



# **Report on the results of the questionnaire survey 2023**

for the HR Development Strategy Project of the University of Pardubice

## **Results for 2023 and Comparison with 2020**

**Prepared by**

PhDr. Adam Horálek, Ph.D. and HR Award Department

University of Pardubice, October 2023

## Table of Contents

<b>1</b>	<b>Introduction .....</b>	<b>5</b>
1.1	Origin and reason for the questionnaire survey .....	5
1.2	Main objectives of the questionnaire survey .....	5
<b>2</b>	<b>Main findings and recommendations.....</b>	<b>6</b>
2.1	University of Pardubice.....	6
2.2	Faculties.....	10
2.3	Gender.....	16
2.4	Job positions .....	17
2.5	Age .....	18
<b>3</b>	<b>Methodology.....</b>	<b>20</b>
3.1	Ethics and anonymity of the survey.....	20
3.2	Structure of the questionnaire .....	20
3.3	Structure of the report and format of the analysis.....	20
3.4	Terminology and list of abbreviations .....	21
<b>4</b>	<b>Questionnaire survey – descriptive part .....</b>	<b>22</b>
4.1	Demographic characteristics of the sample .....	22
4.2	Research and development.....	25
4.2.1	Do you feel that you have sufficient space and freedom for your creative activity? ...	26
4.2.2	In your work at UPCE in the last five years, have you encountered any restrictions on research freedom? .....	29
4.2.3	Do you think there are problems related to research ethics at UPCE? .....	32
4.2.4	In the case of staff at UPCE, have you encountered any form of copyright or intellectual property infringement in the last five years?.....	34
4.2.5	Do you believe that UPCE/faculty is sufficiently concerned with the protection of intellectual property and copyright?.....	37
4.2.6	Do you feel that UPCE supports you sufficiently in disseminating and exploiting the results of scientific development and basic and applied research? .....	40
4.2.7	Do you have sufficient time to devote to research while organising teaching?.....	43
4.2.8	Are you satisfied with UPCE/faculty support for research activities?.....	46
<b>4.3</b>	<b>Working conditions .....</b>	<b>49</b>
4.3.1	Are you satisfied with your remuneration (financial compensation)? .....	51
4.3.2	Are you satisfied with the non-financial benefits provided by UPCE?.....	55
4.3.3	Estimate, as 0% to 100%, how much of your time is spent on activities: .....	58
4.3.4	Are you satisfied with the working environment at UPCE? .....	59
4.3.5	Are you satisfied with the technical equipment at UPCE?.....	62
4.3.6	Do you feel that UPCE allows you to balance work and family life appropriately? .....	65

<b>4.4</b>	<b>Management and relations with supervisors .....</b>	<b>68</b>
4.4.1	Are you familiar with the rules and principles for evaluating your performance? .....	68
4.4.2	Do you consider these rules and principles to be sufficiently transparent? .....	71
4.4.3	Do you believe that your scientific research activities and their results are sufficiently taken into account in your appraisal? .....	74
4.4.4	Do you feel that your teaching activities are sufficiently reflected in your appraisal? .....	77
4.4.5	Do you consider your popularisation activities to be sufficiently taken into account in your appraisal? .....	79
4.4.6	If you are in a supervisory position (in the workplace, project, etc.), do you have sufficient capacity to devote yourself to supervisory and coordinating activities? .....	82
4.4.7	Do you have sufficient capacity within your work to engage in the development of junior colleagues? .....	84
4.4.8	Do you believe that this activity (development of junior colleagues) is sufficiently taken into account in your appraisal? .....	87
<b>4.5</b>	<b>Atmosphere in the workplace .....</b>	<b>89</b>
4.5.1	Do you believe that you are treated equally with other employees? .....	89
4.5.2	Do you feel that your immediate superior appreciates your work enough? .....	91
4.5.3	Have you experienced any form of discrimination at UPCE in the last five years? .....	94
4.5.4	On what basis was the discrimination you have experienced? .....	96
4.5.5	Do you know how and where to lodge a complaint? .....	100
4.5.6	Do you believe that if a complaint is made, it will be adequately investigated? .....	102
4.5.7	Do you know your rights and obligations regarding the employment relationship? .....	104
<b>4.6</b>	<b>Personal and career growth .....</b>	<b>107</b>
4.6.1	Do you feel that you have career growth opportunities in your job? .....	107
4.6.2	Has your supervisor discussed your future career growth with you? .....	109
4.6.3	Do you have anyone to turn to regarding your career development at UPCE? .....	112
4.6.4	Do you feel that UPCE/faculty provides sufficient opportunities for your further education and professional development? .....	114
4.6.5	In the last five years, have you participated in any educational activity (course, seminar, etc.) at UPCE as part of your professional development? .....	117
4.6.6	Do you think that UPCE/Faculty sufficiently supports international mobility? .....	119
4.6.7	Have you ever used international mobility to further your professional development? .....	122
4.6.8	Would you be interested in a sabbatical leave? .....	124
<b>4.7</b>	<b>UPCE strategy .....</b>	<b>127</b>
4.7.1	Do you know the UPCE strategic plans? .....	127
4.7.2	Do you identify with the UPCE strategic plans? .....	129

4.7.3	Do you feel that you have sufficient opportunities to influence events at UPCE or its component parts? .....	131
<b>4.8</b>	<b>Recruitment of academic staff .....</b>	<b>134</b>
4.8.1	Do you consider the announcement and conduct of the selection procedure for filling academic posts to be sufficiently open to all potential candidates? .....	134
4.8.2	Do you believe that the selection process to fill academic posts within UPCE is conducted competently?.....	136
4.8.3	Do you believe that sufficient consideration is given to the candidate's professional experience and qualifications in the selection process to fill academic posts?.....	138
<b>5</b>	<b>Final summary .....</b>	<b>141</b>
<b>6</b>	<b>Annexe: Questionnaire .....</b>	<b>142</b>

## **1 Introduction**

The mission of the University of Pardubice is to develop education, improve the quality of life and benefit society through creative human potential. In order to do so, it needs quality and satisfied employees, it needs to uncover its weaknesses and evaluate its strengths, and then use the results to take necessary measures and changes in sub-processes and settings.

We would like to thank all staff for completing the questionnaire as part of the April 2023 survey. We greatly appreciate the feedback you provided and the time you took to complete the questionnaire.

The generalising masculine, that is, the masculine name of a person, is used in this report as neutral in terms of contemporary context, emotional perception, and biological and social gender.

### **1.1 Origin and reason for the questionnaire survey**

In an effort to continuously improve employee care and to create a more friendly, pleasant, and unnecessary bureaucracy-free environment, the University of Pardubice (UPCE), through the HR Award Department, has been conducting a regular three-year cycle mapping of the current state of individual aspects of working conditions at the University since 2020 – the so-called questionnaire survey.

The first questionnaire survey was carried out across the University in May-June 2020 within the framework of the HR Strategy Development Project of the University of Pardubice (STROP project). Based on this, an HR development strategy was formulated, which is contained in the strategic document of the University of Pardubice – the so-called HR Strategy Action Plan for Research and Development. Thanks to this strategy, in October 2021 the University of Pardubice received an internationally recognised award, the HR Award, which it will subsequently defend in regular cycles in the future.

This prestigious certification in human resources management means that the University of Pardubice sets, ensures and improves working conditions for Czech and international employees, is considered a quality organisation in the field of human resources care within the European network of research institutes, and gains a better starting position in obtaining research funding from European and domestic research support programmes.

### **1.2 Main objectives of the questionnaire survey**

Regular questionnaire surveys aim to find out among employees how they evaluate individual aspects of work at the University, how these evaluations are evolving and to take appropriate measures for improving the working environment at the University of Pardubice based on the evaluation.

This report aims to describe the assessment of the internal state of the institution in 2023, compare it with 2020, identify significant positive and negative changes and recommend topics and tools for improvement to the university management. To ensure consistency, the survey was again structured into seven areas and the questions remained the same as those used in 2020. Only the wording of some questions and response options were modified based on the experience of the previous survey.

The key part of this report is the 'Main findings and recommendations' chapter. It summarises all the analysis and interpretation of the responses received. Using SWOT analysis, up to three key themes are identified in each segment, at the level of the University, faculty, gender, age, and employment status. The report is intended to serve as a support for the UPCE strategic development with the ambition to actively involve employees in the development of the strategy and overall direction of the University.

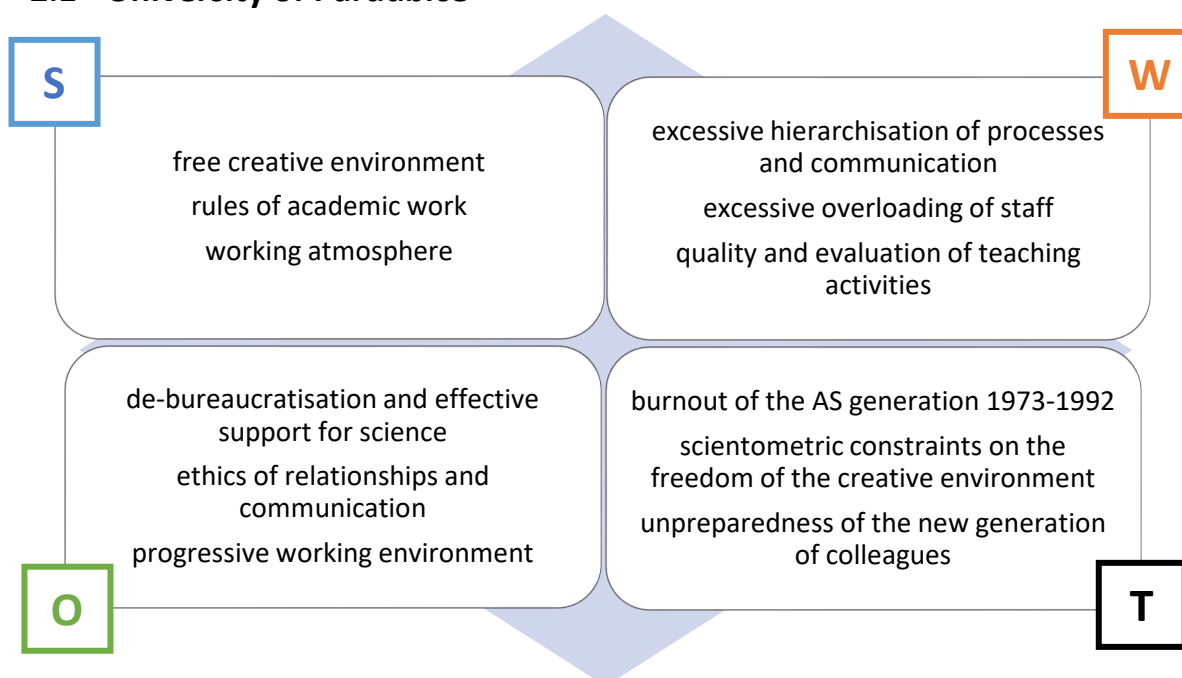
## 2 Main findings and recommendations

*'I am very curious to see how the results of the questionnaire will be used. If they won't be used at all, I won't bother next time. And I'm sure I won't be the only one.'*

(M625)

The most important recommendation arising from the final comments is that the management of the University and/or those of the faculties actually address at least some of the suggestions made in the main findings. The final comments indicate that the staff appreciate the survey as it is one of the few opportunities that they have to express themselves freely. There were a total of 2 576 verbal comments and their cumulative length corresponds to 243 standard pages of text. Compared to the 2020 survey, this represents a 25% increase in comments. People do have a need and willingness to share their views, needs and complaints, but there is little confidence that this will lead to anything.

### 2.1 University of Pardubice



In the University-wide SWOT analysis, I deliberately omit the biggest weakness (W) and threat (T) – wages. Insufficient remuneration runs like a red line through the whole questionnaire, according to the respondents it largely influences the insufficiency of research at the University, because the University does not have the financial means for quality research (to pay people, technology, or its operation, etc.). Working conditions, workplace atmosphere, etc. may improve in a partial way, but if wages do not improve, dissatisfaction will remain. A total of 57% (1 468) of the comments had a financial subtext. As funding declines, competition among employees increases and working relationships deteriorate. The pay is definitely not conducive to the atmosphere in the workplace, and there are insufficient financial incentives for career growth and recruitment of new quality employees. While I do not dispute the importance of the financial crisis at the University, which is quite clear from the responses, it is a

problem that has a complex solution and much of that solution lies outside the capabilities of UPCE. In this analysis, we therefore focus on other aspects that have been identified.

### **Strengths (S)**

- The creative environment is considered free. There are inter-faculty differences, but the positive evaluation applies to the whole University. The important thing is to leave the possibility of creative activity to the individual and not to bind it with too many scientometric rules. These are perceived negatively, but staff feel that UPCE is flexible enough in this respect.
- The rules and principles for evaluating academic work are positively received, people identify with them, and the appraisal of academics is generally transparent and accepted. There are also many areas for improvement (transparency, appraisal of teaching activities, not only scientific, more transparent appraisal, feedback to staff, etc.), but this area can be considered to be relatively well developed at UPCE. However, this concerns primarily academic staff and PhD students, certainly not technical/administration staff and to a lesser extent researchers, who would benefit from the development of similar rules.
- Employees feel equal, they feel that their work is valued by their superiors and discrimination is not a 'rampant' phenomenon at UPCE. However, this is certainly not equally true in all parts and among all types of employees. In particular, the 'caste' system, which divides staff into academic staff and technical/administration staff, is often criticised. A minimum of employees have experienced discrimination. The most common type is discrimination based on working conditions (some have a company phone, laptop, benefits, etc., while others do not), but an absolute minimum (under 2.5% of respondents) have encountered other types of discrimination (gender, age, sexual orientation, etc.). A group that is specific is international PhD students and staff who experience more significant language discrimination. However, even these negatives do not change the fact that the vast majority of people are very satisfied with the atmosphere in the workplace.

### **Weaknesses (W)**

- The University is a 'medieval institution', and its organisation does not correspond to modern 21st century society, or at least that is how some employees define the problem, referring mainly to excessive hierarchisation. This applies not only to the lecturer-doctor-associate professor-professor hierarchy, but also the technical/administration staff-academics and students-staff-supervisors-deans-deputy-vice-rectors-rectors. This is also related to what many believe to be an inefficient way of communicating, which is hierarchical. People feel that information is communicated poorly – unidirectionally from the top through the various hierarchical levels, and that the information does not reach the employees at the bottom of the pyramid, or is distorted, or, on the contrary, their voice is not heard at the top of the pyramid. Emphasis on the quality of communication, its modern form, inclusion in decision-making and consultation (testing) before implementing actions are the main recommendations mentioned. A major shortcoming of the University is the incompletely bilingual environment in which international staff and students feel discriminated against. The lack of language training (quantity, scope, levels) for staff is part of this problem.
- Staff feel overburdened, both in relation to pay and in relation to excessive bureaucratisation of work, minimal support, poor communication, reporting, excessive teaching, high pressure on scientific performance, etc. This is mainly the case for academics in the 30-49 age group, which can be demographically described as a 'sandwich' group, i.e. a group that does not yet have a replacement; instead, they must devote themselves to educating the next generation of colleagues, while being burdened with the greatest own work pressure (pressure on its own

career growth) and, last but not least, service to senior colleagues (project administration, preparation of accreditations, technical/administrative part of grant applications, leadership roles, etc.). This feeling is very fundamental and pervasive throughout the University albeit to varying degrees by faculty.

- While the setting of rules for the assessment of scientific performance is perceived positively by employees at the University, there is a lack of sufficient and sufficiently transparent assessment of other work activities – there is no similarly transparent assessment of the activities of the technical/administration staff and academics clearly complain about the undervaluation of teaching activities – in their opinion, it is considered a norm/standard/baseline. Particularly on the last point, the criticism is significant and specific, and staff themselves point out that they believe this policy is a direct cause of declining student numbers. There is no motivation to modernise curricula/accreditation, implement modern methods, make study at the University more attractive, popularise science, but also to oversee the quality of what already exists – the fulfilment of the curricula and sufficient care for students. Academics see the main role of the University as the education and training of students, but all assessment is directed only towards research.

### **Opportunities (O)**

- De-bureaucratisation and effective support for research are understood herein as the state of mind of academics who feel more like 'pen pushers' than creative researchers. Academics feel exhausted and overworked primarily because, according to their comments, it is not possible to do research within the eight-hour working day. The amount of administrative and teaching work makes this impossible, and any research is at the expense of personal time. Strong criticism from academics is directed at the existing support from central university units. The technical disciplines lack sufficient support from the CITS, FTE and FAP in terms of accreditation and project applications etc. Respondents mention the emphasis on 'service' to academics from these units, which should be supportive and not 'supervisory'. The comments suggest that an annual assessment of administrative services (as well as semester-by-semester appraisals of teaching staff) could be approached as a direct basis for developing and improving these services.
- Another opportunity is the development of an ethical environment at the University and the streamlining and improvement of communication. Employees are satisfied with the atmosphere in the workplace but are aware of ethical shortcomings. Ethics can have an individual level, which could be addressed by an effective and consistently required employee code of ethics, but also a general level, consisting in setting general rules for the functioning of the University. One of these areas is communication, which should not be so formalised, one-way from above and hierarchical, but transparent, flexible, and effective. This would not only help to improve information and therefore transparency, but also to increase trust in the management, a sense of security of representation (ethics committee/ombudsman) and more effective and accurate communication of information. An important part of improving communication at the University is to convert it completely into a bilingual mode, which would eliminate both language discrimination against international staff and students but would encourage further internationalisation. The first step should be to fully support language courses at all levels for all without restrictions. Promoting international workers to senior positions could speed up the process as it would become a necessity.
- According to the employees, the great opportunity for the University are the achievements of the covid era – working from home, flexible working hours, and a working environment that responds to current social challenges. These are the demands of academics and



technical/administration staff. Employees do not like the 'managers' view' that if they are not at the workplace but at home, they are definitely not working. On the contrary, the introduction of such principles would be seen as a cornerstone of building mutual trust in the workplace, between supervisors and subordinates, between technical/administration staff and academic staff.

### Threats (T)

- In the case of academic staff, the most critical group of respondents was the cohort born between 1973 and 1992. These employees feel literally 'caught in the crossfire' and the frustration, feelings of being burned out, disregarded, undervalued, and unheard are clearly evident in their statements. Yet this is an important cohort for the future of the University. In 18 cases, respondents from this cohort mentioned that they would be forced to terminate their relationship if the pay situation did not improve quickly. A further 44 mentioned that they would not be able to work at UPCE unless they had a side job or part-time work. While this represents only 6.5% of all respondents, it represents one in eight (12.2%) within the cohort. Although this age group is the most dissatisfied, their demands are not excessive – men in this age group would consider a 38% pay rise to be sufficient, women 30%, which is below the average for both genders, but at the same time beyond the means of the University. Although solving the financial issue is not easy, there are other aspects that preferably bother this sandwich generation – excessive burden of bureaucracy and teaching activities, lack of support from the management or involvement in projects by senior colleagues.
- Scientometric restrictions on the freedom of the creative environment constitute another potential threat. While freedom and space for scholarly research is currently perceived, criticism of the pressure to formalise the assessment of the quality of outputs is evident. This is led by respondents from the FChT, where the pressure to publish in Q1/Q2 journals is perceived by most as extreme. Particularly in the context of the faculty's name 'chemical technology', many point out that the faculty tries to make the technical faculty into a basic research faculty, but this contradicts the profile of the graduates. The resulting contradiction between teaching and research roles then only puts more pressure on staff in both areas. Although this criticism is loudest in FChT, there are equally critical voices in other parts of the University.
- The last major threat to the University may be the failure to prepare the next generation of colleagues due to the over-exhaustion of the sandwich generation. Staff do not feel that the development of seniority of younger colleagues is in any way encouraged or factored into appraisals. On the one hand, inbreeding is heavily criticised and does not create a transparent environment; nurturing the next generation and supporting young academics is considered insufficient. If inbreeding of own PhD students is not to become the norm, then it is necessary to create tools for the possibility of developing young colleagues coming to the University from outside.

## 2.2 Faculties

The feeling of space and freedom for creative activities has decreased at all other faculties, except at FEA and FEEL, where it has slightly increased. For FTE staff, the main issues are inadequate space and laboratories and bureaucratic burden. At FEA, excessive teaching limits freedom of creative activity. At FAP, the issue is perceived in two ways – respondents feel dissatisfied with space, but not with freedom. This applies not only to physical space but also to time – there is not enough space for creative activity. FChT has many satisfied responses, on the other hand there is a strongly felt restriction in the dissemination of creative activities by the requirement to publish in Q1 and Q2 journals. FHS clearly feels the lack of time space due to excessive administrative and teaching activities.

Only 8.5% of respondents have experienced restrictions on research freedom at UPCE, but this represents about a 60% increase from 2020. We see the highest levels of restrictions at FEA and also at FChT. The largest increases then occurred at FEEL, FChT and FEA. On the other hand, a more significant decrease in the experience of research freedom constraints occurred at FAP. A common criticism is the lack of (active) support from the management of the faculties, and time constraints (including the time when it is possible to work on the university grounds) are also a significant limitation.

A total of 7.6% of the respondents said that they believe that there are problems with research ethics at UPCE. While there are some faculties where respondents do not perceive this problem at all, such as FR and FHS (and the Rectorate), the worse perceived situation is at FTE (15.7%) and FEA (16.7%). At FTE, FEA and for those who did not indicate affiliation, the most frequently mentioned ethical problems are the attribution of authors to articles (35%) and the use of PhD students. At FAP and FEEL, on the other hand, only plagiarism and distortion and fabrication of data are mentioned. At FChT, a combination of both transgressions against research ethics is involved, with 'correspondence' or failure to mention co-authors predominating, but manipulation of measurements and results or political games in research are also mentioned.

In the case of copyright or intellectual property infringements, we observe a slight decline. This is clearly the biggest issue at FTE, where despite a relatively large decline, still 17.6% of respondents said they had experienced infringement. At FEEL, the second largest proportion of respondents is also almost identical between the years, so the situation does not seem to have improved. We see a similar stagnation at FChT, but with a significantly lower share. At FAP, the situation has significantly improved. On a university-wide scale, only 5.4% of respondents have encountered copyright and intellectual property infringement.

According to the respondents, UPCE is sufficiently concerned about the protection of intellectual property and copyright. Between 2020 and 2023, the proportion of affirmative responses increased slightly to 52.5%. For most faculties, the proportion of affirmative responses increased slightly over the period under review, with only FChT and FHS decreasing slightly. The exception is FR, where the proportion of affirmative responses decreased significantly. The highest disagreement is observed at FEEL. It is clear from the comments that the situation has improved significantly compared to 2020. There were several cases in 2020 that explicitly influenced the comments in the survey. At FChT, the topics of comments turn primarily to patents and to authorship and intellectual property in relation to teaching activities (authorship of teaching texts and methods). At FAP, respondents see the problem more on an individual level, not as systemic.

Satisfaction with sufficient support from UPCE in disseminating and exploiting the results of research is relatively high across the University but has declined from an initial satisfaction of almost 85% among academics to less than 74% in 2023. The best situation is at FEEL and FHS, while the worst is at FAP and FEA. Comments on this question very often focused on criticism of the current national situation, the

lack of financial support for research in the Czech Republic, the poor setup of research assessment, and the general overload of academic staff with other activities. At FTE, the criticism is primarily directed at the low support from the faculty and the poor experience with CTKT. Respondents from FAP hold a completely opposite view to their colleagues at FTE, criticising the lack of support from the University, while they consider faculty support to be good or at least better than that from the University. The responses from FChT can be divided into three parts. The first criticises the poor experience with the CTKT, the second focuses on the faculty support problem (publication strategy, financial support for its implementation, etc.) and the third generally points to the national dimension of the problem, often in the context of the principle of funding research through grants. This method is considered by many respondents to be ineffective both administratively (here combined with a lack of support from the University and faculty) and financially (drawing on grants requires costs that would not be incurred with basic funding).

The time intensity of teaching is the biggest obstacle to creative activity at FHS, FEA and FAP, and the smallest at FChT. At FTE, teaching is not perceived as a major obstacle to research. The comprehensive staff appraisal system and the administrative burden and overlapping deadlines are cited as the main problem. FEA is clearly overburdened with teaching. At FAP and FEA, the problem of combining work responsibilities with family life is mentioned (managing both research and teaching is always at the expense of family life, compared to a mission rather than a job). Among the non-affiliated respondents, the prevailing opinion is that it is not the teaching itself that is to blame, but the lack of administrative and technical support for both research and teaching. The main problems are excessive and unnecessary administrative burden, lack of support for teaching, lack of grant support and lack of technical support.

With the exception of FEA, all faculties experienced an increase in dissatisfaction with support for scientific research activities during the period under review. The greatest dissatisfaction is evident at FAP, a significant increase is also observed at FAP, FChT and FEEI. Across the University, dissatisfaction among academics has increased by half from 22 to 33%. In the case of FTE, the lack of emphasis and support for research teams is perceived to be in the first place. At FEA, the problems identified by respondents were more administrative, financial, and technical. Respondents from FAP see finance as clearly the main problem in supporting R&D activities. At FChT, three main groups of support problems can be identified. The first one is the technical support of research. the second group of answers is characterised by the lack of financial resources, the system of their distribution, the lack of financial motivation, especially among younger colleagues, and the third group of answers is the aforementioned publication strategy. Respondents from both FR and FHS clearly lack the support of scientific teams.

Satisfaction with remuneration dropped from 56% to 37% and the biggest drop among faculties was at FAP, where satisfaction dropped from 63% to 26%. An even slightly larger drop in satisfaction is seen among respondents from the Rectorate (from 69% to 28%). On a university-wide average, respondents expect financial compensation to increase by 33.6%. Interfaculty perceptions of an appropriate increase in remuneration vary from 30 (FEEI 30.8, FChT 31.1, FR 30.8, Rectorate 30.1) to 45 (FEEI 45, FTE 44.4, FAP 43.5) percent.

Satisfaction with non-financial benefits declined in the period under review but is significantly higher than satisfaction with financial compensation. The biggest decrease in satisfaction is seen in FR, the Rectorate and FHS. The lowest satisfaction among the faculties is in the long term at FAP. The most desired benefit is the pension contribution.

- Respondents from FTE rather criticise the abolition of pre-existing benefits and would prefer various discount cards and support for consumption of services (multisport cards, etc.).
- At FEA, the most frequently mentioned missing benefit is the supplementary pension scheme. However, it is closely followed by a group of other allowances for holidays, medicines, sports,

culture, etc. Interesting and 'inexpensive' suggestions include more opportunities to work from home, improvements to existing benefits (cheaper refectory, better tariffs from the operator, SW also for home use), introduction of parking spaces for teachers on campus, or preferential assignment of separate dormitory rooms to PhD students.

- It is worth mentioning the social benefits at FAP, whether they are described as the University's social fund, support for employees – single mothers, young academics (and their families), PhD students in financial distress, etc. There is also a relatively high percentage (15%) of requests for a company mobile and/or at least an employer-paid tariff (for working from home). The amount of the lunch allowance should also be significantly increased according to FAP respondents.
- At FChT, other benefits include those that make the working environment and the stay there more pleasant. These include mainly more favourable lunches, sick days, improvements to the working environment (office equipment, kitchen facilities, etc.).
- According to the respondents, FR should at least support the implementation of existing benefits within the dislocated workplace (refectory).
- The answers of the respondents from FHS are inspired by the profession itself. Here, the dominant demand is for benefits focused on health – both mental and physical. Employees would appreciate contributions to the purchase of ergonomic office equipment, vitamin purchases, health prevention, health care, sick days, etc.
- For the employees of the Rectorate, the demand for work flexibility (flexibility of working hours, working from home, sick days) is clearly dominant.

The largest part of the working time is spent on teaching activities. This is the case at least at most of the faculties, with the exception of FChT, FEEl, where time for scientific activities dominates. Time for research is the lowest at FHS (22%), FTE, FEA and FR have similar values of around 29% of time, and most time is devoted to research by respondents at FChT (52%), FEEl (45%) and FAP (35%). Across the University, a third (33.6%) and almost half (47.3%) of working time is devoted to research and teaching respectively.

The working environment is perceived very positively by respondents and the perception has even improved slightly during the period under review. Interestingly, the University can be divided into two groups – faculties where satisfaction has decreased (FTE, FEEl, FChT, FR and the Rectorate) and faculties where the situation has improved (FEA, FAP, FHS).

Technical equipment, like the working environment, is an aspect of working conditions at UPCE that is very positively evaluated. University-wide satisfaction even rose to 89% between 2020 and 2023. Respondents from FEA, FHS and those who did not indicate an affiliation account for the largest share of this university-wide increase in satisfaction. Conversely, other university units experienced a decrease, with FTE and FEEl showing the most significant decreases. Here too, very strong satisfaction persists. The primary criticism at FTE concerns the outdated equipment and the lengthy purchasing process. At FEA, comments are more positive, with respondents sensing changes. At FAP, most of the criticism focuses on the undignified, outdated interior furnishings of the EA building, and partly on the lack of personal technology (PCs, etc.) and outdated classrooms. The comments of the respondents from FChT are specific to the needs of the faculty, the technical facilities are perceived positively, and the criticism is rather directed to the non-concept (non-centralisation) of its acquisition, lack of finances for its operation and renewal. Similarly to FAP, insufficient facilities for PhD students are also mentioned here. FR has the same problem as FChT – the technical equipment is good, but there is a lack of funds for maintenance, operation, and renewal.

Most of the respondents are aware of the rules and principles for evaluating their performance. However, the proportion of completely disagreeing responses has increased, with one in ten respondents (10.5%) being unfamiliar with the rules and principles for evaluating their work. The Rectorate comes out worst in this respect, with a total of 21% of respondents not knowing the rules of appraisal. There has also been an almost fourfold increase at FR, where one in six respondents (15.7%) are now unaware of the rules for evaluating their work. On the other hand, FEA and FAP are among the faculties where the situation is the best.

Only three-fifths (61%) of respondents think that the rules and principles of appraisal are transparent, but there is a positive trend. There are quite substantial differences between faculties. FAP and FEA, which are also the two faculties that have seen a relatively large increase in affirmative responses, are particularly convinced of transparency. On the other hand, confidence in transparency has fallen the most at FR, even below the 50% mark (46%).

- FTE respondents do not share a common view. One group, the smallest, claims that the appraisal is known and transparent, but the question is whether it includes everything (e.g. it does not evaluate administrative activities, etc.) or whether the respondent agrees with the set up. The second group does not feel they have been trained or do not know about the appraisal rules. A third group, and in the sample of responses this accounted for a third, questions the transparency of the appraisal system set up and questions its objectivity.
- There was mention of the M1 Flags Committee at FAP, which the author believes is inappropriately set up and creates political gamesmanship rather than transparency at the faculty.
- All but one of the verbal comments on FChT point to the lack of transparency in the system. Some are familiar with the rules, others are unaware of them, others lack information, and some see them as tailored to someone, but the common denominator is always lack of transparency.
- At FHS, they perceive the appraisal to be chaotic or inadequate rather than non-transparent.
- In the case of the Rectorate, the main problem is the lack of communication of the employee's appraisal (either they do not know about it, or they do not know what they are doing wrong, or what they are appraised for, or what they are not appraised for).

Consideration of research activities in staff appraisal is perceived as sufficient but has deteriorated in the period under review. The best situation is at FEA and FEEI with more than 75%. The biggest drop and the absolute lowest belief is at FR (44%).

Academics at FEA, FEEI and FHS are the most satisfied with the assessment of teaching activities. On the other hand, the least satisfied respondents are academics from FAP and FChT – in both cases the share of satisfied respondents is below 50%. Satisfaction at FTE is just above this threshold.

Almost a third of academics are not involved in popularisation activities at UPCE, 37% are satisfied with the assessment of these activities and less than a third (32%) are dissatisfied. As recently as 2020, similar levels of satisfaction were found at FHS and FEEI, but, as at all faculties, there was a significant decline in satisfaction with the assessment of this activity. There was a significant improvement at the Rectorate and a slight improvement at FAP.

Almost half of the respondents (47%) are not committed to the development of junior colleagues. Those who are, in three out of five (62%) cases, report that they have or rather have sufficient capacity to do so. At FTE, FR and FHS, the proportion of those who believe that they definitely do not have time to develop younger colleagues increases significantly, while at FAP and FEA this proportion of responses decreases. Respondents from FEEI perceive the least scope for developing younger colleagues. The development of junior colleagues is perceived as an unappreciated activity and the situation has

deteriorated significantly over the period under review. The situation is worst at FTE, FAP, FChT and FHS.

Equality in the workplace is perceived by almost three-quarters of respondents. Respondents from FEA (81.5%) and FTE (78.4%) have the highest perception of equality, while those from FAP (70%) have the lowest. At FTE, the 'unequal treatment' of the faculty management is criticised. At the departmental level, equality is applauded, but not at the faculty level. At FEA, specific causes are not mentioned, but inequality is felt. At FEEL, inequality is not perceived as negatively, but rather as a result of the merits of the individual or the rules set. Transparency of remuneration would help the feeling of equality. At FAP, respondents feel that equality in the faculty or departments is working, but as a whole they feel unequally treated by UPCE. FChT perceives inequality more at the level of individual relationships, relationships with direct supervisors, and in the context of employee performance. Inequality between academic staff and technical/administration staff is clearly perceived at the FHC.

79% of respondents are satisfied with how their direct supervisor values their work. While satisfaction is increasing at FTE, FEA and FEEL, it is decreasing at FAP, FR, FHS and the Rectorate. It is FEA and FAP where most people think their immediate supervisor values their work (90 and 88% respectively), while the least people think so at FHS and FR (72 and 69% respectively).

The vast majority of respondents had not experienced discrimination in the last five years. However, the proportion of those who had experienced discrimination doubled between the years under review, from 7 to 14.4%. In 2023, the category 'working conditions' was added to the questionnaire as one of the possibilities of discrimination. Discrimination in working conditions became the most significant type, in almost half of the cases, and a total of 8% of all respondents had experienced this discrimination. The addition of this category explains the increase in experiences of discrimination. If we subtract this discrimination in the 2023 data, we find that the pattern and extent of other types of discrimination have remained broadly the same. The second most common discrimination is gender discrimination, followed by age discrimination and discrimination based on nationality and language. The issue of employment discrimination is mainly evident in the Rectorate and FTE, while gender discrimination is most pronounced in FHS and FAP. Ageism is most represented at FEA, social conditions at FAP and FEA and disability at FChT. Nationality discrimination is most represented at FChT, and discrimination based on language at FEEL. Overall, 96 UPCE employees have experienced discrimination.

The situation has improved over the period under review in that more than half of respondents know where to lodge a complaint (54.8%). A third of respondents do not know whether their complaint would be sufficiently investigated, 44.5% believe it would be sufficiently investigated and one in five (20%) are of the opposite opinion. The greatest distrust in sufficient investigation is found among FTE (24%), FChT (23.5%) and respondents with no affiliation (26%). On the other hand, the least distrust is at FEA, FR, and the Rectorate. With the exception of FEA, all parts of the University saw an increase in distrustful responses, with an average increase of 53%.

51% of respondents feel that there is an opportunity for career growth, while 49% do not think so. Respondents from FR (69%), where there has been an increase compared to 2020, and comparatively from FEEL, FAP and FChT (63-64%), where there has been a decrease in the period under review, feel the best about career growth opportunities. FEA, FTE and FHS are the worst in terms of their growth opportunities according to the respondents. Career growth is most discussed at FAP and FChT (68 and 66% respectively). The Rectorate (28%) and FR (46%) were the weakest on this issue.

60% of respondents have someone to turn to for help in terms of career growth. The best conditions are those at FEEL (80%), FHS (72%) and FEA (69%). The worst conditions are those at the Rectorate, where only 44% of respondents have someone to turn to for help in terms of career growth. We see a

drop only in FAP and the Rectorate, otherwise affirmative responses in the rest of the University are increasing in the period under review.

Education and professional development are significantly better rated than career growth opportunities. 72% of respondents believe that their faculty or University provides them with sufficient development opportunities. People from FHS and FEA believe this most, while people from the Rectorate and FAP believe this least.

The main development opportunities that respondents would like to see include:

- At FTE, higher-level language courses and pedagogical minimum.
- At FEA, courses developing professional knowledge – econometrics, working with software, new methods, etc.
- There is no explicit need for courses at FEEL, but training on didactics, teamwork are mentioned.
- At FAP, higher-level language courses, but also basic courses and in more languages, teambuilding, or stress management training.
- At FChT, higher-level language courses, partly computer courses and didactic courses are clearly predominant.
- More language courses or soft skills courses at FHS.
- At the Rectorate, predominantly language courses, but also courses for an individual agenda – working with data warehouses, SW, computer skills, soft skills courses, etc.

81% of respondents have participated in an educational activity in the last five years. The highest participation rates were in FR and FEA (92 and 89% respectively), while the lowest were in FChT and FAP (77 and 78% respectively).

87% of respondents perceive support for mobility from the University, across faculties and even the Rectorate. Although support for mobility is public and accepted, the proportion of respondents who have used mobility as part of their development is 45%. The highest proportion of those who have used international mobility is in FAP (76%) and FR (69%). 55% of academics are interested in taking a sabbatical. The highest interest is at FAP (70%), FR (62%) and FHS (56%), while at FChT, FEEL and FEA the interest is only slightly above 40%.

57% of respondents are familiar with the UPCE strategic plan. FAP has an exceptional position, where 82% of employees are familiar with the strategic plans. On the other hand, the lowest familiarity is at FChT (45%). Two out of five respondents did not comment at all on the question of identification with the documents, and half of them identified with them.

Only 30% of the respondents believe that they can sufficiently influence what happens at UPCE, while 70% do not think so. FR staff are the most convinced of the possibilities (62%), followed by FEEL and FEA (50 and 43% respectively).

The openness of the selection procedure is not taken for granted. Only 42% of respondents are convinced of the openness of the procedure, but there are significant inter-faculty differences. While respondents from FR, FTE, FHS or FAP believe that the selection process is open, only 22% at the Rectorate and only 33% at FChT believe so. 42% of the respondents believe that the selection process is qualified, and this number is stable. The best results can be seen at FAP with 68% and FTE with 67%, while the worst results among the faculties are achieved at FEA with 39% and FChT with 40%. At the Rectorate, only one in five (22%) trust the competence of the selection procedure. The openness and competence of the procedure also show how much the experience and qualifications of the candidate are taken into account. Respondents at least perceive this to be the case, as the pattern of responses is very similar here too. FTE performs best, but FChT and FEA perform worst in this aspect.

## 2.3 Gender

Satisfaction with research at UPCE is only marginally related to gender. Men are more satisfied with the freedom and space for creative activity, although they have experienced much more copyright and intellectual property violations than women. Women feel more strongly than men that their intellectual property is adequately protected by UPCE. Men are more sensitive to the topic of research ethics than women. Women perceive a worse position in the time constraints of science due to teaching. Although there are partial differences in the perception of the scientific research environment between men and women, the overall results did not confirm the significance of gender. There is no gender disparity in terms of science and research at UPCE.

Working conditions are also perceived very similarly by both genders. Both men and women perceive financial compensation equally negatively, and there was an equally large drop in satisfaction over the period under review. Men are more demanding of fair financial compensation than women. Men would consider an average pay increase of 40% to be ideal, while women would only expect a 30% increase. Women were slightly less satisfied with non-financial benefits than men in 2020, and by 2023 their satisfaction had fallen significantly more than men's. Currently, women are one-third less satisfied with benefits than men. Gender has no impact on work-life balance, which is very positive news in this case. However, in the comments, it is primarily women who demand more flexible working conditions to be able to better combine them with family life. Female technical/administration staff significantly highlight the need for flexible working hours and the possibility of working from home. Men, on the other hand, are more emphatically calling for improved pay conditions at UPCE, because with their role as 'breadwinners' the pay situation at UPCE is unsustainable for them.

Management and relationships with supervisors are not subject to gender disparity. Men and women are roughly equally familiar with the rules and principles of appraisal and believe equally in the transparency of these rules or in the consideration of scientific or popularisation activities. In the case of teaching activities, as opposed to scientific activities, dissatisfaction with the assessment of these activities is higher among women than among men. Women in managerial positions are less likely than men to feel that they have sufficient space to devote themselves to this function. Women have less confidence that the development of junior colleagues is a considered activity in appraisal and are significantly less likely than men to engage in this activity.

The atmosphere in the workplace is perceived by men and women about equally. Women's perception of inequality in the workplace is slightly higher than men's, but with the same increasing tendency. Women's sense of appreciation of their work by their superiors was lower in 2020, but almost equal to men's in 2023. One in six women have experienced discrimination in the last five years, compared to one in eight men. While women's experience of discrimination was dominated by gender, men's experience was dominated by age discrimination. In the event of a complaint, men know better where to turn and also have more confidence that such a complaint will be sufficiently investigated.

In the case of personal and career growth, gender is a significant factor in determining the perceived opportunity for career growth. While men are convinced of the possibility of growth 63% of the time, women are only 42% of the time. However, this is related to the significantly higher proportion of female-technical/administration staff than males. While only 45% of women reported that their career growth had been discussed with them, the figure for men is 64%. Women are significantly less likely than men to feel they have someone to turn to for help regarding their career growth. Men are more likely to believe that the faculty/UPCE provides them with sufficient opportunities for professional development, but both genders attend UPCE educational events with similar intensity and perceive faculty support for mobility in the same way. However, women use international mobility less than men. However, female academic staff are slightly more interested in taking sabbaticals than men. The UPCE



strategy and identification with it is not gendered. Men are significantly more convinced of their ability to influence events at UPCE than women. Men are more convinced of the openness of selection procedures than women, and they are also more confident in the competence of both the selection process and the selected candidates.

## 2.4 Job positions

Freedom of creative activity is perceived very positively at UPCE, but we are seeing an increase in experiences of restrictions on it among all academics, especially PhD students and academic staff. Restrictions are most keenly felt in relation to the publication strategy at FChT and the grant funding system for PhD students and academic staff. Clearly, one in four PhD students perceive problems with research ethics the most, while academic staff perceive this problem the least. However, one in ten academic staff members have encountered copyright infringement. Yet, among academics, the protection of intellectual property at UPCE is perceived as sufficient and more of an individual failure. One in three researchers do not feel sufficiently supported in disseminating research results. While the constraints on research through teaching are improving for PhD students, academic staff report in more than half of the cases that they do not have enough space to do research because of teaching, and this situation is getting worse over time. Researchers and PhD students feel supported by the University the most in terms of R&D activities, but satisfaction with support is decreasing across the board.

The working conditions are very good in terms of technical aspects and working environment. Support for research and research is perceived positively by researchers and PhD students, while academic staff are close to neutral, but there is a visible drop in satisfaction for all groups. A clear dissatisfaction and a clear increase is observed for all employees on the issue of financial compensation and benefits. While in 2020 all groups of employees were rather satisfied with their wages and those who were most satisfied were PhD students and researchers, in 2023 no one was satisfied and only the least dissatisfied were researchers. A slightly more modest drop in satisfaction also applies to benefits. Technical and administrative staff feel the lowest rated. The largest demands for pay increases come from PhD students (+46%), with slightly less (40%) demanded by other academics. Technical and administrative staff are more modest in their demands and would consider a 26% increase to be fair. The possibility of balancing family and professional life is felt by the vast majority of respondents, but there has been a significant increase in dissatisfaction between the years, especially among PhD students and technical and administrative staff, while the situation has improved among researchers. The main reasons for the increase in dissatisfaction are the lack of flexibility of work (home office) for technical and administrative staff and, for PhD students, primarily the remuneration requiring extra work at the expense of family life.

The appraisal rules are best known to academic staff, while one in six technical and administrative staff do not feel familiar with the appraisal rules. Again, the transparency of appraisal is perceived best by academic staff and worst by technical and administrative staff and researchers. PhD students feel that research activity is adequately reflected, while academic staff and technical/administration staff are less likely to feel this way, with academic staff having become more negative and researchers more positive over the period under review. Academics are frustrated that teaching activity is not sufficiently reflected in the appraisal compared to the research assessment. Nearly 40% of academic staff believe this to be true. 40% of researchers, 35% of academic staff and 30% of PhD students are not involved in popularisation activities, while the remaining believe that popularisation activities are not sufficiently considered in almost half of the cases. Researchers (73%) are most involved in the development of junior colleagues, while technical and administrative staff (40%) are least involved. Only two-thirds of academic staff and technical and administrative staff feel there is sufficient scope for this activity,

compared with almost four-fifths of researchers. However, caring for younger colleagues is clearly perceived as an undervalued activity, especially among academics.

The sense of equality in the workplace is very high for all groups and is related to affiliation rather than job position. The feeling that supervisors value the work of their subordinates is prevalent in more than three-quarters of all job positions, and most prevalent for the researcher (84%). For all employee groups, the proportion of those who have experienced discrimination has increased, primarily as a result of working conditions being common to all groups. Other types of discrimination vary by job position; for academic staff and technical and administrative staff, gender is the second most common discriminatory dimension, and for researchers and PhD students, it is language and nationality. PhD students are the least well informed about the possibility of filing a complaint, and their confidence in having it sufficiently investigated is low. For other job positions, confidence is around three-fifths.

In contrast to academic staff (75%), the perception of career growth opportunities is much lower among researchers (55%), but quite minimal among technical and administrative staff (22%). Technical and administrative staff complain that even personal development opportunities (language courses, etc.) are largely unavailable to them. However, all categories of staff participate in training activities very intensively. While in the case of academic staff, supervisors discuss career growth in 82% of cases, in the case of technical and administrative staff it is only less than a quarter. Most technical and administrative staff do not even feel that they have anyone to turn to for guidance on career growth, but a similar feeling is shared by two-fifths of PhD students and one in three researchers. The majority of all staff also perceive support for international mobility, but two out of three academic staff members, one out of two researchers, two out of five PhD students and only one out of five technical and administrative staff actually use it, while at the same time one third of them say they do not need it for their work. Most of academics would appreciate sabbaticals.

Two thirds of academic staff and half of technical and administrative staff are familiar with the UPCE strategy, while a minority of PhD students and researchers are familiar with it. A slight majority of academic staff and just under half of technical and administrative staff identify with the strategy, compared to only a third of PhD students and researchers. While 40% of academic staff believe they can influence events and direction at UPCE, over 80% of technical and administrative staff are not convinced. Academic staff are the only staff group convinced that selection processes are open, that they are conducted competently, and that people are selected on the basis of expertise.

## **2.5 Age**

The oldest generation is generally the most satisfied with the scientific research environment, while the sandwich generation has experienced the most restrictions on freedom. Ethical problems in the workplace are perceived most by the under-29s, and this view decreases with age. The 40-49 cohort has the most experience of copyright infringement. People aged 29 and under and 70 and over have the greatest confidence in sufficient IP protection at UPCE. Satisfaction with support for the dissemination of R&D results decreases with age. The limitation of creative activity by teaching is felt most by the so-called sandwich generation of employees, i.e. those aged 30-49, whereas the most positive assessment was given by the age groups under 29 and over 60. Satisfaction with support for R&D activities declined for all age groups, without exception. Again, we see a less satisfied sandwich generation, in this case those aged 30-59, with the under-29, 50-59 and 70+ age groups registering the largest increases in dissatisfaction.

For all age groups, dissatisfaction with pay has worsened sharply. The sandwich generation aged 30-49 is the worst off, with people aged 60+ being the best off, with the majority satisfied with their pay.

Paradoxically, the least satisfied 30-49 cohort would consider a 30% increase in pay to be ideal, while the satisfied cohorts consider a 40% increase in pay to be ideal. When it comes to benefits, the youngest and oldest cohorts are the most satisfied. Demands for improved benefits vary by age. While the older cohorts prefer allowances for holidays, medication or cultural activities, the younger cohorts primarily prefer supplementary pension scheme contributions. All are satisfied with the working environment and technical facilities. People under 49 find it more difficult to combine work and family life.

Ignorance of the principles of appraisal increases with age, with the younger and older generations considering these rules transparent, while the 40-59 generation considers them the least transparent. But it depends more on affiliation than age. The assessment of R&D activities is not sufficient especially for the 40-59 cohort, while teaching activities are not sufficiently evaluated by people under 39. Most people aged 60-69 consider popularisation activities to be sufficiently valued, and this opinion increases with age. The ability to manage time in supervisory roles deteriorated most among people over 60. The ability to devote time to the development of junior colleagues increases with age. Appreciation of caring for colleagues is perceived more positively by older cohorts.

The feeling that people are treated equally is strongest among those aged 60+, and weakest among those aged 50-59, which is mainly related to the feeling of technical and administrative staff, who dominate this cohort. Those aged 30-49 and over 70 experienced the most discrimination. In the former case, the discrimination is primarily on the basis of working conditions and gender, in the latter on the basis of age – agism. Awareness of where employees can turn in the event of discrimination increases with age. The oldest cohorts primarily believe that the complaint will be sufficiently investigated.

The sense of possible career growth naturally declines with age (either it is achieved or 'no longer on the agenda'). Therefore, supervisors discuss career growth primarily with the 30–49-year-old group. International mobility is used across age categories, but the proportion of those who have participated in it increases with age. The greatest interest in sabbatical leave is among the youngest, but this interest fades with age.

Familiarity and identification with the strategic documents of UPCE grows with age, as does the feeling of being able to influence the events at UPCE. The belief that selection processes are sufficiently open also grows with age. People over 70 years of age are the most convinced of the competence of the selection committee and of the selection of candidates based on their qualifications and results.

## **3 Methodology**

### **3.1 Ethics and anonymity of the survey**

The questionnaire used was already developed in 2020 for the first HR Award survey. The questionnaire has undergone only partial modifications, mainly related to reformulations, additions or refinements to the wording and expansion or modification of the answer menu in the case of closed questions. The aim of the modifications was to ensure that the results from the two surveys were comparable and that developments in each area could be assessed.

The questionnaire was distributed centrally to all staff and PhD students in Czech and English. This ensured that all employees could participate in the survey and the sample obtained can thus be considered representative.

Completion of the questionnaire was entirely voluntary, as was the option not to answer individual questions. In order to ensure maximum anonymity and security of the respondents, the questionnaire was distributed using a special code that prevented double answers while guaranteeing the impossibility of linking the answers to the person's work e-mail. The results of the questionnaire survey were given exclusively to Adam Horálek of UPCE FAP Department of Social and Cultural Anthropology for analysis and no one else has access to the data. This ensures that no one from the management of the University or those of the faculties can trace any responses and identify their authors. For this reason, verbal comments were not directly quoted but only interpreted. As part of the ethical research, even personified comments were anonymised to avoid harming the individuals mentioned.

This Report is available to all staff on the University's intranet -> University Regulations -> Basic Documents.

### **3.2 Structure of the questionnaire**

The questionnaire was divided into six main areas:

- Research and development
- Working conditions
- Management and relations with supervisors
- Atmosphere in the workplace
- Personal and career growth
- University strategy
- Recruitment of academic staff

The structure has been retained in order to track developments in each area between the 2020 and 2023 surveys.

### **3.3 Structure of the report and format of the analysis**

The Report is divided into two parts – an introductory synthesis, which presents the main findings and recommendations arising from the analysis, and a descriptive-analytical part, which deals with a detailed analysis of the individual responses and a comparison of the results from the two surveys. The first section presents the main findings by faculty, gender, job position, and age, and outlines the main recommendations for the University Executive Board and Faculty Executive Board based on both the analysis of the closed-ended responses and the interpretation of the narrative comments. The second,

scope-dominant section of the Report is used to provide more detailed information and to trace the basis for these findings and recommendations.

While the two surveys are very compatible, it is the change in the range of possible responses (especially the escape options such as don't know, doesn't apply to me, don't want to answer, etc.) that is in some cases interpretationally sensitive. Individual cases are commented on in the analytical section.

The analysis of the survey results was carried out in three phases:

1. Analysis of matched responses by four selected demographic indicators – affiliation, age, gender, and job position.
2. Interpretation of verbal comments. It should be stressed that a total of 2 576 comments were received, and their total length corresponds to 243 standard pages of text. Thematic clusters of responses were made, and major themes were identified, with responses distributed across faculties where sufficient.
3. Synthesising the data into general conclusions and findings at the University, faculties, and three other selected demographic characteristics (age, gender, and job position).

### 3.4 Terminology and list of abbreviations

There are several terms used in the text that are functionally specific:

- The term 'academic' is a collective term for PhD students, academic staff, and researchers. It is therefore important to distinguish between an academic (member of the academic community) and an academic staff member (job position).
- 'Non-responses' refers to the set of cases where respondents took the option not to answer the question. This set is quite large and problematic to interpret. It is not a 'don't want to answer' or 'don't know' category, but at the same time simply ignoring this large data set is also methodologically incorrect. In cases where 'non-responses' are clearly justified (e.g. a question addressed solely to academics, not technical/administrative staff who therefore do not answer the question), they are eliminated from analysis and interpretation. In most cases, however, such ignoring is not possible.

The following abbreviations are used in the text and graphs:

- University Divisions and Departments
  - FTE – Faculty of Transport Engineering
  - FEA – Faculty of Economics and Administration
  - FEEI – Faculty of Electrical Engineering and Informatics
  - FAP – Faculty of Arts and Philosophy
  - FChT – Faculty of Chemical Technology
  - FR – Faculty of Restoration
  - FHS – Faculty of Health Studies
  - Rec. – Rectorate
  - Oth. – others (unaffiliated)
  - UPCE – University of Pardubice
- Job positions
  - AS – academic staff
  - PhDS – PhD student
  - TAS – technical/administration staff
  - RS – research staff
- N/A – response group with no age or gender indicated

## 4 Questionnaire survey – descriptive part

This section of the Report provides background to the main findings, conclusions and recommendations contained in the preceding chapters. It serves to review the results and to provide a closer look at the specific results. Each subchapter analyses the data for the relevant question in the survey according to the four parameters chosen as the most important – faculty affiliation, gender, age, and job position. This descriptive analysis is complemented by an interpretation of verbal comments, where this was an option for the relevant question, and a conclusion summarising the main findings for that question.

### 4.1 Demographic characteristics of the sample

A total of 668 respondents answered the questionnaire, a number very comparable to 2020 (687). Since all employees were approached using the same method and everyone had the same opportunity to participate, the sample meets the parameters of a random sample and can be considered representative given the return rate.

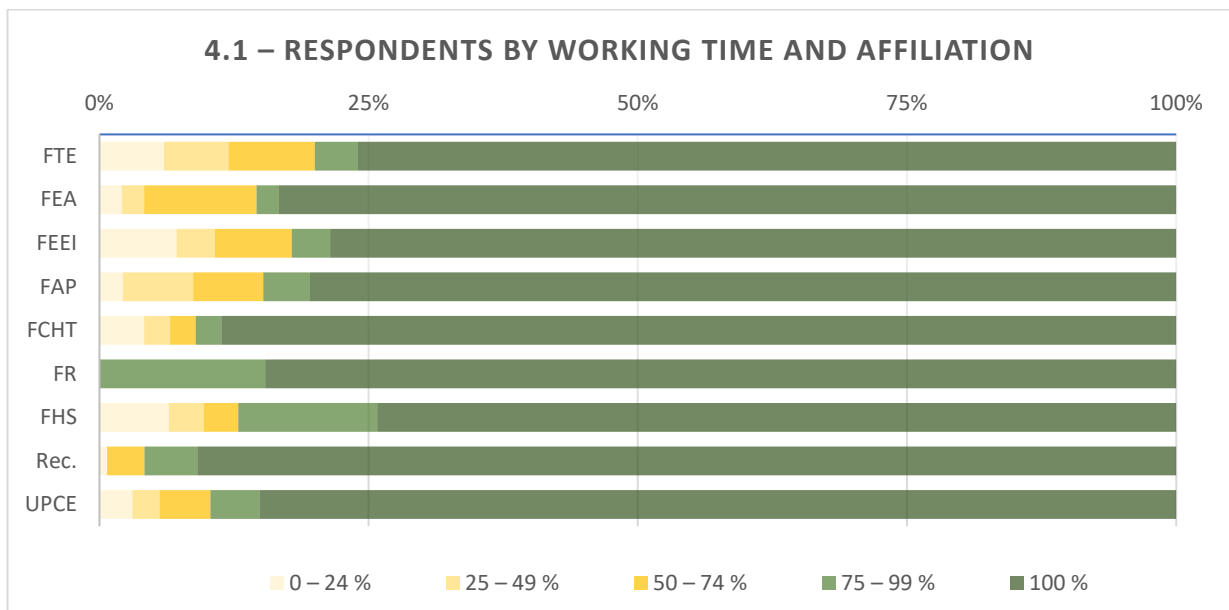
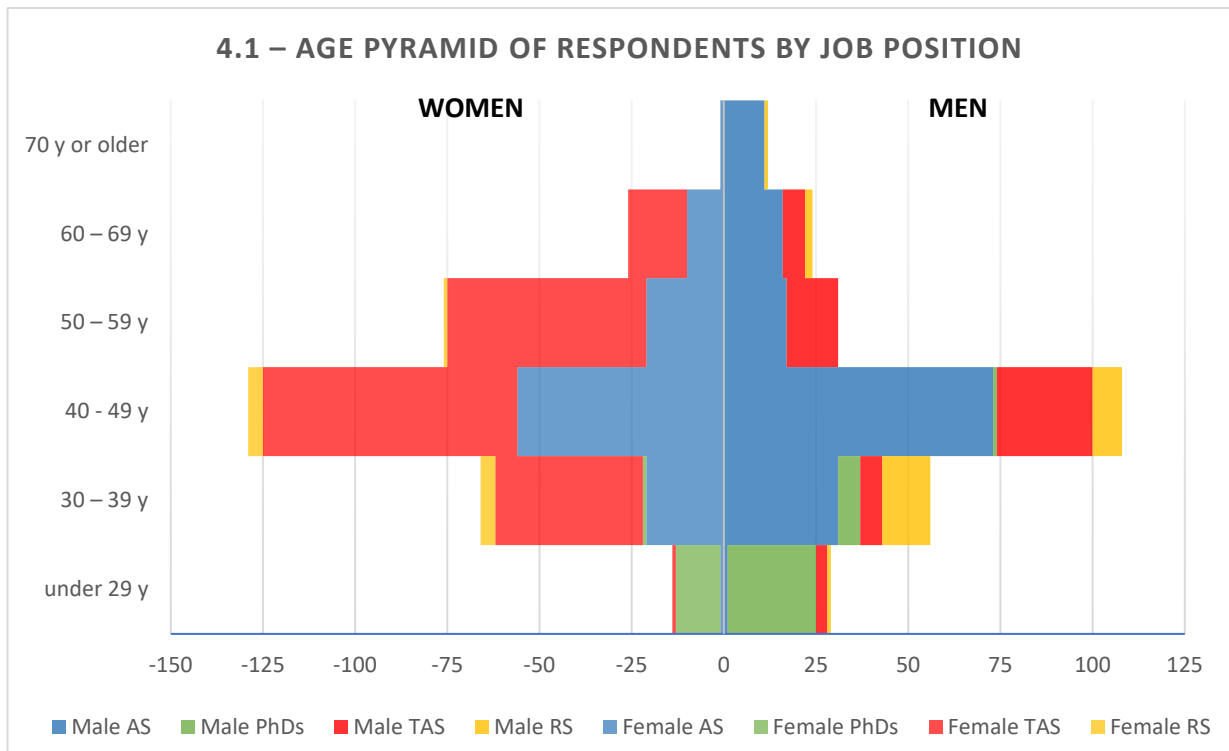
#### 4.1 – PROPORTION OF UNANSWERED DEMOGRAPHIC DATA

	2020		2023	
	Total	%	Total	%
Affiliations	132	19.2	107	16.0
Gender	89	13.0	57	8.5
Age	299	43.5	83	12.4
Job position	49	7.1	40	6.0

Note:  $n_{2020} = 687$ ,  $n_{2023} = 668$

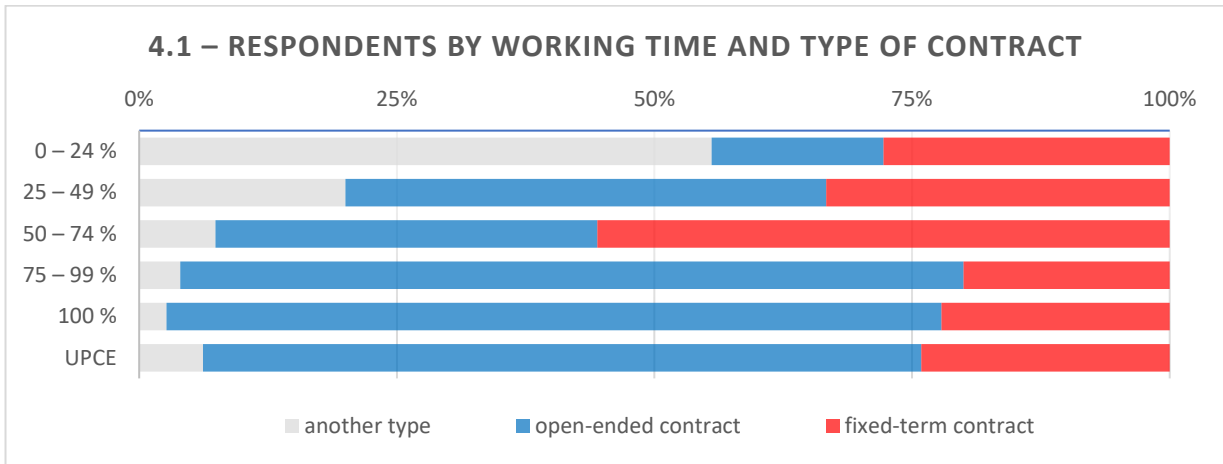
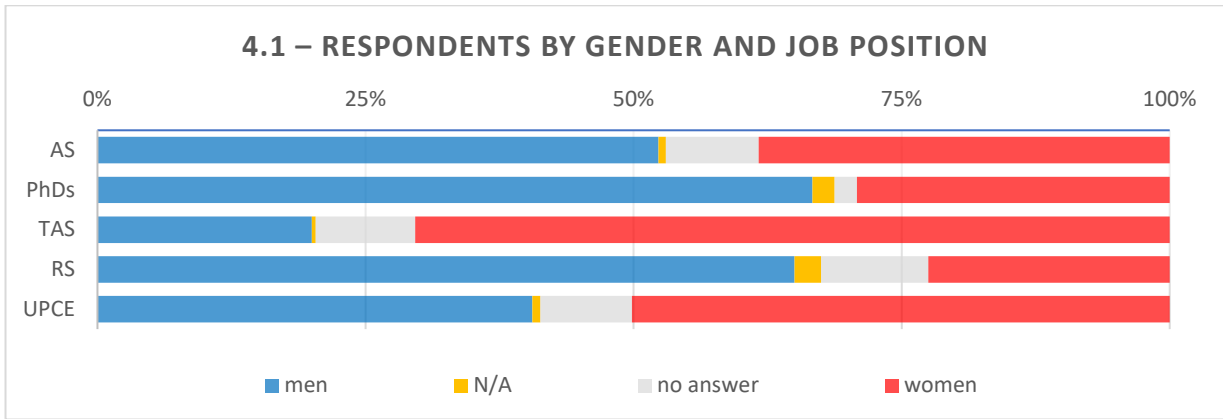
Compared to 2020, the sample also has a much better descriptive structure by demographic characteristics. Whereas in 2020 almost half of all respondents were demographically unidentifiable (did not provide age, gender, affiliation, or job position), in 2023 this was less than a fifth. The biggest progression was in indicating age, where, compared to 2020, this year's questionnaire offered a choice of age category (2020 asked for a specific age). However, we also see improvements in willingness to disclose their demographic information for other characteristics surveyed – faculty affiliation, gender, and job position.

The age pyramid shows the composition of responses by age, gender, and job position. We can see that the dominant responding group is the 40-49 cohort, which includes 36% of all respondents. The under-29 cohort is dominated by PhD students. The 30-69 years cohort is dominated by technical/administrative staff in the case of women and academic staff in the case of men. The 50–59-year-old female cohort in particular is 72% made up of technical/administration staff. The researchers who completed the questionnaire are 73% male. This demographic characteristic must be taken into account when interpreting the results of the individual questions. The attitudes of women in each question are primarily determined by the views of female technical/administrative staff, while the attitudes of men are dominated by the views of male academic staff. This is particularly noticeable for women aged 50-59 and men aged 40-49. If we talk about the views of the youngest age group under 29, these are mainly those of male PhD students, while in the case of the 70+ cohort these are the views of male academic staff. The demographic make-up of responses is reflected in the individual chart descriptions for each question. In questions that were primarily aimed at academics rather than technical/administrative staff, the graphs have been adjusted for 'non-response'.

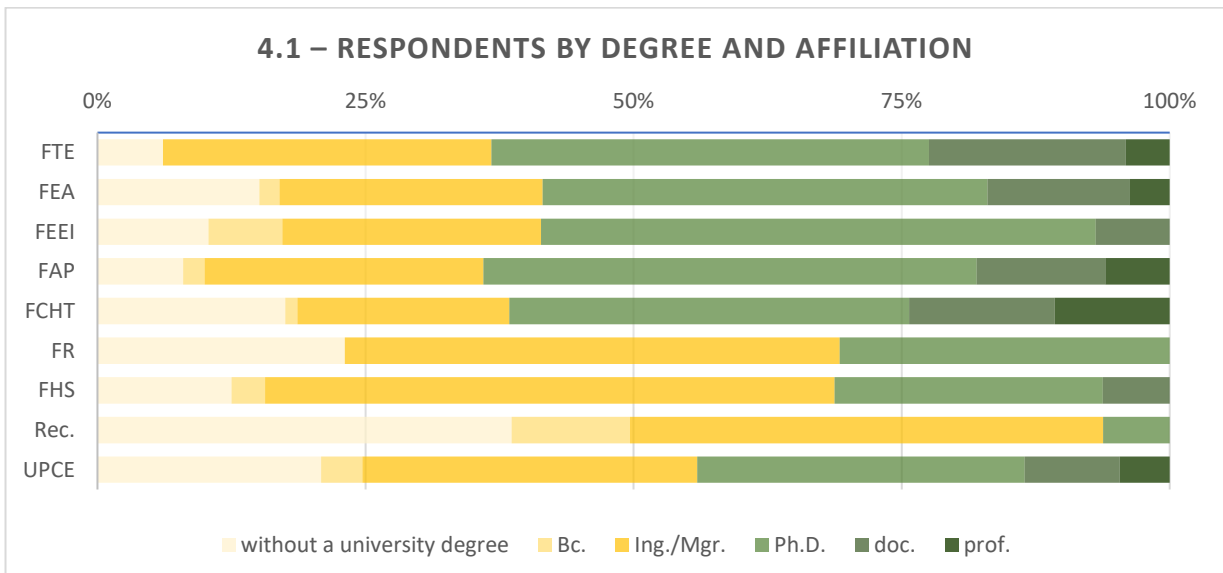


An overwhelming majority of respondents (85%) had 100% full-time employment at the time of the survey. The smallest proportion of 'full-timers' was at FHS (74%), the largest at the Rectorate and FChT (91 and 89% respectively). Only 9% of respondents had more than half-time, but not full-time employment. Due to the dominance of full-time respondents, this indicator was not used in the descriptive analysis of each question.

Although the questionnaire allowed to select 'other' gender, only male and female categories were used for the appraisal. Women are the dominant group among technical/administrative staff (70%), while men dominate among PhD students and researchers (67 and 65% respectively). In the whole sample, women accounted for 50% of the responses, men for 41%, 8% of respondents did not indicate their gender and only 0.7% indicated other gender.



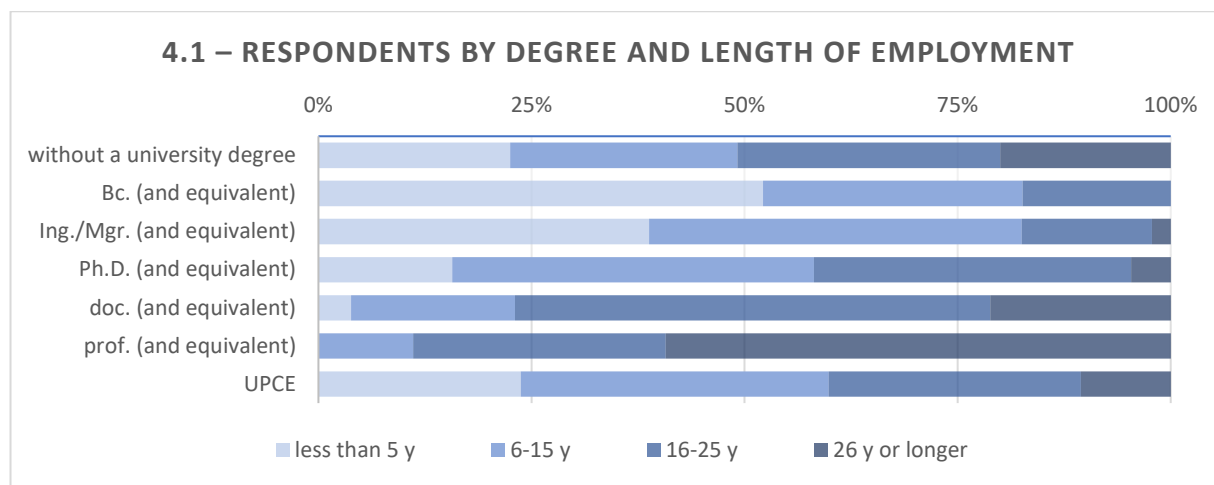
70% of all respondents have an open-ended contract, a quarter (24%) have a fixed-term contract and 6% have another type of relationship (these are primarily PhD students, i.e. not employment contracts). As the dominant group of respondents are full-timers and three quarters (76%) of these are on open-ended contracts, this characteristic was also not chosen for the descriptive analysis of individual responses.



The respondents can be divided into four groups according to the highest degree obtained; one quarter are employees with less than a master's degree, one third with an Mgr./Ing. degree, another third with a Ph.D. degree, and one seventh (13.5%) associate professors and professors. 94% of rectorate



respondents have less than a doctoral degree. With the exception of FR and FHS (31% each), the faculties have a majority of respondents with a Ph.D. degree or higher (58-64%). Due to the number of respondents in each category and their relationship to job position, a job position with a significantly higher response rate was used for the analysis.



Two-thirds of respondents have been working at UPCE for 6-25 years, only a quarter for less and a tenth for longer. Unsurprisingly, those with higher academic ranks and degrees have, on average, been at the University longer than those with lower degrees, with the exception of respondents without a university degree (a part of the technical/administrative staff).

In addition to the closed-ended responses, respondents could also express themselves verbally. A total of 2 576 verbal comments were received, totalling 243 standard pages of text. Within this number of responses, there were many explanatory comments that were used for interpretation. Therefore, the analysis of each question is descriptive in terms of numbers and interpretive in terms of comments.

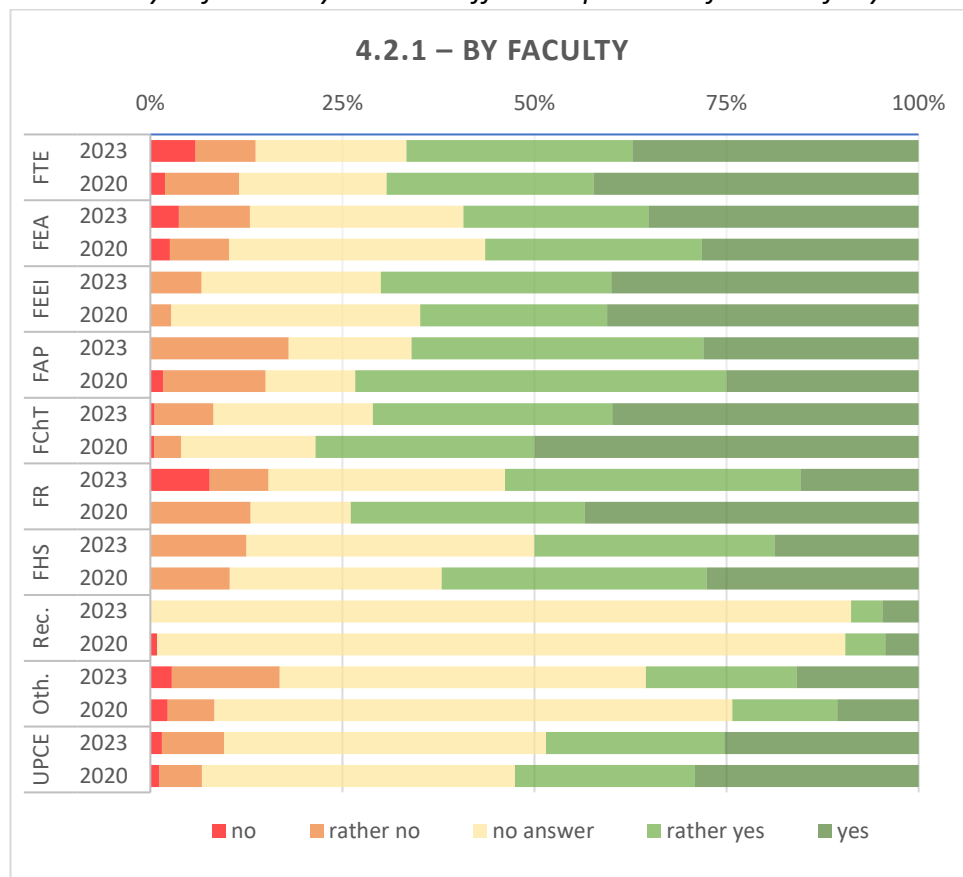
## 4.2 Research and development

In this chapter, it is necessary to take into account the composition of the respondents. While all respondents were able to comment on these questions, due to the subject matter, the majority of technical/administrative staff did not respond to these questions. This skews the results for the entire sample. It is necessary to read the 'yellow' portion of the responses – i.e., 'no response' – in the following charts as the portion not answered by technical/administration staff respondents. Therefore, for a better reading, it is more important to focus on the proportion of positive and negative responses, rather than just the proportion of affirmative responses.

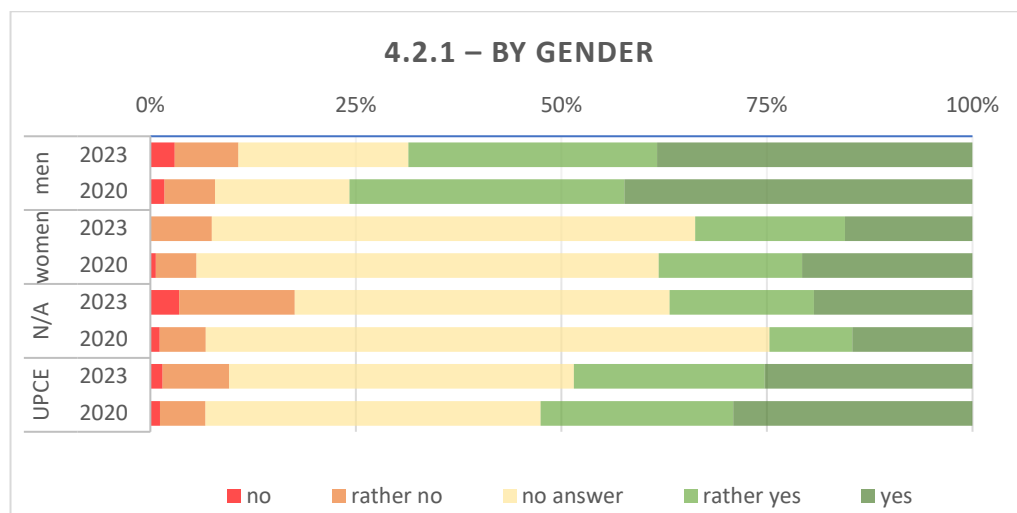
Reading all four graphs together, it is clear that the proportion of responses by age is strongly affected by the group of technical/administration staff, who, for example, make up 63% of the 50-59 age group and only 11% of respondents under 29. Similarly, female technical/administration staff respondents are four times more numerous than male technical/administration staff respondents, which creates the primary impression that women are less satisfied. These two aspects must be read with caution in the context of staff job positions.

To show how 'non-responses' from technical/administrative staff respondents affect the results, graphs without these responses (in Variants A and B, i.e. with and without non-responses) are also shown in each chapter.

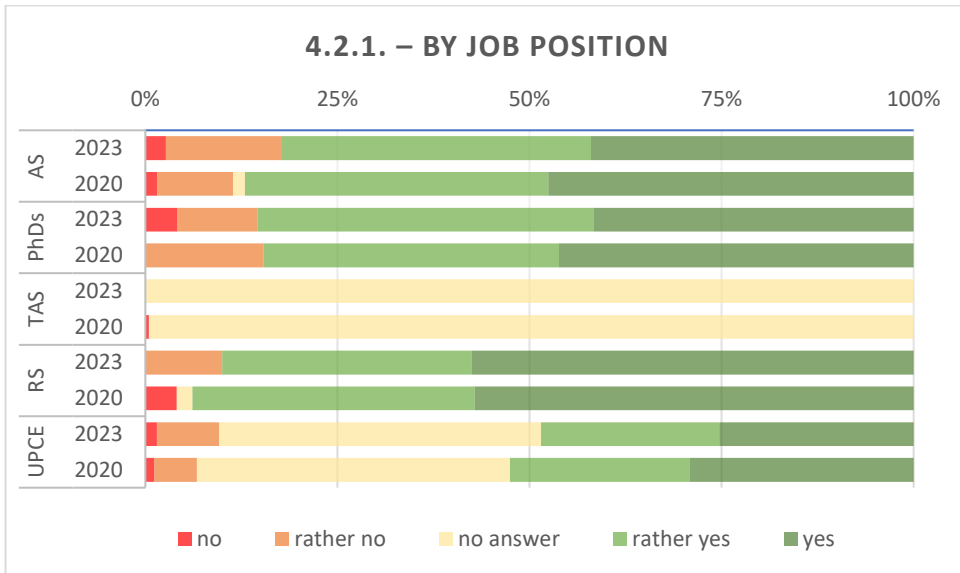
4.2.1 Do you feel that you have sufficient space and freedom for your creative activity?



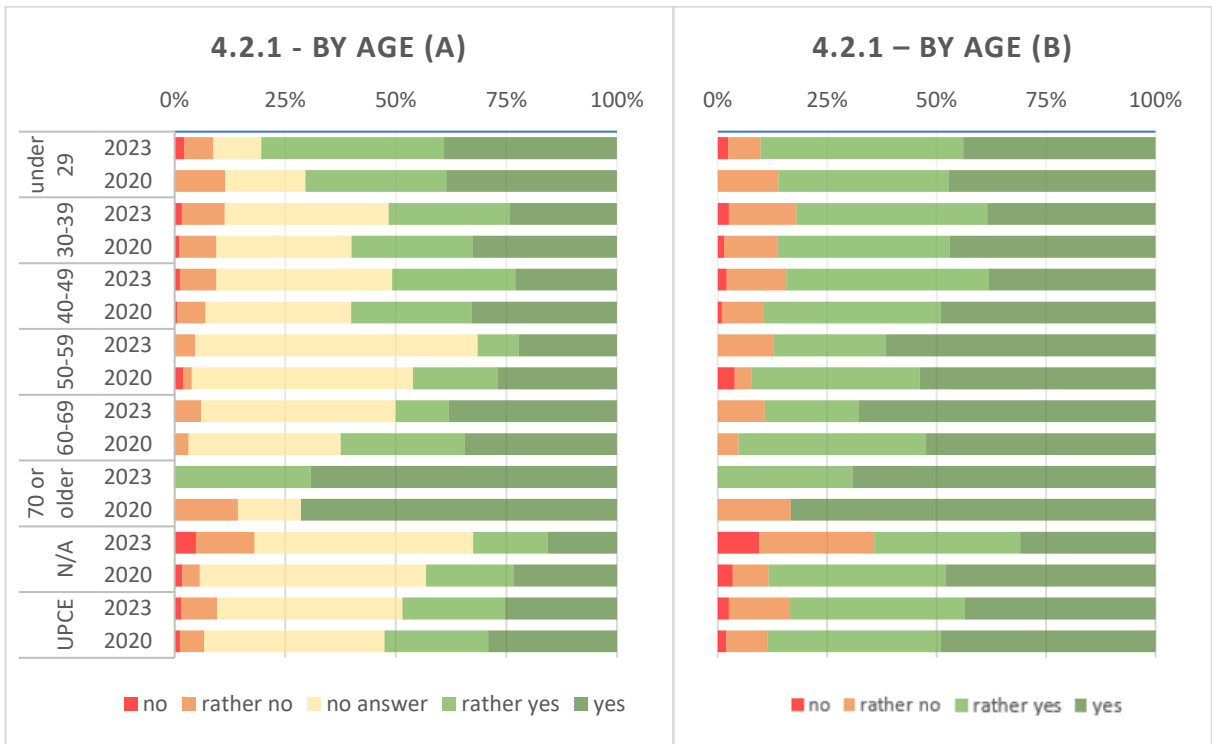
The sense of space and freedom for creative activity has slightly decreased from 52.5% to 48.5% between 2020 and 2023. With the exception of FEA and FEEI, where this sense has slightly increased, we observe a decrease in all other faculties, with the largest decrease in FR (both in relative and absolute terms). Rectorate staff left this question mostly unanswered for obvious reasons. An interesting group is represented by respondents who did not indicate faculty affiliation. Here we see the most significant increase in satisfaction by almost 40%.



Men are more satisfied with freedom and space for creative activity than women. Both genders experience a decrease in satisfaction compared to 2020-2023, but there is still a difference between the two genders. For those who did not indicate their gender, satisfaction has deteriorated significantly over the period, with the ratio of positive to negative responses falling from 4:1 to 2:1.



When comparing the responses by job position, we can see that the differences between academic staff, research staff and PhD students are minimal. Technical/administrative staff understandably did not comment on this question. In the case of academics and researchers we see a slight decrease in satisfaction over the period under review.



In terms of age groups, satisfaction is dominated by the 70+ and under 29 groups, the oldest and youngest employee age groups. Satisfaction in these groups even increased over the period under review, while satisfaction in all other groups declined. If we take into account the responses of academics (B) only, we see that employee satisfaction increases with age, and the least but still satisfied group is the 30-49 age group, but for which dissatisfaction increases quite significantly between 2020 and 2023.

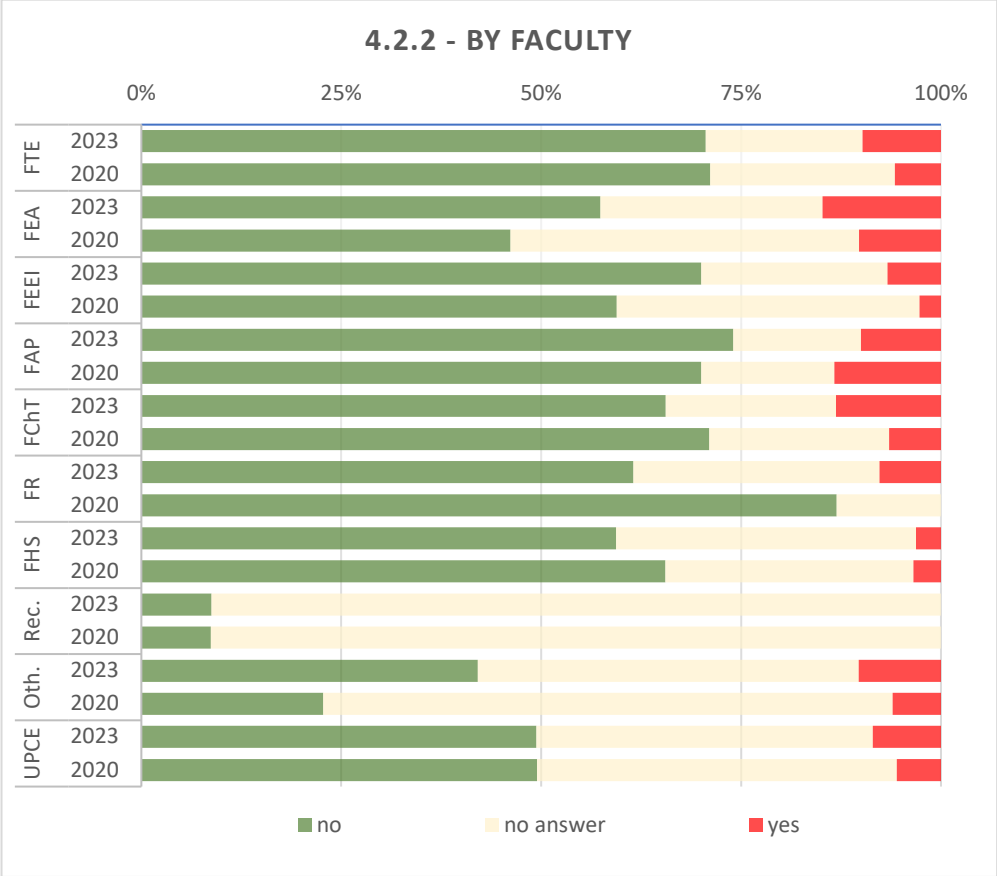
#### Comments by individual faculties:

- At FTE, the main issues commented on were inadequate facilities and laboratories and bureaucratic burden (36% both). The neglect of applied research was also mentioned.
- At FEA, the clear limitation in space and freedom of creative activity is the excessive amount of teaching (75%).
- Respondents from FEEI did not identify any particular problem but mentioned the need to earn money elsewhere or the bureaucratic burden, as well as network traffic constraints.
- At FAP, the question is understood in two ways – respondents feel dissatisfied with space, but not with freedom. This is true not only for physical space but also for time – there is not enough space for creative activity (25%), but people do not feel a restriction on the freedom of creative activity. In one case, there is criticism of the preference for men's creative activity.
- FChT has a specific response structure. On the one hand, there are more affirmative responses in the comments, i.e. praising the amount of freedom and space (especially physical space), which is not the case in other faculties; on the other hand, there is a strongly felt limitation in the dissemination of creative activity by the requirement to publish in Q1 and Q2 journals (22%). Other limitations include the bureaucratic burden, or the time demands of teaching activities.
- Two responses at FR mentioned the time commitment associated with teaching, which limits the actual creative activity.
- FHS clearly feels the lack of time (80%) due to excessive administrative and teaching activities. Only the pressure on the quality of the outputs (Q1 and Q2) is mentioned in the limitation of freedom.
- Others who did not specify a faculty were fairly open on this question. The limitation of the space for creative activity is also understood here primarily as a limitation by excessive teaching or bureaucracy. Interesting observations were then made among the features limiting freedom of activity, such as faculties having the final say on what grants are submitted, the limitations imposed by the FORDs of individual disciplines where outputs can be applied, the over-planning of creative activity (likened to the planned economy under communism), and the 'neoliberal' approach to research and development, where activity must have an economic return (contrary to the notion of basic research).

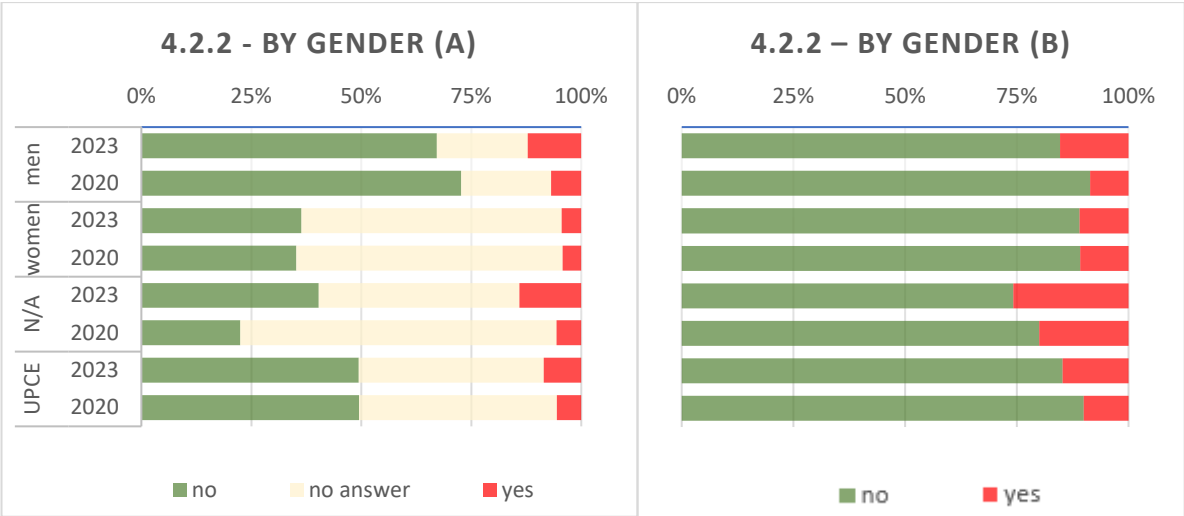
#### Conclusions:

Employees are generally satisfied with the freedom and space for creative activity. If we subtract the group of technical/administrative staff, who hardly answered this question at all, we see that the satisfaction of academic staff, researchers and PhD students is almost 90%. Interestingly, for those who did not specify faculty, satisfaction increased by 40% over the period under review, but for most faculties (with the exception of FEEI and FEA) and on a university-wide basis, satisfaction declined slightly. Female academics are slightly more satisfied with space and freedom for creative activity than males. Among age groups, seniors 70+ and younger staff under 29 are the most satisfied. For both of these groups, satisfaction has also increased significantly over the reporting period, while it has fallen for all other groups. The least satisfied group is employees aged 50-59.

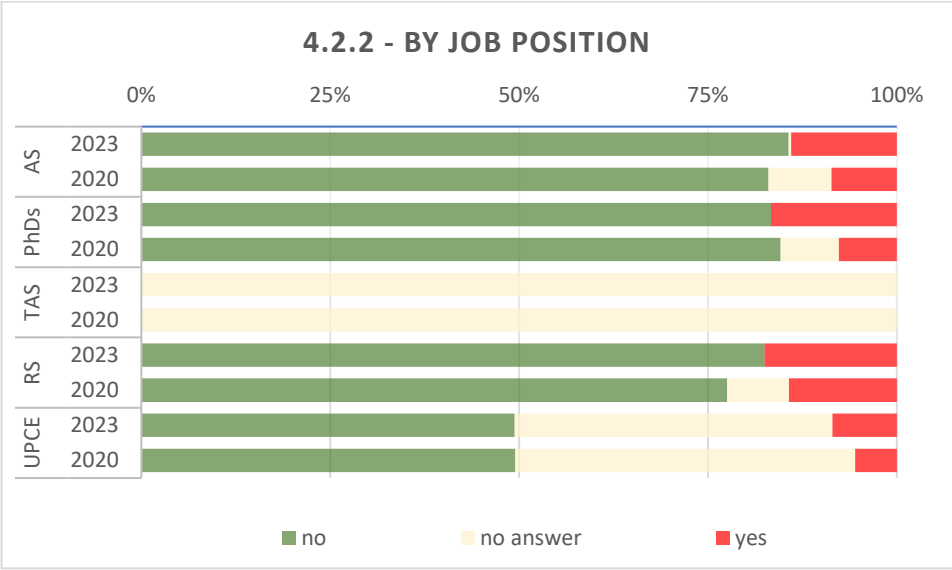
4.2.2 In your work at UPCE in the last five years, have you encountered any restrictions on research freedom?



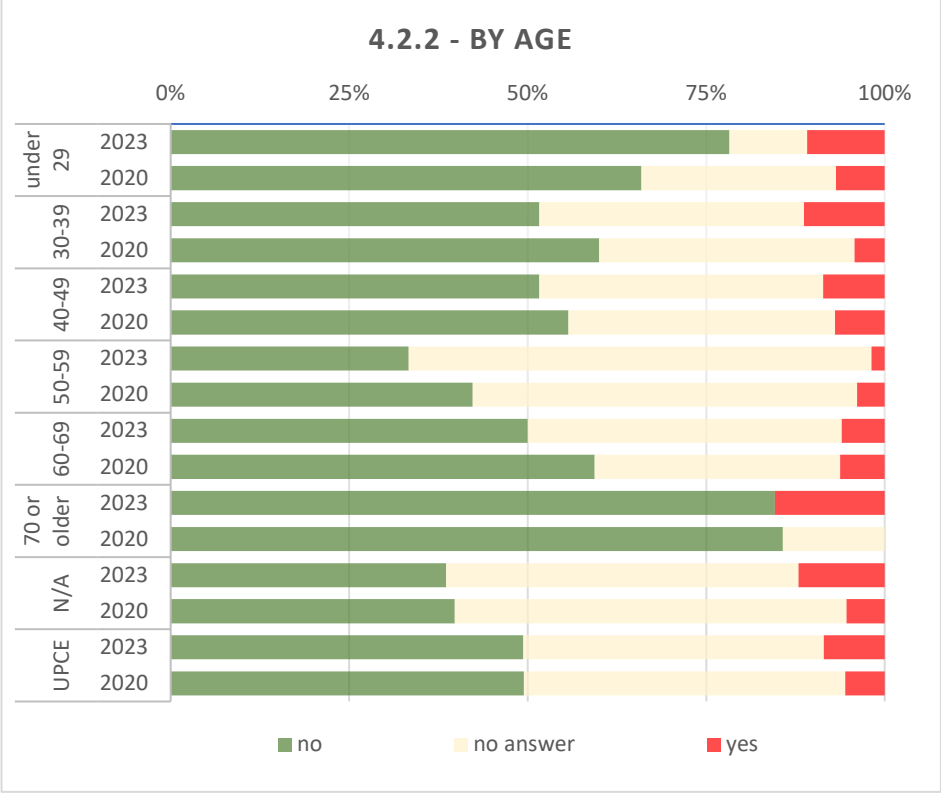
While only 8.5% of respondents experienced restrictions on research freedom at UPCE, this represents about a 60% increase from 2020. However, the absolute vast majority of respondents have not encountered restrictions (after subtracting technical/administrative staff who did not answer this question, the figure is approximately 85% for academic staff, researchers, and PhD students). We see the highest levels of restrictions at FEA and also at FChT. The largest increases then occurred at FEEI, FChT and FEA. In contrast, a more significant decrease in the experience of restrictions on research freedom occurred at FAP.



By gender, we can see that the experience of restrictions on freedom of research is primarily related to those who did not indicate their gender. For men, this experience has increased over the period under review, while for women it has stagnated and is also the lowest.



No technical/administration staff commented on the question. For other groups, i.e. academic staff, researchers and PhD students, there was an increase in the experience of restrictions on freedom of research during the period under review, most notably for PhD students. However, the results for all three staff groups are very similar.



The most interesting development in experience is for the oldest group, 70+, where in 2020 no one reported experiencing a restriction, while in 2023 there is the very highest percentage of those who have experienced a restriction on freedom of research (15.4%). Conversely, the lowest value is for the 50-59 group, which is interesting because this group has the lowest sense of space and freedom for

creative activity among all groups. However, this seems to be related to the criticism in the textual response, since apparently this group does not face restrictions on freedom but is dissatisfied with the lack of space for creative activity (in terms of time due to teaching, administration, etc., but also in terms of space – lack of laboratories, offices, etc.).

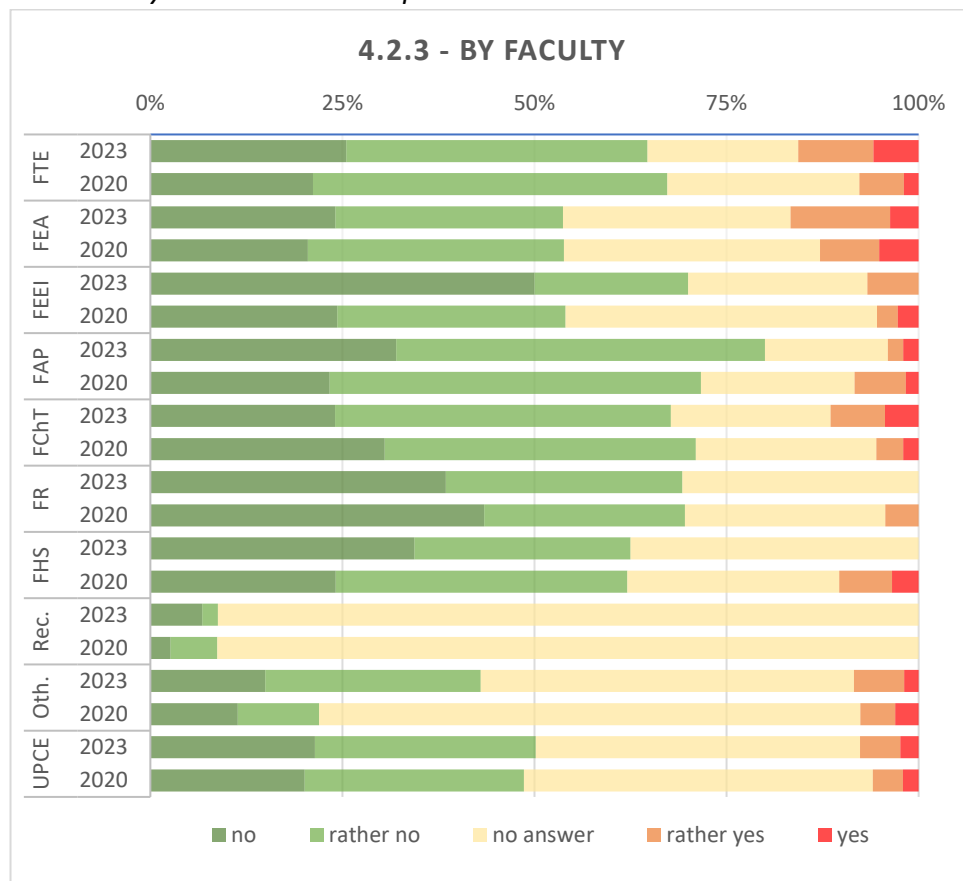
Comments by individual faculties:

- Verbal responses overlapped in message content for most faculties. A common criticism is the lack of (active) support from the faculty managements, and time constraints (including when it is possible to work on campus) are also a significant limitation.
- We see a specific situation at FChT, where 17 out of 45 comments were received. These mention a lot the faculty setting of upper quartile publishing rules, the focus of research on profitability, equipment, and availability of lab facilities.
- Among those who did not mention a faculty affiliation, the dominant theme was rather personal motivations for not recommending or restricting the freedom of research of specific employees by the management (at various levels). Restrictions relate primarily to submitting or participating in grant projects, but also to restricting the possibility of publishing or refusing to cover the costs associated with creative activities (translations, purchases of equipment, etc.).

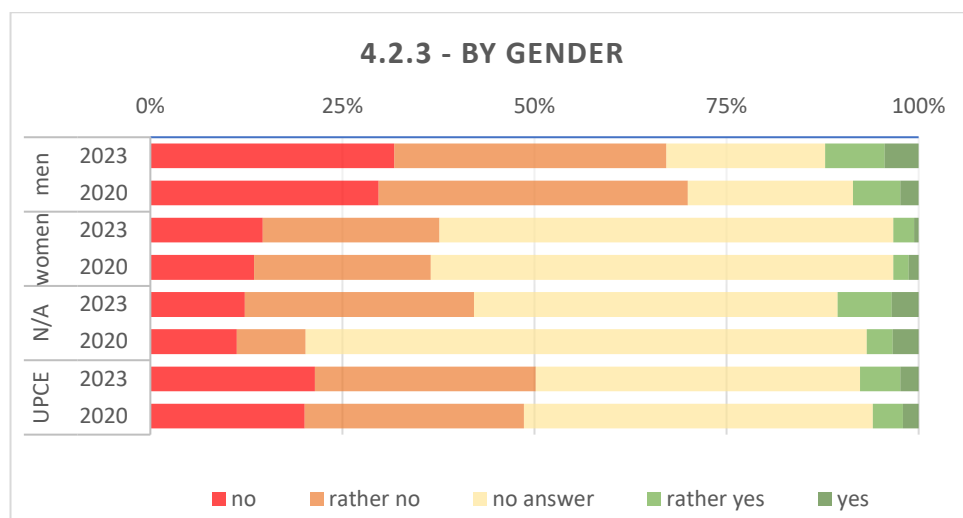
Conclusion:

Only a small proportion of employees experience an infringement of their creative freedom – 8.5% in 2023. However, there is a noticeable increase in these experiences, albeit not as rapid. Restrictions relate primarily to submitting or participating in grant projects, but also to restrictions on publishing opportunities or refusal to cover costs associated with creative activity (translation, equipment purchases, etc.). Here, it clearly shows that this group of respondents is afraid of sanctions for mentioning their own or colleagues' causes and therefore does not fill in demographic information about themselves. However, there is certainly a case for setting transparent rules about the circumstances under which employees can be restricted in their creative activities in order to prevent such situations. This is one in five comments that come up with this topic and we encounter it in at least five faculties.

### 4.2.3 Do you think there are problems related to research ethics at UPCE?

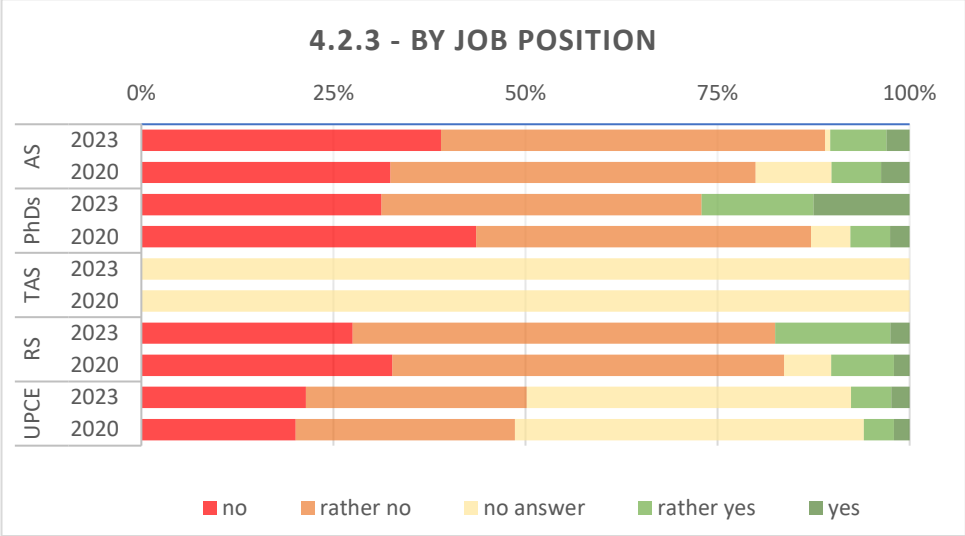


The problems with research ethics are similar in structure to the previous question. A total of 7.6% of respondents indicated that they believe that there are problems with research ethics at UPCE, and this has increased slightly from 5.9% in 2020. While there are faculties where respondents do not perceive this problem at all, such as FR and FHS (and the Rectorate), the perceived situation is apparently worse at FTE (15.7%) and FEA (16.7%). In both cases, there is also a significant increase in affirmative responses. We see a slightly better situation for FChT and a stagnant situation for FEEI. At FHS and FAP, on the other hand, the situation has improved sharply between the years under review, with the number of respondents who believe that there are problems with research ethics now plummeting to zero and almost halving from 7.5% and 4% compared to 2020, respectively.

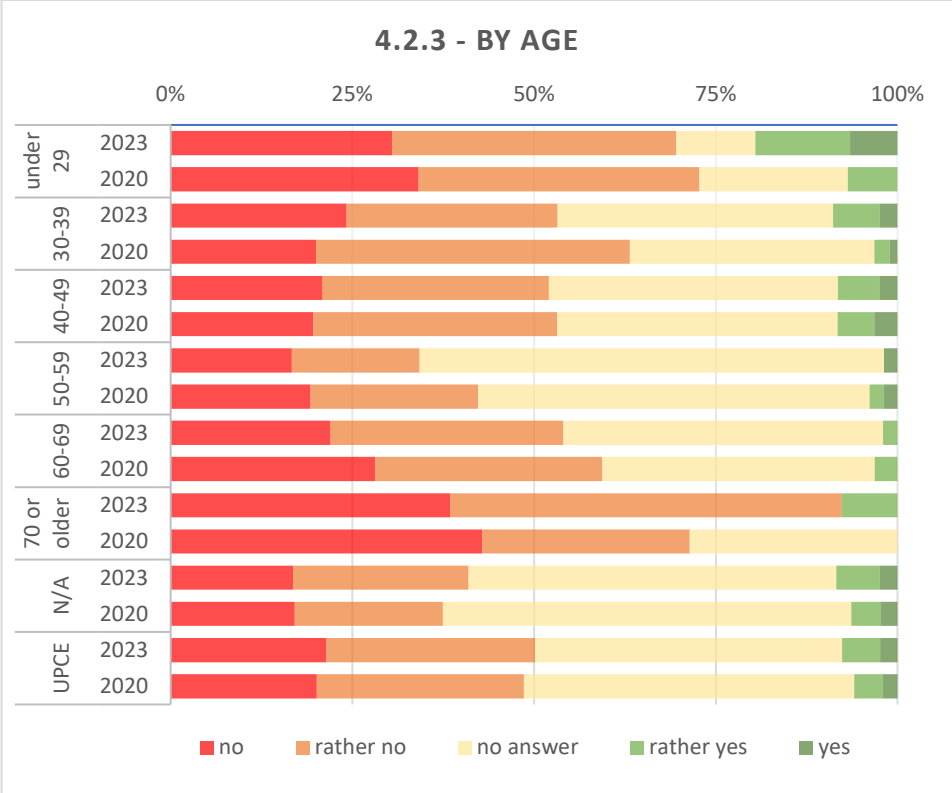




Men perceive problems with research ethics much more fundamentally than women. While for women it is only about 3%, for men it is over 12% and, unlike women, this figure has increased by 40% between the years. The situation is slightly better, but also with an increasing tendency, for those who did not specify their gender.



Clearly, it is PhD students who perceive the problems with research ethics the most, one in four (27%), with a sharp increase between the years to almost 3.5 times. Academics, on the other hand, perceive this problem the least (if we do not consider technical/administrative staff).



Given that PhD students perceive the problems with research ethics the most, it is not surprising that the age group that perceives this problem the most is the under-29 age group. There is a fairly noticeable gradual decline in this perception with age.

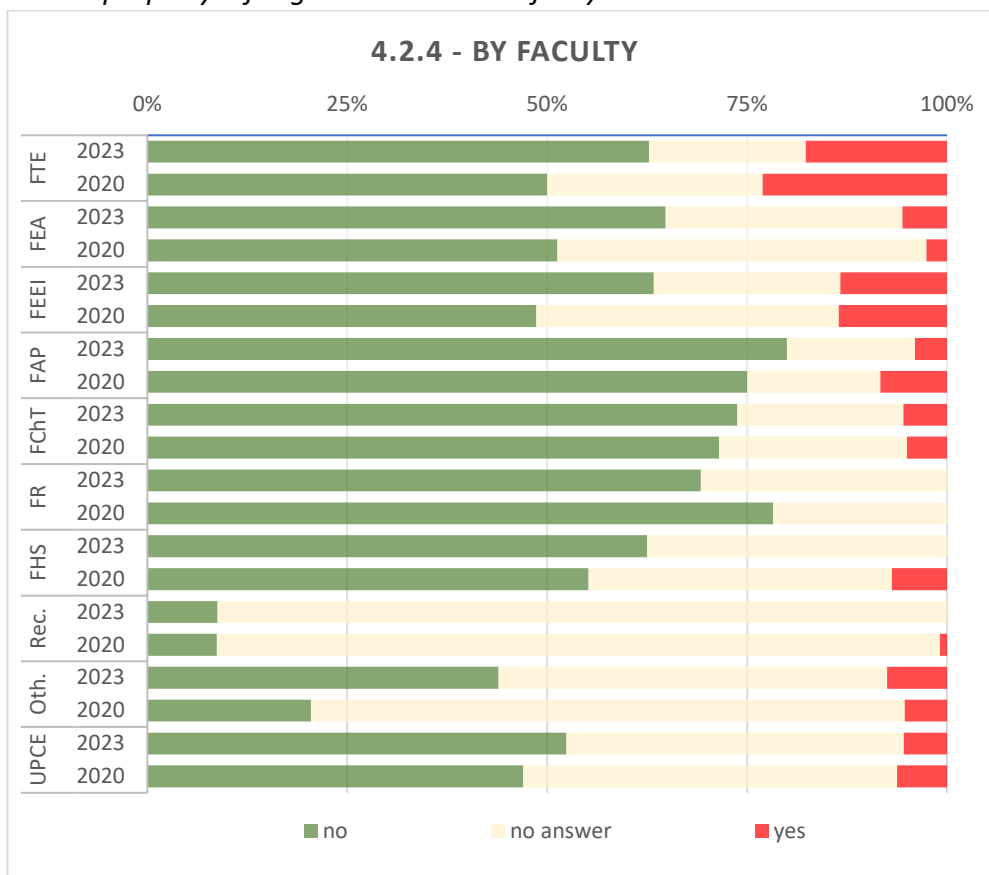
Comments by individual faculties:

- At FTE, FEA, and for those who did not indicate an affiliation, the most frequently cited ethical issues are attributing authors to articles (35%) and using PhD students (to do most of the work on a publication, cosigning their creative outputs by virtue of being their supervisors).
- At FAP and FEEI, on the other hand, only plagiarism and distortion and fabrication of data is mentioned.
- At FChT, it is a combination of both offences against research ethics, 'adding' co-authors or failure to mention co-authors is prevalent, but manipulation of measurements and results or political games in research are also mentioned.
- There were no comments from other faculties.

Conclusion:

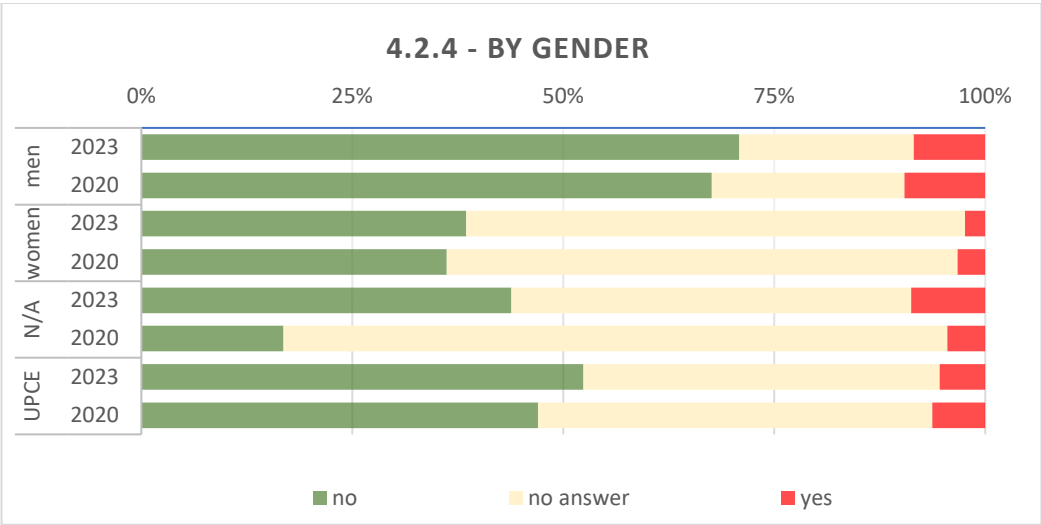
The problem of research ethics is most acute among PhD students and the youngest group of employees. The main topics mentioned by respondents are issues of (co)authorship, use of PhD students, plagiarism, and manipulation of research data. The biggest problem is at FTE and FEEI, with a distance also at FChT. Significantly more men than women perceive these problems, and in a university-wide perspective the perception of ethics issues is slightly increasing.

4.2.4 *In the case of staff at UPCE, have you encountered any form of copyright or intellectual property infringement in the last five years?*

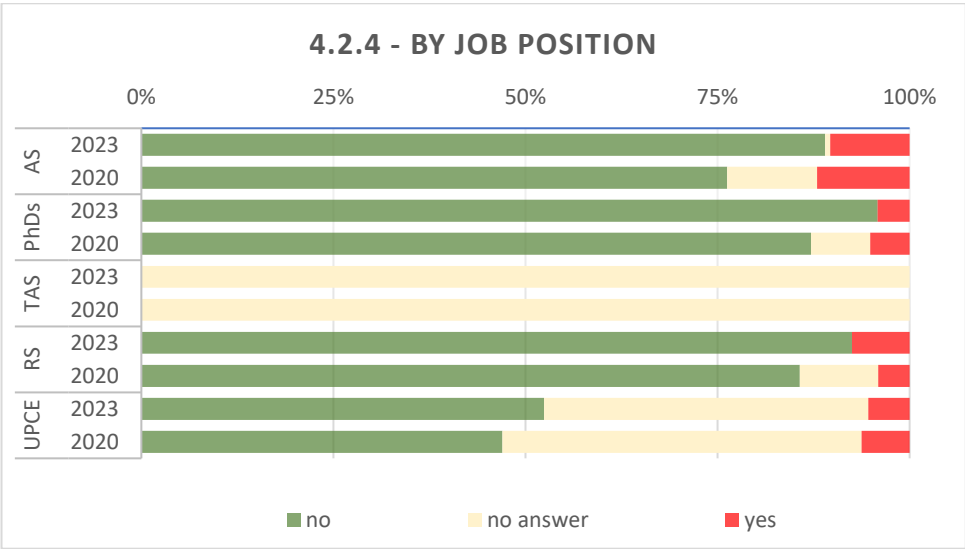


In contrast to the previous questions, we observe a slight decrease in the case of copyright or intellectual property infringements. This is clearly the biggest issue at FTE, where despite a relatively large decrease, still 17.6% of respondents said they had experienced infringement. At FEEI, the second largest

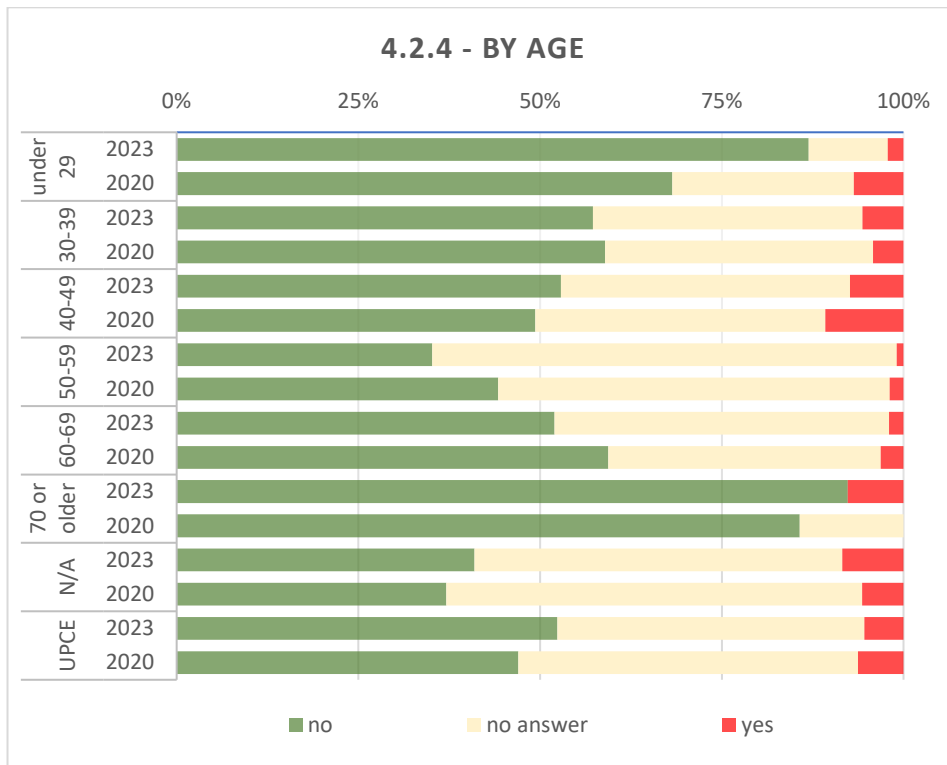
proportion of respondents is also almost identical between the years, so the situation does not seem to have improved. We see a similar stagnation at FChT, but with a significantly lower proportion. At FAP, the situation has improved significantly. At FR and FHS, no violations were encountered in the 2023 survey. Across the University, only 5.4% of respondents had encountered copyright and intellectual property infringement.



In contrast, the comparison between the genders is identical to the previous question. Women experienced significantly less copyright infringement than men (2.4 vs. 8.5%), but the situation improved slightly for both genders. On the other hand, for those who did not specify gender, we see an almost 100% increase in cases.



While research ethics violations bothered PhD students the most, they were the least likely to encounter copyright and intellectual property violations within the academic community. One in ten academics have encountered copyright infringement.



Interestingly, the largest difference in the proportion of cases is between the neighbouring age groups 40-49 and 50-59. We see an increasing trend in the number of cases encountered by respondents only for the 30-39 and 70+ age groups and for those who did not indicate age.

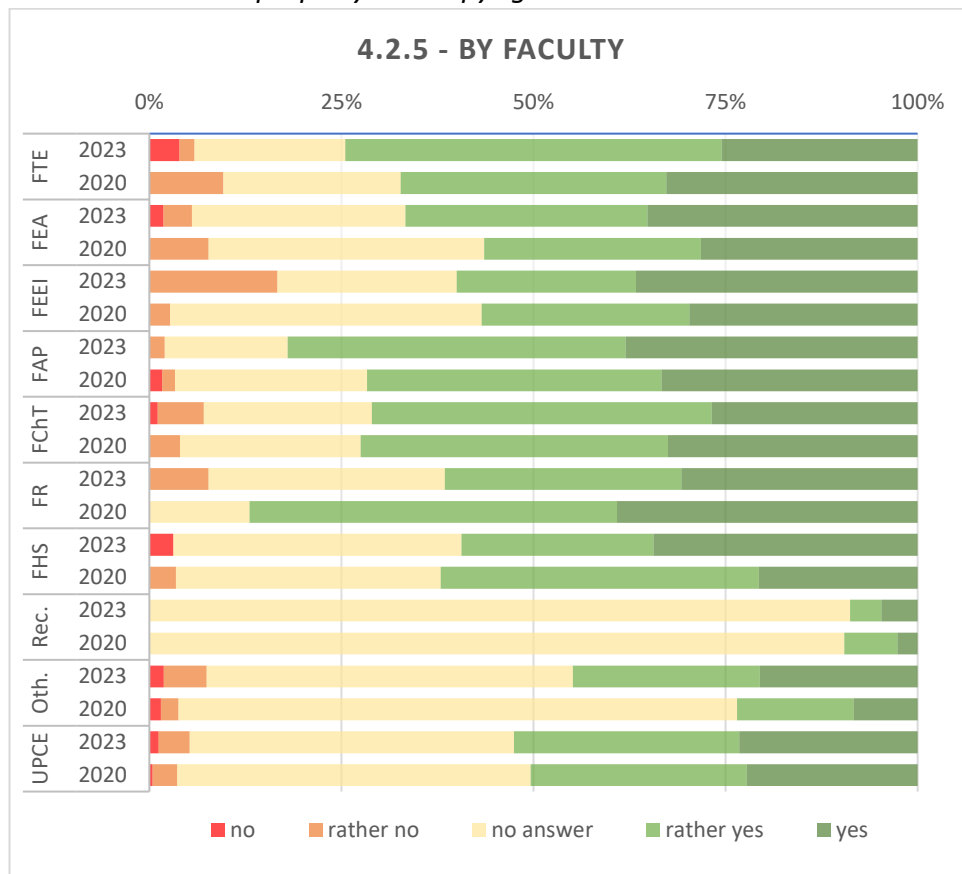
Comments by individual faculties:

- The comments on this question are very similar to the previous question and their structure. However, the difference is that, especially in the case of FTE, this time most of the answers are quite specifically addressed. The responses, albeit not many, suggest that the problem of 'attributing' co-authorship without merit is a persistent problem.
- In a very similar vein are the comments at FChT, FAP, and by those who did not indicate faculty.
- The use of pirated software is also emerging as a new phenomenon at FEEI.
- Among the other new phenomena of copyright infringement mentioned, the use of study materials without references or consent for the creation of one's own courses is also emerging.

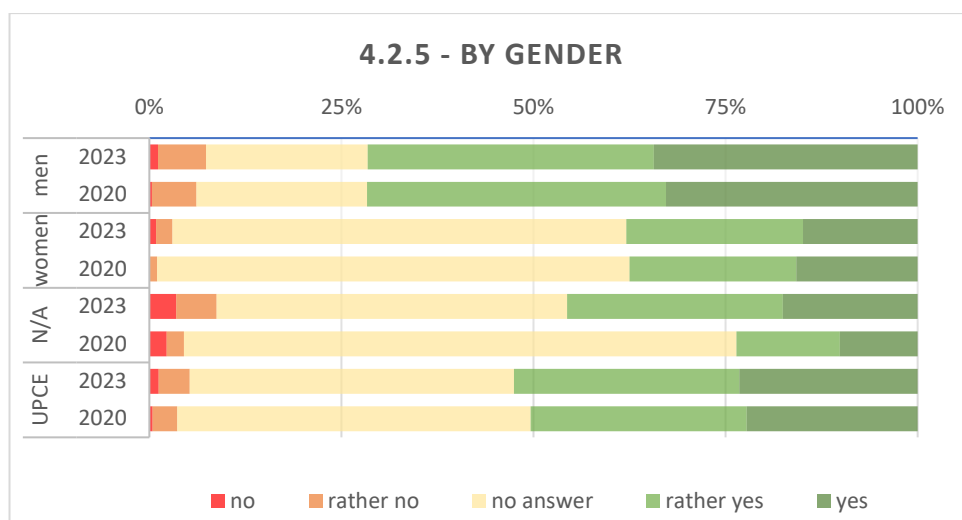
Conclusion:

This question did not yield any major findings. In contrast to the general ethical issues, it is evident here that it is not primarily the PhD students who have a problem with authorship and intellectual property, but rather the staff, especially at FTE and FEEI. Although ethical issues are rampant in general, authorship and intellectual property issues are receding slightly at UPCE, but inconclusively and with large inter-faculty differences. Copyright infringement is quite clearly personified. Thus, it is not primarily a systemic problem, but rather the misconduct of individuals.

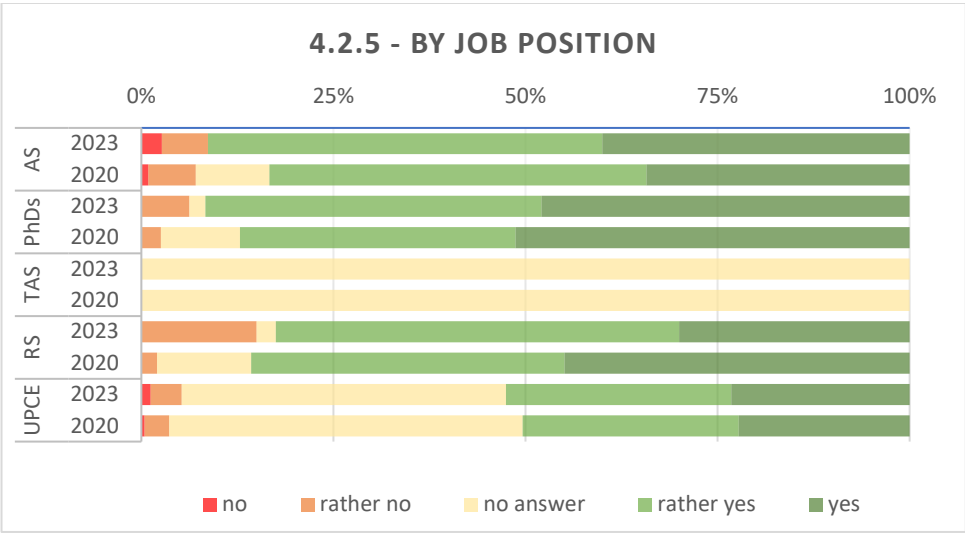
4.2.5 Do you believe that UPCE/faculty is sufficiently concerned with the protection of intellectual property and copyright?



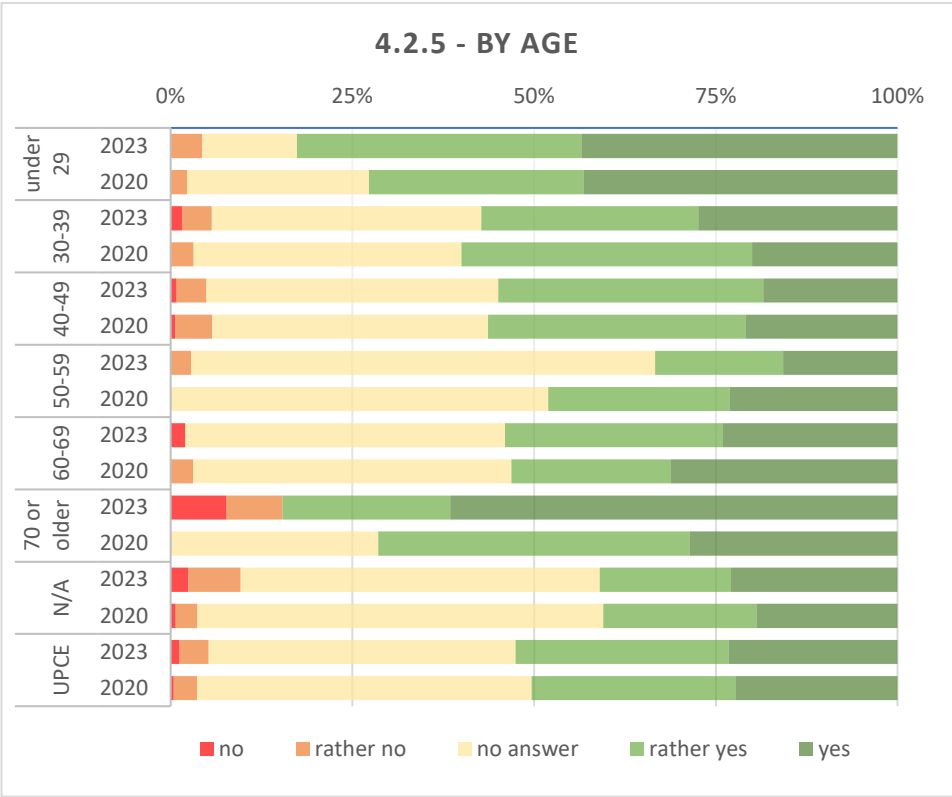
A moderate majority of all respondents believe that UPCE is sufficiently concerned about the protection of intellectual property and copyright. Between 2020 and 2023, the proportion of affirmative responses increased slightly to 52.5%. For most faculties, the proportion of affirmative responses increased slightly over the period under review, with only FChT and FHS showing a slight decrease. The exception is FR, where the proportion of affirmative responses decreased significantly. On the other hand, for those who did not specify a faculty, agreement increased almost twofold compared to 2020. The highest disagreement is observed for FEEI.



Again, there is a significant difference between the views of men and women, but when the responses of technical/administrative staff (no response) are subtracted, we find that the situation is better for female academics than for men. The situation has not changed for either gender in the period under review, only for those who did not indicate their gender do we observe a sharp, almost twofold increase in affirmative responses.



Satisfaction with intellectual property protection among academics and PhD students increased during the period under review and was above the 90% threshold. Among researchers, the positive attitude is slightly lower and has decreased slightly between the years under review, but still hovers around the 82.5% mark. None of the technical/administrative staff commented on this issue, so it is evident that intellectual property and copyright protection is perceived as a purely academic issue.



Workers aged under 29 and over 70 mainly consider protection to be sufficient. In both cases, the affirmative opinion has increased. People aged 50-59 consider intellectual property protection at UPCE

to be the least sufficient, but this is also where the largest proportion of technical/administrative staff respondents who did not answer this question are. If we look at the ratio between positive and negative responses, it is the 70+ age group that shows the lowest satisfaction.

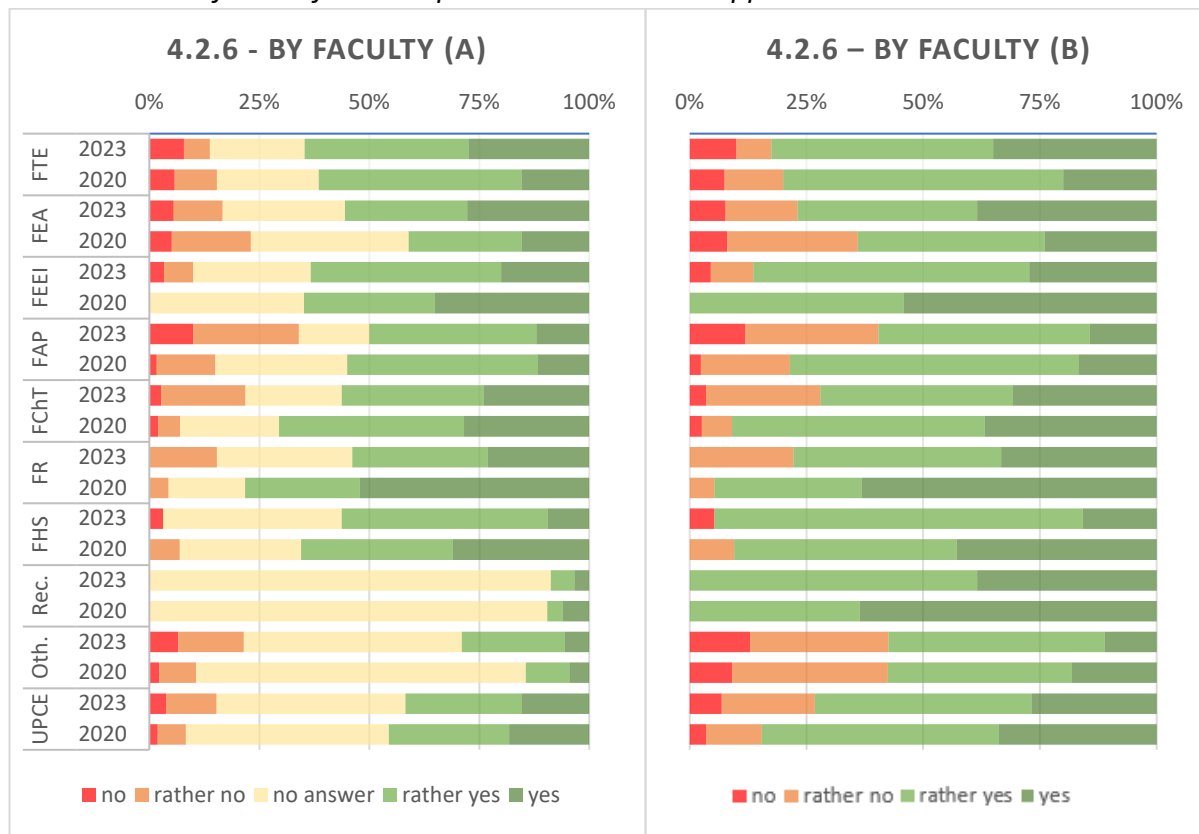
Comments by individual faculties:

- It is clear from comments across the faculties that the situation has improved significantly compared to 2020. There were several cases in 2020 that explicitly impacted the comments in the survey. Even the number of comments has decreased (from 53 to 43) and the wording is more moderate. This therefore supports the positive trend registered from the data in this area. Nevertheless, there are a few areas that continue to be criticised.
- The specificity of intellectual property and authorship in software development is mentioned at FEEI.
- At FChT, the themes of the commentaries turn primarily to patents and to authorship and intellectual property in relation to teaching activities (authorship of teaching texts and methods).
- At FAP, respondents see the problem more on an individual level, not as systemic. Criticism focuses on the non-functioning supervisory body (ethics committee).
- For those who did not specify an affiliation, a combination of all of the above problems occurs. Respondents put more emphasis on the role of UPCE/the Rectorate in this matter, seeing the role of faculties as secondary in this case. They are therefore concerned with the functioning of central university units that should ensure the protection of intellectual property.

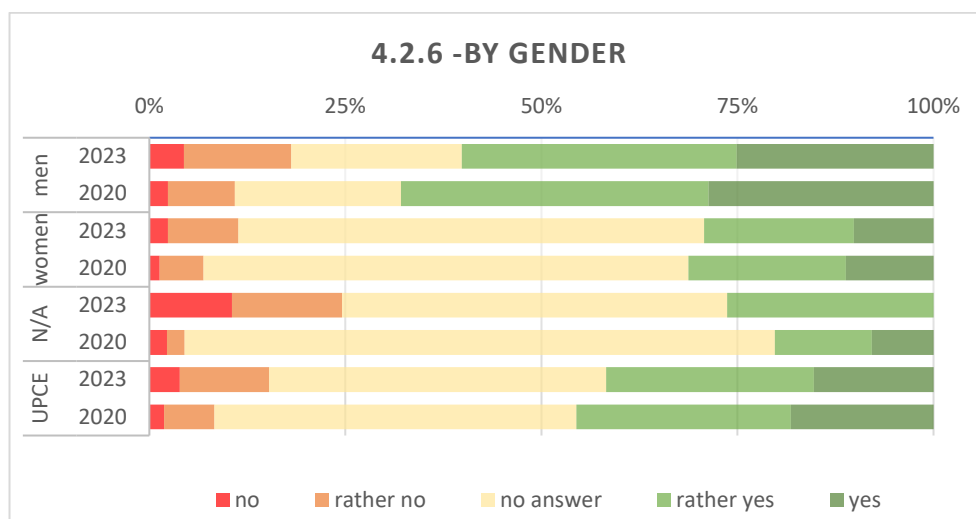
Conclusion:

The protection of intellectual property and copyright at UPCE is primarily perceived positively and we see a small but almost universal improvement in this situation. The situation is perceived best by young academics, and even more so by female academics. In the period under review, the previous cases, so much addressed in 2020, had a positive impact on the situation, while in 2023 the comments are already becoming constructive, although criticism of specific cases is also present.

4.2.6 Do you feel that UPCE supports you sufficiently in disseminating and exploiting the results of scientific development and basic and applied research?

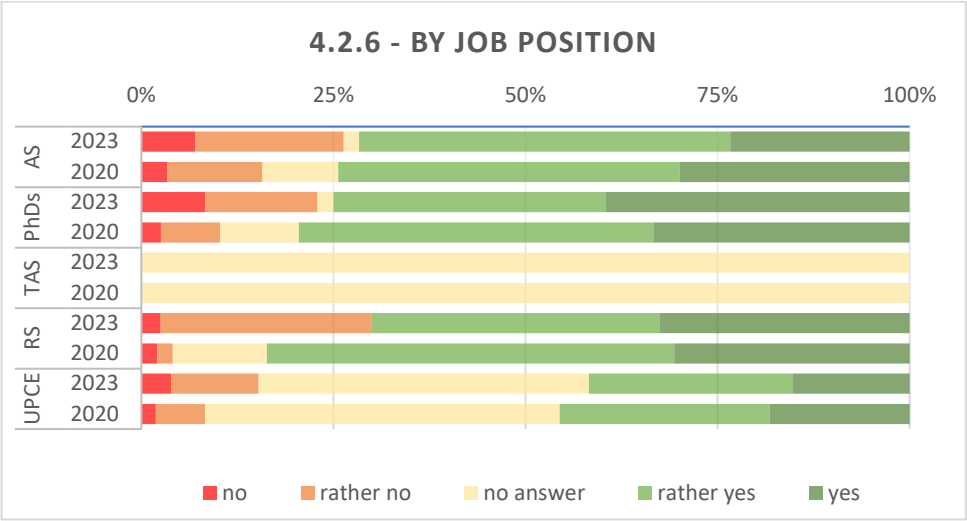


Satisfaction with sufficient support from UPCE in disseminating and exploiting the results of research is quite high across the University. The best situation is at FEEI and FHS, while the worst is at FAP and FEA. Even the trends are contradictory for the faculties. While satisfaction with support is increasing at FEA, FHS and FTE, it is decreasing at FAP, FEEI, FChT and FR. At FAP, the situation is the worst among faculty, while at FChT the increase is the steepest. Respondents who did not indicate affiliation are among the least satisfied with support, but this is stable compared to 2020. Across the University, the situation has worsened, dropping from an initial near 85% satisfaction among academics to just under 74%. For technical/administration staff, this question was irrelevant, and they did not answer it.

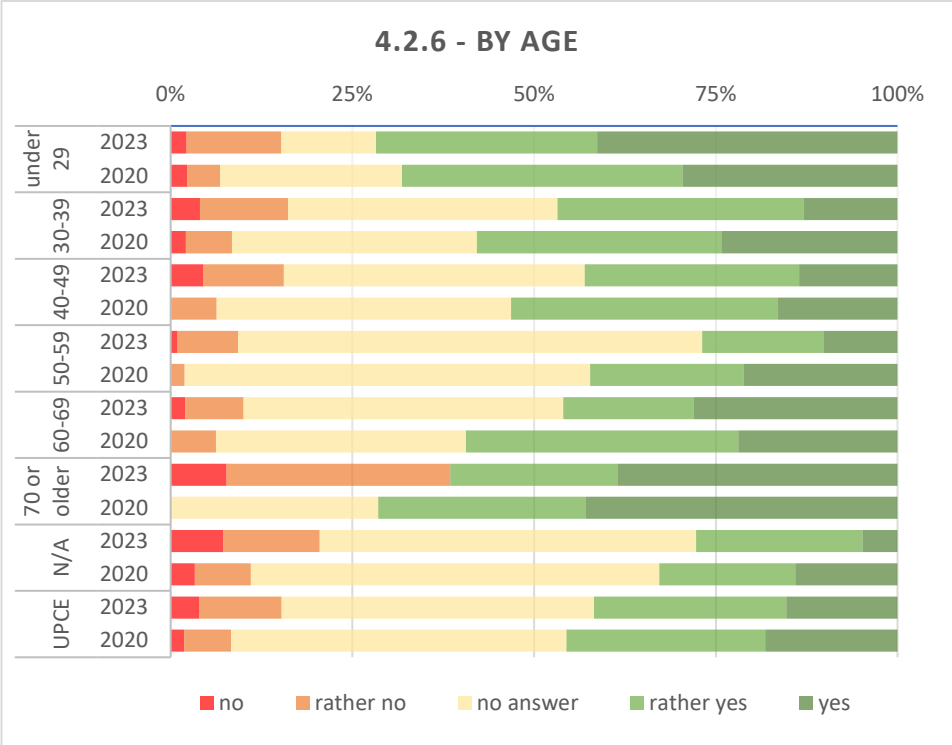




Women are slightly less satisfied with the support than men, but the group of respondents who did not specify gender is significantly more critical. Moreover, this group shows the largest increase in dissatisfaction.



For academics and PhD students, we do not observe any significant trend in the number of affirmative responses, but the number of negative responses (fully and partially) is increasing significantly at the expense of 'no response'. For researchers the situation is significantly more variable, with dissatisfaction reaching 30% in 2023 and increasing sevenfold compared to 2020.



There was a significant increase in dissatisfaction in all age categories between 2020 and 2023, with the 70+ category experiencing the greatest increase. Only those who did not specify their age took a more negative stance.

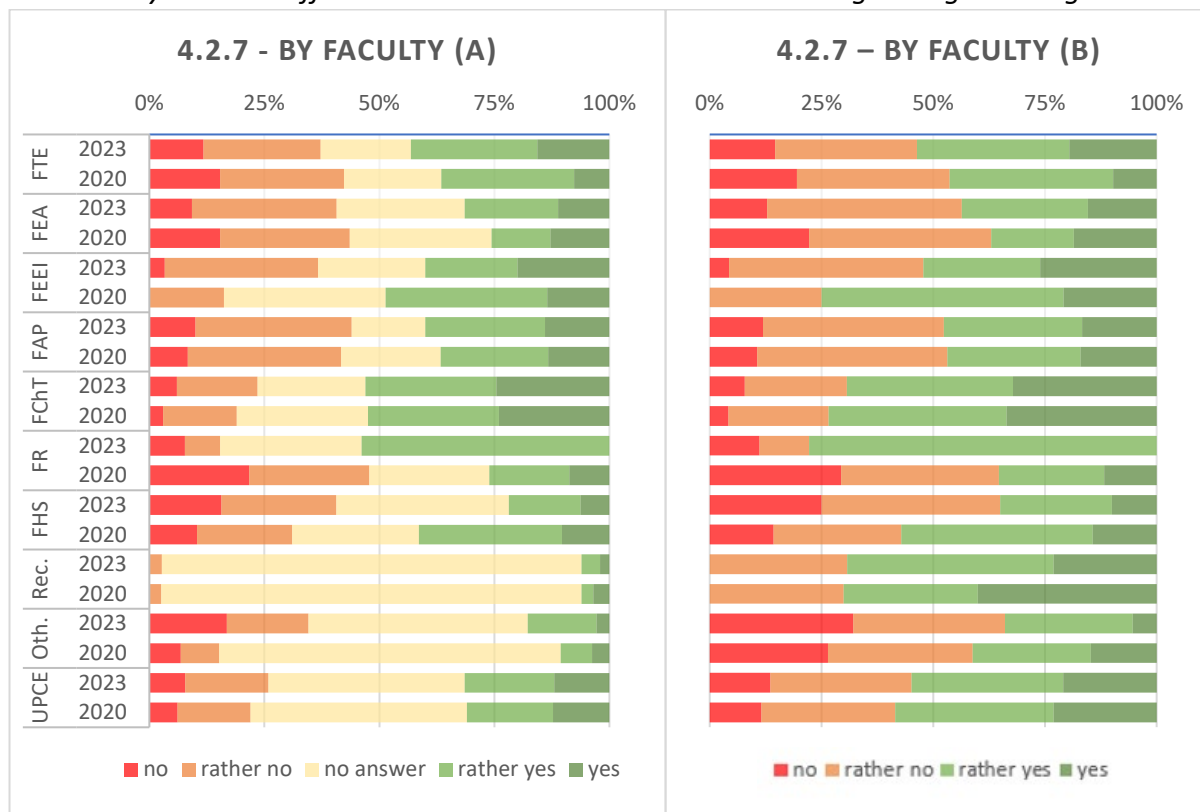
#### Comments by individual faculties:

- Comments on this issue very often focused on criticism of the current national situation, insufficient financial support for research and development in the Czech Republic, poorly set up assessment of research and development and the overall overload of academic staff with other activities.
- At FTE, the criticism is primarily directed at the low support from the faculty and the poor experience with CTKT (1 comment).
- Respondents from FAP take quite the opposite view to their FTE colleagues, criticising the lack of support from the University, while considering the support from the faculty to be good or at least better than that from the University.
- The responses from FChT can be divided into three parts. The first criticises the poor experience with the CTKT (1 comment), the second focuses on the faculty support problem (publication strategy, financial support for its implementation, etc.) and the third generally points to the national dimension of the problem, often in the context of the principle of funding research through grants. This method is considered by many respondents to be ineffective both administratively (here combined with a lack of support from the University and the faculty) and financially (drawing on grants requires costs that would not be incurred with basic funding).

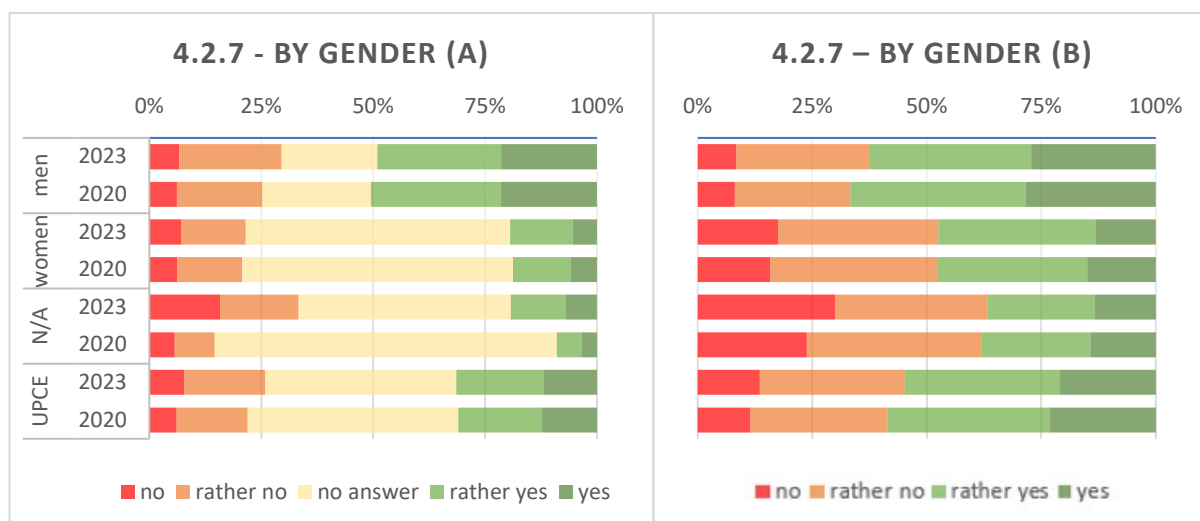
#### Conclusion:

Support for the dissemination and use of the results of research and development is perceived at the University primarily in the context of individual faculties. We do not see fundamental differences between men and women or between age groups, but between faculties. While there are faculties where the situation is improving (FEA, FHS and FTE), it is getting worse at others (FAP, FEEL, FChT and FR). Respondents are aware of the limits imposed by external factors (public higher education funding and legislation), but the experience at individual faculties shows that an active approach at both levels, the Rectorate and the faculties, can improve the situation.

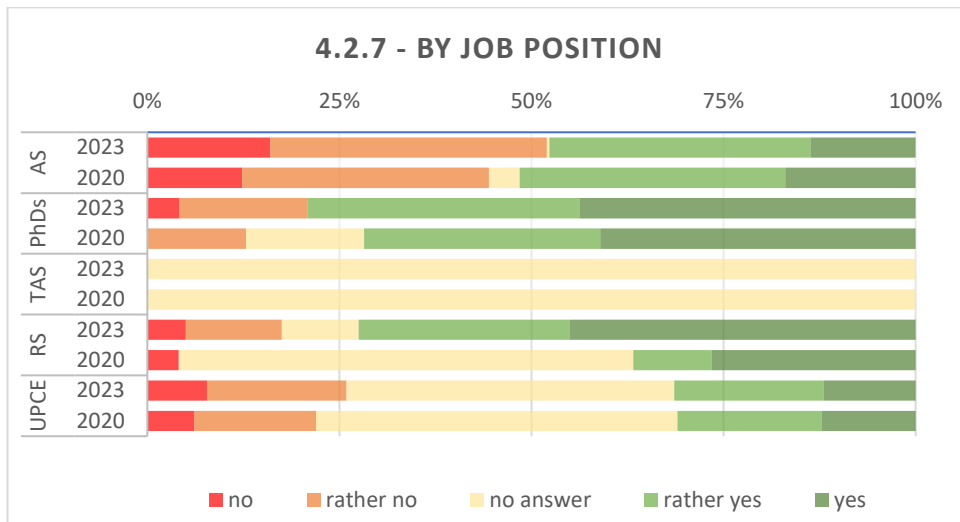
4.2.7 Do you have sufficient time to devote to research while organising teaching?



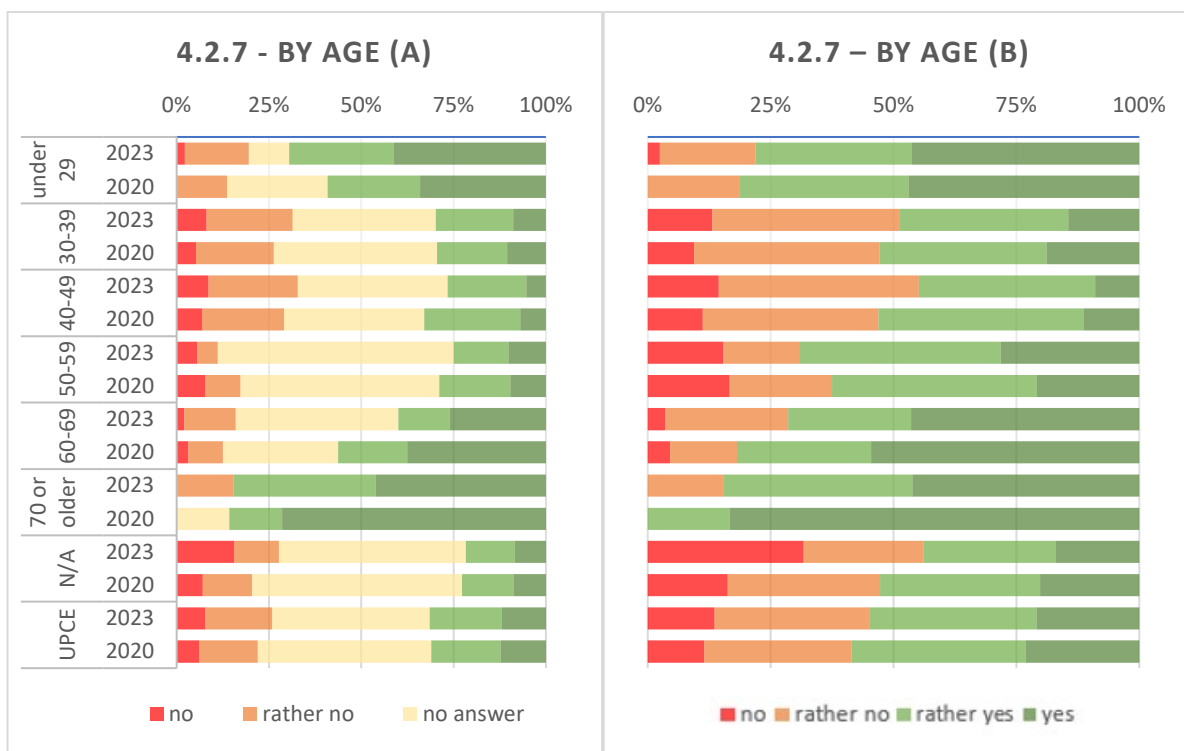
The time demands of teaching have long been the biggest obstacle to creative activity at FHS, FEA and FAP, and the smallest obstacle at FChT. The biggest positive change in attitude is among FR respondents, where almost half of respondents had no room for research due to teaching in 2020, but this has decreased to 15.4% in 2023. Conversely, the largest deterioration is observed for FEEI and FHS.



Women are more likely than men to perceive a lack of time for research due to teaching. For men, positive attitudes prevail despite a slight decline over the period under review, while for women negative attitudes are slightly more prevalent, but the situation is stable. However, the worst perceptions are seen among those who did not indicate their gender, where negative evaluations prevail in almost two-thirds of cases.



For PhD students, we see a relative improvement in the situation and the most positive overall assessment. Almost 80% of them feel that they have room for creative activity and that teaching does not hinder them. They are the most satisfied academic group. For researchers we see a significant increase in satisfaction, from 36% to 73%. The greatest constraint on research by teaching is felt by academic staff, where affirmative responses are declining, and rather negative attitudes prevailed in 2023.



Constraints on creative activity through teaching are felt most by the so-called sandwich generation of employees, i.e. those aged 30-49, where the positive evaluation rate was below 50% in the period under review. On the other hand, the most positive evaluations were given by the age groups up to 29 and over 60, although here too there was a drop in positive evaluations between 2020 and 2023. Respondents who did not indicate their age are part of the sandwich generation in terms of evaluation. The term sandwich generation refers from demographics to a cohort that still has to care for offspring and already for their parents. In the context of the University, this age group can be said to be the most burdened by the teaching agenda for the benefit of the younger and older generations.

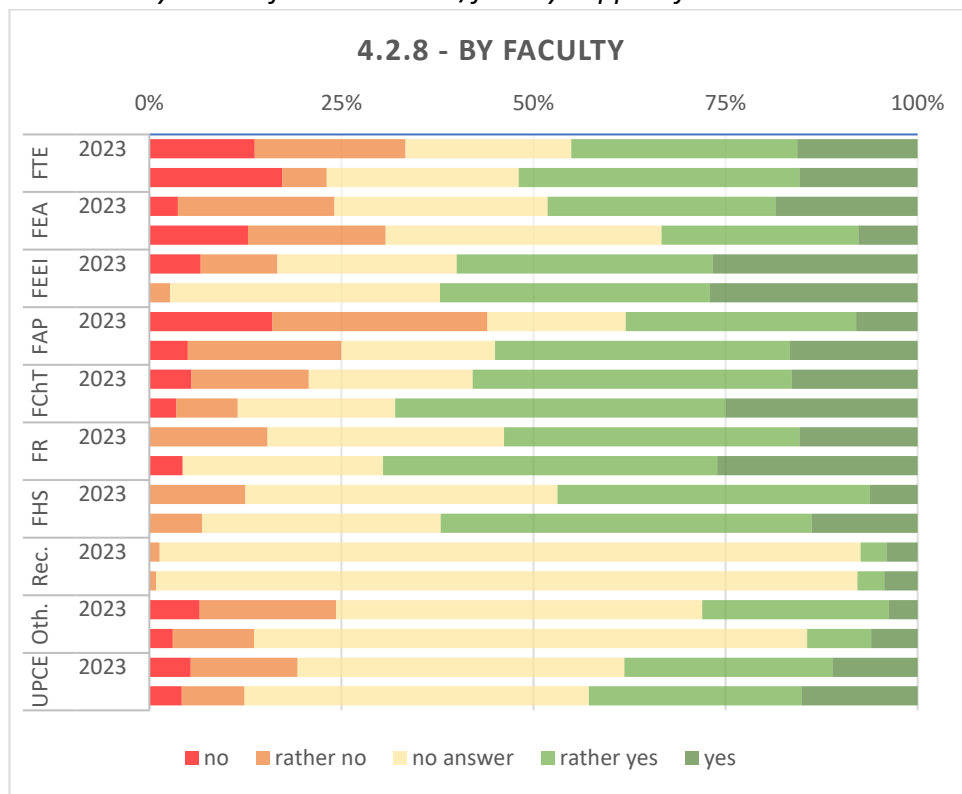
#### Comments by individual faculties:

- At FTE, teaching is not seen as a major barrier to research. The CSA (Comprehensive Staff Appraisal) system and the administrative burden and overlapping deadlines are cited as major problems.
- According to the respondents, FEA is clearly overloaded with teaching. The exception is international staff, who do not have as much teaching.
- For FAP, the problem is similar to FEA. The problem of balancing work responsibilities with family life is also mentioned (managing research and teaching is always at the expense of family life, compared to a mission rather than a job).
- At FChT, the answers are divided into two groups. The first are the responses of researchers who do not experience this problem. The second group comprises academics and PhD students who perceive the time conflict between research and teaching intensively. The answers also show that the situation is getting worse, due to the need to engage students more. Conversely, a greater focus on research is perceived as a cause of declining student numbers. Thus, at FChT, the respondents perceive that the two activities go against each other in the current setting – i.e. either research is growing at the expense of students or vice versa.
- It is mentioned at FHS that scientific activities interfere with the private life and leisure time of the employees, otherwise there would be no time for them during regular working hours.
- The prevailing opinion among the non-affiliated respondents is that it is not the teaching itself that is to blame, but inadequate administrative and technical support for both research and teaching. The main problems are excessive and unnecessary administrative burden, lack of support for teaching, lack of grant support and lack of technical support.

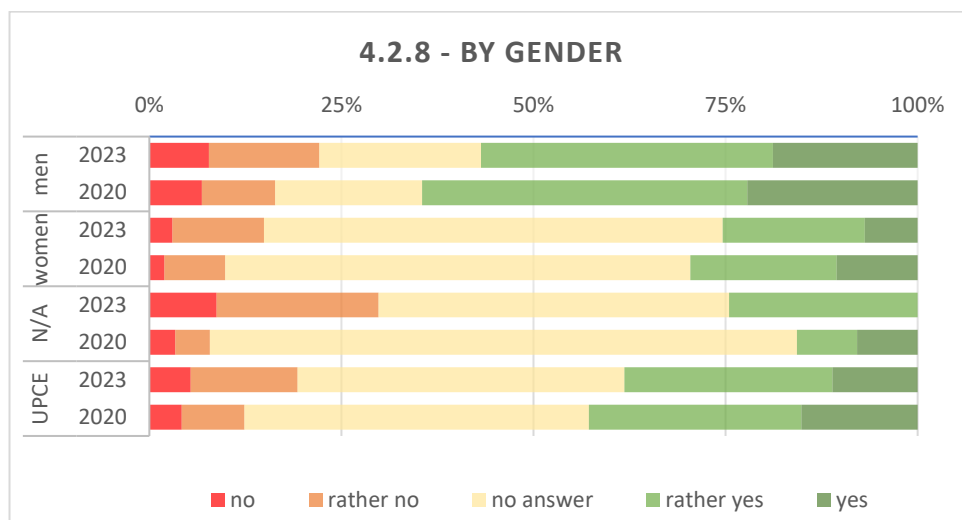
#### Conclusion:

Teaching and research are not clear opposites. A lot depends on the faculty setting and the amount of teaching there. The greatest perceived conflict between teaching and research is at FEA and FAP, whereas at FChT and FR they perceive sufficient space for research in teaching. The problem lies primarily in the set system (administration) and the lack of technical and organisational support (grants, etc.). Women perceive the combination of teaching and research slightly worse than men. For PhD students, the situation has improved in the period under review and PhD students do not perceive teaching overload as the main obstacle to research and creative activity. Researchers are similarly positive, whereas we see a rather negative attitude among female academics. The so-called sandwich generation of employees aged 30-49 perceives the greatest teaching load at the expense of research.

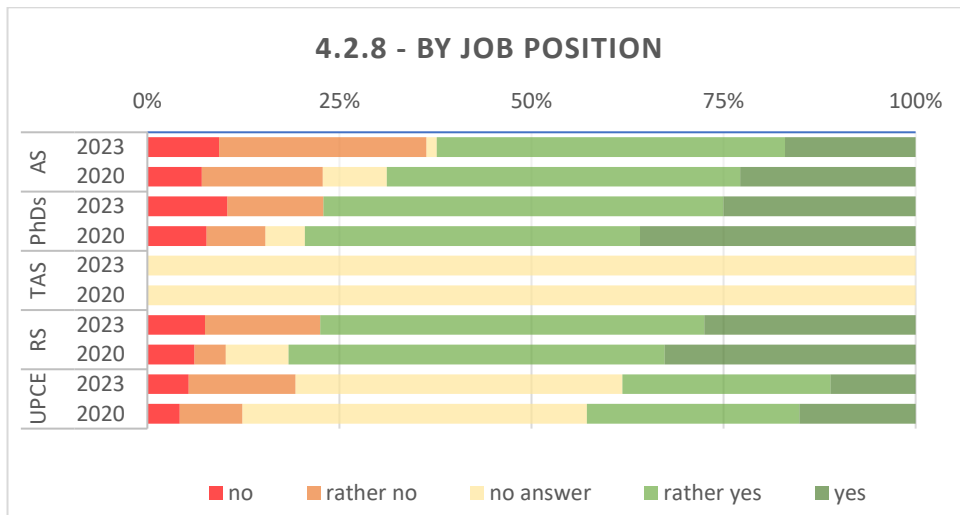
4.2.8 Are you satisfied with UPCE/faculty support for research activities?



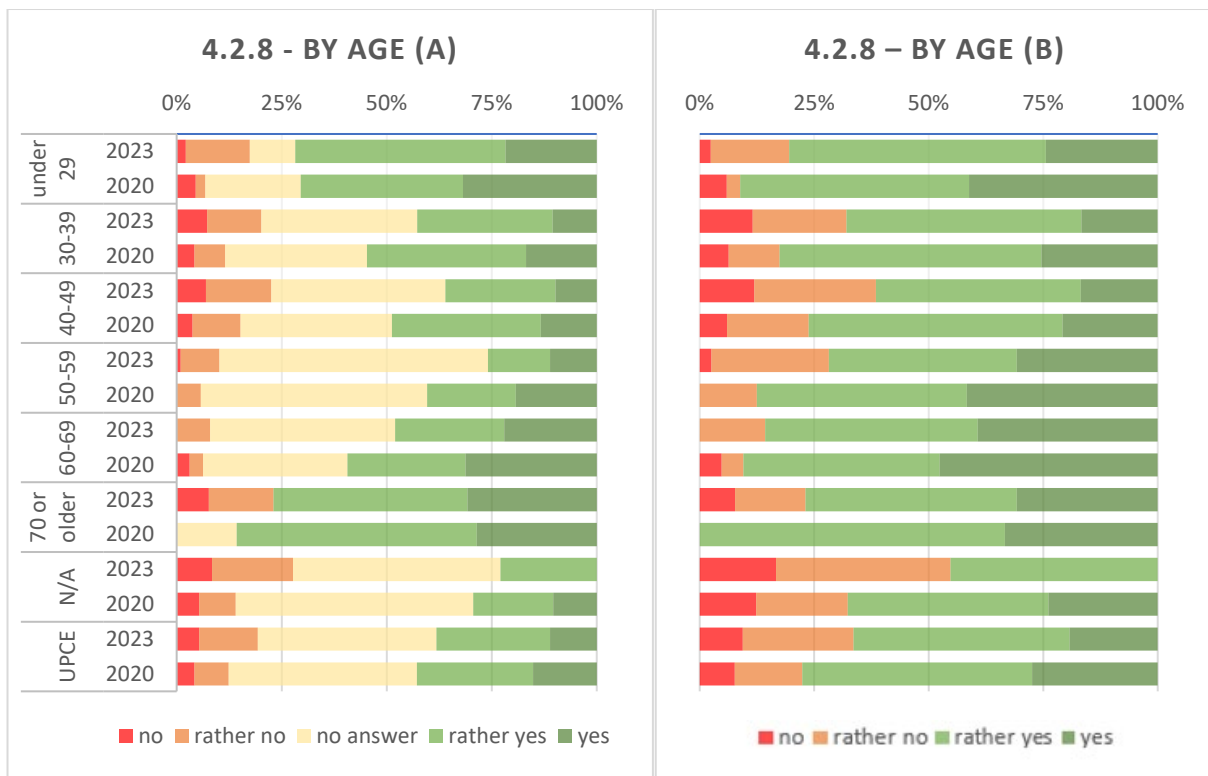
With the exception of FEA, all faculties experienced an increase in dissatisfaction with support for scientific research activities during the period under review. The greatest dissatisfaction is visible at FAP, a significant increase is also observed at FR, FChT or FEEL. The dissatisfaction is also very high among respondents without affiliation. Across the University, dissatisfaction among academics has increased by half from 22% to 33%.



Satisfaction with support for R&D activities is highest among men, lower among women and lowest among those who did not indicate gender (2/3 dissatisfaction). Satisfaction declined for all three groups over the period under review.



The most satisfied group are researchers and PhD students, whose satisfaction has dropped between 2020 and 2023, but is still above the 77% threshold for both. Academics have also seen a decline and satisfaction is significantly lower at around 62%.



Satisfaction with support for R&D activities declined for all age groups, without exception. Again, we see a less satisfied sandwich generation, in this case those aged 30-59, with the under-29, 50-59 and 70+ age groups showing the largest increases in dissatisfaction. But clearly the most dissatisfied group are those who did not specify their age. Here, dissatisfaction is above half among academics.

Comments by individual faculties:

- In the case of FTE, the lack of emphasis and support for research teams is perceived to be paramount. Respondents blame this on the KHP system, as well as on the supervisors and the lack of management skills of these people. Respondents identify insufficient funding for research and bureaucratic burdens as another problem.

- At FEA, the problems identified by respondents were more administrative, financial, and technical. However, there was also criticism of the lack of team research and links with practice.
- At FEEI there is not one specific identified problem of support for R&D activities, but rather the causes mentioned above: funding, administrative burden, lack of administrative support for project and grant applications.
- Respondents from FAP clearly see funding as the main problem in supporting R&D activities, in 68% of the responses! They complain about insufficient support, support only for excellence, underdeveloped support for research teams, or lack of internal grant support from the University. In their responses, respondents focus on faculty problems, with only 22% referring to university-wide lack of support.
- A total of 47 respondents at FChT gave verbal feedback. Among the responses, three main groups of support issues can be identified. The first is the technical support for research, which includes criticism of inadequate equipment, insufficient updating of software, etc., duplication of equipment across teams, projects, and departments, rather than unification of technical equipment across the faculty. The second group of responses is characterised by the lack of financial resources, the system of their distribution, the lack of financial motivation, especially among younger colleagues, or financial support through conference participation, publishing, etc. The third group comprises the repeatedly mentioned set publication strategy in Q1 and Q2, which represents a major obstacle to the development of R&D activities, especially for younger staff members.
- Respondents from both FR and FHS clearly lack support for research teams.
- The same themes emerge in the non-affiliated responses, with the exception of specific criticism of individual departments/institutes/faculty management or individuals (57% overall). In these responses, it is evident that respondents see the problems of the system as deficiencies of people in managerial positions. Respondents lack sufficiently managerially capable people in decision-making positions. These comments apply to the Rectorate and central university units as well as to some faculties (and their departments/institutes). Of the more specific responses, FChT, FAP and FTE can be mentioned, but for most responses of this type it is not possible to identify which faculty is involved, so the problem is likely to extend beyond the faculties mentioned.

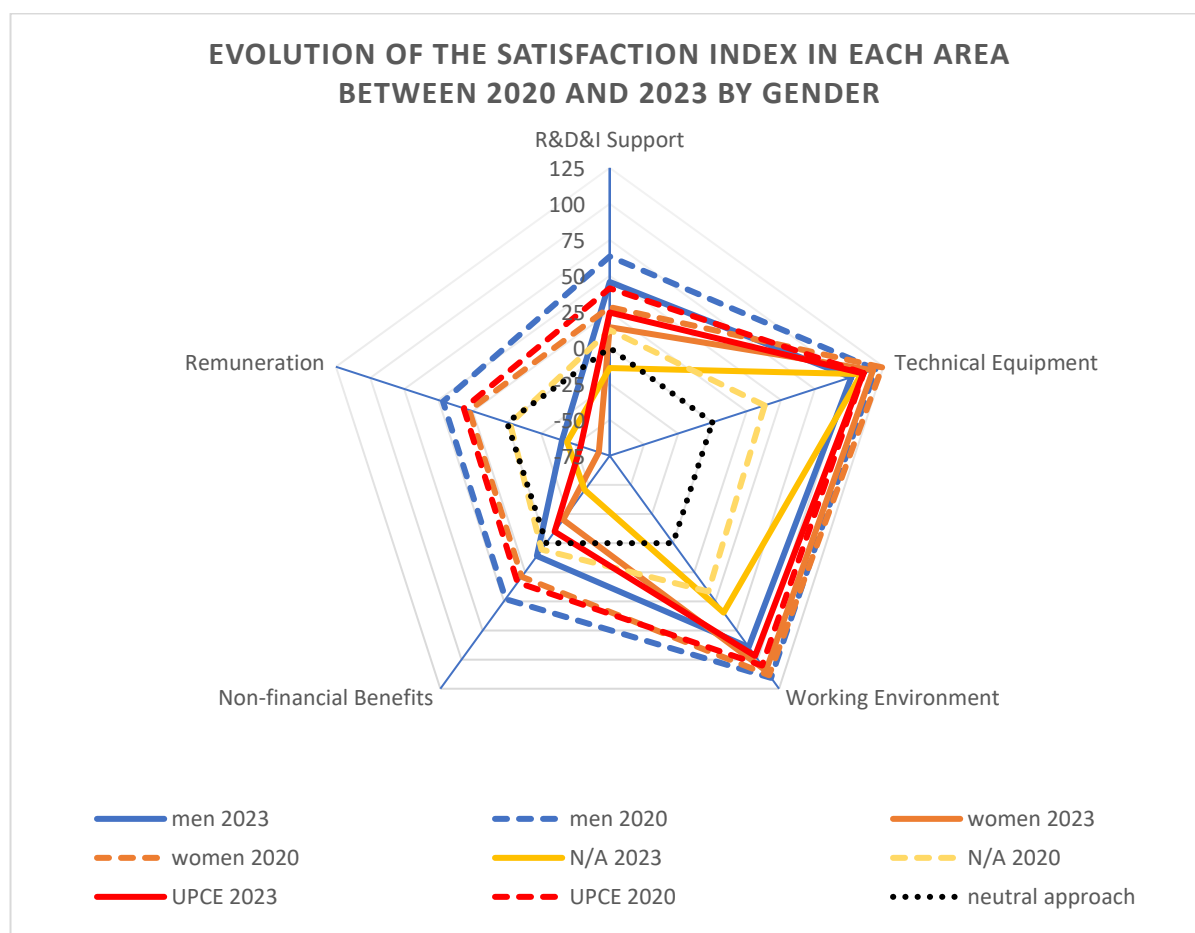
#### Conclusion:

Satisfaction with support for R&D activities is still around 67%, but the proportion of dissatisfied responses has increased by half in the period under review. Men are more satisfied than women, and those who did not indicate their gender are the most dissatisfied. Academics are significantly less satisfied compared to PhD students and researchers, with approximately 62% of responses compared to 77% satisfaction among researchers and PhD students. The sandwich generation of 30–59-year-olds and those with no age indicated are the least satisfied. The fact that 152 comments were received on this question, and the vast majority were critical, suggests that support for R&D still has great potential for improvement. The main areas for improvement include funding, technical and administrative support for R&D, better management and better assessment methodology and strategy for R&D activities. Inter-faculty emphasis on these different areas varies considerably.



### 4.3 Working conditions

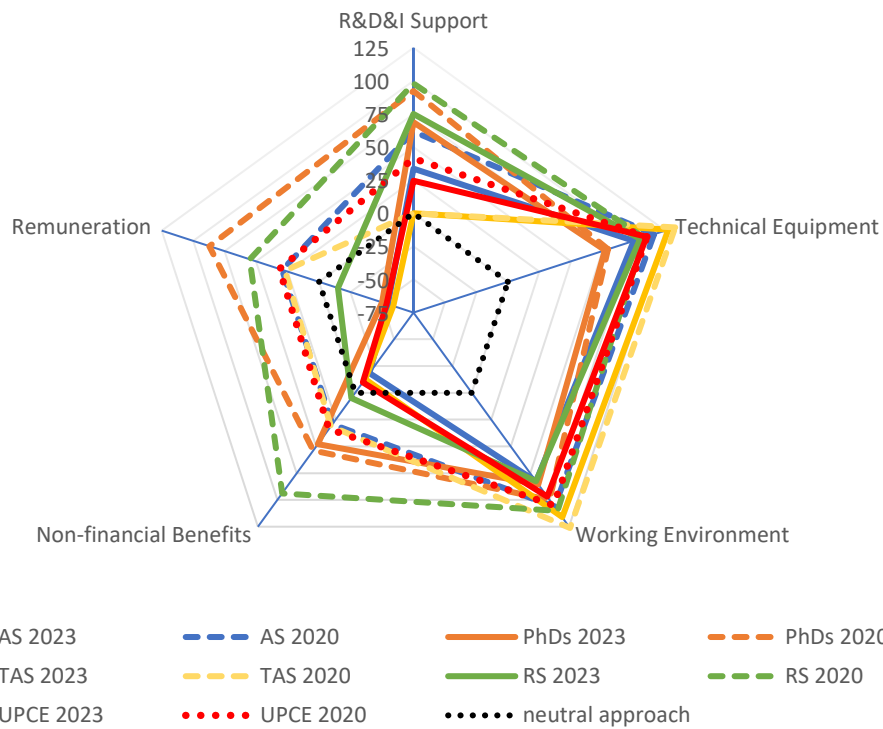
Working conditions were examined in the areas of support for scientific research activities, technical equipment, working environment, non-financial benefits, and remuneration. As the summary charts at the beginning show, remuneration is clearly rated the worst by the respondents, and this is where the most significant decline has occurred over the period under review. There was also a significant and widespread drop in satisfaction with non-financial benefits. On the other hand, UPCE scores very positively for technical equipment and working environment and there are no major changes between 2020 and 2023.



*Note: The dashed lines represent 2020, the solid lines 2023. The index is calculated as a weighted average of the responses in each category. The index can range from +200 (100% of yes responses) to -200 (100% of no responses).*

Men are slightly more satisfied with working conditions than women in both years. The decline in satisfaction with remuneration and benefits is equally intense for both men and women, falling into negative figures in both cases, and it can be said that UPCE employees are now very strongly dissatisfied with remuneration and the situation with benefits is now rather neutral.

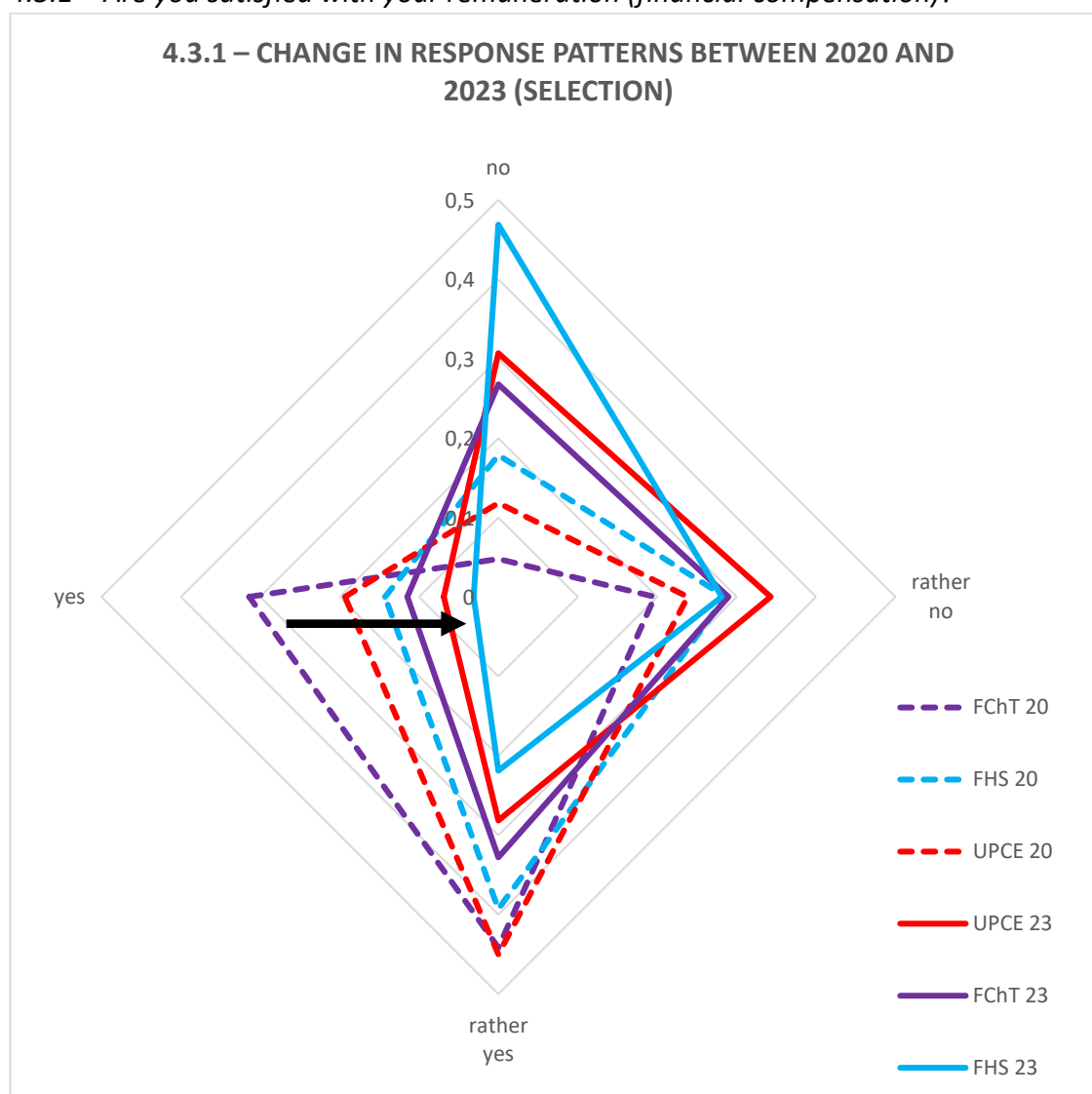
## EVOLUTION OF THE SATISFACTION INDEX IN EACH AREA BETWEEN 2020 AND 2023 BY JOB POSITION



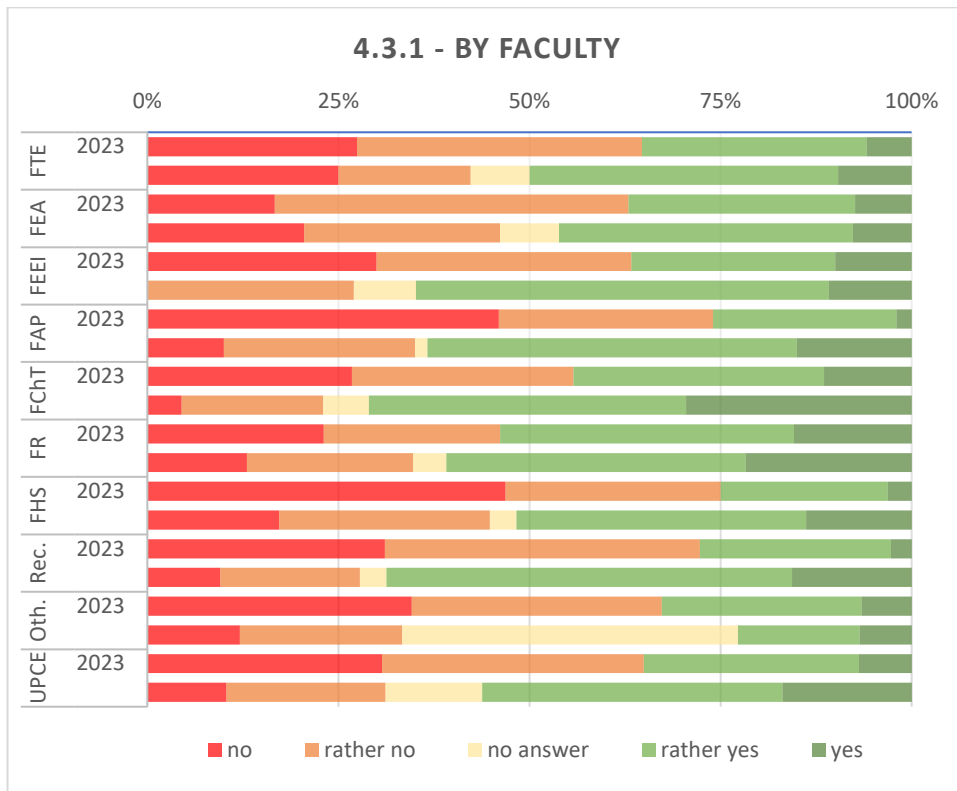
*Note: The dashed lines represent 2020, the solid lines 2023. The index is calculated as a weighted average of the responses in each category. The index can range from +200 (100% of yes responses) to -200 (100% of no responses).*

There is more variation between categories of employees than between genders. Again, no group of employees has changed its positive attitude towards technical equipment and the working environment. Satisfaction with remuneration dropped significantly for all groups, with researchers dropping the least and PhD students the most, while academics and technical/administrative staff showed the same large drop in satisfaction. All staff categories are in the 'negative numbers' in 2023, i.e. generally dissatisfied, with researchers being the least dissatisfied. The situation is similar for benefits, with only no change in the situation for PhD students, while the biggest drop is seen for researchers. Satisfaction with the support of scientific activity has also decreased in the years under review, slightly and identically among PhD students and researchers.

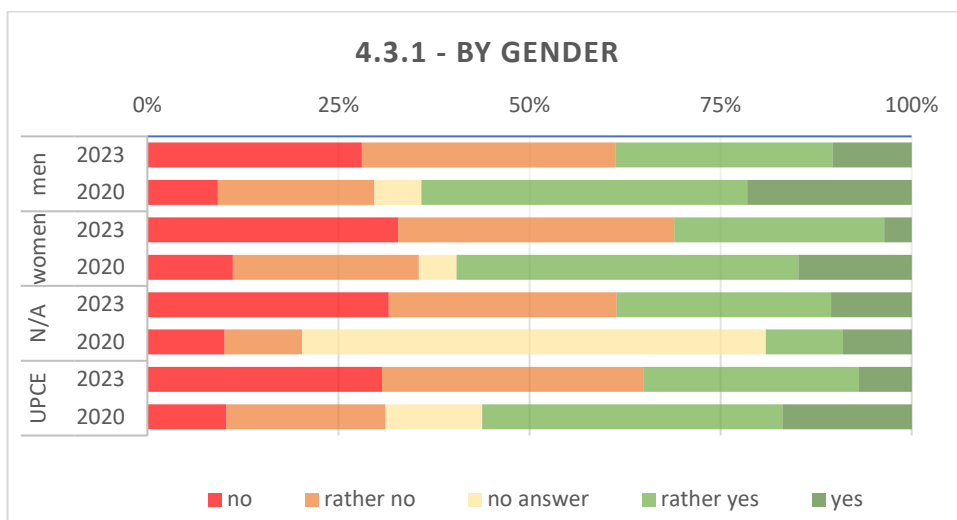
### 4.3.1 Are you satisfied with your remuneration (financial compensation)?



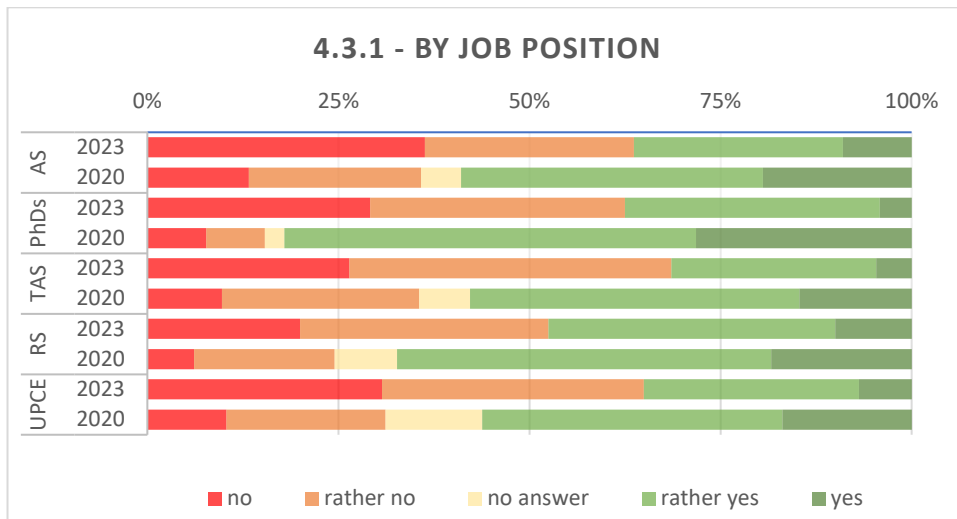
Satisfaction with financial compensation (remuneration) has the same result across all perspectives, regardless of whether we look at responses by faculty, gender, age, or job position, we see a significant drop everywhere between 2020 and 2023. The change in appraisals is illustrated using the example of two contrasting faculties – FChT, where staff are the least dissatisfied among faculties in 2023, and FHS, where dissatisfaction is the highest. For illustrative purposes, the structure of the responses and the University as a whole is shown. We can see that although FChT is the least dissatisfied, the proportion of unequivocally affirmative responses has fallen from just under a third (31%) to a ninth (11%) over the period under review. At FHS, the fall was not as marked, as dissatisfaction was already higher in 2020 (only 14% of 'yes' responses), but at the same time, current satisfaction with pay is the lowest among the faculties at just 3%. We can see that even for the answer 'rather yes', which was the most frequent in 2020, there was a significant drop in all three cases – from 45% to 32% for FChT and from 39% to 22% for FHS. Conversely, those clearly dissatisfied with their remuneration increased sharply: at FHS from 18 to 47% and at FChT from 5 to 27%. Although the individual figures vary between faculties, as the university-wide curve illustrates, the change in the pattern of responses is identical. The number of unequivocally negative responses increased from 12% to 34% and the number of unequivocally affirmative responses decreased from 19% to 7%.



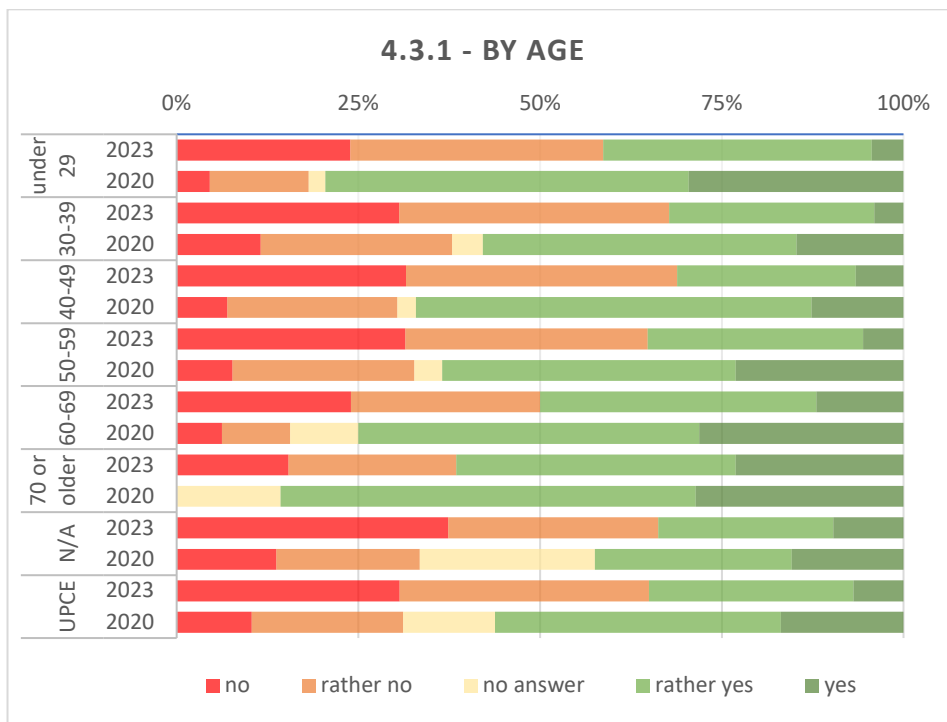
While in 2020, affirmative responses were prevalent throughout the University and at FEEI, FAP, FChT, FR, Rectorate and weakly also at FHS (and equal to 50% at FTE), in 2023 the situation changed completely and more than half of those satisfied remained only at FR, although there was a slight decrease here as well. At the university-wide level, satisfaction fell from 56% to 37% and the biggest drop among faculties occurred at FAP, where satisfaction fell from 63% to 26%. We see an even slightly larger drop in satisfaction among respondents from the Rectorate (from 69% to 28%). For those who did not indicate their affiliation, while there was a smaller increase in affirmative responses compared to 2020, there was a massive increase in negative responses and a disappearance of 'non-responses'.



Gender does not play a clear role in overall (dis)satisfaction or the degree of change in satisfaction, in both cases there was a significant decrease in satisfaction and women remain slightly less satisfied with their appraisal than men in the period under review. For those who did not indicate their gender, 'non-responses', which accounted for over 60% of this group in 2020, have completely disappeared.



Dissatisfaction with financial compensation is on the rise for all types of employees and for PhD students. The rate of decline is clearly greatest for PhD students, who were the most satisfied group in 2020 (82%) and a comparably dissatisfied group in 2023 (37%) with academics or technical/administration staff. Technical/administrative staff feel the least well compensated, while researchers feel the best compensated financially (48%).



In the age structure of satisfaction in 2020, the sandwich generation effect was at work, with the oldest 70+ (86%) and the youngest employees under 29 (80%) being the most satisfied groups. In 2023, we see a significant drop in satisfaction among the youngest group and, in contrast, significantly better results for the last two cohorts, i.e. employees over 60, relative to the other age groups. Thus, employees aged 30-49 remain the most dissatisfied group.

Responses to the question “What % should your financial compensation increase by to make you satisfied with it?”:

Staff did not comment verbally on this issue, but only numerically without limitation. Apart from a few outliers, which were adjusted for in the analysis (all above 200%, the maximum obtained in the responses was 50,000%), a total of 410 responses were obtained, showing:

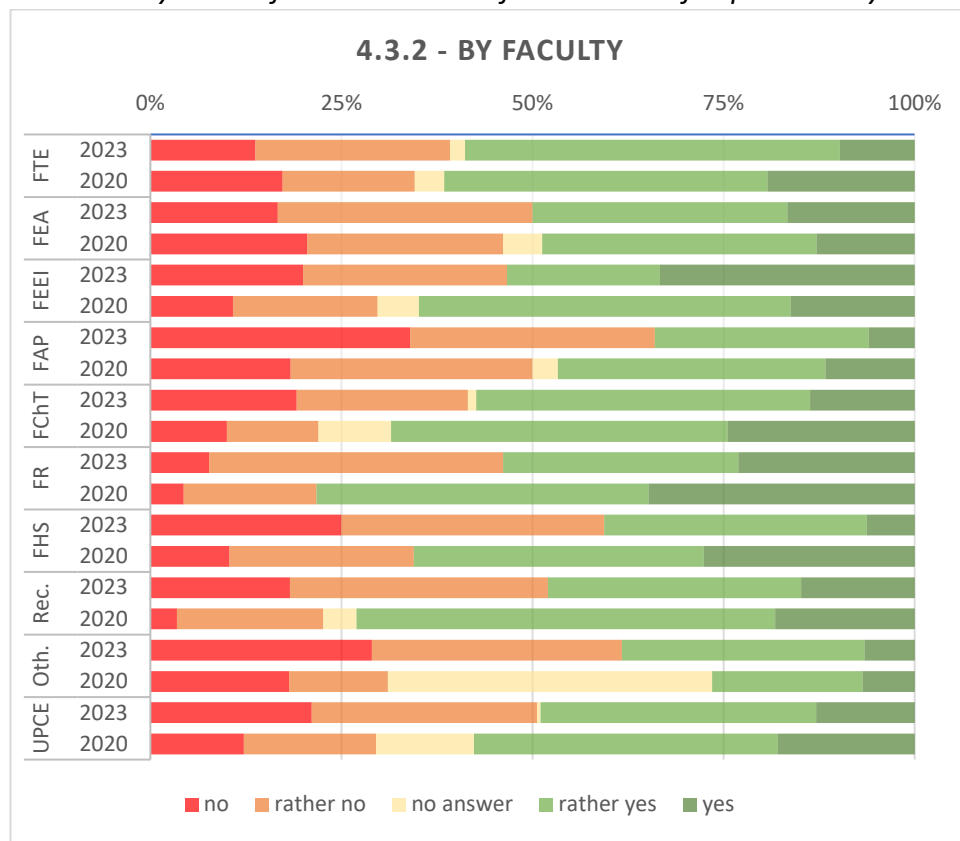
- On a university-wide average, respondents said their remuneration should increase by 33.6%.
  - In 2020, it was almost the same, 32.4%.
- On average, men would like a pay rise of almost 40%, while women would settle for 30%. Men are more demanding than women in asking for fair financial compensation.
  - In 2020, on average, men wanted a 38.3% pay rise and women wanted a 26% pay rise. Thus, there has been an increase in the demand for a living wage in both groups, but the increase is more pronounced for women than for men.
- Among the age groups, the youngest under 29 and the oldest over 70 are the most demanding, consistently claiming an average increase of 40%. Conversely, the 'most modest' group are respondents aged 30-39, for whom 30% would be sufficient. For the 40-49 and 60-69 cohorts, the figures are 35%, and 32% for the 50-59 cohort.
  - In 2020, the cohort aged 60-69 years wanted to increase their wages the most, by 82.5%, while the group aged 50-59 years was the most modest – by 18.1%. The under-49 age cohort and people with no stated age wanted increases ranging from 30 to 36%.
- The most frequent value appearing in the responses (modus) is 20%, the median is 30% and the mean is 33.5%.
  - In 2020, the modus was 20%, the median was 25% and the mean was 32.5%.
- Interfaculty views of appropriate financial compensation increases vary from 30 (FEEI 30.8, FChT 31.1, FR 30.8, Rectorate 30.1) to 45 (FEEI 45, FTE 44.4, FAP 43.5) percent.
  - In 2020, the largest requests were at FTE (48.5%) and the smallest were at the Rectorate (24.3%) and at FChT (25.3%). The other faculties ranged from 32% to 38%.
- The biggest increase in financial remuneration is requested by PhD students at 46%. Researchers (40.5%) and academics (38.9%) are comparably demanding, and technical/administrative staff would be satisfied with the smallest increase (26%).
  - In 2020, PhD students also wanted the biggest increase, but the demand was even higher at 56.7%. Conversely, technical/administrative staff were again the most modest, requesting an average 25.1% pay increase. However, there was a more marked difference between academics and researchers, with the former demanding 36.9% and the later 'only' 28.8%.

Conclusion:

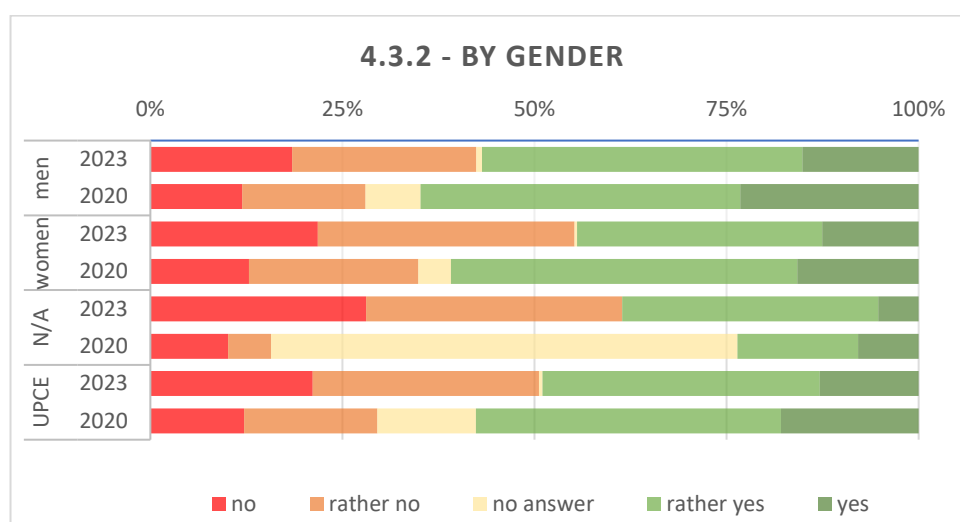
The groups that are least satisfied with their financial compensation are asking for approximately 10 percentage points less of a pay increase than those that are most satisfied. This suggests that for the 30-39, female, technical/administrative staff groups, while being the least satisfied, their demands for pay increases are lower, although still well above the University's means.

In order for UPCE to get its financial compensation to a level that would be satisfactory to employees, there would have to be a 33.5 percent increase. In particular, more modest salary increase requests are made by technical/administrative staff as compared to academic staff, women as compared to men, and the 30-39 age group as compared to the 70+ age group. Among the faculties, the highest demands are made by FEEI, FTE and FAP staff.

### 4.3.2 Are you satisfied with the non-financial benefits provided by UPCE?

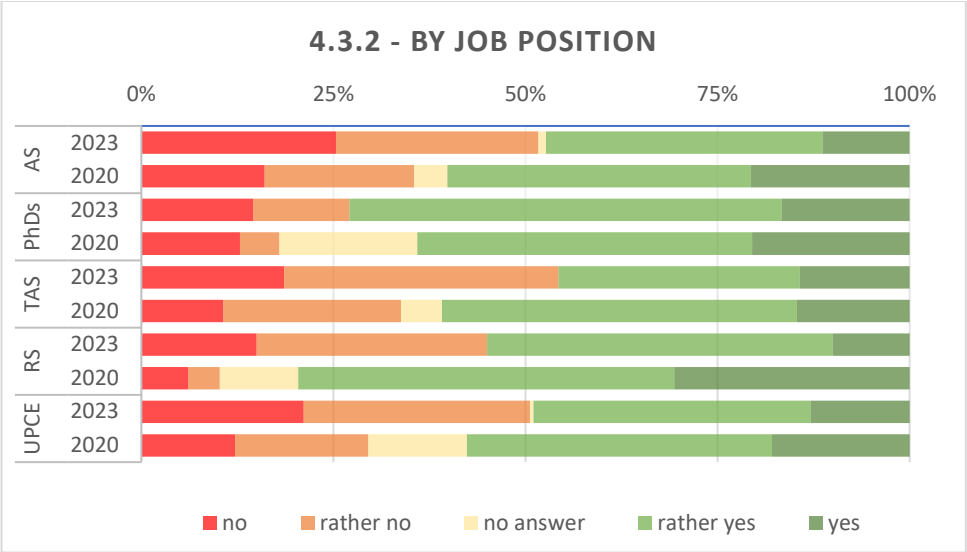


Satisfaction with non-financial benefits has declined over the period under review but is significantly higher than satisfaction with financial compensation. However, satisfaction with both was still comparable in 2020. There was a decrease in satisfaction in all units of the University except FEA, where there was a very slight increase. The largest declines in satisfaction are seen in FR, the Rectorate and FHS. The lowest long-term satisfaction among faculties is at FAP. For non-affiliated respondents, we see an increased proportion of affirmative responses, but an even greater increase in negative responses. For this group, the situation has not improved, but rather polarised; two-fifths of the 2020 non-responses have 'translated into positive or negative attitudes' in a ratio of 1:2.5.

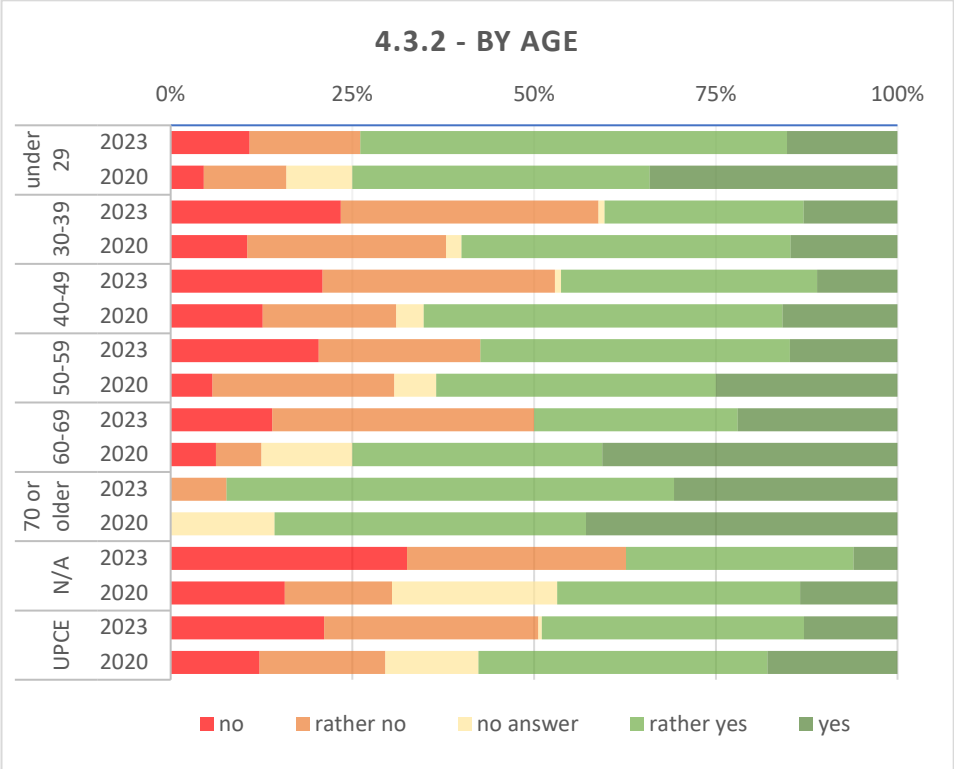


Women were slightly less satisfied with non-financial benefits than men in 2020, and by 2023, their satisfaction had fallen significantly more than that of men. Currently, women are one-third less satisfied

than men. We see roughly the same situation for those who did not specify gender. The ratio between satisfied and dissatisfied ratings remains at around 2:3, with non-responses disappearing.



Technical/administrative staff and academics answered the question of benefits very similarly, and the trend is also the same. Satisfaction was above 60% in 2020 but dropped below 50% for both groups in 2023. While researchers were the most satisfied group in 2020 (79%), in 2023 it was PhD students who were the only ones to show an improvement in satisfaction over the period (73%).



When it comes to benefits, the oldest age group, 70+, is the most satisfied, followed by the youngest group, 29 and under. The oldest cohort is also the only group of respondents where satisfaction has increased from 86% to 92% year-over-year. We see very little deterioration in the under 29 group. For other age groups, the decline in satisfaction is more pronounced, especially for the 60-69 age group. The 30-39 age group is the least satisfied with benefits, followed by the 40-49 cohort.



#### Comments by individual faculties:

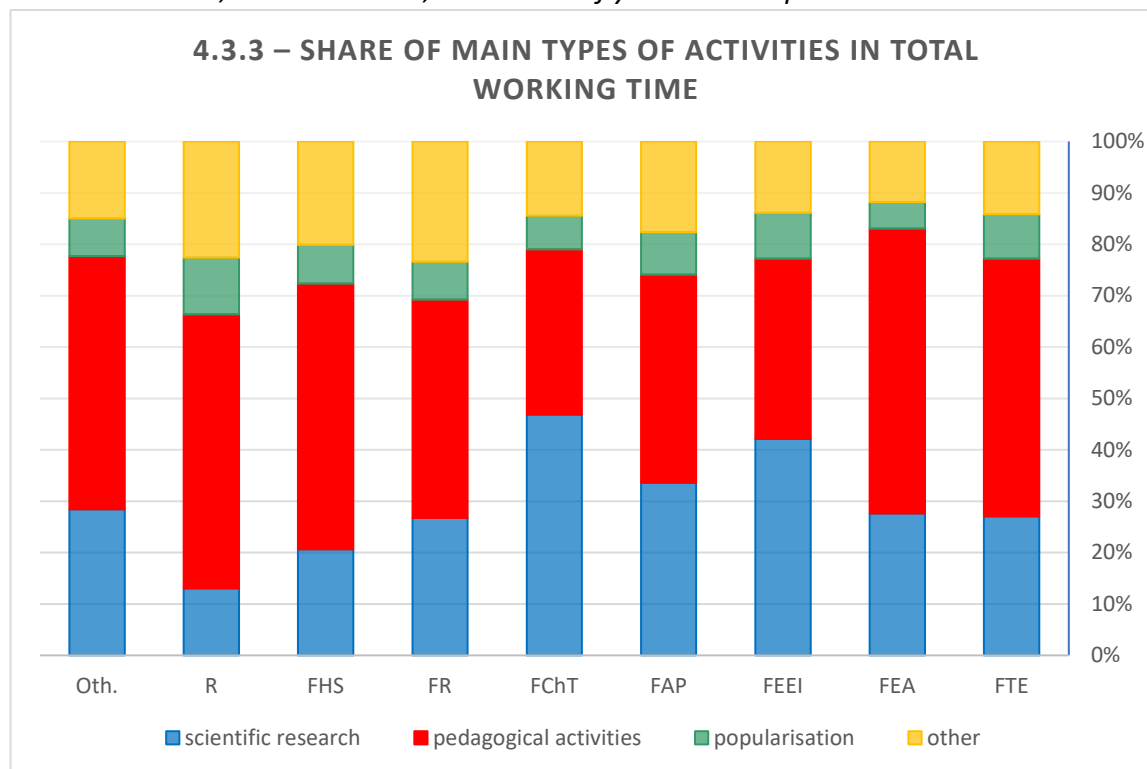
- FTE respondents are more likely to criticise the removal of previous benefits (mileage banks, allowances, language courses) or the inadequacy of existing ones. It is not possible to pick a clear favourite among the new benefits, but it is not the obligatory supplementary pension scheme. Rather, FTE employees would prefer various discount cards and support for consumption of services (multisport cards, cultural allowance, holiday allowance, discounted travel passes, discounted admission to sports facilities, etc.).
- The most frequently mentioned missing benefit at FEA is the supplementary pension scheme contribution. However, it is closely followed by a group of other contributions for holidays, medicines, sports, culture, etc. Interesting and 'low-cost' suggestions include more opportunities to work from home, improvement of existing benefits (cheaper canteen, better tariffs from the operator, SW also for home use), introduction of parking spaces for teachers on campus or preferential assignment of separate dormitory rooms to PhD students.
- FEEI clearly prefers a supplementary pension scheme contribution and, as a second benefit, a contribution or discounts for cultural and sporting activities or holidays.
- It is evident from the comments of FAP respondents that most consider the current benefits to be poor to ridiculous. The most frequent demand (27%) is for a supplementary pension scheme contribution. Of the others, social benefits are worth mentioning, whether they are described as the University's social fund, support for staff – single mothers, young academics (and their families), PhD students in financial distress, etc. There is also a relatively high percentage (15%) of requests for a company mobile phone and/or at least an employer-paid tariff (for working from home). The amount of the lunch allowance should also be significantly increased according to FAP respondents.
- Even at FChT, the main requirement is a supplementary pension scheme contribution. The other main benefits required are those that make the working environment and stay in it more pleasant. Thus, these are mainly increased lunch benefits, sick days, sports facilities at the University for greater use by employees and their families, improvements to the working environment (office equipment, kitchenettes, etc.). There are also the traditional allowances for sport or culture.
- According to respondents, FR should at least support the implementation of existing benefits within the off-campus site.
- The responses from FHS respondents are inspired by the profession itself. Here, the dominant demand is for benefits focused on health – both mental and physical. Employees would appreciate contributions to the purchase of ergonomic office equipment, vitamin purchases, preventive health care, sick days, etc. This group of requests is followed by allowances for sports and culture, retirement benefits, and the possibility of dining at the faculty location.
- Among employees of the Rectorate, the demand for flexibility of work is clearly dominant (flexibility of working hours, working from home, sick days, mentioned in various forms by 72% of the responses), followed by contributions to supplementary pension scheme, culture and sport (33%).

#### Conclusion:

Although respondents are more satisfied with non-financial benefits than with financial compensation, as the data showed, it certainly does not mean that they could not imagine better non-financial benefits. The total number of 341 comments supports this statement. The majority of comments do not consider the current benefits offer to be sufficient or relevant to the times. What is lacking is mainly a supplementary pension scheme contribution, a higher meal allowance, a sports and culture allowance

and, last but not least, a better working environment in the form of more flexible working hours (for technical/administrative staff), sick days (FHS, FChT, Rectorate), etc. The statements indicate that staff feel that the University is a large enough employer to negotiate more substantial benefits for its staff in the region in the form of discounted admissions, fares and other services.

#### 4.3.3 Estimate, as 0% to 100%, how much of your time is spent on activities:



As this is a question asking about the proportion of research and teaching activities, only academics (academic staff, researcher and PhD students, n=348) are included. This naturally implies that the vast majority of working time is devoted to research and teaching. Popularisation and other activities account for only about a quarter of working time in a university-wide comparison. Popularisation takes up the most time (11.7%) at the Rectorate, while it is the least at FEA, which also has the largest number of students at UPCE.

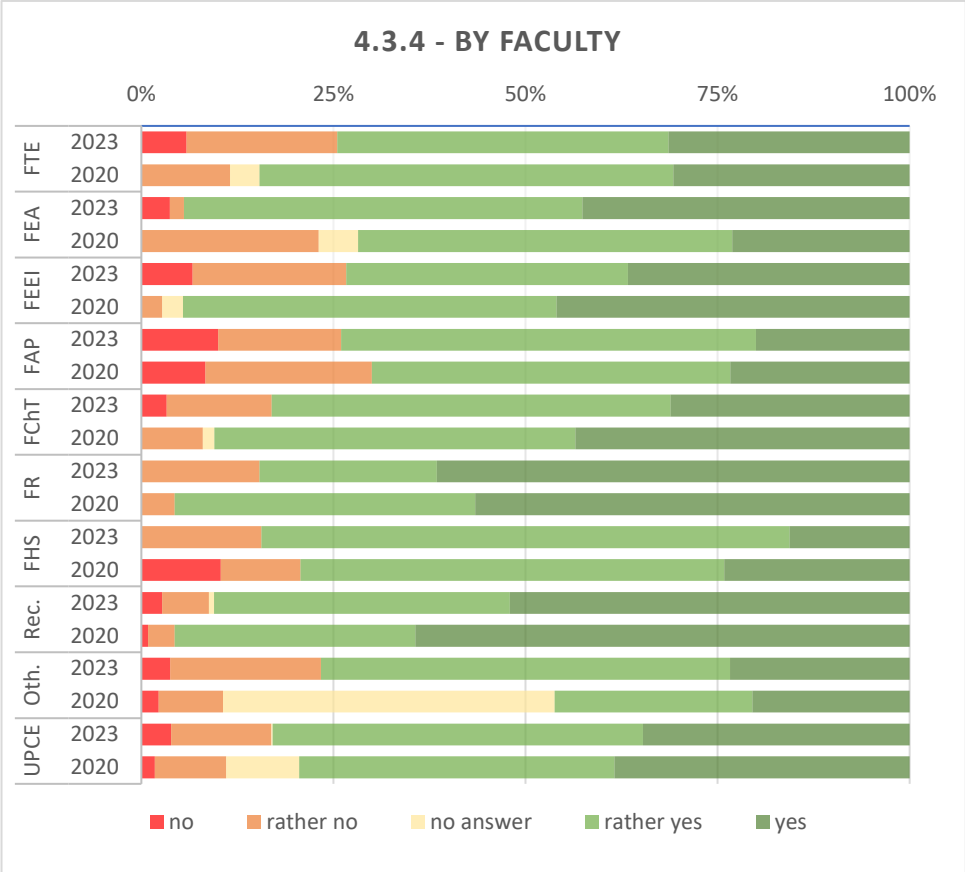
The largest part of the working time is spent on teaching activities. This is the case at least at most of the faculties, with the exception of FChT, FEEI, where time for scientific activities dominates. Time for research is the lowest at FHS (22%), FTE, FEA and FR have similar values of around 29% of time, and respondents at FChT (52%), FEEI (45%) and FAP (35%) have the most time for research. Across the University, a third (33.6%) and almost half (47.3%) of working time is devoted to research and teaching respectively.

Men report a higher proportion of time spent on research than women. While men estimate that they can devote just under 38% of their time to research, women estimate just under 29%. In contrast, men spend 8% less time on teaching (44%) than women (52%). Among age cohorts, young people under 29 (63% of working time), primarily PhD students (65% of time) and seniors over 70 (43%) have the most time for research, while the 50-59 generation has the least (25%).

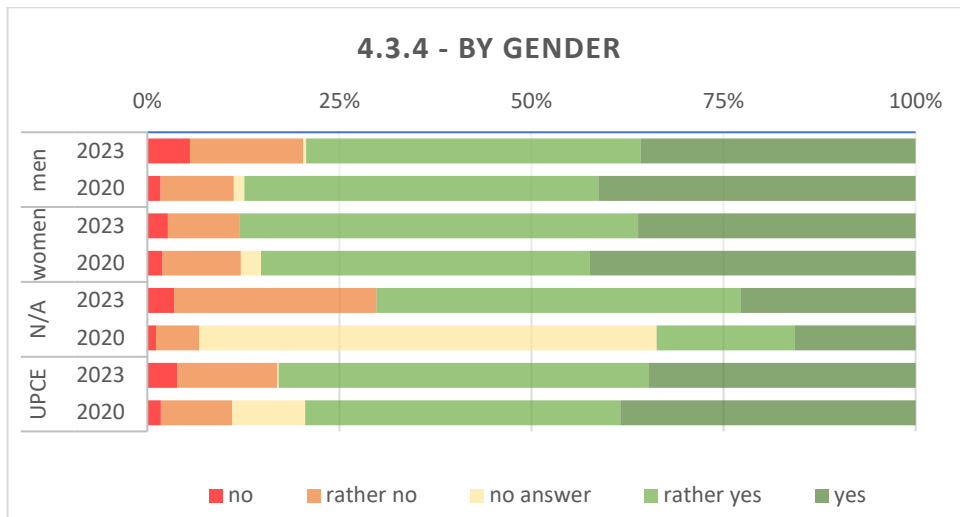
When the question was compared with questions on satisfaction with freedom of research and salary, the relationship between the amount of time for research and satisfaction with freedom of research

was found to be completely inconclusive, although the lack of time for research because of other activities was mentioned in the comments as one of the main problems with freedom of research. A moderate correlation (0.38) was found for the relationship between the amount of time for research and satisfaction with financial reward. People who are more satisfied with their remuneration have more time for research. However, this correlation should be seen as a crude one that does not take into account the different internal structure of faculty staff, the internal remuneration systems set up, the nature of the work, etc.

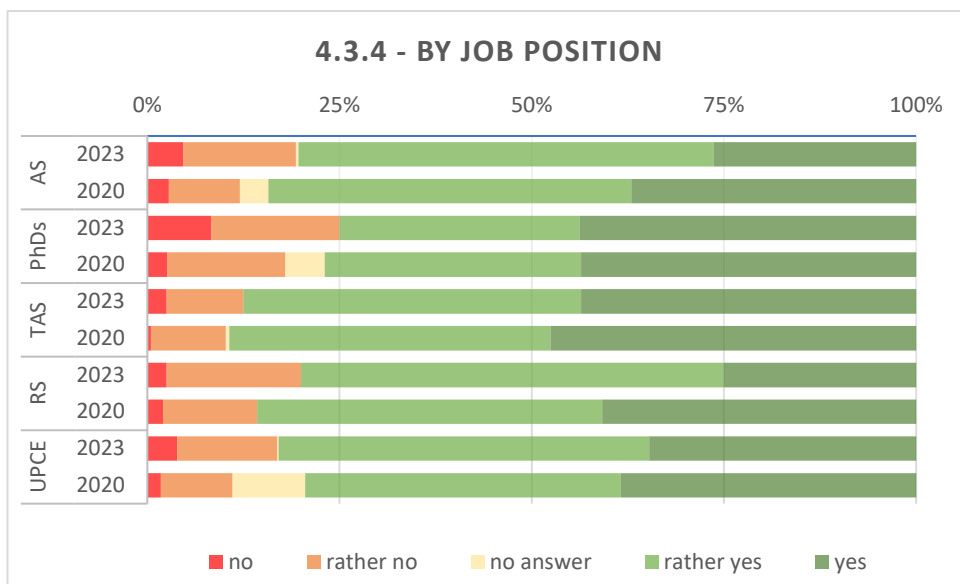
4.3.4 Are you satisfied with the working environment at UPCE?



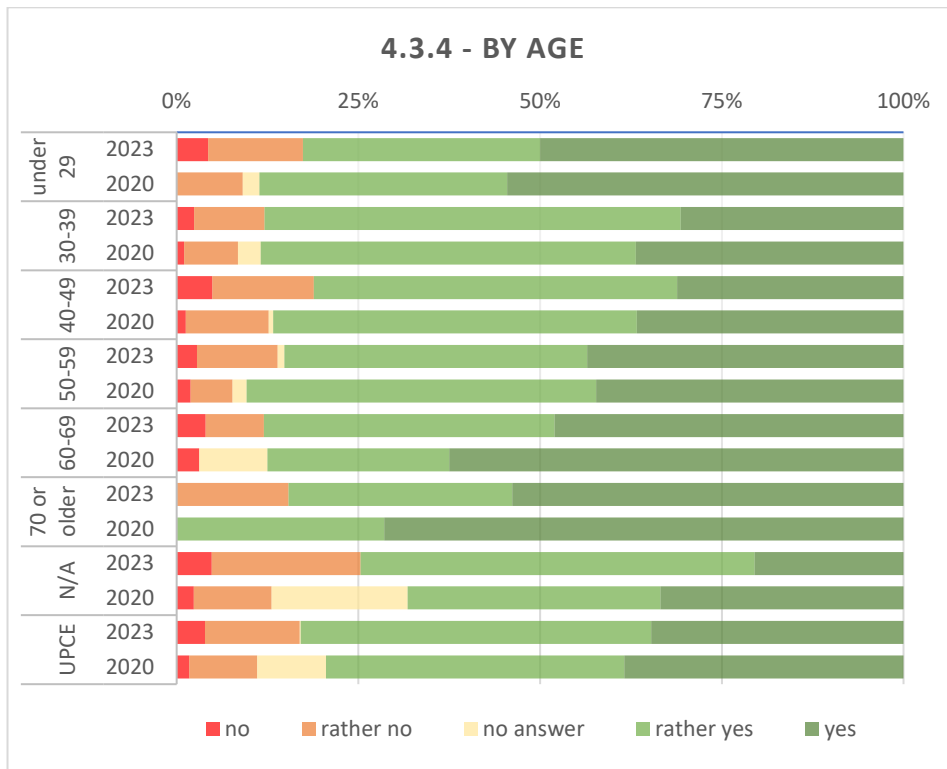
The working environment is perceived very positively by respondents and the perception has even improved slightly over the period under review, with 83% of respondents describing it as positive. It is interesting to note that the University can be divided into two camps – faculties where satisfaction has declined (FTE, FEEI, FChT, FR and Rectorate) and faculties where the situation has improved (FEA, FAP, FHS). Although most parts have seen a decline in satisfaction, university-wide satisfaction with the working environment has increased slightly, which is due to the very rapid increase in satisfaction especially in FEA.



Even by gender, we see the opposite trends, with a small drop in satisfaction among less satisfied men (from 87% to 79%), while satisfaction among generally more satisfied women rose slightly to 88% between 2020 and 2023.



Technical/administrative staff are the most satisfied with the working environment, followed by academics and researchers, with roughly comparable percentages and development. PhD students are the least satisfied group, but even here we are still talking about 75% of at least partial satisfaction. For researchers and academics, it is also interesting to note how sharply explicit satisfaction has fallen over the period under review, rated by around a quarter of academics and technical/administration staff.



We do not observe any major differences in age groups, satisfaction is across the board. The trend is comparable to the description by faculty. The under 29, 40-59 and 70+ age groups have declined slightly in satisfaction, while the others have increased slightly. We see a more significant increase in dissatisfaction only among non-affiliated respondents.

Comments by individual faculties:

Satisfaction with the working environment is also reflected in a relatively small number of verbal responses, which cannot be summarised as clearly as, for example, in the case of (dis)satisfaction with financial compensation or benefits.

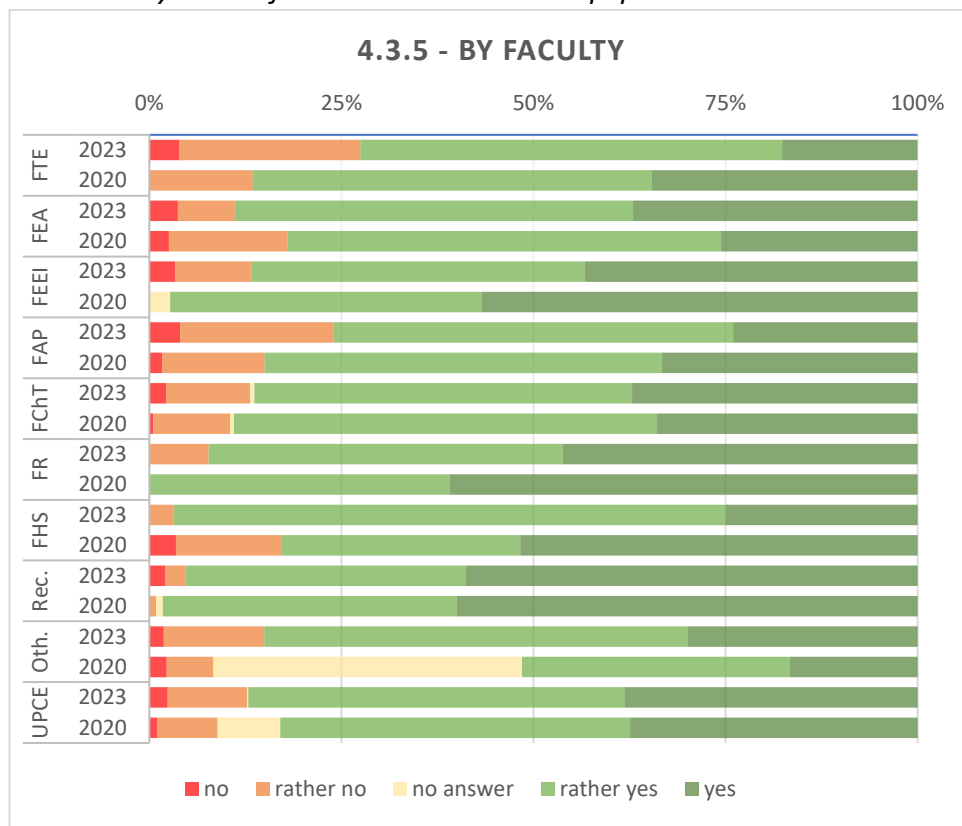
- At FTE, the work environment is disrupted by faculty management, according to respondents.
- Respondents from FEA mention more the material environment – they lack relaxation areas and complain about the inadequate facilities of the building. The request for bilingual signage in the faculty premises for foreign students and lecturers for better orientation is inspiring.
- According to FEEI respondents, the work environment is rather disturbed by interpersonal relationships, lack of teambuilding, weak cooperation, and insufficient team leadership.
- FAP almost exclusively mentions inadequate facilities, especially in the case of the EA building, which according to respondents are unsuitable for teaching, working in the summer, shabby outdated condition of interiors, lack of common areas for employees suitable for socialising. However, one in four comments indicated that the respondent was generally satisfied with the work environment.
- Respondents from FChT define the shortcomings of the working environment mainly through ossification, unethical interpersonal relations, excessive bureaucracy, but at the same time every third person comments on the working environment rather positively. Again, there is a call for a more bilingual environment, and even the physical environment has several comments, such as the lack of changing rooms, lack of storage and other facilities.

- At FHS, two problems emerged as the main issues among the responses – outdated facilities and a 'caste' system of academics and technical/administration staff. The remaining comments (a third) see shortcomings but find the environment pleasant, nonetheless.
- In FR, it is mainly the excessive administrative burden that disrupts the working environment.
- At the Rectorate, interpersonal relations and unethical behaviour are the primary obstacles to a good working environment, primarily on the part of superiors. 40% of respondents consider the situation to be good, while the rest, primarily women, are bothered by the aforementioned interpersonal relations and the incompetence of some managers or entire departments.

**Conclusion:**

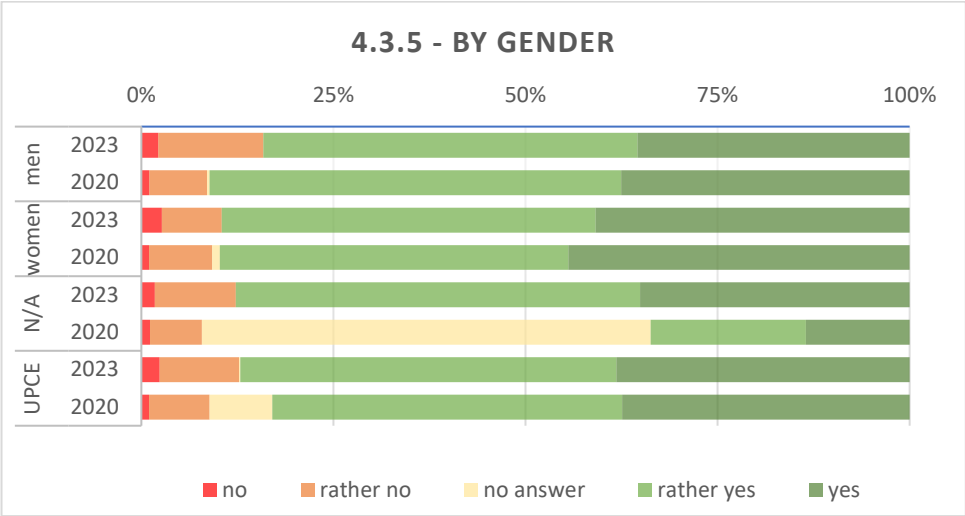
The work environment at UPCE is rated very positively across faculties, gender, age groups and job positions. Among the faculties, the situation has deteriorated the most at FEEL. Men are less satisfied than women. Technical/administrative staff are the most satisfied group, and no age group is significantly different from the others. According to the respondents, the work environment is primarily disrupted by interpersonal relationships and outdated, inadequate, or unsociable university facilities. At FTE, FEEL, FChT, FHS and Rectorate, interpersonal relations are the main disruptor of the working environment, although slightly differing in each case (unethical behaviour, ossification of the system, relations with supervisors), while at FAP and FEA it is primarily the premises themselves that are not conducive to a pleasant working environment (it is primarily the EA building). Although respondents identify partial problems, the working environment is not perceived as the primary reason for employee dissatisfaction.

**4.3.5 Are you satisfied with the technical equipment at UPCE?**

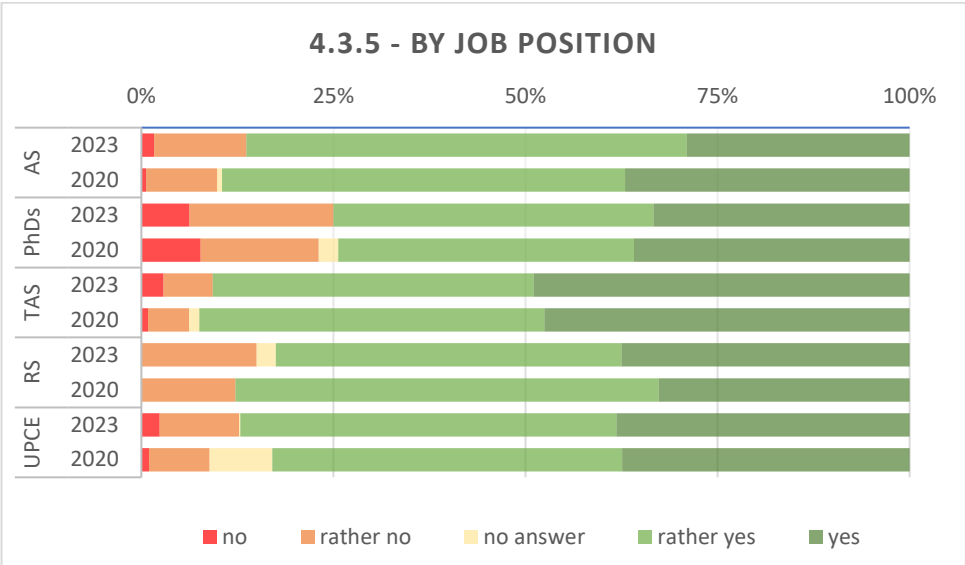


Technical equipment, like the working environment, is a very positively rated aspect of working conditions at UPCE. University-wide satisfaction even rose to 89% between 2020 and 2023.

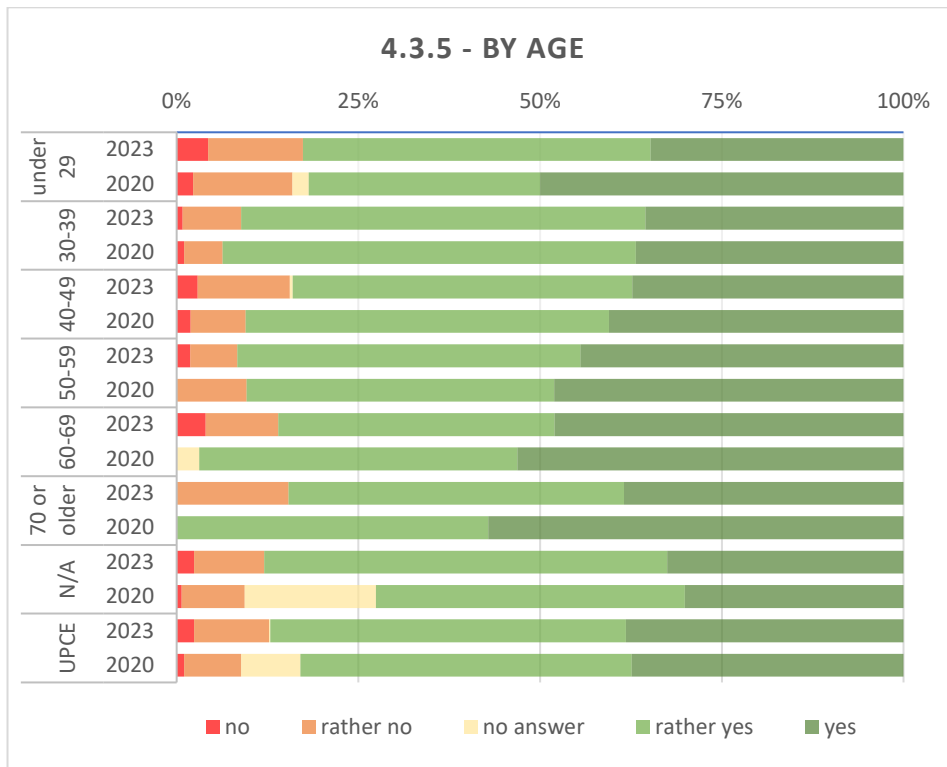
Respondents from FEA, FHS and those who did not indicate an affiliation account for the largest share of this university-wide increase in satisfaction. Conversely, other university sub-divisions saw a decrease, with FTE and FEEL the most significant. Here again, very strong satisfaction persists.



There was a slight decrease in satisfaction among men, while the situation did not change for women. However, for those who did not specify their gender, satisfaction increased sharply.



The least satisfied group of employees with the technical equipment are PhD students, but this is still very positive (75%) and stable (no decrease). On the other hand, the highest satisfaction is among technical/administration staff, where it is also stable and exceeds 90%.



Nor do we see any trend or anomaly/exception in the age groups. For most cohorts, ratings are stable or even slightly more positive compared to 2020, with the exception of those who did not provide an age – they showed the largest increase in satisfaction.

Comments by individual faculties:

Given the overall satisfaction with the technical equipment, there are fewer verbal comments and a large part of them are positive.

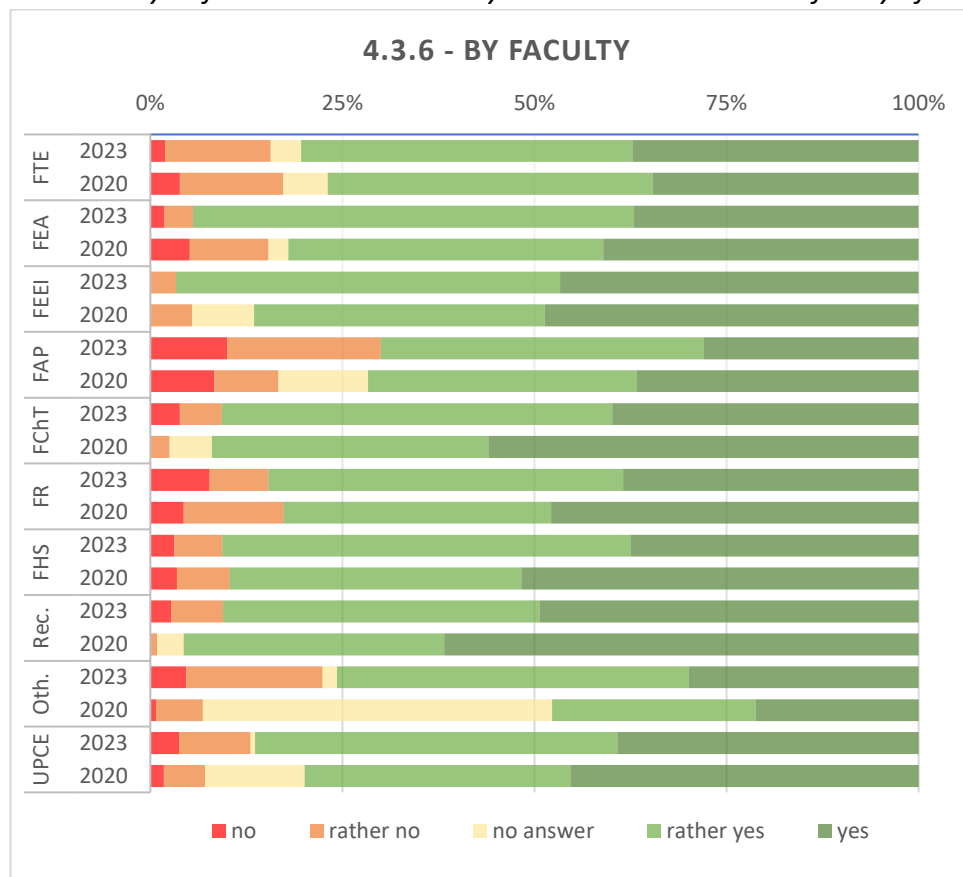
- The primary criticism at FTE is the outdated computer technology and the lengthy purchasing process.
- At FEA, comments are rather positive, with respondents sensing changes. One interesting suggestion is the lack of bike racks.
- At FAP, most of the criticism focuses on the undignified, outdated interior furnishings of the EA building, and partly on the lack of personal technology (PCs, etc.) and outdated classrooms. The answers are very similar to those to the previous question.
- The comments of the respondents from FChT are specific to the needs of the faculty, the technical facilities are perceived positively, and the criticism is rather directed to the non-concept (non-centralisation) of their acquisition, lack of funds for their operation and renewal. Similarly to FAP, insufficient facilities for PhD students are also mentioned here.
- FR has the same problem as FChT – the technical equipment is good, but there is a lack of funds for maintenance, operation, and renewal.

Conclusion:

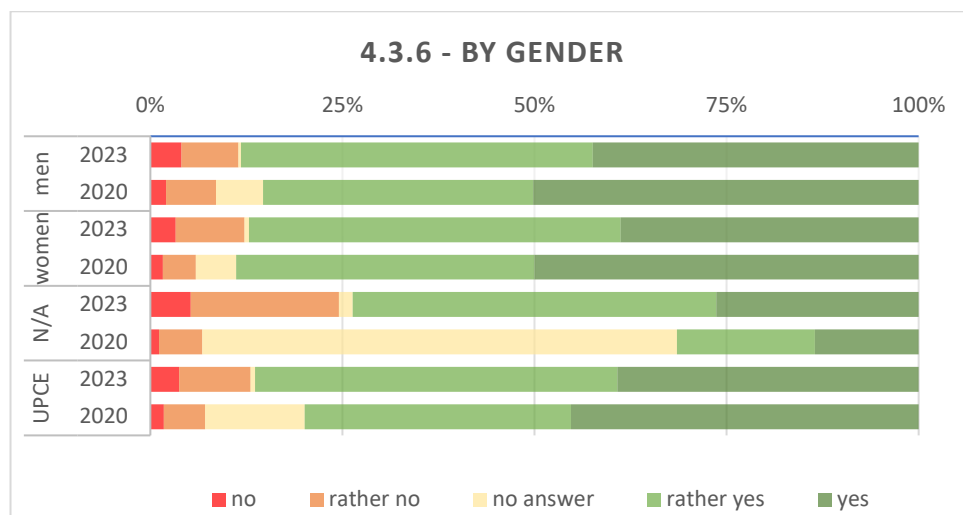
The technical facilities at UPCE are perceived well. What the university should focus on is mainly providing funds for proper operation, maintenance, and renewal of technical equipment, especially at FTE, FChT and FR. Inadequate facilities for PhD students should also be addressed at FAP and FChT. The ageing technology in classrooms, the lack of technology for individual use (home office) and, in the case of the EA building, the obsolescence of the entire interior are other significant areas for improvement.



4.3.6 Do you feel that UPCE allows you to balance work and family life appropriately?

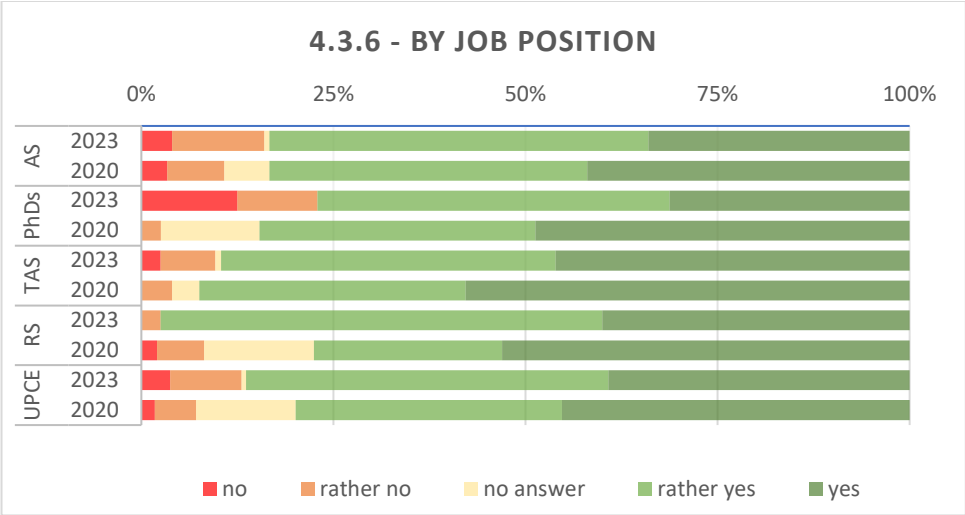


Reconciling work and family life is rated very highly. Across the University, the proportion of respondents who feel that working at UPCE makes this reconciliation possible has even increased from 80% to 86%. Although there is a noticeable decrease in unequivocal statements, there is a greater increase in a rather affirmative opinion. The most significant improvement is felt by those who did not indicate affiliation and respondents from FEA and FEEI. Conversely, there has been a slight decline at the Rectorate, and the situation is rather stagnant with high levels of satisfaction for other faculties.

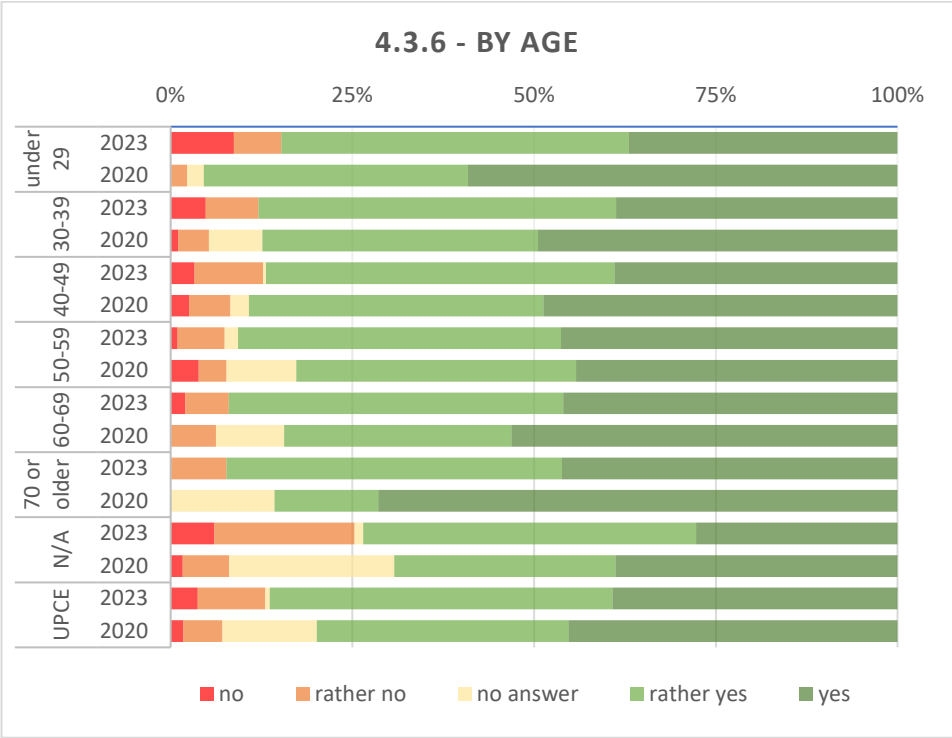


We see almost no difference in scores between men and women, which in the case of this question is very positive news. Although the scores have increased slightly for men and decreased slightly for

women, this cannot be considered a 'phenomenon' but a variation within the statistical error within the two samples.



PhD students consider the reconciliation of private and professional life to be the least possible, but even here it is still a very strongly positive attitude (77%), but at the same time there has been a relatively visible decline. Researchers see it best and with the greatest positive change, followed by technical/administrative staff. Academics are stable with no change and a sense of reconciliation is perceived by 84% of them. Here, a correlation was also made with the time commitment of each activity, which shows that there is indeed a demonstrable link between the amount of time spent on research and the ability to combine this with family life. People who reported a higher proportion of their time spent on research are generally better able to balance their work and family life. Conversely, those who reported a significantly higher proportion of teaching activities see this reconciliation as less realistic, as the time they miss out on research takes time away from family life. Technical/administrative staff who do not logically perceive a conflict between scientific and teaching activities have the highest long-term (average across both surveys) satisfaction rates.



Work and family are best balanced by people over 60 years of age. In 2020, people under 29 had the most positive attitudes, but this has fallen quite visibly and now they even have the highest proportion of completely negative attitudes.

Comments and conclusions:

Three main themes emerge in the comments – work flexibility (home office), remuneration and the specificity of academic work. Since these themes appear across the University and are more related to the job position rather than the faculty, the comments are summarised for the whole University and linked to the conclusion.

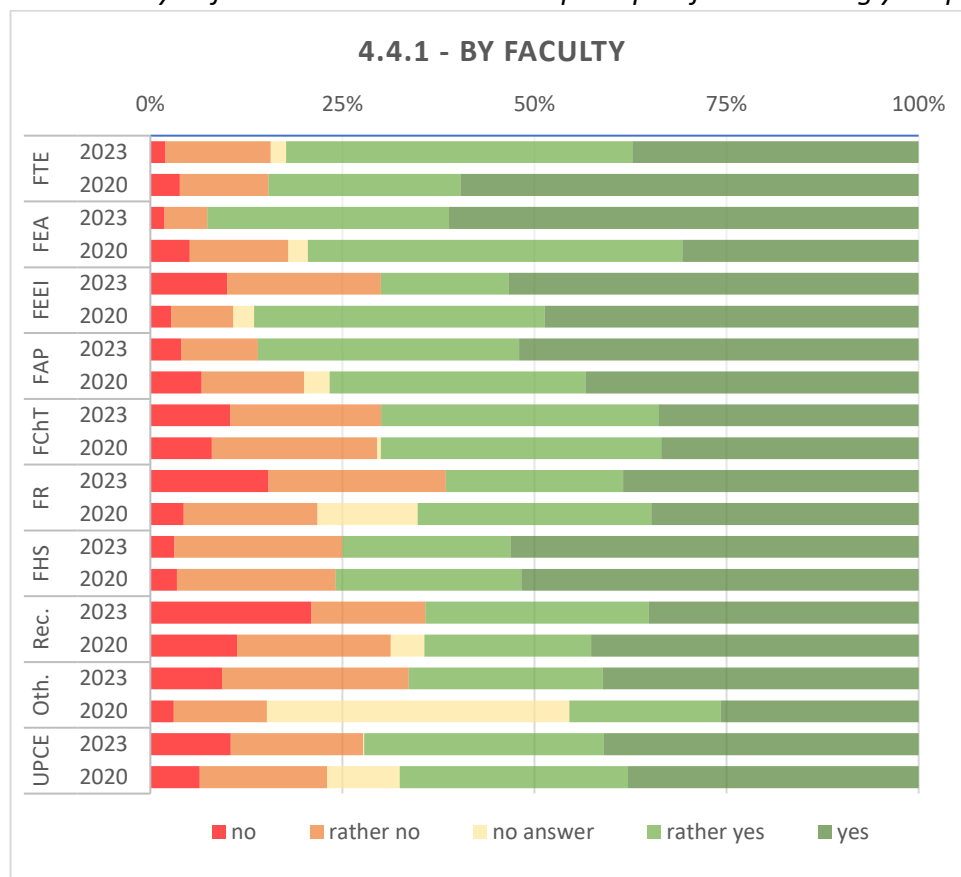
While the flexibility of work is a great advantage for academics and researchers at UPCE, for technical/administration staff it is exactly the opposite. The different attitude towards technical/administration staff is not only manifested in this issue as a major problem for satisfaction. Technical/administration staff are bothered that they do not have the same work flexibility that they see in their colleagues. This reduces the feeling of being appreciated for their work (see below), but also of equality in the workplace (see above). It should be added that technical/administration staff perceive work-life balance most positively amongst staff, so that although the home office requirement is universal across the University, other aspects of work are still rated well in this respect.

Financial compensation is a general problem, especially for academic staff, PhD students and technical/administration staff. The need to earn extra money to support families is a major obstacle to reconciling family and professional life. The wage issue, which has emerged as the most pressing in this chapter, is therefore a determinant for many other aspects of the working environment.

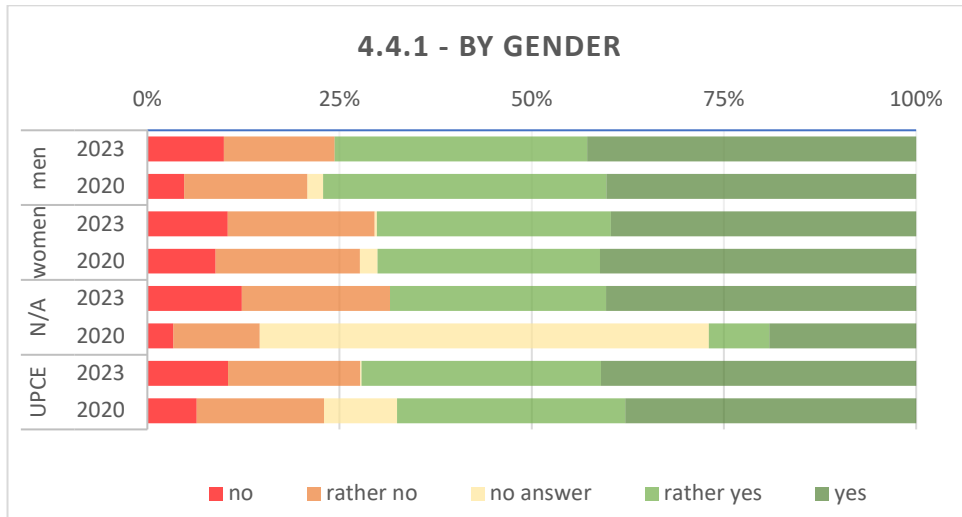
The specificity of academic work is a concept that covers a wide range of responses. The main determinant of academic work is the research part, which, according to the respondents, must take place beyond working hours, i.e. at the expense of private and family life. This statement appears both in faculties with very flexible work (such as FAP) and in FChT. While at FAP it is mainly working on research papers at home, in the case of FChT it is rather scheduling and working at the workplace until the evening hours that interfere with family life. Although the comments here are primarily negative (conflict between family and work life), it is important to bear in mind that the possibility to reconcile family and work life remains a very positively evaluated aspect of working conditions.

## 4.4 Management and relations with supervisors

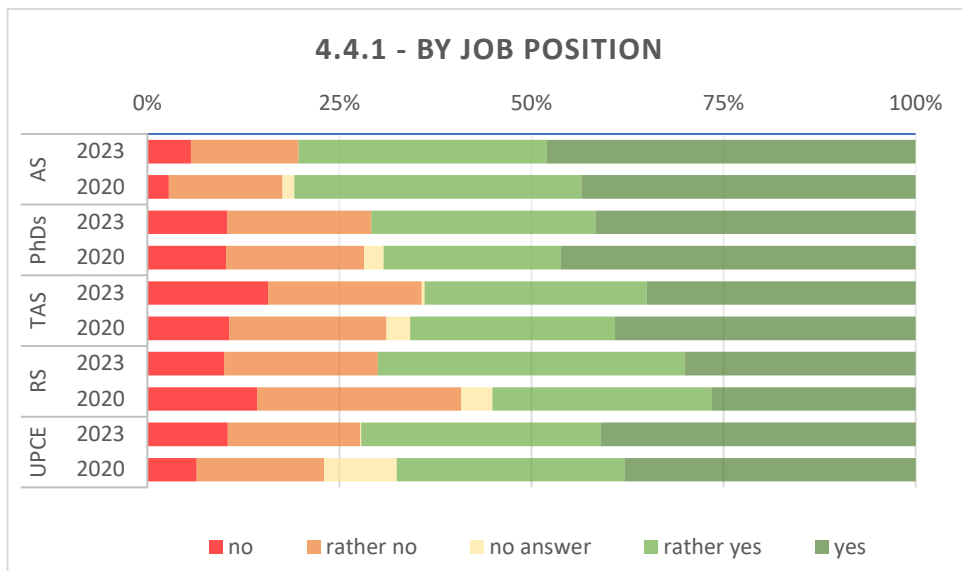
### 4.4.1 Are you familiar with the rules and principles for evaluating your performance?



Most of the respondents are aware of the rules and principles for evaluating their performance. Across the University, 41% of respondents are familiar with the rules and principles, and another 31% are rather familiar. Between 2020 and 2023, the overall proportion of 'agree' responses has increased from 67.5% to 72%. At the same time, however, the proportion of completely 'disagree' responses has also increased, so that one in ten respondents (10.5%) are not familiar with the rules and principles for evaluating their work. The Rectorate comes out worst in this respect, where the proportion of disagreeing responses has almost doubled and now a total of 21% of respondents are not familiar with the rules of appraisal. There has also been an almost fourfold increase at FR, where one in six respondents (15.7%) now do not know the rules for evaluating their work. The situation has also deteriorated significantly at FEEI. On the other hand, the faculties where there is a minimum number of people who do not know the principles of appraisal and at the same time the situation has improved between the years include FEA and FAP. At FTE, while the number of unequivocally negative responses has declined, so too have the number of unequivocally affirmative responses. At FHS, the situation is stable, with a well above average proportion of those who are completely familiar with the principles and rules and a minimum of those who are not familiar at all. At FChT we see a fairly stable situation, but there is definitely room for improvement, as almost one in three do not know or rather do not know how they are evaluated and those who do know clearly are slightly below average.

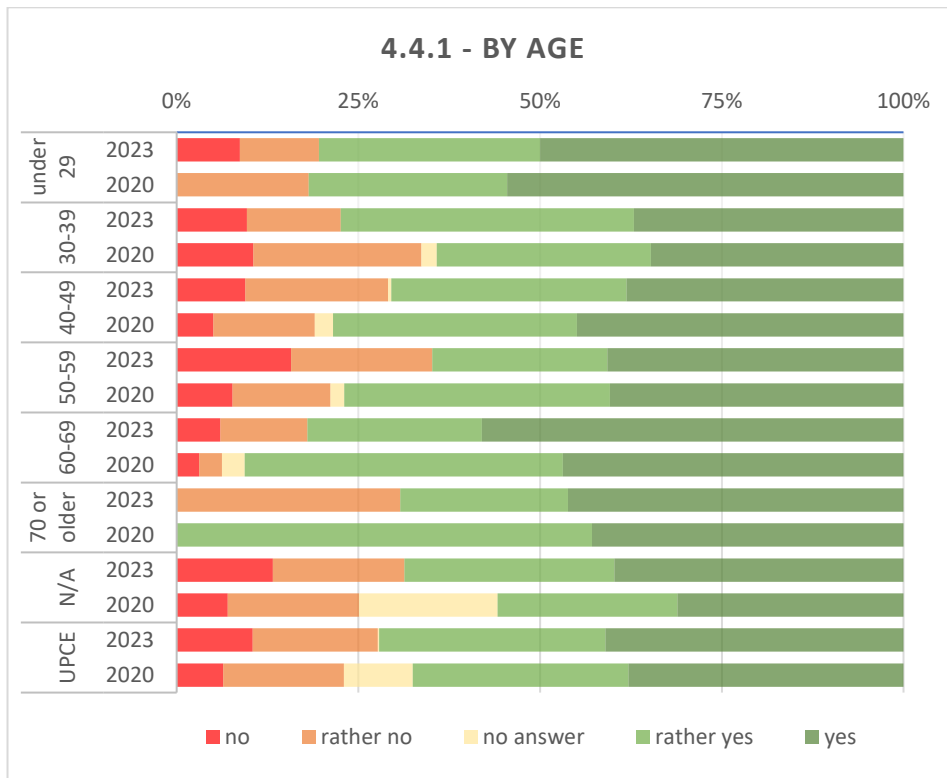


Men feel slightly more familiar with the rules and principles of appraisal than women. However, the differences are minimal and the trends insignificant, so it can be argued that familiarity with the rules is not gender-specific.



The group most familiar with appraisal is academic staff. Although the proportion of those who do not think they are familiar has increased quite significantly, this is still an above average group. For PhD students the situation is stable, with almost three in four being familiar, but one in ten not familiar with the rules. The situation is worst for technical/administrative staff, where the proportion of those who do not feel informed about the appraisal rules has risen significantly and is now one in six technical/administrative staff (15.7%). In contrast, we observe the only significant positive change among researchers, which is primarily due to the change in the situation at FAP.

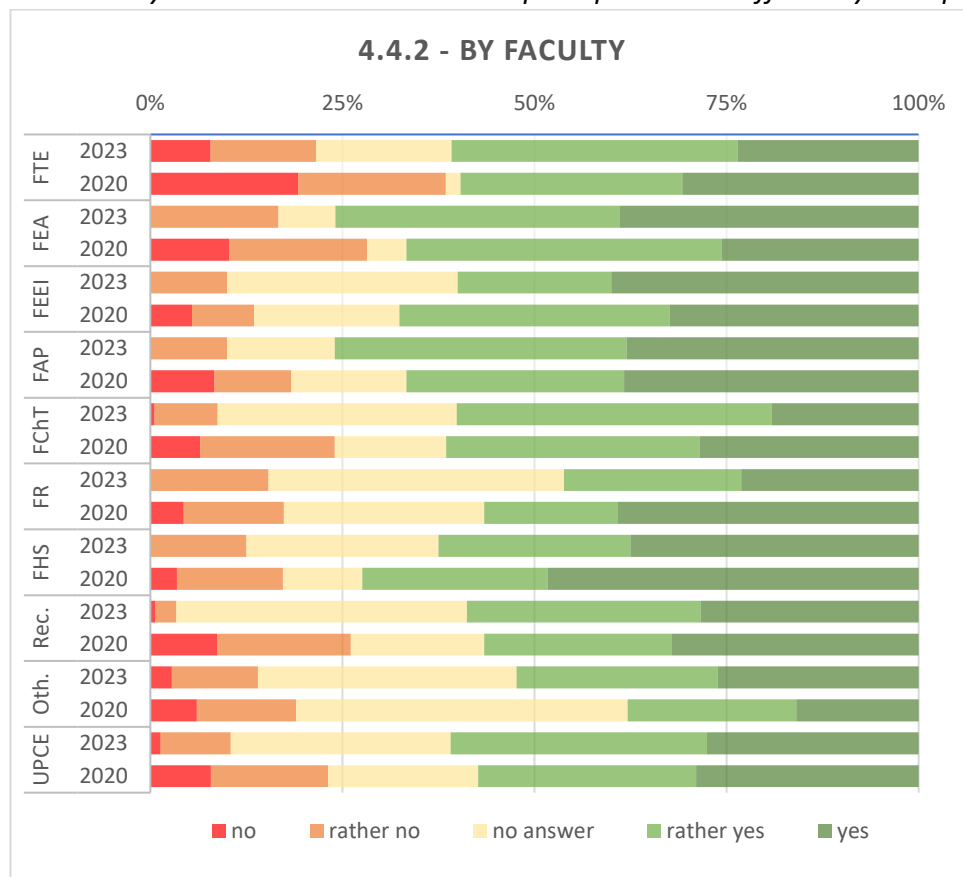
In terms of age, the primary decline in familiarity with the rules is seen in the sandwich generation aged 30-59. The situation is best for the under-29s and the 60+ seniors, but we see a deterioration or polarisation of responses in all these categories.



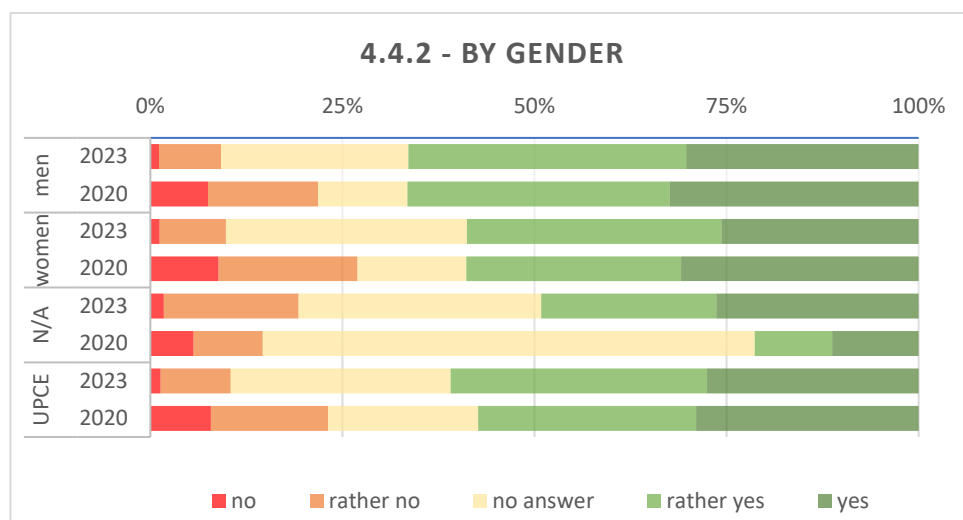
**Conclusion:**

The rules and principles of employee appraisal are familiar to most. While there has been a slight improvement over the reporting period, the proportion of those who are not familiar with the rules has risen above 10%. Gender has no influence on familiarity, with age differences being mainly between the sandwich generation and others, but these are not major differences. Among the different staff job positions, the situation is worst for technical/administrative staff, where one in six are clearly unfamiliar with the rules and principles of appraisal, suggesting that this problem primarily affects the Rectorate (where the highest proportion of technical/administrative staff respondents was). This is certainly where UPCE should improve. However, the most important factor of familiarity is the individual faculties, who are also responsible for the appraisal and its rules. Here we see quite substantial differences.

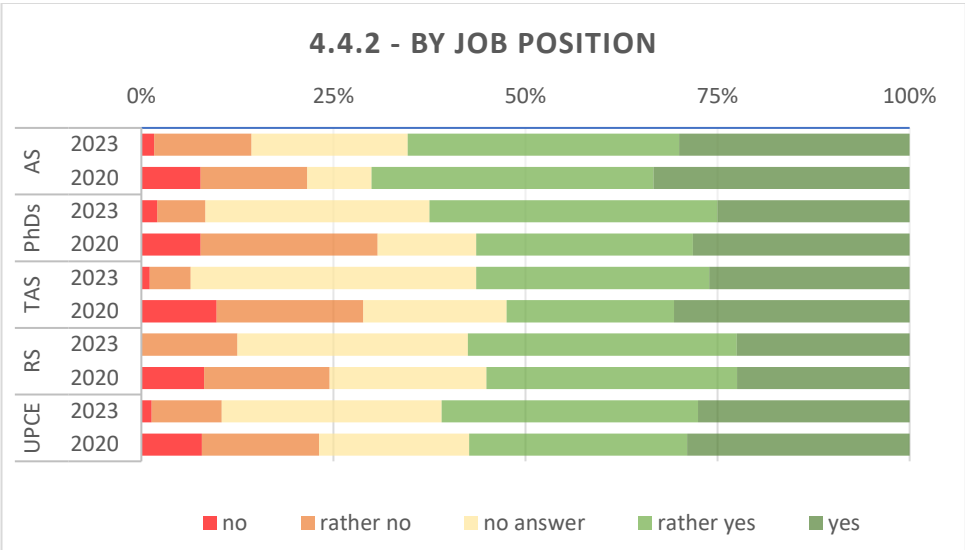
4.4.2 Do you consider these rules and principles to be sufficiently transparent?



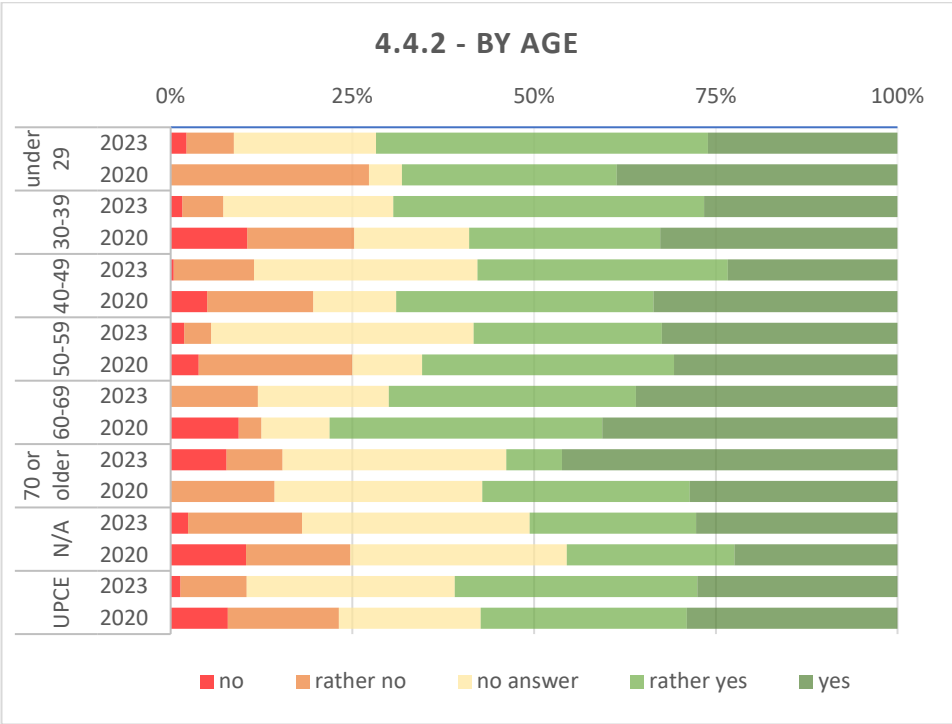
Only three-fifths (61%) of respondents think that the rules and principles of appraisal are transparent, but there is a positive trend. It is also quite significant that more than a quarter of respondents (29%) did not answer the transparency question and the proportion of non-responses has increased compared to 2020, which is exceptional in this survey. These non-responses should also be interpreted as expressing uncertainty about transparency. However, this increase is at the expense of the negative responses, so this supports the claim of a positive trend. There are quite substantial differences between faculties. FAP and FEA are especially convinced of transparency, which are also the two faculties that have seen a relatively large increase in affirmative responses and a drop in negative ones – no one at either faculty clearly questions transparency. On the contrary, the biggest drop in confidence in transparency was at FR, even below the 50% threshold (46%).



Similar to familiarity, the sense of transparency is not fundamentally influenced by gender. Although women have about 7 percentage points less confidence in transparency than men, the trend is the same for both genders. In both cases, there is a significant decrease in negative responses and also a clear positive response. However, overall confidence in the transparency of the system has increased slightly for both women and men.



While trust in transparency increased slightly for PhD students, technical/administrative staff and researchers, trust and distrust declined for academics. Nevertheless, academics are the most satisfied staff group with the transparency of appraisal. This is probably because a large part of the appraisal rules are aimed specifically and exclusively at them.



The 60-69 and under-29 age groups consider the rules to be transparent, while the 70+ cohort and the 40-59 cohort consider them to be the least transparent. The 70+ group is the only one for which the lack of trust in transparency increased in the period under review and was the highest among the age groups in 2023.



#### Comments by individual faculties:

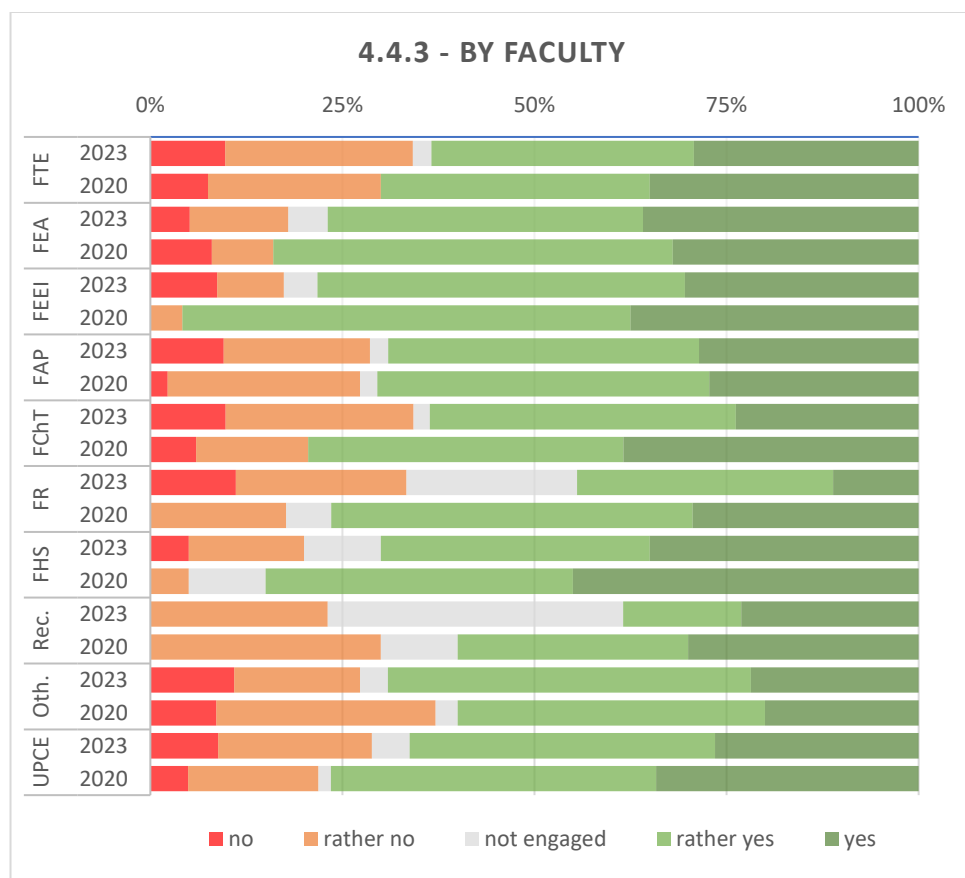
- FTE respondents do not share a unified view. One group, the smallest, says that the appraisal is known and transparent, but the question is whether it covers everything (e.g. does not evaluate administrative activities, etc.) or whether they agree with the set-up. The other group does not feel that they have been trained or do not know about the appraisal rules. The third group, and in the sample of responses this was one third, questions the transparency of the appraisal system set up and questions its objectivity.
- There was mention of the M1 Flags Committee at FAP, which the author believes is inappropriately set up and creates political gamesmanship rather than transparency at the faculty. There was also disagreement with the set appraisal of disciplines using KENs.
- All but one of the verbal comments at FChT point to the opacity of the system. Some are familiar with the rules, others are unaware of them, others lack information, and some see them as tailored to someone, but the common denominator is always opacity. In one case, however, it is mentioned that everything is clear and transparent, and in a third of the responses it is suggested that the situation has improved recently, although it is still not good.
- At FHS, they perceive the appraisal to be chaotic or inadequate rather than non-transparent.
- In the case of Rectorate, the main problem is the lack of communication of the employee's appraisal (the employee does not even know about it, does not know what he or she is doing wrong, or what he or she is evaluated for or, on the contrary, what he or she is not evaluated for). There is a lack of growth wage rates according to years of service.
- There were not enough suggestive responses on the other sections to draw a conclusion.

#### Conclusion:

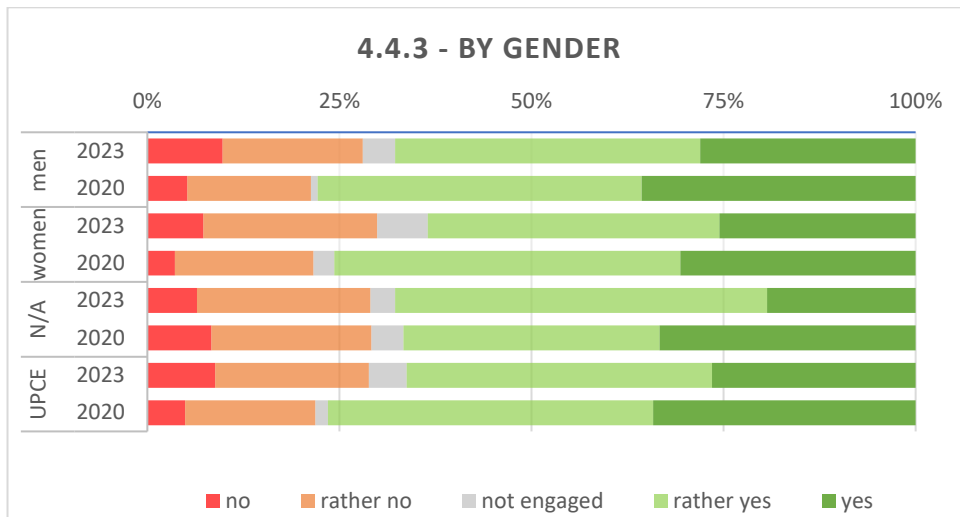
Transparency of appraisal is generally well rated, with 61% believing in transparency. There are quite substantial differences between faculties and there are also different developments in different parts. FAP and FEA show the best results. Transparency of assessment as well as familiarity with the rules and principles of assessment are primarily determined by communication at the different UPCE units. They vary minimally by age or gender. Among the staff categories, academic staff are the most satisfied and receive the majority of the primary focus of appraisal, while technical/administrative staff experience relatively little of this.

### 4.4.3 Do you believe that your scientific research activities and their results are sufficiently taken into account in your appraisal?

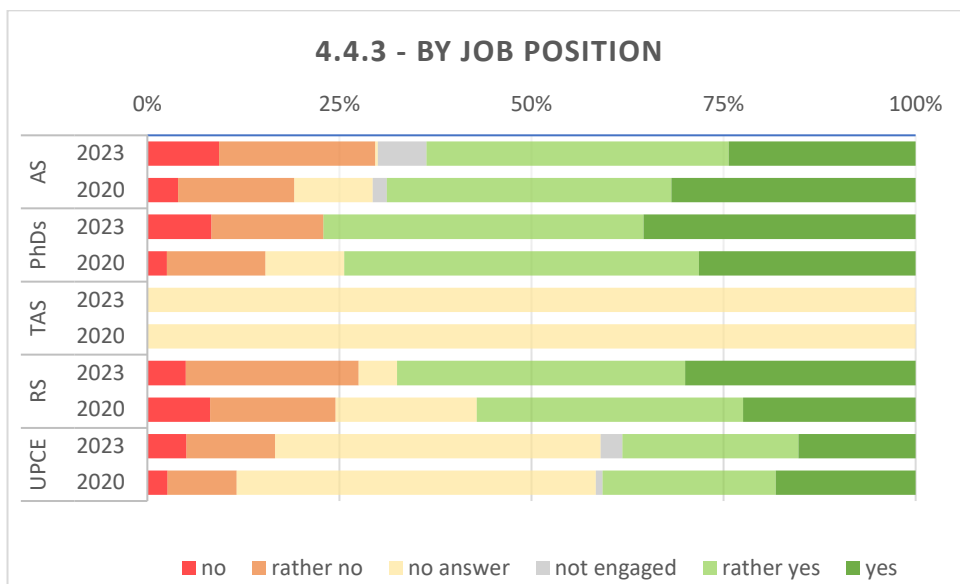
As this question was not answered by technical/administrative staff and thus accounts for 98% of non-responses in 2023, these have been omitted from the assessment except for Chart “4.4.3 – By Job Position” for illustrative purposes.



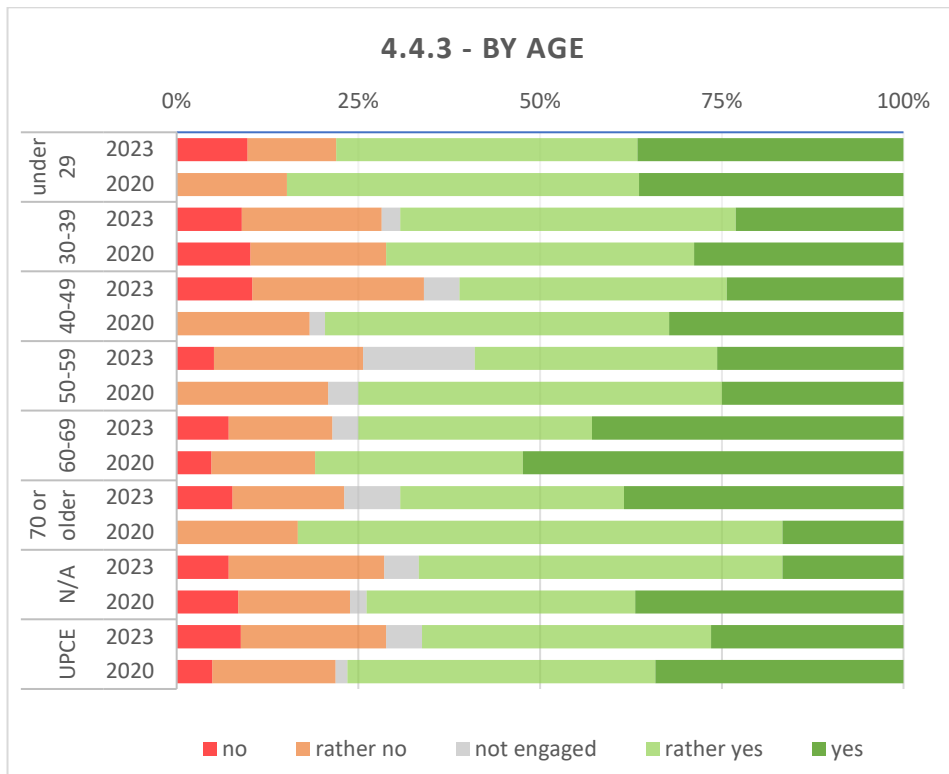
Consideration of research activities in employee appraisal is perceived as sufficient in almost all parts of the University, but this perception deteriorated everywhere during the period under review. While 71% of academics (academic staff + PhD students + researchers) perceived this consideration positively in 2020, this was only 66% in 2023. The ratio between positive and negative responses has deteriorated from 7:2 to 5:2. The best situation is at FEA and FEEI with more than 75%. But especially for FEEI we see a significant drop from the 95% in 2020. The biggest drop and the absolute lowest conviction is at FR (44%). In the case of Rectorate, the figure must be taken with a grain of salt due to the small number of valid responses. At FAP there has been the smallest deterioration and almost 70% of academics are convinced that research is sufficiently taken into account.



Gender does not play a role in how academics perceive the consideration of research in the appraisal of their work.



Consideration of research activity has a more positive perception in 2023 compared to the previous survey only for the group of researchers, where the proportion of affirmative responses increased, and the proportion of purely negative responses decreased. Nevertheless, this group of employees does not feel that their research activity is sufficiently reflected compared to other groups. For PhD students, the ratio between positive and negative appraisals has worsened and there has been a significant increase in purely negative responses, i.e. one in 12 PhD students clearly do not believe that their research activity is sufficiently reflected in the appraisal. For academics, this is the case for almost one in 10 staff. In addition, for academics, there were a total of 6.3% of respondents stating that they do not engage in research activities, which is quite a significant increase from the 1.9% of responses in 2020.



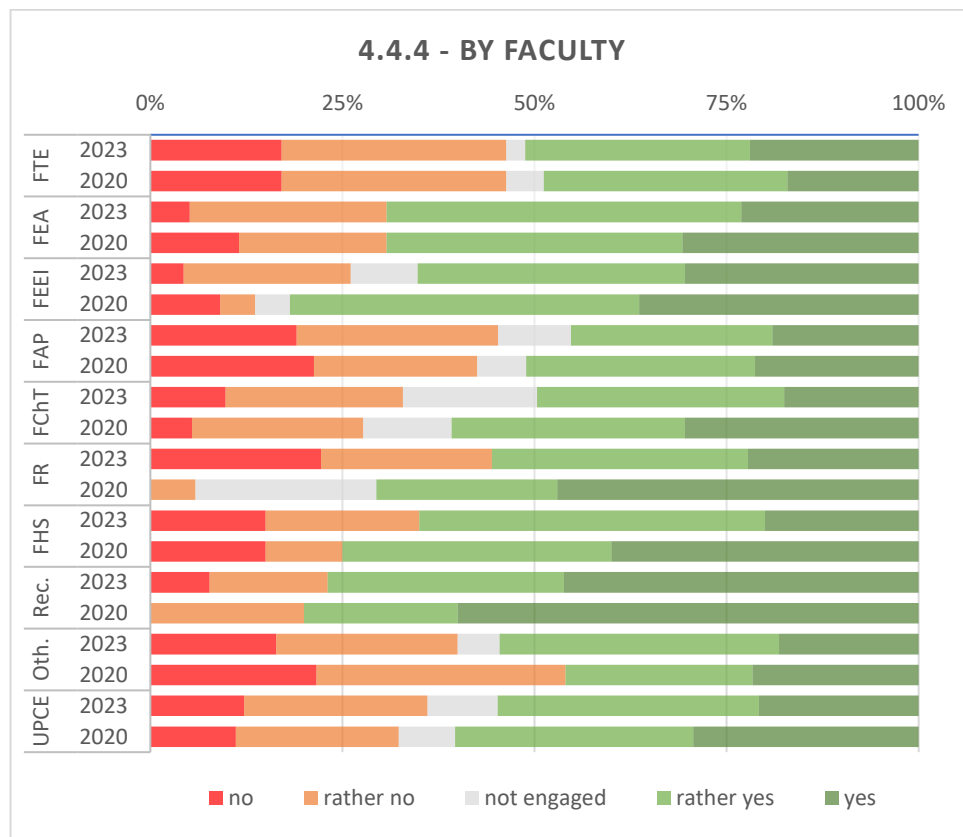
Again, the most affirmative responses for this question are for the under-29 and over-60 cohorts. The 30-49 cohorts have the most negative perceptions of sufficient appreciation.

**Conclusion:**

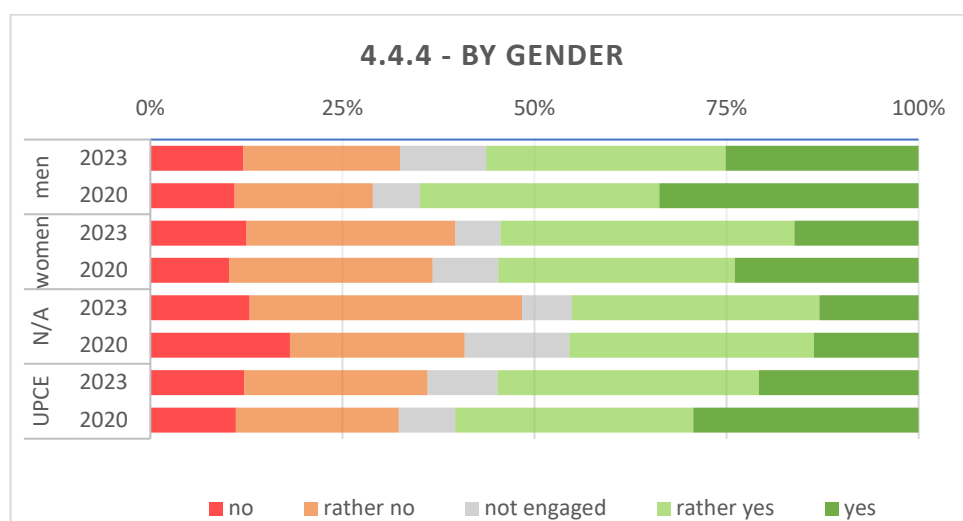
Academics at FEA and FEI are the most likely to rate the appreciation of scientific research activities as sufficient, but here, as in all parts of the University, there has been a relatively significant decline. The situation is most stable at FAP and most negative at FR. Gender is not conclusively related to the way respondents answered. The sandwich generation is the most critical to sufficiency of appreciation, while those under 29 and over 60 are more positive. Researchers rate the consideration of research as the most inadequate, but there is a noticeable positive change compared to other academics. Conversely, PhD students and academics were more likely to be convinced in the last survey.

#### 4.4.4 Do you feel that your teaching activities are sufficiently reflected in your appraisal?

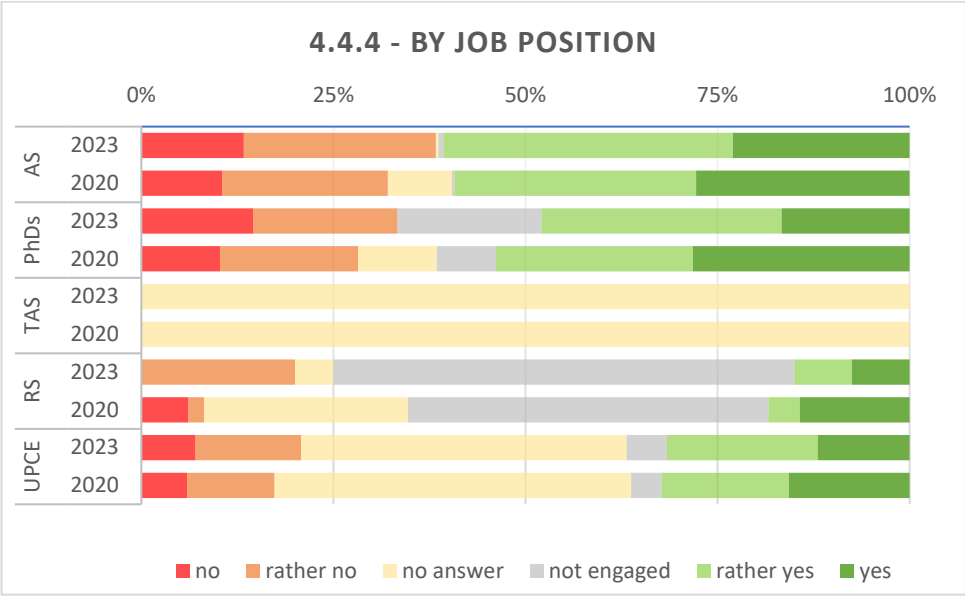
Similar to the previous question, technical/administrative staff did not respond to this question and thus account for 98% of the non-response in 2023. Therefore, these responses have been omitted from the assessment, with the exception of Chart “4.4.4 – By Job Position” for illustrative purposes.



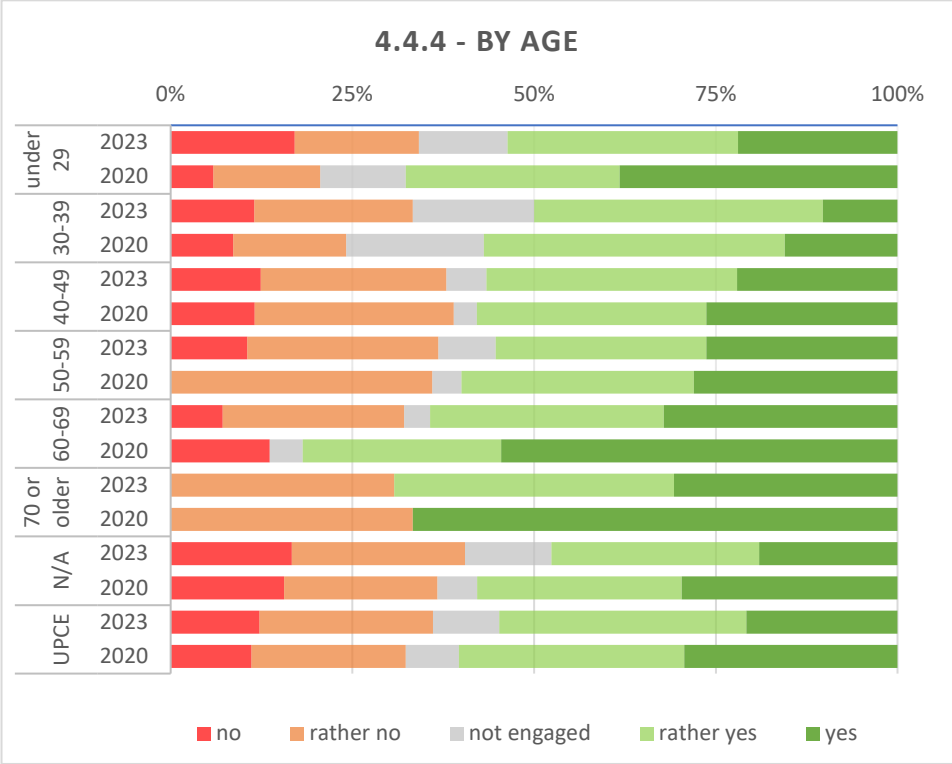
FTE and FEA are stable, all other faculties experienced a decline in satisfaction over the period under review. Academics at FEA, FEEI and FHS are the most satisfied with the appraisal of their teaching activities. On the other hand, the least satisfied respondents are academics at FAP and FChT – in both cases the proportion of satisfied respondents is below the 50% threshold. Satisfaction at FTE is just above this threshold. Although there is a positive change for respondents without affiliation as the only group, satisfaction here is only slightly above half.



In teaching, unlike in research, dissatisfaction with the appraisal of teaching is higher among women than among men. Those who did not indicate their gender are the least satisfied group with regard to the appraisal of teaching.



Three-fifths of the researchers are not engaged in teaching activities and those who are feel rather undervalued. The proportion of PhD students who are not engaged in teaching activities has increased significantly from 7.7% to 18.8%. This can be described as a positive phenomenon. Those who do carry out teaching activities are divided into two camps in a ratio of 2:3; the first is not satisfied with the appraisal, the second is. For academics, the level of dissatisfaction with the appraisal has increased and now one in three academics are not satisfied with the appraisal of their teaching activity.



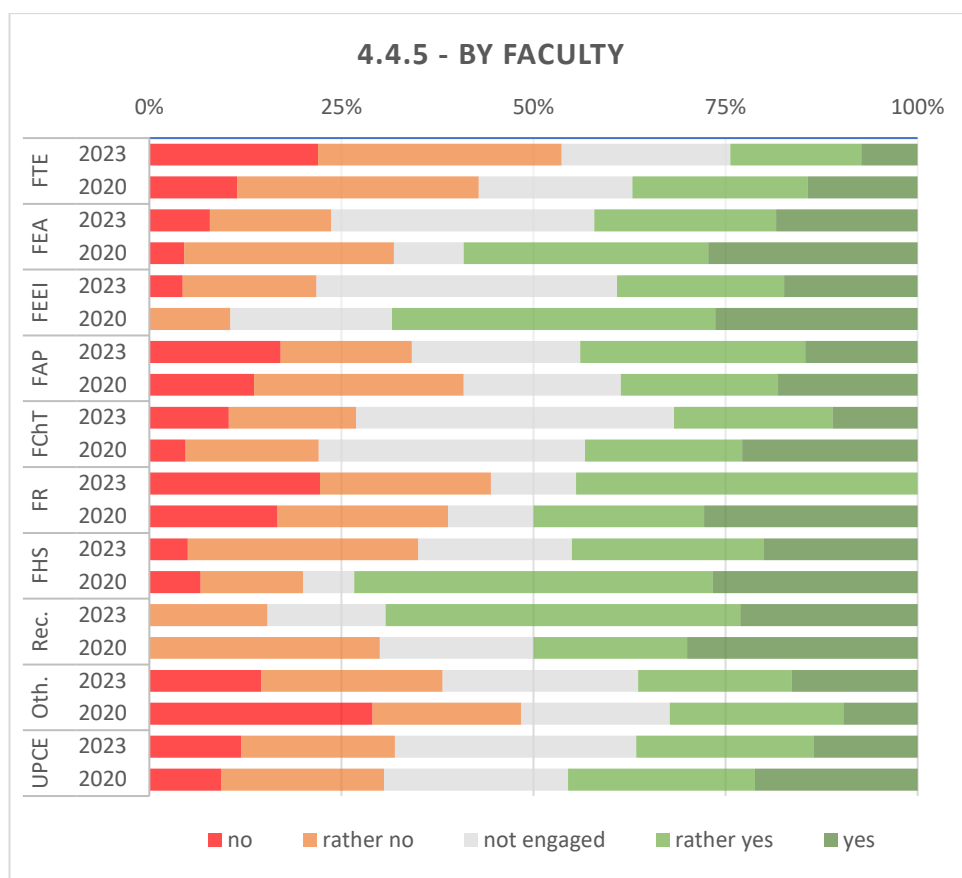
For age groups, the oldest age group (70+) is the most satisfied and then the extreme groups under 29 and 60-69, but we also see the biggest drop in satisfaction for both of these groups.

Conclusion:

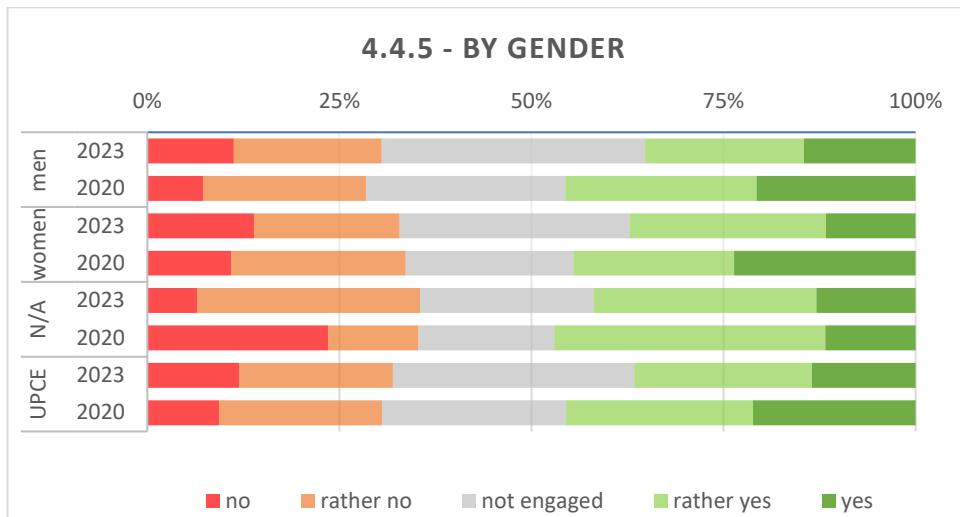
According to the respondents, teaching activities are significantly less reflected in the appraisal of the employee compared to research activities. Across the University, 66% of respondents believe that research is sufficiently taken into account, but only 55% of respondents – academics – believe that teaching activities are sufficiently taken into account. From the perspective of staff, the consideration of teaching activities in the appraisal of employees is underestimated.

4.4.5 Do you consider your popularisation activities to be sufficiently taken into account in your appraisal?

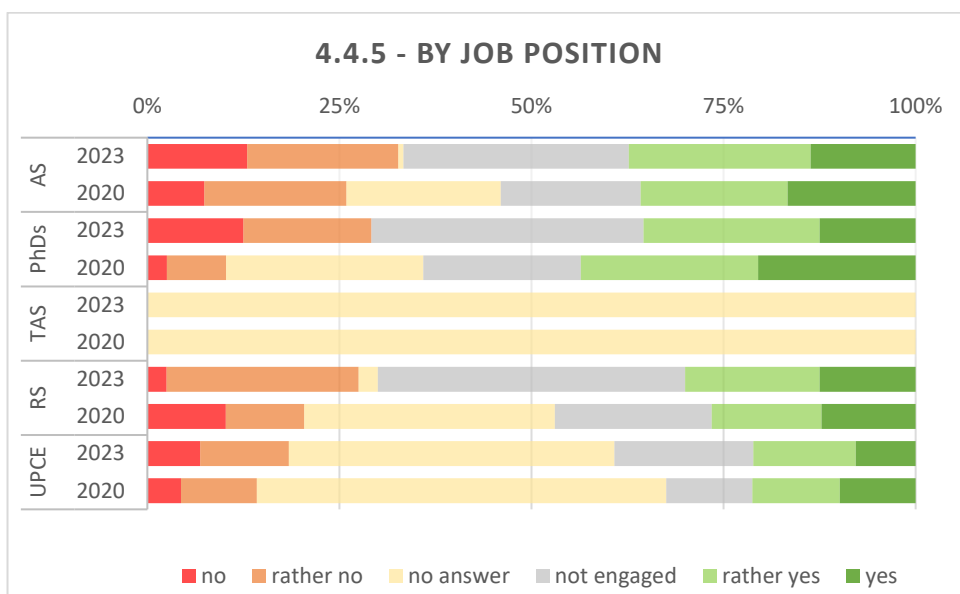
Similar to the previous question, technical/administrative staff did not respond to this question and thus account for 98% of the non-response in 2023. Therefore, these responses have been omitted from the assessment, with the exception of Chart “4.4.5 – By Job Position” for illustrative purposes.



Almost a third of academics do not engage in popularisation activities at UPCE (31%), compared to only a quarter in 2020. 37% are satisfied with the appraisal of these activities and just under a third (32%) are dissatisfied. Academics at the Rectorate are the most satisfied. Back in 2020, they were similarly satisfied at FHS and FEEI, but as with all faculties, there was a significant decline in satisfaction with the appraisal of this activity over the period under review. There was a significant improvement at the Rectorate and a slight improvement at FAP.

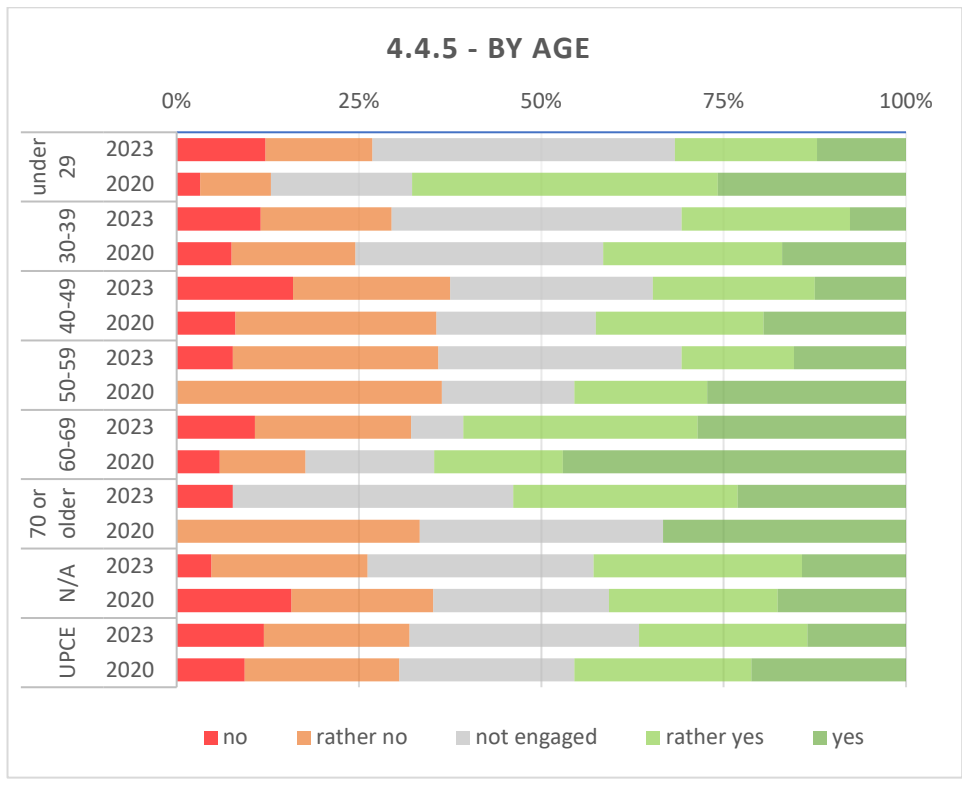


Gender plays no evidential role in the sense of consideration of popularisation activities.



For all academics, there was a significant increase in the proportion of those who do not engage in popularisation activities in the period under review. The level of satisfaction with the appraisal of this activity also decreased for all groups.





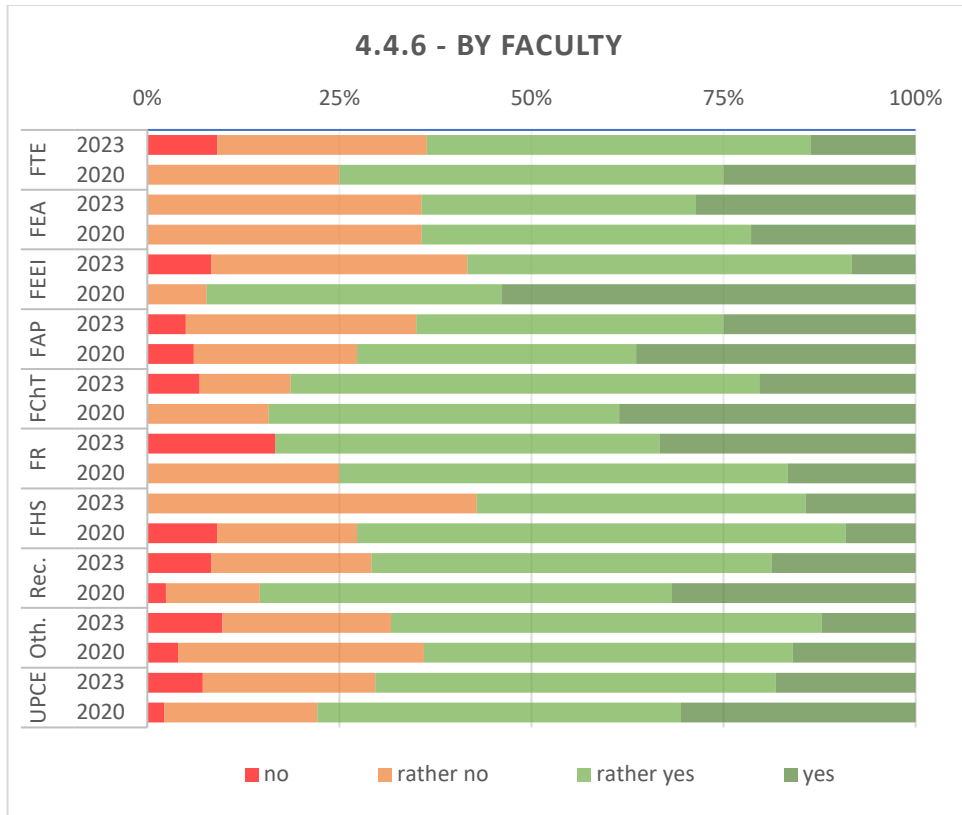
The largest increase in the proportion of those who do not engage in popularisation is among the youngest cohort. By contrast, there has been a positive change in the perception of the valuation of popularisation among the oldest cohort of 70+, while satisfaction has decreased among all other groups.

**Conclusion:**

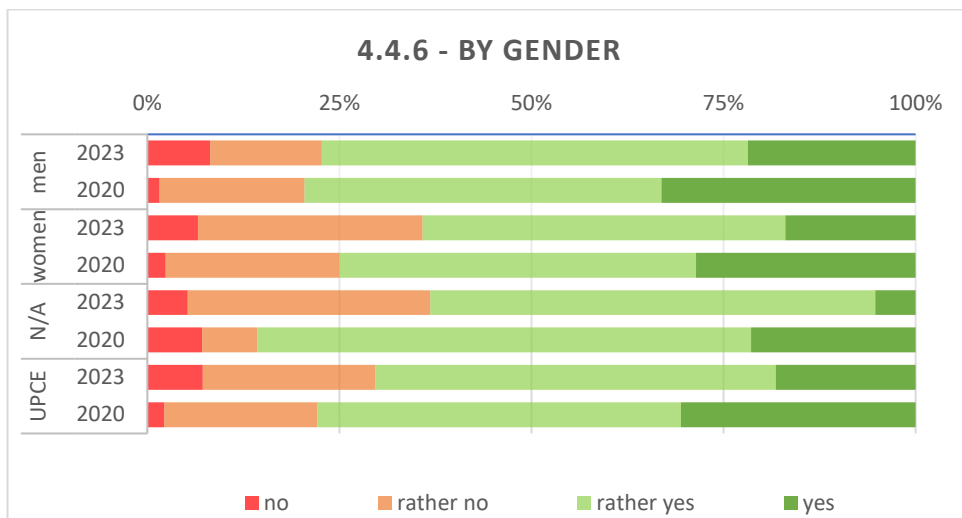
Almost a third of academics at UPCE are not involved in popularisation activities (31.4%), compared to only a quarter in 2020. The question is whether there is a professionalisation of popularisation, a lack of appreciation of this activity by management or an orientation and time commitment to other activities by academics. The graphs show that all factors are involved in this change.

**4.4.6** *If you are in a supervisory position (in the workplace, project, etc.), do you have sufficient capacity to devote yourself to supervisory and coordinating activities?*

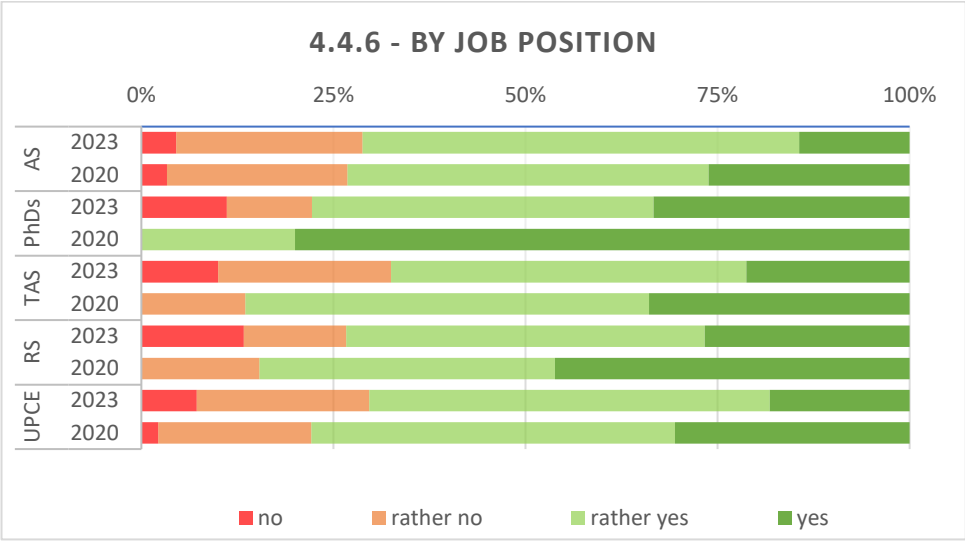
Only 3.3% of respondents did not answer this question (compared to 26.5% in 2020), but 61.4% of respondents do not hold any supervisory position. Therefore, these two groups of responses have been omitted from the graphs and the graphs show the responses of 235 respondents.



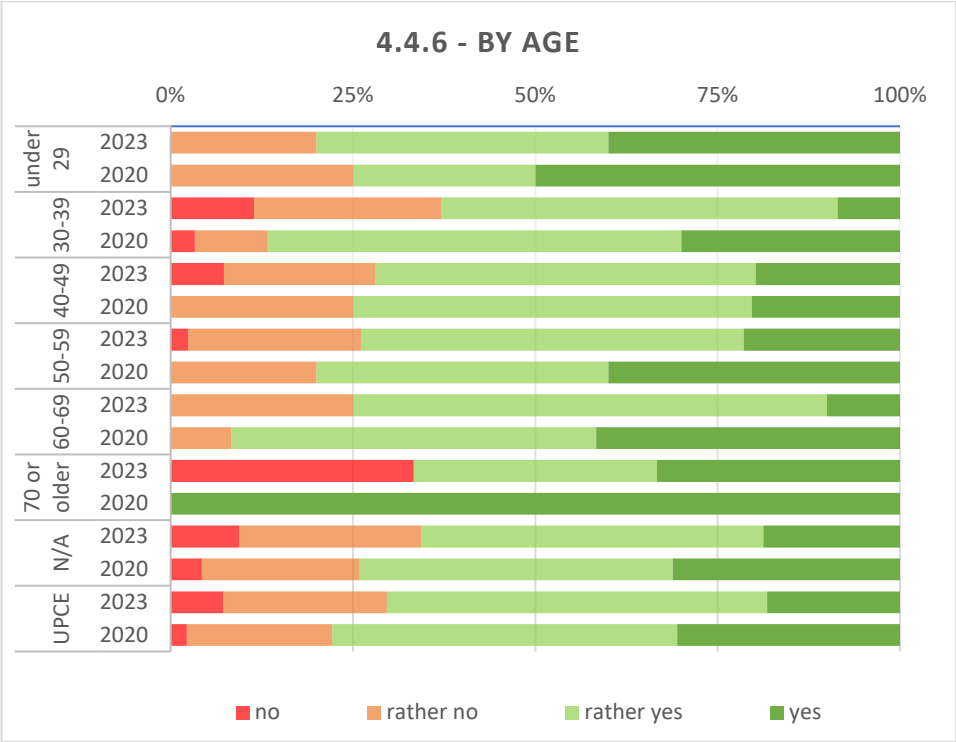
The prevailing view among supervisory staff is that they have sufficient time to devote to their supervisory activities, in 70% of cases. However, this is down from 2020 when 78% of respondents in supervisory roles agreed with this statement. The most affirmative responses were at FChT and FR where affirmative responses were above the 80% threshold. There was a significant drop from 92% to 58% at FEEI.



Compared to men, women in supervisory roles are less likely to feel that they have enough space to devote to their supervisory roles, and there is a more pronounced drop in satisfaction over the period under review.



While in 2020 technical/administration staff had the most affirmative responses, in 2023 the attitudes of academic staff, technical/administration staff and researchers are very comparable, with the most polarised views being within the researchers' group – here one in four believe they clearly have enough scope to pursue a supervisory role, while one in six are of the opposite clear view. Academics, on the other hand, have the lowest proportion of those who feel they have enough scope for this activity. In the case of PhD students, the sample is too small to draw any conclusions.



The 60+ age group saw the biggest drop, while in 2020 these were the groups with the most positive attitudes. Conversely, in 2023, the youngest group of employees aged 29 and under are the most confident that there is enough room for a supervisory role.

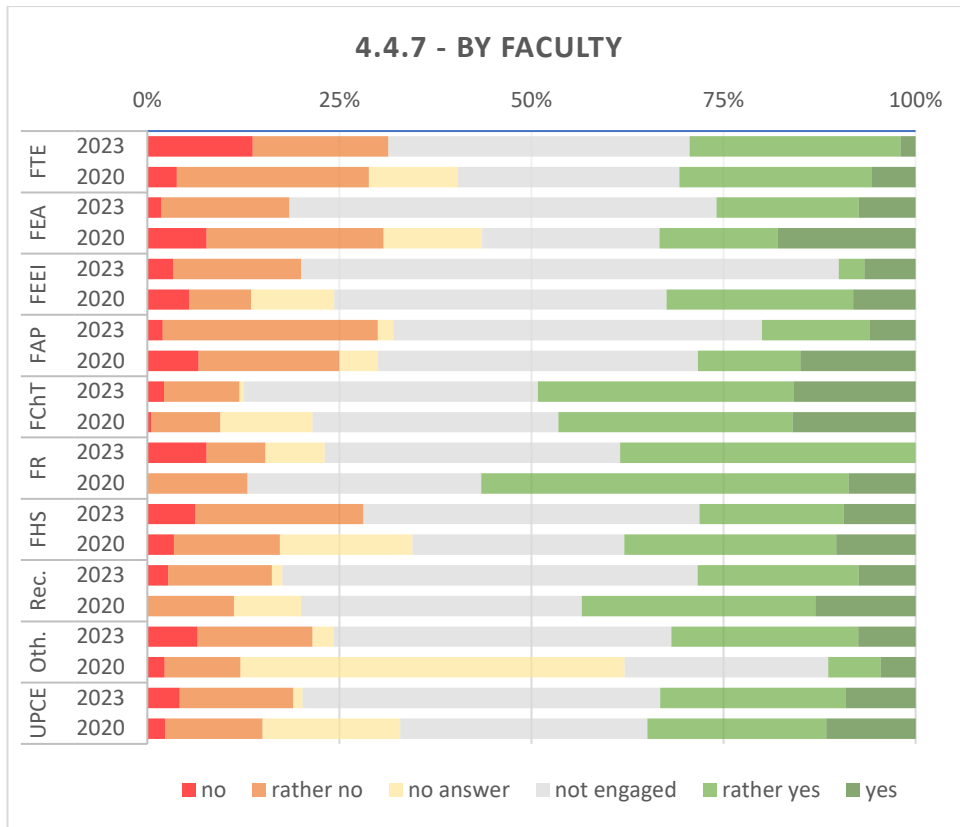
Comments:

Due to the specific target group, there were only 31 verbal comments. An identifiable modus of the responses relates to the fact that the supervisory function has to be performed and has to be performed at the expense of other activities. For this reason, some respondents question the meaningfulness of this question. The supervisory activity must be done as a priority and therefore there must be time for it. But the question is whether the supervisory function allows for other activities. Recommendation to rephrase this question in the next survey.

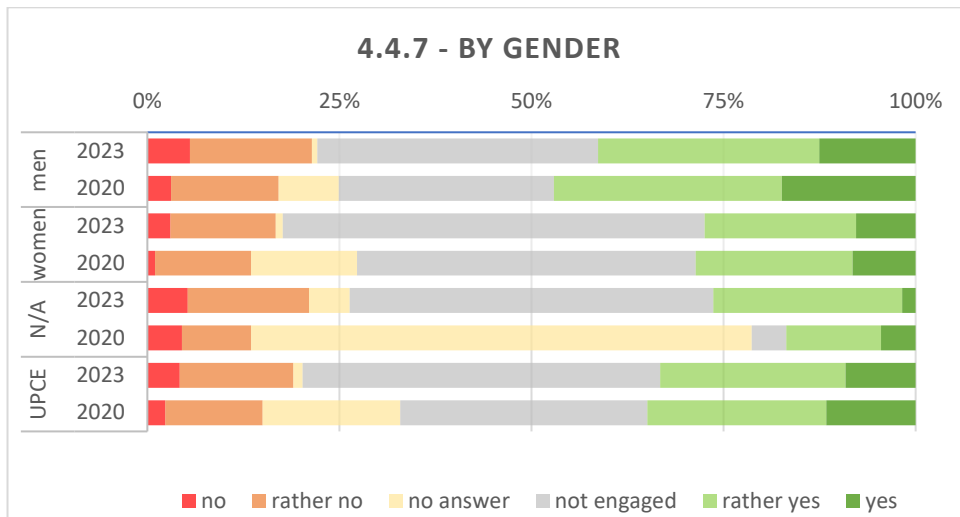
Conclusion:

This research question has limited interpretive potential and the respondents themselves point this out. The supervisory function is a priority and therefore may influence whether there is enough time for other mandatory activities of the employee, not the other way around. The majority of respondents (70%) who hold a supervisory position believe that they have sufficient time to perform it. However, this has deteriorated slightly between 2020 and 2023.

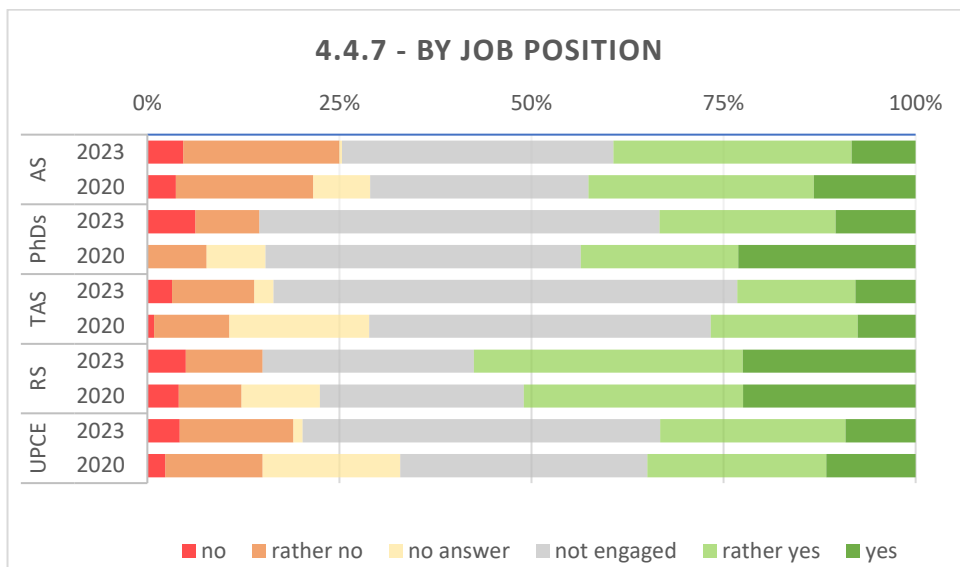
4.4.7 Do you have sufficient capacity within your work to engage in the development of junior colleagues?



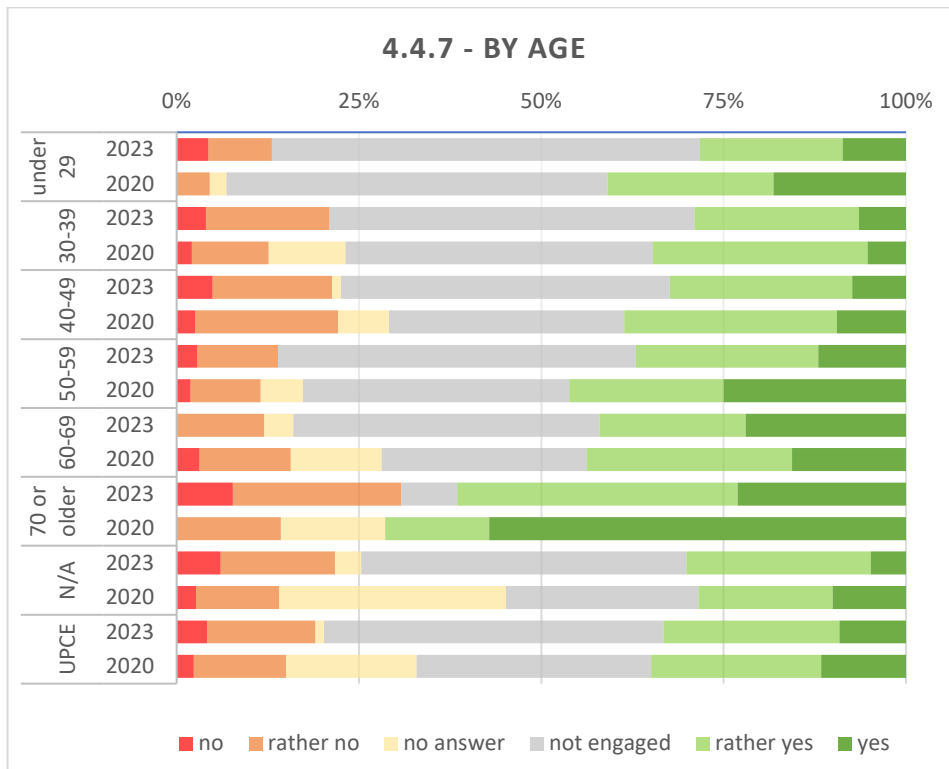
Almost half of the respondents (47%) are not engaged in the development of junior colleagues. Those who do, in three out of five (62%) cases, report that they have or rather have sufficient capacity to do so. There was a slight decrease in affirmative responses on all sections except for non-affiliated and FEA respondents. However, we do see that at FTE, FR and FHS there is a significant increase in the proportion of those who believe that they definitely do not have time to develop younger colleagues, while at FAP and FEA this proportion of responses falls. Respondents from FEEI perceive the least capacity to develop younger colleagues.



If non-responses and respondents who are not engaged in the development of junior colleagues are subtracted, then gender does not play a role in the assessment of the situation. However, women are significantly less involved in the development of their younger colleagues than men. 55% of women and only 36% of men are not engaged in this activity.



The highest proportion of those who are engaged in the development of junior colleagues are researchers (72.5%), who also agree that they have sufficient capacity. For academics, the proportion is 64.7% and the ratio of positive to negative responses is significantly smaller here at 1:0.6. Just under 40% of technical/administrative staff are engaged in developing junior colleagues and the ratio of positive to negative responses is similar to that for academics at 1:0.6. The proportion of those who are engaged in developing junior colleagues has increased over the period under review.



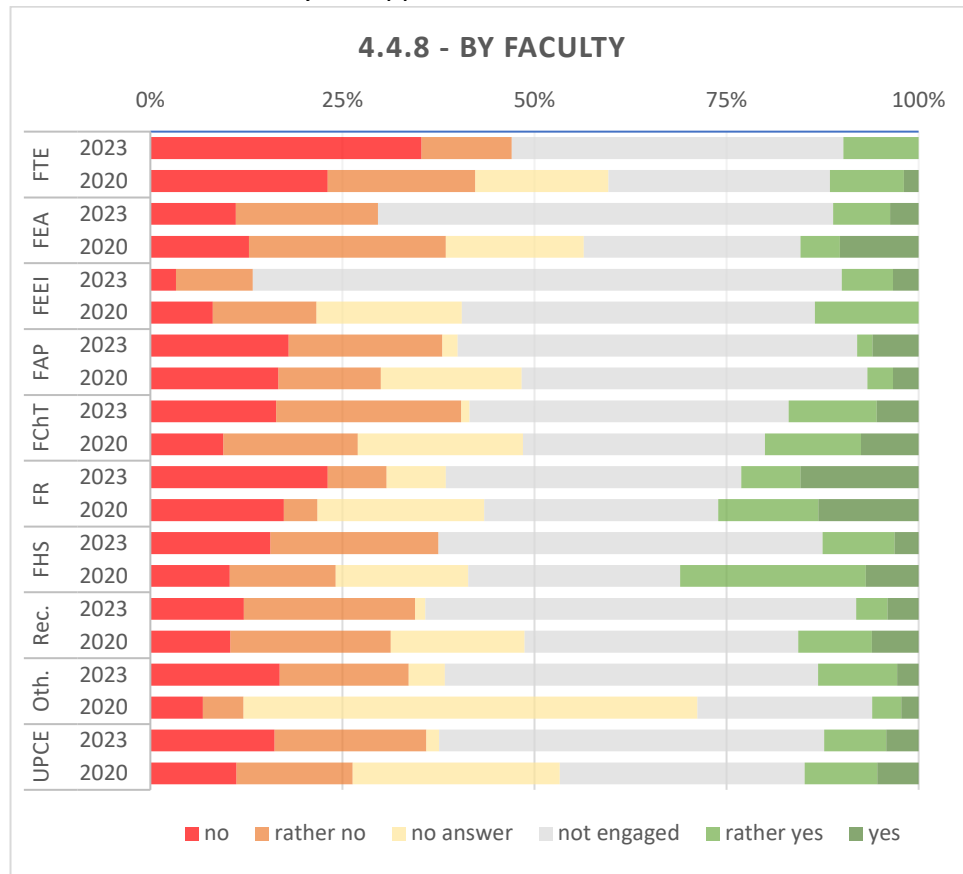
Given the nature of the question, it is not surprising that there is a direct correlation between the proportion of people developing junior colleagues and age. A similar pattern holds for the opportunities to do this activity. Over 90% of the oldest 70+ age group and almost 60% of respondents in the 60-69 age group are engaged in this activity. Over 61% of respondents aged 70+ and 42% of those aged 60-69 agreed that they had the capacity to engage in developing junior colleagues.

#### Comments and conclusion:

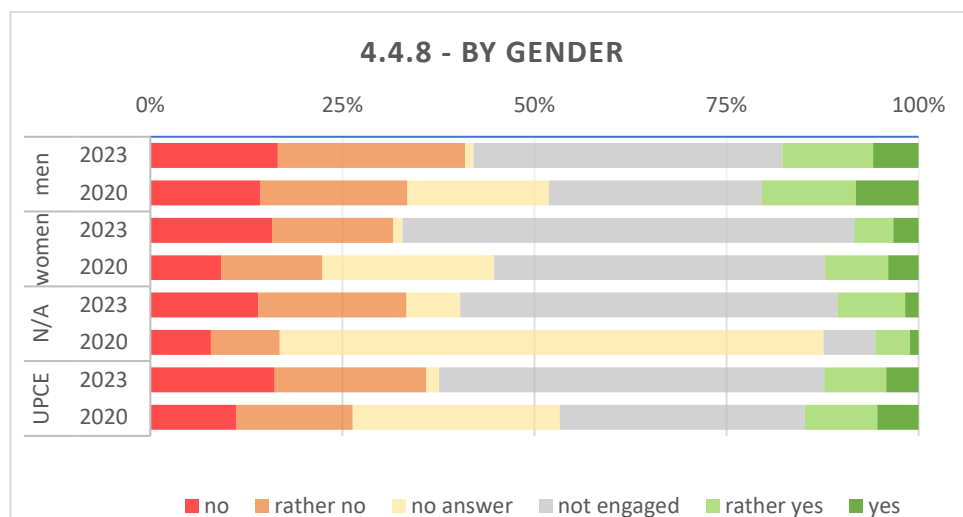
The comments indicate that the main barrier to any activity beyond basic duties is that there is no capacity or strength at any of the faculties. Apart from looking after PhD students, people have no capacity to help and develop others. In several cases, the need to publish and provide outputs to justify one's own activities is explicitly mentioned. The accounts suggest that the system is set up in a highly egocentric way, supporting only activities related to the growth of the individual, not the collective and the University as a whole. At the same time, however, the importance of such activity is frequently mentioned by respondents. They are aware that such activity is essential not only in doctoral studies but also for the good development of the workplace.

Almost half of the respondents are not engaged in the development of junior colleagues. The proportion of those who are not engaged in the development of junior colleagues has increased over the period under review. Women are significantly less engaged in the development of their younger colleagues than men. 55% of women and only 36% of men are not engaged in this activity. As age increases, staff involvement in the development of junior colleagues increases, as does the sense of sufficient space for this activity. The development of junior colleagues is not perceived as a supported activity at the University, which is confirmed by the next question.

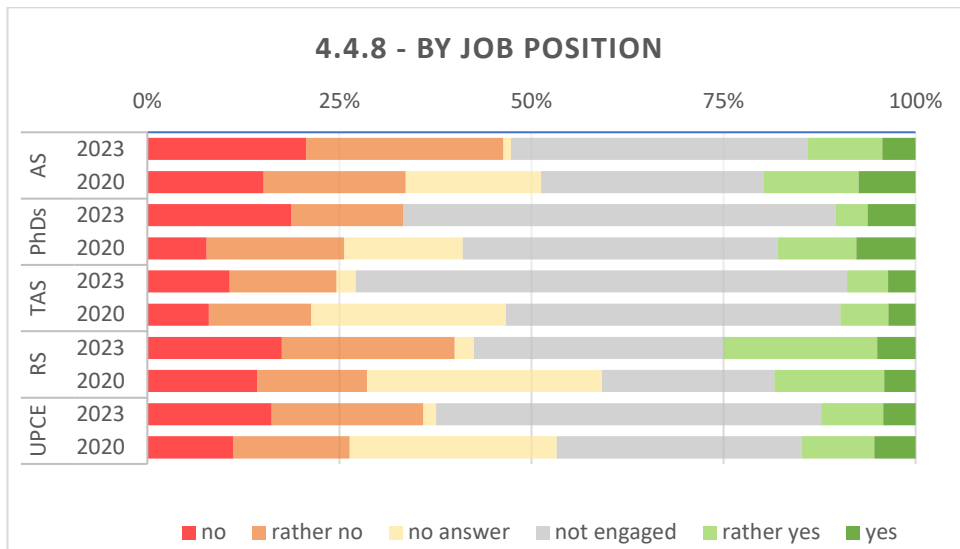
4.4.8 Do you believe that this activity (development of junior colleagues) is sufficiently taken into account in your appraisal?



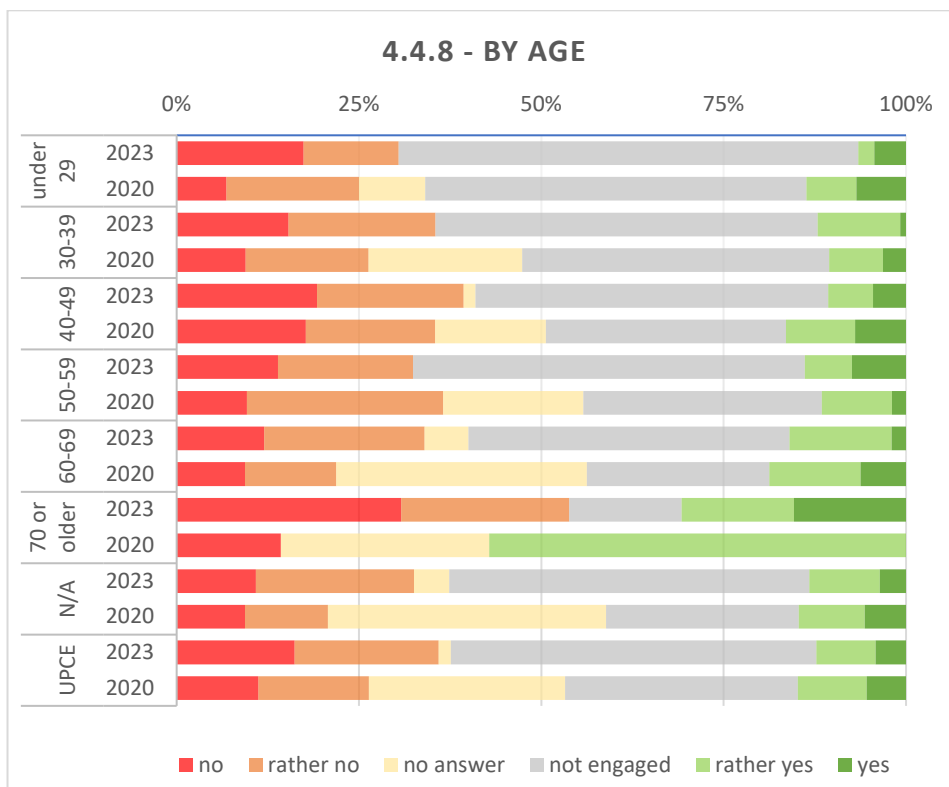
It is evident that the development of junior colleagues is perceived as an unappreciated activity and the situation has deteriorated significantly during the period under review. There are now three times as many of those who do not think that this activity is reflected in the appraisal as those who do. As recently as 2020, this was only twice. The situation is worst in FTE, FAP, FChT and FHS, where at the same time the situation is deteriorating fastest.



Women have a more pronounced drop in positive opinion compared to men and also have less confidence overall that the development of junior colleagues is a considered activity in the appraisal. At the same time, there is a significantly higher proportion of women who do not engage in this activity.



The only group of employees where the trend is more positive and where most are engaged in the development of colleagues are researchers. However, even among them, most feel that this activity is not sufficiently reflected in appraisals. In the case of academics, 77% of those engaged in the activity think so (62% for researchers and 73% for technical/administrative staff). In the case of PhD students, the sample is not large enough to assess and, given the nature of the question, it is also a marginal topic.



The development of junior colleagues is directly proportional to the age of staff, but even among the oldest cohorts, confidence in the sufficient appreciation of this activity is about one-third (34%). Moreover, there is a sharp drop in this confidence between 2020 and 2023.

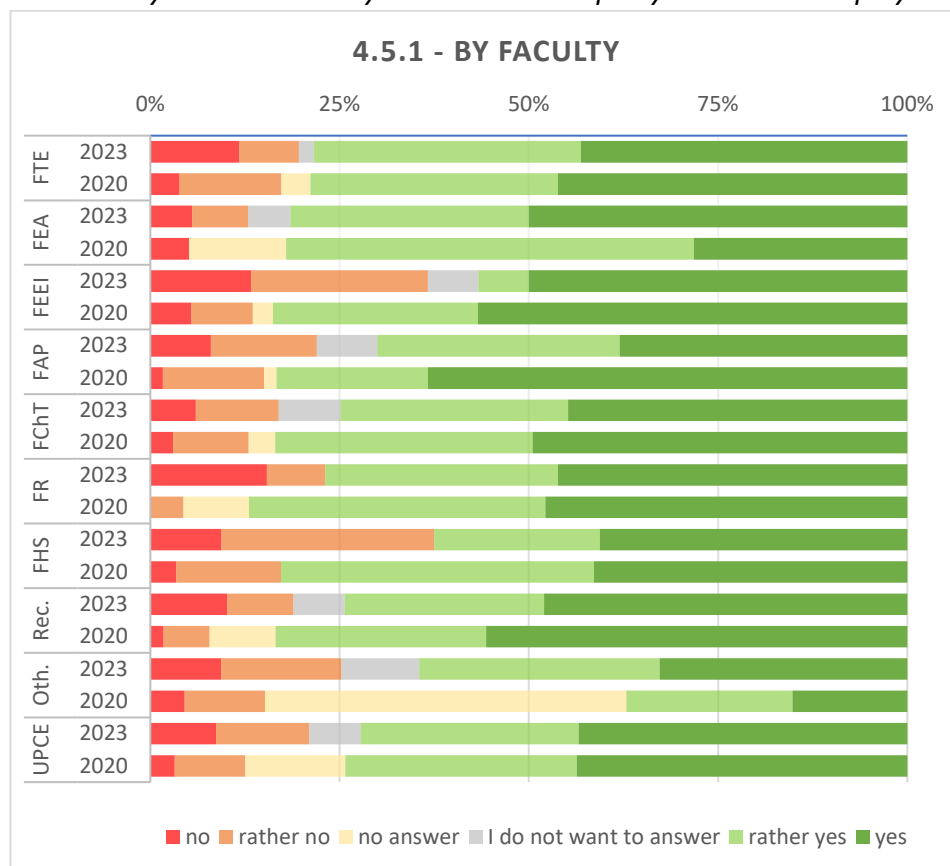
Conclusion:

The development of junior colleagues is not seen as an activity that the University considers in appraisal and is not a priority for staff, although they are aware of the importance of this activity.

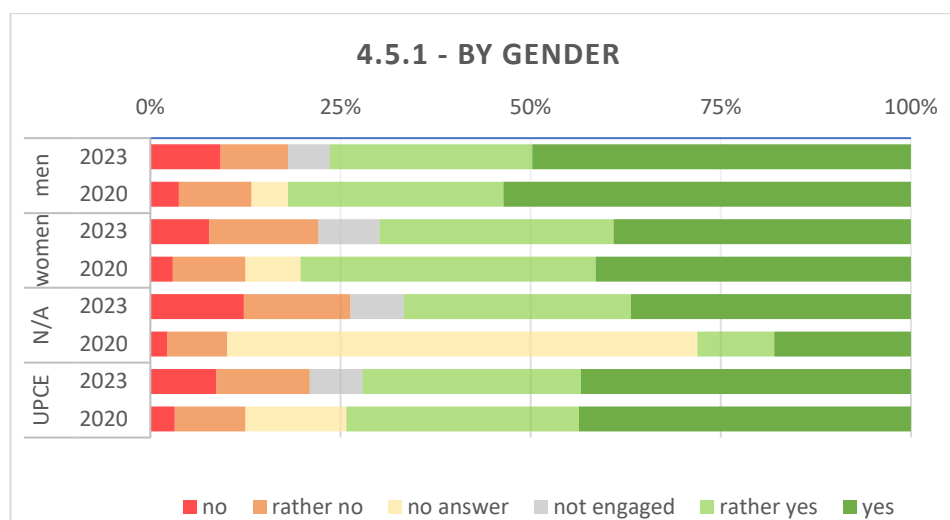


## 4.5 Atmosphere in the workplace

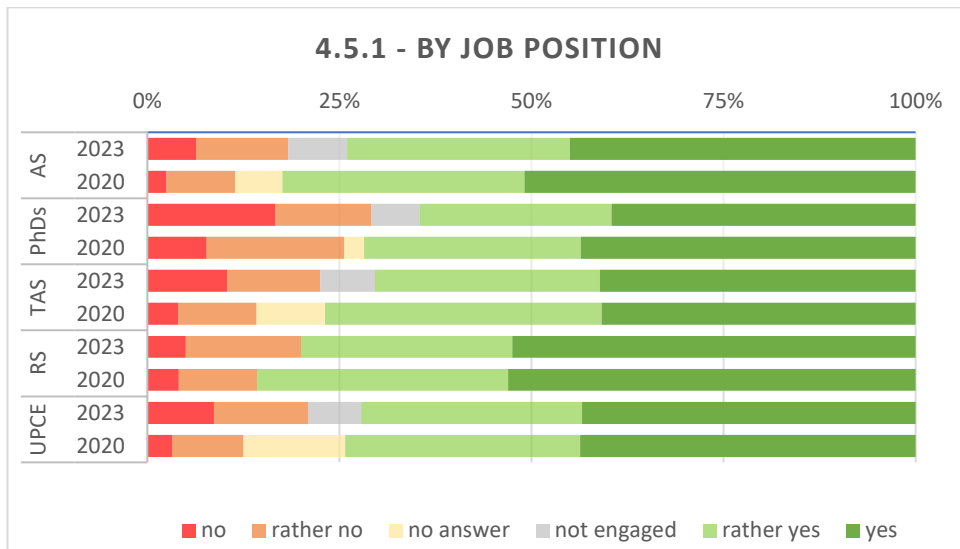
### 4.5.1 Do you believe that you are treated equally with other employees?



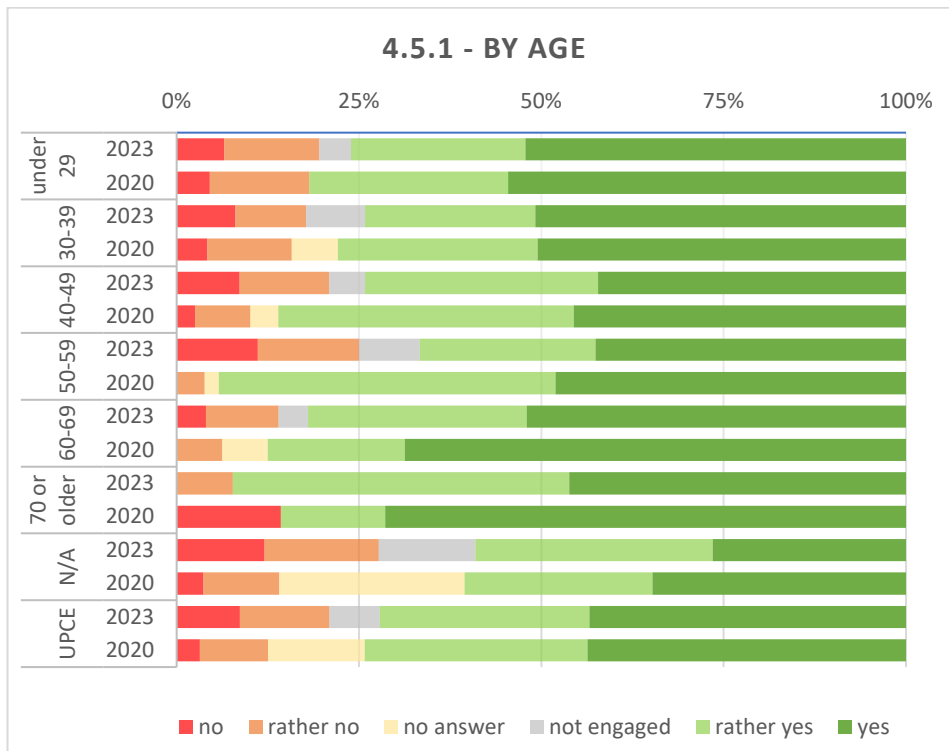
Equality in the workplace is perceived by almost three-quarters of respondents, but there is an increase in negative responses at all parts of the University – most notably at FEEI, FHS and FR. Respondents from FEA (81.5%) and FTE (78.4%) have the highest perception of equality, while respondents from FAP (70%) and respondents with no affiliation (64.5%) have the lowest.



Equality is experienced more or less equally by both genders, with a growing sense of inequality for both (more so for women), and women being slightly less convinced of equality (more 'rather yes' responses).



Researcher and academics have a greater sense of equality than PhD students and technical/administrative staff. The sense of equality is high for all groups, but at the same time the proportion of negative responses is increasing for all groups – highest for technical/administration staff and lowest for PhD students, but where the sense of inequality is already highest among the groups.



The sense of equality has fallen the most among the 50-59 cohort, which now has the lowest confidence in equal treatment, while the highest sense of equality is among people over 60.

Comments by individual faculties:

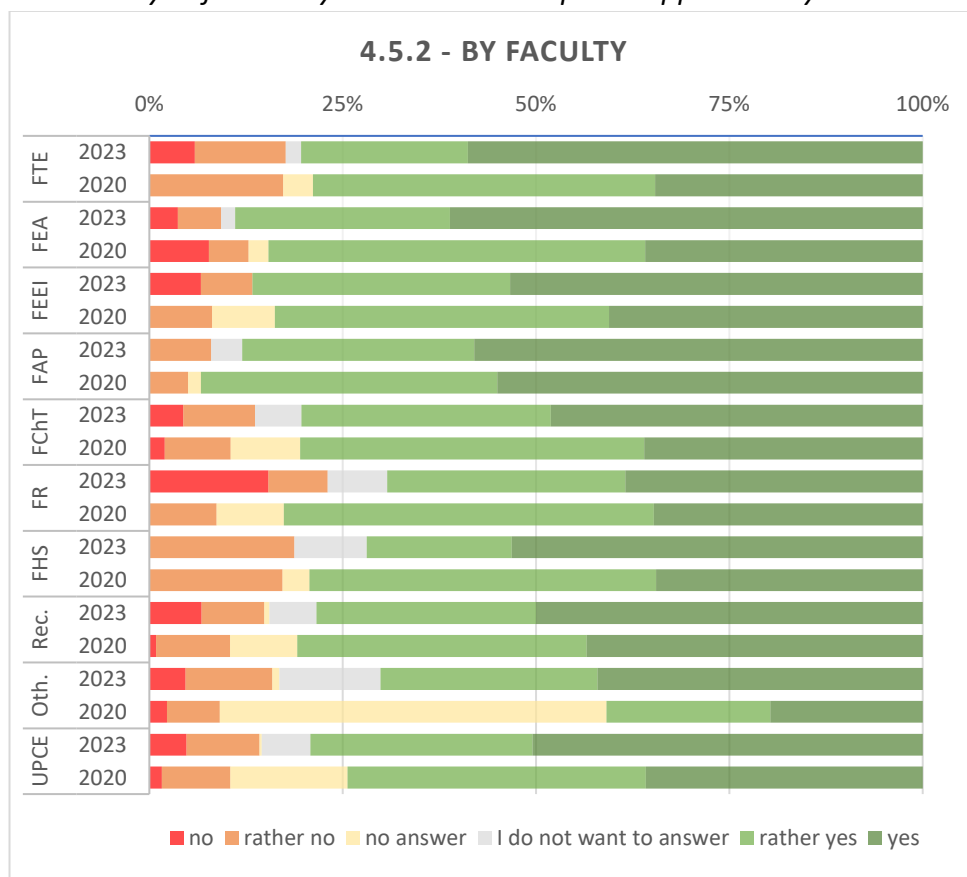
- At FTE, the 'unequal treatment' of faculty management is criticised. Equality is applauded at the departmental level, but not at the faculty level.
- At FEA, specific causes are not mentioned, but inequality is felt.
- At FEEL, inequality is not perceived so negatively, but rather as a result of individual merit or set rules. Transparency of financial compensation would help improve the sense of equality.

- At FAP, respondents feel that equality works in the faculty or departments, but as a whole they feel unequally treated by UPCE.
- FChT perceives inequality more at the level of individual relationships, relationships with immediate supervisors and in the context of employee performance.
- Inequality between academics and technical/administrative staff is clearly felt at FHS (mentioned in 75% of responses).

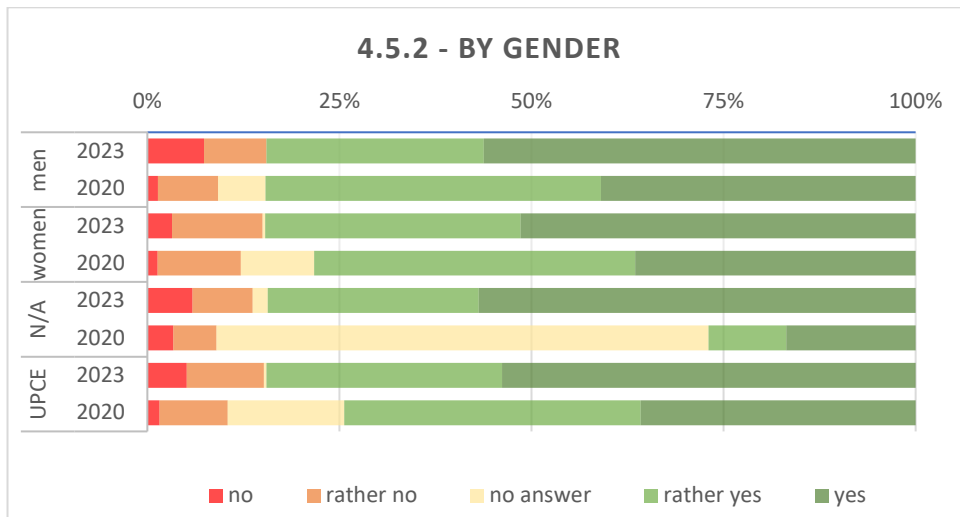
Conclusion:

Equality in the workplace is generally perceived positively, at 73%. At the same time, however, we are seeing a university-wide rise in dissatisfaction with equality. However, the cause of equality is not primarily age (4% of responses) or gender (7% of responses). The causes of inequality vary widely between faculties. While inequality at FTE is blamed on faculty management, at FAP it is blamed on UPCE (Rectorate), at FChT on interpersonal relationships and relationships with direct supervisors, and at FHS on the division into technical/administrative staff and academic staff. There is also a lack of transparency in pay conditions at UPCE/faculties (9% of responses in total).

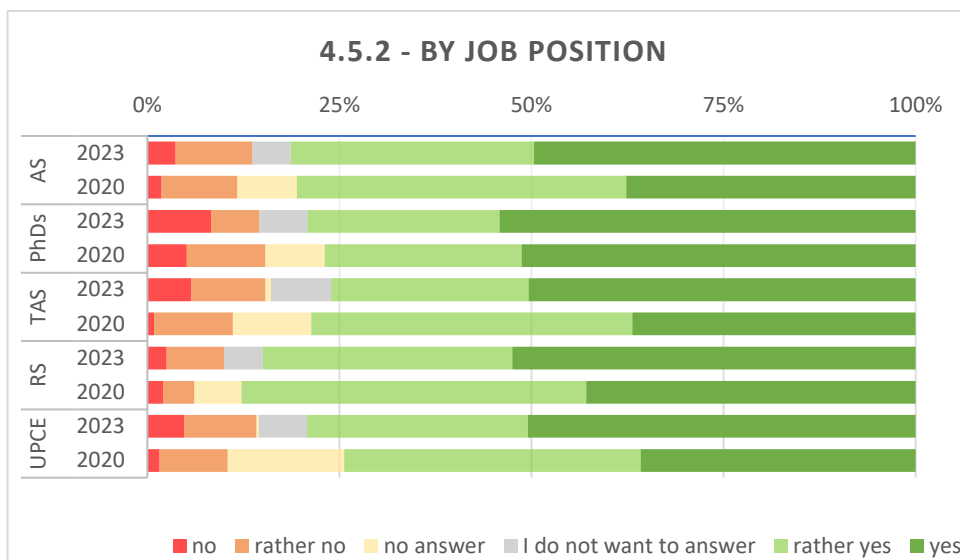
#### 4.5.2 Do you feel that your immediate superior appreciates your work enough?



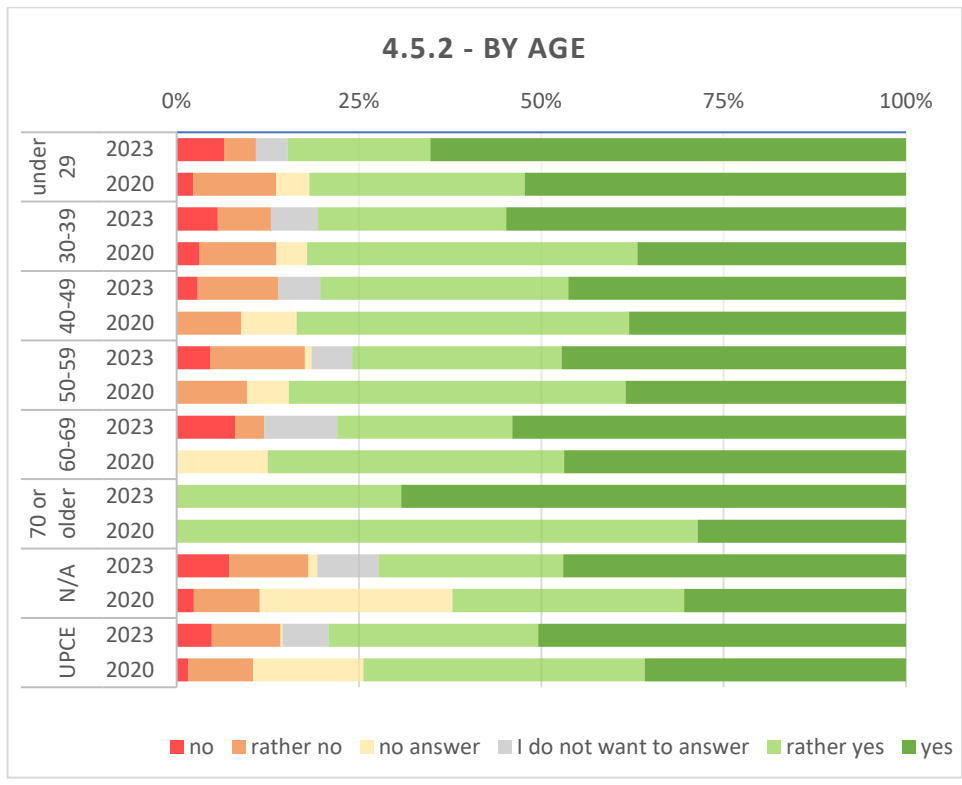
While the perception of equality in the workplace has decreased between the years under review, work appreciation from the immediate superior is perceived better and with an increasing tendency. 79% of respondents are satisfied with the way their immediate superior appreciates their work. While satisfaction is increasing at FTE, FEA, FEEI or among non-affiliated respondents, it is decreasing at FAP, FR, FHS and Rectorate. That their immediate superior appreciates their work is thought most by those at FEA and FAP (90 and 88% respectively), and least by those at FHS and FR (72 and 69% respectively).



For women, the perception of appreciation of their work by their superiors was lower, but almost equal to that of men during the period under review. We now observe no differences between men and women in how they feel their work is appreciated by their immediate superior.



Researchers (85%) are the most satisfied with their immediate supervisor's appreciation of their work, followed by academics (81%), and PhD students and technical/administrative staff are similarly satisfied. With the exception of researchers, the classification does not matter if the individual is satisfied with his/her supervisor's appreciation of his/her work.

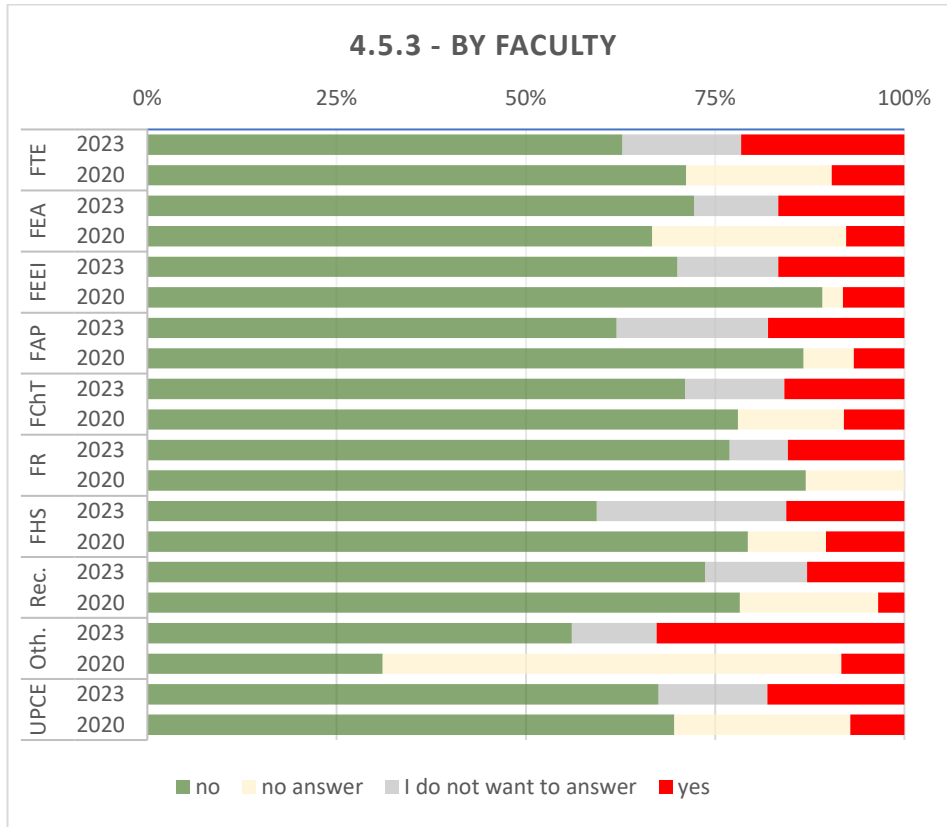


The most satisfied age group is the 70+ cohort (100%), satisfaction decreases slightly with age until the 50-59 cohort, then increases slightly. Definite satisfaction is highest among the under 29 and over 70 cohorts (65 and 69% respectively), with definite dissatisfaction being highest among the 60-69 cohort (8%).

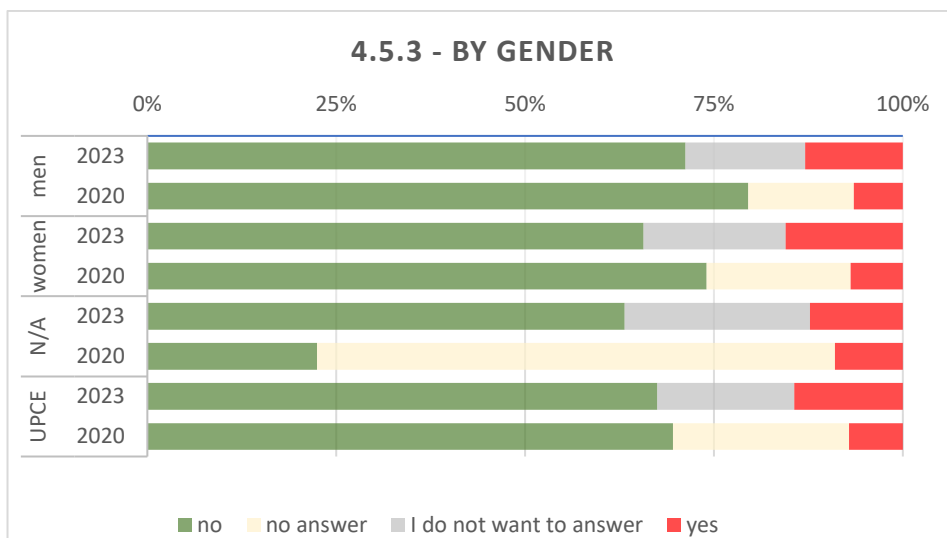
**Comments and conclusion:**

Comments on this issue are overwhelmingly positive. They mention the very good ability of immediate superiors to appreciate the work of their employees, but this is limited by their capabilities. Primarily, the system and financial capacity are blamed for the lack of appreciation of their work. It is certainly not a question of the direct superiors' unwillingness.

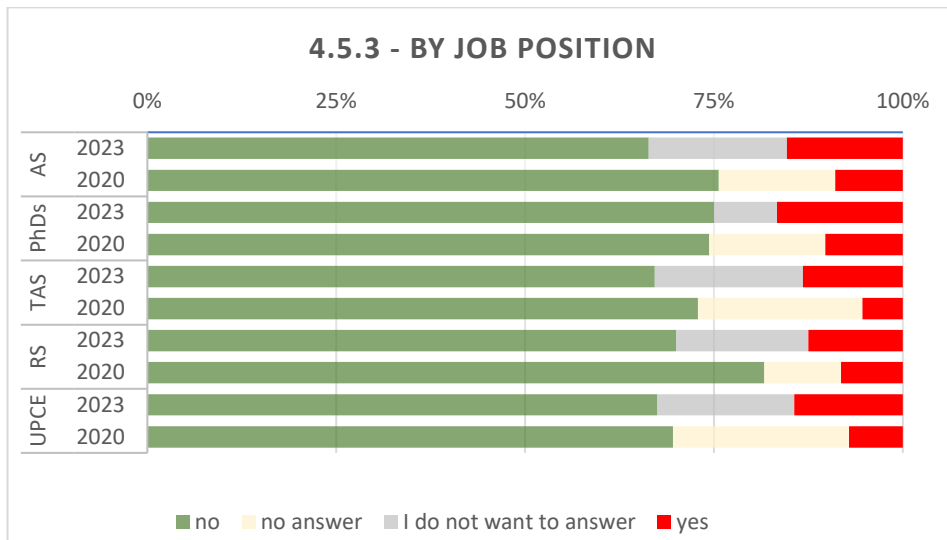
4.5.3 Have you experienced any form of discrimination at UPCE in the last five years?



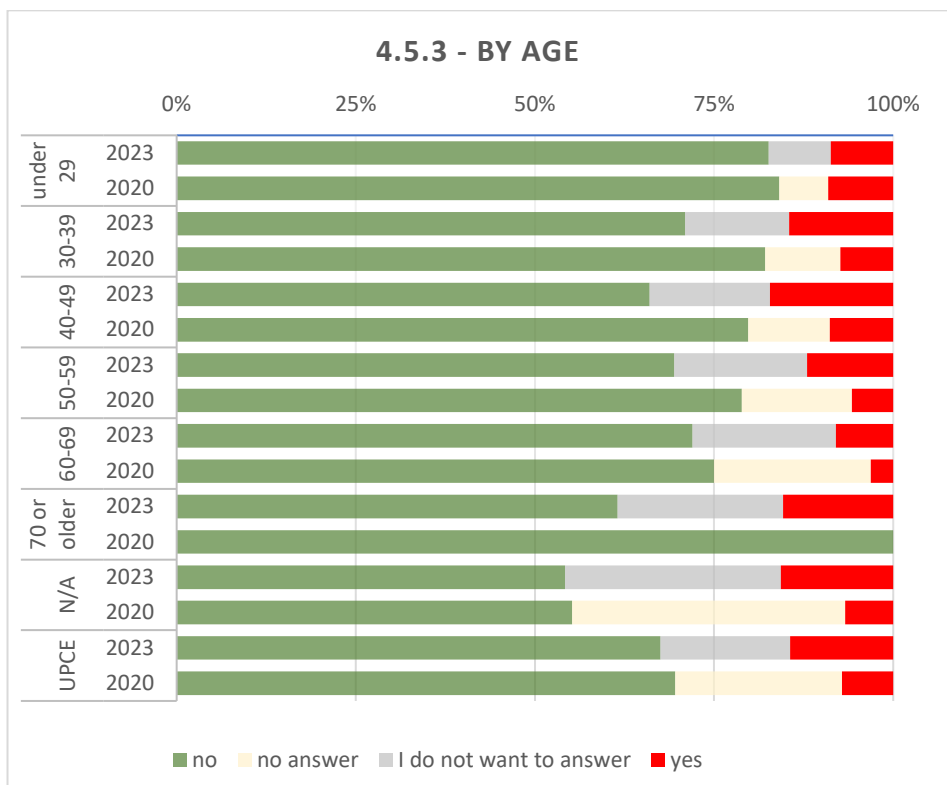
The vast majority of respondents have not experienced discrimination in the last five (or eight, if the 2020 survey results are included) years – 67.5%. However, the proportion of those who have experienced it has doubled between the survey years, from 7 to 14.4%. A full third of those who did not specify an affiliation had experienced discrimination. Among faculties, the score is worse at FTE (21.6%), otherwise the situation is broadly the same across faculties (15-18% of respondents), but it is common to all faculties that the proportion of those who have experienced discrimination has increased significantly.



Gender plays a role in whether respondents have experienced discrimination – 15.5% of women and 12.9% of men have experienced discrimination and there are more women than men who do not want to answer.



There has been an increase in the experience of discrimination for employees in all job positions. PhD students experienced the most discrimination (16.7%), while researchers experienced the least (12.5%).

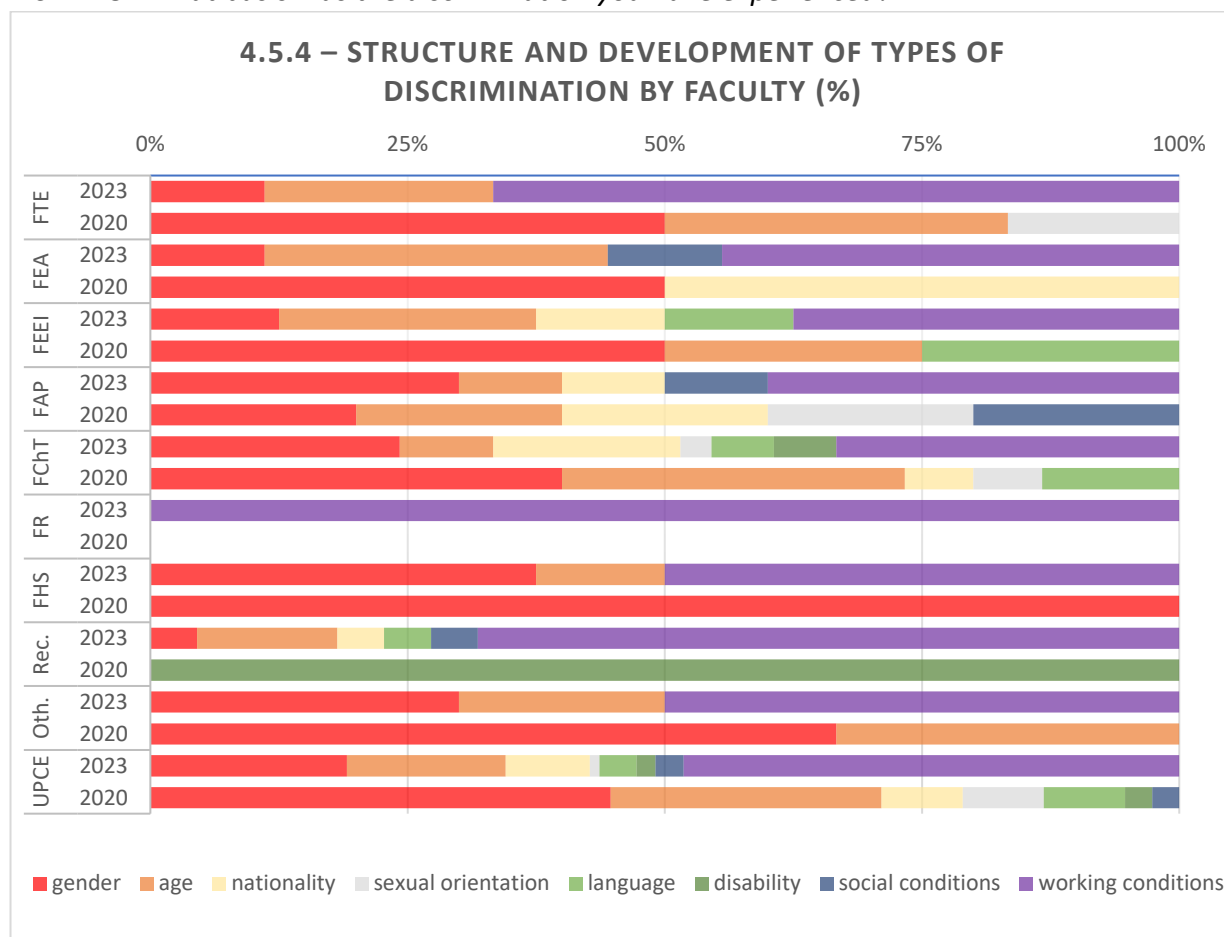


Discrimination is more of a problem for the sandwich generation of 30–49-year-olds and then for people over 70, among whom no one has experienced discrimination as recently as 2020.

**Conclusion:**

Twice as many people noticed the problem of discrimination in 2023 than in 2020. Gender and age play a role, but job position or affiliation does not. Whether this is greater awareness (a change in understanding of discrimination) or a growing problem in the workplace is partly explained in the following section.

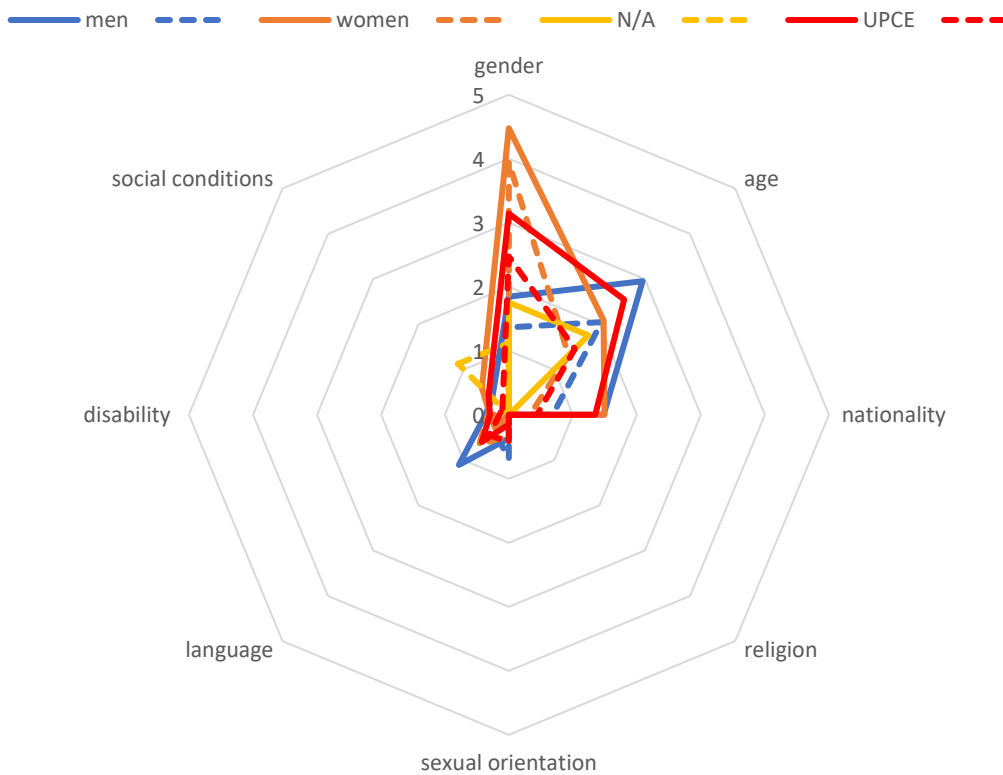
#### 4.5.4 On what basis was the discrimination you have experienced?



In 2023, the 'working conditions' category was added to the questionnaire as one of the discrimination options. As we can see, discrimination in working conditions became the most significant type of discrimination in almost half of the cases, with a total of 8% of all respondents having experienced this type of discrimination. In 2020, gender was the main type of discrimination (45%) and 2.5% of respondents had encountered it. The addition of this category explains the twofold increase in experiences of discrimination. If we subtract this discrimination from the 2023 data, we find that the structure and extent of other types of discrimination have remained broadly the same. The second most common discrimination is gender discrimination, followed by age discrimination and discrimination based on nationality. The experience of discrimination based on disability and social conditions has increased, while discrimination based on sexual orientation has decreased. The issue of employment discrimination is mainly evident at the Rectorate and FTE, while gender discrimination is strongest at FHS and FAP. Agism is most represented at FEA, social conditions at FAP and FEA, and disability at FChT. Nationality discrimination is most represented at FChT, and discrimination based on language at the FEE. Overall, 96 UPCE employees experienced discrimination.



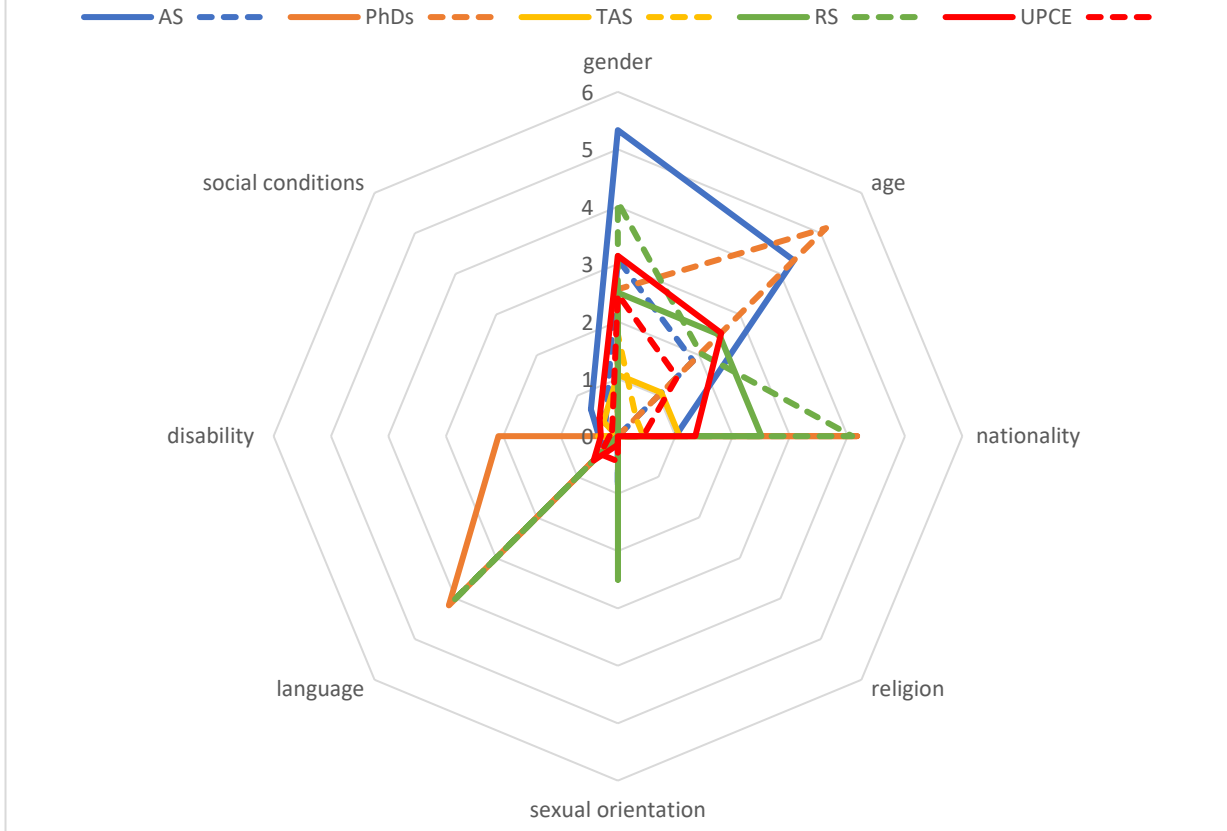
#### 4.5.4 – STRUCTURE AND DEVELOPMENT OF TYPES OF DISCRIMINATION BY GENDER (% OF AFFIRMATIVE RESPONSES)



*Note: Dashed lines refer to 2020 data, solid lines to 2023 data. The axis shows the proportion (%) of affirmative responses in the sample.*

About 4.5% of women experienced gender discrimination, while age discrimination dominated among men (3%).

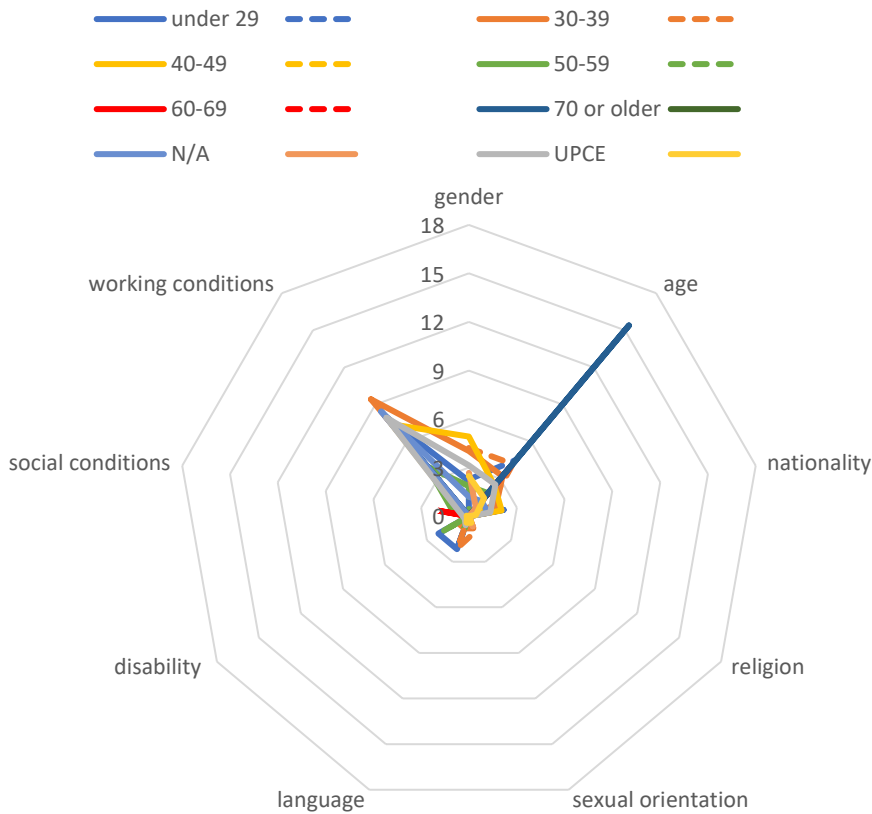
#### 4.5.4 – STRUCTURE AND DEVELOPMENT OF TYPES OF DISCRIMINATION BY JOB POSITION (% OF AFFIRMATIVE RESPONSES)



*Note: Dashed lines refer to 2020 data, solid lines to 2023 data. The axis shows the proportion (%) of affirmative responses in the sample.*

Academic staff most often experience discrimination on the basis of gender and age, PhD students on the basis of age and language, and researchers on the basis of gender, nationality, and language. Dominant discrimination based on working conditions is not included in the chart because it would 'overshadow' other types of discrimination and would not be readable in the chart. The latter is most prominent for technical/administrative staff but is also prominent for all other job positions.

**4.5.4 – STRUCTURE AND DEVELOPMENT OF TYPES OF DISCRIMINATION  
BY AGE  
(% OF AFFIRMATIVE RESPONSES)**



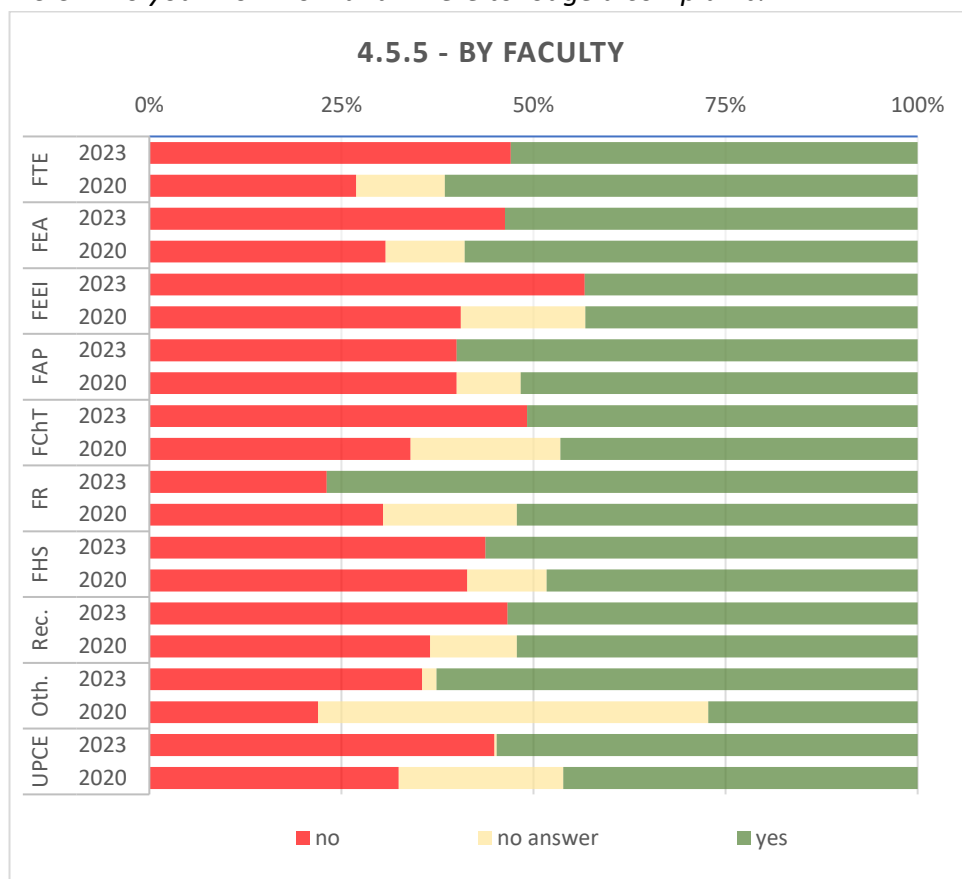
*Note: Dashed lines refer to 2020 data, solid lines to 2023 data. The axis shows the proportion (%) of affirmative responses in the sample.*

If we look at discrimination by age, we see that working conditions are the main type of discrimination for all age categories, except for the oldest 70+, where agism is the main discrimination in 16% of cases.

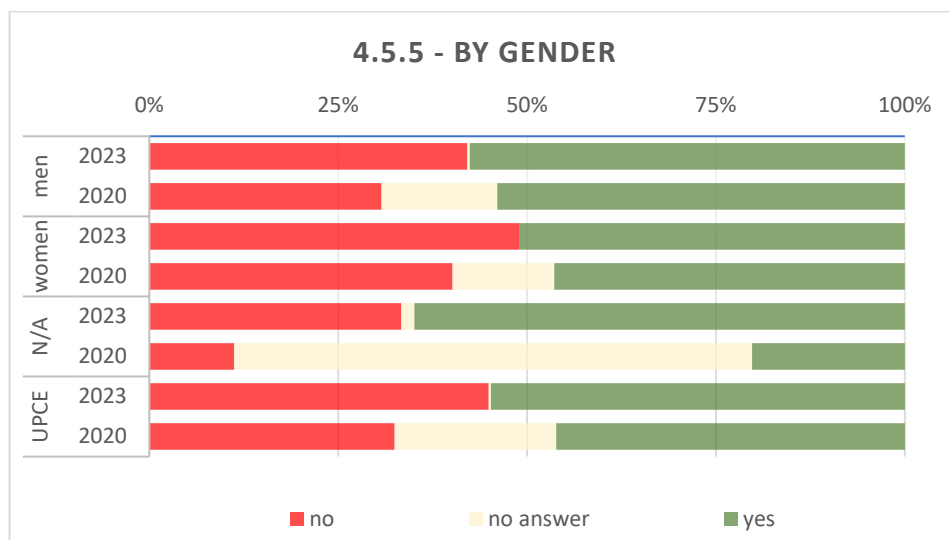
**Conclusion:**

There was no discrimination at UPCE during the reporting period. Rather, the doubling of discrimination experiences is an 'administrative' impact of the inclusion of a category of discrimination based on working conditions. It has become the main type of discrimination and accounts for nearly half of all employee experiences across faculty, gender, classification, and age. Other significant discriminatory factors are gender and age. The University should focus primarily on 'discovered' discrimination by working conditions.

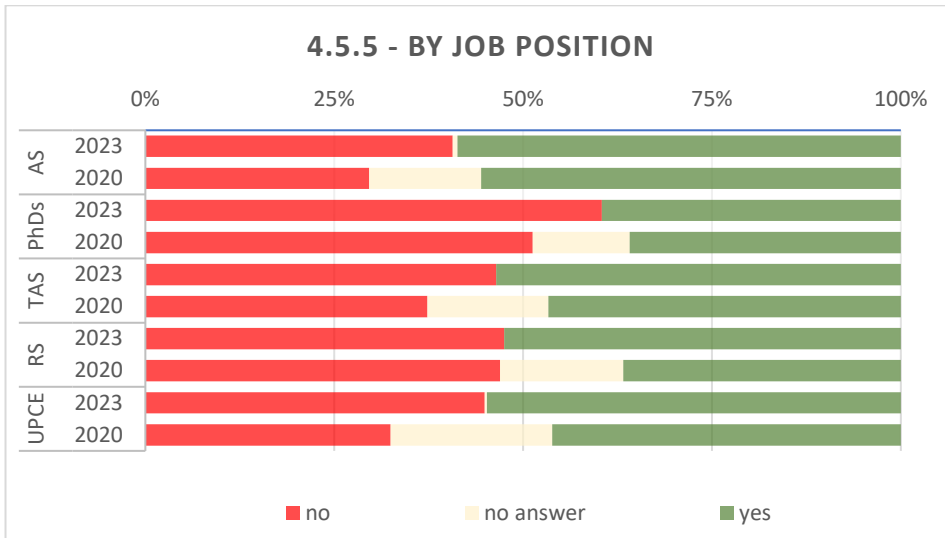
4.5.5 Do you know how and where to lodge a complaint?



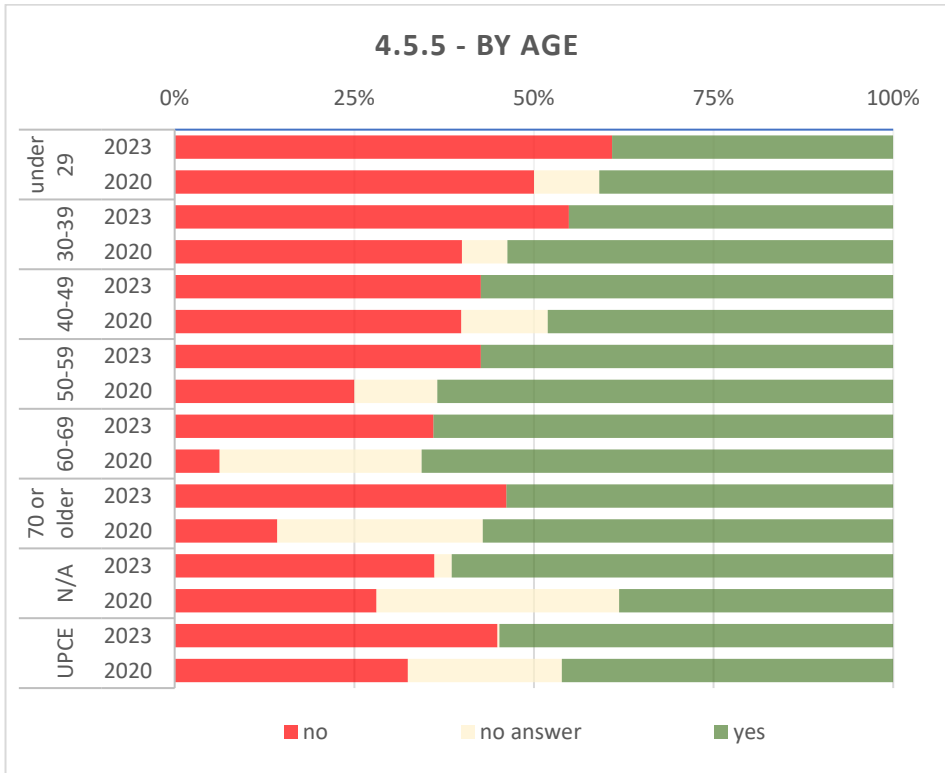
The situation has improved over the period under review, in that more than half of respondents now know where to lodge a complaint (54.8%). However, this is only at the expense of non-response, not that the group of those who do not know where they can lodge a complaint has shrunk. The best situation, and the biggest improvement, was observed at FR, where 77% of respondents know where to lodge a complaint. In contrast, this proportion remains lowest at FEEI. There was also a significant improvement for those who did not indicate an affiliation.



Men are more likely (58%) to know where to turn than women (51%). There was a similar increase in positive responses for both genders.



Academic staff are the most familiar with the possibility of making a complaint in the long term, but there is less difference between the different job positions in 2023 compared to 2020, and both researchers and technical/administrative staff have very similar knowledge to academic staff. Familiarity is lowest amongst PhD students, with only 40% knowing where they can lodge a complaint.

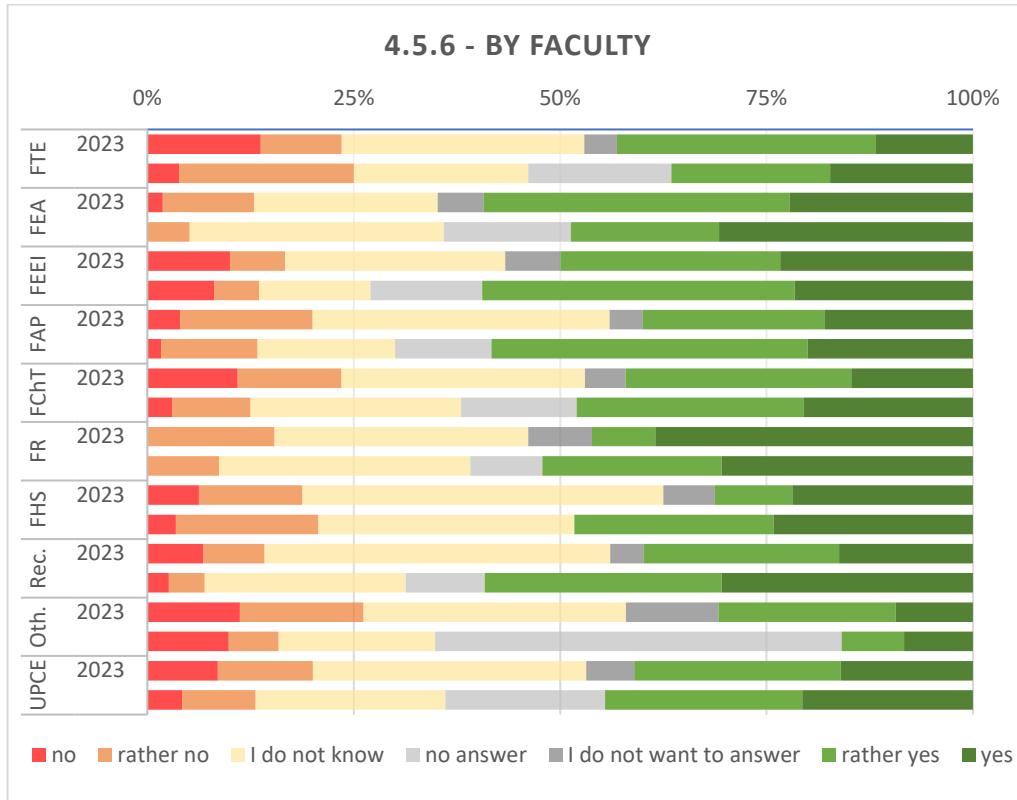


Knowledge of how to lodge a complaint increases with age, with only the oldest cohort 70+ having lower knowledge. The youngest cohort under 29 (largely PhD students) would deserve the most education, as 61% do not know where to go to complain.

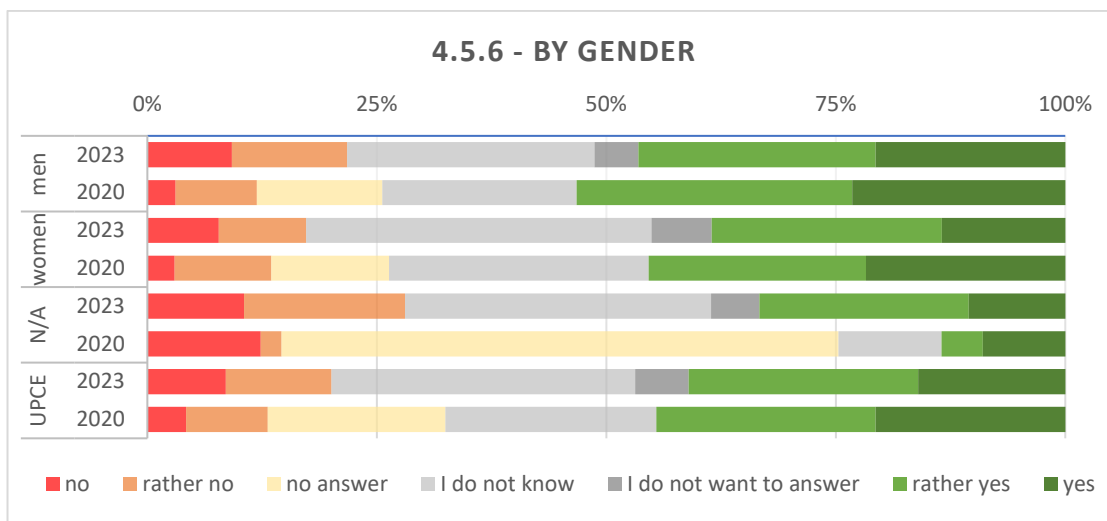
**Conclusion:**

The majority of respondents already know where to go to complain. Young staff and PhD students are the most in need of education in this regard, with women slightly more in need than men and FEEI staff.

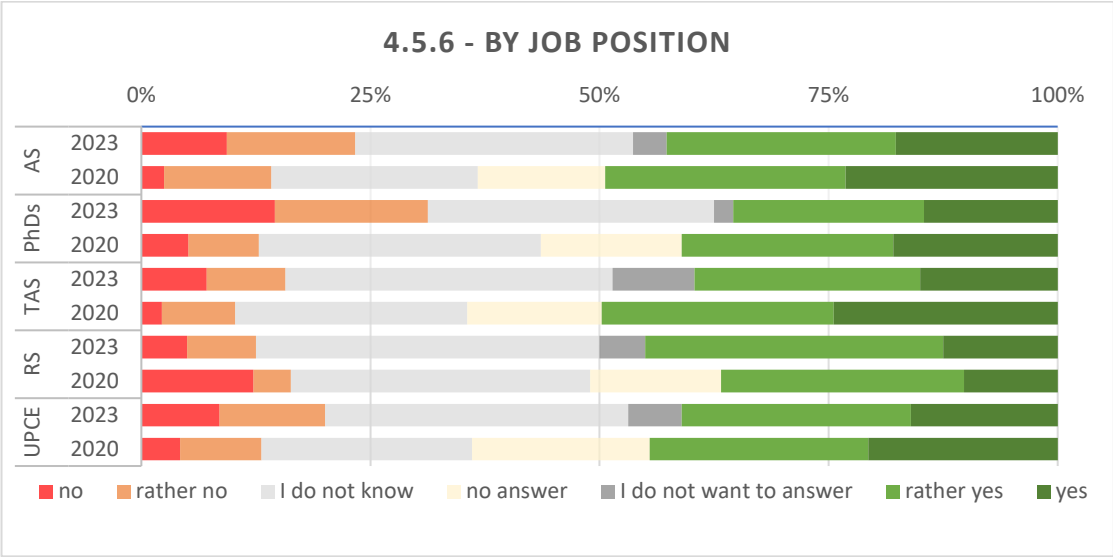
4.5.6 Do you believe that if a complaint is made, it will be adequately investigated?



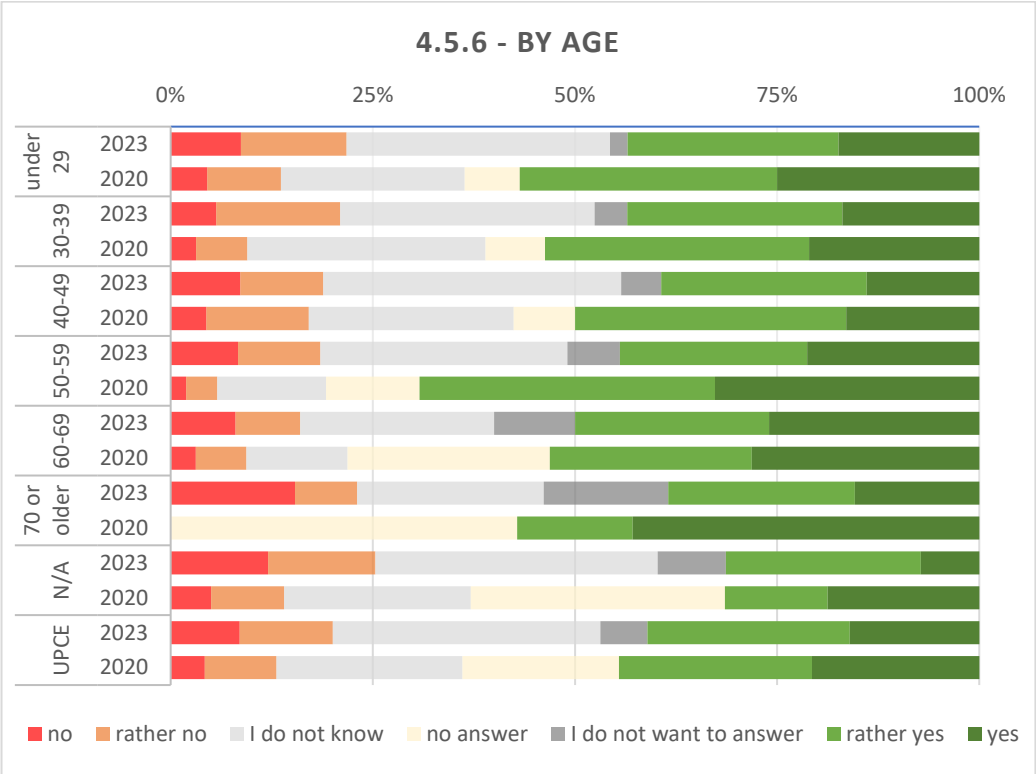
A third of respondents did not know whether their complaint would be sufficiently investigated. Only 6% of respondents do not want to answer this question, 44.5% believe that their complaint would be sufficiently investigated and one in five (20%) is of the opposite opinion. The greatest lack of confidence in sufficient investigation is found among FTE (24%), FChT (23.5%) and non-affiliated respondents (26%). Conversely, the lowest lack of confidence is at FEA, FR and Rectorate. With the exception of FHS, all parts of the University saw an increase in distrustful responses, with an average increase of 53%. On the other hand, the proportion of trusting responses decreased slightly. At FEA, FTE, and for those unaffiliated, the proportion of trusting responses increased significantly, while FAP and Rectorate saw the largest declines, by nearly a third (31% and 32%, respectively). Interestingly, as recently as 2020, the proportion of trusting responses at FEA, FEEI, FAP, and Rectorate was nearly 60%.



Men are more likely than women to believe that the investigation would be sufficient, with the greatest lack of confidence among those who did not specify their gender. Women were also significantly more reluctant to answer this question.



Almost one in three PhD students (31%) are not confident that their complaint will be sufficiently investigated, compared to one in four among academics (23%), while the proportions are significantly lower among researchers and technical/administrative staff (13% and 17% respectively). In contrast, the proportion of confident responses is highest among researchers (45%) and academics (43%) and lowest among PhD students (35%).

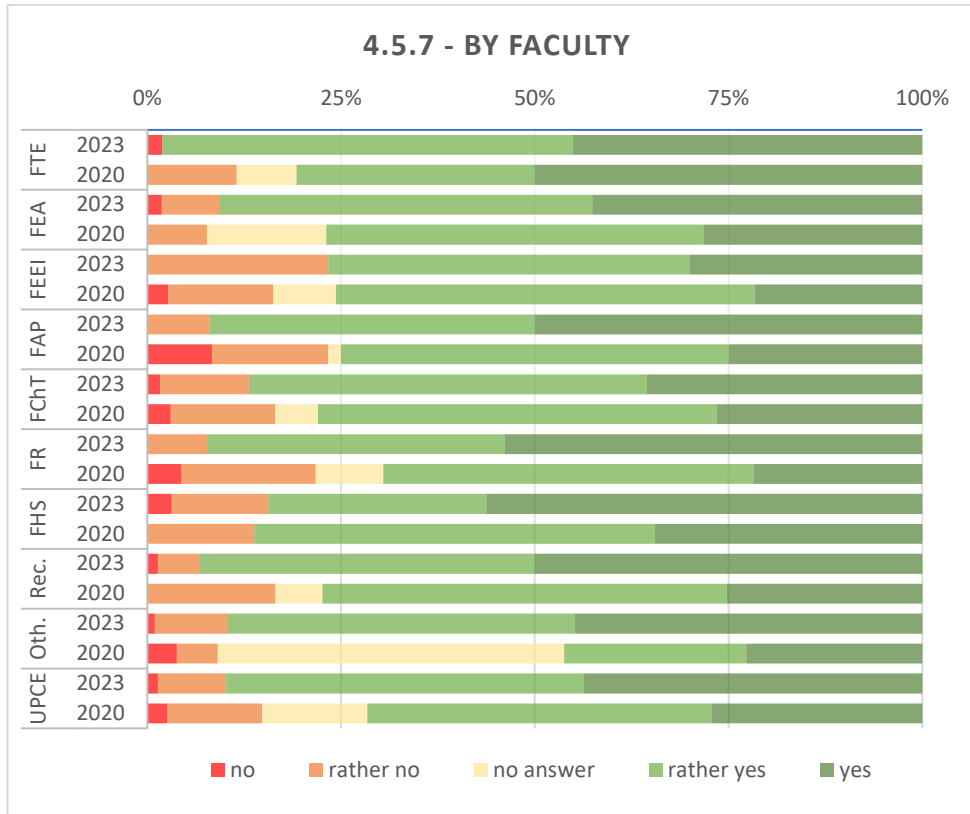


There is no clear trend or difference between the age categories, with only the 50-59 age category showing the biggest drop in confidence and increase in lack of confidence in sufficient investigation of complaints.

Conclusion:

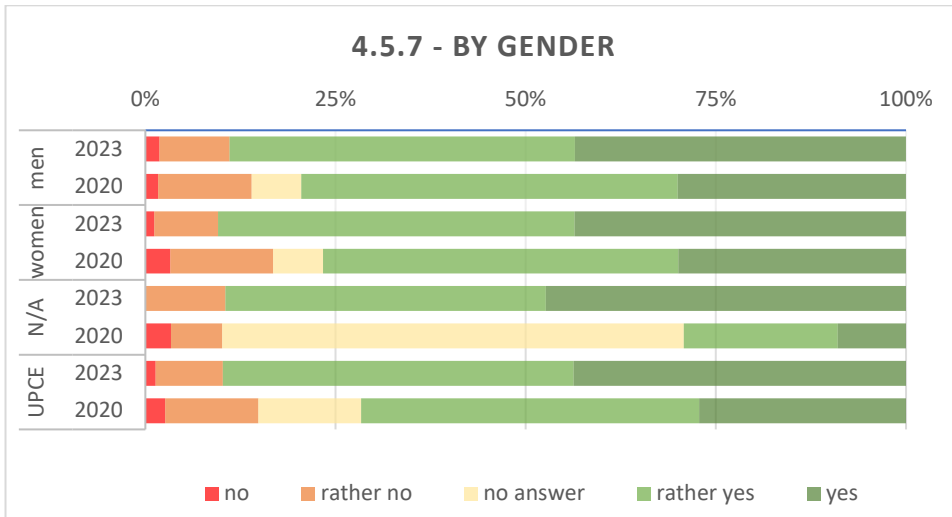
A third of respondents do not know how to answer this question. There are more than twice as many of those who believe their complaints will be investigated than those who do not believe they will be investigated sufficiently. There are quite significant differences between faculties, which is related to the handling of these complaints primarily at or within these levels and therefore to the rules in place. The greatest concern that a complaint will not be properly investigated is amongst PhD students, who also have the least awareness of where to turn. Awareness of the complaint resolution tools available to faculties would lead to greater confidence in the functionality of the system.

4.5.7 Do you know your rights and obligations regarding the employment relationship?

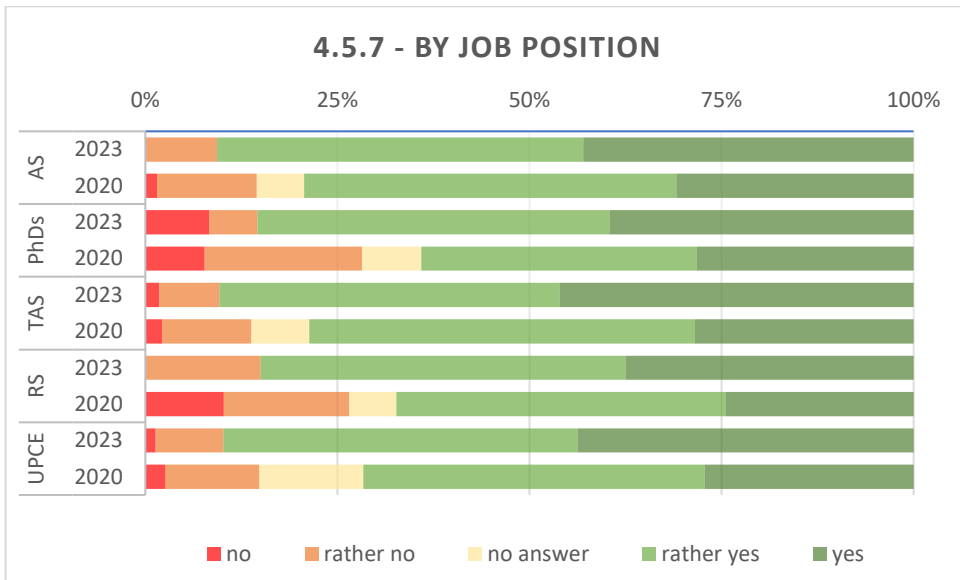


90% of respondents know their rights and obligations under the employment relationship. While there are inter-faculty differences, nowhere has knowledge fallen below 76% in 2023. With the exception of FHS, there has been a substantial improvement in knowledge in all parts of the University.

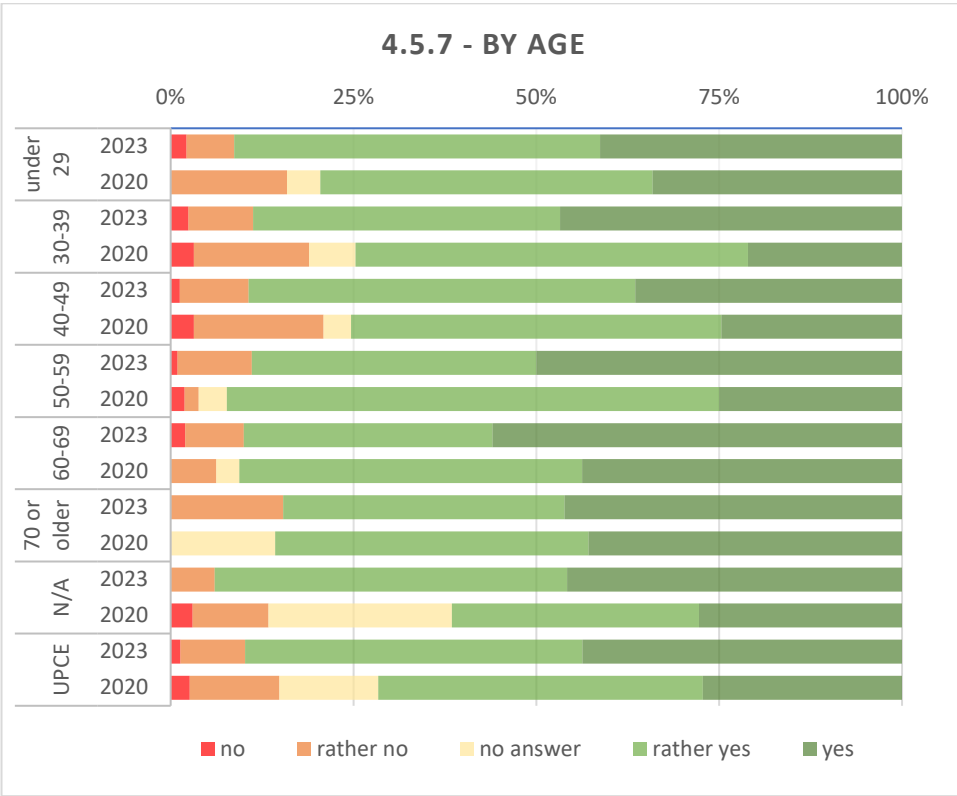




There is no difference between men and women in their knowledge of rights and obligations in the employment relationship.



Nor does the respondent's job position affect his or her knowledge.



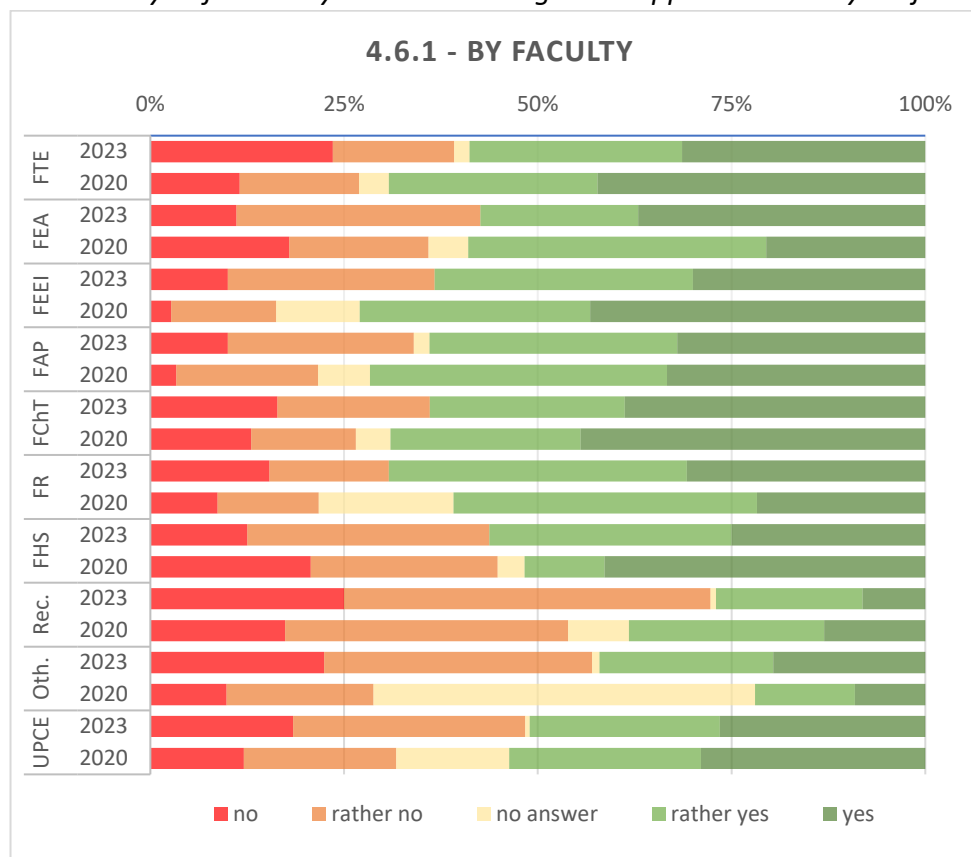
All age categories have almost the same level of knowledge of their rights and obligations, so age is not a factor here. Only respondents who did not provide their details showed a significant improvement in knowledge.

**Conclusion:**

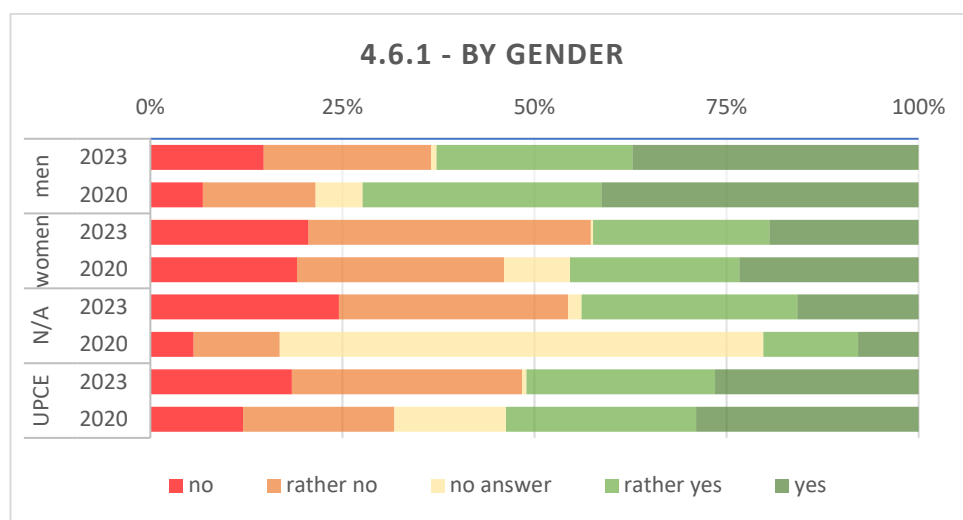
Knowledge of the rights and obligations arising from the employment relationship is high across the University, increasing over the period under review, and is not influenced by gender, age or employee classification.

## 4.6 Personal and career growth

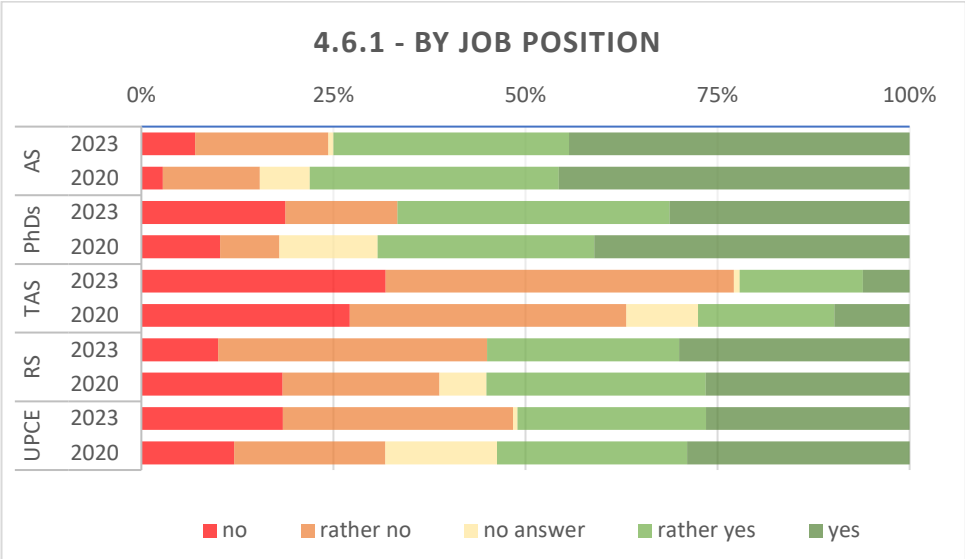
### 4.6.1 Do you feel that you have career growth opportunities in your job?



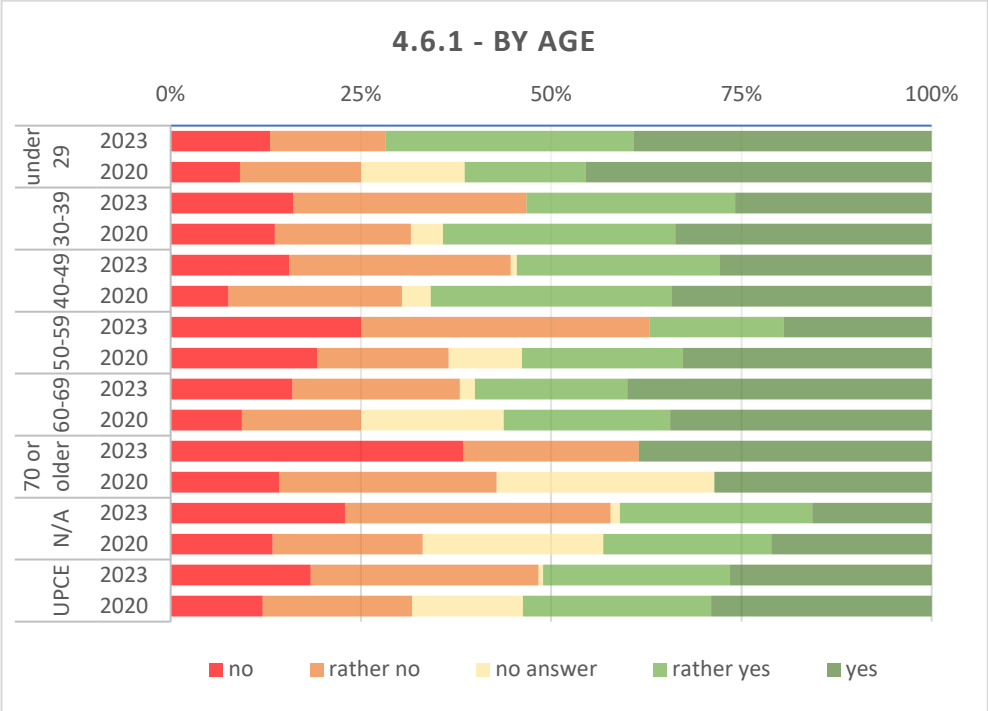
51% of respondents feel that there is an opportunity for career growth, while 49% do not think so. Compared to 2020, the situation has worsened, with the proportion of positive responses falling and negative responses rising significantly at the expense of non-responses. The situation is significantly better at the faculties than at the Rectorate and for those with no affiliation listed, which is related to the job position. Respondents from FR (69%), where there was an increase compared to 2020, and comparably at FEEI, FAP and FChT (63-64%), where there was an increase but a decrease in the period under review, rate career growth opportunities best. Respondents at FEA, FTE, and FHS rate their growth opportunities the lowest.



Gender is a significant factor in determining the perceived opportunity for career growth. While men's perception of the possibility of growth is 63% of the time, women's perception is only 42%. This is again related to job positions of women.



77% of technical/administrative staff do not believe or rather do not believe they have opportunities for career growth. The proportion of women is significantly higher in this group. On the other hand, academics perceive the highest growth opportunities (75%), followed by PhD students (66.5%) by a margin of 10%. By the same margin, researchers are only slightly more than half as likely to believe they have career growth opportunities (55%).



There is an interesting distribution of responses depending on age. Understandably, the youngest respondents under 29 are the most optimistic about their career growth opportunities (72%), followed by the second oldest cohort 60-69 (60%). The latter cohort is surrounded on both sides by age groups with the most sceptical attitudes, with 63% of negative responses in the 50-59 cohort and 61.5% in the 70+ cohort.

Comments by individual faculties:

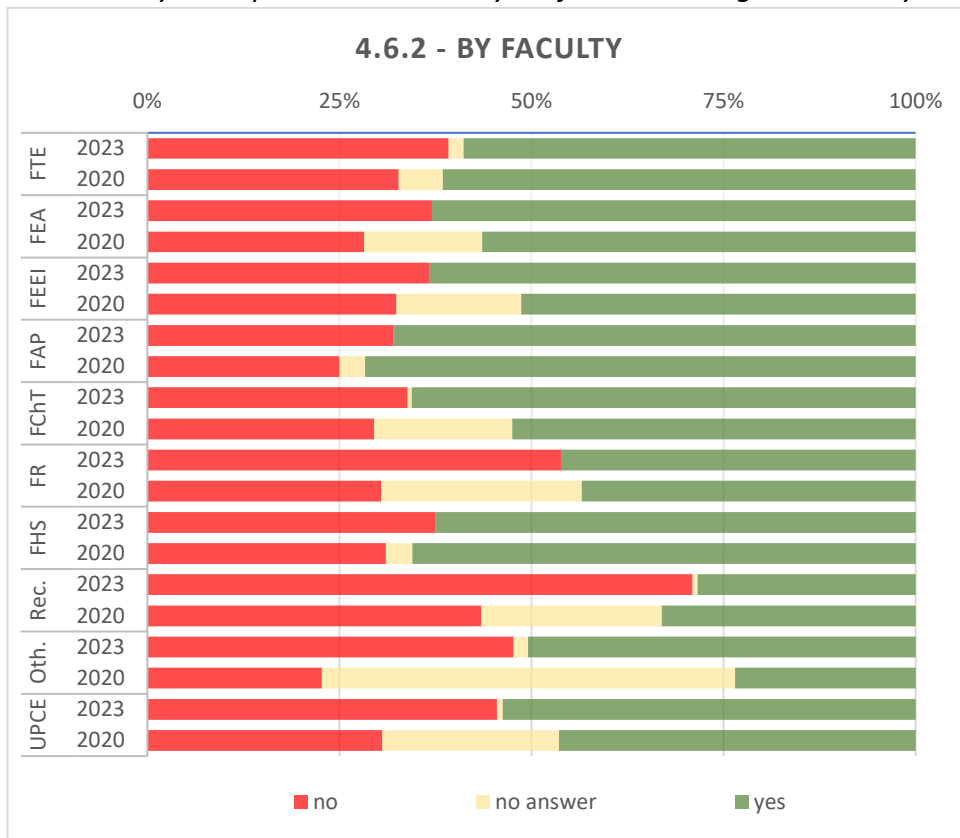
A total of 49 comments on this question focused primarily on the hopelessness of the situation (55%) – career growth is not possible within standard working hours and is to the detriment of the individual. The majority of respondents said (71%) that they do not seek career growth because 1. they do not have the time capacity, 2. it is not enabled by the system/parameters are unattainable (nature of the work of the employee or technical/administrative staff), 3. there is no longer the time or desire (older cohorts of staff), 4. there is nowhere to go (senior staff – professors) or 5. 'burnout' and reluctance to give more work. In only 8% of the responses do respondents say that the set career growth system is sufficient, transparent, or realistic. Technical/administrative staff do not see opportunities for career growth, or it would mean changing what they do and want to continue doing. This group would appreciate progressive salary scales reflecting seniority.

Conclusion:

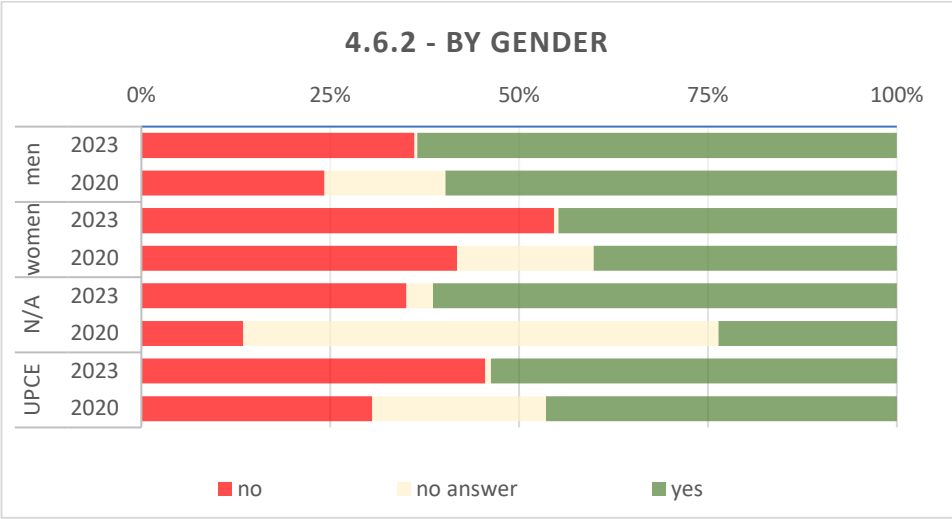
The career development opportunity is primarily intended for academics, not technical/administrative staff. Therefore, this is also a gender issue, as women represent the majority of technical/administration staff. People under 29 and 60-69 years of age rate career growth opportunities the highest. The first cohort is largely made up of PhD students, for whom career development is part of their studies, in the latter case probably a shift from Associate Professor to Professor or similar.

It is primarily technical/administrative staff and researchers who lack a career path; in the case of academics, although they are aware of the career path, they do not consider the current set-up to be sufficiently motivating to follow it.

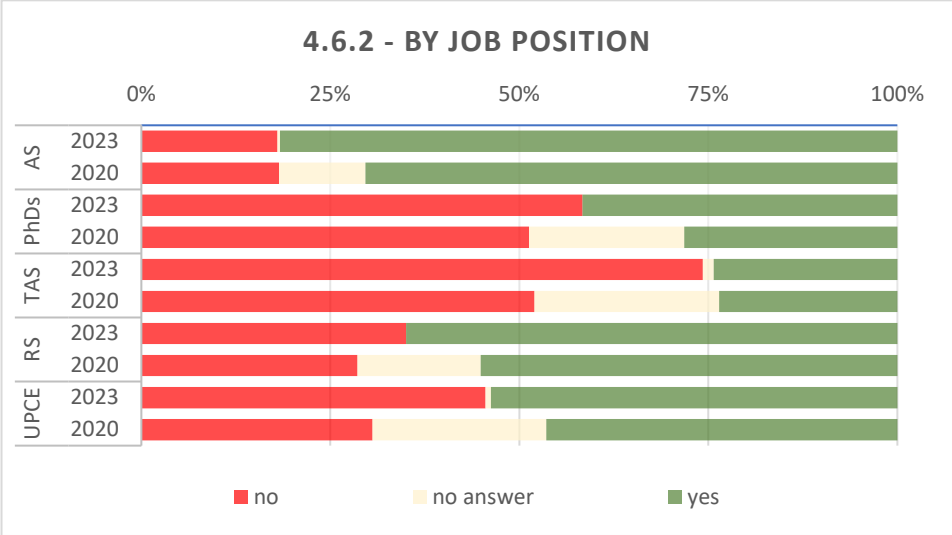
4.6.2 Has your supervisor discussed your future career growth with you?



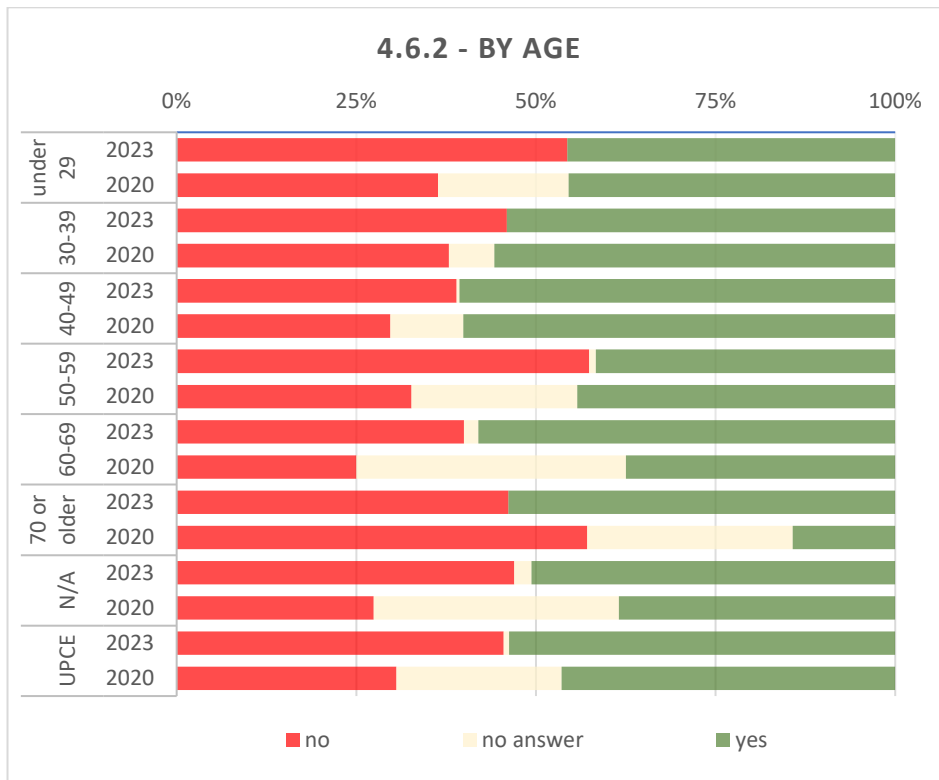
FAP and FChT are where career growth is most likely to be discussed (68% and 66% respectively). Across the University, 54% of respondents were positive. The Rectorate (28%) and FR (46%) were the weakest on this question.



There is a surprisingly big difference in terms of gender. While only 45% of women said that their career growth had been discussed with them, the figure for men is 64%. Again, this is related to the high proportion of women among technical/administrative staff.



Career growth is clearly most discussed with academics (82%), followed by researchers by a wide margin (65%). For PhD students, the situation has improved significantly, yet career growth was discussed with only 42% of them. In the case of technical/administrative staff, this is less than a quarter (24%).



Career growth is most discussed with employees aged 30-49 and over 60.

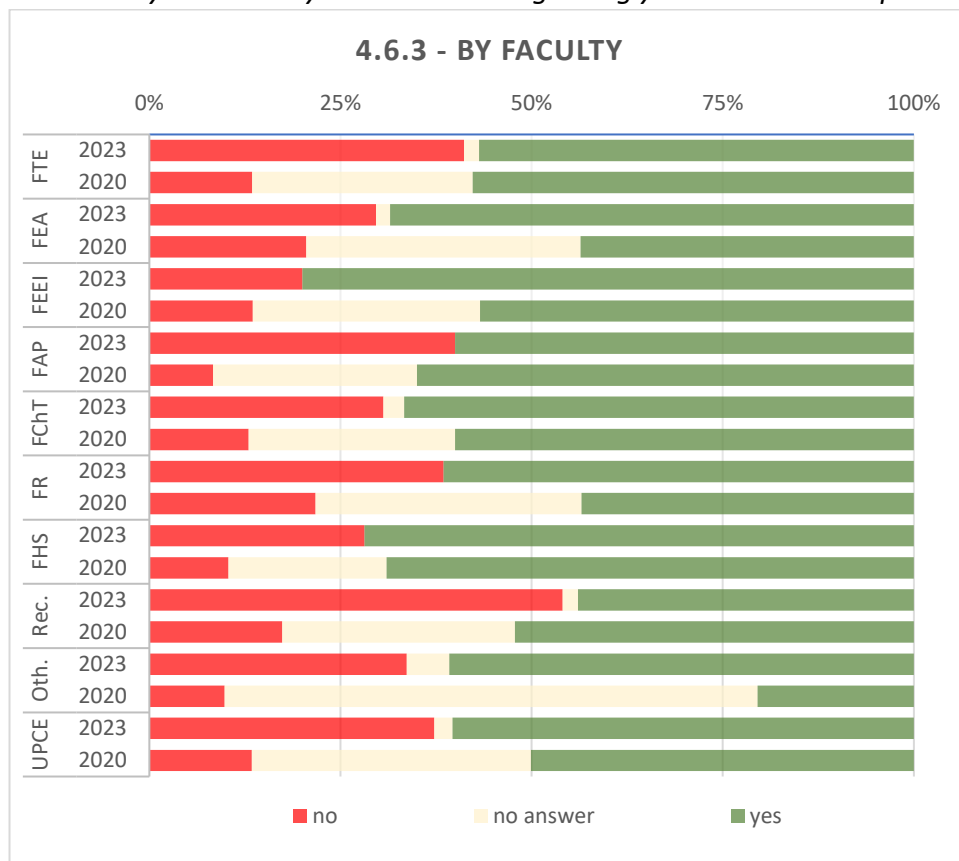
Comments by individual faculties:

The comments on this question are very similar to those on the previous one. Nihilism prevails over opportunities; discussions are not taking place or are formal or unrealistic from the respondents' point of view. In one case it was mentioned that career growth is a matter for the individual, not the system (habilitation/appointment), so there is nothing to discuss. In the case of PhD students, there is a negative attitude towards discussing career growth because they feel that in the current situation of higher education there is no growth but rather 'decline'.

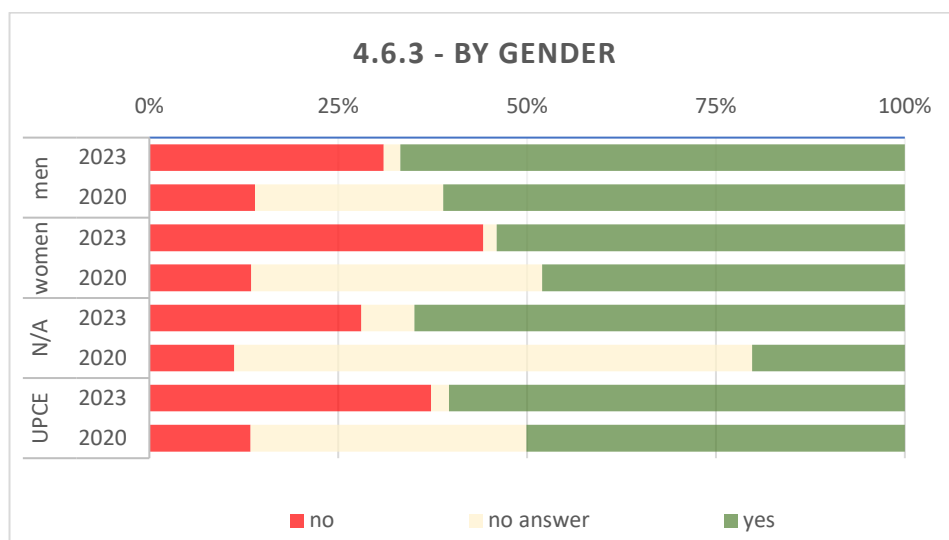
Conclusion:

There are quite big differences between the faculties. While career growth is discussed at FAP with over two-thirds of respondents, it is just over a quarter at the Rectorate. There is a lack of discussion of growth in the case of technical/administrative staff, which is related to the inferior position of women regarding this issue at the University.

4.6.3 Do you have anyone to turn to regarding your career development at UPCE?

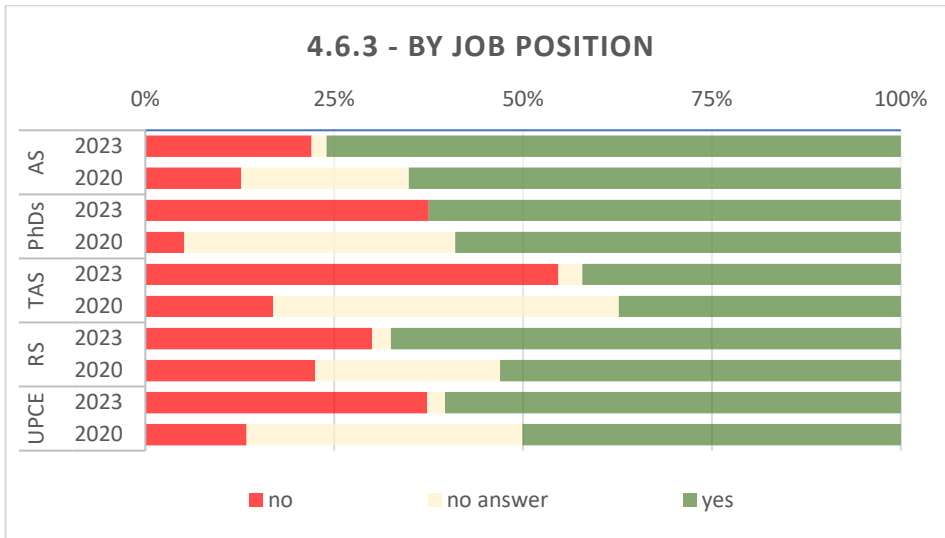


60% of respondents have someone to turn to for help with their career development. Those from FEEI (80%), FHS (72%) and FEA (69%) are the best off. Those from Rectorate are the worst off, with only 44% of respondents having someone to turn to for guidance on career development. We see a drop only at FAP and Rectorate, otherwise positive responses in the rest of the University are increasing in the period under review.

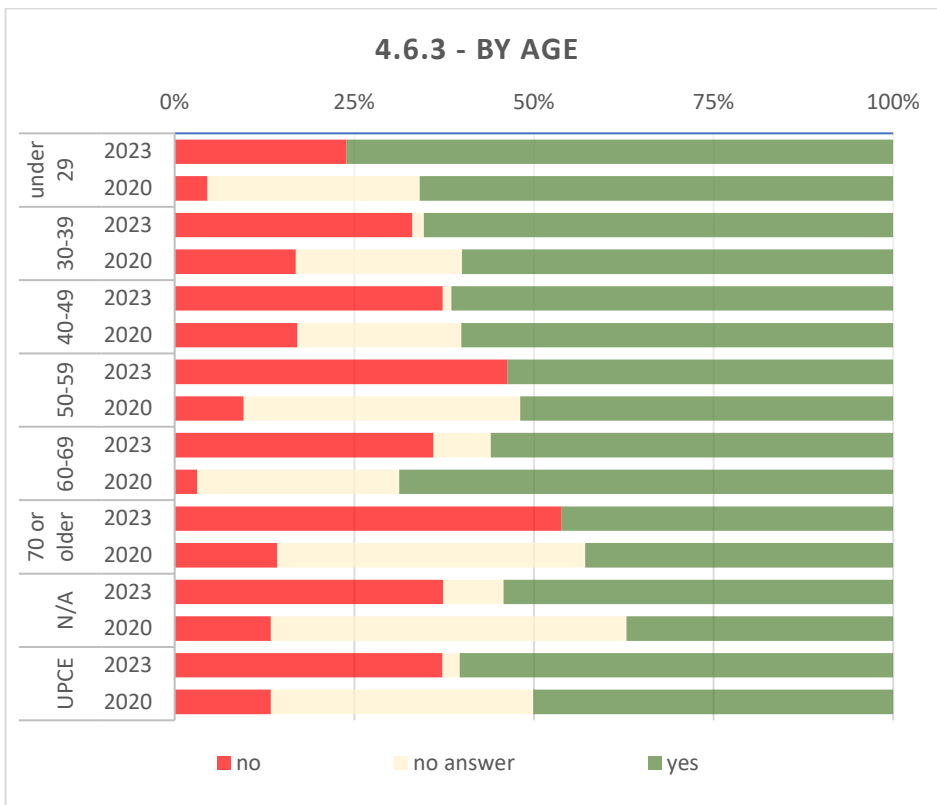


Women are 12 percentage points worse off than men, again related to their predominance in technical/administrative staff jobs.





Academics (76%) and researcher (68%) are the best off. Technical/administration staff have someone to turn to in only 44% of cases.



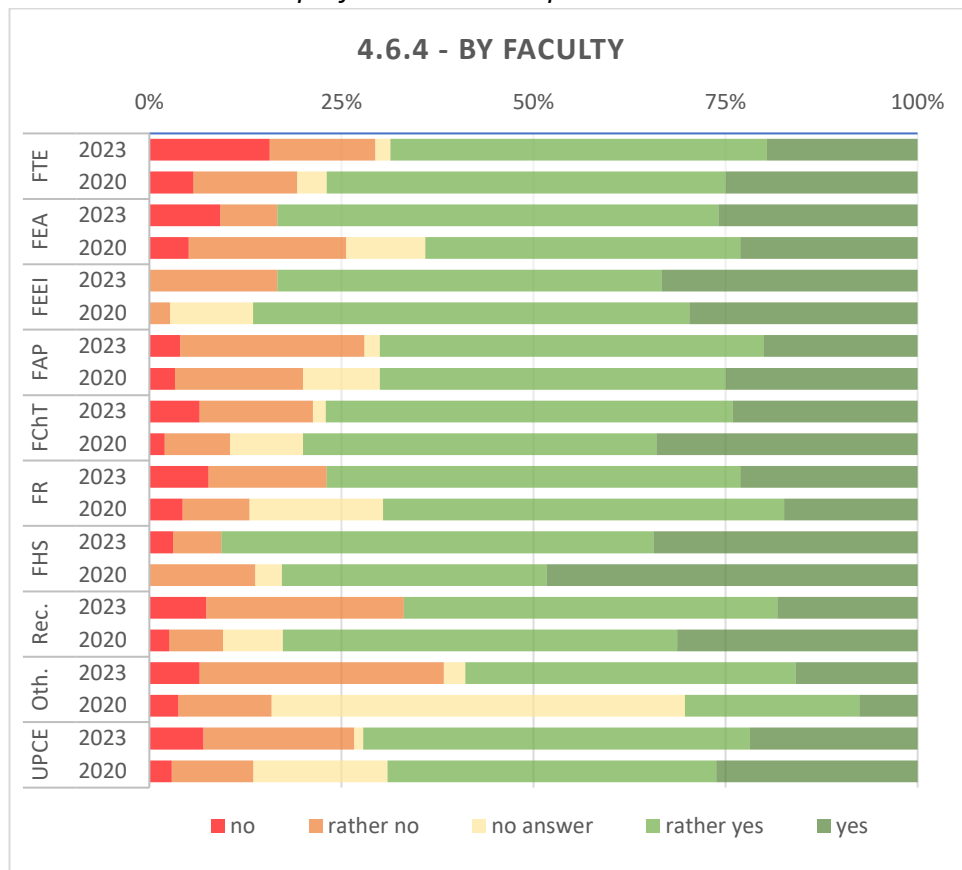
Young employees up to the age of 29 have the most opportunities to seek help for career development (76%) and this proportion decreases with age, with the exception of the 60-69 cohort, where, again, the possibility of career development is linked to opportunities to seek help.

When asked to whom the respondents turn or can turn in case of need, the dominant answer is clearly the immediate superior (80%), specifically the head of the department (67%). Only marginally are other persons represented – a senior colleague, supervisor, chair of the subject advisory board or dean. However, it is heads of departments and other immediate superiors (research team leaders, etc.) who play a central role.

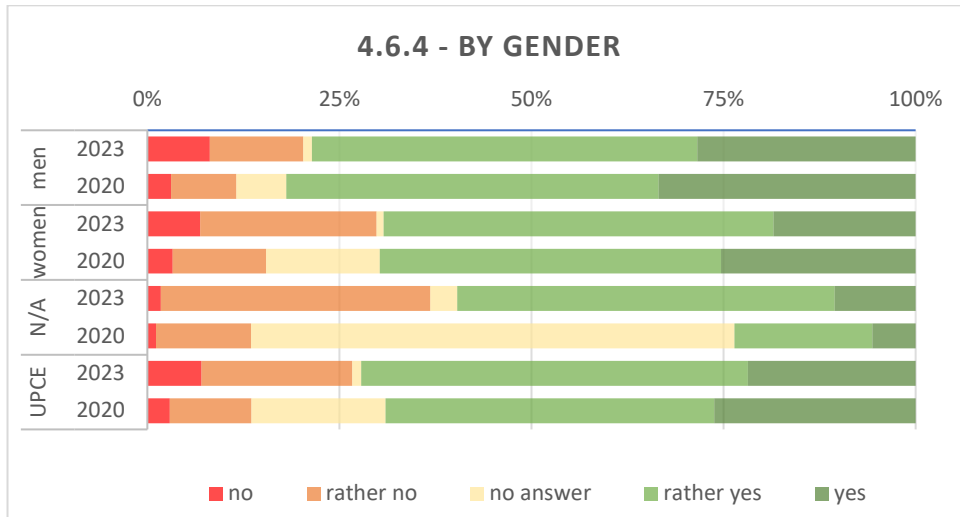
Conclusion:

Three-fifths of respondents have someone to turn to for help with their career growth. The head of department (67%) or another immediate superior plays a central role in this. The role of vice-deans or deans or vice-rectors is mentioned only marginally (14%). This is a positive trend in most parts of the University. Women are slightly disadvantaged compared to men, especially those classified as technical/administrative staff. Academics have the greatest opportunity to seek help with career development.

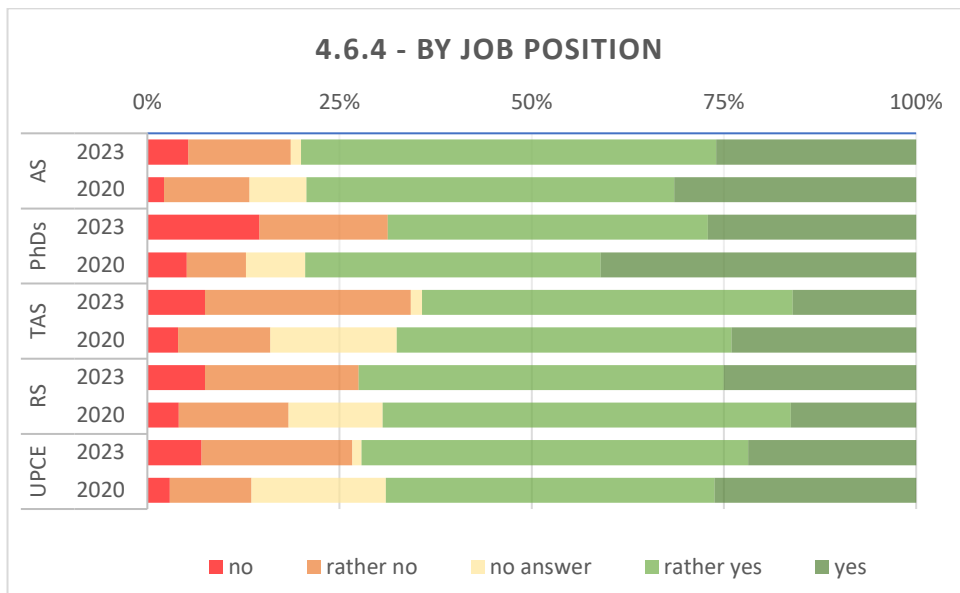
4.6.4 Do you feel that UPCE/faculty provides sufficient opportunities for your further education and professional development?



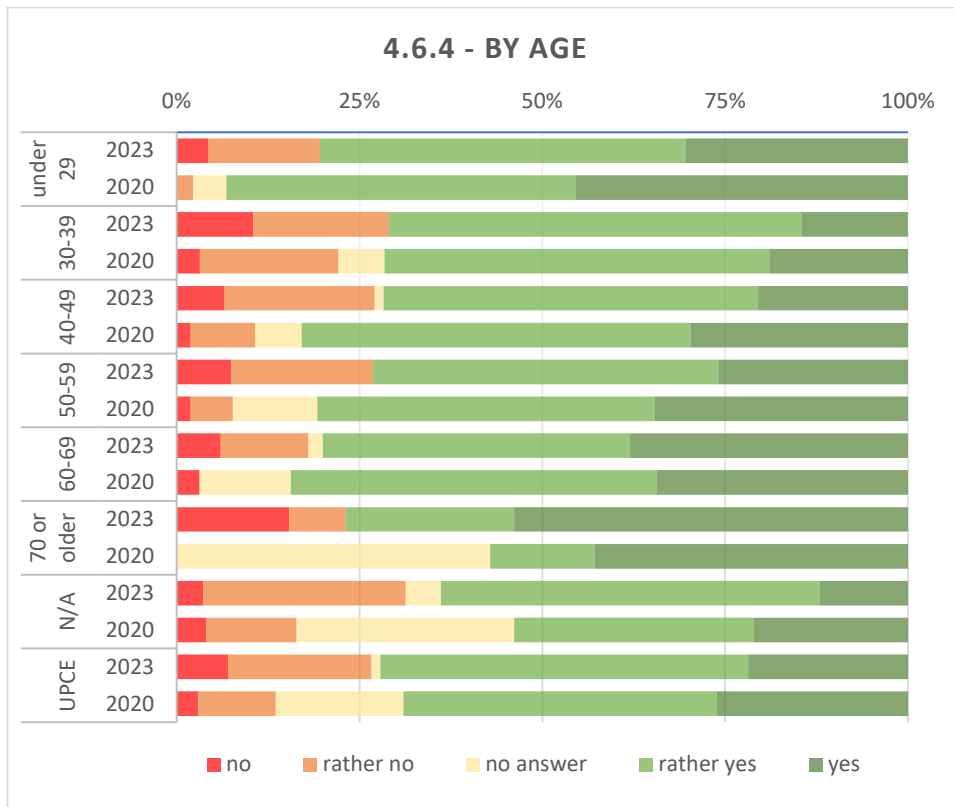
Education and professional development are significantly better rated than career growth opportunities. 72% of respondents believe that their faculty or University provides them with sufficient development opportunities. FHS and FEA are the most likely to believe this, while those with no affiliation, people from the Rectorate and FAP are the least likely to believe this.



Women showed a more significant increase in disagreeing responses and were almost 10 percentage points less likely than men to consider these opportunities sufficient.



While academic staff rate these opportunities best, the ratings for PhD students have fallen over the period under review and are comparable to those of technical/administration staff and research staff.



All age groups consider the opportunities to be sufficient, but the sandwich generation 30-49 years old rate the opportunities least well, while 70+ and under 29 years old rate the opportunities best.

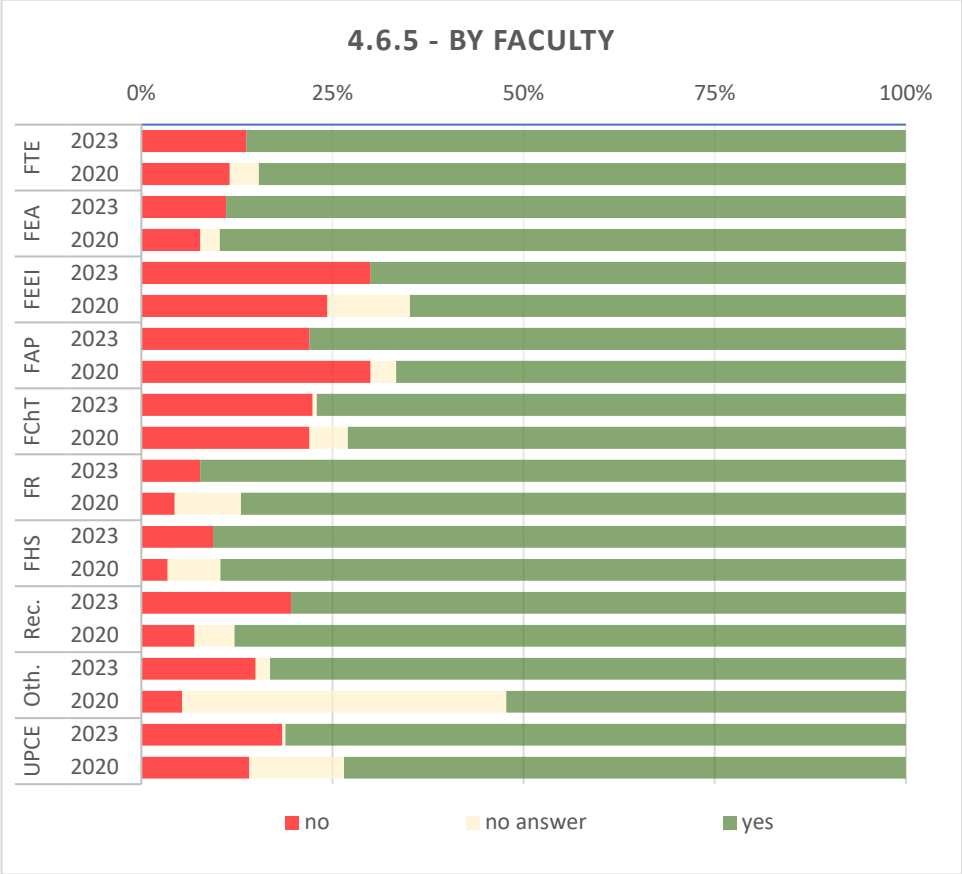
The main development opportunities that respondents would like to see include:

- At FTE, both higher level language courses and pedagogical minimum.
- At FEA, courses developing professional knowledge – econometrics, working with software, new methods, etc.
- At FEEI, there is no explicit need for courses, but training on didactics, teamwork are mentioned.
- At FAP, higher level language courses, but also basic courses and in more languages, teambuilding, or stress management training.
- At FChT, higher level language courses, partly computer courses and didactic courses are clearly predominant.
- At FHS, more language courses, possibly soft skills courses.
- At the Rectorate, predominantly language courses, but also courses for individual agenda – working with data warehouses, SW, computer skills, soft skills courses, etc.

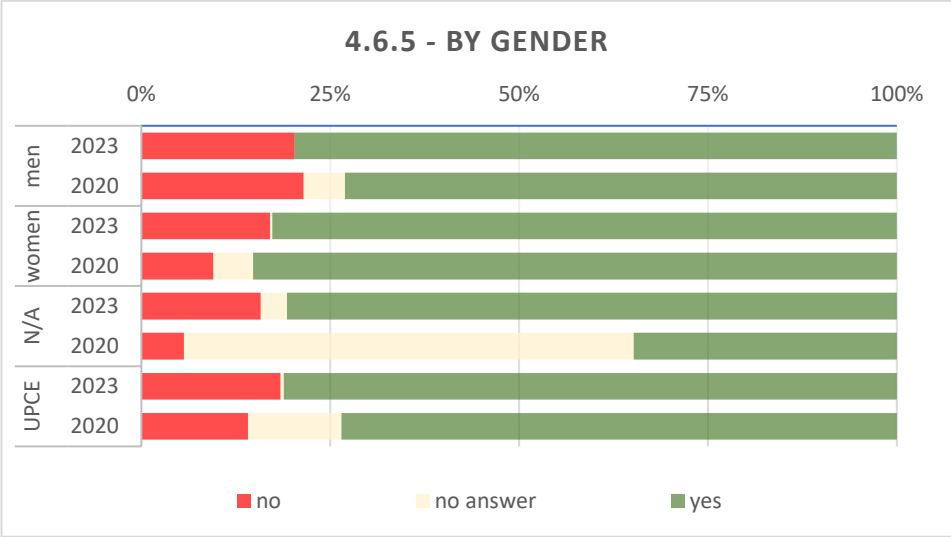
Conclusion:

Employees are mostly satisfied with the offer of professional development courses and most of them do not even ask for more courses offered, but mainly for better availability (time, capacity) and higher quality or the possibility of more progression (higher level language courses). The youngest group of employees up to 29 years of age, men and academic staff value these development opportunities the most.

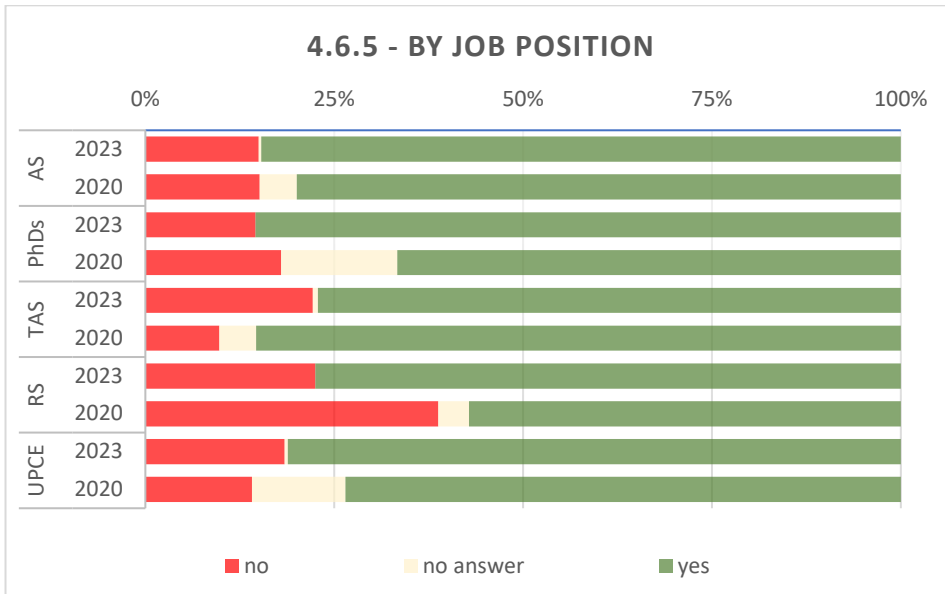
4.6.5 In the last five years, have you participated in any educational activity (course, seminar, etc.) at UPCE as part of your professional development?



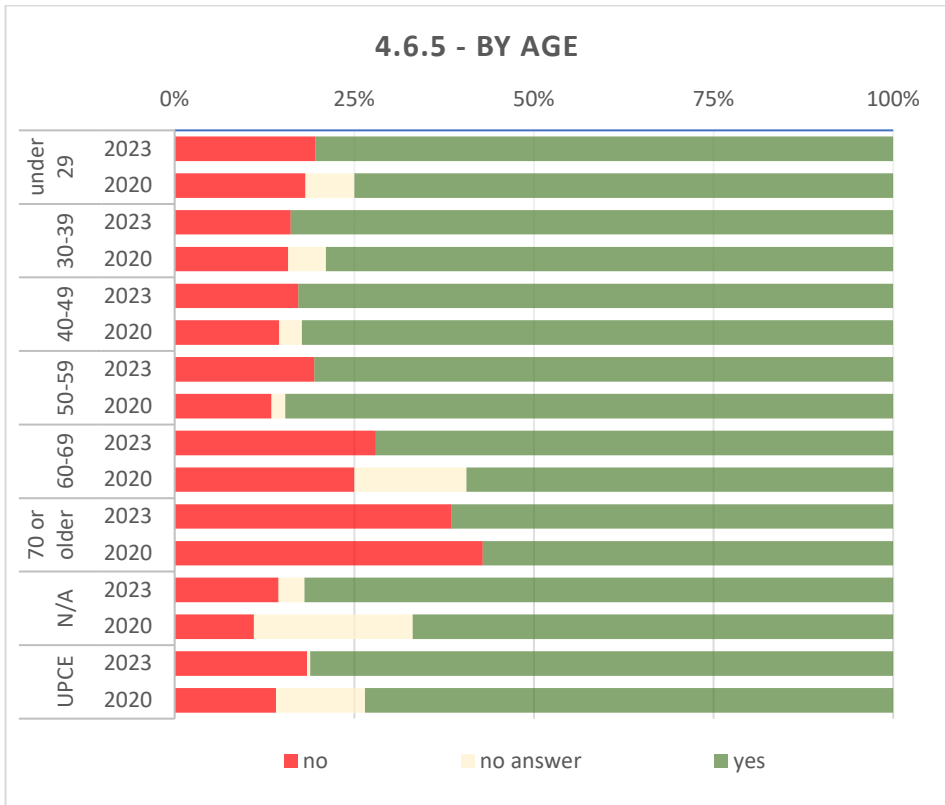
81% of respondents have participated in an educational activity in the last five years. Employees at FR and FEA have participated the most (92 and 89% respectively), while employees at FChT and FAP have participated the least (77 and 78% respectively). There is a noticeable development in training activities, with an increase of almost 8 percentage points in the proportion of employees taking these courses compared to 2020.



Slightly more women than men attend these courses, but there has been an increase in men's participation, while women's participation has stagnated (slightly decreased).



Academic staff and PhD students participate in these training activities the most (85%), technical/administration staff and researchers lag behind by about 8 percentage points.



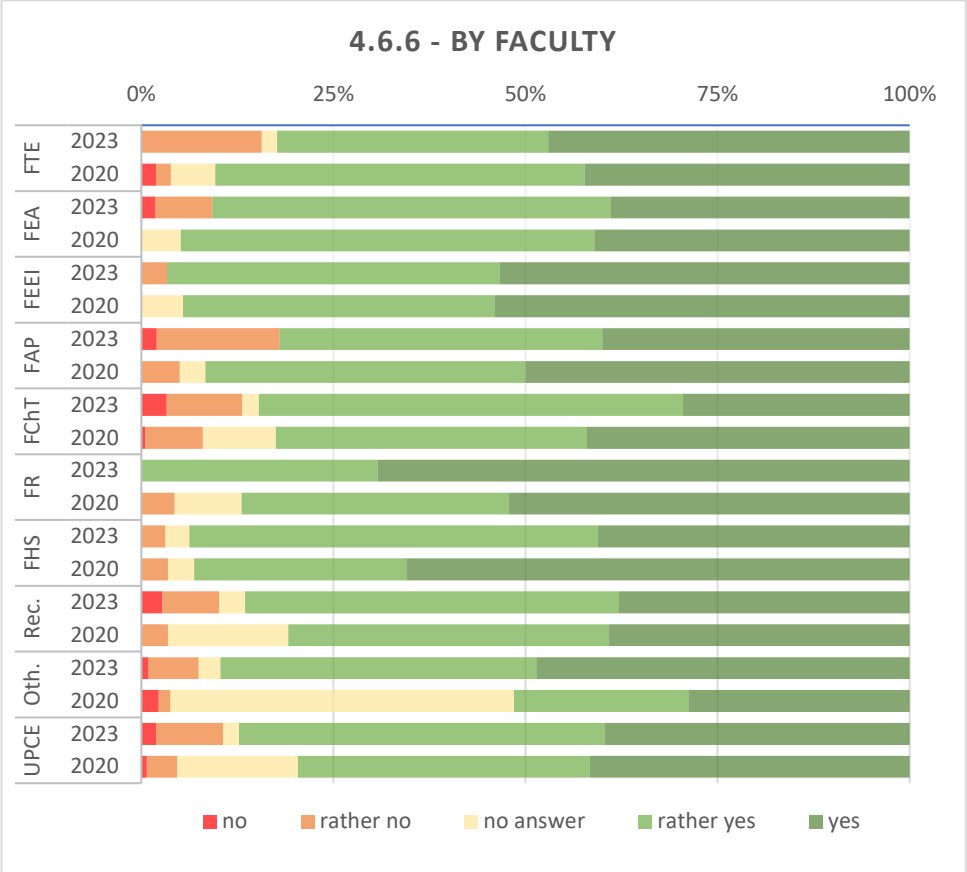
Attendance at development activities is not dependent on age up to 60 years, only after the age of 60 years does employee participation in these activities decline sharply.

The comments on this issue overlap greatly with the previous ones. Academics participate primarily in language courses, vocational courses, pedagogical courses, software courses, etc. They also continue to request these courses. With a few exceptions, staff do not request more or different courses because they do not have time for them. What they would appreciate, however, is higher quality, availability, and even higher levels (especially for language courses) of courses.

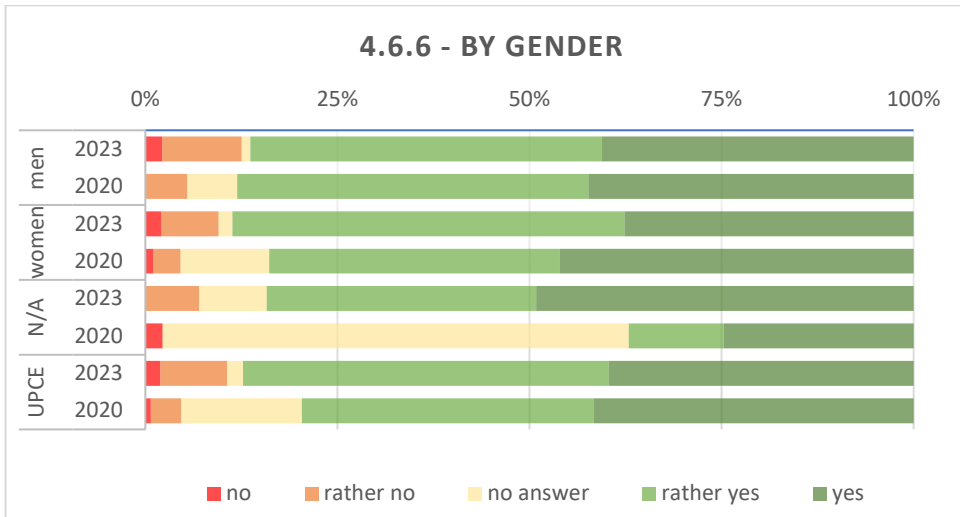
Conclusion:

Employees across job positions, gender, age and faculties have been heavily involved in the University's educational activities. They do not want to see the existing offer expanded, but made more accessible, improved and offered at higher levels.

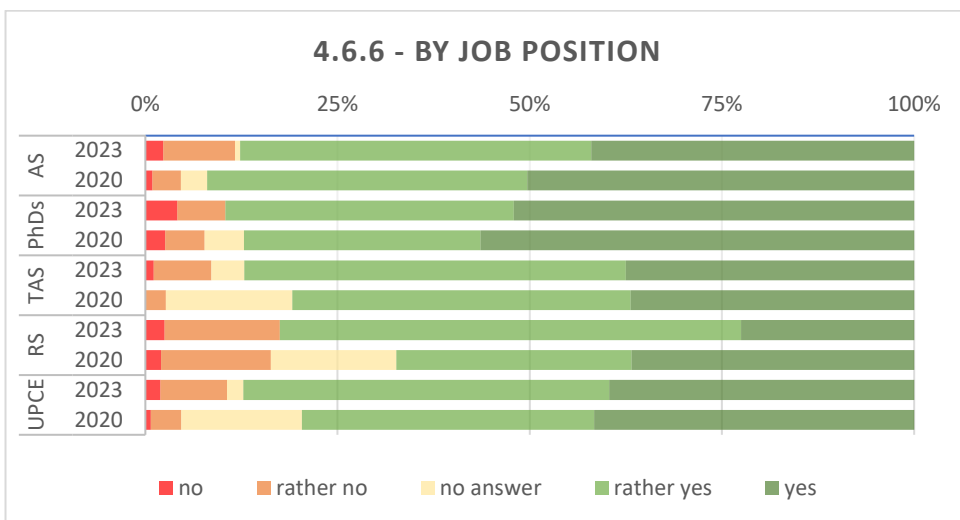
4.6.6 Do you think that UPCE/Faculty sufficiently supports international mobility?



87% of respondents perceive support for mobility from the University, across faculties and at the Rectorate. This support is more perceived now than in 2020. The largest increase in affirmative responses is for non-affiliated respondents, while we observe a slight increase for FTE and FEA, and a more significant drop for FAP.

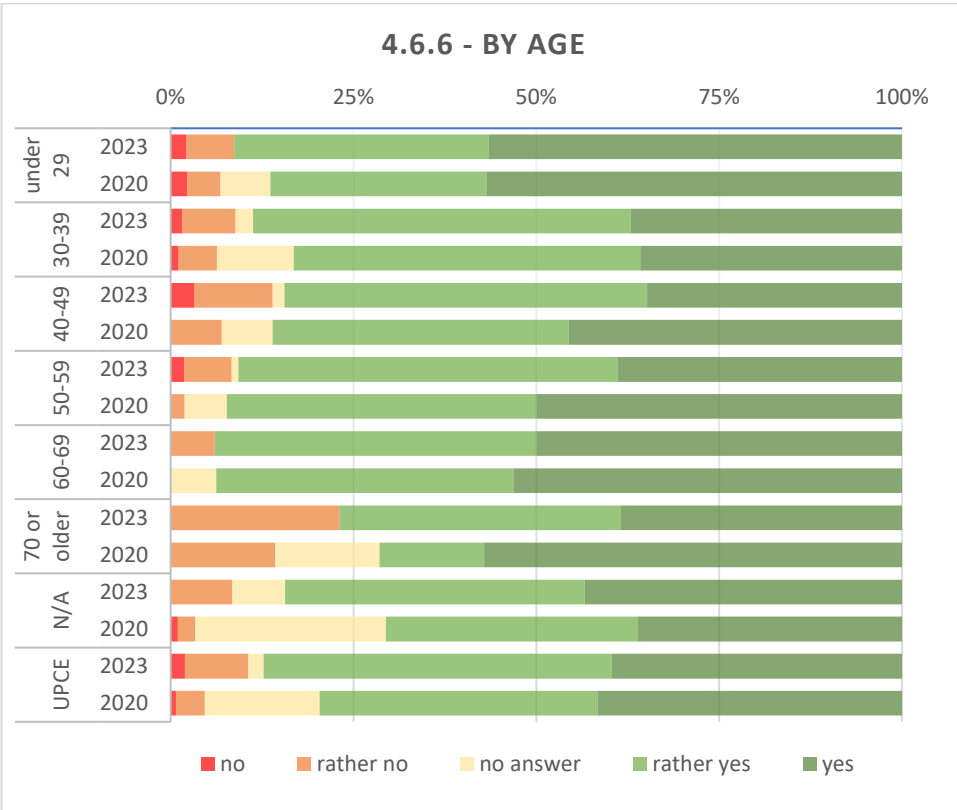


Perceptions of mobility support are not gendered.



PhD students (90%) and academics (88%) perceive mobility support the most. Interestingly, even technical/administrative staff perceive mobility support more (87%) than researchers (82%).



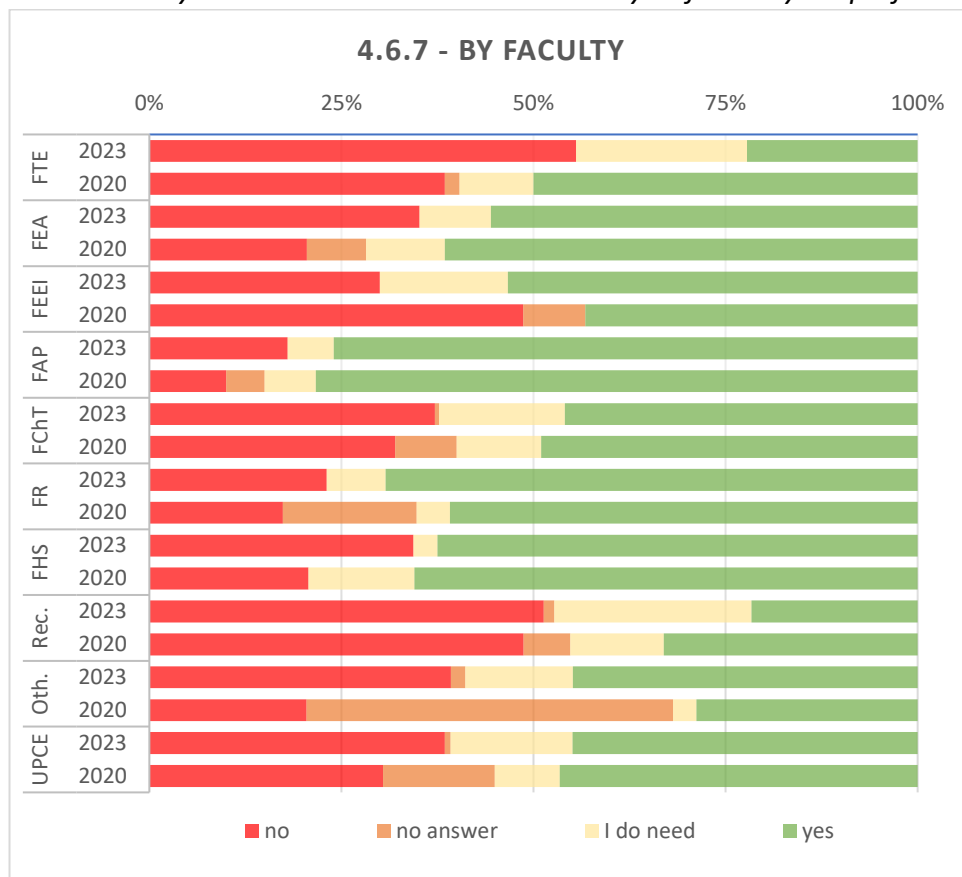


Support for mobility is perceived across age categories, with the exception of the oldest cohort 70+. Interestingly, the 60-69 cohort is the most positive about this support (94%), followed by the youngest cohort (91%).

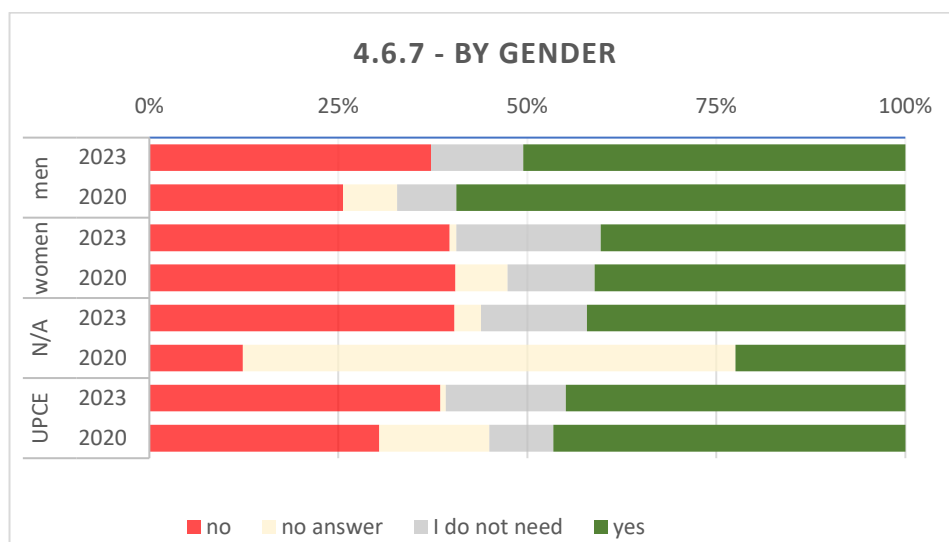
**Conclusion:**

The University sufficiently supports mobility and there is no perceived restriction of this support for any group of employees.

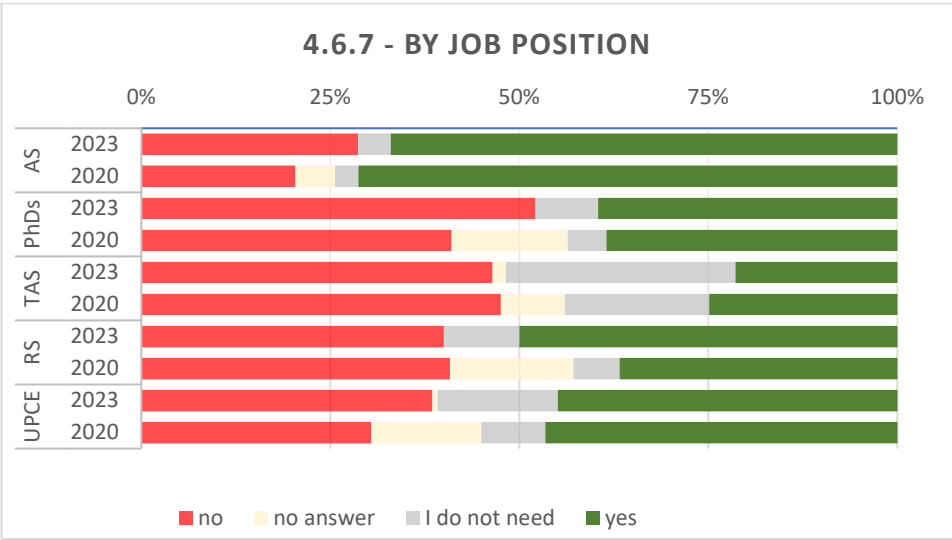
4.6.7 Have you ever used international mobility to further your professional development?



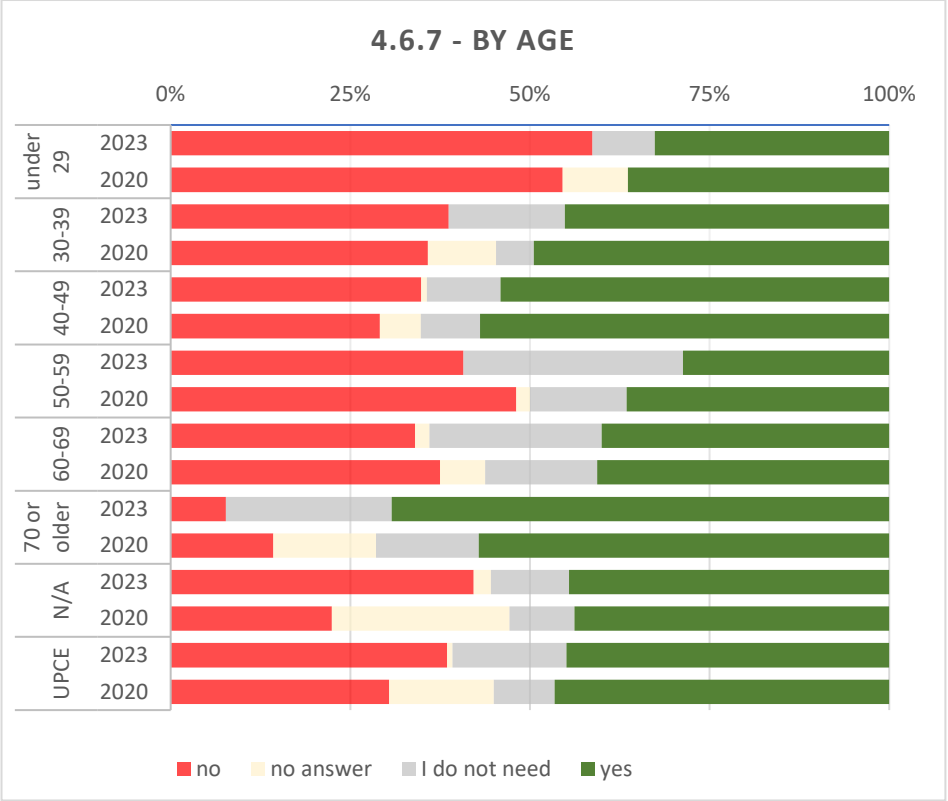
Although support for mobility is public and accepted, the proportion of respondents who have used mobility as part of their development is 45% and has decreased slightly over the period under review. The highest proportion of those who have used international mobility is at FAP (76%) and FR (69%). One in six respondents (16%) believe that they do not need mobility for their professional development and the proportion of this view has doubled between 2020 and 2023.



Men (50%) are more likely to use mobility than women (40%), but men's use has fallen since the last survey, while women's use has stayed the same. Women are more likely to say they do not need mobility for their professional development (19%) than men (12%).



The most frequent users of mobility are academics (67%), followed by researchers (50%). Only two out of five PhD students (40%) go on mobility abroad, and for technical/administrative staff it is one in five (21%).

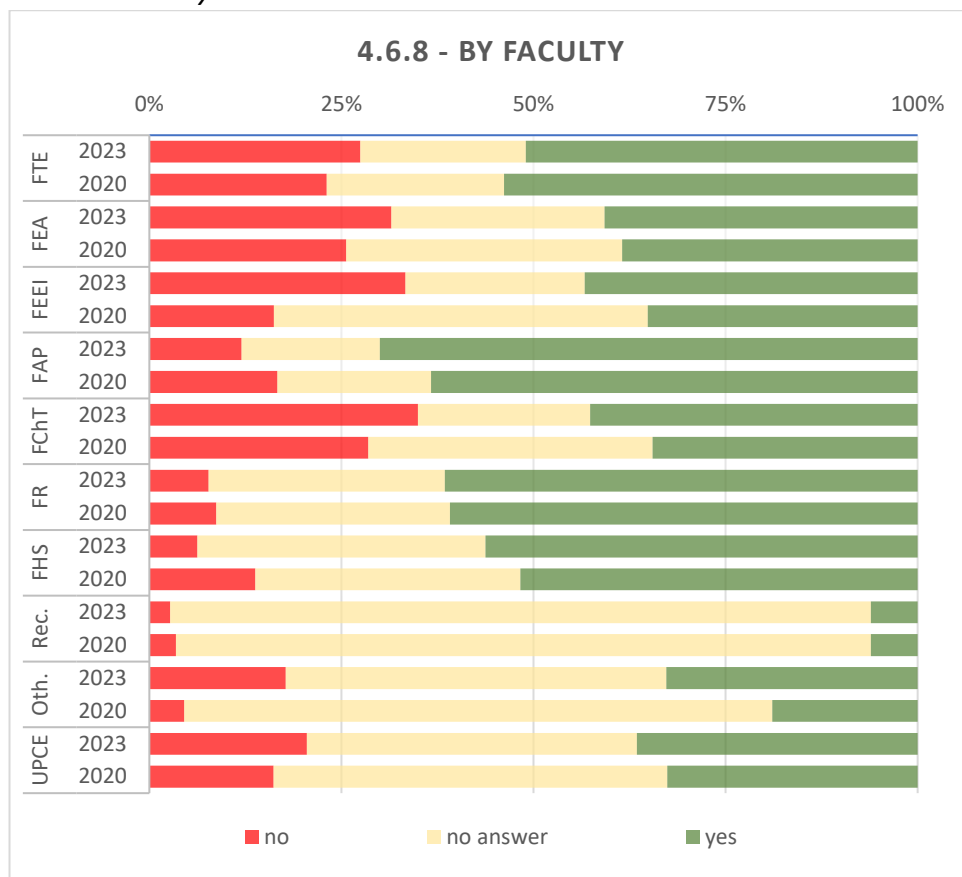


The use of mobility increases with age, but there is an interesting threshold of 50 years, where the 50-59 cohort shows a jump compared to the previous cohort (half, from 57% to 29%) and then participation in mobility increases again with age. The oldest cohort has the highest mobility participation rate (69%).

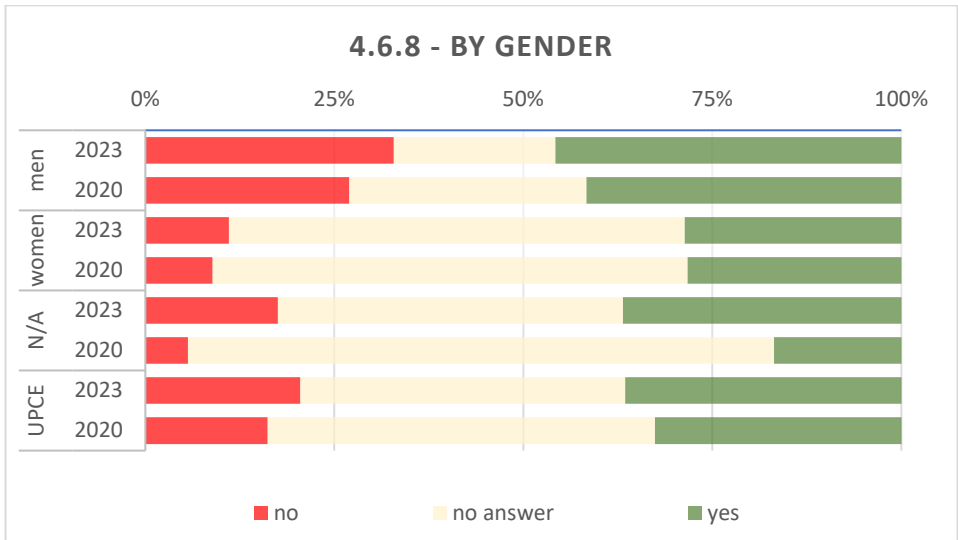
Comments and conclusion:

Mobility is used by approximately 45% of employees, mostly men and academic staff. The situation has not improved after the pandemic and mobility is not increasing. Most of the comments mention the impact of the Covid-19 pandemic, and the Erasmus programme as the main tool for developing mobility and learning abroad. While the support for mobility is well perceived at FAP, there are rather critical voices at FChT and FTE about the administration, transparency of selection or support for mobility. 52% of commentators mention that they have not used mobility but are planning to do so. Women mention the problem of implementing mobility due to maternal responsibilities. Therefore, women use mobility significantly less than men. Technical/administrative staff members are often unaware of mobility opportunities and a third of them do not consider it necessary for their work.

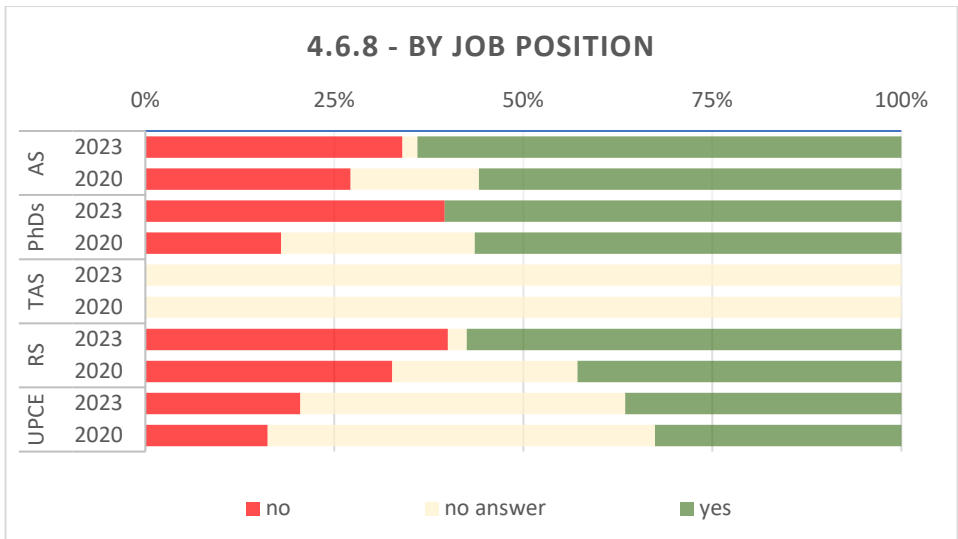
4.6.8 Would you be interested in a sabbatical leave?



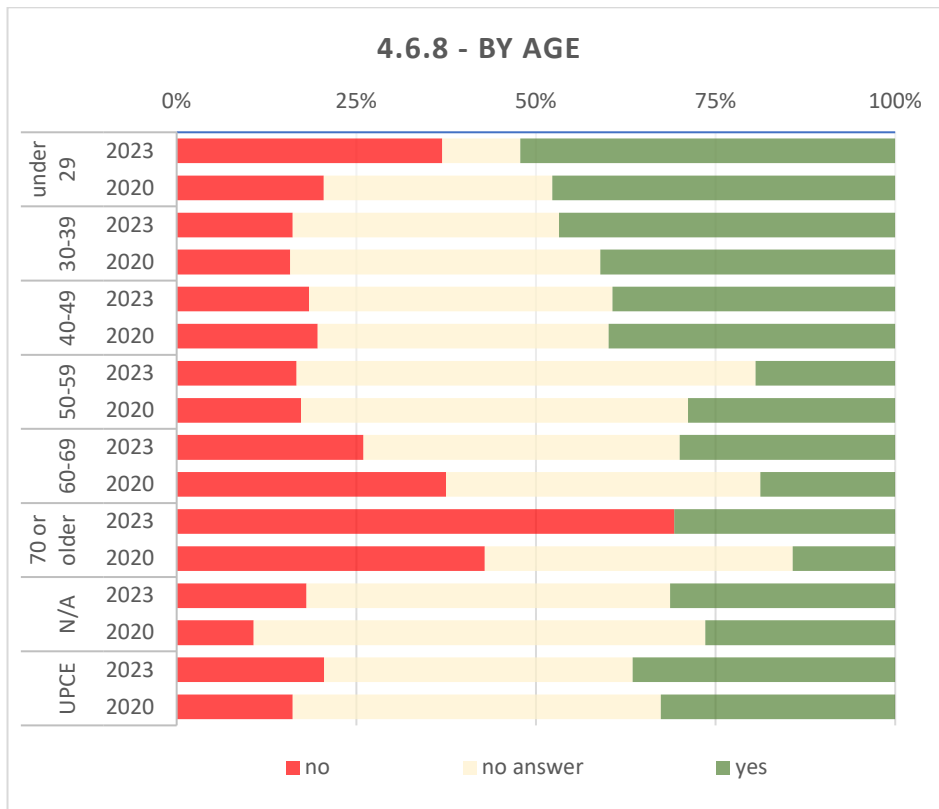
More than a third of respondents (37%) would be interested in taking a sabbatical. When technical/administrative staff are subtracted from the sample, the interest in sabbatical leave among academics is 55%. The highest interest is in FAP (70%), FR (62%) and FHS (56%), while the interest in FChT, FEEI and FEA is only slightly above 40%.



Significantly more men (46%) than women (29%) are interested in sabbatical, which is related to the high proportion of women in technical/administrative staff positions. When adjusting for female academics only, interest is even slightly higher (49%).



Interest in sabbatical is highest among academics (64%), followed by PhD students (60%) and researchers (58%).



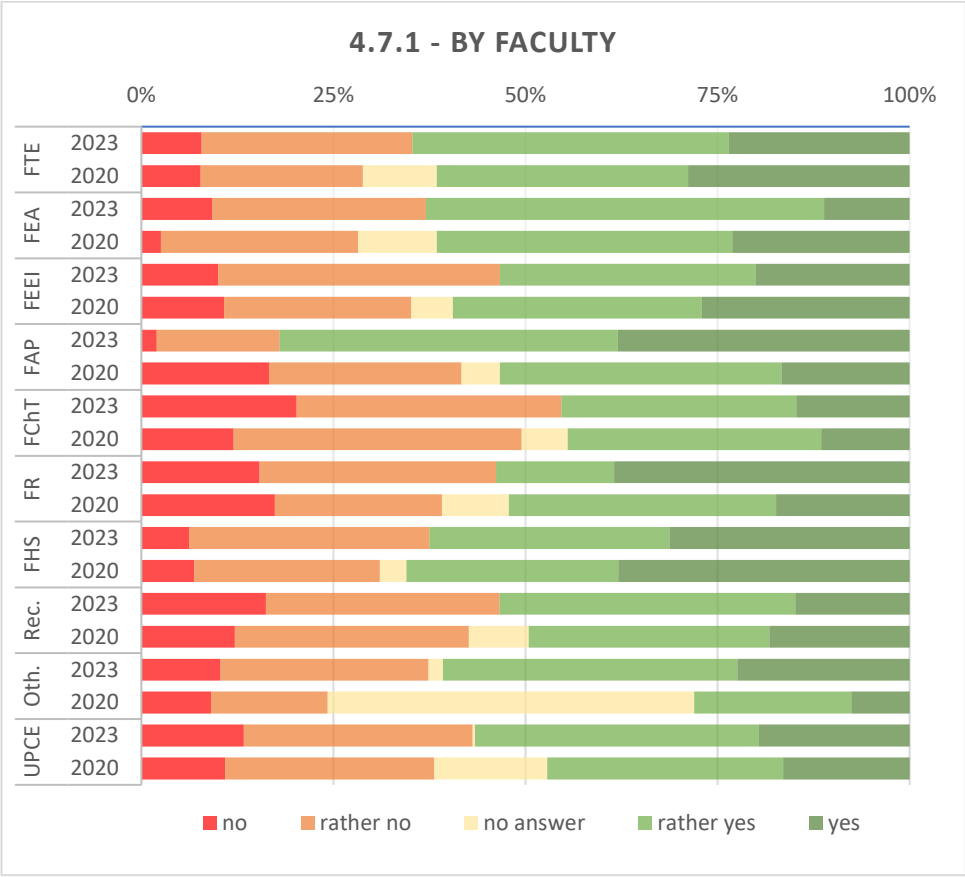
With age, interest in the sabbatical declines. The break in the 50-59 age group is due to the large proportion of technical/administration staff in this cohort. Among academics, there is a clear gradual decline with age.

**Comments and conclusion:**

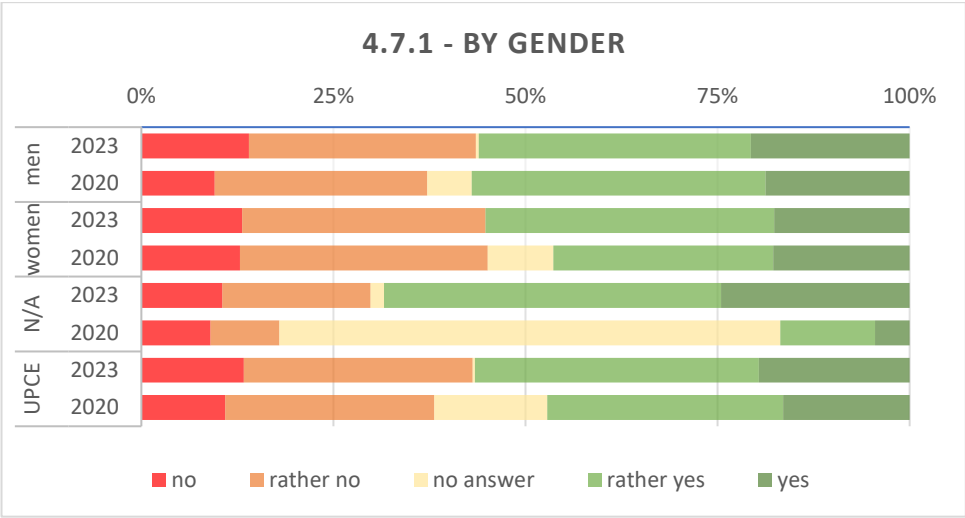
At FTE and FChT, commentators perceive a major problem of combining sabbatical with teaching and research responsibilities at the faculty level. Conversely, at FAP, the restriction of the sabbatical to only in conjunction with habilitation preparation is perceived negatively. There are also 'enthusiastic' reactions to the idea of sabbaticals from non-affiliated commentators. In general, the principle of sabbaticals is welcomed, but most contributions agree that they are not easy to implement precisely because of the large number of obligations. The sabbatical is a welcome concept, but it applies primarily to academics.

## 4.7 UPCE strategy

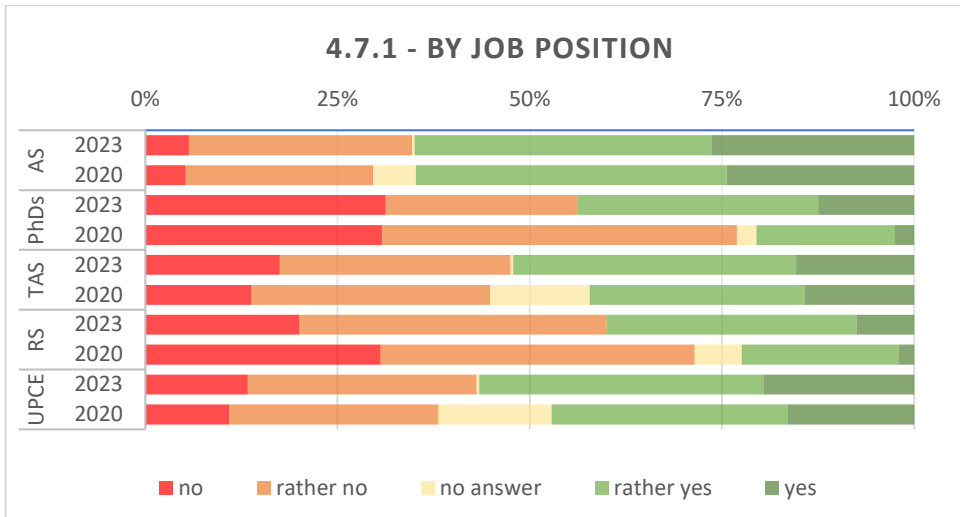
### 4.7.1 Do you know the UPCE strategic plans?



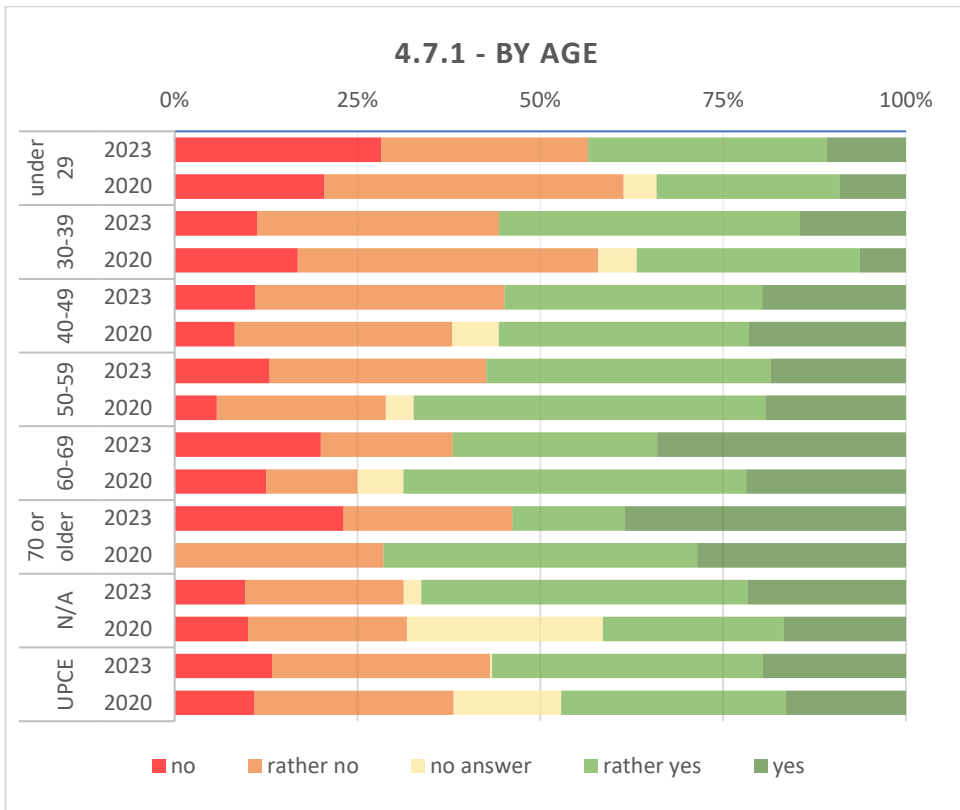
57% of respondents are familiar with the UPCE strategic plan. This is an increase of 10 percentage points in the period under review. FAP is in an exceptional position, where 82% of employees are familiar with the strategic plans, which also represents the largest increase over the period (after the non-affiliated group). On the other hand, the lowest level of awareness is at FChT (45%).



Knowledge of strategic plans is not gender-specific.



The most familiar group is academics (65%) and the least familiar group is researchers (40%). Technical/administration staff are the second most familiar group.



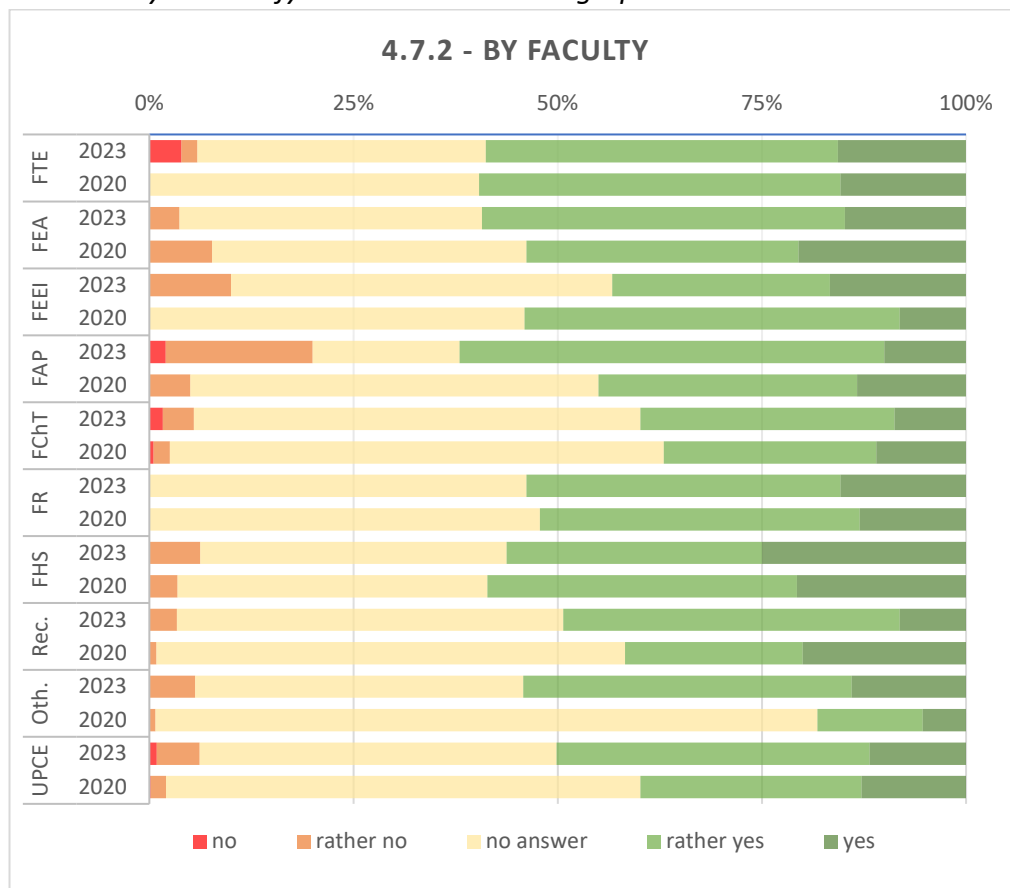
Familiarity with the University's strategic plans increases with age, with the exception of the oldest cohort.

Conclusion:

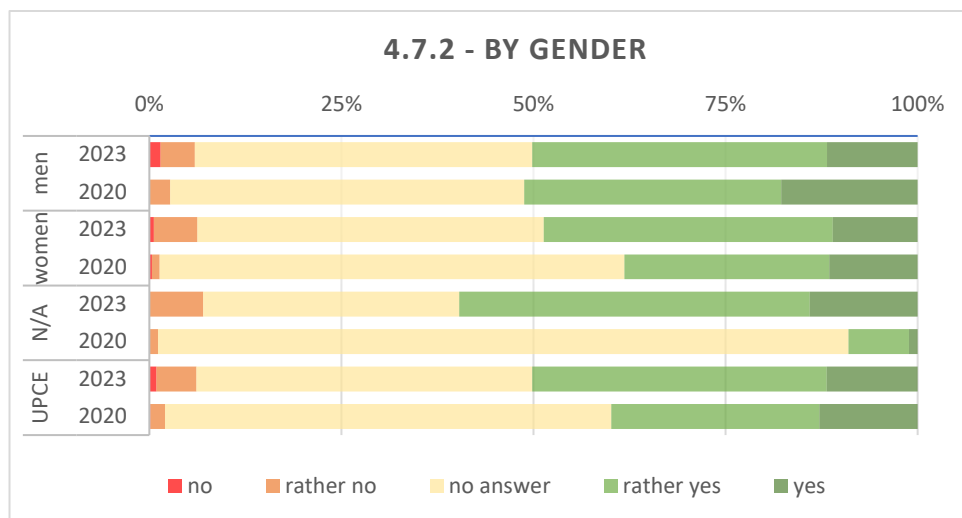
FAP staff, academics and more senior cohorts of staff are most familiar with the strategic plans. On the other hand, gender has no effect on familiarity with the documents.



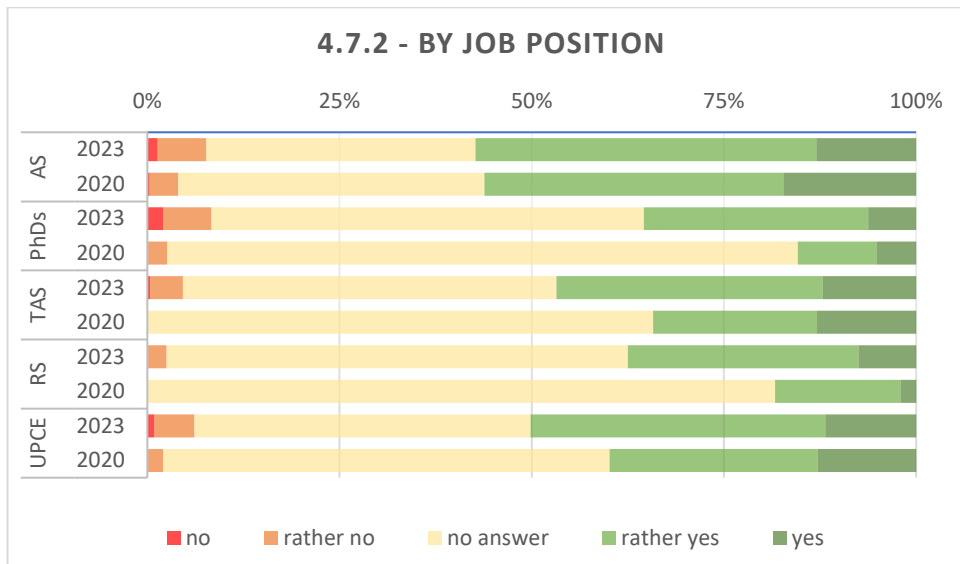
4.7.2 Do you identify with the UPCE strategic plans?



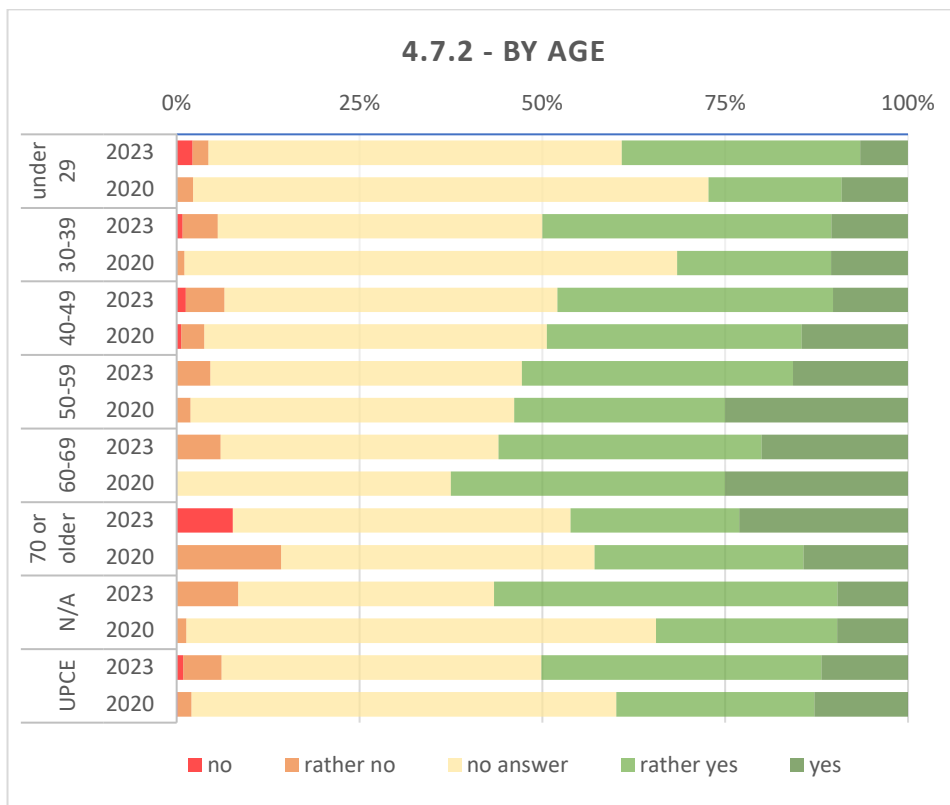
Two out of five respondents did not comment on their identification with the documents, and half of the respondents identified with the documents. Only a minimum of respondents do not identify, with the highest proportion of those who do (20%) being at FAP (62%). Respondents from FChT have the lowest level of agreement.



Gender is not a factor in identifying with the documents.



Academic staff are the most likely to identify with the strategic documents (57%), while PhD students and researchers are the least likely (35 and 37% respectively).

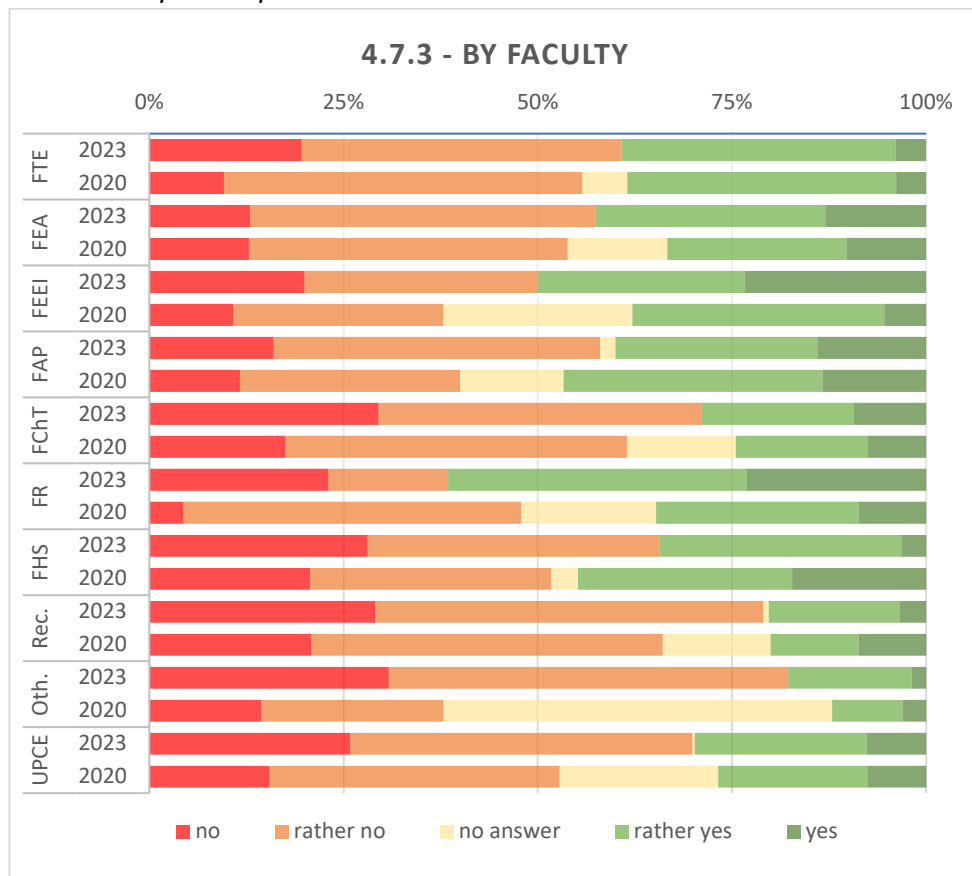


Identification with the documents increases with age, with only the oldest group 70+ having the most critical attitude.

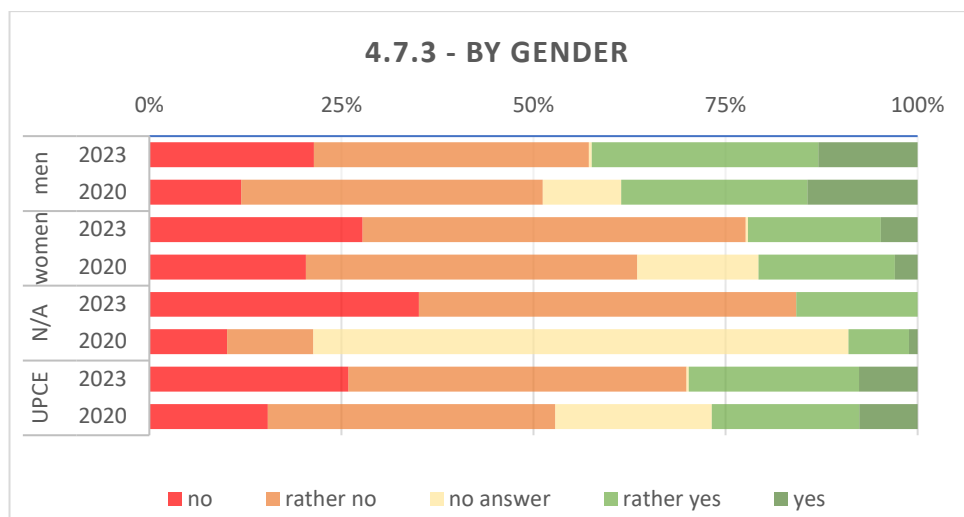
Conclusion:

FAP is the most democratic institution in the development of strategic documents, with most employees being familiar with and identifying with the content of the documents. The exact opposite is FChT, where knowledge and identification are lowest. Across the University, both familiarity and identification with the documents increased visibly over the period under review.

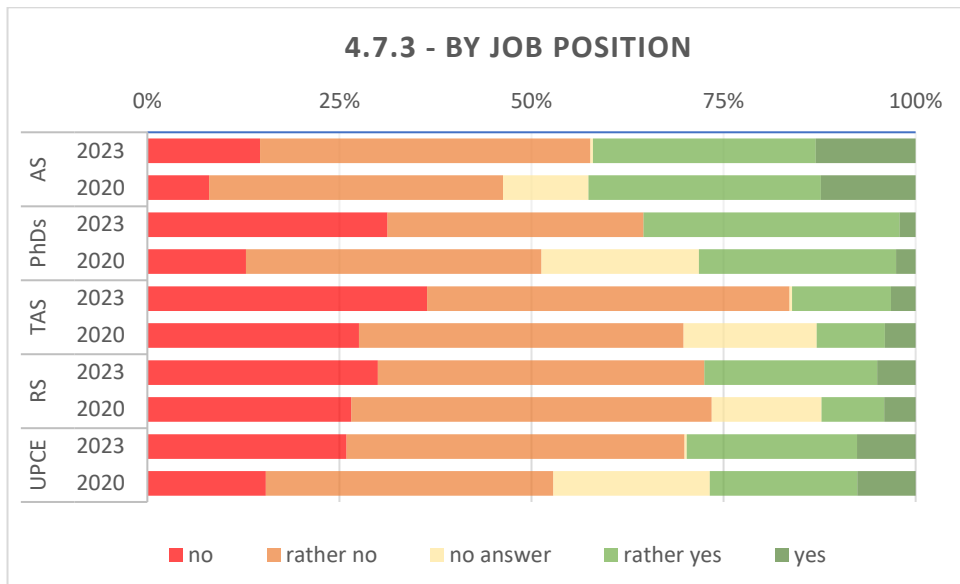
4.7.3 Do you feel that you have sufficient opportunities to influence events at UPCE or its component parts?



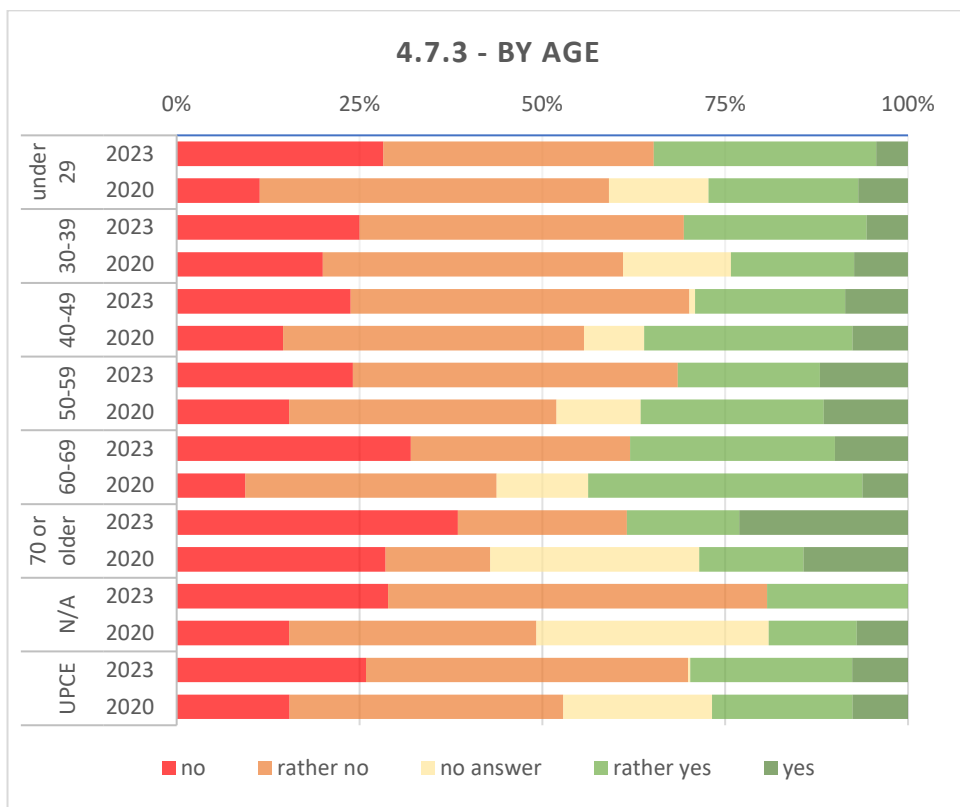
Only 30% of the respondents believe that they can sufficiently influence what happens at UPCE, while 70% do not believe so. FR employees are the most confident about the possibilities (62%), followed by FEEI and FEA employees (50 and 43% respectively). Rectorate employees and those with no affiliation indicated do not think they can influence events at the University in up to 80% of responses.



Men are significantly more confident in their ability to influence events at UPCE than women (42 vs. 21%). Even when the sample of women is adjusted for female academics, their confidence is still lower (35%).



Academics are the most likely to feel able to influence events (42%). PhD students are more likely to feel this way (35%) than researchers (28%).



The feeling of being able to influence events is highest in the over 60 cohort and then in the younger under 29 cohort. Employees aged 30-49 have the weakest feeling.

Comments:

The prevailing belief at FTE is that strategic plans and overall university affairs are behind-the-scenes games in which rank-and-file staff are not deliberately drawn. The sentiment is very similar in the case of FAP or FChT, where the UPCE strategic plan is subject to criticism regarding its enforceability and unfeasibility. At FHS, respondents feel 'isolated' from the happenings of the rest of the University, while

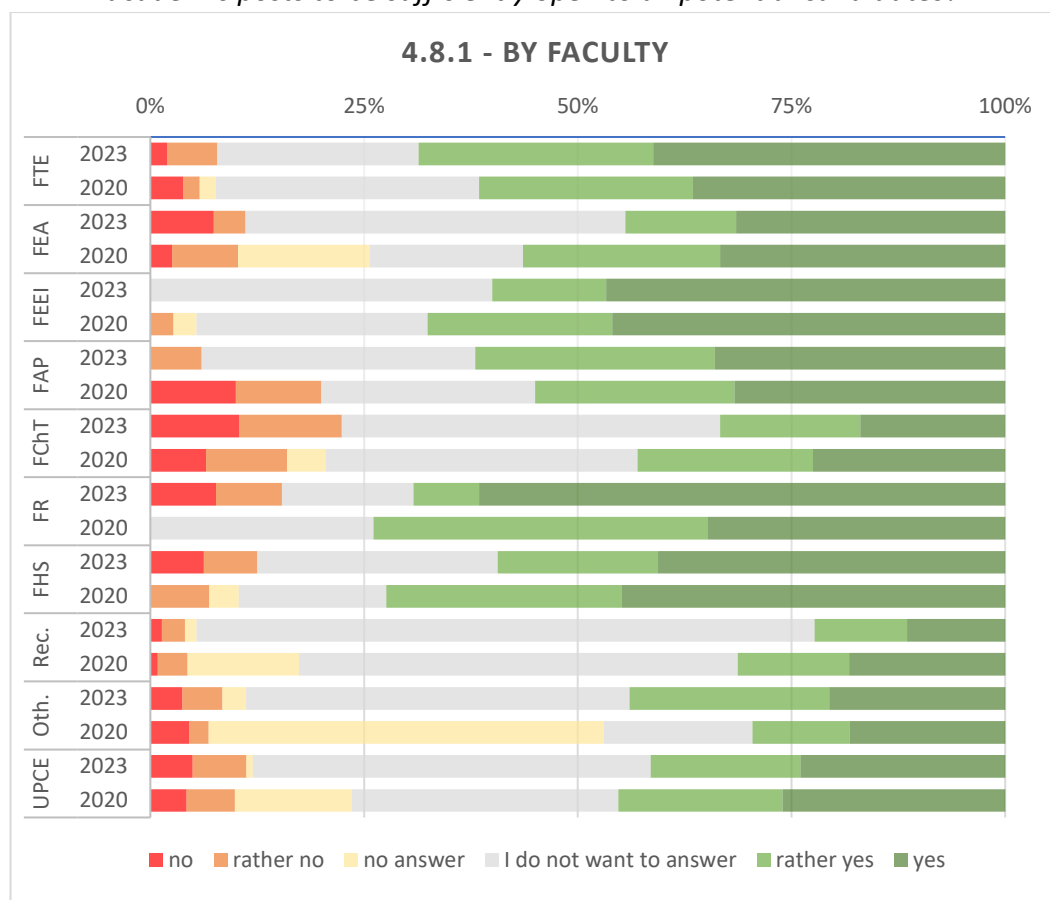
at the Rectorate, on the other hand, it is the inability of the technical/administration staff to participate significantly in decision-making (no voting rights, 'mere technical/administration staff', etc.) that bothers them most.

Conclusion:

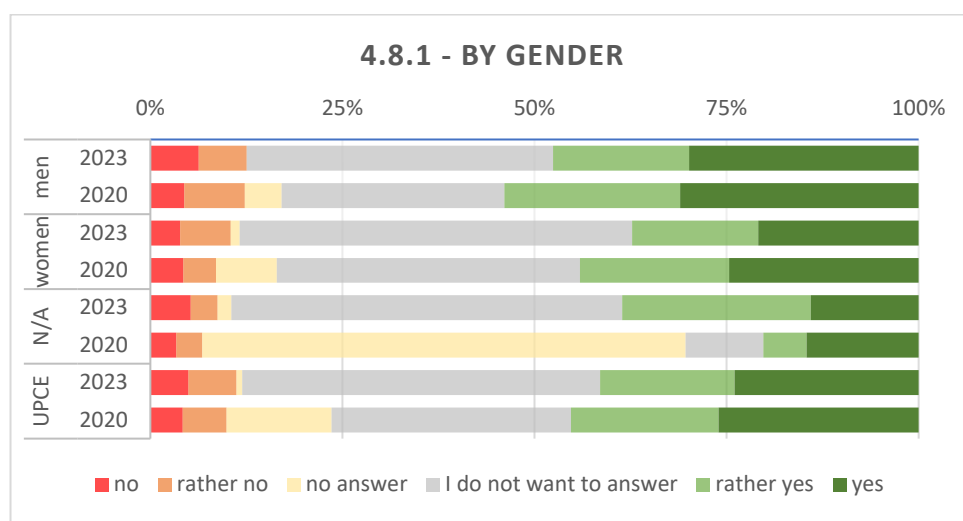
While knowledge of and identification with strategic plans is highest at FAP, the feeling of being able to influence affairs at UPCE is highest at FR and FEEI. However, knowledge and identification are not sufficient for a sense of participation in decision-making. Just under a third of respondents feel they can influence what happens at UPCE.

## 4.8 Recruitment of academic staff

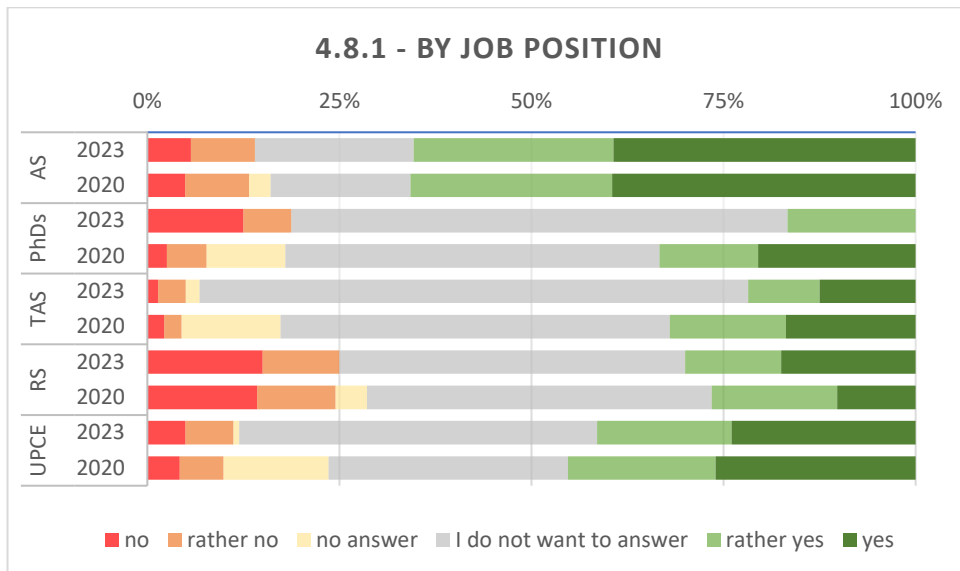
### 4.8.1 Do you consider the announcement and conduct of the selection procedure for filling academic posts to be sufficiently open to all potential candidates?



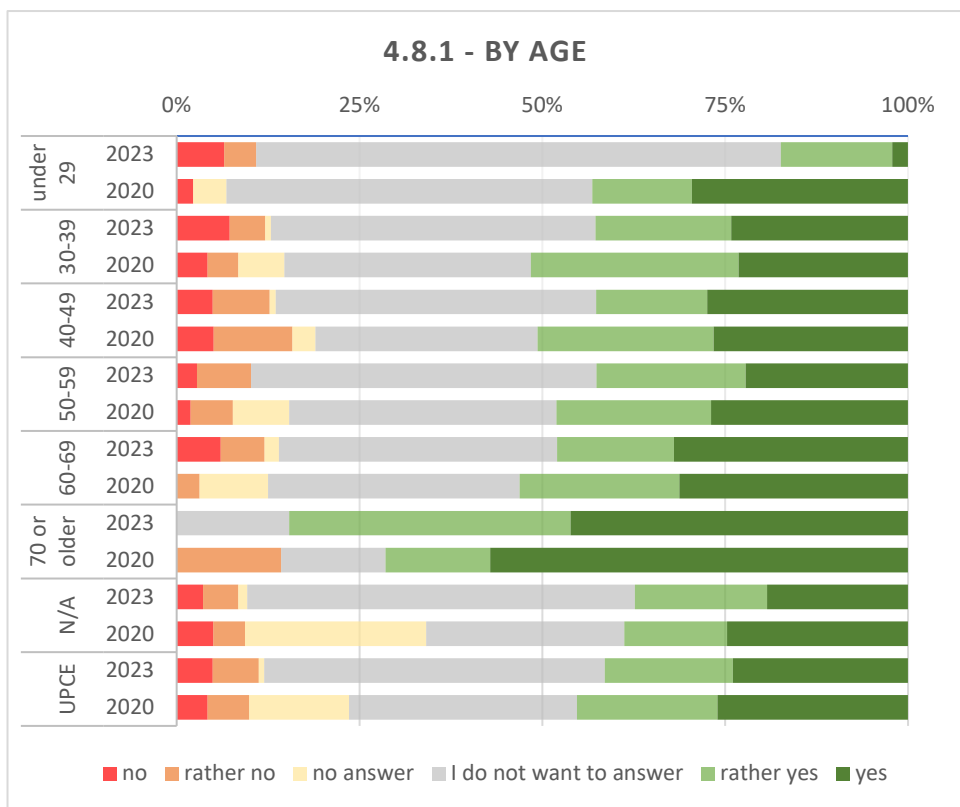
The openness of the selection procedure is not taken for granted and has even deteriorated slightly during the reporting period. Only 42% of respondents are convinced of the openness of the procedure. However, there are significant inter-faculty differences. While respondents at FR, FTE, FHS or FAP consider selection procedures to be open, only 22% believe so at Rectorate and only 33% at FChT.



Men (48%) are more likely than women (37%) to believe that tenders are open, but this is declining in both groups.



While academics trust the selection process overwhelmingly (66%), they are the only group at the University. The biggest sceptics are PhD students, where confidence has halved to the current 17% rather confident. Technical/administration staff confidence is 22%, with researchers being 33%.

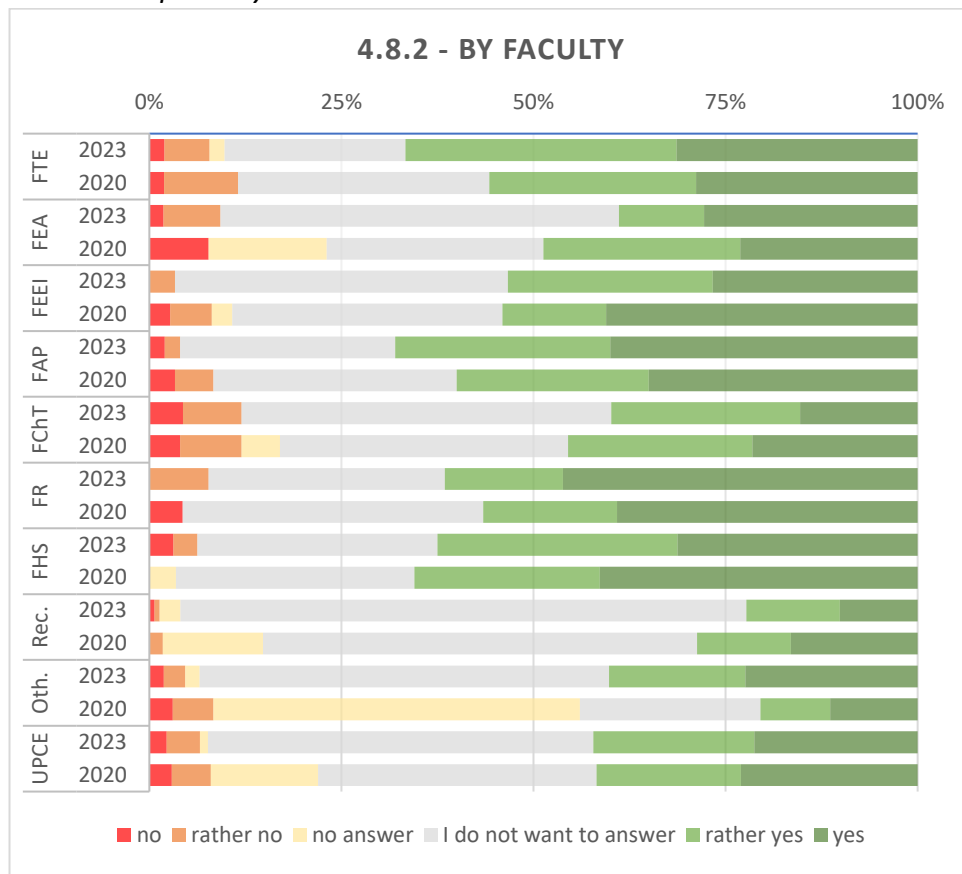


Confidence in the recruitment system increases with age and is at 85% for the 70+ cohort. In contrast, the figure for respondents under 29 is only 17%.

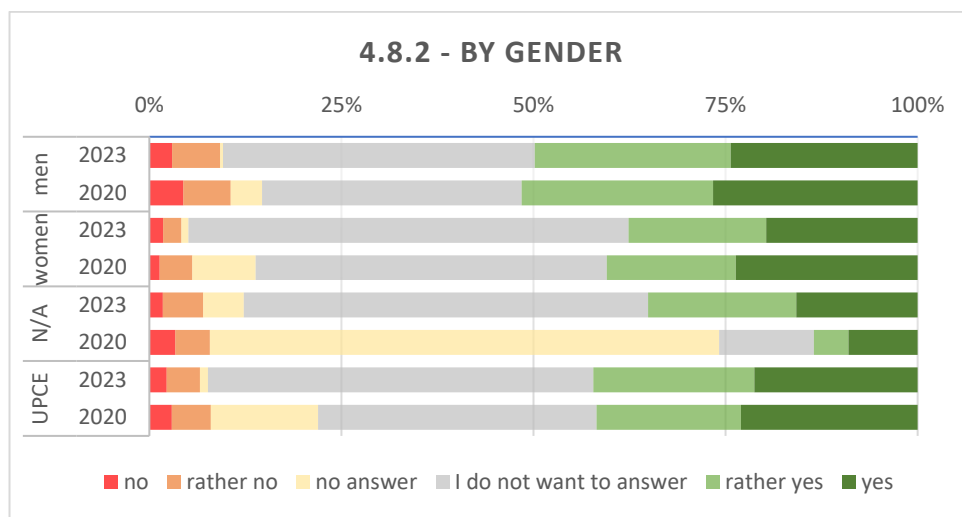
**Conclusion:**

Employees generally have little confidence in the UPCE selection process and its objectivity, and when they do, it is mostly employees at FR, FChT, and senior male academics.

4.8.2 Do you believe that the selection process to fill academic posts within UPCE is conducted competently?

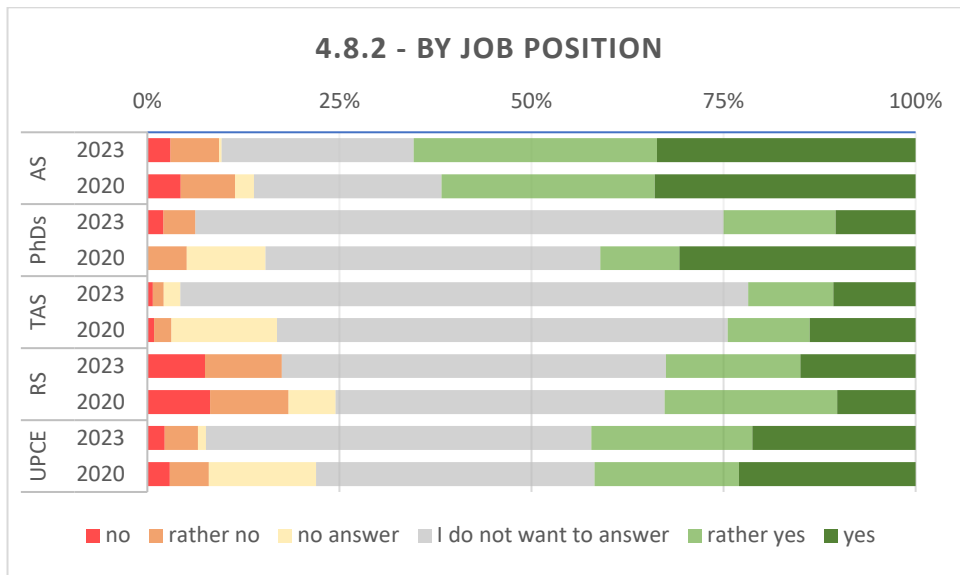


The responses to this question are very similar to the previous one: 42% of respondents believe that the selection process is conducted competently, and this figure is stable. FAP and FTE show the best results with 68% and 67% respectively, while FEA and FChT show the worst results among the faculties with 39% and 40% respectively. At Rectorate, only one in five (22%) trust the competence of the selection process. Half of all respondents did not want to comment on this question.

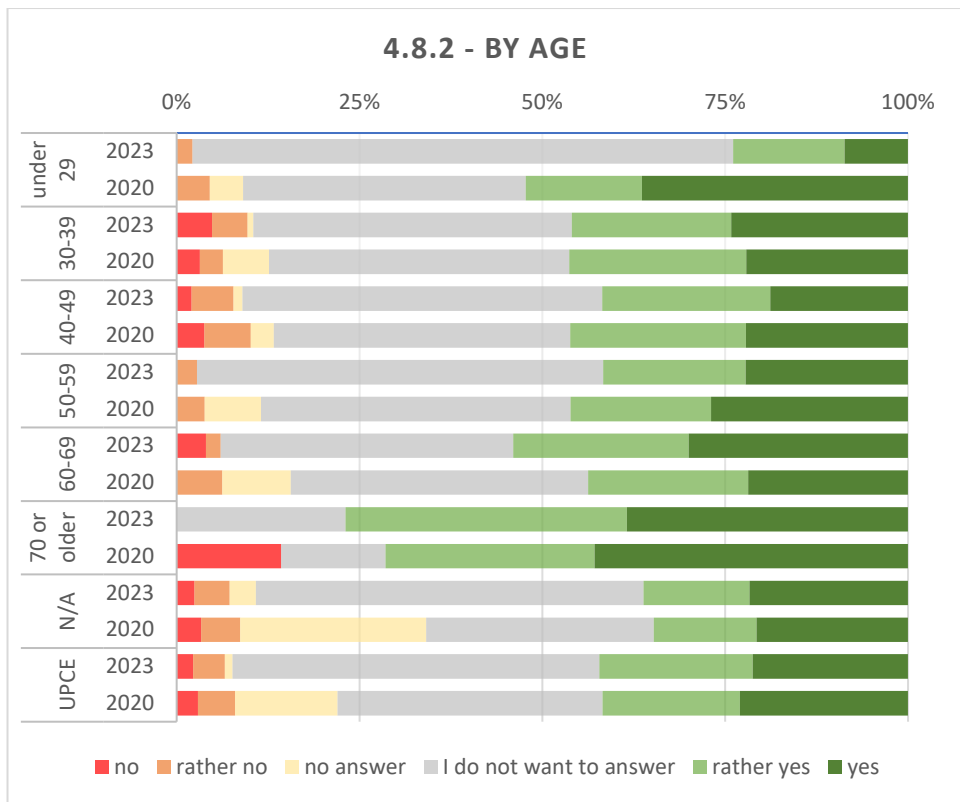


Again, men (50%) are more confident than women (38%) when it comes to the competence of the selection process.





Academics are the most likely to believe in competence (65%), followed by researchers by a wide margin (33%). Only one in four PhD students believe in a qualified selection procedure, with only 22% of technical/administrative staff.

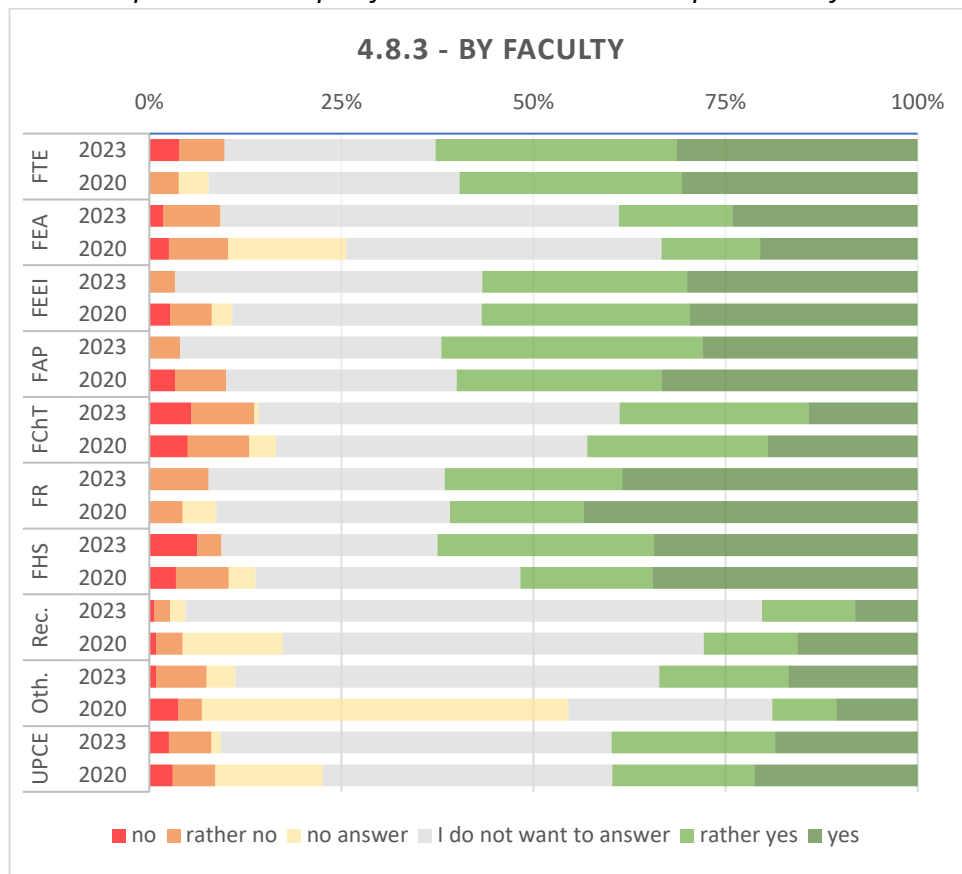


Confidence in qualified selection is significantly highest among the oldest cohort (77%) and lowest among the youngest cohort under 29 (24%). The other cohorts range from 42-54%.

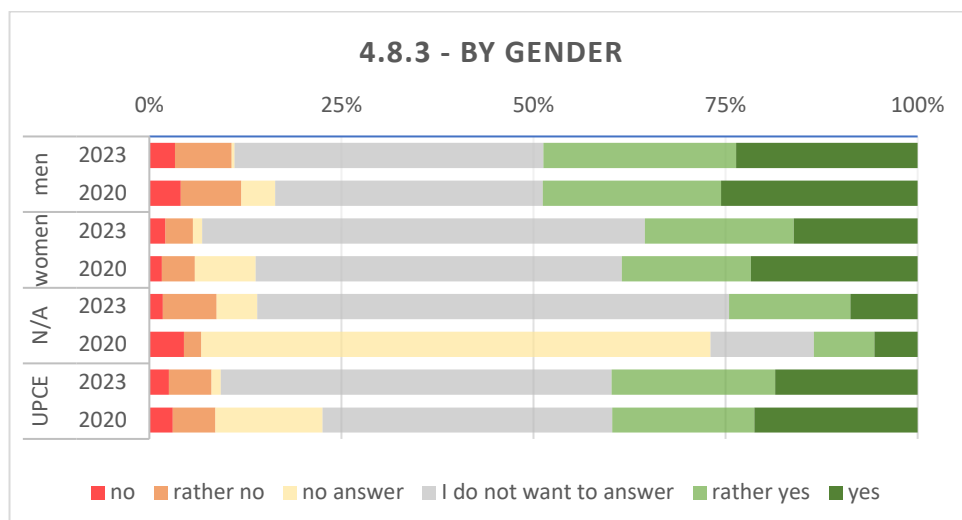
**Conclusion:**

The competence and openness of the selection procedures is rated very similarly and quite critically by the respondents. Selection procedures are not open and qualified enough for a large part of the staff. FTE faculty is the best in this regard, while FChT is the worst. Trust in selection procedures increases with age and they are trusted more by men and by a large margin by academic staff.

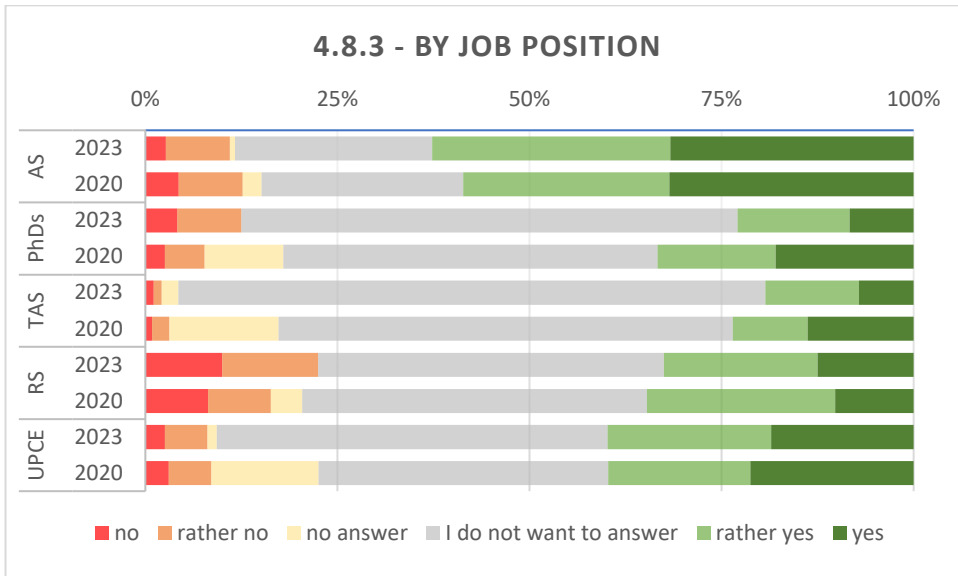
4.8.3 Do you believe that sufficient consideration is given to the candidate's professional experience and qualifications in the selection process to fill academic posts?



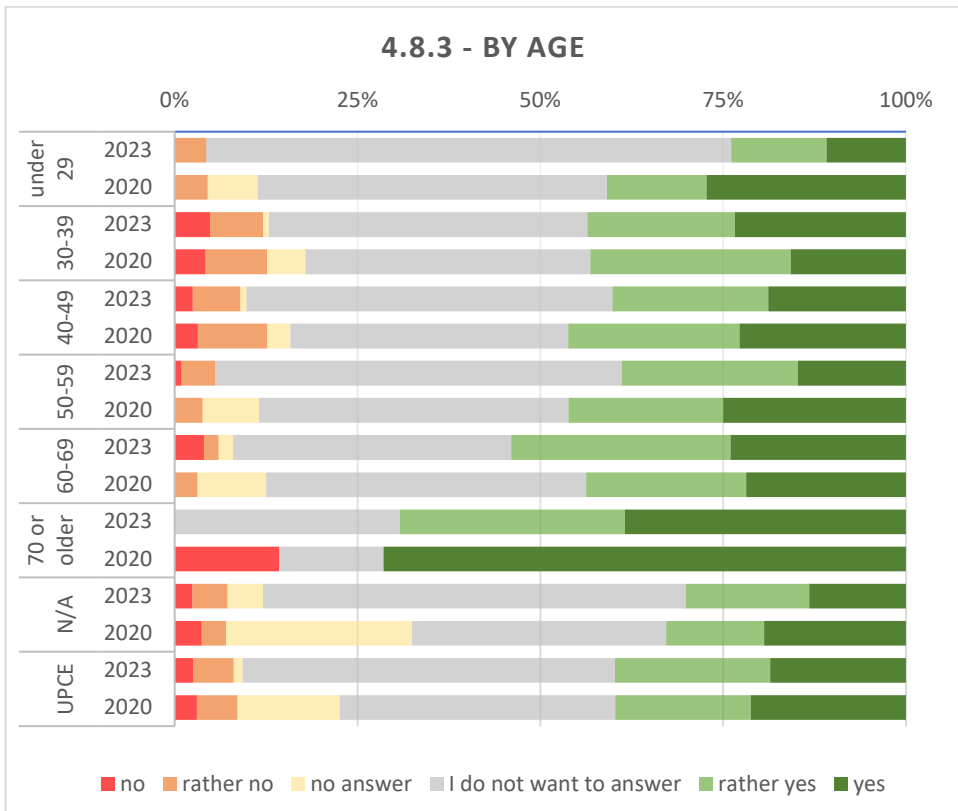
The openness and competence of the process also implies how the experience and qualifications of the candidate are taken into account. Respondents at least perceive this to be the case, as the structure of the responses is very similar here too. FTE scored best, but FChT and FEA scored worst in this aspect.



Men are more confident that a candidate's qualities are taken into account than women.



Academics are the most trusting (63%), by a wide margin from other groups.



As age increases, confidence grows that a candidate's experience and qualifications are sufficiently taken into account in the selection process.

Comments:

A common criticism is that the selection process may be qualified, open, and the candidate selected based on his or her qualifications and experience, but in the end, it is the dean who may decide completely against the committee's recommendation. This criticism is voiced across the faculties. Another specificity of academic staff selection procedures that we encounter in the responses across faculties is the low interest in the positions offered. In most cases there is no interest and what the university can offer is insufficient. Competence and openness are not possible in such a set-up. There is

one specific problem at FChT compared to other faculties – inbreeding. While some commentators criticise it as 'protectionism' and 'cronyism', the other group points to the specificity of the field, the focus of research and the needs of the department that lead to the need to nurture one's own colleagues and not recruit from outside. At FAP, selection without personal interviews with candidates was criticised, as well as uncompetitive salary conditions that prevent open and qualified selection.

Conclusion:

The University's selection procedures are not very trustworthy either in terms of qualified and open selection or in terms of taking into account the qualities of the candidate. It is pointed out that the specific nature of academic work requires alternative approaches. Most comments criticise this alternative approach or the conditions that lead to it (uncompetitive salary conditions, lack of applicants, etc.).

## **5 Final summary**

As mentioned in the previous chapters, a total of 668 respondents took part in the 2023 questionnaire survey, i.e. more than half of those approached. The questionnaire was distributed in both Czech and English versions to staff and PhD students. The total number of verbal comments is 2576 on 243 standard pages of text. Compared to 2020, when 130 respondents made their comments, the need for respondents to express their opinion on the current state of the institution through verbal interpretation has increased in 2023. This method of expression is generally viewed positively by respondents as one way of expressing themselves freely.

The most discussed were financial incentives, balance between teaching and research activities, bureaucratisation, hierarchisation, quality of internal communication, appraisal of non-academic staff and career growth and development. The respondents also addressed the issue of the ethical environment at the University of Pardubice.

The conclusions of the 2023 survey of the University of Pardubice will be taken into account in the further strategic planning of the management of the University and the faculties.

## 6 Annexe: Questionnaire

The following questionnaire structure is identical to the 2023 questionnaire and differs primarily in some of the wording or response options added. The different colours of the questionnaire sections correspond to the different chapters of the Report. The sections not in colour are questions related to the demographic characteristics of the sample.

### Preliminary question

1. As the questionnaire varies for some questions depending on the job/position, please choose one of the following answers:

*Academic*

*Researcher*

*PhD student*

*Technical/economic or other staff member*

### Research and development

2. Do you feel that you have sufficient space and freedom for your creative activity?

Choose one of the following answers:

Yes

Rather yes

Rather no

No

3. Your additional comments

4. In your work at UPCE in the last five years, have you encountered any restrictions on research freedom?

Choose one of the following answers:

Yes

No

5. What restrictions on freedom of research have you encountered?

6. Do you think there are problems related to research ethics at UPCE?

Choose one of the following answers:

Yes

Rather yes

Rather no

No

7. What problems related to research ethics occur at the faculty?

8. In the case of staff at UPCE, have you encountered any form of copyright or intellectual property infringement in the last five years?

Choose one of the following answers:

Yes

No

9. What form of copyright or intellectual property infringement have you encountered?

**10. Do you believe that UPCE/faculty is sufficiently concerned with the protection of intellectual property and copyright?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**11. Your additional comments**

**12. Do you feel that UPCE supports you sufficiently in disseminating and exploiting the results of scientific development and basic and applied research?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**13. Your additional comments**

**14. Do you have sufficient time to devote to research while organising teaching?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**15. Your additional comments**

**16. Are you satisfied with UPCE/faculty support for research activities?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**17. Where do you see the biggest gaps in the support of scientific research activities at UPCE/Faculty?**

## Working conditions

**18. Are you satisfied with your remuneration (financial compensation)?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**19. What % should your financial compensation increase by to make you satisfied with it?**

*You can only enter an integer in this field.*

**20. Are you satisfied with the non-financial benefits provided by UPCE?**

(meal allowance/reduced price canteen meals, language and educational courses, discounted tariff, Office 365, package of banking services, dormitory accommodation, library, sports ground rental, sports clubs)

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**21. What other non-financial benefits would you like to see at UPCE?**

**22. Estimate, as 0% to 100%, how much of your time is spent on activities:**

The sum must be a maximum of 100.

You can only enter integers in these fields.

scientific research

pedagogical

popularisation

other

Total: 0

**23. Are you satisfied with the working environment at UPCE?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**24. Your additional comments**

**25. Are you satisfied with the technical equipment at UPCE?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**26. Your additional comments**



**27. Do you feel that UPCE allows you to balance work and family life appropriately?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**28. Your additional comments**

## Management and relations with supervisors

**29. Are you familiar with the rules and principles for evaluating your performance?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**30. Do you consider these rules and principles to be sufficiently transparent?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**31. Your additional comments**

**32. Do you believe that your scientific research activities and their results are sufficiently taken into account in your appraisal?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

I am not engaged in scientific research.

**33. Do you feel that your teaching activities are sufficiently reflected in your appraisal?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

I am not involved in teaching.

**34. Do you consider your popularisation activities to be sufficiently taken into account in your appraisal?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

I am not involved in popularisation activities.

**35. If you are in a supervisory position (in the workplace, project, etc.), do you have sufficient capacity to devote yourself to supervisory and coordinating activities?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

I do not devote myself to management and coordination activities.

**36. Your additional comments**

**37. Do you have sufficient capacity within your work to engage in the development of junior colleagues?**

Choose one of the following answers:

**Yes**

**Rather yes**

**Rather no**

**No**

**I am not engaged in the development of junior colleagues.**

**38. Your additional comments**

**39. Do you believe that this activity (development of junior colleagues) is sufficiently taken into account in your appraisal?**

Choose one of the following answers:

**Yes**

**Rather yes**

**Rather no**

**No**

**I am not engaged in the development of junior colleagues.**

## Atmosphere in the workplace

40. Do you believe that you are treated equally with other employees?

Choose one of the following answers:

Yes

Rather yes

Rather no

No

I do not want to answer.

41. Your additional comments

42. Do you think your immediate superior appreciates your work enough?

Choose one of the following answers:

Yes

Rather yes

Rather no

No

I do not want to answer.

43. Your additional comments

44. Have you experienced any form of discrimination at UPCE in the last five years?

Choose one of the following answers:

Yes

No

I do not want to answer.

45. The discrimination you experienced was based on:

You can select multiple options. Select all that match reality.

*gender*

*age*

*nationality*

*religion*

*sexual orientation*

*language*

*disability*

*social conditions*

*working conditions*

*other:*

46. Do you know how and where to lodge a complaint?

Choose one of the following answers:

Yes

No

**47. Do you believe that if a complaint is made, it will be adequately investigated?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

I do not know.

I do not want to answer.

**48. Do you know your rights and obligations regarding the employment relationship?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

## Personal and career growth

49. Do you feel that you have career growth opportunities in your job?

Choose one of the following answers:

Yes

Rather yes

Rather no

No

50. Your additional comments

51. Has your supervisor discussed your future career growth with you?

Choose one of the following answers:

Yes

No

52. Your additional comments

53. Do you have anyone to turn to regarding your career development at UPCE?

Choose one of the following answers:

Yes

No

54. Who can you turn to for guidance on your career growth?

55. Do you feel that UPCE/faculty provides sufficient opportunities for your further education and professional development?

Choose one of the following answers:

Yes

Rather yes

Rather no

No

56. Your additional comments

57. In the last five years, have you participated in any educational activity (course, seminar, etc.) at UPCE as part of your professional development?

Choose one of the following answers:

Yes

No

58. What other educational activities would you like to see at UPCE?

**59. Do you think that UPCE/Faculty sufficiently supports international mobility?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**60. Have you ever used international mobility to further your professional development?**

Choose one of the following answers:

Yes

No

I do not need international mobility for my professional development.

**61. Your additional comments**

**62. Would you be interested in a sabbatical leave?**

Choose one of the following answers:

Yes

No

**63. Your additional comments**

## UPCE strategy

**64. Do you know the UPCE strategic plans?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**65. Do you identify with the UPCE strategic plans?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**66. Do you feel that you have sufficient opportunities to influence events at UPCE or its component parts?**

Choose one of the following answers:

Yes

Rather yes

Rather no

No

**67. Your additional comments**



## Recruitment of academic staff

68. Do you consider the announcement and conduct of the selection procedure for filling academic posts to be sufficiently open to all potential candidates?

Choose one of the following answers:

Yes

Rather yes

Rather no

No

I can't judge.

69. Do you believe that the selection process to fill academic posts within UPCE is conducted competently?

Choose one of the following answers:

Yes

Rather yes

Rather no

No

I can't judge.

70. Do you believe that sufficient consideration is given to the candidate's professional experience and qualifications in the selection process to fill academic posts?

Choose one of the following answers:

Yes

Rather yes

Rather no

No

I can't judge.

71. Your additional comments

## **Finally, we ask for some information about you.**

If you do not feel comfortable, you do not need to answer any of the following questions. The data is for analytical purposes only.

### **72. Gender**

Choose one of the following answers:

- male**
- female**
- other**

### **73. Age**

Select your age category:

- under 29 years**
- 30 – 39 years**
- 40 – 49 years**
- 50 – 59 years**
- 60 – 69 years**
- 70 years or older**

### **75. How long have you been working at UPCE?**

- less than 5 years**
- 6 – 15 years**
- 16 – 25 years**
- 26 years or longer**

### **76. Highest level of education/qualification**

Choose one of the following answers:

- without a university degree**
- Bc. (and equivalent)**
- Ing./Mgr. (and equivalent)**
- Ph.D. (and equivalent)**
- doc. (and equivalent)**
- prof. (and equivalent)**

### **77. Faculties and units of the University**

Choose one of the following answers:

- Faculty of Transport Engineering**
- Faculty of Economics and Administration**
- Faculty of Electrical Engineering and Informatics**
- Faculty of Chemical Technology**
- Faculty of Arts and Philosophy**
- Faculty of Restoration**
- Faculty of Health Studies**
- Rectorate/central university units/Halls of Residence and Catering Service**

### **78. Type of employment contract at UPCE**

Choose one of the following answers:

- fixed-term contract**
- open-ended contract**
- another type of work arrangement outside the employment relationship**

**79. Percentage of full-time equivalent**

Choose one of the following answers:

0 – 24 %

25 – 49 %

50 – 74 %

75 – 99 %

100 %

**Your comments**

80. Here you can add comments, feedback, remarks, or suggestions for improvement. You can indicate what was missing in the questionnaire or how we can improve your work at UPCE.