

SURVEY ANALYSIS

Case number: 2023RO161304

Name Organisation under review: University of Agronomic Sciences and Veterinary Medicine of Bucharest

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General Principles and Requirements - APPLICABLE TO RESEARCHERS

The Human Resources Strategy for Researchers (HRS4R) is the tool used to implement the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (the Charter and Code). USAMV Bucharest is in the process of joining HRS4R, and to implement these activities, a public consultation with teaching and research staff is necessary regarding the stipulated principles.

Please express your opinion based on your expertise and professional interests.

GDPR Information

The University of Agronomic Sciences and Veterinary Medicine (USAMV) based in Bucharest, Bd. Mărăști, no. 59, sector 1, guarantees the processing of the data provided by participants, including through electronic means, solely for purposes related to preparing the necessary documents for HRS4R membership, in accordance with Regulation (EU) 2016/679 of the European Parliament and Council. By completing this form, you consent to the processing of your personal data by the University of Agronomic Sciences and Veterinary Medicine from Bucharest.

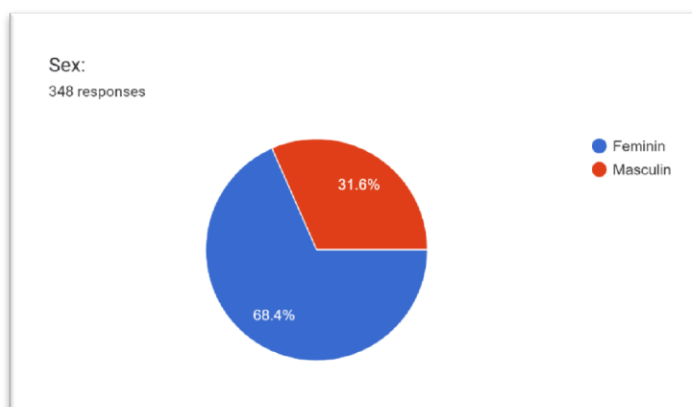
Note: Please complete the questionnaire using your institutional email.

Required Information:

1. Email *

2. Gender *

- Female
- Male



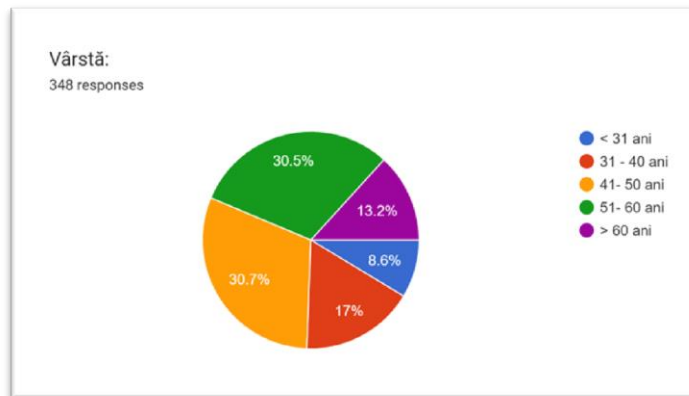
The gender distribution of survey respondents, with a total of 348 responses. Women constitute the majority, representing 68.4% of respondents, while men make up 31.6%. This gender imbalance suggests that the survey reached more women, which could reflect the demographic composition of the teaching and research staff at USAMV or potentially greater engagement from female staff in initiatives related to the Human Resources Strategy for Researchers (HRS4R) process. Women's higher representation might bring valuable insights

into gender-specific challenges within the academic and research environment, especially given the European Charter's emphasis on inclusiveness and equal opportunity in research careers.

3. Age *

- < 31 years
- 31 - 40 years
- 41 - 50 years
- 51 - 60 years
- > 60 years

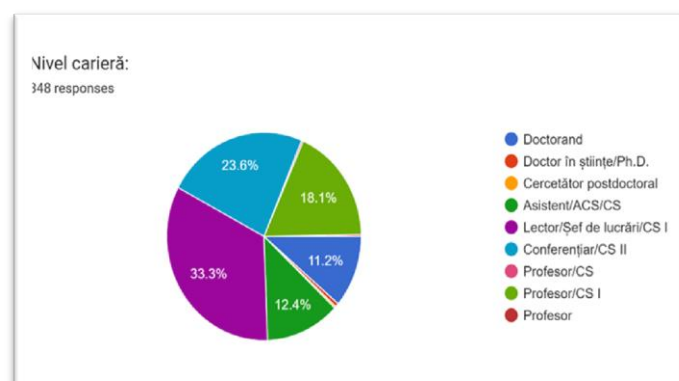
The age distribution of the 348 survey respondents: < 31 years: 8.6%; 31–40 years: 17%; 41–50 years: 30.7%; 51–60 years: 30.5%;



60 years: 13.2%. This age distribution indicates a broad representation across various career stages, with the largest groups being those aged 41–50 and 51–60, each comprising approximately 30% of respondents. This suggests that a substantial portion of participants are mid-career or senior researchers, likely with significant professional experience. Meanwhile, the smaller proportion of respondents under 31 years (8.6%) may reflect fewer early-career researchers in the survey or fewer young staff members within the institution. Mid- and late-career researchers may prioritize stability and recognition for their contributions, while younger researchers might emphasize opportunities for growth and training.

4. Career Level *

- Ph.D. Student
- Ph.D.
- Postdoctoral Researcher
- Assistant / Junior Researcher
- Lecturer/ Researcher Level III
- Associate Professor/Researcher Level II
- Professor/Researcher: 1(0.3%)
- Professor/Researcher I: 18.1%
- Professor: 1 (0.3%)



The third plot shows the distribution of respondents across `Career levels` principle. Breakdown based on the categories visible in the chart image: PhD Student (1.2%); Ph.D: 2 (0.6%); Postdoctoral Researcher (12.4%); Assistant/Junior Researcher (18.1%); Lecturer/Researcher Level III (23.6%); Associate Professor/Researcher Level II (33.3%); Professor/Researcher (0.3%); Professor/Researcher Level I (18.1%); Professor (0.3%).

Strong mid-career representation: the largest groups are Associate Professors/Researchers II (Conferențiar/CS II) at 33.3% and Lecturers/Head of Works/Researchers III (Lector/Șef de lucrări/CS III) at 23.6%. Combined, these mid-career roles account for 56.9% of respondents, suggesting that the survey feedback is heavily influenced by individuals who are typically established in their fields but may still aspire for advancement.

Significant early-career presence: early-career researchers, including PhD Students (11.2%), Postdoctoral Researchers (12.4%), and Assistant/Junior Researchers (18.1%), collectively make up 41.7% of the sample. Distribution shows that early-career researchers are well-represented, likely bringing attention to mentorship needs, training programs, and clarity in career progression paths.

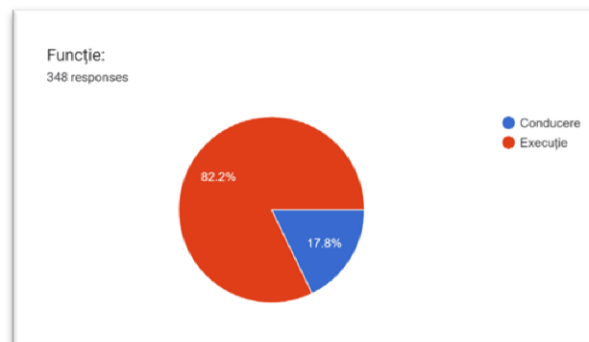
Limited senior representation: professors at higher ranks are relatively underrepresented, with Professor/Researcher Level I (Profesor/CS I) at 18.1%, Professor/Researcher (Profesor/CS) at 0.3%, and Professor (Profesor) at 0.3%. The Doctor of Science/Ph.D. (Doctor în științe/Ph.D.) category represents only 0.6% of the respondents.

The strong presence of mid- and early-career academics suggests a survey focused on issues related to professional development, career progression, and training needs. Early-career researchers might prioritize mentorship and skill-building opportunities, while mid-career respondents might emphasize the needs for career advancement, recognition, and support for balancing research and teaching responsibilities.

Under representation of senior leadership perspectives: the low response rates from senior professors could mean that strategic perspectives - such as long-term institutional planning, large-scale collaboration efforts, and top-down policy changes - might be less visible in the survey results. This gap suggests that future feedback efforts might benefit from targeted engagement of senior faculty to gain a more balanced view.

5. Role *

- Leadership
- Execution



The "Function" distribution chart, reveals the following: Execution Roles - 82.2%; Leadership (Conducere) Roles - 17.8%. The large majority of respondents (82.2%) hold execution roles, meaning they are primarily involved in direct research, teaching, and operational tasks rather than in leadership or decision-making capacities. This likely means the survey responses will reflect the practical concerns and day-to-day challenges faced by active researchers and educators. Only 17.8% of respondents are in leadership roles. This smaller group represents those who have a say in decision-making, strategic planning, and resource allocation. With a predominant execution-oriented group, the survey is likely to

Only a very small proportion, 2.3%, indicated total disagreement, suggesting that the importance of competency assurance in delegated tasks is broadly recognized and valued by the research community at USAMV. Such strong alignment with the principle of professional responsibility could support the establishment of formal guidelines or training that emphasize the importance of competency checks in delegation, reinforcing the university's commitment to excellence in research practices.

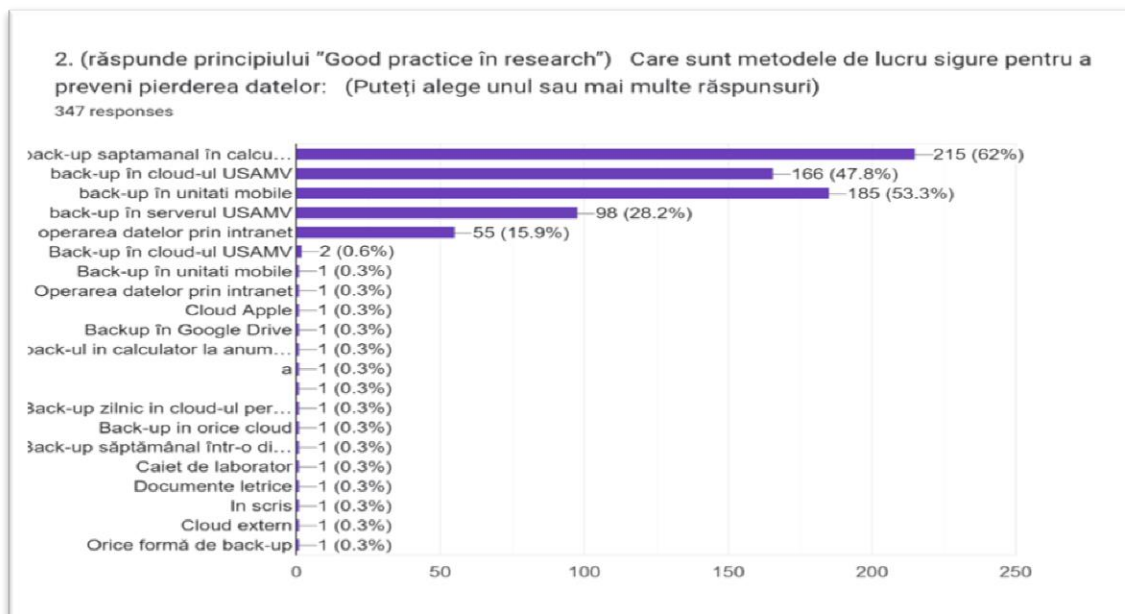
Several respondents highlighted the importance of practical skills alongside theoretical knowledge, suggesting that competencies alone may not always guarantee effective task delegation. Others pointed out that not all researchers possess the necessary competencies for "any aspect" of a task, especially in areas that may be bureaucratic or administrative rather than strictly research focused.

Lastly, the availability of sufficient time to complete delegated tasks during standard working hours was also noted as an issue. Respondents indicated that even if a delegate is competent, they must also have adequate time to meet expectations within their existing workload.

8. Reflects the principle of "Good Practice in Research"

What are safe working methods to prevent data loss: (You may choose one or more answers)

- Weekly backup on computer
- Backup in the USAMV cloud
- Backup on mobile units
- Backup on USAMV server
- Data operation through intranet
- Other: _____



This chart addresses the principle of "Good Practice in Research" by asking respondents to identify secure methods for preventing data loss. Participants could select multiple options, with a total of 347 responses collected.

The most frequently chosen method was weekly backup on personal computers (62% or 215 responses), indicating a strong preference for routine data protection on researchers' local devices. This suggests that personal responsibility for data security is commonly practiced among respondents.

The second most popular method was cloud backup on USAMV's servers (47.8% or 166 responses), reflecting reliance on institutional resources for data security and suggesting confidence in the university's cloud infrastructure as a secure option. Mobile device backups also received significant support, with 53.3% (185 responses) selecting this option. This preference highlights the importance of data mobility and accessibility for researchers, who may work across various devices and need to secure data consistently. USAMV's server backup was selected by 28.2% (98 responses), indicating that a substantial portion of researchers rely on centralized, internal server storage for data protection, although this is less favored compared to personal or mobile backups.

Intranet data management was the least selected among the main options, with only 15.9% (55 responses) choosing it. This could suggest a lower reliance on or preference for intranet solutions in favor of more accessible or flexible backup methods.

Other methods had very few responses, with each alternative option receiving only 0.3% to 0.6% of selections, suggesting that most respondents do not widely use these alternative forms of data backup.

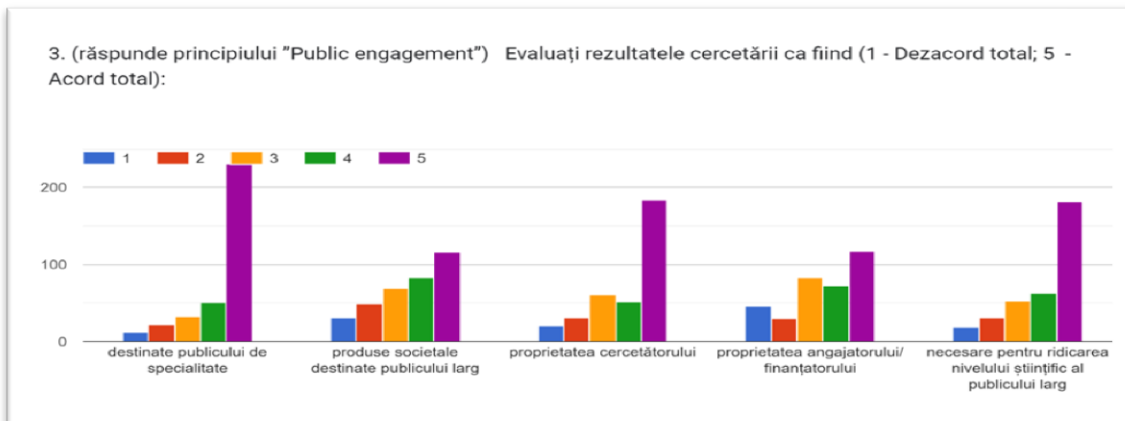
9. Reflects the principle of "Public Engagement"

The main question under the "Public Engagement" principle is respondents asked to evaluate the importance of various research outcomes in terms of public relevance and accessibility. The plot indicates a strong commitment among respondents to public engagement principles, particularly in promoting societal benefits, raising public scientific literacy, and ensuring that research has an accessible impact beyond specialized audiences. However, opinions diverge when it comes to ownership of research outcomes, reflecting the nuanced views researchers hold on the roles of individual researchers versus institutions and funders.

	1	2	3	4	5
Intended for a specialist audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Societal products for a broad audience	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Researcher's property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Employer/funder's property	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Necessary for raising the public's scientific literacy	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Evaluate research results as (1 - Strongly Disagree; 5 - Strongly Agree).

10. Another relevant aspect that can be added to the above question:



The main question under the "Public Engagement" principle is respondents asked to evaluate the importance of various research outcomes in terms of public relevance and accessibility. The plot indicates a strong commitment among respondents to public engagement principles, particularly in promoting societal benefits, raising public scientific literacy, and ensuring that research has an accessible impact beyond specialized audiences. However, opinions diverge when it comes to ownership of research outcomes, reflecting the nuanced views researchers hold on the roles of individual researchers versus institutions and funders. The responses, rated on a scale from 1 (Total Disagreement) to 5 (Total Agreement), reveal notable trends across five categories:

Research for specialized audiences: there is a mix of agreement levels, but the highest number of responses leaned towards strong agreement, indicating that respondents believe research outcomes should be available to specialized or professional audiences.

Societal products for the public: this category received strong agreement, suggesting that most respondents view it as essential for research to produce benefits that are accessible and relevant to the broader public.

Ownership of research by the researcher: the responses in this category show a balanced range of opinions. While some respondents support researcher ownership, there are mixed views on the degree to which this should be prioritized.

Ownership of research by employers/funders: like researcher ownership, there is a range of responses, indicating divided opinions on whether funders or employers should hold ownership rights.

Raising scientific literacy: the strongest level of agreement was seen here, with many respondents emphasizing the importance of research outcomes that contribute to enhancing scientific understanding among the general public. This shows a commitment to making science accessible and engaging to a wider audience, underlining the role of research in educating and informing society.

11. Reflects the principle of "Supervision and Managerial Duties"

Do you consider beneficial for researchers with over 10 years of experience to participate in training programs in management, leadership, mentoring, and coaching? (1 - Strongly Disagree; 5 - Strongly Agree)

1

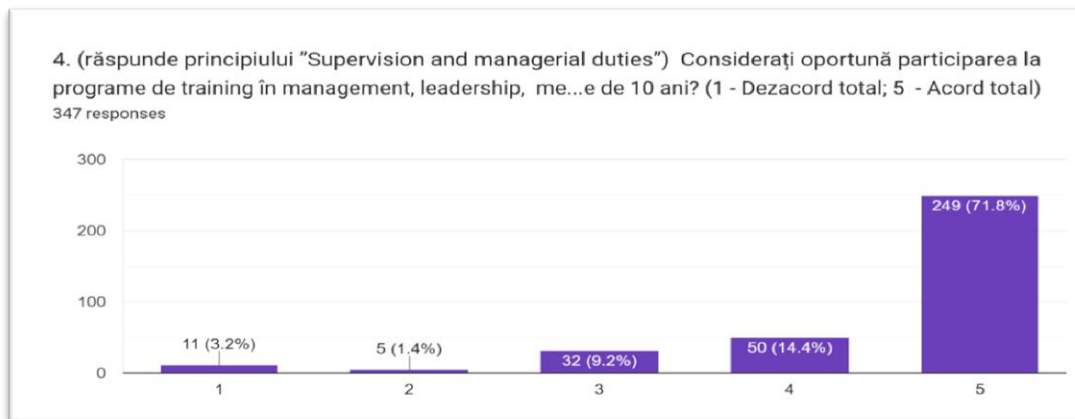
2

3

4

5

12. Another relevant aspect that can be added to the above question:



The chart addresses the "Supervision and Managerial Duties" principle by asking respondents if they consider participation in management and leadership training programs to be relevant over the next decade. The responses indicate strong support for ongoing training in management and leadership within the research community, with additional opinions highlighting the importance of AI, teamwork, and making such training accessible across all career stages. Respondents rated their agreement on a scale from 1 (Total Disagreement) to 5 (Total Agreement), with 347 total responses.

The results reveal a strong inclination toward the importance of these training programs. A significant majority, 71.8% (249 respondents), indicated total agreement, emphasizing that most researchers see value in long-term participation in management and leadership training. Additionally, 14.4% of respondents rated their agreement as 4, further supporting the overall positive response.

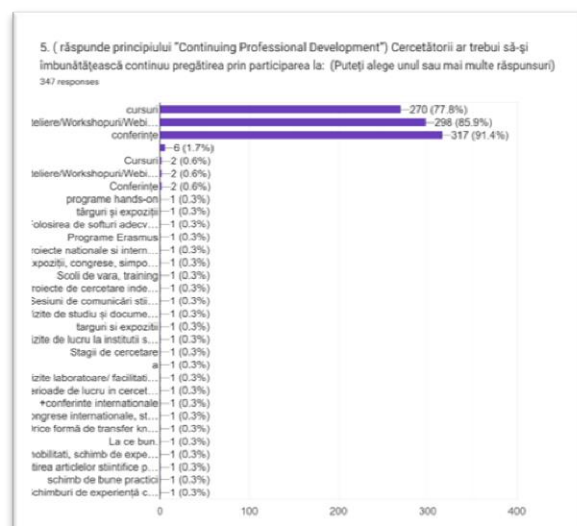
On the lower end of the scale, 3.2% disagreed completely, and 1.4% disagreed somewhat. This small percentage indicates that only a minority of respondents do not see these programs as essential.

The additional responses provided further context. Some respondents emphasized the relevance of artificial intelligence (AI) in research, noting that this is a current area of interest and should be integrated into training. Others pointed out that these courses are beneficial across all academic levels, from assistants to professors, suggesting that management skills are crucial for everyone, regardless of career stage. There was also an emphasis on teamwork and communication as vital skills, reflecting a broader understanding of leadership beyond administrative tasks.

13. Reflects the principle of "Continuing Professional Development"

Researchers should continuously improve their training through participation in: (You may choose one or more answers)

- Courses



- Workshops/Webinars
- Conferences
- Other: _____

The chart focuses on the "Continuing Professional Development" principle, asking researchers how they should continually improve their skills through various training and development opportunities. Respondents could select multiple options, and a total of 347 responses were collected. The three primary preferences are:

Conferences was chosen by 91.4% of respondents (317 responses), conferences are overwhelmingly viewed as essential for professional growth. This high percentage indicates a strong preference for interactive, knowledge-sharing events where researchers can network, learn about recent advancements, and showcase their work.

Workshops/Webinars were selected by 85.9% (298 responses), workshops and webinars are the second most popular choice. This suggests a demand for more hands-on or interactive learning sessions that may provide specific skill training, methods, and research tools in a focused format.

With 77.8% (270 responses) opting for Courses, there is a clear interest in structured, in-depth learning experiences that allow researchers to enhance their expertise over a longer period. This preference for courses indicates the perceived value of continuous, curriculum-based learning as a part of professional development.

The remaining responses show a wide variety of additional training and development options, such as Erasmus programs, study visits, national and international projects, hands-on programs, scientific communication sessions, and fieldwork. Each of these was selected by only a few respondents (0.3% each), suggesting that while there is interest, these options are less commonly preferred or are viewed as complementary to the primary choices of conferences, workshops, and courses.

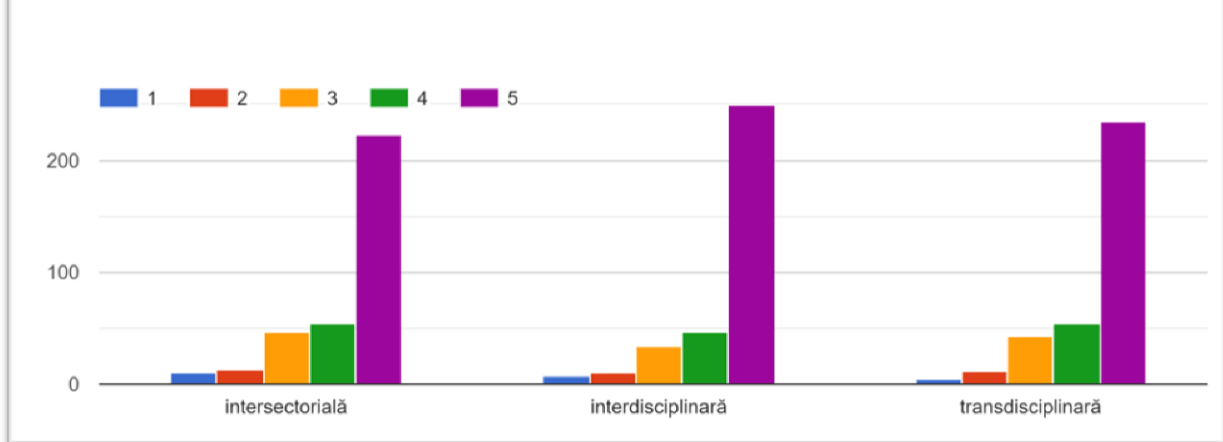
14. Reflects the principles of "Value of Mobility" and "Recognition of Mobility Experience"

Do you consider appropriate for USAMV to recognize experience gained through the following types of professional mobility, physical or online (1 - Strongly Disagree; 5 - Strongly Agree):

	1	2	3	4	5
Intersectoral	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Interdisciplinary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transdisciplinary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

15. Another relevant aspect that can be added to the above question:

6. (răspunde principiilor "Value of mobility" și "Recognition of mobility experience") Considerați oportună recunoașterea de către USAMV a experienței...sau on-line (1 - Dezacord total; 5 - Acord total):



The question focuses on the principles of "Value of Mobility" and "Recognition of Mobility Experience," asking respondents to assess the appropriateness of recognizing mobility experiences across different types of collaboration: intersectoral, interdisciplinary, and transdisciplinary. Ratings range from 1 (Total Disagreement) to 5 (Total Agreement).

The data shows strong support across all three categories, with most respondents selecting 5 (Total Agreement) for each type. The additional comments provide nuanced insights. Some respondents questioned the specific type of recognition, asking whether it should be financial, moral, or other forms. One response highlighted the need for final testing to verify the skills and knowledge gained through mobility experiences, expressing concern that participation alone does not guarantee competence. Another comment noted that recognition may depend on the specific nature of the experience, implying that some mobility experiences could be more valuable than others depending on context and application.

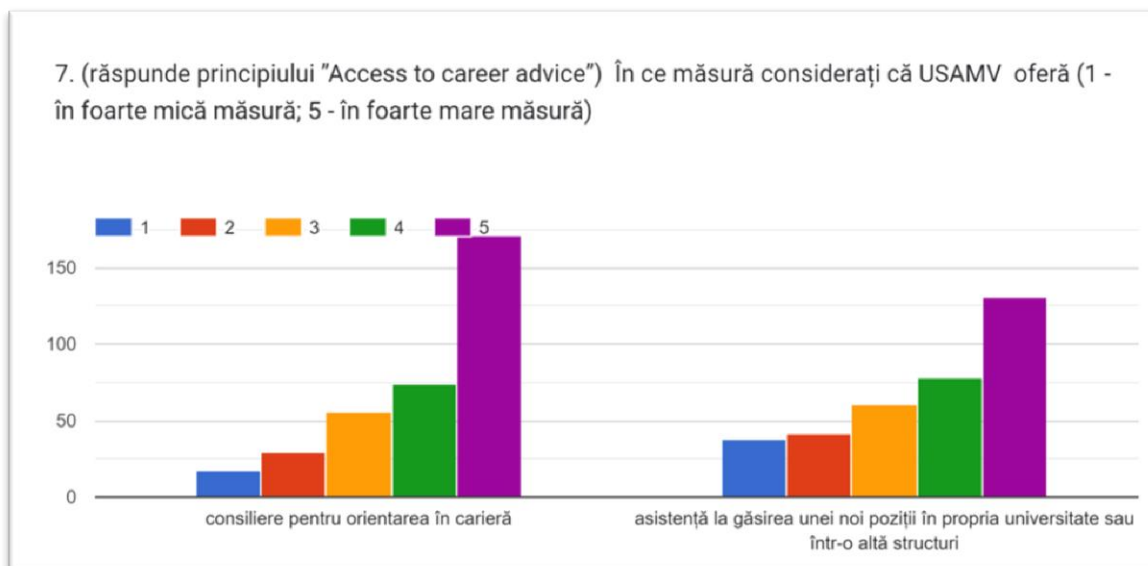
The responses show strong support for recognizing intersectoral, interdisciplinary, and transdisciplinary mobility, highlighting a professional culture that values diverse experiences and collaboration beyond traditional academic boundaries. Additional comments reveal a desire for structured, credible recognition - whether financial, moral, or formal certification - indicating that researchers see mobility as a meaningful part of their professional growth.

16. Reflects the principle of "Access to Career Advice")

To what extent do you believe that USAMV provides (1 – Very little; 5 – Very much):

	1	2	3	4	5
Career orientation counselling	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Assistance in finding a new position within or outside the university	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

17. Another relevant aspect that can be added to the above question:



The chart evaluates respondents' views on "Access to Career Advice", focusing on career orientation counselling and assistance in securing new positions within or outside the institution. The responses reveal strong agreement on the importance of career orientation counselling, with a high concentration at level 5, indicating that respondents see this as an important service. In comparison, support for assistance in finding new positions is slightly lower, though it still shows a positive trend.

Additional responses highlight specific issues: some participants expressed concerns about the lack of transparency and communication around available support, suggesting that existing services may not be well-publicized. There were also comments on selection and promotion practices, with criticisms that admission based on portfolio review (rather than exams) may result in individuals being placed in unsuitable career paths. These responses suggest a need for clearer, more accessible career support structures, and transparent communication to ensure researchers are aware of available resources. The concerns about selection processes also reflect a desire for merit-based career pathways, hinting at a perception that institutional support and advancement should be rigorously aligned with competencies and transparency. This feedback highlights the importance of trust and clarity in career services within academic institutions.

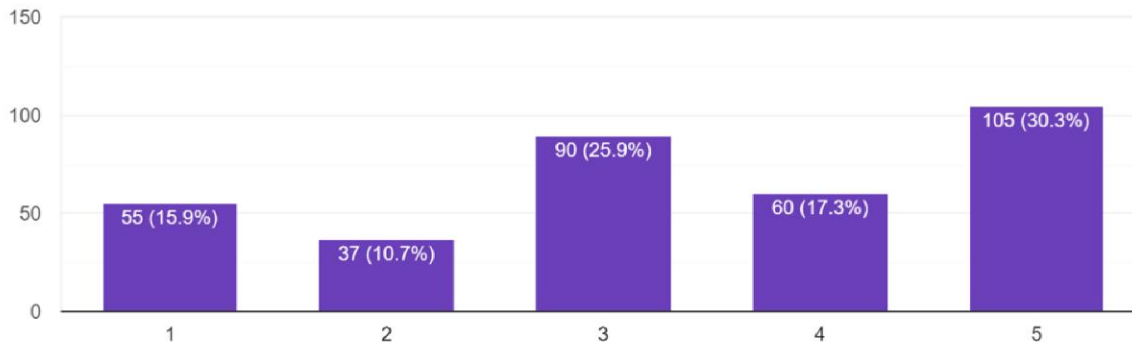
18. Reflects the principle of "Co-authorship"

Do you think early-career researchers should be encouraged to publish their own research results independently of their supervisors? (1 - Strongly Disagree; 5 - Strongly Agree)

1 2 3 4 5

19. Another relevant aspect that can be added to the above question:

8. (răspunde principiului "Co-authorship") Considerați că cercetătorii aflați la începutul carierei ar trebui încurajați să publice rezultatele cercetărilor ...care îi îndrumă? (1 - Dezacord total; 5 - Acord total)
347 responses



"Co-authorship" principle - asking respondents if early-career researchers should be encouraged to publish research results with the guidance of their mentors. Responses range from 1 (Total Disagreement) to 5 (Total Agreement), with the majority leaning towards agreement, particularly at level 5 (30.3%) and level 3 (25.9%). This distribution reflects a general endorsement of mentorship in the publication process, while also indicating some ambivalence. The split in responses, with a significant portion in the middle (level 3) and both ends of the scale, suggests mixed views on whether early-career researchers should always publish with mentors or independently. This variation indicates some participants value independent publishing, while others see collaborative publishing with mentors as beneficial. The additional comments provide insight into nuanced perspectives. Some respondents believe that co-authorship should depend on the actual contribution of the mentor, suggesting that if mentors did not actively contribute, early-career researchers should publish independently. Others argue that early-career researchers should have the autonomy to select their co-authors and recognize contributions fairly. There's also an acknowledgment of the critical role mentorship plays in shaping initial research skills, implying that co-authorship may be appropriate due to the influence of guidance on early results. This reflects an evolving academic culture where merit and contribution are increasingly emphasized, even in hierarchical mentor-mentee relationships.

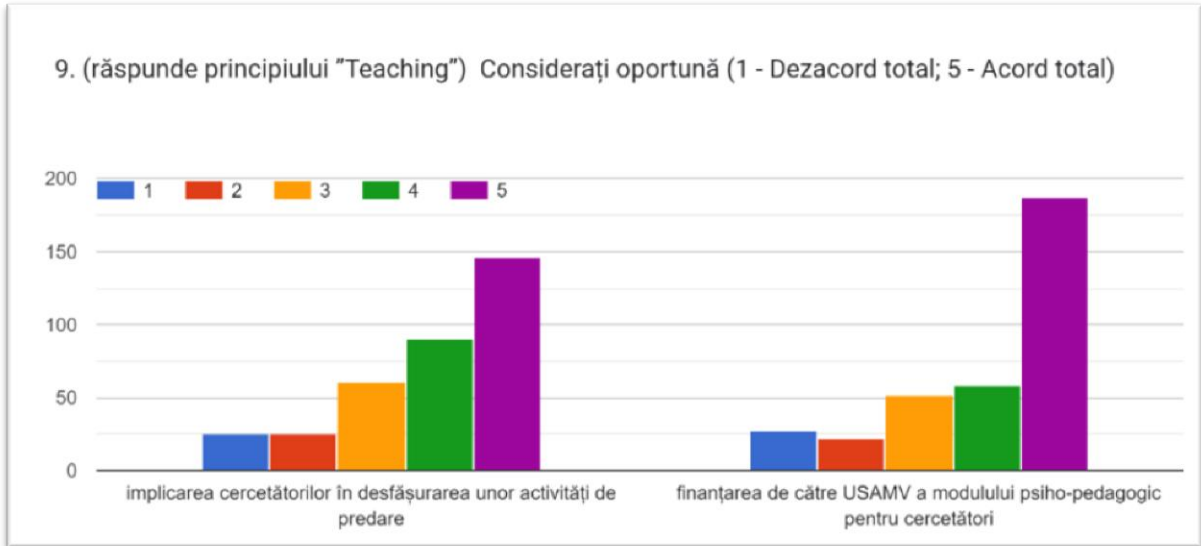
20. Reflects the principle of "Teaching"

Evaluate the importance of (1 - Strongly Disagree; 5 - Strongly Agree):

	1	2	3	4	5
Involving researchers in teaching activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

USAMV funding for the psycho-pedagogical module for researchers

21. Another relevant aspect that can be added to the above question:



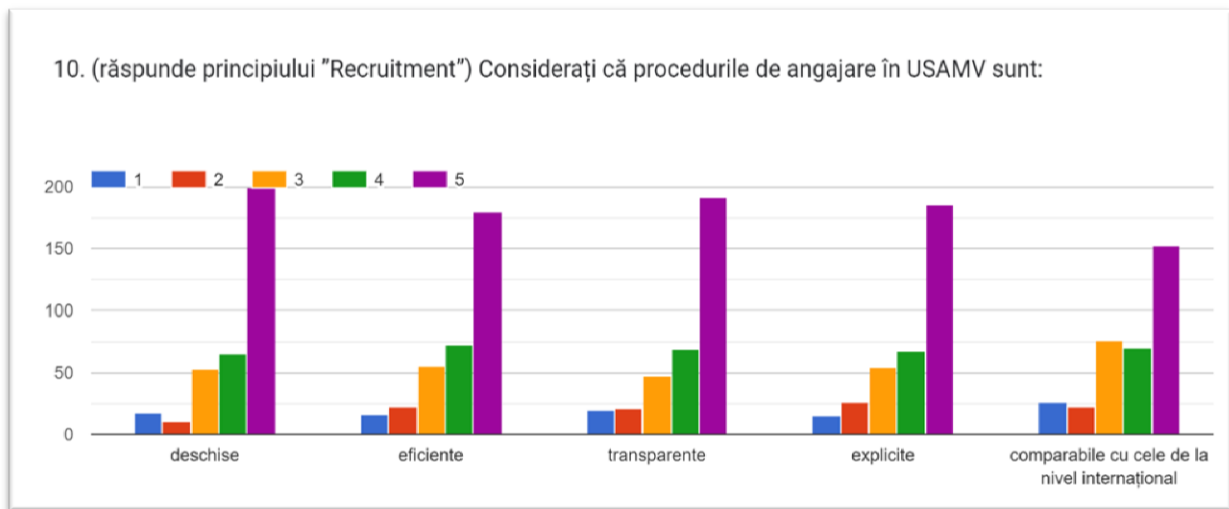
The chart addresses the "Teaching" principle, asking respondents to evaluate the suitability of involving researchers in teaching activities and funding the psycho-pedagogical training module for researchers. The chart shows strong support for both researcher involvement in teaching and funding the psycho-pedagogical module, with 47.5% of respondents selecting level 5 for teaching involvement and 54.2% choosing level 5 for module funding. This suggests a shared view that researchers should engage in teaching and benefit from formal training to enhance their instructional skills. While additional comments highlight a preference for niche teaching without mandatory training, the primary data reflects a general endorsement of structured pedagogical support for researchers. The additional comments indicating mixed perspectives on the value of mandatory pedagogical training. While some respondents argue that formal teaching skills are essential for researchers, others suggest that practical, niche presentations in classrooms could be valuable without the need for formal training.

22. Reflects the principle of "Recruitment"

Evaluate the recruitment procedures at USAMV as (1 - Strongly Disagree; 5 - Strongly Agree):

	1	2	3	4	5
Open	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Efficient	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Transparent	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Explicit	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Comparable to international standards	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

23. Another relevant aspect that can be added to the above question:



In evaluating the recruitment procedures at USAMV across openness, efficiency, transparency, explicitness, and comparability to international standards, the responses indicate a strong positive perception, especially for openness and transparency, with level 5 (strongly agree) dominating in these categories. Similarly, explicitness received high ratings, suggesting respondents find the criteria clear and well-defined.

However, efficiency and comparability to international standards show more diverse responses, with fewer respondents in full agreement. This variation indicates some reservations about how streamlined the processes are and whether they meet global recruitment benchmarks.

The additional comments reveal some skepticism, with respondents questioning the transparency of recruitment, suggesting that positions may be tailored for specific candidates rather than based on genuine staffing needs.

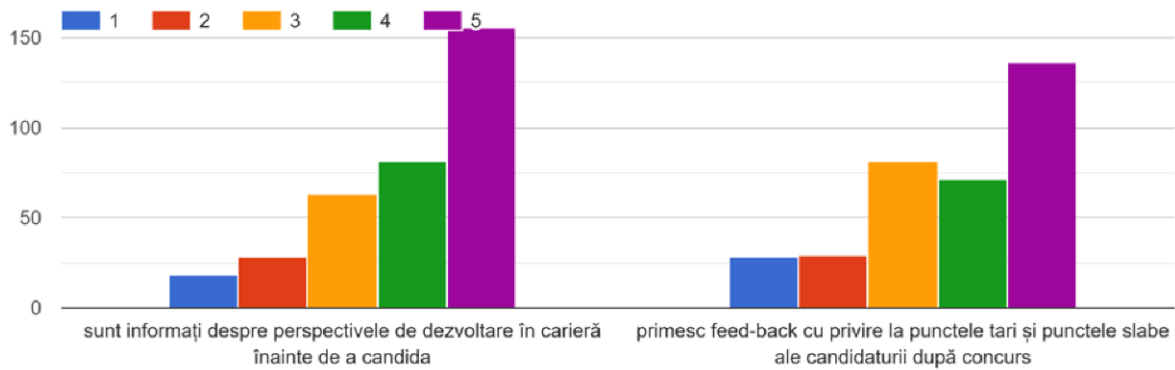
24. Reflects the principle of "Transparency"

Candidates should (1 - Strongly Disagree; 5 - Strongly Agree):

	1	2	3	4	5
Be informed about career development prospects before applying	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
Receive feedback on the strengths and weaknesses of their application after the competition	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

25. Another relevant aspect that can be added to the above question:

11. (răspunde principiului "Transparency") Candidații: (1 - Dezacord total; 5 - Acord total)



The 'Transparency principle' - the responses reflect varied perceptions about the communication of career development opportunities and feedback mechanisms, the first part of the chart reveals that 43.5% of respondents strongly agree (rating 5) that candidates are well-informed about career development prospects before applying, with another 24.5% selecting 4, indicating a generally positive perception. However, lower ratings (1, 2, or 3) by 32% of respondents suggest that a significant minority sees room for improvement in career information accessibility.

In the second part, 43.5% of respondents also strongly agree that candidates receive constructive feedback on strengths and weaknesses post-selection, with an additional 20.8% giving a rating of 4. This indicates a majority positive perception, though again, lower ratings by around 35.7% suggest that feedback practices may not be consistent or effective for all.

Several respondents indicate a lack of awareness of these support mechanisms, suggesting that either they are underutilized or not clearly communicated. For instance, comments highlight a need for structured information sessions on career progression and feedback processes, while others point to the value of contextualizing feedback based on individual experiences. This aligns with the overall pattern of responses, where there is an appreciation for transparency measures but also a clear indication of variability in candidate experiences, pointing to the need for more consistent, standardized information dissemination.