



HR EXCELLENCE IN RESEARCH

## Action Plan

**Case number:****Name Organisation under review:** UNIVERSITY OF ROUEN NORMANDY / UNIVERSITE ROUEN NORMANDIE**Organisation's contact details:** Rue Thomas Becket, Mont Saint Aignan, 76821

### 1. Organisational Information

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

In recent years, the University of Rouen Normandy has embarked on a new phase of modernization, based on several major strategic axes, detailed in the institutional component of the 2017-2021 site contract.

The University's democratic life is organized around the institution's councils and commissions, whose operation is defined in its statutes. The President of the University, elected for a four-year term, ensures the governance of the institution, alongside the management team.

The university is divided into training and research structures (13), research units (38), departments and services (22), doctoral school (8).

## 2. Strengths and weaknesses of the current practice



### Ethical and professional aspects\*

#### Strengths and Weaknesses (max. 800 words)

Freedom of research is a fundamental principle recognized by the laws of the French Republic. Universities benefit from this image of freedom. However, this principle does not appear in any URN document, whether it is research strategy or policy. The analysis of the working groups is confirmed by the result of the survey where freedom of research appears to be a clearly stated principle at the URN and should be a priority theme for the URN.

The University of Rouen operates in a highly developed legislative context on certain themes. Thus, in accordance with the provisions of the laws, the URN has set up referents or project managers:

- Ethics Referent
  - Scientific Integrity
  - Security Referent
  - 'radicalization' Referent
- Referent Responsible for the 'Welcome and integration of disabled people' mission  
'Equality-Diversity' project managers.

These referents and their missions are relatively unknown to the university community, as are some of the actions undertaken by the university which have led, for example, to the URN charter of ethics against sexual harassment, the URN protocol for managing serious conflicts, and the creation of an ethics committee.

Not all researchers have a thorough knowledge of funding methods or constraints to their research (authorizations required). The DRV disseminates a certain amount of information through its "Lettre\_info" and has two staff members dedicated to H2020 research projects. The DRV has a procedure for monitoring contracts and research agreements. The financial managers of the DRV are trained. At the laboratory level, it is much more variable. Despite this, the expenses incurred are justified on the whole.

Researchers should be aware of the regulations concerning training, their research activity, intellectual property rights. There is no evidence that researchers have this knowledge. The survey shows that staff are not sufficiently informed about rights and obligations, salary rights and social protection.

The University of Rouen Normandy, concerned about privacy, is committed to respecting the regulations in force relating to the protection of personal data when it processes such data. The main framework for this protection is the General Data Protection Regulation (GDPR), which came into force on 25 May 2018. This text aims to strengthen the rights of individuals over their personal data, both agents and users, and the obligations of the University as a data controller. It is supplemented in France by the "Loi informatique et libertés". To ensure the implementation of these regulations, URN has appointed a data protection delegate who can be contacted for any question relating to the protection of personal data.

The University Rouen Normandy, anxious to guarantee the quality of its diplomas, the equality of opportunities for students, and the value of its scientific publications, has engaged in a voluntary policy to fight plagiarism. Reproduction without acknowledgement of authorship of a pedagogical or scientific production constitutes a serious violation of the legislation on counterfeiting and of the deontology in force at the university, liable by disciplinary sanctions, without prejudging any legal consequences.

In order to fight more effectively against this problem, the institution has equipped itself with an automated plagiarism detection tool, accessible to staff, in particular teachers and researchers, from the ENT or from the UniversiTICE pedagogical platform. The survey shows that although the university's anti-plagiarism platform is relatively well known, it is under-used, especially by PhD students.

The gap analysis shows that, above all, there is a lack of communication, information and training on the legislative context, both national and international, on the URN's internal practices and on procedures. They should be made better known and documentation should be developed. The missions of the mission leaders should be promoted and the actions they propose should be integrated into the HRS4R action plan through master plans or action plans.

To promote, encourage and train in open science in all its forms (publications, research data, innovation).

To inform and better train in the communication, dissemination and exploitation of scientific results.

To encourage the transfer and valorization of scientific knowledge to society by taking into account the multiple actors, channels, tools and possible obstacles (dissemination and sharing of information for and with society).

## Recruitment and selection\*



## Strengths and Weaknesses (max. 800 words)

A large majority of aspects relating to the recruitment of permanent staff in its various phases are covered by national decrees and regulations. URN respects these rules. However, depending on the nature of the positions and their assignment, the recruitment procedure is not formalized or centralized by the HR Department at URN.

The recent Law on Research Programming Law modifies the rules by introducing, among other things, a new form of contract that the URN will have to absorb in new clear and explicit procedures.

The URN has not yet posted its own strategy for recruiting researchers. The elements that can be found are information from the websites of the ministries that include French legislation and its application circulars. The first action will be to define a recruitment strategy that will have to respect the principles of C&C, the legislation and the principles related to an OTMR recruitment policy (openness, transparency, judgment on merit). This strategy will have to be shared with the university community (validation by the various bodies, publication of the strategy).

Some of the criteria are already met, as part of the usual recruitment processes. For example, the URN has set up evaluation grids for the various competitions that take into account the various C&C items (14, 15, 16, 17, 18, 19, 20). Jury members, and more specifically the chairs of the juries, should be made more aware of the selection bias, of the URN's expectations, etc.

With regard to recruitment, URN follows the requirements of the ministries and publishes the jobs on the mandatory portals. There is no specific policy for international recruitment. The publication of jobs on Euraxess remains at the initiative of the research units.

From the point of view of transparency in recruitment, URN procedures exist and are imposed with regard to tenure-track positions. They do not always appear very clearly on the URN portal. Practices may differ from one research unit to another. In fact, recruitment practices at URN are clear and transparent in accordance with the regulatory framework. These practices are not well known and are discovered when the question of recruitment arises in a department or research unit.

The URN is committed to structuring and modernizing recruitment by promoting co-construction in three stages: from the analysis of good recruitment practices, processes related to internal and external recruitment to the integration of agents to develop and guarantee the attractiveness of the university (employer brand). The implementation of this approach will concern post-doctoral fellows, tenured staff, BIATSS contractuels, BIATSS research contractuels, ATER, ATEN. A particular focuss is the implementation of an integration approach (recruitment, integration, employer brand).

## Working conditions\*



## Strengths and Weaknesses (max. 800 words)

URN's buildings are spread over five geographically distant sites (Rouen, Elbeuf, Évreux). Although the renovation of buildings is a major focus of URN's policy, working conditions vary greatly from one building to another, depending on the age, level of renovation and use.

In terms of health and safety, the university has a long experience established since the 1990s and the advent of CHSCT in higher education. A multi-year prevention program is established each year and allows the Risk Prevention Department to maintain a good level of H&S conditions at the URN.

Difficulties appear in terms of organization and management of working time. They are due, among other things, to the excessive number of students in certain disciplines and an insufficient number of supervisors, time-consuming activities due to administrative obligations, the search for funding, and overcrowding in certain premises. The various support mechanisms available at URN are sometimes not well known. Remote working is a legal obligation and can be updated on the basis of the knowledge acquired during the implementation of the COVID19 pandemic.

In order to improve and simplify the administrative life of researchers, information systems should be developed to make administrative information (procedures) easily accessible, to computerize administrative and pedagogical follow-ups, to manage schedules, leaves, remote working.

The University of Rouen Normandy has various benefits and services to offer to its employees. Ensuring that these advantages are more easily understood will help to develop a sense of belonging to the institution as well as the attractiveness of the institution within the labour pool.

In 2018, the University of Rouen Normandy validated a first action plan "Quality of life at work". Some actions have been implemented: news on research activities, mandatory participation in the welcome day. The next objective is to update this action plan by developing it into a "Quality of life and working conditions" plan, focusing on, among other things, the working environment, improving the welcome of new arrivals, strengthening the feeling of belonging to the institution, and providing better support for managers and staff on their arrival and throughout their career.

## Training and development\*



## Strengths and Weaknesses (max. 800 words)

Whilst the substance is compliant with legislation, the appointment and reception procedures are not standardized and depend on the research units and the recruitment period. The recruitment procedures for ATENs and ATERs should have a common base, regardless of the faculty and research unit.

Doctorates have undergone a profound transformation in recent years, with changes in regulations, in the profiles of doctoral candidates, and in the objectives and career opportunities of PhDs.

In addition to the new missions of supervisors, there is a complex institutional landscape (doctoral schools, doctoral student houses) and a growing requirement in the form of indicators related to the training of future doctors (duration and promotion of the thesis, career development). This context and these changes have an impact on all doctoral supervision practices and the improvement of processes must take into consideration all the institutions concerned.

As for recruitment, URN is committed to structuring and modernizing recruitment by encouraging co-construction in three stages: from the analysis of good recruitment practices, processes related to internal and external recruitment, to the integration of agents in order to develop and guarantee the attractiveness of the institution (employer brand). The implementation of this approach will concern post-doctoral students, tenured staff, BIATSS contractuels, research BIATSS contractuels, ATER, ATEN. A particular focus is the implementation of an integration approach (recruitment, integration, employer brand).

### 3. Actions

#### Action 1

Better emphasize the principles of freedom of research for teacher researchers and its limits: - 1.1 Draft and include a text on the institution's strategy - 1.2 Communicate and inform about this text (welcome booklet, website, information meetings with the authorities, URN newsletters, etc.) In French and English versions.

<b>GAP Principle(s)</b>		<b>Timing (at least by year's quarter/semester)</b>
(-) 1. Research freedom		1.1: M1-M3 1.2 : M4-M12
<b>Responsible</b>		
<b>Unit</b>	<b>Indicator(s) / Target(s)</b>	
DRV Related services DAJS / RIS / DirCom	Production of the text Various stages of approval from the authorities Dissemination	

## Proposed ACTIONS

### Action 2

Promote, better educate and disseminate the principles of scientific integrity : - 2.1. Draft a guide on scientific integrity at the URN with thematic sheets (rights and obligations, roles and missions of the referent/scientific integrity commission, documentation inventory, COMPILATIO anti-plagiarism software, etc.) - 2.2. Communicate and inform about this guide and the associated documents (web, news, interventions by authorities, via authentication - intranet or other etc.) - 2.3. Train the university community in scientific integrity (doctoral students, post-docs, teacher-researchers and other research staff).

#### GAP Principle(s)

- (-) 1. Research freedom
- (+/-) 2. Ethical principles
- (-/+ ) 3. Professional responsibility

#### Timing (at least by year's quarter/semester)

2.1: M4-M9 2.2: M10-M18 2.3: M13-M36

#### Responsible

##### Unit

##### Indicator(s) / Target(s)

RIS Ethics  
Referent  
Related  
services  
DRV

Production of the guide Various stages of approval from the authorities  
Dissemination Number of training sessions and number of people trained  
Statistics on the use of COMPILATIO via the URN



## Proposed ACTIONS

### Action 3

Promote and make better known the ethical principles in the research professions, the duties and obligations of researchers: - 3.1. To set up an operational ethics commission - 3.2. Draw up a guide to the principles of deontology at the URN, consisting of thematic sheets (probity, neutrality, professional secrecy, independence of the researcher, hierarchical obedience, accumulation of functions, conflict of interest, procedure for clarifying the processes and the roles and missions of the existing persons and commissions involved in deontology, scientific integrity and ethics, protection of whistleblowers, treatment of whistleblowing, etc.) - 3.3 Informing and communicating about this guide and the associated documents (web, news, interventions by authorities, via intranet authentication or other means, etc.) - 3.4. Train the university community in the principles and issues of ethics (doctoral students, post-docs, teacher-researchers and other research staff)

#### GAP Principle(s)

- (-) 1. Research freedom
- (+/-) 2. Ethical principles
- (-/+ ) 3. Professional responsibility
- (-/+ ) 6. Accountability

#### Timing (at least by year's quarter/semester)

3.1. : M4-M12 3.2. : M4-M12 3.3. : M13-M21  
3.4. : M13-M36

#### Responsible

#### Unit

#### Indicator(s) / Target(s)

Ethics

Referent

Related

services

DAJS / DRV

/ RIS / UFR

health /

IRIHS

Commission set up Guide produced and distributed Various stages of approval from the authorities Number of trainings and assistance

**Proposed ACTIONS**

**Action 4**

Promote a culture of research ethics that is based on respect for the human person and its principles : - 4.1. Set up an ethics commission - 4.2. inform and communicate about this commission (web, news, interventions by authorities, via intranet authentication or other means, etc.) - 4.3. Train the university community in ethics (doctoral students, postdocs, teacher-researchers and other research staff).

**GAP Principle(s)**

(+/-) 2. Ethical principles

**Timing (at least by year's quarter/semester)**

4.1.: M6-M12 4.2.: M13-M21 4.3.: M13-M36

**Responsible**

**Unit**

**Indicator(s) / Target(s)**

Ethics  
Referent  
Related  
services  
DAJS / DRV  
/ RIS / UFR  
health /  
IRIHS

Commission set up Various stages of approval from the authorities  
Number of trainings and assistance

## Proposed ACTIONS

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### Action 5

Better protect whistleblowers and better organize the handling of whistleblowing: - Create the function of whistleblower referent - Promote the function to the community (approval from authorities) - Develop a procedure to better organize the handling of whistleblowing in the event of a crime or serious and obvious violation of the institution's laws and regulations.

#### GAP Principle(s)

(-/+ ) 3. Professional responsibility

**Timing (at least by year's quarter/semester)**

M13-M36

#### Responsible

##### Unit

##### Indicator(s) / Target(s)

DAJS

Related services RIS

/ DGS

Procedure

## Proposed ACTIONS

### Action 6

Strengthen information, awareness and training on the valorization of research, intellectual property, innovation and entrepreneurship : - 5.1. Develop a guide on research commercialization, technology/knowledge transfer and innovation - 5.2 Inform and communicate about this guide, the associated documents and procedures (website, news, interventions by authorities, via intranet or other authentication etc.) - 5.3. Raise awareness and train the university community in the valorization of research and innovation (doctoral students, post-docs, teacher-researchers and other research personnel).

#### GAP Principle(s)

(-/+ ) 4. Professional attitude

(+/-) 5. Contractual and legal obligations

(-/+ ) 6. Accountability

(-/+ ) 31. Intellectual Property Rights

(-/+ ) 32. Co-authorship

(-/+ ) 36. Relation with supervisors

#### Timing (at least by year's quarter/semester)

5.1. : M1-M9 5.2. :  
M10-M18 5.3. : M3-  
M36

#### Responsible

#### Unit

#### Indicator(s) / Target(s)

DRV

Product guide and distribution Various stages of approval from the authorities Number of trainings and assistance

## Proposed ACTIONS

### Action 7

Support and encourage researchers to diversify their sources of external research funding, and provide better training in the use and proper management of research funding and in knowledge of the inherent contractual and legal obligations: - 6.1. Develop a guide composed of thematic sheets on research funding, engineering, and setting up competitive projects such as Horizon Europe, including a mapping of external research funding sources - 6.2. To inform and communicate on this guide, the documents and associated procedures (website, news, interventions by authorities, via intranet or other authentication, etc.) - 6.3. Raise awareness and train the university community in external research funding, management, monitoring and reporting (doctoral students, post-docs, teacher-researchers, other research staff and financial managers)

#### GAP Principle(s)

(-/+ ) 4. Professional attitude

(+/-) 5. Contractual and legal obligations

(-/+ ) 6. Accountability

#### Timing (at least by year's quarter/semester)

6.1. : M3-M12 6.2. : M13-M21 6.3. : M6-M36

#### Responsible

##### Unit

##### Indicator(s) / Target(s)

DRV Related services DAF / DRIC	Expanded training plan Mapping Annual survey research newsletter. Evaluation report on alternative solution Training for managers
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## Proposed ACTIONS

### Action 8

Promote, encourage and train in open science in all its forms (publications, research data, innovation) : - 7.1. Draft a strategic open science roadmap for URN and put in place appropriate governance - 7.2. Develop a guide to open science at the URN with thematic sheets (open access for publications, researcher identifiers, open data, law for a digital republic) and a barometer of open science at the URN - 7.3. Inform, communicate and promote the guide and the associated documents and procedures, and the barometer (website, news, interventions by authorities, via intranet authentication or other means, etc.) - 7.4. Raise awareness and train the university community on open science in terms of publications and research data (doctoral students, post-docs, teacher-researchers and other research staff)

#### GAP Principle(s)

(-/+ ) 4. Professional attitude

(+/-) 5. Contractual and legal obligations

(-/+ ) 6. Accountability

(-/+ ) 7. Good practice in research

#### Timing (at least by year's quarter/semester)

7.1. : M1-M12 7.2. : M7-M24 7.3. : M13-M30  
7.4. : M19-M36

#### Responsible

##### Unit

##### Indicator(s) / Target(s)

DRV Related

services

DAJS / DPO

/ CIO

Written roadmap Product and delivery guide Approval from the authorities Number of training and support

### Action 9

#### GAP Principle(s)

(-/+ ) 8. Dissemination, exploitation of results

(-/+ ) 9. Public engagement

#### Timing (at least by year's quarter/semester)

8.1.: M4-M15 8.2. : M7-M24 8.3. : M16-M30  
8.4. : M25-M36

## Proposed ACTIONS

### Action 9

Promoting science for and with society: fostering the development, transfer and valorization of scientific knowledge to and with society and better disseminating and exploiting scientific results from laboratories, taking into account the multiple actors, channels, tools and possible obstacles: - 8.1. Draft a strategic roadmap for science and society at URN and put in place appropriate governance - 8.2. Develop a guide to science and society at URN, with thematic sheets on scientific mediation, the promotion of scientific, technical and artistic heritage, science and participatory research, and arts, culture and science - 8.3. To inform and communicate about the guide and the URN's communication and research promotion documents (website, news, interventions by the authorities, via authentication on the intranet or elsewhere, etc.) - 8.4. Raise awareness and train the university community on science and society issues such as scientific, technical and industrial culture, dissemination and exploitation of results, and partnerships with civil society (with PhD students, post-docs, teacher-researchers and other research staff).

### Responsible

#### Unit

#### Indicator(s) / Target(s)

DRV Related  
services  
DGSA  
PEPITE

Roadmap written Guide produced and disseminated  
Approval from the authorities Number of trainings and  
assistance

## Proposed ACTIONS

### Action 10

Training in scientific mediation. Appropriate the rules of popularization, Structure your speech, Arouse the interest of the public and maintain it. Designing a targeted message, Using attractive media.

#### GAP Principle(s)

(-/+ ) 9. Public engagement

**Timing (at least by year's quarter/semester)**

M1 – M24

#### Responsible

Unit

Indicator(s) / Target(s)

HRD

Related

services

DRV

Annual training Number of people trained annually Evaluation of the training

### Action 11

#### GAP Principle(s)

(+/-) 11. Evaluation/ appraisal systems

(-/+ ) 12. Recruitment

(-/+ ) 13. Recruitment (Code)

(-/+ ) 14. Selection (Code)

(-/+ ) 15. Transparency (Code)

(+/-) 16. Judging merit (Code)

**Timing (at least by year's quarter/semester)**

M1 – M24



## Proposed ACTIONS

### Action 11

Implementation of a continuous integration process (recruitment, integration, employer brand) with an annual review. The University is committed to structuring recruitment and improving procedures for welcoming and integrating newcomers. This approach will take into account all of the University's staff. It will take place over several months with a phase of assessment of existing practices, then for each type of staff, the implementation of procedures ranging from the identification of needs to the integration of the agent. A recruitment guide will be drawn up in order to share good practices to be implemented within the University. The implementation of this approach will initially concern permanent and contractual BIATSS staff, and then in a second phase post-doctoral students, contractual BIATSS research staff, ATERs and ATENs. Phase 1: assessment of the existing situation (URN practices, legislation, recommendations), roadmap of the URN's OTMR strategy Phase 2: new procedures adapted to the new national legislative environment and European recommendations. Structuring of recruitment and integration. Phase 3: implementation and tools for recruitment Phase 4: development of the necessary guides Phase 5: development of a welcome charter Phase 6: developing the employer brand, informing, raising awareness, training

Timing (at least by year's quarter/semester)

### GAP Principle(s)

- (+/-) 17. Variations in the chronological order of CVs (Code)
- (+/-) 18. Recognition of mobility experience (Code)
- (+/-) 19. Recognition of qualifications (Code)
- (+/-) 20. Seniority (Code)
- (-/+ ) 21. Postdoctoral appointments (Code)
- (-/+ ) 22. Recognition of the profession
- (-/+ ) 25. Stability and permanence of employment
- (-/+ ) 26. Funding and salaries
- (-/+ ) 28. Career development
- (-/+ ) 29. Value of mobility

### Responsible

Unit

Indicator(s) / Target(s)

HRD  
Related  
services  
DirCom DRV  
DGS

Implementation of an annual recruitment report (HRIS recruitment): implementation of monitoring indicators linked to the HRIS recruitment Satisfaction survey among recruiters and recruits Deployment of one recruitment training session per year led by the HRD (number of trainees...) Drafting of the management line for mobility

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**Proposed ACTIONS**


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**Action 12**


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Identify and structure the available information concerning careers (remuneration and progression), specify the specificities of the URN if there are any.

**GAP Principle(s)**

(-/+ ) 14. Selection (Code)

**Timing (at least by year's quarter/semester)**

M25 – M36

**Responsible****Unit****Indicator(s) / Target(s)**

HRD

Implementation of a personal file for the agents of the University on the intranet

**Action 13**


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Remote working procedure

**GAP Principle(s)**

(-/+ ) 23. Research environment

**Timing (at least by year's quarter/semester)**

M1 – M12

**Responsible****Unit****Indicator(s) / Target(s)**

HRD

Updating of the telework assessment charter presented once a year to the social committee of the administration

## Proposed ACTIONS

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### Action 14

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Readability of the various actions and services offered to the university's staff

### GAP Principle(s)

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**Timing (at least by year's quarter/semester)**

M9 – M20

(-/+ ) 24. Working conditions

### Responsible

#### Unit

#### Indicator(s) / Target(s)

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HRD

Related

services

SACSO

DDRS SCD

DirCom

SUAPS

SUMPS

Ongoing action Number of actions carried out within the University Number of agents involved Satisfaction survey

## Proposed ACTIONS

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### Action 15

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Communicate on the social action policy of the University of Rouen Normandy

#### GAP Principle(s)

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(-/+ ) 24. Working conditions

#### Timing (at least by year's quarter/semester)

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M1 – M20

#### Responsible

##### Unit

##### Indicator(s) / Target(s)

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HRD  
Related  
services  
SACSO  
SUMPS

Number of research staff registered for the webinar  
Assessment of the hot evaluations Annual report on social benefits mobilized for research personnel and their families (indicators from the social database) : execution n-1 in AE - CP and breakdown by type of benefit and expenditure; number of beneficiaries by age group and gender

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## Proposed ACTIONS

### Action 16

Implement a "Quality of Life and Working Conditions" plan.

#### GAP Principle(s)

(-/+ ) 24. Working conditions

**Timing (at least by year's quarter/semester)**

M1 – M12

#### Responsible

Unit

Indicator(s) / Target(s)

HRD

Related services

DDRS

SUMPS DPR

Annual plan Number of actions carried out within the University Number of agents involved

### Action 17

Management of working time Implementation of a software for the management of schedules, leaves, CET and telework

#### GAP Principle(s)

(-/+ ) 24. Working conditions

**Timing (at least by year's quarter/semester)**

M48 – M60

#### Responsible

Unit

Indicator(s) / Target(s)

HRD

Number of agents managed by the software Training action on the management of schedules, leaves number of trained Number of agents trained

## Proposed ACTIONS

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### Action 18

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Making the right to disconnect a strong element of the QLW, quality of life at work. Reaffirm the importance of a reasoned use of the connection on and off the working time.

#### GAP Principle(s)

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(-/+ ) 24. Working conditions

#### Timing (at least by year's quarter/semester)

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M7 – M12

#### Responsible

#### Unit

#### Indicator(s) / Target(s)

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HRD

Related

services

SUMPS DPR

Qualitative and quantitative assessment of DUERP on cognitive overload  
 Number of charter on the right to disconnect signed by new employees  
 Number of perception surveys conducted  
 Number of presenteeism questionnaires sent/returned

## Proposed ACTIONS

### Action 19

Communicate on professional equality and diversity Strengthen the governance of the policy of professional equality between women and men; Create the conditions for equal access to jobs and professional responsibilities; Evaluate, prevent and, if necessary, deal with the differences in pay and career development between women and men; Provide better support for situations of pregnancy, parenthood and lifetime articulation

#### GAP Principle(s)

(-/+ ) 27. Gender balance

**Timing (at least by year's quarter/semester)**

M1-M36

#### Responsible

Unit

Indicator(s) / Target(s)

HRD

Annual Professional Equality/Diversity Report Rate of participation of staff members of the presidential team, directors of components, directors of services and directors of laboratories registered for the training course "Issues of professional equality". Number of research staff registered for training and awareness-raising activities

### Action 20

Communicate on internal and external legislation and procedures

#### GAP Principle(s)

(-/+ ) 34. Complains/ appeals

**Timing (at least by year's quarter/semester)**

M1 - M36

#### Responsible

Unit

Indicator(s) / Target(s)

DAJS

## Proposed ACTIONS

### Action 21

Better training for and through research: improve the training and professional integration of doctoral students, develop training and support for the career development of post-docs and contract researchers, and develop the training and improve the practices of thesis directors: - 9.1. Develop a thematic guide on doctoral training for doctoral students (rights, obligations, resources, training, international mobility, support for professional integration, job search and career development, professional networks, tools and information systems) - 9.2. Develop a guide for post-doctorals (status, rights, obligations, training, international mobility, career support, professional networks, tools and information systems) - 9.3 Develop a guide for thesis directors (rights, obligations, training, resources, sharing of experiences and information, best practices in relations between thesis directors and doctoral students, tools and information systems) - 9.4. Inform and communicate about the guides, tools, documents and associated procedures to doctoral students, post-doctoral fellows and thesis directors in particular, and to the university community as a whole (website, news, interventions by authorities, doctoral schools, doctoral student days, etc.)

### GAP Principle(s)

(-/+ ) 21. Postdoctoral appointments (Code)

(-/+ ) 28. Career development

(-/+ ) 29. Value of mobility

(-/+ ) 30. Access to career advice

(-/+ ) 36. Relation with supervisors

(-/+ ) 37. Supervision and managerial duties

(-/+ ) 38. Continuing Professional Development

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

(-/+ ) 40. Supervision

### Timing (at least by year's quarter/semester)

9.1.: M6-M11 9.2. : M9-M14 9.3. : M12-M17  
9.4. : M12-M36

### Responsible

#### Unit

#### Indicator(s) / Target(s)

DRV Related

services

EDs CED

HRD

Guides produced and disseminated Presentation to various bodies and interventions with different audiences



## Proposed ACTIONS

### Action 22

Organize discussions and good practice workshops for thesis supervisors

#### GAP Principle(s)

(-/+ ) 36. Relation with supervisors

**Timing (at least by year's quarter/semester)**

annual action

#### Responsible

Unit

Indicator(s) / Target(s)

HRD

Number of workshops Number of participants Evaluation of workshops

### Action 23

Promote awareness of Sapphire training

#### GAP Principle(s)

(-/+ ) 33. Teaching

(-/+ ) 36. Relation with supervisors

**Timing (at least by year's quarter/semester)**

annual action

#### Responsible

Unit

Indicator(s) / Target(s)

SAPHIRE

Number of workshops Number of people trained

## Proposed ACTIONS

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### Action 24

Strengthen the governance of professional equality policies between men and women. Compared to what has been done so far, there is a desire for stronger ownership by the various parties and for this theme to be at the heart of the social dialogue. Creation of a steering committee composed of executives of the institution and representatives of the various bodies (CA, CT ...). Production of an in-depth diagnosis. Involve key players in university governance in the implementation and monitoring of this action plan

**Timing (at least by year's quarter/semester)**

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### GAP Principle(s)

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- (-/+ ) 10. Non discrimination
- (-/+ ) 27. Gender balance
- (-/+ ) 28. Career development

### Responsible

Unit

Indicator(s) / Target(s)

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Equality

Diversity

plan Related  
services

DirCom,

Governance

Constitution of the steering committee Videos made Annual  
report

## Proposed ACTIONS

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### Action 25

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Define evaluation criteria on the basis of categories of staff and at different levels to avoid gender bias in recruitment

**Timing (at least by year's quarter/semester)**

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#### GAP Principle(s)

---

(-/+ ) 10. Non discrimination

(-/+ ) 27. Gender balance

(-/+ ) 28. Career development

#### Responsible

**Unit**

**Indicator(s) / Target(s)**

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Equality

Diversity

plan Related services

Guide to limiting selection bias

HRD

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## Proposed ACTIONS

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### Action 26

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Construction of female models that will not be the researchers often put forward so that women find their place in male bastions (reference to the Matilda effect – women benefit less from the benefits of their research and this, often to the benefit of men, minimization of the contribution of women. It is a question of highlighting the presence of women in scientific careers and female figures approved by the university.

### GAP Principle(s)

---

(-/+ ) 10. Non discrimination

(-/+ ) 27. Gender balance

**Timing (at least by year's quarter/semester)**

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### Responsible

**Unit                      Indicator(s) / Target(s)**

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Equality

Diversity

plan Related

services VP

CFVU VP

Culture

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## Proposed ACTIONS

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### Action 27

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Implement within the University of Rouen Normandy the methodology for identifying pay gaps common to public employers in the three sides of the public service

**Timing (at least by year's quarter/semester)**

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### GAP Principle(s)

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- (-/+ ) 10. Non discrimination
- (-/+ ) 26. Funding and salaries
- (-/+ ) 27. Gender balance
- (-/+ ) 28. Career development

### Responsible

**Unit                      Indicator(s) / Target(s)**

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Equality  
Diversity  
plan Related    Methodology  
services  
HRD

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## Proposed ACTIONS

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### Action 28

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Promote childcare assistance for university staff and students  
 Conduct a study of the need for one-time care of a dependent  
 (child or parent) when an agent wishes to enter a competition  
 or participate in a scientific event

### GAP Principle(s)

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(-/+ ) 10. Non discrimination

(-/+ ) 24. Working conditions

(-/+ ) 27. Gender balance

**Timing (at least by  
 year's  
 quarter/semester)**

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### Responsible

Unit

Indicator(s) / Target(s)

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Equality

Diversity

plan Related

services

HRD

Needs assessment surveys conducted

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## Proposed ACTIONS

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### Action 29

Prevent and address discrimination, acts of violence (including gender-based and sexual violence), psychological or sexual harassment and gender-based acts. In a process of continuous improvement, identify the reports received and processed in the reporting and listening systems

#### GAP Principle(s)

---

- (-/+ ) 10. Non discrimination
- (-/+ ) 27. Gender balance
- (-/+ ) 34. Complains/ appeals
- (-/+ ) 37. Supervision and managerial duties

#### Timing (at least by year's quarter/semester)

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#### Responsible

##### Unit

##### Indicator(s) / Target(s)

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Equality

Diversity

plan

Creation of a monitoring unit Annual report

Unselected principles:

- (+/-) 35. Participation in decision-making bodies

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

Overall, the OTM-R principles are respected at the University of Rouen Normandy (URN) for the recruitment of tenured researchers due to the application of French legislation concerning the publication of jobs, the appointment of jury members, and remuneration. Significant progress needs to be made in formalizing the recruitment process, particularly with regard to contract researchers, which should lead the human resources department to introduce or reinforce a quality approach in all recruitment and integration processes for researchers. As far as opening up jobs to the international community is concerned, procedures and other documents must be translated into English, and jobs must be published not only on the official Galaxie website but also on the Euraxess jobs platform and on the URN website in French and English.

The University is committed to structuring recruitment and improving procedures for welcoming and integrating newcomers. This process, which is currently being implemented, will take into account all of the University's staff. It will take place over several months with a phase of assessment of existing practices, then for each type of staff, the implementation of procedures ranging from the identification of needs to the integration of the agent. A recruitment guide will be developed in order to share best practices to be implemented within the University. In particular, the following items are addressed:

#### Recruitment:

- Publication and posting of the recruitment policy at URN respecting OTM-R principles.
- Publication of job offers for researchers in French and English
- Publication of job offers on Euraxess jobs opportunities
- Formalization and internationalization of recruitment processes
- Raising awareness among jury members of the biases that exist during recruitment.
- Publication of a recruitment guide

#### Working conditions

- Creation of an integration process for researchers, particularly for researchers from non-French-speaking cultures.
- Improvement and translation of the welcome guide

#### Training and development

- Improve the training offer
- Promote the pedagogical trainings at SAPHIRE
- Promote the workshops of the research and development department
- Improving the support throughout the career

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:



## 4. Implementation

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

Each action is carried out by a URN department, notably the HRD and the DRV, which is responsible for implementing the actions that concern it. The department in charge is responsible for associating with URN's ad hoc partners: other departments, experts from the university community. The HRS4R project manager appointed for the initial phase will monitor the actions and indicators as they are implemented, in accordance with the action plan and its schedule. He or she will conduct a quarterly review with the departments involved in the HRS4R process. Each quarter, he/she will estimate the rate of completion of each action, identify progress and difficulties encountered and transmit this information to the implementation committee.

The implementation committee will decide on corrective actions if necessary.

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

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

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



Detailed description and duly justification (max. 500 words)

The implementation committee will meet quarterly to analyze the progress of the implementation of the action plan by working from the report of the HRS4R project manager. The implementation committee will decide on the follow-up to be given on the basis of the difficulties encountered during the implementation of the action plan and will assess the corrective or complementary actions for the realization of the project.

The project team created during the initial phase becomes the implementation committee. It will be kept informed by the HRS4R project manager on a quarterly basis of the progress of the action plan and any difficulties encountered.

An annual report will be presented to the university's management team and to the URN's governing bodies, including the Board of Directors.

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



Detailed description and duly justification (max. 500 words)

The actions are coordinated by the administrative services. The pilot of the action will call upon the university community whenever it is directly concerned.

Each year, the progress of the action plan will be presented to the university authorities.

The quarterly report of the HRS4R mission manager will be available on the intranet.

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

\*



Detailed description and duly justification (max. 500 words)

In September 2020, the university's management team decided to launch the HRS4R labeling project. It has appointed an HRS4R project manager, a steering committee and a project team for the initial phase with a view to HRS4R accreditation. This project has been presented to and validated by the university authorities.

The entire university community (researchers, research support staff, administrative services staff) was asked to participate in the working groups and to answer a survey (150 questions). The outcome of this work is based on this analysis of the gaps between URN's practices and the charter and the European code.

Based on this analysis, a first version of the action plan was proposed to the administrative services so that they could refine the actions that seemed possible to carry out. This led to a second version of the action plan. This version was presented to the steering committee and to the URN authorities, who validated it.

It can be concluded that the HRS4R strategy is an institutional strategy for human resources and research management shared by the whole community, although a letter of framework for the OTMR policy has not yet been published, as has been done in other universities. The actions are coordinated by the URN's administrative services, which are responsible for working together (and with researchers if necessary) for a result that will be presented *in fine* to the authorities and the community.

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



Detailed description and duly justification (max. 500 words)

Each action of the plan has been the subject of a project sheet where the action is described precisely in its different stages and their planning.

A quarterly meeting of the departments involved is planned, organized by the HRS4R project manager, to review the progress of each action, the successes and difficulties encountered. The minutes of the meeting will be presented to the implementation committee for analysis and to decide on additional or corrective actions.

The progress report of the project will be presented annually to the management team, the steering committee and the university authorities. This status will be published on the URN website page dedicated to HRS4R.

How will you monitor progress (timeline)?\*



Detailed description and duly justification (max. 500 words)

A dashboard is established from the action plan to monitor indicators and whether or not deadlines are met. This Gantt chart will be made public and presented quarterly to the implementation committee and annually to the URN management and authorities.

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



Detailed description and duly justification (max. 500 words)

The implementation committee will monitor the project on a quarterly basis and the authorities will receive annual progress reports on the action plan. This means that for the next evaluation, the steering committee will have all the information it needs to amend or not the action plan.

A survey will be conducted in the six months preceding the self-evaluation, based on elements of the survey conducted in 2021-2022. The steering committee and the authorities will validate the actions to be retained or not, the new actions that appear necessary, and the reformulations of certain actions to be carried out.

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