

1. Objective

1.1 Mentoring is offered to fellow professors-researchers & researchers, if they are permanent staff or under contract at the beginning of their career or if they have recently joined the establishment. The goal of the mentoring program at ENS de Lyon is to support these aforementioned people in their career and enable them to benefit from a senior teacher-researcher or researcher's knowledge on how the research and higher education system works. A mentor can also provide advice on their scientific project.

1.2 Mentoring is part of the HRS4R label (Human Resources Strategy for Researchers) of ENS de Lyon. In addition, the development of a Mentor's Charter responds to the application of the *European Charter for Researchers*, particularly the principles of "career development" and "supervision and management tasks".

2. People concerned

2.1 Mentoring is for newcomers to a lab and people at the beginning of their careers who might be:

- research fellows or lecturers;
- more experienced people having recently joined the laboratory;
- professors-researchers or post-doctoral researchers under contract.

2.2. Particular attention should be paid to colleagues arriving from abroad who may have limited knowledge of the French academic system.

2.3 The persons who could benefit from this mentoring scheme (as soon as they are recruited or have joined the School, in the case of newcomers) will be informed of its existence by the Mentoring management team.

2.4 The mentee may choose from one or two mentors whose knowledge is complementary (e.g., a mentor from a research organization and a teacher-researcher mentor). It is recommended that the mentor does not have direct hierarchical relationships with the newcomer to avoid conflicts of interest, with the exception of post-doctoral students under contract whose mentoring will be provided by a person directly involved in the supervision of his or her work. The second mentor may be from outside the laboratory. Management will be informed of the choice of mentor(s) and may pass this information onto the laboratory board if necessary.

2.5. The laboratory maintains a list of senior researchers and researchers who may act as mentors. Mentor status will not be used as an evaluation criterion.

3. Framework

3.1 Mentoring must be established on a voluntary basis for either the mentor or the colleague being mentored.

3.2 The relationship between the mentor and the colleague receiving support is a professional relationship established in a benevolent way and with absolute respect of equality, regardless of the origin or the gender of the persons concerned.

3.3 The content of the exchanges between the mentor and the colleague being mentored is kept confidential and must not be used to evaluate the mentee professionally.

3.4 The choice of a mentor is not final, and the mentee can decide at any time to change or end the mentoring. Similarly, the mentor may decide at any time to terminate his/her commitment. A simple letter written by one of the parties to the other, with a copy sent to the laboratory director, will end the process.

3.5 The laboratory (or even the department) is the most relevant to determine the conditions for setting up mentoring adapted to the diversity of disciplines and types of activity (researcher or teacher-researcher).

3.6. The laboratory establishes and validates a mentoring charter in the agreement with the relevant Laboratory Board.

3.6 The role of the mentor must be clearly identified and differentiated from that of the laboratory management and the team leader/division when supporting a colleague but also the meetings of researchers and teacher-researchers organized in the laboratory. The latter is nevertheless a privileged place for scientific exchange and sharing experience.

3.8 The duration of the mentorship is typically for 3 years, renewable several times.

3.9 The charter will take into account possible mentoring processes set up by the laboratory's supervisors (who will usually be the employer of the mentees) to be fully compatible with these arrangements.

4. Content of the mentoring

4.1 The points concerned by mentoring are defined together by the two parties to best meet the expectations of the newcomer.

4.2 These points may include the following non-exhaustive list of issues:

- Definition of a career pathway and expectations related to this route;
- Information on the French academic system;
- Identification of contacts in organizations and universities;
- Choice of funding sources and advice for the success of funding applications;



- Publication strategy;
- Career monitoring (HDR, promotions, CRCT, etc.);
- Teaching and operation of schools, universities or regional and national teaching and research bodies;
- Scientific ethics.

4.3 The laboratory will need to give responsibilities to newcomers to help them familiarize themselves with the functioning of the French academic system. The mentor will support the mentee in obtaining these responsibilities.

4.4 The mentee will be able to interact with all the seniors in the laboratory, in addition to following the mentoring program.

4.5 Regular meetings with researchers and teacher-researchers should be organized to promote intergenerational exchanges both on a scientific matter and on the conduct of an academic career.

ENS de Lyon Mentoring Charter

Signature Protocol

I, the undersigned (**NAME of mentee**):

certifies that I have read the Mentoring Charter and pledge to abide by it.

Date and Signature:

I, the undersigned (**NAME of mentor**): attests that I have read the Mentoring Charter and that I hereby undertake to respect it.

Date and Signature:

NAME of Research Unit director:

Date and Signature:

