

## TEMPLATE 4: ACTION PLAN

**Case number:** 2020FR521092

**Name Organisation under review:** Université du Mans (UM)

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**SUBMISSION DATE:** 20/11/2020

### 1. ORGANISATIONAL INFORMATION

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

<b>STAFF &amp; STUDENTS</b>	<b>FTE</b>
Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research	<b>803</b>
Of whom are international (i.e. foreign nationality)	<b>169</b>
Of whom are externally funded (i.e. for whom the organisation is host organisation)	<b>180</b>
Of whom are women	<b>324</b>
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.	<b>117</b>
Of whom are stage R2 = in most organisations corresponding with postdoctoral level	<b>339</b>
Of whom are stage R1 = in most organisations corresponding with doctoral level	<b>245</b>
Total number of students (if relevant)	<b>12452</b>
Total number of staff (including management, administrative, teaching and research staff)	<b>1163</b>
<b>RESEARCH FUNDING (figures for most recent fiscal year, 2018)</b>	<b>€</b>
Total annual organisational budget	<b>7 245 599</b>
Annual organisational direct government funding (designated for research)	<b>1 187 327</b>
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	<b>5 101 807</b>
Annual funding from private, non-government sources, designated for research	<b>956 465</b>
<b>ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)</b>	
UM is one of the French multidisciplinary non-health universities. In its two sites (Le Mans and Laval), UM has about 12,000 students and 1,100 staff. It has six components: three faculties (Science and Technology; Law, Economics and Management; Literature, Languages and Humanities), two Institutes of Technology and an Engineering School. Since its creation in 1978, UM hosts high-level scientific research, recognised and labelled by the CNRS and maintains its fundamental mission of social advancement. As a result, UM is atypical in the French higher education landscape, being both relatively modest in size and successful scientifically.	

### 2. STRENGTHS AND WEAKNESSES OF THE CURRENT PRACTICE:

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

Thematic heading of the Charter and Code	STRENGTHS and WEAKNESSES
<b>Ethical and professional aspects</b>	<p><i>Researchers generally know the ethics principles of their activities, but are rarely familiar with the principles of the Charter, the doctoral training or the existence of a MOOC devoted to this topic.</i></p> <p><i>A CEREES has just been created under the 2016 Jardé law. But there is no ethics committee for research yet in UM: it must be set up as soon as possible.</i></p> <p><i>Researchers appear to be aware of their professional responsibilities. Nevertheless, the UM has not adopted a charter devoted to the professional responsibility of researchers, including issues related to plagiarism and copyright, and the training of doctoral students on these subjects should be further developed.</i></p> <p><i>The laboratories have a good knowledge of the institution's scientific policy. Researchers generally have also an overall understanding of their legal obligations, and especially what intellectual property is. But often, they do not know the rules for its implementation whereas these questions arise for any researcher working within the context of a partnership.</i></p> <p><i>In addition, researchers are not very familiar with the rules of public accounting which are moreover sometimes considered as obstacles. Specific training courses and thematic fact sheets would be useful.</i></p> <p><i>With regard to the security of computer data, self-analysis has shown that it is a major issue because researchers do not pay enough attention to it.</i></p> <p><i>The MESRI and CNRS have strongly encouraged institutions and research groups to submit their publications on HAL. UM has been supporting this process for several years, by offering researchers specific training. The rate of publications submitted on HAL has increased considerably, and several research groups achieve a rate of 100%. But not all are on the same level. In addition, the aim should be to improve the reporting of publications by researchers and research groups.</i></p> <p><i>The self-analyses of the research groups have revealed few cases of discrimination in UM but also a lack of information on the subject. In recent years, UM has been setting up tools to combat discrimination. In particular, a disability plan is under way, a monitoring and support unit against sexist and sexual violence was established in 2018 and a gender equality plan is being prepared for the end of the year. The institution provides for several representatives who are able to respond to situations involving discrimination: the QVT unit, a preventive care physician, the V2S unit, the legal department and a mediator. The appointment of a representative responsible for the fight against racism and the promotion of diversity is being considered.</i></p> <p><i>Evaluations of researchers are carried out on the one hand by the CNU, and on the other hand by the institution (Academic Council). The purpose of these evaluations is to promote staff, or to award them bonuses based on their professional performance. The HRS4R approach has revealed that the evaluation criteria are not always well known. In particular, the importance of administrative and pedagogical tasks is often not well known.</i></p>
<b>Recruitment and selection</b>	<p><i>All job postings (for civil servants and research contract workers) are advertised by means of a job description sheet, indicating the necessary qualifications and skills. The recruitment of civil servants is subject to State regulations which the university is required to enforce. For research contract workers, the recruitment</i></p>

*terms and conditions are more varied. For example, recruitment interviews are organised systematically for doctoral contracts funded by the institution's payroll, but not for doctoral contracts funded from projects. Academics are generally aware of the recruitment procedures which relate to them. But sometimes they are not aware of the new rules which govern the creation of appointment committees and how they operate.*

*It is sometimes difficult to recruit researchers with the required skills. More explicit information sheets (in particular on working conditions, rights and career development prospects) could enhance the attractiveness of the institution. The job descriptions systematically indicate the scientific skills expected of candidates. However, other information indicated by the Code are not necessarily specified (recruitment process, selection criteria, number of positions available and career development opportunities).*

*The methods for publication of contract-work doctoral offers are not standardised. The "Theses in Brittany-Loire" digital platform is widely used for the dissemination of doctoral offers, but these should be relayed on the university website. Similarly, there are only a few publications on Euraxess, and no systematic dissemination in English.*

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

*All contract workers, whatever their status, deplore the precariousness and lack of visibility over the short or medium term. Contract workers who have participated in the group analysis consider that they are well informed about the qualification procedure at the CNU, and feel quite well supported for the preparation of an academic career. Post-doctoral researchers are aware that an academic career is not their primary career opportunity. But they are not enough trained to meet the needs of recruiters.*

<p><b>Working conditions</b></p>	<p><i>It is not uncommon for researchers to work at night, at weekends or during holidays. As a result, it is sometimes difficult for them to reconcile their professional and personal lives. Management in the research groups and in the institution should be able to identify those cases which result of too great workload being imposed on them. Over the past three years, UM has implemented a teleworking system for administrative staff. During the Covid-19 crisis, it developed considerably and has become now an urgent and crucial issue. A charter on the right to disconnect would be relevant in the coming months.</i></p> <p><i>UM has a robust risk-prevention organisation which brings together various stakeholders: the SST department, a network of prevention assistants in the research groups, a QVT unit and a prevention physician. The members of the research groups know who they can contact about these issues. Many actions on the theme of Occupational Health and Safety have already been implemented in the institution. New staff are made aware on the welcome day and they also undertake general training in SST Department.</i></p> <p><i>Knowledge of the conditions under which bonuses and discharges are awarded varies greatly from one staff member to another. The patent premium is relatively well known - at least its principle - within the research groups concerned, but its mechanism is not. It is therefore necessary to develop information on this subject.</i></p> <p><i>With regard to gender balance, French legislation imposes parity in recruitment committees for academics. But this rule does not exist in recruitment juries for contract researchers. In most laboratories, men outnumber women, especially in scientific disciplines and for professorships.</i></p> <p><i>The institution should better inform its researchers of the mechanisms that allow them to spend part of their career at another public institution or in the private sector. As far as geographical mobility is concerned, UM promotes it through a call for international mobility projects for doctoral students.</i></p> <p><i>Non-producing researchers are identified and received by the presidency of the university, which offers to help them recover a scientific activity. The career monitoring procedure of the CNU is not well-known, especially since it has not been implemented in all sections. Some researchers have used it, and the VPR met them afterwards in order to implement the recommendations that the CNU made about them.</i></p> <p><i>At UM, academics teach around fifty additional hours on average, but this figure actually hides significant differences. The university has defined rules to limit the volume of teaching, but they are not sufficiently enforced. CRCT are known to academics. The university gives a total of five semesters a year, in addition to those that the CNU grants on the national level.</i></p> <p><i>With regard to contract staff, a Joint Consultative Committee (CCP) has been established. For doctoral students, a mediation procedure has been defined with the ED. All of these tools and bodies require specific communication.</i></p>
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<b>Training and development</b>	<p><i>Relations between doctoral students and their supervisors are defined by a Doctorate charter. The university and the ED guarantee the proper application of this charter. In addition, doctoral students benefit from an individual monitoring committee (two researchers not involved in the doctoral student work), which accompanies them throughout their thesis. In the event of a conflict between a doctoral student and his/her supervisor, the institution can set up a mediation process to find a solution.</i></p> <p><i>HDRiales have already taken place in UM in recent years, with the intention of providing supervisors with information about the development of regulations in doctoral training, as well as the rights and duties of each individual. However, the frequency of these trainings needs to be reinforced, so that they take place once a year. Moreover, it would be necessary to strengthen the training of researchers and academics in relation to their supervisory tasks.</i></p> <p><i>In terms of continuing professional development, the CNU has defined a procedure devoted to this subject, enabling researchers to make a professional assessment. But it is not well-known at all. Moreover, the UM does not assist researchers in preparing their application for promotions.</i></p> <p><i>Academics are generally aware of the existence of the university's RH training plan. The sessions which most interest them relate to IT applications, conducting meetings and team management. But they only rarely participate in them, due to a lack of time. However, they are keen on training for workers on fixed-term contracts (doctoral and post-doctoral students in particular), in order to assist their professional careers.</i></p> <p><i>In terms of supervision, doctoral students carry out their work under the supervision of their thesis director, in the framework of their laboratory. A thesis monitoring committee, composed in part of researchers from outside the university, issues an opinion every year on the progress of the research and seeks to resolve any difficulties related to supervision.</i></p> <p><i>But for post-doctoral researchers, there is no mechanism comparable to what exists for doctoral students, allowing them to have a collective opinion on the progress of their work and to resolve any difficulties related to their supervision.</i></p>
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### 3. ACTIONS

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

Please provide the web link to the organisation's HR Strategy dedicated webpage(s):

French version: <http://www.univ-lemans.fr/fr/recherche/hrs4r.html>

English version: <http://www.univ-lemans.fr/en/research/hrs4r.html>

Please fill in a sum up list of all individual actions to be undertaken in your organisation's HRS4R to address the weaknesses or strengths identified in the Gap-Analysis:

<b>Proposed ACTIONS</b>	<b>GAP Principle(s)</b>	<b>Timing (at least by year's quarter/s emester)</b>	<b>Responsible Unit</b>	<b>Indicator(s) / Target(s)</b>
<i>Free text -100 words max</i>	<i>Retrieved from the GAP Analysis</i>			
<b>1.</b> Inventory the administrative procedures and consider the digitisation of processes	<i>1. Research freedom</i>	<i>Q4 2021 &amp; Q4 2022</i>	<i>DGS, DSI</i>	<i>2021: up to 50% 2022: up to 80% of processes digitalized</i>
<b>2.</b> Appoint an ethics officer and define his role	<i>2. Ethical principles</i>	<i>Q1 2021</i>	<i>VPR</i>	<i>Appointment of the Ethics officer</i>
<b>3.</b> Establish an ethics committee and define its role		<i>Q2 2021</i>	<i>VPR</i>	<i>First meeting of the ethics committee</i>
<b>4.</b> Create a charter dedicated to the professional responsibility of researchers, including issues related to plagiarism and copyright	<i>3. Professional responsibility</i>	<i>Q4 2021</i>	<i>Ethics officer</i>	<i>Validation of the charter by the CA</i>
<b>5.</b> Presenting the main rules of public finance	<i>6. Accountability</i>	<i>Q3 2021</i>	<i>DAF &amp; AC</i>	<i>Specific training courses (2 per year) and 1-3 thematic fact sheets</i>
<b>6.</b> Frame and define a target for the Research Information System	<i>7. Good practice in research</i>	<i>Q2 2021</i>	<i>DSI, VPN &amp; VPR</i>	<i>Specifications of the Research IS</i>
<b>7.</b> Suggest the appropriate digital tools, make them known and encourage their use		<i>Q4 2021</i>	<i>DSI &amp; VPN</i>	<i>Digital masterplan</i>
<b>8.</b> Promote actions for the dissemination of scientific culture in career development	<i>8. Dissemination, exploitation of results</i>	<i>Q1 2022</i>	<i>VPR</i>	<i>Information for members of the CAc</i>
<b>9.</b> Encourage and optimize the deposition of publications on the open science platform HAL (mix of the previous actions 9 and 10)		<i>Q4 2021</i>	<i>BU &amp; VPR</i>	<i>Number of researchers depositing on HAL: at least 75% of the whole staff Number of UM's publications referenced on HAL: at least 75% of all the publications</i>

				<i>Number of researchers depositing complete publications (not only the abstract) on HAL: at least 50% of the whole staff</i>
<b>10.</b> <i>Increase the number of doctoral students who benefit from training dedicated to STIC</i>		Q2 2022	CD	<i>Number of doctoral students who ask for training in STIC being trained: 100 %</i>
<b>11.</b> <i>Promote equal access to career development for men and women</i>	<i>10. Non discrimination 27. Gender balance</i>	Q1 2021	<i>DRH &amp; gender equality officer</i>	<i>Gender Equality Plan</i>
<b>12.</b> <i>Establish the "Fight against Racism and promotion of diversity" project in addition to the "Gender Equality" project.</i>		Q2 2021	<i>President</i>	<i>Appointment of a "Fight against Racism and promotion of diversity" officer.</i>
<b>13.</b> <i>Put awareness-raising actions in place, including for supervisors, to prevent situations of discrimination</i>		Q1 2022	<i>"Fight against Racism and promotion of diversity", Ethics &amp; Gender equality officers &amp; VPCA</i>	<i>Number of aware-raising actions: 1 per laboratory</i>
<b>14.</b> <i>Create a system for dealing with situations of discrimination in addition to the "V2S" unit</i>		Q1 2022	<i>"Fight against Racism and promotion of diversity", Ethics &amp; Gender equality officers</i>	<i>System for dealing with situations</i>
<b>15.</b> <i>Provide training for selection panels in relation to the recruitment of people with disabilities</i>		Q1 2022	<i>"Fight against Racism and promotion of diversity", Ethics &amp; Gender equality officers &amp; DRH</i>	<i>Number of staff concerned by recruitments who are trained: 50%</i>
<b>16.</b> <i>Develop a resource that makes committee members aware of non-discrimination, judging merit, career breaks, ethics and conflicts on interest etc.</i>		<i>10. Non discrimination 16. Judging merit (Code) 17. Variations in the chronological order of CVs (Code)</i>	Q4 2021 & Q3 2022	<i>"Fight against Racism and promotion of diversity", Ethics &amp; Gender equality officers &amp; DRH</i>
<b>17.</b> <i>Publish (FR/EN) a web-based recruitment policy for the university that advocates assessing the candidate's value</i>	<i>12. Recruitment</i>	Q3 2021	<i>DRH</i>	<i>Validation of the recruitment policy by the CA</i>

<i>based on known criteria, possibly differing depending on the discipline (integrating the OTM-R)</i>				
<b>18.</b> Add a specific section on the recruitment of staff with disabilities on the UM website		Q3 2022	DRH	Publication on the UM website
<b>19.</b> Construct a recruitment framework for post-doctoral researchers (service requirements, leave, remuneration levels, term of contracts, etc.)	12. Recruitment 13. Recruitment (Code)	Q2 2022	DRH & VPR	Drafting of a standard contract and description of the recruitment framework
<b>20.</b> Publish the selection criteria by type of recruitment (R1 to R4) on the university website and on Euraxess	12. Recruitment 13. Recruitment (Code) 15. Transparency (Code)	Q3 2021	DRH	Publication of criteria
<b>21.</b> Publish all positions on EURAXESS and on the UM website (with details of profiles and working environment)		Q3 2021 & Q3 2022	DRH & CD	2021: 70% of positions published on EURAXESS and on the UM website 2022: 100 %
<b>22.</b> Publish the composition of selection committees for all recruitments on the university's website	14. Selection (Code)	Q3 2021 & Q3 2022	DRH, DRED & CD	2021: 70% of selection committees published on the UM website 2022: 100 %
<b>23.</b> Define and publish recruitment procedures for externally funded PhD students and post-doctoral fellows	15. Transparency (Code)	Q1 2022	DRH, DRED, CD & ED	Procedures published
<b>24.</b> Implement a procedure for responding to all unsuccessful candidates. Send reasoned decisions to all candidates upon request.		Q4 2021 & Q3 2022	DRH, DRED, CD & ED	2021: draft of the procedure 2022: all the candidates will receive a response to their application and reasoned feedback upon request
<b>25.</b> Ensure that contract workers' pay is in line with their prior experience	20. Seniority (Code) 22. Recognition of the profession	Q3 2022	DRH, DRED	% of contract employees with salaries taking into account their seniority Target: 100% in 2022
<b>26.</b> Provide access to doctoral training for post-doctoral researchers to enhance their skills and help them in the pursuit of their careers.	28. Career development	Q1 2021	DRH & CD	Training courses catalogue published on intranet and accessible to 100% of post-doctoral researchers
<b>27.</b> Disseminate mapping of the stakeholders involved in the prevention of health and safety risks in the research units	24. Working conditions	Q1 2021	SST unit & DGS	Mapping published on intranet and accessible to 100% of the community

<b>28. Organisation of thematic health and safety meetings with laboratories to improve the management of occupational risks</b>		Q1 2021	SST & QVT units	Number of thematic Occupational Health & Safety meetings: 1 per laboratory and per year
<b>29. Develop a communication medium dedicated to the prevention of health and safety risks</b>		Q1 2021	SST unit & Communication department	"Occupational Health & Safety" newsletter for all staff: 3 to 4 per year
<b>30. Encourage applications for research and training bonuses by the community of academics, particularly among young researchers and women</b>	26. Funding and salaries	Q2 2021	DRH & VPR	Aware-raising actions: 1 per year Number of applications: at least 20% of the relevant persons, especially by adding young researchers and women
<b>31. Identify the stakeholders who can support the E/Cs in their mobility project</b>	18. Recognition of mobility experience 29. Value of mobility	Q2 2021	DRH & DRED	Contact details of the stakeholders on an Intranet space dedicated to professional mobility: 100%
<b>32. Develop more efficient tools, in particular risk exposure cards</b>	24. Working conditions	Q2 2021	SST unit	Number of tools revised or designed: 2 to 3 tools
<b>33. Digitise the Occupational Health and Safety registers</b>		Q2 2021	SST unit	Registers digitised: 75%
<b>34. Update the internal regulations to ensure that updated information on health and safety risks is provided</b>		Q2 2021	SST unit	Number of internal regulations incorporating this measure: 50% are reviewed and updated if needed, once a year
<b>35. Pass on information on the professional mobility procedures</b>	18. Recognition of mobility experience 29. Value of mobility	Q4 2021	DRH	Documentation on intranet
<b>36. Improve the inter-knowledge between the support services and the research staff</b>	24. Working conditions	Q4 2021	QVT unit, DGS & Communication department	Internal communication plan Quality of life at work master plan
<b>37. Provide information on the existing Bonuses and discharges</b>	26. Funding and salaries	Q1 2022	DRH & IPREX	Implementation of measures for support and for accessibility of information
<b>38. Involve the DRH during the welcoming activities aimed at contract-work doctoral students</b>	24. Working conditions	Q4 2021	DRH & CD	Communication media

<b>39.</b> Provide the necessary information to doctoral students about their working conditions and environment		Q4 2021	DRH & CD	Communication media
<b>40.</b> Give consideration to the balance between working life and personal and family life, including the right to disconnect		Q2 2022	DRH, QVT & SST units	Working life equality plan, Charter on the right to disconnect as part of a master plan on the quality of life at work
<b>41.</b> Improve the preparation of career path for doctoral students and post-doctoral researchers by enhancing the content of the existing catalogue of training courses	28. Career development	Q2 2022	CD	Catalogue of more suitable and efficient training courses
<b>42.</b> Strengthen the training of researchers and teachers-researchers in relation to their supervisory tasks	37. Supervision and managerial duties	Q2 2022	VPR & CD	Training day for thesis supervisors and future supervisors: 1 per year, with the presence of 50% of the new graduated supervisors
<b>43.</b> Guarantee the material and financial resources necessary for the work carried out by contract doctoral students	24. Working conditions	Q2 2022	VPR & CD	Identification of the requirements and financial resources associated with thesis work
<b>44.</b> Implement information and awareness-raising campaigns on intellectual property for researchers	5. Contractual and legal obligations 9. Public engagement 31. Intellectual Property Rights	Q4 2021	IPREX, VPR & VPVI	Organisation of information events with researchers on intellectual property, patenting, software and database protection: 4 to 6 per year  Production of information tools supporting researchers on intellectual property (videos, podcasts, sheets): 4 to 5 per year
<b>45.</b> Improve the promotion of research results both internally and externally		Q4 2021	IPREX, VPR & VPVI	Internal informative actions (newsletter, meetings, events): 6 to 8 per year  Production of communication tools adapted to external

				<i>dissemination (videos, interviews, events, newsletters, social media, daily press): 10 to 12 per year</i>
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The establishment of an Open Recruitment Policy is a key element in the HRS4R strategy. Please also indicate how your organisation will use the Open, Transparent and Merit-Based Recruitment Toolkit and how you intend to implement/are implementing the principles of Open, Transparent and Merit-Based Recruitment. Although there may be some overlap with a range of actions listed above, please provide a short commentary demonstrating this implementation. If the case, please make the link between the OTM-R checklist and the overall action plan.

(free text, 1000 words maximum)

*Most OTM-R principles are shared within the university. However, a number of actions are still needed to address the weaknesses identified in the OTM-R checklist. Indeed, permanent members of staff (civil servants) benefit of a process of recruitment regulated by French law. On the other hand, there is greater flexibility for contract staff, with a wide variety of statuses such as PhD students, post-doctoral fellows, ATERs, etc.*

*In order to reach this goal, there are ten actions (16-25) included in the university action plan. An open recruitment policy will be established for post-doctoral contracts and extended to all doctoral contracts. The principles of OTM-R will be implemented in the procedure for the recruitment of contract-work researchers by a specific working group, made up of the head of DRED, the director of the CD, members of ED, directorates and members of the DRH, appointed by and partly derived from the HRS4R committee.*

*All positions will be published on EURAXESS and on the UM website (with details of profiles and working environment). Moreover, the addition of a section on the recruitment of staff with disabilities and under-represented categories of people will make it possible to target more effectively and attract these candidates.*

*Transparency of recruitment will be reinforced by publishing the composition of selection committees for all recruitments. In addition, the university will also produce a guide containing all recruitment procedures, thus making everyone aware of all the processes. As regards the post-recruitment phase, it is planned to set up a systematic feedback process for all unsuccessful candidates and to send substantiated opinions, upon request. This is already in place at UM for academics and will be extended to all recruitment of research contract workers: ATER, CTER, post-doctoral researchers, and doctoral students in relation with the ED.*

*Finally, a regular monitoring procedure will be implemented by the DRH in order to ensure that the OTM-R policy meets its objectives, by using the toolkit for OTM-R. Particularly the include checklist will be used, as a self-assessment tool to determine the degree to which our current practices are OTM compliant, identify where improvements have to be made, and finally the extent to which the principles of OTM-R have been applied. Ultimately, our goal is to have a fully OTM-R compliant Recruitment.*

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

URL: n/a

## 4. IMPLEMENTATION

General overview of the expected implementation process:

(free text, 1000 words maximum)

*On the basis of the self-assessment report, it has been possible to design a two-year plan offering 45 actions.*

*The implementation of the action plan by the **HRS4R Steering Committee** will be supervised by the university governing board (President, Vice-Presidents and DGS) and the University authorities involved (CA, CR, CTE and CHSCT).*

*The HRS4R Steering Committee would be led by the HRS4R project manager (appointed by the President), and composed of the VPCA, the VPR, the DGS, the Director of the CD, the Heads of the DRED and IPREX Departments, the Director and the Project Manager of the DRH, the head of the communication department and an engineer of the Europe unit. The HRS4R project manager will be assisted by a DRH staff member in charge of steering the implementation of the action plan.*

*The Steering Committee will ensure that the Action Plan is implemented in the desired direction and according to the timetable set out in the Action Plan. It will meet four times a year for this purpose. It will regularly be informed by the **HRS4R operational committee**, composed of all the action managers (VPCA, VPR, VPN, VPVI, DRH, DRED, CD, SST & QVT units, Communication and IPREX departments, ED, "Fight against Racism and promotion of diversity", Ethics & Gender equality officers, DAF, AC, BU and DSI) on the progress of the action plan.*

*In addition, regular progress reports will be presented to the Presidency and all university staff through internal communication channels.*

*At the end of this period, the HRS4R Steering Committee will manage an internal evaluation which will make it possible to take stock of achievements and to introduce new actions in an updated action plan.*

### **Progress monitoring plan**

*The steering committee will have a detailed dashboard to monitor the process. This dashboard will be updated regularly by contacting the persons in charge of the actions. If a problem arises in the implementation process (delays or other obstacles), a common solution must be found.*

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

Checklist	*Detailed description and duly justification
How will the implementation committee and/or steering group regularly oversee progress?	<p><i>The steering committee will be in regular contact with those responsible of the actions in order to monitor their implementation, ensuring that stakeholders have taken ownership of the actions and that the timetable is respected.</i></p> <p><i>The steering committee will meet four times a year. During these meetings, those responsible for ongoing actions will present the progress of each action.</i></p> <p><i>If there are obstacles to the implementation of the actions, the steering committee will have to make compromises and propose solutions.</i></p> <p><i>It will ensure that those responsible for the actions remain informed of its opinions, decisions and suggestions.</i></p>

<p>How do you intend to involve the research community, your main stakeholders, in the implementation process?</p>	<p><i>Progress reports (one per year) will be presented to the university bodies, the CTE, the CHSCT, the research steering committee, the CR and the CA.</i></p> <p><i>In addition, information points will be sent to all university staff through internal communication channels.</i></p> <p><i>Moreover, research unit directors will be invited to include a point of information on the HRS4R strategy and action plan on the agenda of research unit annual general meetings.</i></p> <p><i>A questionnaire will be sent to all researchers to provide feedback on how the changes are being implemented in the research units. This will also be a way to ensure that all researchers are aware of and can benefit from the different tools/actions that are being implemented.</i></p> <p><i>The generic address contact hrs4r@univ-lemans.fr will enable to the HRS4R steering committee to collect staff opinions at any time on the effects of the implementation of the action plan and their proposals for improvement.</i></p>
<p>How do you proceed with the alignment of organisational policies with the HRS4R? Make sure the HRS4R is recognized in the organisation's research strategy, as the overarching HR policy.</p>	<p><i>The implementation of the HRS4R approach forms part of the objectives in the Institutional Project.</i></p> <p><i>The action plan was approved by the CA on 22/10/2020, and is now part of the university's strategic actions.</i></p> <p><i>Although a change in the governance team will take place in the fall, several persons which have been involved in gap analysis and action plan are part of the HRS4R steering and operational committees. Moreover, these committee are made up of department directors who will be able to bridge the gap with the new members of the team. All are convinced of the importance of implementing the HRS4R approach and have been designated as leaders for a large number of actions within the project.</i></p>
<p>How will you ensure that the proposed actions are implemented?</p>	<p><i>On the one hand, the monitoring of the action plan will be ensured by the project steering committee, which will be in permanent contact with those responsible for the actions, in order to ensure that the implementation is progressing as it should.</i></p> <p><i>On the other hand, the questionnaire (survey) sent to the researchers will be an interesting way to check the feelings of the staff concerned by the action plan.</i></p>
<p>How will you monitor progress (timeline)?</p>	<p><i>Once the action plan will have been validated by the CA, each action manager will receive a table presenting his own actions, the timetable and the indicators for measuring results.</i></p> <p><i>The project steering committee will have a monitoring table to assess compliance with the timetable. It will consult regularly with the action leaders to ensure that implementation is proceeding according to schedule.</i></p>
<p>How will you measure progress (indicators) in view of the next assessment?</p>	<p><i>The indicators will be updated in different ways: using validated and/or published documents, data collected from the relevant services, the questionnaire distributed to researchers and data retrievals from the information system.</i></p> <p><i>In addition, the steering committee will carry out an internal review of the project on a semi-annual basis.</i></p>

Additional remarks/comments about the proposed implementation process:

(free text, 1000 words maximum)