

MASTER PLAN

SUSTAINABLE DEVELOPMENT & SOCIAL AND ENVIRONMENTAL RESPONSABILITY



**ADOPTED BY THE
BOARD OF DIRECTORS
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THE PRESIDENT'S EDITORIAL

The University of Caen Normandy is firmly committed to an ambitious approach to sustainable development & social and environmental responsibility (SD&SER). This master plan, the result of collective reflection and informed by the university's various strategic frameworks, reflects our ambition to place the ecological and social transition at the core of our actions.

Driven by the need to address global challenges, the SD&SER approach is also aligned with the national strategy and the effort to obtain the SD&SER label, which will be awarded to our institution in 2023. This label recognises the university's commitment and paves the way for continuous improvement in our practices.

Our approach is based on several major strategic areas, defined as priorities for the university. These will guide the implementation of our actions over the coming years. It is vital for us that SD&SER is integrated into all aspects of university life - from teaching and research activities to campus operations and the daily lives of every member of our university community.

By adopting this plan, the University of Caen Normandy reaffirms its role as a committed actor in the ecological transition towards sustainable development. We are convinced that, together, we have the capacity to innovate and respond to the major ecological and societal challenges that lie ahead.

Lamri ADOUI

INTRODUCTION

A **multidisciplinary** university with **over 31,000 students** across **13 campuses** in six university towns (Alençon-Damigny, Caen, Cherbourg-en-Cotentin, Lisieux, Saint-Lô, and Vire-Normandie), the University of Caen Normandy is a major player and driving force in the development of higher education and research (ESR) in Normandy.

It has been committed to a formalised sustainable development approach for over ten years, with new momentum launched in December 2020 to develop and implement an **ambitious SD&SER policy for the years ahead**. This policy is reflected in the various priorities of the institution's 2022-2027 strategic plan, and in particular in priority 1: "*Building a supportive, sustainable and responsible university - meeting the challenges of transition in all its dimensions*".

The university has become a major player in the ETSD (*Transition écologique pour un développement soutenable* - Ecological transition for sustainable development) within the Higher Education and Research sector, affirming **its commitment to social responsibility by addressing sustainable development issues** and embracing its role **in responding to and anticipating the transitions - and even transformations** - underway in the ecological, energy, digital, and societal fields.

A shared SD&SER assessment, finalised in February 2023, enabled the university to apply for SD&SER certification and to obtain the SD&SER label for four years in June 2023. This label recognises the university's genuine commitment and the implementation of a strategy to address these issues.

In June 2023, the French Ministry of Higher Education and Research (MESR) asked higher education institutions to adopt **a Sustainable Development and Social and Environmental Responsibility Master Plan (SD&SER master plan)** by the end of 2024.

The first part of this document presents the approach adopted to produce the SD&SER master plan for the University of Caen-Normandy, which was carried out in **three phases** between January 2021 (launch of the SD&SER diagnosis) and October 2024 (finalisation and adoption of the plan).

After a brief presentation of the University of Caen Normandy, we will review the expectations and obligations related to SD&SER, and place this SD&SER within a broader regulatory context (international, European, and national) to better understand its requirements.

We then proceed to describe the university's long-standing and ongoing commitment to SD&SER, as well as the main sectoral action plans contributing to the institution's ecological and social transition. We also briefly outline the plans and schemes developed over the past three years, most of which have been subject to consultation with the university community.

Our decarbonisation and energy sobriety trajectory, along with our sustainable biodiversity management trajectory, are then described, followed by a detailed explanation of the three phases of the methodology adopted for the SD&SER, as well as the SD&SER monitoring methods and indicators.

The second part of this document sets out the **six strategic priorities** of the SD&SER, associated with **23 strategic objectives** broken down into **84 actions**.

To learn more, and for details on each of the 23 strategic objectives, readers are invited to refer to the **detailed fact sheets** in the third and final section.

I. PRESENTATION OF THE APPROACH

A. A multi-disciplinary, multi-site university

The University of Caen Normandy is a major player and a driving force in the development of higher education and research in Normandy. The university is a member of the Normandie Université Community of Universities and Institutions (Comue NU).

The University of Caen Normandy is a **multidisciplinary** university offering courses in **five main areas**:

- ✓ Arts, Literature and Languages ;
- ✓ Law, Economics and Management ;
- ✓ Humanities and Social Sciences ;
- ✓ Science, Technology and Health ;
- ✓ Physical and Sports Sciences and Techniques.

The university has **over 33,000 students across 12 departments** (UFRs, schools, and institutes). It offers diplomas that are recognised and regulated by the State, and transferable to many European countries thanks to the LMD (Licence-Master-Doctorat) system. These courses range from Bac+3 to Bac+8 levels and are available as initial, continuing, and work-study programmes.

Historically based in Caen, the University of Caen Normandy has **13 campuses** across six university towns (Alençon-Damigny, Caen, Cherbourg-en-Cotentin, Lisieux, Saint-Lô, and Vire-Normandie) as well as Luc-sur-mer (Coastal Environment Research Centre), located within three different departments of the former Lower Normandy region. Some campuses also include several separate sites, which vary in proximity.

On the 13 campuses located in dense urban centres, either nearby or on the outskirts, **green areas** excluding roads and car parks cover 248,352 m², while the **95 buildings have a gross floor area (GFA) of 283,000 m²** (with a total floor area exceeding 306,000 m²).



The University of Caen Normandy has **41 research units**, including 21 accredited by major organisations (CNRS, INRAE, INSERM, CEA). Research at the University of Caen Normandy covers all disciplinary fields; this **multidisciplinary** approach enriches the entire range of courses offered. Scientific activity is organised around **three federating centres** that encourage collaboration and the pooling of resources:

- ✓ Science and Technology ;
- ✓ Humanities and Social Sciences ;
- ✓ Integrative Biology, Imaging, Health and the Environment.

These clusters are supported by federative structures and technical platforms, most of which hold official accreditation.

To find out more, please visit:

Website: <https://www.unicaen.fr/universite/decouvrir/>

B. SD&SER expectations and obligations

Higher Education and Research (ESR) is a major player in the Ecological Transition for Sustainable Development (ETSD). In June 2023, the French Ministry of Higher Education and Research (MESR) requested that higher education institutions adopt a **Sustainable Development and Social and Environmental Responsibility Master Plan (SD&SER)** by the end of 2024. The MESR has provided a framework document entitled "*Sustainable Development - Social and Environmental Responsibility*" *Master Plan (SD&SER)*" to clarify that this **cross-functional strategic document, which** is the political responsibility of the institution, must :

- ✓ **Actively involve the university's management**, which must support and lead the development of a shared strategic vision with the university's managers and staff;
- ✓ Be defined based on **an identified starting point** and establish a **transformative trajectory** with **milestones**;
- ✓ Be based on **the five axes of the SD&SER reference framework** (SD&SER label evaluation grid);
- ✓ Focus on **three priority themes and objectives**: 1.) decarbonisation of activities with a targeted reduction in the carbon footprint, 2.) energy sobriety with a reduction in energy consumption, 3.) sustainable management of biodiversity and preservation of life;
- ✓ Address **all of the institution's activities**;
- ✓ **Be cross-cutting and cover all relevant elements of existing or in-progress strategic documents**, in order to highlight the institution's strategic vision for its sustainable and responsible transformation (Digital SD, Real Estate SD, Energy SD, Sobriety Plan, Student Life SD, Disability SD, Professional Equality Plan, SPSI, etc.);
- ✓ Implement the objectives and indicators set out in the **"Eco-responsible public services"** circular, which includes a scorecard and roadmap. <https://www.ecologie.gouv.fr/services-publics-ecoresponsables>
- ✓ Be validated before the end of 2024 and submitted to the Ministry of Higher Education and Research.

It should be noted that the SD SD&SER may include a **summary of previous sectoral action plans**, insofar as they contribute to the ecological and social transition of the institutions, particularly in terms of quality of life at work, the fight against discrimination, ethics, science-society relations, property policy, or energy efficiency.

C. Regulatory context

Before going any further, it is important to place this SD&SER Plan within a broader regulatory framework (international, European, and national) in order to better understand what is expected of it, given the potential consequences of global warming and biodiversity collapse. This also highlights the crucial role that Higher Education and Research must play in reducing the ecological, environmental, and energy impact of teaching and research activities. Without aiming to be exhaustive, here are a few examples:

The *17 Sustainable Development Goals* (SDGs), aimed at saving the world, were adopted in 2015 by the United Nations (UN). These goals cover a wide range of areas and constitute **the 2030 Agenda** for States, associating specific targets to be achieved by 2030 with each goal. They were initially defined for States (such as *France's Agenda 2030*), but need to be adapted depending on the level at which they are being implemented. A guide jointly

produced in 2018 by the Conférence des Présidents d'Université (CPU), the Conférence des Grandes Écoles (CGE), CNOUS, MGEN, and the Caisse des Dépôts shows [how the various professions in higher education and research in France contribute to the SDGs](#).

In July 2021, France set out a trajectory for its low-carbon transition, representing the country's contribution to the implementation of the [Green Deal](#) adopted by all EU member states to make Europe the world's leading low-carbon region. Achieving the shared objectives of a 55% reduction in greenhouse gas emissions by 2030 and carbon neutrality by 2050 depends on action by all stakeholders - the State, citizens, local authorities, and businesses - and requires a comprehensive approach across all areas of public policy. This strategy is coordinated by the General Secretariat for Ecological Planning (SGPE).

As part of the State's commitment to [environmentally responsible public services](#), twenty mandatory measures are to be implemented in public institutions. These measures cover staff mobility, more responsible purchasing, reducing energy consumption in public buildings, the elimination of phytopharmaceutical products, the promotion of the circular economy, and the control of the carbon footprint of digital technology.

In November 2022, the Ministry of Higher Education and Research will publish a [Climate-Biodiversity and Ecological Transition Plan](#) for Higher Education and Research, in line with government guidelines. The proposed measures align with the priorities set out in the National Low Carbon Strategy (SNBC), the National Climate Change Adaptation Plan (PNACC), and the National Biodiversity Strategy (SNB). The **24 recommended measures** cover the full scope of the Group's missions and involve all of its operators. This reflects a collective commitment from the higher education and research sector, placing the challenges of the **ecological transition for sustainable development (ETSD)** at the heart of institutional strategies.

In September 2022, the Ministry for the Energy Transition set out an ambitious roadmap through an [energy sobriety plan](#) aimed at reducing energy consumption by 10% over the next two years compared to 2019. For universities, the Ministry of Higher Education and Research's circular of 24 September 2022 outlines the key themes to be addressed, the short-, medium-, and long-term levers for action, as well as the quantitative and/or qualitative targets needed to meet the expected energy reduction objectives.

This sobriety plan also complies with the provisions of Decree no. 2019-711 of 23 July 2019 on the obligation to reduce final energy consumption in tertiary buildings (*known as the Tertiary Decree*), Decree no. 202-887 of 20 July 2020 on the installation of automation and control systems in non-residential buildings and automatic heat regulation (*known as the BACS Decree*), as well as the objectives of France's National Low-Carbon Strategy (SNBC).

Finally, as mentioned above, the French Ministry of Higher Education and Research (MESR) is requesting that higher education institutions draw up a Sustainable Development and Corporate Social Responsibility Master Plan (SD&SER) by the end of 2024.

Finally, let us conclude this regulatory overview by highlighting the essential role played by the scientists of the [Intergovernmental Panel on Climate Change \(IPCC\)](#), established in 2008, and the [Intergovernmental Science-Policy Platform on Biodiversity and Ecosystem Services \(IPBES\)](#), established in 2012 and sometimes referred to as "*the IPCC of biodiversity*". These bodies have been warning us for several years about the potential consequences of global warming and biodiversity loss. They produce reports on the state of scientific, technical, and socio-economic knowledge regarding climate change, its causes, possible impacts, and strategies to address it. This work forms the basis for international negotiations.

At the regional level, it is important to mention the existence of the [Normandy IPCC](#). The Normandy IPCC is made up of regional experts (scientists and specialists) on various issues related to climate and climate change. Its aim is to translate the international IPCC's forecasts for Normandy and to summarise existing local scientific work on the subject (measured data and projections up to 2050-2100). These forecasts are intended to help prepare for the impacts of climate change and to ensure that the region, its stakeholders, and its inhabitants are ready. The IPCC in Normandy enables the regionalisation of scientific and technical knowledge and its dissemination to regional stakeholders and the general public, so that everyone can anticipate climate change and take the necessary actions to adapt to or mitigate it. A teacher-researcher from the University of Caen Normandy co-chairs this "Normandy IPCC", and eight researchers from our institution are members of the expert group.

D. A long-standing and ongoing commitment by the university

In May 2013, the University of Caen Normandie committed to a formalised sustainable development approach (Green Plan). A shared diagnosis, conducted with internal and external stakeholders and finalised in September 2014, outlined the **SD&SER strategy based on the nine challenges of the Green Plan, including a short-, medium, and long-term action plan.**

In December 2020, new momentum was given to SD&SER to develop and monitor an **ambitious SD&SER policy for the coming years.** The aim was to conduct an objective assessment of the actions already undertaken (diagnosis) and to set ambitious yet realistic objectives in order to make a stronger commitment to the ecological, energy, environmental, societal, and digital transitions. This led to the joint SD&SER diagnosis (322 pages), finalised in February 2023 and approved by the Board of Directors on 10 March 2023, which enabled the university to obtain the **SD&SER label** in June 2023 for a period of four years.

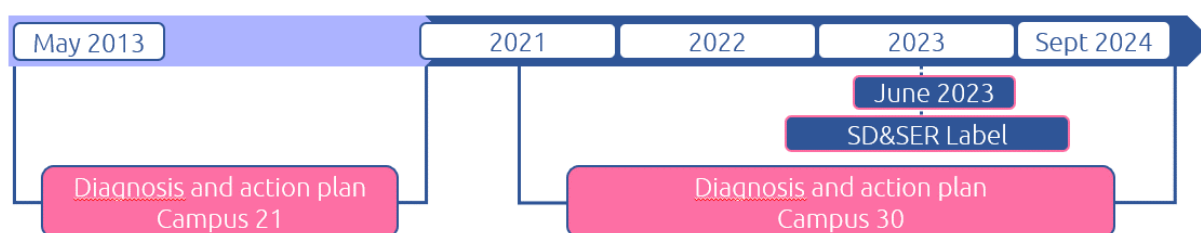


Figure 1: Timeline from March 2013 to September 2024

This label certifies the commitment to and implementation of a strategy within higher education institutions and serves, in a way, as a **compass guiding them along the path towards making a significant impact on the** major challenges of sustainable development and social responsibility – such as ecological, energy, environmental, societal, digital transitions. Therefore, this label is not an end in itself but rather a recognition of the efforts made and an encouragement to continue striving to **be exemplary** in these areas of transition.

The university is thus affirming **its commitment to social responsibility by addressing sustainable development issues**, as well as the role it must play in **anticipating and managing the transitions and transformations** underway in the ecological, energy, digital, and societal fields. In particular, the university intends to strengthen the ties between members of the community by focusing on various aspects of quality of life and working conditions on our campuses. These include diverse initiatives such as the creation of a student health centre, the adoption of a mobility plan, the reduction of greenhouse gas emissions, developing skills in low-carbon energy sectors, maintaining a constructive social dialogue conducive to addressing health and safety at work, promoting equality and combatting violence against women, implementing participatory approaches, renovating its Intranet site, etc.

This SD&SER commitment is reflected in the **institution's contract (2022-2027)**, which is divided into **seven strategic areas**:

- ✓ Area 1 - Building a supportive, sustainable, and responsible university: responding to the challenges of transitions in all their dimensions;
- ✓ Area 2 - Promoting excellence and visibility in research;
- ✓ Area 3 - Diversifying and securing training pathways, experimenting and innovating to anticipate the skills and professions of the future;
- ✓ Area 4 - Putting student success at the heart of our actions;
- ✓ Area 5 - Playing a major role in regional development;
- ✓ Area 6 - Developing European and international ambitions;
- ✓ Area 7 - Steering and sharing the strategy to equip ourselves with the means to achieve our ambitions.

To find out more: [2022-2027 institutional project](#)

E. Master plans, strategic plans, and labels contributing to ETSD

In order to structure its actions over time, the University of Caen Normandy is developing master plans and strategic roadmaps to complement its institutional project. Below is a list of **the main sector-specific action plans** that support the institution's ecological and social transition.

<https://www.unicaen.fr/universite/axes-strategiques-et-grands-projets/documents-de-reference/schemas-directeurs-plans-strategiques/>

Table 1: Sector-specific action plans contributing to the institution's ecological and social transition

WITH THE MINISTRY (MESRI)	Period	Status
Institutional contract (adopted by the Board of Directors on 10 March 2023)	2022-2027	In progress
Contract of Objectives, Means and Performance (COMP)	2024-2026	Under development
AT THE INSTITUTION'S LEVEL	Period	Status
Institutional project	2022-2027	Adopted/ In progress
Energy efficiency plan	2022-2024	Adopted/ In progress
Student life master plan	2023-2027	Adopted/ In progress
Mobility plan	2024-2029	Adopted/ In progress
Workplace gender equality plan	2021-2024	Approved / Under review. New plan to be adopted in 2025
Equality Action Plan	2025-2027	Under development
Charter to combat sexism, gender discrimination and sexual violence	> 2024	Adopted/ In progress
Information system and digital master plan (SDSIN)	2021-2024	Adopted/ In progress
Multi-annual real estate strategy plan / Energy master plan	2023-2028	Under review by the Ministry
Disability master plan	2015-2020	Under revision: adoption expected in Q1 2025
Quality master plan		Under development; target early 2025

The plans and schemes developed over the last three years, most of which have involved consultation with the university community, are briefly outlined in the box below.

Energy efficiency plan (December 2022)

In September 2022, the MESR (Ministry of Higher Education and Research) requested development of an energy efficiency plan to reduce energy consumption by 10% over the next two years compared with 2019. This energy sobriety plan was prepared following a consultation phase with the university community, incorporating feedback from sustainable development (SD) referents and in-depth feasibility studies conducted with various departments. This plan sets out actions to be implemented by the end of 2024 in the following key areas: training and awareness, research, buildings, procurement, digital, mobility, and work organisation. This document is fully aligned with our institution's sustainable and responsible approach, as the University of Caen has long implemented various measures aimed at reducing its energy consumption. For example, over the last 10 years, our energy use has decreased by 10% on a like-for-like basis (see *our decarbonisation trajectory*).

The energy efficiency plan was unanimously approved by the Board of Directors on 14 December 2022.

To find out more: [Energy efficiency plan](#)

Student Life Master Plan (SDVE) 2023-2027

The University of Caen Normandie's SDVE is intended as a set of proposals based on the missions of the university's student life departments, the involvement of academic departments that deliver the range of courses on offer, and cooperation with its partners - local authorities, State operators (CROUS Normandie, Normandy Regional Health Agency (ARS), and supervisory bodies (Rectorat, Comue)).

The institution is firmly committed to leading and overseeing this SDVE, as demonstrated by the appointment in June 2022 of a Deputy Director General of Services for training and student life, and the recruitment in April 2023 of a project manager tasked with establishing a student life office by September 2023. The following **two strategic areas** are therefore proposed:

- **Axis 1: A university** that facilitates daily life, based on eight measures aimed at informing students of their rights and making it easier to access all the operators and services involved in accommodation, catering, health, the allocation of multipurpose spaces, and time management - from daily organisation to year-round planning – as well as social support.

- **Axis 2: A university** that enriches student life, based on four measures that promote cultural, artistic, and sporting activities. These initiatives enable students to discover and participate in new experiences, engage in community life, and broaden their horizons through a diverse range of opportunities.

The SDVE was presented to the Training and University Life Committee (CFVU) on 28 June 2023, and subsequently to the Board of Directors (CA) on 11 July 2023.

Find out more: [Student Life Master Plan \(2023-2027\)](#)

Mobility Plan (PDM): Placing mobility at the heart of actions to reduce greenhouse gas emissions (2024-2029)

The University of Caen Normandie's mobility plan identifies the needs expressed by the university community and proposes a roadmap for implementing projects targeting the main modes of transport, with the aim of reducing private car use.

The mobility plan began with an assessment of the university community's travel habits, as well as the tools and infrastructures already in place to encourage the use of soft mobility (bike shelters, sustainable mobility passes, etc.). This study covers all 13 university sites and involves the entire community (staff and students). It has been conducted in collaboration with the university community, associations promoting soft and alternative modes of transport, and the technical departments of the mobility organising authorities (AOMs) of the various conurbations, urban communities, groups of municipalities, or intercommunal bodies that have assumed responsibility for mobility in 2019 (Caen la mer, Cherbourg-en-Cotentin, etc.).

This assessment is complemented by an **action plan** comprising **26 measures**, each presented in the form of a fact sheet, with indicators of economic feasibility and implementation, along with one or more associated performance indicators. These actions will be implemented over the next five years.

The PDM was presented to the Comité Social d'Administration d'Etablissement (CSAE) on 20 February 2024 and approved by the Board of Directors (BD) on 12 March 2024.

Find out more: [Mobility Plan \(2024-2029\)](#)

Information systems and digital master plan (2021-2024)

The University of Caen Normandy's digital and information systems master plan (SDSIN) is structured around **five main focus areas**:

Area 1: Governance, digital policy, and security;

Area 2: Information systems and digital services;

Area 3: Digital technology for teaching and learning;

Area 4: Digital technology for research;

Area 5: Digital services for administration;

A strategic digital committee, composed of the Vice-President of the Board of Directors, the Vice-President for Digital, the General Services Department, and the IT Department, meets quarterly to monitor the plan and propose any necessary adjustments.

Find out more: [Digital Master Plan \(2021-2024\)](#)

Gender equality plan (2021-2024)

The 2021-2024 multi-year plan for professional equality between women and men, approved by the Board of Directors (BoD) in March 2021, is structured around **five key areas**, of which areas 2 to 5 are mandatory: Implementing effective governance and policies on gender equality (area 1); Assessing and addressing pay gaps between women and men (area 2); Ensuring equal access for women and men to decision-making bodies, grades, and positions (area 3); Promoting a balance between professional, personal, and family life (area 4); Preventing and addressing discrimination, violence, and harassment (area 5). This plan has led to the implementation of university-wide actions, such as:

- ✓ The creation of a reporting and counselling unit open to all members of the university community who are victims or witnesses of sexist or sexual violence
- ✓ The establishment of a governance framework for equality issues, beginning with a joint vice-presidency for equality, parity, and civic life;
- ✓ The creation of an Equality Commission, a consultative body composed of representatives from all faculties and departments

At the same time, initiatives have been undertaken at the level of faculties, research units, or associations, focusing on training, research, or raising awareness of equality-related issues. While significant progress has been made in terms of gender equality at the University of Caen Normandy, it remains essential to stay on course towards full and genuine equality.

Gender Equality Action Plan (2025-2027)

The University of Caen Normandy sought to take advantage of the renewal of its gender equality plan to adopt a more ambitious approach aimed at ensuring equality in all its dimensions and extending it to include the fight against all forms of discrimination and the promotion of diversity, involving the entire community - staff and students alike. Action '0' therefore consists of initiating a process to obtain the 'Diversity' and 'Professional Equality' labels, with the aim of integrating the principles of gender equality, non-discrimination, and the promotion of diversity into all the university's operations, practices, and actions.

The plan comprises **seven areas**. The first four are mandatory: analysis and correction of pay gaps between women and men (axis 1); equal access to committees, grades, and responsibilities (axis 2); work-life balance (axis 3); and the fight against discrimination, violence, moral or sexual harassment, and sexist behaviour (axis 4). In addition to these four mandatory areas, the University of Caen Normandy intends to add 3 additional areas, directly linked to its public service missions in education and research: promoting the development of research

and training on issues of equality and the fight against discrimination (area 5); ensuring student equality (area 6); and, finally, strengthening its overall governance in matters of equality and diversity (area 7).

Charter for the prevention of sexism, gender discrimination, and sexual violence

The "Charter for the prevention of sexism, gender discrimination, and sexual violence" was drafted by the Equality Commission between September 2021 and December 2023, before being approved by the CSAE on 20 February 2024 and by the Board of Directors on 12 March 2024. This charter replaces the previous "Gender Equality Charter" adopted in 2016. It consists of 11 articles, outlines the progress made and the measures implemented, and represents a commitment by the entire university community.

More specifically, it affirms the University of Caen Normandy's strong commitment to taking concrete and effective action on various facets of the problem, addressing all manifestations - from the seemingly most innocuous (remarks, sexist humour) to the most serious (discrimination, sexual violence, and harassment).

It is appended to the internal regulations of the University of Caen Normandy, published on its website, and displayed in each of its departments and faculties.

For the sake of completeness, we should also mention **the labels** that acknowledge our actions in support of the university's ecological and social transition:



To find out more: <https://www.unicaen.fr/>

F. Our decarbonisation and energy sobriety trajectory

1) National carbon and energy reduction targets

France's national targets are defined by the National Low-Carbon Strategy (SNBC), introduced by the law of 17 August 2015 on the energy transition for green growth. They are set out in the following provisions:

- ✓ Decree no. 2019-711 of 23 July 2019 on obligations to reduce final energy consumption in tertiary buildings, known as the [tertiary decree](#). The decree implements article 175 of law no. 2018-1021 of 23 November 2018 on the evolution of housing, development, and digital technology (ELAN law). The tertiary decree establishes *Éco Énergie Tertiaire* (EET), which requires a gradual reduction in energy consumption in tertiary buildings to combat climate change. EET is a regulatory obligation that commits all stakeholders in the tertiary sector to energy efficiency. It requires all commercial buildings to reduce their final energy consumption by at least -40% by 2030, -50% by 2040, and -60% by 2050 (compared with 2010 levels). Annual reporting via the OPERAT online platform enables progress in energy savings to be measured;
- ✓ Decree no. 202-887 of 20 July 2020 on the installation of automation and control systems in non-residential buildings and automatic heat regulation, known as the [BACS decree](#).

The EC Law No. 2019-1147 of 8 November 2019 on Energy and Climate sets ambitious targets for France's climate and energy policy. It establishes a goal of carbon neutrality by 2050 to address the climate emergency and the Paris Agreement commitments. To strengthen the coherence of energy and climate objectives, the law reiterates the **carbon neutrality target by 2050**. This objective, which is more ambitious than the "factor 4" target, will be achieved by reducing greenhouse gas emissions by more than sixfold compared with 1990 levels.

2) Carbon footprint: a tool for tracking our decarbonisation trajectory

Following an initial carbon assessment conducted in 2016 on scopes 1 and 2, the University of Caen Normandy carried out its first **full carbon assessment in 2023**, covering all the greenhouse gas (GHG) emission categories identified by ADEME (100% of direct and indirect emissions).

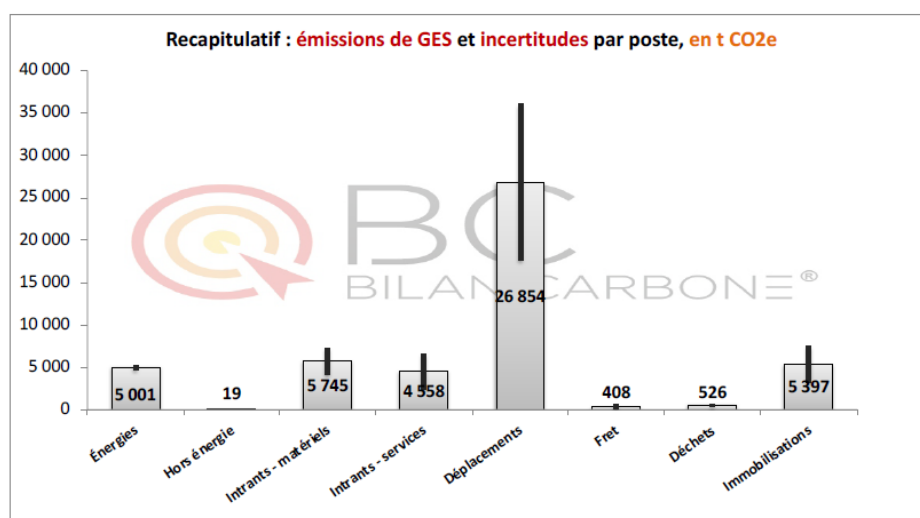


Figure 2: GHG emissions and uncertainties by item for 2022 (source: carbon footprint, 2022)

Based on 2022 data, the results have been published on the [Bilan GES platform](#). This document serves as a benchmark for assessing the impact of future policies and changes in the university's carbon footprint in the coming years.

In 2022, all activities of the University of Caen Normandy generated emissions totalling 46,125 tonnes of CO₂ equivalent - or 17 t CO₂e per full-time equivalent (FTE) employee and 1.6 t CO₂e per student. Travel was the largest source of emissions, accounting for 26,854 t CO₂e (58% of the total).

In relation to the **national energy policy aiming to reduce** greenhouse gas (GHG) emissions by 40% between 1990 and 2030, and to achieve carbon neutrality by 2050 by cutting emissions by a factor of more than six between 1990 and 2050, our situation is as follows:

- ✓ By measuring all of its GHG emissions (both direct and indirect), the University of Caen Normandy is one of the few institutions that fully understands its total environmental impact;
- ✓ To meet the reduction targets, future actions should be guided by the following emissions hierarchy;
- ✓ With a 31% reduction in GHG emissions since 2016 within the former scope of the GHG assessment (Scopes 1 and 2), the institution has nearly reached its initial 2030 GHG reduction target;
- ✓ In line with **the CO2 reduction targets** set by the Energy Transition Act, the expected reductions should be approximately:
 - ✓ 6% per year, representing a reduction target of 2,767 t CO2e for the following year;
 - ✓ 40% by 2030, meaning emissions should be limited to 27,675 t CO2e;
 - ✓ A factor greater than 6 by 2050, with a maximum emission level of 7,687 t CO2e.

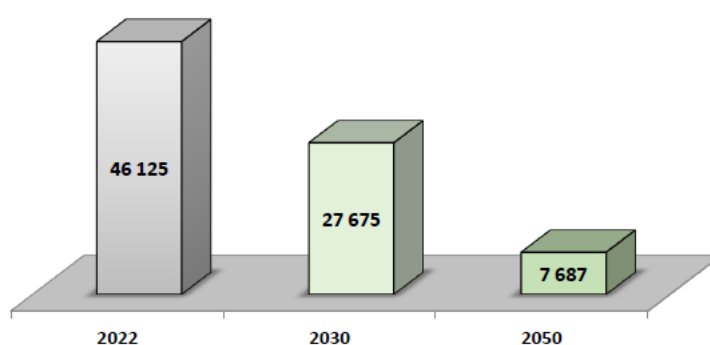


Figure 3: GHG emissions trajectory for the University of Caen Normandy, with targets for 2030 and 2050 (Source: Carbon footprint, 2022)

Reduction efforts will need to focus on the six specific emission sources with the highest outputs in order to identify the most effective levers for realistically achieving these targets (see transition plan).

3) Our targets for reducing energy consumption

Between 2016 and 2022, the university achieved a significant reduction in energy consumption of over 20% (equivalent to 9,203 MWh), leading to a decrease in energy-related greenhouse gas emissions of 2,309 t CO2e - a reduction of more than 30%. These figures **confirm that the University is on the right track in reducing its energy consumption, in line with the national energy policy**, which aims to cut final energy consumption by 50% by 2050 compared to the 2012 baseline, with intermediate targets of approximately 7% by 2023 and 20% by 2030.

As a result, with overall energy consumption down 22% on a like-for-like basis since 2016 (i.e. 9,203 MWh less), **the University has genuinely implemented a policy of energy sobriety** and has already met the interim reduction target of 20%.

On the other hand, the possibility of achieving the reduction targets (-40% by 2030, -50% by 2040, and -60% by 2050 compared to 2010) must be assessed in light of the current state of the building stock, the financial capacity for investment in energy renovation works, and the potential for rationalising or even reducing surface areas and optimising usage (see objective 4.2.).

4) Levers for reducing energy consumption and greenhouse gas emissions

The University of Caen Normandy is employing several levers to reduce its energy consumption and greenhouse gas emissions. These include, but are not limited to:

The C1 biomass heating plant

Since autumn 2023, Campus 1 has been supplied by a heating network powered by a new biomass boiler installed in the former CHP building, which was renovated in 2022/2023 as part of the France Relance programme. The purpose of this new 2.3 MW boiler plant, combined with the existing gas boilers, is to supply heat to the newly redesigned network on Campus 1, which has been completely overhauled to improve heat distribution to the substations that deliver heat to the buildings. The project was financed with a budget of €8,777,500.

To complement this operation, a CMMS (computerised maintenance management system) has been deployed to manage all HVAC installations across all the university's sites. This software solution was developed specifically for the university, based on its own specifications. It incorporates a BIM GEM module (management, operation, and maintenance using 3D digital modelling), enabling buildings with a digital twin (Building B, the CREC marine station, and the 365340 biomass heating plant) to be operated using this protocol.

In addition, the France Relance plan has enabled the replacement of 2,000 thermostatic valves on Campus 1 to optimise the regulation of each room concerned.

Connection to the urban heating network (RCU)

In 2023, the urban community of Caen la Mer appointed a company under a public service delegation to extend its urban heating network connected to the household waste incineration plant. The university has been identified as a potential candidate for connection to this heating network for campuses 2, 4, and 5. Technical discussions are currently underway with the delegated company to confirm the technical and financial feasibility of these connections.

Electric vehicle charging infrastructure (IRVE)

The university has deepened its territorial approach to energy management by taking into account the LOM law (Loi d'Orientation des Mobilités) n°2019-1428 of 24 December 2019. This law stipulates that by ¹January 2025, all non-residential buildings with a car park of more than 20 spaces must have at least one charging point for electric and rechargeable hybrid vehicles in a space large enough to allow access for people with reduced mobility. The same buildings must have one additional charging point for every 20 extra spaces. This obligation also applies to mixed-use buildings, i.e., those combining residential and non-residential functions, where more than 20 parking spaces are intended for non-residential use.

As a result, the university has launched a feasibility study into the installation of IRVE charging points across all its sites. The study concludes that 120 IRVE terminals should be deployed over a four-year period, at a total cost of €1.3m (excluding VAT). The university will therefore include this project in its capital expenditure budget, with the first phase scheduled for late 2024 or 2025, depending on the institution's own financial resources or the availability of funding through a specific call for tenders or the contract of objectives, resources, and performance currently under discussion with the MESRI.

Opportunities for developing renewable energy production

As part of French law n° 2023-175 of 10 March 2023 on accelerating the production of renewable energy, known as the APER law, the university plans to commission **a study of its solar potential** in order to explore the production of energy from solar panels (rooftop panels, car park canopies, cycle shelter coverings, etc.).

In conclusion, given the current condition of our buildings, reducing greenhouse gas emissions requires major renovation programmes, which remain the most effective way to achieve the targeted energy savings (e.g., renovation of building envelopes, external joinery, internal distribution networks, etc.).

G. Our path to sustainable biodiversity management

The University of Caen Normandy is engaged at multiple levels in implementing its biodiversity policy. Several projects and partnerships have already been established to this end. A biodiversity charter is in place, and the university has been a member of the Établissement public de coopération environnementale "Conservatoire botanique de Normandie" (EPCE CBN) since July 2023.

On some of its 13 campuses, the biodiversity inventory has been partially completed, covering 52% of the areas to date. The inventory was drawn up by the institution's students, who were able to directly apply the knowledge and skills they had acquired during their training.

"Good practice" in the management of green spaces was introduced in 2009. This led to the creation of numerous late-mowing zones across various campuses, with the total area increasing from 5,100 m² in 2009 to 11,800 m² in 2012 and 33,320 m² in 2022. Mowing is carried out in winter to optimise biodiversity in these areas.

From 2012 onwards, the maintenance of lawns, hedges, trees, shrubs, flowerbeds, and mineral surfaces across all our sites has been carried out with the aim of using 0% pesticides and ensuring that 100% of green spaces are managed in an environmentally friendly manner. To protect wildlife, pruning of trees and shrubs, as well as hedge trimming, is conducted outside the nesting and breeding periods (around 15 March to 31 July), and outside the flowering period to allow insects to forage and birds to find berries. Similarly, when replanting or planting to replace vegetation and to support the renewal of the tree population, regional species are preferred.

The University of Caen Normandy has been working for several years with a range of partners (local authorities, conservatories, working groups, Dreal, ANBDD, etc.) to preserve biodiversity in Normandy. Research also plays a major role in this territorial impact, through dedicated research units and local, national, and European projects.

H. Methodology used to produce the SD&SER

Our SD&CRS strategy has been prepared on the basis of various existing schemes and plans (see above), and in particular the shared SD&SER diagnosis (322 pages) finalised in February 2023 and approved by the Board of Directors on 10 March 2023, which enabled the university to obtain the **SD&SER label** in June 2023 for a period of four years.

The **various milestones** (working groups, surveys, consultations, etc.) have made it possible to involve our community and the relevant councils concerned as widely as possible in a **collective co-construction** process for this SD&SER strategy. As a result, our SD&SER strategy (Figure 4) was developed between January 2021 (launch of the SD&SER diagnosis) and October 2024 (finalisation and adoption of the strategy) in **three distinct phases**:

1. SD&SER diagnostic phase
2. Reflection and experience-sharing phase on SD&SER
3. Transition phase from the SD&SER diagnosis to the SD&SER strategy.

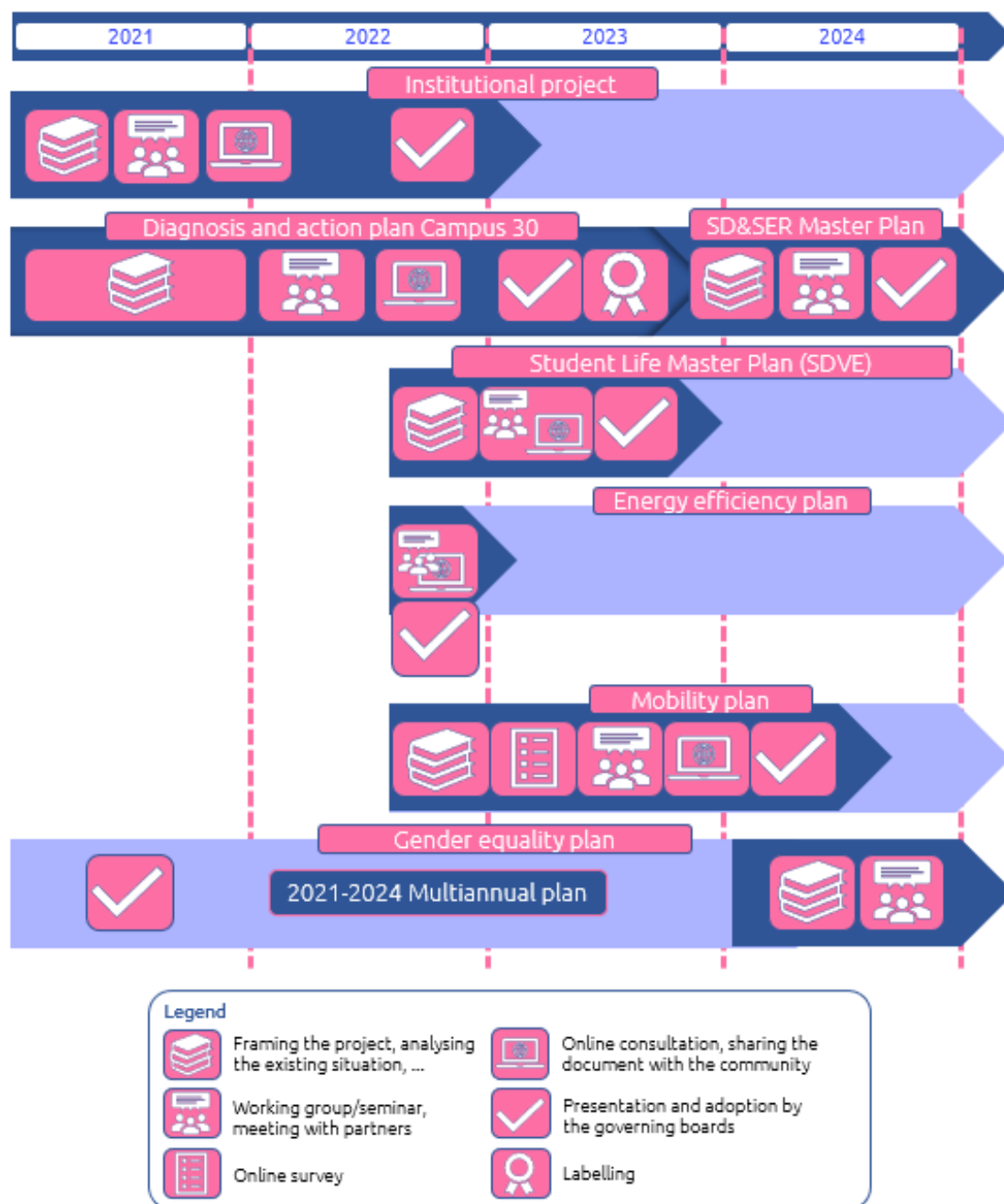


Figure 4: Timeline of the stages in the development of the SD&SER strategy and the main other plans for the period 2021-2024.

1) **SD&SER diagnostic phase (Jan. 2021-Feb. 2023)**

The diagnosis was conducted based on a self-assessment using surveys, questionnaires, individual interviews, and panel discussions with stakeholders, with the support of the university's SD coordinators. This process involved, on the one hand, the university's faculties, departments, and research units, and on the other, various external stakeholders from outside the school (Crous, partner institutions, local authority technical services, etc.). **Working groups** proposed and prioritised actions. Student associations, as well as students and their teachers, were invited to carry out inventories and surveys.

Proposals from the university community have also been incorporated into this shared diagnosis. These proposals were formulated :

- ✓ During the **online consultations** for the preparation of the 2022-2027 institution project in July 2021 and for the implementation of the sobriety plan in autumn 2022;
- ✓ On the **compiled diagnosis** published online from 10 to 28 February 2023.

To find out more: [SD&SER diagnosis](#)

The SD&SER framework is divided into **five areas** (strategy and governance, education and training, research and innovation, environmental management, and social policy), which are further broken down into **18 strategic variables** and **55 operational variables**.

The diagnosis enabled us to assign a score to each strategic and operational variable. It is important to bear in mind that taking actions that are more or less individualised does not necessarily mean we have reached level 3 (compliance) if there is no formalised plan (master plan, incentive scheme, commitment charter, etc.). Our assessment was based on the **seven priorities of the 2022-2027 institutional project**, which also include SD&SER, thereby formalising the institution's SD&SER commitment.

The diagnosis revealed that **14 variables** out of the 18 strategic variables were at level 3 (compliance).

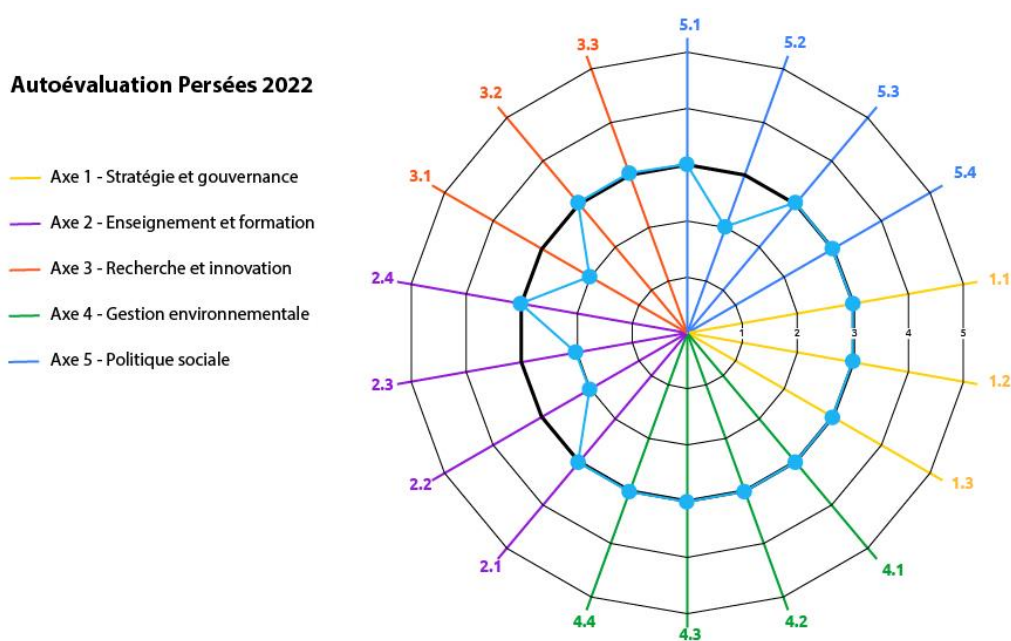


Figure 5: Self-assessment of the five areas of the SD&SER reference framework, 2022

Targets were then set for each strategic and operational variable in the reference framework, with the aim of consolidating the level already achieved and reaching the next level as part of a continuous improvement process. **An action plan** comprising **208 actions** was proposed, indicating that these actions could be implemented through an SD&SER master plan scheduled for the short term (1-2 years).

2) Reflection and experience-sharing phase on SD&SER master plans

The receipt of the MESR's framework document on SD&SER expectations in June 2023 was followed by a period of internal reflection on the methodology to adopt and the sharing of experiences among various higher education and research stakeholders. This framework document was shared with the management team and discussed at the back-to-school seminar on 28 August 2023. Throughout 2024, we took part in several seminars and web conferences on the methodologies and strategies adopted by various universities and institutions in preparing their SD&SER plans. These included, but were not limited to:

- ✓ Several meetings organised in 2024 by the VP-Trees association, featuring presentations of strategies adopted by different institutions;
- ✓ A support seminar on implementing SD&SER in Higher Education and Research (Sorbonne University), organised by the VP TREES Association, AMUE, and France Université (2 April);
- ✓ A series of web conferences organised by Amue and France Université to share experiences on SD&SER master plans, including those of: Clermont Auvergne University (28 May), Troyes University of Technology (31 May), Polytechnique University Hauts-de-France (24 June), and Avignon University (30 August).

This phase of reflection and experience-sharing enabled us to validate our methodology for developing our SD and to proceed with selecting the strategic objectives and associated actions to be included in it.

3) Transition phase from the SD&SER diagnosis to the SD&SER master plan

Based on the MESR recommendations regarding the expectations for the SD&SER, we used our SD&SER diagnosis and its action plan to **select the strategic objectives and associated actions to be included in our SD**. In fact, between the finalisation of this shared diagnosis (February 2023) and June 2024, some short-term actions had already been implemented, while others proved to be more operational in nature and did not need to be included in the SD.

This selection was made during a **workshop** held on 24 June 2024, organised by the Campus 30 mission with support from the DAPAC, and attended by the entire extended management team (President, Institutional Vice-Presidents, Delegate Vice-Presidents, DGS, and DGS-A).



Extended Management Team Workshop (24 June 2024)

This workshop was conducted in **three successive phases**:

Phase 1 - Categorisation of actions from the SD&SER diagnosis: The participants were divided into five groups, each corresponding to one of the five axes of the SD&SER reference framework. Each group then selected actions from the Campus 30 diagnosis, categorised into three groups: Unavoidable for the SD, To be debated, and Not necessary for the SD. A group leader designated for each area presented their group's choices and the reasoning behind them to the other groups.

Phase 2 - Going further: What have we forgotten? Participants were given the opportunity to add actions they felt were missing from the five themes. The proposals could be new or derived from other ongoing projects (equality plan, SD handicap, SDVE, etc.).

Phase 3 - Prioritising actions: The participants were then invited to express their priorities for action along with the associated strategic objectives.

Following this workshop, a summary document (the first version of the SD) was shared with the extended management team to refine the strategic objectives and associated actions to be ultimately retained by axis in the SD&SER master plan - particularly in alignment with the 2022-2027 establishment project- allowing everyone to review and amend the summary. A review of this dossier, followed by discussions at the weekly management team meetings in September 2024, enabled us to consolidate the general structure of our SD, allowing us to draw up descriptive sheets for each strategic objective and select the relevant indicators to ensure the SD is properly monitored and implemented.

Bilateral meetings have been organised to address specific issues.

After several iterations and incorporating suggestions, the drafting of the document and fact sheets was completed by the end of September 2024.

I. Governance and monitoring of the SD&SER master plan and indicators

Our SD&SER master plan is overseen and monitored by both a transition steering committee and an operational committee.

1) Political support

Since 2021, the "Campus 30 sustainable development" mission has had a steering committee (Copil DD). It meets once or twice a year to provide its opinion on actions to be undertaken and those in progress (SD&SER diagnosis, sobriety plan, mobility plan, etc.). This SD Copil has been transformed into a **Transitions Copil**. The role of this Copil is to steer the policy and monitor the six areas defined in the SD&SER. The Copil is composed as follows:

- ✓ President or their representative;
- ✓ Vice-President of the Board, CFVU, and CR;
- ✓ Deputy Vice Presidents for DDRS, Equality, and Heritage;
- ✓ Director General of Services and DSG-A;
- ✓ Mission Campus 30;
- ✓ A representative of the socio-economic sector.

The Transitions Copil will meet once or twice a year to monitor the actions taken and planned, and to prepare an annual review of the master plan. The **Transitions Copil** is supported by an **operational committee**.

2) Administrative support and operational monitoring

Administrative management is carried out at the highest level of the university in order to ensure the effective continuation of the trajectory, either directly by the DGS and the DGSAs, with the support of the Campus 30 mission.

An **operational transitions committee** has been established to implement the SD&SER. This committee is composed of the Director General of Services and the main contributing departments:

- ✓ DGS and/or DGS-A;
- ✓ Mission Campus 30;
- ✓ All central services;
- ✓ Contributing shared services.

The operational transitions committee will meet several times a year to establish operational monitoring and adjust actions as needed, while respecting the objectives defined in this master plan.

If necessary, more focused **thematic working groups** involving the **SD coordinators** will be set up for each area or objective of the SD&SER. Wherever possible, they will consist of political and operational pairs (VP/Department). These groups will help define the operational actions to be implemented during the academic year and, if necessary, establish a provisional timetable.

3) Indicators

To ensure consistency with the existing system, the indicators included in the SD&SER are drawn from the master plans and action plans already adopted by the university. These indicators align with the objectives set at the national level. Each department responsible for the strategic document(s) is tasked with producing the deliverables and monitoring the indicators.

As part of its commitment to the SD&SER label, Mission Campus 30 has undertaken to monitor the indicators set out in the SD&SER reference framework. These indicators are reported to CIRSES, the organisation responsible for the SD&SER Label, during the certification process and mid-term evaluation. Since Mission Campus 30 has overseen the development of this master plan, it also undertakes to coordinate the monitoring of the indicators associated with the SD&SER.

In addition, the university plans to acquire software to monitor the various adopted schemes. This software will facilitate the tracking of indicators and the extraction of relevant data. It will be managed by the Steering Support and Continuous Improvement Department (DAPAC).

4) Communication of results

As specified by the Ministry of Higher Education and Research (MESR), the multi-annual contractual framework includes an SD&SER component that this master plan seeks to implement effectively. Sharing the results with the MESR, as well as with public authorities such as HCERES, is essential to demonstrate the institution's commitment to these transition issues and its compliance with established national objective. Accordingly, an annual report will be prepared and presented to the university's board of governors, then submitted to the MESR as a priority. The annual report may also be included when applying for various labels. Finally, this report will be communicated to the university community and made available for consultation on the university's website. Some indicators may also be incorporated into the annual '*Figures and Indicators*' brochure.

J. Conclusion

Since 2021, the university has been developing its SD&SER strategy based on structured and recognised elements that have been made consistent (such as the self-assessment conducted with the national benchmark leading to the shared SD&SER diagnosis, the institutional project, the sobriety plan, the mobility plan, the SDVE, etc.). Our SD&SER is therefore the fruit of a **lengthy process of collective co-construction**, involving **several key stages** (working groups, surveys, consultations, etc.) that have allowed us to engage our community and the relevant boards as broadly as possible.

For each of the selected areas and strategic objectives, our SD&SER helps illustrate the institution's strategic vision for **its sustainable and responsible transformation**, demonstrating coherence and alignment with various existing documents (charters, plans, etc.) while addressing the expectations of the MESR, particularly regarding the **three priority themes and objectives**: 1.) **decarbonisation** of activities with targeted reduction of the carbon footprint; 2.) **energy sobriety** through reduced energy consumption; 3.) sustainable management of **biodiversity** and **preservation of living organisms**.

The SD&SER was presented to the CSAE on October 4, 2024, to the CAC on October 15, 2024, and to the Board of Directors on October 18, 2024, and was adopted unanimously.

II. STRATEGIC PRIORITIES OF THE SD&SER MASTER PLAN

A. Introduction

In accordance with the University of Caen Normandy's institutional project (2022-2027) and the MESR's recommendations of June 2023 regarding the SD&SER Master Plan, on October 18, 2024, the University of Caen Normandy adopted its SD&SER with a strategic focus on guiding and transforming missions and practices in the field of ETSD (Ecological Transition for Sustainable Development), mainly in line with the three objectives expected by the MESR: targeted reduction of the carbon footprint, reduction of energy consumption, and preservation of life and biodiversity.

The University of Caen Normandy is continuing its efforts to strengthen its social responsibility profile by focusing on sustainable development issues and the role the university must play in addressing and anticipating the ongoing transitions and transformations in ecological, energy, digital, and societal fields. Through this SD&SER, we are maintaining a policy of continuous improvement based on our commitments recognised by the SD&SER label and the national SD&SER reference framework. Our SD&SER master plan is built around **six strategic priorities**:

- ✓ Priority 1 – Strengthen the institution's commitment to addressing transition challenges;
- ✓ Priority 2 - Raise awareness and provide training on ecological and societal issues to anticipate change;
- ✓ Priority 3 - Promote responsible and open research in line with fundamental ethical principles;
- ✓ Priority 4 - Working collectively to combat climate change;
- ✓ Priority 5 – Foster quality of life on campus and preserve the living environment;
- ✓ Priority 6 – Promote a human-centred and socially responsible policy.

B. How to read the document

Each area comprises several **strategic objectives** broken down into specific **actions**. Each objective is briefly described below, along with a list of the selected actions. For each of these objectives, the reader is invited to refer to **detailed fact sheets** that specify the observations, the actions and any associated operational measures, the implementation timetable - short term (ST: 1-2 years), medium term (MT: 3-5 years, i.e. by the end of the institution plan in 2027), and long term (LT: > 5 years, i.e. by the 2030 deadline for the SDGs and the national strategy) - the responsible departments, resource departments, external partners, target groups, sources of funding, the indicators selected (prioritising the SD&SER reference indicators), and the links with existing documents (charters, plans, etc.).

C. The six strategic priorities of the SD&SER master plan

Priority 1 – Strengthen the institution's commitment to addressing transition challenges (4 objectives & 9 actions)

As part of a highly proactive approach based on its seven-pronged institutional project – particularly prong 1 "*Building a supportive, sustainable, and responsible university*" - the University of Caen Normandy continues its efforts to strengthen its social responsibility signature by addressing sustainable development issues and the role the University must play in facing and anticipating the ongoing ecological, energy, digital, and societal transitions and transformations. To this end, this theme comprises **four strategic objectives**: the first is to strengthen our SD&SER policy and integrate it into all of the institution's activities; the second is to deploy and manage our SD&SER strategy within the institution; the third is to help raise the profile of the SD&SER approach by communicating our commitments and practices in this area; and finally, the fourth is to help build a responsible society by fostering behavioural change through collaboration with various regional, national, and international networks of stakeholders.

1.1. Strengthening our SD&SER policy and integrating it into all the institution's activities (Cf. sheet with 4 actions)

The aim is to strengthen our SD&SER strategy, firstly by putting the user at the heart of our service development strategies, then by enhancing, where necessary, the action plan covering all dimensions of SD&SER, by better integrating the approach into all departments and divisions of the institution and their functional and operational activities, and finally by continuing our responsible purchasing policy.

- 1) Putting the customer at the heart of our service development strategies;
- 2) Developing the continuous improvement approach to adapt our SD&SER strategy to new needs, covering all dimensions of SD&SER;
- 3) Integrating the approach into all the institution's departments and divisions, as well as their functional and operational activities;
- 4) Continuing our responsible purchasing policy.

1.2. Deploying and managing our SD&SER strategy within the Institution (Cf. sheet with 1 action)

The aim is to deploy the human, technical, and financial resources needed to steer our SD&SER strategy within the Institution, in relation to the various structures and internal stakeholders, based on performance indicators.

- 1) To regularly evaluate and adjust the resources allocated to the SD&SER mission and to communicate them in the activity report, along with an analysis of the performance of the objectives set in the SD&SER management dashboard.

1.3. Raising the profile of the initiative (Cf. sheet with 2 actions)

The aim is to raise the profile of our commitment to SD&SER by communicating our commitments and practices regarding SD&SER and maintaining the various labels we have obtained.

- 1) Communicating our commitments and practices both internally and externally;
- 2) Maintaining the SD&SER label (mid-term assessment in June 2025 and reapplication in 2027) and the HRS4R label (mid-term assessment in autumn 2025 and renewal of the label in 2027).

1.4. Working with our partners to build a responsible society (Cf. sheet with 2 actions)

The aim is to help build a responsible society and bring about changes in behaviour by working with various networks of regional, national, and international players.

- 1) Working with networks of national and international stakeholders to promote behavioural change and share sustainable performance, in order to build a better society together;
- 2) Making a commitment to our territories through our SD&SER policy.

Priority 2 – Raise awareness and provide training on ecological and societal issues to anticipate change (3 objectives & 9 actions)

The university is already integrating SD&SER issues into its curricula and teaching across a range of courses (2022-2027), with 40 courses (BUT, L, LP, M, engineering) and their pathways focused on society and the planet (ecological transition, sustainable territory, environment, ecological restoration, & sustainable development, etc.). The university monitors SD&SER teaching practices and networks at the national level and promotes them among its teaching staff through involvement in several networks (Cirses, Reunifedd, VP Trees, Uved, etc.). However, to align more closely with the national policy of deploying training on the challenges of transitions and sustainable development (ETSD), we need to take further steps: 1.) propose, starting at the beginning of the new academic year in September 2025, a common core of 30 hours on ETSD to be taught during the 1st cycle in a multimodal format; 2.) extend SD&SER knowledge to the entire university community; and 3.) anticipate future training offerings up to 2028 to fully integrate this ETSD dimension into the curricula. To do this, this area has **three strategic objectives**: first, to prepare appropriate resources based on the complementary skills of the members of a working group established

in December 2023; second, to support the development of the SD&SER knowledge and skills among the teaching teams; and third, to extend SD&SER knowledge to the entire university community.

2.1. Integrate ETSD issues into education and training (Cf. sheet with 3 actions)

The aim is to integrate ETSD issues into teaching and training (through the implementation of the ETSD common base at the start of the new academic year in September 2025) by involving and supporting the teaching community to enable the preparation and sharing of appropriate resources based on the complementary skills of the group's members.

- 1) Maintain the working group responsible for preparing a common module dedicated to transitions for first-cycle students, with the following objectives:
 - To create a unit that provides educational support and evaluates the integration of SD&SER into initial and continuing training courses;
 - To involve a community of teacher-researchers with expertise in ETSD issues in the process;
- 2) Identify a common base of SD&SER skills and knowledge:
 - Produce a framework note to enable students to include a critical analysis of the integration of SD&SER in their placement reports, which will be taken into account in the assessment;
 - Join UVED in order to be able to deploy stabilised resources;
 - Build and share resources and modules (partial or full pooling);
- 3) Identify continuing education courses that include, or should include, SD&SER as a priority, along with the associated skills and knowledge targeted.

2.2. Support the development of SD&SER knowledge and skills within teaching teams (Cf. sheet with 3 actions)

The aim is to widely disseminate innovative teaching methods and materials to all teaching teams, to systematise an SD&SER training offer for teacher-researchers, and to promote original teaching and research initiatives related to SD&SER.

- 1) Create a space on e-campus to make innovative teaching methods and materials (teaching platforms, webinars, social networks, etc.) accessible and shareable;
- 2) Systematise the provision of SD&SER training for teaching staff and doctoral students, and integrate it into the "Teaching in higher education" training programme;
- 3) Promote original educational and research initiatives related to SD&SER (action directory, profiles, testimonials, peer-to-peer exchange, etc.).

2.3. Encourage the development of SD&SER knowledge within the university community (Cf. sheet with 3 actions)

The aim is to extend SD&SER knowledge across the entire university community by encouraging and supporting 'SD&SER' initiatives on our campuses and in the regions, and by publicising actions that facilitate the transition to implementation.

- 1) Encourage and support "SD&SER" actions on our campuses and in the regions, in particular by issuing the "student commitment" open badge, "I'm taking action for sustainable development", and through support from the CVEC;
- 2) Publicise the SD&SER initiatives of members of our community and encourage action by example;
- 3) Programme events several times a year to disseminate SD&SER knowledge to our community (keynote speakers, murals, workshops, conferences, screenings, etc.).

Priority 3 – Promote responsible and open research in line with fundamental ethical principles (3 objectives & 14 actions)

In line with Priority 2 "*Promoting excellence and visibility in research*" of its institutional plan (2022-2027), the University of Caen Normandy continues to play a major role in the development and attractiveness of its region. It has

adopted a strategy that takes into account the regional, national, European, and international dimensions of its research. Its priorities include scientific excellence – highlighted by the promotion of fundamental research (recognised through the CaeSAR project funded under the AAP France 2030 "*Excellence in all its forms*") - interdisciplinarity and emerging fields, support for large-scale research infrastructures, respect for all disciplines and their differences, the development of research-linked training, and internationalisation. More specifically, in **the field of SD&SER and transitions** (ecological, energy, societal, etc.), it mobilises research skills to support innovative fundamental research that often inform public policies on a variety of topics linked, for example, to mitigating or adapting to climate and global change. The university's SAPS accreditation attests to the development of co-construction and participatory research methods in these areas. To enable the pursuit of responsible and open research that respects fundamental ethical principles, this theme has **three objectives**: first, to encourage responsible research by integrating SD&SER issues into research projects wherever possible, thereby facilitating the consideration of transitions; second, to continue our policy of science with and for society on ETSD; and third, to promote open research that upholds fundamental ethical principles.

3.1. Encourage responsible research (Cf. sheet with 2 actions)

The aim is to encourage responsible research by integrating SD&SER issues into research projects as far as possible, to facilitate consideration of transitions, by implementing an organisation and practical measures to support research groups, and by identifying the SD&SER impacts linked to the conduct of Research and innovation projects.

- 1) Continue to integrate SD&SER issues into research projects;
 - Update and share the SD&SER diagnosis to facilitate the consideration of ETSD in the R&I strategy by targeting the relevant and priority issues for the institution;
 - Include SD&SER criteria in calls for projects issued by the university;
 - Implement an organisation and practical measures to achieve this (support trans/interdisciplinary R&I groups, projects, and practices addressing the major challenges of transitions; enable SD&SER tagging of research projects in the OSCAR contract management platform);
- 2) Identify the SD&SER impacts associated with conducting R&I projects.

3.2. Pursue our policy of science with and for society on ETSD (Cf. sheet with 6 actions)

The aim is to raise awareness of science and its approaches among the university community, partners, and the general public, and to encourage the involvement of non-scientists in research in the field of ETSD through participatory approaches.

- 1) Carry out actions on ETSD as part of the SAPS label;
- 2) Involve university teams in SAPS projects;
- 3) Develop support for participatory research programmes (such as the Science Boutique);
- 4) Organise scientific culture events around SD&SER issues (TURFU festival, scientific comics festival, science films, etc.);
- 5) Develop the ETSD themes of the IMST master's degree and in particular its joint activities with other master's degrees in the CMJS network;
- 6) Draw up a list of events for the general public on SD-SER R&I themes.

3.3. Encourage open research that respects fundamental ethical principles (Cf. sheet with 6 actions)

The aim is to pursue its commitment to Open Science through inherently open editorial production, open access to scientific publications, open access to the journals and books it publishes, and open data, as well as to continue promoting scientific integrity and research ethics.

- 1) Set up a local version of the open science barometer (enabling, in particular, the identification of the percentage of publications in open access and the percentage of publications deposited on open platforms);
- 2) Raise awareness among teacher-researchers about the challenges of open science and offer training, webinars, and tutorials;

- 3) Encourage the use of ORCID by publishers at the University of Caen Normandy (awareness campaigns, integration into the institution's information system);
- 4) Develop tools and platforms for open science (storage, processing, dissemination) in conjunction with Recherche.data.gouv ;
 - o Continue training on the data management plan ;
- 5) Provide researchers with a description of the measures taken by the university to ensure ethical reflection and scientific integrity;
 - o Including the RIS's involvement in various councils;
- 6) Support the development of evaluation practices for the institution's research, researchers, and teacher-researchers by joining the COARA alliance (<https://coara.eu/>).

Priority 4 – Work collectively to combat climate change (5 objectives & 24 actions)

The institution must contribute to the fight against climate change to meet the strong social demands of its university community (students and staff), as well as national and international regulatory requirements and government policy guidelines on the transition. In practical terms, this contribution is reflected not only in the choices made regarding asset management but also in changes to practices and customs across all of the institution's activities. To take action on decarbonisation and energy sobriety, the institution has **five strategic objectives**: three relate to actions initiated by the institution considering the built environment and responsible digital technology, primarily implemented mainly by the DPL (facilities and housing department) and the DSI (information systems department), while the other two involve engaging the university community in raising awareness of transition challenges, changing behaviour, and helping to reduce greenhouse gas emissions.

4.1. Measure our carbon footprint to support changes in our practices (Cf. sheet with 4 actions)

The aim is to assess our GHG emissions and implement the action plan under the sobriety strategy to reduce these emissions, in order to achieve the objectives of the national strategy.

- 1) Conduct regular carbon audits of the entire institution;
- 2) Analyse the results, make adjustments if necessary, and update the sobriety action plan in line with the performance achieved;
- 3) Communicate the results;
- 4) Justify the various actions taken by the institution to achieve its GHG emissions reduction targets.

4.2. Reduce energy resource consumption (decarbonisation and energy sobriety) (Cf. sheet with 6 actions)

The aim is to continue, and where possible increase, the reduction of energy resource consumption in general - and fossil fuels in particular - in line with the sobriety plan adopted in December 2022 and the energy master plan (SDE) developed in 2023.

- 1) Implement and monitor the energy efficiency plan;
- 2) Renovate several buildings with CPER (*State-Region Planning Contract*) funding;
- 3) Reduce the use and consumption of energy-intensive equipment by continuing the deployment of LED lighting to lower electricity consumption and minimise light pollution from outdoor lighting, which impacts biodiversity;
- 4) Develop renewable energy production based on the solar potential already carried out;
- 5) Communicate the results obtained to the entire university community and partners;
- 6) Justify the various actions taken by the institution to achieve the targets for reducing energy consumption (regulatory framework).

4.3. Reduce the carbon footprint of research units (Cf. sheet with 7 actions)

The aim is to help each research unit (RU) develop its own transition plan, considering its specific characteristics, facilities, and research themes, in order to raise awareness and encourage stakeholders to reduce their RU's carbon footprint.

- 1) Support research units in their efforts to reduce greenhouse gas emissions;
- 2) Encourage mutual support and the sharing of experiences between research units on topics related to sustainable development;
- 3) Communicate about climate change (seminars, workshops, posters, etc.) and raise awareness of sustainable development issues among members of the research units;
- 4) Generalise the appointment of sustainable development (SD) officers in all research units;
- 5) Standardise the incentive and regulatory systems adopted by the various research units in their transition plans to ensure consistency across the university;
- 6) Monitor and assess the impact of the measures implemented to ensure continuous improvement;
- 7) Deploy initiatives in volunteer departments following feedback

4.4. Encourage the use of sustainable modes of transport (Cf. sheet with 3 actions)

Based on the mobility plan adopted in March 2024, the aim is to reduce the modal share of car use in favour of public transport, cycling, walking, other active forms of mobility, and car sharing.

- 1) Installation of equipment and landscaping to encourage the use of sustainable modes of transport (bicycle shelters, charging points, etc.);
- 2) Discussions with partners to improve travel conditions for members of the university community throughout the region;
- 3) Promote and raise awareness of sustainable mobility.

4.5. Promote responsible digital practices (Cf. sheet with 4 actions)

The aim is to continue integrating responsible digital practices to reduce energy consumption and waste (WEEE, cardboard, etc.), and to improve accessibility in order to promote inclusion.

- 1) Continue to incorporate digital responsibility into the next digital master plan;
- 2) Continue deploying responsible digital practices as a core element in equipment renewal and new installation projects;
- 3) Raise awareness within the community about digital sobriety at an individual level, and support users in adopting more responsible digital practices (awareness workshops, user guides, challenges, etc.).
- 4) Raise awareness among academic staff about sustainable development challenges, to encourage ownership of proposed solutions within research projects.

Priority 5 – Foster quality of life on campus and preserve the living environment (4 objectives & 21 actions)

The university must continue the many initiatives already underway to promote the quality of life on campus and preserve the living environment, in order to meet both the strong social demand from its university community (students and staff) and the national and international regulatory requirements and government policy guidelines for the protection of biodiversity. In practical terms, this contribution takes the form of actions developed jointly by various departments and users. There are **four strategic objectives** in this area: the first relates to biodiversity, while also improving the quality of life on campus for the university community ; the second aims to prevent and reduce waste production on our campuses based on the principles of "reduce, reuse, recycle, raise awareness"; the third seeks to optimise the use of water resources, which are essential for preserving living organisms; and finally, the fourth objective promotes responsible food that is accessible to as many people as possible.

5.1. Enhance biodiversity on our campuses (Cf. sheet with 5 actions)

The aim is to promote biodiversity while enhancing the quality of life on campus for members of the university community.

- 1) Complete and expand biodiversity inventories and assessments on campuses (C1 & C2 diagnostics completed);
- 2) Communicate about biodiversity (round tables, panels, signage, etc.), raise awareness within the university community about biodiversity issues, and promote citizen science initiatives;
- 3) Develop nurturing campuses (i.e. shared gardens, etc.), for both staff and students, as well as for wildlife such as birds;
- 4) Establish protected biodiversity areas and develop a green and blue network to enhance wildlife habitats;
- 5) Continue to regularly monitor the service providers responsible for green space maintenance (work performed and its impacts), with a view to continuous improvement.

5.2. Prevent and reduce waste production on our campuses: reduce, reuse, recycle, raise awareness (Cf. sheet with 9 actions)

The aim is to reduce the amount of all types of waste generated by the university and its community.

- 1) Reduce: Develop a responsible purchasing policy that includes criteria on packaging and other sources of waste;
- 2) Reduce: Anticipate the level of recovery and identify the recycling channel before any purchase, to avoid buying products that are difficult to recycle;
- 3) Reuse: Promote widespread purchasing of reconditioned, second-hand products, or products with a high reparability index;
- 4) Reuse: Encourage extensive sharing of equipment between research units, faculties, and internal departments;
- 5) Reuse: Conduct a repair assessment before replacing any equipment;
- 6) Recycle: Complete the roll-out of dual-stream sorting on all campuses (corridors and offices);
- 7) Recycle: Ensure all campuses now sort seven waste streams (paper/cardboard, metal, plastic, glass, wood, plaster, mineral fraction);
- 8) Raise awareness: Raise community awareness about reconditioning, reusing objects, equipment, and other products (paper, cardboard, etc.), as well as second-hand goods in the broadest sense (including second-hand clothes, etc.);
- 9) Raise awareness: Raise community awareness of the waste recycling process and the importance of reducing waste production (through workshops, visits, etc.).

5.3. Optimise the use of water resources (Cf. sheet with 3 actions)

The aim is to reduce and optimise water consumption, both potable and non-potable.

- 1) Systematically consider the reduction and optimisation of water consumption in renovation and construction projects;
- 2) Raise community awareness of water consumption issues;
- 3) Improve monitoring of water consumption.

5.4. Promote responsible food that is accessible to as many people as possible (Cf. sheet with 4 actions)

The aim is to improve access to sustainable and responsible food for the entire community.

- 1) Implement a responsible food approach within the institution involving internal stakeholders and management delegates;
- 2) Raise community awareness of healthy and responsible eating;
- 3) Develop edible resources in the spirit of food campuses (i.e., shared gardens, etc.);
- 4) Monitor the development of best practices in responsible food.

Priority 6 – Promote a human-centred and socially responsible policy (4 objectives & 25 actions)

Providing all staff and students with a quality working environment that respects individual and collective well-being is a priority for the university. For several years now, numerous initiatives have been undertaken in this direction, whether aimed solely at staff or at the entire community (better identification of resource services, combating violence against women, discrimination and harassment, the disability master plan currently under review, preventive health measures, etc.). These various initiatives are accompanied by awareness-raising campaigns for prevention purposes and to inform individual of their rights. The University of Caen Normandy wishes to continue its commitment to promoting an ambitious human and social policy that supports the members of its university community through **four strategic objectives**: the first is to promote a human and social policy of equality and diversity among staff through the adoption and implementation of sectoral action plans; the second is to gradually integrate SD&SER aspects into professional development through specific and targeted training on transitions and the inclusion of SD&SER issues in the activities of the various faculties; the third is to formalise the Quality of Life and Working Conditions (QLWC) policy; and the fourth is to strengthen the equal opportunities policy for the student community by promoting equal access to various training and support programmes, enabling students to continue their studies under the best possible conditions (in terms of facilities, reception, and study environment).

6.1. Promote a human-centred and socially inclusive policy of equality and diversity among staff (Cf. sheet with 7 actions)

The aim is to promote a human and social policy of equality and diversity among staff through the adoption and implementation of sectoral action plans (equality charter, disability master plan, equality action plan, charter to combat all forms of discrimination, etc.), and by communicating reports and related data to staff.

- 1) Monitor and implement the Equality Charter ;
- 2) Present an annual report on workplace gender equality to the CSA, the Board of Directors, and the wider community;
- 3) Update the disability master plan;
- 4) Implement the agreement with the Fund for the Integration of Disabled People in the Civil Service (FIPHFP);
- 5) Ensure that the website, intranet, and institutional and communication materials comply with accessibility requirements (inclusive communication, accessibility of digital tools, etc.);
- 6) Adopt an anti-discrimination charter;
- 7) Adopt and implement the equality action plan (2025-2027).

6.2. Encourage and support skills development, including sustainable development and social responsibility (SD&SER), as professions evolve (Cf. sheet with 2 actions)

The aim is to gradually incorporate SD&SER aspects into professional development through specific and targeted training on transitions, and by integrating ETSD-related issues into the activities of the various structures.

- 1) Increase the number of staff training courses that include an SD&SER component, in particular ETSD-related topics (climate change, ecological transition, etc.) (linked to actions 2.2 & 2.3);
- 2) Gradually incorporate SD&SER-related tasks in job descriptions.

6.3. Formalise the institution's policy on quality of life and working conditions (Cf. sheet with 7 actions)

The aim is to formalise the Quality of Life and Working Conditions (QWLWC) policy through facilities, measures tailored to specific situations, social barometers, and communication of the results to the community.

- 1) Strengthen the prevention and health/safety policy at work, covering both physical and mental health (e.g., mental health first aid network);
- 2) Produce a health and safety guide for students during their studies, translated into several foreign languages;

- 3) Support the provision of Physical, Artistic, and Sports Activities (APAS) for the student community, and establish a similar offering for university staff;
- 4) Consolidate monitoring of disabled staff and students;
- 5) Upgrade the VSS hotline to cover harassment and discrimination issues;
- 6) Continue to improve the environment to make it pleasant (terraces with benches, picnic tables, smoke-free campus, social areas for staff, etc.);
- 7) Implement social barometers (well-being at work surveys, victimisation surveys, etc.) and communicate the results to the community.

6.4. Strengthen the equal opportunities policy for learners (see sheet with 9 actions)

The aim is to strengthen the equal opportunities policy for the student community by promoting equal access to various courses and support schemes, and by enabling students to pursue their studies under the best possible conditions (in terms of facilities, reception, and study environment).

- 1) Facilitate continuity between high school and university by increasing the number of high school students involved in schemes such as the Cordées de la réussite or Mon avenir UNICAEN, and more generally, by developing immersion periods for high school students at university;
- 2) Facilitate continuity between university and professional integration by developing and evaluating guidance and professional integration support services.;
- 3) Work on improving the attractiveness of certain gender-specific courses to achieve gender balance;
- 4) Encourage the personalisation and flexibility of courses to promote student success, particularly through the student success agreement (CPRE via the "Objectif Réussites" application) and the introduction of a student success support centre (ARE);
- 5) Develop an alumni network to foster connections between different generations of university graduates, promote their professional networks, and showcase inspiring career paths for the current and future student community;
- 6) Improve overall accessibility of the student experience (access to buildings, services, events, information, adapted sports facilities, digital tools, etc.);
- 7) Consolidate the operation of the CVEC commission in the area of social support for students;
- 8) Maintain the Bienvenue en France label and continue efforts to welcome and help international students succeed;
- 9) Promote the student commitment recognition scheme for students involved in inclusion initiatives.

III. OBJECTIVE SHEETS

Objective 1.1. – Strengthening our SD&SER policy and integrating it into all the institution's activities

SD&SER priorities (Ministry of Higher Education and Research)			SD&SER reference framework				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

As part of a highly proactive approach based on its seven-pronged institutional project - and in particular on prong 1, "*Building a supportive, sustainable and responsible university*" - the University of Caen-Normandy is continuing its efforts to strengthen its social responsibility identity by addressing sustainable development challenges and the role the University must play in responding to and anticipating the transitions, and even transformations, occurring in the ecological, energy, digital, and societal spheres.

An SD&SER diagnosis (approved by the Board of Directors on 10 March 2023) has made it possible to assess the community's expectations and define objectives within an SD&SER strategy supported by a multi-year plan. This strategy addresses each of the strategic and operational components of the SD&SER reference framework, with the aim of first consolidating the progress already made, and then advancing to the next level through a series of short-, medium-, and long-term actions involving a range of stakeholders.

The approach is already fairly well integrated into several of the institution's departments and divisions, as well as into their functional and operational activities, with regular briefings on transitions and SD&SER held during various seminars and interdepartmental meetings.

The University of Caen has been involved for several years in the **Public Services + (SP+)** initiative and, in 2023, decided to extend the initiative to the entire institution. A seminar for the university's managers was therefore organised at the beginning of 2023, in the presence of the DITP (*Interministerial Directorate for Public Transformation*). Following this seminar, 12 of the university's internal structures volunteered to take part. In recognition of our commitment to the programme, the DITP and the General Directorate for Higher Education and Professional Integration invited us to join the national steering committee for the roll-out of SP+, alongside 4 other universities. In line with the institution's strategic project, the aim of this approach is to place users back at the heart of our actions, while also strengthening staff engagement.

For several years, the University of Caen Normandy has incorporated CSR measures into its public procurement contracts through the introduction of set-aside contracts, as well as the implementation of specific clauses and criteria. These include requirements for low CO₂ emission and fast standby mode for the university's 380 copiers, conducting a SER assessment of contracts currently being implemented (April 2022), and analysing contracts to verify the presence of environmental clauses, social clauses, set-aside status, or the use of selection criteria in bid evaluations.

The Financial and Asset Management Committee aimed to improve the CSR criteria for published contracts. A working group proposed an information sheet to compare suppliers based on their environmental and social policies. The form includes six questions covering three themes: environmental, social, and governance. The expected answers, expressed in figures, are designed to be easily comparable.

For more information, see the SD&SER diagnosis under variable 1.1, "*Strengthening our SD&SER policy and integrating it into all the institution's activities*" (p. 13-30).

Strategic objective

The aim is to strengthen our SD&SER strategy, firstly by placing the user at the heart of our service development strategies; then by reinforcing, where necessary, the action plan covering all dimensions of SD&SER; by better integrating the approach across all of the institution's departments and divisions, as well as their functional and operational activities; and finally, by continuing to implement our responsible purchasing policy.

Actions

The following actions will be implemented:

1. Placing the user at the heart of our service development strategies;
2. Developing the continuous improvement approach to adapt our SD&SER strategy to emerging needs, covering all dimensions of SD&SER;
 - This approach uses national and international indicators to measure, compare, and update the university's SD&SER strategy in light of the results obtained.
3. Integrating the approach across all departments and divisions of the institution, as well as their functional and operational activities;
 - It is important to set aside dedicated time with faculties, divisions, laboratories, and units to address SD&SER issues in a broader, cross-disciplinary manner.
4. Pursuing our responsible purchasing policy
 - Review the SER questionnaire provided to candidates during public procurement processes, and update it if necessary;
 - Increase the percentage of contracts that include at least 30% SD&SER criteria in the evaluation of bids;
 - Increase the percentage of purchase value covered by contracts that include at least 30% SD&SER criteria in the evaluation of tenders;
 - Continue the work already initiated on IT equipment as part of a responsible digital policy;
 - Monitor the implementation of the responsible purchasing policy.

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

Lead services

General Services Department (DGS)

Resource services

Steering, Support and Continuous Improvement Delegation (DAPAC)
Public Procurement Department (DCP)
Information Systems Department (ISD)

External partners

Academic partners.

Target group

The student community
Staff members

Sources of financing

- ✓ Self-financing
- ✓ COMP

Indicators

Number of services/departments with SD&SER objectives.
Percentage of contracts that include at least 30% weighting for SD&SER criteria in tender evaluations.
Percentage of the total value of purchases covered by contracts that include at least 30% weighting for SD&SER criteria in tender evaluations.

Coordination with existing documents (charters, plans, etc.)

- ✓ Institutional project
- ✓ Quality master plan
- ✓ Public Services +

Objective 1.2 - Deploying and managing our SD&SER strategy within the Institution (see sheet with 1 action)

SD&SER priorities (Ministry of Higher Education and Research)			SD&SER reference framework				
○	○	○	●	○	○	○	○
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

To enable the deployment of its SD&SER strategy, in December 2020 the University of Caen-Normandy established a dedicated mission called "Démarche Campus 30: Sustainable Development at the Heart of the University". This mission is responsible for developing, monitoring, and evaluating the institution's sustainable development strategy and action plan, as well as identifying, encouraging, coordinating, and promoting concrete actions based on the three pillars of sustainable development (environmental, social, and economic) in collaboration with departments and divisions across all campuses. These actions are designed to be as close as possible to the concerns and needs of all members of the university community:

- ✓ Drawing up, monitoring, and evaluating the institution's SD&SER strategy and action plan;
- ✓ Identifying and monitoring the university's SD&SER activities through the SD&SER reference system;
- ✓ Supporting the institution's sustainable development projects;
- ✓ Leading the network of the university's SD coordinators;
- ✓ Assisting in organising events to promote a culture of sustainable development;
- ✓ Monitoring the SD&SER label on the Persees platform (annual self-assessments, mid-term assessment, etc.).

The deputy vice-president in charge of sustainable development is assisted by a project manager (working the equivalent of 1 day per week) and an SD technician.

A network of SD coordinators (from faculties, research laboratories, and departments) has also been established, with the following main tasks: a) to serve as the SD resource person within their service for their colleagues; b) to act as the primary liaison with the Campus 30 mission; c) to participate in promoting the approach; d) to drive initiatives by contributing to the co-construction of actions and projects.

By September 2024, there will be 39 referents representing 7 faculties, 13 research structures (laboratories, platforms, etc.) and 9 services (common or central) across the Caen campuses (1, 2, 4, 5, Inspé, Cyceron, Ganil) as well as the remote campuses (Alençon, Cherbourg). However, there remains a shortage of referents on other campuses and within several faculties...

An annual budget is allocated to the Campus 30 mission to enable it to coordinate, lead, and promote the approach across all areas of activity within the institution. This budget does not cover the costs associated with the actual implementation of various actions, which are funded through the university's own budget).

For more information, see the SD&SER diagnosis in variable 1.2 "*Deploy (human, technical, and financial resources, etc.) and manage the SD&SER strategy within the organisation (structures, staff, management charts, etc.)*" (p. 31-37).

Strategic objective

The aim is to deploy the human, technical, and financial resources necessary to steer our SD&SER strategy within the institution, in coordination with the various structures and internal stakeholders, based on performance indicators.

Actions

The following **action will** be implemented:

1. To regularly evaluate and adjust the resources allocated to the SD&SER mission, and to report them in the activity report, along with an analysis of the performance of the objectives set out in the SD&SER management dashboard.

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

<u>Lead services</u> General Services Department (DGS)	<u>External partners</u> Institutional (Cop, Giec)	<u>Target group</u> The student community Staff members
<u>Resource services</u> Campus 2030 mission Communication department		
<u>Sources of financing</u> ✓ Self-financing ✓ COMP	<u>Indicators</u> Budget allocated to SD&SER as a proportion of the institutional budget. Number of SD coordinators.	
<u>Coordination with existing documents (charters, plans, etc.)</u> ✓ Institutional project ✓ Campus 30 SD&SER diagnosis (March 2023)		

Objective 1.3. - Raising the profile of the initiative

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

For its SD&SER communication plan, the University of Caen-Normandy uses various communication media (Trait d'union, Prisme, the student newsletter, etc.), depending on the nature of the information and the target audience (internal and/or external stakeholders). These are used both for recurring, regular communication and for targeted, one-off news or updates. News items are published directly on the homepage of the University's website <https://www.unicaen.fr/actualites/>. They are also listed and categorised in the "Sustainable and responsible campuses" section of the Unicaen site: <https://www.unicaen.fr/campus-durables-et-responsables/>.

In addition, at the request of staff members, students, associations, etc., the Campus 30 mission, in collaboration with the Communications Department, shares information with the university community about various events, responsible events, calls for projects, and surveys. Requests for such communication are generally sent to the following address: campus30@unicaen.fr

Obtaining the SD&SER label in June 2023 is both a recognition of the actions already undertaken and a commitment that encourages us to go further and do better in strengthening and consolidating these efforts. It is also a powerful communication tool for increasing the visibility of the approach, both internally and externally. The HRS4R label likewise acknowledges the institution's commitment to an ambitious policy for managing research-related staff. The European label provides recognition in this area and affirms a commitment to continuous improvement.

For more information, see the SD&SER diagnosis under variable 1.1.4 "*Communicate the objectives, practices, and results of the SD&SER approach to all stakeholders*" (p. 27-30), as well as the HRS4R certification file.

Strategic objective

The aim is to raise the profile of our commitment to SD&SER by communicating our goals and practices in this area and by maintaining the various labels we have obtained.

Actions

The following actions will be implemented:

1. Communicate our commitments and practices both internally and externally;
2. Maintain the SD&SER label (mid-term assessment in June 2025 and reapplication in 2027) and the HRS4R label (mid-term assessment in autumn 2025 and renewal in 2027).

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

Lead services

Mission Campus 30

Resource services

General Services Department (DGS)
Human Resources Department (DRH)
Research and Innovation Department (DRI)
Communication department

External partners

Cirses
European Union

Target group

The student community
Staff members, with a particular focus on research-related staff

Sources of financing

- ✓ Self-financing
- ✓ Excellences (HR research component)

Indicators

Number of recurring SD&SER communication initiatives aimed at internal and external stakeholders.
Labels renewed: Y/N.

Coordination with existing documents (charters, plans, etc.)

- ✓ Institutional project
- ✓ Campus 30 SD&SER diagnosis (March 2023)
- ✓ HRS4R self-assessment report

Objective 1.4. - Working with our partners to build a responsible society

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

The University of Caen Normandy is involved with a number of national and international partners, enabling the sharing of experiences and the implementation of actions that take into account social, environmental, and economic impacts (even if these are not necessarily systematically assessed). At the same time, the university contributes to national and international policies. The aim is to make progress by sharing feedback and doing the best we can within the constraints and opportunities available.

The University of Caen Normandy is also a major player in regional dynamics. It affirms its roots in the region and the importance of partnership relations with the socio-economic world, positioning itself as a key player in an ecosystemic approach to development. It has solid knowledge of the skills of various players and networks working on SD&SER projects, and it defines and implements cross-disciplinary SD&SER development projects with research bodies, businesses, local authorities, educational institutions, cultural organisations, etc.

Local plans for higher education, research, and innovation are discussed with local authorities as part of a co-constructed approach and shared governance, in order to address local development challenges, create synergies, and identify and support initial, work-study, and continuing training needs. The aim is also to ensure that all students have the conditions they need to thrive through the development of services (documentation, cultural events, sporting activities, artistic activities, community life, mobility, etc.). These SLESRI therefore include an SD&SER section tailored to the specific characteristics of the area concerned.

For more information, see the SD&SER diagnosis of variable 1.3: "*Contribute, together with all stakeholders (both internal and external), to building a responsible society that reconciles economic, societal, and environmental dimensions*" (p. 39-53).

Strategic objective

The aim is to help build a responsible society and foster behavioural change by working with various networks of regional, national and international stakeholders.

Actions

The following actions will be implemented:

1. Working with networks of national and international stakeholders to help drive behavioural change and promote our sustainable performance in order to help build a responsible society;
 - The aim is to become more actively involved in various networks of influence and to prepare and adopt a charter of commitment and good SD&SER practice.
2. Committing to our regions through our SD&SER policy;
2. This involves taking joint action with local authorities and organisations by adopting and/or renewing local ESRI plans (SLESRI) (Alençon, Vire, Lisieux, St Lo, Cherbourg, etc.), and by evaluating and monitoring our joint actions with local partners.

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

Lead services

Mission Campus 30

Resource services

General Services Department (DGS)

External partners

Local authorities

Networks of SD&SER stakeholders

Target group

The student community

Staff members

Sources of financing

✓ Self-financing

Indicators

Number of national network governing bodies that include a representative of the institution.

	<p>Number of international network governing bodies that include a representative of the institution.</p> <p>Number of cross-disciplinary SD&SER projects (local socio-economic stakeholders -institution) per year within the region.</p>
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Coordination with existing documents (charters, plans, etc.)

- ✓ Institutional project
- ✓ Campus 30 SD&SER diagnosis (March 2023)
- ✓ Local higher education and research plans with Alençon and Cherbourg

Objective 2.1 - Integrating ETSD issues into education and training

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

The university is already incorporating SD&SER issues into the curricula and teaching of its course offerings (2022-2027), with 40 programmes (BUT, Bachelor's, Vocational Bachelor's, Master's, engineering degrees) and their pathways focused on society and the planet (ecological transition, sustainable regions, environment, ecological restoration & sustainable development, etc.).

In addition, a module to raise awareness of sustainable development through an interdisciplinary approach (history, chemistry, economics and biology) was introduced in 2022 as part of the CEMU's educational innovation call for projects.

In order to align more closely with the national policy on training in the challenges of transitions and sustainable development (ETSD), we need to go further: 1.) by introducing, at the start of the academic year in September 2025, a 30-hour common core module on ETSD, taught during the 1st cycle in a co-modal format; 2.) by extending SD&SER knowledge to the entire university community; and 3.) by anticipating the future training offer through to 2028, in order to fully integrate the ETSD dimension into the curricula.

To this end, under the guidance of the CFVU Vice-Presidents, a working group made up of teacher-researchers and the Cemu department is structuring the approach. Three sub-groups have been set up to develop the training offer in concrete terms: the first is responsible for developing the online sequences based on existing resources, particularly those of the Virtual University for the Environment and Sustainable Development (Uved) and the work of the Normandy IPCC; the second group is tasked with proposing face-to-face sequences and leading the development of a serious game (Cemu has considerable expertise in the field of edutainment); the third group is working on assessment modalities.

For more information, see the SD&SER diagnosis in section 2.1 "*Integrating SD&SER issues into curricula and teaching*" (p. 57-62).

Strategic objective

The aim is to integrate ETSD issues into teaching and training (through the implementation of the ETSD common core at the start of the new academic year in September 2025) by involving and supporting the teaching community to enable the preparation and sharing of appropriate resources based on the complementary skills of the group's members.

Actions

The working group responsible for preparing a common module dedicated to ETSD for undergraduates will identify a core set of necessary skills and knowledge. Membership of the UVED will provide access to stabilised teaching resources to complement this core, making it easier to prepare resources and modules adapted to our region and share them with the community (objective 2.2.). **The following actions and associated operational sub-actions will be implemented:**

1. Maintain the working group responsible for preparing a common module dedicated to transitions for undergraduates, with the aim of:
 - Creating a unit to provide educational support and evaluate the integration of SD&SER into initial and continuing training courses;
 - Involving a community of teacher-researchers with expertise in ETSD issues.
2. Identify a core set of SD&SER skills and knowledge:
 - Produce a framework document so that students can include a critical analysis of the integration of SD&SER in their placement reports, which will be considered in their assessment;
 - Join the UVED in order to deploy stabilised resources;
 - Build and share resources and modules (partial or full pooling).
3. Identify the continuing training courses that include, or should prioritise including SD&SER, along with the targeted skills and knowledge.

Calendar

● Short term (1-2 years) ○ Medium-term (3-5 years) ○ Long-term (> 5 years)

Lead services

Department of Studies and Student Life (DEVE)

Resource services

University multimedia teaching centre (CEMU)
Orientation and Career Support Centre (EOI)
University Continuing Education and Apprenticeship Service (SUFGA)
Campus 30 Mission

External partners

UVED
VP-Trees network

Target group

The student community
Staff members

Sources of financing

- ✓ Self-financing
- ✓ COMP

Indicators

Rate of undergraduate students receiving teaching based on ETSD.

Coordination with existing documents (charters, plans, etc.)

- ✓ Institutional project (2022-2027)
- ✓ Campus 30 SD&SER diagnosis (March 2023)

Objective 2.2 - Supporting the development of SD&SER knowledge and skills within teaching teams

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

The **Centre d'enseignement multimédia universitaire (CEMU)** supports teaching staff in their pedagogical approach and in integrating digital technology into their teaching. The CEMU also supports the professional development of teachers through the "*Enseigner dans le supérieur*" programme. This training programme is built around a programme-based approach and focuses on the six skills required for the teaching profession in higher education.

The scheme is aimed at all teaching staff at the university, both permanent and part-time. The goal is to structure a professional training offer that is flexible and personalised to the needs of each individual, to create time for sharing and reflection among colleagues, and finally to encourage experimentation and publications in the areas of learning, teaching, and assessment.

Generally speaking, the university's "ANR Réussites plurielles" and "Résilience plurielles" projects support the development of the new **Competency-Based Approach (CBA)** training offer. The CBA is transforming teaching by strengthening interdisciplinarity, role-playing, project-based approaches, and the hybridisation of content.... To ensure the successful implementation of these changes, the Cemu team supports teacher-researchers in their reflections and approaches by offering workshops, tools, and assistance from the educational engineers of the faculty.

As part of the ANR "Réussites plurielles" project (PIA3), the CEMU, with the support of mission campus 30, has developed an "*Information module - Sustainable development*". Aimed at new entrants (staff and students), this module presents the commitments made by the University of Caen Normandy regarding waste management, campus biodiversity, mobility, and property renovation. It showcases existing initiatives to encourage the student community to join them or establish new ones. The module highlights various forms of involvement, such as internships, participation in associations, attending events, proposing projects, or contributing to ongoing projects. Students and staff can also find resources for responsible consumption.

As part of the Collège des Écoles Doctorales (CED) of the Comue Normandie Université, a targeted training module has been developed to enable as many doctoral students as possible to acquire skills that enhance their employability (intrapreneurship) in companies or academic institutions seeking to remain competitive in terms of SD&SER. Since September 2021, this **module for acquiring complementary SD&SER skills** has offered **12 transdisciplinary courses** designed to provide a cross-disciplinary perspective on the challenges of tomorrow and the accompanying transitions (ecological, digital, energy, food, education, health, ageing, social cohesion and social contract, employment skills, etc.).

For more information, see the SD&SER diagnosis for variable 2.3 "*Encouraging and supporting the development of SD&SER skills among staff involved in training and research (teachers, teacher-researchers, doctoral students, etc.)*" (p. 73-81).

Strategic objective

The aim is to widely disseminate innovative teaching methods and materials to all teaching teams, to systematise an SD&SER training offer for teacher-researchers, and to promote original teaching and research initiatives on SD&SER.

Actions

The following actions will be implemented:

1. Create a space on e-campus to make innovative teaching methods and materials (teaching platforms, webinars, social networks, etc.) accessible and shared;
2. Systematise the provision of SD&SER training for teaching staff and doctoral students, and integrate it into the "*Teaching in higher education*" training programme;

3. Promote original educational and research initiatives on SD&SER (directory of actions, profiles, testimonials, peer-to-peer exchanges, etc.):
4. Create profiles on our website and on our social networks. In some cases, we can also engage in press relations.

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

Lead services

University multimedia teaching centre (CEMU)

Resource services

Department of Studies and Student Life (DEVE)
College of Doctoral Schools (CED)
Campus 30 Mission

External partners

UVED
VP-Trees network

Target group

The student community
Staff members

Sources of financing

- ✓ Self-financing

Indicators

Number of teacher-researchers trained in ETSD.
Number of doctoral students who have completed the complementary SD&SER skills acquisition module.

Coordination with existing documents (charters, plans, etc.)

- ✓ Institutional project (2022-2027)
- ✓ Campus 30 SD&SER diagnosis (March 2023)

Objective 2.3 - Encouraging the development of SD&SER knowledge within the university community

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

The **student engagement recognition scheme** is up and running at the University of Caen Normandy. It was developed with support from the teaching engineers at the **CEMU** (Centre d'enseignement multimédia universitaire). Involving students in community activities enables them to develop a range of skills that support academic success and enhance employability. These experiences contribute to shaping the graduates' personal and professional profile, which they can then highlight on in their CVs. This commitment also helps to strengthen ties with local communities and promote social cohesion. It is therefore a natural extension of the institution's mission, which highlights the University's social responsibility and civic engagement.

Student engagement is recognised through the **"Student Commitment" open badge**. This badge acknowledges that the recipient has participated in voluntary, civic, or humanitarian activities during their studies at the University of Caen Normandy. To obtain this badge, students must provide proof of their involvement within their faculty or department. Specifically, **for sustainable development initiatives** carried out on our campuses and in surrounding areas, Mission Campus 30 coordinates and supports student projects and takes part in the jury responsible for awarding the "Student Commitment" Open badge, with the additional label **"I'm taking action for sustainable development"**, based on the supporting evidence provided.

The Campus 30 mission, in collaboration with the Cemu, supports teaching staff in enabling the institution to recognise **student initiatives beyond formal** training, particularly those related to **SD&SER projects**. These initiatives may involve students in initial training (standard curriculum) or lifelong learning (continuing training), and are supported through the following schemes:

- ✓ The **"Student Ambassador for the Sustainable Development Goals (EAODD)" scheme**, launched at the start of the 2022 academic year, has a dual objective: to raise awareness of the SDGs among young people and to help students develop project management and knowledge-sharing skills. Under the supervision of a teacher, volunteer students engage with young audiences (in secondary schools, colleges, or primary schools) through presentations, workshops, and/or the creation of posters to promote awareness of the SDG challenges (Sustainable Development Goals). Their involvement is formally recognised through the **"sustainable development: I pass it on" open badge**, which attests to the student's ability to convey the values of the institution or organisation they represent.
- ✓ The **"sustainable development: I've been introduced"** open badge recognises students who have been introduced to sustainable development challenges. To earn this badge, students must complete an interdisciplinary theoretical course and carry out a practical educational activity. This work, totalling around 10 hours, is based on the 17 SDGs for 2030 as defined by the UN.

In addition, the University of Caen Normandy has developed a number of institutional communication tools: **Trait d'union**, for institutional news (a weekly newsletter emailed to all university staff); **the student newsletter** (a monthly information letter sent to the entire student community); and **Prisme** (the University of Caen Normandy's research newsletter aimed at university staff, institutions, businesses, and the scientific community).

These publications are informed by the activities carried out by the university community.

In addition, meetings are organised, such as **Midi labo** (lunchtime meetings between research laboratories and staff) and **company breakfasts** (8am-10am meetings between university departments, teaching units, and companies on specific topics such as work-linked training at the university or foreign language courses).

For its SD&SER communication plan, the institution uses a variety of media depending on the nature of the information and the target audience (internal and/or external stakeholders), both for regular, ongoing communication and for targeted, one-off announcements. News items are published directly on the homepage of the University's website: <https://www.unicaen.fr/actualites/>. They are also listed and categorised under the

"Sustainable and responsible campuses" section of [Unicaen's website](https://www.unicaen.fr/campus-durables-et-responsables/) <https://www.unicaen.fr/campus-durables-et-responsables/>.

In addition, at the request of colleagues, students, associations, etc., Mission Campus 30, in collaboration with the Communications Department, shares with the university community various types of information relating to events, responsible initiatives, calls for tenders, and surveys. Requests for such dissemination are generally sent to the following address: campus30@unicaen.fr

For more information, see the SD&SER diagnosis for variable 2.2 "*Encourage and support the development of learners' SD&SER skills*" (p. 65-72) and sub-variable 1.1.4 "*Communicate the objectives, practices, and results of the SD&SER approach to all stakeholders*" (p. 25-28).

Strategic objective

The aim is to extend SD&SER knowledge to the entire university community by encouraging and supporting 'SD&SER' initiatives on our campuses and in the surrounding regions, and by promoting actions that help turn intentions into practice.

Actions

The following actions will be implemented:

1. Encourage and support "SD&SER" initiatives on our campuses and in the surrounding regions, in particular by issuing the "student commitment" open badge "I'm taking action for sustainable development" through support from the CVEC;
2. Publicise the SD&SER initiatives of members of our community and encourage action by example;
3. Schedule events several times a year to disseminate SD&SER knowledge within our community (keynote speakers, murals, workshops, conferences, screenings, etc.).

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

Lead services

Department of Studies and Student Life (DEVE)
Communication department

Resource services

University multimedia teaching centre (CEMU)
Student Life Office (BVE)
Mission Campus 30

External partners

VP-Trees network
Normandy Agency for Biodiversity and Sustainable Development (ANBDD)

Target group

The student community
Staff members

Sources of financing

- ✓ Self-financing

Indicators

Number of "I'm taking action for sustainable development" open badges issued.
Annual number of events to disseminate SD&SER knowledge.

Coordination with existing documents (charters, plans, etc.)

- ✓ Institutional project (2022-2027)
- ✓ Campus 30 SD&SER diagnosis (March 2023)

Objective 3.1 - Encouraging responsible research

SD&SER priorities (Ministry for Research and Higher Education)

●	●	●
Decarbonation	Energy efficiency	Life preservation

SD&SER reference framework

○	○	●	○	○
1	2	3	4	5

Observations

The University of Caen Normandy plays a key role in the region's development and attractiveness. It has first-rate research potential, with 41 research units, 21 of which are accredited by major national organisations (CNRS, INSERM, INRAE, CEA). It works closely with ENSICAEN, GANIL (Grand accélérateur national d'ions lourds), GIP CYCERON, Caen University Hospital, François Baclesse Regional Cancer Centre, and others. It is a founding member of the COMUE Normandie Université and relies on its regional ecosystem - particularly the Normandy Region, which, since the NOTRE law, has been heavily involved in supporting and developing research, both through infrastructure funding (CPER) and support for higher education and research (ESRI).

The university has adopted a strategy that takes into account the regional, national, European, and international dimensions of its research. Its priorities include scientific excellence - promoting fundamental research (as recognised through the CaeSAR project, funded under the France 2030 "*Excellence in all its forms*" call for projects), interdisciplinarity and emerging fields, support for large-scale research infrastructures, respect for all disciplines and their specificities, the development of research-linked training and internationalisation.

In **the field of SD&SER and transitions** (ecological, energy, societal, etc.) in particular, the university is mobilising its research expertise to support innovative fundamental research, which often contributes to informing public policy on a range of issues. For example, it is involved in the **regional research and innovation strategy for smart specialisation in Normandy, 2021-2027 (RIS3)**, adopted by the Normandy Regional Council in February 2021. This strategy focuses on **three key priorities**:

- ✓ Maintaining and developing industrial activity in Normandy;
- ✓ Successfully achieving the ecological and energy transition;
- ✓ Enhancing citizens' well-being and the region's resilience.

The 2022 survey of research units (RUs) shows that, on average, these units focus on four to five SDGs, although some are more specialised in only two SDGs, while others cover a broader spectrum of up to 15 SDGs. As one would expect from a multidisciplinary university, all the SDGs are represented. Numerous research projects related to the SDGs and the various SD&SER issues (environmental, social, and economic) have also been identified.

With regard to the **SD&SER impacts of research questions** at the project design stage (*ex-ante* impacts) and/or analyses after implementation (*ex-post* impacts), for the research themes (or questions) developed in the RUs' projects, *ex-ante* (at the project design stage) and *ex-post* (after project implementation) SD&SER impacts are analysed and taken into account either sometimes (approximately 50% of cases) or often (approximately 25% of cases). Numerous individual impact analyses exist within the RUs. The institution must now identify the tools and methods for assessing SD&SER impacts on research questions, then select and disseminate the method(s) for assessing SD&CRS impacts (*ex post* or *ex ante*), and train the community in their effective implementation.

For more information, see the SD&SER diagnosis under variable 3.1 "*Integrating sustainable development and corporate social responsibility into the institution's research and innovation strategy*" (pp. 95-108).

Strategic objective

The aim is to encourage responsible research by integrating SD&SER issues into research projects as much as possible, to facilitate the consideration of transitions, by putting in place appropriate organisational and practical measures to support teams, and by identifying the SD&SER impacts associated with the implementation of R&I projects.

Actions

The following actions and associated operational sub-actions will be implemented:

1. Continue integrating SD&SER issues into research projects: <ul style="list-style-type: none"> ○ Update and share the SD&SER diagnosis to facilitate the integration of ETSD into the R&I strategy by identifying the institution's relevant and priority issues; ○ Include SD&SER criteria in calls for projects issued by the university; ○ Establish an organisational structure and practical measures to support this (e.g., support transdisciplinary and interdisciplinary R&I groups, projects, and practices that address the major transition challenges; enable SD&SER labelling of research projects in the OSCAR contract management platform).
2. Identify the SD&SER impacts of conducting R&I projects.

Calendar	● Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)
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Lead services Research and Innovation Department (DRI)	External partners Comue Normandie Normandy Region National Research Agency European Commission Major national organisations (CNRS, INSERM, INRAE, CEA). ENSICAEN, GANIL national d'ions lourds), GIP CYCERON, Caen University hospital (CHU), François Baclesse regional cancer centre Partners from the socio-economic world And others	Target group Teacher-researchers, Doctoral students Research and innovation support staff
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Sources of financing <ul style="list-style-type: none"> ✓ Self-financing ✓ COMP ✓ ANR, European funds, etc. 	Indicators Number of research projects related to the SDGs and various SD&SER issues. Percentage of interdisciplinary projects addressing SD&SER issues.
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Coordination with existing documents (charters, plans, etc.) <ul style="list-style-type: none"> ✓ Institutional project (2022-2027) ✓ Campus 30 SD&SER diagnosis (March 2023)
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Objective 3.2 - Pursuing our policy of science with and for society on ETSD

SD&SER priorities (Ministry for Research and Higher Education)

●	●	●
Decarbonation	Energy efficiency	Life preservation

SD&SER reference framework

○	○	●	○	○
1	2	3	4	5

Observations

The university aims to open up to society through innovative approaches that are inclusive of the community and participatory science, and to promote science with and for society.

The university relies on the Regional Strategy for the Dissemination of Scientific, Technical and Industrial Culture, launched by the Normandy Region in 2019 and supported by the region's two scientific culture centres: Relais d'sciences at Le Dôme in Caen and Science Action at the Atrium in Rouen.

The university is also partnering with Le Dôme (the regional CCSTI - Centre for Scientific, Technical and Industrial Culture - based in Caen) through a framework collaboration agreement to be signed in September 2021. The aim of this partnership is to develop participatory research initiatives on social issues, to provide training in scientific mediation through the creation of a Master's degree in "Science and society mediation - participatory research and innovation", and to establish a "Science with and for society" prize, combat infodemia, and promote and evaluate scientific mediation initiatives.

In November 2021, the university was awarded the "Science with and for Society" (SAPS) label, recognising the implementation of participatory science based on a 2021-2024 action plan co-constructed with the university community through an online consultation and two public meetings held on campuses 1 and 2. This accreditation will strengthen the partnership with Le Dôme.

To support and develop the CSTI dimension of the SAPS projects, the university has created a new joint service in 2022, called the Service universitaire de l'action culturelle (SUAC). The budget allocated through the SAPS label has made it possible to recruit an administrative management assistant in the field of culture.

Several initiatives have been launched, based on the objectives set out in the agreement between Le Dôme and the university, as well as those of the SAPS label, aligning transitions with SAPS priorities (non-exhaustive list):

- ✓ LITTOBLOC, with the CERREV team (UR 3918) – a programme funded by the Fondation de France's call for projects les futurs des mondes du littoral, aimed at initiating research on science, language and society in relation to artificial riprap along the Normandy coast. First meeting held on 7 October 2022;
- ✓ The "true, false, blurred" meetings, including the session held on Wednesday 19 October 2022 on the theme: "True, false, blurred. Sobriety: what to unplug".
- ✓ The UNICAEN Têtes chercheuses prize, which funds a project with a participatory research dimension involving society and strengthening the link between science and society. Prize awarded on 10 May 2022;
- ✓ The Turfu Festival, which will be held for the final time from 8 to 13 April 2024.

For more information, see the SD&SER diagnosis under sub-variable 3.2.1, "*Encouraging the participation of stakeholders in the research production process (participatory science)*" (pp. 110-114).

Strategic objective

The aim is to raise awareness of science and its methods among the wider public – including the university community, partners, and the general public - and to encourage the involvement of non-scientists in research relating to SD&SER through participatory approaches.

Actions

The following actions will be implemented:

1. Carry out activities related to ETSD as part of the SAPS label;
2. Involve university teams in SAPS projects;
3. Develop support for participatory research programmes (such as the Science Shop);
4. Organise scientific culture events focused on SD&SER issues (e.g., TURFU festival, scientific comics festival, science film screenings, etc.);

5. Further develop the ETSD themes of the master's degree in Engineering, Mathematics, Science and Technology (known as IMST), particularly its joint activities with other Master's programmes in the CMJS network (a consortium of Master's programmes);
6. Compile a list of public events on R&I themes related to SD&SER.

Associated operational sub-actions

1. Create a scientific journal dedicated to participatory research, scientific mediation, and "science with and for society" initiatives (SD&SER Diagnosis - Action Plan 3.2.1);
2. Organise the Scientific Comics Festival (SD&SER Diagnostic - Action Plan 3.2.1) ;
3. Compile a list of publications involving participatory science (SD&SER Diagnosis - Action Plan 3.2.1).

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ● Long-term (> 5 years)

Lead services

University Cultural Action Service (SUAC)

Resource services

Communication department

External partners

Le Dôme

Science Action, Rouen

Atrium

Normandy Region

Target group

The student community

Staff members

Sources of financing

- ✓ Self-financing
- ✓ CVEC

Indicators

Number of actions carried out on ETSD as part of the SAPS policy.

Percentage of publications involving participatory science out of the total number of publications.

Coordination with existing documents (charters, plans, etc.)

- ✓ Science with and for Society Strategy (SAPS) 2021-2024
- ✓ Campus 30 SD&SER diagnosis (March 2023)

Objective 3.3 - Encouraging open research that respects fundamental ethical principles

SD&SER priorities (Ministry for Research and Higher Education)

●	●	●
Decarbonation	Energy efficiency	Life preservation

SD&SER reference framework

○	○	●	○	○
1	2	3	4	5

Observations

The University of Caen Normandy is one of the signatories of the **National Charter of Ethics for Research Professions**, adopted in January 2015 by the Conference of University Presidents (now France Universités) and all national research organisations. By signing this charter, the University of Caen Normandy undertakes, in particular, to implement an institutional policy **on scientific integrity** and to appoint a scientific integrity officer.

According to the Corvol Report, "*scientific integrity is the honest and upright conduct that should govern all research*". "*It (...) is understood as the set of rules and values that must govern research activity to ensure it is honest and scientifically rigorous*" (MESR Circular No. 2017-040 of 15-3-2017).

On the institution's website, the "Research" section includes a subsection dedicated to **scientific integrity**. It is used to **disseminate the rules of scientific integrity (Si) and to identify the scientific integrity officer (SIO)**, who can be contacted via the dedicated email address: integrité-scientifique@unicaen.fr. The university has appointed a scientific integrity officer and provides training for its internal stakeholders.

The Local Research Ethics Committee (CLER) of the University of Caen Normandy and the Caen Normandy University Hospital is responsible for issuing advisory opinions on the ethical aspects of the research projects submitted to it, on a collegiate and multidisciplinary basis. The CLER oversees all non-interventional research involving human subjects that does not fall within the remit of a Committee for the Protection of Individuals. It ensures compliance with the main ethical principles (autonomy, beneficence, non-maleficence, and justice), particularly by assessing the benefits and risks of each project.

For several years now, the University of Caen Normandy has been committed to a **policy of open dissemination of knowledge**. **Two departments**, the Service commun de la documentation (SCD) and the Presses universitaires de Caen (PUC), as well as the Maison de la Recherche en Sciences Humaines (MRSH) through the work of the Pôle du document numérique and by hosting of IR Métopes, are heavily involved in this process. It should be noted that the director of the PUC is **the Open Science referent** for the University of Caen Normandy and, as such, is the delegate for the France Université Open Science seminar.

The **Open Science Charter (OSC)** was adopted by the Board of Governors on 8 July 2022. The UNICAEN OSC sets out the university's strategy for opening up science through five key objectives.

For more information, see the SD&SER diagnosis of variable 3.3 "*Promote and encourage a system of ethical reflection concerning the exercise of responsibility in research and innovation*" (pp. 135-148).

Strategic objective

The aim is to pursue its commitment to Open Science through born-open editorial production, open access to scientific publications, open access to the journals and books it publishes, and open data, while continuing to promote scientific integrity and research ethics.

Actions

The following actions and associated operational sub-actions will be implemented:

1. Set up a local version of the open science barometer (in particular, to identify the percentage of open access publications and the percentage of publications deposited on open platforms);
2. Raise awareness among academic staff of the challenges of open science and offer training sessions, webinars, and tutorials;
3. Encourage the use of ORCID by publishers at the University of Caen Normandy (awareness campaigns, integration into the university's information system);
4. Develop tools and platforms for open science (storage, processing, dissemination) in conjunction with Recherche.data.gouv ;
 - Continue training on data management plans;
5. Provide researchers with information on the measures taken by the university to support ethical reflection and scientific integrity;

- Including the involvement of the Research Integrity Officer (RIS) in various university councils.
- 6. Support the development of research assessment practices for the institution's research, researchers, and academic staff by joining the COARA alliance (<https://coara.eu/>)

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ● Long-term (> 5 years)

Lead services

Research and Innovation
Department (DRI)

Resource services

Communication department
Presses universitaires de Caen
(PUC)
Common documentation service
(SCD)

External partners

Comue Normandie
Normandy Region
National Research Agency
European Commission
Major national organisations
(CNRS, INSERM, INRAE, CEA).
ENSICAEN, GANIL national d'ions
lourds), GIP CYCERON, Caen
University Hospital (CHU), François
Baclesse Regional Cancer Centre
Partners from the socio-economic
sector
And others

Target group

Academic staff (Teacher-
researchers),
Doctoral students
Research and innovation
support staff

Sources of financing

- ✓ Self-financing
- ✓ ANR, European funds, etc.

Indicators

Percentage of internal stakeholders trained in open science
issues/total number of internal stakeholders.
Percentage of R&I projects contributing to open databases/total
number of projects.
Percentage of publications deposited on open platforms (HAL,
etc.)/total number of deposited publications.

Coordination with existing documents (charters, plans, etc.)

- ✓ Institutional project (2022-2027)
- ✓ Campus 30 SD&SER diagnosis (March 2023)

Objective 4.1 – Measuring our carbon footprint to support changes in our practices

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
●	●	○	●	○	○	●	○
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

Since 1 January 2023, all public bodies with more than 250 employees have been required to produce a carbon footprint every 3 years, accounting for 100% of direct emissions and at least 80% of indirect emissions. The University of Caen Normandy has chosen to go beyond regulatory requirements by including 100% of both direct and indirect emissions for the full year 2022. The completion of the 1st carbon audit in 2023 was an opportunity for the University of Caen Normandy to reaffirm its commitment to a greenhouse gas (GHG) emissions accounting process. In line with the national energy policy objective of reducing greenhouse gas emissions by 40% between 1990 and 2030, the University of Caen Normandy has nearly met its 2030 target, having achieved a 31% reduction in greenhouse gas emissions since 2016, based on the previous scope of the emissions assessment (Scopes 1 and 2).

In addition, the sobriety plan - requested by the Ministry of Higher Education and Research and approved by the Board of Governors on 14 December 2022 - has enabled the development of an action plan (short-, medium-, and long-term) to achieve a 10% reduction in the university's energy expenditure by December 2024. It is also worth noting that the SD&SER diagnosis indicates that the university has measured its greenhouse gas emissions and has implemented targeted actions on each campus to reduce both emissions and greenhouse gas-emitting practices, in order to move towards greater energy sobriety.

To stay on the path to decarbonisation and achieve carbon neutrality by 2050, the transition plan sets out a number of priority actions to be implemented (see the sobriety plan), taking into account the hierarchy of the various measured emissions sources.

Major initiatives have already been implemented, including a metering plan, the installation of a biomass boiler to heat 135,000 m² of buildings on Campus 1 in Caen, a campus-wide mobility plan, and an energy master plan for our buildings.

For more information, see the SD&SER diagnosis for variable 4.1 "*Develop a policy to reduce greenhouse gas emissions and promote the sustainable use and consumption of resources*" (p. 149-196), with sub-variable 4.1.1 focusing on "*Reducing emissions and practices that generate greenhouse gases*", and sub-variable 4.1.2 focusing on "*Implementing and integrating environmental, social, and energy performance criteria into building specifications*".

Strategic objective

The aim is to assess our GHG emissions and to pursue the action plan under the sobriety plan to reduce GHG emissions, in order to achieve the objectives of the national strategy.

Actions

The aim is to update the carbon footprint in order to monitor changes across the various emissions categories, assess the effectiveness of the measures taken, and modify or reinforce them if necessary. It also involves communicating the results and justifying the actions taken to help raise community awareness and change practices (linked to objective 4.3: Reduce the carbon footprint of research units and other structures).

The following actions will be implemented:

1. Carry out regular carbon assessments for the entire university, and, where possible, internally within our training programmes, using the methodology shared by all higher education institutions;
2. Analyse the results, make adjustments if necessary, and update the action plan (sobriety plan) in line with the performance achieved;
3. Communicate the results obtained to the entire university community and partners;
4. Justify the various actions taken by the institution to meet the targets for reducing greenhouse gas emissions set both internally and externally (regulatory framework).

Associated operational sub-actions (linked to objective 4.3)

1. Carry out carbon assessments for each research unit to identify the main sources of emissions (Detailed sobriety plan - Action VI-B-e);
2. Draw up an inventory of equipment (Detailed sobriety plan - Action VI-B-a);
3. Develop specific transition plans for each unit, including quantified targets and clear deadlines.

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ● Long-term (> 5 years)

Lead services

Mission Campus 30

Resource services

Heritage Department (DPL)
Communications Department (Dircom)
Public Procurement Department (DCP)
Prevention Department (DP)
Human Resources Department (DRH)

External partners

ADEME
DREAL

Target group

The student community
Staff members

Sources of financing

- ✓ Self-financing
- ✓ Call for projects
- ✓ COMP

Indicators

Changes in the university's carbon footprint for the various GHG emissions (quantity in tonnes of CO₂ equivalent).
Annual number of communication actions related to the carbon footprint.

Coordination with existing documents (charters, plans, etc.)

- ✓ Carbon footprint of the University of Caen Normandy - 2023
- ✓ Detailed sobriety plan for the University of Caen Normandy - 2022-2024
- ✓ Multiannual property strategy plan (SPSI) - 2023-2028
- ✓ Energy Master Plan (SDE)
- ✓ Property and development master plan (SDIA)

Objective 4.2 - Reducing energy resource consumption

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
●	●	○	●	○	○	●	○
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

In relation to the national energy policy objective of reducing final energy consumption by 50% by 2050 compared with the 2012 baseline, with intermediate targets of around 7% by 2023 and 20% by 2030, and with overall energy consumption down by 22% on an equivalent basis since 2016 (i.e., 9203 MWh less), the University of Caen Normandy has genuinely implemented a policy of energy sobriety and has already achieved the intermediate target of a 20% reduction.

This positive outcome is the result of several large-scale actions implemented over the past ten years, including, without being exhaustive (see SD&SER diagnosis & sobriety plan): a metering plan, the installation of a biomass heating system to heat 135,000 m² of buildings on campus 1 in Caen, etc. As part of the multi-annual property strategy plan (SPSI), a mapping of the Group's assets has been carried out to identify buildings that could potentially benefit from energy-efficiency renovations.

Following the work carried out since 2015 under the SDIA, covering the entire scope of heating, ventilation, air conditioning (HVAC) and electrical network infrastructures, the university began in 2023 to consider the final remaining energy perimeter: the building envelopes (interior and/or exterior insulation). This reflection led to the development of an "energy master plan for buildings" (SDE), focused solely on the "building envelope", based on energy consumption data and excluding scientific process installations within the buildings.

For more information, see the SD&SER diagnosis for variable 4.1 "*Develop a policy to reduce greenhouse gas emissions and promote the sustainable use and consumption of resources*" (p. 149-196), with sub-variable 4.1.1 focusing on "*Reducing emissions and practices that emit greenhouse gases*" and sub-variable 4.1.2 on "*Implementing and integrating environmental, social and energy performance criteria into building specifications*".

Strategic objective

The university aims to continue, and if possible, intensify the reduction in overall energy consumption, with a particular focus on fossil fuels.

Actions

The aim is to plan and prioritise actions to reduce energy consumption, particularly the consumption of fossil fuels. For example, the energy master plan (SDE), to be drawn up in 2023, will include scenarios for renovating building envelopes, notably to meet the requirements of the tertiary sector decree. The renovation of several buildings could be undertaken through the CPER (New Century Campus, etc.). The aim is also to reduce the use and consumption of energy-intensive equipment and to pay particular attention to the heating, as well as the interior and exterior lighting, of buildings and sites.

Depending on opportunities, the aim is also to develop renewable energy production, based on the solar potential study already carried out. In addition to property-related actions, the objective is to continue engaging the university community to encourage both individual and collective changes (such as eco-actions).

The following actions will be implemented:

1. Implementation and monitoring of the energy efficiency plan;
2. Renovation of several buildings with CPER funding;
3. Reduction in the use and consumption of energy-intensive equipment by continuing to deploy LED lighting, thereby lowering electricity consumption and reducing light pollution from outdoor lighting, which impacts biodiversity;
4. Development of renewable energy production based on the solar potential study already carried out;
5. Communication of the results achieved to the entire university community and its partners;
6. Justification of the various actions undertaken by the university to meet energy reduction targets within the regulatory framework.

Associated operational sub-actions

1. Implementation of the property and asset information system (SIPI), for which funding has been secured, to optimise energy management (regular monitoring of consumption, etc.).

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ● Long-term (> 5 years)

Lead services

Heritage Department (DPL)

Resource services

Mission Campus 30
Communications Department (Dircom)
Public Procurement Department (DCP)
Prevention Department (DP)

External partners

Intercommunal Energy
Syndicate
Local Energy and Climate
Agency
ADEME

Target group

The student community
Staff members

Sources of financing

- ✓ Self-financing
- ✓ Call for projects
- ✓ COMP

Indicators

Total energy consumption by type of energy and by building (kwh), including reduction trajectory.
Annual number of communication initiatives related to energy resource consumption.

Coordination with existing documents (charters, plans, etc.)

- ✓ Carbon footprint of the University of Caen Normandy - 2023
- ✓ Detailed sobriety plan for the University of Caen Normandy - 2022-2024
- ✓ Multiannual property strategy plan (SPSI) - 2023-2028
- ✓ Energy Master Plan (SDE)
- ✓ Property and development master plan (SDIA)

Objective 4.3 - Reducing the carbon footprint of research units

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
●	●	○	○	○	●	●	○
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

The University of Caen Normandy has 41 research units (RUs), 21 of which are accredited by major organisations such as CNRS, INRAE, INSERM, and CEA. Having completed its greenhouse gas emissions assessment, the institution is now supporting its RUs in developing their carbon footprint and transition plans, using the method developed by the Labos 1point5 collective. Mission Campus 30 is coordinating and facilitating this process.

According to the survey carried out as part of the application for the SD&SER label, 76.5% of the research units - i.e., 26 out of 34 respondents – expressed a desire to conduct a greenhouse gas emissions assessment. The M2C and CIMAP joint research units (UMRs) have already completed their assessments, and the process is underway for the CREM, IDEES, and COMETE UMRs, supported by Mission Campus 30 using the 1pt5 GHG module developed by the Labos 1point5 collective. Other research units wishing to carry out their carbon footprint assessments will be supported in the coming years (2025 - 2026).

Following the completion of the greenhouse gas emissions assessments, transition plans will be developed collectively and through participatory processes. To this end, workshops and working groups will be organised, along with the distribution of forms to gather ideas. The aim of these transition plans will be to change the habits and behaviours of all stakeholders involved.

By May 2024, 24% of research units (10 out of 41) had formally appointed one or more sustainable development (SD) officers. The role of these SD coordinators is to raise awareness among members of their research unit about the challenges of the ecological transition, actively participate in developing carbon footprints and transition plans, and ensure their implementation. They also serve as liaisons between Mission Campus 30 and the members of the research units.

SD coordinators have also been appointed in certain departments (CEMU, IT Department, etc.). Based on an adaptation of the 1pt5 GHG module and feedback received, carbon audits may be carried out in volunteer departments that express the need.

For more information, see the SD&SER diagnosis of variable 4.1 "*Develop a policy to reduce greenhouse gas emissions and promote the sustainable use and consumption of resources*" (p. 149-196).

Strategic objective

The aim is to help each research unit (RU) develop its own transition plan, taking into account its specific characteristics, facilities, and research themes, in order to raise awareness and encourage stakeholders to reduce the carbon footprint of their RU.

Actions

To continue the efforts undertaken to reduce greenhouse gas emissions and promote sustainable practices in the research units, the following **actions will be implemented**:

1. Support research units in their efforts to reduce greenhouse gas emissions;
2. Encourage mutual support and the sharing of experience between research units on sustainable development topics;
3. Communicate about climate change (seminars, workshops, posters, etc.) and raise awareness of sustainable development issues among members of the research units;
4. Generalise the presence of sustainable development (SD) officers in all research units;
5. Standardise the incentive and regulatory systems adopted by the various research units in their transition plans to ensure consistency across the university;
6. Monitor and assess the impact of the measures implemented to ensure continuous improvement;
7. Deploy initiatives in volunteer departments following feedback.

Associated operating sub-actions

1. Carry out carbon assessments for each research unit to identify the main sources of emissions (Detailed sobriety plan - Action VI-B-e);
2. Draw up an inventory of equipment (Detailed sobriety plan - Action VI-B-a) ;
3. Develop specific transition plans for each unit, including quantified objectives and clear deadlines;
4. Meet twice a year with the working group of sustainable development (SD) officers to share feedback;
5. Identify the impact of research activities on SD&SER issues;
2. Offer a training workshop for new sustainable development (SD) officers on producing carbon footprints using the tools available on the Labs 1point5 platform.

Calendar

○ Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

Lead services

Heritage Department (DPL)

Resource services

Research units.
Research and Innovation Department (DRI).
Central services.

External partners

Labs 1point5.
UR supervisory bodies (CNRS, INRAE, INSERM, CEA, other universities).
Associations (La fresque du climat, dérailleurs campus Caen, etc.).
French National Research Agency (ANR).

Target group

Academic staff
The researchers
Teacher-researchers
Doctoral and post-doctoral students

Sources of financing

- ✓ Self-financing
- ✓ Call for projects

Indicators

Number of RUs that have carried out a GHG assessment.
Number of RUs that have drawn up a transition plan (showing the evolution of their carbon footprint).
Percentage of RUs with an SD coordinator.
Annual number of awareness-raising events (training courses and workshops) for URs.

Coordination with existing documents (charters, plans, etc.)

- ✓ Carbon footprint of the University of Caen Normandy
- ✓ Detailed sobriety plan for the University of Caen Normandy
- ✓ Multi-year property strategy plan (SPSI)
- ✓ Property and development master plan (SDIA)
- ✓ Self-evaluation report for the High Council for the Evaluation of Research and Higher Education (HCERES)

Objective 4.4 - Encouraging the use of sustainable modes of transport

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
●	○	○	○	○	○	●	○
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

Since the 2010s, the University of Caen Normandy has gradually introduced travel management for its staff and students, implementing an incentive policy to encourage alternative modes of transport and reduce reliance on cars, while ensuring that different forms of mobility can coexist peacefully and safely across both the Caen and remote campuses.

Following the SD&SER diagnosis finalised in 2022 on the sub-variable "*Implement travel management for internal stakeholders and an incentive policy for alternative travel*", the university decided in 2023 to develop a mobility plan. The aim was to identify the travel habits of the university community and to devise an action plan to reduce the proportion of self-propelled journeys between home, campus, and work. A diagnostic phase was first carried out using various tools to gather the needs of staff and students:

- ✓ **Online survey** of travel habits (27 March - 9 May 2023)
- ✓ **Working groups** across 13 campuses (14 June - 11 Sept. 2023)
- ✓ **Community consultation on proposed actions**, with opportunities for new proposals and comments (9 Oct. - 12 Nov. 2023)
- ✓ Simultaneously: **exchanges with various partners** and participation in meetings, mobility clubs, etc.

Following these discussions, an action plan was finalised, comprising 26 actions covering all modes of transport. The mobility plan was presented to the university's governing bodies, then approved by the CSAE in February 2024 and by the Board of Governors in March 2024.

The mobility plan also responds to the results of the university's carbon footprint, which show that staff and student travel accounts for 58% of total greenhouse gas emissions.

For more information, see the SD&SER diagnosis for sub-variable 4.1.3 "*Implement travel management for internal stakeholders and a policy to encourage alternative travel*" (p.163-184), and the 2024-2029 mobility plan.

Strategic objective

Based on the mobility plan adopted in March 2024, the aim is to reduce the modal share of car use in favour of public transport, cycling, walking, other active forms of mobility, and car sharing.

Actions

1. Installation of equipment and development of facilities to encourage the use of sustainable modes of transport (electric charging stations, bicycle shelters, lockers, provision of showers and changing rooms, etc.);
2. Discussions with partners to improve travel conditions for members of the university community across the region (cycle paths, public transport services, etc.);
3. Promoting and awareness-raising of sustainable mobility.

Associated operational sub-actions

1. Increasing the number of cycle and scooter parking spaces in overcrowded areas;
2. Mapping sustainable mobility routes between campuses
3. Organising a workshop with public transport network operators to showcase the services on offer;
4. Creating an internal car-sharing platform;
5. Producing a guide with information on all mobility options available on and around the campus;
6. Deploying electric charging stations (IRVE).

Calendar

○ Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

<u>Lead services</u> Mission Campus 30	<u>External partners</u> Local and regional authorities. Associations (Dérailleurs Campus, Vélisol, etc.). Student associations. Normandy Agency for Biodiversity and Sustainable Development (ANBDD).	<u>Target group</u> The student community Staff members
<u>Resource services</u> Prevention Department (DP). Heritage and Logistics Department (DPL). Student Life Office (BVE).		
<u>Sources of financing</u> ✓ Self-financing ✓ CVEC ✓ Local authorities ✓ Energy Savings Certificate Programme (Alvéole +)	<u>Indicators</u> Changes in the university community's travel habits (modal share of private cars). Annual number of awareness-raising events (training sessions and workshops) on sustainable mobility. Change in the proportion of home-to-campus travel within the university's total GHG emissions (measured in tonnes of CO2 equivalent).	
<u>Coordination with existing documents (charters, plans, etc.)</u> ✓ Mobility plan 2024-2029 ✓ Carbon footprint 2023 ✓ Student Life Master Plan (SDVE) 2023-2027 ✓ ANBDD Mobility Ambassadors Charter		

Objective 4.5 - Promote responsible digital practices

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

Digital responsibility is playing an increasingly important role in the work of the university's Information Systems Department (DSI). The development of the sobriety plan has highlighted the levers available in relation to digital technology to reduce energy consumption and its environmental impact. Several actions have already been implemented, including extending the lifespan of IT equipment and replacing it with environmentally responsible alternatives. This policy – which includes reducing the power of fixed workstations and laptops, deploying a remote desktop solution (Vmware horizon), and extending hardware use to 10 years - has led to a 25% reduction in greenhouse gas emissions.

The IT Department centralises the management of a large proportion of the university's IT equipment. This allows orders to be placed as closely as possible in line with actual needs (based on future use and available stocks of second-hand equipment), thereby avoiding unnecessary purchases and rationalising consumption, which helps reduce waste. As for recycling, equipment is not directly sent through the WEEE (Waste Electrical and Electronic Equipment) stream. Priority is given to AfB (Work for People with Disabilities), which refurbishes the devices and sells them at low cost. AfB employs people with disabilities.

For several years now, the management of photocopiers and printers has also been centralised, with a strong commitment to strictly limiting the use of individual devices and encouraging a reduction in printing (saving not only paper, but also toner and energy).

The university is committed to improving the inclusion of people with disabilities. A disability support application has been available to students for over 10 years. However, although some tools comply with the RGAA (General Accessibility Guidelines for Administrations), their number remains limited. A major project will be launched in 2025 to make all websites and digital tools accessible to as many people as possible.

Responsible digital technology can also help to address student poverty. For example, the university has set up a computer loan scheme for students. These computers can be borrowed from local libraries for periods ranging from one day to five weeks for the standard version. A long-term loan of up to one year is also available. This is approved by the CFVU based on social criteria, for the most disadvantaged students.

Finally, in the area of research, efforts are being made to better organise the tools and services available to researchers and lecturers. Firstly, coordination has been established with CRIANN to cover the full range of research services, avoiding duplication. Secondly, the IT Department's server room has been optimised in collaboration with the DPL to reduce server cooling and electricity consumption, thereby lowering greenhouse gas emissions. In addition, work has begun to rationalise the computing machines used by researchers in order to maximise the uptime of each virtual server provided. The next step will be to enable dynamic switching on and off of the servers supporting virtualisation, to achieve real energy efficiency gains. The work carried out since 2021 has led to a 25% reduction in greenhouse gas emissions from the server room, despite a 13% increase in IT consumption.

For more information, see the Information and Digital System Master Plan (SDSIN), the Energy Sobriety Plan – particularly section "*I. Management of the building stock*" (p. 9-21) - and the SD&SER diagnosis of variable 4.2 "*Develop a policy to prevent and reduce environmental damage (including pollution)*" (p. 197-214).

Strategic objective

The aim is to continue integrating responsible digital practices in order to reduce energy consumption, limit waste (WEEE, cardboard, etc.), and improve accessibility to promote inclusion.

Actions

The following actions will be implemented:

1. Continue to incorporate responsible digital practices in the next digital master plan;
2. Pursue the deployment of responsible digital technology at the core of equipment renewal and new installation projects;

3. Raise community awareness of the importance of digital sobriety at the individual level and support users in adopting more responsible digital practices (awareness workshops, user manuals, challenges, etc.);
4. Increase awareness among teacher-researchers of sustainable development challenges, encouraging them to take ownership of the solutions proposed in research projects.

Associated operational sub-actions

1. Continue renovating the university's websites to improve the accessibility of digital tools (SD-Numérique Priority 2-2.2);
2. Pursue the policy of extending the lifespan of IT equipment to 10 years and telephony equipment to 5 years by promoting maintenance and repair (reparability index, etc.);
3. Continue replacing equipment with more energy-efficient models (PCs, WIFI infrastructure management solutions, reuse within the university for other purposes, etc.) (energy efficiency plan I.D.2.a).

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ● Long-term (> 5 years)

Lead services

Information Systems
Department (ISD)

Resource services

Management of the
Institution
Mission Campus 30
Heritage and Logistics
Department (DPL)
Communication
department

External partners

Normandy University
CRIANN, SYVIK regional network
National Telecommunications Network for
Technology, Education and Research
(Renater)
National group for the development of a
generic IS Security Policy (PSSI)
Higher Education and Research IT Services
Committee (CSIESR)
Assembly of Directors of Information
Systems (ADSI)
Agency for the Mutualisation of Universities
and Establishments (AMUE)
Higher Education - Research Software
Group

Target group

The student community
Administrative staff
Researchers and teacher-
researchers

Sources of financing

- ✓ Self-financing
- ✓ FIPHP
- ✓ DINUM

Indicators

Number of computers borrowed per year.
Annual number of awareness-raising events (training sessions and workshops) focused on responsible digital use.

Coordination with existing documents (charters, plans, etc.)

- ✓ Digital Master Plan 2021-2024, and the upcoming Digital Master Plan 2025-2028
- ✓ Sobriety Plan 2022-2024

Objective 5.1 – Enhancing biodiversity on our campuses

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
○	○	●	○	○	○	●	○
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

On the 13 campuses of the University of Caen-Normandy (seven sites in Caen and six distant sites), located in dense urban centres either nearby or on the outskirts, the area of green spaces - excluding roads and car parks – totals 248,352 m². A policy of “good practice” in the management of green spaces was introduced in 2009. This led to the establishment of numerous late-mowing zones on the Caen (1 to 5), Alençon, and Cherbourg campuses, in partnership with CROUS and ENSICAEN. The area covered by these zones increased from 5,100 m² in 2009 to 11,800 m² in 2012, and then to 33,320 m² in 2022. Mowing is carried out in winter to optimise biodiversity in these areas.

As of 2012, the maintenance of lawns, hedges, trees, shrubs, flowerbeds, and mineral surfaces on all sites has been carried out with the aim of using 0% pesticides and managing 100% of green spaces in an environmentally-friendly manner. To respect wildlife, tree and shrub pruning and hedge trimming are carried out outside the nesting and breeding periods (around 15 March to 31 July), and outside the flowering period to allow insects to forage and birds to find berries. Similarly, when replanting and planting additional trees to replace dead plants and contribute to the renewal of the tree stock, regional species are preferred.

In spring and summer 2022, biodiversity inventories were conducted on campuses 1 and 2 – which together account for 52% of the total green space across all the university's campuses - by two pairs of student trainees from the university's biology departments.

For more information, see the SD&SER diagnosis for variable 4.3 “*Develop a policy to promote biodiversity*” (p. 215-236).

Strategic objective

The aim is to promote biodiversity while enhancing the quality of life on campus for university users.

Actions

To continue the efforts made to respect biodiversity and encourage the development of flora and fauna on each of the university campuses, **the following actions will be implemented** to promote biodiversity:

1. Complete and extend inventories and assessments on other campuses;
2. Communicate about biodiversity (round tables, panels, signage, etc.), raise community awareness of biodiversity issues, and encourage citizen science;
3. Create nurturing campuses (*i.e.*, shared gardens, etc.), both for staff and the student community, as well as for living species such as birds;
4. Establish protected biodiversity areas and develop a green and blue network to help improve habitats for wildlife;
5. Continue to regularly monitor the service providers responsible for maintaining the green spaces (work performed and impact) with a view to continuous improvement.

Associated operational sub-actions

1. Set up shared gardens or vegetable patches (SDVE-Action 1.1.2) ;
2. Plant fruit trees, shrubs, melliferous plants, (SDVE-Action 1.1.2);
3. Create a landscaping scheme on campus 1 (COMP).

Calendar

○ Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

<u>Lead services</u> Mission Campus 30	<u>External partners</u> Local and regional authorities. Student associations (ACEN, etc.). Naturalist associations and groups (LPO, GONm, GMN, etc.) ANBDD, CEN, ... Normandy Botanical Conservatory	<u>Target group</u> The student community Staff members
<u>Resource services</u> Heritage and Logistics Department (DPL) Student Life Office (BVE)		
<u>Sources of financing</u> <ul style="list-style-type: none">✓ Self-financing✓ COMP✓ CVEC	<u>Indicators</u> Percentage of roads and car parks in the total outdoor space. Annual number of awareness-raising events (training courses and workshops) on the theme of biodiversity.	
<u>Coordination with existing documents (charters, plans, etc.)</u> <ul style="list-style-type: none">✓ Biodiversity Charter✓ Terms and conditions of contract for green space maintenance✓ Student Life Master Plan (SDVE) 2023-2027✓ Multi-year property strategy plan (SPSI)		

Objective 5.2 - Preventing and reducing waste production on our campuses

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
●	○	●	○	○	○	●	○
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

Selective sorting has been in place for around ten years, in various forms depending on the type of waste to be recycled or recovered. Since 2013, paper and cardboard have been sorted voluntarily in many university buildings (IUT, UMR IDEES, etc.). Selective sorting was then extended first to the Vire and IAE sites, and from 2022 to all campuses, with the installation of 360 pairs of grey and yellow wall-mounted bins in corridors frequented by the student community, as well as around 60 double-flow bins in outdoor areas. These bins are accompanied by sorting instructions to inform and raise awareness among the community.

Selective sorting is gradually being rolled out in offices and laboratories, with existing waste bins repurposed as sorting bins using stickers and transparent bags. This roll-out is accompanied by awareness sessions for staff to explain the approach and sorting instructions, and to address any questions they may have.

Other types of waste, such as green waste, glass, WEEE, and hazardous waste, follow specific channels. Green waste is collected and recycled by the service providers responsible for maintaining the green spaces, and glass is collected via a dedicated container on campus 1. The university is committed to extending the life of WEEE and improving its reuse, both internally - by departments and research units - and externally, through various rehabilitation associations. An agreement has been signed with an adapted company for the management of WEEE, which pursues a social mission by employing a majority of workers recognised as disabled by the CDAPH, the French administrative body responsible for disability recognition. This company refurbishes our IT equipment, thereby extending its lifespan and promoting a circular economy. Some of the IT equipment is resold at a low price, while the remainder is recycled through appropriate channels.

The hazardous waste generated by laboratories has been centralised for about twenty years and is collected by approved companies for transport to treatment and storage facilities. This specific collection also includes used batteries, accumulators, ink cartridges, and toners.

The quantity of waste produced is an emission factor considered when calculating the university's carbon footprint. According to the carbon assessment for 2022, waste accounted for 526 t CO₂eq, or 1% of the university's total emissions. While this may seem insignificant compared to other sources such as travel between home and campus, there are several practical measures that can be taken to reduce the associated carbon footprint.

For more information, see the SD&SER diagnosis of variable 4.2 "Develop a policy to prevent and reduce environmental damage (including pollution)" (p. 197-214).

Strategic objective

The aim is to reduce the amount of all types of waste produced by the university and its community.

Actions

In response to requests from local authorities and the university community, as well as the challenges linked to its carbon footprint, the university aims to develop actions based on four main objectives: reduce, reuse, recycle, and raise awareness:

1. Reduce: Develop a responsible purchasing policy that includes criteria on packaging and other sources of waste;
2. Reduce: Anticipate the potential for recovery and identify the appropriate recycling channels before any purchase, to avoid buying products that are difficult to recycle;
3. Reuse: Promote the widespread purchase of reconditioned, second-hand products, or products with a high reparability index;
4. Reuse: Encourage widespread sharing of equipment between research units, faculties, and internal departments;
5. Reuse: Conduct a repair diagnosis before replacing any equipment;

6. Recycling: Complete the roll-out of dual-stream sorting on all campuses (corridors and offices);
7. Recycling: All campuses now sort seven waste streams (paper/cardboard, metal, plastic, glass, wood, plaster, and mineral fraction);
8. Raising awareness: Increase community awareness about reconditioning, reusing objects, equipment, and other products (paper, cardboard, etc.), as well as second-hand goods in the broadest sense (including second-hand clothes, etc.);
9. Raising awareness: Educate the community about the waste recycling process and the importance of reducing waste production (through workshops, visits, etc.).

Associated operational sub-actions

1. Organisation of awareness-raising events for the entire community on the themes of reduction, reuse, and recycling: repair workshops, performances, second-hand clothing shops, etc;
2. Communication on waste recovery (information, regular reminders of instructions to be followed, etc.);
3. Widespread installation of water points to encourage the use of reusable water bottles, aiming to reduce or even ban the use of bottled water on campus;
4. Purchase of responsibly sourced promotional items, including water bottles and collapsible cups, alongside a reduction in the distribution of these items, as well as water bottles and cups, at events.

Calendar

○ Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

Lead services

Mission Campus 30

Resource services

Prevention Department (DP).
Heritage and Logistics Department (DPL).
Public Procurement Department (DCP).
Information Systems Department (ISD).
Service universitaire de l'action culturelle (SUAC).
Student Life Office (BVE).

External partners

Local and regional authorities.
Organisations responsible for waste collection (SYVEDAC, etc.).
Student associations.

Target group

The student community
Staff members

Sources of financing

- ✓ Self-financing
- ✓ COMP
- ✓ CVEC

Indicators

Proportion of yellow bins relative to the total number of bins on each site.
Annual number of awareness-raising events (training sessions and workshops) on selective sorting.

Coordination with existing documents (charters, plans, etc.)

- ✓ Multi-year property strategy plan (SPSI)
- ✓ Student Life Master Plan (SDVE) 2023-2027
- ✓ Technical requirements specification for the maintenance contract

Objective 5.3 - Optimising the use of water resources

SD&SER priorities (Ministry for Research and Higher Education)

<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Decarbonation	Energy efficiency	Life preservation

SD&SER reference framework

<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
1	2	3	4	5

Observations

In order to reduce water consumption, a careful approach has been adopted, reflected in infrastructure renovation work, the installation of new low-consumption equipment (such as aerators and dual flush systems), user awareness-raising, and the monitoring of consumption over time.

In addition, rainwater harvesting systems have been installed in building B and at the stadium on campus 1. In particular, rainwater is used to supply the sanitary facilities. The installation of this system has made it possible to cover 70% of water consumption in building B. The consideration and integration of rainwater recovery in renovation or construction projects is included in the multi-year property strategy plan (SPSI).

Water consumption is monitored on a monthly basis, either through the receipt of invoices for certain sites or via remote meter reading. This allows anomalies to be identified and on-site investigations to be carried out to determine their cause. For example, this process led to the detection of major leaks in the drinking water supply networks on campus 1, which subsequently resulted in renovation work.

Between 2012 and 2022, i.e., over a ten-year period, drinking water consumption fell by around 20%, despite an increase in the number of students in recent years.

For more information, see the SD&SER diagnosis for sub-variable 4.1.5 "*Reduce and optimise water consumption*" (pp. 191-195).

Strategic objective

The aim is to reduce and optimise both drinking and non-drinking water consumption.

Actions

The following actions will be implemented to reduce water consumption:

1. Systematically take into account the reduction and optimisation of water consumption in renovation and construction projects;
2. Raise community awareness of water consumption issues;
3. Improve monitoring of water consumption.

Associated operational sub-actions

1. Include a water-saving plan in the future Property and Development Master Plan (SDIA);
2. Install rainwater harvesting systems in renovation or construction projects;
3. Implement specific metering for each building.

Calendar

☐ Short term (1-2 years) ☒ Medium-term (3-5 years) ☐ Long-term (> 5 years)

Lead services

Prevention Department (DP)

Resource services

Heritage and Logistics Department (DPL)
Mission Campus 30
Communications Department (Dircom)

External partners

The city of Caen
Seine-Normandy Water Agency (AESN)
CROUS
ENSICAEN

Target group

The student community
Staff members

Sources of financing

✓ Self-financing

Indicators

Evolution of water consumption (m³/year).

Coordination with existing documents (charters, plans, etc.)

- ✓ Water circulation diagram
- ✓ Multi-year property strategy plan (SPSI)

Objective 5.4 - Promoting responsible food

SD&SER priorities (Ministry for Research and Higher Education)			Focus of the SD&SER reference framework				
<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>	<input type="radio"/>
Decarbonation	Energy efficiency	Biodiversity and life preservation	1	2	3	4	5

Observations

CROUS Normandie is responsible for a large portion of the food supply at the University of Caen. It manages several catering facilities, including university restaurants and cafeterias, across our various campuses. Users are offered organic and local produce, seasonal vegetables and fruit, as well as a vegetarian option. Initiatives have been implemented to raise awareness among the student community and staff about the need to eat responsibly and reduce waste. However, some catering outlets are managed by the university, and the dishes offered are also made from local and seasonal produce. This cooperation between CROUS and the university is also evident in the management of vending machines. The university has insisted on providing flat water bottles as a cheaper and healthier alternative to cans and bottles of soft drinks. An agreement has been signed to supply fresh fruit and fruit pouches (compote) in the vending machines.

Departments and faculties sometimes call on caterers to provide meal trays, aperitif dinners, or buffets for conferences, meetings, and other events. As the university was not always informed about the origin of the products or the social policies of the chosen caterers, it took advantage of the renewal of the catering contract to assess the level of commitment of each service provider in terms of SD&SER. The Public Procurement Department (DCP) conducted a comparative analysis of suppliers in the catering market, taking SD&SER criteria into account. A questionnaire was sent to the various service providers, including questions on the proportion of seasonal, local, and organic products used, the waste management policies adopted, and the professional integration of unemployed or disabled individuals.

The university supports social initiatives to combat student poverty, such as Agoraé de Caen and Epi'Etu, which are social grocery shops located on Campus 1 and the Cherbourg site, respectively. The university also hosts a Secours Populaire branch on Campus 2, which organises food distributions. **The BAE (Bureau Alimentation Etudiante - Student Food Office) will soon open its doors in the Tiers lieu, La Bavarderie, on campus 2.**

A number of awareness-raising events have been organised, including cooking workshops on sustainable food in partnership with the Réseau étudiant pour une société écologique et solidaire (RESES) and the Comue Normandie; a participatory workshop on ensuring sustainable and responsible food as part of the TURFU Festival; and a nutrition forum organised by the Student Health Service (SSE).

The promotion of sustainable and responsible food is reflected in the aim to transform campuses into food-producing sites, combining respect for biodiversity with the fight against student poverty. This project is progressing gradually with the installation of shared gardens on campuses 1, 5, IAE, and INSPE in Saint-Lô. These shared gardens include perennial fruit and vegetables, as well as aromatic plants. The entire university community can enjoy the harvests and take care of the planting.

Caen Pousse, a shared garden, has been operating for six years on the heights of campus 1 in Caen. The 500 m² plot is loaned from the CROUS. The shared garden is open not only to students but also to local residents, who tend the garden during the summer.

For more information, see the SD&SER diagnosis of sub-variable 4.4 "*Promote responsible food accessible to as many people as possible (along the entire value chain from field to plate)*" (pp. 237-246).

Strategic objective

The aim is to improve access to sustainable and responsible food for the entire community.

Actions

Transforming campuses into food-producing areas is a large-scale project that primarily involves planting a significant number of fruit trees and shrubs in the available green spaces across all campuses in Normandy. This project aims to unite the student community and encourage them to become active participants on their campuses. In particular, it would help to partially feed students in precarious situations (for example, through

distribution via Agorae), organise workshops to teach students and staff how to make compotes, fruit preserves, etc., strengthen social cohesion among the various campus stakeholders, and promote responsible eating (local, organic products, etc.).

The following actions will be implemented:

1. Implement a responsible food approach within the institution involving internal stakeholders and management delegates;
2. Raise community awareness of healthy and responsible eating;
3. Develop edible resources in the spirit of campus food production (e.g., shared gardens, etc.).

Associated operational sub-actions

1. Set up shared gardens or vegetable patches (SDVE-Action 1.1.2) ;
2. Plant fruit trees (SDVE-Action 1.1.2) ;
3. Distribute a satisfaction survey to the university community;
4. Organise awareness-raising workshops with stakeholders (SSE, MDE, CROUS, **CASUC**, etc.).

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ● Long-term (> 5 years)

Lead services

Mission Campus 30

Resource services

Heritage and Logistics Department (DPL)
Student health service (SSE)
Communications Department (Dircom)

External partners

CROUS
Community grocery stores (Agoraé, Epi'Etu)
Student Network for an Ecological and Solidarity-based Society (RESES)

Target group

The student community
Staff members

Sources of financing

- ✓ Self-financing
- ✓ CVEC

Indicators

Annual number of awareness-raising events (training courses and workshops) focused on sustainable food.

Coordination with existing documents (charters, plans, etc.)

- ✓ Student Life Master Plan (SDVE) 2023-2027
- ✓ Multi-year property strategy plan (SPSI)

Objective 6.1 - Promoting a human-centred and socially inclusive policy of equality and diversity among staff

SD&SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
○	○	○	○	○	○	○	●
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

For several years now, the University of Caen Normandy has been committed to promoting and openly demonstrating a policy in favour of equality and diversity in all its dimensions (disability, gender equality, combatting violence, etc.), notably through the appointment in December 2020 of two vice-presidents responsible for equality, parity, and civic life.

For example, the University of Caen Normandy is committed to improving accessibility and promoting the inclusion of people with disabilities, through the development of a disability master plan in 2015 and the establishment of support structures (a disability coordinator in the HR department and a preventive medicine service for staff), as well as the specific adaptation of workstations and other measures.

The University of Caen Normandy is also committed to gender equality through the following actions:

- ✓ Appointment of a gender equality officer in 2016, followed by the appointment of two VPs for equality, parity, and civic life, and an equality officer in 2020;
- ✓ Drafting of an equality charter in 2016;
- ✓ Preparation of a report on the comparative situation of men and women in 2019, prior to the introduction of a proactive policy;
- ✓ Drafting in 2021 of a professional gender equality plan (2021-2024). This plan has been the starting point for several initiatives, including the creation of the Equality Commission (see below), the anti-SGBV scheme (see below), and a policy on maternity leave replacement, etc.
- ✓ Establishment of a network of equality correspondents in the departments and faculties, along with an equality commission responsible for monitoring and implementing the gender equality plan and its annual actions;
- ✓ Implementation of a system to combat SGBV from 2021 (as part of the gender equality plan), including the creation of a hotline and regular and emphatic reminders that SGBV has no place at university;
- ✓ Additional actions supporting the diversity strategy through the training plan, and initiatives involving culture as a key tool for educating and the fight against racism and anti-Semitism), ...

For more information, see the SD&SER diagnosis for variable 5.1 "*Promote a human and social policy of equality and diversity within the workforce*" (p. 247-255).

Strategic objective

The aim is to promote a human and social policy of equality and diversity among staff through the adoption and implementation of sector-specific action plans (equality charter, disability master plan, gender equality action plan, charter to combat all forms of discrimination, etc.) and by communicating related reports and data to staff.

Actions

The following actions will be implemented:

1. Monitor and implement the equality charter (adopted by the Enlarged Staff Representative Committee (CSAE) and Board of Directors in February 2024);
2. Present an annual report on professional equality between women and men to the Staff Representative Committee (CSA), the Board of Directors and the wider community, along with gender-specific reports on promotion, repostings, and RIPEC C3 allowance (Component 3 of the French incentive scheme for academic staff, rewarding individual commitment);
3. Update the disability master plan;
4. Implement the FIPHFP (Fund for the Integration of People with Disabilities into the French Civil Service) agreement (approved by the CSAE and CA in July 2024);

5. Ensure the accessibility of the website, intranet, and all institutional and communication materials (inclusive communication, digital tool accessibility, etc.);
6. Adopt an anti-discrimination charter;
7. Adopt and implement the gender equality action plan (2025-2027).

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

Lead services

Deputy Director General of Services (DGS-A)
Human Resources Department (DRH)

Resource services

Listening unit
Heritage and Logistics Department (DPL)
Prevention Department (DP)
Mission Campus 30

External partners

Fund for the integration of disabled people into the civil service (FIPHFP)
Information centre on women's and family rights (CIDFF)
Defender of rights

Target group

Staff members

Sources of financing

- ✓ Self-financing
- ✓ COMP

Indicators

Number of staff trained or made aware of different types of disability.
Changes in the number of individual support measures

Coordination with existing documents (charters, plans, etc.)

- ✓ Institutional project (2022-2027)
- ✓ Campus 30 SD&SER diagnosis (March 2023)
- ✓ Agreement on the Fund for the Integration of Disabled Persons in the Civil Service (FIPHFP)
- ✓ Equality Charter and Equality Action Plan (2025-2027)

Objective 6.2 - Encouraging and supporting skills development, including SD&SER skills, as professions evolve

SD & SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

The university has been involved in a business support initiative for several years, and this approach takes SD&SER issues into account, although it still needs to be further developed.

Each year, the university publishes a **training plan** for all staff. The training and skills development plan is a strategic human resources tool designed to support staff throughout their careers. Technical and managerial training is offered as soon as staff take up their posts. This plan is drawn up annually after identifying the needs of staff and their managers (through training sheet from professional interviews). It reflects the institution's development objectives and is based on a combination of:

- ✓ The guidelines defined by the university in its strategic development plan;
- ✓ Faculty service projects, when they involve the acquisition of new skills by several staff members;
- ✓ Individual needs expressed by staff.

As part of its sustainable development and social and environmental responsibility (SD&SER) strategy, the university is organising skills development for its staff to drive a profound transformation of professional practices. The ETSD training programme for administrative staff has been identified as a priority in the training plan presented to the CSAE in April 2024. The aim is to offer a **two-stage acculturation process**. First, it is essential to develop a common understanding of the challenges of transition, based on recognised scientific facts and research conducted within our institution. Then, once the fundamentals have been mastered, specific training courses will be offered to adapt business skills to these issues. The principle is to understand in order to encourage support for the necessary changes in how our organisation operates to ensure sustainable activity.

The proposal therefore consists of **two complementary training phases**. Phase 1 provides a shared general culture, while Phase 2 enables the development of professional skills. The aim is to train as many staff as possible in phase 1 to foster a common understanding and the need to develop practices. For phase 2, the priority will be to identify the key individuals who will drive change within their organisation and/or internal professional networks, so the training will be more business-oriented. An initial training session has been scheduled for all heads of department and their deputies.

The first training sessions are scheduled for the first half of 2025 and are included in the HRD's training catalogue.

For more information, see the SD&SER diagnosis of variable 5.2 "*Encourage and support the development of skills, including SD&SER skills, in evolving professions*" (p. 257-267).

Strategic objective

The aim is to gradually incorporate SD&SER aspects in the development of professions through specific and targeted training on transitions, as well as by integrating SD&SER issues into the activities of the various structures.

Actions

The following actions will be implemented:

1. Increase the number of training courses for staff that include an SD&SER component, in particular ETSD (covering climate change, ecological transition, etc.) (linked with actions 2.2 & 2.3);
2. Gradually incorporate SD&SER responsibilities into job descriptions (for administrative staff and teacher-researchers).

Calendar	<input checked="" type="radio"/> Short term (1-2 years)	<input checked="" type="radio"/> Medium-term (3-5 years)	<input type="radio"/> Long-term (> 5 years)
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<u>Lead services</u> Human Resources Department (DRH) General Services Department (DGS)	<u>External partners</u> IPCC Normandy ANBDD Normandy Botanical Conservatory	<u>Target group</u> Staff members
<u>Resource services</u> University multimedia teaching centre (CEMU) Mission Campus 30		
<u>Sources of financing</u> ✓ Self-financing ✓ COMP	<u>Indicators</u> Number of administrative staff trained in ETSD (both phases 1 and 2 of the training plan).	
<u>Coordination with existing documents (charters, plans, etc.)</u> ✓ Institutional project (2022-2027) ✓ Campus 30 SD&SER diagnosis (March 2023) ✓ Annual training plan		

Objective 6.3 - Formalising the institution's quality of life and working conditions (QLWC)

SD & SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input checked="" type="radio"/>
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

The University of Caen Normandy runs a **variety of prevention and information initiatives** on health and safety at work, as well as on overall well-being, for both **staff and the student community**. It also offers a **range of training courses**, both compulsory and optional, on mental health and occupational health and safety (OHS). The University of Caen Normandy has signed the **Equality Charter**, which includes a section on combating SGBV, and organises a number of responsible events that provide opportunities to discuss issues related to **well-being and OHS**.

The prevention, health and safety policy for staff and the student community is overseen by **the Prevention Department and the Student Health Service (SSE)**, in **close collaboration with the Human Resources Department and the occupational health doctor**. A network of prevention assistants is managed by the prevention advisor. The risk prevention policy provides a **structured response to** health and safety issues in the workplace, with **the active support and cooperation of the university staff** in adhering to **clear, well-known, and shared** procedures and safety instructions. To implement this policy, the Prevention Department works with other safety stakeholders to carry out **primary and secondary prevention measures**, both cross-functional and targeted, as well as **specific tertiary prevention measures** (for example, analysing the causes of workplace accidents to provide feedback).

The student community can receive information on health and safety at work or during their studies **in the initial practical sessions**. Prevention officers from the central Prevention Department can also provide dedicated training modules at the request of teaching staff. On the Unicaen website, under the "Campus Life" tab, students have access to the "Health - Well-being - Disability" section, which contains **all information related to health and safety**.

The University of Caen Normandy is committed to the quality of life of its community across its university campuses. To this end, it is implementing various initiatives in collaboration with its internal and external stakeholders. Quality of life includes access to **buildings that are accessible, user-friendly**, and capable of accommodating student associations, events, cultural and sporting activities, and all other initiatives that **enhance campus life**. The university pays particular attention to break-out areas, providing vending machines, water fountains, and microwaves to make daily life easier.

Two crèches cater for the children of university staff, students, and staff from CROUS and CNRS, among others. The university supports initiatives aimed at **creating and running spaces designed to foster social connections, empower students**, and encourage **collective initiatives**. These spaces are commonly referred to as **"third places"**, as they serve as a third environment between the place of study or work and the home.

Students now have access to **student health services (SSE)**. The services offered are both individual (consultations) and collective (themed forums, introductory workshops, etc.), and cover **primary care, prevention, vaccination, and diagnosis - particularly in the areas of mental health, sexual health, addictive behaviours, nutrition, and adapted physical activity**. To promote equal access to rights and healthcare across the regions, the SSE is committed to a partnership-based approach with local medical and socio-medical stakeholders.

A number of national prevention or well-being initiatives for the university community are implemented by the various departments of the University of Caen Normandy (well-being week, tobacco-free month, Unicaen Solidaire walk, mindfulness meditation sessions, etc.).

Following the development of the multi-year plan for professional equality between women and men, a **hotline for reporting sexist and sexual violence** has been in place at the university since the start of the 2022 academic year. Anyone who finds themselves in this type of situation, whether as a victim or a witness, can contact the appropriate personnel at cellule-ecoute@unicaen.fr. This helpline is open to the entire university community, including students and staff. The VSS helpline, which has gained visibility, is increasingly in demand. We now

need to take it one step further by extending the helpline to cover harassment, discrimination, and workplace distress.

For more information, see the SD&SER diagnosis for variable 5.3 "*Develop a quality of life policy within the institution*" (p. 269-290).

Strategic objective

The aim is to gradually integrate SD&SER aspects into professional development through specific, targeted training on transitions and by incorporating SD&SER issues into the activities of the various departments.

Actions

The following actions will be implemented:

1. Strengthen the prevention and health and safety policy, covering both physical and mental health (mental health first aid network, etc.);
 - Develop the pooling of joint prevention and health promotion initiatives in response to major public health issues (mainly between the SSE and the Occupational health service - SMP).
2. Produce a health and safety guide for students during their studies, translated into several European languages;
3. Support the Physical and artistic activities (APAS) offer for the student community and establish an APAS offer for university staff;
4. Consolidate monitoring of disabled staff and students;
5. Upgrade the VSS hotline to cover harassment and discrimination;
6. Continue to improve the environment (terraces with benches, picnic tables, smoke-free campus, social areas for staff, etc.);
7. Set up social barometers (surveys on well-being at work, victimisation, etc.) and communicate the results to the community.

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

Lead services

Human Resources Department (DRH)
General Services Department (DGS)
Prevention Department (DP)
Student health service (SSE)
Personnel medicine (SMP)

Resource services

University Cultural Action Service (SUAC)
University Physical and Sports Activities Department (SUAPS)
Heritage and Logistics Department (DPL)
Department of Studies and Student Life (DEVE)
Information Systems Department (ISD)

External partners

Regional Health
Agency (ARS)
Cancer league

Target group

Staff members

Sources of financing

- ✓ Self-financing
- ✓ COMP
- ✓ CVEC
- ✓ SCSP

Indicators

Existence of an annual update to the single document (DUERP).
Number of listening sessions conducted by the listening unit.

Coordination with existing documents (charters, plans, etc.)

- ✓ Institutional project (2022-2027)
- ✓ Campus 30 SD&SER diagnosis (March 2023)
- ✓ Student life master plan (SDVE) (2023-2027)
- ✓ Equality Charter and Equality Action Plan (2025-2027)

Objective 6.4 - Strengthening the equal opportunities policy for learners

SD & SER priorities (Ministry for Research and Higher Education)			SD&SER reference framework				
○	○	○	○	○	○	○	●
Decarbonation	Energy efficiency	Life preservation	1	2	3	4	5

Observations

The policy of equal opportunities for learners is supported by the Vice-President of the CFVU responsible for Student Life and the Vice-President delegated to guidance. This issue is addressed in the Student Life Master Plan (SDVE), the Disability Master Plan currently being renewed, and the **Bienvenue en France label**, which the university has held since 2019 (expected to be renewed with 3 stars in 2024).

Together with its partners, the university is committed to a recruitment policy aimed at reducing or limiting self-censorship and encouraging increasing greater academic ambition among lower and upper secondary school pupils, for example by providing insight into higher education, the world of work, and culture. The various schemes are described below.

The university has also always been socially committed to ensuring that as many people as possible have access to higher education. In particular, it is a partner of the Fédération interuniversitaire de la formation à distance (FIED). It also plays an active role in recruiting outstanding international students through the **national Eiffel scholarship programme**, which provides substantial financial support and a special welcome to facilitate their integration. At the European level, the university is already implementing the recommendations of the Erasmus+ agency for green and inclusive mobility, as set out in the new [2021-2027 Charter](#). To facilitate **the recruitment and hosting of international students from specific regions**, the university has established hosting agreements covering support with the administrative procedures, accommodation in Crous halls of residence, and the possible awarding of grants from its own or European funding (formerly MIC). Through the Carré international, the university operates an **international student support centre (SPI)**. Working closely with all those involved in student life, both within and outside the university, the centre provides advice, welcome, and support for these students throughout the year and deploys special measures at the start of the academic year. The "Espace, orientation et insertion" (EOI) department has produced the **Continuum booklet**, which is distributed to secondary school students and adult returners to education. It includes **two flagship programmes** : "*Mon avenir UNICAEN*" and "*Les cordées de la réussite*".

The University of Caen provides effective support for students **with disabilities** (or health issues) through its SSE and its Relais Handicap Santé (RHS). Our policy is based particularly on the deployment of student tutors, a network of referents in various departments, and an IT tool called GAETHAN, developed at the University of Caen to facilitate information sharing. Furthermore, the growing number of students with disabilities is accompanied by a wide range of impairments, presenting real challenges for teaching staff, who do not always have the necessary knowledge to provide the best possible support.

The "**Objectif réussites**" application, aimed at all undergraduate and postgraduate students, focuses on individualised student monitoring. It integrates the student's educational contract along with the resulting appointments and reports, enabling the progress of the student's project and situation to be tracked by the various stakeholders supporting the students: teaching teams, support services such as the Espace Orientation Insertion, and newly appointed staff responsible for student support.

For more information, see the SD&SER diagnosis of variable 5.4 "*Implementing an equal opportunities policy for learners*" (p. 291-315).

Strategic objective

The aim is to strengthen the equal opportunities policy for the student community by promoting equal access to various courses and support schemes, and by enabling students to pursue their studies under the best possible conditions (in terms of facilities, reception, and study environment).

Actions

The following actions will be implemented:

1. Facilitate continuity between high school and university by increasing the number of high school students involved in schemes such as the Cordées de la réussite or Mon avenir UNICAEN, and more generally, develop immersion periods for high school students at university;

2. Facilitate continuity between university and professional integration by developing and evaluating the EOI offer;
3. Work on improving the attractiveness of certain gendered courses to achieve gender balance;
4. Promote the personalisation and flexibility of courses to encourage student success, in particular through the student success contract (CPRE via the "Objectif Réussites" application) and the introduction of a student success support centre (ARE).
5. Develop an alumni network to foster connections between different generations of university graduates, promote their professional networks, and showcase inspiring career paths for the current and future student community;
6. Improve the overall accessibility of the student experience (including access to buildings, services, events, information, adapted sports facilities, digital tools, etc.);
7. Consolidate the operation of the CVEC commission in the area of social support for students;
8. Maintain the Bienvenue en France label and continue efforts to welcome and support international students in their success;
9. Develop the promotion of the student commitment recognition scheme for students involved in inclusion.

Calendar

● Short term (1-2 years) ● Medium-term (3-5 years) ○ Long-term (> 5 years)

Lead services

General Services Department (DGS)
Student Life Office (BVE)
Department of Studies and Student Life (DEVE)
Carré international

Resource services

University multimedia teaching centre (CEMU)
Espace orientation insertion (EOI)
Student health service (SSE)
Relais handicap santé (RHS)
High-level sports Coordinators (SHN)
Mission Campus 30, faculties

External partners

MDPH
Rectorat
Local authorities

Target group

The student community

Sources of financing

- ✓ Self-financing
- ✓ COMP

Indicators

Success rate for 3 or 4-year Bachelor's degrees
Number of work-linked training contracts.
Number of learners with disabilities.
Percentage of buildings accessible to people with disabilities.
Number of disabled learners supported.
Percentage of personalised contracts issued for students with specific needs.

Coordination with existing documents (charters, plans, etc.)

- ✓ Institutional project (2022-2027)
- ✓ Campus 30 SD&SER diagnosis (March 2023)
- ✓ Student Life Master Plan (SDVE) 2023-2027
- ✓ Disability master plan

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LE DÉVELOPPEMENT DURABLE
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