



University of Medicine and "Victor Babeș" Pharmacy of Timișoara

Consultation process of the UMFVBT community regarding the implementation principles of European Charter of Researchers

– REPORT –

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1. INTRODUCTION

This report presents the results of the consultation process carried out among the academic community of the "**Victor Babeș**" **University of Medicine and Pharmacy of Timișoara (UMFVBT)**, regarding the degree of implementation of the principles of the **European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers**.

The approach is part of the institutional process of **alignment with European standards in the field of human resources for research (HRS4R – Human Resources Strategy for Researchers)** and aims to collect data that will underpin the development of the **Action Plan on research and development of human resources** in research within UMFVBT.

Through this consultation process, UMFVBT aims to ensure **full consistency between internal policies and the principles of the European Charter for Researchers**, in order to strengthen an academic environment based on excellence, ethics, transparency and continuous professional development.

The consultation aimed to assess the perceptions of members of the academic community regarding four essential dimensions:

1. **Ethical and professional aspects**
2. **Recruitment and selection in research**
3. **Working conditions in research**
4. **Professional training and development**

The results provide an overview of how European principles are reflected in current institutional practices, as well as of the directions that require strengthening in the next stage of the HRS4R process.

2. METHODOLOGY

The consultation process of the academic community of UMFVBT was carried out between **May and July 2025**, through a **quantitative survey**, using a self-administered questionnaire.

The consultation tools were managed by the **Scientific Vice-Rectorate** in collaboration with the **Quality Assurance Department**, with the objective of operationalizing the principles of the European Charter for Researchers, so that they can be evaluated in the specific context of UMFVBT.

The questionnaire included five sections, four of which were thematic (corresponding to the four pillars of the Charter), and one section was intended for the socio-demographic characteristics of the respondents. The items were formulated on a five-point Likert scale using statements to which the respondents expressed their degree of agreement on a scale from "disagreement" to "strong

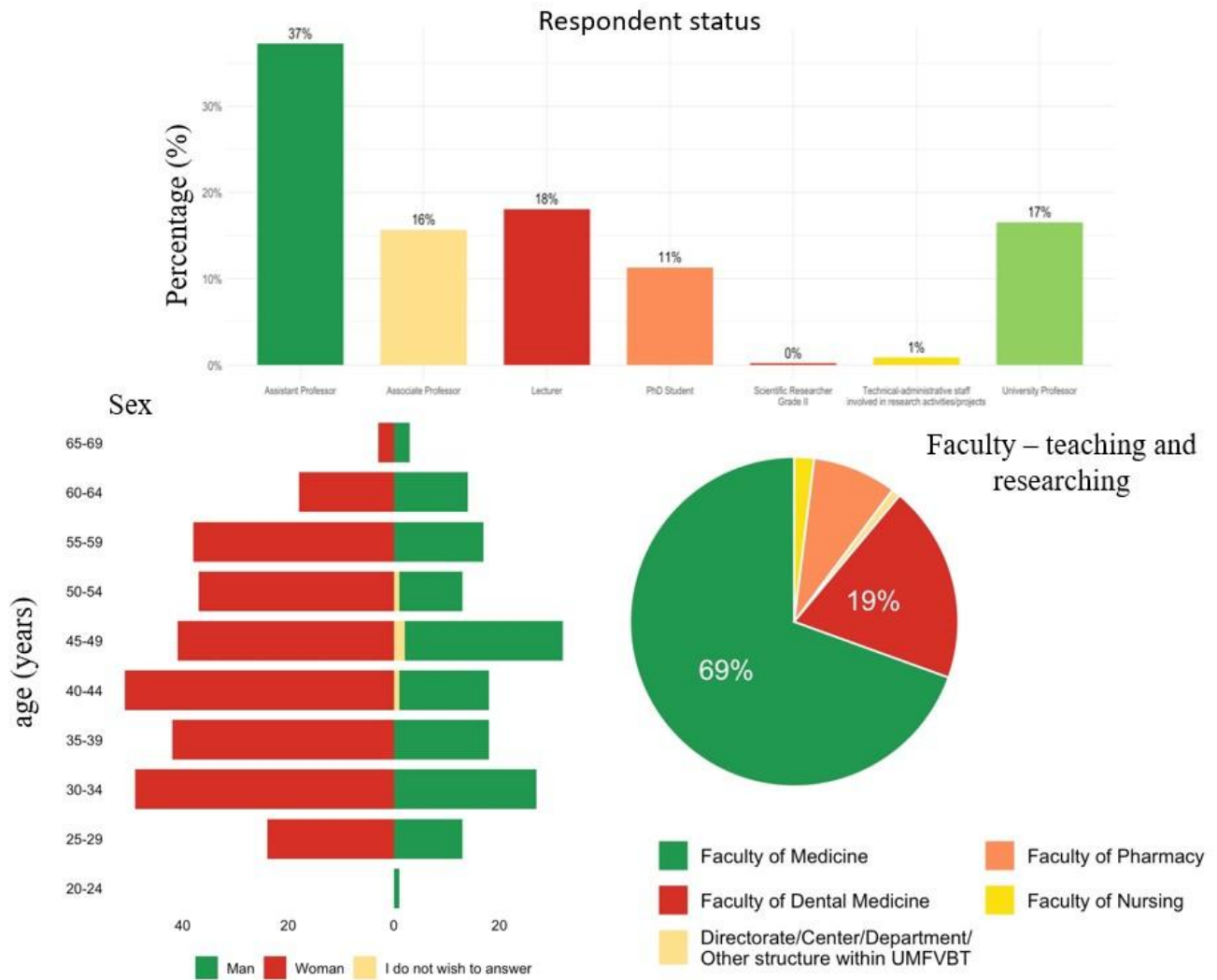


agreement", a method that allows for the quantification of perceptions and statistical analysis of opinion trends. The questionnaire was completed electronically, anonymously, through the Google Forms platform.

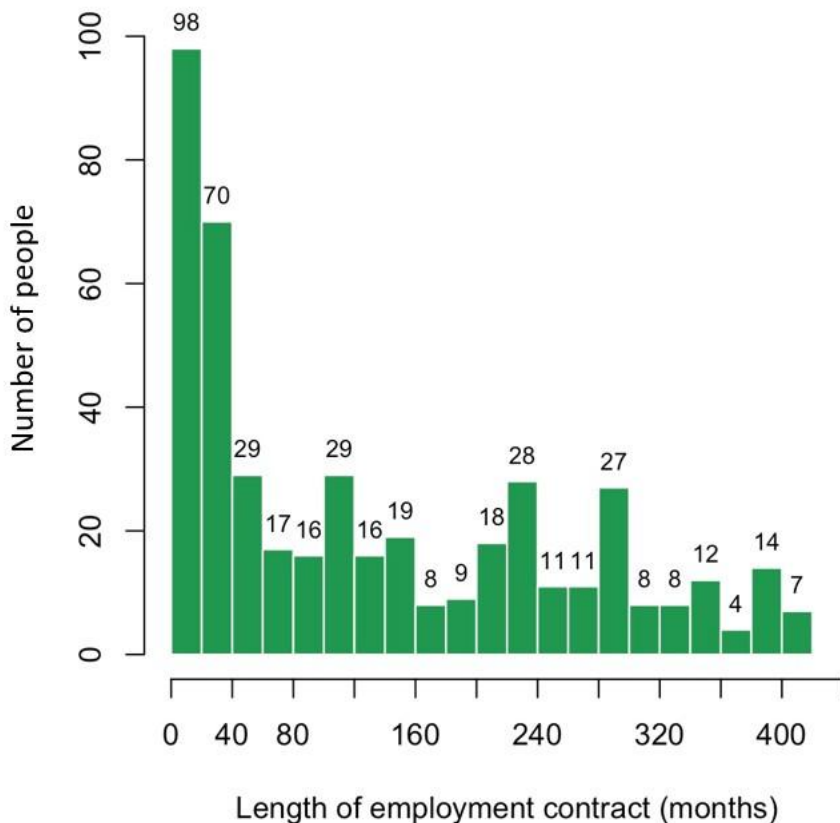
The responses were coded and statistically processed, using analysis software tools (Stata 19), the results being expressed as percentages, means and standard deviations, to allow comparability between dimensions.

2.1. Presentation sample – socio-demographic and professional characteristics

In total, **459 valid questionnaires (n=459)** were completed, representing an extensive and relevant sample from the UMFVBT community, out of a total of 947 people. The distribution by professional category indicates a **majority share of teaching staff** (university assistants, lecturers, associate professors and full professors), which total **over 87%** of the respondents. The average age of the participants is **43.7 years** (range 24–69 years), with a **standard deviation of 10.6 years**, which indicates a good intergenerational representation, covering all stages of the academic career. Regarding the distribution by gender, **women represent 66.01%** respondents, compared to **33.12% men**, which reflects the balanced gender structure of UMFVBT, specific to the medical field. The distribution of respondents by faculty confirms a **significant share of the Faculty of Medicine, with 69.5%** of the total, followed by Faculty of Dentistry (19.39%), then the Faculty of Pharmacy (8.28%) and Nursing (1.96%). Other structures (centers, departments) are marginally represented (0.87%), which reflects the university's predominant medical orientation.

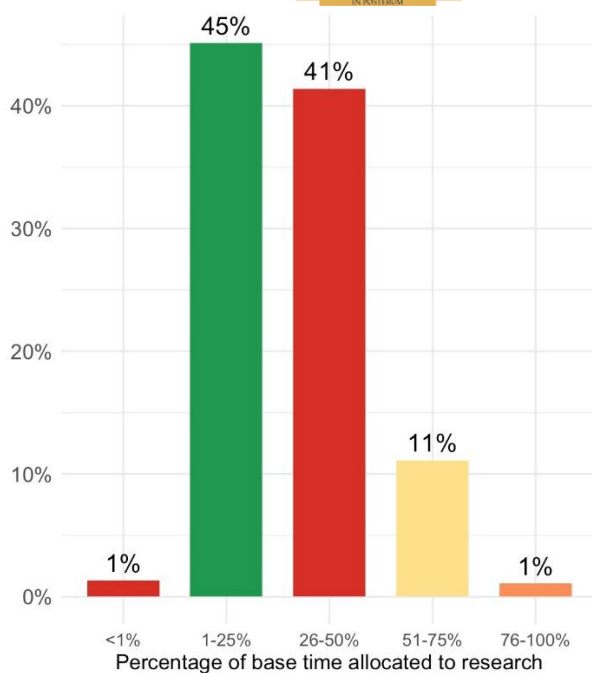


The majority of respondents hold **executive positions (87.8%)**, while **12.2%** hold **management positions**, suggesting a balanced participation across the hierarchical levels of the institution. Regarding the **average length** of employment contract, it is approximately 134.7 months, approximately 11.2 years, suggesting a good level of professional stability and relevant institutional experience for the assessment of academic and research practices.



2.2. Structuring the study sample according to research experience and selection committees

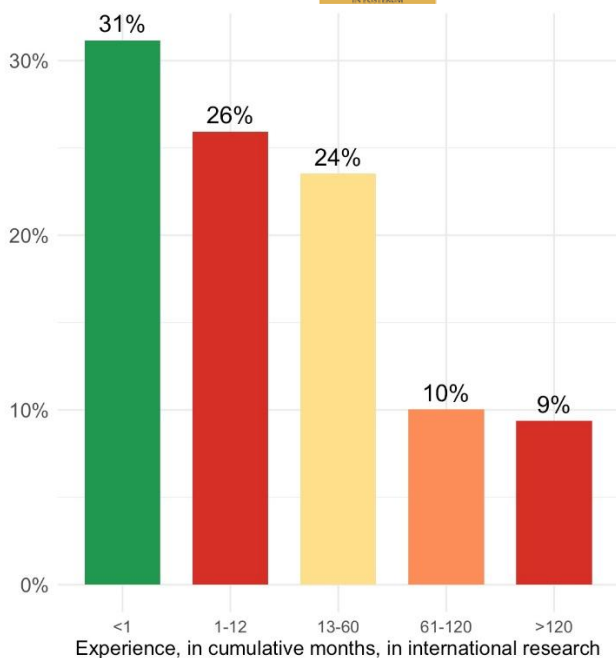
Regarding **research involvement**, approximately **45.1% of respondents** allocate between **1–25%** of their total working time to research activities, and **41.39% between 26–50%**, which highlights a **significant integration of scientific activities into the academic routine**. Only 1.09% declare a total commitment (76–100% of the time), typical of career researchers.



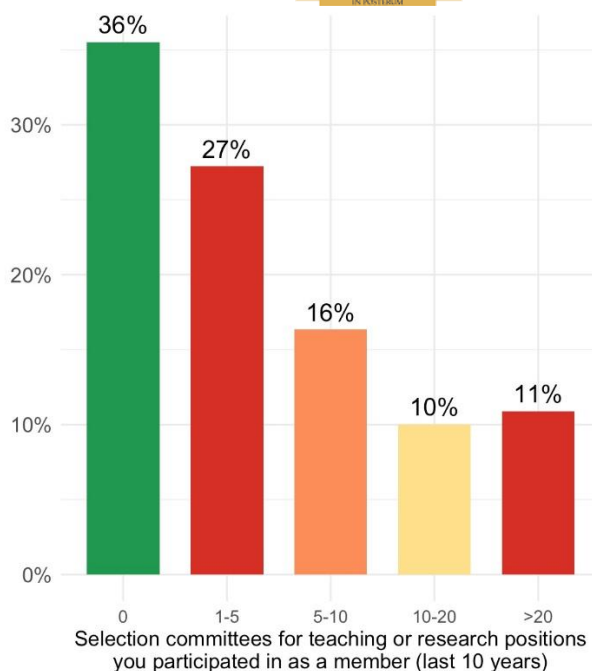
Regarding **international research experience**, a notable diversity can be observed:

- 31.15% have less than a month of experience,
- 25.93% between 1–12 months,
- 23.53% between 13–60 months,
- 10.02% have experience between 5 years and 10 years and 9.37% have carried out scientific activity for over 10 years outside the country.

These data confirm a **high degree of internationalization** of the UMFVBT academic staff and a **significant openness towards international collaboration**.



Regarding the previous experience as a member in selection committees, more than a third of the participants (**35.51%**) stated that they **had not participated in such committees**, but a considerable proportion (**27.23%**) participated in **1–5 committees**, and **16.34%** were part of **5–10 committees**. Approximately **21%** of the respondents were frequently involved (**10 committees or more**) in selection committees, which indicates **consistent institutional expertise in the evaluation and recruitment processes**.



3. ANALYSIS OF RESULTS

3.1. Ethical and professional aspects

The “Ethical and professional aspects” dimension aimed to assess the perceptions of the academic community on how the principles of integrity, professional responsibility, respect and good research conduct are promoted and applied within UMFVBT.

Through a series of items, respondents were invited to express their level of agreement regarding the respect for professional ethics, the assumption of responsibility, academic freedom, the dissemination of scientific results and the institution’s response to the needs of society. The present analysis highlights a **high degree of compliance with the principles of the revised version of the European Charter for Researchers**, but also presents a series of areas identified as priorities for improvement.

3.1.1. Freedom in research activity

Most respondents consider that they enjoy a **high degree of autonomy in carrying out their scientific activity**. Thus, **59.26%** of the participants consider that they benefit from **complete freedom** in choosing research topics and directions, collaboration partners and methods of disseminating results, without significant institutional constraints.

An additional percentage of **25.49%** confirms the existence of a **high degree of freedom**, although they mention possible minor administrative limitations. However, a percentage of **11.98%** considers that although **there is freedom, they sometimes encounter external limits or**



influences. Only **3.27%** consider that **their freedom of research is significantly affected** by academic or institutional constraints, as well as by internal or external factors.

These results confirm an institutional culture oriented towards scientific autonomy, the foundation of the development of modern research and the application of the principles of the revised version of the European Charter, however, the level of autonomy in carrying out scientific activity must be improved.

3.1.2. Compliance ethical principles professional

Regarding the dimension of professional ethics, the perceptions of the respondents are **predominantly positive**. Over **91%** of them (65.14% "very high" + 26.58% "high") consider that **ethical principles are respected** and constantly integrated into academic and research activities.

The low proportions of critical categories (**below 3%**) indicate **an institutional maturity in the application of ethical norms** and an **increased credibility of ethics committees** in the exercise of their duties.

However, mentions of **specific situations of neglect of norms exist**, which suggests the need to **strengthen prevention and reporting mechanisms**.

3.1.3. Assumption of professional responsibility

From the perspective of assuming professional responsibility, the results indicate **a solid general perception** of the level of involvement and responsibility manifested in academic activity.

Thus, **52.72%** of respondents evaluate this dimension as "very high", and 33.99% as "high", which denotes a well-defined **culture of responsibility** among UMFVBT staff.

Only **3.48%** report significant deficiencies in the application of the principles of responsibility, which shows an **institutional coherence between ethics, competence and professional responsibility**.

3.1.4. Professional attitude in the academic community

The level of professionalism, respect and integrity in academic relations is appreciated as **"exemplary" or "very good"** by over **80% of participants**.

Thus, **39.22%** evaluate it as "exemplary", and **41.83%** as "very good", which reflects an **institutional climate based on mutual respect, collaboration and integrity**.

Although a minority, critical responses (2.83% "unsatisfactory" and 0.87% "inadequate") suggest the existence of **isolated situations of tension or poor communication**, which can be addressed through **mentoring mechanisms, ethical training and participative organizational culture**.



3.1.5. Fulfillment of contractual and legal obligations

The respect of contractual and legal obligations is assessed as **excellent** by **45.97%** of respondents and **very good** by **37.91%**, which indicates a **high level of administrative compliance** among university staff.

Only **2.6%** of respondents indicate notable deficiencies, which confirms the existence of a **coherent and well-respected internal regulatory framework**.

This perception is correlated with the positive assessment of the **obligations assumed by the university towards employees**, which highlights a **balanced contractual relationship** and transparency in the implementation of institutional policies.

3.1.6. Compliance with good research practices

Regarding the application of **good research practices**, over **89%** of respondents consider that they are **consistently respected** (55.12% "very high" + 34.64% "high").

These results indicate a **solid culture of quality in research**, especially in terms of methodological correctness, data responsibility and compliance with ethical regulations.

However, **7.84%** of respondents mention only partial application, which suggests the need for further **harmonization of standards across disciplines**, especially in emerging or interdisciplinary fields.

3.1.7. Dissemination and valorization of research results

With regard to the **dissemination and valorization of research results**, over **82%** of participants consider that the process is **carried out efficiently**, thus contributing to the academic visibility of the university.

Of these, **42.05%** consider dissemination to be “excellent”, and **40.31%** “very good”. There is a percentage of 13.29% of respondents who support the fact that research results are disseminated and valorized to a reasonable extent, but opportunities are not fully exploited. However, **4.35%** report significant deficiencies in promoting results, which can be **correlated with logistical or resource limitations in certain areas**.

Thus, there is a **potential for consolidation** in the direction of **technology transfer and valorization of research results**, an aspect that is continuously developing at the UMFVBT level.



3.1.8. Correlating university activity with societal needs

A key aspect in assessing the university's social responsibility is **the response to the needs of the public and society**.

The majority of respondents (**82.36%**) believe that the university aligns its activity with the **interests and concerns of society**, recognizing the importance of knowledge transfer and involvement in community initiatives.

Approximately **13.29%** consider this aspect "satisfactory", and **3.92%** "unsatisfactory", which suggests an **increased expectation on the part of teaching staff for greater visibility of the social impact of research**.

3.1.9. Compliance with institutional obligations

With regard to the university's compliance with contractual and legal obligations, the data show **high administrative credibility**:

- **69.28%** believe that the university fully complies with its commitments,
- **22.22%** assess compliance as "very good".

The extremely low proportion of critical responses (**1.52%**) confirms **the efficient functioning of the institutional mechanisms** for managing human and contractual resources.

3.1.10. Compliance with the principles of non-discrimination

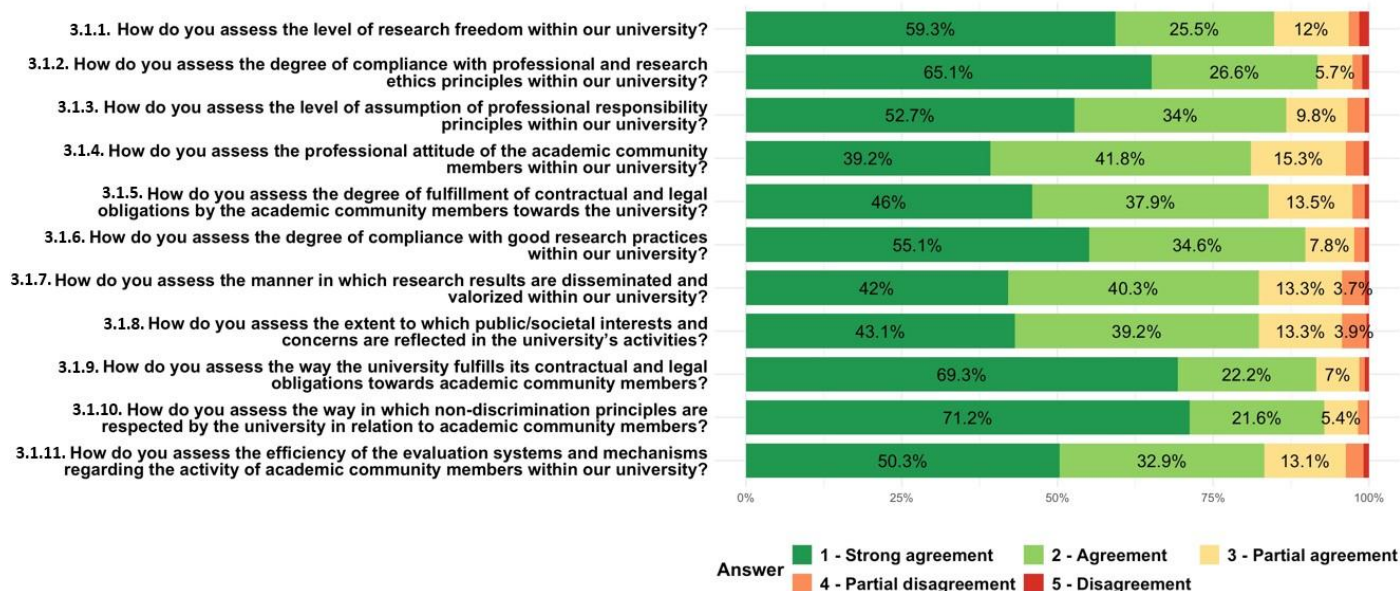
One of the essential indicators of the organizational climate is **equal opportunities and the absence of discrimination**.

The results indicate a **very high level of positive perception**, **71.24%** of respondents assess compliance with the principles as "excellent", and **21.57%** as "very good", which confirms an **inclusive institutional culture and a constant attention to diversity and equity**.

Only **1.75%** mention **difficulties** or discrepancies, probably in the context of differences in seniority or research field, aspects that can be monitored through **periodic assessments of organizational climate**.



3.1. ETHICAL AND PROFESSIONAL ASPECTS AT UMFVBT



Conclusions for the dimension “Ethical and professional aspects”

The analysis of this dimension highlights a **generally positive perception** of the ethical climate and academic professionalism within UMFVBT.

Most indicators exceed the threshold of **85% favorable perception**, which denotes the **institution’s alignment with the principles of the European Charter for Researchers** and a **consolidated organizational culture around integrity and responsibility**.

At the same time, several priority **areas of intervention** are identified:

- **Strengthening autonomy in scientific activity**
- **Increasing the visibility of research results and knowledge transfer**
- **Strengthening mechanisms for continuous ethical training**, especially for young researchers
- **Monitoring the uniform application of evaluation criteria** in all faculties/departments

These directions can contribute to **strengthening the institutional ethical framework** and increasing the visibility of UMFVBT as a European university oriented towards excellence, integrity and innovation.



3.2. Recruitment and selection in research

This dimension assesses the degree to which the **recruitment and selection process** within UMFVBT respects the principles of **transparency, equity, competence and non-discrimination**, in line with the revised version of European Charter for Researchers.

Through this section, respondents were invited to assess the degree of clarity of the former public criterion, the fairness of the evaluation staff, the involvement of administrative staff and the relevance of the criteria regarding scientific performance, mobility and collaboration.

The analysis reveals a **positive general perception**, which confirms a coherent and transparent institutional framework, but also several specific aspects that can be optimized to increase the uniformity and accessibility of the recruitment and evaluation processes.

3.2.1. Respect for the principles of transparency and non-discrimination

A first aspect analyzed concerned the **degree of transparency of the recruitment procedures and the respect for non-discrimination in the recruitment and selection process** within UMFVBT.

The majority (**78.44%**) consider that the **recruitment process is transparent** (49.46% “very high”, 28.98% “high”), confirming **equal access to information** and the **clarity of the criteria published** in the response to the competition.

Approximately 16.56% consider that the principles are moderately respected, and a percentage of 5.01% report deficiencies regarding transparency or uniform application of the criteria in the recruitment process.

These results suggest that the **mechanisms for publication and information are well consolidated**, and the university’s online communication system facilitates the **transparency of the selection process**. However, **critical perceptions** highlight the need for **continuous improvement of communication and clarification of the stages of the recruitment process**, in order to strengthen trust and ensure a uniform application of the principles of transparency and non-discrimination at all institutional levels.

3.2.2. Communication and research on teaching research positions

Over **85%** of participants rate the **communication of research positions as efficient** (“very good” - 61.87%; “good” - 23.97%), confirming easy access to public information on competitions.

However, 9.59% of respondents rate the communication only “satisfactory”, and a percentage of 4.58% of respondents rate the communication at least unsatisfactory, indicating the need to **diversify information channels and increase visibility on the international platform**.



3.2.3. Accessibility of research positions put up for competition

Approximately 85.4% of respondents rate the accessibility of advertisements for research positions as "very good" or "good". However, 10.46% consider to only have partial access, and 4.14% claim **the lack of complete translations or clarity in the international language versions**, which indicates the need to **optimize the international visibility of the competitions** in order to attract external candidates.

3.2.4. Detailing information in advertisement

The majority of respondents (**approximately 90%**) consider that the advertisements contain detailed and clear information, with 64.27% rating them as "very complete". However, 8.5% rate the degree of completeness as only "satisfactory", suggesting that, although the criteria are largely clear, the **degree of understanding may vary** depending on the applicant's professional experience. Only 1.52% of respondents consider the details provided in the recruitment advertisements to be insufficient.

3.2.5. Involvement of administrative staff in selection and recruitment procedures

The involvement of administrative staff is considered "very good" by 66.01% and "good" by 25.71% of respondents, indicating a **high degree of organizational efficiency**.

Only 2.18% evaluate this involvement as at least unsatisfactory, which confirms the existence of a **functional framework for collaboration between academic and administrative structures**.

However, **continuous training actions** are necessary for the staff involved in the selection process, to ensure the uniformity of procedures.

3.2.6. Evaluation of the quality of scientific publications

The majority of participants (88.02%) reported that scientific publications are evaluated correctly ("very good" - 62.31% and "good" - 25.71%).

However, 9.37% reported **ambiguities in quantifying the quality of publications**, which suggests the need for **transparency in defining scientific performance indicators**.

3.2.7. Evaluation of the experience and capacity in managing research projects

Over 87% of respondents rated the evaluation of project management competence as "very good" or "good", which confirms the integration of this criterion in the selection process.



However, 8.93% rated the evaluation only "satisfactory", mentioning the lack of consistency. This highlights the need for a **unified methodology for assessing project experience**, with an emphasis on the international dimension.

3.2.8. Assessment of teamwork skills in the selection and recruitment process

The results indicate a positive perception (79.96% "very good" + "good"), confirming that the spirit of collaboration is appreciated in recruitment.

However, 13.07% only assess "satisfactory", and 6.97% assess the assessment of teamwork skills as at least unsatisfactory, which suggests **the need for clearer assessment tools for interpersonal and leadership skills**.

3.2.9. Selection of evaluation committee members

Over 83% of respondents assess the selection process of the committees as transparent and meritocratic, which confirms **confidence in the impartiality of the committees**. However, approximately 10% consider that the selection process could be clearer and more uniform, and a small percentage (6.1%) report the perception of **a lack of transparency**, an aspect that indicates the opportunity for **better public documentation of the criteria for appointing committee members**.

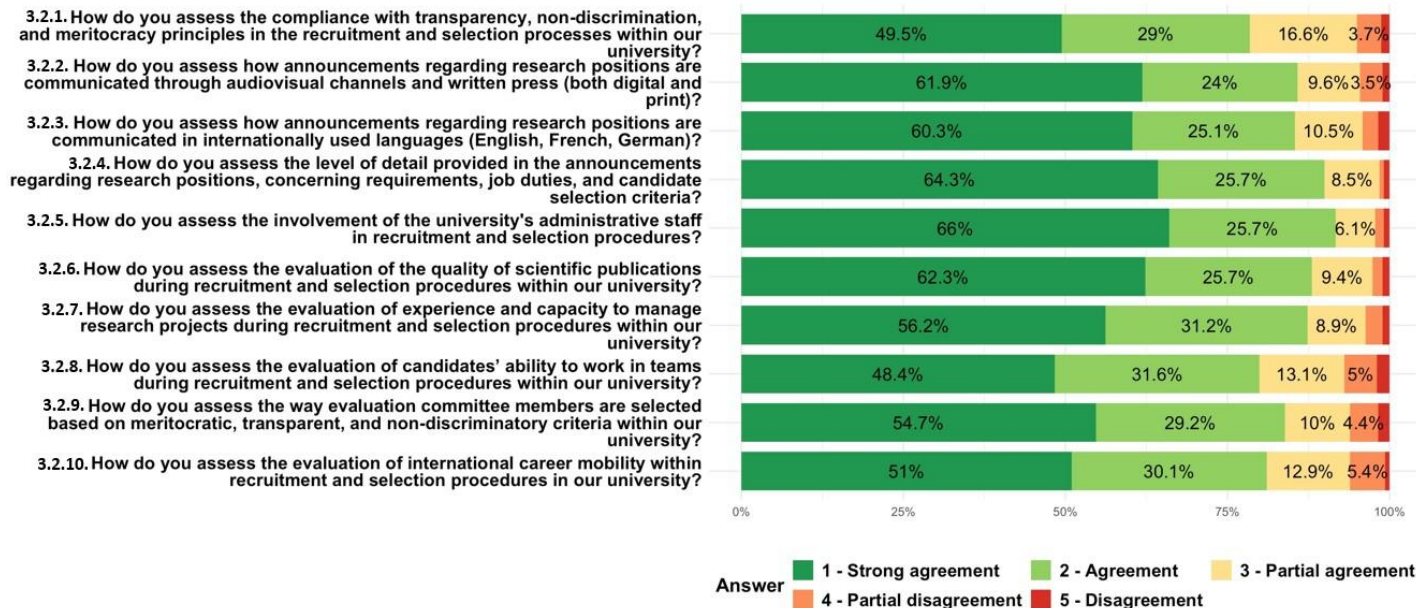
3.2.10. Assessment of international mobility in the selection and recruitment process

Approximately 81% of respondents assess international mobility as adequate, recognizing its importance for competitiveness.

However, 12.85% report the uneven application of the criterion, which recommends a **harmonization of the evaluation grids** to ensure equal treatment of all candidates.



3.2. RECRUITMENT AND SELECTION AT UMFVBT



Conclusions for the dimension “Recruitment and Selection”

The analysis of this dimension highlights a **high level of compliance** with the principles of the European Charter of Researchers, in particular regarding **transparency, equal opportunities and professional merit**.

However, **several priority areas for improvement** were identified:

- 1. Institutionalizing post-selection feedback, to increase trust and clarity of the process;**
- 2. Improving communication and clarification of all stages of the recruitment process**
- 3. Strengthening the procedure for appointing the evaluation committees;**
- 4. Better international communication of selection and recruitment opportunities;**
- 5. Developing clearer and more transparent tools for assessing teamwork, interpersonal, and leadership skills**

The selection and evaluation processes are perceived as transparent, fair and performance-oriented, but require institutionalizing post-selection feedback, clarifying the stages of the recruitment process, strengthening the procedure for appointing evaluation committees and better international communication of selection and recruitment opportunities.



Overall, the positive perceptions, exceeding 80% in most cases, confirm that within UMFVBT the selection and evaluation processes are perceived as transparent, fair and performance-oriented, criteria compatible with European standards in the recruitment of researchers.

3.3. Working conditions in research

The dimension "Working conditions in research" aimed to evaluate the organizational climate, access to social rights, fairness of working conditions and the availability of institutional resources for career development. Thus, the degree of satisfaction of the staff involved in scientific activity was targeted, in relation to the standards set out in the European Charter for Researchers, namely the **provision of a stimulating, fair and safe working environment**, which would favor professional development and academic performance.

The results confirm the existence of a well-functioning administrative framework and an institutional culture oriented towards employee support, but also several areas in which communication and transparency can be improved.

3.3.1. Knowledge and benefit of social rights

Over 93% of respondents declare themselves well informed about social rights, 71.46% considering them "very well" implemented.

This result reflects a **correct and predictable management of the contractual relationship**, although 4.79% indicate the need for clearer information on certain specific benefits, and 1.31% consider that they are not well informed.

3.3.2. Availability of administrative staff regarding social rights

Approximately 93.7% of respondents rate the availability of administrative staff as "very good" or "good".

These data confirm an **efficient functioning of human resources services**. However, approximately 5% indicate that the information provided by administrative staff is not always complete or clearly explained, and 1.3% consider that the information provided by administrative staff is incomplete or difficult to obtain. Thus, it is recommended to **strengthen proactive communication**, especially during periods of legislative changes.

3.3.3. Equitable working conditions

Over 88% of respondents consider that UMFVBT offers fair working conditions.

The minor differences reported by 8.71% of participants suggest **the need for continuous monitoring of fair access to opportunities**, especially between young and senior professionals.



3.3.4. Recognition of external professional courses and qualifications

88% of participants rate the recognition procedures as “very good” or “good”, which confirms the correct functioning of the administrative mechanisms.

However, 9.59% consider the process of recognition of qualifications and courses to be slow, which indicates the **need for digitalization and simplification of bureaucratic flows**.

3.3.5. Funding of research activities and staff remuneration

Over 83% rate this aspect as being “very well” or “well” managed, which reflects an **adequate correlation between performance and reward**.

However, 9.37% of respondents mention that there is a correlation between merit and funding/salary, but the application of meritocratic criteria is not always consistent, and 6.97% consider research funding and staff salaries to be often influenced by factors other than merit. Thus, it is recommended to implement **greater transparency in the allocation of funds and explicitly detail meritocratic criteria in salaries**.

3.3.6. Access to career and development counseling

About 76% of respondents rate access to counseling as “very good” or “good”, and 12.64% consider that support should be **personalized according to career level**, especially for young professionals and PhD students. However, over 10% of respondents evaluate this aspect negatively, suggesting the need to actively promote career development opportunities.

3.3.7. Protection of intellectual property rights

Approximately 90% of respondents confirm the existence of an efficient framework for the protection of intellectual property rights.

However, 8.28% report a **lack of sufficient information on internal procedures**, which suggests the need for an **institutional awareness campaign**.

3.3.8. Efficiency of complaints and referral management

The majority of respondents (87.58%) consider the process to be efficient, but 10.02% consider it to be only partially functional.

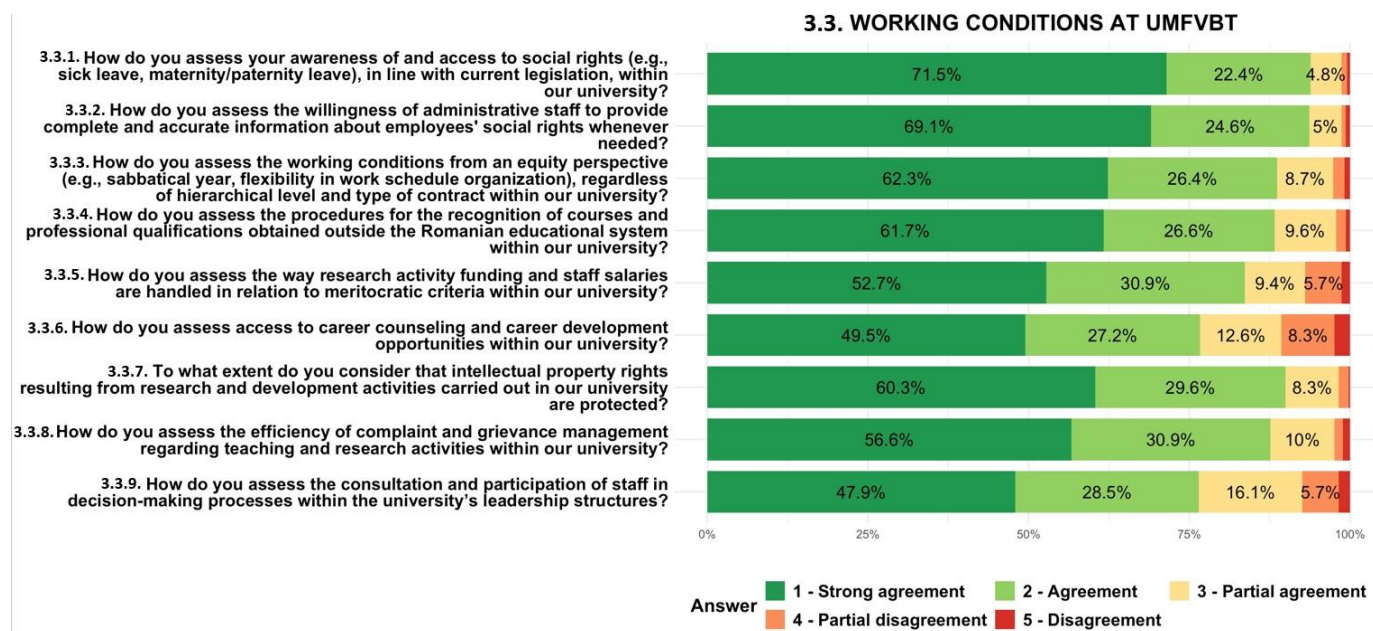
Thus, it is recommended to **increase the degree of transparency and communicate feedback to the people involved**.



3.3.9. Consultation and participation in decisions

76.47% of participants consider that they are consulted in the decision-making process.

However, 16% mention that this consultation is sometimes formal and does not guarantee a significant influence on decisions, and 7.4% negatively assess this aspect, which highlights the need for **active involvement of staff in university governance processes**, in the spirit of the Charter's principle of collective responsibility and participatory consultation.



Conclusion section 3.3:

UMFVBT demonstrates a high degree of compliance with the principles of the European Charter for Researchers, in particular regarding the contractual stability, equitable working conditions and the protection of researchers' rights. However, to achieve a level of full excellence, it is recommended to:

- strengthen internal communication and administrative transparency,
- digitize recognition and reporting processes,
- implement an explicit meritocratic culture in funding and evaluation procedures,
- expand early career counselling and mentoring,
- increase the degree of real participation in institutional decision-making

Through these directions, the university can consolidate its status as a **competitive European institution**, which effectively applies the principles of the "Working Conditions and Practices"



of the European Charter for Researchers, revised edition of 2023. Thus, promoting a working environment based on **respect, performance and sustainable development of the researcher's career.**

3.4. Professional training and development

The dimension "Professional training and development" aimed the analyzing of how UMFT supports the development of academic and research staff skills, through coherent performance assessment policies, ensuring a sustainable balance between teaching tasks and scientific activity, as well as through access to infrastructure and continuing training programs. This area reflects the institution's commitment to the **principle of continuous professional development and the consolidation of researchers' careers**, enshrined in the European Charter for Researchers, which stipulates that employers must create the necessary conditions for continuous improvement, professional mobility and diversification of scientific and transversal skills.

The results highlight a high degree of satisfaction and confirm the coherent functioning of the professional evaluation and support mechanisms, **indicating predominantly favorable perceptions**, but also **increased expectations regarding the standardization of training programs, diversification of topics and the creation of more clearly defined career paths** for young researchers.

3.4.1. Periodic evaluation of the activity of research and administrative staff

Approximately 87% of respondents consider the evaluation adequate, objective and constructive ("very good" - 58.61%; "good" - 28.32%).

10% report a lack of sufficient feedback, which suggests the **need for more personalized and professional development-oriented evaluations.**

3.4.2. The ratio between teaching and research time

Over 81% assess the ratio as "very good" or "good", indicating a reasonable balance between teaching and research.

However, 14.81% consider the time dedicated to research insufficient, which suggests the **need for increased flexibility in teaching time** for staff actively involved in scientific projects. Also, 3.7% assess this aspect negatively, considering that teaching time is a restrictive factor for involvement in competitive research projects, as well as for the quality of research activities.

3.4.3. Impact of clinical/intra-hospital activities

Approximately 87.6% of respondents consider the impact of these activities positive, confirming the **interconnection between clinical practice and research.**



However, 8.93% consider the impact to be neutral, suggesting the **need for a more efficient integration between clinical and academic activity**.

3.4.4. Continuous learning opportunities

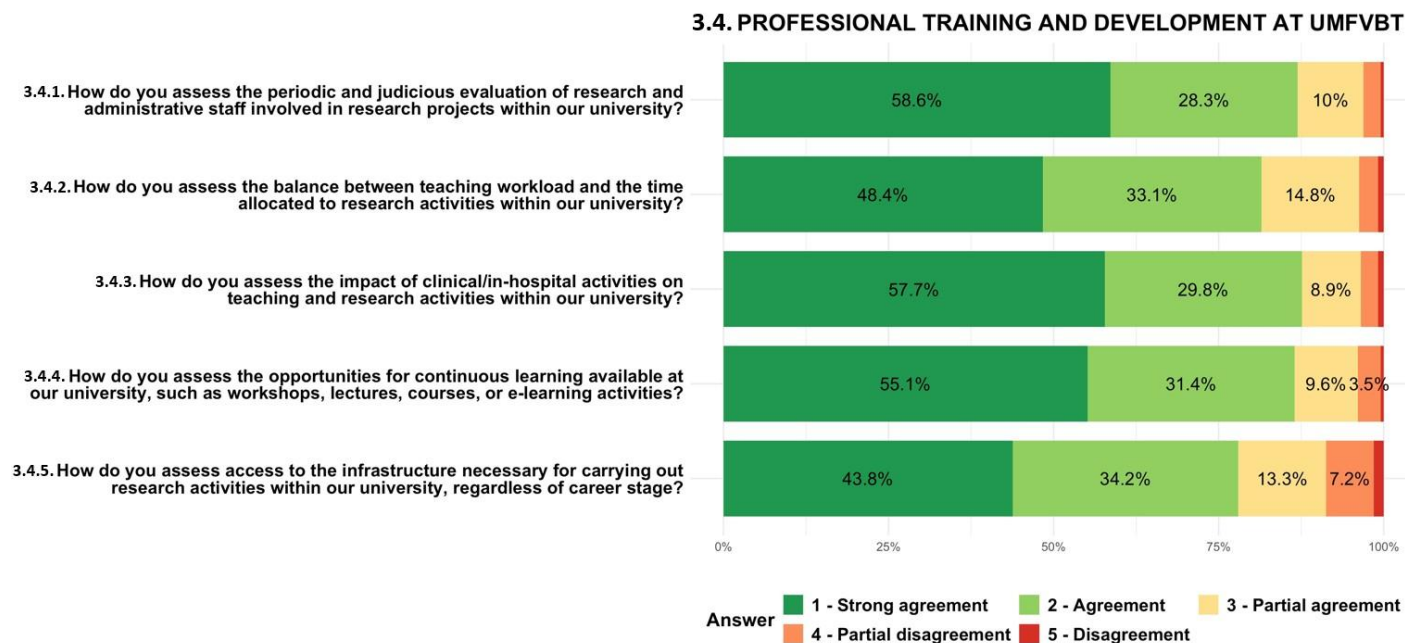
Over 86% of respondents consider the continuous training opportunities as “very good” or “good”.

These results confirm UMFVBT’s commitment to professional development, although 9.59% mention the **need to expand programs** to meet various personal needs, signaling the need for programs adapted to the level of experience and disciplinary specificity.

3.4.5. Access to resources and infrastructure

Approximately 78% of respondents consider access to resources as “very good” or “good”, confirming the existence of a functional infrastructure.

However, 13.29% report additional needs in the field of equipment and research infrastructure. Still, 8.72% negatively assess access to resources and infrastructure, which indicates the **need for continued investment and the digitalization of access platforms**.





Conclusion section 3.4:

The results show a stable, well-structured and quality-oriented institutional system that truly supports professional training and scientific performance. However, **optimizing the teaching-research ratio, expanding continuing education programs and modernizing the infrastructure** remain strategic priorities for strengthening academic and scientific performance.

To achieve a consolidated level of excellence, it is recommended:

- **optimizing the teaching-research ratio** through flexible time allocation mechanisms for scientific projects;
- **diversifying and standardizing continuing education programs**, adapted to the career stage;
- **modernizing and digitizing the research infrastructure**, to support interdisciplinarity and international collaboration;
- **increasing access to funding for mobilities, internships and international conferences**, within the framework of Erasmus+, Horizon Europe or similar programs;
- **developing an institutional culture of mentoring and formative evaluation**, as tools to stimulate performance.

Through these strategic directions, UMFVBT consolidates its position as a **European reference institution**, capable of attracting, training and retaining research talents, in full accordance with the principles of Pillar IV of the European Charter for Researchers - Research career development and valorization of scientific talent.



Annex 1 – The questionnaire applied in THE consultation process institutional

A. SOCIO-DEMOGRAPHIC AND PROFESSIONAL CHARACTERISTICS OF RESPONDENTS

1) What teaching or research title do you currently hold?

- Doctoral student
- Postdoctoral student
- Assistant professor
- Supervisor/Lecturer
- Associate professor
- University professor

- Research assistant
- Scientific researcher
- Scientific researcher level III
- Scientific researcher level II
- Scientific researcher level I

- Technical and administrative staff involved in research activities/projects



2) According to the job description, you hold a position with:

- Management function
- Execution function

3) Are you:

- Female
- Male
- Non-binary
- I do not wish to answer

5. What race/ethnicity best describes you?

- White/Caucasian
- Black or African-American
- Asian
- Multiple ethnicity

5) What is your age (years of age at the time of completing the questionnaire)? Please write your answer in the box below.



6) What is the length of your contractual employment within UMFVBT (in months)? Please write your answer in the box below.

7) What is the faculty where your teaching and research activity is carried out?

- Faculty of Medicine
- Faculty of Dentistry
- Faculty of Pharmacy
- Faculty of Nursing
- Directorate/Center/Department/Other type of structure within UMFVBT

8) What percentage of your core activity time is allocated to research?

- <1%
- 1-25%
- 26-50%
- 51-75%
- 76-100%

9) How many selection committees for teaching or research positions (including admission to Doctoral School) have you participated as a member in the last 10 years?

- 0
- 1-5



- 5-10
- 10-20
- >20

10) What is your experience (in cumulative months) in international research (including doctoral research activity)?

- <1
- 1-12
- 13-60
- 61-120
- > 120

11) What is the duration (in months, in uninterrupted succession) spent in a research activity (including doctoral internship) abroad?

- <1
- 1-6
- 7-12
- 13-24
- >24



B. ANALYSIS OF RESPONDENTS' PERCEPTIONS AND OPINIONS

I. ETHICAL AND PROFESSIONAL ASPECTS

I.1. How do you assess the level of research freedom within our university?

1. Very high – I have complete freedom in choosing research directions and topics, ways of association in research and dissemination of research results, without constraints.

2. High – I generally have freedom in research activity, with some minor restrictions.

3. Moderate – There is freedom, but I sometimes encounter limits or external influences.

4. Low – My freedom of research is affected by academic or institutional constraints.

5. Very low – My research activity is strongly restricted by internal or external factors.

I.2. How do you assess the degree of compliance with professional and research ethics principles within our university?

1. Very high – The principles of ethics are rigorously respected and are constantly integrated into all academic and research activities.

2. High – In general, professional and research ethics are respected, although occasionally situations arise that require improvement.

3. Moderate – The principles of ethics are largely respected, but there are situations where these principles are violated or neglected.

4. Low – In certain areas of university activity, compliance with professional and research ethics is frequently violated or ignored.

5. Very low – The principles of ethics are not respected, and violations are frequent and tolerated.



I.3. How do you assess the level of assumption of professional responsibility principles within our university?

1. Very high – Professional responsibility is assumed at all levels and in all activities within the university.

2. High – In general, the staff and the institution assume professional responsibility, with minor exceptions.

3. Moderate – The principles of professional responsibility are partially assumed, but there is room for improvement.

4. Low – The assumption of professional responsibility is deficient and there are frequent shortcomings in the application of these principles.

5. Very low – Professional responsibility is rarely assumed, and irregularities are ignored or minimized.

I.4. How would you assess the professional attitude of the academic community members within our university?

1. Exemplary – Members of the academic community demonstrate a very high level of professionalism, respect and integrity in all interactions.

2. Very good – In general, the professional attitude is positive, with respect for academic and ethical standards.

3. Satisfactory – The professional attitude is adequate in most cases, but there are some areas that require improvement.

4. Unsatisfactory – The professionalism of members of the academic community is often lacking, and inappropriate behaviors are common.

5. Inadequate – Professional attitude is seriously affected, and norms of respect and integrity are rarely observed.

I.5. How do you assess the degree of fulfillment of contractual and legal obligations by the academic community members towards the university?



1. Excellent – Contractual and legal obligations are fully and without exception respected by all members of the academic community.

2. Very good – Most members of the academic community consistently respect their obligations, with very few deviations.

3. Satisfactory – Obligations are generally respected, but there are some cases in which they are not fully fulfilled.

4. Deficient – Compliance with contractual and legal obligations is frequently not respected, and deviations are visible.

5. Very deficient – Contractual and legal obligations are rarely fulfilled, and the university does not react with corrective measures.

I.6. How do you assess the degree of compliance with the good research practices within our university?

1. Very high – The principles of good research practice are consistently and rigorously observed by all researchers and academic staff.

2. High – Generally, good research practice is observed, but small deviations occasionally occur.

3. Moderate – The principles of good practice are largely observed, but there are situations in which they are not fully applied.

4. Low – Compliance with good research practice is deficient, and deviations are relatively frequent.

5. Very low – Good research practice is rarely observed, and violations are common and uncorrected.

I.7. How would you assess the manner in which research results are disseminated and valorized within our university?

1. Excellent – Research results are disseminated effectively and valorized widely, having a significant impact at national and international level.

2. Very good – In general, research results are well promoted and used, but there is room for improvement in some areas.

3. Satisfactory – Research results are disseminated and valorized to a reasonable extent, but opportunities are not fully exploited.



4. Deficient – Research results are rarely promoted or valorized adequately, and their impact is low.

5. Very deficient – Dissemination and valorization of research results are extremely limited or non-existent, and the impact is insignificant.

I.8. How do you assess the extent to which public/societal interests and concerns are reflected in the university's activities?

1. Very good – The university's work is closely correlated with the needs and concerns of society, having a visible and relevant impact.

2. Good – The university largely integrates the interests of the public into its activities, but could do more in some areas.

3. Satisfactory – Public interests and concerns are partially taken into account, but there are areas that do not receive sufficient attention.

4. Unsatisfactory – The university rarely takes public interests and concerns into account in its work.

5. Very unsatisfactory – The university's work is disconnected from the needs and concerns of society, and the impact on the public is minimal.

I.9. How do you assess the way the university fulfills its contractual and legal obligations towards the academic community members?

1. Excellent – The university fully and consistently complies with all its contractual and legal obligations towards members of the academic community.

2. Very good – The university generally fulfills its obligations, with minor delays or occasional exceptions.

3. Satisfactory – Obligations are largely met, but there are cases of delays or non-compliance.

4. Deficient – The university's contractual and legal obligations are frequently not respected or delayed.

5. Very deficient – The university rarely fulfills its contractual and legal obligations, and problems are ignored or minimized.

I.10. How do you assess the way in which the non-discrimination principles are respected by the university in relation to academic community members?



1. Excellent – The university fully respects the principles of non-discrimination, ensuring equal and fair treatment for all members of the academic community.

2. Very good – In general, the university promotes and applies the principles of non-discrimination, with only a few occasional exceptions.

3. Satisfactory – The principles of non-discrimination are largely respected, but there are areas where discrepancies or challenges arise.

4. Deficient – Respect for the principles of non-discrimination is frequently deficient, and cases of unfair treatment are quite common.

5. Very poor – The University does not respect the principles of non-discrimination, and discrimination is frequent and unsanctioned.

I.11. How do you assess the efficiency of the evaluation systems and mechanisms regarding the activity of academic community members within our university?

1. Very efficient – The evaluation systems are well designed, transparent and contribute significantly to the recognition of merits and performances.

2. Efficient – In general, the evaluation systems work well, but could benefit from some improvements to be more efficient.

3. Moderate – There is an evaluation system, but it has gaps and does not always correctly reflect the work of members of the academic community.

4. Inefficient – Evaluation mechanisms are often confusing, ineffective or not applied properly.

5. Very ineffective – Evaluation systems are missing or completely ineffective, and the work of members of the academic community is not adequately appreciated.



II. RECRUITMENT AND SELECTION

II.1. How do you assess the compliance with transparency, non-discrimination and meritocracy principles in the recruitment and selection processes within our university?

1. Very high – The principles of transparency, non-discrimination and meritocracy are rigorously respected in all recruitment and selection processes.

2. High – In general, these principles are applied, although some occasional exceptions may occur.

3. Moderate – There is respect for these principles, but the recruitment and selection processes can be improved in certain aspects.

4. Low – Respect for the principles of transparency, non-discrimination and meritocracy is frequently not respected in recruitment processes.

5. Very low – Recruitment and selection processes are opaque, discriminatory and do not reflect the merits of candidates.

II.2. How do you assess how announcements regarding research positions are communicated through audiovisual channels and written press (both digital and print)?

1. Very good – Announcements are communicated effectively and accessibly on all relevant channels, reaching a wide audience.

2. Good – In general, announcements are adequately communicated, but there are some channels that could be used more effectively.

3. Satisfactory – Announcements are communicated, but not in a sufficiently visible way to reach all potential candidates.

4. Unsatisfactory – Announcements are poorly communicated, and the information is not accessible or clear to all interested parties.

5. Very unsatisfactory – Announcements regarding teaching and research positions are rarely communicated, and the lack of transparency affects the recruitment process.

II.3. How do you assess how announcements regarding research positions are communicated in internationally used languages (English, French, German)?

1. Very good – Announcements are available and well translated in all internationally circulated languages, reaching a wide and diverse audience.



2. Good – Announcements are generally communicated in international languages, but there may be small errors or omissions in the translations.

3. Satisfactory – Announcements are translated, but are not always accessible or visible to all interested parties.

4. Unsatisfactory – The communication of announcements in international languages is deficient, and the information is not always clear or correct.

5. Very unsatisfactory – Announcements regarding research positions are not communicated in internationally circulated languages, limiting access for potential candidates.

II.4. How do you assess the level of detail provided in the announcements regarding research positions, concerning requirements, job duties and candidate selection criteria?

1. Very complete – The advertisements contain detailed and clear information about the requirements, obligations and selection criteria, facilitating the understanding of the recruitment process.

2. Complete – In general, the advertisements provide sufficient information, but there are some aspects that could be better explained.

3. Satisfactory – The advertisements include information, but are not always clear or detailed regarding the requirements and selection criteria.

4. Unsatisfactory – The information in the advertisements is often insufficient, leaving many questions unanswered.

5. Very unsatisfactory – The advertisements do not contain relevant or detailed information, making the application process confusing and inefficient.

II.5. How would you assess the involvement of the university's administrative staff in recruitment and selection procedures?

1. Very good – Administrative staff are effectively involved, ensuring a transparent, fair and well-organized process.

2. Good – Involvement of administrative staff is generally adequate, but there is room for improvement in some aspects related to organization or communication.

3. Satisfactory – Administrative staff are involved, but their role is not always clear or effective in the selection and recruitment procedures.

4. Unsatisfactory – Involvement of administrative staff is deficient, and the selection and recruitment processes suffer from inadequate organization.



5. Very unsatisfactory – Administrative staff are poorly involved or absent from the selection and recruitment procedures, which seriously affects the efficiency and transparency of the process.

II.6. How do you assess the evaluation of the quality of scientific publications during recruitment and selection procedures within our university?

1. Very good – The quality of scientific publications is rigorously assessed, based on clear and relevant criteria, having a significant impact on the selection and recruitment process.

2. Good – Scientific publications are adequately taken into account, but the evaluation criteria could be better defined and applied.

3. Satisfactory – Scientific publications are assessed, but there are uncertainties regarding how to quantify their quality.

4. Unsatisfactory – The assessment of scientific publications is incomplete or inadequate, not being a central criterion in the selection and recruitment procedures.

5. Very unsatisfactory – The quality of scientific publications is not properly taken into account, and this aspect has a minimal impact on the recruitment process.

II.7. How do you assess the evaluation of experience and capacity to manage research projects during recruitment and selection procedures within our university?

1. Very good – Experience and the ability to manage research projects are rigorously assessed and represent important criteria in the selection and recruitment process.

2. Good – In general, these skills are properly taken into account, but there is room for a more detailed and clearer assessment.

3. Satisfactory – Experience in managing research projects is assessed, but not always consistently or in sufficient depth.

4. Unsatisfactory – Assessment of experience and capacity in managing research projects is deficient and does not play a key role in the recruitment process.

5. Very unsatisfactory – Experience in managing research projects is rarely or not taken into account, which affects the quality of the selection process.



II.8. How do you assess the evaluation of candidates' ability to work in teams during recruitment and selection procedures within our university?

1. Very good – The ability to work in a team is assessed thoroughly and is an important criterion in the selection and recruitment process.

2. Good – In general, this ability is taken into account adequately, but the assessment could be more detailed.

3. Satisfactory – Teamwork is assessed, but not always clearly or consistently in all cases.

4. Unsatisfactory – Assessment of teamwork is insufficient and does not play a key role in selection procedures.

5. Very unsatisfactory – Teamwork is rarely assessed or taken into account, which reduces the quality of the recruitment process.

II.9. How do you assess the way evaluation committee members are selected based on meritocratic, transparent and non-discriminatory criteria within our university?

1. Very good – The selection of evaluation committee members is carried out in a fully meritocratic, transparent and non-discriminatory manner, respecting the highest standards.

2. Good – In general, the selection of committee members respects meritocratic and transparent criteria, but there is room for minor improvements.

3. Satisfactory – Meritocracy and transparency criteria are applied, but the selection process could be clearer and more uniform.

4. Unsatisfactory – The selection of committee members is often non-transparent, and meritocracy criteria are not always respected.

5. Very unsatisfactory – The selection process is opaque and discriminatory, and meritocracy criteria are ignored in most cases.

II.10. How do you assess the evaluation of international career within recruitment and selection procedures in our university?

1. Very good – International mobility is assessed rigorously and has an important impact in the selection and recruitment process.

2. Good – In general, international mobility is properly taken into account, but there are aspects that could be improved.



3. Satisfactory – International mobility is assessed, but not always consistently or with sufficient clarity.

4. Unsatisfactory – International mobility is often undervalued or neglected in the selection and recruitment process.

5. Very unsatisfactory – International mobility is not properly considered or assessed, affecting the quality of the recruitment process.



III. WORKING CONDITIONS

III.1. How do you assess your awareness of and access to social rights (e.g. sick leave, maternity/paternity leave), in line with current legislation, within our university?

1. Very good – I am very well informed and fully benefit from social rights in accordance with the legislation in force.

2. Good – In general, I know and benefit from social rights, but there are some aspects that I could understand better.

3. Satisfactory – I have a basic understanding of social rights and benefit from them, but sometimes I feel that the information is not clear enough.

4. Unsatisfactory – My knowledge of social rights is limited and I have not always benefited from them properly.

5. Very unsatisfactory – I am not well informed about social rights and do not feel that I benefit from them in accordance with the legislative provisions.

III.2. How do you assess the willingness of administrative staff to provide complete and accurate information about employees' social rights whenever needed?

1. Very good – The administrative staff is always available and provides complete and accurate information on social rights in a prompt and efficient manner.

2. Good – In general, the administrative staff provides adequate information on social rights, but occasionally further clarification is needed.

3. Satisfactory – The administrative staff provides information, but it is not always complete or clearly explained.

4. Unsatisfactory – The information provided by the administrative staff is incomplete or provided late, which creates confusion.

5. Very unsatisfactory – The administrative staff is rarely available and information on social rights is incomplete or difficult to obtain.

III.3. How do you assess the working conditions from an equity perspective (e.g. sabbatical year, flexibility in work schedule organization), regardless of hierarchical level and type of contract within our university?

1. Very good – All employees, regardless of hierarchical level or contract type, have fair access to flexible working conditions and opportunities such as sabbatical leave.



2. Good – In general, working conditions are fair, but some differences may occur depending on hierarchical level or contract type.

3. Satisfactory – Access to fair working conditions is offered, but is not always clear or uniform for all employees.

4. Unsatisfactory – There are obvious inequities in access to flexible working conditions and benefits, depending on hierarchical position or contract type.

5. Very unsatisfactory – Access to fair working conditions is limited or non-existent for certain categories of employees, depending on hierarchical level or contract type.

III.4. How do you assess the procedures for the recognition of courses and professional qualifications obtained outside the Romanian educational system within our university?

1. Very good – The procedures for recognizing courses and qualifications are clear, fast and fair, without bureaucratic obstacles.

2. Good – In general, the procedures work well, but there are some occasional delays or ambiguities.

3. Satisfactory – Recognition of qualifications and courses is possible, but the process is sometimes complicated and requires more time or clarifications.

4. Unsatisfactory – Recognition procedures are difficult and full of bureaucratic obstacles, which makes the process difficult.

5. Very unsatisfactory – Recognition of courses and qualifications obtained outside the Romanian education system is almost impossible or very inefficient.

III.5. How do you assess the way research activity funding and staff salaries are handled in relation to meritocratic criteria within our university?

1. Very good – Research funding and staff remuneration are transparent and strictly based on merit and results.

2. Good – In general, funding and remuneration are correlated with performance, but there are some discrepancies that could be corrected.

3. Satisfactory – There is a correlation between merit and funding/remuneration, but the application of meritocratic criteria is not always consistent.

4. Unsatisfactory – Research funding and staff remuneration are often influenced by non-merit factors, which affects motivation.



5. Very unsatisfactory – Funding and remuneration do not reflect merit, and the process is perceived as opaque and unfair.

III.6. How do you assess access to career counselling and career development opportunities within our university?

1. Very good – Access to career guidance is excellent, and career development opportunities are varied and well structured.

2. Good – In general, there is adequate access to career guidance and development opportunities, but they could be improved in some areas.

3. Satisfactory – Career guidance is available, but is not always effective or personalized according to individual needs.

4. Unsatisfactory – Access to career guidance is limited, and career development opportunities are few and difficult to identify.

5. Very unsatisfactory – Career guidance is almost non-existent, and career development opportunities are very limited or unclear.

III.7. To what extent do you consider that intellectual property rights resulting from research and development activities carried out in our university are protected?

1. Very high – Intellectual property rights are well protected, and the university provides clear support and resources to ensure their protection.

2. High – Generally, intellectual property rights are protected, but there could be better information and support for researchers.

3. Satisfactory – There are measures to protect intellectual property rights, but the process is not always clear or easy to navigate.

4. Unsatisfactory – Protection of intellectual property rights is insufficient, and researchers face difficulties in defending their work.

5. Very unsatisfactory – Intellectual property rights are not protected, and the university does not provide adequate support for researchers in this regard.



III.8. How do you assess the efficiency of complaint and grievance management regarding teaching and research activity within our university?

1. Very good – The management of complaints and referrals is excellent, being processed quickly and efficiently, with clear feedback and corrective actions implemented.

2. Good – Complaints and grievances are generally handled appropriately, but sometimes the process can be slower or less transparent.

3. Satisfactory – There is a complaints management mechanism, but its effectiveness and clarity are variable and require improvement.

4. Unsatisfactory – Complaints and grievance management is often ineffective, with delayed or inadequate responses to concerns raised.

5. Very unsatisfactory – Complaints management is practically non-existent, and grievances are not considered or investigated.

III.9. How do you assess the consultation and participation of staff in decision-making processes within the university's leadership structures?

1. Very good – There is constant and effective consultation, and staff opinions are seriously considered in the decision-making process.

2. Good – Staff are generally consulted regularly, but there are occasional situations where feedback is not integrated into final decisions.

3. Satisfactory – Staff consultation takes place, but the process is often formal and does not guarantee significant influence on decisions.

4. Unsatisfactory – Staff consultation is rare, and management decisions are often made without involving their opinions.

5. Very unsatisfactory – Staff are not consulted at all in the decision-making process, and decisions are imposed without taking their feedback into account.



IV. PROFESSIONAL TRAINING AND DEVELOPMENT

IV.1. How do you assess the periodic and judicious evaluation of research and administrative staff involved in research projects within our university?

1. Very good – Evaluations are carried out regularly, objectively and constructively, contributing to the continuous improvement of the work.

2. Good – In general, evaluations are adequate, but there are occasional gaps in clarity or in the evaluation criteria used.

3. Satisfactory – Evaluations are carried out, but the process is sometimes inconsistent and does not provide sufficient feedback for staff development.

4. Unsatisfactory – Evaluations are infrequent and lack objectivity, which makes it difficult to truly appreciate the contributions of staff.

5. Very unsatisfactory – Evaluation of the work of research and administrative staff is non-existent or totally ineffective, not having a positive impact on performance.

IV.2. How do you assess the balance between teaching workload and the time allocated to research activities within our university?

1. Very good – The ratio is balanced, allowing me to fulfill my teaching workload without affecting the time dedicated to research.

2. Good – In general, there is a reasonable balance, but sometimes the teaching workload can limit the time available for research.

3. Satisfactory – The ratio is acceptable, but I feel that I need more time for research activities to reach the desired standards.

4. Unsatisfactory – The ratio between teaching workload and research time is unbalanced, and the teaching workload significantly limits my research opportunities.

5. Very unsatisfactory – The teaching workload is too high, and the time available for research is extremely limited, affecting the quality of research activities.

IV.3. How do you assess the impact of clinical/intra-hospital activities on teaching and research activities within our university?

1. Very positive – Clinical/intra-hospital activities significantly improve both teaching and research activities, providing relevant and applicable case studies.



2. Positive – Clinical activities have a beneficial impact on teaching and research activities, but could be integrated more effectively.

3. Neutral – The impact of clinical activities on teaching and research activities is moderate, with both advantages and disadvantages.

4. Negative – Clinical/intra-hospital activities negatively affect teaching and research activities, reducing the time and resources available for these areas.

5. Very negative – Clinical activities have a very high impact on teaching and research activities, making them extremely difficult and inefficient.

IV.4. How do you assess the opportunities for continuous learning available at our university, such as workshops, lectures, courses or e-learning activities?

1. Very good – There is a wide variety of continuing learning opportunities, which are well organized and accessible, constantly improving personal and professional skills.

2. Good – Continuing learning opportunities are adequate, but could be expanded to cover more areas of interest.

3. Satisfactory – There are some continuing learning opportunities, but they are not sufficient or are not always relevant to personal needs.

4. Unsatisfactory – Continuing learning opportunities are limited, and their accessibility and diversity are unsatisfactory.

5. Very unsatisfactory – Continuing learning opportunities are practically non-existent, which limits the professional development of staff.

IV.5. How do you assess access to the infrastructure necessary for carrying out research activities within our university, regardless of career stage?

1. Very good – I have easy and adequate access to all the resources and infrastructure necessary to carry out research activities.

2. Good – Infrastructure is generally available, but there are occasional difficulties in accessing certain resources.

3. Satisfactory – Access to infrastructure is acceptable, but could be improved to better support research activities.

4. Unsatisfactory – Access to infrastructure is limited and, in many cases, does not meet the needs for effective research.



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5. Very unsatisfactory – Access to infrastructure required for research is extremely insufficient, seriously affecting the ability to conduct quality research activities.