HRS4R

Dossier déposé sur le site
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18 décembre 2019

Process Description

Case number: 2018FR365761
Name Organisation under review: University of Angers
Organisation's contact details: 40 rue de Rennes, Angers, 49000
Date endorsement charter and code: 21/12/2018

Process

The HRS4R process must engage all management departments directly or indirectly responsible for researchers' HR-issues. These will typically include the Vice-Rector for Resea the Head of Personnel, and other administrative staff members. In addition, the HRS4R strategy must consult its stakeholders and involve a representative community of research ranging from R1 to R4 , as well as appoint a Committee overseeing the process and a Working Group responsible for implementing the process.

Please provide the name, the position and the management line/ department of the persons who are directly or indirectly engaged in the HRS4R process in your organisation:

Name	Position	Steering Committee	Working Group	Management line/ Department
Robledo Christian	President of the University (R4)	■	☐	Angers-Polytech/ Management
Le Gall Didier	1st vice-president and leader of the HRS4R project, Professor (R4)	■	☐	Psychology
Hocquet Anne-Sophie	Vice-President of workplace equality and social policy, Senior Lecturer (R3)	■	☐	Law
Grolleau Françoise	Vice-President of International Relations (R4)	■	☐	Neurosciences
Simoneau Philippe	Vice-President of Research (R4)	■	☐	Biology
Andreeva-Jourdain Ekaterina	Senior Lecturer (R3)	■	☐	Tourism
Blanchard Philippe	Director of Research at the French Centre for Scientific Research (R4)	■	☐	Chemistry - French Centre for Scientific Research (CNRS)
Etoundi Jean-Claude	PhD, Assistant Lecturer (R2)	■	☐	Psychology
Fache Jacques	Professor (R4)	■	☐	Urban planning and development
Lagarce Frédéric	Professor (R4)	■	☐	Pharmacy
Vernadakis Emmanuel	Professor (R4)	■	☐	Languages
Baupin Dominique	Division of evaluation and prospective	☐	■	Presidency Division
Bourget Antoine	Division of Research, Innovation and Doctoral Studies	☐	■	Presidency Division
Huisman Olivier	Secretary General	☐	■	Presidency Division
Joly Frédéric	Head of Human Relations	☐	■	Presidency Division
Koffi Ourega	International Relations Division	☐	■	Presidency Division
Pacaud Jean-François	Adviser in European affairs	☐	■	University of Bretagne-Loire/ University of Angers

Your organisation must consult its stakeholders and involve a representative community of researchers ranging from R1 to R4, as well as appoint a Committee overseeing the pro and a Working Group responsible for the implementation of the HRS4R process.

Provide information on how the researchers groups were involved in the GAP-analysis:

Stakeholder group	Consultation format	Contributions
university of Angers	Survey	Assessment by the Implementation Action Group + personal opinions on the elements to specify and to ad
university of Angers	Thematic workshops	Additional reflections and investigations of the Implementation Action Group and proposals for action
Board of Directors	Presentation of the proposed project	Presentation, discussion and vote
Technical Committee	Presentation of the proposed project	Presentation, discussion and advice
Governance Board	Presentation of the proposed project	Presentation, discussion and advice

Please describe how the Committee overseeing the process was appointed and how it worked (meetings, decisions, etc.):

The president wanted an open Steering Committee focusing on university policy makers and volunteer researchers.

The steering group of the HRS4R project is thus partly composed of the elected management team of the university directly in charge of the guidelines related to the label (i.e. t vice-presidents). These are strategic presidencies for research, international relations and human resources that integrate issues of equality and discrimination. A CNRS resear director has agreed to join the group to provide an external perspective to the AU and the experience of an already accredited body, the CNRS.

A second section of the steering group members correspond to the volunteer researchers who answered the call of the president to participate in this supervision. This call was general, without exclusion of any kind. Thus, confirmed researchers as well as young researchers and a doctor have joined the group.

In the pre-filing phase, the two groups regularly worked jointly. Their separation will actually be made more clearly in the implementation phase, when the actions defined in the labelling project are to be carried through.

The preliminary work was dominated by two main tasks:

- a thorough reading of the code and a first analysis of the university's situation. The goal was to initiate a collective diagnosis.

- the the making of a questionnaire with several objectives: 1 / the communication on the project and the opening of the debate to the whole community of the AU, without any exception of functions; 2 / the mobilization of AU staff as widely as possible; 3 / collectively define the Working Group; 4 / launching workshops to co-build actions to improve the functioning of the University of Angers.

In this perspective, the working group met eight times between March 2018 and October 2018. The result of its reflections was used to present to the technical committee on the one hand (November 13, 2018), and the Board of Directors on the other hand (December 13, 2018) the objectives and strategy of the University of Angers to obtain the HRS4R label. The Board unanimously adopted the project as presented, and on December 18, 2018 (validated by the European Commission on December 19), the University of Anger declared its willingness to enter the labelling process.

Since the statement of intent, the group has met about once a month to discuss the results from the questionnaires and organize the workshop activities.

The choice of the questionnaire has emerged as the best tool for the realization of our project. It represented a complement to the institutional mobilization allowing everyone to an actor and to be directly involved in the process. This openness is also a constant desire of the president and his team who will rely on open working groups for the implementation of actions related to the label.

The questions were sorted into five main chapters (practically cross-referencing the chapters of the charter and the code) which later formed the basis of the workshops-actions They were sent out over a period of 5 weeks, between January 15 and February 20, 2019. The participation rate was satisfactory, since 38% of those surveyed responded. Five workshops were organized to build the project. Registrants, researchers or academics, were over 100; they met twice at each workshop.

The group then validated the documents constituting the HRS4R file.

Please describe how the Working Group doing the Gap Analysis was appointed:

The Working Group was formed by the University President's request to the faculties and other services. It is composed of the directors of the university services or their representatives. These are therefore naturally the services corresponding to the political members of the group. The General Directorate of Services, the Human Resources, Research Board, and International Relations Office are present and are expected to be very active as well as the evaluation and foresight services, whose expertise is essential construct indicators and measure as far as possible the results of the actions carried out. The communication service is associated with both groups when an information work i be carried out vis-à-vis the University community.

For the moment being, the Working Group has been associated with the Steering Group in order to be involved in the construction of the project, to have full ownership of it and be able to master the ins and outs of the actions to be carried out. The action group has therefore operated according to the same schedule as the COPIL (see above) with the same objectives. From the moment the label is obtained on, this group will have its own rhythm of work, dictated by the actions to be carried out.

GAP Analysis (Charter and Code Checklist)

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GAP Analysis overview

The Charter and Code provides the basis for the Gap analysis. In order to aid cohesion, the 40 articles have been renumbered under the following headings. Please provide the outcome of your organisation's GAP analysis below. If your organisation currently does not fully meet the criteria, please list whether national or organisational legislation may be limiting the Charter's implementation, initiatives that have already been taken to improve the situation or new proposals that could remedy the current situation. In order to help the organisation's recruitment strategy, a specific self-assessment checklist is provided for Open, Transparent and Merit-Based Recruitment.

European Charter for Researchers and Code of Conduct for the Recruitment of Researchers : GAP analysis overview

- **Status** : to what extent does this organisation meet the following principles?
- **Implementation (++ , +/- , -/+, --)** :
  - ++ fully implemented
  - +/- almost but not fully implemented
  - -/+ partially implemented
  - -- insufficiently implemented
- **GAP** : In case of --, -/+, or +/-, please **indicate the actual "gap"** between the principle and the current practice in your organisation.
- **Implementation impediments** : If relevant, please list any national/regional legislation or organisational regulation currently impeding implementation.
- **Initiatives undertaken/new proposals** : If relevant, please list any initiatives that have already been taken to improve the situation and/or new proposals that cou remedy the current situation.

Status

Ethical and Professional Aspects

1. Research freedom

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
++ fully implemented		

2. Ethical principles

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	- For the University of Angers Code of Conduct for the Recruitment frame to be improved, an Ethics Officer must be hired as provided for by the decree of April 10, 2017. - The University of Angers must develop a vigilance reflex regarding funds raised for research as they may raise ethical issues. - The University of Angers must develop an increasing vigilance on the ethical admissibility of thesis subjects before the enrollment of PhD students.

3. Professional responsibility

	GAP / Implementation

Implementation	impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	- Researchers and academic teachers-researchers do not always have the technical and legal knowledge on the issues of intellectual property and respect of the author. - Post-doctoral and contract researchers' contracts are not sufficiently referenced and explicit on intellectual property issues. - All researchers must be trained on this topic.

4. Professional attitude

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	Researchers and teacher-researchers do not always have the reflex to bring to the attention of their managers the state of their research work, nor to always integrate the financial constraints of their institution. This reflects a lack of information on some of the obligations often mentioned in the Research-groups regulations records, as well as a weakness in training in project management and research.

5. Contractual and legal obligations

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	Better staff information is required, especially for contractors. Doctoral and post-doctoral contracts are to be reviewed in this respect.

6. Accountability

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	Information and training of Researchers and Teachers-Researchers on their responsibilities and for efficient and effective management of resources is necessary.

7. Good practice in research

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
++ fully implemented		

8. Dissemination, exploitation of results

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	Need more information and training on data protection and security. This is imperative given the increasing openness of research-information data. In addition, this points in parallel to a lack of training and information on intellectual property.

9. Public engagement

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
++ fully implemented		

10. Non discrimination

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	Need to train and continuously inform attitudes (stereotypes, especially for disability and gender) that evolve only gradually (so there is a gap between theory and practice).

11. Evaluation/ appraisal systems

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
++ fully implemented		French legislation is evolving. It should be allowed to develop specific contracts signed for the duration of a project defined in advance, allowing hiring over time, and thus allowing for contract workers career development based on an evaluation.

Recruitment and Selection - please be aware that the items listed here correspond with the Charter and Code. In addition, your organisation also needs to complete the checklist on Open, Transparent and Merit-based Recruitment included in a separate section, which focuses on the operationalization of these principles.

12. Recruitment

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	- Recruitment criteria are not always clearly defined. The integration of certain variables, such as gender or disability issues, is not always under control. - Low publication of posts on EURAXESS: entry criteria and standards are not very visible from abroad. - The question of criteria and standards needs to be further examined for autonomous recruitment by research laboratories (particularly post-docs). - The University of Angers needs to improve informations on these different points.

13. Recruitment (Code)

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	- Lack of assimilation of the operating modes of recruitment committees (prodecures, profiles matching the job requirements, rules, etc.). Lack of training for a better apprehension of the missions entrusted. The most acute problem arises for certain categories of non-incumbents, especially for the recruitment of postdoctoral candidates (lack of procedures, transparency on recruitment conditions, etc.). The problem is less for doctoral students whose recruitment is supervised by the International Relations section of the Doctoral Schools (it will be necessary to examine the internal regulations of each of the Doctoral Schools). - Lack of information when accessed from abroad. Publication of job adds in English language almost non-existent. - The University of Angers needs to improve informations on these different points.

14. Selection (Code)

	GAP / Implementation

Implementation	impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	The University of Angers needs to improve communication on the composition of the selection committees (for hiring academics) and recruitment commissions (for contract employees), and to ensure a systematic publication on line.

15. Transparency (Code)

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	- Access to information for recruitment is not always easy. Many things are already well framed for positions for tenured academics since information, procedures, applications etc. are posted on the ministry website. This is less the case for contractors. Information on the procedures and criteria for classification and judgment, as well as the composition of the recruitment committees, is not systematic. - There is a transparency issue relating to criteria for merit, not displayed in job descriptions, and not transmitted to unsuccessful candidates. In general, a good jury practice guide is missing. It would be worthwhile to write one.

16. Judging merit (Code)

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	- Reconsider the respect of profiles and the proper functioning of recruitment commissions. These criteria exist, but, a priori, are not always clearly defined or disseminated. - There is still work to be done with research laboratories, doctoral schools and international relations offices.

17. Variations in the chronological order of CVs (Code)

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	We need a benchmark of valuated experiences by tenured researchers and other academics for it to integrate the recruitment code frame.

18. Recognition of mobility experience (Code)

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
++ fully implemented		

19. Recognition of qualifications (Code)

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	We also are in need for a reference framework on skills for integrating multiple national and international experiences in recruiting and other management operations of employees, researchers and academics. This repository should be available in France and Great Britain.

20. Seniority (Code)

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	- Researchers and Research Teachers do not always have the necessary time to be trained. The current training system must be completed and move towards a truly multi-year training and development plan, towards an organization that materially allows the youngest employees to train and embark on a career. - In this perspective, we need of regular monitoring of staff (career and skills assessment, prospects and training) that exists for certain categories of staff (INSERM, CNRS).

21. Postdoctoral appointments (Code)

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-- insufficiently implem...	no national/regional legislation or organisational regulation currently impeding implementation	There is a need to frame the currently varied recruitment conditions which can sometimes be opaque with a poorly defined and sometimes personalized procedure. There is also a problem of maintaining a status which, normally, should be only transitory.

Working Conditions and Social Security

22. Recognition of the profession

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	Some contract researcher contracts are not specific enough about the work done. Therefore, the recognition of the PhD or the post-doctoral experience of these employees, their status as a research professional must be explicited.

23. Research environment

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
++ fully implemented		

24. Working conditions

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	One of the major problems is the work overload for the staff of our university. We face an external financial constraint and the challenges ahead for the researchers and teacher-researchers to address are multiple: - Raise awareness of health risks and job dropping out; - Better organize the work of the directorates of all types to the extent of the financial constraints; - Lack of knowledge of existing schemes concerning work arrangements; - Lack of interlocutors, institutional or otherwise, to discuss career management; - Lack of knowledge of the functions and roles of administrative bodies of laboratories, departments, schools ... - The University of Angers needs to improve informations on these different points.

25. Stability and permanence of employment

	GAP / Implementation

Implementation	impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	A problem of precariousness arises for some contractors on their positions that cannot be renewed over more than one year. A law currently being validated must offer the possibility of recruiting for longer periods, settling the issue of high job insecurity. In the absence of a definitive text, no concrete action plan can be currently foreseen.

26. Funding and salaries

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	- Dissemination of the application of wage rules concerning the experience of non-incumbents. - Some tasks, such as managing European projects, are not, or not enough, recognized.

27. Gender balance

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	- Beyond the gender balance imposed by law in the elective bodies, the ratio between men and women remains unbalanced in several areas: enrolment in a research-oriented MA programme (thus relatively low pool of Doctoral candidates -to check-); presence in the directional bodies (administration, project management ...) - Behind these material points are often hidden less visible problems: stereotypes always sensitive when recruiting or evaluating publications despite the efforts made; difficulty to reconcile career and family life during the first years of one's career, although they are decisive years for one's career path. - The University of Angers needs to improve information and organize training programmes on these different points.

28. Career development

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	- Promotion schemes (in terms of steps and grades) exist only for tenured. Moreover, these devices do not solve the questions on how to steer one's career, nor do they prescribe the strategies to be implemented. - Need of a monitoring scheme for researchers and teacher-researchers, both tenured and non-tenured.

29. Value of mobility

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	- The incentive policy of our university is sometimes limited by the low use of International Office information by Researchers and Research Teachers. - The University of Angers needs to improve informations on this point.

30. Access to career advice

	GAP / Implementation

Implementation	impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	- Many teachers-researchers and researchers have no possibility of regularly making career assessments, training, and career prospects. - The University of Angers needs institutional arrangements on these points.

31. Intellectual Property Rights

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	There is a need of training and information on intellectual property and data protection and the protection of research.

32. Co-authorship

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	- Inaccurate knowledge of the rules governing co-signatures of works and possibly of the related copyright issues, too. In addition, co-signatures of works are not always developed between confirmed researchers (for example, PhD advisors) and young researchers, whereas this is a key element of career progression and training for doctoral students. - The University of Angers needs to improve informations on this point.

33. Teaching

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	- Problem for many teacher-researchers who fail to lighten their teaching load to attend training. - There is a need for more in-depth training of researchers and teacher-researchers. - There is a need for better use of educational innovations to free up time for research.

34. Complains/ appeals

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
++ fully implemented		

35. Participation in decision-making bodies

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
++ fully implemented		

Training and Development

36. Relation with supervisors

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals

+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	There is a lack of control, sometimes technical issues on administrative controls (joint-supervision of theses for example). It is necessary to launch, as soon as the doctoral student is enrolled, a strategic framework in terms of his training and to position his work in a reference system of skills.

37. Supervision and managerial duties

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	- Lack of upstream training in leadership and management tasks such as chairing Schools or Departments (currently, some training is done after election, however not for all responsibilities). - Lack of collaboration between confirmed and non-confirmed (HDR) academics in PhD co-supervisions involving the development of the career of the latter. - The University of Angers needs to organize training programmes on these different points.

38. Continuing Professional Development

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
+/- almost but not fully ...	no national/regional legislation or organisational regulation currently impeding implementation	- Support and guidance need to be provided to academics who undertake heavy projects such as the "Habitation to direct research" (HDR), a project which is nonetheless central in the development of one's career. - Need to build a training plan over time, whether for the PhD student or the tenured academic. This involves an assessment, currently missing, of the skills needs of the person concerned, and an internal follow-up.

39. Access to research training and continuous development

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	The main problem is related to teacher-researchers and researchers who, for various reasons such as work overload or the weight of family life during maternity, drop out of the research activity. In this perspective, there is a need of identification and support for people to overcome difficulties (material, psychological, etc.).

40. Supervision

Implementation	GAP / Implementation impediments	Initiatives undertaken/new proposals
-/+ partially implemented	no national/regional legislation or organisational regulation currently impeding implementation	Beyond the regulatory dimensions (PhD supervisor, HDR tutor), the field of contact-persons remains to be invested. Our Companionship scheme is an important tool for us, but is not everything. There is no doubt that people need to be contacted in a more informal way to deal with multiple technical and personal issues while working, especially during the first few years of their career.

OTM-R Checklist

Case number: 2018FR365761
Name Organisation under review: University of Angers
Organisation's contact details: 40 rue de Rennes, Angers, 49000
Date endorsement charter and code: 21/12/2018

All submitted information must be in English.

Open, Transparent, and Merit-based Recruitment Check-list: OTM-R

A specific self-assessment checklist is provided for Open, Transparent and Merit-Based Recruitment (OTM-R). Please report on the status of achievement, also detail on the indic and the form of measurement used.

- The "Open", "Transparent" and "Merit-based" checkboxes are indicative of the type of policies and practices the questions refer to, as detailed in the C&C. They ar pre-set in the HRS4R E-tool and cannot be changed. No action is needed from institutions in their respect.
- The difference between "+/- Yes substantially" and "-/+ Yes partially" ratings is that in the first case the volume of the remaining work to be done until completio is little as compared to the effort that has been put so far in that direction, whereas for "-/+ Yes partially", the remaining work is either the same in volume or mo than what has been achieved.
- For the "Suggested indicators" column, whenever the user hovers the mouse in the row dedicated to each question, a small text box will pop up, indicating optio of potential indicators to use. However, each institution should identify own measurements of the effectiveness of its OTM-R policy which should be further reviewed and adapted.

	Open	Transparent	Meritbased	Answer:	Suggested indicators (or form of measurement)
OTM-R system					
Have we published a version of our OTM-R policy online (in the national language and in English)?	x	x	x	-/+ Yes partially	Status of achievement: More often than not the information is unfocussed (statement of general policy the establishment, recruitment procedure laboratory policies, etc.). The recruitment actions are intended to clarify the planne recruitment policy (Actions 2; 4), with publication in English (Action 34). Indicator: Forthcoming actions: publication on the University site by grouping the elements the establishment project + publication in course of strategic elements of the Unive of Angers' policy and the policy of its research laboratories. http://www.univ-angers.fr/hrs4r
Do we have an internal guide setting out clear OTM-R procedures and practices for all types of positions?	x	x	x	-- No	

					Status of achievement: OTM practices and procedures are frame the instructions of the Ministry of Educati Harmonization must be carried out and th production of a summary document for th information of the juries is a medium-term objective (Recruitment Guide/Booklet), including the information and results of th actions 6; 9; 24). Indicator: Wide distribution of a Recruitment Booklet/Guide (relating the procedures, a University of Angers policy) integrating information from the summary document the jury and strategic information (OTMR
Is everyone involved in the process sufficiently trained in the area of OTM-R?	x	x	x	-/+ Yes partially	Status of achievement: The members of the recruitment juries dc all have an equivalent level of informatior and equivalent training, especially regard the evolution of procedures and discrimination. The aim of our University intensify the training for recruitment of its Department directors, Faculty directors a Members of the Commissions coming fro the University of Angers (see actions 6; 9 24). An instruction booklet will be issued members outside the University of Anger for which the University of Angers does n have the power to act otherwise.. Indicator: Effective implementation of selection committee members training and large distribution of a recruitment booklet (procedures, University of Angers policy) training should progressively reach all members at term.
Do we make (sufficient) use of e-recruitment tools?	x	x		+/- Yes substantially	Status of achievement: In France there is widespread use of the electronic dissemination of job advertisements through both the Galaxie web-based tool of the Ministry, and the th University of Angers web-site (especially regarding contract staff). The files are dematerialized (action 10). The use of Euraxess must be more developed (see Action 5). The use of videoconferences is rare for technical reasons, legal constrair (in particular regarding the securing of th hearing), and to ensure respect for the ec treatment of candidates. However, videoconferencing is used if necessary. Indicator: Larger dissemination of job advertisemer (see action plan objectives). Improvemen the document filing system, especially for contract staff (action 10).

Do we have a quality control system for OTM-R in place?	x	x	x	++ Yes completely	Status of achievement: Recruitment is validated by the Presiden authorities at multiple levels: beforehand, composition of the jury must comply with criteria of a legal framework; compliance procedures and proper functioning and validation by the Management Board of appointments. Since 2018-19, the Presid has been organizing review meetings wit chairmen and vice-chairmen of recruitme committees. Continuous improvement of procedures f contract staff is one of the objectives (act 2 and 3). Indicator: Participation in the meetings.
Does our current OTM-R policy encourage external candidates to apply?	x	x	x	-/+ Yes partially	Status of achievement: The job advertisements for permanent ac are posted on the Galaxy web-site of the Ministry. The recruitment of contract staff more variable depending on the employe statutes. Improvement proposed: a wider systematic dissemination via Euraxess (s Action 5) and clarification of information c the current site. Indicator: A Broader advertisement of vacancies us wider communication.
Is our current OTM-R policy in line with policies to attract researchers from abroad?	x	x	x	-/+ Yes partially	Status of achievement: Advertisment of vacancies abroad often depends on departments and laboratorie is less practiced within the University of Angers. Its development is an objective c action plan, as well as the provision of strategic information about the University (see Booklet of the Researcher Teacher, actions 5, 34) Indicator: The increasing use of the Euraxess application and the increasing number of translated strategic documents is an indic of greater openness allowing to highlight advantages of the University of Angers vi vis foreign researchers (objectives for the achievement of action 5 and 34)

Is our current OTM-R policy in line with policies to attract underrepresented groups?	x	x	x	+/- Yes substantially	Status of achievement: An effort has already been made in relati disabled staff (Disabled Students' Allowa for PhD study, competitions reserved for recruiting underrepresented groups of employees etc.). The University of Anger trying to position itself in the extension of existing actions in secondary education. University of Angers is currently setting u specific recruitment competitions in the frameworks defined by French law. The University of Angers is also mobilizin efforts towards gender issues and is also driving force with European projects regarding gender (see the project H2020 under evaluation). In this framework, vari actions allowing the University of Angers go further on issues of equity and equalit between men and women are or will be carried out in the coming months and yea (see actions 1; 19; 20; 21; 32) Indicator: The University of Angers is already active these issues. The HRS4R project therefo contains the current elements of the University's policy that will in any case be completed.
Is our current OTM-R policy in line with policies to provide attractive working conditions for researchers?	x	x	x	+/- Yes substantially	Status of achievement: It is natural for the University of Angers to work for ensuring attractive working conditions. This is the purpose of its polic (see Establishment Policy www.univ-angers.fr/hrs4r). Its proactive policy is manifested by various actions: namely, bonuses, number of working hours, teleworking policy, etc. The main issue is the workload and management of early career, as well as tl possibility of finding interlocutors in case problems. The notion of appointing resource person on both an administrative and human lev central. There are already psychosocial r prevention assistants in each Research U The system must be strengthened by identifying people outside the formal framework of hierarchical or institutional relationships (see actions 30; 31; 36). Indicator: Share of endogenous recruitment
Do we have means to monitor whether the most suitable researchers apply?				-- No	

				Status of achievement: When the post descriptions are publishec the researchers apply wherever they wis Except in very special cases, the Univers of Angers has no visibility on these applications. It is possible to effectively p the positions beforehand in order to enha the match between the applications and t position. Indicator: Proportion of candidates ranked first takir office.
Advertising and application phase				
Do we have clear guidelines or templates (e.g., EURAXESS) for advertising positions?	x	x	-- No	Status of achievement: Candidates get information from the onlir job description. They apply in compliance with the legal obligations (such as the ho of the required degree, providing the requ documents...), in compliance with the framework of the interview with the jury, a according to the dematerialized elements required. For the additional positions grated by the Ministry (postes Ministeriels), the Univers of Angers does not have the opportunity act. For the contractual positions, the University of Angers wants to make avail template documents, translated if necess in English, for the applications (see actior + Candidate Booklet). Indicator: Forthcoming action: weblink to patterns c guidelines
Do we include in the job advertisement references/links to all the elements foreseen in the relevant section of the toolkit?	x	x	-- No	Status of achievement: For tenured positions, the candidates fill and validate on-line applications on the website of the Ministry of Education, thro the proper procedures and guides. There no toolkit currently available for contract workers. The implementation of a Candid Booklet should allow us to progress in thi field and facilitate access to information Indicator: Short-term project: establish links to bette out the application files for contractors. Create links to model documents and to relevant sections in order to ensure that candidates are well informed. Long-term project: starting from candidat build a "toolbox" integrating undetectable needs for the University of Angers (actior and 11)
Do we make full use of EURAXESS to ensure our research vacancies reach a wider audience?	x	x	-- No	

				Status of achievement: The use of Euraxess is marginal to the University of Angers. Partial publication is sometimes done using data from the min site. It is one of our objectives to make fu use of the Euraxess tool for vacancies th are appropriate (see action 5). Indicator: Dissemination of job offers posted on Euraxess. Share of job adverts on EURAXESS.
Do we make use of other job advertising tools?	x	x	++ Yes completely	Status of achievement: The vacancies of the University of Angers put on line on the site of the ministry, calle "Galaxie". The University uses complementary tools, such as the "public employment site" site. The device for contractors comes from the University of Angers and its laboratories. Indicator: https://www.univ-angers.fr/fr/universite/travailler-a-l-ua.htm
Do we keep the administrative burden to a minimum for the candidate?	x		++ Yes completely	Status of achievement: Job adverts for incumbent positions - The candidate must complete files whose framework is determined by regulation by Ministry. The documents to be provided a defined by law. Job adverts for contract positions. In 201 the University of Angers carried out a clarification of its website concerning job search about the information and docume to be provided. This clarification will be adjusted by feedback.
Selection and evaluation phase				
Do we have clear rules governing the appointment of selection committees?		x	x ++ Yes completely	Status of achievement: For the positions of titular agents, the appointment frames are defined by law. F contract employees, executives are eithe defined by law or by the University of Ang They are not always clearly known. It is f this reason that the selection committees need to be trained (action 6) and the candidates better informed (action 2). Indicator: Statistics on the composition of panels

Do we have clear rules concerning the composition of selection committees?	x	x	+/- Yes substantially	Status of achievement: The ministry sets a legal framework withi which we operate. For contractors, the ru exist but are not always well known. The University of Angers objective is to devel its global information policy which is inter for all candidates (action 2 + Candidate Booklet.) Indicator: Effective training of selection panels on t rules and better information of candidate Progressive implementation. The training must eventually reach 100% of the Unive staff of the selection committees, and 10 of the recruits (a 6 year lag for complete realization)
Are the committees sufficiently gender-balanced?	x	x	++ Yes completely	Status of achievement: Gender equity is a legal obligation in Fra Indicator: Composition statistics of recruitment committees attesting to the implementati the law.
Do we have clear guidelines for selection committees which help to judge 'merit' in a way that leads to the best candidate being selected?		x	-/+ Yes partially	Status of achievement: Variations in uses exist. One of the objec of the University of Angers is achieving a unified practice. The university is already asking recruitment committees and juries put in place clearly elaborated recruitmer criteria (action 2). The goal is to systema this practice. Another objective is to provide repositori allowing juries to have a general framew for reflection on the issue (action 9). However, the establishment of competen maps and recruitment criteria should not make us forget that the types of jobs can very different, still invariably addressing t same issue. The definition of the best candidate cannot therefore be centralize standardized and fixed. Indicator: Written guidelines
Appointment phase				
Do we inform all applicants at the end of the selection	x			

process?		+/- Yes substantially	Status of achievement: The recruiting committee and the univers have a legal obligation to inform candidat at the end of the process. The final result the competition is released after the validation of the board of directors. Candidates for contract positions are alsc informed. Indicator: 100% of the candidates informed
Do we provide adequate feedback to interviewees?	x	+/- Yes substantially	Status of achievement: For the recruitment of tenured position holders, the committee gives on request report of the contest process to the candi together with a personalized report. Procedures remain to be put in place for certain contract recruitments (already car out in some Doctoral schools). Indicator: 100% of reasoned refusal
Do we have an appropriate complaints mechanism in place?	x	++ Yes completely	Status of achievement: The procedures for contesting the results framed by the regulations. The remedies systematically specified in the letters informing the candidates. Candidates car also simply ask for explanations on the outcome of the contest (by informal appe Indicator: Statistics on complaints
Overall assessment			
Do we have a system in place to assess whether OTM-R delivers on its objectives?		+/- Yes substantially	Status of achievement: Our evaluation system does not include t drawing up of a dashboard. On the other hand, recruitment procedures and recruitment results are systematically presented in the competent institutional bodies (the Restricted Academic Commit and the Restricted Directory Board, the Technical Committee, the Joint Committe and Joint Advisory Committee for administrative and technical staff). An evaluation procedure is being put in plac The University of Angers has held a mee upstream and downstream with the presidents of Scientific Board, to specify procedures, evaluation maps, etc ... This step must lead to the progressive implementation of a summary evaluation introducing a dashboard of the evolution the main indicators of the university. Indicator: Implementation of a dashboard providing overview of the evolution of the main indicators of the university.

Action Plan

Case number: 2018FR365761
Name Organisation under review: University of Angers
Organisation's contact details: 40 rue de Rennes, Angers, 49000

1. Organisational Information

*Please provide a limited number of key figures for your organisation. Figures marked * are compulsory.*

STAFF & STUDENTS	FTE
Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research *	1449
Of whom are international (i.e. foreign nationality) *	256
Of whom are externally funded (i.e. for whom the organisation is host organisation) *	151
Of whom are women *	601
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor. *	765
Of whom are stage R2 = in most organisations corresponding with postdoctoral level *	34
Of whom are stage R1 = in most organisations corresponding with doctoral level *	534
Total number of students (if relevant) *	24456
Total number of staff (including management, administrative, teaching and research staff) *	2076

RESEARCH FUNDING (figures for most recent fiscal year)	€
Total annual organisational budget	145270000
Annual organisational direct government funding (designated for research)	39115000
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	9518000
Annual funding from private, non-government sources, designated for research	2340000

ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)

The University of Angers is structured in conformity with French law. It is headed by a President elected by the Board of Directors who are, themselves, elected by all the staff o the university. All university bodies (Board of Directors, Academic Council, Technical Committee, etc.) derive their legitimacy from a direct or indirect elective system. This electc system designates the members of the Steering Bodies for all major areas of the institution's life: general, Scientific and Training policy; Financial, Real Estate and Digital Strategies, ...; Academic and Campus life; Human Resources Policy, Occupational Health, and Institutional Administration.

Research at the university is structured around laboratories, which are grouped into 5 research departments. These departments organize and promote scientific life in the majc research areas: Law-Economics-Management; Letters-Languages and Human Sciences; Science and technology; Health.

2. Strengths and weaknesses of the current practice

Please provide an overview of the organisation in terms of the current strengths and weaknesses of the current practice under the four thematic headings of the Charter and Code your organization.

Note: Click on the name of each of the four thematic headings of the Charter and Code to open the editor and provide your answer.

Ethical and professional aspects*

Strengths and Weaknesses (max. 800 words)

Strengths: The University of Angers fully respects the ethical principles and freedom of researchers who, within their teams, choose their sets of themes and subjects. Our University is strongly committed to ethical issues, scientific integrity, gender and non-discrimination. A scientific integrity advisor is in place. PhD students receive specific training. An ethics committee has been designed. As such, our University is now used as a benchmark in France (in terms of management of the ethics committee portal). Regarding disability, the University of Angers has opened several specific positions, including for doctoral students. In addition, the University of Angers is mindful of the gender balance in all dimensions of institutional life (internal committees, management functions, etc.) and offers an active policy in terms of parity at work.

The University of Angers has just put in place (in April 2019) a charter on intellectual property and copyrights representing a natural part of its ethical commitment and corresponding to the European Charter adopted in 2007.

Finally, the University of Angers is open to society and disseminates its scientific results through open science devices (Okina, specific to Angers, which must switch to a larger system, HAL-UA).

Weaknesses: At the ethical level, the University of Angers lacks a deontologist who would complete the general ethical / integrity / deontology control system.

The University of Angers needs to better train its staff to recognize the weight of stereotypes (gender, disability, etc.) and to combat them. The bodies incharge of recruitment must also be better trained in order to ensure open and fair procedures. The University must, eventually, put in place concrete measures to rebalance the gender and disability balance in career development. The University of Angers is therefore on a line that it must pursue.

In the field of intellectual property and copyrights, the University must, here again, reinforce training and information to make the recently adopted charter operational, and to enhance or develop collaborations of all types between researchers, researchers and companies. etc. The University's data security and process safety also need to be perfected. The development of Open Science, supported by the University through the Research Committee, can only be achieved under this condition.

In terms of management, many things are learned and known empirically. Many researchers express training needs (directors of laboratories, departments, project managers, etc.). Various training courses are already available for staff who have responsibilities. However, these courses are not mandatory.

Recruitment and selection*

Strengths and Weaknesses (max. 800 words)

Context: The University of Angers hires civil servants and state employees according to very strict legal procedures. For recruitment of contract workers (temporary or not), the University has to respect general rules set by the labour and civil service laws. The recent adoption of a law on the transformation of the public service (on July 24, 2019) should provide the University with a new-found leeway and perhaps pose significant challenges. Indeed, this legislative text broadens the derogatory recourse to contract workers for Higher Education and Research institutions. Consequently, questions relating to the control and transparency of the recruitment procedures of these employees could be raised more clearly for the institution. The University of Angers must therefore be vigilant and if necessary, to come up with various tools adapted to the new situation.

Strength: The University of Angers is very committed to respecting the rules of recruitment and sets itself the objective of a quality recruitment, carried out in a fair and transparent way. With regard to civil service posts, national rules provide many clear frameworks. Nevertheless, the institution is making progress in harmonizing the practices of the recruitment committees and improving the technical operating systems of its teams. This is not very simple given the diversity of the types of positions to be filled. The policy space mainly concerns the recruitment of researchers, academic teachers and researchers or contractual research assistance personnel for whom the regulatory frameworks are highly variable and sometimes strongly dependent on the institution's initiatives. Although there is still work to be done, the University of Angers nevertheless manages to be sufficiently attractive. In fact, the candidates retained on a position of teacher-researcher with tenure select the University of Angers in turn as a priority, if they are also retained elsewhere: during the campaign 2018-2019, 100% of candidates ranked first accepted the position and came to work at the University of Angers.

Weaknesses: Two points stand out clearly: Information and training.

In terms of information, not everything is systematically available to all candidates concerning the selection procedures, the criteria, the composition of the juries, etc. Although these pieces of information exist, they are all too often used internally by recruitment bodies. It may happen that information circulates informally, depending on knowledge networks; which can introduce a difference of treatment between the candidates. This information is particularly flawed for international candidates. The University of Angers once in a while only issues its job ads internationally, using Euraxess, and the information available is in French only. More often than not, job ads are issued abroad through the research laboratories. The University of Angers is fortunate to have many labelled labs (CNRS, INRA or INSERM) which act as information relays. The effort to communicate job ads more widely abroad is in the pipeline. Thus, the translation of the University site in English and Mandarin is in progress; the information on the jobs open to recruitment and the details of how to apply will naturally follow.

The lack of training is a second point that emerged from both the Strategic Steering Committee's analyses and the surveys and workshops' reports. For many years (in the 1990s and early 2000s), the "commissions de spécialistes" (as the current selection committees were then called) operated in an empirical manner. There were strong variations in practices across disciplines. When it comes to the recruitment of civil servants, there are regulations which specify the procedure and the composition of the recruitment committees; however, the mastery of the administrative tool and its rules must be the subject of continuous training in order to follow developments in the case law. When it comes to contract workers, it is the institution that, in most cases, has the initiative and must train its recruiters. In general, and beyond the various procedures, the minimal mastery of recruitment techniques is problematic in an environment where the process has become more complex and professionalized. The University of Angers already provides systematic information to the chairpersons and vice-chairpersons of selection committees (gathered for the recruitment of academics with tenure). It would be necessary for all local members to be trained, share the same methods and good operating practices. The same principle must also apply to the recruitment of contract staff. In concrete terms, this involves formalizing multiple implicit or unstated points: regulation and recruitment issues, conducting interviews, judgment criteria, pre-existing material repositories to compare disparate information, valuing atypical professional trajectories, merit, etc.

Working conditions*

Strengths and Weaknesses (max. 800 words)

Context: The University of Angers is an institution placed under very strong constraint. It faces a double deficit in human and financial resources, as defined by the system SYMPA (which is the ministerial system of allocation of resources to academic institutions) carrying out the ratio between the volume of activity and performance. This lack is combined with the increase in teaching costs for demographic and administration reasons, and with the political strategy of answering Calls for Projects which is now the rule of funding for research and pedagogy. This means that the University of Angers must first manage the shortage. This is what leads the University to find solutions that often represent the best of what is possible, in a framework that does not depend on it. It will be the same in our HRS4R goals. On many points (such as salaries, career progression, definition of teaching missions ...), a very strong national framework exists for the incumbents, and serves as a guide to set the framework for contract staff. The law of July 24, 2019 is likely to broaden the thinking about contractors, including the definition of job profiles vacancies, pay scales, promotion, promotions.

Strengths: Despite the constraints, the University of Angers offers working conditions and a research environment (jointly with research organizations) positively perceived by a majority of colleagues (a survey was carried out for the project). This fact is probably linked to the democratic and broadly representative functioning of the institution. Hence a large part of researchers and teacher-researchers are or have been involved in the collective functioning (councils, commissions, and working groups). In addition, the AU is developing a substantive strategy for steering research. The creation of federative research structures, the research commission and its board ensure the scientific and financial direction of research. Its financial effort is significant since it has increased doctoral research allowances from 12 to 28 per year since 2013, as it has also increased tenders for newcomers. The University of Angers, whose property portfolio is less than 50 years old, has an ambitious property policy in order to maintain a built environment and research premises of the highest standards.

Weaknesses: The weakest point is certainly that of monitoring. There are, certainly, personnel and human resource management structures in the University of Angers. A follow-up is already set up by the institution, which listens to the staff through the EEC and Board of Directors Vice-Presidents. Still the problem arises with regard to a less institutional relationship, in so far as the researcher needs advice, or because he or she is in difficulty in the exercise of his or her profession, whether for material reasons (teaching expenses, multiplication of administrative tasks ...) or personal (e.g. work-life balance). The institution has difficulty in knowing and / or identifying these situations. Local support should be considered.

In addition, regarding gender issues, many principles are already in place. If material points, such as a strong presence of women in the University of Angers' leadership bodies, are to be noted (we are not talking about the legal obligations that are naturally fulfilled), a long-term effort must be made to rectify representations and stereotypes, and rebalance career development opportunities. The two concrete points that we must face are therefore training and support, which still need to be focused on by observing the good practices that already exist in some universities. An H2020 project has been drafted which makes it possible to lay down the devices to be implemented.

Training and development*

Strengths and Weaknesses (max. 800 words)

Context: The University of Angers is now endowed with broad skills, has large responsibilities and is also immersed in a competitive research world. Both of these data make it necessary to continuously improve the training and technical skills of the personnel involved in the research activities, in line with the ever-higher demands of the environment.

Strength: The university already has a continuous training service, totally open to researchers and teacher-researchers as well as to technical staff, offering multiple training programmes, concerning university pedagogy, management, project management, etc. The functioning of our Doctoral Schools allows PhD students to benefit from multiple training courses on the same topics but also on ethics and deontology, on scientific communication, etc. These courses are designed to be open to young academics (ATER, Post-doc).

Weakness: The first weak element is the lack of clarity in the structuring of the training offer. Currently, a researcher or lecturer is presented with a list of training programmes that are not all open to the same audiences. Thus, some programmes intended for doctoral students may also interest the lecturers. The apparent weakness is the lack of a certain flexibility and a multi-year coherence of the selected courses. This coherence in terms of choice is a strong element for personal development which also has a strategic impact on a person's career, particularly so with young professionals.

The second point has to do with a structuring in relation to a global objective, such as the direction of a Research Unit, the direction of a department or the responsibility of recruitment. There are gaps in training offerings for certain skills, running and well-functioning programmes are optional, etc. It is therefore important to carry out a restructuring scheme allowing an open offer towards specific responsibilities (laboratory management for example) and on certain topics (budget management, creation of diplomas, etc.).

Finally, the issue of training faces problems of means. As for working conditions, the University of Angers lives in a highly constrained environment on the human and financial level. As a result, one of the major sources of difficulties for training and career development is the constant overload of teaching hours and / or the multiplicity of management tasks, in all its forms, on a daily basis. If part of the problem is beyond the control of the establishment, it is possible to somewhat optimize certain modes of operation thanks, for example, to innovation and pedagogical assistance, and training in research project engineering in order to win time for research and develop personal projects. These vocational training projects should be promoted to the benefit of all research staff, especially the younger ones, through the implementation of appropriate information to promote a rich, dynamic and attractive offer.

3. Actions

The Action Plan and HRS4R strategy must be published on an easily accessible location of the organisation's website.

Please provide the web link to the organization's Action Plan/HR Strategy dedicated webpage(s): www.univ-angers.fr/hrs4r

Please fill in the list of all individual actions to be undertaken in your organisation's HRS4R to address the weaknesses or strengths identified in the Gap-Analysis. The listed actions should be concise, but detailed enough for the assessors to evaluate the level of ambition, engagement and the expected implementation process. The institution should strive to provide a detailed plan, not just an enumeration of actions.

Note: Choose one or more of the principles automatically retrieved from the GAP Analysis with their implementation ratings.

Proposed ACTIONS

Action 1

Train in writing non-gendered job descriptions

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 27. Gender balance	sept 2020 to apr 2021

Responsible Unit	Indicator(s) / Target(s)
Gender equality official	Training set up + number of participants

Action 2

Improve the information of candidates: provide systematic information on the composition of selection committees, procedures, and in particular for contractors (post-doc, IGR -research engineer- / IGE -study engineer-) on the selection criteria; provide information to candidates hired on contractual positions about their rights and obligations.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 12. Recruitment	
(-/+) 13. Recruitment (Code)	
(+/-) 14. Selection (Code)	sept 2020 to 2027
(-/+) 15. Transparency (Code)	
(+/-) 16. Judging merit (Code)	

Responsible Unit	Indicator(s) / Target(s)
Directorate for Digital Services, Direction of Human Resources and Directorate for Communication	Action already started. Indicators: 30% at 2 years, 60% at 4 years and 100% at 6 years + Effective implementation of a wiki.

Action 3

Implementation of recruitment, promotion and remuneration schemes for contractors.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 5. Contractual and legal obligations	
(+/-) 14. Selection (Code)	sept 2020 to 2027
(-/+) 15. Transparency (Code)	

Responsible Unit	Indicator(s) / Target(s)
Direction of Human Resources	Indicators: 30% at 2 years, 60% at 4 years and 100% at 6 years.

Action 4

	Timing (at least by year's

Internal and external communication on recruitment issues and procedures.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 15. Transparency (Code)	sept 2021 to mar 2023

Responsible Unit	Indicator(s) / Target(s)
Direction of Human Resources - Directorate for Digital Services.	Updating depending on the evolution of the regulations or on relevant needs of the targeted devices.

Action 5

Post EC (teacher-researcher), post-doc and IGR (research engineer)/ IGE (study engineer) vacancies on Euraxess.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 12. Recruitment (-/+) 13. Recruitment (Code)	sept 2020 to 2027

Responsible Unit	Indicator(s) / Target(s)
Direction of Human Resources- International Affairs Vice-President	statistical indicators for on-line job adds with Euraxess : 30% within 2 years, 60% within 4 years and 100% within 6 years.

Action 6

Implement a training scheme for members of selection and recruitment committees on gender stereotypes, selection criteria, job interviews ...

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 12. Recruitment (-/+) 13. Recruitment (Code) (+/-) 14. Selection (Code) (-/+) 27. Gender balance	sept 2020 to 2025

Responsible Unit	Indicator(s) / Target(s)
Gender equallity Official and Human Resources Directory.	Integration with the training plan, + 50% of the local members trained within 4 years.

Action 7

Incentive to encourage the puting of candidates in actual work situations for the recruitments, at least so for senior lecturers and full professor positions.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 16. Judging merit (Code)	started to 2024

Responsible Unit	Indicator(s) / Target(s)

HR Official (a University Vice-President) and HR Management in liaison with the Selection Committee Presidents.	Action already started - 100% of Pr and MCF jobs by 2024.

Action 8

Redefine and promote "post-doc" status, including maximum duration and compensation standards (including all schools/institutions)

GAP Principle(s)	Timing (at least by year's quarter/semester)
(--) 21. Postdoctoral appointments (Code)	
(+/-) 22. Recognition of the profession	sept 2020 to sept 2021
(+/-) 26. Funding and salaries	

Responsible Unit	Indicator(s) / Target(s)
University of Angers Direction of Human Resources	Establishment of an internal regulation point + Indicators: 30% at 2 years, 60% at 4 years and 100% at 6 years.

Action 9

Implement a Human Resources scheme which takes into account the age pyramid, workforce, body, grade, age, gender, figures, etc ... for recruitments, combining the requests of departments and research laboratories to anticipate recruitment needs in the different sectors. This scheme will also include the construction of a repository of valuable experiences during recruitment, consideration of mobility, and qualifications.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 17. Variations in the chronological order of CVs (Code)	
(++) 18. Recognition of mobility experience (Code)	sept 2021 to 2028
(+/-) 19. Recognition of qualifications (Code)	

Responsible Unit	Indicator(s) / Target(s)
Direction of Human Resources and Steering and Evaluation Committee	Creation of an organic document + positions concerned: 30% at 2 years, 60% at 4 years and 100% at 6 years

Action 10

Dematerialization of the procedure; digital links which make it easier to fill in the application files for contract workers.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 13. Recruitment (Code)	mar 2021 to sept 2021
(-/+) 15. Transparency (Code)	

Responsible Unit	Indicator(s) / Target(s)

Direction of Human Resources and Directory for Digital Services.	Effective dematerialization. Documents posted online. Links to standard documents and to sections useful for informing the candidates.

Action 11

Build a "toolbox" integrating indiscernible needs for the University of Angers, based on the needs expressed by the candidates.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 13. Recruitment (Code)	sept 2021 to 2028

Responsible Unit	Indicator(s) / Target(s)
Direction of Human Resources, Steering Group, Research Vice-President.	Online tools.

Action 12

Information and communication vis-à-vis the staff on the ethical and deontological devices of our University: training, scientific integrity, ethics committee - Thematic meetings in the labs (medium: Teachers-Researchers skills booklet).

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 2. Ethical principles (+/-) 3. Professional responsibility (+/-) 5. Contractual and legal obligations (-/+) 6. Accountability	sept 2021 to sept 2022

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies, Directory of Communication.	Effectiveness of a calendar of meetings with the laboratories + 1) number of employees who completed the scientific integrity training programme / 2) number of projects having sought the opinion of the ethics committee.

Action 13

Deontological training in relation to the business world: obligations of officials, scientific assistance, taking shares in a company, consultancy; protection from pressure groups.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 2. Ethical principles (+/-) 3. Professional responsibility (+/-) 31. Intellectual Property Rights	sept 2021 to sept 2022

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation	Training effectivly open to the staff + number of

and Doctoral Studies.	participants

Action 14

Implementation of an ethics mission.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 2. Ethical principles	sept 2020

Responsible Unit	Indicator(s) / Target(s)
University of Angers.	Effective implementation of the programmed ethics mission.

Action 15

Define "authorship" internally at our University in compliance with the rules of ethics. Establish rules of good conduct within the University of Angers on authorship and integrate them into the "Scientific Integrity" training programme.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 3. Professional responsibility (+/-) 31. Intellectual Property Rights (-/+) 32. Co-authorship	apr 2021 to dec 2021

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies.	Production of an "ethics" document including guidelines and charter. Effective integration of this dimension into the internal regulations of laboratories. Effective training

Action 16

Define the conditions to be co-author in a signature charter by integrating international standards. The University of Angers signature principles must appear in the internal regulations (IR) of the laboratories which must be available to everyone, for free consultation on the intranet.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 3. Professional responsibility (+/-) 31. Intellectual Property Rights (-/+) 32. Co-authorship	apr 2021 to dec 2021

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies, Research Vice-President.	The charter is signed + 100% modification of laboratory regulations posted online.

Action 17

Set up a training programme on intellectual property; Make existing optional training compulsory for doctoral students, and open it to research-teachers and post-doctoral students.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 3. Professional responsibility	

(+/-) 5. Contractual and legal obligations	sept 2021 to sept 2022
(+/-) 8. Dissemination, exploitation of results	
(+/-) 31. Intellectual Property Rights	

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies, . Research Vice-President.	Training effectivly open to the staff + number of participants.

Action 18

Provide information on the national and legal framework, and the strategic orientation of the University of Angers on gender and disability issues (guidelines, recruitment charter, selection committee and recruitment committee booklets).

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 2. Ethical principles	
(+/-) 5. Contractual and legal obligations	
(+/-) 10. Non discrimination	jan 2022 to sept 2022
(-/+) 12. Recruitment	
(-/+) 27. Gender balance	

Responsible Unit	Indicator(s) / Target(s)
General, Legal and Institutional Affairs Directorate, Direction of Human Resources, Gender equality official	Production of a selection committee booklet including outlining frame and charter.

Action 19

Training in combating stereotypes and, in particular gender and disability, primarily intended for governance, service directors, middle managers, recruitment committees.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 10. Non discrimination	jan 2022 to sept 2022
(-/+) 27. Gender balance	

Responsible Unit	Indicator(s) / Target(s)
Direction of Human Resources – Gender equality official	Fully operating training programme + number of participants.

Action 20 **Timing (at least by**

Appoint a "gender" adviser to check that at each stage of the process, gender issues are properly dealt with (especially for job descriptions, advancement decisions, equality between men and women in project management, the management of structures ...).

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 27. Gender balance	sept 2021

Responsible Unit	Indicator(s) / Target(s)
Gender equality official	Inventory carried out; Identifiable "gender" contact person + Consultations record.

Action 21

Follow-up of young researchers during the first 10 years of their career (integration of mentoring + gender equality markers, and including the work-family balance).

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 24. Working conditions (-/+) 27. Gender balance (-/+) 28. Career development (-/+) 39. Access to research training and continuous development	jan 2022 to sept 2022

Responsible Unit	Indicator(s) / Target(s)
Gender equality official, HR Official (a University Vice-President), Direction of Human Resources	Identifiable "gender" contact person + career follow-up (regular professional interviews ...) - objective: 100% at 4 years.

Action 22

Offer a training scheme possibly shared locally between "Public Institutions with a Scientific and Technical Vocation" (EPST) and the University of Angers, intending to support academics and researchers at each stage of their career and when it comes to taking on scientific responsibility and management (HR, finance, prevention, etc.). Propose a training course for the management of research laboratories.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 4. Professional attitude (+/-) 20. Seniority (Code) (-/+) 37. Supervision and managerial duties (+/-) 38. Continuing Professional Development	jan 2022 to sept 2022

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies / Direction of Human Resources	Have produced a common training courses list in the field of research with the local EPST institutions + number of training courses attended.

Action 23

Training in research funding, project implementation,

Timing (at least by year's

management, and effective operating rules for tendering, ethics, intellectual property.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 4. Professional attitude	
(-/+) 6. Accountability	
(+/-) 33. Teaching	jan 2022 to sept 2022
(+/-) 36. Relation with supervisors	
(-/+) 37. Supervision and managerial duties	

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies / Direction of Human Resources	Fully operating training programme + number of participants.

Action 24

Training in recruitment operations intended for department directors, research units and presidents of Scientific and Recruitment Council.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 12. Recruitment	
(-/+) 13. Recruitment (Code)	jan 2022 to sept 2022
(+/-) 14. Selection (Code)	

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies / Direction of Human Resources	Fully operating training programme + number of participants.

Action 25

Training of thesis supervisors: in concrete terms, make HDRiale and scientific integrity training compulsory in order to be able to request authorization to enroll in HDR; for declared supervisors who benefit from thesis funding from the establishment, make this funding conditional on participation in HDRiales and scientific integrity. (i.e. doctoral and HDR graduation day.)

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 36. Relation with supervisors	jan 2022 to sept 2022

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies - Research Vice-President.	Define a participation rate in these days / number of potential teacher-researchers (MCF HDR) and PR (70%).

Action 26

Timing (at least by

Awareness and training of staff in the Open Access system.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 8. Dissemination, exploitation of results	jan 2022 to sept 2022

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies , Documentation Section	Increase in the% of publications from the University of Angers in Open Access with a target of 100%.

Action 27

Reorganization of Doctoral Schools training courses (and of the current curriculum) with regard to the skill blocks to be acquired, based on a common training scheme for all doctoral students (same skills) during the first 6 months of the doctorate programme.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 38. Continuing Professional Development	jan 2022 to sept 2022

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies - Doctoral School	Creation of a catalog / training plan + redefinition of training.

Action 28

Individualized doctoral student training plan, established at the start of the doctoral program.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 20. Seniority (Code) (+/-) 36. Relation with supervisors	jan 2022 to sept 2022

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies – Doctoral School	Verification when registering at the University.

Action 29

Accessibility of academics to the courses listed in the PhD training programme.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 38. Continuing Professional Development	sept 2020

Responsible Unit	Indicator(s) / Target(s)
Direction of Research,	

Innovation and Doctoral Studies / Direction of Human Resources	Effective accessibility of the catalog.

Action 30

Open to all our academics or newcomers the Mooc on Intellectual Property offered by SATT West (Company for the Acceleration of Technology Transfer).

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 3. Professional responsibility (+/-) 8. Dissemination, exploitation of results (+/-) 31. Intellectual Property Rights	jan 2021

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies	Effective operational training + number of people participating.

Action 31

Implementation of a dynamic interface to make resource persons visible (through intranet) in connection with the service concerned or the action (training, management, etc.).

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 24. Working conditions (-/+) 28. Career development (-/+) 40. Supervision	sept 2020 to sept 2021

Responsible Unit	Indicator(s) / Target(s)
Directorate for Digital Services and Directorate for Communication	Record of requests.

Action 32

Deployment of professional interviews for career prospects, definition of training needs, identification of individual problems to integrate into the management of the person and the action of the University of Angers.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 30. Access to career advice (+/-) 38. Continuing Professional Development (-/+) 39. Access to research training and continuous development	sept 2021 to sept 2025

Responsible Unit	Indicator(s) / Target(s)
HR Official (a University Vice-President)- Direction of Human	Effective implementation of a coordinated interview schedule between managers (HRD, directors of Research Units and departments, etc.)

Resources

Action 33

Allow the professional installation of young academics in good conditions by controlling the use of additional hours during the first three years of practice and by using the hourly discharges possible at the start of their career.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 24. Working conditions (+/-) 33. Teaching	jan 2021 to sept 2021

Responsible Unit	Indicator(s) / Target(s)
Direction of Human Resources, University of Angers.	Reduction in the number of additional hours worked by newly hired academics.

Action 34

English translation of all the strategic documents of the University of Angers and its Research Units.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 12. Recruitment (-/+) 13. Recruitment (Code)	Already started - continuous action

Responsible Unit	Indicator(s) / Target(s)
Direction of International Relations, Directory of Communication.	Action already started (site in English) - Online documents.

Action 35

Improve information for researchers and other academics regarding their rights and obligations vis-à-vis Research Units. (Point to work out between our University, its Doctoral Schools, Research Units, and partners outside the University such as the National Center for Scientific Research).

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 4. Professional attitude (+/-) 5. Contractual and legal obligations	sept 2021 to dec 2021

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies.	Internal rules of research units renewed.

Action 36

Establishment of a "contact person" within the work unit to support teacher-researchers (with or without tenure) in coping with job requirements over their careers and with integration for newcomers.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 24. Working conditions (-/+) 28. Career development (-/+) 30. Access to career advice (+/-) 38. Continuing Professional Development	ideas set aside for the future

(-/+) 39. Access to research training and continuous development

(-/+) 40. Supervision

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies, Directory of Communication, Direction of HR.	One contact person identified in each work unit. Number of requests from teacher-researchers (appointments made).

Action 37

Implementation of a career and professional, international and statutory mobility support tool for researchers, integrating information actions on existing opportunities (Sabbatical, delegation, etc.).

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 29. Value of mobility (+/-) 38. Continuing Professional Development	ideas set aside for the future

Responsible Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies, Directory of Communication, Direction of HR. International Affairs Vice-President	Records of page views, participation in information actions, mobilities carried out.

Action 38

Creation of a customizable intranet network allowing everyone to access dedicated sets of tools and information.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 24. Working conditions	ideas set aside for the future

Responsible Unit	Indicator(s) / Target(s)
Directory for Digital Services, Directory of Communication	Number of custom web pages created.

Action 39

Reinforce the consideration of the investment of staff in their actions of dissemination to the general public for their career progression.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(++) 9. Public engagement	ideas set aside for the future

Responsible

Unit	Indicator(s) / Target(s)
Direction of Research, Innovation and Doctoral Studies, Directory of Communication, Direction of HR.	Inclusion of this criterion in the local evaluation charts for carreer advancement.

Action 40

Training in knowledge of the institution and rules of Public higher education and research in France, in particular for contract employees.

GAP Principle(s)	Timing (at least by year's quarter/semester)
(+/-) 4. Professional attitude	ideas set aside for the future
(+/-) 5. Contractual and legal obligations	
(-/+) 6. Accountability	
(++) 7. Good practice in research	

Responsible Unit	Indicator(s) / Target(s)
University of Angers.	Effective operational training + number of people participating.

Unselected principles:

(++) 1. Research freedom (++) 11. Evaluation/ appraisal systems (++) 23. Research environment

(+/-) 25. Stability and permanence of employment (++) 34. Complains/ appeals (++) 35. Participation in decision-making bodies

The establishment of an Open Recruitment Policy is a key element in the HRS4R strategy. Please also indicate how your organisation will use the Open, Transparent and Merit-Based Recruitment Toolkit and how you intend to implement/are implementing the principles of Open, Transparent and Merit-Based Recruitment. Although there may be some overlap with a range of actions listed above, please provide a short commentary demonstrating this implementation. If the case, please make the link between the OTM-R checklist and the overall action plan. (max. 1000 words) *

Two of the main goals of institutional policy are to achieve excellence in research and in the training of students and researchers. These will require a demanding recruitment strategy with a high quality level. The OTMR is the synthesis of the principles that must guide our recruitment strategy. The University of Angers (UA) has been concerned with this approach for a long time as shown by its membership to the Charter and Code (from February 2007). If these principles are well known, they have to be implemented. This requires to improve operational effectiveness on multiple points as shown in the OTMR report of the gap analysis.

Many actions will be based on the principles of the OTMR in order to strengthen the existing policies. The most important ones are recalled below:
Action 2: "Improve the information of candidates..." improves transparency and fairness of treatment between candidates. (OTMR 1)
Action 3: «implementation of recruitment...» must improve the quality of recruitment of contractors
Action 4 and 5: it aims a better information on recruitment procedures and available jobs. (OTMR 1; 4; 6; 7)
Action 6: Good recruitment means better training of members of recruitment committees (OTMR 2 and 3). So we need to ensure the same level of information and practice for all members. This is a quality issue for the UA. This is an issue of fairness and transparency for candidates.
Action 10 and 11: The objective of disseminating models and designing a toolbox should enhance equity between candidates (OTMR 4)
Actions 19; 20: the continuation of efforts to fight discrimination (gender, disability...) wants to establish an equality between candidates allowing them to have the same chances of recruitment in the UA (so to be more attractive, OTMR 8)
Action 34: it is cross-cutting (transversal ?) to almost all OTMR principles (in particular OTMR 7) since the dissemination of information in English plays a role in international recruitment for transparency and equity.

After completing its GA and the review of the OTMR, the UA regards the issue of recruitment as one of the most important to be addressed. The UA has therefore made this a priority. The first set of actions to be developed from September 2020 therefore will concern the improvement of recruitment and the implementation or strengthening of the OTMR principles.
The UA will start with these actions because they will be the longest to implement. Technical improvements can be made quickly. But it will take time for them to become an integral part of the culture of our university (time of training and information of people, time of appropriation of tools and methods...)
The principles of the OTMR must guide the selection of the parameters of the dashboard intended to assist in the project follow-up.

If your organisation already has a recruitment strategy which implements the principles of Open, Transparent and Merit-Based Recruitment, please provide the web link where this strategy can be found on your organisation's website:

URL: http://www.yoursite.com

4. Implementation

General overview of the expected overall implementation process of the action plan: (max. 1000 words)

The process processes for achieving the project will be carried out in the continuity of the existing frame, namely:

- A project group shall take care of the implementation of the decided actions and adopt a proactive approach to make adjustments.

- The steering group (COPIL) will be in charge of the strategic management of the actions, seeing to fulfill the recommendations and meet the timescale of the project,

- The Board of Directors and the Technical Committee will confirm the COPIL group's choices and grant the means.

- Work groups will be formed to carry out the actions.

Depending on the variety of actions, specific work groups will be formed. A COPIL group member assited by a colleague (for exemple a member of the Academic Board) will be responsible for each work group and therefore for each action to be taken. He or she will mobilize the project group with respect to the required competencies for completing ea action and in line with the requests of the volunteering academics and administrative participants of his/her work group. He/she will rely on the University of Angers guidelines a engaged in the action of the project group and incorporated in each work group.

The process will be based on a semiannual periodicity. Between these periods, depending on the timeliness of the HRS4R achievements, the groups will be able to meet according to the needs of the project.

The actions can be grouped into 4 major thematic areas that meet the categories of the charter and the code. These are 1. recruitment; 2. ethics, non-discrimination, and gende issues; 3. training tasks; 4. and the welfare of the staff. University of Angers strategy is to focus primarily on fundamental and foundational actions for promoting HRS4R dynami in each of these blocks.

Initial actions focus heavily on recruitment for two reasons. In the first place, unlike questions of ethics or working conditions, recruitment is one of the areas where the improvements to be achieved are the most numerous, and thus the margins of progress. Secondly, recruitment is the cornerstone of a strong and powerful university. Better recruitment makes many other things easier. This is the entry point chosen by the AU in HRS4R during the first year. More precisely, in September 2020, 7 actions will start. Tw are punctual and do not require a lot of organizational work. The other 5, related to the recruitment, are heavy, in the implementation and in their complete realization which will take place over several years, since these new policies aspire to modify habits of work and modes of thought.

Then, more points will be added, very gradually, in the long term. It would therefore not be realistic to stack the 40 actions proposed in this project within two years.

March 2020: Establishment of commissions for the project.

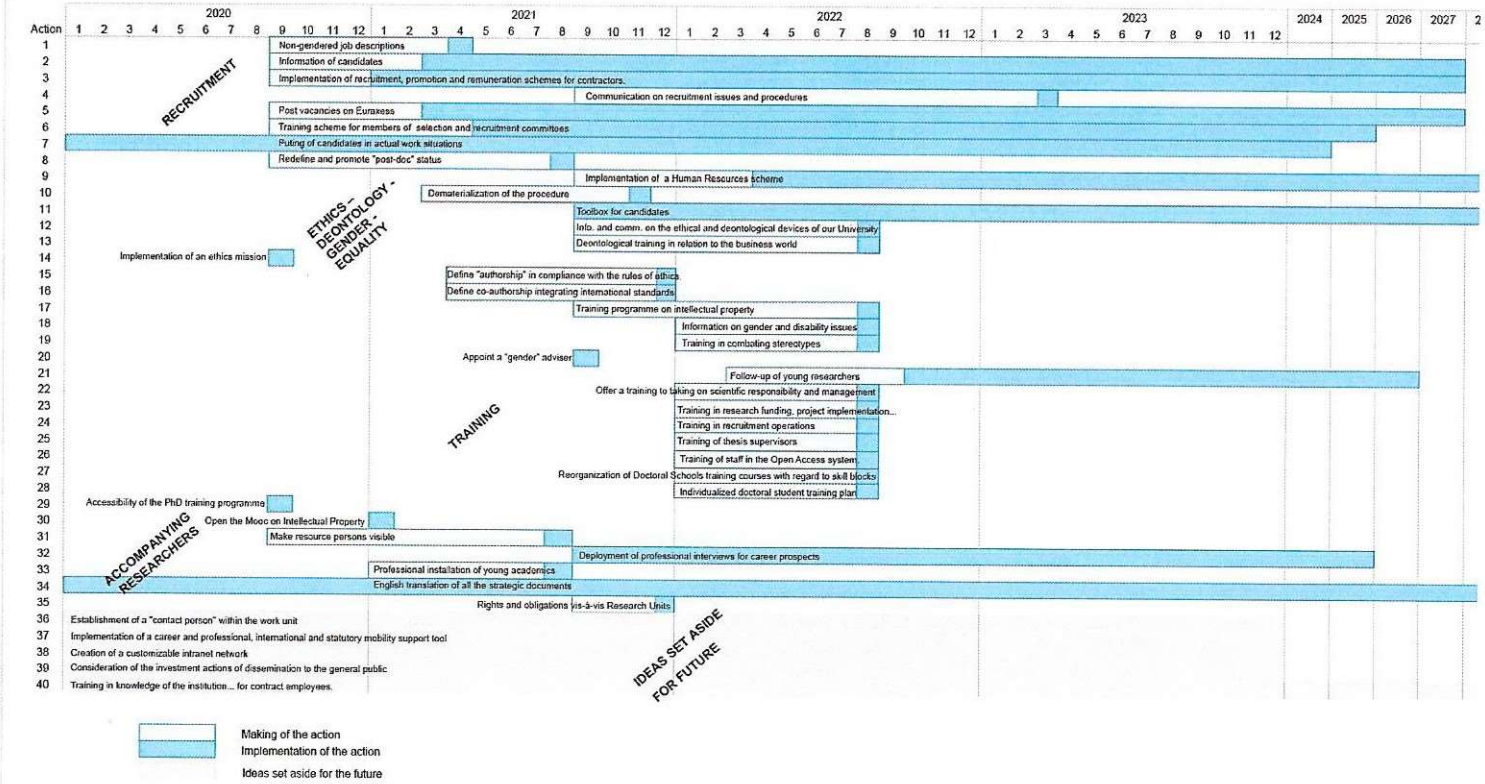
September 2020: start of first phase actions (10 + 2 already in progress in 2019) concerning recruitment (7)

September 2021: start of complementary actions (13)

September 2022: 10 actions launched, including a block of 5 actions for training. Following the first assessment of the HRS4R actions, adjustments will be made in relation to th actions already carried out and in progress, and a set up of a schedule for the second phase.

5 actions are identified but left unresolved. They will be addressed after 2022, depending on the self-assessment and the progress of the actions already undertaken.

ACTION PLAN TIMING



Make sure you also cover all the aspects highlighted in the checklist below, which you will need to describe in detail:

Note: Click on each question of the checklist to open the editor.

How will the implementation committee and/or steering group regularly oversee progress?*

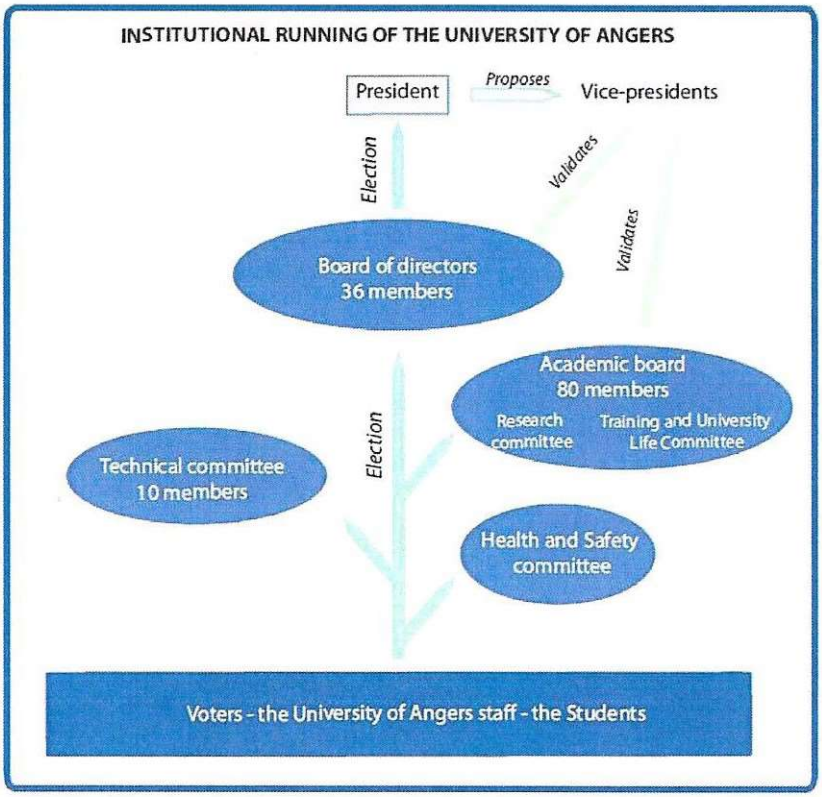
Detailed description and duly justification (max. 500 words)

A half-yearly report with the project group will be submitted (including the elements put in place, collection of opinions, first results, corrections, etc.), + intermediate meetings according to needs.

How do you intend to involve the research community, your main stakeholders, in the implementation process?*

Detailed description and duly justification (max. 500 words)

Each action will be led by a group, mixing skills. The ambition is to combine research, teaching and administrative staff in order to bring together very different approaches and forms of knowledge in the university system. The deployment of the actions will also be presented to the representative bodies of the university: the Directory Board, Technical committee and the Academic Council.



The CA (Board of Directors) is the central management and decision-making body of the University for all of its strategic, administrative and financial decisions. It is made up of 40 members including representatives from the various research fields: 8 full Professors and 7 Senior Lecturers (R4 and R3) + 3 research staff, ie 1 research engineer, 1 design engineer and 1 Technician (R3). In addition, there are other administrative staff and non-doctoral student representatives. The Technical Committee deals primarily with working conditions within the establishment. It is made up of 10 members including 2 Senior Lecturers (R3) + 2 research staff, ie 1 Research Engineers, 1 ASI (assistant engineer), 1 Technician (R3 and R2). This composition makes it possible to mobilize all staff regardless of their status

How do you proceed with the alignment of organisational policies with the HRS4R? Make sure the HRS4R is recognized in the organisation's research strategy, as the overarching HR policy. *

Detailed description and duly justification (max. 500 words)

The University of Angers partner organizations (CNRS, INRA, INSERM) are already labeled HRS4R. We therefore have no problem of reference with them.

How will you ensure that the proposed actions are implemented?*

Detailed description and duly justification (max. 500 words)

The COPIL group includes several key Vice Presidents. This strong political implication coupled with the presence of the main directions of the establishment aims to impulse, but also to verify the real accomplishment of the actions. In concrete terms, the COPIL group will be in charge of the management of each action group and will therefore be in a position to ensure that the proposed actions have been carried out.

How will you monitor progress (timeline)?*

Detailed description and duly justification (max. 500 words)

The criteria of achievement will constitute milestones of the process under way. They will be presented annually to the Directory Board and to the Academic Council.

How will you measure progress (indicators) in view of the next assessment?*

Detailed description and duly justification (max. 500 words)

The role of the COPIL group, with the help of the Department of Evaluation and Prospective (DPE), is to establish a dashboard based on the actions carried out. This dashboard should be used both for monitoring and evaluating progress.

Additional remarks/comments about the proposed implementation process: (max. 1000 words)