



Ministry of Education
University POLITEHNICA of Bucharest

THE ACADEMIC CAREER DEVELOPMENT FRAMEWORK (ACADEME Framework)



HR EXCELLENCE IN RESEARCH

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Background

The academic career development is one of the strategic directions guiding the organizational evolution of the University POLITEHNICA of Bucharest (UPB). Investing in teaching and research careers implies the interconnection of three essential areas: education, research & innovation, and human resource management.

The background supporting the need for a comprehensive approach to university careers is multifaceted, referring to the diversification of the mission of science and technology universities, the need for transfer and capitalization of knowledge produced in universities, societal and economic needs. The challenges universities are called to respond vary across a wide range, including **commitment to open science principles, responding promptly to community, business, and industry needs, identifying mechanisms to support sustainable economic, social and environmental development.**

We can see a need to diversify the competencies profile associated with a successful academic career. The domain-specific set of knowledge and competencies remains the core, but multidisciplinary approaches and solutions produced in working teams, the ability to solve complex problems and perform multi-level analysis of global issues, and a strong set of cross-cutting competencies make up the current academic career outlook.

To support optimal development and the shaping of an attractive career pathway, universities need to offer coherent and dynamic career development prospects, support, advice, mentoring and effective and efficient training.

To address the three essential vectors of the academic career - education, research and transfer, and leadership - in an integrated way, UPB proposes a human resource development framework document that addresses the career comprehensively: career entry and development prospects, supervision and mentoring, pedagogical support, continuing professional development and leadership.

International background

The development of competitive and efficient research at European and international level is essential for the knowledge-based economy. In this context, investment in research careers, also reflected in the priorities of the **European Research Area**, becomes fundamental. As part of this initiative, the **Euraxess** portal provides access to information and support for researchers across the European Union and associated countries to boost researcher mobility, career development and international scientific collaboration. To strengthen European academic career development policies, the European Commission has adopted the **European Charter for Researchers, Code of Conduct for the Recruitment of Researchers** and the **Open, Transparent and Merit-based Recruitment of Researchers (OTM-R)**, key documents in operationalising the EU vision of the academic career. The Human Resources Strategy for Researchers (also known as **HRS4R**) is the mechanism by which the European Commission (EC) aims to ensure that RDI institutions put in place concrete measures to improve working conditions for

researchers in Europe. Complementarily, reviews by associations and experts supporting the development of higher education have highlighted the need to enhance the careers of early-stage researchers (e.g., [CESAER](#)), to diversify and strengthen the role of universities in creating attractive and relevant career paths (e.g., [LERU](#)), and to reconsider the process and tools for evaluating researchers and reposition teaching and open science principles (e.g., [EUA](#)).

National background

At the national level, research is an area of interest aimed at strengthening research capacity and exchanging experience with foreign researchers, in order to increase the visibility of Romanian research and align it with the European level. Research in Romania aims to implement the [National Strategy for Research, Innovation and Smart Specialisation](#) and the [National Plan for Research, Development and Innovation \(PN IV\)](#). The role of the Romanian RDI system is to develop science and technology in order to increase the competitiveness of the Romanian economy, to improve social quality and to increase knowledge with the potential for capitalization and broadening the horizon of action. Although a national human resources strategy for RDI has not been adopted and implemented, minimum criteria for the awarding of teaching titles in higher education and professional research degrees developed by the National Council for the Accreditation of University Titles, Diplomas and Certificates (CNATDCU) exist and are binding.

Institutional background

UPB is an important vector at regional, national and international level, its mission being to achieve sustainable excellence in research and education in engineering, applied sciences, business and entrepreneurship, with an impact for the benefit of society and international visibility.

To actively support the strategic projection of an innovative university in the formation of human capital and in the production and capitalization of scientific knowledge, UPB has adhered to the principles of the European Charter and Code for Researchers, proposing to implement a series of **specific and impactful measures** to maintain the diploma of excellence in the management of human resources in research offered by the European Commission.

Thus, this document includes specific aspects regarding the academic career, resulting from a consultation process of the UPB community. The processes and activities that create the institutional framework for developing an academic career are summarized and presented. The document is addressed both to those who are interested in an academic career at UPB, to junior researchers teaching staff, as well as to academic and management staff in the university.

General principles of ACADEME

Specific objectives

The Academic Career Development Framework (ACADEME Framework) aims to support early career academics in fulfilling the roles and responsibilities of academic staff.

ACADEME aims to encourage early-career academics to become high-performing, high-achieving individuals supported in reaching their potential and establishing a long-term academic career in line with department/faculty and institutional plans. In particular, the *Academic Career Development Framework* is designed to support academics to:

- Develop a career development plan, with appropriate mentoring from academically experienced colleagues. To do this, model academic career plans have been developed;
- Identify additional training needs and provide support to meet them (Smart Teaching Experiences & Practice (STEP) training programme has been designed);
- Defining the range of competencies and experience on which they can build a successful academic career, and which will support the achievement of their professional potential (with the support of the BECOME programme);
- Obtain regular feedback on their performance and progress in relation to their career development plan.

Equal opportunities

It is recognized and accepted that there will be individuals whose performance may be limited during the period of employment by exceptional circumstances. This could include:

1. absence due to maternity/parental/adoption leave;
2. absence due to other forms of leave;
3. invalidity, including temporary incapacity lasting at least 12 months;
4. absence for more than six consecutive months during the period of employment due to secondment, career break, illness or accident;
5. health and safety concerns for pregnant and breastfeeding women;
6. other exceptional and relevant reasons.

Where an early-career academic staff member is employed on a part-time contract, this should be reflected in the expected contribution rather than the development framework period being extended beyond three years.

UPB's vision of academic career development



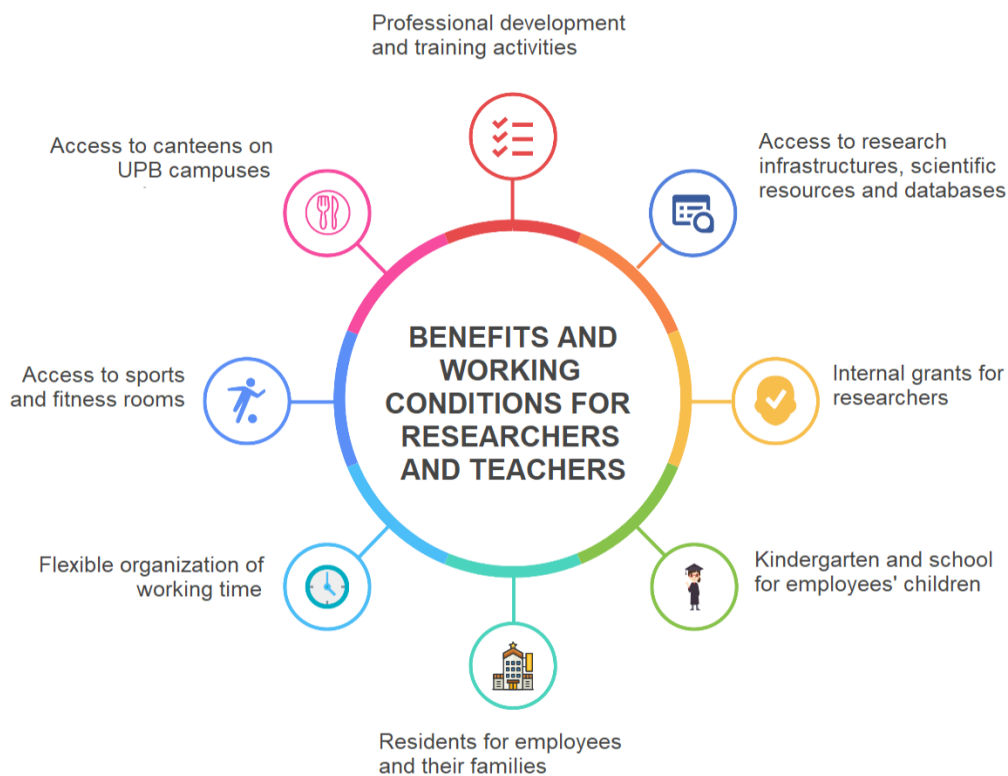
UPB vision proposes the institutional contribution to solving the major challenges of contemporary society through training of highly qualified human capital and excellent contributions to the expansion of the frontiers of engineering sciences.

In this endeavour, the investment in academic career development is essential and is based on a **dynamic partnership** between the university and academic staff. As employer, UPB offers an attractive working environment and conditions for all employees, regardless of their career level.

Institutional efforts are converging towards ensuring an open, transparent, and merit-based **recruitment and selection** process. Afterwards, career start-up and professional development are supported through **assistance**, **counselling**, **supervision** and **mentoring** services.

An essential component in career development is the **continuous professional training**, oriented toward the development of pedagogical, research, leadership and management competencies in higher education. Therefore, UPB has developed a personalised **training offer** on career levels and provides the procedural framework for participation in relevant training activities for employees, including **international training** or research **mobility**.

Working environment



UPB employees have access to a variety of benefits, such as development and training opportunities, flexible working hours and access to research infrastructures.

Participation in professional development and training activities

An essential component in career development is continuous professional training, oriented toward the development of teaching, research, leadership and transfer competencies. For this purpose, UPB has developed a personalised training offer for each career level and also ensures the procedural framework for participating in relevant training activities for employees, including international training or research mobility.

Internal grants for researchers

UPB supports young researchers and experienced researchers to carry out research activities through internal grants financed from its own funds (GEX 2016, 2017, GnaC 2018 within ARUT, PubArt, VizSTAR).



Useful resources

Click on the text boxes below to view funding opportunities.

[UPB website](#)

[CRESCDI
platform](#)

[Subscription to CRESCDI
newsletter](#)

Access to research infrastructures, scientific resources and databases

UPB has high-performance research infrastructures ([CAMPUS](#) and [PRECIS](#) research centres), laboratories, state-of-the-art equipment and is implementing other new investments for research activities.

The university is a member of [ANELIS+](#) and co-finances researchers access to scientific publications. Each employee has a personal e-mail account, and UPB intranet can be used remotely. Databases, publications, and scientific papers may also be accessed outside the campus through the platform <https://www.e-information.ro/>

Support for employees' families

Within UPB, there is a kindergarten and primary school for the children of UPB employees. Thus, employees' children can benefit from educational services, and personal development (through access to counselling services and customized optional courses) and can carry out sports activities at the UPB school gym. Researchers and teaching staff can request accommodation in UPB residences.

Useful resources



Click on the text boxes below to access Useful resources.

**POLITEHNICA Nursery and Primary
School**

[Procedure for enrolling children at
POLITEHNICA Primary School](#)

Other benefits

UPB offers its employees holiday vouchers, loyalty bonuses and the possibility to flexibly organize their working time or work part-time. At national level, researchers

have fiscal facilities for research and for development activities carried out within the projects.

On the UPB campuses, there are six [canteens](#) open to employees and students. Employees have free access to [gyms and fitness rooms](#) of UPB, as well as to the football and basketball court.

Recruitment and selection

The University POLITEHNICA of Bucharest is a dynamic and innovative academic community, which brings together 30,000 students and over 2,000 teaching staff and researchers. UPB is the largest and most prestigious technical university in the country, offering attractive career opportunities.

The recruitment and selection process is carried out in accordance with the principles of the Charter and the European Code of Researchers, ensuring the transparent selection of teaching staff and researchers, based on merit-based criteria and the recognition of potential and experience.

At UPB there may be teaching and research vacancies, namely non-teaching and auxiliary position, available for a fixed-term or indefinite period. All vacancies are to be filled by open competition in accordance with the [Methodology for filling teaching and research vacancies](#).



Useful resources

Click on the text boxes below to access useful resources.

[European Charter for Researchers](#)

[Code of conduct for the recruitment of researchers](#)

Descriptorii de performanță pentru cariera academică

Domenii	R1	R2	R3	R4
Activitate didactică	<ul style="list-style-type: none"> Desfășoară activități didactice (seminar, laborator). Îndrumă studenții Redactează materiale didactice de suport 	<ul style="list-style-type: none"> Desfășoară activități didactice (curs, seminar, laborator). Îndrumă studenții Redactează materiale didactice de suport 	<ul style="list-style-type: none"> Desfășoară activități didactice (curs) Îndrumă studenții Propune programe noi de formare Inovează în activitatea didactică Elaborează materiale de învățare 	<ul style="list-style-type: none"> Desfășoară activități didactice (curs) Îndrumă studenții Propune programe noi de formare Inovează în activitatea didactică Elaborează materiale de învățare
Activitate de cercetare	<p>Desfășoară cercetare sub supraveghere</p> <ul style="list-style-type: none"> Contribuie la dezvoltarea metodologiilor de cercetare specifice domeniului; Demonstrează o bună înțelegere a unui domeniu de studiu; Demonstrează abilitatea de a produce date sub supraveghere; Analizează critic, evaluează și sintetizează idei noi și complexe; Explică rezultatele cercetării sale (și valoarea ei); Dezvoltă limbaj specific, abilități de comunicare și integrare în mediul de cercetare, mai ales într-un context internațional* 	<p>Concepe, dezvoltă, implementează și adaptează cu integritate un program substanțial de cercetare</p> <ul style="list-style-type: none"> Demonstrează înțelegere sistematică a unui domeniu de studiu și cunoaștere a cercetării asociate respectivului domeniu; Concepe, dezvoltă, implementează și adaptează cu integritate un program substanțial de cercetare; Contribuie prin cercetări originale care extind frontierele cunoașterii, prin dezvoltarea unor lucrări substanțiale, inovări sau aplicații. Rezultatele sunt de interes național, internațional sau pot fi brevetate Demonstrează capacitatea de a analiza critic, de a evalua și sintetiza idei noi și complexe; Este co-autor la workshop-uri și conferințe; Explică rezultatele cercetării sale (și valoarea ei) la nivelul comunității de cercetare. 	<p>Are o bună reputație bazată pe excelență în cercetare în domeniul său de studiu</p> <ul style="list-style-type: none"> Identifică subiecte și oportunități de cercetare în aria sa de expertiză; Identifică metodologii și abordări de cercetare adecvate; Desfășoară în mod independent activități de cercetare care dezvoltă programul de cercetare; Publică lucrări ca autor principal, organizează workshop-uri sau conferințe; Este inovativ în modul în care abordează cercetarea;* 	<p>Are o bună reputație internațională bazată pe excelență în cercetare în domeniul său de studiu</p> <ul style="list-style-type: none"> Demonstrează gândire critică în identificarea și execuția activităților de cercetare; Are o contribuție substanțială (care aduce un progres considerabil) în domeniul său de studiu sau în mai multe subdomenii; Recunoaște implicațiile largi și aplicațiile cercetărilor sale; Publică și prezintă lucrări și cărți influente, este parte din comitetele de organizare la conferințe și workshop-uri și susține prezentări ca invitat; Poate să creeze un mediu inovativ și creativ pentru cercetare*
Activitate de transfer	<ul style="list-style-type: none"> Identifică prioritățile industriei și ale altor sectoare de angajare și se angajează în a valorifica munca sa de cercetare cercetare în contextul produselor și serviciilor din industrie și din alte sectoare de angajare. * 	<ul style="list-style-type: none"> Înțelege prioritățile industriei și ale altor sectoare de angajare;* Înțelege valoarea muncii sale de cercetare în contextul produselor și serviciilor din industrie și din alte sectoare de angajare. * Poate să comunice către comunitatea extinsă și către societate în general despre subiecte din aria sa de expertiză;* Poate să promoveze în contexte profesionale dezvoltarea tehnologică, socială sau culturală într-o societate bazată pe cunoaștere.* 	<ul style="list-style-type: none"> Stabilește relații de colaborare cu grupuri relevante de cercetare/ dezvoltare din industrie;* Comunică eficient rezultatele propriilor cercetări către comunitatea de cercetare și societate. * 	<ul style="list-style-type: none"> Comunică și dezvoltă rețele de colaborare în interiorul și în afara comunității de cercetare; [crează rețele]*
Leadership	<ul style="list-style-type: none"> Gestionează propriul parcurs de carieră, stabilește obiective de carieră realiste și realizabile Identifică și dezvoltă modalități de îmbunătățire a angajabilității; Contribuie la realizarea planului de carieră personalizat. 	<ul style="list-style-type: none"> Gestionează propriul parcurs de carieră, stabilește obiective de carieră realiste și realizabile, identifică și dezvoltă modalități de îmbunătățire a angajabilității; contribuie la realizarea planului de carieră personalizat; Poate să fie mentor pentru cercetătorii aflați la primul nivel al carierei, ajutându-i să fie mai eficienți și să parcurgă cu succes propriul traseu de cercetare și dezvoltare.* 	<ul style="list-style-type: none"> Revizuieste planul de carieră redactat la primul și al doilea nivel sau când obține abilitarea. Poate să fie mentor pentru cercetătorii aflați la primele două niveluri de carieră. Contribuie la dezvoltarea cunoașterii, cercetării, prin cooperări și colaborări; Poate să preia conducerea în executarea proiectelor de cercetare colaborative în cooperare cu alți colegi și parteneri de proiect; Poate să formeze consorții de cercetare și să atragă fonduri/bugete/resurse de cercetare de la consiliul de cercetare sau industrie;* Este dedicat dezvoltării profesionale proprii și este un mentor pentru alții.* 	<ul style="list-style-type: none"> Revizuieste periodic planul de carieră. Poate să fie mentor pentru cercetătorii aflați la primele 3 niveluri de carieră. Dezvoltă o viziune strategică pentru viitorul domeniului de cercetare; Este un expert în managementul și conducerea proiectelor de cercetare* Este competent în managementul și dezvoltarea celorlalți. Are experiență dovedită în atragerea unor fonduri/bugete/resurse considerabile de cercetare* Nu se limitează la crearea de echipe și colaborări ci se concentrează pe planificarea echipelor pe termen lung (spre exemplu, direcții de dezvoltare pentru cercetători, obținerea de fonduri pentru poziții în echipă);* Este un model de dezvoltare profesională pentru alții.*

Teaching staff

The primary mission of UPB is to train responsible and actively engaged human capital in solving social and economic problems. Teaching staff has an essential role in achieving this mission.

At UPB, teaching staff combine teaching and research duties in their current activity, regardless of their career level: teaching assistant, lecturer/head of works, associate professor or professor.

The selection procedure for filling a teaching position for an indefinite period involves the organization of a public competition, consisting of one or several tests. Candidates are evaluated by a committee of internal and/or external experts.

Research staff

UPB is an advanced education and research university. Research activities are one of the strategic development vectors of the university.

In UPB, the research positions and their equivalence with the teaching positions in terms of the minimum standards for access to competition and for filling positions are: (a) scientific research assistant (ACS), (b) scientific researcher (CS) equivalent to permanent teaching assistant, (c) scientific researcher grade III (CS III) equivalent to lecturer; (d) scientific researcher grade II (CS II) equivalent to associate professor; (e) scientific researcher grade I (CS I) equivalent to full professor;

Application and selection process

Fixed-term or indefinite period vacancies are published on [UPB website](#), [Euraxess platform](#) and in the Official Romanian Gazette.

Participation in the competition for filling teaching and research positions implies:

1. preparation of the registration file and its submission;
2. file analysis and selection of eligible candidates;
3. evaluation of candidates declared eligible through oral, written or practical tests, according to competition committee decision;
4. publication of the results and the competition committee recommendation;
5. appointment to the post.

An essential aspect of the evaluation process is compliance with the [CNATDCU standards](#) approved by ORDER No. 6129 of December 20th, 2016.

Useful resource



Click on the text boxes below to access a useful resource.

[UPB methodology for filling vacancies](#)

The career development plan proposal

In accordance with the *UPB Methodology for filling teaching and research vacancies*, each candidate will prepare a **proposal for academic career development**. This is a brief document (maximum 10 pages), produced by the candidate for a specific teaching and/or research position for a fixed or indefinite period, within a faculty or a department of the University POLITEHNICA of Bucharest. The need for such a document stems from a broad European understanding of the emphasis that needs to be placed on the human resource management of researchers and academics.

The proposal for academic career development will be carried out with the support of:

- the job description for the teaching/research position and grade to which they apply;
- *UPB methodology regarding filling vacant teaching and research positions*;
- previous items in the candidate's CV;
- the ability to self-reflect, plan and organise activities in different areas in the medium and long term.

This document is also the basis for the **Personalised Career Plan (PCP)**.

The proposal for university career development is designed as a **document in five parts, or sections**.

It **starts with a description of the personal vision** - motivational aspects, personal and professional orientation, existential values, references to the specific national or international context in which the candidate wishes to fit.

The next section is devoted to describing the coordinates of the previous career path. It can be divided into three main areas - educational pathway, scientific activity, teaching activity.

The third section consists of listing a general objective and several specific objectives in academic career development.

The fourth section correlates, in a tabular format, the activities and sub-activities (specified in a nuanced way according to the requirements of the job description), their associated specific objectives (mentioned in the third section) and their frequency of completion or monitoring.

Finally, **the fifth section** outlines the potential risks associated with the career plan and how, if possible, the candidate intends to mitigate their impact. Several risks are proposed which can be listed, but others can also be mentioned, depending on the context.

Visiting Scholar at UPB

UPB aims to develop international cooperation by awarding honorary titles of Visiting Scholar for specialists with recognized value in the field, from the Romania or abroad.

The title of Visiting Scholar may be awarded for the following categories of teaching staff:

- i. professors employed full-time for the duration of one academic year, whose activity is suspended at the university of origin;
- ii. associate professors employed part-time, who keep their basic rate at the higher education institution of origin and who come to UPB to teach course modules;
- iii. professors invited to conferences, workshops, lectures or for writing research projects.

Persons interested in taking up Visiting Scholar position may fill in the application form (Annex 2) and send it to the contact person responsible for international mobility of teaching staff. The application will be evaluated in accordance with the UPB procedure regarding the international mobility of teaching staff and, in case of a favourable response, the department director prepares and forwards the file prepared for filling the Visiting Scholar position.

In accordance with the [UPB Methodology regarding the filling of vacant teaching and research positions](#), the hiring of renowned scientific specialists in the field, due to inventions, innovations, awards, scientific publications, from Romania or abroad, as Visiting Scholar is approved by the department council and approved by the faculty council, based on a file drawn up at the department requesting such position. The final agreement will be given by the University Senate.

The file will include:

- the report of the department regarding the need for temporary filling this position by a Visiting Scholar;
- the department's recommendation for a certain person, with reference to the specifics of the position to be filled and the candidate's performance, in relation to the minimum requirements for filling a similar position in UPB;
- curriculum vitae and list of works of the recommended person;
- other information in support of the proposal made.

Academic career development opportunities

In UPB perspective, the academic career involves four areas of development: (A) **teaching activity**; (B) **research activity**; (C) **technological and knowledge transfer**; (D) **leadership**. The balanced and active development of the four fields is based on a dynamic partnership between the university and academic staff, aimed at supporting academic performance and ensuring career development.

Career levels. Roles and responsibilities

in accordance with the recommendations of the [European Commission](#), four career levels can be identified: R1 - corresponding to the position teaching assistant; R2 - assistant professor; R3 - associate professor and R4 - professor. Performance descriptors are associated to each level four areas of the academic career: *teaching activity, research activity, transfer activity and leadership*.

Descriptorii de performanță pentru cariera academică

Domenii	R1	R2	R3	R4
Activitate didactică	<ul style="list-style-type: none"> Desfășoară activități didactice (seminar, laborator). Îndrumă studenții Redactează materiale didactice de suport 	<ul style="list-style-type: none"> Desfășoară activități didactice (curs, seminar, laborator). Îndrumă studenții Redactează materiale didactice de suport 	<ul style="list-style-type: none"> Desfășoară activități didactice (curs) Îndrumă studenții Propune programe noi de formare Inovează în activitatea didactică Elaborează materiale de învățare 	<ul style="list-style-type: none"> Desfășoară activități didactice (curs) Îndrumă studenții Propune programe noi de formare Inovează în activitatea didactică Elaborează materiale de învățare
Activitate de cercetare	<p>Desfășoară cercetare sub supraveghere</p> <ul style="list-style-type: none"> Contribuie la dezvoltarea metodologiilor de cercetare specifice domeniului; Demonstrează o bună înțelegere a unui domeniu de studiu; Demonstrează abilitatea de a produce date sub supraveghere; Analizează critic, evaluează și sintetizează idei noi și complexe; Explică rezultatele cercetării sale (și valoarea ei); Dezvoltă limbaj specific, abilități de comunicare și integrare în mediul de cercetare, mai ales într-un context internațional* 	<p>Concepe, dezvoltă, implementează și adaptează cu integritate un program substanțial de cercetare</p> <ul style="list-style-type: none"> Demonstrează înțelegere sistematică a unui domeniu de studiu și cunoaștere a cercetării asociate respectivului domeniu; Concepe, dezvoltă, implementează și adaptează cu integritate un program substanțial de cercetare; Contribuie prin cercetări originale care extind frontierele cunoașterii, prin dezvoltarea unor lucrări substanțiale, inovări sau aplicații. Rezultatele sunt de interes național, internațional sau pot fi brevetate Demonstrează capacitatea de a analiza critic, de a evalua și sintetiza idei noi și complexe; Este co-autor la workshop-uri și conferințe; Explică rezultatele cercetării sale (și valoarea ei) la nivelul comunității de cercetare. 	<p>Are o bună reputație bazată pe excelență în cercetare în domeniul său de studiu</p> <ul style="list-style-type: none"> Identifică subiecte și oportunități de cercetare în aria sa de expertiză; Identifică metodologii și abordări de cercetare adecvate; Desfășoară în mod independent activități de cercetare care dezvoltă programul de cercetare; Publică lucrări ca autor principal, organizează workshop-uri sau conferințe; Este inovativ în modul în care abordează cercetarea,* 	<p>Are o bună reputație internațională bazată pe excelență în cercetare în domeniul său de studiu</p> <ul style="list-style-type: none"> Demonstrează gândire critică în identificarea și execuția activităților de cercetare; Are o contribuție substanțială (care aduce un progres considerabil) în domeniul său de studiu sau în mai multe subdomenii; Recunoaște implicațiile largi și aplicațiile cercetărilor sale; Publică și prezintă lucrări și cărți influente, este parte din comitetele de organizare la conferințe și workshop-uri și susține prezentări ca invitat; Poate să creeze un mediu inovativ și creativ pentru cercetare*
Activitate de transfer	<ul style="list-style-type: none"> Identifică prioritățile industriei și ale altor sectoare de angajare și se angajează în a valorifica munca sa de cercetare cercetare în contextul produselor și serviciilor din industrie și din alte sectoare de angajare. * 	<ul style="list-style-type: none"> Înțelege prioritățile industriei și ale altor sectoare de angajare;* Înțelege valoarea muncii sale de cercetare în contextul produselor și serviciilor din industrie și din alte sectoare de angajare. * Poate să comunice către comunitatea extinsă și către societate în general despre subiecte din aria sa de expertiză;* Poate să promoveze în contexte profesionale dezvoltarea tehnologică, socială sau culturală într-o societate bazată pe cunoaștere.* 	<ul style="list-style-type: none"> Stabilește relații de colaborare cu grupuri relevante de cercetare/ dezvoltare din industrie;* Comunică eficient rezultatele propriilor cercetări către comunitatea de cercetare și societate. * 	<ul style="list-style-type: none"> Comunică și dezvoltă rețele de colaborare în interiorul și în afara comunității de cercetare; [crează rețele]*
Leadership	<ul style="list-style-type: none"> Gestionează propriul parcurs de carieră, stabilește obiective de carieră realiste și realizabile Identifică și dezvoltă modalități de îmbunătățire a angajabilității; Contribuie la realizarea planului de carieră personalizat. 	<ul style="list-style-type: none"> Gestionează propriul parcurs de carieră, stabilește obiective de carieră realiste și realizabile, identifică și dezvoltă modalități de îmbunătățire a angajabilității; contribuie la realizarea planului de carieră personalizat; Poate să fie mentor pentru cercetătorii aflați la primul nivel al carierei, ajutându-i să fie mai eficienți și să parcurgă cu succes propriul traseu de cercetare și dezvoltare.* 	<ul style="list-style-type: none"> Revizuieste planul de carieră redactat la primul și al doilea nivel sau când obține abilitarea. Poate să fie mentor pentru cercetătorii aflați la primele două niveluri de carieră. Contribuie la dezvoltarea cunoașterii, cercetării, prin cooperări și colaborări; Poate să preia conducerea în executarea proiectelor de cercetare colaborative în cooperare cu alți colegi și parteneri de proiect; Poate să formeze consorții de cercetare și să atragă fonduri/bugete/resurse de cercetare de la consiliul de cercetare sau industrie;* Este dedicat dezvoltării profesionale proprii și este un mentor pentru alții.* 	<ul style="list-style-type: none"> Revizuieste periodic planul de carieră. Poate să fie mentor pentru cercetătorii aflați la primele 3 niveluri de carieră. Dezvoltă o viziune strategică pentru viitorul domeniului de cercetare; Este un expert în managementul și conducerea proiectelor de cercetare* Este competent în managementul și dezvoltarea celorlalți. Are experiență dovedită în atragerea unor fonduri/bugete/resurse considerabile de cercetare* Nu se limitează la crearea de echipe și colaborări ci se concentrează pe planificarea echipelor pe termen lung (spre exemplu, direcții de dezvoltare pentru cercetători, obținerea de fonduri pentru poziții în echipă);* Este un model de dezvoltare profesională pentru alții.*

Descriptors are statements that describe organizational behaviours and actions that indicate that a researcher or academic has achieved a certain level of competence.

Two elements are essential to ensure the effective use of descriptors:

1) The possibility to assess the current level of development of academic competencies, with an emphasis on identifying areas that require further development;

2) References for both academic and administrative staff and career development services that can help them design, implement and evaluate professional development interventions in the academic context.

Performance descriptors will be used in conjunction with job descriptions and the personalised career plan to ensure a coherent development pathway and constantly track progress.

Job descriptions

The University POLITEHNICA of Bucharest obtained the HR Excellence in Research Award offered by the European Commission in 2020. In this background, measures are implemented to support institutional development efforts and contribute to the creation of a professional environment that stimulates educational and scientific activity. The measures are supported by a set of tools designed to ensure transparency and a coherent academic career path.

In accordance with the provisions of the system procedure regarding the development, updating and approval of job descriptions PS-05-DIRU-06, UPB has developed a package of templates for job descriptions dedicated to the teaching and research staff of the university. These documents are intended for persons who have duties regarding the preparation, updating and approval of job descriptions, as well as the staff who hold the respective positions.

Presentation of job description templates

Job descriptions are developed in relation to career level: teaching assistant (R1), assistant professor (R2), associate professor (R3) and professor (R4). [The career levels](#) are in accordance with the classification proposed by the [European Commission](#) and are used to ensure comparability and equivalence between the levels of career development.

Job descriptions (regardless of the career level) comprise five sections: (I) *Job identification elements*; (II) *Job description*; (III) *Description of job-specific activities*; (IV) *Minimum performance standards in relation to the specifics of the job*; (V) *Work conditions*.

Each section is accompanied by minimum filling-in instructions. Some of the fields include predefined answers. It is therefore necessary to select the appropriate ones according to the background and the specifics of the job. The sections related to (III) *Description of job-specific activities*; (IV) *Minimum performance standards in relation to the specifics of the job* were drawn up by consulting the minimum standards for holding teaching and research positions of the CNATDCU, as well as the specific conditions at the UPB level. However, we recommend a personalised approach in relation to the job, not just to the career level. For some sections (e.g. *Equipment and research infrastructures used*), a personalised supplement is required, derived from

the specifics of the job. These fields need to be correlated with the *holder's specific studies and competencies*.

Recommendations

We recommend filling in sections III, IV and V before filling the vacancy. The information can also be mentioned in the employment announcement that will also be posted on the Euraxess website. Thus, it is important to specify the duties and responsibilities, as well as the working conditions.

After filling the position, the form will be filled out in full and discussed with the position holder. We recommend corroborating the job description with the specific *Career Plan* for the level of the position held. The two tools, together with the *Individual Job Description* and *the Self-evaluation sheet* (FIAP) can represent a reference for the evaluation and career guidance of teaching staff and researchers.

Recommendations regarding the development of a personalised career plan

UPB offers its members a series of activities and resources aimed at facilitating the development and management of the academic career, all of them included in the *Personalised Career Plan*, in order to meet the needs and requirements of the academic community.

What is the Personalised Career Plan (PCP)?

The Personalised career plan (PCP) is a document drawn up for every researcher and teaching staff at the University POLITEHNICA of Bucharest and relies on the *Proposal for the development of the university career*, made for occupying a teaching or research position or for career advancement, according to the requests in the [Methodology regarding the occupation of vacant teaching and research positions](#).

The document includes the following sections:

- A. Career goals
- B. Activities, resources and tools for professional development
- C. Institutional support in achieving career goals
- D. Career development assessment

When is the PCP drawn up?

PCP is drawn up:

- at the *start* of the academic career (after completing the procedures for filling a vacant position) and is updated after a period of 2-4 years (or whenever needed);
- after acquiring a new academic degree, at which time it is reviewed and updated according to the requirements of the new acquired title;

- after acquiring the qualification and the quality of doctoral supervisor, at which time it is revised and updated according to the requirements of the new acquired title.

Who draws up the PCP?

Each academic/researcher will benefit from a career guidance counselling session, where, assisted by specialized staff and together with a mentor, they will propose a career development plan. *The manager of training, coaching and mentoring activities* is in-charge of completing the plan and afterwards discusses its final version with the person who elaborated it.

Why is PCP important?

PCP implements and presents the personal vision of the academic/researcher in accordance with international, national, and internal standards regarding career development and performance in a teaching career. This is, thus, a tool that supports the holder in his/her career development and helps them identify opportunities and development perspectives.

In UPB perspective, the academic career involves four areas of development: (A) **teaching activity**; (B) **research activity**; (C) **technological** and **knowledge transfer**; (D) **leadership**. The balanced and active development of the four fields is based on a dynamic partnership between the university and academic staff, aimed at supporting academic performance and ensuring career development.

People who build a university career carry out both **teaching** and **research activities**. At UPB, most members of the academic community combine teaching and research duties in their current activity.

The number of hours allocated to the two activities is established according to the National Education Law no. 1/2011 as further amended and supplemented and by the Annual Individual Job Description – FIAP, approved by UPB Senate Decision no. 2 of 12/04/2018.

An essential component in career development is continuous professional training, oriented toward the development of teaching, research, leadership and transfer competencies. For this purpose, UPB has developed a personalised training offer for career levels and also ensures the procedural framework for participating in relevant training activities for employees, including international training or research mobility. Thus, the PCP will also include recommendations for continuous training activities, which are associated with tools to ensure concrete support for the achievement of the proposed objectives.



Ministry of Education
University POLITEHNICA of Bucharest

Personalised career plan

Faculty	<i>Click here to choose the faculty</i>		
Department			
Scientific field			
Job level	R1	Job title	Teaching assistant
Leading position	<input checked="" type="checkbox"/>	Execution <input type="checkbox"/>	Job code

PROFESSIONAL COMPETENCIES AND ACTIVITIES SPECIFIC TO THE CAREER LEVEL

The R1/R2/R3/R4 level academic staff according to [Euraxess descriptors](#):

[To fill-in this section, start from the performance descriptors that are corroborated with the competencies presented in the model job descriptions for the career level of the career plan holder].

CAREER GOALS

[To fill-in this section, start from the objectives established by the holder in the Career Development Proposal. 3-5 goals will be formulated, focusing on the teaching and research field.

Examples of R1 level career goals:]

- Designing and carrying out relevant and attractive learning activities for students
- Participation in the drafting of a national/international grant proposal
- Organizing events to raise awareness on science and technology of the UPB academic community or the general public
- Identifying and exploiting the opportunities to disseminate the results of the research activity in order to increase the institutional and personal visibility and quality.

TEACHING FIELD – ACTIVITIES AND RESOURCES FOR PROFESSIONAL DEVELOPMENT

[The PCP will be drawn up for 4 years.

The REFLEX app <https://euraxess-reflex.saia.sk/reflexapp/> can be used to specify courses and associated competencies.

The activities below are an example for career level R1]

	Activities planned	Expected Results/Indicators	Resources and tools available at UPB level	Remarks
Year 1	Participation in training and professional development activities for the development of the teaching competence within the Smart Teaching Experiences & Practice - STEP programme (at UPB) and through events organized by professional associations.	<ul style="list-style-type: none"> ● Completion of the <i>Teaching and Learning Online</i> module within the STEP programme. ● Completion of the <i>Learning management systems (Moodle) module</i> within the <i>STEP</i> programme. ● Participation in at least one national or international event 	<ul style="list-style-type: none"> ● Catalogue of courses ● EduTech platform (Moodle platform with resources and courses) ● Events organized by specialized organizations of which UPB is a member 	<i>To be filled in by the mentor</i>
	Successfully presentation of online lab/seminar applications (Moodle)	<ul style="list-style-type: none"> ● Positive feedback from students ● Positive feedback from the course holder 		
Year 2	Training activity in the teaching area	<ul style="list-style-type: none"> ● Completion of the 		

		<i>Assessment activities and feedback in higher education course</i> <ul style="list-style-type: none"> • Completion of the <i>(re)Design</i> course 		
Year 3				
Year 4				

RESEARCH FIELD – ACTIVITIES AND RESOURCES FOR PROFESSIONAL DEVELOPMENT

	Activities planned	Expected Results/Indicators	Resources and tools available at UPB level	Remarks
Year 1	Training and professional development activity for the	<ul style="list-style-type: none"> • Completion of the <i>Academic Writing</i> course 	<ul style="list-style-type: none"> • Catalogue of courses 	<i>To be filled in by the mentor</i>

	development of research competencies	<ul style="list-style-type: none"> ● Completion of the <i>Academic English</i> course 	<ul style="list-style-type: none"> ● EduTech platform (Moodle platform with resources and courses) ● Events organized by specialized organizations of which UPB is a member 	
	Identification of scientific events/magazines relevant to the area of interest	<ul style="list-style-type: none"> ● Participation in a scientific event 		
Year 2	Writing a scientific article according to current academic standards	<ul style="list-style-type: none"> ● Article draft 		
	Participation with a paper at a national conference	<ul style="list-style-type: none"> ● Paper accepted and presented at the conference 		
	Participation with a paper at an international conference	<ul style="list-style-type: none"> ● Paper accepted and presented at the conference 		
	BDI article publication	<ul style="list-style-type: none"> ● Article published in BDI volume 		
Year 3	Participation in the elaboration of an	<ul style="list-style-type: none"> ● Co-author of article accepted/published in 		

	article in the WOS indexed journal	WOS indexed journal		
	Involvement in an interdisciplinary research team	<ul style="list-style-type: none"> • Team study 		
	Identifying new collaboration opportunities	<ul style="list-style-type: none"> • Workshop session with X participants 		
	Workshop session coordination	<ul style="list-style-type: none"> • Workshop session with X participants 		
Year 4	Publication of an article in the WOS indexed journal as the main author	<ul style="list-style-type: none"> • Article published in the WOS indexed journal 		
	Publication of an article in the WOS indexed journal as co-author	<ul style="list-style-type: none"> • Article published in the WOS indexed journal 		
	Participation in the elaboration of a research project proposal	<ul style="list-style-type: none"> • Research project submitted to a competition (member of the project team). 		

TRANSFER FIELD

	Activities planned	Expected Results/Indicators	Resources and tools available at UPB level	Remarks
Year 1				<i>To be filled in by the mentor</i>

Year 2	Training activity in the Transfer field	<ul style="list-style-type: none"> ● Completion of the <i>Communication of research results to the general public (social media)</i> course 		
Year 3	Training activity in the Transfer field	<ul style="list-style-type: none"> ● Completion of the <i>Public Engagement for Research</i> course ● Completion of the <i>Understanding External Organisations</i> course 		

Year 4				

LEADERSHIP FIELD

	Activities planned	Expected Results/Indicators	Resources and tools available at UPB level	Remarks
Year 1				<i>To be filled in by the mentor</i>
Year 2				

Year 3				
Year 4				

Continuous personal and professional development and training programmes

"Smart Teaching Experiences & Practice - STEP" training programme

The purpose and objectives of the STEP program

The training *Smart Teaching Experiences & Practice* (STEP) programme addresses Ph.D. students and teaching staff in their early career (R1-R2), providing training and training experiences in course design and learning design based on the integration of student-centred pedagogies.

The mission of the STEP programme is to engage PhD students, teaching assistants, and assistant professors in a suite of learning activities designed to familiarize participants with student-centred pedagogies to maximize learning outcomes.

Participants are involved in short, intensive training modules for 10 weeks, which involve various activities, such as: master classes, workshops, webinars, challenge-based learning, integrating work in small teams (2-3 students) to co-participate in the design of courses, seminars, laboratories, or other types of learning activities specific to technical higher education.

Competencies ensured through the STEP program

Professional competencies	CP1	Creating a stimulating and engaging learning environment for students by integrating student-centred pedagogies.
	CP2	Designing, organizing and carrying out teaching activities through the effective integration of a variety of learning strategies, methods and resources in accordance with the specifics of the subject and the group of students.
	CP3	Evaluation, self-evaluation of teaching activity and providing feedback to improve learning outcomes.
	CP4	Designing, organizing, and conducting extracurricular and off-campus technical and educational activities.
Cross-competencies	CT1	Professional relationship and complex communication with students competence
	CT2	Critical thinking (critical-constructive approach to instructive-educational situations)
	CT3	Empathic communication with students
	CT4	Teamwork

Thematic units

Thematic unit	Contents
1 Flexible Course & Curriculum Design	Flexible curriculum design (storyboarding and mapping techniques in course design and seminar/lab activities) <i>Duration: 10 hours</i> <i>Format: Webinar & workshop</i>
2 Learning Experience Design	Learning Experience and Activity Design <i>Duration: 10 hours</i> <i>Format: Workshop & challenge-based learning</i>
3 Teaching and Learning Online	The design of online teaching and learning through synchronous and asynchronous activities <i>Duration: 10 hours</i> <i>Format: Workshop</i>
4 Assessment activities and feedback in higher education	Assessment activities and feedback in higher education <i>Duration: 10 hours</i> <i>Format: Workshop + project</i>
5 Vertically Integrated Projects and Innovative Pedagogies	Vertically Integrated Projects (VIP) and Innovative Pedagogies <i>Duration: 10 hours</i> <i>Format: Workshop + project</i>
6 Learning management systems (Moodle)	Learning management systems <i>Duration: 10 hours</i> <i>Format: Tutorial & project</i>
7 Team Leadership	Team building and management <i>Duration: 5 hours</i> <i>Format: workshop</i>
8 Flip your Course	Applying "flip your course" techniques in higher education <i>Duration: 5 hours</i> <i>Format: workshop</i>
Masterclasses: (10 hours)	

Other professional and personal development programmes

Programme name:	Competencies	Duration (hours)
Digital competencies	Creation, use and distribution of digital multimedia content in the education process.	20
Leadership in engineering. From management to leadership	Personal competencies: Developing self-awareness; Self-management for managers and leaders; Problem solving and decision making; Stress management Interpersonal competencies: Effective communication in organizations; Emotion management Management competencies: Strategic management, teamwork, empowerment and delegation. Leadership competencies: Leadership styles; Power and influence; Organizational culture and identity.	75
STOP BULLYING - Effective management of bullying aggression in school.	Understanding the concepts, causes and way of manifestation in specific contextual situations of the phenomenon of aggression in the school environment. - Understanding and knowledge of effective communication and relationship tools for managing a bullying situation identified in the school environment; - The proper and effective use and application of intervention methods in the management of a bullying situation identified in the school environment, depending on the role assumed and the appropriate legal framework; - Knowledge of regulations and legislation regarding the bullying phenomenon in the school environment.	250
Effective communication	Understanding the concepts, principles and common tools used in communication. - Detecting the logical structure of reasoning in the text, debates and arguments; - The ability to identify and critically articulate different perspectives, signalling their consequences; - The ability to analyse communication dilemmas/problems that arise in daily or professional life; - Identifying the assumptions a question relies on: the ability to see implicit or explicit statements in a question.	250
Innovative Teachers -	Psycho-pedagogical cross-competencies.	125

Entrepreneurial Students		
Innovation in education through service-learning	<p>Creating a stimulating and supportive learning environment for the optimal use of service-learning potential as an innovative pedagogy.</p> <p>Designing, organizing, and conducting didactic activities through the effective integration of service-learning.</p> <p>Designing, organizing, and carrying out extracurricular and extra-school activities based on community involvement through service-learning methodologies.</p> <p>Optimal relationship with educational actors in educational ecosystems by respecting ethical and professional standards.</p> <p>Critical thinking (critical-constructive approach to instructive-educational situations)</p> <p>Empathic communication in the relationship with students and other categories of beneficiaries of the educational act</p> <p>Teamwork</p>	25
Diversity in Education and Research	<p>Planning of prevention and intervention activities in order to respect the principle of equal opportunities, gender equality</p> <p>Diversity management</p> <p>Management of cases of non-compliance with the principle of equal opportunities and gender equality</p> <p>Analysis of public policies from the perspective of integrating the principle of equality and non-discrimination</p>	30
How to become a senior learning facilitator (English, MOOC course)	<p>Talent Management</p> <p>Innovation and Ecosystem Development</p> <p>Learning Design</p> <p>Communication</p> <p>Creating Value</p> <p>Taking Responsibility and Initiative</p>	60

Progress evaluation and career development

The assessment of research performance and academic career progress is a paramount step at both individual and institutional levels.

Due to the higher education institution background, UPB strives to create optimal conditions for academic staff to conduct research and teaching at the highest levels in a stimulating, encouraging and outward-looking environment.

Through the *Strategy for the Development of Human Resources in Research* and the *Academic Career Development Framework* UPB is committed to ensuring that our procedures for evaluating the achievements of all staff are fair, transparent, robust and relevant.

Performance evaluation is an area of organizational culture that we aim to constantly review and in which we are determined to play a national leadership role, given UPB's involvement in promoting academic career reform and Open Science.

Assessment based on national criteria

At national level, the evaluation of research performance is carried out on the basis of the *Minimum Required and Compulsory Standards for the award of higher education teaching titles and professional research and development degrees* developed by the National Council for the Accreditation of University Titles, Diplomas and Certificates (CNATDCU). The last update of the standards was made in 2016 by OMENCS No. 6129 / 20.12.2016.



Useful resource

Click on the text box below to access a useful resource.

[The CNATDCU necessary and mandatory standards for awarding teaching titles and professional research degrees](#)

UPB teaching and research staff are advised to consult the list of standards related to the committee to which they are affiliated. The list of committees can be found in OMENCS No. 6129 / 20.12.2016 and in Table1.

Table1. List of CNATDCU commissions

Commissions	Commissions
Annex no. 1 - Mathematics Commission	Annex no. 19 - Biology and Biochemistry Commission
Annex no. 2 - Informatics Commission	Annex no. 20 - Medicine Commission
Annex no. 3 - Physics Commission	Annex no. 21 - Veterinary Medicine Commission
Annex no. 4 - Chemistry Commission	Annex no. 22 - Dental Medicine Commission

Annex no. 5 - Earth Sciences Commission	Annex no. 23 - Pharmacy Commission
Annex no. 6 - Civil Engineering and Management Commission	Annex no. 24 - Legal Sciences Commission
Annex no. 7 - Materials Engineering Commission	Annex no. 25 - Sociology, Political and Administrative Sciences Commission
Annex no. 8 - Chemical Engineering, Medical Engineering, Materials Science and Nanomaterials Commission	Annex no. 26 - Military Science, Intelligence and Public Order Commission
Annex no. 9 - Electrical Engineering Commission	Annex no. 27 - Economic Sciences and Business Administration Commission
Annex no. 10 - Energy Engineering Commission	Annex no. 28 - Psychology, Educational Sciences, Physical Education and Sports Commission
Annex no. 11 - Electronics, Telecommunications and Nanotechnology Commission	Annex no. 29 - Philology Commission
Annex no. 12 - Geological Engineering, Geodetic Engineering, Mining, Oil and Gas Commission	Annex no. 30 - Philosophy Commission
Annex no. 13 - Aerospace Engineering, Motor Vehicles and Transport Commission	Annex no. 31 - History and Cultural Studies Commission
Annex no. 14 - Plant and Animal Resources Engineering Commission	Annex no. 32 - Theology Commission
Annex no. 15 - Computers, Information Technology and Systems Engineering Commission	Annex no. 33 - Architecture and Urban Planning Commission
Annex no. 16 - Industrial Engineering and Management Commission	Annex no. 34 - Visual Arts Commission
Annex no. 17 - Mechanical Engineering, Mechatronics and Robotics Commission	Annex no. 35 - Performing Arts Commission
Annex no. 18 - Environmental Engineering Commission	

According to the [Instructions on the registration of faculties and teaching activities](#), failure to comply with the criteria will result in the teacher/researcher being sanctioned:

Art. 20. Faculty norms will also be charged differently in the following situations: (1) Professors and lecturers who do not meet the minimum criteria established by the CNATDCU (specific to the field of classification of the position held, in their entirety, including the categories, restrictions and requirements of the Instructions on the registration of faculties and activities of the educational process 2022-2023 7 specific to the respective field) valid from 01.10.2017, will have the norm additionally charged by 1 conventional hour.

Evaluation based on internal criteria

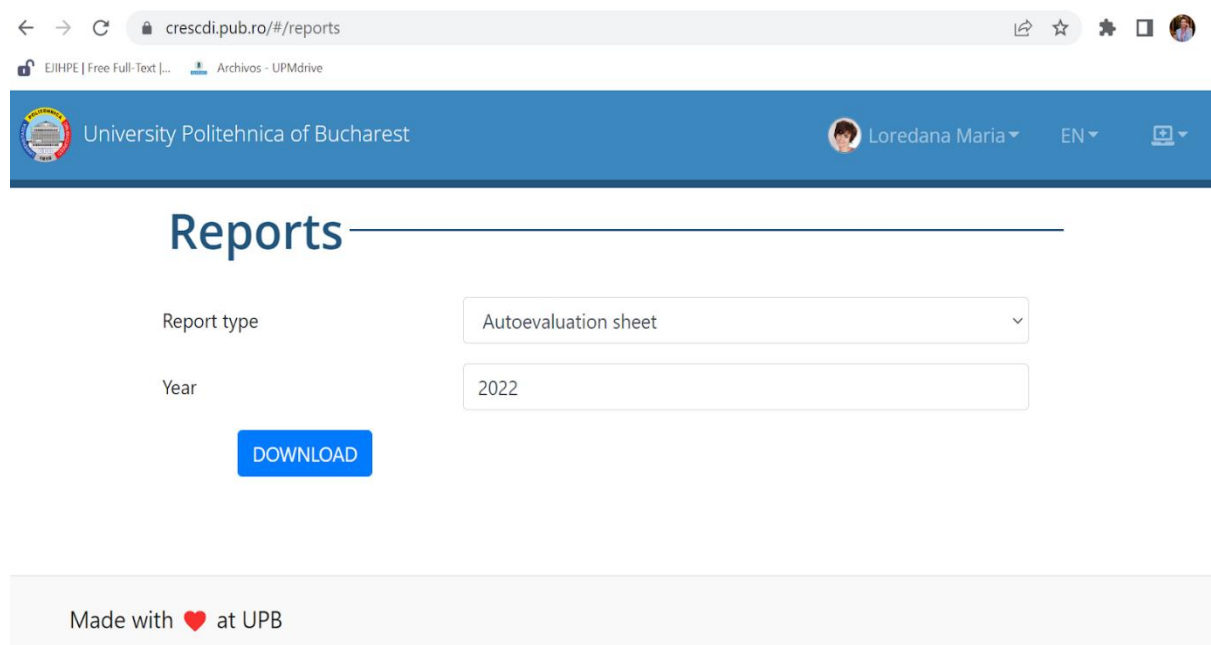
The evaluation process for teaching staff based on internal criteria has three components: **self-evaluation**, **peer review** and **student evaluation**, based on forms approved by the UPB Senate.

Self-evaluation

Self-evaluation is carried out annually, with the work of academic staff evaluated on a calendar year basis. The tool used to carry out the self-evaluation is called the **Self-evaluation of Scientific and Teaching Activity Sheet**. Each teacher is required to complete the self-evaluation form, specifying the concrete activities carried out during a calendar year.

Each teacher is required to complete the self-evaluation form, specifying the concrete activities carried out during a calendar year.

The self-evaluation sheet can be downloaded from the CRESCDI platform: <https://crescdi.pub.ro/#/> (see Figure 1).



The screenshot shows a web browser window with the URL crescdi.pub.ro/#/reports. The page header includes the University Politehnica of Bucharest logo and name, a user profile for Loredana Maria, and language options (EN). The main content area is titled "Reports" and contains a form with two input fields: "Report type" set to "Autoevaluation sheet" and "Year" set to "2022". A blue "DOWNLOAD" button is positioned below the form. At the bottom of the page, there is a footer that reads "Made with ❤️ at UPB".

Figure 1. Screenshot from the CRESCDI platform for downloading the self-evaluation sheet

In accordance with the provisions of the Senate Decision no. 1/12.04.2018, the self-evaluation sheet is also required for the application for the competition for the [award of merit](#) (see Article 6 of the [Methodology for the award of merit](#)).

Peer review

The council of the department reviews the Self-evaluation sheet and on the basis of this and the data known in the department, based on the evaluation questionnaires completed by students, draws up the **Peer review sheet**. Peer review also refers to involvement in department/faculty/university activities that are not included in the teaching norms, the quality of team building and teamwork, contribution to the department's self-financing and mentoring of students, being the criterion on which the opinion of peers is most important. The data is centralised at department level and discussed individually with each teacher. If measures are required, they shall be determined at the level of the Council of the Department.

Student evaluation

Students' evaluation of the learning environment is carried out on the basis of the course evaluation form (see operational procedure PO-10-SC-28), whereby, at the end of each semester, students have the opportunity to make an overall assessment of the work carried out by teaching staff of each academic subject. The forms can be filled in by students directly from the e-learning platform *curs.upb.ro* or in pen and paper format. We recommend that staff use digital tools and encourage their use by students to reduce paper consumption and facilitate data collection.

Equal opportunities and diversity

The focus on equity, inclusion, diversity, equal opportunities is a prerequisite for success. In response to societal challenges and in synergy with modern European fields of [education](#) and [research](#), the University POLITEHNICA of Bucharest (UPB) assumes the responsibility to think and act strategically, fully aware of the implications of belonging to a global knowledge-based economy and an open, inclusive and equitable society. We intervene proactively to ensure balance and participation in administrative and educational decision-making, administrative processes, transparent and merit-based recruitment policies, integrating gender and diversity dimensions in teaching and research, in the development of educational content and in the design of meaningful learning experiences, in the production of new knowledge and new outcomes during research-innovation-development processes.

From January 2022, the existence of a **gender equality plan** at the level of each beneficiary is a mandatory condition for contracting projects under the Horizon Europe programme.

The Gender Equality Plan (GEP) developed at UPB outlines UPB's vision for gender equality and identifies **five destinations** aimed at strengthening the integration and promotion of diversity principles in education and research. These relate to leadership activities, *training and professional development*, digitisation and the use of technology to develop a **gender-responsive university**.

The document integrates the five areas that need to be addressed over the period 2022-2027, in accordance with the provisions of the European Commission:

- Area 1. Balancing work and personal life & organisational culture
- Area 2. Gender balance in leadership and decision-making
- Area 3. Gender equality in recruitment and career progression
- Area 4. Gender mainstreaming in research and education
- Area 5. Measures against gender-based violence

The actions and measures proposed within each area are based on a **gap analysis** and respond to already existing and institutionally assumed **challenges** or medium and long-term **goals**.

Monitoring and evaluation of progress in the implementation of identified actions is based on **data collection** and **analysis** and the production of **annual and multi-annual reports** that discuss **progress indicators** established through the GEP.

The implementation, monitoring and evaluation of the GEP are coordinated by the **diversity team** that has been created at UPB.



Useful resources



Click on the text box below to access useful resources.

[UPB Gender Equality Plan](#)

Contact the UPB Diversity Team:
diversity@upb.ro

Support for academic career development

To ensure coherence, effectiveness and sustainability in career management approaches, a team with specific roles and responsibilities has been set up, supported by existing and newly created organisational structures.

Mission

The mission of the Office of Academic Career Management (BiMCA) is to develop, promote and deliver **training programs** and **support activities** that ensure the professional development of members of the UPB academic community.

BiMCA is responsible for specific academic career management activities (**career development monitoring, personalised assistance, counselling**), supporting the work of the Vice-Rector in charge of Human Resources, UPB Chancellor, Vice-Deans and Department Directors. BiMCA also uses and passes on information to other departments and organisational structures (e.g. training centres).

Complementarily, it develops and updates tools to ensure access to information and efficient collaboration with the departments and other administrative structures involved.

Specific activities

- analysis of training needs;
- provide support in the recruitment and selection of academic staff;
- carry out induction activities for newly employed teaching and research staff and visiting professors;
- develop and monitor (together with department directors) the academic career development plan;
- contribute to the development of remedial interventions in relation to academic performance assessment results;
- develop and update the catalogue of continuing training courses;
- identify career development opportunities and inform the academic community;
- organisation of specific professional development events (courses, workshops, conferences).

BiMCA experts

Teaching Activities Advisor. Collaborates with department chairs and academic staff to provide career guidance, mentoring and support to achieve optimal career performance. Monitors performance appraisal results and proposes improvement solutions at individual or departmental level. Provides support for career development. Supports training activities for the development of pedagogical competence (curriculum design, learning management systems, learning resources). Develops resources to support teaching activity in UPB.

Research Activities Advisor. Collaborates with department chairs and academic staff to provide career guidance, mentoring and support to achieve optimal career performance. Monitors performance appraisal results and proposes improvement solutions at individual or departmental level. Provides support for career

development. Supports research familiarisation activities for junior teaching and research staff.

In-charge for training, coaching and mentoring activities. Carries out needs analyses, updates the course catalogue, develops training programmes, organises continuous training activities and evaluates their impact. Contributes to the implementation of the career development plan and collaborates with other Office members and departmental leadership to recommend training activities. Informs the community about training and development opportunities.

Useful instruments

hrs4R@UPB website	https://hrs4r.upb.ro
CRESCDI platform	https://crescdi.pub.ro/#/
Travel platform	https://travel.upb.ro/
Support platform	https://support.upb.ro/
EELISA Communities	https://eelisa.eu/communities/
Courses platform	https://curs.upb.ro/2021/my/
UPB Senate Platform	https://senat.pub.ro/login/index.php

Annex 1: Documents required for employment and remuneration of Visiting Scholar

The Human Resources Directorate is the structure that manages the administrative and relational aspects. The person who will take care of you and your documents will ensure that you will have a quick familiarity with our University and Bucharest will be a pleasant experience.

Your academic mobility in Romania can be ([according to the Romanian legislation](#)) short-term or long-term. Short-term mobility involves a stay of up to 180 days in any 360-day period. This requires the host institution to notify the competent authority in the territorial area where you will carry-out your activity. The legal provisions also apply to your family members.

Long-term mobility involves obtaining legal documents. Human Resources Directorate of our institution will support you along all the process.

European Union or European Economic Area state citizens of member states have to provide the following documents:

1. Identity card (passport);
2. Copy of the birth certificate;
3. Secondary education graduation diploma (high school);
4. Bachelor's degree;
5. Doctor's degree;
6. Updated CV containing all the positions occupied in the past and the period (year, month, day), starting with the most recent and in reverse chronological order¹;
7. A bank account number (IBAN format) hold by a Romanian commercial bank - the list of banks authorized to operate in Romania is available [here](#);²

Citizens of non-EU or EEA member states need to provide also:

1. Copy of the registration certificate or temporary residence permit.

All documents will be translated/written into the Romanian language, excepting the temporary residence/residence permit.

The documents will be sent to:

Universitatea POLITEHNICA din București – Direcția Resurse Umane

Splaiul Independenței nr. 313, București – sector 6

Cod poștal: 060042

¹ This information is required for salary classification. The absence of any information may lead to the lower salary level.

² BCR Housing Bank and Raiffeisen Housing Bank are housing credit institutions. The accounts opened here are subject to specific operating rules, so it is not recommended to open current salary accounts at any of them.

Visiting Scholar Application Form

<i>Details of your Proposed Visit</i>	
Date of Application	NB: Applications should be received at least 4 months in advance of a proposed visit.
Date of proposed visit [Please include both start and end dates for visit]	Start Date: End Date:
<i>Personal Details</i>	
Title (Miss/Mrs./Mr./Dr)	
Family Name (as it appears on your formal documentation e.g. Passport or national ID)	
First Name(s) (as it appears on your formal documentation e.g. Passport or national ID)	
Nationality	
Date of Birth	
Full Postal Address	

Phone number	
E-mail	
Personal website	
<i>Qualifications and Position in your Home Country</i>	
Qualifications and grades; including Institution at which these were completed [PhD, Master's Degree, Bachelor's Degree, etc.]	
Please specify which of the following apply to you in your home country:	
Option A: If Option A, please provide the name and address of this Institution.	<input type="checkbox"/> I am an academic member of staff at an academic Institution <i>If this does not apply to you, please see Option B.</i> Name of Institution: Address:

<p>Please also specify your position at your current Institution.</p>	<p>Position:</p>
<p>Option B:</p>	<p>Please specify your current situation below:</p>
<p><i>Research Interests and Proposed Research Activities</i></p>	
<p>Area(s) of existing research and current research interests</p>	
<p>Why are you applying to become a Visiting Scholar at the University POLITEHNICA of Bucharest and what do you hope to achieve during your visit?</p>	

Name of proposed Academic Host to act as mentor (if known):	
Profile/position details application is made for. Please mention the faculty and the department you are interested in.	
Have you made contact with your proposed host mentor before this application? [If NO, then do you intend to contact them before your application is considered?]	
Are you receiving any sponsorship funding for your visit? If yes, please provide the details and attach the appropriate documentation as evidence.	
Proposed Research Activities [Please give full details of proposed research activities, including your research title/question, methodology and facilities required. Please use a separate sheet if required. If your stage at UPB focuses more on teaching activities, please fill-in the next section].	

Proposed teaching activities

[Please give full details about the course/module you would like to teach, the pedagogical approach and learning outcomes you propose. Describe the way you plan to motivate and engage the students and present the innovative elements of your teaching strategy.]

Required Documentation

Please ensure you attach your academic CV.

If you are receiving sponsorship funding for your visit, please attached evidence of this.

Send the application form to visitingfellow@upb.ro

Please ensure you **complete all sections** of this form; any information not provided may result in your application being unsuccessful. Please be aware that we may ask you for further information later, if your application is successful.