

Technical University of Cluj-Napoca: HRS4R Survey - Centralized form

After receiving the completed forms from TUCN researchers we have the following centralized form: Code of color

- IE- ELECTRICAL ENGINEERING
- AU – ARCHITECTURE AND URBANISM
- CO - CONSTRUCTION
- INS – INSTALLATIONS
- ING – CUNBM ENGINEERING
- LITE – LETTERS
- AC – AUTOMATICS AND COMPUTERS
- IIRMP –
- SCIENCES - CUNBM
- ARMM - Road Vehicles, Mechatronics and Mechanics
- SME - Materials and Environmental Engineering
- ETTI – ELECTRICAL ENGINEERING, TELECOMMUNICATIONS AND INFORMATION TECHNOLOGY
- DSPP

On a scale of 1 to 4, how do you think the following principles are implemented within the Technical University of Cluj-Napoca?

- In the grade field, please choose from the following:
- 4 - fully implemented/ implementate total
 - 3 - almost but not fully implemented / largely implemented
 - 2 - partially implemented/ partially implemented
 - 1 - insufficiently implemented / insufficiently implemented

In the Comments field, please fill in your suggestions and observations.
NOTES! For questions marked with optional * It is not mandatory to add suggestions or observations.
15 - Questions with optional suggestions/comments.
25 - Questions to which it is recommended to fill in the suggestions/comments field.
Human Resources Strategy for Researchers (HRS4R): <https://euraxess.ec.europa.eu/jobs/hrs4r>

Status				
No crt	Ethical and professional aspects	Grade	Comments	Synthesis

1	<p>Research freedom</p> <p>Researchers should focus their research for the good of humankind and for expanding the frontiers of scientific knowledge, while enjoying the freedom of thought and expression, and the freedom to find methods by which problems are solved, according to recognised ethical principles and practices. Researchers should, however, recognise the limitations to this freedom that could arise because of particular research circumstances (including supervision/guidance/management) or operational constraints, e.g., for budgetary or infrastructural reasons or, especially in the industrial sector, for reasons of intellectual property protection. Such limitations should not, however, contravene recognised ethical principles and practices, to which researchers must adhere.</p>	<p>3,54 3,27 3,50 3,56 3,53 3,65 3,52 3,48 3,45 3,20 3,36 3,52 3,14</p>	<ul style="list-style-type: none"> • There was no constraint on the part of the Institution on freedom in research. • I think there are no limitation regarding the freedom of thought and expression. • Research infrastructure is sometime limited. • The limitations for different subjects of the research activities should be given to the researchers as a summary for the researcher to follow them easier • The limitations for different subjects of the research activities should be given to the researchers (since there could be some limitations also made by the institution, but also specified in the contracts) • The good can be perceived differently depending on the education, the culture. The most common good is associated with pleasure • Research is most of the time connected with the department's research. • limitation due to budgetary or infrastructural reasons and internal bureaucracy • Some limitations are due to infrastructural reasons. • Researchers enjoying the freedom of thought and expression, and the freedom to find methods by which problems are solved • I did not encounter any problems regarding the freedom of research. As a suggestion, a greater openness of the research infrastructure between faculties. • It is necessary a better coordination of materials and equipment procurement activities. • It is necessary a better coordination of materials and equipment procurement activities • We need better management • Better access to IPR information and open access science • Simplification of online courses enrollment • The feedback from the research should be summarized and sent to higher levels for better feedback of those involved in the research • Mitigation of financial constraints will reduce the paperwork. • The research must admit the operational constraints. • The university should offer more support for research and to work closer with researchers. • Research infrastructure is sometime limited. • I had my institution full support to test, implement or collaborate with industry partners. Presented results reflect reality, even if sometimes my results were inferior to other similar ones. Encountered limitations were met on specific data sets that I had to normalize and not indicate their origin. • The relationship with the economic environment should be developed • We should encourage researchers that want to study a specific theme without constrains. • Proper research funding. • Research freedom is fully implemented in our institution. <p>Fully implemented Research freedom will be totally implemented when access to resources will be more open. For now, everyone is free to do freelance unpaid research. Also, recognition of research is difficult. Although the research freedom is very large, the SIMAC reporting system is organized on particular criteria and it sometimes happens that some activities cannot be integrated. Implementation is partial because we cannot discuss adequate research as long as teachers are busy with bureaucratic activities. For some specializations, for now part of the research is done with minimum resistance without being encouraged within the departments but only at the university level. Spaces dedicated to research are missing, teaching staff have neither space in which to carry out research activities nor adequate equipment for real research work outside of teaching hours, thus encouraging an attitude of non-involvement in everything that means research in the interest of the community academic. The possible limitation of the research should not affect the result, it can be handled with the right management. The problem seems very general to me, and it is difficult to make judgments.</p> <ul style="list-style-type: none"> ○ The code of ethics and the ethics commission of the university solve any unpleasant cases that occur if the freedom of research is not respected ○ The code of ethics is applied in the university, which also has a research component ○ Good research standards / examples. ○ The research directions established at the level of the department are chosen to satisfy the good part of the stated requirements. 	<p>There are no limitations to research freedom except those that come from budget constraints and possible intellectual property rights. The TUCN does not limit and encourages research in all technical areas.</p> <p>Research in UTCN has a high degree of freedom, it is supported and encouraged - for example, publications in prestigious journals are rewarded, as well as obtaining high scores in research competitions brings an increase in salary. One of the main limitations is the low funding of research at the national level, which makes access to research projects, especially as a project director, very difficult, the competition being very high.</p>
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		<ul style="list-style-type: none">• The ethical limit of research that harmonizes the researcher with the research.• It is important that research be done for the good of mankind and for expanding the frontiers of scientific knowledge. In universities, students need to learn to research, to form a creative mindset and to find solutions to various problems.• A restructuring of research support staff. Fusion for all research support structures.• Given that I recently joined the DART team, but also the fact that I come from a tangential field of engineering (economics), my research freedom has never been restricted, but on the contrary, UT offers me a broader perspective on future research fields.• Research freedom is almost implemented, because you are limited by the financing areas / trending areas.• Laboratories equipped with the necessary infrastructure to carry out research and development activities, necessary equipment for laboratory classes with students• I have no suggestions or observations here.• From My view: In order to better fit into ethical and practical principles, all UTCN employees should have the Turnitin program available with unlimited credential-based access (not just a portion as it is now).• May A lot of flexibility in funding research projects• There is a need for more freedom in the agreements between the University and private companies. Lots of projects cannot be published due to non-disclosure agreements. A more liberal approach should be adopted in order to achieve better results.• To ease up all the processes regarding budgetary or guidance methods.• Current calls for proposals regulate ethical issues well enough, both at proposal level and in intermediate phases.• I did not encounter any research freedom issues.• I consider that the TUCN assures an adequate research freedom to the teaching staff and researchers.• Budget and infrastructure constraints• There are still a lot of limitations, most of them coming from budgetary reasons.• More funds• The research activities might be subjected to intimidation generated by the ethical commissions at the university level or beyond, regarding the non-compliance with procedures and specific methodology in the investigation of potential frauds.• Transparency and less bureaucracy• The existence of a session to present the results of top research....• We have the freedom to find methods by which problems can be solved, according to recognizing ethical principles and practices. <ol style="list-style-type: none">1. I have 1 year old in the system. I have not yet formed a clear opinion on this subject. Instead, the following thing is heard: "either you dedicate yourself to the didactic part and become a good teacher, or to research and become a good researcher". The research career should be encouraged more in the system. I notice that there are many teachers and a few scientific researchers which I do not necessarily take as a very good sign, although I can understand the cause.2. Should be knowed the ethical problems in research by some seminars about this problem for exemple.3. In the Technical University, there is freedom of research, the research topics are chosen by the heads of research structures, grant director's or doctoral leaders respecting the principles of confidentiality and copyright.4. Freedom of research has certain constraints, mainly related to the limited budget and the infrastructure that is not at the desired level.5. I totally agree with that6. There is no discussion at the country/university level on research priorities related to global challenges.	
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2	<p>Ethical principles (optional)</p> <p>Researchers should adhere to the recognised ethical practices and fundamental ethical principles proper to their discipline(s) as well as to ethical standards as documented in the different national, sectoral or institutional Codes of Ethics.</p>	<p>3,61 3,41 3,42 3,76 3,57 3,59 3,65 3,65 3,66 3,40 3,41 3,49 3,14</p>	<ul style="list-style-type: none"> • Ethical principles are respected. • An increased attention should be paid to the work ethical standards. • A clearer outline of ethical and moral principles. • Severity when selecting the staff • The ethics of research should guide the activity of the personal regardless of the academic degree. <p>Implemented</p> <p>Ethical principles are not fully known and still a strange concept.</p> <p>The principles of academic ethics are respected but those of ecological ethics, the new trends for the healthy development of contemporary society are still not implemented in a large part of the courses, the information being old, without integrating the principles of ecology and sustainability, which in the end are tightly related to ethical principles.</p> <p>It would be necessary to hold online trainings on such topics as well.</p> <ul style="list-style-type: none"> ○ There are Ethics courses at all levels of education (I don't think the undergraduate courses are active). • I believe that general ethical principles are discussed, with an emphasis on those related to academic activities, without developing specific principles for different fields or disciplines. • There is an intention to introduce the notions of specific ethics, sustainability, ecology, care for the natural environment, built, society, etc., at the level of courses. (Given that many courses have lost the number of hours allocated to make room in the curricula of other subjects, I do not think that such an intention will be very successful). • Research is focused on quantity, rather than quality of the research. • There are rules of ethics, but they are less and less respected in the profession. <p>Ethical principles are respected. The Universities’ ethics committee professionally handles any complaints in order to ensure that ethical codes are always enforce.</p> <p>The university implemented an Ethical Code which regulates all the activities within the university</p> <p>The field of theology is familiar with the importance of ethics in human life, unfortunately we have not been asked to get involved in this aspect</p> <p>There is a continuing concern for the implementation of this principle. Anti-plagiarism software is used to avoid any violation of this principle in teachers/researchers’ work as well as in students’ projects.</p> <p>Think outside the box</p> <p>Ethical principles and rules are generally followed, but they are not known by everyone and there is no pro-ethical culture within UTCN.</p> <p>Some researchers believe that there are no documented ethical practices, fundamental ethical principles, ethical standards.</p> <p>Almost all researchers found these principles important and recognised their implementation. It depends rather on the personal values of the researcher; the code exists, and researchers adhere to ethical practices and principles.</p> <ul style="list-style-type: none"> • I don't have suggestions or observations! • It would be good to have a standardized set of ethical values to which researchers should refer. • Fully implemented • not all researchers adhere to Codes of Ethics • The institutional Codes of Ethics as well as the disciplines' ethical principles should be well stated and available. • Ethical conduct is mandatory and must be respected and known principles in each area by participants • Ethics respected and conformed to standards • "There are such associations for every field that fights for this • stronger communication of codes of ethics is possible. • No suggestion, the ethical principles should be known by all researchers. • knowledge of ethical standards 	<p>Ethical principles are implemented and identified at all educational levels of TUCN, both among students and among teaching, administrative and research staff.</p> <p>Ethical principles are very well reflected in the way of working in the research activity, with no problems identified even by those who are directly involved in this process, the university providing the necessary means to carry out their activities in the spirit of these principles, but also from those who benefit from the result of their work, especially in teaching activities.</p>
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			<ul style="list-style-type: none"> • Compliance with ethical norms and values in research • The university respects the recognized ethical practices and the fundamental ethical principles of the disciplines. It would be desirable to place greater emphasis on the discussions of ethical principles at the level of research teams and at the level of groups of students or master students. • Organizing information sessions (online) about ethics in scientific research. • I consider the ethical principles fully implemented. • Although they are Respected by the constraints imposed in the calls, wider dissemination would benefit the scientific community. • The methodologies are not followed, although there are (more or less) clear rules regarding ethical principles. • Presentation of different national, sectoral or institutional codes of ethics <p>I have noticed in various groups and contexts, that the pressure to publish an article by a fixed date can interfere with this objective. For example, the situation: you get the publishable data and you come back to the specialized literature and you notice that the novelty proposed by you has been published, but still you are obliged to publish the article in 2 months. The pressure imposed by the system to publish as much as possible, anything, anytime, interferes.</p> <p>2. But how? The problems are not known?</p> <p>3. National level codes should be better defined.</p> <p>4. If we limit ourselves only to the disciplines taught by each teacher, the research is restricted.</p> <p>5. I totally agree.</p> <p>6. The ethical principles are well established in the university. Nevertheless, more attention should be paid to effective contacts between research groups in different zones, in order to emphasize the best practices</p> <ul style="list-style-type: none"> • I guess there is room for improvement in this area. There are situations when information that is of interest to all researchers is disseminated in the department only in the last minute by the person who has been aware of it for quite some time. • The Ethics Commission set up at the Technical University of Cluj-Napoca does not have a proactive role in promoting fundamental ethical principles and ethical standards. There is only a Code of Ethics regulating the role and structure of the Ethics Commission. • TUCN has a thorough set of documents regarding ethical principles. However, there have been reports of these principles being violated and I believe that there are many more cases when they are not reported. The Ethics Code should be disseminated properly within TUCN. • I would highlight the following violations of ethics principles: <ul style="list-style-type: none"> a) sharing of the know-how resulted in research projects by some team members with other universities or industry without a proper control or agreement; b) source code or data (i.e., used for training IA models) extraction from the research labs and sharing with third parties without informing the research team or head of the research team that developed them; c) use of the HW/SW computational resources available in TUCN for purposes outside of TUCN interests. • I cannot assess to what extent the ethics principles are respected by TUCN researchers or how much TUCN is controlling these aspects. • In my opinion ethical principles are fully implemented in our institution • Employees and students are guided, and on-request trained in ethics. There is an institutional Code of Ethics but I'm not aware of it being actively enforced. This is probably since implicit all researchers adhere to the fundamental ethical principles. In the field of engineering the plagiarism is seldom. • TUCN has an ethics commission, access to anti-plagiarism software, disciplines in which ethics is taught • Recommendation: Codes and good practices of ethics could be popularized periodically. • Most researchers have good ethical principles however some are lacking. • Ethical principles are fully implemented, no comments here. • Presenting or facilitating direct access to the ethical standards documented in the various national, sectoral, or institutional codes of ethics. • This principle is well implemented • Ethical principles are fully implemented, no comments here. • Presenting or facilitating direct access to the ethical standards documented in the various national, sectoral or institutional codes of ethics. 	
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			<ul style="list-style-type: none">• I believe that our university has adhered to the most important documents like the "Code of Ethics".• We have a code of ethics at the institutional level that we respect, but the department that deals with this issue should hold regular briefings on codes of ethics in the fields of research or public-private partnerships.	
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3	<p>Professional responsibility</p> <p>Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere.</p> <p>They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor(s) and/or other researchers. The need to confirm new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted.</p> <p>Researchers should ensure, if any aspect of their work is delegated, that the person to whom it is delegated has the competence to carry it out.</p>	<p>3,65 3,31 3,42 3,61 3,68 3,59 3,54 3,36 3,54 3,30 3,45 3,41 3,29</p>	<ul style="list-style-type: none"> • The topic of "responsibility in research could be improved, especially from the perspective of publishing for example the same methods and results in different journals, with different titles. The so-called" self-plagiarism "I think can be found (to a lesser extent) at institutional level. • Our institution always takes the necessary measures to respect the intellectual property. • A plagiarism software should be given to all the researchers for them to be able to verify their work • Researchers should have access at any given time to a software that verifies the originality of their work. • The plagiarism software needs to be able to detect not only duplicated words but also duplicated ideas. • Agree with option 4 • Improvements are expected in this field by the mandatory plagiarism detection in scientific papers (already implemented). • Researchers need to make sure that their work is original and that the results of their work are useful to society. • The presence of teachers at international conferences reveals that there are no duplicates in terms of results • More attention when it comes to the way employment is handled. • It is important for scientists to be aware wheatear or not their research is relevant • More teamwork is required. Usually, researchers work in small groups but not delegate too much of their own work. • Our institution always takes the necessary measures to respect the intellectual property. • I haven't encountered any issues regarding ethics, and I have been very careful in referencing all the works studied. Also, participated in webinars and conferences on ethics and academia. • It must be very clearly defined what plagiarism means in scientific work. • Any research is relevant and should be treated as such by specialists in the field. • Fully implemented. • It is recommended that in research activities innovation should prioritize. <p>Implemented</p> <p>Access to research database as well as a research community is lacking or the dissemination of such knowledge.</p> <p>This questions individual principles, not sure how the answer can be relevant in areas of research that are not familiar for each.</p> <p>I personally think that there can be no question of plagiarism today, when there are programs that check this, the references are rich today and the access to information is much easier, so identifying such problems is very easy.</p> <p>Proper, accessible information and training is essential. There is also an opportunity to further development specific topics in the field.</p> <ul style="list-style-type: none"> ○ Any research begins with the current state of the art, and finally any scientific paper, research report or doctoral thesis is verified through the anti-plagiarism program TURNITIN. ○ At the level of license and master final thesis, they are verified. Regarding research, even if the responsibility falls on the researcher, there are sufficient mechanisms to verify and validate it. ○ This desideratum is correctly pursued and implemented at all levels of the university. ○ Open access policy, make available and promote antiplagiarism software / databases. ○ This aspect is largely implemented, probably with more discussions on the relevance of the topics would be fully implemented. ○ At the end of the doctoral studies, which for most of the researchers establish a direction that will be followed and later, there is at the department level a process of reviewing the doctoral thesis in which all members of the department are involved. In this way, deviations related to professional responsibility can be identified. • The need to come up with something new in a short time limits the appearance of a consistent end product and forces the researcher to use his previous research. • Too much focus on industry related, third-party services deployed by the academic staff within the university. There is a rather a repetitive topic when dealing with “research” contracts with private or public sector, no distinct or visible innovation. 	<p>The university has the mechanisms (regulations, procedures, software tools) to control the professional responsibilities in terms of research activities. Turnitin has been used successfully for many years</p> <p>The principle is respected by the fact that the university (TUCN) provides researchers with free access to documentary resources in order to identify the relevant research for society.</p>
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			<ul style="list-style-type: none"> • Therefore, the activity is more prone to economic, market driven interests, and little concern and apply of the relevance of current research results to the society welfare. • Encouraging the participation of young researchers in research ethics courses, plagiarism avoidance, indexing in research databases (WOS, SCOPUS, etc.) • The current state of knowledge in research is becoming increasingly difficult due to the large number - and growing number of inconsistent publications. • Availability of anti-plagiarism verification software for all teachers. • The relevance to society of research topics should be analyzed more rigorously. <p>- Every research topic is carefully studied through comprehensive works of literature reviews (state of the art) to ensure that current knowledge is furthered, and that no plagiarism occurs. Access to a broader scientific (articles and books) data base would improve documentation, especially access to older works that present methodologies in detail</p> <p>- During the last decade, the fight against plagiarism has become intense. After a lot of scandals and bad examples revealed in the media, strong measures have been taken in the academic milieu. Now everybody knows what plagiarism is and what its consequences are. However, surprises can still arise, because the phenomenon is complex, and sometimes very subtle.</p> <p>- Mentoring a less-experienced researcher should be a professional responsibility of all scientists</p> <p>From what I've seen thus far, I think that everyone in the academic community accepts professional responsibility. Especially if the research is independent of a funded project, there may be instances in practice where you are unable to always announce every research topic that you as an individual propose to pursue.</p> <ul style="list-style-type: none"> • Everyone is/should be responsible for their own work. • Access, through the e-nformation.com platform, to prestigious international databases facilitates the follow-up of topical themes and methodologies in the various fields of study and the conduct of own research in accordance with them. • If licenses and dissertations are also considered as scientific outputs, a database of them should be established for consideration in the similarity check conducted by Turnitin. Otherwise, works sustained a few years ago can be "resumed", with certain complicities. • There is also the 'swivel' system whereby colleagues quote each other. Also, many papers with several authors appear, even if not all of them participate in their actual elaboration. Another problem is that they insist on too much academic production – articles in 'databases' – to the detriment of long-lasting, serious research published in specialized books • Regular meetings with persons responsible for the implementation of the code of professional ethics, copyright and intellectual property law, debating cases of violation of academic conduct norms, possibly presenting legal consequences. <p>I believe that professional responsibility is fulfilled (to a large extent) within the department in which I work.</p> <p>Researchers should not use others' work as their own without crediting the true authors.</p> <p>-Plagiarism is checked at all levels of graduate work, diploma, master and PhD theses. The novelty and originality is mostly proven by published papers which are peer reviewed, but there is no institutional framework to ensure novelty and relevance. In my opinion it is not necessary.</p> <p>-More attention should be paid to avoid research duplication.</p> <p>-In this direction it should be made clearer – maybe by trainings and other methods – what is the approved or encouraged method to deal with delegations/ collaborations.</p> <p>-This principle is really important in our research group and overall, in the university.</p> <p>-Researchers are required to ensure themselves that their research is relevant to the society, as concrete practical applications must result, which usually have a beneficiary from the industry. Also, the plagiarism of any type is forbidden.</p> <p>-Researchers in the Technical University of Cluj-Napoca mostly abide by the principle of intellectual property and joint data ownership.</p> <p>-In some cases the research is not totally new; the original contributions are small compared to the existing solutions. In other cases, the research goal is to implement in a particular case some more general solution, so the contribution is more on the adaptation part.</p> <p>-The relevance of the research topic is supported by the publication of articles in various journals or conferences. Also, the plagiarism is avoided by listing the sources consulted during the research. Some trainings or workshops on this topic would help new researchers.</p>	
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4	<p>Professional attitude</p> <p>Researchers should be familiar with the strategic goals governing their research environment and funding mechanisms and should seek all necessary approvals before starting their research or accessing the resources provided.</p> <p>They should inform their employers, funders or supervisor when their research project is delayed, redefined or completed, or give notice if it is to be terminated earlier or suspended for whatever reason.</p>	<p>3,6 2,91 3,11 3,56 3,63 3,53 3,57 3,27 3,62 3,10 3,42 3,39 3,14</p>	<ul style="list-style-type: none"> • This is achieved through the research management system implemented by our university. • There should be a better communication between the research department and the researchers. • Improve communication. • Most researchers inform their funders when their research project is delayed. • Researchers are not always familiar with funding mechanisms. • Better information on funding mechanisms. • When you do research some of the topics take longer than was estimate in the project so there should be a possibility to extend the project • There are some management issues • There is more to be done regarding the researchers • This is achieved through the research management system implemented by our university. • There should be more active communication between peers and research departments • The relationship with specialists in the same field of research needs to be improved. • It would be helpful to be periodical announcement of research activity objectives. • If goals are clearly set from the beginning, deadlines should not be an issue. • There should be more interest in research activities. <p>Implemented</p> <p>The freedom to research is also understood as researching personal interests in the domain or connected to the domain.</p> <p>I consider it a natural attitude, of responsibility of the project manager, who must be aware of all the contractual elements and the implications of non-compliance with the terms.</p> <p>As most research is done individually, this aspect is not necessarily relevant at the moment.</p> <p>In the case of researchers, it is necessary to define the themes and goals and to achieve them as well.</p> <ul style="list-style-type: none"> ○ This aspect works very well at the doctoral level where the doctoral student works permanently in a team with the doctoral supervisor informing him about the state of research. ○ The Department DMDCI provides support for research activity. <ul style="list-style-type: none"> • In general, this happens correctly, there are a number of procedures in this regard. However, there are also examples in which teachers / researchers engage in projects (just to tick in the CV) and then no longer occupy or leave the team. I believe that measures should be taken to discourage such practices. • Meetings should be organized in which the entire community concerned can participate and the information should be made known in an organized, staged manner. • Presenting the information without making sure the participant knows the basic principles of the discussion is useless. • Reduced possibilities/funding mechanism for the field of civil engineering. • In the field of structural engineering there are seldom granted research projects, but industry partners compensate in some part the lack of public financial funds. • Lack between the declared overall institutional strategy and the operational plan, after which each researcher can plan his research programs. • I consider that there is still work to be done to ensure a level of information that is as accurate and understandable as possible for the researcher and to eliminate from his worries the problems related to the economic part. • Better communication within the university / faculty / department regarding ongoing projects. • Disseminate results / examples of successful researchers, organize seminars internal networking - Every research topic is carefully studied through comprehensive works of literature reviews (state of the art) to ensure that current knowledge is furthered, and that no plagiarism occurs. Access to a broader scientific (articles and books) data base would improve documentation, especially access to older works that present methodologies in detail - During the last decade, the fight against plagiarism has become intense. After a lot of scandals and bad examples revealed in the media, strong measures have been taken in the academic milieu. Now everybody knows what plagiarism is and what its consequences are. However, surprises can still arise, because the phenomenon is complex, and sometimes very subtle. - Mentoring a less-experienced researcher should be a professional responsibility of all scientists <p>A meaningful communication is the key to success. Without it, all the misunderstandings become</p>	<p>For a good development of research activities, all those involved must give proof of professionalism and respect towards their colleagues, to be honest and responsible in all stages of project development and identification of material, but especially human resources for optimal results, which is reflected quite well in the departments of the TUCN.</p> <p>A particular role is played by the project manager throughout the process, whose performance is considerably improved by delegating competencies in the areas of training and activity to qualified and competent people to carry out the necessary activities, each contributing to the quality of the result and the achievement of the proposed goal.</p> <p>In this regard, efforts are made by the department of management, research, development and innovation of the university by organizing seminars and working groups involving all departments of the university and beyond, precisely to increase the chances of collaborative research and involvement, also providing the procedures and ways in which they can be achieved, made, updated and implemented with the help of the department employee. Therefore, there is a growing concern about collaboration between departments and specialists, and communication and collaboration difficulties can only be addressed by increasing the number of activities and projects that bring together specialists from all disciplines, such as those organised by the Directorate for Research, Development and Innovation Management.</p>
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			<ul style="list-style-type: none">• Academic community is informed about the main research funded at national and international level. In order to apply for a research competition, a UTCN employee needs the approval of the university management.• Goals are very often just to fulfill some points scheme required by TUCN or the government.• Communication works - whenever there was a situation as described above, the necessary parties were informed, at least on the projects I worked on.• Yes, I agree. I have no suggestions on this.• It is already implemented!• Unfortunately, I don't know details about this.• It is necessary to have particular procedure regarding these aspects.• Researchers must have a responsible scientific and ethical attitude.• Precise scheduling of research is impossible.• This principle is well implemented.• The approval part is present in the TUCN and in most cases the professional attitude is present.• The professional attitude is always present. Communication works - whenever there was a situation as described above, the necessary parties were informed.• A system that allows passing all the notifications should be implemented. At the moment email is the only approach to communicate with the hierarchy.• Most research teams work on their own.• Researchers should be engaged in research projects and the management part should not be in their interest. <p>Researchers must meet the deadlines for initiating, implementing and completing research projects.</p>	
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5	<p>Contractual and legal obligations (optional)</p> <p>Researchers at all levels must be familiar with the national, sectoral or institutional regulations governing training and/or working conditions. This includes Intellectual Property Rights regulations, and the requirements and conditions of any sponsor or funders, independently of the nature of their contract.</p> <p>Researchers should adhere to such regulations by delivering the required results (e.g., thesis, publications, patents, reports, new products development, etc.) as set out in the terms and conditions of the contract or equivalent document.</p>	<p>3,37 2,87 3,15 3,76 3,45 3,53 3,33 3,35 3,47 3,10 3,12 3,19 3,14</p>	<p>• Researchers don't need to have the legal knowledge! that is the attribute of the legal department!</p> <p>• The importance given to patents should be increased as a result of engineering creativity.</p> <p>• Carrying out information campaigns on these regulations.</p> <p>Not implemented</p> <p>The contractual relationships and obligations are communicated within the contract that is signed at the beginning and must be assumed by all parties involved.</p> <p>For young researchers, introducing and explaining the regulations related to intellectual property rights can be helpful. Their knowledge, I believe, is acquired, for the time being, individually.</p> <p>Adequate support staff is required as well as uniform and easy communication.</p> <ul style="list-style-type: none"> There is regular information related to these topics at the university level. Regarding the projects, the contractual and legal obligations are stipulated in the contracts. Usually, legal obligations are discovered while the deployment of any contract. Works best for private sector contracts. Events to popularize the legal aspects of research <p>- At the university level the contractual and legal obligations are known. Even if the researcher doesn't have information about them, always finds support and advice on how to proceed further.</p> <p>I believe that further details is needed in this regard.</p> <p>The management of the IPR should be improved. Researchers should receive training and support for managing the IPR.</p> <p>-The University should perform trainings to make its employees familiar with the national, sectoral or institutional regulations governing training and/or working conditions.</p> <p>-More information regarding these aspects should be provided from the beginning of the phd, such that by the time they are finished with their thesis, the researchers would know what contractual and legal obligations mean.</p> <p>-Few employees are familiar with such regulations.</p> <p>Not all of the researchers know the regulations.</p> <p>The contractual and legal obligations are quite familiar for experienced researchers, but instead for young researchers it is not so simple, and they must find out about all these aspects from practice, on their own, etc.</p> <p>TUCN lacks in organizing training activities for this purpose.</p> <p>Researchers at all levels are largely familiar with national, sectoral or institutional regulations governing training and/or working conditions.</p> <p>Researchers have no problems in adhering to the contractual regulations. Moreover, they are fully familiarised with their nature from the start of a project, and they respond accordingly.</p> <p>It works.</p> <ul style="list-style-type: none"> Researchers comply with contractual clauses and legislation. fully implemented Protection of activities performed This aspect must be explained more and in a simple manner to the academic staff. Personally, I am not aware of this legislation, but I would welcome training in this area. providing the necessary information knowledge of national regulations on training and working conditions. Researchers provide the required results in projects such as theses, publications, patents, reports, development of new products in accordance with the terms of the contract. Otherwise, the researchers will be sanctioned, and the funding of the projects will be stopped. <ul style="list-style-type: none"> I don't think I understood the question well ... Theses, brevets, published works and papers etc. can be studied by everyone, where else should they be communicated? What is found in academic sources can be cited ... Contractual and legal obligations are fully implemented, since a contract/agreement is signed at the beginning of a cooperation. Agree! In elaboration of doctoral theses, the Doctoral School, at this stage, should present the national/European legislation in much more detail, with specialists in the legal field. For example. I researched myself, so I was self-taught, because nobody presented us with the legislation and too few courses on how to write an article were conducted in the doctoral school. Contractual obligations within research projects should be much better respected, without leaving the possibility of any abuse regarding additional obligations of the funded part There is a need for more informational programs in this regard. 	<p>The consequences of not taking these steps in this way can have negative effects on the research work by not knowing the terms and conditions of the contract or equivalent document. even if the usefulness is not seen, it is an activity that the researcher must do.</p>
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			be done by the departments within the institution that holds all this information	
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6	<p>Accountability</p> <p>Researchers need to be aware that they are accountable towards their employers, funders or other related public or private bodies as well as, on more ethical grounds, towards society as a whole. In particular, researchers funded by public funds are also accountable for the efficient use of taxpayers’ money. Consequently, they should adhere to the principles of sound, transparent and efficient financial management and cooperate with any authorised audits of their research, whether undertaken by their employers/funders or by ethics committees.</p> <p>Methods of collection and analysis, the outputs and, where applicable, details of the data should be open to internal and external scrutiny, whenever necessary and as requested by the appropriate authorities.</p>	<p>3,52 3,02 3,15 3,33 3,52 3,71 3,56 3,30 3,50 3,30 3,22 3,30 3,71</p>	<ul style="list-style-type: none"> • Those problems are imposed by national legislation and institutional regulations. • This is achieved through our financial management system ad by the ethics comity. • More information about a better management of the projects • Courses for a better management for young researchers • All projects are audited at the end of each financial year and at the project's completion. • Information campaigns • It is necessary to simplify the procurement procedures for the efficient use of taxpayers' money. • Methods of collection and analysis, the results are subject to internal and external control. • The efficient use of taxpayers’ money is not really existing in the approach of the researchers. • I am not aware of such a standard procedure is in place. • Data collection and analysis should be done gradually, depending on the stage of the research. • First of all, there should be financial management in the true sense of the word, free from excessive bureaucracy • Researchers from our organization are encouraged to use services as external audits. <p>Since the research domain is a developed realm, accountability in research is also vaguely perceived.</p> <p>It would be very useful that the SIMAC method of reporting would be synchronized to other type of annual reports.</p> <p>Agreed!</p> <p>For the most part, the responsibility towards the employer and sponsors is covered. If we talk about responsibility towards society, things can be improved by promoting sustainable principles, moral principles, ecological ethics, which take care of the way society develops and the way future generations are educated.</p> <p>Adequate support staff is required as well as uniform and easy communication</p> <ul style="list-style-type: none"> ○ Researchers adhere to the principles of sound, transparent and efficient financial management and cooperate with any authorized audit • I think it is a very interesting point to discuss. Through contractual obligations, researchers must be accountable to those who hire or fund them. • Responsibility to society is a gray area. Research (invention & innovation) for the sake of research alone is neither sustainable nor moral. • I believe that researchers are aware of their responsibility. I believe that researchers should only deal with research and not financial or other management, of course, does not exclude the efficient spending of money. • I consider that they must be protected in terms of the results, final / partial of the research and not everyone must have access to them. Sometimes the egocentrism dominates Romanian academia, and little social responsibility and accountability is considered. • Facilitating and financing the participation of those interested in courses of Project Manager, Expert Accessing European Funds, etc • It might be improved, for the sake of a clear accountability – differences due to requirements of the stakeholders. • Provide only financial mechanisms. • Indeed, researchers need to be aware that they are accountable to their employers, but they do not believe that they need to manage the economic side of projects. I believe that each research team should include an economist who will manage the economic part of the project and this in a real way. Researchers should be able to focus on the work for which they are engaged and for which they are prepared and not have to solve bureaucratic problems. • Events to popularize the legal aspects of research • Development of standards / guidance. <p>- Deliverables are taken very seriously. Within the frame of a project researchers are required to present numerous reports.</p> <p>- In the university are periodical intern audits.</p> <p>- As long as the contracts do not come from the market needs, the utility of the state/national research grants is questionable. Yes, there is competition, there is a ranking for establishing the winners, but where are the results in the real economy for the money that are spent? If research proposal titles are extremely sophisticated and bombastic ... wow... this implies high expertise.</p>	<p>The responsibility of researchers for the efficient use of taxpayers' money, achieved through sound, transparent and efficient financial management and cooperation with any authorised audit of their research, whether carried out by their employers/funders or by ethics committees, is closely linked to the previous point and is not possible without a good knowledge and implementation of contracts in all their aspects.</p> <p>However, the DMCDI is identified as providing real support through its departments on this component as well as the applicability methods used, such as the integrated evaluation system of teaching, research and managerial activities within the Technical University.</p> <p>In parallel with accountability measures at all academic levels, the need is identified to synchronize these principles also at societal level, in various fields, in order to better align research with private or budgetary funding sources.</p> <p>Among the improvements that can be brought to this chapter is the reduction of the bureaucracy that is still quite present in all procedures, generating too much consumption of resources on the part of researchers, who would prefer to focus on activities specific to their field of study.</p>
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			<ul style="list-style-type: none"> Existing mechanisms should be simplified and more efficient. More training is required The University carries out financial controls of projects via internal and external audits as a protection against sanctions. All project managers are obliged to cooperate on controls and audits. There are no fundamental imperfections, nevertheless, there is still some space for improvement to cover the principles on storage and accessibility of protected data into an integrated application. Some implementations are cumbersome and sometimes too bureaucratic. The internal regulations do not cover the principles on storage and accessibility of data (except for the rules on data handling, which were stipulated within theses). The university's funds are divided between departments, and the main acquisitions are made through SEAP, which allows total transparency. There are numerous and very well-established rules and procedures that ensure financial management of all research projects, public or private funded. All financial matters are dealt with by the University specialized administrative staff. Therefore, the requirement that academic staff make public details of their finances when acting as directors of public-funded projects is absurd. Basically, an academic that gains a research grant, with the entire financial side handled by university administrative staff, is forced to fill in yearly Declarations of Wealth, same as elected officials who can make decisions regarding important amounts of public money. The methods of collecting information on the progress and partial or results of the projects, as well as the synthesis of this information, are specific to any type of project, whether it is in the field of research or not. The scheduling of the internal or external audit is done in the design and definition stage of the project and is known by all parties involved. Gap: Training is needed to teach researchers about financial and accounting aspects of a research project. Accountability is explained by the colleagues from the research department, but again some written procedures and/or updated documents would be useful In research project proposals, the budget must be justified and is usually an evaluation criterion, which leads to a good and efficient allocation of funds. Also, during the audits performed during and at the end of a research project, the financial part is also verified. The account of each contract is managed by the university employees. There is no process for holding research accountable. With the appropriate limitations, as I cannot speak for all researchers, I guess everyone is aware of the accountability they have regarding their work. Personally, I did not work on public-funded projects, and on all others, the awareness was big. About public many we need transparency, but about what I research we must have confidentiality. The collection of these information must be more structured. There is a need to implement ways to measure the efficiency of research, especially in the case of using public funds. This principle is well implemented. It is fully implemented but again the responsible office should involve more and the burden on the researcher must be reduced. A researcher might have financial management skills but it's not an expert in this field. I guess everyone is aware of the accountability they have regarding their work. This principle is fully implemented. All acquisitions are done through an university department, that checks the papers and keeps inventory of the equipment. The financial aspects of the research activity at our university are quite transparent. Researchers are responsible for the quality and rigor of their work; this is due to the ethical conduct of each <p>Research activities should be audited regularly.</p>	
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7	<p>Good practice in research</p> <p>Researchers should always adopt safe working practices, in line with national legislation, including taking the necessary precautions for health and safety and for recovery from information technology disasters, e.g., by preparing proper back-up strategies. They should also be familiar with the current national legal requirements regarding data protection and confidentiality protection requirements and undertake the necessary steps to always fulfil them.</p>	<p>3,48 3,10 2,92 3,50 3,65 3,47 3,40 3,56 3,00 3,19 3,37 3,57</p>	<ul style="list-style-type: none"> • Those problems are imposed by national legislation and institutional regulations. • Data protection and confidentiality is respected and in accordance with the national and international legislation. • Some digital storing space should be provided by the university, to ensure backup of data obtained through research projects. • Researchers generally adopt safe working practices in accordance with national law. • I don't think anyone is unfamiliar with the current national legal requirements on data protection and privacy requirements • Some courses with the theme would be necessary • There is more to be done when it comes to researchers • Legal responsibilities of those implied are mandatory • Would be helpful some workshops about national legislation in order to understand it. • Data protection and confidentiality is respected and in accordance with the national and international legislation. • Better top-down communication is desirable. • National legislation on taking the necessary precautions for health and safety and for disaster recovery in information technology should be processed by all researchers. • It is prioritized data security. • I believe that these aspects are known and are successfully implemented. • The current national legal requirements regarding data protection should be presented or disseminated whenever there is a new change. <ul style="list-style-type: none"> ○ Researchers are instructed on the rules of occupational safety and security but on data protection and research privacy issues • There are procedures and strategies. There is regular information on data protection and confidentiality protection. • Researchers must be allowed to research, research must bring something new. Obviously, if the discovery causes harm to life, then it must be stopped and banned. • Gaps in laboratory activities. • Researchers should be aware of and comply with current national legal data protection and privacy requirements. • Information campaigns. • The main provisions of the current data protection legislation should be presented by the university in a video tutorial. <p>Not applicable for personal research activity.</p> <ul style="list-style-type: none"> - Throughout the workplace, awareness should be raised about changes in legislation and safety precautions. - In the university the good practice in research is implemented. - This is new to our society. Many work accidents have happened, health and safety measures are not always paramount, unfortunately. Regarding data protection and confidentiality protection requirements, I can say that sometimes, these are VERY annoying. Anyway, the laws must be respected and we will adapt. - Maintain open communication lines with any other research team even if is not from our institution <p>Researchers must comply with all safety regulations in accordance with national law</p> <ul style="list-style-type: none"> • Agree with the ideas expressed above. • There are both physical and digital means offered by the institution to support the conduct of research in optimal conditions, prevent loss of results, etc. The operation and use of these means complies with the rules on the protection of personal data in force. • On the one hand, not everyone is familiar with the national legal framework, and on the other hand, not all teachers are interested in this. • The University has implemented clear regulations in relation to issues related to good practices, safety, data confidentiality • At CUNBM level, all legal provisions valid in ROMANIA regarding personal data protection, occupational health and safety and IT data security have been implemented. Fulfilled <p>Initial and periodic instruction of work safety is provided. No data protection safety.</p> <ul style="list-style-type: none"> -Researchers are enforced to pay attention to the safety during their work, as they are periodically trained on this domain and assessed, accordingly. -Back-ups and software version control is not implemented most of the time and is not enforced. 	<p>Inspired by European Directives implemented in national legislation, through specific institutional regulations, each field has its own procedures that ensure the harmonisation of actions to the desired result, through a minimum consumption of actions, material and human resources. Thus, a good development of training actions in the field of health and safety at work, procedures related to the protection of confidentiality, internal security and data recovery, creation of digital data storage spaces, data protection and confidentiality can be observed.</p> <p>Some practices are of a general nature, applying to all areas of research, but each area has its own specific practices with unique strategies and security plans. As a general principle, the importance of security is emphasised in all practices, with the safety of the individual being paramount.</p>
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			<p>- There are workshops at TUCN level through which researchers get acquainted with new legislation in their field.</p> <p>- Each field has its own working practices.</p> <p>- Researcher always adopt safe working practices in line with national legislation</p> <p>More information related to this topic would be useful.</p> <p>A course to train researchers in this area would be beneficial or a trained person who can answer questions would be also beneficial.</p> <p>The principle of good practice in research should be regulated by the UTCN. National legislation, and even less international law, is not known to all researchers.</p> <p>This principle is almost but not fully implemented. Some researchers feel that they are not fully aware of the current national legal requirements for data protection and privacy protection requirements</p> <p>Health & safety are not a real issue for this area of research. As far as back-up strategies are concerned, there is little awareness of the strategies set up by the university.</p> <p>Researchers adopt good practices in their research, noted in research contracts.</p> <ul style="list-style-type: none"> • Good research practices are fully implemented. • fully implemented • there are no backup plans other than the ones implemnted by some researhers • The safe working practices for every domain should be available and maybe a mandatory attendance to a workshop regarding such practices would be helpful. • More should be invested in prevention, especially in health and environmental protection • Risk management is properly implemented in UTCN • I agree and consider that these principles are respected. • Generating clear algorithms of activity • It is important to take precautions for health and safety • Health and safety precautions shall be taken • More information should be supplied considering the current national legal requirements regarding data protection and confidentiality protection requirements and the necessary steps to always fulfill them. • The safety of the human resource must be put first • better communication of these issues. • I thing that this is fully implemented. • supporting researchers by providing information • Research must comply with the ethical criteria of scientific research. • Researchers adopt safe working practices in accordance with national legislation. The necessary precautions for occupational health and safety shall be taken. Measures are being taken to recover data from information technology disasters. • The IT department should assist researchers by training them in information technology disaster recovery and in the filed of the preparation of appropriate backup strategies. • Also, specialized personnel on GDPR, SSM etc. from the research department need to monitor the implementation of legislation and regulations in the research contracts. Researchers should not do any of this, they should focus just on the research activity. Until these measures are understood and implemented, no quality research can be done. • Additional actions are needed to increase researchers' knowledge of current laws and regulations (national and European) regarding data protection and confidentiality. • Good practice in research is almost but not fully implemented, because safe working practices must always be respected. By implementing new methods of saving research, proper online back-ups, good practice can be improved. • Agree! • I would recommend that an electronic platform be created on the University where every month the person / those who work in laboratories for the elaboration of the research activity can fill in a safety / health sheet at work highlighting the risks and safety measures that are taken to reduce those risks. • Cloud backup helps a lot • Safety trainings in general should be treated with bigger attention • Even though researchers are offered a general safety training when they are hired, most of them tend to neglect the safety measures that should be implemented at the workplace. The safety trainings should be designed in such way that they would respond to the individual protection needs, from one type of research to another. 	
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			<p>able to work safely. Research is performed within the University premises, where professional ensure that all legal requirements regarding these matters are met.</p> <ul style="list-style-type: none">• Platforms are used to disseminate information and results, which researchers have access to through UTCN. Securing these platforms is up to the departments that have this role.• Regarding data protection, researchers should be informed about the legal requirements, instead of making them invest time in searching for laws and regulations.• Some researchers are familiar with the current national legal requirements regarding data protection and confidentiality protection requirements and undertake the necessary steps to always fulfil them• Each employee has an institutional account on the OneDrive platform, where they can back up.• The employers were recently informed about the GDPR regulations.• Most of the research does not imply health risks.• When cooperating with an industrial entity the confidentiality is very high.• How can one adopt a safe working practice when more often than not you have to improvise your setup due to the lack of equipment?!• There are bodies in the university that ensure the researchers are informed regarding data protection and confidentiality protection requirements, and regular meetings are conducted.• It is necessary to have more structured actions.• It is necessary to take all measures related to the legality of the necessary actions in the research activity.• This principle is well implemented.• From my point of view this point is implemented as much as possible based on the amount of information received and when it is possible.• I totally agrees. I think this point is implemented as much as possible based on the amount of information received and resources.• I think this point is implemented.• The researchers are familiar with the current national legal requirements regarding data protection and confidentiality protection requirements and undertake the necessary steps to always fulfil them.• Through the University Microsoft Office program we have access to One drive Cloud storage. It is used for backup but also for safe sharing of documents or research results.• I believe that the Legal Department needs to oversee these issues, the researcher needs to focus more on his research activity.• The institution has a department that regulates safety at work <p>Researchers need to know and comply with data protection legislation and even propose new ways in this direction.</p>	

8	<p>Dissemination, exploitation of results</p> <p>All researchers should ensure, in compliance with their contractual arrangements, that the results of their research are disseminated and exploited, e.g., communicated, transferred into other research settings or, if appropriate, commercialised. Senior researchers are expected to take a lead in ensuring that research is fruitful and that results are either exploited commercially or made accessible to the public (or both) whenever the opportunity arises.</p>	<p>3,49 3,14 2,86 3,61 3,31 3,65 3,39 3,31 3,47 3,20 3,19 3,23 3,29</p>	<ul style="list-style-type: none"> • This is the responsibility of our research management system. • Researchers are very much encouraged (by contracts) to publish their work. • Senior researchers should support the youngest in disseminating research results • The dissemination of results is very good, and the ranking of researchers based on experience is also very good • Unfortunately, romanian researchers do not generally aim to commercialize research results. Hence the lack of practical applicability of their results • There is more to be done when it comes to researchers • Focus should be on the quality and not quantity • This is the responsibility of each researcher. • Other than the public dissemination of the Ph.D. Thesis, no other actions have been taken to promote the work • Researchers should be aware that their results should be also commercially exploited. • The research results are disseminated and transferred to other research environments, but less commercially. • Dissemination of results is done properly and if needed also technologic transfer. • Greater attention to exploiting the results. • Results are accessible to the public. <p>Implemented</p> <p>In any research activity there are being pursued maximum dissemination and exploitation of results.</p> <p>Agreed!</p> <p>Research results can always be presented better with better visibility.</p> <p>For now, everyone is on their own with regard to the dissemination and use of research results. We did not notice any institutional interest in the research undertaken. If they are known to some colleagues, it is more due to informal discussions.</p> <p>It is necessary to provide the possibility of publication.</p> <ul style="list-style-type: none"> ○ The research results are disseminated through scientific papers in conferences and national and international symposia or published in specialized journals ○ It is encouraged to disseminate the results obtained both by experienced researchers and by the institution (eg: ISI article publication grants). ○ Research results are generally disseminated. I have no data on the transfer to other research systems or whether they are commercially fruitful. <ul style="list-style-type: none"> • I believe that seniors should not take on the work of others and should not take the lead in research when everything is going well. • In the field of Civil Engineering (CE) there are only a few senior researchers. Most of the PhD supervisors for instance were, during their career, professors with a lot of teaching experience, but almost NO research experience to the level required in the European Union. Some of the young colleagues are struggling to find their path as researchers, but they manage to do this in collaboration with researchers from other countries or from other fields where there existed an interest in research since the research funds from EU came to Romania as well. • All supervisors nowadays... are/ were first of all teachers with many years in the system (with NO/zero research activity) • This is not the case of CE field, as most of the people pursuing a career in CE field were very focused on design projects (also funded from EU), but not research. • There are very few leaders in research (with good results in terms of Hirsh Index / Grants etc). We don't have leaders/ supervisors on research and the reason is that the educational system in the last decade (10 years) suffered a BIG and IMPORTANT transformation. • There are rarely some full research positions available in Romanian universities. Therefore, the dissemination activity is troubled by administrative tasks and teaching. • Lack of scientific and market 'sales' skills are limiting the dissemination efficiency. • In the field of structural engineering, the few research projects that are funded are not always suitable for commercial exploitation. • We are deficient in publication. • I do not see any real support for researchers to capitalize on their work. • Deepening and expanding research topics by transmitting the results obtained and the experience gained. <p>Researchers should be encouraged to publish in high quality journals even if peer review takes</p>	<p>As part of supporting research at all stages and those involved, as well as those who benefit from the results of these activities, increasing interest in the dissemination of research results is an objective that is increasingly evident among researchers.</p> <p>TUCN encourages the dissemination of research results through internationally prestigious publications (published volumes or studies published in recognized journals in the various fields of research), the performance in this regard being rewarded by the award of grants to support advanced scientific growth, even remunerated, the conditions being clearly specified in the university board charters. The entire process of granting this support from TUCN is carefully monitored, managed and supported by DMCDI staff throughout its journey for optimal results.</p> <p>The usefulness of this support is reflected in the increase in academic research activity, the number of publications and participation in national and international conferences, which are encouraged to be continued and encouraged.</p>
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			<p>academia collaboration.</p> <p>This principle is almost but not fully implemented. Researchers believe that their results are not commercially exploited or made publicly available (or both) whenever the opportunity arises. Researchers do feel the results of their research are disseminated. However, more scientific events should be dedicated to the process of dissemination and exploit, transfer and communication of their results.</p> <p>Researchers' results are properly disseminated and exploited, published in specialized journals. Some respondents think that there is room for improving this aspect.</p> <ul style="list-style-type: none"> • I have no suggestions or comments! • It would be useful to have deadlines for disseminating partial project results. The risks of postponing the publication of results sometimes lead to their waste. • Dissemination, exploitation of fully implemented results. • the results of the research must be presented in the specialized meetings and symposia • fully implemented • Not all senior researchers take a lead in ensuring that research is fruitful and that results are either exploited commercially or made accessible to the public (or both) whenever the opportunity arises, are disseminated and exploited, e.g., communicated, transferred into other research settings or, if appropriate, commercialised • Dissemination strategies should be mandatory for every research project. • Of Often the indicators achieved after the implementation of a project are no longer tracked • For publications published in UTPress Publishing House, ISBN is purchased, and for ISSN journals • The dissemination, exploitation and accessibility of results is well implemented but may take too much time, which can lead to the "expiration" of the result. • "The dissemination of research results is carried out in journals with high impact and visibility, the papers being published on platforms with direct access for all researchers. • I agree with the implementation of the most interesting and achievable ideas, in order to be for the benefit of society." • Increasing scientific visibility • Herself direct, this is also.the ultimate goal • The results of the experimental research are published in specialized journals • The results obtained from the research are made visible by writing scientific articles • The results obtained from the research are made visible by writing scientific articles • The results of the research must be disseminated as well as possible in the economic environment • I thing that this is fully implemented. • Supporting researchers • Research results must be distributed and exploited. • disseminate the results obtained through research contracts, and senior researchers collaborate with younger researchers for the best possible dissemination of research results. • The results of the research were communicated at conferences, published in scientific journals etc. In general, the performance of the contracts required this... • Principle ensured both by professional evaluation (SIMAC), the use of specific dissemination assistance tools at the university level and by achieving the requirements (scores) related to professional promotion (development). • Unfortunately, depending on the leader, the results are not always presented to the public. Or maybe the research/testing is private so an NDA is signed and the possibility of dissemination is limited. • I agree, of course! • Several sessions regarding to how disseminate research results would be beneficial. It would also be necessary to allocate more funds for the dissemination of research results. • In Currently, in most research groups, there are experienced people who are mentors to less experienced researchers. But the evolution of the less experienced must also be ensured. • Senior researchers should involve better PhD students within their research activities • Senior researchers should focus more on leading the young researchers to the dissemination of their results in well appreciated journals/conferences and to enhance the possibility of better exploiting the research results. • The awereness in the area of the opportunities introduced by research programs should be raised. 	
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			<ul style="list-style-type: none"> • Better communication between the new researchers and the senior ones. • Of As a rule, dissemination of results is appropriate. Sometimes, however, their economic capitalization leaves something to be desired, especially in the case of publicly funded projects. This is primarily due to almost purely quantitative criteria such as no. ISI articles, no. patents, etc. (also valid for promotion) and minimal attention is paid to aspects regarding the valorization / practical implementation of results. • Research results are publicly available. Researchers are encouraged to share their results at conferences. • The researchers ensure, in compliance with their contractual arrangements, that the results of their research are disseminated and exploited. • Not all dissemination methods are taken into account, practically only the journals with impact factor count • May Many training sessions • Or better transparency of research results, personally I do not know how it should be done.... • It is a good point of view. • All researchers should ensure, in compliance with their contractual arrangements, that the results of their research are disseminated and exploited. <p>1. Good thing that we still have senior researchers. I am afraid that our young generation is less interested in the responsibility that is research. Why?</p> <p>2. In many cases it is very difficult to establish relation with the economic part.</p> <p>3. Recently funds for promoting the publication were approved for all scientists.</p> <p>4. Dissemination, exploitation of results is done in accordance with contractual commitments.</p> <p>5. In the case of some researchers, the research results are not communicated, transferred to research media, or marketed.</p> <p>6. Researchers must have a wide range of internationally recognized journals available at the national level. These journals should cover all areas of engineering activity, and be easily accessible so that you do not have to wait long for an article to be published.</p> <p>7. The dissemination of the results must involve the whole research team</p> <p>8. Supporting the publishing fees by the university is a very good means for a proper dissemination.</p> <ul style="list-style-type: none"> • Dissemination of the results is always done, for every project. • The communication with industry should be improved • TUC-N does periodical evaluations of the quantity of the published work, but this is not enough. Hard-working researchers should be properly awarded and encouraged. More pressure should be put on the senior researchers that are no longer interested in delivering results and supervising research work. • Most of the research is closed at a laboratory test level (laboratory setup). • This aspect is well implemented in TUCN. • More resources would be needed to disseminate research results and implement them in the economic environment • Better collaboration between researchers and industry • Too few research results are made public (open source, open data) or transferred to industry. • I recommend the quarterly publication of a newsletter summarizing the research activity of the last three months, in each department • More actions for commercial exploitation of the results are needed. Industry should be more involved in establishing research directions and collaboration with the university. • The dissemination activity should be more effective, and the research department should maintain closer relations with the companies in the field. • The university should offer more support. • The evaluation of researchers is based on the results of published research, ie scientific publications and presentations at conferences and workshops. One of the criteria for scientific publication is the frequency of citations. Therefore, each researcher aims to disseminate as much as possible the results of his research and their use. The annual evaluation score is achieved at university and national level. • Suggestion: Is recommended the active involvement of the University in technology transfer • Gaps: Lack of feedback from the faculties about the innovation activities and there is no 	
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			<p>system for tracking articles, patents, etc. in the university which could be used for promotion of the scientific results.</p> <ul style="list-style-type: none">• In the last few years, the University has provided significant funds for disseminating results, for example by covering the additional fees required for open-source publication• Senior researchers, with experience in many projects, know the mechanisms of disseminating project results in other research or marketing environments and share them further by involving younger researchers.• Possibility for dissemination is implemented in almost every research contract. However, research results can also be unsatisfactory - for instance, unexpected and unusable results. In these cases, dissemination becomes difficult. Senior researchers take care for the research (of the young researchers or of their own) to be fruitful and that results are either exploited commercially or made accessible to the public (or both) whenever the opportunity arises.• Researchers are encouraged to disseminate and make the best use of the results obtained to increase the visibility and impact of research by contract directors. The university encourages the publication in important reviews with large impact factor, by awarding financial support for good results.• Dissemination is only done to achieve minimum points requires annually by TUCN or the government.• As the final product of a researcher's work is the results, there is no doubt that they are well communicated.• It is necessary to have particular procedure regarding these aspects.• It is necessary to disseminate the results, especially when the funding is from public funds.• There is little interest in the results of the research projects. This results are not exploited well enough. There is little connection between research results and industry.• From my knowledge the IP rights are transferred to the TUCN and there is an office that is specialized in commercially exploiting the research results. I think that is their job to be more aggressive on ensuring that the research is fruitful taking into account that the IP is transferred to the University by the researcher or leave the IP to the research team.• As the final product of a researcher's work is the results, there is no doubt that they are well communicated.• The results are communicated.• Researchers ensure that research is fruitful and that results are published in order to be accessible to the public.• The transfer of technology to industry can be improved by establishing contact with industry starting from the establishment of the research topic.• This activity should be the subject of a department to take over the work of researchers and capitalize on it either in a commercial form or by supporting the publication at conferences or in journals with a high impact factor. <p>Research results must be disseminated across as many channels as possible and used in the field of research or in related fields by as many specialists as possible.</p>	
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9	<p>Public engagement</p> <p>Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public's understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and the public's concerns.</p>	<p>3,11 2,57 2,66 3,28 3,06 3,53 3,11 3,07 3,41 2,70 2,96 2,76 3,00</p>	<ul style="list-style-type: none">● Researchers and not accountable for the understanding of science for non-specialist. For that there is school!● Knowledge transfer to the population can be greatly improved.● I think this issue is closely related to the researcher's capability to communicate.● Members of the public are always involved in the agenda-setting, decision-making, and policy-forming activities of our institution.● In the engineering domain it is hard to publish research in such a way that the public could understand● The research, as they are more specific and precise, are harder to understand by the larger public● There is a lack of engagement with public concerns.● The most significant results are always presented to the general public.● More media coverage at dissemination events with the general public.● It is necessary to supplement the funds for the participation in the specialized international conferences.● The general public sees the effect of research in the field of electrical engineering and there is also feedback from them● This aspect is missing from the Romanian research environment!● There is more to be done when it comes to researchers● It is important to contact the industrial field of science.● Other than the public dissemination of the Ph.D. Thesis, no other actions have been taken to promote the work.● More emphasis should be placed on communicating research results to non-specialists to raise awareness of their importance.● In this context, I consider that it is achievable to make a better communication with the economic sector and all interested parties regarding ongoing projects and their objectives.● The communication part – focus.● Results are widely disseminated. <p>Implemented</p> <p>The intention for sharing the research in media wit the public is very high, but the common language is yet to be further developed.</p> <p>I believe that there are all the premises for this opening to the public.</p> <p>The public has access to magazines, publications, events, so they are aware of what is new.</p> <p>Research is usually perceived by the uninformed public as something theoretical or at least more distant from the practical side. I think the applicability and implementation possibilities should be presented in all researches, as they are the elements that should not be missing from the conclusion part.</p> <p>For the research I carry out, the results are visible only in the professional environment.</p> <p>It is necessary to provide the possibility of publication.</p> <ul style="list-style-type: none">○ I consider that it is a great progress in the relationship with the economic environment.○ The principle is largely implemented. The university should further assist researchers in disseminating notable research activities through the media.○ I think it is largely implemented, as a suggestion: it would probably be a great help for young colleagues to present about the possibilities of publication.○ The research results are disseminated through scientific papers in conferences and national and international symposia or published in specialized journals.● There should be organized many more events for the uninformed public to promote the research carried out within the university. Certainly, communication must be done in such a way that non-specialists understand and at the same time be educated. Such a practice can only benefit both the university (by promoting the activity and attracting possible private funding, but especially by attracting candidates for studies) and society (a more caring and responsible society grows through education). Some research cannot be understood by non-specialists and should be treated as such.● I have seen very few activities to popularize a research project to the public. The project funded by EU that require public knowledge have an website and, sometimes, I hear some radio commercials... but I think the public in Romania does not have an interest for engaging with scientists....	<p>The ultimate goal of research is to achieve objectives that serve the general public through development and innovation. Communication between the two components is important for the knowledge and understanding of the role that research plays in the development of a society, with appreciation and support coming as a result. It is the duty of the publicly funded researcher to report on how they have been used throughout the research process. This is only possible with a proper understanding that this is important and part of his duties, like any other mandatory administrative activity.</p> <p>Another aspect worthy of consideration is awakening public interest in the field of research, understanding the whole process, not only from the perspective of success and economic profitability, but some of the existing challenges and failures in the exercise of this particularly important role that the researcher occupies in society, and which is often underestimated.</p>
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			<ul style="list-style-type: none"> • I believe that research popularization in schools could have an impact long term. • The researchers publish their papers (random) - but some of their colleagues doesn't cite them....because in their own department nobody know what they are doing... • Technical sciences are hardly interacting with the civil society. Low specific for interdisciplinary collaboration with a wider range of stakeholders. • Nowadays, publication in the national language is not encouraged, even worse – are not considered, when a summary of the academic activity is evaluated early. Therefore, only the publications in English at conferences and in Journals are not reaching the public (e.g. industry) nor the non-specialists. • We are deficient in such communications. • It depends on which target group the work of the researcher is addressed to. It is not always necessary for his work to be understood and used by everyone. • Events to promote the research projects of the university to the general public. • Sharing scientific findings with non-academic groups. • Informing the public on the results of research with practical applicability or in computer technology. Taking over by researchers a feedback on the problems / inconsistencies between the research environment and the economic one. • The need for round tables with the public / the economic environment for the presentation of the current research directions, respectively the information on the problems encountered in the field, which can be transformed into research topics. <p>- Public engagement should be encouraged more.</p> <p>- Sometimes the technical terms aren't fully understood by non-specialists</p> <p>- Public engagement is a big problem. Maybe science Youtubers make a better job today in educating large masses than researchers ...</p> <p>A good researcher is not always a good communicator. The same way, a good professor is not always the best researcher. These roles must be clearly assigned inside the organization.</p> <p>- The scientists have a hard time to discuss their work with anyone outside their field of expertise</p> <p>Research studies should be made known to society at large so that they can be understood by non-specialists, thus improving the public's understanding of science.</p> <ul style="list-style-type: none"> • The results of the research should become available to a large target group. • none • It is hard for non-specialists to understand advanced research, as long as there is a high percentage of functional illiteracy in Romanian society, unfortunately even among some academics. • Our faculty is always trying to do this, to communicate effectively with high school teachers, middle school teachers and students' parents, but also with the press, librarians, all those who come in touch with our research • The writing and publication of research is usually done in a specialized language, oriented to the professional environment, but at the same time easily assimilated by the general public, interested in current research in the field. • I think it would be helpful if there was more visibility in the local press and television <p>Better dissemination (in non-specialist environments) of research is required</p> <p>Open Days should be organized at the University together with research teams to engage the public.</p> <p>-Meetings with the public can be organized to understand how citizens can be helped by research activities.</p> <p>-Besides presenting our research result to students in high schools for attracting them to our university, I am not aware of other popularization of our work and results to the society at large. Maybe some public posts could be created for such a purpose.</p> <p>-The university organizes conferences and exhibitions targeted for both scientists and general public.</p> <p>-TUCN organizes different dissemination activities especially targeting high-school students or companies that might be interested in their results.</p> <p>- The results that we publish are not particularly visible to the general public outside the academic community.</p>	
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			<ul style="list-style-type: none"> • Researchers make efforts to present research activities to both researchers and the general public who do not have specialized knowledge. The language used for non-specialists is simple and accessible. • Idem (23) ... The results of the research were communicated at conferences, published in scientific journals etc. In general, the performance of the contracts required this... • The current legislation and norms regarding professional development require the dissemination of results by publishing / presenting them in English (!!!) and therefore the vast majority of research results do not reach easily, directly and intelligibly to Romanian society. The immediate result is the low degree of cooperation (compared to the existing potential) between academia and industry (economy). • Public engagement at this point is very limited, but should be improved in order to ensure that your research direction is correct. • Are implemented! • More funds should be allocated for trade fairs, exhibitions and workshops. • From what I know, there are no programs/courses/etc. through which researchers present their activities to the general public. For example, there has been no promotion, as far as I know, to high schools from researchers, so that young people understand what is happening in research. Even worse, most undergraduate students have their first serious interaction with research activities when developing their diploma project. • More public appearances, at events with high interest from society, would be welcome • The university should focus more on encouraging researchers to disseminate their work to non-specialized public and create opportunities for dissemination in this regard, by attending and/or organizing events at local, regional and national level especially focused on impact of research on the society as a whole. • There is a severe disconnection between the research field and public interest. A better synergy between these areas should be established. • More publications with easier access for the public that are not in the field. • UTCN a made important steps in this regard in recent years, making public the outstanding results in print and audio-visual media, social media, specific events (Museum Night, fairs and exhibitions, etc.). The involvement of the academic community is modest, I consider less than 1%. Quantification (strict!) and evaluation in SIMAC might help. • Research reports and activities include parts that can be understood by non-specialists. • The research activities like new projects, relevant achievements are presented to a larger audience by social networks or the web page. Research structures and their output is yearly updated and available in "Anuarul cercetarii" a comprehensive presentation of the research topics, research groups and their achievements • More exhibitions and public dissemination of the research work could increase the direct engagement with the local community, promote and raise interest towards science, technology and research and maybe open-up proposals/collaboration for new research topics. Open door days for teens to get them exposed to applications of science. • If the scientific written language is not the most elaborate and of the highest level, the articles submitted for publication are rejected. • Are needed more funds for dissemination activities, prizes, etc. • Presenting an example of good practice • It is a good point of view. • Yes, researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists. <p>1. I am afraid that this gap is hard to reach for the present context. There are too many constraints that stand in our way. INSTABILITY would be the most important one.</p> <p>2. In many fields it is very difficult to communicate the researcher's ideas to the public.</p> <p>3. Also the public bodies should support the same.</p>	
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			<ul style="list-style-type: none">• Normally we have access to all data base (web of science, google scholar, etc.).• In our university these aspects are in the charge of researchers.• The results of research must lead to an increase in the level of global understanding of the environment in which we live.• Non-specialist public is not qualified to set priorities.• The research activities are not promoted to non-specialists well enough.• It is only partial implemented but I don't think that it should be. A researcher at the University level isn't focused on popular science. For technology development the research results in most cases need to be disseminated to specialists in the domain.• It is partial implemented, but I don't think that it should be.• I think that research activities should be known by specialists.• Dissemination of research activities could be improved.• Public interest in priorities for science and technology is captured by economic agents and not through direct contact with researchers.• The role of the researcher is to find optimal technical solutions to problems in his work. The results are presented in specialized publications. The marketing part must be done by a specialized department. This department should prepare information campaigns about the research carried out.• It is not an easy task that research activities to be known to society at large <p>The general public must also have access to research results, especially in the case of research that contributes to improving the environment or lifestyle.</p>	
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10	<p>Nondiscrimination (optional)</p> <p>Employers and/or funders of researchers will not discriminate against researchers in any way based on gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.</p>	<p>3,81 2,91 3,66 3,82 3,83 3,76 3,82 3,69 3,64 3,60 3,62 3,66 3,71</p>	<ul style="list-style-type: none"> • We are not aware of any case of discrimination, which is being pursued by our ethics committee. <p>Implemented</p> <p>Discrimination based on age is the most pronounced, followed by that of teaching degree.</p> <p>Nondiscrimination is an aspect strived for and to be resolved in the future.</p> <p>I do not know in detail the selection procedures and their implementation at the University level.</p> <p>Within any collective, there are closer ties, preferences or affinities between members, but I don't think that in 2022 there can be any more discrimination when we are discussing a decision that is for the benefit of the entire collective or the community.</p> <p>Social and economic discrimination is still exist.</p> <ul style="list-style-type: none"> • In the collectives (national / international) in which I work, I did not notice any discrimination. • I have no information about other groups. • There are established rules in this regard. • Misogynist is kind of popular <p>I doubt that research can be done completely freely, without discrimination. From my teaching experience, I can say that I was discriminated against and I was "taken away" from the Classical Languages classes that I taught for 20 years in the Pastoral Theology specialization, because I refused to ask for the "blessing" of the bishop (who is neither an academic nor an employee of UTCN).</p> <p>At the level of our university there is no discrimination, but internationally, researchers of a certain age no longer receive funding</p> <p>- woman with children have more difficulties in advancing in career, not because some formal restrictions, but because of limited time to fulfill professional and family related obligations. One or more maternal periods slow down the career of a woman</p> <p>Ideally, all employers and financiers should not take into account orientation, ethnicity, religion.</p> <p>There are not a generalised discriminatory practices within the TUCN.</p> <p>The principle of non-discrimination is fully implemented, most researchers believe that they are not discriminated against by employers or funders.</p> <p>Among respondents there is no certainty about any actual cases of discrimination on the grounds mentioned.</p> <ul style="list-style-type: none"> • There are no comments • fully implemented • I hope it is/will be always true • Equal opportunities in research • I don't have heard of such a situation • Right away there is discrimination • Implemented according to protocol. • Understanding what discrimination is in all its ways. • Totally agree! • Nondiscrimination is almost but not fully implemented, but this is also limited by the boy-ish nature of the domain (Mechanical). • Not needed. • More education • There are no discrimination • Of agreement • Right away There are such constraints <p>1. I for one never felt discriminated.</p> <p>2. I don't know such problems.</p> <p>3. The equality of gender have its other side of the coin as well, when is pushing to employ a certain percentage of each gender.</p> <p>4. The researchers are not robots.</p> <p>5. I agree</p> <p>5. There is no discrimination of any kind concerning research.</p> <ul style="list-style-type: none"> • No discrimination • I am not aware of any discrimination case in TUC-N. • Fully implemented at the Technical University of Cluj-Napoca. 	<p>Discrimination based on gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition, it's a fundamental condition for a healthy environment in research area.</p> <p>No discriminations of this kind were identified within TUCN.</p>
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11	Evaluation/ appraisal systems (optional) Employers and/or funders should introduce for all researchers, including senior researchers, evaluation/appraisal systems for assessing their professional performance on a regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee.	3,15 2,91 2,69 3,41 3,21 3,29 3,16 3,04 3,35 3,00 3,16 2,93 3,14	<ul style="list-style-type: none"> • The "thought" evaluation processes at national level are most often made by form, strictly on paper. Legislation, requirements, and evaluation criteria often seem to be proposed by people who have not spent a single hour in a research laboratory and become baseless forms. • The feedback procedure to the teachers on the activity reported in the SIMAC evaluation. • I don't know if there is an evaluation in all areas of research. • The performance evaluation by an independent system is missing. • There is still work to be done on how to evaluate the activity of researchers and how to move them to a higher position. SIMAC needs to be reviewed and activities need to be quantified in a more realistic and transparent way. • If the assessment is objective, it would be correct. Partially implemented Agreed! The evaluation of the research results is done at the University level, but unfortunately, for certain fields there is not a sufficient correlation with the rules provided by the legislation in force, certain activities not being taken into account. The SIMAC system must be improved and correlated with all the criteria provided and recognized as research through the specific annexes for each field. For a better management of these results, the system could mark the fields that contribute to the additional funding, and could also generate the score for those annexes necessary for the job competitions. I don't, it's complicated. <ul style="list-style-type: none"> • There is a system for evaluating / appreciating research, but this is general for the whole university. It is not adapted to research fields that have systems / criteria for evaluating different research activity. I do not think that standardizing the results is a good practice because it discourages a series of activities that are not scored (or are too poorly scored) in the evaluation system, but which bring additional funding, visibility, contribute to education, etc. • The system used by the university to evaluate the researchers is wrong. If only the research activity should be taken into account, CNFIS should be used. • If SIMAC is to be used, there are a great number of things missing from the system. I have citations in WOS that cannot be declared in SIMAC as the system does not recognize a number of journals. • SIMAC is not enough. The national evaluation like CNFIS... is a better alternative, but it has consequences in terms of money... I hope that for our department/faculty will be a good opportunity in having better results for the NEXT CNFIS institutional report. • Evaluation of research and professional performance is done regularly in house. Little objectivity allowed. • The performance appraisal system is strictly based on promotion criteria. The current system of evaluation of the professional performance existing in the university especially for the research part can and must be improved Checking the fulfillment of minimum standards in research would probably motivate those who do not perform in this direction. The evaluation system may not be the same for all specializations. The demand for many articles in databases and Hirsch indices is not relevant to the work of humanists. Many of those who have these indicators no longer do serious research, but only superficially apply methods of raising these indices The mechanism of differentiated salary is implemented. However, in this mechanism the research performance is combined with other criteria which sometimes drown the research results into irrelevance. -Unfortunately, the national evaluation systems that drive the professional activity of researchers are not consistent and keep changing. Hence it is very difficult to have a long-term strategy. -Evaluation is done mostly in-house, at department level, not necessarily by an independent (and, in the case of senior researchers, preferably international) committee. -There are some methods developed by national agencies that are used to evaluate periodically the activity of the researchers. There are also extra criteria defined by the university for the same purpose. The big challenge is to find proper metrics for a holistic evaluation of the research activity. Most of today's metrics are based on the number of publications and their impact (through citations) without a true measure of the value of a research. -Only few cases known where research is exposed to non-specialist public. This happens mostly via	The most used system for researchers, including senior researchers is the INTEGRATED EVALUATION SYSTEM OF TEACHING, RESEARCH AND MANAGERIAL ACTIVITIES in TUCN. There are some opinions to review SIMAC and to have objective assessment, realistic quantified activities and adapted to research fields that have a different systems / criterion for each research activity.
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			<p>multiple factors, by an independent committee</p> <ul style="list-style-type: none">• Besides the SIMAC evaluation which imposes low standards there are no other mechanisms to constantly assess the performance of the research/teaching employees (except for the promotions).• Although research assessment systems are in place they should include criteria related also with open research.• The researchers are evaluated when they submit projects application. Also, researchers are evaluated in the course of career advancement. <p>Issue: No presence of industry representatives in evaluation committee for PhD defense. There are surveys among PhD students, but these surveys are not customized to the realities of the doctoral studies.</p> <ul style="list-style-type: none">• There is an evaluation of each academic every year. The ones that do not get sufficient research results should teach more classes. The criteria for getting a "good" evaluation are not very hard.• No evaluation system implemented, although national law requires it.• I do not see the importance and relevance of this approach.• We have that SIMAC.• By introducing strict evaluation criteria, the research will be done primarily to meet those criteria to the detriment of aspects that are not highlighted by the evaluation criteria.• Useful but exposed to bureaucracy.• This is implemented but I think the procedures are not entirely correct. First of all the specialist that evaluate a researcher activity should have at least the same results as the person under evaluation and should follow the evaluator guide. Also, the results of the evaluation should count. If after an evaluation is made and the researchers that have good results are not awarded in some way the whole process has no meaning, moreover the time allocated to complete excel documents that are always in different formats even if the information filled in is the same only reduces the time that the researcher could use for its work. There are international databases that gather all the relevant information and can be used for this purpose.• Each year, every researcher presents one year activity report (e.g. published papers, mentoring activity, projects activity).• The prestige gained by a researcher is hard to dispute.• A unified and transparent evaluation system should be implemented.	
	Recruitment and selection			

12	<p>Recruitment</p> <p>Employers and/or funders should ensure that the entry and admission standards for researchers, particularly at the beginning at their careers, are clearly specified and should also facilitate access for disadvantaged groups or for researchers returning to a research career, including teachers (of any level) returning to a research career. Employers and/or funders of researchers should adhere to the principles set out in the Code of Conduct for the Recruitment of Researchers when appointing or recruiting researchers.</p>	<p>3,26 2,73 2,00 3,50 3,00 3,71 3,93 3,33 3,33 2,90 3,25 3,24 2,71</p>	<ul style="list-style-type: none"> • The recruitment of the researchers always is a bit subjective. • The certified value of the researcher should prevail. • Researchers appointed by our university are rigorously selected. • Needs to be improved. • Not sure about facilitated access for disadvantage groups. • In general, selection standards for researchers are clearly specified and applied by employers. • I am not part of the recruitment commissions • There is no such Code of Conduct! • Often the hiring of staff, especially in the administrative area is treated superficially. In addition, there should be serious performance criteria for hiring researchers and teachers • Administrative and teaching staff's employment is often superficially treated. If we accept students with lower grade than 8 to become assistants, then there is no way of having expectations from their future students. • Regarding the staff, there is a serious lack of verification and analysis of the future employs • More openness in hiring young researchers, guiding them. • Researchers appointed by our university are rigorously selected. • I am not aware of such standards. • The entry and admission standards for researchers are clearly specified and are adapted to the level of training. • I consider that the criteria for promotion are hard to achieve • Admission standards are clearly specified. <p>Implemented Standard conditions are taken into consideration. A dedicated support - staff for each type of area of research might be very useful (in an open and clear dialogue with researchers). In our Faculty, there are no researcher positions, only teaching staff. PhD students can be considered researchers, but unfortunately, the topics addressed in doctoral theses are rarely or related to research projects, their admission being left to the supervisors of the doctoral schools. In the case of a research project, I consider that the project director, as the leader/ coordinator of the project, is the person who decides how the hiring is done and what staff is needed for certain stages of the research, they can be involved in parallel or later and in within other activities, perhaps even didactic. Transparency is required when recruiting researchers.</p> <ul style="list-style-type: none"> ○ The provisions of the Competition Methodology for filling teaching and research vacancies apply in the university. ○ The contests are public procedures.. • There is a lack of strategy to attract well qualified personal in the university. Most of the people in the leading position are focused on ways to stay in that position for as long as possible so they don't want to bother the crowd of non-working voters. • There is a large majority of teachers that are not involved in the research part and they exerts a very high resistance NOT to attract good people, very well prepared, in the system, in this way they try to eliminate any potential competition. The principle is “if there is no one to teach then the university is obliged to keep me in position, no matter if I do my job or not”. • Nowadays in universities we cannot imagine that we can have only teachers... is a MUST to have good researchers. Maybe for those who like teaching so much a double norm is a choice (instead of making research). • The requirements of future teachers must be changed so that they focus on research performance (min ISI article, minimum H index...). In the current context, after several years of online courses, the grades are totally irrelevant • In the recruitment of the future teachers/researchers there are NON requirements in having a good research profile. There is a qualificative (min.8/10- the average grad from the faculty) but is not enough nowadays (in universities). • I return with the statement that UTCN researchers are mostly teachers. There are not many research positions. PhD students can be or are considered researchers, but the topics they 	<p>Regarding the recruitment, there is a very well-developed procedure, in which are presented very clearly the conditions that must be met for each position (teaching or in research), for each grade and salary step, through specific institutional methodology and legal framework. The human resources department is well organized, shows professionalism and is available when requested. Despite the differences of opinion, there is still a consistency regarding the applicability of clear principles and recruitment conditions, some of them being previously detailed, such as the principle of non-discrimination, professional ethics, the right to research and the results in specialization. The trend is one of support, in favor of the employee, both on teaching and in research.</p>
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		<p>address are not related to a research strategy, the topics are not related to research projects (at least in the faculties where I work).</p> <ul style="list-style-type: none">• The selection base is limited. Also, the lack of funding does not allow the hiring of experienced staff and does not allow the employer to extend the research. <p>There must be some requirements after the master program (min.1 ISI publication or min.1 H Index) for having future doctoral students (phD students)</p> <ul style="list-style-type: none">• Trying to attract the best graduates in university education, by granting indirect increases to the basic salary (example: inclusion in research projects)• The university should further support the access of researchers from disadvantaged groups.• There is still room for improvement for disadvantaged groups. <p>- Recruitment standards are relatively poor, mainly since there is little interest in pursuing a career in research at public institutions.</p> <p>- In the university the recruitment is clearly specified and facilitates access for disadvantaged groups.</p> <p>- As far as I know, it is ok.</p> <p>- Procedures for hiring researchers could be simplified</p> <p>Employers and/or funders should ensure that the entry and admission standards for researchers,</p> <ul style="list-style-type: none">• Discrimination should not be mentioned here.• I believe that efforts are being made in this regard.• UTCN does everything it can to bring young researchers to dedicate themselves to research work, but financial aspects are often what prevent young people from choosing such a career• At CUNBM level, equal opportunities are ensured for people from disadvantaged backgrounds and they are presented with the opportunities of quality research in their professional development.• It seems that everything is intended to be OK, politically...??? <p>I find recruiting valuable specialists quite problematic</p> <p>There are national standards for recruiting university staff, and also internal standards which add more requirements upon the national standards.</p> <p>-The entry and admission standards are established at national level.</p> <p>-It is very difficult to attract, employ and keep researchers in the system due to lack of dissemination and public engagement, bureaucracy at hiring, difficulty in acquisitions, contracts on yearly basis, difficulty to be promoted on the academic career, a non-differentiation between academic and research career paths. etc.</p> <p>-In general, research funding is conditioned by previous research results, and therefore does not facilitate access to funding for teachers returning to research career.</p> <p>-The recruitment process is generally well organized and transparent.</p> <p>- coming back from industry to education and research positions is rare</p> <p>The entry and admission standards for researchers, particularly at the beginning at their careers are pretty well defined but not appropriate (huge differences between domains).</p> <p>Recruitment is in line with national legislation which is in line with EU law and good practices</p> <p>Advertising for such jobs should be better, and their monetization should be increased, to appeal to the younger generation.</p> <p>In order to facilitate the access for disadvantaged groups or returning researchers, optional training programs included prior to the selection process could be beneficial.</p> <p>This principle is partially implemented. There are no entry and admission standard for researchers.</p> <p>The recruitment and selection criteria are well specified and balanced enough, so as to facilitate access to suitable applicants. However, on the whole a more transparent system of recruitment is needed.</p> <p>The standards for entry and admission for researchers are clearly specified, the recruitment process is transparent and open, there are public information regarding available positions and recruitment is done through a public competition One respondent thinks that this aspect” it’s incipient”</p> <ul style="list-style-type: none">• The recruitment of researchers is fully implemented.• fully implemented• Personally, I do not have any expertise in this domain	
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			<ul style="list-style-type: none"> • better collaboration between departments and between the business environment and them • The researchers' selection criteria are well implemented. • Recruitment according to law • Important facilitate access to research careers • It is important to facilitate research support • The criteria and standards are clearly specified • Detailed presentation of the stages of career development. • In order to develop the research activities and attract valuable research staff, the entry and admission standards for researchers must be clearly specified. • The lack of staff to be involved in research projects is acute ... we can't talk about research staff selection. In general, the staff is insufficient in relation to the workload. • This principle is difficult to apply and fulfill due to the limited funds allocated ONLY to research and in limited areas of interest, and which would allow for exclusive employment on research (including the return of teachers to research). • Not sure that when recruited you are presented with the full spectrum and direction of your research, but you can adjust the direction as you go. • It would be necessary to present the principles of the Code of Conduct, both to the researchers and to the beneficiaries of the research. • Of Usually, hiring on research projects - so as a researcher - is done through the project director. Moreover, in the University, research positions are for a fixed period, depending on the duration of the research project - there are no positions for an indefinite period - or there are a few by exception. • Access into research projects is definitely influenced by the relation with the senior researcher responsible of the project. Competences and abilities are sometimes neglected • There is not enough information regarding research activities. New researches are not informed regarding the main challenges involved in doing a research paper. There is not enough information regarding the process of submitting a paper. Also, the scores achieved by certain standards are not widely explained at the beginning of their career • Clarification between the career as a researcher and the steps that this includes and also for the teaching part. • At sea part are implemented. Adherence to the Code of Conduct for the recruitment of researchers depends on knowledge of its existence/content. • I did not encounter any difficulties during recruitment process. The entire process was transparent. • The recruitment activities complies with EU & national regulations which include all the mentioned aspects • The collaboration within research grants is based more on personal criteria rather than objectively evaluated skills and new ideas/proposals are not communicated so that interested researchers can contribute/get involved. • Commissions organized for recruitments should have more power in rejecting candidates without giving a lot of written explanation. • May a lot of transparency • Presentation of a methodology • I agree with that. <ol style="list-style-type: none"> 1. Recruitment of young Researchers. 2. I have no suggestion, except less forms and paperwork to do if possible. 3. At any level are available national minimal criteria. 4. Recruitment is done by ensuring that the entry and admission standards for researchers are clearly specified. 5. In the technical university, the recruitment of researchers is regulated by internal regulations. It would be advisable for the recruitment standards to be visible. There are no special mentions for the disadvantaged. 6. I totally agree. I think that measures are already taken in this regard. 7. At the beginning of a research career the standards should be according with the experience of the candidates 8. At the level of the SME Faculty it is practically not possible to hire young teachers, with the most 	
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			<p>laborious activity in research.</p> <p>9. Considering the scarce research funds from public bodies, employing of young researchers, a part of academic staff, is problematic in view of designing a career. In the Faculty of Materials and Environmental Engineering, employing of new young academics is quasi – inexistent, which makes a difficult prediction for the future of the departments.</p> <ul style="list-style-type: none">• Admission standards for researchers are clearly specified.• It would be appreciable if the admission rules were specified clearly• In general there are clear standards for admission. However, these standards should be in line with the trend of the field (e.g., if I work in a niche , it will be harder for me to publish my work - and, as such, I would have less chances than a researcher that works in a more popular field). TUC-N should address funding agencies (such as UEFISCDI) to make sure that researchers form all fields are evaluated properly.• Lately, I’ve seen an improvement regarding recruitment in TUC-N: advertising, transparency, clear procedures.• All these aspects are applicable, they have the legal framework.• Should take into account also the age of the researchers and the fact that some are better at research and some are better at teaching activities• Admission standard are already in place and are clearly specified.• The practice of recruiting the researchers from the best students is still dominant. <p>Issues: Almost no foreign researchers, with very few returning researchers. Foreign citizen cannot apply for PhD studies under the same conditions as the citizens of Romania.</p> <ul style="list-style-type: none">• The University follows the (very strict) legislation regarding employment, including the requirement to advertise all open position and organize employment contest open to all contestants that meet relevant professional criteria.• UEFISCDI's postdoctoral training programs refer to people returning to a research career. One of the conditions of eligibility is that the person must be at most 40 years old. This is limited to people who started their doctoral research after 40 years, benefiting from the practical experience in the field until then.• The biggest limitation is the small number of launched/running research projects rather than the number of employable people. From my point of view, the entry and admission standards for researchers, particularly at the beginning of their careers, are clearly specified. Some employers consider that, at this point, beginners and seniors are evaluated according to the same criteria. This puts pressure in the beginners, which is not necessarily a bad thing.• Increasing research funding in Romania would make a research career more attractive for good researchers.• Recruitment process is often not clear.• There were no cases that I am familiar with, where the entry and admissions standards for researchers were not ensured.• Difficult to find appropriate people (level of salary is not very good).• I consider will be better to have a mobility system for young researchers.• The criteria for admission to research must also consider the possibility of adapting to a new field of research.• The process of recruitment has a lot of weaknesses.• The admissions standards are ensured but the salary for a researcher at the beginning of the career is a big problem resulting in a lack of highly prepared human resources. I think that there should be minimal standards imposed but I also think that the leader of a research group should be granted the liberty to set his own standards when he needs to hire a researcher. I think he knows the best what he needs and I don't think he will hire someone inadequate for the job.• The admissions standards are ensured but the salary for a researcher at the beginning of the career is a big problem resulting in a lack of highly prepared human resources. I think that there should be minimal standards imposed but I also think that the leader of a research group should be granted the liberty to set his own standards when he needs to hire a researcher. I think he knows the best what he needs, and I don't think he will hire someone inadequate for the job.• The admission standard should be presented clearly and not changing almost each year.• Clear criteria and conditions of employment must be specified according to the research program. <p>Young people should be encouraged to initiate research projects, counseled and financially supported for this purpose.</p>	
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13	<p>Recruitment (Code) (optional)</p> <p>Employers and/or funders should establish recruitment procedures which are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised. Advertisements should give a broad description of knowledge and competencies required and should not be so specialised as to discourage suitable applicants. Employers should include a description of the working conditions and entitlements, including career development prospects. Moreover, the time allowed between the advertisement of the vacancy or the call for applications and the deadline for reply should be realistic.</p>	<p>3,32 3,01 2,99 3,59 3,47 3,53 3,51 3,23 3,45 3,10 3,18 3,39 3,29</p>	<p>Implemented</p> <p>In general, I believe that there are announcements within the academic community for such positions when they are available and the hiring is done with transparency. However, it should be noted that usually these are not dedicated researcher positions, but rather positions covered by teaching staff who are already employees of the department and who have competence in the targeted fields.</p> <p>I have no observations.</p> <ul style="list-style-type: none"> ○ I do not know if the procedure is internationally comparable. ○ There are procedures, but no research posts appear (see Points 1 and 12) ○ There is a standard system procedure. ○ Detailed job descriptions for each project. <p>Sometimes the conditions are not very clear, so not tempting</p> <p>These procedures are clear and mandated by law.</p> <p>- The recruitment process is carried out under optimal conditions, giving all those interested the chance to register for an interview, vacancy announcements being made publicly</p> <p>Most of the time, the competition for a state position is filled only because it is mandatory, the position being occupied before.</p> <p>The recruitment procedures should be revised.</p> <p>This principle is largely implemented. The employer describes the working conditions and rights of the candidate and also respects the deadline for employment.</p> <p>Recruitment procedures are clear enough even though the knowledge about international criteria is limited among researchers.</p> <ul style="list-style-type: none"> • these rules are followed • fully implemented • Employers' transparency on recruitment is not always relevant • Job advertisements contain requirements regarding competencies, skills held • In general, this is how the positions available according to the legal procedures are publicly announced on the utcluj.ro page. The problem is the lack of confidence in the transparency of the job competition for potential external candidates. • In present, less description on career development prospects (because depends on the analysis / financial sustainability of the department / faculty) • Usually, we get a broad description of knowledge and competencies required • How I said before, there are no indefinite positions so many are discouraged for this reason to apply to a job ad. • The time between the advertisement of the vacancy and the deadline is, in many cases, a joke. If you don't know from the inside about the opening, you have no chance • Every aspect mentioned above shall be improved in the direction stated before. • The procedures are sufficiently transparent and pliable to the requirements of research positions. The disadvantage is that the workforce is not yet accustomed to fixed-term contracts. • May a lot of transparency <ol style="list-style-type: none"> 1. If we would have more time, it would really help. I think that more time in labs and in working contexts is what the new generations need. 2. University has regulations on the matter. 3. The researchers are humans. They can have personal connections with other researchers and the relations sometimes are important goals for the research. 4. There are some aspects that must be well defined so that the researchers can know if they can apply for a project or not. <ul style="list-style-type: none"> • The recruitment process is properly performed. • The admission standards are clearly implemented at the Technical University of Cluj-Napoca. • A "career development plan" should be required for research (such a plan is required for promotions regarding teaching). • There are legal obligations to this extent. • Job requirements and evaluation/selection is not transparent enough. • The recruitment procedures are open and efficient. • For the majority this is fully implemented in TUCN. For part of them they consider some implementations are cumbersome and sometimes too bureaucratic. • Recruitment procedures are totally missing. 	<p>The recruitment process for teaching, administrative and research staff is transparent, equal opportunities for all candidates and efficient in general.</p> <p>The recruitment procedures, starting with the job advertisement, continuing with the competitive selection stages, and ending with the actual hiring, are similar to those used in the European community, on the same model of transparency, accessibility and fairness.</p> <p>Right from the first announcement, the recruit knows what to expect, receives all the useful information, and in case of any doubts, the university provides human resources who can guide and advise the future candidate.</p>
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14	Selection (Code) (optional) Selection committees should bring together diverse expertise and competences and should have an adequate gender balance and, where appropriate and feasible, include members from different sectors (public and private) and disciplines, including from other countries and with relevant experience to assess the candidate. Whenever possible, a wide range of selection practices should be used, such as external expert assessment and face-to-face interviews. Members of selection panels should be adequately trained.	3,16 2,55 2,93 3,47 3,17 3,41 3,34 3,23 3,33 3,00 3,10 3,37 3,14	<ul style="list-style-type: none"> Selections should be made purely on the basis of competencies regardless of gender / gender and without forced proportions between the sexes to the detriment of competencies. Implemented <ul style="list-style-type: none"> I don't think external assessment is done. There is a standard system procedure, but it does not work according to the recruitment rules practiced by a human resources department. It depends on the project, but some do not have these criteria specified The gender balance is not always accomplished given the fact that in the technical field are more males. Also, is not always possible to include members from other countries. The quality of research is not a matter of "gender balance", but of competence.sssss The selection is based mainly on competence -National regulations/norms are clear in this aspect and fully implemented. -Selection committees are mostly composed of in-house members inside each department, but have an adequate gender balance and (sort of) diverse expertise and competences. -For instance, PhD candidates have equal chances regardless of being fresh graduates or not. The selection must be made impartially. There is room for improvement here. This principle is largely implemented. The members of the selection committees are properly prepared for the interview/competition with the candidate. Selection committees are basically done according to experience and expertise, less according to gender rules or provenance diversity <ul style="list-style-type: none"> fully implemented Component the committee is well established; This very good measure would lead to correct evaluations and financing of original projects, impactful and useful to society. <ul style="list-style-type: none"> In general, the commissions are made up of research staff in interdisciplinary fields. Rarely we get external help, even if it is an interdisciplinary project. Gender should not be a factor in researchers selection processes. Gender balance should not be a criteria. Everyone should have equal opportunities. This is a Brave objective and not impossible to achieve, UTCN makes it possible, depends on those involved in the process. The involvement of foreign experts in the selection process does not necessarily imply financial aspects (previous collaborations, reciprocity, etc.). May a lot of transparency <ol style="list-style-type: none"> It is very difficult to implement this. Imposing conditions on the selection committees based on gender and working sector is again not a good practice. The researchers are humans. The regulations at the level of Ministry / university are clear in this respect. <ul style="list-style-type: none"> I am not sure if external expert assessment is used. The panels should be more diverse. The selection standards are clearly implemented at the Technical University of Cluj-Napoca. Successfully implemented. Selection committees are appointed based on proximity rather than competency. There is no mechanism devised for commission training regarding the job requirements. Inclusion of international experts could improve the process. Gender balance is an issue. Members of the evaluation team should have expertise in that area. It is the meritocracy that must prevail in such a selection. 	The members of the selection committees are chosen on a temporary basis, depending on the field of examination, their experience, and their expert status. At the level of academics and research, selection is made strictly on the basis of skills and experience in a particular specialisation. Also, in the selection process, the date of graduation does not matter, there being equal chances for a recent graduate or an older one.

15	<p>Transparency (Code) (optional)</p> <p>Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of open positions and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their applications.</p>	<p>3,37 2,86 3,28 3,47 2,92 3,71 3,53 3,31 3,58 3,30 3,27 3,54 3,14</p>	<p>• The feedback section after the selection of candidates could be improved.</p> <p>Partially implemented</p> <p>I have no observations.</p> <ul style="list-style-type: none">○ There is a standard system procedure.• Career prospects are not discussed.• No feedback provided, no open selection process. <p>It depends on the project, but some do not have these criteria specified.</p> <p>All the information is public when a job is posted.</p> <p>Criteria related to creativity are not used in career paths.</p> <p>This principle is largely implemented. The selection process considers the full range of experience of candidates.</p> <p>The balance between qualitative and quantitative results is of common concern, and the candidates with outstanding potential are made visible.</p> <ul style="list-style-type: none">• implemented• Communication must be effective• Everything is published transparently in the job announcement on the utcluj.ro web page.• Partially implemented• After the selection process, transparent information on the candidate's score should be provided, possibly implementing a feedback sheet for the candidate to analyse.• Agree <p>1. In my case, the recruitment process fulfilled this.</p> <p>2. Such information are usually publicly available and posed on websites.</p> <p>3. At this moment, the career development perspectives are not open and at the end of the selection process, the candidates are not informed about their strengths and weaknesses, so that they know where they have to improve.</p> <p>4. I totally agree.</p> <ul style="list-style-type: none">• Fully implemented• The strengths and weaknesses of the applications are not emphasized afterwards.• Career development prospects are not indicated.• The recruitment process and the selection criteria are clearly implemented at the Technical University of Cluj-Napoca.• No feedback regarding results is provided• Criteria for career advancing is considered as transparent by the researchers. So is fully implemented.• Recruitment process is almost non-existent.• The results of the evaluation must reach the candidates.• This procedure is well implemented.• Yes, the candidate it is presented with an evaluation report.• The recruitment process and the selection criteria are very clear in our university	<p>Transparency is one of the principles that makes it possible for every candidate to benefit from equal opportunities in the recruitment process, lack of discrimination and competitiveness, having access to all the necessary data in order to participate in the recruitment process.</p> <p>This is achieved by posting on the institution's website the announcement of the availability and opportunities that TUCN offers, the gradual posting according to the stages of the selection process, the early announcement of the steps to be taken and the necessary documents, the results being announced and posted for the public immediately and giving the possibility to be challenged, as part of the transparency in the process and implementation.</p> <p>Selection results are communicated immediately to the candidate and published in due time on the institution's website.</p>
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16	<p>Judging merit (Code) (optional)</p> <p>The selection process should take into consideration the entire range of Experience of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered.</p> <p>This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be perfectly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular attention should be paid to any contributions to patents, development or inventions.</p>	<p>3,15 2,79 2,90 3,65 3,00 3,41 3,43 3,31 3,39 3,10 2,22 3,12 3,00</p>	<p>Partially implemented I have no observations.</p> <ul style="list-style-type: none"> It depends the level. For entry level is harder than for the top ones. It's harder to enter in the system but after you entered is hard to fire someone who has no aim in doing things (for him and for the institution). The judgement is mostly ad-hoc during the selection process. Rarely open positions are provided, most of the times positions in research proposals are nominated, therefore, everyone knows everyone. There is a standard system procedure, but it does not work according to the recruitment rules practiced by a human resources department. <p>It depends on the project, but some do not have these criteria specified. -we think that a researcher should be hired for his/her research capabilities and merits. -The entry and admission standards are established at national level. -National regulations/norms are clear in this aspect and fully implemented. -Evaluation usually takes into consideration only CV and a short presentation Criteria related to creativity are not used in career paths. This principle is largely implemented. The selection process considers the full range of experience of candidates. The balance between qualitative and quantitative results is of common concern, and the candidates with outstanding potential are made visible.</p> <ul style="list-style-type: none"> The ratio between teaching and research is not always optimal in terms of time and preparation Herself Applies Totally agree. Unfortunately, there is a great shortage of candidates. Principle encumbered by national legislation on education and cannot be circumvented by the university. Some researchers are oriented on writing books and not articles and therefor should not be limited in their career path. Research activities are not encouraged enough on the duration of studies. Candidates don't have the possibility to gain experience. How can they be judged after a non existent factor? Possibly in UTCN, it depends on those involved in the process. May a lot of transparency <p>1. Fully agree. I feel that this is a strong point for our University. 2. This is the role of the selection committee. 3. I think that more measures should be taken in this regard so that all experience of the candidates can be taken into account. 4. Valid for competitions in which I participated</p> <ul style="list-style-type: none"> Fully implemented The importance of bibliometric indices is not perfectly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. The PhD admission is not OK because it does not take into account the overall merits of the candidate. More clear criteria should be used (such as number of publications, type of publications, previous experience, etc.) That merit of a candidate is judged qualitatively as well as quantitatively, but there is no specific selection procedure for the candidates from an industrial background. The limitations are imposed on a national level. At the moment, the candidates are not evaluated properly. Most of the candidates are known prior to the admission and the external ones do not have the same benefits. Actually evaluations seems to be more quantitative that qualitative. Candidates are quantitatively evaluated on the basis of the defined rules. Creativity and independence are also evaluated. Advancement in university career considers almost exclusively the research skills of the candidate, not taking into account the skills of teaching, supervision, teamwork. Teaching, teamwork, management should be also important, like research results. Nonexistent. In addition to publications, practical (completed) achievements must also be considered. This procedure is well implemented. 	<p>The selection of candidates is made according to some well-defined criteria, the experience in the required field depending on the job position.</p> <p>Merit is determined both by quantitative and qualitative professional achievements, offering the opportunity to those who have not been engaged in research activity for a long time to have equal chances with those who have had time to publish a lot more and have many achievements in research.</p> <p>Another situation that the university takes into account is the background of the candidate, those who come from the industrial environment, having the chance that through their contributions through inventions, patents or other contributions to scientific development, they will have the same chances as those who have seniority in university education or in management activities in research and innovation.</p> <p>There is a variation in the research-teaching activity ratio, but this does not create instability, it being normal that at a given moment the didactic framework pays more attention to one of them, to the detriment of the other, depending on the period or opportunities, the two activities being complementary.</p>
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			<ul style="list-style-type: none">Number of publications and bibliometric indices are not the most important indicators of the value of a researcher. Much more important are his attitude, creativity, professionalism, education etc.	
17	<p>Variations in the chronological order of CVs (Code) (optional)</p> <p>Career breaks or variations in the chronological order of CVs should not be penalised, but regarded as an evolution of a career, and consequently, as a potentially valuable contribution to the professional development of researchers towards a multidimensional career track. Candidates should therefore be allowed to submit evidence-based CVs, reflecting a representative array of achievements and qualifications appropriate to the post for which application is being made.</p>	<p>3,52 3,07 2,85 3,71 3,42 3,65 3,50 3,47 3,52 3,20 3,48 3,44 3,43</p>	<p>I don't know what the degree of implementation is, but I assume that such elements are important well enough in the case of hiring a researcher</p> <p>A researcher should not be "penalized" because of some pb. health occurred at a certain time, also reflected in the results of scientific work in a certain period of life</p> <p>If the candidate is competent, we do not care about the gaps in the CV, as long as he/she was not in prison at that time.</p> <p>-The entry and admission standards are established at national level. People that have had a relevant career in industry cannot switch towards research unless they respect the national minimal standards</p> <p>This principle is largely implemented. Candidates can submit evidence-based CVs that reflect a representative range of achievements and qualifications appropriate to the position being applied for.</p> <p>These career details are not at stake, and candidates are never penalised for variations in the chronological order of their CVs.</p> <ul style="list-style-type: none">agree with the statementIf specific problems arise, it must be taken into accountHerself UsesTotally agree.Principle valid only if the fields in which he worked are correspondent / complementary otherwise too many career changes can raise well-founded suspicions. I do not consider it an important principle to recruit and hire a researcher.I think it is only partially implemented and still, a continuous CV is best, even though maybe a break was made in the same research directionAgreed <p>. I believed that it is an aspect that will add value to the recruitment process.</p> <p>2. Valid for contests in which I participated.</p> <p>3. There is a total freedom in the way the CV is conceived and the content is analyzed only according to the achievements. Nevertheless, for each position are given requirements that have to be fulfilled.</p> <ul style="list-style-type: none">The variations in the chronological order of CVs is not to be penalized.Is well implemented, since candidates could submit evidence-based CVs, reflecting a representative array of achievements and qualifications appropriate to the post for which application is being made.Interruptions of activity should not influence the evaluation.This principle is not implemented.Candidates could submit evidence-based CVs, reflecting a representative array of achievements and qualifications appropriate to the post for which application is being made.	<p>For various reasons, a researcher may interrupt his/her research activity and return to the field is facilitated depending on the quality of his/her past activity and the vision that leads him/her to return.</p> <p>TUCN has a relaxed attitude in this respect, giving a researcher the chance to return to the field after a break due to certain reasons, a laudable and mutually beneficial opportunity.</p>

18	<p>Recognition of mobility experience (Code)</p> <p>Any mobility experience, e.g., a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher.</p>	<p>3,55 3,19 3,06 3,65 3,48 3,53 3,40 3,38 3,50 3,30 3,28 3,17 3,43</p>	<ul style="list-style-type: none"> ● Mobility experience is appreciated and respected by our institution. ● Mobility experience is recognized. ● This need to be fully implemented! ● To consider mainly those related to the field of activity. ● In the process of selecting researchers, any mobility experience must be evaluated. ● There is a great deal of openness to experiences abroad and they are recognized as being very beneficial to researchers ● Mobility experience is appreciated and respected by our institution. ● Mobility is a great plus when it comes to recognition of a researcher ● Researcher training courses should be as frequent and diverse as possible ● Mobility should be properly encouraged and funded ● In our organization any mobility is considered as a valuable contribution to the professional development of a researcher <p>Mobility is recognized and evaluated in the professional development.</p> <p>In addition to virtual mobility, access to various laboratories, instruments or research groups on similar topics is required.</p> <ul style="list-style-type: none"> ○ We are encouraged to take part in external motilities both during the years of study (doctoral studies) and later (university assistant, head of works). ○ Any mobility offers an exceptional openness for any researcher ○ This aspect certainly improves the skills, knowledge and work of the person involved. <ul style="list-style-type: none"> ● It depends on the evaluation committee of the candidate. ● There are procedures for recognizing the mobility experience, how much time can be spent outside the university, etc. I don't know how well they are implemented. ● It is certainly impossible to find such a candidate in a state environment. ● Encouraging mobility and establishing collaborative relationships at the level of teachers and students, to facilitate joint participation in further research projects ● There is no formal recognition. <p>Due to the pandemic this aspect is not fully implemented</p> <ul style="list-style-type: none"> - This is highly valued when applying for a position. - In the university the recognition of mobility is implemented. - Very important item, it is gaining importance year after year. - The role of lifelong education and recognition of prior learning is very important in a situation where mobility concerns knowledge <ul style="list-style-type: none"> ● Any research stage in a different country is essential and broadens your horizons. ● Participation in training stages, international congresses/conferences is extremely useful for advanced research. ● Mobility can also be part of projects and programs obtained by researchers. Unfortunately, in the philological field, such opportunities are much fewer. It should not necessarily be a basis for evaluating frameworks ● Researchers have the opportunity to develop their professional skills following mobility (Erasmus + type), which leads to increased academic performance. ● Interestingly, students no longer want to participate in mobilities. <p>Attracting international secialists is problematic enough</p> <p>We value mobility experience, as long as it is relevant for the job. However, this is for the hiring committee to decide, and not for the institution to codify.</p> <ul style="list-style-type: none"> -Due to the non-differentiation between the research and academic career paths, it is difficult to migrate from one University to another. For instance, an experienced researcher that has the criteria for an associate professor cannot be hired in the University unless such a position is open. Opening such a position takes a lot of time, sometimes years. Entering a research team is thus possible only on yearly-based contracts that do not give content and financial satisfaction, leading to difficulties in employing experienced personnel. -National regulations do not account for recognition of mobility experience (or only in few cases). However, most of the researchers value the gain brought by mobility/international experiences. -Recognition of mobility can be improved, when concerning both international motilities among universities and research institutes, as well as the change from on sector or discipline to another. 	<p>The exchange of experience between TUCN and other universities in the country or abroad, as well as participation in various conferences and events, is a plus for both researchers and the institution. The University supports researchers through financial support and equipment, a real help for those who face financial and other impediments. This encourages mobility and collaboration with other researchers in the same or complementary fields.</p>
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			<p>-In our university, mobility experience is recognized as legitimate part of one’s career.</p> <p>-Mobility experience is mostly regarded as a valuable contribution to the professional development of a researcher.</p> <p>- Candidates with research experience in other countries are most welcome.</p> <p>- Mobility is limited when we are almost always understaffed</p> <p>Not fully implemented. Any mobility experience should be considered a valuable contribution to the professional development of a researcher.</p> <p>Researchers have the possibility to apply for different national and international scholarships to various research centers where they have contact to different technologies, sometimes much better than the existing one locally and where they can conduct more complex research.</p> <p>Mobility Experience Recognition (Code) is almost but not fully implemented.</p> <p>(Inter)national mobilities and changes between research disciplines are paramount in stating candidates’ adaptability and their ability to evolve and cope with different working environments.</p> <p>Mobilities are considered as having significant contributions to a researchers’ professional development and TUCN recognizes the mobility experience.</p> <ul style="list-style-type: none"> • I don't have suggestions or observations! • This recognised mobility experience of researchers. • Right away is considered as a valuable contribution • It is only partially true • This beneficial recognition of effort and experience gained • That's right, I agree. That's what happens. • Continuous personal development • Yes they are FFF Beneficial • Of Agreement, can be considered as an exchange of good practices with other universities with which we collaborate and an experience that accumulates on different research directions. • Any mobility experience makes a valuable contribution to a researcher's professional development • Any experience has a valuable contribution to professional development • Mobility offers a wider experience • Are taken into account. • supporting researchers in this regard • The experiences gained through mobility lead to the professional development of the researcher • Experiences of mobility in another country or the change from one discipline to another are valuable for the professional development of a researcher and must be taken into account when evaluating a researcher. • Totally agree. • There is currently no recognition of such activities, perhaps because it is too difficult to evaluate, to determine their degree of importance. • It should be taken into consideration but for now I do not think it is. • Consider ca this criterion is correctly implemented in the University • I would propose an increased number of trainings, with the help of the private sector, to learn the applied working methodologies of companies • Even though international experiences gained through mobilities are well known and theoretically recognized, the focus on these experiences is quite low. • Why should geographical mobility be a factor in judging one's research ability? Totally irrational, in my opinion. Most people joining the research field are young and inexperienced graduates. Their skills should be honed in stable environments. • The change from one discipline to another should be possible at any time with easier steps and without professional damage. • This encouraged by UTCN and sometimes financially supported. • Mobility experience is considered a valuable contribution to the professional development. • The projects carried out by researchers in another institution are not recognized by the university for evaluation purposes. • Recognition of mobility experience is in many cases a valuable contribution to the professional development but is not an eliminatory criteria as long as the specific regulations doesn't request it. • It is also important to see the reason for moving from one sector to another • Da, total of agreement 	
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			<ul style="list-style-type: none"> Awarding higher incentive points at simac I agree with that. Recognizing the mobility experience is very important. <p>1. Encouragement and financing of internships abroad.</p> <p>2. I fully agree. yes, i.e. international research internships should be fully encouraged.</p> <p>3. What doesn't kills you, makes you stronger.</p> <p>4. Experience of mobility in another country / region or in another research setting (public or private) is considered a valuable contribution to the professional development of a researcher and is recognized.</p> <p>5. I agree</p> <p>6. Valid for contests in which I participated</p> <ul style="list-style-type: none"> Mobility experiences are highly encouraged. I am not aware of this information In my opinion, mobility experience is well admired in TUC-N. The mobility experience is formally acknowledge. There are no rules, procedures or standards governing the recognition of mobility. For BSc and MSc studies the mobility is acknowledged by means of ECTS system and studied courses. This system should be extended for other studies as well. The Regulations might require some minor adjustments to this extent. The activity in an external institution should take a sufficient period of time to have an influence on the development of the researcher. any type of mobility or effort (improvement, adaptation) should be considered as a valuable contribution to the professional development of a researcher. Recognition focuses mainly on seniority/loyalty rather than mobility abroad. The participation of a researcher from this university in carrying out a research project within another entity must be recognized Mobility is important and some assessment criteria accounting for it could be put in place. More out-of-the-box thinking In case of the younger researchers, their student mobility is typically regarded as a plus. Mobility shows the flexibility of the researcher. Issues: Mobility is not a condition for career advancement. <p>Researchers are not well motivated for any kind of mobility, especially from one discipline to another which would be useful for multidisciplinary research</p> <ul style="list-style-type: none"> No funds for such things. The mobility experience is somewhat recognized, but not entirely. It is necessary to in evidence the significance of the mobilities. Interdisciplinary research requires knowledge of at least two fields. Enhances experience and multiculturalism. sets connections. In many cases this part has higher influence than the achievements. Mobility and private research setting should be encouraged. 	
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19	<p>Recognition of qualifications (Code)</p> <p>Employers and/or funders should provide for appropriate assessment and evaluation of the academic and professional qualifications, including nonformal qualifications, of all researchers, within the context of international and professional mobility. They should inform themselves and gain a full understanding of rules, procedures and standards governing the recognition of such qualifications and, consequently, explore existing national law, conventions and specific rules on the recognition of these qualifications through all available channels.</p>	<p>3,45 2,95 2,92 3,65 3,42 3,88 3,44 3,27 3,47 3,10 3,32 3,13 3,57</p>	<ul style="list-style-type: none"> • Relevant qualifications are always recognized. • Not very clear what nonformal qualification stands for. • Employers should compile a database of legislation and conventions that facilitate the recognition of a researcher's qualifications. • Need some improvements. • Likewise, qualifications are beneficial for researchers. • I don't know about this. • The evaluation of academic and professional qualifications should be determined by commissions composed of specialists in the relevant fields. • All qualifications are clearly presented. <p>Implemented</p> <p>The assessment is available in a readable format. Maybe orally transmitted would have a better impact.</p> <p>I have no suggestions.</p> <p>I think it depends from one field to another. For architecture, there is the Romanian Order of Architects, which coordinates from a professional point of view the competencies and the possibility to practice across borders. I have the impression that there is a similar organization for the civil engineering part.</p> <p>However, these organizations refer to professional activity and not to research.</p> <p>Appreciation of academic training and the academic environment must be cultivated among employers, clients and the general public.</p> <p>Proper information and dissemination are required.</p> <p>I have no observations.</p> <ul style="list-style-type: none"> ○ In the university, the evaluation is done annually through SIMAC's own system and then every two years through CNFIS reporting. ○ International academic qualifications are equivalent at the level of the Ministry of Education. ○ Professional qualifications depend on the fields if they have bodies that regulate the possibility to practice. ○ The objective evaluation of the didactic and research activity of each person is necessary and can have a significant role in the individual and institutional progress. <ul style="list-style-type: none"> • Non formal qualifications rarely evaluated. • Developing relations with domestic and foreign employers, in order to identify the needs on the labor market and harmonize the study and research programs with these needs. • It depends on who the employers are. In most cases these checks should be made by the institution that mediates the contract between the researcher and the employer <p>- This is mainly respected in the public sector.</p> <p>- Very important item, it is gaining importance year after year.</p> <p>- Could be problems of accreditation and diploma recognition</p> <p>Clear and rigorous rules on assessing the competencies of similar researchers internationally</p> <ul style="list-style-type: none"> • Everyone should be evaluated according to their abilities and capabilities. • UTCN has implemented these codes • At CUNBM level, professional training is done taking into account market requirements, preparing specialists in accordance with NACE codes, thus ensuring the absorption on the labor market of graduates / researchers. • perfect normal <p>Non-formal qualifications partially apply to the field in which I work.</p> <p>For the formal ones, we have clear requirements for teaching and research positions.</p> <p>-In general, nonformal qualifications are not considered.</p> <p>-National regulations do not account for this.</p> <p>-Recognition of mobility can be improved, when concerning both international mobilities among universities and research institutes, as well as the change from on sector or discipline to another.</p> <p>- The evaluation of UTCN researchers respects the rigors of the legislation in force and ensures the prerequisites for mobility between international groups of researchers.</p> <p>- The employers and funders provide a full understanding of rules, procedures and standards governing the recognition of such qualifications</p> <p>The standards governing the recognition of qualifications are not fully implemented.</p>	<p>TUCN has an integrated system for evaluating didactic, research and managerial activities, which is carried out annually, and once every 2 years through reports to the national council for financing higher education.</p> <p>Also, the recognition at the institution level is achieved through the facilities made available and the support granted through the decisions of the administrative council for a sustainable development in the researcher's career.</p>
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			<ul style="list-style-type: none"> • TUC-N should inquire about available training and qualification for their employees and disseminate the information. • The mobility experience is formally acknowledge. There are no rules, procedures or standards governing the recognition of professional mobility. • This criterion requires the implementation of measures that encourage qualification acknowledgment. • “Electronic badges” is a concept used in various contexts (i.e., Erasmus) – it proposes the implementation of an electronic portfolio to acknowledge competences and qualifications. Something similar should be implemented. • Mechanisms for recognizing qualifications need to be made more flexible and developed • a better dissemination and explanation of the rules, procedures and standards governing the recognition of such qualifications • Rewards are given solely based on merits established internally by TUCN • International and professional mobility except participation to conferences is not, in my opinion, really implemented. • Some promotion criteria should be matched by other criteria)such as project manager in a company) • More dissemination/advertising regarding qualifications in other fields • All information about the procedure for foreign diploma recognition is published. There are cases for which the process of diploma recognition has delays • Update the University website with highlighted detailed information about foreign diploma recognition. Also, there is a committee for evaluation at the University level. • Some qualifications are recognized. • It is significant to promote the roll of these aspects. • There is a need for an equivalence between the different forms of evaluation that exist. • Not implemented at all. • The qualifications are recognized. • There must be qualified staff to inform researchers about rules, procedures and standards governing the recognition of such qualifications. • Any relevant research experience and qualifications obtain should be taken into account. 	
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20	Seniority (Code) (optional) The levels of qualifications required should be in line with the needs of the position and not be set as a barrier to entry. Recognition and evaluation of qualifications should focus on judging the achievements of the person rather than his/her circumstances or the reputation of the institution where the qualifications were gained. As professional qualifications may be gained at an early stage of an extensive career, the pattern of lifelong professional development should also be recognised.	3,28 3,06 2,95 3,65 3,25 3,59 3,44 3,36 3,56 3,20 3,23 3,32 2,71	<ul style="list-style-type: none"> • However, the reputation of the institution that provided the qualification should be considered. To eliminate some institutions with a reputation under question or to assess the qualifications obtained at institutions with an international reputation and probably having more pretentious qualification conditions. • The senior researchers/teaching staff (as they are one and the same) are judged based on their reputation or circumstances. Most of them came to be professors or associated professors at the time when the only thing that mattered was the teaching experience, and today they no longer fulfil the requirements for the position they have in terms of research grants, publications in WOS, citations, etc.... • “should focus on judging the achievements of the person rather than his/her circumstances or the reputation of the institution where the qualifications were gained” – FALSE, one you have reach a position (conf./prof.) is impossible to be evaluated or judged for not completed your duties or the failure to perform service duties like: H index- min. X, Influence score-... Grants- min. Y, ISI Q1/Q2 Articles / year min... • There is no system based on continuous professional certification. • The selection criteria should contain these requirements <p>The Romanian legislative framework is limiting the university's freedom in judging and evaluating the levels of qualifications</p> <ul style="list-style-type: none"> • Okay. <p>To become a lecturer or professor, especially, requires funding that often prevents access to positions even though teachers fully deserve them</p> <p>-There is no seniority requirement for a job. However some positions require some years of experience in a given domain.</p> <p>- Seniority is rewarded financially but is not a barrier of entry</p> <p>Lifelong professional development is not always recognized/ considered.</p> <p>This principle is almost but not fully implemented. The recognition and assessment of qualifications is focused on the assessment of the individual's achievements rather than his circumstances or the reputation of the institution where the qualifications were obtained.</p> <p>Both lifelong professional development and early qualifications equally count in the assessment process.</p> <ul style="list-style-type: none"> • fully implemented • Individual and institutional recognition are linked • Totally agree. • The principle is not valid / applicable at national level (see requirements for conducting doctorates by field). • Lifelong professional development should be recognized. • Position should not be a factor. There are cases in which the competence of senior researchers are on par with the competences of a new researcher. • May a lot of transparency <ol style="list-style-type: none"> 1. It makes sense. I am not fully aware on how this is implemented at a larger scale in our institution. 2. The researchers must be respected for their work. 3. The level of qualifications is well stated when advertising a position. <ul style="list-style-type: none"> • I am not aware of this information • The pattern of lifelong professional development is recognized. • Recording and publishing qualifications seems to be an administrative/management matter. • Some researchers consider that no such things are implemented in the University. • Seniority prevails in most cases. • The results obtained in the research stages should be considered mainly. • Both the researcher's experience and development perspective must be assessed. 	Seniority in work is essential in grading and placement in a position, not being a condition for new employees, along with professional achievements and contributions to the field in which they work. TUCN does not hesitate to advance and promote its employees and all those involved in the institution's activities.
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21	<p>Postdoctoral appointments (Code)</p> <p>Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments, should be established by the institutions appointing postdoctoral researchers. Such guidelines should consider time spent in prior postdoctoral appointments at other institutions and take into consideration that the postdoctoral status should be transitional, with the primary purpose of providing additional professional development opportunities for a research career in the context of long-term career prospects.</p>	<p>3,45 2,82 2,97 3,56 3,10 3,71 3,35 3,42 3,47 3,30 3,34 3,18 3,43</p>	<ul style="list-style-type: none"> • There should be more opportunities for postdoctoral researchers. • Our institution has clear rules for the recruitment of postdoctoral researchers. • Postdoctoral research is not an option unless you win a national or international project • Post-doctoral researchers are recruited by research grant managers based on their estimated qualification. • It is necessary to establish clear rules for the appointment of postdoctoral researchers. • I didn't do a postdoc and I don't know details • Due to the poor funding of research in Romania, it is difficult to keep researchers employed, without being paid for the classes / laboratory held. Perhaps with the strengthening of ties with the economic / industrial environment this aspect will be improved. • There is no such thing. • Our institution has clear rules for the recruitment of postdoctoral researchers. • There is a lot of information and guides on postdoctoral opportunities. • I totally agree with the ideas in the text of the question. • There are a lot of post-university programs that offer opportunities to those that finished their PhD stage. • Explicit guidelines for the recruitment of postdoctoral researchers are set. <p>Implemented</p> <p>The recruitment guidelines could be more explicit.</p> <p>I don't think that the principle according to which postdoctoral research works in UTC-N is fully understood. Projects for post-doctoral researchers are not popularized enough. From my own experience, when I participated in a selection of this kind for a funding grant, there was a lack of communication and a lack of transparency in the project competition that the competition raised a lot of question marks and suspicions on the part of all the participants, combined with a sense of wasted time and humiliation on the part of the committee that seemed to already have an opinion about the selected projects.</p> <p>Postdoctoral appointments are also required in the faculties of architecture and civil engineering.</p> <ul style="list-style-type: none"> ○ At the university there are clear procedures for postdoctoral researchers conducted through the IOSUD doctoral school. ○ There are clear sets of rules for recruiting and appointing postdoctoral researchers. Unfortunately, there are few opportunities in this regard • Postdoctoral research options are not well known, and when they do appear, the information is vague. I went through such a selection process for a postdoctoral fellowship that was announced to be open to all research fields in UTCN. Apart from the fact that the scholarships were directed to a niche, the rules for awarding scores were changed along the way, the information about the way the score was awarded was denied to me. The procedure was degrading, the places are dedicated, and I will certainly not participate in such a selection in such conditions in our university. • The rules are not made by employers, as such the employer is limited in offering these additional opportunities for development. How to evaluate an institution for things that do not depend on it? • There are no clear rules. • Postdoctoral studies should not be limited in age. <p>- The postdoctoral appointments are implemented.</p> <p>- If postdocs are trained by academic researchers in an academic research setting, they will continue to aspire to academic and research-only careers</p> <p>The recruitment and appointment of postdoctoral researchers, including the maximum duration and objectives of such appointments, shall be determined in accordance with well-established rules</p> <ul style="list-style-type: none"> • Postdoctoral researchers should be encouraged to publish their theses and continue their research at the highest level. If they have an impressive CV and a good qualification, they should not be "excluded" from competitions for various university positions, just because they are not in the favor of some of the faculty / department management. • There is code implemented • At institutional level, there is the possibility of continuing doctoral research through postdoctoral studies. 	<p>Postdoctoral program provides the institutional framework for the development of advanced research after the completion of studies university doctoral programs in specific doctoral fields within IOSUD. UTCN creates ways for accessing funds for the development of postdoctoral programs by national or internal projects (UTCN), international projects, or at the initiative of the environment economic;</p> <p>The proposed institutional programme aims at improving advanced research components and career development opportunities for post-doctoral researchers, by integrating them in the research structures of UTCN and by facilitating access of post-doctoral researchers to advanced research resources. The post-doctoral status it's transitional, with the primary purpose of providing additional professional development opportunities for a research career but also in connection with the necessities of the local, regional and national business environment.</p> <p>The enrolment and selection of post-doctoral researchers will follow a set of specific criteria related to the relevance of the research topic and their previous results.</p> <p>The activity of post-doctoral researchers will be monitored during the implementation phase of the programme, to improve scientific research capacity, but also of diversifying post-doctoral training methods from the viewpoint of entrepreneurial skills.</p>
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			<p>The postdoctoral projects carried out within our department have relied entirely on these aspects.</p> <p>-University specific rules need to be defined. -Better guidelines should be provided. -Postdoctoral researchers are only hired in the framework of research contracts or in national or EU funded programs, which have a clear duration, salary and requirements. -It is difficult to transfer to other institutions without losing the didactic position that is tied to the research position. Again, a discrimination should be done between academic/didactic and research positions -Improvements can be performed concerning the aspect of taking into account the fact that the postdoctoral status can be transitional. -Few postdoctoral programs. - the postdoctoral status is not well defined in the Romanian regulations and laws</p> <p>Some guidelines related to the recruitment and appointment of postdoctoral researchers, including the maximum duration and objectives should be set by the institutions appointing such kind of researchers.</p> <p>There are very clear and explicit guidelines regarding the postdoctoral stages.</p> <p>This principle is almost but not fully implemented. Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and objectives of these appointments, are established by the institutions that appoint postdoctoral researchers.</p> <p>Postdoctoral rules and guidelines concerning the selection and appointment process are transparent and clearly established by the institution.</p> <p>There are clear rules for recruiting and appointing of postdoctoral researchers and the rules and guidelines for postdoctoral researchers are written in the contracts.</p> <ul style="list-style-type: none"> • Postdoctoral appointments are f. well implemented. • Right away There is implementation of PSTDOC • Fully implemented • non-personal expertise in this field • Attracting more projects for postdoctoral students • Rules clear and explicit guidelines for the recruitment and appointment of postdoctoral researchers are well implemented • Total implemented • I agree that postdoctoral researchers should be supported and guided in their chosen fields of research. • Fair choices for postdoctoral activities • Age is an obstacle as well as a requirement • Postdoctoral status should be transitional, mainly to provide additional opportunities for professional development • Postdoctoral studies are mainly required to provide opportunities for professional development • The rules for recruitment must be as clear as possible • Implemented • Providing information • The post-doctoral status must be transitory, with the main objective of providing additional opportunities for professional development • Clear and explicit rules are needed for the recruitment and appointment of postdoctoral researchers, including the maximum duration and objectives of such appointments • Totally agree. There are very few candidates with postdoctoral studies... • Not sure if all postdoctoral possibilities are presented and disseminated towards candidates. • I have no suggestions or observations. • Postdoctoral programs have been implemented correctly in the University. • There is a lack of information regarding postdoctoral studies and their benefits. There is little to no incentive to follow one such program. Also, the availability of such programs is reduced • The recruitment of postdoctoral researchers should not be restricted by rules and should be made on every researcher's professional development. • There are national and institutional regulations in this regard. 	
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		<ul style="list-style-type: none">• Clear rules and explicit guidelines for the recruitment are available.• The university has a postdoctoral program that include a selection methodology and related criteria based on scientific achievements and research plan. Time spent in prior postdoctoral appointments at other institutions and consideration that the postdoctoral status should be transitional can be easily integrated in the methodology / selection criteria.• May a lot of transparency• Or better information• I agree with that• There are clear and explicit rules for recruiting and appointing postdoctoral researchers <ol style="list-style-type: none">1. I am not fully aware of this subject, Please ask me again in several months when I will begin my postdoc.2. It should be more postdoctoral positions available for candidates as well as for more supervisors.3. A set of clear rules and explicit guidelines would be needed for the recruitment and appointment of postdoctoral researchers, including the maximum duration and objectives of such appointments.4. For the recruitment of candidates for postdoctoral positions, there are clear rules on the duration of studies, admission conditions, frequency of meetings with the driver, and deliverables, (articles, participation in conferences, etc.). <ul style="list-style-type: none">• This information is not disseminated enough.• I am not aware of this information• The information regarding postdoc programs is not well disseminated. Applicants with more than 5 years from PhD thesis defense should be considered for postdoc.• Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers is defined only by research programs.• TUCN implements this criterion as there are some regulations in place for postdoc studies.• The status of postdoctoral researchers should be defined as a stimulus for career development.• Every institution should manage internal rules, but transparency, as concerns the recruitment of their people on specific job• There are no postdoc/research vacancies funded by TUCN• I agree that such clear rules are a must. The existence of postdoctoral financing programs should insure that researchers are attracted to this form of professional development• There are research calls for post-doc positions.• No rules set.• No comments, as I do not possess much information related to postdoctoral studies.• It is not enough awareness these aspects.• Research should be done to add value to society. An educated society is a value.• There is not enough understanding about these aspects and rules.• Postdoctoral appointments at other institutions are necessary to consolidate a researcher's career.• Clear and transparent specification of the objectives and conditions for awarding postdoctoral grants.	
	Working conditions and social security		

22	<p>Recognition of the profession (optional)</p> <p>All researchers engaged in a research career should be recognised as professionals and be treated accordingly. This should start at the beginning of their careers, namely at postgraduate level, and should include all levels, regardless of their classification at national level (e.g., employee, postgraduate student, doctoral candidate, postdoctoral fellow, civil servants).</p>	<p>3,53 3,04 3,15 3,82 3,33 3,71 3,47 3,49 3,63 3,30 3,15 3,45 3,71</p>	<ul style="list-style-type: none">There is not a wide recognition of the researchers.There is no system based on continuous professional certification.They depend on the national recognition system.Okay. <p>There is a restriction in professions that means that many of those for which we train students do not appear in the nomenclatures</p> <p>-They are recognized as well as other professions in our society. Namely, they are respected by their peers and ignored by the ignorant.</p> <p>-The recognition of young researchers is poor. Their activity is considered equivalent with any beginner.</p> <p>-Researchers, especially at the beginning of their career, are often not recognized</p> <p>This principle is almost but not fully implemented. All researchers involved in a research career are recognized as professionals and treated accordingly.</p> <p>Researchers are recognized as professionals and treated accordingly. However, their career level may overload them with work or exactly the opposite.</p> <ul style="list-style-type: none">fully implementedTotally agree.Recognition of the profession is almost but not fully implemented since you can be hired on a project even as a master student.Not the caseThe name/occupation of "researcher" must be rehabilitated both in the academic environment, but especially in society. <p>1. They may be but in my opinion its overrated.</p> <p>If i.e. I as a doctor am searching for a new job that I am passionate about but the employer cannot afford my title, shouldn't I be hired?</p> <p>2. All qualifications are regulated by a national registry of occupations.</p> <p>3. I agree - All researchers engaged in a research career should be recognized as professionals and be treated accordingly.</p> <ul style="list-style-type: none">The researchers are recognized as professionals and treated accordingly.All researchers engaged in a research career are recognized as professionals and are treated accordingly.Not implemented.Performance research is done by professionals and should be recognized for their merits.All researchers engaged in a research career are recognized as professionals and are treated accordingly. <p>These aspects are implemented.</p>	<p>TUCN has an intense activity to promote research, both through the activity of university teaching staff, but especially through its internal structures such as DMCDI and IOSUD.</p> <p>Through all the actions undertaken in this respect, a change in the perception of the role of research in society and economic development can be observed.</p> <p>To the benefit of those directly involved, who are continually specialising and seeking performance, there are financial rewards and technical support.</p> <p>The career advancement system is very well set up, based on achievements in the field of specialisation and stability through seniority accumulated in the specialisation.</p> <p>There are also professional equivalents between research and teaching positions, all in support of intellectual excellence.</p> <p>TUCN has a keen interest in recognising professional value at all levels.</p>
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23	<p>Research environment</p> <p>Employers and/or funders of researchers should ensure that the most stimulating research or research training environment is created which offers right equipment, facilities and opportunities, including for remote collaboration over research networks, and that the national or sectoral regulations concerning health and safety in research are observed. Funders should ensure that adequate resources are provided in support of the agreed work program.</p>	<p>3,27 2,38 2,79 3,00 3,47 3,41 3,20 3,17 3,33 2,90 2,86 2,88 3,29</p>	<ul style="list-style-type: none"> • A better collaboration between research networks is needed. • In our institution, high quality research is stimulated. • Limitations still exist. • Inventory of licensing modeling and simulation programs available in various research groups and preferably a way to make them available at the university level. • Researchers' employers and / or funders should ensure that the most stimulating research or training environment is created, providing the right equipment, facilities, and opportunities. • The equipment is not missing at all. There is a very good environment for research. • This is in the hands of the research group's leader. It is not sensed at university level. • In our institution, high quality research is stimulated. • Communication and defining a common goal is the biggest step. • The purchase of equipment is insufficiently supported. • Pay more attention to research resources! • There is a need of new equipment. <p>Insufficiently implemented Research environment is to be developed.</p> <p>I believe that the university is the first to invest in the development of the research infrastructure in order to be competitive and to be able to attract real research projects, from which new acquisitions can later be financed. Unfortunately, everyone is waiting for research projects to be won from which to purchase a piece of equipment that will then be used for as many research projects as possible. As far as I know, the main laboratories are made from sponsorships or partnerships with companies that want collaborations with UTCN.</p> <p>Spaces specifically dedicated to research are missing. There is no clear policy for enriching the book stock or other documentary materials. Library administration is outdated. The library is not fulfilling its central role in university life.</p> <p>Funders/ Employers should ensure adequate environment and resources also for teachers and students.</p> <ul style="list-style-type: none"> ○ UTCN has laboratories equipped with equipment for conducting research and there are in addition agreements with other centers and laboratories in case of interdisciplinary research • Not all faculties / departments have research centers. In some of the research spaces, the new equipment is the one specifically purchased through won projects. Opportunities to participate in other projects are limited by existing equipment. A research center that offers "right equipment, facilities and opportunities" must be thought of and the investment in it must be made from the beginning. • There must be financial possibilities. • Practically the research environment is zero. The acquisitions are very difficult, for instance if I want to buy something that exists for the moment only in US and to do research with that prototype for the conditions in Romania, I cannot do it using the money I have from a previous contract because this is how the acquisition system works. If I want to attend an international lecture that must be payed in advance, I did not understand why that cannot be done using money from the university, even if those are my money from a contract. • Next, practically, the laboratories lack equipment... the money required in the field of CE are quite a lot, we are talking about 15-20k for a single software, the testing machines are way beyond that, and when the funding available to the Faculty laboratories from a funding grant at university level research only 100-200k, you can do nothing. • Also, the acquisition of the equipment should not be the problem of the researchers, but of the acquisition team that expects for the researchers to do everything in their place and if the funding is lost due to the researcher lack of understanding of how the acquisition process works, the acquisition teams has no responsibility for that funding being lost. • The laboratories also lack technicians so the researcher also should play the technicians role... • When the researcher should be a technician, an acquisition person, a teacher and a researcher, nothing good could come out of it... • Here is a lot of work to do because: there is no personal staff (technicians etc) for the laboratories. 	<p>One of TUCN's other major concerns is to ensure the optimal framework for the smooth functioning of all structures of the institution, both for students and teachers, as well as for researchers. TUCN offers spaces and equipment, as well as courses for further training or for acquiring the knowledge necessary for research, development and innovation. Courses and working groups are organised, mostly through the DMCDI, to which all teaching staff and researchers are invited, thus encouraging the knowledge of opportunities in the field of research and the establishment of professional collaborations. Many of these trainings are conducted virtually, being more accessible and involving a larger number of participants.</p> <p>TUCN also aims to keep up with the ever-changing and evolving technique and technology, as well as the latest news in scientific publications of interest.</p>
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			<ul style="list-style-type: none"> • Adequate resources are available for researchers. Collaboration over well-known research networks should be improved. • I consider this point as fully implemented, the university is supporting the researchers in all mentioned aspects. • May Many training sessions • Or better information • I agree with that. • Funders of researchers should ensure that the most stimulating research or research training environment <p>1. I still need more experience in the system to fully develop an opinion on this subject. From what I have observed, there is little money spent for upgrades and services. Small research groups, unstable research groups that have strategic equipment that can be used by other groups or collaborators should be provided with more support.</p> <p>2. The most stimulating research or research training environment is created which offers right equipment when the budget allows acquisition of it.</p> <p>3. Researchers have access to the university's research base, but there are still some situations in which the entire university research base may or may not be known, or researchers may have difficulty accessing equipment from laboratories other than those in which they work.</p> <p>4. The pandemic situation caused some problems of interconnectivity, generally speaking. We must overcome these inconveniences and have an appropriate environment.</p> <p>5. The research environment must be available for all the researchers in the university</p> <p>6. The field of Materials Engineering lacks general purpose equipment, which cannot be bought through research contracts, the existing ones being very old (Ex. testing machines, electron microscope from 2001, plastic deformation equipment, presses, etc.).</p> <ul style="list-style-type: none"> • Research environment could be improved. • Research equipment is not provided unless acquired from personal effort. No research training provided. • It would be appreciable if more money were allocated for remote control of devices, such as licenses for TeamViewer software. • There is still much work to be done in this area. TUC-N makes a lot of effort to ensure that the students have the proper studying conditions but does nothing like this for their researchers. TUC-N should enquire about their needs and then offer the proper equipment, facilities and opportunities. Proper chairs, desks, labs, laptops, working stations should be provided to the researchers by TUC-N. • In general, adequate resources are provided in support of the agreed work program. • This criterion is well implemented in TUCN. Several aspects could be improves but in general the working atmosphere is good. • Chronic underfunding of research hardly allows the attempt to meet this requirement • Agree, employers and/or funders of researchers should ensure that the most stimulating research or research training environment is created. No other suggestion. • There is no mechanism that facilitates access to infrastructure and specialized networks. Each research group develops their own strategies to this extent. • I don't believe there is a research environment per se. • TUCN should also encourage projects that have potential, not just those that attract funds. • Research infrastructure (equipment and facilities) is not well developed, due to lack of funds. The amount of available funds always limits the possibility for right equipment or facility • The university has several research laboratories, with moderate equipment. University has aces to research database with scientific articles. • Severe lack of equipment, software, facilities, and opportunities. • Equipment is not at the highest possible level. • The level of laboratory, the equipment must be raised. • Now it is more a non-institutional concern. • To complete research, you need specific funds for that research. • The funds allocated for research (mainly infrastructure) are very limited. Even if there are funds, they are divided in small amounts. • This is the key condition for success. But The funds allocated for research (mainly infrastructure) are very limited. • Research would benefit from having remote collaborations with other University. • Funding, although set by contract, is not always on time. 	
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			<ul style="list-style-type: none">Lack of fully equipped research laboratories in order to carry out research activities. Employers and / or funders of researchers should ensure the refinancing of projects whenever there are requests to do so.	
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24	<p>Working conditions</p> <p>Employers and/or funders should ensure that the working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance in accordance with existing national legislation and with national or sectoral collective-bargaining agreements. They should aim to provide working conditions which allow both women and men researchers to combine family and work, children and career 9. Particular attention should be paid to flexible working hours, part-time working, tele-working and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements.</p>	<p>3,34 2,43 2,90 3,56 3,35 3,59 3,43 3,13 3,39 3,20 3,16 3,30 3,29</p>	<ul style="list-style-type: none"> • Working conditions are good. • If you have to teach and also to do research its hard to do flexible hours • Not sure about accessibility for disabled researchers in all buildings. • The academic and research environment allows a great deal of flexibility in the way the research activity is carried out. • It is necessary to develop a regulation that stipulates the working conditions that employers must provide for researchers, in order to obtain research performance. • The conditions are met. • Working conditions are excellent. • Working conditions in our institute are adequate. • Good working conditions. • There are no problems from this point of view. • Greater attention in this direction. • There is a need for better working spaces. <p>Our buildings are not accessible to disabled researchers. Accessibility is an aspect yet to be resolved.</p> <p>The sabbatical could also be granted based on other criteria outside of grant making, being also an opportunity to focus on research, not just a reward for research performance.</p> <p>From the point of view of the legislation, this is possible, but considering that there is a lack of staff, it means that everyone has extra hours, paid by the hour, in addition to having to carry out administrative activities, attend meetings on different working groups, on a physical calendar you can see that this freedom is an illusion, each teaching staff is forced to have activity for approximately 10-11 hours a day.</p> <p>Possible physical disabilities are not integrated. Flexible program and home-office when is possible.</p> <ul style="list-style-type: none"> ○ UTCN has adapted spaces and laboratories to facilitate the access and movement of people with disabilities and the work schedule can be adapted, upon request, for family problems. ○ Decent conditions regarding the spaces made available for carrying out the research activity. • Lack of staff leads to a very high load of staff working in both academia and research, making it difficult to harmonize career with family life. • There must be financial possibilities. • Family, work, children and career in not encouraged at all. We are expected to go to exams during the weekend, teaching hours are set after 16:00, when kids should be taken from school... We can set limits about the working hours, but it is unsure if those limits can be respected. • There are no clear rules for ensuring working conditions. • There is a sabbatical in the regulations. The conditions of its use are not very assured. • As long as the activity is mainly didactic, the time allocated to research is from “free time”, which affects both the personal and the professional plan. • Working conditions for disabled personnel may be improved. • Working conditions for people with disabilities should be ensured / improved. For the classes held at the university extensions, the possibility of conducting them online should also be offered. • Updating computer equipment. • The facilities of research laboratories should be improved. For example, in the case of numerical analyzes / simulations, computing systems have a major contribution on productivity, but they have not been updated for a relatively long period of time. <p>- The schedule is flexible. - In the university the working conditions are very good. - It is slowly improving, but still a lot to do. - Research working conditions can be upgraded</p> <p>These issues are non-negotiable and must be in line with existing national legislation and national or sectoral collective agreements.</p> <ul style="list-style-type: none"> • The working condintions are essential in creating the right environment. • none • I haven't heard of "sabbatical year" in UTCN. 	<p>Closely related to the working environment and working environment are the working conditions, TUCN's concern being to develop those that are effective. Following the results over time, working conditions have been adapted to the needs, but all with the well-being of employees in mind.</p> <p>Conditions are created to provide stability and support, so that flexibility and adaptability are offered, so that there are no discrepancies between family life and career, especially for women researchers who become mothers at some point. It is of great support that a woman researcher who has become a mother can benefit from certain periods of time off or flexibility in her schedule and can thus continue her research career.</p>
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			<ul style="list-style-type: none"> • IN UTCN working conditions are very good • The existing working conditions at institutional level ensure the smooth running of the entire educational and research process to all actors involved. • desirable! • For the woman is difficult to combine family life and career. <p>Item partially fulfilled. There is no sabbatical year to give just one example.</p> <p>Researchers can do their work from wherever they want, each with the same benefits. It also ensures proper integration between private life and working hours.</p> <p>-Almost all researchers have additional teaching and administrative responsibilities.</p> <p>-Again, due to the lack of non-determined period contracts for research, the activity lacks a lot of working conditions, such as possibility of having paid holidays, full time working (it is allowed only part-time working in research), bureaucracy for special leaves (for instance maternity leave), tele-working, etc.</p> <p>-Sabbatical leave is not actually possible.</p> <p>-Due to a severe understaffing problem (due to low salaries, a fierce competition from private companies, etc.), many of the researchers are overworked.</p> <p>-These aspects are appropriately treated by our institution</p> <p>-Due to the insufficient number of researchers, they are often overworked.</p> <p>-Employers and/or funders mostly ensure working conditions for researchers, but without flexibility when it comes to special circumstances when urgent family matters clash with (more or less) urgent work matters.</p> <p>-Good working conditions are usually ensured by the employer but there are infrastructure problems: unreliable internet connection, electrical outages, no air conditioning in offices.</p> <p>There is a lack of flexibility in work conditions. In many cases, this goal cannot be achieved due to financial constraints.</p> <p>Employers and / or funders should ensure that working conditions for researchers with disabilities.</p> <p>The overall support infrastructure (not including the equipment for research – which was obtained from external sources) is SEVERELY OUTDATED, including the intranet e-mail platform, internet connection's stability within the institution and lack of adequate office spaces.</p> <p>There are no facilities for families, small children, etc.</p> <p>Working conditions unfortunately are not met on an institutional level, some areas of the institution are not accessible for persons who are in wheelchairs, this issue should be addressed with installation of ramps and elevators for disabled people.</p> <p>This principle is almost but not fully implemented. The employer shall ensure that the working conditions for researchers, as appropriate, provide flexibility considered essential for the successful performance of research, in accordance with existing national legislation.</p> <p>The vast majority of the researchers find it hard to harmonise work and family life. The lack of flexibility in their schedule due to bureaucracy and work during weekends is also a problem. The sabbatical year is considered more or less an impossible choice. Also, there are difficult working conditions for disabled researchers.</p> <p>These aspects are provided in the sectoral collective-bargaining agreements, the working conditions are up to standards. Working conditions could get better, in what concerns better balancing family and work (more tele-working, for example).</p> <ul style="list-style-type: none"> • Busy schedule • Lack of spaces for research" • Working conditions are ensured. • the state should also be involved, which should realize the importance of education and research in human development • fully implemented • Almost but not fully implemented • Flexible working hours are implemented by each researcher separately only • The hybrid system is optimal • I'm fine Implemented • Ensuring a fair working environment • Herself Apply Leave • Important it is possible to harmonise research with family, work, children and career • It is very important to have the possibility of harmonizing intellectual work with the family 	
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			<ul style="list-style-type: none"> Working conditions must be adaptable to different situations Implemented in accordance with the legislation. Program flexibility Working conditions allowing its combination with family life and work and career. In order to make research attractive, employers and / or funders must provide researchers with appropriate working conditions, including for researchers with disabilities. The working conditions offered must allow both women and men researchers to combine family and work, children and career. Totally agree, but the answer same with (53) ... Sabbatical leave is possible and also flexible working hours Working conditions are fine Agreed Establishment of nurseries/kindergartens, improvement and diversification of menus at UTCN canteens. Proper working conditions are available for researchers. The university is assure appropriate working conditions in accordance with national laws and regulations. Working conditions need to be improved The existence in the norming of projects of a norm, let's say for the unforeseen in which these situations are included. The family is very important for everyone <p>1. This is one of the strong points of our institution. We have mothers doing their PhD, flexible hour programs, Tele-working.... We just have to work and to do our job. Thank you for this!</p> <p>2. Working conditions are fine.</p> <p>3. Appropriate working conditions are currently being ensured, but access to people with disabilities still needs to be improved and stimulated. Working conditions are flexible, providing access to laboratories at all hours.</p> <p>4. In universities, teachers should be able to choose whether or not they want to be part of research teams. Thus, all teaching and research staff should receive a negotiated salary and, in addition, research staff should be additionally remunerated both by the university and by the research contract.</p> <p>5. The working conditions are good in general. Sometimes problems occur and solutions must be find so that everything it passes as easily as possible.</p> <p>6. The most important is the family, so the working conditions must comply with that</p> <ul style="list-style-type: none"> Flexibility is assured. Flexible working schedule provided Daycare facilities should be provided by TUC-N for all the employees. Sabbatical leave should be supported as well to encourage researchers to take their minds off the stress of their jobs and focus on what they love outside of their work, and develop both personal and professional skills. Working conditions are appropriate. This criterion is well implemented in TUCN There is no legislation Working conditions are also affected by poor research funding. Currently, the family is not very supported, as the holiday of children in primary or secondary school is postponed by the university holiday (the one in February). Not to mention the difficulties to manage that "family time" (i.e. children holiday) in the case of single-parent families, when the researcher is not allowed to take vacation when her/his children are single, at home. Family should be encouraged maybe by giving to the parents some tickets for private afterschool's (to be able to let the children in an institutional place, in safe, in such holidays). TUCN does not support sabbatical leave There should be no work-related e-mails during weekends The working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance in accordance with existing national legislation and with national or sectoral collective-bargaining agreements. Very bad working conditions for researches. Lack or very outdated equipment, no process, and funds to acquire new ones, high levels of bureaucracy when doing so. After the pandemic, all the flexibility related to working hours and location is satisfied. Must be raised. 	
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			<ul style="list-style-type: none">• We need more elevators and special access for handicap researcher and students.• We have some problems because most of your researchers are also professors.• Working conditions must help researchers regardless of their condition.• Without this, potential talent might be discouraged to enroll in research.• There is no procedure regarding part-time working, tele-working or sabbatical leave.• Infrastructure improvements for disabled researchers are needed.• More attention should be paid to flexible working hours, part-time working, tele-working and sabbatical leave.• The working conditions for researchers, including for disabled researchers, are appropriate for successful research performance in accordance with existing national legislation and with national or sectoral collective-bargaining agreements.• The infrastructure for having tele-working is implemented. However, is not accepted.• Working with people from different institutions with different time zones is very difficult to establish a pleasant program for everyone.• Researchers should be able to define their work schedule according to their needs and in compliance with the law.	
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25	<p>Stability and permanence of employment (optional)</p> <p>Employers and/or funders should ensure that the performance of researchers is not undermined by instability of employment contracts and should therefore commit themselves as far as possible to improving the stability of employment conditions for researchers, thus implementing and abiding by the principles and terms laid down in the EU Directive on Fixed-Term Work.</p>	<p>3,42 3,10 3,43 3,47 3,33 3,76 3,36 3,52 3,50 3,30 3,17 3,10 3,43</p>	<ul style="list-style-type: none">• Many contracts are made for a fixed period and maybe this is an impediment to stability• There are no such positions. <p>Research programs are time limited.</p> <ul style="list-style-type: none">• There is no preoccupation regarding the existence of research projects. If I, as a teacher and researcher struggling to understand this world, can acquire a contract of my own, I will have ongoing research. Otherwise, the only stability is through the teaching part of the job.• There are ZERO preoccupation in assuring stability of the teacher-researchers (by having research projects in progress).• The stability is assured for the TEACHER- that is having classes and the researcher came together with it.• Instead, is a PERMANENT preoccupation in making Calls – that are IMPOSSIBLE to win, the conditions are so hard to accomplish that is impossible to win a Research Project – doesn't matter the value of the project.• HERE is a double fault:<ol style="list-style-type: none">1.The Education and Research Minister (not at the universities).2. The monk of supervisors- real research supervisor, that have experience and expertise in the domain (not just seniority in work).• Permanent contracts in the university negatively influence the results, as long as there is no periodic evaluation and no appropriate measures can be taken if the activity is unsatisfactory. <p>- Stability and permanence are assured, however there is a problem when it comes to PhD students. They cannot occupy a permanent faculty position unless they complete their PhD. This discourages young researchers to pursue a career in teaching and research.</p> <p>The researchers depend on their contracts, as the university has no funds to pay them beyond the contracts. However, most valuable researchers are offered teaching jobs, but they are not all interested in working with the students.</p> <p>-Instability due to the lack of non-determined period contracts.</p> <p>- Both teaching staff and researchers benefit from contract protection, which is adequate, in my opinion.</p> <p>-This is mostly done in-house. Senior researchers try to ensure stability of employment contracts, not necessarily the University.</p> <p>-Employee salary and work load depends highly on the currently running research projects.</p> <p>All research job positions within TUCN have to be renewed yearly, there are no permanent positions. However, if a permanent position is seeked by a researcher he/she must also undertake a teaching position as well.</p> <p>This principle is almost but not fully implemented. The employer shall ensure that the researchers' performance is not undermined by the instability of employment contracts.</p> <p>There is almost no instability of employment contracts, and researchers know pretty well the working terms from the start of their contract.</p> <ul style="list-style-type: none">• Fully implemented• Given that you can work online, there is also flexibility and mobility• Fixed-term is fixed-term ... in general, work on research contracts is a second job...• Stability and permanence of employment is fully implemented• Most research programmes have a fixed period of time in which they take part. This in turn, attracts the need for short length contracts. As a consequence, new researchers are not able to access any sort of bank finances, due to the unstable nature of their job. Additionally, few projects assure monthly payments, this aspect having catastrophical effects on a researchers job. One cannot focus on work while being worried by not being able to afford basic needs. In environments such as Cluj-Napoca, it is extremely hard to afford rent, utilities and food while working as a researcher. Due to the fact that researchers manifest a higher level of education, they should be compensated adequately.• Unfortunately, young researchers are not encouraged enough to commit to a contract due to the lack of communication between them and the senior ones so that they can have a clear image of what it means and what that contract brings to them.• The university tries to support and retain the best researchers, offering stable contracts and perspectives• Da, agree	<p>In a competitive market economy, research also suffers in terms of stability and sustainability, as well as individual security. TUCN tries to provide this essential factor to the full, which in turn leads to employee empowerment.</p> <p>TUCN tries to harmonise and respect the principles of professional ethics and non-discrimination of any kind.</p> <p>Not infrequently, outstanding results from temporary projects have led to a permanent position in one of the university structures. The professional seriousness of the employee can attract stability and security from the employer, but it can also generate the opposite, given the existing dynamics and competitiveness.</p> <p>TUCN's interest is to attract specialists and to offer them all the conditions for long and effective collaborations.</p>
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26	Funding and salaries Employers and/or funders of researchers should ensure that researchers enjoy fair and attractive conditions of funding and/or salaries with adequate and equitable social security provisions (including sickness and parental benefits, pension rights and unemployment benefits) in accordance with existing national legislation and with national or sectoral collective bargaining agreements. This must include researchers at all career stages including early-stage researchers, equal with their legal status, performance and level of qualifications and/or responsibilities.	3,02 2,77 3,56 3,06 3,17 3,71 3,01 3,13 3,35 3,00 2,94 2,93 3,29	<ul style="list-style-type: none"> • Those problems are imposed by national legislation and institutional regulations. • Fair and attractive funding conditions are ensured. • Not entirely up to the University. • At the level of contractual employees, this aspect is ensured. • Researchers' employers and / or funders should ensure that researchers benefit from fair and attractive funding conditions, including incentives and awards for outstanding results. • At the moment, the field of research is not very attractive from a financial point of view. • Research salaries cannot compete with IT salaries. • This is not in the hands of the university as it depends on the available funds and the legal limits of research. • Financial conditions are good (could be better), but I think that working hard can bring desired results. • Low remuneration. • The rates for the hours worked in research must be rethought depending on the situation. • I consider that national calls should be better promoted to young researchers and they should be helped to access them. • Education and research are underfunded! • The salaries need to be aligned with EU standards. <p>Insufficiently implemented</p> <p>I believe that they are regulated by the national legislation as well as by the funding contracts for research.</p> <p>The lower grades are quite poorly paid.</p> <p>It should also be an opportunity to prepare new research projects and to involve young and senior researchers.</p> <p>I have no observations.</p> <p>Research is mainly present in time and budget limited forms.</p> <ul style="list-style-type: none"> ○ UTCN enjoys fair and attractive financing conditions and / or wages, with adequate and fair social security provisions (including sickness and parental benefits, pension rights and unemployment benefits) in accordance with existing national legislation and national collective agreements, or sectoral. ○ There is national legislation in this regard, as well as contracts for research projects. ○ UTCN support for researchers who publish scientific papers in ISI-indexed journals is encouraging. <ul style="list-style-type: none"> • There must be more financial possibilities. • In this country you are paid poorly, less than 1000 euro/month net (somewhere around 800 euro).... And you have to do everything... teaching, research with zero money, administrative and secretary work... when you follow 3 rabbits, you shoot none... and that is exactly what happens. • In Romania – you have to be in the same time: Teacher + Researcher + Administrative Personal for max.1000 euro/month. This money are not enough. • Early stage researchers (Master, PhD students) need to be fully integrated in the institutions, with proper funding • Working conditions must be optimal in order to achieve the goals pursued in the proposed time. <p>- Salaries in public research institutions are low in comparison to the private sector, therefore a lot of competent researchers and teachers may decide to abandon their carriers. - This is another problem for PhD students, if they are not born/live in urban areas or are financially disadvantaged, pursuing PhD will be more difficult despite adequate competences. The quality of their PhD may also be affected due to the need to seek extra employment.</p> <p>- It depends on the field of research. It is not really enticing from a financial point of view, one has to have passion to enroll...</p> <p>- The main problem is that the income of the researchers is not stable and depends on factors that are difficult to manage in some situations.</p> <p>Social security and wage rights are ensured by Romanian labor legislation. The salary level of Romanian researchers could be at a higher level</p> <ul style="list-style-type: none"> • Money is important. • Even though I have been applying for "awarding research results" for several months, I have not 	<p>Salaries and funding are a determining and deciding factor in attracting human resources, which has fluctuated greatly over time. In the current times, there is an encouragement and a continuous development in this sense in the field of research, and there is a tendency to put in a favourable light this rather neglected sector.</p> <p>It is true that there is a nationally uniform pay scale, harmonised with the European structures, which the employee cannot negotiate and still needs to be adjusted to the European reality, but TUCN is making efforts to support its employees in this respect.</p> <p>Through autonomous decisions, TUCN offers material and educational support, benefits brought by its own efforts to employees who bring results and performance. This goes beyond the limits imposed by a rigid, unsatisfactory, insufficient and discouraging pay scale in national legislation.</p> <p>In addition to this, there is the attraction of plans and projects that bring in new financial resources, so there is a clear causality in terms of performance and remuneration.</p>
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		<ul style="list-style-type: none">• Total implemented• Correct resource/labor ratio• Important to be fair, to involve young people at the beginning of their careers• It is important to involve researchers at the beginning of their careers• Financial conditions are acceptable• Implemented• Support of all researchers• fair and attractive funding conditions• It is important for quality research that employers and / or funders of researchers ensure that researchers at all stages of their careers, including early-stage researchers, benefit from fair and attractive funding conditions and / or salaries, with adequate and fair security provisions. in accordance with existing national legislation and national or sectoral collective agreements.• The employment contracts are carried out in accordance with the legal provisions. The university does not allow otherwise ... Unfortunately, the salary level is very low for the team members researchers and very high for the management staff...• It is not about the policies of the university, these things are stipulated and regulated at national level by national legislation.• If you have an ongoing research contract, then you enjoy a fair and attractive conditions of funding and/or salaries• I have no suggestions or observations.• For early-stage researchers, it is near to impossible to earn enough money only from university-related activities, and are in most cases forced to have a job in parallel• Researchers having public employers should be attracted by comparable salaries and other financial benefits as the ones from the private entities, in order to ensure continuity of research and attractiveness of research fields.• The lack of a fixed salary is catastrophic. Also, the wage of a young researcher is close to the salary of other people that don't have the studies and the abilities a researcher possess. This in turn attracts a lack of motivation and poor work quality.• At this moment researchers without proper support from the exterior or from a consistent and stable salary have the tendance to not give 100% to their work or even to give up and search for something else in the field.• Some aspects do not depend on UTCN, but on national legislation, which is adopted by UTCN.• Salaries should be improved so that researchers are more attracted by this activity.• The university tries to attract valuable researches assuring fair salaries in accordance to existing national legislation• Should be much higher• Wages must be raised• Methodologies• I agree with that. <p>1. More money would work fine, agree. But this time, I am happy with what I earn. And I can earn more if I do my job.</p> <p>2. Being in accordance with existing national legislation and with national or sectoral collective bargaining agreements doesn't mean fair and attractive.</p> <p>3. The University shall provide contract employees on the basis of a contract with fair and attractive conditions of funding and / or salaries, with adequate and equitable social security provisions in accordance with existing national legislation and national or sectoral collective agreements.</p> <p>4. At the moment, the salaries of researchers are low compared to other social categories, which makes many researchers prefer to look for work in other fields after completing the research internship.</p> <p>5. I don't know for sure, but attention should be paid at salaries for the early-stage researchers.</p>	
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27	<p>Gender balance (optional)</p> <p>Employers and/or funders should aim for a representative gender balance at all levels of staff, including at supervisory and managerial level. This should be achieved based on an equal opportunity policy at recruitment and at the next career stages without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.</p>	<p>3,53 2,77 3,57 3,65 3,67 3,71 3,55 3,67 3,47 3,30 3,29 3,54 3,00</p>	<ul style="list-style-type: none"> • Avoiding positive discrimination that could occur due to fixed "gender balance" reports. <p>Difficult to implement in civil engineering, where there are less than 40% working women.</p> <p>The principle of equal opportunities in recruitment and career must be respected</p> <p>The "recipe" for gender equality has no scientific reasons, but rather related to "political correctness".</p> <p>-We would like more gender balance, but unfortunately the graduates of the technical universities are mostly male.</p> <p>- we believe in equality, we do not believe or agree with imposed “quotas”. The gender balance is and always will be a reflection of general societal trends. That being said, in no way should we care about a person’s gender, but rather their relevant qualifications.</p> <p>- there are some regulations at university level regarding gender equality and there is a structure/body that promote gender equality.</p> <p>In our department gender balance is well addressed, and there is no discrimination. The university has a new strategy for promoting gender balance.</p> <p>This principle is almost but not fully implemented. The employer is attentive to representative gender balance at all staff levels, including supervisory and management levels.</p> <p>When it comes to research, there are equal opportunities for males and females, both at managerial and entrance level.</p> <ul style="list-style-type: none"> • Equality must first and foremost consider performance • Fully implemented • Totally agree. • Partially implemented due to the fact that mechanical engineering is still considered a more male-oriented area • There are more important issues, such as wages and quality of the work environment <p>1. This balance is not always achieved but I want to believe that the trend is to ensure it.</p> <p>2. There are more women than men in my research group</p> <p>3. At the level of de Faculty of Materials and Environmental Engineering there is a naturally assured gender balance coming from the fact that there is no discrimination in employment or in occupying leadership positions.</p> <ul style="list-style-type: none"> • Technical University of Cluj-Napoca provides an adequate gender balance in terms of treatment, selection and evaluation committees. • There is no discrimination against gender • In TUCN is implemented a gender chance equality procedure. • No checks and balances to ensure gender balance. • 10% women in the department. • Normally, only the qualification to carry out the respective research should be considered. • Artificial gender balance should be avoided. • University has implemented a gender chance equality procedure. • Gender balance is irrelevant. Professional merit is what the criterion should be. 	<p>Just as it has been proven since the recruitment stage that TUCN respects the principle of non-discrimination based on gender, the same applies to employees.</p> <p>Given the type of activity, there is a dynamic in terms of the predominance of one gender over another. The situation is, however, one imposed by the type of activity that is more prevalent among one gender, but this is simply a reality that does not violate the principle of gender equality or equal opportunities, but everything is done according to competence.</p> <p>So it is not beneficial to force a principle, each of these concepts is meant to support people and structures and not to create difficulties.</p> <p>There is no discrimination of any kind, and TUCN takes all measures to respect this principle and offer equal opportunities to all those who want to start and develop a career in academia, teaching and/or research.</p>
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28	<p>Career development Employers and/or funders of researchers should draw up, preferably within the framework of their human resources management, a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for researchers on fixed-term contracts. It should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers, thus motivating them and contributing to reducing any insecurity in their professional future. All researchers should be made familiar with such provisions and arrangements.</p>	<p>3,16 2,25 2,74 3,39 3,05 3,71 3,05 3,05 3,27 2,90 3,11 2,94 3,43</p>	<ul style="list-style-type: none"> ● Researchers' employers and / or funders should develop a career guidance guide for researchers and advise them. ● In research you gain a lot of knowledge and contribute to a successful career. ● The staff politics is poor. <p>Insufficiently implemented</p> <ul style="list-style-type: none"> ○ UTCN researchers benefit from mentors involved in providing support and guidance for the personal and professional development of researchers, motivating them. • There is no such strategy implemented. Maybe at a declarative level, but during my years in this faculty, I have had zero discussions about my career development. • ZERO strategy. • “It should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers” . WE don’t have MENTORS... we try to make collaboration in exterior because in the house there are NO mentors (with know how : a big H Index or ISI publication-visibility). • A very small number, sometimes none, of research project proposals in the field of structural engineering are being funded. • The security of a stable job is important for anyone who wants to work in the field of research. • It would be good to assure mentors for beginner researchers. <ul style="list-style-type: none"> - The career plans and requirements are clearly defined. EU POCU projects are available to help motivate research and plan the career for young doctoral and postdoctoral researchers. - I don’t have knowledge that in the university is a career development strategy for researchers. - In a very fluid/unstable environment, it is difficult to implement such strategies. - If the career of a researcher is combined with that of a teacher, career development can evolve faster than that of a simple researcher <p>A specific career development strategy for researchers at all stages of their careers is important</p> <ul style="list-style-type: none"> -The university encourages the researchers to evolve towards the professor ranks. Not all researchers are interested in this, and the university cannot ensure a full research career path. -Since the national research funding is highly unpredictable, it is very hard to have a long-term strategy for career development. -The human resources management does not specify such a career path. Furthermore, there is no career path for researchers on fixed-term contracts. - Senior researchers from each research group allocate time for mentoring and ensuring career development counseling - in many cases as pro-bono work. -The possibilities for growth are known from the beginning. -These aspects are appropriately treated by our institution. -This is mostly done in-house. Senior researchers try to ensure career development for other researchers, not necessarily the University. -Special attention is paid to this issue. However, I believe that any further efforts made to provide new opportunities for professional development and to reduce any insecurity related to their professional future (especially for young researchers) represent a gain for the whole institution. -Researchers usually evolve under a single supervisor during their careers. - Experienced researchers provide the necessary support to those just starting out, ensuring a continuity of human resources in research and continuous improvement for researchers. <p>There is no research strategy being implemented. There are no formal mentors appointed or guidance for new researchers.</p> <p>Some guidelines for the career development of researchers (at all stages of their careers, regardless of their contractual situation) would be useful.</p> <p>The researchers' career development is difficult according to actual research policies and legislation. Missing a general strategy within TUCN, the career development is more or less a personal matter. This process is not yet formalized and takes place within the research teams. This principle is almost but not fully implemented. Some researchers believe that there is no specific career development strategy defined.</p> <p>The mentoring activity seems to researchers at any stage of development to be very important, and that is why it should be strengthened. In addition, the opportunities to advance should be wider.</p>	<p>TUCN supports the performance, reliability and stability resulting from the work of its employees, providing the optimal framework for professional activities and to the extent possible and in accordance with national legislation, supports their career development.</p> <p>Performance and stability is encouraged according to seniority and results through the possibility of advancement, TUCN always supporting the maximum degree of material reward and not only, looking for solutions to reward those who make efforts to increase the prestige of the university.</p>
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29	<p>Value of mobility</p> <p>Employers and/or funders must recognise the value of geographical, intersectoral, inter- and trans-disciplinary and virtual 12 mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher's career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation.</p>	<p>3,43 2,86 2,84 3,39 3,05 3,76 3,24 3,19 3,39 2,80 3,14 2,93 3,43</p>	<ul style="list-style-type: none"> •Employers must fully appreciate and acknowledge any mobility experience of researchers. • The links between the public, private and economic sectors in different geographical areas need to be developed. <ul style="list-style-type: none"> ○ The results of national and international mobility by researchers are welcome and recognized. There is a methodology in UTCN for recognizing diplomas / studies completed in other universities. ○ There are such “geographical, intersectoral, inter- and trans-disciplinary and virtual” mobility opportunities, and the framework is well developed. He did not know any information about public-private mobility. • Zero mobility between the public and private sector and no policy or administrative instruments that could allow that. • There are no institutional motilities between Private and Public sector. • Our domain is lucky- civil engineering – because are a lot of entrepreneurs that have a private business AND they are also teachers/researchers. • Like in Medicine – were the teachers from the University are also private doctors – in cabinets (after classes). • There is no human resource development strategy that takes this into account. • Researchers should include in their career development strategy any possible mobility experience in their career progression / evaluation system. It brings with it proper and sustainable personal development. • The need for an annual practical internship in the field of engineering, similar to that in medicine. <p>- Mobility and collaboration with foreign institutions is valued and fairly common practice.</p> <p>- In the university the mobility is recognized</p> <p>- Promising evolution.</p> <p>- It can be improved in our institution</p> <p>Employers and / or funders must recognize the value of geographical, cross-sectoral mobility, as well as public-private sector mobility as an important means of improving scientific knowledge and professional development at any stage of their careers.</p> <p>-More options for mobility of researchers is needed.</p> <p>-The mobility is recognized and also encouraged though student and researcher mobility programs.</p> <p>-Researchers are encouraged to apply for mobility and trans-disciplinary, especially as part of the EuT+ strategy</p> <p>-There should be an administrative instrument to make the experience more quantifiable from the research point of view.</p> <p>-There are some mobility opportunities. However, the research tasks generally prevent us from choosing any mobility programs. This is one of the parts which should be further improved.</p> <p>-Improvements can be performed concerning the positive assessment of geographical, inter-, trans-disciplinary and virtual mobility, as well as the mobility between the public and private sector.</p> <p>- UTCN offers mobility opportunities for researchers among collaborators and rewards those with outstanding results.</p> <p>- There are programs in the university that support this</p> <p>Employers and / or funders should recognize the value of geographical, cross-sectoral, inter- and transdisciplinary and virtual mobility, as well as mobility between the public and private sectors. Mobility should be encouraged more as it is one of the most important aspects regarding scientific knowledge enhancing and professional development of any researcher.</p> <p>This principle is almost but not fully implemented. The employer recognizes any mobility experience within the career progression/assessment system.</p> <p>Mobility between private and public sector is less common in this field of research. Any other type of mobility is valued and recognised as essential in career development.</p> <p>Mobility is still low but increasing. Value of mobilities is recognized as important means for enhancing professional development in a researcher's career. Mobility is very important, especially between the public and private sectors.</p> <ul style="list-style-type: none"> • The value of mobility is taken into account. • Herself Applies 	<p>Collaboration between academia and the private sector is important, as the two can be real sources of support for each other through the contributions made by each. Collaboration between the two cannot be described as constant, but is determined by many factors (geographical, economic, social, political, cultural...) and in close relation with the needs existing at a given time.</p> <p>TUCN, with its technical profiles, has always been a valuable source of specialists, who have been employed in various private areas. Partnerships have been formed at all levels of training, which have proved to be very productive.</p>
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30	<p>Access to career advice Employers and/or funders should ensure that career advice and job placement assistance, either in the institutions concerned, or through collaboration with other structures, is offered to researchers at all stages of their careers, regardless of their contractual situation.</p>	<p>3,01 2,15 2,56 3,44 2,81 3,71 2,97 3,05 3,31 2,80 3,19 2,93 3,43</p>	<ul style="list-style-type: none"> • It depends on the structure the employee is framed into. • It can be improved by creating a friendly environment between employers and researchers. <ul style="list-style-type: none"> ○ Mentors provide career counseling to researchers and identify possible collaborations with other institutions. • I think this happens punctually, not organized, at the university level. Possibly because there are not so many situations in which researchers are employed on contracts with limited time. • Access to career counseling should also be possible at a later stage of the career. • No career advice during my professional experience. • There is no human resource development strategy that takes this into account. • There is access to this type of information. • It would be good to exist in an institutionalized form. • It would be auspicious for career guidance to be extended to teachers / young researchers <p>There are departments within our university that can offer excellent career advice, however, students and employees rarely seek advice. The departments should be better promoted.</p> <p>- In the university there are career advisers for students, but for researchers I don't know. If it is it should be known, therefore some publicity of such department is needed.</p> <p>- Not very developed, but I cannot be 100% sure about it.</p> <p>- The mentor or the supervisor of young researchers should also be their best advisor</p> <p>At any stage of your career, assistance and counseling must be provided</p> <p>-There is career counseling for students but not for researchers. No special attention given to this aspect</p> <p>-Senior researchers from each research group allocate time for mentoring and ensuring career development counseling - in many cases as pro-bono work.</p> <p>-There should be mentors trained for providing this kind of advice.</p> <p>-This is mostly done in-house. Senior researchers try to ensure career advice for other researchers, not necessarily the University.</p> <p>- The HR department of TUCN periodically organises trainings on how researchers can get involved in different national and international research projects.</p> <p>Almost no career advice and job assistance offered to researchers.</p> <p>Career counseling plays an important role.</p> <p>There is some possibility to obtain career advice through the "Career advice center", functioning with the TUCN.</p> <p>This principle is almost but not fully implemented. Some researchers believe that there are no defined career advice and job placement assistance.</p> <p>There is insufficient advice and job placement assistance at entry level.</p> <p>TUCN gives great importance to the development of career and has a special department for career advice and job placement assistance. There's room for improvement in this area.</p> <ul style="list-style-type: none"> • There was access to career counseling. • Herself Applies • Almost but not fully implemented • Researchers should meet with HR on a regular basis to discuss such issues. • Well-drafted contracts • Career counseling and job placement assistance, either in the institutions concerned or in collaboration with other structures is an important aspect in keeping researchers in research activities • It doesn't really apply... • Access to career advice is almost but not fully implemented • The human resources department should implement a career counseling program • Career advice and job placement assistance, either in the institutions concerned, or through collaboration with other structures is not well known and therefore not usually accessed, especially by young researchers. • Or better information <p>1. Are career and job opportunity offices open 24/7.</p>	<p>Access to career counselling is directly proportional to the interest shown by the employee. The employee only has to ask for assistance and TUCN makes it available through the human resources departments responsible for providing it, but also through mentoring activities. This can also be done indirectly, through the running of working groups that present, among other things, career opportunities and opportunities in academia or the private sector. Career counselling starts from the first contact with the university, through the teachers, who have a role as role model and counsellor, not only as a resource for acquiring and training skills in a particular specialisation and field.</p>
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31	Intellectual Property Rights (optional) Employers and/or funders should ensure that researchers at all career stages reap the benefits of the exploitation (if any) of their R&D results through legal protection and, through right protection of Intellectual Property Rights, including copyrights. Policies and practices should specify what rights belong to researchers and/or, where applicable, to their employers or other parties, including external commercial or industrial organisations, as possibly provided for under specific collaboration agreements or other types of agreement.	3,49 2,90 2,98 3,65 3,62 3,65 3,41 3,39 3,58 3,30 3,19 3,20 3,00	<ul style="list-style-type: none"> ● It needs clarification in the field. This chapter needs a lot of improvement. -IPR management can be improved. Training for addressing IPR issues can be organized. -Specific training programs are needed for IPR management. -Very poor assistance for patenting. Most of the work is done by the researcher. -There is an IPR office at the university's level. In this situation, researchers are the ones who have to find out about the property right, too little information is offered at the beginning. This approach needs to become the norm, going well beyond training and patenting for career advancement This principle is almost but not fully implemented. The employer ensures that researchers at all career stages benefit from the exploitation (if any) of their research and development results through legal protection and the protection of intellectual property rights, including copyright. These rights, including copyrights, are explicitly specified by the employers and funders each time the research stage and collaboration settlement suffer changes <ul style="list-style-type: none"> • Fully implemented • There is support from the university, including for patents and brevets. • Usually this means that if you have new ideas then you should include them in an invention and patent it. • May Many training sessions are required 1. I think that the problems are not well known. 2. There is more to be done here by the Research Department <ul style="list-style-type: none"> • I am not aware of these aspects. • Partially, the IPR is provided by the The Knowledge and Technology Transfer Centre (CTTC) of the Technical University of Cluj-Napoca. • IPR should be more advertised and disseminated in TUCN • There is no legal framework • IPR is not clearly mentioned in TUCN Charter or contracts • Appropriate IPR mechanisms are in place. • In cooperation with industry the intellectual property should be very well defined because otherwise the cooperation will not work. • No help whatsoever to file patents. • Researchers should benefit from research results. • Usually everything belongs to the employer (in industry). • The PR in most cases is held by the employer 	Intellectual property rights are respected by the TUCN by supporting, encouraging and advising researchers and academics, including copyright. Within TUCN there is a research department structure, namely the intellectual property department. The Cluj Regional Center for Promoting the Industrial Property (CRPPI - PATLIB CLUJ) is a center set up in the Knowledge and Technology Transfer Centre of the Technical University Cluj-Napoca (UTCN) with the support of the State Office for Inventions and Trademarks (OSIM). Main objectives of the center are following OSIM's policy regarding IP promotion, such as: -To implement of the national IP strategy in the region -To develop of an industrial property protection culture in the region and knowledge on the importance of industrial property titles granted by OSIM -To disseminate information in the field of industrial property provided by OSIM -To create awareness against infringement and counterfeiting -To improve the communication between OSIM and universities, research institutions and business-like SMEs as well as larger companies in the region in order to facilitate the access to knowledge for students, researchers, SMEs, larger companies and entrepreneurs.
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32	<p>Co-authorship (optional)</p> <p>Co-authorship should be viewed positively by institutions when evaluating staff, as evidence of a constructive approach to the conduct of research. Employers and/or funders should therefore develop strategies, practices and procedures to provide researchers, including those at the beginning of their research careers, with the necessary framework conditions so that they can enjoy the right to be recognised and listed and/or quoted, in the context of their actual contributions, as co-authors of papers, patents, etc., or to publish their own research results independently from their supervisor(s).</p>	<p>3,59 2,86 2,97 3,82 3,57 3,65 3,55 3,38 3,52 3,20 3,16 3,25 3,57</p>	<p>Implemented I have no observations. It is also a reason for discrimination. This chapter needs a lot of improvement.</p> <p>-Plenty of coauthorship, especially when somebody needs the points to advance in their career. -In many cases, researchers cannot publish their results independently from their supervisor. -For instance, in case of local conferences, this kind of co-authorship both with academics and companies is strongly encouraged in the context of the EUT University, co-authorship with the members of the consortium is also encouraged.</p> <p>Young researchers from the TUCN, at a very early stage of their careers are not listed as co-authors on a research paper, even if they carried out a huge part of the research and conducted most of the experiments themselves. Instead, their scientific advisors take credit for much of their work. This principle is almost but not fully implemented. Some researchers believe that there are no strategies, practices and procedures in this regard. Co-authorship is encouraged by default, and because of that it is exploited excessively, especially by supervisors or project managers when publishing with their team members only by name, without any real contribution.</p> <ul style="list-style-type: none"> • Right away Team publishing is favorable - at least in mathematics • researchers' results should be made public and transparent • Fully implemented • I had personal experience of Lead Investigators not even acknowledging co-autorhip • Does not apply ... in a research team, in general all members will be co-authors ... whether or not they have participated in something useful in the research work... • It is almost implemented as co-authors also get part of the points. • Agreed, but abuse regarding very large number of co-authors, many of them with no significant contribution, should also be monitored. <ol style="list-style-type: none"> 1. Usually the journals ask specifically for each author specific contribution to the whole. 2. At present, researchers cannot have the basic norm composed of the 2 activities, teaching and research <ul style="list-style-type: none"> • Researchers are not necessarily encouraged to publish without their supervisors. • Technical University of Cluj-Napoca implements different project to encourage co-authorship. • There are such issues on a national level • Co-authorship is view positively by TUCN when evaluating staff, as evidence of a constructive approach to the conduct of research. • The co-authorship of papers or PhD thesis is well appreciated by the university. • Co-authorship is penalized by the current evaluation system (the more authors a paper has, the less points each author gets). • Many valuable research are conducted by several authors. • Scientific value is what must matter, whether scientific results are obtained in collaboration or not. 	<p>Co-authorship is encouraged within TUCN, within departments, between departments and faculties, as well as outside the university and even the country. Such collaborations can only be beneficial, as they are often a real support for those who lack experience but have obvious potential and can make a significant contribution to research and innovation.</p> <p>Those who hesitate to publish with others, do so for various reasons, more or less objective, but as the right to intellectual property is guaranteed, it should be a real source of encouragement. It also depends on the field and the resources needed to carry out the projects.</p>
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33	Teaching Teaching is an essential means for the structuring and dissemination of knowledge and should therefore be considered a valuable choice within the researchers' career paths. However, teaching responsibilities should not be excessive and should not prevent researchers, particularly at the beginning of their careers, from carrying out their research activities. Employers and/or funders should ensure that teaching duties are adequately remunerated and considered in the evaluation/appraisal systems, and that time devoted by senior members of staff to the training of early-stage researchers should be counted as part of their teaching commitment. Suitable training should be supplied for teaching and coaching activities as part of the professional development of researchers.	3.33 2,80 2,65 3,61 3,67 3.35 3,06 3,13 3,45 3,00 2,97 2,96 3,43	<ul style="list-style-type: none"> • This is a problem for those who add to their norm extra hours, reaching maybe more than another half norm extra. • It can be improved by choosing the teaching hours in accordance with the research topic. <p>Implemented</p> <p>Regarding the personal field of research: teaching activities and complementary responsibilities are the main activity.</p> <p>Currently, teaching is the main activity, not research, as the wording above and the entire questionnaire seem to suggest.</p> <p>I have no observations.</p> <ul style="list-style-type: none"> ○ PhD students / researchers can perform application hours according to the law, 4 hours per week, and if they want to perform more, according to UTCN regulations, they benefit from a monthly scholarship. ○ As I have pointed out at other points, most of the research in the university is provided by the teaching staff. Participation in research programs / projects does not reduce the teaching norm. The guidance activities at the level of completing the studies (only in some faculties) or during the doctoral internship reduce the teaching activities. I do not know that participation in projects (regardless of their scope) to replace the activity in the teaching norm. ○ Teaching is the primary responsibility in our faculty, and not the research. Many times, research time is greatly reduced due to a great number of teaching hours. But as there is no real research strategy and the faculty does not have funding from research that can use to remunerate staff, the staff will decide to take extra teaching hours in order to get some extra money, as the payment is very poor. ○ In our case – teaching is the first activity and after is the research. The reasons are many and very simple – there are too many teaching classes disciplines (hours/week) that have to be done by somebody. ○ A number of maximum 5 disciplines/semester is a choice and for the 3rd year of study is a must. ○ Teaching on modules it's also a choice. ○ For permanent academic staff, extensive research or little research – implies the same load of teaching. ○ Even though the evaluation systems are used often, no assessment of the teaching results is being really considered, the accent is placed too much on research while the teaching part is clearly neglected. ○ No evaluation assesses the number and the quality of the diploma theses and master theses that an employee (academic staff: teacher, researcher) is tutor of. ○ This performance does not matter in any evaluation. ○ Teaching is an essential means for the structuring and dissemination of knowledge and should therefore be considered a valuable choice within the researchers' career paths. ○ Compulsory teaching hours during the doctoral internship or at least in the last year. ○ It would be good to provide more training. ○ We have a problem of young staff (assistants), many do not want to teach (because they are late in writing their doctoral thesis). ○ It is sometimes difficult to balance the two directions. ○ Due to the increased number of hours (overtime), some teachers do not have the necessary time during the academic year to carry out a sustained research activity. <p>- The responsibilities of teaching are taken very seriously.</p> <p>- As an employee of the Technical University the time and responsibilities allocated for teaching and institutional works are quite high.</p> <p>- It depends. There is no guarantee that a young researcher likes to teach or has talent to teach. Yes, they may be encouraged to teach (if classes are available), but not forced.</p> <p>- The teaching process by researchers can develop the applicative part of the disciplines taught in the university.</p>	<p>The dissemination of research results through the educational tool is supported by the TUCN but not imposed, the researcher having the freedom to choose whether and to what extent to engage in the educational process.</p> <p>An example is the budget PhD students who have a teaching load in their contract, with the possibility to add to it if necessary.</p> <p>In general, the dissemination of research results is achieved due to the involvement of teaching staff in research and rarely comes from the researcher, whose qualification or professional experience is not always compatible with the Romanian system in terms of the framework for working in the teaching sector.</p>
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		<ul style="list-style-type: none">• Those who perform in research and teaching are also "charged" with bureaucratic tasks (e.g. reaccreditation files), because they are "good at it", while teachers without activity are held in their arms out of inertia.• The work of both research and teaching is far too complex for what is reflected in salaries down to the teaching level <p>Within the Faculty of Letters, the teaching norms are excessive: 16 hours in the basic norm regardless of the position in which you are employed (assistant, lecturer, associate professor or professor) This overload with teaching activities is harmful both to scientific research and to the teaching act as such.</p> <p>-Teaching duties are poorly remunerated.</p> <p>-Teaching requirements are excessive.</p> <p>-Plenty of researchers are involved in teaching, to a reasonable amount. Unfortunately, the payment for teaching is much less than for research.</p> <p>- There is no training supplied for teaching and coaching activities as part of the professional development of researchers. Young researchers are sometimes overloaded with teaching activities. Teaching is not considered adequately in the evaluation systems.</p> <p>-Teaching responsibilities are, in many cases, excessive, and they might not allow carrying out research activities.</p> <p>-Teaching responsibilities are sometimes excessive and with low remuneration especially for young employees.</p> <p>-There is a national wage law that, unfortunately, limits the possibility to adequately remunerate teaching activities. Extra funding should be allocated.</p> <p>Continuous training is provided to young researchers in their teaching activity.</p> <p>-The fact that we can teach to university students is great. The remuneration fee is not sufficient, unfortunately.</p> <p>-Improvements can be done concerning the aspects of correlating the research work with the teaching content.</p> <p>-Due to the legislation in our country, research and teaching are too intertwined to the point that, advancement in one area is strongly dependent upon criteria more relevant to the other.</p> <p>-Teaching consumes most of the time given: (1) the reduced number of teaching staff (2) or the continuous need to update the content in case of highly dynamic domains (e.g. Artificial Intelligence). Encouragement/ recognition should be given to publish in pedagogical journals/conferences, additional to scientific ones.</p> <p>- The majority of TUCN researchers are also teachers, which facilitates students' access to state-of-the-art information on the subjects they study. There is a department in charge of training the teaching staff to meet all the challenges that arise in the teaching process.</p> <p>- Research is seen as an additional task if the researcher also has a teaching position at the university. For example, only 4 hours of research per day is considered eligible for employed teaching assistants on an 8 hour contract.</p> <p>- No flexibility on scheduling the classes due to lack of personal and space, it's a strong impediment in organizing the one's own work and education.</p> <p>So the decision is simple: let's start to value the research time by valuing the teaching activity first and a good starting point is the salary and the amount sum associated with the hourly rating.</p> <p>Suitable training should be supplied for teaching and coaching activities as part of the professional development of researchers.</p> <p>A good balance should be between research and teaching, at each individual level.</p> <p>Teaching activities should not be excessive so that researchers can focus more on research activities.</p> <p>Teaching responsibilities are quite overwhelming for early-stage researchers given the high volume needed for sufficient remuneration.</p> <p>This principle is almost but not fully implemented. Some researchers believe that is no training implemented/supplied.</p>	
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			<p>Each year researchers are forced to take more classes than wanted because there are not enough colleagues or external collaborators to fulfil those teaching duties. Therefore, the research activity is compromised since the time left for studying and writing is limited. Too often the writing activity is based on the teaching materials meant to make work easier with their students.</p> <p>Teaching responsibilities often prevent researchers from carrying out their research activities, taking a significant amount of time; teaching should not be a choice for a researcher, especially at the beginning of the career.</p> <p>This is a place for improvement in this area.</p> <ul style="list-style-type: none">• Partially implemented• Researchers should be able to teach courses directly related to their field of expertise. For this purpose, they should receive teaching courses if necessary.• One balance between teaching and research is necessary• Dissemination of research experience as much as possible• The teaching and research activity must be harmoniously combined to allow effective research activities and the successful fulfillment of teaching responsibilities.• Partially applied ...• Partially implemented because the workload of teaching is harder for young researchers• The obligation of teaching 4 hours a week for free as a PhD student is in complete disagreement with the presented statement. Moreover, none of the required additional activities, that don't appear in the calendar/schedule, are not remunerated• Even though teaching is an important component especially for PhD candidates aiming for an academic career, the teaching part is usually the one that directly provides income for individuals, while the research part usually provides a relatively unstable income. This is the main reason why there is not always a proper balance between teaching and research activities, especially for young researchers.• May Few courses for teachers• Procedure presented <ol style="list-style-type: none">1. Teaching responsibilities are fine.2. The university provides remuneration for teaching activities and these are adequately taken into account in the evaluation / evaluation systems.3. In the university, researchers have the opportunity to teach students to improve their pedagogical qualities. At the moment, there is no system in place for a researcher to have the basic norm of both research and teaching. I propose the flexibility of the basic norm so that a researcher can be hired with a norm consisting of teaching hours and research hours4. The research responsibilities should not be excessive and must complete the teaching act in front of the students. A way must be found to have a good balance between research and teaching activities within universities so that the teaching act does not suffer and the quality of education is maintained at a high level.5. Not all researchers are good teachers. In Romania, the university teachers must make in their professional activities many research works. But not all the teachers are good researchers.6. This is true for a researcher that teaches in university or other institutions. When discussing about a university teacher doing research, this aspect cannot always be achieved.7. Teaching responsibilities should not be excessive and they must be accordingly with the level of knowledge8. Teaching/administrative tasks at faculty/department level interfere excessively with research activity <ul style="list-style-type: none">• Fully implemented, teaching is properly mixed with research activities.• In TUC-N, the assistants (who are also young researchers) have a lot of teaching responsibilities. Therefore, they are very busy and do not have enough time for proper research. Moreover, their salaries are quite small. This should change.	
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34	<p>Complains/ appeals (99rofessi)</p> <p>Employers and/or funders of researchers should establish, in compliance with national rules and regulations, appropriate procedures, possibly in the form of an impartial (ombudsman-type) person to deal with complaints/ appeals of researchers, including those concerning conflicts between supervisor(s) and early-stage researchers. Such procedures should 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.</p>	<p>3,25 2,65 2,91 3,59 3,67 3,47 3,11 3,24 3,35 2,90 3,14 3,01 2,29</p>	<p>● Researchers ‘employers should establish appropriate procedures in accordance with national rules and regulations to deal with researchers’ complaints.</p> <p>● Theoretically it exists but it is not taken seriously.</p> <p>● There is an ethics committee.</p> <ul style="list-style-type: none"> ○ The ethics commission does a very good job. ○ Complaints are resolved by the ethics committee. ● I do not know if there is such a practice, dedicated specifically to researchers. ● All of these are treated at the department level (the head of the department also have this unpleasant duty). ● There may be rules, but they have no effect. <p>Not all complaints (I gave a previous example, in connection with the "theft" of classical language classes that I 99rofess for two decades in Pastoral Theology – https://www.diacronia.ro/ro/indexing/details/A28337/pdf) are resolved rofess 99.</p> <p>-These aspects are appropriately treated by our institution. There is a commission that is responsible with analyzing ethical and moral issues and complains</p> <p>Complaints are discouraged and there is no procedure for resolving conflicts or disputes. The confidential aspect is also an issue.</p> <p>Most disputes / conflicts are resolved amicably.</p> <p>There is a university ethics committee.</p> <p>There is no such informal assistance within UTCN</p> <p>This principle is almost but not fully implemented. Some researchers believe that is no appropriate procedures.</p> <p>Complaints are possible and filled in accordance with the institutional procedures but conflicts of research interest between supervisors and junior researchers are rarely solved.</p> <p>There are procedures.</p> <ul style="list-style-type: none"> ● Herself Applies ● I had no (need for) such personal experiences ● Optimal government policies ● Partially implemented because usually there are ways of solving conflict ● May a lot of transparency <ol style="list-style-type: none"> 1. Ethics committee is available. 2. I do not consider it necessary to introduce new 99rofessio or rofessi 99impartial for conflict resolution. Each researcher must become independent through the forces of 99rofess and make his own path to improvement. 3. If I am not wrong, there are some appeals commissions for solving the complains. 4. There is an Ethics Committee at the level of the faculty council and one at the level of the university. <ul style="list-style-type: none"> ● Had no such problems. ● There is no ombudsman system available in TUC-N. It should be implemented to encourage researchers to express their complaints. ● I am not aware of a proper HR department in TUCN ● Mechanisms are already in place but they can be improved. ● Formal complaints and appeals are dealt by the Ethical committee and win-win solutions are found. If these are not possible, other solutions are being considered. ● But some of researchers feel that only informal ways exist to express our complains about teaching activities, curriculum, research activities. ● Silence is golden type of approach. Anyone who speaks up tends to be penalized. ● An independent commission is needed to resolve disputes. ● University develop procedure for complaints/ appeals of researchers. ● Work-related conflicts, disputes and grievances can be managed by staff without the need for rules and regulations. 	<p>Any person may refer to the University Ethics Committee any violation of the Code of Ethics and University Deontology of the UTCN Charter and any deviation from the ethics of research activities within the university. It is recommended that the referral to the University Ethics Commission be made after the right of petition has been exhausted and respecting the University hierarchy.</p> <p>It is recommended, however, until the referral to the University Ethics Committee to try other ways of resolution, depending on the situation, respecting the principles underlying professional ethics and equal rights between employees, teachers and researchers.</p>
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35	<p>Participation in decision-making bodies</p> <p>Employers and/or funders of researchers should 100rofessio it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the institution</p>	<p>3,22 2,66 2,99 3,50 3,33 3,65 3,34 3,27 3,41 2,90 3,03 2,91 3,43</p>	<ul style="list-style-type: none">• There is a long way. Decisions are taken without consulting the researchers and the teaching staff, or it is superficially treated.• There is such a representation through the link of the contract director with the research management forums. <p>The decisions of the teaching council represent the positions of its members, not of the teaching body which is theoretically represented in the teaching council by elected members. The teaching staff is consulted at most twice a year</p> <ul style="list-style-type: none">○ Within the research structures of UTCN there are also researchers along with teachers.○ In our University the teacher and the researcher is the same employee – there is no reason to be represented separated.• The employer must be able to hire when and whom he wants and in the interest of developing the research.• Works on a voluntary basis.• Researchers should 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. <p>The decision-making bodies consist of experienced researchers. Faculty staff is regularly consulted, and their representatives will express their point of views to the decision-making bodies.</p> <p>- In the university, researchers are represented in the information and consultation bodies</p> <p>- It depends from case to case, from structure to structure. Democracy vs autocracy... the eternal problem.</p> <p>- It must be recommended to include researchers in decision-making bodies of our institute and within it, in the doctoral orientation commissions</p> <p>Researchers’ employers and / or funders should accept that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work</p> <p>- The students and teachers are represented, but the researchers are not represented in the senate or in other decision bodies. It is also true that most researchers are also teachers or students (e.g. PhD students)</p> <p>-Researchers are mostly represented in the relevant information, consultation and decision-making bodies of the institutions for which they work.</p> <p>-Only high level researchers participate in decision-making bodies.</p> <p>Researchers are not well represented in the relevant decision-making bodies of the institution.</p> <p>Researchers have representatives within the decision-making bodies of the TUCN, however, their “voice” is sometimes disregarded.</p> <p>This principle is almost but not fully implemented. The employer recognizes it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, to protect and promote their individual and collective Interests as professionals and to actively contribute to the workings of the institution.</p> <p>Researchers do consider themselves represented more in terms of relevant information and consultation than from the point of view of decision making.</p> <p>Researchers are represented in the decision-making bodies of the institutions, in the relevant information, consultation and decision-making bodies.</p> <ul style="list-style-type: none">• Implemented• Increasing the possibility of expressing scientific ideas• Researchers must be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work both to protect and promote their individual and collective interests and to contribute to the proper functioning of the institution.• Partially applied ...• Fully implemented since we have even students in all levels of decision making• At higher education institution level, according to the national legislation, researchers are not represented in decision-making bodies unless they are students (at PhD level) or fully employed individuals with teaching activities, besides research activities.• It is very difficult to access leadership positions• Discussions on ways to implement <p>1. The algorithm of representation always will be a subject of debate.</p>	<p>Involvement of researchers and employees in the decision-making framework is carried out according to the situation, and a common and widespread tool in this respect is the 100rofessional of meetings by departments and structures.</p> <p>Depending on the importance of the issues addressed, it can continue with the organization of meetings attended by representatives from the faculties and departments that make up the TUCN. In this way a transparent decision-making process is achieved, in the service of general interests. But there are also delicate or urgent situations that require decision-making at management level, situations in which general involvement would reduce decision-making efficiency.</p> <p>As a rule, tucn carries out a transparent decision-making process, involving employees, researchers and teaching staff, in the collective interest.</p>
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	Training and development			

36	<p>Relation with supervisors</p> <p>Researchers in their training phase should establish a structured and regular relationship with their supervisor(s) and faculty/departmental representative(s) to take full advantage of their professional with them. This includes keeping records of all work progress and research findings, obtaining feedback by means of reports and seminars, applying such feedback and working in accordance with agreed schedules, milestones, deliverables and/or research outputs.</p>	<p>3,4 2,97 3,01 3,72 3,50 3,65 3,53 3,39 3,47 3,10 3,33 3,32 3,43</p>	<ul style="list-style-type: none"> • At the level of coordinator – doctoral student there is agreement between them. • There are serious issues at the level of Doctoral School. • There is a collegial relationship between researchers and faculty / department representatives. <ul style="list-style-type: none"> ○ PhD students / researchers, in accordance with the research program, have to present a progress report to the mentor / co-founder and the guidance committee every 6 months. ○ I think is a common practice. ○ The relationship depends on the case. It cannot be generalized. ○ Some of the experienced researchers (teachers) offer support to young researchers (master students, doctoral students, university assistants, etc.) being open to new collaborations. ○ There are no different employees Researchers / Teachers... are one and the same. ○ This fact is self-evident and must be strictly observed. • Periodic information meetings on the research activity. • Promote and follow the good example: weekly “research day”. <p>- Supervision is provided and regular reports and meetings to discuss progress are organized.</p> <p>- Yes, ok.</p> <p>- Do not expect that the supervisor will involve in your work in great details</p> <p>Researchers in their training phase need to establish a structured and regular relationship with their supervisors and faculty / department representatives to take full advantage of their relationship with them.</p> <p>-Depends on the supervisor.</p> <p>-Senior researchers allocate time for these activities as part of their weekly program.</p> <p>-The relation with my supervisor has been good. I was offered many opportunities in terms of seminars, workshops, courses and conference attendance.</p> <p>-These aspects are appropriately treated by our institution.</p> <p>-Researchers in their training phase can work based on a structured and regular relationship with their supervisor(s), according to agreed schedules, however, sometimes, they may fail to meet the deadlines.</p> <p>-Record of work progress is mostly informal.</p> <p>- The supervisor should be recognized as the mentor of a young researcher and remunerated for the task.</p> <p>Formal mechanisms and procedures should be put in place.</p> <p>A more intensive interaction with the supervisor would be recommended.</p> <p>There is a permanent link between the management of the department and its members, the results of the research are known.</p> <p>This principle is almost but not fully implemented. Researchers in their training phase establish a structured and regular relationship with their supervisors in order to make the most of their relationship with them.</p> <p>In most of the cases the research activity is carried out discreetly and it only comes to light when periodical reports or promotions are made.</p> <p>The relationship between the researcher and the supervisor from TUCN is established in the contract. Periodically, audits of work progress and research findings are performed. Relationship between researchers and their supervisor can sometimes be improved.</p> <ul style="list-style-type: none"> • Implemented • Increased confidence in supervisory decisions • It is important that researchers in their training phase establish a structured and regular relationship with their supervisors and faculty / department representatives in order to benefit from their guidance and to progress effectively in the research activity. • In generally applies ... • Usually, the relation is formed before you become a researcher and therefor ensuring compatibility • May a lot of transparency • Methodologies <p>1. Statements of engagement can be implemented at discipline level.</p> <p>2. The relationship between researchers and supervisors is structured and regular. Researchers periodically present research reports that monitor the progress of their research. Researchers are also supported to give lectures or participate in workshops to disseminate research results, and in this way, the progress of research can be monitored.</p>	<p>The IOSUD framework clearly establishes the relationship between PhD student and supervisor, through a series of rights and obligations established from the signing of the study contract</p> <p>The doctoral supervisor has the following main rights and obligations:</p> <ul style="list-style-type: none"> - the right to supervise and evaluate the work of the doctoral student within the university study programme - the right to direct and evaluate the work of the doctoral student in the doctoral programme, in accordance with professional and academic autonomy, following the requirements of the study programme - responsible for the doctoral student’s professional and academic autonomy - the right to propose the doctoral committee; - the right to refuse to supervise a doctoral student if he/she is unwillingly placed in a conflict of interest; - the right to request the Council of the Doctoral School to terminate the mentoring relationship with a doctoral student; - the right to participate in the selection of a doctoral candidate for a vacant position under his/her supervision; - the right to request the Doctoral School to 102rofessi an admission competition for each position of - the right to call a competition for each vacant doctoral student position under his/her supervision; - the right to decide the elements of study within the degree-based training programme, advanced training programme in which the doctoral student is to participate. - the right to decide on the measures necessary to ensure the originality of the content of the doctoral thesis and scientific work relating to it, including by using the software tools made available by <p>OBLIGATIONS:</p> <ul style="list-style-type: none"> - to ensure the scientific, professional and ethical guidance of each PhD student; - to propose research topics; - to ensure the conditions and stimulate the progress of the doctoral students - monitoring and evaluation of each student-doctoral candidate - support the mobility of doctoral students and their access to the resources necessary to carry out individual research program; - avoid conflicts of interest in the supervision of doctoral students; - respect the University’s code of ethics and the regulations in force of the Doctoral School and respect and contribute to the maintenance of data protection policies, measures and methods with personal data protection measures and policies that are in place at the University.
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37	Supervision and managerial duties Senior researchers should devote particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators. They should perform these tasks to the highest professional standards. Regarding their role as supervisors or mentors of researchers, senior researchers should build up a constructive and positive relationship with the early-stage researchers, to set the conditions for efficient transfer of knowledge and for the further successful development of the researchers' careers.	3,31 2,49 3,02 3,61 3,35 3,59 3,57 3,41 3,33 3,10 3,26 3,25 3,43	<ul style="list-style-type: none"> • Senior researchers should build a constructive and positive relationship with early-stage researchers for the further successful development of researchers' careers. • It depends on the researcher. <ul style="list-style-type: none"> ○ In UTCN there is a rule that says that mentors of researchers should build a constructive and positive relationship with researchers at an early stage, in order to establish the conditions for the efficient transfer of knowledge and for the further successful development of researchers' careers. ○ I think is a common practice. • No senior researchers. • It is related to an institutional strategy. It depends on the people in the system, not the procedure. • I think sometimes we get lost in irrelevant details. <p>- Supervision is ensured.</p> <p>- In the university the supervision and managerial duties of supervisors and mentors are implemented.</p> <p>- It depends, it is not a generalized practice yet.</p> <p>- The institution should ensure researchers to have opportunities to develop their capabilities, knowledge and independence</p> <p>Senior researchers must have a constructive and positive relationship with young researchers</p> <p>Since senior researcher are also teachers and often leading many administrative tasks, sometimes it is hard to devote the needed time to young researchers. However, the fact that they are part of a larger research group, several senior researchers share the task of training young researchers.</p> <p>-The relation with my supervisor has been good. I was offered many opportunities in terms of seminars, workshops, courses and conference attendance.</p> <p>- Senior researchers provide the necessary support in all the activities carried out by the teams they coordinate</p> <p>This is not done in an organized manner.</p> <p>Supervisors and senior researchers should be more devoted to their role as mentors of researchers and should build up an efficient relationship with the early-stage researchers.</p> <p>More experienced researchers try to get involved and guide those who are just starting out.</p> <p>The managerial skills of senior researchers should be improved</p> <p>This principle is almost but not fully implemented. Some of the senior researchers pay particular attention to their multifaceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators.</p> <p>The activity of mentorship depends on recognizing the professional skills and personal qualities of the mentor, but also on his/her willingness to help.</p> <p>TUCN senior researchers pay attention and assume to these roles. Senior researchers usually perform the tasks with the highest professional standards.</p> <ul style="list-style-type: none"> • Implemented • Senior researchers must pay special attention to their role as supervisors, mentors, career counselors, leaders, project coordinators, managers or scientific communicators and perform these tasks at the highest professional standards. • The constructive and positive relationship with researchers at an early stage is very important, in order to establish the conditions for the efficient transfer of knowledge and for the successful development of the researchers' career for the benefit of the educational and research institution • Partially applied • There are such supervisors that give important tasks to all team members to evolve • May a lot of transparency • Or better information <p>Duties are performed well.</p>	<p>In TUCN there is a good collaboration between senior and new teachers, also in the research departments, offering support and support to the new generation. The attitude of collegiality and academic integrity underpins mentoring.</p> <p>All senior researchers are also teachers and often leading administrative tasks, sometimes it is hard to devote the needed time to young researchers.</p>
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			<p>2. There is a system in the university through which senior researchers can continue to coordinate research groups. In this way, younger researchers can benefit from their experience to ensure the transfer of knowledge and for the further development of future researchers.</p> <p>3. I believe that the seriousness for 105the rofessional standard must come from both the senior researcher and the trained one.</p> <p>4. Some senior researchers are devoting attention to all their roles and have an important impact on young researchers.</p> <p>5. Senior researchers must be involved more in the process</p> <p>6. Mentors have multiple tasks and fail to devote as much time as necessary</p> <ul style="list-style-type: none">• Every senior researcher I met fulfilled the above mentioned aspects.• Many senior researchers lose their interest in properly supervising and mentoring the young researchers.• The role of senior researchers as supervisors or mentors of researchers is mainly at the PhD level.• These aspects are already implemented.• The Regulations on Study and Examination of the University stipulate the duties of a doctoral student’s supervisor and duties of a doctoral board which evaluates the course of study. The supervision activities are in connection with the doctoral contract that the students sign and undertake to respect• In TUCN senior researchers devote particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators.• Not implemented.• Senior researchers devoted particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers, or science communicators.• The young scientists should be respected and provided with better mentoring.• Supervisors can build a successful team to ensure the future of research even after their retirement. <p>Senior researchers need to share their knowledge and research experiences with young researchers, offering them support or even suggestions in certain research projects.</p>	
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38	<p>Continuing Professional Development</p> <p>Researchers at all career stages should look to continually improve themselves by regularly updating and expanding their skills and competencies. This may be achieved by a variety of means including, but not restricted to, formal training, workshops, conferences and e-learning</p>	<p>3,41 2,83 3,02 3,67 3,33 3.65 3,55 3,45 3,56 3,00 3,25 3,30 3,71</p>	<ul style="list-style-type: none"> • Researchers at all stages of their careers should seek to continually improve, updating and expanding their skills and competencies on a regular basis. • Greater openness to economic relations would help the development of researchers. <ul style="list-style-type: none"> ○ Researchers / PhD students are continuously improving their skills and competencies through individual studies, UTCN offering courses, information meetings, e-learning. ○ The good part of recent years is that access to various training practices has become much easier, and the opportunities are many and varied. ○ At the Faculty level each month is organized a meeting dedicated to the research, the Research Day, dedicated for PhD students, researchers and teachers. • I can't give it a maximum score because it seems to me that continuous professional development is at the discretion of each of the researchers in any phase of their career. Both in the research activity and in the didactic one, there are people who are satisfied with how much they have accumulated. • The question is not clear. Continuous development programs are, but that does not mean that we know if a significant number of teachers participate in them. I will give a grade for the DECIDFR postgraduate sewing department. True researchers believe they are aware of the responsibility they have. Researchers believe they should be allowed to do research only. • Depends on individual professional attire. • Researchers at all career stages should look to continually improve themselves by regularly updating and expanding their skills and competencies. • Support training / conference fees. • It is a high perspective market where we have to stay very active. • There is a need for continuous training, respectively for updating knowledge. • Relatively limited participation of teachers in workshops, conferences, etc. <p>- Researchers at our University mainly focus on workshops and conferences. More emphasis should be placed on formal training and e-learning.</p> <p>- In the university are annually organized workshops, trainings and conferences for the continuing professional development</p> <p>- Yes, it is a long-term survivability requirement.</p> <p>- The professional development of each researcher must be strongly supported by the institution</p> <p>Researchers at all stages of their careers should regularly improve their skills and competencies.</p> <p>-The researchers are encouraged to participate in training courses and in conferences, and their participation is usually funded.</p> <p>-Researchers constantly participate in formal training, workshops, conferences and e-learning sessions.</p> <p>-There is a need to facilitate further development by trainings.</p> <p>-Researchers in our institution often participate to workshops and international conferences, organized in or country or abroad. They also have access to internet documentation of any kind, respectively to participate to webinars.</p> <p>-There are plenty of opportunities for continuous learning and development. These include post-doctoral programs and mobility grants.</p> <p>-Formal training, workshops, conferences and e-learning is highly encouraged and supported through carious founding.</p> <p>- Junior researchers are encouraged to attend conferences and workshops to develop the spirit of innovation so necessary in research projects.</p> <p>The access to valuable trainings and e-learning is limited. Researchers should be more concerned about the regularly updating and expanding of their skills and competencies.</p> <p>Researchers should participate in more workshops, conferences, and training programs.</p> <p>The necessary support, especially the financial one for professional development is quite low.</p> <p>This principle is almost but not fully implemented. Some of the researchers are continuously developing, regularly updating and expanding their skills and competences, attending conferences or e-learning.</p>	<p>The desire to constantly evolve and the concerns related to this is a necessity in the field of research. there is no evolution, no innovation without a permanent study of progress worldwide. In support of this, TUCN provides the necessary tools, by purchasing software or computer tools, subscribing to the main sources in the online environment, organising working groups, seminars, refresher courses and the necessary equipment. This field had a dynamic that makes the researcher to be very active and to keep up with all it is new.</p>
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39	<p>Access to research training and continuous development</p> <p>Employers and/or funders should ensure that all researchers at any stage of their career, regardless of their contractual situation, are given the opportunity for professional development and for improving their employability through access to measures for the continuing development of skills and competencies.</p> <p>Such measures should be regularly assessed for their accessibility, take-up and effectiveness in improving competencies, skills and employability.</p>	<p>3,45 2,61 3,15 3,72 3,67 3,59 3,36 3,36 3,56 2,80 3,13 3,13 3,57</p>	<ul style="list-style-type: none"> • Employers should ensure that all researchers have the opportunity to develop professionally. • It is handled only with dissipated projects, overlapped by coursers and with a large lack of management. • It is an issue related to the relationship between young researchers and teachers in the department. <ul style="list-style-type: none"> ○ The university frequently offers information sessions on improving skills and abilities. ○ There have been several such opportunities in recent years. ○ At the faculty level, the Research Day is organized monthly. • There is a need for more freedom for the employer and financial resources. • Depends on individual professional attire. • Organize internal trainings. • Just a suggestion: we must take it before the request. <p>The database of articles we have access to is rich, however there is little access to older works that can provide valuable information. Access to more books and manuals should also be given.</p> <p>- In the university are annually organized workshops and trainings for the continuing development of skills and competencies</p> <p>- Yes, it is ok.</p> <p>- Interdisciplinary collaborations and partnerships at individual and institutional levels should improve the performance of researchers</p> <p>Employers and / or funders should give researchers the opportunity to develop professionally at any stage of their careers, regardless of their contractual situation.</p> <p>How is this different from the previous question?</p> <p>-Opportunities for professional development are available; I do not know if they are regularly assessed.</p> <p>-There is a need to facilitate further development by trainings.</p> <p>-Researchers in our institution have the possibility to perform online training in the desired domain, but also to participate to onsite specialization courses, organized by our university in collaboration with prestigious companies (e.g. IBM).</p> <p>-Available training grants are regularly communicated. For instance, two such programmes/calls were available last month.</p> <p>- Junior researchers are encouraged to attend conferences and workshops to develop the spirit of innovation so necessary in research projects.</p> <p>More accessibility for researchers to information and training for professional development and improvement of skills and competencies.</p> <p>Many projects, initiatives, collaborations, mobilities and other activities offer opportunities for training and continuous development to the researchers in the university.</p> <p>More attention and opportunities should be given to researchers with pre-determined work contracts.</p> <p>This principle is almost but not fully implemented. Some researchers believe that there are no measures in this regard.</p> <p>Access to research training is given but the development opportunities in this field of research are not among institutional priorities.</p> <p>Researchers have access to training and continuous development. TUCN has a department that provides continuing education for formal training and researchers are encouraged to take part at any formal or informal continuing education courses.</p> <p>Some respondents think that this aspect can be improved.</p> <ul style="list-style-type: none"> • Implemented • Access to mobility and lifelong learning • It is important for employers and / or funders to ensure that researchers have the opportunity to develop professionally and to gain enhanced skills and competences. • Totally agree • There are several programs for continuous learning 	<p>Another way of personal development of the researcher and career support is carried out by the utcn through seminars, courses and interdisciplinary working groups. There is a particular involvement of the DMCDI in organising such online seminars, within the framework of projects, with the aim of facilitating collaboration between university departments and with other structures outside the university.</p>
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40	<p>Supervision</p> <p>Employers and/or funders should ensure that a person is clearly identified to whom early-stage researchers can refer for the performance of their professional duties and should inform the researchers accordingly. Such arrangements should clearly define that the proposed supervisors are sufficiently expert in supervising research, have the time, knowledge, experience, expertise and commitment to be able to offer the research trainee appropriate support and provide for the necessary progress and review procedures, as well as the necessary feedback mechanisms.</p>	<p>3,33 2,28 2,97 3,61 3,17 3,59 3,47 3,19 3,33 3,10 3,25 3,30 3,29</p>	<ul style="list-style-type: none">• Employers need to identify a person that early-stage researchers can turn to in order to carry out their professional tasks.• It is handled by the PhD coordinator.• There are such relationships within the department.<ul style="list-style-type: none">○ Researchers have a mentor who coordinates their activity.○ I think is a common practice.○ Depends from department to department.• ‘Such arrangements should clearly define that the proposed supervisors are sufficiently expert in supervising research, have the time, knowledge, experience, expertise and commitment to be able to offer the research trainee appropriate support and provide for the necessary progress and review procedures, as well as the necessary feedback mechanisms.” We don’t have supervisors on research (in our domain) and the reason is that the educational system in the last decade (10 years) suffer a BIG and IMPORTANT transformation.• All supervisors nowadays... are/ were first of all teachers with many years in the system (with NO/zero research activity)• Very nice formulated in theory..• Research team leaders should ensure that a person is clearly identified to whom researchers at an early stage are to approach in order to carry out their professional tasks and should inform researchers accordingly.• To implement a clearly defined guidance / supervision system at the departmental level <p>- Supervision is ensured.</p> <p>- This theory is nice, but in reality old supervisors have a tough time keeping up with the IT/tech tools that young researchers already master. The gap between generations is something to take into account.</p> <p>- Helping a researcher to become an independent one is a significant achievement and can help improve the supervisor teaching and research skills, too</p> <p>Employers and / or funders should ensure that a supervisor is appointed for early stage researchers</p> <p>-That person is the project manager or the PhD supervisor.</p> <p>-Early-stage researchers are assigned to a senior researcher that is constantly guiding/tutor them and early-stage researchers are part of research laboratories where they receive constant feedback and shared knowledge.</p> <p>-The supervising is usually done by the senior researchers.</p> <p>-Researchers mostly report to senior faculty members with sufficient experience.</p> <p>- Every early-stage researcher knows his/her coordinator and receives help from him/her in all the activities he/she carries out.</p> <p>- They are well prepared, have experience and always offer advice and support when needed.</p> <p>There is no such mechanism in place. One researcher might need to answer to multiple supervisors. It is necessary that the employers and/or funders to ensure that a person is clearly identified to whom early-stage researchers can refer for the performance of their professional duties and should inform the researchers accordingly.</p> <p>The supervisor is one of the key elements for research progress and performance. Therefore, his schedule should be cleared of non-essential activities, that can be easily redistributed.</p> <p>This principle is almost but not fully implemented. Some researchers believe that there are no proposed supervisors.</p> <p>Experts are visible to early-stage researchers, but the supervision process lacks the necessary quality check procedures, and the further mechanisms that would ensure a real involvement and collaboration on the part of the supervisor.</p> <p>Such persons may be the grant director, the doctoral coordinator etc. The coordinator is well defined at the beginning of the collaboration. Early-stage researchers know who they can refer for the performance of their professional duties.</p> <p>Some respondents think that this aspect can be improved.</p> <ul style="list-style-type: none">• Implemented	<p>Supervision and mentoring is carried out for each human resource involved, from the moment of hiring, for optimal results in a short period of time, increasing the responsibilities of each position in time.</p>
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