



Community Consultation at UMFCD Regarding the Implementation of the Principles of the

European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers

April 2026

Introduction

The University of Medicine and Pharmacy "Carol Davila" in Bucharest, hereinafter referred to as UMFCD, is a state higher education institution of public interest, with legal personality, integrated into the national higher education system, which provides university-level training in the field of medical and pharmaceutical sciences.

As specified in the institutional strategic development plan 2021–2029 adopted by the institution, the mission of UMFCD is one of advanced research and education, as well as generating knowledge through educational competence and transferring it to students and society through the following objectives:

- academic training and development of qualified and highly qualified human resources in the fields of medicine, dental medicine and pharmacy;
- preservation and dissemination of scientific, cultural, social and ethical values in the biomedical field;
- promotion of critical thinking and reasoning among specialists and the general public within its area of activity;
- promotion and support of scientific and cultural development in the biomedical field;
- participation in the universal advancement of biomedical sciences;
- affirmation of national scientific values in the field and integration into European and international activity;
- development of awareness and behaviour for the advancement and promotion of the rule of law in its area of activity, as well as human freedoms and democratic principles.

UMFCD fulfils its stated objectives through:

- training specialists with higher education in the field of healthcare, education and scientific research, benchmarked at the international level;
- postgraduate training of specialists in the field at all levels through specific programmes (residency, primary specialist training, specialisation and advanced training courses and internships, continuing education means, etc.);
- fundamental and applied scientific research;
- postgraduate training and professional development of specialists in scientific research through specific means (master's, doctoral studies, advanced training courses, etc.);
- development of specific links between UMFCD and the healthcare system;



- contribution to the provision of specialised and high-performance medical care through its academic community members, who are specialists of the highest professional calibre;
- promotion within the university community of a climate of trust and freedom, whose basic rules are objectivity and mutual respect among University members;
- development of cooperation with other national and international academic and research institutions.

Regarding strategies and sustainable career development systems for researchers, the European Commission stipulates that Member States are required to take into account and be guided by the general principles and conditions referenced in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. Furthermore, Member States are obliged to take the necessary steps to transpose these general principles and conditions within their area of responsibility into their national legislation or sectoral and/or institutional standards, as well as into guidelines (charters and/or codes for researchers). In doing so, they must take into account the great diversity of laws, regulations and practices, which, in various countries and sectors, define the trajectory, organisation and working conditions for a career in Research and Development.

Purpose and Objectives of the Questionnaire

The purpose of this survey was to investigate the opinions of teaching and research staff regarding UMFCF's current policies on academic career development. The questionnaire design was based on the operationalisation of the principles promoted by the European Charter and Code for Researchers as strategic recommendations for research career management. It builds on the questionnaire structure applied by the Polytechnic University of Bucharest within the project "Supporting the Growth of the Institutional Research Capacity of the Polytechnic University of Bucharest – CRESCDI" (contract no. 25PFE/17.10.2018), under Activity "Obtaining the Excellence Diploma for Research Human Resources", within Programme 1. Development of the National Research-Development System, Sub-programme 1.2 – Institutional Performance – Institutional Development Projects – Projects Financing Excellence in RDI from the National RDI Plan III, funded by the Ministry of Research and Innovation.

Specific items were developed for each dimension to operationalise the 40 principles integrated in the Charter and Code, resulting in a questionnaire comprising 34 opinion and socio-demographic items.

Correspondingly, the following specific objectives were formulated:

O1: Identifying respondents' opinions regarding the **recruitment and selection process** carried out at the university level.

O2: Assessing academic staff perceptions regarding the **working conditions** offered at UMFCF.

O3: Identifying opinions regarding the current perspective on **professional training and development** that our university offers researchers and teachers, regardless of their career stage.



O4: Identifying respondents' perspective on policies regarding compliance with ethical principles in teaching and research activities.

The decision to retain the original instrument based on the 40 principles of the European Charter and Code for Researchers was motivated by the following considerations:

- 1. Longitudinal comparability.** Retaining the same instrument ensures direct comparability with data collected in 2023 (N=506), enabling analysis of trends in teaching and research staff perceptions regarding UMFCF's policies. Altering the questionnaire structure would have compromised the validity of inter-temporal comparison.
- 2. Completeness relative to the original European framework.** Even if the revised European documents (2024) reduced the number of explicitly listed principles, the conceptual framework of the Charter and Code continues to cover the same four dimensions: ethical and professional values, recruitment, working conditions, and training and development. The 40-item instrument fully operationalises these dimensions without omitting relevant aspects through aggregation.
- 3. Compliance with assumed HRS4R commitments.** UMFCF initiated the HRS4R procedure on the basis of the Rationale Document of 8 May 2022, which explicitly refers to the full framework of 40 principles. The internal evaluation must cover all dimensions against which the institution has made commitments to the European Commission.
- 4. Alignment with new 2025–2026 institutional regulations.** UMFCF's updated quality policy (2025) and the Strategic Plan 2024–2028, developed in accordance with Law no. 199/2023, have introduced new standards regarding researchers' careers. Re-administering the full questionnaire enables assessment of the degree to which these regulations have been perceived and internalised by the academic community.

For the purposes of this study, disseminated in two phases — March 2023 and March 2026 respectively — the reference population consisted of academic and research staff, as well as administrative and technical staff involved in research activities and projects at UMFCF in Bucharest. It is noted that current national legislation defines the university norm as including both teaching and research activities.

Regarding sample selection, our methodological choice was to maximise the number of potential responses, aligned with the data collection approach. We opted for a convenience sample. The unit of selection was the individual employee.

Method of questionnaire dissemination: Official email channel for institutional communications: ComDigitale@umfcd.ro

Data collection was carried out in March 2026, with a number of respondents of 781 people, representing 23.97% of the total UMFCF academic, research and technical community to which this questionnaire was distributed.



Questionnaire Results: 2026 vs. 2023

Socio-Demographic Data

Total sample size: N=781 compared to **N=506** respondents in the first questionnaire, demonstrating the dissemination of HRS4R principles and the importance of their institutional implementation.

Distribution by Position Held

Figure 1 – 2026. Distribution by position held – % (N=781)

Figure 1 – 2023. Distribution by position held – % (N=506)

2023 (N=506): The questionnaire was completed by a large proportion of **assistant professors (31.9%)**, followed by **lecturers (18.5%)**, associate professors and full professors, with limited representation of administrative staff involved in research (**4.6%**).

2026 (N=781): The structure changes significantly — **full professors become the largest category (26%)**, followed by **doctoral students (16%)**, associate professors (15.9%) and lecturers (15.7%). Assistant professors drop sharply to **6%**, but a more dynamic participation of administrative staff involved in research is also observed.

The 54% increase in sample size brought about a significant hierarchical redistribution. The higher proportion of full professors and doctoral students in 2026 suggests better penetration of the questionnaire among senior staff and early-career researchers — categories essential for HRS4R evaluation. The decline in assistant professors may reflect staff turnover or a lower response rate among junior teaching staff.

Gender Distribution of the Sample

Regarding the gender distribution, the data in Figure 2 shows a relatively balanced distribution of the two genders, reflecting the existing proportional structure at our university (approximately 66% women).

Figure 2 – 2026. Gender distribution – % (N=781)

Figure 2 – 2023. Gender distribution – % (N=506)

	Women	Men
2023	65.6%	34.4%
2026	66.3%	33.7%

The gender distribution is stable across the three years, with a statistically insignificant variation (less than 1 percentage point). The sample faithfully reflects UMFC's actual gender composition (~66% women). This provides a strong argument for the longitudinal comparability of the data and indicates that the institution's gender equality policies have remained consistent.



Distribution by Nature of Position Held

Figure 3 – 2026. Distribution by nature of position held – % (N=781)

Figure 3 – 2023. Distribution by nature of position held – % (N=506)

	Executive Roles	Leadership Roles
2023	80%	20%
2026	78.6%	21.4%

The ratio of executive to leadership positions is similar, with a slight increase (+1.4 pp) in leadership representatives in 2026. This stability confirms that UMFC D's hierarchical structure has been maintained, and that the questionnaire continues to capture the perspective of both categories in comparable proportions. The minimal increase in the share of managers may signal greater management awareness of the HRS4R process and the importance of participating in institutional evaluations.

Distribution by Age Group

Figure 4 – 2026. Distribution by age group – % (N=781)

Figure 4 – 2023. Distribution by age group – % (N=506)

Age Group	2023	2026
Under 30	8.1%	~7%
31–40	24.3%	~25.5%
41–50	31.9%	~30.6%
51–60	~28.7%	~29.1%
61 and over	8.7%	~8.2%

The age profile of the sample is predominantly concentrated in the 41–50 and 51–60 age groups in both surveys, with a slight shift towards the 31–40 age group. The predominance of the 41–60 categories reflects the professional maturity of UMFC D's academic body. The relative absence of young researchers (under 30) in both years is an institutional policy signal — UMFC D should invest in attracting and retaining the younger generation of researchers, in accordance with HRS4R principles on career development. No accelerated trend is observed in the 51–60 sample, which is a positive sign.

Affiliation of Staff by Research and Teaching Activity

Figure 5 – 2026. Staff affiliation by medical research and teaching activity (N=781)

Figure 5 – 2023. Staff affiliation by medical research and teaching activity (N=506)



Faculty	2023	2026
Faculty of Medicine	67.6%	67.6%
Faculty of Dental Medicine	15.8%	~16%
Faculty of Pharmacy	9.5%	~9%
Auxiliary/administrative structures	~3.2%	~3%

Figure 5 shows the greatest stability among all five demographic variables — the distribution by faculty is practically identical in 2023 and 2026. This confirms that the numerical structure of the university's staff has not changed significantly and that convenience sampling faithfully reflects the actual weight of each faculty. The dominance of the Faculty of Medicine (nearly two-thirds of respondents) must be taken into account when interpreting thematic results — expressed opinions predominantly reflect medical-teaching staff.

Conclusion: The five demographic figures converge toward a clear conclusion: the 2026 sample is larger (+54%) and more representative, but structurally similar to the 2023 sample in terms of gender, type of position, age and faculty of origin. The only variable with a notable change is the distribution by position, with an increase in full professors and doctoral students. This demographic stability validates the longitudinal comparability of the two survey waves and supports the use of the same 40-item instrument for measuring the evolution of institutional perceptions.

I. Recruitment and Selection Process

How the Recruitment and Selection of Teaching and Research Staff is Conducted

2023

One of the four sets of principles referenced by the Charter and Code concerns the recruitment and selection process. Given that, in accordance with current national legislation, the university norm includes both teaching and research activities, this section refers to the recruitment and selection of teaching and research staff, as well as auxiliary administrative staff.

Table 1 – 2023 – How the recruitment and selection of teaching and research staff is conducted

		1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree	Total respondents
1	Recruitment and selection procedures are open to	26	25	68	103	284	506



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		1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree	Total respondents
	all interested persons who meet the criteria						
2	Recruitment and selection procedures are transparent	21	22	72	105	286	506
3	The way recruitment and selection of teaching and research staff is conducted is appropriate to the post level (regarding access conditions, selection criteria, etc.)	28	32	76	110	260	506
4	The recruitment and selection process at UMFCD is efficient	26	33	97	121	229	506

The openness and transparency of the recruitment and selection process were positively assessed by more than 95% of respondents, and the appropriateness of the recruitment and selection of teaching and research staff to the post level (regarding access conditions, selection criteria, etc.) was confirmed by 75% of respondents.

Furthermore, more than 70% of respondents stated that the recruitment process is efficient. However, the 313 votes (1–68, 2–72, 3–76, 4–97) expressing neither agreement nor disagreement regarding how recruitment and selection of teaching and research staff is



conducted suggest the need for a better understanding of the recruitment and selection mechanism and conditions.

Table 1 – 2026 – How the recruitment and selection of teaching and research staff is conducted

		1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree	Total respondents
1	Recruitment and selection procedures are open to all interested persons who meet the criteria	14	36	106	159	466	781
2	Recruitment and selection procedures are transparent	17	37	97	148	482	781
3	The way recruitment and selection of teaching and research staff is conducted is appropriate to the post level (regarding access conditions, selection criteria, etc.)	16	38	107	176	444	—
4	The recruitment and selection process at UMFCF is efficient	20	48	122	182	409	—



All four dimensions of the recruitment and selection process show consistent improvements between 2023 and 2026, with increases ranging from 3.4 to 6.5 percentage points. The most significant progress appears in items 3 and 4 — the appropriateness of recruitment to the post level and the efficiency of the process. This suggests that measures implemented by UMFCF between 2023 and 2026, including the updating of internal procedures in accordance with new regulations, have been positively perceived by the academic community. However, a significant percentage of neutral respondents remains (122 out of 781 for efficiency), signalling that there is still room for improvement in communicating and understanding the recruitment process.

Opinions on the Recruitment and Selection Process at UMFCF

Figure 6 – 2023. Opinions on the recruitment and selection process at UMFCF – % (N=506)

Regarding these attributes, differences between opinions expressed by women and men are not statistically significant, supporting the fact that UMFCF respects equal opportunities in terms of access to teaching, research and administrative positions.

Figure 6 – 2026. Opinions on the recruitment and selection process at UMFCF – % (N=781)

The structure is maintained, but the bars of total agreement (5) increase substantially, reaching 444–482 respondents for the first two items (openness and transparency) and 409 for efficiency. The neutrality trend also increases numerically but decreases proportionally, signifying a real improvement in positive opinion.

The trend is clearly favourable — the academic community perceives the recruitment process as increasingly open, transparent and efficient in 2026 compared to 2023. The area with the greatest progress is the appropriateness of recruitment to the post level and the efficiency of the process, both gaining over 6 pp.

Communication of Vacant Positions

Table 2 – 2023 – Teaching and research vacant positions are communicated appropriately

	1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree	Total
At international level	24	45	188	87	162	506
At national level	20	30	101	97	258	506
At university level	17	31	79	88	291	506

The communication of vacant positions is another aspect analysed in the context of this questionnaire. The 2023 results suggest the need to improve international promotion of available positions: nearly 50% of responses qualify international communication of vacancies as “adequate”, while the other half express neutrality, total or partial disagreement regarding compliance with the international communication of teaching and research positions — see Table 2 and Figure 7.



70.15% of survey respondents agree that teaching and research vacant positions are communicated appropriately at national level, while at university level the percentage is approximately 75%.

Figure 7 – 2023. Opinions on the communication of vacant positions – % (N=506)

The 2023 chart highlights a strong contrast between the three levels. International communication has the highest neutrality bar (3) in the entire questionnaire (188 respondents), a clear sign that the topic was insufficiently known in 2023. National and institutional communication benefit from significantly larger bars of total agreement (258 and 291 respectively).

Table 2 – 2026 – Teaching and research vacant positions are communicated appropriately

	1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree	Total
At international level	24	37	254	144	322	781
At national level	18	38	144	149	432	781
At university level	21	32	115	133	480	781

At international level, total agreement increases considerably (from 162 to 322 respondents), a remarkable progress, though neutrality remains the highest among the three levels (254). At national level, total agreement rises from 258 to 432, and at university level reaches 480 — the highest agreement values recorded for this set of items.

Figure 7 – 2026. Opinions on the communication of vacant positions – % (N=781)

The communication of vacant positions shows progress at all three levels, but with very different intensity. The most spectacular increase is at the international level, where agreement rises from 49.2% to 59.7%. This indicates visible institutional efforts to increase UMFCD's visibility on the international researcher market — likely through more intensive use of the EURAXESS platform and European channels. Nevertheless, international communication remains the lowest-scoring level and continues to be a priority area for intervention, given that in 2026 neutrality also increases significantly (from 188 to 254 neutral respondents). At national and institutional level, agreement is solid and stable, exceeding 74% and 78% respectively.

Publication of Announcements in Romanian and English

One of the main points of the Open, Transparent and Merit-Based Recruitment (OTM-R) principles is the use of EURAXESS to ensure that our research offers reach a wider audience and to encourage external candidates to apply.

As specified in the National Strategy for Research, Innovation and Smart Specialisation 2022–2027, the low attractiveness of the R&D system for researchers, especially compared with universities and research institutes outside Romania, in conditions of underfunding and low prestige of universities and institutes, limits the capacity to attract, train and retain high-performing researchers both from Romania and abroad. There is a lack of predictability in



funding programmes that could attract foreign researchers, including Romanian researchers from the diaspora, despite existing experience and success stories.

Universities and institutes in Romania, with some exceptions, appear to be closed or barely accessible to researchers from abroad, contrary to the public announcement on EURAXESS of available research positions and declarations of internationalisation or regarding the adoption of ERA objectives.

Figure 8 – 2023. Opinions on recruitment and selection announcements and procedures (N=506)

The 2023 chart presents a distribution close to the neutral value of 3, with dominant neutrality (~150–175 respondents), followed by scores 4 (~100) and 5 (~150). Disagreement is low. This distribution reflects the absence of a clear opinion — many staff had probably not had direct contact with bilingual announcements or had not paid attention to this aspect.

Figure 8 – 2026. Opinions on recruitment and selection announcements and procedures (N=781)

A significant shift occurs: total agreement (5) becomes dominant, exceeding 300 respondents, while neutrality remains high (~250). Disagreement remains minor. This suggests that the practice of publishing announcements in both Romanian and English has been consolidated and has become more visible to university staff, transitioning from an unknown subject to a recognised practice.

Clear progress compared to 2023 — from a critical mass of respondents with no opinion to a majority who recognise and validate the bilingual practice, although a significant number remain neutral, indicating that the policy of internationalising announcements still needs to gain internal recognition.

Selection Procedures and the Selection Process

A very important aspect of the overall recruitment and selection procedures and practices is represented by their comprehensibility — approximately 75% of respondents state that selection procedures are simple and easy to understand for candidates.

Figure 9 – 2023. Opinions on the comprehensibility of recruitment and selection procedures (N=506)

2023 (N=506): Total agreement (5) for approximately 200 respondents, followed by score 4 (~125) and neutrality (~75). Disagreement is marginal. Approximately 75% of respondents consider selection procedures to be simple and easy to understand for candidates.

Figure 9 – 2026. Opinions on the comprehensibility of recruitment and selection procedures (N=781)

2026 (N=781): Total agreement almost doubles (~375 respondents), score 4 rises to ~200, and neutrality to ~125. Disagreement remains negligible. Net agreement (4+5) exceeds 74%, maintaining the positive trend on a sample 54% larger.

Conclusion: This is one of the most stable and positive figures in the entire questionnaire — the perception that selection procedures are clear and accessible to candidates remains high and is even consolidated in 2026. The fact that the positive trend has been maintained on a significantly larger sample validates UMFCD's efforts in simplifying and communicating recruitment procedures.

Quality of Job Announcements

Figure 10 – 2023. Quality of job announcements (N=506)



One of the most important stages of the recruitment process is the job announcement, an effective tool for attracting elite candidates.

77.3% of respondents confirm that selection announcements contain relevant data, complete and detailed information about the post (selection criteria, number of available positions, etc.), as observed in Figure 10.

Figure 10 – 2026. Quality of job announcements (N=781)

2023 (N=506): The chart shows a clearly positive distribution — the total agreement bar (5) is the highest (~280–290 respondents), followed by score 4 (~115) and neutrality (~70). Total and partial disagreement are minimal. Approximately 77.3% of respondents confirm that selection announcements contain relevant, complete and detailed information about the post.

2026 (N=781): The total agreement bar remains dominant and increases (~440 respondents), score 4 rises to ~175, neutrality to ~115. Disagreement remains negligible (~13 respondents in total disagreement, compared to ~25 in 2023). Net agreement (4+5) exceeds 78.9%.

The quality of job announcements has the most consistent positive agreement in both years. The increase in total agreement from ~280 to ~440 respondents, on the basis of a larger sample, confirms that the information standard of recruitment announcements has been maintained and consolidated. The decrease in disagreement from ~25 to ~13 respondents is an additional positive signal, indicating that dissatisfaction with the quality of announcements has decreased even in absolute terms.

Support Provided by Administrative Staff in the Recruitment Process

Figure 11 – 2023. Support provided by administrative staff in the recruitment process (N=506)

The role of UMFCF's administrative staff in the recruitment process is appreciated in 2023 by 76.5% of respondents, as observed in Figure 11, reinforcing the fact that the recruitment and selection procedure is conducted with respect for the right to free competition, equity and equal opportunities, non-discrimination, transparency and equal treatment.

Figure 11 – 2026. Support provided by administrative staff in the recruitment process (N=781)

2026 (N=781): A major leap occurs — total agreement exceeds 400 respondents, score 4 rises to ~200, neutrality remains at ~115. Disagreement decreases slightly from 2023 in absolute terms. Net agreement (4+5) exceeds 77%.

Conclusion: Administrative support in recruitment is perceived consistently positively in both years, with significant progress in total agreement in 2026. The increase of over 150 votes at score 5, on a sample larger by 275 people, suggests that the role of administrative staff has not merely been maintained, but has visibly become more professional. Neutrality remains relatively stable numerically, indicating that there is a consistent group of employees who do not have frequent direct interactions with administrative recruitment staff — likely researchers and technical staff with limited involvement in selection processes.

Criteria for Evaluating Candidates

A very important aspect in the overall recruitment and selection procedures and practices is represented by the criteria on the basis of which candidates are evaluated. Selection process criteria for candidate evaluation, aimed at identifying individuals who will be hired and who will achieve the best results, are a factor in increasing institutional performance.



The questionnaire asked for the staff's opinion by assigning a score reflecting the extent to which performance evaluation in the recruitment and selection process includes the following aspects:

- quality of scientific publications
- number of scientific publications
- research performance
- ability to manage research projects
- experience and ability to coordinate research teams
- performance in teaching activities

Table 3 – 2023 – Criteria for performance evaluation in the recruitment and selection process

	1 Strongly disagree	2	3 Neither agree nor disagree	4	5 Strongly agree	Total
Quality of scientific publications	25	34	81	122	244	506
Number of scientific publications	7	15	71	111	302	506
Research performance	26	38	99	115	230	506
Ability to manage research projects	22	43	108	123	210	506
Experience and ability to coordinate research teams	27	42	109	119	209	506
Performance in teaching activities	53	53	92	102	206	506
Total votes	134	225	560	692	1101	3036

The collected data indicate a dominance of quantitative criteria (number of scientific publications agreed by 413 respondents), followed by quality of scientific publications voted by 366 respondents, followed in descending order by general research performance (345 respondents) and ability to coordinate research teams (328 respondents). Performance in teaching activities is a criterion that scores lower (308) given that teaching and research activities are complementary components of the academic norm.

Table 3 – 2026 – Criteria for performance evaluation in the recruitment and selection process



	1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree	Total
Quality of scientific publications	13	38	114	176	440	781
Number of scientific publications	2	20	86	169	503	781
Research performance	21	40	144	175	401	781
Ability to manage research projects	20	43	159	191	368	781
Experience and ability to coordinate research teams	20	55	159	188	359	781
Performance in teaching activities	45	65	171	157	343	781

All six evaluation criteria show increases in net agreement between 2023 and 2026, with improvements ranging from 3.1 to 6.6 percentage points. The hierarchy of criteria remains identical in both years, providing remarkable longitudinal consistency in the academic community's perception.

The most recognised criterion remains the number of scientific publications (81.6% → 86%), followed by quality of publications (72.3% → 78.9%), the latter recording the largest absolute increase (+6.6 pp). This suggests a maturing of perception in favour of qualitative over strictly quantitative criteria — a positive signal in relation to HRS4R principles that promote comprehensive researcher evaluation.

The criteria evaluating leadership and management competencies — project management and team coordination — each gain approximately 5.5 pp, indicating better institutional recognition of these dimensions of the research career.

Teaching performance remains consistently the lowest-scoring criterion (60.9% → 64.0%, minimal increase of +3.1 pp), reflecting the structural tension specific to medical universities between the research and teaching norms. This represents an area of attention for UMFC: the perception that teaching activity is appropriately evaluated in the recruitment process remains below 65%, despite teaching and research activities being complementary components of the academic norm.

Figure 12 – 2023. Criteria for candidate evaluation (N=506)

Figure 12 – 2026. Criteria for candidate evaluation (N=781)

Given that staff selection, like recruitment, can be viewed as a two-way communication process, as well as a component of the institution's relationship with the external environment, it might be useful to create a section on the University's website with information sources/notes regarding quantitative and qualitative criteria for candidate evaluation.

Figure 12 confirms that in UMFC's academic culture, quantitative bibliometric criteria dominate the perception of the evaluation process in both years, and this hierarchy deepens



slightly in 2026. However, the proportionally greater increases recorded for quality of publications (+6.6 pp) versus number of publications (+4.4 pp) suggest a gradual shift towards qualitative evaluation, in line with international recommendations (DORA Declaration, Leiden Manifesto) and HRS4R principles. Teaching performance remains the criterion with the highest disagreement and greatest neutrality, indicating that balanced integration of the teaching dimension in the evaluation process is a strategic objective requiring explicit institutional policy measures.

Eligibility Criteria for Candidate Registration

Figure 13 – 2023. Opinion on the definition of eligibility criteria for candidate registration

Another indicator of measuring candidate access is represented by eligibility criteria, which create a competitive framework for attracting as many elite candidates as possible while prohibiting discrimination of potential participants based on nationality or any other discriminatory criteria. However, even if the majority opinion in 2023 is that these criteria favour the registration of as many candidates as possible, a significant number of respondents (145) do not express a clear opinion on this indicator, followed by 69 respondents who express disagreement.

Figure 13 – 2026. Opinion on the definition of eligibility criteria for candidate registration

2023 (N=506): The distribution is relatively balanced between positive and neutral — the total agreement bar (~175 respondents) and score 4 (~115) are comparable with the neutrality bar (~155) and partial disagreement (~40). Total disagreement (~30) is significant compared to other items. This reflects a divided opinion — 145 respondents with no clear opinion and 69 in disagreement, meaning that almost a third of the sample does not firmly validate that eligibility criteria favour broad candidate access.

2026 (N=781): The picture transforms substantially — the total agreement bar (5) becomes clearly dominant, exceeding 300 respondents, score 4 rises to ~165, neutrality increases numerically (~200), but disagreement decreases in absolute terms. Net agreement (4+5) rises to approximately 60–62%, compared to ~57% in 2023.

Conclusion: Figure 13 shows real but partial progress. The perception that eligibility criteria favour participation of as many candidates as possible has improved in 2026, with a total agreement bar almost double that of 2023. Nevertheless, neutrality remains the highest in the set of analysed figures (~200 respondents in 2026), signalling that a significant part of the academic community either does not know enough about these criteria, or cannot make an informed judgment. This suggests the need for more active internal communication of eligibility criteria, possibly through a dedicated section on the UMFCFCD website or through departmental information sessions.

The data from this questionnaire section outline a coherent and positive picture of UMFCFCD's evolution between 2023 and 2026 regarding the recruitment and selection process. The greatest progress is recorded in the openness of committees to external experts (+11.8 pp — Table 5), the perceived competence of committees (+8.9 pp) and the perceived quality of publication evaluation criteria (+6.6 pp). Areas requiring continued institutional attention are: teaching performance as an evaluation criterion (consistently the lowest-scoring), high neutrality on eligibility criteria (signalling a communication deficit) and the dominance of quantitative bibliometric criteria over qualitative dimensions of the research career.

Criteria for Establishing Selection and Evaluation Committees



Table 5 – 2023 – Selection of committee members

	1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree
Committee members are selected based on clear criteria	27	31	92	91	248
The committee includes persons from outside the university	26	29	120	69	245
Committee members have the necessary competencies to evaluate candidates	15	14	82	86	292
The committee includes both women and men	3	6	57	71	352

Relatively high percentages of lack of opinion alongside the presence of total or partial disagreement can be found, however, at the following questions, see Figure 15:

- Committee members are selected based on clear criteria – 30.7%
- The committee includes persons from outside the university – 35.8%
- Committee members have the necessary competencies to evaluate candidates – 22.7%

A majority agreement is found regarding the inclusion of both women and men in the selection and evaluation committees, thus reflecting the principle of non-discrimination on grounds of gender.

Table 5 – 2026 – Selection of committee members

	1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree
Committee members are selected based on clear criteria	28	34	140	128	451
The committee includes persons from outside the university	26	28	151	125	451
Committee members have the necessary competencies to evaluate candidates	15	20	93	124	529



	1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree
The committee includes both women and men	2	12	101	103	562

Table 5 records some of the most spectacular progress in the entire questionnaire. Three out of four dimensions gain more than 7 percentage points.

The largest leap belongs to the perception of including persons from outside the university on the committee (+11.8 pp, from 62% to 73.8%), indicating that UMFCD has made visible progress in opening selection committees to external experts — a core requirement of OTM-R principles and HRS4R standards. This is a particularly valuable institutional result.

The second major leap concerns the competencies of committee members (+8.9 pp, from 74.7% to 83.6%), which rises to the highest score in the table in 2026. This suggests that efforts to professionalise evaluation committees have been perceived and recognised by the academic community.

Clarity of committee member selection criteria gains 7.1 pp (67% → 74.1%), a sign that procedural transparency has improved, although in 2023 it was cited as one of the main vulnerabilities of the system (30.7% with no clear opinion or in disagreement).

Gender parity in committees remains the most stable and most positive point in Table 5 — already high in 2023 (83.6%) and practically unchanged in 2026 (85.1%, +1.5 pp), confirming that non-discrimination on grounds of gender in selection committees is a consolidated and recognised practice at UMFCD.

One element worth mentioning: although net agreement has increased significantly, neutrality also increases numerically for all items (e.g., clear criteria: 92→140; external persons: 120→151), which indicates that there is still a segment of the academic community that does not have direct contact or sufficient information about the composition and functioning of committees.

II. Working Conditions at UMFCD

Awareness of Fundamental Social Security Rights

Figure 15 – 2023. Awareness of fundamental social security rights

UMFCD recognises and respects the right of access to social security benefits and social services providing protection in the event of maternity, illness, work accident, etc., in accordance with current national legislation. Thus, the majority of respondents in the 2023 questionnaire (86.75%) state that they are aware of and benefit from their fundamental social security rights, as observed in Figure 15.

The absence of a clear response regarding equal working conditions at all career levels regardless of the type of contract, as observed in Figure 16, as well as the disagreement of a small percentage of respondents, totalling 36.1%, reflects the need to improve information channels. In this regard, the creation of a web space dedicated to RUNOS on the UMFCD



website is recommended, with guidance on how rights and benefits are applied regardless of career level.

Figure 15 – 2026. Awareness of fundamental social security rights

2026 (N=781): Total agreement (5) exceeds 500 respondents, score 4 adds ~140–150, neutrality remains low (~60–70), and total disagreement is nearly invisible. Net agreement (4+5) is estimated at ~84–86%, maintained on a sample 54% larger.

The fact that 86.75% agreement in 2023 is maintained quasi-identically in 2026 on a sample of 781 people demonstrates that informing UMFCF staff about fundamental social security rights — sick leave, maternity/paternity leave, work accident, sabbatical year — is structurally consolidated, not circumstantial. This reflects the effectiveness of the internal legislative framework and consistent institutional communication. The numerical decrease in disagreement in absolute terms, on a larger sample, is an additional indicator of real progress. This is the strongest dimension in the working conditions section and can be used as an argument of good practice in HRS4R reporting.

Application of Rights and Benefits Regardless of Career Level

Figure 16 – 2023. Application of rights and benefits regardless of career level

Figure 16 – 2026. Application of rights and benefits regardless of career level

2026 (N=781): Total agreement (5) becomes substantially dominant, exceeding 350 respondents. Score 4 rises to ~130, neutrality increases numerically (~200), and disagreement remains present (~60–70 in total). Estimated net agreement: ~62–65% — practically identical to 2023, despite the larger sample.

Comparative interpretation. Figure 16 is representative of a negative stability of the score. Net agreement stagnates at ~63–64% in both years, meaning that **approximately one third of the UMFCF academic community does not perceive equitable application** of rights and benefits regardless of career level. The numerically growing neutrality from ~130 to ~200 respondents suggests that more employees are aware of this issue, but cannot evaluate it personally at an institutional level, this being due to the application of national legislation that is insufficiently attractive in the field of education and research.

Informing Staff about the Social Rights of Teaching Staff

Figure 17 – 2023. Informing staff about the social rights of teaching staff

More than 75% of respondents in the 2023 questionnaire state that UMFCF's administrative staff provides complete information on the social rights of teaching staff whenever needed.

Figure 17 – 2026. Informing staff about the social rights of teaching staff

Figure 17 presents a positive picture, but with an important nuance. In absolute terms, more respondents in 2026 validate that UMFCF's administrative staff provides complete information whenever needed — reflecting the real quality of the RUNOS service. However, the percentage of net agreement appears to decrease slightly (~75% → ~71%), against the backdrop of a larger and more diverse sample, which includes more doctoral students and full professors compared to 2023. This suggests that the new sample segments (especially doctoral students, more substantially present in 2026) may be less familiar with administrative staff or may have higher expectations regarding information provision.



III. Training and Professional Development

Periodic Evaluation of Teaching and Research Activities at Institutional Level

Figure 18 – 2023. Periodic evaluation of teaching and research activities at institutional level

Only 63% of respondents state that the teaching norm, especially for persons engaged in teaching at the beginning of their career, allows for optimal conduct of research activities (Figure 19), and approximately 65% consider that the University offers staff adequate continuing training and education opportunities for teaching and research activities (Figure 20). These two topics underline that both teaching and research activities have room for improvement by ensuring a real balance between research and teaching activity, as well as the need for adequate professional training for conducting teaching activities.

Figure 18 – 2026. Periodic evaluation of teaching and research activities at institutional level

Figure 18 records the greatest progress in the Training and Professional Development section. The spectacular increase in total agreement on a sample 54% larger demonstrates that the practice of periodic evaluations has been consolidated and has gained broad visibility within the UMFCO academic community. This is a practice in compliance with HRS4R principles regarding performance management and can be leveraged as a good practice in reporting to the European Commission.

Conducting Research Activities under Optimal Conditions

Figure 19 – 2023. Conducting research activities under optimal conditions

Figure 19 – 2026. Conducting research activities under optimal conditions

This is the only figure in the entire questionnaire that records a decrease in net agreement between 2023 and 2026. The signal is particularly important: the tension between the teaching norm and the conduct of quality research has intensified, not improved. Against the backdrop of the increasing proportion of doctoral students and researchers in the 2026 sample — categories directly affected by this issue — the decrease in positive perception reflects a persistent structural reality. This vulnerability must be explicitly addressed in the HRS4R Action Plan, through a review of teaching norms for staff at the beginning of their research career.

Adequate Professional Training for Teaching Activities

Figure 20 – 2023. Adequate professional training for teaching activities

66.8% of questionnaire respondents consider that the University appropriately supports international mobility and academic exchanges, offering professional development opportunities and participating in specialist training through various internal, national and/or European programmes.

Figure 20 – 2026. Adequate professional training for teaching activities

Professional training for teaching activities remains an area of moderate satisfaction at UMFCO, with a slightly negative stagnation compared to 2023. The report notes that ~65% consider the training offer adequate in 2023 — the percentage does not increase significantly in 2026, indicating that continuing training efforts have not kept pace with the growing



expectations of the academic community, especially against the backdrop of a sample that includes more full professors with experience and higher standards. Diversifying pedagogical training programmes and integrating flexible e-learning formats are improvement directions explicitly identified in the report.

Promotion of International Mobility Internships

Figure 21 – 2023. Promotion of international mobility internships

Approximately 70% of respondents confirm that the University operates with clear procedures regarding career advancement in teaching and research.

Figure 21 – 2026. Promotion of international mobility internships

International mobility presents a nuanced picture — in absolute terms more respondents validate the university's support, but proportionally agreement is maintained or slightly decreases. This reflects that, although UMFCFCD has invested in Erasmus+, Marie Curie and other mobility schemes, the expectations of the academic community have grown proportionally. Persistent disagreement (~13% of the sample) signals that there are researchers who do not perceive concrete support, possibly due to the clinical and teaching barriers specific to the medical-pharmaceutical profile (the difficulty of replacing a teaching staff member during clinical internships). This is a specific action priority for UMFCFCD's profile.

Application of Clear Procedures for Career Advancement in Teaching and Research

Figure 22 – 2023. Application of clear procedures for career advancement in teaching and research

71.35% of respondents believe that UMFCFCD creates the necessary learning contexts in which teaching staff and researchers can form and develop professional competencies through participation in workshops, lectures or e-learning activities.

Figure 22 – 2026. Application of clear procedures for career advancement in teaching and research

Figure 22 demonstrates positive stability — the clarity of career advancement procedures is consistently evaluated at ~70% in both years. The report confirms that ~70% of respondents validate the existence of clear procedures. This stability on a larger sample is a positive sign of institutional reliability. However, persistent disagreement (~11% of the sample) indicates that there is a segment of the community — likely researchers and doctoral students — who do not perceive these procedures as transparent and accessible. Differentiated communication by staff category and clarification of specific career paths for researchers (as opposed to teaching staff) would improve perception in this segment.

Training and Development of Professional Competencies

Figure 23 – 2023. Training and development of professional competencies

Approximately 70% of respondents state that researchers, teaching staff and administrative and technical staff involved in UMFCFCD research activities/projects are adequately informed about funding opportunities.

Figure 23 – 2026. Training and development of professional competencies



Figure 23 is one of the most stable and positive in the Training section. The perception that UMFCD creates learning contexts — workshops, lectures, e-learning — through which staff can form and develop professional competencies remains validated by ~71% of the sample in both years. This stability on a larger sample confirms that UMFCD's informal training offer is consistently appreciated. The percentage decrease in disagreement (from ~85 to ~65 respondents, on a larger sample) is an additional signal of real progress. However, the increase in the absolute number of neutral respondents (~90 → ~165) suggests that the new categories included in the sample (doctoral students, researchers) do not have direct experience of these programmes and should be explicitly targeted.

Adequate Awareness of Funding Opportunities

Figure 24 – 2023. Adequate awareness of funding opportunities

44.66% of interviewees abstain or do not consider that UMFCD provides researchers and teaching staff with the necessary infrastructure for conducting research activities regardless of their career level.

Figure 24 – 2026. Adequate awareness of funding opportunities

Awareness of funding opportunities presents a moderate risk between 2023 and 2026, from ~70% to ~64–65%. Against the backdrop of increasing European and national research funding calls (Horizon Europe, PNCDI IV), the academic community's expectations regarding the quality and timeliness of information have grown faster than the institution's communication capacity. Partial disagreement (~75) signals that there are researchers who have missed funding opportunities due to inadequate information — a real cost to the institution. Consolidating a centralised calendar of funding opportunities and a dedicated periodic newsletter could directly address this vulnerability.

Research Infrastructure

Figure 25 – 2023. Research infrastructure for conducting research activities

Figure 25 – 2026. Research infrastructure for conducting research activities

Research infrastructure represents a structural weak point of UMFCD, with under 55% of respondents in both years validating that the institution provides the necessary infrastructure regardless of career level. Exceptionally high neutrality (~175 in 2026) reflects that many employees do not have direct access to research laboratories or equipment, thus having no experience to evaluate. Persistent disagreement (~140 respondents in 2026) likely comes from active researchers who directly face infrastructure limitations. Stagnation over 3 years is a major warning signal: investments in research infrastructure have not been sufficiently perceived or equitably distributed. This justifies including infrastructure as a top strategic priority in the HRS4R Action Plan 2025–2028.

The two absolute priorities for the HRS4R Action Plan that emerge from this section are the compatibility of the teaching norm with research (Fig. 19) and research infrastructure (Fig. 25) — both stagnating or deteriorating and directly affecting UMFCD's capacity to attract and retain high-performing researchers.

IV. Ethical Dimension of Teaching and Research Activities



UMFCD's Commitment to Non-Discrimination

Figure 26 – 2023. UMFCD firmly committed to activities aimed at combating discrimination

Regarding the ethical dimension of teaching and research activities, according to 77.3% of respondents, UMFCD is firmly committed to activities aimed at combating discrimination of any kind, as observed in Figure 26.

We also note the confirmation that the university's policies support gender equality and equal opportunities, according to 77.5% of respondents, as observed in Figure 27.

Figure 26 – 2026. UMFCD firmly committed to activities aimed at combating discrimination

Figure 26 shows that UMFCD's commitment to non-discrimination is recognised and appreciated by the vast majority of the academic community in both years. The massive increase in the total agreement bar — from ~250 to over 400 respondents — on the basis of a larger sample confirms that anti-discrimination policies are perceived as real practices, not declarations. However, the net agreement percentage remains at ~73–77%, without a significant jump compared to 2023, suggesting that there is a persistent segment (~25%) who either do not perceive these commitments as sufficiently firm, or have not experienced them directly. This is one of the dimensions with the highest score in the ethics section and can be leveraged as a strength point in HRS4R reporting.

Active Support for Gender Equality and Equal Opportunities at UMFCD

Figure 27 – 2023. Active support for gender equality and equal opportunities at UMFCD

Figure 27 – 2026. Active support for gender equality and equal opportunities at UMFCD

Figures 26 and 27 both reference institutional commitment to non-discrimination (Fig. 26) and active support for equality (Fig. 27) and are perceived almost identically at ~77% in 2023. The subtle difference in 2026 — greater total agreement in Fig. 26 than in Fig. 27 — suggests that respondents distinguish between declared commitment (combating discrimination, perceived as more firm) and active practical support (programmes, concrete equal opportunities policies, perceived slightly more modestly). This reflects a common gap in academic organisations: values are recognised, but their active implementation in concrete programmes remains less visible. The recommendation to communicate gender and diversity policies more actively — through annual reports, internal campaigns — would consolidate this perception.

Encouraging and Supporting Professional Autonomy at all Career Levels

The principle of university autonomy consists of the right of the university community to govern itself and to exercise its academic freedoms without any ideological, political or religious interference, to assume a set of competencies and obligations, and correlates with the principle of personal and public responsibility for the quality of all teaching and scientific research activities conducted by a higher education institution.

Figure 28 – 2023. Encouraging and supporting professional autonomy at all career levels

Approximately 30% of respondents do not have a clear opinion regarding the encouragement and support of professional autonomy at all career levels, as seen in Figure 28.

Figure 28 – 2026. Encouraging and supporting professional autonomy at all career levels



Professional autonomy at all career levels presents positive stability at ~70% in both years — a solid, though not exceptional, score. The report notes that ~30% of respondents have no clear opinion in 2023, and in 2026 numerical neutrality increases (~165 vs. ~100), indicating that a larger segment of the academic community — likely the researchers and doctoral students newly included in the sample — has not experienced or cannot evaluate the degree of professional autonomy offered. This raises an important institutional question: is autonomy perceived differently depending on career level? An analysis by subcategory (assistant vs. associate professor vs. full professor) would be revealing. The HRS4R principle of researcher autonomy is one of the most difficult to operationalise in universities with a high teaching norm — and UMFCF is no exception.

University Members' Perception of the Ethics Committee

Figure 29 – 2023. University members' perception of the Ethics Committee

The University Ethics and Deontology Committee (CEDU) adequately addresses received notifications, as declared by 65.4% of staff. Adding relevant information to the web space dedicated to the University Ethics and Deontology Committee CEDU on the UMFCF website regarding the application of ethical principles and CEDU's activities, as well as communications about national/international events regarding debates and conferences on these topics, is recommended.

Figure 29 – 2026. University members' perception of the Ethics Committee

Figure 29 reveals the most important institutional visibility challenge in the ethics section. CEDU (the University Ethics and Deontology Committee) is perceived positively by ~65% of those who have an opinion, but nearly a third of the academic community cannot evaluate its effectiveness — they have not interacted with it or do not know it sufficiently. The fact that neutrality increases numerically from ~155 to ~215 respondents in 2026, on a larger sample, is concerning: more employees, not fewer, declare themselves without opinion about CEDU. This justifies the report's recommendation to add a dedicated web space for CEDU on the UMFCF website, with information on procedures, case typology (anonymised) and activities promoting ethics in research. The slightly increased disagreement may also reflect cases of dissatisfaction with CEDU's resolutions, which merit attention.

Research Best Practices at UMFCF

Figure 30 – 2023. Research best practices at UMFCF

Approximately 75% of study participants agreed that UMFCF provides university staff with clear policies and procedures regarding research best practices, including aspects related to research ethics and academic integrity.

Figure 30 – 2026. Research best practices at UMFCF

Figure 30 shows that policies and procedures for research best practices — including academic integrity — are recognised by ~75% of the academic community in 2023, a solid score. In 2026, net agreement decreases slightly in percentage (~68–70%), but with more respondents in absolute terms, indicating that the more diverse sample includes categories with less direct contact with these procedures (e.g., administrative and technical staff involved in research projects).

UMFCF starts from 2023 with positive scores on all 5 ethical dimensions — an advantage compared to other Romanian universities. The main challenge is not disagreement, but



growing neutrality, especially regarding CEDU (Fig. 29) and autonomy (Fig. 28), which signal that ethical policies exist, but are not sufficiently visible and experienced by the entire academic community. The recommended strategy is one of active communication and democratisation of access to ethical information, not deep structural reform — the framework is solid, its visibility requires investment.

Conclusions and Areas for Intervention

Comparative Analysis 2023–2026

I. Recruitment and Selection Process

Conclusions. The recruitment and selection process represents the **sector with the most consistent progress** in the entire questionnaire, recording measurable improvements at all analysed indicators between 2023 (N=506) and 2026 (N=781). Openness and transparency of recruitment procedures are validated by over 80% of respondents in 2026, compared to ~77% in 2023. Process efficiency increased from 69.2% to 75.7%, and the appropriateness of recruitment to post level gained 6.3 percentage points — the largest leap in Table 1.

Communication of vacant positions recorded the most spectacular progress at international level (+10.5 pp, from 49.2% to 59.7%), indicating visible efforts to increase UMFC D's visibility on the European researcher market, including through the EURAXESS platform. National and institutional communication remains solid, exceeding 74% and 78% respectively in 2026.

Selection of committee members presents the most spectacular individual progress in the questionnaire: the openness of committees to external experts increased by 11.8 pp (62% → 73.8%), the perceived competence of members by 8.9 pp (74.7% → 83.6%), and clarity of selection criteria by 7.1 pp. Gender parity in committees remains constant and high (~85%), confirming that gender non-discrimination is an institutionally consolidated practice.

Quality of job announcements, comprehensibility of selection procedures and support of administrative staff maintain high and consistent scores (>77%) in both years.

The problematic area remains the hierarchy of candidate evaluation criteria: quantitative bibliometric criteria (number of publications — 86%) dominate clearly over qualitative criteria and over teaching performance (64%), which remains consistently the lowest-scoring criterion. Eligibility criteria present high neutrality (~200 neutral respondents in 2026), signalling a deficit in internal communication.

Areas for Intervention.

1. Consolidating the international visibility of vacant positions. Although the progress is real (+10.5 pp), international communication remains the lowest-scoring level (59.7%) and its neutrality continues to grow. Systematic and verifiable use of the EURAXESS platform for all research positions, bilingual (Romanian/English) publication of all announcements and annual reporting of the number of international candidates attracted are recommended.
2. Rebalancing candidate evaluation criteria. The dominance of quantitative bibliometric criteria over qualitative ones and over teaching performance is a vulnerability in relation to HRS4R principles and international researcher evaluation declarations (DORA, Leiden Manifesto). Review of evaluation grids to include explicit weightings for



- qualitative criteria — research impact, leadership competencies, international experience — and for teaching activities, especially for associate professor and full professor competitions, is recommended.
3. Internal communication of eligibility criteria. High neutrality (~200 neutral respondents in 2026) shows that a significant part of the academic community does not know enough about the criteria governing access to competitions. Creation of a dedicated section on the UMFCFCD website with clear guides, FAQs and best practice examples regarding eligibility criteria and competition procedures is recommended.
 4. Maintaining and monitoring consolidated progress. Transparency, openness, quality of announcements and administrative support have reached high levels and must be monitored to prevent erosion. Including these indicators in internal annual HRS4R reports and keeping them as a reference benchmark for external evaluation is recommended.

II. Working Conditions at UMFCFCD

Conclusions. The working conditions section presents the most heterogeneous profile in the questionnaire, with an exceptional peak in awareness of fundamental rights and a persistent structural vulnerability in the equitable application thereof.

Awareness of fundamental social security rights (Fig. 15) reaches 86.75% in 2023 and is maintained at ~85–87% in 2026 — the most stable and highest score in this section and one of the highest in the entire questionnaire. Administrative information (Fig. 17) remains positive at >75%, although with a slight erosion of ~3–4 pp due to the inclusion of new categories in the sample (doctoral students, researchers) with higher expectations.

The critical vulnerability of the section is represented by the application of rights and benefits regardless of career level (Fig. 16): net agreement stagnates at ~63–64% in both years, with one third of the academic community not confirming equitable application. This is the only dimension that records no progress in three years, on the basis of a significantly larger sample. Neutrality increasing from ~130 to ~200 respondents suggests that more employees are aware of the problem, but cannot directly evaluate it — a sign of the absence of a centralised and accessible information channel.

The structural gap of ~23 percentage points between awareness of rights (86.75%) and perception of equitable application (63.9%) is the most important diagnostic signal of the section: staff know that the rights exist, appreciate administrative information, but do not perceive that these are applied uniformly at all career levels.

Areas for Intervention.

5. Creating a dedicated RUNOS web portal in both Romanian and English. The primary recommendation, identified as early as 2023 and not implemented in the analysed interval, remains pressing: a structured web space on the UMFCFCD website dedicated to RUNOS, explicitly presenting how each right and benefit is applied according to type of contract and career level. The portal should include rights calculators (sabbatical year, unpaid leave), application templates and response deadlines, in both Romanian and English.
6. Differentiated information programmes by staff category. The three-year stagnation of the equity indicator suggests that generalised information is not sufficient. Dedicated information sessions by category are recommended: early-career staff (assistants,



- doctoral students), staff on fixed-term contracts and administrative and technical staff involved in research — the categories most likely affected by the perception of inequity.
7. Reviewing the accessibility of conditional benefits. The strict conditionalities of certain benefits — e.g., the sabbatical year (6 consecutive years of grants), unpaid leave (once every 10 years) — limit real access to these rights for a large proportion of staff. An internal analysis of the utilisation rate of these benefits is recommended and, if necessary, a review of access conditions within the limits of national legislation, with the aim of increasing perceived equity.
 8. Monitoring the erosion of administrative information quality. The slight decrease in Figure 17 (~75% → ~71%) on a more diverse sample must be prevented through investment in the RUNOS department's capacity to respond to the increased volume of requests, especially against the backdrop of new legislative regulations from 2025–2026.

III. Training and Professional Development

Conclusions. The Training and Professional Development section presents the most diverse spectrum of developments in the questionnaire — from the major progress in periodic evaluations to the worrying decline in the perception of the compatibility of the teaching norm with research.

The major progress in the section belongs to periodic evaluations of teaching and research activities (Fig. 18): net agreement rises from ~80% to ~87–88%, the largest jump in this section, validating the consolidation of this practice at institutional level.

The zone of positive stability includes training and e-learning contexts (Fig. 23 — ~71%, stable in both years) and clear career advancement procedures (Fig. 22 — ~70%, stable). These dimensions confirm that UMFCFCD has built a solid base of recognised continuing training practices.

Areas with moderate development include: professional training for teaching activities (Fig. 20, ~65% → ~58–60%), information about funding opportunities (Fig. 24, ~70% → ~64–65%) and international mobility (Fig. 21, ~67% → ~63–65%). These decreases reflect that the academic community's expectations have grown faster than the institutional offer, against the backdrop of a more diverse and more demanding sample.

The two critical structural vulnerabilities of the section are the teaching norm vs. research (Fig. 19 — the only figure with a significant decrease: ~63% → ~55–57%) and research infrastructure (Fig. 25 — ~55%, stagnation with massive neutrality of ~175 respondents and persistent disagreement of ~140). Both stagnate or deteriorate over three years and directly affect UMFCFCD's capacity to attract and retain high-performing researchers.

Areas for Intervention.

9. Urgent review of the teaching norm for research staff. The decrease in Fig. 19 from ~63% to ~55–57% is the most severe negative signal in the entire questionnaire. An internal analysis of the teaching norm applied to staff at the beginning of their research career and to doctoral students is recommended, followed by legislative proposals or internal policies that create real time spaces dedicated to research, in accordance with HRS4R principles regarding the teaching-research activity balance. Mechanisms such as "research semesters" or reduction of the teaching norm for active grant recipients could be piloted.



10. Strategic investment plan for research infrastructure. The stagnation of Fig. 25 at under 55% for three years is unacceptable from an HRS4R perspective. Developing and communicating a transparent multi-year investment plan for research infrastructure is recommended, with allocation of resources by department and staff category, equitable access regardless of career level and annual public reporting of progress. The visibility of investments is just as important as their achievement.
11. Centralised calendar of funding opportunities. The erosion of Fig. 24 suggests that funding information does not keep pace with the growing complexity of the funding landscape (Horizon Europe, PNCDI IV, structural funds). Creating a dedicated monthly newsletter for funding opportunities, a centralised calendar on the UMFCFCD website and periodic information sessions with specialised staff from the projects department is recommended.
12. Diversifying pedagogical training offerings. The decrease in Fig. 20 shows that training for teaching activities does not meet growing expectations. Diversifying pedagogical training formats is recommended — including online programmes, peer mentoring and communities of practice — and adapting the offering to the specific needs of medical-teaching staff, with emphasis on clinical pedagogy and didactics of biomedical disciplines.
13. Consolidating support for international mobility. The erosion of Fig. 21 is specific to UMFCFCD's profile, where clinical activities limit mobility. Creating a temporary replacement system for teaching staff on mobility, simplifying administrative procedures for approving mobility and more actively communicating success examples is recommended.

IV. Ethical Dimension of Teaching and Research Activities

Conclusions. The ethical dimension presents the most consistently positive profile in the entire questionnaire in 2023, with scores of 65–77% at all five indicators — a comparative advantage over other Romanian universities of the same profile. Evolution towards 2026 is generally stable, with a tendency for a slight percentage decrease and a concerning increase in neutrality.

The confirmed strengths are the anti-discrimination commitment (Fig. 26 — 77.3%) and active support for gender equality (Fig. 27 — 77.5%), both with the highest absolute values in the section and consistently recognised by the academic community in both years. Gender parity in selection committees (Table 5, ~85%) completes this positive picture. Research best practices and academic integrity (Fig. 30 — 75%) are well known by three-quarters of staff.

The sensitive area is the perception of the CEDU Ethics Committee (Fig. 29): while net agreement is positive (~65.4%), neutrality is exceptionally high — ~160 respondents in 2023, increasing to ~215 in 2026. Nearly a third of the UMFCFCD academic community cannot evaluate CEDU's effectiveness, indicating a major visibility deficit. Professional autonomy (Fig. 28 — ~70%) presents similar and growing neutrality (~165 respondents in 2026), reflecting that the right to autonomy is recognised as a principle, but its practical experience varies significantly according to career level.

The cross-cutting challenge of the ethics section is not disagreement — which remains low at all indicators — but persistent and growing neutrality, which signals that ethical policies exist and are respected, but have not yet gained sufficient visibility and perceived relevance for the entire academic community.



Areas for Intervention.

1. Concrete operationalisation of professional autonomy. Growing neutrality at Fig. 28 suggests that the principle of autonomy is perceived mainly as declaratory. Its translation into concrete practices is recommended: freedom in choosing research topics, guaranteed access to resources for own projects, protection from pressures to produce results quickly, and formal recognition of time dedicated to independent research. An internal researcher rights charter could operationalise these principles.

2. Active communication of equality and non-discrimination policies. Although the scores of Fig. 26 and 27 are high, the slight percentage erosion in 2026 and the difference between declared commitment (~77%) and perceived active support (~70–72%) suggest that policies need to be translated more visibly into practices. Annual publication of a UMFCDD gender report (position distribution, salaries, leadership roles), organisation of internal awareness campaigns and inclusion of the gender dimension in periodic academic activity evaluations are recommended.

3. Consolidating the culture of research best practices and technology transfer. The slight erosion of Fig. 30 and the neutrality of 34.3% regarding the role of the Technology Transfer Centre signal that new integrity structures and policies have not yet gained sufficient visibility. The following are recommended: annual organisation of an Academic Integrity Day at UMFCDD level; mandatory research best practices courses for newly enrolled doctoral students; and proactive communication of the role of the Technology Transfer Centre through departmental workshops and case studies of successful knowledge transfer.

The 2026 questionnaire confirms that UMFCDD has consolidated recruitment practices and maintained its ethical commitment, but faces two major structural challenges that cannot be resolved through communication or procedures: the teaching norm–research tension and the infrastructure deficit. Both require strategic decisions and resources explicitly allocated in the HRS4R Action Plan 2026–2029, with measurable progress indicators and clear deadlines.

The two absolute priorities for the Action Plan remain the compatibility of the teaching norm with research and research infrastructure — both requiring decisions at senate and rector level, not merely administrative measures.

Annex 1 – Questionnaire Structure

ADHERENCE TO THE ESTABLISHED PRINCIPLES OF THE EUROPEAN CHARTER FOR RESEARCHERS AND THE CODE OF CONDUCT FOR THE RECRUITMENT OF RESEARCHERS (C&C)

Questionnaire on the perspective on the teaching, medical and research career at UMFCDD

Dear colleagues,

This questionnaire is designed to collect and analyse the opinions of medical teaching staff, research staff, and administrative and technical staff involved in research activities/projects regarding UMFCDD's current policies on academic, teaching and research career management as a whole, reflecting the reality of our university's organisational environment. The questionnaire design was based on the operationalisation of the four categories of principles



promoted by the European Charter and Code for Researchers as strategic recommendations for research career management.

We kindly ask you to support our data collection effort by completing this questionnaire.

It is addressed to medical academic and research staff, regardless of their career level.

The questionnaire will be open until 31 March 2026.

The approximate completion time is 9 minutes.

Thank you for your participation!

Socio-Demographic Data

1) What academic title do you currently hold? *

If two of the answer options below describe your current status (e.g., doctoral student and assistant professor), please select only one of them.

- Doctoral student
- Postdoctoral researcher
- Assistant professor
- Lecturer
- Associate professor
- Full professor
- Research assistant
- Scientific researcher
- Scientific researcher, grade III
- Scientific researcher, grade II
- Scientific researcher, grade I
- Administrative and technical staff involved in research activities/projects

2) Do you hold:

- A leadership position
- An executive position

3) You are:

- Female
- Male

4) Which of the following age ranges applies to you (in completed years)?

- Up to 30 years inclusive
- 31–40 years
- 41–50 years
- 51–60 years



- 61 years and over

5) What is your seniority (in completed years) at UMFCD?

Please write your answer in the box below.

6) Which faculty does your medical research and teaching activity fall under? *

- Faculty of Medicine
- Faculty of Dental Medicine
- Faculty of Pharmacy
- Faculty of Midwifery and Nursing
- Directorate/Centre/Department/Other type of UMFCD structure

Recruitment and Selection Process

7) Please indicate the extent to which you agree with the following statements.

You may assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

	1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree
Recruitment and selection procedures are open to all interested persons who meet the criteria					
Recruitment and selection procedures are transparent					
The way recruitment and selection of teaching and research staff is conducted is appropriate to the post level (regarding access conditions, selection criteria, etc.)					
The recruitment and selection process at UMFCD is efficient					

8) To what extent do you agree with the following statement?

You may assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

Teaching and research vacant positions are communicated appropriately



	1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree
At international level					
At national level					
At university level					

9) To what extent do you agree with the following statement?

You may assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

Announcements for teaching and research vacant positions are published in both Romanian and English.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

10) To what extent do you agree with the following statement?

You may assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

Selection procedures are simple and easy to understand for candidates.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

11) To what extent do you agree with the following statement?

You may assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

Selection announcements contain complete and detailed information about the post: selection criteria, number of available positions, etc.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

12) To what extent do you agree with the following statement?

You may assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

During the recruitment process, UMFC administrative staff involved in these procedures provide adequate support.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

13) Please evaluate the extent to which performance evaluation in the recruitment and selection process includes the following aspects.

You may assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.



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	1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree
Quality of scientific publications					
Number of scientific publications					
Research performance					
Ability to manage research projects					
Experience and ability to coordinate research teams					
Performance in teaching activities					

14) To what extent do you agree with the following statement?

You may assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

The selection committee evaluates, complementary to scientific output, the general experience of candidates, taking into account:

	1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree
International mobility strategies					
Candidate creativity					
Ability to work autonomously					
Ability to work in a team					
Professional experience (including relationship with industry and knowledge transfer activities to the general public)					

15) To what extent do you agree with the following statement?

You may assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

Eligibility criteria favour the registration of as many candidates as possible.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree



16) To what extent do you agree with the following statements regarding the selection and evaluation committee?

You may assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

	1 = Strongly disagree	2	3 = Neither agree nor disagree	4	5 = Strongly agree
Committee members are selected based on clear criteria					
The committee includes persons from outside the university					
Committee members have the necessary competencies to evaluate candidates					
The committee includes both women and men					

Working Conditions

The following statements are related to the working conditions enjoyed by teaching staff, researchers and administrative and technical staff involved in UMFC research activities/projects.

Please assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

17) Researchers, teaching staff and administrative and technical staff working in research at UMFC are aware of and benefit from social rights (e.g., sick leave, maternity/paternity leave), in accordance with current legislative provisions.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

18) Working conditions (e.g., sabbatical year, flexibility in work schedule organisation) are the same at all career levels, regardless of the type of contract.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

19) UMFC's administrative staff provide complete information regarding the social rights of employed staff whenever needed.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

Training and Professional Development



The following statements are related to the training and professional development enjoyed by teaching staff, researchers and administrative and technical staff involved in UMFCF research activities/projects.

Please assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

20) The evaluation of teaching and research activities and of administrative and technical staff involved in research activities/projects is carried out periodically at UMFCF level.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

21) For staff engaged in teaching activities, the teaching norm, especially for persons at the beginning of their career, allows for the optimal conduct of research activities.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

22) The University offers adequate professional training for conducting teaching and research activities.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

23) The University actively promotes and supports mobility internships at institutions abroad.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

24) The University operates with clear procedures regarding career advancement in teaching and research, as well as in administrative roles involved in research activities/projects.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

25) UMFCF creates learning contexts in which teaching staff, researchers and administrative and technical staff involved in research activities/projects can form and develop professional competencies through participation in workshops, lectures or e-learning activities.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

26) Teaching staff, researchers and administrative and technical staff involved in research activities/projects at UMFCF are adequately informed about funding opportunities.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

27) UMFCF provides researchers, teaching staff and administrative and technical staff involved in research activities/projects with the necessary infrastructure for conducting research activities regardless of their career level.



1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

Ethical Dimension of Teaching and Research Activities

The following statements are related to the ethical dimension of teaching and research activities as a whole.

Please assign a score from 1 to 5, where 1 = strongly disagree and 5 = strongly agree.

28) UMFCF is firmly committed to activities aimed at combating discrimination of any kind.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

29) Professional autonomy is encouraged and supported at all career levels.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

30) Gender equality and equal opportunities are actively supported at university level.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

31) UMFCF provides teaching staff, researchers and administrative and technical staff involved in research activities/projects with a stimulating work environment, adequate equipment and opportunities for collaboration within international networks.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

32) The Research Ethics Committee efficiently resolves requests from researchers and teaching staff.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

33) At UMFCF level, there are policies and procedures regarding research best practices, including aspects related to ethics and academic integrity.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree

34) At UMFCF level, the Technology Transfer Centre supports collaboration between academia, industry and the introduction to the market of new technologies resulting from research and development activities.

1 = strongly disagree 2 3 = neither agree nor disagree 4 5 = strongly agree