



**L-Università  
ta' Malta**

**Survey Results – April 2020**

**HRS4R**

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## INTRODUCTION

A Human Resources Strategy for Researchers (HRS4R) Committee has been set up to make the University's HR policies and practices in line with the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (Charter & Code).

The European Commission adopted the Charter & Code in 2005 as key elements in the EU's policy to boost researchers' careers. The Charter & Code ensures that researchers can enjoy the same rights and obligations in any European country. The concrete implementation of the Charter & Code by the University of Malta will render the institution more attractive to researchers looking for a new employer or for a host for their research project.

As part of the process, two questionnaires have been developed to identify any essential components for the implementation of the strategy: one for the Research Support Officers involved in research, and one for the academics with teaching and research duties. The questionnaires included a set of statements/questions divided into four sections: Ethical and Professional Aspects, Recruitment and Selection Aspects, Working Conditions and Social Security Aspects, and Training and Development Aspects.

The statements/questions have been measured on a six-point-Likert-scale as follows: 1 – Strongly disagree; 2 – Somewhat disagree; 3 – Neither agree nor disagree; 4 - Somewhat agree; 5 – Strongly agree; 6 - Don't know. The questionnaires were available online through google forms and the participants were also encouraged and able to include any other feedback and suggestions in a designated space for each section.

## Part One - Demographics

The questionnaires were distributed to 825 academics with teaching and research duties who are referred to as resident academics, and 186 Research Support Officers who at the time of the questionnaire distribution were involved in research work. A total of 110 academics and 23 Research Support Officers responded, ranging from level R1 to level R4, as per table 1 below:

Academics	Research Support Officers
110 Responses	23 Responses
Distributed to a total of 825	Distributed to a total of 186
13.33 % Response Rate	12.37 % Response Rate
<u>Gender</u> 68 Male; 39 Female; 3 Preferred not to say	<u>Gender</u> 11 Male; 10 Female; 2 Preferred not to say
<u>Age Group</u> 26 aged 25-39; 69 aged 40-59; 15 aged 60+	<u>Age Group</u> 1 aged 18-24; 16 aged 25-39; 5 aged 40-59; 1 aged 60+
<u>Title of Post</u> 3 Assistant Lecturer (R1); 31 Lecturer (R2); 33 Senior Lecturer (R3); 43 Associate/Full Professor (R4)	<u>Title of Post</u> 16 Research Support Officer I or II (R1); 6 Research Support Officer III (R2); 1 Research Support Officer IV (R3)

**Table 1**



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**Part Two – Section One: Ethical & Professional Aspects**

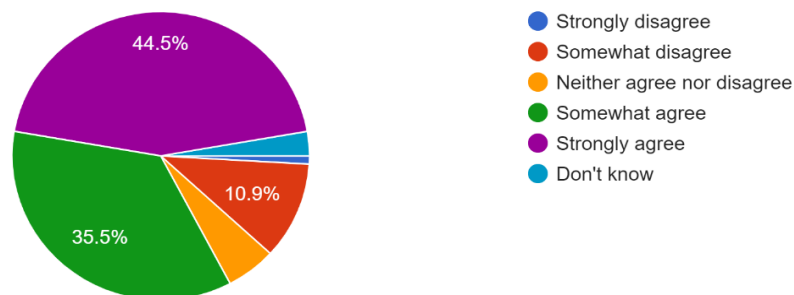


**Aspect 1 – Research freedom:** *Researchers should focus their research for the good of mankind and for expanding the frontiers of scientific knowledge, while enjoying the freedom of thought and expression, and the freedom to identify methods by which problems are solved, according to recognised ethical 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.*

Statement 1.1 for this Aspect is assessed positively since the majority of the academics and Research Support Officers responded “Strongly agree” at 44.5% and 34.8% respectively, and “Somewhat agree” at 35.5% and 26.1% respectively.

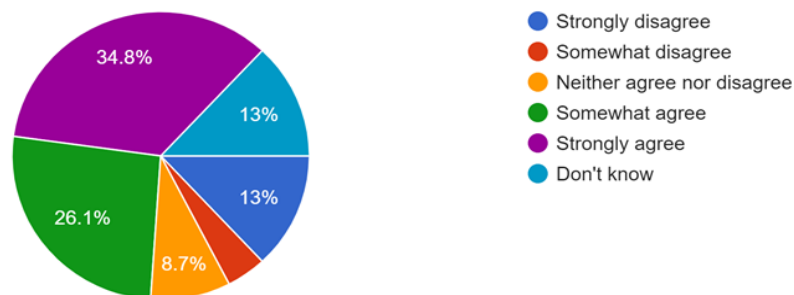
1.1 - Academics are able to carry out their research activities with freedom and with the limitations to this freedom that could arise as a result of particular research circumstances.

110 responses



1.1 - Research Support Officers are able to carry out their research activities with freedom and with the limitations to this freedom that could arise as a result of particular research circumstances.

23 responses



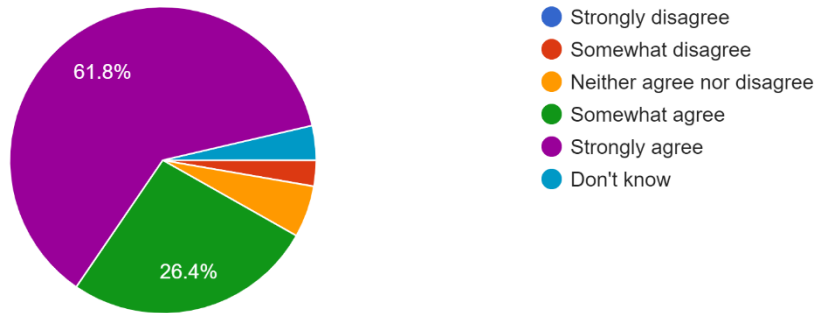


**Aspect 2 – Ethical principles:** *Researchers should adhere to the recognised ethical practices and fundamental ethical principles appropriate to their discipline(s) as well as to ethical standards as documented in the different national, sectoral or institutional Codes of Ethics.*

Statement 1.2a of this Aspect is assessed positively since the majority of the academics and Research Support Officers responded “Strongly agree” at 61.8% and 73.9% respectively.

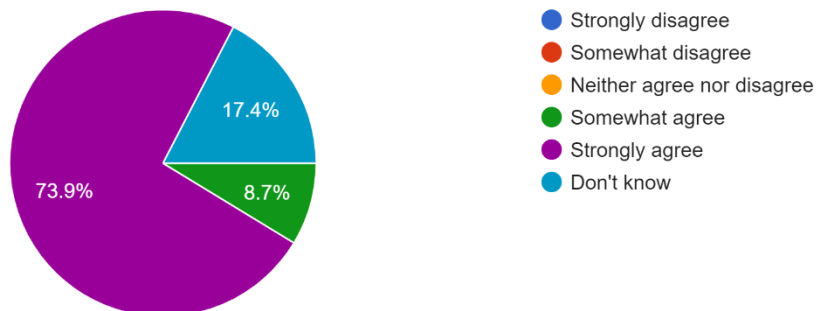
1.2a Academics adhere to the recognised ethical practices and fundamental ethical principles appropriate to their discipline.

110 responses



1.2a Research Support Officers adhere to the recognised ethical practices and fundamental ethical principles appropriate to their discipline.

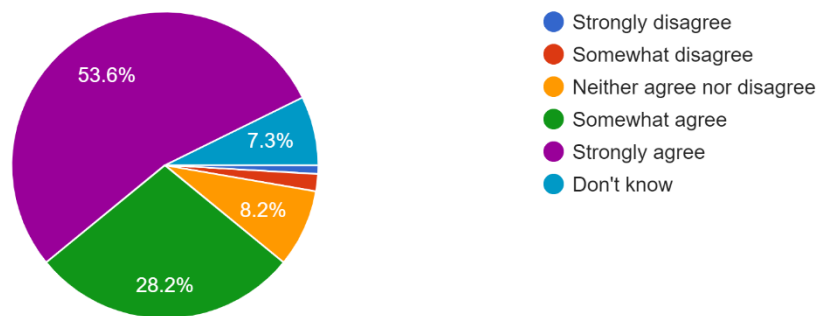
23 responses



Statement 1.2b of this Aspect is assessed positively since the majority of the academics and Research Support Officers responded “Strongly agree” at 53.6% and 65.2% respectively, and “Somewhat agree” at 28.2% and 21.7% respectively.

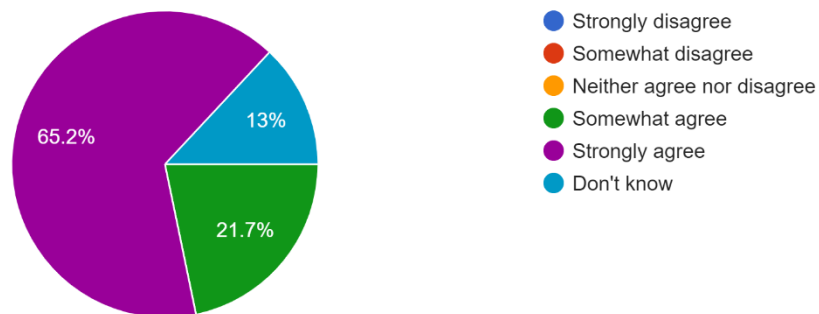
1.2b - Academics adhere to the ethical standards as documented in the UM Research Code of Practice.

110 responses



1.2b - Research Support Officers adhere to the ethical standards as documented in the UM Research Code of Practice.

23 responses



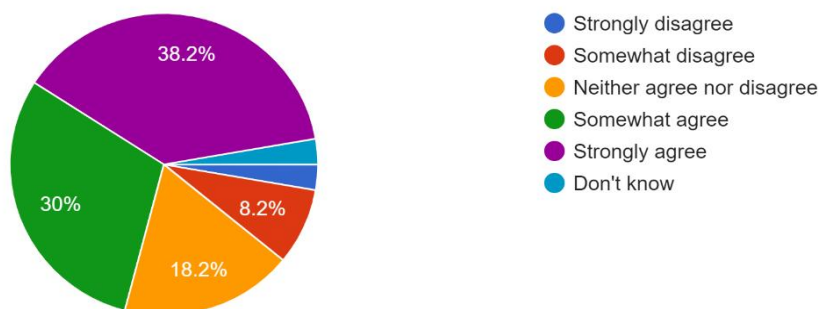


**Aspect 3 – Professional responsibility:** *Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere. They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint 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.*

Statement 1.3 of this Aspect is assessed positively since the majority of the academics and Research Support Officers responded “Strongly agree” at 38.2% and 60.9% respectively, and “Somewhat agree” at 30% and 26.1% respectively.

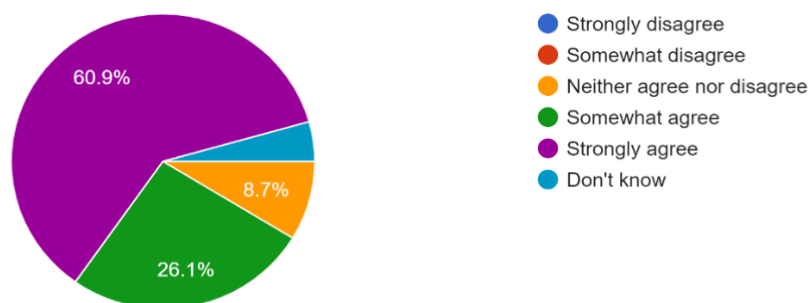
1.3 - Academics make every effort to ensure that their research is relevant to society.

110 responses



1.3 - Research Support Officers make every effort to ensure that their research is relevant to society.

23 responses

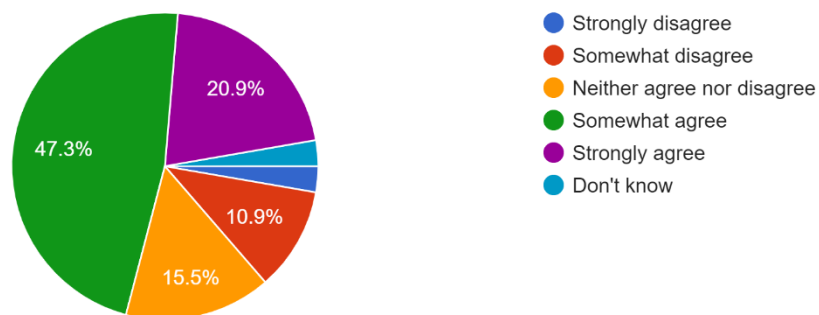


**Aspect 4 – Professional attitude:** *Researchers should be familiar with the strategic goals governing their research environment and funding mechanisms, and should seek all necessary approvals before starting their research or accessing the resources provided. They should inform their employers, funders 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.*

Statement 1.4a of this Aspect is assessed quite positively since the majority of the academics and Research Support Officers responded “Somewhat agree” at 47.3% and 47.8% respectively, and “Strongly agree” at 20.9% and 17.4% respectively.

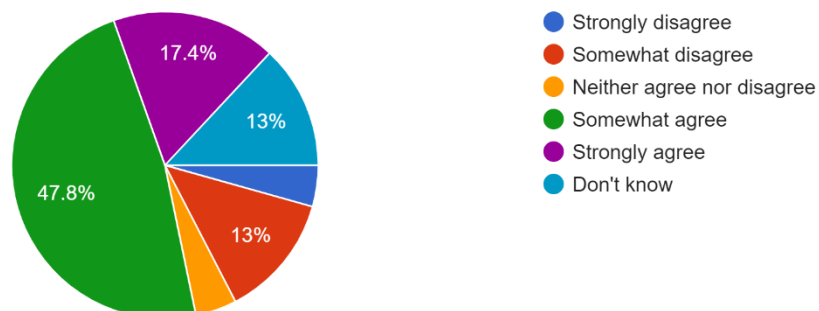
1.4a - Academics are familiar with the strategic goals governing their research environment and funding mechanisms.

110 responses



1.4a - Research Support Officers are familiar with the strategic goals governing their research environment and funding mechanisms.

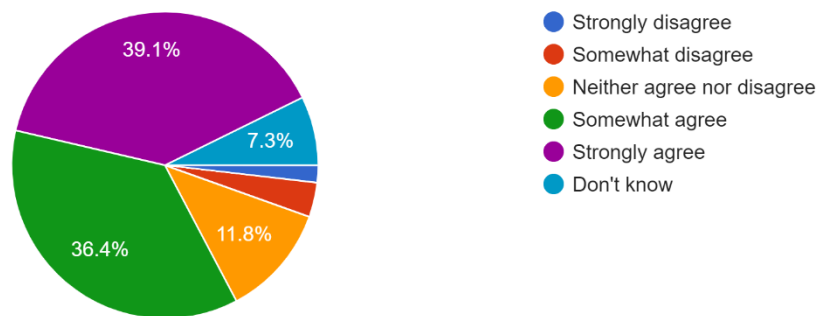
23 responses



Statement 1.4b of this Aspect is assessed positively since the majority of the academics and Research Support Officers responded “Strongly agree” at 39.1% and 65.2% respectively, and “Somewhat agree” at 36.4% and 17.4% respectively.

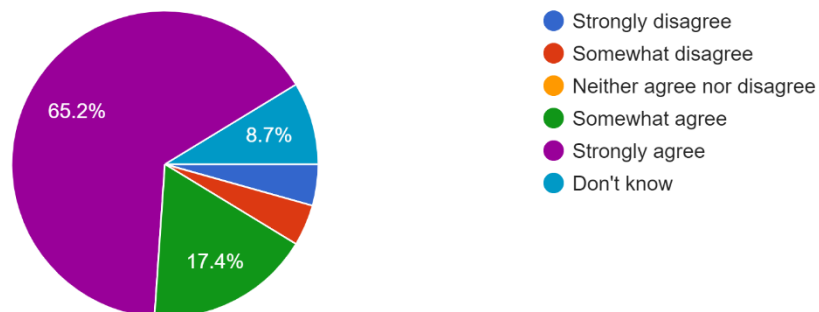
1.4b - Academics seek all the necessary approvals before starting their research or accessing the resources provided.

110 responses



1.4b - Research Support Officers seek all the necessary approvals before starting their research or accessing the resources provided.

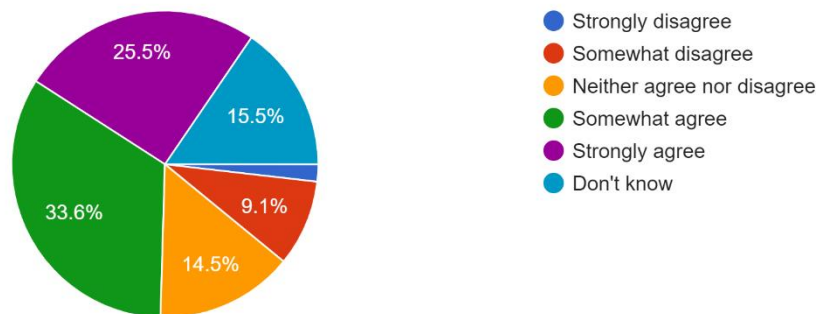
23 responses



Statement 1.4c of this Aspect is also assessed positively since the majority of the academics replied “Somewhat agree” at 33.6% and “Strongly agree” at 25.5%, whilst the Research Support Officers replied “Strongly agree” at 52.2% and “Somewhat agree” at 21.7%.

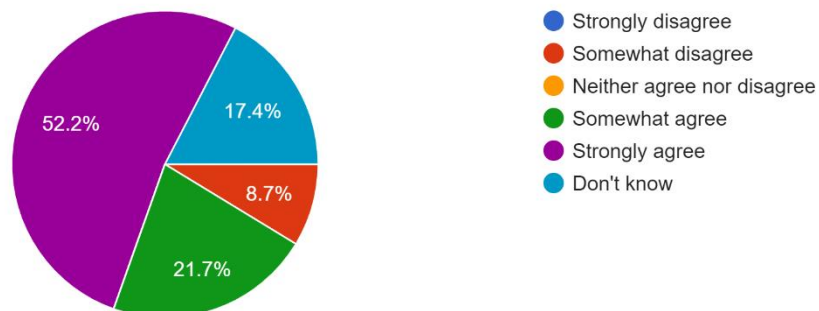
1.4c - Academics inform the UM in case of changes in their research project.

110 responses



1.4c - Research Support Officers inform the UM in case of changes in their research project.

23 responses

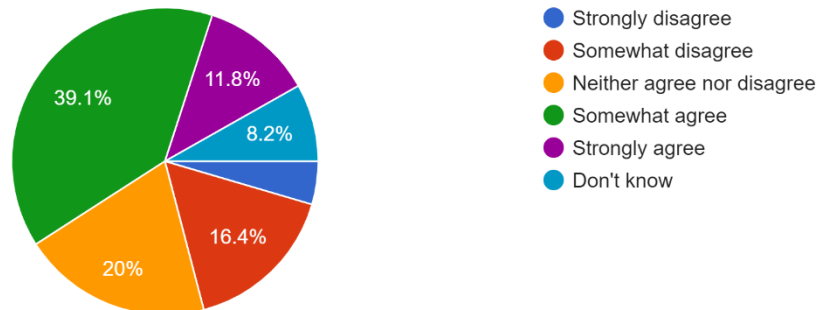


**Aspect 5 – Contractual and legal obligations:** *Researchers at all levels must be familiar with the national, sectoral or institutional regulations governing training and/or working conditions. This includes Intellectual Property Rights regulations, and the requirements and conditions of any sponsor 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.*

For statement 1.5, the majority of the academics responded “Somewhat agree” at 39.1%, whilst the majority of the Research Support Officers responded “Somewhat agree” and “Don’t know” both at 21.7%.

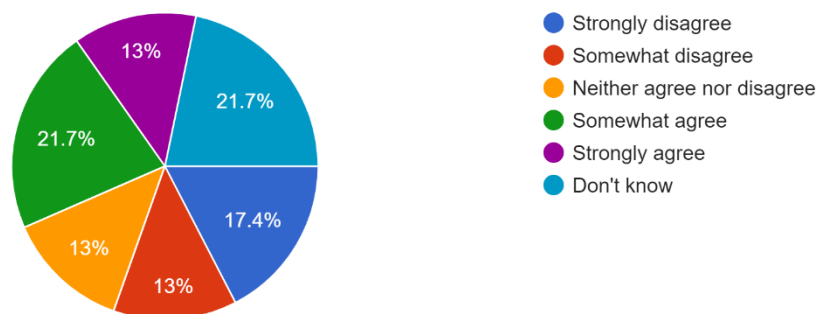
1.5 - Academics at all levels are familiar with the national and institutional regulations governing working conditions.

110 responses



1.5 - Research Support Officers at all levels are familiar with the national and institutional regulations governing working conditions.

23 responses



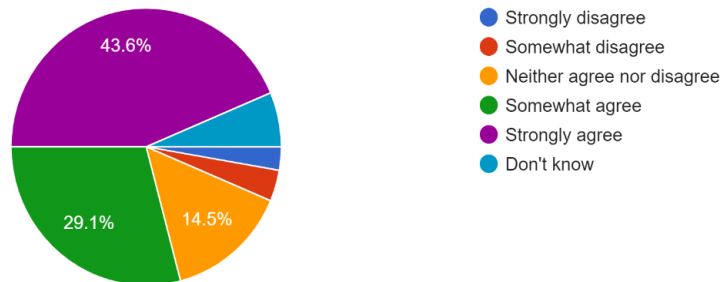


**Aspect 6 – Accountability:** *Researchers need to be aware that they are accountable towards their employers, funders or other related public or private bodies as well as, on more ethical grounds, towards society as a whole. In particular, researchers funded by public funds are also accountable for the efficient use of taxpayers' money. Consequently, they should adhere to the principles of sound, transparent and efficient financial management and cooperate with any authorised audits of their research, whether undertaken by their employers/funders or by ethics committees. 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.*

Statement 1.6 of this Aspect is assessed positively since the majority of the academics responded “Strongly agree” and “Somewhat agree” 43.6% and 29.1% respectively, whilst the majority of the Research Support Officers responded “Strongly agree” at 52.2%.

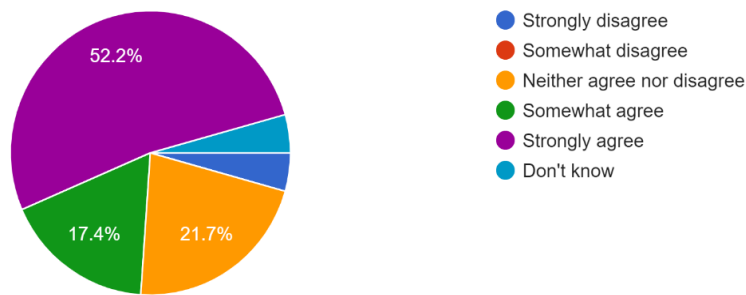
1.6 - Academics are paid out by public funds and therefore adhere to the principles of sound, transparent and efficient financial management.

110 responses



1.6 - Research Support Officers are paid out by project and/or public funds and therefore adhere to the principles of sound, transparent and efficient financial management.

23 responses



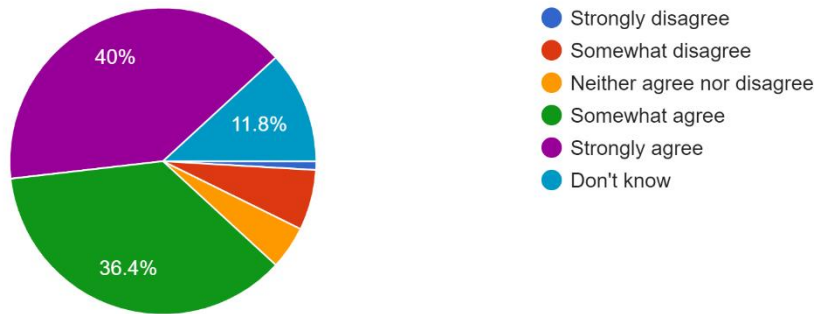


**Aspect 7 – Good practice in research:** *Researchers should at all times adopt safe working practices, in line with national legislation, including taking the necessary precautions for health and safety and for recovery from information technology disasters, e.g. by preparing proper back-up strategies. 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.*

Statement 1.7a of this Aspect is assessed positively since the majority of the academics and Research Support Officers replied “Strongly agree” at 40% and 60.9% respectively, and “Somewhat agree” at 36.4% and 21.7% respectively.

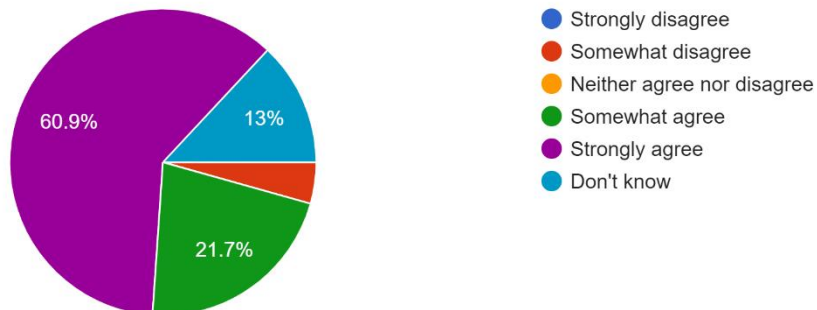
1.7a - Academics adopt safe working practices for health and safety.

110 responses



1.7a - Research Support Officers adopt safe working practices for health and safety.

23 responses

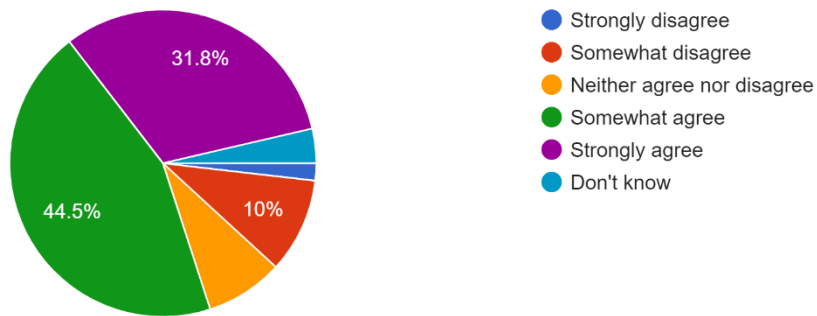




For Statement 1.7b of this Aspect, the majority of the academics responded “Somewhat agree” at 44.5% and “Strongly agree” at 31.8%, whilst the majority of the Research Support Officers responded “Strongly disagree” and “Somewhat agree” both at 39.1%.

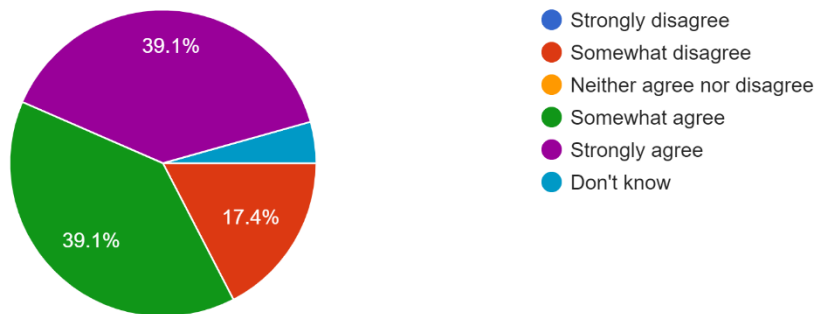
1.7b - Academics are familiar with the current national legal requirements regarding data protection and confidentiality protection requirements.

110 responses



1.7b - Research Support Officers are familiar with the current national legal requirements regarding data protection and confidentiality protection requirements.

23 responses





## Aspects 8 and 9

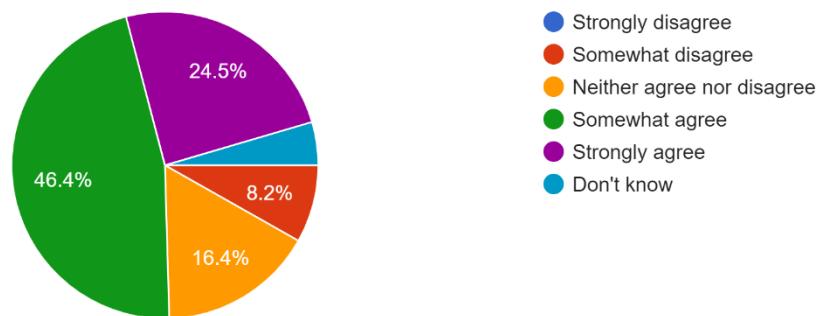
**Aspect 8 - Dissemination, exploitation of results:** *All researchers should ensure, in compliance with their contractual arrangements, that the results of their research are disseminated and exploited, e.g. communicated, transferred into other research settings or, if appropriate, commercialised. Senior researchers, in particular, are expected to take a lead in ensuring that research is fruitful and that results are either exploited commercially or made accessible to the public (or both) whenever the opportunity arises.*

**Aspect 9 – Public Engagement:** *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 are either exploited commercially or made accessible to the public (or both) whenever the opportunity arises.*

Statement 1.8a of the above Aspects is assessed positively since the majority of academics responded “Somewhat agree” at 46.4% and “Strongly agree” at 24.5%, whilst the majority of the Research Support Officers responded “Strongly disagree” at 47.8% and “Somewhat agree” at 34.8%.

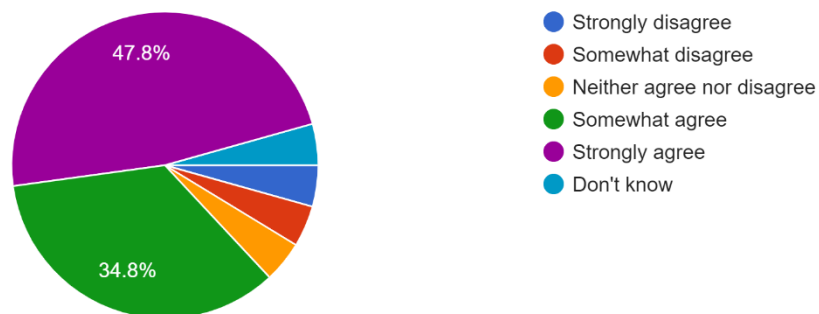
1.8a - Academics ensure that the results of their research are disseminated and exploited through open communications.

110 responses



1.8a - Research Support Officers ensure that the results of their research are disseminated and exploited through open communications.

23 responses

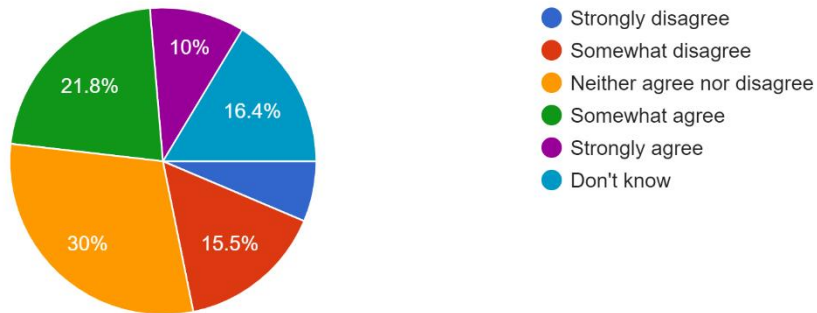




Statement 1.8b of these Aspects is assessed differently by the academics and the Research Support Officers. The majority of academics responded “Neither agree nor disagree” at 30%, whilst the majority of the Research Support Officers responded “Strongly agree” at 34.8%.

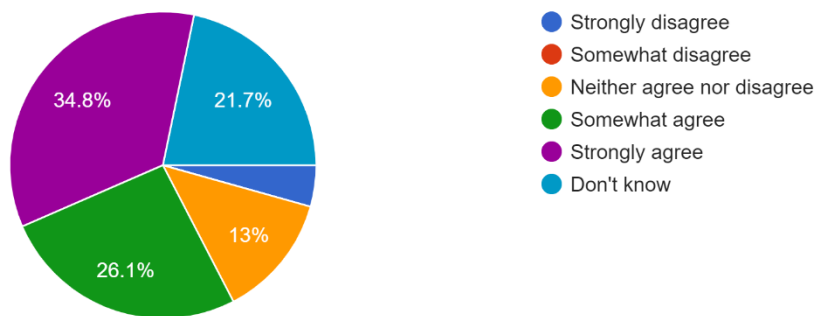
1.8b - Academics ensure that the results of their research are commercialized as appropriate.

110 responses



1.8b - Research Support Officers ensure that the results of their research are commercialized as appropriate.

23 responses



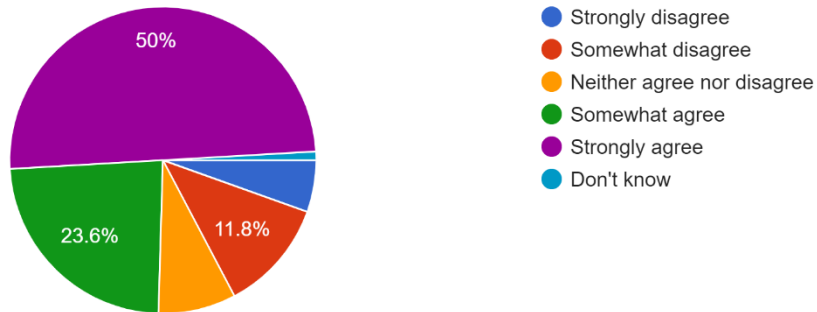


**Aspect 10 - Non-discrimination:** *Employers and/or funders of researchers will not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.*

For statement 1.9, the majority of the academics responded “Strongly agree” at 50%, whilst the majority of the Research Support Officers responded “Strongly agree” at 60.9%.

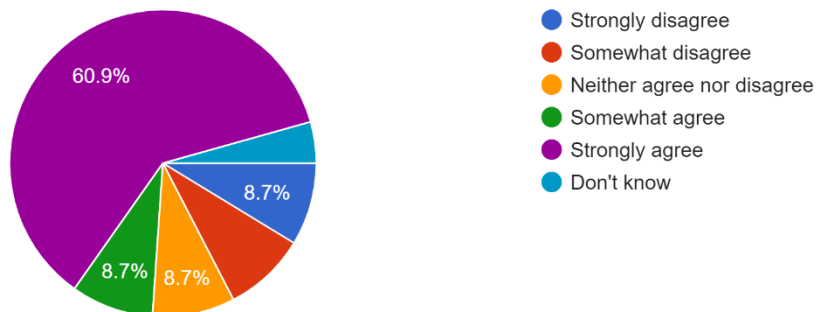
1.9 - The UM does not discriminate against Academics in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, s...ility, political opinion, social or economic condition.

110 responses



1.9 - The UM does not discriminate against Research Support Officers in any way on the basis of gender, age, ethnic, national or social origin, religi...lity, political opinion, social or economic condition.

23 responses



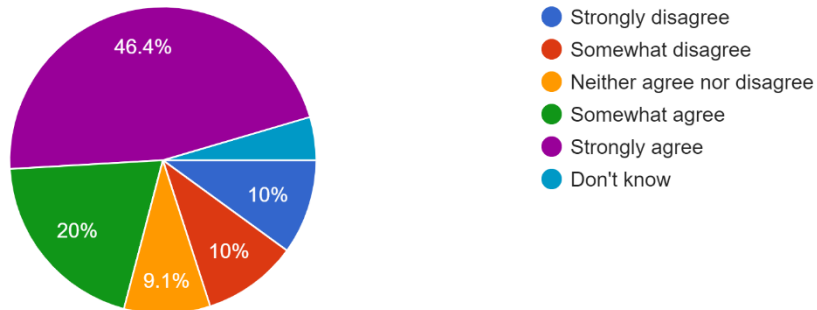


**Aspect 11 – Evaluation/appraisal systems:** *Employers and/or funders should introduce for all researchers, including senior researchers, evaluation/appraisal systems for assessing their professional performance on a regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee.*

For statement 1.10, the majority of both the academics and the Research Support Officers agree with this Aspect and responded “Strongly agree” at 46.4% and 60.9% respectively.

1.10 – Would you agree if the UM had to introduce a transparent and independent performance appraisal system for all Academics?

110 responses



1.10 – Would you agree if the UM had to introduce a transparent and independent performance appraisal system for all Research Support Officers?

23 responses

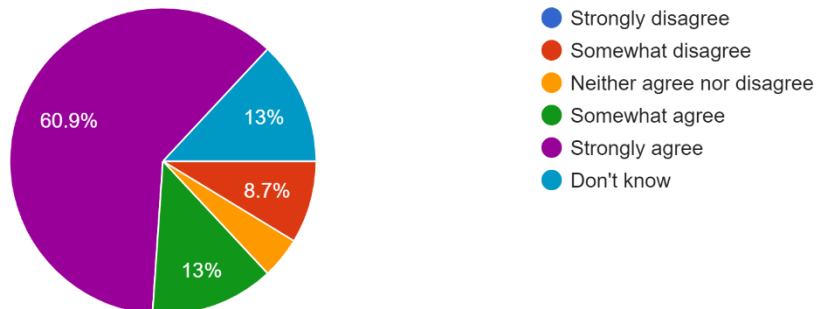


Table 2 below includes a list of the topics of which suggestions and other feedback was provided by the academics and Research Support Officers, in connection with the Ethics and Professional Aspects:

<b>Suggestion/Feedback Topic</b>	<b>Academics</b>	<b>Research Support Officers</b>
Work responsibilities of the academics, including teaching and research	X	
The setup of the Committee for Research Engagement	X	
Management of research funds	X	
The introduction of the performance appraisal system	X	X
Selection of researchers to work on projects	X	
The revision of ethical procedures	X	
Training courses for resident academics	X	
Support provided to academics by administrative staff	X	
Working conditions, including rights and benefits, of Research Support Officers		X

**Table 2**



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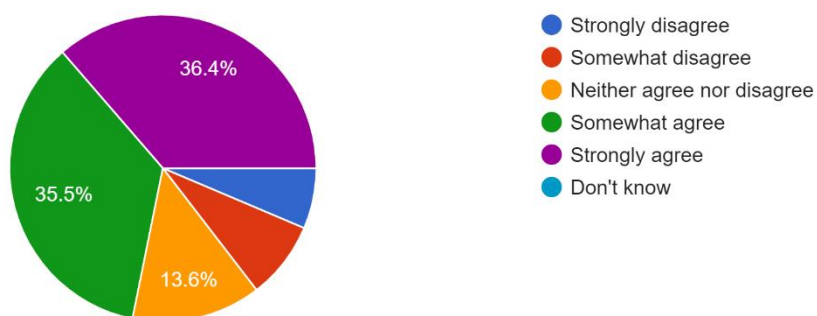
**Part Two – Section Two: Recruitment & Selection Aspects**

**Aspect 12 – Recruitment:** *Employers and/or funders should ensure that the entry and admission standards for researchers, particularly at the beginning at their careers, are clearly specified and should also facilitate access for disadvantaged groups or for researchers returning to a research career, including teachers (of any level) returning to a research career. Employers and/or funders of researchers should adhere to the principles set out in the Code of Conduct for the Recruitment of Researchers when appointing or recruiting researchers.*

Statement 2.1 of this Aspect is assessed positively since the majority of academics responded “Strongly agree” at 36.4% and “Somewhat agree” at 35.5%, whilst the majority of the Research Support Officers responded “Somewhat agree” at 34.8% and “Strongly agree” at 30.4%.

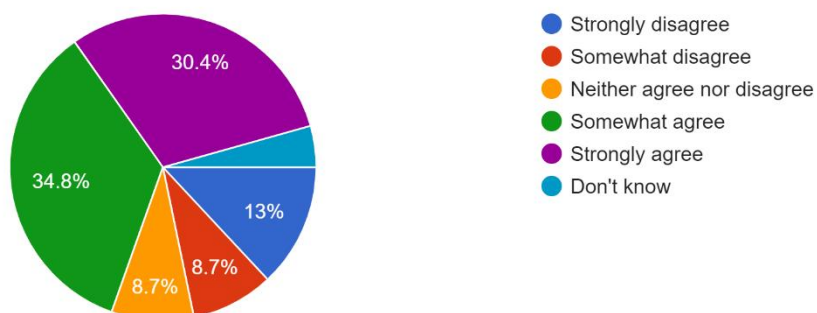
2.1 - The UM institutes recruitment procedures that are open and transparent.

110 responses



2.1 - The UM institutes recruitment procedures that are open and transparent.

23 responses



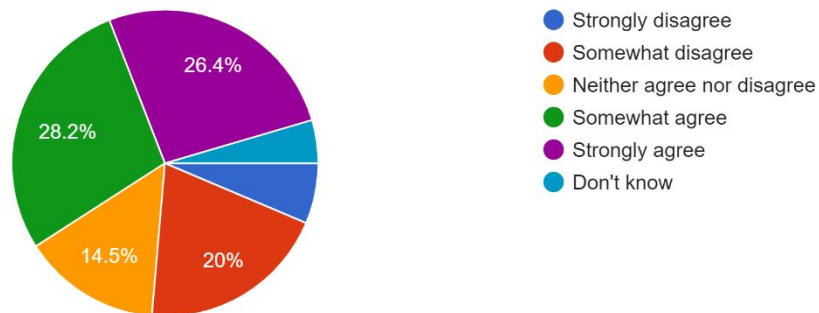


**Aspect 13 – Recruitment (code):** *Employers and/or funders should establish recruitment procedures which are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised. Advertisements should give a broad description of knowledge 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.*

For statement 2.2 of this Aspect, the academics mostly responded positively with “Somewhat agree” at 28.2% and “Strongly agree” at 26.4%, whilst the majority of the Research Support Officers responded “Somewhat agree” at 43.5%.

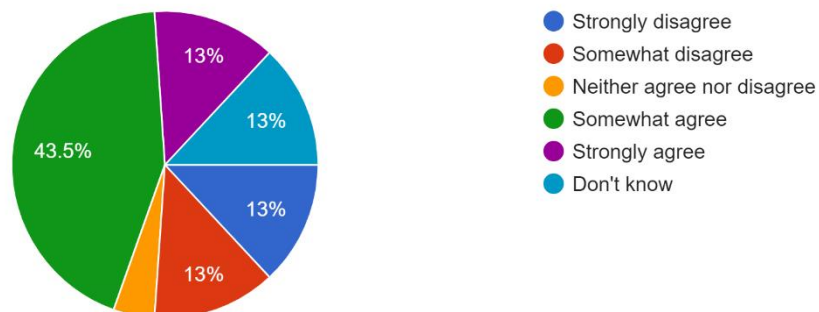
2.2 - The UM has efficient recruitment procedures tailored to the position advertised.

110 responses



2.2 - The UM has efficient recruitment procedures tailored to the position advertised.

23 responses



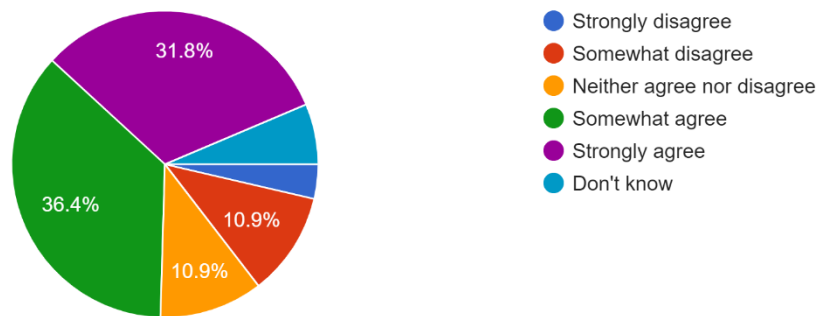


**Aspect 14 – Selection (code):** *Selection committees should bring together diverse expertise and competences and should have an adequate gender balance and, where appropriate and feasible, include members from different sectors (public and private) and disciplines, including from other countries and 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.*

Statement 2.3 of this Aspect is assessed positively since the majority of academics responded “Somewhat agree” at 36.4% and “Strongly agree” at 31.8%, whilst the majority of the Research Support Officers responded “Somewhat agree” at 30.4% and “Strongly agree” at 21.7%.

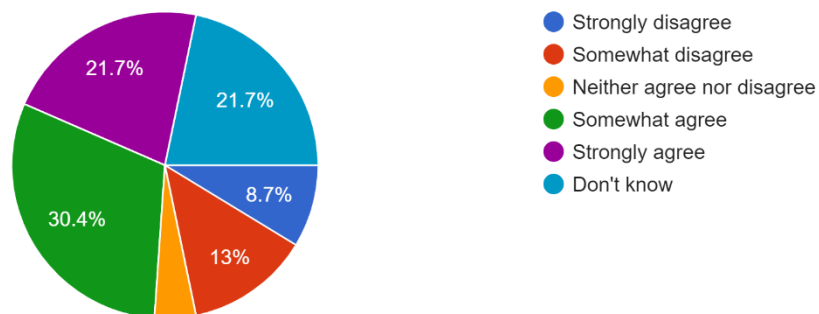
2.3 - The UM selects selection board members with varied expertise in different disciplines and competences to assess the candidates.

110 responses



2.3 - The UM selects selection board members with varied expertise in different disciplines and competences to assess the candidates.

23 responses



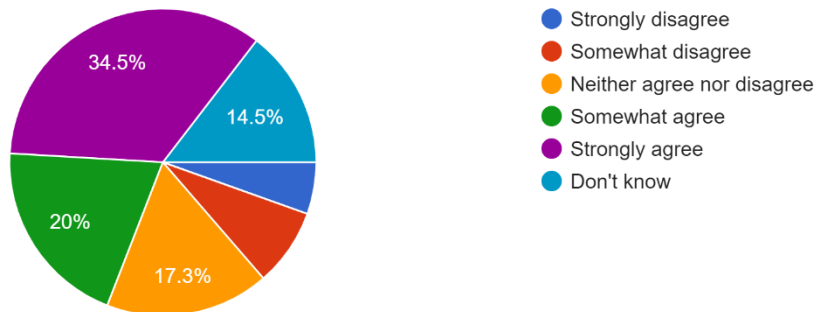


**Aspect 15 – Transparency (code):** *Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their applications.*

Statement 2.4 of this Aspect is assessed quite positively since the majority of academics responded “Strongly agree” at 34.5% and “Somewhat agree” at 20%, whilst the majority of the Research Support Officers responded “Somewhat agree” at 43.5% and “Strongly agree” at 26.1%.

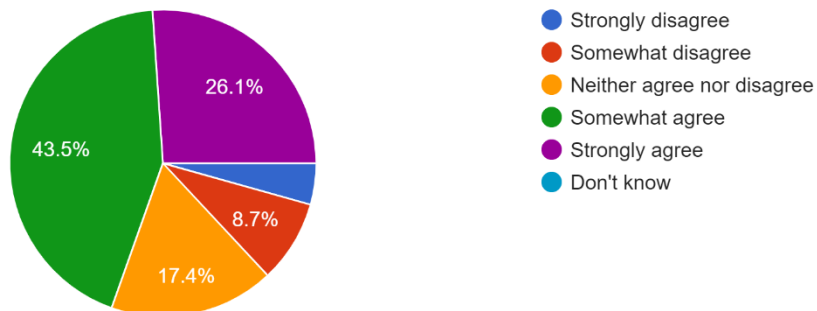
2.4 - Candidates are informed prior to the interview about the recruitment process and selection criteria.

110 responses



2.4 - Candidates are informed prior to the interview about the recruitment process and selection criteria.

23 responses

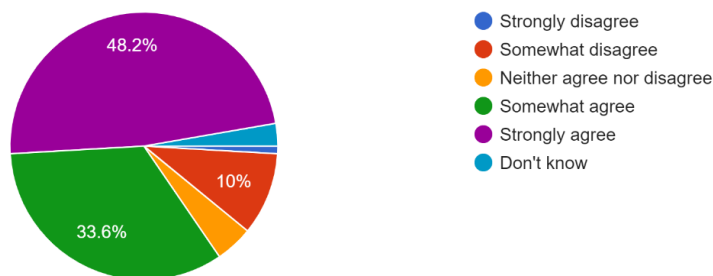


**Aspect 16 – Judging merit (code):** *The selection process should take into consideration the whole range of experience of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered. This means that merit should be 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.*

Statement 2.5 of this Aspect is assessed very positively since the majority of academics responded “Strongly agree” at 48.2% and “Somewhat agree” at 33.6%, and the majority of the Research Support Officers “Strongly agree” at 39.1% and “Somewhat agree” at 34.8%.

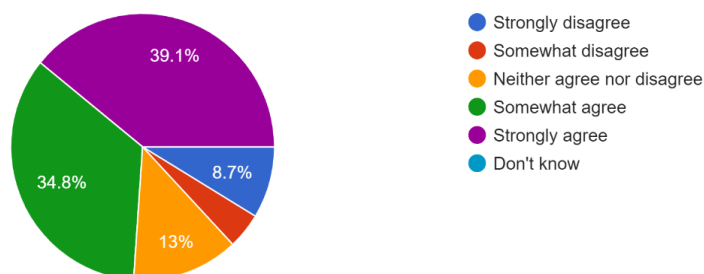
2.5 The selection process takes into consideration the qualifications, experience, and other activities related to the advertised post.

110 responses



2.5 The selection process takes into consideration the qualifications, experience, and other activities related to the advertised post.

23 responses

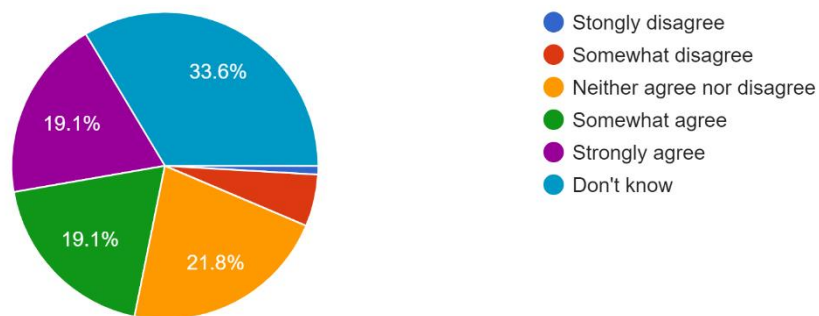


**Aspect 17 - Variations in the chronological order of CVs (Code):** *Career breaks or variations in the chronological order of CVs should not be penalised, but regarded as an evolution of a career, and consequently, as a potentially valuable contribution to the professional development of researchers 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.*

Statement 2.6 of this Aspect, the majority of the academics and Research Support Officers responded “Don’t know” at 33.6% and 39.1% respectively.

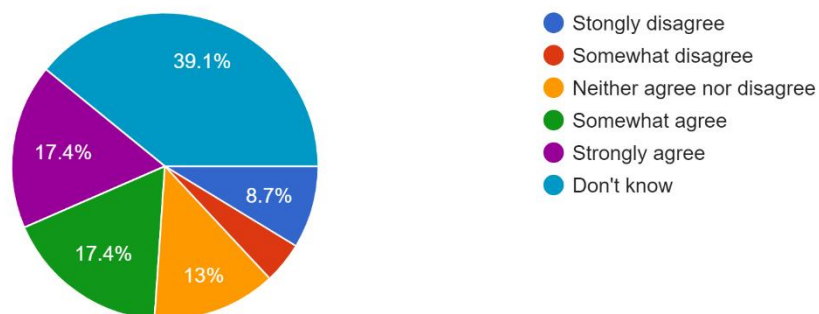
2.6 - Career breaks are not penalised in the selection process.

110 responses



2.6 - Career breaks are not penalised in the selection process.

23 responses

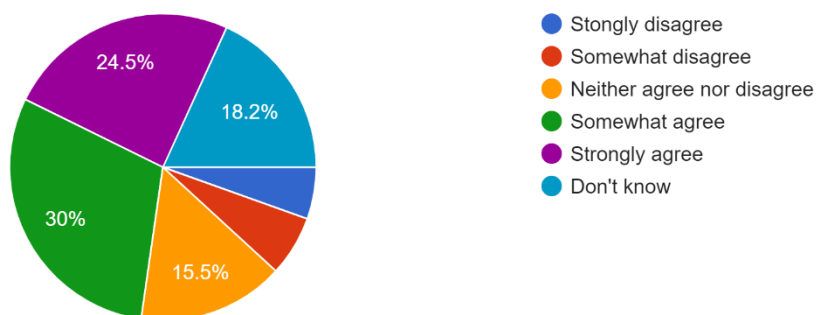


**Aspect 18 - Recognition of mobility experience (Code):** *Any mobility experience, e.g. a stay in another country/region or in another research setting (public or private) or a change from one discipline or sector to another, whether as part of the initial research training or at a later stage of the research career, or virtual mobility experience, should be considered as a valuable contribution to the professional development of a researcher.*

Statement 2.7 of this Aspect is assessed quite positively since the majority of academics responded “Somewhat agree” at 30% and “Strongly agree” at 24.5%, and the majority of the Research Support Officers responded that they “Strongly agree” at 30.4% and “Somewhat agree” at 26.1%.

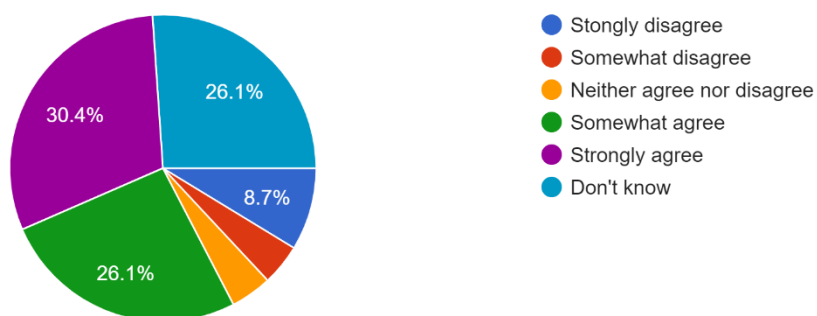
2.7 - The UM considers any mobility experience as a valuable contribution to the professional development of an Academic.

110 responses



2.7 - The UM considers any mobility experience as a valuable contribution to the professional development of a Research Support Officer.

23 responses



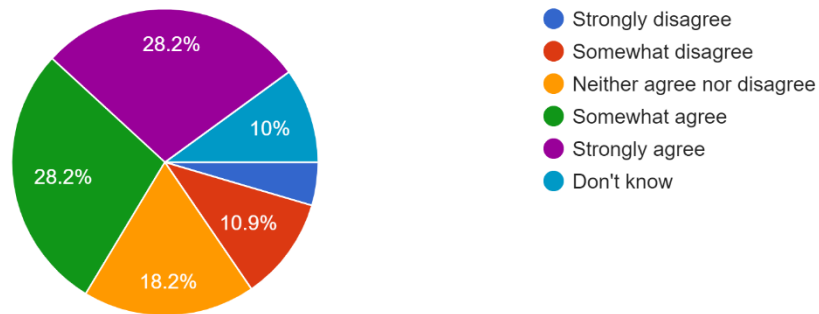


**Aspect 19 - Recognition of qualifications (Code):** *Employers and/or funders should provide for appropriate assessment and evaluation of the academic and professional qualifications, including non-formal qualifications, of all researchers, in particular within the context of international and professional 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.*

For statement 2.8 of this Aspect, the majority of academics responded “Somewhat agree” and “Strongly agree” both at 28.2%, and the majority of the Research Support Officers responded “Strongly agree”, “Somewhat agree” and “Don’t know” all at 30.4%.

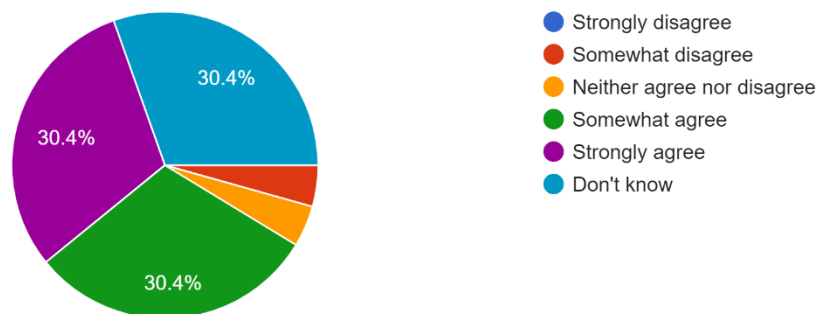
2.8 - The UM provides appropriate assessment and evaluation of the academic and professional qualifications of all candidates.

110 responses



2.8 - The UM provides appropriate assessment and evaluation of the professional qualifications of all candidates.

23 responses

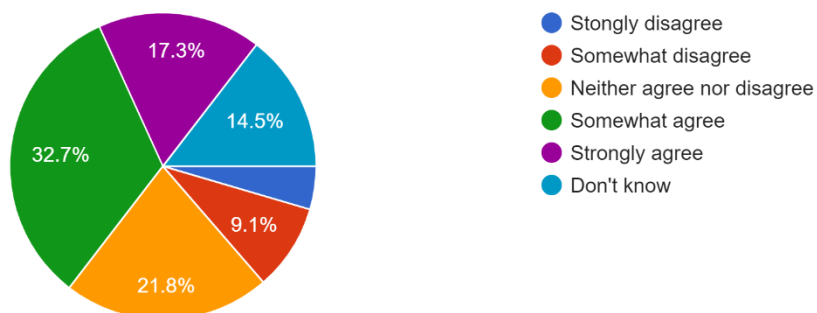


**Aspect 20 – Seniority (Code):** *The levels of qualifications required should be in line with the needs of the position and not be set as a barrier to entry. Recognition and evaluation of qualifications should focus on judging the achievements of the person rather than his/her circumstances or the 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.*

Statement 2.9 of this Aspect is assessed differently by the academics and the Research Support Officers. Academics mostly responded “Somewhat agree” at 32.7%, whilst the majority of the Research Support Officers responded “Don’t know” at 34.8%.

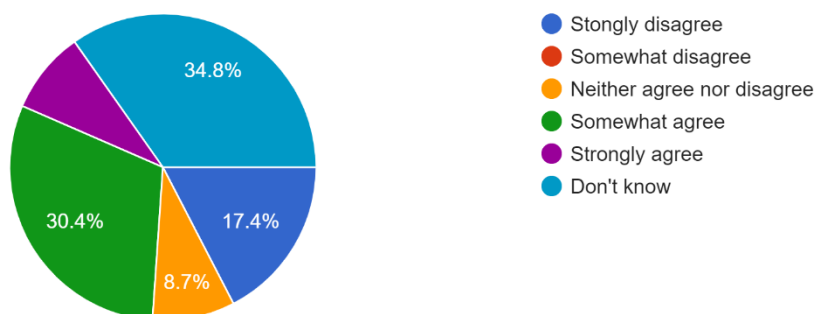
2.9 - The UM distinguishes the development of the professional career of the Academics throughout their careers by judging the achievem...institution where the qualifications were gained.

110 responses



2.9 - The UM distinguishes the development of the professional career of the Research Support Officers throughout their careers by judging the ac... institution where the qualifications were gained.

23 responses



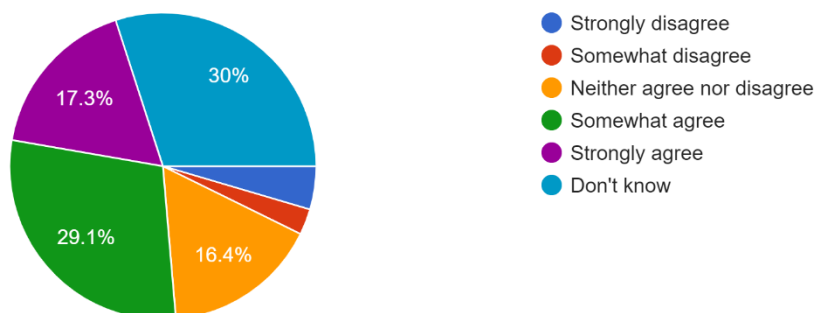


**Aspect 21 – Postdoctoral appointments (Code):** *Clear rules and explicit guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments, should be established by the institutions appointing postdoctoral researchers. 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.*

For statement 2.10 of this Aspect, the majority of the academics and Research Support Officers responded “Don’t know” at 30% and 34.8% respectively.

2.10 - The UM has clear rules and guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments.

110 responses



2.10 - The UM has clear rules and guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments.

23 responses

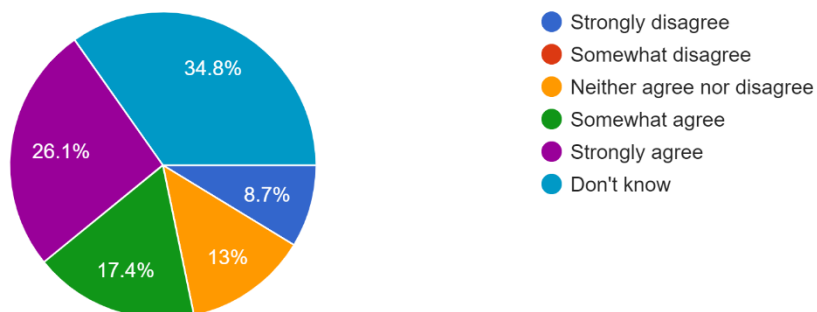


Table 3 below includes a list of the topics of which suggestions and other feedback was provided by the academics and Research Support Officers, in connection with the Recruitment and Selection Aspects:

<b>Suggestion/Feedback Topic</b>	<b>Academics</b>	<b>Research Support Officers</b>
Promotions and career development of academics	X	
Positions and procedures of postdoctoral appointments	X	
Efficiency and other matters regarding the recruitment process	X	X
Members of the selection boards and the selection of candidates	X	
Job security for the Research Support Officers		X

**Table 3**



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**Part Two – Section Three: Working Conditions & Social Security Aspects**

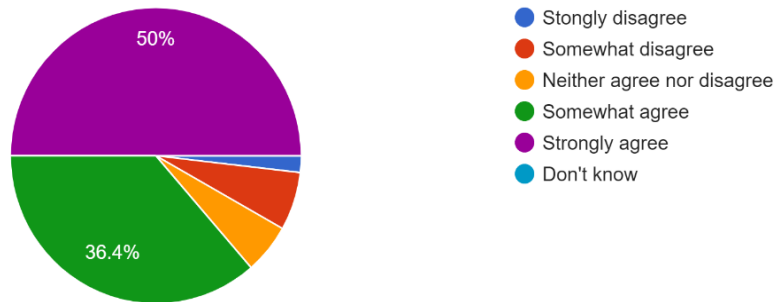


**Aspect 22 - Recognition of the profession:** *All researchers engaged in a research career should be recognized as professionals and be treated accordingly. This should commence at the beginning of their careers, namely at postgraduate level, and should include all levels, regardless of their classification at national level (e.g. employee, postgraduate student, doctoral candidate, postdoctoral fellow, civil servants).*

The academics rated statement 3.1 of this Aspect more positively than the Research Support Officers. 50% of the academics responded “Strongly agree” and 36.4% responded “Somewhat agree”, whilst the majority of the Research Support Officers responded “Strongly agree” at 26.1%.

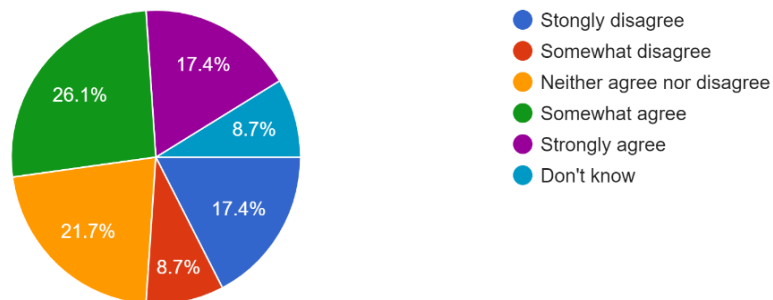
3.1 - The UM recognizes all Academics employed in the institution as professionals. (The term ‘professional’ refers to that type of work that nee...level of education [Source: Cambridge Dictionary]).

110 responses



3.1 - The UM recognizes all Research Support Officers employed in the institution as professionals. (The term ‘professional’ refers to that type of wor...level of education [Source: Cambridge Dictionary]).

23 responses



**Aspect 23 – Research environment:** *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*

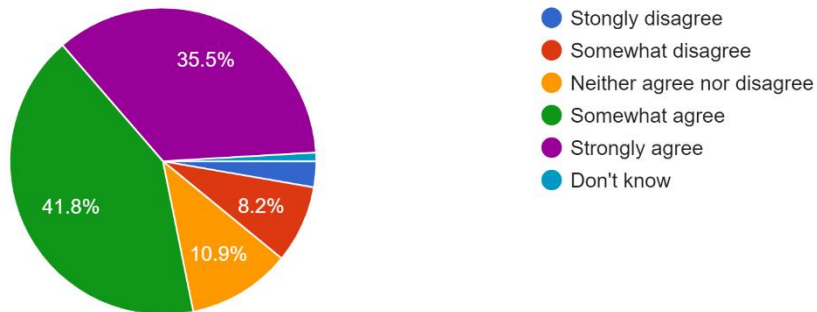


opportunities, including for remote collaboration over research networks, and that the national or sectoral regulations concerning health and safety in research are observed. Funders should ensure that adequate resources are provided in support of the agreed work programme.

Statement 3.2a of the Aspect is assessed very positively with the majority of the academics responding “Somewhat agree” at 41.8% and “Strongly agree” at 35.5%. The majority of the Research Support Officers responded “Strongly agree” at 47.8% and “Somewhat agree” at 39.1%.

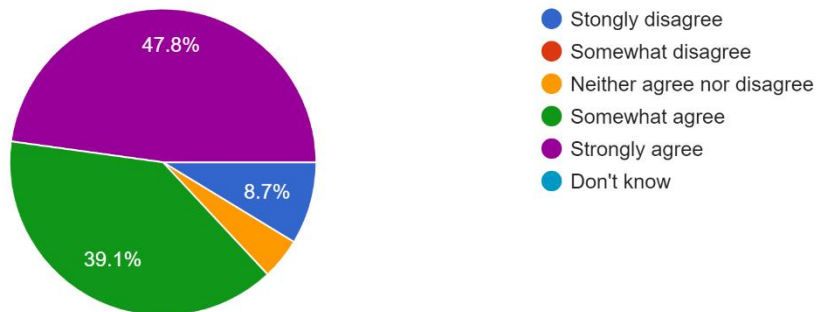
3.2a - The research at the UM is stimulating.

110 responses



3.2a - The research at the UM is stimulating.

23 responses

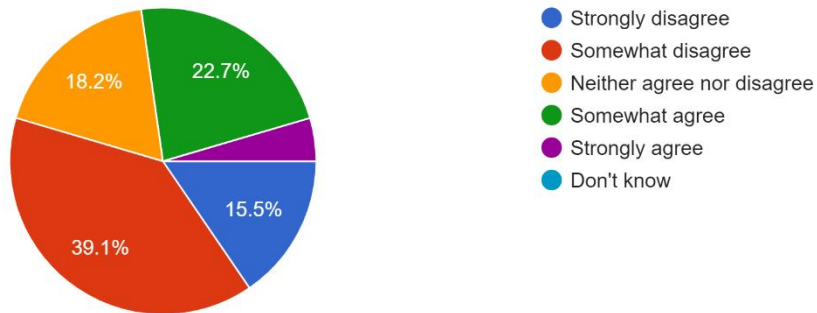




For Statement 3.2b, the majority of academics rated this part of the Aspect less positively than the Research Support Officers. Academics responded “Somewhat disagree” at 39.1%, whilst the majority of the Research Support Officers responded “Somewhat agree” at 43.5%.

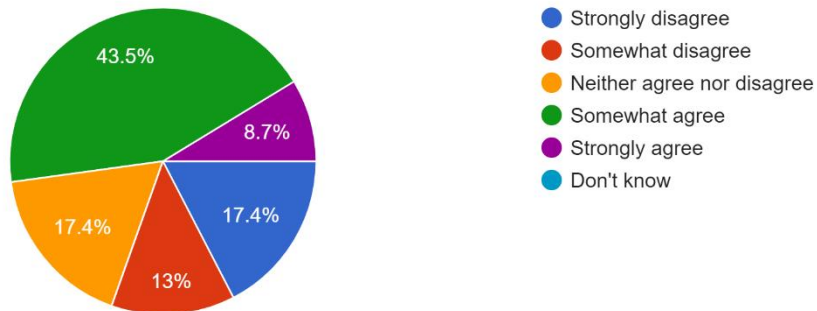
3.2b - At the UM there are plenty of resources.

110 responses



3.2b - At the UM there are plenty of resources.

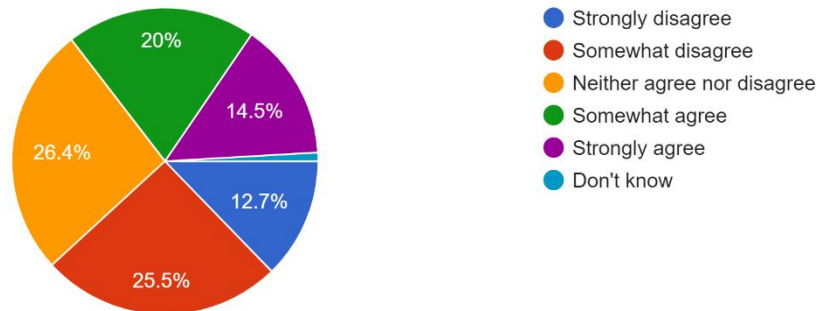
23 responses



For statement 3.2c, the majority of academics responded “Neither agree nor disagree” at 26.4% followed closely by “Somewhat disagree” at 25.5%. The majority of the Research Support Officers responded “Somewhat agree” at 30.4%.

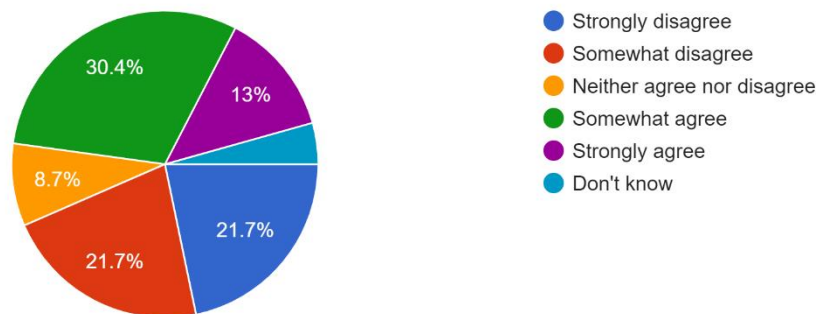
3.2c - At the UM there are plenty of research opportunities.

110 responses



3.2c - At the UM there are plenty of research opportunities.

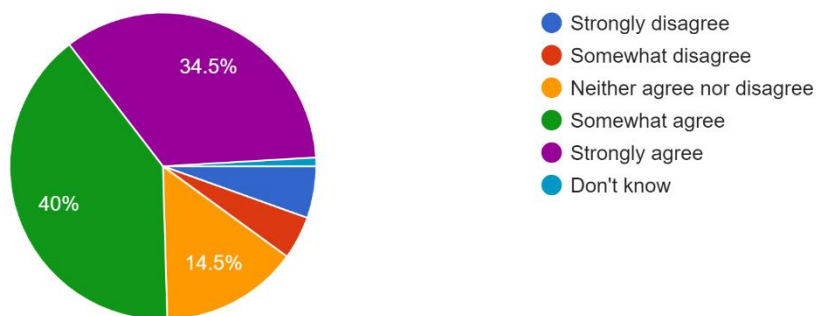
23 responses



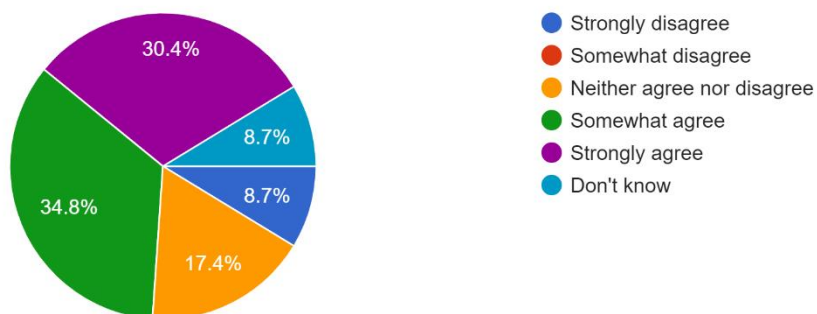
**Aspect 24 – Working conditions:** *Employers and/or funders should ensure that the working conditions for researchers, including for disabled researchers, provide where appropriate the flexibility deemed essential for successful research performance in accordance with existing national legislation 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, inter alia, 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.*

Statement 3.3a of this Aspect is assessed rather positively with the majority of the academics responding “Somewhat agree” at 40% and “Strongly agree” at 34.5%. The majority of the Research Support Officers responded “Somewhat agree” at 34.8% and “Strongly agree” at 30.4%.

3.3a - The UM provides working conditions which allow flexibility to combine family and work.  
110 responses



3.3a - The UM provides working conditions which allow flexibility to combine family and work.  
23 responses



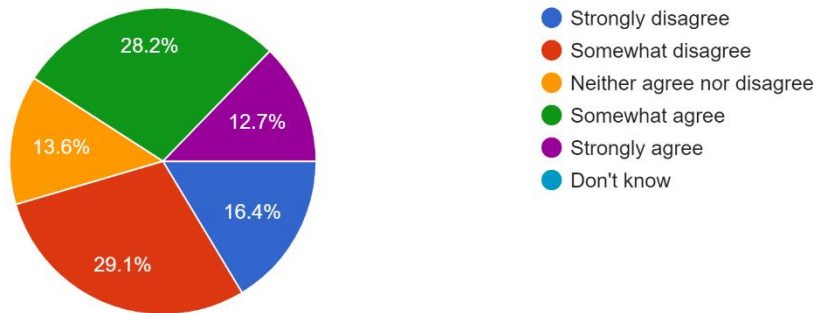




For Statement 3.3b of this Aspect, the majority of the academics responded “Somewhat disagree” at 29.1%, followed closely by “Somewhat agree” at 28.2%. The majority of the Research Support Officers responded “Somewhat agree” at 47.8%.

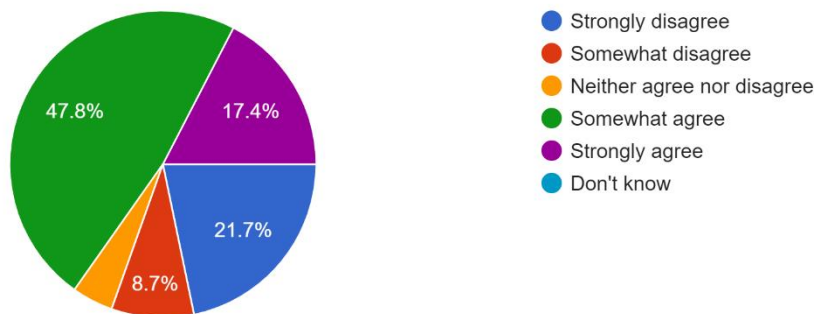
3.3b - The UM provides working conditions which allow successful research performance.

110 responses



3.3b - The UM provides working conditions which allow successful research performance.

23 responses

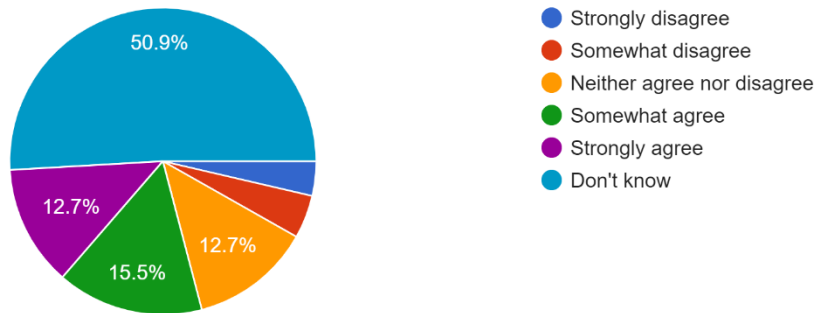




For Statement 3.3c of this Aspect, the majority of the academics and Research Support Officers responded “Don’t know” at 50.9% and 73.9% respectively.

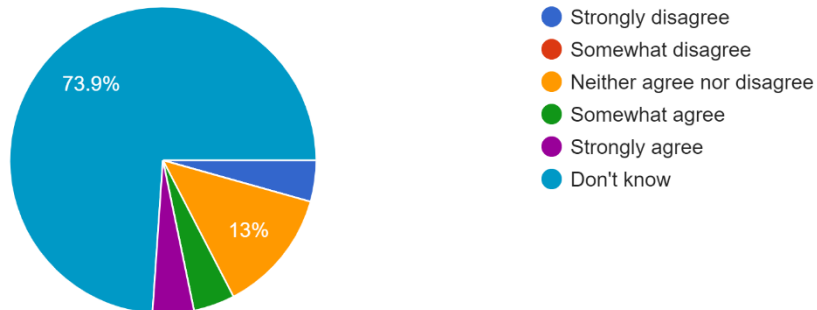
3.3c - The UM ensures that the working conditions for Academics with disability are adopted for successful research performance.

110 responses



3.3c - The UM ensures that the working conditions for Research Support Officers with disability are adopted for successful research performance.

23 responses

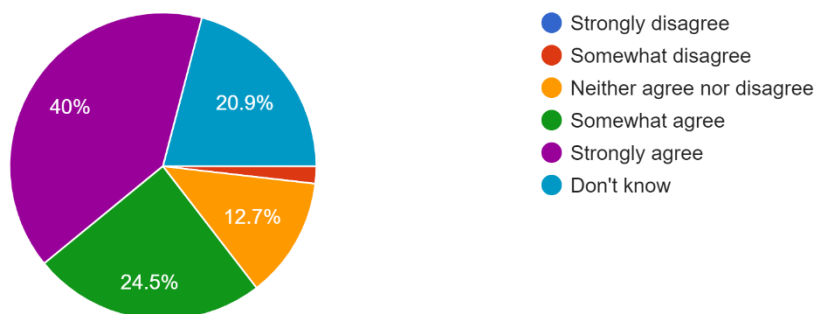


**Aspect 25 - Stability and permanence of employment:** *Employers and/or funders should ensure that the performance of researchers is not undermined by instability of employment contracts, and should therefore commit themselves as far as possible to improving the stability of employment conditions for researchers, thus implementing and abiding by the principles and terms laid down in the EU Directive on Fixed-Term Work.*

Statement 3.4 of this Aspect has mixed responses. The majority of academics responded “Strongly agree” at 40%, whilst the majority of the Research Support Officers responded “Don’t know” at 39.1%.

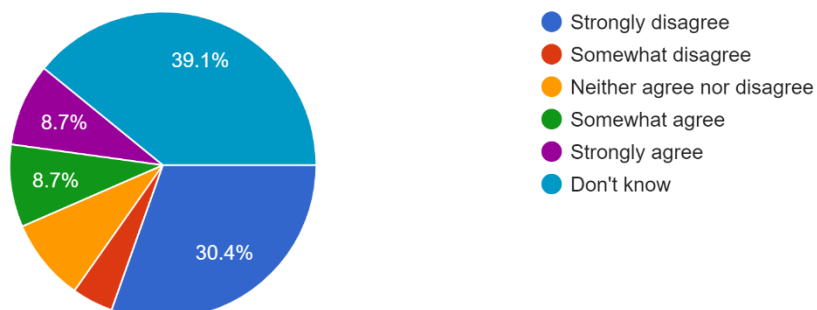
3.4 - The UM ensures the stability of the Academics’ employment agreement, in line with the EU Directive.

110 responses



3.4 - The UM ensures the stability of the Research Support Officers’ employment contracts, in line with the EU Directive on Fixed-Term Work.

23 responses



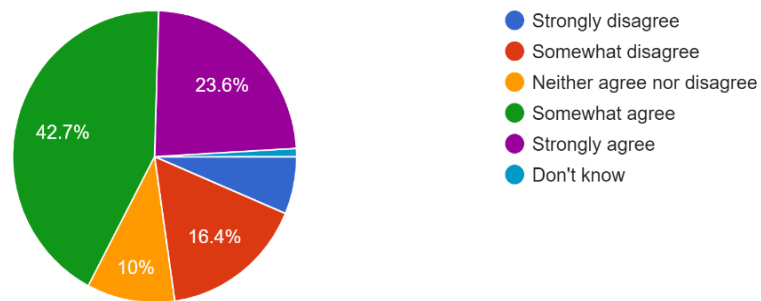


**Aspect 26 – Funding and salaries:** *Employers and/or funders of researchers should ensure that researchers enjoy fair and attractive conditions of funding and/or salaries with adequate and equitable social security provisions (including sickness and parental benefits, pension rights and unemployment 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.*

Statement 3.5 of this Aspect is assessed quite positively with the majority of the academics responding “Somewhat agree” at 42.7% and “Strongly agree” at 23.6%. The majority of the Research Support Officers responded “Somewhat agree” at 39.1%.

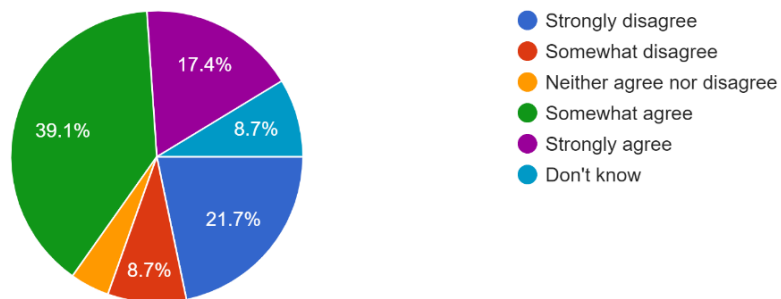
3.5 - The UM ensures that Academics enjoy reasonable and attractive salaries with social security provisions in accordance with the local legislation.

110 responses



3.5 - The UM ensures that Research Support Officers enjoy reasonable and attractive salaries with social security provisions in accordance with the local legislation.

23 responses



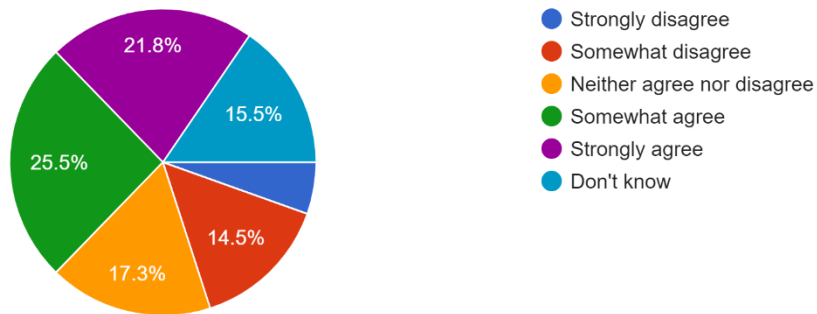


**Aspect 27 – Gender balance:** *Employers and/or funders should aim for a representative gender balance at all levels of staff, including at supervisory and managerial level. This should be achieved on the basis of an equal opportunity policy at recruitment and at the subsequent career stages without, however, taking precedence over quality and competence criteria. To ensure equal treatment, selection and evaluation committees should have an adequate gender balance.*

Though statement 3.6 of this Aspect has mixed responses, it is assessed quite positively by the majority of the academics who responded “Somewhat agree” at 25.5% and “Strongly agree” at 21.8%, whilst the majority of the Research Support Officers responded “Don’t know” at 60.9%.

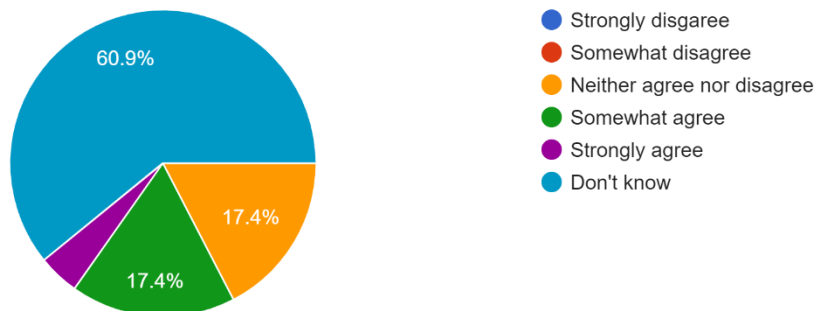
3.6 - The UM aims for a representative gender balance at all levels of Academics in all groups and committees.

110 responses



3.6 - The UM aims for a representative gender balance at all levels of Research Support Officers in all groups and committees.

23 responses



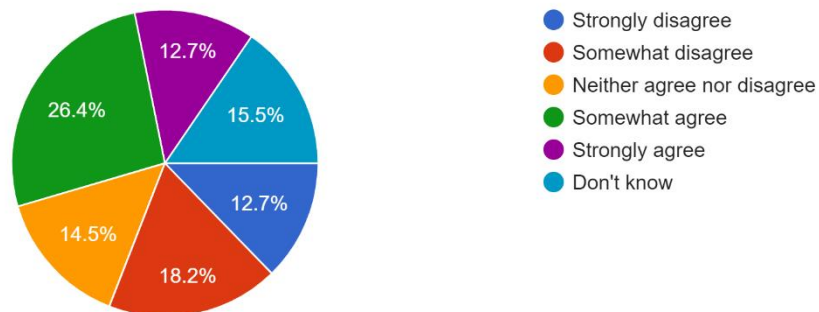


**Aspect 28 – Career development:** *Employers and/or funders of researchers should draw up, preferably within the framework of their human resources management, a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for researchers on fixed-term contracts. It should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers, thus motivating them and contributing to reducing any insecurity in their professional future. All researchers should be made familiar with such provisions and arrangements.*

Statement 3.7 of this Aspect has mixed responses. The majority of the academics responded “Somewhat agree” at 26.4% whilst the majority of the Research Support Officers responded “Strongly disagree” at 39.1%.

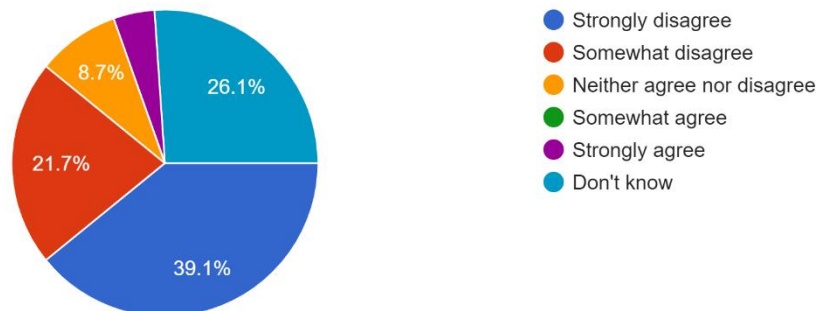
3.7 - The UM has a specific career development strategy for all Academics.

110 responses



3.7 - The UM has a specific career development strategy for all Research Support Officers.

23 responses



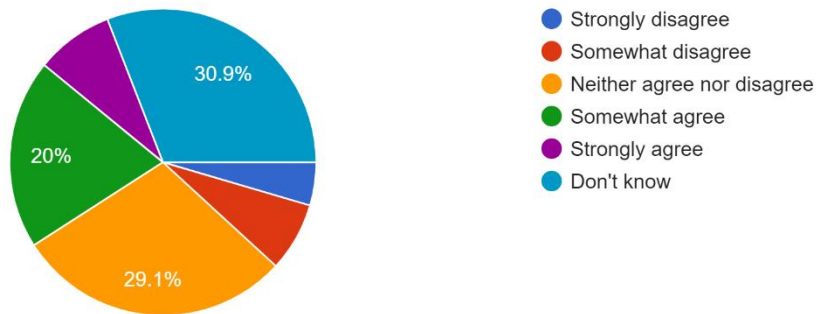


**Aspect 29 – Value of mobility:** *Employers and/or funders must recognize the value of geographical, inter-sectoral, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional 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.*

For statement 3.8a of this Aspect, the majority of the academics responded “Don’t know” at 30.9% followed closely by “Neither agree nor disagree” at 29.1%. The majority of the Research Support Officers responded “Don’t know” at 60.9%.

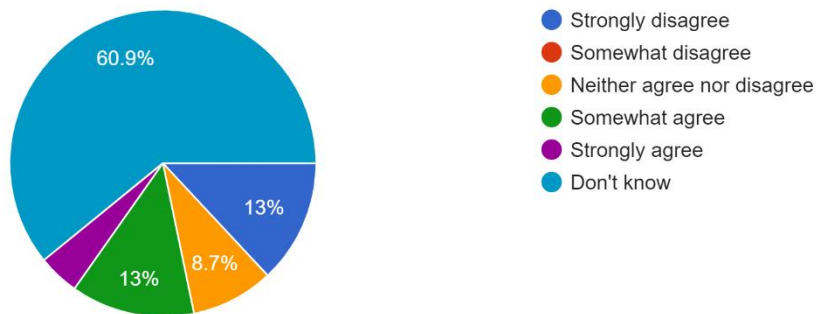
3.8a – During the selection process the UM recognizes the value of the geographical mobility.

110 responses



3.8a – During the selection process the UM recognizes the value of the geographical mobility.

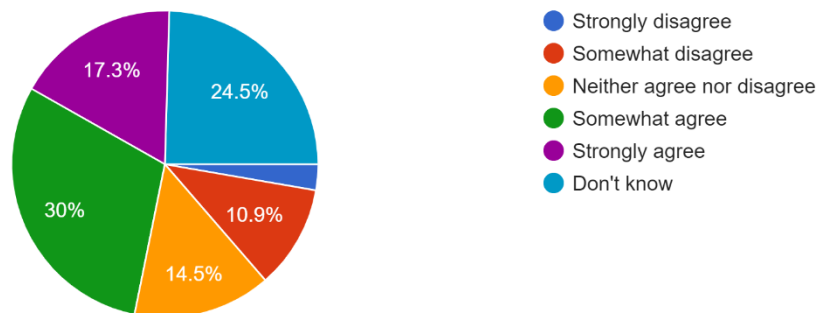
23 responses



Statement 3.8b of this Aspect has mixed responses. The majority of the academics responded “Somewhat agree” at 30%, whilst the majority of the Research Support Officers responded “Don’t know” at 47.8%.

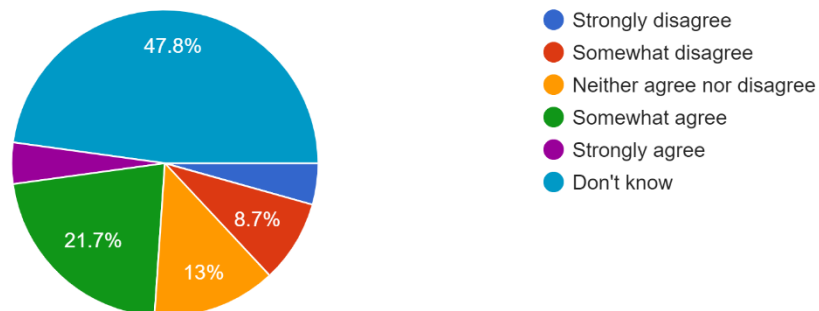
3.8b – During the selection process the UM recognizes the value of the \*inter-sectoral mobility.  
(\*possible bridges that can be built between university, industry and other sectors of employment.)

110 responses



3.8b – During the selection process the UM recognizes the value of the \*inter-sectoral mobility.  
(\*possible bridges that can be built between university, industry and other sectors of employment.)

23 responses



(\*Inter-sectoral refers to the possible bridges that can be built between university, industry and other sectors of employment).

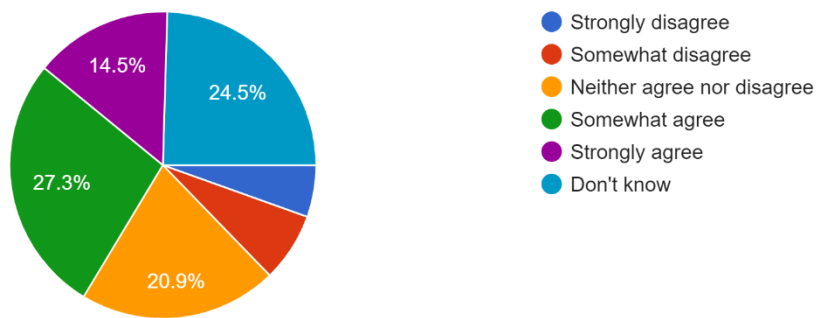




**Statement 3.8c** – Both the majority of the academics and Research Support Officers responded almost in the same pattern with “Somewhat agree” at 27.3% and 43.5% respectively, followed by “Don’t know” at 24.5% and 30.4% respectively.

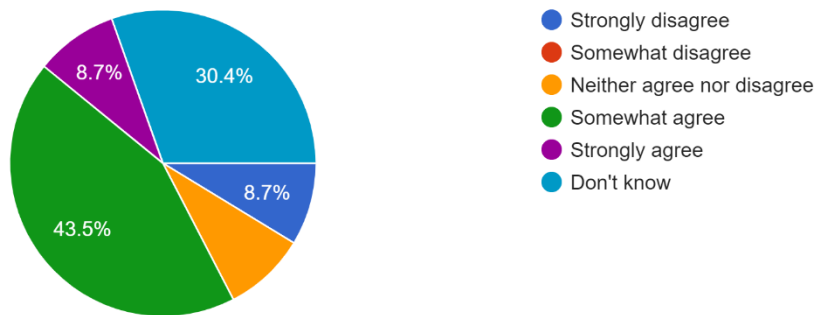
3.8c – During the selection process the UM recognizes the value of the \*trans-disciplinary mobility.  
(\*mobility that includes research efforts focused o... cross the boundaries of two or more disciplines).

110 responses



3.8c – During the selection process the UM recognizes the value of the \*trans-disciplinary mobility.  
(\*mobility that includes research efforts focused o... cross the boundaries of two or more disciplines).

23 responses

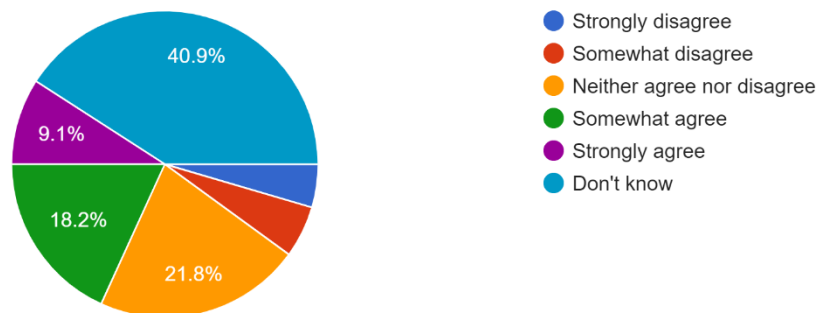


(\*Trans-disciplinary - mobility that includes research efforts focused on problems that cross the boundaries of two or more disciplines).

For statement 3.8d of this Aspect, the majority of both the academics and the Research Support Officers responded “Don’t know” at 40.9% and 60.9% respectively.

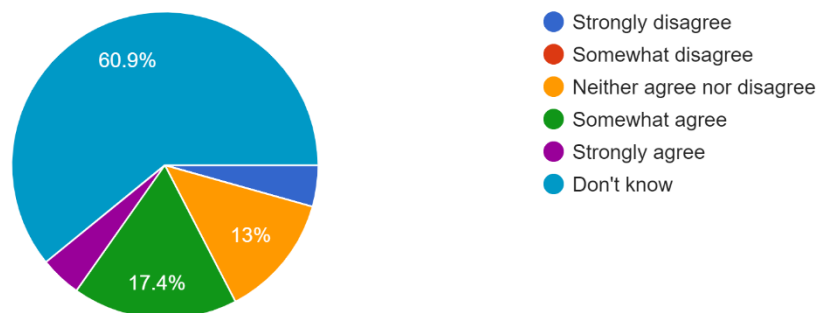
3.8d – During the selection process the UM recognizes the value of the \*virtual mobility. (\*Virtual mobility refers to Academics using another institut...ited time, without physically leaving their home).

110 responses



3.8d – During the selection process the UM recognizes the value of the \*virtual mobility. (\*Virtual mobility refers to Research Support Officers using ...ited time, without physically leaving their home).

23 responses



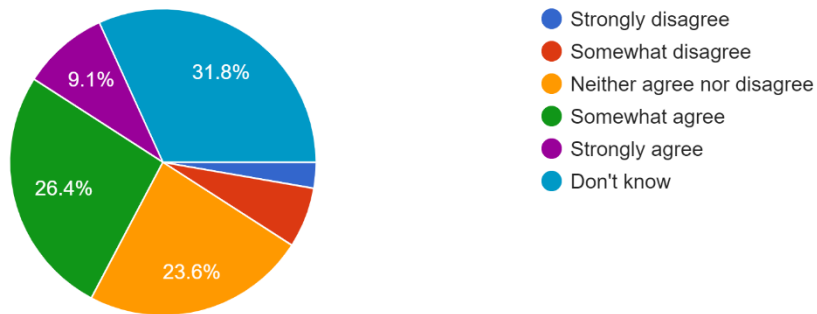
(\*Virtual mobility – Academics/Research Support Officers using another institution outside their own country for a limited time, without physically leaving their home).



Statement 3.8e - For this part of the Aspect, the majority of the academics and Research Support Officers responded “Don’t know” at 31.8% and 52.2% respectively.

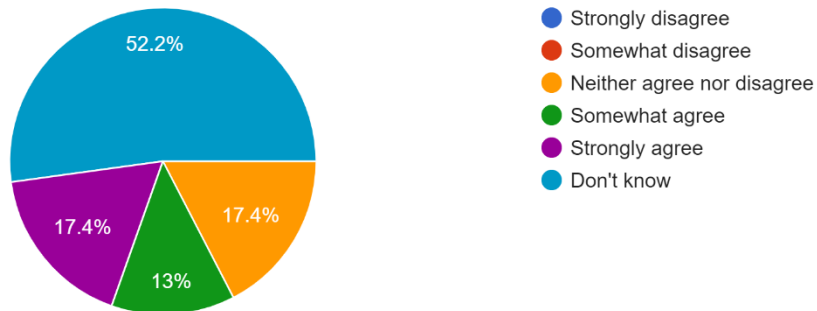
3.8e – During the selection process the UM recognizes the value of the mobility between the public and private sector.

110 responses



3.8e – During the selection process the UM recognizes the value of the mobility between the public and private sector.

23 responses

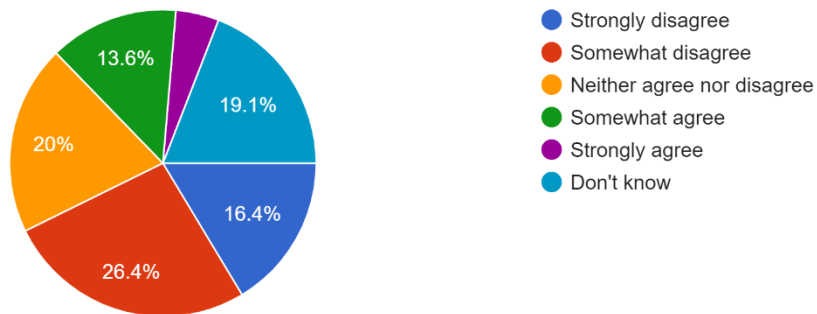


**Aspect 30 – Access to career advice:** *Employers and/or funders should ensure that career advice and job placement assistance, either in the institutions concerned, or through collaboration with other structures, is offered to researchers at all stages of their careers, regardless of their contractual situation.*

Statement 3.9 of this Aspect was assessed quite negatively with the majority of the academics responding “Somewhat disagree” at 26.4% and the majority of the Research Support Officers responding “Strongly disagree” at 39.1%.

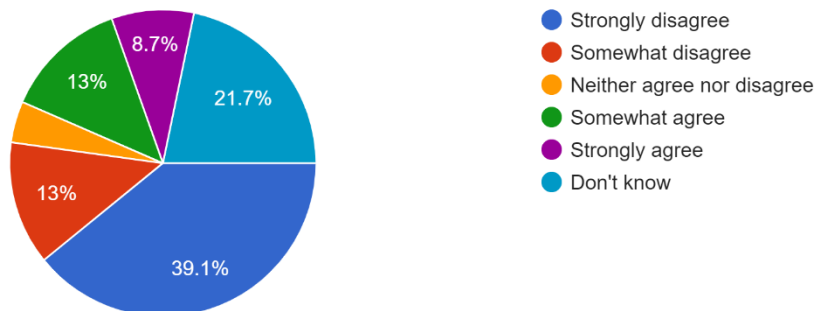
3.9 - The UM offers career advice and job placement assistance to Academics at all stages of their careers.

110 responses



3.9 - The UM offers career advice and job placement assistance to Research Support Officers at all stages of their careers.

23 responses



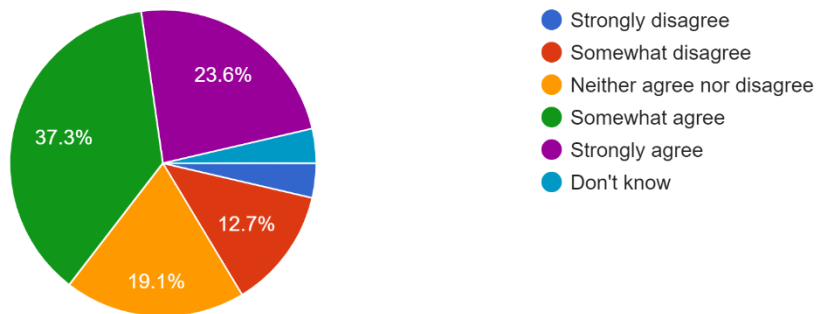


**Aspect 31 – Intellectual property rights:** *Employers and/or funders should ensure that researchers at all career stages reap the benefits of the exploitation (if any) of their R&D results through legal protection and, in particular, through appropriate protection of Intellectual Property Rights, 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.*

Statement 3.10 of this Aspect has mixed responses. The majority of the academics responded rather positively with “Somewhat agree” at 37.3% and “Strongly agree” at 23.6%, whilst the majority of the Research Support Officers responded “Don’t know” at 30.4%.

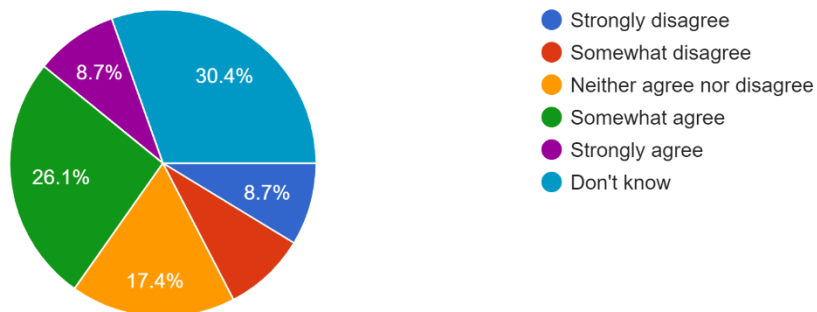
3.10 - The UM provides appropriate support to Academics on Intellectual Property Rights deriving from their research.

110 responses



3.10 - The UM provides appropriate support to Research Support Officers on Intellectual Property Rights deriving from their research.

23 responses



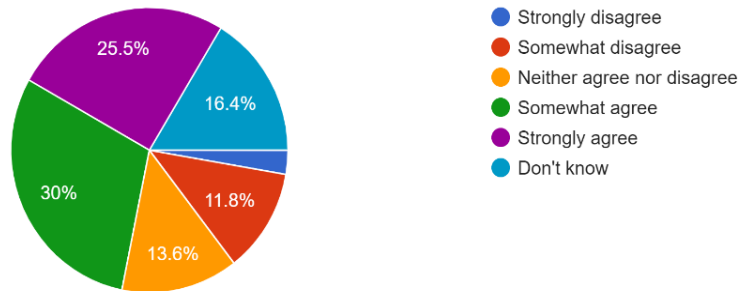


**Aspect 32 – Co-authorship:** *Co-authorship should be viewed positively by institutions when evaluating staff, as evidence of a constructive approach to the conduct of research. Employers and/or funders should therefore develop strategies, practices and procedures to provide researchers, including those at the beginning of their research careers, with the necessary framework conditions so that they can enjoy the right to be recognised and listed and/or quoted, in the context of their actual contributions, as co-authors of papers, patents, etc, or to publish their own research results independently from their supervisor(s).*

For statement 3.11, the majority of the academics and Research Support Officers responded “Somewhat agree” at 30% and 30.4% respectively, followed by “Strongly agree” at 25.5% and 21.7% respectively.

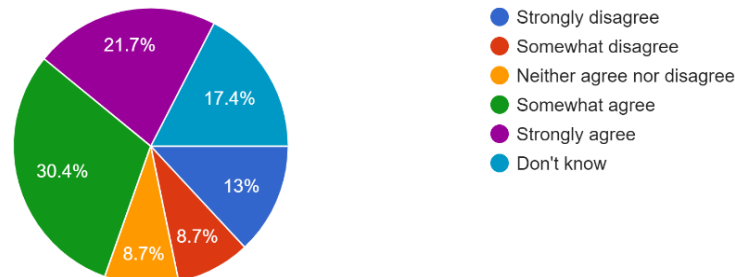
3.11 - The UM provides support to Academics at all stages to be recognised as co-authors of their research.

110 responses



3.11 - The UM provides support to Research Support Officers at all stages to be recognised as co-authors of their research.

23 responses

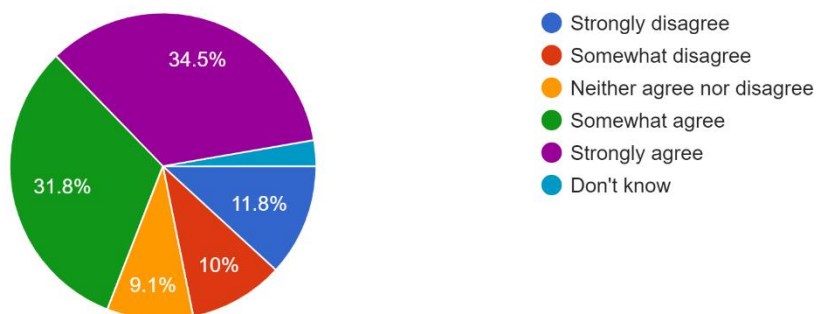


**Aspect 33 – Teaching:** *Teaching is an essential means for the structuring and dissemination of knowledge and should therefore be considered a valuable option within the researchers’ career paths. However, teaching responsibilities should not be excessive and should not prevent researchers, particularly 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.*

Statement 3.12 of this Aspect was assessed rather positively by the majority of the academics who responded “Strongly agree” at 34.5% and “Somewhat agree” at 31.8%. This Aspect was not assessed by the Research Support Officers since teaching does not form part of their job description.

3.12 - The UM considers teaching as a valuable option within the Academics’ career paths.

110 responses



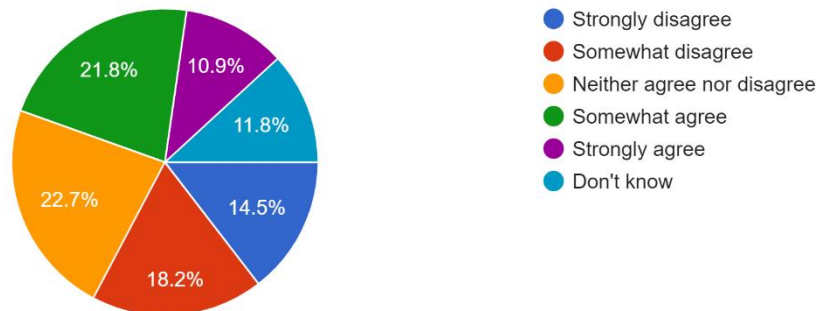


**Aspect 34 – Complaints/appeals:** *Employers and/or funders of researchers should establish, in compliance with national rules and regulations, appropriate procedures, possibly in the form of an impartial (ombudsman-type) person to deal with complaints/appeals of researchers, including those concerning 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.*

Statements 3.13 and 3.12 of this Aspect have mixed responses. The majority of the academics responded “Neither agree nor disagree” at 22.7%, followed closely by “Somewhat agree” at 21.8%. The majority of the Research Support Officers responded “Don’t know” at 43.5%.

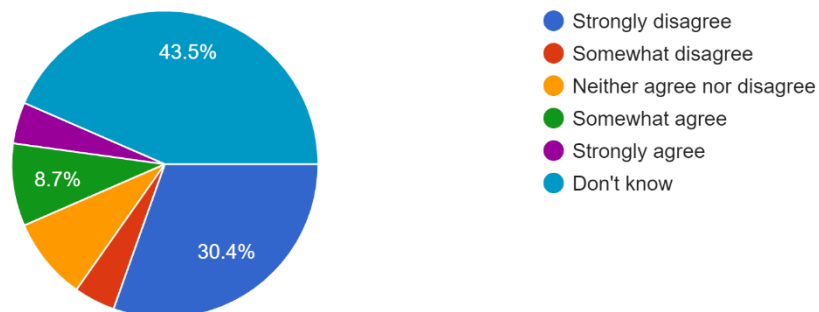
3.13 - The UM has appropriate procedures to deal with complaints/appeals of Academics.

110 responses



3.12 - The UM has appropriate procedures to deal with complaints/appeals of Research Support Officers.

23 responses



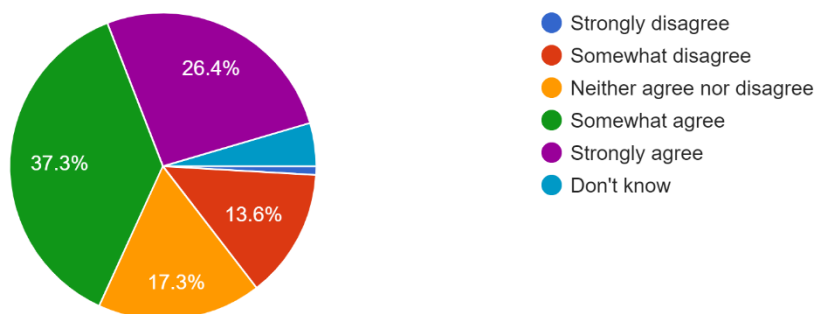


**Aspect 35 – Participation in decision-making bodies:** *Employers and/or funders of researchers should recognize it as wholly legitimate, and indeed desirable, that researchers be represented in the relevant information, consultation and decision-making bodies of the institutions for which they work, so as to protect and promote their individual and collective interests as professionals and to actively contribute to the workings of the institution.*

For statements 3.14 and 3.13 of this Aspect, the majority of the resident academics responded “Somewhat agree” at 37.3% followed by “Strongly agree” at 26.4%, whilst the majority of the Research Support Officers responded “Don’t know” at 34.8%.

3.14 - The UM allows the Academics to be represented in the relevant information, consultation and decision-making bodies of the institution.

110 responses



3.13 - The UM allows the Research Support Officers to be represented in the relevant information, consultation and decision-making bodies of the institution.

23 responses

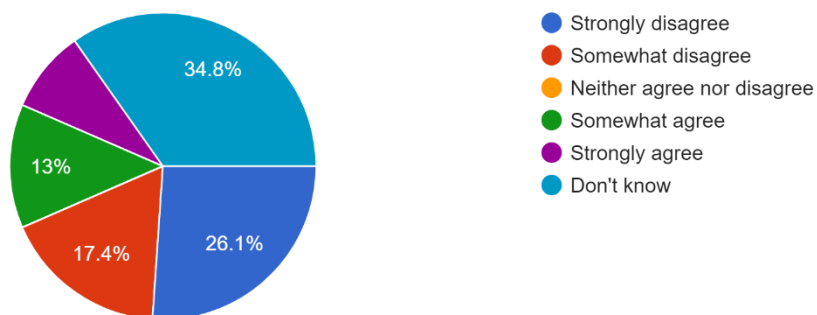


Table 4 below includes a list of the topics of which suggestions and other feedback was provided by the academics and Research Support Officers, in connection with the Working Conditions and Social Security Aspects:

<b>Suggestion/Feedback Topic</b>	<b>Academics</b>	<b>Research Support Officers</b>
Career paths for research and training, career progression, and career advice	X	X
Support in connection with intellectual property	X	
Induction course for academics	X	
General working conditions, salaries and benefits	X	X
Teaching workload, research performance and relevant academic promotions	X	
Selection process of the recruitment practices	X	
The role of Research Support Officers on research projects		X

**Table 4**



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**Part Two – Section Four: Training & Development Aspects**

#### Aspects 36 & 40

**Aspect 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.*

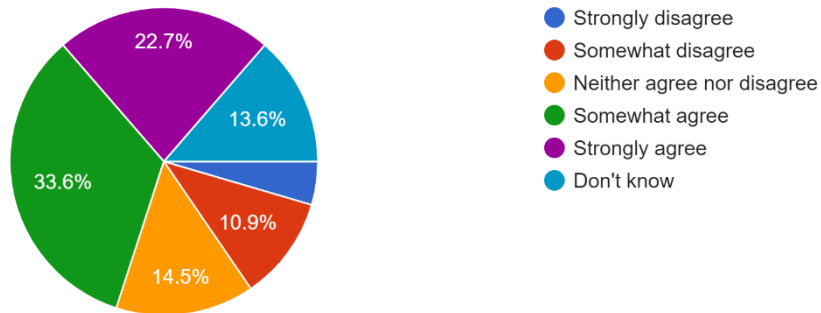
**Aspect 40 – Supervision:** *Employers and/or funders should ensure that a person is clearly identified to whom early-stage researchers can refer for the performance of their professional duties, and should inform the researchers accordingly. Such arrangements should clearly define that the proposed 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.*



Statement 4.1a of these Aspects is assessed quite positively. The majority of the academics responded “Somewhat agree” at 33.6% followed by “Strongly agree” at 22.7%. The majority of the Research Support Officers responded “Strongly agree” at 43.5% followed by “Somewhat agree” at 30.4%.

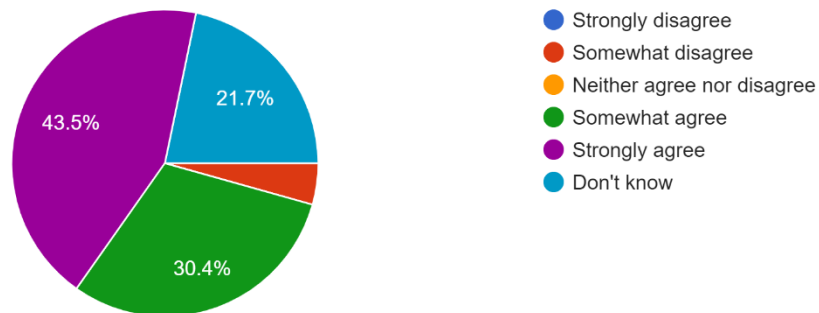
4.1a - Early stage researchers, including Assistant Lecturers, hold regular meetings with their supervisors to keep abreast of the development of their research duties.

110 responses



4.1a - Early stage Research Support Officers hold regular meetings with their supervisors to keep abreast of the development of their research duties.

23 responses

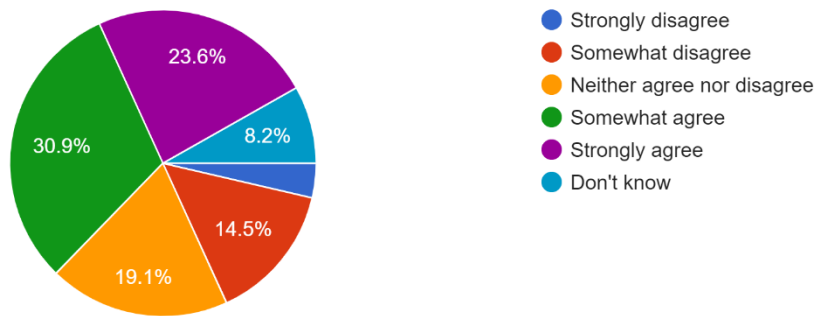




Statement 4.1b of this Aspect is assessed quite positively too with the majority of academics responding “Somewhat agree” at 30.9% followed by “Strongly agree” at 23.6%, and the Research Support Officers responding “Strongly agree” at 43.5% followed by “Somewhat agree” at 34.8%.

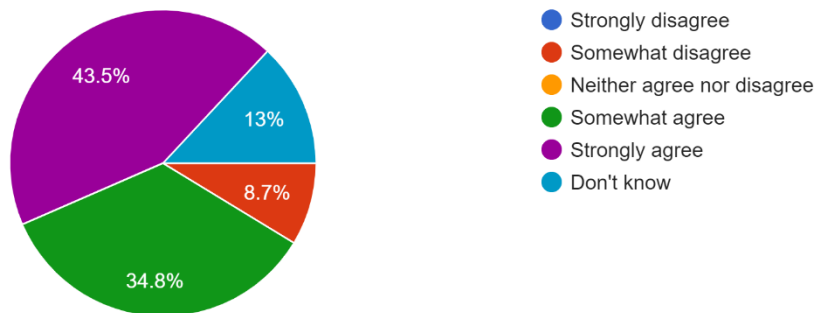
4.1b - Early stage researchers, including Assistant Lecturers, have a clear picture of who to refer to for the performance of their professional duties.

110 responses



4.1b - Early stage Research Support Officers have a clear picture of who to refer to for the performance of their professional duties.

23 responses

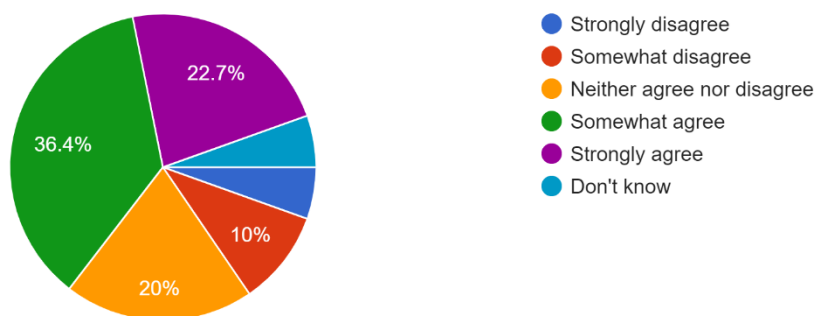


**Aspect 37 – Supervision and managerial duties:** *Senior researchers should devote particular attention to their multi-faceted role as supervisors, mentors, career advisors, leaders, project coordinators, managers or science communicators. They should perform these tasks to the highest professional standards. 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.*

Statement 4.2a of this Aspect is assessed rather positively. The majority of the academics responded “Somewhat agree” at 36.4% followed by “Strongly agree” at 22.7%. The majority of the Research Support Officers responded “Strongly agree” at 39.1% followed by “Somewhat agree” at 26.1%.

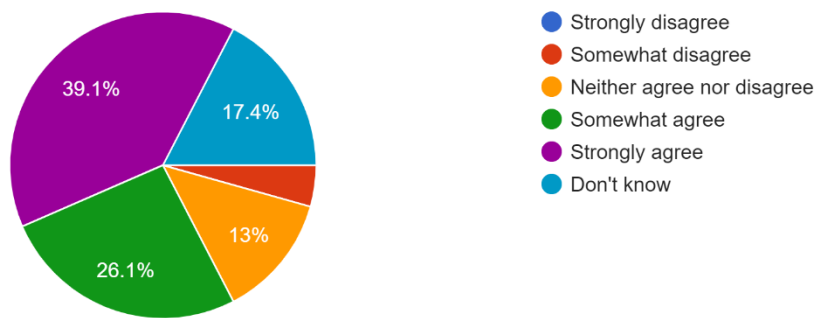
4.2a - Senior Academics build up a constructive and positive relationship with the early-stage researchers, in order to set the conditions for efficient transfer of knowledge.

110 responses



4.2a - Senior researchers build up a constructive and positive relationship with the early-stage Research Support Officers, in order to set the conditions for efficient transfer of knowledge.

23 responses

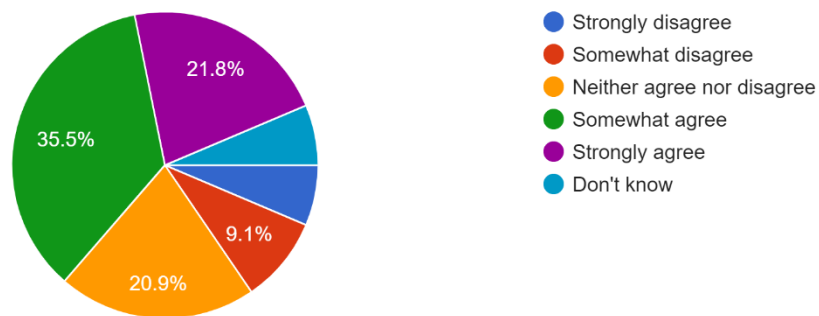




Statement 4.2b of this Aspect is also assessed quite positively. The majority of the academics responded “Somewhat agree” at 35.5% followed by “Strongly agree” at 21.8%. The majority of the Research Support Officers responded “Strongly agree” at 30.4% followed by “Somewhat agree” at 26.1%.

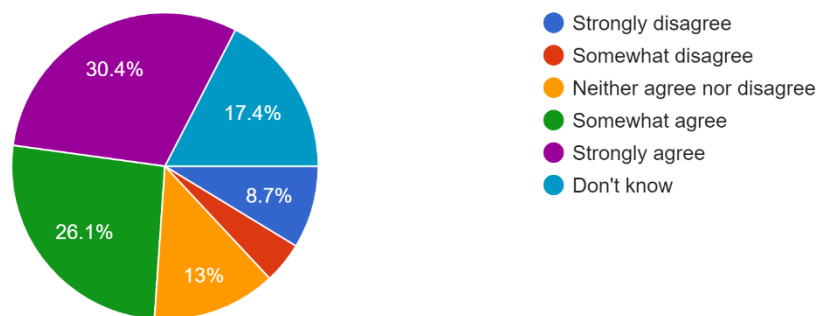
4.2b - Senior Academics build up a constructive and positive relationship with the early-stage researchers, for the further successful development of the researchers' careers.

110 responses



4.2b - Senior researchers build up a constructive and positive relationship with the early-stage Research Support Officers for the further success...pment of the Research Support Officers' careers.

23 responses







### Aspects 38 & 39

**Aspect 38 – Continuing professional development:** *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.*

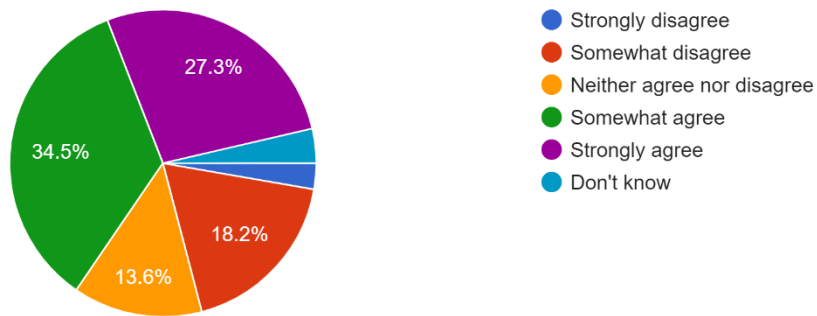
**Aspect 39 - Access to research training and continuous development:** *Employers and/or funders should ensure that all researchers at any stage of their career, regardless of their contractual situation, are given the opportunity for professional development and for improving their employability through 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.*



Statement 4.3 of this Aspect is assessed quite positively by the majority of the academics who responded “Somewhat agree” at 34.5% followed by “Strongly agree” at 27.3%. The majority of the Research Support Officers responded “Strongly agree” at 26.1%.

4.3 - The UM ensures that all Academics at any stage of their career are given the opportunity for professional development.

110 responses



4.3 - The UM ensures that all Research Support Officers at any stage of their career are given the opportunity for professional development.

23 responses

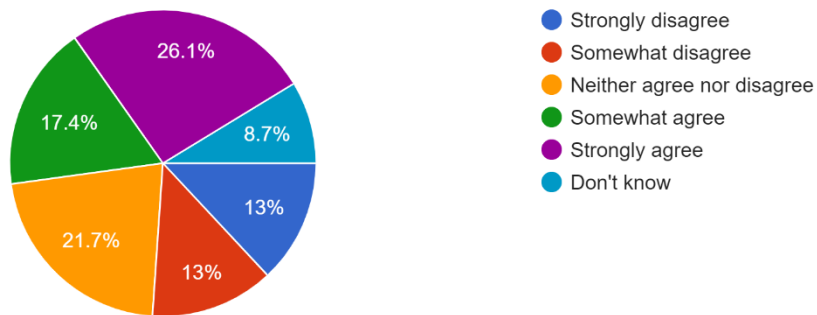


Table 5 below includes a list of the topics of which suggestions and other feedback was provided by the academics and Research Support Officers, in connection with the Training and Development Aspects:

<b>Suggestion/Feedback Topic</b>	<b>Academics</b>	<b>Research Support Officers</b>
Workload of junior and senior academics	X	
Promotions for academics and Research Support Officers	X	X
Guidance from senior academics, mentoring, and support during PhD studies	X	
Training for postdocs, heads of department, and Research Support Officers	X	X
Work resources fund and benefits for Research Support Officers		X

**Table 5**

### Part Three – Respondents per Statement/Questions in Numbers

#### Aspect 1 – Research freedom

<b>1.1 - Academics are able to carry out their research activities with freedom and with the limitations to this freedom that could arise as a result of particular research circumstances.</b>	<b>1.1 - Research Support Officers are able to carry out their research activities with freedom and with the limitations to this freedom that could arise as a result of particular research circumstances.</b>
1 Strongly disagree;	3 Strongly disagree;
12 Somewhat disagree;	1 Somewhat disagree;
6 Neither agree nor disagree;	2 Neither agree nor disagree;
39 Somewhat agree;	6 Somewhat agree;
<b>49 Strongly agree;</b>	<b>8 Strongly agree;</b>
3 Don't know.	3 Don't know.

#### Aspect 2 – Ethical principles (Part A)

<b>1.2a - Academics adhere to the recognised ethical practices and fundamental ethical principles appropriate to their discipline.</b>	<b>1.2a - Research Support Officers adhere to the recognised ethical practices and fundamental ethical principles appropriate to their discipline.</b>
0 Strongly disagree;	0 Strongly disagree;
3 Somewhat disagree;	0 Somewhat disagree;
6 Neither agree nor disagree;	0 Neither agree nor disagree;
29 Somewhat agree;	2 Somewhat agree;
<b>68 Strongly agree;</b>	<b>17 Strongly agree;</b>
4 Don't know.	4 Don't know.

### Aspect 2 – Ethical principles (Part B)

1.2b - Academics adhere to the ethical standards as documented in the UM Research Code of Practice.	1.2b - Research Support Officers adhere to the ethical standards as documented in the UM Research Code of Practice.
1 Strongly disagree;	0 Strongly disagree;
2 Somewhat disagree;	0 Somewhat disagree;
9 Neither agree nor disagree;	0 Neither agree nor disagree;
31 Somewhat agree;	5 Somewhat agree;
<b>59 Strongly agree;</b>	<b>15 Strongly agree;</b>
8 Don't know.	3 Don't know.

### Aspect 3 – Professional responsibility

1.3 - Academics make every effort to ensure that their research is relevant to society.	1.3 - Research Support Officers make every effort to ensure that their research is relevant to society.
3 Strongly disagree;	0 Strongly disagree;
9 Somewhat disagree;	0 Somewhat disagree;
20 Neither agree nor disagree;	2 Neither agree nor disagree;
33 Somewhat agree;	6 Somewhat agree;
<b>42 Strongly agree;</b>	<b>14 Strongly agree;</b>
3 Don't know.	1 Don't know.

#### Aspect 4 – Professional attitude (Part A)

1.4a - Academics are familiar with the strategic goals governing their research environment and funding mechanisms.	1.4a - Research Support Officers are familiar with the strategic goals governing their research environment and funding mechanisms.
3 Strongly disagree;	1 Strongly disagree;
12 Somewhat disagree;	3 Somewhat disagree;
17 Neither agree nor disagree;	1 Neither agree nor disagree;
<b>52 Somewhat agree;</b>	<b>11 Somewhat agree;</b>
23 Strongly agree;	4 Strongly agree;
3 Don't know.	3 Don't know.

#### Aspect 4 – Professional attitude (Part B)

1.4b - Academics seek all the necessary approvals before starting their research or accessing the resources provided.	1.4b - Research Support Officers seek all the necessary approvals before starting their research or accessing the resources provided.
2 Strongly disagree;	1 Strongly disagree;
4 Somewhat disagree;	1 Somewhat disagree;
13 Neither agree nor disagree;	0 Neither agree nor disagree;
40 Somewhat agree;	4 Somewhat agree;
<b>43 Strongly agree;</b>	<b>15 Strongly agree;</b>
8 Don't know.	2 Don't know.

#### Aspect 4 – Professional attitude (Part C)

1.4c - Academics inform the UM in case of changes in their research project.	1.4c - Research Support Officers inform the UM in case of changes in their research project.
2 Strongly disagree;	0 Strongly disagree;
10 Somewhat disagree;	2 Somewhat disagree;
16 Neither agree nor disagree;	0 Neither agree nor disagree;
<b>37 Somewhat agree;</b>	5 Somewhat agree;
28 Strongly agree;	<b>12 Strongly agree;</b>
17 Don't know.	4 Don't know.

#### Aspect 5 – Contractual and legal obligations

1.5 - Academics at all levels are familiar with the national and institutional regulations governing working conditions.	1.5 - Research Support Officers at all levels are familiar with the national and institutional regulations governing working conditions.
5 Strongly disagree;	4 Strongly disagree;
18 Somewhat disagree;	3 Somewhat disagree;
22 Neither agree nor disagree;	3 Neither agree nor disagree;
<b>43 Somewhat agree;</b>	<b>5 Somewhat agree;</b>
13 Strongly agree;	3 Strongly agree;
9 Don't know.	<b>5 Don't know.</b>

### Aspect 6 – Accountability

1.6 - Academics are paid out by public funds and therefore adhere to the principles of sound, transparent and efficient financial management.	1.6 - Research Support Officers are paid out by project and/or public funds and therefore adhere to the principles of sound, transparent and efficient financial management.
3 Strongly disagree;	1 Strongly disagree;
4 Somewhat disagree;	0 Somewhat disagree;
16 Neither agree nor disagree;	5 Neither agree nor disagree;
32 Somewhat agree;	4 Somewhat agree;
<b>48 Strongly agree;</b>	<b>12 Strongly agree;</b>
7 Don't know.	1 Don't know.

### Aspect 7 – Good practice in research (Part A)

1.7a - Academics adopt safe working practices for health and safety.	1.7a - Research Support Officers adopt safe working practices for health and safety.
1 Strongly disagree;	0 Strongly disagree;
7 Somewhat disagree;	1 Somewhat disagree;
5 Neither agree nor disagree;	0 Neither agree nor disagree;
40 Somewhat agree;	5 Somewhat agree;
<b>44 Strongly agree;</b>	<b>14 Strongly agree;</b>
13 Don't know.	3 Don't know.



### Aspect 7 – Good practice in research (Part B)

1.7b - Academics are familiar with the current national legal requirements regarding data protection and confidentiality protection requirements.	1.7b - Research Support Officers are familiar with the current national legal requirements regarding data protection and confidentiality protection requirements.
2 Strongly disagree;	0 Strongly disagree;
11 Somewhat disagree;	4 Somewhat disagree;
9 Neither agree nor disagree;	0 Neither agree nor disagree;
<b>49 Somewhat agree;</b>	<b>9 Somewhat agree;</b>
35 Strongly agree;	<b>9 Strongly agree;</b>
4 Don't know.	1 Don't know.

### Aspects 8 and 9 – Dissemination, exploitation of results (Part A)

1.8a - Academics ensure that the results of their research are disseminated and exploited through open communications.	1.8a - Research Support Officers ensure that the results of their research are disseminated and exploited through open communications.
0 Strongly disagree;	1 Strongly disagree;
9 Somewhat disagree;	1 Somewhat disagree;
18 Neither agree nor disagree;	1 Neither agree nor disagree;
<b>51 Somewhat agree;</b>	8 Somewhat agree;
27 Strongly agree;	<b>11 Strongly agree;</b>
5 Don't know.	1 Don't know.

### Aspects 8 and 9 – Dissemination, exploitation of results (Part B)

1.8b - Academics ensure that the results of their research are commercialized as appropriate.	1.8b - Research Support Officers ensure that the results of their research are commercialized as appropriate.
7 Strongly disagree;	1 Strongly disagree;
17 Somewhat disagree;	0 Somewhat disagree;
<b>33 Neither agree nor disagree;</b>	3 Neither agree nor disagree;
24 Somewhat agree;	6 Somewhat agree;
11 Strongly agree;	<b>8 Strongly agree;</b>
18 Don't know.	5 Don't know.

### Aspect 10 – Non-discrimination

1.9 - The UM does not discriminate against Academics 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.	1.9 - The UM does not discriminate against Research Support Officers 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.
6 Strongly disagree;	2 Strongly disagree;
13 Somewhat disagree;	2 Somewhat disagree;
9 Neither agree nor disagree;	2 Neither agree nor disagree;
26 Somewhat agree;	2 Somewhat agree;
<b>55 Strongly agree;</b>	<b>14 Strongly agree;</b>
1 Don't know.	1 Don't know.

### Aspect 11 – Evaluation/appraisal systems

1.10 – Would you agree if the UM had to introduce a transparent and independent performance appraisal system for all Academics?	1.10 – Would you agree if the UM had to introduce a transparent and independent performance appraisal system for all Research Support Officers?
11 Strongly disagree;	0 Strongly disagree;
11 Somewhat disagree;	2 Somewhat disagree;
10 Neither agree nor disagree;	1 Neither agree nor disagree;
22 Somewhat agree;	3 Somewhat agree;
<b>51 Strongly agree;</b>	<b>14 Strongly agree;</b>
5 Don't know.	3 Don't know.

### Aspect 12 - Recruitment

2.1 - The UM institutes recruitment procedures that are open and transparent (Responses from Academics)	2.1 - The UM institutes recruitment procedures that are open and transparent (Responses from Research Support Officers)
7 Strongly disagree;	3 Strongly disagree;
9 Somewhat disagree;	2 Somewhat disagree;
15 Neither agree nor disagree;	2 Neither agree nor disagree;
39 Somewhat agree;	<b>8 Somewhat agree;</b>
<b>40 Strongly agree;</b>	7 Strongly agree;
0 Don't know.	1 Don't know.

### Aspect 13 – Recruitment (Code)

2.2 - The UM has efficient recruitment procedures tailored to the position advertised (Responses from Academics)	2.2 - The UM has efficient recruitment procedures tailored to the position advertised (Responses from Research Support Officers)
7 Strongly disagree;	3 Strongly disagree;
22 Somewhat disagree;	3 Somewhat disagree;
16 Neither agree nor disagree;	1 Neither agree nor disagree;
<b>31 Somewhat agree;</b>	<b>10 Somewhat agree;</b>
29 Strongly agree;	3 Strongly agree;
5 Don't know.	3 Don't know.

### Aspect 14 – Selection (Code)

2.3 - The UM selects selection board members with varied expertise in different disciplines and competences to assess the candidates. (Responses from Academics)	2.3 - The UM selects selection board members with varied expertise in different disciplines and competences to assess the candidates. (Responses from Research Support Officers)
4 Strongly disagree;	2 Strongly disagree;
12 Somewhat disagree;	3 Somewhat disagree;
12 Neither agree nor disagree;	1 Neither agree nor disagree;
<b>40 Somewhat agree;</b>	<b>7 Somewhat agree;</b>
35 Strongly agree;	5 Strongly agree;
7 Don't know.	5 Don't know.

### Aspect 15 – Transparency (Code)

2.4 - Candidates are informed prior to the interview about the recruitment process and selection criteria. (Responses from Academics)	2.4 - Candidates are informed prior to the interview about the recruitment process and selection criteria. (Responses from Research Support Officers)
6 Strongly disagree;	1 Strongly disagree;
9 Somewhat disagree;	2 Somewhat disagree;
19 Neither agree nor disagree;	4 Neither agree nor disagree;
22 Somewhat agree;	<b>10 Somewhat agree;</b>
<b>38 Strongly agree;</b>	6 Strongly agree;
16 Don't know.	0 Don't know.

### Aspect 16 – Judging merit (Code)

2.5 The selection process takes into consideration the qualifications, experience, and other activities related to the advertised post. (Responses from Academics)	2.5 The selection process takes into consideration the qualifications, experience, and other activities related to the advertised post. (Responses from Research Support Officers)
1 Strongly disagree;	2 Strongly disagree;
11 Somewhat disagree;	1 Somewhat disagree;
5 Neither agree nor disagree;	3 Neither agree nor disagree;
37 Somewhat agree;	8 Somewhat agree;
<b>53 Strongly agree;</b>	<b>9 Strongly agree;</b>
3 Don't know.	0 Don't know.

### Aspect 17 - Variations in the chronological order of CVs (Code)

2.6 - Career breaks are not penalised in the selection process. (Responses from Academics)	2.6 - Career breaks are not penalised in the selection process. (Responses from Research Support Officers)
1 Strongly disagree;	2 Strongly disagree;
6 Somewhat disagree;	1 Somewhat disagree;
24 Neither agree nor disagree;	3 Neither agree nor disagree;
21 Somewhat agree;	4 Somewhat agree;
21 Strongly agree;	4 Strongly agree;
<b>37 Don't know.</b>	<b>9 Don't know.</b>

### Aspect 18 - Recognition of mobility experience (Code)

2.7 - The UM considers any mobility experience as a valuable contribution to the professional development of an Academic.	2.7 - The UM considers any mobility experience as a valuable contribution to the professional development of a Research Support Officer.
6 Strongly disagree;	2 Strongly disagree;
7 Somewhat disagree;	1 Somewhat disagree;
17 Neither agree nor disagree;	1 Neither agree nor disagree;
<b>33 Somewhat agree;</b>	6 Somewhat agree;
27 Strongly agree;	<b>7 Strongly agree;</b>
20 Don't know.	6 Don't know.

### Aspect 19 - Recognition of qualifications (Code)

2.8 - The UM provides appropriate assessment and evaluation of the academic and professional qualifications of all candidates. (Responses from Academics)	2.8 - The UM provides appropriate assessment and evaluation of the professional qualifications of all candidates. (Responses from Research Support Officers)
5 Strongly disagree;	0 Strongly disagree;
12 Somewhat disagree;	1 Somewhat disagree;
20 Neither agree nor disagree;	1 Neither agree nor disagree;
<b>31 Somewhat agree;</b>	<b>7 Somewhat agree;</b>
<b>31 Strongly agree;</b>	<b>7 Strongly agree;</b>
11 Don't know.	<b>7 Don't know.</b>

### Aspect 20 – Seniority (Code)

2.9 - The UM distinguishes the development of the professional career of the Academics throughout their careers by judging the achievement of the person and not by the reputation of the institution where the qualifications were gained.	2.9 - The UM distinguishes the development of the professional career of the Research Support Officers throughout their careers by judging the achievement of the person and not by the reputation of the institution where the qualifications were gained.
5 Strongly disagree;	4 Strongly disagree;
10 Somewhat disagree;	0 Somewhat disagree;
24 Neither agree nor disagree;	2 Neither agree nor disagree;
<b>36 Somewhat agree;</b>	7 Somewhat agree;
19 Strongly agree;	2 Strongly agree;
16 Don't know.	<b>8 Don't know.</b>

### Aspect 21 – Postdoctoral appointments (Code)

2.10 - The UM has clear rules and guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments. (Responses from Academics)	2.10 - The UM has clear rules and guidelines for the recruitment and appointment of postdoctoral researchers, including the maximum duration and the objectives of such appointments. (Responses from Research Support Officers)
5 Strongly disagree;	2 Strongly disagree;
3 Somewhat disagree;	0 Somewhat disagree;
18 Neither agree nor disagree;	3 Neither agree nor disagree;
32 Somewhat agree;	4 Somewhat agree;
19 Strongly agree;	6 Strongly agree;
<b>33 Don't know.</b>	<b>8 Don't know.</b>

### Aspect 22 – Recognition of the profession

3.1 - The UM recognizes all Academics employed in the institution as professionals.*	3.1 - The UM recognizes all Research Support Officers employed in the institution as professionals.*
2 Strongly disagree;	4 Strongly disagree;
7 Somewhat disagree;	2 Somewhat disagree;
6 Neither agree nor disagree;	5 Neither agree nor disagree;
40 Somewhat agree;	<b>6 Somewhat agree;</b>
<b>55 Strongly agree;</b>	4 Strongly agree;
0 Don't know.	2 Don't know.

\*The term 'professional' refers to that type of work that needs special training or a particular skill, often one that is respected because it involves a high level of education [Source: Cambridge Dictionary]).



### Aspect 23 – Research environment (Part A)

3.2a - The research at the UM is stimulating. (Responses from the Academics)	3.2a - The research at the UM is stimulating. (Responses from the Research Support Officers)
3 Strongly disagree;	2 Strongly disagree;
9 Somewhat disagree;	0 Somewhat disagree;
12 Neither agree nor disagree;	1 Neither agree nor disagree;
<b>46 Somewhat agree;</b>	9 Somewhat agree;
39 Strongly agree;	<b>11 Strongly agree;</b>
1 Don't know.	0 Don't know.

### Aspect 23 – Research environment (Part B)

3.2b - At the UM there are plenty of resources. (Responses of Academics)	3.2b - At the UM there are plenty of resources. (Responses of Research Support Officers)
17 Strongly disagree;	4 Strongly disagree;
<b>43 Somewhat disagree;</b>	3 Somewhat disagree;
20 Neither agree nor disagree;	4 Neither agree nor disagree;
25 Somewhat agree;	<b>10 Somewhat agree;</b>
5 Strongly agree;	2 Strongly agree;
0 Don't know.	0 Don't know.

### Aspect 23 – Research environment (Part C)

3.2c - At the UM there are plenty of research opportunities. (Responses of Academics)	3.2c - At the UM there are plenty of research opportunities. (Responses of Research Support Officers)
14 Strongly disagree;	5 Strongly disagree;
28 Somewhat disagree;	5 Somewhat disagree;
<b>29 Neither agree nor disagree;</b>	2 Neither agree nor disagree;
22 Somewhat agree;	<b>7 Somewhat agree;</b>
16 Strongly agree;	3 Strongly agree;
1 Don't know.	1 Don't know.

### Aspect 24 – Working conditions (Part A)

3.3a - The UM provides working conditions which allow flexibility to combine family and work. (Responses of Academics)	3.3a - The UM provides working conditions which allow flexibility to combine family and work. (Responses of Research Support Officers)
6 Strongly disagree;	2 Strongly disagree;
5 Somewhat disagree;	0 Somewhat disagree;
16 Neither agree nor disagree;	4 Neither agree nor disagree;
<b>44 Somewhat agree;</b>	<b>8 Somewhat agree;</b>
38 Strongly agree;	7 Strongly agree;
1 Don't know.	2 Don't know.

#### Aspect 24 – Working conditions (Part B)

3.3b - The UM provides working conditions which allow successful research performance. (Responses of Academics)	3.3b - The UM provides working conditions which allow successful research performance. (Responses of Research Support Officers)
18 Strongly disagree;	5 Strongly disagree;
<b>32 Somewhat disagree;</b>	2 Somewhat disagree;
15 Neither agree nor disagree;	1 Neither agree nor disagree;
31 Somewhat agree;	<b>11 Somewhat agree;</b>
14 Strongly agree;	4 Strongly agree;
0 Don't know.	0 Don't know.

#### Aspect 24 – Working conditions (Part C)

3.3c - The UM ensures that the working conditions for Academics with disability are adopted for successful research performance.	3.3c - The UM ensures that the working conditions for Research Support Officers with disability are adopted for successful research performance.
4 Strongly disagree;	1 Strongly disagree;
5 Somewhat disagree;	0 Somewhat disagree;
14 Neither agree nor disagree;	3 Neither agree nor disagree;
17 Somewhat agree;	1 Somewhat agree;
14 Strongly agree;	1 Strongly agree;
<b>56 Don't know.</b>	<b>17 Don't know.</b>

#### Aspect 25 – Stability and permanence of employment

3.4 - The UM ensures the stability of the Academics' employment agreement, in line with the EU Directive.	3.4 - The UM ensures the stability of the Research Support Officers' employment contracts, in line with the EU Directive on Fixed-Term Work.
0 Strongly disagree;	7 Strongly disagree;
2 Somewhat disagree;	1 Somewhat disagree;
14 Neither agree nor disagree;	2 Neither agree nor disagree;
27 Somewhat agree;	2 Somewhat agree;
<b>44 Strongly agree;</b>	2 Strongly agree;
23 Don't know.	<b>9 Don't know.</b>

#### Aspect 26 – Funding and salaries

3.5 - The UM ensures that Academics enjoy reasonable and attractive salaries with social security provisions in accordance with the local legislation.	3.5 - The UM ensures that Research Support Officers enjoy reasonable and attractive salaries with social security provisions in accordance with the local legislation.
7 Strongly disagree;	5 Strongly disagree;
18 Somewhat disagree;	2 Somewhat disagree;
11 Neither agree nor disagree;	1 Neither agree nor disagree;
<b>47 Somewhat agree;</b>	<b>9 Somewhat agree;</b>
26 Strongly agree;	4 Strongly agree;
1 Don't know.	2 Don't know.

### Aspect 27 – Gender balance

3.6 - The UM aims for a representative gender balance at all levels of Academics in all groups and committees.	3.6 - The UM aims for a representative gender balance at all levels of Research Support Officers in all groups and committees.
6 Strongly disagree;	0 Strongly disagree;
16 Somewhat disagree;	0 Somewhat disagree;
19 Neither agree nor disagree;	4 Neither agree nor disagree;
<b>28 Somewhat agree;</b>	4 Somewhat agree;
24 Strongly agree;	1 Strongly agree;
17 Don't know.	<b>14 Don't know.</b>

### Aspect 28 – Career development

3.7 - The UM has a specific career development strategy for all Academics.	3.7 - The UM has a specific career development strategy for all Research Support Officers.
14 Strongly disagree;	<b>9 Strongly disagree;</b>
20 Somewhat disagree;	5 Somewhat disagree;
16 Neither agree nor disagree;	2 Neither agree nor disagree;
<b>29 Somewhat agree;</b>	0 Somewhat agree;
14 Strongly agree;	1 Strongly agree;
17 Don't know.	6 Don't know.

### Aspect 29 – Value of mobility (Part A)

3.8a – During the selection process the UM recognizes the value of the geographical mobility. (Responses of Academics)	3.8a – During the selection process the UM recognizes the value of the geographical mobility. (Responses of Research Support Officers)
5 Strongly disagree;	3 Strongly disagree;
8 Somewhat disagree;	0 Somewhat disagree;
32 Neither agree nor disagree;	2 Neither agree nor disagree;
22 Somewhat agree;	3 Somewhat agree;
9 Strongly agree;	1 Strongly agree;
<b>34 Don't know.</b>	<b>14 Don't know.</b>

### Aspect 29 – Value of mobility (Part B)

3.8b – During the selection process the UM recognizes the value of the *inter-sectoral mobility. (Responses of Academics)	3.8b – During the selection process the UM recognizes the value of the *inter-sectoral mobility. (Responses of Research Support Officers)
3 Strongly disagree;	1 Strongly disagree;
12 Somewhat disagree;	2 Somewhat disagree;
16 Neither agree nor disagree;	3 Neither agree nor disagree;
<b>33 Somewhat agree;</b>	5 Somewhat agree;
19 Strongly agree;	1 Strongly agree;
27 Don't know.	<b>11 Don't know.</b>

(\*Inter-sectoral refers to the possible bridges that can be built between university, industry and other sectors of employment).

### Aspect 29 – Value of mobility (Part C)

3.8c – During the selection process the UM recognizes the value of the *trans-disciplinary mobility. (Responses of Academics)	3.8c – During the selection process the UM recognizes the value of the *trans-disciplinary mobility. (Responses of Research Support Officers)
6 Strongly disagree;	2 Strongly disagree;
8 Somewhat disagree;	0 Somewhat disagree;
23 Neither agree nor disagree;	2 Neither agree nor disagree;
<b>30 Somewhat agree;</b>	<b>10 Somewhat agree;</b>
16 Strongly agree;	2 Strongly agree;
27 Don't know.	7 Don't know.

(\*Trans-disciplinary - mobility that includes research efforts focused on problems that cross the boundaries of two or more disciplines).

### Aspect 29 – Value of mobility (Part D)

3.8d – During the selection process the UM recognizes the value of the *virtual mobility. (Responses of Academics)	3.8d – During the selection process the UM recognizes the value of the *virtual mobility. (Responses of Research Support Officers)
5 Strongly disagree;	1 Strongly disagree;
6 Somewhat disagree;	0 Somewhat disagree;
24 Neither agree nor disagree;	3 Neither agree nor disagree;
20 Somewhat agree;	4 Somewhat agree;
10 Strongly agree;	1 Strongly agree;
<b>45 Don't know.</b>	<b>14 Don't know.</b>

(\*Virtual mobility – Academics/Research Support Officers using another institution outside their own country for a limited time, without physically leaving their home).

### Aspect 29 – Value of mobility (Part E)

3.8e – During the selection process the UM recognizes the value of the mobility between the public and private sector. (Responses of Academics)	3.8e – During the selection process the UM recognizes the value of the mobility between the public and private sector. (Responses of Research Support Officers)
3 Strongly disagree;	0 Strongly disagree;
7 Somewhat disagree;	0 Somewhat disagree;
26 Neither agree nor disagree;	4 Neither agree nor disagree;
29 Somewhat agree;	3 Somewhat agree;
10 Strongly agree;	4 Strongly agree;
<b>35 Don't know.</b>	<b>12 Don't know.</b>

### Aspect 30 – Access to career advice

3.9 - The UM offers career advice and job placement assistance to Academics at all stages of their careers.	3.9 - The UM offers career advice and job placement assistance to Research Support Officers at all stages of their careers.
18 Strongly disagree;	<b>9 Strongly disagree;</b>
<b>29 Somewhat disagree;</b>	3 Somewhat disagree;
22 Neither agree nor disagree;	1 Neither agree nor disagree;
15 Somewhat agree;	3 Somewhat agree;
5 Strongly agree;	2 Strongly agree;
21 Don't know.	5 Don't know.





### Aspect 31 – Intellectual property rights

3.10 - The UM provides appropriate support to Academics on Intellectual Property Rights deriving from their research.	3.10 - The UM provides appropriate support to Research Support Officers on Intellectual Property Rights deriving from their research.
4 Strongly disagree;	2 Strongly disagree;
14 Somewhat disagree;	2 Somewhat disagree;
21 Neither agree nor disagree;	4 Neither agree nor disagree;
<b>41 Somewhat agree;</b>	6 Somewhat agree;
26 Strongly agree;	2 Strongly agree;
4 Don't know.	<b>7 Don't know.</b>

### Aspect 32 – Co-authorship

3.11 - The UM provides support to Academics at all stages to be recognised as co-authors of their research.	3.11 - The UM provides support to Research Support Officers at all stages to be recognised as co-authors of their research.
3 Strongly disagree;	3 Strongly disagree;
13 Somewhat disagree;	2 Somewhat disagree;
15 Neither agree nor disagree;	2 Neither agree nor disagree;
<b>33 Somewhat agree;</b>	<b>7 Somewhat agree;</b>
28 Strongly agree;	5 Strongly agree;
18 Don't know.	4 Don't know.

### Aspect 33 – Teaching\*

3.12 - The UM considers teaching as a valuable option within the Academics' career paths.
13 Strongly disagree;
11 Somewhat disagree;
10 Neither agree nor disagree;
35 Somewhat agree;
<b>38 Strongly agree;</b>
3 Don't know.

\*This Aspect was not assessed by the Research Support Officers since teaching does not form part of their job description.

### Aspect 34 – Complaints/appeals

3.13 - The UM has appropriate procedures to deal with complaints/appeals of Academics.	3.12 - The UM has appropriate procedures to deal with complaints/appeals of Research Support Officers.
16 Strongly disagree;	7 Strongly disagree;
20 Somewhat disagree;	1 Somewhat disagree;
<b>25 Neither agree nor disagree;</b>	2 Neither agree nor disagree;
24 Somewhat agree;	2 Somewhat agree;
12 Strongly agree;	1 Strongly agree;
13 Don't know.	<b>10 Don't know.</b>

### Aspect 35 – Participation in decision-making bodies

<b>3.14 - The UM allows the Academics to be represented in the relevant information, consultation and decision-making bodies of the institution.</b>	<b>3.13 - The UM allows the Research Support Officers to be represented in the relevant information, consultation and decision-making bodies of the institution.</b>
1 Strongly disagree;	6 Strongly disagree;
15 Somewhat disagree;	4 Somewhat disagree;
19 Neither agree nor disagree;	0 Neither agree nor disagree;
<b>41 Somewhat agree;</b>	3 Somewhat agree;
29 Strongly agree;	2 Strongly agree;
5 Don't know.	<b>8 Don't know.</b>

### Aspect 36 – Relation with supervisors & Aspect 40 – Supervision

#### Part A

<b>4.1a - Early stage researchers, including Assistant Lecturers, hold regular meetings with their supervisors to keep abreast of the development of their research duties.</b>	<b>4.1a - Early stage Research Support Officers hold regular meetings with their supervisors to keep abreast of the development of their research duties.</b>
5 Strongly disagree;	0 Strongly disagree;
12 Somewhat disagree;	1 Somewhat disagree;
16 Neither agree nor disagree;	0 Neither agree nor disagree;
<b>37 Somewhat agree;</b>	7 Somewhat agree;
25 Strongly agree;	<b>10 Strongly agree;</b>
15 Don't know.	5 Don't know.

### Aspect 36 – Relation with supervisors & Aspect 40 – Supervision

#### Part B

<b>4.1b - Early stage researchers, including Assistant Lecturers, have a clear picture of who to refer to for the performance of their professional duties.</b>	<b>4.1b - Early stage Research Support Officers have a clear picture of who to refer to for the performance of their professional duties.</b>
4 Strongly disagree;	0 Strongly disagree;
16 Somewhat disagree;	2 Somewhat disagree;
21 Neither agree nor disagree;	0 Neither agree nor disagree;
<b>34 Somewhat agree;</b>	8 Somewhat agree;
26 Strongly agree;	<b>10 Strongly agree;</b>
9 Don't know.	3 Don't know.

### Aspect 37 – Supervision and managerial duties (Part A)

<b>4.2a - Senior Academics build up a constructive and positive relationship with the early-stage researchers, in order to set the conditions for efficient transfer of knowledge.</b>	<b>4.2a - Senior researchers build up a constructive and positive relationship with the early-stage Research Support Officers, in order to set the conditions for efficient transfer of knowledge.</b>
6 Strongly disagree;	0 Strongly disagree;
11 Somewhat disagree;	1 Somewhat disagree;
22 Neither agree nor disagree;	3 Neither agree nor disagree;
<b>40 Somewhat agree;</b>	6 Somewhat agree;
25 Strongly agree;	<b>9 Strongly agree;</b>
6 Don't know.	4 Don't know.

### Aspect 37 – Supervision and managerial duties (Part B)

4.2b - Senior Academics build up a constructive and positive relationship with the early-stage researchers, for the further successful development of the researchers' careers.	4.2b - Senior researchers build up a constructive and positive relationship with the early-stage Research Support Officers for the further successful development of the Research Support Officers' careers.
7 Strongly disagree;	2 Strongly disagree;
10 Somewhat disagree;	1 Somewhat disagree;
23 Neither agree nor disagree;	3 Neither agree nor disagree;
<b>39 Somewhat agree;</b>	6 Somewhat agree;
24 Strongly agree;	<b>7 Strongly agree;</b>
7 Don't know.	4 Don't know.

### Aspect 38 – Continuing professional development & Aspect 39 – Access to research and continuous development

4.3 - The UM ensures that all Academics at any stage of their career are given the opportunity for professional development.	4.3 - The UM ensures that all Research Support Officers at any stage of their career are given the opportunity for professional development.
3 Strongly disagree;	3 Strongly disagree;
20 Somewhat disagree;	3 Somewhat disagree;
15 Neither agree nor disagree;	5 Neither agree nor disagree;
<b>38 Somewhat agree;</b>	4 Somewhat agree;
30 Strongly agree;	<b>6 Strongly agree;</b>
4 Don't know.	2 Don't know.