



UNIVERSIDADE
DE LISBOA



HR Excellence in Research: Faculty of Veterinary Medicine

- Analysis of the Survey -

March 2026

Methodological note

The University of Lisbon conducted an online survey (in Portuguese and English) aligned with the principles and requirements of the European Charter for Researchers on ethics and integrity practices, recruitment and progression, working conditions, and career development in its Schools, with the aim of informing the institutional diagnosis and action plan for the Human Resources Strategy for Researchers (HRS4R) process.

This survey consists of a total of six sections: five sections with mandatory answers and predefined alternatives (A: Characterization; B: Ethics, Integrity, Gender, and Open Science, C: Evaluation, Recruitment, and Progression, D: Working Conditions and Practices, and E: Careers and Talent Development); and a final optional section with open questions on positive aspects and areas for improvement (F: Additional Comments).

The survey, anonymous, was sent to all professors, researchers and doctoral students of the University of Lisbon and was available for response between January 6th and March 9^h, 2026 (with the exception of IST Técnico Lisboa which had its own procedures).

Data processing complies with current GDPR legislation, and the response rate for the Faculty of Veterinary Medicine was 56%:

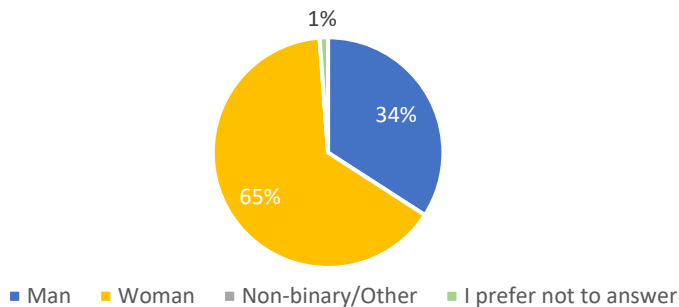
Occupational status	Population	Responses	Response rate
Teaching Assistant	-	-	-
Assistant Professor	59	24	41%
Associate Professor	16	8	50%
Full Professor	13	9	69%
Assistant Researcher	3	4	*
Principal Researcher	1	0	0%
Coordinator Researcher	-	-	-
Junior Researcher	-	1	*
Doctoral Student	60	39	65%
Total	152	85	56%

* Some respondents identified themselves as belonging to an occupational status not reported by the School. The answers were accepted for the purpose of the overall study but analysis on this specific variable should take this into account.

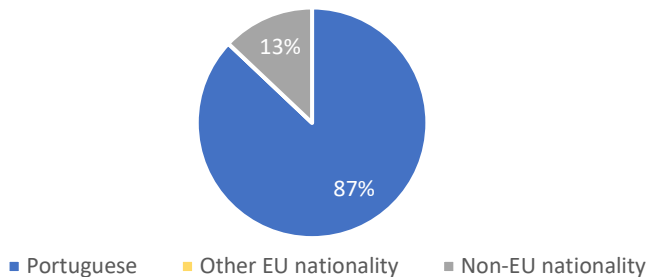
Descriptive analysis

Section A: Characterization

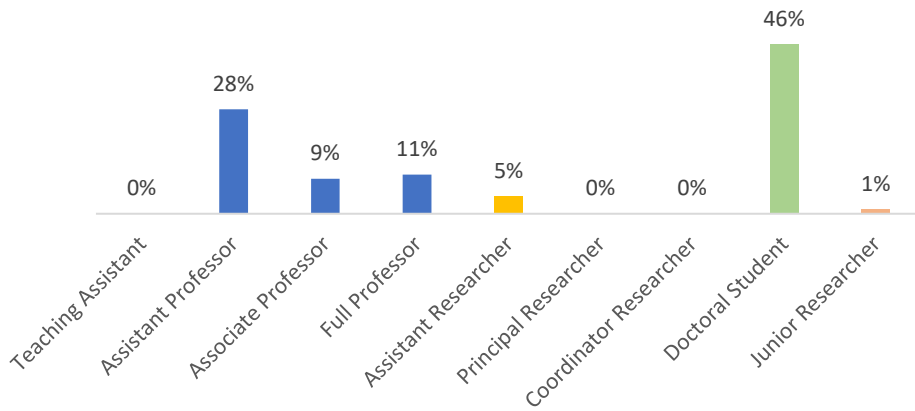
A1. Gender



A2. Nationality

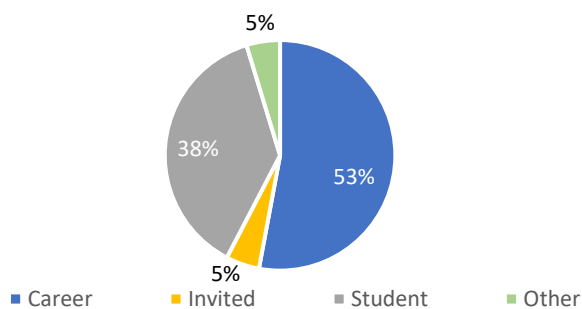


A3.1. Occupational status

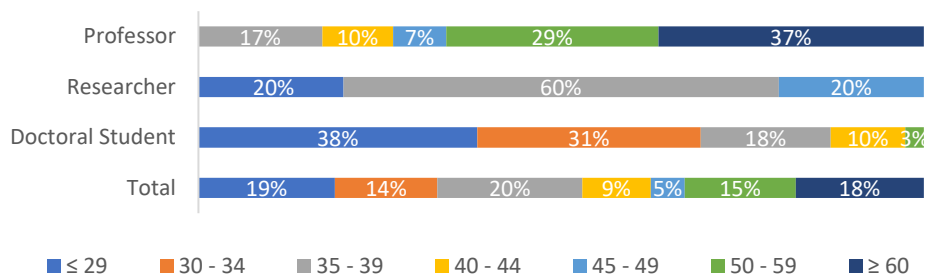


Note: See table at page 1.

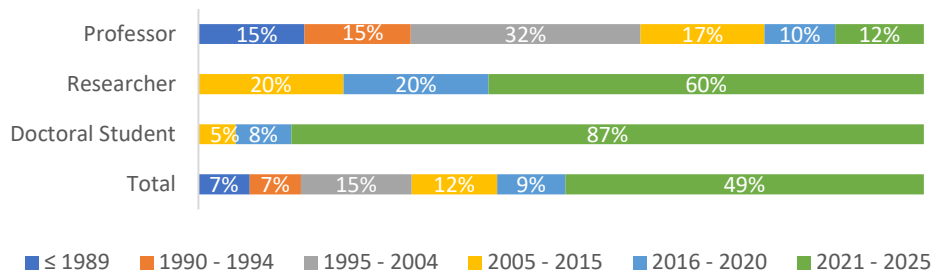
A3.2. Contractual situation



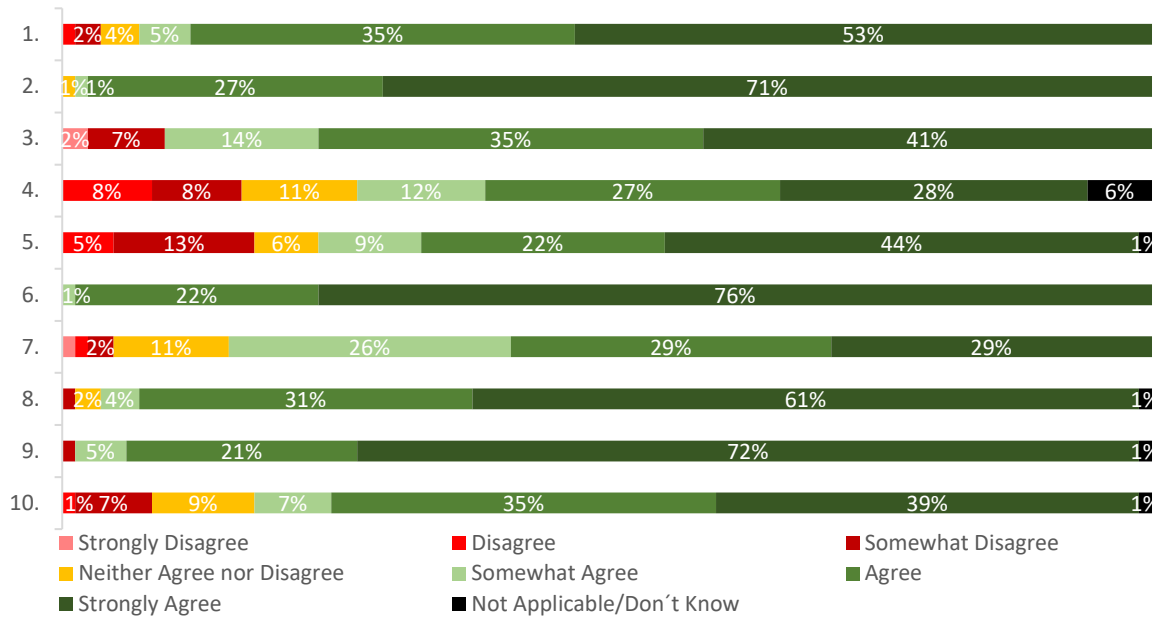
A4. Age range



A5. Timing of entrance (work or doctoral studies) at ULisboa

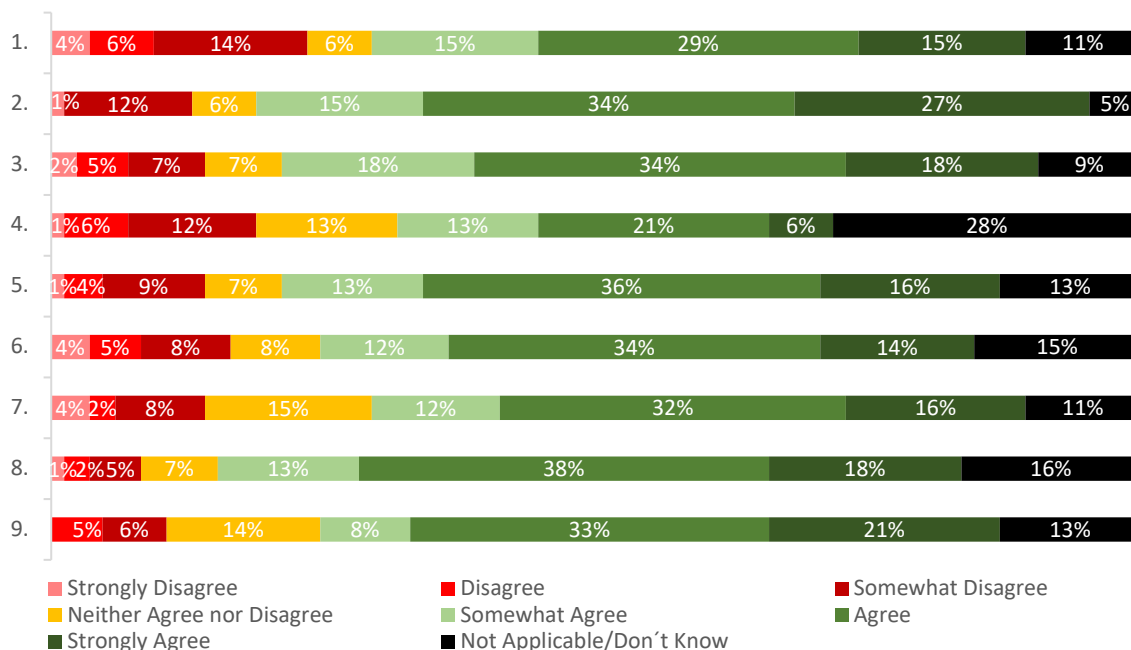


Section B: Ethics, Integrity, Gender and Open Science



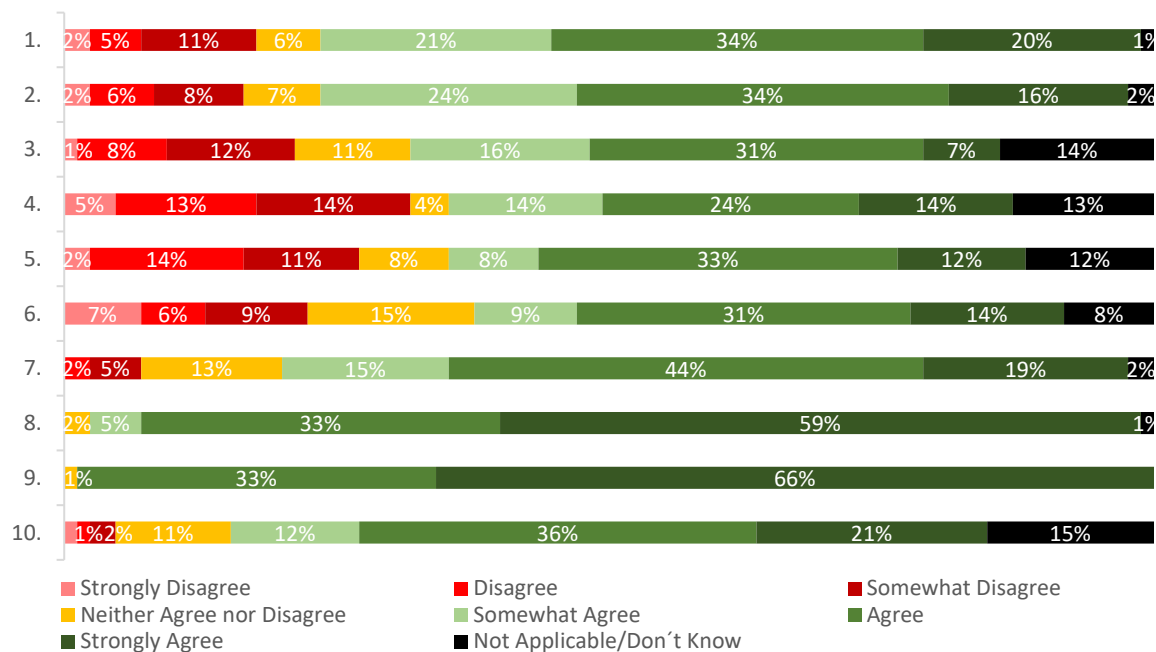
Item	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree	Not Applicable/Don't Know
1. I am aware of the ethical practices and standards set by my scientific area and relevant codes of ethics.	0%	1%	2%	4%	5%	35%	53%	0%
2. I am aware that I must follow ethical working practices and comply with data protection and confidentiality laws.	0%	0%	0%	1%	1%	27%	71%	0%
3. I enjoy freedom of thought and expression and I may freely direct my research.	2%	0%	7%	0%	14%	35%	41%	0%
4. My School promotes gender equality at all levels of staff, including supervisory and managerial level.	0%	8%	8%	11%	12%	27%	28%	6%
5. My School does not discriminate based on gender, age, ethnicity, nationality or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic condition.	0%	5%	13%	6%	9%	22%	44%	1%
6. I am aware of my responsibility to ensure my work is original, socially relevant, and respects intellectual property and collaboration.	0%	0%	0%	0%	1%	22%	76%	0%
7. I am familiar with my School strategic goals that govern the research environment and the potential funding mechanisms.	1%	1%	2%	11%	26%	29%	29%	0%
8. I am aware that researchers are accountable, to funders and society, and use resources responsibly, cooperating with audits.	0%	0%	1%	2%	4%	31%	61%	1%
9. I am aware that my research needs to be aligned with the sustainability principles, minimizing negative environmental, social, and economic impacts.	0%	0%	1%	0%	5%	21%	72%	1%
10. My school research environment supports and encourages Open Science practices, such as open access publishing, sharing of data and code, and pre-registration of studies.	0%	1%	7%	9%	7%	35%	39%	1%

Section C: Assessment, Recruitment and Progression



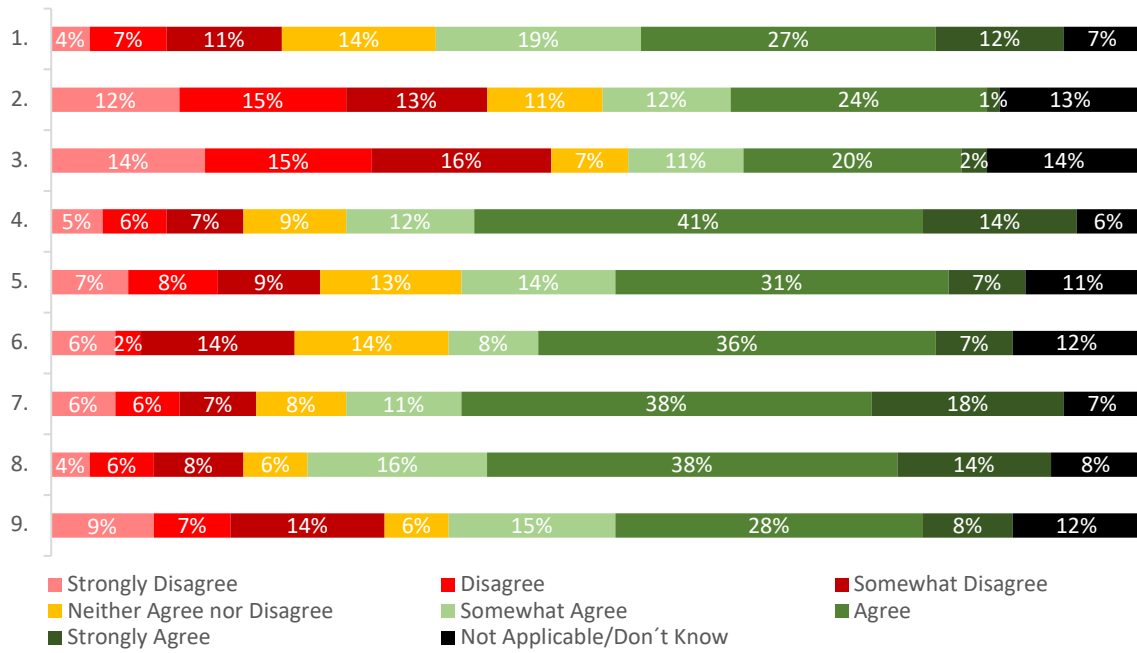
Item	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree	Not Applicable/Don't Know
1. Candidate appraisal and evaluation procedures are carried out in a transparent manner by an independent committee.	4%	6%	14%	6%	15%	29%	15%	11%
2. Job advertisements in my School clearly define entry criteria and specify the candidate roles and responsibilities.	1%	0%	12%	6%	15%	34%	27%	5%
3. Recruitment procedures are open, efficient, transparent, supportive and internationally comparable, as well as tailored to the type of positions advertised.	2%	5%	7%	7%	18%	34%	18%	9%
4. In the recruitment process, career breaks and non-linear career paths are not penalised, and are instead regarded as part of career development.	1%	6%	12%	13%	13%	21%	6%	28%
5. Candidate selection committees include competent and diverse specialists.	1%	4%	9%	7%	13%	36%	16%	13%
6. In the selection process, candidate merit is assessed through both qualitative and quantitative criteria.	4%	5%	8%	8%	12%	34%	14%	15%
7. In my School, qualifications are valued based on individual achievements rather than personal circumstances or the reputation of previous institutions.	4%	2%	8%	15%	12%	32%	16%	11%
8. My School has policies, practices and procedures that ensure all actively involved have their rights recognised in co-authorship of research outputs.	1%	2%	5%	7%	13%	38%	18%	16%
9. Mobility experiences of the candidate (geographical, interdisciplinary, or intersectoral), are considered as a valuable contribution to their professional development.	0%	5%	6%	14%	8%	33%	21%	13%

Section D: Working Conditions and Practices



Item	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree	Not Applicable/Don't Know
1. My School's facilities and resources foster a safe and stimulating research environment.	2%	5%	11%	6%	21%	34%	20%	1%
2. My School provides appropriate working conditions to ensure scientific success, including flexibility to balance professional and family life.	2%	6%	8%	7%	24%	34%	16%	2%
3. My School ensures fair and attractive remuneration conditions and social coverage in accordance with applicable regulations.	1%	8%	12%	11%	16%	31%	7%	14%
4. My School provides channels for complaints and appeals on research and professional matters.	5%	13%	14%	4%	14%	24%	14%	13%
5. My School provides opportunities to participate in organization governance and decision-making bodies.	2%	14%	11%	8%	8%	33%	12%	12%
6. My School strives to improve research job stability.	7%	6%	9%	15%	9%	31%	14%	8%
7. I am familiar with national, sectoral and institutional regulations applicable to my activity.	0%	2%	5%	13%	15%	44%	19%	2%
8. I am aware that research results must be shared and applied in line with contractual obligations.	0%	0%	0%	2%	5%	33%	59%	1%
9. I am aware that research should be communicated in ways that are understandable to the general public.	0%	0%	0%	1%	0%	33%	66%	0%
10. My School ensures proper protection of intellectual property rights for Research & Development results.	1%	1%	2%	11%	12%	36%	21%	15%

Section E: Careers and Talent Development



Item	Strongly Disagree	Disagree	Somewhat Disagree	Neither Agree nor Disagree	Somewhat Agree	Agree	Strongly Agree	Not Applicable/Don't Know
1. My School values mobility across sectors, disciplines, locations, and virtual settings as key to professional development.	4%	7%	11%	14%	19%	27%	12%	7%
2. My School has a career development strategy and offers career guidance.	12%	15%	13%	11%	12%	24%	1%	13%
3. My School provides career counseling and job placement assistance.	14%	15%	16%	7%	11%	20%	2%	14%
4. I have the opportunity for continually improve myself by regularly updating and expanding my skills and competencies.	5%	6%	7%	9%	12%	41%	14%	6%
5. My School ensures that any career stage is given the opportunity for professional development and for improving skills.	7%	8%	9%	13%	14%	31%	7%	11%
6. A proper assessment of academic and professional qualifications, including non-formal qualifications, is assured.	6%	2%	14%	14%	8%	36%	7%	12%
7. In the training phase, structured and regular relationship with supervisors is provided.	6%	6%	7%	8%	11%	38%	18%	7%
8. Senior peers facilitate knowledge transfer and career development of early-stage colleagues.	4%	6%	8%	6%	16%	38%	14%	8%
9. My School appoints supervisors for early-stage colleagues that have the time, knowledge, experience, expertise and commitment to be able to offer the appropriate support.	9%	7%	14%	6%	15%	28%	8%	12%