

Strengths and weaknesses of current practices

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ETHICAL AND PROFESSIONAL ASPECTS

Strengths:

*Respect for **ethical principles***: to make researchers aware of their ethical responsibilities, three advisers have been appointed, one for scientific integrity, one for ethics and one for secularism.

To reinforce ***non-discrimination***: the role of the Gender Equality Officer was widened to the promotion of equality several years ago. During the same period, a correspondent for the promotion of equality was appointed in each of the institution's component units and departments, and a Discrimination Adviser was appointed among and for doctoral students.

Since 7 January 2021, an Inclusion, Equality and Solidarity Officer has been in charge of these different missions.

The Disability Officer, appointed a few years ago, was replaced on 7 January 2021 by a Student Life and Disability Officer.

To consolidate ***best practice in the research sector***, defended theses are systematically analysed using plagiarism detection software, making young researchers aware of their professional responsibility. For educational purposes, they are also given the chance to have part of their thesis examined during the advanced writing phase, to check their bibliographic referencing methodology. The University is committed to open science, through its support and training offering.

In addition, a procedure for accumulating professional activities has been put in place for associate and full professors.

Comments

The institution focuses on three priority areas: ethics, the promotion of research and non-discrimination

1) Ethics:

- A Scientific Integrity Adviser and an Ethics Adviser were appointed in January 2018 and January 2020, respectively:
 - The **Scientific Integrity Adviser** defines her role as “creating an institutional culture of scientific integrity, through actions focused on awareness-raising and collective reflection, which will be coordinated with the doctoral schools, the research laboratories and the Université de Lyon, which is already significantly committed to this issue. It also involves responding to requests from colleagues, University staff and students on questions they may have in the field of scientific integrity.”
 - The **Ethics Adviser** presents her role as follows, “The Ethics Adviser has no powers of sanction, but answers questions that individual staff members ask about the ethical obligations set out in the General Statute for Civil Servants and in law. These questions may concern, for example, probity, professional secrecy and discretion, hierarchical obedience, dignity, neutrality and restraint. The Ethics Adviser also answers questions from staff members who are considering setting up a business, carrying out an ancillary activity in addition to their public employment or joining

the private sector. Since 1 February 2020, the Adviser can also be called upon by the hierarchical authorities if they have doubts about whether a staff member's plan to set up a business or leave for the private sector is compatible with the public service he or she has been performing for the past three years."

- **Training in scientific integrity and ethics** is now offered to researchers:
 - "University ethics and scientific integrity": the first training course provided jointly by the Scientific Integrity Adviser and the Ethics Adviser on 25 September 2020; and
 - "The ethics, rights and obligations of public servants": a training course provided by the Ethics Adviser on 6 October 2020.

- A **self-assessment form for links and conflicts of interest** is sent to all members of the selection committees in charge of recruiting associate and full professors. The institution aims to raise awareness among experts and candidates in a development file, encouraging them to declare any links or conflicts of interest.

- The **Guide for the Collection and Treatment of Whistleblowing Relating to Scientific Integrity** (national document from 2018) was presented and validated by the institution's Research Commission. A procedure specific to our university for detecting plagiarism in all theses has been put in place and the guide has been distributed.

- **Professional responsibility:**
 - Researchers are made aware of their professional responsibility at a very early stage by signing the **Université de Lyon's Doctoral Charter** when they first enrol for their thesis. This charter incorporates the principles of the **European Charter for Researchers and the Code of Conduct**. It contains the obligations to which researchers are subject. This charter is widely distributed by the research department and the doctoral schools, through posters, websites, news flashes and letters.
 - To avoid young researchers finding themselves in a **plagiarism** situation when defending their thesis, training and software are made available to them, enabling them to check their citation methodology.
 - In addition, consideration has been given to improving the procedures relating to requests for **authorisation to accumulate professional activities**, with the aim of processing the files more efficiently and addressing possible business start-ups among the requests made for leave for personal reasons. Theoretically, a civil servant cannot combine his or her activity with another professional activity (French Laws of 1983, 2016), however, in certain cases researchers can do this, with the authorisation of the institution head. However, **this accumulation of activities must not undermine scientific integrity or generate conflicts of interest**. The files are therefore submitted to an independent French administrative body (*Haute Autorité pour la transparence de la vie publique, "HATVP"*), which controls the departure of public officials wishing to pursue an activity in the private sector. The HATVP also gives an opinion on the business creation

declarations submitted by staff members who wish to combine this activity with their public employment. The new application form for accumulating activities was introduced in September 2018 and can be downloaded online from the [intranet](#). The signature loop has been simplified (the secondary employer's signature is no longer required), which has facilitated the application process.

2) Research promotion

To promote research, the University provides funding and dissemination support:

- In addition to the regular **funding** of research teams, funding is also provided via calls for projects. For this reason, it is now essential to raise awareness and inform associate and full professors and doctoral students about funding opportunities, so that they can perform their research according to their needs (single-partner or collaborative projects, funding of missions, salaries, conferences, etc.). Many funders exist (the French national research agency "ANR", the European Commission, etc.). There is also a wide range of calls for projects in the humanities and social sciences. The institution has therefore set up **information actions for researchers and doctoral students regarding national, European and international funding. Individual training on the preparation of applications** in response to a call for projects is offered to researchers who would like it, and **group training sessions are provided**. The institution has set up a system to encourage researchers to submit projects. This internal funding (**call for "bud" projects**), which is increasingly successful and appears to correspond to researchers' expectations, is endowed with a maximum of 10,000 euros for one year with the aim of bringing out high-potential projects, allowing projects to mature, strengthening research areas and facilitating international collaborations. This call for projects is annual and recurrent.
- Research **dissemination** is supported by training and support for Open Access and Open Edition:
 - The institution's University Libraries offer researchers training and support to file all their publications on the open archive platform **HAL** (Hyper Articles on Line). However, as publications are not systematically filed on this platform, the objective is to encourage researchers to do so, and more generally, to disseminate their publications in digital form in **Open Access**.
 - Our libraries have created a scientific journal platform, **Prairial**, which was labelled the **first official Open Edition incubator** in 2018. It was updated in early 2020 with the addition of five new journals, including *Arabesques* (the journal of the Bibliographic Agency for Higher Education, *Agence Bibliographique de l'Enseignement Supérieur*), information and news pages on open science, and open access journals. Significant work has also been performed to improve the quality of the journals: assigning DOIs (Digital Object Identifiers) to articles, providing the XML-TEI file for articles with enriched metadata, optimising the layout of journals, etc.
 - All of this is accompanied by a **global training and editorial support approach** aimed at optimising the editorial support for teams. Designed as an incubator and a genuine springboard for integrating Open Edition – the reference portal

for humanities and social sciences publications – the Prairial platform helps associate and full professors and teams from scientific journals to develop their project and professionalise it, via support at the editorial level.

- For the year 2020, Prairial was a stakeholder – and an important component – in the **project to develop an editorial support centre** for the journals of the 52 humanities and social sciences laboratories on the Lyon-Saint-Étienne site. It was set up through the collaboration between the Jean Moulin Lyon 3 University Libraries (ULs), the Université Lumière Lyon 2 and the Maison des Sciences de l’Homme (MSH) Lyon-Saint-Étienne. The aim of this centre is to support the journal teams and to encourage an increase in the editorial quality of publications.
- The General Research Service, in close collaboration with the ULs, is leading a working group on Open Science at Jean Moulin Lyon 3 University. It brings together around 15 associate and full professors and department representatives from different disciplines. This working group has been given the task of providing the institution with a roadmap for open science. A first positioning document, the **Open Science Charter**, was presented to the relevant bodies in autumn 2020. This charter was unanimously adopted by Jean Moulin University’s Research Commission on 3 November 2020. It formalises the institution’s commitment to the open access of publications and research data, and its wish to contribute, by all means, and in all forms, to the implementation of high-quality scientific endeavours that are freed from technical or commercial barriers. ([Research website](#))

3) Non-discrimination

Aware of the real risks of discrimination, the institution has put in place a whole series of preventive measures to support **non-discrimination**, and provides strong responses to reported cases:

- The mission for non-discrimination has become the **mission for inclusion, equality and solidarity** since the new leadership team took office on 7 January 2021.
- A **Discrimination and Harassment Prevention Unit (the CADH)** was established in September 2019. It is a place where victims or witnesses of discrimination or harassment within the University can be listened to, guided and supported. It undertakes to respond to the situations referred to it and to act to prevent any abusive behaviour. Depending on the case and the seriousness of the facts, the unit may propose medical, social or legal support, protective measures, or the initiation of legal and/or disciplinary proceedings. In 2019 it was called on by four students and one member of staff; in 2020 by four students and two members of staff; and in 2021 (as of 15 April) by five students and two members of staff.
- To support the CADH’s actions, a network of **equality correspondents** has been established. These correspondents are members of the administrative and teaching staff of Jean Moulin Lyon 3 University and are identified within the University’s various departments and components (faculties and institutes). A specific **Discrimination Adviser** has been appointed for **doctoral students**. The equality correspondents are responsible for raising awareness among the university community of the challenges

of the fight against discrimination, and can be contacted by victims of discrimination or harassment.

- A **“Secularism and the Fight Against Racism and anti-Semitism” Adviser has been appointed**. She “primarily intervenes in the prevention of disputes related to religious issues. She also has a vigilance role in conjunction with the institution’s Presidency, in order to avoid cases of racism, anti-Semitism and negationism. The Secularism Adviser reminds us of the applicable law and supports the legal department in assisting staff and students, when necessary. She has established a university degree in ‘religion, religious freedom and secularism’, which aims to jointly teach religious leaders (particularly Muslims), civil servants, company managers and students. The model has been adopted by more than 20 French universities, and the degree is now compulsory for all ministers of all faiths.” A secularism training course provided by the Adviser is offered to the institution’s researchers.
- The **Disability Policy Development Officer** has worked to improve support for doctoral students with disabilities in conjunction with the Discrimination Adviser for doctoral students and the Disability Service (dedicated service). Since January 2021, this role has been assigned to the **Student Life and Disability Officer**.
- In order to reach a wide audience, **inventive actions to raise awareness of non-discrimination** have been implemented within the institution, including panel discussions, screenings, plays, readings, information stands, an education week, writing workshops, cultural cafés and staged readings. These actions, carried out in close collaboration with the cultural affairs department, take place throughout the year, in particular on “International Women’s Day” and the “International Day for the Elimination of Violence against Women”.
- **Research activities on gender and discrimination are being developed:** We do not have a specific training course on gender, but our research teams are focusing their work on this issue, and several researchers from our institution are contributing to this theme in different disciplines, including philosophy, languages, health, literature, arts, etc. Two of the institution’s researchers – Isabelle Garnier and Sophie Coavoux – are working on the participation and role of women in literature. Research or seminars on gender or women and their contributions to the scientific field are regularly organised. The IETT research centre (Institute for Transtextual and Transcultural Studies) has chosen to focus on the theme “gender, identities and intersections” in its most recent five-year contract. The institution is also a member of the Gender Institute Scientific Interest Group. Drawing on research units explicitly involved in gender research, it is a place of coordination, reference and scientific reception for French research on gender and sexualities.
- For several years, **training courses on equality and discrimination** have been offered to researchers, but unfortunately very few attend them. Three researchers attended in 2018, only one in 2019 and again one in 2020.

Weaknesses

Although there is strong support for the scientific value of research, the commercialisation of results, while more difficult to achieve in the humanities and social sciences than in the life sciences, remains rather weak.

RECRUITMENT

Strengths:

Paperless recruitment is now generalised and vacancies are widely circulated.

Different recruitment techniques are being used and equivalency grids are distributed to jury members.

In addition, communication of statutory mobility levers has been strengthened and is beginning to produce results.

Endo-recruitment is decreasing and more atypical profiles are being recruited.

Comments

To respect the OTM-R principles, the procedures to prepare for the recruitment of new researchers and to welcome them have been strengthened:

1) Recruitment preparation

To **prepare for the recruitment of new researchers**, the selection committees are supported by a number of measures:

- **Paperless tools:** the institution has extended paperless tools to **all types of recruitment**, which makes it much easier to consult the files.
- **Provision of an equivalency grid:** the only equivalency grid available to us is the equivalency grid for titles, work and functions provided for in the Order of 10 February 2011. It can be used to compare the careers of associate and full professors in overseas countries. It is circulated by all possible means at least once a year via: the institution's website, intranet and e-mails sent to the members of the Academic Council, the panels of experts, and the chairs of the panels of experts and selection committees.
- **Organisation of regular meetings between the panels of experts:** an annual information meeting for the panels of experts on selection committee conduct and the regulatory framework to be respected has been implemented. It is supplemented by an annual management calendar allowing the members of the panels of experts to view the timeframes. There are also plans to diversify the meetings of the panels of experts to include trainee associate professors,

and to organise a post-recruitment meeting to evaluate and readjust, if necessary, the procedures implemented during the recruitment campaign.

- **Promoting atypical profiles:** several avenues are being explored to curb endo-recruitment and to enable candidates with less traditional backgrounds to be selected:
 - A **new, more detailed, job description form** has been drafted. It **demonstrates the institution's desire to implement an open, transparent and merit-based recruitment process**, including interview procedures. This "new version" of the job description form has been used for all recruitment since the 2019/2020 employment campaign.
 - The use of different recruitment techniques implies quantifying recruitment based solely on the application form and recruitment that included an interview. Among the latter, several interview techniques are possible. We have therefore listed the different recruitment techniques used: recruitment based on the application form, interviews and role-playing techniques. The new job description form introduced for the associate and full professor recruitment campaigns requires the recruitment technique to be indicated, the idea being to encourage selection committees to make use of **role-playing techniques**. This should create a leverage effect for the recruitment of contractual researchers or PhD students (eligibility and interview).
 - From the beginning of this year (2020/2021), **one-on-one interviews** with trainee associate professors have been organised. This helps to classify new researchers by taking into account their seniority and their prospects for development in their unit, but also the diversity of their career and the richness of their experience abroad.

These actions already appear to be bearing fruit since the recruitment figures for the year 2019/2020 reveal a satisfactory level of atypical profiles: of the 17 associate and full professors recruited, only two were Lyon 3, staff compared with 15 external hires, including six atypical profiles – candidates from international organisations, private companies, international networks, other disciplines, or with equivalent diplomas and qualifications.

2) welcoming and information for researchers

Newly recruited researchers are welcomed and informed

- When they take up their duties, trainee associate professors are informed of their **statutory obligations** (release, additional hours, accumulation of activities, etc.). They are assisted in their administrative procedures within the institution, in conjunction with component to which they are assigned. Their attention is specifically drawn to their training obligations and to the role of the panels of experts in the tenure procedure relating to them. They meet the

chairs of these panels. Trainee researchers are also welcomed by the General Research Service, which informs them of its role: distribution of information on research activities (project funding opportunities, regulations, doctoral training, etc.), assistance in setting up projects, negotiation of research contracts, etc.

- New researchers are made aware of impartiality: our initial action plan called for the drafting of a Charter reminding them of **merit-based judgement and the challenges of impartiality rules**. This drafting was postponed until the partner universities had been brought together under the New University Structure (*Université-Cible*). Ultimately, this new structure was not implemented. Despite this postponement, actions supporting the principle of impartiality have nevertheless been implemented, including the **development of an impartiality grid, accompanied by a “conflict of interest” declaration**. These documents were sent to all the members of the selection committees in charge of recruiting associate and full professors. These impartiality grids, widely distributed in our institution to recruiters, have been very well received and are sufficient for the moment.

Weaknesses:

Actions supporting both mobility and the recruitment of atypical profiles are proving to be very effective, and are contributing to resolving the main weaknesses.

WORKING CONDITIONS AND SOCIAL SECURITY

Strengths:

The social policy has been extensively communicated to researchers.

An action plan for psychosocial risks (PSR) was developed following the survey carried out in 2015 as part of a project to prevent psychosocial risks.

The Discrimination and Harassment Prevention Unit (CADH) was established in September 2019 to identify and respond to situations of harassment and discrimination in the institution.

A digital action plan was presented following the “digital usage” staff survey conducted in 2017.

A procedure for welcoming external researchers is being finalised and communication regarding the *Espace ULYS* has been strengthened.

Comments

Researchers should be supported in their career development and provided with a constructive working environment.

1) Researchers' careers:

To support researchers in their career development, the institution is strengthening career guidance and facilitating career development.

- **Career guidance:** the recent recruitment of a Human Resources Support Officer allows the institution to offer personalised support to researchers who request it. Communication on career guidance is also being extended. Since her arrival a year ago in March 2020, the Support Officer has been approached by about ten researchers. Three of them wanted support for a mobility request, three to prepare their application for an associate professor position and two to prepare a training funding request. They received between two and four individual interviews each.

- **Career development:**
 - **Monitoring doctoral students' theses:** the thesis monitoring committees set up several years ago are working well. They ensure the smooth running of the programme, based on the doctoral charter and the training agreement. They interview doctoral students to evaluate their training conditions and the progress of their research. They make recommendations and send a report of the interview to the director of the doctoral school, the doctoral student and the thesis supervisor. In particular, they take care to prevent any form of conflict, discrimination or harassment. These committees meet regularly and help to combat the isolation of young researchers.
 - **Mentoring:** the Teaching Personnel Department does not offer any specific training in this respect but is considering the introduction of a pedagogical mentoring system for newcomers. This would allow them to discuss teaching practices with a teacher of the same discipline. One avenue currently being explored is the establishment of international mentoring, among members of the European Arqus network, to encourage international career development and exchanges.
 - **Career advancement:** a new, decentralised procedure for promotions was validated by the institution's Academic Council on 16 March 2021. There is a single procedure for submitting and examining promotion applications. It is entirely paperless and subject to the principle of fair hearing. The criteria for the promotion of associate and full professors are pedagogical investments and collective responsibilities within the university, research supervision and outreach. Once the promotion campaign begins, the Human Resources Department sends each member of the teaching staff eligible

for promotion an application file enabling them, if they so wish, to request the promotion for which they are eligible. This personalised approach is greatly appreciated by researchers. They, and the authors of an expert opinion, are also sent a conflict-of-interest declaration form. The latter can declare a conflict of interest by sending the completed and signed declaration to the Teaching Personnel Department. The decision on the application for promotion will be made by the Academic Council.

- **Research seminars:** events are already organised by the ULs and certain research laboratories. In 2017, the [Jean Moulin Lyon 3 UL](#) began offering an annual series of panel discussions dedicated to social issues, led by lecturers from Jean Moulin Lyon 3 University. These events are expected to be extended to the institution's overall community, beyond researchers and administrative support services. The seminars can help to develop a multidisciplinary approach. These meetings are often the starting point for new scientific collaborations.

➤ **Recognising mobility:**

- To communicate on the **statutory levers of mobility**, an international mobility **guide** outlining the various mobility possibilities for associate and full professors (availability, secondment, delegation, etc.) has been put online. The guidelines it sets out are a real lever for international mobility. [Link to the guide](#)
- **Personalised advice on mobility** can also be provided to associate and full professors throughout the year by the Teaching Personnel Department, the research department and the international relations office. The newly recruited Human Resources Support Officer provides career advice or personalised follow-up for staff.
- We have also intensified **communication** about the service set up by the Université de Lyon: [the Espace Ulys](#), a service dedicated to supporting foreign researchers. This structure was created in 2014 with the aim of facilitating the incoming mobility of international talent at the Université de Lyon. A team trained in the specific needs of overseas visitors offers a range of services related to the various administrative procedures (residence permits, housing, health coverage, insurance, schooling for children, etc.).
- These various actions are already producing encouraging results: in the year 2019/2020, 19 associate and full professors were on temporary mobility, and 10 associate and full professors were on external transfer. The institution, which also recruited 17 associate and full professors in the same period, retained 15 external applications, including five

applications from foreign universities or organisations. Only two of the candidates recruited were from our institution.

- **Gender balance:** the principles of **gender equality** and **parity** are studied, particularly in the context of gender research. Training on the subject is also offered to staff. A Gender Equality Officer has been appointed in each component of the institution and for doctoral students. A survey was performed within the institution in order to **analyse the career paths of under-represented groups, in particular women**. It presents the comparative situation relating to professional equality between women and men. The results for the years 2019-2020 will be included in the social balance sheet to be published in June 2021, and will help the institution to adjust its attractiveness policies to these under-represented groups. Link to the balance sheet when it is published on July.

2) Research environment:

- A **Social Monitoring Unit** (the CVS) was created in 2014 to prevent and handle situations of workplace malaise. Its role is to monitor and prevent short, medium and long-term situations. To achieve its social programme of supporting well-being at work, it analyses individual cases. The approach is multidimensional, professional, medico-social, legal, etc., and facilitates the resolution of problems. It comprises the SACSO administrative manager, the staff social worker, a staff representative, the occupational physician, and the internal and social mediation officer. In recent years, the CVS was consulted by two staff members in 2019, five in 2020 and has not yet been consulted in 2021 (as of 15 April).
- In 2019, the institution went even further by creating the **CADH** (see above). We mention the CADH here, since it can be consulted for questions of harassment at work. Unlike the CVS, which can only be consulted by staff members, the CADH can be consulted by students and staff.
- Prior to this, the results of the PSR survey performed in 2015 among staff members had revealed a strong feeling of isolation among researchers. A working group, led by the prevention advisor, was set up. The institution called on a consultancy firm to determine the actions to be implemented to prevent psychosocial risks. The working group drew up a **plan for the prevention of psychosocial risks** comprising 57 actions, 20 of which are aimed at associate and full professors. To date, five actions have been completed and nine are in progress. In 2019, the actions, already significantly focused on the quality of life at work, were reinforced by recruiting a quality of life at work officer, and by increasing the presence of the staff social worker within the establishment to four days per week instead of the previous two days. A quality of life at work plan, stemming from the work of the Steering Committee set up in 2019, has been prepared. It comprises 17 actions and is awaiting validation by the CHSCT (Health, Safety and Working Conditions Committee) and the institution's

Board of Governors. Under the new governance organisation, in place since January 2021, the Vice President for Human Relations and Social Dialogue has become the Vice President for Social Affairs and Quality of Life at Work, and an Officer for Internal and Social Mediation has been appointed within the institution.

- Another staff survey was conducted in 2017 to ask about “using digital tools”. The results were used to develop a **digital action plan**, proposed in 2019. The latter was not implemented, the governing bodies having decided at the time to wait for the imminent establishment of the new university structure (grouping of three universities of the Lyon Saint-Etienne site and the ENS) in order to build a common action plan. Until recently, the prospect of a common IT plan with the other institutions was still on the table. However, the rejection of the statutes of the new institution by the University of Saint-Etienne in October 2020 has definitively put an end to the project and the action plan providing for the development of a portfolio of operational projects – with a policy for the purchase of IT equipment and a plan for the renewal of equipment – has been suspended for the time being. However, a survey of researchers’ needs was recently conducted within the institution, and a digital roadmap has been developed. It includes an IT equipment plan for researchers. The sudden halt of the project to bring together the institutions was compounded by the Covid-19 health crisis. The management team had to act quickly in light of the urgent need to implement distance learning courses and to extend teleworking to all administrative staff and to associate and full professors. Pedagogical continuity, an absolute priority during the lockdown, steered us towards a new emergency IT plan. It should be noted that because the university has benefited from a significant Digital Education Support Division (PAPN) for several years, researchers have been able to receive advice and support to help them create digital teaching resources and to use innovative teaching tools. The PAPN, attached to the Digital Department, is a university service that primarily aims to ensure that efficient support is provided to associate and full professors, students and administrative staff regarding digital innovation and teaching. This department, at the forefront of new technologies in the field of digital education, is made up of a multi-skilled team specialising in educational engineering, project management, digital communication, audio-visual tools and multimedia.
- A **platform for visiting researchers** (from outside our institution) has been established: access to the institution’s resources for external researchers is now facilitated by this web platform. It allows us to temporarily welcome external researchers, while improving the quality of the service they receive. In order to ensure better visibility of this population (country of origin, host departments or laboratories, services requested, etc.), and to analyse the university’s attractiveness, a set of specifications has been jointly prepared by the international relations, research, and digital departments. A platform has been developed, but requires additional technical adjustments. A user guide for visiting researchers and a user guide for the Lyon 3 adviser hosting the researcher are being finalised.

- Regarding workspaces, the institution has recently provided visiting **researchers with offices**, which are specifically allocated to them.

Weaknesses:

The CVS has been little used since its introduction in 2014. However, better training to enable the pedagogical team to manage problems at their level may explain why the CVS is used less, as it is effectively a last resort.

TRAINING AND DEVELOPMENT

Strengths:

Thesis monitoring committees have been set up and are functioning well.

Researchers have access to information and training on research funding.

Research seminars are organised periodically.

A vade-mecum for thesis supervision has been written and distributed.

A vade-mecum for the accreditation to supervise research (*Habilitation à Diriger des Recherches*, "HDR") has been written and distributed.

Research laboratory staff follow the training courses offered to them.

Comments

The institution has set itself the objective of providing ongoing training to all those involved in research, i.e., research laboratory managers who administer research, doctoral students who are beginning their careers in research, and senior researchers (associate professors, full professors, researchers, etc.) who contribute to research as part of their professional activities.

1) research laboratory managers training

Since 2017, a dedicated training course has been offered to **research laboratory managers**. There were previously no training actions in place for this population. The new, shared training course, on the Lyon site within the Université de Lyon, is entrusted to two different university institutions each year for organisational purposes. It is proposed as part of the "supporting staff in performing their duties" theme, in particular through professionalisation and the development of skills through "professions" training paths. The Research and Training Division and the Research Department have identified the institution's laboratory management staff. As the training is shared, each institution is allocated a certain number of places. In 2018, as in 2019, staff members attended the four training courses offered for our university. Since 2019, a specific training course on the HRS4R approach has been provided within the training programme. It was previously presented as part of the "quality awareness" training. Due to the health crisis and the difficulty of organising all the modules of the distance learning course, the 2020 session had to be cancelled and postponed to 2021.

2) doctoral students training

Since 2016, **doctoral students** have been required by law to undertake doctoral training.

- **Discipline-specific training courses** are mainly conducted by the **doctoral school** to which the students are affiliated. Some doctoral schools have also planned training modules on teaching methodology for doctoral students with a teaching load. **Scientific training** is also provided to doctoral students by their **institution or research laboratory**.
- **Cross-disciplinary professional training courses**, on the other hand, are mainly offered to doctoral students by the **Université de Lyon COMUE** (Community of Universities and Institutions). They aim to provide doctoral students with skills that will be useful for their work as young researchers and for their future careers, both within and outside the academic sector. They cover topics as varied as: scientific integrity in research; Open Science-Open Access; the commercialisation, dissemination and preservation of research and information retrieval strategies; research ethics; communicating research results to a wide audience, etc.
- Faced with this influx of optional or obligatory training courses offered to doctoral students, we thought it would be useful to set up a working group to highlight **best practices in doctoral training**. It comprises the vice-president of research, the head of the research department, the doctoral coordinator, the directors of the seven doctoral schools to which the institution's researchers are affiliated, the three administrative heads of the doctoral schools supported by the institution, the directors of the research units, who also represent their fellow thesis supervisors in their respective research laboratories, and a group of doctoral students who have attended the most recent “doctoral student cafés”. The working group brought together some 60 people who produced a **report** that will feed into a proposed action plan.

3) associate and full professors training

- A **vade-mecum on supervising theses** has been prepared for associate and full professors who are supervising a thesis. It is intended for current and future supervisors of doctoral students. It presents the regulations and the context, the best practices to employ in an academic research setting and some key aspects of doctoral supervision.
- An **HDR vade-mecum** has been prepared for professors who are candidates for the HDR accreditation to supervise research. The objective of this vade-mecum is to provide a range of information to candidates (holders of PhDs and associate professors who have not yet obtained their HDR) wishing to obtain the HDR accreditation to supervise research. The document presents the context, the

regulatory aspects and the internal procedures. It has been distributed since the start of the 2019 academic year. After discussion, it was decided to keep the vade-mecum general, rather than adapt it for specific disciplinary requirements. The criteria specific to each CNU section (French National Council of Universities) are in fact very varied and cannot be easily specified in each case. Candidates should therefore refer to their peers for tailored information.

The two vade-mecums have been widely distributed to researchers. They can be accessed on the [institution's website](#) under the research heading.

- **Training in educational techniques** is offered to all of the institution's associate and full professors. Two types of training course are offered:
 - Training courses on **teaching methodology** are offered by the Teaching Personnel Division. A minimum of 32 hours of training is compulsory for the appointment of associate professors, but for other teachers there is no compulsory training. Training is also compulsory for doctoral students with contracts, but optional for other doctoral students.
 - The HR "professions and training" division also offers training to all associate and full professors to support them in their **educational practices**. These training courses are **extremely diverse**: The career of professor; The career of secondary school teacher; Teaching large groups; Motivating students; Can games improve learning? Helping students to become autonomous; Secularism, religious freedom and neutrality in public service; Equal treatment and discrimination, how does this concern us? UL tools; Analysis of teaching practices; English for conferences; Other foreign languages; Time management; Managing aggressive behaviour; University library resources for all; Training for equality officers; The reform of vocational training; Lyon 3 safety training; MGEN voice preservation; MGEN musculoskeletal disorders, etc.
- Training courses focused on digital technology or IT tools are also offered by the Digital Pedagogy Support Division. They include **digital pedagogy** training courses to support associate and full professors in the "creation of teaching resources and the use of technological tools". These courses include: Use of Moodle or other tools/websites for digital learning; Competency-based approach; Digital skills; Flipped classroom; Serious games/escape games, etc.
- The Innovation and Development Department complements these various offers and provides researchers with training in: didactics, pedagogical models, transmission pedagogy, learning pedagogy, competency-based teaching, pedagogical neuroscience, English, history, management, marketing, etc. It also proposes specific courses and/or activities to our teaching staff/lecturers to improve their teaching skills. Online workshops are also available to researchers, including self-study or specific training courses based on faculty expertise. These training courses address technical skills or soft skills.

The training offer was significantly affected by the pandemic and we had to cancel face-to-face training. We therefore offered **MOOCs** or **Webinars**. The “Training to teach in higher education” MOOC, for example, was followed by trainee associate professors as part of their compulsory training path.

Our institution responded to the call for projects on the training of associate and full professors via hybrid teaching, launched by the French Ministry of Higher Education and Research as part of the recovery plan. The HR Director and the Digital Department presented a project aimed at intensifying the existing hybrid teacher training offer, deploying an innovative system of certifying skills acquired in digital teaching, and setting up digital communities in each of the institution’s components, comprised of teaching staff who could exchange views among peers on the transformation of their profession. The conclusions of these workshops focused on exchanging practices and discussing work will be used to feed the institution’s HR and QWL policy, with the aim of improving support for associate and full professors.

Weaknesses:

Researchers prefer self-training to training offered by the institution, although the number of participants in our training courses is increasing.