



MASTER PLAN FOR THE ECOLOGICAL TRANSITION

2023-2026



UNIVERSITÉ DE
MONTPELLIER

The ecological transition is a confirmed priority in University of Montpellier's 2021-2026 multi-year contract, as well as a major focus of the 2023-2025 Contract for Objectives, Means, and Performance (COMP). The climate plan and accompanying guidelines put forward by the French Ministry of Higher Education and Research requires all establishments to draw up a *Master Plan for Sustainable Development - Social and Environmental Responsibility* by the end of 2024.

In light of the issues at stake and the high expectations of the university community, our institution decided to elaborate its master plan in late 2023, concentrating on the ecological transition. As such, our social responsibility strategy and actions are not included in this document, since they were already formulated, are currently being implemented, and are included in other multi-year documents (disability and student life master plans, gender equality plan, etc.), all of which merit their own visibility.

Where ecological transition and sustainable development are concerned, universities are expected to support society in its environmental transformations. To take up this challenge, University of Montpellier plans to implement an ambitious global strategy that is capable of delivering coordinated actions for each of its missions.



This Master Plan for Ecological Transition (*Schéma Directeur Relatif à la Transition Écologique - SDTE*) is therefore a major responsibility for the university, given that it is our role to prepare students to exercise their citizenship through training, and we contribute to developing the solutions needed by the world through research and innovation. Likewise, all our sites and campuses are places where innovative eco-responsible practices can be tested.

I have absolute confidence in the positive development and deployment of this unifying project, which brings together all the university's structures, and I am sure it will be embraced enthusiastically by all students and staff.

Philippe Augé
President, University of Montpellier

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INTRODUCTION

As predicted by the Intergovernmental Panel on Climate Change (IPCC) in its latest report, recent extreme weather events are unprecedented, increasingly frequent, and widespread occurrences linked to the increase in greenhouse gases (GHGs) in the atmosphere. At the same time, the Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (IPBES) reports “Nature is declining globally at rates unprecedented in human history — and the rate of species extinctions is accelerating, with grave impacts on people around the world now.” Accelerating the transition to a low-carbon future, adapting to climate change, and preserving biodiversity and ecosystem functionality are all priorities. Through their training and research missions, higher education organizations must be fully involved in meeting these major challenges.

In December 2020, the French Research Planning Act introduced a new mission for higher education institutions: to help raise awareness and provide training in challenges related to the ecological transition and sustainable development. In 2021, the French High Council for the Climate (HCC) recommended that higher education providers implement stronger steering and monitoring of public policy specifically related to climate and biodiversity. The Climate and Resilience Act of August 22, 2021, established the principle by which the French Ministry of Higher Education and Research (MESR) must ensure that national research strategy is consistent with national low-carbon strategies for biodiversity and health, within the internal policy of higher education institutions. MESR is thus encouraging its organizations to produce knowledge, develop social and technological innovations, and train professionals in order to achieve international, European, and French objectives in the field of ecological transition for sustainable development (ETSD). For this purpose, the Higher Education and Research (ESR) department's Climate-Biodiversity and Ecological Transition Plan, published by MESR in November 2022, defines a series of objectives and actions to be implemented over the following two years, based on 24 milestones and indicators. To ensure success in this process, the French Ministry of Higher Education and Research asked all its organizations to draw up a Master Plan for “Sustainable Development - Societal and Environmental Responsibility”, the content of which was detailed in the guidelines issued in June 2023. As far as University of Montpellier (UM) is

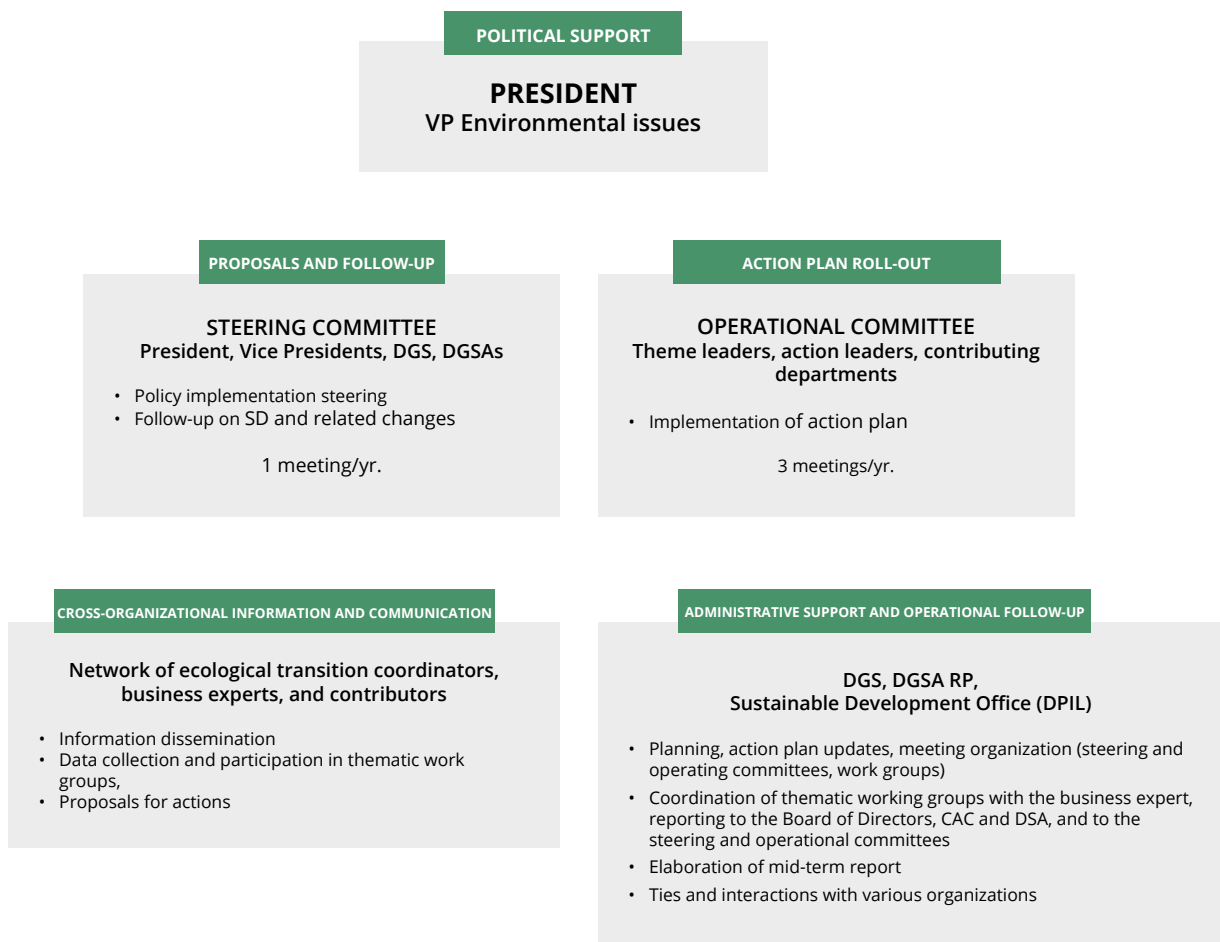
concerned, this request falls within the scope of an already formalized approach. The institution already has master plans governing disability, student life, and gender equality. As a means of maintaining visibility over the actions already undertaken and rolled out under these plans, the University decided to elaborate a multi-year plan dedicated to the ecological transition, articulated around four main axes: Education and Training, Research and Innovation, the Environment, Strategy and Governance. This Master Plan for the Ecological Transition complements other plans and initiatives already implemented by UM. The plan is consistent with UM's sustainable development initiatives over the past several years, and encompasses the objectives and actions of its Energy Sobriety Plan, prepared in December 2022 at the request of MESR in the context of the energy crisis linked to the conflict in Ukraine. It is fully in line with the actions initiated by UM over the past several years, as set out in the objective on this topic in the institution's 2021-2026 multi-year contract: “Reinforcing and expanding sustainable development actions”. The plan also serves as a guide for achieving the objectives that UM included in its 2023-2025 Contract of Objectives, Resources, and Performance regarding the ecological transition, that is, to conduct an assessment of the institution's greenhouse gas (GHG) footprint, reduce GHG emissions by cutting energy consumption and transitioning to photovoltaic energy, set up training courses for instructors on the challenges of the ecological transition, and develop courses to meet current and future

ecological challenges. University of Montpellier's master plan is a cross-functional strategic document defined for the 2023-2026 period, with implementation embracing all activities and mobilizing all players in the university community, including students, teachers, research-professors, researchers, and support staff. The master plan is not intended to be exhaustive, and it leaves the door open to initiatives already underway or planned by various entities with respect to the ecological transition. These initiatives may also be included in future Contracts of Objectives and Means (COM) signed with Research and Training Units (UFRs), Schools, and Institutions. This master plan takes into account the university's size and specific characteristics. University of Montpellier is truly a vast organization, with 8 faculties, 7 institutions, 2 schools, and a branch campus, located on several sites in Montpellier, as well as in Nîmes, Béziers, Sète, Mende, Perpignan, and Carcassonne. It comprises 74 research facilities, over 5,000 employees, 5,000 residential staff members, and 50,000 students. Property assets include 210 buildings representing 500,000 m² of built surface area and 100 hectares of undeveloped land distributed over 25 sites. Other specific characteristics include the strong presence of research centers, which occupy a quarter of the institution's overall surface area, plus the wide variety of buildings, including very old buildings and buildings from the 60s and 70s, many of which are aging and not very energy-efficient. There are also new buildings. Likewise, some sites have large areas covered with vegetation, while others are entirely built-up.

METHODOLOGY FOR ESTABLISHING MASTER PLAN AND COMMITTEE STRUCTURE

University of Montpellier developed its Master Plan for the Ecological Transition in line with the reference framework for the SD&RS label for sustainable development and social responsibility developed by France Universités and the Conférence des Grandes Ecoles, as recommended in the guidelines. It incorporates the mandatory themes defined by the French Ministry of Higher Education and Research (MESR). To do this, an internal consultation process was launched within the university, involving Vice Presidents and Deputy Vice Presidents, along with Training and Research Department, School, and Establishment Directors, Research Center Directors, and central and general departments, to identify needs and ideas for action concerning the various structures. Collected information was used to define UM-wide objectives, an action plan, and an operational timetable for each of the four strategic directions of the Master Plan through the end of 2026. The schedule is based on calendar years. Only the departments in charge of steering the actions are indicated, but the actual implementation of the actions will require broader contributions. The university set up an operational decision-making

structure to carry out the plan, comprising various bodies: a steering committee to make proposals and monitor implementation of the university's ecological transition policy, an operational committee to monitor implementation of the action plan and report back to the steering committee, and thematic working groups tasked with assessing the current situation and helping set up and roll out initiatives for improvement. As part of the Steering Department, the Sustainable Development Office is responsible for scheduling, updating the action plan, organizing meetings, leading thematic working groups with a field expert, and preparing reports for governing bodies – Board of Directors, Statutory Auditor (*Commissaire aux Comptes*), and Social Administration Committee (*Comité Social d'Administration*) – the Steering Committee and the Operational Committee. The thematic working groups will leverage the input of various types of participants: business experts, staff with in-depth knowledge and technical skills relevant to the target topic; ecological transition specialists, staff involved in the ecological transition and nominated by their organization; and contributors. This structure should enable University of Montpellier to achieve the various objectives it has determined regarding its ecological transition.



Overview of the decision-making and operational structure required to implement the Master Plan for the Ecological Transition at University of Montpellier

ECOLOGICAL TRANSITION
**STRATEGIC
AXES**



Axis

TEACHING AND TRAINING

Prepare students and staff for the ecological transition

The school's policy on training its faculty and teaching about the ecological transition is implemented by the Vice President for Training and University Life in cooperation with the Vice President for Environmental Issues

The report "Raising awareness and providing training on the challenges of ecological transition and sustainable development in higher education" by Jean Jouzel and Luc Abbadie published in February 2022, followed by the Higher Education and Research Climate-Biodiversity and Ecological Transition Plan and its guidelines for undergraduates, calls for as many students as possible to be educated about ecological transition for sustainable development by 2025, in particular future managers. University of Montpellier offers a multi-disciplinary array of courses, from biology to political science, ecology, engineering sciences, chemistry, business sciences, law, and economics. Some courses already incorporate teaching on one or more aspects related to the ecological transition, while others are entirely dedicated to these issues.

Examples include vocational Bachelor's degrees in "Management and use of renewable energies" and "Study and development of natural areas", as well as Master's degrees in "Management of the ecological transition and circular economy", "Environmental law", and "Environmental management". UM has also strongly developed its openness and international ties through the European alliance CHARM-EU. This alliance resulted in the creation of a European Master's degree in sustainable development, and has sparked a number of projects, including UNI-ECO, which focuses on exchanging eco-responsible practices across establishments. In addition, to meet the urgent need to educate students, UM issued calls for projects in early 2023 as part of the I-Site Excellence program to give those in charge of training the opportunity to

introduce new courses dedicated to the ecological transition and sustainable development. The next step is to systematically train all UM students, lecturers, professors, and administrative and support staff on climate and environmental issues, as well as on the potential levers for ecological and societal transition. For this, the University is considering a number of training objectives, backed by an action plan to ensure that everyone possesses the skills and knowledge required to contribute to the ecological transition, both as citizens and as professionals.



OBJECTIVE 1

Integrate ecological transition and sustainable development issues into the curriculum

Training tomorrow's citizens and stakeholders to meet the challenges of society and sustainable development requires new courses and training programs to be introduced rapidly, while also "greening" courses and teaching modules. The core skills and knowledge provided by the Ministry of Higher Education and Research (MESR) to be integrated into existing training programs. With this in mind, the school produced a framework document for UFRs, schools and institutions, detailing how undergraduates are to be trained on ecological transition. These items are consistent with the guidelines and recommendations provided by MESR. To support its teaching activities, UM also plans

to set up technology demonstrators (solar panels, mini wind turbines, etc.) and equip manufacturing laboratories (Fablabs) dedicated to developing and implementing prototype projects for the ET sector on campus. This action was integrated into the COMP contract.

	Timeline	Support	Steering
Action 1: support UFRs, schools and institutions (UEI) in setting up mandatory ETSD training modules for undergraduates.	S1 2024	VP FVU	DFE
Action 2: support greening of courses and teaching units in UFRs, schools, and institutions (UEI)	2024 2025	VP FVU	DFE SCFC
Action 3: provide students with online training content (UVED resources) and positioning tests	S2 2023	VP FVU VP EE	DFE DSIN
Action 4: set up technology demonstrators and Fablabs dedicated to ET on campuses	2024 2025	VP FVU VP EE	DFE
Action 5: pursue and improve the Institution Diploma "Raising awareness on the challenges of ecological transition, sustainable development, and corporate social responsibility"	2023 →	VP EE	DFE



OBJECTIVE 2

Encourage and assist development of staff skills related to ecological transition

In order to provide training for students, it is essential for teachers and lecturers to also access appropriate training. To support this objective, multi-disciplinary teaching resources will be made available to them, together with training courses on the challenges and levers associated with the ecological transition, and on innovative teaching methods. University of Montpellier will also promote the exchange of best practices with its partner universities in the area of ETSD (Ecological Transition and Sustainable Development) teaching. UM is also committed to providing specific training for its administrative and support staff, by enhancing its collective training programs with, for example, a training course on sustainable digital technologies and a course on sustainability accounting and reporting. At

the same time, awareness-raising initiatives will be introduced, including workshops on climate, biodiversity, and digital issues, an introduction to biodiversity surveys, and visits to facilities that are exemplary in terms of ecological transition. Communication to all staff, users, and other stakeholders at the University will also be geared towards raising awareness regarding the issue and will involve a wide range of audiences.

	Timeline	Support	Steering
Action 6: provide teachers and research professors with multidisciplinary teaching resources on ET (UVED and UM resources)	S2 2023	VP EE	DFE DSIN
Action 7: provide training courses for instructors in all aspects of ETSD, from beginners to experts	S1 2024	VP FVU VP EE	DRH SCIP
Action 8: Create a collective training program on ET issues and specific training for administrative and support staff	2023 →	VP EE VP FVU	DRH DPIL
Action 9: Set up best-practice exchanges on ETSD teaching with UM's partner universities	2024 →	VP EE	DRI DPIL



OBJECTIVE 3

Promote and encourage student commitment to the ecological transition

The challenges of climate change and ecological transition are of great interest to many students who wish to get involved in this area. One of UM's priority objectives is to promote the skills and knowledge acquired by students who engage in projects dedicated to the ecological transition outside their regular course work. This recognition and participation is a powerful

tool for deploying concrete actions, notably by organizing campus events such as the Student Week for Ecology and Solidarity.

	Timeline	Support	Steering
Action 10: introduce and test an Open Badge to recognize the skills acquired by students as a result of their commitment to ecological transition	S1 2024	VP FVU VP EE VP E	DFE DSIN
Action 11: support the organization of an annual Student Week for Ecology and Solidarity	2024 →	VP FVU	DPIL



Axis

RESEARCH AND INNOVATION

Promote responsible research to support the ecological transition

The institution's policy of promoting responsible research that contributes to the ecological transition is supported by the Vice Presidents in charge of Research (VP R) and Partnerships and Innovation (VP PI), in association with the Vice President in charge of Environmental Issues (VP EE).

The Climate-Biodiversity and Ecological Transition Plan for Higher Education and Research points out that the acceleration of climate change and the erosion of biodiversity make it necessary to intensify research and innovation actions aimed at decarbonizing activities and preserving biodiversity. The plan emphasizes the need to increase knowledge sharing, while asserting the principle of science that is designed and practiced with and for society, and reiterating the importance of the role of research and higher education in providing expertise and support for public policies relating to the ecological transition. University of Montpellier has a solid international position in terms of sustainable development, as demonstrated by its standing in international rankings, particularly in the fields of ecology, the environment, and social responsibility. This scientific position is strengthened by the I-SITE Excellence Program, which seeks to provide a collective response to multiple interdependent

issues relating to food safety, environmental quality, sustainable management of natural resources and ecosystems, and improving human health in changing environments. The excellence program creates a structuring framework for UM and its partners, as well as the entire scientific community, around themes directly linked to the Sustainable Development Goals (SDGs) as part of a "research-training-enterprise" continuum. It also fosters dialogue between the scientific community and society at large. As an example, since 2016, University of Montpellier has handled departmental coordination of the Science Festival (*Fête de la Science*) and organized a Science Village (*Village des Sciences*) for the general public and schools. UM is also the initiator of the "*Sud de Sciences*" scientific film festival in partnership with research organizations, and of several touring exhibitions focusing on ET issues. The University is also strongly committed to research and training focusing on continental water resources,

with the creation of the UNESCO ICIREWARD International Center in Montpellier. UM is a founding member of the Foundation for Research on Biodiversity (FRB) and has implemented the Nagoya Protocol regarding access to genetic resources and the fair and equitable sharing of benefits arising from their use. UM is also a winner of the University Innovation Cluster (*Pôle Universitaire d'Innovation*) project, and supports innovators in the early stages of maturation in areas related to "Feed, Care, Protect". Leveraging its research and innovation activities and its interactions with society, University of Montpellier defined two major objectives to further increase its investment in the ecological transition and contribute to the success of the French Ministry of Higher Education's Climate and Biodiversity Plan.



OBJECTIVE 1

Integrate ecological transition considerations into research and innovation at University of Montpellier

One of University of Montpellier's objectives is to support research and innovation practices that meet ET challenges and have minimal impact on the environment, particularly in terms of climate and biodiversity. This involves mapping out the SDGs addressed by UM research projects, and integrating ET-related selection criteria into calls for projects. There is also an urgent need to work with research organizations in their efforts to self-assess and reduce the impact of their activities on the environment. To fulfill this commitment, UM is determined to raise

the awareness of all those involved in research, and provide them with the indicators they need to assess impact. UM is also firmly committed to creating the right conditions for transferring research outcomes to the socio-economic world, as well as fostering entrepreneurship and innovation for ET.

	Timeline	Support	Steering
Action 1: include ET among the selection criteria for calls for projects under the I-SITE Excellence Program	2023 →	VP R	DRED
Action 2: draw up a matrix of the SDGs addressed by research groups and projects in order to identify the scientific community's commitment to ET issues	2024 →	VP R	DRED
Action 3: raise staff awareness to help transfer research results towards entrepreneurship and responsible innovation	2024 →	VP PI	DIPA
Action 4: organize awareness-raising roundtables for unit directors and ET coordinators on responsible research, and introduce the Lab 1.5 collective approach	S1 2024	VP R VP EE	DPIL DRED
Action 5: support research organizations in self-assessing the impact of their activities (provide indicators, monitor improvement initiatives, organize annual feedback, share best practices)	2024 →	VP EE	DPIL DPI



OBJECTIVE 2

Increase interaction between science and society

UM's vision is to increase the dissemination of knowledge generated by scientific research towards society at local, national, and international levels, and to confirm its mission to provide science with and for society in the field of ecological transition. To achieve this, we will continue to support initiatives to disseminate scientific culture, and encourage teachers, researchers, and lecturers to contribute to public policy decisions that promote ecological transition.

	Timeline	Support	Steering
Action 6: disseminate knowledge from scientific research on ET towards society: open science and dissemination of scientific culture	2023 →	VP RSS VP SODR	DCSPH SCD
Action 7: identify the research stakeholders who can be involved through citizen-oriented science in public policy initiatives in support of ET	S1 2024	VP RSS VP R	DRED



Axis

ENVIRONMENT

Taking action to protect the environment and change behavior

The institution's environmental policy is managed by the Vice Presidents for Property (VP I) and Environmental Issues (VP EE).

The French Ministry of Higher Education and Research (MESR) has issued a series of recommendations for ESR organizations to reduce the carbon footprint of their activities by lowering their greenhouse gas emissions, promoting energy sobriety by reducing their energy consumption, and reducing their environmental impact, particularly in relation to biodiversity. For the past several years, UM has actively implemented policies to reduce its impact on the environment. For example, UM encourages its staff to use public transportation as part of its Employer Mobility Plan (PMDE). It also promotes environmentally-friendly mobility through the Sustainable Mobility Package (*Forfait Mobilités Durables*) and the replacement of internal combustion-powered service vehicles with electric or hybrid

vehicles. For buildings, the focus is on energy efficiency and transition. As renovation work moves forward, considerable effort is being devoted to insulation and the installation of management systems for heating, air conditioning, and ventilation. At the request of the French government, UM defined an energy conservation plan in 2022, with the aim of reducing its energy consumption and further decreasing its impact on the environment. The establishment is committed to getting staff and users more involved and making them more responsible, as well as investing in energy-efficient buildings. These objectives are included in the Ecological Transition and Sustainable Development Plan. Concerning waste, UM has already been organizing the collection and reconditioning of IT equipment for several years,

and has set up dumpsters for waste sorting at several sites. Regarding biodiversity, preservation of living organisms, and management of water resources, UM now only plants drought-resistant Mediterranean varieties, practices late mowing and pruning to support insect and bird reproduction, and no longer uses pesticides. Building on these initiatives, the university has established three key objectives to accelerate the reduction of its environmental footprint.



OBJECTIVE 1

Reduce University of Montpellier's carbon footprint

One of UM's clear priorities is to make an active commitment to energy sobriety and low-carbon transition as a means of limiting greenhouse gas emissions. To achieve this goal, UM is committed to carrying out its own greenhouse gas emissions assessment (BEGES), a measure included in the Contract for Objectives, Means, and Performance (COMP), and identifying the main sources of emissions, while implementing the measures set out in the Sobriety Plan. The main goal is to take action on property assets by reducing energy consumption, improving thermal insulation in older buildings, installing remote control systems for equipment, and continuing to switch to LEDs. The university is also committed to reinforcing its energy transition with pilot operations to

produce photovoltaic energy for its own use. UM is also committed to promoting environmentally-friendly mobility for staff and students, notably by encouraging carpooling and the use of bicycles. Reducing our carbon footprint also involves taking steps to use digital technology more efficiently by optimizing the university's IT equipment and raising awareness among staff and students.

	Timeline	Support	Steering
Action 1: prepare an assessment of UM's greenhouse gas emissions and focus on the main sources of emissions	S1 2024	VP EE VP I	DPIL DPI
Action 2: improve control over energy consumption: continue energy improvement projects and optimize energy management, including consumption monitoring	2023 →	VP I	DPI
Action 3: boost energy transition means: connection to heating networks and installation of photovoltaic panels for our own use	2023 →	VP I	DPI
Action 4: increase the percentage of electric vehicles in our fleet and install charging stations for them	2023 →	VP I VP EE	DPI
Action 5: increase environmentally-friendly mobility – update Employer Mobility Plans, encourage carpooling, and increase access and the number of parking areas for bicycles and scooters	2023 →	VP EE VP I	DPIL DPI
Action 6: organize digital sobriety awareness days	2024 →	VP EE VP NF	DPIL DSIN
Action 7: encourage the grouping and rationalization of IT servers to reduce the number of devices and related energy consumption	2024 →	VP SODR	DPIL DSIN



OBJECTIVE 2

Reduce and manage waste

The university is well aware of the need to preserve resources and limit waste production, and is committed to a policy of sorting, reducing, and recycling waste treated as household refuse at all its sites. Successful achievement of this objective requires installing sorting bins on all sites and updating service contracts. We will pay particular attention to sorting

and reusing office furniture and IT equipment. In addition, green waste will be used to mulch and improve campus vegetation.

	Timeline	Support	Steering
Action 8: progressively standardize waste sorting procedures at our various sites	2024 →	VP EE	DLO DAGI
Action 9 : design an information leaflet about waste reduction and sorting	S2 2024	VP EE	DIRCOM
Action 10: install water fountains in common areas for filling water bottles and encourage internal organizations to do the same as a way to help reduce single-use plastics	2024 →	VP EE VP I	DPI
Action 11: set up a digital platform for reusing office furniture	S2 2024	VP EE VP RS	DLO DAGI
Action 12: reuse green waste for mulching and compost	2023 →	VP EE	DLO



OBJECTIVE 3

Protect and promote biodiversity

Recognized internationally in the field of ecology, University of Montpellier must be exemplary in terms of biodiversity management at its sites. For the past several years, measures have been taken to protect and promote biodiversity, including late mowing, and selecting climate-adapted plants. To further reinforce the impact of these measures, it is now important to limit soil “artificialization” and give priority to plant covering wherever possible at our various sites, using local,

drought-resistant vegetation. We also need to develop understanding of biodiversity on campus by supporting and promoting inventory initiatives and ensuring their continuation, and also by raising awareness among staff and students about the importance of protecting biodiversity.

	Timeline	Support	Steering
Action 13: limit ground artificialization for new projects and construction, and remove waterproofing from surfaces wherever possible	2023 →	VP I	DPI
Action 14: where feasible, develop plant cover on campuses with a diversity of Mediterranean and drought-resistant species	2024 →	VP EE	DLO
Action 15: expand the practices of late mowing, controlled pruning, and the non-use of pesticides	2023 →	VP EE	DLO
Action 16: survey, monitor, and promote biodiversity on campuses	2023 →	VP EE	DPIL DLO



Axis

STRATEGY AND GOVERNANCE

Develop governance for the ecological transition and promote responsible practices

Policy related to the ecological transition at University of Montpellier is led by the office of the Vice President in charge of Environmental Issues (VP EE) in cooperation with all the other Vice President offices.

In 2016, one year after its new structure was created, University of Montpellier introduced a "Green Plan", first driven by the Vice President in charge of Sustainable Development and then the Vice President in charge of Property and Sustainable Development. The plan formalized the institution's first sustainable development policy, providing an assessment of the current situation and defining a number of actions to be implemented. This led UM to carry out an initial carbon footprint assessment for some of its sites and facilities. Conducted by groups of students, these studies showed that, on average, UM's carbon footprint consisted equally of transportation, fluid consumption (electricity, heating, water), and intrinsic energy, also known as "grey" energy, linked to the production of goods and services. The university implemented a series of actions in these three areas, including the introduction of the Sustainable Mobility Package (*Forfait Mobilités Durables*), improvements to the energy performance of buildings, waste sorting – with paper collection – and the end of pesticide use in green spaces. The Purchasing

and Procurement Department also incorporated social and environmental criteria into the wording of the institution's public procurement contracts, notably for catering and cleaning services and the travel agency contract. A page dedicated to responsible procurement practices was also published on the University's intranet to raise awareness about the issue among all those involved in spending. A variety of training courses have also been introduced for UM staff within an inter-university framework to encourage them and help build their skills in the areas of sustainable development, social responsibility, and the environment. Since 2021, UM has also been conducting self-assessment in terms of Sustainable Development and Social Responsibility, based on the "DD&RS" label via the CIRSES platform. A number of indicators and supporting elements are provided for this purpose, offering the university a basis on which to define annual improvement targets in terms of ecological transition. Since 2022, UM's ecological transition policy has been led by a cross-functional office of the Vice President, the office of the Vice President in charge of Environmental

Issues in cooperation with all the other Vice President offices and University departments. An administrative and operational support office dedicated to sustainable development and social responsibility has been set up within the Steering Department and the Ongoing Improvement Department, with the primary mission of steering and monitoring work towards a "DD&RS label (sustainable development and social responsibility), supported by MESR. This first year of implementation enabled us to review the extent to which climate and environmental issues have been taken into account in the university's management and operations, and to set up a decision-making and operational body comprising a steering committee, an operational committee, a network of ET coordinators and thematic working groups. Leveraging its experience and resources, University of Montpellier has established three main objectives in terms of governance and operations for its ecological transition.



OBJECTIVE 1

Integrate ecological transition policy into UM's management structure

Integrating ecological transition policy into the university's management approach requires the implementation of a decision-making and operational system designed in 2022 to both support the master plan politically and steer it operationally. The organization's success will also require the establishment of a network of coordinators trained in ecological transition issues and selected from UM's various organizational levels, to coordinate actions and ensure the dissemination and transmission of information. To achieve our objectives, solutions for improvement will have to be defined jointly with our stakeholders by setting up specific working groups, defined by the steering committee, according to the identified needs. As part of

this process, steering and monitoring tools will be developed and deployed to allocate human, technical, and financial resources efficiently to the university's ecological transition. This system will also enable us to assess and analyze the performance of our approach, and will serve as a source of information for communicating, raising awareness, and encouraging the commitment and backing of our stakeholders.

	Timeline	Support	Steering
Action 1: create and manage the ET coordinator network	S1 2024	VP EE	DPIL
Action 2: organize training for ET coordinators	S1 2024	VP EE	DRH DPIL
Action 3: set up thematic working groups to meet specific needs	S2 2024	VP EE	DPIL
Action 4: set up methodology and a tool for capturing indicators to monitor process progression	2023 →	VP EE	DPIL
Action 5: conduct a mid-term assessment of the strategy's performance and publish a report	S1 2025	VP EE	DPIL



OBJECTIVE 2

Mobilize the necessary human, technical, and financial resources

The second objective is to mobilize the resources needed to ensure the success of UM's ecological transition, by providing the human, technical, and financial resources required to manage, train, raise awareness, and ensure the implementation of all the actions required for the transition.

	Timeline	Support	Steering
Action 6: adapt human and financial resources to support University of Montpellier's ET initiatives	S1 2024	DGS	DRH DAF
Action 7: develop actions to raise staff awareness about the ecological transition	2024 →	VP EE	DPIL DIRCOM
Action 8: communicate regularly about ET in UM publications	2023 →	VP EE	DPIL DIRCOM



OBJECTIVE 3

Implement a responsible development approach that balances economic, social, and environmental concerns

Putting University of Montpellier on the track towards responsible development involves transforming travel and behavior patterns for professional activities by prioritizing the use of sustainable goods and services, and by integrating environmental criteria into decisions made regarding the selection of contracts and bids. Actions relating to shipments will also be carried out by grouping supply orders in order to limit travel and packaging. Adopting this approach also

implies a commitment to various labeling schemes and processes, so as to be able to leverage guidelines and regularly assess the relevance of our various initiatives. A successful ecological transition process for UM also requires actions to be anchored in networks of local, national, and international stakeholders.

	Timeline	Support	Steering
Action 9 : define a responsible travel policy for staff and a responsible travel charter for students at the university	S1 2024	VP EE VP E	DAGI
Action 10 : foster purchases of sustainable goods and services: increase environmental considerations in the wording of contractual documents and integrate environmental criteria in the tender selection process	2023 →	VP EE	DAGI
Action 11: optimize procurement policy to limit deliveries, travel, packaging, and waste production	2023 →	VP EE	DAGI
Action 12: introduce a framework to promote socially and ecologically responsible purchasing (SPASER)	2025	VP EE	DAGI
Action 13: apply for labels and certifications, including Sustainable Development and Social Responsibility (DD&RS) by compiling ad hoc indicators	S2 2024	VP EE	DPIL
Action 14: establish partnerships in connection with the ecological transition	2024 →	VP PI VP EE	DIPA



APPENDICES

INDICATORS AND GLOSSARY

INDICATORS

Teaching and training

Objective 1: Integrate ecological transition (ET) and sustainable development (SD) issues into the curriculum

- Number of undergraduate students who took courses dedicated to ET and SD
- Number of courses that implemented greening
- Number of students who viewed ET and SD resources on the university's digital workspace
- Number of students who took positioning tests, ranked by level and success rate
- Student training courses enrolled in the University Degree "Raising awareness on the challenges of ecological transition, sustainable development, and corporate social responsibility"

Objective 2: Encourage and assist development of staff skills related to ecological transition

- Number of participants in UVED's course "Understanding and teaching environmental issues" on UM's digital workspace
- Number of instructors trained in all aspects of ET and SD, from beginner to expert levels
- Number of best practice exchanges (missions, seminars, etc.) with partner universities
- Number of staff members trained in ET and SD modules

Objective 3: Promote and encourage student commitment to the ecological transition

- Number of students who applied for the ecological transition "Open Badge"
- Number of communication materials, conferences, and activities created for Student Ecology and Solidarity Week
- Number of students who participated in Student Ecology and Solidarity Week

Research and innovation

Objective 1: Integrate ecological transition considerations into research and innovation at UM

- Number of cross-disciplinary projects involving the ecological transition submitted under the I-SITE Excellence Program, and list of related SDGs.
- Number of Institution Diplomas and ET representatives present at the information and awareness-raising day on responsible research and the Lab 1.5 approach.
- Number of research organizations carrying out a self-assessment process
- Number of people participating in awareness day on transferring research results to entrepreneurship and responsible innovation

Objective 2: Increase interaction between science and society

- Figures for conferences, events, and articles dedicated to disseminating scientific research findings on the ecological transition to society, and audiences addressed.
- Number and types of consultations requested of UM staff regarding public policy

The environment

Objective 1: Reduce UM's carbon footprint

- Quantification of energy savings achieved based on indicators defined in the Energy Saving Plan
- Number and power of photovoltaic panels installed
- Number of conventional service vehicles replaced by electric vehicles
- Number of employees using bicycles, public transportation, or carpooling
- Number of new bicycle racks and shelters installed
- Number of participants in digital sobriety awareness days

Objective 2: Reduce and manage waste

- Number of new garbage cans and containers designed for waste sorting
- Total weight of different types of sorted and collected waste
- Number of water access points installed
- Number of office furniture items redistributed

Objective 3: Protect and promote biodiversity

- Increase in plant coverage on the various campuses
- Number of plant species and types planted
- Start dates for mowing and trimming
- Number of biodiversity assessments conducted

Strategy and governance

Objective 1: Integrate ET policy into UM's management structure

- Number of ET coordinators
- Number of ET coordinators who attended the training day
- Number of thematic work groups launched
- Number of thematic work groups completed

Objective 2: Mobilize the necessary human, technical, and financial resources

- Number of FTE mobilized for SD implementation
- Number and type of awareness-raising initiatives conducted
- Number of informational publications related to ET

Objective 3: Implement a responsible development approach that balances economic, social, and environmental concerns

- Number of partnerships established

GLOSSARY OF FRENCH TERMINOLOGY

BEGES: Greenhouse gas emissions assessment (*Bilan des émissions de Gaz à Effet de Serre*)

BIATSS: Library, engineering, administrative, technical, social, and health staff (*Personnels des Bibliothèques, Ingénieurs, Administratifs, Techniques et Sociaux et de Santé*)

CA: Board of Directors (*Conseil d'Administration*)

CAC: Academic Council (*Conseil Académique*)

CIRSES: Collective for the Integration of Corporate Social Responsibility and Sustainable Development in Higher Education (*Collectif pour l'Intégration de la Responsabilité Sociétale et du développement durable dans l'Enseignement Supérieur*)

COM: Contract of Objectives and Means (*Contrat d'Objectifs et de Moyens*)

COMP: Contract of Objectives, Means, and Performance (*Contrat d'Objectifs, de Moyens et de Performance*)

CSA: Social Administration Committee (*Comité Social d'Administration*)

DAGI: General and Institutional Affairs Department (*Direction des Affaires Générales et Institutionnelles*)

DCSPH: Scientific Culture and Historical Heritage Department (*Direction Culture Scientifique et du Patrimoine Historique*)

SD&CSR: Sustainable Development & Environmental and Social Responsibility (*Développement Durable et Responsabilité Sociétale et Environnementale*)

DFF: Training and Education Department (*Direction des Formations et Enseignements*)

DIPA: Innovation and Partnerships Department (*Direction de l'Innovation et des Partenariats*)

DirCom: Communication Department (*Direction de la Communication*)

DLO: Logistics Department (*Direction de la Logistique*)

DPIL: Steering Department (*Direction du Pilotage*)

DRED: Department of Research and Doctoral Studies (*Direction de la Recherche et des Études Doctorales*)

DRH: Human Resources Department (*Direction des Ressources Humaines*)

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DRI: International Relations Department (*Direction des Relations Internationales*)

DSIN: IT and Digital Services Department (*Direction du Système d'Information et du Numérique*)

ENT: Digital Workspace (*Espace Numérique de Travail*)

ESR: Higher Education and Research (*Enseignement Supérieur et Recherche*)

ETP: Full-time equivalent, FTE (*Equivalent Temps Plein*)

Fablab: Manufacturing Laboratory (*Laboratoire de Fabrication*)

FRB: Foundation for Biodiversity Research (*Fondation pour la Recherche sur la Biodiversité*)

GIEC: Intergovernmental Panel on Climate Change (Groupe d'Experts Intergouvernemental sur l'Evolution du Climat)

HCC: High Council on the Climate (*Haut Conseil pour le Climat*)

IPBES: Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services (*Plateforme Intergouvernementale Scientifique et Politique sur la Biodiversité et les Services Ecosystémiques*)

I-SITE: Initiatives for Science, Innovation, Territories, Economy (*Initiatives Science – Innovation – Territoires – Economie*)

LED: Light-Emitting Diode

MESR: Ministry of Higher Education and Research (*Ministère de l'Enseignement Supérieur et de la Recherche*)

ODD: Sustainable Development Goals, SDGs (*Objectif de Développement Durable*)

PDME: Employer Mobility Plan (*Plan de Mobilité Employeur*)

PUI: University Innovation Cluster (*Pôle Universitaire d'Innovation*)

SCD: Central Documentation Department (*Service Commun de Documentation*)

SCFC: Ongoing Education Department (*Service commun de la Formation Continue*)

SCIP: Central Pedagogical Innovation Support Department (*Service Commun de Soutien à l'Innovation Pédagogique*)

SDTE: Master Plan for the Ecological Transition (*Schéma Directeur relatif à la Transition Ecologique*)

TE: Ecological Transition (*Transition Ecologique*)

TEDS: Ecological Transition for Sustainable Development (*Transition Ecologique pour un Développement Soutenable*)

UE: Teaching Unit (*Unité d'Enseignement*)

UM: University of Montpellier

UVED: Virtual University for the Environment and Sustainable Development (*Université Virtuelle Environnement et Développement Durable*)

VP E: Vice President of Student Affairs (*Vice-présidente Etudiant*)

VP EE: Vice President in charge of Environmental Issues (*Vice-présidente déléguée aux Enjeux Environnementaux*)

VP FVU: Vice President in charge of Training and University Life (*Vice-présidente chargée de la Formation et de la Vie Universitaire*)

VP I: Vice President in charge of Property (*Vice-président délégué à l'Immobilier*)

VP NF: Vice President in charge of Digital Technology for Training (*Vice-président délégué au Numérique pour la Formation*)

VP PI: Vice President of Partnerships and Innovation (*Vice-président partenariats et innovation*)

VP R: Vice President in charge of Research (*Vice-président chargé de la Recherche*)

VP RSS: Vice President in charge of Science-Society Relations (*Vice-présidente déléguée à la relation Science-Société*)

VP SODR: Vice President in charge of Open Science and Research Data (*Vice-présidente déléguée à la Science Ouverte et aux Données de la Recherche*)



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