

**Level of accomplishment of the Charter&Code  
principles implicit in the HRS4R seal: Evaluation  
by researchers of the Universitat de València**

April 5, 2023

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## 1. Introduction

In the Consensus Report issued by the European Commission in the Implementation Phase Interim Assessment, the following question, regarding the University of Valencia (UV), was answered affirmatively: *Is the implementation of the HR strategy and Action Plan sufficiently embedded within the organisation's management structure (e.g. steering committee, operational responsibilities) so as to guarantee a solid implementation?*

However, in their assessment, the reviewers pointed out that:

A survey of the researchers of the different aspects of the action plan could be useful and strengthen the organization's effort.

And in the Additional comments of the Consensus Report, they mentioned that:

Think about using a survey to understand if the researchers are aware of what the institution is doing on the HRS4R.

Following this recommendation, the offices of the vice-principals for research and that for planning, quality and information technologies, have designed and implemented a survey. The questionnaire was designed to assess to what extent UV researchers consider that the principles inspiring the HRS4R, that is, the principles of the Charter & Code (C&C), permeate the policies of the institution in terms of human resources management for research.

While the most important milestone is to implement the principles of the C&C, it is also important to know, accordingly to the researchers, if the policies implemented are actually effective, not taking the success for granted. Thus, the rationale of the survey is to ask for the feedback of the researchers working at the UV about this effectiveness.

However, there are two possible approaches in the design of the questionnaire: (1) to try to analyse the level of visibility or awareness of the HR policies carried out under the HRS4R label or (2) to focus the questions on their effectiveness to achieve the C&C principles, not paying attention to the visibility of such policies. It is this second approach that has been adopted to design the questionnaire, considering that it is useless for the researcher to be aware of a particular action if he/she does not believe that it has had a positive impact on the principles of HR management that permeate the seal.

Following this approach, the questionnaire (Annex 1), was structured into four sections, corresponding to the four sections of the C&C: Ethical and Professional Aspects, Recruitment, Working Conditions and Social Security, and Training. Each section of principles was introduced by a general question, for example:

The code of conduct for the recruitment of researchers sets out a number of principles that should be followed by institutions when recruiting research staff. Please, indicate the extent to which you agree with the following statements.

Then, a question for each of the 40 C&C principles was developed. For instance:

The UV ensures there are clear standards in the recruitment of teaching and research staff.

The UV facilitates access to disadvantaged groups (e.g., disabled) or researchers resuming their research centre.

The questionnaire was completed with a block of classification questions that were considered to potentially induce different perceptions: type of researcher (R1 to R4), age, years of experience at UV and gender.

In addition to this introduction, this report includes the following sections: methodology, general results, results by group, and conclusions.

## 2. Methodology

The results presented here are derived from a survey based on a structured **online questionnaire**, conducted in three languages: Spanish, Valencian, and English.

The questionnaires were distributed via email with a dedicated link for each recipient. Each researcher received the link directly to their institutional email address. Adjunct professors did not receive the link. The link was personalised using a unique token that prevents the questionnaire from being answered more than once since it is invalidated after the first access.

Fieldwork took place between March 9th and April 4th, 2023, without any intermediate reminders.

There was no previous sampling, the link was sent to the entire population. Based on the information from the 2021/2022 academic year (provisional data), the population of professors/researchers is 3,727 individuals. The sample size - number of valid surveys collected - was 386 (10.4% of the population). A questionnaire was considered valid only if the respondent answered all the questions.

Given the indicated sample, the **maximum error** without crossing results by classification variables in the exploitation of results in the estimation of proportions and in the most unfavourable situation of population variance ( $p=q=50\%$ ) and for a confidence level of 95%, will be 4.72%.

**Table 1** shows the sociodemographic profiles of the sample. Regarding the main variable, the type of researcher, the sample closely matches the population in R2 (21.8% in the sample per 20.8% in the population) and R3 (44.8% in the sample per 40.1% in the population). On the other hand, R1 (20% in the population per 8.3% in the sample) is underrepresented and R4 (19% in the population per 25.1% in the sample) is overrepresented.

The sample is balanced by age, since the less represented groups are those where the population is smaller either because it is still early for them to hold a research position (18-24) or because the rate of retirements is already high (65 and over).

**Table 1. Sample demographics**

<b>Researcher classification</b>	<b>N</b>	<b>Vertical percentage</b>
R1	32	8,3
R2	84	21,8
R3	173	44,8
R4	97	25,1
<b>Total</b>	<b>386</b>	<b>100,0</b>

<b>Age</b>	<b>N</b>	<b>Vertical percentage</b>
18-24	2	0,5
25-34	48	12,4
35-44	79	20,5
45-54	111	28,8
55-64	121	31,3
65 and more	25	6,5
<b>Total</b>	<b>386</b>	<b>100,0</b>

<b>Years in university (experience)</b>	<b>N</b>	<b>Vertical percentage</b>
< 1	18	4,7
1-5	62	16,1
6-10	47	12,2
11-20	98	25,4
21-30	74	19,2
> 30	87	22,5
<b>Total</b>	<b>386</b>	<b>100,0</b>

<b>Gender</b>	<b>N</b>	<b>Vertical percentage</b>
Male	194	50,3
Female	157	40,7
Not binary / DNA	35	9,1
<b>Total</b>	<b>386</b>	<b>100,0</b>

Population structure regarding gender seems to be well represented in the sample. The proportion of male researchers is the same as that in the UV census data. However, given that there is a category included in the survey that it is not included in the census (non-binary, do not wish to answer), it is not possible to determine if the structure is exactly the same, but it is not foreseen a significant imbalance given the low percentage of the new category.

Finally, one-third of the sample has been at UV for 10 years or less, thus the remaining two-thirds form a sample with long-standing trajectory in the institution. These figures are very similar to the population data with 25.7 years as the average seniority of the staff.

### 3. Results analysis

The results will be displayed as follows: first, the assessment of the C&C objectives achievement as answered by UV researchers. These results will show the data associated with each of the principles but grouped in the 4 sections of the C&C. To ease the analysis of data, each table and chart show the statement of the given principle. Nevertheless, as mentioned before, the reader may refer to **Annex 1** to find the exact wording of the questionnaire.

Secondly, to evaluate whether there are significant differences in the assessment of each group, averages of each section will be shown for each of the classification variables (type of researcher, age, years at the university, and gender)

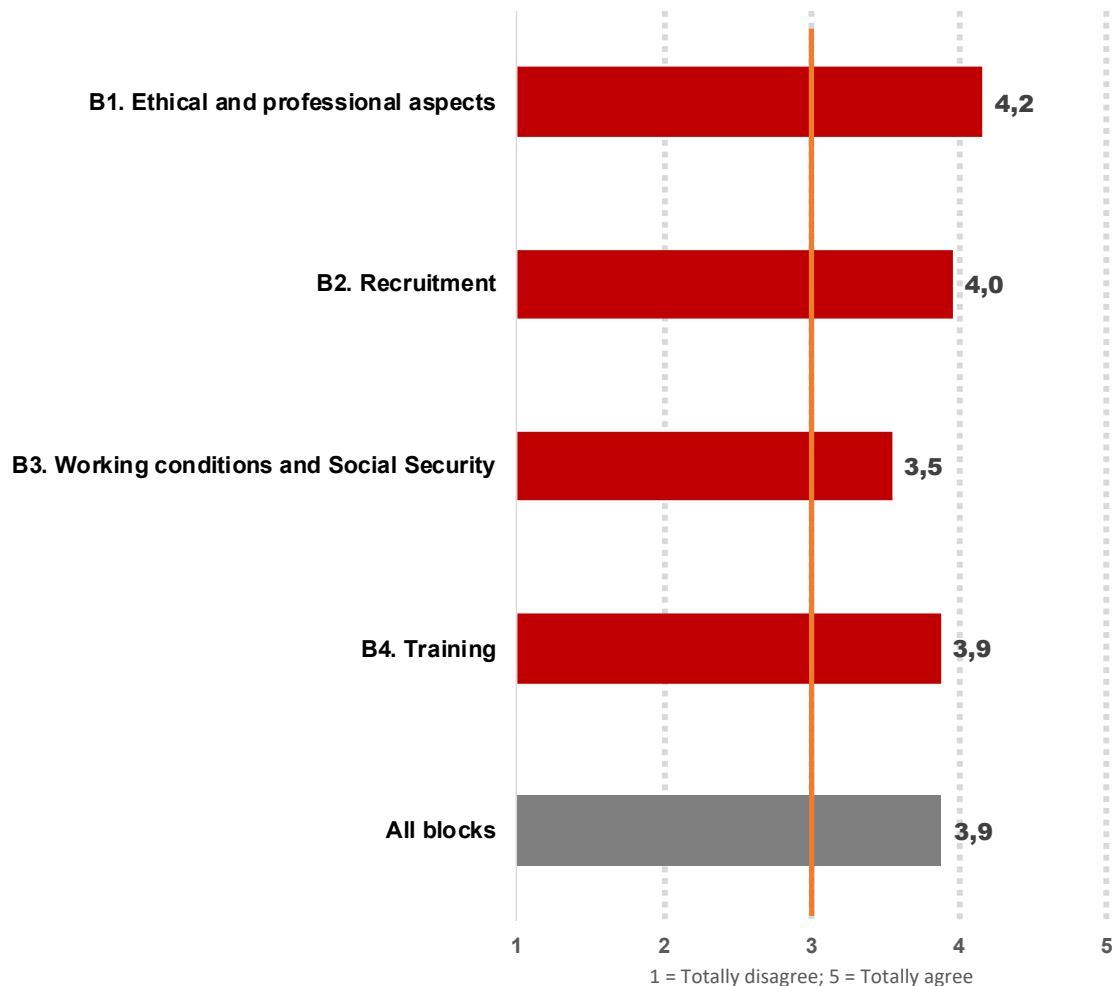
Although the results will be presented using summary graphs showing the mean values of the scales used, **Annex 2** contains tables of frequencies and percentages to allow a thorough evaluation of data.

#### 3.1. Compliance with the principles of C&C at the Universitat de València according to the opinion of researchers

Although we will go immediately into the details of the principles from each block, **Figure 1** shows the average values of the four blocks of the C&C and the overall average on a scale. Remember, 1 means the respondent completely disagrees that this principle is being applied at UV and 5 indicates complete agreement with this fact. The value 3 is the midpoint of this scale. Well, according to the data presented in the opinion of the researchers, the level of compliance of all the C&C sections is remarkable. Average of all sections is 3.9 out of 5, above the midpoint of the scale. Averages of Blocks 1 (Ethics) and 2 (Recruitment) are even above 4 out of 5. Only block 3 (Working conditions) is just slightly below average (3.5 out of 5) but also above midpoint. In summary, a general overview, and before going into details of each of the principles and before assessing possible differences due to the characteristics of respondents, it can be stated that, in the opinion of researchers, the impact of human resources policies on the achievement of the principles that inspire the HRS4R seal is satisfactory, although there is still significant room for improvement.



**Figure 1. Average embedding of C&C blocks in UV human resources strategy according to researchers**  
1-5 scale (1 Not at all embedded; 5 Completely embedded)



**Figures 2-5** provide the same information, but now going into the detail of each of the principles from each block. The principles are ordered from the highest level of perceived implementation at the UV to the lowest level to ease the detection of areas for improvement.

In block 1, no principle is below the midpoint of the scale. Above the block average we find respect for freedom of research, observance to ethical practices in research, no perceived discrimination of any kind (gender, age, ethnic, social, etc.) towards their researchers. The biggest area for improvement is in public engagement, i.e., the dissemination of research to society in such a way that it can be understood by non-specialists.

In block 2, again, no principle falls below the intermediate level of the scale. As strengths, the data highlight that selection processes are carried out by committees in which there is an appropriate balance of expertise and gender,

which act according to the principle of judging merit, i.e., they consider a wide range of candidates' abilities. As areas for improvement, the principle of variation in the chronological order of CVs, i.e., to be able to consider as a valuable element the stops in the research career.

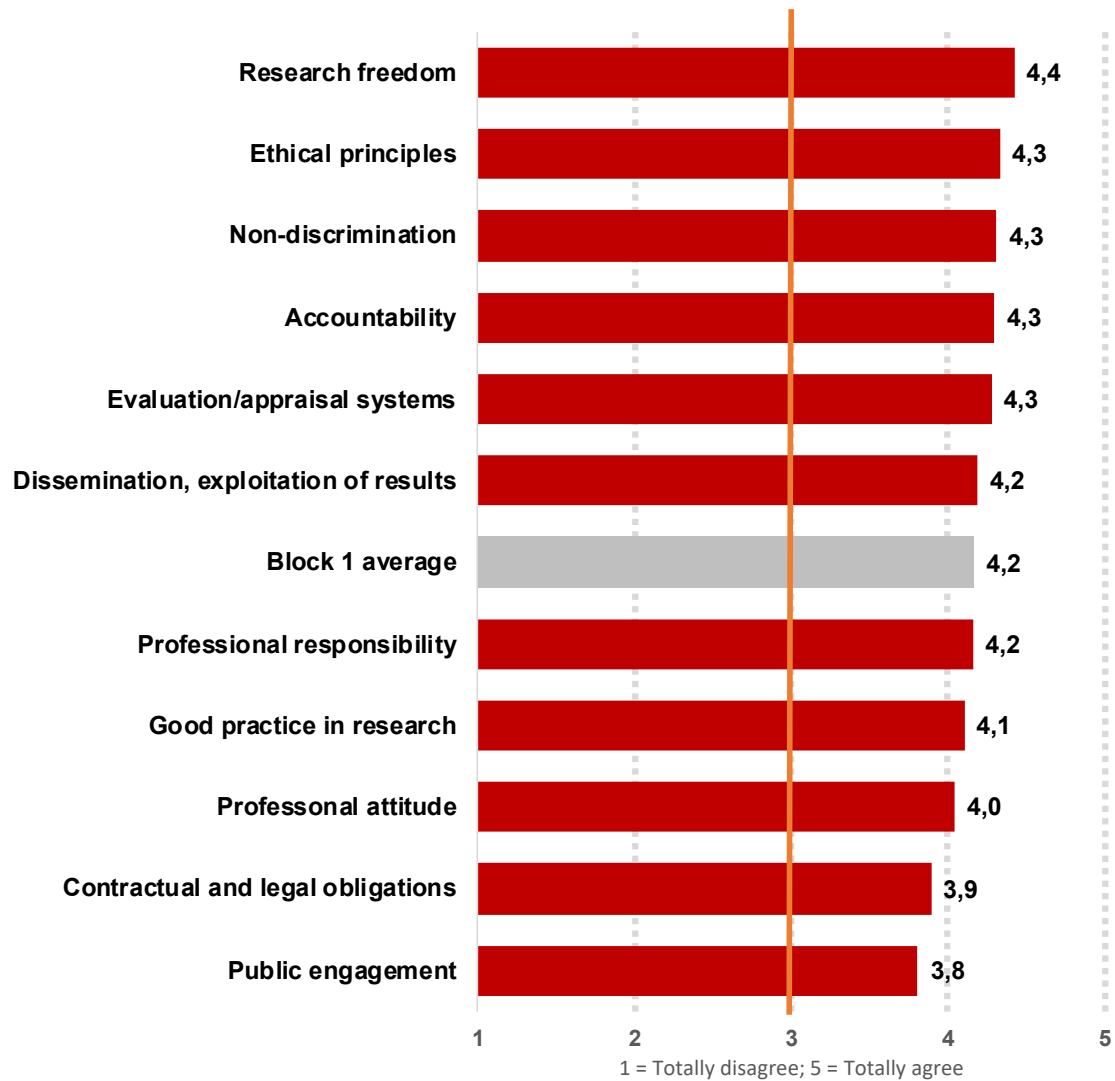
There are also no principles below the average of the scale in Block 3. Standout as strength, the gender balance among research staff, their participation in decision-making bodies and the easiness for their participation in teaching. As elements for improvement, the data pointed out that it is necessary better career development advice and job stability.

Finally, in block 4, once again, there are no principles not reaching the midpoint of the scale. Support for further training during the research career stands out favourably. On the other hand, the relationship with supervisors, i.e., a structured and regular relationship that allows all the advantages of supervision to be exploited is highlighted as an area for improvement.

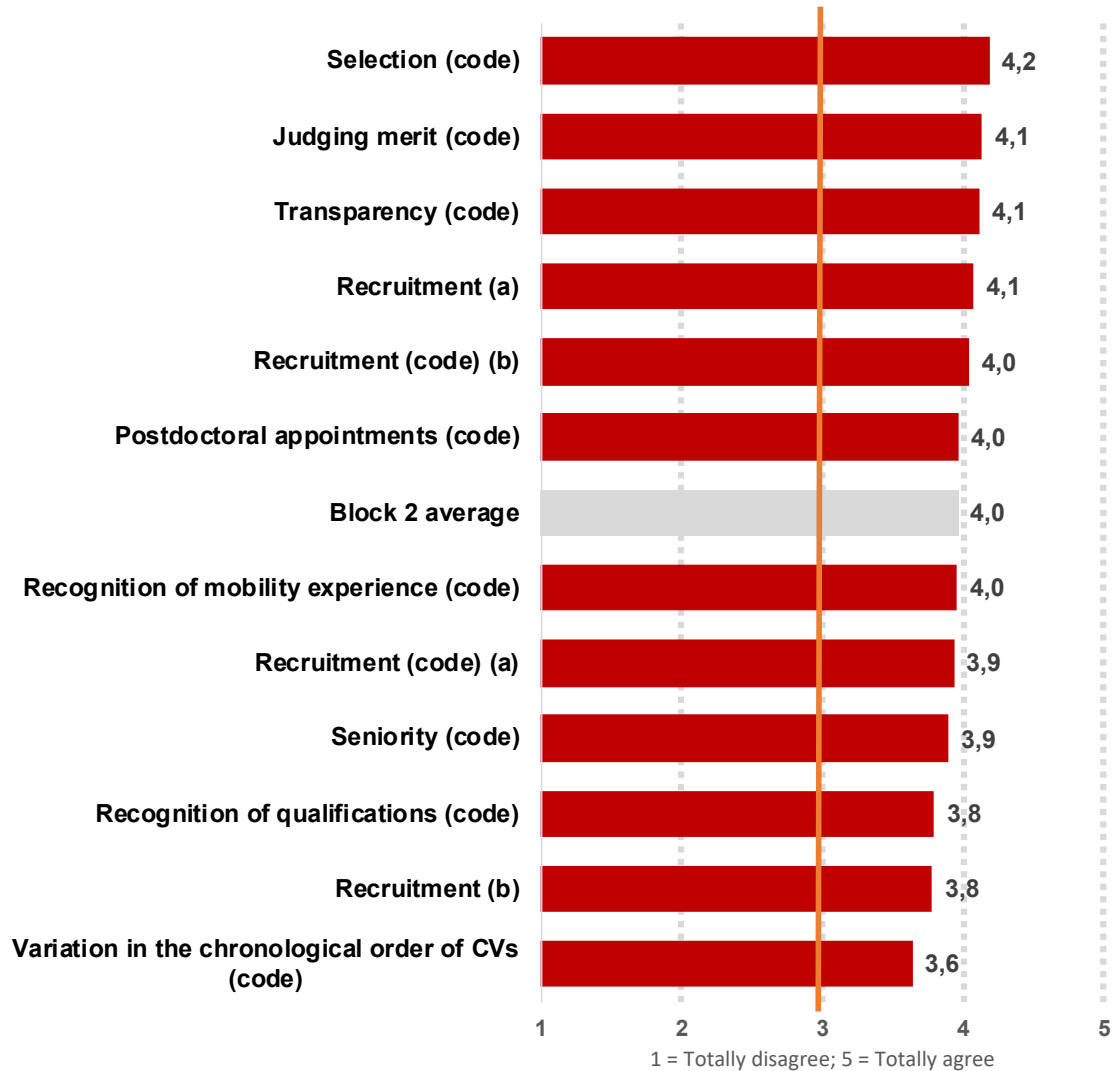
In conclusion, according to the results, although there is still room for improvement in the areas indicated, the detailed analysis of the C&C principles confirms what was indicated after the analysis of each block average: the researchers perceive that these principles form part of the HR management culture in the UV.

**Figure 2. Average embedding of C&C principles in UV human resources strategy according to researchers. Block 1. Ethical and professional aspects**

1-5 scale (1 Not at all embedded; 5 Completely embedded)

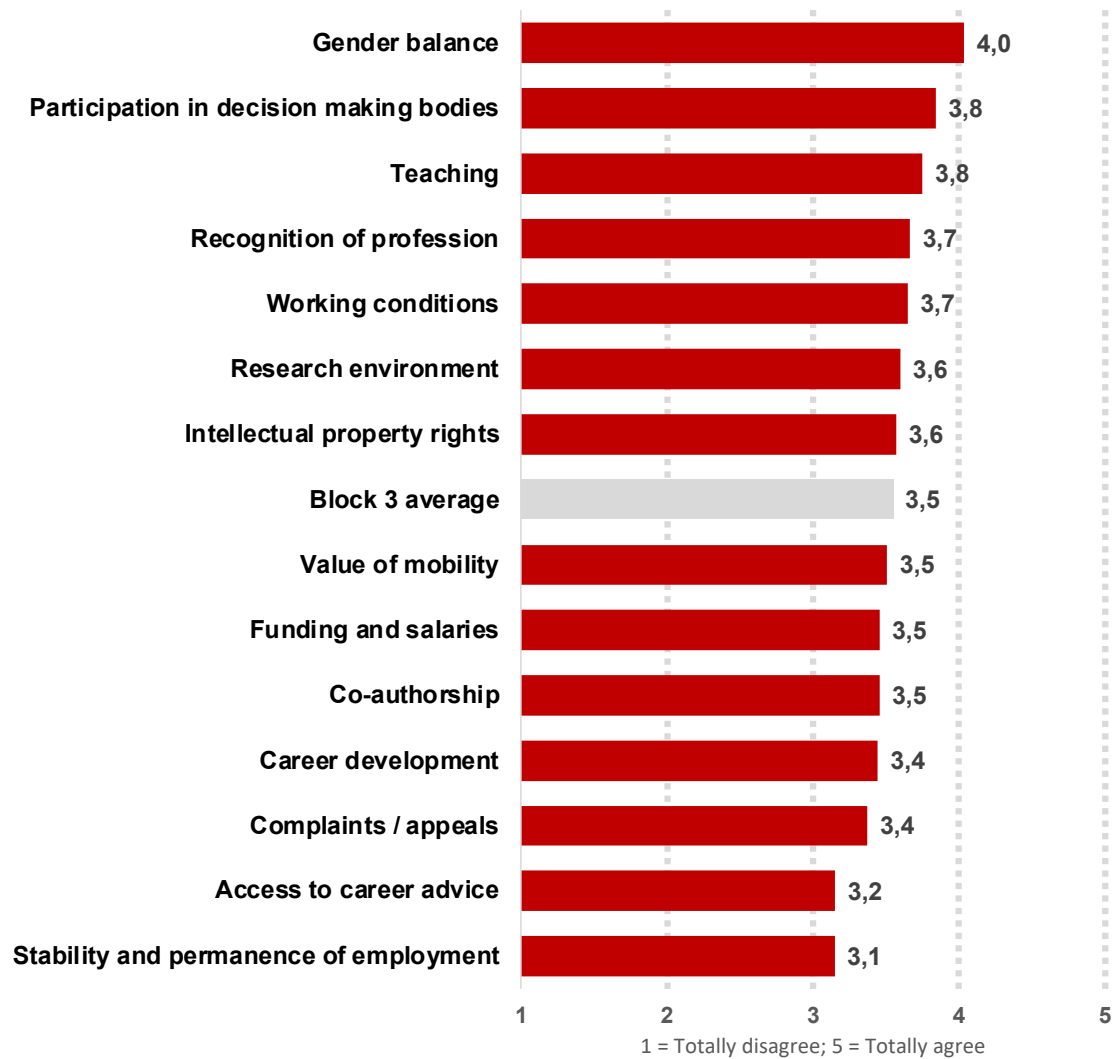


**Figure 3. Average embedding of C&C principles in UV human resources strategy according to researchers. Block 2. Recruitment**  
 1-5 scale (1 Not at all embedded; 5 Completely embedded)

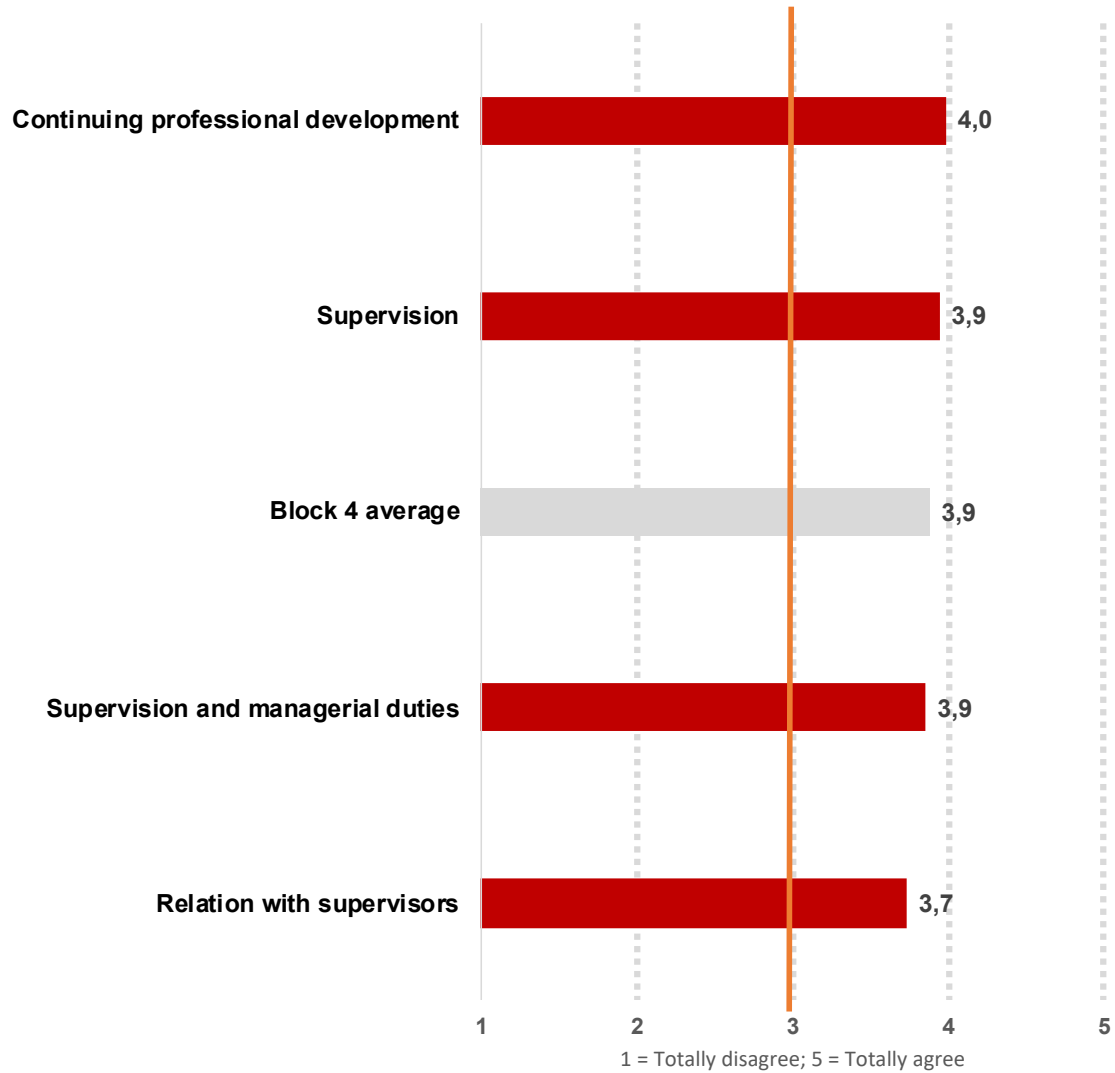


**Figure 4. Average embedding of C&C principles in UV human resources strategy according to researchers. Block 3. Working conditions and Social Security**

1-5 scale (1 Not at all embedded; 5 Completely embedded)



**Figure 5. Average embedding of C&C principles in UV human resources strategy according to researchers. Block 4. Training**  
 1-5 scale (1 Not at all embedded; 5 Completely embedded)



### 3.2. Differences in the perception of compliance with the principles of C&C at the University of Valencia according to the profile of the researcher

The previous section might give a misleading view of the researchers' perception of the level of integration of the C&C principles in the UV's HR policies. To avoid this, it is necessary to carry out a differentiated analysis by type of research group. A satisfactory average may hide a heterogeneity of perspectives and that certain segments of the sample have a more critical view that needs to be brought to light if policies are to be made more effective by specifically targeting these critical groups.

Four possible sources of heterogeneity of perspectives have been analysed: the type of researcher (R1-R4), their age, the time of their association with the UV and their gender.

Two non-exclusive approaches have been followed in the analysis of these potential differences. First, a statistical approach was used to determine whether the mean of the variables (average perception in each block) is significantly different in each group (type of researcher, age segment, segment of years of association and gender). The one-factor analysis of variance was complemented with a Tukey's post hoc test when the null hypothesis of equality of means could be rejected to detect in which groups these means were different. **Tables 2 to 5** show the results obtained.

In general, it can be concluded that, except for gender, there are hardly any significant difference in the ratings, with no differences at all with respect to the overall rating. In block 4 (training) only R4 researchers seem slightly more satisfied than R2 researchers and in block 3 (working conditions and social security) there are differences associated with the time at the university, but without a clear pattern (seniority, more or less perception of compliance). These differences are not even significant at 1%.

However, as we pointed out, there are indeed differences according to gender in blocks 1, 2 and 3. However, when we look more closely at these differences, we see that they are not between men and women, but that they are coming from the non-binary group or from those preferring not to declare their gender. This result will require further analysis and an assessment of whether they require additional measures to be incorporated into the new HRS4R plan.

**Table 2. Degree of UV Charter & Code principles following according to researchers by type of researcher**  
Average in a 1-5 scale

Principle Block	Researcher classification				Total	ANOVA F test
	R1	R2	R3	R4		
B1. Ethical and professional aspects	4,2	4,1	4,2	4,2	4,2	F(3,382)=0,863
B2. Recruitment	3,9	3,8	4,0	4,0	4,0	F(3,382)=1,118
B3. Working conditions and Social Security	3,6	3,4	3,6	3,6	3,5	F(3,382)=1,209
B4. Training	3,9 ab	3,6 b	3,9 ab	4,1 a	3,9	F(3,382)=2,833*
<b>All blocks</b>	<b>3,9</b>	<b>3,7</b>	<b>3,9</b>	<b>4,0</b>	<b>3,9</b>	F(3,382)=1,625

a,b Homogeneous groups attending Tukey`s post hoc test  
\*p<0,05; \*\*p<0,01

**Table 3. Degree of UV Charter & Code principles following according to researchers by researcher's age**  
Average in a 1-5 scale

Principle Block	Age (years)						Total	ANOVA F test
	18-24	25-34	35-44	45-54	55-64	65+		
B1. Ethical and professional aspects	4,3	4,2	4,1	4,2	4,2	4,1	4,2	F(5,380)=0,166
B2. Recruitment	4,0	3,9	3,9	4,0	4,0	3,9	4,0	F(5,380)=0,191
B3. Working conditions and Social Security	4,1	3,5	3,5	3,5	3,6	3,5	3,5	F(5,380)=0,283
B4. Training	3,9	3,8	3,9	3,8	3,9	3,8	3,9	F(5,380)=0,167
<b>All blocks</b>	<b>4,1</b>	<b>3,8</b>	<b>3,9</b>	<b>3,9</b>	<b>3,9</b>	<b>3,8</b>	<b>3,9</b>	F(5,380)=0,166

a,b Homogeneous groups attending Tukey`s post hoc test  
\*p<0,05; \*\*p<0,01



**Table 4. Degree of UV Charter & Code principles following according to researchers by researcher's years in university (experience)**

Average in a 1-5 scale

Principle Block	Years in university						Total	ANOVA F test
	<1	1-5	6-10	11-20	21-30	>30		
B1. Ethical and professional aspects	4,2	4,0	4,3	4,1	4,2	4,2	4,2	F(5,380)=1,367
B2. Recruitment	3,9	3,7	4,2	3,9	4,0	4,0	4,0	F(5,380)=1,670
B3. Working conditions and Social Security	3,7 b	3,3 a	3,8 b	3,4 a	3,5 a	3,7 b	3,5	F(5,380)=2,330*
B4. Training	3,8	3,7	4,0	3,8	3,9	4,0	3,9	F(5,380)=0,929
<b>All blocks</b>	<b>3,9</b>	<b>3,7</b>	<b>4,1</b>	<b>3,8</b>	<b>3,9</b>	<b>4,0</b>	<b>3,9</b>	<b>F(5,380)=1,708</b>

\*No significant differences for any block

**Table 5. Degree of UV Charter & Code principles following according to researchers by researcher's gender**

Average in a 1-5 scale

Principle Block	Researcher's gender			Total	ANOVA F test
	Male	Female	Not binary		
B1. Ethical and professional aspects	4,2 a	4,2 a	3,8 b	4,2	F(2,283)=4,02*
B2. Recruitment	4,1 a	4,0 a	3,4 b	4,0	F(2,283)=7,76**
B3. Working conditions and Social Security	3,7 a	3,5 ab	3,1 b	3,5	F(2,283)=5,77**
B4. Training	3,9	3,9	3,5	3,9	F(2,283)=2,83
<b>All blocks</b>	<b>4,0 a</b>	<b>3,9 a</b>	<b>3,5 b</b>	<b>3,9</b>	<b>F(2,283)=5,68**</b>

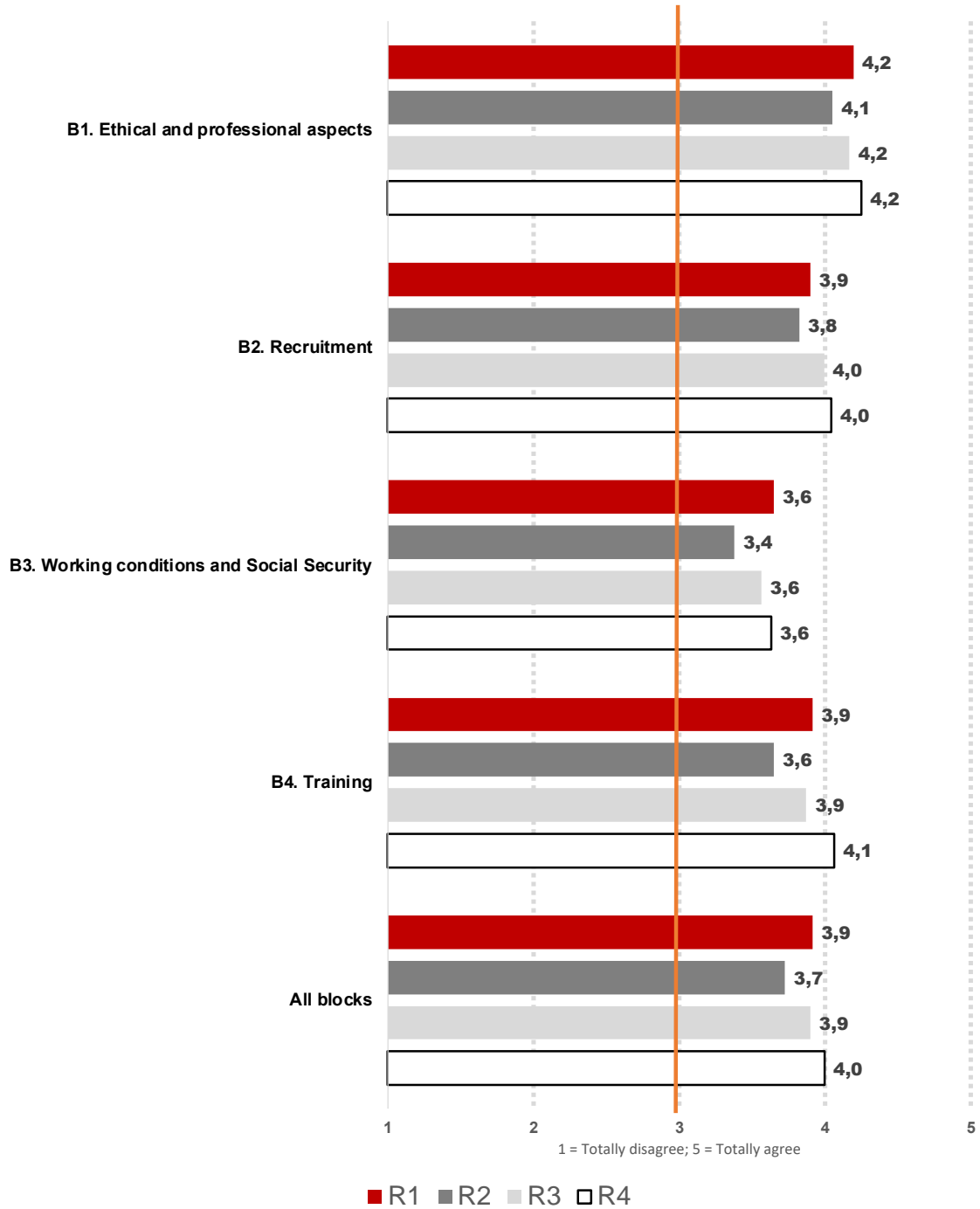
a,b Homogeneous groups attending Tukey's post hoc test

\*p<0,05; \*\*p<0,01

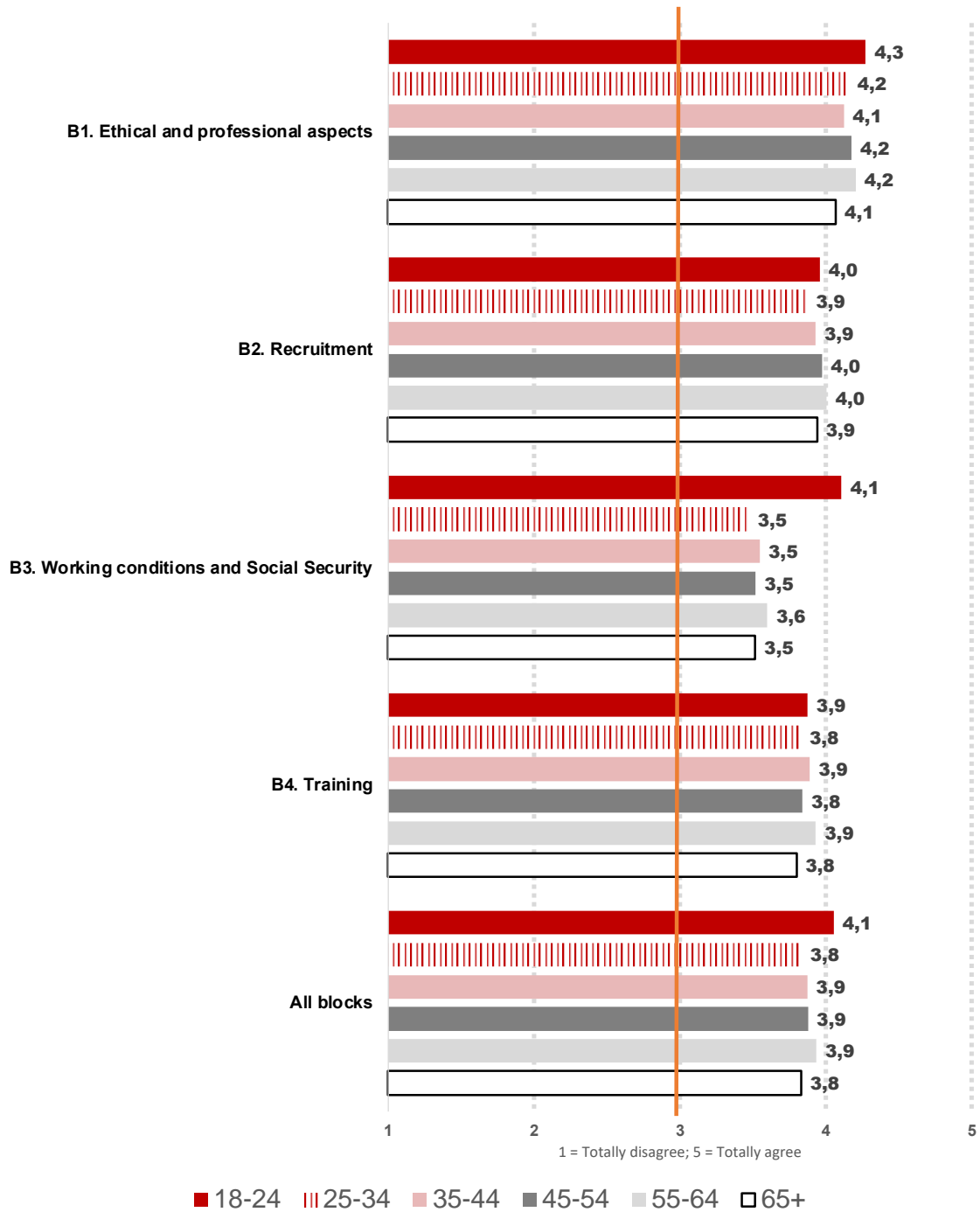
Despite showing that the differences by groups in the conclusions obtained in the previous point are minor in terms of statistical significance, we consider that it is worth taking a graphic approach to the results. This allows us to assess the differences beyond significance since this may be influenced by a sample size that, although sufficient in terms of sampling error, is not excessive.

**Graphs 6 to 9** illustrate the previous tables and allow us to visualise the magnitude, always small, of the differences between the scores of the blocks and the groups marked by each classification variable. The results, unsurprisingly, confirm the above analysis. There are hardly any differences by classification variable, except for a slightly less positive general evaluation of the R2 in relation to the rest of the researcher profiles, imperceptible differences by age, perhaps a slightly less positive evaluation among the older segment, and the group that has been associated less than 5 years to the UV who seem somewhat more critical with consolidation of the C&C principles, although always with scores above the midpoint of the scale in all the blocks. By gender, it is observed that the non-binary or refuses to answer group is more critical in general with the levels of implementation.

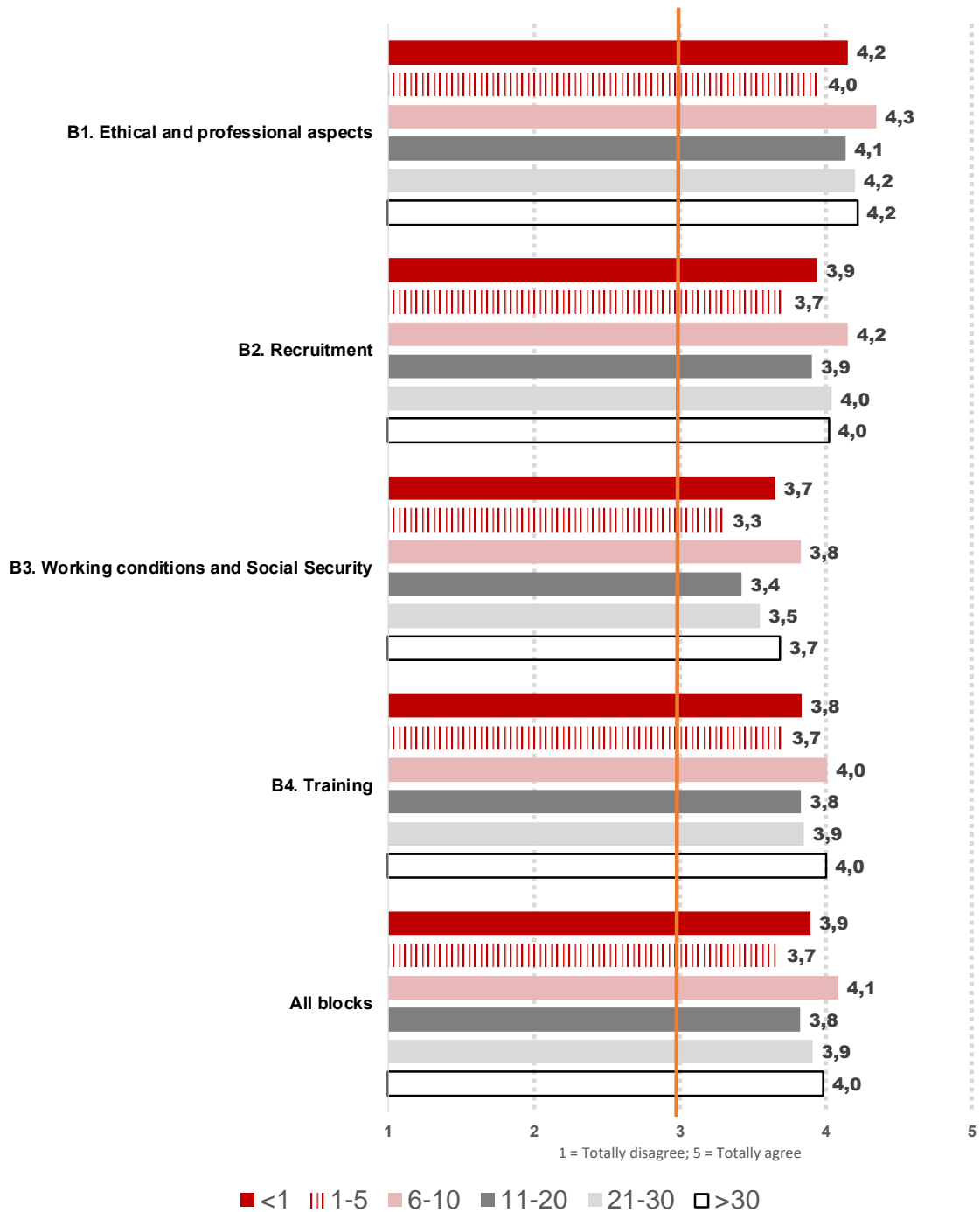
**Figure 6. Degree of UV Charter & Code principles embedding according to researchers by type of researcher and principle's block**  
 1-5 scale (1 Not at all embedded; 5 Completely embedded)



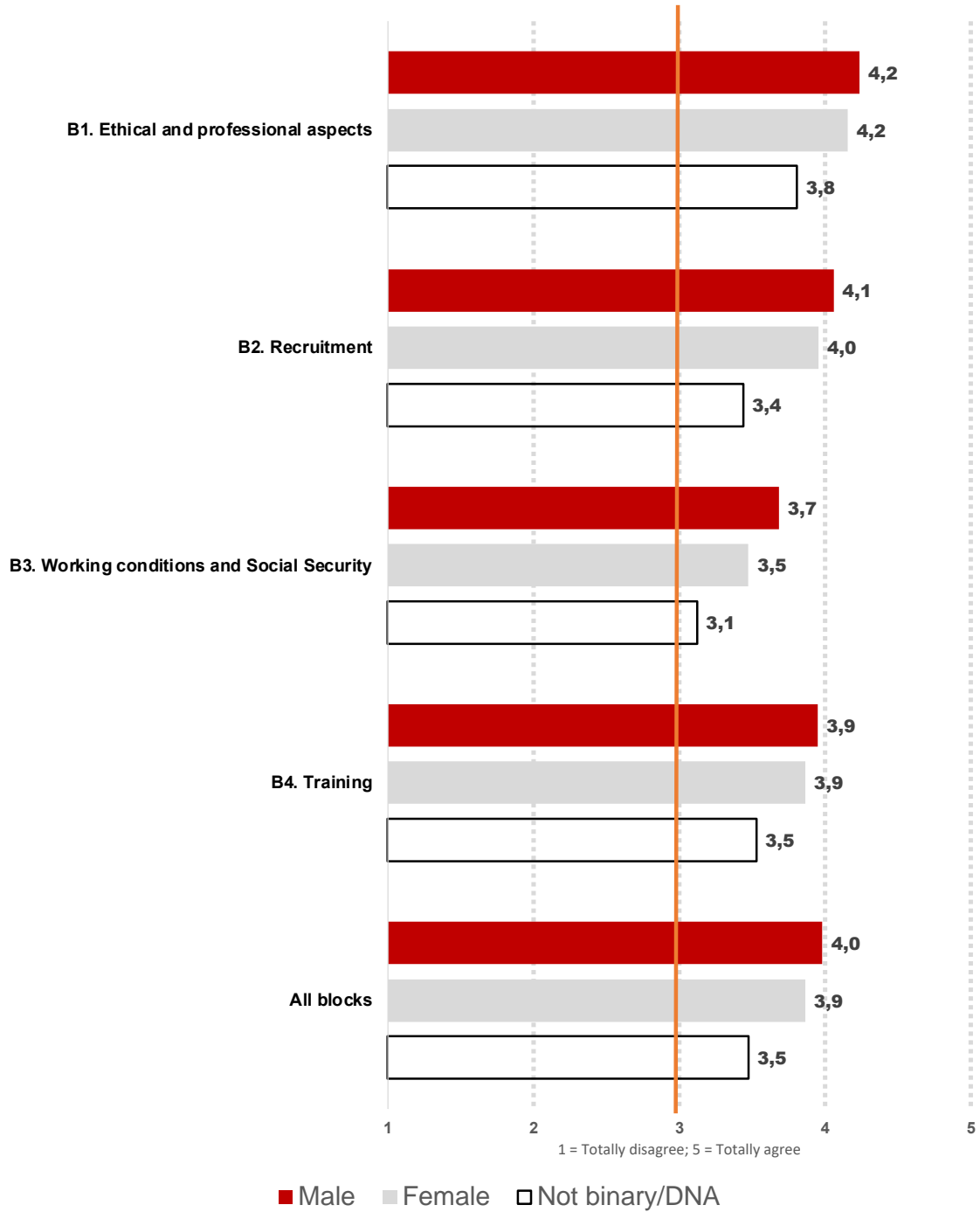
**Figure 7. Degree of UV Charter & Code principles embedding according to researchers by age of researcher and principle's block**  
1-5 scale (1 Not at all embedded; 5 Completely embedded)



**Figure 8. Degree of UV Charter & Code principles embedding according to researchers by years in UV of researcher and principle's block**  
1-5 scale (1 Not at all embedded; 5 Completely embedded)



**Figure 9. Degree of UV Charter & Code principles embedding according to researchers by gender of researcher and principle's block**  
 1-5 scale (1 Not at all embedded; 5 Completely embedded)



#### 4. Conclusions

In a very schematic way, since this report has been very limited in length and does not require great efforts of synthesis, the main conclusions of the UV research staff assessment on their perception of the implementation level of the C&C principles in the UV HR policy, can be summarised as follows:

- The aim of the survey was to determine the perception of UV researchers regarding the implementation level of the C&C principles that inspire the HRS4R seal in the UV HR policies.
- The sample size of 386 completed questionnaires guarantees for a population of 3,727 researchers a maximum error of 4.72%, a figure that allows confidence in the representativeness of the results.
- The overall assessment of the implementation level of the principles is 3.9 out of 5, on a scale where 1 means no implementation at all and 5 means full implementation. The perception is therefore satisfactory.
- The results are equally satisfactory per blocks. 4.2 out of 5 in block 1 (ethical and professional aspects), 4 out of 5 in block 2 (recruitment), 3.9 out of 5 in block 4 (training) and 3.5 out of 5 in block 3 (working conditions and social security). The room for improvement is higher in block 3, always considering that the score is at the intermediate level of the scale.
- When the analysis focuses on each of the 40 individual principles. Again, all scores are above the intermediate level of the scale, with areas for improvement in the principles: public engagement, variation in the chronological order of CVs, career development counselling, job stability and tenure and relationship with supervisors.
- The differences in this positive opinion according to the different types of researchers (R1 to R4, age, experience in the university and gender) are minimal.

The results of this survey will be considered in the proposals for new actions in the revised action plan.

## 5. Anex 1. Questionnaire

Enquestes / Encuestas / Surveys - HRS4R - Human Resources Strategy for Researchers

6/4/23, 11:57

# HRS4R - Human Resources Strategy for Researchers

**Since 2017, the UV has been awarded the HRS4R (Human Resource Strategy for Researchers) seal** by the European Commission, which recognises that our university has aligned its human resources policies in research with the principles defined by the European Charter for Researchers and the Code of Conduct for the Recruitment of Research Staff.

This seal facilitates access to European research funding, for example, serving as evidence in the grant agreements (GA) that the recruitment obligations occur in accordance with the aforementioned Charter.

**The UV is in the process of renewing the HRS4R seal** and, to do so, it is necessary to show the opinion of its teaching and research staff regarding the degree of compliance with the four basic pillars of the Charter and the Code: professional and ethical aspects, recruitment, working conditions and training.

**Given the importance of this seal for the institution and for the performance of research tasks**, we would sincerely appreciate it if, as teaching and/or research staff, you could answer this questionnaire which lists the principles to be complied with and asks for your opinion on the degree to which the UV does so.

The questions refer to any type of research profile. For example, when we talk about selection commissions, we are referring to those for predoctoral and postdoctoral research staff, as well as those for tenured positions (TU, CU...).

Thank you very much for your collaboration.

Carlos Hermenegildo - Vice-Rector for Research

Joaquín Aldás - Vice-Rector for Planning, Quality and Information Technologies

There are 12 questions in this survey.

## Recruitment

The Code of Conduct for the Recruitment of Researchers sets out a number of principles that should be followed by institutions when recruiting research staff.



Please indicate the extent to which you agree with the following statements:

\*

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
The UV ensures that there are clear standards in the recruitment of teaching and research staff	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The UV facilitates access to disadvantaged groups (e.g. disabled) or researchers resuming their research career	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UV recruitment procedures for teaching and research staff are open, transparent and efficient	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UV recruitment advertisements include a comprehensive description of the knowledge and skills required and calls for applications are open and are resolved within a reasonable timeframe	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
UV selection committees have an	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>adequate gender balance and include experts for the different research areas and competences</b>					
<b>Candidates for research contracts are informed prior to selection of the requirements for the position</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>UV selection processes do not only take into account bibliometric indices (publications) but also other characteristics such as teaching experience, transfer, management activities, among others</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The UV does not penalise career interruptions (maternity, work in a company...) but considers them a valuable contribution to professional experience</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The Code of Conduct for the Recruitment of Researchers sets out a number of principles that should be followed by institutions when recruiting research staff.

Please indicate the extent to which you agree with the following statements:

\*

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
<b>Mobility experiences (stays in other countries / regions) are considered at the UV as a valuable contribution to the professional development of a researcher in the selection process</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The academic and professional qualifications of the candidates, especially in the context of international and professional mobility, are adequately valued in the selection processes at the UV</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The qualification of the candidate is valued in the UV according to the objective merit and not the prestige of the institution where it was obtained</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>For postdoctoral researchers (doctoral</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**assistants, Ramón y Cajal type programmes of excellence) there are clear rules for their recruitment, the maximum duration of their contract and its objectives**

## Ethical and professional aspects

The European Charter for Researchers establishes a series of principles and requirements that apply to our researchers. Indicate to what extent you consider that they are being applied in the UV, expressing your agreement or disagreement with the following statements.

**AS A RESEARCHER OF THE UV...**

\*

Please choose the appropriate response for each item:

	<b>Strongly disagree</b>	<b>Agree</b>	<b>Neither agree or disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>Enjoy freedom of thought, expression and freedom to select methods and solve problems</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Comply with recognised ethical practices and with the fundamental principles relevant to their</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>disciplines and ethical codes</b>					
<b>Strive to ensure that their research is relevant to society, avoiding duplication of research and plagiarism and respecting intellectual property rights</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>They are aware of the strategic objectives of their work, funding mechanisms and necessary authorisations</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>They are aware of institutional, sectoral, and national regulations on training and working conditions, including requirements set by funders</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>They are aware that they are responsible for the efficient use of the funds they receive and comply with the principles of sound, transparent financial management, cooperating with audit processes</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Adopt secure working methods in accordance with legislation and</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<b>protect themselves against loss of data</b>					
<b>Adopt secure working methods in accordance with legislation and protect themselves against loss of data</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>They make their research activities known to society at large, so that they can be understood by non-specialists.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The European Charter for Researchers establishes a series of principles and requirements that also apply to universities as institutions. Please indicate to what extent you agree or disagree with the following statements \*

Please choose the appropriate response for each item:

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Disagree</b>	<b>Strongly disagree</b>
<b>UV researchers are not discriminated against on the basis of their gender, age, ethnic, national or social origin, religion or beliefs, etc</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The UV has transparent evaluation/assessment systems of research performance carried out by an independent committee (ANECA, AVAP, etc.).</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Working conditions and Social Security

The aim of research institutions should be to develop an attractive working environment that allows researchers to be recruited and retained in environments that guarantee quality research.

Please agree or disagree with the following statements about the UV.

\*

Please choose the appropriate response for each item:

	Strongly disagree	Disagree	Neither agree or disagree	Agree	Strongly agree
At UV all researchers are recognised as professionals and treated accordingly from the beginning of their careers and regardless of their level.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At UV the working environment is conducive to research and stimulates learning, favouring the creation of collaborative research networks	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
At UV the working conditions are flexible enough to facilitate successful research and work-life balance.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The UV guarantees the job stability of researchers so that their performance is not affected.	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
The UV ensures that researchers enjoy fair	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>



<b>salary conditions with adequate social security coverage in accordance with national legislation</b>					
<b>The UV seeks to achieve gender balance at all levels of staff with a policy of equal opportunities in recruitment.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>At UV there is a professional development strategy for researchers at all stages of their career, with mentors (e.g. thesis supervisors, PIs) who motivate and help to reduce future insecurity.</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

The aim of research institutions should be to develop an attractive working environment that allows researchers to be recruited and retained in environments that guarantee quality research.

Please agree or disagree with the following statements about the UV

\*

Please choose the appropriate response for each item:

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
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<b>The UV recognises geographical mobility and mobility between the public and private sectors as a way of enriching scientific knowledge</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The UV offers researchers career counselling and job placement assistance at all stages of their careers</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The UV has mechanisms for researchers to benefit from the eventual exploitation of R&amp;D results</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>In the evaluation of staff, the UV values co-authorship as a constructive approach to research practice</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>Teaching is considered a valuable option in the research career and is taken into account in promotion systems</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>At the UV there are adequate mechanisms to collect complaints and claims from researchers</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The UV recognises that researchers should be represented in the</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

**information,  
consultation and  
decision-making  
bodies of the  
institution**

## Training

Research institutions should work to design training and career development plans that encourage the advancement of researchers.

Please rate your agreement or disagreement with the following statements

\*

Please choose the appropriate response for each item:

	<b>Strongly disagree</b>	<b>Disagree</b>	<b>Neither agree or disagree</b>	<b>Agree</b>	<b>Strongly agree</b>
<b>UV researchers in their training phase receive sufficient attention and have regular and organised meetings with their supervisors</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<b>The principal investigators at UV carry out their mentoring tasks adequately, building a constructive and positive relationship with the researchers at this early stage</b>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

<p><b>UV researchers have the opportunity to continuously improve their skills and knowledge (e.g. SFP (Permanent Training Centre) courses or other courses adapted to different specialisations)</b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
<p><b>The UV clearly identifies the person to whom researchers can turn to (tutor, thesis supervisor, PI) in the initial phase of their careers to consult on issues related to their professional duties</b></p>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>

## Classification

### Please indicate your current status in the UV \*

🗳️ Choose one of the following answers

Please choose **only one** of the following:

- Predoctoral researcher (Assistants, FPI/FPU, talent attraction)
- Postdoctoral researcher (Ramón y Cajal, IDC, GENT, APOST...)
- Distinguished researchers
- Doctoral Assistants ("Ayudantes doctor")
- Permanent laboral position ("Contratado doctor")
- TEU
- Associate Professor (TU/CEU)
- Full professor (CU)

### Please indicate how many years you have been contractually linked to the UV \*

🗳️ Choose one of the following answers

Please choose **only one** of the following:

- < 1
- 1-5
- 6-10
- 11-20
- 21-30
- > 30

### Please indicate your age (years) \*

🗳️ Choose one of the following answers  
Please choose **only one** of the following:

- 18-24
- 25-34
- 35-44
- 45-54
- 55-64
- >= 65

### Please be so kind as to indicate your gender \*

🗳️ Choose one of the following answers  
Please choose **only one** of the following:

- Male
- Female
- Non-binary
- I prefer not to answer

### To which department or institute are your research tasks assigned to? \*

🗳️ Choose one of the following answers  
Please choose **only one** of the following:

- Análisis Económico
- Análisis Matemático
- Anatomía y Embriología Humana

- Astronomía y Astrofísica
- z otros
- Biología Vegetal
- Bioquímica y Biología Molecular
- Botánica y Geología
- Cirugía
- Comercialización e Investigación de Mercados
- Contabilidad
- Derecho Administrativo y Procesal
- Derecho Civil
- Derecho Constitucional, Ciencia Política y de la Administración
- Derecho del Trabajo y de la Seguridad Social
- Derecho Financiero e Historia del Derecho
- Derecho Internacional "Adolfo Miaja de la Muela"
- Derecho Mercantil "Manuel Broseta Pont"
- Derecho Penal
- Derecho Romano y Derecho Eclesiástico del Estado
- Didáctica de la Educación Física, Artística y Música
- Didáctica de la Lengua y la Literatura
- Didáctica de la Matemática
- Didáctica de las Ciencias Experimentales y Sociales
- Didáctica y Organización Escolar
- Dirección de Empresas "Juan José Renau Piqueras"
- Economía Aplicada
- Economía Financiera y Actuarial
- Educación Comparada e Historia de la Educación
- Educación Física y Deportiva
- Enfermería

- Estadística e Investigación Operativa
- Estomatología
- Estructura Económica
- Farmacia y Tecnología Farmacéutica y Parasitología
- Farmacología
- Filología Catalana
- Filología Clásica
- Filología Espanyola
- Filología Francesa e Italiana
- Filología Inglesa y Alemana
- Filosofía
- Filosofía del Derecho y Política
- Finanzas Empresariales
- Física Aplicada y Electromagnetismo
- Física Atómica, Molecular y Nuclear
- Física de la Tierra y Termodinámica
- Física Teórica
- Fisiología
- Fisioterapia
- Genética
- Geografía
- Historia de la Ciencia y Documentación
- Historia del Arte
- Historia Medieval y Ciencias y Técnicas Historiográficas
- Historia Moderna y Contemporánea
- Informática
- Ingeniería Electrónica
- Ingeniería Química



- Matemáticas
- Matemáticas para la Economía y la Empresa
- Medicina
- Medicina Preventiva y Salud Pública, Ciencias de la Alimentación, Toxicología y Medicina Legal
- Metodología de las Ciencias del Comportamiento
- Métodos de Investigación y Diagnóstico en Educación
- Microbiología y Ecología
- Óptica y Optometría y Ciencias de la Visión
- Patología
- Pediatría, Obstetricia y Ginecología
- Personalidad, Evaluación y Tratamientos Psicológicos
- Prehistoria, Arqueología e Historia Antigua
- Psicobiología
- Psicología Básica
- Psicología Evolutiva y de la Educación
- Psicología Social
- Química Analítica
- Química Física
- Química Inorgánica
- Química Orgánica
- Sociología y Antropología Social
- Teoría de la Educación
- Teoría de los Lenguajes y Ciencias de la Comunicación
- Trabajo Social y Servicios Sociales
- Zoología
- Instituto Cavanilles de Biodiversidad y Biología Evolutiva
- Instituto de Biología Integrativa de Sistemas (I2SYSBIO)

- Instituto de Biotecnología y Biomedicina (BIOTECMED)
- Instituto de Ciencia Molecular (ICMOL)
- Instituto de Criminología y Ciencias Penales
- Instituto de Derechos Humanos
- Instituto de Física Corpuscular (IFIC)
- Instituto de Investigación en Psicología de los Recursos Humanos, del Desarrollo Organizacional y de la Calidad de Vida Laboral [IDOCAL]
- Instituto Interuniversitario de Desarrollo Local (iidl)
- Instituto Interuniversitario de Economía Internacional
- Instituto Interuniversitario de Filología Valenciana
- Instituto Interuniversitario de Investigación de Reconocimiento Molecular y Desarrollo Tecnológico (IDM)
- Instituto Interuniversitario de Lenguas Modernas Aplicadas (IULMA)
- Instituto Interuniversitario López Piñero
- Instituto Universitario de Ciencia de los Materiales (ICMUV)
- Instituto Universitario de Estudios de las Mujeres
- Instituto Universitario de Investigación de Políticas de Bienestar Social (Polibienestar)
- Instituto Universitario de Investigación de Robótica y Tecnologías de la Información y Comunicación (IRTIC)
- Instituto Universitario de Investigación en Economía Social, Cooperativismo y Emprendimiento
- Instituto Universitario de Investigación en Tráfico y Seguridad Vial [INTRAS]
- Instituto Universitario de la Creatividad e Innovaciones Educativas
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Thank you very much for your collaboration, this survey is an important milestone in the HRS4R seal renewal process

04-04-2023 – 16:41

Submit your survey.

Thank you for completing this survey.

## 6. Anex 2. Detailed responses

**Table A2.1. Degree of UV Charter & Code principles following according to researchers**

Horizontal percentages and average in a 1-5 scale

### Block 1. Ethical and professional aspects

Principle	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree	Total	Mean	Standard deviation
	1	2	3	4	5		1-5	
Research freedom	3,4	5,2	4,1	20,7	66,6	100,0	4,4	1,0
Ethical principles	2,8	3,9	9,8	24,4	59,1	100,0	4,3	1,0
Professional responsibility	3,6	6,5	12,2	25,9	51,8	100,0	4,2	1,1
Professional attitude	2,8	6,2	14,0	37,8	39,1	100,0	4,0	1,0
Contractual and legal obligations	2,8	8,0	19,7	36,3	33,2	100,0	3,9	1,0
Accountability	2,3	2,8	13,0	26,7	55,2	100,0	4,3	1,0
Good practice in research	2,1	4,1	18,7	31,9	43,3	100,0	4,1	1,0
Dissemination, exploitation of results	2,3	4,9	10,9	35,5	46,4	100,0	4,2	1,0
Public engagement	4,7	11,7	17,1	31,3	35,2	100,0	3,8	1,2
Non-discrimination	5,4	5,2	6,7	18,1	64,5	100,0	4,3	1,1
Evaluation/appraisal systems	3,6	4,4	11,1	22,5	58,3	100,0	4,3	1,1
<b>Block 1 average</b>							<b>4,2</b>	<b>0,8</b>

**Table A2.2. Degree of UV Charter & Code principles following according to researchers**

Horizontal percentages and average in a 1-5 scale

**Block 2. Recruitment**

Principle	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree	Total	Mean	Standard deviation
	1	2	3	4	5		1-5	
Recruitment (a)	5,2	6,0	8,8	36,3	43,8	100,0	4,1	1,1
Recruitment (b)	3,9	6,2	30,6	26,4	32,9	100,0	3,8	1,1
Recruitment (code) (a)	6,7	9,8	8,5	33,2	41,7	100,0	3,9	1,2
Recruitment (code) (b)	4,4	7,8	10,1	34,7	43,0	100,0	4,0	1,1
Selection (code)	3,6	3,9	14,2	26,9	51,3	100,0	4,2	1,1
Transparency (code)	2,8	4,4	17,1	29,5	46,1	100,0	4,1	1,0
Judging merit (code)	2,8	9,1	8,8	30,1	49,2	100,0	4,1	1,1
Variation in the chronological order of CVs (code)	4,9	11,9	29,5	21,8	31,9	100,0	3,6	1,2
Recognition of mobility experience (code)	4,1	7,5	13,7	37,6	37,0	100,0	4,0	1,1
Recognition of qualifications (code)	5,2	10,6	16,3	35,2	32,6	100,0	3,8	1,2
Seniority (code)	4,1	8,0	17,6	34,5	35,8	100,0	3,9	1,1
Postdoctoral appointments (code)	3,4	4,9	23,8	27,5	40,4	100,0	4,0	1,1
<b>Block 2 average</b>							<b>4,0</b>	<b>0,9</b>

**Table A2.3. Degree of UV Charter & Code principles following according to researchers**

Horizontal percentages and average in a 1-5 scale

**Block 3. Working conditions and Social Security**

Principle	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree	Total	Mean	Standard deviation
	1	2	3	4	5		1-5	
Recognition of profession	7,8	14,8	12,2	33,7	31,6	100,0	3,7	1,3
Research environment	7,3	16,8	15,0	30,6	30,3	100,0	3,6	1,3
Working conditions	7,8	15,5	13,5	30,3	32,9	100,0	3,7	1,3
Stability and permanence of employment	14,0	21,2	21,5	22,5	20,7	100,0	3,1	1,3
Funding and salaries	10,9	15,8	16,1	31,3	25,9	100,0	3,5	1,3
Gender balance	3,9	5,4	18,7	27,2	44,8	100,0	4,0	1,1
Career development	11,9	11,1	21,8	30,8	24,4	100,0	3,4	1,3
Value of mobility	7,0	11,4	29,5	27,7	24,4	100,0	3,5	1,2
Access gto career advice	10,6	18,9	33,4	18,7	18,4	100,0	3,2	1,2
Intellectual property rights	5,4	9,1	33,2	27,7	24,6	100,0	3,6	1,1
Co-authorship	8,5	11,7	29,3	26,7	23,8	100,0	3,5	1,2
Teaching	7,5	11,1	12,2	37,0	32,1	100,0	3,8	1,2
Complaints / appeals	12,2	11,4	30,1	19,7	26,7	100,0	3,4	1,3
Participation in decision making bodies	4,4	6,7	24,6	28,8	35,5	100,0	3,8	1,1
<b>Block 3 average</b>							<b>3,5</b>	<b>1,0</b>

**Table A2.4. Degree of UV Charter & Code principles following according to researchers**

Horizontal percentages and average in a 1-5 scale

**Block 4. Training**

Principle	Totally disagree	Disagree	Neither agree or disagree	Agree	Totally agree	Total	Mean	Standard deviation
	1	2	3	4	5		1-5	
Relation with supervisors	5,2	8,3	24,1	33,7	28,8	100,0	3,7	1,1
Supervision and managerial duties	4,7	7,5	19,4	34,7	33,7	100,0	3,9	1,1
Continuing professional development	4,7	6,7	16,6	30,1	42,0	100,0	4,0	1,1
Supervision	4,1	8,0	18,9	27,2	41,7	100,0	3,9	1,1
<b>Block 4 average</b>							<b>3,9</b>	<b>1,0</b>