

FILE NUMBER: 2020FR521092
 NAME OF THE ORGANISATION AUDITED: Université du Mans (UM)
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SELF-ASSESSMENT

1. Organisational information

| STAFF AND STUDENTS | ETP (FR) /FTE (EN) |
|--|--------------------|
| Total researchers = staff, fellows, full-time or part-time doctoral students involved in research*. | 812,05 |
| Of which international (i.e. of foreign nationality) *(in thousands of euros) | 297,05 |
| which are financed by external funds (i.e. for which the organisation is the host organisation) *. | 203 |
| Number of women involved | 413,9 |
| Of which researchers at R3 or R4 level = Researchers with a high degree of autonomy, generally having the status of principal researcher or professor *. | 122,5 |
| Of which stage R2 = in most organisations corresponding to a post-doctoral level*. | 346,8 |
| Of which R1 stage = in most organisations corresponding to a doctoral level*. | 267 |
| Total number of students (if applicable) *(if applicable) | 11 910 |
| Total number of staff (including management, administration, teaching and research staff) * | 1254 |
| RESEARCH FUNDING (figures for the most recent financial year) | € |
| Total annual budget for the organisation | 106 538 331 |
| Organisation's annual direct government funding (earmarked for research) | 1 442 267 |
| Annual competitive public funding (for research, obtained in competition with other organisations - including EU funding) | 5 632 774 |
| Annual research funding from private, non-governmental sources | 645 955 |

PROFILE OF THE ORGANISATION (100 words maximum)

The UM is one of France's multidisciplinary universities outside the health sector. At its two sites (Le Mans and Laval), the UM has around 12,000 students and 1,100 staff. It has six departments: three faculties (science and technology; law, economics and management; humanities, languages and social sciences), two institutes of technology and an engineering school. Since its creation in 1977, the UM has been home to top-level scientific research, recognised and accredited by the CNRS, and has maintained its fundamental mission of social promotion. As a result, the UM is atypical in the French higher education landscape, being at the crossroads of a number of disciplines. It is both relatively modest in size and highly effective in scientific terms.

2. Strengths and weaknesses of current practice

(Please review the strengths and weaknesses in the four thematic areas of the Charter and Code, as provided by your organisation in the initial assessment phase. In doing so, you should not only look back, but also take into account new priorities, strategic decisions, etc. that may influence the action plan. Please also provide a brief comment in the "Remarks" column if there have been any major changes from the original plan).

ETHICAL AND PROFESSIONAL ASPECTS

Researchers are generally aware of the ethical principles of their activities, but are rarely aware of the principles of the Charter, doctoral training or the existence of a MOOC devoted to this subject.

The ethical and regulatory framework for Research Involving the Human Person (RIPH) is governed by the French Public Health Code ([Law 2012-300](#), known as the "Public Health Code").

"Jardé" law, applicable since 16 November 2016). The University of Angers and Le Mans University are committed to good practice in research (including the working conditions of researchers), and have set up an Ethics Committee. From now on, research organised and carried out on human beings with a view to developing biological or medical knowledge must be assessed by a Committee for the Protection of Individuals and may only be implemented with the Committee's favourable opinion, in addition to authorisation from the *CNIL where applicable*. For research projects not covered by the provisions of the "Jardé" law, the Comue Angers-Le Mans has set up an Ethics Committee, which aims to guarantee the ethics of research protocols through opinions resulting from a concrete project evaluation process.

UM researchers are aware of their professional responsibilities. This awareness is fostered by the appointment of a Scientific Integrity Officer (RIS) and a dedicated Ethics Officer, whose role is to provide proactive support and raise awareness. The RIS and Ethics Officer provide assistance and support to researchers in the event of ethical dilemmas or complex issues relating to scientific integrity. These functions also help to strengthen the culture of scientific integrity within the university, by promoting ethical and rigorous research practices. In order to further strengthen the professional responsibility of researchers, particularly with regard to issues of plagiarism and copyright, the University of Le Mans plans to introduce a Charter. This charter will be drawn up by the RIS and the Ethics Officer. At the Université du Mans, both functions are performed by the same teacher-researcher. The charter will aim to provide clear guidelines and rigorous ethical standards to guide researchers in their research practices. The training of doctoral students will also be taken into account in this charter, in order to make them aware of the ethical issues and their professional responsibilities as future researchers right from the start of their studies.

Researchers seem to be aware of their professional responsibilities. Nevertheless, the UM has not adopted a charter devoted to professional responsibility.

It is also important to develop the professional skills of researchers, particularly in relation to plagiarism and copyright, and to develop the training of doctoral students in these areas.

The laboratories have a good knowledge of the institution's scientific policy. Researchers also generally have an overall understanding of their legal obligations, and in particular what intellectual property is. But they are often unaware of the rules governing its implementation, even though these issues arise for any researcher working in a partnership. For this reason, information and awareness campaigns on intellectual property are run on a regular basis at the University by the Innovation and Entrepreneurship Partnership Department (DPIE).

Some researchers may have limited knowledge of public accounting rules, which can sometimes be perceived as an obstacle. In order to improve this situation, the university is putting in place initiatives aimed at improving researchers' understanding of and familiarity with these rules. Specific training courses and fact sheets will be offered to help researchers better understand the accounting aspects of their research activities. These resources will provide clear and practical information to facilitate the financial management of research projects, ensuring compliance with public accounting requirements.

The security of IT data is a major issue at our institution, as our self-analysis revealed. However, researchers often pay insufficient attention to this issue. To remedy this situation, the UM is implementing a number of measures. In particular, the widespread use of a local cloud specifically designed for storing data, particularly research-related data (Infralab), to guarantee the confidentiality and protection of sensitive information. We are also deploying a digital working platform, GoFAST, which is accessible to all staff. This solution provides a secure environment for sharing and collaborating on research data and documents. Researchers now have powerful tools at their disposal that enable them to avoid using external clouds or platforms such as Google and Microsoft, which can present risks in terms of security and confidentiality.

The MESRI and the CNRS have strongly encouraged institutions and research groups to submit their publications on HAL. The UM has been supporting this approach for several years, offering researchers specific training courses. The rate of publications submitted to HAL has increased considerably, and several research groups have reached a rate of 100%. But not everyone is at the same level. In addition, the aim should be to improve the reporting of publications by researchers and research groups. To improve our results, we have set up an API in our Research information system to collect HAL filings by year, by author and by laboratory. We are also encouraging researchers to create their own ORCID IDs to make this process even more dynamic. Finally, we intend to appoint a project manager dedicated to open science to strengthen our commitment.

The self-analyses carried out by the research groups within our school revealed an encouraging finding: few cases of discrimination were reported. However, this awareness has also highlighted a lack of information on the subject. To remedy this, in recent years the UM has introduced a number of tools and initiatives aimed at combating discrimination. In particular, a new plan directly linked to disability is currently being approved by our governing bodies. This plan aims to strengthen accessibility and inclusion within our institution, by putting in place specific measures to support people with disabilities. In 2018, a monitoring and support unit will be set up to combat gender-based and sexual violence. (V2S) has been set up. This unit plays a crucial role in raising awareness, prevention and support for victims of such violence. What's more, V2S

The school has put in place a three-year plan (2020-2023) for gender equality, to promote equity and diversity within our university community.

Several representatives have been appointed to respond to situations of discrimination. The Quality of Life and Working Conditions unit (QVCT), the prevention doctor (to be recruited in June 2023), the monitoring and support unit against sexist and sexual violence (V2S), the legal department and a mediation centre (the mediation centre is the subject of a working group and has not yet been set up) are and will be available to support staff and intervene if necessary. We are also in the process of approving the appointment of an inclusion and anti-discrimination officer for the start of the new school year. This appointment reflects our commitment to creating an inclusive environment that respects diversity within our school.

Researchers are assessed by the CNU and by the institution itself (the Academic Council). The purpose of these appraisals is to promote staff or award them bonuses based on their professional performance. The HRS4R approach revealed that the evaluation criteria are not always well known. In particular, the importance of administrative and teaching tasks is often not well known. For this reason, the UM has adopted clear management guidelines with regard to the leave for research or thematic conversion (CRCT) scheme (a scheme allowing teacher-researchers to benefit from a period of exemption from teaching activities in order to pursue, begin or finalise research projects). The UM is well aware of the need to keep its community better informed, and is continuing its efforts by initiating work on the introduction of management guidelines on two major subjects in the careers of researchers (R3 and R4 in particular): the promotion of grade advancements and the granting of the RIPEC compensation scheme.

REMARKS (500 words maximum)

SELECTION AND RECRUITMENT

All vacancies (for civil servants and contract research staff) are advertised by means of a job description, indicating the qualifications and skills required. Recruitment of civil servants is subject to government regulations, which the university is obliged to enforce. Recruitment procedures for contract research staff are more varied. For example, recruitment interviews are systematically organised for doctoral contracts funded by the institution's payroll, but not for project-funded doctoral contracts. Academics are informed of the recruitment procedures that concern them via our institution's intranet. However, this effort needs to be continued for doctoral students on contract. Consideration is currently being given to the adoption of management guidelines on the recruitment procedure for the latter.

It is sometimes difficult to recruit researchers with the required skills. More explicit information sheets (particularly on working conditions, rights and career development prospects) could make the institution more attractive. Job descriptions systematically indicate the scientific skills expected of candidates. However, other information indicated by the code is not necessarily specified (recruitment process, selection criteria, number of positions available and career development opportunities). However, as part of an OTM-R recruitment policy, we are committed to making positive changes to this practice.

The procedures for publishing doctoral offers under contract are not standardised. The "Thèses en Bretagne-Loire" digital platform is widely used to disseminate doctoral offers, but these should be relayed on the university's website. An initiative to do this is

listed in our revised action plan. Similarly, there are only a few publications on Euraxess, and few systematically distributed in English.

REMARKS (500 words maximum)

WORKING CONDITIONS

It's not unusual for researchers to work at night or at weekends. As a result, it is sometimes difficult for them to reconcile their professional and personal lives. The heads of the research groups and the institution must be able to identify cases where the workload imposed on them is too heavy. The UM began experimenting with teleworking in 2017. The health crisis that began in March 2020 led many staff to work remotely under exceptional and sometimes difficult conditions. This crisis has led us to consider changing the conditions under which we implement teleworking in order to improve the quality of working life for staff by striking a better balance between personal and professional life. This new protocol came into force on 01/01/2022 for BIATSS staff (administrative staff). Since that date, the UM has offered the possibility of teleworking for a maximum of 12 days per month, which can be split into half-days during the week (with a minimum presence of two days per week on site).

The UM has a solid risk prevention organisation that brings together various players: the SST service, a network of prevention assistants in the research groups, a QVCT service and a prevention doctor (in the process of being recruited from June 2023). The members of the research groups know who they can contact on these issues. Numerous initiatives on the theme of health and safety at work have already been put in place within the institution. New staff are made aware of these issues during their induction day, and they also receive general training from the OHS department.

Recognition of post-doctoral contracts varies considerably from one field to another. On the one hand, in the experimental and natural sciences, a post-doctorate is seen as an essential step towards an academic career. One, two or three years - abroad if possible - are considered the norm. On the other hand, in the social sciences and humanities, post-doctoral years are judged more harshly because of their status, which is considered too precarious compared to teaching posts in secondary education, which offer more reassuring career prospects.

All the contract staff, whatever their status, deplore the precarious nature of their jobs and the lack of visibility in the short or medium term. The contract staff who took part in the group analysis felt that they were well informed about the CNU qualification procedure, and felt that they had good support in preparing for an academic career. Post-doctoral researchers are aware that an academic career is not their main career opportunity. But they are not sufficiently trained to meet the needs of recruiters.

Previously, the conditions for awarding bonuses and time off varied from one member of staff to another. However, since March 2022, the UM has had a comprehensive new intranet, which is constantly updated and where all information relating to these subjects is accessible to all staff.

In most laboratories, men outnumber women, particularly in scientific disciplines. As far as gender balance is concerned, French legislation requires parity on academic recruitment committees. There are no such regulations for recruitment panels for contract researchers, but good internal practice recommends this.

In order to better inform researchers of the mechanisms that allow them to spend part of their career in another public institution or in the

In the private sector, the institution has a career mobility advisor. As far as geographical mobility is concerned, the UM has an International Relations Department (SRI) which promotes it through various means (information meetings, calls for projects, comprehensive and regular information on the intranet).

Researchers whose productivity falls short of ministerial expectations are identified and supported by the university presidency in order to help them develop their scientific activity. Until now, the CNU's career monitoring procedure was not widely known, mainly because it was not implemented in all sections. As of this year, all CNU sections are open to the scheme. Some researchers have made use of it, and the VPR meets with them afterwards to implement the recommendations that the CNU has made to them.

At the UM, academics may be required to do a significant amount of additional teaching. Rules have been put in place by the university to regulate the teaching load, but it is often the case that researchers are unable to take teaching leave because of their administrative responsibilities, so as not to overload their colleagues. CRCTs are well known to academics. The university grants a total of six semesters per year, in addition to those granted by the CNU at national level. In addition to the CRCT scheme, the UM offers a total of six CPP (congé pour projet pédagogique innovant) per year.

A Joint Consultative Commission (CCP) has been set up for contract staff. For doctoral students, a mediation procedure has been defined with the ED. All these tools and bodies are the subject of specific communication on the intranet.

REMARKS (500 words maximum)

TRAINING AND DEVELOPMENT

Relations between doctoral students and their supervisors are defined by a doctoral charter. The university and the ED are responsible for ensuring that this charter is properly applied. Doctoral students also benefit from an individual monitoring committee (two researchers not involved in the doctoral student's work), which supports them throughout their thesis. In the event of conflict between a doctoral student and his/her thesis supervisor, the institution can set up a mediation process to find a solution.

HDRiales have already been held at the UM in recent years, with the aim of informing supervisors about regulatory changes in doctoral training, as well as the rights and duties of each individual. However, the frequency of these training sessions needs to be increased, so that they take place once a year. In addition, researchers and academics need to be given more training in their supervisory duties.

As far as continuing professional development is concerned, the CNU has defined a procedure dedicated to this subject, enabling researchers to carry out a professional assessment. However, this procedure is not widely known. In order to provide researchers with the best possible support in preparing their applications for promotion, the UM would like to set up training courses to teach them how to write their reports.

Academics are informed of the existence of the university's HR training plan. Each year, they receive a survey from the HR Department to express their training needs. The sessions that interest them most are those on IT applications, running meetings and team management. However, they rarely take part in these sessions, due to lack of time. On the other hand, they are keen to receive training for doctoral and post-doctoral students in order to support them in their professional careers. This is why a number of compulsory and optional training courses are offered to doctoral students.

However, this effort should be continued for post-doctoral students.

As far as supervision is concerned, doctoral students carry out their work under the supervision of their thesis director, within the framework of their laboratory. A thesis monitoring committee, made up in part of researchers from outside the university, issues an opinion each year on the progress of the research and seeks to resolve any difficulties related to supervision.

But for post-doctoral researchers, there is no mechanism comparable to the one that exists for doctoral students, enabling them to have a collective opinion on the progress of their work and to resolve difficulties linked to their supervision.

REMARKS (500 words maximum)

Have any of the short- and medium-term priorities changed? (500 words maximum)

As well as continuing to support our areas of excellence, such as acoustics, molecules and materials, artificial intelligence and risk and insurance, we have undertaken to develop and finalise the structure of our institutes. In this context, we are currently in the process of completing the establishment of the Health and Wellbeing Institute (SANA), which has been adopted by the Board of Directors. At the same time, we are working on structuring the Humanities and Social Sciences (SHS) cluster with a view to creating the Maison de la Recherche en Humanités et Sciences Sociales (Humanities and Social Sciences Research Centre). This Research Centre will bring together the 9 SHS laboratories in our institution. It is due to go before the Research Committee and the Board of Governors in June and July respectively.

These advances in the structuring of our institutes and research centres demonstrate our commitment to strengthening our expertise in strategic areas. By adding the Health and Wellbeing Institute to our range of services, we aim to respond to the growing challenges of public health and well-being. Similarly, the structuring of the SHS cluster and the creation of the Maison de la Recherche en Humanités et Sciences Sociales (Humanities and Social Sciences Research Centre) demonstrate our desire to promote the humanities and social sciences as essential pillars of our research.

The institution's general policy is to converge some of the R3 and R4 recruitments, with doctoral support for the institutes (institute: visible and unifying theme for the institution).

At the same time, we are continuing to support and develop our existing niches of excellence, particularly in the fields of acoustics, molecules and materials, artificial intelligence, and risk and insurance. These areas are of strategic importance to our institution, and we are working to strengthen our position as a benchmark in these disciplines.

Overall, our short- and medium-term vision remains focused on strengthening our research capabilities and supporting our researchers in carrying out their projects. We are committed to fostering interdisciplinarity, collaboration and innovation within our scientific community.

Have the circumstances in which your organisation operates changed and, as a result, had an impact on your HR strategy? (500 words maximum)

The CPJs' priority choices have focused on niches of excellence, with particular emphasis on chemistry (molecules and materials), risk and insurance, and artificial intelligence. At the same time, the repyramid scheme has been designed to strike a balance between the ministerial recommendations for the targeted CNU sections and our institution's HDR pool. Effective communication has been put in place to encourage R3 professors with seniority to take their HDR.

To improve support for post-doctoral students who cannot benefit from public law status, we are in the process of drawing up a new specific LRU contract. At the same time, we are in the process of setting up a dedicated training programme for post-docs.

The implementation of the Law on Research Programming (LPR) in 2020 has had a significant impact on our institution's human resources policy. New recruitment procedures, such as Junior Professorships, repyramidisation from R3 to R4 and changes to the compensation system (RIPEC) have required major adjustments.

The UM's website has been completely revamped, leading to a complete rethink of communications around the HR Excellence in Research label.

These circumstances have had an impact on our HR strategy, prompting us to take concrete steps to support and develop our areas of excellence, as well as to improve conditions and support for post-docs. Our commitment to these strategic objectives is reflected in our choices and actions, and we are determined to continue along this path to strengthen our position and maximise our impact in the field of research.

Are there any current strategic decisions that could influence the action plan? (500 words maximum)

We are currently in the process of rolling out a Research Information System (OSCAR) within our organisation, which represents a major strategic decision with a significant impact on our action plan. The deployment of the Research IS is essential for the effective management of research and also involves the adoption of new software dedicated to the digital management of contracts. This initiative aims to improve the coordination and management of research activities by facilitating the monitoring of contracts, the management of human resources and the generation of reports and key indicators. Through this digital transformation, we will strengthen our ability to make informed decisions, optimise our resources and improve the overall performance of our research organisation.

At the same time, we are working on simplifying our administration by merging the two research directorates into a single directorate, which will be headed by a functional director. This reorganisation aims to improve the effectiveness and efficiency of our processes by streamlining structures and clarifying responsibilities and authorities. It will also promote transparency by clarifying the roles of each player, and will strengthen trust in and commitment to our institution. This merger will be accompanied by the gradual deployment of a Research IS, several components of which are already operational (Oscar, API Hal, etc.).

Simplifying our administration will also facilitate cooperation and collaboration between the various departments, encouraging better coordination of actions and the implementation of cross-functional policies. What's more, it will make us more adaptable and agile, enabling us to adjust to changing circumstances. rapidly to changes and developments in research.

3.1 Action

| | Action and principle | Situation in 2021-2022 | Situation in 2022-2023 | Leader of the action | Indicator(s) / Target | Current status |
|---|--|------------------------|------------------------|----------------------|--------------------------------------|---|
| 1 | Inventory of administrative procedures and their digitisation (1. Research freedom) | X | X | DGS DSI | 50% then 80% of procedures digitised | In progress: Le Mans University has initiated a of dematerialisation which contributes to the institution's overall modernisation drive, with the aim of structuring, harmonising and securing its information assets and secure its information assets, develop logic automation a nd industrialisation pro cesses, encouraging and facilitating cooperation, facilitating the use of documents and, in general, making the most of the strategic asset that is data, while taking into account security and sovereignty constraints. The aim is also to improve compliance with legal and regulatory requirements (PSSI, RGPD, RGS, RGAA, etc.). |

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| | | | | | | <p>digital workplace, a dedicated solution for archiving so-called "office data</p> <p>"This will enable us to manage all the processes involved in the production, organisation and use of documents (filing plan, authorisations, search engine, etc.), and to meet archiving requirements (current and intermediate archiving, and prefiguration of definitive archiving with the future roll-out of the new system).</p> <p>and prefiguring definitive archiving with the future deployment of of an Service d'Archivage Électronique, which will be hosted in the future Loire Datacenter, part of the CEPER 2021-2027 project) and collaboration (co-editing, task management, videoconferencing, instant messaging, and electronic signature and signature pad). The solution is designed to collate and consolidate all the supporting documents processed by the information systems (agreements, etc.).</p> <p>At the same time, it is stepping up its coverage, automating its processes and</p> |
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| | | | | | | <p>(not exhaustive) :</p> <ul style="list-style-type: none"> - deployment of a solution for managing research contracts and timesheets ; - deployment of an application to manage work placement agreements ; - deployment of a mobile application for students ; - modernisation of the educational information and distance learning system ; - dematerialisation of business travel management ; (- dematerialisation of financial management procedures). <p>Data management at the heart of the digital transformation strategy (improving data quality and building a BI system)</p> <p>Urbanisation of the ESR's IS is a tool for managing assets and processes based on</p> |
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| | | | | | | <p>digital technology and decision support for all transformation initiatives. In order to reduce complexity and make the technical and functional choices that are best suited to the requirements of higher education, the</p> <p>urbanisation process was launched in 2022. The automation of processes is giving a leading role to digital data, which is tending to become the main manifestation and trace of transactions, decisions and legal objects. Data governance, a major focus of the urbanisation or enterprise architecture approach or enterprise architecture approach, involves considering data as one of the main strategic strategic assets. The University has recruited a data manager within the information systems department to define the reference framework and deploy data warehouses, the central building block of the decision-making information system at the institution (OLAP cube data collection, processing and management systems) and productio</p> |
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| | | | | | | | n of indicators, large-scale use of data, etc.). |
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| 2 | Appointing an ethics officer and defining his/her role (2. Ethical principles) | | X | VPR | Appointment of ethics officer | Completed - |
| 3 | Setting up an ethics committee and defining its role (2. Ethical principles) | | X | VPR | First meeting of the ethics committee | Completed : Research Committee Angers-Le Mans Ethics COMUE |
| 4 | Creating an ethics charter for researchers (3. Professional responsibility) | | | Ethics officer | Validation of the Charter by the Board of Directors | Extended |
| 5 | Training on the main rules of public finance (6. Accountability) | | X | DAF AC | 2 specific sessions per year and provision of one to three theme sheets | In progress |
| 6 | SI Research: structure and definition of a target (7. Good practice in research) | | X | DSI VPN VPR | Research IS specifications | Completed |
| 7 | Raising awareness of appropriate digital tools and encouraging their use (7. Good practice in research) | | X | DSI VPN | Digital Masterplan | Completed |

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| 8 | Promoting scientific culture for careers (8. Dissemination, exploitation of results) | X | X | VPR | Information regularly at Academic Council (Cac) | Completed: <ul style="list-style-type: none"> - Setting up a forum for young researchers (dissemination) - experimentum training courses to learn how to popularize work and present to general public (annual event) - Designation of an ambassador for the fête de la science a discharge - Researchers' Night (annual exchange between researchers and the general public on their popularised research) - (In progress) Review by the Research CR) of a clear set of specifications for submitting an HDR in the institution, with an identified pillar for scientific culture. |
| 9 | Encouraging and optimising the submission of publications on HAL | | X | BU VPR | <ul style="list-style-type: none"> - ≥75% of researchers file - ≥75% of publications on HAL - ≥ 50% of researchers file their complete publications | Completed |

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| | (8. Dissemination, exploitation of results) | | | | | |
| 10 | <p>Increase the number of PhD students receiving ICST training</p> <p>(8. Dissemination, exploitation of results)</p> | X | X | CD | 100% of applicants are trained | Completed: each applicant receives the ICTS training requested |

| | Action and principle | Situation 2021-2022 | Situation 2022-2023 | Pilot of action | Indicator(s) / Target | Current status |
|----|---|------------------------|------------------------|--|---|---|
| 11 | Equal access for men and women to career development (10. non-discrimination 27. gender balance) | | X | Gender Equality Officer DRH | Gender Equality Plan | |
| 12 | "Discrimination" plan in addition to the plan "Genre" (10. Non-discrimination) | | X | Chairman | Designation a manager "Discrimination" | In progress |
| 13 | Raising awareness of discrimination in laboratories (10. Non-discrimination) | | | VPCA Ethics Officer Gender Equality Officer | 1 share per laboratory | Extended: derives from action 12 and the appointment of a project manager |
| 14 | System for resolving situations of discrimination (10. Non-discrimination) | | | Ethics Officer Gender Equality Officer | Creation of the system, in addition to t h e V2S unit | Extended: derives from action 12 and the appointment of a project manager |
| 15 | Training selection panels in the recruitment of people with disabilities (10. Non-discrimination) | X | X | Ethics Officer Gender Equality Officer DRH | 50% of those concerned are trained | Completed |
| 16 | Develop a resource for selection committees (discrimination, merit career breaks, ethics) | | | HR Director Ethics Officer Equality Officer | 2021: resource validated by the Board 2022: resource available on the intranet and for each member | Extended: follows action 4 and 12 |

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| | (10. Non discrimination 16. Judging merit (Code) 17. Variations in the chronological order of CV's (Code)) | | | woman/man | committee | |
| 17 | Publish a recruitment policy based on known criteria (OTM- R) (12. Recruitment) | | X | DRH | Policy approved by the Board of Directors | Completed  |
| 18 | Recruitment of staff with disabilities" section on the website (12. Recruitment) | X | X | DRH | Publication on the website | Completed: an internet and intranet page is specially dedicated to this purpose and available to all school staff. The disability correspondent and his/her contact details have been identified. https://www.univ-lemans.fr/en/universite/nos-engagements/handicap.html (internet) https://intranet.univ-lemans.fr/en/index/resources-humaines/health-prevention/handicap.html (intranet) |
| 19 | Building a framework for post-doctoral recruitment (12. Recruitment) 13. Recruitment (Code)) | X | X | DRH VPR | 1 st draft of a model contract and framework | Completed: the research programming law specifies a framework regulations for |

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| | | | | | | <p>post-doctoral population on 4 November 2021.</p> <p>https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000044293306#:~:text=Notice%20%3A%20le%20d%C3%A9cret%20d%C3%A9termine%20les,d%27un%20appel%20%C3%A0%20projects.</p> |
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| | Action and principle | Situation 2021-2022 | Situation 2022-2023 | Pilot of action | Indicator(s) / Target | Current status |
|----|---|---------------------|---------------------|----------------------------|---|--|
| 20 | Publication of selection criteria by type of recruitment (12. Recruitment) 13. Recruitment (Code) 15. Transparency (Code)) | X | X | DRH | Criteria on the website | Achieved: all the selection criteria by type of recruitment are available on the intranet page of the University's Human Resources Department. |
| 21 | All advertisements are published on Euraxess and the website (12. Recruitment) 13. Recruitment (Code) 15. Transparency (Code)) | X | X | DRH | - 70% by 2021 - 100% by 2022 | In progress: progress offers fortenured lecturers, ATER, teachers teachers and post-doctorates are available on Euraxess. On hold for CTERs, fixed-term teaching contracts, etc. contract staff and doctoral students. |
| 22 | Publish the membership of all selection committees (14. Selection) | X | X | DRH | - 70% by 2021 - 100% by 2022 On the intranet site | Completed |
| 23 | Define and publish procedures for externally-funded recruitment of doctoral and post-doctoral students (15. Transparency (Code)) | | X | DRH DRED CD ED | Procedures published on the website and intranet | In progress |
| 24 | Procedure for responding to all applicants (15. Transparency (Code)) | ± | ± | DRH DRED CD ED | - 2021: 1 st draft of the procedure - 2022: all candidates receive a response (with reports on request) | In progress The EC - ATER - 2 nd degree are all notified via the national Galaxie tool. A procedure must be put in place for the population of CTERs, fixed-term teaching contracts, post-doctoral students a |

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| | | | | | | nd doctoral students. |
| 25 | The contract/salary takes past experience into account (20. Seniority (Code) 22. Recognition of the profession) | | X | DRH DRED | 100% of employee contracts cover it | Completed |
| 26 | Giving post-doctoral students access to doctoral courses (28. Career development) | | | DRH CD | Training catalogue published on the intranet and accessible to 100% of post-docs | In progress: the action has been modified here. It is actually a question of duplicating some of the doctoral training courses for the post-doctoral population, rather than providing logistical access to them, due to constraints. budget. |
| 27 | Mapping the people involved in risk prevention in laboratories (24. Working conditions) | | X | SST DGS | Publication on the intranet, accessible to 100% of the community | Completed A dedicated intranet page is available to all Le Mans Université staff. https://intranet.univ-lemans.fr/en/index/resources-humaines/health-prevention/risk-prevention.html |

| | Action and principle | Situation 2021-2022 | Situation 2022-2023 | Pilot of action | Indicator(s) / Target | Current status |
|----|--|------------------------|------------------------|--------------------|--|--|
| 28 | Thematic OHS meetings with laboratories (24. Working conditions) | | X | SST QVT | 1 meeting per laboratory per year | Completed The OHS department takes part in the annual Copi Recherche (meeting of all laboratory directors). |
| 29 | Develop a support communication support (24. Working conditions) | X | X | SST Dir. Comm | SST Newsletter: 3 to 4 a year | Completed: The indicator has changed in the sense that the communication strategy is now to change the medium: newsletters have been discontinued in favour of front-page news on the intranet. NB: 200 actions and media have been identified from September 2021 to January 2023. |
| 30 | Encourage applications for PEDR (especially from women and young people) (30. Funding and salaries) | | X | DRH VPR | - 1 awareness campaign per year - ≥ 20% of those concerned have a request | Completed: The share has been modified due to a regulatory change. The PEDR scheme has been replaced by the RIPEC C3 entitled "individual bonus", which is appropriate for "young" researchers. |

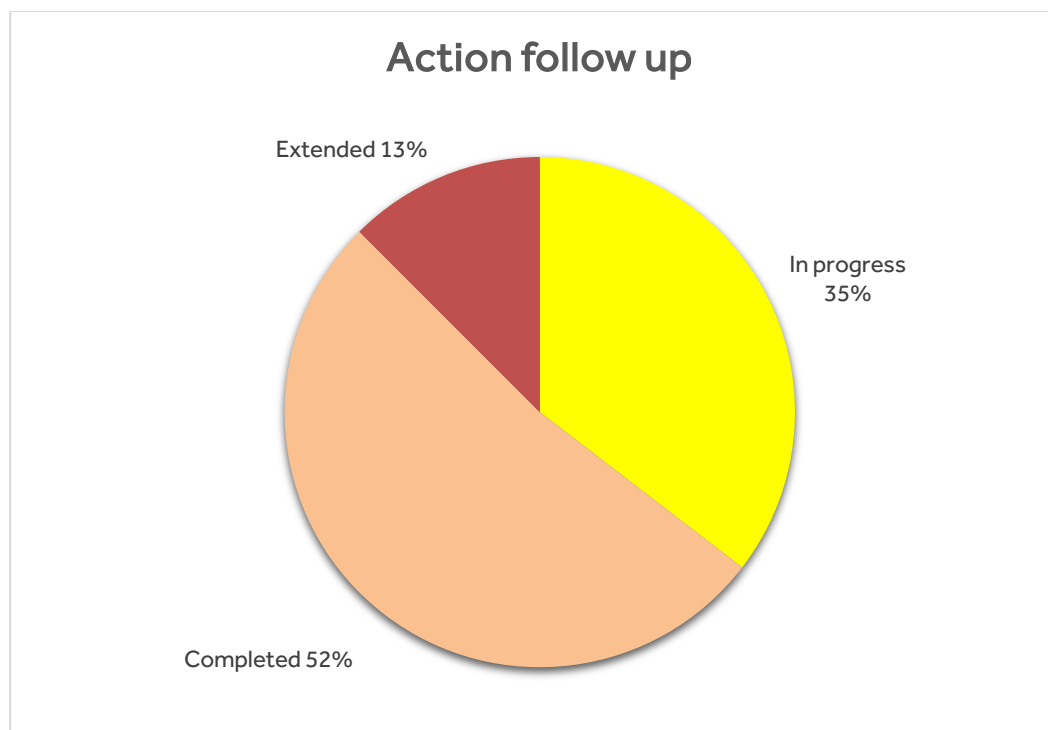
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| | | | | | | https://www.legifrance.gouv.fr/jorf/id/JORFTEXT000044616174 NB: in 2022, 26 women and 34 men received the RIPEC C3 bonus. |
| 31 | Identify the stakeholders who can support mobility projects (18. Recognition of mobility experience 29. Value of mobility) | X | X | DRH DRED | 100% of staff are identified on a dedicated intranet space | Completed: An intranet page is dedicated to professional mobility with the contact details of the Mobility Advisor career advisor advisor. https://intranet.univ-lemans.fr/en/index/human-resources/career/professional-mobility.html |
| 32 | Tools SST more such as exposure maps (24. Working conditions) | | | SST | 2 to 3 tools improved or created | In progress |
| 33 | Digitising SST registers (24. Working conditions) | | X | SST | 75% of registers digitised | Completed: 100% of OHS registers digitised and dematerialised using the CSU OHS tool. https://csu.univ-lemans.co.uk/plugins/servicecatalog/log/front/entity.form.php?listentity=1 |

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| 34 | Updating internal regulations with regard to OHS (24. Working conditions) | | X | SST | Every year, 50% are assessed and updated if necessary | In progress: all the laboratories' internal regulations have been identified and studied. Updating has begun and will be completed in the revised action plan. |
| 35 | Information on career mobility procedures (18. Recognition of mobility experience 29. Value of mobility) | X | X | DRH | Documentation available at on the intranet | Completed: the sections on professional mobility are available to all staff on the school's intranet site. https://intranet.univ-lemans.fr/en/index/human-resources/career/professional-mobility.html |
| 36 | Improving relations between support services and laboratories (24. Working conditions) | | | QVT DGS Dir. Comm | - QVT Master Plan - Plan "Internal Communication" | Extended |
| 37 | Information on bonuses, discharges and profit-sharing (26. Funding and salaries) | X | X | DRH DPIE (ex IPREX) | Measures of raising awareness and accessibility of information | Completed: an intranet page has been fully completed and is available to all staff. The RIPEC working group will also update the departmental management adopted by the school online. |

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| | | | | | | https://intranet.univ-lemans.fr/en/index/human-resources/career/remuneration.html |
| 38 | HR department involved in doctoral student reception activities (24. Working conditions) | | X | DRH CD | Communication media | Completed: the HR Department was invited to take part in the doctoral student induction day and gave a presentation. |
| 39 | Doctoral students informed on working conditions their (24. Working conditions) | X | X | DRH CD | Communication media | Completed: doctoral students receive a staff welcome booklet each time they sign a contract, listing all their rights and obligations as well as the tools available to them. There is also a dedicated intranet page for all staff with a downloadable version of the booklet. https://intranet.univ-lemans.fr/en/index/human-resources/recruitment/recruitment-of-new-staff.html |
| 40 | Improving the balance between work and personal/family life, including the right to disconnect | | X | DRH QVT SST | In the QVT masterplan : - Equality in working life" plan - Charter on the right to | In progress: a Charter on the Right to Disconnect is in the process of being approved by the company's governing bodies (September 2023). |

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| | (24. Working conditions) | | | | disconnect | |
| 41 | Improving training opportunities for doctoral and post-doctoral students (28. Career development) | | X | CD | Catalogue with improved content (accessibility, efficiency, etc.) | In progress: the action has been modified here. It is actually a question of duplicating some of the doctoral courses for the post-doctoral population and not providing logistical access to them due to budgetary constraints. |
| 42 | Strengthen the training for supervisors (37. Supervision and managerial duties 24. Working conditions) | | X | VPR DRED CD | One day of training per year for (future) supervisors, with ≥ 50% of new HDRs. | Extended |
| 43 | Guaranteeing resources for doctoral students' work (37. Supervision and managerial duties 24. Working conditions) | | X | VPR CD | Upstream identification of the material and financial requirements for each thesis | Extended |
| 44 | Information and awareness campaigns on intellectual property (5. contractual and legal obligations 9 Publicengagement 31. Intellectual Property Rights) | X | X | DPIE (ex IPREX) VPR VPVI | - 4 to 6 events per year - 4 to 5 information tools produced per year | Completed |

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| 45 | Improving the promotion of research results, both internally and externally (5. contractual and legal obligations 9 Publicengagement 31. Intellectual Property Rights) | X | X | DPIE (ex IPREX) VPR VPVI | - 6 to 8 information campaigns per year - 10 to 12 external communication produced per year | Completed |
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3.2 New targets

| | Action and principle | Start date | Deadline | Pilot of action | Indicator(s) / Target | Comments |
|----|--|------------|----------|-----------------|---|---|
| 46 | Encourage researchers to acquire an ORCID (Open Researcher and Contributor ID) number (8. Dissemination, exploitation of results) | 2023 | 2025 | BU VPR | 75% of teacher-researchers have an ORCID identifier | |
| 47 | Define management guidelines for staff promotions (24. Working conditions 28. Career development) | 2023 | 2025 | DRH VPCA | Passage of management guidelines through the courts | |
| 48 | Encourage international mobility in the promotion of academic staff (R3 - R4) (18. Recognition of mobility experience 28. Career development 29. Value of mobility) | 2023 | 2025 | DRH | Consideration of this item during grade advancement campaigns | The European Charter & Code for Researchers |

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| 49 | Raising doctoral students' awareness of copyright (particularly when writing their dissertations) (2. Ethical principles 3. Professional responsibility 7. Good practice in research) | 2023 | 2025 | Ethics Officer / RIS/SCD/DRED / DPIE | <ul style="list-style-type: none"> • 1 à 2 actions per year • Running these through a plagiarism detector | |
| 50 | Improving the transparency of recruitment processes (12. Recruitment 13. Recruitment (Code) 15. Transparency) | 2023 | | DRH | Include selection criteria, number of positions available and career development opportunities in our job advertisements | OTM-R The European Charter & Code for Researchers |
| 51 | Centralise recruitment offers (12. Recruitment 13. Recruitment (Code) 15. Transparency) | 2023 | | DRH / Doctoral department / DSI | Include recruitment offers for doctoral students on our internet and intranet sites in the same way as for all staff. | |
| 52 | Supporting researchers in their vertical mobility vertical (application for promotion to a higher grade) (R3 - R4) (28. Career development) | 2023 | 2025 | DRH | Setting up a training course to help teachers-researchers complete their promotion application reports | |
| 53 | Evaluation of the recruitment and training system (12. Recruitment 24. Working conditions 28. Career development) | 2023 | 2025 | DRH | Introduction of new indicators: number of publications in the same position, turnover rate, average length of time in the position, etc.). | |
| 54 | Promoting research internally and externally (5. contractual and legal obligations 9 Publicengagement 31. Intellectual Property Rights) | 2023 | 2025 | DPIE | <ul style="list-style-type: none"> • Development of ad hoc events (development trophies, launch of structuring projects, laboratory visits, etc.); • 18 reviews of current and future projects within the laboratories. | |

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| 55 | Disseminating a culture of valorisation and innovation among researchers (5. Contractual and legal obligations 9. Public engagement) | 2023 | 2025 | DPIE | <ul style="list-style-type: none"> • Production of a Guide to recovery methods ; • 10 TANGRAM workshops "So that the Valois is no longer a headache." | |
|----|---|------|------|------|---|--|

OTM-R policy available at [this link](#) :

(If your organisation has already completed the OTM-R checklist in the initial phase, please also indicate how your organisation is working towards / has developed an open, transparent and merit-based recruitment policy. Whilst there may be some overlap with a range of actions listed above in the action plan (as identified in the gap analysis), please provide a brief commentary demonstrating progress on implementation against the initial phase).

Comments on the implementation of the OTM-R principles

To develop our OTM-R policy, a number of concrete measures are being put in place to ensure openness, transparency and merit in our school's recruitment process.

Job descriptions and selection criteria have been reviewed and updated to ensure that they are clear, relevant and non-discriminatory. Transparent communication on the qualifications and skills required for each vacancy is emphasised, so that potential candidates clearly understand the expectations and selection criteria.

Advertising practices for research positions have been adopted to promote transparency. Job vacancies are widely advertised through various communication channels such as the institution's website, social media (LinkedIn), specialised platforms and international search networks. Detailed information on the recruitment process, the steps to follow and the associated deadlines is also provided.

Qualified and impartial recruitment committees are set up to promote objective and merit-based assessment. These committees follow a standardised and fair process for assessing applications, using predefined and objective criteria. Particular attention is paid to the composition of these committees to ensure that they are diverse and representative of the scientific community.

Measures are also taken to reduce unconscious bias in the recruitment process. Bias and diversity awareness sessions are organised for members of recruitment committees. The aim of these training sessions is to make assessors aware of potential biases and to help them evaluate candidates on the basis of their skills and achievements rather than their origin or any other discriminatory criteria.

Significant progress has been made since the initial implementation phase.

In summary, our school has developed and implemented an open, transparent and merit-based recruitment policy. Improvements have been made to the clarity of selection criteria, the dissemination of job offers, the diversity of recruitment committees and awareness of bias. These actions have strengthened the fairness, quality and attractiveness of our recruitment processes. We remain committed to the continuous improvement of our recruitment policy to ensure equal opportunities for all talented and deserving researchers.

3. Implementation

General overview of the overall implementation process expected from the action plan: (maximum 1000 words)

Under the coordination of the Vice-Chairman of the Board of Directors, the Vice-Chairman for Research and an HRS4R project manager, the "HR Excellence in Research" project is steered by a steering committee approved by the political team, comprising the Chairman and his vice-chairmen.

1. The steering committee (COFIL), responsible for implementing the action plan and monitoring its progress, defines the priorities for continuing the work. The members of the committee are the political leaders of each action, accompanied by their operational managers, who set up the working groups in collaboration with the HRS4R project manager. The COFIL meets quarterly to monitor progress.
2. Ad hoc working groups are set up to work with the whole of the institution on the actions, thus encouraging sharing and taking into account the needs of researchers. Each group is set up according to the themes addressed.
3. To keep track of the work being done, an intranet page is regularly updated, enabling all staff to follow the progress of all the actions. To ensure coordination, a cross-functional group has been set up and is being used on our Digital Workplace, bringing together all the members of the label's COFIL. This effective management tool gives each member of the COFIL an overall and detailed view of the action plan as a whole and how it is developing.

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

How did you prepare for the internal exam? * (maximum 500 words)

The internal review of the HRS4R label was a key process in our drive to continuously improve our human resources strategy for all our staff. We have put in place rigorous preparation for this interim assessment, to ensure that we can demonstrate the progress we have made since achieving the initial label and meet the assessors' expectations accurately and thoroughly.

We have carried out an in-depth evaluation of our implementation of the label since it was awarded in 2021. This involved reviewing our policies, processes and actions, analysing the results achieved and identifying areas for improvement.

necessary. This evaluation has enabled us to understand the strengths and weaknesses of our current approach and to highlight the areas where we have made significant progress.

We have also paid particular attention to gathering and documenting tangible evidence of our achievements. We have gathered quantitative and qualitative data to support our claims and progress. This includes information on the number of research posts open, applications received and the diversity of candidates. We also want to gather feedback from researchers who have benefited from our recruitment process. We are also working to develop appropriate communication tools to provide a response to all candidates who have applied to our institution.

At the same time, we organised discussion sessions for our teams involved in recruiting and managing researchers. We have worked with the Human Resources Department (HRD) to reinforce our principles of openness, transparency and merit, emphasising the importance of applying them at every stage of the recruitment process. We also intend to put in place mechanisms to monitor and evaluate the implementation of these principles, including regular monitoring and review processes to ensure their continued adherence.

Finally, we created a detailed follow-up report for the internal review. This report provided an overview of our achievements, actions taken, results obtained and lessons learned. It also identified the areas where we still face challenges and the measures planned to address them. This report was shared with all internal stakeholders to solicit their comments and contributions, thus ensuring a common vision of our preparation for the internal review.

How have you involved the research community, your main stakeholders, in the implementation process? * (maximum 500 words)

In order to fully engage all stakeholders, including the research community within our institution, we adopted a proactive approach by multiplying our efforts at different levels of collaboration. The aim of these interventions was to share and respond to the needs of researchers. The community was involved in a number of ways:

- M1: Management/Head of central and/or shared department
- Back to school for doctoral students
- Copil Research meeting (all laboratory directors and Vice-President for Research)
- Quarterly meeting with each action leader
- Half-yearly COPIL meeting
- Component conference meeting (Deans and Directors)

The proposals resulting from the work on the actions are discussed by the institution's bodies and, where appropriate, adopted by the Board.

administration.

N.B.: some researchers are elected to the Board of Directors

Do you have an implementation committee and/or steering group that regularly monitors progress? * (maximum 500 words)

The steering committee (COPI) for the label is made up of :

- President of the University (R4)
- Vice-Chairman of the Board of Directors (R3)
- Vice President, Research (R4)
- Director General of Services (admin)
- Director of the Doctoral Programme (R4)
- Director of Human Resources
- Director of Research and Doctoral Studies
- Director of the Innovation and Entrepreneurship Partnership
- HRS4R & Transversal Projects Officer (project manager)

Are organisational policies aligned with HRS4R? For example, is HRS4R recognised in the organisation's research strategy or general HR policy? (maximum 500 words)

The HRS4R action plan is an integral part of the University of Le Mans' five-year contract, encompassing the institution's human resources policy in terms of research as well as the policy focused on quality of life and working conditions for all staff.

How does your organisation ensure that the proposed actions are also implemented? * (maximum 500 words)

A system of regular monitoring and progress reports is in place to collect information on the progress of each action and identify potential obstacles so that the necessary steps can be taken to overcome them.

The active participation of our community, including researchers and staff, is encouraged in the implementation of actions. Information sessions are organised to raise awareness and empower stakeholders to contribute actively.

Periodic evaluation mechanisms are also built in to measure the effectiveness of actions taken, identify good practice and determine areas where adjustments may be required. The company encourages open dialogue and transparent communication to facilitate the exchange of information between stakeholders.

In addition, the proposals arising from the work on the actions are discussed by the school's bodies and adopted by the Board of Directors.

How do you monitor progress (timetable)? * (maximum 500 words)

Actions are monitored monthly by the project manager and discussed quarterly at the COPIL.

How will you measure progress (indicators) for the next assessment? * (maximum 500 words)

The indicators are entered into a dashboard and monitored by the COPIL (quarterly) and the project manager (monthly).

How do you plan to prepare for the external exam? * (maximum 500 words)

To prepare for the external review, in collaboration with the project manager, a dedicated team, made up of members with experience in human resources and research, will be responsible for organising and coordinating all activities linked to the preparation of the external review.

We will be developing an in-depth analysis of the evaluation criteria for the external review. This analysis will enable us to focus our efforts on areas requiring particular attention. On the basis of this analysis, a detailed action plan will be drawn up to remedy any shortcomings identified.

A new communications strategy is underway to keep our community better informed about the label, our future participation in the external review and the importance of their involvement.

Additional comments on the proposed implementation process