

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

“A Human Resources Strategy for Researchers incorporating the Charter and Code”

Annex 1: Example of a standard template for the internal analysis –

<http://ec.europa.eu/euraxess/rights>

I. Ethical and professional aspects

1. Research freedom			
Researchers should focus their research for the good of mankind and for expanding the frontiers of scientific knowledge, while enjoying the freedom of thought and expression, and the freedom to identify methods by which problems are solved, according to recognised ethical principles and practices. Researchers should, however, recognise the limitations to this freedom that could arise as a result of particular research circumstances (including supervision/guidance/management) or operational constraints, e.g. for budgetary or infrastructural reasons or, especially in the industrial sector, for reasons of intellectual property protection. Such limitations should not, however, contravene recognised ethical principles and practices, to which researchers have to adhere.			
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who

<p>The Constitution of the Republic of Croatia (revised text: Official Gazette of the Republic of Croatia (OG) No. 85/2010.) (hereinafter: The Constitution) – Article 69. Paragraph 1. and 4.</p> <p>The Scientific Activity and Higher Education Act (hereinafter: SAHEA) – Article 2. Paragraph 2. point 1. and 7. and Article 4., Paragraph 3. (OG No. 123/03, 198/03, 105/04, 174/04 and 46/07)</p>	<p><u>Practice:</u> No practice of declaration of honour signing when starting the contract with the employer.</p> <p>Dependence of researchers until the assistant professor level (can not serve as the project leaders).</p> <p>There is no periodic analysis of present state and evaluation of relevant legislation and Code of Ethics when research freedom is under question.</p> <p><u>Rules:</u> The Statute of the Juraj Dobrila University of Pula (hereinafter: The Statute) – Article 2. – fundamental principles of conduct Code of Ethics of the Juraj Dobrila University of Pula (hereinafter: Code of Ethics) – Article 1. and 4. – Academic freedoms</p>	<p>Introduction of signing the statement when starting the contract with handing of the University of Pula Code of Ethics, The Charter and the Code.</p> <p>Stimulating early stage and experienced researchers' independence before PhD level by annual monitoring and frequent success evaluations.</p> <p>Periodic analysis of present state and evaluation of relevant legislation and Code of Ethics in terms of research freedom.</p> <p>Raising awareness on the importance of independent research through public presentations and round tables.</p>	<p>University legal team Scientific Committee Rector February 2012.</p>
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<p>2. Ethical principles</p> <p>Researchers should adhere to the recognised ethical practices and fundamental ethical principles appropriate to their discipline(s) as well as to ethical standards as documented in the different national, sectoral or institutional Codes of Ethics.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA - Article 2., Paragraph 2., Point 2. (Ethics of scientists) and Article 37. Paragraph 3. - (The scientific title may be revoked in cases of serious violations of the Code of Ethics.) and Article 112. (Ethics Committee, Code of Ethics and Commissions on Ethics)</p>	<p><u>Practice:</u> University Ethics Committee takes care of implementation of the Code, its compliance and interpretation. It runs the procedure for determining injury of ethical norms.</p> <p><u>Rules:</u> The Statute – Article 2. (Fundamental principles of conduct), Article 7. and Article 67. Code of Ethics – Article 11., Article 12. and Article 13.</p>	<p>Establishment of periodic analysis of the current state and evaluation of compliance regarding relevant legislation and Code of Ethics.</p> <p>Raising awareness due to respect of ethical rules, and improvements of the Code of Ethics.</p>	<p>Ethics Committee University legal team February 2012.</p>
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<p>3. Professional responsibility</p> <p>Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere. They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor(s) and/or other researchers. The need to validate new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted. Researchers should ensure, if any aspect of their work is delegated, that the person to whom it is delegated has the competence to carry it out.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA – Article 37., Paragraph 2., Point 2. (The scientific title may be revoked if it is found that the scientific works on the basis of which the applicant has been elected to a scientific title are plagiarisms or that they have been based on falsified research) and Article 82., Paragraph 3.</p> <p>Act of Copyright and Related Rights</p> <p>Patent Act</p> <p>Trademark Act</p>	<p><u>Practice:</u></p> <p>The occurrence of plagiarism is not recorded in the Institution, possibly due to sufficient critical mentors and expert committees in the proceedings of doctoral dissertations.</p> <p><u>Rules:</u></p> <p>The Statute – Article 2. (Fundamental principles of conduct) and Article 116. (detraction of PhD. title if scientific work is proven copied or fabricated)</p> <p>Code of Ethics – Article 12.</p>	<ol style="list-style-type: none"> 1. Preparation of 'Handbook for researchers' with basic national legislation and institutional rules. 2. Increase the number of leading scientific databases and scientific journals for better insight into results of scientific research and thereby reinforce the unacceptability of any form of plagiarism. 3. Adoption of the Rulebook on disciplinary procedure in order to define actions in cases of violations of rules of the Code of Ethics. 	<p>University legal team</p> <p>Scientific Committee</p> <p>Rector</p> <p>April 2012.</p>
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<p>4. Professional attitude</p> <p>Researchers should be familiar with the strategic goals governing their research environment and funding mechanisms, and should seek all necessary approvals before starting their research or accessing the resources provided. They should inform their employers, funders or supervisor when their research project is delayed, redefined or completed, or give notice if it is to be terminated earlier or suspended for whatever reason.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>Civil Obligation Act of the Republic of Croatia SAHEA – Article 28. (Collaborative Scientific Programmes), Article 43. Paragraph 8. and Article 111. (Financing of Scientific Projects, Collaborative Scientific Programmes, Associate Positions and Scientific Equipment)</p> <p>Collective Agreement for Science and Higher Education</p>	<p><u>Practice:</u> Regular projects funded by the MSES and EU prescribe strict rules of conduct and subsequent reporting on results and finances.</p> <p><u>Rules:</u> The Statute – Article 124. (Collaborative Scientific Programmes) and Article 132. Ordinance on financial performance – Article 8. (Funding for scientific research, artistic and professional activities).</p>	<p>Strengthening the relationships with business environment and determine clear rules for cooperation and funding.</p>	<p>Vice - Rector for finance and Business University legal team Continuously</p>
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<p>5. Contractual and legal obligations</p> <p>Researchers at all levels must be familiar with the national, sectoral or institutional regulations governing training and/or working conditions. This includes Intellectual Property Rights regulations, and the requirements and conditions of any sponsor or funders, independently of the nature of their contract. Researchers should adhere to such regulations by delivering the required results (e.g. thesis, publications, patents, reports, new products development, etc) as set out in the terms and conditions of the contract or equivalent document.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>Civil Obligation Act of the Republic of Croatia Labour Act (Title II - Employment Contract and Title XI – Invention and technical improvement of workers) Collective Agreement for Science and Higher Education – Article 36. (working conditions)</p>	<p><u>Practice:</u> Lack of information by researchers on relevant legislation and institutional rules. Lack of motivation and sensibility on obligations which arise from contractual and legal obligations.</p> <p><u>Rules:</u> The Statute – Article 122. and article 134. (transparency of work) Code of Ethics – Article 10. Ordinance of Publishing Activity</p>	<p>1. All researchers have to be introduced to the relevant legislation and institutional rules by the 'Handbook for researchers'.</p> <p>2. Sensitize and encourage the researchers to learn about the regulations through organized thematic lectures.</p>	<p>University legal team Ethics Committee April 2012.</p>
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<p>6. Accountability</p>			
<p>Researchers need to be aware that they are accountable towards their employers, founders or other related public or private bodies as well as, on more ethical grounds, towards society as a whole. In particular, researchers funded by public funds are also accountable for the efficient use of taxpayers' money. Consequently, they should adhere to the principles of sound, transparent and efficient financial management and cooperate with any authorised audits of their research, whether undertaken by their employers/founders or by ethics committees.</p>			
<p>Methods of collection and analysis, the outputs and, where applicable, details of the data should be open to internal and external scrutiny, whenever necessary and as requested by the appropriate authorities.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA – Article 109.(Funding of Higher Education Institutions), Article 111. (Financing of Scientific Projects, Collaborative Scientific Programmes, Associate Positions and Scientific Equipment) and Articles 111.a until 111.f</p> <p>Rules on Budget Accounting and Chart Revision Act</p>	<p><u>Practice:</u> Regular projects funded by MSES and EU prescribe strict conditions of conduct and reporting on results and finances.</p> <p><u>Rules:</u> The Statute – Article 2. (fundamental principles of conduct) and Title XII (finance and university budget)</p> <p>Code of Ethics – Article 5.</p> <p>Ordinance on financial performance</p>	<p>Encourage researchers to be informed about the regulations systematically by mentors, and insist on their application.</p>	<p>Ethics Committee Continuously</p>
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<p>7. Good practice in research</p> <p>Researchers should at all times adopt safe working practices, in line with national legislation, including taking the necessary precautions for health and safety and for recovery from information technology disasters, e.g. by preparing proper back-up strategies. They should also be familiar with the current national legal requirements regarding data protection and confidentiality protection requirements, and undertake the necessary steps to fulfil them at all times.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA – Article 20. Paragraph 1. (Scientific work shall not be subject to any limitations or formal requirements except those resulting from the respect for scientific and research ethics, the protection of human rights as well as the protection of personal and general safety at work.)</p> <p>Collective Agreement for Science and Higher Education – Article 52. and Article 53. (safety at work)</p> <p>Labour Act – Article 33. and Article 34. (protect life, health and privacy of workers)</p> <p>Personal Data Protection Act</p> <p>Protection at Work Act</p>	<p><u>Practice:</u></p> <p>Regular inspection showed that protection of data on the institution meets legal requirements.</p> <p><u>Rules:</u></p> <p>Each researcher is individually responsible for own data storing and archiving.</p> <p>Code of Ethics</p>	<p>To define IT services and infrastructure policy at University level (intranet, back up policy and IT planning and control)</p>	<p>IT support office</p> <p>University legal team</p> <p>Rector</p> <p>Continuously</p>
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<p>8. Dissemination, exploitation of results</p> <p>All researchers should ensure, in compliance with their contractual arrangements, that the results of their research are disseminated and exploited, e.g. communicated, transferred into other research settings or, if appropriate, commercialised. Senior researchers, in particular, are expected to take a lead in ensuring that research is fruitful and that results 14 are either exploited commercially or made accessible to the public (or both) whenever the opportunity arises.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA – Article 2. Paragraph 2. Point 3. (publicity of work)</p> <p>Act of Copyright and Related Rights</p>	<p><u>Practice:</u> The obligation of public disclosure of results is determined by scientific and educational advancement conditions.</p> <p>The commercialization of scientific results practice is not established.</p> <p><u>Rules:</u> The Statute – Article 2. (Fundamental principles of conduct), Article 113., Article 123. and Articles 134-136 (transparency and trade secret)</p> <p>Code of Ethics</p> <p>Ordinance on postgraduate study</p>	<p>Better professional organization of scientists through project teams in order to foster scientific and commercial research through meetings of business and academic community (in cooperation with county structures).</p>	<p>Vice-Rector for Business Relations and Finance</p> <p>Vice-Rector for Science</p> <p>Continuously</p>
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<p>9. Public engagement</p> <p>Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public's understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public's concerns.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA – Article 2. Paragraph 2. Point 3. (publicity of work) and Paragraph 3. point 2. and 10. (openness of higher education institutions to the public, citizens and the local community and interaction with the social community and the obligation of universities, polytechnics, colleges and public scientific institutes to develop social responsibility of students and other members of the academic and scientific community.)</p>	<p><u>Practice:</u> Rare media presence of University due to lack of Public relation expert.</p> <p><u>Rules:</u> The Statute – Article 2. (Fundamental principles of conduct), Article 123. and Articles 134-136. (transparency and trade secret) Code of Ethics</p>	<ol style="list-style-type: none"> 1. Popularization of Science. To employ a PR expert at University level responsible for all activities in the area of public relations. *Needs approval form national level (Ministry) as new job position. 2. Presentation of scientific results to public, to encourage interest in science and presence in the media. 3. Encouraging joint projects of University and local and regional environment. 4. Organize a number of public lectures and thematic round tables in order to acquaint the public with scientific achievements of the institution. 5. Strengthening public relations affairs through the University’s public relation office (in charge of university newspaper creation, newsletter and of university web site). 	<p>PR expert Date*depends on Ministry approval Vice-Rector for Business Relations and Finance Continuously</p>
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<p>10. Non discrimination</p> <p>Employers and/or funders of researchers will not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>The Constitution –Article 14. and Article 15. Labour Act – Article 83. Act on Prohibition of Discrimination Act on Gender Equality Anti-discrimination Act</p>	<p><u>Practice:</u> Evaluation questionnaire C&C shows researchers partially agree on this item and this statement had great priority on the questionnaire.</p> <p><u>Rules:</u> The Statute – Article 6. Ordinance of work – Article 63. Code of Ethics – Article 7. (Equality and fairness) Ordinance on the Organization jobs</p>	<p>Support the working climate of tolerance and collegial behaviour. Create an atmosphere in which every individual feels free to react adequately to any situation of discrimination. (Psychological counselling office for students could assume the role of counselling guidance for researchers).</p>	<p>Rector and Vice-Rectors Ethics Committee Continuously</p>
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<p>11. Evaluation/ appraisal systems</p> <p>Employers and/or funders should introduce for all researchers, including senior researchers, evaluation/appraisal systems for assessing their professional performance on a regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA – Article 32. Paragraph 5. (The National Council for Science shall, by the regulations published in the Official Gazette, prescribe in detail conditions for the election to scientific titles...) and Article 37. (Duration of the Scientific Title and Its Termination)</p> <p>Ordinance on conditions for a scientist</p> <p>Ordinance on conditions for the selection of art-teaching positions</p> <p>Decisions about necessary conditions for the assessment of teaching and research activities in the procedure of choice in the additional scientific-teaching positions</p> <p>Decisions about necessary conditions for the assessment of teaching and research activities in the election process in art-teaching and teaching positions in the field of art</p> <p>Decisions about necessary conditions for the assessment of teaching and research activities in the electoral procedure in the teaching profession</p> <p>Decision on the form and manner of implementation of the inaugural lecture for the selection of the research-teaching positions, artistic-educational and educational titles</p>	<p><u>Practice:</u></p> <p>The scientific activity is subject to review and evaluation during process of advancing in scientific ranks. Scientist is assessed only upon advancing in titles, not periodically, and rarely based on international evaluation.</p> <p>There is no practice yet of involving members from business companies in selection committee only members from other Universities.</p> <p><u>Rules:</u></p> <p>The Statute – Article 137.</p> <p>Code of Ethics – Article 5. (professional conduct)</p> <p>Regulations on the Procedure for selection of teachers, scientists and collaborators in the titles and corresponding positions at the Juraj Dobrila University of Pula</p>	<p>Explore and adopt criteria for evaluating and ranking scientific performance within disciplines and fields.</p>	<p>Scientific Committee</p> <p>Science office (in establishing)</p> <p>University legal team</p> <p>Continuously</p>
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II. Recruitment

12. Recruitment

Employers and/or funders should ensure that the entry and admission standards for researchers, particularly at the beginning of their careers, are clearly specified and should also facilitate access for disadvantaged groups or for researchers returning to a research career, including teachers (of any level) returning to a research career. Employers and/or funders of researchers should adhere to the principles set out in the Code of Conduct for the Recruitment of Researchers when appointing or recruiting researchers.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
<p>The Constitution –Article 44. and Article 55. SAHEA – Articles 31.-45. Ordinance on conditions for a scientist Ordinance on conditions for the selection of art-teaching positions</p>	<p><u>Practice:</u> Research fellows are selected among the best students. In practise developmental jobs are not filled up with foreign researchers. Ph.D. students are included in academic title system. <u>Rules:</u> The Statute Ordinance on the Organization jobs Regulations on the Procedure for selection of teachers, scientists and collaborators in the titles and corresponding positions at the Juraj Dobrila University of Pula</p>	<p>Developing an advertising system to attract high quality researchers from other institutions in the country and abroad in accordance with the University development strategy (in preparation). Publication of vacancies on Euraxess portal.</p>	<p>Rector University legal team Continuously</p>

13. Recruitment (Code)

Employers and/or funders should establish recruitment procedures which are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised. Advertisements should give a broad description of knowledge and competencies required, and should not be so specialised as to discourage suitable applicants. Employers should include a description of the working conditions and entitlements, including career development prospects. Moreover, the time allowed between the advertisement of the vacancy or the call for applications and the deadline for reply should be realistic.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
<p>SAHEA – Article 35. and Article 36. (Election Procedure and Terms of the Election Procedure and the Consequences of Delay), Article 40. and Article 41. (Election Procedure for Employment Positions and Scientific Employment Positions)</p> <p>Collective Agreement for Science and Higher Education – Article 9. (obligations of a public tender)</p>	<p><u>Practice:</u></p> <p>There is no description of working conditions and career development opportunities in advertised vacancies.</p> <p><u>Rules:</u></p> <p>Code of Ethics – Article 5. (professional conduct)</p>	<p>Improving advertising especially in the areas of defining the selection conditions, job descriptions and advancement opportunities.</p> <p>Creation of Recruitment and Selection Procedure in accordance with the Code recommended principles (transparent, supportive and internationally comparable).</p>	<p>University legal team</p> <p>Continuously</p>

14. Selection (Code)			
<p>Selection committees should bring together diverse expertise and competences and should have an adequate gender balance and, where appropriate and feasible, include members from different sectors (public and private) and disciplines, including from other countries and with relevant experience to assess the candidate. Whenever possible, a wide range of selection practices should be used, such as external expert assessment and face-to-face interviews. Members of selection panels should be adequately trained should be realistic.</p>			
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who

<p>SAHEA – Article 35. Paragraph 2. (Constitution of the expert commission), Article 40. Paragraph 2. (Election to employment positions in public scientific organizations shall be conducted on the basis of a public competition published in the Official Gazette, the daily press and on the official internet web-sites of the scientific organization.) and Article 95. (Election Procedure to Scientific-Educational and Artistic-Educational Titles and Corresponding Employment Positions)</p>	<p><u>Practice:</u> In current practice the involvement of foreign experts in committees is rare. Also members from private sector are not involved. Face to face interviews are conducted according to judgments of expert committees. This statement (“include members from other countries in selection committees”) was evaluated as <i>partly not agree</i> and just 6 researchers gave priority to this statement in the C&C questionnaire.</p> <p><u>Rules:</u> Regulations on the Procedure for selection of teachers, scientists and collaborators in the titles and corresponding positions at the University of Pula</p>	<p>Introduction of professional role (expert in the fields of human resources) to support the expert committees in selection procedures and candidates development.</p>	<p>Rector University legal team Date*depends on Ministry approval. Continuously</p>
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<p>15. Transparency (Code)</p> <p>Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their applications.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA – Article 40. Paragraph 4. (The scientific organization shall inform all the applicants about the result of the election within fifteen days from the date of making the decision on the election.)</p> <p>Collective Agreement for Science and Higher Education – Article 9. (obligations of a public tender and informing about the results of competition)</p>	<p><u>Practice:</u> Candidates are not enough or not at all informed about good / bad aspects of their applications. In the C&C questionnaire this statement (“adequately inform the candidate about the strengths and weaknesses of their application in the selection process”) was evaluated <i>as partly not agree</i>. This statement was ranked as high priority.</p> <p><u>Rules:</u> Code of Ethics – Article 14. Regulations on the Procedure for selection of teachers, scientists and collaborators in the titles and corresponding positions at the University of Pula</p>	<p>Continuous improvement of Rulebook on organisation of job positions.</p> <p>Improve the selection and recruitment process in line with current trends in the field of human resources management.</p>	<p>University legal team</p> <p>Rector</p> <p>Continuously</p>
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<p>16. Judging merit (Code)</p> <p>The selection process should take into consideration the whole range of experience of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered. This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be properly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular attention should be paid to any contributions to patents, development or inventions.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>There are no legal provisions permitting or restricting the application of the principles.</p>	<p><u>Practice:</u> Expert committees evaluate candidates dominantly based on number of publications and other facts defined as conditions of election</p> <p>Competences such as creativity and independence level are not included and regarded in the assessment process due to lack of adequate evaluation tools.</p> <p>There is no independent assessment advisory body consisting of Croatian and foreign scientists and experts with different expertise and competences.</p> <p><u>Rules:</u> Code of Ethics Regulations on the Procedure for selection of teachers, scientists and collaborators in the titles and corresponding positions at the University of Pula</p>	<p>Introduction of professional role (expert in the fields of human resources) to carry out a qualitative assessment of candidates and support the expert committees in selection procedures.</p> <p>Preparation of procedure that enables the selection committee to evaluate objectively the overall potential of a candidate as a scientist.</p>	<p>Scientific Committee University legal team Date*depends on Ministry approval.</p>
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<p>17. Variations in the chronological order of CVs (Code)</p> <p>Career breaks or variations in the chronological order of CVs should not be penalised, but regarded as an evolution of a career, and consequently, as a potentially valuable contribution to the professional development of researchers towards a multidimensional career track. Candidates should therefore be allowed to submit evidence-based CVs, reflecting a representative array of achievements and qualifications appropriate to the post for which application is being made.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>There are no legal provisions permitting or restricting the application of the principles.</p>	<p><u>Practice:</u> Variations in CVs chronological order and career breaks are not issues when selecting a candidate however mandatory selection often requires progress in a given period of time and so breaks are therefore penalized.</p> <p><u>Rules:</u> There are no legal provisions permitting or restricting the application of the principles.</p>	<p>Define clear instructions on career break treatment or variation in CVs chronological order in selection criteria.</p>	<p>Scientific Committee University legal team Continuously</p>
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<p>18. Recognition of mobility experience (Code)</p> <p>Any mobility experience, e.g. a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>Decisions about necessary conditions for evaluation of teaching and research activities in the election process in art-teaching and teaching positions in the field of art</p> <p>Decisions about necessary conditions for assessment of teaching and research activities in the procedure of choice in additional scientific-teaching positions.</p>	<p><u>Practice:</u> Professional training is undervalued. Institutional rules regulate sabbatical use. Scientific mobility in form of another research area is valued and regulated by title election rules and conditions which require mobility experience.</p> <p>In practise due to teaching workload senior researchers often are not able to attend scientific and professional trainings.</p> <p><u>Rules:</u> The Statute – Article 2. (fundamental principles of conduct)</p>	<p>Creation of on-line database in order to encourage professional development and to monitor and evaluate other forms of researchers’ mobility.</p> <p>Creation of institutional capabilities to support researchers’ absence.</p>	<p>Scientific Committee University legal team March 2012, continuously</p>
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<p>19. Recognition of qualifications (Code)</p> <p>Employers and/or funders should provide for appropriate assessment and evaluation of the academic and professional qualifications, including non-formal qualifications, of all researchers, in particular within the context of international and professional mobility. They should inform themselves and gain a full understanding of rules, procedures and standards governing the recognition of such qualifications and, consequently, explore existing national law, conventions and specific rules on the recognition of these qualifications through all available channels.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA – Article 85. (Recognition of Foreign Diplomas and Professional Qualifications)</p> <p>Recognition of Foreign Diplomas and Professional Qualifications Act</p>	<p><u>Practice:</u> The academic qualification (both domestic and foreign) recognition practise exists at the University.</p> <p>There is no process or tool for evaluation of knowledge acquired through non-formal and informal education.</p> <p><u>Rules:</u> Regulation on the academic recognition of foreign higher education qualifications and study periods.</p>	<p>Preparation of tool and process for non-formal and informal education evaluation.</p> <p>These data will be represented in the researcher information package.</p>	<p>Scientific Committee</p> <p>University legal team</p> <p>Continuously</p>
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<p>20. Seniority (Code)</p> <p>The levels of qualifications required should be in line with the needs of the position and not be set as a barrier to entry. Recognition and evaluation of qualifications should focus on judging the achievements of the person rather than his/her circumstances or the reputation of the institution where the qualifications were gained. As professional qualifications may be gained at an early stage of a long career, the pattern of lifelong professional development should also be recognised.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

Regulation on names of jobs and job complexity coefficients in public services	<u>Practice:</u> Candidate achievements are evaluated within two categories: science and teaching. The first one is assessed through evaluation of scientific and expert papers and the second through student surveys and other conditions achieved in teaching process. <u>Rules:</u> Ordinance on the Organization jobs	Creating an environment which promotes awareness of lifelong professional development importance, experience and knowledge exchange and getting acquaintance with good practices from abroad.	Rector Scientific Committee University legal team Continuously
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<p>21. Postdoctoral appointments (Code)</p> <p>Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments, should be established by the institutions appointing postdoctoral researchers. Such guidelines should take into account time spent in prior postdoctoral appointments at other institutions and take into consideration that the postdoctoral status should be transitional, with the primary purpose of providing additional professional development opportunities for a research career in the context of long-term career prospects.</p>			
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who

<p>There are no legal provisions permitting or restricting the application of the principles.</p>	<p><u>Practice:</u> Status and terms of financing post-doctoral candidates at national level is not clearly defined.</p> <p>The Institution interest is to retain the post-doctoral students and provide them with career advancement.</p> <p>The experience so far for post-doctoral students is to obtain the title of senior assistants and docents.</p> <p><u>Rules:</u> There are no legal provisions permitting or restricting the application of the principles.</p>	<p>Further work on the initiative launched by the national law to define status and funding of post-doctoral employment.</p>	<p>Rector University legal team Continuously up to 2014.</p>
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III. Working conditions and social security

<p>22. Recognition of the profession</p> <p>All researchers engaged in a research career should be recognized as professionals and be treated accordingly. This should commence at the beginning of their careers, namely at postgraduate level, and should include all levels, regardless of their classification at national level (e.g. employee, postgraduate student, doctoral candidate, postdoctoral fellow, civil servants).</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

SAHEA – Article 21. (Scientific Work) and article 23. Paragraph 2. (The Register of Scientists)	<u>Practice:</u> University members act in accordance with this principle. <u>Rules:</u> Code of Ethics – Article 6. (human rights)	Further encouragement to apply the principles of University’s Code of Ethics and Charter and Code by providing information on these documents, organising forums, workshops, etc.	Heads of departments / divisions and chairs Expert Councils of each University component Ethics Committee Continuously
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<p>23. Research environment</p> <p>Employers and/or funders of researchers should ensure that the most stimulating research or research training environment is created which offers appropriate equipment, facilities and opportunities, including for remote collaboration over research networks, and that the national or sectoral regulations concerning health and safety in research are observed. Funders should ensure that adequate resources are provided in support of the agreed work programme.</p>			
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who

<p>Collective Agreement for Science and Higher Education – Article 36. (working conditions)</p>	<p><u>Practice:</u> Lack of space for various University members. Lack of researcher involvement in international research projects.</p> <p><u>Rules:</u> The Statute – Article 122. Paragraph 4.</p>	<p>Construction of University campus. Empowerment of research interest for distance collaboration through research networks. Increase of fund allocation for science at national level (campaigns, forums, etc.) and encourage connections with industry and wider community for joint projects. Strengthen the existing University Fund which would serve as initial input for new team leaders and to define clear criteria for fund allocation. Encourage the use of EU funds through training and informing.</p>	<p>Rector Vice Rector for finance and Business Vice Rector for Science Continuously</p>
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<p>24. Working conditions</p> <p>Employers and/or funders should ensure that the working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance in accordance with existing national legislation and with national or sectoral collective-bargaining agreements. They should aim to provide working conditions which allow both women and men researchers to combine family and work, children and career. Particular attention should be paid, <i>inter alia</i>, to flexible working hours, part-time working, tele-working and sabbatical leave, as well as to the necessary financial and administrative provisions governing such arrangements.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>The Constitution – Article 57. and article 62.</p> <p>Labour Act – Article 5. Paragraph 3. and article 33.</p> <p>Collective Agreement for Science and Higher Education – Article 36., Article 39. and Article 63. (working conditions)</p> <p>SAHEA – Article 45. (Dormant Election Terms) and Article 103. Paragraph 3. (sabbatical)</p> <p>Act on Vocational Rehabilitation and Employment of People with Disabilities</p>	<p><u>Practice:</u></p> <p>Lack of financial resources and number of staff for full implementation of this principle, sabbatical is the only instrument defined by institutional rules, and it is not often used.</p> <p>Researchers are generally loaded and tied by teaching obligations.</p> <p>Working flexibility is practised by some researchers.</p> <p><u>Rules:</u></p> <p>The Statute</p> <p>Ordinance of work</p> <p>Regulations on the Procedure for selection of teachers, scientists and collaborators in the titles and corresponding positions at the University of Pula.</p>	<p>Working hours flexibility is desirable but individual performance and common goal achievement has to be monitored (it is primarily mentors' responsibility and each department to define development plan for each researcher).</p> <p>Increase fund allocation for science at national level, and take initiatives aimed at defining and improving national legislation (campaigns, forums, etc.).</p> <p>Encourage part time employment in science for those who need to harmonize life and work commitments.</p>	<p>University legal team</p> <p>Rector and Vice Rectors</p> <p>September 2011.</p>
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<p>25. Stability and permanence of employment</p> <p>Employers and/or funders should ensure that the performance of researchers is not undermined by instability of employment contracts, and should therefore commit themselves as far as possible to improving the stability of employment conditions for researchers, thus implementing and abiding by the principles and terms laid down in the <i>EU Directive on Fixed-Term Work</i>.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>Labour Act – Articles 8.-23. (Employment Contract)</p> <p>SAHEA – Article 42. (Employment Contract) and Article 102. (Employment Contract for Scientific-Educational, Artistic-Educational, Educational and Professional Employment Positions)</p>	<p><u>Practice:</u> Practice is by legislation.</p> <p>In practise researchers and teachers are employed on indefinite period of time subject to fulfilment of requested conditions for promotion set at national level. All scientific and teaching titles are subject to re-election procedure.</p> <p>Research fellows have employment contracts for 6 years and if they obtain PhD title within that period their contracts can be prolonged up to 10 years.</p> <p>Assistants are employed on determined time and have contracts up to 6 years.</p> <p><u>Rules:</u> Ordinance of work Regulations on the Procedure for selection of teachers, scientists and collaborators in the titles and corresponding positions at the University of Pula</p>	<p>Develop a way to encourage and reward researchers who achieve 'outstanding' results (define criteria and funding source).</p>	<p>Rector University legal team April 2012.</p>
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26. Funding and salaries

Employers and/or funders of researchers should ensure that researchers enjoy fair and attractive conditions of funding and/or salaries with adequate and equitable social security provisions (including sickness and parental benefits, pension rights and unemployment benefits) in accordance with existing national legislation and with national or sectoral collective bargaining agreements. This must include researchers at all career stages including early-stage researchers, commensurate with their legal status, performance and level of qualifications and/or responsibilities.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
<p>The Constitution – Article 55. and Article 56.</p> <p>Labour Act – Article 67.</p> <p>Collective Agreement for Science and Higher Education – Articles 13.-15. (economic rights)</p> <p>Regulation of the names of jobs and job complexity coefficients in public services</p> <p>Act on Compulsory Health Insurance</p> <p>Pension insurance Act</p>	<p><u>Practice:</u></p> <p>Practice is by legislation.</p> <p>According to the results of the C&C questionnaire the researchers partially do not agree with this statement in the part that relates to fair and attractive conditions and incentives in terms of revenue.</p> <p>While in the part related to adequate health and pension insurance researchers partially agree with the statement.</p> <p>Both features have a high priority.</p> <p><u>Rules:</u></p> <p>Ordinance of work</p>	<p>Launch an initiative at national level to ensure that scientist salaries do not fall behind wages in economy.</p> <p>Introduction of options (at national level) for researchers to opt for a predominantly scientific career or to be dominantly in teaching.</p>	<p>Rector</p> <p>University legal team</p> <p>Continuously</p>

27. Gender balance Employers and/or funders should aim for a representative gender balance at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of an equal opportunity policy at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.			
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who

<p>The Constitution – Article 3. Labour Act – Article 83., Article 125. and Article 130. Act on Gender Equality</p>	<p><u>Practice:</u> In practice, there is a representative gender balance.</p> <p><u>Rules:</u> Ordinance of work – Article 63. (protection of workers' dignity and to protect against discrimination) Code of Ethics – Article 7. and Article 8. (equality and fairness)</p>	<p>Further strengthening of awareness on gender equality among researchers and encouraging academic fellowship (by joint meetings, reflection on problem solving etc.).</p>	<p>University legal team Continuously</p>
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<p>28. Career development</p> <p>Employers and/or funders of researchers should draw up, preferably within the framework of their human resources management, a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for researchers on fixed-term contracts. It should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers, thus motivating them and contributing to reducing any insecurity in their professional future. All researchers should be made familiar with such provisions and arrangements.</p>			
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
<p>SAHEA – Article 59. Paragraph 2., Point 3. (The University Council shall decide on capital investments with the consent of the Senate)</p>	<p><u>Practice:</u> Lack of development plan of researchers. There is no clear strategy for human resources development and career development.</p> <p><u>Rules:</u> The Statute – Article 38. Code of Ethics – Article 5. (Professional Conduct)</p>	<p>Develop a career development strategy for researchers at each University component.</p> <p>Start a file collection of each researcher as a basis for managing the scientific research potential.</p> <p>Create development action plans for each University component as basis for systematic and realistic planning of human resource development and associated jobs.</p>	<p>Rector and Vice Rectors Expert Councils of each University department Heads of departments / divisions and chairs February 2012.</p>

29. Value of mobility

Employers and/or funders must recognize the value of geographical, intersectorial, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher's career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
<p>SAHEA – Article 53., Paragraph 2. (The university shall ensure internal and external mobility of students and teachers...) and Article 85 (Recognition of Foreign Diplomas and Professional Qualifications)</p> <p>Recognition of Foreign Diplomas and Professional Qualifications Act</p> <p>Aliens Act</p> <p>Regulations on the establishment of conditions for a temporary residence permit to foreigners for the purpose of scientific research</p> <p>Law on regulated professions and recognition of foreign professional qualifications</p> <p>Collective Agreement for Science and Higher Education – Article 47. and Article 48. (study leave)</p>	<p><u>Practice:</u></p> <p>Mobility between Croatian and foreign institutions is insufficient.</p> <p>PhD student mobility is encouraged by Regulation on postgraduate study.</p> <p>Scientific mobility including changes of research area is regulated by election rules for title position within the conditions of required mobility experience.</p> <p>Lack of financial resources that would allow and encourage mobility.</p> <p><u>Rules:</u></p> <p>The Statute – Article 4.</p> <p>Regulation on the academic recognition of foreign higher education qualifications and study periods</p> <p>Ordinance of study – Article 50.</p>	<p>Creation of administrative and financial conditions for greater post-doctoral mobility.</p> <p>Support an initiative for creation of appropriate institutional framework that would enable mobility (for example a mobility semester or certain status of career stage reserved for mobility).</p> <p>Secure financial resources from EU funds and joint projects with industry.</p> <p>Increase job announcement (or vacancy) transparency for foreign candidates.</p>	<p>University legal team</p> <p>Scientific Committee</p> <p>Continuously up to 2014.</p>

30. Access to career advice			
Employers and/or funders should ensure that career advice and job placement assistance, either in the institutions concerned, or through collaboration with other structures, is offered to researchers at all stages of their careers, regardless of their contractual situation.			
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
There are no legal provisions permitting or restricting the application of the principles.	<u>Practice:</u> In practice there is no advisory service that would advise researchers throughout their careers. The established psychological counselling is focused solely on students. <u>Rules:</u> There are no legal provisions permitting or restricting the application of the principles.	Initiative of introducing a professional role (human resources manager) in the institution supported on national level. Stronger use of possibilities for mobility in order to learn from good practises of EU countries.	University legal team Scientific Committee Continuously up to 2014.

31. Intellectual Property Rights			
Employers and/or funders should ensure that researchers at all career stages reap the benefits of the exploitation (if any) of their R&D results through legal protection and, in particular, through appropriate protection of Intellectual Property Rights, including copyrights. Policies and practices should specify what rights belong to researchers and/or, where applicable, to their employers or other parties, including external commercial or industrial organisations, as possibly provided for under specific collaboration agreements or other types of agreement.			
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who

<p>Labour Act (Title XI - Inventions and technical improvements)</p> <p>SAHEA – Article 30. Paragraph 3. (special tax credits for science and technology parks)</p> <p>Act of Copyright and Related Rights</p> <p>Patent Act – Article 2.</p> <p>Trademark Act</p> <p>Law on National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia</p>	<p><u>Practice:</u></p> <p>Our University dominantly covers two areas: humanities and social sciences and therefore we are particularly focused on copyright protection regulated by adherence to following rules.</p> <p><u>Rules:</u></p> <p>Code of Ethics – Article 12.</p> <p>Ordinance of Publishing Activity - Article 50. (copyrights)</p> <p>Ordinance of postgraduate study</p>	<p>Continuing effort on preserving and protecting copyrights. Further improvement of intellectual property protection will be developed parallel with the implementation of University development strategy 2010.-2015. (in preparation).</p>	<p>Rector</p> <p>Scientific Committee</p> <p>Ethics Committee</p> <p>University legal team</p> <p>Continuously</p>
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<p>32. Co-authorship</p> <p>Co-authorship should be viewed positively by institutions when evaluating staff, as evidence of a constructive approach to the conduct of research. Employers and/or funders should therefore develop strategies, practices and procedures to provide researchers, including those at the beginning of their research careers, with the necessary framework conditions so that they can enjoy the right to be recognised and listed and/or quoted, in the context of their actual contributions, as co-authors of papers, patents, etc, or to publish their own research results independently from their supervisors).</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>
<p>Patent Act (common right to patent) – Article 12. Paragraph 2.</p> <p>Act of Copyright and Related Rights - Article 11. (co-author)</p>	<p><u>Practice:</u></p> <p>Positive institutional practice on co-authorship in articles and research findings.</p> <p><u>Rules:</u></p> <p>Ordinance of Publishing Activity</p> <p>Code of Ethics – Article 12.</p>	<p>Defining promotion criteria to emphasize quality of work, not their number.</p> <p>Encourage co-author work of domestic and foreign researchers.</p>	<p>Scientific Committee</p> <p>Continuously</p>

33. Teaching

Teaching is an essential means for the structuring and dissemination of knowledge and should therefore be considered a valuable option within the researchers' career paths. However, teaching responsibilities should not be excessive and should not prevent researchers, particularly at the beginning of their careers, from carrying out their research activities. Employers and/or funders should ensure that teaching duties are adequately remunerated and taken into account in the evaluation/appraisal systems, and that time devoted by senior members of staff to the training of early stage researchers should be counted as part of their teaching commitment. Suitable training should be provided for teaching and coaching activities as part of the professional development of researchers.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
<p>SAHEA – Article 4. Paragraph 3. (Academic freedoms shall belong to all members of the academic community, and they comprise freedom of scientific and artistic research and creativity, teaching...)</p> <p>Collective Agreement for Science and Higher Education – Article 19. (Duties of employees in additional scientific-educational title)</p>	<p><u>Practice:</u> Practice is based on relevant laws and institutional rules with defined standards for teaching while scientific activities are included but without a defined share in overall standard.</p> <p>Teaching and training of young researchers and also mentoring them while preparing doctoral thesis and scientific research is not measured by working hour norm.</p> <p><u>Rules:</u> The Statute – Article 2. (fundamental principles of conduct) Code of Ethics – Article 10. (professional rights and responsibilities)</p>	<ol style="list-style-type: none"> 1. Encourage changes of Collective Agreement for Science and Higher Education. 2. Initiate the introduction of data collection for every researcher in order to track teaching, scientific and mentoring activities in overall norm. 3. Introducing of possibility to increase share of teaching or science work in overall norm in accordance with research requirements, employee attitudes and institutional needs. 4. Develop mechanisms for continuous training and education of young researchers for teaching activity – to organize teaching competences courses. 	<p>Rector and Vice Rectors Committee on Teaching Scientific Committee Continuously up to 2014.</p>

34. Complains/ appeals

Employers and/or funders of researchers should establish, in compliance with national rules and regulations, appropriate procedures, possibly in the form of an impartial (ombudsman-type) person to deal with complaints/appeals of researchers, including those concerning conflicts between supervisor(s) and early-stage researchers. Such procedures

should provide all research staff with confidential and informal assistance in resolving work-related conflicts, disputes and grievances, with the aim of promoting fair and equitable treatment within the institution and improving the overall quality of the working environment.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
<p>The Constitution – Article 18. and Article 46. Labour Act</p> <p>Civil Procedure Act</p> <p>Administrative Procedure Act</p> <p>Administrative Disputes Act</p>	<p><u>Practice:</u> There is no ombudsman for researchers.</p> <p>Non-compliance of Code is under jurisdiction of Ethics Committee.</p> <p><u>Rules:</u> Code of Ethics</p>	<p>Introduce a professional role, expert in field of human resources management who will be in charge of career development and counselling.</p> <p>Introduce a researcher ombudsman role.</p> <p>Encourage Ethics Committee to work continuously to improve the implementation of Code of Ethics.</p> <p>Create and define a plan or strategy for young researcher career development and define precisely the role of a mentor and the relationship between mentor and young researcher.</p>	<p>Rector and Vice Rectors</p> <p>Ethics Committee</p> <p>University legal team</p> <p>April 2012.</p>

35. Participation in decision-making bodies

Employers and/or funders of researchers should recognize it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, so as to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the institution.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who

<p>Collective Agreement for Science and Higher Education – Article 63. (employees in administrative or supervisory bodies)</p>	<p><u>Practice:</u> Scientific and teaching staff is directly involved in institutional bodies, as are other employees through their representatives.</p> <p>Active participation in institutional bodies is not sufficiently valued.</p> <p><u>Rules:</u> The Statute – Article 35., Article 42., Article 43. and article 47.</p>	<p>Initiate data collection for every researcher in order to monitor activity in various institutional bodies.</p> <p>Develop an incentive system (financial and other) to evaluate the work in institutional bodies at component level, University and national level.</p>	<p>University legal team</p> <p>Scientific Committee</p> <p>Continuously</p>
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IV. Training

36. Relation with supervisors

Researchers in their training phase should establish a structured and regular relationship with their supervisor(s) and faculty/departmental representative(s) so as to take full advantage of their relationship with them. This includes keeping records of all work progress and research findings, obtaining feedback by means of reports and seminars, applying such feedback and working in accordance with agreed schedules, milestones, deliverables and/or research outputs.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
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<p>SAHEA – Article 43., Paragraph 5. (The institute shall assess the work of the assistant every year...)</p> <p>Collective Agreement for Science and Higher Education – Article 45. (Evaluation and dismissal; reporting on the work of research assistant)</p>	<p><u>Practice:</u></p> <p>Although there is an obligation to submit annual reports concerning young researchers, the criteria are not clearly defined, and certain mentors do not transmit the report on time.</p> <p>There is no continuous monitoring of cooperation between PhD students and mentors.</p> <p><u>Rules:</u></p> <p>The Statute - Article 72., Paragraph 2. (mentors)</p>	<p>Introduce clear rules of PhD progress evaluation and mentoring role as well.</p> <p>Check the practise on all University components on relationship between mentor and PhD students using anonymous questionnaires.</p> <p>Introduce a contractual instrument that regulates the relationship between mentor and PhD candidate.</p>	<p>University legal team</p> <p>Scientific Committee</p> <p>February 2012.</p>
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<p>37. Supervision and managerial duties</p> <p>Senior researchers should devote particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators. They should perform these tasks to the highest professional standards. With regard to their role as supervisors or mentors of researchers, senior researchers should build up a constructive and positive relationship with the early-stage researchers, in order to set the conditions for efficient transfer of knowledge and for the further successful development of the researchers' careers.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA – Article 43., Paragraph 4. (Each assistant shall have one or more mentors appointed by the institute according to its regulations. The mentor may be the person who shall by his or her scientific or artistic activity ensure effective education to the assistant.)</p>	<p><u>Practice:</u> In practice there is a range from neglect to full respect of the principle. Mentoring and supervising researchers often depends on subjective characteristics, competences and performances of senior researchers as well as young researcher personality. According to the C&C questionnaire results this statement was ranked between <i>partly agree</i> and <i>partly not agree</i>, but only 3 participants valued this statement as top priority.</p> <p><u>Rules:</u> The Statute - Article 72., Paragraph 2. (mentors)</p>	<p>Sharpen the criteria of excellence and scientist's advancement (senior researcher) in order to select the best ones capable of mentoring and managing tasks. Create and introduce a contractual instrument that would regulate the relationship between mentor and PhD student.</p>	<p>University legal team Scientific Committee Committee on Teaching February 2012.</p>
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<p>38. Continuous Professional Development</p> <p>Researchers at all career stages should seek to continually improve themselves by regularly updating and expanding their skills and competencies. This may be achieved by a variety of means including, but not restricted to, formal training, workshops, conferences and e-learning.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>There are no legal provisions permitting or restricting the application of the principles.</p>	<p><u>Practice:</u> Although our institution is committed to continuous professional development, there are no formal obligations by the researchers.</p> <p>There are no structured offers of formal and informal trainings to develop skills and competencies.</p> <p><u>Rules:</u> The Statute – Article 2. (fundamental principles of conduct) Code of Ethics – Article 5. (professional conduct) Regulations on the Procedure for selection of teachers, scientists and collaborators in the titles and corresponding positions at the University of Pula</p>	<p>Encourage researcher education in Croatia and abroad.</p> <p>Enlarge the University fund (already existing) that will finance programs for skills and competencies development.</p> <p>Encourage training of teachers in teaching competences and e-learning at university level.</p> <p>Develop mechanisms for continuous training and education of young researchers for teaching activity – take active part in courses aimed at gaining teaching competences.</p>	<p>Scientific Committee</p> <p>Committee on Teaching</p> <p>Rector and Vice Rectors</p> <p>Continuously</p>
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<p>39. Access to research training and continuous development</p> <p>Employers and/or funders should ensure that all researchers at any stage of their career, regardless of their contractual situation, are given the opportunity for professional development and for improving their employability through access to measures for the continuing development of skills and competencies. Such measures should be regularly assessed for their accessibility, take up and effectiveness in improving competencies, skills and employability.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA – Article 8., Paragraph 1., Point 4. (National Council for Science and the National Council for Higher Education - propose measures and undertake activities for the affirmation and promotion of junior scientific and teaching staff)</p> <p>Labour Act – Article 65., Paragraph 4. (paid leave time for education or professional training)</p> <p>Collective Agreement for Science and Higher Education – Articles 47.- 50 (study leave)</p>	<p><u>Practice:</u></p> <p>In practice there is a lack of financial resources meant for continuous improvement of researchers in various forms of educations home and abroad.</p> <p><u>Rules:</u></p> <p>The Statute – Article 2. (fundamental principles of conduct)</p> <p>Code of Ethics – Article 5. (professional conduct)</p> <p>Ordinance of work– Article 40. (paid leave)</p>	<p>Create financial instruments in order to encourage development of skills and competencies.</p> <p>Encourage continuous development of researchers at home and abroad.</p> <p>Monitor and evaluate continuing professional development (by collection of personal information for each researcher).</p>	<p>Rector and Vice Rectors</p> <p>University legal team</p> <p>Continuously</p>
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<p>40. Supervision</p> <p>Employers and/or funders should ensure that a person is clearly identified to whom early-stage researchers can refer for the performance of their professional duties, and should inform the researchers accordingly. Such arrangements should clearly define that the proposed supervisors are sufficiently expert in supervising research, have the time, knowledge, experience, expertise and commitment to be able to offer the research trainee appropriate support and provide for the necessary progress and review procedures, as well as the necessary feedback mechanisms.</p>			
<p>Relevant legislation (permitting or impeding the implementation of this principle)</p>	<p>Existing Institutional rules and/or practices</p>	<p>Actions required</p>	<p>When/Who</p>

<p>SAHEA – Article 43., Paragraph. (Each assistant shall have one or more mentors appointed by the institute according to its regulations. The mentor may be the person who shall by his or her scientific or artistic activity ensure effective education to the assistant.)</p> <p>Collective Agreement for Science and Higher Education</p>	<p><u>Practice:</u></p> <p>Each young researcher has its mentor although obligations and relationship are not sufficiently well defined and therefore depend on subjective characteristics.</p> <p>Lower ranked researcher may address higher ranked researcher within the same department although it is not tightly regulated by institutional rules.</p> <p><u>Rules:</u></p> <p>The Statute – Article 72. (mentors)</p>	<p>Introduce a professional role, expert in field of human resources management and the role of ombudsman for researchers in order to provide users with necessary support in advancement process and to establish mechanisms for feedback.</p> <p>Develop regulations for young researchers / PhD students monitoring, as well as for monitoring mentors performance.</p> <p>Mentoring activity should be included in overall researcher’s norm.</p>	<p>Scientific Committee</p> <p>University legal team</p> <p>Continuously</p>
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Form completed by: prof. dr. sc. Marli Gonan Božac, Vice - Rector for Science and Research

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