



**UNIVERSITY OF SPLIT**  
UNIVERSITAS STUDIORUM SPALATENSIS

CLASS No.:  
REG. No.:  
Split,

## ***A Human Resources Strategy for Researchers of University of Split Incorporating The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers***

The European Charter for Researchers is defining rights and obligations of researchers and organizations in which they are working, and the Code of Conduct for the Recruitment of Researchers refers to equality of the employment procedure towards all researchers in Europe and transparency enhancement of recruitment procedure and employment.

The Human Resources Strategy for Researchers is implemented through five steps:

1. Internal analysis - conducted by the institution that does the research; institutional practices are compared with Charter and Code principles for Recruitment of Researchers
2. Announcement of Internal analysis results and Action plan on institutional website through "Human Resources Strategy for Researchers Incorporating the Charter and Code"
3. Introducing the European Commission with the abovementioned Strategy
4. Self-assessment - conducted every two (2) years by the institution that does the research, evaluation of Strategy implementation
5. External assessment - conducted every four (4) years, evaluation of Strategy implementation

The internal analysis was conducted during January and February 2013 through Centre of Quality at University of Split that is university unit responsible for implementation of European Standards and Guidelines for QA in Higher Education that involves representatives of all university units employing researchers :Academy of Arts, Faculty of Catholic Theology, Faculty of Chemistry and Technology, Faculty of Civil Engineering and Architecture, Faculty of Economics, Faculty of Electrical Engineering, Mechanical Engineering and Naval Architecture, Faculty of Kinesiology, Faculty of Law, Faculty of Maritime Studies, Faculty of Sciences, Faculty of Philosophy, School of Medicine, University Department of Marine Studies, University Department for Forensics, University Department for Health Studies and University Department of Professional Studies. According to the manual for quality assurance at University of Split, the Centre has been, among others, central place at university for discussion of all aspects of The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. Stakeholders have been involved in preparation of the analysis and action plan from each university unit through institutional comities for science and/or quality that were receiving input regarding the aspects of The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers from the researchers employed in their institutions. The researchers have been actively involved in the process sending their proposals to the institutional comities on the ethical and professional aspects, recruitment, working conditions and social security, training (aspects 1. to 40. of the internal analysis) and the action plan. Representatives of the institutional comities presented researches observations and the Center incorporated them in overall outcome - internal analysis and the corresponding action plan. Observed institutional advantages, disadvantages and weaknesses have resulted with the Action plan activities and proposal of terms, professionals and departments of the University, which will realize planned activities in a given period.

A Human Resources Strategy for Researchers of University of Split incorporating The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers was adopted by University of Split Senate on 27 March 2013 based on proposal of Centre for Quality Improvement of University of Split.

## **A Internal Analysis**

### **I. Ethical and professional aspects**

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#### **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 recognized ethical principles and practices. Researchers should, however, recognize 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 recognized ethical principles and practices, to which researchers have to adhere.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
<p>The Constitution of the Republic of Croatia (Article 67. and 68.)</p> <p>Science and Higher Education Act (SHEA in text after) (Article 2., 4. and 20.)</p>	<p>Rules:</p> <ul style="list-style-type: none"> <li>-The Statute of the University of Split (Article 2.)</li> <li>-Code of Ethics of the University of Split (Article 8.)</li> <li>-Statutes of University of Split constituents</li> <li>-Codes of Ethics of the University of Split constituents</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>-Dependence of researchers until the assistant professor level</li> <li>-Sometimes seniority culture limits the scientific freedom of young researchers to a certain extent</li> </ul>	<ul style="list-style-type: none"> <li>-Inciting awareness of the importance of research freedom by way of public discussions, round tables...</li> <li>-Periodic analysis of present state and evaluation of relevant legislation and Code of Ethics when research freedom in question</li> <li>-Stimulating young researchers independence by annual monitoring and regular success evaluations</li> <li>-Attenuating seniority-based culture which is not based on scientific achievements</li> </ul>	<ul style="list-style-type: none"> <li>- Ethical Committees of University of Split and its constituents</li> <li>-Centre for Quality of University of Split</li> <li>-Boards for Quality of University constituents</li> </ul> <p>Continuously</p>

<p><b>2. Ethical principles</b></p> <p>Researchers should adhere to the recognised ethical practices and fundamental ethical principles appropriate to their discipline(s) as well as to ethical standards as documented in the different national, sectoral or institutional Codes of Ethics.</p>			
Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who

<p>SHEA (Article 2. Paragraph 2. Point 2. and Article 37. Paragraph 3. and Article 112.) -detraction of the scientific status in case of severe violation of the Code of Ethics</p>	<p>Rules: -The Statute of the University of Split (Article 45.,46. and 47.) -Code of Ethics of the University of Split -Statutes of University constituents -Codes of Ethics of University constituents</p> <p>Practice: - promoting the ethical principles in science by Committees for Ethics, Codes of Ethics; Commissions on Ethics are established in all levels (national, university, and constituent level)</p>	<p>- Inciting complying with ethical rules, and regular adjustments and promotion of the Code of Ethics (public discussions, workshops, etc.). -Periodic analysis of the current state and evaluation of complying with the relevant legislation and the Code of Ethics.</p>	<p>-Ethical Committees of University of Split and its constituents -Centre for Quality of University of Split -Boards for Quality of University constituents</p> <p>Continuously</p>
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<p><b>3. Professional responsibility</b></p> <p>Researchers should make every effort to ensure that their research is relevant to society and does not duplicate research previously carried out elsewhere. They must avoid plagiarism of any kind and abide by the principle of intellectual property and joint data ownership in the case of research carried out in collaboration with a supervisor(s) and/or other researchers. The need to validate new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly quoted. Researchers should ensure, if any aspect of their work is delegated, that the person to whom it is delegated has the competence to carry it out.</p>			
<p><b>Relevant legislation (permitting or impeding the implementation of this principle)</b></p>	<p><b>Existing Institutional rules and/or practices</b></p>	<p><b>Actions required</b></p>	<p><b>When/Who</b></p>

<p><b>SHEA (Article 2.,3., 4., Article 37. Paragraph 2. Point 2. and Article 82. Paragraph 3.)</b>  <b>Patent Act</b>  <b>Trademark Act</b>  <b>Act of Copyright and Related Rights</b></p>	<p><b>Rules:</b>  <b>-The Statute of the University of Split (Article 2., Paragraph 7.)</b>  <b>-Code of Ethics of the University of Split (Article 2. and 10.)</b>  <b>-Statutes of University constituents</b>  <b>-Codes of Ethics of University constituents</b></p>	<p><b>- Enable access to the relevant legislation and institutional rules</b>  <b>- Enable access to the leading scientific journals and on-line bases.</b>  <b>- Emphasize continuously the importance of professional ethics and unacceptability of any form of plagiarism and forgery</b>  <b>Repositories of scientific research results and databases</b></p>	<p><b>- University constituents</b>  <b>- Mentors</b>  <b>- Vice Rector and Vice deans for science</b>  <b>- University Library</b>  <b>- Researchers</b></p> <p><b>Continuously</b></p>
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<p><b>4. Professional attitude</b></p> <p>Researchers should be familiar with the strategic goals governing their research environment and funding mechanisms, and should seek all necessary approvals before starting their research or accessing the resources provided. They should inform their employers, funders or supervisor when their research project is delayed, redefined or completed, or give notice if it is to be terminated earlier or suspended for whatever reason.</p>			
<p><b>Relevant legislation (permitting or impeding the implementation of this principle)</b></p>	<p><b>Existing Institutional rules and/or practices</b></p>	<p><b>Actions required</b></p>	<p><b>When/Who</b></p>

<p>SHEA Civil Obligations Act National programs, policies and strategies and acts ensuring resources for scientific, research and other projects within the scientific system (Ministry of science, education and sport, National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia, "Unity through Knowledge Fund" Business Innovation center of Croatia – BICRO). Regular projects funded by the National Science Fond and EU prescribe strict conditions of conduct and subsequent reporting on results and finances.</p>	<p>Rules: - Scientific Strategy of University of Split 2009-2014. - Scientific strategies of University of Split constituents</p>	<p>- Enable access to the relevant legislation and institutional rules</p>	<p>-University constituents - Vice rector and Vice deans for science - Senate and constituents councils</p> <p>Continuously</p>
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### 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.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
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<p>Labor Act (especially chapter XI. Inventions and technical improvements of workers)  Civil Obligations Act  Patent Act  Trademark Act  Act of Copyright and Related Rights  National programs, policies and strategies and acts ensuring resources for scientific, research and other projects within the scientific system (Ministry of science, education and sport, National Foundation for Science, Higher Education and Technological Development of the Republic of Croatia, "Unity through Knowledge Fund" Business Innovation center of Croatia – BICRO).  Regular projects funded by the National Science Fond and EU prescribe strict conditions of conduct and subsequent reporting on results and finances.</p>	<p>Rules:  - statutes of University constituents  - codes of ethics of University constituents</p> <p>Practice:  Lack of information on relevant legislation and institutional rules on behalf of researchers.  Lack of motivation and sensibility on obligations which arise from contractual and legal obligations.</p>	<p>-All researchers have to be acquainted with the relevant legislation and institutional rules  - Inciting and encouraging the researchers to learn about the regulations through workshops, round tables, etc.  -Development of the "right rule culture" (applying the regulations and obeying the contractual obligations of all parties involved: researchers, institutions and the state) through public discussions, workshops, round tables</p>	<p>-University  -University constituents    Continuously</p>
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<p><b>6. Accountability</b></p>			
<p>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.</p>			
<p>Methods of collection and analysis, the outputs and, where applicable, details of the data should be open to internal and external scrutiny, whenever necessary and as requested by the appropriate authorities.</p>			
<p><b>Relevant legislation (permitting or impeding the implementation of this principle)</b></p>	<p><b>Existing Institutional rules and/or practices</b></p>	<p><b>Actions required</b></p>	<p><b>When/Who</b></p>

SHEA – Article 109., 111., 111. a., until 111.f	<p>Rules: Code of Ethics of University of Split The Statute of University of Split</p> <p>Practice: Regular projects funded by MSES, NSF and EU prescribe strict conditions of conduct and reporting on results and finances.</p>	<p>-Encouraging the correct, transparent and efficient financial management through public presentations, round tables and workshops.</p> <p>-Encouraging researchers to be informed about the regulations systematically by mentors, and insist on their application.</p>	<p>-Ethical Committees of University constituents -University constituents</p> <p>Continuously</p>
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<b>7. Good practice in research</b>  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.			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
<p>SHEA – Article 20. Paragraph 1. („Scientific work shall not be subject to any limitations or formal requirements except those arising from (...) human rights protection and general safety at work“).</p> <p>Collective agreement for science and higher education (Article 47. – Abandonment of the work place due to safety reasons; duty of every employee is to take care of his/her safety and health, as well as co-workers', and every person affected by his decisions while working (...)</p> <p>Act on Safety and Health Protection at the Workplace</p> <p>Personal Data Protection Act</p>	<p>Rules: Code of Ethics of the University of Split</p> <p>Practice: -Mentoring ensures transfer of experience and knowledge with an aim of achieving safe working process of research -Unprotected data and insufficient systematic education</p>	<p>- All researchers have to be introduced to the relevant legislation and institutional rules</p> <p>- The data need to be protected, as well as research tools and instruments (questionnaires, interviews).</p> <p>- Strengthening of the IT system and education of the end users on the data protection</p>	<p>- University constituents -University constituents</p> <p>- Offices for IT</p> <p>Continuously</p>



**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.

<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
SHEA – Article 2. Paragraph 2. Point 3.	<p>Rules:</p> <ul style="list-style-type: none"> <li>- statutes of University constituents</li> <li>- codes of ethics of University constituents</li> </ul> <p>Practice:</p> <ul style="list-style-type: none"> <li>- Obligation to publish the results of scientific work determined by the conditions of scientific advancement.</li> <li>-Mentoring young researchers as a tool of control and encouragement.</li> <li>-Commercialization of scientific results is at its beginnings</li> <li>-Transferable skills are not developed satisfactorily.</li> </ul>	<ul style="list-style-type: none"> <li>-Ensuring more considerable financial means for scientific journals and other publications.</li> <li>- Better professional organization of scientific community – inciting establishment and active duty of professional and scientific organizations.</li> </ul>	<ul style="list-style-type: none"> <li>-Technology Transfer Office.</li> </ul> <p>Continuously</p>

**9. Public engagement**

Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public's understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public's concerns.

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

<p>SHEA – Article 2. Paragraph 2. Point 3. and Paragraph 3. Points 2. and 10. Act on Volunteering</p>	<p>Practice:</p> <ul style="list-style-type: none"> <li>- Popularization of science - Festival of Science</li> <li>- University and local community government projects</li> <li>- Media presentations of the University, its presence in regional, national and foreign media</li> <li>- University newspaper <i>Universitas</i></li> <li>- Scientific journals</li> <li>-Organizing university workshops</li> </ul>	<ul style="list-style-type: none"> <li>-Organizing a larger number of public lectures and thematic round tables in order to inform public about the scientific achievements of the institution.</li> <li>- Presentation of scientific results in public, covered by media.</li> <li>- Expanding cooperation at the level of local community and civil society.</li> <li>- Developing a clear strategy of presenting the achievements of the University and timely informing the public.</li> <li>- Encouraging voluntary engagement of researchers and other University's employers in humanitarian and similar activities of civil society.</li> <li>-Organizing university workshops that will cover the themes of project registration, management and reporting.</li> </ul>	<ul style="list-style-type: none"> <li>- University Senate</li> <li>-University council</li> <li>-University constituents</li> <li>- PR office of University and its constituents</li> <li>- Technology Transfer Office</li> <li>- Project managers</li> <li>- University journal <i>Universitas</i></li> </ul> <p>Continuously</p>
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<p><b>10. Non discrimination</b></p> <p>Employers and/or funders of researchers will not discriminate against researchers in any way on the basis of gender, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.</p>			
<p><b>Relevant legislation (permitting or impeding the implementation of this principle)</b></p>	<p><b>Existing Institutional rules and/or practices</b></p>	<p><b>Actions required</b></p>	<p><b>When/Who</b></p>

<p>The Constitution – Article 14. and 15. Labour Act – Article 2. Act on Prohibition of Discrimination Act on Gender Equality</p>	<p>Rules: - The Statute of the University of Split -Code of Ethics of the University of Split -Statutes of University constituents -Codes of Ethics of University constituents</p>	<p>- Further strengthening of discrimination avoidance among employees, employers and means providers - Conducting evaluation among employees, employers and means providers on discrimination avoidance</p>	<p>-Centre for Quality of University of Split - University constituents  Continuously</p>
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<p><b>11. Evaluation/ appraisal systems</b></p> <p>Employers and/or funders should introduce for all researchers, including senior researchers, evaluation/appraisal systems for assessing their professional performance on a regular basis and in a transparent manner by an independent (and, in the case of senior researchers, preferably international) committee.</p>			
<p><b>Relevant legislation (permitting or impeding the implementation of this principle)</b></p>	<p><b>Existing Institutional rules and/or practices</b></p>	<p><b>Actions required</b></p>	<p><b>When/Who</b></p>

SHEA – Article 32. Paragraph 5. and Article 37.	<p>Rules: The Statute of University of Split Articles of quality assurance system of University of Split.</p> <p>Practice: -Evaluation of scientific and teaching excellence, as well as professional work at the University of Split. - Complete scientific work is subject to review and evaluation during the process of advancing in scientific ranks. - No practice as yet of international committees during the process of election to a higher scientific status. -Teacher is assessed only upon advancing in titles, not periodically, and rarely based on international evaluation. - Researchers are not assessed at all after achieving the highest scientific title</p>	<ul style="list-style-type: none"> <li>- Exploring and accepting the criteria of evaluation performed at successful scientific institutions</li> <li>- Criteria and procedure of assessment should be transparent; introducing peer review system in titles election of responsible persons in scientific-research projects</li> <li>-Assessment and rank of scientific efficiency of the constituents within the science areas and branches</li> </ul>	<ul style="list-style-type: none"> <li>-Centre for Quality of University of Split</li> <li>- Science manager</li> <li>- Science Office</li> <li>-University constituents</li> </ul> <p>Continuously</p>
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## II. Recruitment

<p><b>12. Recruitment</b></p> <p>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.</p>			
<p><b>Relevant legislation (permitting or impeding the implementation of this principle)</b></p>	<p><b>Existing Institutional rules and/or practices</b></p>	<p><b>Actions required</b></p>	<p><b>When/Who</b></p>

<p>The Constitution (Articles 44. and 54.) SHEA – Article 31. – 45.</p> <p>Act of foreigners Labour Act</p>	<p>Rules: - Statutes of University constituents - Other legal acts of the constituents</p> <p>Practice: - The practice of recruiting researchers among the best students is predominant. - Unclear procedure of the employment of foreign citizens. - The importance of the employment of eminent researchers from abroad on the developmental positions is recognized, but not yet developed.</p>	<p>- Suggestions and initiatives to MSES to issue adequate policies and legislation on the national level regarding employing foreign researchers - Developing an advertising system in order to attract quality research workforce from other institutions, as well as the ones returning to their scientific career - Ensuring living conditions for foreign researchers - Assessing the existing criteria and defining standards for employing in the framework of different professions - Defining the status of postdocs and their roles at the scientific-teaching institutions at the University of Split - Development of Employment Action Plans of individual University units, based on a systematic and realistic planning of human resources and jobs.</p>	<p>-University Senate -University constituents</p> <p>Continuously</p>
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<p><b>13. Recruitment (Code)</b></p> <p>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.</p>			
<p><b>Relevant legislation (permitting or impeding the implementation of this principle)</b></p>	<p><b>Existing Institutional rules and/or practices</b></p>	<p><b>Actions required</b></p>	<p><b>When/Who</b></p>

<p>SHEA          – Articles 35.and 36. (deadlines, election in titles)          - Articles 40. and 41. (election on positions)          Collective agreement for science and higher education</p>	<p>Rules:          - Statutes of University constituents          - Other constituents' acts          Practice:          - Long advertisement, with all details on each opening as required above, is very expensive</p>	<p>- Enacting rule of advertisement for recruitment on EUROAXESS network.          - Advertising improvement, especially in defining conditions of titles election, description of work conditions and advancement possibilities (information package linked with advertisement).</p>	<p>- University Senate          - University constituents          Continuously</p>
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<p><b>14. Selection (Code)</b></p> <p>Selection committees should bring together diverse expertise and competences and should have an adequate gender balance and, where appropriate and feasible, include members from different sectors (public and private) and disciplines, including from other countries and with relevant experience to assess the candidate. Whenever possible, a wide range of selection practices should be used, such as external expert assessment and face-to-face interviews. Members of selection panels should be adequately trained should be realistic.</p>			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
<p>SHEA – Article 35. Paragraph 2.</p>	<p>Rules:          - Statutes of University constituents          - Selection committees are defined by law          Practice:          -Often, there is no independent assessment of the candidates (peer-review process), assessments are given solely by expert committees          - foreign countries residents do not participate in the selection procedure</p>	<p>- Introduction of advisory bodies made up of respectable researchers and professionals of different competencies from Croatia and abroad (according to scientific areas and fields)          -Introduction of a wider span of selection procedures          - Adequate advertising of available position advancements in our country and abroad</p>	<p>-University Senate          -University constituents          Continuously</p>

<p><b>15. Transparency (Code)</b></p> <p>Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their</p>
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applications.			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
SHEA – Article 40.Paragraph. 4. Collective agreement for science and higher education (Article 7.a. –public bidding obligation, informing about the results of competition)	<p>Rules: - Statutes of the University of Split constituents</p> <p>Practice: -Candidates are not well enough or at all informed about the election procedure or selection criteria, as well as about good/bad aspects of their applications</p>	<p>-Define election procedure, employment, and selection criteria.</p> <p>-Candidates should be informed in detail about the selection procedure, as well as about the outcome in written form.</p>	<p>-University constituents</p> <p>Continuously</p>

<b>16. Judging merit (Code)</b>			
<p>The selection process should take into consideration the whole range of experience of the candidates. While focusing on their overall potential as researchers, their creativity and level of independence should also be considered. This means that merit should be judged qualitatively as well as quantitatively, focusing on outstanding results within a diversified career path and not only on the number of publications. Consequently, the importance of bibliometric indices should be properly balanced within a wider range of evaluation criteria, such as teaching, supervision, teamwork, knowledge transfer, management of research and innovation and public awareness activities. For candidates from an industrial background, particular attention should be paid to any contributions to patents, development or inventions.</p>			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>

<p>Rulebooks on election procedure for titles and available positions of teachers, scientists and associates at national level</p>	<p>Rules: - Statutes of University constituents</p> <p>Practice: -Professional committees assess mentioned abilities</p>	<p>-Establish independent advisory bodies with a peer-review role -Define the criteria on the basis of which candidate's whole potential (independence, creativity, ect.) could be evaluated -Ensure the procedures in which the election committees could objectively evaluate candidate's whole potential as a scientist (creativity, independence, etc.) - For a more quality assessment an independent evaluation of an advisory body consisting of scientists and different experts from Croatia and abroad should be introduced</p>	<p>-Centre for Quality of University of Split -University constituents</p> <p>Continuously</p>
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### 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.

<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
<p>Rulebooks on election procedure for titles and available positions of teachers, scientists and associates at national level</p>	<p>Practice: -mandatory selection often requires advancement in prescribed timeline, so the pauses are therefore penalized</p>	<p>-Defining clear instructions on pause treatment in career, or variations in CVs chronological order in selection criteria -Encouraging changes in legislation prone to terminate the obligation of advancement through titles election</p>	<p>- University - University constituents</p> <p>Continuously</p>



**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.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
Science and Higher Education Labor Act Basic Collective Agreement for Officers and Employees in Public Services	<b>Rules:</b> -Mobility execution and acknowledging study period spent abroad, ECTS points and grades – rulebook for the departments -Rulebook on studying (section 6 – Student mobility).  <b>Practice:</b> -Insufficient value of professional training -Scientific mobility, is valued, and it is regulated by the rules in titles election conditions which require the experience of mobility -Due to the teaching duties, senior researchers are often not able to go to scientific and professional trainings	- Stimulating practice of postdoc specialization abroad and at the institutions in the Republic of Croatia with adequate evaluation of specialization. -Encouraging PhD and postdoc mobility -Encouraging professional specialization and other means of mobility through creating institutional possibilities of researchers' absence -Creating a personal data collection in order to observe (and award) mobility -Initiative towards National Scientific Board to recognize change from one discipline to another	-University - University constituents  Continuously

**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.

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

<p>Recognition of Foreign Diplomas and Professional Qualifications Act</p> <p>SHEA – Article 8.5 – Recognition of Foreign Diplomas and Professional Qualifications</p>	<p>Rules: - Rulebook on studying – Recognition of Foreign Diplomas and Professional Qualifications</p> <p>Practice: -Insufficient value of professional training Scientific mobility, namely visiting another scientific field, is valued, and it is regulated by the rules in titles election conditions which require the experience of mobility -Non-existing legislature on the national level in the field of acknowledging competences acquired through non-formal education</p>	<p>- Inciting formation of legislature on the national level in the field of acknowledging competences acquired through non-formal education - Development of procedures for recognition of formal qualifications and non-formal qualifications (development of review system)</p>	<p>-Office for – Recognition of Foreign Diplomas and Professional Qualifications -University constituents</p> <p>Continuously</p>
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<p><b>20. Seniority (Code)</b></p> <p>The levels of qualifications required should be in line with the needs of the position and not be set as a barrier to entry. Recognition and evaluation of qualifications should focus on judging the achievements of the person rather than his/her circumstances or the reputation of the institution where the qualifications were gained. As professional qualifications may be gained at an early stage of a long career, the pattern of lifelong professional development should also be recognized.</p>			
<p><b>Relevant legislation (permitting or impeding the implementation of this principle)</b></p>	<p><b>Existing Institutional rules and/or practices</b></p>	<p><b>Actions required</b></p>	<p><b>When/Who</b></p>

Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09) Labour Act (NN 149/09)	Rules: No limits for application of the principle.  Practice: Candidate achievements are assessed by evaluation of scientific and professional work, and teaching achievements are assessed by student questionnaires.	-Informing about the importance of the lifelong professional development (round tables, workshops, etc.)  -Selection Committees should take this principle into consideration.	University International Cooperation Office; Vice rector for science; Selection Committees  Continuously
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<b>21. Postdoctoral appointments (Code)</b>  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.			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09)	Rules: Strategies of scientific work and Human Development Strategies of the University and its constituents  Practice: Usually, after obtaining PhD, the researchers are appointed as senior assistants for a short-term period in which they can fulfil prerequisites for assistant professor positions.	-Defining an initiative towards national legislation regarding the definition of status and financing of postdocs employment. -Postdocs at foreign institutions should be encouraged.	Rectorate University constituents Continuously

### III. Working conditions and social security

<b>22. Recognition of the profession</b>			
<p>All researchers engaged in a research career should be recognized as professionals and be treated accordingly. This should commence at the beginning of their careers, namely at postgraduate level, and should include all levels, regardless of their classification at national level (e.g. employee, postgraduate student, doctoral candidate, postdoctoral fellow, civil servants).</p>			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
<p>Science and Higher Education Act (NN 123/03, 198/03, 105/04, 174/04, 46/07 and 45/09), Labour Act (NN 149/09)</p>	<p>Rules: Statute of University of Split, Code of Ethics of University of Split</p> <p>Practice: Constituents of University of Split act according to this principle.</p>	<p>Further encouragement to apply the University of Split Code of Ethics and the principles through informing on forums, workshops, etc.</p>	<p>-University Ethical Committee</p> <p>-University constituents</p> <p>Continuously</p>

<b>23. Research environment</b>			
<p>Employers and/or funders of researchers should ensure that the most stimulating research or research training environment is created which offers appropriate equipment, facilities and opportunities, including for remote collaboration over research networks, and that the national or sectoral regulations concerning health and safety in research are observed. Funders should ensure that adequate resources are provided in support of the agreed work programme.</p>			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>

Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Collective agreement for science and higher education (Article 30. – working conditions)	Rules: Statute of University of Split  Practice: Lack of financial means for adherence to this principle. No clear and elaborated system of supporting new research groups and their leaders.	Encouraging funding allocation for science (research training, equipment, etc.) at the national and regional level.  Encouraging the use of EU funds through education and informing.	-Rectorate -Vice rector for science -University constituents  Continuously
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#### 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.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Labour Act (NN 149/09), Collective Agreement for Science and Education	Rules: Statute of University of Split (section II. – Academic freedom section VIII. - Teachers, associates, scientists and researchers)  Practice: Institutional rules regulate only sabbatical use, everything else is not regulated and researchers are bound by their teaching obligations. Flexibility of working hours exists. The monitoring in achieving the results is performed each 5 years for professors and each year for assistants.	Encouraging flexibility in every aspect with efficient control of the use of working hours introducing the periodic and independent evaluation of scientific and professional work.	Rectorate  University constituents  Continuously

#### 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*.

<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Labour Act (NN 149/09)	<p>Rules: Existing institutional rules, Rulebooks on work</p> <p>Practice: In the existing practice researchers and teachers are permanently employed with the condition of election in titles prescribed at the national level. All scientific-teaching titles are subject to re-election procedure.</p>	Action required if legislation will be changed.	<p>Rectorate University Secretary</p> <p>Continuously</p>

## 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.

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

<p>Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Labour Act (NN 149/09), Act on Salaries in the Public Services (NN 27/01), Collective agreement for science and higher education (Chapter I. wages and material rights), Regulation on the name of jobs and coefficients of job complexity in public services, General legislation on social insurance and social care (health insurance, pension insurance, etc.)</p>	<p>Rules: Rulebooks on work</p> <p>Practice: The existing practice is in line with the execution of legal principles. At the national legislation level there is no clear difference between obligations and financing of teaching and scientific work.</p>	<p>Launching an initiative at the national level to ensure that salaries of the researchers do not lag compared to the industry salaries.</p> <p>Introduce the possibility to increase the share of science or teaching in the overall norm and according to the research needs, employee attitudes and needs of the institution.</p> <p>Establishing a procedure of evaluation which will enable the successful group leaders and researchers to be rewarded and obtain the larger part of the budget for further research.</p> <p>Encouraging the increase in the financial means by using the EU funds and partnership with industry projects.</p> <p>Encouraging the just and attractive conditions warranty as well as income at all levels of the career regardless of the contract type.</p>	<p>Rectorate</p> <p>University constituents</p> <p>Continuously</p>
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<p><b>27. Gender balance</b></p> <p>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.</p>			
<p><b>Relevant legislation (permitting or impeding the implementation of this principle)</b></p>	<p><b>Existing Institutional rules and/or practices</b></p>	<p><b>Actions required</b></p>	<p><b>When/Who</b></p>

Constitution of Republic of Croatia, Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Labour Act (NN 149/09)	Rules: University Code of Ethics	Further strengthening of awareness on gender equality among employees, employers and means providers.	Rectorate  Rector and Vice rectors  University constituents  Continuously
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<p><b>28. Career development</b></p> <p>Employers and/or funders of researchers should draw up, preferably within the framework of their human resources management, a specific career development strategy for researchers at all stages of their career, regardless of their contractual situation, including for researchers on fixed-term contracts. It should include the availability of mentors involved in providing support and guidance for the personal and professional development of researchers, thus motivating them and contributing to reducing any insecurity in their professional future. All researchers should be made familiar with such provisions and arrangements.</p>			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>



<p>Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Labour Act (NN 149/09)</p>	<p>Rules: Strategy of the Science Development of University of Split</p> <p>Practice: There are no clear strategies of human resources management (university strategies of advancement and financing of researchers) and plans for development of individual institution/constituents. Career development is not always correlated to the real successfulness of the candidates.</p>	<p>Encouraging and accelerating the introduction of personal data collection for each employee which will enable monitoring of achievements and making a basis for objective evaluation of advancement on the institutional level. Developing strategies of advancement for researchers in various science fields.</p> <p>Mentorship should be recognized as a part of duties, not as “voluntarily” activity and some measures (financial, awards etc.) have to be established.</p> <p>The establishment of start-up companies should be encouraged.</p>	<p>Rectorate</p> <p>University constituents</p> <p>Continuously</p>
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<p><b>29. Value of mobility</b></p> <p>Employers and/or funders must recognize the value of geographical, intersectorial, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher’s career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation.</p>			
<p><b>Relevant legislation (permitting or impeding the implementation of this principle)</b></p>	<p><b>Existing Institutional rules and/or practices</b></p>	<p><b>Actions required</b></p>	<p><b>When/Who</b></p>

<p>Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09) Labour Act (NN 149/09), Basic Collective Agreement for Officers and Employees in Public Services (84/07), Collective Agreement for Science and Higher Education, Independent Union of Research and Higher Education, 2002.</p>	<p>Rules: Mobility execution and acknowledging study period spent abroad, ECTS points and grades – Rulebook on studying at University of Split (section VI. – student mobility).</p> <p>Practice: Mobility of students, teachers and assistants among institutions in the Republic of Croatia, and domestic and foreign institutions has be initiated, but still insufficient. Scientific mobility, in the means of stay in another research area, is evaluated and regulated by the election in titles criteria which require the mobility experience. Lack of financial means which would enable and encourage mobility.</p>	<p>- Ensuring conditions and inciting mobility at all University levels - Covering progress in mobility improvement and its stimulation through reward system - Ensuring financial means from the EU funds and industry partnership projects - Fostering exchange schemes such as Erasmus</p>	<p>University International Cooperation Office</p> <p>Continuously</p>
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<p><b>30. Access to career advice</b></p> <p>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.</p>			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
<p>Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09)</p>	<p>Rules: There are no rules permitting or restricting the application of the principles.</p> <p>Practice: There is no advisory service in practice that would provide advice to researchers during their career. All counselling sums up to mentorship or leader of the project.</p>	<p>Initiative of introducing a professional role with an aim of advising and career managing for students and scientists and/or the Service for Planning and Development of Human Resources.</p> <p>Acquiring knowledge on international institutions of the kind through EU funded projects.</p>	<p>Rectorate</p> <p>Continuously</p>

### 31. Intellectual Property Rights

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

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Copyright and Related Rights Act (NN 167/03; 79/07)	<p>Rules: University of Split Rulebook on Intellectual Property Management (in the process of drafting)</p> <p>Practice: Making of a complete institutional regulation related to the policy on University's Intellectual Property management is underway.</p>	<ul style="list-style-type: none"> <li>- Continuing the regulation development for protection and Intellectual Property income allocation.</li> <li>- Developing mechanisms of informing and education on regulation application.</li> </ul>	<p>Technology Transfer Office</p> <p>Continuously</p>

### 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 recognized 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).

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

<p>Patent Law – Article 12. Paragraph 2. („If an invention is created by joint work of two or more inventors, inventors or their legal successors share a common right to patent. “), Law on Copyright and Related Rights – 11. (co-authors), Ordinance on conditions for election in scientific rank (NN 84/05)</p>	<p>Rules: Intellectual Property Management (in the process of drafting)</p> <p>Practice: Positive practice on co-authorship in articles and research findings.</p>	<p>Defining criteria for advancement at university level that would emphasize the quality of papers and their impact.</p> <p>Encouraging co-authorship with foreign research groups.</p>	<p>University Office for Transfer of Technology, Vice rector for science</p> <p>Continuously</p>
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<p><b>33. Teaching</b></p> <p>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.</p>			
<p><b>Relevant legislation (permitting or impeding the implementation of this principle)</b></p>	<p><b>Existing Institutional rules and/or practices</b></p>	<p><b>Actions required</b></p>	<p><b>When/Who</b></p>
<p>Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Collective agreement on science and higher education (Article 12. – Construction of employees in the academic profession)</p>	<p>Rules: University rules regarding regulation of outgoing teaching conditions at University of Split</p> <p>Practice: There is a precisely defined standard for teaching at university in working hours.</p>	<ul style="list-style-type: none"> <li>- Encouraging and accelerating the making of the personal data collection, which will enable monitoring of teaching, science and mentoring share in overall work load.</li> <li>- Introduction of possibility of increased share of teaching or science in overall load, according to research needs, employee attitudes, and requirements of the institution.</li> <li>- Developing specialization and education mechanisms for all researchers in order to obtain teaching skills.</li> </ul>	<ul style="list-style-type: none"> <li>- University constituents</li> <li>- Vice rectors</li> </ul> <p>Continuously</p>

### 34. Complains/ appeals

Employers and/or funders of researchers should establish, in compliance with national rules and regulations, appropriate procedures, possibly in the form of an impartial (ombudsman-type) person to deal with complaints/appeals of researchers, including those concerning conflicts between supervisor(s) and early-stage researchers. Such procedures should provide all research staff with confidential and informal assistance in resolving work-related conflicts, disputes and grievances, with the aim of promoting fair and equitable treatment within the institution and improving the overall quality of the working environment.

Relevant legislation (permitting or impeding the implementation of this principle)	Existing Institutional rules and/or practices	Actions required	When/Who
Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Labour Act (NN 149/09)	<p>Rules: Code of Ethics of University of Split</p> <p>Practice: Procedure is partially elaborated through the practice of the Ethical Committee.</p>	<p>Creation of plan or strategy of development for young researchers' careers which defines in detail the roles of mentor and relations to young researchers.</p> <p>Encouragement of the Ethical Committee in further improvement of advisory function in possible disputes.</p>	<p>University Ethical Committee</p> <p>University constituents</p> <p>Continuously</p>

### 35. Participation in decision-making bodies

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

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

<p>Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Collective agreement on science and higher education (Article 39. – Evaluation and dismissal, reporting on the work of research assistant)</p>	<p>Rules: University constituent council rules on the number of representatives</p> <p>Practice: Scientific-teaching employees are directly involved in bodies of the institution, and other employees by their representatives. Evaluation and dismissal, reporting on the work of research assistant is carried out.</p>	<p>Elaborating evaluation system for participation in relevant bodies at the constituents, university, and national level institutions.</p>	<p>University constituents</p> <p>Continuously</p>
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#### IV. Training

##### 36. Relation with supervisors

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

<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
<p>Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Collective agreement on science and higher education (Article 39. – Evaluation and dismissal, reporting on the work of research assistant)</p>	<p>Rules: Rulebooks on doctoral studies at university constituents</p> <p>Practice: Yearly reports on researchers advance and results are performed.</p>	<p>Rulebook on supervisor and mentorship relations to early researchers.</p> <p>To establish common contract relation between mentors and PhD students</p>	<p>Rectorate</p> <p>University constituents</p> <p>Continuously</p>

##### 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.			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09)	Rules: University Statute, Rulebooks on doctoral studies at university constituents  Practice: Practice varies from neglect to complying with the principle.	Sharpen the criteria of excellence and teacher advancement (senior researchers) in order to select the best, able to lead the group and conduct all the duties.	University constituents  Continuously

<b>38. Continuing Professional Development</b>			
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.			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09)	Rules: There are no rules permitting or restricting the application of the principles.  Practice: Although institutions promote continuous professional development, there is no formally binding rule to participate in such education.	- Encouragement of researchers' education at other institutions. - Permanent trainings and seminars organized/carried out by the University and/or its constituents for their researchers - Enable financial instruments to encourage the development of skills and competencies.	University International Cooperation Office  University constituents  Continuously

<b>39. Access to research training and continuous development</b>			
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.			

<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09), Collective agreement for science and higher education (Article 41 – 44, study leave)	<p>Rules: There are no rules permitting or restricting the application of the principles.</p> <p>Practice: There is increased availability of different types of education in practice, although it should be more intense. In practice there is a lack of financial resources for research training and continuous development.</p>	-More attendance and securing of financial resources will foster researchers' development and better exploitation of their potentials.	University constituents Continuously

<b>40. Supervision</b>			
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.			
<b>Relevant legislation (permitting or impeding the implementation of this principle)</b>	<b>Existing Institutional rules and/or practices</b>	<b>Actions required</b>	<b>When/Who</b>
Science and Higher Education Act (NN 123 /03, 198/03, 105/04, 174/04, 46/07 and 45/09)	<p>Rules: There are no rules permitting or restricting the application of the principles.</p> <p>Practice: All young researchers have a supervisor, although obligations and relationship are not well defined.</p>	Elaborating regulations for young researchers/ PhD students' monitoring, as well as the monitoring of mentor's success.	- University Senate -University constituents  Continuously



## B Action Plan 2013-2016

### I. Ethical and professional aspects

#### 9. Public engagement

Researchers should ensure that their research activities are made known to society at large in such a way that they can be understood by non-specialists, thereby improving the public's understanding of science. Direct engagement with the public will help researchers to better understand public interest in priorities for science and technology and also the public's concerns.

#### Actions required

- Organizing a larger number of public lectures and thematic round tables in order to inform public about the scientific achievements of the institution.
- Presentation of scientific results in public, covered by media.
- Expanding cooperation at the level of local community and civil society.
- Developing a clear strategy of presenting the achievements of the University and timely informing the public.
- Encouraging voluntary engagement of researchers and other University's employers in humanitarian and similar activities of civil society.
- Organizing university workshops that will cover the themes of project registration, management and reporting.

#### When/Who

- University Senate
- University Council
- University constituents
- PR office of University and its constituents
- Technology Transfer Office
- Project managers
- University journal *Universitas*

2013.-2015.

#### 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.

#### Actions required

#### When/Who

<ul style="list-style-type: none"> <li>- Exploring and accepting the criteria of evaluation performed at successful scientific institutions</li> <li>- Criteria and procedure of assessment should be transparent; introducing peer review system in titles election of responsible persons in scientific-research projects</li> <li>-Assessment and rank of scientific efficiency of the constituents within the science areas and branches</li> </ul>	<ul style="list-style-type: none"> <li>-Centre for Quality of University of Split</li> <li>- Science manager</li> <li>- Science Office</li> <li>-University constituents</li> </ul> <p>Continuously</p>
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## II. Recruitment

<p><b>13. Recruitment (Code)</b></p> <p>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.</p>	
<b>Actions required</b>	<b>When/Who</b>
<ul style="list-style-type: none"> <li>- Enacting rule of advertisement for recruitment on EUROAXESS network.</li> <li>- Advertising improvement, especially in defining conditions of titles election, description of work conditions and advancement possibilities (information package linked with advertisement).</li> </ul>	<ul style="list-style-type: none"> <li>- University Senate</li> <li>- University constituents</li> </ul> <p>2013.-2015.</p>

<p><b>15. Transparency (Code)</b></p> <p>Candidates should be informed, prior to the selection, about the recruitment process and the selection criteria, the number of available positions and the career development prospects. They should also be informed after the selection process about the strengths and weaknesses of their applications.</p>	
<b>Actions required</b>	<b>When/Who</b>

-Define election procedure, employment, and selection criteria.	-University constituents
-Candidates should be informed in detail about the selection procedure, as well as about the outcome in written form.	Continuously

<b>19. Recognition of qualifications (Code)</b>	
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.	
<b>Actions required</b>	<b>When/Who</b>
- Inciting formation of legislature on the national level in the field of acknowledging competences acquired through non-formal education - Development of procedures for recognition of formal qualifications and non-formal qualifications (development of review system)	-Office for Recognition of Foreign Diplomas and Professional Qualifications -University constituents  <a href="#">2013.-2015.</a>

### III. Working conditions and social security

<b>29. Value of mobility</b>	
Employers and/or funders must recognize the value of geographical, intersectorial, inter- and trans-disciplinary and virtual mobility as well as mobility between the public and private sector as an important means of enhancing scientific knowledge and professional development at any stage of a researcher's career. Consequently, they should build such options into the specific career development strategy and fully value and acknowledge any mobility experience within their career progression/appraisal system. This also requires that the necessary administrative instruments be put in place to allow the portability of both grants and social security provisions, in accordance with national legislation.	
<b>Actions required</b>	<b>When/Who</b>

<ul style="list-style-type: none"> <li>- Ensuring conditions and inciting mobility at all University levels</li> <li>- Covering progress in mobility improvement and its stimulation through reward system</li> <li>- Ensuring financial means from the EU funds and industry partnership projects</li> <li>- Fostering exchange schemes such as Erasmus</li> </ul>	<p>-University International Cooperation Office</p> <p>2013.-2015.</p>
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<p><b>31. Intellectual Property Rights</b></p> <p>Employers and/or funders should ensure that researchers at all career stages reap the benefits of the exploitation (if any) of their R&amp;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.</p>	
<p><b>Actions required</b></p>	<p><b>When/Who</b></p>
<ul style="list-style-type: none"> <li>- Continuing the regulation development for protection and Intellectual Property income allocation.</li> <li>- Developing mechanisms of informing and education on regulation application.</li> </ul>	<p>-Technology Transfer Office</p> <p>2013.-2015.</p>

<p><b>33. Teaching</b></p> <p>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.</p>	
<p><b>Actions required</b></p>	<p><b>When/Who</b></p>
<ul style="list-style-type: none"> <li>- Encouraging and accelerating the making of the personal data collection, which will enable monitoring of teaching, science and mentoring share in overall work load.</li> <li>- Introduction of possibility of increased share of teaching or science in overall load, according to research needs, employee attitudes, and requirements of the institution.</li> <li>- Developing specialization and education mechanisms for all researchers in order to obtain teaching skills.</li> </ul>	<p>- University constituents</p> <p>- Vice rectors</p> <p>2013.-2015.</p>

## IV. Training

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### 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.

#### Actions required

- Encouragement of researchers' education at other institutions.
- Permanent trainings and seminars organized/carried out by the University and/or its constituents for their researchers
- Enable financial instruments to encourage the development of skills and competencies.

#### When/Who

-University International Cooperation Office

-University constituents

2013.-2015.

### 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.

#### Actions required

- More attendance and securing of financial resources will foster researchers' development and better exploitation of their potentials.

#### When/Who

-University constituents

2013.-2015.

**RECTOR**

**Prof. Ivan Pavić, Ph. D.**