



The European Charter for Researchers

The Code
of Conduct
for the
Employment
of Researchers



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The European Charter for Researchers

The Code of Conduct for the Recruitment of Researchers

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⁵ COM(2004) 178 fi al f 16.3.2004.

- (16) hi ec ^uhe dai ^uake a i ^ure ^uie ha e ^ul ^uø r f ^udø
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9. ha he o r i e r a fr^ulea ri g hi ill be e abli hed a d agreed
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10. ha Me^uber ae i he ir lea re re e a i e i he i e r a-
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11. hi ec^ule dai i addre ed he Me^uber ae b i i
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13. hi ec^ule dai ill be re ie ed e r i dicall b he C^uu^ui-
i i he c e f he O e Me h d f C r di a i .

D e a Br el , 11 March 2005

Fr he C^uu^ui i
Ja e c^uik
Me^uber f he C^uu^ui i

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⁶ ee defi i i i ec i 3.

⁷ ee defi i i i ec i 3.

⁸ Official Journal C 364, 18.12.2000 . 0001-0022.

General Principles and Requirements applicable to Researchers:

Research Freedom

Each researcher should be free to conduct research for the good of mankind and for the advancement of scientific knowledge, while enjoying the freedom of thought and expression, and the freedom to disseminate the results of research which are obtained, according to recognized ethical principles and practices.

Each researcher should, however, recognize his individual responsibility and his freedom to conduct research in accordance with the principles of the Declaration (including the principle of guidance/management) and the ethical principles, e.g. for biomedicine and for the environment, especially in the field of research, for the benefit of the community. Each researcher should, however, recognize the ethical principles and practices,

which researchers have the right to apply in their research.

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Professional attitude

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Contractual and legal obligations

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Accountability

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Me h d f c llec i a d a al i , he a d, h e a l l i c a b l e ,
de ail f h e d a a h l d b e e i e r a l a d e e r a l e i , he -
e e e c e a r a d a r e e e d b h e a r r i a e a h r i e .

Good practice in research

The researcher holds all the advantages of kindness, like his
 allegiances, which dig him deeper and reach further health
 and affective frequency from his familiar echelons, e.g.
 rearing or back-raising. He holds a familiar heart
 core, as legal requirements regard dares and confidence
 fully receive them, and make he ever
 fulfill them.

Dissemination, exploitation of results

All researchers should be, in accordance with their contractual arrangements, held responsible for their research and evaluation and not be liable, e.g. contracted, referred to their research (a df8 c.000710)

are either employed commercially or made accessible to the public (or both) for the benefit of society.

Public engagement

Researchers should ensure their research activities are made accessible to a large proportion of the community, especially where it is relevant to the public's day-to-day life. Direct engagement with the public will help researchers better understand public interests and priorities and establish a dialogue with the public's concerns.

Relation with supervisors

Researchers in training have a high degree of autonomy and freedom to develop their research interests and to choose their supervisors. They should be encouraged to develop a good working relationship with their supervisors, which is essential for their professional development.

It is important to keep a record of all research activities, including feedback from supervisors and colleagues, and to use this feedback to improve their research. It is also important to establish a good working relationship with their supervisors, which is essential for their professional development.

Supervision and managerial duties

For researchers, it is important to have a clear understanding of their responsibilities and to be able to communicate effectively with their supervisors. They should be encouraged to develop a good working relationship with their supervisors, which is essential for their professional development. They should also be encouraged to take on managerial duties, such as supervising other researchers, which will help them to develop their leadership skills and to become more independent researchers.

Continuing Professional Development

every teacher a all career stage hold seek c i all i r e he-

General Principles and Requirements applicable to Employers and Funders:

Recognition of the profession

All researchers engaged in research career should be recognised as professional and be treated accordingly. This should commence from the beginning of their career, after a graduate level, and should include all levels, regardless of their classification or title level (e.g. employee, graduate, doctoral candidate, doctoral fellow, civil servant).

Non-discrimination

Employers and/or funders of researchers should discriminate against researchers in a way that is based on gender, age, ethnicity, national or social origin, religious belief, sexual orientation, language, disability, political views, social economic conditions.

Research environment

Employers and/or funders of researchers should ensure that they provide a research environment that is free from discrimination, harassment, and other forms of abuse. They should also provide a safe and secure environment for researchers to work in, and have a clear policy on research ethics and integrity.

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Value of mobility

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f a r e e a c h e r ' c a r e e r . C e e l , h e h l d b i l d c h i i
h e e c i f i c c a r e e r d e e l e r a e g a d f l l a l e a d a c k l e d g e
a b i l i e e r i e c e i h i h e i r c a r e e r r g e i / a r a i a l e .

hi al re ire ha he ece ar ad^ui iraiei r^uhe be i
lace all he r abili fb hga a d cial ec ri r ii ,
i acc rda ce ih ai allegi lai .

Access to research training and continuous development

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 r i f r r f e i a l d e l e a d f r i r r i g h e i r e l -
 a b i l i h r g h a c c e h e a r e f r h e c i i g d e l e f k i l l
 a d c h e e c i e .

Supervision

Each leader/manager should ensure that all teachers are clearly identified as having a role in the school's improvement plan. The school should ensure that all teachers are clearly identified as having a role in the school's improvement plan.

Each teacher should be clearly identified as having a role in the school's improvement plan. The school should ensure that all teachers are clearly identified as having a role in the school's improvement plan. The school should ensure that all teachers are clearly identified as having a role in the school's improvement plan.

Teaching

Each teacher should be clearly identified as having a role in the school's improvement plan. The school should ensure that all teachers are clearly identified as having a role in the school's improvement plan. The school should ensure that all teachers are clearly identified as having a role in the school's improvement plan.

Each teacher should be clearly identified as having a role in the school's improvement plan. The school should ensure that all teachers are clearly identified as having a role in the school's improvement plan. The school should ensure that all teachers are clearly identified as having a role in the school's improvement plan.

Evaluation/appraisal systems

Each teacher should be clearly identified as having a role in the school's improvement plan. The school should ensure that all teachers are clearly identified as having a role in the school's improvement plan. The school should ensure that all teachers are clearly identified as having a role in the school's improvement plan.



Recruitment

“Employers should ensure that the recruitment process for all staff, including those in the early stages of their career, are clearly defined and that all facilities are provided to support the recruitment process, including the recruitment of staff from the early stages of their career.”

“Employers should ensure that the recruitment process for all staff, including those in the early stages of their career, are clearly defined and that all facilities are provided to support the recruitment process, including the recruitment of staff from the early stages of their career.”

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Selection

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Transparency

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Variations in the chronological order of CVs

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Seniority

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Postdoctoral appointments

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¹⁶ L ka h :// e ic- aric. e / fi d h re de ailed i fr ai ab he NA IC Ne rk
(Na i alAcade ic ec g ii l fr ai Ce re) a d he ENIC Ne rk (Er ea Ne rk
fl fr ai Ce re).

Researchers

Fr he r e f hi ec the dai he i e ai all rec g i ed
Fr ca i defi i i fre earch¹⁷ ill be ed. C e e l, re earcher are
de g i bed a

“Professionals engaged in the conception or creation of new knowledge, products, processes, methods and systems, and in the management of the projects concerned.”

Mre ecificall, hi ec ¹¹he dai rela e all er fe i-
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¹⁷ I : r ed a d a d r a c i c e f r r e e e a r c h a d E o i e a l D e e l e ,
F r a c a i M a l , O E C D , 2 0 0 2 .

¹⁸ COM (2003) 436 f18.7. 2003: e earcher i he E A: O e r fe i , l i le cææ .

¹⁹ See Mark R. Graham, *The R. C. R. G. H. E. R. e. a. r. e. a. H. a. n. d. M. i. l. i. t. a. r. y. A. c. t. i. o. n. s. i. n. t. h. e. U. S. A.*, ed. i. n. e. e. b. o. r. 2004, age 41.

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Employers

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Appointment or employment

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Ac i i e .

European Commission

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