform of the motivation system was introduced. Current fiscal discipline constraints, increased operating costs, and dependence on competitive year-to-year external grant funding limit the possibility of changes requiring long-term financial commitments or redistribution of internal funds. Priority was therefore given to operational continuity and core research activity. Adjustments remain limited and non-systematic, with annual reevaluation. The action has not progressed beyond the grant-related regulatory baseline and is recommended for continued monitoring under current financial conditions.</p> |
| <b>4A.8 Provide mentors to proactively support young researchers R1-R2 in their professional career development</b> <i>2005 Charter: III. Working Conditions and Social Security (28. Career Development) 2023 Charter: IV. Research Careers and Talent Development (2. Career Development and Advice; 4. Supervision and Mentoring)</i>                     | Closed   | <p>The action was closed following a feasibility review. The Institute found insufficient demand for a formal mentor-mentee programme and insufficient staff and financial capacity to coordinate and monitor an independent mentoring initiative without creating disproportionate administrative burden. The underlying need for researcher support remains relevant and is addressed through revised supervisory and career-development measures, including existing supervisory, team-leader, Doctoral School and career-advice channels. A formal mentoring-type action may be reconsidered if dedicated resources emerge and clear demand persists.</p>                                                                                                                                                                                   |

| Action                                                                                                                                                                                                                                                                  | Status                      | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |
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| <b>4A.9 Establishment of promotion of local, national and international networks</b> 2005 Charter: III. Working Conditions and Social Security (28. Career Development) 2023 Charter: IV. Research Careers and Talent Development (1. Valuing Diverse Research Careers) | Extended                    | <p>The action was implemented through sustained networking-oriented activity, including international and domestic grants, formal and informal cooperation, private-sector collaboration, and participation in networking initiatives. Aggregate records: 2022: 3 international grants, 39 domestic, international cooperation 8 formalized plus 33 without formal agreement, domestic cooperation 39 scientific plus 15 private-sector, Horizon Navigators online matchmaking event (63 participants); 2023: 4 international grants, 34 domestic, international cooperation 9 plus 25, domestic cooperation 37 scientific plus 15 private-sector, Horizon Navigators meeting (15); 2024: 5 international grants, 34 domestic, international cooperation 10 plus 33, domestic cooperation 45 scientific plus 16 private-sector, Horizon Navigator Meetup information (42 researchers), JRC Info Day Poland information (42). The action shows sustained implementation and is recommended for extension to monitor the impact of the current fiscal situation on long-term networking.</p>                                                  |
| <b>4A.10 Set up a collaboration with a Career Office</b> 2005 Charter: III. Working Conditions and Social Security (30. Access to career advice) 2023 Charter: IV. Research Careers and Talent Development (2. Career Development and Advice)                           | Partially completed; closed | <p>The action was partially implemented. Limited cooperation was established with the Career Offices of Adam Mickiewicz University and Poznań University of Life Sciences, mainly through use of their online information channels for dissemination of recruitment and career-related opportunities. The broader intended function of supporting follow-up on IPG PAS alumni careers through these institutions proved not feasible, as the partner Career Offices operate within the scope of their own universities and affiliated communities and do not have the mandate to monitor careers of former IPG PAS researchers. The action is not recommended for renewal in its current form. The underlying need remains valid, but future activity should focus on operationally realistic alternatives already identified in the summary: opt-in alumni contact mechanisms, voluntary career outcome surveys, EURAXESS-based dissemination of opportunities, cooperation within doctoral school structures, targeted career-development workshops, work fairs, and smaller self-reported career-development data where appropriate.</p> |

| Action                                                                                                                                                                                                                                                                                                        | Status                                                                                       | Summary                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <p><b>4A.11 Soft skills training for team leaders, supervisors and co-supervisors</b> 2005 Charter: IV. Training and Development (37. Supervision and managerial duties) 2023 Charter: IV. Research Careers and Talent Development (3. Continuous Professional Development; 4. Supervision and Mentoring)</p> | <p>Partially completed; <u>closed and replaced by recommended follow-up action 5A.15</u></p> | <p>The action was implemented through training and development opportunities supporting communication, visualisation, academic writing, citizen science, and broader professional competencies. In 2022, documented communications did not show initiatives exclusively dedicated to leadership or supervision soft-skills training, although related professional culture activities were present under 4A.1. Aggregate records: communication of research results to the general public under PASIFIC (2023: 70 research staff), Advanced Scientific Visualization (2023: 54), Academic Writing (2023: 54), Citizen Science webinar (2024: 67 research staff). Related 2024 activity also included dissemination of information on scientific podcasts with young PAN employees and continued institutional communication activities. The most clearly countable activity is concentrated in 2023 and 2024. Broader professional-development activity was successfully implemented, but the original objective of dedicated management and supervision training was not fully achieved according to gap survey. The underlying need remains relevant and is addressed more directly through action 5A.15.</p> |

**Supplementary Table ST2. Action Plan 2025-2027 - summary of new (5.A.x) and continued (5.B.x) actions.** Rating references mean priority scores (1-5 scale) assigned by HRS4R Working Group internal vote (or "C" in case of actions continued from previous perspective).

| ID   | Action                                                                                                     | Main relevant pillars/principles                                                                                                                                                | Key indicators                                                                                                       | Resources                                                       | Timeline | Description                                                                                                                                                                                                                                 | Rating |
|------|------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------|----------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------|
| 5A.1 | <b>Introduce Open Science guidelines and repository use policy</b>                                         | <i>I - Ethics, Integrity, Gender and Open Science (3. Open Science); III - Working Conditions and Practices (4. Dissemination and Exploitation of Results)</i>                  | Guidelines adopted; repository policy published; number of information/training meetings; aggregate attendance count | Deputy Scientific Director; Team/Project Leaders; Legal Counsel | 12/2027  | Provide formalisation of existing good practice and spread working knowledge. Focus on reproducibility and “as open as possible, as closed as necessary” implementation within the framework of the Polish Academy of Sciences institution. | 4.00   |
| 5A.2 | <b>Develop internal guidelines and training for responsible use of AI tools in research and publishing</b> | <i>I - Ethics, Integrity, Gender and Open Science (1. Ethics and Research Integrity); IV - Research Careers and Talent Development (3. Continuous Professional Development)</i> | Guidelines adopted; repository policy published; number of information/training meetings; aggregate attendance count | Deputy Scientific Director; Legal Counsel; Team/Project Leaders | 12/2027  | Provide practical guidance on transparent, responsible and lawful use of AI in research, publications, reviews and grant preparation, using internal expertise and invited guests.                                                          | 4.67   |

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|------|------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|---------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
| 5A.3 | <b>Develop internal publication policy and training on unethical publishing practices</b>                                          | <i>I - Ethics, Integrity, Gender and Open Science (1. Ethics and Research Integrity); III - Working Conditions and Practices (4. Dissemination and Exploitation of Results)</i>                      | Publication policy adopted; number of workshops/seminars; aggregate attendance count; intranet materials published          | Deputy Scientific Director; Team/Project Leaders; Legal Counsel;        | 12/2027 | Clarify expectations on authorship, predatory publishing, plagiarism, paper mills and publication integrity without creating a new administrative structure. Based on feasibility assessment, consider providing internal recommendations on questionable scientific journals/publishers. | 2.83 |
| 5A.4 | <b>Training on intellectual property rights, FAIR principles and data ownership/management</b>                                     | <i>I - Ethics, Integrity, Gender and Open Science (3. Open Science); III - Working Conditions and Practices (3. Contractual and Legal Obligations; 4. Dissemination and Exploitation of Results)</i> | Number of training sessions; aggregate attendance count; intranet materials published; number of guidance documents updated | Deputy Scientific Director                                              | 12/2027 | Short targeted training on IP, intellectual assets, data ownership and FAIR principles, linked to project implementation and research-result dissemination.                                                                                                                               | 2.83 |
| 5A.5 | <b>Introduce provision opposing discrimination based on criteria unrelated to merit, qualifications or the requirements of the</b> | <i>I - Ethics, Integrity, Gender and Open Science (5. Embracing Diversity); II - Researchers' Assessment, Recruitment and Progression (3. Selection)</i>                                             | Legal review completed; relevant regulations amended; staff communication issued                                            | Director; Deputy Administrative Director; HR Department; Legal Counsel; | 12/2026 | Strengthen internal non-discrimination language beyond academic/professional merit, aligned with diversity and equal-treatment principles, updating existing HR/legal procedures on the basis of current standards within the academic environment.                                       | 3.33 |

|      |                                                                                    |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                      |                                                                                |                                                                                          |                                                                                                                                                                                                                                                                                                              |      |
|------|------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|      | position into internal regulations                                                 |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                      | Plenipotentiary for Equality                                                   |                                                                                          |                                                                                                                                                                                                                                                                                                              |      |
| 5A.6 | <b>Formal definition and publication of researcher rights and responsibilities</b> | <i>I - Ethics, Integrity, Gender and Open Science (6. The Researcher); III - Working Conditions and Practices (3. Contractual and Legal Obligations)</i>                                              | Internal charter/guidance published; webpage/intranet update completed; number of information meetings; aggregate attendance count                                                                                                                                   | Director; Deputy Scientific Director; HR Department; Legal Counsel             | 12/2026                                                                                  | Provide a clear institutional reference for researcher status, rights, responsibilities and expected professional conduct under the 2023 Charter.                                                                                                                                                            | 3.17 |
| 5A.7 | <b>Structured feedback loop in evaluation system: two-way appraisal</b>            | <i>II - Researchers' Assessment, Recruitment and Progression (1. Researchers' Assessment; 4. Career Progression); IV - Research Careers and Talent Development (2. Career Development and Advice)</i> | Draft two-way feedback mechanism and proposed appraisal-form amendment prepared; proposal submitted to and assessed by the Scientific Council; implementation timetable defined; following implementation, feedback section introduced, aggregate count of appraisal | Deputy Scientific Director; HR Department; Team/Project Leaders; Legal Counsel | 06/2027 - draft proposal<br>12/2027 - proposal assessed by Scientific Council of IPG PAS | Introduce a modest two-way feedback mechanism into existing appraisal practice. Due to the required protection of vested rights, which prevents changes to employee evaluation procedures during active four-year evaluation periods, this is a multi-year action and full implementation may extend to 2030 | 4.00 |

|             |                                                                     |                                                                                                                             |                                                                                                                          |                                                  |         |                                                                                                                                                                                                              |      |
|-------------|---------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|
|             |                                                                     |                                                                                                                             | forms using the feedback mechanism and annual summary of non-personalised issues.                                        |                                                  |         |                                                                                                                                                                                                              |      |
| <b>5A.8</b> | <b>Publish clear career progression pathways with R1-R4 mapping</b> | <i>II - Researchers' Assessment, Recruitment and Progression (4. Career Progression)</i>                                    | R1-R4 mapping document published; webpage updated; number of updates following legal/organizational review               | Director; Deputy Scientific Director;            | 12/2026 | Map institutional researcher positions to R1-R4 profiles, and provide clarified description of progression pathways, in order to improve transparency of career stages, expectations and progression routes. | 4.50 |
| <b>5A.9</b> | <b>Internal seminar series on non-academic careers</b>              | <i>IV - Research Careers and Talent Development (1. Valuing Diverse Research Careers; 2. Career Development and Advice)</i> | Number of seminars; number of invited speakers; aggregate attendance count; seminar materials circulated where available | Deputy Scientific Director; Team/Project Leaders | 10/2027 | Use online or low-cost invited talks to provide insight diverse research careers, including non-academic, intersectoral and hybrid paths.                                                                    | 3.83 |

|       |                                                                                               |                                                                                                                                                                                                       |                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                |                                                                  |                                                                                                                                                                                                                                                                                                                                                                                                                               |      |
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| 5A.10 | Introduce societal impact, outreach and public activities into employee assessment procedures | <p><i>II - Researchers' Assessment, Recruitment and Progression (1. Researchers' Assessment)</i></p> <p><i>IV - Research Careers and Talent Development (1. Valuing Diverse Research Careers)</i></p> | Draft amendment to assessment criteria prepared; eligible societal-impact, outreach and citizen-science activities defined; proposal submitted to and assessed by the Scientific Council; implementation timetable defined; following implementation, examples of eligible activities published and aggregate annual count of reported outreach/citizen-science activities monitored. | Director; Deputy Scientific Director; Team Leaders; Scientific Council IPG PAS | 12/2027 - proposal assessed by the Scientific Council of IPG PAS | Recognise public engagement, outreach and public activities (including in particular, cooperation in citizen science) as legitimate researcher contributions in employee evaluation procedures. Due to the required protection of vested rights, which prevents changes to employee evaluation procedures during active four-year evaluation periods, this is a multi-year action and full implementation may extend to 2030. | 4.67 |
|-------|-----------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------|------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|

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| 5A.11 | Update OTM-R policy                                                                     | <i>II - Researchers' Assessment, Recruitment and Progression (2. Recruitment)</i>                                                                                                                                 | Updated OTM-R policy published; recruitment templates reviewed; number of recruitment pages/announcements using updated references | Director; HR Department;<br><br>Legal Counsel                                       | 10/2026 | Refresh existing recruitment policy, dating back to 2016, to align with the new Charter and current status of interinstitutional Doctoral School. The new policy should address: transparent procedures in case of rejection (existing informal practice), career breaks, diversity and applicability of R1-R4 researchers as references. | 4.50 |
| 5A.12 | Promote participation in scientific exchange programs via internal dissemination        | <i>I - Ethics, Integrity, Gender and Open Science (7. Free Circulation of Researchers)</i>                                                                                                                        | Number of calls circulated; number of information messages; aggregate number of applications/proposals submitted where known       | Deputy Scientific Director;<br>Team/Project Leaders;                                | 12/2027 | Promotion of mobility and exchange opportunities through existing e-mail, intranet and team-leader communication channels.                                                                                                                                                                                                                | 2.67 |
| 5A.13 | Update fact sheet on basic practices and principles governing the Institute's operation | <i>III - Working Conditions and Practices (1. Working Conditions, Funding and Salaries; 3. Contractual and Legal Obligations) I - Ethics, Integrity, Gender and Open Science (8. Sustainability of Research);</i> | Fact sheet updated; English/Polish versions available where feasible; webpage/intranet update completed; number of revisions       | Deputy Administrative Director; HR Department; Accounting Department; Legal Counsel | 06/2027 | Improve access to practical information on internal procedures, working conditions, basic administrative rules and institutional operation, including feasible low-cost sustainability guidance.                                                                                                                                          | 4.17 |

|       |                                                                                                            |                                                                                                                             |                                                                                                                                                              |                                                                                |                    |                                                                                                                                                                                                                                                                                                     |      |
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| 5A.14 | <b>Strengthen networking activities by combining seminars with networking meetings with invited guests</b> | <i>IV - Research Careers and Talent Development (1. Valuing Diverse Research Careers; 2. Career Development and Advice)</i> | Number of combined seminar/networking events; number of invited guests; aggregate attendance count; aggregate count of follow-up collaborations if available | Deputy Scientific Director; Scientific Secretary; Team/Project Leaders         | 12/2027            | Provide an explicit venue for extended communication with invited seminar guests, focused on networking (fireside chats, extended discussion). Builds networking into existing seminar formats to support career advice, collaboration and visibility without separate events or additional budget. | 4.17 |
| 5A.15 | <b>Research team management training</b>                                                                   | <i>IV: Research Careers and Talent Development (4. Supervision and Mentoring)</i>                                           | Number of trainings/seminars; aggregate attendance count; training materials circulated; annual aggregate feedback from participants where feasible          | Deputy Scientific Director; HR Department; Team/Project Leaders; Legal Counsel | 12/2027            | Provide practical support for supervisors and team leaders on fair management, feedback, mentoring, conflict prevention and inclusive team practices.                                                                                                                                               | 2.00 |
| 5B.1  | <b>Improvement of web/intranet resources including webpage</b>                                             | <i>I. Ethics, Integrity, Gender and Open Science (6. The Researcher)</i>                                                    | Annual review of fiscal constraints; annual review of web/intranet content and information-access needs; minor updates and                                   | Director; Deputy Scientific Director                                           | 12/2026<br>12/2027 | Continued maintenance and incremental improvement of web/intranet resources to support easy access to institutional information. Major rework will be considered subject to available financial and staff resources.                                                                                | C    |

|      |                                                                                               |                                                                                                   |                                                                                                                                                                                                                      |                                                                                                          |         |                                                                                                            |   |
|------|-----------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|---------|------------------------------------------------------------------------------------------------------------|---|
|      |                                                                                               |                                                                                                   | accessibility/usability improvements implemented where feasible; major rework considered if resources permit.                                                                                                        |                                                                                                          |         |                                                                                                            |   |
| 5B.2 | <b>Search for funds to enable disabled people to enter the main building of the Institute</b> | <i>I. Ethics, Integrity, Gender and Open Science (5. Embracing Diversity)</i>                     | Annual reviews of fiscal constraints; proposals for additional funds submitted; (if within constraints) adjustments to main building completed                                                                       | Deputy Administrative Director                                                                           | 12/2027 | Continued submission of funding proposals and monitoring of fiscal situation, for possible implementation. | C |
| 5B.3 | <b>Adoption and monitoring of Gender Equality Plan</b>                                        | <i>I. Ethics, Integrity, Gender and Open Science (4. Gender Equality; 5. Embracing Diversity)</i> | Annual GEP monitoring report completed; gender distribution across R1-R4 monitored; relevant recruitment/committee representation monitored; equality and anti-harassment activities reported; implementation status | Director for Scientific Affairs; Deputy Scientific Director; Plenipotentiary for Equality; HR department | 12/2027 | Continued monitoring of measures outlined in the Gender Equality Plan.                                     | C |

|             |                                                                                 |                                                                                                                                                                                     |                                                                                                                           |                                 |         |                                                                                                                                                                                                                                                      |   |
|-------------|---------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------|---------------------------------|---------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---|
|             |                                                                                 |                                                                                                                                                                                     | of applicable GEP measures reviewed.                                                                                      |                                 |         |                                                                                                                                                                                                                                                      |   |
| <b>5B.4</b> | <b>Monitoring and adjustment of motivation system</b>                           | <i>II. Researchers' Assessment, Recruitment and Progression, (1. Researchers' Assessment); III. Working Conditions and Practices (1. Working Conditions, Funding and Salaries);</i> | Annual reviews of fiscal constraints; (if within constraints) rework of motivation system proposed to Scientific Council; | Director; Accounting Department | 12/2027 | Continued monitoring and reevaluation, for possible adjustment of motivation system in order to take into account scientific excellence and individual/team employee contributions.                                                                  | C |
| <b>5B.5</b> | <b>Establishment of promotion of local, national and international networks</b> | <i>IV. Research Careers and Talent Development (1. Valuing Diverse Research Careers)</i>                                                                                            | Annual reviews of local, national and international collaborations/proposals                                              | Director for Scientific Affairs | 12/2027 | As introduced measures coincided with increased fiscal constraints and changes in reporting of collaborations, extended monitoring of yearly data is needed to assess the degree to which promotion of the Institute results in improved networking. | C |