Human Resources Strategy for Research at Université de Montpellier

Implementing the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers

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1   Foreword

Created in January 2015, Université de Montpellier (UM) is the result of the merge of Montpellier Universities 1 and 2, benefiting from the excellence and complementarity of both institutions. The institution now revives the universal ambition of the first university created in Montpellier in 1289 as a secular and international establishment. Over a period of eight centuries, intellectuals and scientists, from Rabelais and Curie, to Renaudot, Chaptal and Grothendieck, have shaped a university closely tied with the city's life and involved in the great challenges of its times. Université de Montpellier brings together a vast community of knowledge, from science, techniques and medicine to environmental and educational science, as well as economics, law and political sciences.

Université de Montpellier encompasses 17 schools organized into two main complementary domains: science, techniques and health; and law and economics. It offers students an opportunity to train in multiple areas in order to meet the needs of tomorrow's demanding careers, combining robotics /engineering and health, economics and the environment, law and information technologies, and more. Acknowledged in worldwide university rankings (Shanghai Academic Ranking of World Universities, QS ranking), Université de Montpellier is internationally recognized for its expertise in many scientific fields such as health-biology, agro-environmental science, chemistry, information and communication technologies and science, and more. It coordinates 5 Laboratories of Excellence and 7 Equipment of Excellence projects.

Now ranked as the 6th top national university in France by size, UM encompasses some 41,000 students (16% of whom are foreign), 1,700 PhD students (50% of whom are from abroad), and a community of 4,300 researchers.

It should be noted that decree n° 2014-1038, dated 11 September 2014, creating the Université de Montpellier (cf. page 15066 of JORF n°0212 of 13 September 2014 http://www.legifrance.gouv.fr/affichTexte.do?cidTexte=JORFTEXT000029446865&categorieLien=id) states that "in this merging process, **the Université de Montpellier** takes over all activities carried out by both Montpellier-I and Montpellier-II universities […] The **Rights and Obligations** of both Montpellier universities **are transferred to Université de Montpellier**".

The internal evaluation conducted within the university, and the strategy that derives from it, therefore apply to the new institution as a whole.

2   UM's process towards European "HR Excellence in research" certification

2.1   Context

In 2005, the European Commission (EC) adopted a series of recommendations (JO L75/67 of 22.03.2005) for researchers, their employers, and funders in both the public and private sectors. These recommendations are embodied in two documents: the "European Charter for Researchers" and the "Code of Conduct for the Recruitment of Researchers" (http://ec.europa.eu/euraxess/pdf/brochure_rights/eur_21620_en-fr.pdf).

These documents address the rights and obligations of employers and all personnel involved with scientific research-linked activities. They aim to facilitate careers, generalize good practices,

harmonize employment conditions, and encourage mobility for all research jobs within Europe. They stand as key elements in the European Union's policy to make research an attractive career, which is a vital feature of its strategy to stimulate economic and employment growth. The Commission recognizes institutions that have expressed their explicit support for the Charter & Code by awarding them the European "HR Excellence in Research" badge.

As a research-intensive university, the institution has expressed its commitment to continue to bring up its practices to the standards set by the Charter and Code. A plan of action was elaborated to complete the process towards the European "HR Excellence in research" certification. Consequently, in the third quarter of 2014 a work group was created and designated to carry out this process.

A specific characteristic of our institution has to be reminded here which resides in the fact that whereas UM hosts a large research community (4,300 researchers), it only manages the career of 1,900 of them as their direct employer. The remaining 2,400 staff are directly employed and managed by other research institutions such as CNRS, INSERM, INRA, and more. Nevertheless, they are hosted at UM via the Mixed Research Units they belong to.

EC's recommendations are based on Frascati's definition [1] that describes researchers as "*Professionals engaged in the conception or creation of new knowledge, products, processes, methods and systems, and in the management of the projects concerned,*" including activities related to "basic research", "strategic research", "applied research", experimental development and "transfer of knowledge" including innovation and advisory, supervisory and teaching capacities, the management of knowledge and intellectual property rights, the exploitation of research results or scientific journalism.

More specifically, these recommendations relate to all staff professionally engaged in R&D at any career stage, regardless of their classification. Initially designed for the career management of the university's researchers, professors and assistant-professors, these procedures here apply to all UM employees.

2.2   UM's process towards certification

This process towards certification seeks to:
- Support UM's policy of excellence in research;
- Participate in the construction of the European Research Area;
- Contribute to our institution's international visibility and attractiveness.

The institution's voluntary commitment to engage into the process of bringing its practices up to the standards set by the Charter and Code is based on the tool provided by the European Commission: the 5-step "**Human Resources Strategy for Researchers**" (HRS4R):
1. **Internal analysis** of the institution's current practices compared to all 40 Charter & Code principles by including involved research key players (gap analysis);

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[1] Cf. *Proposed Standard Practice for Surveys on Research and Experimental Development*, Frascati Manual, OECD, 2002 "Professionals engaged in the conception or creation of new knowledge, products, processes, methods and systems, and in the management of the projects concerned."

2. **Publication on the institution's website of the action plan** to be implemented based on the main results of the internal analysis with definition of milestones to reach and progress indicators to monitor;
3. **Assessment and acknowledgement of the HR Strategy for Research** by the European Commission, followed by the award of the "HR Excellence for Research" logo;
4. **Implementation of the HR strategy and self-assessment after 2 years;**
5. **External evaluation: at least every 4 years**, and renewal of logo award.

2.3   Work group

A work group was formed under the supervision of Pr. François HENN, Vice-president of International Relations. The group is composed of:

Members of the Board of Directors:
- Pr. Jacques MERCIER, Vice-president of Research,
- Dr. Jean-Patrick RESPAUT, Vice-president of Education and Academic Life,
- Pr. Christophe FIORIO, Vice-president of Property Management Strategy and for Information Services,
- Pr. Agnès FICHARD-CARROLL, Vice-president of the Université's Social Responsibility,
- Pr. François HENN, Vice-president of International Relations.

Administrative staff:
- Anne BANCEL, Director of Research and Doctoral Studies,
- Francesca CASONI, special scientific advisor to Vice-president of International Relations,
- Sylvie DIAZ-HERNANDEZ, Department of Steering,
- Philippe LASHERMES, Director of Human Resources,
- Nathalie MODJESKA, Research Project Support Office, Department of Innovation and Partnerships,
- Philippe PAILLET, special scientific advisor,
- Sébastien PONS, Director of Steering Department,
- Jean-Michel PORTEFAIX, Director of Innovation and Partnerships Department,
- Anne-Laure SQUIVE, special legal matter advisor to the General and Institutional Affairs Department,
- Eléonore SZTUREMSKI, Campus Life Department.

Researchers:
- Pr. Pierre-Olivier ANTOINE, Institut des Sciences de l'Evolution de Montpellier (ISEM)/*Montpellier Institute for Evolution Sciences*. A geology graduate from Université Toulouse III, he received his PhD in paleontology from the Muséum National d'Histoire Naturelle (*National Museum of Natural History*), and has been a Professor of paleontology at UM since 2010. He is affiliated to the *Montpellier Institute for Evolution Sciences* (ISEM) for which he has been deputy-director since 2013; he is regularly solicited to assess projects and students from Europe, Asia and North or South America.
- Pr. Catherine BRAUN-BRETON teaches Molecular Biology and is affiliated with the laboratory Dynamique des Interactions Membranaires Normales et Pathologiques (DIMNP)/*Dynamics of Membrane Interactions in Normal and Pathological Cells,* a research unit she directed from 2007 to 2014. A graduate of Ecole Normale Supérieure de Paris, she is appointed Professor at UM in 2003 after 30 years of conducting research at the Pasteur Institute in Paris (4 of which as research unit director). A long-term participant of numerous FP6 and FP7 European projects, she has been involved in training and

educational aspects of Networks of Excellence (BioMalPar et EVIMalaR), Marie Curie Initial Training Networks (MalParTraining, InterMalTraining) and one Integrated Project (Antimal) all focusing on anti-malaria research.

- Dr. Benoit GIBERT, Assistant Professor, Géosciences Montpellier (GM)/ *Montpellier Geosciences*. He received his doctoral degree in Earth Sciences in 2003 from the Université de Montpellier and was recruited the following year as assistant professor. He teaches mineralogy, geology and rock physics to undergraduate students. His research focuses on the physical properties of rocks at high temperature and pressure, applied to geothermal. Involved in European projects (FP6 HiTI), he is currently scientific manager of IMAGE, an FP7-Cooperation-Energy project.

- Pr. Marc HERZLICH, member of the Academic Council, affiliated to the Institut de Mathématique et de Modélisation de Montpellier (I3M)/ *Montpellier Institute of Mathematics and Modeling*. This mathematician, whose research focuses on riemannian geometry and mathematical aspects of general relativity, joined UM in 1997 and was appointed Professor in 2005. An experienced Doctoral School director, vice-president of scientific council of a nationally recognized center for mathematical meetings and member of the selection committee for national and international research projects, he is highly qualified for assessing students and research programs.

The missions of the work group are to:

- Complete an internal assessment of strengths and weaknesses of UM vis-à-vis all 40 items of the Charter and Code;
- Identify possible avenues for improvement;
- Elaborate a strategy of actions to be implemented in order to bring our practices up to the standards set by the Charter and Code;
- Present this strategy to the university's governing body (Conseil d'Administration/ Board of Directors) for validation and subsequent publication on the institution's website, to be followed by acknowledgement by the European Commission.

2.4 Methodology

1. Analysis of all 40 items of the Charter and Code by the administrative staff of the work group using the comparative template provided by the EC;
2. Distribution of items amongst the administrative staff members according to their area of specialization;
3. At the same time, consultation of a panel of representative scientists of the university, as recipients of the HR strategy, for their opinions and views on all items;
4. Collection & compilation of observations resulting from the comparative analysis. Actions to be implemented within the institution were then organized per action type;
5. Drafting and writing of a proposal for a Human Resources strategy for Research at UM;
6. Proposal submission to the whole team for finalization of the project document.

The group held 5 plenary sessions from September to November 2014. Between sessions, sub-production groups met and worked intensively (several exchange sessions per week, either in person or via exchange of electronic files) while favoring cross-observation between fields of specialization, according to the following steps:

- Presentation and study by the work group's administrative staff members of the items in both the Charter and Code;

- Brainstorming session, followed by a collegial repartition of items to be analyzed based on group members' expertise;
- Sub-production groups (administrative staff and panel of researchers) completed the columns in the comparative table template, based on their respective expertise; in addition, the Human Resources Department sub-group compiled a corpus of the applicable legislative framework;
- Such documented observations and suggestions were collated and debated by the work group (administrative staff and panel of researchers) in order to prioritize actions according to 3 criteria: 1. Strong impact on population; 2. Sustainability of actions over time; 3. Action scheduling over time and indicators definition for monitoring;
- This collegial selection of avenues for improvement took place under the authority of the Director of Human Resources and concluded with a proposal of actions to be undertaken;
- The proposal was then presented to the governing team (Board of Directors members), which approved it, prompting the production of the final summary of the strategy.

3   Results of the internal gap analysis

3.1   Strengths

The internal gap analysis at UM revealed that the vast majority of items are already observed within the institution at varying levels of advancement.

On the one hand, the French national legislation represents a framework which, for the most part, matches the principles of the European Charter and Code. On the other hand, various UM-specific implemented procedures, covered the rest of the requirements, even exceeding it sometimes.

The 2007 LRU law (Libertés et Responsabilités des Universités/*Rights and obligations of French universities*) together with *Greater Responsibilities and Competences* (Responsabilités et Compétences Elargies) that is derived from it, have granted French universities greater autonomy in Human Resources management: job recruitment and payroll are managed directly from a multiannual perspective (Gestion Prévisionnelle des Emplois et des Compétences – GPEC / *Provisional Job and Skill Management*). However this relative autonomy in Human Resources management depends entirely on subsidies granted by the French Ministry of Education, Higher Education and Research (Ministère de l'Education Nationale, de l'Enseignement Supérieur et de la Recherche -MENESR), especially for the recruitment of permanent staff.

Our institution's governing system is based on 3 principles: collegiality, transparency and subsidiarity. Over the past several years, Université de Montpellier has managed to strengthen its Human Resources policy, exceeding the legal framework of French national legislations. For instance, in the case of Selection Committees and as early as 2008, the university chose to implement male/female parity, as well as staff support and well-being. UM aims to do its utmost to insure the highest transparency and equality, particularly in the recruitment process of research professors/assistant-professors.

Lastly, the Université de Montpellier strives to implement constructive social dialogue between all university stakeholders and to contribute to improving staff well-being in the workplace through the use of various tools and concepts.

One original approach lies in the fact that a distinct department is dedicated to "Campus Life" with the following goals:

- – An office for "Health/Social Action" which is composed of: (a) a Reception Facility Service for Disabled Students and Staff (SAEPH: Service d'Accueil des Etudiants et Personnels Handicapés); (b) a university service for Health Promotion and Prevention (SCOPPS: Service Commun de Prévention et de Promotion de la Santé); and (c) a Social Action service (SAS: Service d'Action Sociale). For the benefit of both students and staff, this office leverages direct approach, good service for end-users and coherence between these services. The Social Action service competency rapidly became the standard, setting the trend for efficient management of social action by the university for staff who face difficulties.
- – An office for "Scientific Culture and Heritage" which is composed of: (a) a Scientific Culture office; and (b) a Heritage Office (gathering the university's collections). This office facilitates culture dissemination, together with scientific and technical information to the general public via the:
  - ➢ Coordination of science popularization events within the institution (Science Festival, Researcher's Night, European Year for specific scientific themes);
  - ➢ Organization of exhibitions on scientific themes (web-documentary on the periodic table of the elements);
  - ➢ Participation in scientific culture events ("Agora" of Knowledge, Open House days);
  - ➢ Preservation of museum collections (Digitization of Herb and Plant collections - E-recolnat).

Since 2012, numerous improvement efforts have been carried out in the following domains:
  - ➢ Well-being in the work place with a work group on psychosocial risks (staff support groups, psychological counseling, coaching, Sophrology workshops);
  - ➢ Fighting inequalities (Equality mission with an Equality referent, offer of a training program (Springboard® specifically designed for female teachers and research teachers to better apprehend their careers;
  - ➢ Adapted workstation and work environment layouts for disabled staff and students;
  - ➢ Special events organization such as Women's Month in March (conferences, workshops, photo exhibits);
  - ➢ Provision of a day care center and nursery places for the children of the university staff;
  - ➢ Partial subsidies for public transportation passes for UM staff.

In addition to the activity of its own International Relations department, the university benefits from the resources of 2 local complementary structures that assist foreign researchers with all aspects of their mobility to our region:

1. Founded in 2014, the Euraxess Languedoc Roussillon center is accredited by the European Commission and the French Ministry of Education (MENESR); it is managed by the Agropolis International association. The Center's missions are to assist international scientists with all aspects of their mobility in the Languedoc-Roussillon region. The center provides visiting scientists and hosting laboratory teams with information and assistance prior to the mobility (administrative support, immigration paperwork, housing solutions), and upon arrival in the Montpellier region (housing, French as a

Foreign language classes, school enrolment for children, social activities). Services are open to visiting doctoral students, post-docs, researchers and professors who are hosted in higher education and research institutions. (For full details, please visit http://www.agropolis.fr/pratique/accueil-chercheurs-invites.php)

2. COMUE-LR (Communauté d'Universités et d'Etablissements du Languedoc-Roussillon/*Languedoc-Roussillon Community of Universities and Establishments*) of which Université de Montpellier is a founding member. Its office for International Students and Researcher provides support to all higher education institutions in the region, and more particularly with technical aspects linked to residency permits, guiding of international students upon their arrival by local French students, assistance in finding housing, production of guidebooks. (For full details, please visit http://www.pres-suddefrance.fr/international/inter-accueil.php)

3.2 Avenues for improvement

The internal gap analysis reveals several avenues for improvement for the university vis-à-vis the Charter and Code items. These avenues have been classified into 3 different types of actions[2] (**C**ommunication, **F**ormalization, **D**evelopment), corresponding to short- and mid-term goals to be implemented according to 3 levels: institutional, researcher, and central administration.

These goals are presented below, in line with the gap analysis tool structure which has 4 sections:

I – Ethical and Professional Aspects (items 1 to 11)
II – Recruitment (items 12 to 21)
III – Working conditions and social security (items 22 to 35)
IV – Training (items 36 to 40)

Legends to abbreviations used in the tables

CA = *Conseil d'Administration/*Board of Administrators
CAC = *Conseil Académique/*Academic Council
CFVU = *Conseil Formation et Vie Etudiante/* Education and Student Life Council
CR = *Commission Recherche du Conseil Académique/* Research Council of the Academic Council
DRED = *Direction de la Recherche et Etudes Doctorales/* Research and Doctoral Studies Department
ED = *Ecoles Doctorales/* Doctoral Schools
DAF-AR = *Direction des Affaires Financières, Appui à la Recherche/* Research Support Office, Financial Affairs Department
DIPA-CAPR = *Direction de l'Innovation et des Partenariats, Cellule Accompagnement Projets Recherche/* Research Project Support Office, Innovation and Partnerships Department
DIPA-CV = *Direction de l'Innovation et des Partenariats, Pôle Contrats-Valorisation/* Contract-Value Generating office, Innovation and Partnerships Department
DPI = *Direction Patrimoine Immobilier/*Public Property Department
DRH = *Direction des Ressources Humaines/*Human Resources Department
DRH-ANT = *Direction des Ressources Humaines, Pôle Agents-Non-Titulaires/* Non-Tenure Staff office, Human Resources Department
DSIN = *Direction du Système d'Information et du Numérique/* Digital and Information System Department
DVC = *Direction Vie des Campus /* Campus Life Department
SCOM = *Service Communication /* Communication Office
UMR = *Unité Mixte de Recherche /* Mixed Research Unit

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[2] Three different types of actions are planned:
  o Internal **communication** to better promote current practices (Communication = **C**).
  o **Formalization** of existing practices that have not yet been formally transcribed and implemented (Formalization = **F**).
  o **Development** of new internal rules and/or practices (Development = **D**).

I - Ethical and Professional Aspects (items 1 to 11)

1 Research freedom	I-1	Attach Charter and Code to Engagement letters of Research Unit Directors and Doctoral School Directors	C	Q1 2015	DRED/CR	
2.Ethical principles	I-2.1	Extend the use of Internal rules and regulations to all Research Unit, and offer assistance in writing them for further harmonization	F	Q1 2015	DRED/CR	
	I-2.2	Extend the use of Thesis Assessment Committees to all Doctoral schools	F	Q2 2016	DRED/CR, ED	
	I-2.3	Suggest the creation of an Ethical Committee for consultation	D	Q4 2015	CAC	
3. Professional responsibility	I-3.1	Encourage doctoral students to adopt this attitude (production of a guidebook, with Charter and Code as annexes, is programmed, including an English version)	F	Q1 2016	DRED/ED	
	I-3.2	Increase researchers' awareness with regards to plagiarism and self-plagiarism (convey this message early as part of curriculum)	F	Q3 2015	DRED/CR, ED	
4. Professional attitude	I-4	cf. item I-2.1				
5. Contractual and legal obligations	I-5.1	Increase researchers' awareness for the interest of sharing IP and patent information with the' Contrat-Valorisation' pole of the Innovation and Partnerships department	C	Q2 2015	DIPA-CV	
	I-5.2	Develop an IS for saving and sharing IP data	D	Q4 2016	DSIN, DIPA-CV	
6. Accountability	I-6.1	Extend the use of laboratory logbooks to all researchers in experimental scientific fields	F	Q1 2015	CAC, DRED	
	I-6.2	Continue efforts undertaken to secure the financial management of fundings for research	F	Q4 2015	DAF-AR, DIPA-CAPR	
7. Good practice in research	I-7.1	Promote the notions of ethics and good practice in research within the faculties and departments (by incorporating it into undergraduate students' curricula, and as a requirement course for doctoral students)	F	Q4 2015	CFVU, DRED/CR, ED	
	I-7.2	Increase the research community's awareness on the value of occupational medicine	C	Q1 2015	DVC, CAC	
8. Dissemination, exploitation of results	I-8.1	Via a memorandum, remind researchers of their obligations (respect rules and ethical principles, obligation to train, supervision, results dissemination, security, IP protection).	C	Q1 2015	DRH/DRED/ CR	
	I-8.2	Include a clause making the reference and the use of university logo mandatory in results dissemination and publication	F	Q1 2015	CAC/DRH/U MR, DRED	
9. Public engagement	I-9.1	Invite scientists to share and communicate on the science popularization efforts they undertake (taking advantage of the institution's website, digital resource center currently in construction, museums, …)	C	Q1 2015	DVC, DSIN, CAC, SCOM	
	I-9.2	Promote researchers and teaching staff engagement (via press releases, general public conference)	C	Q1 2015	DVC, DSIN, SCOM	
	I-9.3	Develop partnerships between the university and/or research units and clubs or associations to facilitate dissemination of knowledge	C	Q1 2015	DVC, DSIN, SCOM, Collectivités locales	
10. Non-discrimination	I-10.1	Offer an English-language version of administrative documents and forms	F	Q3 2015	DRH, DIPA-CAPR	
	I-10.2	Create a referent list of university staff with language skills	F	Q2 2015	DRH	
11. Evaluation/ appraisal systems	I-11	Make course evaluation systematic	C	Q4 2015	CAC, CFVU, composantes	

II – Recruitment (items 12 to 21)

12. Recruitment	II-12	Establish specific guidelines for the recruitment of non-permanent researchers (i.e. post-docs)	**D**	Q3 2015	DRH, DRED/CR
13. Recruitment (Code)	II-13.1	Refer to the Charter and Code in the Vade-Mecum for recruitment at the university	**F**	Q1 2014	CAC, DRH
	II-13.2	Publish job announcements on Euraxess, in addition to systematic publication of job openings on the university website already in place	**D**	Q1 2015	DRH
	II-13.3	Enforce the respect of official timeframe between job opening publication and date of recruitment	**C**	Q1 2015	DRH
14. Selection (Code)	II-14				
15. Transparency (Code)	II-15.1	Remind candidates about their right to aks and receive feedback on the strengths and weaknesses of their application	**C**	Q1 2015	DRH
16. Judging merit (Code)	II-16	Write a guideline document to emphasize the need, when dealing with recruitment, bonus, and promotion of staff, to take into account all of the researchers' missions (management of teams, projects, research units; sectorial and geographical mobility; acting as supervisor and/or mentor; teaching)	**C**	Q4 2015	CAC, DRH
17. Variations in the chronological order of CVs (Code)	II-17	cf. item II-16			CAC, DRH
18. Recognition of mobility experience (Code)	II-18.1	cf. item II-16			DRH
	II-18.2	Post testimonies on line (university website)	**C**	Q3 2015	DRED, SCOM
19. Recognition of qualifications (Code)	II-19	cf. item II-16			
20. Seniority (Code)	II-20				
21. Postdoctoral appointments (Code)	II-21	cf. item II-12			DRH-ANT, DRED/CR

III – Working conditions and social security (items 22 to 35)

22. Recognition of the profession	III-22				
23. Research environment	III-23	Allocate appropriate funds to renovate buildings and comply with safety requirements	**F**	Q3 2015	CA, DPI
24. Working conditions	III-24	Further develop the support system that has been implemented for disabled students and staff	**F**	Q1 2015	DVC, CAC
25.Stability and permanence of employment	III-25	Try and get tenure-positions for non-permanent staff to compete for via ranking exams	**C**	Q3 2015	CA, DRH
26. Funding and salaries	III-26	cf. item II-12			
27. Gender balance	III-27	Centralize and follow up on indicators	**F**	Q3 2015	DVC, DRH
28. Career development	III-28	Increase researchers' awareness on the training program specifically designed for them (skill management, Massive Open Online Courses, Individual Right to Training, sabbatical leave)	**C**	Q1 2015	DRH
29. Value of mobility	III-29	cf. item II-16			
30. Access to career advice	III-30	Encourage researchers to consult the future "Mobility, Orientation and Career" office	**C**	Q1 2015	DRED, DRH
31. Intellectual Property Rights	III-31.1	Guidebook on IP good practice to be produced	**C**	Q3 2015	DIPA-CV
	III-31.2	cf. item I.5.2			
32. Co-authorship	III-32	Target value creation potential and activity among researchers	**C**	Q2 2015	CR, DIPA-CV
33. Teaching	III-33.1	cf. item II-16			
	III-	Propose more training seminars on teaching techniques for	**D**	Q3	DRH, CAC,

	33.2	research professors and assistant professors		2015	Composantes
34. Complains/ appeals	III-34.1	Remind the role of existing governing bodies in conflict management (circulate the list of representatives at UM in case of health, moral, financial difficulties)	C	Q1 2015	DRH, CA, CT
	III-34.2	Increase staff's awareness for union representation within the institution	C	Q1 2015	DRH, CA
35. Participation in decision-making bodies	III-35				

IV – Training (items 36 to 40)

36. Relation with supervisors	IV-36	cf. item I-2.2			
37. Supervision and managerial duties	IV-37	cf. item II-16			
38. Continuing Professional Development	IV-38	cf. items III.28 and III.33			
39. Access to research training and continuous development	IV-39	cf. items III.28 and III.33			
40. Supervision	IV-40	Reinforce administrative means for doctoral schools	F	Q2 2015	CA, DRED, CAC, ED

4   Human Resources Strategy for Research

4.1   UM's Human Resources Strategy for Research

Based on observations resulting from the internal gap analysis and the plan of action described above, this document summarizes the university's HR strategy for further alignment with the Charter & Code principles.

Identified avenues for improvement represent a total of **42 goals to be reached within the next 4 years**:
  o 1 request for acknowledgement by the European Commission (R1) of this strategy
  o 19 **C**ommunication actions: internal communication to better promote current practices (representing short-term actions within 3 to 6 months)
  o 15 **F**ormalization actions: transcription of existing practices for formal implementation (representing short- to mid-term actions within 6 to 12 months)
  o 5 **D**evelopment actions: development of new internal rules and/or practices (representing mid- to long-term actions within 12 to 24 months)
  o 1 internal self-assessment including a survey of UM's research community (E1 after 2 years)
  o 1 external assessment (E2 after 4 years)

A table presented in Annex 1 of this document summarizes all actions to be implemented, together with projected goals and provisional calendar of achievement.

4.2   Implementing the strategy

Upon finalization by the designated work group of this report, which summarizes the Human Resources Strategy for Excellence in Research, the governing representatives of the Université de Montpellier approve the process conducted here and publish the derived plan of action on its institutional website, precisely on the page dedicated to the European HR Excellence in Research

logo (http://www.umontpellier.fr/portfolio/lum-sengage-pour-le-respect-de-la-charte-europeenne-des-chercheurs/)

Under the responsibility of the Board of Directors, the strategy's implementation will be carried out as indicated in the plan of action.by the respective administrative services, namely:

- Human Resources Department: Philippe LASHERMES or his representative
- Research and Doctoral Studies Department: Anne BANCEL or her representative
- Steering Department : Sébastien PONS
- Innovation and Partnerships Department: Jean-Michel PORTEFAIX
- International Relations Department: Françoise AUBUJEAULT
- Campus Life Department: Michèle BARBUSSE

5 Conclusion

As a research intensive university, Université de Montpellier has managed to strengthen its Human Resources strategy over the past several years while implementing a constructive social dialogue between all actors of the university, fighting inequalities, improving information and recruitment processes for its employees, and contributing to promoting its staff's well-being in the work place.

UM's commitment to bring its practices in Human Resources for Research in line with the European standards of the principles established in the "European Charter for Researchers" and the "Code of Conduct for the Recruitment of Researchers" is part of the university general policy in the field of research and participates to our institution's international attractiveness and visibility.

By committing to the principles of the Charter and Code, the Université de Montpellier places research careers' attractiveness at the center of its main strategy; moreover, thanks to its critical size and fields' complementarity, it will contribute significantly to the construction of the European Research Area.
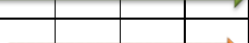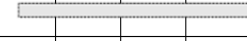
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Annex 1

Université de Montpellier HRS4R Strategy : action calendar (3 Action types = Communication, Formalization, Development)

Legend: Achieved ★ | Initiation (green arrow) | Implementation (orange arrow) | Follow-up (grey dashed arrow)

ID	Action	Action type (C, F, D)	2015				2016				2017				2018			
			Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	Acknowledgement by European Commission																	
R.1	Request for acknowledgement by European Commission		Initiation															
	Actions relative to part I - Ethical and Professional Aspects (items 1 to 11)																	
I-1	Attach Charter and Code to Engagement letters of Research Unit Directors and Doctoral School Directors	C	Init.	Implementation →							Follow-up							
I-2.1	Extend the use of Internal rules and regulations to all Research Units, and offer assistance in writing them for further harmonization	F	Init.	Implementation →							Follow-up							
I-2.2	Extend the use of Thesis Assessment Committees to all Doctoral schools	F	Initiation →				Implem. →				Follow-up							
I-2.3	Suggest the creation of an Ethical Committee for consultation	D			Initiation →						Follow-up							
I-3.1	Encourage doctoral students to adopt this attitude (production of a guidebook, with Charter and Code as annexes, is programmed, including an English version)	F	Initiation →				Implem. →				Follow-up							
I-3.2	Increase researchers' awareness with regards to plagiarism and self-plagiarism (convey this message early as part of curriculum)	F		Init.	Implementation →						Follow-up							
I-5.1	Increase researchers' awareness for the interest of sharing IP and patent information with the 'Contrat-Valorisation' office of the Innovation and Partnerships department	C		Init.	Implementation →						Follow-up							
I-5.2	Develop an Information System for saving and sharing IP data	D			Initiation →						Implementation →				Follow-up			
I-6.1	Extend the use of laboratory logbooks to all researchers in experimental scientific fields	F	Init.	Implementation →							Follow-up							
I-6.2	Continue efforts undertaken to secure the financial management of funding for research	F	Initiation →				Implem. →				Follow-up							
I-7.1	Promote the notions of ethics and good practice in research within the faculties and departments (by incorporating it into undergraduate students' curricula, and as a requirement course for doctoral students)	F		Initiation →			Implementation →				Follow-up							
I-7.2	Increase the research community's awareness on the value of occupational medicine	C	Init.	Implementation →							Follow-up							
I-8.1	Via a memorandum, remind researchers of their obligations (respect rules and ethical principles, obligation to train, supervision, results dissemination, security, IP protection).	C	Init.	Implementation →							Follow-up							
I-8.2	Include a clause making the reference and the use of university logo mandatory in results dissemination and publication	F		Init.	Implementation →						Follow-up							

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Action type (C, F, D)

Item	Action	Action type	Timeline (Initiation = green, Implementation = orange, Follow-up = dashed)
I-9.1	Invite scientists to share and communicate on the science popularization efforts they undertake (taking advantage of the institution's website, digital resource center currently in construction, museums, …)	C	Initiation 2015 Q1–Q4; Implementation 2016 Q1–Q4; Follow-up 2017 Q1–2018 Q4
I-9.2	Promote researchers and teaching staff engagement (via press releases, general public conference)	C	Initiation 2015 Q1–Q4; Implementation 2016 Q1–Q3; Follow-up 2017–2018
I-9.3	Develop partnerships between the university and/or research units and clubs or associations to facilitate dissemination of knowledge	C	Initiation 2015 Q1–Q4; Implementation 2016 Q1–Q4; Follow-up 2017–2018
I-10.1	Offer an English-language version of administrative documents and forms	F	Initiation 2015 Q2–Q3; Implementation 2016 Q1–Q4; Follow-up 2017–2018
I-10.2	Create a reference list of university staff with language skills	F	Initiation 2015 Q2; Implementation 2015 Q3–2016 Q4; Follow-up 2017–2018
I-11	Make course evaluation systematic	C	Initiation 2015 Q3; Implementation 2016 Q1–Q4; Follow-up 2017–2018
	Actions relative to part II – Recruitment (items 12 to 21)		
II-12	Establish specific guidelines for the recruitment of non-permanent researchers (i.e. post-docs)	D	Initiation 2015 Q2–Q3; Implementation 2016 Q1–Q4; Follow-up 2017–2018
II-13.1	Refer to the Charter and Code in the Vade-Mecum for recruitment at the university	F	Initiation 2015 Q2–Q3; Implementation 2016 Q1–Q4; Follow-up 2017–2018
II-13.2	Publish job announcements on Euraxess, in addition to systematic publication of job openings on the university website already in place	D	Initiation 2015 Q1–Q4; Implementation 2016 Q1–Q4; Follow-up 2017–2018
II-13.3	Enforce the respect of official timeframe between job opening publication and date of recruitment	C	Initiation 2015 Q1–Q4; Implementation 2016 Q1–Q4; Follow-up 2017–2018
II-15.1	Remind candidates about their right to ask for and receive feedback on the strengths and weaknesses of their application	C	Initiation 2015 Q1–Q2; Implementation 2015 Q3–2016 Q4; Follow-up 2017–2018
II-16	Write a guideline document to emphasize the need, when dealing with recruitment, bonus, and promotion of staff, to take into account all of the researchers' missions (management of teams, projects, research units; sectoral and geographical mobility; acting as supervisor and/or mentor; teaching)	C	Initiation 2015 Q3; Implementation 2016 Q1–Q4; Follow-up 2017–2018
II-18.2	Post testimonies on line (university website)	C	Initiation 2015 Q2–Q3; Implementation 2016 Q1–Q4; Follow-up 2017–2018

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ID	Action	Action type (C, F, D)	2015 Q1	2015 Q2	2015 Q3	2015 Q4	2016 Q1	2016 Q2	2016 Q3	2016 Q4	2017 Q1	2017 Q2	2017 Q3	2017 Q4	2018 Q1	2018 Q2	2018 Q3	2018 Q4
	Actions relative to part III – Working conditions and social security (items 22 to 35)																	
III-23	Allocate appropriate funds to renovate buildings and comply with safety requirements	F			Initiation		Implementation				Follow-up							
III-24	Further develop the support system that has been implemented for disabled students and staff	F	Initiation				Implementation				Follow-up							
III-25	Try and get tenure-positions for non-permanent staff to compete for via ranking exams	C			Initiation		Implementation				Follow-up							
III-27	Centralize and follow up on indicators	F			Initiation		Implementation				Follow-up							
III-28	Increase researchers' awareness on the training program specifically designed for them (skill management, Massive Open Online Courses, Individual Right to Training, sabbatical leave)	C	Initiation	Implementation							Follow-up							
III-30	Encourage researchers to consult the "Mobility, Orientation and Career" office	C	Initiation	Implementation							Follow-up							
III-31.1	Guidebook on IP good practice to be produced	C			Initiation	Implementation					Follow-up							
III-32	Target value-generating potential and activity among researchers	C		Initiation	Implementation						Follow-up							
III-33.2	Propose more training seminars on teaching techniques for research professors and assistant professors	D		Initiation		Implementation					Follow-up							
III-34.1	Remind the role of existing governing bodies in conflict management (circulate the list of representatives at UM in case of health, moral, financial difficulties)	C	Initiation	Implementation							Follow-up							
III-34.2	Increase staff's awareness for union representation within the institution	C	Initiation	Implementation							Follow-up							
	Actions relative to part IV – Training (items 36 to 40)																	
IV-40	Reinforce administrative means for doctoral schools	F	Initiation				Implementation				Follow-up							
	Assessment actions																	
E1	Self-assessment (including survey of UM research community) at + 2 years		Follow-up					Initiation	Implementation									
E2	External assessment at + 4 years										Follow-up				Initiation	Implementation		