

# Human Resources Strategy for Researchers (HRS4R)



## Action Plan

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## Preamble

Since the creation, in 2000, of the European Research Area (EER), the European Union has demonstrated its desire to make research careers more attractive, to build career prospects and to promote the mobility of researchers.

In 2005, the European Commission included these objectives in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers. These texts define the rights and responsibilities of researchers as well as those of their employers and are intended to improve careers and guarantee the recruitment conditions and work of researchers in Europe.

Finally, in 2008, the European Union launched the European Human Resources Strategy for Researchers and the associated label, also known as HRS4R. It aims to improve the practices of organisations and institutions working in the field of research with regard to ethics and the recruitment and working conditions of researchers.

These objectives are fully in line with the support and research excellence policy of the University of Tours and its desire to strengthen its influence and attractiveness on the international level, as well as its full and complete inclusion in the EER.

**The University of Tours signed the European Charter for Researchers and adopted the Code of Conduct in 2019, following a vote by its Board of Directors on 8 July. It then immediately embarked on the process of obtaining the HRS4R label.**

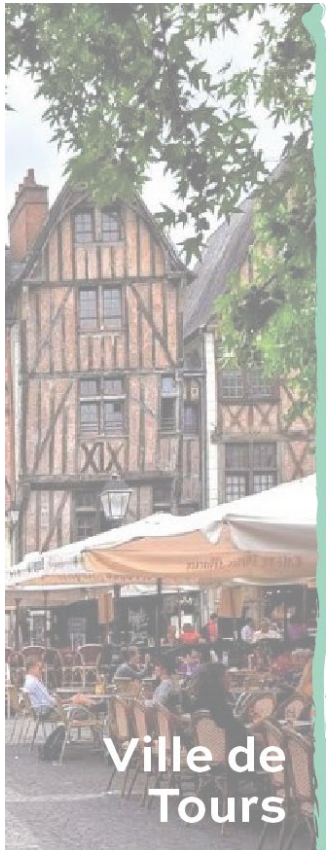
The University of Tours first defined a working methodology and a timetable in order to successfully complete its application for the HRS4R label. It wished to set up an approach that was both collective and inclusive where each person, researchers and support personnel members of the institution, could contribute to a work that was intensive, the methodology of which will be explained in the rest of the document. An in-depth internal analysis enabled us to gain a better understanding of all the practices already at work in the institution, as well as of our strengths and weaknesses. This led to the development of an action plan. We have devised it and will use it as a lever for improving our practices and as an impetus for deploying an ambitious HR strategy capable of amplifying our actions concerning working conditions, recruitment and the career development of researchers.

All of these elements are included in the rest of this document that the University of Tours is presenting today, with the stated ambition of obtaining the HRS4R label.

## 1. The University of Tours :

### 1.1 – General presentation of the University of Tours:

Located in the heart of Tours, with a branch in Blois, the University of Tours has placed training, research, innovation, professionalization and student success at the heart of its project for 50 years.

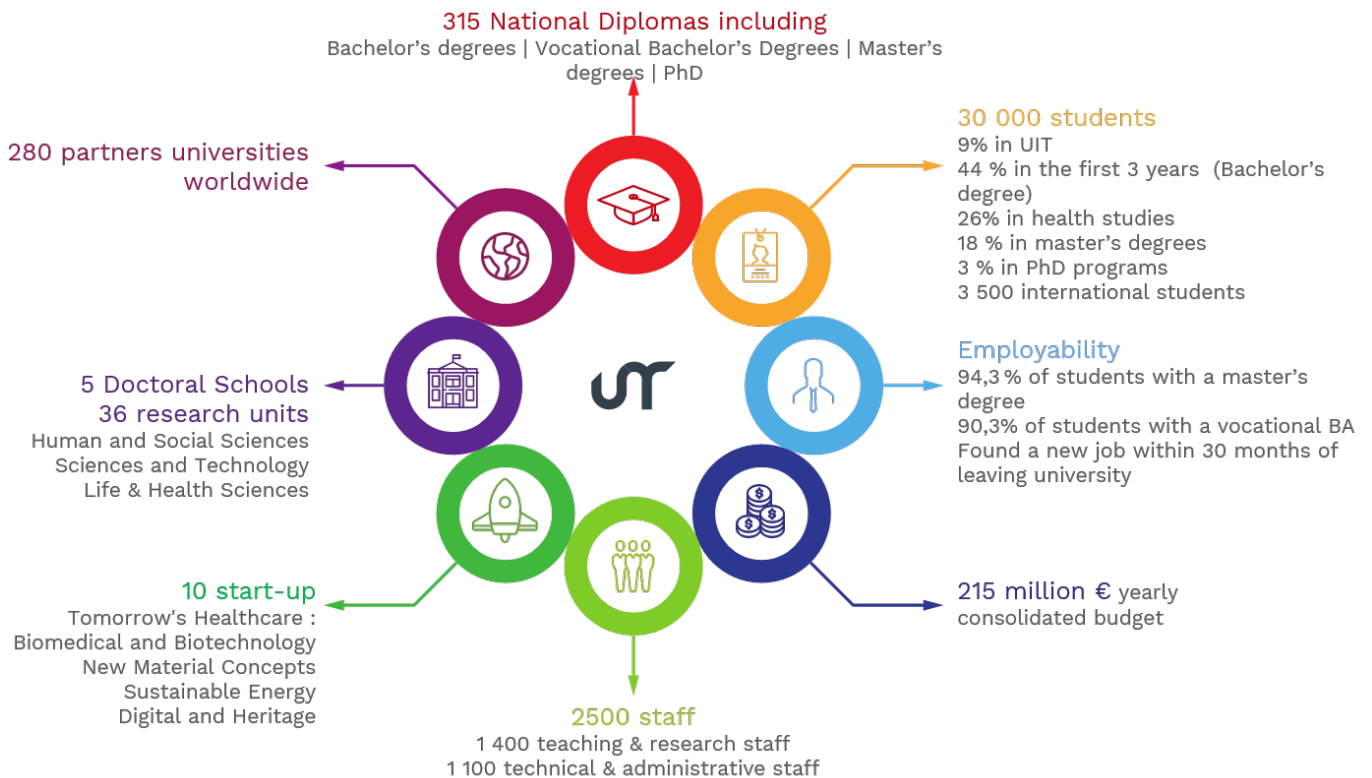


The University of Tours is a public institution of a scientific, cultural and professional nature (EPSCP) and aims for excellence in both its research and training activities. With seven traditional components (Training and Research Unit, known as UFR), two University Institutes of Technology (IUT) and an internal polytechnic engineering institute, it offers all of the advantages of multidisciplinary to its 30,000 students. With its 36 nationally and internationally recognised and accredited research units, it is the leading public research institution in the Centre-Val de Loire region, enabling Tours to assert itself as the regional capital of higher education and research.

A genuine place of discovery, the University of Tours is active, both in training and research, in all fields of knowledge. With the greatest care, our institution ensures the four fundamental missions that fall within the framework of national policy and regulations:

- guaranteeing the progress and dissemination of knowledge,
- providing scientific, cultural and vocational training, in particular to prepare for professional integration,
- developing scientific and technological research,
- disseminating and promoting research results

To achieve these ambitions, the University of Tours relies on recognised and supported research units, as well as on a strong coherence between the training offer and research actions. It has set up major cross-disciplinary and multidisciplinary research programmes, but also established many strong local, national and international partnerships.



## 1.2 – A clear strategy for research :

The University of Tours stands out today for the quality and originality of its research, which it wishes to deploy on several levels.

### Training and support for doctoral students

In connection with the Centre-Val de Loire doctoral college (<https://collegedoctoral-cvl.fr/>) and its 5 joint doctoral institutes, the region's three ESR institutions, namely the Universities of Tours, Orléans and INSA-CVL, have placed the doctoral student at the centre of their system, with personalised support for the doctoral student throughout his/her thesis and beyond. It is also important to note that the actions proposed for doctoral students in our plan are perfectly consistent with those already proposed by the University of Orléans, which obtained the HRS4R label in 2020.

The University of Tours has a department dedicated to doctoral studies whose main missions are, in support of both doctoral students and research units, to implement the policy of doctoral training, scientific coordination and support for international mobility. Concerning foreign doctoral students, who represent more than 40% of the doctoral students registered in Tours, we have a Euraxess unit within the international relations department, that accompanies them from the moment their arrival through to the end of their stay in Tours. Finally, we note that since 2019, we have developed an original system for the professional integration of doctors, which provides them

with high-performance tools that are essential when looking for work. This venue, located in a dynamic socio-economic area, has been named “After Fac by UT”.

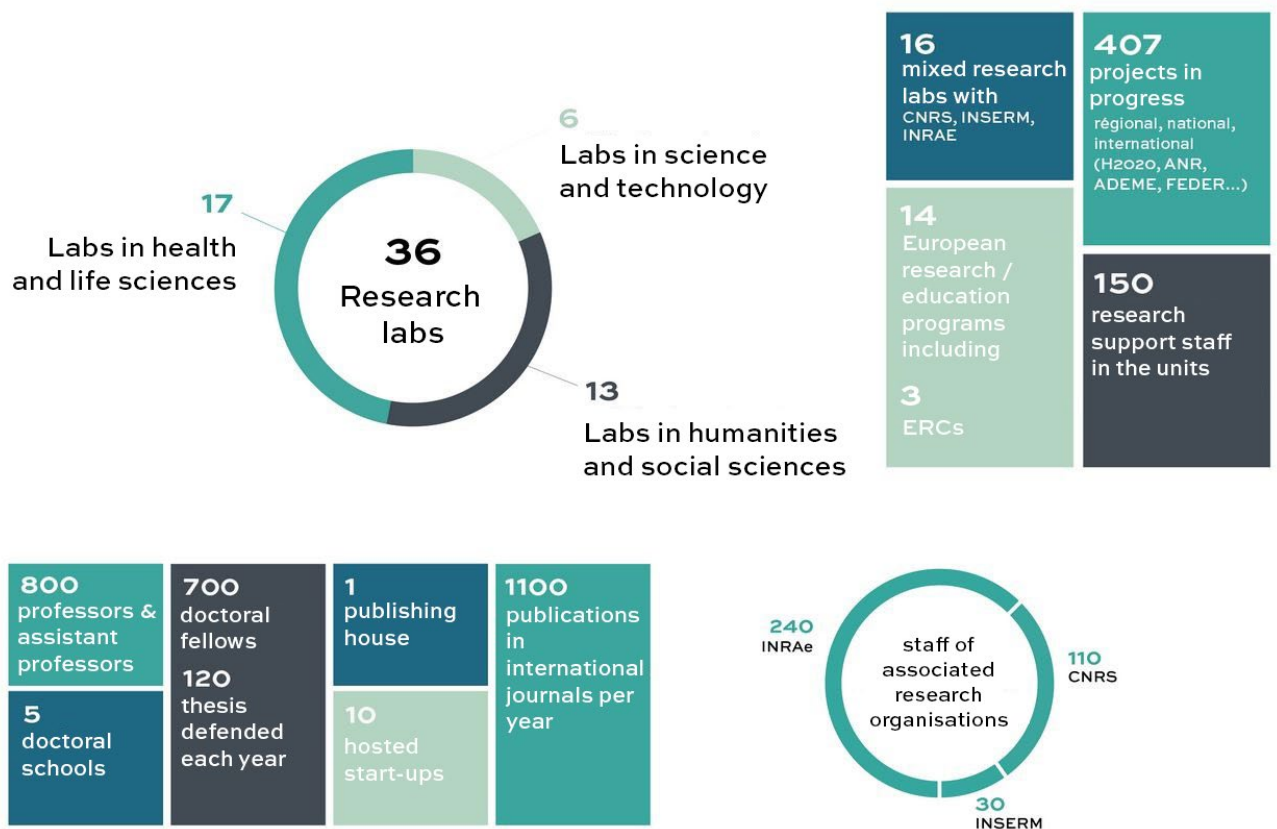
## Excelling through Research

Whether fundamental or applied, research is the backbone of our university. With its 36 research laboratories covering all scientific fields, the University of Tours has forged strong partnerships with the major national organisations INRAE, INSERM and CNRS, as well as with local players, in particular the University of Orleans, the Tours CHRU, the CEA and INSA CVL.

The University of Tours proudly displays its multidisciplinary and is actively targeting interdisciplinarity. It advocates the dissemination of scientific culture and its integrity, and is part of the Open Science approach. The University of Tours is fully committed to a dynamic of excellence in its research and demonstrates its willingness to support the emergence of new projects, in order to meet the challenges of tomorrow.

Involved in economic and social networks, for more than 20 years it has developed original public/private partnerships with major groups such as start-ups in various scientific fields such as engineering, health, but also human and social sciences. The university has also achieved success in prestigious national and European calls for proposals (Investment Programmes for the Future (Labex, PIA Industrie, H2020 and ERC)).

### Key research figures at UT



## **Resolutely opening up to Europe and beyond**

The University of Tours has a firm desire to turn towards Europe and the world, making this opening its priority.

First of all, we wish to reaffirm that the European Research Area (EER) is an essential tool for scientific development and that it is necessary for the influence of the University of Tours. Over the last five years, our researchers and research units have participated in a large number of calls from the European Commission and obtained a dozen H2020 programmes or 3 ERC excellence grants.

Anxious to build solid and lasting European partnerships, the University of Tours wished to respond to the call for “European Universities” projects launched in autumn 2019 by the Commission. It took the lead of a consortium bringing together the universities of Alcalá de Henares (Spain), Ferrara (Italy), Kristianstad (Sweden), Maria Curie-Skłodowska University (Poland) and Varna Free University (Bulgaria). For several months, these partners met regularly to work on a joint proposal called BRIDGE (Building Regional Interconnections for the Development of a Greater Europe). Although this project was not selected amongst the 24 beneficiaries, it received a very good evaluation and laid the foundations for very promising future cooperation.

Already, several members of BRIDGE are about to jointly submit proposals in response to new calls for projects, notably in the fields of artificial intelligence engineering and infectious diseases.

Moreover, the University of Tours wishes to more extensively promote cooperation and mobility in Europe. It is notably one of the top three French institutions in terms of intra-European personnel mobility. On average each year, 40 teacher-researchers and 10 administrative personnel members receive support from the University to accompany their mobility project in Europe thanks to Erasmus funds that contribute to these key actions. Our willingness to strengthen support towards Europe in order to find the necessary means to develop research in this area is reflected in the pooling of our forces at the level of our region, which is also proactive in European actions. Thus, we have developed personnel resources to support European actions within the framework of the CMER (*Cellule Mutualisée Europe Recherche*), that brings together the strengths of the Universities of Tours and Orléans, INSA-CVL and CNRS, and that provides support and collective projection. The region, via the RTR (Thematic Research Networks), the CMER support and the Euclide network (bringing together the actors of European initiatives in the region), strongly supports this approach.

It is now time to look ahead to the next framework programme, Horizon Europe, which will succeed the Horizon 2020 programme in January 2021. To support this desire, the university has resolutely embarked on the HRS4R (Human Resources Strategy for Researchers) labelling process. This process, which began with the signing in July 2019 of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (C&C), has enabled us to join the almost 1200 current signatories (including the CPU and a majority of research institutions in France).

The University of Tours is also very open to the world. Beyond Europe, it has strong international collaborations with international universities in Asia, North Africa and South America. It considers interculturality as a vector of knowledge and openness and encourages everyone to become actors in a more balanced world. These partnerships can be found on an interactive map available on our website (<http://mapri.univ-tours.fr/map.html?lang=fr>).



Finally, the University of Tours continues its efforts in terms of attractiveness, legibility and international recognition, in an ever-increasing context of scientific competition between institutions, but also between nations. Thus, our institution appears in the majority of the international rankings of leading universities such as Shanghai (ARWU - Academic Ranking of World Universities), the Leiden Ranking, and the Times Higher Education (THE).

### **1.3 – An ambitious HR strategy for research :**

For several years now, the University of Tours has resolutely anchored its HR strategy and its choices in terms of human resources in a logic of **deploying an ambitious and innovative research policy**. With regard to the major objectives that the university has set for itself, the HR strategy of the University of Tours, for the research aspect, is essentially based on three pillars :

#### **- guaranteeing the allocation of the human resources necessary for research activities**

This implies :

- maintaining or even developing the human resources dedicated to research: teacher-researchers and researchers, but also research support personnel, at the institution's research units within the framework of enhanced consultation with local partner national research organisations (CNRS, INSERM, INRAE, CHRU). Thus, each year, the institution studies the allocation of human resources to its research units and ensures that recruitment is carried out to guarantee the level of allocated resources, and even to develop them when necessary.
- offering a high level of service in support of research and the development of research through a policy of strengthening research support functions. Thus, the institution deploys high-performance services to support researchers through the missions devolved to the Research and Development Department, the International Relations Department and the Joint Documentation Service, which enable, in particular, researchers to be supported in responding to calls for projects, patent registration procedures, international mobility or the dissemination of scientific work and publications. This guarantee also extends to technical platform-type structures that contribute to the development of research activities (animal husbandry, microscopy, biological analyses, etc.). For several years now, this has meant recruiting personnel members with specific and specialised skills in these fields and increasing the resources dedicated to these missions.
- strengthening support functions (HR, finance, real estate, IT, purchasing) to serve the institution's research activity, which ensures the implementation of research actions in an optimal, secure manner and according to high-level operating procedures.

#### **- enabling the development of the skills of researchers and those who support them**

Through a number of measures, the institution ensures that it has the necessary skills for its research activity, while offering everyone opportunities for continuing professional development.

Each year, for example, the institution designs a training plan that takes into account the needs of personnel members and managers in order to meet the need for skills development. Here again, this activity is carried out in conjunction with partner research organisations and results in the implementation of shared training actions.



The university also supports its personnel through individual training schemes and specific interviews, where necessary.

It is currently working on the deployment of a Forward-looking Management Plan for Jobs and Skills that will provide a better understanding of research activities, thus enabling it to respond more adequately to changes in research professions in the coming years.

**- offering quality working conditions based on shared values**

For several years now, the University of Tours has been committed to promoting a quality of life at work that respects individuals, differences and the collective values that form the basis of our institution. Numerous initiatives have been taken in this respect with regard to the personnel, notably the deployment of an action plan to combat psychosocial risks, the development of teleworking to improve the reconciliation of the work-private life balance, the introduction of listening, support and dialogue systems and the implementation of an ambitious policy to combat discrimination and violence while promoting gender equality.

## **2. Méthodology :**

In March 2019, the University of Tours began reflecting on the “HR Excellence in Research” label. The work on this label, that aims to improve the practices of institutions in terms of recruitment, careers and mobility of researchers, is an opportunity for our institution to continue and strengthen its commitment to the research dynamics within the EER.

In the interests of transparency, several preparatory meetings were held before the official launch of the project on 12 June 2019, including “business” meetings and presentations to the various bodies of the UT (Research Commission, Research Unit Directors, Component Directors’ Commission, Board of Directors and Technical Committee).

On 8 July 2019, the Board of Directors approved the institution’s commitment to the preparatory work for the European HRS4R labelling process.

Subsequently, the various bodies have been provided with presentations on the progress of the HRS4R project.

As a reminder, the endorsement letter was sent to the European Commission on 1 October 2019 (Appendix 1), thus marking the start of the 12-month period for the transmission of this document. It should be noted that, due to the Covid-19 epidemic that arose in early 2020, additional time was requested and obtained, postponing the response deadline until 1 January 2021.

Thus, and in line with the recommendations, the University of Tours has set up a Strategic Steering Committee (CPS) in connection with the label, the composition of which has been designed to be broad enough to represent the diversity that makes up the institution in terms of research. The CPS is responsible for developing the institution’s HRS4R strategy and action plan, and is made up of political, teaching, research and administrative representatives (see CPS composition appendix).

From the outset, we set up four working groups (GTs) in keeping with the main lines of the label, but without refraining from cross-disciplinary discussions between GTs. These groups then made it possible to :

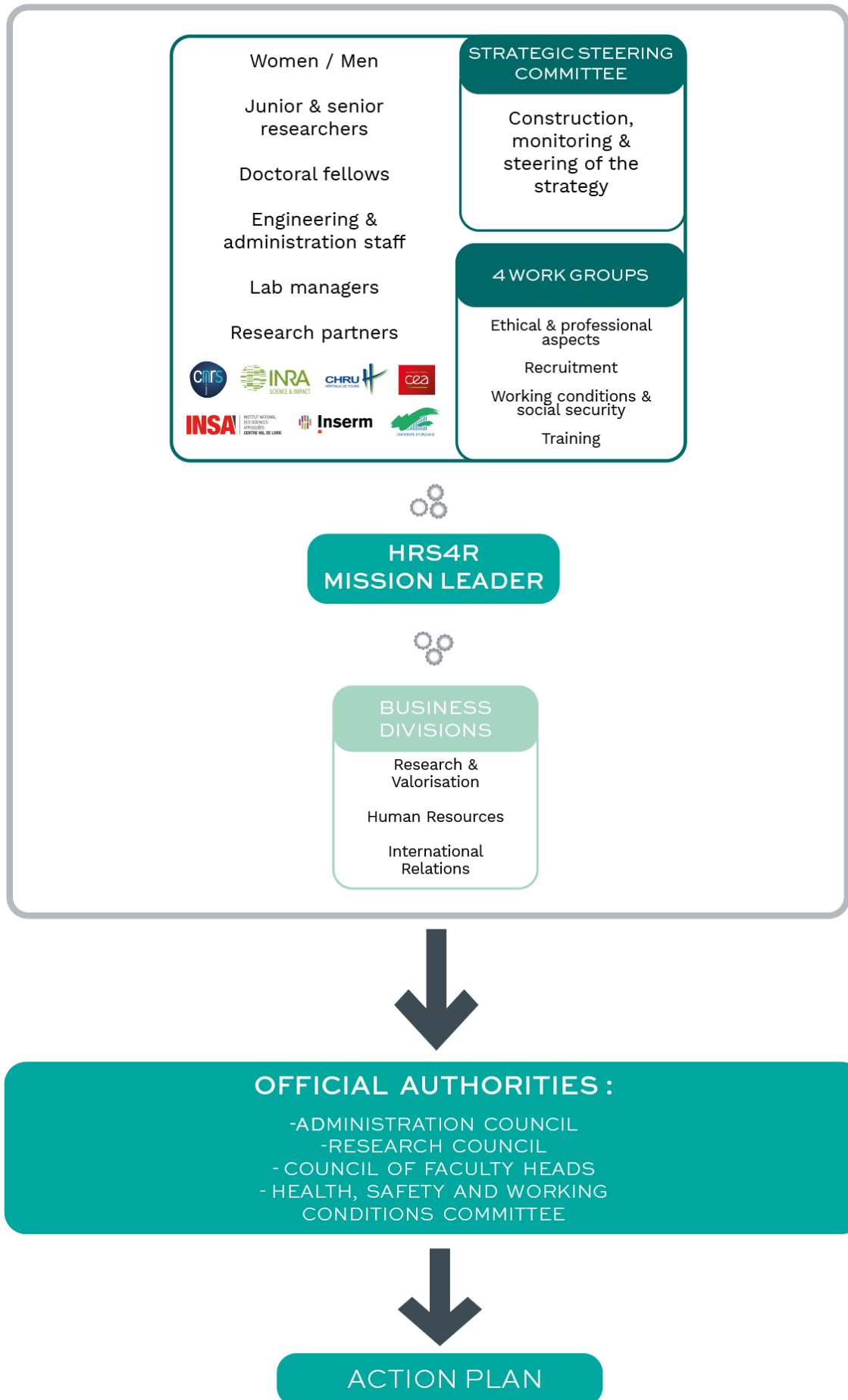
- coordinate the progress of the various projects by providing links between teacher-researchers, researchers and support services (HR, Research, DRI, DGS, etc.),
- analyse the gaps between the charter’s principles and the code in relation to the institution’s practices (gap analysis),
- propose to the CPS priority areas for progress in line with the Charter and Code guidelines, and make proposals for improvement.

These 4 working groups, each with 10 to 15 people, held discussions during several sessions under the responsibility of a vice-president (VP) :

- GT1 : professional and ethical aspects (VP Research)
- GT2 : recruitment (VP Board of Directors)
- GT3 : Working conditions and social security (VP Equality)
- GT4 : training and development (VP Doctoral Institutes)

It should be noted that, in addition to the category of teacher-researchers directly impacted by the project, and in order to be as representative as possible, all personnel members, particularly BIATSS and the institution's doctoral students, were closely associated with the GTs. Moreover, following the example of the Strategic Steering Committee and always with a view to collegiality, the composition also took into account a certain mix of disciplines (cf. appendix GT composition) and the diversity of the research partnerships (CNRS, INRAE and INSERM in the framework of our numerous Mixed Research Units (UMR) or Orléans University, INSA-CVL and CHRU of Tours).

Finally, the involvement of the “business line” departments was deemed crucial by the institution. In addition to the involvement of certain personnel in the GTs or the CPS, specific presentations were made to the departments most involved (DRH, DRV, DRI) and all the “business line” departments, that provide the support and backstop functions. These presentations were requested in order to specify the actors / stakeholders, the implementation deadlines and the indicators for future actions..



Throughout the year, the university authorities were kept informed of the progress of the work and the choices made by the CPS. The university community of the University of Tours has also been able to follow the progress of the project thanks to the dedicated page on our website..

Finally, the project was presented to these different bodies for the validation of the proposed document before sending it to the European Commission: Strategic Steering Committee, Research Commission, Technical Committee and, finally, to the Board of Directors on 9 November 2020, which officially approved it.

The timetable can be summarised as follows :



### **3. Internal analysis and action plan :**

#### **3.1 – Internal analysis :**

The University of Tours has followed the recommendations of the European Commission, by setting up a strategic steering committee (CPS) and working groups (GT) representing the diversity of the institution, and by carrying out an in-depth internal analysis (“gap analysis”) prior to the definition of the actual action plan.

This internal analysis, through its questions and the ensuing discussions, helped to produce a complete and detailed inventory of the situation concerning researchers, teacher-researchers and research support personnel.

This analysis is similar to an internal self-evaluation of our practices. It revealed a number of strong points that should be continued and strengthened, as well as areas for vigilance and improvement, for which appropriate responses will have to be provided. The university wished to present these points in a summarised format, before the analysis and action plan..

### 3.1.1 – Strong points :

Strong points	
Ensuring transparent and fair conditions for the recruitment of its teacher-researchers and researchers	<p>The University of Tours is fully in line with the regulatory framework for the recruitment of its lecturers and researchers. The procedures are established with an extensive legal framework, and shared by the university community, which must respect and implement them. Our practices include the non-permanence of committees, internal/external member parities as well as gender parities. Specific support for selection committees is in place, as is awareness of conflicts of interest during the recruitment process..</p> <p>Finally, the orientation of new research professors (as for all personnel members) is carried out annually with an orientation day and the distribution of an associated booklet. This ensures fairness and ethics in the applied procedures and a genuine welcome for colleagues.</p>
Improving working conditions and combating discrimination	<p>The working conditions of researchers at the University of Tours are based on shared values of openness, non-discrimination, the development of gender equality and work-life balance, as well as access for all to vocational training.</p> <p>The University of Tours has a strong policy with regard to social action and working conditions (training, teleworking, flexible working hours, holidays, etc.).</p> <p>Finally, the university is committed to combating all forms of discrimination, whether related to disability, gender or sexual orientation. It is a resolute campaigner in favour of gender equality (UN “Orange” label obtained in 2018).</p>
Considering and supporting developments of the research profession	<p>In recent years, the research profession evolved considerably. The university supports these changes with differentiated measures. For example, it carries out strong actions around ethics and scientific integrity, and open science in a manner adapted to the population of doctoral students, researchers and teacher-researchers. In original ways, it supports the practices of enhancement and development of the diversity of research through the socio-economic and socio-cultural link.</p>



### Training and support for doctoral students

The UT has long since implemented a significant number of actions to promote the training and support of doctoral students, particularly within the Centre Val de Loire doctoral college. In addition to the classic and legally enshrined actions aimed at this group of doctoral students, the UT has set up very concrete actions for the professional integration (PI) of doctoral students/doctors (180-second thesis competition, young entrepreneurs' competition, PI project manager and associated training plan, a special place dedicated to the search for the first job ("After fac by UT").

The UT also has training and follow-up actions on doctoral supervision with a view to the continuous improvement of practices (HDR conference / workshops, Individual Thesis Follow-up Committee, limited number of theses per HDR, etc.).

### Opening up to Europe and the rest of the world

The University of Tours has made it a priority to open up internationally. Beyond the international rankings, in which it appears and that gives it visibility, it supports cooperation and mobility in Europe and throughout the world. It strongly supports the projection of its units towards European programmes. It advocates interculturality as a vector of knowledge and openness. To ensure its international projection, it has set up original tools. Moreover, to facilitate the monitoring of national and European research activities, it has updated its information systems via a number of tools shared between EC and research support services.

Finally, the Research Commission has a system for hosting international researchers (> 20/year). The welcoming of foreign researchers and doctoral students, via the Euraxess unit, has been optimised to facilitate all aspects of daily life (consideration of the family situation, search for accommodations, opening a bank account, etc.).

### 3.1.2 – Points of vigilance:

Points for vigilance and improvement	
<b>Opening and improving our recruitment procedures for various populations, including foreign researchers</b>	<p>While the recruitment of teacher-researchers is a strong point, the institution still needs to progress for the other research populations that it hosts. The access to recruitment opportunities is not optimal. There is a lack of communication and publicity about the selection criteria for applications, and a lack of English translations of many recruitment offers. This limits the recruitment pool of the University of Tours. The recruitment of foreign researchers is not sufficiently developed within the institution for these same reasons, despite a long experience of welcoming foreign personnel.</p> <p>Overall, the UT must make an effort with its forms and procedures that too often remain in French. There is a need to systematically translate documents, and a bilingual agent must be hired within HR in order to receive foreign personnel. This administrative and training support for foreign researchers must continue throughout their stay in Tours.</p>
<b>Supporting the first career steps of young teacher-researchers, reconciling teaching and research</b>	<p>There is an insufficiency of individual career support for researchers, that does not allow for clearly identified career development prospects. Customised support systems to achieve this, along with support, listening and coaching, are not sufficiently developed and efficient.</p> <p>Moreover, too many young teacher-researchers do not take advantage of the facilities offered by UT to reconcile their teaching and research activities. This can lead to a renunciation of research and to situations of “malaise”. Although rare, efforts to consider and support these situations from the beginning of their career must be continued. The implementation of a 4-year mentoring programme for each new recruit will be one of the major components of the action plan.</p>

**Modernizing practices for opening up and managing research data**

Unfortunately, the institution has insufficiently developed its “open science” actions. A clear policy for the management of research data must be proposed, taking care to create the link between researchers and support services, and while considering European and national recommendations. For example, the dissemination, use and dematerialization of laboratory notebooks must be implemented.

**Define and support the category of post-doctoral students**

Amongst all categories of researchers, there is a lack of specific actions towards the post-doctoral public. Their status is not clearly defined and covers disparate tasks and degrees of responsibility, as well as their remuneration and career follow-up. The university wishes to implement a clear definition and formalised procedures, allowing for the codification of their status and the monitoring of this possible population.

### 3.2 – Action Plan :

Based on the internal analysis and in an effort to improve its practices, the University of Tours is proposing concrete actions that will be spread over the next 4 years.

The proposed actions have also been the subject of a double classification according to :

#### ▪ **Their type :**

- communication action (C) : reminder and dissemination of existing practices,
- formalisation action (F) : existing but non-contractual arrangements,
- development action (D) : new mechanisms or new procedures to be created / implemented.



#### ▪ **Their duration :**

- short-term action : under development or ultra-priority, the content of which can be achieved quickly,
- medium-term action : requiring considerable time for completion,
- long-term action : requiring in-depth work and/or consultation.



Consequently, for each of the actions, one or more “business line” departments, leader(s) and/or associate(s), are designated to implement this action, with a planned completion date and associated monitoring / progress indicator, which will make it possible to carry out the corresponding measurement according to the adopted periodicity.

Applicable texts and rules	Institutional practices and findings	Action proposals	Action type
ETHICAL AND PROFESSIONAL ASPECTS OF THE RESEARCHERS' PROFESSION			
1 – Research freedom			
<p>The guarantees of the independence of teacher-researchers are the result of a fundamental principle recognised by the laws of the Republic and laid down in several decisions of the Constitutional Council.</p> <p>The law of 1983, that constitutes section 1 of the General Statute of Civil Servants, determines the fundamental guarantees for civil servants. It specifies that civil servants are in a statutory and regulatory situation relative to the administration.</p> <p>Teacher-researchers and researchers enjoy full independence and freedom of expression in the exercise of their teaching duties and research activities, subject to the reservations imposed upon them, in accordance with university traditions and the provisions of the Education Code, the principles of tolerance and objectivity.</p> <p>The texts give teacher-researchers exclusive competence with regard to setting the general principles for the distribution of teaching duties and research activities within the institution, and the possibility of participating in the work of a research team under certain conditions.</p> <p>Article L.952-2 of the Education Code recognises the full independence and freedom of expression of teacher-researchers and researchers in the exercise of their teaching duties and research activities, subject to the reservations imposed on them, in accordance with university traditions and the provisions of the Education Code, the principles of tolerance and objectivity.</p>	<p>In accordance with our laws, practice dictates that there should never be exclusivity with industrial partners such as to preserve the freedom and independence of public research. However, this principle still needs to be better integrated and disseminated within the institution's overall policy.</p>	<p>1.1 - Send the charter to all Unit Directors for display in the laboratories and distribute it electronically to all researchers, particularly newcomers, at the start of the academic year.</p>	<p>C - Communication</p>
		<p>1.2 - Formalise and include the principles of independence and freedom of research in agreements with industrial partners.</p>	<p>F - Formalisation</p>
2 - Respect for ethical principles			
<p>By law, teacher-researchers are qualified, recruited, assigned and managed by their peers.</p> <p>When examining the files of candidates for the qualification and recruitment of teacher-researchers, members of the sections of the National Council of Universities and of the selection committees may not take part in the work if their impartiality is not guaranteed.</p> <p>As such, parents, siblings or allies of candidates must not take part in the work of selection committees. A thesis director will also not be able to give an opinion on the file of the candidate(s) whose work s/he has supervised.</p> <p>The Research Code and the Public Health Code specify the role of the National Consultative Ethics Committee for Life Sciences and Health in matters of ethics and social issues raised by advances in knowledge in the fields of biology, medicine and health.</p> <p>The National Ethics Charter for Research Professions signed on 29 January 2015 by the CNRS, Inserm, Inra, Inria, IRD, CIRAD, Institut Curie and the universities represented by the Conference of University Presidents and the National Charter of Expertise of 22 December 2009 constitute an adaptation of the main international texts, notably the European Charter for Researchers of 2005; their implementation is the responsibility of the institutions.</p>	<p>Generally speaking, the internal regulations of the University of Tours, available on the institution's website: <a href="https://www.univ-tours.fr/l-universite/reglement-interieur-590515.kjsp">https://www.univ-tours.fr/l-universite/reglement-interieur-590515.kjsp</a>, already set out a certain number of rules and applicable mechanisms.</p> <p>Since 2015, the University of Tours has also appointed an ethical and scientific integrity adviser who works in connection with the national network of ethical advisers.</p> <p>Finally, the UT has set up 2 ethics committees:</p> <ul style="list-style-type: none"><li>- the Committee for Ethics in Animal Experimentation (CEEA) in the Val de Loire, in partnership with the INRA</li><li>- the Ethics Committee for Non-Interventional Research involving Human Beings (CER-TP) shared with the University of Poitiers</li></ul> <p>On the regional level, the University of Tours is a member of the Centre Region Ethical Reflection Space (ERERC).</p>	<p>Please refer to action 3.3</p>	
3 - Professional responsibility			
<p>The general statute of civil servants lists their obligations: obligation of discretion, reserve, confidentiality, neutrality and professional responsibility, obligation to devote their entire professional activity to the tasks entrusted to them.</p> <p>The intellectual property code includes specific provisions for personnel members who are</p>	<p>The concept of scientific integrity is expressly included in the Law on the Rights and Duties of Civil Servants. As already noted in the previous point, the institution has a "scientific integrity" adviser, who is appointed by the Vice-President in charge of research. Nevertheless, we note and insufficiency of the dissemination or communication around this subject.</p>	<p>3.1 - Ensure wider and regular disclosure on the issue of scientific integrity.</p>	<p>C - Communication</p>

<p>authors of works for which the disclosure is not subject, by virtue of their status, to any prior oversight by the hierarchical authority, which is the case of teacher-researchers and researchers. Under these conditions, the administration may therefore only use the works of these personnel members in the event of the existence of an assignment of rights agreement and within the limits contained in that agreement. This code also governs the legal regime applicable to collective ownership of a work and provides for sanctions in the event of counterfeiting, notably in order to combat plagiarism.</p> <p>The conditions for the validity of delegations of powers and signatures have been defined by the Council of State, with the objective of legal certainty. Delegations must be authorised by a legislative or regulatory text, they must be sufficiently precise as to the scope of the delegated powers and the designated authority, they must also be written and disclosed.In universities, the framework for delegations is very strict and set by lawmakers in order to give a central role to managers and to secure decision-making. In addition to certain authorities (deputy chairmen of the board of directors, elected members of the executive committee over 18 years of age, director general of services and component directors), the University president may delegate his signature to category A personnel members under his authority and, for matters concerning research units set up with other public higher education or research institutions, to their respective heads.</p>	<p>A conference on "scientific integrity and research", included in the training plan of doctoral students and made compulsory in accordance with the 2016 decree, is organised annually to raise awareness (without issuing doctoral credits (ECTS), moreover). It can be attended in person (1 in Tours and 1 in Orléans each year) or remotely via the MOOC provided by the University of Bordeaux. More generally, conferences on integrity are organised as regularly as possible, often in conjunction with the national research organisations present in the region.</p> <p>Seminars to raise awareness of professional responsibility have been set up, for people already in HDR or those wishing to enrol in the HDR programme, alternating over two years: 1st year: doctoral supervision / 2nd year: practical workshops; This action is intended to be continued over time.</p> <p>Finally, regarding the issue of plagiarism, the UT has set up an anti-plagiarism software "compilatio.net", that is used systematically when submitting a thesis manuscript in order to detect possible plagiarism. This tool is also available to all of the institution's researchers and teacher-researchers via the Digital Work Environment (ENT) for verification of all work and reports, particularly those of level L and M in connection with the institution's research activities.</p>	<p>3.2 - Ensure that scientific integrity training is included in the institution's training plan for researchers, teacher-researchers and research support personnel.</p> <p>3.3 - Systematise the signing by newcomers of a charter on confidentiality, conflicts of interest and ethical rules, notably as a reminder of the rights and obligations in terms of intellectual property.</p>	<p>D - Development</p> <p>F - Formalisation</p>
<b>4 - Professional attitude</b>			
<p>The career monitoring of teacher-researchers is an innovation of decree n° 2014-997 of 2 September 2014, that repealed the teacher-researcher evaluation system introduced by decree n° 2009-460 of 23 April 2009.</p> <p>It falls within the remit of the National Council of Universities, and is carried out and taken into account according to certain provisions.</p> <p>In addition to other texts, articles 14(a) and 25 of Law n° 83-634 of 13 July 1983 on the rights and obligations of civil servants notably specify the rights and obligations of civil servants and contractual agents with regard to the combination of activities, and define the oversight methods relative to professional ethics applicable to these agents.</p> <p>The research code provides for the participation of research personnel in the creation of new companies and in the activities of existing companies under certain conditions that it lays down.</p>	<p>A booklet containing useful general information (in terms of human resources, social, legal, cultural, and other matters) is distributed to newcomers, and is also available on a USB key that contains all of this information for easy consultation and archiving.</p> <p>A welcome day for all newcomers is specifically organised at the start of each academic year. During this day, newcomers are given a general presentation of all of the institution's sectors, notably research, and meet with the institution's key contact people.In addition to the UT's general internal regulations, each laboratory or research unit has its own internal regulations. These are drafted on the basis of a standard document that the institution has proposed to each university research team. Specific regulations exist for mixed research units (UMR), that adhere to the rules of the national bodies and those of the institution. The internal regulations specific to each unit make it possible to take into account the specificities linked to the unit's own activities and working environment, while setting the general framework for the personnel attached to it. They are first validated by the unit's board, and then by each of the supervisory authorities. Nevertheless, the dissemination of the internal regulations of the units could undoubtedly be improved amongst the personnel members of the said units.</p>	<p>4.1 - Distribute the unit's internal regulations to each newcomer and put in place a document in order to validate that each member of the unit is well informed about them. Periodically (for example, when the unit is renewed) update and disseminate these rules. Finally, post these internal regulations in key places within the unit.</p>	<p>D - Development</p>
<b>5 - Contractual and legal obligations</b>			
<p>The intellectual property code notably governs the law applicable to the exploitation of works by their author, and to industrial property.</p> <p>Decrees n° 96-858 of 2 October 1996, n° 2005-1217 of 26 September 2005 and n° 2010-619 of 7 June 2010 established various profit-sharing schemes available under certain conditions to civil servants and public officials who are the authors of an invention or who have participated in certain research operations or the creation of software, the creation or discovery of a plant variety or works on which a value can be placed.</p> <p>In addition to other texts, articles 14(a) and 25 of Law n° 83-634 of 13 July 1983 on the rights and obligations of civil servants notably specify the rights and obligations of civil servants and contractual agents with regard to the combination of activities, and define the ethical oversight provisions applicable to these agents.</p> <p>The research code provides for the participation of teacher-researchers in the creation of companies and in the activities of existing companies under certain conditions that it lays down.</p> <p>The National Ethics Charter for Research Professions signed on 29 January 2015 by the CNRS, Inserm, Inra, Inria, IRD, CIRAD, Institut Curie and the universities represented by the Conference of University Presidents and the National Charter of Expertise of 22 December 2009 constitute an adaptation of the main international texts, notably the European Charter</p>	<p>The institution has identified teacher-researchers with no research affiliation, despite the status requirement. In recent years, this number has decreased within the UT. In order to support colleagues who have abandoned or are about to abandon research, a support system is in place during the career follow-up interviews conducted by the VP Research and the VP Education. This can undoubtedly be further improved.</p> <p>Finally, mobility between research units is now clarified and supervised thanks to procedures for managing mobility both internally (within the UT) and externally, that were adopted by the Board of Directors in 2019.</p>	<p>5.1 - Continue and strengthen existing mechanisms to prevent teacher-researchers from abandoning.</p>	<p>D - Development</p>
	<p>Set up by the Ministry (MESRI), laboratory notebooks are tools that enable the transmission of knowledge. They must be provided to everyone performing research work (researchers, engineers, technicians, PhD students, trainees, etc.), to enable them to record the details of their work. Finally, they can also be useful when drafting a patent or proving priority. At present, the distribution and use of laboratory notebooks is unevenly distributed according to scientific fields and/or uses. This can and must be improved.</p> <p>Work is required to bring about the dematerialization of laboratory notebooks in order to also meet the future challenge of "open science".</p>	<p>5.2 - Reassert the importance of the systematic use and dissemination of laboratory notebooks.</p> <p>5.3 - Accelerate and finalise the dematerialization of laboratory notebooks, by including them more globally and officially in the future Data Management Plan (DMP).</p>	<p>F - Formalisation</p> <p>D - Development</p>
	<p>For several years now, the UT has been carrying out many actions intended to raise the awareness of teacher-researchers with regard to intellectual property. In accordance with the law, it has set up all of the profit-sharing schemes for the institution's inventors.</p> <p>Concerning the creation of a company by an EC, the PACTE law opens up new possibilities and makes the institutions responsible. The UT recommends continuing to call on the ethics commission, even if it is not compulsory from now on. It should be noted that an "ethics" adviser has also been appointed and can be called upon relative to these issues.</p>	<p>5.4 - Increase the awareness of researchers with regard to intellectual property and, insofar as possible, try to adapt it to the uses of laboratories and improve communication notably on the subjects of patent and profit-sharing bonuses. To this end, provide the institution's personnel with more systematic training on Intellectual Property (a conference on this subject is already proposed in the training plan for doctoral students).</p>	<p>C - Communication</p>

for Researchers of 2005; their implementation is the responsibility of the institutions.	Recently set up within the UT, the OSCAR (Organisation and Monitoring of Contracts and Other Research Activities) software centralises all documents and information for each research project with financial flows, while providing alerts relative to milestones, report submissions, etc.A collective information meeting on new projects is organised annually, as well as a "launch" meeting for each project in order to ensure that all involved actors are kept informed as well as possible. These launch meetings must be the subject of a record that lists the points of vigilance. This record can be used and completed throughout the life of the project, and notably during interim assessments in order to anticipate potential problems (project duration, budget distribution, market launch, etc.).	5.5 - Using the OSCAR software, that lists all research projects with financial flows, improve the operation and use of automatic notifications (milestones, report submissions, audits, etc.) for better monitoring and increased responsiveness with regard to project management.	F - Formalisation
		5.6 - Formalize, organise and systematise the drafting of project records that list points of vigilance.	F - Formalisation
6 - Accountability (financial return, financial / research / ethical audits, data transparency)			
Articles L. 719-5, R. 719-51 to R. 719-112 and R. 719-113 to R. 719-171 of the Education Code lay down the principles of sound, transparent and efficient financial management of institutions: role of the Board of Directors in voting on the budget and drafting a statement of what remains to be done under research contracts, and the rules for disclosure of the institution's budget and its appendices.  Articles L. 211-1 of the Research Code and L. 1412-1 to L. 1412-6, R. 1412-1 to R. 1412-14 of the Public Health Code specify the role of the National Consultative Ethics Committee for Life Sciences and Health in matters of ethics and social issues raised by advances in knowledge in the fields of biology, medicine and health.	The University of Tours has set up a "search financial appraisal" unit to meet the requirements of regional, national and European funders, to secure and ensure the reliability of the financial reports sent to them and finally to enable the institution to recover the sums allocated to it. This unit offers training courses on appraisals in order to enhance the skills of all colleagues involved in these projects, and encourage them to prepare interim reports that will make it possible to anticipate and limit any issues before the end of the project. This unit is also responsible for responding to all financial audits in research, the number and variety of which have increased in recent years.  Since 1 January 2020, the time sheets for European projects have been managed entirely in the OSCAR tool, which makes it possible to trace the inputs and validations transparently via a workflow. Amongst the targets still to be reached, the institution must adopt electronic signatures and set up a bridge between this tool and our Electronic Document Management (EDM) for archiving purposes.  In line with European and national policy on "open science", the university has launched a reflection on this subject by setting up a dedicated working group and participating in national actions and reflections. The university has made a clear choice to follow the principle of science that is "as accessible as possible, closed as necessary". As such, the institution wishes to respond to the rules of public funders as well as possible. In this context, a significant amount of work on open data, their management, storage and durability and on the support of laboratories in this field is in progress and must be consolidated. The work is being performed jointly with the national bodies responsible for certain units on the site, and national organisations such as INIST (Scientific and Technical Information Institute).	6.1- Continue the development and roll-out of the OSCAR tool within the institution by allowing secure electronic signature, document archiving, etc.	D - Development
		6.2 - Introduce a Data Management Plan (DMP) for research within the institution and assist researchers in setting up and monitoring DMPs and the associated data. Put the MSH conference on Data Management Plans online.	D - Development
7 - Best practices in the research sector (health and safety, data protection and confidentiality measures, etc.)			
The code of relations between the public and the administration, as well as the various	On the issue of health and safety at work, the institution naturally has a health service for its students as well as an occupational health and safety prevention service (PEPSS) with an occupational physician and risk prevention assistants. Going forward, each research unit appoints and trains one or more local prevention assistants and, where necessary, PCR assistants.  It is nevertheless clear that with regard to health and safety at work, notably in "technological" laboratories, there has been some delay with regard to training, notably in terms of the handling of chemical products, radiation protection or electrical clearance. The specific needs of the various entities and the high cost have undoubtedly acted as a brake, which must be overcome by the introduction of a more ambitious training plan.	7.1 - Develop training in occupational safety and increase the number of trained people, notably in relation to the specific features of the UT's laboratories (handling chemical products, radiation protection, electrical clearance, etc.). Secondly, provide the said training in English.	D - Development



<p>"information technology and freedom" laws of 17 July 1978, establish the framework applicable to access and protection of individual data, the people who can access them, the various actors and their respective roles.</p> <p>They establish the principles of the right of access to administrative documents by submitting a request to the authorities in possession of them. They provide for the procedure for the communication of administrative documents, and the organisation and operation of the administrative documents access committee.The laws and regulations, notably Law n° 83-634 of 13 July 1983 on the rights and obligations of civil servants and Law n° 84-16 of 11 January 1984 on statutory provisions relating to the State civil service, provide for the participation of civil servants, through their delegates on advisory bodies, in the organisation and operation of public services, in the drafting of statutory rules and in the examination of individual decisions relating to their careers, and notably in technical committees, as well as committees on health, safety and working conditions.</p> <p>The powers, composition and operation of the technical committees and of the committees on health, safety and working conditions, as well as the role of occupational health physicians, are also determined. Institutions are encouraged to set up a psychosocial risk prevention plan within their departments.</p>	<p>In view of their specific activities, certain of the institution's laboratories are classified as ZRR (Restrictive Regime Zone). This complicates the incoming and outgoing circulation of people, students, equipment and computer media, as well as of potentially sensitive data. To improve the security of these laboratories, the IT Services Department (DSI) has undertaken a general security audit in 2020, using the service provider Orange CyberSecurity. The IT Department also offers the loan of secure and adapted hardware for travel, although this system is still relatively unknown.</p>	<p>7.2 - Improve and generalize information for the personnel on data protection, better inform users with regard to the obligations and solutions offered by the institution.</p>	<p>D - Development</p>
	<p>Every year, the Information Systems Department organises a conference on IT security led by a speaker from outside of the DGSI, which is available to all personnel members and includes a session within each component. We nevertheless note a low participation of teacher-researchers, contrary to the BIATSS personnel members who always come in large numbers.</p>	<p>7.3 - Develop a short module on IT security (20-30 minutes) for the research units. This module could be presented during the general meetings of the laboratories.</p>	<p>D - Development</p>
<p><b>8 - Dissemination and exploitation of results</b></p>			
<p>The research code and the education code notably anticipate:</p> <ul style="list-style-type: none"> <li>- the participation of teacher-researchers and researchers in the creation of companies responsible for promoting their research work,</li> <li>- the contribution of scientific assistance to an existing company and participation in the capital of an existing company,</li> <li>- participation in the board of directors or supervisory board of a public limited company,</li> <li>- expertise missions of the higher education and research public service, institutions and personnel members,</li> <li>- the use by administrations of teacher-researchers in order to entrust them with expertise and consulting missions.</li> </ul> <p>Moreover, institutions are encouraged to draw up and adopt an intellectual property charter or a best practices guide in order to enhance and protect the results of public research.</p>	<p>The UT supports creation in all of its forms. It encourages innovation and a taste for entrepreneurship, and has built many bridges between the academic world and the socio-economic and socio-cultural world.</p> <p>For many years, as a member of the Innovation network in the Centre-Val de Loire region, the UT has been involved in identifying the needs of manufacturers and, whenever possible, trying to match them with the skills of its research units. It actively supports researchers who wish to enhance the value of their research work through the creation of innovative companies and/or through transfers of knowledge and know-how, which are essential vectors for the development and dissemination of research work. This mission is carried out within the DRV's Valuation and Innovation Partnership Service (SPIV). For the creation of new companies, an entrepreneurship mission has been set up in order to monitor and advise researchers in their efforts. For the Centre Val de Loire region, the institution leads the C-Valo structure (successor to the SATT Grand Centre), which works in close collaboration with all of the regional and national actors in technology transfer. The location of C-Valo at MAME, the Totem centre in Tours for creation and digital technology, is a definite plus for the dissemination of innovations.</p> <p>Moreover, to make the most of its efforts, the UT has chosen to support and host the start-ups resulting from its research or that are working closely with these units. Support can be direct or provided via C-Valo. Finally, several young companies (start-ups) housed within its research units have been awarded the JEU or JEI labels, or have won the national I-Lab competition.</p> <p>With regard to doctoral students, and with the help of the PEPITE Centre Val de Loire structure, the institution organises a three-day entrepreneurship awareness-raising seminar for doctoral students.</p> <p>Finally, PEPITE provides support and training for students and young graduates who are planning to set up a business, by awarding the student entrepreneur diploma (D2E). Places in this training are reserved for doctoral students.</p>	<p>8.1 - Improve the dissemination of an "open science" culture and continue the development of the institution's HAL open archives portal.</p>	<p>D - Development</p>
		<p>8.2 - Create, in conjunction with C-Valo, a digital showcase for the transfer of technology and know-how from the institution and the academic partners with whom it shares the supervision of the units.</p>	<p>D - Development</p>

	<p>In order to pursue its knowledge dissemination policy and as part of the actions intended to increase its visibility in connection with its "open science" policy, the University of Tours has set up an open archives portal (that can be found at <a href="https://hal-univ-tours.archives-ouvertes.fr/">https://hal-univ-tours.archives-ouvertes.fr/</a>). Since 2018, the university has been encouraging all of the laboratories, with the joint documentation service (SCD), to roll out unit portals. This work is still incomplete and needs to be greatly improved.</p> <p>Another existing issue is the individual identification of researchers. There are different systems and networks, such as Scopus, Research Gate, Google Scholar, Academia, etc., but at the present time, few teacher-researchers are registered and their presence is still on an individual basis. Amongst the systems developed within the "open science" framework, we note the ORCID (Open Researcher and Contributor ID), which is a non-proprietary alphanumeric code that provides for the unique identification of researchers and authors of academic and scientific contributions. At present, the institution wishes to encourage researchers to use this tool that is still not widely used within our community. Indeed, in some cases, for example for the publication of results, it could soon become compulsory.</p>	<p>8.3 - Prepare the dissemination of the ORCID system within the research community and provide training relative to its operation, interest and purpose.</p>	<p>F - Formalisation</p>
<b>9 - Commitment to society</b>			
<p>Articles L. 123-2, L. 123-3, L. 123-5, L. 123-6 and L. 952-2 of the Education Code mention the missions of the higher education public service in terms of disseminating the results of scientific and technological research, the development of culture and the dissemination of knowledge.</p> <p>Teacher-researchers and researchers enjoy full independence and freedom of expression in the exercise of their teaching duties and research activities, subject to the reservations imposed on them, in accordance with university traditions and the provisions of the said code, by the principles of tolerance and objectivity.</p>	<p>The UT has a very active dissemination policy for scientific culture. For several years now, it has provided the general public with a 'Université du Temps Libre' (UTL), which offers an important series of lectures every year. Together with regional and national actors, it carries out many outreach activities such as the science festival (notably around a science village) and general public conferences with the Studium (regional advanced studies institute), while also being a very active participant in the organisation of "My thesis in 180 seconds".</p> <p>Since 2019, it has been a member of "The Conversation" association, an online media for scientific decoding, and regularly publishes articles. Research information is regularly relayed on social networks, in particular LinkedIn.</p> <p>"Communication" advisers have been appointed within each laboratory and are responsible, together with the Communication department, for informing and advising people who wish to publish their works or articles, disseminate / transmit their knowledge, or simply make their discipline known.</p>	<p>9.1 - Harmonise the practices of the units and better coordinate the actions and publications intended for the general public.</p> <p>9.2 - Regularly invite secondary school classes to the final of the "my thesis in 180 seconds" event. At the same time, carry the event on the UT's web channel.</p>	<p>D - Development</p>
	<p>Since 2017, the institution has been publishing a biannual journal that provides an update on the university's activities over the period, notably by highlighting key actions related to research and innovation. The aim has been to make the journal accessible to the entire community. It is currently only circulated internally, but it could easily be distributed to a wider public, thereby helping to disseminate scientific culture.</p>	<p>9.3 - Extend the distribution of the institutional journal to the outside world and to the "general public", notably by setting up an electronic version.</p>	<p>C - Communication</p>
	<p>Actions are carried out for school audiences, notably during post-schooling work placements. In addition to a classic form, the UT has just begun an experiment aimed at welcoming disadvantaged students in the third year of secondary school to help them discover other professions. At the moment, 10 laboratories have come for these candidates for this experiment. The success of these experiments, the interest shown in them by researchers and the examples carried out in other universities, are encouraging us to develop such actions, for example by putting a class in contact with a doctoral student or a confirmed researcher.</p>	<p>9.4 - Draw closer to certain secondary schools and colleges by offering them the services of doctoral students, in order to improve the dissemination of scientific culture.</p>	<p>D - Development</p>
<b>10 - Non-discrimination (concerning sex, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic situation)</b>			

<p>Article 6 of the Declaration of the Rights of Man and of the Citizen states that: "The Law is the expression of will of the community. All citizens have a right to concur, either personally or by their representatives, in its formation. It should be the same to all, whether it protects or punishes. All Citizens being equal in its sight are equally eligible for all honours, places and employments, according to their different abilities, without any other distinction than that created by their virtues and talents".</p> <p>Similarly, article 71-1 of the Constitution of 4 October 1958 states that it is possible, under certain conditions, for employees considering themselves to be the victims of discrimination to refer the matter to the Defender of rights, an independent constitutional authority responsible for ensuring that rights and freedoms are respected by State administrations and public institutions.</p> <p>Some texts also set out a prohibition against any discrimination between civil servants on the grounds of their political, trade union, philosophical or religious opinions, origin, gender, sexual orientation or identity, age, surname, state of health, physical appearance, disability or membership or non-membership, real or supposed, of an ethnic group or race.</p> <p>With exceptions to the principle of non-discrimination :</p> <ul style="list-style-type: none"> <li>- possibility, under certain conditions set by the law of 1983, to maintain distinctions and age limits;</li> <li>- possibility of separate recruitment for women or men under certain conditions.</li> </ul> <p>Decree n° 2013-908 of 10 October 2013 provides for a minimum proportion of 40% of each sex on juries and selection committees and the possibility of derogating from this proportion in the special status of civil servants.</p> <p>Other texts set out the framework applicable to access and protection of individual data, the persons having access to them, the various actors and their respective roles. They establish the principles of the right of access to administrative documents by submitting a request to the authorities in possession of them. They provide for the procedure for the communication of administrative documents, and the organisation and operation of the administrative documents access committee. The higher education public service has as its mission to combat discrimination and achieve equality between men and women. The decree of 6 June 1984 reiterates the principle of non-discrimination between teacher-researchers on the grounds of their gender, and provides for exceptions under certain conditions. Selection committees for the recruitment of teacher-researchers must respect the minimum proportion of 40% of each sex. Under certain conditions, it is possible to derogate from this 40% rule (see above).</p> <p>The Education Code provides for the application of the gender parity principle under certain conditions:</p> <ul style="list-style-type: none"> <li>- to the restricted formation of the academic council of a university with competence for individual questions relating to teacher-researchers, other than university professors,</li> <li>- for the appointment of external personalities as members of university boards of directors,</li> <li>- for the constitution of the lists of candidates for elections to the various school boards.</li> </ul> <p>There are also plans for universities to introduce multi-year master plans on disability policy, that define the objectives pursued in order to meet the employment obligation. Since September 2014, universities have been able to recruit disabled workers as contract personnel and then, under certain conditions, to make them permanent members of the body of lecturers, with the contract serving as a work placement.</p> <p>On the issue of disability, the texts facilitate access for people with disabilities to the State civil service, through adapted recruitment procedures that include one-year fixed-term contracts; at the end of this contract, the people can be made permanent if they meet certain conditions.</p> <p>The State and its public institutions are subject to the obligation to employ disabled workers (6% of the total workforce) and also to the annual financial contribution scheme collected by the FIPHFP under certain conditions.</p>	<p>The University of Tours has a proactive policy to combat all forms of discrimination on the basis of disability, sexual orientation and gender identity. Specific awareness-raising, training and information activities are carried out in order to promote equality and non-discrimination, which are fundamental aspects of the institution's human resources development strategy. Thus, actions have been carried out in order to promote gender equality or facilitate the integration of transgender people, and to fight against gender stereotypes. A specific gender equality plan has been designed and the institution has also adopted a disability master plan in order to promote the recruitment and retention of people with disabilities. All published positions mention the possibility of being filled by personnel members with disabilities. The university also employs legal mechanisms that allow the recruitment of teacher-researchers and BIATSS personnel members through recruitment reserved for personnel with disabilities. Finally, the best practices charter for the support of contract personnel adopted by the institution's board of directors sets out the obligations in terms of non-discrimination during the recruitment phase, as indicated in L 1132-1 of the Labour Code. The institution has also appointed a secularity adviser who can be contacted for any question on this subject.</p> <p>Though the institution regularly recruits foreign researchers, these personnel members often do not yet have the same information as other researchers of French nationality, due to a lack of communication with them in English. In fact, despite the process of translating an HR document into English, too few information documents on the management of their file or their career are translated into English, and few personnel members in the Human Resources Department are able to provide information in both languages.</p>	<p>10.1 - More systematic English translation of documents intended for the personnel (employment contracts, circulars, information and awareness-raising documents, notably with regard to non-discrimination). Set up a one-stop shop for foreign researchers within the Human Resources Department.</p> <p>10.2 - Prepare, in connection with items 12 and 13 (open and transparent recruitment procedures), an awareness-raising document (in the form of a flyer) on non-discrimination and equality in recruitment. Also propose specific training on the issue of non-discrimination for members of selection committees and persons in charge of recruitment.</p> <p>10.3 - Extend to all personnel members, notably research personnel, what the institution has already put in place for students, namely an inclusive policy for transgender / LGBT people.</p>	<p>D - Development</p> <p>F - Formalisation</p> <p>D - Development</p>
<b>11 - Evaluation systems that must consider all activities</b>			

<p>The research code and the education code :</p> <p>- provide details of the missions, organisation and operation of the High Council for the Evaluation of Research and Higher Education (HCERES), an independent administrative authority that has replaced the Agency for the Evaluation of Research and Higher Education,</p> <p>- specify the missions of the National Council of Universities (CNU) and the National Council of Universities for Medical, Dentistry and Pharmaceutical Disciplines.</p> <p>Furthermore, career monitoring is an innovation of decree n° 2014-997 of 2 September 2014, that repealed the evaluation system for teacher-researchers introduced in 2009 by decree n° 2009-460 of 23 April 2009.</p> <p>It falls within the remit of the National Council of Universities and is carried out according to certain provisions. Institutions take this career monitoring into consideration in terms of professional support.</p> <p>Teacher-researchers are also evaluated when they apply for promotion to a higher grade, the awarding of the doctoral and research supervision bonus, an authorisation to direct research, a qualification or recruitment as a university professor (selection committee).</p> <p>More specifically, article 44 of decree n° 84-135 of 24 February 1984 stipulates that university professors in hospital practice and university lecturers in hospital practice in medical and pharmaceutical disciplines are required to draw up a report on all of their activities every four years. These reports are sent to the director of the training and research unit, and do the general manager of the university hospital centre.</p> <p>Finally, the National Ethics Charter for Research Professions signed on 29 January 2015 by the CNRS, Inserm, Inra, Inria, IRD, CIRAD, Institut Curie and the universities represented by the Conference of University Presidents (CPU), and the National Charter of Expertise of 22 December 2009 are an adaptation of the main international texts, notably the European Charter for Researchers of 2005, and their implementation is the responsibility of the institutions.</p>	<p>In France, the evaluation system for researchers and teacher-researchers is developed nationally, which ensures transparency and fairness with her guard to the judgements that are made. The HCERES already performs an overall evaluation of the institution, as well as an evaluation of each research unit and each training course. On an individual basis, this work is normally assigned to the CNUs, that issue opinions, once again on a national basis.</p> <p>For research organisations, this individual evaluation is already in place. The CNU now also offers to evaluate individual files on a voluntary basis. But also, throughout the career through the study of files for the Doctoral and Research Management Bonus (PEDR), promotions, and leave for thematic change (CRCT).</p> <p>Within our institution, we have made a clear choice to follow the opinions issued by the national authorities.</p> <p>Finally, a proactive policy is in place for researchers and teacher-researchers who encounter difficulties. An exchange commission set up by the Vice-Presidents for Education and Research meets with colleagues either after receiving the opinion of the CNUs, or on individual request. In addition, annual interviews are held for doctoral students and researchers recruited on projects, for example.</p>		
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RECRUITMENT

12 - Recruitment (general)

<p>The guarantees of the independence of teacher-researchers are the result of a fundamental principle recognised by the laws of the Republic and included in several decisions of the Constitutional Council.</p> <p>The examination of individual questions relating to recruitment in each of the competent bodies is the sole responsibility of representatives of teacher-researchers and similar personnel of a rank that is at least equal to that of the interested party.</p> <p>The various competitive examinations for the recruitment of lecturers make it possible to make the most of the candidates' previous professional experience:</p> <p>- The second competitive examination is open to tenured secondary school teachers who meet certain conditions, and to residents of French schools abroad who hold a doctorate;</p> <p>- The second and third competitive examination are reserved for university lecturers with a research management qualification and a period of service under the conditions indicated in the 1984 decree. A good to be included amongst university professors, the second and third competitive examinations are reserved for university lecturers with a research management qualification and a period of service under the conditions indicated in the 1984 decree. The fourth competitive examination is reserved, under certain conditions, for associate professors, lecturers who are members of the <i>Institut universitaire de France</i> , professionals and research</p>	<p>The recruitment of permanent personnel is subject to strict regulations, and the University of Tours has adopted recruitment practices in compliance with these rules. For teacher-researchers, selection committees are set up and posts are published on the Ministry's dedicated platform (Galaxie). For contract personnel, contract research personnel and doctoral students, the</p>	<p>12.1 - Update the charter for contract workers, notably by incorporating the recent law on the transformation of the civil service (in particular, the project contract).</p>	<p>F - Formalisation</p>
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<p>directors.</p> <p>A fifth competitive examination now makes it possible to promote the cross-disciplinary missions performed by the MCFs, thereby encouraging them to return to research (see point 17 below).</p> <p>Vacancies for teacher-researcher posts, the timetables of recruitment procedures and the composition of the application file having to be produced by the candidate are published in the application area of the GALAXIE portal that can be accessed from the website of the Ministry of Higher Education: <a href="http://www.enseignementsup-recherche.gouv.fr">http://www.enseignementsup-recherche.gouv.fr</a>. Vacancies are also published on EURAXESS JOBS, at the address: <a href="http://ec.europa.eu/euraxess">http://ec.europa.eu/euraxess</a>.</p> <p>Applications for posts as teacher-researchers are examined by a selection committee composed of teacher-researchers of at least the same rank as the position to be filled. The selection committee interviews the candidates included in its list for the first selection. This interview may include a professional role-playing exercise (lesson, seminar presenting research work, etc.). It then ranks all of the candidates by means of a single reasoned opinion. This reasoned opinion is sent to the academic council of the institution, that proposes the successful candidate (or a list of candidates ranked in order of preference). The institution's president informs the Minister of the name of the selected candidate (or the list of candidates ranked in order of preference). Finally, the board of directors may issue a well-founded unfavourable opinion on the same name or list of candidates in the event of disagreement with regard to the recruitment.</p> <p>Moreover, research engineers are recruited by external and internal competitions, by list of suitable candidates or secondment. The latter two recruitment methods are aimed exclusively at civil servants who meet the statutory eligibility conditions. Competitive entrance examinations are organised by professional activity branch (B.A.P.) and employment type.</p>	<p>institution uses different processes according to their status. Teaching and Research Attachés (ATER) are recruited according to a very formalised and open procedure. The doctoral schools publish the posts every year and set up hearings of the different candidates in a formalised manner. For contract research personnel, recommendations are set out in the charter for the support of contract personnel, but its application is not yet uniform. As such, the practices vary from one structure to another. Awareness of the notion of conflict of interest has been raised, but it is probably insufficient in this area. Finally, for newly recruited permanent personnel members, it would undoubtedly be useful to have a specific mentoring type support system in order to assist them with all aspects of their career.</p>	<p>12.2 - Set up a mentoring system for newly recruited personnel members while promoting this mission.</p>	<p>D - Development</p>
<p><b>13 - Recruitment (publication of posts)</b></p>			
<p>According to article L.952-6 of the Education Code, teacher-researchers are qualified, recruited, assigned and managed by their peers: the examination of individual questions relating to the recruitment of these personnel members is the sole responsibility, in each of the competent bodies, of the representatives of teacher-researchers and equivalent personnel of a rank at least equal to the rank for which the candidate is applying.In order to be able to participate in competitive examinations for the recruitment of teacher-researchers, candidates must first be qualified by the National Council of Universities (CNU).</p> <p>The CNU consists of 11 groups, themselves divided into 52 sections, each of which corresponds to a discipline. Each section includes two panels with equal numbers of representatives of university-level and similar professors on the one hand, and representatives of university lecturers and equivalent lecturers on the other and. Two-thirds of each section's members are elected by their peers, and one-third of the members being appointed by the minister responsible for higher education.</p> <p>Candidates apply for the qualification via the application area of the GALAXIE portal that can be accessed from the website of the Ministry of Higher Education: <a href="http://www.enseignementsup-recherche.gouv.fr">http://www.enseignementsup-recherche.gouv.fr</a>.</p> <p>The timetable for the qualification procedure is available on the GALAXIE portal.</p> <p>Applications are assessed on the basis of criteria determined by the juries, that have the power to decide on the criteria for examining applications and the importance attached to them.The registration on a qualification list is valid for four years from 31 December of the year of registration on the list.</p> <p>Vacancies for teacher-researcher posts, the timetables of recruitment procedures and the composition of the application file having to be produced by the candidate are published in the application area of the GALAXIE portal that can be accessed from the website of the Ministry of Higher Education: <a href="http://www.enseignementsup-recherche.gouv.fr">http://www.enseignementsup-recherche.gouv.fr</a>.</p> <p>With regard to personnel members considered equal to teacher-researchers: the 2012 decree simplifies the recruitment procedures for specific bodies of teacher-researchers in major institutions and provides for the electronic publication of vacancies.</p> <p>The decree of 4 June 2012 sets out the procedures for the publication of job vacancies on the GALAXIE portal, and of the timetable of recruitment procedures for teacher-researchers belonging to the specific bodies of major institutions (museums, EPHE, EHESS).</p>	<p>A "recruitment" tab, listing the available positions, can be accessed from the university's website and many positions are published either through ministerial channels (galaxie), on the <i>Place de l'Emploi Public</i> national website, or on specific websites (Curie network, for example). However, the publication of research job offers is not yet systematic and the international opening of these offers is not yet guaranteed. As such, there is no centralised procedure for the publication of positions, as some research units have their own dissemination channels and sometimes use social networks.</p> <p>Notably for doctoral students, the recruitment procedures are indicated in the internal regulations of the various doctoral schools, while vacancies are simultaneously advertised on the website of the Centre-Val de Loire doctoral college. The publication of these positions on EURAXESS (in French and English) is currently being rolled out.</p> <p>Finally, no single standard recruitment form exists and there is no systematic translation into English, which also means that the recruitment pool cannot be extended. It should also be noted that a competitive process can be difficult to implement on certain research projects due to a limited number of candidates, as can the justification of the choice (e.g. research engineers with specialisations by Professional Activity Branches (BAP)).</p>	<p>13.1 - Work on the implementation of a standardised recruitment job sheet specifying the skills expected of candidates, which will also be translated into English. Also translate the website's recruitment section into English. Conduct a study to optimise the dissemination channels for job offers so that publications are systematised and thus disseminated to the widest possible audience (Euraxess, dedicated social networks, etc.).</p>	<p>D - Development</p>

<p>Members of the teaching and hospital personnel of hospital and university centres jointly perform both university and hospital functions. Access to their dual function is ensured by joint recruitment.</p> <p>Vacancies for university professors in hospital practice and university lecturers in hospital practice are published in the Official Journal by the ministers in charge of higher education and health.</p> <p>Finally, article D.952.5 of the Education Code sets out the conditions for the recruitment of temporary teaching and research attachés (ATER) by public higher education institutions.</p> <p>Calls for applications may be published via an application called ALTAÏR, dedicated to the recruitment of ATERs, which is made available to institutions in the application area of the GALAXIE portal that can be accessed from the website of the Ministry of Higher Education: <a href="http://www.enseignementsup-recherche.gouv.fr">http://www.enseignementsup-recherche.gouv.fr</a></p> <p>The ALTAÏR application enables candidates to submit their applications for ATER positions, in response to calls for applications published via the same application by higher education institutions.</p>			
14 - Selection committees			
<p>The texts stipulate that at least half of the members of selection committees set up for the recruitment of teacher-researchers must be from outside the institution, and a minimum of 40% of each sex.</p> <p>The committees set up to recruit a lecturer are equally composed of lecturers and equivalents, and university professors and equivalents.</p> <p>Members of a selection committee may not take part in the work if their impartiality is not guaranteed. As such, parents, brothers and sisters or allies of candidates must not participate in selection committees. A thesis director will also not be able to give an opinion on the file of the candidate(s) whose work s/he has supervised.</p> <p>The publication of the composition of the selection committee must notably make it possible to avoid any malfunction in this regard. Decree n°2012-156 of 30 January 2012 simplifies the recruitment procedures for specific bodies of teacher-researchers in major institutions, by providing presidents and directors with their own prerogatives.</p> <p>Specific texts apply to national competitive examinations for the recruitment of university professors in hospital practice and university lecturers in hospital practice in medical and pharmaceutical disciplines are organised in each discipline by order of the ministers responsible for higher education and health.</p> <p>Applications are examined on the national level by a jury formed by the sub-section of the National Council of Universities for the medical, dental and pharmaceutical disciplines to which the position belongs, which draws up the list of admitted candidates. Applications are submitted to the bodies of the medical training and research unit and of the hospital centre.</p>	<p>The composition of the selection committees is presented to the institution's bodies and validated by the latter for each campaign. Their composition complies with the applicable rules, i.e. the obligation of parity and the obligation with regard to balance between members from within and outside the institution. In addition to the internal procedural regulations of the selection committees, an operating guide is updated each year and sent to the chairmen of the selection committees. The DRH organises support for the selection committee chairmen in the form of meetings, with the aim of reminding them of the measures and principles governing recruitment. However, these meetings are not systematically held each year.</p>	<p>14.1 - Make it compulsory for each individual member to sign the commitment to declare conflicts of interest when serving on selection committee juries, in order to prevent any conflicts of interest that may arise.</p>	<p>F - Formalisation</p>
		<p>14.2 - Develop the training of selection committee chairmen and members with regard to recruitment, and ensure the best possible support. Systematise the holding of an annual meeting with committee chairmen in order to remind them of the measures and principles governing recruitment.</p>	<p>C - Communication</p>
15 - Transparency (prior information for candidates about the recruitment criteria)			

<p>Decree n° 2013-908 of 10 October 2013 specifies the publication provisions for decrees setting the composition of a jury or selection committee.</p> <p>The rules for the set-up and operation of selection committees intended for the recruitment of teacher-researchers are defined in the statutes.</p> <p>Its members are proposed by the university president and appointed by the select academic council.</p> <p>The composition of the selection committee is made public before the start of its work. Job vacancies, the timetable of recruitment procedures and the composition of the file having to be produced by candidates are published on the application area of the GALAXIE portal that can be accessed from the website of the Ministry of Higher Education: <a href="http://www.enseignementsup-recherche.gouv.fr">http://www.enseignementsup-recherche.gouv.fr</a>.</p> <p>They are also intended to be published on the EURAXESS JOBS website, that can be accessed at: <a href="http://ec.europa.eu/euraxess">http://ec.europa.eu/euraxess</a>.</p>	<p>In general, there is a lack of communication regarding the selection criteria, that are not sufficiently highlighted in the job descriptions intended for candidates. Furthermore, candidates receive no qualitative feedback at the end of the selection process, with regard to the strengths and weaknesses of their profile. This is complicated by the fact that recruitment by competitive examination makes the jury independent with regard to its choice, and does not allow for individual feedback on the performance of candidates. Only general reports can be drawn up, but this is not systematic. One cannot fail to observe disparities in recruitment, particularly on the level of doctoral students and research project contract workers.</p> <p>For regional and ministerial doctoral scholarships, hearings are organised for the five doctoral schools, with different procedures set out in each school's internal regulations.</p>	<p>15.1 – Define and publish recruitment procedures for externally funded doctoral students and post-doctoral students.</p> <p>15.2 – Provide the opinions of the selection committees at the request of the candidates, on the basis of a form completed by the jury presidents.</p>	<p>D - Development</p> <p>D - Development</p>
<b>16 - Merit judgement (consideration of all of the candidate's experience and not just publications)</b>			
<p>A the to apply for a competitive examination for the recruitment of teacher-researchers, one must first be qualified by the National Council of Universities.</p> <p>Candidates meeting certain conditions may be exempted from qualification.</p> <p>Applications are examined by the competent section(s) of the CNU, of which two-thirds of the members are elected and one-third are appointed by the Minister in charge of higher education.</p> <p>The CNU sections issue recommendations to qualification candidates in order to help them prepare and structure their applications. These recommendations can be accessed from the website of the CNU Standing Committee at: <a href="http://www.cpcnu.fr">http://www.cpcnu.fr</a>.</p> <p>The Standing Committee of the National Council of Universities (CP-CNU) ensures that cooperation between the disciplinary fields is encouraged, and that the criteria and procedures implemented by the CNU consider all of the activities of teacher-researchers as well as the diversity of disciplinary fields.</p> <p>The registration on a qualification list is valid for four years from 31 December of the year of registration on the list.</p> <p>Applications for teacher-researchers positions are examined by a selection committee</p>	<p>The selection juries of the UT consider the experience of the candidates.</p>		



<p>composed of teacher-researchers of a rank at least equal to that of the position being filled.</p> <p>The selection committee interviews the candidates short-listed during the first selection, and ranks all of the candidates by means of a single reasoned opinion. This reasoned opinion of the selection committee is sent to the institution's academic council, which proposes the successful candidate (or a list of candidates ranked in order of preference). The institution's president informs the Minister of the name of the selected candidate (or the list of candidates ranked in order of preference). Finally, the board of directors may issue a well-founded unfavourable opinion on the same name or list of candidates in the event of disagreement on the proposed recruitment.</p>			
<b>17 - Variations in the chronology of curricula vitae</b>			
<p>The statutes of teacher-researchers enable them to carry out their various missions simultaneously or successively and, while continuing their work within higher education institutions, enable them to collaborate, for a fixed and renewable period, with public or private laboratories in order to develop specific applications.</p> <p>Similarly, competitive examinations for the recruitment of teacher-researchers have been introduced for candidates with varied professional experience of a certain duration, and a new competitive examination has been introduced for lecturers and equivalents who have held important responsibilities in a public institution of a scientific, cultural and professional nature for a certain length of time.</p> <p>Article D.952-1 of the Education Code and decree n° 2009-462 of 23 April 2009 on the rules for classifying persons appointed as teacher-researcher personnel within public higher education and research institutions make it possible, under certain conditions, to promote the value of the professional experience acquired by teacher-researchers as well as teaching and hospital personnel members prior to their career start, by means of an upward reclassification within the branch and at a higher grade than at the start of the career, thereby leading to better remuneration.</p>	<p>Candidates may have access to help with the preparation of their CV, but it is not institutionalized. As such, some candidates do not receive help with regard to writing their CV and explaining possible career interruptions.</p>	<p>Please refer to item 14 (training of selection committee members 14.2).</p>	
<b>18 - Recognition of mobility experience</b>			
<p>Mobility, which is a right of civil servants, occurs through placement, followed or not by integration, direct integration or secondment, and according to certain modalities.</p> <p>The texts specify the individual management provisions for State civil servants performing their duties in an administration other than the one to which they belong and requires each public scientific, cultural and professional institution to include, in its multi-year contract, the objectives that it has set for itself with regard to the recruitment of lecturers who have not obtained their university degree within the institution, as well as with regard to the recruitment of university professors who have not exercised, immediately before their promotion to this grade, lecturer functions within the institution.</p> <p>Case law of the Council of State - Ruling of 23 December 2014: "The board of directors of a university had refused to propose the appointment of a lecturer assigned to the institution to a post of university professor on the grounds that such recruitment would have been contrary to the university's policy and to the four-year contract signed with the State, that established a ceiling of one quarter of internal recruitment. The Council of State annulled this decision. It considered that at the board of directors must assess the implementation of this overall objective on a case-by-case basis, since this objective can only be indicative and cannot be viewed as a peremptory rule".</p>			

Decree n° 84-431 of 6 June 1984 provides for the possibility, under certain conditions, of teacher-researchers being placed in a delegation and benefiting from seniority bonuses if they take part in mobility; it also organises the transfer procedures for teacher-researchers.

Under certain conditions, the regulations promote the value of the professional experience acquired by teacher-researchers as well as teaching and hospital personnel prior to their career start by means of an upward reclassification within the branch than at the beginning of their career, thereby leading to better remuneration. It establishes the conditions for the resumption of research undertaken with the aim of preparing the doctorate, recognised as professional experience for lecturers and equivalents.

Research performed after obtaining the doctorate may also be considered depending on the situation of the personnel members.Other activities performed in the private or public sector may also be considered under certain conditions determined by decree.

University professors in hospital practice (PU-PH) are recruited through four competitive examinations reserved respectively for: former non-tenured personnel members authorised to direct research and who satisfy a mobility obligation, researchers and former researchers, hospital practitioners and university lecturers in hospital practice with ten years of seniority and authorisation to direct research.For PU-PHs in dentistry, a single competitive examination is open to former university lecturers in hospital practice who are authorised to direct research and who satisfy a mobility obligation.

Transfers are declared by the ministers responsible for higher education and health following the opinion of the board of the medical training and research unit and the institution's medical commission. If the personnel member has less than three years seniority in the position, approval is required from the director of the training and research unit and from the director general of the CHU to which this person is assigned.

Personnel members who temporarily or permanently cease their duties and who intend to undertake a private activity are required to inform the authority to which they report, in accordance with the conditions established by decree.

Voluntary severance pay and a temporary mobility allowance may be granted to personnel members who meet certain conditions.

Very broadly within all of the institution's scientific communities, mobility of any kind (to another country / region whether public / private) is viewed very positively, as an enhancement of the researcher's career. It is therefore encouraged at all stages of a researcher's career, whether after the doctorate, post-doctorate or during the career, at the time of career changes that may be represented by delegations or research leave (CRCT), while not forgetting the measures implemented by the International Relations Department. At the time of recruitment, mobility is considered to be a bonus.

19 - Recognition of qualifications			
<p>Depending on the level of the position for which one is applying, the levels of required qualifications and diplomas differ.</p> <p>The first competitive examination for the recruitment of university professors is open to holders of an authorisation to direct research or an equivalent degree, and who are on the qualification list for university professors established by the National Council of Universities.</p> <p>The first competitive examination for the recruitment of university lecturers is open to candidates who hold a doctorate or equivalent degree, and to have been qualified by the National Council of Universities.</p> <p>With regard to teaching and university-hospital personnel members, various decrees indicate that persons of French nationality and nationals of Member States of the European Community and the European Economic Area (other than France) may apply for recruitment competitions for university professors in hospital practice and university lecturers in a hospital practice.</p> <p>Depending on the type of competitive examination, candidates must be able to prove that they have performed certain duties and hold the diplomas required by the regulations, based on the specific nature of the duties for which one is applying.</p>	<p>When recruiting tenure holders, selection committees apply the law in force, which provides for a qualification by the CNU in order to be recruited as MCFs or tenured professors. As such, candidates must meet the double condition of a diploma (thesis) and the qualification by the CNU. In addition, and in accordance with French law, a procedure for exemption from qualification, through the study of individual files by the Academic Council (CAC), exists for persons who obtained their doctorate abroad and who may be unaware of the qualification procedures through the CNU.</p> <p>For contract personnel, recruiters are asked to systematically match the required qualification level to the intended duties. The candidate's experience and qualifications are studied so as to determine the right match between the available position and the candidate's profile. However, greater collegiality could be sought in this area.</p>	<p>19.1 - Systematically perform an interview with several recruiters, rather than just one, when recruiting contract agents.</p>	<p>F - Formalisation</p>

20 - Seniority (consideration of previously acquired experience)			
<p>The Law n° 2004-391 of 4 May 2004 on lifelong vocational training and social dialogue and Law n° 2007-148 of 2 February 2007 on the modernisation of the civil service provide that State civil servants wishing to obtain training in order to carry out a professional or personal project may, under certain conditions, be granted vocational training leave.</p> <p>Moreover, the texts anticipate:- the possibility, under certain conditions, of enhancing the professional experience acquired by teacher-researchers and by teaching and hospital personnel members prior to their career start by means of an upward reclassification within the branch and at a higher grade than at the start of the career, thereby leading to better remuneration,</p> <ul style="list-style-type: none"> <li>- the rules for the allocation and duration of leave for research or thematic conversions of teacher-researchers,</li> <li>- the provisions applicable to leaves of absence for temporary assignments of university professors in hospital practice and university lecturers in hospital practice.</li> </ul>	<p>Permanent personnel members are recruited within a defined branch with recognition of seniority defined by national classification rules. Depending on the professional experience of the candidates, there is a possibility that this seniority will be considered, with a validation by the university's Academic Council. Throughout their career, the acquired seniority is taken into account with the possibility of obtaining an Authorisation to Direct Research (HDR) diploma, which then allows them to progress in their career.</p>		

21 - Post-doctorate (principles of post-doctorate recruitment)			
<p>Article L. 412-1 of the Research Code provides for the recognition and consideration of the doctorate as professional experience in category A competitive examination and recruitment procedures and for classification when entering the State civil service.</p> <p>Article D. 952-5 of the education code and decree n° 88-654 of 7 May 1988 specify the conditions for the recruitment of ATERs by institutions. Calls for applications may be published via an application called ALTAÎR that is dedicated to the recruitment of ATERs, which is made available to institutions in the application area of the GALAXIE portal that can be accessed at the following Internet address: <a href="http://www.enseignementsup-recherche.gouv.fr">http://www.enseignementsup-recherche.gouv.fr</a></p> <p>The ALTAÎR application enables candidates to submit their applications for ATER positions, in response to calls for applications published via the same application by higher education institutions.</p> <p>ATER can be recruited for a maximum of one year, renewable once for a period of one year. At the end of this period, the agent recruited as an ATER may be recruited by means of a fixed-term contract in application of article 4 of the law n° 84-16 of January 11, 1984, but limited to 6 months.</p>	<p>The post-doctoral status is not always clearly defined in the various research institutions in France and in Europe. This is also the case at the University of Tours. People in this category are generally recruited under a status known as Research Engineers. However, this status does not</p>	<p>21.1 - Establish a clear definition of the post-doctoral status and set up a formalised recruitment procedure for post-doctoral students with an explicit employment contract.</p>	<p>B - Recruitment</p>

<p>imited to 6 years.</p> <p>The texts set out the provisions for recruiting holders of a doctorate as associate teachers.</p> <p>A university president may recruit contract personnel for a fixed or indefinite period, particularly in order to perform teaching and/or research functions, after the selection committee has given its opinion.</p> <p>Consideration is also given to the professional experience acquired by teacher-researchers as well as teaching and hospital personnel members prior to their career start by means of an upward reclassification within the branch than at the start of their career, thereby leading to better remuneration.The regulations indicate the conditions for resuming research undertaken in preparation for the doctorate, which is recognised as professional experience. Research performed after obtaining the doctorate may also be considered depending on the situation of the personnel members.</p> <p>Finally, other activities performed in the private or public sector may also be considered under certain conditions laid down by decree.</p>	<p>correspond solely to post-doctoral students, but is also used for high-level research support personnel. Moreover, the recognition of prior post-doctoral experience is not established and is not part of an identified career development logic.</p>	<p>Codify this status in the HR information system, so that this population can be clearly identified and monitored.</p>	<p>U - Development</p>
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WORKING CONDITIONS AND SOCIAL SECURITY

22 - Recognition of the profession

<p>The professional experience acquired by teacher-researchers as well as teaching and hospital personnel members prior to their career start is valued by means of an upward reclassification within the branch than at the beginning of their career, thereby leading to better remuneration.</p> <p>The regulations indicate the conditions for resuming research undertaken in preparation for the doctorate, which is recognised as professional experience. Research performed after obtaining the doctorate may also be considered depending on the situation of the personnel members.</p> <p>Other activities performed in the private or public sector may also be considered under certain conditions.</p> <p>In order to promote access to training through research, the research code provides for the possibility for institutions to award specific individual allowances and to supplement them with a grant. The recipients of these allowances are holders of doctoral contracts, the legal regime for which is established by decree.</p> <p>Concerning ATERs, calls for applications can be published via an application called ALTAïR dedicated to the recruitment of ATERs, which is made available to institutions in the application area of the GALAXIE portal that can be accessed from the website of the Ministry of Higher Education: <a href="http://www.enseignementsup-recherche.gouv.fr">http://www.enseignementsup-recherche.gouv.fr</a></p> <p>The ALTAïR application enables candidates to submit their applications for ATER positions, in response to calls for applications published via the same application by higher education institutions. ATER can be recruited for a maximum of one year, renewable once for a period of one year. At the end of this period, the agent recruited as an ATER may be recruited by means of a fixed-term contract in application of article 4 of the law n° 84-16 of January 11, 1984, but limited to 6 years.</p>	<p>Within the Research and Valuation Department (DRV), the Research and Doctoral Studies Service (SRED) is the entry point and one-stop shop for receiving, informing and managing doctoral students throughout their thesis. This one-stop shop interacts with the Euraxess Service Centre of the Directorate of International Relations, which assists and accompanies foreign doctoral students through various procedures, including visas and residence permits. Following the example of other French universities, the University of Tours welcomes an average of more than 40% of thesis students from abroad. As part of its policy of welcoming foreign personnel, it has prepared an explanatory document in English "hosting international agents at the University of Tours", that is made available to them as a support for their arrival. In collaboration with the Human Resources Department, the administrative files for preparing doctoral contracts are now in French / English. A problem remains linked to recognition, which essentially arises for the doctoral student, and to the diversity of the co-existing contractual statuses (CIFRE, Ministry, Region, Association, Government, others ....).</p> <p>However, the provisions set out in the thesis charter (cf. item 36) attempt to provide a framework. In addition, throughout the doctoral programme, the institution prepares a skills portfolio via the doctoral student management application. Finally, for all doctoral funding received by the institution, a contract is systematically signed at the University of Tours with the corresponding social security system.</p>	<p>22.1 - Accompany the doctoral student, from the start of the postgraduate cycle, with the help of a single dematerialized document, listing all of the student's activities and skills. This document is a constituent component of the thesis defence application file.</p>	<p>D - Development</p>
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23 - Research environment (access to adequate equipment and facilities)

<p>Health and safety conditions conducive to the protection of their health and physical integrity are ensured for civil servants during their work.</p> <p>The health and safety of civil servants is the responsibility of the health, safety and working conditions committees. Mention should also be made of the role of technical committees and occupational health physicians.</p>	<p>The institution strives to offer a quality and working environment that is the most suitable for all of its personnel members, while striving to ensure the health and protection of all. It promotes the national and international research networks necessary for the development of its units and is resolutely committed to the "European Universities" initiative promoted by the commission.</p> <p>However, the question of accommodation facilities for doctoral students (office space, workstation, computer hardware, etc.) may arise, which differs according to the laboratories and the budgets available for these actions. To resolve these problems, notably in terms of space, some sites reserve a space dedicated to doctoral students, which enables them to come together in a venue that stimulates exchanges.</p> <p>In terms of health and safety, the University of Tours has an occupational physician, as well as an occupational psychologist, a student health service and a "protection of persons and safety at</p>	<p>23.1 - Continue improving the reception of personnel members, particularly doctoral students, by defining dedicated areas on our various sites in order to develop shared work, collegiality, multidisciplinary mutual aid, teacher-doctoral collaboration, etc.</p>	<p>D - Development</p>
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<p>and occupational health physicians.</p> <p>Institutions are encouraged to set up a psychosocial risk prevention plan within their departments.</p>	<p>an occupational psychologist, a student health service and a "protection of persons and safety at work" service. The actions undertaken in this domain, namely health and safety at work, have already been covered in item 7 for the laboratories.</p> <p>For doctoral students, in accordance with the 2016 decree, individual thesis monitoring committees are set up to ensure the right material and human conditions for undertaking thesis work and to remedy any problems as quickly as possible if this is not the case.</p> <p>Doctoral students with disabilities can turn to the institution's disability mission. There is also a network of handicap advisers within the components and services (advisers on two levels: administrative personnel and teaching personnel), which works with the said mission.</p>	<p>multidisciplinary, mutual aid, teacher-doctoral collaboration, etc.</p>	
24 - Working conditions			
<p>Article 1 of decree n° 2000-815 of 25 August 2000 on the organisation and reduction of working hours in the State civil service and the judiciary sets the working week at thirty-five hours per week in the State's public administrative services and institutions, i.e. a maximum of 1,607 hours of effective work per year.</p> <p>Moreover, the texts anticipate:- the principle of a periodic review of the distribution of teaching functions and research activities within the institution and the provisions of this review.</p> <ul style="list-style-type: none"><li>- for teacher-researchers, a specific regime of service obligations, arrangements for service adjustments, time equivalence and statutory discharges. Under certain conditions, permanent civil servants may be authorised to perform a part-time service, that may not be less than half-time,</li><li>- the possibility for civil servants and public officials to perform their duties through telecommuting under certain conditions,</li><li>- priority given for assignments to civil servants separated from their spouse or partner with whom they are bound by a PACS, disabled civil servants and those undergoing professional reorientation,</li><li>- a specific procedure for the examination of applications for transfer of teacher-researchers requesting a spousal reunion,</li><li>- the different types of short and long-term leave for civil servants, and the possibility of opening a time-saving account under certain conditions,</li><li>- the rules for the allocation and duration of leave for teacher-researchers, notably leave for research or thematic conversions,</li><li>- the leave scheme for university professors in hospital practice and university lecturers in hospital practice, and notably leave for temporary assignments.</li></ul> <p>The institution's president or director determines the number of teaching and research posts to be filled exclusively by transfer.</p>	<p>For many years, the University of Tours has been resolutely committed to offering facilities to its personnel members in order to provide for a better work-life balance, whatever their situation. In this respect, the following measures can be mentioned: Adaptation of working hours for Teacher-Researchers with disabilities, with adapted and flexible working hours, and an annual communication on the rights of workers with disabilities / Implementation of telecommuting for all BIATSS personnel members from 2016 with flexible arrangements and the supply of personal equipment provided by the institution / Personnel members working environment that includes all applicable rules on working hours, authorisation of absences and leave rights / Annual campaign for the allocation of Leave for Research or Thematic Conversion implemented for all permanent teachers-researchers / The International Relations Department offers, within the framework of its Euraxess Service Centre, individualised support for foreign researchers who come to work at the university, and it notably offers legal assistance when applying for a visa/residence permit, help with children's schooling, support when looking for accommodations and French language courses. An agreement between the University of Tours and the CROUS also enables the university to benefit from reserved accommodation in order to facilitate the housing of foreign researchers / Social action for the personnel in the form of financial aid for the extracurricular activities of children.On certain subjects, the communication efforts targeting the personnel still need to be improved: possibility of paternity leave, services offered by the DRI, social action measures.</p> <p>The COVID-19 pandemic has demonstrated how the traditional foundations of our working conditions within institutions are already being profoundly changed in a very short period of time, both in terms of research and teaching activities, and how distance working will change the higher education landscape in the long term. While reflections and experiments all are already under way in terms of the teaching and management points of view, the university must notably take up this subject notably with regard to research.An aid commission for international doctoral students supported by the Rabelais Foundation makes it possible to provide financial assistance to foreign doctoral students during their stay in Tours, since there is often a gap between the standard of living in France and the scholarship granted by their country.</p>	<p>24.1 - Develop communication on existing aid and support systems: social action, the right to paternity leave, the Euraxess service centre and the DRV and DRH one-stop shops.</p>	<p>C - Communication</p>
		<p>24.2 - Improve the systems for doctoral students (social, reception, housing, etc.), by developing closer collaboration with the CROUS.</p>	<p>F - Formalisation</p>
		<p>24.3 - Launch a reflection group aimed at studying and implementing new working solutions, notably in research, while taking into account the specific features of the disciplinary themes and the implications for all of the institution's components.</p>	<p>D - Development</p>
		<p>24.4 - Increase the amount of aid allocated by the Fondation Rabelais and/or develop actions to support doctoral students with other foundations.</p>	<p>F - Formalisation</p>
25 - Stability and continuity of employment			
<p>Articles 4 and 6 bis of Law n° 84-16 of 11 January 1984 on statutory provisions relative to the State civil service and implementing decree n° 86-83 of 17 January 1986 govern, for the State and its public institutions, the cases of appeal and the term of office of contractual agents.</p> <p>In order to improve the stability of employment conditions for researchers, the law of 12 March 2012 (known as the Sauvadet law) introduced measures to combat job insecurity for contract personnel members who meet certain conditions.</p> <p>Access to the State civil service, the special statutes of which provide for external recruitment, may be opened up through reserved recruitment methods that make the most of professional experience for a period of four years as of 13 March 2012.</p> <p>The rules governing the organisation of reserved recruitment, the nature of the tests, the conditions for organising and making up the jury and the number of positions offered through these reserved recruitments are specified by decree.</p> <p>Moreover, on the publication date of the law, the conversion of a contract into an open-ended contract is obligatorily offered to a contractual agent employed by the State or one of its public institutions.</p> <p>Provision is also made for the possibility of organising reserved professional examinations for recruitment into the engineering and technical research and training corps.</p> <p>The President of a university may recruit contractual agents for a fixed or indefinite period, notably in order to carry out teaching and/or research functions, after consulting with the selection committee.</p>	<p>The University of Tours is obliged to respect the national regulations in force concerning the employment of civil servants. In this respect, the career development possibilities for permanent personnel are governed by the statutes. This also applies to contract personnel members who benefit from career development guarantees resulting from the regulations. The research programming law currently under discussion should also bring significant changes to the possibilities of using contracts and the career development conditions for contract personnel members. Moreover, the University of Tours has adopted a best practices charter for the support of contract personnel members, which provides for support for such personnel by the N+1 superior. They also benefit from an annual professional interview that provides an opportunity to take stock of the personnel member's situation, training needs and career prospects. All of the training courses provided by the University of Tours are open without distinction to permanent and contract personnel members. Personnel members who so request can be received at the Human Resources Department before the end of their contract, and support can be offered to help them find a job. However, this service is little known and little developed, and individualised support for all contract personnel is not currently envisaged due to a lack of human resources. For some positions, permanent contracts may be offered after 6 years of service. Doctoral contracts are concluded for a period of 36 months. Some research contracts are concluded for periods of more than one year.</p>	<p>25.1 - Develop career support functions within the Human Resources Department, either by using temporary personnel or by calling on specialist bodies.</p>	<p>D - Development</p>

26 - Financing, wages and access to social security

After their service, civil servants are entitled to remuneration that includes the salary, residence allowance, family salary supplement and allowances established by law or regulation. In addition, they are entitled to compulsory family benefits.

A civil servant's main pay increases periodically as s/he moves up the steps within her/his employment grade: each step corresponds to an index that determines the amount of the main pay.

Civil servants are affiliated with special pension and social security schemes. They are entitled to annual holidays, sick leave, maternity and parental leave, professional training leave for the purpose of validating experience, for skills assessment and leave for trade union training.

The index scale applicable to the civil service is set by decree.

No indemnity without a text: civil servants cannot benefit from any indemnity other than the ones determined by a law or a decree.

For universities benefiting from extended responsibilities and competences :

- the presidents are responsible for allocating bonuses to personnel members assigned to the institution, according to general rules defined by the board of directors.
- Incentive schemes may be created under certain conditions.

The indexed grading of university professors, lecturers and similar personnel is determined by decree, as are the university salaries (indexed grading) and hospital wages (hospital emoluments) of teaching and hospital personnel within hospital and university centres.

Under certain conditions, all or part of the previous professional experience of teacher-researchers and equivalents and of teaching and hospital personnel members is valued under certain conditions by reclassifying them in a higher grade and body step than the one at the beginning of their career and giving them better remuneration within the branch than the one at the beginning of their career, thereby leading to better remuneration.

Research performed before and after obtaining a doctorate and certain activities carried out in the private or public sector may also be considered under certain conditions established by decree.

A bonus is awarded to teacher-researchers and assimilated personnel involved in the development and transmission of knowledge and the development of research.

The administration bonus is paid to the presidents and directors of public higher education institutions and to the directors of certain components.

The administrative workload bonus may be awarded to teacher-researchers and assimilated personnel who assume certain administrative responsibilities. This bonus may be paid to teacher-researchers and equivalent personnel who, under certain conditions, assume specific teaching responsibilities.

A bonus may be granted under certain conditions to teacher-researchers and equivalent personnel who have a high level of scientific activity, make an exceptional contribution to research or are the recipients of a scientific distinction of international or national level.

The bonus for participation in scientific research may be awarded under certain conditions, in particular to research engineers.

The regulations establish the rules on remuneration :

- teachers in higher education institutions appointed to a second full-time teaching or other job for which they are remunerated by the State or one of its public institutions,
- personnel members of the State, a local authority and their public institutions combining their employment with a teaching job in a higher education institution.

Lectures, tutorials and practical work sessions provided by personnel members and external persons responsible for providing additional teaching in higher education institutions are remunerated at this time by an allowance for which the rates are determined by decree, just like the rules for the remuneration of associate and visiting professors.

Each institution is required to implement a social action policy in favour of all personnel members.

In case of illness, maternity, disability or death, actively employed civil servants, subject to the general statute, and their families receive benefits at least equal to the ones resulting from the legislation on the general social security system. They are affiliated with the social security funds by the administration.

All contract personnel members recruited at the University of Tours are systematically entitled to a formal employment contract that complies with national regulations and that, as a result, generates rights and social protection. A remuneration scale for contract personnel members has been validated by the Board of Directors, which is based on the remuneration scales for permanent civil servants and provides a single reference document for determining the available remuneration, and that takes into account the level of degree, acquired experience and duties performed. Doctoral students hired under the "doctoral contract" status benefit from the same level of remuneration.

In some cases, in order to ensure a certain attractiveness for very specific missions or to respect our contractual commitments (e.g. Marie Skłodowska-Curie funding), some contract personnel members are offered more attractive remuneration. Finally, permanent teacher-researcher personnel whose research work is particularly remarkable are awarded the Doctoral and Research Management Bonus, and BIATSS personnel members have the RIFSEEP compensation scheme, which in 2019 enabled us to revalue the status of research professions.

26.1 - For the purposes of a fairer and more coherent wage policy, undertake concerted action to avoid wage differentials and to better standardize the wages for equivalent positions.

D - Development

For contract personnel of the State and its public institutions, rules are in place with regard to social protection against illness, maternity, disability, death, accidents at work and occupational diseases, as well as the procedures for determining the remuneration of such contract personnel.			
27 - Gender balance			
<p>Articles L. 123-2 and L. 123-6 of the Education Code assert the missions of the public higher education service in terms of combating discrimination and achieving equality between men and women.</p> <p>The texts prohibit any discrimination between civil servants on the grounds of their political, trade union, philosophical or religious opinions, origin, gender, sexual orientation or identity, age, surname, state of health, physical appearance, disability or membership or non-membership, actual or supposed, of an ethnic group or race.</p> <p>Exceptions to the principle of non-discrimination are nevertheless provided for:</p> <ul style="list-style-type: none"><li>- possibility, under certain conditions set by the law of 1983, to maintain distinctions and age limits,</li><li>- possibility of separate recruitment for women or men under certain conditions.</li></ul> <p>In order to contribute to a balanced representation of women and men, a minimum proportion of 40% of each sex must be respected in juries and selection committees, while the special statutes of civil servants may derogate from this proportion. It is the 2015 decree that sets out the list of disciplines of the National Council of Universities in which the minimum proportion of 40% of each sex imposed for the appointment of members of selection committees may be set aside, and that specifies the minimum exceptional proportions that they must respect.</p> <p>Application of the parity principle between women and men under certain conditions:</p> <ul style="list-style-type: none"><li>- to the restricted formation of the Academic Council of a university competent for individual questions relating to teacher-researchers, other than university professors,</li><li>- to the appointment of external personalities as members of university boards of directors,</li><li>- to the constitution of lists of candidates for elections to the various boards of institutions.</li></ul>	<p>Though resolutely committed to gender equality, there are still imbalances with regard to gender representation at the University of Tours. As such, women represent the majority of the BIATSS personnel population, while research support functions, including in highly technical positions, are occupied in a balanced manner by women and men. Amongst teacher-researchers, women are less well represented in the population of university professors and are under-represented in the so-called "hard sciences". Particularly in positions of responsibility, there is an imbalance to : the disadvantage of women (e.g. the deans of UFRs or directors of research units are predominantly men). The institution is required to respect parity in the set-up of recruitment juries and selection committees.</p> <p>However, the institution is not inactive in this regard. It has organised several events and equality days as well as various campaigns on the subject, but they have not met with the expected success in view of a low rate of participants. The institution already has a gender equality master plan and, in accordance with the provisions of the Civil Service Act of 6 August 2019, it has undertaken to draw up an action plan that will be presented within the university bodies by March 2021.</p> <p>Finally, in 2018, the university was awarded the "Orange Day Champion" label by the UN Women France Committee for its actions against all forms of violence, and notably for its policy to combat violence against women: <a href="https://50ans.univ-tours.fr/23-novembre-2018-luniversite-de-tours-labellisee-orange-day-champions">https://50ans.univ-tours.fr/23-novembre-2018-luniversite-de-tours-labellisee-orange-day-champions</a></p>	27.1 - Create mentoring and sponsorship specifically for women in academic careers, in connection with the "professional equality" plan currently being written.	D - Development
		27.2 - Carry out awareness-raising and encouragement actions for women to apply for management, laboratory, team or department positions.	D - Development
28 - Career development and reduction of insecurity regarding the professional future			
<p>The regulations state that the career development of teacher-researchers is the responsibility of the National Council of Universities. It is carried out and considered according to certain procedures.</p> <p>In particular, the rules governing the allocation and duration of leave for research or thematic conversions for teacher-researchers and the provisions applicable to leave for temporary assignments for university professors in hospital practice and university lecturers in hospital practice are specified.</p> <p>With regard to contract personnel members, they benefit from a professional interview each year, that results in a report. Their remuneration is reassessed under certain conditions.</p>	<p>Several systems already exist within the institution in support of the careers of researchers: a system for monitoring the careers of teacher-researchers with interviews conducted by the VP Research and Training, and for BIATSS personnel members, an annual professional interview formalised by a report. Doctoral students are supported in their professional integration process by a dedicated professional integration officer and specific collective actions are carried out each year by the Doctoral Schools. A training plan for doctoral students is prepared each year. The training plan for university and research unit personnel members also complements these training courses. The institution wishes to continue the work already started by notably insisting on researchers at the beginning of their careers (doctoral students, post-doctoral students).</p>	28.1 - Insist, together with the integration officer of doctoral schools, on career development schemes inside and outside the institution.	C - Communication
		28.2 - Improve information on mobility opportunities, with the use, for example, of the ERASMUS+ international mobility schemes, while adopting a more transversal approach with the help of specific summary sheets (internal/external mobility).	C - Communication
		28.3 - Improve communication on the possibilities of access to French language courses for foreign researchers and their spouses in order to facilitate their professional and personal integration.	C - Communication
29 - Development of mobility (geographical, intersectoral, interdisciplinary and virtual)			



<p>Articles 13 (a), 14, 14 (a) and 24 of Law n° 83-634 of 13 July 1983 on the rights and obligations of civil servants define the legal régime and the implementation procedures for the provision, secondment, direct integration and availability of State civil servants.</p> <p>The texts include measures to promote the mobility of teacher-researchers (delegation and seniority bonuses), with a competitive examination reserved for second-class research directors for appointments as first-class university professors and very favourable opportunities for the secondment of researchers to the corps of teacher-researchers.</p> <p>Under certain conditions, the professional experience acquired by teacher-researchers as well as teaching and hospital personnel members prior to their career start is also enhanced by means of an upward reclassification within the branch than at the beginning of their career, thereby leading to better remuneration. The regulations indicate the conditions for resuming research undertaken in preparation for the doctorate, which is recognised as professional experience.</p> <p>Research performed after obtaining the doctorate may also be considered depending on the situation of the personnel members.</p> <p>Other activities performed in the private or public sector may also be considered under certain conditions indicated in the 2009 decree.</p> <p>Other decrees stipulate that permanent teaching and hospital personnel members may be assigned, placed on secondment, on temporary assignment and made available to other sectors. Personnel members who temporarily or permanently cease their duties and who intend to perform a private activity are required to inform the authority to which they report, under the conditions indicated in the 2007 decree.</p> <p>Contract personnel members meeting certain conditions may be granted secondment, mobility leave or unpaid leave in order to prepare for a civil service competitive examination.</p> <p>In order to promote the mobility of contract employees, the 2014 decree introduced "portability" of rights linked to seniority conditions (rights to leave, training, changes of remuneration, seniority conditions for passing internal competitive examinations, calculation of the amount of severance pay).</p>	<p>Mobility of any kind should not be experienced as an interruption of the career, but as an opportunity for both the individual and the institution itself, one that enables both the transmission and acquisition of skills.</p> <p>Two calls for mobility are made each year at the UT (EC and BIATSS).</p> <p>At the University of Tours, there is a clear trend towards increasing the number of doctoral students involved in foreign mobility; this is explained by the fact that this operation is managed by the institution (framework agreement). Moreover, this allows for additional doctoral credits.</p>	<p>29.1 - Further encourage opportunities for the foreign mobility of doctoral students. Promote the thesis co-supervision system. Strengthen financial support via doctoral schools in order to promote support for mobility.</p> <p>29.2 - Enhance and better recognise the mobility possibilities for teacher-researchers, researchers and BIATSS personnel members.</p>	<p>F - Formalisation</p> <p>F - Formalisation</p>
<b>30 - Access to guidance services for all (career advice)</b>			
<p>Under certain conditions, state civil servants may benefit from vocational training leave and leave for skills assessment.</p> <p>The National Council of Universities is responsible for monitoring the careers of teacher-researchers. It is carried out and considered according to certain procedures.</p>	<p>All of the institution's personnel members who request it have the opportunity to benefit from a career-long support interview by contacting the Human Resources Department or the director of the department to which they are attached. In a more formalised manner, teacher-researchers can take part in the career follow-up process. In this case, in the event of any observed difficulties or needs, they are received by the VP Research and the VP Training. Finally, all personnel members, regardless of their status, have access to the training actions included in the institution's training plan.</p>		
<b>31 - Intellectual property rights</b>			
<p>The intellectual property code governs the right of exploitation of works by their author and industrial property.</p> <p>The texts establish various profit-sharing schemes available to civil servants and public officials who are the authors of an invention or who have participated in certain research operations or in the creation of software, the creation or discovery of a plant variety or in works that have resulted in value-creation.</p>	<p>With regard to patentable inventions, in accordance with current French legislation on the attribution of inventions during missions, or outside of missions but attributable, the University of Tours implements the regulatory provisions of the Intellectual Property Code and more particularly its article R611-14-1, which provides for the payment of a filing bonus and a profit-sharing bonus for the proceeds of the invention, whether or not it is in charge of the valuation in this regard. The University of Tours also makes every effort to interest its staff in the exploitation of other types of intellectual property rights (software, copyrights, etc.).</p>	<p>31.1 - Improve the quality of the information disseminated to beneficiaries when bonuses and profit-sharing are paid.</p>	<p>F - Formalisation</p>

32 - Co-authors			
<p>The intellectual property code provides a special legal framework for literary and artistic property for co-authors of works and determines the legal regime applicable to the co-ownership of patents.</p> <p>The National Ethics Charter for Research Professions of 29 January 2015 and the National Charter of Expertise of 22 December 2009 are an adaptation of the main international texts, notably the 2005 European Charter for Researchers, and their implementation is the responsibility of the institutions.</p>	<p>A distinction must be made between the concepts of invention and publication. In the first case, results and patents are the logical outcome, whereas the more complex issue of copyright arises in the second case.</p> <p>For the institution, this subject is covered by the DRV's Innovation and Valuation Partnerships Department. This service has an information and advisory role in relation to the existing valuation and protection policy; within the laboratories, training is regularly provided to teacher-researchers and doctoral students (with the awarding of doctoral credits). However, at present, copyright actions are not sufficiently developed.</p> <p>In both cases (patent / publication), the question of scientific integrity may arise, a question which is not tackled in general terms but on a case-by-case basis when problems are brought to the services.</p>	<p>32.1 - Formalize and strengthen the coordination between the scientific integrity adviser, the Valuation and Innovation Partnership Service and the Legal Affairs and Assets Department, when dealing with questions from co-authors relating to publications and patents.</p>	D - Development
		<p>32.2 - Improve and develop the specific skills required in the area of copyright, and then train the personnel members.</p>	D - Development
33 - Valuation of teaching			
<p>Articles 7, 40-2 to 40-5 and 58-1 to 58-4 of decree n° 84-431 of 6 June 1984 and the circular of the Ministry of National Education, Higher Education and Research DGRH A1-2 n° 2015-0013 of 4 May 2015 determine the teaching service for teacher-researchers (annual reference period, possibilities of adjusting the teaching service to enable young teacher-researchers to devote more time to their research).</p> <p>The regulation opens up the possibility for researchers to be seconded and then integrated into the corps of teacher-researchers under certain conditions.</p> <p>Article D. 952-5 of the Education Code and several implementing decrees establish the provisions relating to associate and visiting professors recruited in public higher education institutions in order to perform teaching and research functions.</p> <p>Public higher education institutions may hire researchers to perform teaching activities:</p> <ul style="list-style-type: none"><li>- as temporary lecturers to perform teaching duties, in disciplines other than medicine and dentistry,</li><li>- as an attaché or lecturer in medical and dental disciplines.</li></ul> <p>These lecturers are remunerated on a session basis by means of allowances for additional teaching.</p> <p>Various bonuses are anticipated:</p> <ul style="list-style-type: none"><li>- a bonus awarded to personnel members who participate in the development and transmission of knowledge and the development of research,</li><li>- a bonus paid to teacher-researchers and equivalents who, under certain conditions, assume specific teaching responsibilities,</li><li>- a bonus paid to research directors and research managers who have undertaken a mobility scheme,</li><li>- a bonus that may under certain conditions be granted to teacher-researchers and researchers with a high level of scientific activity, or making an exceptional contribution to research, or who have been awarded a scientific distinction at international or national level.</li></ul> <p>Finally, provision is made for the possibility of remunerating, in the form of sessional payments, staff members who perform ancillary activities, as well as for remunerating persons involved in training activities as ancillary activities.</p>	<p>The university is careful to value teaching and research functions at the same level.</p> <p>In order to understand all aspects of a teacher-researcher's career, doctoral students are given the opportunity to perform teaching activities in addition to their research activities and are also offered the possibility of teacher training within the framework of Doctoral Schools.</p> <p>In order to improve their integration in laboratories and to avoid research being abandoned at the start of their careers, due to a heavy teaching load and/or administrative responsibility, newly appointed lecturers benefit from the teaching exemption scheme included in the regulatory texts in order to give them time to integrate into a research laboratory. The University of Tours has also introduced the possibility of renewing this teaching exemption during the second year, in order to encourage this research integration. Finally, specific research exemptions are awarded each year by the research commission on the proposal of the research units, to certain teacher-researchers who request them.</p> <p>The university has also set up an Pedagogical Support Centre (CAPE), i.e. a training service dedicated to providing teacher-researchers with pedagogical support. Moreover, the university has been a forerunner in the promotion of teaching projects, since it has been offering a scheme equivalent to the CRCT for the past four years, but in the field of teaching; this is now applied nationally under the name Congé pour Projet Pédagogique (CPP) (Pedagogical Project Leave).</p>	<p>33.1 - Enhance the value of the teaching work and administrative responsibilities performed by Teacher-Researchers by means of a clear reference framework for the tasks performed.</p>	C - Communication
		<p>33.2 - Encourage young MCFs to take the teaching and pedagogical training courses provided by the CAPE (Pedagogical Support Centre).</p>	F - Formalisation
		<p>33.3 - Enhance the teaching exemption offered to young teacher-researchers at the beginning of their careers, in order for them to have a better understanding of all aspects of the profession.</p>	D - Development
34 - Complaints and appeals : assistance in case of conflicts			
<p>Articles 6, 6 (a), 6 (b), 6 and, 11 and 11 (a) of law n° 83-634 of 13 July 1983 on the rights and obligations of civil servants provide civil servants and non-tenured public officials with the right to benefit from legal protection organised by the public authority that employs them on the date of the facts under certain conditions.</p> <p>No measure related to recruitment or career may be taken with regard to a civil servant while considering the fact that s/he has lodged an appeal with a hierarchical superior or taken legal action aimed at ensuring respect for freedom of opinion and the principle of non-discrimination".</p> <p>The Education Code establishes the principles, the provisions for exercising disciplinary power and the sanctions that may be imposed on teacher-researchers and teachers.</p> <p>Since 2015, the judgement of a case can be relocated and assigned to the disciplinary section of another institution, under certain conditions.</p>	<p>The University of Tours has several tools and structures to support its personnel member when faced with difficulties. As such, the institution has appointed a mediator, a retired personnel member of the institution, who receives in complete confidentiality the personnel members who wish to do so. An information guide also lists all of the resource persons that the personnel can contact within the institution in order to resolve a personal issue: occupational health physician, occupational psychologist, staff social worker, personnel disability correspondent. Moreover, support structures have been set up, firstly to combat all forms of violence and harassment (listening unit comprising two vice-presidents and a legal affairs officer), and secondly to deal with relational and social difficulties (social monitoring unit consisting of the occupational health physician, staff social worker and the Director of Human Resources). Finally, advisers have been designated who can be contacted for any question: ethics adviser (also Mediator), racism adviser,</p>	<p>34.1 - Training and information on violence and existing measures at the University of Tours. Make these training courses compulsory for newcomers, administrative and service managers, directors and personnel members with responsibilities.</p>	D - Development

<p>Teaching and hospital personnel members in hospitals and universities are subject to national disciplinary jurisdiction and specific sanctions.</p> <p>ITRF personnel members are subject to the ordinary disciplinary regime applicable to civil servants, with disciplinary sanctions being taken by the general manager of the institution after the competent joint administrative commission has given its opinion. The regulations specify the ordinary law disciplinary regime and sanctions for contractual agents of the State and its public institutions.</p> <p>The provisions of the code of administrative justice apply with the possibility of an informal and/or hierarchical appeal.</p>	<p>personnel equality adviser, scientific integrity adviser, secularity adviser. For the more specific situation of doctoral students, they may have recourse to members of the doctoral school.</p> <p>A "violence" protocol is also in place with identified procedures: violence, discrimination, reporting of harassment, that can be consulted online at the following address: <i>https://www.univ-tours.fr/l-universite/nos-valeurs/mission-egalite/stop-aux-violences--733954.kjsp?RH=1537795128421</i>.</p>	<p>34.2 - Train personnel members in positions of responsibility (administrative managers, deans, laboratory directors) on mediation and conflict management. Set up local conflict advisers who will be trained in mediation (action plan on psycho-social risks).</p>	<p>D - Development</p>
<b>35 - Participation in decision-making bodies</b>			
<p>The regulations indicate that professors and other teacher-researchers have their own and genuine representation on the boards of the university community, requiring the constitution of separate electoral colleges for the election of their representatives.</p> <p>Teacher-researchers contribute to the collective life of the institutions and participate in the boards and bodies established by the education and research codes or by the statutes of the institutions.</p> <p>Researchers in research organisations, researchers and contract personnel meeting certain conditions are treated in the same way as teachers and teacher-researchers for their participation in the various boards and bodies of the institutions. Research engineers in research organisations are treated in the same way as engineering, administrative, technical and library personnel members appointed in the institution.</p> <p>When they meet certain conditions, researchers and research engineers are voters and eligible for election in the various electoral panels set up for the election of the members of the central boards and the boards of the components of public scientific, cultural and professional institutions.</p> <p>Under certain circumstances, researchers working in research institutions and organisations are voters and eligible for election to the National Council of Universities and may be appointed members of the selection committees set up for the recruitment of teacher-researchers."</p> <p>Moreover, numerous texts specify the allocations, organisational rules and functioning of technical committees and committees for health, safety and working conditions in public institutions.</p>	<p>As indicated in the national regulations, all university personnel members, regardless of their status, are eligible to stand for election and be elected to the various boards and committees of the institution. A dedicated body, the research commission, is available to deal with the representatives of researchers and teacher-researchers with regard to issues relating to the institution's research policy, and to formulate proposals. Doctoral students are also represented on this body. However, the research commission, like the other statutory boards of the institutions, remains too little known by the staff.</p>	<p>35.1 - Communicate more to researchers on the role and missions of the research commission and improve the dissemination of its work.</p>	<p>C - Communication</p>
<b>TRAINING</b>			
<b>36 - Relationship with thesis / placement directors and supervisors</b>			
<p>Articles L. 612-7, D. 612-37 to D. 612-47 of the Education Code indicate the provisions relating to postgraduate studies, doctoral schools, thesis defence, the doctorate and the authorisation to direct research, and establish the principle whereby the doctorate is equivalent to professional research experience that may be recognised in collective agreements.</p> <p>In order to promote access to training through research, the research code provides for the possibility for institutions to award specific individual allowances and to supplement them with a grant. Recipients of these allowances are holders of doctoral contracts: the legal</p>	<p>The doctorate has recently been registered in the RNCP (National Directory of Professional Certifications); therefore, the degree is valued and recognised as professional equivalence: <a href="http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=fr&amp;fiche=31433">http://www.rncp.cncp.gouv.fr/grand-public/visualisationFiche?format=fr&amp;fiche=31433</a>. Note: applying for IGR competitive examination is now done at the PhD level.</p> <p>The website of the Centre Val de Loire doctoral college, which brings together the three doctorate-granting institutions in the region (University of Tours, University of Orleans, INSA Centre Val de Loire), already lists a number of procedures relating to doctoral research, including the following:</p> <ul style="list-style-type: none"><li>- the internal regulations of the 5 doctoral schools (notably specifying the procedures established for recruiting doctoral students and the thesis monitoring committees within each doctoral school),</li><li>- the thesis defence procedure: <a href="https://collegedoctoral-cvl.fr/as/ed/CDCVL/index.pl">https://collegedoctoral-cvl.fr/as/ed/CDCVL/index.pl</a></li></ul> <p>There is systematic use of doctoral training agreements at the UT, individual thesis monitoring committees (in accordance with the 2016 decree), and the use of a doctoral student's portfolio, available via the ADUM (Single Pooled Doctorate Access) platform: <a href="https://adum.fr/">https://adum.fr/</a></p> <p>Each year, the University of Tours awards 24 doctoral contracts from its own resources for a</p>	<p>36.1 - Continue the efforts to translate the documents available on the doctoral college's website, at least into English, the majority of which are currently written in French.</p>	<p>F - Formalisation</p>






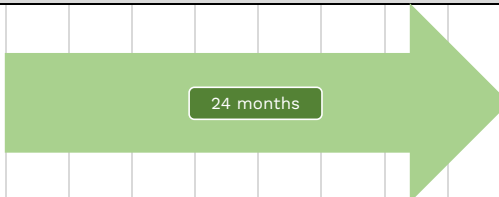
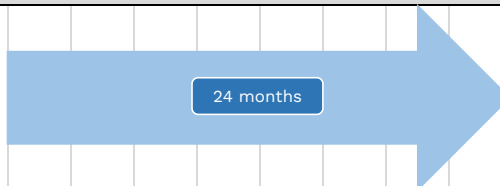
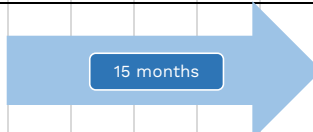



<p>with a grant. Recipients of these allowances are holders of doctoral contracts, the legal regime for which is provided for by decree.</p> <p>The decree of 3 September 1998 establishes the principle and procedures for the adoption by each public higher education institution of a thesis charter that defines the respective rights and duties of doctoral students and thesis directors.</p> <p>The decree of 6 January 2005 enables higher education institutions to sign agreements with one or more foreign higher education institutions for the purposes of organising the international co-supervision of theses.</p> <p>The decree of 7 August 2006 specifies the missions of doctoral schools.</p> <p>Decree of 25 May 2016 setting the national training framework and the procedures leading to the awarding of the national doctoral diploma, which brings together and replaces the existing decrees.</p> <p>Finally, more recently, decree n° 2016-1173 of 29 August 2016 amended decree n° 2009-464 of 23 April 2009 relating to doctoral students under contract in public higher education or research institutions:  <a href="https://www.legifrance.gouv.fr/eli/decret/2016/8/29/MENH1619632D/jo">https://www.legifrance.gouv.fr/eli/decret/2016/8/29/MENH1619632D/jo</a></p>	<p>financial effort amounting to €2.2M/year, including one specific "disability" doctoral contract. Also every year, approximately fifty doctoral students enrolled in the first year of their thesis benefit from teaching assignments that are remunerated by the institution.</p> <p>Application of a thesis charter, signed by all participants: doctoral student, thesis director(s), director of the research unit, director of the doctoral school, vice-president in charge of doctoral schools: <a href="https://www.univ-tours.fr/medias/fichier/charte-theses-cvl-2017-1_1504248859160-doc?ID_FICHE=161970&amp;INLINE=FALSE">https://www.univ-tours.fr/medias/fichier/charte-theses-cvl-2017-1_1504248859160-doc?ID_FICHE=161970&amp;INLINE=FALSE</a></p> <p>Existing quality policy with voluntary limitation of the number of supervised doctoral students (SST = 3 / SHS = 6, with co-supervision counting for 0.5).</p> <p>Internal seminars with presentation of the research work of doctoral students are held on a regular basis in the research units within the SST domain. In the SHS domain, an annual doctoral students' day is organised by the SHS doctoral schools.</p> <p>The UT provides young doctoral students with an accompanying booklet / guide with information and reference points before, during and after the thesis: <a href="https://www.univ-tours.fr/medias/fichier/livret-d-accompagnement-des-doctorant-2017-2-_1510238506151-pdf?ID_FICHE=294514&amp;INLINE=FALSE">https://www.univ-tours.fr/medias/fichier/livret-d-accompagnement-des-doctorant-2017-2-_1510238506151-pdf?ID_FICHE=294514&amp;INLINE=FALSE</a></p> <p>Use of laboratory notebooks (mainly in the SST domain) in order to accurately record all daily activities.Supervisory training has already been provided (see item 3).</p> <p>The UT has a framework for the set-up of co-supervision agreements with partner universities, thus facilitating their implementation: <a href="https://www.univ-tours.fr/medias/fichier/doc-co-tutelle_1518283773009-pdf?ID_FICHE=258554&amp;INLINE=FALSE">https://www.univ-tours.fr/medias/fichier/doc-co-tutelle_1518283773009-pdf?ID_FICHE=258554&amp;INLINE=FALSE</a></p> <p>The UT has set up a commission to help international doctoral students (ADI) in difficulty, providing financial aid via its foundation (Fondation Rabelais).</p>	<p>36.2 - Set up tools to encourage complementary missions associated with the doctoral contract other than in the teaching field: dissemination of scientific culture, valuation, etc.</p>	<p>D - Development</p>
		<p>36.3 - Use the portfolios of doctoral students undergoing development on the ADUM platform in order to enable young doctors to display their skills online, in order to facilitate networking and career development.</p>	<p>F - Formalisation</p>

37 - Supervision and management tasks

<p>Article 3 of decree n° 84-431 of 6 June 1984 sets out the missions of teacher-researchers in terms of the development and transmission of knowledge, the direction, counselling, tutoring, guidance and professional integration of students, and specifies the priority vocation of university professors to provide their teaching service in the form of courses, as well as the direction of research units.</p> <p>Career monitoring is an innovation of decree n° 2014-997 of 2 September 2014, which repealed the evaluation system for teacher-researchers introduced by decree n° 2009-460 of 23 April 2009. It falls within the remit of the National Council of Universities and is carried out according to certain provisions. Institutions take this career monitoring into consideration in terms of professional support.</p> <p>Teacher-researchers are also evaluated when they apply for promotion to a higher grade, the awarding of the doctoral and research supervision bonus, an authorisation to direct research, a qualification or recruitment as a university professor (selection committee).</p> <p>University professors in a hospital practice and university lecturers in hospital practice are required to prepare a report on all of their activities every four years. These reports are sent to the director of the training and research unit, and do the general manager of the university hospital centre.</p> <p>In order to provide support to contract personnel members, under certain conditions they are given a professional interview that results in a report.</p>	<p>Management training for UMR directors is offered at the beginning of each contract by partner organisations (INSERM, CNRS, INRA). In the case of the host teams, the UT also organises management training for all new research team directors, at the beginning of each contract, but only on a voluntary basis.</p> <p>Since 2019, training in doctoral supervision for thesis directors has also been provided, in the form of seminars to raise awareness of professional responsibility, particularly for HDRs (1st year: doctoral supervision / 2nd year: practical workshops).</p> <p>Application of a thesis charter, in order to inform and empower all participants (cf. item 36).</p> <p>The UT applies a system for managing ECs in situations of discomfort or "idleness", when they are reported in their career monitoring file or at their request. This system involves a meeting with the vice-presidents in charge of research and training in order to propose the most appropriate solutions in terms of teaching and/or research.</p> <p>In order to promote transparency and equal treatment, the procedures for awarding the Doctoral and Research Management Bonus (PEDR) are indicated in a specific explanatory document validated by the CA: <a href="https://www.univ-tours.fr/medias/fichier/deliberation-n-2018-93-approuvant-les-criteres-d-attribution-de-la-prime-d-encadrement-doctoral-et-de-recherche_1563195628003-pdf?ID_FICHE=14057&amp;INLINE=FALSE">https://www.univ-tours.fr/medias/fichier/deliberation-n-2018-93-approuvant-les-criteres-d-attribution-de-la-prime-d-encadrement-doctoral-et-de-recherche_1563195628003-pdf?ID_FICHE=14057&amp;INLINE=FALSE</a></p> <p>Even if it is not compulsory by law, the UT recommends and encourages the practice of professional interviews for contract researchers (engineers, post-doctoral students); carried out using the EVAL tool, which also includes a training needs assessment component (see item 38 below). Moreover, the UT has set up training on how to conduct these professional interviews, notably for research team managers.</p>	<p>37.1 - Recall the possibilities for accessing more "generalist" training courses: knowing how to lead / conduct a meeting, the rights, ethics and obligations of public officials, practising good communication, better managing time and priorities, etc.</p> <p>At the same time, ensure better communication on the financial possibilities of paying for such training courses.</p>	<p>C - Communication</p>
		<p>37.3 - Disseminate more widely and ensure greater accessibility of the ERDP explanatory document.</p>	<p>C - Communication</p>
		<p>37.4 - In the field of doctoral supervision, continue to organising regular seminars to raise awareness of the professional responsibility of HDRs, according to the following schedule: conferences for as many people as possible on doctoral supervision in year N, followed by workshops for the exchange of practices on SHS/SST in small groups in year N+1.</p>	<p>F - Formalisation</p>
		<p>37.5 - With regard to the system for managing teacher-researchers in a situation of discomfort or "idleness", and for better traceability, prepare a written report of the meetings with the relevant VPs for traceability purposes. On the other hand, repair a follow-up over a period of 3 years, while recontacting the beneficiaries in order to better measure its effectiveness.</p>	<p>D - Development</p>
		<p>37.6 - Make management training mandatory for new unit directors; amongst other things, this would ensure alignment with the practices of the partner organisations CNRS, INSERM or INRAE.</p>	<p>D - Development</p>

38 - Continuing professional development

<p>The regulations recognise the right of civil servants to lifelong vocational training under certain conditions: vocational training actions indicated in the special statutes, individual right to training, periods of professionalization, vocational training leave and the possibility of being laid off to carry out studies or research of a general interest nature.</p> <p>It also gives contract agents the right to leave for professional training, trade union training, training for managers and youth workers, and professional training, subject to certain conditions.</p>	<p>The UT sets up and follows a complete and framed annual training plan, with the possibility of considering more specific requests if necessary. Contract agents also have access to all of the available training courses.</p> <p>The Leave for Research or Thematic Conversion (CRCT) is offered by the institution; around ten people benefit from it each year. This is a "research" CRCT, as distinct from the less common / classical "pedagogical" CRCT.</p> <p>A training plan for doctoral students is also in place, with an obligation to participate (a doctoral student must validate 100 hours of training before being able to defend her/his thesis): <a href="https://collegedoctoral-cvl.fr/as/ed/CDCVL/formations.pl?site=CDCVL">https://collegedoctoral-cvl.fr/as/ed/CDCVL/formations.pl?site=CDCVL</a></p> <p>The UT offers the possibility of simply presenting a body of scientific research in the framework of a "work-based thesis"; it allows the candidate to obtain a doctorate on the basis of personal research work carried out by the candidate prior to her/his registration at the university (not to be confused with the doctorate on VAE): <a href="https://collegedoctoral-cvl.fr/as/ed/page.pl?site=CDCVL&amp;page=procedures">https://collegedoctoral-cvl.fr/as/ed/page.pl?site=CDCVL&amp;page=procedures</a></p> <p>The Teacher Training Support Centre (CAPE) is designed to continuously improve training courses and is based on two complementary centres in order to achieve the same objective: a pedagogical support centre and a training quality centre. It should be noted that CAPE courses are open to all and are compulsory for newcomers such as MCF trainees.</p>	<p>38.1 - Provide, for easier access to information and better readability, a web page dedicated to researchers, with links giving access to all important and useful information: recent calls for projects, national and international mobility procedures, training, PEDR, CRCT research and pedagogical CRCT, etc ...</p>	<p>F - Formalisation</p>
<b>39 - Access to training, research and continuous development</b>			
<p>In the texts, the status of teacher-researchers provides for :</p> <ul style="list-style-type: none"> <li>- career monitoring, which is the responsibility of the National Council of Universities,</li> <li>- the right to participate in the work of a research team under certain conditions,</li> <li>- the right to continuous training during working hours, concerning their different missions.</li> </ul> <p>The teacher education universities (ESPE) are involved in the initial and ongoing training of teaching and research personnel,</p> <ul style="list-style-type: none"> <li>- the possibility to benefit from leave for research or thematic conversions.</li> </ul> <p>Article 34 of decree n° 84-135 of 24 February 1984 specifies the provisions applicable to leave for temporary assignments for university professors in hospital practice and university lecturers in hospital practice.</p>	<p>The procedures on teacher-researcher mobility are voted by the CR and validated by the CA, with 3 separate "framing" documents:</p> <ul style="list-style-type: none"> <li>. mobility-research within the UT,</li> <li>. outgoing mobility-research for the UT's teacher-researchers,</li> <li>. mobility-research hosting of teacher-researchers from outside the UT.</li> </ul> <p>The training plan of the 5 EDs is divided into 3 areas related to the professional integration of doctoral students :</p> <ul style="list-style-type: none"> <li>. higher education,</li> <li>. companies / entrepreneurship,</li> <li>. skills assessment and professional project.</li> </ul> <p>The description of the offer appears online on the doctoral college's website: <a href="https://collegedoctoral-cvl.fr/as/ed/CDCVL/formations.pl?site=CDCVL">https://collegedoctoral-cvl.fr/as/ed/CDCVL/formations.pl?site=CDCVL</a></p> <p>Moreover, all doctoral students under contract to UT have access to the training plan.</p> <p>As far as training for ECs is concerned, it is currently the DRH that turns to the Continuing Education Department (DFC) on a case-by-case basis.</p> <p>The UT makes provisions to encourage the mobility of University Lecturers - Hospital Practitioners (MCU-PH) to enable them to be qualified for the position of University Professor - Hospital Practitioners (PU-PH).</p>	<p>39.1 - Improve the systematic identification of the training needs of ECs by appointing a training adviser for each research unit; this would notably ensure better collaboration between the human resources and continuing education departments.</p>	<p>D - Development</p>
<b>40 - Supervision at the beginning of the career</b>			
<p>In order to promote access to training through research, the research code provides for the possibility for institutions to award specific individual allowances and to supplement them with a grant. Recipients of these allowances are holders of doctoral contracts, the legal regime for which is provided for by decree. The doctorate constitutes professional experience.</p> <p>Article 3 of decree n° 84-431 of 6 June 1984 specifies the missions of teacher-researchers in terms of the development and transmission of knowledge, the direction, counselling, tutoring, guidance and professional integration of students, and affirms the priority vocation of university professors to provide their teaching service in the form of courses and the direction of research units".</p> <p>The procedure for submitting doctoral theses prior to their defence is indicated in the decree of 7 August 2006 relating to the procedures for submitting, reporting, reproducing, disseminating and conserving theses or works presented for defence with a view to the doctorate.</p>	<p>The UT's thesis charter (common) and the doctoral agreement (specific to each doctoral student) are the reference documents, allowing the activities of both the doctoral student and the thesis director to be clearly framed / standardised. However, there is currently no equivalent for placements and theses in Masters programmes (apart from the placement agreement, which fulfils an essentially administrative and legal objective).</p> <p>As it turns out, sponsorship by the thesis director is well established for doctoral students. But what about newly appointed young ECs?</p> <p>The possibilities of teaching assignments are not always well known to doctoral students.</p>	<p>40.1 - For young ECs, appoint a resource person from outside the laboratory, a professor, for a period of 4 years, whose purpose is to provide regular mentoring.</p>	<p>F - Formalisation</p>
		<p>40.2 - Communicate better on the possibilities for doctoral students to carry out teaching assignments.</p>	<p>C - Communication</p>

Actions	Leader(s)	Associate(s)	Completion time	Monitoring indicator	2021				2022				2023				2024			
					Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4
ETHICAL AND PROFESSIONAL ASPECTS OF THE RESEARCHERS' PROFESSION																				
1 - Research freedom																				
1.1 - Send the charter to all Unit Directors for display in the laboratories and distribute it electronically to all researchers, particularly newcomers, at the start of the academic year.	DRV		9 mois	Annual distribution of the charter to all Unit Directors (DUs) and researchers																
1.2 - Formalise and include the principles of independence and freedom of research in agreements with industrial partners.	DRV	DAJP	24 mois	Formalization / inclusion of principles in agreements with industrial partners																
3 - Professional responsibility																				
3.1 - Ensure wider and regular disclosure on the issue of scientific integrity.	DRV	Référent intégrité scientifique	12 mois	Number of advertisements or conferences on the question of scientific integrity																
3.2 - Ensure that scientific integrity training is included in the institution's training plan for researchers, teacher-researchers and research support personnel.	DRH	DRV Référent intégrité scientifique	12 mois	Number of ECs trained on the topic of scientific integrity																
3.3 - Systematise the signing by newcomers of a charter on confidentiality, conflicts of interest and ethical rules, notably as a reminder of the rights and obligations in terms of intellectual property.	DRH	DRV Référent intégrité scientifique Référent déontologie	15 mois	Drafting of the charter and integration into the HR file  Charter signature rate																
4 - Professional attitude																				
4.1 - Distribute the unit's internal regulations to each newcomer and put in place a document in order to validate that each member of the unit is well informed about them. Periodically (for example, when the unit is renewed) update and disseminate these rules. Finally, post these internal regulations in key places within the unit.	DRV	DRH	24 mois	Preparation of the document to record the fact that the personnel members have been provided with information on the internal regulations of the units  Display of the internal regulations within the units																
5 - Contractual and legal obligations																				
5.1 - Continue and strengthen existing mechanisms to prevent teacher-researchers from abandoning.	Présidence	DRV DRH	24 mois	Number of ECs not attached to a laboratory																
5.2 - Reassert the importance of the systematic use and dissemination of laboratory notebooks.	DRV		15 mois	Number of messages / documents sent to ECs on the subject of laboratory notebooks																
5.3 - Accelerate and finalise the dematerialization of laboratory notebooks, by including them more globally and officially in the future Data Management Plan (DMP).	DRV	DSI	36 mois	Completion of the dematerialization of laboratory notebooks and/or their integration within the data management plan																
5.4 - Increase the awareness of researchers with regard to intellectual property and, insofar as possible, try to adapt it to the uses of laboratories and improve communication notably on the subjects of patent and profit-sharing bonuses. To this end, provide the institution's personnel with more systematic training on Intellectual Property (a conference on this subject is already proposed in the training plan for doctoral students).	DRV	DCOM DRH	15 mois	Implementation of a page specific to intellectual property and training activities on the UT intranet site  Percentage of doctoral students and personnel members attending training courses																
5.5 - Using the OSCAR software, that lists all research projects with financial flows, improve the operation and use of automatic notifications (milestones, report submissions, audits, etc.) for better monitoring and increased responsiveness with regard to project management.	DRV	DSI	18 mois	Number of interim appraisals																

5.6 - Formalize, organise and systematise the drafting of project records that list points of vigilance.	DRV	DSI	18 mois	Number of project files	18 months
6 - Accountability (financial return, financial / research / ethical audits, data transparency)					
6.1- Continue the development and roll-out of the OSCAR tool within the institution by allowing secure electronic signature, document archiving, etc.	DRV	DSI	18 mois	Functional electronic signature	18 months
6.2 - Introduce a Data Management Plan (DMP) for research within the institution and assist researchers in setting up and monitoring DMPs and the associated data. Put the MSH conference on Data Management Plans online.	DRV	DSI SOP SCD MSH	21 mois	Number of MSH conference consultations on the data management plan Number of participants in the support days for “DMP” project leaders	21 months
7 - Best practices in the research sector (health and safety, data protection and confidentiality measures, etc.)					
7.1 - Develop training in occupational safety and increase the number of trained people, notably in relation to the specific features of the UT's laboratories (handling chemical products, radiation protection, electrical clearance, etc.). Secondly, provide the said training in English.	PEPSS	DRV DRH	30 mois	Number of specialised occupational health and safety training courses Number of people enrolled in occupational health and safety training courses Number of English language courses	30 months
7.2 - Improve and generalize information for the personnel on data protection, better inform users with regard to the obligations and solutions offered by the institution.	DSI	DAJP DU	24 mois	Number of IT security training courses for research personnel Number of IT hardware items loaned by the DSI for foreign travel Inclusion of information related to IT security in the travel documents	24 months
7.3 - Develop a short module on IT security (20-30 minutes) for the research units. This module could be presented during the general meetings of the laboratories.	DSI	DRV	18 mois	Completion of the module and presentation to the research units	18 months
8 - Dissemination and exploitation of results					
8.1 - Improve the dissemination of an "open science" culture and continue the development of the institution's HAL open archives portal.	DCOM	DRV	30 mois	Number of filings Number of laboratories with a portal Number of researchers that have filed on HAL	30 months
8.2 - Create, in conjunction with C-Valo, a digital showcase for the transfer of technology and know-how from the institution and the academic partners with whom it shares the supervision of the units.	DRV	DSI SCD	33 mois	Completion of the UT digital portal on technology transfer and know-how in French Translation of the portal into English	33 months
8.3 - Prepare the dissemination of the ORCID system within the research community and provide training relative to its operation, interest and purpose.	DRV	DSI	15 mois	Number of ECs with an ORCID number	15 months
9 - Commitment to society					
9.1 - Harmonise the practices of the units and better coordinate the actions and publications intended for the general public.  9.2 - Regularly invite secondary school classes to the final of the "my thesis in 180 seconds" event. At the same time, carry the event on the UT's web channel.	DCOM	DRV	24 mois	Formatting of the institutional communication plan for the general public Number of consultations of professional social network pages Number of articles disseminated via “The Conversation” and relayed by national and international newspapers Number of views on the UT web channel	24 months

9.3 - Extend the distribution of the institutional journal to the outside world and to the "general public", notably by setting up an electronic version.	DCOM	0	12 mois	Number of messages of dispatch of the UT institutional journal in electronic version (excluding internal distribution)	<div><div>12 months</div></div>
9.4 - Draw closer to certain secondary schools and colleges by offering them the services of doctoral students, in order to improve the dissemination of scientific culture.	DRV	DRH Maison pour la Science	15 mois	Number of interventions of doctoral students and researchers in schools  Inclusion of these actions for public educational institutions in the training plan for doctoral students	<div><div>15 months</div></div>
10 - Non-discrimination (concerning sex, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic situation)					
10.1 - More systematic English translation of documents intended for the personnel (employment contracts, circulars, information and awareness-raising documents, notably with regard to non-discrimination). Set up a one-stop shop for foreign researchers within the Human Resources Department.	Mission égalité DCOM	DRH DRI	24 mois	Translation of non-discrimination documents into English  Set-up of a one-stop shop / service for monitoring and management	<div><div>24 months</div></div>
10.2 - Prepare, in connection with items 12 and 13 (open and transparent recruitment procedures), an awareness-raising document (in the form of a flyer) on non-discrimination and equality in recruitment. Also propose specific training on the issue of non-discrimination for members of selection committees and persons in charge of recruitment.	DRH DCOM	Mission égalité	18 mois	Production and dissemination of the awareness-raising document on non-discrimination and equality in recruitment	<div><div>18 months</div></div>
10.3 - Extend to all personnel members, notably research personnel, what the institution has already put in place for students, namely an inclusive policy for transgender / LGBT people.	Mission égalité	DRH DSI DAJP	12 mois	Inventory of actions implemented within the non-discrimination plan	<div><div>12 months</div></div>
RECRUITMENT					
12 - Recruitment (general)					
12.1 - Update the charter for contract workers, notably by incorporating the recent law on the transformation of the civil service (in particular, the project contract).	DRH	Composantes DRV Directeurs d'Unités	15 mois	Updating of the charter	<div><div>15 months</div></div>
12.2 - Set up a mentoring system for newly recruited personnel members while promoting this mission.	DRH	DRV	9 mois	Number of newly appointed ECs benefiting from a mentoring system	<div><div>9 months</div></div>
13 - Recruitment (publication of posts)					
13.1 - Work on the implementation of a standardised recruitment job sheet specifying the skills expected of candidates, which will also be translated into English. Also translate the website's recruitment section into English. Conduct a study to optimise the dissemination channels for job offers so that publications are systematised and thus disseminated to the widest possible audience (Euraxess, dedicated social networks, etc.).	DRH	DCOM	18 months	Proportion of French / English announcements placed  Implementation of the standard recruitment form  Complete the job descriptions of the competitive examinations by adding / specifying the expected skills  Transfer to the single account under GALAXIE	<div><div>18 months</div></div>
14 - Selection committees					
14.1 - Make it compulsory for each individual member to sign the commitment to declare conflicts of interest when serving on selection committee juries, in order to prevent any conflicts of interest that may arise.	DRH		12 mois	Number of selection committee minutes returned by the Chairmen of selection committees with an individual signature	<div><div>12 months</div></div>
14.2 - Develop the training of selection committee chairmen and members with regard to recruitment, and ensure the best possible support. Systematise the holding of an annual meeting with committee chairmen in order to remind them of the measures and principles governing recruitment.	DRH		12 mois	Number of Selection Committee chairmen that have attended training courses	<div><div>12 months</div></div>
15 - Transparency (prior information for candidates about the recruitment criteria)					




15.1 - Define and publish recruitment procedures for externally funded doctoral students and post-doctoral students.	DRH	DRV DRI	30 mois	Introduction and publication / dissemination of recruitment procedures for externally funded doctoral students and post-doctoral students	<div>30 months</div>
15.2 - Provide the opinions of the selection committees at the request of the candidates, on the basis of a form completed by the jury presidents.	DRH	DRV	30 mois	Proportion number of selection committee opinions forwarded / number of applications from applicants	<div>30 months</div>
19 - Recognition of qualifications					
19.1 - Systematically perform an interview with several recruiters, rather than just one, when recruiting contract agents.	DRH	Components DU	12 months	Number of personnel members under contract who have had qualification assessment interviews	<div>12 months</div>
21 - Post-doctorate (principles of post-doctorate recruitment)					
21.1 - Establish a clear definition of the post-doctoral status and set up a formalised recruitment procedure for post-doctoral students with an explicit employment contract. Codify this status in the HR information system, so that this population can be clearly identified and monitored.	DRH	DRV DRI	33 months	Definition of criteria for identifying post-doctoral students  Number of formalized post-doctoral contracts signed per year	<div>33 months</div>

## WORKING CONDITIONS AND SOCIAL SECURITY

## 22 - Recognition of the profession

<p>22.1 - Accompany the doctoral student, from the start of the postgraduate cycle, with the help of a single dematerialized document, listing all of the student's activities and skills. This document is a constituent component of the thesis defence application file.</p>	<p>DRV</p>	<p>Business line departments</p>	<p>36 months</p>	<p>Roll-out of the single document</p>	
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**23 - Research environment (access to adequate equipment and facilities)**

<p>23.1 - Continue improving the reception of personnel members, particularly doctoral students, by defining dedicated areas on our various sites in order to develop shared work, collegiality, multidisciplinary, mutual aid, teacher-doctoral collaboration, etc.</p>	<p>DRV</p>	<p>PEPSS SSU DRH DAJP</p>	<p>21 mois</p>	<p>Number of rooms dedicated to doctoral students at the UT</p> <p>Ratio surfaces / doctoral students</p>	
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## 24 - Working conditions

24.1 - Develop communication on existing aid and support systems: social action, the right to paternity leave, the Euraxess service centre and the DRV and DRH one-stop shops.	DRI DRH Mission égalité	DCOM	12 mois	Number of information messages sent and/or posted on the website	12 months
24.2 - Improve the systems for doctoral students (social, reception, housing, etc.), by developing closer collaboration with the CROUS.	DRI DRV	SSU PEPSS	18 mois	Set-up of a partnership agreement with a number of rooms reserved for doctoral students	18 months
24.3 - Launch a reflection group aimed at studying and implementing new working solutions, notably in research, while taking into account the specific features of the disciplinary themes and the implications for all of the institution's components.	DRH	DRV	30 mois	Set-up of the reflection group and launch of the proposed actions	30 months
24.4 - Increase the amount of aid allocated by the Fondation Rabelais and/or develop actions to support doctoral students with other foundations.	DRV	DRH DRI	18 mois	Number of assistance beneficiaries and allocated sums	18 months

## 25 - Stability and continuity of employment

25.1 - Develop career support functions within the Human Resources Department, either by using temporary personnel or by calling on specialist bodies.	DRH		24 months	Number of ECs who have benefited from a career counselling scheme															
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## 26 - Financing, wages and access to social security

<p>26.1 - For the purposes of a fairer and more coherent wage policy, undertake concerted action to avoid wage differentials and to better standardize the wages for equivalent positions.</p>	<p>DRH</p>		<p>21 months</p>	<p>Wage gap between the different categories / populations in question</p>	
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27 - Gender balance

[illegible]

**28 - Career development and reduction of insecurity regarding the professional future**

[illegible]

28.3 - Improve communication on the possibilities of access to French language courses for foreign researchers and their spouses in order to facilitate their professional and personal integration.	DRI DCOM	DRV	9 mois	Number of foreign persons (ECs and/or spouses) enrolled in French courses	<div>9 months</div>
29 - Development of mobility (geographical, intersectoral, interdisciplinary and virtual)					
29.1 - Further encourage opportunities for the foreign mobility of doctoral students. Promote the thesis co-supervision system. Strengthen financial support via doctoral schools in order to promote support for mobility.	DRI DRV		12 mois	Number of international framework contracts with mobility of doctoral students / number of mobility grants provided by the EDs / number of co-supervision / number of Sifac missions abroad for doctoral students / number of foreign travel authorisations for doctoral students	<div>12 months</div>
29.2 - Enhance and better recognise the mobility possibilities for teacher-researchers, researchers and BIATSS personnel members.	DRI	DRV	12 mois	Number of ECs with stays abroad / thematic mobility /other	<div>12 months</div>
31 - Intellectual property rights					
31.1 - Improve the quality of the information disseminated to beneficiaries when bonuses and profit-sharing are paid.	DRV	DRH	6 mois	Rate of letters sent to the beneficiary inventors	<div>6 months</div>
32 - Co-authors					
32.1 - Formalize and strengthen the coordination between the scientific integrity adviser, the Valuation and Innovation Partnership Service and the Legal Affairs and Assets Department, when dealing with questions from co-authors relating to publications and patents.	DRV		18 mois	Number of referrals from the scientific integrity adviser	<div>18 months</div>
32.2 - Improve and develop the specific skills required in the area of copyright, and then train the personnel members.	DAJP DRV		24 mois	Number of people trained in copyright law	<div>24 months</div>
33 - Valuation of teaching					
33.1 - Enhance the value of the teaching work and administrative responsibilities performed by Teacher-Researchers by means of a clear reference framework for the tasks performed.	DRV DRH	Composantes	24 mois	Number of ECs performing ad hoc and/or regular administrative tasks	<div>24 months</div>
33.2 - Encourage young MCFs to take the teaching and pedagogical training courses provided by the CAPE (Pedagogical Support Centre)	DRH	CAPE	18 mois	Number of training courses set up by the Pedagogical Support Centre	<div>18 months</div>
33.3 - Enhance the teaching exemption offered to young teacher-researchers at the beginning of their careers, in order for them to have a better understanding of all aspects of the profession.	DRH		18 mois	Number of persons who have applied for and/or received a teaching exemption	<div>18 months</div>
34 - Complaints and appeals : assistance in case of conflicts					
34.1 - Training and information on violence and existing measures at the University of Tours. Make these training courses compulsory for newcomers, administrative and service managers, directors and personnel members with responsibilities.	Mission égalité DRH DAJP		12 mois	Number of persons enrolled in training courses on violence  Number of complaints / appeals registered	<div>12 months</div>
34.2 - Train personnel members in positions of responsibility (administrative managers, deans, laboratory directors) on mediation and conflict management. Set up local conflict advisers who will be trained in mediation (action plan on psycho-social risks).	DRH Chargé de mission Qualité de Vie au Travail	PEPSS Mission égalité Médiateur Réfèrent déontologie	12 mois	Number of awareness-raising actions completed  Appointment of local conflict advisers	<div>12 months</div>
35 - Participation in decision-making bodies					
35.1 - Communicate more to researchers on the role and missions of the research commission and improve the dissemination of its work.	DCOM	DRV	12 months	Number of web consultations carried out	<div>12 months</div>



**36 - Relationship with thesis / placement directors and supervisors**

[illegible]

### 37 - Supervision and management tasks

[illegible]

### 38 - Continuing professional development

<p>38.1 - Provide, for easier access to information and better readability, a web page dedicated to researchers, with links giving access to all important and useful information: recent calls for projects, national and international mobility procedures, training, PEDR, CRCT research and pedagogical CRCT, etc ...</p>	<p>DRV</p>	<p>DCOM</p>	<p>15 mois</p>	<p>Completion of the web page</p> <p>Web page consultation rate</p>																																																																																																																																																										
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### 39 - Access to training, research and continuous development

[illegible]

#### 40 - Supervision at the beginning of the career

[illegible]

#### **4. Internal and external evaluation**

In line with the label's commitments, an initial evaluation report is planned after a period of two years, in the form of a self-evaluation carried out internally, the content of which will be conveyed to the European Commission.

Nevertheless, because of the commitments made by the institution, and in the interests of efficiency, the project must be monitored continuously and regularly, both in terms of the timetable and deadlines and the chosen indicators, that are essential for measuring the achievement of the objectives.

To this end, as guarantor of the smooth running of the project, a half-yearly Strategic Steering Committee meeting will be held in order to review the progress of the implementation of the actions. Moreover, periodic meetings with the "business line" departments concerned and the Organisation and Steering Department (SOP) will be arranged in order to complete a specific dashboard of the actions, to examine the necessary adjustments and adaptations, and even to resolve any difficulties that may arise, under the coordination of the project leader.

A dedicated storage space on the server will be created and shared between the various members in order to facilitate the exchange and availability of the various documents. All of this will be managed with the use of a shared project management tool.

Moreover, the idea of an annual survey of teacher-researchers to gather opinions on the progress will complement the internal evaluation system.

Finally, if necessary, the action plan could be adapted and improved as it is implemented, and any revised version would then be forwarded to the European Commission.

Of course, regular information will also be provided to the official bodies of the UT, such as the Board of Directors, the Research Commission and the TC. A short report will also be produced each year.

Regarding the external evaluation at the end of the four-year period, with the prior drafting of a more complete progress report, the designated experts will therefore benefit from the documents and materials of the entire elapsed period in order to give their opinion on the project's success and the confirmation of obtaining the "HR Excellence in Research" label.

## Conclusion

Given its response, the University of Tours is very clearly committed to carrying out strong actions and, as of today, to implementing so as to move in the direction of a greater respect of the principles of the European Charter and the European Researchers' Code.

In the coming months and years, and pending an opinion that it hopes will be favourable, the University of Tours will implement, based on the defined timetable and under the responsibility of the indicated bodies, people and services, the various measures and points for improvement listed in this action plan.

On the strength of its assets and its stated desire to work in order to develop an HR-related strategy, the University of Tours has resolutely committed itself to the HRS4R labelling project because it constitutes a truly structuring approach for its human resources policy in that it places it within a logic of questioning processes and uses, and within a process of continuous improvement of its way of conceiving and designing a coherent human resources strategy at the service of an ambitious research policy.

The pursuit of this ambitious, stimulating and structuring project is an opportunity and a chance to be seized by the entire university community, and is already part of its more global strategy of attractiveness and excellence in the field of research

*It should be noted that, as required by the label, this response is published in its entirety on the page dedicated to the HRS4R project on the website of the University of Tours, which is publicly accessible and can be consulted at the following address:*  
<https://www.univ-tours.fr/recherche/hrs4r/strategie-europeenne-des-ressources-humaines-pour-les-chercheurs--714327.kjsp?RH=1562685975818>



## **Appendix 1 : Signed UT letter of intent**



Présidence

Monsieur le Président

Tours, le 01/10/2019

Philippe Vendrix  
Président  
02 47 36 64 00  
[president@univ-tours.fr](mailto:president@univ-tours.fr)

Affaire suivie par  
Jérôme Casas  
HRS4R mission leader  
02 47 36 69 66  
[hrs4r@univ-tours.fr](mailto:hrs4r@univ-tours.fr)

Références à rappeler :  
120/2019

Declaration of Commitment to the Principles of the European Charter for Researchers  
and the Code of Conduct for the Recruitment of Researchers.

To whom it may concern,

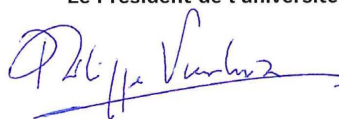
University of Tours, represented by President Philippe Vendrix, declares its commitment to the principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

In many aspects, the principles that are endorsed in the Charter and Code are already common practice at University of Tours. Signing the Charter and Code confirm our intention to continue to carry out the necessary steps to comply with the principles of the recommendation.

By this letter, we also declare our commitment in implementing the Human Resources Strategy for Researchers (HRS4R) in Tours University.

Yours sincerely.

Philippe Vendrix  
Le Président de l'université



## **Appendix 2 : Covid-19 deadline extension request**



Présidence

Tours, le 29/06/2020

Philippe Vendrix  
Président  
02 47 36 64 00  
[president@univ-tours.fr](mailto:president@univ-tours.fr)

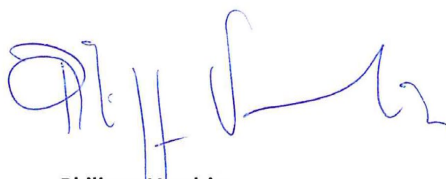
Affaire suivie par  
Didier Sabourault  
02 47 36 66 31  
[didier.sabourault@univ-tours.fr](mailto:didier.sabourault@univ-tours.fr)

Références à rappeler :  
66/2020

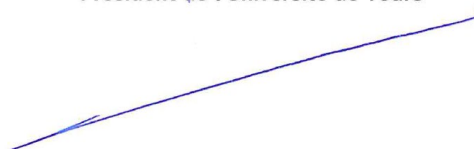
Madam, Sir,

THE Covid-19 pandemic had a lasting effect on our university and the progress of the HRS4R project. Our university was closed from March 15 to June 22nd. Some of our services, in particular the HR dept. had to deal with quite complex issues, with fewer agents. While the situation is slowly coming back to normal, we have lost three months just before the summer break. These months were key to enable the entire university to get deeply involved in the propositions made by the many working groups and their numerous meetings in 2019 and early 2020.

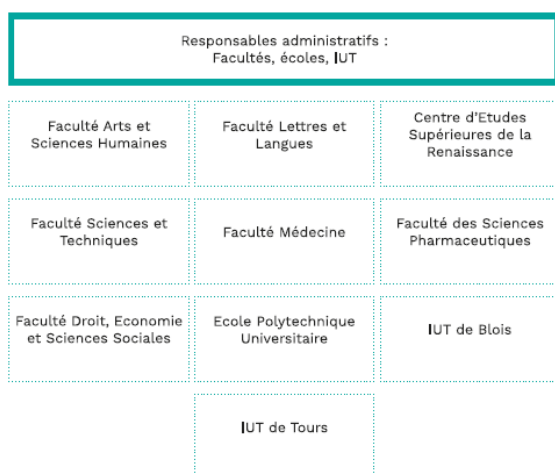
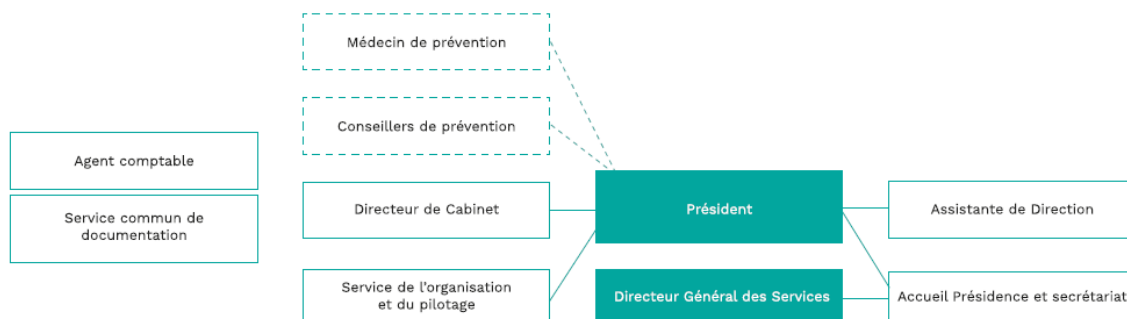
We therefore would be grateful if we could have an extension of three months, and submit our proposal on January 1st, 2021. It would also ensure that this is a joint effort by the entire university, as the spirit of the HRS4R demands. This extension makes no provision for the predicted difficult times ahead in autumn, when the semester begins. We are however confident that the work done before the onset of the confinement was already sufficiently advanced to make the proposed deadline attainable.



**Philippe Vendrix**  
Président de l'Université de Tours



## Appendix 3 : University of Tours organisational chart



## Appendix 4 : Composition of the CPS and working groups

### Composition of the Strategic Steering Committee

**Project owner**  
**Prof. Jérôme CASAS** - IRBI UMR CNRS & UFR Sciences and Techniques

#### Vice-Presidents

- **Dr. Concetta PENNUTO**: VP Equality and Disability (EC)
- **Dr. Corinne MANSON**: VP Means and CA (EC)
- **Prof. Daniel ALQUIER**: VP Research and Valorisation (EC)
- **Pr. Philippe ROINGEARD**: VP Doctoral Schools (EC - PU-PH),
- **Prof. Marc DESMET**: VP International Relations (EC)

#### Trade\* departments

- **Isabelle GUILLOUET**: Director of Research and Development (DRV)
- **Manuelle RUILIER**: Human Resources Director (HRD)
- **Sylvie CROCHET**: Director of International Relations (DRI)
- **Orianne MOUSSET**: EURAXESS Service Centre
- **Eric BRICOUT**: Head of the Innovation Partnerships and Valorisation Service (SPIV)

#### Social Sciences: Territories, Economics and Law (SSTED) Humanities and Languages (HL)

- **Lydia SEABRA**: (BIATSS UT-CNRS) administrative head of MSH
- **Dr. Camille DREVEAU**: (EC) member of the CR
- **Prof. Valérie PENNEQUIN**: (EC) member of the RC and Director of the Unit
- **Dr. Alexis CHOMMELOUX**: (EC) Dean of the UFR Lettres Langues (2016-2020)
- **Bastien GOUHIER**: doctoral student member of the CR - UMR CNRS \*)
- **Fateme GHALEHNOEE**: Foreign doctoral student (PAUSE programme) \*)

#### Mathematics, Computer Science, Theoretical Physics, Systems Engineering (MIPTIS)

- **Prof. Emmanuel NERON**: (EC) Dean of Polytech\* Tours (in-house engineering school), & ERL-CNRS member
- **Dr. Kilian RASCHEL**: CNRS Researcher, holder of an ERC-Starting Grant

#### Energy, Materials, Earth and Universe Sciences (EMSTU)

- **Prof. François TRAN VAN**: Unit Director and Deputy Director of the EMSTU Doctoral School
- **Mathieu VENIN**: Design Engineer at LAME (UT/UO/INSA-CVL)

#### Health, Biological Sciences and Chemistry of Life (SSBCV)

- **Dr. Isabelle VIRLOGEUX-PAYANT**: INRAE researcher, member of the CR
- **Anna CHAMI**: doctoral student member of the CR UMR INSERM \*)
- **Dr. Lucie BRISSON**: INSERM Researcher
- **Prof. Vincent CAMUS**: (PU-PH), Head of Research Europe CHRU & Researcher UMR INSERM

\*) doctoral students may have to change if they leave the UT

## Composition of the 4 working groups

### Working Group 1

#### Ethical and professional aspects

- **Daniel ALQUIER**, VP Research, Teacher-Researcher, **Head of WG1**
- **Isabelle GUILLOUET**, Director of Research and Development
- **Concetta PENNUTO**, VP Equality, Teacher-Researcher UT-CNRS
- **Mathieu VENIN**, BIATSS Engineer
- **Eric BRICOUT**, Head of Partnerships Department Innovation Valorisation
- **Manuelle RUILIER**, Human Resources Director
- **Vincent CAMUS**, University Hospital Lecturer
- **Kilian RASCHEL**, CNRS Research Staff
- **Daniel MIRZA**, Teacher-researcher UT-CNRS
- **Jérôme THIBONNET**, Teacher-Researcher, Unit Director
- **Françoise DEBIERRE-GROCKIEGO**, Teacher-Researcher
- **Christophe VANDIER**, Lecturer-researcher UT-INSERM
- **Frédéric MATYJAS**, HRS4R Project Manager
- **Morgane GUIBERT**, Intellectual Property Engineer
- **Thierry MOREAU**, Lecturer-researcher UT-INRA, Scientific Integrity Referent
- **Benjamin LAVERGNE**, Teacher-Researcher, Member of the Board of Directors
- **Christian GARBAR**, Ethics Officer and Mediator
- **Marc LE BRIS**, Director of Information Systems
- **Lydia SEABRA**, BIATSS UT-CNRS staff, Member of the CHSCT and CR
- **Fateme GHALEHNOEE**, Doctoral student

### Working Group 2

#### Recruitment

- **Corinne MANSON**, VP Means, Teacher-Researcher, **GT2 Manager**
- **Isabelle GUILLOUET**, Director of Research and Development
- **Pierre GABETTE**, Managing Director of Services
- **Isabelle VIRLOGEUX-PAYANT**, INRAE Research Staff
- **François TRAN-VAN**, Teacher-Researcher, Unit Director
- **Karine ABDEREMANE**, Teacher-Researcher
- **Valérie PENNEQUIN**, Teacher-Researcher, Unit Director
- **Manuelle RUILIER**, Human Resources Director
- **Emmanuel NERON**, Teacher-researcher, Director of PolytechTours
- **Lucie BRISSON**, INSERM Research Staff
- **Alexis CHOMMELOUX**, Teacher-Researcher
- **Orianne MOUSSET**, BIATSS Staff, EURAXESS Mobility Centre
- **Yves RAINGEAUD**, Teacher-researcher, Director of the Tours IUT (University Institute of Technology)
- **Frédéric MATYJAS**, HRS4R Project Manager
- **Thierry MOREAU**, Lecturer-researcher UT-INRA, Scientific Integrity Referent
- **Christian GARBAR**, Ethics Officer and Mediator

### Working Group 3

#### Working conditions and social security

- **Concetta PENNUTO**, VP Equality, Teacher-Researcher, **GT3 Manager**
- **Eric BRICOUT**, Head of Partnerships Department Innovation Valorisation
- **Manuelle RUILIER**, Human Resources Director
- **Vincent CAMUS**, University Hospital Lecturer
- **Anna CHAMI**, Staff BIATSS UT-INSERM
- **Bastien GOUHIER**, Teacher-Researcher
- **Kilian RASCHEL**, CNRS Research Staff
- **Sylvie CROCHET**, Director of International Relations
- **Yves RAINGEAUD**, Teacher-researcher, Director of the Tours IUT (University Institute of Technology)
- **Igor CHOURPA**, Teacher-Researcher, Unit Manager
- **Frédéric MATYJAS**, HRS4R Project Manager
- **Morgane GUIBERT**, Intellectual Property Engineer
- **Christian GARBAR**, Ethics Officer and Mediator
- **Federica OUDIN**, Teacher-Researcher
- **Benoit WOLF**, Personnel BIATSS, Administrative Manager UFR Arts and Human Sciences

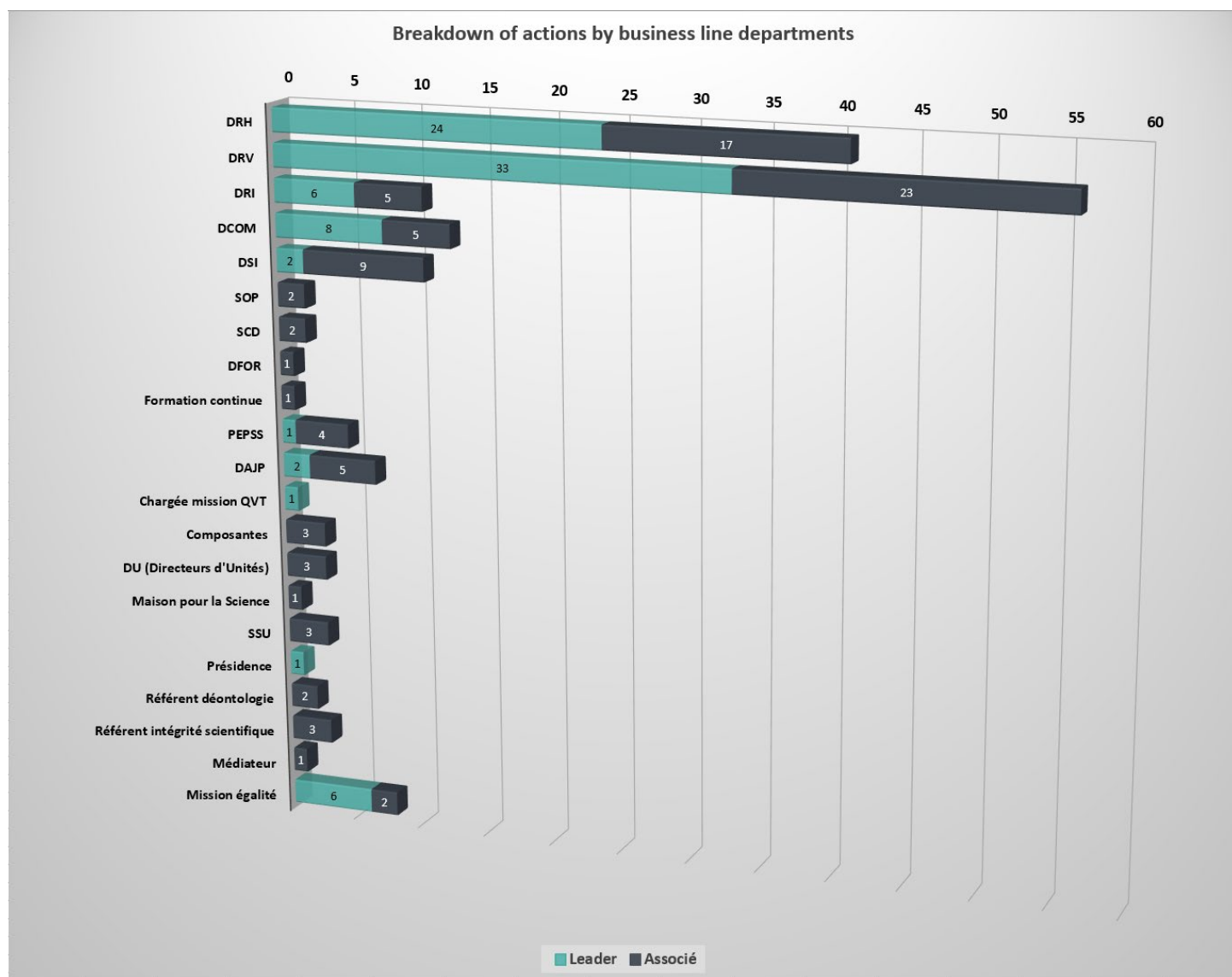
### Working Group No. 4

#### Training and development

- **Philippe ROINGEARD**, VP Doctoral Schools, Teacher-Researcher, **GT4 Manager**
- **Isabelle GUILLOUET**, Director of Research and Development
- **Pierre GABETTE**, Managing Director of Services
- **Isabelle VIRLOGEUX-PAYANT**, INRAE Research Staff
- **François TRAN-VAN**, Teacher-Researcher, Unit Director
- **Valérie PENNEQUIN**, Teacher-Researcher, Unit Director
- **Manuelle RUILIER**, Human Resources Director
- **Vincent CAMUS**, University Hospital Lecturer
- **Lydia SEABRA**, BIATSS UT-CNRS staff, Member of the CHSCT and CR
- **Emmanuel NERON**, Teacher-researcher, Director of PolytechTours
- **Anna CHAMI**, Staff BIATSS UT-INSERM
- **Bastien GOUHIER**, Teacher-Researcher
- **Jérôme THIBONNET**, Teacher-Researcher, Unit Director
- **Caroline VASLIN**, Head of Research and Doctoral Studies Department
- **Frédéric MATYJAS**, HRS4R Project Manager
- **Philippe PREVOST**, Teacher-researcher
- **Christian GARBAR**, Ethics Officer and Mediator
- **Federica OUDIN**, Teacher-Researcher
- **Christelle PRAGON**, Director of Continuing Education
- **Fateme GHALEHNOEE**, Doctoral student



## Appendix 5 : Breakdown of actions by business line departments



## **Appendix 6 : Acronyms and abbreviations**

- UT : University of Tours
- EPSCP : Etablissement Public à caractère Scientifique, Culturel et Professionnel (Public Institution of a Scientific, Cultural and Professional Nature)
- UFR : Unité de Formation et de Recherche (Training and Research Unit)
- EC : Enseignant-Chercheur (Teacher-Researcher)
- CM : Commission des Moyens (Means Committee)
- CA : Conseil d'Administration (Board of Directors or Administration Council)
- CR : Commission Recherche (Research Commission)
- VP : Vice-Président (Vice-President)
- BIATSS : (personnel) Bibliothèque, Ingénieur, Administratif, Technicien, Sociaux et de Santé (Library, Engineer, Administrative, Technician, Social and Health)
- CPS : Comité de Pilotage Stratégique (Strategic Steering Committee)
- DRH : Direction des Ressources Humaines (Human Resources Department)
- DRV : Direction de la Recherche et de la Valorisation (Research and Valuation Department)
- RED : Recherche et Etudes Doctorales (Research and Doctoral Studies)
- CER : Centre d'Etudes et de Recherches (Studies and Research Centre)
- CETU : Centre d'Expertise et de Transfert Universitaire (University Expertise and Transfer Centre)
- CMER : Cellule Mutualisée Recherche Europe (Shared Europe Research Unit)
- CNRS : Centre National de la Recherche Scientifique (National Scientific Research Centre)
- INRAE : Institut National de la Recherche pour l'Agriculture, l'Alimentation et l'Environnement (National Institute for Research in Agriculture, Food and the Environment)
- INSERM : Institut National de la Santé et de la Recherche Médicale (National Institute of Health and Medical Research)
- INSA CVL : Institut National des Sciences Appliquées Centre Val de Loire (National Institute of Applied Sciences Centre Val de Loire)
- THE : Times Higher Education
- EER : Espace Européen de la Recherche (European Research Area)
- IUT : Institut Universitaire de Technologie (University Institute of Technology)

- MCU-PH : Maîtres de conférence des Universités – Praticiens Hospitaliers (University Lecturers – Hospital Practitioners)
- PU-PH : Professeur des Universités – Praticiens Hospitaliers (University Professors – Hospital Practitioners)
- OSCAR : Organisation et Suivi des Contrats et autres Activités de Recherche (Organisation and Monitoring of Contracts and Other Research Activities)
- SATT : Société d'Accélération du Transfert de Technologies (Technology Transfer Acceleration Society)
- MOOC : Massive Open Online Course
- PIA : Programmes d'Investissements d'Avenir (Investments in the Future Programmes)
- SIFAC : Système d'Information Financier Analytique et Comptable (Financial, Analytical and Accounting Information System)
- ADUM : Accès Doctorat Unique et Mutualisé (Single Shared Doctorate Access)