| N° thematic | Thématics | N° action | Proposed actions | Concerned articles | 20 | 023 | | 2024 | , | | 2025 | | ; | 2026 | | 2 | 2027 | | 2 | 028 | r | Unit responsible | Involved units | Target indicators |
|----------------|--|--------------|---|---|----------|---------|--------|---------|---------|--------|--------|--------|---------|---------|-------|-------|------|----|-------|-----|----|------------------------------|---------------------------|---|
| | | | | | T2 - | T3 T4 | T1 | T2 T3 | T4 | T1 T | 2 T3 | T4 | T1 T | 2 T3 | T4 | T1 T2 | 2 T3 | T4 | T1 T2 | Т3 | T4 | | | |
| | | | | AXE 1 : Et | thical a | and pro | fessio | nal asp | ects (1 | 15 the | matics | divide | ed into | o 44 ac | tions |) | | _ | | | _ | | | |
| | | 1 | Establish the Local Research Ethics Committee (CLER) at the institutional level | 1-1, 1-2, 1- | | | | | | | | | | | | | | | | | | DGS/DRI | | Appointment of membersNumber of opinions issued by CLER/year |
| 1 | Ethics | 2 | •Integration of the CLER with the Scientific Integrity Coordinator and other relevant bodies or coordinators | 6, | | | | | | | | | | | | | | | | | | DGS/VP recherche | | •Number of coordination meetings/year |
| | | 3 | • Promote awareness of the national charter of ethics for research professions (2015), which was ratified by the university in2017: Disseminate the charter to all individuals involved in research | | | | | | | | | | | | | | | | | | | RIS/ référent déontologue | | •% of research players familiar with the charter (2022 survey: 23%; target: 35% in 2024; 50% in 2025) |
| 2 | Deontology-Ethics | 4 | •Translate the national charter of ethics for research professions (2015) into English | 1-1, 1-3, 1- 4, 1-5, 1-6, 3-31, 3-32 | | | | | | | | | | | | | | | | | | RIS/ Référent déontologie | | •% of foreign research players familiar with the charter (2024 target: 40%; 2025 target: 60%) |
| | | 5 | •Enhance the role of the ethics officer at the institutional level by establishing a clear mission statement (letter of engagement, scope of responsabilities, connections with other relevant bodies or ethics officers, particularly CLER and Scientific Integrity Coordinator) | 3-31, 3-32 | | | | | | | | | | | | | | | | | | DGS / DRH | VP RH / VP | Appointment of a compliance officer redaction of a Letter of Engagement Number of cases handled annually |
| | | 6 | •Establishing a network of experts in collaboration with the Scientific Integrity Officer (RIS). | | | | | | | | | | | | | | | | | | ٧ | /P recherche /RIS | DRI | •Appointment of experts |
| 3 | Scientific integrity (SI) | 7 | Promoting the MOOC "Scientific Integrity in Research Professions" (MOOC Bordeaux) | 1-3, 1-5, 1- 6, 3-31, 3- 32 | | | | | | | | | | | | | | | | | | RIS | ED | Promotional actions % of researchers familiar with the MOOC (2024 target: 25%; 2025 target: 40%; 2026 target: 60%) |
| | | 8 | Promoting the adoption and utilization of laboratory notebooks. | | | | | | | | | | | | | | | | | | | DRI | structures de recheche | Organise 1 promotional event per year% of research units using laboratory notebooks (if relevant) |
| | | 9 | Produce a video on data protection (GDPR) in both French and English | | | | | | | | | | | | | | | | | | | CEMU | | Creation of the video capsule and distribution to the community % of researchers receiving the video (target 2025: 100%) % of researchers aware of the video (target 2025: 30%; 2026: 40%; 2027: 60%) |
| | | 10 | •Develop a pratical sheet on the GDPR approach (in both French and English). | | | | | | | | | | | | | | | | | | D | DAPAC (DPO) | Dircom | Creation of the RGPD practical sheet % of researchers who have received the practical sheet (2025 target: 100%) |
| 4 | Raise awareness and provide tools in data security/protection | 11 | Create a video on computer encryption | 1-7, 4-39 | | | | | | | | | | | | | | | | | | CEMU | RSSI/ CEMU | Creation of the video clip % of researchers receiving the video (target 2025: 100%) % of researchers aware of the video (target 2025: 30%; 2026: 45%; 2027: 70%) |
| | | 12 | •Develop a best practice sheet on data security (in both French and English). | | | | | | | | | | | | | | | | | | | RSSI | Dircom | Creation of best practice sheets % of researchers receiving the best practice guidelines (target 2025: 100%) % of researchers aware of the existence of the best practice guidelines (target 2025: 30%; 2026: 45%; 2027: 60%) |
| | | | •Appoint an Information System Security Officer (ISSO) in all Research Units (RUs). | | | | | | | | | | | | | | | | | | | RSSI | lahoratoires | •Number of ISSOs appointed in laboratories (2024 target: 70% of UMRs; 40% of URs) |
| | Promote a culture of "good practice", raise | 14 | Students: Conduct awareness-raising sessions on ethics, information security (IS), and GDPR issues at the Master's level (and in subsequent courses). | | | | | | | | | | | | | | | | | | | P CFVU / VP recherche | I DEVE/UER | Number of research masters offering an awareness campaign |
| 5 | awareness, and provide training for various actors in ethical and responsible | | •Make training in research ethics and open science a mandatory component of doctoral students' training program (as per article 3 of the Decree of 25 May 2016). | 1-2, 1-3, 1- 4, 1-5, 1- 6,1-7, 3- 31, 3-32, 4- | | | | | | | | | | | | | | | | | V | /P-recherche DRI-ED | | •Number of doctoral students who have taken the course(s) (targets 2024:50%;2025:75%; 2026:100%) |
| | research (ethics, professional conduct, scientific integrity). | | Propose awareness-raising/training initiatives (RGPD, scientific integrity, data management plan, open science, etc.) for those involved in research. | 38, 4-39 | | | | | | | | | | | | | | | | | V | /P recherche | | Number of training courses offered per yearNumber of researchers trained per year |

| N° thematic | Thématics | N° action | Proposed actions | Concerned articles | 2 | 2023 | | 202 | | Cacii IV | 2025 | | | 202 | 26 | | 20 |)27 | | 2 | 028 | | Unit responsible | Involved units | Target indicators |
|----------------|--|--------------|---|--|----|-------|------|------|-------|----------|------|------|----|-----|------|------|----|------|------|------|-----|----|----------------------|---------------------------|--|
| | | | | | Т2 | T3 T4 | 1 T1 | T2 - | тз т4 | T1 | T2 T | 3 T4 | T1 | T2 | тз т | 4 T1 | T2 | тз 1 | 74 T | 1 T2 | тз | T4 | | | |
| | Develop digital guides encompassing all | 17 | •Research unit director's guide | | | | | | | | | | | | | | | | | | | | VP recherche /DRI | DRH-DP-DPO- | Production of the guide Distribution of the guide 2025 target: 100% of managers to receive the guide) |
| 6 | facets of research (the researcher's ecosystem, ethical and responsible research, | 18 | •Guide for teachers-researchers (FR/GB) | 1-4, 1-5, 1- 6, 1-7, 1- 10,3-24, 3- | | | | | | | | | | | | | | | | | | | VP recherche /DRI | DRH-DP-DPO- | Production of the guide Distribution of the guide (2025 target: 100% of Teachers-researchers to receive the guide) |
| 0 | working conditions, workplace health and safety, etc.), specifically tailored to the intended audience | 19 | •Guide for researchers in the engineering and technical, research, and training staff (ITRF) categories | 28, 3-34, 3- 37 | - | | | | | | | | | | | | | | | | | | VP recherche /DRI | DRH-DP-DPO- DSI-Dircom | Production of the guide Diffusion du guide (2025 target: 100% of researchers in the engineering and technical, research, and training staff (ITRF) categories to receive the guide) |
| 7 | Provide a training programme for research unit directors | 20 | Provide a training programme for research unit directors: -Module on integrity, ethics, and professional conduct -Module on recruitment and career development (with a focus on administrative support staff) -Module on team management (including conflict resolution, etc.) -Module on workplace health and safety, working conditions (such as teleworking, night work, recovery periods), etc. | 1-4, 1-5, 1- 6, 1-7, 2- 13, 3-24, 3- 28, 3-34, 4- 38, 4-39 | - | | | | | | | | | | | | | | | | | | DRH | VP recherche /DRI | •Development of a dedicated training plan •% de directeurs formés (2025 : 50% ; 2026 : 75% ; 2027 : 100% |
| | Enhance the services provided by the Research and Innovation | 21 | •Establish a dedicated service offering | | | | | | | | | | | | | | | | | | | | DRI | | •Setting up the service offering |
| 8 | Department (DRI) to offer improved support to the research community regarding | 22 | Conduct meetings with all Research Units (UR) and Mixed Research Units (UMRs) to present the available services | 1-4, 1-5, 1- 6, 1-8, 3- 23 | | | | | | | | | | | | | | | | | | | | | Number of meetings in URs |
| | various calls for projects (national and European) and the promotion of ongoing research work | 23 | Organise awareness-raising meetings to highlight value-added products. | | | | | | | | | | | | | | | | | | | | DRI | | Number of meetings/yearNumber of researchers trained/year |
| 10 | Enhance communication with | 24 | •Revamp the Research intranet to better cater to the needs of researchers | 1-2, 1-3, 1- 4, 1-5, 1- | | | | | | | | | | | | | | | | | | | DIRCOM | ומח | Number of intranet usersSatisfaction rate (consultation) |
| | researchers | 25 | Revamp the Research internet to better cater to the needs of researchers | 6,1-7, 3-23 | | | | | | | | | | | | | | | | | | | DIRCOM | IJRI | Number of internet usersSatisfaction rate (consultation) |
| | | 26 | . • Dematerialising the Health and safety at work register (RSST) | | | | | | | | | | | | | | | | | | | | DP | | Number of completed electronic registers / paper registers 2025 target: 100%. |
| | | 27 | •Drawing up a common risk "repository" for all RUs | | | | | | | П | | | | | | | | | | | | | DP | | Develop the repository and make it available to managers |
| | Enhance Health and | 28 | •Redefine the role and missions of the prevention assistant (PA) and improve recognition of these functions. | | | | | | | | | | | | | | | | | | | | DP / DRH | | •Drafting of a new mission statement |
| 11 | Enhance Health and safety at work | 29 | Consolidate the network of prevention assistants | 1-7, 3-34 | П | | | | | | | | | | | | | | | | | | DP / DRH | | Number of network meetings/year |
| | | 30 | Appoint a prevention assistant in all research structures | | П | | | | | | | | | | | | | | | | | | DP | | •Number of PAs appointed (2025 : 75% RUs) |
| | | 31 | •Raise awareness among RUs of the legal obligation to update the DUERP annually, so that they can contribute to it and recommend that RUs present (1/year) the DUERP and RSST at a laboratory | | | | | | | | | | | | | | | | | | | | DP | | Number of awareness campaigns/year Number of laboratories reached (2024 target: 30%; 2025 target: 45%, 2026 target: 60%) |
| | | 32 | •Translate into English all regulatory documents relating to health and safety at work | | | | | | | | | | | | | | | | | | | | DP | Cl | •% of documents translated |

| | | | | | | | | Univ | ersity | of C | aen N | Norm | andy | | | | | | | | | | | | | | |
|----------------|---|--------------|--|--------------------|----|------|-----|------|--------|------|-------|------|------|------|------|-----|----|----|-----|------|------|------|-----|----|-------------------------------|----------------|--|
| N° thematic | Thématics | N° action | Proposed actions | Concerned articles | : | 2023 | | 2 | 024 | | | 202 | :5 | | 2 | 026 | | | 202 | 7 | | 2 | 028 | | Unit responsible | Involved units | Target indicators |
| | | | | | T2 | Т3 Т | 4 T | 1 T2 | т3 | T4 | T1 | T2 | тз т | 4 T1 | L T2 | тз | T4 | T1 | T2 | тз т | 74 T | 1 T2 | т3 | Т4 | | | |
| | | 33 | Enhance the training opportunities related to open science | | | | | | | | | | | | | | | | | | | | | | | | Number of different modules offered/year Number of registered researchers /year |
| | | 34 | • Facilitate the open access of scientific publications through the open access diamond, which involves open access without payment of publication fees (APC). | | | | | | | | | | | | | | | | | | | | | | PUC | | Create a resource channel for CEs and staff Draw up a list of diamond open access publishers % of publications published via the diamond route |
| 12 | Continuing to implement the open | 35 | Establish an operational committee for open science within the institution | | | | | | | | | | | | | | | | | | | | | | VP Recherche/ référente SO | | Number of annual meetings |
| | science action plan | 36 | Establish a centralized entry point for research data at the institutional level | 1-5, 1-8 | | | | | | | | | | | | | | | | | | | | | DRI/SCD | | •Number of requests processed/year |
| | | 37 | Provide consistent support to project leaders in meeting the open science requirements (publication and data openness) imposed by funders (such as PGD). | | | | | | | | | | | | | | | | | | | | | | DRI/SCD | SCD | Number of project developers supported Number of project developers supported/number of projects submitted |
| | | 38 | •Assist researchers in the creation of data management plans (DMPs). | | | | | | | | | | | | | | | | | | | | | | DRI/SCD | | Number of data management plans supported/year |
| | Public engagement : Continue and enhance the initiatives outlined | 39 | •Increase participation of researchers and research units in the SAPS approach | | | | | | | | | | | | | | | | | | | | | | Cellule SAPS | | Number of researchers involved in the approach Number of research structures involved in the approach |
| 13 | under the SAPS label (Science with and for | 40 | Organize an international conference on SAPS | 1-9 | | | | | | | | | | | | | | | | | | | | | Cellule SAPS | | •%of foreign participants at the conference |
| | society) | 41 | •Develop SAPS open badges | | | | | | | | | | | | | | | | | | | | | | Cellule SAPS | | •Number of open badges awarded/year |
| 14 | Public engagement : Other action | 42 | •Strengthen and increase awareness of the university's research services among socio-economic partners | 1-9 | | | | | | | | | | | | | | | | | | | | | VP recherche partenariale | | Completion of communication actions on the establishment's service offering Number of partnerships formed |
| 15 | Evaluation/ appraisal | 43 | • Promote the participation of researchers in the engineering and technical, research, and training staff (ITRF) categories in laboratory research and encourage their involvement in collective activities. | 1 11 | | | | | | | | | | | | | | | | | | | | | DRH | | •Number of BIATSS repyramidised as part of the LPR |
| 15 | systems | 44 | Provide assistance to researchers in the engineering and technical, research, and training staff (ITRF) categories assigned to research in writing the scientific section of their reports. | 1-11 | | | | | | | | | | | | | | | | | | | | | DRH | | Number of workshops/yearNumber of ITRF researchers enrolled/year |

| | | | | 1 | | | U | niversi | ity of Ca | en Normandy | | | | | | | | | | | | |
|----------------|---|--------------|---|---|------|--------|-------|---------|-----------|-----------------|-------|--------------------|-----------|------|-------|----|------|------|----|------------------------|----------------|--|
| N° thematic | Thématics | N° action | Proposed actions | Concerned articles | 2 | 2023 | | 2024 | | 2025 | | 202 | 26 | | 2027 | | 2 | 2028 | | Unit responsible | Involved units | Target indicators |
| | | | | | T2 | T3 T4 | T1 | T2 T | 3 T4 | T1 T2 T3 T | Г4 Т | 1 T2 | тз т4 | T1 1 | т2 тз | T4 | T1 T | 2 T3 | T4 | | | |
| | | | | AXE 2 : R | ECRU | JITMEN | T AND | SELEC | TION (| 9 thematics div | vided | l into 12 | 2 actions | s) | | | | | | | | |
| 16 | Recruitment and careers of contract staff | | Establish a Contract Staff Working Group to propose improvement in the recruitment and career advancement for contract staff. | 2-12, 2-13, 2-15,2-16, 2-17, 2-18 2-19, 2-20, 2-21, 3-22, 3-24, 3-25, 3-26, 3-28, 3-29 | | | | | | | | | | | | | | | | DRH | | Setting up the GT Formalize recruitment and career promotion processes for contract staff". |
| 17 | Simplify / secure the recruitment | 46 | •Establish an online recruitment platform | 2-13, 2-19 | | | | | | | | | | | | | | | | DRH | DSI | Implementation of the platform Number of recruitments carried out via the platform |
| | Enhancing | | Publish recruitment procedures and practices (across all categories) in an electronic format. | 1-10, 2-12, | | | | | | | | | | | | | | | | DRH | | •% of procedures published in electronic format. (2025 target: 100%) |
| 18 | communication and transparency | 48 | •Translate these procedures into English. | 2-13, 2-15, 2-21 | | | | | Ш | | | $\perp \downarrow$ | \perp | | | | | | | DRH | | •% of procedures published in English. (2025 target: 100%) |
| | | 49 | •Improve communication regarding the recruitment process for tenured Teachers-researchers (Ecs). | | | | | | | | | | | | | Ш | | | | DRH | | Dedicated communication |
| 19 | Raise awareness | 50 | Organise awareness-raising campaigns for selection boards and selection commitee (regarding discrimination, CV discrepancies, recognition of mobility experience, and assessment of merit). | 1-10; 2- 13, 2-14, 2- 16, 2-17, 2- 18 | | | | | | | | | | | | | | | | DRH | | Number of awareness campaigns carried out/year Number of juries and COS trained (2025 target: 100%) |
| 20 | Researchers in the engineering and technical, research, | 51 | •Juries : Encourage a diverse range of selection panels to ensure a variety of recruitment approaches | 2-14, 2-16, | | | | | | | | | | | | | | | | DRH | | Creation of a pool and a doctrine |
| | and training staff (ITRF) categories Recruitment | 52 | Juries : Publish the composition orders of the ITRF juries for contractual positions or vacant posts | 2-18 | | | | | | | | | | | | | | | | DRH | | • %of jury composition decrees published (2024 target: 100%) |
| 21 | Improve the | 53 | •Clarify the organisation and scope of the Sectional Consultative Assemblies (ACS) | 2-14 | | | | | | | | | | | | | | | | VP RH | | •Draw up a fact sheet specifying the missions and operation of ACS |
| 22 | recruitment process for teacher-researchers | 54 | Propose an evaluation grid for each COS section (differentiating between MCFs and PRs) + Include the diversity of the career path as criteria in the evaluation grid | 2-14, 2-16, 2-17, 3-28 | | | | | | | | | | | | | | | | DRI / DRH | | •Draw up evaluation grids (PR/MCF) that take into account the richness of the candidate's career path |
| 23 | Open / Broaden | 55 | •Conduct a comprehensive review of institution-wide reserved recruitment for individuals eligible for "compulsory employment benefits" (BOE-disability) | 1-10, 2-12 | | | | | | | | | | | | | | | | DRH | | Setting up a working group Proposals to broaden the use of reserved recruitment |
| 24 | recruitment | 56 | Increase the number of external candidates ==> Advertise job vacancies on Euraxess | 2-13, 2-14 | | | | | | | | | | | | | | | | Carré international | DRI/DRH | Number of job offers published on Euraxess / year |

| N° | Thématics | N° | Proposed actions | Concerned | 2 | 2023 | T | <u>202</u> | | or caer | | <u>mandy</u> 025 | T | 21 | 026 | | 21 | 027 | | 20 | 28 | Unit | Involved units | Target indicators |
|----------|---|--------|--|-------------------------------------|----------|--------|-------|------------|--------|---------|-------|----------------------------|-------|---------|--------|---|---------|--------|-------|--------|-------|--------------------|-----------------|--|
| thematic | incinauts | action | Froposeu actions | articles | <u> </u> | | 1 | | | ╬ | | | + | | | + | | | | | | responsible | involved dilits | Target maleators |
| | | | | | | | | | | | | | | | | | 11 T2 | 13 1 | 14 T1 | 1 T2 | T3 T4 | | | |
| | | | | AXE 3 | 3 : WC | ORKING | G CON | DITIO | NS (1 | L2 the | matic | s divid | ed in | to 32 a | ctions |) | | | | | | <u> </u> | 1 | |
| | | 57 | •Enhance information dissemination regarding the capabilities of the university's information system. | | | | | | | | | | | | | | | | | | | DSI/Dircom | | Disseminate information about IS possibilities directly to ECs Presentation to UR directors |
| | | 58 | Strengthen IT support for research activities | | | | | | | | | | | | | | | | | | | DSI | | Identify needs propose improvements in the organization of IT support for research |
| 25 | Support for Research : "Enhance the utilization of digital | 59 | •Implement the decision support information system (SID) for data warehousing in research. | 3-23 | | | | | | | | | | | | | | | | | | DAPAC | 1 1)51 | Provision of indicators and dashboards Research |
| | tools and services to support research." | 60 | •Enhance the functionalities of OSCAR (research contract management platform) to meet the management requirements of research teams and their publications | | | | | | | | | | | | | | | | | | | DRI/DSI | | Implementation of requested functionalities Number of research contracts filed on OSCAR |
| | | 61 | •Streamline access to institutional tools for external researchers to facilitate collaboration (dual account system). | | | | | | | | | | | | | | | | | | | DSI | | •Number of ENSICAEN EC with UNICAEN account (cible 2025 : 50%) |
| | | 62 | •Develop a Quality of Life and Working Conditions (QLWC) plan, and propose measures to promote work-life balance (such as the right to disconnect and regulations regarding night work). | | | | | | | | | | | | | | | | | | | DRH | | •Drafting of QVCT plan |
| 26 | Improving working conditions | | Collaborate with research units to address the isolation of young researchers (PhD students, post-docs) and raise awareness about shared spaces available to them | 3-24 | | | | | | | | | | | | | | | | | | DRH | DP | Identify the areas concerned and initiate consultation with the directors concerned. Reduce the sense of isolation felt by young researchers (consultation) |
| | 2 | 64 | •Update the disability master plan | | | | | | | | | | | | | | | | | | | DRH | | Drafting the new disability master plan %of researchers aware of the new disability master plan |
| 27 | Disability and employment obligation beneficiaries | 65 | Draft an information document to raise awareness among ECs about disability and procedures for workplace accommodations | 1-10, 3-24 | | | | | | | | | | | | | | | | | | DRH | | •%of TRs made aware of it. |
| | | 66 | •Enter into a contract with the FIPHFP (Fund for the Insertion of People with Disabilities in the Public Service) | | | | | | | | | | | | | | | | | | | DRH | | Signature of agreement with FIPHFP |
| | | 67 | Update and expand the equality charter to become a diversity charter | | | | | | | | | | | | | | | | | | | DRH | | %of researchers aware of the new equality charter |
| 28 | Equality Plan | 68 | •Use repyramidage to achieve a balanced representation of male and female PUs (Professors and Associate Professors) by 2025 | 1-10, 2- 12,3-24, 3- 27, 3-34 | | | | | | | | | | | | | | | | | | DRH | | •Performance indicators (2025 target: 35%) |
| | | 69 | •Define a representative gender balance at all levels, including doctoral schools and department compositions, when updating the comparative situation report | , - | | | | | | | | | | | | | | | | | | DRH | | Performance indicators |
| | | 70 | •Encourage gender balance in responsibilities by promoting pairs of both male and female individuals. | | | | | | | | | | | | | | | | | | | DGS/ Présidence | | •Number of F/H pairs |

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| N° | | N° | | Concerned | | | | | | of Cae | | rmano | ay I | | | | T | | | | | | <u> </u> | Unit | | |
|----------|---|--------|---|---------------------|----|-------|-------------|------|----|--------|------|-------|---------|----|-----|-------|------|------|------|------|------|-----|----------|------------------------|----------------|---|
| thematic | Thématics | action | Proposed actions | articles | | 2023 | | _ | 24 | | | 2025 | | Ц, | 202 | | | 202 | | | | 028 | | responsible | Involved units | Target indicators |
| | | | | | T2 | T3 T4 | T1 | L T2 | Т3 | T4 1 | T1 T | 2 T3 | T4 | T1 | T2 | T3 T4 | 4 T1 | L T2 | T3 1 | Т4 Т | 1 T2 | Т3 | T4 | | | |
| 29 | Enhance recognition | 71 | •Undertake a review of the mechanisms in place to enhance recognition and provide fair remuneration for all, including PRGAs/PRCEs (management, reference framework, compensation system). | 1-11, 3-24, 3-26 | | | | | | | | | | | | | | | | | | | | DRH | | Propose actions/devices to improve recognition. |
| 30 | Clarify roles and responsabilities | 72 | •Continue efforts to standardise educational processes to clarify roles and responsibilities (including those between CEs and administrative support staff) and enhance operational proficiency | 3-24, 3-33 | | | | | | | | | | | | | | | | | | | | DRH / DAPAC | I DAPAC/DEVE | •Clarify the role of BIATSS/EC •Harmonize practices". |
| | | 73 | •Enhance communication regarding management guidelines (LDG). | | | | | | | | | | | | | | | | | | | | | DRH | | %of BIATSS having received the information sheet |
| | Improve career development of | 74 | •Inform/Awareness: Provide information and raise awareness among ITRF researchers through a webinar that outlines the promotion criteria, explains the management guidelines (LDG), and presents the timeline. | | | | | | | | | | | | | | | | | | | | | DRH | | Webinar organized Number of ITRF assigned to research who attended the webinar Satisfaction rate |
| 31 | researchers in the engineering and technical, research, | 75 | •Include this information in the guide for ITRF researchers. | 3-28 | | | | | | | | | | | | | | | | | | | | DRH | | Drafting of guide for ITRF researchers%of BIATSS having received the guide |
| | and training staff (ITRF) categories | 76 | •Support and raise awareness among UR directors so they can assist research administrative support staff with their promotion, and provide a UR director's guide to support them in this role. | | | | | | | | | | | | | | | | | | | | | DRH | | •Number of managers assisted |
| | | 77 | Establish an annual calendar outlining promotion periods and prepare circulars for distribution. | | | | | | | | | | | | | | | | | | | | | DRH | | Drafting and distributing the calendar |
| 32 | Career development of teacher-researchers | 78 | •Enhance communication strategies by adopting more effective communication practices, exploring alternative communication methods, and doubling the distribution of relevant information (to directors and ECs) | 3-28 | | | | | | | | | | | | | | | | | | | | DRH | | Propose appropriate communication initiatives Satisfaction rate |
| 33 | Access to guidance and career services | 79 | •Formalise professional retraining programs. | 3-30 | | | | | | | | | | | | | | | | | | | | DRH | | •Formalization of programs |
| 34 | Internal mobility of researchers in the engineering and technical, research, and training staff (ITRF) categories | 80 | • Implementation of two mobility periods per year. | 3-29 | | | | | | | | | | | | | | | | | | | | DRH | | Organization of mobility |
| | | 81 | •Enhance communication methods : Participate in departmental/UR meetings to present the mobility programs | | | | | | | | | | | | | | | | | | | | | Carré international | | Number of meetings organized and number of research structures involved Number of research structures represented in international mobility" |
| | | 82 | •Enhance communication methods : Organize feedback sessions, testimonials, and ambassadors. | | | | | | | | | | | | | | | | | | | | | Carré international | | Number of feedbacks from communication actions (RETEX, organized testimonials) Satisfaction survey". |
| 35 | International mobility | 83 | Facilitate: Diversify international mobility models to encourage international mobility through initiatives like pairings (). | 3-29 | | | | | | | | | | | | | | | | | | | | Carré international | | Number of international departures Number of researchers benefiting from international mobility Number of research structures represented in international mobility |
| | | 84 | •Promote international mobility by creating a mobility open badge or implementing other initiatives to raise awareness and encourage participation | | | | | | | | | | | | | | | | | | | | | Carré international | DRH/ CEMU | Implementation of open badges or other chosen actionNumber of "researchers" awarded badges/year |

| | ı | 50 | T | | 1 | | - | Unive | rsity c | of Cae | n Nor | mandy | <u>/</u> | | | | 1 | | | - | | | - | | | |
|----------------|---|--------------|---|---------------------------|-------|---------|----------------|-------|---------|---------|-------|---------|----------|--------|------|--------|----------|----|------|------|------|----|----|----------------------|----------------|--|
| N° thematic | Thématics | N° action | Proposed actions | Concerned articles | Ь., | 2023 | | 202 | | 4 | | :025 | | | 2026 | | <u> </u> | 20 | | _ | _ | 28 | | Unit responsible | Involved units | Target indicators |
| | | | | | T2 | T3 T4 | 1 T1 | T2 | Т3 | Т4 Т | 1 T2 | T3 | T4 | T1 T | 2 T | 3 T4 | T1 | T2 | T3 T | 4 T1 | . T2 | Т3 | T4 | | | |
| | | 85 | Explore the possibility of expanding the VSS (sexual and gender-based violence) helpline to address issues of harassment and discrimination. | | | | | | | | | | | | | | | | | | | | | DRH | | Working group set up |
| | Workplace recourse | 86 | Establish an independent conflict resolution body. | . 1-10, 3- | | | | | | | | | | | | | | | | | | | | DRH | | Implementation of the body (appointment of members, operating rules)Number of situations dealt withs/year |
| 36 | and conflict management | 87 | Draw up a map of the various schemes, and draft a framework document and communicate on the various schemes | 24, 3-34 | | | | | | | | | | | | | | | | | | | | DRH | | Drafting of framework document %of researchers aware of the schemes |
| | | 88 | •Provide training for UR directors (refer to the DU training path and guide). | | | | | | | | | | | | | | | | | | | | | DRH | | Propose a training program (adapted modules) Number of managers trained Satisfaction rate" "Communication actions |
| | | | | AXE 4: | TRAIN | IING AI | ND DE | VELO | PMEN | NT (3 t | thema | atics d | ivide | d into | 10 a | ctions | s) | | | | | | | | | |
| 37 | Supervision | 89 | •Draw up an inventory of supervision practices and initiate an institution-wide review of what supervision entails. | 4-36, 4-37, 4-40 | | | | | | | | | | | | | | | | | | | | DRH | | Formalised inventory of fixturesSetting up a consultation |
| | New entrants / young | 90 | •Implement a voluntary tutoring / mentoring program for new researchers | 3-24, 3-28, | | | | | | | | | | | | | | | | | | | | DRH | DRI | Number of applications to benefit from the mentoring system/year. Satisfaction rate of beneficiary and mentor |
| 38 | researchers | 91 | Develop an induction program for new recruits | 3-33, 4-36, 4-37, 4-40 | | | | | | | | | | | | | | | | | | | | DRH | DRI | developping induction program Number/percentage of new entrants trained Sastisfaction rate |
| | | 92 | Set up a "training for research missions" working group | | | | | | | | | | | | | | | | | | | | | DRH | DRI | Setting up the WG Proposing training adapted to research |
| | | 93 | •Implementing electronic registration for in-house training courses to enable effective monitoring of these courses | | | | | | | | | | | | | | | | | | | | | DRH | | Set up a dematerialised platformNumber of requests for training via the platform |
| | | 94 | Providing a training program for UR directors/deputy directors and all managers | | | | | | | | | | | | | | | | | | | | | DRH / DRI | | Presentation of the formalised training programme Number of UR directors/deputy directors, managers who benefited from and completed the programme Satisfaction rate |
| 39 | Continuing professional development | 95 | •Enhancing training opportunities for research staff, including administrative support staff, particularly in areas such as project management, languages (business skills), and responding to project calls. | 4-38, 4-39 | | | | | | | | | | | | | | | | | | | | DRH / DRI | | Presentation of the formalised training programme Number of registrations for training courses Satisfaction rate |
| | - | 96 | Improve the range of training courses for the professional integration of doctoral and post-doctoral students | | | | | | | | | | | | | | | | | | | | | VP recherche /DRI | | Presentation of the formalised training pathway Number of professional integration training courses offered /year Number of doctoral and postdoctoral students enrolled /year Satisfaction rate |
| | | 97 | •Improving communication about existing training courses. | | | | | | | | | | | | | | | | | | | | | DRH | | Drawing up a training catalogue Organising communication campaigns Number of researchers taking part in the training courses on offer Satisfaction rate |
| | | 98 | Introducing the national prevention passport | | | | | | | | | | | | | | | | | | | | | DP | | •Introduction of the national passport •Number of researchers holding the passport |