UNIVERZITA PARDUBICE

HR EXCELLENCE IN RESEARCH

EMPLOYEE SURVEY

University of Pardubice 2026

Research Report

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1. Introduction

The University of Pardubice employee survey was conducted as part of the University of Pardubice HR Development Strategy. Its aim was to obtain feedback on working conditions, opportunities for professional development and the overall working environment. The findings are intended to support the development of HR policy, the preparation of employee support measures and subsequent activities associated with the principles of the HR Excellence in Research Award.

The analysis included **614 questionnaires** from **1 189 employees** invited to participate. The overall **response rate** for questionnaires included in the analytical sample was **51.6%.**

2. Key UPCE Findings and Recommendations

2.1 Key Findings and Approach to Comparison

This summary focuses on the University's main strengths and on areas where the findings indicate room for further development. For each unit, therefore, the focus is primarily on overarching thematic areas – such as career development, social safety and trust, the working environment, and conditions for science and research – rather than on each individual issue in isolation.

The summary also considers developments since the 2023 survey. Comparisons over time are made only for indicators whose question wording, target population and calculation methods are sufficiently comparable. The earlier SWOT analysis serves as a guide to issues identified as weaknesses in 2023. However, these issues are included in the current assessment only where they were supported by closed-ended survey questions and can be meaningfully verified against the 2026 results.

The University-wide synthesis is followed by profiles of the individual units, bringing together strengths, weaker areas, available evidence of change since 2023 and the practical implications of the findings. The principal conclusions are based on closed-ended questions and themes supported by multiple indicators; where sample sizes allow, differences by staff category are also taken into account. Open-ended comments are used solely to supplement and illustrate the results. They are not used on their own to designate strengths or weaknesses or estimate the prevalence of a problem.

Overall, the picture for 2026 is relatively favourable. Among comparable indicators, stability or improvement predominates relative to 2023; more pronounced deterioration is concentrated in a few specific areas of science and research. At the same time, a recurrent contrast can be observed between the relatively well-functioning immediate workplace and the less favourably perceived institutional or university-wide level. Employees frequently rate highly their relationships with direct supervisors, collegial environment and immediate workplace, but express less confidence about strategy, their ability to influence decisions, university-wide communication and some central support mechanisms. Overall willingness to recommend UPCE as an employer is relatively favourable: the average score is 6.88 out of 10, the median is 7, and 69.8% of respondents select a score above the scale midpoint.

2.2 Strengths of UPCE

- **Immediate working environment and relationships.** Recognition by direct supervisors, equal treatment, a collegial atmosphere and support within one's own workplace are among the most positive findings. In 2026, 91.1% of respondents agree that their direct supervisor values their work, 86.2% report equal treatment, and 82.6% perceive a respectful and collegial atmosphere.
- **Work–life balance.** A total of 91.0% of respondents positively assess their ability to balance work and personal life. Ratings are consistently high across staff categories and among respondents with caring responsibilities. This is also an area that has improved slightly since 2023.
- **Autonomy in science and research and workplace support.** Among respondents to the science and research section, 93.9% rate their autonomy in creative activities positively, while 81.5% positively assess support at their immediate workplace. Weaker ratings concern primarily the conditions surrounding research work—notably administrative burdens, time available for research alongside teaching, and, in some cases, support for disseminating and applying research results.
- **Functioning of one´s own workplace.** Internal communication and information sharing within the immediate workplace or department receive positive ratings from 86.0% of employees, and workplace organisational culture from 85.5%. The immediate working environment is rated considerably more favourably than the University-wide level and constitutes an important strength of the employee experience.
- **Overall physical working conditions.** A total of 85.2% of employees are satisfied with their premises, equipment and technical facilities. More pronounced dissatisfaction is concentrated in certain university units, particularly those planning to move to different premises.
- **Trust in the handling of problems and complaints.** A key component of social safety is employees' confidence that complaints or concerns will be investigated fairly. At UPCE as a whole, this indicator improved between 2023

and 2026: trust increased from 67.0% of respondents able to give a substantive assessment in 2023 to 75.7% in 2026. The results therefore suggest progress, although differences between university units remain, as does room to strengthen unequivocal confidence in impartial problem resolution.

- **Awareness of social safety mechanisms and employment law.** In 2026, 85.8% of employees know whom to contact in the event of a problem or complaint, 87.8% know their rights and obligations under employment law, and 91.7% know that the University has an ombudsperson. Awareness of these basic safeguards and contact points is therefore among the more favourable findings.
- **Direct experience with selection procedures.** Among selection committee members able to assess the relevant aspects, all rated the openness of the recruitment process positively and 93.9% gave a positive assessment of its transparency. Direct experience of selection procedures is therefore very favourable.
- **Onboarding of new employees.** Sufficient support from the direct supervisor during onboarding was reported by 85.8% of relevant respondents. Among employees who had a mentor or support from a more experienced colleague, 98.7% rated the information provided as very or somewhat useful.

2.3 Weaker Areas at UPCE

- **System-level support for science and research.** The most frequently identified shortcoming is administrative burden (59.8%), followed by insufficient time for research due to teaching (44.2%), financial support for research (37.6%) and recognition of research work (33.2%). These findings identify specific sources of pressure in science and research; they should not be confused with a University-wide work–life balance problem, which is, conversely, rated very favourably.
- **Two areas of science and research have deteriorated since 2023**: protection of intellectual property and copyright, and support for disseminating and applying research results. By contrast, the time available for research alongside teaching remains broadly stable.
- **Status and support of teaching.** Only 43.9% of relevant respondents agree that teaching is supported at the University to the same extent as science and research, while 44.8% disagree. There is no directly comparable question from 2023, so no trend is inferred. Nevertheless, current findings indicate that the balance between support for teaching and support for research remains an issue deserving attention.
- **Career and professional development is highly uneven.** Overall, 61.7% of employees perceive opportunities for development positively, but there are major differences by staff category. An individual development plan is reported by 76.0% of academic staff, 67.6% of research staff and only 10.7% of administrative and technical staff. Career and professional development opportunities are positively assessed by 78.5% of men and 52.9% of women. This gender difference persists when academic staff and administrative and technical staff are considered separately, and thus cannot be explained solely by the different distribution of women and men across staff categories.
- **Strategy and opportunities to influence decisions.** More than half of respondents (54.9%) do not know the University's strategic objectives well enough to assess them. A total of 65.3% positively assess their opportunity to influence what happens at their workplace, with a substantial difference between managers (90.9%) and non-managers (61.6%). The results indicate weaker engagement among some employees with the University's strategic direction and decision-making processes.
- **Social safety.** Workplace relationships are generally rated favourably, but the results also reveal specific social safety concerns. Some employees have personally experienced inappropriate behaviour, differences are apparent between university units, and inappropriate leadership style is most frequently cited as a factor undermining safety. Trust in certain mechanisms for handling concerns and complaints is also weaker among some employees.
- **Perceptions of financial remuneration have improved significantly since 2023,** but this remains a relatively weak area. Satisfaction with remuneration increased from 35.0% to 54.0%. The findings also show an association between satisfaction with remuneration and willingness to recommend UPCE as an employer: employees who are more satisfied with their pay rate the University more favourably as an employer. However, the strongest positive response remained at 6.9% in both years, and 73.8% of employees would prioritise higher salaries if the budget were limited.
- **Awareness and institutional embedding of OTM-R principles.** Awareness of recruitment rules is substantially higher among employees who served as selection committee members or chairs in the past three years than among academic and research staff generally. Basic provisions of the UPCE Selection Procedure Rules are known to 83.6% of committee members; 68.7% know where to find the relevant information, but only 59.7% know the basic principles of OTM-R.
- **Awareness of social safety mechanisms exceeds trust in some of them.** Although 91.7% of employees know that the University has an ombudsperson and 79.1% know which issues may be referred to them, only 60.5% would contact the ombudsperson with confidence in the event of a problem. Similarly, 85.8% know whom to contact in the event of a problem or complaint, while 75.7% trust that a complaint would be investigated fairly.

2.4 Opportunities for UPCE

- **Extend the strengths of immediate workplaces to the University-wide level.** Very favourable assessments of communication, relationships and supervisor support in individual workplaces create opportunities to share effective practices and establish clearer links between employees, University-wide communication and strategy.
- **Build on high awareness of social safety and strengthen trust.** Employees generally know the contact points and the ombudsperson. Further improvements could focus on trust in impartial resolution, clear procedures and supervisors' ability to address conflicts and concerns.
- **Use positive direct recruitment experience to strengthen awareness of OTM-R rules.** Selection committee members rate the openness and transparency of recruitment processes very favourably, whereas general awareness of OTM-R principles and where to find relevant information is considerably lower.
- **Make mentoring a more systematic part of onboarding.** Support from direct supervisors during onboarding is rated very highly, and employees with access to a mentor or experienced colleague find that support very useful. There is therefore an opportunity to use mentoring more systematically and establish a common basic framework across workplaces where it currently depends largely on local practice.
- **Target career development support more precisely by staff category.** Current differences between academic staff, research staff and administrative and technical staff make it possible to focus development tools where they are less frequently used, notably regular career discussions and individual development plans for administrative and technical staff.
- **Make better use of existing research support services and improve their visibility.** Some administrative and methodological demands cannot be eliminated, but their impact can be reduced if employees are more familiar with available services and know how to use them in specific situations. The findings point particularly to a need for clearer information about central project and grant support, the Centre for Technology and Knowledge Transfer, and the University library. Many respondents cannot assess how the Centre functions, while employees express specific expectations of the library's Open Science support. Opportunities therefore lie not only in simplifying processes but also in explaining who provides which services, communicating them proactively and making them easier to access in practice.
- **Align benefit development more closely with actual employee demand.** Preferences for individual benefits differ across staff categories. This can inform decisions about which benefits to develop, communicate or potentially expand. The aim is not to create separate benefit systems for individual groups, but to recognise that some benefits have different value for academic staff, research staff and administrative and technical staff.

2.5 Threats to UPCE

- **Persistent administrative and time pressures in science and research.** The risk lies not only in administrative requirements themselves—some of which arise from external regulations—but also in employees not using available support services or being unsure where to seek help. Unless research staff are more effectively connected with project and grant support, the Centre for Technology and Knowledge Transfer, the library and other service units, some of the burden may unnecessarily remain with individual employees and further reduce the time available for research itself.
- **Deterioration in some conditions for protecting and applying research results.** Ratings of intellectual property protection and support for disseminating and applying research results have worsened since 2023. Both areas therefore require attention.
- **Weak links between some employees, strategy and decision-making.** The high proportion of employees unable to assess the University's strategic objectives, together with the gap between managers and non-managers in opportunities to influence decisions, may perpetuate a divide between everyday work and University-wide governance.
- **Gap between awareness of and trust in social safety mechanisms.** If concerns about negative consequences of complaints, doubts about impartial resolution or inappropriate leadership styles persist, practical use of available support mechanisms may remain below what their level of awareness would suggest.
- **Low awareness of OTM-R principles.** Favourable experience among selection committee members does not by itself guarantee that recruitment rules and principles are sufficiently familiar to the wider academic and research staff community.
- **Financial remuneration remains a sensitive factor in overall perceptions of the employer.** Despite marked improvement since 2023, satisfaction with pay is still lower than in many other areas and is associated with willingness to recommend UPCE as an employer.

2.6 Links to the 2023 SWOT and Main Findings

The 2023 SWOT serves as a framework for examining how the strengths, weaknesses, opportunities and threats identified previously are reflected in the 2026 results. For each topic, we primarily use indicators that were actually measured through closed-ended questions in 2023, supplemented by new indicators from 2026. Open-ended comments

help explain the context, but do not on their own provide evidence of how widespread a problem is. Financial remuneration, identified as the most significant problem in the 2023 report outside the SWOT matrix itself, is examined separately in this report.

Table 1. Links to the 2023 SWOT and Main Findings

2023 SWOT theme	What the 2023 data showed	What the 2026 data show	Assessment
Strength: freedom in the research environment	Autonomy in research was among the strongest areas; in the harmonised calculation, 83.7% of respondents to the science and research section rated it positively.	Positive ratings of autonomy increased to 94.8%, and the strongest agreement response also became more frequent.	The strength has not only been maintained but has grown. The risk of a substantial restriction of research freedom is not supported by the 2026 data.
Strength: academic work evaluation rules	Awareness of evaluation rules and their transparency were assessed generally favourably: 72.2% of employees knew the rules, and 85.1% of those familiar with them considered them transparent.	The questionnaire measures this area differently: 80.9% of employees consider the evaluation criteria clearly defined, 76.4% understand how they are applied, and 72.6% say that the evaluation takes all components of work into account.	Work evaluation is still viewed predominantly favourably in 2026. Because the content of the indicators has partly shifted, this is not a direct trend; the current data instead indicate that employees perceive the system as relatively clear and predictable.
Strength: workplace atmosphere	Equal treatment and recognition by direct supervisors were strengths; work–life balance was also rated positively.	Recognition by supervisors is rated positively by 91.1%, equal treatment by 86.2%, and a respectful and collegial atmosphere by 82.6%. Positive ratings of work–life balance rose from 86.4% to 91.0%.	The strength has been maintained and has improved further on several indicators. Workplace relationships and atmosphere are favourable overall, although feeling able to express opinions safely remains an area for improvement.
Weakness: hierarchical processes and communication	The 2023 SWOT described this area broadly; some of the reasoning came from open-ended comments, so the general impression of a hierarchical organisation was not measured using a single representative indicator.	The 2026 data show a distinction between immediate workplaces and University level. Internal communication is rated positively by 86.0% at workplace level, compared with 67.9% at University level. At the same time, 54.9% of respondents do not know the University's strategic objectives well enough to assess them, and 65.3% positively rate opportunities to influence events, with managers considerably more positive than non-managers.	The broader impression of hierarchy cannot be tested directly, but the current data indicate weaker links between local and University-wide levels—in communication, awareness of strategy and opportunities to participate in decision-making.
Weakness: excessive employee workload	The 2023 SWOT described overwork in general terms. The quantitative data also identified a problem with time available for research alongside teaching, but indicated very good work–life balance (86.4% positive).	Work–life balance receives even more favourable ratings (91.0%). Time available for research alongside teaching remains approximately stable, while new questions identify specific sources of pressure: 59.8% of respondents to the science and research section mention administration, and 44.2% insufficient time for research because of teaching.	The original description of "excessive employee workload" was based primarily on specific time and work pressures. The final SWOT did not sufficiently reflect the fact that employees already rated their ability to balance work and family life very favourably in 2023. The 2026 results likewise do not indicate a general work–life balance problem, but rather specific administrative and time pressures, especially in academic and research work.
Weakness: quality and recognition of teaching	In 2023, 60.1% of relevant respondents considered teaching sufficiently reflected in their performance evaluation; the SWOT nevertheless identified its role as an area requiring reinforcement.	In 2026, teaching is examined in greater detail and through different questions. Only 43.9% agree that teaching is supported to the same extent as science and research, while 44.8% disagree. Methodological and didactic support is also assessed separately.	A direct trend cannot be calculated, but the current findings do not suggest that the issue of teaching's standing has been resolved. The balance between support for teaching and science and research remains relevant.
Opportunity: reducing bureaucracy and supporting science effectively	In 2023, this opportunity was formulated largely from open-ended comments, while quantitative indicators also pointed to shortcomings in research support and time available for research.	Administrative burden is the most frequently cited shortcoming in 2026 (59.8% of respondents to the science and research section). Ratings of intellectual property protection and support for disseminating and	The opportunity remains highly relevant. In 2026 it can be linked to specific closed-ended indicators, but the data cannot establish whether perceived bureaucracy

2023 SWOT theme	What the 2023 data showed	What the 2026 data show	Assessment
		applying research results have deteriorated, while time available for research alongside teaching has changed little.	has increased or decreased since 2023.
Opportunity: interpersonal ethics and communication	The 2023 survey highlighted trust in complaint handling and the need to strengthen workplace relationships and communication.	In the harmonised comparison, trust that complaints will be investigated rose from 67.0% to 75.7%. Equal treatment and supervisors' recognition are also rated more positively. Meanwhile, the new social safety section reveals differences between university units and uncertainty among some employees about how support mechanisms operate.	A favourable shift since 2023 is apparent, especially in trust in complaint handling and indicators of interpersonal relations, although trust in some social safety mechanisms could still be strengthened.
Opportunity: progressive working environment	The 2023 SWOT linked this opportunity particularly to flexible working and working from home, although work–life balance was already rated very highly.	Work–life balance improved further to 91.0%. The current questionnaire also shows that interest in specific flexible arrangements differs by job type and university unit.	In 2023, this opportunity was formulated mainly in relation to flexible work and home working. The specific proposals were based largely on open-ended comments and reflected a still markedly post-pandemic working context, when employees had recently become accustomed to remote work and more flexible schedules. Nevertheless, work–life balance was already rated very positively in 2023. In 2026, it improved further, while the new questions allow a more precise assessment of actual use of and interest in specific flexible arrangements. The original opportunity should therefore not be interpreted as a straightforward trend; today's data instead show where flexibility has practical significance depending on job roles and actual employee demand.
Threat: burnout among the generation of academic staff born in 1973–1992	In 2023, this risk was linked mainly to mid-career academic staff, who were thought to face the combined demands of their own work and career, support for junior colleagues, and service or administrative tasks undertaken for more senior staff. The report described them as a "sandwich generation".	The 2026 data partly support the substantive academic aspect of this observation: increased pressure among employees in the middle stages of their career. Among respondents to the science and research section with 6–15 years of service at UPCE, only 40.4% positively rate the time available for research alongside teaching, the lowest share of any length-of-service group. This group also most frequently cites insufficient research time due to teaching (50.6%) and inadequate recognition and motivation for research (42.7%). Time pressure is also evident when academic staff are analysed separately. The full mechanism described in 2023—support for junior colleagues, personal career progression and taking over work from more senior colleagues—was not directly measured in either survey. In 2023, it was inferred from a combination of individual indicators and open-ended comments. The demographic dimension is not confirmed by the current findings: employees with caring	The notion of greater pressure on mid-career employees receives partial support in the 2026 data.

2023 SWOT theme	What the 2023 data showed	What the 2026 data show	Assessment
		responsibilities do not report worse work–life balance than others.	
Threat: research freedom constrained by scientometric indicators	The 2023 report warned that pressure to meet formal scientific indicators could restrict freedom in research.	Autonomy in research receives very high ratings. Open-ended responses do not provide sufficiently strong or recurring evidence to conclude that pressure associated with scientometric or publication criteria constituted a broader problem in 2026.	The risk identified in 2023 is not confirmed as a major University-wide problem in the current data. Individual critical experiences occur but are too infrequent to generalise. Autonomy, by contrast, remains one of the strongest and improving areas.
Threat: insufficient preparation of a new generation of colleagues	In 2023, this threat was associated with support for junior academics and doctoral students, transfer of experience, and concerns about inadequate preparation of the next generation. However, due to their small number in the 2026 sample, doctoral students cannot be examined as a separate group to an extent comparable with the earlier survey, so this conclusion cannot be verified directly. The current data allow assessment primarily of general conditions for professional development, career support and onboarding.	The current data do not show systematically worse outcomes for employees with shorter service. On the contrary, staff who have worked at the University for up to five years give favourable ratings on some indicators, such as perceived fairness of evaluation, support for teaching and willingness to recommend UPCE as an employer. The onboarding process also has a functioning foundation: 85.8% of relevant respondents positively rate support from their supervisor during onboarding. However, mentoring or support from an experienced colleague is used less systematically. Only nine doctoral students in employee roles are included in the sample, so the aspect of the original threat specifically concerning doctoral students and academic inbreeding cannot be reliably assessed.	The broadly framed threat of an “unprepared new generation of colleagues” is not confirmed by the 2026 findings. Employees with shorter service do not generally experience worse conditions for professional development or integration; the data instead point to specific opportunities for more systematic mentoring and knowledge transfer.

The relationship with 2023 is therefore not one-directional. The original strengths—particularly autonomy in research, workplace relationships and work–life balance—have largely been maintained or strengthened. For some weaknesses, the picture is now more precise: broadly described overwork, for example, is not confirmed as a University-wide problem in 2026, although specific administrative and time pressures in science and research are clearly apparent. Some of the opportunities identified in 2023, particularly those relating to interpersonal ethics and trust in complaint handling, show positive developments; reducing bureaucracy and improving systematic support for science and research, on the other hand, remain important areas for development. Where the 2023 themes were based mainly on open-ended comments, the current results are used to verify specific measurable dimensions, not to confirm the earlier broader narrative. Research ethics remains broadly stable: issues in this area were reported by 13.3% of respondents in 2023 and 11.2% in 2026; because the wording changed slightly, this should not be interpreted as a precisely measured decline.

2.7 Financial Issues as a Major Theme of the Previous Survey

The 2023 research report highlighted financial remuneration and the general shortage of financial resources as dominant themes in open-ended responses, even before the SWOT analysis itself. The report stated that **57% of all comments (1 468 responses) had a financial dimension** and also drew attention to links between financial circumstances and other aspects of the work environment, including workplace relationships and perceived competition for scarce resources.

A direct comparison of the proportion of comments between 2023 and 2026 is not possible because the 2026 questionnaire had a different structure of open-ended questions and fewer free-text fields. To assess the importance of the topic, the 2026 open-ended responses were therefore reviewed across sections of the questionnaire and at respondent level, rather than merely by counting individual comments. At least one spontaneous mention relating to pay, remuneration, financial resources, budgets or funding was made by 77 respondents, representing 12.5% of the full analytical sample (N = 614). Among respondents who completed at least one open-ended field, these employees account for approximately 17%. Financial issues therefore remain visible but no longer appear to dominate the majority of comments.

This is also evident in the final optional field, “Is there anything else you would like to add about working at the University?”, where responses were not guided by the topic of the preceding question. Among the 105 respondents who entered a comment, 34 (32.4%) mentioned financial issues. However, management, leadership style and internal communication were mentioned at a similar rate; workplace relationships and atmosphere, workload, administration and specific working conditions also recurred. Nor do the other open-ended responses reveal a general pattern of employees linking

insufficient funding to deteriorating interpersonal relationships on the scale described in 2023. There are individual criticisms concerning unequal remuneration, availability of funding and allocation of resources, but these do not constitute a dominant explanation of workplace atmosphere.

The findings thus suggest a shift since 2023. Pay and funding remain important to some employees and also influence their willingness to recommend the University as an employer to people they know, but they no longer overshadow other themes to the same extent in open-ended responses. Management, leadership and communication now appear with comparable prominence. This shift is also consistent with the quantitative findings for 2026: satisfaction with remuneration has increased since 2023, although salary increases remain one of employees' strongest priorities when asked to choose between competing improvements.

2.8 UPCE SWOT 2026

Table 2. UPCE SWOT 2026

Strengths • strong relationships at the immediate workplace and support from supervisors • very high autonomy in science and research, which has strengthened further since 2023 • high level of work–life balance • favourable current ratings of the clarity and application of work evaluation rules • high overall satisfaction with physical workplace facilities • good awareness of basic social safety mechanisms and employment-law rights and obligations • very positive direct experience of selection committee members with open and transparent recruitment • highly rated supervisor support during onboarding	**Weaker areas** • administrative and time pressures in science and research • uneven career and professional development, particularly among administrative and technical staff • weaker connections between employees, University strategy and decision-making • imbalance between support for teaching and for science and research • lower awareness among academic and research staff of OTM-R principles and where to find recruitment rules • gap between high awareness of social safety support mechanisms and lower trust in using them • remuneration remains a weaker area despite significant improvement since 2023
Opportunities for development • reduce bureaucracy and strengthen practical support for science and research • make career development for administrative and technical staff, and supervisors' engagement with employee development, more systematic • connect University strategy more closely with day-to-day work and employees' ability to influence decisions • strengthen support for teaching and improve its balance with science and research • continue developing trustworthy social safety mechanisms • build on high awareness of social safety to strengthen trust in complaint handling and supervisors' role • build on positive experience of selection procedures to improve awareness of OTM-R principles • make onboarding and mentoring more systematic, building on positively rated support during induction	**Threats** • Persistent administrative and time pressures may further restrict the time available for science and research. • Uneven access to development tools may perpetuate inequalities between staff categories, particularly in systematic professional development. • Weak connections between some employees, strategy and decision-making may sustain a gap between everyday work and University-level processes. • Lower trust in social safety mechanisms may reduce their practical use despite high awareness of their existence. • Limited awareness of OTM-R principles among those not directly involved in selection procedures may impede their wider integration into HR practice. • Despite improvements, remuneration may continue to weaken overall assessments of UPCE as an employer and its attractiveness to employees.

3. Key Findings: Profiles of University Units

3.1 FTE

3.1.1 Overall Profile

In 2026, FTE stands out positively above all in career and professional development and in employees' perceived ability to influence what happens at their workplace. More pronounced weaknesses concern feedback, academic staff perceptions of the balance between support for teaching and science and research, time-related and organisational barriers, and the overall rating of UPCE as an employer. These results must, however, be considered in light of the high proportion of academic staff among the faculty's respondents (72.2%, compared to 60.8% in 2023).

3.1.2 Strengths and Favourable Areas

- **Career and professional development** are among the more positive areas at FTE: 70.4% of respondents rate their development opportunities favourably. However, academic staff across UPCE generally view development opportunities more favourably, and they account for an above-average proportion of FTE respondents. The comparison with 2023 therefore requires caution because the occupational composition of respondents changed between the two surveys.
- Employees' perceived **opportunity to influence what happens at their workplace** is also among the more favourable results for the larger university units. Together with career development, this suggests a faculty where employees feel they have relatively good scope for professional activity and involvement.

3.1.3 Weaker Areas and Issues Requiring Attention

- **Feedback from supervisors** is one of the clearest areas for improvement: approximately one-third of employees report not receiving sufficient feedback, the highest share among the university units. Some 77.8% of respondents rate both the direct supervisor's support for their professional development and the motivational effect of the feedback they receive positively. These comparatively lower figures reinforce the finding that feedback and supervisors' engagement with employee development require attention at FTE.
- Among academic staff, perceptions of the **balance between support for teaching and science and research** are also weaker: 38.5% of academic staff at FTE agree that teaching is supported to the same extent as science and research. Because this comparison is confined to academic staff, the result cannot be attributed simply to their higher representation among faculty respondents.
- This does not mean that support for teaching itself is generally weak. Among academic staff able to assess it, 76.5% are satisfied with the support provided by UPCE and 71.4% with the support provided by their faculty. The weakness therefore concerns primarily the relative standing of teaching compared with science and research, rather than a general absence of pedagogical support.
- **Time-related and organisational barriers** arise at FTE in several areas, particularly training and international mobility. Such barriers are generally more common among academic staff, who make up a large share of FTE respondents. Lack of cover for employees during mobility is also a more prominent issue at FTE.
- **Financial remuneration and the overall willingness to recommend UPCE as an employer** are weaker aspects of the profile. Fewer than half are satisfied with their remuneration (and a quarter are very dissatisfied), while FTE has the lowest average employer recommendation score among the larger university units (6.32/10). The less favourable rating of remuneration also persists within the faculty's academic staff group.

3.1.4 Developments Since 2023

- Career/professional development is rated more favourably in 2026 than in the faculty's overall result for 2023 (60.0% → 70.4%).
- In 2023, 64.7% of FTE respondents who gave a substantive answer trusted that complaints would be adequately investigated. In 2026, 75.9% trust that complaints will be investigated fairly. This is an improvement and is now almost identical to the University-wide figure of 75.7%; trust increased across UPCE between 2023 and 2026. FTE therefore no longer stands out negatively in this area.
- Research ethics and copyright, prominent in the 2023 SWOT analysis, remain relevant at FTE in 2026. Problems relating to research ethics are perceived by 14.3% of respondents, and 11.9% report having witnessed infringements of copyright or intellectual property rights, both slightly above the University-wide figures. At the same time, 85.7% agree that the faculty pays sufficient attention to protecting these rights.
- Other themes from the 2023 SWOT are partly confirmed, particularly time-related and administrative barriers. The previously reported lack of support for research teams cannot be verified directly using the 2026 closed-ended indicators, while technical facilities are no longer identified as a current faculty weakness following substantial building refurbishment.

3.2 FEEI

3.2.1 Overall Profile

In 2026, FEEI is distinguished not by a single indicator but by a combination of favourable areas, producing a fairly consistent picture of a well-functioning work environment. Communication and organisational culture stand out compared with other faculties, alongside very good work–life balance and favourable ratings of the work evaluation system. Academic staff also report particularly strong faculty support for teaching. The weaker side of the profile does not reflect dissatisfaction with everyday functioning, but rather weaker connections between some employees and the University's institutional mechanisms and strategic framework, together with uneven career development opportunities for academic and administrative/technical staff.

3.2.2 Strengths and Favourable Areas

- **Communication and organisational culture** are among FEEI's most distinctive strengths, extending beyond the faculty itself. Satisfaction with faculty-level communication reaches 89.2%, and with faculty organisational culture 94.4%, the highest figures among faculties in both cases. Individual workplaces also receive very favourable ratings (89.2% for communication and 91.7% for organisational culture). FEEI employees nevertheless rate the University-wide level above average as well: 81.1% positively assess internal communication, compared with 67.9% across UPCE, and 80.6% rate organisational culture positively, compared with 76.0%. The result therefore indicates not only a well-functioning local environment at FEEI but generally more favourable perceptions of communication and organisational culture at all three levels.
- **Working conditions** also score very highly. Work–life balance is rated positively by 97.5% of respondents, above the University-wide result of 91.0% and the highest share among the larger faculties. FEEI is also among the units reporting particularly high satisfaction with premises and equipment, with 42.5% selecting the strongest response, 'very satisfied'.
- The **work evaluation system** at FEEI is perceived as clearer and more acceptable than at most other university units: 87.2% consider the criteria clearly defined. This is also important in the context of 2023, when awareness of evaluation rules and principles had deteriorated at FEEI. In 2026, work evaluation is instead one of the faculty's more favourable areas.
- FEEI stands out particularly in academic staff perceptions of the faculty's **support for teaching**: 93.8% of those able to assess it are satisfied, the highest figure among the faculties. This is accompanied by relatively positive ratings of recognition and relationships with supervisors.

3.2.3 Weaker Areas and Issues Requiring Attention

- FEEI's main current weakness lies primarily at the **institutional level**. Some 65.0% of respondents cannot adequately assess the University's strategic objectives, and 52.5% cannot assess the faculty's strategy. A similar pattern is evident for social safety mechanisms: FEEI has the lowest awareness among faculties both of the University ombudsperson (80.0%) and of the kinds of issues with which employees can approach that person (67.5%). More than half cannot assess either how the suggestions and complaints system operates or the support provided for social safety. Given the very low level of personal experience with the ombudsperson (5.0%), this primarily suggests a need to improve visibility and clarity of the system, rather than demonstrated distrust in its operation.
- FEEI has long stood out positively in employees' awareness of career development support: 64.9% know whom to contact at UPCE about career development, the highest share among the university units. FEEI was also among the most favourably rated faculties in this respect in 2023.

3.2.4 Developments Since 2023

- The 2023 SWOT identified opportunities for career advancement as one of FEEI's stronger areas. A more detailed breakdown, however, shows that this was already largely driven by academic staff: 83.3% of academic staff responded positively, compared with none of the administrative and technical staff. This disparity remains in 2026, although the situation among administrative and technical staff has improved (77.8% of academic staff versus 36.8% of administrative and technical staff). The favourable overall faculty rating of career advancement in 2023 thus concealed substantially different experiences across staff categories.
- In 2023, infringements of copyright and weaker perceptions of its protection were notable issues at FEEI. This problem is not confirmed in 2026: no FEEI respondent reported research ethics problems or having witnessed copyright infringements, and 85.7% positively assess the protection of intellectual property and copyright. The earlier negative signal is therefore absent from the current data.
- The current profile also suggests a shift in the main issues: rather than research ethics or everyday workplace functioning, the more prominent concerns are the low visibility of strategic and support mechanisms at University level and the disparity in career opportunities between academic and administrative/technical staff.

3.3 FEA

3.3.1 Overall Profile

FEA has one of the most internally divided profiles in 2026. Relationships and communication within everyday working teams function relatively well, and the faculty stands out for participation in training, international mobility and relatively good awareness of strategy. Its weaknesses, however, are concentrated at higher organisational levels: trust in management and safe resolution of problems, faculty-level communication and organisational culture, support for science and research, and, among academic staff, fairness of evaluation and the balance between teaching and research. The disparity between academic and administrative/technical staff in career development is also exceptionally marked.

3.3.2 Strengths and Favourable Areas

- **Communication within the workplace** is rated positively by 88.2% of respondents and organisational culture by 86.3%. Personal experience of inappropriate behaviour is reported by 5.6%, a relatively small share. This matters when interpreting the faculty's weaker findings: the issue does not appear to be a general breakdown of relationships within teams, but rather tension between employees' immediate workplace experiences and their perceptions of higher-level management.
- FEA is among the faculties with **high use of development opportunities**. Some 76.0% of respondents regularly or occasionally participate in training activities, while 62.9% use international mobility, one of the highest shares among faculties. Employees also have relatively good awareness of UPCE's strategic objectives: 32.1% know and identify with them, among the higher results across the university units.
- Career development is considerably more favourable among academic staff than the overall faculty average suggests: 67.6% positively rate their development opportunities, and 81.1% report regular career discussions. The strength therefore lies not in the career development system as a whole but rather in how it functions for the academic part of the faculty.

3.3.3 Weaker Areas and Issues Requiring Attention

- FEA's most pronounced weakness is **lower trust in management and in the safe resolution of problems**. Fear of negative consequences from submitting a complaint and distrust in the impartiality of resolution are each mentioned by 48.1% of respondents, while 31.5% mention inadequate support from faculty management, the highest share among university units. Employees at FEA also rate their ability to express opinions safely less favourably than UPCE overall: 68.5% agree, compared with 74.2% University-wide. Together with other weaker indicators of trust in management and problem resolution, this suggests a broader issue concerning trust and social safety rather than an isolated deviation.
- The distinction between workplace and faculty level is particularly clear. Although individual workplaces receive favourable ratings for communication and organisational culture, only 66.7% positively assess either of these areas at faculty level. This supports the interpretation that the main issue concerns faculty management and the flow of information, rather than everyday collegial relationships.
- Conditions for academic work are also perceived less favourably. Faculty support for science and research receives positive ratings from 55.0% of respondents, the lowest among larger faculties, and 51.4% of academic staff. Only 37.8% of FEA academic staff agree that teaching is supported to the same extent as science and research. The imbalance between teaching and research therefore remains a relevant faculty issue; as early as 2023, the high teaching load and its impact on time available for research were particularly prominent at FEA.
- Career development among administrative and technical staff is a separate concern: none of the 14 respondents in this category view their career/professional development opportunities positively, a unique result among faculties, and only 28.6% report regular career discussions. FEA therefore does not have a generally weak career development profile, but rather a particularly sharp disparity in experiences between staff categories.

3.3.4 Developments Since 2023

- The 2023 SWOT highlighted restrictions on freedom of research, heavy teaching workloads and weaker support for science and research. This pattern is partly confirmed and more precisely defined in 2026: reported restrictions on research freedom remain relatively high at FEA, while weaker research support and the imbalance between teaching and research are concentrated mainly among academic staff.
- Research ethics was one of FEA's prominent negative themes in 2023. The 2026 closed-ended indicators no longer confirm it as an above-average faculty issue. The centre of concern has thus shifted from research ethics towards management, trust, support for academic work and uneven career development.
- In 2023, FEA was among the faculties with weaker opportunities for career progression. The 2026 picture is more precise: the issue is not equally pronounced for everyone, with relatively favourable results among academic staff but markedly weak results among administrative and technical staff. By contrast, high participation in training and mobility is confirmed as a more stable strength.

3.4 FAP

3.4.1 Overall Profile

In 2026, FAP stands out positively particularly for support for science and research at the workplace, career development, communication at lower organisational levels, employees' ability to influence workplace matters, and the use of international mobility. By contrast, premises and physical facilities are a pronounced weakness, while academic staff perceive a substantial imbalance between support for teaching and science and research. Social safety mechanisms themselves are not weak, but the higher incidence of inappropriate behaviour and stress-related pressures shows that favourable communication alone does not guarantee a trouble-free working climate.

3.4.2 Strengths and Favourable Areas

- **Support for science and research** is one of FAP's greatest strengths. It receives positive ratings from 92.3% of relevant respondents at their immediate workplace and 91.5% of academic staff, among the highest survey figures; faculty-level support is rated positively by 71.2%. This corresponds to the earlier picture, when FAP employees distinguished relatively good faculty support from weaker University-level support.
- The immediate workplace environment is also particularly strong in terms of **communication and involvement**. Internal communication receives positive ratings from 96.3% at workplace level and 87.0% at faculty level. Opportunities to influence what happens at work are viewed positively by 77.8% of FAP respondents, compared with 65.3% across UPCE. FAP is therefore among the more favourably rated faculties in this respect as well.
- **Career support** is particularly favourable for academic staff: 76.4% of respondents positively assess overall development opportunities, 81.8% report regular career discussions, and 96.7% positively assess support from their direct supervisor. Among academic staff specifically, positive ratings of development opportunities reach 88.1%.
- **International mobility** is used by 69.1% of respondents, the highest share among the larger faculties. This high level of participation is not confined to academic staff and therefore constitutes a genuine faculty-specific strength.

3.4.3 Weaker Areas and Issues Requiring Attention

- The most pronounced practical weakness is the physical working environment. Only 58.3% are satisfied with their premises, equipment and technical facilities, compared with 85.2% across UPCE. Open-ended responses show that this is not abstract dissatisfaction: recurring issues include high indoor temperatures, insufficient air conditioning or shading, the condition of offices, and inadequate employee facilities, including a kitchenette.
- Support for teaching is another weaker area at FAP. Among academic staff able to assess it, 58.3% positively rate support from UPCE, the lowest share among the larger faculties. Around 64% of those providing a substantive rating are satisfied with faculty-level support, also below the University-wide academic staff figure of 68.0%. Most notably, only 34.0% of FAP academic staff agree that teaching is supported to the same extent as science and research, while 61.7% disagree.
- Social safety presents a mixed picture. Trust that complaints will be fairly investigated is high (82.1%), and 67.9% would approach the ombudsperson with confidence; the institutional mechanisms therefore do not score poorly. At the same time, however, 16.1% report personal experience of inappropriate behaviour and a further 21.4% report having witnessed it only, the highest shares among university units. In addition, 46.4% identify heavy workload or a stressful environment as a factor undermining safety.

3.4.4 Developments Since 2023

- The 2023 SWOT linked FAP with strong faculty support for science and research, but also with a weaker position for teaching and insufficient time and physical space. The 2026 findings largely confirm this picture: support for science and research remains very strong, while academic staff continue to perceive teaching as comparatively less well supported.
- The physical workplace problems are confirmed in substance and are even more evident in 2026 when compared with other university units. A direct percentage trend would not be meaningful, however, because the current question combines aspects of the physical environment and technical equipment that were measured separately before.
- In 2023, FAP stood out for very good awareness of the University-wide strategy. This strength is not confirmed in 2026: 53.7% do not know UPCE's strategic objectives well enough to assess them. This does not necessarily represent a precisely measured decline in the same indicator because the question structure has changed, but the earlier distinctive strength is no longer apparent in the current data.
- Ethical concerns identified in 2023, particularly in open-ended comments, are not evident as a specific FAP weakness in the 2026 closed-ended indicators. Inappropriate behaviour and stress-related pressures now warrant greater attention.

3.5 FChT

3.5.1 Overall Profile

In 2026, FChT stands out particularly favourably for financial remuneration. Workplace support for science and research is also rated positively, although this finding must be interpreted in light of the faculty's distinctive occupational composition: research staff account for 19.5% of FChT respondents, or 20.1% including doctoral students, substantially more than at other faculties. FChT also stands out for good awareness of Open Science and relatively favourable academic staff perceptions of the balance between support for teaching and science and research. Its weaker results concern primarily social safety and trust in the ombudsperson, awareness of OTM-R and recruitment rules, the relationship with strategy, and use of international mobility.

3.5.2 Strengths and Favourable Areas

- **Financial remuneration** is FChT's most distinctive current strength. Some 70.2% of respondents are satisfied, compared with 54.0% across UPCE. This substantially more favourable assessment also holds within the main staff categories: 72.7% of academic staff are satisfied, compared with 54.5% of academic staff across UPCE, and 77.1% of administrative and technical staff, compared with 52.8%. The result therefore cannot be attributed solely to the faculty's distinctive occupational composition.
- **Work–life balance** is rated positively by 94.1%. Workplace support for science and research reaches 88.0% and is rated favourably by both academic and research staff. FChT therefore combines demanding research work with relatively positive perceptions of support in the immediate workplace environment.
- Among academic staff, FChT receives relatively favourable ratings for the **balance between support for teaching and science and research**: 55.6% agree that the two receive equal support, the highest share among the larger faculties. Some 79.1% of academic staff able to assess it are satisfied with UPCE-level support for teaching. Faculty-level support is weaker (59.6%), so the positive picture is not without reservations; nevertheless, teaching is not perceived to be as markedly subordinate to research as at most other faculties.
- FChT also stands out for **awareness of Open Science**: 60.9% of relevant respondents report being very or fairly familiar with it. The high figure is also evident among academic staff (58.6%), so the favourable result cannot be explained solely by the large proportion of research staff in the faculty sample.

3.5.3 Weaker Areas and Issues Requiring Attention

- Career development is highly uneven: 85.3% of academic staff and 60.0% of research staff perceive development opportunities positively, but only 28.6% of administrative and technical staff do so. FChT's generally strong career development profile therefore applies predominantly to academic and research staff, not to administrative and technical staff.
- FChT does not have a uniformly unfavourable social safety profile, but some individual indicators are weaker. Only 77.0% of respondents know whom to contact in the event of a problem or complaint, compared with at least 85% at other university units. Trust that complaints will be fairly investigated is reported by 72.7%, placing FChT alongside FEA and Rec. among the weaker units. Trust in the ombudsperson is also markedly lower: 53.9% would approach that person with confidence if a problem arose. By contrast, awareness of employment rights and obligations remains high (87.3%), and among those able to assess the mechanisms, 73.1% positively rate the system for handling suggestions and complaints and 78.5% the support for social safety. FChT's weaker profile is thus concentrated in awareness of and confidence in support mechanisms, rather than social safety as a whole.
- The relationship with faculty strategic objectives is also weaker at FChT. Approximately half of respondents (50.9%) do not know them well enough to assess them, compared with 43.4% across all faculties. Only 24.2% of FChT respondents know and identify with their faculty's strategic objectives, compared with 34.1% across faculties. FChT is therefore among the faculties where employees feel less connected to their faculty's strategy.
- International mobility is used by 37.2%, less than at many faculties. Among research staff, unmet interest remains apparent, while 17.3% report limited awareness of mobility opportunities. The weakness therefore concerns not only motivation but also access to opportunities and how they are communicated.

3.5.4 Developments Since 2023

- Restrictions on freedom of research remain an issue at FChT. In 2026, 9.0% of respondents report such experience, the second-highest share among faculties after FEA. As in 2023, open-ended responses repeatedly point particularly to publishing rules, such as requirements to publish in Q1/Q2 journals or in accordance with a specified evaluation methodology, alongside financial, project-related and infrastructure constraints. The earlier issue therefore persists not only in general terms but partly in the same specific form.
- Research ethics does not stand out as a markedly above-average issue at FChT in 2026, but reported experience of copyright or intellectual property infringements remains elevated. This echoes the 2023 findings, when co-authorship, patents and intellectual property were recurring themes at FChT.
- Lower awareness of strategy is also confirmed as a more persistent weakness.

- The earlier criticism of the weaker standing of teaching has evolved somewhat. Academic staff now view the balance between support for teaching and science and research relatively favourably, whereas support for teaching from the faculty itself receives only moderate ratings. This is therefore not a simple 'improvement' but a more differentiated picture.
- A major change concerns financial remuneration. Dissatisfaction with pay, a prominent issue across UPCE in 2023 that also affected FChT, is not confirmed at the faculty in 2026. On the contrary, remuneration is now one of its most distinctive strengths.

3.6 FR

3.6.1 Overall Profile

Because of its small number of respondents, FR has a less stable profile than other faculties, although several clear signals recur in the data. Positive findings concern the overall recommendation of UPCE as a potential employer, trust in the fair handling of complaints, and relatively high use of international mobility. Academic staff also have very favourable perceptions of career development opportunities. Weaker areas include aspects of work evaluation and work–life balance, and especially the markedly different career development experiences of academic and administrative/technical staff.

3.6.2 Strengths and Favourable Areas

- The overall employer recommendation score for UPCE is the second highest (7.63/10).
- Trust that a potential complaint will be investigated fairly reaches 82.4% at FR, the second-highest figure among faculties.
- International mobility is used by 62.5% of respondents. This high level of participation reflects the picture from 2023 and remains one of the faculty's more enduring strengths.
- All eight academic staff members who answered the question rate their career/professional development opportunities positively. This continues the earlier relatively strong career development profile among the faculty's academic staff.

3.6.3 Weaker Areas and Issues Requiring Attention

- Work–life balance is viewed positively by 77.8% of respondents, less than at most other university units. The work evaluation system is also rated less favourably: positive ratings of the four statements generally range from 55.6% to 61.1%. FR's weaker areas therefore concern particular internal working conditions and processes, especially work–life balance and work evaluation.
- Career development presents a marked divide: while all academic staff assess their development opportunities positively, only two of the eight administrative and technical staff do so.
- Open-ended comments point to the time and travel burden associated with participation in training. For a faculty located away from the main University campus, this represents a practical barrier that the overall participation rate alone may not capture.

3.6.4 Developments Since 2023

- In 2023, FR was among the faculties with the highest overall ratings of career advancement opportunities (69%). A closer breakdown, however, shows that the result was already driven by academic staff: 88.9% of academic staff answered positively, compared with only 25.0% of administrative and technical staff. The same distinction remains in 2026: all academic staff rate career/professional development opportunities positively, but again only 25.0% of administrative and technical staff do so. FR's strong career development profile has therefore long characterised academic staff, rather than the faculty as a whole.
- The 2023 SWOT also identified weaker perceived transparency of evaluation. Work evaluation remains among FR's most pronounced weaknesses. Positive ratings of the four statements range from 55.6% to 61.1%, compared with 71.4% to 75.6% across UPCE. All four aspects are weaker: clarity of criteria, their application, consideration of all components of work, and fairness of evaluation.

3.7 FHS

3.7.1 Overall Profile

FHS is among the most favourably profiled faculties in 2026, and its positive picture is not driven by any single area. Above-average ratings are found for support for science and research and teaching, career and professional development, social safety, work–life balance, participation in training, engagement with strategy, and overall employer recommendation. The contrast with physical working conditions, among the faculty's weakest areas, is therefore all the more striking. Another practical issue is time pressure, which affects both training and mobility. The large share of

academic staff among FHS respondents should also be taken into account, as time-related barriers are generally more frequent in this category.

3.7.2 Strengths and Favourable Areas

- **Support for academic work** is particularly strong. Faculty support for science and research is rated positively by 77.1% of relevant respondents and 76.5% of academic staff, the highest figures among the larger faculties. Among academic staff able to assess teaching support, 82.8% are satisfied with University-level support and 81.8% with faculty-level support. Perceptions of the balance between support for teaching and science and research are also relatively positive: 52.9% of academic staff agree that the two receive equal support.
- **Career and professional development** are among FHS's strengths. Development opportunities receive positive ratings from 73.3%, regular career discussions are reported by 77.8%, and sufficient opportunities for training and professional development by 86.7%. Perceived career advancement opportunities are stronger among academic staff (83.9%) than among administrative and technical staff (46.2%), but other support mechanisms are rated favourably in both groups.
- **Social safety** is one of the faculty's most distinctive strengths: 91.1% know whom to contact in the event of a problem or complaint, and 86.7% trust that complaints will be investigated fairly. Some 82.2% feel able to express their opinions safely, above the University-wide figure of 74.2%.
- FHS has a very favourable **overall relationship with the employer**: 95.8% of respondents rate work–life balance positively, and the average UPCE employer recommendation score reaches 8.00/10, the highest among all university units. Participation in training (80.0%), use of international mobility (53.3%), and awareness and acceptance of strategic objectives are also high. Additional workplace benefits are reported by 75.0%, the highest share among the units.

3.7.3 Weaker Areas and Issues Requiring Attention

- The principal current weakness is the physical working environment. Only 62.5% are satisfied with premises, equipment and technical facilities, compared with 85.2% across UPCE. Open-ended comments point to premises, equipment and workplace facilities in the context of relocations. Given the generally favourable results in other areas, this is a particularly clear and practically actionable discrepancy.
- Lack of time is a major barrier to training, reported by 71.1% of respondents. It is also identified as a barrier to international mobility by 44.4%, while a further 20.0% report limited awareness of mobility opportunities.
- Personal experience of inappropriate behaviour is reported by 15.6% of FHS respondents. Separately, in the general question on factors undermining social safety, a heavy workload or stressful environment is particularly prominent, mentioned by 48.9%.

3.7.4 Developments Since 2023

- The 2023 SWOT drew attention to weaker support for research teams. This problem is not confirmed in 2026; on the contrary, faculty support for science and research receives the highest rating among the larger faculties. This is one of the most notable positive developments in the FHS profile.
- The previously weaker career advancement opportunities are no longer evident either. The overall positive share increased from 56.3% in 2023 to 73.3% in 2026, with a more favourable direction apparent among both academic and administrative/technical staff. The precise trend must be interpreted in light of the broader wording of the current question, but the substantive change is clear.
- Time pressure remains an issue. In 2023, FHS was among the faculties where teaching workloads most strongly restricted time for science and research. In 2026, 71.1% of respondents cite lack of time as a barrier to training and 44.4% as a barrier to international mobility. In both years, the high share of academic staff, among whom time constraints are generally more pronounced, contributes to the findings. Because the questions differ in wording, this is not a direct percentage trend but rather the continuation of a broader workload issue.
- A marked change concerns the working environment. In 2023, FHS was among the faculties whose ratings of the physical working environment and technical equipment had improved relative to 2020. In 2026, only 62.5% rate their premises, equipment and technical facilities positively, compared with 85.2% across UPCE. The current weakness is thus not simply a continuation of a problem observed in 2023, but a new negative development that open-ended comments link mainly to changes of premises and relocations.

3.8 Rec. – University-wide and Rectorate departments

3.8.1 Overall Profile

Rec. should be understood primarily as an environment where administrative, technical and other staff predominate; comparisons with the same staff category at the faculties are therefore most informative. In 2026, its strengths include physical workplace facilities, good awareness of basic employment-law and safety issues, and a relatively high prevalence of additional workplace benefits. Weaker areas include the systematic provision of professional development,

work evaluation, engagement with strategy, remuneration, and overall employer recommendation. The distinction between perceived opportunities for advancement and actual development tools is important: employees' sense that they can grow professionally is not exceptionally weak at Rec., but regular development discussions and individual plans are used much less frequently.

3.8.2 Strengths and Favourable Areas

- Rec. is among the university units with the **best physical workplace facilities**. Some 45.6% of respondents are 'very satisfied' with their premises, equipment and technical facilities, considerably more than at most faculties. The current profile therefore stands out clearly in a positive way in this respect.
- Basic awareness of **social safety and employment law** is good: 91.0% know whom to contact in the event of a problem or complaint, and 88.7% know their rights and obligations. Additional benefits at the immediate workplace are reported by 58.0%, the second-highest share among university units.
- Perceived opportunities for **professional advancement** are rated positively by 45.7% of administrative and technical staff at Rec., compared with 30.3% of the same staff category at the faculties. This distinction matters: the main problem at Rec. is not a general feeling that professional growth is impossible, but rather the limited systematic and institutional provision of development.

3.8.3 Weaker Areas and Issues Requiring Attention

- Some systematic career development tools are used less frequently by administrative and technical staff at Rec. than by their counterparts at the faculties. Regular career discussions are reported by 39.1% at Rec., compared with 47.2% at the faculties, while 5.3% have an individual career development plan, compared with 18.0%. The gap between perceived opportunities and tools actually used is one of the most important findings for Rec.
- Work evaluation is also weaker than at most larger university units. Positive ratings of the four statements range approximately from 66.9% to 71.6%; among administrative and technical staff, the weaker aspects are clarity of evaluation criteria (68.6%) and understanding how they are applied (65.4%).
- Some 58.9% of respondents cannot adequately assess UPCE's strategic objectives, pointing to weaker awareness or visibility of the University strategy. At the same time, 62.2% positively assess their ability to influence events at their own workplace. Financial remuneration is a particularly weak area: 42.6% of all respondents and 43.6% of administrative and technical staff at Rec. are satisfied, compared with 65.8% of the corresponding staff category at the faculties.
- The overall employer recommendation score is 6.50/10, the second lowest.
- Use of international mobility is also low (23.6%), reflecting the high proportion of technical and administrative staff (TAS) at Rec.

3.8.4 Developments Since 2023

- In 2023, weaker career development among administrative and technical staff was noted for Rectorate and University-wide units. The current data confirm and refine this issue: the main problem is not the stated perception of opportunities for professional advancement, but the absence of regular development discussions and individual plans.
- Previously weaker awareness and perceived transparency of work evaluation are partly confirmed by the current lower ratings for clarity of criteria and understanding of their application. Weaker engagement with strategy also persists.
- Physical working conditions now receive considerably more favourable ratings than in 2023. Open-ended comments nevertheless mention a specific issue relating to thermal comfort, particularly excessive heat at work and insufficient air conditioning.

4. Methodology

4.1 Data Collection and Analytical Sample

Data were collected from **18 June to 7 July 2026**. The survey combined online and paper questionnaires.

Some partially completed questionnaires were also included in the analyses. The inclusion criterion was that respondents had answered at least approximately half of the questions relevant to their staff category. Because the questionnaire followed different routing paths, the threshold varied between groups. For academic staff, research staff and doctoral students, it corresponded to reaching page five (at least the personal and career development section). For administrative, technical and other staff, the aim was to retain as much information as possible, at least through the section on strategic development.

On this basis, 588 online questionnaires were included in the analyses. Together with 26 paper questionnaires, **the final analytical sample comprised 614 respondents**: 550 complete and 64 partially completed questionnaires.

Table 3. Composition of the analytical sample by questionnaire type

Questionnaire type	Number	Share of sample
complete online questionnaires	524	85.3 %
included partially completed online questionnaires	64	10.4 %
paper questionnaires	26	4.2 %
Total	**614**	100.0 %

4.2 Dealing with Missing Responses

Respondents completing the paper questionnaire generally reached its final section, but sometimes left individual questions unanswered. Formally completing a questionnaire therefore does not necessarily mean that every question was answered. Available response numbers also vary because partially completed online questionnaires were included and because questions were routed according to staff category.

Each question was analysed using the number of respondents who provided an answer to that question. The relevant number of responses (N) is reported in the tables and charts; missing responses are excluded from the denominator when percentages are calculated.

5. Survey Response Rate

The questionnaire was distributed to 1 189 employees of the University of Pardubice. After applying the inclusion criteria, **the overall response rate was 51.6%.** Two respondents included in the analysis did not identify their university unit and are therefore included only in the overall total, not in the figures for individual units.

Table 4. Survey response rate by university unit

university unit	Invited	Included	Response rate	Complete	Complete / invited
FTE – Faculty of Transport Engineering	111	54	48.6 %	47	42.3 %
FEEI – Faculty of Electrical Engineering and Informatics	69	40	58.0 %	37	53.6 %
FEA – Faculty of Economics and Administration	99	54	54.5 %	45	45.5 %
FAP – Faculty of Arts and Philosophy	123	60	48.8 %	54	43.9 %
FChT – Faculty of Chemical Technology	306	169	55.2 %	151	49.3 %
FR – Faculty of Restoration	39	18	46.2 %	16	41.0 %
FHS – Faculty of Health Studies	98	48	49.0 %	40	40.8 %
Rec. – University-wide and Rectorate departments	344	169	49.1 %	158	45.9 %
Total	**1 189**	**614**	51.6 %	**550**	46.3 %

The total of 614 includes two respondents whose university unit was “not stated”. The “Complete / invited” column is a supplementary indicator; the main response rate is based on all questionnaires included in the analytical sample.

Response rates were high across all university units, with even the lowest exceeding 46%. Findings for smaller faculties should nevertheless be interpreted with greater caution, as their lower absolute respondent numbers mean that individual responses can have a greater influence on the resulting percentages.

6. Respondents Profile

The following tables describe the composition of the analytical sample. University unit and staff category were recorded at the very beginning of the questionnaire and are therefore available for virtually the entire sample. Sociodemographic and employment characteristics appeared on the final questionnaire page, which some respondents with partially completed questionnaires did not reach. Consequently, around 10% of the analytical sample has missing responses for most of these questions, a proportion comparable to that recorded in 2023. Percentages in the following tables are always calculated from the number of valid responses to the relevant question; this number is given for each table.

6.1 Staff Category

Table 5. Composition of respondents by staff category

Staff category	Number	%
Academic staff (AS)	297	48.4 %
Administrative, technical and other staff (TAS)	268	43.6 %
Research staff (RS)	40	6.5 %
Doctoral students in employee roles	9	1.5 %
Total	**614**	**100.0 %**

N = 614

6.2 Gender and Age

Table 6. Composition of respondents by gender

Gender	Number	%
female	296	53.4 %
male	209	37.7 %
other / prefer not to say	49	8.8 %

Valid N = 554; missing responses (question placed at the end of the questionnaire) = 60.

Table 7. Composition of respondents by age

Age category	Number	%
Under 29 years	22	4.0 %
30–39 years	101	18.3 %
40–49 years	211	38.2 %
50–59 years	155	28.0 %
60–69 years	51	9.2 %
70 years or more	13	2.4 %

Valid N = 553; missing responses = 61.

6.3 Length of Service at UPCE, Employment Contract and FTE

Table 8. Composition of respondents by length of service at UPCE

Length of service	Number	%
Less than 2 years	52	9.4 %
2–5 years	95	17.2 %
6–15 years	170	30.9 %
16–25 years	166	30.1 %
26 years or more	68	12.3 %

Valid N = 551; missing responses = 63.

Table 9. Composition of respondents by employment contract type

Employment contract type	Number	%
fixed-term contract	142	25.8 %
open-ended contract	409	74.2 %

Valid N = 551; missing responses = 63.

Table 10. Composition of respondents by FTE

FTE	Number	%
0–24 %	10	1.8 %
25–49 %	15	2.7 %
50–74 %	36	6.5 %
75–99 %	16	2.9 %
100 %	474	86.0 %

Valid N = 551; missing responses = 63. In total, 474 respondents worked full-time and 77 worked part-time.

The type of employment contract is closely related to length of service at the University. Employees with shorter service are considerably more likely to be on fixed-term contracts, whereas open-ended contracts predominate among those with longer service. Differences by contract type therefore substantially overlap with differences by length of service, so this indicator is not analysed separately in subsequent sections.

6.4 Managerial Position

Table 11. Composition of respondents by managerial position

Managerial position	Number	%
yes	77	14.0 %
no	473	86.0 %

Valid N = 550; missing responses = 64.

6.5 Education and Citizenship

Table 12. Composition of respondents by highest completed education / qualification

Highest completed education / qualification	Number	%
No university degree	117	21.5 %
Bc. (or equivalent)	25	4.6 %
Ing./Mgr. (or equivalent)	140	25.7 %
Ph.D. (or equivalent)	178	32.7 %
doc. (or equivalent)	65	11.9 %
Prof. (or equivalent)	20	3.7 %

Valid N = 545; missing responses = 69.

Table 13. Composition of respondents by citizenship

Citizenship	Number	%
Czech Republic	535	96.9 %
Slovak Republic	5	0.9 %
Other EU country	3	0.5 %
Non-EU country	9	1.6 %

Valid N = 552; missing responses = 62.

No separate analyses by citizenship were conducted because of the small number of respondents with non-Czech citizenship. Only 17 respondents (3.1% of valid responses) reported citizenship other than Czech, most of whom worked at FChT and FAP (13 of the 17).

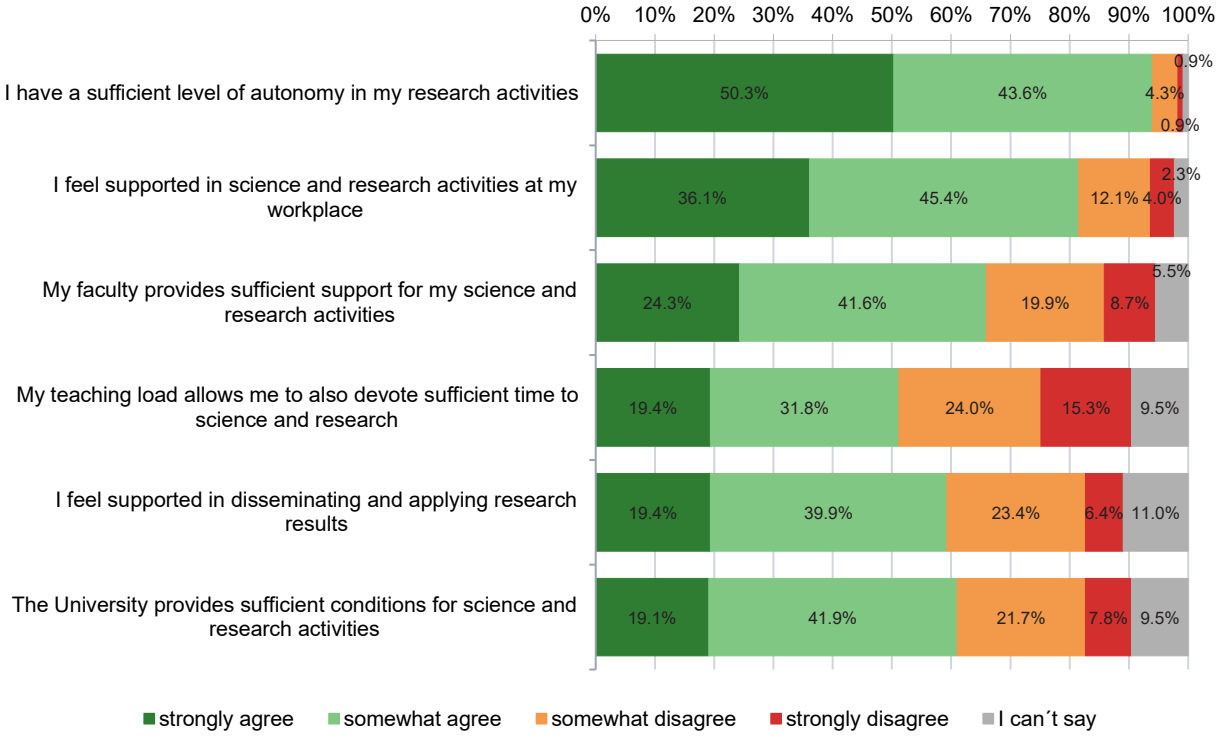
7. Science and Research

The Science and Research section was intended for academic staff, research staff and doctoral students responding solely in their capacity as employees. The overall analysis of the first set of statements included 346 respondents: 297 academic staff, 40 research staff and 9 doctoral students.

The overall chart shows the full five-category distribution of responses. Comparisons between groups use combined agreement, calculated as the sum of “strongly agree” and “somewhat agree”. In the 2026 results, **“**I can’t say” is treated as a valid response and therefore remains in both the valid response count and the denominator used to calculate percentages. Where its proportion is substantial and may affect the interpretation of differences between groups, results are also presented for respondents who were able to assess the issue. Doctoral students are included in the overall results and comparisons by university unit and length of service. They are excluded only from the comparison by staff category, defined as a direct comparison between academic staff (AS) and research staff (RS).

7.1 Conditions and Support for Research Activities

Chart 1. To what extent do you agree with the following statements about conditions for research activities? – overall results

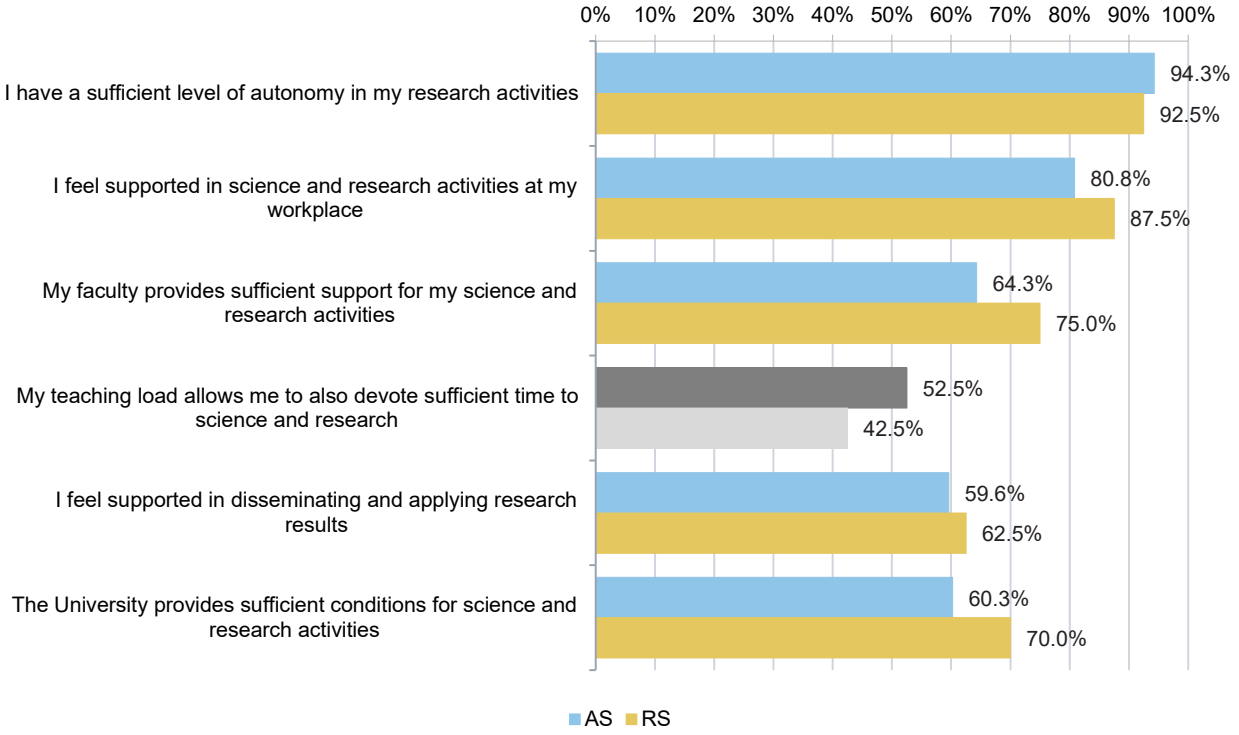


N = 346. The chart shows the full distribution of responses.

The highest levels of agreement were recorded for **autonomy in research activities (93.9%)** and **support for research activities at respondents’ own workplaces (81.5%).** Lower levels of agreement were recorded for faculty support (65.9%), conditions provided by the University (61.0%) and support for disseminating and applying research results (59.2%). Respondents were **least positive** about **having sufficient time for research alongside teaching**: 51.2% agreed and 39.3% disagreed.

7.1.1 Comparison by Staff Category

Chart 2. To what extent do you agree with the following statements about conditions for research activities? – by staff category



AS n = 297; RS n = 40. The chart shows combined agreement ("strongly agree" + "somewhat agree").

For most statements, the proportion selecting "I can't say" does not differ substantially between academic and research staff. The exception is whether the teaching load allows sufficient time for research. This statement could not be assessed by 52.5% of research staff, compared with 3.7% of academic staff, probably because not all research staff have teaching duties. With "I can't say" included in the denominator, combined agreement is 42.5% among research staff and 52.5% among academic staff; among those able to assess the statement, however, 89.5% of research staff agree, compared with 54.5% of academic staff.

Research staff were more likely than academic staff to report **support for research activities from their faculty (75.0% vs 64.3%)** and adequate conditions provided by the University (70.0% vs 60.3%). A smaller difference was also found in support at their own workplace (87.5% vs 80.8%). Differences in the opposite direction were not substantial.

7.1.2 Comparison by University Unit

Table 14. Conditions and support for research activities – by university unit

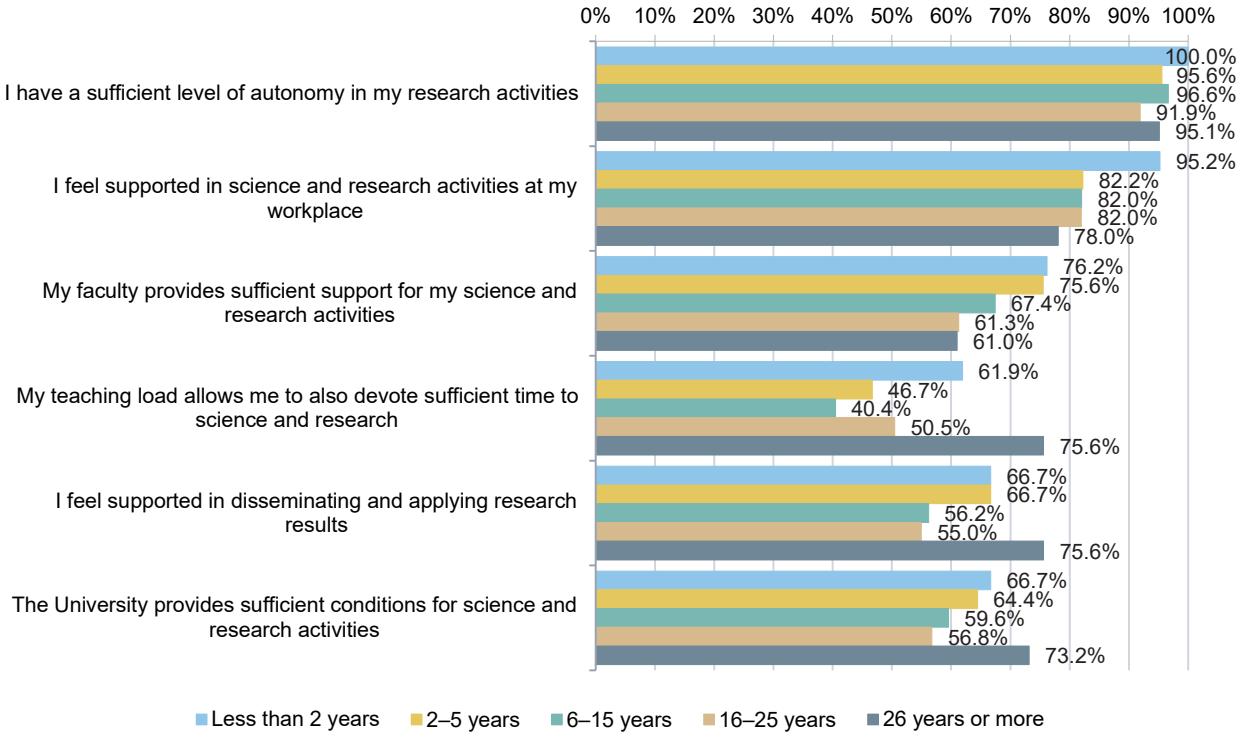
Statement	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
i have a sufficient level of autonomy in my research activities	88.1 %	90.5 %	90.0 %	98.1 %	96.2 %	100.0 %	91.4 %	92.3 %
i feel supported in science and research activities at my workplace	66.7 %	66.7 %	70.0 %	92.3 %	88.0 %	90.0 %	82.9 %	69.2 %
my faculty provides sufficient support for my science and research activities	64.3 %	61.9 %	55.0 %	71.2 %	66.9 %	60.0 %	77.1 %	53.8 %
my teaching load allows me to also devote sufficient time to science and research	47.6 %	42.9 %	42.5 %	48.1 %	55.6 %	40.0 %	54.3 %	69.2 %
i feel supported in disseminating and applying research results	59.5 %	57.1 %	40.0 %	57.7 %	64.7 %	50.0 %	65.7 %	61.5 %
the university provides sufficient conditions for science and research activities	57.1 %	66.7 %	60.0 %	50.0 %	66.2 %	60.0 %	60.0 %	61.5 %

Group sizes: FTE 42, FEEI 21, FEA 40, FAP 52, FChT 133, FR 10, FHS 35 and Rec. 13. Results for small groups should be interpreted with caution.

Autonomy is rated highly across all university units. More pronounced differences concern support for research activities from the faculty and respondents' own workplaces. Faculty support receives the **most favourable assessments at FHS (77.1%) and FAP (71.2%)**, while the **lowest agreement is recorded at FEA (55.0%)**. Among the larger faculties, FAP and FChT stand out more positively for support at respondents' own workplaces. However, differences in the proportions of academic and research staff also need to be considered when interpreting faculty comparisons.

7.1.3 Comparison by Length of Service at UPCE

Chart 3. To what extent do you agree with the following statements about conditions for research activities? – by length of service at UPCE



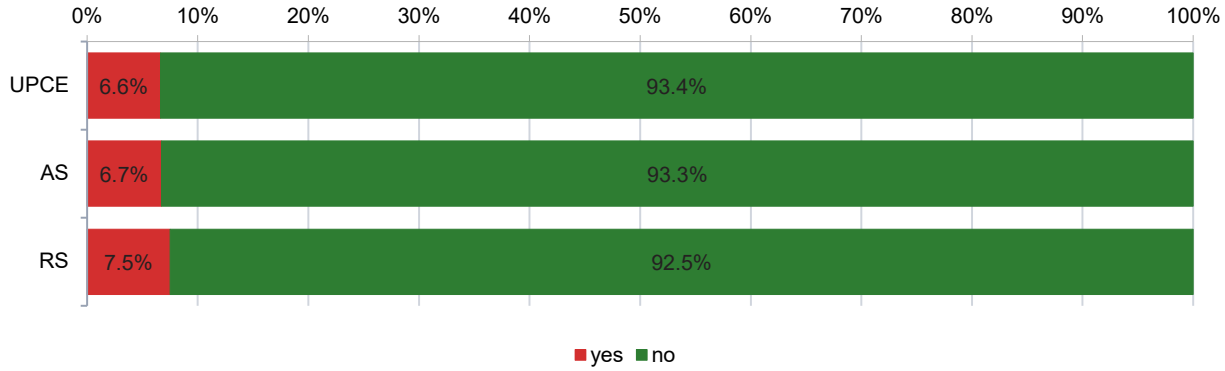
N = 307; less than 2 years n = 21; 2–5 years n = 45; 6–15 years n = 89; 16–25 years n = 111; 26 years or more n = 41. The chart shows combined agreement.

Assessments of conditions do not change consistently with length of service at UPCE. A more pronounced difference concerns having enough time for research alongside teaching: combined agreement is lowest among employees with 6–15 years of service (40.4%) and highest among those with 26 years or more (75.6%). Longer-serving employees also tend to assess some more broadly defined research conditions more favourably, such as support for disseminating and applying research results or conditions provided by the University. The same pattern does not emerge for support from respondents' own workplaces or faculties.

When interpreting results by length of service, it is also important to note that respondents with less than 2 years at the University form a smaller group and selected "I can't say" more frequently for several statements. This applies particularly to support for disseminating and applying research results and, to a lesser extent, to conditions provided by the faculty or University. Lower combined agreement therefore does not necessarily indicate a more negative assessment; it may partly reflect more limited experience in the relevant area or the higher proportion of research staff in this group.

7.2 Restrictions on Freedom of Research

Chart 4. Have you experienced restrictions on freedom of research in your work during the past 3 years? – UPCE overall and by staff category



UPCE N = 346; AS n = 297; RS n = 40. The overall result also includes doctoral students, who are excluded from the direct AS–RS comparison.

Restrictions on freedom of research were reported by 23 respondents (6.6%). The proportions were virtually identical for academic staff (6.7%) and research staff (7.5%). The overall percentage is slightly lower than the percentages for these two groups because all 9 doctoral students responding in their capacity as employees reported no such restrictions.

7.2.1 Comparison by University Unit

Table 15. Restrictions on freedom of research – by university unit

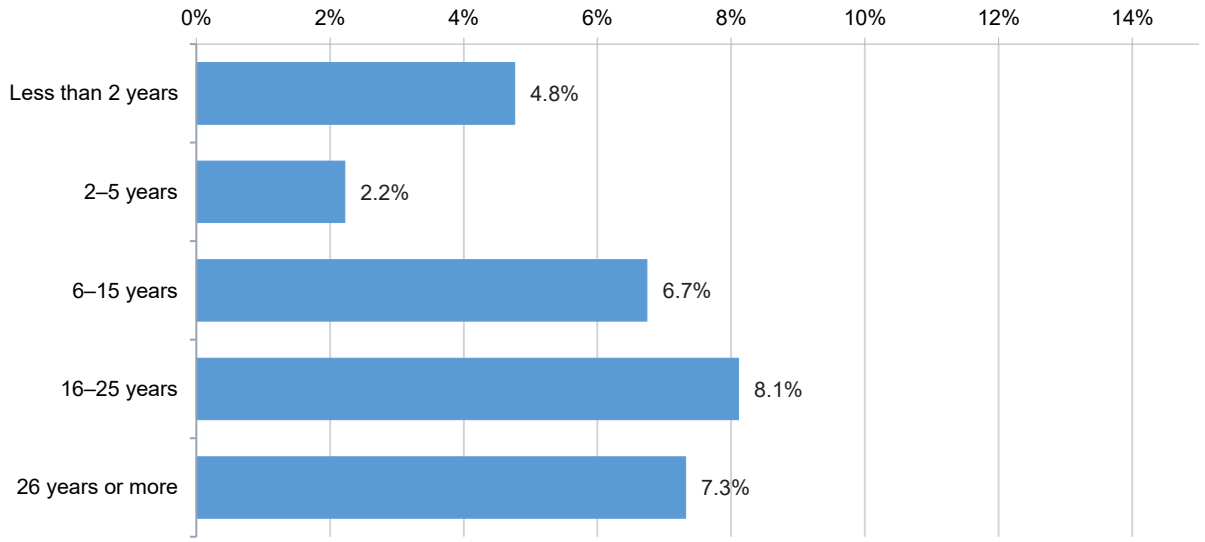
university unit	Total N	Yes (n)	Yes (%)
FTE	42	3	7.1 %
FEEI	21	1	4.8 %
FEA	40	5	12.5 %
FAP	52	0	0.0 %
FChT	133	12	9.0 %
FR	10	0	0.0 %
FHS	35	1	2.9 %
Rec.	13	1	7.7 %

The comparison by university unit includes academic staff, research staff and doctoral students responding in their capacity as employees.

The highest proportions reporting restrictions on freedom of research were recorded at FEA (12.5%) and FChT (9.0%); no respondents at FAP or FR answered “yes”. Given the small overall number of such responses and the small sizes of some university-unit groups, these differences are indicative only; in small groups, a single response can represent several percentage points.

7.2.2 Comparison by Length of Service at UPCE

Chart 5. Have you experienced restrictions on freedom of research in your work during the past 3 years? – by length of service at UPCE



N = 307; less than 2 years n = 21; 2–5 years n = 45; 6–15 years n = 89; 16–25 years n = 111; 26 years or more n = 41.

The proportion of respondents who had experienced restrictions on freedom of research is low in all length-of-service groups, ranging from 2.2% among employees with 2–5 years at the University to 8.1% among those with 16–25 years.

7.3 Details of Reported Restrictions

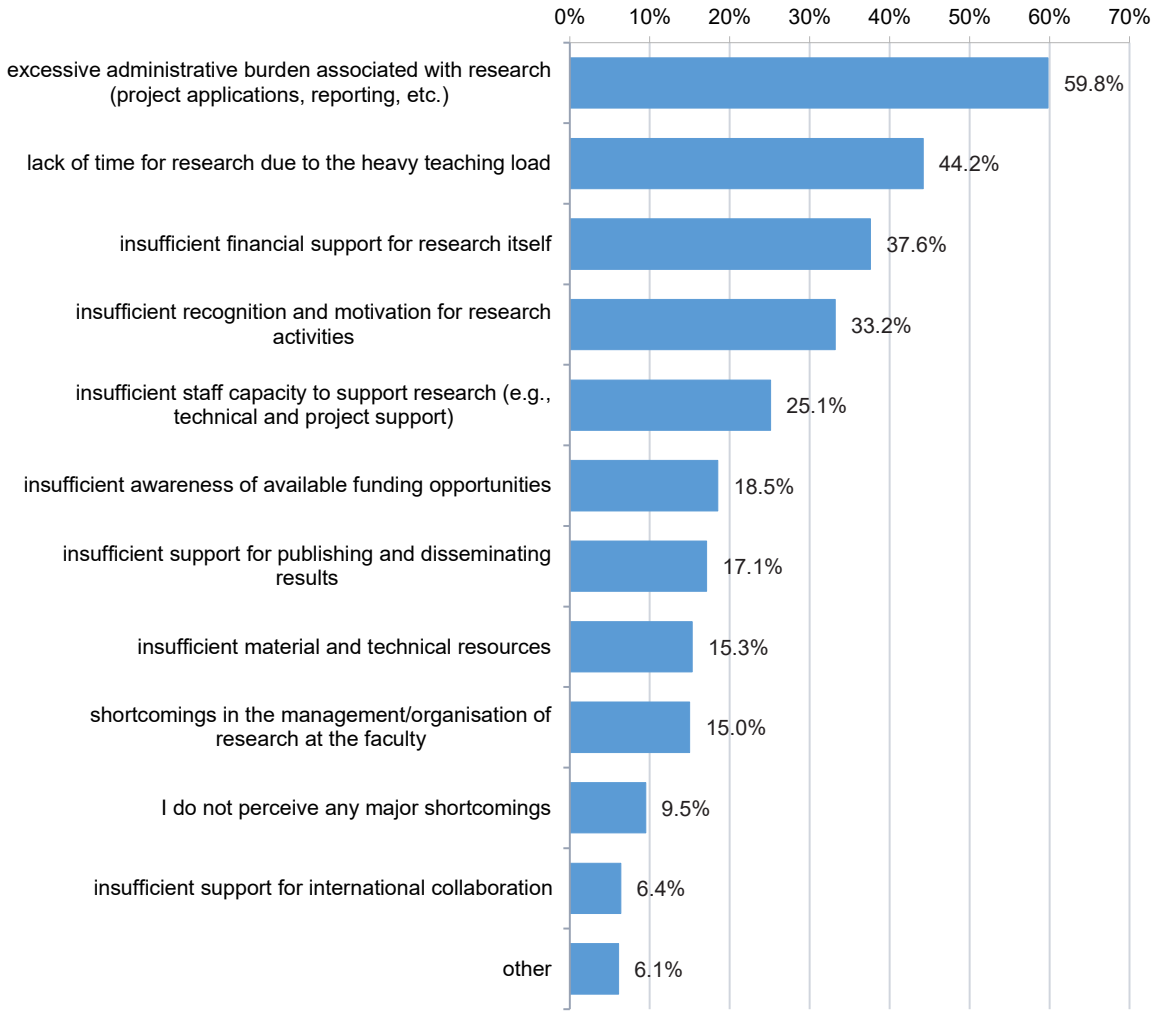
Eighteen of the 23 respondents who had reported experiencing restrictions answered the follow-up open-ended question, “What restrictions on freedom of research have you experienced?” One response contained no interpretable text, so the thematic summary is based on 17 substantive comments.

Responses centred on several themes. Recurrent issues included rules for assessing publication outputs, journal quartile requirements and the definition of FORD fields, as well as inadequate funding and access to research infrastructure and shortcomings in administrative or project support. A smaller number of responses raised concerns about internal decision-making and the prioritisation of research topics. Other themes appeared only once, including legislative constraints and concerns about the potential identification of authors of open-ended responses. Because of the small number of responses and their sensitive nature, the report does not reproduce quotations or break results down by workplace.

7.4 Main Gaps in Support for Research Activities

For the question “Where do you see the greatest gaps in support for research activities at the faculty / University?”, respondents could select up to five options. The percentages therefore represent the proportion selecting each option and sum to more than 100%.

Chart 6. Where do you see the greatest gaps in support for research activities at the faculty / University? – overall results

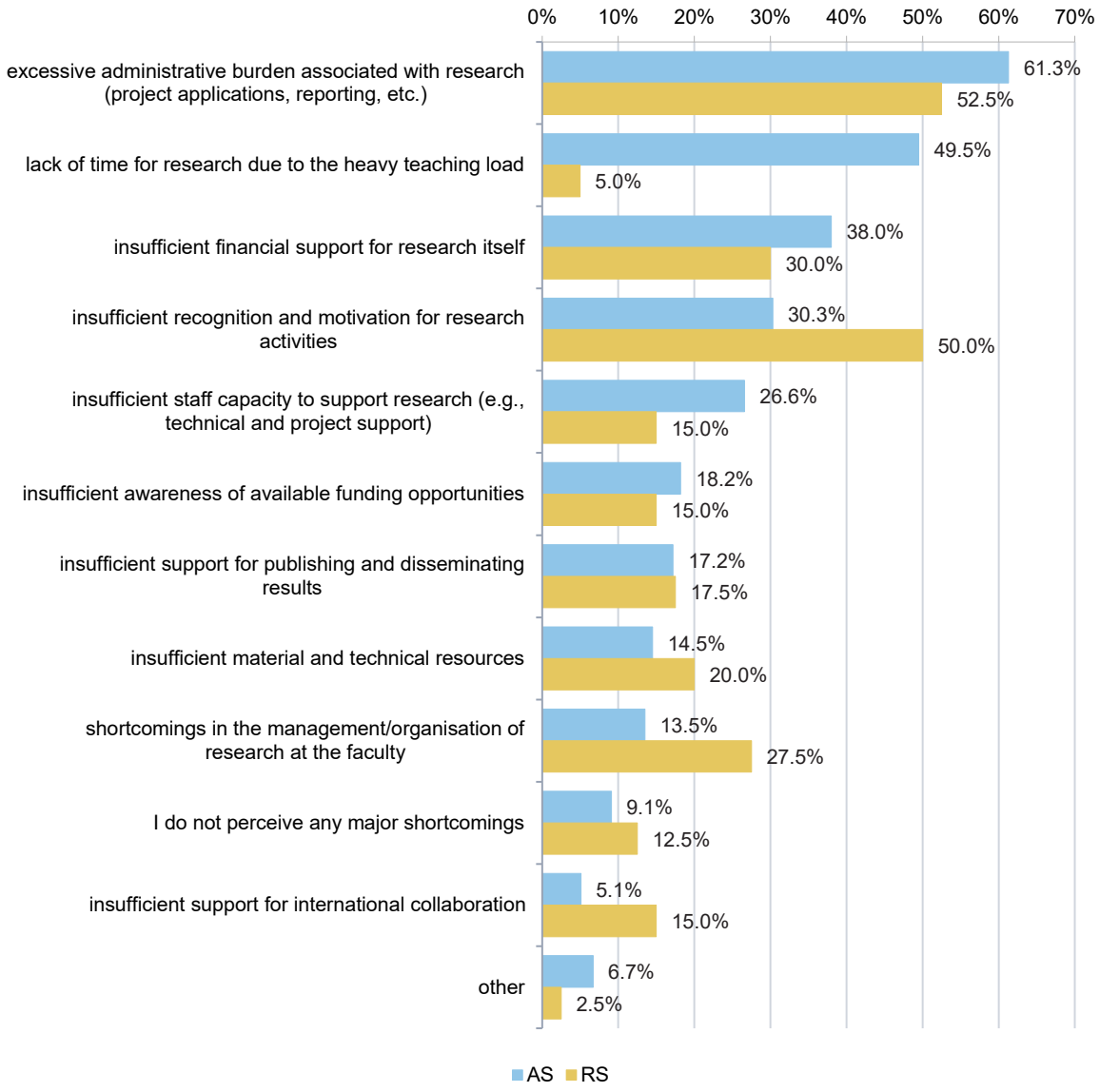


N = 346. The "Other" category includes 21 respondents who provided their own answer.

Excessive administrative burden associated with research was the most frequently cited gap (59.8%). This was followed by insufficient time for research due to teaching duties (44.2%), insufficient financial support for research itself (37.6%) and inadequate recognition and motivation for research activities (33.2%). No major gaps were perceived by 9.5% of respondents. The "Other" responses repeatedly mentioned administrative and regulatory burdens, funding and publication conditions including Open Access, access to databases and data resources, and project funding or research support services. Other themes were isolated, such as the prioritisation of certain research directions or difficulties in joining research teams.

7.4.1 Comparison by Staff Category

Chart 7. Where do you see the greatest gaps in support for research activities at the faculty / University? – by staff category



AS n = 297; RS n = 40.

Excessive administrative burden was the **most frequently cited gap in both groups** (61.3% of academic staff and 52.5% of research staff). The largest difference concerned lack of research time due to teaching duties, cited by 49.5% of academic staff but only 5.0% of research staff. Conversely, research staff more often cited insufficient recognition and motivation for research activities (50.0% vs 30.3% of academic staff), shortcomings in the management or organisation of faculty research (27.5% vs 13.5%) and insufficient support for international collaboration (15.0% vs 5.1%).

7.4.2 Comparison by University Unit

Table 16. Main gaps in support for research activities – by university unit

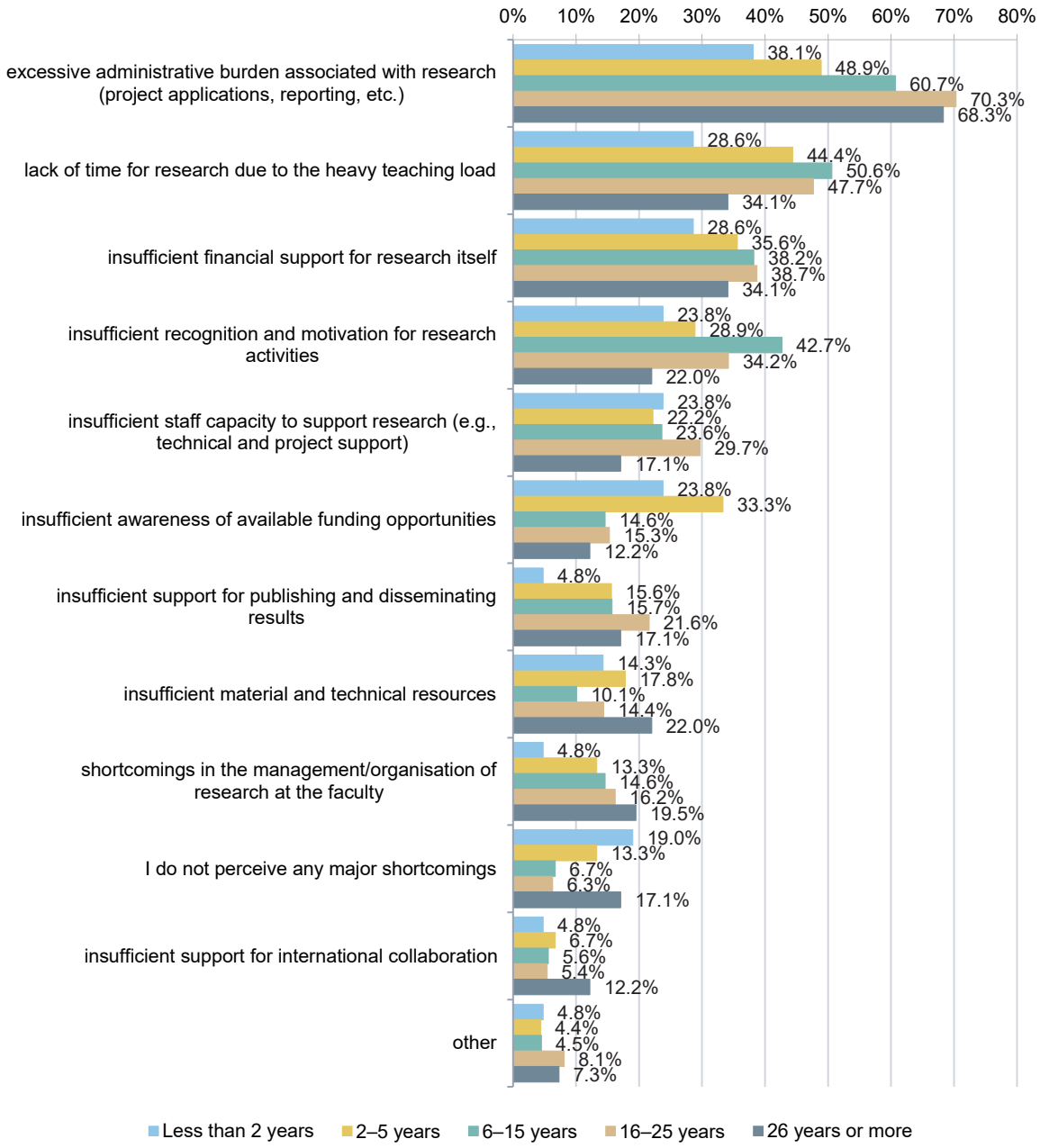
Statement	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
excessive administrative burden associated with research (project applications, reporting, etc.)	64.3 %	61.9 %	57.5 %	57.7 %	66.9 %	40.0 %	42.9 %	46.2 %
lack of time for research due to the heavy teaching load	47.6 %	52.4 %	57.5 %	59.6 %	30.1 %	60.0 %	51.4 %	30.8 %
insufficient financial support for research itself	42.9 %	33.3 %	52.5 %	42.3 %	35.3 %	30.0 %	25.7 %	23.1 %
insufficient recognition and motivation for research activities	38.1 %	47.6 %	37.5 %	9.6 %	40.6 %	50.0 %	25.7 %	7.7 %
insufficient staff capacity to support research (e.g., technical and project support)	21.4 %	19.0 %	17.5 %	26.9 %	24.1 %	60.0 %	40.0 %	7.7 %
insufficient awareness of available funding opportunities	11.9 %	23.8 %	32.5 %	21.2 %	15.8 %	20.0 %	17.1 %	7.7 %
insufficient support for publishing and disseminating results	33.3 %	23.8 %	20.0 %	23.1 %	9.8 %	20.0 %	11.4 %	7.7 %
insufficient material and technical resources	9.5 %	9.5 %	12.5 %	21.2 %	18.8 %	20.0 %	8.6 %	7.7 %
shortcomings in the management/organisation of research at the faculty	19.0 %	19.0 %	20.0 %	11.5 %	14.3 %	50.0 %	5.7 %	0.0 %
i do not perceive any major shortcomings	11.9 %	0.0 %	5.0 %	5.8 %	9.8 %	0.0 %	14.3 %	38.5 %
insufficient support for international collaboration	2.4 %	9.5 %	5.0 %	7.7 %	8.3 %	0.0 %	2.9 %	7.7 %
other	7.1 %	0.0 %	12.5 %	3.8 %	4.5 %	20.0 %	5.7 %	7.7 %

Group sizes: FTE n = 42; FEEI n = 21; FEA n = 40; FAP n = 52; FChT n = 133; FR n = 10; FHS n = 35; Rec. n = 13.

Administrative burden is among **the most commonly cited gaps across university units**. Among the larger faculties, more substantial differences concern **insufficient research time due to teaching duties**: **30.1% of respondents at FChT** cited this issue, compared with **47.6%–59.6% at FTE, FEA, FAP and FHS**. This difference also relates to the composition of respondents. At FChT, research staff account for 24.8% of those included in this part of the analysis, whereas their proportion is considerably lower at the other larger faculties. The higher proportion of research staff at FChT may similarly partly explain why insufficient recognition and motivation for research are cited more frequently there.

7.4.3 Comparison by Length of Service at UPCE

Chart 8. Where do you see the greatest gaps in support for research activities at the faculty / University? – by length of service at UPCE



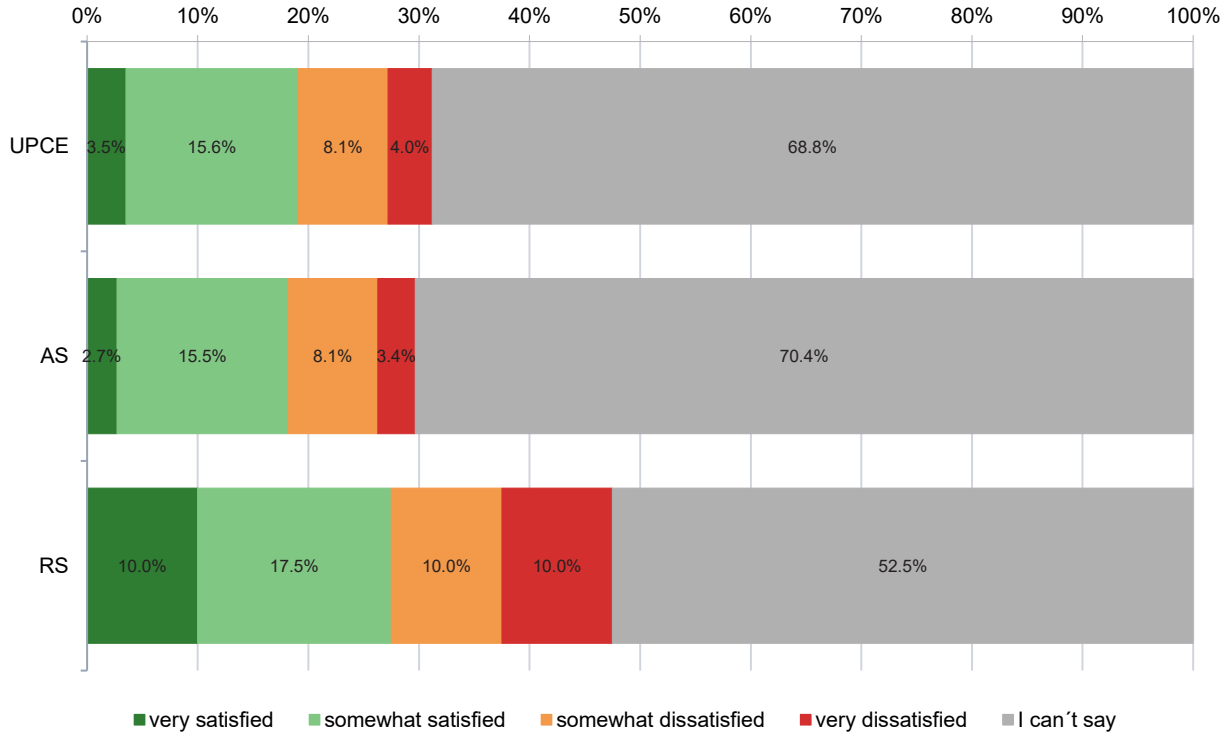
N = 307; less than 2 years n = 21; 2–5 years n = 45; 6–15 years n = 89; 16–25 years n = 111; 26 years or more n = 41.

Excessive administrative burden is cited more frequently with increasing length of service: from 38.1% among employees with less than 2 years at UPCE to 70.3% in the 16–25-year group and 68.3% among those with 26 years or more. Insufficient research time due to teaching duties is most frequently cited by employees with 6–15 years of service (50.6%). Insufficient recognition and motivation for research are also most frequently cited by this group (42.7%).

A similar pattern for administrative burden and lack of research time can be observed when the analysis is restricted to academic staff; thus, differences by length of service cannot be explained solely by varying proportions of academic and research staff. For inadequate recognition and motivation, however, the higher proportion of research staff in some groups may partly contribute to the differences.

7.5 Satisfaction with the Centre for Technology and Knowledge Transfer

Chart 9. How satisfied are you with the operation of the Centre for Technology and Knowledge Transfer? – UPCE overall and by staff category



UPCE N = 346; AS n = 297; RS n = 40. The overall results also include doctoral students.

A total of **68.8% of respondents** were **unable to assess the work of the Centre for Technology and Knowledge Transfer**. Satisfaction was expressed by 19.1%, while 12.1% were dissatisfied. The high proportion answering “I can’t say” indicates that many respondents lack direct experience of the Centre or sufficient knowledge of its work to evaluate it.

Research staff were more likely than academic staff to be able to assess the Centre: 52.5% of research staff selected “I can’t say”, compared with 70.4% of academic staff. Among those able to assess the Centre, overall satisfaction was very similar for academic and research staff (61.4% vs 57.9%). Research staff, however, were more likely to choose extreme ratings: among those giving an assessment, 21.1% selected “very satisfied” and the same percentage “very dissatisfied”, compared with 9.1% and 11.4%, respectively, among academic staff. Research staff assessments were therefore more polarised rather than clearly more positive.

7.5.1 Comparison by University Unit

Table 17. Satisfaction with the Centre for Technology and Knowledge Transfer – by university unit

Response	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
very satisfied	0.0 %	4.8 %	2.5 %	1.9 %	4.5 %	0.0 %	5.7 %	7.7 %
somewhat satisfied	7.1 %	9.5 %	12.5 %	11.5 %	21.1 %	20.0 %	20.0 %	7.7 %
somewhat dissatisfied	14.3 %	9.5 %	10.0 %	0.0 %	11.3 %	0.0 %	2.9 %	0.0 %
very dissatisfied	7.1 %	9.5 %	2.5 %	0.0 %	5.3 %	0.0 %	2.9 %	0.0 %
I can´t say	71.4 %	66.7 %	72.5 %	86.5 %	57.9 %	80.0 %	68.6 %	84.6 %

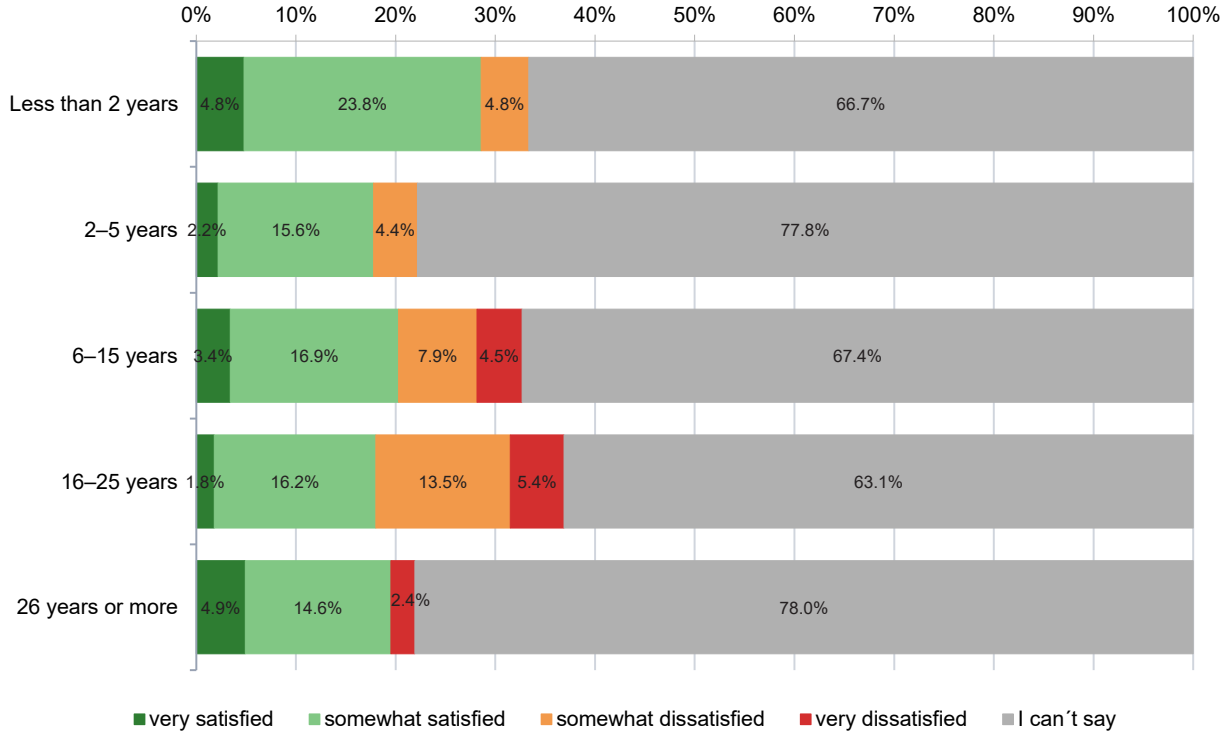
Group sizes: FTE n = 42; FEEI n = 21; FEA n = 40; FAP n = 52; FChT n = 133; FR n = 10; FHS n = 35; Rec. n = 13.

Among the larger faculties, the main difference lies in the proportion unable to assess the Centre. This answer was less common at FChT (57.9%) than at FTE, FEA, FAP and FHS. Part of the difference may reflect the greater proportion of research staff at FChT, as research staff generally provide a substantive assessment of the Centre more often.

At FChT, where the largest number of respondents were able to assess the Centre, satisfaction among those who did so was 60.7%.

7.5.2 Comparison by Length of Service at UPCE

Chart 10. How satisfied are you with the operation of the Centre for Technology and Knowledge Transfer? – by length of service at UPCE



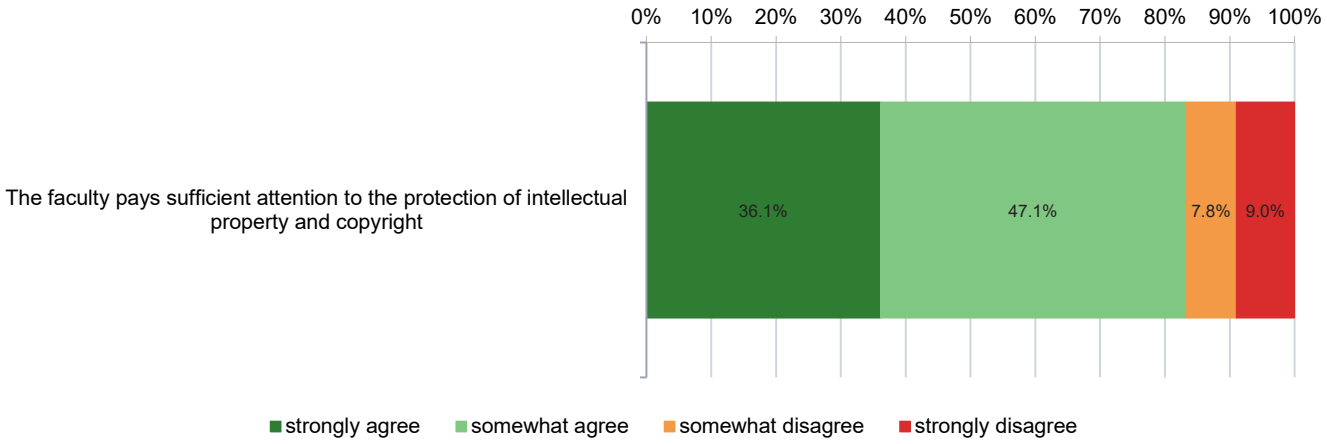
N = 307; less than 2 years n = 21; 2–5 years n = 45; 6–15 years n = 89; 16–25 years n = 111; 26 years or more n = 41.

"I can't say" predominates in every length-of-service group (63.1%–78.0%). No clear relationship emerges between length of service and assessments of the Centre.

7.6 Research Ethics and Copyright Protection

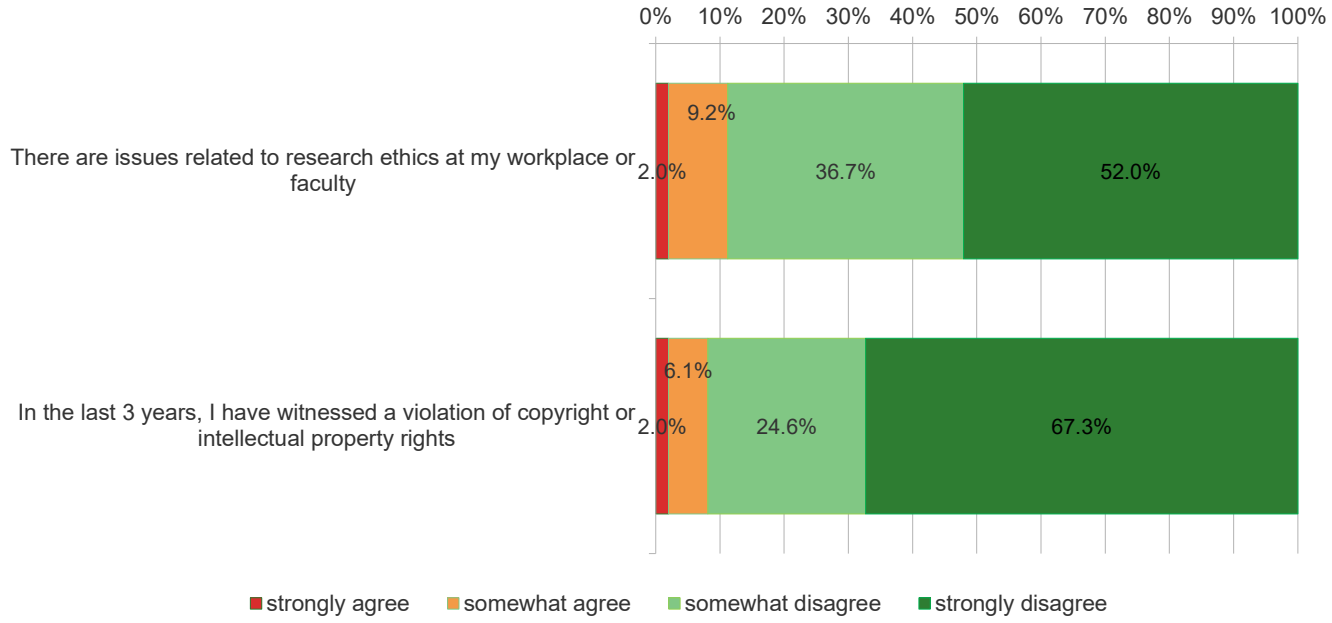
Chart 11. To what extent do you agree with the following statements about research ethics and copyright protection? – overall results

Chart 11a. Protection of intellectual property and copyright – overall response distribution



N = 346.

Chart 11b. Research ethics issues and experience of copyright infringement – overall response distribution



N = 346.

A total of 83.2% of respondents agreed that their faculty pays sufficient attention to protecting intellectual property and copyright. Research ethics problems at their workplace or faculty were perceived by 11.2%. In all, 28 respondents (8.1%) reported having witnessed an infringement of copyright or intellectual property rights within the previous three years.

7.6.1 Comparison by Staff Category

Table 18. Research ethics and copyright protection – by staff category

Statement – combined agreement	AS	RS
the faculty pays sufficient attention to the protection of intellectual property and copyright	83.5 %	80.0 %
there are issues related to research ethics at my workplace or faculty	11.4 %	12.5 %
in the last 3 years, i have witnessed a violation of copyright or intellectual property rights	7.7 %	12.5 %

The assessments of academic and research staff were similar for all three statements. Adequate protection of intellectual property and copyright was reported by 83.5% of academic staff and 80.0% of research staff; research ethics issues were reported by 11.4% and 12.5%, respectively. Copyright or intellectual property infringements had been witnessed by 7.7% of academic staff and 12.5% of research staff.

7.6.2 Comparison by University Unit

Table 19. Research ethics and copyright protection – by university unit

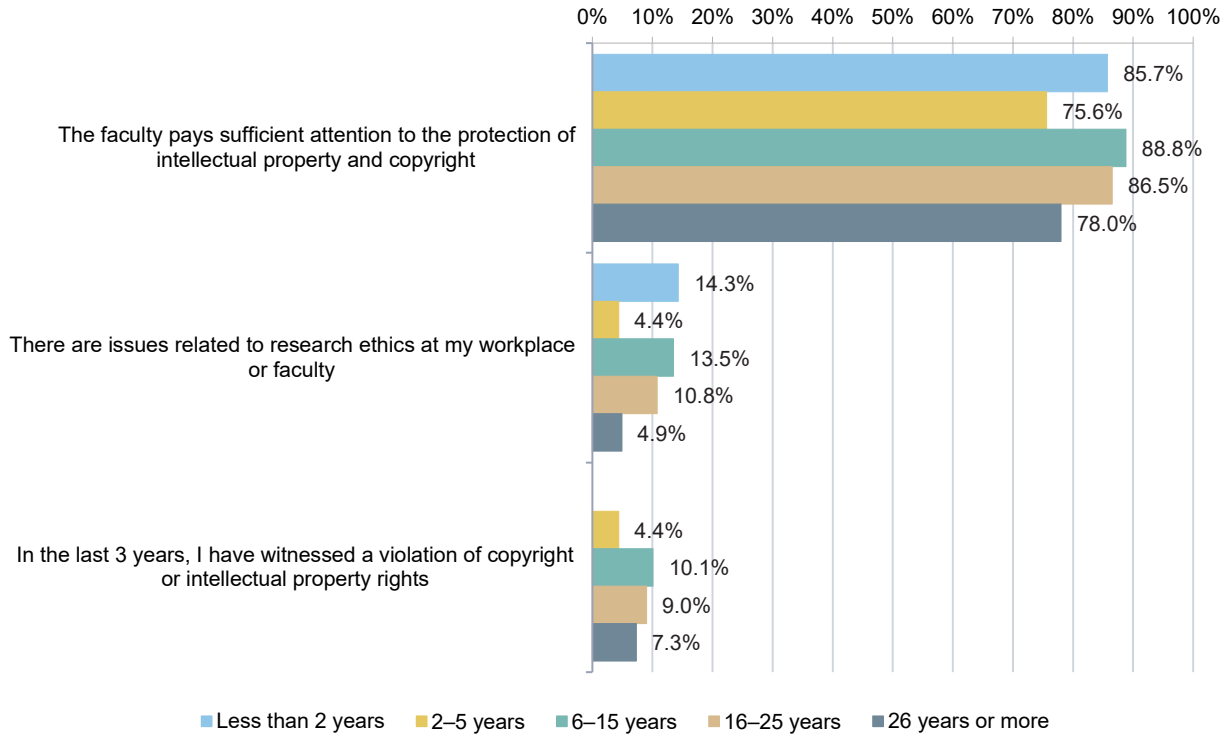
Statement – combined agreement	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
the faculty pays sufficient attention to the protection of intellectual property and copyright	85.7 %	85.7 %	77.5 %	88.5 %	83.5 %	80.0 %	85.7 %	61.5 %
there are issues related to research ethics at my workplace or faculty	14.3 %	0.0 %	15.0 %	11.5 %	11.3 %	20.0 %	8.6 %	7.7 %
in the last 3 years, i have witnessed a violation of copyright or intellectual property rights	11.9 %	0.0 %	5.0 %	7.7 %	10.5 %	30.0 %	0.0 %	0.0 %

Group sizes: FTE n = 42; FEEI n = 21; FEA n = 40; FAP n = 52; FChT n = 133; FR n = 10; FHS n = 35; Rec. n = 13. Results for small groups should be interpreted with caution.

At the larger faculties, most respondents agreed that their faculty pays sufficient attention to protecting intellectual property and copyright (77.5%–88.5%). Those perceiving research ethics problems or reporting having witnessed copyright or intellectual property infringements remained a minority in the larger faculty groups, albeit slightly more common at FTE.

7.6.3 Comparison by Length of Service at UPCE

Chart 12. To what extent do you agree with the following statements about research ethics and copyright protection? – by length of service at UPCE



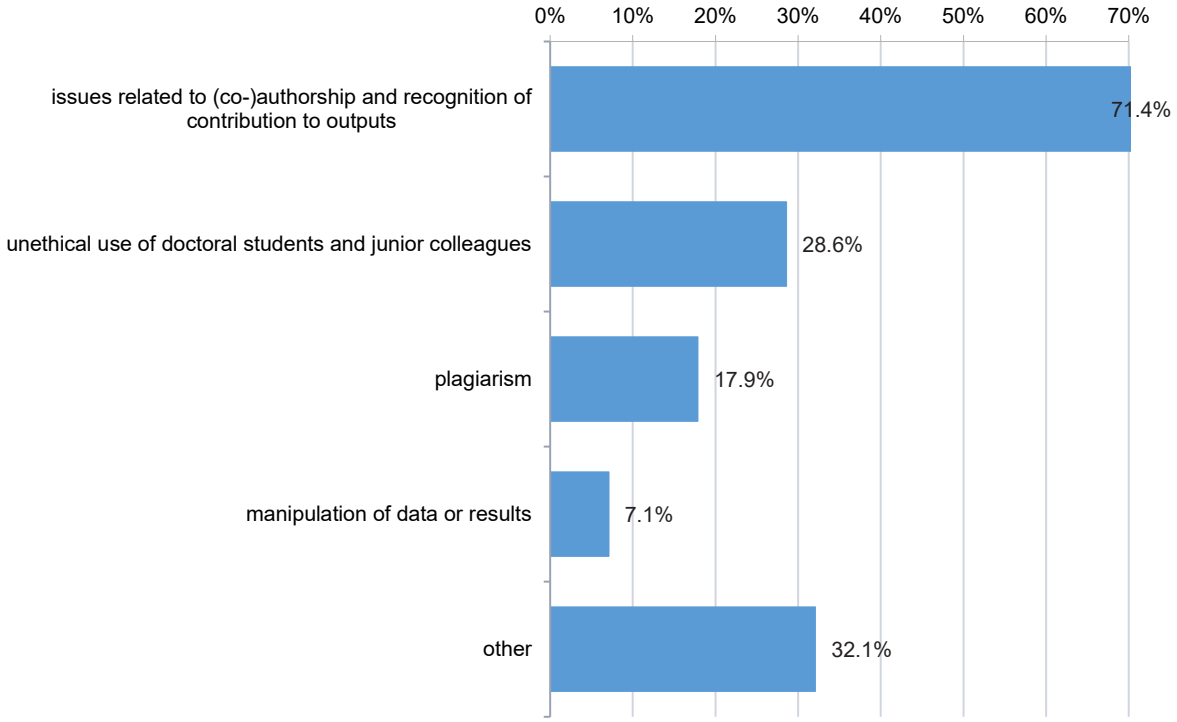
N = 307; less than 2 years n = 21; 2–5 years n = 45; 6–15 years n = 89; 16–25 years n = 111; 26 years or more n = 41.

There is no clear relationship between length of service and assessments of ethics or copyright protection. Agreement that the faculty adequately protects rights is high across all groups, while reported experiences of problems or infringements remain limited to a minority.

7.7 Forms of Copyright or Intellectual Property Infringement

Only respondents who agreed with the statement “In the past 3 years, I have witnessed an infringement of copyright or intellectual property rights” (N = 28) received the follow-up question. Multiple answers could be selected.

Chart 13. What forms of copyright or intellectual property infringement have you encountered?



N = 28. Because the group is small, results are not further broken down by university unit or length of service.

Problems concerning **(co-)authorship and recognition of contributions to research outputs** were the most frequently reported **(71.4%)**. Unethical treatment of doctoral students and junior colleagues was reported by 28.6%, plagiarism by 17.9%, and manipulation of data or results by 7.1%. None of the 9 doctoral students responding as employees agreed with the preceding statement about witnessing copyright or intellectual property infringements in the previous three years, so they did not receive the follow-up question.

A free-text response was provided by 32.1%. Disputes over authorship or recognition of contributions were mentioned relatively frequently; other issues appeared only once and included the handling of employee-created works, use of teaching materials without acknowledging authorship, publication practices and copyright in visual materials.

7.8 Familiarity with Open Science Principles

Chart 14. How familiar are you with Open Science principles and grant-agency requirements for open publishing and data sharing? – UPCE overall and by staff category



UPCE N = 346; AS n = 297; RS n = 40. Doctoral students are included in the overall figure but excluded from the direct AS–RS comparison.

Very good or fairly good familiarity with Open Science principles and related requirements was reported by 52.3% of respondents. Limited or no familiarity was reported by 43.1%, while 4.6% considered this area irrelevant to their work.

Research staff were more familiar with Open Science: **72.5% described their familiarity as very or fairly good, compared with 49.5% of academic staff**. This difference also appears in the strength of responses: “very well – I have a good understanding of this area” was selected by 22.5% of research staff and 10.8% of academic staff.

7.8.1 Comparison by University Unit

Table 20. Familiarity with Open Science principles – by university unit

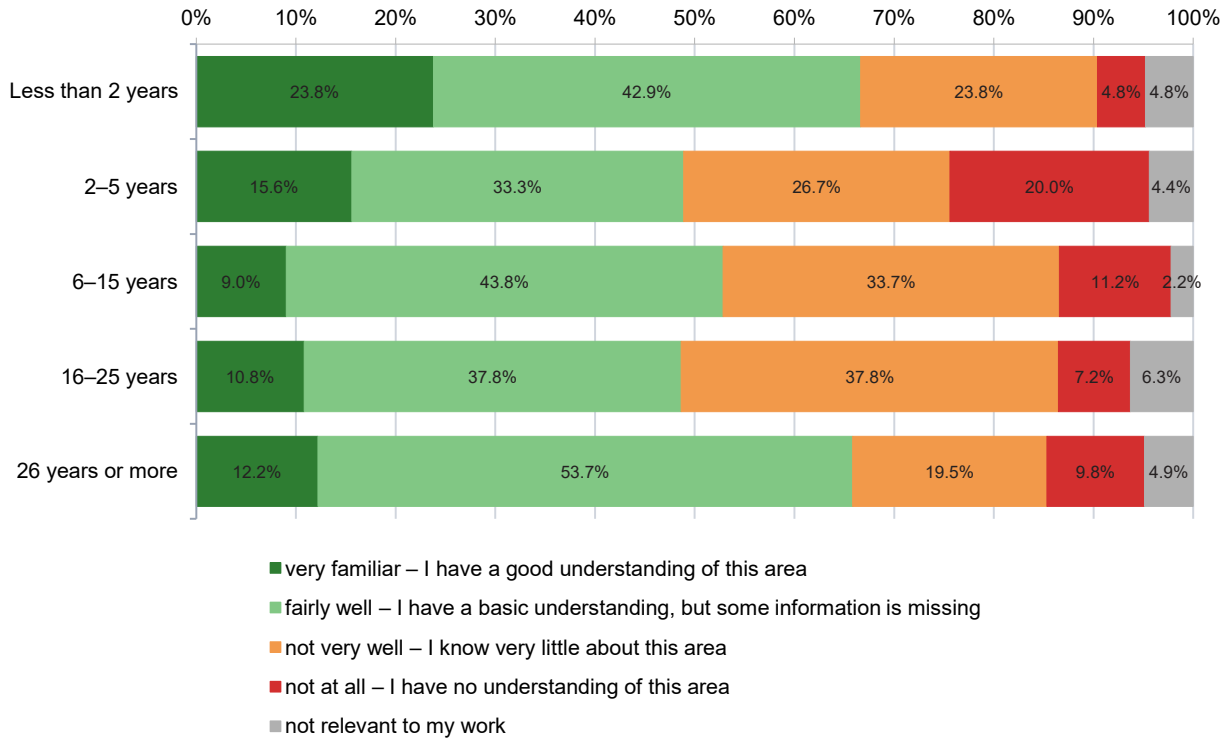
Response	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
very familiar – i have a good understanding of this area	9.5 %	28.6 %	12.5 %	7.7 %	13.5 %	0.0 %	11.4 %	0.0 %
fairly well – i have a basic understanding, but some information is missing	40.5 %	33.3 %	40.0 %	40.4 %	47.4 %	70.0 %	22.9 %	7.7 %
not very well – i know very little about this area	35.7 %	9.5 %	30.0 %	44.2 %	35.3 %	30.0 %	25.7 %	15.4 %
not at all – i have no understanding of this area	9.5 %	28.6 %	12.5 %	7.7 %	3.8 %	0.0 %	28.6 %	15.4 %
not relevant to my work	4.8 %	0.0 %	5.0 %	0.0 %	0.0 %	0.0 %	11.4 %	61.5 %

Group sizes: FTE n = 42; FEEI n = 21; FEA n = 40; FAP n = 52; FChT n = 133; FR n = 10; FHS n = 35; Rec. n = 13. Results for small groups should be interpreted with caution.

Among the larger faculties, the proportion reporting very or fairly good familiarity ranges from around half at FTE, FEA and FAP to 60.9% at FChT. The higher proportion of research staff at FChT, who generally have better knowledge of Open Science than academic staff, may partly influence this result; nevertheless, relatively good familiarity at FChT persists even when academic staff are considered separately (58.6%).

7.8.2 Comparison by Length of Service at UPCE

Chart 15. How familiar are you with Open Science principles and grant-agency requirements for open publishing and data sharing? – by length of service at UPCE



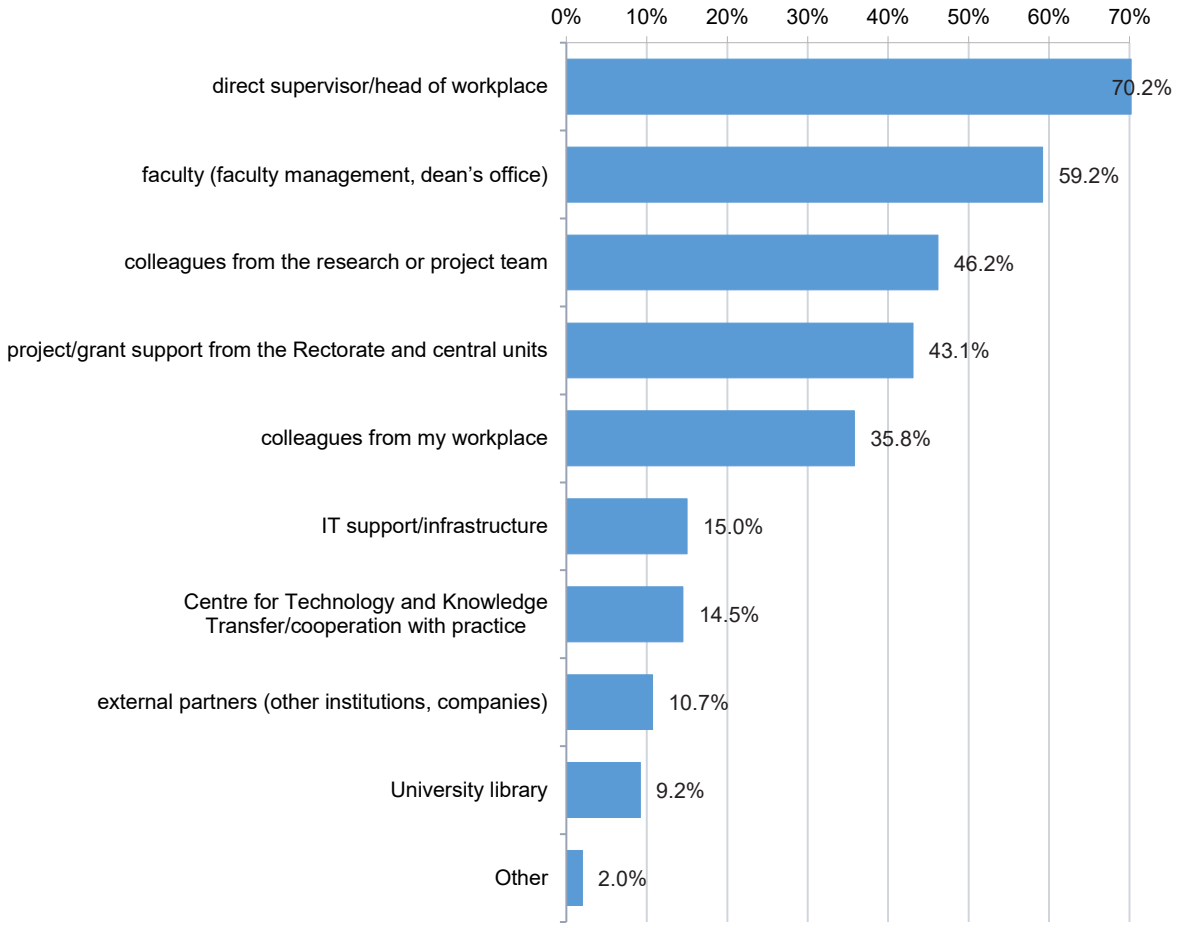
N = 307; less than 2 years n = 21; 2–5 years n = 45; 6–15 years n = 89; 16–25 years n = 111; 26 years or more n = 41.

Very or fairly good familiarity was most common among those with less than 2 years of service (66.7%) and those with 26 years or more (65.9%). Across other groups, the proportion was around half; there is no clear linear relationship with length of service.

7.9 Expected Support for Science and Research

Respondents could select up to five organisational levels or departments from which they expected the greatest support for science and research.

Chart 16. From which levels / departments do you expect the greatest support for science and research?



N = 346. The "Other" category is based on a completed free-text field.

Respondents most frequently expected support from their **immediate supervisor or head of workplace (70.2%)** and from the **faculty (59.2%)**. These were followed by colleagues in their research or project team (46.2%), project or grant support provided by the Rectorate and central units (43.1%), and colleagues at their own workplace (35.8%). The "Other" free-text answers covered diverse topics and did not form another recurring category.

7.9.1 Comparison by Staff Category

Table 21. Expected support for science and research – by staff category

Level / unit	AS	RS
direct supervisor/head of workplace	68.7 %	80.0 %
faculty (faculty management, dean's office)	59.9 %	57.5 %
colleagues from the research or project team	45.5 %	50.0 %
project/grant support from the rectorate and central units	42.4 %	50.0 %
colleagues from my workplace	35.4 %	42.5 %
IT support / infrastructure	15.8 %	12.5 %
Centre for technology and knowledge transfer/cooperation with practice	14.8 %	15.0 %
external partners (other institutions, companies)	10.8 %	7.5 %
University library	10.4 %	2.5 %
other	2.4 %	0.0 %

AS n = 297; RS n = 40. Doctoral students are excluded from the direct AS–RS comparison.

The ranking of the main expected sources of support is similar among academic and research staff. Research staff more frequently expected support from their immediate supervisor (80.0% vs 68.7%), colleagues in a research or project team (50.0% vs 45.5%), and central project or grant support (50.0% vs 42.4%).

7.9.2 Comparison by University Unit

Table 22. Expected support for science and research – by university unit

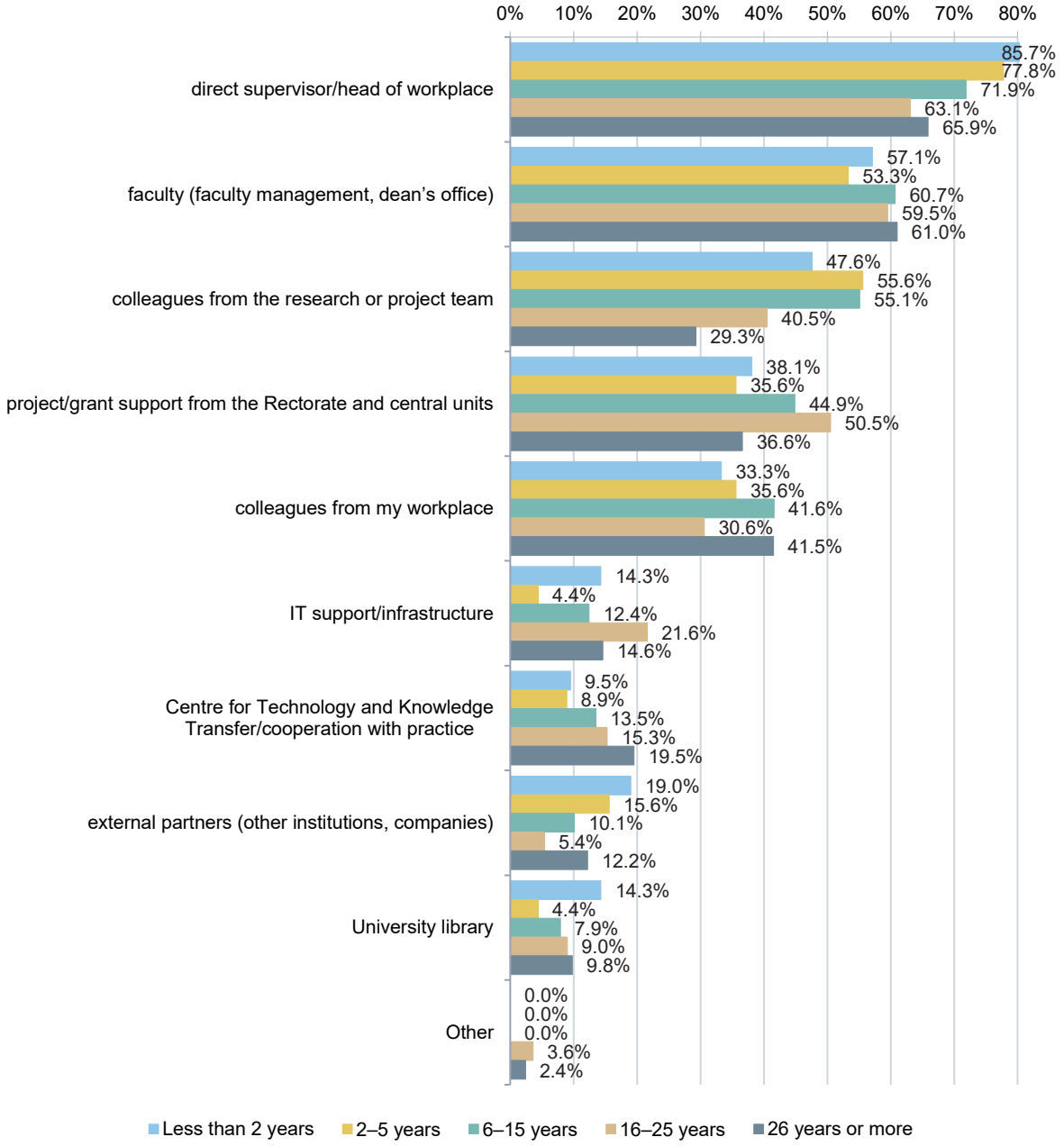
Level / unit	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
direct supervisor/head of workplace	69.0 %	85.7 %	60.0 %	75.0 %	68.4 %	60.0 %	68.6 %	92.3 %
faculty (faculty management, dean’s office)	50.0 %	71.4 %	60.0 %	71.2 %	57.1 %	90.0 %	57.1 %	23.1 %
colleagues from the research or project team	54.8 %	38.1 %	42.5 %	48.1 %	45.9 %	60.0 %	45.7 %	30.8 %
project/grant support from the rectorate and central units	42.9 %	38.1 %	45.0 %	55.8 %	43.6 %	30.0 %	34.3 %	23.1 %
colleagues from my workplace	52.4 %	23.8 %	30.0 %	28.8 %	36.8 %	30.0 %	28.6 %	61.5 %
IT support / infrastructure	19.0 %	14.3 %	15.0 %	11.5 %	12.0 %	30.0 %	17.1 %	30.8 %
Centre for technology and knowledge transfer/cooperation with practice	14.3 %	14.3 %	10.0 %	9.6 %	19.5 %	10.0 %	11.4 %	7.7 %
external partners (other institutions, companies)	11.9 %	9.5 %	7.5 %	17.3 %	8.3 %	30.0 %	2.9 %	23.1 %
University library	4.8 %	9.5 %	10.0 %	25.0 %	3.8 %	0.0 %	14.3 %	7.7 %
other	2.4 %	0.0 %	5.0 %	1.9 %	0.0 %	0.0 %	8.6 %	0.0 %

Group sizes: FTE n = 42; FEEI n = 21; FEA n = 40; FAP n = 52; FChT n = 133; FR n = 10; FHS n = 35; Rec. n = 13.

Across the larger faculties, immediate supervisors and faculties are among the most commonly expected sources of support. Differences are more evident for other support services, whose relevance may depend on the nature of research, involvement in projects and the organisational structure of individual faculties (such as the higher importance of libraries at FAP).

7.9.3 Comparison by Length of Service at UPCE

Chart 17. From which levels / departments do you expect the greatest support for science and research? – by length of service at UPCE

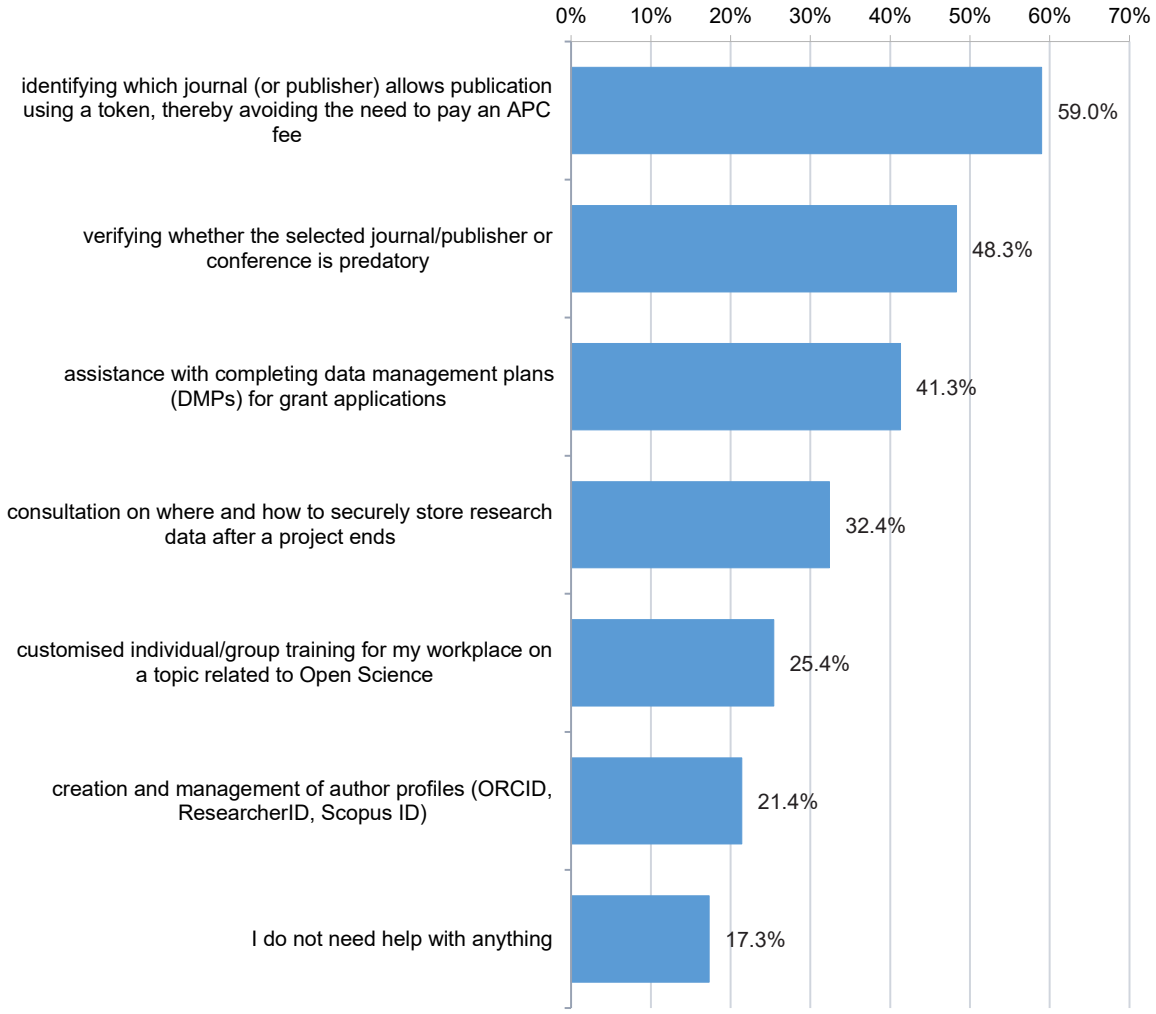


N = 307; less than 2 years n = 21; 2–5 years n = 45; 6–15 years n = 89; 16–25 years n = 111; 26 years or more n = 41.

Expectations of support from the immediate supervisor are **highest among employees with less than 2 years of service (85.7%)** and generally decline with length of service. Other sources of support show no linear trend; for example, expectations of central project or grant support are highest in the 16–25-year group (50.5%).

7.10 Expected University Library Support for Open Science

Chart 18. Which of the following forms of Open Science support would you welcome from the University Library?



N = 346. Respondents could select multiple answers.

The greatest interest was in **information on publishing opportunities using tokens without APC charges (59.0%)**, checks of potentially predatory journals, publishers or conferences (48.3%) and assistance with data management plans (41.3%). No support in this area was needed by 17.3% of respondents.

7.10.1 Comparison by Staff Category

Table 23. Expected University Library support for Open Science – by staff category

Form of support	AS	RS
identifying a journal (or publisher) in which publication is possible using a token without an APC fee	62.0 %	42.5 %
verifying whether the selected journal/publisher or conference is predatory	49.5 %	42.5 %
assistance with completing data management plans (DMPs) for grant applications	40.7 %	50.0 %
consultation on where and how to store research data securely after the project ends	33.3 %	27.5 %
tailored individual/group training on Open Science for the workplace	25.9 %	20.0 %

Form of support	AS	RS
creation and management of author profiles (ORCID, ResearcherID, Scopus ID)	22.2 %	12.5 %
i do not need help with anything	17.2 %	15.0 %

AS n = 297; RS n = 40. Doctoral students are excluded from the direct AS–RS comparison.

Academic staff were more interested than research staff in assistance with choosing journals or using publishing tokens (62.0% vs 42.5%). A larger difference also concerned setting up and maintaining researcher profiles (ORCID, ResearcherID, Scopus ID), although this service was selected relatively infrequently overall. Research staff, by contrast, were more interested in assistance with data management plans (50.0% vs 40.7%).

7.10.2 Comparison by University Unit

Table 24. Expected University Library support for Open Science – by university unit

Form of support	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
identifying a journal (or publisher) in which publication is possible using a token without an APC fee	54.8 %	52.4 %	70.0 %	61.5 %	59.4 %	80.0 %	57.1 %	23.1 %
verifying whether the selected journal/publisher or conference is predatory	45.2 %	42.9 %	55.0 %	44.2 %	53.4 %	60.0 %	45.7 %	7.7 %
assistance with completing data management plans (DMPs) for grant applications	45.2 %	33.3 %	35.0 %	48.1 %	42.1 %	50.0 %	40.0 %	23.1 %
consultation on where and how to store research data securely after the project ends	38.1 %	19.0 %	22.5 %	38.5 %	30.8 %	90.0 %	28.6 %	23.1 %
tailored individual/group training on Open Science for the workplace	21.4 %	28.6 %	27.5 %	32.7 %	18.8 %	60.0 %	37.1 %	7.7 %
creation and management of author profiles (ORCID, ResearcherID, Scopus ID)	9.5 %	33.3 %	25.0 %	40.4 %	13.5 %	50.0 %	20.0 %	15.4 %
i do not need help with anything	11.9 %	28.6 %	25.0 %	17.3 %	12.0 %	0.0 %	20.0 %	53.8 %

Group sizes: FTE n = 42; FEEI n = 21; FEA n = 40; FAP n = 52; FChT n = 133; FR n = 10; FHS n = 35; Rec. n = 13. Results for small groups should be interpreted with caution.

The larger faculties differ little in the most frequently requested forms of support. More pronounced differences occur for some less frequently requested services, notably setting up and maintaining researcher profiles, for which interest is markedly higher at FAP than at FChT or FTE, and tailored training, which is more frequently requested by FHS and FAP respondents.

7.10.3 Comparison by Length of Service at UPCE

Table 25. Expected University Library support for Open Science – by length of service at UPCE

Form of support	Less than 2 years	2–5 years	6–15 years	16–25 years	26+ years
identifying a journal (or publisher) in which publication is possible using a token without an APC fee	47.6 %	46.7 %	60.7 %	64.9 %	63.4 %
verifying whether the selected journal/publisher or conference is predatory	38.1 %	40.0 %	51.7 %	49.5 %	56.1 %
assistance with completing data management plans (DMPs) for grant applications	52.4 %	37.8 %	43.8 %	38.7 %	34.1 %
consultation on where and how to store research data securely after the project ends	23.8 %	33.3 %	27.0 %	36.9 %	31.7 %

Form of support	Less than 2 years	2–5 years	6–15 years	16–25 years	26+ years
tailored individual/group training on Open Science for the workplace	9.5 %	26.7 %	27.0 %	27.0 %	17.1 %
creation and management of author profiles (ORCID, ResearcherID, Scopus ID)	28.6 %	20.0 %	22.5 %	19.8 %	17.1 %
i do not need help with anything	19.0 %	26.7 %	14.6 %	16.2 %	19.5 %

N = 307; less than 2 years n = 21; 2–5 years n = 45; 6–15 years n = 89; 16–25 years n = 111; 26 years or more n = 41.

Interest in assistance with publishing without APC charges is higher among groups with longer service at UPCE, whereas assistance with data management plans is most often requested by employees with less than 2 years of service (52.4%). Differences by length of service are less clear for other forms of support.

7.11 Open-ended Comments on Conditions for Science and Research

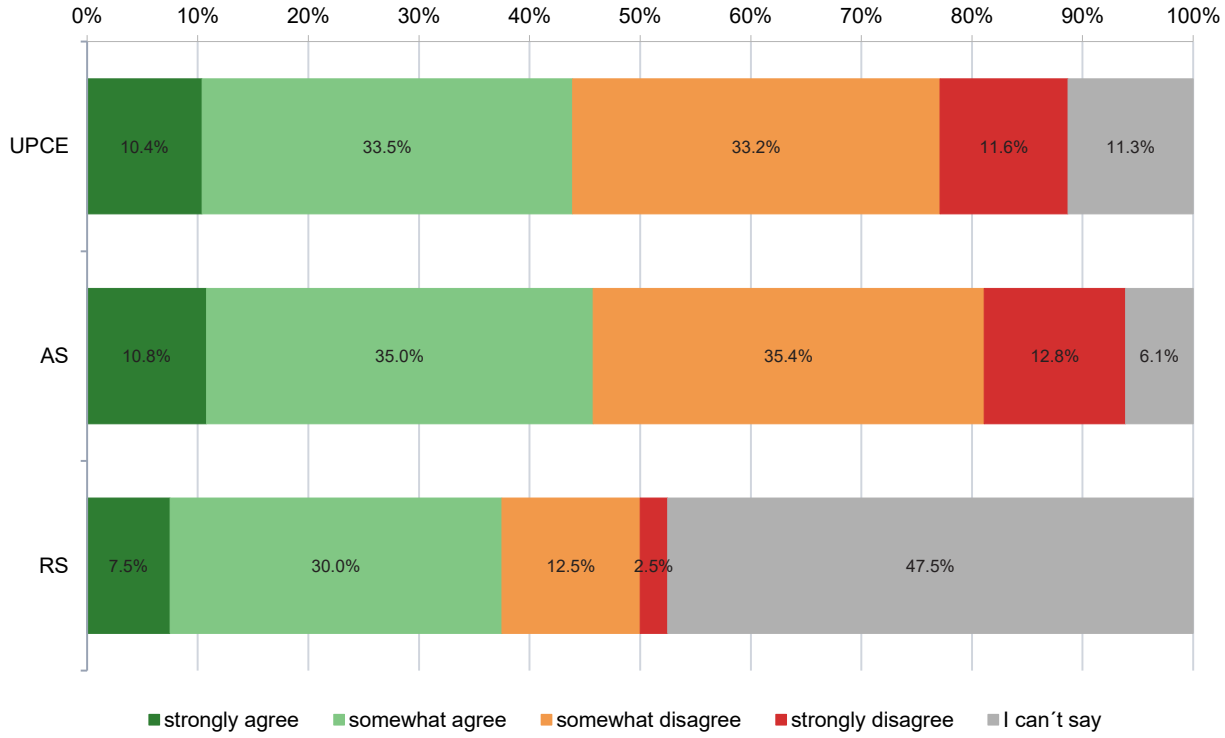
Forty respondents provided an open-ended comment on conditions for science and research. Several themes recurred, particularly administrative and bureaucratic burdens, lack of research time, underfunding and dependence on project funding, incentives and remuneration for research and publication results, and rules for assessing publication outputs. Several comments also raised Open Access funding, access to specialist databases and literature, and the need for better technical, project, legal or IT support. Other issues appeared only once or occasionally, including University Library capacity, opportunities to join research teams, support for applied research and commercialisation, and positive experiences with research support and the work of the University Library. No verbatim quotations or breakdown by workplace are provided due to the sensitive nature of some comments.

8. Teaching and Pedagogical Support

The Teaching and Pedagogical Support section was shown to the same respondents as Science and Research: academic staff, research staff and doctoral students responding in their capacity as employees (N = 346). The higher proportion of “I can’t say” responses among research staff probably reflects the fact that teaching is not equally relevant to all of them. Where this proportion is substantial, the commentary therefore also considers only those respondents able to assess the issue.

8.1 Support for Teaching Compared with Science and Research

Chart 19. To what extent do you agree that teaching receives the same support at the University as science and research? – UPCE overall and by staff category



UPCE N = 346; AS n = 297; RS n = 40. Doctoral students are excluded from the direct AS–RS comparison.

Overall opinions are almost evenly divided: **43.9% agree** that **teaching is supported to the same extent as science and research**, while **44.8% disagree**. Another 11.3% are unable to assess the issue. “I can’t say” is much more frequent among research staff (47.5%, compared with 6.1% of academic staff). Excluding this response, 71.4% of the 21 research staff able to assess the question agree that teaching and research receive equal support, compared with 48.7% of academic staff able to assess it (136 of 279).

8.1.1 Comparison by University Unit

Table 26. Support for teaching compared with science and research – by university unit

Response	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
strongly agree	11.9 %	19.0 %	10.0 %	7.7 %	9.0 %	0.0 %	14.3 %	15.4 %
somewhat agree	26.2 %	28.6 %	27.5 %	26.9 %	41.4 %	30.0 %	37.1 %	23.1 %
somewhat disagree	42.9 %	33.3 %	37.5 %	42.3 %	25.6 %	50.0 %	28.6 %	30.8 %
strongly disagree	11.9 %	9.5 %	20.0 %	15.4 %	9.8 %	0.0 %	8.6 %	7.7 %
I can´t say	7.1 %	9.5 %	5.0 %	7.7 %	14.3 %	20.0 %	11.4 %	23.1 %

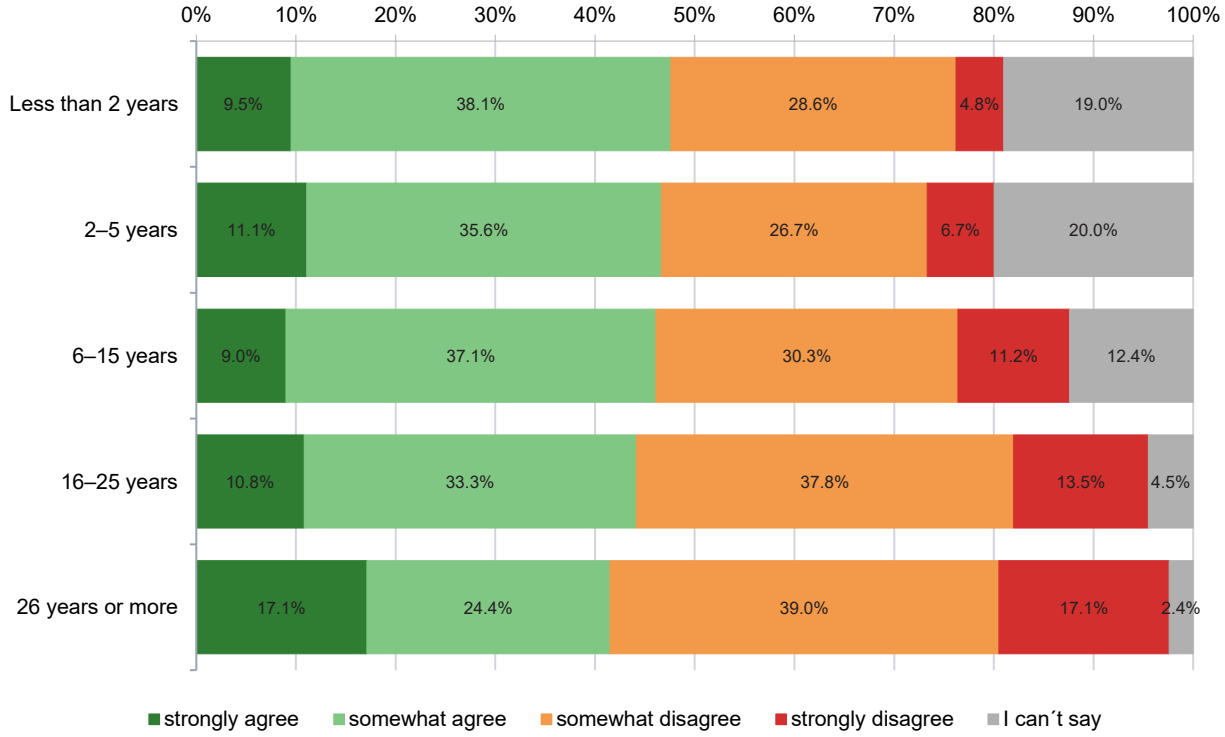
Group sizes: FTE n = 42; FEEI n = 21; FEA n = 40; FAP n = 52; FChT n = 133; FR n = 10; FHS n = 35; Rec. n = 13.

Among the larger faculties, assessments differ mainly in the proportions agreeing and disagreeing; the varying proportions of academic and research staff must also be considered. FChT, where research staff account for a substantially larger share than at the other larger faculties, also records a higher proportion of “I can’t say”, in line with the pattern in the staff-category comparison.

Differences between faculties remain apparent when only academic staff are compared. Equal support for teaching and science and research is reported by 55.6% of academic staff at FChT and 52.9% at FHS. Agreement is lower at FTE (38.5%), FEA (37.8%) and FAP (34.0%). At FAP, disagreement predominates among academic staff, at 61.7%.

8.1.2 Comparison by Length of Service at UPCE

Chart 20. To what extent do you agree that teaching receives the same support at the University as science and research? – by length of service at UPCE

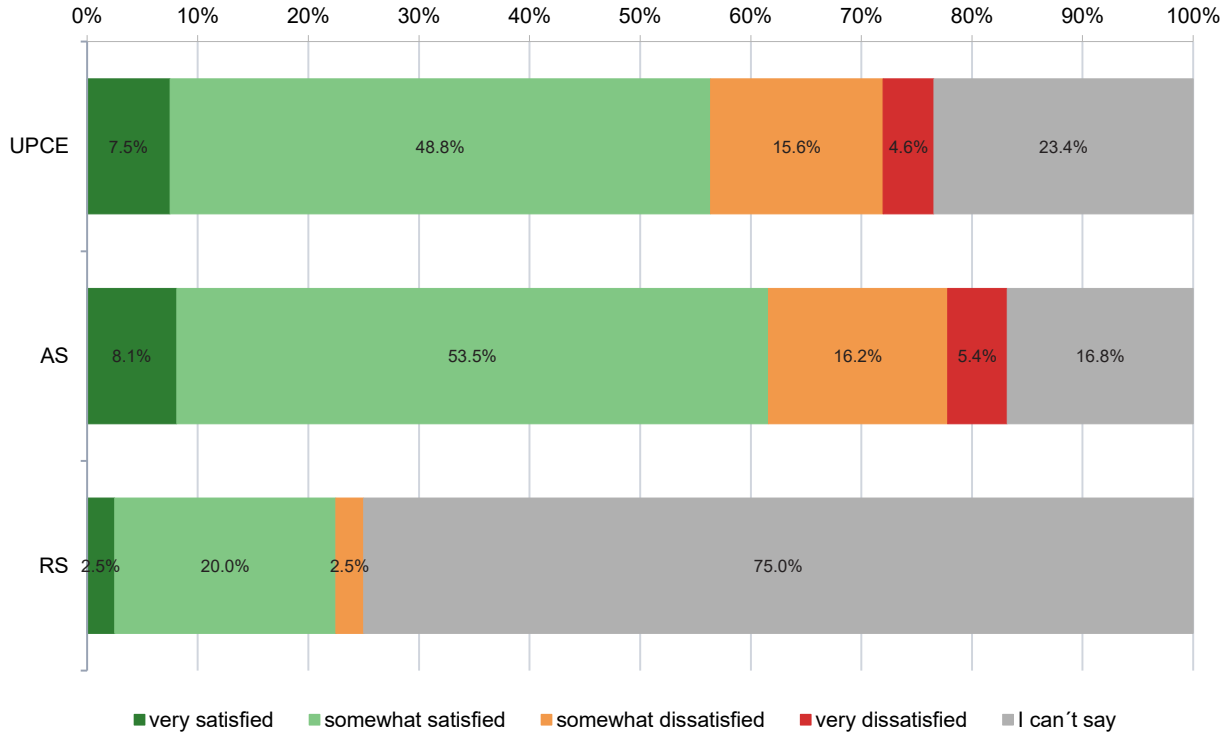


N = 307; less than 2 years n = 21; 2–5 years n = 45; 6–15 years n = 89; 16–25 years n = 111; 26 years or more n = 41.

The response pattern changes with length of service: “I can’t say” becomes less common and disagreement that teaching is supported equally with science and research increases. The decline in “I can’t say” partly reflects the higher representation of research staff in shorter- and medium-service groups, but a similar pattern also emerges among academic staff alone. Assessments are also more polarised in the group with 26 years or more of service, where respondents more often choose either extreme response.

8.2 Satisfaction with University Support for Teaching

Chart 21. How satisfied are you with the support for teaching provided by UPCE? – UPCE overall and by staff category



UPCE N = 346; AS n = 297; RS n = 40. Doctoral students are excluded from the direct AS–RS comparison.

A total of **56.4% of respondents are very or fairly satisfied** with **support for teaching from UPCE**, while 20.2% are dissatisfied. Almost a quarter (23.4%) are unable to assess this support. “I can’t say” predominates among research staff (75.0%, compared with 16.8% of academic staff). Among the 10 research staff able to assess the support provided by UPCE, 90.0% are very or fairly satisfied; among the 247 academic staff able to assess it, satisfaction is 74.1%.

8.2.1 Comparison by University Unit

Table 27. Satisfaction with University support for teaching – by university unit

Response	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
very satisfied	9.5 %	14.3 %	7.5 %	1.9 %	4.5 %	10.0 %	17.1 %	15.4 %
somewhat satisfied	57.1 %	42.9 %	47.5 %	42.3 %	51.1 %	20.0 %	51.4 %	53.8 %
somewhat dissatisfied	11.9 %	9.5 %	37.5 %	21.2 %	12.0 %	20.0 %	8.6 %	0.0 %
very dissatisfied	7.1 %	9.5 %	0.0 %	7.7 %	2.3 %	0.0 %	8.6 %	7.7 %
I can´t say	14.3 %	23.8 %	7.5 %	26.9 %	30.1 %	50.0 %	14.3 %	23.1 %

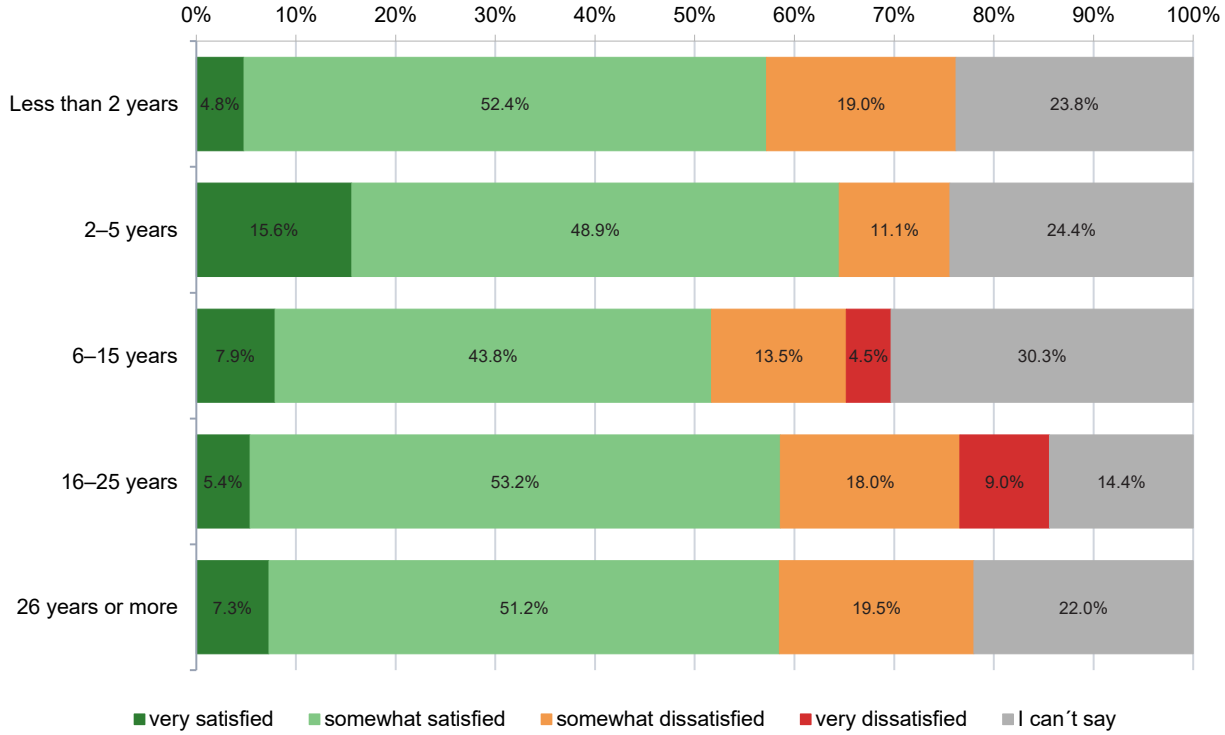
Group sizes: FTE n = 42; FEEI n = 21; FEA n = 40; FAP n = 52; FChT n = 133; FR n = 10; FHS n = 35; Rec. n = 13. Results for small groups should be interpreted with caution.

Among the larger faculties, differences mainly concern the proportion unable to assess University support for teaching. The higher proportion at FChT may partly relate to the markedly higher share of research staff, who select this option much more frequently than academic staff.

Considering only academic staff able to assess University support for teaching, the **highest satisfaction among larger faculties is found at FHS (82.8%), FChT (79.1%) and FTE (76.5%)**. **Lower satisfaction is reported at FEA (61.8%) and FAP (58.3%)**. Satisfaction is even higher at FEEI (84.6%), but this is based on only 13 academic staff able to assess the question.

8.2.2 Comparison by Length of Service at UPCE

Chart 22. How satisfied are you with the support for teaching provided by UPCE? – by length of service at UPCE

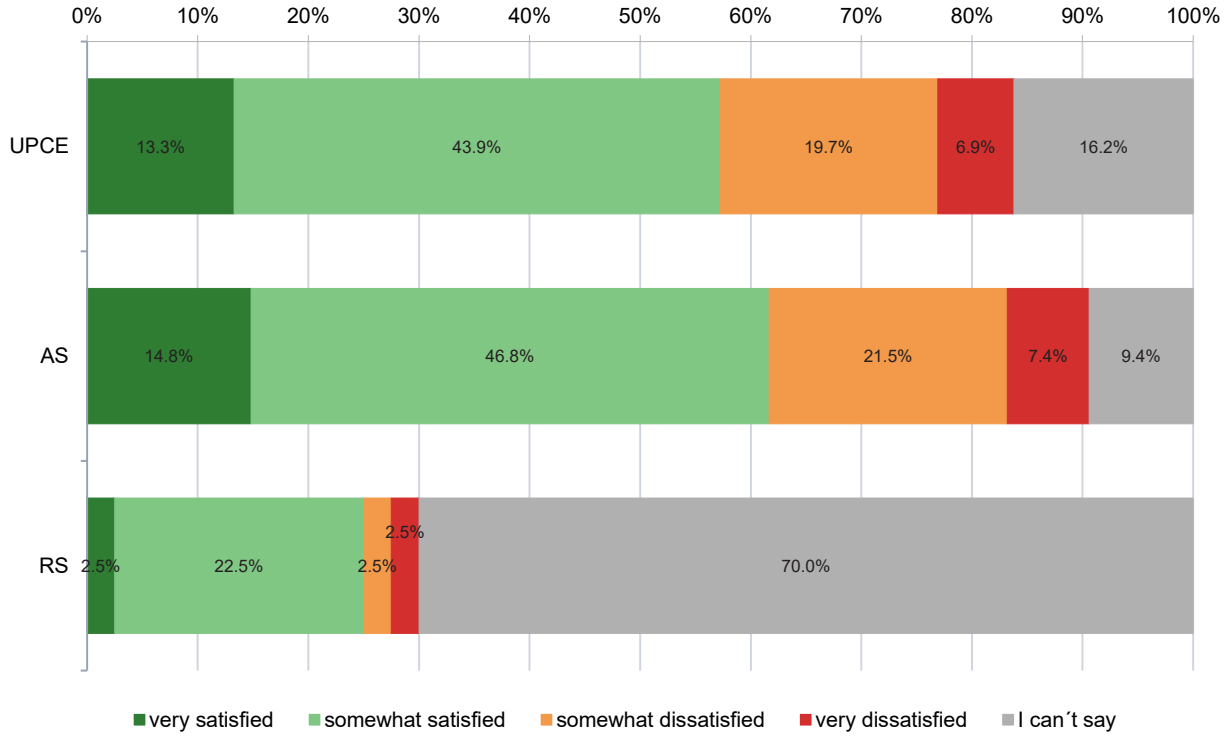


N = 307; less than 2 years n = 21; 2–5 years n = 45; 6–15 years n = 89; 16–25 years n = 111; 26 years or more n = 41.

Satisfaction outweighs dissatisfaction in all groups. “I can’t say” is most frequent among those with 6–15 years of service (30.3%) and least frequent in the 16–25-year group (14.4%); no clear relationship between satisfaction and length of service emerges. Among respondents able to assess University support for teaching, satisfaction is higher among employees who have worked at UPCE for no more than five years (82.0%; the categories were combined because of respondent numbers). In other groups, satisfaction ranges from 68.4% to 75.0%.

8.3 Satisfaction with Faculty Support for Teaching

Chart 23. How satisfied are you with the support for teaching provided by the faculty? – UPCE overall and by staff category



UPCE N = 346; AS n = 297; RS n = 40. Doctoral students are excluded from the direct AS–RS comparison.

A total of **57.2% of respondents are very or fairly satisfied** with faculty support for teaching; 26.6% are dissatisfied and 16.2% cannot assess it. Again, research staff show a high proportion of "I can't say" (70.0%, compared with 9.4% of academic staff). Among the 12 research staff able to assess faculty support, 83.3% are very or fairly satisfied; among the 269 academic staff able to assess it, satisfaction is 68.0%.

Overall satisfaction with teaching support from UPCE and from faculties is thus very similar (56.4% and 57.2%, respectively). Respondents are, however, more often unable to assess University-level support (23.4% compared with 16.2% for faculty support), while dissatisfaction is more common with faculty support (26.6% compared with 20.2%).

8.3.1 Comparison by University Unit

Table 28. Satisfaction with faculty support for teaching – by university unit

Response	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
very satisfied	28.6 %	19.0 %	22.5 %	7.7 %	4.5 %	0.0 %	25.7 %	15.4 %
somewhat satisfied	35.7 %	61.9 %	40.0 %	44.2 %	42.1 %	40.0 %	51.4 %	53.8 %
somewhat dissatisfied	23.8 %	9.5 %	12.5 %	23.1 %	23.3 %	40.0 %	11.4 %	0.0 %
very dissatisfied	2.4 %	0.0 %	17.5 %	5.8 %	6.8 %	0.0 %	8.6 %	7.7 %
I can´t say	9.5 %	9.5 %	7.5 %	19.2 %	23.3 %	20.0 %	2.9 %	23.1 %

Group sizes: FTE n = 42; FEEI n = 21; FEA n = 40; FAP n = 52; FChT n = 133; FR n = 10; FHS n = 35; Rec. n = 13.

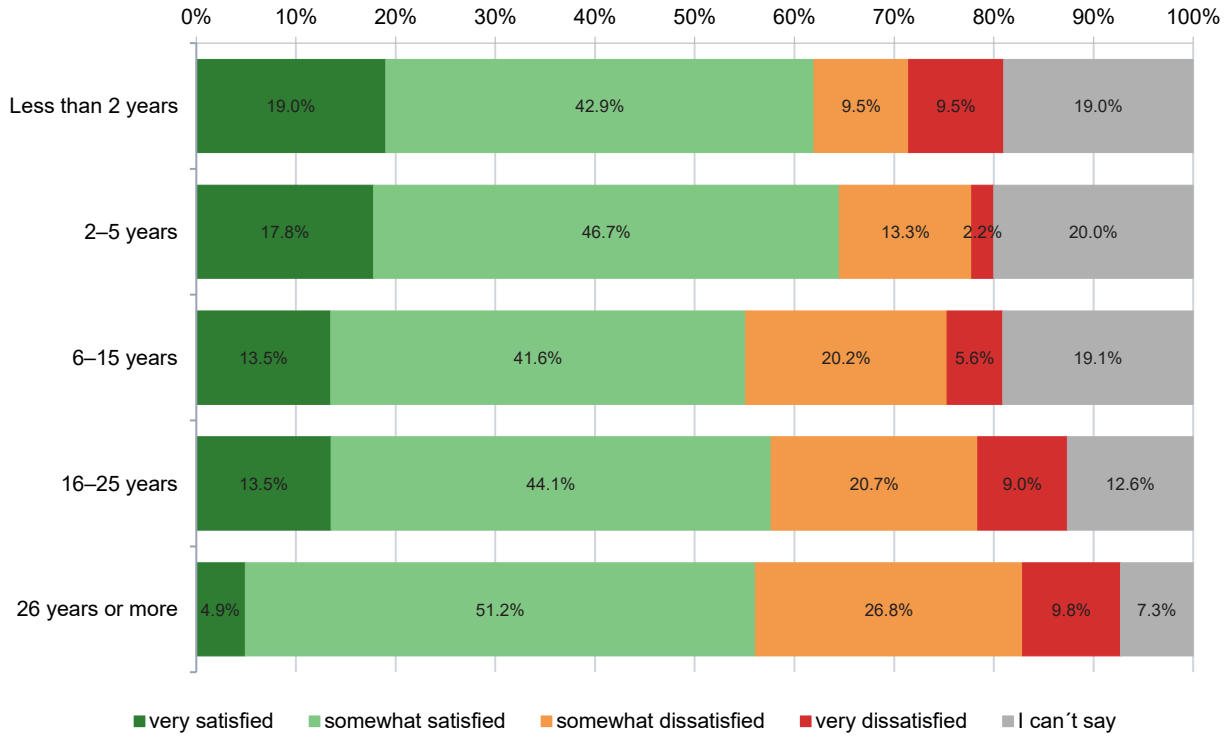
Satisfaction with faculty support for teaching predominates at the larger faculties, although the strength of responses differs. "Very satisfied" is more frequent at FTE (28.6%) and FHS (25.7%), while only 4.5% select this response at FChT. Conversely, FEA has a higher proportion of "very dissatisfied" responses (17.5%).

Differences also concern the proportion selecting "I can't say". The higher proportion at FChT (23.3%) is primarily linked to its larger share of research staff: 78.8% of research staff at FChT selected this option, compared with only 5.1% of academic staff.

If we therefore consider only academic staff able to assess faculty support for teaching, satisfaction remains highest among the larger faculties at FHS (81.8%), followed by FTE (71.4%). Approximately 64% of academic staff giving an assessment are satisfied at FEA and FAP, and 59.6% at FChT. A still higher proportion is recorded at FEEI (93.8%), but this is based on only 16 academic staff able to assess the question.

8.3.2 Comparison by Length of Service at UPCE

Chart 24. How satisfied are you with the support for teaching provided by the faculty? – by length of service at UPCE



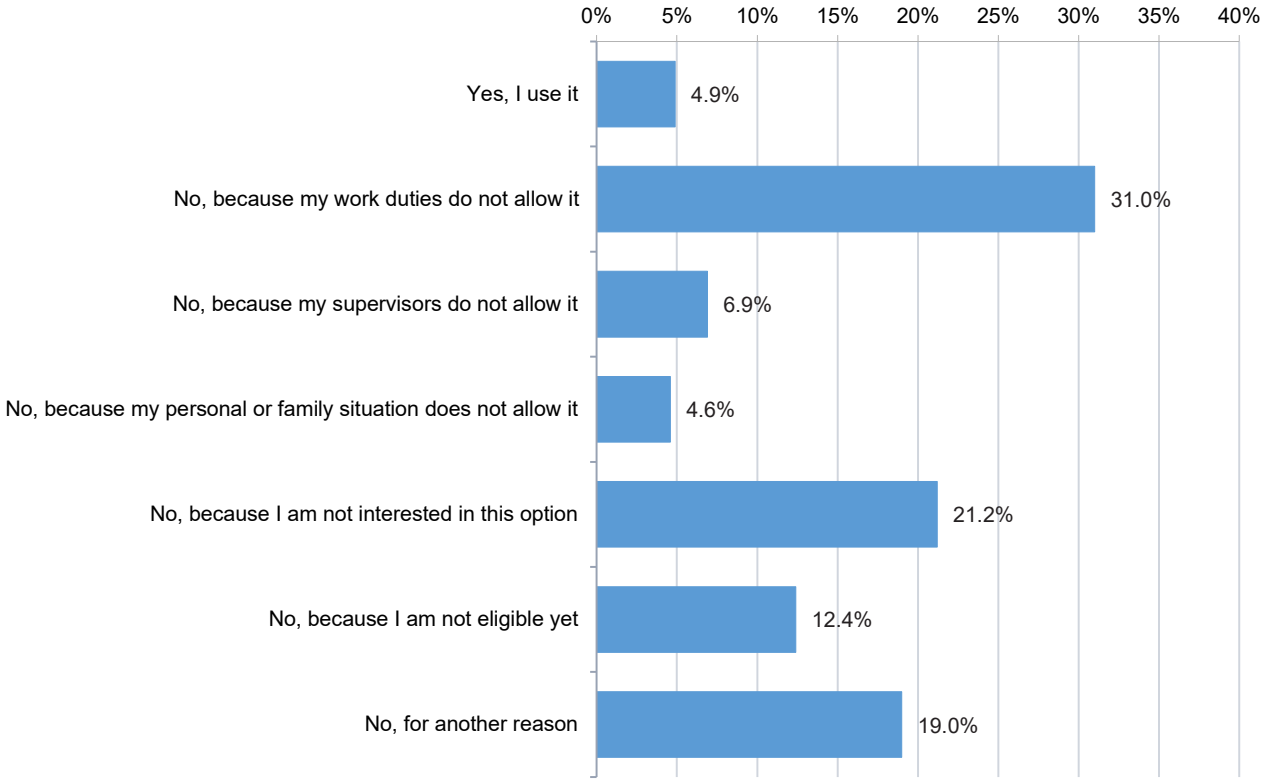
N = 307; less than 2 years n = 21; 2–5 years n = 45; 6–15 years n = 89; 16–25 years n = 111; 26 years or more n = 41.

Satisfaction predominates in all length-of-service groups. However, the proportion choosing the strongest positive response declines with service, as does the proportion unable to assess faculty support, from roughly one fifth among shorter-serving employees to 7.3% among those with 26 years or more.

8.4 Use of Sabbatical Leave

The question on sabbatical leave was not displayed to research staff in the online questionnaire. The base therefore consists of 297 academic staff and 9 doctoral students responding as employees (N = 306).

Chart 25. Do you make use of the opportunity to take sabbatical leave? – UPCE overall



N = 306.

Sabbatical leave is currently used by 4.9% of respondents. The most common barrier is work commitments (31.0%), followed by lack of interest (21.2%). A further 19.0% cited another reason and 12.4% were not yet eligible for sabbatical leave.

By far the most recurrent “Other” answer was a lack of information about the availability of sabbatical leave, its conditions or eligibility. A smaller number said they had not yet needed, used or applied for this option. Isolated comments referred to the impossibility of taking sabbatical leave at a particular workplace, a low FTE or its irrelevance to the work performed, negative attitudes among supervisors or an unsuccessful application.

8.4.1 Comparison by University Unit

Table 29. Use of sabbatical leave – by university unit

Response	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
yes, i use it	2.5 %	0.0 %	10.0 %	6.2 %	1.0 %	0.0 %	14.3 %	7.7 %
no, because my work duties do not allow it	52.5 %	15.0 %	32.5 %	33.3 %	29.0 %	50.0 %	20.0 %	7.7 %
no, because my supervisors do not allow it	5.0 %	5.0 %	7.5 %	4.2 %	11.0 %	10.0 %	2.9 %	0.0 %
no, because my personal or family situation does not allow it	7.5 %	5.0 %	7.5 %	4.2 %	2.0 %	10.0 %	2.9 %	7.7 %
no, because i am not interested in this option	17.5 %	30.0 %	25.0 %	10.4 %	28.0 %	0.0 %	14.3 %	30.8 %
no, because i am not eligible yet	0.0 %	20.0 %	5.0 %	31.2 %	6.0 %	10.0 %	20.0 %	23.1 %
no, for another reason	15.0 %	25.0 %	12.5 %	10.4 %	23.0 %	20.0 %	25.7 %	23.1 %

Group sizes: FTE n = 40; FEEI n = 20; FEA n = 40; FAP n = 48; FChT n = 100; FR n = 10; FHS n = 35; Rec. n = 13. Results for small groups should be interpreted with caution.

Across the larger faculties, commonly cited reasons for not taking sabbatical leave include work commitments, particularly prominent at FTE, lack of interest, and “Other”, which mostly reflects a lack of information.

8.4.2 Comparison by Length of Service at UPCE

Table 30. Use of sabbatical leave – by length of service at UPCE

Response	Less than 2 years	2–5 years	6–15 years	16–25 years	26 years or more
yes, i use it	11.8 %	8.8 %	6.7 %	0.0 %	7.5 %
no, because my work duties do not allow it	5.9 %	5.9 %	33.3 %	43.4 %	32.5 %
no, because my supervisors do not allow it	0.0 %	5.9 %	6.7 %	9.4 %	7.5 %
no, because my personal or family situation does not allow it	11.8 %	2.9 %	2.7 %	3.8 %	7.5 %
no, because i am not interested in this option	5.9 %	26.5 %	21.3 %	17.9 %	37.5 %
no, because i am not eligible yet	64.7 %	32.4 %	8.0 %	1.9 %	0.0 %
no, for another reason	0.0 %	17.6 %	21.3 %	23.6 %	7.5 %

N = 272; less than 2 years n = 17; 2–5 years n = 34; 6–15 years n = 75; 16–25 years n = 106; 26 years or more n = 40.

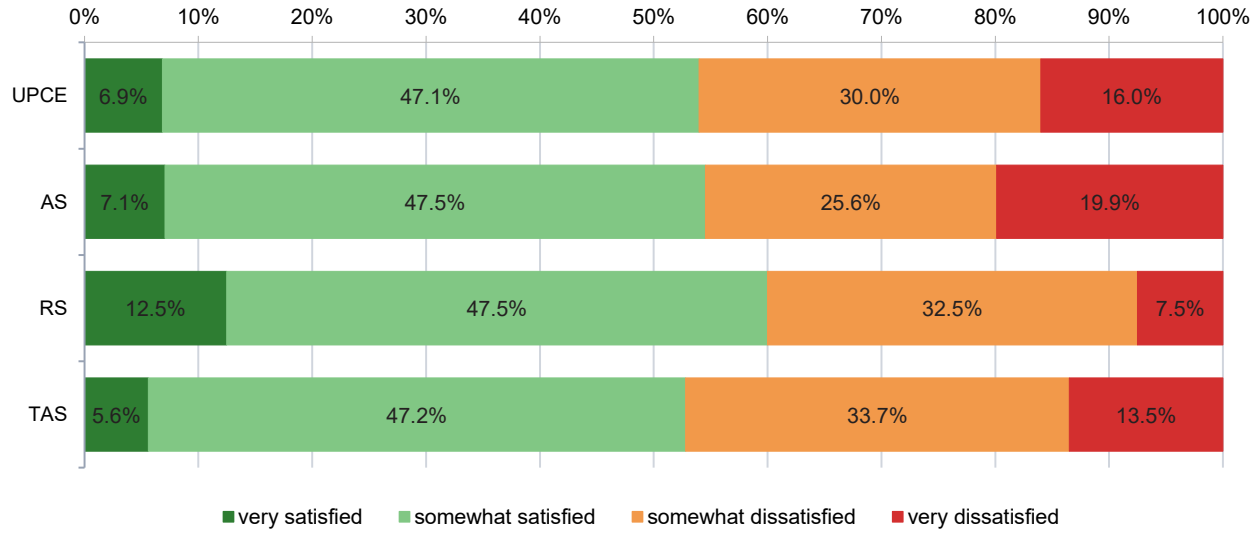
Among the shortest-serving employees, being ineligible for sabbatical leave clearly predominates (64.7%). This reason declines to virtually zero with longer service, while work commitments become more common; lack of interest is also more frequent among those with 26 years or more of service.

9. Working Conditions

The Working Conditions section was the first to be shown to all staff categories. In addition to academic staff (AS), research staff (RS) and doctoral students responding as employees, the analysis therefore includes technical, administrative and other staff (TAS). Results for each question are calculated from valid responses; unanswered items in paper questionnaires are excluded from the denominator.

9.1 Satisfaction with Remuneration

Chart 26. How satisfied are you with your remuneration? – UPCE overall and by staff category



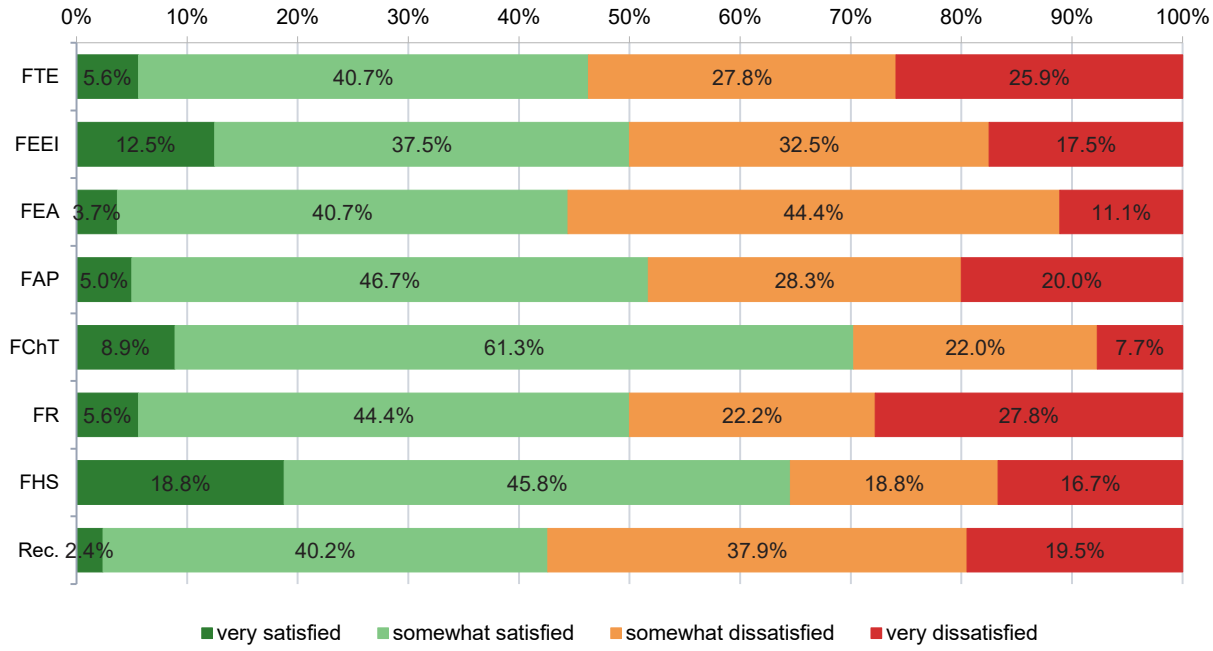
UPCE N = 613; AS n = 297; RS n = 40; TAS n = 267. The overall figure also includes doctoral students, who are excluded from the direct AS–RS–TAS comparison.

A total of **54.0% of respondents are very or fairly satisfied with their remuneration**, while 46.0% are fairly or very dissatisfied. There are no major differences in overall satisfaction between staff categories: positive assessments are reported by 60.0% of research staff, 54.5% of academic staff and 52.8% of technical, administrative and other staff. A

difference is partly apparent in the intensity of dissatisfaction: academic staff select “very dissatisfied” more often than research staff (19.9% vs 7.5%).

9.1.1 Comparison by University Unit

Chart 27. How satisfied are you with your remuneration? – by university unit



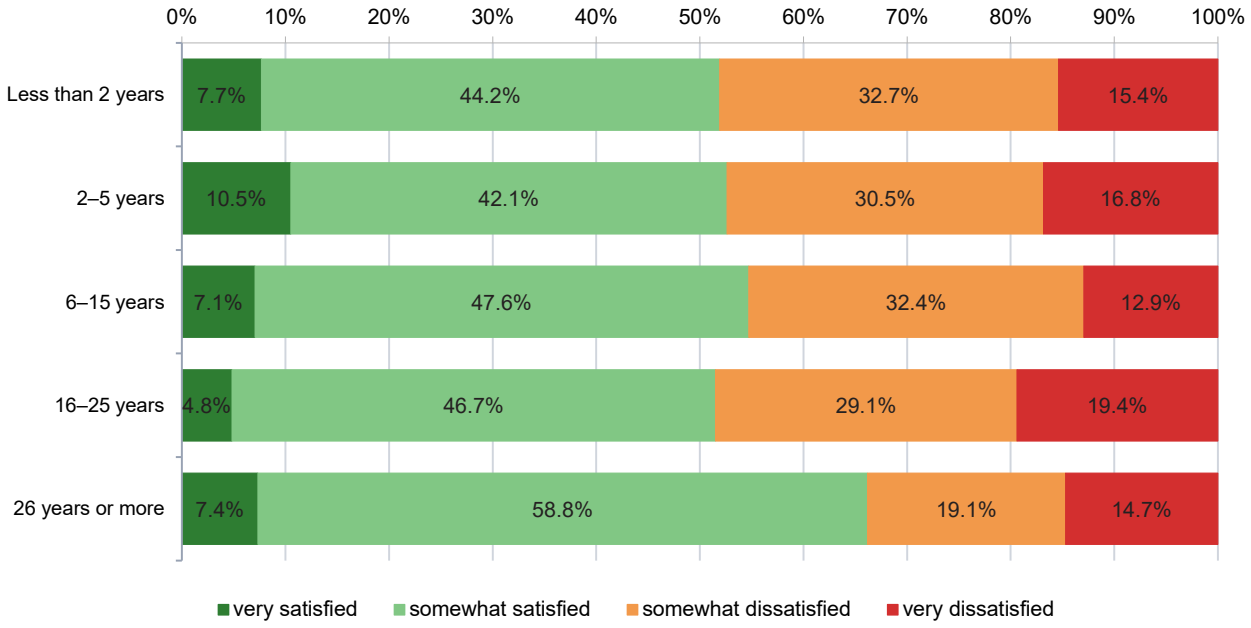
N: FTE 54; FEEI 40; FEA 54; FAP 60; FChT 168; FR 18; FHS 48; Rec. 169. The chart shows the full response distribution.

Satisfaction with remuneration differs between university units. Among those with larger respondent groups**, the highest satisfaction is recorded at FChT (70.2%) and FHS (64.6%),** while it remains below half at FTE, FEA and Rec. Differences are also apparent in the intensity of dissatisfaction: “very dissatisfied” is selected by 7.7% at FChT compared with 25.9% at FTE. Given the different staff-category compositions, the results were also checked among academic staff alone. Among larger academic-staff groups, satisfaction remains highest at FChT (72.7%), while it ranges from approximately 45% to 49% at FTE, FEA and FAP. At FChT, 9.1% of academic staff select “very dissatisfied”, compared with 28.2% at FTE and 25.5% at FAP.

Higher satisfaction at FChT is not confined to academic staff. Among technical, administrative and other staff, 77.1% of respondents at FChT are satisfied with their remuneration (n = 35), compared with 43.6% in the larger TAS group at the Rectorate and university-wide units (n = 156). The FChT result therefore cannot be explained by differences in staff-category composition alone.

9.1.2 Comparison by Length of Service at UPCE

Chart 28. How satisfied are you with your remuneration? – by length of service at UPCE

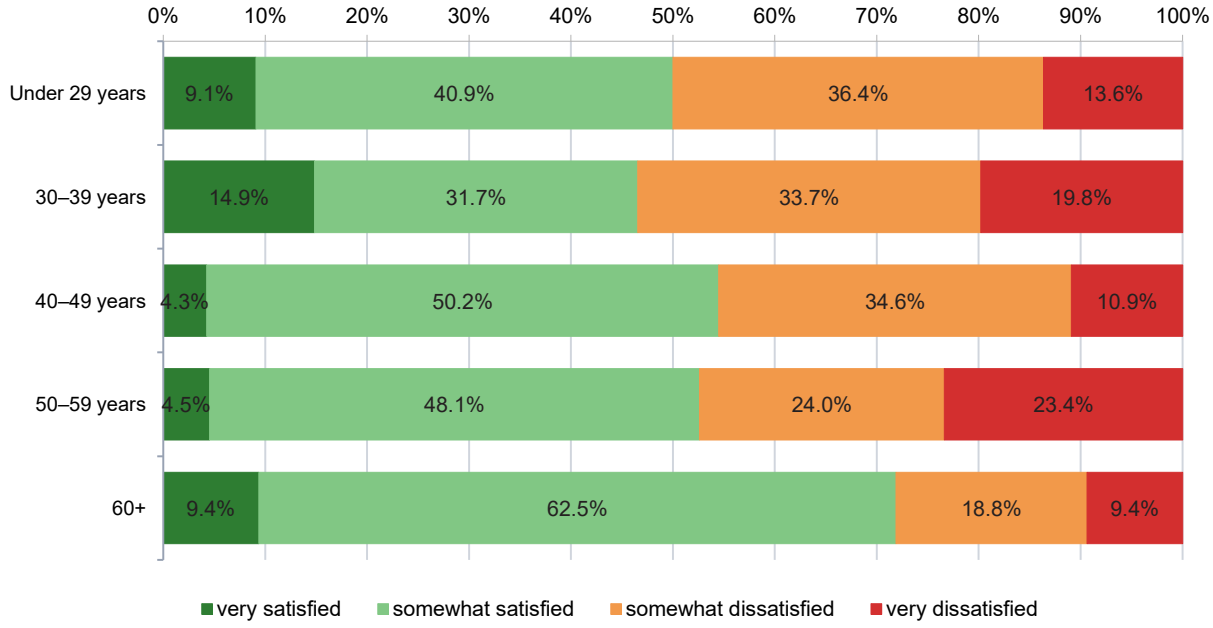


Valid N by length of service: less than 2 years n = 52; 2–5 years n = 95; 6–15 years n = 170; 16–25 years n = 165; 26 years or more n = 68.

Satisfaction is **highest among employees with 26 years or more of service (66.2%)**. In other groups, the proportion satisfied ranges from approximately 51.5% to 54.7%. Thus, no clear linear relationship between length of service and satisfaction is evident.

9.1.3 Comparison by Age

Chart 29. How satisfied are you with your remuneration? – by age

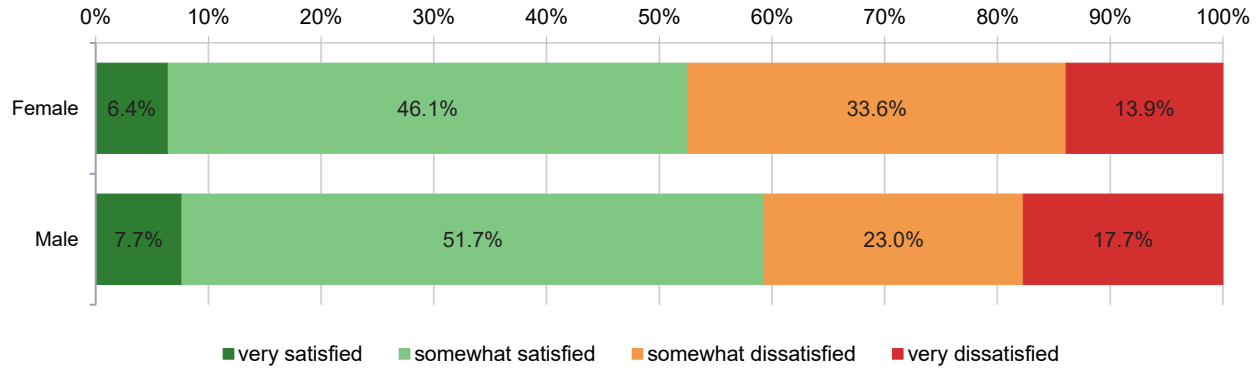


N: under 29 years n = 22; 30–39 years n = 101; 40–49 years n = 211; 50–59 years n = 154; 60+ n = 64.

Among the larger age groups, **satisfaction with remuneration** is **highest among those aged 60+ (71.9%)**. In groups under 60, the proportion satisfied ranges from 46.5% to 54.5%, with no clear upward trend. The result for the oldest group should be interpreted cautiously given its smaller size. For clarity, the original categories 60–69 and 70 or over were combined; even within this combined group, satisfaction increases with age (66.7% at 60–69 and 92.3% at 70 or over, although the latter is based on just n = 13).

9.1.4 Comparison by Gender

Chart 30. How satisfied are you with your remuneration? – by gender



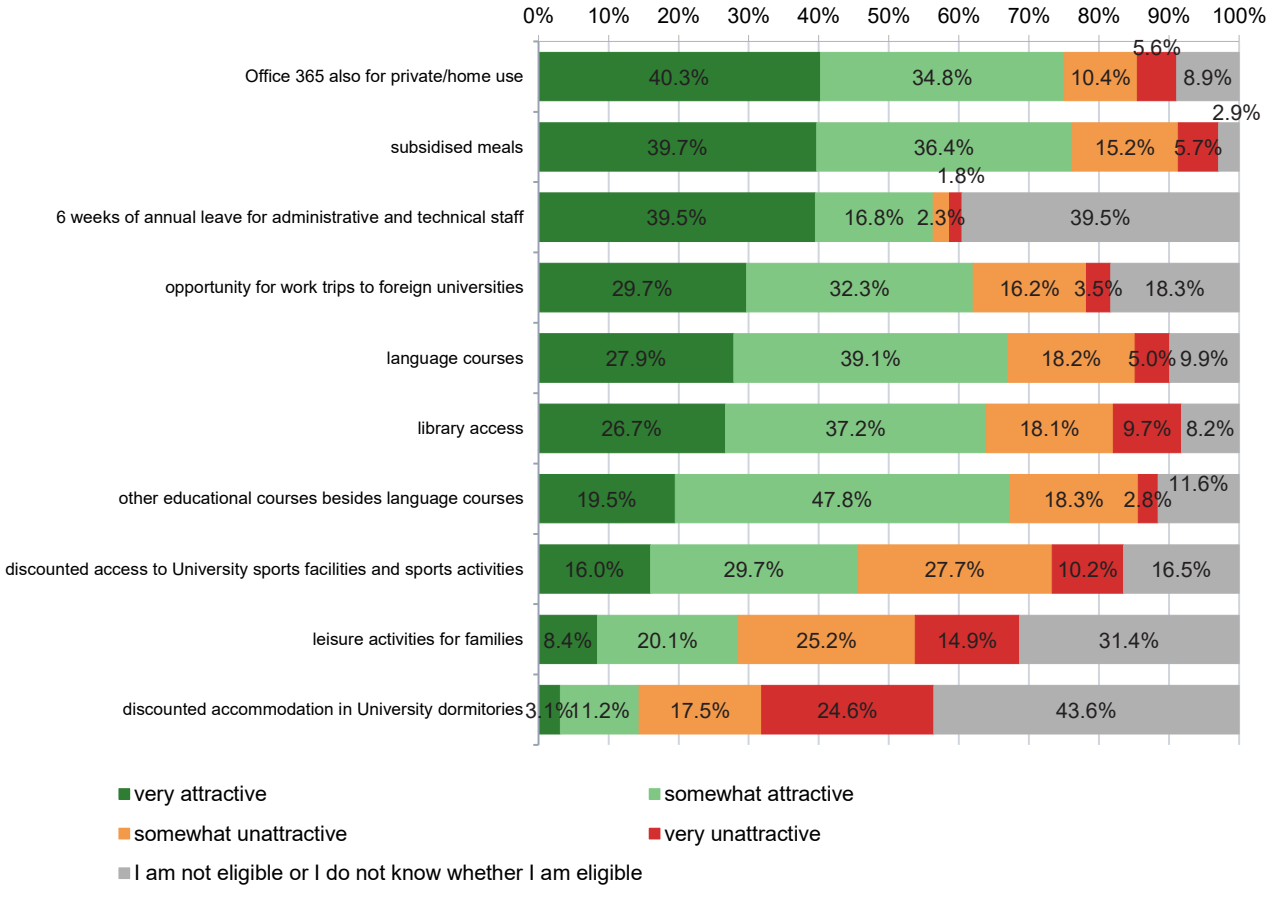
Valid N: men n = 209; women n = 295. The "other / prefer not to say" category is not shown in the chart.

Satisfaction with remuneration is reported by 59.3% of men and 52.5% of women. This difference cannot be interpreted independently of staff category: men account for 62.9% of research staff who reported their gender, 53.4% of academic staff and only 16.6% of technical, administrative and other staff. Gender differences may therefore partly reflect the different composition of staff categories.

9.2 Perceived Attractiveness of Existing Benefits

Respondents rated the attractiveness of each benefit on a four-point scale and could also indicate that the benefit did not apply to them, that they were not eligible or that they did not know whether they were eligible. Benefits in the overall chart are ordered by the proportion choosing "very attractive". The item "six weeks of annual leave for administrative, technical and other staff" is retained in the overall chart and TAS analysis but excluded from the AS–RS comparison because it applies specifically to TAS.

Chart 31. How attractive do you find the following existing employee benefits? – overall results

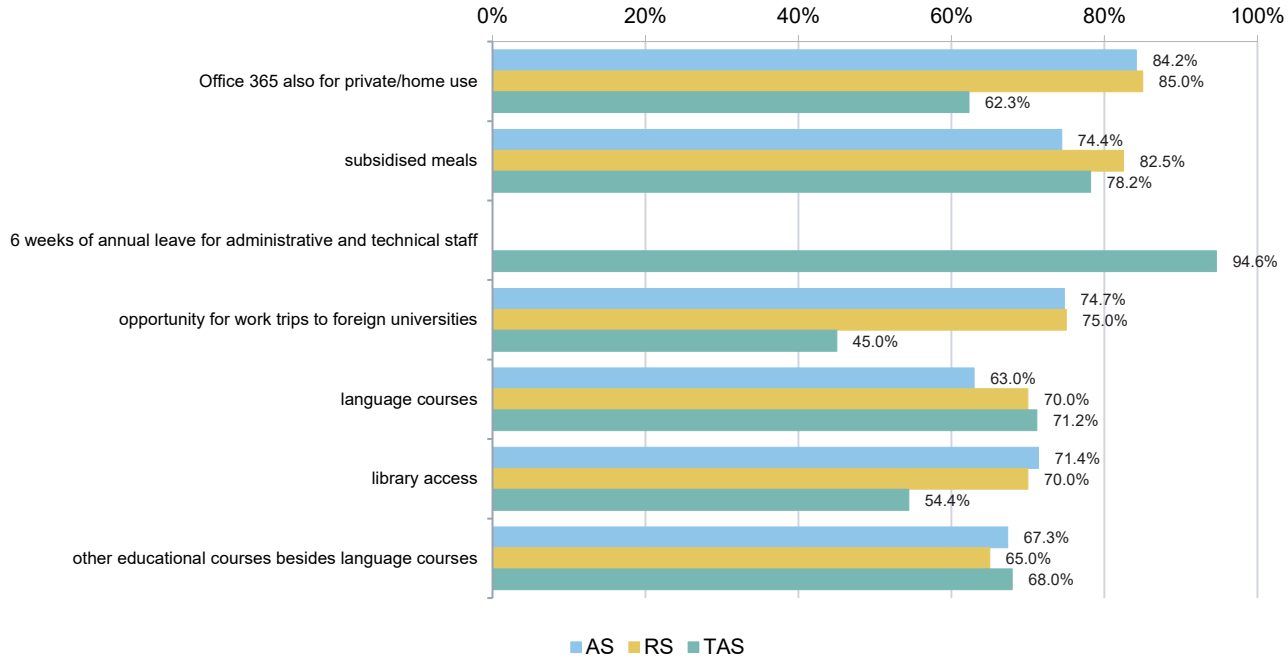


Each benefit has its own valid N (605–612).

The highest proportions of “very attractive” responses were recorded for **Office 365 for personal use (40.3%)** and **subsidised meals (39.7%)**. For the TAS-specific benefit of six weeks’ annual leave, 72.8% of TAS respondents selected “very attractive”, clearly making it the strongest-rated benefit in this group. Combining “very attractive” and “fairly attractive”, the most highly rated benefits in the overall sample are subsidised meals (76.1%), Office 365 (75.1%), other training courses (67.3%) and language courses (67.0%).

9.2.1 Comparison by Staff Category

Chart 32. How attractive do you find existing employee benefits? (largest differences) – by staff category



The chart shows the combined proportion of “very attractive” and “fairly attractive”. Each benefit has its own valid N; AS n = 297, RS n = 40, TAS n = 259–266.

The structure of the most attractive benefits is very similar for academic and research staff. Office 365, subsidised meals and opportunities for business trips to universities abroad rank among the most highly rated in both groups. More pronounced differences occur mainly between academic and research staff on the one hand and TAS on the other, as also seen for Office 365. Opportunities for business trips to universities abroad are considered attractive by approximately three quarters of academic and research staff (74.7% and 75.0%, respectively), but by 45.0% of TAS. A similar, though smaller, difference appears for access to the University Library (71.4% of academic staff and 70.0% of research staff, compared with 54.4% of TAS). Conversely, language courses and other training courses are rated relatively similarly by all three groups. Research staff also show stronger interest in subsidised meals: half rate them “very attractive”, compared with 33.7% of academic staff and 45.1% of TAS.

9.2.2 Comparison by University Unit

Table 31. Perceived attractiveness of existing benefits – by university unit

Benefit	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
Office 365 also for private/home use	85.2 %	69.2 %	79.6 %	83.3 %	79.8 %	88.9 %	83.3 %	60.0 %
subsidised meals	87.0 %	57.5 %	75.9 %	85.0 %	77.4 %	72.2 %	56.2 %	78.7 %
6 weeks of annual leave for administrative and technical staff	37.0 %	56.4 %	38.9 %	36.7 %	47.0 %	66.7 %	39.6 %	88.5 %

Benefit	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
opportunity for work trips to foreign universities (erasmus)	68.5 %	59.0 %	74.1 %	85.0 %	60.5 %	66.7 %	77.1 %	45.5 %
language courses	75.9 %	60.0 %	68.5 %	63.3 %	70.5 %	66.7 %	66.7 %	64.0 %
library access	72.2 %	50.0 %	64.8 %	63.3 %	71.3 %	61.1 %	66.7 %	57.0 %
other educational courses besides language courses	74.1 %	51.3 %	63.0 %	58.3 %	74.1 %	72.2 %	72.9 %	64.8 %
discounted access to university sports facilities and sports activities	38.9 %	42.5 %	48.1 %	31.7 %	54.5 %	22.2 %	35.4 %	49.7 %
leisure activities for families	33.3 %	35.9 %	37.0 %	15.0 %	25.1 %	11.1 %	31.2 %	32.1 %
discounted accommodation in university dormitories	13.0 %	17.9 %	11.1 %	20.0 %	15.6 %	22.2 %	8.3 %	12.7 %

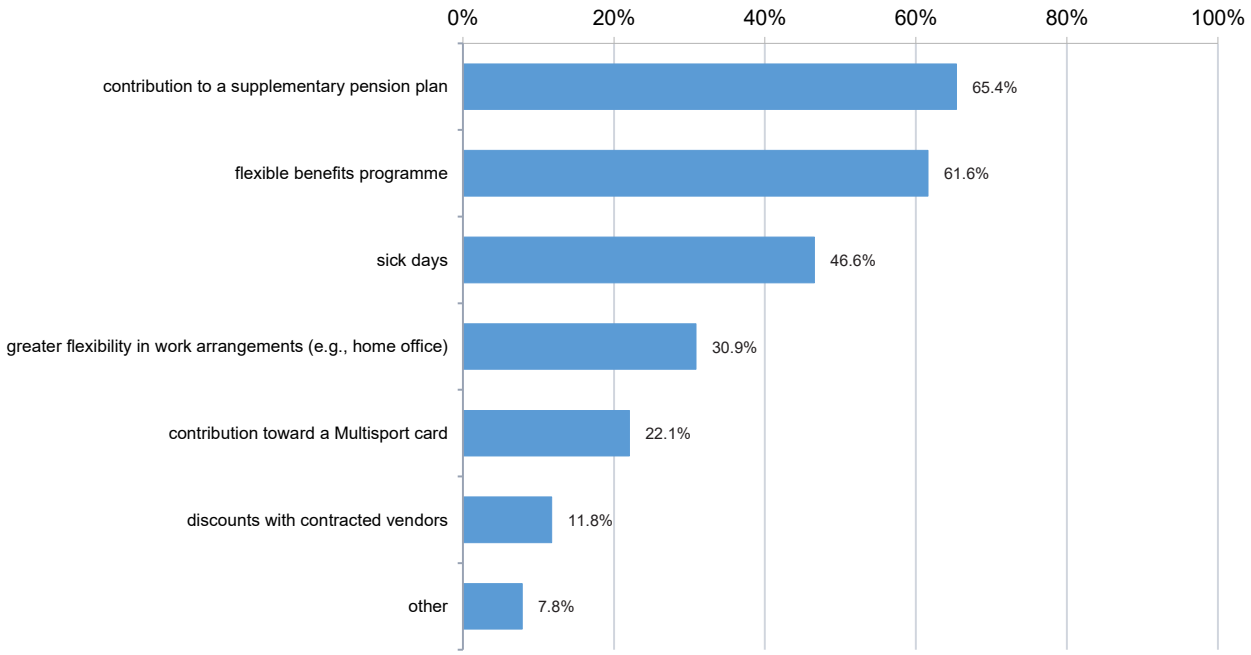
The table shows the combined proportion of "very attractive" + "fairly attractive".

Subsidised meals and Office 365 consistently appear among the most positively rated benefits across university units. The ranking of other benefits varies more with the nature of the university unit and its staff composition.

9.3 Additional Benefits Employees Would Welcome

Respondents could choose up to three additional benefits they would welcome at the University. Percentages represent the proportion selecting each option.

Chart 33. Which additional employee benefits would you welcome? – overall results



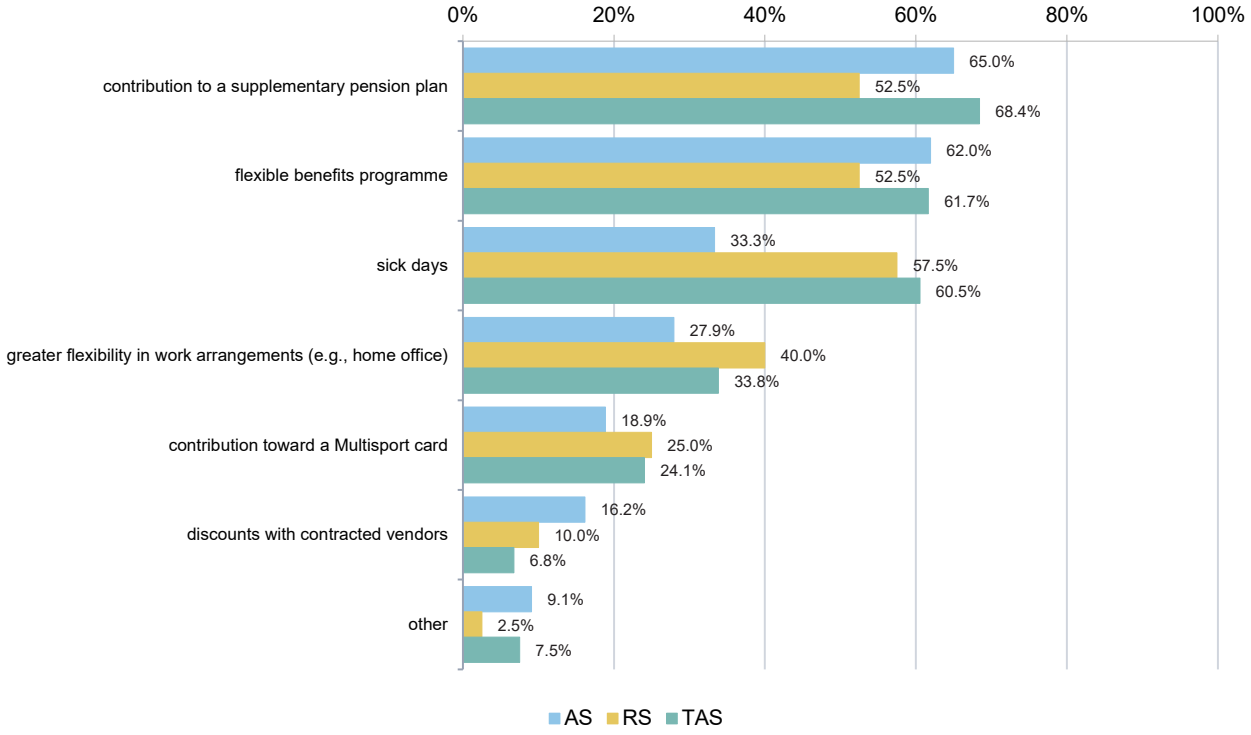
N = 612. The "Other" category is based on a completed free-text field.

Pension scheme contributions (65.4%), a **flexible benefits cafeteria scheme (61.6%)** and **sick days (46.6%)** were cited most frequently. These three options also constitute the top three choices of academic staff, research staff and TAS, although their ranking and strength of preference differ.

Forty-eight respondents provided their own answer. The most recurrent response was that none of the offered options were preferred, often with a comment that higher pay would be preferable. Smaller numbers requested support for transport or commuting, healthcare and preventive benefits, a mobile phone tariff or additional work software licences, and more time off or greater flexibility in taking unpaid leave. Other issues occurred individually, including workplace facilities, language courses, recreation, housing and specific technical equipment.

9.3.1 Comparison by Staff Category

Chart 34. Which additional employee benefits would you welcome? – by staff category



AS n = 297; RS n = 40; TAS n = 266.

The top three benefits are the same across all staff groups: pension scheme contributions, a flexible benefits cafeteria scheme and sick days. **Among academic staff**, **pension contributions rank first** (65.0%), followed by the cafeteria scheme (62.0%), while sick days are cited by 33.3%. **Among research staff, sick days come first (57.5%),** while pension contributions and the cafeteria scheme are each selected by 52.5%. **Among TAS, pension contributions rank first (68.4%),** followed by the cafeteria scheme (61.7%) and sick days (60.5%). Although sick days rank third within this group, they are selected more frequently by TAS than by academic or research staff.

9.3.2 Comparison by University Unit

Table 32. Additional benefits employees would welcome – by university unit

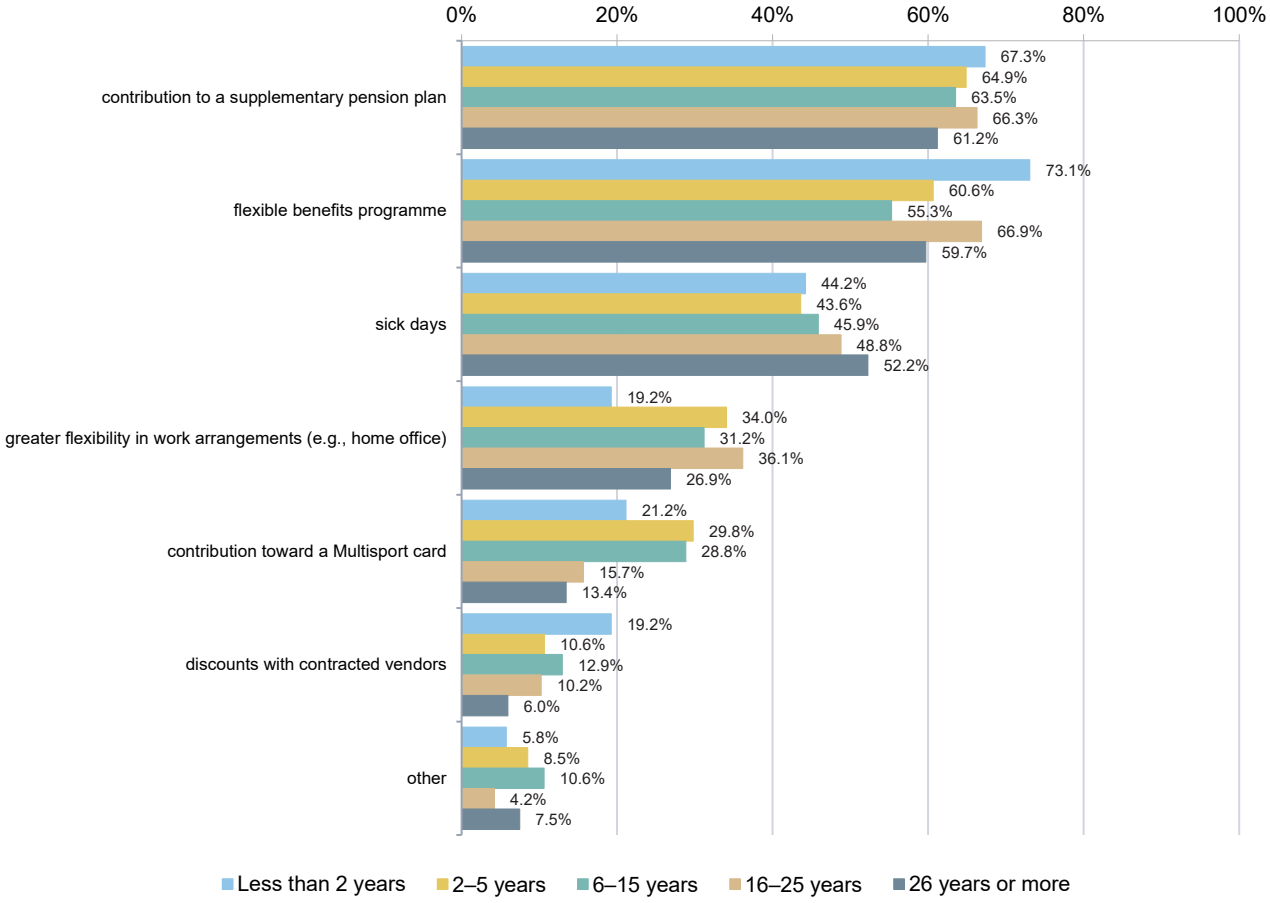
Benefit	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
contribution to a supplementary pension plan	53.7 %	60.0 %	68.5 %	70.0 %	64.5 %	72.2 %	60.4 %	68.9 %
flexible benefits programme	68.5 %	52.5 %	77.8 %	68.3 %	58.6 %	61.1 %	54.2 %	59.3 %
sick days	31.5 %	42.5 %	35.2 %	40.0 %	50.3 %	61.1 %	39.6 %	55.1 %
greater flexibility in work arrangements (e.g. working from home)	27.8 %	30.0 %	22.2 %	10.0 %	38.5 %	44.4 %	25.0 %	35.3 %
contribution toward a multisport card	24.1 %	25.0 %	22.2 %	20.0 %	16.0 %	16.7 %	37.5 %	23.4 %
discounts with contracted suppliers	11.1 %	7.5 %	22.2 %	18.3 %	11.2 %	5.6 %	10.4 %	8.4 %
other	9.3 %	5.0 %	9.3 %	11.7 %	3.0 %	5.6 %	10.4 %	10.2 %

Pension scheme contributions and flexible benefits cafeteria schemes are among the most common preferences at most university units. Differences are more apparent for sick days, flexible working and MultiSport cards. Differences between university units in sick days largely reflect staff-category composition, because research staff and TAS select this benefit

much more often than academic staff. Some differences in demand for flexible working, however, remain even when only academic staff are compared, particularly between FChT and certain other faculties.

9.3.3 Comparison by Length of Service at UPCE

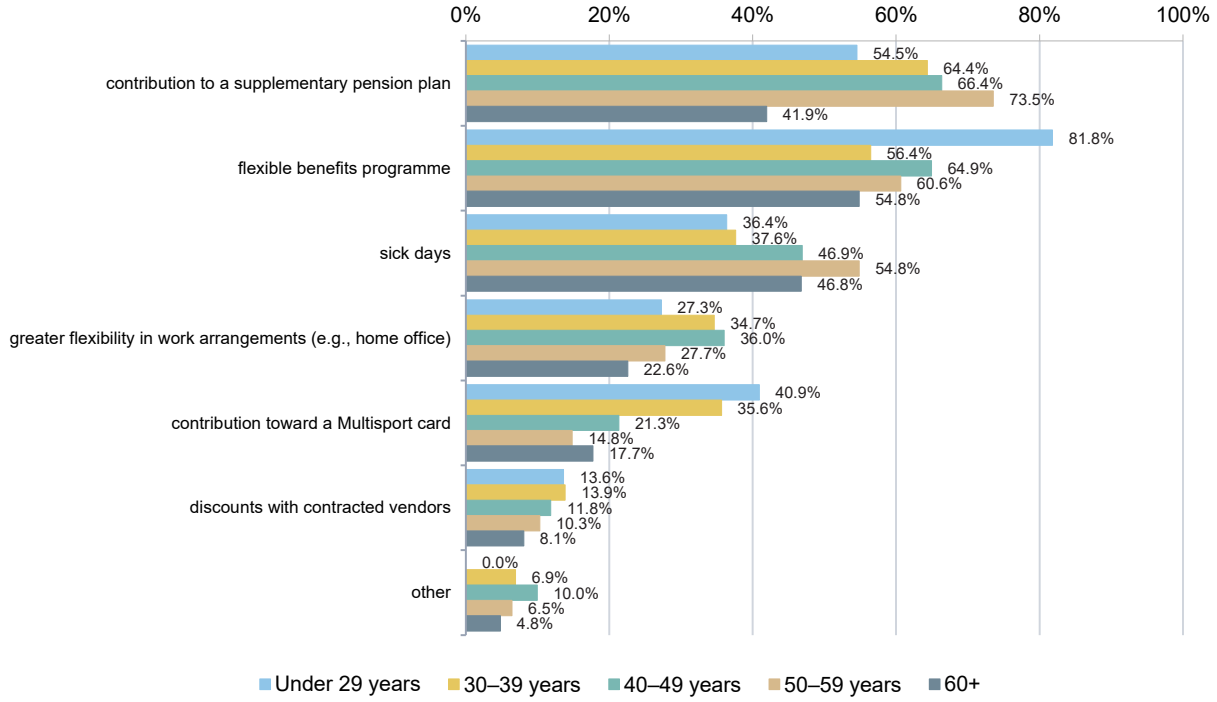
Chart 35. Which additional employee benefits would you welcome? – by length of service at UPCE



The overall pattern of preferences changes little with length of service. Pension scheme contributions, a flexible benefits cafeteria scheme and sick days form the top three in every group. The proportion selecting sick days rises slightly with length of service, from approximately 44% among employees with up to five years at UPCE to 52.2% among those with 26 years or more.

9.3.4 Comparison by Age

Chart 36. Which additional employee benefits would you welcome? – by age

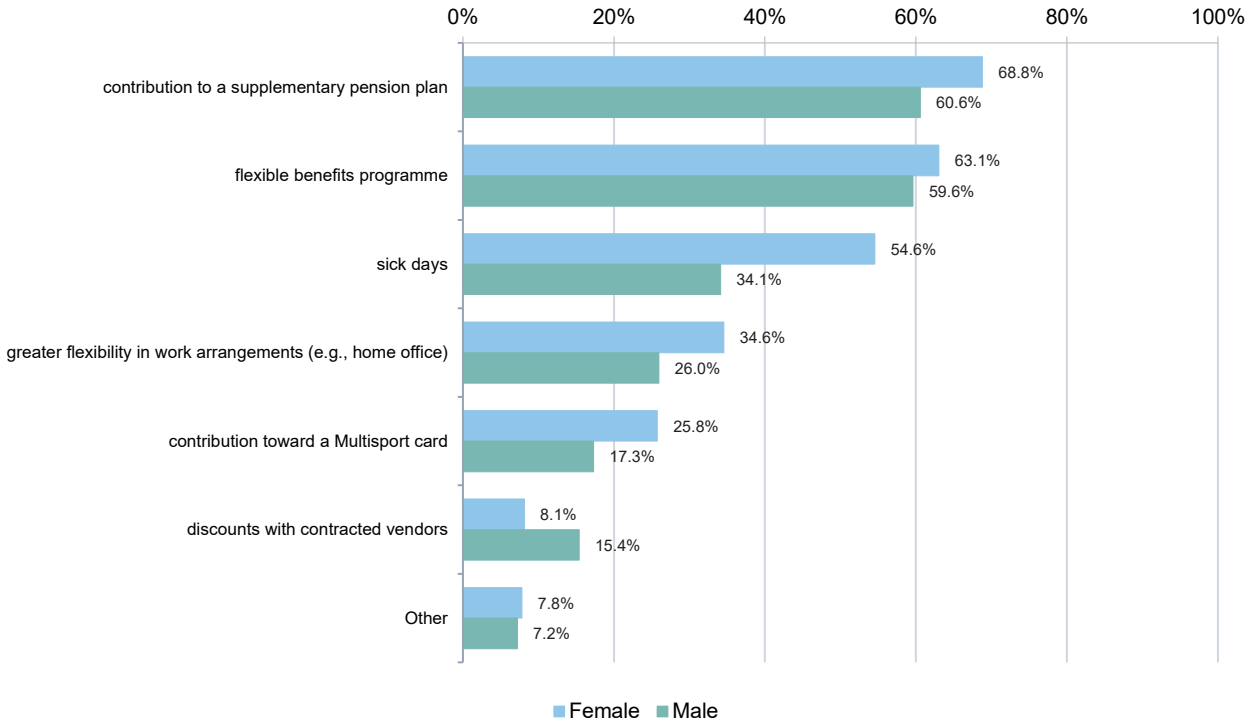


N: under 29 years n = 22; 30–39 years n = 101; 40–49 years n = 211; 50–59 years n = 155; 60+ n = 62.

Benefit preferences vary by age. Among respondents under 29, the **flexible benefits cafeteria scheme is clearly dominant (81.8%)**, and interest in the MultiSport card is also relatively strong (40.9%). In the middle age groups, pension scheme contributions, the cafeteria scheme and sick days are the main preferences; pension contributions peak at age 50–59 (73.5%). Among those aged 60+, the cafeteria scheme is mentioned most often (54.8%), followed by sick days (46.8%) and pension contributions (41.9%). For a clearer presentation, the original categories 60–69 and 70 or over were combined due to the small numbers of respondents.

9.3.5 Comparison by Gender

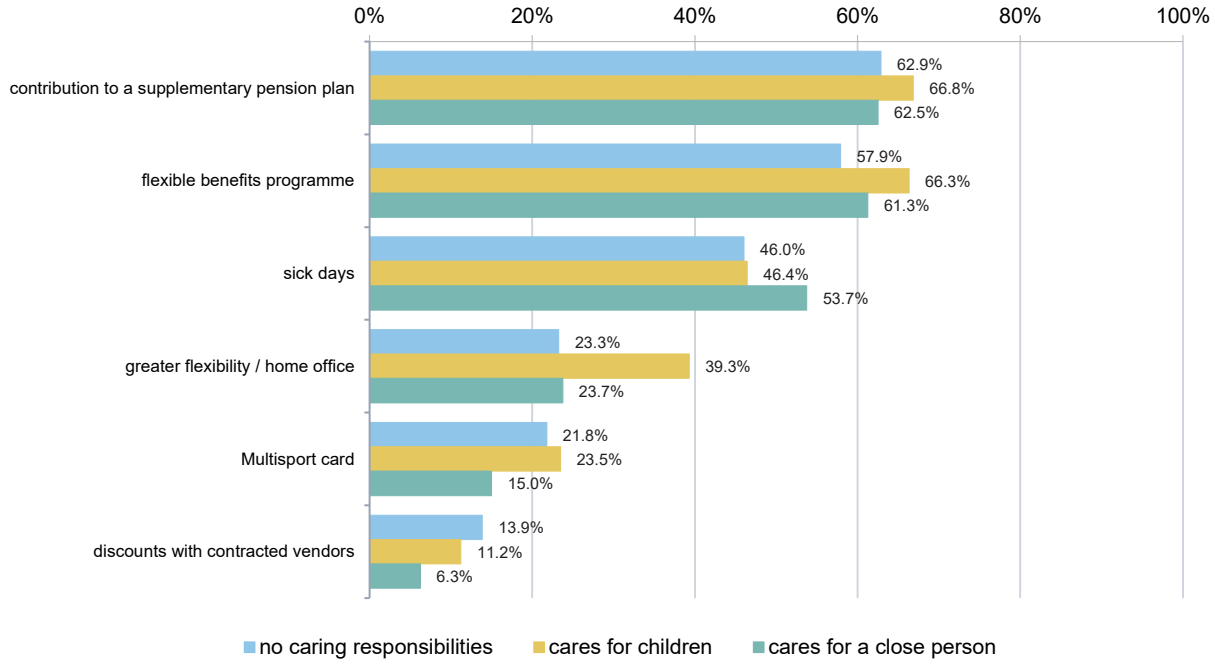
Chart 37. Which additional employee benefits would you welcome? – by gender



Women generally **selected more preferred benefits than men.** This also contributes to differences between staff categories, since TAS, who selected more options overall than academic staff, account for a much higher proportion of women. However, the higher number of benefits selected by women is not solely due to differences in staff composition: the same pattern appears among academic staff alone, where women also selected more options on average than men.

9.3.6 Comparison by Caring Responsibilities

Chart 38. Which additional employee benefits would you welcome? – selected benefits by caring responsibilities



The chart shows the proportion of respondents selecting each benefit. No caring responsibilities n = 202; caring for children n = 196; caring for a family member or other close person n = 81. The child-care and close-person care groups overlap for 9 respondents.

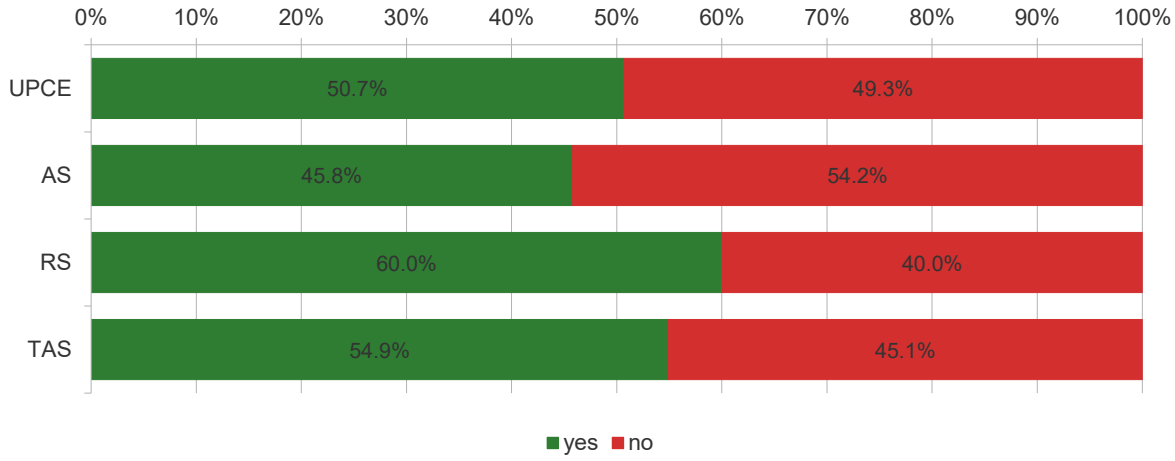
An optional question also enabled us to analyse employee preferences by whether respondents have caring responsibilities, whether for children or another person close to them (such as older parents or a partner).

Pension scheme contributions and a flexible benefits cafeteria scheme are among the main preferences in all three groups. **Respondents caring for children** mention **greater work flexibility or home working substantially more often** than those without caring responsibilities (39.3% vs 23.3%), while sick days feature more prominently among those caring for a close person (53.8% vs 46.0% of those without caring responsibilities). A closer look at parents shows that children's ages do not alter the main preference pattern but do influence individual priorities. Sick days are relatively more important to those caring only for children under six (52.2%), while demand for flexible working is higher among those caring only for children aged 7–15 (40.7%) and highest among respondents caring for children in both age groups (51.9%); the last group must be interpreted cautiously because it is small (n = 27).

9.4 Additional Benefits Provided at the Workplace

Additional benefits beyond those provided by the University are reported by **50.7% of respondents (N = 612)**. By staff category, these are most frequently mentioned by research staff (60.0%) and TAS (54.9%), compared with 45.8% of academic staff. Differences by length of service are minimal, with positive responses at around half in every group.

Chart 39. Are additional benefits beyond University-wide employee benefits available at your workplace? – UPCE overall and by staff category

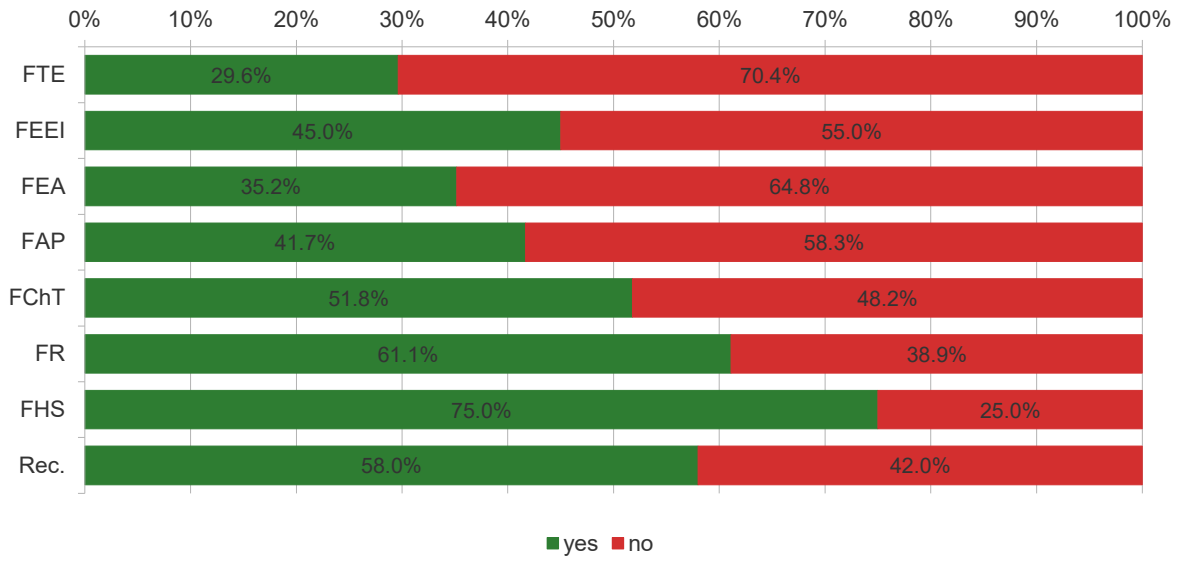


UPCE N = 612; AS n = 297; RS n = 40; TAS n = 266. The overall figure also includes other employment categories.

9.4.1 Comparison by University Unit

Differences between university units are greater than those between staff categories. **Three quarters of respondents at FHS (75.0%)** and 58.0% at Rec. **report additional benefits**, compared with **29.6% at FTE and 35.2% at FEA**. This reflects differences in practices at individual workplaces and departments, since the question specifically concerns benefits beyond those provided University-wide.

Chart 40. Additional benefits provided at the workplace – by university unit



FTE n = 54; FEEI n = 40; FEA n = 54; FAP n = 60; FChT n = 168; FR n = 18; FHS n = 48; Rec. n = 169.

9.4.2 What Additional Benefits Do Respondents Mention?

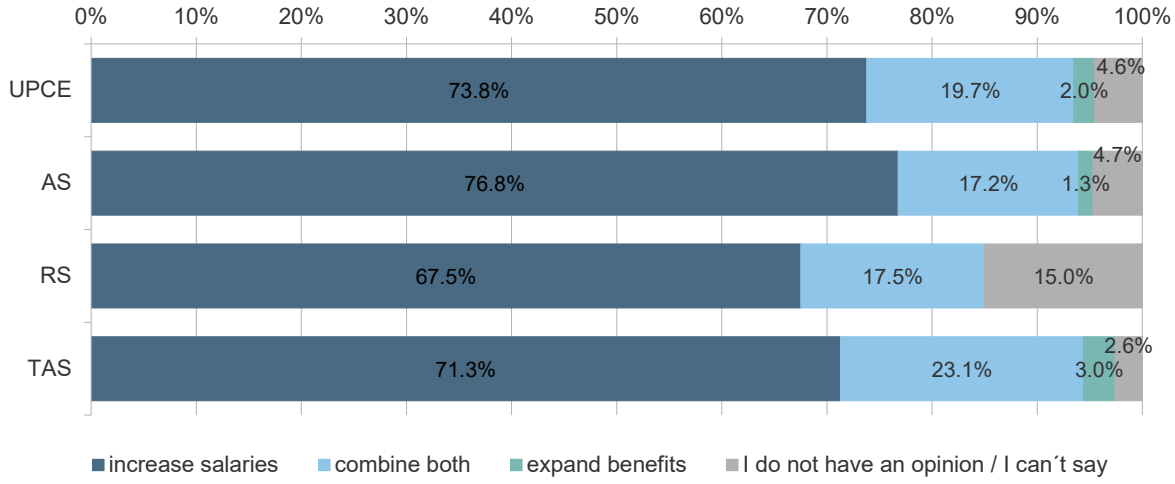
In all, 271 respondents provided a free-text specification. **Coffee machines clearly predominate**, appearing in 242 responses (89.3% of the free-text specifications). It should be noted, however, that coffee machines were also given as an example in the question. They are often mentioned alongside kitchenettes, microwave ovens, refrigerators, drinking water or small refreshments. Dog-friendly offices are another recurring theme. Some respondents explicitly point out that employees pay for the coffee machine or coffee themselves, or that they consider such equipment normal workplace facilities rather than a benefit.

Table 33. Additional benefits mentioned by respondents – thematic overview

Theme	Number of mentions	Share of 271 responses
Coffee machine / coffee	242	89.3 %
Kitchenette and kitchen equipment	27	10.0 %
Dog-friendly workplaces	25	9.2 %
Drinking water / refreshments	22	8.1 %

9.5 Priorities Under Budget Constraints

Chart 41. If the University had a limited budget to improve employees' working conditions, which approach would you personally prefer? – UPCE overall and by staff category



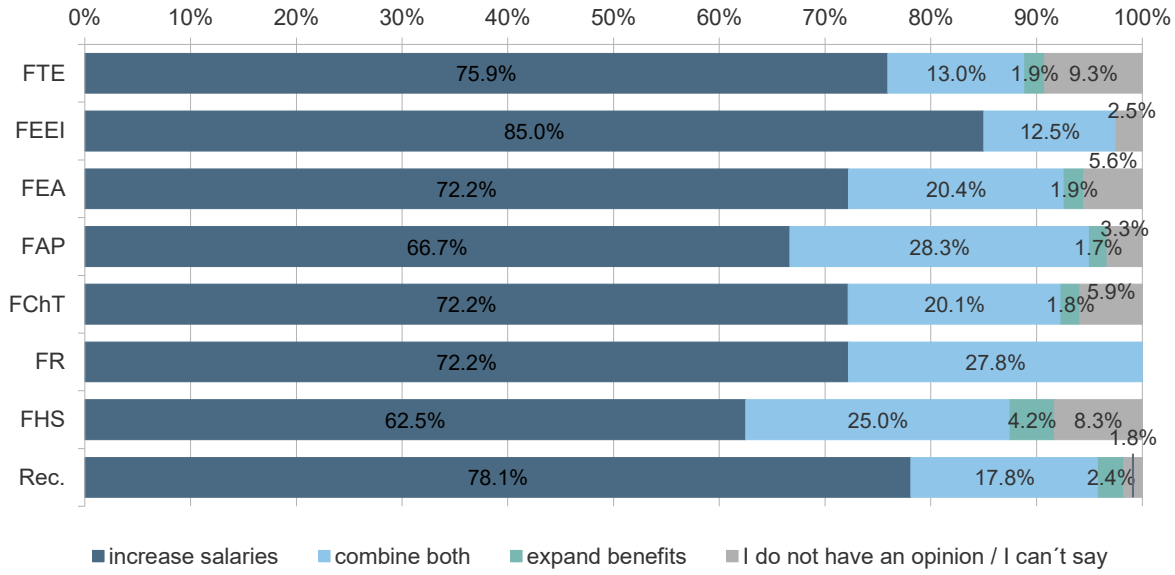
UPCE N = 614; AS n = 297; RS n = 40; TAS n = 268. The overall result also includes doctoral students.

Employees were also asked about their preferences for pay increases versus an expansion of benefits. **A preference for higher pay clearly predominates: 73.8% choose this option**. Another 19.7% prefer a combination of a modest pay increase and a reasonable expansion of benefits; expanding benefits alone receives only marginal support. The same basic ranking applies to academic staff, research staff and TAS. Research staff more often choose "I can't say" (15.0%), but given their smaller number, this is not the dominant difference.

9.5.1 Comparison by University Unit

Higher pay is preferred at every university unit. The **highest proportions occur at FEEI (85.0%) and Rec. (78.1%)**, and the **lowest at FHS (62.5%) and FAP (66.7%)**. At FAP and FHS (as well as FR), a combination of a modest pay increase and expanded benefits is more frequently preferred than elsewhere. Nevertheless, expanding benefits alone is not a major preference at any university unit.

Chart 42. Priorities under budget constraints – by university unit

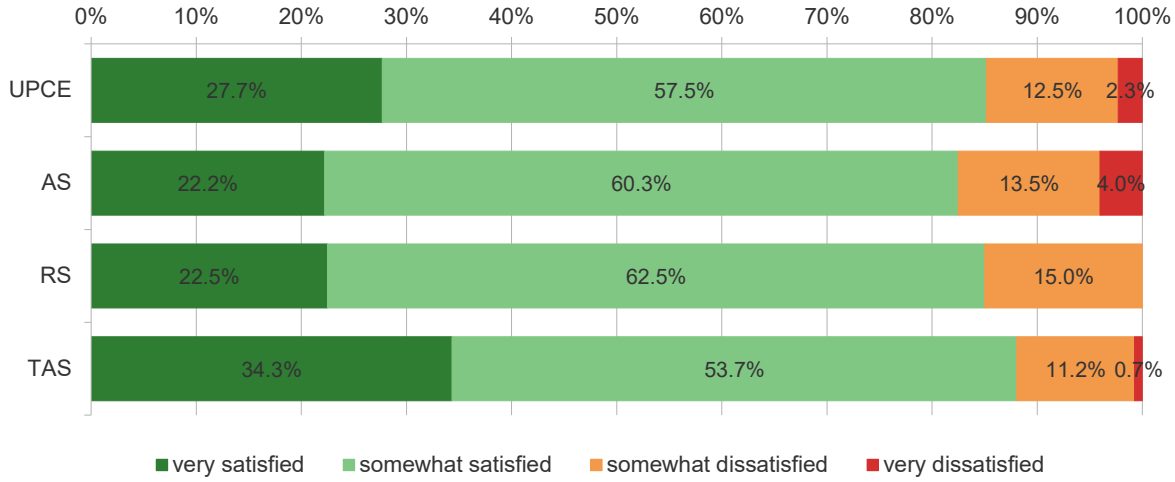


FTE n = 54; FEEI n = 40; FEA n = 54; FAP n = 60; FChT n = 169; FR n = 18; FHS n = 48; Rec. n = 169.

The basic pattern is unchanged by length of service. The most distinctive group comprises employees with 26 years or more at UPCE, 85.3% of whom prefer higher pay. Differences by gender or caring responsibilities do not change the interpretation and are therefore not presented separately.

9.6 Satisfaction with Premises, Equipment and Technical Facilities

Chart 43. How satisfied are you with the premises, equipment and technical facilities for your work? – UPCE overall and by staff category



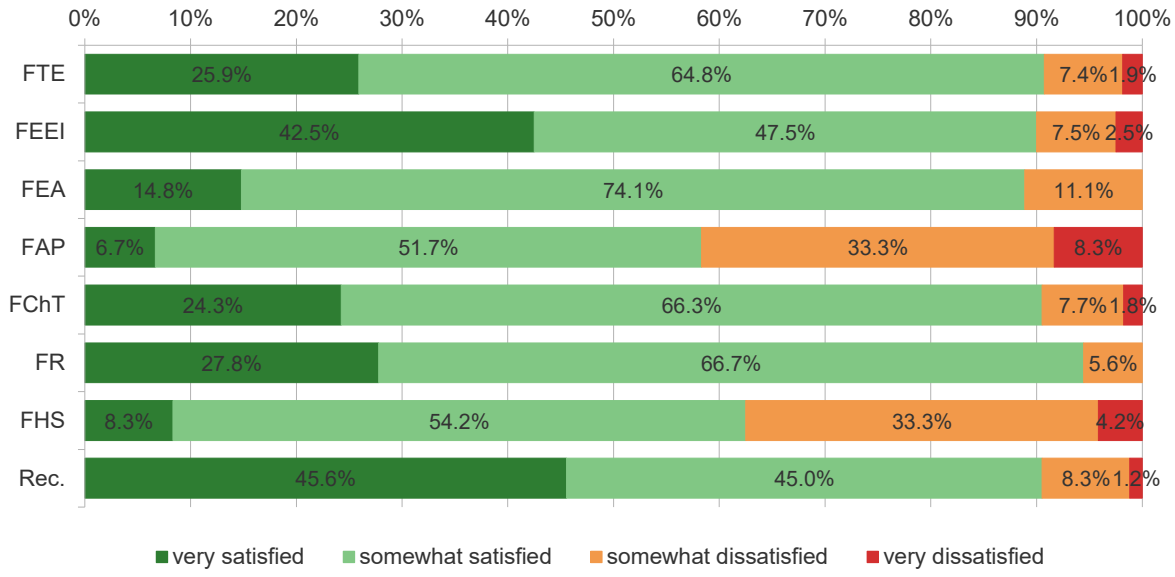
UPCE N = 614; AS n = 297; RS n = 40; TAS n = 268.

Overall, **85.2% of respondents are satisfied** with the premises, equipment and technical facilities available for their work. Differences in overall satisfaction by staff category are small, but the strength of satisfaction varies: “very satisfied” is selected by 34.3% of TAS, compared with 22.2% of academic staff and 22.5% of research staff.

9.6.1 Comparison by University Unit

Marked differences occur between university units. Overall satisfaction exceeds 88% at most units, but is **58.3% at FAP and 62.5% at FHS**. Dissatisfaction is reported by 41.7% of FAP respondents and 37.5% of FHS respondents. By contrast, Rec. and FEEI combine high overall satisfaction with much higher proportions selecting the strongest positive response, “very satisfied” (45.6% and 42.5%, respectively).

Chart 44. Satisfaction with premises, equipment and technical facilities – by university unit



FTE n = 54; FEEI n = 40; FEA n = 54; FAP n = 60; FChT n = 169; FR n = 18; FHS n = 48; Rec. n = 169.

9.6.2 What Could Be Improved?

Respondents dissatisfied with their premises, equipment or technical facilities could specify what could be improved. Sixty-six did so. The most common issues were the capacity and quality of workspaces, technical and IT equipment, and thermal comfort. Responses often combined several problems, such as lack of space with unsuitable temperatures or

outdated equipment. These free-text comments thus support the substantially lower ratings recorded at certain university units, particularly FAP and FHS.

At FAP, recurrent comments concern high summer temperatures and the lack of air conditioning or shading, together with the condition and equipment of offices and staff facilities, particularly kitchenettes. At FHS, comments are more varied and mainly concern spatial conditions (moving into a new building), equipment and workplace facilities. Air-conditioning issues, including noise, are not specific to lower-rated units: they are also mentioned at Rec., for example, where overall satisfaction with premises is high.

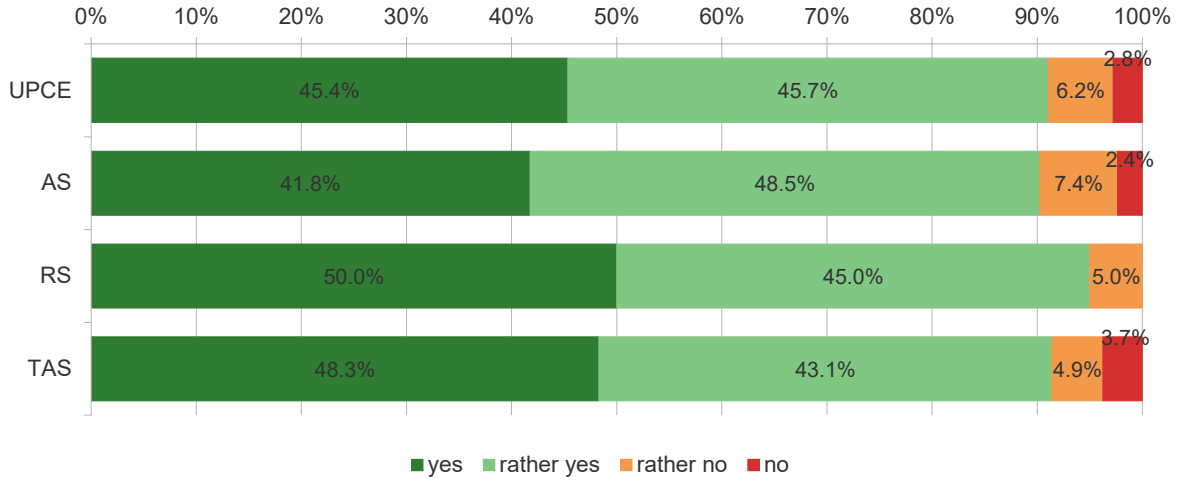
Table 34. What could be improved – thematic overview

Theme	Number of mentions	Share of 66 responses
Premises / office and room capacity	31	47.0 %
IT, technology and workstation equipment	24	36.4 %
Temperature, air conditioning and ventilation	19	28.8 %

Each answer could contain multiple themes, so the counts are not mutually exclusive.

9.7 Work–Life Balance

Chart 45. Does your workplace enable you to balance your work and personal life? – UPCE overall and by staff category

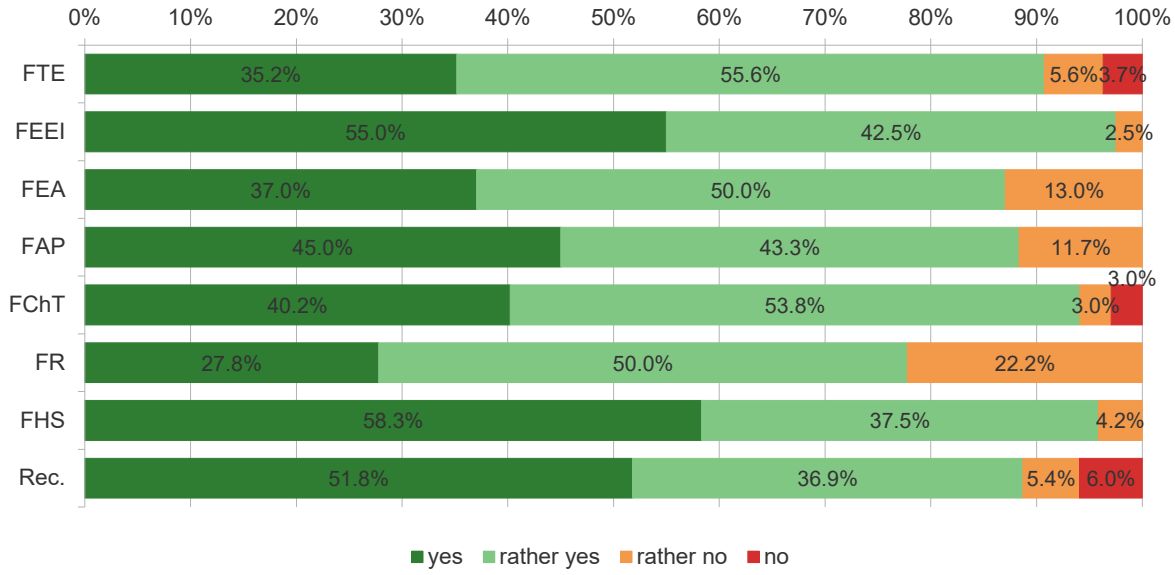


UPCE N = 613; AS n = 297; RS n = 40; TAS n = 267.

The ability to balance work and personal life is assessed positively by **91.0% of respondents**, with similarly high ratings across staff categories. A secondary analysis by caring responsibilities shows positive responses from 93.4% of those caring for children, 95.1% of those caring for a close person and 91.0% of respondents without such caring responsibilities.

9.7.1 Comparison by University Unit

Chart 46. Work–life balance – by university unit



FTE n = 54; FEEI n = 40; FEA n = 54; FAP n = 60; FChT n = 169; FR n = 18; FHS n = 48; Rec. n = 168.

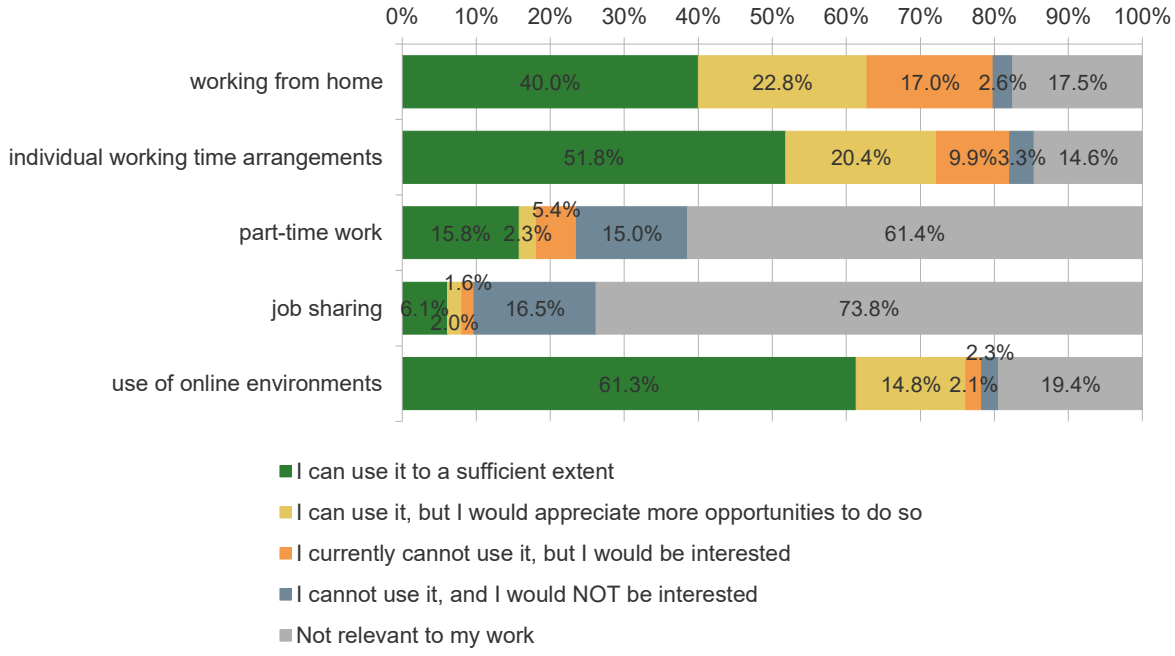
Positive assessments also predominate across university units. Among the larger groups, they are highest at FEEI (97.5%), FHS (95.8%) and FChT (94.1%). Slightly lower, though still strongly positive, ratings are recorded at FEA (87.0%), FAP (88.3%) and Rec. (88.7%). The figure for FR is 77.8%, although it is based on only 18 respondents.

Some differences occur by age, with the highest satisfaction among employees aged 60–69 (92.2%) and all respondents aged 70 or over (100.0%; n = 13). Among younger and middle-aged groups, satisfaction ranges from 81.8% to 86.7%, with no clear linear trend.

9.8 Flexible Working Arrangements

First, we present an overview of the extent to which employees currently use, or can use, different flexible working arrangements. For each arrangement, respondents selected the option that best described their workplace situation.

Chart 47. For each of the following flexible working arrangements, select the option that best describes your workplace situation – UPCE overall



Valid N ranges from 607 to 610 depending on the item.

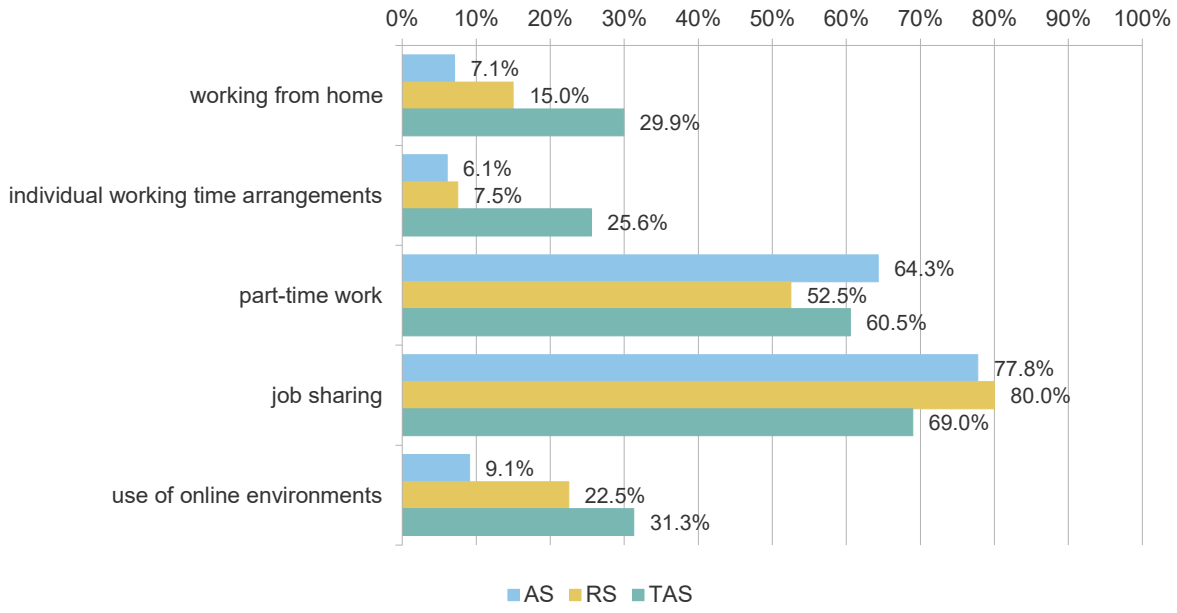
The most widely available options are **using online tools to a sufficient extent (61.3%)** and **individually adjusted working hours (51.8%)**. Home working is sufficiently available to 40.0% of respondents; another 39.8% either have access but would like to use it more or cannot currently work from home but would be interested. By contrast, for part-time work and job sharing, the prevailing response is that the arrangement is not relevant to the respondent's work.

Several respondents pointed out in free-text comments that the response options lacked a category such as "I can use it but am not interested". The results therefore primarily describe availability and demand for expanded flexible working; for some employees, they may not precisely distinguish between an available but unused arrangement and other situations.

9.8.1 Demand for Greater Use by Staff Category and University Unit

Before comparing demand for broader use of flexible working, it is important to distinguish whether each arrangement is relevant to a respondent's work at all. This varies markedly by staff category. Home working, individually adjusted working hours and online tools are relevant in most academic-staff roles, whereas TAS select "not relevant to my work" much more frequently. Conversely, part-time work and particularly job sharing are considered irrelevant by most respondents across all staff categories.

Chart 48. Proportion answering "not relevant to my work" for individual flexible working arrangements – by staff category

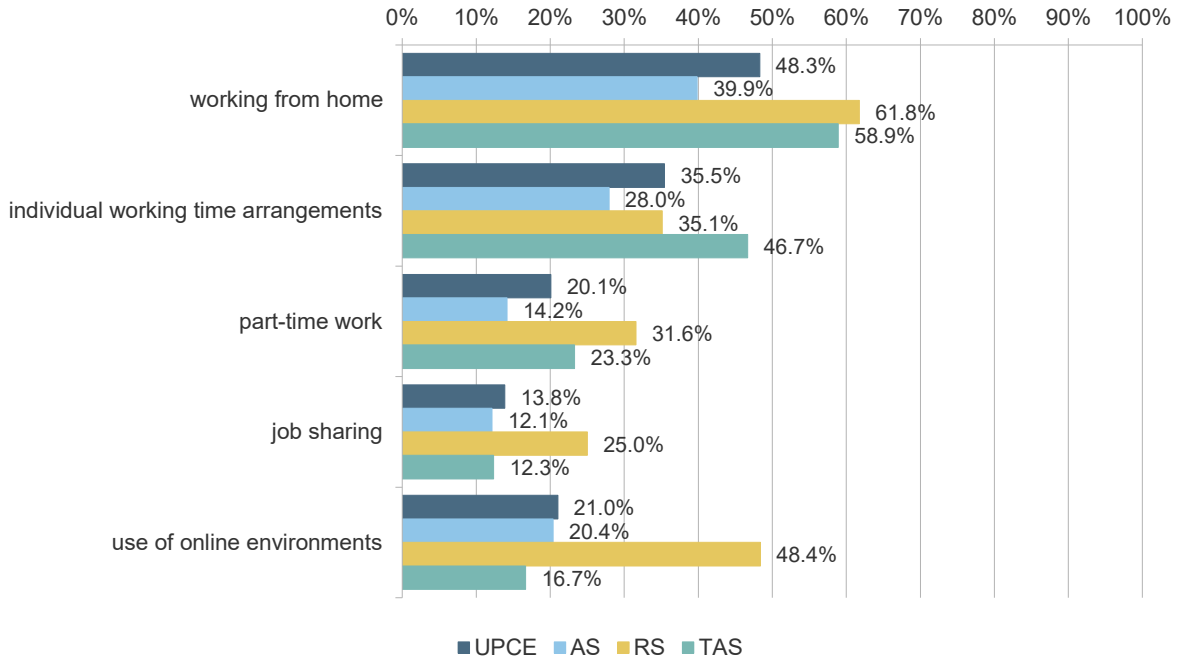


Valid N by item: AS n = 297; RS n = 40; TAS n = 261–267.

The largest difference concerns home working: "not relevant to my work" was selected by 7.1% of academic staff, 15.0% of research staff and 29.9% of TAS. Similar differences occur for individually adjusted working hours (6.1%, 7.5% and 25.6%, respectively) and the use of online tools (9.1%, 22.5% and 31.3%). For part-time work and job sharing, "not relevant to my work" predominates in all three staff categories.

For subsequent comparisons, demand for greater use is therefore calculated only among respondents who did not select "not relevant to my work". The indicator combines two original responses: "I can use it, but I would welcome greater opportunities" and "I cannot currently use it, but I would be interested".

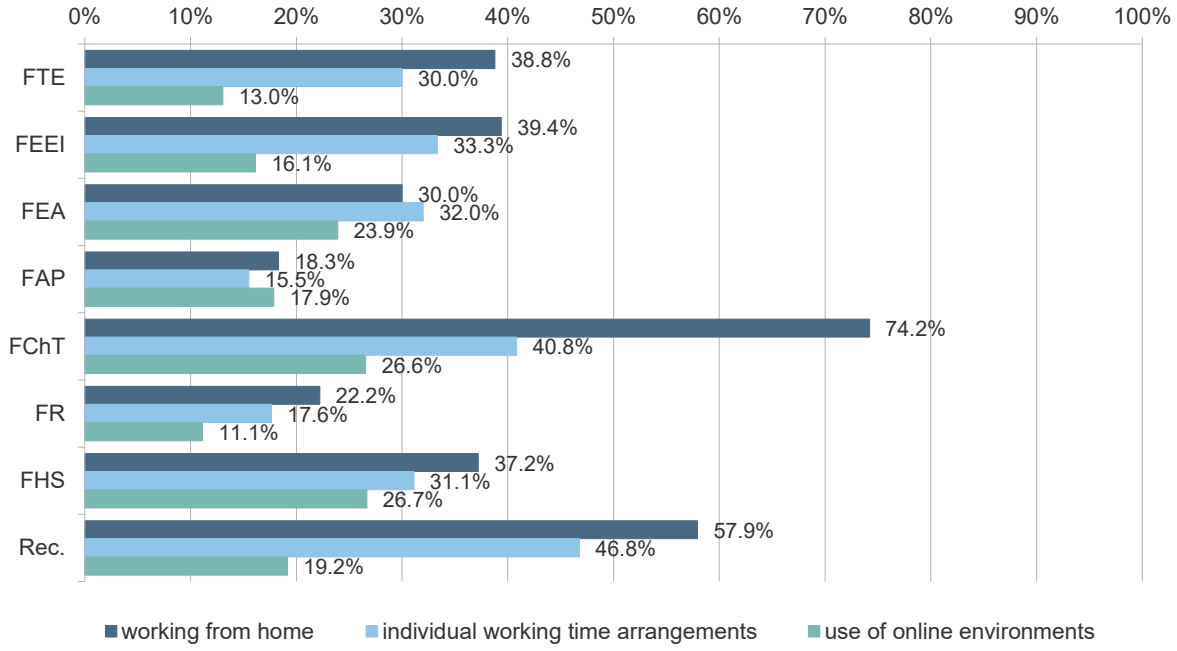
Chart 49. Proportion wishing to make greater use of flexible working arrangements – only among respondents for whom the arrangement is relevant



Valid N after excluding "not relevant to my work", by item: UPCE n = 159–519; AS n = 66–279; RS n = 8–37; TAS n = 81–195.

Once respondents for whom a given arrangement is irrelevant are excluded, demand for broader use becomes more apparent. **Greater opportunities for home working would be welcomed by 48.3% of relevant respondents**; the proportion is 61.8% among research staff and 58.9% among TAS, compared with 39.9% among academic staff. For individually adjusted working hours, demand is highest among TAS (46.7%), compared with 28.0% among academic staff. Research staff also show greater interest in using online tools (48.4%), although this is based on only 31 respondents. Relevant groups are smaller for part-time work and especially job sharing, so differences should be interpreted cautiously.

Chart 50. Proportion wishing to make greater use of selected flexible working arrangements – by university unit, among respondents for whom the arrangement is relevant



The chart shows proportions only among respondents for whom the arrangement is relevant.

Differences between university units remain after restricting the calculation to respondents for whom each arrangement is relevant. Demand for greater opportunities to work from home is highest at FChT (74.2%) and Rec. (57.9%), compared with 18.3% at FAP. For individually adjusted working hours, the highest figures are at Rec. (46.8%) and FChT (40.8%) and the lowest again at FAP (15.5%). Differences in the use of online tools are smaller, with the highest proportions at FHS (26.7%) and FChT (26.6%). Part-time work and job sharing are not presented separately by university unit because, once “not relevant to my work” responses are excluded, the bases are very small at several units.

After excluding respondents for whom home working is irrelevant, demand for greater opportunities remains higher among those caring for children than among those without caring responsibilities (50.5% vs 43.9%). No clear age trend emerges; demand is particularly low among employees aged 60–69 (34.4%), while it ranges from roughly 42% to 53% in younger and middle-aged groups.

9.9 Open-ended Comments on Working Conditions

Ninety-three respondents used the opportunity to comment on the Working Conditions section. Comments frequently cover several areas, so they were coded thematically; one response may contribute to several themes.

Table 35. Open-ended comments on working conditions – thematic overview

theme	number of mentions	share of 93 comments
workload, time and work organisation	19	20.4 %
working from home and flexible working	14	15.1 %
premises and workplace capacity	14	15.1 %
pay and financial remuneration	13	14.0 %
benefits, including pension contributions	12	12.9 %
temperature, air conditioning and ventilation	11	11.8 %
IT and technical equipment	8	8.6 %

A response could contain more than one theme, so the counts are not mutually exclusive.

Comments on workload mainly concern the combination of teaching, research, administration and other duties which, according to some respondents, exceed the time realistically available within their contracted hours. Comments on flexibility include both requests for more home-working opportunities and concerns about different practices among supervisors and workplaces. Several respondents also note that certain flexible options are available to them but they do not wish to use them.

Comments on premises are consistent with the earlier results, focusing on office and workstation capacity, thermal comfort, air conditioning and technical equipment. On remuneration, respondents mainly mention salary levels and differences from the private sector. Comments on benefits combine specific proposals with a broader question of what employees consider a genuine benefit rather than standard workplace facilities.

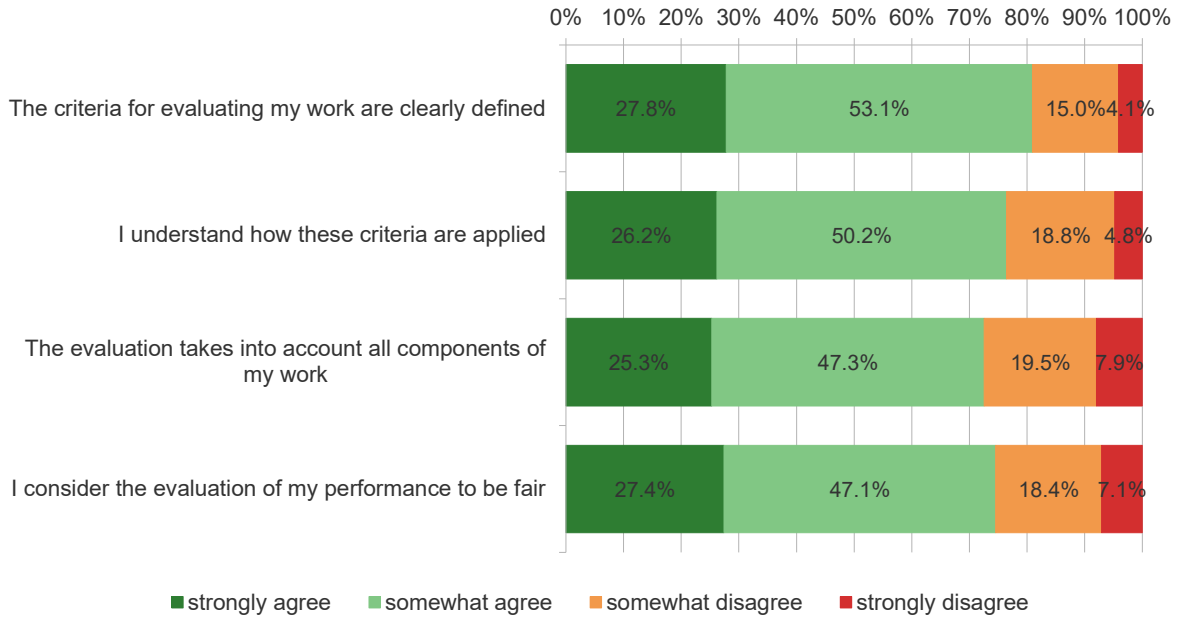
Positive experiences also appear alongside critical comments, especially regarding flexible working, support for work–life balance and the environment at particular workplaces. The open-ended responses are therefore interpreted as supplementary context for the quantitative results, not as a separate measure of satisfaction.

10. Management, Performance Appraisal and Relations with Supervisors

10.1 Performance Appraisal

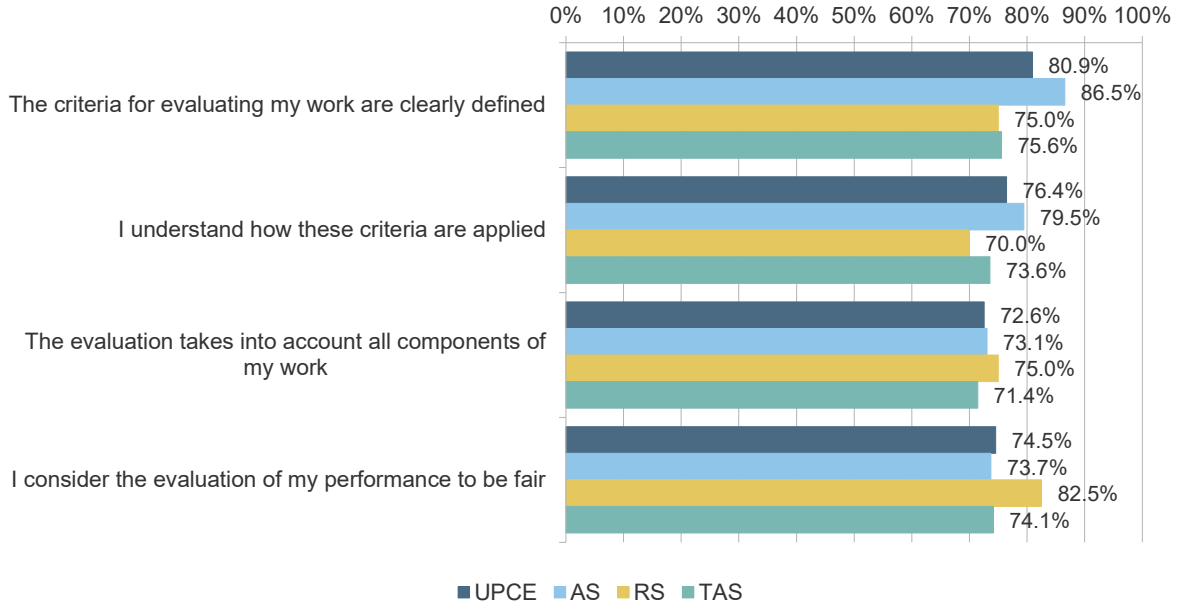
In this section, respondents first assessed four statements about the performance appraisal system. Agreement was highest for clearly defined appraisal criteria; assessments were relatively weaker for whether the system takes all components of work into account and whether performance is assessed fairly.

Chart 51. To what extent do you agree with the following statements about performance appraisal? – overall results



Valid N ranges from 605 to 609 depending on the statement.

Chart 52. Performance appraisal – combined agreement for UPCE overall and by staff category

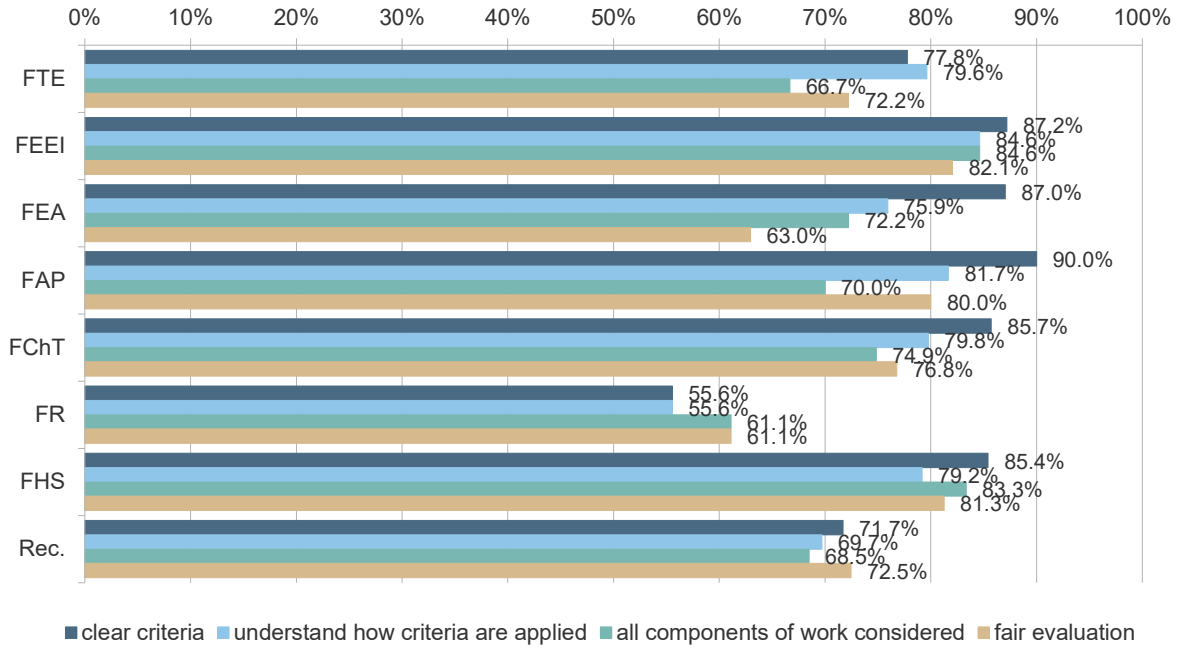


Valid N by statement: UPCE n = 605–609; AS n = 297; RS n = 40; TAS n = 259–263. The chart shows combined agreement ("strongly agree" + "somewhat agree").

Differences in assessments of these statements are not particularly large. Academic staff, however, agree somewhat more than TAS and research staff that appraisal criteria are clearly defined and that they understand how these criteria are applied to their work. Research staff, by contrast, show the highest agreement that performance appraisal is fair.

10.1.1 Comparison by University Unit

Chart 53. Performance appraisal – combined agreement by university unit



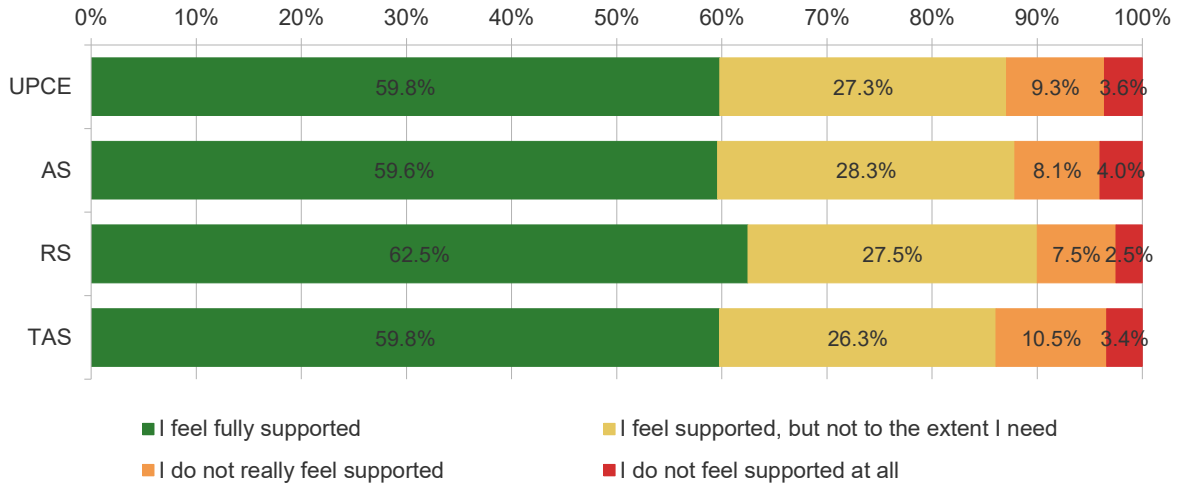
Valid N by statement: FTE n = 54; FEEI n = 39; FEA n = 54; FAP n = 60; FChT n = 167–168; FR n = 18; FHS n = 48; Rec. n = 165–167.

Among the larger university units, **Rec. stands out most clearly for lower agreement on all four statements** (although FR is lowest overall). At FEA, perceptions of fair performance appraisal are particularly weak (63.0%). Conversely, FEEI and FHS record higher values for most statements.

A clear difference emerges by length of service in perceptions of fair appraisal: agreement declines from 82.7% among employees with less than 2 years at UPCE and 83.2% in the 2–5-year group to 69.1% among those with 26 years or more. This pattern persists when academic staff and TAS are examined separately, so it cannot be attributed solely to differences in staff composition by length of service.

10.2 Support from Immediate Supervisors for Professional and Career Development

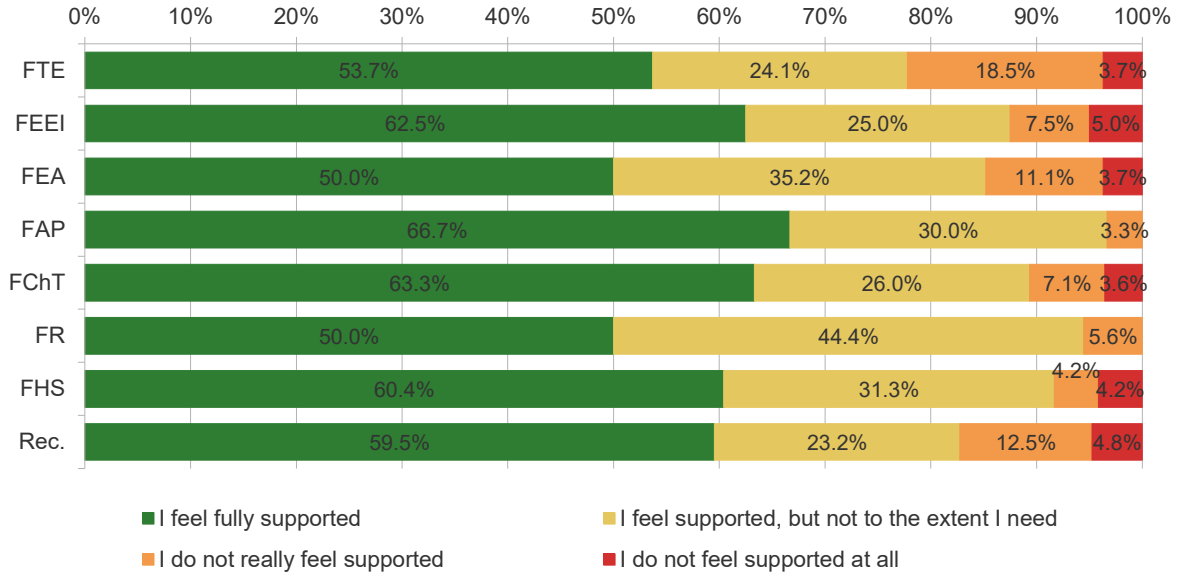
Chart 54. How do you perceive the support provided by your immediate supervisor for your professional / career development? – UPCE overall and by staff category



UPCE N = 612; AS n = 297; RS n = 40; TAS n = 266. The overall figure also includes doctoral students.

Full **support from the immediate supervisor** is reported by 59.8% of respondents, while another 27.3% feel supported, but not to the extent they need. The distribution of responses is very similar among academic staff, research staff and TAS. Across university units, overall perceived support is **highest at FAP (96.7%), FR (94.4%) and FHS (91.7%)**, and **lower at FTE (77.8%) and Rec. (82.7%)**.

Chart 55. Immediate-supervisor support for professional / career development – by university unit

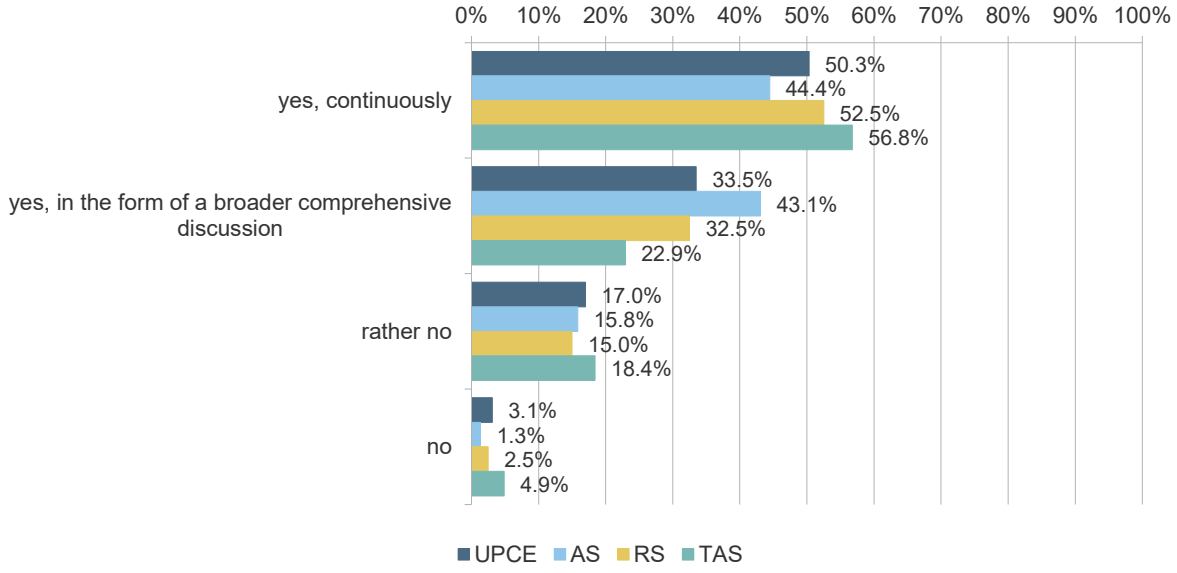


N: FTE n = 54; FEEI n = 40; FEA n = 54; FAP n = 60; FChT n = 169; FR n = 18; FHS n = 48; Rec. n = 168.

10.3 Feedback on Work Performance

For the feedback question, respondents could select both ongoing feedback and a more comprehensive review meeting. The negative options were mutually exclusive. The percentages in the chart therefore do not sum to 100%, and all response options are retained as they appeared in the questionnaire.

Chart 56. Does your immediate supervisor provide sufficient feedback on your work performance? – UPCE overall and by staff category



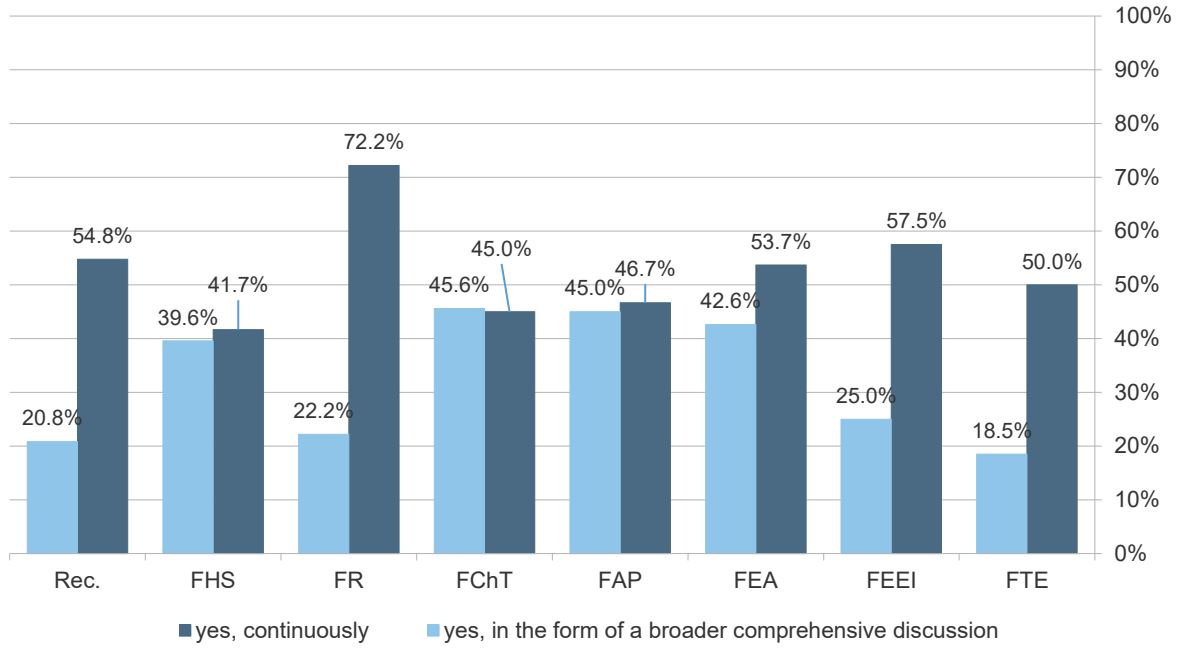
UPCE N = 612; AS n = 297; RS n = 40; TAS n = 266. Both "yes, continuously" and "yes, in the form of a more comprehensive review meeting" could be selected together.

Overall, **79.9% of UPCE respondents receive feedback on their work performance**: 82.8% of academic staff, 82.5% of research staff and 76.7% of TAS (also including a high proportion of respondents who completed the paper questionnaire). Ongoing feedback is reported by 50.3% and a more comprehensive review meeting by 33.5%. Academic

staff more often report a comprehensive meeting than TAS (43.1% vs 22.9%), while TAS more frequently receive ongoing feedback (56.8% vs 44.4%). Research staff fall between these groups for both forms of feedback.

10.3.1 Comparison by University Unit

Chart 57. Feedback on work performance – by university unit



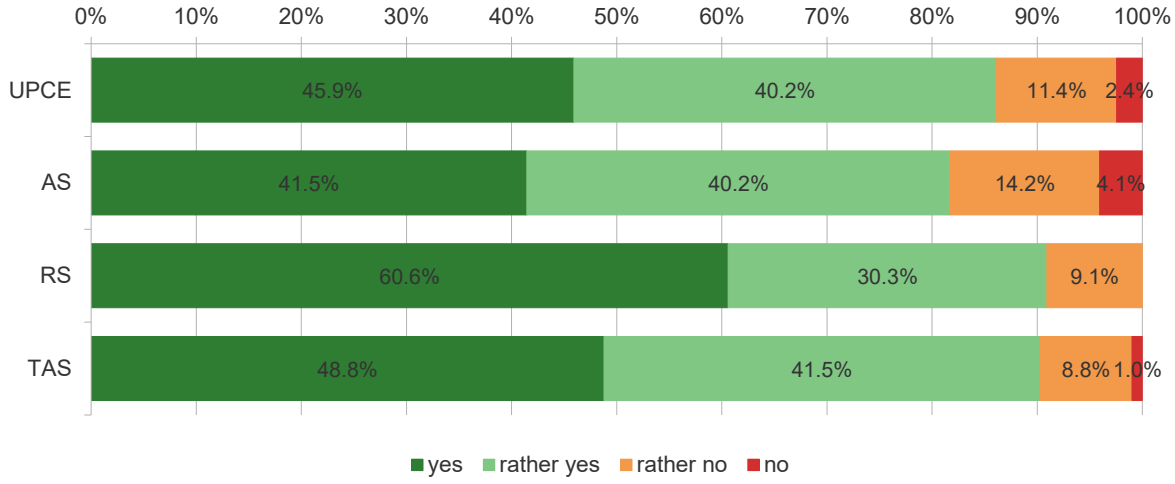
Valid N: FTE n = 54; FEEI n = 40; FEA n = 54; FAP n = 60; FChT n = 169; FR n = 18; FHS n = 48; Rec. n = 168.

Feedback practices differ between university units. Ongoing feedback is most common at FR (72.2%; n = 18) and FEEI (57.5%), while more comprehensive meetings are most common at FChT (45.6%), FAP (45.0%) and FEA (42.6%). **At FTE, a third of employees report receiving no feedback**, the highest proportion among university units.

10.4 How Motivating Is Feedback on Work Performance?

Respondents receiving feedback were asked whether they found it motivating.

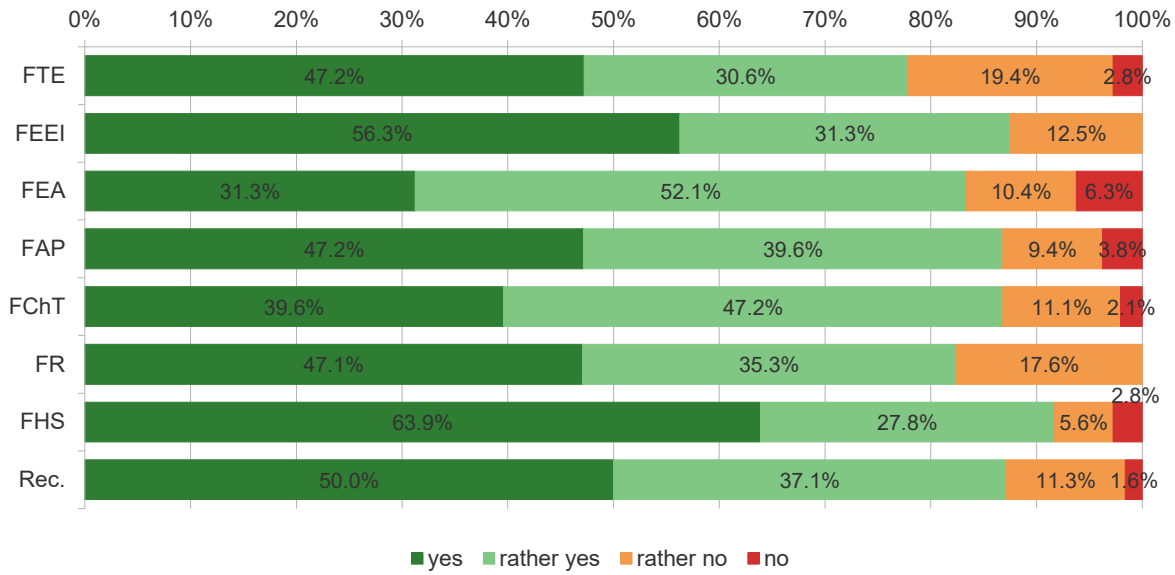
Chart 58. Do you find the feedback you receive motivating? – UPCE overall and by staff category



UPCE N = 490; AS n = 246; RS n = 33; TAS n = 205. The question was intended for respondents receiving feedback.

Research staff assess feedback most positively, both in the overall proportion finding it motivating (90.9%) and in the strength of their assessment. An unequivocal “yes” is selected by 60.6% of research staff, compared with 48.8% of TAS and 41.5% of academic staff. Across university units, the total proportion of positive responses ranges from 77.8% at FTE to 91.7% at FHS.

Chart 59. Do you find the feedback you receive motivating? – by university unit

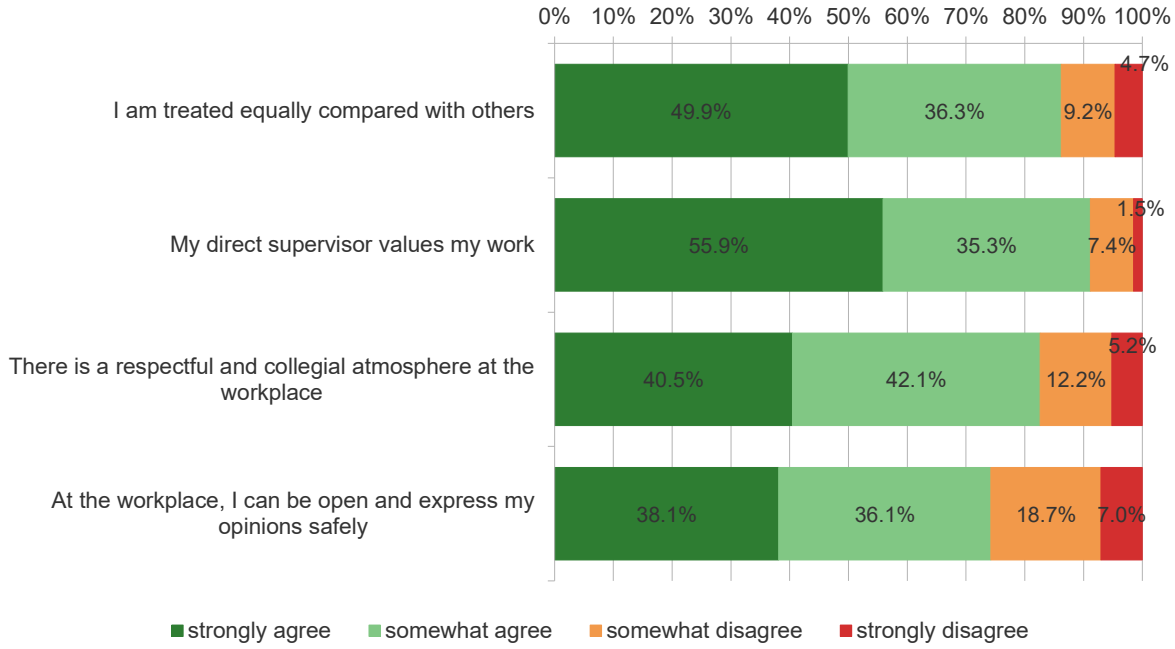


Valid N: FTE n = 36; FEEI n = 32; FEA n = 48; FAP n = 53; FChT n = 144; FR n = 17; FHS n = 36; Rec. n = 124.

11. Workplace Atmosphere and Relationships

11.1 Workplace Relationships

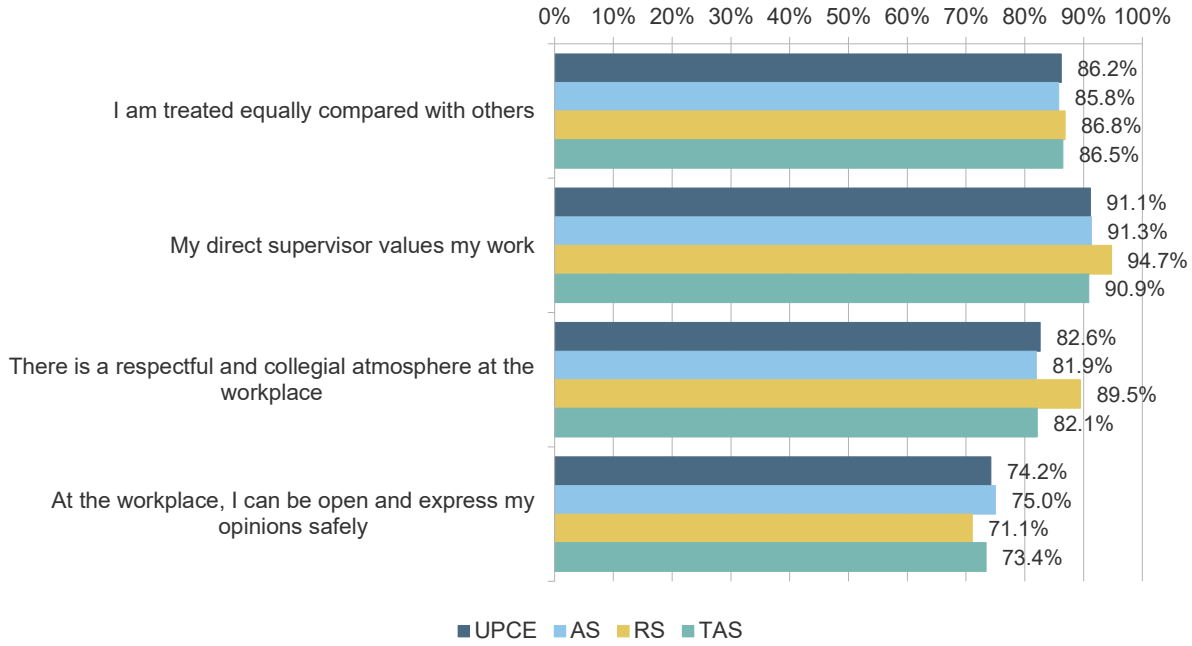
Chart 60. To what extent do you agree with the following statements about workplace relationships? – overall results



Valid N ranges from 598 to 601 depending on the statement.

Respondents assess recognition of their work by the immediate supervisor most favourably: **91.1% agree**, including 55.9% who strongly agree. Equal treatment receives a positive assessment from 86.2%, and a respectful, collegial atmosphere from 82.6%. **The weakest area** is being able **to speak openly and express opinions safely** at work, with which 74.2% agree.

Chart 61. Workplace relationships – combined agreement for UPCE overall and by staff category

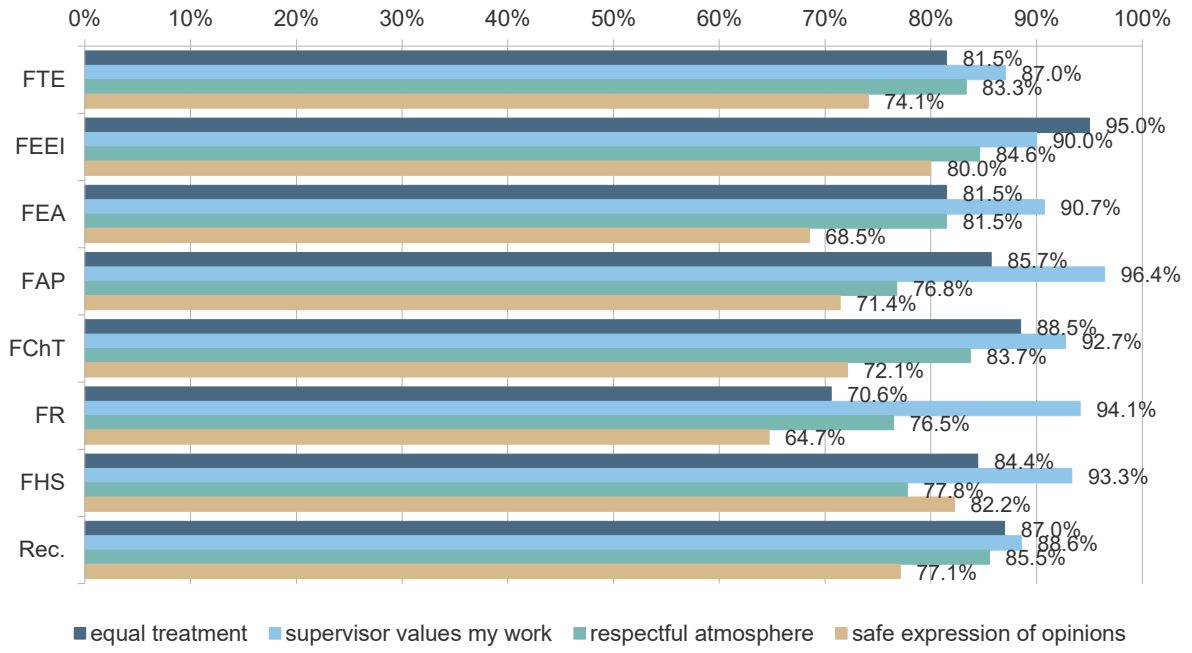


Valid N by statement: UPCE n = 598–601; AS n = 288; RS n = 38; TAS n = 263–266. Doctoral students are included in the UPCE total.

Differences by staff category are mostly small. Research staff rate the respectful and collegial workplace atmosphere more favourably (89.5%) but give slightly lower ratings than other groups to being able to express opinions openly and safely (71.1%).

11.1.1 Comparison by University Unit and Managerial Position

Chart 62. Workplace relationships – combined agreement by university unit



Valid N by statement: FTE n = 54; FEEI n = 39–40; FEA n = 54; FAP n = 56; FChT n = 165–166; FR n = 17; FHS n = 45; Rec. n = 166–169.

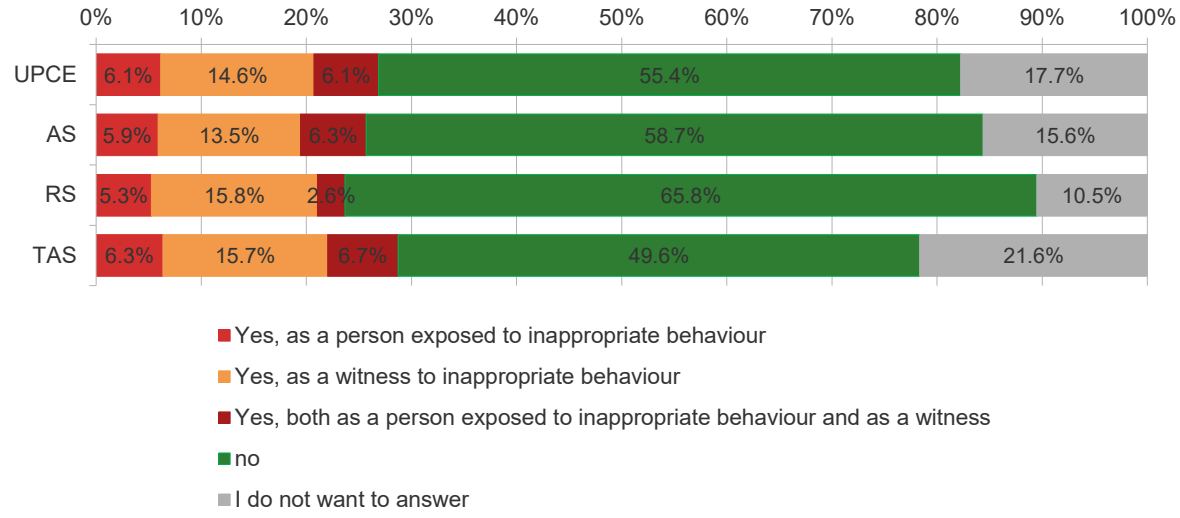
Differences between university units are greatest for being able to speak openly and express opinions safely at work. Positive responses are given by 82.2% at FHS and 80.0% at FEEI, compared with 68.5% at FEA, 71.4% at FAP and 72.1% at FChT. At FR the figure is 64.7%, but this is based on only 17 valid responses. A difference is also evident

by managerial position: 89.6% of managers agree, compared with 72.9% of non-managers. The second-largest managerial difference concerns a respectful and collegial atmosphere (90.9% vs 81.8%).

Forty-six open-ended comments on the statements add to the quantitative results, highlighting substantial differences between individual workplaces and management levels. Alongside very positively rated teams, supportive supervisors and good collegial relationships, respondents mention management styles, unequal treatment, hierarchical structures and limited opportunities to express views openly. A recurring distinction is made between good relationships within departments or institutes and less favourable assessments of higher management levels or relations between units. Some comments also link negative atmospheres to particular individuals involved in conflicts or long-standing personal disputes.

11.2 Experience of Inappropriate Behaviour

Chart 63. Have you encountered inappropriate behaviour at work during the past 3 years? – UPCE overall and by staff category



Valid N: UPCE 603; AS 288; RS 38; TAS 268. The overall figure also includes doctoral students.

Personal experience of inappropriate behaviour is reported by 12.3% of respondents: 6.1% solely as a person subjected to it and a further 6.1% both as a person subjected to it and as a witness. Another 14.6% report experiencing it only as a witness. More than half of respondents (55.4%) have not encountered inappropriate behaviour, while 17.7% prefer not to answer.

11.2.1 Comparison by University Unit

Chart 64. Have you encountered inappropriate behaviour at work during the past 3 years? – by university unit



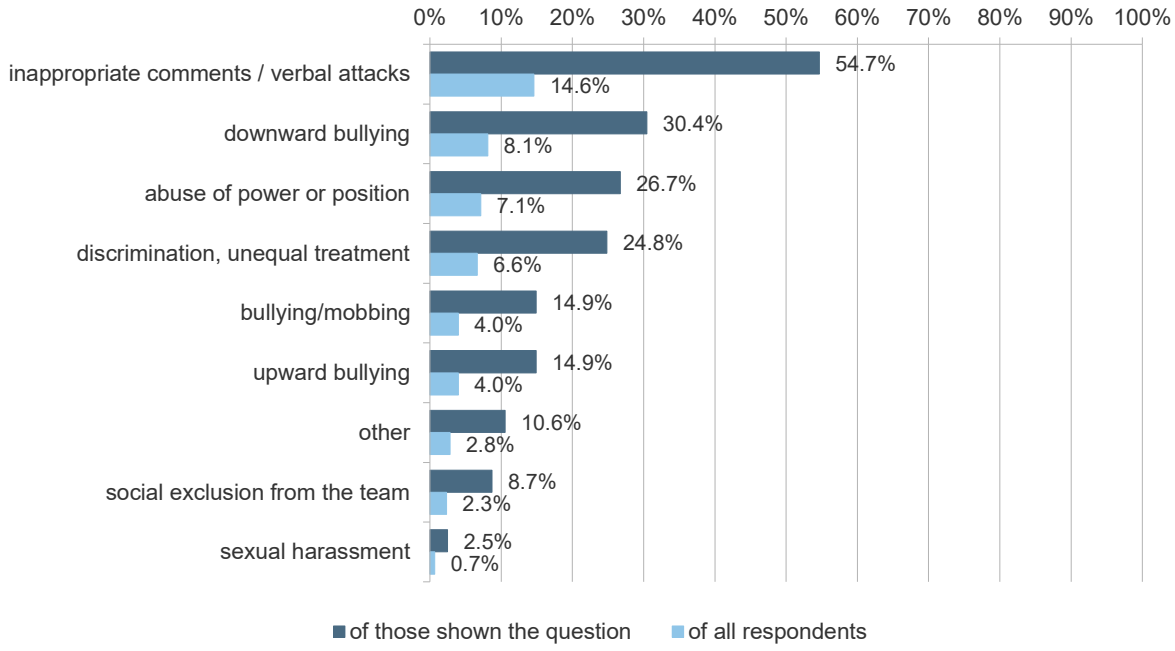
Valid N: FTE 54; FEEI 40; FEA 54; FAP 56; FChT 166; FR 17; FHS 45; Rec. 169.

Among the larger university units, personal experience is **most frequently reported at FTE (16.7%), FAP (16.1%) and FHS (15.6%)**, and **least frequently at FEEI (2.5%) and FEA (5.6%)**. FAP also has the highest proportion reporting inappropriate behaviour solely as a witness (21.4%). By gender, personal experience is reported by 15.2% of women and 7.2% of men. No clear age trend emerges, although higher proportions reporting personal experience are found among respondents aged 60–69 and in the youngest age group.

11.3 Types of Inappropriate Behaviour

Only respondents who reported personal experience, witnessing such behaviour or both in the preceding question received this follow-up question. Multiple responses could be selected.

Chart 65. What type of behaviour was involved?



Valid N = 161 respondents who received the question; percentages based on all respondents use N = 603. Multiple responses could be selected, so percentages do not sum to 100%.

The most frequent forms were **inappropriate comments / verbal attacks (54.7%)**, bossing (30.4%), abuse of power or position (26.7%), and discrimination or unequal treatment (24.8%). “Other” responses mainly mentioned various forms of uncollegial or manipulative communication, personal conflicts and pressure, as well as alcohol-related problems, inappropriate behaviour by students and relationships between teachers and students.

The small numbers of respondents with experience at individual university units make faculty percentages unstable. Nevertheless, **bossing is particularly prominent at FEA (60.0% of 10 valid responses)**, while bullying / mobbing is reported more frequently than average at Rec. (31.9%). Similarly, results cannot be analysed robustly by staff category, but bullying / mobbing is mentioned more often by TAS: 20.8% (16 of 77) of TAS respondents with experience of inappropriate behaviour, compared with 10.8% (8 of 74) of academic staff. Academic staff, conversely, report discrimination / unequal treatment (29.7% vs 20.8% of TAS), abuse of power or position (31.1% vs 19.5%), and social exclusion (12.2% vs 6.5%) somewhat more frequently. Research staff cannot be compared meaningfully due to the small number of cases. The strongest gender difference concerns bullying / mobbing, reported by 23.5% of women with experience of inappropriate behaviour compared with 6.4% of men.

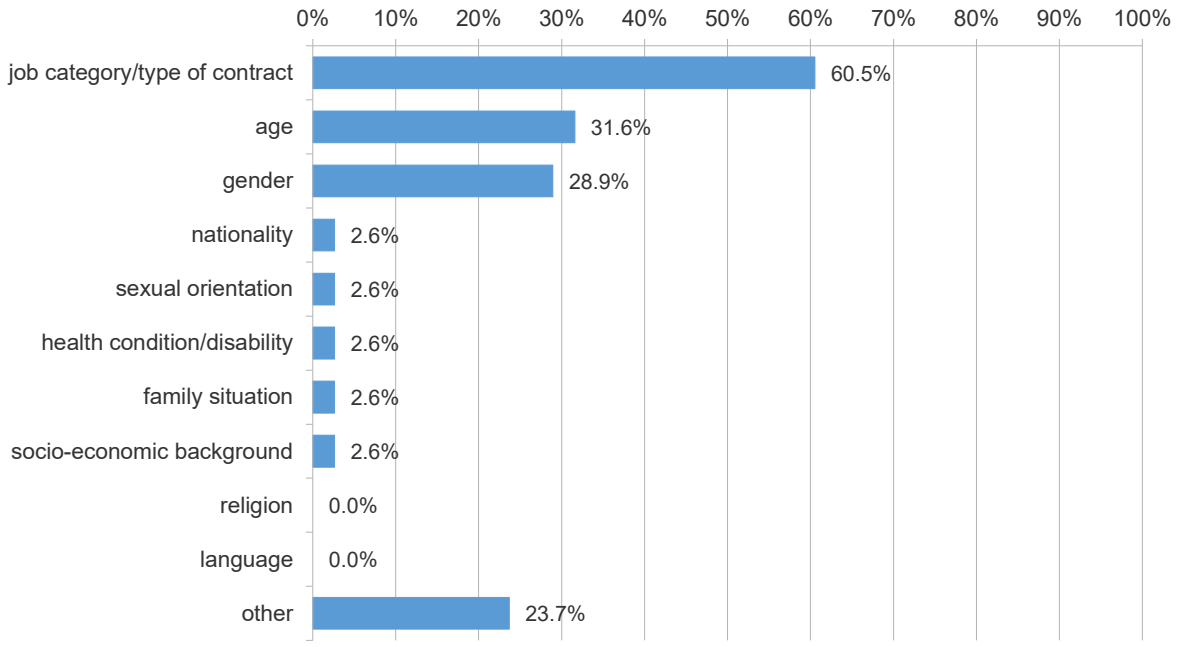
Table 36. Types of inappropriate behaviour – by university unit

university unit	N reporting an experience	Most frequent type(s)	Notable difference from the overall results	Note
FTE	15 / 54 (27.8 %)	inappropriate comments / verbal attacks 10/15 (66.7%)	discrimination / unequal treatment 7/15 (46.7%; UPCE 24.8%)	9 personally affected / 6 witnesses only
FEEI	4 / 40 (10.0 %)	inappropriate comments / verbal attacks 2/4	—	very small N; 1 personally affected / 3 witnesses only; only 3 respondents specified a type of behaviour
FEA	10 / 54 (18.5 %)	downward bullying 6/10 (60.0%); abuse of power or position 5/10 (50.0%)	both types well above the university-wide figures (UPCE 30.2% and 26.7%); by contrast, inappropriate comments / verbal attacks only 1/10	3 personally affected / 7 witnesses only
FAP	21 / 56 (37.5 %)	inappropriate comments / verbal attacks 10/21 (47.6%)	discrimination / unequal treatment 9/21 (42.9%; UPCE 24.8%)	9 personally affected / 12 witnesses only
FChT	50 / 166 (30.1 %)	inappropriate comments / verbal attacks 29/50 (58.0%)	—	pattern close to the overall results; 20 personally affected / 30 witnesses only
FR	5 / 17 (29.4 %)	inappropriate comments / verbal attacks 3/5	—	very small N; 3 personally affected / 2 witnesses only
FHS	10 / 45 (22.2 %)	abuse of power or position 5/10 (50.0%); inappropriate comments / verbal attacks 5/10 (50.0%)	abuse of power above the overall figure; also upward bullying 3/10 (UPCE 14.8%)	predominantly direct experience: 7 personally affected / 3 witnesses only
Rec.	47 / 169 (27.8 %)	inappropriate comments / verbal attacks 28/47 (59.6%)	bullying / mobbing 15/47 (31.9%; UPCE 14.9%)	22 personally affected / 25 witnesses only

11.4 Grounds for Discrimination

Only respondents who selected discrimination or unequal treatment in the preceding question received this question.

Chart 66. On what grounds did the discrimination occur?

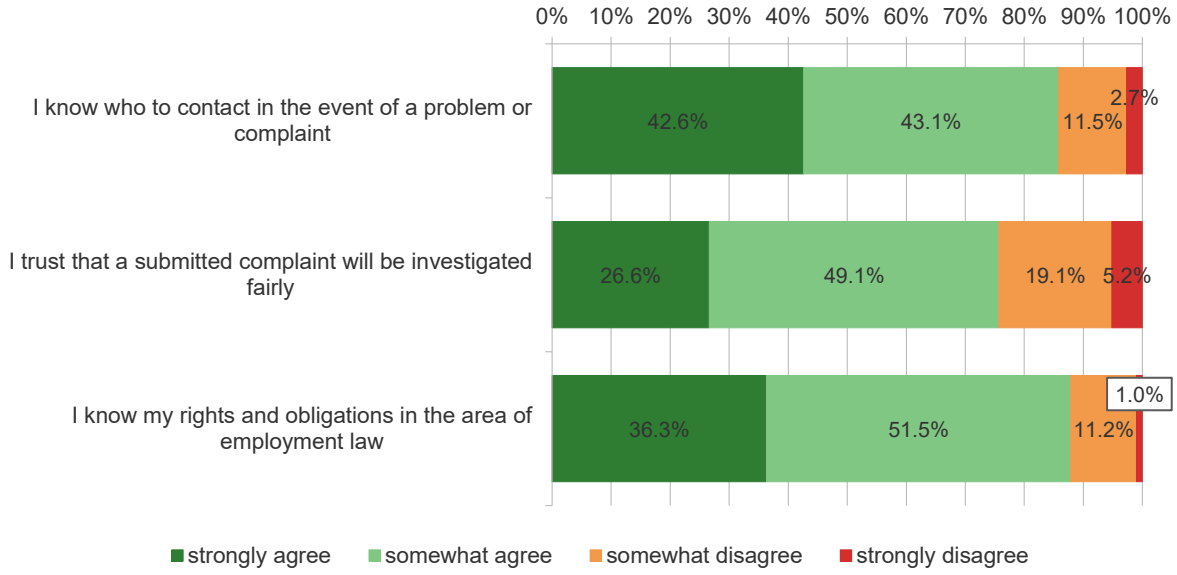


Valid N = 38. Multiple responses could be selected. Given the small base, no further breakdown by staff category or university unit is presented.

The most frequently cited grounds were **staff category / type of employment contract (60.5%)**, followed by age (31.6%) and gender (28.9%). Other suggested grounds were mentioned only individually or not at all; just under a quarter used the “Other” free-text option. The most common ground, staff category / type of employment contract, primarily affected TAS. It was also selected by several respondents completing the paper questionnaire who had not identified discrimination as a form of inappropriate behaviour, but instead reported, for instance, inappropriate comments. The online questionnaire would not have displayed this follow-up question to them. Grounds for discrimination were more varied in the other staff categories.

11.5 Social Safety

Chart 67. To what extent do you agree with the following statements about social safety? – overall results

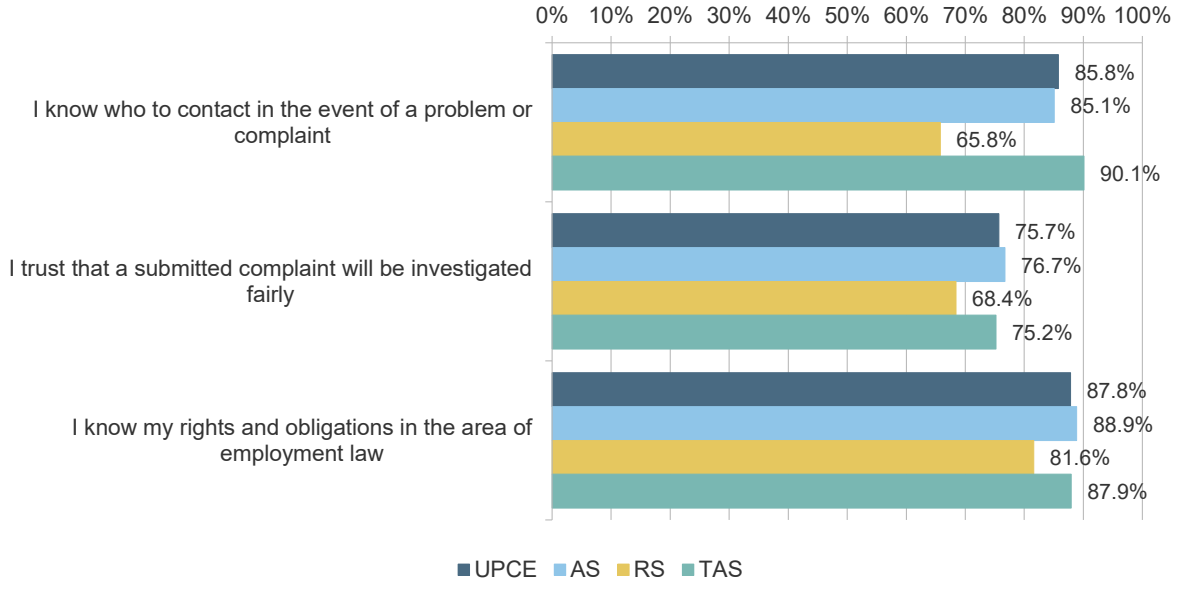


Valid N ranges from 597 to 600 depending on the statement.

Most respondents know whom to contact in the event of a problem or complaint (85.8%) and are aware of their rights and obligations under employment law (87.8%). Confidence that a complaint will be investigated fairly is weaker: 75.7% agree, predominantly selecting “somewhat agree”, while 24.3% disagree.

11.5.1 Comparison by Staff Category

Chart 68. Social safety – combined agreement for UPCE overall and by staff category



Valid N by statement: UPCE n = 597–600; AS n = 288; RS n = 38; TAS n = 262–265.

The largest difference concerns knowing whom to contact in the event of a problem or complaint, with a lower proportion among research staff than among academic staff and TAS. However, this difference should be interpreted cautiously given the small number of research staff. Differences between staff categories are smaller for the other two statements.

11.5.2 Comparison by University Unit

Table 37. Social safety – by university unit

Statement	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
i know who to contact in the event of a problem or complaint	87.0 %	85.0 %	88.9 %	89.3 %	77.0 %	88.2 %	91.1 %	91.0 %
i trust that a submitted complaint will be investigated fairly	75.9 %	80.0 %	70.4 %	82.1 %	72.7 %	82.4 %	86.7 %	73.9 %
i know my rights and obligations in the area of employment law	85.2 %	92.5 %	92.6 %	83.9 %	87.3 %	82.4 %	88.9 %	88.7 %

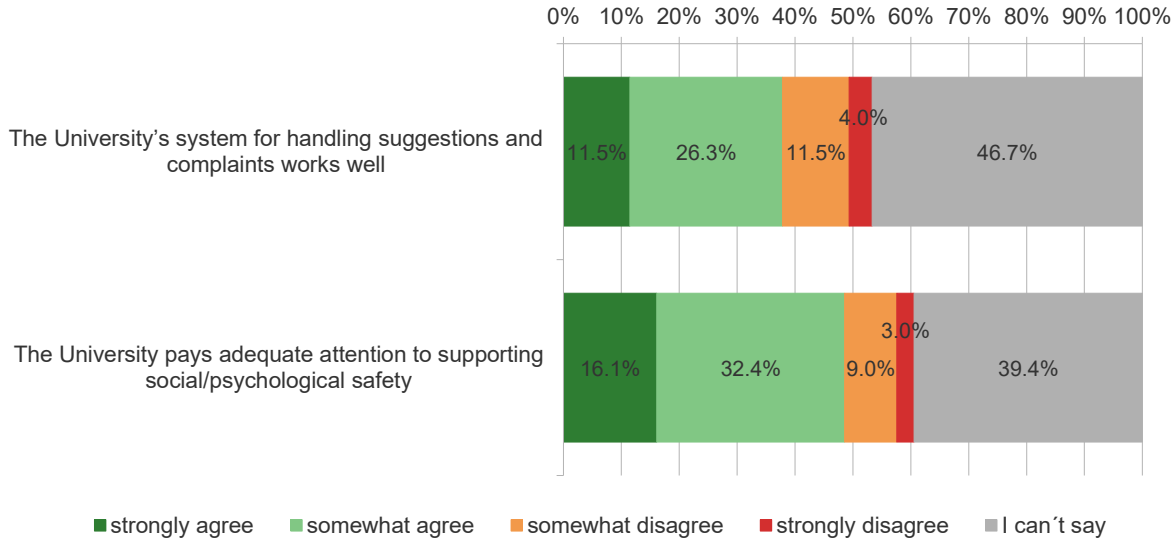
The table shows combined agreement ("strongly agree" + "somewhat agree"). Valid N: FTE n = 54; FEEI n = 40; FEA n = 54; FAP n = 56; FChT n = 165; FR n = 17; FHS n = 45; Rec. n = 165–168.

Confidence in the fair investigation of complaints is **highest among the larger units at FHS (86.7%) and FAP (82.1%)**, and **lower at FEA (70.4%), FChT (72.7%) and Rec. (73.9%)**. Differences between units are smaller for the other two statements, except at FChT, where 77.0% know whom to contact in the event of a problem or complaint, compared with at least 85% elsewhere. The greater proportion of research staff, who assess this area less favourably, partly contributes to the lower figure at FChT, but lower agreement is also evident among academic staff and TAS there.

11.6 Assessments of Complaints Procedures and Support for Social Safety

These two statements were presented separately in the questionnaire because some employees were expected to lack the information or direct experience needed to assess them. This proved to be the case: "I can't say" was selected by 46.7% for the operation of the complaints and concerns handling system and by 39.4% for support for social safety.

Chart 69. To what extent do you agree with the following statements about social safety? – statements allowing "I can't say"



N = 600–601.

Among those able to assess the statement, positive assessments predominate: 70.9% for the handling of concerns and complaints, and 80.2% for support for social safety.

Table 38. Assessments of complaints procedures and support for social safety – by staff category

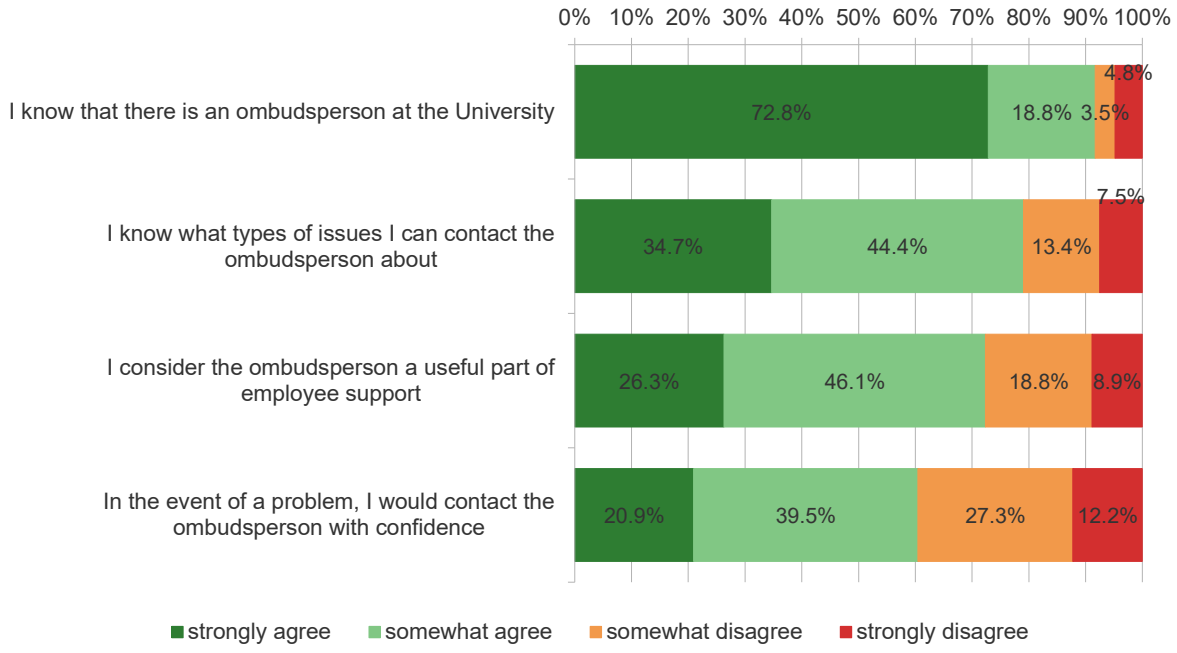
Staff category	system for handling suggestions and complaints: I can't say	system for handling suggestions and complaints: agreement among those able to assess	support for social safety: I can't say	support for social safety: agreement among those able to assess
UPCE	46.7 % (n = 280)	70.9 % (n = 227)	39.4 % (n = 237)	80.2 % (n = 292)
AS	47.9 % (n = 138)	72.0 % (n = 108)	40.6 % (n = 117)	80.1 % (n = 137)
RS	52.6 % (n = 20)	72.2 % (n = 13)	44.7 % (n = 17)	61.9 % (n = 13)
TAS	44.5 % (n = 118)	69.4 % (n = 102)	36.8 % (n = 98)	82.1 % (n = 138)

Table 39. Assessments of complaints procedures and support for social safety – by university unit

university unit	system for handling suggestions and complaints: I can't say	system for handling suggestions and complaints: agreement among those able to assess	support for social safety: I can't say	support for social safety: agreement among those able to assess
FTE	38.9 % (n = 21)	78.8 % (n = 26)	27.8 % (n = 15)	87.2 % (n = 34)
FEEI	55.0 % (n = 22)	100.0 % (n = 18)	52.5 % (n = 21)	100.0 % (n = 19)
FEA	40.7 % (n = 22)	62.5 % (n = 20)	42.6 % (n = 23)	74.2 % (n = 23)
FAP	37.5 % (n = 21)	62.9 % (n = 22)	33.9 % (n = 19)	67.6 % (n = 25)
FChT	53.0 % (n = 88)	73.1 % (n = 57)	44.0 % (n = 73)	78.5 % (n = 73)
FR	58.8 % (n = 10)	85.7 % (n = 6)	35.3 % (n = 6)	90.9 % (n = 10)
FHS	48.9 % (n = 22)	87.0 % (n = 20)	44.4 % (n = 20)	92.0 % (n = 23)
Rec.	43.7 % (n = 73)	61.7 % (n = 58)	35.1 % (n = 59)	78.0 % (n = 85)

11.7 Ombudsperson

Chart 70. To what extent do you agree with the following statements about the ombudsperson? – overall results

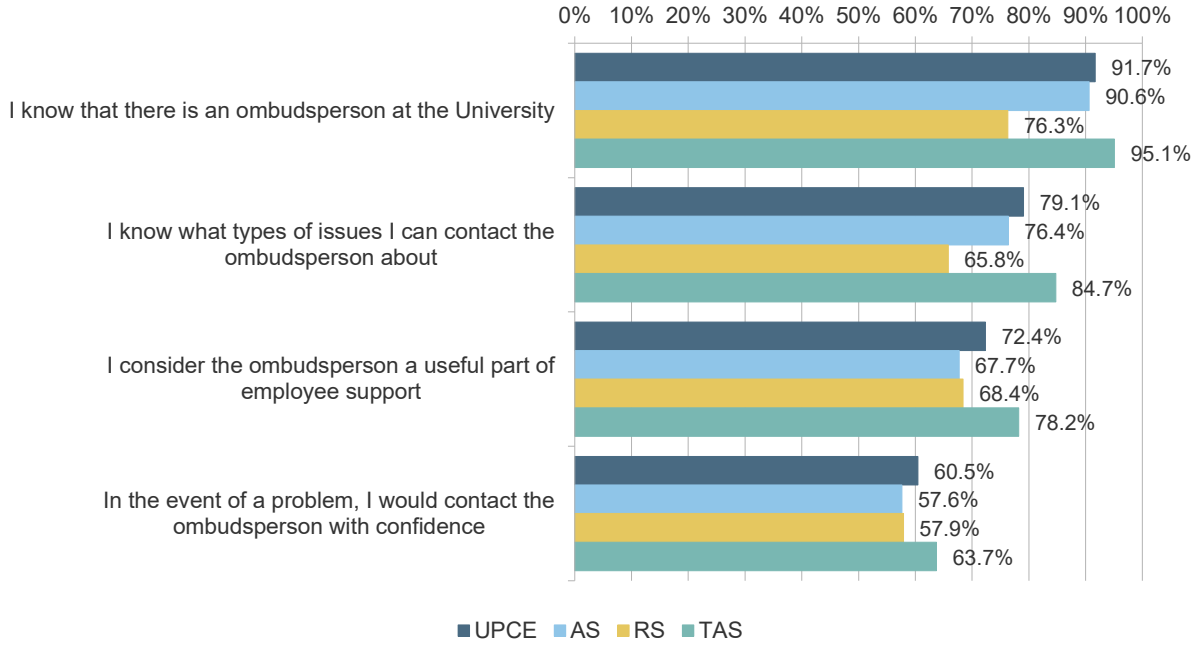


N = 597–600.

Awareness of the ombudsperson is high: **91.7% of respondents know that this role exists at the University**. A total of 79.1% know what types of problems they can raise with the ombudsperson. The ombudsperson is considered a useful part of employee support by 72.4%, and 60.5% would approach them with confidence if they had a problem. Apart from the first statement, “somewhat agree” predominates over “strongly agree” for the others.

11.7.1 Comparison by Staff Category and University Unit

Chart 71. Ombudsperson – combined agreement for UPCE overall and by staff category



Valid N by statement: UPCE n = 597–600; AS n = 288; RS n = 38; TAS n = 262–265.

TAS are the best informed about the ombudsperson (95.1% know the role exists and 84.7% know what problems can be raised), while research staff report lower awareness (76.3% and 65.8%, respectively). TAS are also more likely to regard the ombudsperson as a useful part of employee support (78.2%, compared with 67.7% of academic staff and 68.4% of research staff). Differences in willingness to approach the ombudsperson with confidence are smaller (57.6%–63.7%).

Table 40. Ombudsperson – by university unit

Statement	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
i know that there is an ombudsperson at the university	98.1 %	80.0 %	90.7 %	92.9 %	93.3 %	88.2 %	82.2 %	93.5 %
i know what types of issues i can contact the ombudsperson about	83.3 %	67.5 %	87.0 %	89.3 %	72.7 %	70.6 %	75.6 %	82.4 %
i consider the ombudsperson a useful part of employee support	66.7 %	72.5 %	74.1 %	73.2 %	65.5 %	70.6 %	82.2 %	77.6 %
in the event of a problem, i would contact the ombudsperson with confidence	64.8 %	65.0 %	63.0 %	67.9 %	53.9 %	41.2 %	62.2 %	62.4 %

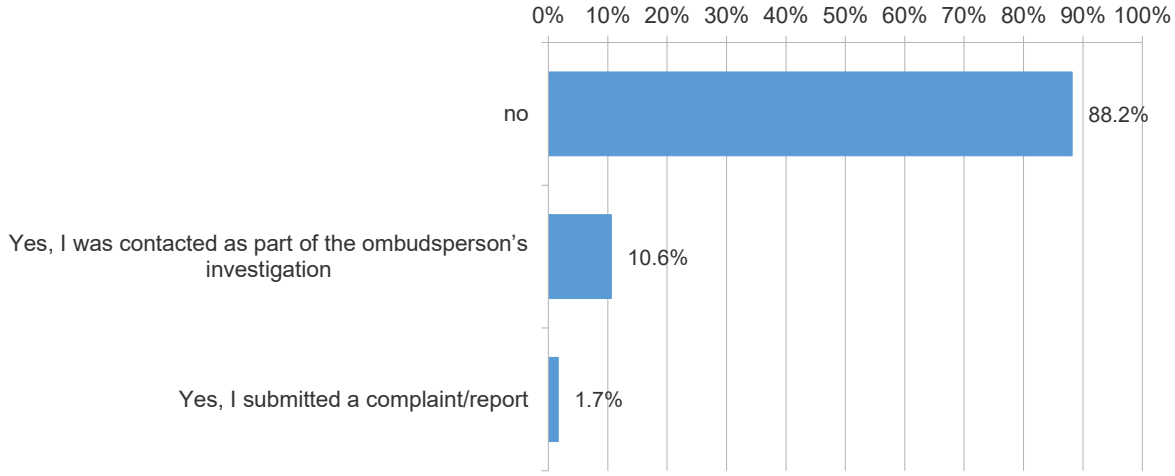
The table shows combined agreement (“strongly agree” + “somewhat agree”). Valid N: FTE n = 54; FEEI n = 40; FEA n = 54; FAP n = 56; FChT n = 165; FR n = 17; FHS n = 45; Rec. n = 165–168.

Across university units, the proportion who would approach the ombudsperson with confidence ranges from 53.9% at FChT to 67.9% at FAP; at FR it is 41.2%, but based on only 17 valid responses. Awareness also varies, especially knowledge of the types of problems that can be raised (67.5% at FEEI compared with 89.3% at FAP). The ombudsperson is considered a useful part of employee support by between 65.5% at FChT and 82.2% at FHS.

11.7.2 Personal Experience with the Ombudsperson

Respondents could select both positive responses to the personal-experience question; the “no” response was exclusive.

Chart 72. Have you had personal experience with the work of the ombudsperson?



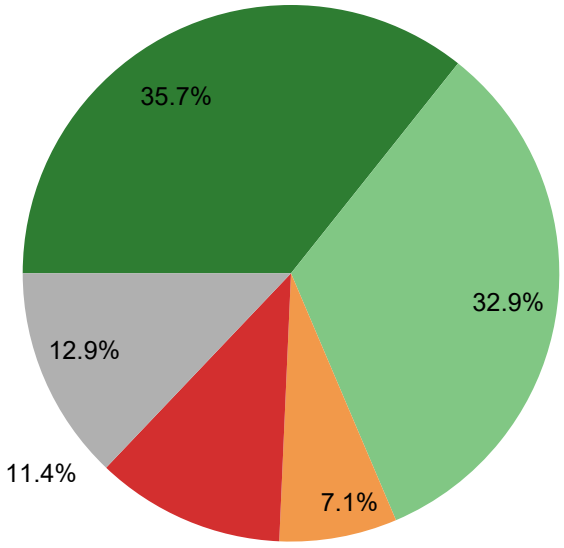
Valid N = 602. “Yes, I submitted a complaint / concern” and “yes, I was contacted during an investigation” could be selected together.

Ten respondents (1.7%) had submitted a concern to the ombudsperson and 64 respondents (10.6%) had been contacted during an investigation. A total of 531 respondents (88.2%) had no personal experience. At least one form of personal experience was reported by 71 respondents.

More pronounced differences appear between university units: at least one form of personal experience is reported by 37.5% of FAP respondents and 31.5% of FTE respondents, compared with none at FHS and only 4.8% at FChT and 5.0% at FEEI. In most cases, the experience involved being contacted during an investigation rather than submitting a concern personally.

11.7.3 Assessment of the Investigation Process

Chart 73. How would you rate your experience of the ombudsperson’s investigation of a concern?

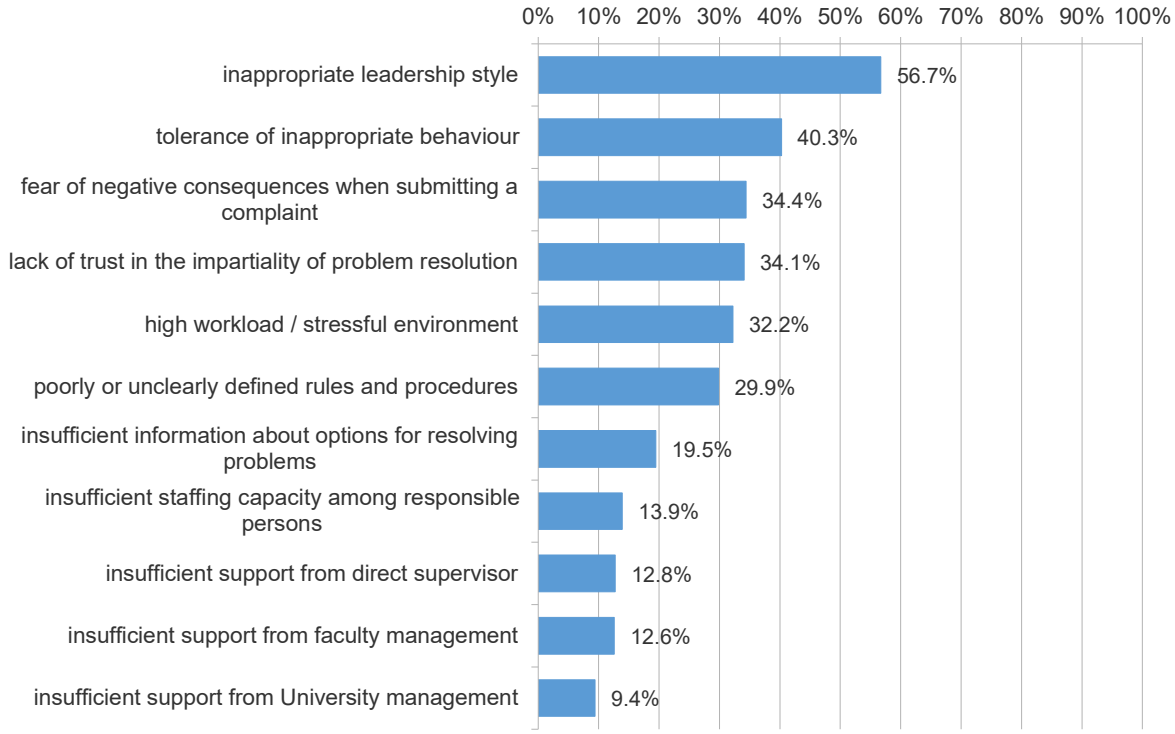


Valid N = 70. The question was intended for respondents with personal experience of the ombudsperson; one satisfaction rating was missing.

A total of 68.6% were very or fairly satisfied. Dissatisfaction was reported by 18.6%, while 12.9% selected “I can’t say / prefer not to answer”. Given the small base, results are not further broken down by university unit or staff category.

11.8 Factors Undermining Social Safety

Chart 74. Which of the following factors do you think most undermine employees' social (psychological) safety at the University?



Valid N = 596. Up to five answers could be selected.

Inappropriate management style is most frequently identified as undermining social safety (56.7%). It is followed by **tolerance of inappropriate behaviour (40.4%)**, fear of negative consequences of making a complaint (34.4%), lack of trust in the impartiality of problem resolution (34.1%) and heavy workloads / a stressful environment (32.2%). At FEA, fear of negative consequences and lack of trust in impartial resolution are both cited more frequently than average (48.1% each). Heavy workloads / a stressful environment are more prominent at FAP (46.4%) and FHS (48.9%). At FR this factor reaches 70.6%, although the result is based on just 17 respondents. It is important to emphasise that these answers reflect respondents' views on factors that may undermine social safety at the University, not necessarily situations they have experienced personally.

Among free-text "Other" responses (13.3% of respondents), relatively many stated that they perceived no further factor or could not identify one. Fifty-three responses were coded this way, representing 8.6% of respondents. Other comments were far more diverse. Recurring themes included problematic relationships between employees, distrust and a lack of collegiality, unequal status or inconsistent application of rules, inadequate competence among those responsible, work overload and inadequate remuneration. Individual comments also mentioned bullying and condescending behaviour, trivialisation of work, insufficient collaboration between university units, prioritising students over employees, or uncertainty about the meaning of the question itself.

Table 41. Factors undermining social safety – by staff category

Factor	UPCE	AS	RS	TAS
inappropriate leadership style	56.7 %	52.4 %	52.6 %	62.1 %
tolerance of inappropriate behaviour	40.3 %	39.2 %	39.5 %	41.0 %
fear of negative consequences when submitting a complaint	34.4 %	31.2 %	26.3 %	38.3 %
lack of trust in the impartiality of problem resolution	34.1 %	37.8 %	28.9 %	31.0 %

Factor	UPCE	AS	RS	TAS
high workload/stressful environment	32.2 %	37.2 %	31.6 %	26.4 %
poorly or unclearly defined rules and procedures	29.9 %	26.7 %	28.9 %	33.3 %
insufficient information about options for resolving problems	19.5 %	19.4 %	21.1 %	19.2 %
insufficient staffing capacity among responsible persons	13.9 %	11.5 %	13.2 %	16.9 %
insufficient support from direct supervisor	12.8 %	10.8 %	2.6 %	16.5 %
insufficient support from faculty management	12.6 %	14.6 %	15.8 %	9.2 %
insufficient support from University management	9.4 %	8.7 %	13.2 %	9.6 %

Valid N: AS n = 291; RS n = 39; TAS n = 257. The overall figure also includes doctoral students.

Table 42. Factors undermining social safety – by university unit

Factor	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
inappropriate leadership style	57.4 %	37.8 %	66.7 %	55.4 %	54.2 %	58.8 %	51.1 %	62.0 %
tolerance of inappropriate behaviour	46.3 %	21.6 %	35.2 %	44.6 %	36.7 %	41.2 %	40.0 %	45.8 %
fear of negative consequences when submitting a complaint	31.5 %	27.0 %	48.1 %	19.6 %	40.4 %	17.6 %	28.9 %	34.3 %
lack of trust in the impartiality of problem resolution	33.3 %	24.3 %	48.1 %	32.1 %	35.5 %	23.5 %	35.6 %	31.9 %
high workload/stressful environment	31.5 %	18.9 %	27.8 %	46.4 %	26.5 %	70.6 %	48.9 %	29.5 %
poorly or unclearly defined rules and procedures	37.0 %	18.9 %	25.9 %	30.4 %	25.3 %	41.2 %	28.9 %	34.9 %
insufficient information about options for resolving problems	20.4 %	16.2 %	9.3 %	16.1 %	25.3 %	23.5 %	17.8 %	18.7 %
insufficient staffing capacity among responsible persons	14.8 %	21.6 %	1.9 %	19.6 %	7.2 %	17.6 %	17.8 %	19.3 %
insufficient support from direct supervisor	13.0 %	18.9 %	7.4 %	8.9 %	8.4 %	17.6 %	15.6 %	17.5 %
insufficient support from faculty management	9.3 %	13.5 %	31.5 %	14.3 %	13.3 %	17.6 %	15.6 %	4.8 %

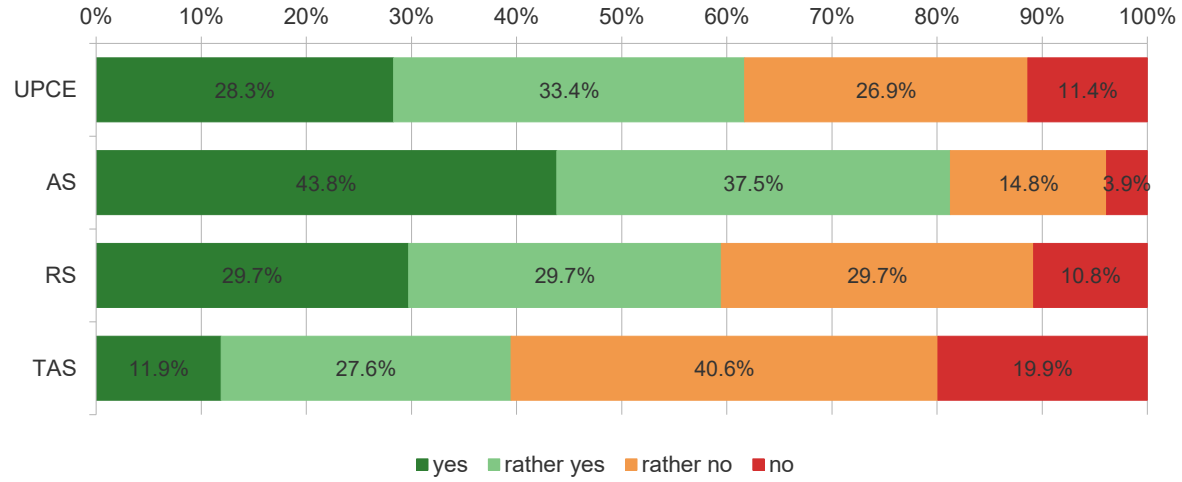
Factor	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
insufficient support from University management	1.9 %	5.4 %	7.4 %	17.9 %	10.8 %	5.9 %	6.7 %	10.2 %

Valid N: FTE n = 54; FEEI n = 40; FEA n = 54; FAP n = 56; FChT n = 165; FR n = 17; FHS n = 45; Rec. n = 165.

12. Personal and Career Development

12.1 Opportunities for Career / Professional Development

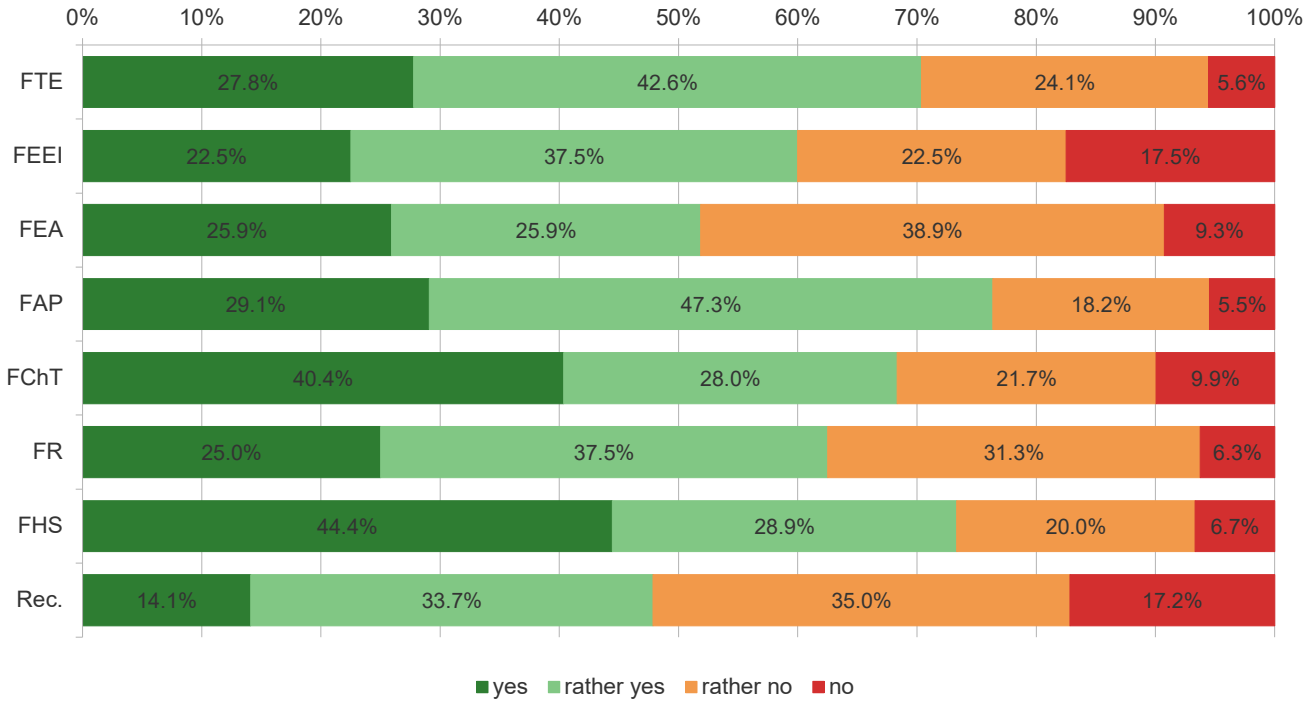
Chart 75. Do you believe you have opportunities for career / professional development in your current position? – UPCE overall and by staff category



Valid N: UPCE 590; AS 283; RS 37; TAS 261. The overall figure also includes doctoral students.

Opportunities for career or professional development are perceived positively by **61.7%** of respondents. A pronounced difference emerges by staff category: positive responses predominate among academic and research staff (with the strongest positive response also more frequent among academic staff), whereas the **positive share is substantially lower among TAS**, only 11.9% of whom give an unequivocal “yes” (compared with 43.8% of academic staff).

Chart 76. Do you believe you have opportunities for career / professional development in your current position? – by university unit



Valid N: FTE 54; FEEI 40; FEA 54; FAP 55; FChT 161; FR 16; FHS 45; Rec. 163.

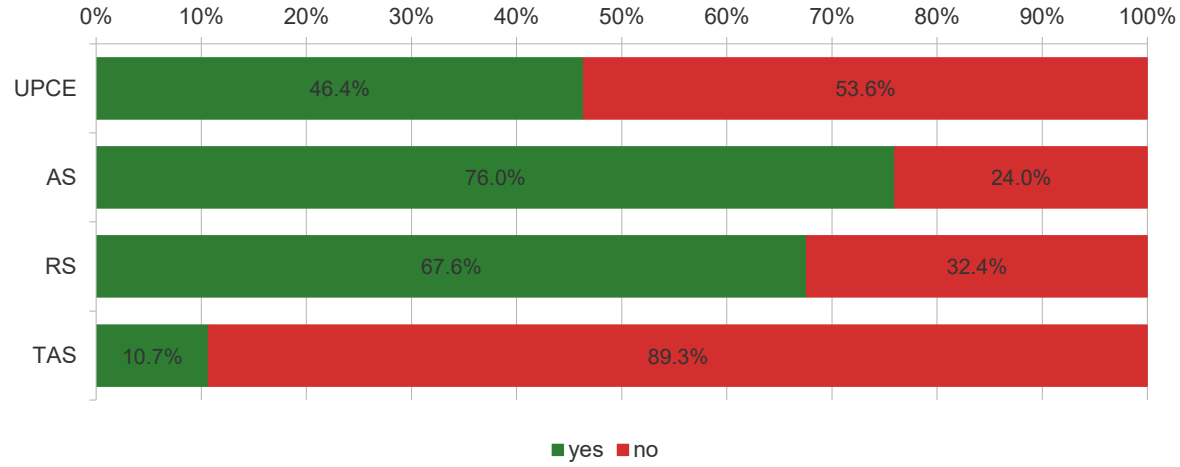
Positive assessments are highest at FAP (76.4%), FHS (73.3%) and FTE (70.4%); FChT is also above average (68.3%), whereas Rec. is substantially weaker (47.9%). Part of this difference reflects staff-category composition, as Rec. consists predominantly of TAS. There is also a marked difference by managerial position: 83.1% of managers perceive development opportunities positively, compared with 58.8% of non-managers.

A substantial gender difference also emerges: career / professional development opportunities are perceived positively by **78.5% of men compared with 52.9% of women**. The strength of responses differs as well: an unqualified “yes” was selected by 40.2% of men but only 21.7% of women, while women more often selected “rather not” or “no”. This difference is partly related to the different proportions of staff categories but is not entirely explained by them. Even among academic staff alone, men rate professional development opportunities more positively than women (85.8% vs 76.8%); the gap is even greater among TAS (58.5% vs 39.3%).

No linear age trend is apparent. Positive assessments are **lowest among employees aged 50–59 (54.8%)**, while they improve again among those aged 60 and over. In the 30–49 age groups, positive responses range from approximately 64% to 66%. By length of service, assessments are most positive among employees with 16–25 years at UPCE (70.5%, including 33.7% responding “yes”). Among those with 26 years or more, the figure falls to 54.4%, while unequivocally negative “no” responses rise to 17.6%, twice the proportion in the preceding group.

12.2 Individual Professional / Career Development Plans

Chart 77. Do you have an individual professional / career development plan for a specified period? – UPCE overall and by staff category

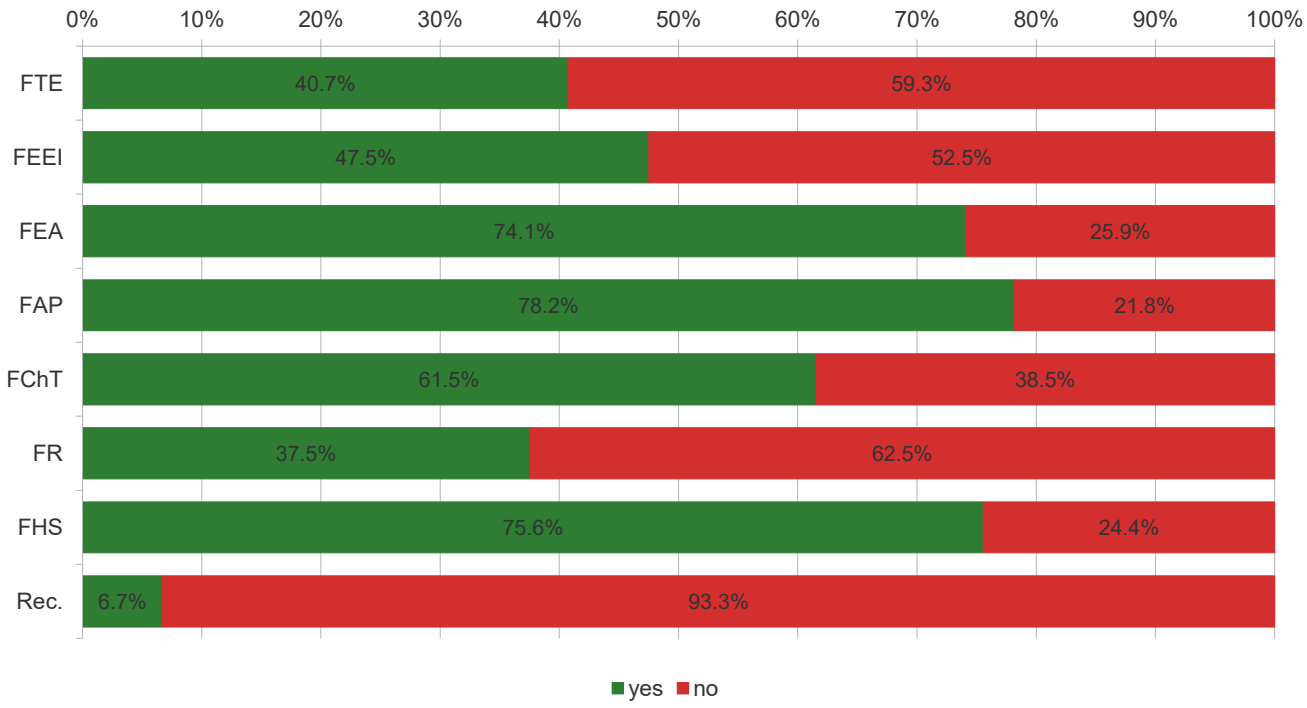


Valid N: UPCE 591; AS 283; RS 37; TAS 262.

An individual professional or career development plan is in place for **46.4% of respondents**. Differences by staff category are very pronounced: **76.0% of academic staff and 67.6% of research staff** have such a plan, compared with **only 10.7% of TAS**. This is reflected in differences between university units, with the lowest prevalence at Rec. and higher rates particularly at FEA, FAP and FHS.

Even within TAS, individual professional or career development plans are more common at faculties than at the Rectorate and university-wide departments: **18.0% of TAS at faculties have a plan, compared with only 5.3% at Rec.** A substantial difference was also observed by survey mode, which in this case is related to the different roles represented within TAS: every TAS respondent who completed the paper questionnaire stated unequivocally that they had no individual plan.

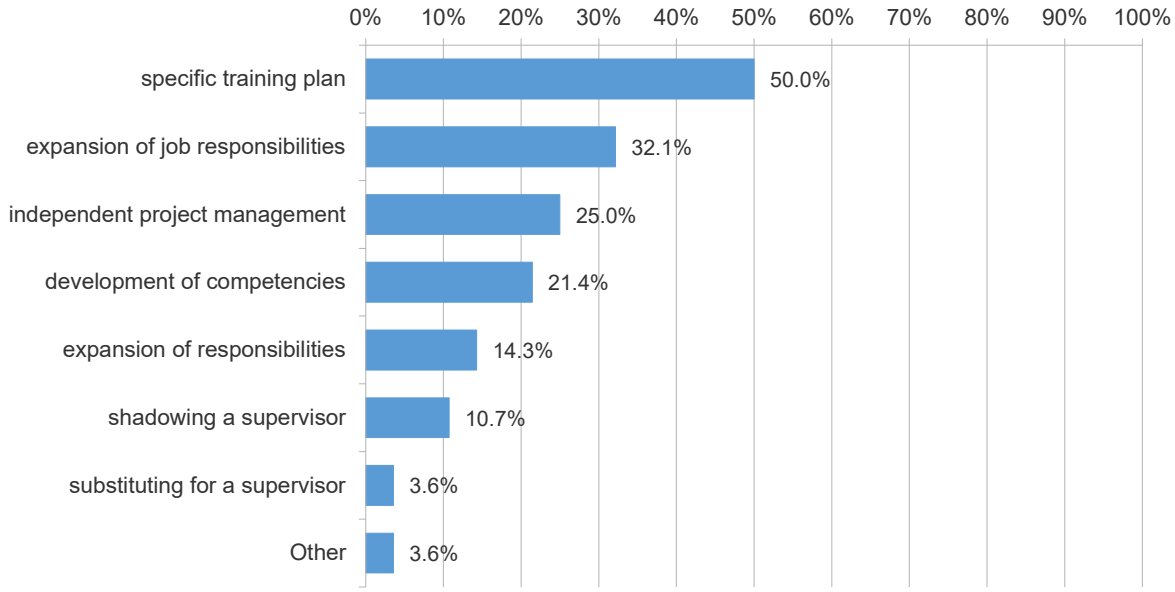
Chart 78. Do you have an individual professional / career development plan for a specified period? – by university unit



Valid N: FTE 54; FEEI 40; FEA 54; FAP 55; FChT 161; FR 16; FHS 45; Rec. 164.

12.2.1 Activities Included in TAS Individual Development Plans

Chart 79. Which specific activities / tasks are included in TAS individual development plans?

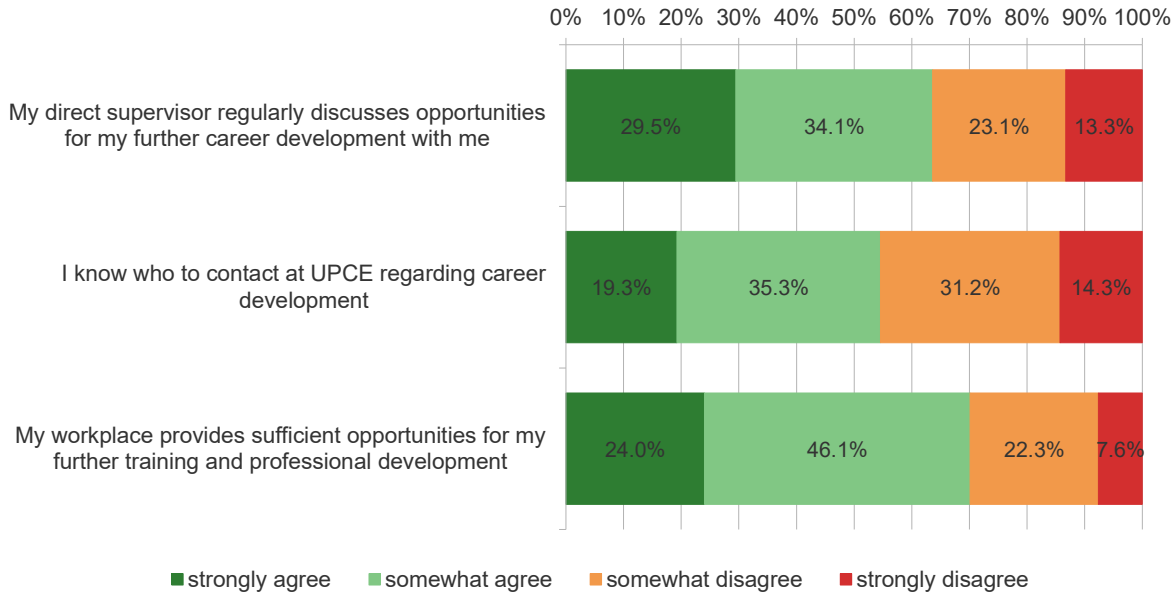


Valid N = 28. The routing restricted this question to TAS respondents with an individual plan; any responses outside this group were excluded from the calculation.

The most common activity is specific training (50.0%), followed by expansion of job responsibilities (32.1%) and independent project management (25.0%). Results are not further broken down because of the small base.

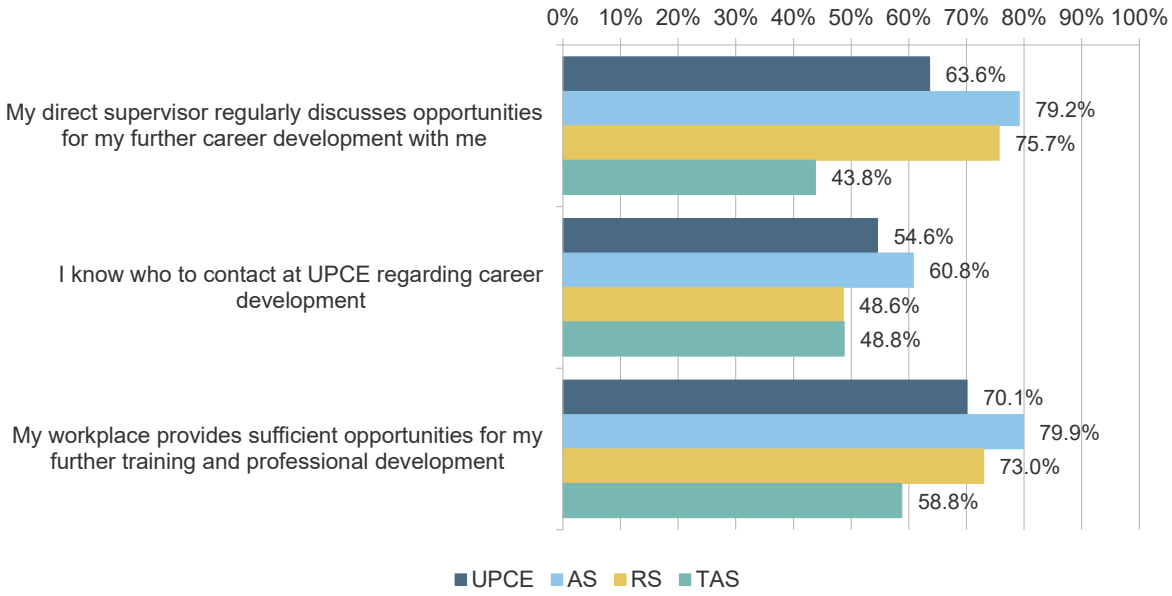
12.3 Conditions for Personal and Career Development

Chart 80. To what extent do you agree with the following statements about personal and career development? – overall results



Valid N ranges from 579 to 581 depending on the statement.

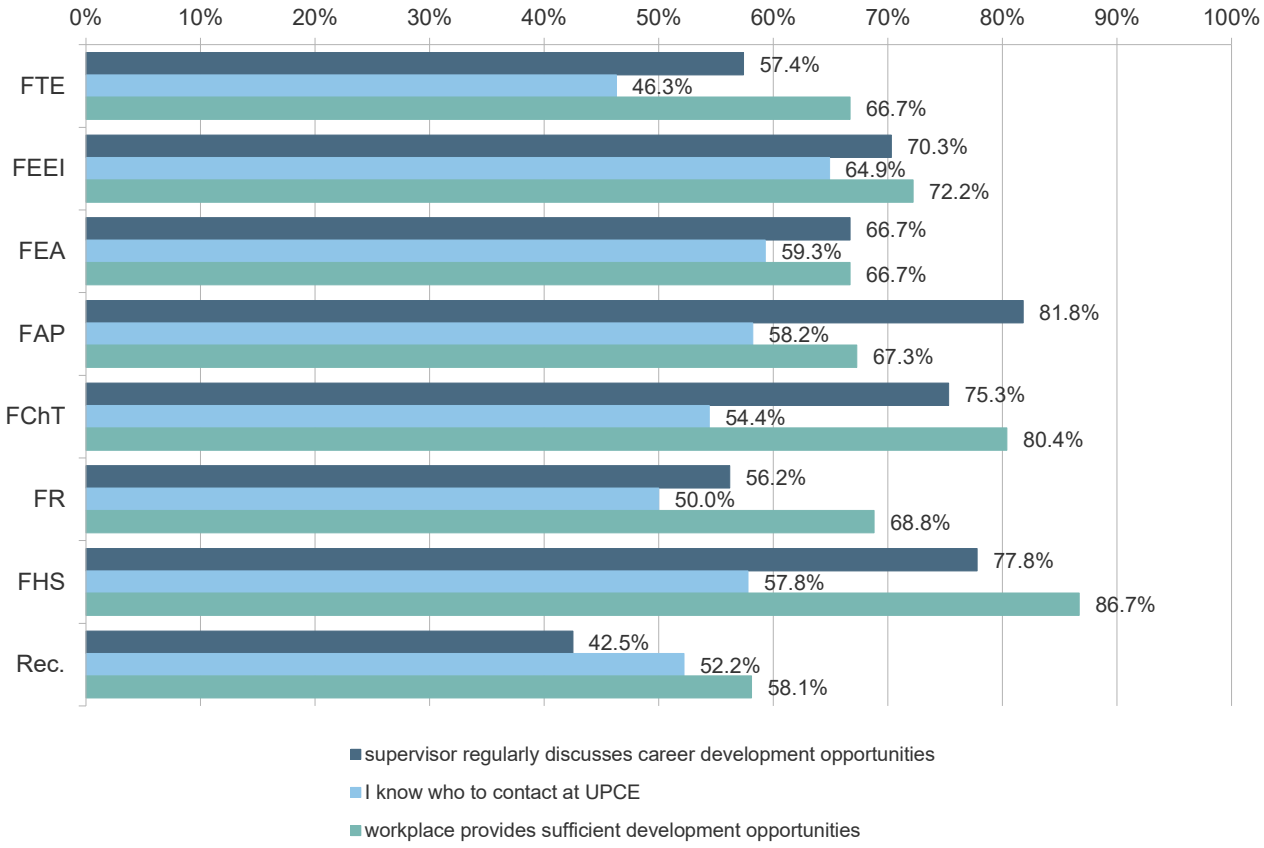
Chart 81. Personal and career development – combined agreement for UPCE overall and by staff category



Valid N by statement: UPCE n = 579–581; AS n = 283; RS n = 37; TAS n = 250–252.

Opportunities for further training and professional development at the workplace receive the most favourable assessment (70.1% agreement, although a large share select “somewhat agree”). Regular discussion of career development with a supervisor is reported by 63.6%, while only 54.6% know whom to contact at UPCE about career development. Differences by staff category are particularly pronounced for communication with supervisors and opportunities for workplace development, which academic and research staff assess considerably more positively than TAS.

Chart 82. Personal and career development – combined agreement by university unit



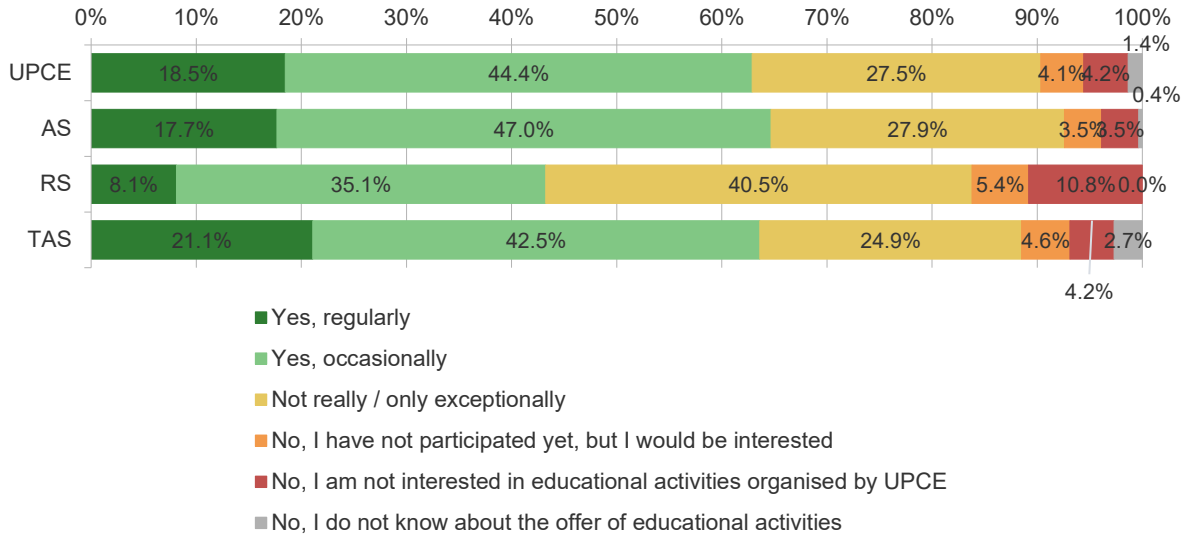
Valid N: FTE n = 54; FEEI n = 36–37; FEA n = 54; FAP n = 55; FChT n = 158; FR n = 16; FHS n = 45; Rec. n = 160–161.

The greatest differences between university units concern regular discussion of career development with immediate supervisors. Agreement is highest at FAP (81.8%), FHS (77.8%) and FChT (75.3%), and substantially lower at Rec. (42.5%). Opportunities for further training and professional development at the workplace are rated most positively overall, particularly at FHS (86.7%) and FChT (80.4%); again, assessments are less positive at Rec. (58.1%). These results also reflect differences in the composition of staff categories.

Differences between units are smaller in knowing whom to contact at UPCE about career development, with agreement ranging from 46.3% at FTE to 64.9% at FEEI.

12.4 Participation in UPCE Training Activities

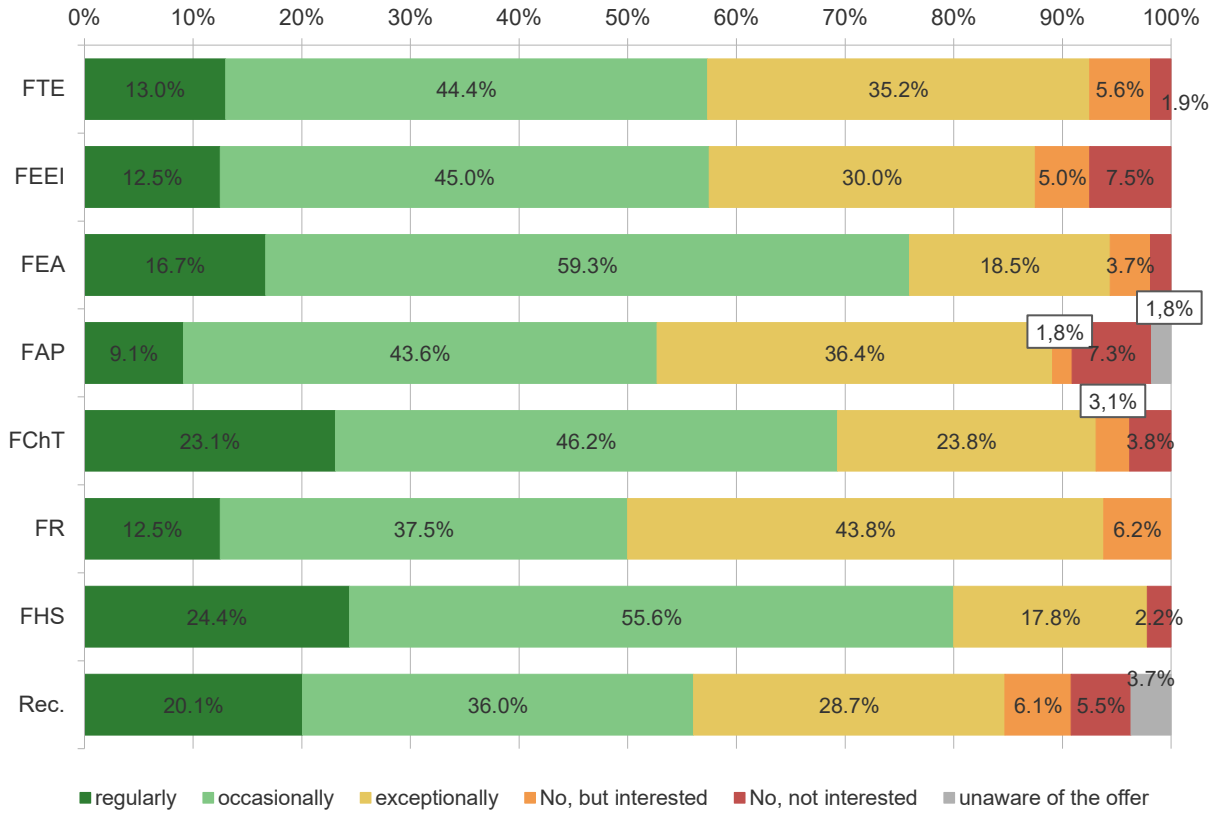
Chart 83. Do you take part in professional development training activities organised by UPCE? – UPCE overall and by staff category



Valid N: UPCE 590; AS 283; RS 37; TAS 261.

Regular or occasional participation in training activities organised by UPCE is reported by **62.9% of respondents**. TAS report the highest regular participation (21.1%), while research staff are more likely to participate only rarely. Lack of interest in training is a minority response in all groups.

Chart 84. Participation in UPCE training activities – by university unit

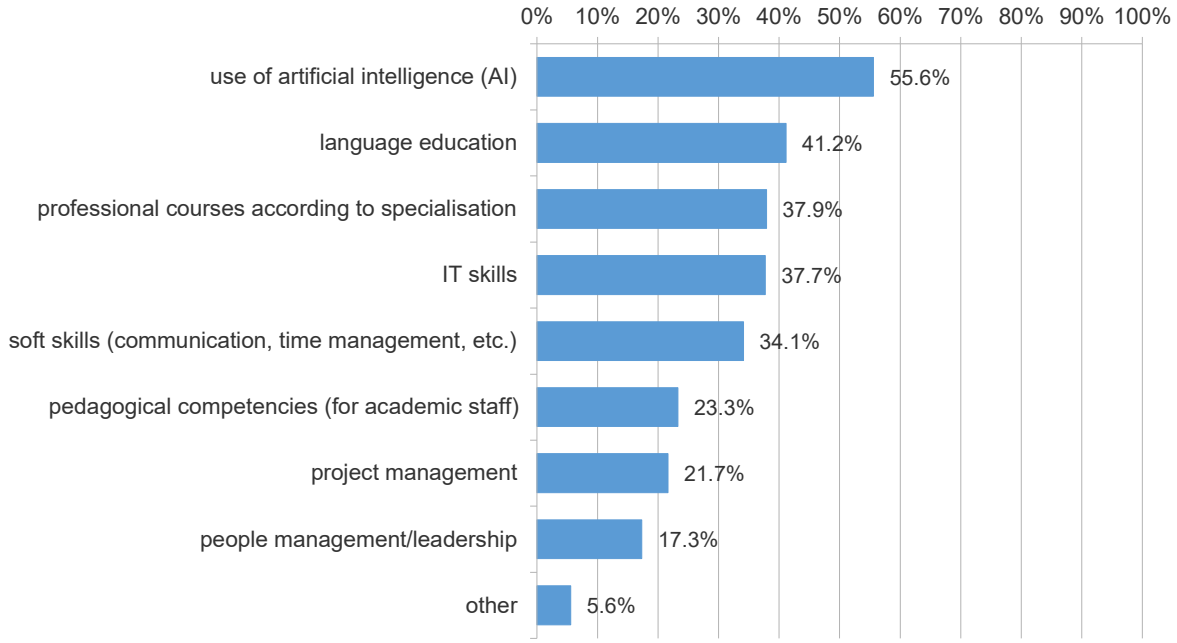


Regular or occasional participation is highest at FHS (80.0%), FEA (76.0%) and FChT (69.3%). Rec. has a relatively high proportion participating regularly (20.1%), consistent with higher regular participation among TAS, but a lower proportion participating occasionally (36.0%); thus 56.1% of Rec. respondents participate regularly or occasionally overall. Similarly lower combined participation is found at FAP (52.7%), FTE and FEEI (approximately 57%). Lack of awareness of available training remains marginal across all university units.

12.4.1 Training Activities Employees Would Welcome

Respondents who selected any option except “No, I am not interested in training activities organised by UPCE” were asked which training activities they would welcome (more of) at UPCE.

Chart 85. Which training activities would you welcome (more of) at UPCE? – overall results



Valid N = 554. Multiple answers could be selected, so percentages do not sum to 100%.

The greatest interest is in the **use of artificial intelligence (55.6%)**, language training (41.2%), specialist courses relevant to respondents' fields (37.9%) and IT skills (37.7%). More pronounced differences by staff category correspond to the nature of the work: academic staff more frequently request teaching skills, research staff project management, and TAS language training, IT and soft skills.

Among free-text "Other" responses, the most recurrent request was for a broader range of language training, such as languages other than English or courses at higher levels. Several also mentioned more specific subjects, including internal systems, crisis management, mental resilience, and academic or teaching skills. Individual respondents suggested self-defence, psychological topics, teaching observation or assessment, and the importance of individual trainers' quality. Conversely, several said they needed no further training or would not have time for it due to their workload.

Table 43. Training activities employees would welcome – by staff category

Training activity	UPCE	AS	RS	TAS
use of artificial intelligence (ai)	55.6 %	59.0 %	54.5 %	53.6 %
language education	41.2 %	36.6 %	33.3 %	47.3 %
professional courses according to specialisation	37.9 %	37.0 %	36.4 %	38.9 %
IT skills	37.7 %	34.4 %	33.3 %	43.1 %
soft skills, such as communication and time management	34.1 %	29.7 %	27.3 %	39.3 %
teaching competencies	23.3 %	44.0 %	12.1 %	1.3 %
project management	21.7 %	23.1 %	42.4 %	15.9 %
people management/leadership	17.3 %	16.8 %	24.2 %	16.7 %

Table 44. Training activities employees would welcome – by university unit

Training activity	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
use of artificial intelligence (ai)	56.6 %	44.1 %	62.3 %	47.1 %	56.6 %	68.8 %	68.2 %	53.0 %
language education	37.7 %	35.3 %	39.6 %	41.2 %	38.8 %	43.8 %	43.2 %	45.6 %
professional courses according to specialisation	43.4 %	29.4 %	37.7 %	29.4 %	36.8 %	31.2 %	38.6 %	42.3 %
IT skills	39.6 %	32.4 %	39.6 %	31.4 %	36.2 %	31.2 %	34.1 %	43.0 %
soft skills, such as communication and time management	28.3 %	35.3 %	39.6 %	35.3 %	23.7 %	37.5 %	45.5 %	40.9 %
pedagogical competencies (for academic staff)	30.2 %	26.5 %	24.5 %	43.1 %	32.2 %	25.0 %	31.8 %	1.3 %
project management	13.2 %	20.6 %	22.6 %	33.3 %	27.6 %	12.5 %	27.3 %	14.1 %
people management/leadership	13.2 %	11.8 %	20.8 %	11.8 %	15.8 %	18.8 %	20.5 %	21.5 %

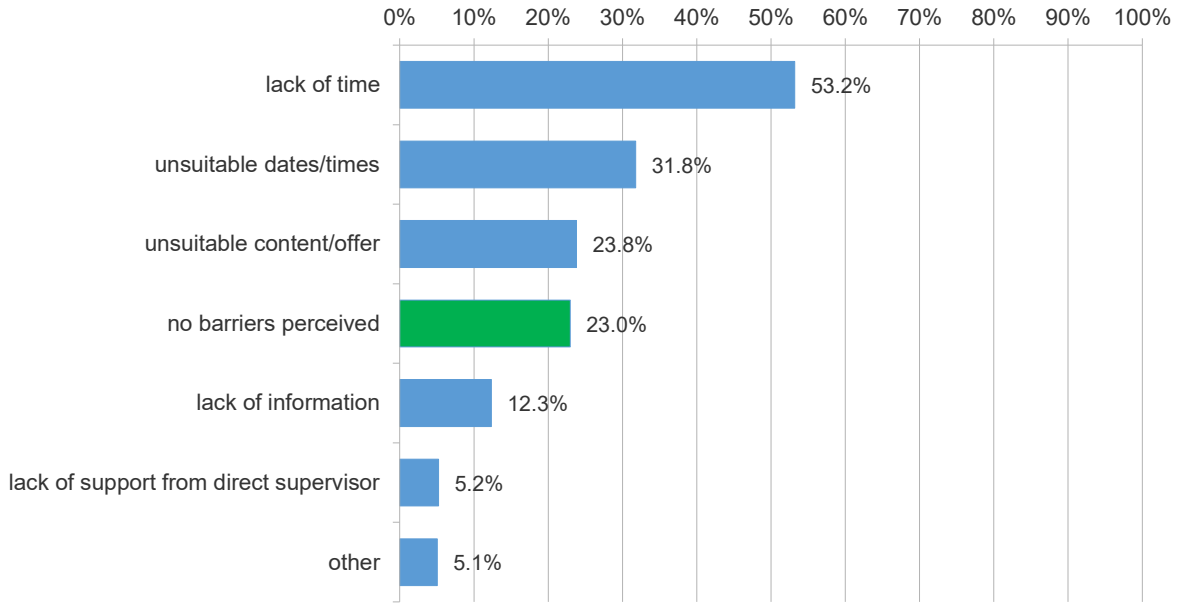
Valid N: FTE n = 53; FEEI n = 34; FEA n = 53; FAP n = 51; FChT n = 152; FR n = 16; FHS n = 44; Rec. n = 149.

Training preferences differ somewhat between university units. The use of artificial intelligence is among the most popular topics almost everywhere; among larger units, interest is highest at FHS (68.2%) and FEA (62.3%), and lower at FEEI (44.1%) and FAP (47.1%). FAP stands out for interest in teaching skills (43.1%) and project management (33.3%), FHS for soft skills (45.5%), and Rec. for IT skills (43.0%). Interest in field-specific specialist courses is highest at FTE (43.4%) and Rec. (42.3%). Differences in language training are smaller, from approximately 35% at FEEI to 46% at Rec.

The stronger interest in IT skills at Rec. largely corresponds to the predominance of TAS, and greater interest in teaching skills at FAP reflects its large proportion of academic staff. By contrast, the particularly strong interest in soft skills at FHS and project management at FAP cannot be explained by respondent composition alone.

12.4.2 Barriers to Participation in Training Activities

Chart 86. What prevents you from participating in UPCE training activities? – overall results



Valid N = 592. Multiple answers could be selected; "I perceive no barriers" was exclusive.

The most common barrier is **lack of time (53.2%)**, affecting **all three staff categories**, followed by unsuitable dates or times (31.8%) and the content or range of courses (23.8%). **Academic staff** mention **lack of time and inconvenient scheduling** considerably more often, whereas **TAS more often report no barriers**.

Free-text responses also identify barriers not fully captured by the offered options. Relatively common issues include limited course capacity, late notification of dates or difficulties finding information about specific training activities. Another recurring theme is geographical accessibility: employees at FHS and FR in particular mention the time required to attend events. Respondents also request more online delivery or recordings of training, comment on course quality or suitability,

and occasionally report problems funding paid external training. Isolated comments mention personal or family circumstances, age or limited relevance of the courses to their role.

Table 45. Barriers to participation in training activities – by staff category

barrier	UPCE	AS	RS	TAS
lack of time	53.2 %	64.8 %	48.6 %	40.8 %
unsuitable dates/times	31.8 %	43.7 %	13.5 %	20.2 %
unsuitable content/offer	23.8 %	21.5 %	16.2 %	26.3 %
i do not perceive any barriers	23.0 %	14.1 %	29.7 %	32.4 %
lack of information	12.3 %	10.6 %	21.6 %	12.6 %
lack of support from direct supervisor	5.2 %	3.5 %	5.4 %	6.1 %

Valid N: AS n = 284; RS n = 37; TAS n = 262.

Table 46. Barriers to participation in training activities – by university unit

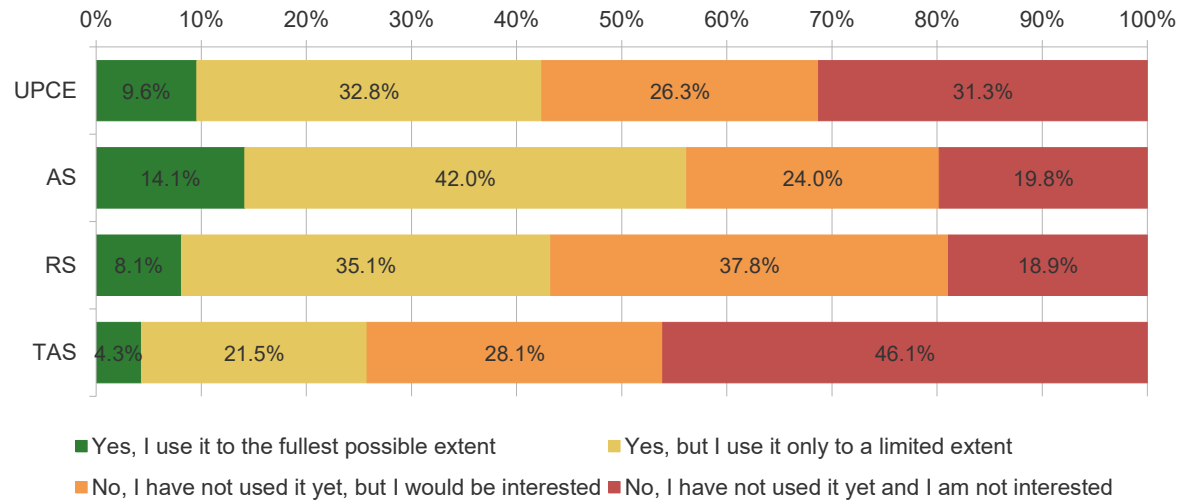
barrier	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
lack of time	61.1 %	42.5 %	57.4 %	58.2 %	51.2 %	68.8 %	71.1 %	46.3 %
unsuitable dates/times	29.6 %	20.0 %	59.3 %	49.1 %	30.2 %	25.0 %	48.9 %	18.3 %
unsuitable content/offer	25.9 %	30.0 %	37.0 %	21.8 %	18.5 %	6.2 %	26.7 %	24.4 %
i do not perceive any barriers	20.4 %	35.0 %	13.0 %	16.4 %	25.3 %	12.5 %	4.4 %	29.9 %
lack of information	9.3 %	7.5 %	14.8 %	7.3 %	13.0 %	0.0 %	22.2 %	13.4 %
lack of support from direct supervisor	5.6 %	5.0 %	11.1 %	0.0 %	3.1 %	6.2 %	8.9 %	5.5 %

Valid N: FTE n = 54; FEEI n = 40; FEA n = 54; FAP n = 55; FChT n = 162; FR n = 16; FHS n = 45; Rec. n = 164.

Differences between university units partly reflect their staff composition. Lack of time is most frequently cited at FHS (71.1%), FR (although this is a small group), FTE (61.1%) and FAP (58.2%), compared with 46.3% at Rec. Substantial differences also concern unsuitable dates or times, mentioned by 59.3% at FEA, 49.1% at FAP and 48.9% at FHS, compared with 18.3% at Rec. Conversely, the highest proportions perceiving no barriers are at FEEI (35.0%) and Rec. (29.9%). These differences partly reflect staff-category composition, as academic staff more often cite lack of time and unsuitable dates, while TAS more often report no barriers.

12.5 International Mobility

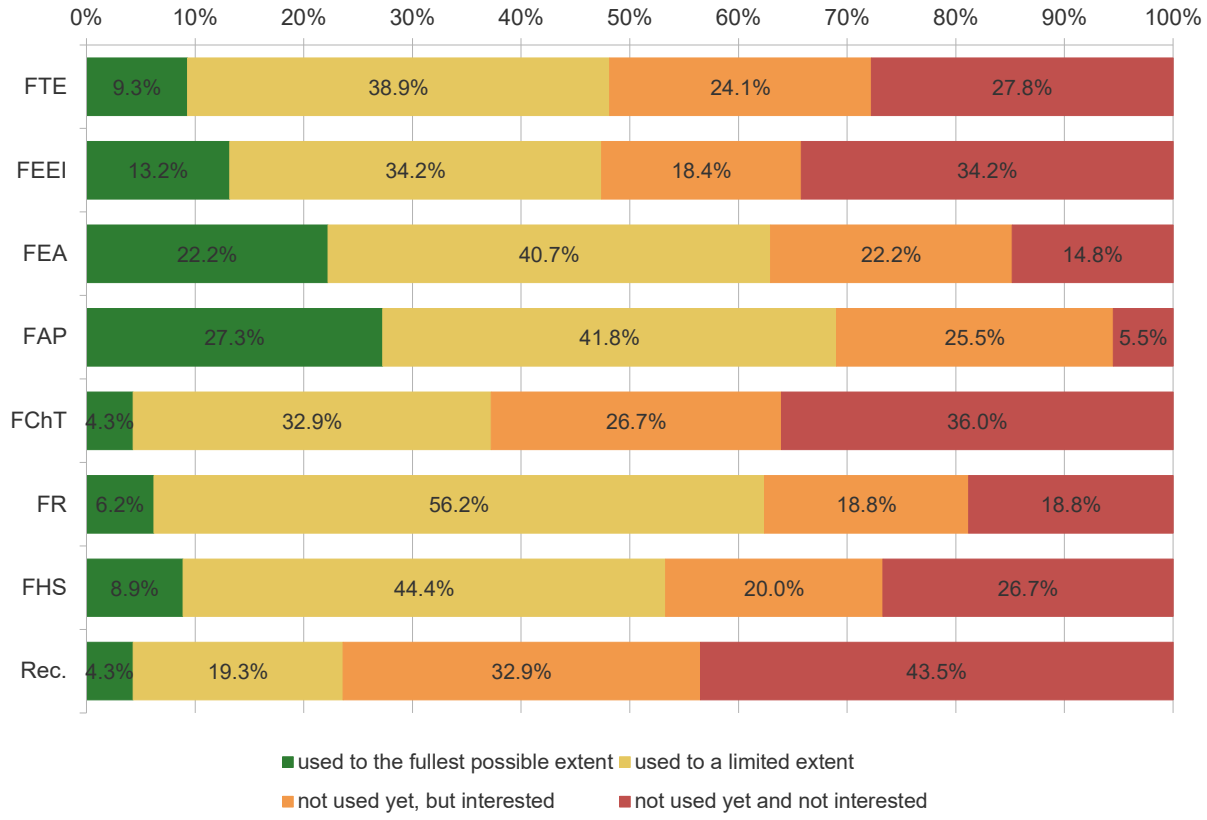
Chart 87. Do you make use of international mobility opportunities for professional development? – UPCE overall and by staff category



Valid N: UPCE 585; AS 283; RS 37; TAS 256.

International mobility is used fully or to a limited extent **by 42.4% of respondents**. Participation is much **more common among academic staff (56.2%)** than TAS (25.8%). Research staff also show substantial potential interest: two thirds (66.7%) of those not currently taking part would be interested. The situation is reversed among TAS: 37.9% of non-participants are interested, while most are not.

Chart 88. Do you make use of international mobility opportunities for professional development? – by university unit

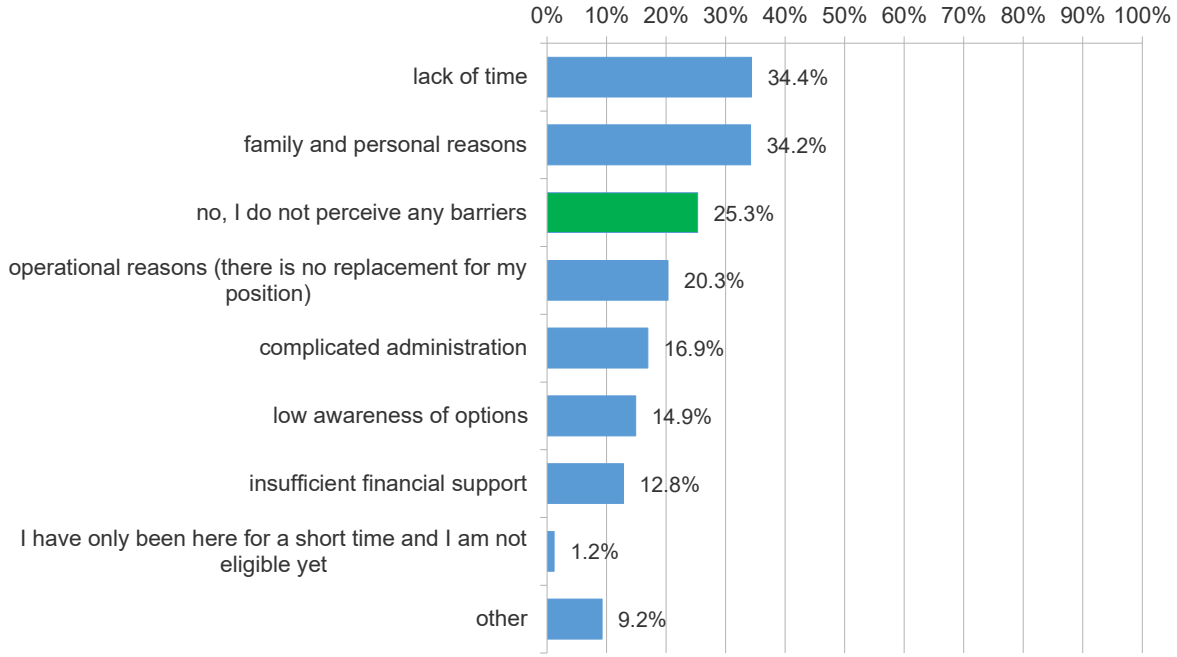


Valid N: FTE n = 54; FEEI n = 38; FEA n = 54; FAP n = 55; FChT n = 161; FR n = 16; FHS n = 45; Rec. n = 161.

International mobility is **most frequently used at FAP (69.1%), FEA (62.9%) and FHS (53.3%)**; FR also records a high proportion (62.5%, small base). By contrast, **only 23.6% of Rec. respondents participate**, and it has the highest proportion neither participating nor interested (43.5%); lower participation is also apparent at FChT (37.2%). Lower overall participation partly reflects staff-category composition. Only 14.3% of TAS at FChT participate, and most are not interested, while research staff also participate less frequently at present but almost half would be interested.

12.5.1 Barriers to International Mobility

Chart 89. Perceived barriers to participation in international mobility – overall results



Valid N = 585. Multiple answers could be selected; "No, I perceive none" was exclusive.

The most frequently cited barriers are **lack of time (34.4%)** and **family or personal circumstances (34.2%)**. Operational constraints are reported by 20.3% and complicated administration by 16.9%. Academic and research staff more often cite lack of time and family or personal circumstances than TAS, with these barriers slightly more pronounced among academic staff. Research staff stand out from other groups particularly for poorer awareness of mobility opportunities and for perceiving administration as complicated.

Free-text responses particularly highlight the limited capacity of international mobility schemes. Respondents repeatedly mention the small number of available places or trips, quite often specifically for TAS. Another substantial barrier is inadequate foreign-language proficiency. Less frequent comments concern late information about opportunities, insufficient assistance with arrangements, the need to organise stays largely independently, or the selection process and its transparency. Individual respondents mention limited relevance to their role, personal circumstances, communication problems with the host workplace or financial constraints.

Table 47. Barriers to international mobility – by staff category

Barrier	UPCE	AS	RS	TAS
lack of time	34.4 %	44.0 %	35.1 %	23.5 %
family and personal reasons	34.2 %	39.1 %	37.8 %	27.8 %
no, i do not perceive any barriers	25.3 %	19.7 %	24.3 %	31.4 %
operational reasons (there is no replacement for my position)	20.3 %	23.6 %	10.8 %	18.8 %
complicated administration	16.9 %	18.3 %	27.0 %	13.3 %
low awareness of options	14.9 %	12.7 %	29.7 %	14.9 %
insufficient financial support	12.8 %	15.1 %	13.5 %	9.4 %
i have only been here for a short time and i am not eligible yet	1.2 %	1.8 %	0.0 %	0.8 %

Table 48. Barriers to international mobility – by university unit

Barrier	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
lack of time	40.7 %	36.8 %	27.8 %	34.5 %	35.2 %	50.0 %	44.4 %	28.7 %
family and personal reasons	29.6 %	31.6 %	29.6 %	34.5 %	39.5 %	37.5 %	28.9 %	33.1 %
no, i do not perceive any barriers	24.1 %	34.2 %	20.4 %	27.3 %	25.3 %	25.0 %	13.3 %	28.1 %
operational reasons (there is no replacement for my position)	29.6 %	7.9 %	14.8 %	21.8 %	22.8 %	25.0 %	13.3 %	20.6 %
complicated administration	14.8 %	13.2 %	35.2 %	14.5 %	16.7 %	12.5 %	13.3 %	15.0 %
low awareness of options	3.7 %	15.8 %	7.4 %	12.7 %	17.3 %	6.2 %	20.0 %	18.8 %
insufficient financial support	13.0 %	5.3 %	20.4 %	10.9 %	14.2 %	12.5 %	15.6 %	10.6 %
i have only been here for a short time and i am not eligible yet	0.0 %	0.0 %	0.0 %	5.5 %	0.6 %	0.0 %	0.0 %	1.9 %

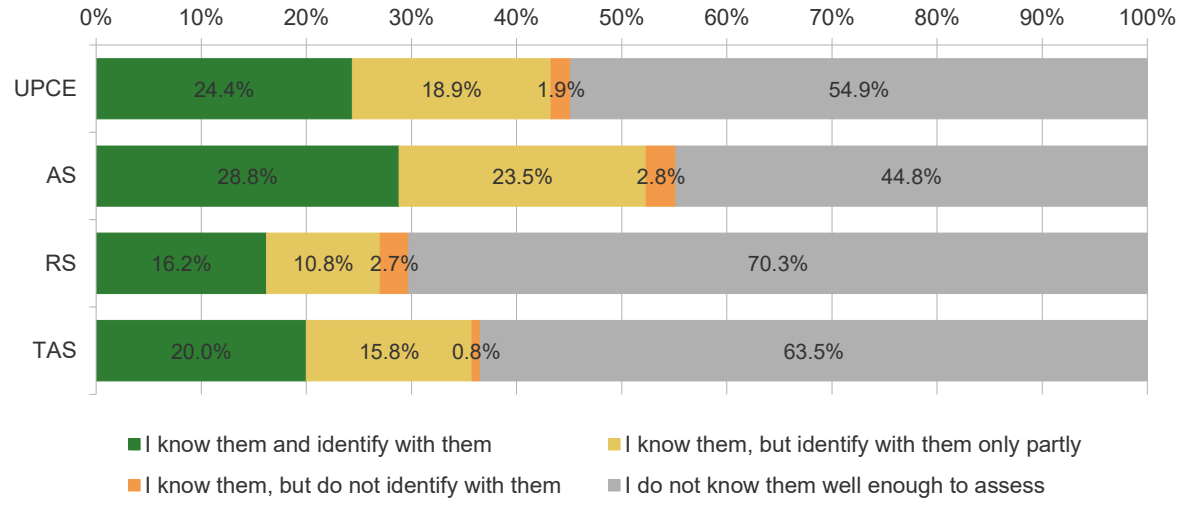
Valid N: FTE n = 54; FEEI n = 38; FEA n = 54; FAP n = 55; FChT n = 162; FR n = 16; FHS n = 45; Rec. n = 160.

The greatest differences between university units concern lack of time, cited more frequently by employees at FHS (44.4%), FTE (40.7%) and FEEI (36.8%), compared with 28.7% at Rec. and other central university units. FEA stands out for complicated administration (35.2%); poor awareness of mobility opportunities is more frequently reported at FHS (20.0%) and FChT (17.3%), and operational constraints associated with an inability to arrange cover are particularly prominent at FTE (29.6%; one of the top three reasons among its respondents). At FR, lack of time reaches 50.0%, but this is indicative only given the small base.

13. Strategic Objectives of the University and Faculties

13.1 Relationship to the University's Strategic Objectives

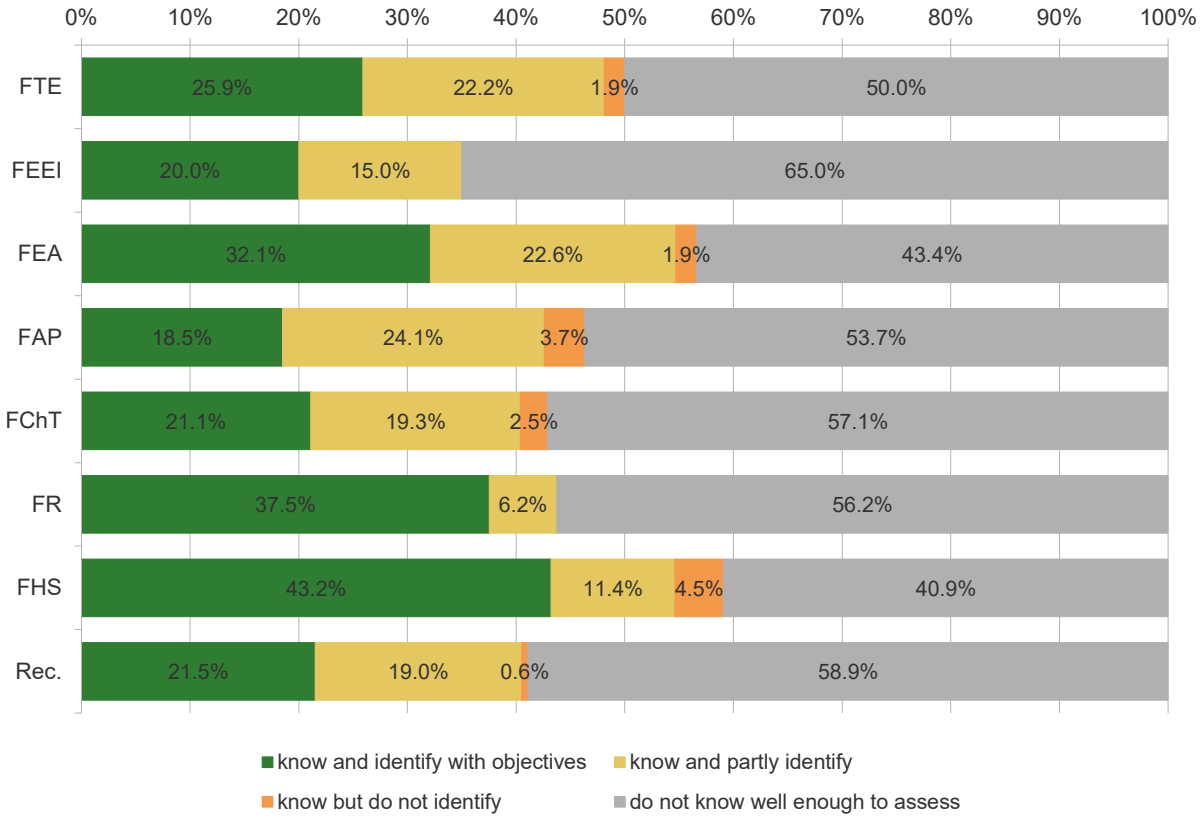
Chart 90. Which statement best describes your relationship to the University's strategic objectives? – UPCE overall and by staff category



Valid N: UPCE 587; AS 281; RS 37; TAS 260.

More than half of respondents (**54.9%**) **do not know the University's strategic objectives well enough to assess them**. Just under a quarter (24.4%) know and identify with them, and another 18.9% identify with them only partly. Lack of familiarity is lowest among academic staff (44.8%) and higher among research staff and TAS.

Chart 91. Relationship to the University's strategic objectives – by university unit

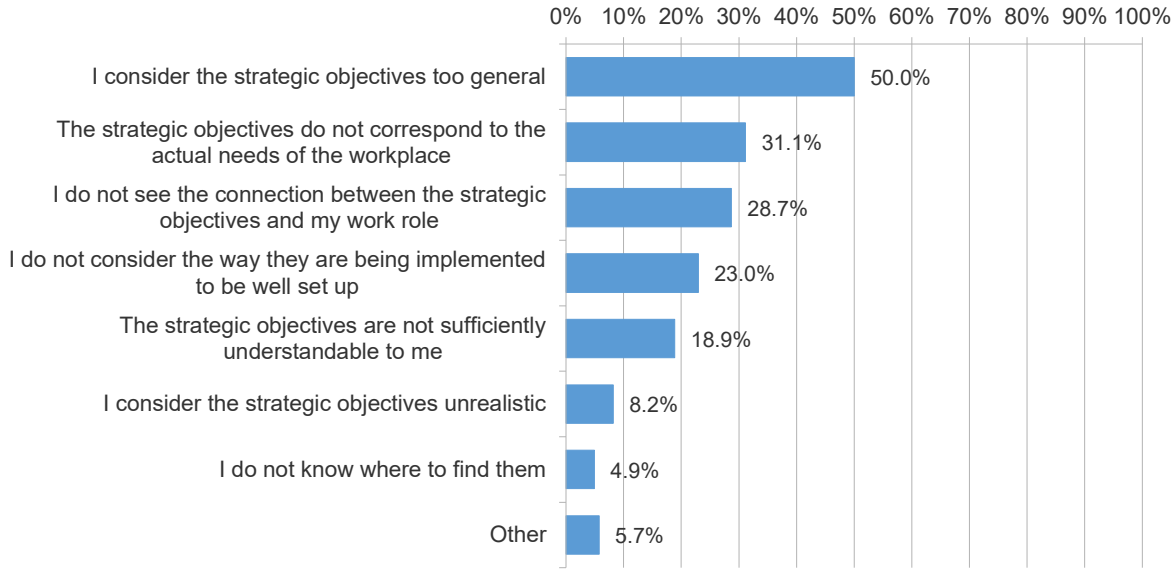


Valid N: FTE n = 54; FEEI n = 40; FEA n = 53; FAP n = 54; FChT n = 161; FR n = 16; FHS n = 44; Rec. n = 163.

Among the larger university units, the **highest proportions knowing and identifying with the strategic objectives are at FHS (43.2%) and FEA (32.1%)**. Both faculties also show the greatest overall awareness of the strategy. Conversely, respondents saying they do not know the objectives well enough to assess them predominate at FEEI (65.0%), Rec. (58.9%), FChT (57.1%) and FAP (53.7%).

13.1.1 Reasons for Partial or No Identification with the Objectives

Chart 92. Reasons why respondents do not identify, or do not fully identify, with the University's strategic objectives

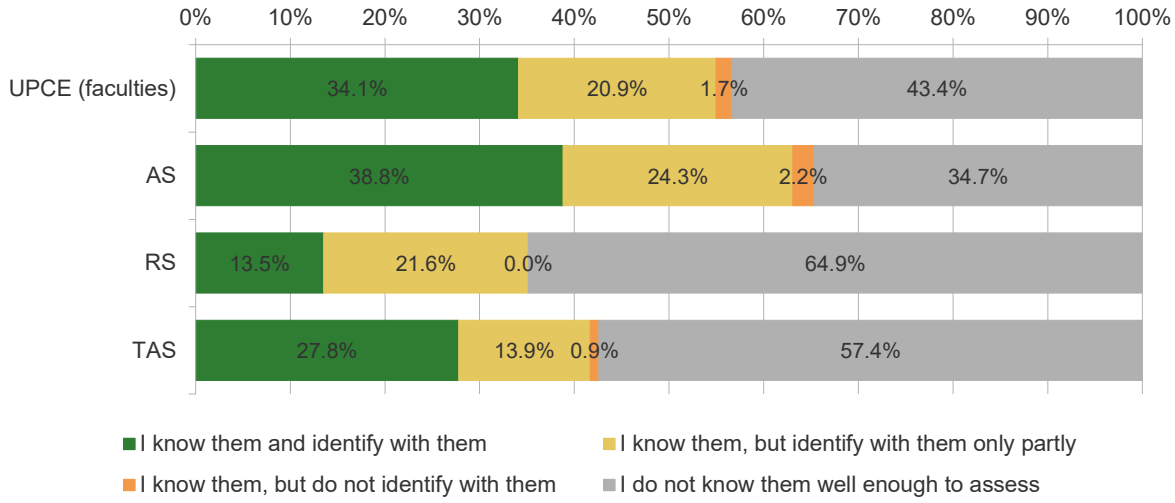


Valid N = 122. The question was asked only of respondents who identify with the objectives partly or not at all.

The most frequently cited reason for no or only partial identification with the University's strategic objectives is that **they are too general (50.0%)**, followed by a mismatch with the actual needs of respondents' workplaces (31.1%) and a lack of relevance to their own job role (28.7%). The pattern of reasons differs little between academic staff and TAS; only five research staff answered this question.

13.2 Relationship to Faculty Strategic Objectives

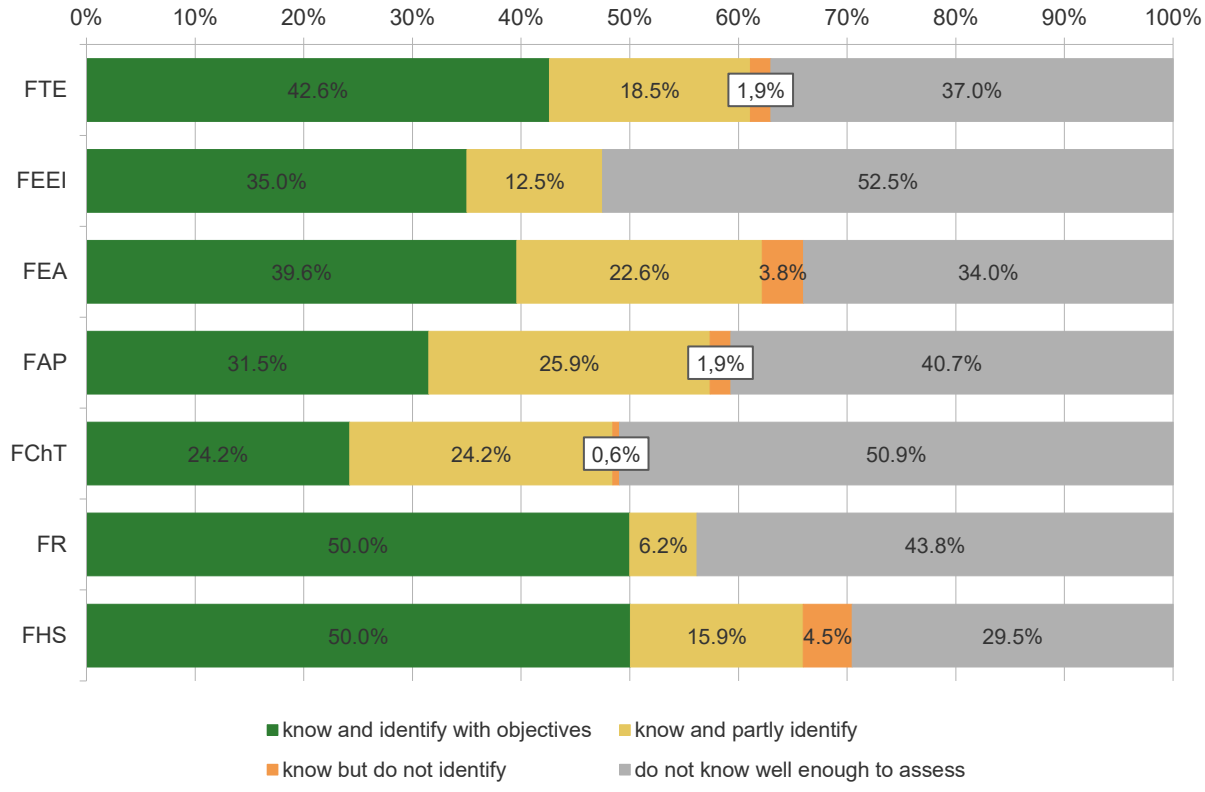
Chart 93. Relationship to faculty strategic objectives – by staff category, faculty employees only



Valid N: all faculty employees 422; AS 268; RS 37; TAS 108. Rec. employees and others for whom the question was not applicable are excluded.

Employees at faculties are generally more familiar with, and feel closer to, their own faculty's strategic objectives than those of the University. A total of **34.1% fully identify with their faculty's objectives, compared with 24.4% for the University's objectives**; the proportion who do not know them well enough to assess them is lower (43.4% vs 54.9%).

Chart 94. Relationship to faculty strategic objectives – by university unit

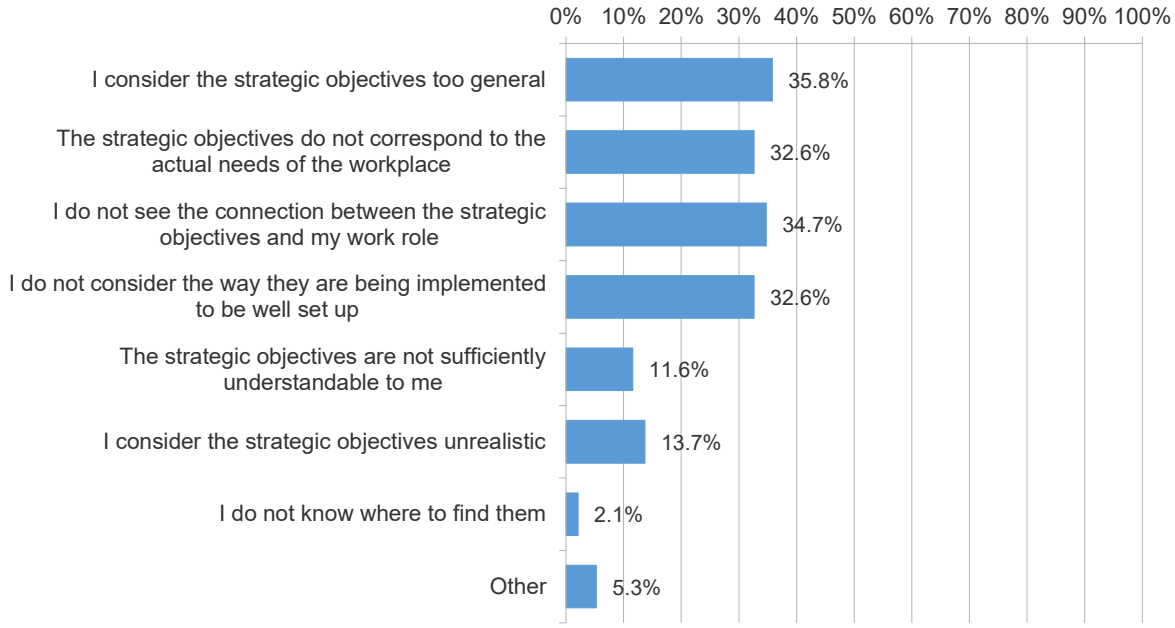


Valid N: FTE n = 54; FEEI n = 40; FEA n = 53; FAP n = 54; FChT n = 161; FR n = 16; FHS n = 44.

The proportion who know and identify with their faculty's strategic objectives is highest at FHS (50.0%) and FTE (42.6%). At FChT, approximately half do not know the objectives sufficiently to assess them (50.9%). This proportion is similarly high at FEEI (52.5%), although a greater share fully identify with the objectives there. Identification also reaches 50.0% at FR, but on a small base.

13.2.1 Reasons for Partial or No Identification with Faculty Objectives

Chart 95. Reasons why respondents do not identify, or do not fully identify, with faculty strategic objectives

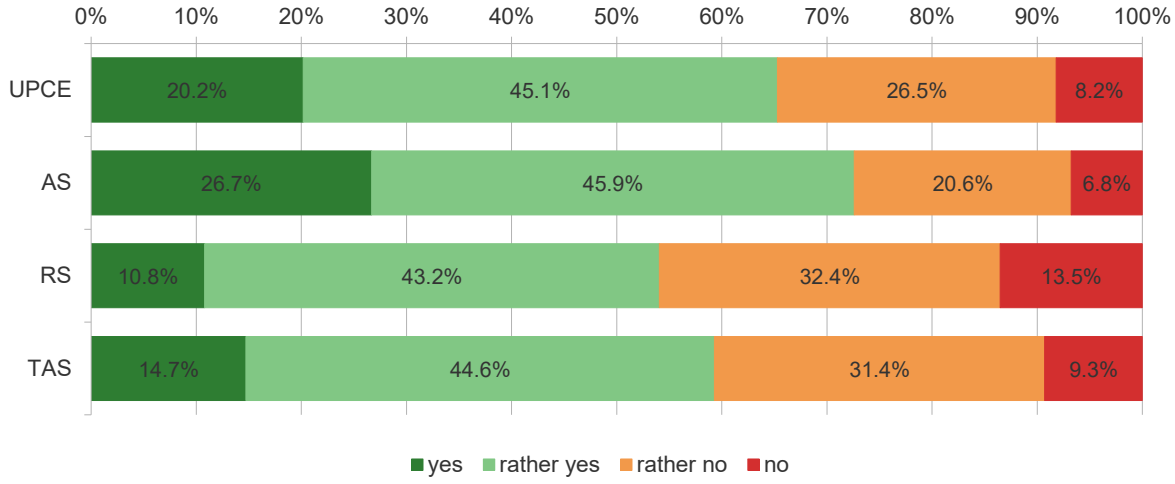


Valid N = 95. The analysis includes only faculty employees meeting the relevant routing condition.

Unlike the University-wide strategy, no single reason stands out as strongly for faculty objectives. The most frequent is again that the objectives are too general (35.8%), but lack of relevance to the respondent's job role is nearly as common (34.7%), as are a mismatch with actual workplace needs and an unsuitable approach to implementation (32.6% each).

13.3 Opportunities to Influence Workplace Decisions

Chart 96. Do you believe you have opportunities to influence what happens at your workplace? – UPCE overall and by staff category



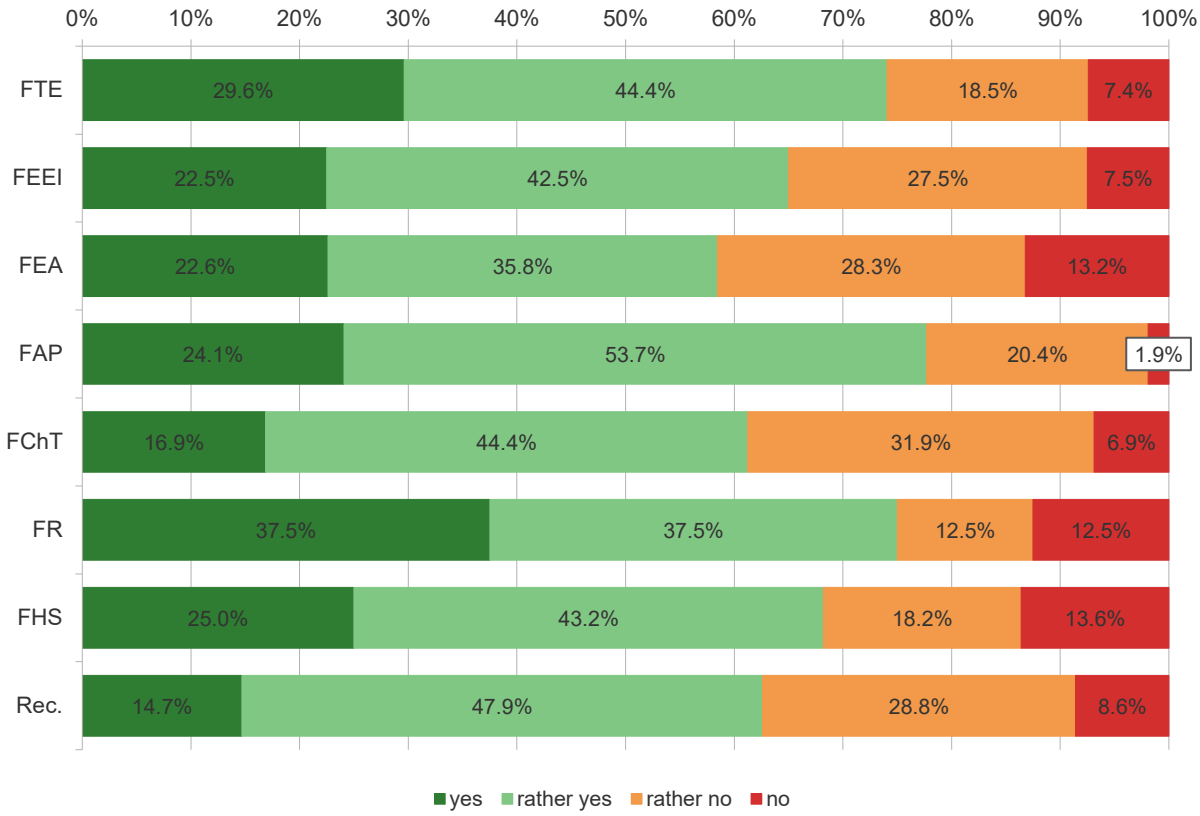
Valid N: UPCE 585; AS 281; RS 37; TAS 258.

Opportunities to influence workplace decisions are perceived positively by 65.3% of respondents. The figure is highest among academic staff (72.6%) and lower among TAS (59.3%) and research staff (54.1%); the differences mainly concern lower proportions giving an unequivocal "yes". Managers and non-managers also differ markedly: **90.9% of**

managers respond positively, compared with 61.6% of non-managers. No clear linear trend emerges by length of service, but the lowest proportion of positive responses is among employees with 26 years or more at UPCE (58.8%); this group also has the lowest proportion of unqualified “yes” responses (11.8%).

There is also a gender difference: **73.7% of men** perceive opportunities to influence workplace decisions positively, compared with **60.4% of women**. This cannot be explained solely by differing staff-category proportions, as a similar difference occurs among academic staff (75.9% of men vs 64.6% of women) and TAS (70.7% vs 59.7%).

Chart 97. Do you believe you have opportunities to influence what happens at your workplace? – by university unit



Valid N: FTE n = 54; FEEI n = 40; FEA n = 53; FAP n = 54; FChT n = 160; FR n = 16; FHS n = 44; Rec. n = 163.

Among the larger university units, the proportion of positive responses is highest at FAP and FTE (alongside FR) and lower at FEA, FChT and Rec.

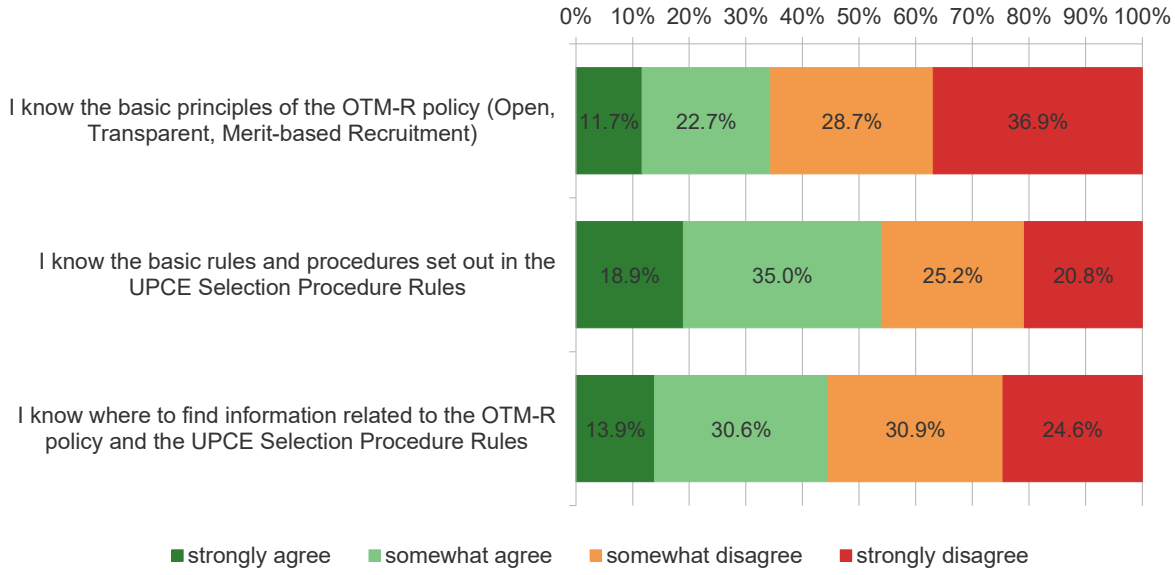
Free-text explanations of negative responses overwhelmingly concern **limited actual influence over decisions**. Approximately two thirds of substantive responses refer in some way to employees’ position in the hierarchy, decision-making concentrated in management, or the experience that being allowed to voice an opinion does not necessarily mean being able to influence the eventual decision. Other recurring issues include a lack of information or opportunities to contribute to discussion before decisions are made, and difficulty implementing changes in established processes. Some respondents explicitly describe their positions as too junior or lacking sufficient authority to influence decisions; others point to decisions made by a small management group, or to suggestions being heard without any subsequent response or change.

14. Recruitment of Academic Staff

This section was intended only for academic and research staff.

14.1 Familiarity with Recruitment Rules

Chart 98. To what extent do you agree with the following statements about recruitment? – overall results

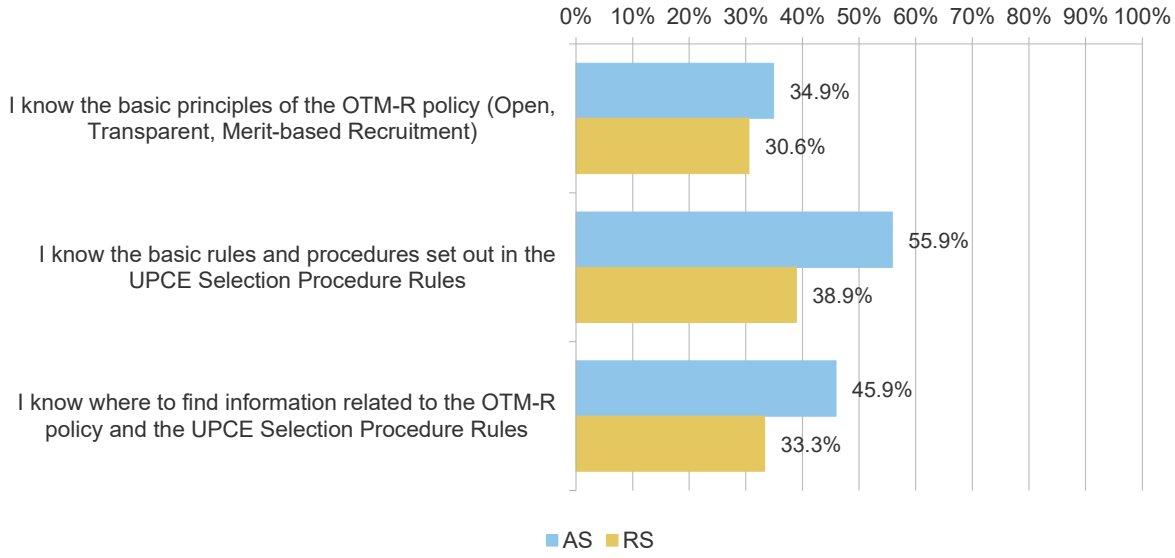


Valid N = 317.

Awareness is highest for the rules and procedures established by UPCE's Rules of the Selection Procedure (53.9% agreement). A total of 44.5% know where to find information, while **34.4%** consider themselves familiar with the basic principles of the **OTM-R policy**. For every statement, "somewhat agree" predominates over "strongly agree".

Familiarity with recruitment rules is substantially higher among employees who have served on selection committees as members or chairs within the last three years (see the following subsection). Of these respondents, 83.6% know the basic rules and procedures established by the UPCE Rules of the Selection Procedure, 68.7% know where to find the relevant information, and 59.7% report familiarity with basic OTM-R principles.

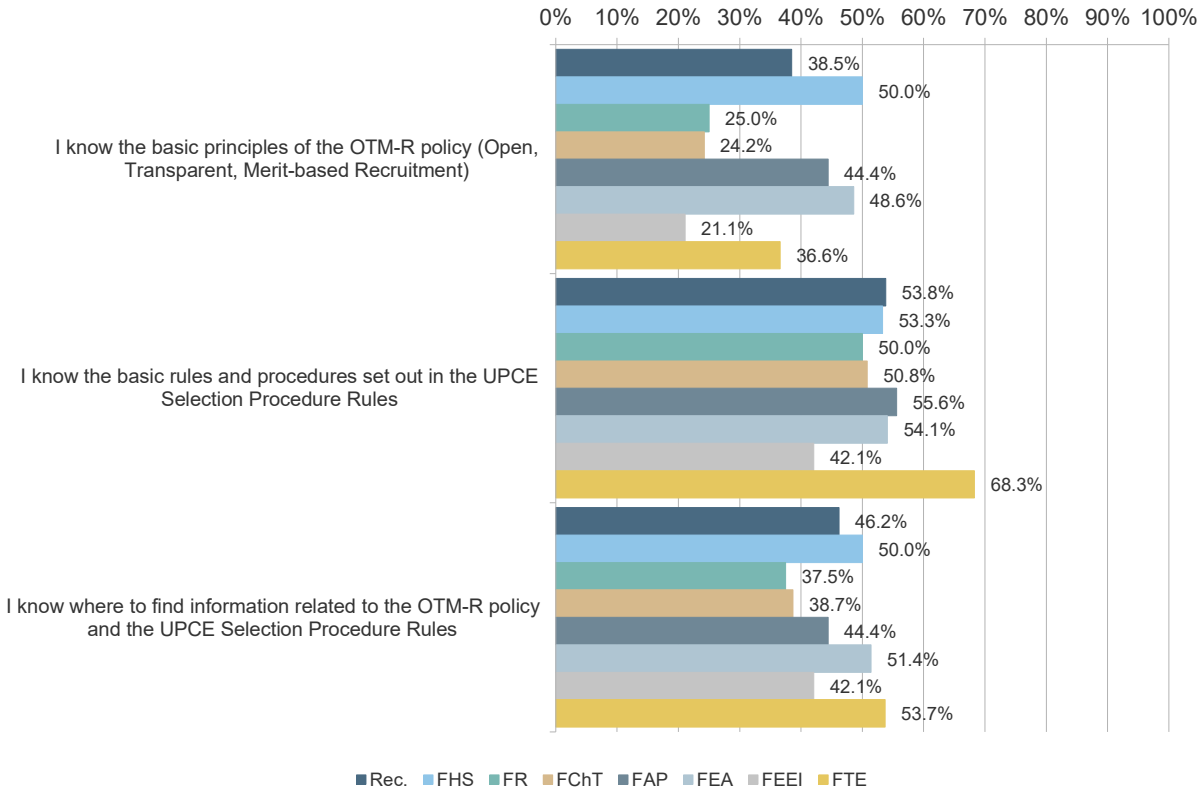
Chart 99. Recruitment – combined agreement by staff category



Valid N: AS n = 281; RS n = 36.

Academic staff are more familiar with all three areas than research staff. The largest difference concerns knowledge of the rules and procedures in UPCE's Rules of the Selection Procedure (55.9% of academic staff compared with 38.9% of research staff). Smaller differences appear for knowing where to find relevant information (45.9% vs 33.3%) and familiarity with basic OTM-R principles (34.9% vs 30.6%). These differences should nevertheless be interpreted cautiously given the smaller research-staff group (n = 36).

Chart 100. Recruitment – combined agreement by university unit

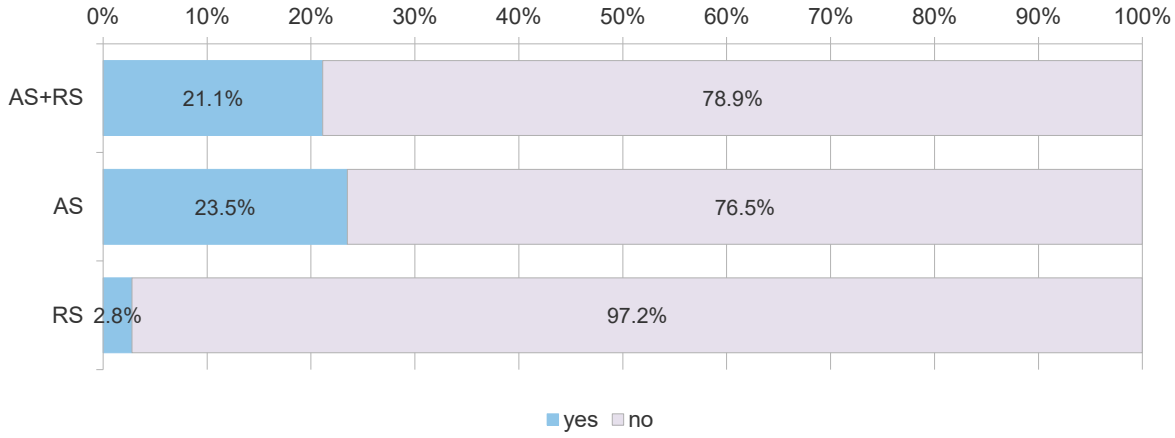


The table shows combined agreement ("strongly agree" + "somewhat agree"). Valid N: FTE n = 41; FEEI n = 19; FEA n = 37; FAP n = 45; FChT n = 124; FR n = 8; FHS n = 30; Rec. n = 13.

Some differences emerge between university units. Awareness of the rules and procedures in UPCE's Rules of the Selection Procedure is particularly high at FTE (68.3%), whereas knowledge of basic OTM-R principles is higher at FHS (50.0%) and FEA (48.6%). At FChT, knowledge of OTM-R principles (24.2%) and knowing where to find relevant information (38.7%) are lower. Results for units with small bases are not interpreted further in the text.

14.2 Participation in Selection Committees

Chart 101. Have you served as a member or chair of a selection committee for an academic position during the past three years?

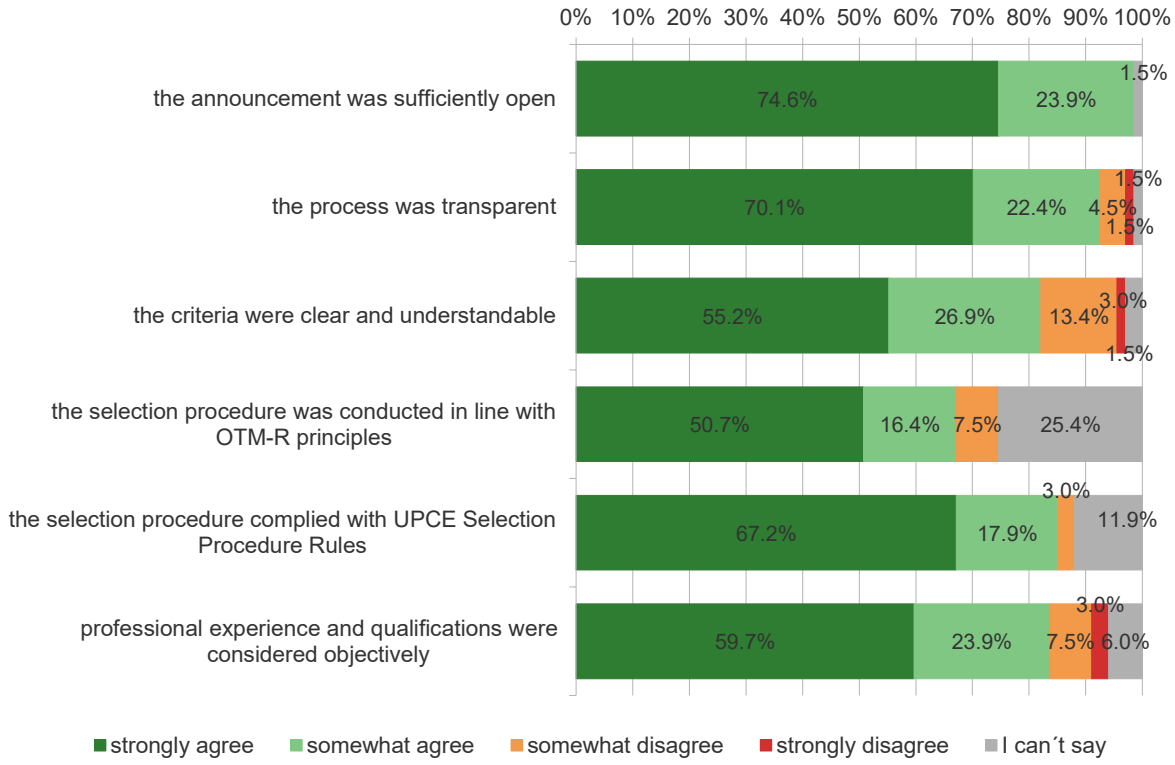


Valid N: AS + RS 317; AS 281; RS 36.

Within the previous three years, 21.1% of respondents in this section had served as a selection committee member or chair. Almost all positive responses came from academic staff; only one research staff member reported such experience.

14.3 Assessments of Recruitment Procedures

Chart 102. To what extent do you agree with the statements about selection procedures in which you participated? – overall results



Valid N = 67. Only respondents who had served on selection committees received this question.

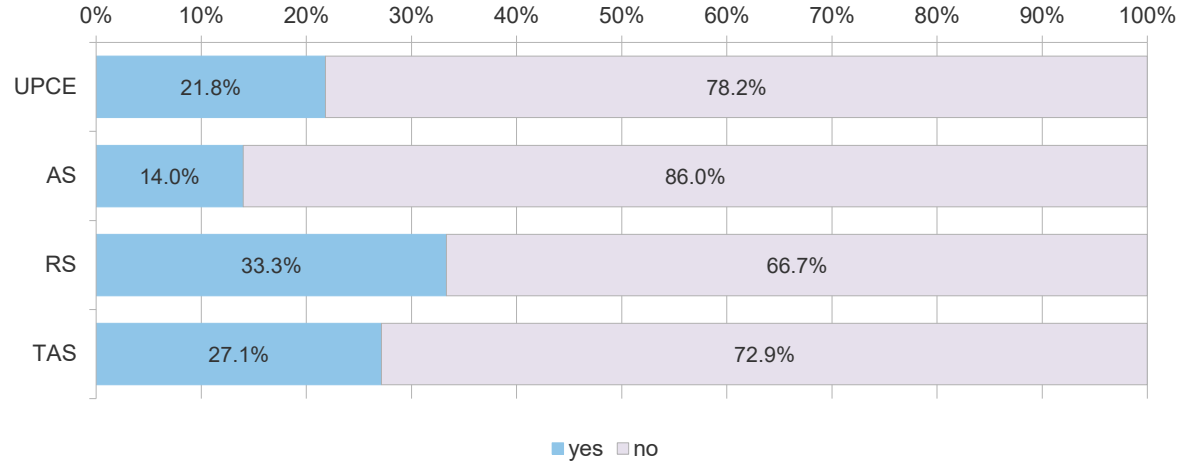
Assessments of specific selection procedures are predominantly positive. Agreement is highest for **openness of vacancy announcements (98.5%)** and **transparency of the selection process (92.5%)**. Assessment of compliance with OTM-R principles is relatively weaker (67.2%). Given the total base of 67 and the presence of only one research staff member, results are not interpreted further by staff category.

15. Onboarding and Mentoring

This section applies only to employees who joined the University in 2023 or later, or changed position or workplace during that period.

15.1 Overview of New Appointments / Changes Since 2023

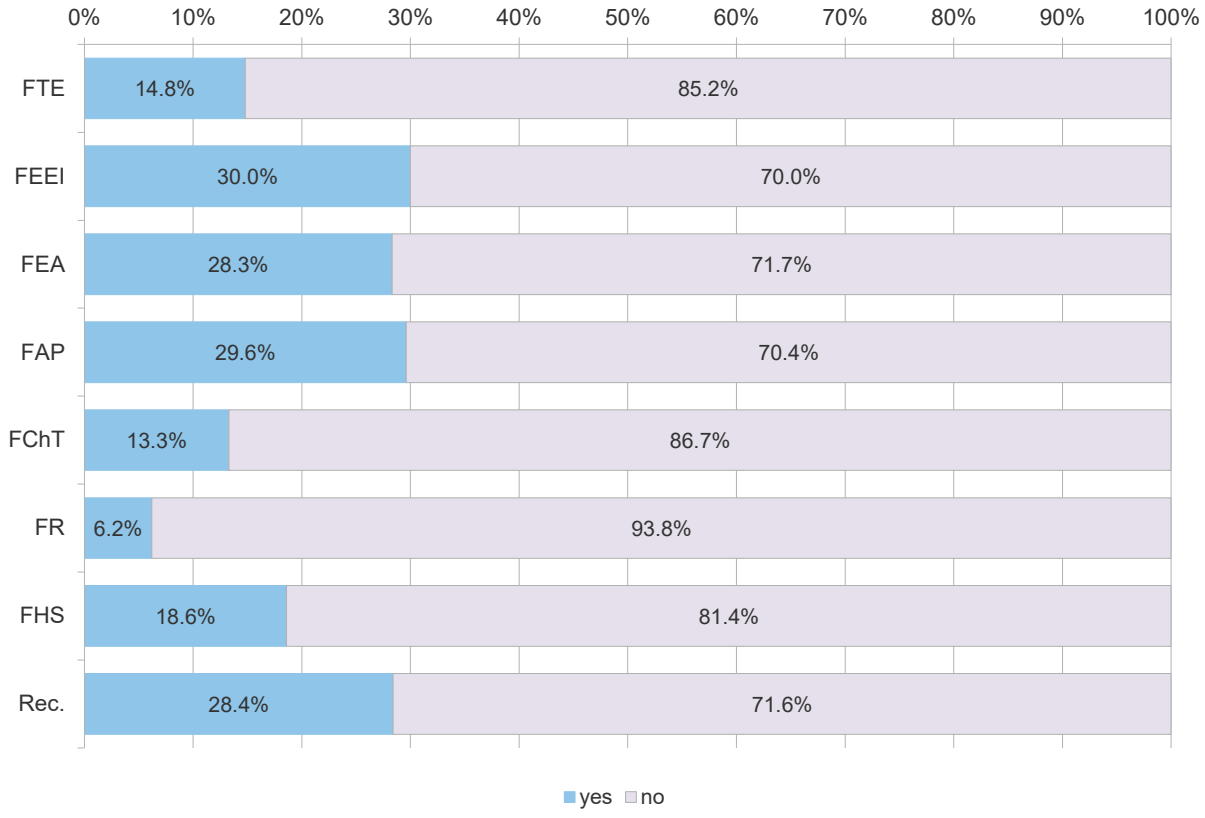
Chart 103. Have you joined the University since 2023 or changed position or workplace during the same period? – UPCE overall and by staff category



Valid N: UPCE 582; AS 279; RS 36; TAS 258.

The following questions were answered by 21.8% of respondents. The proportion is higher among research staff (33.3%) and TAS (27.1%) than among academic staff (14.0%).

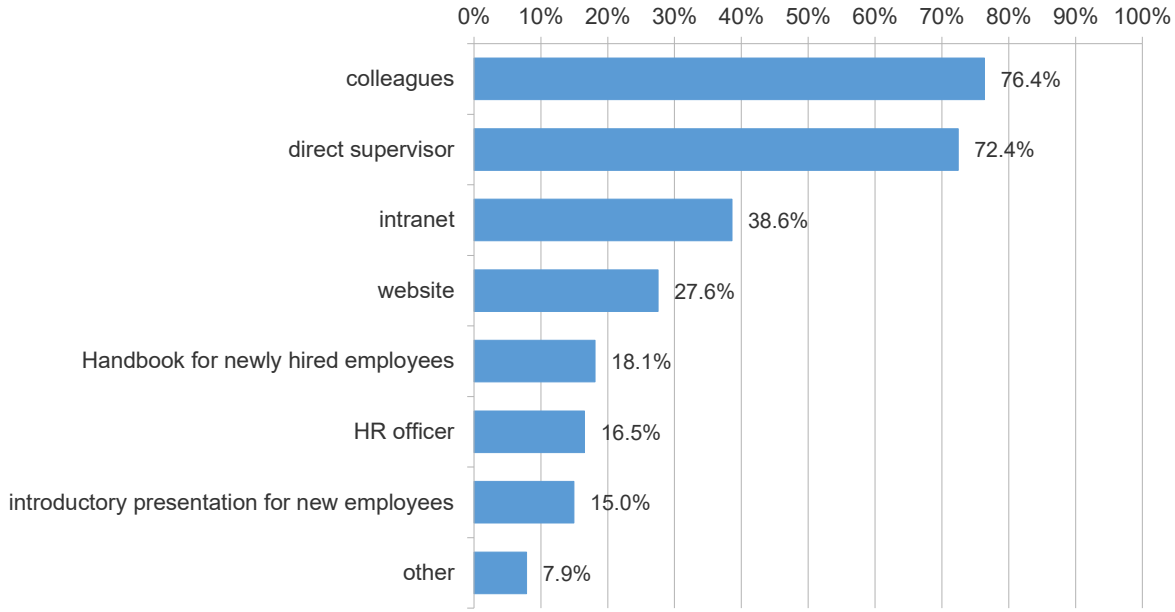
Chart 104. Have you joined the University since 2023 or changed position or workplace during the same period? – by university unit



Valid N: FTE n = 54; FEEI n = 40; FEA n = 53; FAP n = 54; FChT n = 158; FR n = 16; FHS n = 43; Rec. n = 163.

15.2 Sources of Information When Joining or Changing Position

Chart 105. Sources of information about how UPCE operates when starting a new role



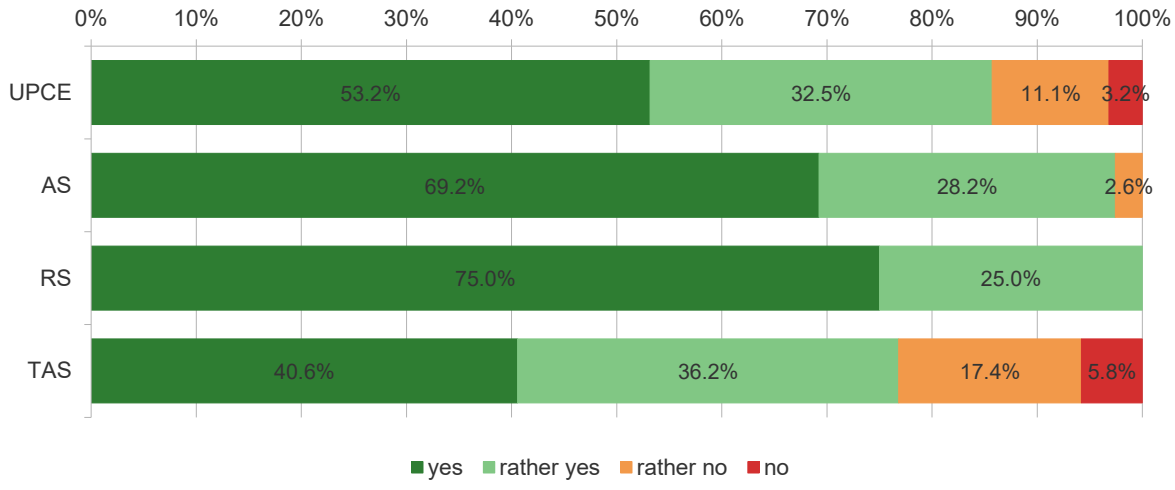
Valid N = 127.

The most important sources were colleagues (76.4%) and immediate **supervisors (72.4%).** The intranet was mentioned by 38.6% and the website by 27.6%. Academic and research staff more often cited their immediate supervisor than TAS, while TAS more often cited colleagues.

The “Something else / someone else” free-text option included several mentions of previous experience of UPCE as a student. Isolated responses also referred to information handed over by the previous holder of the position or another personal contact.

15.3 Support During Onboarding

Chart 106. Did your immediate supervisor provide sufficient support when you were settling into your new role? – UPCE overall and by staff category

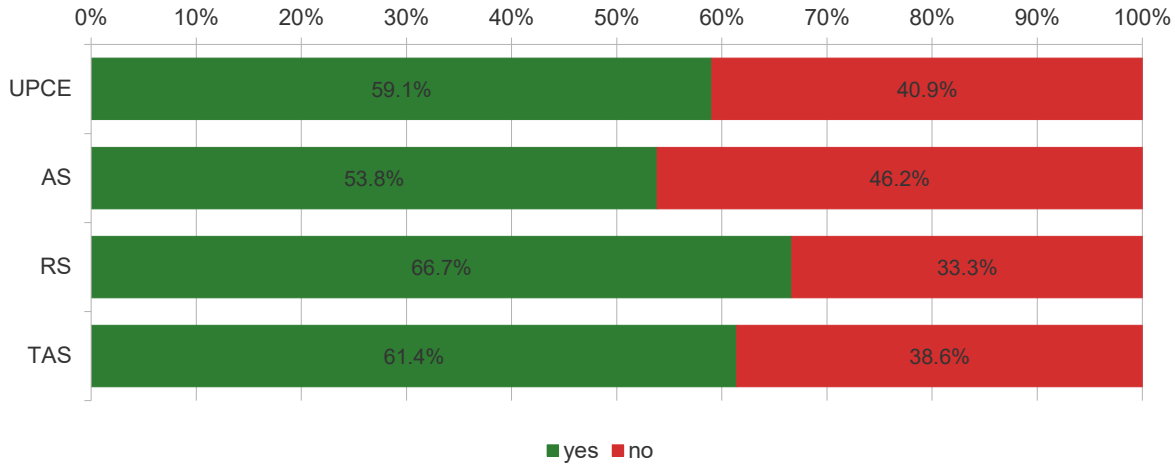


Valid N = 126; AS n = 39; RS n = 12; TAS n = 69. Relevant onboarding group only.

Sufficient onboarding support from the immediate supervisor was reported by **85.8% of respondents**, with the stronger of the two positive responses predominating. It was more frequently reported by academic staff than TAS; for research staff, the result is indicative only because of the small base (n = 12).

15.4 Mentors or Support from More Experienced Colleagues

Chart 107. Did you have access to a mentor or support from a more experienced colleague during onboarding? – UPCE overall and by staff category

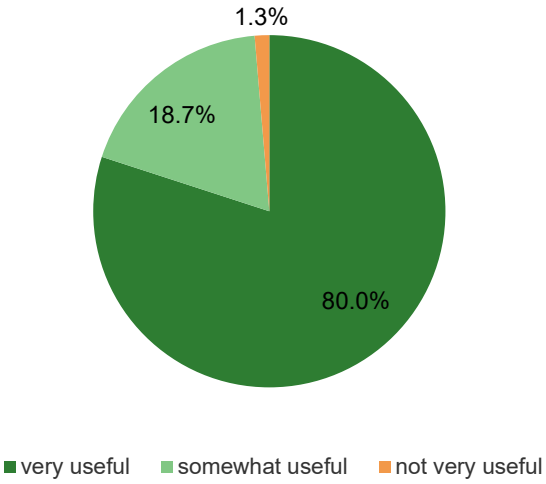


Valid N = 127; AS n = 39; RS n = 12; TAS n = 70. Relevant onboarding group only.

A mentor or support from a more experienced colleague was reported by 58.1% of respondents in the onboarding group. Differences between staff categories are only indicative because of the low number of research staff. The same applies to faculties: although 87.5% of FHS respondents reported having a mentor, this is based on only eight respondents.

15.4.1 Assessment of Information Provided

Chart 108. How useful was the information provided by a mentor or more experienced colleague?



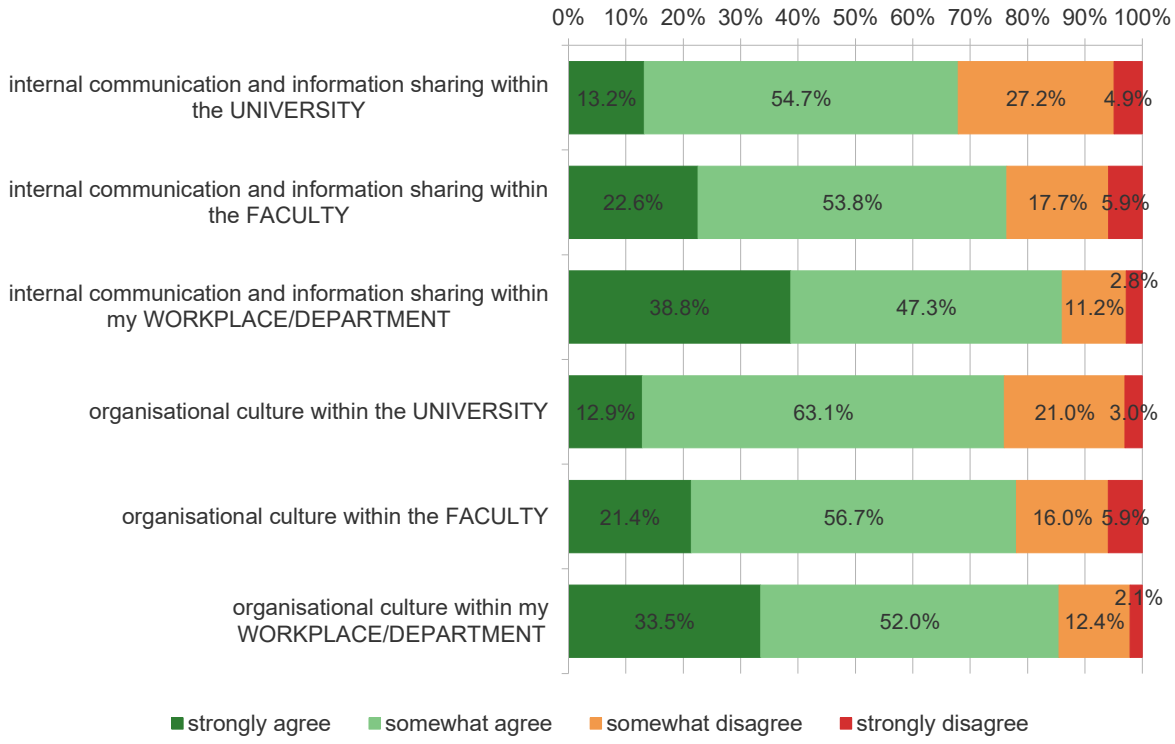
Valid N = 75. The question is analysed only among respondents in the onboarding group who reported having a mentor or support from a more experienced colleague.

The information provided was rated very or fairly useful by 98.7% of respondents, with 80.0% choosing the strongest response, “very useful”.

16. Workplace Culture

16.1 Internal Communication and Organisational Culture

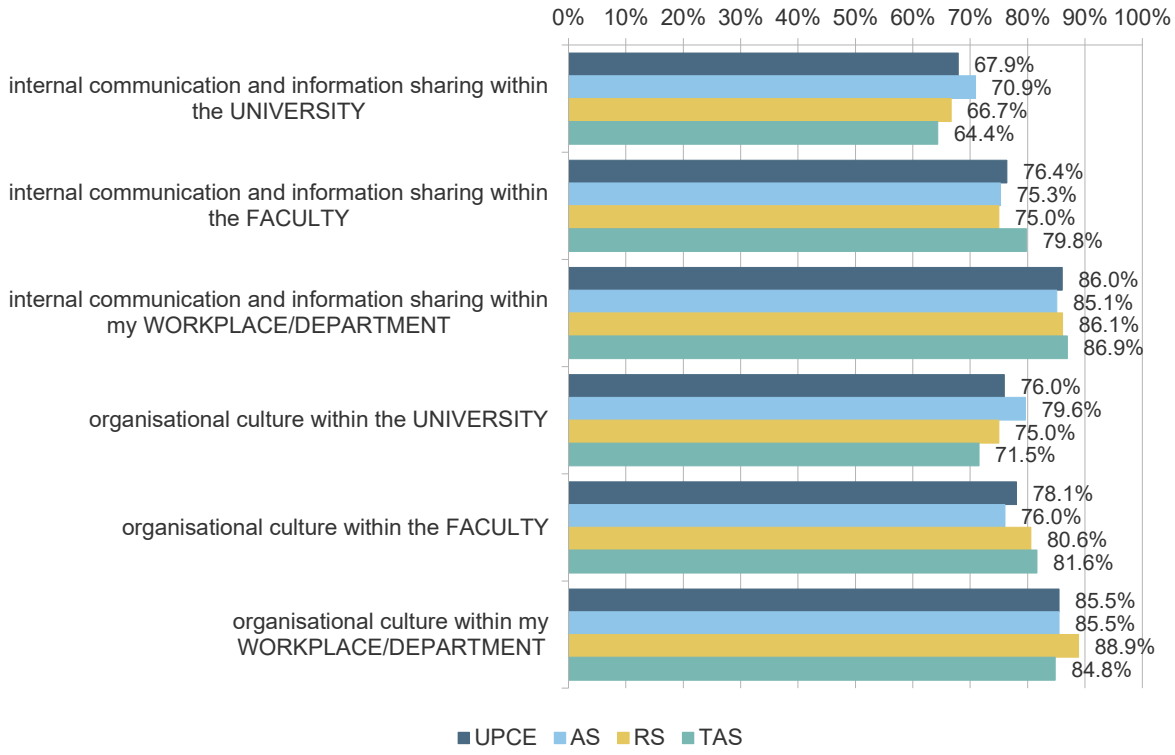
Chart 109. To what extent do you agree with the statements about internal communication and organisation? – overall results



Valid N: University- and workplace-level statements 564–567; faculty-level statements 406–407. Faculty-level statements are calculated only for employees based at faculties; any responses from non-faculty employees completing paper questionnaires were excluded.

Respondents rate internal communication and organisational culture at their own workplace / department most positively (86.0% and 85.5% agreement, respectively). **University-level ratings are lower**: 67.9% agree with a positive statement about internal communication and 76.0% with one about University organisational culture. **Faculty-level assessments fall between these figures**. The share selecting “strongly agree” also increases at lower organisational levels: for the workplace, it is almost three times the corresponding proportion for the University as a whole.

Chart 110. Internal communication and organisational culture – combined agreement for UPCE overall and by staff category



Valid N depends on whether statements concern the University / workplace or faculty; faculty statements are restricted to faculty employees. Ranges are therefore given for this set: UPCE n = 406–567; AS n = 263–275; RS n = 36; TAS n = 98–247.

Differences by staff category are small at the workplace level. More pronounced differences appear at University level, where academic staff assess organisational culture, and to a lesser extent internal communication, more favourably than research staff and TAS. However, the differences amount to only a few percentage points.

Table 49. Internal communication and organisational culture – by university unit

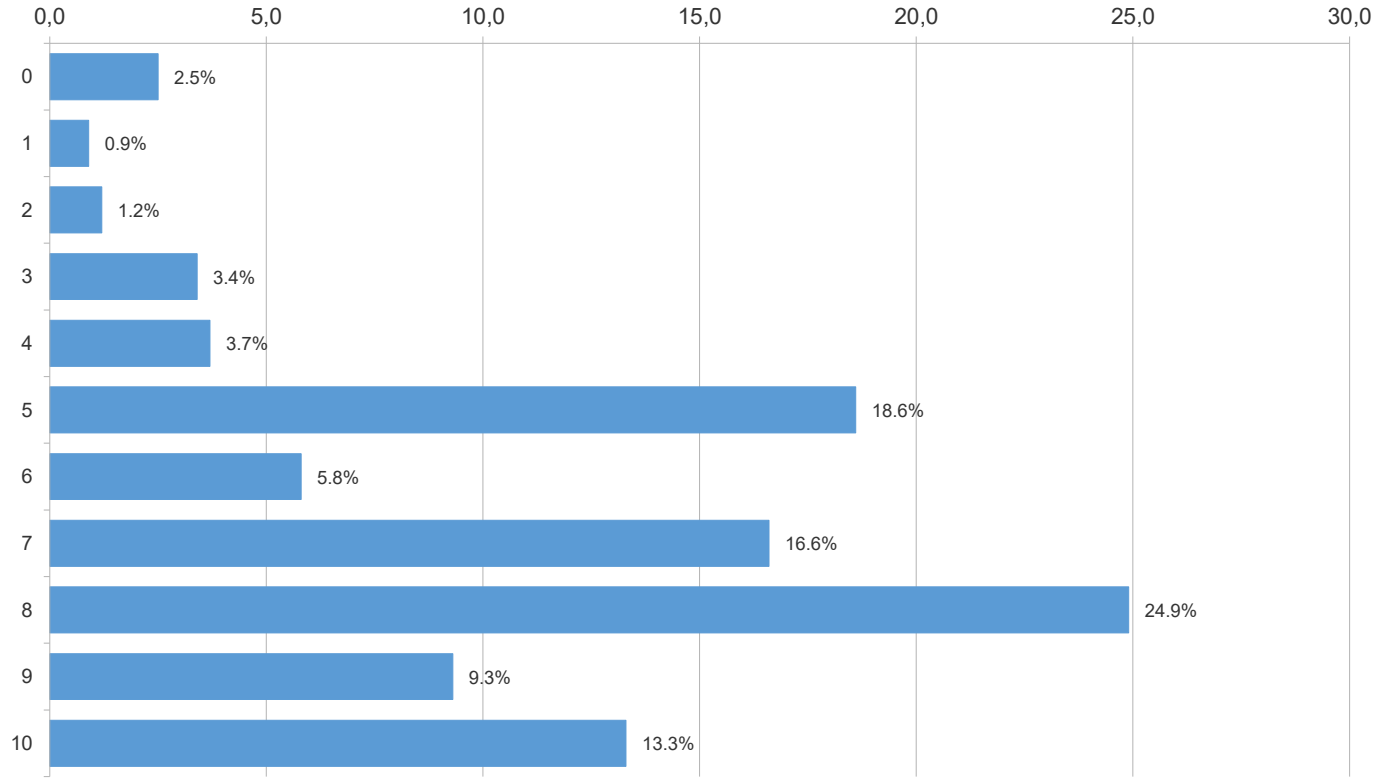
aspect assessed	FTE	FEEI	FEA	FAP	FChT	FR	FHS	Rec.
internal communication – University	64.2 %	81.1 %	74.5 %	59.3 %	68.0 %	87.5 %	76.7 %	62.7 %
internal communication – faculty	75.5 %	89.2 %	66.7 %	87.0 %	71.9 %	75.0 %	81.4 %	N/A
internal communication – workplace	73.6 %	89.2 %	88.2 %	96.3 %	87.6 %	100.0 %	86.0 %	82.7 %
organisational culture – University	75.5 %	80.6 %	72.5 %	68.5 %	80.4 %	100.0 %	79.1 %	71.5 %
organisational culture – faculty	86.8 %	94.4 %	66.7 %	79.6 %	75.2 %	68.8 %	79.1 %	N/A
organisational culture – workplace	83.0 %	91.7 %	86.3 %	87.0 %	88.2 %	93.8 %	79.1 %	82.2 %

Note: The table shows combined agreement ("strongly agree" + "somewhat agree"). For faculty-level items, Rec. is shown as N/A because they apply only to faculty employees. Valid N by aspect: FTE n = 53; FEEI n = 36–37; FEA n = 51; FAP n = 54; FChT n = 153; FR n = 16; FHS n = 43; Rec. n = 156–158.

16.2 Recommending UPCE as an Employer

Respondents rated how likely they would be to recommend the University of Pardubice as an employer to friends or acquaintances on a scale from 0 to 10, where 0 meant "definitely would not recommend" and 10 meant "definitely would recommend". The main chart retains the full distribution without grouping individual scale values. The interpretation also considers the mean, median and mode, and combines selected sections of the scale.

Chart 111. How likely are you to recommend the University as an employer? – distribution of UPCE responses



N = 571.

The mean rating for UPCE is 6.88 points, the median is 7 and the most common response (mode) is 8. Below-midpoint ratings (0–4 points) are reported by 11.6%, including 2.5% who would definitely not recommend the University, while 69.8% give above-midpoint ratings (6–10). **The highest values, 9–10, are selected by 22.6%.** The most frequent single response is 8 (24.9%), although a substantial group also selects the midpoint of 5 (18.6%).

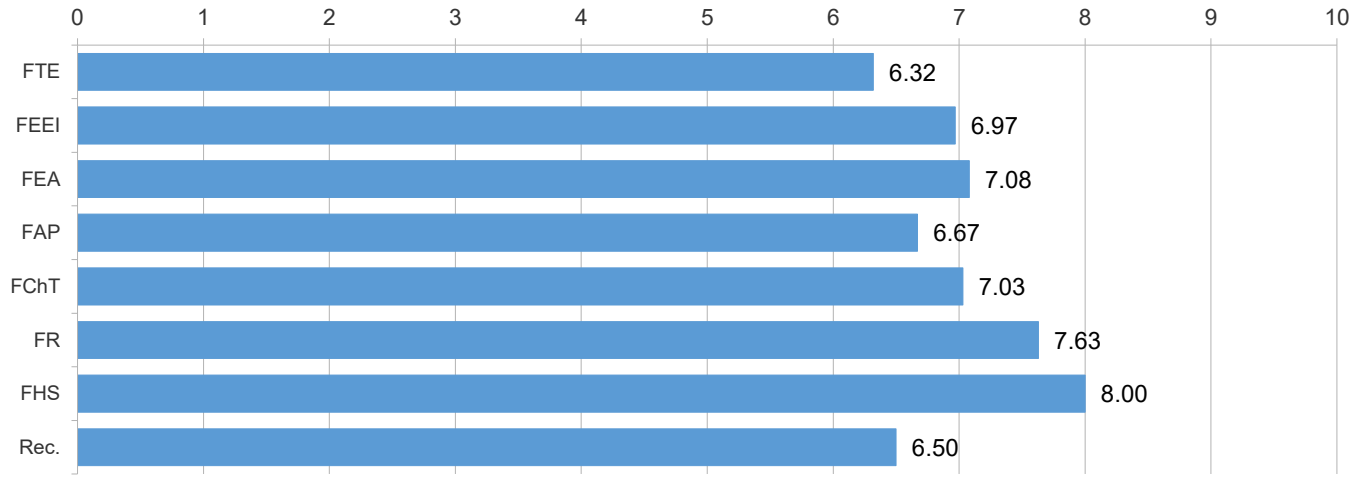
Comparison by Staff Category – Summary Table

Table 50. Recommending UPCE as an employer – summary indicators

Group		N	Mean	Median	Mode
AS		275	6.81	8	8
RS		36	6.92	7	7
TAS		251	6.93	7	8

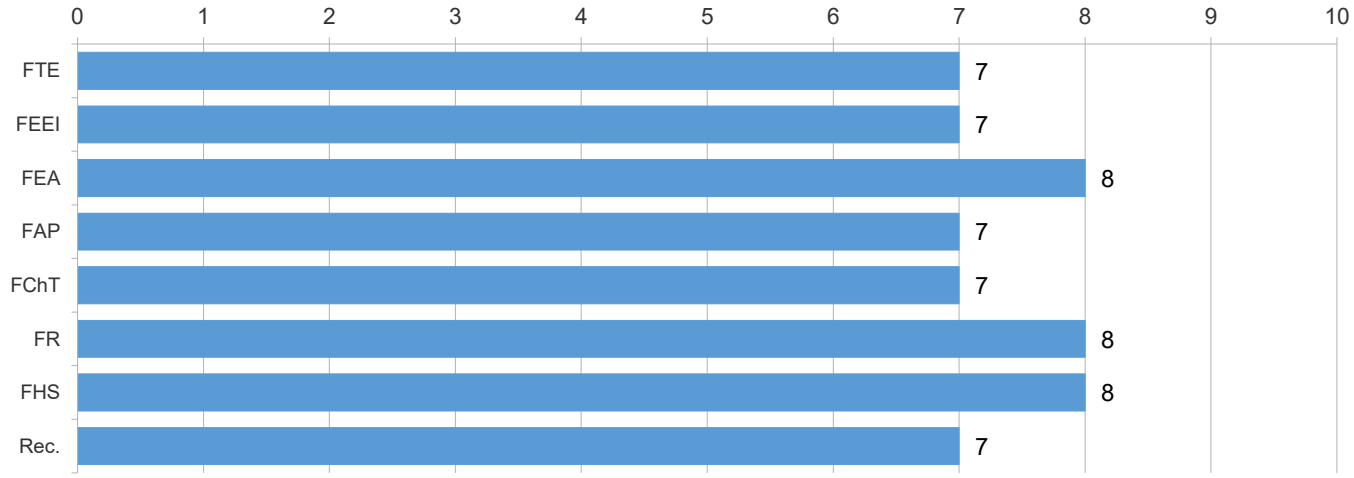
Mean ratings differ little between the main staff categories, ranging from 6.81 to 6.93 points. Medians and modes likewise indicate similar ratings; differences by staff category are therefore not crucial to assessments of UPCE as an employer.

Chart 112. Recommending UPCE as an employer – mean by university unit



Valid N: FTE n = 53; FEEI n = 37; FEA n = 51; FAP n = 54; FChT n = 154; FR n = 16; FHS n = 43; Rec. n = 161.

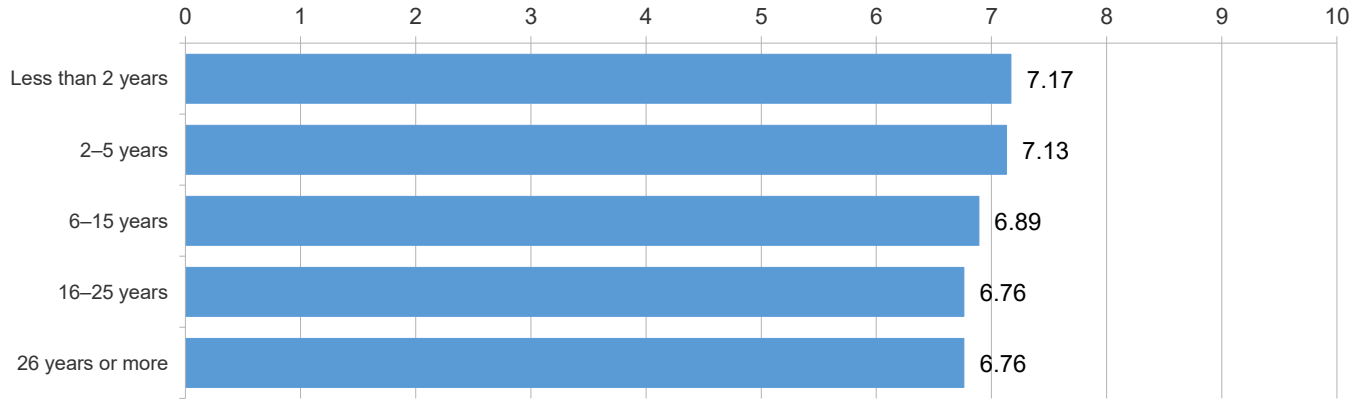
Chart 113. Recommending UPCE as an employer – median by university unit



FHS stands out most clearly, with a mean of 8.00 points and a median of 8. FEA and FChT also receive favourable ratings, while **lower means are recorded at FTE (6.32) and Rec. (6.50)**, although the median remains 7 at both. The mode is 8 at most university units; at FHS it is as high as 10 (30.2% of responses). Values of 8 and 10 are joint modes at FEEI, and 5 and 8 at FAP. FR also receives high ratings, but on a small base.

Comparison by Length of Service at UPCE

Chart 114. Recommending UPCE as an employer – mean by length of service at UPCE

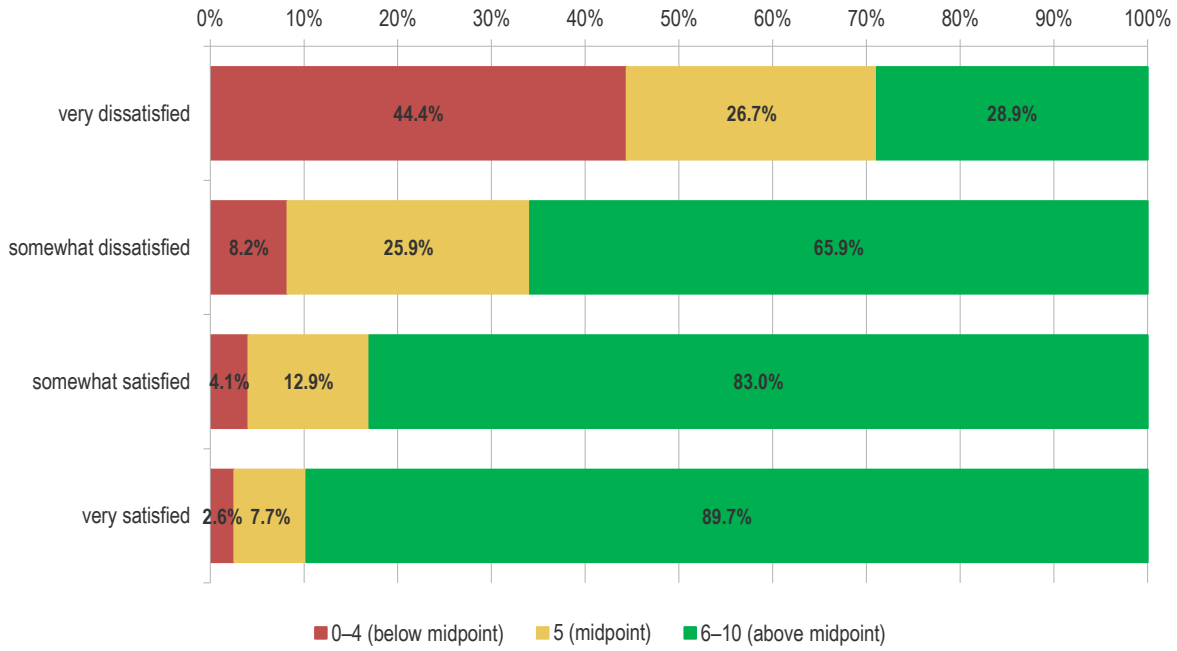


Mean ratings are higher among shorter-serving employees and decline slightly thereafter. The highest means are recorded by employees with less than 2 years at UPCE (7.17) and those with 2–5 years (7.13). Among employees with less than 2 years, the modal response is also 10 (although this accounts for only 19.2%); for all other groups it is 8.

Managers rate their likelihood of recommending UPCE more favourably than non-managers (mean 7.42 vs 6.83; median 8 vs 7). By age, ratings are highest among employees aged 60 and over (mean 7.54, median 8), while the lowest means occur among those under 29 (6.32; N = 22) and employees aged 50–59 (6.50).

Mean ratings are slightly higher among men than women (7.14 vs 6.85; median 8 vs 7). Similarly small differences occur by caring responsibilities: employees caring for children have a mean of 7.08 (median 8), those caring for other people 7.07 (median 8), and employees without caring responsibilities 6.93 (median 7).

Chart 115. Recommending UPCE as an employer by satisfaction with remuneration



Note: Recommendation ratings are grouped around the midpoint of the 0–10 scale: 0–4 below the midpoint, 5 at the midpoint, 6–10 above the midpoint. Valid N = 570; very dissatisfied n = 90, fairly dissatisfied n = 170, fairly satisfied n = 271, very satisfied n = 39.

Likelihood of recommending UPCE as an employer increases with satisfaction with remuneration. Above-midpoint ratings (6–10) are given by 28.9% of the very dissatisfied, 65.9% of the fairly dissatisfied, 83.0% of the fairly satisfied and 89.7% of the very satisfied. The recommendation mean rises from 4.61 among the very dissatisfied to 6.54 among the fairly dissatisfied, 7.60 among the fairly satisfied and 8.51 among the very satisfied; the median increases from 5 through 7 and 8 to 9.

16.3 Final Open-ended Comments

A final open-ended comment was provided by 105 respondents. Responses cover a wide variety of themes and often several areas at once. The report therefore presents only recurring themes and does not quote identifiable statements.

The most frequent themes include remuneration and differences in working conditions, management and communication quality, administrative burden and the organisation of processes, opportunities for career development and recognition of work, and premises or technical facilities. Some comments return to social safety, trust in problem resolution and the differing positions of staff categories. Alongside criticism, respondents describe positive experiences with particular workplaces, colleagues, flexibility and support from supervisors.

Open-ended responses are voluntary and their frequency is not a direct measure of how widespread an issue is among all employees; this must be borne in mind when interpreting them.

17. Developments in Selected Indicators, 2023–2026

17.1 Methodological Framework for the Comparison

The comparison follows the thematic structure of the 2026 questionnaire. For each area, we first verified whether the 2023 survey included an indicator comparable in both content and methodology. Direct comparisons are made only where the questions and responses concern the same respondent group and use comparable response scales. Indicators with limited comparability are used only where no better direct comparison exists within the chapter and the difference remains meaningful despite changes in wording or question design.

In 2023, questions were not compulsory, so the number of valid responses could vary between items even in formally completed questionnaires. Each comparison therefore includes only valid responses from respondents to whom the question applied. For attitude scales, comparison percentages are based on substantive responses. Options such as “don’t know”, “I can’t say”, “unable to assess” or “prefer not to answer” are excluded from the denominator of the main trend indicator. The proportions of these responses differ between surveys and respondent groups; including them could create an apparent change in ratings simply because their frequency changed, even if the views of respondents able to assess the subject had remained constant. Where analytically important, these responses are discussed separately.

In addition to combined indicators, we examine the strength of responses, particularly changes in the proportion selecting the strongest positive category. This distinguishes a genuine increase in unequivocally positive assessments from shifts primarily towards mildly positive answers. Where appropriate, trends are also checked separately for academic staff, research staff and TAS.

The 2023 figures are recalculated from the primary data using consistent rules for valid and relevant responses. The 2023 report is used for interpretation and validation, not as an automatic source of percentages.

17.2 Respondent Composition and Limitations of Faculty-Level Trends

17.2.1 Respondent Composition, 2023 × 2026

At University level, the proportions of the main staff categories remain fairly similar. The largest structural change is the substantially lower proportion of doctoral students in 2026, primarily due to different criteria for inviting them to participate.

Table 51. Respondent composition, 2023 × 2026

Staff category	2023 n	2023 %	2026 n	2026 %
AS	300	44.9	297	48.4
RS	40	6.0	40	6.5
TAS	280	41.9	268	43.6
doctoral students	48	7.2	9	1.5
overall	668	100.0	614	100.0

The similar composition of academic, research and TAS staff supports comparison for UPCE as a whole. However, this cannot automatically be assumed for individual faculties.

Table 52. Respondent composition, 2023 × 2026 – by university unit

university unit	2023 n	2026 n
FTE	51	54
FEEI	30	40
FEA	54	54
FAP	50	60
FChT	183	169
FR	13	18
FHS	32	48
Rec. / university-wide units	148	169
unit not stated	107	2
overall	**668**	**614**

Note: For 2026 we use the first question identifying the university unit. The analytical sample comprises 614 respondents. In 2023, 561 of the 668 respondents reported their university unit.

Faculty sample sizes changed differently between the two years. Relative differences are smaller at the larger faculties: for example, the number of FChT respondents decreased from 183 to 169, or by approximately 8%. At smaller faculties, changes are more substantial: at FEEI the number rose from 30 to 40, about one third, because the identifying question was placed earlier in the questionnaire; at FHS it rose from 32 to 48, or 50%.

The professional composition of respondents also changed within individual faculties. This matters because differences between academic staff, research staff and TAS recur across many indicators. At FEEI, for example, the proportion of academic staff decreased from 60.0% to 45.0%, while TAS increased from 23.3% to 47.5%. At FTE, the academic-staff share increased from 60.8% to 72.2%. At FChT, it rose from 48.6% to 58.6%, while the proportion of doctoral students fell substantially. Thus, a change in the overall faculty result may arise from a shift in staff-category proportions without any change in attitudes within the individual categories.

The 2023 dataset also contains 107 respondents with no university-unit information. Especially at smaller faculties, time comparisons could therefore reflect a combination of changes in sample size and composition rather than a pure change in attitudes. Faculty-level time series are consequently not included in the main comparison.

Broader comparisons of developments at individual faculties are therefore primarily included in the synthesis of SWOT findings and university-unit profiles, where they help assess whether issues identified previously are also evident in 2026.

17.3 Research and Development

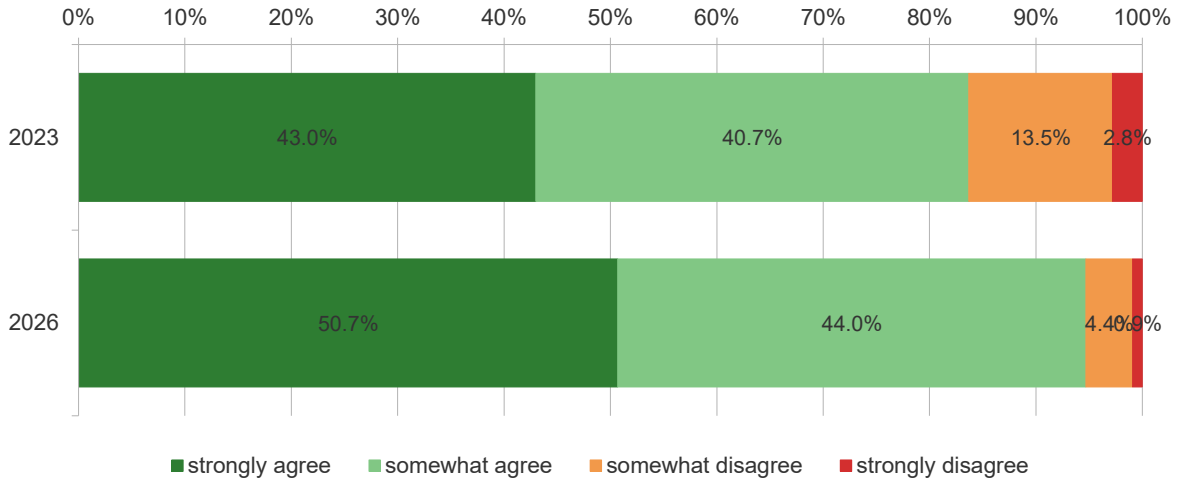
In research and development, several indicators are highly comparable, while for others the reference period or response format changed. For direct comparisons we therefore show the full distribution of responses; comparisons with limited comparability are used only as indicative context.

17.3.1 Autonomy in Research Activities

Table 53. Autonomy in research activities – comparison of 2023 and 2026

2023: “Do you feel that you have sufficient scope and freedom for your creative activities?” **/ 2026:** “I have a sufficient level of autonomy in my research activities.”

Chart 116. Autonomy in research activities – full distribution of substantive responses



N 2023 = 423; N 2026 = 343.

In 2023, 16 of the 439 respondents to whom the question applied did not answer it (3.6%); in 2026, 3 of 346 selected “I can’t say” (0.9%).

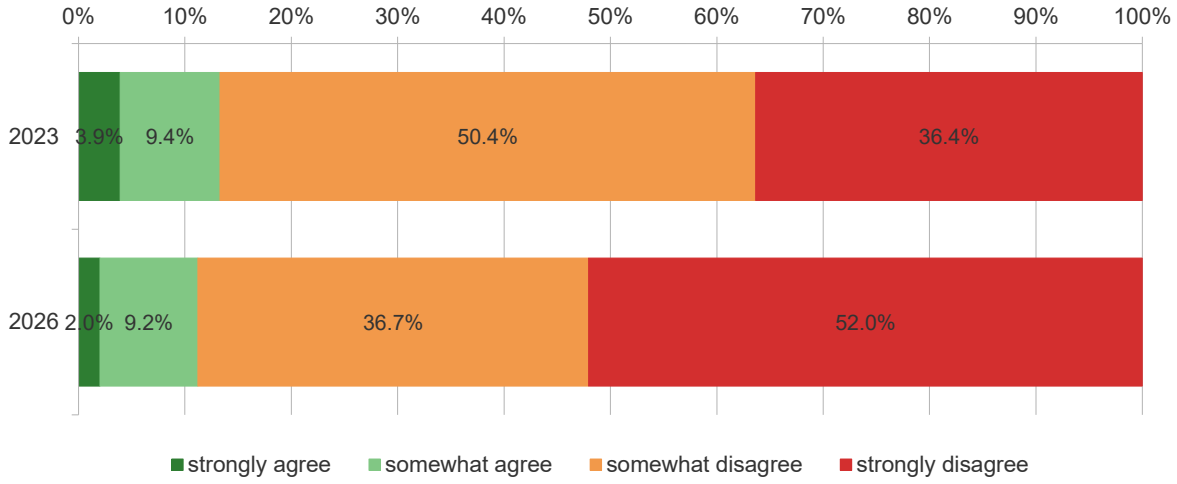
As “I can’t say” was not available in 2023, the 2026 comparison is likewise based only on respondents who gave a substantive answer. The proportion of **positive responses rose from 83.7% to 94.8%**. The strongest positive response also increased, from 43.0% to 50.7%. For autonomy, therefore, we observe not only fewer negative answers but also a clear strengthening of unequivocally positive assessments.

17.3.2 Research Ethics and Experience of Breaches of Rules

Table 54. Wording of compared questions – research ethics and experience of breaches of rules

2023: “Do you think there are problems relating to research ethics at the faculty?” **/ 2026**: “There are issues related to research ethics at my workplace or faculty.”

Chart 117. Research ethics issues – full distribution of responses (2023 and 2026)



N 2023 = 415; N 2026 = 346.

Agreement that research ethics problems occurred was reported by 13.3% of respondents in 2023 and 11.2% in 2026. The difference between years is small.

Table 55. Research ethics and experience of breaches of rules – comparison of 2023 and 2026

Indicator	2023	2026	Scope for comparison
restrictions on freedom of research	14.2% in the past 5 years	6.6% in the past 3 years	indicative only; same type of experience and response, but reference period changed from 5 to 3 years
witnessing copyright / intellectual property rights violations	9.7% in the past 5 years	8.1% in the past 3 years	indicative only; reference period changed from 5 to 3 years and yes/no answers became an agreement scale

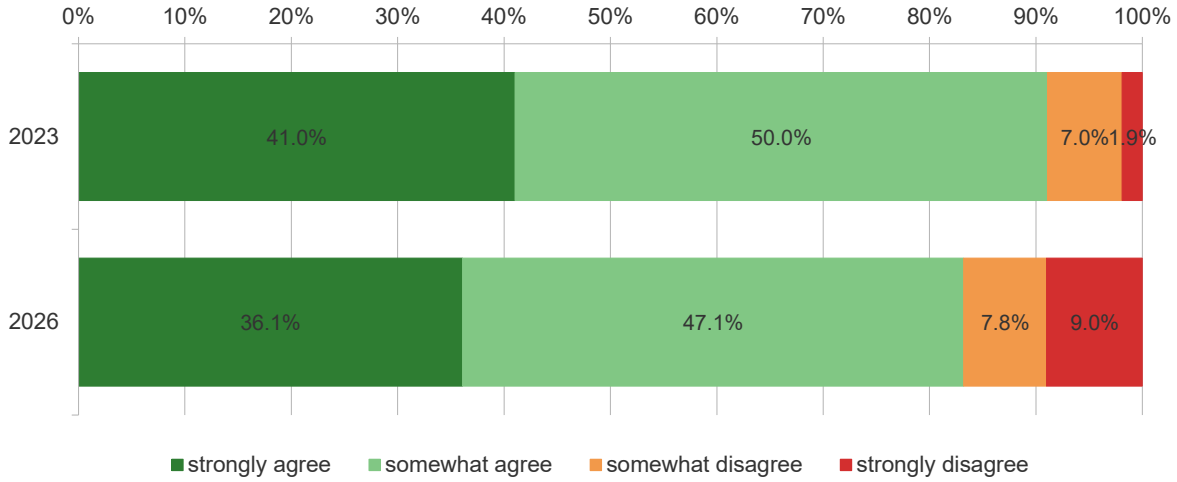
For the two other experience-based indicators, the reference period was reduced from five to three years; the copyright-infringement question also changed from a yes/no answer to an agreement scale. The figures are therefore not placed in a direct time series. We can only note that the 2026 data do not suggest a higher incidence than in 2023.

17.3.3 Protection of Intellectual Property and Copyright

Table 56. Protection of intellectual property and copyright – comparison of 2023 and 2026

2023: “Do you think that the faculty pays sufficient attention to protecting intellectual property and copyright?” / **2026:** “The faculty pays sufficient attention to the protection of intellectual property and copyright.”

Chart 118. The faculty pays sufficient attention to protecting intellectual property and copyright



N 2023 = 412; N 2026 = 346.

In 2023, 27 of the 439 respondents to whom this question applied did not answer it (6.2%); all 346 relevant respondents answered it in 2026.

Positive assessments declined from 91.0% to 83.2%. At the same time, the strongest positive response decreased from 41.0% to 36.1%, while the strongest negative response rose from 1.9% to 9.0%. This is therefore a substantively meaningful negative shift which warrants attention despite the still high proportion of positive ratings.

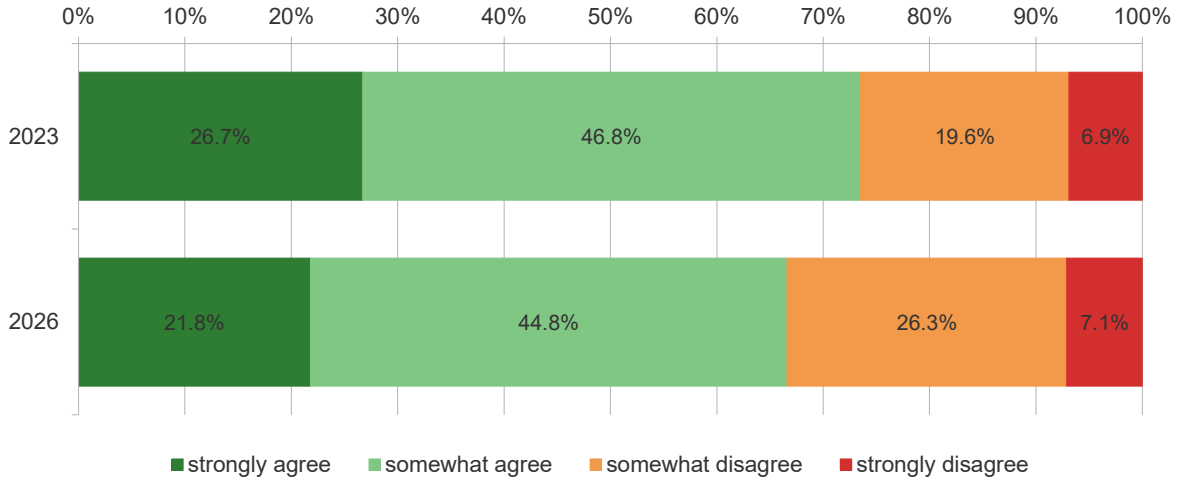
The decline cannot be explained by different proportions of doctoral students in the two surveys. Excluding them, the proportion of positive responses in 2023 remains 90.5%. Among **academic staff it falls from 91.4% to 83.5%**, and among research staff from 84.1% to 80.0%.

17.3.4 Support for Disseminating and Applying Research Results

Table 57. Support for disseminating and applying research results – comparison of 2023 and 2026

2023: “Do you think UPCE provides you with sufficient support for disseminating and applying results of science and basic and applied research?” **/ 2026:** “I feel supported in disseminating and applying research results.”

Chart 119. Support for disseminating and applying research results – substantive responses



N 2023 = 404; N 2026 = 308.

In 2026, 38 respondents selected “I can’t say” (11.0% of all responses to the item); this category is excluded from the denominator for comparison of attitudes.

Although “I can’t say” was not offered in 2023, 35 of the 439 respondents to whom the question applied did not answer it (8.0%).

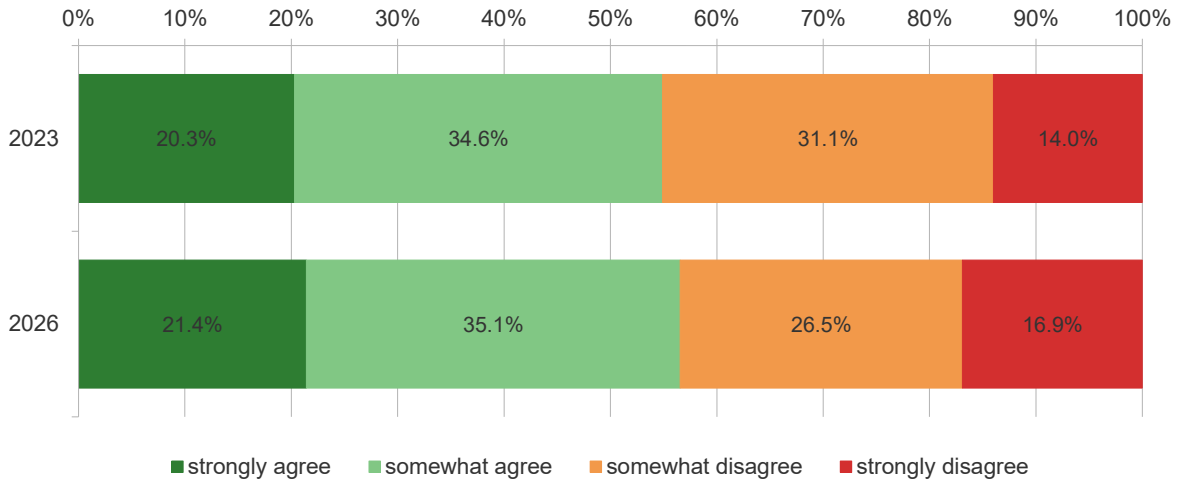
Among respondents able to assess this area, **positive ratings declined from 73.5% to 66.6%**. Strong agreement fell from 26.7% to 21.8%, while “somewhat disagree” became more frequent. This represents a moderate negative shift.

17.3.5 Time for Research Alongside Teaching

Table 58. Time for research alongside teaching – comparison of 2023 and 2026

2023: “Does your teaching workload leave you sufficient time to engage in science and research?” / **2026**: **“**My teaching load allows me to also devote sufficient time to science and research.”

Chart 120. Teaching load allows sufficient time for science and research



N 2023 = 408; N 2026 = 313.

In 2023, “I can’t say” was not offered, and 31 of the 439 relevant respondents did not answer (7.1%). In 2026, 33 of 346 relevant respondents selected “I can’t say” (9.5%). This category is excluded from the 2026 denominator when comparing attitudes.

Positive responses account for 54.9% in 2023 and 56.5% in 2026. The difference is small and the response pattern is largely unchanged. Opportunities to devote sufficient time to research alongside teaching are therefore assessed as stable.

17.3.6 Overall Support for Research Activities

Table 59. Overall support for research activities – comparison of 2023 and 2026

2023: “Are you satisfied with the support for science and research activities provided by UPCE/the faculty?” / **2026**: “I feel supported in science and research activities at my workplace.” / “My faculty provides sufficient support for my science and research activities.” / “The University provides sufficient conditions for science and research activities.”

Indicator	2023	2026	How the measurement differed
overall support from UPCE/the faculty	**66.6% positive (N = 410)**	**—**	**the original question combined two organisational levels**
conditions provided by the University	—	67.4% of substantive responses	closest current indicator; 2026 distinguishes organisational levels
faculty support	—	69.7% of substantive responses	closest current indicator; 2026 distinguishes organisational levels
support at the workplace	—	83.4% of substantive responses	measured separately for the first time

In 2023, the scale was “yes / rather yes / rather no / no”, without an “I can’t say” option. Of 439 relevant respondents, 29 (6.6%) did not answer. In 2026, “I can’t say” was selected by 8 respondents for workplace support (2.3%), 19 for faculty support (5.5%) and 33 for University-provided conditions (9.5%). The 2026 proportions in the table are therefore based on substantive responses.

The combined 2023 figure cannot be converted into a direct trend, as the earlier question grouped University and faculty support together. In 2026, these levels are measured separately: faculty support is rated positively by 69.7% of respondents giving a substantive response, and University-provided conditions by 67.4%. Both are close to the combined figure of 66.6% for 2023. The new separation also reveals much more favourable assessments of support from respondents' own workplaces (83.4%) and allows differences between organisational levels to be identified more clearly.

17.4 Teaching and Pedagogical Support

Table 60. Wording of compared questions – teaching and pedagogical support

2023: "Do you think your teaching activities are sufficiently taken into account in your performance evaluation?"; "Would you be interested in taking sabbatical leave?" / **2026:** "To what extent do you agree that teaching is supported at the University to the same extent as science and research activities?" / "To what extent are you satisfied with the support provided by UPCE / YOUR FACULTY for teaching activities (e.g. methodological, didactic and consultative support)?" / "Do you use the option of taking creative leave (sabbatical)?"

In 2026, teaching was examined in somewhat greater detail than in 2023. In addition to its standing relative to science and research, we now measure specific methodological, didactic and consultation support. These questions therefore have no direct counterparts in 2023. Sabbatical leave is, however, linked thematically across both surveys: in 2023 we asked about interest in sabbaticals, whereas in 2026 we examined actual use and reasons for not taking them.

In 2023, interest in sabbatical leave was expressed by 64.6% of academic staff and 60.4% of doctoral students. In 2026, only 21.2% of relevant respondents report no interest in this option; more often, they do not use it because of work commitments (31.0%) or other barriers. Comments from 2023 already indicated that the main issue was not interest in sabbaticals itself, but the ability to reconcile them with teaching and research duties. The 2026 results provide more detail on this problem.

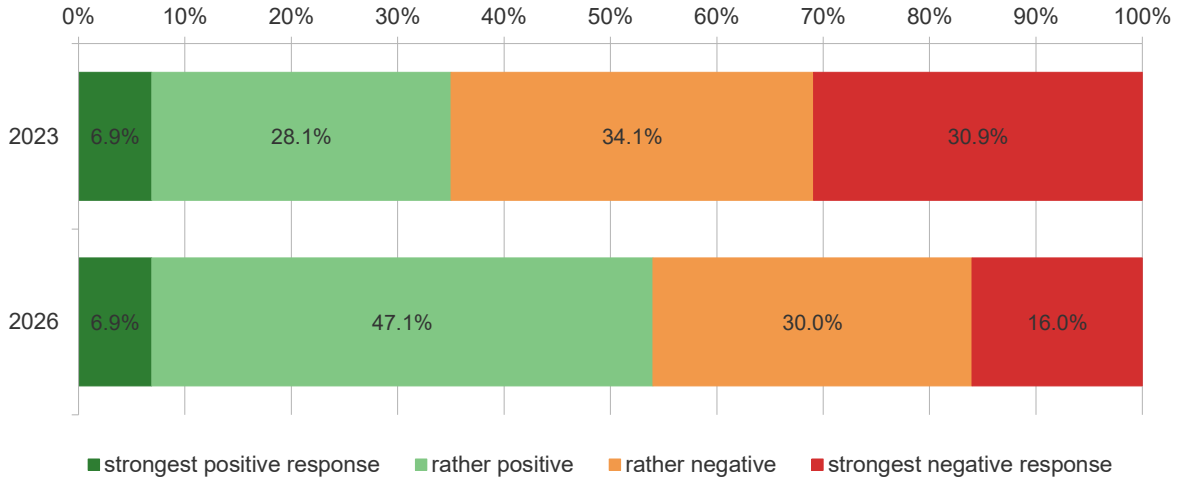
17.5 Working Conditions

17.5.1 Remuneration

Table 61. Remuneration – comparison of 2023 and 2026

2023: "Are you satisfied with your financial remuneration?" **/ 2026:** "How satisfied are you with your financial remuneration?"

Chart 121. Satisfaction with remuneration – full distribution of responses



N 2023 = 698; N 2026 = 613.

In 2023, the scale was "yes / rather yes / rather no / no"; in 2026, "very satisfied / somewhat satisfied / somewhat dissatisfied / very dissatisfied".

In 2023, 35.0% of respondents assessed their remuneration positively, compared with 54.0% in 2026, a difference of 19.0 percentage points. The proportion giving the strongest positive response remained at 6.9% in both years. The improvement therefore reflects not increased strong satisfaction, but primarily a shift from negative answers to "somewhat satisfied".

The shift occurs across all main staff categories: **satisfaction increased from 36.3% to 54.5% among academic staff**, **from 46.5% to 60.0% among research staff**, and **from 31.6% to 52.8% among TAS**. The greatest change is thus among TAS, and the overall result cannot be explained solely by a change in the professional composition of the sample.

For broader context, the 2023 report stated that approximately 56% had been satisfied in 2020.

In 2026, alongside remuneration satisfaction, we also asked which approach employees would prefer if the University had a limited budget to improve working conditions. The largest group, 73.8%, would prefer pay increases alone. Another 19.7% would favour a combination of modest pay growth and a reasonable expansion of benefits, while only 2.0% favour expanding benefits alone. Thus, although remuneration is assessed more favourably in 2026 than three years earlier, further pay increases remain the preferred improvement for an overwhelming majority of employees.

17.5.2 Premises, Equipment and Workplace Environment

Table 62. Premises, equipment and workplace environment – comparison of 2023 and 2026

2023: “Are you satisfied with your working environment at UPCE?” / “Are you satisfied with the technical equipment at UPCE?” **/ 2026:** “How satisfied are you with the premises, equipment, and technical facilities for your work?”

Indicator	2023	2026	Interpretation
working environment	83.1% satisfied	—	a broader concept than the 2026 measure
technical equipment	87.4% satisfied	—	a narrower component of the combined question
premises, equipment and technical facilities	—	85.2% satisfied	newly combined indicator

Both questions in 2023 used a “yes / rather yes / rather no / no” scale; in 2026, responses were “very satisfied / somewhat satisfied / somewhat dissatisfied / very dissatisfied”. The more important change, however, is that two previously separate areas were combined into one question.

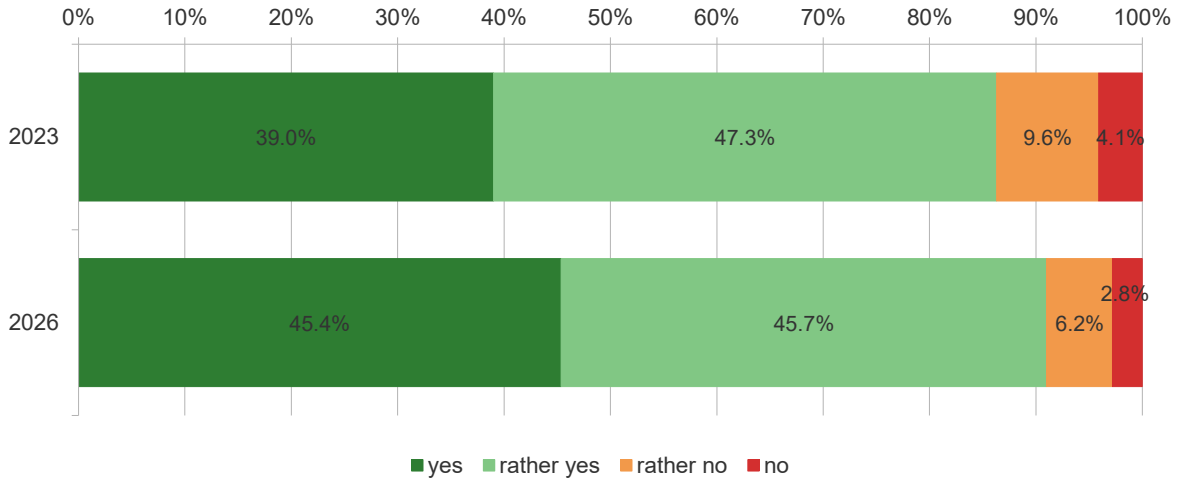
We do not derive a direct trend from these figures. The 2026 question combined physical aspects measured separately in 2023, when they were also situated within the broader concept of the workplace environment. Nevertheless, the current 85.2% satisfaction is consistent with the consistently high assessments of physical working conditions already evident in 2023.

17.5.3 Work–Life Balance

Table 63. Work–life balance – comparison of 2023 and 2026

2023: “Do you think UPCE enables you to achieve a suitable balance between work and family life?” **/ 2026:** “Does your workplace allow you to balance your work and personal life?”

Chart 122. Ability to balance work and personal life – full distribution of responses



N 2023 = 689; N 2026 = 613.

Positive assessments account for 86.4% in 2023 and 91.0% in 2026. The strongest positive response also increased, from 39.0% to 45.4%. The results therefore indicate **more favourable assessments in 2026** and a stronger intensity of positive responses.

In 2026, the wording was intentionally broadened from “family life” to “personal life”, to better reflect the situation of all employees regardless of family circumstances. The reference point also shifted from UPCE as a whole to the respondent’s specific workplace. The precise difference of 4.6 percentage points should therefore not be overinterpreted; more important is that assessments remain very favourable.

17.6 Management, Performance Appraisal and Relations with Supervisors

The questionnaire changed more substantially in this area. In 2023, it mainly measured awareness of performance appraisal rules and perceived transparency. In 2026, it asks more specifically about clarity of criteria, understanding their application, consideration of all elements of work and fairness of appraisal.

17.6.1 Appraisal Rules, Criteria and Transparency

In 2023, employees were first asked whether they knew the appraisal rules and principles. Only those answering “yes” or “rather yes” then received a question on the transparency of these rules. In 2026, the questions directly ask whether appraisal criteria are clearly defined and whether employees understand how they are applied when assessing their work.

Table 64. Wording of compared questions – appraisal rules, criteria and transparency

2023: “Are you familiar with the rules and principles used to evaluate your work performance?”; follow-up for respondents answering “yes” or “rather yes”: “Do you consider these rules and principles sufficiently transparent?”
2026: “The criteria for evaluating my work are clearly defined.” / “I understand how these criteria are applied when my work is evaluated.”

Table 65. Appraisal rules, criteria and transparency – comparison of 2023 and 2026

Indicator	2023	2026	How the measurement differed
knowledge of rules / clarity of criteria	72.2% know the rules and principles of evaluation (N = 686)	80.9% agree that the criteria are clearly defined	limited; knowledge of rules is not equivalent to assessment of their clarity, although the scales are functionally similar
transparency / understanding of application	85.1% consider the rules transparent (N = 489)	76.4% understand how the criteria are applied	limited; transparency is not identical to understanding their application; in 2023 this was asked only of those familiar with the rules

The result cannot therefore be interpreted as a precise increase of 8.7 percentage points, but it suggests that the appraisal system is perceived more favourably in 2026.

A closer 2023 counterpart to this year’s understanding of how criteria are applied might be the question on the transparency of rules. However, it had a different respondent base: only employees who had said in the preceding question that they knew or largely knew the rules received it. Of these 495 respondents, 489 answered (98.8%), and 85.1% considered the rules transparent. This figure is therefore used as supplementary context, not a direct counterpart to the 76.4% recorded in 2026.

The other 2026 statements – whether appraisal considers all aspects of work and whether employees regard their performance appraisal as fair – have no sufficiently close equivalents in 2023.

17.6.2 Consideration of Different Components of Work

In 2023, different components of work were assessed separately. Respondents evaluated whether research activities, teaching and science communication / outreach were adequately taken into account in their appraisal. These questions were not displayed to TAS. In 2026, a broader statement, “My performance appraisal takes into account all aspects of my work”, replaces questions on individual activities and applies to all staff categories.

Table 66. Consideration of different components of work – comparison of 2023 and 2026

2023: “Do you think your science and research activities and their results are sufficiently taken into account in your performance evaluation?”
2023: “Do you think your teaching activities are sufficiently taken into account in your performance evaluation?”
2026: “The evaluation takes into account all components of my work.”

For the 2023 overall group, including academic staff, research staff and doctoral students, 69.5% of respondents giving substantive answers positively assessed consideration of their research activities (N = 377), and 60.1% positively assessed teaching (N = 361). Doctoral students remain in the overall result but are not highlighted separately because their representation differed between the years. In 2026, 72.6% of employees agree that their appraisal takes all aspects of their work into account.

These overall figures cannot be read as precise trends for individual activities. In 2026, the question no longer distinguishes whether appraisal concerns research, teaching or another element of work. For a clearer understanding, we therefore examine 2023 results separately for academic and research staff, again using substantive responses only.

Table 67. Consideration of different components of work – comparison between staff categories

Area / group	2023: positive assessment among substantive responses	2023 N	2026: evaluation covers all components of work
science and research activities – AS	67.9 %	287	73.1 %
science and research activities – RS	71.8 %	39	75.0 %
teaching activities – AS	61.0 %	305	73.1 %
teaching activities – RS	42.9 %	14	75.0 %

Note: Questions in 2023 were not compulsory. Item-level N therefore includes those who actually answered the question; for substantive N, “I do not engage in this activity” responses are then excluded. For research activities, 19 of 306 academic staff answering selected this option, leaving substantive N = 287; none of the research staff selected it (N = 39). For teaching, it was selected by 2 of 307 academic staff (N = 305) and 25 of 39 research staff (N = 14).

Among academic staff in 2023, assessments of both activities were predominantly positive: 67.9% of substantive responses positively assessed consideration of research activities and 61.0% consideration of teaching. In 2026, 73.1% of academic staff agree that appraisal considers all aspects of their work. The current assessment is therefore favourable, but it cannot establish whether the change concerns research, teaching or another component of work.

Among research staff in 2023, 71.8% of respondents giving a substantive answer positively assessed consideration of their own research activities. Only a smaller part of this group assessed teaching: 25 of the 39 research staff responding said they did not teach, and among the remaining 14, 42.9% considered teaching adequately reflected in appraisal. In 2026, 75.0% of research staff positively assess consideration of all aspects of their work. Again, this is not a precise trend for separate activities, but an indicative comparison of a broader current indicator with more specific 2023 results.

TAS did not receive the questions about consideration of research, teaching or outreach in 2023, so no time comparison is provided for them in this form. In 2026, the general statement also applies to non-academic positions: 71.4% of TAS agree that appraisal considers all aspects of their work. This is a new current indicator rather than a change since 2023.

In 2023, science communication and outreach were assessed separately, with 52.6% of respondents giving substantive answers considering them adequately reflected in appraisal (N = 274). There is no separate equivalent in 2026, so no numerical time comparison is made.

Support from supervisors, feedback practices and their motivating effect were not measured separately in 2023. The 2026 findings therefore broaden the assessment of performance management but have no full counterpart in the previous survey.

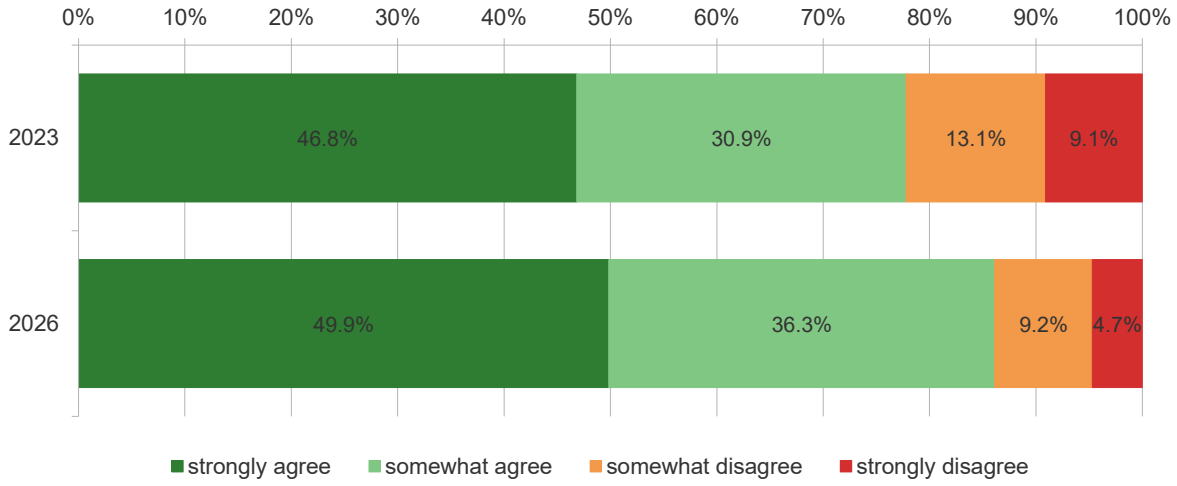
17.7 Workplace Atmosphere and Relationships

17.7.1 Equal Treatment

Table 68. Equal treatment – comparison of 2023 and 2026

2023: "Do you think you are treated equally compared with other employees?" **/ 2026:** "I am treated equally compared with others."

Chart 123. I am treated equally to others



N 2023 = 634; N 2026 = 601.

In 2023, "prefer not to answer" was offered alongside four substantive options. Forty-eight respondents selected it and are excluded from the comparison distribution. In 2026, a four-point agreement scale is used without this option.

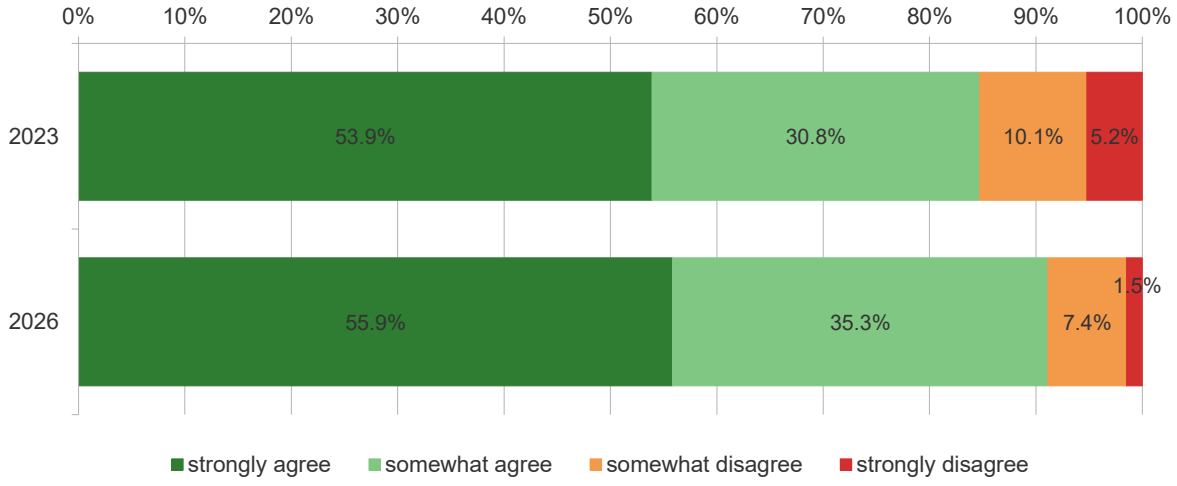
Positive assessments increased from 77.8% to 86.2%. Strong agreement rose only slightly, from 46.8% to 49.9%, while negative responses became less frequent. Thus, the improvement mainly reflects a shift towards moderately positive assessments and less disagreement.

17.7.2 Recognition of Work by Immediate Supervisors

Table 69. Recognition of work by immediate supervisors – comparison of 2023 and 2026

2023: "Do you think your direct supervisor sufficiently values your work?" / **2026:** "My direct supervisor values my work."

Chart 124. My immediate supervisor values my work



N 2023 = 636; N 2026 = 598.

In 2023, “prefer not to answer” was offered alongside four substantive options; 44 respondents selected it and another 58 left the item unanswered. Only 636 substantive responses are included in the comparison distribution. In 2026, a four-point agreement scale is used without this option.

Positive assessments rose from 84.7% to 91.1%. The strongest positive response changed little, while the strongest disagreement fell substantially. As with equal treatment, the development mainly reflects a lower prevalence of negative experiences.

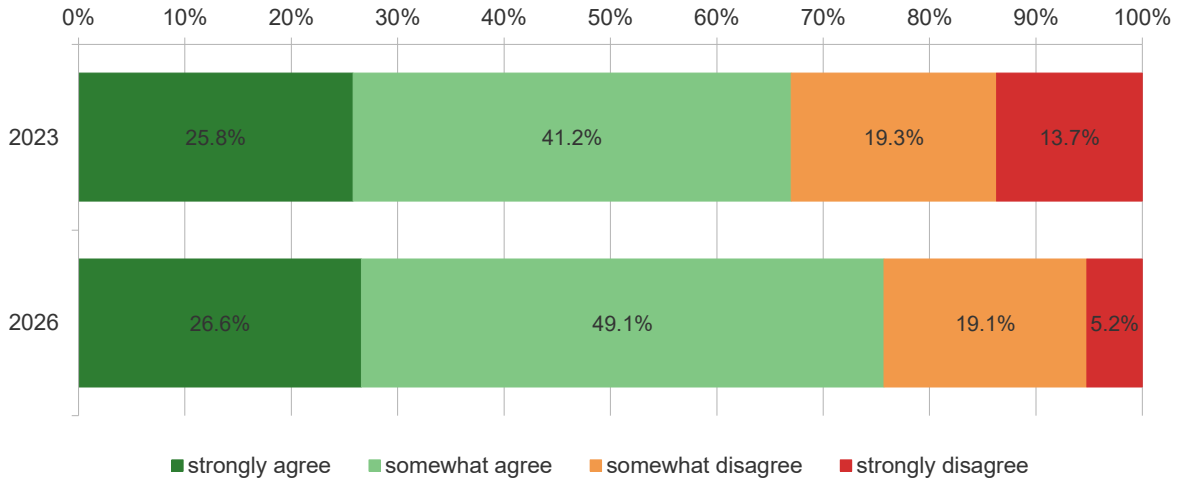
17.7.3 Knowing How to Lodge a Complaint and Trust in Its Investigation

Table 70. Knowing how to lodge a complaint and trust in its investigation – comparison of 2023 and 2026

Indicator	2023	2026	Comparability
know how / whom to contact	54.6 % (N = 680)	85.8 % (N = 598)	limited – yes/no became a four-point scale; “complaint” became “problem or complaint”
trust in a fair investigation	67.0 % (N = 415)	75.7 % (N = 597)	direct – same issue and four-point scale; substantive responses compared
knowledge of employment rights and obligations	89.6 % (N = 682)	87.8 % (N = 600)	direct – practically identical content and functionally comparable scale

There is a very substantial difference in knowing how to lodge a complaint, but the response scale changed: in 2026 it formed part of a battery using four-point ratings. We therefore do not present this as a precise percentage-point increase; the more robust conclusion is that reported awareness was substantially higher in 2026.

Chart 125. Trust in fair investigation of complaints – substantive responses

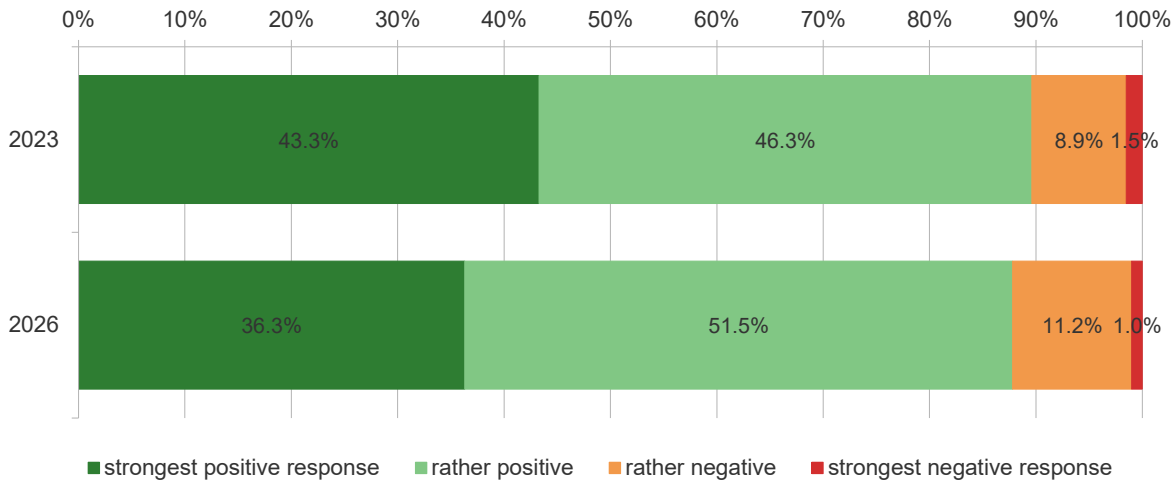


N 2023 = 415; N 2026 = 597.

For confidence in complaint investigations, the 2023 question offered “don’t know” and “prefer not to answer” alongside four substantive responses. We therefore excluded 226 “don’t know” and 41 “prefer not to answer” responses from the main comparison. In 2026, these two options were not offered and a four-point agreement scale was used.

Confidence in fair investigation increased from 67.0% to 75.7%. Strong agreement was almost unchanged (25.8% and 26.6%), but strong disagreement decreased substantially.

Chart 126. Awareness of employment-law rights and obligations – full response distribution



N 2023 = 682; N 2026 = 600.

In 2023, the response scale was “yes / rather yes / rather no / no”; in 2026, “strongly agree / somewhat agree / somewhat disagree / strongly disagree”. Both questions, however, concern the same subject, so they are treated as directly comparable.

Awareness of employment-law rights and obligations remained virtually stable. **Positive responses were given by 89.6% in 2023 and 87.8% in 2026.** The strongest positive response declined from 43.3% to 36.3%, but most of this shift went into the moderately positive response.

17.7.4 Inappropriate Behaviour and Discrimination

Table 71. Inappropriate behaviour and discrimination – comparison of 2023 and 2026

2023: “Have you experienced any form of discrimination at UPCE in the past five years?” **/ 2026:** “In the last 3 years, have you encountered inappropriate behaviour at the workplace?”

We do not compare overall experience directly between the two years. The 2023 question asked whether respondents had encountered any form of discrimination at UPCE in the previous five years. In 2026, it asked about a broader range of inappropriate behaviour, limited to the workplace, over the previous three years, with discrimination only one of several forms. The phenomenon examined, reference period and organisational scope therefore all changed. We present the 2026 findings separately rather than constructing a direct historical trend.

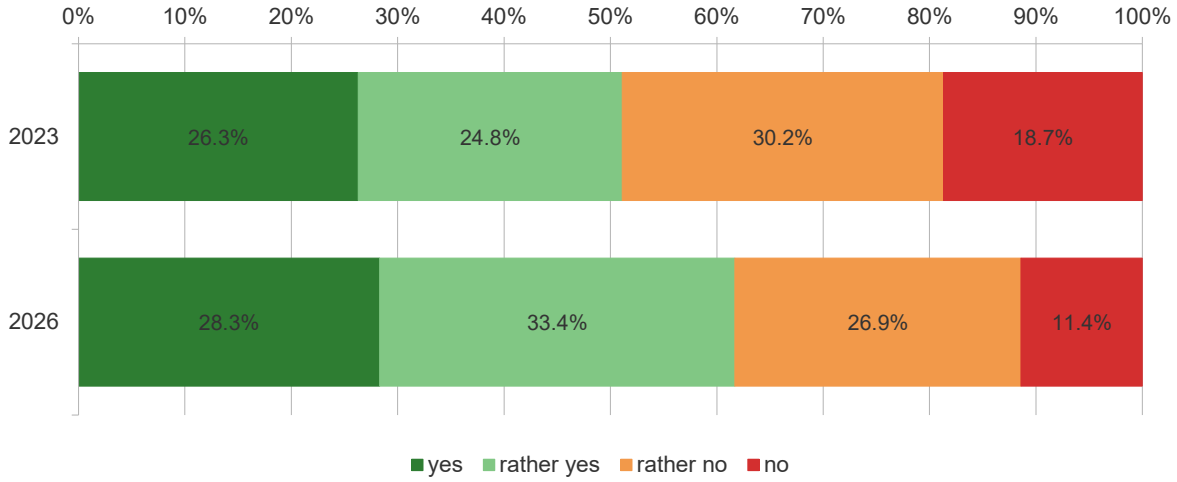
17.8 Personal and Career Development

17.8.1 Opportunities for Career / Professional Development

Table 72. Opportunities for career / professional development – comparison of 2023 and 2026

2023: “Do you think your job position offers you opportunities for career advancement?” / **2026**: “Do you think that your current position offers opportunities for career/professional development?”

Chart 127. Opportunities for career / professional development – full response distribution



N *2023 = 673; N 2026 = 590.*

Positive responses account for 51.1% in 2023 and 61.7% in 2026. In 2026, the wording was deliberately broadened to include “professional development”, meaning the development of expertise, skills and responsibilities without necessarily moving up the organisational hierarchy.

This change responds to the 2023 findings. At that time, 77% of TAS did not perceive opportunities for career advancement, and free-text comments indicated that some associated “career advancement” primarily with moving to another position, often an unrealistic prospect. The broader wording therefore better captures TAS development, but also limits exact comparisons over time.

17.8.2 Other Development Indicators

Table 73. Other development indicators – comparison of 2023 and 2026

2023 indicator	2023	Closest 2026 indicator	2026	How the measurement differed
supervisor discussed further career advancement	53.9 % (N = 672)	supervisor regularly discusses career/professional development	63.6 %	limited; yes/no became a four-point scale, with the additional word “regularly” and a broader concept of development
know whom to contact regarding career advancement	61.6 % (N = 661)	know whom to contact about career/professional development	54.6 %	limited; yes/no became a four-point scale and the concept of development broadened
UPCE/faculty provides sufficient training and professional development opportunities	72.8 % (N = 669)	my workplace provides sufficient further training and professional development opportunities	70.1 %	limited; different organisational level, although the scale is functionally very similar

For discussion with supervisors, it is noteworthy that higher agreement is recorded even with the stricter 2026 wording “regularly”. The professional difference remains, however: **79.2% of academic staff and 75.7% of research staff** agree in 2026, compared with **43.8% of TAS**. This confirms that career and professional development has a different significance for the respective staff categories.

Differences are smaller for knowing whom to contact and for the provision of further training, and the questions were redesigned. We therefore describe the direction of results cautiously, although both pairs are relevant to longer-term context.

17.8.3 Participation in Training Activities

Table 74. Participation in training activities – comparison of 2023 and 2026

2023: “Have you attended any educational activity (course, seminar, etc.) at UPCE for your professional development in the last five years?” – yes / no. / **2026:** “As part of your professional development, do you participate in educational activities (courses, seminars, workshops) organised by UPCE?” – yes, regularly / yes, occasionally / not really, only exceptionally / no, I have not participated yet, but I would be interested / no, I am not interested in educational activities organised by UPCE / no, I do not know about the offer of educational activities.

2023	2026	Interpretability
81.3% attended at least once in the past five years (N = 674)	90.4% participate at least occasionally or exceptionally (N = 590)	limited; experience in the previous 5 years became current frequency without a fixed reference period

For an indicative comparison, we also include “rather no, only rarely” in 2026 because this still implies experience of participation in training. Thus, 90.4% of respondents participated at least occasionally, compared with 81.3% who reported at least one training activity over the previous five years in 2023. We do not infer a direct increase from these figures because the reference periods and frequency measures differ.

17.8.4 International Mobility

Table 75. International mobility – comparison of 2023 and 2026

2023: “Have you ever used international mobility for your further professional development?” – yes / no / I do not need international mobility for my professional development. **/ 2026:** “As part of your professional development, do you use international mobility (short-term or long-term stay abroad related in any way to your work at the University)?” – yes, to the fullest possible extent / yes, but only to a limited extent / no, not yet, but I would be interested / no, not yet and I am not interested.

In 2023, 45.5% of respondents reported experience of international mobility (N = 670). In 2026, 42.4% reported using it fully or to a limited extent (N = 585). The reference frameworks are not identical, but the extent of use appears broadly similar.

In both years, mobility is substantially more common among academic staff than TAS. The 2026 survey also distinguishes respondents’ interest or lack of interest and uses a separate question to examine specific barriers, especially time constraints and family or personal circumstances.

17.9 UPCE Strategy

Table 76. UPCE strategy – comparison of 2023 and 2026

2023: “Are you familiar with UPCE’s strategic objectives?” and follow-up “Do you identify with UPCE’s strategic objectives?” – for both: yes / rather yes / rather no / no. / **2026:** “Which of the following statements best describes your relationship to the UNIVERSITY’s strategic objectives?” – I know them and identify with them / I know them, but identify with them only partly / I know them, but do not identify with them / I do not know them well enough to assess.

Indicator	2023	2026	Interpretation
awareness of the strategy	56.9% report at least some knowledge (N = 673)	45.1% know enough to assess (N = 587)	limited; the new question sets a different threshold for knowledge
identification among respondents who answered / know the strategy	89.0 % (N = 381)	95.8 % (N = 265)	limited; different response structure

Awareness of the strategy appears lower in 2026, but we do not infer a direct decline of around 12 percentage points because the questions were constructed differently. In 2023, familiarity with strategic objectives was measured separately on a yes / rather yes / rather no / no scale, followed by a question on identification with the objectives. In 2026, respondents use a single question first to assess whether they know the strategy well enough to judge their relationship to it and then immediately indicate the extent to which they identify with it. Thus, the 45.1% figure does not simply mean that “fewer people know the strategy”; it identifies the narrower group claiming sufficient familiarity to assess it further.

Among respondents who know the strategy well enough to assess it, acceptance is very high: 95.8% fully or partly identify with it in 2026, compared with 89.0% in 2023. For those who identify with it only partly or not at all, the 2026 survey also explores their reasons. The same approach is used for faculty strategic objectives, whereas the 2023 survey addressed this area at University level only.

17.10 Recruitment of Academic Staff

Both surveys cover recruitment, but the target group changed. In 2023, employees generally assessed selection procedures, and many were unable to judge them. In 2026, the specific process was assessed only by people who had served on a selection committee in the preceding three years. We therefore do not calculate a direct change in percentage points.

Table 77. Recruitment of academic staff – comparison of 2023 and 2026

2023: “Do you consider the announcement and conduct of selection procedures for academic staff positions sufficiently open to all potential applicants?” / “Do you think applicants’ professional experience and qualifications are sufficiently taken into account in selection procedures for academic staff positions?” / **2026:** “The announcement of the selection procedure for the academic staff position was sufficiently open to all potential applicants.” / “Applicants’ professional experience and qualifications were taken into account objectively in the evaluation.”

Closest pair of indicators	2023 – substantive responses	2026 – substantive responses	What changed
openness of selection procedures	78.7% positive (N = 352)	100.0% positive (N = 66)	general assessment → direct experience of selection committee members
consideration of experience and qualifications	83.1% positive (N = 320)	88.9% positive (N = 63)	general assessment → direct experience of selection committee members

In both years, an option to refrain from assessing the area was available alongside four substantive responses. In 2023, the question on openness was left unanswered by 71 of 738 respondents (9.6%), while another 315 (42.7%) selected “unable to assess”; for consideration of experience and qualifications, there were 74 non-responses (10.0%) and 344 “unable to assess” responses (46.6%). In 2026, only 67 selection committee members responded: for openness, one respondent selected “I can’t say” (1.5%), and for consideration of experience and qualifications, four did so (6.0%). This contrast also clearly illustrates the effect of the more precise 2026 routing.

Selection committee members’ current experiences are therefore very favourable, especially concerning openness. However, the difference from 2023 cannot be attributed to an improvement in the process itself, as the compared respondent groups are defined differently.

We do not equate the 2023 question about whether the selection procedure was “qualified” with the 2026 question on “transparency”: these are different concepts. In 2026, 93.9% of committee members giving substantive responses rate transparency positively.

17.11 Onboarding and Mentoring

The 2023 survey had no separate section for employees who had recently joined or changed their position or workplace. We therefore construct no direct historical trend. The 2026 survey is the first to examine this area systematically, distinguishing information sources, support from immediate supervisors and mentoring.

The current data show that **colleagues (76.4%) and immediate supervisors (72.4%)** play the main roles during onboarding. Sufficient support from supervisors is reported by 85.8% of relevant respondents. Among those who had a mentor or support from a more experienced colleague, **98.7% rate the information provided as very or fairly useful**.

UPCE’s HRS4R and HR documents identify systematic recruitment, onboarding and mentoring as areas under development. The more detailed 2026 measurement therefore reflects onboarding having become a more visible part of the University’s HR work.

17.12 Workplace Culture

The 2026 questionnaire measures internal communication and organisational culture separately at University, faculty and immediate-workplace levels. In 2023, a broader question on satisfaction with the workplace environment included interpersonal relationships, physical conditions and other aspects. A direct time comparison would therefore conflate different indicators.

The 2026 results in this area are consequently treated as a baseline for future measurement. Employees rate internal communication and organisational culture most favourably at their own workplaces, with agreement exceeding 85% for both indicators.

17.13 Summary of Developments, 2023–2026

The comparison reveals several clear positive shifts alongside areas showing little change or, less commonly, deterioration. The strongest improvements concern remuneration and autonomy in research activities. More favourable results are also evident for equal treatment, recognition of work by supervisors and confidence in complaint investigations. For the latter three issues, improvements often reflect a shift from negative to moderately positive answers rather than a sharp rise in strong agreement.

Conversely, 2026 ratings are less favourable for protection of intellectual property and support for disseminating and applying research findings. Opportunities to devote time to research alongside teaching remain broadly stable. In some other areas, including career and professional development, strategy and recruitment, questionnaire redesign changed the meaning of the measures sufficiently that comparisons are only indicative and always accompanied by an explanation of changes in wording or target group.

Several topics are explored in greater depth in 2026, particularly pedagogical support, onboarding, mentoring and organisational culture. The current results therefore form a new baseline for subsequent surveys.

18. Appendix: University of Pardubice 2026 Employee Questionnaire

The final wording of the questionnaire used for data collection in 2026 is set out below. The online version used filters and branching based on respondents' answers. The printed (paper) version was intended exclusively for administrative, technical and other staff. It therefore began with the Working Conditions section, with adjusted question numbering and explicit routing instructions (e.g. "go to question 12").

1. In which faculty/department of the University do you work? (Please select the one where your workload is the largest)

Select one answer

- 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
- University-wide and Rectorate departments

2. Some questions in this survey will differ depending on your job position/category. Please select the answer that best describes your position at the University of Pardubice. I work as a(n):

- academic staff member
- research staff member
- doctoral student (please base your answers solely on your professional role, not on experiences related exclusively to your doctoral studies)
- administrative, technical or other staff member

18.1 Science and Research

This section was not shown to administrative, technical and other staff.

3. To what extent do you agree with the following statements?

strongly agree / somewhat agree / somewhat disagree / strongly disagree / I can´t say

- I have a sufficient level of autonomy in my research activities
- My teaching load allows me to also devote sufficient time to science and research
- I feel supported in science and research activities at my workplace

- My faculty provides sufficient support for my science and research activities
- The University provides sufficient conditions for science and research activities
- I feel supported in disseminating and applying research results

4. In the last 3 years, have you experienced any restrictions on your freedom of research in your work?

- yes: What restriction on your freedom of research did you experience? ...
- no

5. Where do you see the greatest room for improvement in terms of support for research activities at the faculty/university? Select up to 5 answers.

- excessive administrative burden associated with research (project applications, reporting, etc.)
- insufficient financial support for research itself
- insufficient staff capacity to support research (e.g., technical and project support)
- lack of time for research due to the heavy teaching load
- insufficient material and technical resources
- insufficient support for international collaboration
- insufficient support for publishing and disseminating results
- insufficient recognition and motivation for research activities
- insufficient awareness of available funding opportunities
- shortcomings in the management/organisation of research at the faculty
- I do not perceive any major shortcomings
- other (please specify): _____

6. How satisfied are you with the functioning of the Centre for Technology and Knowledge Transfer?

- very satisfied
- somewhat satisfied
- somewhat dissatisfied
- very dissatisfied
- I can´t say

7. To what extent do you agree with the following statements?

strongly agree / somewhat agree / somewhat disagree / strongly disagree

- There are issues related to research ethics at my workplace or faculty
- In the last 3 years, I have witnessed a violation of copyright or intellectual property rights
- The faculty pays sufficient attention to the protection of intellectual property and copyright

8. What type of copyright or intellectual property violation(s) have you encountered? Select all that apply

Shown to respondents based on their answer to the previous question.

- issues related to (co-)authorship and recognition of contribution to outputs
- unethical use of doctoral students and junior colleagues
- plagiarism
- manipulation of data or results (distortion, modification or falsification)
- other (please specify): _____

9. How familiar are you with the principles of Open Science and grant agency requirements (e.g., Czech Science Foundation, Technology Agency of the Czech Republic, Horizon Europe) for open publishing and data sharing?

- very familiar – I have a good understanding of this area
- fairly well – I have a basic understanding, but some information is missing
- not very well – I know very little about this area
- not at all – I have no understanding of this area
- not relevant to my work

10. From which levels/units do you expect the greatest support in the area of research and creative activities? (select up to 5 answers)

- direct supervisor/head of workplace
- colleagues from my workplace
- colleagues from the research or project team
- faculty (faculty management, dean's office)
- project/grant support from the Rectorate and central units
- University library
- Centre for Technology and Knowledge Transfer/cooperation with practice
- IT support/infrastructure
- external partners (other institutions, companies)
- other (please specify): _____

11. Which of the following forms of support for Open Science would you appreciate from the University library? (multiple answers allowed)

- assistance with completing data management plans (DMPs) for grant applications (e.g., using the Data Stewardship Wizard)
- identifying which journal (or publisher) allows publication using a token, thereby avoiding the need to pay an APC fee
- consultation on where and how to securely store research data after a project ends (selection of a repository)
- creation and management of author profiles (ORCID, ResearcherID, Scopus ID)
- verifying whether the selected journal/publisher or conference is predatory
- customised individual/group training for my workplace on a topic related to Open Science
- I do not need help with anything

12. Do you have any additional comments on the conditions for research and creative activities?

Optional open-ended question.

18.2 Teaching and Pedagogical Support

This section was not shown to administrative, technical and other staff.

13. To what extent do you agree that teaching is supported at the University to the same extent as science and research activities?

- strongly agree
- somewhat agree
- somewhat disagree
- strongly disagree
- I can´t say

14. To what extent are you satisfied with the support provided by UPCE for teaching activities (e.g., methodological, didactic, and consultative support)?

- very satisfied
- somewhat satisfied
- somewhat dissatisfied
- very dissatisfied
- I can´t say

15. To what extent are you satisfied with the support provided by YOUR FACULTY for teaching activities (e.g., methodological, didactic, and consultative support)?

- very satisfied
- somewhat satisfied
- somewhat dissatisfied
- very dissatisfied

- I can´t say

16. Do you use the option of taking creative leave (sabbatical)?

Shown only to academic staff and doctoral students.

- Yes, I use it
- No, because my work duties do not allow it
- No, because my supervisors do not allow it
- No, because my personal or family situation does not allow it
- No, because I am not interested in this option
- No, because I am not eligible yet
- Other

18.3 Working conditions

17. How satisfied are you with your financial remuneration?

- very satisfied
- somewhat satisfied
- somewhat dissatisfied
- very dissatisfied

18. How attractive are the following benefits offered by the University as part of its benefits programme?

- very attractive
- somewhat attractive
- somewhat unattractive
- very unattractive
- I am not eligible or I do not know whether I am eligible

- subsidised meals
- language courses
- other educational courses besides language courses
- opportunity for work trips to foreign universities
- leisure activities for families (Children’s Day, Angel Afternoon, suburban day camp)
- Office 365 also for private/home use
- discounted access to University sports facilities and sports activities
- discounted accommodation in University dormitories
- library access
- 6 weeks of annual leave for administrative and technical staff

19. What other benefits would you like to see at the university?

- flexible benefits programme (an employee benefits system in which the employer contributes to activities and services of the employee’s choice, such as sports, culture, leisure, children’s clubs, supplemental pension plans, or medical supplies)
- greater flexibility in work arrangements (e.g., home office)
- contribution to a supplementary pension plan
- sick days (paid unscheduled sick leave)
- discounts with contracted vendors (stores, cultural institutions, and others)
- contribution toward a Multisport card
- other (please specify): _____

20. Do you have any additional benefits at your workplace beyond University-wide benefits? (e.g., coffee machine, dog-friendly offices, etc.?)

- yes: please specify which ones ...

- no

21. If the University had a limited budget in the next period for improving employee conditions, which approach would you personally prefer?

- rather increase salaries, even if this means that the benefits offer will not be expanded
- rather expand or improve employee benefits, even if this means that salaries will grow more slowly or not at all
- combine a moderate salary increase with a reasonable expansion of benefits
- I do not have an opinion / I can´t say

22. How satisfied are you with the premises, equipment, and technical facilities for your work?

- very satisfied
- somewhat satisfied
- somewhat satisfied: What could be improved? ...
- very dissatisfied: What could be improved? ...

23. Does your workplace allow you to balance your work and personal life?

- yes
- rather yes
- rather no
- no

24. For each of the following flexible forms of work, please indicate which option best describes your situation at your workplace.

- I can use it to a sufficient extent
- I can use it, but I would appreciate more opportunities to do so
- I currently cannot use it, but I would be interested
- I cannot use it, and I would NOT be interested
- Not relevant to my work

- working from home
- individual working time arrangements
- part-time work
- job sharing (several employees share one position)
- use of online environments (meetings, consultations, training)

Optional comment on the whole section on working conditions:

18.4 Management, Work Evaluation and Relations with Supervisors

25. To what extent do you agree with the following statements about WORK EVALUATION?

strongly agree / somewhat agree / somewhat disagree / strongly disagree

- The criteria for evaluating my work are clearly defined
- I understand how these criteria are applied when my work is evaluated
- The evaluation takes into account all components of my work

(for academic and research staff, this may include, for example, teaching, research, and other professional activities; for non-academic staff, it may include, for example, administrative, professional, technical, or organizational activities)

- I consider the evaluation of my performance to be fair

26. How do you personally perceive the support provided by your direct supervisor for your professional/career development?

- I feel fully supported
- I feel supported, but not to the extent I need
- I do not really feel supported
- I do not feel supported at all

27. Does your direct supervisor provide you with sufficient feedback on your work performance?

- yes, continuously
- yes, in the form of a broader comprehensive discussion (e.g., once or twice a year)
- not really
- definitely not

28. Is the feedback you receive motivating for you?

Shown to respondents who reported receiving feedback.

- yes
- rather yes
- rather no
- no

18.5 Atmosphere and Relationships at the Workplace

29. To what extent do you agree with the following statements about RELATIONSHIPS AT THE WORKPLACE?

strongly agree / somewhat agree / somewhat disagree / strongly disagree

- I am treated equally compared with others
- My direct supervisor values my work
- There is a respectful and collegial atmosphere at the workplace
- At the workplace, I can be open and express my opinions safely

Optional comment:

30. In the last 3 years, have you encountered inappropriate behaviour at the workplace?

- Yes, as a person exposed to inappropriate behaviour
- Yes, as a witness to inappropriate behaviour
- Yes, both as a person exposed to inappropriate behaviour and as a witness
- No
- I do not want to answer

31. What kind of behaviour was involved?

Shown to respondents who reported experiencing or witnessing inappropriate behaviour.

(select all that apply)

- discrimination, unequal treatment
- inappropriate comments / verbal attacks
- downward bullying (inappropriate behaviour by a superior towards a subordinate)
- bullying/mobbing (repeated inappropriate behaviour among colleagues at the same level)
- upward bullying (inappropriate behaviour by a subordinate towards a superior)
- sexual harassment (including verbal harassment)
- abuse of power or position
- social exclusion from the team
- other (please specify): _____

32. What were the grounds for the discrimination? (select all that apply)

Shown to respondents who reported discrimination or unequal treatment.

- gender
- age
- nationality
- religion
- sexual orientation
- language

- health condition/disability
- family situation (e.g., parenthood, caring responsibilities)
- socio-economic background (e.g., financial situation)
- job category/type of contract
- other (please specify): _____

33. To what extent do you agree with the following statements about SOCIAL SAFETY?

strongly agree / somewhat agree / somewhat disagree / strongly disagree

- I know who to contact in the event of a problem or complaint
- I trust that a submitted complaint will be investigated fairly
- I know my rights and obligations in the area of employment law

34. To what extent do you agree with the following statements about SOCIAL SAFETY?

strongly agree / somewhat agree / somewhat disagree / strongly disagree / I can´t say

- The University's system for handling suggestions and complaints works well
- The University pays adequate attention to supporting social/psychological safety

35. To what extent do you agree with the following statements about the OMBUDSPERSON?

strongly agree / somewhat agree / somewhat disagree / strongly disagree

- I know that there is an ombudsperson at the University
- I know what types of issues I can contact the ombudsperson about
- I consider the ombudsperson a useful part of employee support
- In the event of a problem, I would contact the ombudsperson with confidence

36. Do you have personal experience with the work of the ombudsperson?

- Yes, I submitted a complaint/report
- Yes, I was contacted as part of the ombudsperson's investigation
- No

37. How do you evaluate your experience with the course of the ombudsperson's investigation?

Shown to respondents with personal experience of the ombudsperson's work.

- very satisfied
- somewhat satisfied
- somewhat dissatisfied
- very dissatisfied
- I can´t say / I do not want to answer

Here you can briefly describe your experience:

38. Which of the following factors do you think most undermine the social/psychological safety of employees at the University? (select up to 5 answers)

- inappropriate leadership style (e.g., insufficient communication, non-transparent decision-making, lack of competence in certain areas)
- tolerance of inappropriate behaviour (ignoring, downplaying, "sweeping under the rug")
- fear of negative consequences when submitting a complaint
- lack of trust in the impartiality of problem resolution
- insufficient information about options for resolving problems
- poorly or unclearly defined rules and procedures
- high workload / stressful environment
- insufficient support from direct supervisor
- insufficient support from faculty management
- insufficient support from University management
- insufficient staffing capacity among responsible persons

- other (please specify): _____

18.6 Personal and Career Development

39. Do you think that your current position offers opportunities for career/professional development?

- yes
- rather yes
- rather no
- no

40. Do you have an individual professional/career development plan set for a specific period?

- yes
- no

41. What specific activities/tasks are included in your career development plan? (select all that apply)

Shown to administrative, technical and other staff with an individual development plan.

Multiple answers could be selected.

- expansion of job responsibilities
- shadowing a supervisor
- development of competencies
- substituting for a supervisor
- expansion of responsibilities (other than substituting for a supervisor)
- independent project management
- specific training plan
- other (please specify): _____

42. To what extent do you agree with the following statements about PERSONAL AND CAREER DEVELOPMENT?

strongly agree / somewhat agree / somewhat disagree / strongly disagree

- My direct supervisor regularly discusses opportunities for my further career development with me
- I know who to contact at UPCE regarding career development
- My workplace provides sufficient opportunities for my further training and professional development

43. As part of your professional development, do you participate in educational activities (courses, seminars, workshops) organised by UPCE?

- Yes, regularly
- Yes, occasionally
- Not really / only exceptionally
- No, I have not participated yet, but I would be interested
- No, I am not interested in educational activities organised by UPCE
- No, I do not know about the offer of educational activities

44. What educational activities would you welcome (more of) at UPCE?

Multiple answers could be selected.

- soft skills (communication, time management, etc.)
- people management/leadership
- IT skills
- use of artificial intelligence (AI)
- language education
- project management
- pedagogical competencies (for academic staff)
- professional courses according to specialisation

- other (please specify): _____

45. Do you perceive any barriers to participation in UPCE educational activities? (select all that apply)

- lack of time
- unsuitable content/offer
- lack of information
- unsuitable dates/times
- lack of support from direct supervisor
- other reason (please specify) ...
- I do not perceive any barriers

46. As part of your professional development, do you use international mobility (short-term or long-term stay abroad related in any way to your work at the University)?

- Yes, I use it to the fullest possible extent
- Yes, but I use it only to a limited extent
- No, I have not used it yet, but I would be interested
- No, I have not used it yet and I am not interested

47. Do you perceive any barriers to participation in international mobility? (select all that apply)

- lack of time
- family and personal reasons
- low awareness of options
- complicated administration
- insufficient financial support
- operational reasons (there is no replacement for my position)
- other (please specify): _____
- I have only been here for a short time and I am not eligible yet
- No, I do not perceive any barriers

18.7 UPCE/Faculty Strategy

48. Which of the following statements best describes your relationship to the UNIVERSITY's strategic objectives?

- I know them and identify with them
- I know them, but identify with them only partly
- I know them, but do not identify with them
- I do not know them well enough to assess

49. What are the reasons that you do not identify / do not fully identify with the UNIVERSITY's strategic objectives? (select all that apply)

Shown to respondents who did not identify, or identified only partly, with the University's strategic objectives.

- The strategic objectives are not sufficiently understandable to me
- I do not see the connection between the strategic objectives and my work role
- I consider the strategic objectives too general
- I consider the strategic objectives unrealistic
- The strategic objectives do not correspond to the actual needs of the workplace
- I do not consider the way they are being implemented to be well set up
- I do not know where to find them
- Other (please specify): _____

50. Which of the following statements best describes your relationship to YOUR FACULTY's strategic objectives?

Not shown to employees of the Rectorate and university-wide units.

- I know them and identify with them
- I know them, but identify with them only partly
- I know them, but do not identify with them
- I do not know them well enough to assess

51. What are the reasons why you do not identify / do not fully identify with YOUR FACULTY's strategic objectives? (select all that apply)

Shown to respondents who did not identify, or identified only partly, with their faculty's strategic objectives.

- The strategic objectives are not sufficiently understandable to me
- I do not see the connection between the strategic objectives and my work role
- I consider the strategic objectives too general
- I consider the strategic objectives unrealistic
- The strategic objectives do not correspond to the actual needs of the workplace
- I do not consider the way they are being implemented to be well set up
- I do not know where to find them
- Other (please specify): _____

52. Do you think that you have opportunities to influence what happens at your workplace?

- yes
- rather yes
- rather no: Why do you think you do not have such opportunities? ...
- no: Why do you think you do not have such opportunities? ...

18.8 Recruitment of Academic Staff

This section was shown to academic and research staff.

53. To what extent do you agree with the following statements about RECRUITMENT?

strongly agree / somewhat agree / somewhat disagree / strongly disagree

- I know the basic principles of the OTM-R policy (Open, Transparent, Merit-based Recruitment)
- I know the basic rules and procedures set out in the UPCE Selection Procedure Rules
- I know where to find information related to the OTM-R policy and the UPCE Selection Procedure Rules

54. In the last three years, have you taken part in a selection procedure for an academic staff position at UPCE as a member or chair of the selection committee?

- yes
- no

55. To what extent do you agree with the following statements about the SELECTION PROCEDURES in which you have participated?

Shown to respondents who had served on a selection committee as a member or chair in the preceding three years.

strongly agree / somewhat agree / somewhat disagree / strongly disagree / I can´t say

- The announcement of the selection procedure for the academic staff position was sufficiently open to all potential applicants
- The process of the selection procedure for the academic staff position was transparent
- The criteria for evaluating applicants were clear and understandable
- The selection procedure was conducted in line with the principles of the OTM-R (Open, Transparent and Merit-based Recruitment) policy
- The selection procedure was conducted in line with the UPCE Selection Procedure Rules
- Applicants' professional experience and qualifications were taken into account objectively in the evaluation

18.9 Onboarding Process and Mentoring

56. DID YOU JOIN THE UNIVERSITY in 2023 or later, or did you CHANGE YOUR JOB POSITION OR WORKPLACE within the University during/since 2023 (transfer to another department, unit, institute, faculty or other University division)?

- yes
- no

57. From which sources, or from whom, did you obtain information about how UPCE works after joining (processes, procedures, rights and obligations, etc.)? (select all that apply)

Multiple answers could be selected.

- direct supervisor
- colleagues
- intranet
- website
- Handbook for newly hired employees
- introductory presentation for new employees
- HR officer
- something/someone else (please specify): _____

58. Did your direct supervisor provide you with sufficient support during onboarding in your position?

- yes
- rather yes
- rather no
- no

59. During the onboarding process, did you have access to a mentor or support from a more experienced colleague?

- yes
- no

60. How do you evaluate the information provided by the mentor or more experienced colleague?

Shown to respondents who had a mentor or support from a more experienced colleague during onboarding.

- very useful
- somewhat useful
- not very useful
- not useful at all

18.10 Workplace Culture

61. To what extent do you agree with the following statements about INTERNAL COMMUNICATION AND ORGANISATION?

strongly agree / somewhat agree / somewhat disagree / strongly disagree

- I am satisfied with internal communication and information sharing within the UNIVERSITY
- I am satisfied with internal communication and information sharing within the FACULTY
- I am satisfied with internal communication and information sharing within my WORKPLACE/DEPARTMENT
- I am satisfied with the organisational culture (ways of working, processes, approach to employees, values and functioning) within the UNIVERSITY
- I am satisfied with the organisational culture (ways of working, processes, approach to employees, values and functioning) within the FACULTY
- I am satisfied with the organisational culture (ways of working, processes, approach to employees, values and functioning) within my WORKPLACE/DEPARTMENT

62. How likely would you be to recommend the University as an employer to your acquaintances or friends?

Scale 0-10, where 0 = definitely would not recommend and 10 = definitely would recommend

63. Is there anything else you would like to add about working at the University?

18.11 Background Questions

64. Gender

- Male
- Female
- Other / prefer not to say

65. Your age category:

- Under 29 years
- 30-39 years
- 40-49 years
- 50-59 years
- 60-69 years
- 70 years or more

66. Do you provide care (at least partly) to other people? Select all that apply

- Yes, a child/children aged 6 or younger
- Yes, a child/children aged 7 to 15
- Yes, a close person
- No

67. How long have you been working at UPCE?

- Less than 2 years
- 2 to 5 years
- 6 to 15 years
- 16 to 25 years
- 26 years or more

68. Highest completed education/qualification:

- No university degree
- Bc. (or equivalent)
- Ing./Mgr. (or equivalent)
- Ph.D. (or equivalent)
- doc. (or equivalent)
- Prof. (or equivalent)

69. Type of employment contract at UPCE:

- Fixed-term contract
- Open-ended contract

70. FTE (Full-Time Equivalent) level:

- 0–24 %
- 25–49 %
- 50–74 %
- 75–99 %
- 100%

71. Do you hold a managerial position at the University?

- Yes
- No

72. What is your citizenship?

- Czech Republic

• Slovak Republic
• Other EU country
• Non-EU country

19. Sources

- Primary data from the University of Pardubice employee surveys conducted in 2023 and 2026
- 2023 Research Report – Results for 2023 and Comparison with 2020
- HRS4R Action Plan 2023–2025
- University of Pardubice Strategic Plan for the Period Starting in 2021
- Implementation Plan for the University of Pardubice Strategic Plan for 2025