

TEMPLATE 2 - GAP ANALYSIS - OVERVIEW

Case number:

Name Organisation under review:

Organisation's contact details:

SUBMISSION DATE: 19/07/2023

DATE ENDORSEMENT CHARTER AND CODE: DELIBERATION OF CA 2022-028 OF 11/03/2022

GAP ANALYSIS

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.

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

<p>Status: to what extent does this organisation meet the following principles?</p>	<p>Implementation: ++ = fully implemented +/- = almost but not fully implemented -/+ = partially implemented -- = insufficiently implemented</p>	<p>In case of --, -/+, or +/-, please indicate the actual "gap" between the principle and the current practice in your organisation. If relevant, list any national/regional legislation or organisational regulation currently impeding implementation</p> <p style="text-align: center;">Free text 300 words maximum/article</p>	<p>Initiatives undertaken and/or suggestions for improvement:</p> <p style="text-align: center;">Free text 200 words maximum/article</p>
---	--	--	--

Notes: the same action may concern several articles or even several axes.

In blue: actions proposed or planned outside HRS4R (related actions) which have been included in the HRS4R approach.

Focus point 1: Ethical and Professional Aspects

<p>1-1. Research freedom</p>	<p>++</p>	<p>Teacher-researchers and researchers enjoy independence and freedom of expression in carrying out their teaching responsibilities and research activities, while being mindful of the constraints imposed by the principles of tolerance and objectivity. This adherence to university traditions and the regulations outlined in the Education Code ensures their academic pursuits.</p> <p>Their independence is safeguarded by French law as a quasi-constitutional right (PFRLR). The University of Caen Normandie deeply upholds this freedom and autonomy. Within the university, 92% of faculty members (Professors and associate Professors) express that they have the freedom to choose their research direction and feel autonomous in their research endeavours. Similarly, among doctoral and post-doctoral students, 86% and 73% respectively feel a sense of freedom, with over 90% reporting a high level of autonomy.</p> <p>Nevertheless, some of them mention obstacles related to:</p> <ul style="list-style-type: none"> - external funding and calls for tender that restrict the freedom of research (such as ANR funding) by exerting influence over the chosen direction and themes. - external evaluations, which can also have an influence on the direction of research. <p>In addition, there is room for improvement in their knowledge of regulations, particularly in the areas of ethics and professional conduct. The university aims to enhance its support through various measures.</p>	<p>Thematic 1: Establish the Local Research Ethics Committee (CLER) at the institutional level (Board decision of 14/10/2022) Action 1: Establish the Local Research Ethics Committee (CLER) at the institutional level (Board decision of 14/10/2022) Action 2: Integration of the CLER with the Scientific Integrity Coordinator and other relevant bodies or coordinators</p> <p>Thematic 2: Deontology-Ethics Action 3: Promote awareness of the national charter of ethics for research professions (2015), which was ratified by the university in 2017. Action 4: Translate the charter into English. Action 5: Enhance the role of the ethics officer at the institutional level by establishing a clear mission statement, defining the scope of responsibilities, and establishing connections with other relevant bodies or ethics officers, particularly CLER and RIS.</p>
<p>1-2. Ethical principles</p>	<p>-/+</p>	<p>Since 2019, the University of Caen Normandie has established a Data Protection Officer (DPO) for safeguarding personal data and a local health research ethics committee (CLERS). This committee requires all students and healthcare professionals to seek authorisation for their projects. However, CLERS did not cover certain fields, particularly in the areas of psychological and sociological research. Consequently, during the Board of Directors meeting on October 14, 2022, a decision was made to establish a local research ethics committee (CLER) to replace CLERS. The CLER's responsibilities encompass the protection of research participants, the preservation of their rights, ensuring their well-being and dignity, and ensuring that all research conducted adheres to ethical and moral standards.</p> <p>Although individuals engaged in research claim to be knowledgeable about ethical and professional conduct aspects, there is still room for improvement, particularly among EC (professors and associate professors) at 62%, and even more so among doctoral students at 85%, who are provided with training through the Doctoral Schools. The university</p>	<p>Thematic 1: Ethics Action 1: Establish the Local Research Ethics Committee (CLER) at the institutional level (Board decision of 14/10/2022). Action 2: Integration of the CLER with the Scientific Integrity Coordinator and other relevant bodies or coordinators</p> <p>Thematic 5: Promote a culture of "good practice," raise awareness, and provide training for various actors in ethical and responsible research (ethics, professional conduct, scientific integrity). Action 14: Students: Conduct awareness-raising sessions on ethics, information security (IS), and GDPR issues at the Master's level (and in subsequent courses). Action 15: Make training in research ethics and open science a mandatory component of doctoral students' training program (as per article 3 of the Decree of 25 May 2016). Action 16: Propose awareness-raising/training initiatives (RGPD, scientific integrity, data management plan, open science, etc.) for those involved in research.</p>

		<p>currently provides limited training or support for established researchers, and all stakeholders involved in research express difficulties in accessing relevant information.</p> <p>Furthermore, the university has not yet incorporated its commitment to ethical rules, scientific integrity, and professional conduct into its internal regulations.</p>	<p>Thematic 10: Enhance communication with researchers Action 24: Revamp the Research intranet to better cater the needs of researchers. Action 25: Revamp the Research internet to better cater to the needs of researchers.</p>
<p>1-3. Professional responsibility</p>	<p>-/+</p>	<p>The University of Caen Normandie signed the French Charter of Ethics for Research Professions in 2015 through the CPU and individually in 2017. However, this charter, which is accessible on the university's website, is not widely recognized among research actors (only 20% of ECs claim familiarity with it).</p> <p>Additionally, in 2020, UNICAEN (through the Health UFR) signed a Health Ethics Charter with the Caen University Hospital, leading to the establishment of an ad hoc committee.</p> <p>In 2021, UNICAEN appointed a university-wide Scientific Integrity Officer (SIO). This SIO functions as a network within the COMUE Normandie Université and is involved at the national level through RESINT. However, researchers have limited awareness of the RIS, with only slightly over 22% of researchers and post-docs being aware of its existence.</p>	<p>Thematic 2: Deontology-Ethics Action 3: Promote awareness of the national charter of ethics for research professions (2015), which was ratified by the university in 2017. Action 4: Translate the charter into English. Action 5: Enhance the role of the ethics officer at the institutional level by establishing a clear mission statement, defining the scope of responsibilities, and establishing connections with other relevant bodies or ethics officers, particularly CLER and RIS.</p>
		<p>While research actors state that they are informed about scientific integrity (over 75%) and have knowledge of intellectual property rules (over 67%), the responses become less definitive when delving into further details. Only a small percentage (around 51% of researchers but 75% of doctoral students) find the information easily accessible, despite the presence of a dedicated webpage.</p> <p>It is also true that the university does not provide any formal training on intellectual property, except for the use of a plagiarism detection tool. Only doctoral students have the option to receive training in this area. Furthermore, the doctoral charter includes provisions regarding the respect for intellectual property. Starting from January 2023, national legislation requires young doctors to take an oath of scientific integrity.</p> <p>Laboratory notebooks have been implemented in nearly all ST and BI2SE laboratories. In 2020, the university introduced a laboratory notebook charter to formalize and standardize the guidelines for effective management.</p>	<p>Thematic 3: Scientific integrity Action 6: Establishing a network of experts in collaboration with the Scientific Integrity Officer (RIS). Action 7: Promoting the MOOC "Scientific Integrity in Research Professions" (Bordeaux MOOC). Action 8: Promoting the adoption and utilization of laboratory notebooks.</p>
			<p>Thematic 5: Promote a culture of "good practice," raise awareness, and provide training for various actors in ethical and responsible research (ethics, professional conduct, scientific integrity). Action 14: Students: Conduct awareness-raising sessions on ethics, information security (IS), and GDPR issues at the Master's level (and in subsequent courses). Action 15: Make training in research ethics and open science a mandatory component of doctoral students' training program (as per article 3 of the Decree of 25 May 2016). Action 16: Propose awareness-raising/training initiatives (RGPD, scientific integrity, data management plan, open science, etc.) for those involved in research.</p>
			<p>Thematic 10: Enhance communication with researchers Action 24: Revamp the Research intranet to better cater the needs of researchers. Action 25: Revamp the Research internet to better cater to the needs of researchers.</p>
<p>1-4. Professional attitude</p>	<p>-/+</p>	<p>Funding: Researchers are aware of the importance of proper funding management, including the handling of highly regulated public funding. All expenses and income are recorded in the SIFAC financial software and verified by the Research and Innovation Department (DRI) and the accounting agency.</p> <p>The University of Caen has also established a dedicated research platform named OSCAR, which compiles and facilitates financial monitoring of all research contracts. This platform is accessible to all project sponsors.</p> <p>However, the university should focus on improving information dissemination and implementing awareness-raising and training initiatives. The Research and Innovation Department (DRI) should enhance its support for project calls and funding to offer a more efficient service to researchers.</p> <p>Regarding the necessary authorizations prior to commencing work, please refer to the following: see below 1-2 The role of the DPO and CLER. In the healthcare field, all research projects are subject to submission to CLERS. The Deontovigilance Charter and Committee (Caen University Charter and Caen University Hospital) guarantee adherence to ethical and deontological principles.</p>	<p>Thematic 2: Deontology-Ethics Action 3: Promote awareness of the national charter of ethics for research professions (2015), which was ratified by the university in 2017. Action 4: Translate the charter into English. Action 5: Enhance the role of the ethics officer at the institutional level by establishing a clear mission statement, defining the scope of responsibilities, and establishing connections with other relevant bodies or ethics officers, particularly CLER and RIS.</p> <p>Thematic 5: Promote a culture of "good practice," raise awareness, and provide training for various actors in ethical and responsible research (ethics, professional conduct, scientific integrity). Action 14: Students: Conduct awareness-raising sessions on ethics, information security (IS), and GDPR issues at the Master's level (and in subsequent courses). Action 15: Make training in research ethics and open science a mandatory component of doctoral students' training program (as per article 3 of the Decree of 25 May 2016). Action 16: Propose awareness-raising/training initiatives (RGPD, scientific integrity, data management plan, open science, etc.) for those involved in research.</p> <p>Thematic 6: Develop digital guides encompassing all facets of research (the researcher's ecosystem, ethical and responsible research, working conditions, workplace health and safety, etc.), specifically tailored to the intended audience Action 17: Research unit director's guide. Action 18: Guide for teachers-researchers (FR/GB). Action 19: Guide for Researchers in the engineering and technical, research, and training staff (ITRF) categories (FR/GB).</p>

		<p>Furthermore, the COMUE Doctoral Charter outlines the mutual rights and responsibilities of doctoral students and thesis supervisors.</p> <p>On the whole, researchers express the need for information (see 1-2 and 1-3 above), but there is room for improvement in their understanding of regulations and the availability of such information. While the university offers certain training courses such as "managing research contracts," funding, intellectual property, and "compliance with ethics and professional conduct," they are deemed insufficient for research purposes. Moreover, there is a lack of guides or procedures to assist researchers in understanding their rights and responsibilities.</p>	<p>Thematic 7/Action 20: Provide a training programme for research unit directors:</p> <ul style="list-style-type: none"> * Module on integrity, ethics, and professional conduct * Module on recruitment and career development (with a focus on administrative support staff) * Module on team management (including conflict resolution, etc.) * Module on workplace health and safety, working conditions (such as teleworking, night work, recovery periods), etc. <p>Thematic 8: Enhance the services provided by the Research and Innovation Department (DRI) to offer improved support to the research community regarding various calls for projects (national and European) and the promotion of ongoing research work.</p> <p>Action 21: Establish a dedicated service offering.</p> <p>Action 22: Conduct meetings with all Research Units (UR) and Mixed Research Units (UMRs) to present the available services. Action 23: Organise awareness-raising meetings to highlight value-added products.</p> <p>Thematic 10: Enhance communication with researchers</p> <p>Action 24: Revamp the Research intranet to better cater the needs of researchers.</p> <p>Action 25: Revamp the Research internet to better cater to the needs of researchers.</p>
<p>1-5. Contractual and legal obligations</p>	<p>-/+</p>	<p>Several texts provide for the respect of the intellectual property rights of university researchers:</p> <ul style="list-style-type: none"> - the (national) Intellectual Property Code, which governs copyright and intellectual property rights, including those of researchers. - Text L533-3 of the research code, decree 2020-24 of 13 January 2020. - DADVSI Act of 2006, Act no. 2006-961 provisions transposing Directive 2001/29/EC of the European Parliament and of the Council of 22 May. - R611-1 to R611-20 for the ownership of industrial property rights between employer and employee. - L613-29 for the rights of co-owners of a co-owned patent. -Article 8 of Health ethics charter and committee (Caen University and Caen University Hospital Centre charter): "the integrity of publications and the signing of articles." - Article 14 of the COMUE doctoral charter (doctoral students). - In 2017, the University of Caen Normandie ratified the Charte française de déontologie des métiers de la recherche (2015). - In 2020, the university adopted a charter for laboratory notebooks to formalize and harmonize the rules for the proper management of laboratory notebooks, with the aim of, in particular, "pre-constituting evidence of ownership of intellectual property rights." <p>In addition, the university's Research Integrity Officer (RIS) can be called upon to address disputes concerning intellectual property rights among researchers. However, we have observed (HRS4R questionnaire) that while research participants claim to be knowledgeable about scientific integrity (over 75%) and familiar with the rules on intellectual property (over 67%), their responses become more uncertain when we delve into further details.</p> <p>The university does not provide sufficient support to assist researchers in becoming better acquainted with the applicable regulations. Although there are several services or contacts available to support researchers, they are often not well-known to researchers. The support offered by the Department of Research and Innovation is inadequate, particularly concerning project calls, but a restructuring process is currently underway.</p> <p>Please refer to the aspects discussed in 1-2, 1-3, and 1-4 above, as well as 1-6 and 3-31 below.</p>	<p>Thematic 2: Deontology-Ethics</p> <p>Action 3: Promote awareness of the national charter of ethics for research professions (2015), which was ratified by the university in 2017.</p> <p>Action 4: Translate the charter into English.</p> <p>Action 5: Enhance the role of the ethics officer at the institutional level by establishing a clear mission statement, defining the scope of responsibilities, and establishing connections with other relevant bodies or ethics officers, particularly CLER and RIS.</p> <p>Thematic 3: Scientific integrity</p> <p>Action 6: Establishing a network of experts in collaboration with the Scientific Integrity Officer (RIS).</p> <p>Action 7: Promoting the MOOC "Scientific Integrity in Research Professions" (Bordeaux MOOC).</p> <p>Action 8: Promoting the adoption and utilization of laboratory notebooks.</p> <p>Thematic 5: Promote a culture of "good practice," raise awareness, and provide training for various actors in ethical and responsible research (ethics, professional conduct, scientific integrity).</p> <p>Action 14: Students: Conduct awareness-raising sessions on ethics, information security (IS), and GDPR issues at the Master's level (and in subsequent courses).</p> <p>Action 15: Make training in research ethics and open science a mandatory component of doctoral students' training program (as per article 3 of the Decree of 25 May 2016).</p> <p>Action 16: Propose awareness-raising/training initiatives (RGPD, scientific integrity, data management plan, open science, etc.) for those involved in research.</p> <p>Thematic 6: Develop digital guides encompassing all facets of research (the researcher's ecosystem, ethical and responsible research, working conditions, workplace health and safety, etc.), specifically tailored to the intended audience</p> <p>Action 17: Research unit director's guide.</p> <p>Action 18: Guide for teachers-researchers (FR/GB).</p> <p>Action 19: Guide for Researchers in the engineering and technical, research, and training staff (ITRF) categories (FR/GB).</p> <p>Thematic 7/Action 20: Provide a training programme for research unit directors:</p> <ul style="list-style-type: none"> * Module on integrity, ethics, and professional conduct * Module on recruitment and career development (with a focus on administrative support staff) * Module on team management (including conflict resolution, etc.) * Module on workplace health and safety, working conditions (such as teleworking, night work, recovery periods), etc. <p>Thematic 8: Enhance the services provided by the Research and Innovation Department (DRI) to offer improved support to the research community regarding various calls for projects (national and European) and the promotion of ongoing research work.</p> <p>Action 21: Establish a dedicated service offering.</p> <p>Action 22: Conduct meetings with all Research Units (UR) and Mixed Research Units (UMRs) to present the available services. Action 23: Organise awareness-raising meetings to highlight value-added products.</p> <p>Thematic 10: Enhance communication with researchers</p> <p>Action 24: Revamp the Research intranet to better cater the needs of researchers.</p> <p>Action 25: Revamp the Research internet to better cater to the needs of researchers.</p> <p>Thematic 12: Continuing to implement the open science action plan.</p>

			<p>Action 34: Facilitate the open access of scientific publications through the open access diamond, which involves open access without payment of publication fees (APC).</p> <p>Action 37: Provide consistent support to project leaders in meeting the open science requirements (publication and data openness) imposed by funders (such as PGD).</p> <p>Action 38: Assist in the creation of data management plans (DMPs).</p>
1-6. Accountability	-/+	<p>-Ethical aspects: refer to 1-2 in particular</p> <p>- Funding: Researchers are aware of the importance of proper financial management, including for highly regulated public funding. All expenses and revenue are recorded in the SIFAC financial software and undergo scrutiny by the Department of Research and Innovation (DRI) and the accounting agency.</p> <p>The University of Caen has also implemented a dedicated research platform called OSCAR, which centralizes all research contracts and facilitates financial monitoring. This platform is accessible to all project sponsors.</p> <p>However, the university needs to enhance information dissemination and implement awareness-raising and training initiatives. The DRI's support for project calls and funding is undergoing reorganization to provide better assistance to researchers.</p> <ul style="list-style-type: none"> • data collection and analysis methods <p>-Laboratory notebooks: These have been implemented in almost all ST and BISE laboratories. In 2020, the university adopted a charter for laboratory notebooks to formalize and standardize the rules for their proper management. The goal is to ensure research continuity within the laboratory, establish evidence of intellectual property rights ownership, and preserve research-related archives permanently.</p> <p>-Compliance with the General Data Protection Regulation (GDPR) for personal data: The university has appointed a Data Protection Officer (DPO) since 2019 to assist research structures in implementing GDPR. However, over 80% of the researchers who responded to the questionnaire have never utilized the services of the DPO.</p>	<p>Thematic 1: Ethics Action 1: Establish the Local Research Ethics Committee (CLER) at the institutional level (Board decision of 14/10/2022). Action 2: Integration of the CLER with the Scientific Integrity Coordinator and other relevant bodies or coordinators</p>
			<p>Thematic 2: Deontology-Ethics Action 3: Promote awareness of the national charter of ethics for research professions (2015), which was ratified by the university in 2017. Action 4: Translate the charter into English. Action 5: Enhance the role of the ethics officer at the institutional level by establishing a clear mission statement, defining the scope of responsibilities, and establishing connections with other relevant bodies or ethics officers, particularly CLER and RIS.</p>
			<p>Thematic 3: Scientific integrity Action 6: Establishing a network of experts in collaboration with the Scientific Integrity Officer (RIS). Action 7: Promoting the MOOC "Scientific Integrity in Research Professions" (Bordeaux MOOC). Action 8: Promoting the adoption and utilization of laboratory notebooks.</p>
			<p>Thematic 5: Promote a culture of "good practice," raise awareness, and provide training for various actors in ethical and responsible research (ethics, professional conduct, scientific integrity). Action 14: Students: Conduct awareness-raising sessions on ethics, information security (IS), and GDPR issues at the Master's level (and in subsequent courses). Action 15: Make training in research ethics and open science a mandatory component of doctoral students' training program (as per article 3 of the Decree of 25 May 2016). Action 16: Propose awareness-raising/training initiatives (RGPD, scientific integrity, data management plan, open science, etc.) for those involved in research.</p>
			<p>Thematic 6: Develop digital guides encompassing all facets of research (the researcher's ecosystem, ethical and responsible research, working conditions, workplace health and safety, etc.), specifically tailored to the intended audience Action 17: Research unit director's guide. Action 18: Guide for teachers-researchers (FR/GB). Action 19: Guide for Researchers in the engineering and technical, research, and training staff (ITRF) categories (FR/GB).</p>
			<p>Thematic 7/Action 20: Provide a training programme for research unit directors: * Module on integrity, ethics, and professional conduct * Module on recruitment and career development (with a focus on administrative support staff) * Module on team management (including conflict resolution, etc.) * Module on workplace health and safety, working conditions (such as teleworking, night work, recovery periods), etc.</p>
			<p>Thematic 8: Enhance the services provided by the Research and Innovation Department (DRI) to offer improved support to the research community regarding various calls for projects (national and European) and the promotion of ongoing research work. Action 21: Establish a dedicated service offering. Action 22: Conduct meetings with all Research Units (UR) and Mixed Research Units (UMRs) to present the available services. Action 23: Organise awareness-raising meetings to highlight value-added products.</p>
			<p>Thematic 10: Enhance communication with researchers Action 24: Revamp the Research intranet to better cater the needs of researchers. Action 25: Revamp the Research internet to better cater to the needs of researchers.</p>
1-7. Good practice in research	-/+	<p>- Health and safety aspects: The university has a Prevention Department (DP) and a Staff Medical Prevention Service consisting of a doctor, an occupational psychologist, an ergonomist, and two occupational nurses. These departments implement preventive initiatives and provide support to various university structures and staff, including laboratories and researchers.</p> <p>In the consultation, over 77% of researchers (R1 to R4) who participated indicated that they follow safe working practices in terms of risk prevention (health, personal safety, equipment safety). About 63% of researchers believe that information regarding risk</p>	<p>Thematic 4: Raise awareness and provide tools in data security/protection: Action 9: Produce a video on data protection (GDPR) in both French and English. Action 10: Develop a practical sheet on the GDPR approach (in both French and English). Action 11: Create a video on computer encryption. Action 12: Develop a best practice sheet on data security (in both French and English). Action 13: Appoint an Information System Security Officer (ISSO) in all Research Units (RUs).</p> <p>Thematic 5: Promote a culture of "good practice," raise awareness, and provide training for various actors in ethical and responsible research (ethics, professional conduct, scientific integrity).</p>

		<p>prevention is accessible, although there are variations depending on the researcher's category. Only 60% of researchers are aware of their laboratory's Occupational Health and Safety Register (RSST), and just 51% are aware of the existence of a unified Occupational Risk Assessment Document (DUERP), once again showing significant disparities.</p> <p>-Privacy protection aspects: The university has appointed a Data Protection Officer (DPO) since 2019 to assist research structures in implementing the General Data Protection Regulation (GDPR). However, over 80% of the researchers who participated in the questionnaire have never utilized the services of the DPO. While not all researchers are involved in processing personal data, it is evident that awareness-raising campaigns and the provision of tools are still necessary.</p> <p>-Aspects of data security: Several years ago, the university appointed an Information System Security Officer (ISSO) who is supported, within the research structures, by correspondents (CSSI). However, their roles are still not well understood. For instance, only 13% of ECs (and 30% of IGRs) have sought assistance from the ISSO to secure their data, and only 53% have implemented a data retention methodology. Moreover, the university provides limited training for researchers in this area.</p> <p>Additionally, the university's IT department has developed its own CLOUD system to facilitate document sharing while minimizing reliance on external solutions.</p>	<p>Action 14: Students: Conduct awareness-raising sessions on ethics, information security (IS), and GDPR issues at the Master's level (and in subsequent courses).</p> <p>Action 15: Make training in research ethics and open science a mandatory component of doctoral students' training program (as per article 3 of the Decree of 25 May 2016).</p> <p>Action 16: Propose awareness-raising/training initiatives (RGPD, scientific integrity, data management plan, open science, etc.) for those involved in research.</p> <p>Thematic 6: Develop digital guides encompassing all facets of research (the researcher's ecosystem, ethical and responsible research, working conditions, workplace health and safety, etc.), specifically tailored to the intended audience</p> <p>Action 17: Research unit director's guide.</p> <p>Action 18: Guide for teachers-researchers (FR/GB).</p> <p>Action 19: Guide for Researchers in the engineering and technical, research, and training staff (ITRF) categories (FR/GB).</p> <p>Thematic 7/Action 20: Provide a training programme for research unit directors:</p> <ul style="list-style-type: none"> * Module on integrity, ethics, and professional conduct * Module on recruitment and career development (with a focus on administrative support staff) * Module on team management (including conflict resolution, etc.) * Module on workplace health and safety, working conditions (such as teleworking, night work, recovery periods), etc. <p>Thematic 10: Enhance communication with researchers</p> <p>Action 24: Revamp the Research intranet to better cater the needs of researchers.</p> <p>Action 25: Revamp the Research internet to better cater to the needs of researchers.</p> <p>Thematic 11: Health and safety at work</p> <p>Action 26: Dematerialising the RSST.</p> <p>Action 27: Drawing up a common risk "repository" for all RUs.</p> <p>Action 28: Redefine the role and missions of the prevention assistant (PA) and improve recognition of these functions.</p> <p>Action 29: Consolidate the network of prevention assistants.</p> <p>Action 30: Appoint a prevention assistant in all research structures.</p> <p>Action 31: Raise awareness among RUs of the legal obligation to update the DUERP annually, so that they can contribute to it and recommend that RUs present (1/year) the DUERP and RSST at a laboratory meeting/AG.</p> <p>Action 32: Translate into English all regulatory documents relating to health and safety at work.</p>
<p>1-8. Dissemination, exploitation of results</p>	<p>+/-</p>	<p>-Valuation:</p> <p>The university supports researchers in promoting and disseminating their research, either directly through the Research and Innovation Department (DRI) or by delegating its responsibilities to three external bodies affiliated with the COMUE. Additionally, the university has appointed a Vice President for Partnership Research.</p> <p>The DRI's Technology Transfer Unit consists of six technology transfer officers. The unit is currently undergoing reorganization to better meet the needs of researchers.</p> <p>Three external bodies associated with the COMUE, each specializing in a specific sector, provide support for researchers:</p> <ul style="list-style-type: none"> -Normandie Valorisation's mission is to assist researchers in transferring the results of their research to the socio-economic world. It works closely with the university's DRI. More information can be found at: https://www.normandie-univ.fr/normandie-valorisation-2/ -Normandie Incubation's mission is to support researchers who aim to create startups to commercialize their research. Visit their website for more details: https://www.normandie-incubation.com/ -Pepite Normandie focuses on supporting student entrepreneurship. Learn more about their initiatives at: https://www.pepite-normandie.fr/ <p>-Open Science (SO):</p> <p>The COMUE Normandie Université (a community of 19 institutions in Normandy, including the 3 Normandy universities) is leading the Science ouverte project.</p> <p>The University of Caen Normandie is particularly involved in this ecosystem through its shared documentation service (SCD), which is in charge of the national "Data Workshop" call for projects.</p> <p>Internally, the University of Caen Normandy adopted its Open Science Charter in July 2022, which defines a strategy based on 5 objectives and sets out an action plan. The HRS4R initiative has decided to take up this action plan, which is currently being rolled out,</p>	<p>Thematic 8: Enhance the services provided by the Research and Innovation Department (DRI) to offer improved support to the research community regarding various calls for projects (national and European) and the promotion of ongoing research work.</p> <p>Action 21: Establish a dedicated service offering.</p> <p>Action 22: Conduct meetings with all Research Units (UR) and Mixed Research Units (UMRs) to present the available services. Action 23: Organise awareness-raising meetings to highlight value-added products.</p> <p>Thematic 12: Continuing to implement the open science action plan.</p> <p>Action 33: Action: Enhance the training opportunities related to open science.</p> <p>Action 34: Facilitate the open access of scientific publications through the open access diamond, which involves open access without payment of publication fees (APC).</p> <p>Action 35: Establish an operational committee for open science within the institution.</p> <p>Action 36: Action Establish a centralized entry point for research data at the institutional level.</p> <p>Action 37: Provide consistent support to project leaders in meeting the open science requirements (publication and data openness) imposed by funders (such as PGD).</p> <p>Action 38: Assist in the creation of data management plans (DMPs).</p>

		<p>especially as it was drafted on the basis of 2 consultations proposed to the research community in 2021, one on open data and the other on open access.</p> <p>The University of Caen Normandy has appointed an open science referent and 3 departments are heavily involved:</p> <ul style="list-style-type: none"> - the DRI, which coordinates the entire system with the Open Science Coordinator -the SCD on support for research data -the Presses universitaires de Caen (PUC), whose director is also the UNICAEN Open Science Coordinator. The PUC runs the PRESS project and promotes natively open publishing. <p>Finally, the PUC and the MRSH (Maison de la Recherche en Sciences Humaines - UNICAEN-CNRS partnership) are responsible for the METOPES national research infrastructure.</p> <p>While more than 77% of "researchers" say they are informed about making their research accessible (open access), only 60% are in favour of open data. And only 45% are aware of the requirements of funding bodies in these 2 areas. The university must therefore continue to implement the action plan defined in 2022 to strengthen researchers' commitment to open science.</p>	
1-9. Public engagement	++	<p>Science with and for society: https://www.unicaen.fr/obtention-du-label-sciences-et-societe-avec-une-dotation-de-900ke/</p> <p>The university is highly committed to engaging with society. It has appointed a Deputy Vice-President responsible for culture and the relationship between science and society, supported by the University Cultural Activities Service (SUAC). Several years ago, the university established a significant partnership with the Dôme, the regional center for scientific, technical, and industrial culture (CCSTI), leading to the signing of a partnership agreement in 2021. In 2021, the University of Caen Normandy, in collaboration with the Dôme, was among the first institutions to be awarded the Science with and for Society (SAPS) label by the French Ministry of Higher Education and Research. The action plan of the university focuses on four key areas:</p> <ul style="list-style-type: none"> -Participatory research -Mediation training -Combating infodemics and fake news -Assessment and valorization <p>A budget of 870,000 euros has been allocated for this label over a three-year period. As part of this initiative, the university has taken several steps, including:</p> <ul style="list-style-type: none"> -Launching a master's degree program in "Mediation, Science, and Society - Participatory Research and Innovation" in September 2022. -Creating a UNICAEN prize (Research Minds Competition). -Organizing the TURFU festival in collaboration with the Dôme from April 11-15, 2023. -Planning an international conference on participatory research in November 2023. <p>Since 2019, the university has also been actively involved at the regional level as a partner in the regional strategy for disseminating scientific culture. In a consultation on Human Resources Strategy for Researchers (HRS4R), 72% of the teacher-researchers who participated stated their involvement in science popularization activities.</p> <p>Other commitments to society:</p> <ul style="list-style-type: none"> *For the past six years, the university has organized a 15-day festival of popular science called "Festival (en)quête de Sciences." https://www.unicaen.fr/vie-de-campus/vie-culturelle/culture-scientifique/festival-enquete-de-sciences/ *Researchers provide expertise to local authorities, *Each year, faculty members from the University of Caen Normandy ensure the scientific quality of the conferences organized by the Inter-Ages University (19 branches with approximately 500 participants per branch). 	<p>Thematic 13: Public engagement SAPS label (The university has adopted the SAPS strategy and action plan, implemented within the university since 2021 as part of the HRS4R approach).</p> <p>Action 39: Increase participation of researchers and research units in the SAPS approach.</p> <p>Action 40: Organize an international conference on SAPS.</p> <p>Action 41: Develop SAPS open badges.</p>
			<p>Thematic 14: Public engagement - other action / Action 42: Strengthen and increase awareness of the university's research services among socio-economic partners</p>
1-10. Non-discrimination	+/-	<p>In order to ensure equality among researchers within the University, Caen Normandie has implemented various measures, including a multi-year disability plan, a gender equality plan, and initiatives to combat sexual and gender-based violence. Several individuals and departments, such as the Vice-Presidency for Equality, Parity, and Civic Life (with two Vice-</p>	<p>Thematic 6: Develop digital guides encompassing all facets of research (the researcher's ecosystem, ethical and responsible research, working conditions, workplace health and safety, etc.), specifically tailored to the intended audience</p> <p>Action 17: Research unit director's guide.</p> <p>Action 18: Guide for teachers-researchers (FR/GB).</p>

		<p>Presidents, one woman and one man), an Equality Officer, an Equality Commission, a Disability Advisor, and a Preventive Medicine Department, collaborate to address discrimination. The majority of university staff (over 70% according to the HRS4R questionnaire) recognize and support the importance of respecting differences and providing equal treatment to all staff members, regardless of their ethnic origin, gender, age, sexual orientation, religious belief, or potential disability.</p> <p>However, the self-assessment process revealed a lack of awareness among staff regarding the institution's measures to combat discrimination. For instance, only 54% of respondents were aware of the university's published gender equality plan, and only 43% knew about the existence of a disability correspondent within the HR department. Furthermore, there is no clearly identified contact person for discrimination cases, which needs to be addressed. Additionally, the absence of translated administrative documents could be seen as a form of discrimination.</p> <p>Further progress is needed, particularly in the area of disability. The university has not yet achieved the legal national employment rate of 6% required within the civil service and has not signed a contract with the Fund for the Integration of Disabled People into the Civil Service.</p>	<p>Action 19: Guide for Researchers in the engineering and technical, research, and training staff (ITRF) categories (FR/GB).</p> <p>Thematic 18: Enhancing communication and transparency Action 47: Publish recruitment procedures and practices (across all categories) in an electronic format. Action 48: Translate these procedures into English. Action 49: Improve communication regarding the recruitment process for tenured ECs.</p> <p>Thematic 19 / Action 50: Organise awareness-raising campaigns for selection boards and COSs (regarding discrimination, CV discrepancies, recognition of mobility experience, and assessment of merit).</p> <p>Thematic 23 / Action 55: Conduct a comprehensive review of institution-wide reserved recruitment for individuals eligible for compulsory employment benefits (BOE).</p> <p>Thematic 27: Disability and employment obligation beneficiaries Action 64: Update the disability master plan. Action 65: Draft an information document to raise awareness among ECs about disability and procedures for workplace accommodations. Action 66: Enter into a contract with the FIPHFP Fund for the Insertion of People with Disabilities in the Public Service).</p> <p>Thematic 28: Equality Plan Action 67: Update and expand the equality charter to become a diversity charter. Action 68: Use repyramidage to achieve a balanced representation of male and female PUs (Professors and Associate Professors) by 2025. Action 69: Define a representative gender balance at all levels, including doctoral schools and department compositions, when updating the comparative situation report. Action 70: Encourage gender balance in responsibilities by promoting pairs of both male and female individuals.</p> <p>Thematic 36: Recourse and conflict management in the workplace. Action 58: Explore the possibility of extending the VSS helpline to cover harassment and discrimination cases. Action 86: Establish an independent conflict management body. Action 87: Create a comprehensive overview of the different recourse schemes, develop a framework document and communicate. Action 88: Provide training for UR directors (following the DU training path and guide).</p>
1-11. Evaluation/appraisal systems	+/-	<p>The University of Caen Normandie has implemented evaluation systems to ensure regular and transparent assessment of the professional performance of its researchers. These evaluations consider all aspects of their work, including research, teaching, and administrative responsibilities. Independent expert committees systematically review applications for promotion, higher grades, and bonuses. Technical staff supporting research undergo annual performance reviews, where their work is assessed using standardized documents in a transparent and consistent manner.</p> <p>In France, research is also periodically evaluated at the team level by HCERES. At the national level, the CNU monitors the careers of teaching researchers independently and transparently. However, the role of a mentor, which is currently absent at the University of Caen, is not currently considered in the benchmark for evaluating researchers.</p> <p>Concerning research support staff, the heterogeneous recognition of their contributions, such as acknowledgment or authorship, may lead to inequalities in the evaluation procedures. This issue should be addressed to ensure fairness and consistency across evaluations.</p>	<p>Thematic 15: Evaluation/Appraisal system -Evaluation of administrative and Researchers in the engineering and technical, research, and training staff (ITRF) categories Action 43: Promote the participation of administrative and Researchers in the engineering and technical, research, and training staff (ITRF) categories in laboratory research and encourage their involvement in collective activities. Action 44: Provide assistance to administrative support staff assigned to research in writing the scientific section of their reports.</p> <p>Thematic 29/ Action 71: Undertake a review of the mechanisms in place to enhance recognition and provide fair remuneration for all, including PRGAs/PRCEs (management, reference framework, compensation system).</p>
Focus point 2: Recruitment and Selection			
2-12. Recruitment (principles)	+/-	<p>The University of Caen Normandy, as a public scientific, cultural, and professional institution of the French State, is governed by the general civil service code and its associated regulations. Within this framework, the University adheres to the legislative and regulatory framework applicable to the recruitment of both permanent and contractual staff.</p> <p>However, in order to enhance the transparency and visibility of the recruitment process, especially for contractual staff positions that do not require successful completion of a civil service competition, the University will establish a working group to develop a career</p>	<p>Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.</p> <p>Thematic 18: Enhancing communication and transparency Action 47: Publish recruitment procedures and practices (across all categories) in an electronic format. Action 48: Translate these procedures into English. Action 49: Improve communication regarding the recruitment process for tenured ECs.</p> <p>Thematic 23 / Action 55: Conduct a comprehensive review of institution-wide reserved recruitment for individuals eligible for compulsory employment benefits (BOE-handicap).</p>

		<p>management charter for contractual staff. This charter will address various aspects related to the recruitment and career development of these staff members.</p> <p>Likewise, to ensure fairness in recruitment processes and promote diversity of profiles, the University will build upon existing measures implemented for permanent staff and expand them to include additional initiatives, such as adopting a diversity charter based on recognized diversity standards.</p>	<p>Thematic 28: Equality Plan Action 67: Update and expand the equality charter to become a diversity charter. Action 68: Use repyramidage to achieve a balanced representation of male and female PUs (Professors and Associate Professors) by 2025. Action 69: Define a representative gender balance at all levels, including doctoral schools and department compositions, when updating the comparative situation report. Action 70: Encourage gender balance in responsibilities by promoting pairs of both male and female individuals.</p>	
<p>2-13. Recruitment (Code) (procedure)</p>	<p>-/+</p>	<p>Although the procedures for recruiting public-sector employees, whether permanent or contract, are regulated, it is crucial to ensure their proper implementation in current and future recruitment processes at the Université de Caen Normandie. The Contract Staff Working Group, responsible for developing a management charter for contract staff, will clarify and define best practices in this area in the final document.</p> <p>The creation of this charter and its subsequent establishment will provide a binding framework for all recruitment activities at the Université de Caen Normandie.</p> <p>Simultaneously, those in charge of recruitment will receive specialized training and awareness on cognitive biases that may impact the procedures.</p> <p>Furthermore, an electronic platform for job postings within the University will be implemented in the near future. Its purpose will be to streamline the submission and evaluation of applications prior to conducting interviews with successful candidates. This platform will also ensure transparency for applicants. Special attention will be given to providing detailed feedback to unsuccessful applicants, and the platform should facilitate the implementation of this aspect.</p>	<p>Thematic 7/Action 20: Provide a training programme for research unit directors: * Module on integrity, ethics, and professional conduct * Module on recruitment and career development (with a focus on administrative support staff) * Module on team management (including conflict resolution, etc.) * Module on workplace health and safety, working conditions (such as teleworking, night work, recovery periods), etc.</p> <p>Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.</p> <p>Thematic 17/ Action 46: Establish an online recruitment platform.</p> <p>Thematic 18: Enhancing communication and transparency Action 47: Publish recruitment procedures and practices (across all categories) in an electronic format. Action 48: Translate these procedures into English. Action 49: Improve communication regarding the recruitment process for tenured ECs.</p> <p>Thematic 19 / Action 50: Organise awareness-raising campaigns for selection boards and COSs (regarding discrimination, CV discrepancies, recognition of mobility experience, and assessment of merit).</p> <p>Thematic 24 / Action 56: Increase the number of external candidates ==> Advertise job vacancies on Euraxess</p>	
		<p>With regard to selection, the Université de Caen Normandie will endeavour to make its job offers more accessible to the outside world. They will be systematically advertised on Euraxess, and a greater diversity of selection panel members will be developed and emphasized through the training and awareness-raising of these panel members.</p> <p>The consultative assemblies, which are specific bodies of the Université de Caen Normandie, will have their organization and missions clarified for all the CNU sections represented within the University. Currently, they provide opinions on the job profiles to be recruited in their respective CNU sections. However, the lack of guidelines on their operation can lead to misunderstandings regarding their objectives.</p> <p>Finally, to facilitate the analysis of career paths during recruitment interviews, a standardized evaluation grid will be provided to each selection committee and/or panel.</p>	<p>Thematic 19 / Action 50: Organise awareness-raising campaigns for selection boards and COSs (regarding discrimination, CV discrepancies, recognition of mobility experience, and assessment of merit).</p> <p>Thematic 20: Administrative staff jury (ITRF) Action 51: Encourage a diverse range of selection panels to ensure a variety of recruitment approaches. Action 52: Publish the composition orders of the ITRF researchers' juries for contractual positions or vacant posts.</p> <p>Thematic 21/ Action 53: Clarify the organisation and scope of the Sectional Consultative Assemblies (ACS).</p> <p>Thematic 22 / Action 54: Propose an evaluation grid for each COS section (differentiating between MCFs and PRs) + Include the diversity of the career path as criteria in the evaluation grid.</p> <p>Thematic 24 / Action 56: Increase the number of external candidates ==> Advertise job vacancies on Euraxess</p>	
		<p>The recruitment of tenured lecturers and ITRF researchers is highly regulated. The university also provides support to ITRF researchers staff in preparing for competitive recruitment exams.</p> <p>However, only 42% of the "researchers" who participated in the HRS4R consultation felt that the recruitment process for CEs ensures transparency. The percentages were 37% for the recruitment of post-docs, 56% for the recruitment of PhD students, and 38% for the recruitment of administrative support staff.</p> <p>To enhance transparency in the recruitment process, reference documents will be drafted within the University. A charter for contract staff, developed by a working group, will address this issue for positions open to contract staff. Similarly, a procedural guide for recruitment practices will be created and distributed to all staff involved in recruitment.</p> <p>The composition of selection panels will be standardized, and training and awareness programs for panel members will be intensified.</p>	<p>Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.v</p> <p>Thematic 18: Enhancing communication and transparency Action 47: Publish recruitment procedures and practices (across all categories) in an electronic format. Action 48: Translate these procedures into English. Action 49: Improve communication regarding the recruitment process for tenured ECs.</p>	
		<p>2-16. Judging merit</p>	<p>-/+</p>	<p>Thematic 19 / Action 50: Organise awareness-raising campaigns for selection boards and COSs (regarding discrimination, CV discrepancies, recognition of mobility experience, and assessment of merit).</p>

		<p>Thematic 19 / Action 50: Organise awareness-raising campaigns for selection boards and COSs (regarding discrimination, CV discrepancies, recognition of mobility experience, and assessment of merit).</p>	<p>Thematic 19 / Action 50: Organise awareness-raising campaigns for selection boards and COSs (regarding discrimination, CV discrepancies, recognition of mobility experience, and assessment of merit).</p> <p>Thematic 20: Administrative staff jury (ITRF) Action 51: Encourage a diverse range of selection panels to ensure a variety of recruitment approaches. Action 52: Publish the composition orders of the ITRF researchers' juries for contractual positions or vacant posts.</p> <p>Thematic 22 / Action 54: Propose an evaluation grid for each COS section (differentiating between MCFs and PRs) + Include the diversity of the career path as criteria in the evaluation grid.</p>
<p>2-17. Variations in the chronological order of CVs</p>	+/-	<p>The recruitment procedures for "researchers" allow for the submission of a CV. Special attention is already given to the CVs submitted by applicants. The university's HR department conducts an initial review to ensure that the candidate's profile aligns with the position. However, it is necessary to emphasize this aspect and clarify the procedure.</p> <p>The formalized procedures that the University of Caen Normandie has undertaken should facilitate improvement in this area. In this regard, consideration could be given to evaluating the relevant experience listed on applicants' CVs in relation to the advertised position's requirements.</p>	<p>Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.</p> <p>Thematic 19 / Action 50: Organise awareness-raising campaigns for selection boards and COSs (regarding discrimination, CV discrepancies, recognition of mobility experience, and assessment of merit).</p> <p>Thematic 22 / Action 54: Propose an evaluation grid for each COS section (differentiating between MCFs and PRs) + Include the diversity of the career path as criteria in the evaluation grid.</p>
<p>2-18. Recognition of mobility experience</p>	+/-	<p>The concept of mobility encompasses various situations, including international, inter-institutional, inter-sectoral, and internal mobility.</p> <p>On an international level, the university has established a specific recruitment program for young researchers from abroad or those with international experience (internal call for projects).</p> <p>In general, although the mobility demonstrated by candidates is considered during the recruitment process, it is not currently formalized. To address this, all formalized staff recruitment procedures at Université de Caen Normandie will include a dedicated framework for evaluating mobility.</p> <p>Mobility will also be taken into account for staff promotions. According to the HRS4R questionnaire, 71% of the researchers who participated believe that recognition of mobility (including international mobility and change of institutions) should be encouraged.</p>	<p>Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.</p> <p>Thematic 19 / Action 50: Organise awareness-raising campaigns for selection boards and COSs (regarding discrimination, CV discrepancies, recognition of mobility experience, and assessment of merit).</p> <p>Thematic 20: Administrative staff jury (ITRF) Action 51: Encourage a diverse range of selection panels to ensure a variety of recruitment approaches. Action 52: Publish the composition orders of the ITRF researchers' juries for contractual positions or vacant posts.</p>
<p>2-19. Recognition of qualifications</p>	-/+	<p>Thematic 17 / Action 46: Establish an online recruitment platform</p>	<p>Thematic 17 / Action 46: Establish an online recruitment platform</p> <p>Thematic 17 / Action 46: Establish an online recruitment platform</p>
<p>20. Seniority</p>	-/+	<p>While seniority is automatically transferred for permanent civil servant recruits, as specified in the regulations for candidates for civil servant posts, there is currently no reference framework for staff recruited under contract. The working group assigned with creating a management charter for contract staff will propose criteria for recognizing seniority for these employees. These criteria will be documented and made accessible to all, ensuring transparency in this regard.</p>	<p>Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.</p>
<p>3-21. Postdoctoral appointments</p>	-/+	<p>Decree 2021-1450, concerning post-doctoral contracts, imposes stringent regulations on the recruitment of post-doctoral students. These regulations encompass the target group (recently graduated doctors recruited within three years of obtaining their doctoral degree under a contract), the objectives (professional transition contracts), and the support provided to post-doctoral students (specific assistance in the final year of the contract to enhance their experience and facilitate job placement, along with 20 days of service release for participating in training programs aimed at professional integration). However, the university is facing delays in implementing this decree. Currently, several post-doctoral students are being recruited for IGR positions. It is essential for the university to define the status of young researchers and clearly differentiate the responsibilities between IGE/IGR and CDD-lecturer-researcher positions.</p>	<p>Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.</p> <p>Thematic 18: Enhancing communication and transparency Action 47: Publish recruitment procedures and practices (across all categories) in an electronic format. Action 48: Translate these procedures into English. Action 49: Improve communication regarding the recruitment process for tenured ECs.</p>

		According to the HRS4R questionnaire, only 57% of the respondents (65% of ECs, but only 45% of post-docs and 48% of PhDs) perceive post-doctoral contracts as a stepping stone for the professional integration of PhD holders.	
Focus point 3: Working Conditions and Social Security			
3-22. Recognition of the profession	+/-	In the Science and Technology and BI2SE sectors, doctoral students are typically recruited on contract, which acknowledges them as young professionals. In the SHS sector, most doctoral students maintain student status. However, the university provides them with various services, such as a professional account and a photocopy card, similar to their counterparts on contract. Moreover, 86% of the respondents in the HRS4R consultation expressed that doctoral students were represented on the laboratory board. Additionally, more than 95% of post-docs and PhD students (who participated in the HRS4R consultation) stated that they have the opportunity to present their work within the laboratory. Furthermore, 85% of post-docs and 75% of PhD students (who responded to the questionnaire) feel actively involved in the research organization's activities. Lastly, over 85% of post-docs and 68% of PhD students (who responded to the questionnaire) believe that their work is valuable to their organization and recognized within it.	Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.
3-23. Research environment	+/-	The University of Caen Normandie is committed to creating the most suitable and stimulating work environment for its staff. The university has been renovating its buildings for several years, and the majority of laboratories are adequately equipped (with ongoing renovation projects still in progress). A self-diagnosis assessment conducted revealed a high level of satisfaction among researchers regarding the equipment, infrastructure, and resources provided by the university. Over 70% of ECs, post-doctoral, and doctoral students who participated in the questionnaire indicated that the facilities offered by the university were suitable and sufficient to support their research activities. Additionally, over 62% felt that the infrastructure (excluding digital infrastructure) was suitable and sufficient. The university's departments, including the Research and Innovation Department, Information Systems Department, and Prevention Department, have implemented procedures and methods to ensure compliance with national health and safety regulations in research. Furthermore, the University of Caen provides researchers with a high-performance, integrated information system that facilitates remote collaboration and off-site work. Over 71% of questionnaire respondents expressed that the digital infrastructure and services were appropriate and sufficient to support their research activities. However, the self-diagnosis conducted among the university's research community revealed a lack of utilization of the information system's potential and a perception that data management needs improvement, potentially due to redundant requests for certain indicators. Finally, a significant portion of the community expressed dissatisfaction with the administrative support provided by the university during project response procedures.	Thematic 8: Enhance the services provided by the Research and Innovation Department (DRI) to offer improved support to the research community regarding various calls for projects (national and European) and the promotion of ongoing research work. Action 21: Establish a dedicated service offering. Action 22: Conduct meetings with all Research Units (UR) and Mixed Research Units (UMRs) to present the available services. Action 23: Organise awareness-raising meetings to highlight value-added products.
			Thematic 10: Enhance communication with researchers Action 24: Revamp the Research intranet to better cater the needs of researchers. Action 25: Revamp the Research internet to better cater to the needs of researchers.
			Thematic 25: Enhance the utilization of digital tools and services to support research. Action 57: Enhance information dissemination regarding the capabilities of the university's information system. Action 58: Strengthen IT support for research activities. Action 59: Implement the decision support information system (SID) for data warehousing in research. Action 60: Enhance the functionalities of OSCAR (research contract management platform) to meet the management requirements of research teams and their publications. Action 61: Streamline access to institutional tools for external researchers to facilitate collaboration (dual account system).
3-24. Working conditions	-/+	The University of Caen pays close attention to the working conditions of all its researchers, including those with disabilities. In addition to adhering strictly to national regulations, the university has appointed a disability advisor within the human resources department to ensure that disabled researchers benefit from the most suitable working conditions for their activities. However, the relatively low rate of reported disabled workers among research professors indicates a lack of awareness of these measures within the research community. In general, the university provides research staff with opportunities for flexible working conditions, including flexitime, teleworking, and sabbatical leave. It offers information on related financial arrangements and assists staff with administrative tasks involved in establishing these arrangements. The university has also implemented specific measures to enhance working conditions, such as systematic replacement during maternity leave to	Thematic 6: Develop digital guides encompassing all facets of research (the researcher's ecosystem, ethical and responsible research, working conditions, workplace health and safety, etc.), specifically tailored to the intended audience Action 17: Research unit director's guide . Action 18: Guide for teachers-researchers (FR/GB). Action 19: Guide for Researchers in the engineering and technical, research, and training staff (ITRF) categories (FR/GB).
			Thematic 7/Action 20: Provide a training programme for research unit directors: * Module on integrity, ethics, and professional conduct * Module on recruitment and career development (with a focus on administrative support staff) * Module on team management (including conflict resolution, etc.) * Module on workplace health and safety, working conditions (such as teleworking, night work, recovery periods), etc.
			Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff. Thematic 26: Improving working conditions

		<p>maintain the performance quality of research teams and a one-third reduction in teaching load for newly hired staff.</p> <p>To promote a healthy work-life balance and support parenthood, the university undertakes initiatives such as providing childcare facilities (two nurseries), a parents' guide, and lactation rooms. It also regularly raises awareness about the right to disconnect. However, the self-diagnosis conducted among researchers highlighted the significant impact of professional life on family life, with over 85% of teacher-researchers who participated in the HRS4R consultation feeling that their professional activities encroached upon their personal lives. This imbalance is attributed to the challenges of dedicating sufficient time to research due to the demands of teaching and administrative tasks.</p> <p>The university has appointed a vice-president responsible for sports, health, and quality of life. It also has a prevention service and a service for preventive medicine, along with a university cultural service and a comprehensive range of sports activities. The annual training plan offers various initiatives to support staff in their work. However, the university has yet to develop its equality and working conditions plan.</p>	<p>Action 62: Develop a Quality of Life and Working Conditions (QLWC) plan, and propose measures to promote work-life balance (such as the right to disconnect and regulations regarding night work).</p> <p>Action 63: Collaborate with research units to address the isolation of young researchers (PhD students, post-docs) and raise awareness about shared spaces available to them.</p> <p>Thematic 27: Disability and employment obligation beneficiaries Action 64: Update the disability master plan. Action 65: Draft an information document to raise awareness among ECs about disability and procedures for workplace accommodations. Action 66: Enter into a contract with the FIPHFP Fund for the Insertion of People with Disabilities in the Public Service).</p> <p>Thematic 28: Equality Plan Action 67: Update and expand the equality charter to become a diversity charter. Action 68: Use repyramidage to achieve a balanced representation of male and female PUs (Professors and Associate Professors) by 2025. Action 69: Define a representative gender balance at all levels, including doctoral schools and department compositions, when updating the comparative situation report. Action 70: Encourage gender balance in responsibilities by promoting pairs of both male and female individuals.</p> <p>Thematic 29/ Action 71: Undertake a review of the mechanisms in place to enhance recognition and provide fair remuneration for all, including PRGAs/PRCEs (management, reference framework, compensation system).</p> <p>Thematic 30/ Action 72: Continue efforts to standardise educational processes to clarify roles and responsibilities (including those between CEs and administrative support staff) and enhance operational proficiency.</p> <p>Thematic 36: Recourse and conflict management in the workplace Action 58: Explore the possibility of extending the VSS helpline to cover harassment and discrimination cases. Action 86: Establish an independent conflict management body. Action 87: Create a comprehensive overview of the different recourse schemes, develop a framework document and communicate. Action 88: Provide training for UR directors (following the DU training path and guide).</p> <p>Thematic 38: new entrants / young researchers Action 90: Implement a voluntary tutoring / mentoring program for new researchers. Action 91: Develop an induction program for new recruits</p>
<p>3-25. Stability and permanence of employment</p>	<p>+/-</p>	<p>Jobs available for permanent civil servants offer true job security and stability, guaranteeing employment for all civil servants. However, for contract staff in the civil service, they hold a specific position but do not have the same level of job security.</p> <p>According to regulations, contract staff are required to be transferred after a period of 6 years (except for project-based contracts). However, during the recruitment of contract staff, this aspect is not adequately and clearly explained, nor are the possibilities for obtaining permanent employment clearly outlined. While contract staff recruited for projects are individually supervised by laboratories, there is no centralized monitoring by the HR department.</p> <p>As part of its training plan, the university provides support to all staff members in preparing for ITRF researchers competitions. However, there is a need for improved support specifically tailored for contract staff who wish to participate in civil service competitions.</p>	<p>Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.</p>
<p>3-26. Funding and salaries</p>	<p>+/-</p>	<p>All staff, regardless of their employment status, are entitled to health insurance, parental rights, and pension benefits. Additionally, contract staff contribute to an unemployment insurance scheme, which they can access if their contract is not renewed or at the conclusion of a project.</p> <p>The salary of permanent university staff is determined by decree, with a scale based on their position and rank. Additional bonuses may be provided based on additional responsibilities undertaken, in compliance with regulations and the institution's reference</p>	<p>Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.</p> <p>Thematic 29/ Action 71: Undertake a review of the mechanisms in place to enhance recognition and provide fair remuneration for all, including PRGAs/PRCEs (management, reference framework, compensation system).</p>

		<p>framework. The remuneration for contract staff is established in reference to these decrees. However, the university does not sufficiently explain the remuneration structure.</p> <p>The funding for research positions is often tied to project-based funding associated with calls for proposals.</p>	
3-27. Gender balance	+/-	<p>The University of Caen has made extensive efforts to ensure equal rights and opportunities for all researchers, irrespective of their gender. An equality charter was implemented in 2014, and a multi-year gender equality plan has been in effect since 2019. In 2020, a vice-president dedicated to gender equality was appointed, and an equality commission was added to the university's governing bodies. This proactive approach led to the establishment of a dedicated hotline for reporting sexual and gender-based violence in 2022.</p> <p>The University of Caen is committed to maintaining gender balance in its bodies, ensuring parity by systematically incorporating equal representation in the composition of electoral lists, selection committees, and evaluation panels. Acknowledging a lower proportion of women among university lecturers, the university encourages positive changes in this ratio during reposting and recruitment processes, while still prioritizing criteria of quality and competence. Although efforts are made to form male/female pairs for component management due to the parity in electoral lists, the actual representation of women in managerial positions remains in the minority. Furthermore, the university recognizes the need for consolidated indicators to define the representativeness of gender balance among PhD supervisors.</p> <p>According to the HRS4R consultation, 71% of researchers believe that the University of Caen Normandie respects differences and treats individuals equally regardless of gender. However, only 54% of respondents were aware that the university had published a professional equality plan for women and men.</p>	<p>Thematic 19 / Action 50 : Organise awareness-raising campaigns for selection boards and COSs (regarding discrimination, CV discrepancies, recognition of mobility experience, and assessment of merit).</p> <p>Thematic 28: Equality Plan Action 67: Update and expand the equality charter to become a diversity charter. Action 68: Use repyramidage to achieve a balanced representation of male and female PUs (Professors and Associate Professors) by 2025. Action 69: Define a representative gender balance at all levels, including doctoral schools and department compositions, when updating the comparative situation report. Action 70: Encourage gender balance in responsibilities by promoting pairs of both male and female individuals.</p>
3-28. Career development	-/+	<p>Supporting staff in their career development is crucial for attracting and retaining talented individuals. While various programs and schemes exist, they are not adequately formalized to ensure that all employees can benefit from them or be informed about the opportunities available throughout their careers.</p> <p>Although more than 86% of lecturers who participated in the HRS4R consultation stated that they were aware of promotion possibilities, their level of information varied depending on the specific career scheme (66% for RIPEC, 55% for CRCT, and only 35% for delegations to national bodies). Self-assessment by ITRF researchers revealed that while they generally have a good understanding of their promotion opportunities (around 70%), only 20% of lecturers, who are responsible for evaluating them, share the same level of awareness. Additionally, ITRF researchers expressed a lack of sufficient information about their career options.</p> <p>The Université de Caen Normandie will work towards formalizing and providing personalized information to staff members regarding the existing schemes and their accessibility for career development.</p> <p>There is a need to improve continuing training, which should include modules tailored to specific job roles and courses dedicated to key functions. It is essential to provide clearer information on how to access these training opportunities. The annual and multi-year training plans should identify these areas for improvement accurately.</p>	<p>Thematic 6: Develop digital guides encompassing all facets of research (the researcher's ecosystem, ethical and responsible research, working conditions, workplace health and safety, etc.), specifically tailored to the intended audience Action 17: Research unit director's guide. Action 18: Guide for teachers-researchers (FR/GB). Action 19: Guide for Researchers in the engineering and technical, research, and training staff (ITRF) categories (FR/GB).</p> <p>Thematic 7/Action 20: Provide a training programme for research unit directors: * Module on integrity, ethics, and professional conduct * Module on recruitment and career development (with a focus on administrative support staff) * Module on team management (including conflict resolution, etc.) * Module on workplace health and safety, working conditions (such as teleworking, night work, recovery periods), etc.</p> <p>Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.</p> <p>Thematic 22 / Action 54: Propose an evaluation grid for each COS section (differentiating between MCFs and PRs) + Include the diversity of the career path as criteria in the evaluation grid.</p> <p>Thematic 31: career development of Researchers in the engineering and technical, research, and training staff (ITRF) categories: Action 73: Enhance communication regarding management guidelines (MG). Action 74: Provide information and raise awareness among ITRF researchers through a webinar that outlines the promotion criteria, explains the management guidelines (LDG), and presents the timeline. Action 75: Include this information in the guide for Researchers in the engineering and technical, research, and training staff (ITRF) categories. Action 76: Support and raise awareness among UR directors so they can assist research administrative support staff with their promotion, and provide a UR director's guide to support them in this role.</p>

			<p>Thematic 32: Career development of teacher-researchers: Action 77: Establish an annual calendar outlining promotion periods and prepare circulars for distribution. Action 78: Enhance communication strategies by adopting more effective communication practices (such as the repyramidage communication model), exploring alternative communication methods, and doubling the distribution of relevant information (to directors and ECs).</p> <p>Thematic 38: new entrants / young researchers Action 90: Implement a voluntary tutoring / mentoring program for new researchers. Action 91: Develop an induction program for new recruits</p>
3-29. Value of mobility	+/-	Internal mobility for "ITRF researchers" and administrative staff currently occurs on an ad hoc basis, which can sometimes disrupt departments.	Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.
		Regarding mobility between institutions, the Ministry for EC and ITFR researchers oversees the process.	Thematic 34/ Action 80: Internal mobility of ITRF researchers and administrative staff: implementation of two mobility periods per year.
		International mobility: The university has an international center called "le Carré international," which includes a Euraxess office and dedicated international services. The university has also appointed a Vice President responsible for international development, and each component has an international relations officer. These representatives are part of a network. The University of Caen Normandy offers numerous opportunities for staff mobility to various destinations, and information about international mobility is regularly shared with staff. However, according to the researchers who responded to the HRS4R consultation, there is a perception that they are not sufficiently informed about international mobility opportunities (62%). Professional mobility is not adequately recognized in staff career paths. The respondents to the HRS4R consultation expressed support (71%) for acknowledging mobility in all its forms as a factor in career development. After informing the staff, the university aims to give greater consideration to mobility as a significant aspect of career advancement. Criteria for evaluating career paths will be formalized through collective work, and they will serve to guide promotion decisions for staff members. These criteria should be shared across the entire university community to ensure transparency and to establish a clear position for the staff concerned.	<p>Thematic35: International mobility: Action 81: Enhance communication methods: Participate in departmental/UR meetings to present the mobility programs. Action 82: Enhance communication methods: Organize feedback sessions, testimonials, and ambassadors. Action 83: Diversify international mobility models to encourage international mobility through initiatives like pairings... Action 84: Promote international mobility by creating a mobility open badge or implementing other initiatives to raise awareness and encourage participation.</p>
3-30. Access to career advice	-/+	65% of the "researchers" who participated in the HRS4R consultation expressed dissatisfaction with the level of support and guidance they received from the institution regarding their career development.	Thematic 16/ Action 45: Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff.
		<p>The University of Caen Normandie currently lacks a dedicated department for career guidance and counseling. The ongoing reorganization of the HR department will include the establishment of such a system. It is essential to formalize arrangements for professional retraining, both for staff members eligible for compulsory employment measures and those seeking a second or even third career.</p> <p>Doctoral students also have access to training modules designed to assist them in their employment search.</p> <p>The decree for post-doctoral students includes provisions for "specific support from the institution, no later than 3 months before the end of the contract, aimed at enhancing their scientific career and professional experience and assisting them in finding permanent positions in the public or private sector. Upon request, they will have the opportunity to be interviewed by a career mobility advisor." The university is currently behind schedule in implementing this regulatory requirement.</p>	33/ Action 79: Formalise professional retraining programs.
3-31. Intellectual Property Rights	+/-	Several texts are in place to ensure the protection of intellectual property rights for university researchers, including:	<p>Action 2: Ethics * Communicate on the national charter of ethics for research professions (2015) ratified in 2017 by the university: * Disseminate the charter to all individuals involved in research. * Translate the charter into English.</p>
		<p>-The Intellectual Property Code (national) which governs copyright and intellectual property rights, including those of researchers.</p> <p>-Decree no. 96-858 of October 2, 1996, concerning profit-sharing for certain civil servants and employees of the State and its public institutions.</p> <p>-Decree no. 2005-1217 of September 26, 2005.</p>	<p>Action 3: Scientific integrity * Creating a network of experts in collaboration with the Research Integrity Officer (RIS). * Promoting the utilization of laboratory notebooks. * Promoting the MOOC "Scientific Integrity in Research Professions" (Bordeaux MOOC).</p>

		<p>-Article R611-14-1 of the Intellectual Property Code.</p> <p>-In 2017, the University of Caen Normandie ratified the French Charter for the Ethics of Research Professions (2015), with Article 3 acknowledging that collective work grants each author intellectual property rights.</p> <p>-The Health Ethics Charter and Committee (University of Caen and Caen University Hospital Centre charter), with Article 8 outlining principles governing "the integrity of publications and the signing of articles."</p> <p>-Article 14 of the Doctoral Charter of the COMUE (Community of Universities and Establishments), which governs intellectual property rights for doctoral students.</p> <p>-In 2020, the university adopted a Laboratory Notebooks Charter to formalize and harmonize rules for the proper management of laboratory notebooks, with the aim of pre-establishing evidence of ownership of intellectual property rights. The university's Scientific Integrity Officer (RIS) can address disputes related to intellectual property rights among researchers.</p> <p>Additionally, various services and structures within and outside the institution (such as DRI, Normandie Valorisation, Normandie Incubation, Pepite) provide support for researchers in protecting and developing their rights (see also Article 1-8).</p> <p>However, according to the HRS4R consultation, while research stakeholders indicate they are informed about scientific integrity (over 75%) and possess knowledge of intellectual property rules (over 67%), answers become less certain when delving into more specific details. Therefore, the university must develop training programs to help researchers better understand their rights.</p>	<p>Action 5: Promote a culture of "good practice", raise awareness, and provide training for various actors in ethical and responsible research (ethics, professional conduct, scientific integrity).</p> <p>* Students: Deliver awareness-raising sessions on ethics, information security (IS), and GDPR issues at the Master's level (and in subsequent courses).</p> <p>* Provide training modules (and/or courses) on scientific integrity, professional conduct, ethics, data security, data protection, intellectual property, etc., for all individuals involved in research.</p> <p>* Propose awareness-raising initiatives within Research Units (RUs) covering topics such as GDPR, scientific integrity, data management plans, open science, etc.</p> <p>*Make training in research ethics and open science a mandatory component of doctoral students' training program (as per Article 3 of the Decree of 25 May 2016).</p>
3-32. Co-authorship	+/-	<p>The university adheres to the regulations concerning co-authorship, including those applicable to doctoral students (as mentioned in 3-31 above). Article 14-2 of the doctoral charter specifies that "The doctoral student must be listed as an author or co-author on all publications related to their work." The thesis supervisor and the research unit director commit to the following:</p> <p>-Including the name of the doctoral student as a co-author in all written or oral publications resulting from their work, even after the completion of the doctoral thesis.</p> <p>-Encouraging doctoral students to publish their work, whether independently or as co-authors.</p>	<p>Thematic 2: Deontology-Ethics</p> <p>Action 3: Promote awareness of the national charter of ethics for research professions (2015), which was ratified by the university in 2017.</p> <p>Action 4: Translate the charter into English.</p> <p>Action 5: Enhance the role of the ethics officer at the institutional level by establishing a clear mission statement, defining the scope of responsibilities, and establishing connections with other relevant bodies or ethics officers, particularly CLER and RIS.</p>
			<p>Thematic 3: Scientific integrity</p> <p>Action 6: Establishing a network of experts in collaboration with the Scientific Integrity Officer (RIS).</p> <p>Action 7: Promoting the MOOC "Scientific Integrity in Research Professions" (Bordeaux MOOC).</p> <p>Action 8: Promoting the adoption and utilization of laboratory notebooks.</p>
			<p>Thematic 5: Promote a culture of "good practice," raise awareness, and provide training for various actors in ethical and responsible research (ethics, professional conduct, scientific integrity).</p> <p>Action 14: Students: Conduct awareness-raising sessions on ethics, information security (IS), and GDPR issues at the Master's level (and in subsequent courses).</p> <p>Action 15: Make training in research ethics and open science a mandatory component of doctoral students' training program (as per article 3 of the Decree of 25 May 2016).</p> <p>Action 16: Propose awareness-raising/training initiatives (RGPD, scientific integrity, data management plan, open science, etc.) for those involved in research.</p>
3-33. Teaching	+/-	<p>The University of Caen pays careful attention to ensure that the responsibility of disseminating scientific knowledge through teaching, which falls upon teaching researchers, is not excessive and does not hinder their research activities. The prescribed number of teaching hours adheres to national regulations, and any additional teaching beyond the prescribed hours is appropriately compensated in accordance with the regulations. Teaching, being one of the three core aspects of the teaching-research profession, is taken into consideration in all assessments conducted by the university for bonuses or promotions, along with research activities and administrative responsibilities. To facilitate optimal conditions for young researchers to carry out their research activities, they are granted a one-third workload reduction for the first year. Furthermore, all newly recruited teaching-researchers undergo mandatory teaching training to enhance their teaching practice. Additionally, the University of Caen has established a University Multimedia Teaching Centre to support researchers in their teaching approaches and the integration of digital technology. However, these courses are still voluntary and have not yet been fully integrated into a comprehensive professional development framework.</p>	<p>Thematic 30/ Action 72: Continue efforts to standardise educational processes to clarify roles and responsibilities (including those between CEs and administrative support staff) and enhance operational proficiency.</p>
			<p>Thematic 38: new entrants / young researchers</p> <p>Action 90: Implement a voluntary tutoring / mentoring program for new researchers.</p> <p>Action 91: Develop an induction program for new recruits</p>

		The self-assessment conducted within the community highlighted the need for improvement in the awareness of teaching roles and responsibilities among those involved, including teachers and administrative support staff. There is also variation in practices across different components and departments, which may lead to inequalities and dissatisfaction.	
3-34. Complains/ appeals	-/+	Aware of the need to manage the resolution of potential conflicts among its staff in an impartial and objective manner, the University of Caen is fully committed to establishing procedures aimed at providing any research staff who wish to do so with confidential and informal assistance that will enable them to carry out their work in the best possible conditions. For example, each research unit has an occupational health and safety register that can be used to record reports of psychosocial risks arising from a conflict situation. This type of risk is systematically examined by the CSAE and included in the Document unique d'évaluation des risques professionnels (DUERP). The University of Caen has also set up a listening unit dedicated to sexual and gender-based violence in order to resolve these situations as a matter of priority.	Thematic 6: Develop digital guides encompassing all facets of research (the researcher's ecosystem, ethical and responsible research, working conditions, workplace health and safety, etc.), specifically tailored to the intended audience Action 17: Research unit director's guide . Action 18: Guide for teachers-researchers (FR/GB). Action 19: Guide for Researchers in the engineering and technical, research, and training staff (ITRF) categories (FR/GB).
		Doctoral students at the University of Caen are all monitored by an individual monitoring committee (CSI) composed of researchers who are not involved in the supervision of their thesis. They also receive support from the doctoral schools in the event of a conflict with their thesis director. If mediation organized by the doctoral school fails or in the event of a conflict involving the doctoral school director, two mediators may be called upon, appointed by the institution's Research Committee or Scientific Council, one in the thesis discipline and one in another discipline (doctoral student charter).	Thematic 7/Action 20: Provide a training programme for research unit directors: * Module on integrity, ethics, and professional conduct * Module on recruitment and career development (with a focus on administrative support staff) * Module on team management (including conflict resolution, etc.) * Module on workplace health and safety, working conditions (such as teleworking, night work, recovery periods), etc.
		Finally, for all disputes relating to intellectual property, the university has appointed a scientific integrity officer to investigate and resolve potential conflicts.	Thematic 11: Enhance Health and safety at work Action 26: Dematerialising the RSST Action 27: Drawing up a common risk "repository" for all RUs . Action 28: Redefine the role and missions of the prevention assistant (PA) and improve recognition of these functions. Action 29: Consolidate the network of prevention assistants Action 30: Appoint a prevention assistant in all research structures Action 31: Raise awareness among RUs of the legal obligation to update the DUERP annually, so that they can contribute to it and recommend that RUs present (1/year) the DUERP and RSST at a laboratory meeting/AG. Action 32: Translate into English all regulatory documents relating to health and safety at work.
		However, a self-diagnosis carried out within the community has revealed a general lack of knowledge among the community regarding all these systems and procedures. In addition, there is still room for improvement in the independence of appeals mechanisms from hierarchical channels, despite the fact that the hierarchical relationship is often the source of conflict.	Thematic 28: Equality Plan Action 67: Update and expand the equality charter to become a diversity charter . Action 68: Use repyramidage to achieve a balanced representation of male and female PUs (Professors and Associate Professors) by 2025 . Action 69: Define a representative gender balance at all levels, including doctoral schools and department compositions, when updating the comparative situation report. Action 70: Encourage gender balance in responsibilities by promoting pairs of both male and female individuals.
3-35. Participation in decision- making bodies	++	Under French law, 'researchers' play a major role in the university's decision-making bodies (board of governors, research committee, academic council, social council), which meet several times a year. https://www.unicaen.fr/universite/organisation/decisions-et-conseils/ In addition, all decisions taken by these decision-making bodies are published on the university's intranet site, and each meeting staff receive an e-mail informing them of the publication of the decisions. -The President of the university is a 'researcher' and the management team is largely made up of 'researchers'. -All the research unit directors also meet every 2 months at the Research Unit Directors' Meeting. -Researchers' are also in the majority on the UFR council. -Lastly, researchers are regularly invited to take part in various working groups and are asked to take part in the life of the university via consultations (open science consultation, SAPS consultation, HRS4R, etc.).	No action is proposed.

Focus point 4: Training and Development

<p>4-36. Relation with supervisors</p>	<p align="center">+/-</p>	<p>The relationship between doctoral students and their supervisors is defined by a doctoral charter (Article 4: "...The doctoral student commits to a specific timeframe and work schedule. They have an obligation to their thesis supervisor and doctoral school to provide regular updates on the progress of their thesis and any difficulties encountered. In this regard, they are expected to submit progress reports to their supervisor as required by their subject and present their work at the laboratory's seminars. The thesis supervisor is responsible for regularly monitoring the progress of the work and discussing any potential new directions based on the results obtained so far. It is the supervisor's responsibility to communicate positive feedback, objections, or criticisms to the doctoral student and suggest ways to improve the work...")</p> <p>"The doctoral school oversees the progress of the doctoral student by establishing an individual doctoral student monitoring committee consisting of members independent of the student's thesis supervisor. The committee's role is to ensure the smooth running of the program, evaluate the student's training conditions and research progress through an interview with the doctoral student, provide recommendations, and submit a report on the interview to the doctoral school director, the doctoral student, and the thesis director. It also takes measures to prevent conflicts, discrimination, or harassment and gives an opinion on whether or not the student should be re-registered as a doctoral student after the third year of registration" (Article 8 of the doctoral student charter).</p> <p>Doctoral students also receive support from the doctoral schools in case of conflicts with their thesis director. "If mediation organized by the doctoral school fails or if a conflict involves the director of the doctoral school, two mediators can be appointed by the institution's Research Committee or Scientific Council, one from the thesis discipline and the other from a different discipline" (Article 8 of the doctoral student charter).</p> <p>Furthermore, the Doctoral Schools (ED) have a limit on the number of doctoral students per thesis director to ensure proper supervision of doctoral students.</p> <p>However, it appears that some young researchers may experience feelings of isolation. The university will collaborate with research unit directors to address this issue.</p>	<p>Thematic 37/Action 89: Supervision (young researchers and doctoral students): Conduct an assessment of supervision practices and facilitate a university-wide discussion on the components of effective supervision.</p> <hr/> <p>Thematic 38: new entrants / young researchers Action 90: Implement a voluntary tutoring / mentoring program for new researchers Action 91: Develop an induction program for new recruits</p>
<p>4-37. Supervision and managerial duties</p>	<p align="center">+/-</p>	<p>Within the research units, roles are defined, and each person can refer to another person for administrative matters, in particular: ATER to the department head, PhD students to their thesis director, HDR (habilitation à diriger des recherches) holders to co-supervisors, and IAT to the administrative director. However, teacher-researchers face the challenge of dividing their time between teaching, research, and administrative tasks, which is especially true for directors and their deputies.</p> <p>The relationship between doctoral students and their supervisors is defined by a doctoral charter (see 4-36). Only professors or senior lecturers who have been awarded the "habilitation à diriger des recherches" (HDR) are authorized to supervise a thesis.</p> <p>For young ECs (early career researchers), the CEMU provides support when they take on their teaching duties, while research staff receive internal support from the laboratories.</p> <p>The self-diagnosis revealed that only 58% of the researchers (but 70% of post-docs) who participated in the HRS4R consultation felt that team or project leaders were fulfilling their role of providing professional support and supervision for new researchers. Additionally, 75% of respondents believed that the university should systematically offer specific training courses to laboratory directors when they assume their positions. Young researchers also struggle to identify relevant information and support services.</p> <p>The university aims to enhance support for young researchers by implementing a mentoring system and improving training for supervisors.</p>	<p>Thematic 6: Develop digital guides encompassing all facets of research (the researcher's ecosystem, ethical and responsible research, working conditions, workplace health and safety, etc.), specifically tailored to the intended audience * Research unit director's guide</p> <hr/> <p>Thematic 37/Action 89: Supervision (young researchers and doctoral students): Conduct an assessment of supervision practices and facilitate a university-wide discussion on the components of effective supervision.</p> <hr/> <p>Thematic 38: new entrants / young researchers Action 90: Implement a voluntary tutoring / mentoring program for new researchers Action 91: Develop an induction program for new recruits</p>

<p>4-38. Continuing Professional Development</p>	<p>+/-</p>	<p>National regulations (Decree 2007-1942) provide for the right to lifelong training for all staff, including both permanent and contract employees. This includes training courses, seminars, and leave. According to the HRS4R consultation, 90% of respondents expressed their desire to enhance their skills through various means such as training, workshops, and seminars.</p> <p>Lecturers are entitled to research leave or thematic conversions (CRCT), while "ITRF researchers" have access to a personal training account (CPF). The university publishes an annual training plan that is open to all university staff, including researchers. However, there is room for improvement in the research-specific training offered. Only 49% of the "ITRF researchers" who participated in the HRS4R consultation felt that the provided training adequately met their research needs. Safety training is available throughout the year.</p> <p>Researchers have the opportunity to apply for funding to attend conferences, seminars, and specialized training courses. They can do so by directly contacting their laboratory or reaching out to the university's training department. Staff in joint research units (UMR) can benefit from training courses offered by the CNRS or other organizations. "ITRF researchers" have their training needs identified annually during the professional interview.</p> <p>Under Decree 2021-1450, post-doctoral fellows receive professional support and monitoring, particularly in terms of training. They are entitled to 20 days of training leave during the final year of their contract to prepare for competitions, examinations, selection procedures, skills assessment, and VAE (Validation des Acquis de l'Expérience). Training for doctoral students is provided by the doctoral schools (Comue), and they also have the option to participate in external training courses.</p> <p>Overall, there is a need for the university to improve its range of courses and enrolment procedures. This should be supported by multi-year training plans aligned with the institution's objectives as outlined in its project, with involvement from the research units.</p>	<p>Thematic 5: Promote a culture of "good practice," raise awareness, and provide training for various actors in ethical and responsible research (ethics, professional conduct, scientific integrity). Action 14: Students: Conduct awareness-raising sessions on ethics, information security (IS), and GDPR issues at the Master's level (and in subsequent courses). Action 15: Make training in research ethics and open science a mandatory component of doctoral students' training program (as per article 3 of the Decree of 25 May 2016). Action 16: Propose awareness-raising/training initiatives (RGPD, scientific integrity, data management plan, open science, etc.) for those involved in research.</p> <p>Thematic 7/ Action 20: Provide a training programme for research unit directors: * Module on integrity, ethics, and professional conduct * Module on recruitment and career development (with a focus on administrative support staff) * Module on team management (including conflict resolution, etc.) * Module on workplace health and safety, working conditions (such as teleworking, night work, recovery periods), etc..</p> <p>Thematic 39: Continuing professional development Action 92: Set up a "training for research missions" working group Action 93: Implementing electronic registration for in-house training courses to enable effective monitoring of these courses. Action 94: Providing a training program for UR directors/deputy directors and all managers. Action 95: Enhancing training opportunities for research staff, including administrative support staff, particularly in areas such as project management, languages (business skills), and responding to project calls. Action 96: Improve the range of training courses for the professional integration of doctoral and post-doctoral students Action 97: Improving communication about existing training courses. Action 98: Introducing the national prevention passport.</p>
<p>4-39. Access to research training and continuous development</p>	<p>-/+</p>	<p>See also 4-38.</p> <p>The university has a dedicated training department that proposes a staff training plan each year. All the courses offered are evaluated at the end, but the lack of an electronic registration and monitoring tool limits course management. There is also significant room for improvement in the range of research courses available. Certain needs such as project management, languages, management, and data security are either not covered or insufficiently addressed.</p> <p>Under Decree 2021-1450, post-doctoral fellows benefit from professional support and monitoring measures, particularly in terms of training, as well as the right to 20 days of training leave during the final year of their contract to prepare for competitions, examinations, selection procedures, skills assessment, and VAE.</p> <p>In general, the university needs to enhance its range of courses and improve enrolment procedures. This should be supported by multi-year training plans based on the institution's objectives as outlined in its project, and with collaboration from the research units.</p>	<p>Thematic 4: Raise awareness and provide tools in data security/protection: Action 9: Produce a video on data protection (GDPR) in both French and English. Action 10: Develop a practical sheet on the GDPR approach (in both French and English). Action 11: Create a video on computer encryption. Action 12: Develop a best practice sheet on data security (in both French and English). Action 13: Appoint an Information System Security Officer (ISSO) in all Research Units (RUs).</p> <p>Thematic 5: Promote a culture of "good practice," raise awareness, and provide training for various actors in ethical and responsible research (ethics, professional conduct, scientific integrity). Action 14: Students: Conduct awareness-raising sessions on ethics, information security (IS), and GDPR issues at the Master's level (and in subsequent courses). Action 15: Make training in research ethics and open science a mandatory component of doctoral students' training program (as per article 3 of the Decree of 25 May 2016). Action 16: Propose awareness-raising/training initiatives (RGPD, scientific integrity, data management plan, open science, etc.) for those involved in research.</p> <p>Thematic 7/Action 20: Provide a training programme for research unit directors: * Module on integrity, ethics, and professional conduct * Module on recruitment and career development (with a focus on administrative support staff) * Module on team management (including conflict resolution, etc.) * Module on workplace health and safety, working conditions (such as teleworking, night work, recovery periods), etc..</p> <p>Thematic 39: Continuing professional development Action 92: Set up a "training for research missions" working group Action 93: Implementing electronic registration for in-house training courses to enable effective monitoring of these courses. Action 94: Providing a training program for UR directors/deputy directors and all managers. Action 95: Enhancing training opportunities for research staff, including administrative support staff, particularly in areas such as project management, languages (business skills), and responding to project calls. Action 96: Improve the range of training courses for the professional integration of doctoral and post-doctoral students</p>

			<p>Action 97: Improving communication about existing training courses. Action 98: Introducing the national prevention passport.</p>
<p>4-40. Supervision</p>	<p>-/+</p>	<p>Doctoral students are supervised by their thesis director, who is required to have a research management degree (HDR). Their relationship is governed by the doctoral charter (see also 4-36), which also stipulates that "the doctoral school monitors the doctoral student by establishing an individual doctoral student monitoring committee composed of members who are independent of the doctoral student's supervisor. The committee's role is to ensure the smooth progress of the program, conduct interviews with the doctoral student to evaluate their training conditions and research progress, provide recommendations, and submit a report on the interview to the director of the doctoral school, the doctoral student, and the thesis director. It also takes measures to prevent any form of conflict, discrimination, or harassment, and offers its opinion on whether the doctoral student should be re-registered after the third year of enrollment.</p>	<p>Thematic 37/Action 89: Supervision (young researchers and doctoral students): Conduct an assessment of supervision practices and facilitate a university-wide discussion on the components of effective supervision.</p>
		<p>Currently, there is no designated mentor for newly appointed lecturers. Informal mentoring exists in some research units (RUs). The university aims to experiment with a mentoring system. Additionally, there is already a peer tutoring system in place for "ITRF researchers."</p>	<p>Thematic 38: new entrants / young researchers Action 90: Implement a voluntary tutoring / mentoring program for new researchers Action 91: Develop an induction program for new recruits</p>