



**INTERNAL QUESTIONNAIRE
STATISTICAL RESULTS**

of the University of Life Sciences "King Mihai I" of Timisoara (ULST)
on the practical implementation of the principles established by
"European Charter for Researchers"

ANALYSIS OF HUMAN RESOURCES DEVELOPMENT NEEDS FOR RESEARCHERS AT ULST

SURVEY REPORT

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1. Introduction

University of Life Sciences"King Mihai I" of Timisoara

As a member of the Romanian educational system, the University of Life Sciences"King Mihai I" of Timisoara (ULST) is a state institution active in higher education and scientific research.

History and structure of the university

The traditions of ULST are linked to the establishment of the Faculty of Agronomy on July 30, 1945, by Decree no. 2394 issued by King Mihai (Michael) I of Romania and Law no. 617, published in the Official Gazette of Romania on August 1, 1945. The faculty initially operated together with the Polytechnic Institute. In 1948, the Faculty of Agronomy was transformed into the Agronomic Institute. In the same year, the Institute of Animal Husbandry and Veterinary Medicine was established in Arad, which includes two faculties: Veterinary Medicine and Animal Husbandry.

In 1955, the Faculty of Animal Husbandry was transferred to the Agronomic Institute of Timisoara. In 1957, the Faculty of Veterinary Medicine was incorporated into the corresponding faculty in Bucharest. In 1957, the Faculty of Animal Husbandry became a department within the Faculty of Agronomy and functioned as the Faculty of Agriculture and Animal Husbandry until 1962. In 1962, the Faculty of Veterinary Medicine was established within the Agronomic Institute of Timisoara. In 1968, the Faculty of Animal Husbandry was reconstituted following Order no. 80646 of the Minister of Education. The Agronomic Institute functioned until 1987, comprising three faculties: Agriculture, Animal Husbandry and Veterinary Medicine. The general deterioration of economic and social life, the crisis that gripped the entire society and the restructuring of universities led in 1987 to the operation of an Agronomic Institute in Timisoara with a single faculty consisting of three departments (Agriculture, Animal Husbandry, Veterinary Medicine). Order no. 4894 issued by the Minister of Education and Science on March 22, 1991 changed the name of the institution to the University of Agricultural Sciences of Banat. In 1995, the name was changed by Government Decision no. 568/28.07.1995 to the University of Agricultural Sciences and Veterinary Medicine of Banat from Timisoara.

In 2022, the university changed its name, becoming the University of Life Sciences"King Mihai I" of Timisoara. Currently, ULST has evolved to include six faculties that currently operate (Agriculture, Engineering and Applied Technologies, Rural Management and Tourism, Veterinary Medicine, Animal Resources Bioengineering, Food Engineering), comprising 26 bachelor's degree specializations, 30 master's degree specializations, over 6,000 students and over 300 teaching positions. The University is an Organizing Institution for Doctoral Studies, with two doctoral schools: Plant and Animal Resources Engineering (with 5 fields: Agronomy, Horticulture, Animal Husbandry, Food Engineering and Rural Business Management) and Veterinary Medicine. The University has continuously expanded its sphere of cooperation with research and education institutes in Romania and especially abroad, currently being connected with 25 universities from 15 countries.

1.1. The mission of the university

The mission of ULST is to generate and transfer knowledge to society in the following fundamental fields of academic studies: agricultural and forestry sciences, engineering sciences, natural sciences and medical sciences and other academic fields that the University Senate may deem appropriate in the future. The mission of generating knowledge in the fields addressed is achieved through scientific research, development, innovation and technology transfer, as well as the valorization and dissemination of these specific activities.

ULST actively participates in lifelong education and retraining of the professional workforce, offering master's programs, doctoral and postdoctoral studies, continuing education programs offered to experts, pre-university teaching staff, and internal academic and research staff.

The University of Life Sciences "King Mihai I" of Timisoara, through its mission, promotes excellence and competitiveness in scientific research as a foundation for knowledge generation and societal development. Oriented towards added value and impact, research activity is carried out in accordance with the national and European strategy, having as value benchmarks scientific novelty, sustainability of results, responsibility and openness towards the socio-economic environment.

The university's research objectives

The main objective of the research-innovation activity is to strengthen the innovation ecosystem within ULST, the capacity and competences in research-innovation, so as to ensure participation in national and European programs, as well as ensuring the sustainability of the research infrastructure that facilitates the correlation in real terms between the demand and supply of research services, ensuring the transfer of research results to the market. Due to the complexity and diversity of the research fields addressed by members of the academic community of the university, the research directions of ULST include fundamental and applied research, and respond through innovative solutions to societal and technological challenges.

The efficiency of research activity is translated into practice by transferring research results to an economic environment that indicates both the need for research services and the capacity to transform these results into technologies, finished products and services. Research results from the university environment are capitalized only on the first four levels of technological maturity and in the development of the academic career of the teaching staff, being less directed towards commercial valorization. The innovation value chain is interrupted in the TRL5-TRL6 area, where research is formulated in commercial terms and companies test, validate and incubate innovation. Thus, the innovation ecosystem within ULST is committed to increasing its contribution to meeting societal needs, by obtaining RDI activity results relevant to the economic and social environment. There is considerable potential in ULST, illustrated by both past and current research results, and through the ULST Technology Transfer Center, the aim is to increase the degree of collaboration between the university and the socio-economic environment, including ensuring the efficient use of the existing RDI infrastructure, to respond to societal challenges and to develop smart specialization areas at the national level.

1.2. Partnerships and infrastructure

The University, through its sanitary-veterinary authorized and RENAR accredited research laboratories according to the SR EN ISO CEI 17025: 2018 norm, is a partner of the EUROPEAN FOOD SAFETY AUTHORITY (art. 36 of EC Regulation no. 178/2002) and of the METROFOOD-RO National Node as part of the METROFOOD – RI network, a pan-European research infrastructure, which aims to promote scientific excellence in the field of food quality and safety.

1.3. History of HRS4R development at ULST

The University of Life Sciences "King Mihai I" of Timisoara is part of the third cohort of the Institutional Human Resources Strategy for Researchers, launched by the European Commission, corresponding to the beginnings of the implementation of this strategy in Europe. The Declaration of Endorsement of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers, signed by the ULST management on 20.06.2012, was published on the European Commission's website.

Starting with 15.05.2018, no formal approval of the Charter is possible separately from the commitment to its implementation: institutions wishing to formally approve the Charter initiate the

application for the "Award for Excellence in Research in Human Resources", which implies a long-term commitment.

In 2024, ULST resumed the process of developing the Human Resources Strategy for Researchers (HRS4R), based on the active contribution of the academic community and the development needs expressed by it. The ULST management decided in the Board of Directors to implement the principles of the new European Charter for Researchers (2023) and created a Steering Committee and a Working Group, which will enable the design and implementation of this strategy. The structure of these groups is multidisciplinary and includes researchers at various career stages, with diverse experiences, including PhD students, and members of the university management from all faculties of the university, which will guarantee the coherence and implementation of the HRS4R strategy in ULST.

2. Analysis of human resource development needs for researchers for the implementation of HRS4R at ULST: questionnaire

In this context, a comprehensive questionnaire was designed to assess whether, and to what extent, the principles set out in the *European Charter for Researchers (2023)* are respected and implemented within ULST. For clarity, each principle was transformed into a corresponding statement. The results of the questionnaire are intended to inform both the Gap Analysis and the Action Plan.

The questionnaire was made available to ULST staff on **21 July 2024**, with the deadline for completion set for **3 October 2024**. Responses were collected via the Microsoft Forms platform. Due to the extensive length of the questionnaire, it was technically necessary to divide it into two parts:

- **Part I** covered questions related to Pillars I–III
- **Part II** addressed Pillar IV

A total of **248 respondents** completed Part I of the questionnaire, while **227 respondents** provided answers for Part II.

The terminology used throughout the questionnaire aligns with the **Council Recommendation of 18 December 2023** on a European framework to attract and retain talent in research, innovation, and entrepreneurship in Europe (C/2023/1640), including that of the *European Charter for Researchers (2023)*.

Questions employed a 5-point Likert scale to gauge the level of agreement with each statement, with the scale defined as follows: 1 = Strongly disagree; 2 = Partially disagree; 3 = Neither agree nor disagree; 4 = Partially agree; 5 = Strongly agree. Each interval on the scale is considered equidistant from the adjacent options. In addition to scaled questions, open-ended questions were included to capture qualitative feedback. Responses to these are presented below.

The questionnaire was conducted anonymously. Prior to participation, respondents were informed that ULST would process personal data in compliance with **Regulation (EU) 2016/679 (GDPR)** concerning the protection of individuals with regard to personal data processing and the free movement of such data.

The response frequencies are presented in both absolute numbers and percentage values (%), as processed by Microsoft Forms.

Statistical analysis was complemented by qualitative interpretation. Questionnaire sections were evenly distributed for review among members of the Working Group from various faculties and the teaching staff department. This stage was followed by a joint review to ensure consistency in the voice and style of the final interpretation.

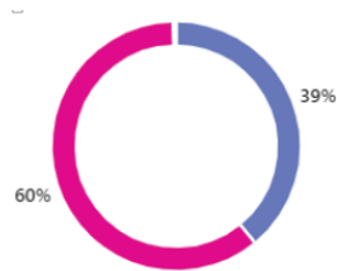
INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

Personal data:

Gender:

- Male – 97 respondents (39.1%)
- Female – 150 respondents (60.4%)
- Other – 1 respondent (0.5%)

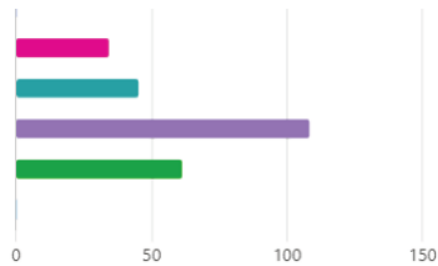
● Male	97
● Female	150
● Other	1



Age:

- < 25 years, 0 respondents
- 25-34 years, 34 respondents (14%)
- 35-44 years, 45 respondents (18%)
- 45-54 years, 108 respondents (44%)
- 55-64 years, 61 respondents (24%)
- 65 years or older, 0 respondents

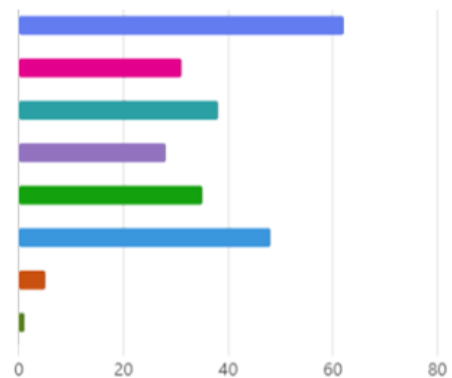
● < 25 years	0
● 25-34 years	34
● 35-44 years	45
● 45-54 years	108
● 55-64 years	61
● 65 years or older	0



Faculty:

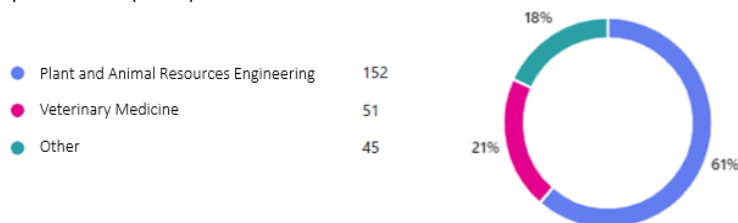
- Faculty of Agriculture, 62 respondents
- Faculty of Animal Resources Bioengineering, 31 respondents
- Faculty of Food Engineering, 38 respondents
- Faculty of Engineering and Applied Technologies, 28 respondents
- Faculty of Management and Rural Tourism, 35 respondents
- Faculty of Veterinary Medicine, 48 respondents
- DPPD, 5 respondents
- Other research structures within ULST, 1 respondent

● Faculty of Agriculture	62
● Faculty of Animal Resources Bioengineering	31
● Faculty of Food Engineering	38
● Faculty of Engineering and Applied Technologies	28
● Faculty of Management and Rural Tourism	35
● Faculty of Veterinary Medicine	48
● DPPD	5
● Other research structures within ULST	1



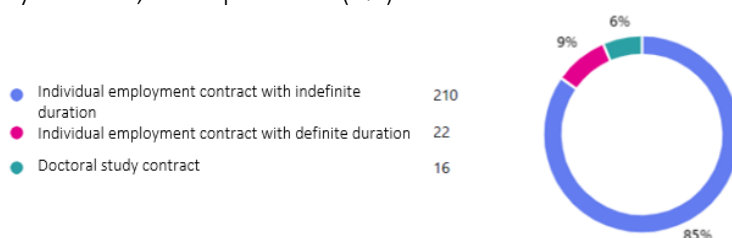
Doctoral School:

- Plant and Animal Resources Engineering, 152 respondents (61%)
- Veterinary Medicine, 51 respondents (21%)
- Other, 45 respondents (18%)



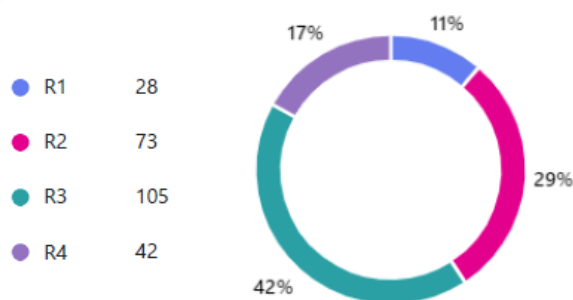
The position within the institution is:

- Individual employment contract with indefinite duration, 210 respondents (85%)
- Individual employment contract with definite duration, 22 respondents (9%)
- Doctoral study contract, 16 respondents (6%)



The profile of a researcher within the ULST is:

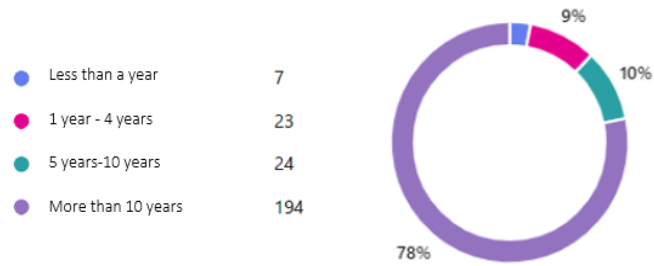
- **R1 – early career researcher:** researchers who carry out research activities under supervision until they obtain their PhD or an equivalent level of competence and experience – 28 respondents (11%)
- **R2 – established researcher:** researchers with a PhD or an equivalent level of competence and experience, who have not yet achieved a significant level of independence in developing their own research, attracting funding or leading a research group, 73 respondents (29%)
- **R3 – established researcher:** researchers with a PhD or an equivalent level of competence and experience, who are able to independently develop their own research, attract funding and lead a research group, 105 respondents (42%)
- **R4 – senior researcher:** researchers with a PhD or an equivalent level of competence and experience, who are recognized as leaders in their research field by their peers, 42 respondents (17%)



How long have you been conducting research activities at ULST?

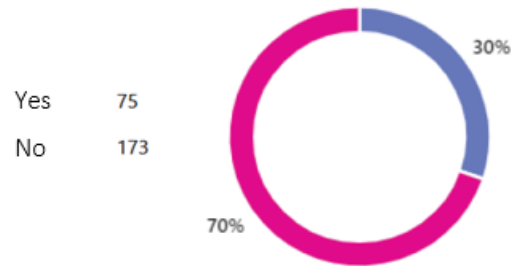
- Less than a year, 7 respondents (3%)
- 1 year - 4 years, 23 respondents (9%)
- 5 years-10 years, 24 respondents (10%)
- More than 10 years, 194 respondents (78%)

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS



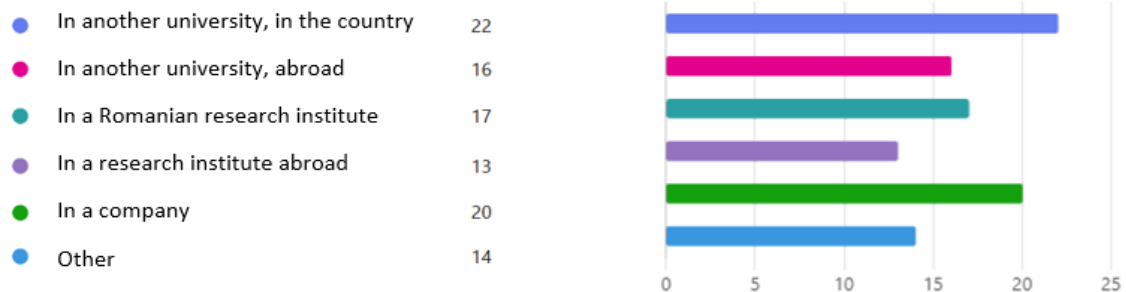
Have they carried out research activities outside ULST? (periods greater than or equal to 3 months)

- Yes, 75 respondents (30%)
- No, 173 respondents (70%)



If yes, where? (multiple answer options)

- In another university, in the country, 22 respondents
- In another university, abroad, 16 respondents
- In a Romanian research institute, 17 respondents
- In a research institute abroad, 13 respondents
- In a company, 20 respondents
- Other, 14 respondents



INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

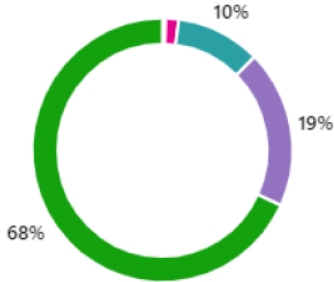
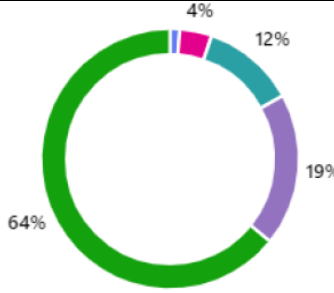
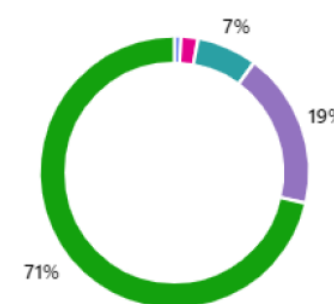
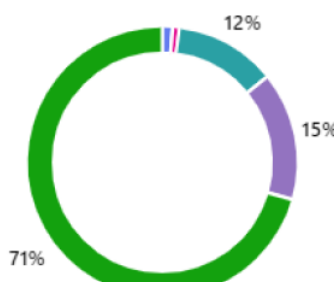
I. ETHICS, INTEGRITY, GENDER AND OPEN SCIENCE

1. Ethics and research integrity

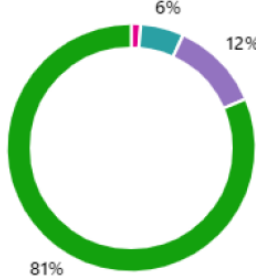
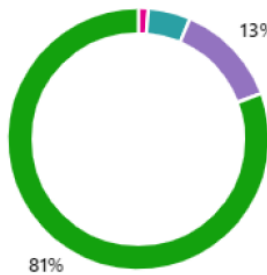
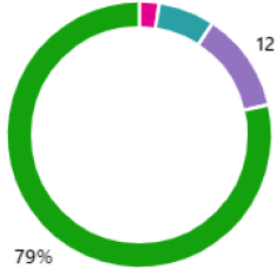
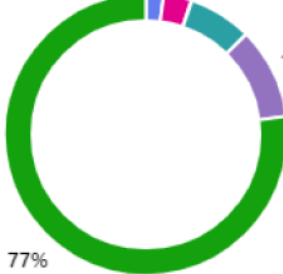
Within ULST, researchers:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
1.1.1.a. It complies with strict ethical standards and carries out its activities in conditions of honesty, reliability, objectivity, impartiality and independence.	1 (0%)	2 (1%)	15 (6%)	38 (15%)	192 (77%)
<ul style="list-style-type: none"> ● 1 1 ● 2 2 ● 3 15 ● 4 38 ● 5 192 					
1.1.1.b. They base their work on open communication, applying the duty of diligence, with fairness and responsibility for future generations of science.	0 (0%)	4 (2%)	20 (8%)	39 (16%)	185 (75%)
<ul style="list-style-type: none"> ● 1 0 ● 2 4 ● 3 20 ● 4 39 ● 5 185 					
1.1.2. Adheres to ethical standards documented in codes of ethics established at the institutional level, as well as at national or sectoral level, to ethical practices and to fundamental ethical principles applicable to the discipline in which they work	0 (0%)	2 (1%)	9 (4%)	41 (17%)	196 (79%)
<ul style="list-style-type: none"> ● 1 0 ● 2 2 ● 3 9 ● 4 41 ● 5 196 					
1.1.3. a. They are primarily responsible for the integrity of the research conducted	1 (0%)	2 (1%)	12 (5%)	27 (11%)	204 (83%)
<ul style="list-style-type: none"> ● 1 1 ● 2 2 ● 3 12 ● 4 27 ● 5 204 					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

1.1.3.b. Receive support in creating and adhering to norms, procedures and guidelines, through an institutional culture of research integrity	1 (0%)	4 (2%)	26 (10%)	48 (19%)	169 (68%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 4 ● 3 26 ● 4 48 ● 5 169 </div> <div>  </div> </div>					
1.1.3. c. They are facilitated, as support measures, with training and mentoring activities based on the exchange of good practices.	3 (1%)	10 (4%)	29 (12%)	47 (19%)	159 (64%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 10 ● 3 29 ● 4 47 ● 5 159 </div> <div>  </div> </div>					
1.1.4. a. I take into account certain principles in order to promote good research practices and a culture of research integrity (for example: research integrity in research environments; training and capacity-building activities on research integrity; research processes and policies that incorporate research integrity; policies on data, publication, dissemination, review, evaluation and editing)	2 (1%)	5 (2%)	18 (7%)	46 (19%)	177 (71%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 2 ● 2 5 ● 3 18 ● 4 46 ● 5 177 </div> <div>  </div> </div>					
1.1.4.b. Use mechanisms that identify, report and address deviations from good research conduct	3 (1%)	2 (1%)	30 (12%)	38 (15%)	175 (71%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 2 ● 3 30 ● 4 38 ● 5 175 </div> <div>  </div> </div>					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

1.1.5. Avoid plagiarism of any kind and respect the principles of co-ownership and intellectual property rules, at all stages of a research process	0 (0%)	3 (1%)	14 (6%)	29 (12%)	202 (81%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 0 ● 2 3 ● 3 14 ● 4 29 ● 5 202 </div> <div style="text-align: center;">  </div> </div>					
1.1.6. a. Respects the values of ethics and integrity even when in a supervisory role	0 (0%)	3 (1%)	13 (5%)	32 (13%)	200 (81%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 0 ● 2 3 ● 3 13 ● 4 32 ● 5 200 </div> <div style="text-align: center;">  </div> </div>					
1.1.6.b. I support ensuring a safe, inclusive, gender-equal research environment for all involved.	0 (0%)	6 (2%)	17 (7%)	30 (12%)	195 (79%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 0 ● 2 6 ● 3 17 ● 4 30 ● 5 195 </div> <div style="text-align: center;">  </div> </div>					
1.1.6.c. Responds to discrimination, acts of sexual or moral harassment, cases of obstruction of learning or research activities, or unjustified personal appropriation of data or results	5 (2%)	8 (3%)	18 (7%)	26 (10%)	191 (77%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 5 ● 2 8 ● 3 18 ● 4 26 ● 5 191 </div> <div style="text-align: center;">  </div> </div>					
1.1.7. Proposals for improvement actions regarding the implementation of the principle "Ethics and integrity of research" (max. 150 words)	<ul style="list-style-type: none"> • Encouraging young people who want to work • More information • Courses and trainings on ethics and academic integrity for researchers and teachers, free and 				

	<p>unlimited access to similarity checking programs, free and unlimited access to specific statistical processing programs.</p> <ul style="list-style-type: none"> • Compliance with regulations in force by all staff. • Improving the integration of research into research environments • Eradicating gender discrimination of any kind • Clear, detailed procedures • Creating new norms and ideas and support related to them, new procedures for integrity in research, compliance with anti-plagiarism, promotion of innovative results. • Organizing periodic courses and workshops for researchers on research ethics, to ensure updating of knowledge and compliance with international standards. Encouraging a working climate that values ethics and integrity, by recognizing and rewarding responsible behavior. • Implement a system for verifying funding sources for all researchers at the university in order to publish well-rated scientific papers • Research misconduct can arise from deliberate actions and/or honest errors caused (perhaps) by insufficient knowledge of certain elements/procedures. A clear separation of these two situations is therefore required. • Implement a well-defined Code of Ethics, which should include guidelines on academic research, interdisciplinary collaboration, co-authorship and the management of conflicts of interest.
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Implementation of the principle of "Ethics and integrity of research" in ULST

Strengths:

The highest percentages obtained with total agreement on this questionnaire, for the principle of Ethics and research integrity, are the following:

- 83% of researchers declare that they are primarily responsible for the integrity of the research carried out.
- 81% avoid plagiarism of any kind and respect the principles of co-ownership and intellectual property rules, at all stages of a research process.
- 81% respect the values of ethics and integrity even when they have a supervisory role.

These percentages reveal the fact that, although the vast majority of researchers respect the principles of ethics, there is still room for improvement in these practices.

Weaknesses:

The lowest percentages obtained with total agreement for the principle of Ethics and research integrity are the following:

- Only 64% of researchers consider that they are facilitated, as support measures, training and mentoring activities based on the exchange of good practices. This is a signal that ULST should

organize these types of training on ethics and research integrity, for the benefit of university and institution employees.

- 68% of researchers consider that they benefit from support in creating and complying with norms, procedures and guidelines, through an institutional culture of research integrity. This percentage is a signal for university management that efforts to improve existing ethical norms and procedures could be intensified.
- 71% of researchers declare that they take into account certain principles in order to promote good practices in research and a culture of research integrity.
- 71% of researchers use mechanisms that identify, report and address deviations from good research conduct.

Proposed actions to improve the implementation of the principle of "Ethics and integrity of research" are essential for ensuring a healthy and credible academic environment. Here is a summary of the main directions for improvement suggested by researchers in the questionnaire, grouped into categories:

1. Continuing education and training

- Courses and training on ethics and academic integrity: Organizing mandatory and regular training sessions for all researchers and teaching staff, including periodic workshops, to ensure compliance with international standards and adaptation to new ethical requirements.
- Access to verification resources: Free and unlimited access to similarity checking programs and specific statistical processing programs for researchers, to support rigorous and correct research practice.
- Continuous information and updating: Periodic information on ethical regulations in force and international standards, to prevent non-compliance due to lack of knowledge.

2. Institutional procedures and norms

- Development of clear procedures: Creating detailed and accessible norms and procedures for all researchers, regarding ethics and integrity in research, anti-plagiarism, interdisciplinary collaborations and co-authorship.
- Well-defined Code of Ethics: Implementing a Code of Ethics that establishes clear principles of conduct in research, management of conflicts of interest and ethical collaboration between departments and specializations.

3. Ethical and fair working environment

- Promoting an ethical working climate: Encouraging a working environment that values integrity and ethics in research by recognizing and rewarding ethical and responsible behavior.
- Eradicating discrimination: Applying strict policies to prevent and sanction discrimination of any kind, thus ensuring equal opportunities in academia.
- Encouraging early-stage researchers: Supporting young people who want to start a career in research through training, resources and advice on ethics.

4. Control and transparency mechanisms

- Verification of funding sources: Creating a system for verifying funding sources, to ensure the independence of research and the credibility of published works.
- Clear separation between honest error and misconduct: Implement investigative procedures that differentiate between unintentional mistakes and deliberate actions, to promote fairness in the assessment of incidents of misconduct.

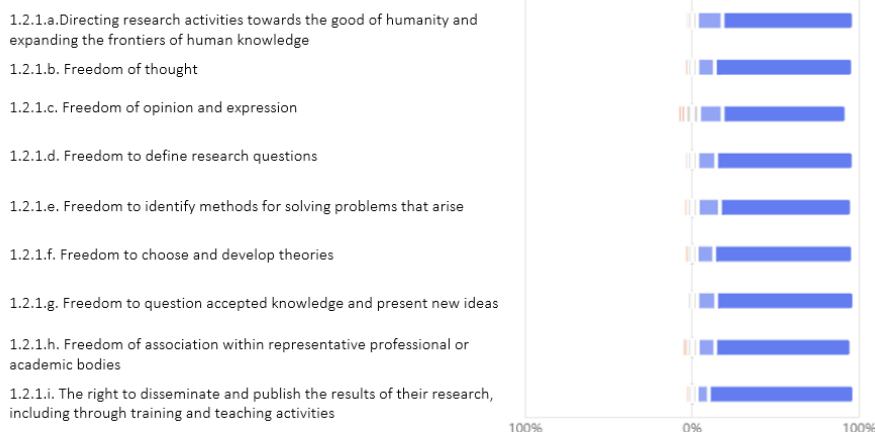
These measures will contribute to strengthening ethics and integrity in research, ensuring transparency and professionalism in academic and research activities.

1.2 Freedom of scientific research

1.2.1 At the ULST level, through the application of the principle of freedom in scientific research, the following rights and freedoms are implemented and ensured:

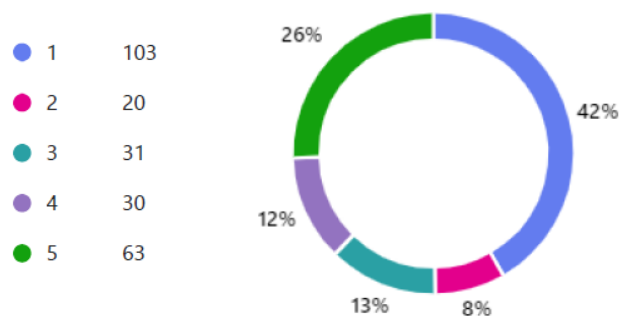
In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
a. Directing research activities towards the good of humanity and expanding the frontiers of human knowledge	0%	0.4%	5.6%	15.3%	78.6%
b. Freedom of thought	0%	0.8%	6%	10.5%	82.7%
c. Freedom of opinion and expression	0.8%	2.8%	8.1%	14.1%	74.2%
d. Freedom to define research questions	0%	0.4%	6%	11.3%	82.3%
e. Freedom to identify methods for solving problems that arise	0%	1.2%	6.5%	13.3%	79%
f. Freedom to choose and develop theories	0.4%	0.8%	5.2%	10.5%	83.1%
g. Freedom to question accepted knowledge and present new ideas	0%	0%	6%	11.3%	82.7%
h. Freedom of association within representative professional or academic bodies	0.8%	0.8%	6.5%	10.5%	81.5%
i. The right to disseminate and publish the results of their research, including through training and teaching activities	0%	0.4%	5.2%	7.3%	87.1%

● 1 ● 2 ● 3 ● 4 ● 5



1.2.2 Have you encountered any limitations regarding the research undertaken within the ULST? Please choose the appropriate answer for each item:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
a. Limitations related to research supervision/direction or management	103 (42%)	20 (8%)	31 (13%)	30 (12%)	63 (26%)



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b. Limits due to legal or operational constraints (reasons related to intellectual property rights, or budgetary or infrastructure reasons.)	107 (43%)	13 (5%)	33 (13%)	27 (11%)	68 (27%)																		
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 107 ● 2 13 ● 3 33 ● 4 27 ● 5 68 </div> <div> <table border="1" style="margin-left: 20px;"> <caption>Donut Chart Data</caption> <thead> <tr> <th>Category</th> <th>Count</th> <th>Percentage</th> </tr> </thead> <tbody> <tr> <td>1</td> <td>107</td> <td>43%</td> </tr> <tr> <td>2</td> <td>13</td> <td>5%</td> </tr> <tr> <td>3</td> <td>33</td> <td>13%</td> </tr> <tr> <td>4</td> <td>27</td> <td>11%</td> </tr> <tr> <td>5</td> <td>68</td> <td>27%</td> </tr> </tbody> </table> </div> </div>						Category	Count	Percentage	1	107	43%	2	13	5%	3	33	13%	4	27	11%	5	68	27%
Category	Count	Percentage																					
1	107	43%																					
2	13	5%																					
3	33	13%																					
4	27	11%																					
5	68	27%																					
c. Other, which ones? (please mention them)	<ul style="list-style-type: none"> • Not the case • I did not face any limitations • Lack of reagents, lack of specialized equipment, lack of funds to purchase any small help to be able to carry out an experiment ... • Limits related to the anti-plagiarism program due to which we sometimes have difficulties in publishing some results, artificially imposed and incorrect limits because the anti-plagiarism program falsely recognizes as plagiarism scientific names of some species or technical terms that are part of the specialized language and are mandatory to use. • Insufficient equipment for research activity, lack of personnel, lack of time for this activity due to the busy teaching activity • Lack of cooperation in research teams where we can each grow in this sector • I was sometimes limited in research due to the infrastructure related to research, namely the access to high-performance equipment and the consumables of some equipment. • Time considerations • Limitations regarding budgets for research activities. Limitations caused by the procurement and equipment procedures of research spaces • Insufficient funding • Lack of personnel 																						

1.2.3 Proposals for improvement actions regarding the implementation of "Freedom of scientific research" (max. 150 words)

- It would be very useful to have courses presenting the facilities that exist in the university so that we have access to and improvement in the workplace.
- Discussions with those involved
- Supporting the freedom to participate in research consortia, national and international, without impositions related to the formation of the team and their salary level.
- Trust in the decisions of bioethics committees
- I have no proposal
- New collaborations between foreign universities as models taken up in the orientation of research towards innovation and its development based on original results obtained.
- Increasing the number of words and expressions from scientific and specialized language in the lexicon of the anti-plagiarism program
- Encouraging international cooperation in research, to allow access to diverse resources and ideas, without limitations imposed by national borders. Ensuring a research framework that does not discriminate according to thematic, favoring innovative and interdisciplinary research.
- Clearly explaining the link between scientific research - scientific integrity - academic freedom. Better promoting the rights/obligations of researchers.

- University education should encourage a diversity of perspectives and methodological approaches in research, without favoring a particular school of thought. Free access to information and databases, facilitating researchers' access to scientific publications, archives and data resources, so as not to limit the investigation process due to restrictions on access to information.
- We have freedom of research, I don't see how we can improve something that is already in order.
- There should be as many interdisciplinary themes as possible
- It would be advisable to have a project management department staffed by 5-6 qualified people who would really help with project management, from proposal to completion. Existence only on paper or with insufficient staff does not help anything
- Promoting the internal market for research, contributing to the free movement of researchers and knowledge throughout the European Union and achieving the objectives of the European Research Area;
- Aimed primarily at research institutes
- Decisional autonomy: Promoting the independence of researchers in choosing their research topics and methodologies, without external or internal pressures related to the research topics. Flexible funding: Creating funding schemes that support innovative projects, without excessive conditionality. This will encourage interdisciplinary approaches and the exploration of new research directions. Reducing bureaucracy: Simplifying administrative and project approval procedures, to eliminate barriers that limit scientific initiative and exploration.

Implementation of the principle of "Freedom of scientific research" in ULST

Strengths:

- 87.1% of researchers declare that they have the right to disseminate and publish the results of their research, including through training and teaching activities. This highlights an institutional openness to the promotion of scientific knowledge.
- 83.1% of researchers value the freedom to explore theories and propose new ideas. This creates a climate of innovation and intellectual challenge, essential for scientific and societal progress.
- 82.7% of researchers believe that they have the freedom to challenge conventional knowledge and present innovative ideas, thus contributing to intellectual and scientific progress. This freedom is crucial for the evolution of knowledge

These percentages emphasize that most researchers have the opportunity to explore new ideas and test theories, which fosters a better understanding of the phenomena studied.

Weaknesses:

- Only 74.2% of researchers believe that they are facilitated with freedom of opinion and expression. This statistic reveals challenges related to expressing divergent points of view, especially when they contradict the opinions of influential researchers in the field.
- 78.6% of researchers feel that they benefit from support in respecting the norms of research integrity. Although the percentage is positive, it highlights the need to strengthen an institutional culture based on ethics.
- 79% of researchers declare that they have the freedom to identify methods for solving problems, reflecting an important, but perfectible, autonomy.

Proposals for actions to improve the freedom of scientific research is an essential objective for scientific progress and technological innovation. This can be achieved through a comprehensive approach involving several fields. Specific actions are proposed below in four key areas: continuing education and training, institutional procedures and norms, ethical and fair working environment, and control and transparency mechanisms.

1. Continuing education and training

- Developing research skills: Implementing continuing education courses and programmes for researchers, focusing on research methodology, research ethics, and good practices. These may include training in the use of emerging technologies, advanced research techniques, and scientific writing.
- Promoting interdisciplinarity: Encouraging researchers to participate in interdisciplinary training, which will contribute to a broader understanding of other fields and stimulate collaboration across disciplines. Universities can create programmes that combine different fields to address complex scientific challenges.
- Mentoring programmes: Creating mentoring networks for young researchers, to help them learn from experienced researchers and develop their own projects. This will facilitate the integration of new researchers into active scientific communities and support their professional development.

2. Institutional procedures and norms

- Simplifying administrative procedures: Reviewing administrative procedures for obtaining funding, publishing scientific papers and approving research projects to allow researchers to focus on scientific work.
- Clarifying research evaluation processes: Establishing clear and transparent criteria for evaluating research proposals and researchers' performance, based on scientific merit.
- Creating accessible and equitable research funds: Ensuring a fair distribution of financial resources for researchers, promoting access to research funds for smaller teams or for researchers from different geographical areas and disciplines.

3. Ethical and equitable working environment

- Promoting diversity and inclusion: Creating a research environment that encourages diversity in gender, ethnicity and social status, offering the same development opportunities for all researchers. Mentoring initiatives and recruitment programs can contribute to achieving this goal.
- Ensuring a harassment-free work environment: Implementing clear and effective policies to prevent and combat harassment and discrimination in academia and research. These should include protective measures for researchers and sanctions for violations of professional ethics.

4. Control and transparency mechanisms

- Creating independent audit structures: Establishing independent committees to audit research activities, ensuring compliance with ethical standards, transparency and integrity of research. These committees should examine sources of funding, publication of papers and the conduct of researchers.
- Transparency of the publishing process: Promoting open and transparent platforms for publishing research results, allowing open access to research and facilitating peer review. Encouraging open-access scientific journals to support transparency and accessibility of results.
- Reporting and monitoring of financial results: Establish a clear system for reporting on the use of research funds, including their allocation to specific projects and the assessment of their

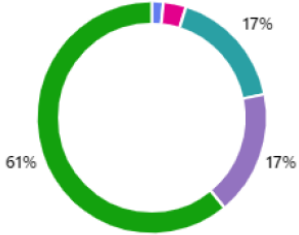
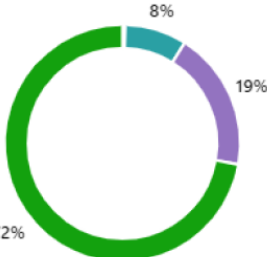
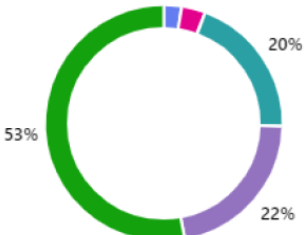
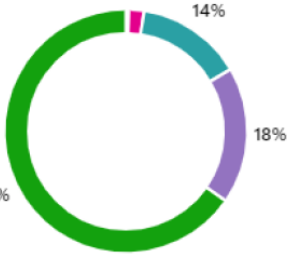
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impact on scientific progress. This may include the annual publication of activity and results reports.

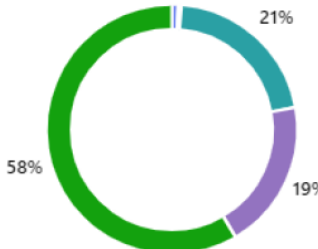
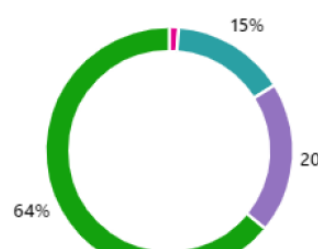
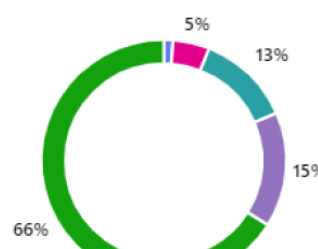
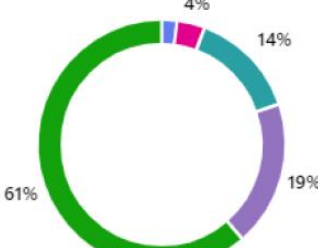
- These proposals aim to create a conducive environment for research, in which researchers can work freely and ethically, and research is carried out with the highest standards of transparency and integrity.

1.3 Open science

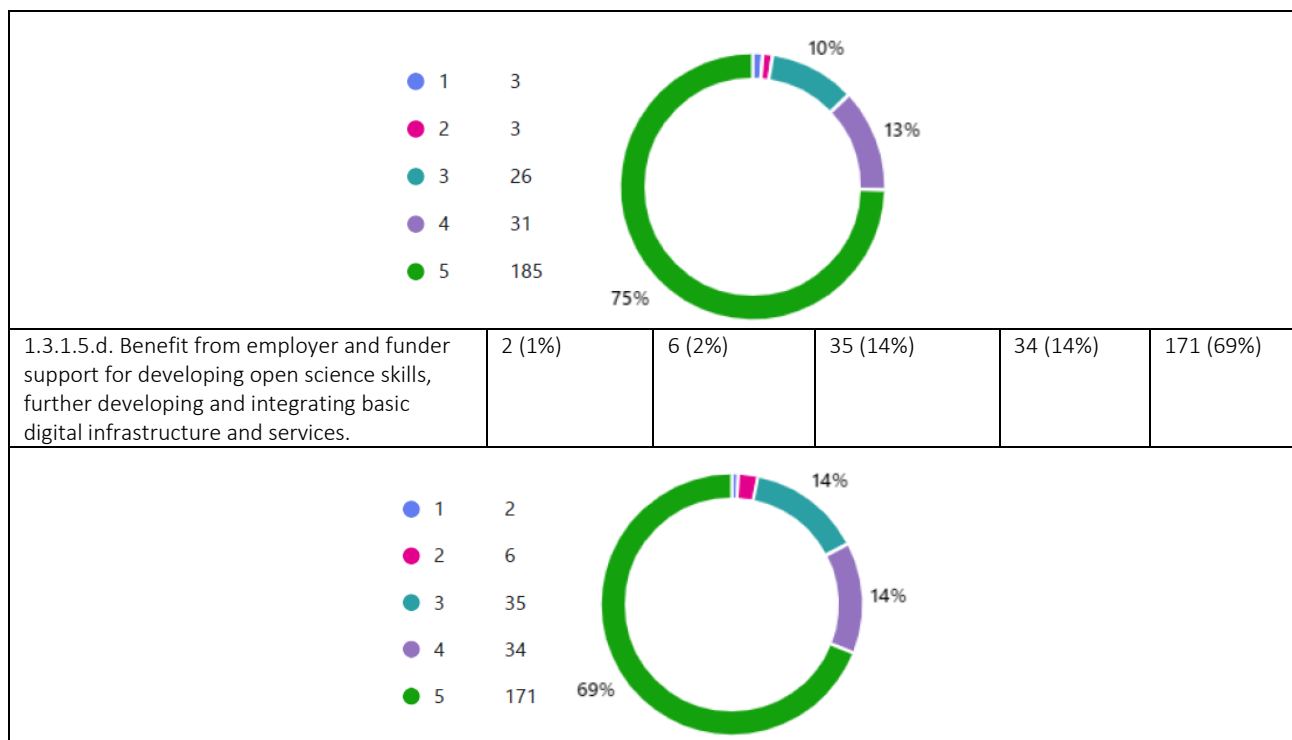
1.3.1 At the ULST level, researchers:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
1.3.1.1.a. Shares its results openly (e.g. in the form of open access data and FAIR data - easily findable, accessible, interoperable and reusable)	4 (2%)	8 (3%)	42 (17%)	43 (17%)	151 (61%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 4 ● 2 8 ● 3 42 ● 4 43 ● 5 151 </div>  </div>					
1.3.1.1.b. They share their results in the form of open access publications	0 (0%)	1 (0%)	21 (8%)	47 (19%)	179 (72%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 0 ● 2 1 ● 3 21 ● 4 47 ● 5 179 </div>  </div>					
1.3.1.1.c. They share their results through open-access software, models, and algorithms.	6 (2%)	8 (3%)	49 (20%)	54 (22%)	131 (53%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 6 ● 2 8 ● 3 49 ● 4 54 ● 5 131 </div>  </div>					
1.3.1.2. Apply open science methodologies	1 (0%)	5 (2%)	35 (14%)	45 (18%)	162 (65%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 5 ● 3 35 ● 4 45 ● 5 162 </div>  </div>					

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1.3.1.3. Engages in open access peer reviews	2 (1%)	1 (0%)	52 (21%)	48 (19%)	145 (58%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 2 ● 2 1 ● 3 52 ● 4 48 ● 5 145 </div> <div style="text-align: center;">  </div> </div>					
1.3.1.4. Integrate citizen science initiatives into their projects, whenever relevant and possible	0 (0%)	3 (1%)	37 (15%)	49 (20%)	159 (64%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 0 ● 2 3 ● 3 37 ● 4 49 ● 5 159 </div> <div style="text-align: center;">  </div> </div>					
1.3.1.5.a. Benefit from employer and funder support, by providing the necessary infrastructure and tools	3 (1%)	12 (5%)	31 (13%)	38 (15%)	164 (66%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 12 ● 3 31 ● 4 38 ● 5 164 </div> <div style="text-align: center;">  </div> </div>					
1.3.1.5.b. Benefit from employer and funders rewarding a true culture of open science	5 (2%)	9 (4%)	35 (14%)	47 (19%)	152 (61%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 5 ● 2 9 ● 3 35 ● 4 47 ● 5 152 </div> <div style="text-align: center;">  </div> </div>					
1.3.1.5.c. Benefits from the employer and funders of the generalization of open access to academic publications, research data, dissemination and adoption of open science principles and practices	3 (1%)	3 (1%)	26 (10%)	31 (13%)	185 (75%)

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1.3.2 Proposals for improvement actions regarding the implementation of the "Open Science" principle (max. 150 words)

- Funding of Open Access publications by the University and the Ministry of Research
- Quantification of Open Access publications for advancement and annual evaluation
- Discussions on various topics
- Access to databases, financial support for research and publication in impact journals, access to research results ...
- Open science starts from the research phase.
- I have no proposal
- Receiving by each employee some statistical software and even Microsoft Office, most of them pay for an account or ask from their neighbor ...
- Implementation of the "Open Science" principle is essential for promoting transparency, accessibility and collaboration in research.
- Better performing digital infrastructure and services.
- The institution has no possibility to invest in research infrastructure as research is left in last place in terms of investments at the national level.
- Organizing courses and workshops to support researchers in adopting open science practices, including proper data management and the use of open source tools. Creating an evaluation system that recognizes and rewards researchers who contribute to the dissemination of knowledge through open science practices.
- Better management of the relationship between the socio-economic environment - the use of digital technologies - the "globalization" of research communities
- Since everything is appropriate, we have no proposals for improvement, but only for maintaining this open academic culture.
- Obtaining new MCI projects from the ministry with eligible expenses for the payment of scientific works!
- Apply with predilection
- Not applicable
- Providing financial incentives and academic recognition for young researchers who publish in open access journals or who make their data and results public.
- Making available the materials necessary for the development of research

Implementation of the "Open Science" principle in ULST

Strengths:

The highest percentages obtained with total agreement on this questionnaire for the principle of "Open Science" are the following:

- 75% benefit from the employer and funders from the generalization of open access to academic publications, to research data, and from the dissemination and adoption of open science principles and practices
- In this context, 72% of researchers share their results in the form of open access publications.
- 69% of researchers declare that they benefit from the employer and funders from support for the development of open science skills, further developing and integrating basic digital infrastructure and services.

These percentages show that a continuous development of researchers' skills and a deep integration of open science can be ensured, which will increase the impact and accessibility of scientific research.

Weaknesses:

The lowest percentages obtained with full agreement for the principle of open science are the following:

- Only 53% of researchers share their results through open access software, models and algorithms, which indicates a significant opportunity for improvement in promoting open science and interdisciplinary collaboration.
- 58% of researchers engage in open access peer reviews, which reflects significant progress in promoting the transparency and accessibility of the scientific process. Peer review is essential for maintaining the quality and validation of scientific research, and the use of the open access model can help increase transparency and facilitate a faster and more efficient process of publishing research.
- 61% of researchers benefit from their employer and funders rewarding a true open science culture.
- 61% of researchers share their results openly (for example in the form of open access data and FAIR data).

The proposals for actions to improve the implementation of the principle of "Open Science" represent a fundamental change in the way scientific research is conducted, distributed and accessible. It involves free access to information, data sharing and open collaboration between researchers. Below are proposals for actions to improve the implementation of this principle in four key areas: education and continuing training, institutional procedures and norms, ethical and fair working environment, and control and transparency mechanisms:

1. Education and continuing education

- Open science-specific educational programs: Implementation of training courses and workshops dedicated to open science, including training in open access publishing, management and sharing of research data, use of open licenses.
- Platform creation: Creation of accessible online learning platforms with educational resources for all researchers, including those from institutions with limited resources.
- Workshops and continuing education sessions: Encouraging researchers to participate in international events and conferences on open science topics.

2. Institutional procedures and norms

- Open science institutionalization policies: Create and implement clear open science policies at the institutional level, regulating the use and sharing of research data, open access publishing and research evaluation.
- Open science projects and funding: Encourage and support research projects that adopt open science principles, through specific funding. Introduce requirements for funders of scientific projects to require data opening and open access publishing as part of the funding contract.
- Standardization of publication and evaluation processes: Create clear standards for the evaluation and publication of scientific works and research data, ensuring transparency and open access.

3. Ethical and fair working environment

- Creating a collaborative and inclusive environment: Encourage open collaboration between researchers from different fields and regions, by creating networks and platforms for open collaboration.
- Open Science Ethics: Develop ethical guidelines for researchers participating in open science projects, including issues such as the protection of sensitive data, respect for copyright and responsible management of scientific resources.
- Promoting an open culture: Encourage an institutional climate that supports openness and transparency, in which researchers are rewarded for sharing resources and inter-institutional collaboration.

4. Control and transparency mechanisms

- Monitoring and reporting mechanisms: Implement mechanisms to monitor progress in adopting open science principles, including periodic assessments of their implementation within academic and research institutions.
- Transparency of the evaluation process: Promote clear and open practices for evaluating research and research data, through accessible online platforms.
- Audit and accountability: Encourage researchers and institutions to respect and apply the rules of scientific integrity in the context of open science.

These measures – principles of open science – require a coordinated effort on multiple levels: from continuing education and training, to the development of clear and ethical institutional norms, to the creation of a collaborative and inclusive work environment. These actions can support researchers in adopting these principles and ensure sustainable change in the research ecosystem, thus contributing to more accessible, transparent and accountable science.

1.4 Gender equality

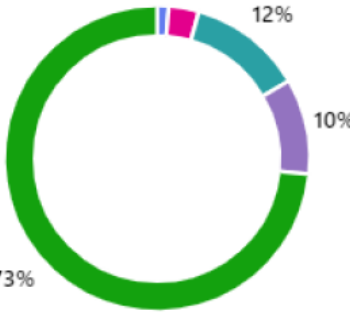
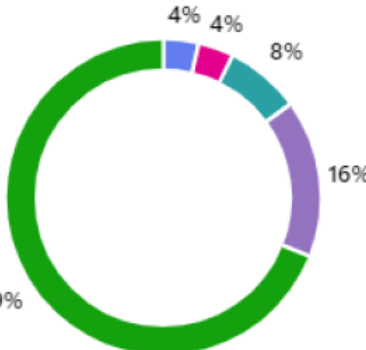
At the ULST level:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
1.4.1. Gender equality and gender balance are promoted:					
a. within research teams	0.4%	3.2%	5.6%	10.5%	80.2%
b. of management and decision-making bodies	2.8%	4%	9.3%	12.5%	71.4%
c. of recruitment and promotion committees	1.2%	3.2%	8.5%	11.7%	75.4%
d. of advisory groups	1.6%	2%	8.5%	12.5%	75.4%

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	1	2	3	4	5
<p>● 1 ● 2 ● 3 ● 4 ● 5</p> <p>1.4.1.a. În cadrul echipelor de cercetare</p> <p>1.4.1.b. Al organelor de conducere și de decizie</p> <p>1.4.1.c. Al comitetelor de recrutare și de promovare</p> <p>1.4.1.d. Al grupurilor consultative</p>					
1.4.2. ULST promotes the integration of the gender dimension into the content of research, teaching and innovation activities	2 (1%)	7 (3%)	20 (8%)	25 (10%)	194 (78%)
<p>● 1 ● 2 ● 3 ● 4 ● 5</p> <p>1 2 2 7 3 20 4 25 5 194</p>					
1.4.3. Gender equality also aims to combat gender-based violence and sexual harassment.	4 (2%)	4 (2%)	18 (7%)	23 (9%)	199 (80%)
<p>● 1 ● 2 ● 3 ● 4 ● 5</p> <p>1 4 2 4 3 18 4 23 5 199</p>					
1.4.4. ULST has implemented gender equality plans or similar that allow for appropriate reporting of violations and include monitoring and evaluation systems	4 (2%)	5 (2%)	34 (14%)	18 (7%)	187 (75%)
<p>● 1 ● 2 ● 3 ● 4 ● 5</p> <p>1 4 2 5 3 34 4 18 5 187</p>					

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1.4.5. Work-life balance plays an essential role in promoting gender equality at the organizational culture level in ULST.	3 (1%)	8 (3%)	30 (12%)	25 (10%)	182 (73%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 8 ● 3 30 ● 4 25 ● 5 182 </div> <div style="text-align: center;">  </div> </div>					
1.4.6. ULST supports all staff appropriately to advance their careers, in parallel with the personal responsibilities they may have outside of work, including caring responsibilities.	9 (4%)	9 (4%)	19 (8%)	40 (16%)	171 (69%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 9 ● 2 9 ● 3 19 ● 4 40 ● 5 171 </div> <div style="text-align: center;">  </div> </div>					
1.4.7. Proposals for improvement actions regarding the implementation of the principle of "Gender Equality" (max. 150 words)	<ul style="list-style-type: none"> • More additional information • Moving from a collectivist to a competency/performance-based approach • I would propose that every person who has a promotion record should be promoted as quickly as possible, not wait for years after many requests. • The implementation of the principle of "Gender Equality" is crucial to ensuring a fair and inclusive environment in research, education and other fields. Here are some proposed actions to improve gender equality: Promoting diversity in recruitment and selection. Promoting and supporting women in research careers. Ensuring an inclusive work environment. Supporting work-life balance • Promoting female leadership and representation • I do not • Implementing flexible measures, such as maternity and paternity leave or adapted work schedules, to support work-life balance for both genders. • I believe that in our country there are no differences between women and men. We cannot speak of gender inequality in Romania, on any level. This is also true in ULST. • Ensuring transparent and fair procedures in the recruitment and promotion process, in order to eliminate structural barriers that affect gender equality. • The position of management and colleagues is generally fair, there is no discrimination or partiality, so there is no need to specifically implement gender equality. 				

- | | |
|--|---|
| | <ul style="list-style-type: none"> • Not the case. • Implementing active recruitment and promotion policies that ensure a balanced representation of women and men in all management positions and academic committees. |
|--|---|

Implementation of the principle of "Gender Equality" in ULST

Strengths:

The highest percentages obtained with total agreement on this questionnaire for the principle of Gender Equality are the following:

- 80.2% of researchers declare that gender equality is promoted within research teams;
- 80% of researchers agree that gender equality also aims to combat gender-based violence and sexual harassment;
- 78% claim that ULST promotes the integration of the gender dimension into the content of research, teaching and innovation activities;

These percentages reveal the fact that, although gender equality is respected within ULST, there is still room for improvement of these practices.

Weaknesses:

The lowest percentages of total agreement for the Gender Equality principle are as follows:

- Only 69% of researchers agree that ULST adequately supports all staff to advance in their careers, in parallel with personal responsibilities they may have outside the workplace, including caring responsibilities. This suggests that additional policies and resources are needed to provide a more balanced work environment and to better support researchers' work-life balance.
- Only 75% support that ULST has implemented gender equality plans or similar that allow for the proper reporting of violations and include monitoring and evaluation systems. This suggests that these plans and systems need to be improved to ensure that all violations are properly reported and managed, and that gender equality is effectively supported within the institution;
- 73% agree that work-life balance plays a key role in promoting gender equality in the organizational culture of ULST.

Proposed actions to improve the implementation of the "Gender Equality" principle are essential for ensuring a healthy and credible academic environment. Here is a summary of the main areas for improvement suggested by researchers in the questionnaire, grouped into categories:

1. Education and Continuing Education

- Education and Awareness Programs: Organizing information sessions and workshops to educate employees about the importance of gender equality, gender stereotypes and how to combat them.
- Regular Training: Introducing continuing education courses for all employees, which include gender equality issues and their integration into professional development.
- Mentoring Programs: Creating mentoring programs that support the professional development of women and other underrepresented groups, thus ensuring equal access to career advancement opportunities.

2. Institutional Procedures and Norms

- Ensuring transparent and fair procedures in the recruitment and promotion process, in order to eliminate structural barriers that affect gender equality.
- Implementing active recruitment and promotion policies that ensure a balanced representation of women and men in all management positions and academic committees.

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- Policy Implementation Oversight: Actively monitor the implementation of gender equality policies and assess their impact. Ensure that all departments comply with and apply these policies.

3. Ethical and Fair Work Environment

- Create safe and confidential channels for employees to report incidents of gender-based discrimination or harassment. Ensure that all reports are properly investigated and corrective action is taken.
- Ensure an inclusive work environment. Support work-life balance.
- Implement flexible measures, such as maternity and paternity leave or adapted work schedules, to support work-life balance for both genders.

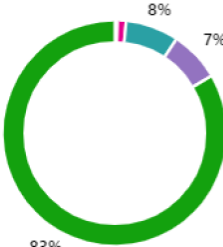
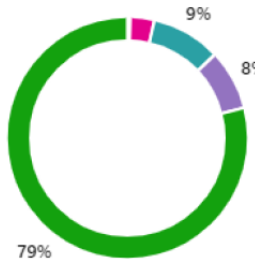
4. Control and Transparency Mechanisms

- Regular Audits and Evaluations: Conduct regular audits to assess compliance with gender equality policies and identify any discrepancies or areas for improvement;
- Publish annual reports on progress in gender equality, including detailed data on recruitment, promotion, salaries and other relevant aspects. These reports should be accessible to all employees and stakeholders;
- Transparency in recruitment and promotion processes: ensure that recruitment and promotion processes are transparent and fair, based on competences and achievements, without discriminatory influences. Publish the criteria and procedures used in these processes.

These measures will contribute to strengthening gender equality, ensuring transparency and professionalism in academic and research activities.

1.5. Accepting diversity

Within ULST:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
1.5.1. Diversity is accepted in a broad sense, including among researchers, with no restrictions on people regardless of gender, racial or ethnic origin, religion or beliefs, social diversity, disability, age or sexual orientation.	1 (0%)	3 (1%)	19 (8%)	18 (7%)	207 (83%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 3 ● 3 19 ● 4 18 ● 5 207 </div> <div style="text-align: center;">  </div> </div>					
1.5.2. Discrimination on any grounds is combated	1 (0%)	8 (3%)	23 (9%)	20 (8%)	196 (79%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 8 ● 3 23 ● 4 20 ● 5 196 </div> <div style="text-align: center;">  </div> </div>					

<p>1.5.3. Proposals for improvement actions regarding the implementation of the principle of "Acceptance of diversity" (max. 150 words)</p>	<ul style="list-style-type: none"> • Additional information • At a practical level, apply what is supported at the declarative level. • Implementing the principle of "Acceptance of diversity" is crucial for creating an inclusive and respectful environment that values differences and promotes equal opportunities • I do not • Organizing awareness campaigns on cultural, ethnic, gender, religious and other types of diversity. Regular training sessions for employees, students or community members on the importance of accepting diversity and the advantages of an inclusive environment. • I believe that we need to better understand, at a societal level, the concepts of stereotype, discrimination and prejudice. These aspects need to be better explained to all generations. • No improvement is necessary, acceptance of diversity is optimal within the institution. • Not the case • Establishing support groups for students and employees from diverse backgrounds, which provide counseling and support for social and academic integration.
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Implementation of the principle of "Accepting diversity" in ULST

Strengths:

The highest percentages obtained with total agreement on this questionnaire, for the principle of Acceptance of Diversity, are the following:

- 83% of researchers declare that within ULST diversity is accepted in a broad sense, including among researchers, without being restricted to people regardless of gender, racial or ethnic origin, religion or beliefs, social diversity, disability, age or sexual orientation.

This percentage reveals the fact that, although diversity is accepted within ULST, there is still room for improvement in these practices.

Weaknesses:

The lowest percentages obtained with total agreement for the principle of Acceptance of Diversity are as follows:

- Only 79% of researchers agree that discrimination on any grounds is combated in ULST. This suggests the need to intensify efforts to improve anti-discrimination policies and measures, ensuring that all forms of discrimination are effectively addressed and eliminated, and that all employees are aware of and confident in these efforts.

The proposals for actions to improve the implementation of the principle of "Acceptance of Diversity" are essential to ensure an inclusive and respectful environment that values differences and promotes equal opportunities. Here is a summary of the main directions for improvement suggested by researchers in the questionnaire, grouped into categories:

1. Education and continuous training

- Organization of awareness campaigns on cultural, ethnic, gender, religious and other types of diversity.
- Regular training sessions for all members of the academic community on the importance of accepting diversity and the benefits of an inclusive environment.
- Periodic trainings to understand the concepts of stereotype, discrimination and prejudice.

2. Institutional procedures and norms

- Develop and implement clear policies that promote diversity and inclusion in all aspects of the institution's activities. These policies should be effectively communicated to all employees.
- Implement recruitment practices that eliminate bias and ensure equal opportunities for all candidates.
- Ensure that performance evaluations and promotion processes are fair and transparent, taking into account diversity and inclusion. Promote merit and achievements without discrimination.

3. Ethical and fair work environment

- Implement policies and measures that support work-life balance, including flexible work schedules, maternity and paternity leaves, and other benefits for employees.

4. Control and transparency mechanisms

- Creating effective communication and feedback channels, allowing employees to report any concerns related to diversity and inclusion. Ensuring that all reports are investigated and resolved promptly and effectively.
- Establishing a committee dedicated to diversity and inclusion, which will monitor the implementation of diversity policies and propose additional measures when necessary.

These measures will contribute to the acceptance of diversity, ensuring an inclusive and respectful environment in academic and research activities.

1.6. Researcher

Within ULST:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement										
1.6.1. Researchers are involved in devising or creating new scientific knowledge based on original concepts or hypotheses.	0 (0%)	4 (2%)	19 (8%)	48 (19%)	177 (71%)										
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● 3	19														
● 4	48														
● 5	177														
1.6.2. The work of researchers is appreciated, regardless of the sector in which they operate.	3 (1%)	7 (3%)	18 (7%)	43 (17%)	177 (71%)										
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● 1	3														
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● 3	18														
● 4	43														
● 5	177														

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

1.6.3. Non-linear professional paths, focused on multiple or hybrid careers, are encouraged and supported at ULST level.	3 (1%)	5 (2%)	44 (18%)	45 (18%)	151 (61%)
1.6.4. Researchers are familiar with:					
a. the strategic objectives pursued by their research environment	1.6%	2%	6.9%	20.2%	69.4%
b. the applicable funding mechanisms	0.8%	1.6%	10.5%	22.2%	64.9%
c. requesting and obtaining necessary approvals before starting their research or accessing the resources made available	1.2%	2.8%	9.3%	22.2%	64.5%
1.6.5. It is promoted by researchers:					
a. relevance of the research to society	0%	0.8%	7.3%	18.5%	73.4%
b. ensuring that the research does not unnecessarily duplicate previous research	0.4%	2.8%	7.7%	16.5%	72.6%
c. effective exploitation of research results	0.4%	2%	7.3%	15.7%	74.6%
d. clear communication between all members involved in the research when a research project is postponed, redefined or completed	0.4%	1.6%	8.5%	17.3%	72.2%
e. notification to all parties involved, if a research project is to end early or be suspended, for any reason	0.8%	1.6%	8.9%	12.9%	75.8%

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

● 1 ● 2 ● 3 ● 4 ● 5

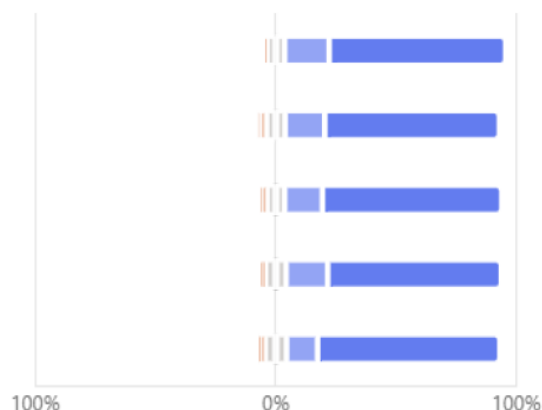
1.6.5.a. Relevanța cercetării pentru societate

1.6.5.b. Asigurarea că cercetarea nu dublează inutil o altă cercetare anterioară

1.6.5.c. Valorificarea eficientă a rezultatelor cercetării

1.6.5.d. Comunicarea clară între toți membrii implicați în cercetare atunci când un proiect de cercetare este amânat, redefinit sau...

1.6.5.e. Anunțarea tuturor părților implicate, în cazul în care un proiect de cercetare urmează să înceteze mai devreme sau să fie...



1.6.6. Regarding liability, researchers:

a. Take responsibility for their own actions taken during the research	0.4%	0.4%	5.2%	10.1%	83.9%
b. Financed from public funds, they are responsible for the efficient use of taxpayers' money	0.4%	1.2%	6.5%	8.5%	83.5%
c. Adhere to the principles of good financial management in conditions of transparency and efficiency	0%	1.6%	5.6%	8.1%	84.7%
d. Cooperate in any authorized audits of their research, both with their employers/funders and with ethics committees	0%	0.8%	4.4%	8.1%	86.7%
e. Make available in the event of an internal or external control, or, as requested by the competent authorities, the collection and analysis methods, the results and, where appropriate, the details of the data	0%	0.4%	3.6%	7.7%	88.3%

● 1 ● 2 ● 3 ● 4 ● 5

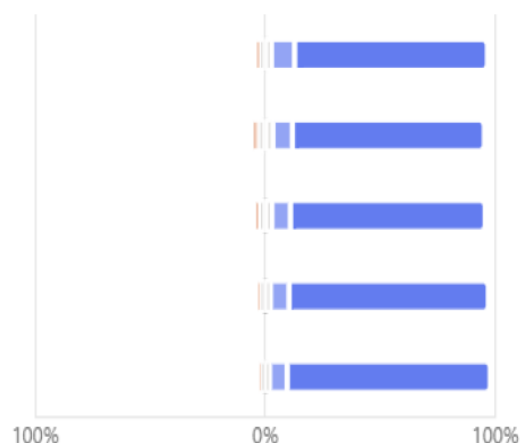
1.6.6.a. Își asumă responsabilitatea pentru acțiunile proprii întreprinse pe parcursul desfășurării cercetării

1.6.6.b. Finanțați din fonduri publice, sunt răspunzători pentru utilizarea eficientă a banilor contribuabililor

1.6.6.c. Aderă la principiile unei bune gestiuni financiare în condiții de transparență și de eficiență

1.6.6.d. Cooperează în cadrul eventualelor audituri autorizate cu privire la cercetarea lor, atât cu angajatorii / finanțatorii lor, cât și...

1.6.6.e. Pun la dispoziție în cazul unui control intern sau extern, ori, conform solicitărilor autorităților competente, metodele de...



1.6.7. Proposals for improvement actions regarding the implementation of the "Researcher" principle (max. 150 words)

- Additional information
- Implementing the "Researcher" principle refers to supporting and developing researchers, ensuring favorable conditions for them to carry out their work and contribute to the advancement of knowledge.
- These principles are known by the few teachers involved in research projects.
- Organizing workshops and training sessions dedicated to the development

	<p>of critical and analytical thinking for students, researchers or employees. These may include techniques for evaluating information sources and methods of scientific analysis. Introducing educational approaches focused on solving real problems, which stimulate critical thinking and the exploration of multiple hypotheses.</p> <ul style="list-style-type: none"> • Permanently strengthening the education-research-innovation relationship • Not applicable • Creating programs to reward young researchers for outstanding performance through awards, additional funding and professional development opportunities.
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Implementing the "Researcher" principle in ULST

Strengths:

The highest percentages obtained with total agreement on this questionnaire, for the "Researcher" principle, are the following:

- 88.3% of ULST researchers make available, within an internal or external control, the analysis methods, the results and, where applicable, the details of the data.
- 75.8% of researchers promote the notification of all parties involved, in the event that a research project is to end early or be suspended, for any reason.
- 71% of researchers are involved in the conception or creation of new scientific knowledge based on original concepts or hypotheses.
- 71% claim that their work is appreciated, regardless of the sector in which they carry out their activity.

These percentages reveal that there is still room for improvement in the practices of implementing the "Researcher" principle.

Weaknesses:

The lowest percentages obtained with total agreement for the "Researcher" principle are the following:

- Only 61% of researchers agree that non-linear professional paths, focused on multiple or hybrid careers, are encouraged and supported in ULST.
- Only 69.4% claim to be familiar with the strategic objectives pursued by their research environment.

Proposed actions to improve the implementation of the "Researcher" principle are essential to ensure an environment that offers researchers favorable conditions to carry out their work and contribute to the advancement of knowledge. Here is a summary of the main directions for improvement suggested by researchers in the questionnaire, grouped into categories:

1. Education and Continuing Education

- Organizing workshops and training sessions dedicated to the development of critical and analytical thinking for researchers. These may include techniques for evaluating information sources and methods of scientific analysis. Introducing educational approaches focused on solving real problems, which stimulate critical thinking and the exploration of multiple hypotheses.
- Organizing training courses and workshops to support the development of research skills, project management and other relevant competencies for researchers.

2. Institutional procedures and norms

- Developing official documents that clearly define the role, responsibilities and expectations for researchers. This helps to establish a frame of reference for the performance and behavior of researchers.

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

- Establishing strict norms on research ethics and scientific integrity. Ensuring that all researchers are aware of these norms and comply with them in their daily work.

3. Ethical and fair working environment

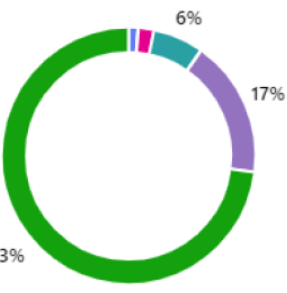
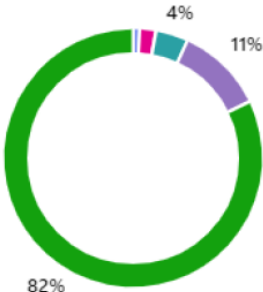
- Creating a working environment that supports creativity and innovation, in which researchers feel motivated and inspired to pursue their ideas and projects.
- Ensuring fair access to the resources necessary to carry out research activities, including equipment, laboratories and funds for research projects.
- Encouraging collaboration between different disciplines and departments, thus promoting innovation and the advancement of knowledge.

4. Control and transparency mechanisms

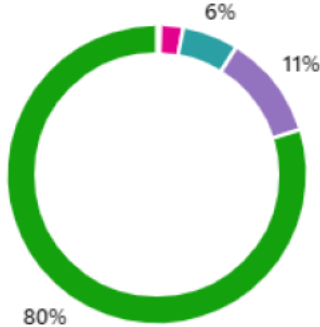
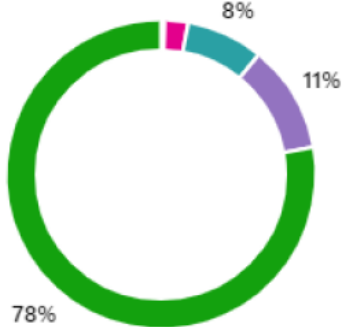
- Ensuring that all evaluation and promotion processes are based on scientific merit, achievements and contributions. Establishing clear and transparent criteria for career advancement.
- Implementing regular feedback and performance evaluation procedures to identify researchers' strengths and areas for improvement. These evaluations should be constructive and provide guidance for future development.

These measures will contribute to the development of an institutional culture that supports and promotes the "Researcher" principle, thus ensuring a favorable working environment for the advancement of science and knowledge.

1.7. Free movement of researchers

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
Consider that ULST, as an employer or funder:					
1.7.1. Promotes the free movement of researchers, scientific knowledge and technologies, while attracting talent and avoiding potential brain drain	3 (1%)	5 (2%)	16 (6%)	43 (17%)	181 (73%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 5 ● 3 16 ● 4 43 ● 5 181 </div> <div style="text-align: center;">  </div> </div>					
1.7.2. Recognizes the importance of geographical, inter-institutional, intersectoral, interdisciplinary and transdisciplinary mobility at any stage of a researcher's career	2 (1%)	5 (2%)	10 (4%)	27 (11%)	203 (82%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 2 ● 2 5 ● 3 10 ● 4 27 ● 5 203 </div> <div style="text-align: center;">  </div> </div>					

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1.7.3. Fully appreciates and recognizes any mobility experience within the career advancement/professional evaluation system	1 (0%)	6 (2%)	15 (6%)	28 (11%)	198 (80%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 6 ● 3 15 ● 4 28 ● 5 198 </div> <div style="text-align: center;">  </div> </div>					
1.7.4. Encourages virtual mobility of researchers	1 (0%)	6 (2%)	20 (8%)	28 (11%)	193 (78%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 6 ● 3 20 ● 4 28 ● 5 193 </div> <div style="text-align: center;">  </div> </div>					
1.7.5. Proposals for improvement actions regarding the implementation of the principle of "Free movement of researchers" (max. 150 words)	<ul style="list-style-type: none"> Details for information Erasmus is a really good program! It must be supported, maintained and developed Simplify administrative processes. Improve funding and support for mobility. Support the integration and adaptation of international researchers Facilitate the exchange of information and good practices I have no proposals Provide more funding opportunities for researcher mobility, such as grants for research internships or international collaborative projects. Create special funds for PhD students and young researchers to support them in developing their international careers. Support open access for researchers to research infrastructure (at national, European and global levels) Attention and recognition should also be given to online research and collaboration activities Not the case Reduce bureaucracy related to visas, work permits and recognition of qualifications for foreign researchers, to facilitate their employment and collaboration in local institutions. 				

Implementation of the principle of "Free movement of researchers" in ULST

Strengths:

The highest percentages obtained with total agreement in this questionnaire, for the principle of "Free movement of researchers", are the following:

- 82% of researchers appreciate that the university recognizes the importance of geographical, inter-institutional, intersectoral, interdisciplinary and transdisciplinary mobility at any stage of a researcher's career.
- 80% express that the university fully appreciates and recognizes any mobility experience within the career advancement/professional evaluation system.
- 78% respond that the university encourages virtual mobility of researchers.

Although the percentages indicate a positive approach in supporting the principle of "Free movement of researchers", they also highlight opportunities for continuous improvement of the degree of mobility at the institutional level, both in physical and virtual form.

Weaknesses:

The lowest percentages obtained with total agreement for the principle of "Free movement of researchers" are the following:

- 73% of researchers appreciate that the free movement of researchers, scientific knowledge and technologies is promoted, while attracting talents and avoiding their potential exodus.

Proposals for actions to improve the principle of "Free movement of researchers"

The implementation of these measures is crucial to ensuring a high-performing and credible academic environment. The directions for improvement, based on researchers' feedback, are as follows:

1. Maintaining and developing the Erasmus+ programme

- Extending international collaboration agreements through the Erasmus+ programme
- Introducing additional components to encourage the participation of researchers at different stages of their careers.

2. Simplifying administrative processes and improving support for mobility

- Optimising administrative flows related to researcher mobility.
- Creating an operational guide to support the integration of international researchers (e.g. procedures for obtaining documents, accommodation, cultural integration).
- Organising workshops and sessions for the exchange of good practices between researchers and administrative staff.

3. Creating and expanding funding opportunities for mobility

- Establishing dedicated grants for international research internships.
- Developing special funds for PhD students and early career researchers to support their participation in international collaborative projects.
- Introducing awards for researchers who successfully complete international mobilities or projects.

4. Open access to research infrastructure

- Developing an open collaboration system between ULST and other national and international institutions to facilitate the use of common research infrastructure.
- Creating strategic partnerships that provide facilitated access to equipment, laboratories or databases.

5. Simplifying procedures for international researchers

- Reducing bureaucracy for obtaining visas and work permits for foreign researchers.
- Creating a standardized mechanism for recognizing international qualifications and experiences.
- Implementing an office dedicated to supporting international researchers, which will facilitate their integration into the institution.

6. Efficient information for researchers

- Creating a dedicated online portal, which will centralize information on mobility opportunities, grants and international programs.
- Organizing regular information sessions, webinars and workshops to promote mobility programs.
- Developing a mentoring system, in which experienced researchers guide and support colleagues interested in international mobility.

These proposals contribute to promoting an open and performing academic environment, capable of attracting international talent and supporting the mobility of researchers at all stages of their careers. By implementing them, ULST could become a model of excellence in integrating the principle of "Free movement of researchers".

1.8. Sustainability of research

Within ULST:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement										
1.8.1. All parties involved in research promote the sustainable implementation of research activities, in line with current and future policy initiatives aimed at the prosperity of society (example: European Green Deal, United Nations Agenda 2030 and Sustainable Development Goals).	1 (0%)	0 (0%)	21 (8%)	40 (16%)	186 (75%)										
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2	0														
3	21														
4	40														
5	186														
1.8.2. From this perspective, researchers in ULST are supported:															
a. through an institutional culture of sustainable research management	0 (0%)	5 (2%)	28 (11%)	49 (20%)	166 (67%)										
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b. through training and mentoring activities based on the exchange of good practices	2 (1%)	7 (3%)	29 (12%)	47 (19%)	163 (66%)										
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c. take the initiative to reduce carbon emissions from its activities	2 (1%)	7 (3%)	28 (11%)	41 (17%)	170 (69%)										
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● 2	7														
● 3	28														
● 4	41														
● 5	170														
1.8.3. Proposals for improvement actions regarding the implementation of the "Research Sustainability" principle (max. 150 words)	<ul style="list-style-type: none"> • Sustainable information • “Research sustainability” refers to ensuring that research is conducted and used in a way that is economically, ecologically and socially sustainable. Implementing this principle is essential to maximizing the positive impact of research and minimizing the negative effects on the environment and society. • There is a very thin line between mentoring and disclosing data, but especially original methods from research, which is in contradiction with copyright. • Providing grants and funds to ensure long-term research support, with extended funding cycles and less volatility in the allocation of funds. Encouraging access to funds from diverse sources (national, international, private and public) to reduce dependence on a single source of funding. • Creating research networks strictly oriented towards sustainability in various fields or interdisciplinary. • I don't have; Not applicable • Encourage research aimed at sustainable solutions, reducing environmental impact and energy efficiency by prioritizing the funding of these projects. 														

Implementation of the principle of "Research Sustainability" in ULST

Strengths:

The highest percentages obtained with total agreement in this questionnaire, for the principle of "Research Sustainability", are the following:

- 75% of researchers appreciate that all parties involved in the research activity promote the sustainable implementation of research activities, in line with current and future policy initiatives, aimed at leading to the prosperity of society (example: European Green Deal, United Nations Agenda 2030 and Sustainable Development Goals).
- 69% appreciate that they are supported in taking the initiative to reduce carbon emissions from their work.

Weaknesses:

The lowest percentages obtained with total agreement for the principle of “Research Sustainability” are the following:

- 66% consider it necessary for the university to ensure the development of research sustainability through training and mentoring activities based on the exchange of good practices.
- 67% of researchers consider it necessary for the university to develop the institutional culture in terms of sustainable research management.

The results show that there is a solid foundation for the implementation of the principle of "Research Sustainability" at ULST. However, it is essential to intensify efforts to promote a sustainable institutional culture and develop training and mentoring programs. These measures will contribute to a more effective integration of sustainable development objectives into research activities, strengthening ULST's position as a leader in sustainable research.

Proposals for actions to improve the implementation of the principle of "Research Sustainability"

In order to strengthen the sustainability of research within ULST and ensure a credible academic environment, the following directions are essential:

1. Economically, ecologically and socially sustainable research

- Ensuring a framework that promotes research with a positive impact on the environment and society, minimizing negative effects.
- Introducing institutional standards that assess the sustainability of research projects before approval.

2. Grants and funds for sustainable research

- Creating stable and predictable funding mechanisms, including long-term funding cycles.
- Diversifying funding sources, including attracting funds from:
 - o National and international programs.
 - o Public-private partnerships.
 - o Non-governmental organizations and philanthropic sources.
- Introducing funding schemes dedicated to projects that prioritize energy efficiency and sustainable solutions.

3. Research networks dedicated to sustainability

- Development of consortia and interdisciplinary networks focused on sustainable research, including collaborations with other universities, research institutes and private sector actors.
- Creation of digital platforms to facilitate communication and collaboration between researchers, sharing resources and disseminating sustainable research results.

4. Prioritizing sustainable solutions in research

- Stimulating research projects that contribute to:
 - o Reducing carbon emissions.
 - o Increasing energy efficiency.
 - o Sustainable management of natural resources.
- Offering awards or benefits for researchers and teams that significantly contribute to sustainable development goals.

These measures are essential to align ULST's research activities with current and future sustainability challenges. By implementing them, the university can strengthen its leadership role in promoting research oriented towards sustainable solutions, positive impact on society and environmental protection.

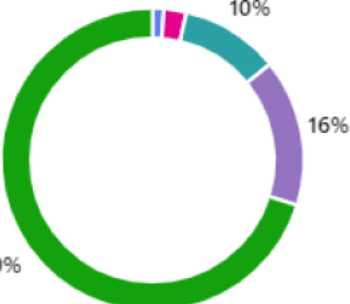
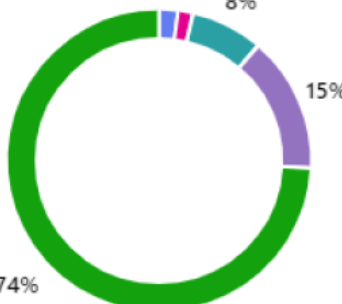
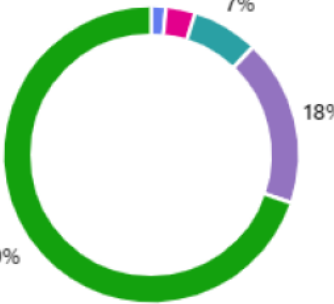
II. EVALUATION, RECRUITMENT AND CAREER ADVANCEMENT OF RESEARCHERS

2.1. Evaluation of researchers

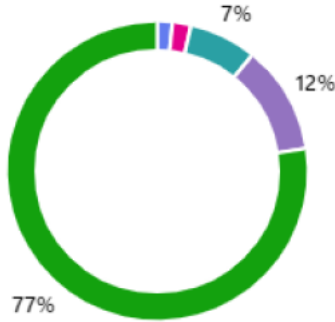
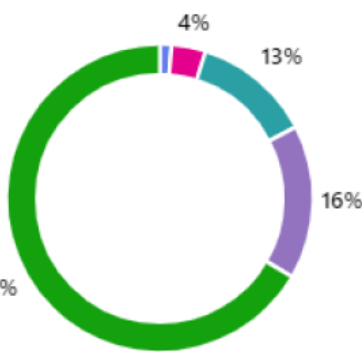
Within USVT, the researcher evaluation system ensures:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
2.1.1. Equal recognition and reward of researchers' careers, based on an impartial, talent-based approach	10 (4%)	9 (4%)	23 (9%)	52 (21%)	154 (62%)
<ul style="list-style-type: none"> ● 1 10 ● 2 9 ● 3 23 ● 4 52 ● 5 154 					
2.1.2. Evaluating the performance of researchers and their research activities to achieve the highest possible level of quality and impact	7 (3%)	4 (2%)	19 (8%)	42 (17%)	176 (71%)
<ul style="list-style-type: none"> ● 1 7 ● 2 4 ● 3 19 ● 4 42 ● 5 176 					
2.1.3. Recognizing increasingly diverse research activities, practices and outcomes.	5 (2%)	6 (2%)	20 (8%)	37 (15%)	180 (73%)
<ul style="list-style-type: none"> ● 1 5 ● 2 6 ● 3 20 ● 4 37 ● 5 180 					
2.1.4 An assessment based primarily on qualitative analysis (where peer review and assessment by other relevant experts are essential), supported by the responsible use of quantitative indicators.	5 (2%)	6 (2%)	21 (8%)	52 (21%)	164 (66%)
<ul style="list-style-type: none"> ● 1 5 ● 2 6 ● 3 21 ● 4 52 ● 5 164 					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

2.1.5 A recognition of contributions to innovation, especially for candidates from an industrial background	3 (1%)	6 (2%)	26 (10%)	39 (16%)	174 (70%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 6 ● 3 26 ● 4 39 ● 5 174 </div> <div style="text-align: center;">  </div> </div>					
2.1.6 Ensuring that researchers' work adheres to high standards of ethics and integrity and is conducted in accordance with appropriate rules of conduct and values good practices	1 (0%)	2 (1%)	21 (8%)	30 (12%)	194 (78%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 2 ● 3 21 ● 4 30 ● 5 194 </div> <div style="text-align: center;">  </div> </div>					
2.1.7 The use of evaluation criteria and procedures that respect the variety of research disciplines and national contexts;	5 (2%)	4 (2%)	19 (8%)	36 (15%)	184 (74%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 5 ● 2 4 ● 3 19 ● 4 36 ● 5 184 </div> <div style="text-align: center;">  </div> </div>					
2.1.8 Supporting the diversity of researcher profiles and professional paths and appreciating individual contributions, but also the role of teams, collaborative activities and interdisciplinarity;	4 (2%)	8 (3%)	18 (7%)	45 (18%)	173 (70%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 4 ● 2 8 ● 3 18 ● 4 45 ● 5 173 </div> <div style="text-align: center;">  </div> </div>					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

2.1.9 Gender balance, gender equality, equal opportunities and inclusion	4 (2%)	5 (2%)	18 (7%)	29 (12%)	192 (77%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 4 ● 2 5 ● 3 18 ● 4 29 ● 5 192 </div> <div style="text-align: center;">  </div> </div>					
2.1.10. Continuous training of actors involved in the evaluation and reward process.	3 (1%)	9 (4%)	31 (13%)	40 (16%)	165 (67%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 9 ● 3 31 ● 4 40 ● 5 165 </div> <div style="text-align: center;">  </div> </div>					
2.1.11. Proposals for improvement actions regarding the implementation of the "Researcher Evaluation" principle (max. 150 words)	<ul style="list-style-type: none"> • Miscellaneous information • The effective implementation of the “Researcher Evaluation” principle is essential to ensure a fair and comprehensive assessment of researchers’ performance. This principle implies not only measuring achievements, but also recognizing efforts and diversified contributions. • The results obtained in research contracts carried out 15-20 years ago are not compared at the same level with those of today even though current technology has evolved and current methods bring faster and more accurate results than those of the past. • In addition to the number of publications and citations, the evaluation should include the real impact of research on society, industry, economy and public policies. Contributions to the training of young researchers and mentoring activities should be evaluated and rewarded accordingly. Participation in international research projects and interdisciplinary collaborations should be taken into account in the evaluation. • It should be clearly stated what is expected of a researcher/university teacher and what are the important elements for his/her career • I don't have 				

	<ul style="list-style-type: none"> • Not applicable • Establish transparent evaluation criteria, based on performance indicators such as the quality of publications, the impact of research, contributions to projects and dissemination activities.
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Implementation of the "Researcher Evaluation" principle in ULST

Strengths:

The highest percentages obtained with total agreement in this questionnaire, for the principle of "Researcher Evaluation", are the following:

- 78% of respondents appreciate that the guarantee is ensured that the activity of researchers complies with high standards of ethics and integrity and is carried out according to appropriate rules of conduct and appreciate good practices.
- 77% appreciate that there is gender balance, gender equality, equal opportunities and inclusion.
- 74% that evaluation criteria and procedures are used that respect the variety of research disciplines and national contexts.

Weaknesses:

The lowest percentages obtained with total agreement for the principle of "Researcher Evaluation" are the following:

- only 62% consider that equal recognition and reward of researchers' careers is ensured, based on an impartial, talent-based approach.
- only 67% of researchers consider that they are provided with continuous training in the evaluation and reward process.
- 70% of respondents consider that there is recognition of contributions to innovation, especially in the case of candidates from the industrial environment.

The evaluation of researchers at ULST is well-founded in ethical and inclusive aspects, but there are opportunities for improvement in: fair recognition of performance and talent, development of continuous training programs and increasing the visibility and valorization of contributions to innovation, especially in industrial fields. These improvements will ensure a more equitable and relevant evaluation, aligned with the diversified needs of the academic community.

Proposals for actions to improve the implementation of the principle of "Evaluation of researchers"

To create a fair and career-oriented evaluation process for researchers at USVT, the following measures are essential:

1. Fair and comprehensive assessment

- Adopting diversified criteria that recognize not only achievements, but also efforts and indirect contributions (e.g. mentoring, training, interdisciplinary activities).
- Assessing the impact of research on society, economy, industry and public policies, not just academic results measured by publications and citations.

2. Recognition of temporal and technological specificities

- Adjusting the evaluation criteria to reflect differences in methods and resources available over time.
- Creating a system that ensures a fair equivalence of achievements from different periods, taking into account technological progress.

3. Recognizing diverse contributions

- Introducing mechanisms to value:
 - o **Mentoring activities** and contribution to the training of the new generation of researchers.
 - o Participation in **international projects** and interdisciplinary collaborations.
 - o Innovative contributions that are not necessarily documented through publications, but have a **practical impact**.

4. Clarifying expectations

- Clearly define responsibilities and expectations for researchers and academics.
- Develop a guide that includes:
 - o Performance indicators relevant to different career stages.
 - o Essential elements that contribute to professional advancement

5. Transparent and objective criteria

- Creating a set of standardized and transparent evaluation criteria, which should include:
 - o **The quality of publications**, measured by international recognition and their impact.
 - o **Participation in relevant projects**, including those funded from international sources.
 - o Activities to **disseminate results** to a wider audience, including participation in conferences and workshops.
 - o Contributions to **interdisciplinary and international collaborations**.

Through these actions, USVT can improve the evaluation process of researchers, providing a more equitable, transparent and motivating environment. In addition, a well-structured evaluation system contributes to the recognition of diversified merits and to increasing the competitiveness of the institution at national and international levels.

2.2 Recruitment

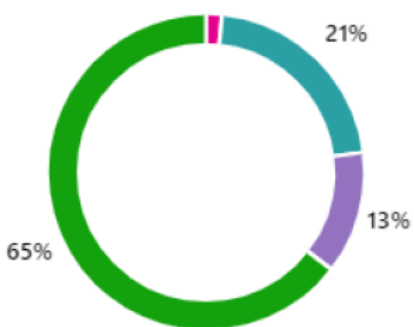
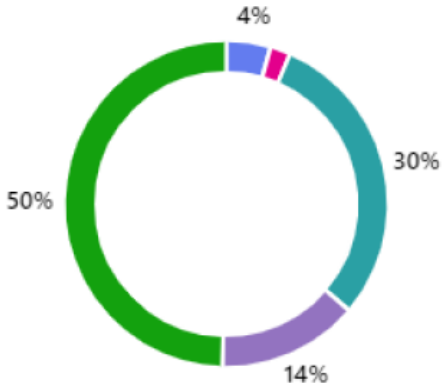
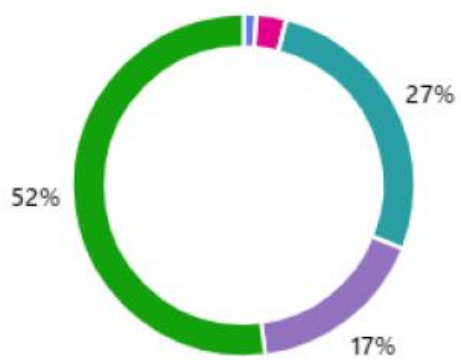
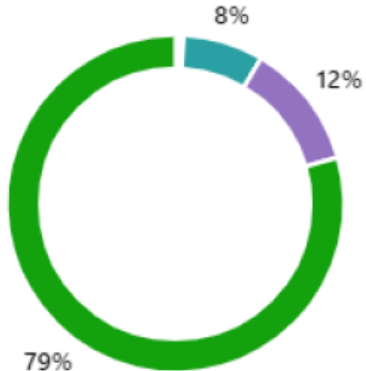
Within ULST:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement										
2.2.1 Recruitment is carried out in accordance with the principles of academic freedom and institutional autonomy, through:															
a. open, transparent and merit-based recruitment and selection procedures, without penalizing career breaks or non-linear, hybrid and multi-career paths	5 (2%)	7 (3%)	31 (13%)	39 (16%)	166 (67%)										
<table style="margin-left: 20px;"> <tr><td>● 1</td><td>5</td></tr> <tr><td>● 2</td><td>7</td></tr> <tr><td>● 3</td><td>31</td></tr> <tr><td>● 4</td><td>39</td></tr> <tr><td>● 5</td><td>166</td></tr> </table>						● 1	5	● 2	7	● 3	31	● 4	39	● 5	166
● 1	5														
● 2	7														
● 3	31														
● 4	39														
● 5	166														
b. procedures aimed at excellence, gender equality and diversity	4 (2%)	4 (2%)	25 (10%)	33 (13%)	182 (73%)										
<table style="margin-left: 20px;"> <tr><td>● 1</td><td>4</td></tr> <tr><td>● 2</td><td>4</td></tr> <tr><td>● 3</td><td>25</td></tr> <tr><td>● 4</td><td>33</td></tr> <tr><td>● 5</td><td>182</td></tr> </table>						● 1	4	● 2	4	● 3	25	● 4	33	● 5	182
● 1	4														
● 2	4														
● 3	25														
● 4	33														
● 5	182														

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

c. procedures adapted to the type of job advertised	1 (0%)	4 (2%)	28 (11%)	28 (11%)	187 (75%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 1 ● 2 4 ● 3 28 ● 4 28 ● 5 187  </div>					
2.2.2 The job advertisements contain: a comprehensive description of the required knowledge and skills, including a description of the working conditions and related rights, career development prospects and an overview of the calendar.	1 (0%)	7 (3%)	22 (9%)	28 (11%)	190 (77%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 1 ● 2 7 ● 3 22 ● 4 28 ● 5 190  </div>					
2.2.3 Prior to selection, candidates are informed about the recruitment process and selection criteria, the number of available positions and career development prospects.	2 (1%)	9 (4%)	21 (8%)	31 (13%)	185 (75%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 2 ● 2 9 ● 3 21 ● 4 31 ● 5 185  </div>					
2.2.4 Committee members are informed and trained on the principles of fair recruitment.	3 (1%)	5 (2%)	23 (9%)	26 (10%)	191 (77%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 3 ● 2 5 ● 3 23 ● 4 26 ● 5 191  </div>					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

2.2.5 Regarding career breaks or variations in CV timelines:					
a. are not penalized	0 (0%)	4 (2%)	53 (21%)	31 (13%)	160 (65%)
<ul style="list-style-type: none"> ● 1 0 ● 2 4 ● 3 53 ● 4 31 ● 5 160 					
b. are considered as career advancement	11 (4%)	5 (2%)	74 (30%)	35 (14%)	123 (50%)
<ul style="list-style-type: none"> ● 1 11 ● 2 5 ● 3 74 ● 4 35 ● 5 123 					
c. are considered a potential valuable contribution to the professional development of researchers towards a multidimensional career path.	3 (1%)	7 (3%)	67 (27%)	42 (17%)	129 (52%)
<ul style="list-style-type: none"> ● 1 3 ● 2 7 ● 3 67 ● 4 42 ● 5 129 					
2.2.6 Candidates are allowed to submit evidence-based CVs that reflect a representative range of achievements and qualifications appropriate to the position they are applying for.	1 (0%)	1 (0%)	19 (8%)	30 (12%)	197 (79%)
<ul style="list-style-type: none"> ● 1 1 ● 2 1 ● 3 19 ● 4 30 ● 5 197 					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

2.2.7 Regarding the level of qualifications required:					
a. meet the requirements of the job	0 (0%)	5 (2%)	9 (4%)	28 (11%)	206 (83%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 0 ● 2 5 ● 3 9 ● 4 28 ● 5 206 </div> <div style="text-align: center;"> <p>83%</p> </div> </div>					
b. are not set in such a way as to constitute a barrier to enrollment.	11 (4%)	8 (3%)	26 (10%)	28 (11%)	175 (71%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 11 ● 2 8 ● 3 26 ● 4 28 ● 5 175 </div> <div style="text-align: center;"> <p>71%</p> </div> </div>					
2.2.8 The assessment of qualifications focuses on the appreciation of the person's achievements, rather than the circumstances of these achievements or the reputation of the institution in which they were acquired.	2 (1%)	6 (2%)	22 (9%)	35 (14%)	183 (74%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 2 ● 2 6 ● 3 22 ● 4 35 ● 5 183 </div> <div style="text-align: center;"> <p>74%</p> </div> </div>					
2.2.9 The lifelong professional development model is encouraged and recognized.	3 (1%)	6 (2%)	22 (9%)	21 (8%)	196 (79%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 6 ● 3 22 ● 4 21 ● 5 196 </div> <div style="text-align: center;"> <p>79%</p> </div> </div>					

<p>2.2.10 Proposals for improvement actions regarding the implementation of the "Recruitment" principle (max. 150 words)</p>	<ul style="list-style-type: none"> • More specific information • I have no suggestions • Recruitment and evaluation criteria should be clearly defined and made public from the beginning of the process, so that all candidates are aware of the expectations. Provide constructive feedback to rejected candidates to help them understand the strengths and weaknesses of their candidacy and to stimulate their improvement in the future. • Recruitment procedures structured on certain positions, mandatorily aligned with national/European requirements • Not applicable
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Implementation of the "Recruitment" principle in ULST

Strengths:

The highest percentages obtained with total agreement in this questionnaire, for the principle of "Recruitment", are the following:

- The qualifications that ULST requests from candidates correspond to the requirements of the position and this fact is confirmed by a total agreement by 83% of the respondents, and cumulatively 94% of the respondents indicated a form of agreement, total or partial, while no person indicated a total disagreement.
- 79% of the respondents confirmed that candidates have the opportunity to present evidence-based CVs, reflecting a representative range of achievements and qualifications appropriate to the position in question.
- 79% of the researchers consider that the lifelong professional development model is encouraged and recognized.

Weaknesses:

The lowest percentages of total agreement for the principle "Recruitment" refer to the perception of career breaks or variations in CV timelines. These should not be penalized by the employer, being considered part of career development, as they can represent valuable periods for professional training, learning or individual development projects.

- A low share of only 50% of respondents consider that these breaks are recognized as career development.
- Only 52% of respondents expressed total agreement that such breaks can represent a valuable contribution to the professional development of researchers, favoring a multidimensional career path.
- 65% of respondents stated with total agreement that career breaks are not penalized, which reflects the need for better integration of this principle into recruitment policies.

The proposals for priority actions to improve the implementation of the "Recruitment" principle are made in order to increase the efficiency of this process, but also to improve the framework that offers value to candidates in the future. The European Charter for Researchers stipulates that fair policies in terms of recruitment and selection of researchers have an important role in achieving an open labour market and have a direct positive implication on the European Research Area.

Starting from the analysis of the respondents' proposals, from the weaknesses identified during the research, but also from opinions based on academic and research experience, the following priority actions are presented, grouped according to the directions indicated below

1. Education and information

- Specific information should be provided to a greater extent so that the recruitment process is efficient. Dissemination of information for the requirements and needs of the ULST regarding human resource requirements in terms of qualifications and skills

should not be carried out only in isolated moments of time, when there is an urgent need for hired personnel, but should be initiated as a continuous process, through publications in the media or social networks.

- Given that some candidates do not qualify for certain positions, but want to do so in the future, they often need constructive feedback. Rigid negative responses from the employer to potential candidates in the recruitment process, or just simple alignments with the specific requirements of the job, do not provide candidates with sufficient information that could help them understand the strengths and weaknesses of their candidacy. Negative responses, without being accompanied by such constructive feedback, could discourage many candidates. In order to improve certain skills of these candidates, a standardized template should be created through which USVT provides feedback in the recruitment process. This template should also contain elements that allow for personalization of responses. We consider it necessary to co-opt specialists in the fields of psychology, educational sociology into the recruitment teams or to conduct professional courses in this regard.
- Inter-institutional cooperation on the dissemination of information and its mutual sharing, in order to improve the recruitment process.
- Encouraging researchers to develop impact studies following the implementation of new measures in the candidate recruitment process.
- The university's expectations from future candidates must be clearly defined and presented to them during the recruitment process. Understanding these expectations can influence the candidate's entire professional development.

2. Institutional procedures and rules

- A methodology for recruitment criteria needs to be developed. The observation of the need for a clear definition should lead the employer to develop detailed criteria with a precise definition of the skills and qualifications required for the position, as well as a clear presentation of indicators describing the candidate's performance. Recruitment criteria must also recognize not only career continuity, but also certain multiple experiences that the candidate has acquired even outside of his or her career, such as experiences in management, administration, various projects, periods of study or personal development, etc., elements that can constitute a potential valuable contribution to the professional development of researchers towards a multidimensional career path. Recruitment criteria must be formulated in such a way as to take into account the person's achievements and differentiate personal merit from that of the institution from which the candidate came. Even if projects are mostly implemented by mixed teams, the researcher's own achievements and contribution can be tracked during the recruitment process.
- The methodology needs to be carried out with the clearly defined and assumed goal of the ULST to be oriented towards excellence, gender equality and diversity. These notions must be combined so that the institution becomes an example of good practice for candidates, but also for society as a whole.
- Given the proposal for recruitment procedures structured on certain positions, which are aligned with national/European requirements, we consider it necessary to identify all the legal requirements that regulate the conduct of those activities. The dynamic and sometimes unstable nature of the laws can represent an obstacle here, and the change in the legislative framework must be quickly integrated into the requirements of the ULST as an employer. Co-opting several people with legal knowledge into the recruitment teams could cover such deficiencies.
- Monitoring the recruitment process must be carried out periodically, and the way in which this process will be monitored needs to be regulated by internal procedures.

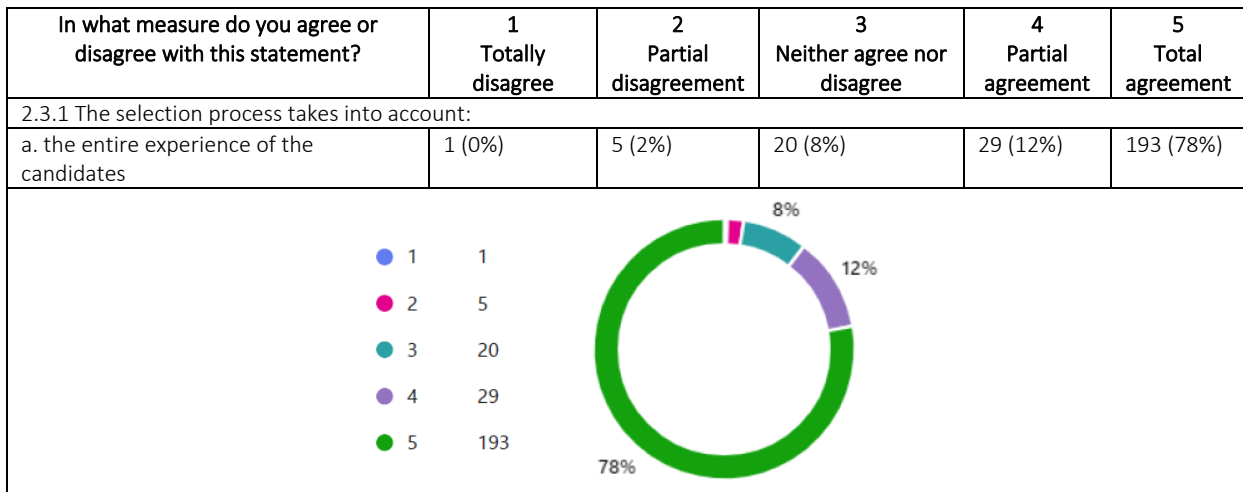
- Furthermore, it is also possible to follow the opinion of the candidates expressed through direct feedback or filling out questionnaires with predefined answers and improvement proposals from the respondents.
- The fear of failure of some candidates often makes them avoid applying for a certain position. Sometimes this is due to fears that the negative result will become public. Ensuring the confidentiality of the candidates' personal data is already an implemented and functional fact, and this aspect should constitute information addressed to the candidate.
- Creating a methodological framework for the introduction of digital / automated testing methods where the nature of the profession allows this. Errors but also inherent subjectivity can be minimized throughout the process. Moreover, pre-testing of candidates through simulation tests of the evaluation of their skills and abilities through digital methods made available to the public could allow for self-assessment and awareness of the level of knowledge of the candidates.
- Creating partnerships between ULST and other university educational institutions compatible in terms of qualifications, with the aim of attracting researchers and mutual exchanges.

3. Researcher training and career support

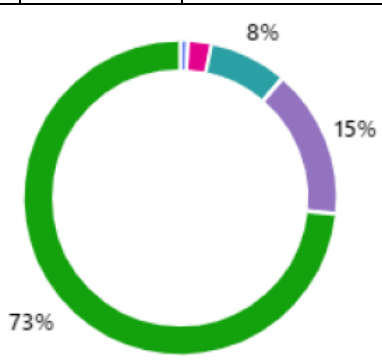
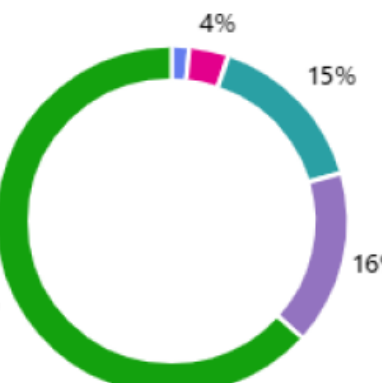
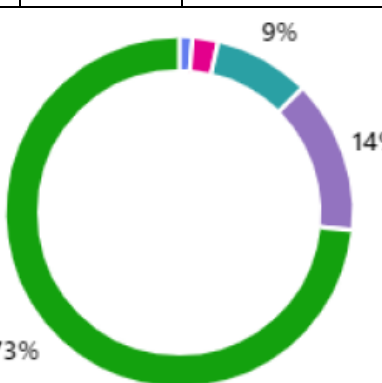
- The very wide university offer brings to the labor market a diversified level of graduates, but with a specialization that does not always completely cover the requirements of employers. Thus, recruitment becomes a very difficult process for the employer, but also for graduates, the demand and supply at the level of skills and qualifications being only partially overlapped. In order not to create a barrier, it is thus proposed to create an institutional framework that allows attracting candidates with compatible qualifications, in the requested field and supporting their further training, in the long term.
- The possible professional path and career development opportunities in ULST must be presented to potential candidates in the recruitment process so that their evolution is as predictable as possible for them, respectively, to have the possibility to organize their activity in the long term.
- The organization of the recruitment process must have positive implications both in the short term, in terms of attracting researchers with the aim of implementing current projects, but also in creating a future long-term development mechanism, which will offer future generations the opportunity to continue their work by providing concrete foundations.

2.3 Selection

Within USVT:



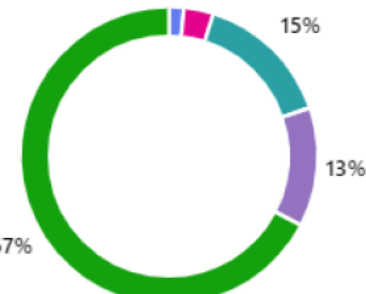
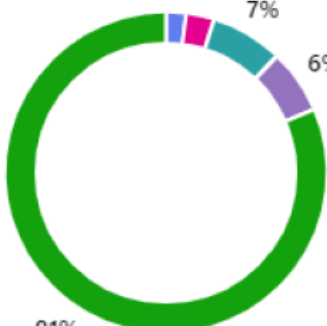
INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

b. emphasizing the overall potential of candidates as researchers	2 (1%)	6 (2%)	20 (8%)	38 (15%)	182 (73%)
<ul style="list-style-type: none"> ● 1 2 ● 2 6 ● 3 20 ● 4 38 ● 5 182 					
c. of their creativity	2 (1%)	10 (4%)	32 (13%)	34 (14%)	170 (69%)
<ul style="list-style-type: none"> ● 1 2 ● 2 10 ● 3 32 ● 4 34 ● 5 170 					
d. their level of independence.	4 (2%)	9 (4%)	38 (15%)	40 (16%)	157 (63%)
<ul style="list-style-type: none"> ● 1 4 ● 2 9 ● 3 38 ● 4 40 ● 5 157 					
2.3.2 Selection committees:					
a. bring together diverse and relevant expertise, skills and experiences to assess the candidate	3 (1%)	6 (2%)	22 (9%)	35 (14%)	182 (73%)
<ul style="list-style-type: none"> ● 1 3 ● 2 6 ● 3 22 ● 4 35 ● 5 182 					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

b. there is an adequate gender balance on the selection committees	4 (2%)	6 (2%)	28 (11%)	23 (9%)	187 (75%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 4 ● 2 6 ● 3 28 ● 4 23 ● 5 187 </div> <div style="text-align: center;">  </div> </div>					
c. include members from different sectors – public and private – and disciplines, as well as from other countries.	9 (4%)	8 (3%)	46 (19%)	45 (18%)	140 (56%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 9 ● 2 8 ● 3 46 ● 4 45 ● 5 140 </div> <div style="text-align: center;">  </div> </div>					
d. uses a wide range of selection practices, such as: assessment by an external expert, face-to-face interview and online interview	7 (3%)	5 (2%)	48 (19%)	44 (18%)	144 (58%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 7 ● 2 5 ● 3 48 ● 4 44 ● 5 144 </div> <div style="text-align: center;">  </div> </div>					
2.3.3 Members of selection committees are appropriately trained, in particular with a view to minimising gender bias or any other possible unconscious bias.	3 (1%)	7 (3%)	36 (15%)	26 (10%)	176 (71%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 7 ● 3 36 ● 4 26 ● 5 176 </div> <div style="text-align: center;">  </div> </div>					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

2.3.4 After the selection process, all candidates are informed about the strengths and weaknesses of their candidacy.	4 (2%)	8 (3%)	37 (15%)	32 (13%)	167 (67%)
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2.3.5 Within ULST, researchers are not discriminated against in any way based on gender, age, ethnic, national or social origin, religion or beliefs, sexual orientation, language, disability, political opinions or social or economic status.	5 (2%)	7 (3%)	18 (7%)	16 (6%)	202 (81%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 5 ● 2 7 ● 3 18 ● 4 16 ● 5 202 </div> <div style="text-align: center;">  </div> </div>					
2.3.6 Proposals for improvement actions regarding the implementation of the "Selection" principle (max. 150 words)	<ul style="list-style-type: none"> • Information • I have no proposals • Detailed publication of selection criteria in recruitment announcements, to ensure that all candidates understand the expectations and requirements. Providing clear information on the steps involved in the selection process and the criteria used at each stage (interviews, tests, skills assessments). • ensuring: transparency, non-discriminatory treatment - aspects that are respected within the ULST. • Not the case. 				

Implementation of the "Selection" principle in ULST

Strengths:

- 81% of respondents indicated in total agreement that, during the activities, a working environment free from discrimination on the basis of gender, age, ethnic, national or social origin, religion, beliefs, sexual orientation, language, disability, political opinions or socio-economic status is maintained within ULST.
- 78% of respondents stated that the selection process takes into account the entire professional experience of researchers, supporting the concept of lifelong learning.
- 75% of respondents confirmed in total agreement the existence of an adequate gender balance in the selection committees, underlining its importance in making objective decisions and avoiding gender bias.

Weaknesses:

- Only 56% of respondents strongly agree that selection teams include members from different sectors (public and private), fields and countries. This highlights the need for greater diversity to meet internationalisation requirements and the local particularities of candidates.
- 58% of respondents strongly agree that a range of selection practices are used, such as external assessments, face-to-face interviews and online interviews. This is an area that needs diversification and improvement.
- Only 63% of respondents agree that ULST takes into account the level of independence of candidates in the selection process. This highlights the importance of researchers' autonomy and the need to support the development of their individual initiative.
- 67% of respondents strongly agree that, after the selection process, all candidates receive detailed feedback on the strengths and weaknesses of their application. This feedback should be provided not only to successful candidates but also to those who are rejected.

The proposals for priority actions to improve the implementation of the "Selection" principle are made with the aim of increasing the degree of objectivity, fairness and transparency of this process, to meet legal requirements and general recommendations but at the same time to satisfy the needs of ULST in terms of qualifications and skills of human resources. These actions start from the proposals of the respondents, the weaknesses observed in the answers but also concrete work experiences. They are presented grouped below.

1. Education and information

- The qualitative increase of the selection process can be achieved by improving the information method. Clear and detailed dissemination of the selection criteria, their translation into several international languages or even in particular into a certain other foreign language when the research particularities require them can bring benefits in terms of eliminating some confusion, but also in terms of the receptivity of interested persons. Periodic updating, sufficiently in advance of the actual implementation of the selection process, the printing of some trends and intentions for the development of the activity, estimates regarding potential requirements in ULST could bring increased interest in the specific training of some candidates.
- Within ULST, a large number of workshop-type activities are carried out, but in which only staff already involved in research often participate and less often future candidates. Public openness towards this segment could improve the selection process. Moreover, collaborative or team-based activities can provide multiple insights into candidates' skills and abilities.
- Introducing themes into ULST's promotional campaigns that present future students with the university's potential as an employer and not just as an educational actor.

2. Institutional procedures and norms

- It is necessary to develop methodological norms that clearly stipulate the mode of action of the staff involved in the selection process, but also of all persons with a decision-making role, who directly or indirectly interact with the researchers' selection process, the level of expertise of the staff involved in the selection process, the range of selection procedures used, the clear establishment of the forms of evaluation, the link with the recruitment activity, the establishment of the way in which the score is awarded in the case of selection tests, the elements that the evaluators should follow in the candidate's profile (such as the overall potential, creativity, level of independence of the candidate), the deadlines that may arise during these activities, the method of transmitting information, respectively communicating with the candidates, the method of mandatory provision of feedback for both admitted and rejected candidates, mandatory aspects regarding the conduct of the staff, incompatibilities that arise when setting up selection committees, etc.

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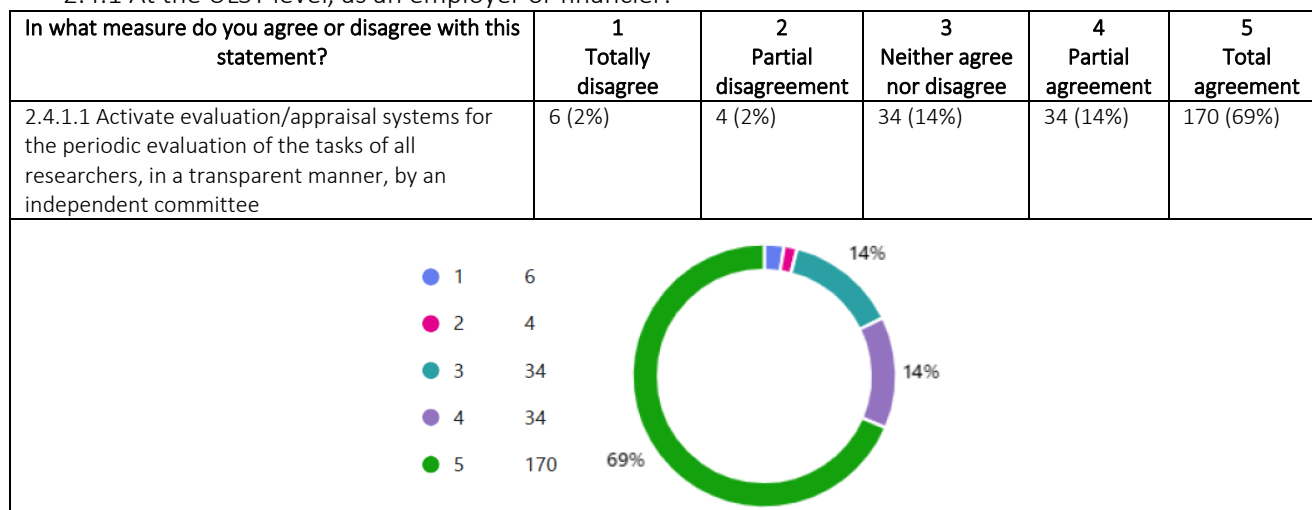
- Introduction / reorganization of selection tests that reduce subjectivity, minimize evaluation errors, minimize bureaucratic aspects. Introduction of practical tests, as appropriate, simulation of presentations of scientific papers at conferences, seminars or lectures in front of the public.
- Recognition of the candidate's merits other than those coming from the university / academic field. This approach would allow the involvement of people who may have high potential in the field of research, but difficult to quantify due to the absence or low presence of publications, seniority in academic work and other elements that would create barriers for such candidates.
- Updating the existing procedural rules regarding the composition of committees and requiring the presence where appropriate of external / multidisciplinary / non-university / non-country personnel.
- Elaboration of clear rules regarding the internal audit of ULST by punctually verifying specific elements of the type set out above, within the researchers' selection process.
- Creating an updated document that contains a commitment from all members of the selection process regarding objectivity, fairness, ethics, inclusion, transparency, non-discriminatory treatment, etc.
- Candidates often have difficulty expressing clearly the details regarding their potential. Creating a procedural guideline that describes precisely the elements requested by the employer, in accordance with the mandatory stages of the selection process, can bring important benefits regarding the objective selection of candidates. Moreover, by creating it, the risk of discrimination against insufficiently informed people can also be reduced. The ULST Career Counseling and Guidance Center can constitute a support body that can provide the necessary support and information in this regard.

3. Creating an ethical and inclusive selection environment

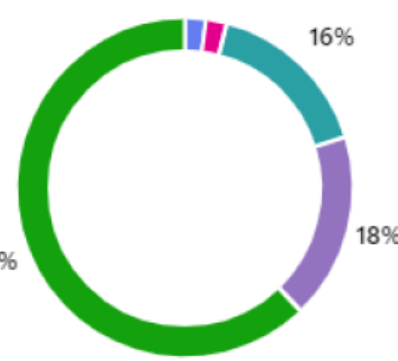
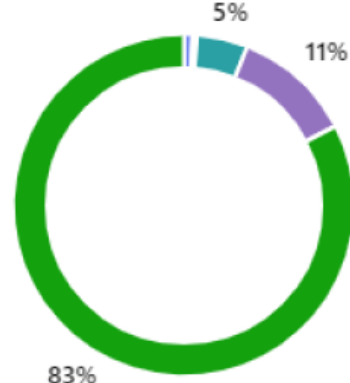
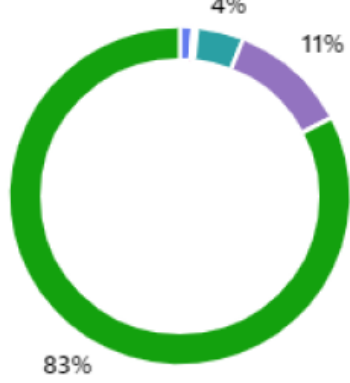
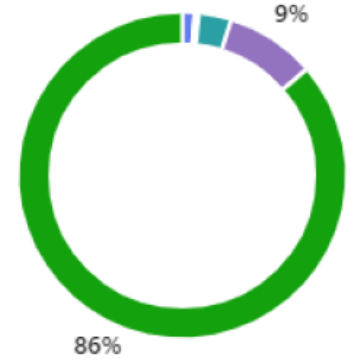
- Including in the ULST Code of Ethics certain specific provisions regarding the candidate selection process, the conduct of the individuals who are part of the respective teams, as well as the sanctions that would result in the event of non-compliance with the principles regarding ethics, objectivity and transparency, diversity and inclusion in the researcher selection process.
- Certain parts of the selection process that involve the evaluation of research candidates, such as written tests, can be carried out anonymously, without the specialist evaluator knowing the candidate's identity.

2.4 Career advancement

2.4.1 At the ULST level, as an employer or financier:



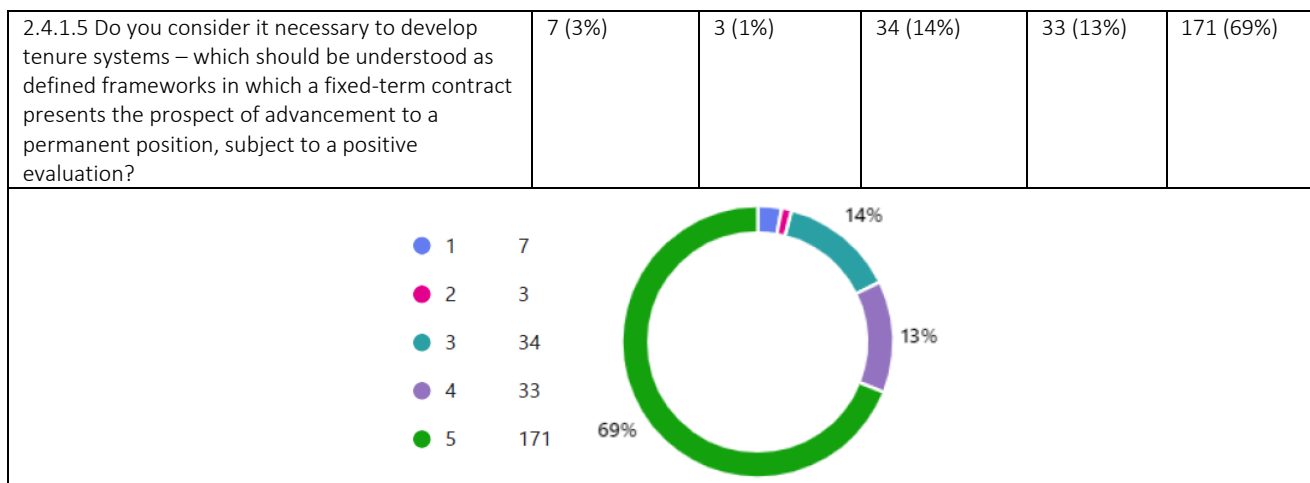
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2.4.1.2 Non-linear and multi-career career paths, or hybrid paths, deserve to be fully recognized and considered on an equal footing with linear career paths.	5 (2%)	5 (2%)	40 (16%)	44 (18%)	154 (62%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 5 ● 2 5 ● 3 40 ● 4 44 ● 5 154 </div>  </div>					
2.4.1.3 Evaluation and assessment procedures should take due account of:					
a. the overall potential of researchers	2 (1%)	1 (0%)	12 (5%)	28 (11%)	205 (83%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 2 ● 2 1 ● 3 12 ● 4 28 ● 5 205 </div>  </div>					
b. their creativity in research	3 (1%)	1 (0%)	11 (4%)	28 (11%)	205 (83%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 1 ● 3 11 ● 4 28 ● 5 205 </div>  </div>					
c. the results of their research	3 (1%)	1 (2%)	8 (3%)	22 (9%)	214 (86%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 1 ● 3 8 ● 4 22 ● 5 214 </div>  </div>					

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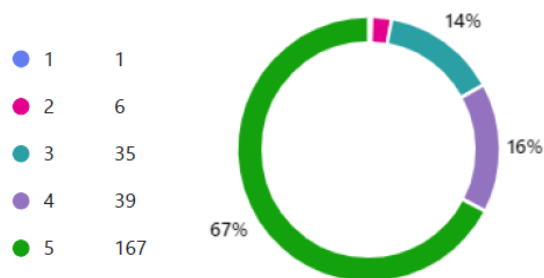
d. their activities, for example, management and leadership, teaching/teaching, peer review, supervision, mentoring, entrepreneurship, knowledge exploitation, national or international collaboration, administrative duties, services to society, scientific communication and interaction with society	3 (1%)	3 (1%)	8 (3%)	32 (13%)	202 (81%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 3 ● 3 8 ● 4 32 ● 5 202 </div> <div style="text-align: center;"> <p>81% 13%</p> </div> </div>					
e. their behavior in research activity	2 (1%)	1 (0%)	8 (3%)	24 (10%)	213 (86%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 2 ● 2 1 ● 3 8 ● 4 24 ● 5 213 </div> <div style="text-align: center;"> <p>86% 10%</p> </div> </div>					
f. of their mobility	0 (0%)	3 (1%)	22 (9%)	42 (17%)	177 (73%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 0 ● 2 3 ● 3 22 ● 4 42 ● 5 177 </div> <div style="text-align: center;"> <p>73% 17% 9%</p> </div> </div>					
2.4.1.4 To strengthen careers in academia, up to leadership positions, a transparent, structured, inclusive and gender-equal career access and advancement system is needed.	1 (0%)	1 (0%)	8 (3%)	16 (6%)	222 (90%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 1 ● 3 8 ● 4 16 ● 5 222 </div> <div style="text-align: center;"> <p>90% 6%</p> </div> </div>					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS



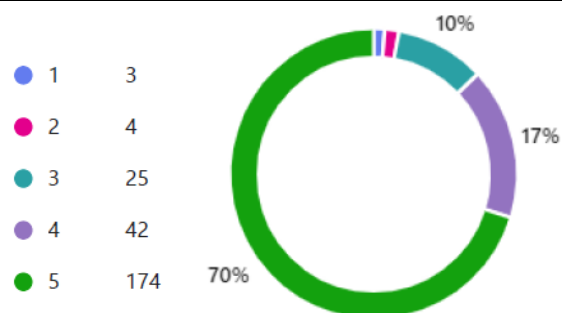
2.4.2 Regarding co-authorship, at the ULST level:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
2.4.2.1 Is perceived favorably when evaluating staff	1 (0%)	6 (2%)	35 (14%)	39 (16%)	167 (67%)

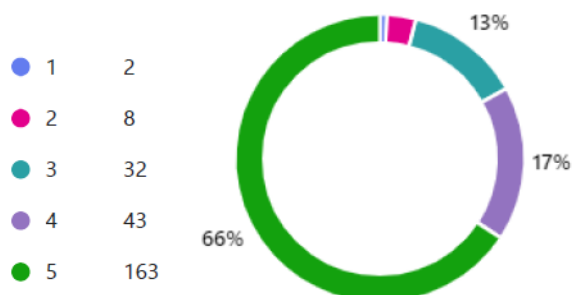


2.4.2.2 Strategies, practices and procedures are developed to provide researchers, including those at the beginning of their research careers, with the necessary framework conditions for them to benefit from the right:

a. to be recognized, listed and/or cited, in the context of their actual contributions, as co-authors of papers, co-inventors of patents, etc.	3 (1%)	4 (2%)	25 (10%)	42 (17%)	174 (70%)
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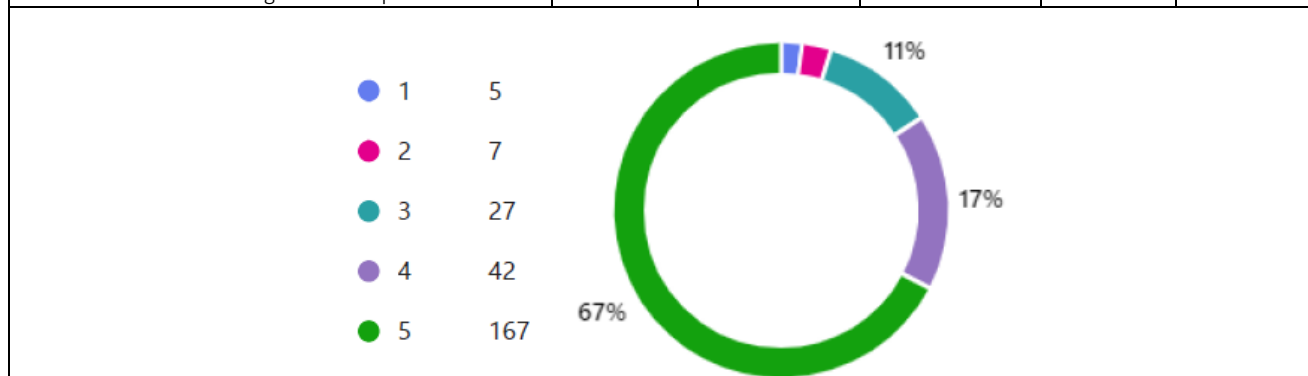


b. to publish their research results independently of their supervisors.	2 (1%)	8 (3%)	32 (13%)	43 (17%)	163 (66%)
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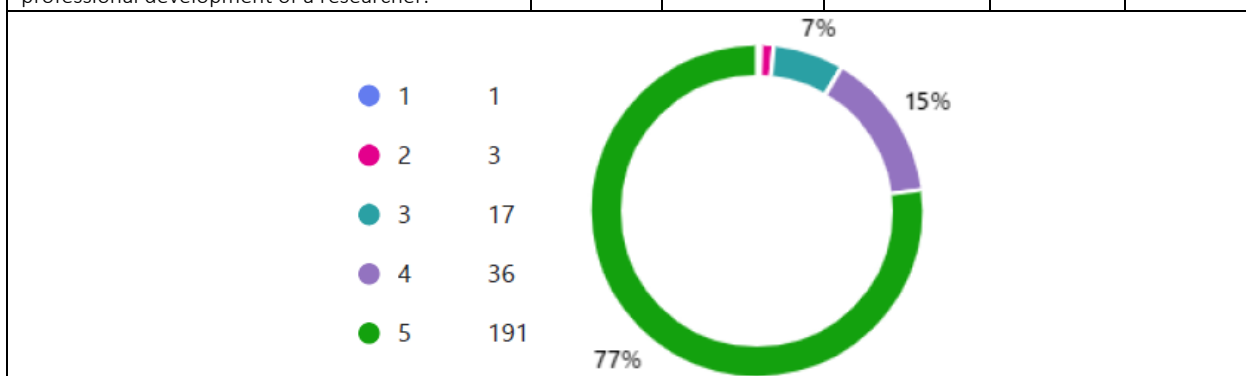
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2.4.2.3 Training and workshops are provided to researchers, especially those at the beginning of their careers, on ethical practices regarding authorship, including understanding individual contributions and their rights and responsibilities..	5 (2%)	7 (3%)	27 (11%)	42 (17%)	167 (67%)
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2.4.3 Recognition of mobility experience

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
At the ULST level, any relevant mobility experience or a virtual mobility experience should be considered a valuable contribution to the professional development of a researcher.	1 (0%)	3 (1%)	17 (7%)	36 (15%)	191 (77%)



2.4.4 Proposals for improvement actions regarding the implementation of the "Career Advancement" principle (max. 150 words)

- Information
- Providing more young people with residency programs and internships in research institutions (without each employee paying for them out of their own pocket)
- The "Career Advancement" principle refers to ensuring that researchers have clear and equitable opportunities for professional development and career advancement. Effective implementation of this principle is crucial for attracting and retaining research talent and for promoting a stimulating work environment.
- I have no proposals; Not applicable
- Establishing transparent and accessible criteria for career advancement, so that employees know exactly what is required to progress. These criteria should include both professional performance and contribution to projects, involvement in training or leadership activities. Providing clear and accessible information about the steps and procedures involved in the advancement process, so as to eliminate any uncertainty.
- Implementing a properly structured system

Implementation of the "Career Advancement" principle in ULST**Strengths:**

The highest percentages obtained with total agreement in this questionnaire for the principle of "Career advancement" are the following:

- 90% agree that a transparent, structured, inclusive and gender-equal system is essential for strengthening academic careers up to management positions.
- 86% argue that evaluations should reflect research results and research behavior.
- 83% believe that evaluation and appreciation procedures should take into account the global potential of researchers and their creativity in research.

Weaknesses:

The lowest percentages obtained with total agreement are:

- 62% believe that non-linear and multi-career career paths should be recognized on an equal footing with linear ones.
- 67% believe that at ULST level, co-authorship is perceived favorably in staff evaluation.
- 69% believe that there are transparent systems for the periodic evaluation of researchers by an independent committee.
- 69% support the need to develop tenure systems that allow advancement to a permanent position after a positive evaluation.

Proposals for actions to improve the implementation of the "Career Advancement" principle in ULST:**1. Recognition of career diversity:**

- Development of an official policy to promote non-linear and hybrid paths.
- Organization of seminars to educate employers on the value of career diversity.
- Adaptation of evaluation criteria to recognize these paths.

2. Co-authorship and collaboration:

- Creation of a clear guide for the evaluation of co-authorship.
- Organization of training sessions on co-authorship.

3. Transparent evaluation:

- Establishment of a transparent evaluation committee, with internal and external experts.
- Creation of a clear mechanism for communicating the results of evaluations.
- Organizing feedback sessions for researchers.

4. Mentoring program:

- Developing a mentoring program for early career researchers.

5. Independent publishing:

- Providing funding for publication fees.
- Clarifying the role of the doctoral supervisor to encourage researcher autonomy.
- Organizing workshops on writing scientific papers.

6. Ethics and good practices:

- Introducing mandatory ethics and good practices courses.
- Developing a detailed guide on the rights and responsibilities of authors.
- Organizing training sessions with ethical case studies.

7. Mobility and professional development:

- Explicitly recognizing mobility as a performance indicator.

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- Creating a fund to support researchers participating in mobilities.
- Including virtual mobility as an element of professional development.

These measures will improve researchers' perception of their career opportunities and contribute to an academic environment more conducive to professional advancement.

III. WORKING CONDITIONS AND PRACTICES

3.1 Working conditions, financing and salaries

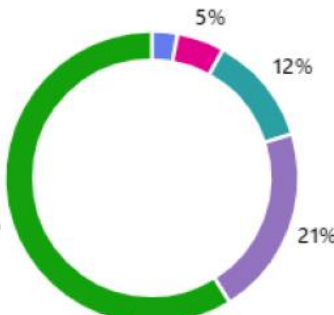
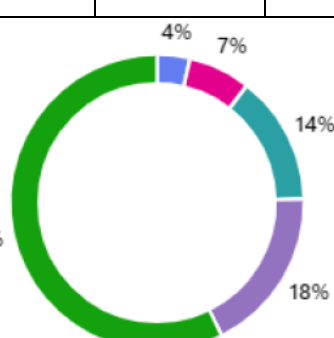
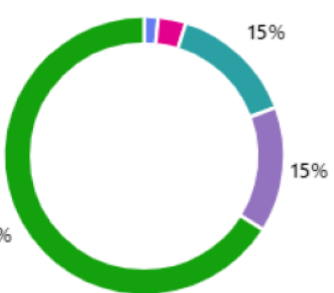
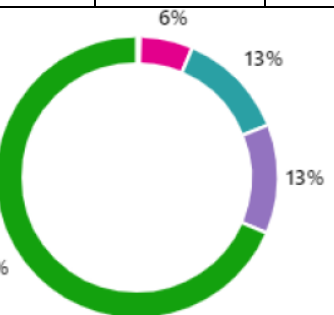
At the ULST level:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
3.1.1. It shall be ensured that working conditions for researchers, including those with disabilities, provide, where appropriate, the flexibility and accessibility considered essential for the successful conduct of research activities in accordance with applicable national law and circumstances and with the provisions of collective labour agreements concluded at national or sectoral level.	4 (2%)	1 (0%)	24 (10%)	42 (17%)	177 (71%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 4 ● 2 1 ● 3 24 ● 4 42 ● 5 177 </div> <div style="text-align: center;">  </div> </div>					
3.1.2 Working conditions are provided aimed at combining personal life, family, care, health, safety and general well-being, without affecting research careers.	4 (2%)	8 (3%)	24 (10%)	38 (15%)	174 (70%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 4 ● 2 8 ● 3 24 ● 4 38 ● 5 174 </div> <div style="text-align: center;">  </div> </div>					
3.1.3 Particular attention is paid to:					
a. flexible working arrangements, part-time work, remote work and sabbatical leave	11 (4%)	10 (4%)	41 (17%)	43 (17%)	143 (58%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 11 ● 2 10 ● 3 41 ● 4 43 ● 5 143 </div> <div style="text-align: center;">  </div> </div>					

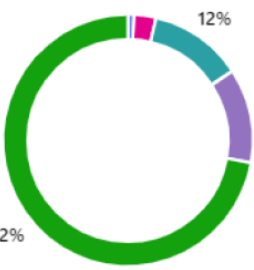
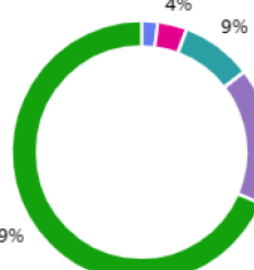
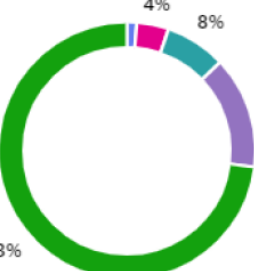
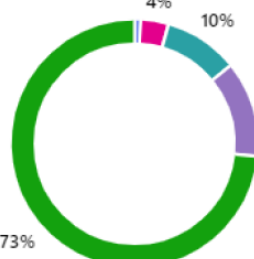
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b. the necessary financial and administrative provisions governing such formulas.	8 (3%)	8 (3%)	45 (18%)	41 (17%)	146 (59%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 8 ● 2 8 ● 3 45 ● 4 41 ● 5 146 </div> <div style="text-align: center;">  </div> </div>					
3.1.4 They are insured:					
a. an environment and working conditions that promote the mental health and physical well-being of researchers	14 (6%)	12 (5%)	26 (10%)	52 (21%)	144 (58%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 14 ● 2 12 ● 3 26 ● 4 52 ● 5 144 </div> <div style="text-align: center;">  </div> </div>					
b. adequate procedures for preventing and combating gender-based violence, including sexual harassment.	5 (2%)	5 (2%)	26 (10%)	22 (9%)	190 (77%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 5 ● 2 5 ● 3 26 ● 4 22 ● 5 190 </div> <div style="text-align: center;">  </div> </div>					
3.1.5 Regarding the research environment, it ensures:					
a. creating the most stimulating research or training environment in the field of research,	7 (3%)	15 (6%)	33 (13%)	54 (22%)	139 (56%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 7 ● 2 15 ● 3 33 ● 4 54 ● 5 139 </div> <div style="text-align: center;">  </div> </div>					

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b. the highest level of health and safety in accordance with Union, national and sectoral regulations.	7 (3%)	13 (5%)	30 (12%)	52 (21%)	146 (59%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 7 ● 2 13 ● 3 30 ● 4 52 ● 5 146 </div> <div style="text-align: center;">  </div> </div>					
c. providing adequate resources to support the agreed work programme, in particular, the existence of qualified support staff is important	9 (4%)	17 (7%)	35 (14%)	45 (18%)	142 (57%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 9 ● 2 17 ● 3 35 ● 4 45 ● 5 142 </div> <div style="text-align: center;">  </div> </div>					
3.1.6 Regarding complaints and appeals, appropriate procedures are in place that:					
a. to handle complaints/appeals from researchers, including those regarding conflicts between supervisors and early-stage researchers (R1)/established researchers (R2).	4 (2%)	8 (3%)	36 (15%)	36 (15%)	164 (66%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 4 ● 2 8 ● 3 36 ● 4 36 ● 5 164 </div> <div style="text-align: center;">  </div> </div>					
b. to provide all research staff with confidential and informal assistance in resolving work-related conflicts, disputes and grievances, with the aim of promoting fair and equitable treatment within the institution and improving the overall quality of the working environment and conditions.	1 (0%)	15 (6%)	31 (13%)	31 (13%)	170 (69%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 15 ● 3 31 ● 4 31 ● 5 170 </div> <div style="text-align: center;">  </div> </div>					

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3.1.7 It is recognized as fully legitimate and even desirable for researchers to be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, in order to protect and promote their individual and collective interests and to actively contribute to the functioning of the institution.	2 (1%)	7 (3%)	30 (12%)	30 (12%)	179 (72%)
<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 2 ● 2 7 ● 3 30 ● 4 30 ● 5 179 </div>  </div>					
3.1.8 In terms of funding and salaries, it ensures that researchers, regardless of their status:					
a. enjoy fair and attractive remuneration conditions – financing and wages –, accompanied by adequate and equitable social security benefits – including sickness, healthcare and parental benefits, pension rights and unemployment benefits, old-age and survivors' benefits, invalidity benefits and benefits for accidents and occupational diseases – in accordance with applicable national law and the provisions of collective agreements concluded at national or sectoral level.	5 (2%)	9 (4%)	22 (9%)	42 (17%)	170 (69%)
<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 5 ● 2 9 ● 3 22 ● 4 42 ● 5 170 </div>  </div>					
b. be informed about their rights and obligations to understand how their wages are taxed	3 (1%)	10 (4%)	19 (8%)	35 (14%)	181 (73%)
<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 3 ● 2 10 ● 3 19 ● 4 35 ● 5 181 </div>  </div>					
c. benefit from transparent information on social protection rights, such as the right to a pension under the national pension scheme.	2 (1%)	9 (4%)	24 (10%)	31 (13%)	182 (73%)
<div style="display: flex; align-items: center; justify-content: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 2 ● 2 9 ● 3 24 ● 4 31 ● 5 182 </div>  </div>					

<p>3.1.9 Proposals for improvement actions regarding the implementation of the principle "Working conditions, financing and wages" (max. 150 words)</p>	<ul style="list-style-type: none"> • Information • I have no proposals to improve this principle • I believe that the aspects provided for at the national level regarding working conditions and salaries are respected. • There is a general problem in the country related to funding and low salaries that do not ensure either the researcher's motivation or productivity. And with projects funded by other bodies, it is another topic of discussion. • It is not the case
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Implementation of the principle of "Working conditions, financing and salaries" in ULST

Strengths:

The highest percentages obtained with full agreement in this questionnaire, for the principle of "Working conditions, funding and salaries", are the following:

- 77% of respondents consider that adequate procedures are ensured to prevent and combat gender-based violence, including sexual harassment;
- Regarding funding and salaries, 73% of the study participants consider that they are informed about their rights and obligations, to understand how their salaries are taxed and benefit from transparent information regarding social protection rights, such as the right to a pension, within the national pension scheme;
- 72% of respondents consider that, at the ULST level, it is recognized as fully legitimate and even desirable for researchers to be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, in order to protect and promote their individual and collective interests, as well as to actively contribute to the functioning of the institution;

Weaknesses:

- Regarding the research environment, only 56% of the study participants fully agree that the most stimulating research or research training environment is ensured;
- Only 57% of the respondents believe that adequate resources are provided to support the agreed work programme, in particular qualified support staff;
- Only 58% of the respondents believe that a working environment and conditions that promote the mental health and physical well-being of researchers are ensured. At the same time, 6% of the respondents completely disagree and 5% partially disagree with this aspect.

Regarding the proposed actions to improve the implementation of the principle of "Working conditions, funding and salaries", the study participants stressed the importance of adequate information and compliance with national provisions on working conditions and salaries. However, they highlighted a general problem at national level regarding insufficient funding and low salaries, which affect both the motivation of researchers and their productivity.

Proposals for improving the implementation of the principle of "Working conditions, financing and salaries"

1. *Transparency and communication*

- Organizing information sessions and creating a digital guide on the rights, obligations, salaries and social benefits of researchers.

2. *Working conditions*

- Adapting spaces for people with disabilities and promoting flexible schedules.

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

- Implementing mental health support through psychological counseling, workshops, and relaxation areas.

3. *Financing and resources*

- Attracting external funds through grants and private partnerships.
- Redirecting resources for modern equipment and qualified auxiliary staff.

4. *Salary policies*

- Gradual salary increases and introducing financial incentives for performance.

5. *Representation*

- Organizing dialogue forums with the administration and involving researchers in decision-making processes.

6. *Monitoring*

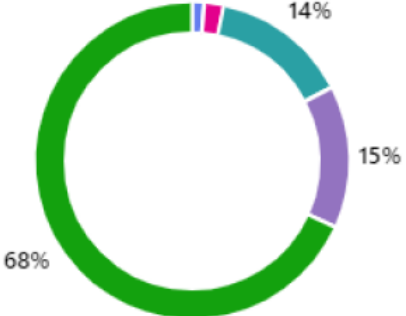
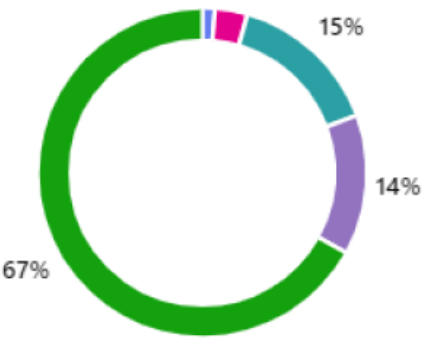
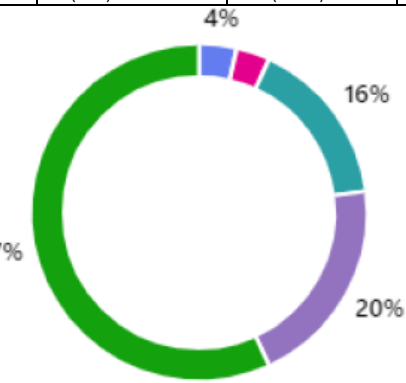
- Periodic assessments of working conditions and publishing annual reports with progress made.

These measures can significantly improve working conditions and salaries, increasing the attractiveness and productivity of ULST.

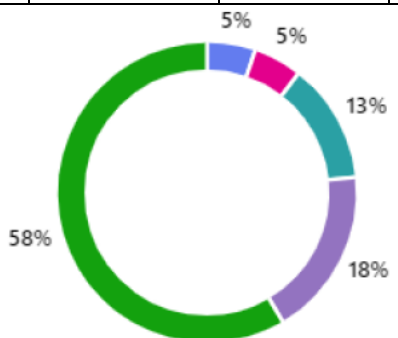
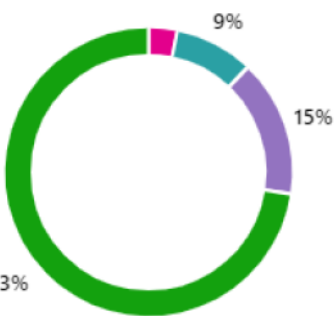
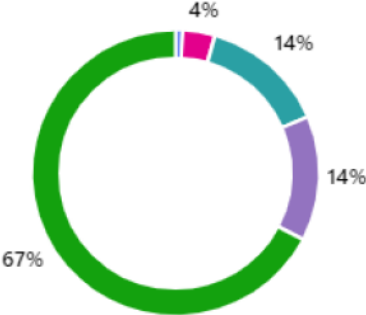
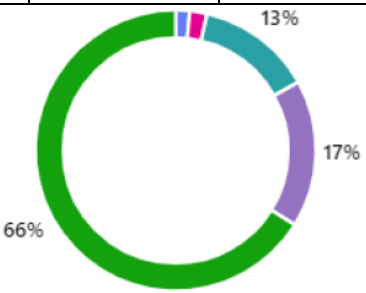
3.2. Job stability

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
As an employer or funder, ULST:					
3.2.1 It takes firm action to combat the phenomenon of precariousness and supports job security and stability, by:					
a. establishing a maximum threshold for the number of fixed-term contracts, out of the total human resources represented by researchers.	1 (0%)	6 (2%)	40 (16%)	40 (16%)	161 (65%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 6 ● 3 40 ● 4 40 ● 5 161 </div> <div style="text-align: center;"> <p>65% 16% 16%</p> </div> </div>					
b. to recommend, whenever permanent, long-term or highly recurrent research tasks are carried out, permanent employment contracts as an appropriate instrument	1 (0%)	4 (2%)	32 (13%)	49 (20%)	162 (65%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 4 ● 3 32 ● 4 49 ● 5 162 </div> <div style="text-align: center;"> <p>65% 13% 20%</p> </div> </div>					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

3.2.2 Supports researchers on fixed-term contracts through specific career development and counseling services aimed at ensuring career continuity	3 (1%)	5 (2%)	35 (14%)	36 (15%)	169 (68%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 3 ● 2 5 ● 3 35 ● 4 36 ● 5 169  </div>					
3.2.3 In order to counteract the precariousness of jobs for researchers at the beginning of their careers (R1-R2), USVT implements specific support measures, related to:					
a. providing early-stage researchers (R1) with social protection and working conditions applicable to researchers at other stages of their careers	3 (1%)	8 (3%)	37 (15%)	34 (14%)	166 (67%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 3 ● 2 8 ● 3 37 ● 4 34 ● 5 166  </div>					
b. adequate income	9 (4%)	8 (3%)	40 (16%)	50 (20%)	141 (57%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 9 ● 2 8 ● 3 40 ● 4 50 ● 5 141  </div>					
c. promoting the involvement of early-career researchers in research teams	5 (2%)	5 (2%)	34 (14%)	37 (15%)	167 (67%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 5 ● 2 5 ● 3 34 ● 4 37 ● 5 167  </div>					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

d. avoiding requests for tasks that are unrelated to their scientific training	13 (5%)	13 (5%)	32 (13%)	45 (18%)	145 (58%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 13 ● 2 13 ● 3 32 ● 4 45 ● 5 145  </div>					
e. recognition of inter-institutional, intersectoral, interdisciplinary and geographical mobility, including virtual mobility	0 (0%)	8 (3%)	22 (9%)	38 (15%)	180 (73%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 0 ● 2 8 ● 3 22 ● 4 38 ● 5 180  </div>					
3.2.4 Establish and apply clear rules and explicit guidelines for the recruitment and appointment of recognized researchers (R2), including the maximum duration and objectives of these appointments.	2 (1%)	9 (4%)	35 (14%)	35 (14%)	167 (67%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 2 ● 2 9 ● 3 35 ● 4 35 ● 5 167  </div>					
3.2.5 Informs early-career researchers about:					
a. career opportunities, within and outside academia, offering broad professional development, especially in the R2 stage	4 (2%)	5 (2%)	33 (13%)	42 (17%)	164 (66%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 4 ● 2 5 ● 3 33 ● 4 42 ● 5 164  </div>					

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

b. transparent and predictable career prospects	6 (2%)	7 (3%)	26 (10%)	45 (18%)	164 (66%)										
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c. work-based learning opportunities in a variety of sectors.	3 (1%)	5 (2%)	30 (12%)	40 (16%)	170 (69%)										
<table style="margin-left: 20px;"> <tr><td>● 1</td><td>3</td></tr> <tr><td>● 2</td><td>5</td></tr> <tr><td>● 3</td><td>30</td></tr> <tr><td>● 4</td><td>40</td></tr> <tr><td>● 5</td><td>170</td></tr> </table>						● 1	3	● 2	5	● 3	30	● 4	40	● 5	170
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3.2.6 Proposals for improvement actions regarding the implementation of the "Job Stability" principle (max. 150 words)	<ul style="list-style-type: none"> ● Additional information ● Implementing the principle of "Job stability" is essential to ensure a safe and supportive working environment for researchers, thus promoting continuity and commitment to research ● I have no proposals ● Extension of the post-doctoral period ● Not applicable 														

Implementation of the principle of "Job Stability" in ULST

Strengths:

- 73% of the study participants strongly agree that ULST implements specific support measures related to the recognition of inter-institutional, intersectoral, interdisciplinary and geographical mobility, including virtual mobility, in order to counter job insecurity for early career researchers;
- 69% of respondents strongly agree and 16% partially agree that there are opportunities for work-based learning in a variety of sectors;
- 68% of researchers believe that ULST supports researchers with fixed-term contracts through specific career development and counselling services, aiming to ensure career continuity.

Weaknesses:

- Only 57% of respondents fully agree, respectively 20% partially agree and 16% cannot express an opinion (neither agree nor disagree) on the fact that ULST implements specific support measures related to adequate incomes in order to counteract the precariousness of jobs of researchers at the beginning of their careers;
- Respectively only 58% fully agree that ULST implements specific support measures regarding the avoidance of requests for tasks that are not related to their scientific training;

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

- 65% of respondents confirm the establishment of a maximum threshold for the number of fixed-term contracts, out of the total human resources represented by researchers and, respectively, the recommendation, whenever permanent, long-term or high-recurrence research tasks are performed, of permanent employment contracts as an appropriate instrument.

Regarding **the proposals for actions to improve the implementation of the principle of "Job Stability"**, the participants in the study underlined its importance in creating a safe and supportive working environment for researchers, thus contributing to the continuity and commitment to research activity. They also expressed their desire to be regularly informed about the measures applied and, in some cases, proposed extending the duration of the postdoctoral period.

1. Promoting job stability

- Transition from fixed-term to permanent contracts for researchers involved in long-term projects.
- Extension of the postdoctoral period for better professional integration.

2. Competitive and transparent incomes

- Salary scales linked to performance and international standards.
- Regular information on salaries and benefits.

3. Reducing precariousness

- Clarifying researchers' responsibilities to avoid inappropriate tasks.
- Creating a safe and training-oriented working environment.

4. Career development

- Career counselling centres and workshops for transversal skills.
- Strengthening support for inter-institutional and international mobility.

5. Continuous monitoring

- Introduction of performance indicators and regular publication of job stability reports.

These measures will improve the safety, motivation and engagement of researchers at ULST.

3.3 Contractual and legal obligations

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement															
Regarding contractual and legal obligations:																				
3.3.1 Researchers at all levels are familiar with national, sectoral or institutional regulations governing training and working conditions	0 (0%)	5 (2%)	36 (15%)	40 (16%)	167 (67%)															
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INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

3.3.2. Researchers shall adopt safe working practices at all times, in accordance with relevant national and Union legislation.	0 (0%)	4 (2%)	21 (8%)	43 (17%)	180 (73%)										
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● 5	180														
3.3.3. Researchers are familiar with current national and Union legal requirements on data protection and privacy	0 (0%)	5 (2%)	25 (10%)	36 (15%)	182 (73%)										
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3.3.4 Proposals for improvement actions regarding the implementation of the principle "Contractual and Legal Obligations" (max. 150 words)	<ul style="list-style-type: none"> ● Information ● I have no proposals ● Annual training on legal requirements ● Not applicable. 														

Implementation of the principle of "Contractual and Legal Obligations" in ULST

Strengths:

- 73% of the study participants strongly agree that researchers are familiar with current legal requirements at national and European Union level on data protection and confidentiality, consistently adopting safe working practices, in accordance with relevant legislation.
- No completely disagreeing responses were recorded regarding:
 - researchers' familiarity with national, sectoral or institutional regulations related to training and working conditions;
 - permanent compliance with safe working practices, in accordance with relevant legislation;
 - knowledge of current legal requirements on data protection and confidentiality

Weaknesses:

- 67% of respondents believe that researchers are familiar with national, sectoral or institutional regulations governing training and working conditions.

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

- Although 73% of respondents fully agree with researchers' compliance with contractual and legal obligations and there were no total disagreements, between 8-15% of respondents are undecided on this issue ("neither agree nor disagree" responses).

Proposals for actions to improve the implementation of the principle of "Contractual and Legal Obligations" in ULST

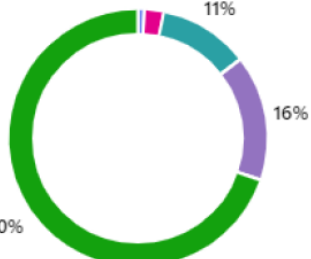
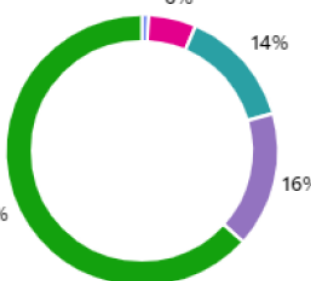
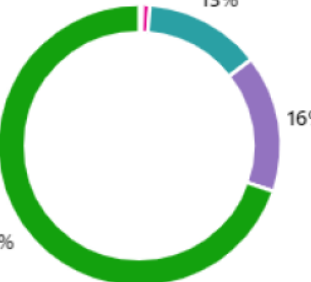
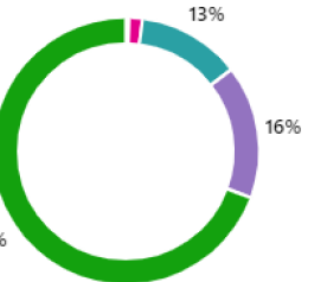
- Organizing annual training on legal requirements applicable to researchers.
- Providing regular updates on relevant legislative changes.

1.4. Dissemination and exploitation of results

ULST, as a financier or employer, ensures that:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement										
3.4.1. Research results are disseminated, made available and exploited openly	0 (0%)	4 (2%)	21 (8%)	32 (13%)	191 (77%)										
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3.4.2. Highly qualified researchers should take the initiative to ensure that research is fruitful and that results are commercially exploited and/or made publicly available whenever the opportunity arises.	0 (0%)	1 (0%)	24 (10%)	39 (16%)	184 (74%)										
<table style="margin-left: auto; margin-right: auto;"> <tr><td>● 1</td><td>0</td></tr> <tr><td>● 2</td><td>1</td></tr> <tr><td>● 3</td><td>24</td></tr> <tr><td>● 4</td><td>39</td></tr> <tr><td>● 5</td><td>184</td></tr> </table>						● 1	0	● 2	1	● 3	24	● 4	39	● 5	184
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3.4.3. Researchers are supported by employers and funders through training to acquire relevant skills and by ensuring access to adequate funding, infrastructure and support.	1 (0%)	10 (4%)	28 (11%)	39 (16%)	170 (69%)										
<table style="margin-left: auto; margin-right: auto;"> <tr><td>● 1</td><td>1</td></tr> <tr><td>● 2</td><td>10</td></tr> <tr><td>● 3</td><td>28</td></tr> <tr><td>● 4</td><td>39</td></tr> <tr><td>● 5</td><td>170</td></tr> </table>						● 1	1	● 2	10	● 3	28	● 4	39	● 5	170
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INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

3.4.4. Researchers' involvement in open science practices is recognized, encouraged and rewarded by employers and funders in the recruitment, career advancement and evaluation of funding programs.	2 (1%)	6 (2%)	28 (11%)	39 (16%)	173 (70%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 2 ● 2 6 ● 3 28 ● 4 39 ● 5 173  </div>					
3.4.5. Researchers at all stages of their careers receive adequate compensation for the benefits resulting from the exploitation of the results of their research and innovation activities.	2 (1%)	14 (6%)	35 (14%)	40 (16%)	157 (63%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 2 ● 2 14 ● 3 35 ● 4 40 ● 5 157  </div>					
3.4.6. At ULST level, the intellectual asset management strategy covers the creation, management, ownership and use of all types of intellectual assets.	1 (0%)	2 (1%)	33 (13%)	39 (16%)	173 (70%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 1 ● 2 2 ● 3 33 ● 4 39 ● 5 173  </div>					
3.4.7. Research activities are brought to the attention of society as a whole in a form that is understandable to non-specialists, thus improving the understanding of science among the public.	1 (0%)	4 (2%)	31 (13%)	40 (16%)	172 (69%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 1 ● 2 4 ● 3 31 ● 4 40 ● 5 172  </div>					

<p>3.4.8. Proposals for improvement actions regarding the implementation of the principle of "Dissemination and exploitation of results" (max. 150 words)</p>	<ul style="list-style-type: none"> • Information • I have no proposals • Improving society's interest in research • Not applicable.
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Implementation of the principle of "Dissemination and exploitation of results" in ULST

Strengths:

The highest percentages obtained with total agreement in this questionnaire, for the principle of "Dissemination and exploitation of results", are the following:

- 77% of researchers declare that research results are disseminated, made available and exploited openly.
- 74% support that highly qualified researchers take the initiative to ensure that research is fruitful and that results are commercially exploited and/or made available to the public whenever the opportunity arises.
- 70% declare that at the ULST level the intellectual asset management strategy covers the creation, management, ownership rights and use of all types of intellectual assets.

These percentages reveal that although the vast majority of researchers respect the principles of dissemination and exploitation of results, there is still room for improvement in these practices.

Weaknesses:

The lowest percentages obtained with full agreement in this questionnaire for the principle of "Dissemination and exploitation of results" are the following:

- Only 63% of researchers at all stages of their careers receive adequate compensation for the benefits resulting from the exploitation of the results of their research and innovation activities. This percentage is a signal for university management, with a view to improving the appropriate rules and procedures for compensating beneficiaries.
- 69% of researchers are supported by employers and funders through training to acquire relevant skills and by ensuring access to adequate funding, infrastructures and support.
- 69% of research activities are brought to the attention of society as a whole in a form that can be understood by non-specialists, thus improving the understanding of science among the public.

Proposals for actions to improve the implementation of the principle of "Dissemination and exploitation of results".

In order to increase the efficiency of dissemination and exploitation of research results in ULST, the following actions are proposed:

- Continue to promote research results and innovation in the academic and public environment.
- Increase the visibility of research activities by organizing scientific events, conferences and workshops for the general public.
- Strengthen the intellectual asset management strategy to ensure better protection and valorization of research results.
- Develop more efficient mechanisms for compensating researchers for the exploitation of the results of their work.
- Ensure constant support for the training of researchers in acquiring relevant skills for the dissemination and exploitation of results.
- Create dedicated digital platforms for publishing and promoting research results in an accessible manner to the general public.

By implementing these actions, ULST will be able to increase the impact of research on society and consolidate its position as a center of excellence in the field of life sciences.

IV. CAREERS IN RESEARCH AND TALENT DEVELOPMENT

4.1 Capitalizing on the diversity of research careers

At the ULST level, as a funder or employer:

In what measure do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement										
4.1.1. Researchers have diverse careers, both in research and in other functions	1 (0%)	6 (3%)	22 (10%)	37 (16%)	161 (71%)										
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5	161														
4.1.2. Establish measures to make researchers, especially those at the beginning of their careers, aware of the opportunities available in all relevant sectors and promote a culture of career diversification	1 (0%)	7 (3%)	29 (13%)	43 (19%)	147 (65%)										
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4	43														
5	147														
4.1.3. Proposals for improvement actions regarding the implementation of the principle "Valorizing the diversity of research careers" (max. 150 words)	<ul style="list-style-type: none"> Information "Valorizing the diversity of research careers" aims to recognize and appreciate different professional paths and experiences in the field of research. Implementing this principle contributes to creating an inclusive work environment that supports innovation and performance by recognizing diverse perspectives and contributions. I have no proposals on this point Not applicable. 														

Implementation of the principle of "Valorizing the diversity of research careers" in ULST

Strengths:

- A significant percentage of researchers (71%) have diverse careers, including research activities, but also positions in other sectors. This is an important achievement, reflecting the implementation of the principle among the majority of researchers. This percentage suggests that ULST is successful in encouraging and valorizing the diversity of career paths for researchers, which contributes to a multidimensional approach to research careers.

Weaknesses:

- A lower percentage of 65% is in terms of institutional measures to promote career diversification, especially for early career researchers. This suggests a lack of visible

and effective measures to address this category of researchers and provide them with opportunities to diversify their professional activity.

- There is also a need to improve the continuity and clarity of communication of relevant career opportunities for researchers, which could support their development in a more multifaceted way.

Proposals for actions to improve the implementation of the principle of "Valorizing the diversity of research careers" in ULST

1. Promoting career diversity at the institutional level:

- There should be a clear strategy to promote the values of career diversity in research, both in formal meetings and by integrating them into ULST’s internal educational and communication materials.
- Organizing regular sessions or events that include discussions on career diversification could help researchers understand the benefits of this approach and be encouraged to adopt such paths.

2. Improving information measures for young researchers:

- It would be beneficial to establish a dedicated mentoring system or information sessions for young researchers, clearly presenting opportunities in various research sectors. This could include workshops, seminars or online portals with relevant information.
- Creating a feedback mechanism where researchers can share their experiences of career diversification could also contribute to raising awareness and mainstreaming this principle among new generations of researchers.

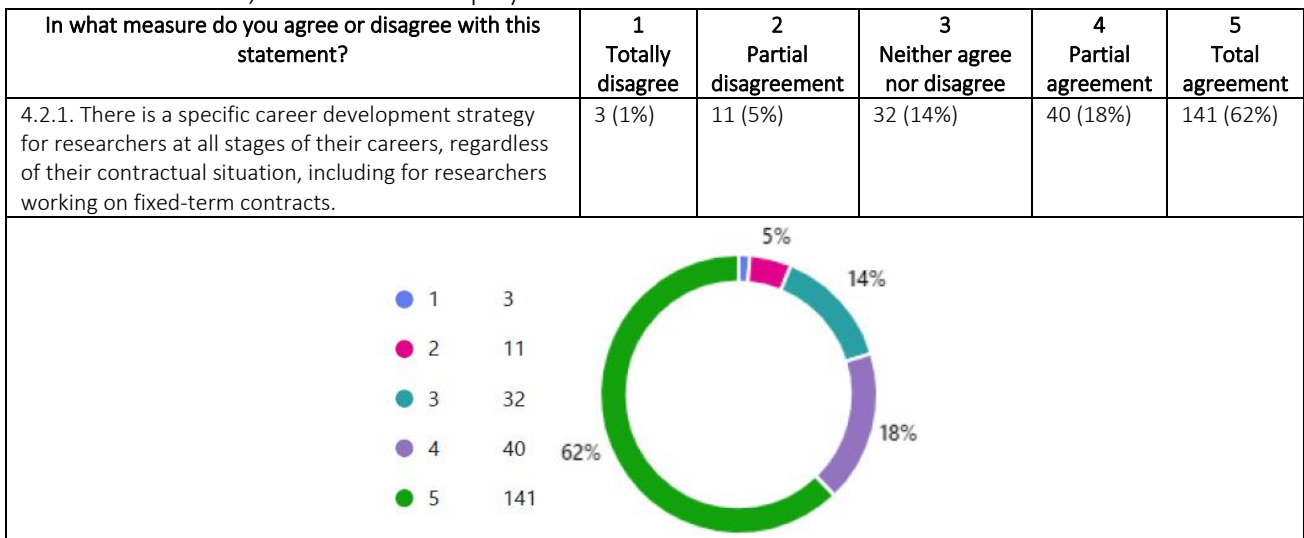
3. External partnerships and collaborations:

- ULST may seek to enter into partnerships with institutions in non-academic, governmental or industrial sectors to create clear diversified career opportunities for researchers. Such collaborations could facilitate the integration of researchers into industries or organizations with an innovative profile, offering them new career perspectives.

The implementation of these actions could significantly contribute to improving the approach to diversity in research careers at ULST, supporting the development of a more inclusive and high-performing research environment.

4.2 Career development and career counseling

At the ULST level, as a funder or employer:



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4.2.2. Researchers are supported to develop an individual career plan to identify the training and research activities necessary to achieve their professional goals.	3 (1%)	9 (4%)	29 (13%)	41 (18%)	145 (64%)										
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4.2.3. There are mentors involved in providing the necessary support and guidance for the personal and professional development of researchers, motivating them and helping to reduce any uncertainty about their professional future.	4 (2%)	11 (5%)	34 (15%)	40 (18%)	138 (61%)										
<table style="margin-left: auto; margin-right: auto;"> <tr><td>● 1</td><td>4</td></tr> <tr><td>● 2</td><td>11</td></tr> <tr><td>● 3</td><td>34</td></tr> <tr><td>● 4</td><td>40</td></tr> <tr><td>● 5</td><td>138</td></tr> </table>						● 1	4	● 2	11	● 3	34	● 4	40	● 5	138
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4.2.4. It provides researchers with accessible and up-to-date career guidance and employment assistance services at all stages of their careers.	5 (2%)	9 (4%)	34 (15%)	41 (18%)	138 (61%)										
<table style="margin-left: auto; margin-right: auto;"> <tr><td>● 1</td><td>5</td></tr> <tr><td>● 2</td><td>9</td></tr> <tr><td>● 3</td><td>34</td></tr> <tr><td>● 4</td><td>41</td></tr> <tr><td>● 5</td><td>138</td></tr> </table>						● 1	5	● 2	9	● 3	34	● 4	41	● 5	138
● 1	5														
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● 4	41														
● 5	138														
4.2.5. Proposals for improvement actions regarding the implementation of the principle "Career Development and Career Counseling" (max. 150 words)	<ul style="list-style-type: none"> ● Information ● I have no proposals ● Not applicable 														

Implementation of the principle of "Career Development and Career Counseling" in ULST

Strengths:

- 64% of researchers agree that, at ULST level, researchers are supported to develop an individual career plan to identify the training and research activities needed to achieve their professional goals.
- 62% of researchers agree that, at ULST level, there is a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including researchers working on fixed-term contracts.

Weaknesses:

- 61% of researchers agree that there are, at the ULST level, mentors involved in providing the necessary support and guidance for the personal and professional development of

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researchers, motivating them and contributing to reducing any uncertainty regarding their professional future.

- 61% of researchers agree that ULST, through the measures taken, provides researchers with accessible and up-to-date career guidance and employment assistance services at all stages of their careers.

Proposals for actions to improve the implementation of the principle of “Career Development and Career Counseling” in ULST

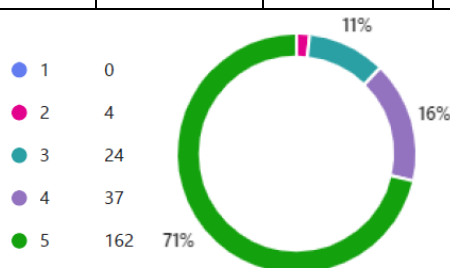
To strengthen the application of this principle within the ULST, the following actions are necessary:

1. **Actively informing researchers**
 - Creating periodic communication campaigns on the career development strategy.
 - Organizing sessions to present professional development opportunities and available services.
2. **Expanding and formalizing mentoring programs**
 - Creating a structured mentoring system to support the professional and moral development of researchers.
 - Involving mentors with diverse experience and promoting interdepartmental relationships for the exchange of experience.
3. **Ensuring the accessibility of career guidance services**
 - Constantly updating information on available jobs for researchers.
 - Offering individualized counseling sessions for career guidance.
4. **Developing a personalized career guide**
 - Creating written and online resources to support researchers in developing and updating their individual career plan.
 - Implementing periodic workshops dedicated to this topic.
5. **Progress monitoring and constant feedback**
 - Conduct periodic surveys to assess the impact of career development strategies.
 - Adjust strategies according to the identified needs of researchers.

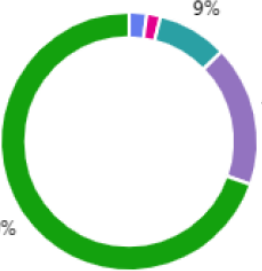
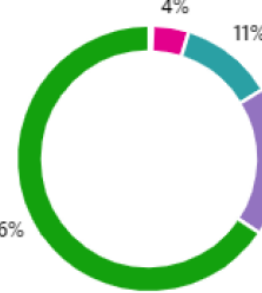
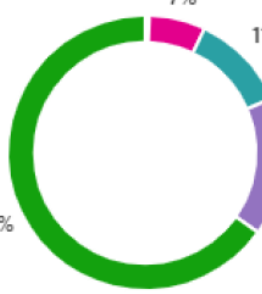
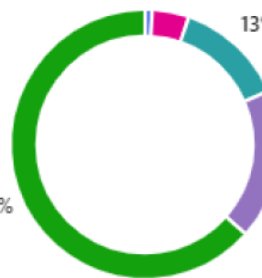
By implementing these measures, ULST can strengthen the support provided to researchers, facilitating the development of successful careers and contributing to increasing institutional performance.

4.3. Continuous professional development

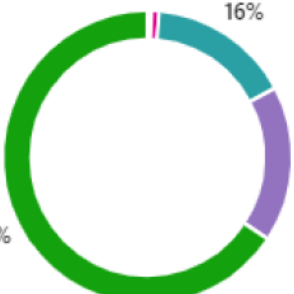
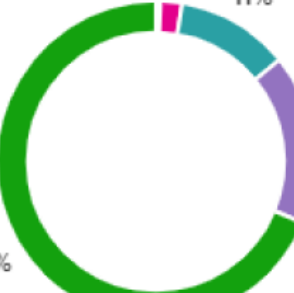
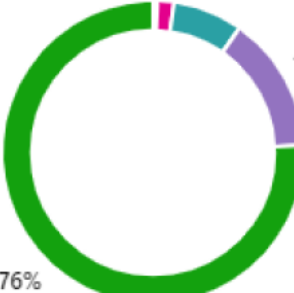
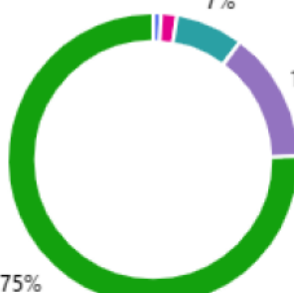
To what extent do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
4.3.1. At ULST, researchers are constantly improving their level by periodically updating and expanding their skills and abilities.	0 (0%)	4 (2%)	24 (11%)	37 (16%)	162 (71%)



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<p>4.3.2. At the ULST level, researchers are offered opportunities in this regard through various means such as: formal training, workshops, conferences, online learning or collaboration within a team and related networks.</p>	5 (2%)	4 (2%)	20 (9%)	40 (18%)	158 (70%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 5 ● 2 4 ● 3 20 ● 4 40 ● 5 158 70%  </div>					
<p>4.3.3 At the ULST level, measures are being taken to support the development and delivery of specific training courses, to encourage the creation of opportunities for further training and retraining for researchers on the basis of lifelong learning, and to promote intersectoral and interdisciplinary mobility.</p>	1 (0%)	10 (4%)	26 (11%)	41 (18%)	149 (66%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 1 ● 2 10 ● 3 26 ● 4 41 ● 5 149 66%  </div>					
<p>4.3.4. These measures are regularly evaluated in terms of accessibility, use and effectiveness in improving skills, competences and employability.</p>	1 (0%)	15 (7%)	26 (11%)	37 (16%)	148 (65%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 1 ● 2 15 ● 3 26 ● 4 37 ● 5 148 65%  </div>					
<p>4.3.5. Through the promotion of entrepreneurial skills among researchers, an entrepreneurial path is stimulated that correlates knowledge production capabilities with knowledge exploitation skills, so as to transform innovative ideas into businesses and stimulate innovation and progress.</p>	2 (1%)	10 (4%)	30 (13%)	41 (18%)	144 (63%)
<div style="display: flex; align-items: center;"> <ul style="list-style-type: none"> ● 1 2 ● 2 10 ● 3 30 ● 4 41 ● 5 144 63%  </div>					

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4.3.6. ULST takes steps to ensure the compatibility of doctoral training with interoperable careers in all relevant sectors and with the practice of open science	1 (0%)	2 (1%)	36 (16%)	39 (17%)	149 (66%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 2 ● 3 36 ● 4 39 ● 5 149 </div> <div style="text-align: center;">  </div> </div>					
4.3.7. The ULST provides for a fair and transparent assessment of formal and informal learning, including skills and on-the-job training, particularly in the context of international, intersectoral and interdisciplinary mobility.	1 (0%)	5 (2%)	26 (11%)	39 (17%)	156 (69%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 5 ● 3 26 ● 4 39 ● 5 156 </div> <div style="text-align: center;">  </div> </div>					
4.3.8. The teaching activity benefits from scientific knowledge and uses this knowledge to promote interest in research among students.	1 (0%)	4 (2%)	17 (7%)	33 (15%)	172 (76%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 1 ● 2 4 ● 3 17 ● 4 33 ● 5 172 </div> <div style="text-align: center;">  </div> </div>					
4.3.9. ULST supports and recognizes the involvement of researchers in teaching at different points in their careers.	2 (1%)	4 (2%)	17 (7%)	33 (15%)	171 (75%)
<div style="display: flex; align-items: center;"> <div style="margin-right: 20px;"> <ul style="list-style-type: none"> ● 1 2 ● 2 4 ● 3 17 ● 4 33 ● 5 171 </div> <div style="text-align: center;">  </div> </div>					

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4.3.10. Researchers at the beginning of their careers are supported in order to reconcile teaching responsibilities with the research activities they carry out or with research training.	4 (2%)	9 (4%)	24 (11%)	35 (15%)	155 (68%)										
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● 1	4														
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● 5	155														
4.3.11. As an employer and/or funder, ULST ensures that teaching duties are appropriately remunerated and are valued within evaluation/appreciation systems from an early stage of researchers' careers.	7 (3%)	11 (5%)	27 (12%)	32 (14%)	150 (66%)										
<div style="display: flex; align-items: center; justify-content: center;"> <table style="margin-right: 20px;"> <tr><td>● 1</td><td>7</td></tr> <tr><td>● 2</td><td>11</td></tr> <tr><td>● 3</td><td>27</td></tr> <tr><td>● 4</td><td>32</td></tr> <tr><td>● 5</td><td>150</td></tr> </table> </div>						● 1	7	● 2	11	● 3	27	● 4	32	● 5	150
● 1	7														
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4.3.12. The time allocated by highly qualified staff for training and mentoring activities for early career researchers – R1, R2 – is counted as part of their teaching commitment.	5 (2%)	8 (4%)	40 (18%)	32 (14%)	142 (63%)										
<div style="display: flex; align-items: center; justify-content: center;"> <table style="margin-right: 20px;"> <tr><td>● 1</td><td>5</td></tr> <tr><td>● 2</td><td>8</td></tr> <tr><td>● 3</td><td>40</td></tr> <tr><td>● 4</td><td>32</td></tr> <tr><td>● 5</td><td>142</td></tr> </table> </div>						● 1	5	● 2	8	● 3	40	● 4	32	● 5	142
● 1	5														
● 2	8														
● 3	40														
● 4	32														
● 5	142														
4.3.13. Proposals for improvement actions regarding the implementation of the principle of "Continuous Professional Development" (max. 150 words)	<ul style="list-style-type: none"> Information Development of a Professional Development Plan Offering training and continuing education programs Facilitating participation in conferences and seminars Supporting collaborations and exchanges of experience I have no proposals Not applicable 														

Implementation of the principle of "Continuous Professional Development" in ULST

Strengths:

The highest percentages obtained with total agreement in this questionnaire, for the principle of "Continuous Professional Development", are the following:

- 76% declare that teaching activity benefits from scientific knowledge and uses this knowledge to promote interest in research among students.
- 75% state that ULST supports and recognizes the involvement of researchers in teaching activity at different points in their careers.

- 71% declare that at ULST researchers constantly improve their level by periodically updating and expanding their skills and abilities.

Weaknesses:

The lowest percentages obtained with total agreement for the principle of "Continuous professional development" are the following:

- Only 66% consider that, as an employer and/or funder, ULST ensures that teaching duties are appropriately remunerated and are valued within the framework of evaluation/appreciation systems from an early stage of the researchers' careers.
- 65% state that these measures are periodically evaluated from the point of view of accessibility, use and effectiveness in terms of improving skills, competences and employability
- 63% state that by promoting entrepreneurial skills among researchers, an entrepreneurial path is stimulated that correlates knowledge production capacities with knowledge exploitation skills, so as to transform innovative ideas into businesses and stimulate innovation and progress.
- 63% state that the time allocated by highly qualified staff to training and mentoring activities for early career researchers – R1, R2 – is counted as part of their teaching commitment.

Action proposals to improve the implementation of the principle of "Continuous Professional Development" are essential for ensuring a healthy and credible academic environment. Below is a summary of the main directions for improvement suggested by researchers in the questionnaire, grouped by categories:

1. Development of a Professional Development Plan

- Creation, at the institutional level, of a standard model for the development of a Professional Development Plan.

2. Provision of training and continuing education programs

Courses and training on relevant topics in the life sciences, as well as on interdisciplinary topics:

- Periodic organization of training sessions for researchers and teaching staff, including workshops, round tables, to update and expand skills.
- Ensuring access to statistical processing programs to support rigorous and correct research.
- Continuous information about the latest discoveries in the field of life sciences, both at national and international levels, through periodic communications.

3. Facilitating participation in conferences and seminars

- Encouraging and supporting participation in scientific events by organizing the annual Multidisciplinary Conference on Sustainable Development and the Scientific Symposium "Young People and Multidisciplinary Research in Applied Life Sciences".
- Constantly informing researchers and teachers about relevant conferences in Timisoara, in the country and abroad, thus facilitating participation, involvement and development of collaborations.

4. Supporting collaborations and exchanges of experience

- Promoting collaborations and exchanges of experience through mobility programs such as Erasmus+ and Fulbright, but also through partnerships with renowned institutions and private entities.

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- Continuing and expanding existing collaborations, encouraging mobilities for researchers and teachers, participating in scientific events and promoting research results to attract new partnerships.

4.4. Supervision and mentoring

To what extent do you agree or disagree with this statement?	1 Totally disagree	2 Partial disagreement	3 Neither agree nor disagree	4 Partial agreement	5 Total agreement
4.4.1. In ULST, training activities, tools and evaluation mechanisms necessary for:					
a. ensure that highly qualified researchers and principal investigators manage their staff and teams in a fair and non-discriminatory manner, without gender or other biases	0.4 %	3.5 %	12.3 %	15.9 %	67.8 %
b. establishing productive and cooperative professional relationships with their counterparts	0.9 %	4 %	11.5 %	14.5%	69.2 %
<p>● 1 ● 2 ● 3 ● 4 ● 5</p> <p>4.4.1.a. A se asigura că cercetătorii cu calificări superioare și cercetătorii principali își gestionează personalul și echipele într-u...</p> <p>4.4.1.b. Stabilirea de relații profesionale productive și bazate pe cooperare cu omologii lor</p>					
4.4.2. As an employer and/or funder, ULST designates a person or group of persons to whom early-stage researchers (R1) and established researchers (R2) can address questions related to the performance of their tasks and to inform the researchers accordingly.	7 (2%)	6 (3%)	32 (14%)	40 (18%)	142 (63%)
<p>● 1 7 ● 2 6 ● 3 32 ● 4 40 ● 5 142</p>					
4.4.3. ULST promotes effective supervision and mentoring, as well as appropriate career guidance measures.	2 (1%)	11 (5%)	27 (12%)	43 (19%)	144 (63%)
<p>● 1 2 ● 2 11 ● 3 27 ● 4 43 ● 5 144</p>					
4.4.4. Researchers in training should develop a structured and regular relationship with their supervisor and faculty/department representative.	0 (0%)	6 (3%)	15 (7%)	41 (18%)	165 (73%)

INTERNAL QUESTIONNAIRE STATISTICAL RESULTS

<p>● 1 0</p> <p>● 2 6</p> <p>● 3 15</p> <p>● 4 41</p> <p>● 5 165</p>					
<p>4.4.5. Supervisors actively support early-career researchers in particular by organising feedback meetings with them and promoting training activities relevant to their work.</p>	3 (1%)	4 (2%)	29 (13%)	46 (20%)	145 (64%)
<p>● 1 3</p> <p>● 2 4</p> <p>● 3 29</p> <p>● 4 46</p> <p>● 5 145</p>					
<p>4.4.6. Researchers with higher qualifications – R3 and R4 – pay particular attention to their multiple roles as supervisor, mentor, career advisor, boss, project coordinator, manager or science communicator.</p>	2 (1%)	8 (4%)	26 (11%)	41 (18%)	150 (66%)
<p>● 1 2</p> <p>● 2 8</p> <p>● 3 26</p> <p>● 4 41</p> <p>● 5 150</p>					
<p>4.4.7. Highly qualified researchers develop a constructive and positive relationship with early-stage (R1) and established (R2) researchers, so as to create the conditions for efficient knowledge transfer and enable a successful evolution of their careers.</p>	1 (0%)	8 (4%)	26 (11%)	41 (18%)	151 (67%)
<p>● 1 1</p> <p>● 2 8</p> <p>● 3 26</p> <p>● 4 41</p> <p>● 5 151</p>					
<p>4.4.8. Proposals for improvement actions regarding the implementation of the "Supervision and Mentoring" principle (max. 150 words)</p>	<ul style="list-style-type: none"> ● Specific information ● I have no proposals ● Not applicable 				

Implementation of the "Supervision and Mentoring" principle in ULST

Strengths:

The highest percentages obtained with total agreement in this questionnaire, for the Supervision and Mentoring principle, are the following:

- 73% of researchers believe that researchers in training should develop a structured and regular relationship with their supervisor and with the representative of the faculty/department.
- 69.2% of researchers believe that ULST has established training activities, tools and evaluation mechanisms necessary to establish productive and cooperative professional relationships with their counterparts.
- 67.8% of researchers believe that ULST has established training activities, tools and evaluation mechanisms necessary to ensure that highly qualified researchers and principal investigators manage their staff and teams in a fair and non-discriminatory manner, without gender or other biases.

These percentages reveal that, although the vast majority of researchers consider supervision and mentoring activity in ULST to be relevant, there is still room for improvement in these practices.

Weaknesses:

The lowest percentages obtained with total agreement for the principle of supervision and mentoring are the following:

- Only 63% of researchers consider that as an employer and/or funder, the ULST designates a person or group of persons to whom early-stage researchers (R1) and established researchers (R2) can address questions related to the performance of their tasks and to inform researchers accordingly.
- Only 63% of researchers consider that the ULST promotes effective supervision and mentoring, as well as appropriate career guidance measures.
- Only 64% of researchers consider that supervisors actively support early-stage researchers in particular by organising feedback meetings with them and by promoting training activities relevant to their work.

Proposals for actions for improvement:

1. *Strengthen mentoring relationships:*

A more formalized framework for regular feedback meetings between early-stage researchers and their supervisors should be established. This could include regular evaluation sessions and continuing education sessions to help researchers progress in their careers.

2. *Designate dedicated mentors or support groups for early-stage researchers:*

ULST should designate a mentor group or a dedicated system in each faculty or department, which is available to early-stage researchers to provide ongoing support in managing their tasks and achieving their professional goals.

3. *Promote mentoring activities at the institutional level:*

Creating a continuing education program for senior researchers that also includes those who act as mentors and supervisors could help to strengthen a more effective and better supported mentoring system at the institutional level.

4. *Improving the information and communication process:*

ULST could develop a more effective information system, in which researchers are clearly informed about mentoring and continuing professional development opportunities. It would be useful to have online platforms and open information sessions to answer questions and personalize information for different stages of the research career.

By implementing these measures, ULST could create a more structured and efficient framework for supporting researchers, thus contributing to the development of a stronger and more integrated research environment.

What would, in your opinion, be the 3 priority actions of the ULST strategy for implementing the European Charter for Researchers?

<ul style="list-style-type: none"> 1. Realistic promotion criteria correlated with national scales and the specifics of research fields (publications in specific fields within life sciences/humanities/...) 2. Fair salary, at the same level as colleagues from other universities (including Timișoara), who are paid at least 20% more 3. Ensuring continuous training of teaching staff
<ul style="list-style-type: none"> Information, implementation and sustainability
<ul style="list-style-type: none"> Subsidies, support and appreciation
<ul style="list-style-type: none"> Attracting and retaining human capital/researchers with significant results; Continuing support activities for the dissemination of research results; Integration into university alliances
<ul style="list-style-type: none"> Avoiding the exodus of researchers and implicitly better remuneration for them. Recruiting the most promising talents. Ensuring a minimal infrastructure for research
<ul style="list-style-type: none"> 1. Professional responsibility; 2. Good research practices; 3. Distribution, exploitation of results.
<ul style="list-style-type: none"> 1. Good research practices. 2. Equal opportunities. 3. Environmental responsibility.
<ul style="list-style-type: none"> Eliminating administrative tasks informally assigned to researchers; providing adequate career counseling to each researcher; ensuring that each researcher complies with the tasks in the job description.
<ul style="list-style-type: none"> Development and implementation of policies for recognizing and rewarding researcher performance. Creation of programs and resources for the continuous development of researcher skills. Training courses, workshops and mentoring sessions.
<ul style="list-style-type: none"> 1. Stimulating the winning of projects through the acquisition of state-of-the-art equipment and training young researchers who should use new technologies
<ul style="list-style-type: none"> Ethics, gender integrity, evaluation, recruitment and career advancement, research careers and talent development
<ul style="list-style-type: none"> Creating heterogeneous research teams to develop the real research skills of all colleagues, establishing healthy and realistic requirements in research activity, pursuing the real benefits of the results of each research, not just the quantity of research.
<ul style="list-style-type: none"> 1. Improving working conditions and career development of researchers - creating a stimulating and favorable working environment for the development of researchers' careers. - developing mentoring programs and providing personalized support for young researchers, including doctoral and postdoctoral students. - ensuring access to continuous training in transversal skills (such as writing grant proposals, project management, research ethics). 2. Promoting ethics and integrity in research - Creating or strengthening an ethics committee to oversee compliance with deontological norms and provide guidance in cases of ethical dilemmas. - Promoting scientific integrity, by organizing seminars and courses dedicated to topics such as plagiarism, data manipulation or responsible publishing. - Implementing anonymous reporting mechanisms, through which researchers can report unethical behavior. 3. Internationalization of research and strengthening collaborations -Supporting participation in international research networks and facilitating international exchanges through partnership agreements with other prestigious institutions. -Access to international research funds by supporting applications for European grants and other transnational funding sources. -Encouraging researcher mobility, by promoting programs such as Marie Skłodowska-Curie, which facilitate work experiences in various European institutions.
<ul style="list-style-type: none"> I don't have
<ul style="list-style-type: none"> Efficient management of human resources. Development of mentorship for the training of young researchers. Support for the integration of research results in relation to the needs of society.
<ul style="list-style-type: none"> Creating an environment conducive to researchers' career development: This step involves establishing clear policies for recruiting and evaluating researchers, providing opportunities for continuous training and support in the development of professional and personal skills. ULST should focus on creating transparent and flexible career paths, in order to attract and

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<p>retain quality researchers. Ensuring research-work balance: Providing working conditions that respect the balance between personal and professional life should be a priority. This includes flexible working hours and supporting researchers during parental leave, thus ensuring a high quality of life in academia. Promoting international mobility and interdisciplinary collaboration: Developing international partnerships and supporting researcher mobility would increase the quality of research and facilitate knowledge transfer. Stimulating collaborations with other EU institutions would strengthen ULST's integration into international academic networks and support research at European level.</p>
<ul style="list-style-type: none"> 1. Protecting their fundamental values, including academic freedom and quality aspects (not just quantitative quantification). 2. Ensuring ethical criteria and academic integrity. 3. Respecting the flexibility of the work schedule - necessary for research, individual study - including remote work.
<ul style="list-style-type: none"> -Continuous improvement -Stimulation of research -Specific training opportunities
<ul style="list-style-type: none"> The main priority should be to ensure a stable and significant research fund, allowing access to domestic and foreign grants. This will stimulate researchers to initiate innovative projects, publish in prestigious journals and participate in international conferences. A transparent, merit-based system of funding distribution will encourage high-quality research and attract new talent. Priority no. 2 would be to introduce a system of financial bonuses for performance that would encourage researchers to make additional efforts. These incentives could include bonuses for publishing in high-impact journals, obtaining patents, or attracting external funds. In addition, public recognition programs, such as university awards for research, would increase the visibility and motivation of academic staff. The third important step would be to direct financial resources towards improving infrastructure, such as laboratories, equipment and research facilities. These investments will facilitate the implementation of complex projects and attract international collaborations. Also, partnerships with industry and international institutions can be an additional driver of funding and innovation.
<ul style="list-style-type: none"> - Promoting ethics and research integrity by creating policies and procedures that ensure compliance with ethical norms in all research activities; - Career development by providing training and mentoring opportunities for researchers, as well as improving research infrastructure (high-performance laboratory equipment and consumables); - Continuing to support international mobility and collaboration; - Continuing to facilitate the participation of researchers in international projects and networks, to increase the visibility and impact of research (I believe that this aspect is very active and encouraging at our university, as evidenced by the activities of the Erasmus team at the university and faculty level).
<ul style="list-style-type: none"> Not the case
<ul style="list-style-type: none"> 1. Increasing the number of research assistants for a fixed period. 2. Allocation of additional funds for specific materials and equipment. 3. Sustained development of research infrastructure.
<ul style="list-style-type: none"> 1. Ethics, integrity, gender and open science. 2. Evaluation, recruitment and career advancement of researchers. 3. Working conditions and practices.
<ul style="list-style-type: none"> - Ethics and academic integrity, - involvement of young people in research activity, - ensuring a modern research infrastructure.
<ul style="list-style-type: none"> - Involvement of young staff in research activity; - application of ethics and integrity norms in research; - modern research infrastructure.
<ul style="list-style-type: none"> - focus on developing the skills of early-stage researchers - actively supporting and developing communication networks with each researcher regardless of rank - facilitating external collaborations through a liaison person, with specific training in strengthening external relations, depending on the field of activation, so that major collaborations can be developed between USVT researchers (regardless of rank) and external ones.

Other suggestions regarding the implementation of the European Charter for Researchers
(max. 150 words):

- I would suggest that researchers should no longer be given tasks that are not part of their job description and also that the idea that a PhD student must do everything the coordinator tells them to do (work hours in their place, attend meetings, job fairs, etc.) should no longer be promoted.
- I have not
- Not the case

10 priorities for the ULST strategy on the implementation of the European Charter for Researchers, proposed by researchers, organized in order of importance:

1. **Recognizing real values in the institution and supporting young talents:** Placing valuable researchers in important positions and encouraging their continuous development.
2. **Realistic advancement criteria correlated with the specifics of research fields:** Creating clear, fair criteria for advancement, which take into account the particularities of the fields (life sciences, humanities, etc.).
3. **Fair remuneration and continuous training:** Offering competitive remuneration and supporting researchers through continuous training programs, including for teaching staff.
4. **Recognizing and rewarding researchers' performance:** Developing policies to recognize and reward researchers for their performance, including grants and awards.
5. **Promoting ethics and integrity in research:** Ensuring a strong ethical framework by creating clear policies and procedures, and through continuous training in this area.
6. **Internationalizing research and supporting researcher mobility:** Strengthening international collaborations and creating partnerships to attract external funds.
7. **Improving research infrastructure:** Investing in modern research equipment and facilities, necessary for the development of impactful projects.
8. **Reducing administrative burdens for researchers:** Eliminating unproductive administrative burdens and supporting researchers through career counseling and respecting their specific roles.
9. **Supporting young talents and developing their skills:** Creating mentoring programs and developing communication networks between researchers, including beginners.
10. **Balanced working conditions:** Creating a flexible and stimulating work environment, which respects the balance between the professional and personal lives of researchers.

3. Conclusions

3.1. Strengths

Data analysis reveals that ULST offers a solid academic environment, based on transparency, integrity, and inclusion, supporting the development of academic careers and promoting open research.

1. *Evaluation, recruitment and career advancement of researchers*

Principle: Career advancement

- 90% of researchers consider a transparent, structured, inclusive and gender-equal system essential for strengthening academic careers. This underlines the need for clear and objective criteria for promotion.
- 86% argue that evaluations should reflect research results and professional conduct. This indicates a strong desire to link performance with professional recognition, promoting a meritocratic system

2. *Ethics, integrity, gender and open science*

Principle: The researcher

- 88.3% of researchers report that they make their analysis methods, results and data details available under internal or external control. This reflects a strong commitment to transparency and reproducibility of research.

Principle: Freedom of scientific research

- 87.1% state that they have the right to disseminate and publish the results of their research, which shows an institutional framework favorable to the promotion of scientific knowledge.
- 83.1% appreciate the freedom to explore theories and propose new ideas, reinforcing a climate conducive to innovation and scientific progress.

Principle: Ethics and research integrity

- 83% of researchers declare that they are primarily responsible for the integrity of the research they conduct, highlighting a high level of awareness and commitment to ethical standards.

Principle: Acceptance of diversity

- 83% of researchers confirm that ULST promotes diversity, without discrimination based on gender, ethnic origin, religion, beliefs, social status, disability, age or sexual orientation. This reflects a strong commitment to inclusion and equity in academia.

3. *Working conditions and practices*

Principle: Working conditions, financing and salaries

- 77% of researchers believe that adequate procedures are in place to prevent and combat gender-based violence, including sexual harassment. This suggests an institutional environment concerned with safety and mutual respect in the academic community.

Principle: Dissemination and exploitation of results

- 77% of researchers state that research results are disseminated and exploited openly, which reflects a clear orientation towards open science and knowledge sharing at the institutional level.

4. Careers in research and talent development**Principle: Continuous professional development**

- 76% of researchers state that teaching benefits from scientific knowledge and contributes to stimulating interest in research among students. This indicates a strong link between research and education, essential for the training of future generations of specialists.
- 75% of respondents believe that ULST supports and recognizes the involvement of researchers in teaching at various stages of their careers, which suggests a concern for the balance between research and teaching.

Conclusions on strengths

ULST demonstrates a strong commitment to transparency, integrity and inclusion, fostering an academic environment conducive to research and innovation. The university's main strengths include:

- ✓ **A transparent career advancement system** based on merit and equal opportunities.
- ✓ **An open and innovative academic climate**, with freedom to publish and explore new ideas.
- ✓ **A clear commitment to research ethics and open science**, by promoting integrity and transparency.
- ✓ **A diverse and inclusive environment**, with policies that support equal opportunities and combat discrimination.
- ✓ **Safe working conditions**, with measures to prevent gender-based violence and harassment.
- ✓ **Supporting researchers in their teaching activities**, recognizing the importance of training new generations.

Despite these positive aspects, there are also **opportunities for improvement**, such as:

- Increasing support for researchers in balancing teaching and research.
- Strengthening measures to prevent discrimination and harassment.
- Expanding international partnerships for access to more resources and collaboration opportunities.

By improving these aspects, ULST can continue to strengthen its position as a benchmark institution in research and education.

3.2. Weaknesses identified in the analysis of the ULST academic environment

Although ULST offers a solid academic framework, data analysis highlighted several areas that require improvement to more effectively support researchers and their career development.

1. Evaluation, recruitment and career advancement of researchers**Principle: Recruitment**

- The lowest percentages of agreement are related to the recognition of career breaks or variations in CV timelines. These breaks should not be penalized, but considered as part of professional evolution.
- Only 50% of respondents believe that breaks are perceived as part of career development.

- 52% of researchers believe that breaks make a valuable contribution to professional development, favoring a multidimensional path.

Principle: Selection

- 56% of respondents agree that selection teams include members from various sectors, fields and countries, indicating a need for their diversification to meet international requirements.

2. Ethics, integrity, gender and open science

Principle: Open Science

- 53% of researchers share their results through open-access software, models and algorithms, signaling a need to promote open science.
- 58% participate in open-access peer reviews.
- 61% believe that employers and funders support rewarding a genuine open science culture.
- 61% of researchers share open-access data that complies with the FAIR (findable, accessible, interoperable and reusable) principles.

3. Working conditions and practices

Principle: Working conditions, financing and salaries

- Only 56% of participants consider the research environment to be stimulating.
- 57% consider that adequate resources are provided to support research activities, including qualified support staff.

Principle: Job stability

- 57% of researchers agree that income is adequately supported.
- 58% agree that ULST takes steps to avoid administrative tasks that are not related to the scientific work of researchers.

4. Careers in research and talent development

Principle: Capitalizing on the diversity of research careers

- 61% of researchers agree that ULST has mentors involved in supporting and guiding professional development, thus helping to reduce uncertainty about their professional future.
- 61% of researchers believe that ULST offers career guidance and employment assistance services that are accessible and up-to-date at all stages of their career.

Conclusions on weaknesses

ULST faces several challenges regarding the recognition of career breaks, the diversification of selection committees, and the active promotion of open science. There are also concerns about job stability for early-career researchers and access to adequate research resources. The main areas requiring improvement are:

1. Recognizing career breaks as an element of professional development

- **Problems identified:** Only 50% of respondents believe that breaks are recognized as part of professional development. These breaks are often perceived negatively.
- **Proposed solutions:**

- Organizing workshops and seminars for employers and evaluators on the benefits of different career paths.
- Implementing institutional guidelines and policies that encourage holistic assessment of candidates.
- Creating reintegration programs for researchers who have had breaks in their activity.

2. Diversifying selection committees

- **Problems identified:** Only 56% of respondents believe that selection teams are diversified in terms of sector, domain and geography.
- **Proposed solutions:**
 - Involving international experts and representatives from the private sector in selection committees.
 - Creating a transparent selection system with clear criteria for member diversity.
 - Training committee members to improve objectivity and fairness in recruitment.

3. Actively promoting open science

- **Problems identified:** Only 53% of researchers share their results through open-access software, models and algorithms, and 61% believe that employers support rewarding an authentic open science culture.
- **Proposed solutions:**
 - Creating financial incentives for researchers who publish results in open access.
 - Implementing mechanisms to recognize contributions to open science in professional evaluations.
 - Developing institutional platforms for sharing research results.

4. Job stability for early career researchers

- **Problems identified:** Only 57% of researchers believe that their income is adequately supported, and 58% believe that USVT takes measures to avoid administrative tasks unrelated to scientific activity.
- **Proposed solutions:**
 - Developing predictable funding schemes, including long-term contracts and funds for young researchers.
 - Creating mentoring and support programs for early career researchers.
 - Establishing clear criteria for administrative tasks, to avoid overloading researchers with non-essential activities.

5. Improving access to resources and infrastructure

- **Problems identified:** Only 56% of respondents agree that the research environment is stimulating, and 57% believe that the resources are adequate for research.
- **Proposed solutions:**
 - Increase investment in laboratories, equipment and research infrastructure.
 - Develop partnerships with advanced research institutions for additional access to resources.
 - Implement grant programs to modernize and expand existing resources.

A particular situation is represented by the difficulties encountered in **implementing the principle of “Career development and career guidance” within the ULST, given that its strengths are relatively low, making it the least implemented principle.** These are linked to the lack of adequate support for researchers, in particular in terms of developing an individual career plan and career development strategies adapted to all researchers, regardless of their stage or type of contract. Its strengths are considered weak, given that only 64% of researchers agree with the support provided in developing an individual career plan, and 62% agree with the existence of a specific career development strategy.

Possible solutions:

1. **Create a formal framework for career counselling:** ULST could implement individual career counselling sessions and support groups for researchers, including the development of personalised career plans. These sessions could be supported by specialist career counsellors or mentors within the institution.
2. **Review and expand career development strategies:** It is important that career strategies are flexible and cover researchers at all stages of their careers, including those on fixed-term contracts. ULST could create a continuous development plan that is relevant for researchers in different professional and contractual contexts.
3. **Create continuous training opportunities:** It would be useful to organise training and professional development programmes (workshops, online courses, conferences, etc.) that are accessible to all researchers, regardless of their level of experience or type of contract.
4. **Improve communication and transparency:** ULST could improve communication on policies and resources available for career development. Clearer and more detailed information would help researchers better understand their options and access the resources needed for their professional growth.
5. **Regular progress assessment:** Implementing regular assessments of researchers’ progress in achieving their career goals, along with adjusting career development plans, can help maintain consistent support and clear direction for each researcher.

These solutions could help strengthen the implementation of the “Career Development and Career Counseling” principle and increase satisfaction and effectiveness among researchers within ULST.

The issues identified in the ULST’s academic environment analysis reflect a number of key challenges to improving support for researchers and their career development. Major weaknesses include the recognition of career breaks, the diversification of selection committees, the active promotion of open science and the provision of a stimulating and adequately resourced work environment.

To address these challenges, the proposed solutions, such as the organization of workshops and seminars for the recognition of career breaks, the diversification of selection teams by involving international experts, the promotion of open science through financial incentives and the creation of a formal career counseling framework, can significantly contribute to the improvement of the research environment.

The implementation of these measures will lead not only to the improvement of working conditions and resources for researchers, but also to the strengthening of the ULST's position internationally. In addition, increasing access to continuing training opportunities and improving transparency in the communication of institutional policies will support the professional development of researchers at all stages of their careers. Thus, ULST will become a more equitable, innovative and internationalized environment, contributing to the strengthening of its academic and scientific reputation.

3.3. Recommended actions in order of priority

The recommended actions to improve the academic environment and support researchers within ULST, based on the analysis of identified strengths and weaknesses, as well as on the priority recommendations formulated by researchers, are the following, organized in order of priority:

1. ***Establish a formal framework for career guidance***
 - Implement a career guidance system for all researchers, including individual counselling sessions and support groups.
 - Develop personalised career plans, tailored to the needs of each researcher, regardless of career stage or contract type.
2. ***Recognise and integrate career breaks***
 - Implement policies and guidelines that recognise career breaks as a valid part of professional development.
 - Organise workshops for employers and assessors, promoting a holistic assessment of researchers' careers.
3. ***Diversify selection committees***
 - Involve international experts and representatives from the private sector in selection committees to address international requirements.
 - Create a transparent selection system, including clear criteria for the diversity of committee members.
4. ***Actively promoting open science***
 - Stimulating the publication of results in open access through financial incentives for researchers.
 - Creating an institutional framework that supports researchers to share data and research results according to the FAIR principles (findable, accessible, interoperable and reusable).
5. ***Improving access to resources and infrastructure***
 - Investing in the modernization of laboratories and research equipment, expanding research infrastructure.
 - Creating partnerships with advanced research institutions and implementing grant programs to modernize existing resources.
6. ***Creating a continuous development plan for researchers***
 - Organizing continuous training programs accessible to all researchers, including online courses, workshops and conferences.
 - Reviewing career strategies to include researchers with fixed-term contracts and to support continuous development at all stages of their careers.
7. ***Reducing administrative burdens for researchers***
 - Clearly define the administrative burdens that need to be avoided to allow researchers to focus on scientific activities.
 - Ensure that researchers are supported in administrative activities by auxiliary staff and support technologies.

8. *Creating a mentoring framework for early-career researchers*

- Implementing a formal mentoring system, in which senior researchers support the professional development of those at the beginning of their careers.
- Creating mentoring opportunities for researchers with non-linear or interrupted careers, to support their integration into academia.

9. *Improving job stability for young researchers*

- Developing predictable funding schemes and long-term contracts for young researchers.
- Implementing institutional policies to provide financial and professional stability to early-career researchers.

10. *Increasing transparency in institutional communication*

- Creating clearer and more accessible communication channels to inform researchers about career development opportunities.
- Organizing information sessions and consultations for researchers on available resources for career development and access to research funds.

By implementing these priority actions, ULST can strengthen the academic environment, supporting researchers and promoting an equitable, innovative and internationalized development framework, by implementing the Human Resources Strategy for Researchers (HRS4R) in the university.