



Human Resources Strategy for Researchers and Action Plan of the University of Luxembourg

December 2012

L. Blessing, A. Funk, V. Laye, S. Oliveira

Table of Contents

1	Introduction	3
2	HRS4R project at the University of Luxembourg	4
2.1	Project roles	4
2.2	Methodology.....	4
2.2.1	The internal gap analysis.....	5
2.2.2	The action plan.....	6
2.2.3	Implementation	6
2.2.4	Evaluation	7
2.2.5	Timeline of the project.....	7
3	Current status and actions.....	8
3.1	Career development	8
3.2	Training policy	8
3.3	Recruitment	9
3.4	Ethical and professional aspects	9
3.5	Dissemination and valorisation.....	10
3.6	Working conditions and social security	11
4	Action plan.....	11
	Appendix 1: Grouping C&C principles into key areas	13
	Appendix 2: Questionnaire	14

1 Introduction

The [European Charter for Researchers and Code of Conduct for the Recruitment of Researchers](#)¹ⁱ were adopted by the European Commission as a Recommendation to the Member States. The Charter provides a framework for the career management of researchers, while the Code promotes open and transparent recruitment and appraisal procedures. Together they are aimed at developing an attractive, open and sustainable European labour market for researchers. To facilitate the implementation of the Charter & Code (C&C), guidance is provided by the "Human Resources Strategy for Researchers incorporating the Charter & Code (**HRS4R**)". This mechanism is a support tool of the European Commission (EC) put into action by research institutions on a voluntary basis.

In 2010 the University of Luxembourg (UL) signed up to the Charter & Code showing thereby its commitment to adopt their principles. The same year, the UL joined the second cohort of the "Institutional HR Strategy group" put in place by EC, taking thereby the chance to share and exchange experience with other institutions in carrying out the five steps of the HR Strategy process (see Figure 1):

1. A UL internal analysis to compare institutional practices against the Charter and Code principles;
2. The publication of the UL's own HR Strategy for Researchers including an action plan to improve compliance with the principles of C&C where needed;
3. The acknowledgement of the UL Human Resources Strategy for Researchers by EC;
4. The implementation of the UL Human Resources Strategy for Researchers, including an internal quality assurance mechanism and a self-assessment at least every second year on the basis of which the strategy may be updated;
5. An external evaluation, which takes place periodically, but no later than every 4th year.

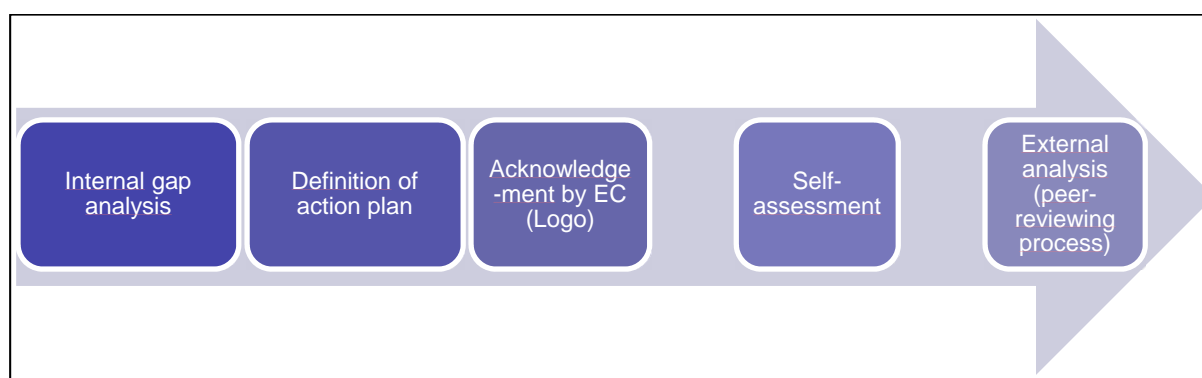


Fig.1 The five steps of the HR Strategy process

¹ <http://ec.europa.eu/euraxess/index.cfm/rights/index>

2 HRS4R project at the University of Luxembourg

The University of Luxembourg as a young university aims at implementing high quality standards in its different competence areas. Attracting high-level researchers is one of its objectives, as well as ensuring high-quality standards and environment for its researchers. In this context, the implementation of an integrated HRS4R is of high relevance. To support its internal reflection, the UL joined the “Institutional HR Strategy Group” set up by the EC and initiated the project at the UL as follows.

2.1 Project roles

In order to ensure an integrated approach, it was decided to involve both the HR department and the Research Office (RO) in the coordination of the HRS4R project at the UL. The internal project management structure put in place is shown in Figure 2, which shall be maintained during the implementation phase of the HRS4R:

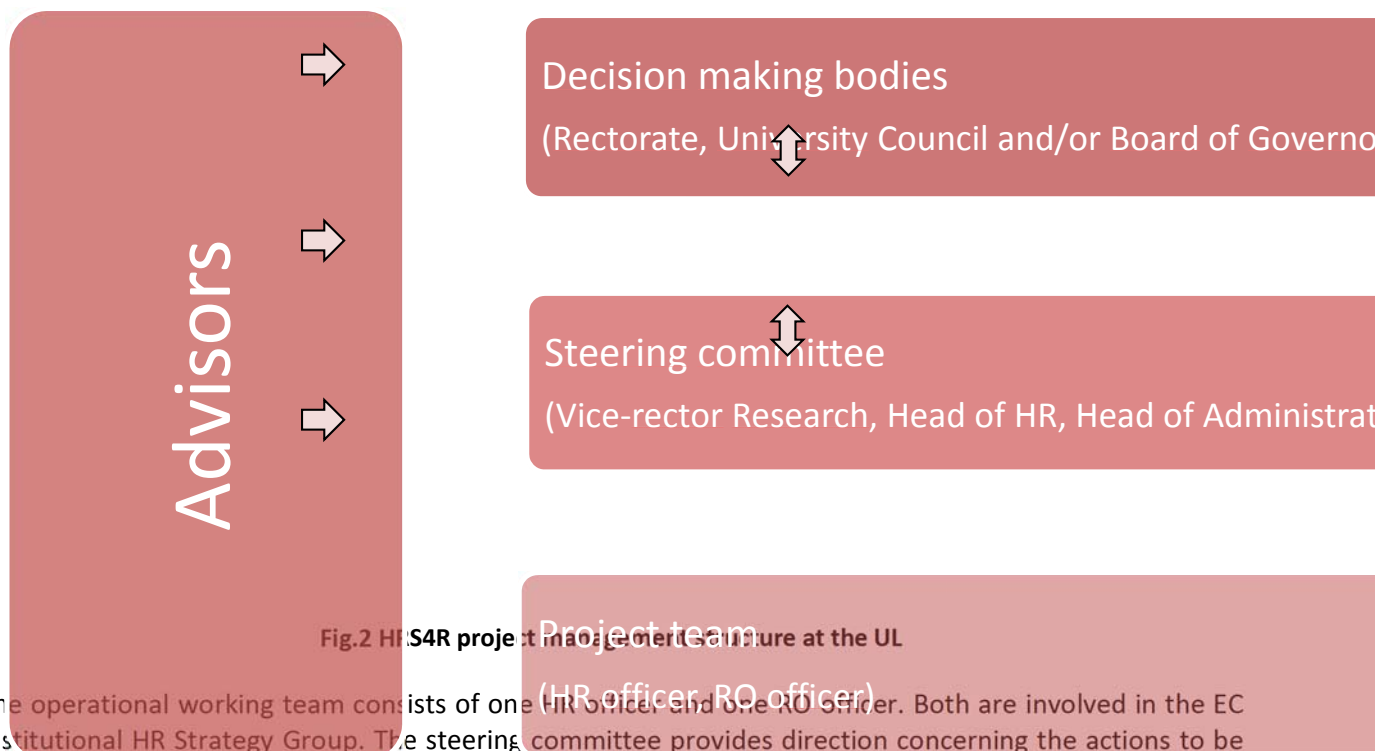


Fig.2 HRS4R project management structure at the UL

The operational working team consists of one HR officer and one RO officer. Both are involved in the EC Institutional HR Strategy Group. The steering committee provides direction concerning the actions to be undertaken, and validates documents for the decision making bodies of the university. The whole structure is supported by regular internal consultation processes.

2.2 Methodology

In a very first step the Code & Charter principles were analysed and areas relevant to the internal context of the UL identified (see Appendix 1: Grouping C&C principles into key areas). All the work presented in this document is based on the selected key areas.

The project is managed on the basis of iterative processes to ensure a continuous improvement and the involvement of the whole institution in its HRS4R development process (see Figure 4).

2.2.1 The internal gap analysis

The internal gap analysis started late 2011 and aimed at analysing the current status of application of the C&C at the UL and at identifying strengths, weaknesses and opportunities of improvement. It was conducted by the project team who benefitted from the experience of the members of the first cohort of the EC Institutional HR Strategy Group (CRP Santé in Luxembourg, University of Liège in Belgium). For the gap analysis quantitative and qualitative approaches were combined:

- The collection of relevant legal and internal documents supported the analysis of the state of play in the identified key areas (rf. appendix 1);
- The identification of internal experts for the key areas led to semi-structured interviews aimed at obtaining an overview of on-going and planned initiatives within the UL. These interviews enabled us to identify first areas of action and gave us an idea of questions to be included in a subsequent survey.
- An online survey amongst all UL researchers², which focused on the C&C principles that concerned employer obligations, provided the perception of the researchers on the UL's current status regarding the application of the C&C. All researchers were approached, from PhD candidates to professors, and included both fixed-term and permanent positions. The questionnaire can be found in appendix 2.

The link to the online survey was sent to 903 researchers, of which 264 (29.2%) responded, although not everyone answered each question.

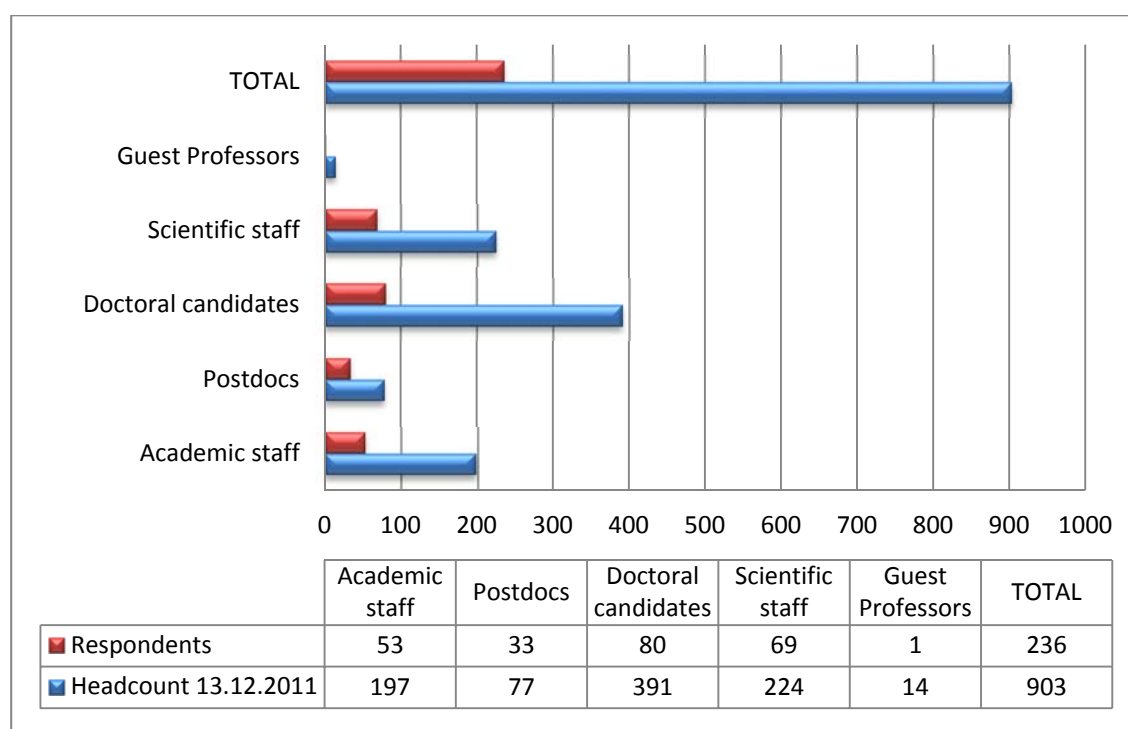


Fig. 3 Proportions of respondents per position at the UL

² Researchers defined under the law on the creation of the UL, Titre IV, Chap. 1, Art. 29: “corps académique des enseignants-chercheurs; corps intermédiaire des assistants et des chercheurs et le personnel scientifique”

Considering the results of the survey and the interviews, the six key areas of the Charter and Code have been prioritised as follows: 1. career development, 2. training policy, 3. recruitment, 4. ethical and professional aspects, 5. dissemination and valorisation, and 6. working conditions and social security.

The areas with lower prioritisation are not considered less important, but are those in which the University has already reached a good standard.

Career development appeared as the most important topic in need of improvement. Internal experts and researchers agreed on the fact that promotion criteria are currently not transparent. Furthermore, in the survey about half of the respondents think that research staff at the UL is not treated fairly regarding career progression/promotion. Indeed, is the recently introduced promotion scheme only applies to promotions within the academic staff (i.e. from senior lecturer to associate professor to professor).

Training, being an important aspect of a career development strategy, has also been identified as a major point of action. A common training policy is currently lacking and the existing training catalogue needs to be extended as it mainly addresses junior researchers.

Regarding recruitment, the procedures in place are consistent with the transparency principle of the C&C. However, there is still room for improvement, especially in terms of providing information to applicants. Attracting high-level researchers being one of the UL's main objectives, the improvement of our recruitment procedures definitely is of high interest.

As to ethical and professional aspects, we identified a need to increase the researchers' knowledge and understanding of these issues, especially for junior-level researchers.

In terms of dissemination and valorisation, various measures are already in place. Moreover, the survey showed that the popularisation of research results is considered less important by the researchers than other topics, hence the low prioritisation.

Finally, we achieved very good results in the survey with regard to satisfaction with working conditions. All our employees, and this includes 80% of all PhD candidates, benefit from social security provisions..

Further results and the corresponding actions are described in section 3.

2.2.2 The action plan

The results of the internal gap analysis were put in a table showing strengths and weaknesses in the identified areas. This table was used to develop a first action plan, defining for each key area the objectives, priorities, actions, roles and responsibilities and a rough timeline. This first plan was used in a second internal consultation to collect feedback and further inputs from the identified internal experts and from the management teams of the faculties and research centres. The final action plan was discussed and validated by the rectorate before submission to the decision making bodies of the university.

2.2.3 Implementation

It is intended to continue working on the basis of the process shown in Figure 3 below for the overall strategy, as well as for each action or group of actions. This process emphasises the strong involvement of the UL research community to ensure a smooth and transparent implementation of the plan while taking into account the needs of this community and the UL as a whole. Working groups will be put in place, particularly in following key areas: career development together with training policy (as both areas are closely linked), recruitment, as well as ethical and professional aspects.

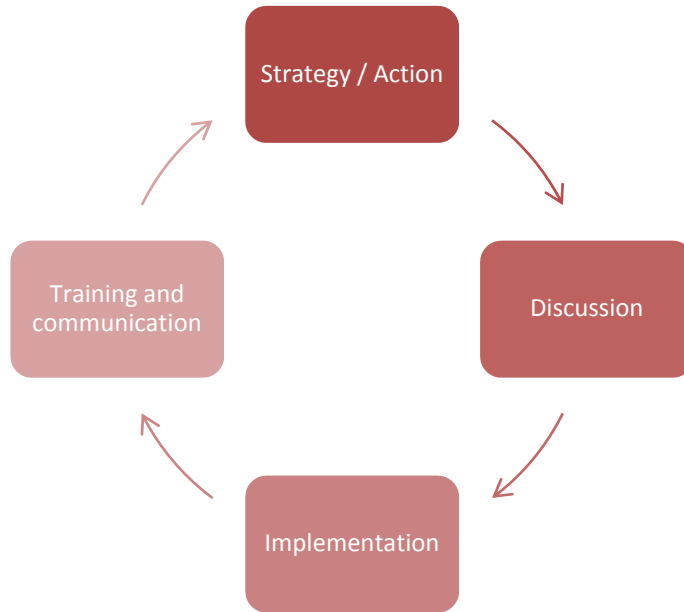


Fig.4 Iteration process foreseen for the implementation and communication of the UL’s HRS4R and related actions described in section 3

2.2.4 Evaluation

For each action or group of actions Key Performance Indicators will be defined to support the monitoring of the implementation of the action plan and to facilitate the planned evaluation shown in Figure 5.

2.2.5 Timeline of the project

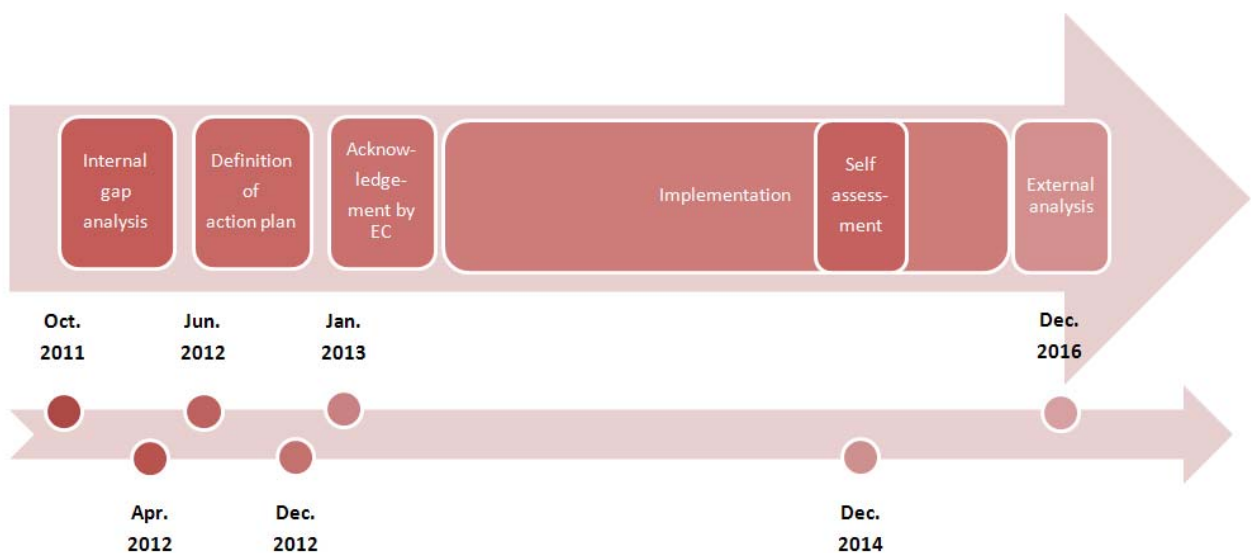


Fig.5 Timeline 2011-2016 of the HRS4R project at the UL

3 Current status and actions

The action plan has been developed around six identified key areas (see Appendix 1): career development, training policy, recruitment, ethical and professional aspects, valorisation, and working conditions and social security.

Each of these categories is addressed hereafter describing the strengths and potentials of the UL as well as the objectives and related actions. The categories are listed according to priority of the actions involved, based on the gap analysis.

The implementation of each action or set of actions follows the process shown in Figure 4.

3.1 Career development

For UL internal career paths, a promotion scheme has been established for academic staff that will enter into force in 2013.

However, the gap analysis showed a lack of transparency concerning promotion criteria and career opportunities. Furthermore, for all other research positions, no internal promotion scheme currently exists.

Career development will not necessarily imply a permanent contract at the UL, but should enable researchers with a fixed-term contract to enhance their employability.

A clear career development strategy concerning employment outside the UL for those with non-permanent contracts is, however, lacking.

Objectives and actions

The objective is to develop a career development strategy and measures addressing *all* research positions and types of contracts (permanent and fixed-term) and to increase transparency concerning career opportunities and constraints within and outside academia.

Planned actions:

- Clarify the UL's strategic objectives with respect to career development
- Clarify research positions and profiles
- Set up a career development strategy for each research position
- Set up annual reviews
- Develop a set of professional performance criteria for the different research positions
- Offer mobility opportunities and introduce mobility as a criterion for internal promotion
- Develop an offer of personalised career advice
 - o Introduce mentorship scheme and train superiors/supervisors
 - o Set up a central career service offer
- Develop training (see section 3.2.)

3.2 Training policy

The existing measures mainly address junior researchers, in particular PhD candidates. In the framework of the newly created doctoral schools, a wide range of training courses are or will soon be offered within different fields of expertise as well as in terms of transferable skills. The existing offer for the other researchers, however, needs further development.

Objectives and actions

The objective is to expand the existing training catalogue, in order to enable continuing development of skills and competencies for researchers at all career levels as an important aspect of the individual career development path.

Planned actions:

- Carry out an inventory of existing measures both within the University as well as within Luxembourg and the surrounding universities
- Assess the needs in detail (using the Researcher Development Framework of Vitae³)
- Define required competencies/skills for different research profiles
- Develop a comprehensive training offer

3.3 Recruitment

With respect to job advertisements, the UL's recruitment procedures are consistent with the C&C principle of transparency. All available research positions are advertised nationally and internationally. The process comprising recruitment, selection and appointment of academic staff is described in the internal regulations.

However, the gap analysis showed a perceived lack of information by the applicants during the recruitment process. This may be due to the fact that nearly all research staff comes from abroad and is likely to be used to different procedures. Furthermore, the recruitment of senior researchers is perceived as long and the negotiation process as lacking transparency.

Objectives and actions

The objective is to enhance transparency, improve procedures in order to speed up the process, as well as to offer support in order to assure best practices in the recruitment of researchers.

Planned actions:

- Specify and clarify recruitment procedures and communicate procedures to recruiters and applicants
- Develop support tools
 - o Application form for academic staff
 - o Template for the pre-selection of candidates
 - o Guidelines for recruiters (do's and don'ts)
- Develop a procedure to assess the equivalence of non-formal qualifications or alternative career paths

3.4 Ethical and professional aspects

In 2011, the UL has installed the Ethics Advisory Committee (EAC) dealing with issues of discrimination and harassment, and the Ethics Review Panel providing ethics reviews of research proposals and publications, and dealing with issues concerning scientific integrity. At the same time the UL has developed an internal Policy on Ethics in Research that is available on the Intranet for all staff. Detailed procedures and guidelines have been developed and made available on the intranet early 2013. At the

³ For more information, please consult <http://www.vitae.ac.uk/researchers/437091/What-is-the-Researcher-Development-Framework.html>

end of 2012 the decision was taken to install in 2013 an ombudsperson as a first port of call for complaints and appeals.

The gap analysis showed that researchers, especially at a junior career level, have only a basic understanding of professional aspects such as strategic goals, contractual issues, institutional policies and procedures regarding intellectual property rights (see Section 3.5), ethical principles, and health and safety. Moreover, working practices need to be improved in terms of data storage, use and protection.

Objectives and actions

The objectives are to increase the researchers' knowledge and understanding of ethical and professional issues and to provide support to enable research to be planned, reviewed, executed and published in a way that ensures academic independence, integrity and quality.

Planned actions:

- Raise awareness about research integrity
- Make all policies, procedures and guidelines available on the Intranet
- Develop targeted information in the welcome pack
- Develop strategies and procedures for data-handling
- Offer training on data-handling
- Offer ethics training

3.5 Dissemination and valorisation

Regarding dissemination, the UL's open access institutional repository, ORBi^{LU}, will go online in spring 2013, at the same time as the database of research projects.

Various measures are already in place to support researchers in popularising their research results, such as media training, a dedicated science communication officer, as well as a senior advisor for scientific culture promoting research in schools and society. However, the gap analysis showed that the popularisation of research results is generally not considered an important issue for the researchers.

A valorisation guide is available on the UL website to inform research staff about IPR issues. In 2011, the UL also hired a European Patent and Trademark attorney for internal IP consultancy and support to the researchers.

Objectives and actions

The objective is to ensure continuous improvement in supporting our researchers in terms of enhanced visibility of UL's research results, also to the general public and valorisation of these research results.

Planned actions:

- Finalise implementation of ORBiLU
- Encourage and support popularisation of research
- Offer IPR training
- Further develop access to research information on Internet and Intranet
- Develop a knowledge- and technology-transfer strategy

3.6 Working conditions and social security

In terms of stability of employment, the UL already benefits from a legal exception authorising fixed-term contracts up to 60 months for researchers, compared to 24 months for other professions.

Besides, 80% of the PhD candidates at the UL have an employment contract and benefit, like all our employees, from social security provisions, including sickness and parental benefits, pension rights and unemployment benefits. The objective is to offer a working contract whenever possible.

The gap analysis showed a global satisfaction with the working conditions provided by the UL, in particular regarding equipment and facilities, salaries, and conditions allowing the combination of private and working life.

The survey also showed that a large majority of the respondents do not feel discriminated with regards to any of the following characteristics: age, ethnicity, disability, gender, nationality, pregnancy and maternity, sexual orientation, religion/belief.

Nevertheless, there is a perceived inequality relating to the participation of the different types of researchers in the UL's decision-making bodies.

Further gaps concern the lack of information about internal procedures to deal with complaints/appeals of researchers.

Objectives and actions

The objective is to raise researchers' satisfaction regarding working conditions by addressing the identified gaps.

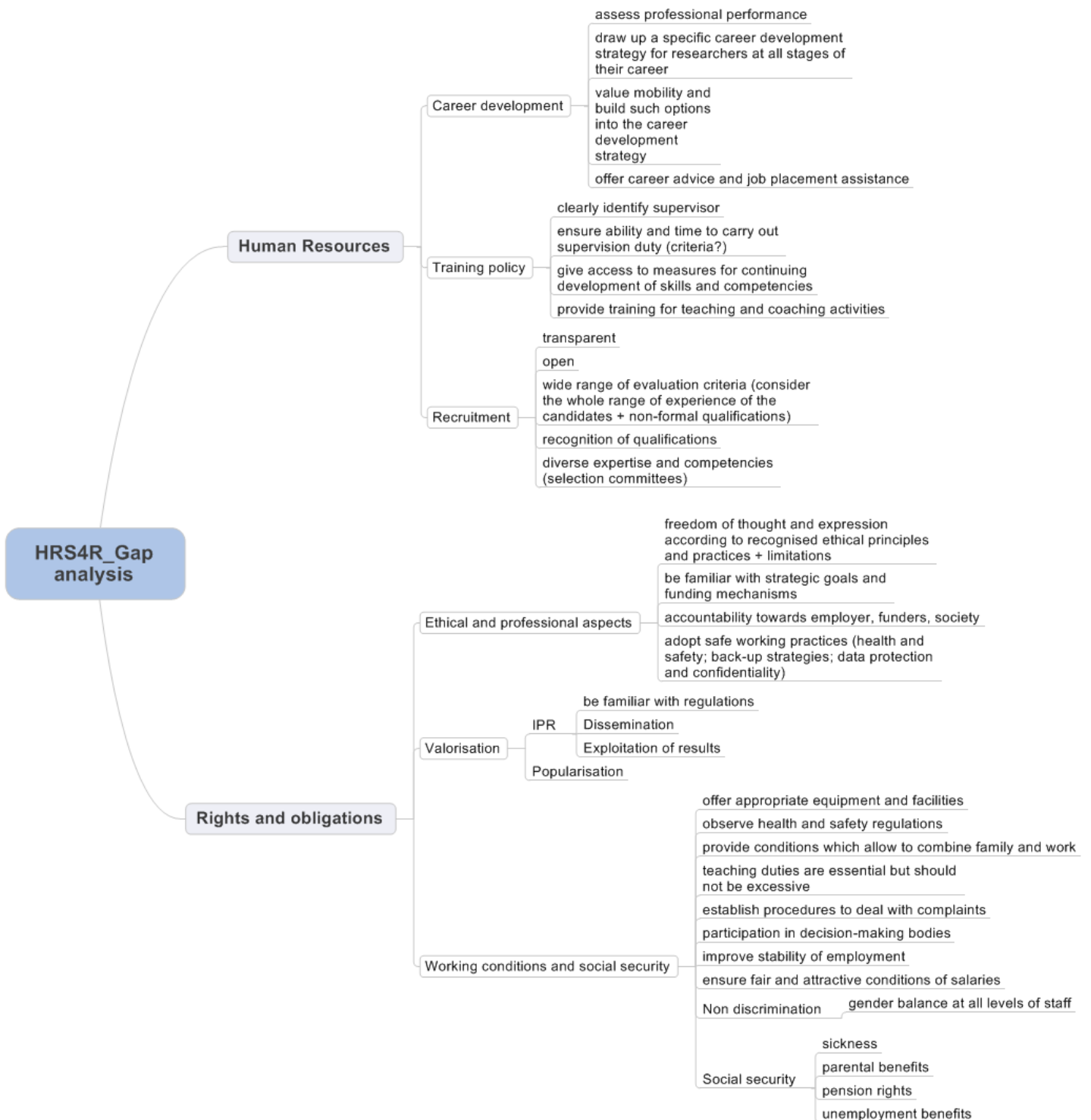
Planned actions:

- Address the perceived inequality regarding participation in decision-making bodies
- Raise awareness about the Ethics Advisory Committee and finalise the publication of its policies and procedures on the Intranet
- Install a ombudsperson a a first port of call for complaints/appeals of researchers
- Offer "first-aid" courses on how to deal with situations of work conflicts, disputes, grievances and similar issues.

4 Action plan

The action plan on the following page shows the identified key areas and each of the actions to be implemented and communicated with their respective time lines. A mixture of long-term and short term actions was chosen to realise a continuous improvement process.

Appendix 1: Grouping C&C principles into key areas



Appendix 2: Questionnaire

HR Strategy for Researchers Survey

As already announced, the University of Luxembourg is now developing a Human Resources strategy for Researchers⁴ based on the principles of the European Charter for researchers and the Code of conduct for their recruitment (<http://ec.europa.eu/euraxess/index.cfm/rights/index>).

The HR strategy for Researchers should provide a framework for career management and improved working conditions.

In order to develop a concrete action plan, the HR department together with the Research office developed a survey that will give you the opportunity to express your opinion and enable us to better meet your expectations.

The survey takes around 10-15 minutes to complete, but the results will have long-lasting benefit to you and your peers.

Your answers will be treated anonymously. We retain information about your gender, occupation and assignment to support the analysis of the results of the questionnaire. However, your identity will not be linked to your responses.

A summary report with the outcome of this survey will be communicated to all researchers and published in one of the next editions of the HR Spotlight.

⁴ i.e. Scientific support staff members, PhD candidates, Post-docs, Research associates, Senior lecturers, Associate professors, Professors, Guest Professors

Recruitment

1. Please indicate your level of agreement or disagreement with the following statements regarding the recruitment process at the University of Luxembourg (UL). *(Please tick **one** box on each row)*

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know
a)	All available research positions should be advertised nationally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	All available research positions should be advertised internationally.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Available research positions at the UL can be found easily.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	The following aspects are adequately described in the advertisements:					
	- Selection criteria	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	- Working conditions and rights	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
	- Competencies and skills required	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	The whole range of experience of the candidate (i.e. academic and professional qualifications as well as non-formal qualifications) is properly considered in the selection process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	The UL provides the candidate, at every stage of the process, with the necessary information.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

2. How did you find your current position?

- On the UL's website
- On Euraxess jobs
- On another website/job board
- In a national newspaper
- In another newspaper
- In a scientific journal
- Through the scientific community (i.e. colleague, conference, society...)
- Other, please specify:

Ethical and professional aspects

3. Please indicate the level of usefulness you associate with the following aspects. *(Please tick **one** box on each row)*

	Information about...	Very useful	Useful	Not very useful	Not at all useful	Don't know
a)	the strategic goals of the UL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	the strategic goals of your faculty/interdisciplinary centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	institutional policies and procedures (e.g. Internal regulations "ROI", financial guidelines, ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	your contract with the UL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	promotion criteria and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

	Information or training about...	Very useful	Useful	Not very useful	Not at all useful	Don't know
f)	internal funding mechanisms and instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	national funding mechanisms and instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	international funding mechanisms and instruments	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	research codes of practice (e.g. research integrity/scientific conduct/ethics) and related institutional policies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	health and safety at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	Intellectual Property Rights (IPR) regulations and policies at the UL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l)	how to popularise your research results and deal with the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m)	teaching and coaching activities	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

4. How would you rate your knowledge and understanding of the following? *(Please tick **one** box on each row)*

		I have a good understanding	I have a basic understanding	I know it exists	I have never heard of it
a)	Strategic goals of the UL	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Strategic goals of your faculty/interdisciplinary centre	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Institutional policies and procedures (e.g. Internal regulations "ROI", financial guidelines, ...)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Terms and conditions of employment	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Promotion criteria and processes	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

		I have a good understanding	I have a basic understanding	I know it exists	I have never heard of it
f)	Internal funding mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	National funding mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	International funding mechanisms	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
i)	Research codes of practice (e.g. research integrity/academic conduct/ethics)	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
j)	Health and safety regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
k)	Intellectual Property Rights regulations	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
l)	Means of popularising your research results and of dealing with the media	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
m)	Teaching and coaching methods				

5. Please indicate your level of agreement or disagreement with the following statements. *(Please tick one box on each row)*

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know
a)	The UL considers the dissemination of research findings to be an important part of the research process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	The UL encourages and supports the dissemination of the results of your research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	The UL considers the exploitation of research findings to be an important part of the research process.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	The UL encourages and supports the exploitation of the results of your research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
a)	I am informed about the internal procedures established to deal with complaints/appeals of researchers.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b)	Complaints/appeals of researchers, including those concerning conflicts between supervisors and early career researchers, are fairly and efficiently treated.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Working conditions

6. Please indicate your level of agreement or disagreement with the following statements. *(Please tick **one** box on each row)*

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know
c)	The UL offers appropriate equipment and facilities for research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	The UL offers appropriate administrative support for research.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	The UL provides a motivating, pleasant to work-in environment, supporting research activities.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	The UL ensures that researchers enjoy attractive salary conditions.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	The UL provides conditions which allow combining private and working life (e.g. flexible working hours, part-time working ...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Equal opportunity

7. **Overall**, I think that all research staff at the University of Luxembourg is treated fairly with regard to... *(Please tick **one** box on each row)*

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know
a)	Recruitment and selection	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Career progression/promotion	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Salary	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Day to day treatment at work	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Access to training and career development	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Participation in decision making bodies	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

8. **Overall**, I think that research staff at the University of Luxembourg is treated fairly regardless of... *(Please tick **one** box on each row)*

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know
a)	Age	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
b)	Ethnicity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
c)	Disability	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	Gender	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	Nationality	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	Pregnancy and maternity	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
g)	Sexual orientation	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
h)	Religion/belief	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

Career development / Training policy

9. Since taking up your current position, have you participated in a regular dialogue with your superior regarding your position and/or career (e.g. annual feedback; feedback at the end of probation period)?

- Yes
- Not regularly
- No

In your opinion, should such a dialogue be formally implemented?

- Yes
- No

10. Please indicate your level of agreement or disagreement with the following statements. *(Please tick one box on each row)*

		Strongly agree	Agree	Disagree	Strongly disagree	Don't know
a)	You are encouraged to engage in personal and career development.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
b)	You have a clear career development plan.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	
c)	The UL gives opportunities for professional development and improvement of employability.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
d)	The UL values and supports mobility (geographical, inter-sectorial, inter- and trans-disciplinary, virtual mobility ...).	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
e)	The UL ensures that a person is clearly identified to whom early-stage researchers can refer for the performance of their professional duties.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>
f)	The UL values the involvement of researchers in popularisation of science.	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>

11. Please provide any additional comments regarding an HR Strategy for Researchers.

About you

12. What is your gender?

- Female
- Male

13. What is the nature of your relationship to the UL?

- Permanent employment contract
- Fixed-term employment contract
- Other (i.e. Fellowship, employment contract with other institution ...)

14. What is your seniority at the UL?

- < 1 year
- 1 to < 4 years
- 4 to < 8 years
- More than 8 years (Pre-UL)

15. Which position are you holding at the University?

- Scientific support staff member (Auxiliaire scientifiqueⁱⁱ)
- PhD candidate (Assistant/Chercheur en formation doctorale/ Doctorant sur projet)
- Post-doc (Assistant-chercheur/Chercheur en formation postdoctorale)
- Research associate (Collaborateur scientifique)
- Senior lecturer (Chargé de cours/Professeur IST)
- Associate professor (Assistant professeur)
- Professor (Professeur)
- Guest Professor (Professeur invité)

16. Which faculty/interdisciplinary centre are you assigned to?

- FSTC
- FDEF
- FLSHASE
- LCSB
- SNT

You have completed the questionnaire.

Your input is highly valued, and we appreciate the time you took to participate in this survey.

Thank you!

ⁱⁱ i.e. « Adjoint de recherche » or « Collaborateur de recherche » according to the latest version of the « ROI »