



**УНИВЕРЗИТЕТ У БАЊОЈ ЛУЦИ**  
UNIVERSITY OF BANJA LUKA

## **HR Excellence in Research**

### *Survey results*

February 2026

## Methodology

The survey was directed at researchers employed at the University of Banja Luka, with access to the survey provided exclusively through official email accounts. This procedure was applied to ensure that the research encompasses only the target population, which comprises researchers employed full-time at the University. No personal identifiers were collected or processed during completion of the survey. Participation in the research was voluntary, and respondents were able to complete the survey once within the designated time period.

The survey is divided into five thematic sections. The first section covers the general demographic and professional characteristics of the respondents (gender, age, academic title, member unit of the University), while the remaining four sections measure perceptions of the alignment of the research environment and practices at the University of Banja Luka with the principles and recommendations of the European Charter for Researchers. The survey is structured in accordance with thematic pillars covering key domains such as research ethics and integrity, equal opportunities and non-discrimination, working conditions and institutional support, as well as research career development and mentorship. The full questionnaire is in the appendix to this document.

Respondents were asked to assess the extent to which, in their opinion, different segments of the research environment at the University of Banja Luka are aligned with the recommendations of the European Charter for Researchers. The response options were:

- 1 – Strongly disagree
- 2 – Partially disagree
- 3 – Neither agree nor disagree
- 4 – Partially agree
- 5 – Strongly agree.

The items were given a positive formulation, so that a higher score indicates a greater perceived alignment with the recommendations of the European Charter for Researchers, i.e. a more favourable assessment of existing practices and conditions. Such coding enables direct interpretation of the results, as well as the calculation of descriptive indicators (mean, median, standard deviation and interquartile range) at the level of individual items and thematic sections.

The statistical analysis of the data applied descriptive measures across the different pillars, with measures of central tendency and variability calculated for relevant categories of respondents in order to identify patterns and potential differences in perceptions.

The findings obtained provide an analytical basis for operational planning and the prioritisation of interventions, as they enable the precise identification of lower-rated segments of the University and the definition of targeted improvement measures. This provides a basis for developing guidelines for strengthening human resources at the University, while the effects of the implemented activities can be monitored through repeated measurements and comparable analysis in subsequent periods.

## Results

The University of Banja Luka is an integrated university and consists of 18 member units: 16 faculties, the Academy of Arts and the Institute for Genetic Resources.

A total of 623 out of 800 researchers employed at the University completed the survey. The structure of the respondents and the response rate by University member units are presented in Table 1.

Table 1: Overview of responses by University member units

Member unit	Number of employed researchers	Number of completed surveys	Response rate
Academy of Arts	81	39	48%
Faculty of Architecture, Civil Engineering and Geodesy	56	50	89%
Faculty of Economics	46	40	87%
Faculty of Electrical Engineering	47	39	83%
Institute of Genetic Resources	7	7	100%
Faculty of Mechanical Engineering	40	37	93%
Faculty of Medicine	81	51	63%
Faculty of Agriculture	41	30	73%
Faculty of Law	24	14	58%
Faculty of Natural Sciences and Mathematics	84	84	100%
Faculty of Mining Engineering	10	9	90%
Faculty of Technology	44	36	82%
Faculty of Security Science	14	12	86%
Faculty of Political Science	37	30	81%
Faculty of Physical Education and Sport	30	20	67%
Faculty of Philosophy	71	63	89%
Faculty of Philology	67	45	67%
Faculty of Forestry	20	17	85%
<b>TOTAL</b>	<b>800</b>	<b>623</b>	<b>78%</b>

The overall survey response rate at the University level was 77.9%. A sample size of 623 in a population of 800 yields a margin of error of 1.85% at a 95% confidence level, indicating that the sample is sufficiently large to provide precise estimates of the views of the entire research population at the University. Such a small margin of error means that estimates of proportions and mean values derived from the sample are very close to the true population parameters, which supports the validity of the conclusions and allows for the appropriate application of descriptive statistical methods.

The gender structure of the respondents is presented in Figure 1. The distribution by junior and senior academic and research titles is presented in Figure 2.

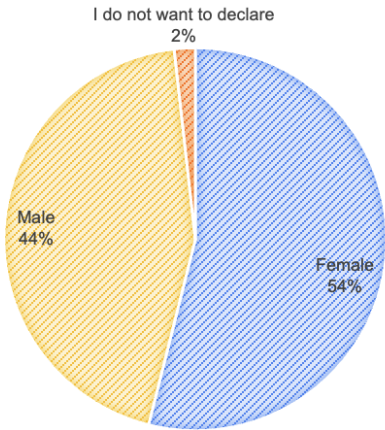


Figure 1: Gender structure of respondents

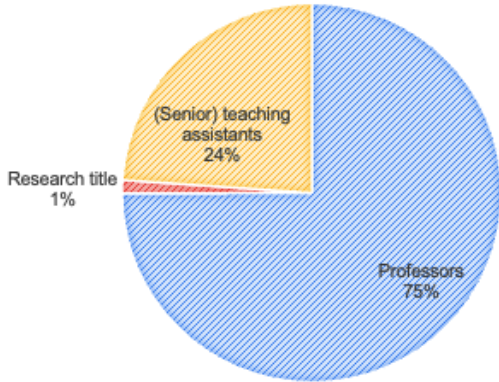


Figure 2: Distribution of respondents by academic titles

A detailed distribution by titles is presented in Table 2.

Table 2: Analytical distribution of respondents by academic titles

Academic Title	Response Percentage
Assistant Professor	20.7%
Associate Professor	22.8%
Foreign Language Teacher	1.0%
Full Professor	29.5%
Research Associate	0.5%
Research Fellow	0.5%
Senior Art Associate	0.2%
Senior Research Associate	0.5%
Senior Research Fellow	0.5%
Senior Teaching Assistant	16.2%
Teaching Assistant	7.7%

## First pillar: Ethics, integrity, gender equality and open science

The overall mean score for the questions in the first pillar is 4.42, with a standard deviation of 0.97 and a coefficient of variation of 22%, which is also the highest mean score among all four pillars. Descriptive statistics for the individual questions included in the first pillar are presented below in Table 3.

Table 3: Survey results related to ethics, integrity, gender equality and open science (M – mean, SD – standard deviation, Me – median, Mo – mode)

Question	M	SD	Me	Mo
1. In my research work, I consistently adhere to ethical principles appropriate to my discipline and practise honesty, reliability, impartiality and open communication throughout the research process.	4.95	0.24	5.00	5.00
2. I avoid plagiarism and respect the rules governing the use of authorship and intellectual property at all stages of the research process.	4.97	0.19	5.00	5.00
3. I am familiar with the institutional rules and procedures for reporting and addressing research misconduct.	4.26	0.87	4.00	5.00
4. I have the freedom of scientific research, which I exercise responsibly when formulating research questions, selecting samples and analytical methods, and presenting research results, while respecting legal and operational constraints.	4.79	0.49	5.00	5.00
5. I make the results of my research publicly available for further use and, where appropriate, for social or commercial application.	4.72	0.62	5.00	5.00
6.1. There is no discrimination at the University on the following grounds: [Sex or gender]	4.31	1.07	5.00	5.00
6.2. There is no discrimination at the University on the following grounds: [Age]	4.26	1.08	5.00	5.00
6.3. There is no discrimination at the University on the following grounds: [Ethnic or national origin]	4.42	1.04	5.00	5.00
6.4. There is no discrimination at the University on the following grounds: [Religion or belief]	4.40	1.06	5.00	5.00
6.5. There is no discrimination at the University on the following grounds: [Social origin]	4.40	1.05	5.00	5.00
6.6. There is no discrimination at the University on the following grounds: [Sexual orientation]	4.31	1.08	5.00	5.00
6.7. There is no discrimination at the University on the following grounds: [Language]	4.46	1.01	5.00	5.00
6.8. There is no discrimination at the University on the following grounds: [Disability]	4.39	1.03	5.00	5.00
6.9. There is no discrimination at the University on the following grounds: [Political opinion]	3.72	1.33	4.00	5.00
6.10. There is no discrimination at the University on the following grounds: [Social or economic status]	4.29	1.07	5.00	5.00

7. I am familiar with the University's strategic objectives, funding mechanisms and the procedures required to conduct research.	3.87	0.97	4.00	4.00
8. I strive to conduct socially relevant research and to inform stakeholders about changes and obstacles in the research process.	4.30	0.84	5.00	5.00
9. I use funding sources responsibly, transparently and efficiently, respect the principles of sustainability, and take responsibility for my own actions in research.	4.79	0.53	5.00	5.00
10. The University supports and formally recognises different forms of researcher mobility.	4.29	0.91	5.00	5.00

Particularly high scores and low variability are observed for the questions relating to adherence to ethical principles and the avoidance of plagiarism (mean  $\approx$  4.95–4.97; standard deviation  $\approx$  0.19–0.24), indicating a strong consensus among researchers regarding the acceptance of these standards. On the other hand, relatively lower scores for familiarity with institutional procedures for reporting irregularities (mean = 4.26; standard deviation = 0.87) and familiarity with strategic objectives, funding mechanisms and procedures (mean = 3.87; standard deviation = 0.97) suggest that, although normative principles are largely adopted, there is room for more systematic internal communication, training and more detailed familiarisation with research procedures. The lowest score within this pillar relates to the perception of the absence of discrimination on the grounds of political opinion (mean = 3.72; standard deviation = 1.33), where a high standard deviation indicates heterogeneity of experiences and potential polarisation of views.

Based on the results obtained, it is necessary to systematise and highlight the institutional procedures for reporting irregularities, as well as the University's strategic objectives, funding mechanisms and relevant administrative procedures, through short targeted training sessions, clear protocols and simple guides available to researchers.

### Second pillar: Assessment, recruitment and advancement of researchers

The mean score for the questions in the second pillar is 4.29, with a standard deviation of 0.95 and a coefficient of variation of 22%, indicating that respondents generally perceive the appointment and reappointment procedures as relatively efficient and largely aligned with the principles of merit and transparency. A detailed overview of the descriptive measures by question is provided in Table 4.

Table 4: Survey results related to the assessment, recruitment and advancement of researchers (M – mean, SD – standard deviation, Me – median, Mo – mode)

Question	M	SD	Me	Mo
11. The system for evaluating and assessing researchers takes into account a range of activities, and the assessment relies on the qualitative evaluation by relevant experts, with the responsible use of quantitative indicators.	4.00	0.96	4.00	4.00
12. Evaluation systems used in appointment and reappointment procedures are transparent, merit-based and include experts from outside the institution.	4.26	0.96	5.00	5.00
13. The evaluation criteria used in appointment and reappointment procedures are publicly available, comprehensive and clear.	4.51	0.84	5.00	5.00
14. Changes in career paths are not an obstacle to further academic advancement.	4.02	1.02	4.00	5.00
15. There is no discrimination in appointment or reappointment procedures.	4.20	1.05	5.00	5.00
16. Members of appointment committees have relevant experience for assessing the candidates' abilities and include members from the relevant scientific or artistic fields.	4.44	0.82	5.00	5.00
17. Candidates for academic appointment are provided with information about the appointment procedure and are informed of the results of the competition.	4.63	0.71	5.00	5.00
18. In the selection of candidates, different forms of mobility are appropriately valued, including geographical, sectoral, interdisciplinary and transdisciplinary mobility.	4.10	0.99	4.00	5.00
19. In appointment and reappointment procedures, in addition to professional contributions, achievements in teaching are also taken into account.	4.43	0.93	5.00	5.00
20. The evaluation of candidates' results in appointment or reappointment procedures is based on objective indicators, regardless of the reputation of the institution at which those results were achieved.	4.33	0.91	5.00	5.00

The highest scores are observed for items relating to publicly available and clearly defined criteria (mean = 4.51) and the provision of information to candidates about the procedure and outcomes of the competition (mean = 4.63), which are key elements of good governance practice. The lowest score (mean = 4.00; standard deviation = 0.96) relates to the extent to which the evaluation system sufficiently combines the qualitative assessment of experts with the responsible use of quantitative indicators, which may indicate the need for further alignment of criteria, greater consistency of practices across the University's member units, and clearer explanation of how indicators are used in decision-making.

### Third pillar: Working conditions and social security

The mean score for the questions in the third pillar is 4.16, with a standard deviation of 1.04 and a coefficient of variation of 25%, with descriptive values by question presented in Table 5.

Table 5: Survey results related to working conditions and social security (M – mean, SD – standard deviation, Me – median, Mo – mode)

Question	M	SD	Me	Mo
21. The University provides a stimulating environment for research and education in accordance with national occupational health and safety legislation.	3.98	1.04	4.00	5.00
22. I am provided with flexible working conditions (for example, accessibility for persons with disabilities, the ability to freely use annual leave, flexible working hours, and the use of paid leave), in accordance with the legal framework and the collective agreement regulating higher education and research activity.	4.39	0.94	5.00	5.00
23. Secure employment is guaranteed regardless of the type of contract concluded, in accordance with national legislation.	4.30	1.00	5.00	5.00
24. I have health and pension insurance in accordance with the applicable legal framework.	4.92	0.33	5.00	5.00
25. The research environment is adequately equipped (e.g. appropriate equipment, infrastructure, resources for remote work, etc.) and corresponds to the needs of researchers.	3.44	1.20	4.00	4.00
26. I have access to the necessary administrative and technical support.	3.82	1.16	4.00	5.00
27. I am aware that the University has a legal act regulating the protection of intellectual property rights, in accordance with national legislation.	4.24	0.97	5.00	5.00
28. The University has developed clear and impartial rules for submitting and resolving complaints.	3.99	0.99	4.00	5.00
29. University bodies responsible for decision-making, consultation and information always include researchers.	3.91	1.01	4.00	5.00
30. I apply the principles of open science and adequately present the results of my research to the public, in accordance with the rules on the protection of intellectual property, which the University recognises.	4.57	0.70	5.00	5.00

The highest scores and the greatest level of agreement relate to the basic elements of social security (health and pension insurance: mean = 4.92; standard deviation = 0.33), indicating compliance with legal obligations. In contrast, the lowest scores relate to material and technical conditions (adequacy of equipment and infrastructure: mean = 3.44; standard deviation = 1.20) and administrative and technical support (mean = 3.82; standard deviation = 1.16), which, together with the relatively high variability, suggests uneven working conditions among the University's member units and a potentially significant impact on research productivity.

Taking into account the heterogeneity of the University, an analysis was conducted to determine whether differences exist in material resources and technical support among the University's member units. Descriptive statistics show a clear range of mean scores, from the lowest at the Faculty of Technology (mean = 2.80), the Faculty of Natural Sciences and Mathematics (2.95), the Faculty of Mining (3.00) and the Academy of Arts (3.03), to the highest at the Institute for Genetic Resources (4.22) and at member units with averages above 3.8, such as the Faculty of Political Sciences (3.97), the Faculty of Medicine (3.94) and the Faculty of Philosophy (3.84). This pattern suggests that perceptions of the adequacy of material resources are weakest in member

units that are structurally more dependent on laboratory or technical infrastructure or specialised equipment, while the most favourable perceptions are found in units with better resources or where researchers perceive available resources as more adequate for their needs.

For question 26 (administrative and technical support), the lowest average scores occur at the Faculty of Electrical Engineering (mean = 3.51), the Academy of Arts (3.51), the Faculty of Mining Engineering (3.44) and the Faculty of Technology (3.31), while the highest scores are observed at the Faculty of Philosophy (4.27), the Faculty of Physical Education and Sport (4.25), the Faculty of Political Science (4.23), the Faculty of Security Science (4.08) and the Institute for Genetic Resources (4.56). This indicates that administrative and technical support is perceived as systematically stronger in certain member units, although the range of differences is smaller than in the case of material resources. A graphical presentation of the scores for questions 25 and 26 is provided in Figure 3.

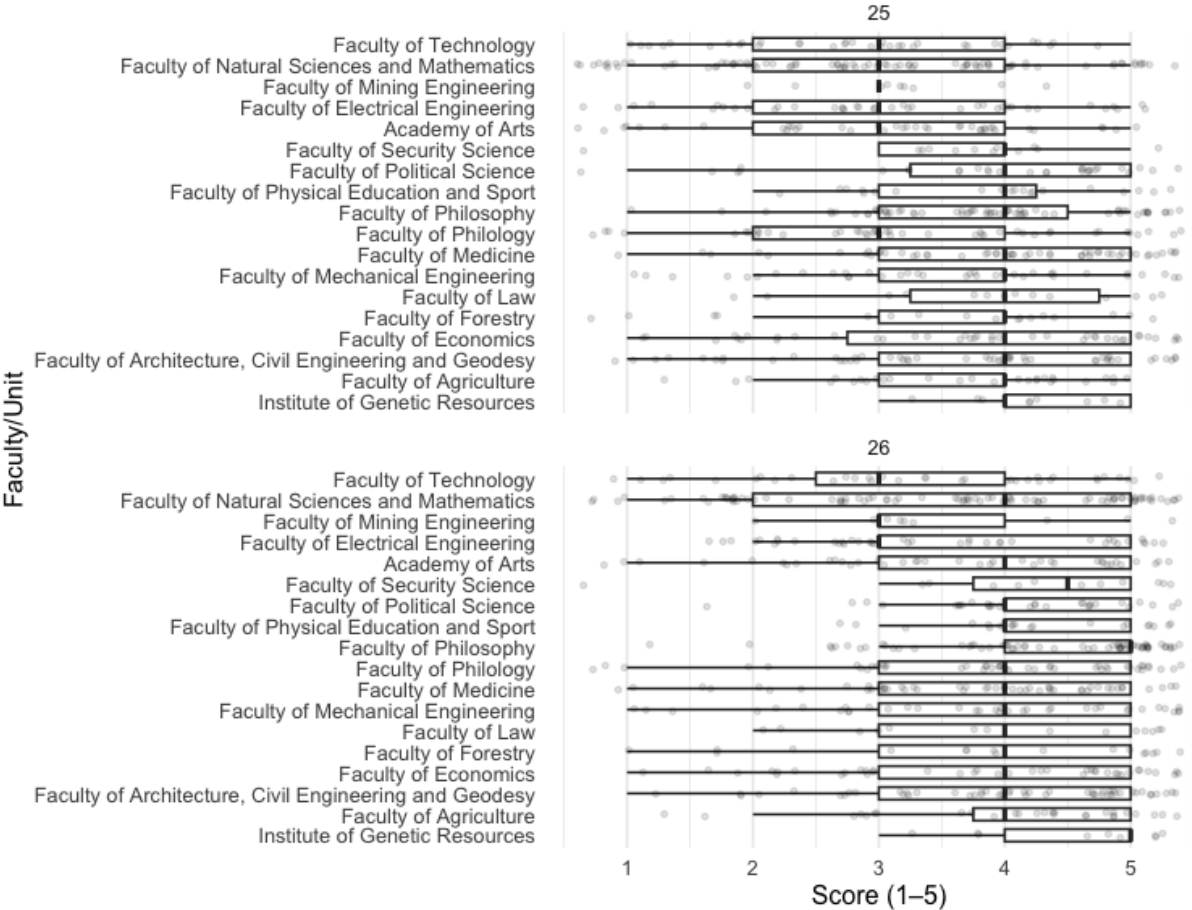


Figure 3: Scores for material resources and technical support by University member units

Lower scores are also observed in segments relating to the development and perception of complaint mechanisms (mean = 3.99) and the inclusion of researchers in decision-making processes (mean = 3.91), indicating room for strengthening participatory governance and clearer procedures for the protection of rights.

Additional analysis by member unit should be conducted to determine the equipment available and what improvements are needed, and on that basis to develop a capital investment plan. In operational planning, priority should be given to member units with the lowest averages and the

greatest dependence on infrastructure (e.g. the Faculty of Technology, the Faculty of Mining and the Faculty of Natural Sciences and Mathematics).

#### Fourth pillar: Research career development

The mean score for the questions in the fourth pillar is 3.85, with a standard deviation of 1.09 and a coefficient of variation of 28%, making it the lowest-rated area and the one requiring the most interventions and alignment with the recommendations of the European Charter for Researchers. Descriptive analysis is presented below in Table 6.

Table 6: Survey results related to research career development (M – mean, SD – standard deviation, Me – median, Mo – mode)

Question	M	SD	Me	Mo
31. Early-career researchers have access to a structured mentoring system within the institution, which clearly defines the role and activities of mentors.	3.88	1.15	4.00	5.00
32. Experienced researchers have a sufficient level of knowledge and expertise to mentor early-career researchers and have access to the necessary professional development.	4.03	0.97	4.00	4.00
33. Experienced researchers are committed to and approach their roles as mentors, advisers or project leaders in a professional manner, and actively support early-career researchers.	4.05	0.98	4.00	5.00
34. The University enables researchers to continuously develop their skills and competences.	3.97	1.05	4.00	4.00
35. The University pays particular attention to the professional development of early-career researchers.	3.69	1.10	4.00	4.00
36. The University equally values different research career paths (academic, professional, public, etc.).	3.78	1.09	4.00	5.00
37. The University values different types of research outputs (e.g. publications, teaching competences, knowledge and technology transfer, mentoring, entrepreneurship, cooperation with industry, participation in public policy development, etc.).	4.09	1.05	4.00	5.00
38. The University has a clear career development strategy for different levels of researchers.	3.72	1.09	4.00	4.00
39. The University provides professional support and advice for career development.	3.59	1.17	4.00	4.00
40. The University evaluates the quality of the formal and informal professional development of researchers.	3.73	1.10	4.00	4.00

Although the elements of mentoring and the role of experienced researchers are rated moderately positively (mean  $\approx$  3.88–4.05), lower scores for support for early-career researchers (mean = 3.69), the career development strategy (mean = 3.72), and professional counselling and career support (mean = 3.59; standard deviation = 1.17) indicate that researchers recognise the lack of systematised and institutionally visible mechanisms for career planning and management. This is particularly

important because these components directly affect talent retention, the motivation of early-career researchers and competitiveness in the national and international research environment.

### Differences in perceptions of mentoring: Junior and senior academic staff

Given that the fourth pillar, which relates to mentoring, has the lowest mean scores, an analysis was conducted to determine whether there is a statistically significant difference in perceptions between early-career researchers (those holding junior academic titles, i.e. teaching assistants and senior teaching assistants) and their potential mentors (those holding senior academic titles, i.e. professors). Research titles were not taken into account due to the small sample size. The results are presented in Table 7.

Table 7: Perception of mentoring (M – mean, SD – standard deviation)

Question (ID)	Category of academic title	Number of respondents	M	SD
31	(Senior) teaching assistant	149	3.65	1.32
	Professor	467	3.94	1.09
32	(Senior) teaching assistant	149	3.99	1.02
	Professor	467	4.03	0.96
33	(Senior) teaching assistant	149	3.94	1.10
	Professor	467	4.07	0.94
34	(Senior) teaching assistant	149	3.98	1.09
	Professor	467	3.95	1.04
35	(Senior) teaching assistant	149	3.60	1.12
	Professor	467	3.70	1.07
36	(Senior) teaching assistant	149	3.75	1.05
	Professor	467	3.79	1.11
37	(Senior) teaching assistant	149	4.10	0.97
	Professor	467	4.10	1.07
38	(Senior) teaching assistant	149	3.75	1.02
	Professor	467	3.70	1.11
39	(Senior) teaching assistant	149	3.64	1.14
	Professor	467	3.55	1.18
40	(Senior) teaching assistant	149	3.85	0.97
	Professor	467	3.68	1.14

A graphical presentation of the descriptive analysis results is provided in Figures 4a and 4b.

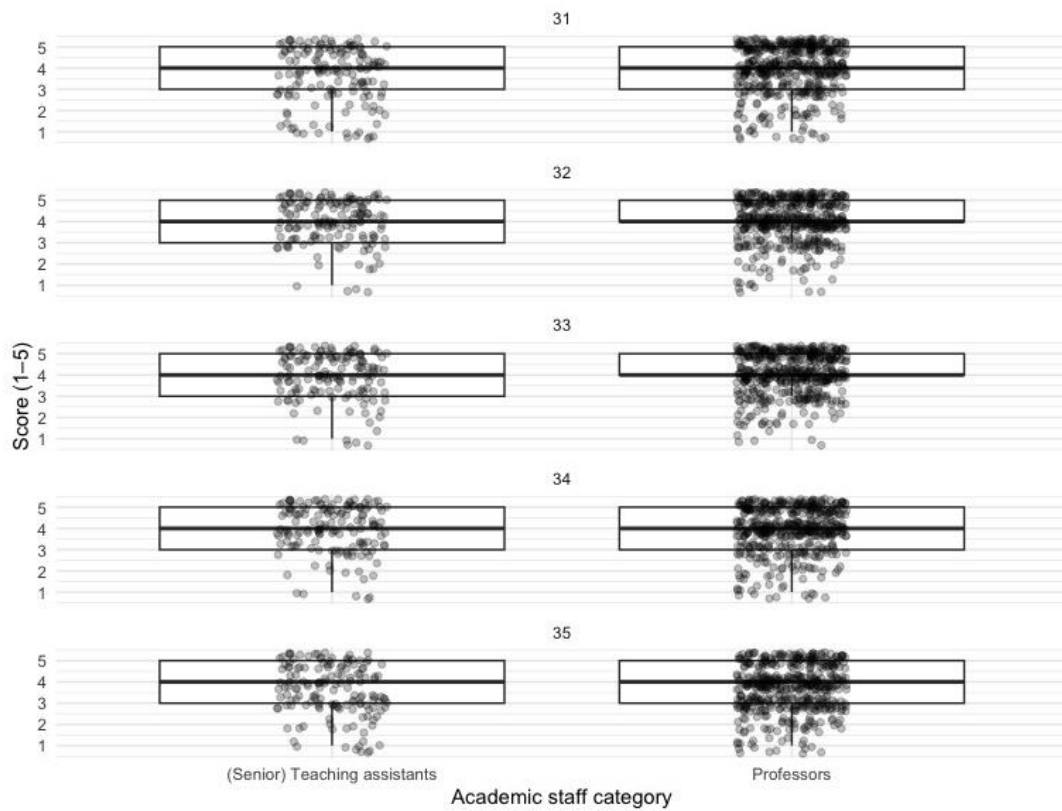


Figure 4a: Differences in scores by academic title

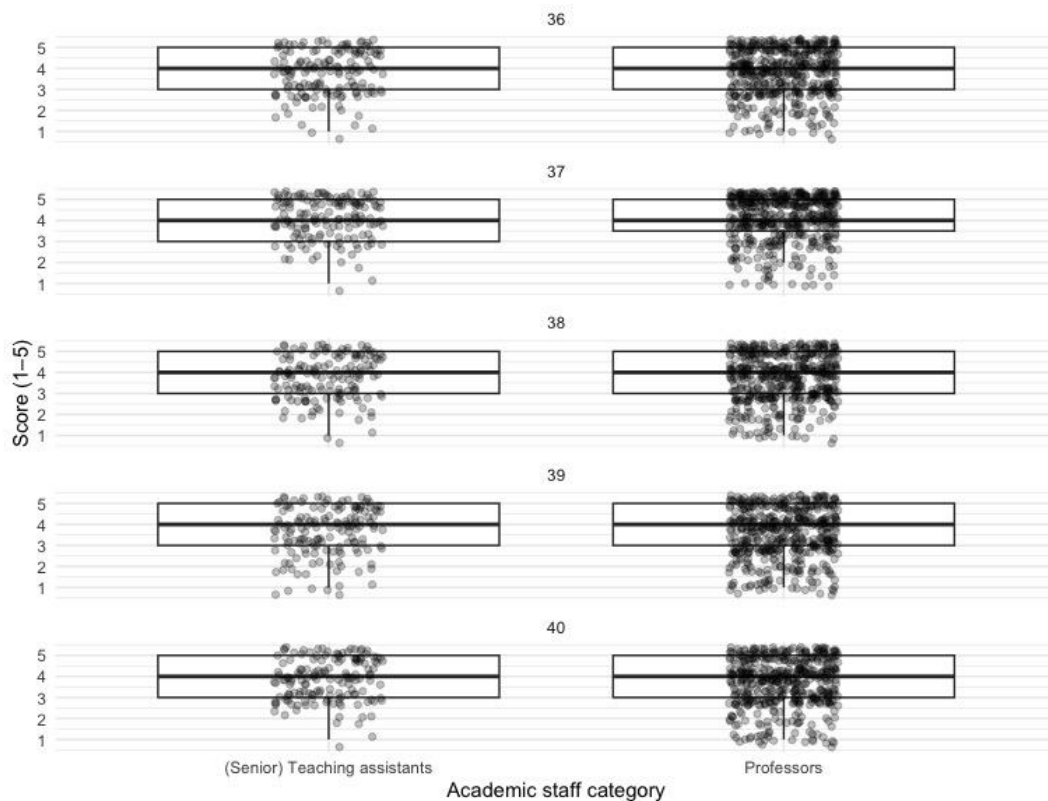


Figure 4b: Differences in scores by academic title

Within questions 31–40, which relate to research career development, differences in scores between respondents holding junior academic titles and those holding senior academic titles were examined. Descriptively, teaching assistants on average rate this segment somewhat lower than

professors. In questions 31, 33 and 35, which relate to a structured mentoring and professional development system, as well as the commitment of mentors, teaching assistants give lower mean scores and show greater variability compared to professors. On the other hand, in questions 39 and 40, which relate to support and the evaluation of quality in career development, professors gave slightly lower mean scores than teaching assistants. In addition, the relatively larger number of professors who participated in the survey (467) compared to the number of teaching assistants (149) should be taken into account. The survey results indicate that early-career researchers are not satisfied with the mentoring system within the process of formal education (second- and third-cycle studies), while processs lack support for career development after the completion of formal education.

Researchers at the University expressed dissatisfaction with the current mentoring system. These results point to the need to standardise the mentoring process, increase its visibility, clearly define roles and monitor indicators of quality fulfilment.

**Differences in perceptions of mentoring by category of academic title**

However, in order to ensure that potential differences in the perception of mentoring are not obscured by aggregated categories, an analysis was conducted to determine whether perceptions of mentoring and research career development differ across specific academic titles, and then scores for questions 31–40 were compared, broken down by academic titles (teaching assistant, senior teaching assistant, assistant professor, associate professor, full professor and other categories present in the sample). The descriptive results are presented in Figures 5a, 5b and 5c.

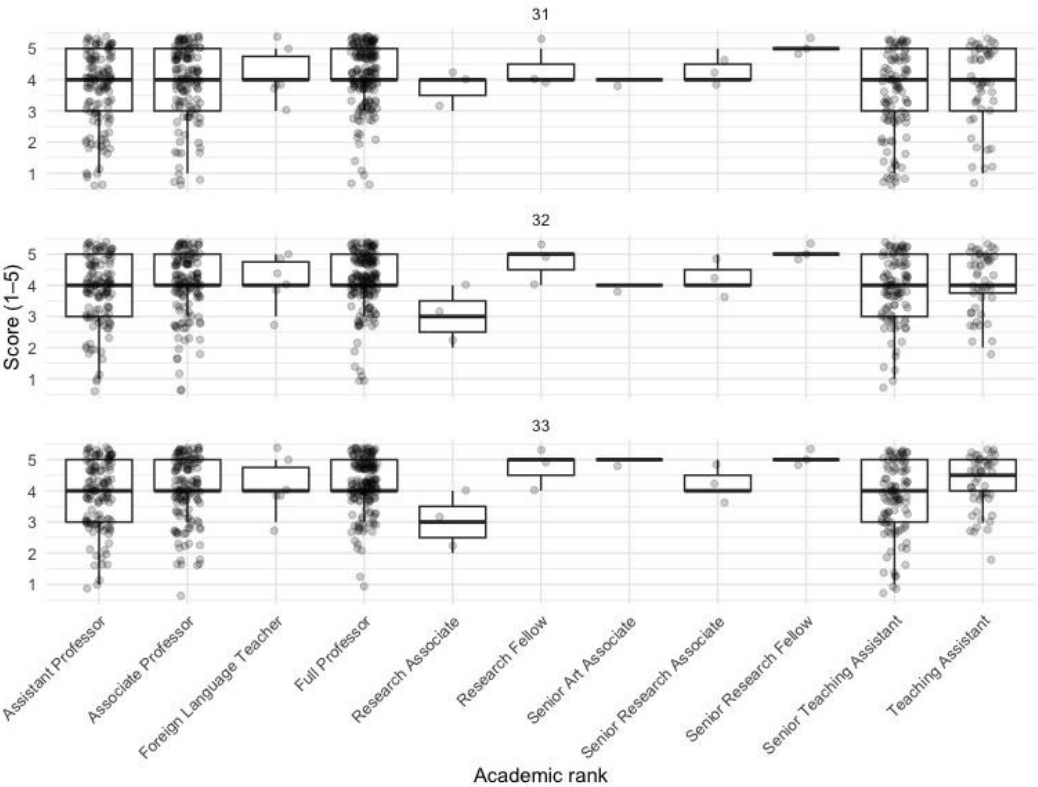


Figure 5a: Perception of mentoring, by academic titles

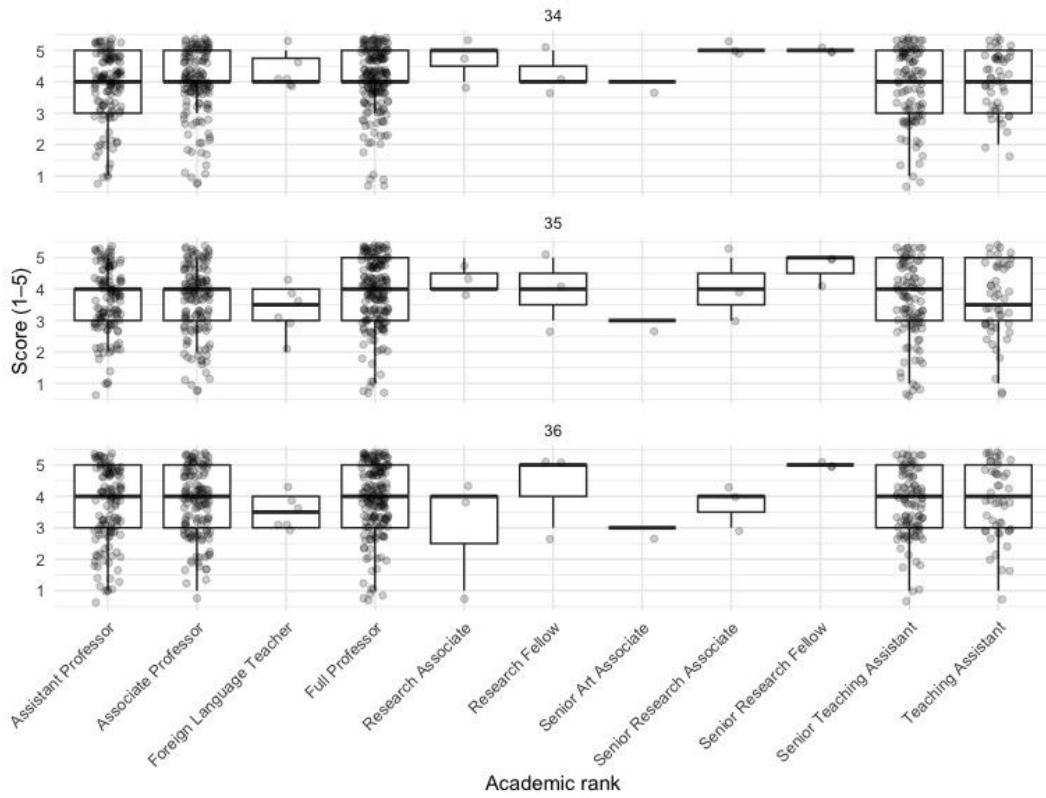


Figure 5b: Perception of mentoring, by academic titles

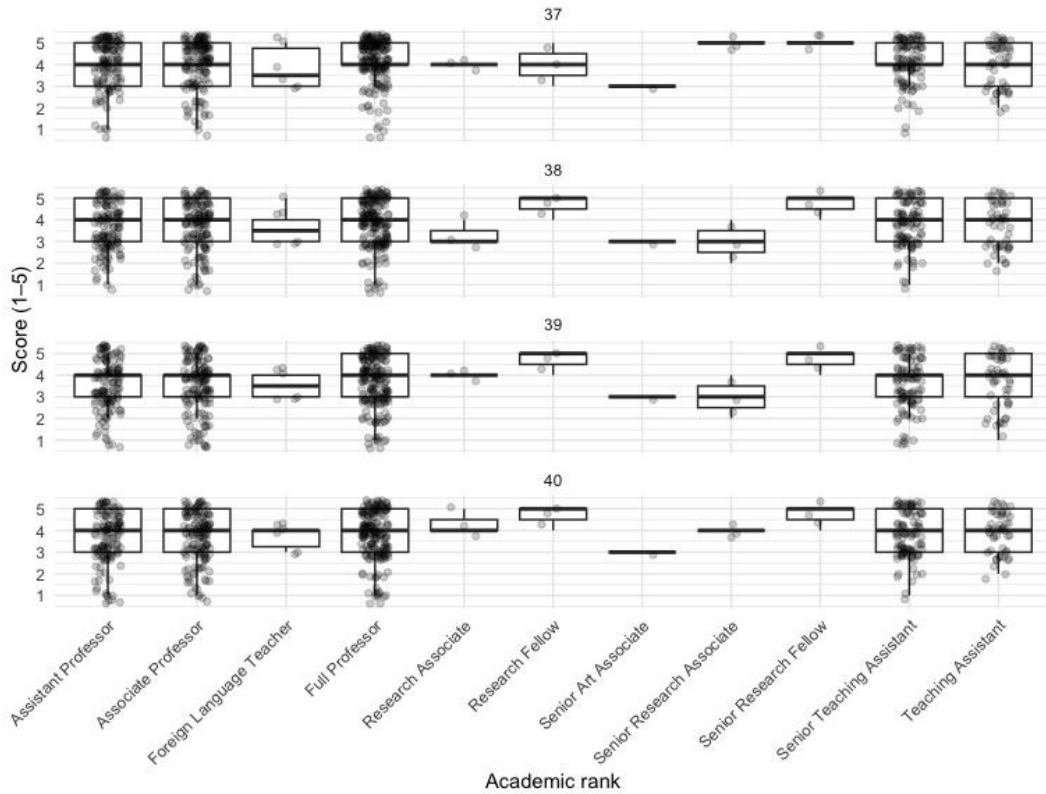


Figure 5c: Perception of mentoring, by academic titles

The figures show greater variability in responses for academic titles with a larger number of respondents (such as full professors, associate professors and assistant professors), which is to be expected. The graphs indicate that perceptions of mentoring and researcher development are

generally positive across most academic titles, with medians around 4 for questions 31–34 and 37, but with visible variability in the larger groups, suggesting uneven practices across the University’s member units. The lowest scores relate to dimensions that require a systemic approach, particularly the existence of a clear approach to career development (38), career counselling and professional support (39), as well as targeted support for early-career researchers (35).

**Differences in perceptions of mentoring between the University’s member units**

Additional analysis focused on possible differences in perceptions between the University’s member units. Descriptive statistics by member unit indicate variations. For example, for question 31, the lowest mean scores were recorded at the Faculty of Mining and the Faculty of Electrical Engineering, while the highest scores were recorded at the Institute for Genetic Resources. Figure 6 shows the mean scores by member unit for questions 31–40, which relate directly to mentoring.

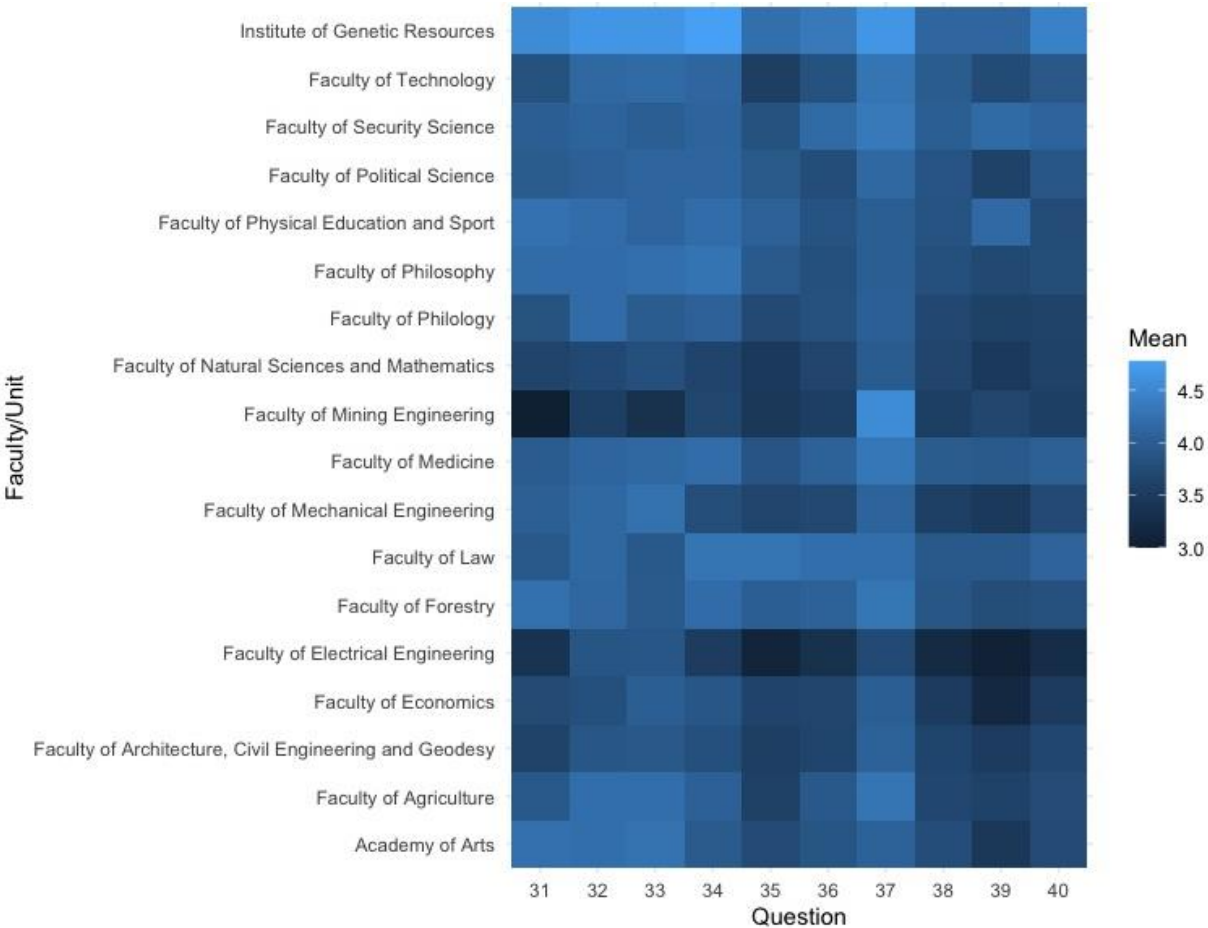


Figure 6: Perception of mentoring, by member unit

A similar pattern of variation is also visible for questions 35 and 39, where some member units record lower averages, which is consistent with the general conclusion that support for early-career researchers and career counselling are potential weak points of the system. However, since these differences are uneven across questions and do not retain statistical significance after controlling for multiple comparisons, they are methodologically treated as indicative and useful for operational planning, but not as evidence of systematic misalignment between member units.

## Conclusion

The survey results indicate that the overall perception of the alignment of the research environment with the principles of the European Charter for Researchers is predominantly positive, although there are areas that require improvement. The highest ratings were recorded in the domain relating to ethics and integrity, gender equality and open science, indicating that normative standards and professional values are widely adopted among researchers. At the same time, within the same domain, lower scores are observed for familiarity with institutional procedures for reporting irregularities and for awareness of strategic objectives and funding mechanisms, which points to a communication and organisational disparity between rules that formally exist and those that are practically visible and usable to researchers.

Assessment, recruitment and advancement are overall rated highly and recognised as relatively transparent, although a weaker point is the insufficiently clear balance between qualitative assessment of researchers and the responsible use of quantitative indicators. This suggests that even when criteria are formally available, there is room for further harmonisation of practices across the University's member units and clearer explanation of how particular indicators are used in decision-making.

In the area of working conditions and institutional support, the main weaknesses relate to material and technical equipment and administrative and technical support, with visible differences between member units, indicating uneven resources and capacities that may directly affect research productivity and competitiveness. Additionally, lower scores for complaint mechanisms and the inclusion of researchers in decision-making suggest the need to strengthen participatory governance and effective channels for the protection of rights.

Research career development is the lowest-rated area, particularly in segments that require systematised and institutionally visible mechanisms, such as support for early-career researchers, clear career development guidelines and professional career counselling. Differences in perceptions between junior and senior academic staff further indicate that early-career researchers perceive a lack of structure and standards in mentoring during formal career development, while professors more often recognise the lack of systemic support for career development after the completion of formal education.

## Recommendations

The first group of recommendations, relating to ethics, integrity, gender equality and open science, should focus on increasing the visibility of formal rules and procedures, as the results show that researchers rate ethical norms highly but are less aware of the procedures and instruments that are intended to support these norms in practice. In order to improve familiarity with procedures, it is necessary to introduce short, mandatory and periodic training sessions for all categories of researchers, covering integrity procedures, data management, open science, as well as internal funding mechanisms and administrative processes from the initial idea to the implementation of a project. Additionally, in order to formalise these procedures, it is necessary to adopt a human resources strategy at the University.

The second group of recommendations, relating to the assessment, recruitment and advancement of researchers, implies that the University should develop concise guidelines for appointment committees that clearly define what constitutes acceptable use of metrics and how such metrics should be interpreted in the context of disciplinary differences. At the same time, it is necessary to formalise and improve the evaluation of a broader range of research outputs, including mentoring, knowledge transfer and cooperation with industry, so that researchers clearly recognise that the institution systematically and visibly values their overall contribution.

In the third group of recommendations, relating to working conditions and social security, the University should conduct a review of the existing infrastructure across its member units, covering key equipment, software licences, access to databases, conditions for remote work and basic technical capacities, and then use this review as the basis for developing a multi-year capital investment plan with clearly defined priorities.

The fourth group of recommendations implies that the University should establish a formal and structured mentoring system with clearly defined roles, minimum standards and quality monitoring, while ensuring that the system is integrated into actual work processes. In practical terms, it is necessary to introduce mentoring plans with agreed annual objectives, a framework for regular meetings and simple feedback instruments, accompanied by short training for mentors covering mentoring competences, conflict management, ethical issues and support for early-career researchers in publishing, project applications and mobility. In order for the measures to be measurable, the University should introduce regular evaluation of the quality of formal and informal professional development activities, with a minimum evaluation standard and the use of results to improve programmes.