

**INTERNAL CONSULTATION REPORT REGARDING
THE IMPLEMENTATION OF HRS4R IN THE
WEST UNIVERSITY OF TIMISOARA**

Timișoara, 2024

METHODOLOGICAL ASPECTS

OBJECTIVES

This diagnosis reflects the West University of Timișoara's academic community's perception regarding the practices associated with the human resources strategy in research. The main objectives of this study are:

- Identifying the perceptions regarding the importance of the principles in **The European Charter for researchers** and in **The Code of conduct for the recruitment of researchers**;
- Evaluating the perception of the participants regarding how much the principles are implemented in the university's activities.

INSTRUMENT AND STUDY PARTICIPANTS

In order to achieve the stated objectives, a survey containing the following four dimensions was implemented:

- Ethical and professional aspects (11 principles);
- Recruitment and selection (10 principles);
- Work conditions and social security (14 principles);
- Improvement courses and career development (5 principles).

Each dimension was thought out by including the principles that cover a variety of aspects specific for the recruitment of researchers, as well as specific for research activities within the university. The participants were encouraged to read the contents of each principle and the to answer the following two questions:

- *How important is this principle in research activities?*
- *To what degree is this principle implemented within the university?*

The implemented instrument included listing all 40 principles, with the above two questions for each. A Likert type scale, with four stages, was used for measurement, where 1 means *very important/to a large degree*, while 4 means *not very important/to a small degree*.

The survey was implemented exclusively online, using the QuestionPro platform. The participants were invited, using their instituțional emails, to complete the survey available at <https://e-uvt.questionpro.com/HRS4R-2024>.

The survey was addressed to all teaching and research staff (R2, R3 and R4). Also, all doctoral students (R1) were invited to participate in this internal consultation process. Following Council Recommendation of 18 December 2023 on a European framework to attract and retain research, innovation and entrepreneurial talents in Europe (C/2023/1640), for the R1 profile we considered doctoral students, postdoctoral students were considered for the R2 profile, lecturers and associate professors (alongside Scientific Researchers grade III and grade II) were grouped in the R3 profile, while professors (and Scientific Researchers grade I) were considered in the R4 profile.

Participation was voluntary, and responses were kept anonymous and confidential.

The reference population consisted of the university's teaching staff, researchers, and doctoral students. This study reflects the opinions of 848 academic community members, accounting for 63.4% of the reference population. Regarding institutional status, the participation proportions were as follows: academic staff - 86,2% and doctoral students- 37,5 %

Distribution by gender (%):

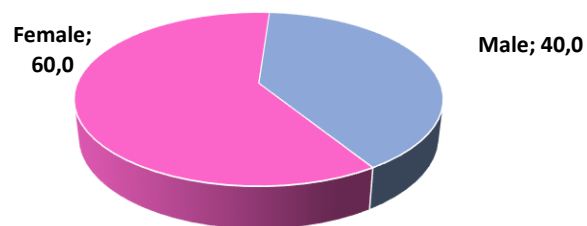


Figure 1.

Distribution by academic position (%):

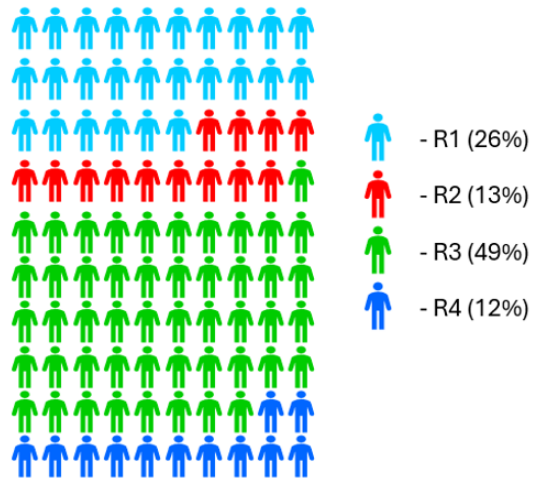


Figure 2.

Distribution by scientific field (%):

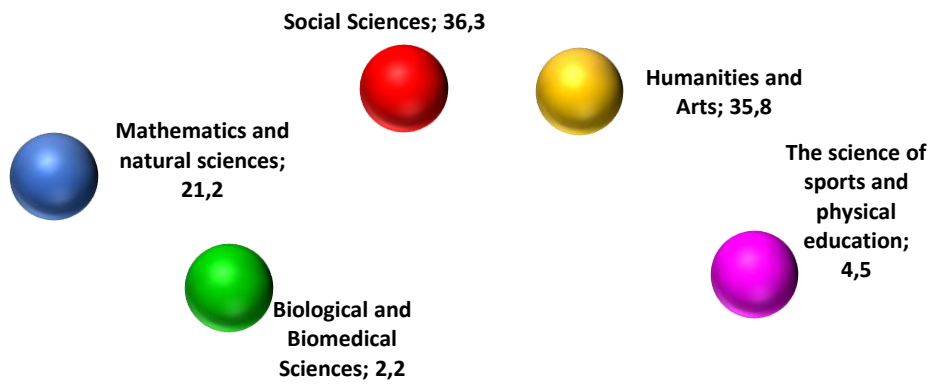


Figure 3.

Distribution by seniority in the university (%):

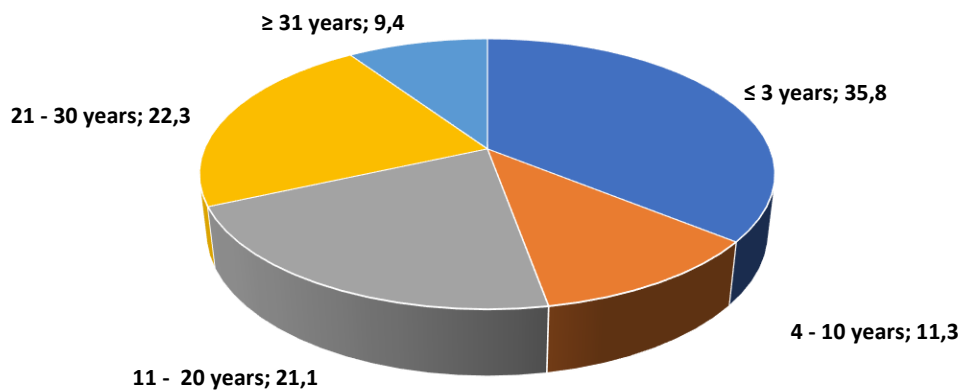


Figure 4.

The analysis of the results obtained through the consultation of the academic community will be structured on the four components of the process.

Within each analyzed dimension, we focused on the outlined principles, more precisely for the identification of the study participants' perception regarding the importance of the principle, as well as the inventory of opinions regarding the current implementation of the principle at the university level.

Also, for each principle we set out to identify if belonging to a certain gender generates differences of opinion, or if the academic position occupied constitutes an element that can nuance the expressed opinion.

ETHICAL AND PROFESSIONAL ASPECTS

Ethical and professional aspects were rated by at least 92% of participants in this consultation as very important or important. It should be noted that the first three principles that recorded the highest rates and were rated as very important are those aimed at **Ethical principles** (80.6%), **Non-discrimination** (78.8%) and **Professional responsibility** (73.7 %).

Table 1.1.

How important is this principle in research activities?	%			
	Very important	Important	Not important	Not important at all
Research Freedom	64,5	34,7	0,8	0,0
Ethical principles	80,6	19,1	0,2	0,1
Non-discrimination	78,8	19,9	1,2	0,1
Professional attitude	56,4	41,2	2,1	0,2
Good practice in research	61,9	36,0	1,7	0,4
Dissemination, exploitation of results	56,7	40,2	2,6	0,5
Evaluation/appraisal systems	51,7	44,0	3,4	0,9
Professional responsibility	73,7	25,5	0,7	0,1
Accountability	65,6	33,4	0,9	0,1
Public engagement	48,9	43,5	6,6	1,0
Contractual and legal obligations	56,7	41,0	2,1	0,2

Regarding the respondents' gender, it appears that gender did not influence how the respondents appreciated the importance of the principles mentioned above (the Mann-Whitney U test was used to compare independent samples). Therefore, regardless of gender, the importance of the principles aimed at ethical and professional aspects is appreciated in the same way.

In regards to the professional experience of the teachers and researchers participating in this consultation and their classification in the R1, R2, R3 and R4 categories, we can see that there were differences in terms of the of the principles' importance and the status held. Thus (by using the Mann-Whitney U test), the doctoral students (R1) appreciated the principles aimed at non-discrimination, professional attitude, public engagement, contractual and legal obligations to be more important,

unlike the other categories of respondents (R2, R3 and R4). It was also observed that the doctoral students (R1) gave a higher importance to the principles of evaluation/appraisal systems, professional responsibility, accountability compared to R3.

Table 1.2.

How important is this principle in research activities?		R1	R2	R3	R4	Kruskal-Wallis H	p
Non-discrimination	N	211	105	404	96	8,502	0,037
	Mean rank	382,36	427,14	411,75	431,91		
Professional attitude	N	213	102	396	97	12,709	0,005
	Mean rank	362,51	422,29	416,91	427,32		
Evaluation/appraisal systems	N	211	101	401	99	12,821	0,005
	Mean rank	365,21	408,68	428,11	404,73		
Professional responsibility	N	217	105	411	99	8,602	0,035
	Mean rank	389,74	419,11	433,25	402,83		
Accountability	N	215	103	404	96	10,510	0,015
	Mean rank	373,93	411,91	427,12	412,44		
Public engagement	N	217	102	404	95	20,444	0,000
	Mean rank	362,08	413,61	418,91	473,41		
Contractual and legal obligations	N	219	104	401	96	16,838	0,001
	Mean rank	363,69	447,83	422,61	426,25		

The academic community's perception regarding the implementation of ethical and professional principles in WUT's organizational culture highlights a high level of their integration into the life of the community. Thus, the regulations on professional conduct and ethics (each of the 11 regulations) are valued by more than 76% of the respondents as existing benchmarks that govern the professional life of the university.

At the opposite pole, we appreciate that three aspects (principles) have been identified to require attention and that could represent directions for action in order to improve or better understand the way in which they regulate various components of academic life. Thus, the aspects related to contractual and legal obligations (23.7%), public engagement (19.8%) and accountability (18.9%) are appreciated to be found to a lesser extent in the life of the community and would require more good communication and better implementation.

Table 1.3.

To what degree is this principle implemented within the university?	%			
	To a very large extent	Largely	To a small extent	To a very small extent
Research Freedom	53,9	39,5	6,2	0,4
Ethical principles	47,7	44,9	6,2	1,3
Non-discrimination	45,1	47,7	6,7	0,5
Professional attitude	44,7	47,2	5,9	2,2
Good practice in research	43,4	49,2	6,2	1,2
Dissemination, exploitation of results	42,1	44,6	10,6	2,7
Evaluation/appraisal systems	36,7	53,6	7,9	1,8
Professional responsibility	35,9	56,7	6,5	0,9
Accountability	33,6	47,5	16,2	2,7
Public engagement	32,2	48,0	16,6	3,2
Contractual and legal obligations	29,3	46,9	19,6	4,1

Analysis of the opinions regarding the implementation of the measures regulating academic life, from the ethical and professional perspective, highlights a balance in terms of gender. Thus, both female and male respondents relate similarly to how the academic community integrates ethical and professional regulations. In the situation of three of the regulations specific to the ethical and professional field, we identified the existence of slight differences of opinion, in the sense that the female respondents appreciated that they find these regulations in the life of the academic community to a higher extent compared to the male respondents. This fact may indirectly be a reflection of the way the Gender Equality Plan is implemented in the academic community, highlighting the lack of discrimination and a stronger recognition among female respondents.

Table 1.4.

To what degree is this principle implemented within the university?	Gender	n	Mean rank	U	p
Ethical principles	Female	454	359,75	60043	0,003
	Male	299	403,19		
Dissemination, exploitation of results	Female	415	333,29	51995	0,026
	Male	276	365,11		
Public engagement	Female	413	329,65	50656	0,045
	Male	268	358,49		

Analysis of the perceptions regarding the implementation of the regulations aimed at the ethical and professional component in relation the professional status of the respondents highlights a higher level of positive assessments among doctoral students, compared to the other academic positions. Thus, the doctoral students, who are at the beginning of the training process, feel in a greater way the implementation of the measures that regulate the activity in the university through the prism of ethical measures or normative professional ones.

Thus, in contrast to all other categories of respondents, the doctoral students appreciated to a much greater extent the fact that in WUT, the rules regarding ethical principles, good practices in research, dissemination, exploitation of results, professional responsibility and contractual and legal obligations are implemented. Also, compared to R3 and R4 participants, the perception of young people following doctoral studies highlights a greater implementation of measures related to professional attitude, evaluation/appraisal systems, accountability and public engagement.

Table 1.5.

To what degree is this principle implemented within the university?		R1	R2	R3	R4	Kruskal-Wallis H	p
Ethical principles	N	206	98	374	96	24,473	0,000
	Mean rank	330,28	393,32	407,13	427,88		
Professional attitude	N	186	87	319	89	17,601	0,001
	Mean rank	302,44	333,98	351,29	391,58		
Good practice in research	N	190	96	358	92	18,943	0,000
	Mean rank	320,31	376,34	379,20	418,20		
Dissemination, exploitation of results	N	183	93	340	95	24,178	0,000
	Mean rank	297,04	375,69	373,82	386,53		
Evaluation/appraisal systems	N	178	84	339	96	20,777	0,000
	Mean rank	298,24	334,73	372,72	371,86		
Professional responsibility	N	196	93	364	89	25,604	0,000
	Mean rank	315,62	363,19	393,70	412,47		
Accountability	N	183	89	353	88	24,348	0,000
	Mean rank	305,68	338,12	377,62	400,10		
Public engagement	N	194	89	332	88	18,699	0,000
	Mean rank	313,46	334,69	363,50	411,10		
Contractual and legal obligations	N	197	92	345	90	26,117	0,000
	Mean rank	304,48	385,97	384,80	380,04		

RECRUITMENT AND SELECTION

The second dimension of the public consultation concerned how members of the university's academic community perceive the importance of specific processes related to the recruitment and selection of teaching staff and researchers to work in the university.

Through the analysis of expressed opinions, we can appreciate that all aspects related to the recruitment and selection process were rated as important and very important by more than 91% of the respondents. However, from the multitude of appreciations expressed, Transparency (68.4%), Judging merit (67.4%) and Recruitment (procedures) (66.9%) were considered very important.

By contrast, the aspects that were judged to be less important in the entire recruitment and selection process refer to Variations in the chronological order of CVs (8.3%), Selection (6.9%) and Seniority (6.6%).

Table 2.1.

How important is this principle in research activities?	%			
	Very important	Important	Not important	Not important at all
Recruitment	64,6	34,2	1,0	0,2
Recruitment (procedures)	66,9	32,4	0,7	0,0
Transparency	68,4	30,9	0,7	0,0
Selection	56,8	36,3	5,9	1,0
Judging merit	67,4	30,5	1,8	0,2
Variations in the chronological order of CVs	49,6	42,1	7,4	0,9
Recognition of mobility experience	55,7	38,4	5,0	0,9
Recognition of qualifications	54,0	41,9	3,6	0,5
Seniority	54,8	38,7	5,4	1,2
Postdoctoral appointments	52,7	43,7	3,3	0,3
Recruitment	64,6	34,2	1,0	0,2

The assessments related to the importance of the specific aspects of the recruitment and selection process are independent of the respondents' gender, a fact that highlights a balanced approach regarding gender and the expressed opinions. On the other hand, we can observe that the measures undertaken by the university regarding equal opportunities for all members of the academic community in terms of gender, respectively the implementation of the Gender Equality Plan, are reflected by the opinion shared by both female respondents and and by those of the male gender.

The analysis of the opinions related to the recruitment and selection process becomes more complete and in-depth by referring to the academic position of the participants in the present diagnosis. Thus, the evaluation of the opinions expressed may be different depending on both the academic status and the specific aspects of the selection process. The opinions expressed highlight a differentiation regarding the importance of some aspects of the recruitment and selection process. Thus, in the perception of doctoral students, the aspects related to possible variations in the chronological order of CVs, respectively postdoctoral appointments, are more important compared to the opinions expressed by the other categories of respondents.

Table 2.2.

How important is this principle in research activities?		R1	R2	R3	R4	Kruskal-Wallis H	p
Variations in the chronological order of CVs	N	207	102	405	96	16,573	0,001
	Mean rank	358,35	446,82	412,64	433,14		
Postdoctoral appointments	N	203	101	385	100	12,804	0,005
	Mean rank	357,4	377,94	411,46	425,2		

Compiling the opinions expressed by the study participants regarding the implementation of specific elements of the recruitment and selection process constituted another important element of the analysis undertaken. Thus, we can appreciate as a general opinion the fact that all dimensions of the recruitment and selection process were appreciated as being implemented to a large and very large extent by at least 77% of the respondents. We also appreciate the fact that the following three dimensions of the human resources process were outlined as being implemented to a large and very large extent: Recruitment (86.3%), Recognition of qualifications (86.1%) and Variations in the chronological order of CVs (85.1%).

Table 2.3.

To what degree is this principle implemented within the university?	%			
	To a very large extent	Largely	To a small extent	To a very small extent
Recruitment	37,0	49,4	11,4	2,2
Recruitment (procedures)	38,4	46,6	11,4	3,6
Transparency	40,6	42,3	14,0	3,1
Selection	33,9	47,3	15,5	3,2
Judging merit	30,5	47,3	17,3	4,8
Variations in the chronological order of CVs	33,6	51,5	14,0	0,9
Recognition of mobility experience	38,7	43,7	15,2	2,4
Recognition of qualifications	36,6	49,6	11,4	2,5
Seniority	32,7	51,7	13,1	2,6
Postdoctoral appointments	31,0	51,2	15,1	2,7
Recruitment	37,0	49,4	11,4	2,2

The differentiated analysis of the opinions about the recruitment and selection process according to the criterion of the respondents' gender emphasizes the fact that the opinions expressed are independent of the gender of the respondents. As such, the fact that at the level of the academic community, the perceptions regarding the elements of the organizational culture, as well as the shared opinions, express the equal opportunities of all members of the academic community in regards to gender.

Complementary to the gender of the respondents, we also consider it necessary to report on the academic position of the respondents. In this sense, the analysis of the opinions expressed about the implementation of the aspects related to the recruitment and selection process outlined, once again, a differentiation of the opinions expressed by the doctoral students (R1), compared to the other categories of respondents (R2, R3 and R4).

Thus, respondents who attend doctoral study programs appreciate to a greater extent the implementation in the organisational culture of UVT of aspects related to the Recognition of mobility experience and Recognition of qualifications, compared to other study participants who have the status of R2, R3, and R4. Additionally, we can observe the positive perception of doctoral students regarding the implementation of Merit appreciation measures compared to the opinions expressed by the categories of respondents with the status of R3 and R4.

Table 2.4.

To what degree is this principle implemented within the university?		R1	R2	R3	R4	Kruskal-Wallis H	p
Recruitment	N	181	92	349	95	8,568	0,036
	Mean rank	324,50	359,53	374,14	368,59		
Judging merit	N	182	94	356	95	15,822	0,001
	Mean rank	319,13	359,60	376,64	406,96		
Recognition of mobility experience	N	190	93	359	95	26,318	0,000
	Mean rank	311,66	374,73	382,29	427,85		
Recognition of qualifications	N	179	82	339	92	16,898	0,001
	Mean rank	302,41	353,65	356,22	390,11		
Postdoctoral appointments	N	156	81	301	97	9,226	0,026
	Mean rank	293,45	325,67	315,65	358,37		

WORK CONDITIONS AND SOCIAL SECURITY

Compiling the opinions about working conditions and aspects related to social security represents the third dimension that constituted a distinct theme in the internal consultation process of the university's academic community. Similar to the other previous dimensions, we focused our attention on identifying the dominant opinions regarding the importance given to social security aspects and working conditions, as well as catalogueing perceptions regarding the implementation of aspects specific to this dimension.

The analysis of the responses highlights the fact that almost all aspects analyzed were rated as important and very important by over 95% of the survey participants, with the exception of Access to career advice, which was rated as important and very important by only 92% among the respondents.

From the multitude of analyzed elements, the aspects considered to be very important when we refer to working conditions and social security concerned Working conditions (75.5%), Funding and salaries (74.1%) and Research environment (73.1)

Table 3.1.

How important is this principle in research activities?	%			
	Very important	Important	Not important	Not important at all
Recognition of the profession	66,4	32,1	1,2	0,2
Research environment	73,1	26,8	0,0	0,1
Working conditions	75,5	23,8	0,7	0,0
Stability and permanence of employment	68,6	30,2	1,1	0,0
Gender balance	65,4	29,5	4,1	1,0
Career development	56,4	40,4	2,7	0,5
Access to career advice	48,8	43,8	5,8	1,6
Funding and salaries	74,1	25,8	0,1	0,0
Co-authorship	68,2	30,3	1,4	0,1
Intellectual Property Rights	71,1	28,3	0,5	0,1
Teaching	64,0	32,1	3,2	0,7
Value of mobility	54,0	42,7	3,1	0,1
Complaints/appeals	52,2	44,4	3,3	0,1
Participation in decision-making bodies	55,3	41,0	3,6	0,1

The differentiated analysis of the answers expressed by female and male respondents, respectively, regarding working conditions and social security, revealed a similarity of opinions, between the categories of respondents, highlighting the fact that the opinions expressed are independent of gender. However, the opinions expressed regarding Co-authorship are an exception, where female respondents give a higher importance to this type of activity, compared to male respondents ($U= 68092,500$, $p<0,005$).

The academic status of the respondents participating in the consultation process influences the way in which the working conditions and social security in the UVT are valued. Thus, the doctoral students are the ones who appreciated the aspects related to Teaching, Value of mobility and Complaints/appeals to be very important compared to the other colleagues in the university of the R2, R3 or R4 categories. Also, young doctoral students in an initial phase of professional development appreciate Access to career advice to be much more important compared to respondents who have experience and autonomy in the research process and in teaching activities (R3 and R4).

Involvement in decision-making processes and taking on responsibilities within the organization are appreciated by doctoral students to be very important compared to the opinions expressed by people in positions of the R4 type, who, most likely, opt for carrying out research and teaching activities, at the expense of involvement in decision-making.

Table 3.2.

How important is this principle in research activities?		R1	R2	R3	R4	Kruskal-Wallis H	p
Access to career advice	N	216	103	397	96	26,311	0,000
	Mean rank	348,97	389,40	436,66	429,55		
Teaching	N	218	103	414	100	10,584	0,014
	Mean rank	381,11	435,31	426,40	445,83		
Value of mobility	N	207	101	391	97	11,164	0,011
	Mean rank	359,30	407,50	410,19	425,65		
Complaints/appeals	N	206	98	386	94	13,450	0,004
	Mean rank	352,88	413,52	398,56	432,53		
Participation in decision-making bodies	N	214	103	398	97	8,053	0,045
	Mean rank	379,76	410,45	409,37	449,54		

Regarding WUT's organizational culture, the respondents' opinions on the implementation of measures specific to the dimension of working conditions and social security highlight the fact that more than

71% of the respondents appreciate that all aspects of this dimension have been implemented to a very large extent. Thus, the aspects related to the implementation of **intellectual property rights** (90.4%), **Co-authorship** (89.3%) and **equal opportunities** (86.8%) for all members of the academic community, represent the components that were considered as having the highest level of implementation in the organization.

In opposition to the high level of implementation of measures specific to this dimension, it should be noted that areas were identified as requiring attention and decisions from the organization that contribute to a higher level of implementation. Thus, in the view of the respondents, the situations that were appreciated as being implemented to a more limited extent and requiring intervention refer to **access to career advice** (28.3%), **actual teaching activity** (28.1%) and **Career development** (25, 9%).

Table 3.3.

To what degree is this principle implemented within the university?	%			
	To a very large extent	Largely	To a small extent	To a very small extent
Recognition of the profession	31,8	51,8	13,1	3,3
Research environment	31,4	48,8	16,3	3,5
Working conditions	34,8	48,2	13,5	3,5
Stability and permanence of employment	39,1	46,9	12,0	2,0
Gender balance	39,5	47,2	11,1	2,2
Career development	26,2	47,8	20,1	5,8
Access to career advice	29,4	42,3	20,8	7,4
Funding and salaries	35,4	42,6	16,2	5,8
Co-authorship	45,1	44,1	8,9	1,9
Intellectual Property Rights	45,9	44,5	6,9	2,7
Teaching	29,6	42,3	19,2	8,9
Value of mobility	34,2	49,3	14,6	1,9
Complaints/appeals	33,5	45,1	15,2	6,1
Participation in decision-making bodies	34,2	46,7	14,7	4,4

The differentiated analysis of the expressed opinions, according to gender, highlights the expression of a unified vision of the respondents, regardless of the gender to which they belong.

However, there were also two distinct situations in which the opinion of female respondents rated the implementation of some components of this dimension to a higher extent, compared to the opinion expressed by male respondents. Thus, the female respondents appreciate that the measures regulating specific aspects for Recognition of the profession and the allocated salary resources are implemented

and visible to a higher extent, compared to the way the male respondents expressed themselves. In these aspects, the equal opportunity of all members of the academic community was again highlighted both by the balance of the opinions expressed, and by the fact that the female respondents expressed themselves slightly differently.

Table 3.4.

To what degree is this principle implemented within the university?	Gender	n	Mean rank	U	p
Recognition of the profession	Female	446	358,60	60255,5	0,018
	Male	298	393,30		
Funding and salaries	Female	415	336,37	53273,5	0,011
	Male	287	373,38		

The opinions about the extent to which aspects related to working conditions and social security are implemented are perceived differently when we refer to the academic position that the respondents occupy in the university. Thus, we can observe that in the case of this dimension, doctoral students are the ones who appreciate that most aspects specific to this dimension are implemented in the university to a large and very large extent. Their views differ significantly from the views shared by other categories of academic or research staff.

The fact that the doctoral students appreciate that many of the elements related to working conditions and social security are implemented can highlight the university's interest in this category of personnel and reflect the policy of attracting young human resources towards an academic and research career. The research environment, the existence of career counseling services, the support for career development, the participation of doctoral students as co-authors in projects and scientific publications with their mentors, are just some of the elements that make them appreciate these aspects compared to other staff categories academic. However, it should be mentioned that all these structural elements regarding the dimension related to working conditions and social security are appreciated to be implemented in the university by more than 71% of the study participants.

Table 3.5.

To what degree is this principle implemented within the university?		R1	R2	R3	R4	Kruskal-Wallis H	p
Research environment	N	202	101	379	98	17,501	0,001
	Mean rank	352,14	435,04	386,06	440,85		
Gender balance	N	192	87	369	93	16,207	0,001
	Mean rank	322,32	386,05	389,67	383,34		
Career development	N	177	90	329	94	14,816	0,002
	Mean rank	306,44	358,52	349,16	393,77		
Access to career advice	N	179	88	330	89	14,123	0,003
	Mean rank	298,60	364,98	359,23	354,22		
Co-authorship	N	178	88	341	91	22,606	0,000
	Mean rank	294,93	373,79	362,05	385,72		
Intellectual Property Rights	N	178	81	330	89	12,263	0,007
	Mean rank	302,20	336,75	352,06	370,03		
Teaching	N	197	96	375	93	17,860	0,000
	Mean rank	327,88	388,03	403,21	396,73		
Value of mobility	N	175	89	334	94	20,338	0,000
	Mean rank	303,71	352,80	350,01	407,71		
Complaints/appeals	N	162	77	291	88	23,849	0,000
	Mean rank	259,91	314,77	320,48	359,88		
Participation in decision-making bodies	N	174	90	326	89	13,378	0,004
	Mean rank	302,10	341,90	347,76	383,74		

CONTINUING PROFESSIONAL DEVELOPMENT

The fourth dimension we focused on in the internal consultation process regarding elements of organizational culture, as reflected in the European Charter for Researchers and the Code of Conduct for Researchers, concerned aspects related to continuous professional development and the support offered by the university for participation in training or improvement sessions.

The interest in professional development, as well as the aspects related to the supervision of professional activities and the assumption of managerial responsibilities, was appreciated as very important and important in a very high proportion by the participants in this diagnostic approach. Thus, each of the constitutive elements of this dimension registered positive evaluations of over 97% of the total opinions expressed.

Table 4.1.

How important is this principle in research activities?	%			
	Very important	Important	Not important	Not important at all
Continuing Professional Development	62,5	35,5	1,7	0,4
Access to research training and continuous development	57,2	40,1	2,2	0,5
Supervision	56,0	41,5	2,1	0,4
Relation with supervisors	55,2	41,7	2,6	0,5
Supervision and managerial duties	59,1	39,0	1,7	0,2

Even if the level of positive assessments about the importance of continuous professional development recorded high values, it should be noted that gender outlined differentiated opinions among the respondents regarding certain aspects. Thus, in the opinion of female respondents, Relation with supervisors, as well as Supervision and managerial duties are considered to be more important when compared to male respondents.

Table 4.2.

How important is this principle in research activities?	Gender	n	Mean rank	U	p
Relation with supervisors	Female	476	383,36	68951,5	0,042
	Male	313	412,71		
Supervision and managerial duties	Female	476	382,04	68326	0,017
	Male	314	415,90		

The interest in the aspects related to the professional development is appreciated differently when we refer to the academic status of the respondents. Thus, novice researchers who carry out their activity under the supervision of mentors appreciate this type of collaboration to be very important and important compared to the other categories of respondents who, as a result of the acquired experience, carry out their activity autonomously. Similarly, in the opinion of the doctoral students, the relationship with the supervisor but also assuming the role of supervisor or other managerial duties are valued to be important in the culture of the organization.

Table 4.3.

How important is this principle in research activities?		R1	R2	R3	R4	Kruskal-Wallis H	p
Supervision	N	213	100	403	96	26,154	0,000
	Mean rank	354,08	376,07	435,25	433,81		
Relation with supervisors	N	217	103	392	98	41,451	0,000
	Mean rank	330,56	412,26	435,65	443,72		
Supervision and managerial duties	N	217	99	394	101	23,819	0,000
	Mean rank	349,60	438,41	423,39	427,57		

The analysis of how the components associated with the continuous professional development dimension are implemented in the organizational culture of the university highlights the fact that more than $\frac{3}{4}$ of the respondents appreciate that they are found in the concrete reality of the university. Even if the perception of the level of implementation registers high values, we note that there are also aspects that require intervention. Thus, the supervision process, in different forms and with different beneficiaries of the process, could represent an area that required slight interventions to increase the level of implementation in the organization.

Table 4.4.

To what degree is this principle implemented within the university?	%			
	To a considerable extent	Largely	To a small extent	To a very small extent
Continuing Professional Development	34,2	49,4	13,6	2,8
Access to research training and continuous development	35,9	47,8	12,2	4,2
Supervision	33,7	42,8	17,5	5,9
Relation with supervisors	35,8	47,7	13,2	3,2
Supervision and managerial duties	36,2	49,6	12,2	2,0

The evaluation of the perceptions about the way in which the aspects of the continuous professional development component are implemented highlighted a relationship of dependence towards the gender of the respondents in the case of most aspects analyzed. Thus, the female respondents appreciate that a considerable part of the aspects aimed at continuous professional development are implemented in the university, unlike the male respondents. Beyond these differences of opinion associated with gender, it should be remembered that, as a whole, the component of professional development was appreciated to be implemented in a proportion of over 97% of all respondents.

Table 4.5.

To what degree is this principle implemented within the university?	Gender	n	Mean rank	U	p
Access to research training and continuous development	Female	397	323,69	49502	0,010
	Male	279	359,57		
Supervision	Female	401	324,19	49399	0,049
	Male	269	352,36		
Relation with supervisors	Female	420	333,93	51839	0,047
	Male	269	362,29		
Supervision and managerial duties	Female	397	318,26	47345	0,008
	Male	268	354,84		

Related to the academic status of the respondents, we can also observe the positive perceptions of the doctoral students regarding the implementation of measures aimed at continuous professional development, compared to the other participants in the study. This situation can be explained by the fact that this category of respondents (doctoral students) is involved and directly feels the relationship with the supervisor, is involved in the supervision process together with the doctoral mentor/coordinator, participates in training sessions that contribute to professional development and last but not least, he observes the supervisor roles, but also the managerial component of the mentors he interacts with.

Table 4.6.

How important is this principle in research activities?		R1	R2	R3	R4	Kruskal-Wallis H	p
Continuing Professional Development	N	202	90	360	93	14,754	0,002
	Mean rank	330,00	400,37	381,64	406,47		
Access to research training and continuous development	N	177	90	338	92	14,776	0,002
	Mean rank	310,19	367,12	351,61	396,37		
Supervision	N	196	91	317	87	42,339	0,000
	Mean rank	274,69	363,12	369,59	402,79		
Relation with supervisors	N	204	93	324	89	57,047	0,000
	Mean rank	273,35	368,24	387,81	412,88		
Supervision and managerial duties	N	194	85	313	94	39,995	0,000
	Mean rank	275,77	364,23	364,91	393,23		

CONCLUSIONS

The present study represents the results obtained based on the inventory of perceptions and opinions expressed by members of the academic community from the West University of Timișoara.

The analysis carried out focused on two distinct levels related to the principles of the European Charter of Researchers and the Code of Conduct for the Recruitment of Researchers. On the one hand, we inventoried the perceptions and opinions of the academic community regarding the importance of each principle, and later, we identified the respondents' perspective about the extent to which the principles are present and implemented in the university's organisational culture.

The main results of the study will be structured on each of the four dimensions, focusing our attention on the principles judged to be the most important within each dimension among the perceptions and opinions expressed by the respondents. In some cases, results were analyzed that highlighted a more limited level of importance or that reflected a level of implementation that required attention from the university.

Also, in the analysis used, we found it useful to refer to the gender of the respondents to highlight possible differences in perceptions or opinions. This differentiated analysis may reflect how the equal opportunity component is implemented among the respondents, as well as aspects of the university's organizational culture regarding the gender equality plan.

Complementarily, we appreciated that the occupational status of the respondents constitutes a defining element of the perceptions and opinions expressed. In this sense, in the analysis carried out we focused on the comparisons between the opinions of the doctoral students (R1) and the points of view expressed by the other categories of respondents (R2, R3 and R4).

In the statistical analyses, we opted for the use of the non-parametric Kruskal-Wallis H and Mann-Whitney tests because the scales for measuring perceptions and opinions were of ordinal type, and the inventoried responses were not normally distributed.

ETHICAL AND PROFESSIONAL ASPECTS

In the opinion of the study participants, the most important principles that regulate the research activity in the university are those aimed at the ethical component of research, non-discrimination and the assumption of professional responsibility. The opinions expressed on the principles in this dimension were independent of belonging to a certain gender but registered a certain dependence on the occupational status of the respondents.

Thus, in the view of the Ph.D students, the aspects related to non-discrimination, professional attitude, public engagement, contractual and legal obligations have a higher level of importance compared to the opinions expressed by other researchers and teaching staff.

Reflecting on the way in which the principles that regulate the ethical and professional component of the university's organizational culture are implemented highlights the fact that at least 3/4 of the opinions expressed appreciate that these aspects can be found in the life of the academic community. However, it should be noted that opinions were also expressed that require the adoption of measures associated with contractual and legal obligations (23.7%), public engagement (19.8%) and accountability (18.9%).

Although the assessments related to the importance of the aspects of regulating the ethical and professional component of academic life were independent of the gender of the respondents, when they referred to the implementation of the aspects in question, there were situations in which the female respondents assessed that the following aspects are implemented to a higher extent than the male respondents: the ethical principles, the dissemination and valorization of the results of the research activity as well as the public commitment of the university.

Regarding the normative measures of ethical and professional aspects, when we refer to the academic status, we can observe that Ph.D. students tend to appreciate these regulations as much more implemented, compared to researchers and tenured teaching staff. Thus, from the perspective of their own experience, young novice researchers appreciate that the aspects related to ethical principles, good practices in research, dissemination, exploitation of results, professional responsibility and contractual and legal obligations are much better regulated to distinguish them from the other study participants.

RECRUITMENT AND SELECTION

To carry out the recruitment and selection process of researchers, the study participants appreciated that the most important aspects that can contribute to the optimization of the activity are regulated by the principles that refer to the recruitment procedure in research activities, the transparency of the selection process and not in the last line, in the actual recruitment process.

On the opposite pole, we can consider that the practices aimed at Variations in the chronological order of CVs (8.3%), Selection (6.9%) and Seniority (6.6%) were perceived to have limited importance when they take place the recruitment processes of human resources active in the field of CDI activities and in teaching activities. Moreover, we noticed the fact that there is a balance between the respondents' perceptions and opinions when we refer to the criterion of belonging to a certain gender.

Regarding the academic position of the respondents, we observe that they show moderate influence in terms of shared perceptions and opinions, there being a relative similarity of the points of view expressed. The aspects that differentiate the opinions expressed by young doctoral students from the assessments of more experienced researchers when they refer to the importance of various aspects of the recruitment and selection process, refer to variations in the chronological order of CVs, respectively of postdoctoral appointments, which are appreciated to be more important by to young people at the beginning of their research career (R1).

The perception of the realities about the recruitment and selection process in the university highlights the fact that the most common practices specific to recruitment and selection are aimed at recruitment itself, the assessments related to Recognition of qualifications as well as Variations in the chronological order of CVs. Instead, the aspects that could be used to a higher extent in the recruitment process should concern Judging merit, the effective selection from a higher number of candidates when appropriate and finally, Postdoctoral appointments.

The dimension of the recruitment and selection process within the university is appreciated differently by the respondents, especially when we refer to the academic position held. Thus, we can appreciate that there are differences of opinion between doctoral students (R1) and independent researchers or tenured teaching staff. Thus, respondents who attend doctoral study programs appreciate to a greater extent the implementation in the organizational culture of UVT of the aspects related to Recognition of

mobility experience and Recognition of qualifications, compared to the other participants in the study who have the status of R2, R3 and R4.

The opinions of the study participants regarding the current recruitment and selection process in the university are independent of belonging to a certain gender, thus reinforcing the importance of aspects related to equal opportunities that characterize the elements of organizational culture specific to this process.

WORKING CONDITIONS AND SOCIAL SECURITY

When the participants in the study considered Working Conditions and Social Security as very important and important, all the aspects mentioned in a proportion of over 95%, except for the Access to Career Advice, an aspect that was rated as important and very important by 92% of those who expressed themselves. However, the aspects that were appreciated to be very important by the participants in the Internal Consultation Process, when they consider Working Conditions and Social Security, are those aimed at working conditions, Research Funding Resources and Fair Remuneration of researchers, directly proportional to the importance of the activities carried out and last but not least the Research Environment including equally access to the research infrastructure, work teams but above all Recognition of the Research Activities carried out regardless of the position held.

When there is the possibility of expressing the importance of various aspects related to working conditions and social security, we can observe that young people at the beginning of their research career (R1) consider the aspects related to Teaching, Value of Mobility and Complaints/Appeals to be very important compared with the other colleagues in the university who occupy positions of type R2, R3 or R4. It is also worth noting the fact that Ph.D. students assign a much higher importance to aspects related to Access to Career Advice compared to respondents who have recently obtained the title of Doctor of Science.

In terms of working conditions and social security, the most adopted measures that we find at the level of organizational culture concern the assessments about the implementation of Intellectual Property Rights (90.4%), the aspects that regulate the specifics of Co-authorship (89.3%) and Equal Opportunities (86.8%).

The aspects appreciated to be implemented to a more limited extent at the level of the organization and which require attention to optimize are aimed at Access to Career Advice (28.3%), Actual Teaching Activity (28.1%) and Career Development (25.9 %).

Although there is a similarity between the assessments of respondents of the same gender regarding the culture of the organization and the implemented aspects related to working conditions and social security, it should be noted that there were situations in which female respondents appreciated certain aspects as being implemented to a higher extent compared to the other participants. Thus, the specific aspects for the Recognition of the Profession and the Allocated Salary resources are two examples that can also support in this way the equal opportunities of all members of the university's academic community.

Under the aspect of reporting on the academic status of the respondents and the opinions expressed regarding the implementation of the measures on working conditions and social security, visible differences could be observed again this time between the Ph.D. students (R1) and the other categories of respondents. Thus, the Ph.D. students appreciated to a higher degree the measures taken by the university regarding the context of work and social security, a fact that can express the organization's interest in this category of personnel, and on the other hand it can reflect the policy of attracting human resources young people towards academic and research careers.

IMPROVEMENT AND PROFESSIONAL DEVELOPMENT COURSES

Continuous professional development, in all its aspects (highlighted distinctly in the 5 formulated principles), was appreciated to be very important and important by most respondents, thus recording very high weights (over 97% of all opinions expressed). Even if overall the weights were very high, when references were made to the gender of the respondents, it was highlighted that the female respondents appreciated the Relation with Supervisors, as well as Supervision and Managerial duties aspects to be much more important compared to the male respondents.

The young researchers (R1) at the beginning of their career answered in a similar way. The positive reference to the Relationship with the Supervisor was also included.

Referring to the current context of the university, we can appreciate that most of the inventoried aspects were appreciated to be found in the organizational culture, but there is an opportunity to

strengthen the implementation of the supervision process, in various forms and with different beneficiaries of the process.

In terms of reporting to gender, we can appreciate that the opinions expressed about continuous professional development are somewhat dependent on the gender of the respondents. Thus, the female respondents expressed their opinions according to which aspects related to continuous professional development are found to a higher degree in the collective mind of the academic community compared to the opinions expressed by the male respondents.

The academic position of the participants in this internal consultation also expresses differences of opinion regarding continuing professional development. Thus, Ph.D. students are the ones who appreciate the implementation of measures related to Continuous Professional Development, to a higher extent than the occupants of the other academic positions.