



## **HRS4R Report 2025**

### **End-of-cycle self-assessment For renewing the HR Excellence in Research at the UA**

**Submission to the European Commission: before April 7, 2026**

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## 1 Organizational information

<b>STAFF AND STUDENTS</b>	Full-Time Equivalent 2025	Values 2021	Change / 2021
Total number of researchers = staff: teaching staff, researchers, grant or scholarship holders, PhD students either full-time or part-time involved in research	1802	1603	+12.4%
Of whom are international (i.e. foreign nationality)	146	285	-48.8%
Of whom are externally funded (i.e. for whom the organization is host organization)	242	332	-27%
Of whom are women	875	775	+13%
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Researcher or Professor.	804	1014	-20.7%
Of which are stage R2 = postdoctoral level or equivalent	18	39	-54%
Of which are stage R1 = doctoral student or equivalent	418	413	+1.2%
Total number of students (if relevant)	27 491	26 295	+4.5%
Total number of staff (including management, administrative, teaching and research staff)	2184	2083	+4.8%

<b>RESEARCH FUNDING in €</b>	2025	2021	Change / 2021
Total annual organisational budget	€ 166,799,494	€ 165,654,663	+0.7%
Annual organisational direct government funding (designed for research)	€ 53,280,777	€ 49,443,676	+7.8%
Annual competitive government-sourced funding (designed for research, obtained in competition with other organisations - including EU funding)	€ 8,934,791	€ 5,407,876	+65.2%
Annual funding from private or non-government sources, designated for research	€ 1,703,574	€ 1,483,701	+14.8%

### **ORGANIZATIONAL PROFILE**

The University of Angers is firmly established in the local area as a leading institution in higher education and research. With over 2,100 academic staff and administrative and technical personnel, it has more than 27,000 students enrolled across its eight faculties and 27 research laboratories, 12 of which are accredited by national research bodies and grouped into five research clusters or centres: arts, languages, humanities and social sciences; materials; mathematics and information and communication sciences and technologies; health; plant and environment. The University of Angers stands out nationally for its students' success rates and is positioned as Europe's leading centre for tourism education. International rankings highlight its research, particularly in health, biological sciences and earth sciences, and it stands out for the visibility of its work on youth, materials, mathematics and plant sciences. As part of the EU-GREEN European alliance, the University of Angers has made sustainable development and social and environmental responsibility one of its key strategic priorities.

## 2 Strengths and weaknesses of your current practice with regard to C&C

### 2.1 Ethical and professional aspects

#### Strengths and weaknesses

##### Strengths

The 2020-2025 plan included 13 actions (12, 13, 14, 15, 16, 17, 18, 19, 26, 30, 35, 39, 40) related to this pillar and which have been fully completed.

An ethics officer was appointed (action 14). Together with the scientific integrity officer, they provided information and training (actions 12, 13) on the university's ethical and professional conduct frameworks, with wide dissemination and in some cases aimed at all audiences (video capsule). Training in ethics and scientific integrity is provided to doctoral candidates and is mandatory before thesis defense. Since 2023, researchers who are not doctoral candidates have been allowed to enroll provided that places not reserved for doctoral candidates remain available.

Several objectives concerned intellectual property, respect for authors, and rules regarding co-signatures. Training on intellectual property was introduced in the form of a MOOC in 2024 (actions 17, 30). The signature charter was adopted (action 15) and then incorporated into the internal regulations of research units (actions 15, 16). These regulations set out the rights and obligations of researchers with respect to research units (action 35). [Training](#) on institutional knowledge and on the rules governing higher education and research (action 40) complements this aspect with regard to contractual and legal obligations.

Regarding issues related to gender, equality, disability, and non-discrimination, the information and training actions planned under this pillar (actions 18, 19) have been implemented and expanded within the framework of the [master plan on Disability Master Plan](#) (SDH 2021-2025) and the [Equality Action Plan](#) (PAE 2021-2024).

The action promoting open science and the dissemination of results in open access (action 26) achieved its objective through [awareness-raising activities and the introduction of a temporary open access bonus \(2022-2024\) within the framework of scientific funding](#). The involvement of teacher-researchers in science and society initiatives is part of the criteria for awarding the individual C3 bonus under the RIPEC (the [compensation scheme for teacher-researchers](#)) as well as among the criteria for [internal promotion of associate professors \(MCF\) through eligibility list](#) (action 30).

##### Areas for improvement

In order to facilitate monitoring of the future plan and subsequent renewals, the HRS4R actions planned for the period 2026–2029 have been categorized according to the four pillars of the new European Charter for Researchers. Accordingly, *the Ethics, Integrity, Gender and Open Science* pillar of the new plan includes 12 actions, 11 of which are new and 1 ongoing.

The University of Angers is implementing an ambitious plan to support teacher-researchers and doctoral candidates as closely as possible in adopting open science practices. Several actions concern the management and dissemination of research data: strengthening support for drafting data management plans through the creation of a research data hub and the recruitment of a support staff member (action 41); encouraging the dissemination of research data in accordance with the principle “as open as possible, as closed as necessary” (action 42) through the implementation of a survey on

data management practices, the analysis of which should lead to improvements in service provision; information and training sessions will aim to raise researchers' awareness of the reproducibility of results and encourage them to reuse data ([action 43](#)). With regard to the promotion of open scientific publishing, the widespread adoption of researcher identifiers (IdHAL, ORCID) and their interoperability ([action 44](#)) will improve the indexing of the scientific output of researchers. The University of Angers will contribute to the work of the CoARA alliance and will support research assessment that more strongly incorporates open science and dialogue between science and society. The work of the Open Science steering committee, which will be created ([action 45](#)), will aim to promote the societal impact of research through the development and subsequent implementation of an action plan ([action 46](#)), including the definition of new qualitative criteria for the evaluation of research activities ([see also action 75](#)).

The social responsibility of the University of Angers remains a key axis of the institutional project, with the implementation of the new Equality Action Plan (PAE 2025–2027) ([action 47](#)). The university's commitment to ecological transition will be reflected in its laboratories through the signing of a Charter on Sustainable Development and Corporate Social Responsibility/Ecological Transition for Sustainable Development (DDRS/TEDS) ([action 48 – see also action 77](#)).

Two objectives emerged from the HRS4R seminar and survey. Awareness-raising actions regarding the new European Charter for Researchers and the HRS4R action plan ([action 49](#)) will provide a better understanding of European challenges and of the commitments made by UA. The development of a charter on the missions, rights, and duties of teachers and teacher-researchers, including a framework for remote work and remote teaching ([action 50](#)), responds to the need for a reference document complementing action 40 of the 2020–2025 plan.

UA intends to examine the place of artificial intelligence within the institution, particularly its impact on research professions and on ethical issues, in order to define the institution's strategy, identify the training to be implemented, and produce related charters or guidelines ([action 51](#)).

Communication initiatives regarding the roles of the scientific integrity officer and the research ethics committee ([action 52](#)) are linked to organisational changes..

## Remarks

Apart from research projects for which consultation with a Committee for the Protection of Persons is mandatory (Public Health Code, Jardé Law), the University of Angers has a [Research Ethics Committee](#), shared within the framework of the Angers-Le Mans COMUE. Its aim is to ensure the protection of participants in relation to the protocols used to conduct research involving participant cohorts. Following the dissolution of the COMUE on 1 January 2026, the Research Ethics Committee will transition to being overseen by the UA during 2026 ([action 52](#)).

Issues related to gender, equality, disability, and non-discrimination have formed a strategic and research focus for the university for many years. The [Equality Action Plan](#) (PAE 2021-2024) was drawn up in response to a legal obligation in force in France since 2021 and comprised 44 actions divided into six key areas. One of these actions involved the University of Angers (UA) being among the fifteen or so French institutions participating in the national "ACADISCRIS" survey on unequal treatment and discrimination in the academic world, conducted in spring 2024. In part, its analysis informed the institution's new 2025–2027 Action Plan, and a coordinator responsible for its implementation was recruited. This new plan, adopted in December 2024, comprises 25 actions across five priority areas, including a new priority area on gender in research and teaching.

With regard to open science, UA adopted its “2024–2027 roadmap” in the institution’s research commission in January 2024. It includes 15 objectives, some of which are incorporated into the HRS4R action plan 2026–2029. In particular, UA will continue [to promote open access to scientific publications](#), notably through the widespread use of the HAL portal as a means of ensuring the long-term sustainability of action 26 of the HRS4R plan. Furthermore, the UA has committed to the European Agreement on Research Assessment and joined CoARA in March 2023.

## 2.2 Recruitment and selection

### Strengths and weaknesses

#### Strengths

The 2020–2025 Action Plan set out 14 actions (2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 18, 19, 24, 34) relating to this pillar. 12 actions have been fully implemented, 1 will be completed during the next period (action 34), and 1 has been abandoned (action 11).

The objectives focused on improving information for recruitment candidates: selection procedures and criteria, the composition of selection panels (action 2), publication on EURAXESS (action 5), and communication in English on the UA’s strategic priorities (action 34).

Information on job profiles and recruitment is systematically published on the [UA website](#), with potential links to the Galaxie ministerial portal depending on the job category. Regarding the composition of selection panels, information is provided systematically for the recruitment of permanent staff as well as for certain categories of contract staff. In 2025, the [Recruitment Guide for Biatss staff](#) was implemented alongside the roll-out of new communication tools. Specific work on the procedure for [publishing positions on EURAXESS](#) was undertaken, and all posts with an international focus are now published on this platform.

This work was accompanied by a commitment to administrative simplification for candidates and recruiters, through the digitisation of application forms and, for the recruitment of Biatss contract staff, through the roll-out in 2024 of a new online tool ([Beetween software](#)) (action 10). This tool enables the automatic posting of vacancies across multiple recruitment platforms, real-time tracking of applications, the selection of candidates for interviews, the management of recruitment panels, the monitoring of interviews and notifications to candidates.

Other measures were aimed at recruiters. The framework and procedures for recruiting contract staff (actions 3 and 4) have now been established through several measures: the adoption of [management guidelines](#) (LDG) which also set out the rules on promotion and remuneration, and on the other hand through the publication of a [Recruitment Guide for administrative and technical staff \(BIATSS\)](#), and finally by the creation of a set of dedicated recruitment resource pages on the intranet. The status of postdoctoral researchers (recruitment conditions, duration and remuneration) has now been established (action 8). The initiative to incorporate professional role-playing into the recruitment of PRs and MCFs has been implemented (action 7), though its impact has been limited due to the rigidity of the national regulatory framework.

Linked to the above objectives is the training of recruiters (actions 6, 18, 19, 24): training aimed at guarding against gender stereotypes and all forms of discrimination, delivered in collaboration with the equality officer and the PAE coordinator, or focusing on regulatory aspects and procedures. The “Recruiting a Colleague” module in the [training plan](#), intended for all managers and academic staff, enables the identification of cognitive biases and the fair treatment of candidates.

With regard to HR tools ([action 9](#)), efforts have focused on developing and consolidating the [Social Database \(BdS\)](#), the [Single Social Report \(RSU\)](#), on simplifying and digitising the tools used for recruitment campaigns (DematCE), and on revising the multi-year contracts setting out objectives and resources for the various units and departments.

### Areas for improvement

The plan for the period 2026–2029, under the pillar *Evaluation, Recruitment and Career Progression of Researchers*, includes 7 actions: 4 new actions, 2 ongoing actions and 1 continuation.

The UA will consolidate the achievements of the 2020–2025 plan relating to the OTM-R principles and the procedures put in place. This will involve publishing the institution’s new OTM-R charter ([action 53](#)), ensuring its dissemination both externally and internally through information and training for recruiters, and monitoring its proper implementation ([action 54](#)). As a complement to action 2, the UA will continue to improve the information provided to candidates for contract staff positions ([action 55](#)): finalising the procedure for publishing the composition of recruitment panels to include all contract staff positions, and producing supplementary guides for recruiters and candidates, with the latter receiving information on their rights and obligations.

With regard to the recruitment of contract researchers, the UA will continue its efforts to improve simplification, transparency and administrative efficiency. Building on the achievements of Action 10, a new process ([action 56](#)) will aim to automate the wide dissemination of job vacancies (including via the EURAXESS platform), candidate management and recruitment panels. As a follow-up to action 34, the UA will establish its communication strategy and procedures regarding documents and information to be published online in English, particularly those concerning research structures and related recruitment, as well as the use of the “HR Excellence in Research” logo ([action 57](#)).

HR tools relating to Strategic Workforce Planning (GPEC-GEPP) will be strengthened ([action 58](#)). More generally, the UA will emphasise the strategic dimension of its HR policy and the management of its payroll by adopting a Human Resources Master Plan ([action 59](#)), which will aim to structure its multi-year policy and management of jobs, recruitment and staff careers, but will also address staff quality of life and working conditions, one of the institution’s key priorities.

### Remarks

The [OTM-R Charter](#), drafted and published online in 2022, underwent a major review in 2025. It takes into account the improvements made in the application of the principles of the Code and the Charter (C&C) and will be published in 2026 ([actions 53 and 54](#)).

Through the HRS4R survey conducted in 2025, researchers and research-teaching staff expressed their strong expectation for better anticipation and consideration of changing needs in research and training programmes, against a backdrop of numerous upcoming retirements. Complementing action 9, [action 58](#) addresses this whilst taking into account the need to control the wage bill. Supported by a dedicated project manager, this action will enable the anticipation of recruitment for new job profiles or the informed implementation of staff professional development, particularly in the context of the sustainable roll-out of a training programme and renewed or consolidated research priorities for the next institutional contract.

## 2.3 Working conditions

### Strengths and weaknesses

## Strengths

The 2020–2025 Action Plan included 16 actions (1, 3, 6, 8, 13, 15, 17, 18, 19, 20, 21, 30, 31, 32, 33, 36) related to this pillar. 13 actions have been fully implemented, and 3 will be completed during the next period (actions 21, 32, 36).

The UA has made progress on the pay and promotion of contract staff (action 3). Its [Management Guidelines \(LDG\)](#) set out the framework and establish, for staff on permanent contracts, the principle of aligning pay with that of permanent staff in equivalent posts.

Training in non-discriminatory communication (action 1) has been tailored to HR staff responsible for recruitment. Awareness-raising and training on gender stereotypes and other types of bias are in place: for recruitment committees (actions 6, 18), these training sessions are delivered annually by the equality officer and the coordinator of the Equality Action Plan (PAE), and supplemented with an [online self-learning module](#). Other training courses form part of the training plan (action 19) : management development programmes and/or more specific training related to disability and the PAE : diversity mural workshop, non-discrimination training, etc.

Action 20 established a “gender focal point.” This role was expanded under the PAE 2021–2024, both in terms of organisation and procedures. The Equality Mission is under the authority of the Vice-President for Equality and supported by an Equality Officer who coordinates 28 equality focal points, all receiving dedicated training. This structure fosters [a culture and network promoting equality, diversity, and inclusion](#), while preventing and addressing discriminatory situations, gender-based and sexual violence, and harassment. The [Gender, Discrimination and Harassment Unit \(VDH\)](#) was reinforced with the recruitment of a coordinator. These local structures are complemented by the [LDG procedures](#) ensuring that equality issues are properly addressed, particularly within institutional bodies. Action 21, focused on supporting early-career researchers through mentoring, equality, and work-life balance initiatives, is implemented by the Equality Mission through the publication of a [Parenthood Guide](#) and the "booster" program, offering optional interviews upon return from maternity or parental leave. Action 33 limits [the additional teaching hours](#) for MCF and provides an individual allocation that may be supplemented by regional schemes during the integration year.

Mentoring and career guidance measures were addressed under actions 32 and 36. BIATSS staff receive an annual individual performance and development interview with their direct supervisor. In addition, each staff member can request support from the Staff Support Service ([SADP](#)), reinforced in 2024, for career development and guidance. New associate professors (MCF) participate in an interview with the Vice-Presidents for HR and Research as part of their onboarding. In the context of the nationally organized career monitoring for tenured academic staff by the CNU, the Vice-President for HR is informed of identified needs and implements appropriate measures.

The simplification of identification and access to institutional contact points (action 31) was achieved through the redesign and enrichment of the online directory and the creation of a new customizable intranet in 2024.

Actions 8, 13, 15, 17 and 30 have already been described in previous sections.

## Areas for improvement

The 2026–2029 Action Plan under the pillar *Working Conditions and Methods* includes 20 actions, of which 13 are new and 7 ongoing.

Regarding remuneration and benefits, the University of Angers will implement supplementary social protection for its staff ([action 60](#)), review the compensation framework for both permanent and contractual BIATSS staff ([action 61](#)), and introduce more precise job grading to improve equity, transparency, and attractiveness of positions ([action 62](#)). To encourage researcher engagement in innovation and technology transfer, contributing to institutional reputation and socio-economic impact, an individual or collective incentive scheme will be introduced ([action 63](#)).

Administrative simplification remains a key request from researchers (HRS4R survey). The University of Angers will transform, simplify, and harmonize practices to improve service quality ([action 64](#)). The simplification of the recruitment and management process for temporary staff ([action 65](#)) will reduce administrative burden and accelerate contract signing and salary payments. The University will also clarify processes and simplify reporting tools for teaching workloads and additional assignments for academic staff ([action 66](#)) and deploy an English-language online onboarding programme for international researchers ([action 67](#)).

Regarding risk prevention and management, the University will develop and implement an occupational risk prevention programme ([action 68](#)) and improve the organization and procedures for handling reports of violence, discrimination, harassment, and sexist behaviour ([action 69](#)). To better receive and process whistleblower reports, the role of the “ethics officer” will evolve into “ethics and whistleblowing officer,” with publicly available responsibilities and reporting procedures ([action 70](#)).

For quality of work life and working conditions (QVCT), the University will develop an action plan ([action 71](#)) addressing 3 priorities: work-life balance; a healthy work environment and positive social climate; and the satisfaction of staff social and cultural needs. Support for staff with disabilities or caregiving responsibilities will be strengthened, and a new Disability Master Plan will be developed ([action 72](#)). Two additional action plans will focus on reintegration after long-term absences ([action 73](#)) and on supporting staff at the end of their careers, in the context of extended careers and evolving skills requirements ([action 74](#)).

Researchers requested improvements in promotion procedures (HRS4R survey and seminar). The UA will revise evaluation methods and criteria for academic staff promotion ([action 75](#)), incorporating new qualitative criteria ([action 46](#)). The contractual framework for BIATSS staff will also be revised for increased transparency and shared understanding regarding recruitment rules, contract duration, mobility, and career progression ([action 76](#)).

Sustainable Development and Corporate Social Responsibility (DD&RSE) represent a strategic priority. To enhance structuring, effectiveness, and visibility, the University will implement 3 actions: develop a DD&RSE Master Plan ([action 77](#)); integrate DD&RSE/TEDS culture institutionally, leveraging membership in the EU-Green alliance ([action 78](#)); and develop sustainable campus infrastructure aligned with staff and user expectations through urban development and campus master plans ([action 79](#)).

## Remarks

Some remuneration and bonus adjustments during 2020–2025 derive from the 2020 Research Programming Act (LPR), including improved doctoral stipends and enhanced entry conditions for newly recruited MCF, with corresponding improvements for permanent BIATSS staff in allowances and promotion conditions.

Supplementary Social Protection ([action 60](#)) stems from a national framework agreement providing collective health coverage, with the employer covering half the contribution.

Many 2020–2025 actions addressed gender equality, professional equality, and non-discrimination. Most were deployed and amplified under the Equality Action Plan (PAE 2021–2024), with an interim report presented to the Board of Trustees on 26 October 2023, which informed the development of the PAE 2025–2027. A PAE coordinator was recruited in 2024. Gender pay gap indicators are monitored in the Single Social Report (RSU), including the national gender equality index, which improved from 77% in 2022 to 97% in 2024.

State inspections and the HRS4R survey confirm that the University is performing effectively in risk prevention and management. Organisational improvements include the establishment in 2025 of the new Directorate for Prevention, Health, Social Affairs, Security, and Safety (DP4S).

The DD&RSE Master Plan is a strategic, cross-cutting document, responding to MESRE requirements and serving as the cornerstone of the University’s DD&RSE strategy. The University aligns its actions with major international agreements (Paris 2015, European Green Deal 2021, EU strategies), national strategies (National Climate Change Adaptation Plan 2019, Low Carbon Strategy 2020, Climate and Resilience Law 2022, National Biodiversity Strategy 2024), and relevant regulatory frameworks (waste sorting 2024, tertiary sector decree, sustainable public procurement). Additionally, the University is a member of the EU-Green alliance, a consortium of 9 European universities dedicated to embedding sustainable development in teaching, research, and innovation.

## 2.4 Training and development

### Strengths and weaknesses

#### Strengths

The 2020–2025 action plan included 10 actions ([actions 22, 23, 24, 25, 27, 28, 29, 36, 37, 38](#)) aligned with the principles of this pillar. 9 of these actions have been fully implemented, while 1 will be completed in the next period ([action 36](#)).

Regarding doctoral training and supervision, [action 28](#) aimed at improving the monitoring of the individualised doctoral training plan. Currently, this training plan is checked as part of the registration process at the UA and during re-enrolment, while its proper implementation is reviewed annually by the doctoral follow-up committee. Simplifying access, UA doctoral candidates can now activate their training plan on the digital platform AMETHIS, which also integrates the reorganisation of doctoral school (ED) training into competency blocks to be acquired by the doctoral candidate ([action 27](#)). For supervisors, procedures and criteria for the [accreditation to supervise theses](#) have been improved and made more transparent: scientific criteria are now defined per ED to reflect disciplinary specificities, and candidates are required to complete dedicated training ([action 25](#)).

In continuing education, doctoral catalogue courses are now accessible to MCF depending on the topic and available seats ([action 29](#)), although practical implementation faces organisational complexities. Training for researchers on research funding, project development and management, and operational rules for calls for proposals ([action 23](#)) is conducted with a high level of satisfaction among researchers (HRS4R survey). [Actions 22 and 24](#) focused on establishing a training pathway for research unit (DU) leadership. UA took advantage of the significant renewal of laboratory and research unit leadership in 2022 to deploy a dedicated pathway, complemented by annual DU leadership conferences.

Concerning professional development procedures and digital tools, **actions 37 and 38** were implemented through the creation of UA's new intranet "UA&moi" in 2023 and the deployment of its modules in 2024. All staff can now create a personalised digital dashboard with relevant tools and information (**action 38**), including a "[Research section](#)". Additionally, researchers can access information related to career support (bonuses, promotions, career monitoring) and mobility (delegations, CRCT, CPP, etc.) via various tabs ("HR Info", etc.) and through "News" pages according to the HR communication schedule (**action 37**).

**Action 36** aimed at designating a local resource person to support newly recruited academic staff in integration and career planning. The integration component is already implemented, particularly for newly recruited MCF, through "peer companions" who advise and accompany them within the annual training programme, including group sessions and meetings with the Vice-Presidents for HR and Research. Tenured MCF can, upon request, continue training through a personalised pathway. However, the identification of a local mentor capable of guiding academic staff and referring them, if needed, to specialised university services requires a more formalised procedure.

### Areas for improvement

The 2026–2029 action plan, under the *Scientific Careers and Talent Development* pillar, includes 7 actions, of which 4 are new, 2 ongoing, and 1 a continuation of previous actions.

Competencies and career pathways remain a key focus of UA's HR policy, with communication planned on the evolution of professional training measures (**action 80**). The HRS4R seminar and survey highlighted the need for a specific pathway for management positions (departments, services, etc.) (**action 81**). UA also intends to leverage its regular webinars for RU directors as continuous training tools by creating digital learning capsules (**action 82**).

Measures to detect and support staff facing difficulties in professional practice need strengthening (HRS4R survey and seminar). A UA Manager's Guide (**action 83**) will clarify the role of line managers in supporting their teams and using management tools (professional interviews, promotions, training, etc.). Researcher career meetings, within research units and at key career stages, will be established (**action 84**) as a continuation of action 36 and, to a lesser extent, actions 32 and 21.

Two objectives target doctoral candidates and doctoral training. A UA Doctoral Candidate Guide will be developed (**action 85**), describing all available support measures, as well as their rights and responsibilities. The upcoming institutional contract will lead to a substantial reorganisation of doctoral schools, and UA will revise its doctoral training accordingly (**action 86**).

### Remarks

UA places particular emphasis on researcher training. Annual meetings include: ANR training; project winners training; PULSAR preparation (calls for projects from the Pays de la Loire Region); newcomer induction; individual sessions for new staff; "Road to ERC"; research funding overview; research project initiation; among others. This training is complemented by support measures, such as the "Tremplin MSCA" programme from the Cap Europe pole for Marie Curie postdoctoral applications. For DU' induction, various training sessions are offered, covering financial management and UA operations; human resources (recruitment, contract management, professional interviews); research contracts; research tools; doctoral training and equality/discrimination prevention; and research valorisation and promotion.

In 2025, UA initiated a major overhaul of its [continuing training system](#), deploying a new digital training management tool (GEFORP) to facilitate access to the [catalogue and individual training programs](#), as well as to improve qualitative monitoring of the staff continuing training service. A Lifelong Learning Charter was drafted to clarify principles and rules for training organisation, specifying professional training scope, stakeholder commitments, and ensuring fairness in individual training requests. Correspondingly, some internal management processes were revised to reduce dependence on variable resources across services and research units. An annual review of the training catalogue is also conducted to meet updated training and competency development needs.

## 2.5 Have your institution's short-and medium-term priorities changed ?

The UA 2020–2025 action plan was structured around 4 main thematic areas: recruitment; ethics, non-discrimination and gender; staff training; staff support. The actions targeted identified weaknesses: clarity of recruitment procedures for contract staff, provision of information to candidates regarding procedures, selection panels and criteria; training on recognising stereotypes (gender, disability, etc.) and ways to prevent them, training on rights (intellectual property, copyright, etc.); management training (laboratory and department leadership, project management, etc.), structuring, coordination, and transparency of training catalogues; and monitoring and support of staff.

At the mid-term review covering 2020–2022, 10 out of 19 planned actions had been completed, with delays primarily due to the impacts of the 2020 Covid-19 crisis and successive lockdown periods. The HRS4R action plan for 2023–2025 included 30 actions to be initiated or completed: 25 were fully implemented, 4 partially, and 1 was abandoned. Over the entire 2020–2025 period, the overall completion rate reached 87.5%, reflecting the commitment of the teams, the work of the operational HRS4R committee, and the engagement of UA research staff.

The 4 thematic areas remain priorities in the short- and medium-term, while taking into account both the progress and enduring achievements of 2020–2025 and UA's strategic orientations. The ambition associated with the HRS4R process was reaffirmed in the 2022–2027 multi-year institutional contract. Strengthening research activity and scientific potential remains a priority, with a focus on better supporting UA projects in competitive calls, including European ones, and enhancing the visibility and societal impact of research activities. Strengthening HR management processes is a strategic axis, particularly through improvements in internal staff training and the development of a comprehensive HR master plan. Quality management is established as a priority, within which the HRS4R action plan is embedded. To this end, the newly elected UA President (February 2024) initiated, at the end of 2025, the alignment of the administrative organisation with overarching policy orientations through the strategic institutional and administrative project "Nexus".

The process for renewing the "HR Excellence in Research" award was launched on 29 November 2024 at a meeting of the HRS4R steering committee, which validated the progress made and established the methodology and timeline for the next steps. A broad consultation of researchers was conducted through an HRS4R survey in March 2025. Based on the survey analysis and a policy framing letter from the UA President, a one-day HRS4R seminar was held in June 2025.

This wide consultation resulted in 10 actions (49, 50, 58, 64, 75, 76, 81, 83, 84, 85), in particular aiming at: better anticipating and addressing evolving research and training needs (action 58); administrative simplification to free time for research (action 64); improving transparency and fairness of promotion and advancement procedures (actions 75, 76); and supporting staff skill development and career progression (actions 81, 83, 84, 85). In addition, 36 actions were proposed

by UA departments involved in HRS4R, aligned with the objectives of the institution’s strategic projects and master plans. The revised 2026–2029 HRS4R plan therefore comprises a total of 46 actions, either new or ongoing.

## **2.6 Has your institution undergone significant changes in its mode of operation, and if so, what impact have they had on your HR strategy?**

The French Law on Higher Education and Research of 22 July 2013 and Ordinance No. 2018-1131 require mergers or consolidations of higher education and research institutions, with new associated funding mechanisms.

In this context, the 2 neighbouring and complementary universities, UA and Le Mans University, decided to cooperate and, on 1 January 2021, together with associated partners, created the Community of Universities and Institutions (COMUE) Angers-Le Mans to develop joint initiatives in teaching and research.

Self-assessment and ministerial recommendations revealed that the multi-site COMUE Angers-Le Mans format only partially addressed state expectations and requirements. As a result, it was dissolved on 1 January 2026.

Currently, UA, as the leading higher education and research institution in its territory, is finalising a single-site Territorial Coordination Agreement (CCT) project, including 9 higher education and research institutions and the University Hospital Centre in the Angers metropolitan area. This structure aims to support student life more comprehensively, strengthen programme attractiveness, promote initiatives for sustainable development and social responsibility, position UA as a key actor in territorial planning, contribute to the coordination of research and innovation activities, and enhance the role of science for and with society, while addressing local health challenges.

As the CCT does not involve any change in the status of partner institutions nor any secondment of staff, it will have no impact on UA’s own HR strategy.

UA has also joined 8 other European higher education institutions to form the EU Green European Universities alliance. This consortium, launched in response to the UN Sustainable Development Goals (ODD), is based on the conviction that universities play a critical role in the ecological transition. Its name, “European Universities alliance for sustainability: responsible GRowth, inclusive Education and ENvironment,” reflects a shared commitment to building a fairer society and a sustainable future. This alliance was selected under the “European Universities” call of the Erasmus+ programme in 2022.

## **2.7 Can ongoing strategic orientations influence your action plan?**

It should be noted that, in the current national context of budgetary constraints and governmental instability, UA suffers from a historically low level of state funding. The combined effects of a steadily increasing student population and ministerial decisions without corresponding additional resources have led to an unprecedented budgetary situation, necessitating a challenging financial recovery plan launched in December 2024.

Regarding finance, as with all French universities, UA is awaiting the outcomes of the “University Funding Assises” initiated by the state in early 2026, as well as the format of the new “Objectives, Means and Performance Contracts” (COMP) to be established directly between the state and universities, which should cover all institutional allocations.

Among UA's 27 research units, 12 are Joint Research Units (UMR) co-supervised at a minimum by UA and one or more national research organisations (ONR: CNRS, INRAE, and/or INSERM). For each UMR, national policy may lead to the establishment of a Global Management Delegation (DGG) in favour of one of the co-supervising institutions. While presented as administrative simplification, these DGGs raise HR issues that could interact with UA's HRS4R initiatives or those of the national research organizations (ONR).

Additionally, UA leads the University Innovation Cluster (PUI) PREDICT (Pre-Declarations of Invention, Creations and Transfers), a project selected and funded by the state and deployed since 2023 with its partners. Certain HRS4R actions support PUI objectives (e.g., [actions 46, 63](#)), which aim to accelerate the transfer of academic research to the socio-economic sector through support, visibility, and accessibility measures. Nevertheless, state policy remains evolving, with ongoing restructuring of technology transfer and innovation frameworks.

The 2026–2029 HRS4R action plan has been designed taking this context and these uncertainties into account. It considers both known or announced ministerial orientations and UA's own strategic priorities. In particular, the plan integrates the collective initiative launched at the end of 2025, named "Nexus," which seeks to implement UA's institutional project and improve administration. This quality-driven initiative, implemented as a project with voluntary participation from UA staff, interacts with 29 of the 46 actions of the 2026–2029 HRS4R plan and addresses 19 operational objectives across 6 strategic axes:

1. Promote the success, quality of work life (QVT) and well-being of our community ([actions 47, 59, 68, 69, 71 and 72](#)).
2. Strengthen attractiveness and territorial anchoring ([actions 57 and 67](#)).
3. Develop research and innovation potential ([actions 45, 46, 47, 51, 56, 57, 63, 75, 85](#)).
4. Reinforce ecological and social commitment ([actions 48, 69, 78 and 79](#)).
5. Develop a teaching and training offer aligned with future challenges ([action 58](#)).
6. Enhance the efficiency of governance for the benefit of our community ([actions 56, 58, 59, 61, 62, 64, 66, 73, 74, 76, 81 and 83](#)).

It should be noted that while the new actions still refer to the 2005 Charter & Code, UA has incorporated the developments of the new 2024 European Charter in constructing its plan for renewing the "HR Excellence in Research" award.

### 3 Actions

During the 2020–2025 period, the UA HRS4R action plan comprised 40 actions, of which 35 were fully implemented, 4 partially implemented, and 1 abandoned.

To improve clarity, readability, and long-term monitoring, UA has adopted the following approach:

- For the unfinished part of a partially implemented action, a new action number will be assigned in the 2026–2029 period;
- For completed actions or parts of actions corresponding to permanent measures, updated monitoring indicators will be defined.

§3.1 of this report presents the completion status of the 2020–2025 action plan. §3.2 describes the new actions planned for 2026–2029. §3.3 explains how the institution has adopted the OTM-R principles and how they are applied.

**Reminder of the 40 principles of the Charter and Code:** 1. Freedom of research – 2. Ethical principles – 3. Professional responsibility – 4. Professional attitude – 5. Contractual and legal obligations – 6. Accountability – 7. Good research practices – 8. Dissemination and exploitation of results – 9. Engagement with society – 10. Non-discrimination – 11. Evaluation systems – 12. Recruitment (principles) – 13. Recruitment (procedures) – 14. Selection – 15. Transparency – 16. Judgement of merit – 17. Variations in CV chronology – 18. Recognition of mobility experience – 19. Recognition of qualifications – 20. Seniority – 21. Postdoctoral appointments – 22. Recognition of the profession – 23. Research environment – 24. Working conditions – 25. Stability and continuity of employment – 26. Funding and salaries – 27. Gender balance – 28. Career development – 29. Valorisation of mobility – 30. Access to career guidance services – 31. Intellectual property rights – 32. Co-authorship – 33. Teaching – 34. Complaints and appeals – 35. Participation in decision-making bodies – 36. Relationship with thesis/internship supervisors – 37. Supervision and management tasks – 38. Continuous professional development – 39. Access to research training and lifelong learning – 40. Supervision

### 3.1 Review of the 2020-2025 action plan

At the mid-term review (2020–2022), 10 of the 19 planned actions were completed (actions 1, 3, 8, 12, 14, 15, 16, 23, 35), with delays primarily due to the Covid-19 crisis. 18 actions were ongoing (actions 2, 4, 5, 6, 7, 9, 10, 13, 19, 20, 21, 24, 26, 27, 28, 32, 33, 34), 7 were extended (actions 11, 17, 18, 22, 25, 30, 31), and 5 had not yet started (actions 36, 37, 38, 39, 40).

By the end of the 2020–2025 period, 35 actions were fully completed, 4 **partially completed** (actions 21, 32, 34, 36), 1 was **abandoned** (action 11).

Action 1	Gap principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
<del>Train in writing gender-neutral job descriptions</del> Training on non-discriminatory communication	27	Q2 2021	DRH	Training delivered: <b>completed</b> - Number of participants trained: 7 HR resource persons trained on 08/04/2022
	Progress report	Remarks		
	<b>Completed</b>	Actual delivery date: Q2 2022. Non-permanent action, closed.		

Action 2	Gap principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Improve candidate information (composition of selection committees, procedures, criteria, rights)	12, 13, 14, 15, 16	Q4 2026	DDN-DRH-DCOM	Across all types of positions targeted, the percentage for which recruitment information is complete. -Target 2025: 60%

				- <b>Achieved by 2025 &gt; 60%</b>
	Progress report	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2025 Permanent action Updated indicators: -Share of job categories with complete recruitment information -Updated OTM-R Charter online		

Action 3	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Implementation of recruitment, promotion, and remuneration procedures for contract staff	5, 14, 15	Q4 2026	DRH	Across all types of positions targeted, the rates for which the scheme is set. -Target 2025: 60% - <b>Achieved by 2025: 100%</b>
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2022 Permanent action Updated indicators: -Updated promotion and career deadline (LDG) -Updated compensation framework for contractual staff		

Action 4	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Internal and external communication on recruitment procedures and challenges	15	Q2 2023	DRH-DCOM	Update according to regulatory developments or operational needs Target: Completed <b>Completed</b> : finished
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2025 Permanent action Updated indicators: -Updated OTM-R Charter online		

Action 5	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Publication of academic staff, postdoctoral and	12, 13	Q4 2026	DRH-DI-DRIED	Deposit indicators on Euraxess -Target 2025: 60%

research engineer job offers on EURAXESS				- <b>Achieved by 2025:</b> 100% (for internationally oriented positions)
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2025 Permanent action Updated indicators: -Deposit rate on Euraxess for international positions		

Action 6	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Training for members of recruitment and selection committees (gender stereotypes, selection criteria, interviews)	12, 13, 14, 27	Q4 2026	DRH	Integration into the training plan -Target 2025: 50% of local members trained - <b>Achieved by 2025:</b> 50%
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2023 Permanent action Updated indicators: -Annual training of CoS with ratio (number of participants) / (number of CoS)		

Action 7	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Encourage the use of professional simulations in recruitment procedures (MCF and PR)	16	Q4 2025	DRH	-Target: incentive for 100% of PR and MCF jobs by 2024 - <b>Achieved by 2024:</b> 100% of incentive achieved. Actual implementation: 25% over the period 2020-2025
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2025 Permanent action Updated indicators: -Rate of recruitments including professional simulations professional for recruitment of Assistant Professors and Professors		

Action 8	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
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Redefine and promote the status of postdoctoral researchers (duration and remuneration standards)	21, 22, 26	Q4 2026	DRH	-Target: Internal regulation established - <b>Implemented:</b> Decree No. 2021-1450 (November 4, 2021)
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q1 2022 Permanent action Updated indicators: - Decree No. 2021-1450 of November 4, 2021 and any subsequent amendments		

Action 9	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Provide a human resources management and monitoring tool (including age pyramid, staff numbers, staff categories, grades, age, gender, and quantitative projections, etc.) to support recruitment planning. This tool will involve departments and research units in order to anticipate recruitment needs across the different career tracks. It will also include the development of a reference framework for relevant professional experience to be recognised in recruitment processes, as well as the consideration of mobility and qualifications.	17, 18, 19	Q4 2027	DRH	-Target: creation of a dynamic document - <b>Completed in 2025:</b> DematCE tool, <a href="#">RSU</a> and <a href="#">BdS</a>
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2025 Permanent action Updated indicators: - DematCE tool and its updates - Available CPOM data nomenclature - Available RSU and Social Database (BdS) data nomenclature		

Action 10	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Digitisation of the procedure, digital links enabling better completion of application forms for contract staff	13, 15	Q4 2021	DRH	-Effective digitisation: <b>completed</b> -Documents available online: <b>completed</b> -Links to standard documents and useful

				sections for candidate information: <b>completed</b>
	Current status	Remarks		
	<b>completed</b>	Actual delivery date: Q1 2024 Permanent action Updated indicators: -Digitalization of application processes (100% of positions) -Updated OTM-R Charter online		

Action 11	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Build a “toolbox” incorporating undetectable needs for the UA, based on the needs expressed by candidates.	13	2028	DRH	-Target: online tool deployment - <b>Not implemented: abandoned</b>
	Current status	Remarks		
	<b>Abandoned</b>	<b>action abandoned in 2023</b>		

Action 12	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Information and communication to staff on ethics and research integrity mechanisms : training, scientific integrity, ethics committee –Thematic meetings in the laboratories (EC skills booklet support)	2, 3, 5, 6	Q4 2022	DRIED-DCOM	- Effectiveness of a schedule of meetings with laboratories: <b>completed</b> , interventions in all UR in 2022 -Number of projects that sought the opinion of the ethics committee: 38 between 2020 and 2022
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2022 Permanent action Updated indicators: Available and updated information (internet and/or intranet) on ethical and professional conduct policies at the UA - Number of projects that have sought the opinion of the ethics committee, per year		

Action 13	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Ethics training in relation to the corporate world:	2, 3, 31	Q4 2022	DRIED	- Training implemented: <b>completed</b> over the

civil servant obligations, scientific competitions, acquiring shares in a company, consultancy; protection against pressure groups				period 2020-2023 (intervention by the ethics officer in the UR) - Number of participants: data not available
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2023 Permanent action Updated indicators: -Annual activity report of the ethics officer at the UA		

Action 14	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Creation of an ethics committee	2	Q4 2020	UA	- Creation of the ethics officer role: <b>completed</b>
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q3 2020 Permanent action Updated indicators: - Annual activity report of the ethics officer at the UA		

Action 15	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Define internally within the UA what constitutes “authorship” in accordance with ethical rules. Establish rules of good conduct within the UA regarding authorship and incorporate them into the “Scientific Integrity” training programme.	2	Q4 2021	DRIED	- Creation of a “code of ethics” document including a framework letter and charter, and effective integration of this dimension into the internal regulations of the UR: <b>completed</b> , validation of the UR's internal regulations in Q3 2022.
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q3 2022 Permanent action Updated indicators: - Internal regulations for laboratories with ethical rules on authors, co-authors, and signing principles, updated and distributed to staff		

Action 16	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Define co-authorship conditions through an institutional signature charter, by incorporating international standards. The UA signature principles must be included in the internal regulations (RI) of laboratories, which must be freely accessible to all on the intranet.	2	Q4 2021	DRIED	- Signature charter signed and 100% of UR regulations amended: <b>completed</b> , UR RI validation in Q3-2022
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q3 2022 Permanent action Updated indicators: - Internal regulations (RI) for laboratories, including ethical rules on authors, co-authors, and signature principles, updated and distributed to staff		

Action 17	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Establish training on intellectual property (IP). Make the existing optional training mandatory for doctoral students, and open it up to teaching staff and postdoctoral researchers.	3, 5, 8, 31	Q4 2024	DRIED	-Existing and open training: <b>completed</b> , INPI PI MOOC -Number of participants: data not available
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2024 Permanent action Updated indicators: - indicators of MOOC PI usage (target personnel and number of training certificates)		

Action 18	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Information on the national legal framework, the UA strategic orientation on gender and disability issues (framework letter, recruitment charter) (Selection Committee and Recruitment Committee Booklet)	2, 5, 10, 12, 27	Q4 2022	DAGJ-DRH	- Production of a selection committee booklet including a framework letter and charter: completed using resources on a digital space belonging to the <a href="#">Moodle platform</a>
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2024 Permanent action Updated indicators:		

		- updated resources on the dedicated section of the Moodle platform - Annual platform activity indicator: (number of active participants per year) / (number of CoS per year)
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Action 19	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Training courses on combating stereotypes, particularly gender and disability stereotypes, primarily aimed at governance, department heads, middle managers and recruitment panels.	10, 27	Q4 2022	DRH	-Training implemented: <b>completed</b> , several PAE training sessions -Number of participants: PAE report
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2024 Permanent action Updated indicators: - PAE completion rate (training courses implemented and number of participants)		

Action 20	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Having a “gender” "equality" officer to ensure that equality issues are properly addressed at each stage of the process (particularly for job descriptions, promotion decisions, gender balance in project management, management of structures, etc.)	27	Q4 2021	DRH	- Inventory completed: <b>completed</b> , PAE 2021-2024 - Identifiable "gender" contact person and number of consultations: <b>completed</b> , creation of an equality unit including 28 equality contact persons + equality procedures defined in the <a href="#">LDG</a>
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2023 Permanent action Updated indicators: - Implementation rate of the PAE (actions on equality and associated indicators) - Updated LDG and associated equality procedures distributed on the intranet		

Action 21	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
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Monitoring young researchers during the first 10 years of their careers (incorporating mentoring + gender by integrating work-family balance)	24, 27, 28, 39	Q4 2022	DRH	- Identifiable "gender" contact person: <b>completed</b> , creation of an <a href="#">equality unit</a> including 28 equality contact persons + equality procedures defined in the LDG - Career monitoring (regular professional interviews, etc.): <b>partially completed</b> , individual interviews of new MCFs integrated into the training program (44 interviews / 65 between 2021 and 2025, i.e. 68%), individual interviews after 4 years for MCFs (2019 and 2020 promotions, 14/14), actions on parenthood ( <a href="#">guide</a> , “booster” scheme) as part of the PAE, reinforcement (1 position created) of the staff support service ( <a href="#">SADP</a> )
	Current status	Remarks		
	<b>To be extended</b>	Actual delivery date: To be extended ( <b>action 84 of the 2026-2029 plan</b> ) Permanent action Updated indicators (completed parts): - training and support program for new MCFs -PAE implementation rate (actions on parenthood and associated indicators) - SADP activity report		

Action 22	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Structuring a training program (possibly shared locally between EPST-UA) dedicated to teacher-researchers at each stage of their career and scientific and managerial	4, 20, 37, 38	Q4 2022	DRIED-DRH	Having a shared EPST-UA training catalogue in the field of research and the number of training courses attended <b>Completed :</b>

responsibilities (HR, finance, prevention, etc.). Propose a training programme to the research unit (DU) management.				-training sessions as part of the annual DU conferences -Specific training in 2022 as part of the installation of the new DUs (36 agents trained)
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2023 Permanent action Updated indicators: - Number of UA training sessions per year for UR and SFR management, with number of participants		

Action 23	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Training in research funding, project development, management, and concrete rules for the operation of calls for tenders, ethics, intellectual property.	4, 6, 33, 36, 37	Q4 2022	DRIED-DRH	-Training implemented and number of participants: <b>completed</b> through a series of annual training sessions.
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2022 Permanent action Updated indicators: - Number of training sessions/year at the UA for researchers on research funding and project development, with number of participants		

Action 24	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Training in recruitment procedures for department heads, UR heads and selection and recruitment committee chairs	12, 13, 14	Q4 2023	DRIED-DRH	-Target: training program implemented and number of participants - <b>Completed</b> : through a series of training programs. * Specific training in 2022 as part of the installation of the new DUs (36 agents trained) * annual training of the CoS * annual training in research project recruitment

	Current status	Remarks
	Completed	Actual delivery date: Q4 2023 Permanent action Updated indicators: -Annual training of CoS with ratio (number of participants) / (number of CoS) - Annual training on research project recruitment with number of participants

Action 25	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Training for thesis supervisors: specifically, making HDRiale training and scientific integrity (IS) training compulsory in order to apply for HDR registration; for registered supervisors who receive thesis funding from the institution, making this funding conditional on participation in HDRiales and IS training.	36	Q4 2022	DRIED-DRH	Participation rates for HDRiale and IS training courses: data not available <b>Completed</b> : <a href="#">framing of HDRs</a> , criteria by ED and mandatory training (doctoral supervision and VSS)
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2025 Permanent action Updated indicators: - Framing on HDR published - Percentage of new HDR graduates (UA staff) who completed the mandatory training within the set deadlines		

Action 26	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Raising awareness and training staff on Open Access (OA)	8	2027	DRIED-SCDA	Target: Increase the percentage of UA publications in OA, with a target of 50% by 2027 <b>Completed</b> : incentive for UR through an OA financial bonus. 39% of deposits on HAL UA in Q3 2024 compared to 30% in Q3 2021
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2024 Permanent action Updated indicators:		

		-Percentage of documents deposited on HAL UA compared to the number of referenced articles (target 50% in 2027)
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Action 27	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Reorganisation of doctoral school (ED) training (and the course catalog) based on the skill sets to be acquired, with a common core curriculum for all doctoral students (same skills) in the first six months of the doctoral programme.	38	Q4 2022	DRIED-Doctoral College	-Creation of a catalogue / individual training plan for doctoral students: <b>completed</b> (AMETHIS platform) -Redefinition of training by skills sets: <b>completed</b> (AMETHIS platform)
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2025 Permanent action Updated indicators: -Deployment and use of new tools under AMETHIS		

Action 28	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Individualised training plan for doctoral students, defined at the start of the thesis	20, 36	Q4 2023	DRIED-Doctoral College	- Verification at the time of enrolment: <b>completed</b> , individual training agreement verified upon enrolment and re-enrolment. Progress of the training plan reviewed annually by the thesis supervision committee. Doctoral students can activate their individual training plan on AMETHIS.
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2024 Permanent action Updated indicators: -Percentage of doctoral students who have activated their individual training plan on AMETHIS		

Action 29	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Accessibility of MCFs to training courses listed in the doctoral catalogue	38	Q4 2020	DRIED-DRH	- Effective opening of the catalogue: <b>completed</b> , 2022 training courses: animal experimentation, project designers, ethics, etc.
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2022 Permanent action Updated indicators: -number of doctoral center training courses open to researchers other than doctoral students		

Action 30	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Open the Intellectual Property (IP) MOOC to all ECs or newcomers proposed by SATT-Ouest	3, 8, 31	Q2 2021	DRIED	-Existing and open training: <b>completed</b> , INPI PI MOOC -Number of participants: data not available
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2024 Permanent action Updated indicators: -Indicators of MOOC PI usage (target personnel and number of training certificates)		

Action 31	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Construction of a dynamic interface enabling the visibility of key contacts (intranet) linked to the relevant department or activity (training, managers, etc.).	24, 28, 40	Q4 2021	DDN-DCOM	- Development of the dynamic interface: <b>completed</b> , redesign and enhancement of the online directory, creation of a new customisable intranet in 2024 -Number of requests: data not available
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2024 Permanent action Updated indicators:		

		-completion rate of the dynamic interface (online directory, customisable intranet)
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Action 32	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Implementation of professional interviews for career prospects, definition of training needs, identification of individual issues to be integrated into personnel management and UA action.	30, 38, 39	Q4 2025	DRH	- Effective implementation of an interview schedule: <b>partially completed</b> , individual interviews of new MCFs integrated into the training programme (44 interviews / 65 between 2021 and 2025, i.e. 68%), individual interviews after 4 years for MCFs (2019 and 2020 cohorts, 14/14), Strengthening (1 position created) of the staff support service ( <a href="#">SADP</a> )
	Current status	Remarks		
	<b>To be extended</b>	Actual delivery date: To be extended ( <b>action 84 of the 2026-2029 plan</b> ) Permanent action Updated indicators (completed parts): - VP HR and R interviews integrated into the training program for new MCFs: ratio (number of interviews) / (number of MCFs targeted) - SADP Annual Activity Report		

Action 33	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Enable young ECs to establish themselves professionally under favorable conditions by monitoring the use of additional hours (HC) during their first three years of practice and by making use of possible time off at the start of their careers.	24, 33	Q4 2023	DRH-UA	-Reduction in the number of additional hours worked by young MCFs : <b>achieved</b> , based on hourly equivalence reference system, limited to a maximum of 96 additional hours during the first two years of tenure. MCFs granted tenure in 2022: 0

				overspending in 2022-2023, 0 overspending in 2023-2024
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2023 Permanent action Updated indicators: - number of additional hours worked by MCFs who have been tenured for less than 2 years		

Action 34	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Translation into English of all strategic documents of the UA and its RUs	12, 13	continuous action	DI-DCOM	- Documents uploading : <b>partially completed</b> , including OTM-R charter and HRS4R action plan
	Current status	Remarks		
	<b>To be extended</b>	Actual delivery date: To be extended ( <b>action 57 of the 2026-2029 plan</b> ) Permanent action Updated indicators (completed parts): - Updated OTM-R Charter and HRS4R Action Plan available online in English		

Action 35	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Improve information provided to C and EC regarding their rights and obligations towards UR. (Point to be worked on between UA, ED, UR, partners outside UA such as CNRS)	4, 5	Q4 2021	DRIED	- Internal regulations (RI) of the renewed URs: <b>completed</b> , 100% of URs concerned. Validation of UR internal regulations in Q3-2022
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2022 Permanent action Updated indicators: - Percentage of URs with a complete, updated RI that has been distributed to agents		

Action 36	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Assignment of a resource person within the work unit to support teaching and research staff	24, 28, 30, 38, 39, 40	In progress (as of Q4 2023)	DRIED-DRH	- Identified contact person and number of meetings held: <b>partially completed</b> , individual

(tenured and contract) in their career planning and to assist new arrivals with their integration.				interviews with new MCFs integrated into the training programme (44 interviews/65 between 2021 and 2025, i.e. 68%), individual interviews with MCFs after 4 years (2019 and 2020 cohorts, 14/14). Strengthening (1 position created) of the staff support service ( <a href="#">SADP</a> ).
	Current status	Remarks		
	<b>To be extended</b>	Actual delivery date: To be extended ( <b>action 84 of the 2026-2029 plan</b> ) Permanent action Updated indicators (completed parts): - VP HR and R interviews integrated into the training program for new MCFs: ratio (number of interviews) / (number of MCFs targeted) - SADP Annual Activity Report		

Action 37	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Implementation of a career and mobility support tool (professional, international and statutory) for researchers, including information on existing schemes (CRCT, secondment, etc.).	29, 38	In progress (as of Q4 2023)	DRIED-DRH	- Implementation of a digital tool: <b>completed</b> , <a href="#">dedicated intranet site</a> . -Number of views of created pages: <b>achieved</b> , dedicated <i>News</i> pages, 955 views in 2024 (as of 20/11/2024)
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2024 Permanent action Updated indicators: - Number of <i>News</i> pages published per year on the topics of researcher career and mobility, with number of views		

Action 38	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Creation of a customisable intranet	29, 38	In progress	DDN-DCOM	- Creation of a customisable intranet:

allowing everyone to access dedicated tools and information		(as of Q4 2023)		<b>completed</b> , new intranet “UA&moi”, in particular the <a href="#">Research space</a> . - Number of customised web pages created: 976 participants in the Research area in Q4-2025
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q1 2024 Permanent action Updated indicators: - number of participants in the intranet research area “UA&moi”		

Action 39	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Strengthen the consideration of staff investment in their outreach activities to the general public for their career advancement.	9, 11	Completed (as of Q4 2023)	DRIED-DCOM-DRH	- Inclusion of this criterion in the file assessment grids: <b>completed</b> , <a href="#">LDG</a> management guidelines, Ripec and Promotion and enhancement of career paths
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2023 Permanent action Updated indicators: - LDG Ripec, and its updates - LDG promotion and enhancement of career paths, and its updates		

Action 40	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Training on the institution and rules of public higher education and research, particularly for contract staff.	4, 5, 6, 7	Completed (as of Q4 2023)	DRIED-DCOM-DRH	- Existing open training courses: <b>completed</b> , several training courses under the heading "Regulations and knowledge of the university"
	Current status	Remarks		
	<b>Completed</b>	Actual delivery date: Q4 2023 Permanent action Updated indicators:		

		- Staff Training, Recruitment and Competitions Department: Activity Report (Open Catalogue Training Courses with Number of Participants)
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### 3.2 New Action Plan 2026-2029

For the period 2026-2029, 46 actions are planned, of which **32** correspond to **NEW** objectives and **14** to **ONGOING** actions.

Action 41	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Strengthen support system for preparing data management plans	6, 7, 8, 9	Q4 2026	SCDA-DRIED	Creation of a Data Research Hub
	Progress report	Remarks		
	<b>NEW</b>			

Action 42	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Encourage sharing of research data under the "as open as possible, as closed as necessary" principle	6, 7, 8, 9	Q2 2027	SCDA-DRIED	Survey of data management practices: analysis to improve service offer
	Progress report	Remarks		
	<b>NEW</b>			

Action 43	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Raising awareness on results replicability and promote data reuse	6, 7, 8, 9	Q3 2027	SCDA-DRIED	Information/training session
	Progress report	Remarks		
	<b>NEW</b>			

Action 44	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Generalise researcher identifiers (Idhal, ORCID) and promote interoperability	6, 7, 8, 9	Q4 2026	DRIED	% of academic staff with ORCID ID
	Progress report	Remarks		
	<b>NEW</b>			

Action 45	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets

Establish an open science steering committee	8, 9	Q3 2026	DRIED	Establishment of the steering committee
	Progress report	Remarks		
	<b>NEW</b>			

Action 46	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Promoting research for the benefit of society	8, 9	Q4 2026	DRIED	Development and implementation of the action plan
	Progress report	Remarks		
	<b>NEW</b>			

Action 47	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Implement the 2025-2027 action plan on gender equality	2, 10, 24, 27, 34	Q4 2027	DP4S-DRH	Percentage of actions completed by the end of 2027
	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 48	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Engage research laboratories in the ecological transition through a Sustainable Development and Social Responsibility/Ecological Transition for Sustainable Development (DDRS/TEDS) charter signature	2, 3, 4, 6, 7, 9, 23, 24	Q4 2026	DRIED	% of laboratories signing the charter
	Progress report	Remarks		
	<b>NEW</b>			

Action 49	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Awareness-raising activities (DU meetings, articles, etc.) on the new European Charter for Researchers and the HRS4R UA action plan.	All	Q4 2026	DRIED-DCOM and HRS4R project team	Number of awareness actions conducted
	Progress report	Remarks		
	<b>NEW</b>			

Action 50	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Develop a charter on missions, rights and duties of academic staff (including teleworking framework).	4, 5, 6, 33	Q3 2027	DRH	Charter published, associated communication actions
	Progress report	Remarks		
	<b>NEW</b>			

Action 51	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Explore AI's role at UA, especially in research professions	2, 3, 4, 5, 6, 7, 8, 9	Q1 2027	DRIED-DDN	Strategy defined; dedicated trainings; charter or guidance
	Progress report	Remarks		
	<b>NEW</b>			

Action 52	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Communicate the roles of Research Integrity Officer and Ethics Committee	2, 3, 5, 6	Q3 2026	DRIED-DCOM	Number of communication actions
	Progress report	Remarks		
	<b>NEW</b>			

Action 53	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Update and publish OTM-R Charter (Open, Transparent, Merit-Based Recruitment)	10, 13, 14, 15, 16, 17, 18, 19, 20, 21	Q1 2026	DRH	Updated OTM-R Charter published
	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 54	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Disseminate and implement OTM-R principles via training; revise and monitor follow-up indicators	10, 13, 14, 15, 16, 17, 18, 19, 20, 21	Q4 2026	DRH	- Training webinars – number of people reached
				- Revised monitoring indicators (OTM-R checklist) defined

	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 55	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Improve candidate information, particularly for contract positions, on the composition of recruitment panels and their rights and obligations (procedure, specific research guides).	12, 13, 14, 15, 16	Q1 2027	DRH	Defined procedure and updated OTM-R charter
	Progress report	Remarks		
	<b>NEW</b>			

Action 56	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Rethinking the recruitment process for contract researchers with a view to simplifying administration and increasing transparency (including, where applicable, the use of the Between application)	12, 13, 14, 15, 16, 17, 18, 19, 20	Q1 2027	DRIED-DRH	New process defined
	Progress report	Remarks		
	<b>NEW</b>			

Action 57	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Establish and maintain communication strategies and procedures for documents and information to be posted online in English, particularly recruitment and research information. Establish rules for use and promote the use of the 'HR Excellence in Research' logo.	all	Q1 2027	DI-DRIED-DCOM	Framework setting out the strategy for documents and information to be published online in English Rules for using the "HR Excellence in Research" logo
	Progress report	Remarks		
	<b>IN PROGRESS</b>	<b>Extension of action 34</b>		

Action 58	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Implementing tools for forward-looking management of jobs and skills (GPEEC)	12, 13, 14, 15, 16, 17, 18, 19, 20, 25, 28, 38, 39	Q4 2026	DRH-DGS	Finalisation of tools
	Progress report	Remarks		
	<b>NEW</b>			

Action 59	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Develop a human resources master plan (SDRH)	12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 38, 39	Q3 2027	DRH	Implementation of the SDRH – associated communication actions
	Progress report	Remarks		
	<b>NEW</b>			

Action 60	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Implementing Supplementary Social Protection (PSC)	26	Q2 2026	DRH	Implementation of the PSC – associated communication actions
	Progress report	Remarks		
	<b>NEW</b>			

Action 61	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Review the job classification and remuneration framework for permanent and contract staff 1: remuneration framework	23, 24, 25, 26	Q4 2026	DRH	New compensation framework and associated communication actions
	Progress report	Remarks		
	<b>NEW</b>			

Action 62	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Review the job classification and remuneration framework	23, 24, 25, 26	Q3 2027	DRH	Quotation and associated communication actions

for permanent and contract staff 2: classification	Progress report	Remarks
	<b>NEW</b>	

Action 63	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Support innovation and transfer policy with an incentive scheme for researchers (E-EC, Biatss)	22, 23, 24, 26	Q3 2026	DRH	Published framing - number of beneficiaries
	Progress report	Remarks		
	<b>NEW</b>			

Action 64	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Transforming/simplifying our processes and harmonising our practices to improve the quality of services provided to researchers and research professors	23, 24	Q4 2026	DAF-DRIED	Number of defined actions
	Progress report	Remarks		
	<b>NEW</b>			

Action 65	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Transform/simplify our recruitment and temporary staff management processes	24, 26	Q1 2027	DRH-DDN	Defined process and implementation of the SIRH tool
	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 66	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Clarify the process and simplify the tools for preliminary and final reporting of teaching services and combined activities of teachers and teacher-researchers.	24, 33	Q1 2028	DRH-DDN	Implementation of the SIRH tool - associated communication actions
	Progress report	Remarks		
	<b>NEW</b>			

Action 67	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets

Roll out the online support programme for international researchers, including in English.	23, 24	Q4 2026	DI	Online document describing the route in French and English
	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 68	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Develop and implement a 2026-2028 action programme for occupational risk prevention.	24	Q2 2026	DP4S	Program 2026-2028
	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 69	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Improve the organisation and processes for handling reports of violence, discrimination, harassment and sexist behaviour.	2, 10, 24, 27, 34	Q4 2026	DP4S-DRH	Communication processes and related actions
	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 70	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Publish the duties of the ethics officer and whistleblower, as well as the reporting procedure.	34	Q2 2026	DGS-DCOM	Procedure defined and published. Activity report
	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 71	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Develop a Quality of Life and Working Conditions (QVCT) action plan	24	Q2 2027	DRH	Action plan and associated communication
	Progress report	Remarks		
	<b>NEW</b>			

Action 72	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Sustain and expand support measures for employees with disabilities (particularly research staff) and carers - Develop the new Disability Master Plan (SDH) for 2026-2030	10, 24	Q4 2026	DRH	SDH 2026-2030
	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 73	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Improving support for returning to work after long periods of absence	24, 30, 39	Q2 2027	DRH	Action plan
	Progress report	Remarks		
	<b>NEW</b>			

Action 74	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Supporting employees nearing the end of their careers, in a context of longer working lives and rapidly changing skills requirements	24, 30, 39	Q2 2027	DRH	Action plan
	Progress report	Remarks		
	<b>NEW</b>			

Action 75	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Review the methods and criteria for evaluating academic staff for promotion consideration.	9, 11, 24, 26, 27	Q4 2027	DRH	Review of related LDGs. Related communication actions.
	Progress report	Remarks		
	<b>NEW</b>			

Action 76	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Revise the Biatss contractual policy for greater transparency and sharing: recruitment rules, contract duration, mobility, promotions	11, 24, 25, 26, 27, 28, 29	Q1 2027	DRH	Review of related LDGs. Related communication actions.
	Progress report	Remarks		
	<b>NEW</b>			

Action 77	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Develop a Sustainable Development and Social and Environmental Responsibility (DD&RSE) master plan	23, 24	Q1 2027	DGS (CDAC)	DD&RSE scheme and associated communication actions
	Progress report	Remarks		
	<b>NEW</b>			

Action 78	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Integrate DDRS/TEDS culture within the institution by mobilising the EU-Green European alliance	8, 9, 24	Q3 2027	DI-DGS (CDAC)	Number of shares
	Progress report	Remarks		
	<b>NEW</b>			

Action 79	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Developing a virtuous heritage and campuses that meet the expectations of staff and users - accessibility, soft mobility, housing, sport, health, catering	24	Q4 2027	DPIL	Implementation rate of urban and campus development master plans: Belle-Beille, St Serge, Santé
	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 80	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Communicate on changes to UA professional training methods and programmes (catalogue offerings, individual training courses)	38, 39	Q1 2026	DRH-DCOM	Vocational training charter + number of communication initiatives carried out
	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 81	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets

Establish a specific career path for management positions (departments, services, etc.)	37, 38, 39, 40	Q2 2027	DRH	Training programme for directors + number of participants
	Progress report	Remarks		
	<b>NEW</b>			

Action 82	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Deploying digital capsules as part of the ongoing training of research unit directors	36, 37, 38, 39	Q3 2026	DRIED	Recorded webinars and posted on the intranet – number of clips
	Progress report	Remarks		
	<b>IN PROGRESS</b>			

Action 83	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Define the role of the local manager in supporting their team and help them to utilise management tools (professional interviews, progress reviews, training, etc.).	24, 27, 28, 30, 38, 39	Q1 2027	DRH	UA Manager's Guide
	Progress report	Remarks		
	<b>NEW</b>			

Action 84	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Establish career meetings within the research unit at key stages in the career path of lecturers and researchers.	24, 27, 28, 30, 38, 39	Q4 2026	DRH	Terms and schedule. Number of career appointments per year
	Progress report	Remarks		
	<b>IN PROGRESS</b>	<b>Supplement to actions 21, 32 and 36</b>		

Action 85	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Develop a guide for doctoral students (welcoming doctoral students, their rights and responsibilities, etc.)	36, 37, 38, 39, 40	Q3 2027	DRIED	Doctoral student guide and related communication
	Progress report	Remarks		
	<b>NEW</b>			

Action 86	Gap Principle(s) C&C	Scheduled timing	Responsible unit	Indicators/Targets
Revising doctoral training as part of the establishment of new doctoral schools	36, 37, 38, 39, 40	Q4 2028	DRIED	Doctoral training plan
	Progress report	Remarks		
	<b>NEW</b>			

### 3.3 OTM-R Policy

The updated version of the UA HR Strategy for the next 3 years, including its OTM-R policy, is published on the [institution's website](#).

Compared to the mid-term evaluation in 2022, progress has been made in achieving OTM-R objectives, as reflected in the OTM-R checklist:

OTM-R1: becomes "Yes, completely": the OTM-R charter has been revised, translated into English and corresponds to **action 53 (ongoing)**.

OTM-R2 and R3: becomes "Yes, substantially": training sessions has been provided for selection committees; a recruitment guide for Biatss staff has been created; and dedicated recruitment resource pages are available on the intranet (**actions 2, 3, 4**). Their implementation will be monitored under **action 54** of the forthcoming Action Plan.

OTM-R6 and R13: becomes "Yes, completely": all positions with an international profile are published on Euraxess (**action 5**).

OTM-R7 and R11: Partially achieved (**action 34**), to be strengthened through the new **action 57**, which defines the strategy for documents and information to be published in English and ensures proper use of the "HR Excellence in Research" logo.

OTM-R10: becomes "Yes, completely": recruitments for academic staff, teachers, and Biatss staff, whether tenured or contractual, are conducted via an online tool (**action 10**).

OTM-R12: becomes "Yes, completely": recruitment procedures have been digitized through template documents and access to candidate-relevant sections (**action 10**). The forthcoming **action 56** will aim at automation and multi-platform publication of job offers, including through **EURAXESS**.

OTM-R19: becomes "Yes completely": this is covered by the training of selection committee members (**actions 6, 18, 19, 24**). The new **action 58** will further strengthen anticipation of research and training needs.

OTM-R23: the steering committee will ensure the dissemination and application of OTM-R Charter principles, and will review and monitor indicators via **action 54**.

The updated OTM-R checklist is included in Appendix 6.

## 4 Implementation

### 4.1 General overview of the implementation process

Following the mid-term self-assessment process at the end of 2022 and taking into account the recommendations of the evaluators of the European Commission (EC), the comitology was reviewed in 2023 and then adjusted by incorporating the organizational changes of the Directorate General of Services which took place in 2024-2025, including the creation of the Improvement and Advice Unit (CDAC).

The HRS4R initiative is under the authority of the President of the University of Angers and is part of the university's overall quality policy. Its general management operates at three levels:

- The management of the institution and its bodies. Under the authority of the President of the UA, they define the general strategy of the UA and decide on the allocation of resources, including those allocated to the deployment of the HRS4R approach.
- The CDAC (Improvement and Advisory Unit). Under the responsibility of the Director General of Services, this unit is tasked with improving data quality in the broadest sense, ensuring its reliability, availability and value. It also ensures the consistency of the institution's master plans and structuring projects, including the HRS4R approach.
- The **HRS4R Steering Committee** (COPIL HRS4R) and the **HRS4R Project Team** .

1- The COPIL HRS4R is chaired by the Vice-President in charge of human resources, designated as the HRS4R project director. Assisted by the HRS4R project manager and in coordination with the CDAC, he is responsible for steering the HRS4R process.

The COPIL HRS4R Committee comprises 2 subcommittees: the HRS4R Strategy Committee (COMSTRA HRS4R) and the HRS4R Operational Committee (COMOP HRS4R).

The **HRS4R Strategy Committee** (COMSTRA HRS4R) comprises 14 members: 9 members of the governance of the University of Angers including the President, the statutory Vice-Presidents and those directly involved in the HRS4R approach, the Director General of Services, the Deputy Director General in charge of resources and management; 5 researchers representing the scientific community and levels R1, R2, R3, R4, designated by the 5 federative research structures (SFR), one per structure. The following are permanent guest members of COMSTRA HRS4R: the HRS4R project manager and the 6 directors of the main departments or services involved in HRS4R: DRH, DRIED, DI, DPE, DCOM, CDAC.

The COMSTRA HRS4R has the following missions:

- As part of the implementation of the approach: it ensures its proper deployment and compliance with the schedule, validates the corrective actions proposed by the HRS4R Operational Committee in the event of observed deviations, and defines any adjustments to be made in the event of changes in the institution's strategic orientations. (1 to 2 meetings per year.)
- As part of the work to renew the certification : it validates the methodology and timetable for implementing the approach; it conducts a self-assessment of the actions and analyses any gaps in relation to the European Charter; it identifies and proposes areas for improvement to the institution's governance for the renewed action plan; and, within the framework of the strategic guidelines and resources set out in the President's framework letter, it validates the renewed action plan. For this work, the COMSTRA HRS4R may be temporarily expanded to cover the entire scientific community (expansion from 1 to 3-5 researchers per SFR, designated by the SFR; researchers from partner ONRs, etc.). (3 to 4 meetings per year dedicated to this work).

The **HRS4R Operational Committee** (COMOP HRS4R) comprises 7 members including: the 2 members of the HRS4R Project Team; 5 **HRS4R referents**, one for each of the departments or pilot services of the HRS4R approach: DRH, DRIED, DI, DCOM, CDAC.

The COMOP HRS4R is responsible for the technical implementation of actions and for monitoring the objectives and schedules targeted by these actions. Its members meet 3 to 4 times a year and, at each meeting, prepare a progress report, identify any sticking points or difficulties, and make any proposed adjustments to be submitted to the COMSTRA HRS4R for approval. As part of the work to renew the certification, the COMOP HRS4R formalises the renewed action plan resulting from the work of the COMSTRA HRS4R.

Each HRS4R representative of the COMOP HRS4R is responsible for regularly monitoring the indicators relating to the actions falling within the main responsibility of their respective department.

**2- The HRS4R Project Team** consists of the HRS4R project director and the HRS4R project manager, who work closely and interact regularly.

The HRS4R Project Director is responsible for the overall management and policy of the HRS4R process and for monitoring the strategic guidelines set by the institution's governance.

The HRS4R Project Manager ensures the smooth running of the HRS4R process. She plans and organises the meetings of the HRS4R Steering Committee (COMSTRA and COMOP HRS4R). She chairs the COMOP HRS4R meetings, checks that the indicators and supporting documents issued by the HRS4R referents are being properly monitored, and produces a summary table for the COPIL HRS4R, in particular during COMSTRA HRS4R meetings.

For the renewal of the label, the Project Team organises and leads the work according to the methodology and schedule set by COMSTRA HRS4R. It drafts the HRS4R report for the renewal of the “HR Excellence in Research” label and submits it for approval to the institution's governing bodies.

The regularly updated version of the “HRS4R Steering Process” is published on the institution's website.

URL: <https://www.univ-angers.fr/fr/universite/hrs4r.html>

## 4.2 How did you prepare for the internal review?

Work on the application for renewal of the “HR Excellence in Research” label began in November 2024 and proceeded in the following stages:

1. The COMOP met on 19/11/2024 to review the 2020-2024 actions and their indicators, refine and, where necessary, adjust the 2025 schedule for ongoing actions, and work on a proposed methodology and work schedule for the renewal.
2. The COMSTRA met on 29/11/2024 and collected and validated the COMOP's analysis of the 2020-2024 review and ongoing actions. It adjusted and then validated the methodology and schedule proposed by COMOP. In particular, the principle of conducting an HRS4R survey and then, on the basis of its analysis and a policy framework letter from the President, organising a one-day HRS4R seminar was validated.
3. The UA Management Committee (CODIR), meeting on 31/01/2025, clarified and arbitrated some of the above elements, following the work of the project team and the HRS4R advisors.
4. The COMOP met on 3 February 2025 and worked on the gap analysis, taking into account the progress made but also the new European Charter of 2024, and then on the HRS4R survey questionnaire.

5. The COMSTRA, meeting on 28/02/2025, took note of the President's policy framework letter, adjusted and then validated the HRS4R questionnaire, took note of the Gap Analysis and adjusted it. On this basis, it set the topics to be addressed at the HRS4R seminar, its organisational framework, and approved the choice of facilitator (Ms Isabelle Halleux, HRS4R expert evaluator at the EC).
6. The HRS4R survey was launched on 12/03/2025 (587 of the 2,163 people surveyed completed the questionnaire in full, representing a response rate of 27%). An initial analysis was carried out on 28/04/2025, followed by a more comprehensive analysis in June 2026.
7. The COMOP met on 28/04/2025 to analyse the smooth running of the 2025 programme of HRS4R actions, review the initial findings of the HRS4R survey, work on the HRS4R seminar and draft the renewed OTM-R charter.
8. The one-day HRS4R seminar took place on 20/06/2025 (51 participants).
9. The COMOP met on 16 October 2025 and worked on the review of actions and indicators for 2020-2025, as well as on the renewed action plan resulting from the HRS4R survey and seminar and the institution's master plans and structural projects.
10. The COMSTRA met on 3 November 2025, validated the 2020-2025 review and adjusted and then validated the proposed HRS4R 2026-2029 action plan.
11. The CODIR met on 23/01/2026 and adjusted and then approved the part of this renewal report relating to the 2020-2025 review and the actions of the renewed 2026-2029 plan and its associated Gantt chart, resulting from the work of the COMSTRA, the project team and the HRS4R advisors. It also approved the new UA OTM-R Charter.

In addition, there was an unmeasured number of meetings and interactions between the HRS4R project team and HRS4R representatives with management and departments, in conjunction with vice-presidents and depending on the areas concerned.

In conclusion, the internal review was carried out in a collective and collaborative cross-departmental manner, involving the UA research community in both assessing the progress made and identifying areas for improvement, leading to the renewed 2026-2029 action plan.

Presented for opinion to the institution's Social Administration Committee (CSA) on 3 March 2026, for information to the Academic Council (CAC) on 10 March 2026 and then for validation to the UA Board of Directors (CA) on 12 March 2026, this report and its annexes are published on the UA website and submitted to the European Commission for evaluation.

#### **4.3 How did you involve the research community, the main beneficiaries, in the implementation process?**

The composition of COMSTRA HRS4R, with its 14 members, including 9 members of the UA governance and 5 researchers appointed by each of the institution's federative research structures (SFR), aims to be representative of UA research, levels of expertise and gender balance. At the time of writing this report, COMSTRA comprises 8 women and 6 men, 12 of whom are researchers (86% of members), 7 at R4 level, 2 at R3 level and 3 at R1 level. These balances may change over time, particularly at levels R1 (typically doctoral students) and R2 (typically post-doctoral students) and through renewals by appointment of the SFRs, but also when the UA's governance is renewed.

As part of the work on renewing the “HR Excellence in Research” label, staff, and researchers in particular, were heavily involved through two complementary ways: a survey and an HRS4R seminar.

The HRS4R survey was rolled out in March 2025 to all UA staff. Of the 2,163 people surveyed, 71% of the researchers (including post-doctoral students) targeted responded, along with 33% of teacher-researchers, 20% of doctoral students and 18% of Biatss staff, for a total of 587 respondents (response rate of 27%). The survey questionnaire included questions that had been asked of the same community in 2019 in order to measure the impact of the actions in the 2020-2025 plan. It also included new questions related to the institution's strategy. The results showed a general improvement, with, however, some setbacks and expectations regarding working conditions, support for staff experiencing difficulties in their work, training in taking on responsibilities, and anticipating training and research needs for recruitment. These issues were naturally addressed during the HRS4R seminar.

The one-day HRS4R seminar took place on 20 June 2025 in the presence of the President of the UA. Participants included members of the HRS4R Steering Committee (COMOP and COMSTRA), significantly increased by a broader representation of SFRs. The seminar had a total of 51 participants (29 women and 22 men), including its facilitator Ms Isabelle Halleux (HR evaluation expert at the EC), of whom 42 were researchers (82% of participants), 7 at R1 level, 8 at R2, 8 at R3 and 19 at R4. After an introduction by the Chair on policy guidelines and a presentation by Ms Halleux on the issues addressed by the C&C and developments in the European Charter for Researchers, the participants reviewed and discussed the findings of the HRS4R survey. Divided into six groups, they then worked in interactive workshops on three themes: career support, quality of life and working conditions, and the evaluation of research and researchers. The day ended with a presentation and discussion of the results and proposals from the workshops.

This broad consultation has been directly translated into ten new actions in the 2026-2029 plan (actions 49, 50, 58, 64, 75, 76, 81, 83, 84 and 85).

The involvement of researchers will continue in other ways during the 2026-2029 period, particularly as part of the « Nexus » quality approach, with the voluntary participation of UA staff, especially researchers, on the strategic priorities and operational objectives that concern them and that interact with 29 of the 46 actions in the renewed HRS4R plan.

#### **4.4 Do you have an implementation committee or steering group that regularly monitors progress?**

The steering of the HRS4R process was reviewed in 2023, following the mid-term self-assessment process at the end of 2022 and the recommendations of the EC evaluators. The implementation of HRS4R is ensured by the COPIL HRS4R and through its two working groups: COMSTRA HRS4R, which drives and arbitrates strategic directions within the framework of UA policy, and COMOP HRS4R, which executes and monitors the action plan under the coordination of the project team and, in particular, the HRS4R project manager.

Each action in the plan is led by a main department (and possibly one or more secondary departments) to which an HRS4R representative, who is a member of COMOP, is attached. Each action has a set delivery date and a completion indicator. The main department is responsible for implementing and monitoring the action and, via the HRS4R representative, reports periodically to COMOP.

An HRS4R directory has been created in TEAMS. It is accessible to all COMOP members as well as COMSTRA members (permanent members and guests). Staff from the departments in charge of the actions can be added as members as needed. This tool enables continuous file sharing, centralisation and storage of information, and collaborative work on documents.

The COMOP meets regularly according to a schedule and agenda set by the HRS4R Project Manager. Led by the Project Manager, these meetings provide an opportunity to update the action dashboard and report on achievements and any difficulties that may require governance decisions.

The COMSTRA meets 1 or 2 a year. It ensures the smooth deployment and adherence to the schedule, validates the corrective actions proposed by the COMOP in the event of observed deviations, and defines any adjustments to be made in the event of changes in the institution's strategic direction.

#### **4.5 Are organisational policies harmonised with HRS4R? For example, is HRS4R recognised in the organisation's research strategy and overall HR policy ?**

The HRS4R continuous improvement approach is an integral part of the UA's strategy. It appears explicitly in the 2022-2027 site contract that the institution has concluded with its supervisory ministry, for example through objectives 3.2 “Strengthen HR management processes” and 3.3. “Deploy a quality approach” in axis 3 “Strengthen governance and professionalisation of management and decision-making tools to ensure the sustainability of the economic model in full autonomy”. The involvement of the highest level of governance in the COPIL HRS4R also demonstrates the importance it attaches to HRS4R.

The implementation of HRS4R has led to the establishment of procedures that reflect the UA's commitment. For example, the UA has chosen to include the principles of C&C for all recruitment, whether research-related or not, in the wording of its new OTM-R Charter. For candidates and recruiters, the OTM-R Charter is now the reference document that sets out the UA's recruitment policy for teaching and research staff, researchers and, more generally, all staff at the institution. While there is room for improvement (see [action 57](#)), reference to C&C and use of the “HR Excellence in Research” logo are being rolled out in internal frameworks, in responses to calls for research projects, on the institution's website, in documents, etc.

The harmonisation of the UA's organisational policies with the HRS4R approach is achieved through the steering mechanism that has been put in place. HRS4R is an integral part of the institution's overall quality approach. The CDAC and the implementation of regular project reviews ensure consistency between the institution's various master plans and structural projects, including the HRS4R approach. This guarantees consistency, efficiency and optimisation of the human and financial resources necessary for the deployment, maintenance and monitoring of projects, including HRS4R, and ultimately contributes to simplifying and freeing up time and energy for research.

#### **4.6 How did your organization ensure that the proposed actions would also be implemented?**

See § 4.1 and § 4.4.

#### **4.7 How do you monitor the plan's progress over time?**

See § 4.1 and § 4.4.

#### **4.8 How do you measure the progress made (indicators)?**

See § 4.1 and § 4.4.

For the renewed 2026-2029 plan, particular attention has been paid to ensuring that each action is specific, measurable, achievable, realistic and time-bound (SMART approach).

With the help of the CDAC, particular attention has been paid to the indicators used to measure progress so that they are simple to implement and, as far as possible, form part of existing indicators (RSU, establishment project, master plans, etc.).

In this regard, and for the completed actions of the 2020-2025 plan corresponding to long-term measures, the indicators have been updated so that they can be monitored over time.

This work will be repeated for the actions of the 2026-2029 plan, as well as for the indicators associated with the OTM-R charter.

#### **4.9 How do you intend to prepare for the external evaluation?**

The preparation of the on-site audit by international external evaluators between now and summer 2026 will be carried out by the UA's HRS4R Project Team, with the assistance of COMOP HRS4R and CDAC, and in accordance with the recommendations of the European Commission.

The content of the programme will be prepared in conjunction with the Chief of Staff of the UA President, the directorates and departments involved in the HRS4R process and the logistical aspects. The proposed programme for the audit day will be submitted to the CODIR for approval.

The evaluation report will formalise the evaluators' feedback on the implementation of the HRS4R strategy within the UA, as well as its recommendations for the renewed action plan.

This report and the feedback provided during the site visit will be analysed in depth by COMOP and then presented to COMSTRA in autumn 2026.

## **5 APPENDICES**

5.1 Appendix 1: List of acronyms and abbreviations

5.2 Appendix 2: Review of the 2020-2025 action plan

5.3 Appendix 3: 2026-2029 action plan

5.4 Appendix 4: Framework letter from the President of the University of Angers

5.5 Appendix 5: Results of the HRS4R 2025 survey

5.6 Appendix 6: OTM-R Checklist 2025

## 5.1 Appendix 1: List of acronyms and abbreviations

Legend of acronyms and abbreviations used in the document

ACADISCR: National survey on unequal treatment and discrimination in the academic world  
CoARA Alliance: Coalition for the Advancement of Research Evaluation  
AMETHIS: platform for submitting PhD proposals  
ANR: National Research Agency  
SMART approach: Specific, Measurable, Achievable, Relevant, and Time-bound objectives and indicators.  
BdS: Social Database  
Beetween: online recruitment platform  
BIATSS: Library staff, Engineers, Administrative staff, Technicians, Social and Health staff  
C: Researcher  
C&C: European Charter for Researchers and Code of Conduct for the Recruitment of Researchers  
CA: Board of Directors  
CAC: Academic Council  
CCT: Territorial Coordination Agreement  
CDAC: Improvement and Advisory Unit  
Permanent contract (CDI): Contract with an indefinite term  
EC: European Commission  
CNRS: National Center for Scientific Research  
CNU: National Council of Universities  
CODIR: Management Committee  
COMOP: Operational Committee  
COMP: Contract of Objectives, Resources and Performance  
COMSTRA: Strategy Committee  
COMUE: Communities of Universities and Institutions  
Cos: Selection Committee  
CPOM: Multi-year contract of objectives and resources  
CPP: Leave for Educational Project  
CRCT: Leave for Research or Thematic Conversions  
CSA: Social and Administrative Committee  
DAF: Financial Affairs Department  
DAGJ: Directorate of General and Legal Affairs  
DCOM: Communications Department  
CSR: Sustainable Development and Corporate Social Responsibility  
DDN: Digital Directorate  
DematCE: Digitalization of tools leading to employment campaigns  
DGG: Global Management Delegation  
DGS: General Directorate of Services  
DI: International Department  
DP4S: Directorate of Prevention, Health, Social Affairs, Safety and Security  
DPE: Management and Evaluation Department  
DPIL: Real Estate and Logistics Department  
DRH: Human Resources Department  
DRIED: Directorate of Research, Innovation and Doctoral Studies  
DU: Unit Director  
EC: Teacher-Researcher  
ED: Doctoral School  
EPST: Public Scientific and Technological Establishment  
ERC: European Research Council  
ESR: Higher Education and Research  
EU Green: European Alliance of Universities GRowth, inclusive Education and ENvironment  
GEFORP: Professional Training Management Platform  
GEPP: Management of Professional Pathways  
Workforce planning and skills management (GPEC):

HAL: Hyper Articles Online (online publication deposit portal)  
HC: Overtime Hours  
HDR: Habilitation to Supervise Research  
HRS4R: Human Resources Strategy for Researchers  
Idhal: identifier for researchers and authors of academic and scientific contributions  
IGE: Research Engineer  
IGR: Research Engineer  
INPI: National Institute of Intellectual Property  
INRAE: National Research Institute for Agriculture, Food and the Environment  
INSERM: National Institute of Health and Medical Research  
LDG: Management Guidelines  
LPR: Research Programming Law  
MCF: Senior Lecturer  
MESRE: Ministry of Higher Education , Research and Space  
MOOC: Massive Open Online Course  
OA: Open Access (dissemination of research articles in digital format)  
SDGs: Sustainable Development Goals  
ONR: National Research Organizations  
UN: United Nations  
ORCID: Open Researcher and Contributor ID (identifier for researchers and authors of academic and scientific contributions)  
OTM-R: Open, Transparent and Merit-based Recruitment  
EAP: Equality Action Plan  
IP: Intellectual Property  
PR: University Professor  
PSC: Supplementary Social Protection  
PUI PREDICT: University Innovation Hub - Pre-Invention Declarations, Creations and Transfers  
PULSAR: call for projects from the Pays de la Loire Region  
QVCT: Quality of Life and Working Conditions  
Internal Regulations  
RIPEC: Compensation scheme for teaching and research staff  
RSU: Single Social Report  
SADP: Staff Support Service  
SCDA: Joint Documentation and Archives Service  
SDH: Disability Master Plan  
SFR: Federative Research Structure  
HRIS: Human Resources Information System  
TEDS: Ecological Transition for Sustainable Development  
MSCA Springboard: Call for projects for the Marie-Curie postdoctoral fellowship  
UA: University of Angers  
UMR: Joint Research Unit  
UR: Research Unit  
VDH: Gender-based and sexual violence, discrimination and harassment  
VP R: Vice President of Research  
VP HR: Vice President of Human Resources

## 1- List of HRS4R actions for 2020-2025 in relation to the principles of the Charter and Code

Theme	Action No.	Action description	Principles – HRS4R 2008 classification (Gap analysis)
<b>A- Recruitment</b>	1	Training on non-discriminatory communication	27-Gender balance (-/+)
	2	Improve candidate information (composition of selection committees, procedures, criteria, rights)	12-Recruitment (principles) (-/+) 13-Recruitment (procedure) (-/+) 14-Selection (+/-) 15-Transparency (-/+) 16-Merit assessment (+/-)
	3	Implementation of recruitment, promotion, and remuneration procedures for contract staff.	5-Contractual and legal obligations (+/-) 14-Selection (+/-) 15-Transparency (-/+)
	4	Internal and external communication on recruitment procedures and challenges	15-Transparency (-/+)
	5	Publication of academic staff, postdoctoral and research engineer job offers on EURAXESS	12-Recruitment (principles) (-/+) 13-Recruitment (procedure) (-/+)
	6	Training for members of recruitment and selection committees (gender stereotypes, selection criteria, interviews)	12-Recruitment (principles) (-/+) 13-Recruitment (procedure) (-/+) 14-Selection (+/-) 27-Gender balance (-/+)
	7	Encourage the use of professional simulations in recruitment procedures (MCF and PR)	16-Merit assessment (+/-)
	8	Redefine and promote the status of postdoctoral researchers (duration and remuneration standards)	21-Postdoctoral appointments (-/-) 22-Recognition of the profession (+/-) 26-Funding and salaries (+/-)
	9	Provide a human resources management and monitoring tool (including age pyramid, staff numbers, staff categories, grades, age, gender, and quantitative projections, etc.) to support recruitment planning. This tool will involve departments and research units in order to anticipate recruitment needs across the different career tracks.	17-Variations in the chronology of resumes (-/+) 18-Recognition of mobility experience (+/+) 19-Recognition of qualifications (+/-)

## 5.2 – APPENDIX 2: Review of the HRS4R Action Plan 2020–2025

		It will also include the development of a reference framework for relevant professional experience to be recognised in recruitment processes, as well as the consideration of mobility and qualifications	
	10	Digitisation of the procedure, digital links enabling better completion of application forms for contract staff	13-Recruitment (procedure) (-/+) 15-Transparency (-/+)
	11	Build a “toolbox” incorporating undetectable needs for the UA, based on the needs expressed by candidates.	13-Recruitment (procedure) (-/+)
<b>B- Ethics, non-discrimination, and gender</b>	12	Information and communication to staff on ethics and research integrity mechanisms : training, scientific integrity, ethics committee –Thematic meetings in the laboratories (EC skills booklet support)	2-Ethical principles (+/-) 3-Professional responsibility (+/-) 5-Contractual and legal obligations (+/-) 6-Responsibility (-/+)
	13	Ethics training in relation to the corporate world: civil servant obligations, scientific competitions, acquiring shares in a company, consultancy; protection against pressure groups	2-Ethical principles (+/-) 3-Professional responsibility (+/-) 31-Intellectual property rights (+/-)
	14	Creation of an ethics officer position	2-Ethical principles (+/-)
	15	Define internally within the UA what constitutes “authorship” in accordance with ethical rules. Establish rules of good conduct within the UA regarding authorship and incorporate them into the “Scientific Integrity” training programme.	3-Professional responsibility (+/-) 31-Intellectual property rights (+/-) 32-Co-author (-/+)
	16	Define co-authorship conditions through an institutional signature charter, by incorporating international standards. The UA signature principles must be included in the internal regulations (RI) of laboratories, which must be freely accessible to all on the intranet.	3-Professional responsibility (+/-) 31-Intellectual property rights (+/-) 32-Co-author (-/+)
	17	Establish training on intellectual property (IP). Make the existing optional training mandatory for doctoral students, and open it up to teaching staff and postdoctoral researchers.	3-Professional responsibility (+/-) 5-Contractual and legal obligations (+/-) 8-Dissemination and exploitation of results (+/-) 31-Intellectual property rights (+/-)
	18	Information on the national legal framework, the UA strategic orientation on gender and disability issues (framework letter, recruitment charter) (Selection Committee and Recruitment Committee Booklet)	2-Ethical principles (+/-) 5-Contractual and legal obligations (+/-) 10-Non-discrimination (+/-) 12-Recruitment (principles) (-/+) 27-Gender balance (-/+)
	19	Training courses on combating stereotypes, particularly gender and disability stereotypes, primarily aimed at governance, department heads, middle managers and recruitment panels.	10-Non-discrimination (+/-) 27-Gender balance (-/+)

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	20	Having an "equality" officer to ensure that equality issues are properly addressed at each stage of the process (particularly for job descriptions, promotion decisions, gender balance in project management, management of structures, etc.).	27-Gender balance (-/+)
	21	Monitoring young researchers during the first 10 years of their careers (incorporating mentoring + gender by integrating work-family balance)	24-Working conditions (-/+) 27-Gender balance (-/+) 28-Career development (-/+) 39-Access to research training and continuing development (-/+)
<b>C- Training</b>	22	Structuring a training program (possibly shared locally between EPST-UA) dedicated to teacher-researchers at each stage of their career and scientific and managerial responsibilities (HR, finance, prevention, etc.). Propose a training programme to the research unit (DU) management.	4-Professional attitude (+/-) 20-Seniority (+/-) 37-Supervision and management tasks (-/+) 38-Continuing professional development (+/-)
	23	Training in research funding, project development, management, and concrete rules for the operation of calls for tenders, ethics, intellectual property.	4-Professional attitude (+/-) 6-Responsibility (-/+) 33-Teaching (+/-) 36-Relationship with thesis/internship supervisors (+/-) 37-Supervision and management tasks (-/+)
	24	Training in recruitment procedures for department heads, UR heads and selection and recruitment committee chairs.	12-Recruitment (principles) (-/+) 13-Recruitment (procedure) (-/+) 14-Selection (+/-)
	25	Training for thesis supervisors: specifically, making HDRiale training and scientific integrity (IS) training compulsory in order to apply for HDR registration; for registered supervisors who receive thesis funding from the institution, making this funding conditional on participation in HDRiales and IS training	36-Relationship with thesis/internship supervisors (+/-)
	26	Raising awareness and training staff on Open Access (OA)	8-Dissemination and exploitation of results (+/-)
	27	Reorganisation of doctoral school (ED) training (and the course catalog) based on the skill sets to be acquired, with a common core curriculum for all doctoral students (same skills) in the first six months of the doctoral programme.	38-Continuing professional development (+/-)
	28	Individualised training plan for doctoral students, defined at the start of the thesis	20-Seniority (+/-) 36-Relationship with thesis/internship supervisors (+/-)
	29	Accessibility of MCFs to training courses listed in the doctoral catalogue.	38-Continuing professional development (+/-)
	30	Open the Intellectual Property (IP) MOOC to all ECs or newcomers	3-Professional responsibility (+/-) 8-Dissemination and exploitation of results (+/-) 31-Intellectual property rights (+/-)
<b>D- Staff support</b>	31	Construction of a dynamic interface enabling the visibility of key contacts (intranet) linked to the relevant department or activity (training, managers, etc.).	24-Working conditions (-/+) 28-Career development (-/+)

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			40-Supervision (-/+)
	32	Implementation of professional interviews for career prospects, definition of training needs, identification of individual issues to be integrated into personnel management and UA action.	30-Access to career guidance services (-/+) 38-Continuing professional development (+/-) 39-Access to research training and continuing development (-/+)
	33	Enable young ECs to establish themselves professionally under favorable conditions by monitoring the use of additional hours (HC) during their first three years of practice and by making use of possible time off at the start of their careers.	24-Working conditions (-/+) 33-Teaching (+/-)
<b>Cross-disciplinary</b>	34	Translation into English of all strategic documents of the UA and its RUs	12-Recruitment (principles) (-/+) 13-Recruitment (procedure) (-/+) OTM-R
<b>D- Staff support</b>	35	Improve information provided to C and EC regarding their rights and obligations towards UR. (Point to be worked on between UA, ED, UR, partners outside UA such as CNRS)	4-Professional attitude (+/-) 5-Contractual and legal obligations (+/-)
<b>D- Staff support (Action in reserve)</b>	36	Assignment of a resource person within the work unit to support teaching and research staff (tenured and contract) in their career planning and to assist new arrivals with their integration.	24-Working conditions (-/+) 28-Career development (-/+) 30-Access to career guidance services (-/+) 38-Continuing professional development (+/-) 39-Access to training in research and continuous development (-/+) 40-Supervision (-/+)
	37	Implementation of a career and mobility support tool (professional, international and statutory) for researchers, including information on existing schemes (CRCT, secondment, etc.).	29-Promotion of mobility (+/-) 38-Continuing professional development (+/-)
	38	Creation of a customisable intranet allowing everyone to access dedicated tools and information	24-Working conditions (-/+)
	39	Strengthen the consideration of staff investment in their outreach activities to the general public for their career advancement.	9-Commitment to society (+/+)
<b>B- Ethics, non-discrimination, and gender (Action in Reserve)</b>	40	Training on the institution and rules of public higher education and research, particularly for contract staff.	4-Professional attitude (+/-) 5-Contractual and legal obligations (+/-) 6-Responsibility (-/+) 7-Good practices in the research sector (+/+)

## 2- Timeline for the implementation of the HRS4R 2020-2025 action plan

Theme	Action No.	Summary description of the action	Support unit	Status Q4-2022	Status Q4-2023	Status Q4-2024	Status Q4-2025
<b>A- Recruitment</b>	1	Training on non-discriminatory communication	DRH	Completed (action closed)			
	2	Improve candidate information (composition of selection committees, procedures, criteria, rights)	DDN DRH DCOM	In progress	In progress	In progress	Completed (ongoing action)
	3	Implementation of recruitment, promotion, and remuneration procedures for contract staff.	DRH	Completed (ongoing action)			
	4	Internal and external communication on recruitment procedures and challenges	DRH DCOM	In progress	In progress	In progress	Completed (ongoing action)
	5	Publication of academic staff, postdoctoral and research engineer job offers on EURAXESS	DRH DI DRIED	In progress	In progress	Completed (ongoing action)	
	6	Training for members of recruitment and selection committees (gender stereotypes, selection criteria, interviews)	DRH	In progress	Completed (ongoing action)		
	7	Encourage the use of professional simulations in recruitment procedures (MCF and PR)	DRH	In progress	In progress	In progress	Completed (ongoing action)
	8	Redefine and promote the status of postdoctoral researchers (duration and remuneration standards)	DRH	Completed (ongoing action)			
	9	Provide a human resources management and monitoring tool (including age pyramid, staff numbers, staff categories, grades, age, gender, and quantitative projections, etc.) to support recruitment planning. This tool will involve	DRH DPE	In progress	In progress	In progress	Completed (ongoing action)

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		departments and research units in order to anticipate recruitment needs across the different career tracks. It will also include the development of a reference framework for relevant professional experience to be recognised in recruitment processes, as well as the consideration of mobility and qualifications					
	10	Digitisation of the procedure, digital links enabling better completion of application forms for contract staff	DRH	In progress	In progress	Completed (ongoing action)	
	11	Build a “toolbox” incorporating undetectable needs for the UA, based on the needs expressed by candidates.	DRH	Extended	Abandoned		
<b>B- Ethics, non-discrimination, and gender</b>	12	Information and communication to staff on ethics and research integrity mechanisms : training, scientific integrity, ethics committee –Thematic meetings in the laboratories (EC skills booklet support)	DRIED DCOM	Completed (ongoing action)			
	13	Ethics training in relation to the corporate world : civil servant obligations, scientific competitions, acquiring shares in a company, consultancy; protection against pressure groups	DRIED	In progress	Completed (ongoing initiative)		
	14	Creation of an ethics officer position	UA	Completed (ongoing action)			
	15	Define internally within the UA what constitutes “authorship” in accordance with ethical rules. Establish rules of good conduct within the UA regarding authorship and incorporate them into the “Scientific Integrity” training programme.	DRIED	Completed (ongoing action)			

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	16	Define co-authorship conditions through an institutional signature charter, by incorporating international standards. The UA signature principles must be included in the internal regulations (RI) of laboratories, which must be freely accessible to all on the intranet.	DRIED	Completed (ongoing action)			
	17	Establish training on intellectual property (IP). Make the existing optional training mandatory for doctoral students, and open it up to teaching staff and postdoctoral researchers.	DRIED	Extended	In progress	Completed (ongoing initiative)	
	18	Information on the national legal framework, the UA strategic orientation on gender and disability issues (framework letter, recruitment charter) (Selection Committee and Recruitment Committee Booklet)	DAGJ DRH	Extended	In progress	Completed (ongoing action)	
	19	Training courses on combating stereotypes, particularly gender and disability stereotypes, primarily aimed at governance, department heads, middle managers and recruitment panels.	DRH	In progress	In progress	Completed (ongoing initiative)	
	20	Having an "equality" officer to ensure that equality issues are properly addressed at each stage of the process (particularly for job descriptions, promotion decisions, gender balance in project management, management of structures, etc.).	DRH	In progress	Completed (ongoing action)		
	21	Monitoring young researchers during the first 10 years of their careers (incorporating mentoring + gender by integrating work-family balance)	DRH	In progress	In progress	In progress	To be extended

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<b>C- Training</b>	22	Structuring a training program (possibly shared locally between EPST-UA) dedicated to teacher-researchers at each stage of their career and scientific and managerial responsibilities (HR, finance, prevention, etc.). Propose a training programme to the research unit (DU) management.	DRIED DRH	Extended	Completed (ongoing action)		
	23	Training in research funding, project development, management, and concrete rules for the operation of calls for tenders, ethics, intellectual property.	DRIED DRH	Completed (ongoing initiative)			
	24	Training in recruitment procedures for department heads, UR heads and selection and recruitment committee chairs.	DRIED DRH	In progress	Completed (ongoing)		
	25	Training for thesis supervisors: specifically, making HDRiale training and scientific integrity (IS) training compulsory in order to apply for HDR registration; for registered supervisors who receive thesis funding from the institution, making this funding conditional on participation in HDRiales and IS training	DRIED DRH	Extended	Extended	In progress	Completed (ongoing action)
	26	Raising awareness and training staff on Open Access (OA)	DRIED SCDA	In progress	In progress	Completed (ongoing action)	
	27	Reorganisation of doctoral school (ED) training (and the course catalog) based on the skill sets to be acquired, with a common core curriculum for all doctoral students (same skills) in the first six months of the doctoral programme.	DRIED Doctoral college	In progress	In progress	In progress	Completed (ongoing action)
	28	Individualised training plan for doctoral students, defined at the start of the thesis	DRIED Doctoral college	In progress	In progress	Completed (ongoing)	

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	29	Accessibility of MCFs to training courses listed in the doctoral catalogue.	DRIED DRH	Completed (ongoing action)			
	30	Open the Intellectual Property (IP) MOOC to all ECs or newcomers	DRIED	Extended	In progress	Completed (ongoing initiative)	
<b>D- Staff support</b>	31	Construction of a dynamic interface enabling the visibility of key contacts (intranet) linked to the relevant department or activity (training, managers, etc.).	DDN DCOM	Extended	In progress	Completed (ongoing action)	
	32	Implementation of professional interviews for career prospects, definition of training needs, identification of individual issues to be integrated into personnel management and UA action.	DRH	In progress	In progress	In progress	To be extended
	33	Enable young ECs to establish themselves professionally under favorable conditions by monitoring the use of additional hours (HC) during their first three years of practice and by making use of possible time off at the start of their careers.	DRH UA	In progress	Completed (ongoing action)		
<b>Cross-functional</b>	34	Translation into English of all strategic documents of the UA and its RUs	DI DCOM	In progress	In progress	In progress	To be extended
<b>D- Staff support</b>	35	Improve information provided to C and EC regarding their rights and obligations towards UR. (Point to be worked on between UA, ED, UR, partners outside UA such as CNRS)	DRIED	Completed (ongoing action)			
	36	Assignment of a resource person within the work unit to support teaching and research staff (tenured and contract) in their career planning and to assist new arrivals with their integration.	DRIED DRH	Extended	In progress	In progress	To be extended
	37	Implementation of a career and mobility support tool (professional, international and statutory) for researchers, including	DRIED DRH	Extended	In progress	Completed (ongoing initiative)	

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		information on existing schemes (CRCT, secondment, etc.).					
	38	Creation of a customisable intranet allowing everyone to access dedicated tools and information	DDN DCOM	Extended	In progress	Completed (ongoing action)	
	39	Strengthen the consideration of staff investment in their outreach activities to the general public for their career advancement.	DRIED DCOM DRH	Extended	Completed (ongoing action)		
<b>B- Ethics, non-discrimination, and gender</b>	40	Training on the institution and rules of public higher education and research, particularly for contract staff.	DRIED DCOM DRH	Extended	Completed (ongoing action)		

## 3- Detailed review of the HRS4R 2020-2025 action plan

### Action 1: ~~Train in writing gender-neutral job descriptions~~ Training on non-discriminatory communication.

**Theme:** Recruitment

**Planned start date:** 2019: Q4-2020

**Planned completion in 2019:** Q2-2021

**Department(s) responsible:** Human Resources Department

**Associated HRS4R principle(s):** 27-Gender balance, OTM-R

**Related master plan(s) or action plan(s):** PAE 2021-2024 (action 2.1.3), SDH 2021-2024 (action 3.1)

**Status Q4-2022:** Completed (action closed)

**Review of the 2020-2025 period:** This action was reoriented in 2021 and renamed “Training in Non-Discriminatory Communication,” in connection with the actions of the 2021–2024 PAE and the 2021–2024 SDH. The objective was to train, before Q3 2022, the resource persons responsible for analysing and, where appropriate, reformulating job descriptions in a non-discriminatory manner. Seven resource persons (from the DRH) attended a one-day training course in 2022 on “Recruitment and Combating Discrimination.”

**Indicator(s):** 1.a- Training implemented. 1.b- Number of participants

2022 data	2022 training plan: focus on "Professional equality and prevention of discrimination," training on "Recruitment and combating discrimination (for the DRH)." On 04/08/2022, 7 participants.
2023 data	PAE interim review, Board of Directors meeting on October 26, 2023

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### Action 2: Improve candidate information (composition of selection committees, procedures, criteria, rights)

**Theme:** Recruitment

**Planned start date 2019:** Q4-2020

**Planned completion 2019:** Q4-2026

**Responsible department(s):** Digital Development Department / Human Resources Department / Communications Department

**Associated HRS4R principle(s):** 12-Recruitment (principles); 13-Recruitment (procedure); 14-Selection; 15-Transparency; 16-Merit assessment, OTM-R

**Related blueprint(s) or action plan(s):** PAE 2021-2024 (action 2.1.3), SDH 2021-2024 (action 3.1), PAE 2024-2027 (axis 2)

**Status Q4-2022:** In progress

**Status Q4-2023:** In progress

**Status Q4-2024:** In progress

**Status Q4-2025:** Completed (ongoing action)

**Review of the 2020-2025 period:** With regard to external communication on recruitment, systematic information on job profiles and procedures is provided on the AU website (<https://www.univ-angers.fr/fr/universite/travailler-a-l-ua.html>) with a potential link to the Galaxie ministerial portal depending on the job category. Regarding the composition of selection boards, information is provided systematically for the recruitment of tenured staff and for certain categories of contract positions (e.g., Junior Professor Chair). In 2025, the "[Guide to the internal and external recruitment of Biats staff](#)" (without competition) was implemented with new tools deployed (Beetween). The OTM-R charter has been thoroughly revised and will be published in Q1 2026.

**Indicator(s):** 2.a- 30% at 2 years, 60% at 4 years, and 100% at 6 years: coverage rate for positions over 60% completed

**Indicator(s):** 2.b ~~Effective implementation of a wiki~~ Revised OTM-R charter

### Action 3: Implementation of recruitment, promotion, and remuneration procedures for contract staff.

**Theme:** Recruitment

**Planned start date: 2019:** Q4-2020

**Planned completion 2019:** Q4-2026

**Department(s) responsible:** Human Resources Department (DRH)

**Related HRS4R principle(s):** 5-Contractual and legal obligations; 14-Selection; 15-Transparency, OTM-R

**Related policy framework(s) or action plan(s):** PAE 2021-2024 (action 1.2.3), PAE 2024-2027 (axis 1)

**Status Q4-2022:** Completed (ongoing action)

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**Review of the 2020-2025 period:** The framework for the recruitment and remuneration of contract faculty (known as LRU, Article L. 954-3 of the Education Code) was revised in 2020. Under the Civil Service Transformation Act (LFTP) No. 2019-828 of August 6, 2019, the University of Angers established its [Management Guidelines](#) (LDG) in 2021 relating to the promotion and development of the career paths of its staff and contract agents in particular. These have been in force since then. The LDG set out the framework for the recruitment, advancement, and remuneration of staff. At the end of 2021, the University of Angers also set the compensation framework for Biatss staff on permanent contracts, which will be updated in 2022 and then in 2023 for teachers and Biatss staff on permanent contracts.

**Indicator(s):** 3.a- 30% at 2 years, 60% at 4 years, and 100% at 6 years

2020 data	Framework for the recruitment and remuneration of contract ECs: Board meeting of July 9, 2020.
2021 data	Management Guidelines (LDG) for promotion and career development: adopted by Board resolution no. 025/15/04/2021. Compensation framework for Biatss agents on permanent contracts: Board meeting of November 29, 2021
2022 data	Implementation of the LDG and the E-Biatss compensation framework – 100% target achieved
2023 data	Implementation of the LDGs and the E-Biatss compensation framework. Update of the LDGs by Board resolution on 09/28/2023 – 100% target achieved PAE interim review, Board of Directors meeting 10/26/2023
2024 data	Implementation of LDGs – 100% target achieved

### Action 4: Internal and external communication on recruitment procedures and challenges

**Theme:** Recruitment

**Planned start date 2019:** Q4-2021

**Planned completion 2019:** Q2-2023

**Responsible department(s):** Human Resources Department / Communications Department

**Associated HRS4R principle(s):** 15-Transparency, OTM-R

**Related master plan(s) or action plan(s):** PAE 2021-2024 (axis 1), SDH 2021-2024 (action 1.1, action 3.1)

**Status Q4-2022:** In progress

**Status Q4-2023:** In progress

**Status Q4-2024:** In progress

**Status Q4-2025:** Completed (ongoing action)

**Review of the 2020-2025 period:** The HR policy challenges for recruitment were defined in the 2022-2024 resource letter (Board of Directors meeting of April 15, 2021). In terms of external communication on recruitment, systematic information on job profiles and procedures is provided on the [AU website](#), which refers, where necessary, to the national websites of the ministries responsible for higher education. Internally, [information is provided on the new "UA&moi" intranet](#), which was launched in early 2024. All internal mobility opportunities have been posted in real time in the intranet news section since 2023.

In addition, on the UA&Moi intranet, a "community" dedicated to managers includes a tab on useful *documents* ("wiki").

On the UA&Moi intranet, a "community" dedicated to Research includes a tab for *Resource Pages* dedicated to [Recruitment](#) with tools to assist recruiters (job description templates, step-by-step visual guide to the procedure, etc.) (see: action no. 10).

In 2025, the "[Guide to the internal and external recruitment of Biatss staff](#)" (excluding competitive examinations) was implemented with new tools deployed.

The OTM-R charter has been substantially revised and will be published in Q1 2026.

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**Indicator(s):** 4.a- Update in line with regulatory changes or relevant needs of the targeted measures: completed

### Action 5: Publication of academic staff, postdoctoral and research engineer job offers on EURAXESS

**Theme:** Recruitment

**Planned start date: 2019:** Q4-2020

**Planned completion in 2019:** Q4-2026

**Department(s) responsible:** Human Resources Department / International Affairs Department / Research, Innovation, and Doctoral Studies Department

**Associated HRS4R principle(s):** 12-Recruitment (principles); 13-Recruitment (procedure), OTM-R

**Related master plan(s) or action plan(s):** International Strategy 2023-2027 (Axis 2 "Increase international visibility and attractiveness," action "Promote UA research areas internationally"; Axis 4 "Ensuring a successful experience for international students at the UA," action "Strengthen support for international researchers").

**Status Q4-2022:** In progress

**Status Q4-2023:** In progress

**Status Q4-2024:** Completed (ongoing action)

**Review of the 2020-2025 period:** All MCF and PR positions are published on Euraxess (with a link to the Galaxie portal) by the HR department (teaching division). The same applies to ATER positions advertised for recruitment (HR department, teaching division). Contractual teaching and research positions ("ECER") are published on Euraxess, except for the second campaign, where scheduling constraints do not allow this. All Junior Professor Chair (CPJ) positions are published on Euraxess (HR department, teaching division). With regard to IGE/IGR positions, only those with an international focus are published on Euraxess. Publication on Euraxess takes place at the request of the project leader by the HR department. Post-doc positions have been published systematically on Euraxess since 2023, on an ongoing basis, both on the UA website (legal obligation) and on the Euraxess website. (Managed by the HR department's recruitment division through the transmission of files by the DRIED).

**Indicator(s):** 5.a- Indicators of publication on Euraxess: 30% at 2 years, 60% at 4 years and 100% at 6 years: completed

### Action 6: Training for members of recruitment and selection committees (gender stereotypes, selection criteria, interviews)

**Theme:** Recruitment

**Planned start date: 2019:** Q4-2020

**Planned completion 2019:** Q4-2025

**Responsible department(s):** Vice President for Equality / Human Resources Department

**Associated HRS4R principles:** 12-Recruitment (principles); 13-Recruitment (procedure); 14-Selection; 27-Gender balance, OTM-R

**Related master plan(s) or action plan(s):** PAE 2021-2024 (action 6.3.1)

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**Status Q4-2022:** In progress      **Status Q4-2023:** Completed (ongoing action)

**Review of the 2020-2025 period:** Training for (vice) presidents and (vice) chairs of EC selection and recruitment committees (CoS) has been in place for several years on regulatory aspects, including equal treatment of male and female candidates. In 2021, a specific and separate training course was created on gender stereotypes and various biases. In 2022, it was decided to combine these types of training courses into a single course on "regulatory aspects, combating discrimination, and gender bias in selection," led by the VPs in charge of equality and HR. In addition, a complementary [Moodle self-training platform](#) has been added for all CoS members.

In 2025, the format was revised, separating the "non-discrimination training" component (PAE Coordinator and Equality Officer) from the "regulatory aspects training" component (VP-HR). The associated Moodle platform was updated.

**Indicator(s):** 6.a- Integration into the training plan. 6.b- 50% of local members trained within 4 years: completed

2020 data	Training for (vice)chairs of selection and recruitment committees, regulatory aspects (VP-HR), April 8, 2020 (remote-COVID-19), 21 registered.
2021 data	- 2021 training plan: focus on "Professional equality and prevention of discrimination"; training course "Training to become a member of a recruitment panel or selection committee" (RM CONSEIL, part of the RGM conseil Group), 14/04/2021, 9 participants registered. - Training for (vice) presidents of selection and recruitment committees, regulatory aspects (VP-HR), February 3, 2021 (remote-covid19), 29 participants.
2022 data	- Training for (vice)chairs of selection and recruitment committees, regulatory aspects, combating discrimination and gender bias in selection (VP HR, VP Equality), March 14, 2022, 26 registered participants present
2023 data	Training for (vice)chairs of selection and recruitment committees, regulatory aspects, combating discrimination and gender bias in selection (VP HR, VP Equality), March 15, 2023, 49 registered PAE interim review, Board of Directors 10/26/2023
2024 data	Training for (vice)chairs of selection and recruitment committees, regulatory aspects, combating discrimination and gender bias in selection (VP HR, VP Equality), 03/21/2024, 45 registered

### Action 7: Encourage the use of professional simulations in recruitment procedures (MCF and PR)

**Theme:** Recruitment

**Planned start date:** 2019: Q1-2024

**Planned completion in 2019:** Q4 2025

**Department(s) responsible:** Vice President of Human Resources / Human Resources Department

**Associated HRS4R principle(s):** 16-Merit-based judgment, OTM-R

**Related blueprint(s) or action plan(s):**

**Status Q4-2022:** In progress

**Status Q4-2023:** In progress

**Status Q4-2024:** In progress

**Status Q4-2025:** Completed

**Review of the 2020-2025 period:** The incentive to implement "professional placement" for the recruitment of MCFs and PRs is provided by the VP-HR's letter sent each year to the departments to launch the synchronised recruitment campaign. The incentive is also included in the model job description, which explains the ambition of the HRS4R approach. While

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this action as such has been carried out (incentive), its results are more mixed (target not achieved in terms of professional scenarios applied by the selection and recruitment committees). The reason for this is the standardized nature of these scenarios (Article 9.2 of Decree No. 84-431 of June 6, 1984), which leaves little room for maneuver for the CoS.

**Indicator(s):** 7.a- Action already underway – 100% of PR and MCF positions by 2024

2020 data	VP-HR letter to departments, October 2020: Synchronized MCF and PR recruitment campaign for 2021, establishment of selection and recruitment committees and publishable profiles 2020 campaign. MCF positions filled: 12.5%. PR positions filled: 20%.
2021 data	VP-HR letter to departments, October 2021: Synchronized MCF and PR recruitment campaign 2022, establishment of selection and recruitment committees and publishable profiles 2021 campaign. MCF positions filled: 20%. PR positions filled: 0%.
2022 data	VP-HR letter to departments, October 2022: Synchronized MCF and PR recruitment campaign 2023, establishment of selection and recruitment committees and publishable profiles 2022 campaign. MCF positions filled: 19.05%. PR positions filled: 10%.
2023 data	VP-HR letter to departments, October 2023: Synchronized MCF and PR recruitment campaign 2024, establishment of selection and recruitment committees and publishable profiles 2023 campaign. MCF positions filled: 31.58%. PR positions filled: 33.33%.
2024 data	VP-HR letter to departments, October 2024: Synchronized MCF and PR recruitment campaign 2025, establishment of selection and recruitment committees and publishable profiles 2024 campaign. MCF positions filled: 5.56%. PR positions filled: 30%.

### Action 8: Redefine and promote the status of postdoctoral researchers (duration and remuneration standards)

**Theme:** Recruitment

**Planned start date:** 2019: Q4-2020

**Planned completion 2019:** Q4-2026

**Responsible department(s):** Human Resources Department / UA

**Related HRS4R principles:** 21-Postdoctoral appointments; 22-Recognition of the profession; 26-Funding and salaries, OTM-R

**Related blueprint(s) or action plan(s):** International Strategy 2023-2027 (Axis 2 "Increasing international visibility and attractiveness")

**Status Q4-2022:** Completed (ongoing action)

**Review of the 2020-2025 period:** Under the Research Programming Law (LPR) No. 2020-1674 of December 24, 2020, and its implementing decree No. 2021-1450 of November 4, 2021, relating to postdoctoral contracts under public law, a national framework for postdoctoral researchers has been established, covering their status, maximum duration, and remuneration standards.

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**Indicator(s):** 8.a- Establishment of an internal settlement point

2021 data	Decree No. 2021-1450 of November 4, 2021 relating to postdoctoral contracts under public law provided for in Article L. 412-4 of the Research Code
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**Action 9: Provide a human resources management and monitoring tool (including age pyramid, staff numbers, staff categories, grades, age, gender, and quantitative projections, etc.) to support recruitment planning. This tool will involve departments and research units in order to anticipate recruitment needs across the different career tracks. It will also include the development of a reference framework for relevant professional experience to be recognised in recruitment processes, as well as the consideration of mobility and qualifications.**

**Theme:** Recruitment

**Planned start date: 2019:** Q4-2021

**Planned completion 2019:** Q4-2027

**Responsible department(s):** Human Resources Department / Steering and Evaluation Department

**Associated HRS4R principle(s):** 17-Variations in the chronology of resumes; 18-Recognition of mobility experience; 19-Recognition of qualifications, OTM-R

**Related master plan(s) or action plan(s):** Multi-year Contract 2022-2027, specific section for the University of Angers (Axis 3. Strengthen governance and professionalization of steering and decision-making tools [...])

**Status Q4-2022:** In progress

**Status Q4-2023:** In progress

**Status Q4-2024:** In progress

**Status Q4-2025:** Completed (ongoing action)

**Review of the 2020–2025 period:** At the institutional level, the action focused on the implementation of the Single Social Report (RSU) and the Social Database (BdS), in application of LTFP No. 2019-828 of August 6, 2019 (Decree of May 7, 2021 establishing the list of indicators contained in the social database for the civil service). This data is available on [the intranet](#). As part of the HCERES 2020-2021 evaluation campaign for the 2022-2027 establishment contract, the Research Units (UR) have also produced their self-evaluations, including a section describing their 5-year projects and strategy and, in particular, their recruitment projections. Each RU's project and strategy were formalized in a mission statement from the RU's management.

In 2024 and 2025, the DematCE digital tool for job campaigns was rolled out as part of a revised multi-year steering process for contracts of objectives and means (CPOM), components, and services.

**Indicator(s):** 9.a- Creation of a dynamic document (dematCE)

2020 data	- RSU 2020 - UR self-assessment documents, HCERES 2020-2021 assessment campaign
2021 data	- RSU 2021
2022 data	- RSU 2022 - Mission statement from the director of the UR
2023 data	- RSU 2023

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2024 and 2025 data | - RSU 2024. Documents and dynamic tool for DematCE and CPOM job campaigns

**Indicator(s):** 9.b- Positions concerned: 30% at 2 years, 60% at 4 years, and 100% at 6 years: see RSU

### Action 10: Digitisation of the procedure, digital links enabling better completion of application forms for contract staff.

**Theme:** Recruitment

**Planned start date: 2019:** Q2-2021

**Planned completion in 2019:** Q4-2021

**Department(s) responsible:** Human Resources Department / Digital Development Department

**Associated HRS4R principle(s):** 13-Recruitment (procedure); 15-Transparency, OTM-R

**Related master plan(s) or action plan(s):** PAE 2021-2024 (axis 1), SDH 2021-2024 (action 1.1, action 3.1)

**Status Q4-2022:** In progress

**Status Q4-2023:** In progress

**Status Q4-2024:** Completed (ongoing action)

**Review of the 2020-2025 period:** Digitization is effective with the implementation of tutorials for applicants.

For researchers and research support staff, job offers are published on the [UA website](#) and the application process is paperless.

For contract lecturers (ECER), job offers are published on the [UA website](#) and the application process is fully paperless.

For ATERs, the procedure is fully digitized via the Ministry's website (GALAXIE – ALTAÏR).

In addition, internally, DRIED has posted [support tools for recruiters](#) on the intranet (job description templates, step-by-step visual guide to the procedure).

[The BEETWEEN online tool](#), in place since October 2023, allows applicants for BIATSS positions to apply entirely online. In addition, all permanent job offers are published on the [choisir-le-service-public.fr](#) website and, for certain positions identified by DRIED, translated into English on the EURAXESS website.

**Indicator(s):** 10.a- Effective digitization. Documents available online. Links to standard documents and useful sections for candidate information: Completed

### Action 11: Build a “toolbox” incorporating undetectable needs for the UA, based on the needs expressed by candidates.

**Theme:** Recruitment

**Planned start date: 2019:** Q4-2021

**Planned completion 2019:** 2028

**Responsible department(s):** Human Resources Department / COPIL HRS4R / Vice President of Research

**Associated HRS4R principle(s):** 13-Recruitment (procedure), OTM-R

**Related master plan(s) or action plan(s):**

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Status Q4-2022: Extended      Status Q4-2023: Action abandoned

**Review of the 2020-2025 period:** Action abandoned due to insufficient human resources to develop the toolbox.

**Indicator(s):** 11.a- Tools made available online

### Action 12: Information and communication to staff on ethics and research integrity mechanisms : training, scientific integrity, ethics committee –Thematic meetings in the laboratories (EC skills booklet support)

**Theme:** Ethics, non-discrimination, and gender

**Planned start date: 2019:** Q4-2021

**Planned completion 2019:** Q4-2022

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / Communications Department

**Associated HRS4R principles:** 2-Ethical principles; 3-Professional responsibility; 5-Contractual and legal obligations; 6-Accountability

**Related policy framework(s) or action plan(s):** LTFP Law No. 2019-828 of August 6, 2019 (ethics in the civil service), LPR Law No. 2020-1674 of December 24, 2020 (ethics, scientific integrity)

**Status T4-2022:** Completed (ongoing action)

**Review of the 2020-2025 period:** In 2022, two speakers, including the UA's Scientific Integrity Officer, gave presentations on ethics and scientific integrity in all research units. The University of Angers also has a [Research Ethics Committee](#) shared with Le Mans University as part of the Angers-Le Mans experimental COMUE. Its aim is to guarantee the protection of individuals with regard to the protocols envisaged for carrying out research on cohorts of participants, outside the RIPH. Numerous training courses/information sessions have been held with wide dissemination to all audiences (e.g., video clip March 2024). Since 2020, ethics and scientific integrity training has been provided to doctoral students. This training is mandatory before the thesis defense. After a COVID-related interruption during the 2021-2022 academic year, training resumed in 2022. Since 2023, non-doctoral students (EC, Biatss, etc.) have been allowed to register for these courses, provided that there are places available that have not been reserved for doctoral students. In 2026, following the dissolution of the Angers-Le Mans experimental COMUE, the Research Ethics Committee will be placed under the leadership of the University of Angers.

**Indicator(s):** 12.a- Effectiveness of a schedule of meetings with laboratories

2022 data	Intervention in all research units in laboratory general meetings on ethics and scientific integrity
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**Indicator(s):** 12.b- Number of staff who have completed the Scientific Integrity training course ([https://intranet.univ-angers.fr/jcms/9567\\_JEvent/ethique-et-integrite-scientifique](https://intranet.univ-angers.fr/jcms/9567_JEvent/ethique-et-integrite-scientifique))

2021 data	All UR researchers. Academic year 2020-2021: 3 groups of doctoral students (October 14-21 and 28, 2020): 53 doctoral students and 1 assistant professor
2022 data	All UR researchers. Academic year 2021-2022 (1 session on January 31, 2021): 23 doctoral students trained

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2023 data	2023 catalog, training on ethics and scientific integrity open to all: 2023-2024 academic year, 1 session on April 16, 2024, 17 doctoral students trained and 2 staff members (CPJ and IGE) Health Charter: ethics, integrity, professional conduct signed by the faculty council on July 12, 2023
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**Indicator(s):** 12.c- Number of projects that sought the opinion of the ethics committee

2020 data	12
2021 data	9
2022 data	17
2023 data	16
2024 data	17

### Action 13: Ethics training in relation to the corporate world : civil servant obligations, scientific competitions, acquiring shares in a company, consultancy; protection against pressure groups.

**Theme:** Ethics, non-discrimination, and gender

**Planned start date: 2019:** Q4-2021

**Planned completion 2019:** Q4-2022 ongoing action

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department

**Associated HRS4R principle(s):** 2-Ethical principles; 3-Professional responsibility; 31-Intellectual property rights

**Related policy framework(s) or action plan(s):** LTFP Law No. 2019-828 of August 6, 2019 (ethics in the civil service), LPR Law No. 2020-1674 of December 24, 2020 (ethics, scientific integrity)

**Status Q4-2022:** In progress

**Status Q4-2023:** Completed (ongoing action)

**Review of the 2020-2025 period:** Through the creation of an ethics officer position (action 14), awareness and training in ethics have been developed in research units through interventions by the ethics officer. Several courses and even teaching units aimed at students pursuing research careers have been or are being implemented within the UA (Health, LLSH, DEG departments, etc.) to train them in the ethics of their future profession. It should be noted that this topic is covered within the "CJB" research unit with publications on HAL (e.g. "The obligation of dignity of public officials").

Action linked to action 14

**Indicator(s):** 13.a- Training implemented: YES. 13.b- Number of participants: data not available

### Action 14: Creation of an ethics officer position

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**Theme:** Ethics, non-discrimination, and gender

**Planned start date: 2019:** Q4-2020

**Planned completion in 2019:** Q4-2020

**Responsible department(s):** UA

**Associated HRS4R principle(s):** 2-Ethical principles

**Related policy framework(s) or action plan(s):** LTFP Law No. 2019-828 of August 6, 2019 (ethics in the civil service), LPR Law No. 2020-1674 of December 24, 2020 (ethics, scientific integrity)

**Status T4-2022:** Completed (ongoing action)

**Review of the 2020-2025 period:** the ethics officer position was created on September 1, 2020, with the appointment of an ethics officer with a mission statement.

**Indicator(s):** 14.a- Creation of the ethics officer role: appointment of the ethics officer on September 1, 2020. Board meeting of November 26, 2020 (creation of a bonus associated with the ethics officer role)

**Action 15: Define internally within the UA what constitutes “authorship” in accordance with ethical rules. Establish rules of good conduct within the UA regarding authorship and incorporate them into the “Scientific Integrity” training programme.**

**Theme:** Ethics, non-discrimination, and gender

**Planned start date 2019:** Q2-2021

**Planned completion 2019:** Q4-2021

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department

**Associated HRS4R principle(s):** 3-Professional responsibility; 31-Intellectual property rights; 32-Co-authorship

**Related policy framework(s) or action plan(s):** LTFP Law No. 2019-828 of August 6, 2019 (ethics in the civil service), LPR Law No. 2020-1674 of December 24, 2020 (ethics, scientific integrity)

**Status T4-2022:** Completed (ongoing action)

**Review of the 2020-2025 period:** An ethics officer was appointed at the University of Angers in September 2020. Their role is to monitor and provide useful advice on compliance with ethical obligations and principles, and to deal with cases of conflict of interest. In addition, a scientific integrity officer has been in place at the University of Angers since 2016, responsible for promoting good research practices as defined in particular in the "National Charter of Ethics for Research Professions."

In addition, the model internal regulations for research units, approved by the Research Committee on September 19, 2022, now include an article on ethics, scientific integrity, and professional conduct concerning scientific results and intellectual property rights relating to the unit's research work.

(See also action 16, action 35)

**Indicator(s):** 15.a- Creation of an "ethics" document including a framework letter and charter

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2023 data	Health charter voted on by the faculty council on July 12, 2023
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**Indicator(s):** 15.b- Effective integration of this dimension into the internal regulations of the research units

2022 data	Vote to approve the internal regulations of the laboratories by the Research Committee on September 19, 2022. See Article 9
2023 data	Receipt of the internal regulations of the laboratories. Action completed

**Indicator(s):** 15.c- Effective scientific integrity training. See action 12

**Action 16: Define co-authorship conditions through an institutional signature charter, by incorporating international standards. The UA signature principles must be included in the internal regulations (RI) of laboratories, which must be freely accessible to all on the intranet.**

**Theme:** Ethics, non-discrimination, and gender

**Planned start date: 2019:** Q2-2021

**Planned completion 2019:** Q4-2021

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / Vice President of Research

**Associated HRS4R principle(s):** 3-Professional responsibility; 31-Intellectual property rights; 32-Co-authorship

**Related master plan(s) or action plan(s):**

**Status Q4-2022:** Completed (ongoing action)

**Review of the 2020-2025 period:** The joint signature charter for scientific publications at the UA was adopted by the Research Commission on January 18, 2021 (revised on March 22, 2022). In 2022, the charter and signature template were incorporated into the RIs of the research units, renewed for the 2022-2027 contract. These new RIs were signed and distributed in 2022-2023. Laboratories are required to bring the RI to the attention of staff by posting it on the premises and, if available, on the intranet. It should be noted that numerous training sessions have been held on the topics of co-authorship, the signature charter, and dissemination via HAL. (See also action 15, action 35).

**Indicator(s):** 16.a- Signature charter signed

2021 data	Joint signature charter for scientific publications at the AU: adopted at the CR meeting on January 18, 2021
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**Indicator(s):** 16.b- 100% of unit regulations amended and published online

2022 data	Signature and dissemination of new UR RIs, incorporating the charter and signature template (see Appendix 2 of the RI)
2023 data	Signature and dissemination of new UR RIs, incorporating the charter and signature template. (Continuation and completion of the action)

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### Action 17: Set up training on intellectual property. Make the existing optional training mandatory for doctoral students and open it up to research professors and post-doctoral students.

**Theme:** Ethics, non-discrimination, and gender

**Planned start date: 2019:** Q4-2021

**Planned completion 2019:** Q4-2024

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / Vice President for Research

**Associated HRS4R principles:** 3-Professional responsibility; 5-Contractual and legal obligations; 8-Dissemination and use of results; 31-Intellectual property rights

**Related master plan(s) or action plan(s):**

**Status Q4-2022:** Extended

**Status Q4-2023:** In progress

**Status Q4-2024:** Completed (ongoing action)

**Review of the 2020-2025 period:** The (regional) doctoral college did not wish to make this training compulsory. However, the UA wished to develop training in this area for a varied audience (doctoral students, EC and researchers, post-doctoral students, and new arrivals). Action delayed in view of the implementation of action 30, see this action.

**Indicator(s):** 17.a- Existing open training. 17.b- Number of participants

2020 data	Annual training for doctoral students on intellectual property
2021 data	Training not carried out during COVID period
2022 data	Training for doctoral students not provided internally, trainer on sick leave
2023 data	INPI training for new EC arrivals (November 16, 2023, and October 17, 2023)
2024 data	"Protection of results" page on the Research community intranet (accessible to all UA staff, including doctoral students on contract), see "Life of a research project." Resumption of internal IP training for doctoral students.

### Action 18: Information on the national legal framework, the UA strategic orientation on gender and disability issues (framework letter, recruitment charter) (Selection Committee and Recruitment Committee Booklet)

**Theme:** Ethics, non-discrimination, and gender

**Planned start date: 2019:** Q1-2022

**Planned completion in 2019:** Q4-2022

**Responsible department(s):** General, Legal and Institutional Affairs Department / Human Resources Department / Vice President for Equality

**Related HRS4R principle(s):** 2-Ethical principles; 5-Contractual and legal obligations; 10-Non-discrimination; 12-Recruitment (principles); 27-Gender balance

**Related blueprint(s) or action plan(s):** PAE 2021-2024 (action 6.3.1), SDH 2021-2024 (action 1.1, action 3.1)

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**Status Q4-2022:** Extended      **Status Q4-2023:** In progress      **Status Q4-2024:** Completed (ongoing action)

**Review of the 2020-2025 period:** All information is posted on a [Moodle platform](#) intended for all CoS members. See action 6. Each time a synchronized campaign is launched, a letter from the governance team (VP in charge of human resources) reminds the component departments that a minimum of 40% of each gender is expected to be represented among all CoS chairs in the component.

In addition to a Moodle self-training course on recruitment bias (UA commitments), since (at least) 2020, there has been training or awareness-raising (CoS information meeting) for CoS chairs and vice-chairs and component secretaries on the functioning and methods of CoS deliberations.

**Indicator(s):** 18.a- Production of a selection committee booklet including a framework letter and charter: YES (Moodle platform format)

### Action 19: Training courses on combating stereotypes, particularly gender and disability stereotypes, primarily aimed at governance, department heads, middle managers and recruitment panels.

**Theme:** Ethics, non-discrimination, and gender

**Planned start date:** Q1 2022

**Planned completion 2019:** Q4-2022 ongoing action

**Responsible department(s):** Human Resources Department / Vice President for Equality

**Associated HRS4R principles:** 10-Non-discrimination; 27-Gender balance

**Related master plan(s) or action plan(s):** PAE 2021-2024 (actions 6.2, 6.3.2), SDH 2021-2024 (action 1.1, action 3.1)

**Status Q4-2022:** In progress      **Status Q4-2023:** In progress      **Status Q4-2024:** Completed (ongoing action)

**Review of the 2020-2025 period:** With regard to the (vice)chairs and (vice)presidents of the EC selection and recruitment committees (CoS), a specific and separate training course on gender stereotypes and various biases was created in 2021 and 2022. In 2022, it was decided to combine these two types of training into a single course on "regulatory aspects, combating discrimination, and gender bias in selection," led by the VPs in charge of equality and HR. In addition, a self-training platform (Moodle) has been created for all CoS members.

With regard to governance, training courses for department directors and middle managers are part of the training plan: management courses and/or more specific training courses related to disability and the equality action plan: diversity workshop, non-discrimination training, "Recruiting an employee" training, etc. (See also PAE interim review, Board meeting 10/26/2023).

**Indicator(s):** 19.a- Training implemented. 19.b- Number of participants

2021 data	<ul style="list-style-type: none"> <li>- 2021 training plan: focus on "Professional equality and prevention of discrimination"; training course on "Becoming a member of a recruitment panel or selection committee," April 14, 2021, 9 registered participants present.</li> <li>- Training for (vice)chairs of selection and recruitment committees, regulatory aspects (VP-HR), February 3, 2021 (remote-COVID-19), 29 registered.</li> <li>- 2021 training plan: "Management" focus; training course: "Key management skills for preventing and supporting situations of disability and burnout."</li> <li>- Disability training</li> </ul>
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2022 data	- Training for (vice)chairs of selection and recruitment committees, regulatory aspects, combating discrimination and gender bias in selection (VP HR, VP Equality), March 14, 2022, 26 registered participants present. Moodle self-training: 14 new registrants. - 2022 training plan: "Management" focus; training course "Key management skills for preventing and supporting situations of disability and professional burnout – Manager + managers course."
2023 data	Training for (vice)chairs of selection and recruitment committees, regulatory aspects, combating discrimination and gender bias in selection (VP HR, VP Equality), 15/03/2024, 49 registered. Moodle self-training: 13 new registrations. - 2023 training plan: "Management" focus; training course: "Key management skills for preventing and supporting situations of disability and burnout." - 2023 training plan: "Equality" focus; training course: "Diversity Fresco Workshop." Manager training program: 24 registrants. Disability training. PAE interim review, Board meeting 10/26/2023
2024 data	Training for (vice) presidents and (vice) chairpersons of selection and recruitment committees, regulatory aspects, combating discrimination and gender bias in selection (VP HR, VP Equality), 03/21/2024, 45 registered. Moodle self-training: 7 new registrants Manager training program: 12 registrants. Disability training.

**Action 20: Having a "gender" "equality" officer to ensure that equality issues are properly addressed at each stage of the process (particularly for job descriptions, promotion decisions, gender balance in project management, management of structures, etc.).**

**Theme:** Ethics, non-discrimination, and gender

**Planned start date: 2019:** Q4-2021

**Planned completion in 2019:** Q4-2021

**Department(s) responsible:** Vice President of Equality, Human Resources Department

**Associated HRS4R principle(s):** 27-Gender balance

**Related master plan(s) or action plan(s):** PAE 2021-2024 (actions 5.2.1, 5.2.2, 5.2.4, 6.2, 6.3.1, 6.3.2, 6.3.3)

**Status Q4-2022:** In progress      **Status Q4-2023:** Completed (ongoing action)

**Review of the 2020-2025 period :** The concept of "gender advisor" has been changed to "equality officer" as part of the implementation of the PAE 2021-2024. In addition to the Vice President in charge of equality (already in place before 2020), supported by an equality assistant, there is now an equality officer (already in place before 2020) and equality advisors in departments and services, created in 2023 (28 positions created, E, EC, and Biatss), after a year of experimentation in 2022-2023 in the LLSH department.

The [equality mission](#) will thus be structured in 2023 by the Vice-President in charge of equality, supported by an equality mission assistant, an equality officer, a group of 28 equality advisors, and an equality commission. A PAE coordinator was recruited in 2024.

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With regard more specifically to tenured ECs and gender equality issues for job descriptions (recruitment) and decisions on promotion and the awarding of individual bonuses, the equality advisor is the VP HR: reviewing job descriptions with the VP R, presenting gender data and gender targets for promotions and individual bonus allocations to a select committee, in accordance with [the LDG on promotion and career development](#) and [the LDG on the compensation system for teacher-researchers \(RIPEC\)](#) at the University of Angers. See also PAE interim review, Board of Directors meeting of October 26, 2023.

### Indicator(s): 20.a- Status report completed

2021 data	Technical Committee meeting of February 18, 2021, and Board of Directors meeting of March 11, 2021: Gender equality plan
2023 data	CSA of 10/17/2023: Review of Equality Action Plan 1 and methodology for developing PAE 2 Board meeting of October 26, 2023: Report on the implementation of the multi-year action plan for gender equality

### Indicator(s): 20.b- Identifiable "gender" representative. 20.c- Number of consultations

2020 data	Board meeting of March 12, 2020 : election of the Vice-President in charge of equality Board meeting of November 26, 2020: bonus for equality officer (appointment of officer on September 1, 2020, see appointment order)
2022 data	Restricted CAC meeting on 07/11/2022 (promotions)
2023 data	CSA meeting on June 23, 2023: creation of equality advisors on September 1, 2023 Board meeting on July 13, 2023: reference framework for hourly equivalencies, creation of equality officers on September 1, 2023 Restricted CAC meeting on July 10, 2023 (promotions) PAE interim review, Board of Directors meeting on October 26, 2023
2024 data	Restricted CAC meeting on 07/10/2024 (promotions)

## Action 21: Monitoring young researchers during the first 10 years of their careers (incorporating mentoring + gender by integrating work-family balance)

**Theme:** Ethics, non-discrimination, and gender

**Planned start date 2019:** Q1-2022

**Planned completion 2019:** Q4-2022

**Responsible department(s):** Vice President for Equality / Vice President for Human Resources / Human Resources Department

**Related HRS4R principle(s):** 24-Working conditions; 27-Gender balance; 28-Career development; 39-Access to research training and continuous development

**Related policy framework(s) or action plan(s):** PAE 2021-2024 (axis 2, actions 3.2.1, 3.2.2, 5.2.1, 5.2.2), PAE 2024-2027 (axis 2, action 5)

**Status Q4-2022:** In progress

**Status Q4-2023:** In progress

**Status Q4-2024:** In progress

**Status Q4-2025:** To be extended

**Review of the 2020-2025 period :** The term "gender advisor" was changed to "equality officer" as part of the implementation of the PAE 2021-2024. The Vice President in charge of equality (already in place before 2020), supported by an equality assistant, is joined by an equality officer (already in place before 2020) and equality advisors in departments and services, created in 2023 (28 positions created, E, EC, and Biatss), after a year of experimentation in 2022-2023 in the LLSH department.

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The [equality mission](#) will thus be structured in 2023 by the Vice-President in charge of equality, supported by an equality mission assistant, an equality officer, a group of 28 equality advisors, and an equality commission. An PAE coordinator was recruited in 2024. The network thus established supports staff on issues of equality, work-life balance, etc.

As part of the 2021-2024 PAE (actions 3.2.1 and 3.2.2), a [parenting guide](#) was published in 2022 and a "booster" system was implemented, involving an interview upon the employee's return from maternity or parental leave.

For Biatss staff, a professional and individual interview is conducted each year by the direct line manager.

For newly recruited MCFs, an individual interview with the VPs in charge of HR and Research is systematically conducted during the probationary year.

In 2023 and 2024, MCFs appointed four years ago (2019 and 2020 promotions) were invited to an individual interview with the VP in charge of Research to follow up on their integration into research.

All staff members can request support from the mobility and career advisor and, more generally, the staff support service (SADP), which will be reinforced by an additional position in 2024.

In 2025, implementation of the PAE 2024-2027 (axis 2, action 5).

(Action linked to actions 32 and 36).

This action is to be extended in a modified format under pillar 4 of the HRS4R 2026-2029 action plan.

### Indicator(s): 21.a- Identifiable "gender" representative

2020 data	Board meeting of March 12, 2020: election of the Vice President in charge of equality Board meeting of November 26, 2020: Chair of the Board responsible for equality (appointment of the person responsible on September 1, 2020?? See appointment order)
2023 data	Board of Directors meeting on June 23, 2023: creation of equality advisors on September 1, 2023 Board meeting of July 13, 2023: reference framework for hourly equivalencies, creation of equality officers on September 1, 2023 PAE interim review, Board of Directors meeting on October 26, 2023

### Indicator(s): 21.b- Career monitoring (regular professional interviews, etc.) - target: 100% in 4 years

2021 data	Newly recruited MCFs in 2020, individual interviews 2020-2021 VP HR and R: 8 interviews/8 SADP annual activity report
2022 data	Newly recruited MCFs in 2021, individual interviews 2021-2021 VP HR and R: 5 interviews/5 SADP annual activity report
2023 data	Newly recruited MCFs in 2022, individual interviews 2022-2023 VP HR and R: 21 interviews/21 SADP annual activity report
2024 data	Newly recruited MCFs in 2023, individual interviews VP HR and R: 2 interviews/17 (impact of the change in UA governance in 2024) MCFs appointed in 2019 and 2020, individual interviews 2023-2024 on research integration follow-up VP R: 14 interviews/14 SADP annual activity report

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**Action 22: Structuring a training program (possibly shared locally between EPST-UA) dedicated to teacher-researchers at each stage of their career and scientific and managerial responsibilities (HR, finance, prevention, etc.). Propose a training programme to the research unit (DU) management.**

**Theme:** Training

**Planned start date 2019:** Q1-2022

**Planned completion 2019:** Q4-2022

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / Human Resources Department

**Related HRS4R principle(s):** 4-Professional Conduct; 20-Seniority; 37-Supervision and Management Tasks; 38-Continuing Professional Development

**Related blueprint(s) or action plan(s):**

**Status Q4-2022:** Extended

**Status Q4-2023:** Completed (ongoing action)

**Review of the 2020-2025 period:** The training program for new research unit and SFR directors (33) and their deputies (32) took place in the first half of 2022: January 14, 2022: financial management and operation of the UA; February 3, 2022: human resources part 1: the fundamentals; February 25, 2022: research contracts; March 15, 2022: human resources part 2, contract management; March 30, 2022: research tools (including internal regulations); April 26, 2022, doctoral training and equality/prevention of discrimination; May 12, 2022, research promotion and dissemination. Please note that continuing education is provided each year through the DU conference. (See also action 24).

**Indicator(s):** 22.a- Have a shared EPST-UA training catalog in the field of research. 22.b- Number of training courses taken

2020 data	Annual DU conference
2021 data	Annual DU conference
2022 data	Training for new DUs as part of the implementation of the new five-year contract: from January 14, 2022, to May 12, 2022. DUs and SFRs: 21 out of 33 present for all or part of the training. Deputy DUs: 15 out of 32 present for all or part of the training.
2023 data	Annual DU conference

**Action 23 : Training in research funding, project development, management, and concrete rules for the operation of calls for tenders, ethics, intellectual property.**

**Theme:** Training

**Planned start date 2019:** Q1-2022

**Planned completion 2019:** Q4-2022

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / Human Resources Department

**Associated HRS4R principles:** 4-Professional conduct; 6-Responsibility; 33-Teaching; 36-Relationship with thesis/internship supervisors; 37-Supervision and management tasks

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### Related policy(ies) or action plan(s):

**Status Q4-2022:** Completed (ongoing action)

**Review of the 2020-2025 period:** Information and training sessions on the ANR action plan are held every year in September. Training to assist with project development (in July: general training for all funders; in February-March: ANR budget training and presentation of PI, HR, DAF). In addition, there are personalized appointments (development and monitoring of complex projects).

The UA's Cap Europe center, through its "Springboard to Marie Curie" program, provides support to UA researchers and teacher-researchers applying for Marie Curie postdoctoral fellowships. Training in project monitoring was also provided in 2022 to new MCF-PR arrivals and continues each year.

A presentation of the training/information sessions organized each year for researchers on research funding and project development was given to the research committee on October 21, 2024. It shows that the following meetings are organized each year: ANR Phase 1 training; Training for project winners; PULSAR preparation (Pays de la Loire Region call for proposals); Training for new arrivals (2 sessions); Individual meetings for new arrivals; MSCA Springboard (on request); Road to ERC; Overview of research funding; Introduction to setting up research projects (2 levels).

**Indicator(s):** 23.a- Training implemented. 23.b- Number of participants

2021 data	ANR action plan training 09/28/2021 Cap Europe support Springboard to Marie Curie 2021 (first edition) Cap Europe training Horizon Europe program 11/25/2021 TANGRAM training – Fil'Innov regional program 09/23/2021
2022 data	ANR action plan training 09/29/2022 Project development workshops 07/11/2022 Cap Europe support Springboard to Marie Curie 2022 (second edition) Training for newcomers MCF  PR project monitoring
2023 data	ANR action plan training 09/19/2023 Project development workshops 01/17/2023 Cap Europe support Springboard to Marie Curie 2022 (third edition)
2024 data	ANR action plan training 09/16/2024 Project development workshops 07/01/2024

### Action 24: Training in recruitment procedures for department heads, UR heads and selection and recruitment committee chairs.

**Theme:** Training

**Planned start date:** Q1 2022

**Planned completion in 2019:** Q4-2023

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / Human Resources Department

**Associated HRS4R principle(s):** 12-Recruitment (principles); 13-Recruitment (procedure); 14-Selection

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**Related master plan(s) or action plan(s):** PAE 2021-2024 (actions 6.3.1)

**Status Q4-2022:** In progress

**Status Q4-2023:** Completed (ongoing action)

**Review of the 2020-2025 period:** For training courses for the chairs of the selection and recruitment committees for tenured ECs, see action 6.

Training (including recruitment issues) for new research unit and SFR directors (33) and their deputies (32) took place in the first half of 2022: January 14, 2022, financial management and operation of the UA; February 3, 2022: human resources, part 1, the fundamentals; February 25, 2022: research contracts; March 15, 2022: human resources, part 2, managing contract staff; March 30, 2022: research tools (including internal regulations); 04/26/2022, doctoral training and equality/prevention of discrimination; 05/12/2022, research promotion and dissemination.

(See also Action 6, Action 22).

**Indicator(s):** 24.a- Training implemented. 24.b- Number of participants

2021 data	Awareness-raising on project-based recruitment carried out as part of training for successful candidates (annual). See supporting document for action 23
2022 data	Awareness-raising on project-based recruitment carried out as part of training for successful candidates (annual) Training for new DUs as part of the implementation of the new five-year contract: from January 14, 2022, to May 12, 2022. DUs and SFRs: 21 out of 33 present for all or part of the training. Deputy DUs: 15 out of 32 present for all or part of the training (see action 22)
2023 data	Awareness-raising on project-based recruitment carried out as part of training for successful candidates (annual) Implementation of a digital tool dedicated to research recruitment (FUA)

**Action 25: Training for thesis supervisors: specifically, making HDRiale training and scientific integrity (IS) training compulsory in order to apply for HDR registration; for registered supervisors who receive thesis funding from the institution, making this funding conditional on participation in HDRiales and IS training.**

**Theme:** Training

**Planned start date 2019:** Q1-2022

**Planned completion in 2019:** Q4-2022

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / Vice President of Research

**Associated HRS4R principle(s):** 36-Relationship with thesis/internship supervisors

**Related master plan(s) or action plan(s):** PAE 2021-2024 (action 4.3.5)

**Status Q4-2022:** Extended

**Status Q4-2023:** Extended

**Status Q4-2024:** In progress

**Target status Q4-2025:** Completed (ongoing action)

**Review of the 2020-2025 period:** Among other conditions, registration for the HDR requires completion of the "supervising doctoral students" and "prevention of sexual harassment/violence" training courses prior to the HDR defense. Discussions on recommendations concerning authorization for HDR enrollment starting in the 2023-2024 academic

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year were held in 2023 (doctoral division council meeting of April 14, 2023) and taken up again by the research committee (October 2024). A working group (research committee) established criteria for HDR enrollment by doctoral school in 2025. See [Qualification to supervise research](#).

**Indicator(s):** 25.a- Define a participation rate for these days / number of potential MCF HDRs and PRs (70%): data not available

### Action 26: Raising awareness and training staff on Open Access (OA).

**Theme:** Training                      **Planned start date 2019:** Q1-2022                      **Planned completion 2019:** 2027

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / SCDA

**Associated HRS4R principle(s):** 8-Dissemination and exploitation of results

**Related master plan(s) or action plan(s):**

**Status T4-2022:** In progress                      **Status Q4-2023:** In progress                      **Status Q4-2024:** Completed (ongoing action)

**Review of the 2020-2025 period:** In addition to the on-demand training courses set up since 2021, numerous training courses and information have been provided by the DRIED open access advisor to research units and teacher-researchers. Introduction of an open access bonus as part of scientific credits. Also worth noting is the information available on the intranet site, such as "Open Science prerequisites," Hal repository, Open Science obligations, etc. (UA&moi intranet site, research community).

**Indicator(s):** 26.a- Increase in the percentage of UA publications in OA with a long-term goal of 100% (intermediate goal: 50% in 2027)

2021 data	Implementation of an open access bonus for research units as part of scientific funding (decision CR 06/12/2021)
2023-2024 data	Numerous publications on the new intranet. OA = 39% as of 10/25/2024 (Percentage of documents deposited on HAL UA compared to the number of articles referenced)

### Action 27: Reorganisation of doctoral school (ED) training (and the course catalog) based on the skill sets to be acquired, with a common core curriculum for all doctoral students (same skills) in the first six months of the doctoral programme.

**Theme:** Training                      **Planned start date 2019:** Q1-2022                      **Planned completion 2019:** Q4-2022

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / Doctoral College

**Associated HRS4R principle(s):** 38-Continuing professional development

**Related master plan(s) or action plan(s):**

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**Status Q4-2022:** In progress      **Status Q4-2023:** In progress      **Status Q4-2024:** In progress      **Status Q4-2025:** Completed (ongoing action)

**Review of the 2020-2025 period:** Since the start of the 2022 academic year, the Pays de la Loire regional doctoral college has sought to organise doctoral training into skill blocks following the publication of the RNCP (National Register of Professional Certifications) document on doctoral studies (decree of February 22, 2019). The UA's doctoral center is actively involved in this development through its doctoral center director, who is also the joint director of the Pays de la Loire doctoral college. Delays have been caused in part by difficulties related to the national AMETHIS application. The action is considered complete in Q4-2025.

**Indicator(s):** 27.a- Creation of a catalog/training plan. 27.b- Redefinition of training

2022 data	Creation of a questionnaire by the Pays de la Loire College in early 2022 for the implementation of the skills block training program at the start of the 2022 academic year. Integration into the AMETHIS application (national consortium) used by doctoral students.
2023 data	AMETHIS, a large consortium, is still evolving to comply with this skills-based approach.

### Action 28: Individualised training plan for doctoral students, defined at the start of the thesis.

**Theme:** Training

**Planned start date: 2019:** Q1-2022

**Planned completion 2019:** Q4-2023

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / Doctoral College

**Associated HRS4R principle(s):** 20-Seniority; 36-Relationship with thesis/internship supervisors

**Related master plan(s) or action plan(s):**

**Status Q4-2022:** In progress      **Q4-2023 status:** In progress      **Status Q4-2024:** Completed (ongoing action)

**Review of the 2020-2025 period:** Individual training agreement provided for by the decree of May 25, 2016. Its presence is verified in the UA registration file. It must be present at the time of re-registration and reviewed by the monitoring committee. Special attention has been requested from thesis supervisors for an individualized, supported, and evolving training plan.

**Indicator(s):** 28.a- Verification at the time of UA registration

2020 data	Effective verification of the presence of the individual agreement in the registration file.
2024 data	Since the start of the 2024 academic year, doctoral students in the Pays de la Loire region have been able to activate their individual training plans on AMETHIS. Once this information has been completed, the doctoral student receives an individual notification indicating the implementation of training courses corresponding to their training plan.

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### Action 29: Accessibility of MCFs to training courses listed in the doctoral catalogue.

**Theme:** Training

**Planned start date:** Q4 2020

**Planned completion in 2019:** Q4-2020

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / Human Resources Department

**Associated HRS4R principle(s):** 38-Continuing professional development

**Related master plan(s) or action plan(s):**

**Status Q4-2022:** Completed (ongoing action)

**Review of the 2020-2025 period:** MCFs have access to the training courses in the catalogue as soon as there are enough places and the subject is suitable. Attempts were made in 2022 and 2023 to share the doctoral center's training courses in the UA staff catalogue, but the scope and compatibility differences between the tools made this impossible. However, a few training courses have been opened up. (Examples of training courses: animal experimentation – project designers; ethics; etc.).

In 2024, the doctoral center will open its training courses to researchers other than doctoral students as soon as possible.

This action will be reviewed as part of pillar 4 of the HRS4R 2026-2029 action plan.

**Indicator(s):** 29.a- Effective opening of the catalog: action completed

### Action 30: Open the Intellectual Property (IP) MOOC to all ECs or newcomers proposed by SATT Ouest

**Theme:** Training

**Planned start date 2019:** Q1-2021

**Planned completion 2019:** Q2-2021

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department

**Associated HRS4R principle(s):** 3-Professional responsibility; 8-Dissemination and exploitation of results; 31-Intellectual property rights

**Related master plan(s) or action plan(s):**

**Status Q4-2022:** Extended

**Status Q4-2023:** In progress

**Status Q4-2024:** Completed (ongoing action)

**Review of the 2020-2025 period:** This action was delayed due to legal issues with SATT. Implementation was in the initialization phase at the end of 2022. Training began in 2024, via remote MOOC introductory courses on intellectual property offered by the National Institute of Intellectual Property (INPI).

These MOOCs are organized into three different sequences (see 2023 data). During training for new EC arrivals, the availability of this MOOC is mentioned.

Since the end of 2023, this MOOC has been integrated into an entrepreneur's course as part of the EU-GREEN Alliance: training took place in May 2024.

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### Indicator(s): 30.a- Existing open training

2023 data	<p>On March 21, 2023, an email was sent to all doctoral students informing them that, in addition to face-to-face training on IP, they could take the INPI MOOC, specifying that these hours could be included in their training plan.</p> <p>Remote MOOC training courses introducing intellectual property offered by the National Institute of Intellectual Property (INPI):</p> <ul style="list-style-type: none"> <li>- MOOC "Understanding Intellectual Property" - 8 hours (available to doctoral students from all doctoral schools)</li> <li>- MOOC "Patents" - 2 hours (suitable for doctoral students from the BS, 3MG, VAAME, and SIS doctoral schools)</li> <li>- MOOC "Design" - 2 hours (suitable for doctoral students from the MaSTIC, ALL, STT, ECLIS, DSP, and EDGE doctoral schools)</li> </ul> <p>INPI training for new EC arrivals (28 people: October 17, 2023, and November 16, 2023). And MOOC reminder email on November 20, 2023.</p>
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### Indicator(s): 30.b- Number of participants

2024 data	<p>The INPI MOOC does not allow us to know how many people log on to it, as the University of Angers is not one of its administrators. However, UA staff who have taken this MOOC and would like to use it for personal training purposes can do so, as they receive a badge at the end of each training sequence.</p> <p>On February 21, 2024, information on the protection of results, particularly IP, according to status (faculty, doctoral students, students, interns, administrative and technical staff), and on securing project set-up will be posted on the Research community for the information of all UA staff, regardless of their status.</p>
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## Action 31: Construction of a dynamic interface enabling the visibility of key contacts (intranet) linked to the relevant department or activity (training, managers, etc.)

**Theme:** Staff support

**Planned start date:** 2019: Q4 2020

**Planned completion in 2019:** Q4-2021

**Department(s) responsible:** Digital Development Department / Communications Department

**Related HRS4R principle(s):** 24-Working conditions; 28-Career development; 40-Supervision

**Status Q4-2022:** Extended

**Status Q4-2023:** In progress

**Status Q4-2024:** Completed (ongoing action)

**Related blueprint(s) or action plan(s):**

**Review of the 2020-2025 period:** In 2024, several complementary solutions are now available to address this issue.

a) Directory

- Online directory: accessible from the website and intranet, this tool is available to everyone and allows searches by: last name/first name; position and assignment (allows users to search for a contact person based on their responsibilities); phone number

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- Directory by department and service: accessible from the website and intranet, this tool, reserved for staff members, allows users to view the organization of the various structures that make up the University of Angers and identify the appropriate contact person. Searches can be performed either via the drop-down list, which displays all the structures within the institution, or via a search function.

b) Identification of contact persons on the intranet site: the launch of the new UA intranet site in November 2023 was accompanied by an editorial charter aimed in particular at better identifying contact persons in order to improve the identification of resource persons. This strategy is accompanied by systematic training for new contributors to the intranet site. Thus, on each page of the intranet site, depending on the topic covered (HR, health, prevention and safety, purchasing and public procurement, etc.), a contact person is identified.

In 2025, additional work was done on the directory to include employees' additional responsibilities (those that do not fall within their main function) in their directory listings. This was done to make it easier to find them via a search in the directory or on the intranet.

**Indicator(s):** 31.a- Number of requests: indicator replaced by Creation of the dynamic interface.

### Action 32 : Implementation of professional interviews for career prospects, definition of training needs, identification of individual issues to be integrated into personnel management and UA action

**Theme:** Staff support

**Planned start date 2019:** Q4-2021

**Planned completion 2019:** Q4-2025

**Responsible department(s):** Vice President of Human Resources / Human Resources Department

**Associated HRS4R principle(s):** 30-Access to career guidance services; 38-Continuing professional development; 39-Access to research training and continuing development

**Related blueprint(s) or action plan(s):** PAE 2021-2024 (axis 2, actions 3.2.2, 5.2.1, 5.2.2)

**Status Q4-2022:** In progress

**Status Q4-2023:** In progress

**Status Q4-2024:** In progress

**Status Q4-2025:** To be extended

**Review of the 2020-2025 period:** For Biatss staff, a professional and individual interview is conducted each year by the direct line manager.

For newly recruited MCFs, an interview with the VPs in charge of HR and Research is systematically conducted during the internship year. Integrated into the training program for interns since 2025.

In 2023 and 2024, MCFs appointed within the last four years (2019 and 2020 promotions) were invited to an individual interview with the VP in charge of Research to discuss their integration into research.

All staff members can request support from the mobility and career advisor and, more generally, the staff support service (SADP), which will be reinforced by a new position in 2024. A schedule of coordinated interviews between managers and in line with the career monitoring of CNU's remains to be developed for ECs, in conjunction with the directors of research units. Currently, as part of the CNU's career monitoring process, which involves submitting a file at the request of the EC, the VP in charge of HR is informed of any feedback from the CNU that requires action by the UA.

Action 2025 : implementation of PAE 2024-2027, axis 2. (Action coupled with action 21 and action 36)

This action is extended under pillar 4 of the HRS4R 2026-2029 action plan.

**Indicator(s):** 32.a- Effective implementation of a schedule of coordinated interviews between managers (HR Director, UR Director, Department Director, etc.)

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2021 data	Newly recruited MCFs in 2020, individual interviews 2020-2021 VP HR and R: 8 interviews/8 SADP annual activity report
2022 data	Newly recruited MCFs in 2021, individual interviews 2021-2021 VP HR and R: 5 interviews/5 SADP annual activity report
2023 data	Newly recruited MCFs in 2022, individual interviews 2022-2023 VP HR and R: 21 interviews/21 SADP annual activity report
2024 data	Newly recruited MCFs in 2023, individual interviews with VP HR and R: 2 interviews/17 (impact of the change in UA governance in 2024) Newly recruited MCFs in 2024, individual interviews with VP HR and R: 2 interviews/8 (impact of the change in UA governance in 2024) MCFs appointed in 2019 and 2020, individual interviews in 2023-2024 on research integration follow-up VP R: 14 interviews/14 SADP annual activity report
2025 data	Newly recruited MCFs in 2025, individual interviews 2025 VP HR and R: 6 interviews/6 SADP annual activity report

**Action 33 : Enable young ECs to establish themselves professionally under favorable conditions by monitoring the use of additional hours (HC) during their first three years of practice and by making use of possible time off at the start of their careers.**

**Theme :** Staff support

**Planned start date 2019:** Q1-2021

**Planned completion 2019:** Q4-2023

**Responsible department(s):** Human Resources Department / UA

**Associated HRS4R principle(s):** 24-Working conditions; 33-Teaching

**Related master plan(s) or action plan(s):** PAE 2021-2024 (axis 2)

**Status Q4-2022:** In progress

**Status Q4-2023:** Completed (ongoing action)

**Review of the 2020-2024 period:** The ban on overtime for trainee MCFs was already in place in 2020. The limitation on the use of additional hours by MCFs during the first two years of tenure was defined as part of the revision of [the hourly equivalence reference framework](#) (ref EH) in 2022: CA of July 7, 2022, ref EH 2022-2023, limitation to a maximum of 96 hetd of additional hours for tenured MCFs during the first two years of tenure. It has been applied since the 2022-2023 academic year for those tenured in 2022 and beyond. In terms of research, trainee MCFs have benefited (since 2022-2023) from an individual grant that can be supplemented by various regional schemes.

**Indicator(s):** 33.a- Reduction in the number of additional hours worked by young MCFs

2022 data	Board meeting of July 7, 2022: ref. EH 2022-2023, limitation to a maximum of 96 hetd of overtime (HC) for tenured MCFs in the first two years of tenure. 14 MCFs tenured in 2020. HC 2020-2021: average 57.76 hetd, 1 MCF > 96 hetd. HC 2021-2022: average 61.80 hetd, 4 MCFs > 96 hetd.
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2023 data	Board meeting of July 13, 2023: ref EH 2023-2024 7 MCFs starting in 2021. HC 2021-2022: average 84.47 hetd, 2 MCFs > 96 hetd. HC 2022-2023: average 91.70 hetd, 5 MCFs > 96 hetd.
2024 data	Board meeting of July 11, 2024: ref EH 2024-2025 5 MCFs appointed in 2022. HC 2022-2023: average 45.23 hetd, 0 MCFs > 96 hetd. HC 2023-2024: average 37.83 hetd, 0 MCFs > 96 hetd.

### Action 34: Translation into English of all strategic documents of the UA and its RUs

**Theme:** Cross-cutting

**Planned start date 2019:** Q1-2020

**Planned completion 2019:** ongoing action

**Responsible department(s):** International Department / Communications Department

**Associated HRS4R principle(s):** 12-Recruitment (principles); 13-Recruitment (procedure); OTM-R

**Related master plan(s) or action plan(s):** International Strategy 2023-2027

**Status Q4-2022:** In progress

**Status Q4-2023:** In progress

**Status Q4-2024:** In progress

**Status Q4-2025:** To be extended

**Review of the 2020-2025 period:** With regard to UA communication to and for the international community, the creation of an English version of the international website represents a major improvement. Its content and functionality enable the effective transmission of necessary information to students, researchers, and current and potential UA partners who do not speak French. There is a desire to continue improving the website's functionality, in particular to facilitate navigation when switching from the French to the English version, and to offer more content in collaboration with the various departments and laboratories (excerpt from the "International Strategy 2023-2027").

**Indicator(s):** 34.a- Documents posted online: YES for part of the OTM-R charter and HRS4R action plan

### Action 35 : Improve information provided to C and EC regarding their rights and obligations towards UR. (Point to be worked on between UA, ED, UR, partners outside UA such as CNRS)

**Theme:** Staff support

**Planned start date:** Q4-2021

**Planned completion 2019:** Q4-2021

**Department(s) responsible:** Research, Innovation, and Doctoral Studies Department

**Associated HRS4R principle(s):** 4-Professional conduct; 5-Contractual and legal obligations

**Related master plan(s) or action plan(s):**

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**Status Q4-2022:** Completed (ongoing action)

**Review of the 2020-2025 period:** the IRs of the research units have been renewed for the 2022-2027 contract. These new IRs were signed and distributed in 2022-2023. (See also action 15, action 16).

**Indicator(s):** 35.a- UR internal regulations renewed

2022 data	Signing and distribution of new UR IRs
2023 data	Signing and distribution of new UR IRs. Thirteen research units have drawn up their internal regulations based on the UA model, i.e., all URs under the sole supervision of the UA, plus three URs supervised by the UA and another supervisory body.

### Action 36 : Assignment of a resource person within the work unit to support teaching and research staff (tenured and contract) in their career planning and to assist new arrivals with their integration.

**Theme:** Staff support

**Planned start date in 2019:** not defined

**Planned completion in 2019:** not defined

**Responsible department(s):** Research, Innovation, and Doctoral Studies Department / Human Resources Department

**Associated HRS4R principle(s):** 24-Working conditions; 28-Career development; 30-Access to career guidance services; 38-Continuing professional development; 39-Access to research training and continuing development; 40-Supervision

**Related blueprint(s) or action plan(s):** PAE 2021-2024 (axis 2), 2023-2027 International Strategy (axis 4), PAE 2024-2027 (axis 2)

**Status Q4-2022:** In progress

**Status Q4-2023:** In progress

**Status Q4-2024:** In progress

**Status Q4-2025:** to be extended

**Review of the 2020-2025 period:** Newly recruited MCFs are accompanied and advised by "peer mentors" as part of a year-long training program punctuated by group meetings. An individual interview with the VPs in charge of HR and Research is systematically conducted during this internship year.

In 2023 and 2024, MCFs appointed four years ago (2019 and 2020 cohorts) were invited to an individual interview with the VP in charge of Research to discuss their integration into the research community.

All staff members can request support from the mobility and career advisor and, more generally, the staff support service (SADP), which will be reinforced by an additional position in 2024.

A schedule of interviews between managers and/or the relevant local contact person still needs to be established for ECs.

Action 2025 : implementation of PAE 2024-2027, axis 2. (Action coupled with action 21 and action 32)

This action is extended under pillar 4 of the HRS4R 2026-2029 action plan.

**Indicator(s):** 36.a- One contact person identified in each work unit. 36.b- Number of requests from faculty members (appointments made)

2021 data	Newly recruited assistant professors in 2020, individual interviews 2020-2021 VP HR and R: 8 interviews/8
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	SADP annual activity report
2022 data	Newly recruited MCFs in 2021, individual interviews 2021-2021 VP HR and R: 5 interviews/5 SADP annual activity report
2023 data	Newly recruited MCFs in 2022, individual interviews 2022-2023 VP HR and R: 21 interviews/21 SADP annual activity report
2024 data	Newly recruited MCFs in 2023, individual interviews with VP HR and R: 2 interviews/17 (impact of the change in UA governance in 2024) Newly recruited MCFs in 2024, individual interviews with VP HR and R: 2 interviews/8 (impact of the change in UA governance in 2024) MCFs appointed in 2019, individual interviews in 2023-2024 on research integration follow-up VP R: 14 interviews/14 SADP annual activity report
2025 data	Newly recruited MCFs in 2025, individual interviews in 2025 VP HR and R: 6 interviews/6 SADP annual activity report

### Action 37 : Implementation of a career and mobility support tool (professional, international and statutory) for researchers, including information on existing schemes (CRCT, secondment, etc.).

**Theme:** Staff support

**Planned start date 2019:** not defined

**Planned completion in 2019:** not defined

**Department(s) responsible:** Research, Innovation, and Doctoral Studies Department / Human Resources Department

**Associated HRS4R principle(s):** 29-Promoting mobility; 38-Continuing professional development

**Related master plan(s) or action plan(s):** PAE 2021-2024 (axis 2)

**Status Q4-2022:** Extended

**Status Q4-2023:** In progress

**Status Q4-2024:** Completed (ongoing action)

**Review of the 2020-2024 period:** Since 2023, the intranet site (tab "HR info" > career path > [Measures to devote oneself to a research or teaching project](#)) has presented the various professional mobility measures: CNRS/ CPP/CRCT delegation. In addition, a *News* page is posted each year when each campaign is launched (according to the MESR calendar). An internal HR schedule is set up for sending information on CRCT/CNRS delegation/career monitoring, grade advancement, service adjustments (2<sup>nd</sup> degree), internal promotion, and RIPEC C3. Each launch email specifies the schedule, application procedures, dates, GALAXIE connection links (texts), and links to the CNU website (recommendations). The intranet page displays a brief overview. The *News* pages are specific and updated with the dates and calendar for the current year.

**Indicator(s):** 37.a- Number of visits to the pages created, participation in information campaigns, mobility achieved.

2024 data	As of 11/20/2024, the general intranet page on CRCT, CNRS delegation, and CPP programs (published on 10/03/24): 42 views. As of 11/20/2024, the <i>News</i> page on the 2025-2026 CRCT campaign (published on October 18, 2024): 108 views. As of 11/20/2024, the <i>News</i> page on the 2025-2026 CNRS delegation welcome campaign (published on October 7, 2024): 57 views. As of 11/20/2024, the <i>News</i> page on the 2024 promotions (published on September 23, 2024): 211 views.
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## 5.2 – APPENDIX 2: Review of the HRS4R Action Plan 2020–2025

	As of 11/20/2024, the <i>News</i> page on the 2024 RIPEC C3 bonus (published on February 16, 2024): 510 views. As of 11/20/2024, the <i>News</i> page on Erasmus+ teaching and training mobility (published on November 18, 2024): 27 views.
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### Action 38 : Creation of a customisable intranet allowing everyone to access dedicated tools and information

**Theme:** Staff support      **Planned start date 2019:** not defined      **Planned completion in 2019:** not defined

**Department(s) responsible:** Digital Development Department / Communications Department

**Associated HRS4R principle(s):** 29-Promoting mobility; 38-Continuing professional development

**Related master plan(s) or action plan(s):**

**Status Q4-2022:** Extended      **Status Q4-2023:** In progress      **Status Q4-2024:** Completed (ongoing action)

**Review of the 2020-2025 period:** The new "UA&moi" intranet, launched in early 2024, meets the target action. See in particular [the Research section](#).

**Indicator(s):** 38.a- Number of personalized web pages created: number of participants in the "Research" section of UA&moi: 976 in Q4-2025.

### Action 39 : Strengthen the consideration of staff investment in their outreach activities to the general public for their career advancement.

**Theme:** Staff support      **Planned start date 2019:** not defined      **Planned completion in 2019:** not defined

**Responsible department(s):** Research, Innovation and Doctoral Studies Department / Communications Department / Human Resources Department

**Associated HRS4R principle(s):** 9-Commitment to society; 11-Evaluation systems

**Related master plan(s) or action plan(s):**

**Status Q4-2022:** Extended      **Status Q4-2023:** Completed

**Review of the 2020-2025 period:** the management guidelines (LDG) relating to the compensation scheme for teacher-researchers (RIPEC) at the University of Angers, as voted in 2023, take into account in the evaluation of applications for the C3 individual bonus and the allocation for scientific activities, involvement in Science and Society initiatives (dissemination to the general public, scientific mediation, participatory science), and more generally the dissemination of humanist culture, in particular through the development of the humanities and social sciences, and scientific, technical, and industrial culture.

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Within the framework of the LPR of December 24, 2020, and the creation of a temporary internal promotion pathway based on a list of eligible MCFs, the institution's LDGs relating to the promotion and enhancement of career paths take into account all the activities of teacher-researchers, including their involvement in Science and Society initiatives.

**Indicator(s):** 39.a- Inclusion of this criterion in the evaluation grids for local advancement files and the RIPEC C3 bonus: [institution's LDG](#)

2023 data	RIPEC LDG, Board of Directors meeting of May 13, 2023
2024 data	RIPEC LDG, Board of Directors meeting of June 27, 2024

### Action 40 : Training on the institution and rules of public higher education and research, particularly for contract staff.

**Theme:** Ethics, non-discrimination, and gender

**Planned start date 2019:** not defined

**Planned completion 2019:** not defined

**Responsible department(s):** UA

**Associated HRS4R principle(s):** 4-Professional conduct; 5-Contractual and legal obligations; 6-Accountability; 7-Good practices in the research sector

**Status Q4-2022:** Extended      **Status Q4-2023:** Completed (ongoing action)

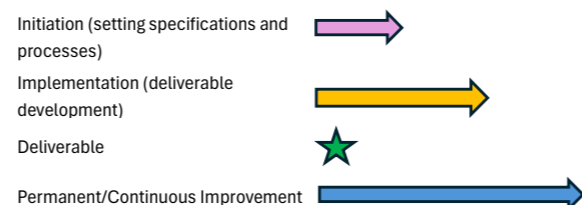
**Related master plan(s) or action plan(s):**

**Review of the 2020-2025 period:** Several training courses under the heading "Regulations and knowledge of the university" have been set up since 2022. Aimed mainly at Biatss staff, these training courses can be renewed according to skills requirements.

**Indicator(s):** 40.a- Existing training available. 40.b- Number of participants

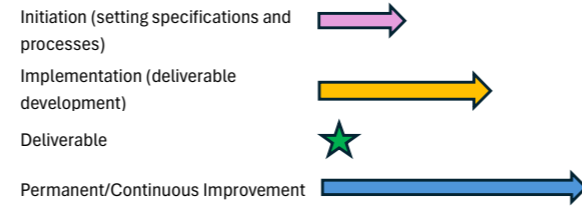
2022 data	2022 training catalog: "Competitions and mobility" section; "University regulations and institutional knowledge" training courses
2023 data	2023 training catalog: "Competitions and mobility" section; "University regulations and institutional knowledge" training courses

5.3 Appendix 3 - HRS4R 2026-2029 action plan



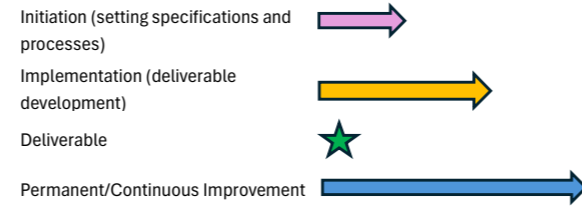
Action Plan 2026-2029	Action label	Status as of 12/2025	Principles, Charter and Code Involved	Responsible unit	Indicators/Targets	Scheduled timing	2026				2027				2028				2029					
							Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4		
<b>Actions under Pillar 1: Ethics, integrity, gender and open science</b>																								
41	Strengthen support system for preparing data management plans	NEW	C&C 2008: 6, 7, 8, 9. C 2024: Pil 1, C 3; Pill 3, C 3	SCDA-DRIED	Creation of a Data Research Hub	Q4 2026																		
42	Encourage sharing of research data under the "as open as possible, as closed as necessary" principle	NEW	C&C 2008: 6, 7, 8, 9. C 2024: Pil 1, C 3; Pill 3, C 3	SCDA-DRIED	Survey of data management practices: analysis to improve service offer	Q2 2027																		
43	Raising awareness on results replicability and promote data reuse	NEW	C&C 2008: 6, 7, 8, 9. C 2024: Pil 1, C 3; Pill 3, C 3	SCDA-DRIED	Information/training session	Q3 2027																		
44	Generalise researcher identifiers (Idhal, ORCID) and promote interoperability	NEW	C&C 2008: 6, 7, 8, 9. C 2024: Pill 1, C 3	DRIED	% of academic staff with ORCID ID	Q4 2026																		
45	Establish an open science steering committee	NEW	C&C 2008: 8, 9. C 2024: Pil 1, C 3	DRIED	Establishment of the steering committee	Q3 2026																		
46	Promoting research for the benefit of society	NEW	C&C 2008: 8, 9. C 2024: Pil 1, C 3	DRIED	Development and implementation of the action plan	Q4 2026																		
47	Implement the 2025-2027 action plan on gender equality	IN PROGRESS	C&C 2008: 2, 10, 24, 27, 34. C 2024: Pill 1, C 4; Pill 3, C 1	DP4S-DRH	% of actions completed by the end of 2027	Q4 2027																		
48	Engage research laboratories in the ecological transition through a Sustainable Development and Social Responsibility/Ecological Transition for Sustainable Development (DDRS/TEDS) charter signature	NEW	C&C 2008: 2, 3, 4, 6, 7, 9, 23, 24. C 2024: Pill 1, C 8	DRIED	% of laboratories signing the charter	Q4 2026																		
49	Awareness-raising activities (DU meetings, articles, etc.) on the new European Charter for Researchers and the HRS4R UA action plan	NEW	C&C 2008: all. C 2024: all	DRIED - DCOM and HRS4R project team	Number of awareness actions conducted	Q4 2026																		
50	Develop a charter on missions, rights and duties of academic staff (including teleworking framework).	NEW	C&C 2008: 4, 5, 6, 33. C 2024: Pil 1, C 6; Pill 3, C 3; Pill 4, C 3	DRH	Charter published, associated communication actions	Q3 2027																		
51	Explore AI's role at UA, especially in research professions	NEW	C&C 2008: 2, 3, 4, 5, 6, 7, 8, 9. C 2024: Pil 1, C 1, 3, 6, 8	DRIED-DDN	Strategy defined; dedicated trainings; charter or guidance	Q1 2027																		
52	Communicate the roles of Research Integrity Officer and Ethics Committee	NEW	C&C 2008: 2, 3, 5, 6 C 2024: Pil 1, C 1	DRIED - DCOM	Number of communication actions	Q3 2026																		
<b>Actions under Pillar 2: Evaluation, recruitment and career progression of researchers</b>																								
53	Update and publish OTM-R Charter (Open, Transparent, Merit-Based Recruitment)	IN PROGRESS	C&C 2008: 10, 13, 14, 15, 16, 17, 18, 19, 20, 21. C 2024: Pil 2: all	DRH	Updated OTM-R Charter published	Q1 2026																		
54	Disseminate and implement OTM-R principles via training; revise and monitor follow-up indicators	IN PROGRESS	C&C 2008: 10, 13, 14, 15, 16, 17, 18, 19, 20, 21. C 2024: Pil 2: all	DRH	Training webinars – number of people reached -Revised monitoring indicators (OTM-R checklist) defined	Q4 2026																		
55	Improve candidate information, particularly for contract positions, on the composition of recruitment panels and their rights and obligations (procedure, specific research guides)	NEW	C&C 2008: 12, 13, 14, 15, 16. C 2024: Pil 2: C 2, 3	DRH	Defined procedure and updated OTM-R charter	Q1 2027																		
56	Rethinking the recruitment process for contract researchers with a view to simplifying administration and increasing transparency (including, where applicable, the use of the Between application)	NEW	C&C 2008: 12, 13, 14, 15, 16, 17, 18, 19, 20. C 2024: Pil 2, C 1, 2, 3	DRIED-DRH	New process defined	Q1 2027																		
57	Establish and maintain the communication strategy and procedures for documents and information to be published online in English, particularly regarding recruitment and research information. Define the rules for using and promote the "HR Excellence in Research" logo.	IN PROGRESS (Extension of action 34)	C&C 2008: all C 2024: all	DI-DRIED-DCOM	Framework outlining the strategy for documents and information to be published online in English. Logo usage guidelines.	Q1 2027																		

5.3 Appendix 3 - HRS4R 2026-2029 action plan



Action Plan 2026-2029	Action label	Status as of 12/2025	Principles, Charter and Code Involved	Responsible unit	Indicators/Targets	Scheduled timing	2026	2027	2028	2029
58	Implementing tools for forward-looking management of jobs and skills (GPEEC)	NEW	C&C 2008: 12, 13, 14, 15, 16, 17, 18, 19, 20, 25, 28, 38, 39. C 2024: Pill 2, C 1, 2, 3; Pill 4, C 3	DRH-DGS	Finalising of tools	Q4 2026				
59	Develop a human resources master plan (SDRH)	NEW	C&C 2008: 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 38, 39. C 2024: Pill 2, C 1, 2, 3, 4; Pill 3, C 1, 2; Pill 4, C 3	DRH	Implementation of the HRD - associated communication actions	Q3 2027				
Actions under Pillar 3: Working conditions and methods										
60	Implementing Supplementary Social Protection (PSC)	NEW	C&C 2008: 26. C 2024: Pill 3, C 1	DRH	Implementation of the PSC - associated communication actions	Q2 2026				
61	Review the job classification and remuneration framework for permanent and contract staff 1: remuneration framework	NEW	C&C 2008: 23, 24, 25, 26. C 2024: Pill 3, C 1, 2	DRH	New compensation framework and associated communication actions	Q4 2026				
62	Review the job classification and remuneration framework for permanent and contract staff 2: classification	NEW	C&C 2008: 23, 24, 25, 26. C 2024: Pill 3, C 1, 2	DRH	Quotation and associated communication actions	Q3 2027				
63	Support innovation and transfer policy with an incentive scheme for researchers (E-EC, Biatss)	NEW	C&C 2008: 22, 23, 24, 26. C 2024: Pill 3, C 1	DRH	Published framework - number of beneficiaries	Q3 2026				
64	Transforming/simplifying our processes and harmonising our practices to improve the quality of services provided to researchers and teacher-researchers	NEW	C&C 2008: 23, 24. C 2024: Pill 3, C 1	DAF-DRIED	Number of actions defined	Q4 2026				
65	Transform/simplify our recruitment and temporary staff management processes	IN PROGRESS	C&C 2008: 24, 26 C 2024: Pill 3, C1	DRH-DDN	Defined process and implementation of the SIRH tool	Q1 2027				
66	Clarify the process and simplify the tools for preliminary and final reporting of teaching services and combined activities of teachers and teacher-researchers	NEW	C&C 2008: 24, 33. C 2024: Pill 3, C 1; Pill 4, C 3	DRH-DDN	Implementation of the SIRH tool - associated communication actions	Q1 2028				
67	Roll out the online support programme for international researchers, including in English	IN PROGRESS	C&C 2008: 23, 24. C 2024: Pill 3, C 1	DI	Online document describing the route in French and English	Q4 2026				
68	Develop and implement a 2026-2028 action programme for occupational risk prevention	IN PROGRESS	C&C 2008: 24. C 2024: Pill 3, C1	DP4S	Program 2026-2028	Q2 2026				
69	Improve the organisation and processes for handling reports of violence, discrimination, harassment and sexist behaviour	IN PROGRESS	C&C 2008: 2, 10, 24, 27, 34. C 2024: Pill 1, C 4; Pill 3, C 1	DP4S-DRH	Communication processes and related actions	Q4 2026				
70	Publish the duties of the ethics officer and whistleblower, as well as the reporting procedure	IN PROGRESS	C&C 2008: 34. C 2024: Pill 3, C 1	DGS-DCOM	Procedure defined and published. Activity report	Q2 2026				
71	Develop a Quality of Life and Working Conditions (QVCT) action plan	NEW	C&C 2008: 24. C 2024: Pill 3, C1	DRH	Action plan and associated communication	Q2 2027				
72	Sustain and expand support measures for employees with disabilities (particularly research staff) and carers - Develop the new Disability Master Plan (SDH) for 2026-2030	IN PROGRESS	C&C 2008: 10, 24. C 2024: Pill 1, C5; Pill 3, C1	DRH	SDH 2026-2030	Q4 2026				
73	Improving support for returning to work after long periods of absence	NEW	C&C 2008: 24, 30, 39. C 2024: Pill 3, C 1; Pill 4, C 1, 2, 3	DRH	Action plan	Q2 2027				
74	Supporting employees nearing the end of their careers, in a context of longer working lives and rapidly changing skills requirements	NEW	C&C 2008: 24, 30, 39. C 2024: Pill 3, C 1; Pill 4, C 1, 2, 3	DRH	Action plan	Q2 2027				
75	Review the methods and criteria for evaluating academic staff for promotion consideration	NEW	C&C 2008: 9, 11, 24, 26, 27. C 2024: Pill 2, C 1, 4; Pill 3, C 1, 4	DRH	Review of related LDGs. Related communication actions	Q4 2027				
76	Revise the Biatss contractual policy for greater transparency and sharing: recruitment rules, contract duration, mobility, promotions	NEW	C&C 2008: 11, 24, 25, 26, 27, 28, 29. C 2024: Pill 2, C 1, 4; Pill 3, C 1, 4	DRH	Review of related LDGs. Related communication actions	Q1 2027				

5.3 Appendix 3 - HRS4R 2026-2029 action plan



Action Plan 2026-2029	Action label	Status as of 12/2025	Principles, Charter and Code Involved	Responsible unit	Indicators/Targets	Scheduled timing	2026	2027	2028	2029
77	Develop a Sustainable Development and Social and Environmental Responsibility (DD&RSE) master plan	NEW	C&C 2008: 23, 24. C 2024: Pil 3, C 1	DGS (CDAC)	DD&RSE scheme and associated communication actions	Q1 2027				
78	Integrate DDRS/TEDS culture within the institution by mobilising the EU-Green European alliance	NEW	C&C 2008: 8, 9, 24 C 2024: Pill 1, C8; Pill 3, C 1, 4	DI-DGS (CDAC)	Number of shares	Q3 2027				
79	Developing a virtuous heritage and campuses that meet the expectations of staff and users - accessibility, soft mobility, housing, sport, health, catering	IN PROGRESS	C&C 2008: 24 C 2024: Pill 1, C 8; Pill 3, C 1	DPIL	Implementation rate of urban and campus development master plans: Belle-Beille, St Serge, Santé	Q4 2027				
Actions under Pillar 4: Scientific Careers and Talent Development										
80	Communicate on changes to UA professional training methods and programmes (catalogue offerings, individual training courses)	IN PROGRESS	C&C 2008: 38, 39. C 2024: Pil 4, C 3	DRH-DCOM	Vocational training charter + number of communication initiatives carried out	Q1 2026				
81	Establish a specific career path for management positions (departments, services, etc.)	NEW	C&C 2008: 37, 38, 39, 40 C 2024: Pil 4, C 1, 2, 3, 4	DRH	Training programme for directors + number of participants	Q2 2027				
82	Deploying digital capsules as part of the ongoing training of research unit directors	IN PROGRESS	C&C 2008: 36, 37, 38, 39. C 2024: Pil 4, C 2, 3, 4	DRIED	Recorded webinars and posted on the intranet – number of clips	Q3 2026				
83	Define the role of the local manager in supporting their team and help them to utilise management tools (professional interviews, progress reviews, training, etc.)	NEW	C&C 2008: 24, 27, 28, 30, 38, 39 C 2024: Pil 4, C 1, 2, 3, 4	DRH	UA Manager's Guide	Q1 2027				
84	Establish career meetings within the research unit at key stages in the career path of lecturers and researchers	IN PROGRESS (Extension of actions 21, 32 and 36)	C&C 2008: 24, 27, 28, 30, 38, 39 C 2024: Pil 4, C 1, 2, 3, 4	DRH	Terms and schedule. Number of career appointments per year	Q4 2026				
85	Develop a guide for doctoral students (welcoming doctoral students, their rights and responsibilities, etc.)	NEW	C&C 2008: 36, 37, 38, 39, 40 C 2024: Pill 4, C 1, 2, 3, 4	DRIED	Doctoral student guide and related communication	Q3 2027				
86	Revising doctoral training as part of the establishment of new doctoral schools	NEW	C&C 2008: 36, 37, 38, 39, 40 C 2024: Pill 4, C 1, 2, 3, 4	DRIED	Doctoral training plan	Q4 2028				



HR EXCELLENCE IN RESEARCH

## **HRS4R work aimed at renewing the label « HR Excellence in Research » 2026-2029**

### **President's Policy Framework Letter**

The University of Angers has made the development of the scientific potential of its research units one of the major challenges of its multi-year institutional contract 2022-2027. Providing its researchers with the means and conditions conducive to the development of quality public research is therefore a strategic priority of the institution for these coming years.

This priority is accompanied by objectives including increasing the visibility and recognition of research activities within society, and supporting UA projects in competitive national and international calls for proposals. In this regard, the “**HR Excellence in Research**” quality label awarded to UA by the European Commission on December 4, 2020, for an initial period of five years, in recognition of its **Human Resources Strategy for Research (HRS4R)**, secures access to European funding until 2025. **It is therefore essential for the institution to consolidate its HRS4R approach in order to preserve its European label.**

The UA made the choice almost 20 years ago to adhere to the recommendations of the European Union set out in the [European Charter for Researchers and in the Code of Conduct for the Recruitment of Researchers](#). It has been implementing its [HRS4R action plan](#) for the past four years. 2020-2025, collective continuous improvement process aimed at the working conditions of its researchers and staff contributing to research, career support and professional development, the achievement of ethical and responsible research, non-discrimination, the implementation of an open, transparent and merit-based recruitment policy (OTM-R).

The year 2025 is therefore a pivotal year for the University of Angers' HRS4R initiative. During this time, together with its research community, the university will need to review its 2020-2025 action plan and define its strategy for the next three years. This review and the 2026-2029 HRS4R action plan will be assessed by experts from the European Commission, first through a written report and then through a site visit to our research facilities in spring 2026. The quality of our HRS4R approach, its objectives, and our ability to successfully implement our actions with the support of our researchers will determine the renewal of the "HR Excellence in Research" label for the next three years.

**It is essential that the next HRS4R 2026-2029 action plan reflects the ideas and wishes of UA researchers and staff involved in research**, so that they embrace it and participate fully in its implementation, in line with the recommendations of the European Commission as renewed in the new [European Charter for Researchers of 2024](#) and supported by its 4 pillars: ethics, integrity,

gender and open science; evaluation, recruitment and career progression of researchers; working conditions and methods; scientific careers and talent development.

**It is equally essential that the HRS4R 2026-2029 action plan be integrated into the institution's overall policy.** Ensuring coherence and efficiency between the various master plans and structuring projects of the University of Angers, both current and planned, guarantees the optimization of the human and financial resources necessary for the deployment, maintenance, and monitoring of these projects and, ultimately, frees up time and energy for research.

This letter aims to reiterate the institution's strategic orientations related to HRS4R and to establish the framework and methodology for the work on renewing the 2026-2029 approach

The HRS4R 2020-2025 initiative stemmed from a gap analysis (2019) between the operational framework used at the University of Angers and the recommendations of the 2005 Charter and Code, with corrective actions defined accordingly. Most of the planned actions are completed or nearing completion. The majority of these targeted procedures intended to be permanent. The first priority will therefore be:

- to analyze our practices (gap analysis 2025) in light of the new *European Charter for Researchers* and the progress made during the period 2020-2025;
- for completed actions intended to be sustainable, to ensure, including where appropriate through an action included in the 2026-2028 approach, the consolidation of associated procedures and to define simple and stable monitoring indicators, ideally included in the social database;
- for actions not completed, to revisit them in light of developments in the institution's policy and the 2025 gap analysis.

Secondly, and without being exclusive, future HRS4R actions for 2026-2029 must take into account, or be intended to be an integral part of, the following strategic elements:

1. The future **Human Resources Master Plan** (SDRH). One of its cornerstones, included in the institutional project, focuses on Workforce Planning and Skills Management, followed by Job and Career Path Management. Addressing these issues through research and translating them into HRS4R actions appears essential given the significant number of retirements expected over the next five years. The expected benefits will focus in particular on a clear and shared vision leading to recruitment campaigns (pillars 2 and 3 of the 2024 Charter), as well as on identifying training needs and, more generally, on supporting staff involved in research in their professional development (career advancement, mobility, retraining, etc., pillars 3 and 4 of the 2024 Charter). Other themes will necessarily be included in the HRD, such as recruitment procedures (OTM-R policy and pillar 2 of the 2024 Charter), quality of life and working conditions (pillar 3 of the 2024 Charter), simplification and digitization of HR processes, etc., for which HRS4R 2026-2029 actions could be considered.
2. The future **Sustainable Development and Social Responsibility Master Plan**. It is part of the University of Angers' strategy to be exemplary and a driving force on issues related to Sustainable Development and Ecological Transition (TEDS) by fully integrating them into all its decision-making processes, in education as well as in research. These issues are also supported by our EU

Green alliance. The University of Angers (UA) is the lead partner in the EU Green initiative, focusing on research on sustainable development. Furthermore, research sustainability is now an integral part of the recommendations outlined in the European Charter (Pillar 1 of the 2024 Charter) and the Marie Skłodowska-Curie (MSCA) European Action Programme. These converging factors necessitate the definition of specific actions on this theme within the institution's HRS4R 2026-2029 strategy.

3. The Action Plan for Professional Equality between Women and Men **PAE 2025-2027**, the **Disability Master Plan (SDH 2021-2024 and future 2025-2028)**. The HRS4R 2020-2025 action plan and the PAE 2021-2024 have enabled significant progress in favor of gender equality in the workplace, in the fight against discrimination and against gender-based violence (pillars 1 and 4 of the 2024 Charter). Apart from the necessary sustainability of actions and their amplification set by the PAE 2025-2027 and which will be translated into the HRS4R 2026-2029 approach, the issue of disability in the research sphere must be a field of reflection to be addressed (pillar 1 of the 2024 Charter) and translated into new actions, particularly on the issues of training, access to employment and the framework for practice.
4. The **International Strategy 2023-2027**. The European Charter 2024 establishes the principle of free movement of researchers (pillar 1 of the Charter 2024), implying the importance of high-quality support systems. This is one of the objectives that the University of Angers (UA) has set for itself in its International Strategy 2023-2027, aiming to improve support for international researchers, culminating in the development of a career development advisory service for international researchers who intend to remain in France (pillar 4 of the Charter 2024). This strategy must therefore be reflected in the HRS4R 2026-2029 action plan.
5. The University of Angers (UA) signed the **European agreement on research evaluation and joined CoARA** in March 2023. By committing ourselves alongside our French (including CNRS, INRAE, INSERM, etc., as well as HCERES) and European partners in actions undertaken to reform research evaluation, the UA aims to adopt a more qualitative approach that is more respectful of the diversity of scientific output, disciplinary specificities, and the profiles and career paths of researchers. This commitment echoes pillars 2 (particularly on the evaluation of researchers) and 1 (particularly on open science and citizen science) of the 2024 Charter, as well as certain obligations set by the French National Research Agency (ANR). These commitments and regulatory measures must therefore be reflected in our HRS4R 2026-2029 approach.

Any action considered within the framework of the HRS4R 2026-2029 initiative must have a maximum duration of 3 years, and ideally 2 years. Each action must therefore be specific, measurable, achievable, relevant, and time-bound (SMART). The human and even financial resources required to achieve the set objectives, and where applicable, their sustainability, must be assessed, as well as the workload and scheduling implications for the support services, and even the laboratories and other departments if relevant. The indicator(s) associated with an action must be easy to implement; ideally, they will be among the existing indicators, particularly those in the social database.

The President of the University of Angers,  
February 28, 2025

# ENQUÊTE HRS4R 2025

*Déploiement de la stratégie européenne de ressources humaines pour les chercheur·ses*



# ENQUÊTE HRS4R 2025

Déploiement de la stratégie européenne de ressources humaines pour les chercheur·ses

## CONTEXTE

En décembre 2020, l'Université d'Angers (UA) a obtenu le label "HR Excellence in Research", délivré par Euraxess, un organisme lié à la Commission européenne. Ce label reconnaît l'engagement de l'UA dans une démarche d'amélioration continue en matière de recrutement, d'accueil et d'accompagnement de ses personnels de recherche. Accordé pour une première période de 5 ans, il ouvre également l'accès à certains financements européens dédiés à la recherche.

Depuis l'obtention de ce label, l'Université d'Angers poursuit le déploiement de sa stratégie "Human Resources Strategy for Researchers (HRS4R)", avec pour objectif de garantir les meilleures conditions de travail à ses chercheur·ses et de participer à la construction de l'Espace européen de la recherche.

## OBJECTIF

Cette enquête s'adresse principalement à la communauté des chercheur·ses, ainsi qu'aux personnels impliqués dans la recherche à l'Université d'Angers. Elle vise à faire le point sur la mise en œuvre de la stratégie HRS4R et à identifier les actions que la communauté souhaite voir renforcées ou développées.

Les résultats de cette consultation alimenteront la demande de renouvellement du label pour une nouvelle période de 3 ans et prépareront la visite sur site des experts de la Commission européenne, prévue en 2026.



HR EXCELLENCE IN RESEARCH

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### Direction du Pilotage et de l'Évaluation

Observatoire de l'Université d'Angers

Aurélia GEROLAMI (Responsable de l'observatoire, chargée d'études)

## PRÉSENTATION DE L'ENQUÊTE



## » Méthodologie de l'enquête

### QUESTIONNAIRE

Le questionnaire s'appuie sur la trame utilisée lors de l'enquête de 2019, afin de permettre une analyse comparative et d'évaluer les évolutions perçues par les personnels de recherche depuis cette date.

Il comporte également de nouvelles questions, notamment en lien avec le développement durable et la responsabilité sociétale (DDRS), afin de mieux prendre en compte ces enjeux dans les pratiques et politiques de recherche.

L'enquête se compose d'une série d'affirmations, sur lesquelles les répondant-e-s sont invité-e-s à indiquer leur degré d'accord, en lien avec différents aspects tels que les conditions de travail, l'égalité, l'éthique, l'accompagnement, le recrutement et la professionnalisation.

### RECUEIL DES DONNÉES

L'enquête a été conduite en mars 2025 sous la direction du directeur de projet HRS4R, M. DELABAERE et en accord avec les orientations définies par le groupe de pilotage.

Enquête en ligne : Un premier message contenant un lien vers l'enquête en ligne a été adressé par mail au personnel de l'Université d'Angers le 12 mars 2025 via l'adresse électronique professionnelle. Les individus n'ayant pas répondu à cette première sollicitation ont été relancés par mail le 19 mars 2025.

Population concernée : Bien qu'elle s'adresse principalement à la communauté des chercheur-se-s, ainsi qu'aux personnels impliqués dans la recherche à l'Université d'Angers, l'enquête a été adressée à l'ensemble des agents de l'Université d'Angers présents au 05/03/2025 (hors apprentis et volontaires civiques) afin de s'assurer que toute personne concernée puisse s'exprimer.

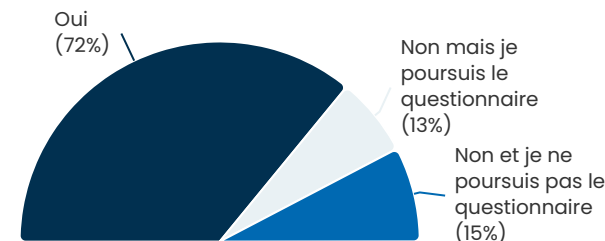
### PARTICIPATION

587 personnes sur les 2 163 sollicitées ont complété intégralement le questionnaire, soit un taux de réponse de 27%. Parmi elles, 90 ont choisi de ne pas poursuivre le questionnaire, se déclarant non concernées par les thématiques abordées – notamment le recrutement, la pratique de la recherche et la gestion de carrière des enseignant-es-chercheur-se-s et personnels de recherche au sein de l'UA.

**Le nombre final de réponses exploitables s'élève donc à 497.**

### Vous sentez-vous concerné-e par les problématiques liées au recrutement, à la pratique de la recherche et à la gestion de carrière des enseignant-es-chercheur-se-s et personnels de recherche au sein de l'UA ?

Réponses effectives : 587



### Taux de participation selon la fonction occupée au sein de l'Université d'Angers (parmi les réponses exploitables)

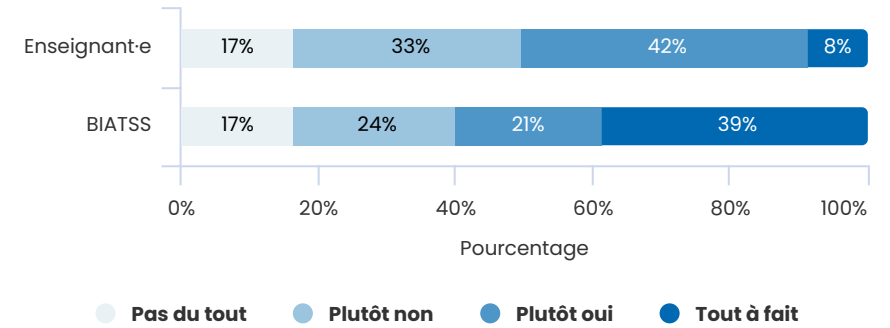
	Personnel UA	Échantillon	Taux de réponse
Chercheur-se (dont post-doctorant-e)	17	12	71 %
Enseignant-e chercheur-se	826	273	33 %
Doctorant-e	131	26	20 %
Biatss	982	174	18 %
Enseignant-e	207	12	6 %

» Profil des répondants

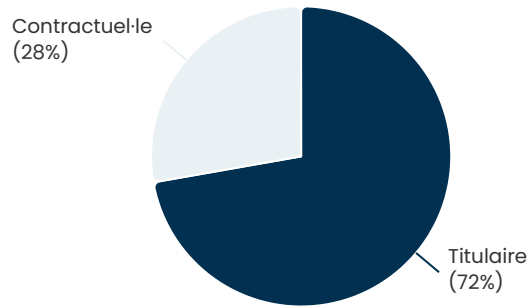
Fonction occupée

	N	%
Enseignant-e chercheur-se (PU, PU-PH, MCF, MCU-PH, ATER, PAST, ECER, PHU, ASM,...)	273	55%
BIATSS	174	35%
Doctorant-e	26	5%
Chercheur-se (dont post-doctorant-e)	12	2%
Enseignant-e	12	2%
<b>TOTAL</b>	<b>497</b>	<b>100%</b>

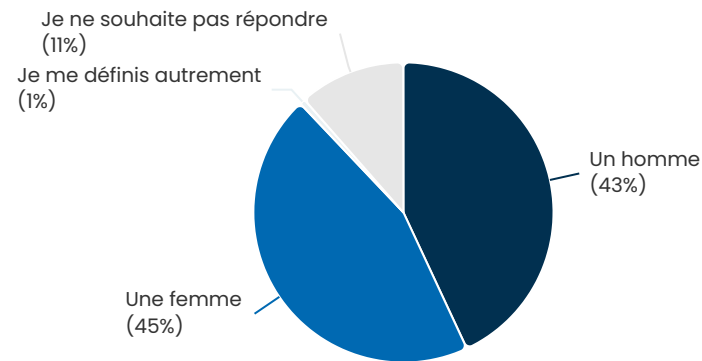
Activité professionnelle en lien ou non avec la recherche



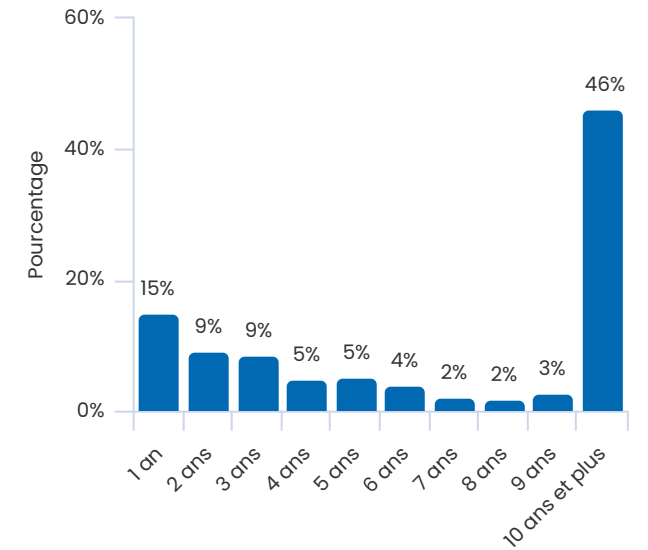
Statut



Genre



Ancienneté dans le poste

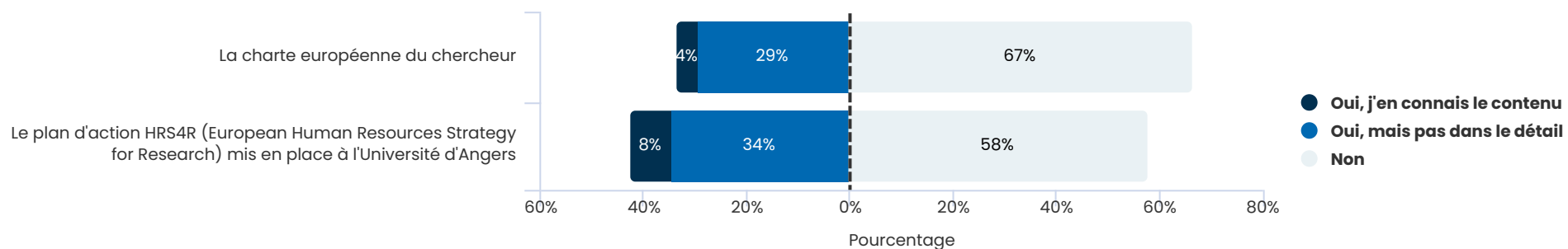


## PRÉSENTATION DES RÉSULTATS

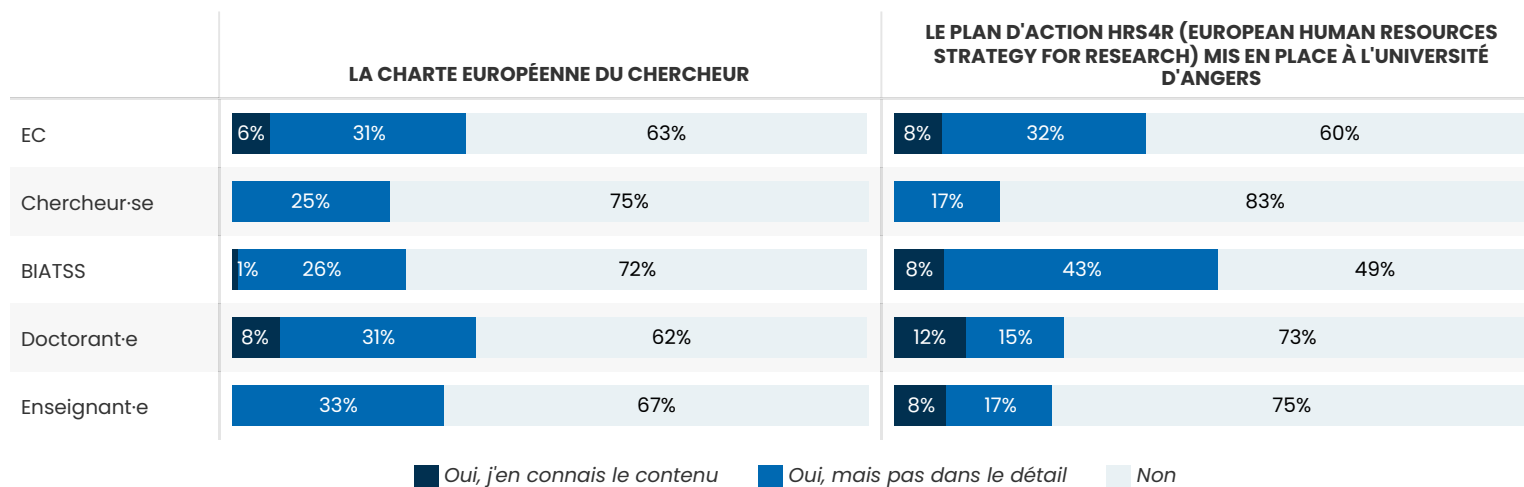


» Connaissance du cadre européen

Connaissez-vous ?



Résultats selon la fonction occupée au sein de l'établissement



# ÉTHIQUE – ÉGALITÉ – NON-DISCRIMINATION

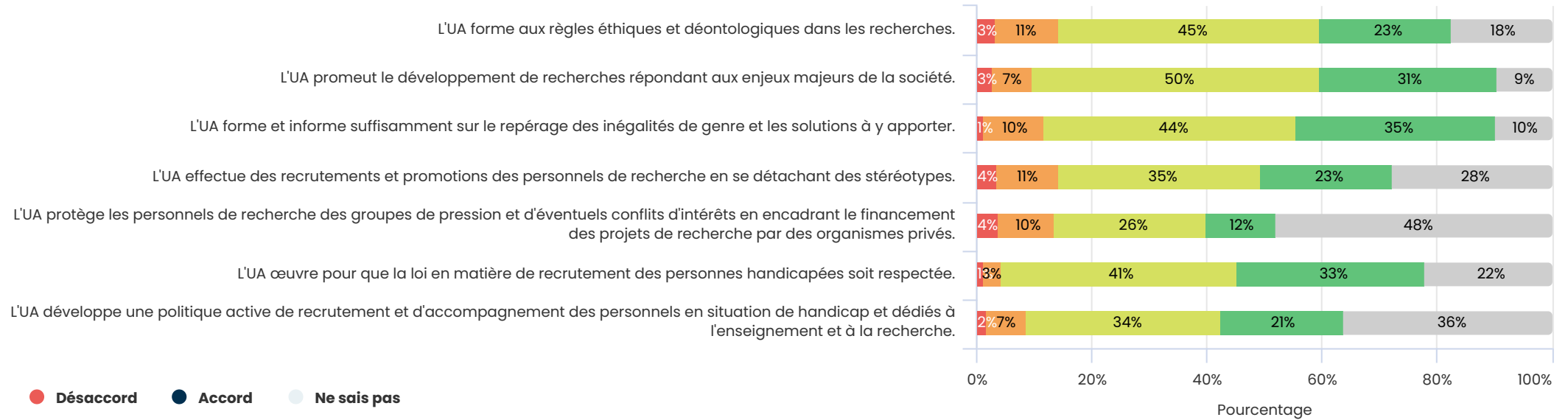
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## » Éthique - Égalité – Non-discrimination

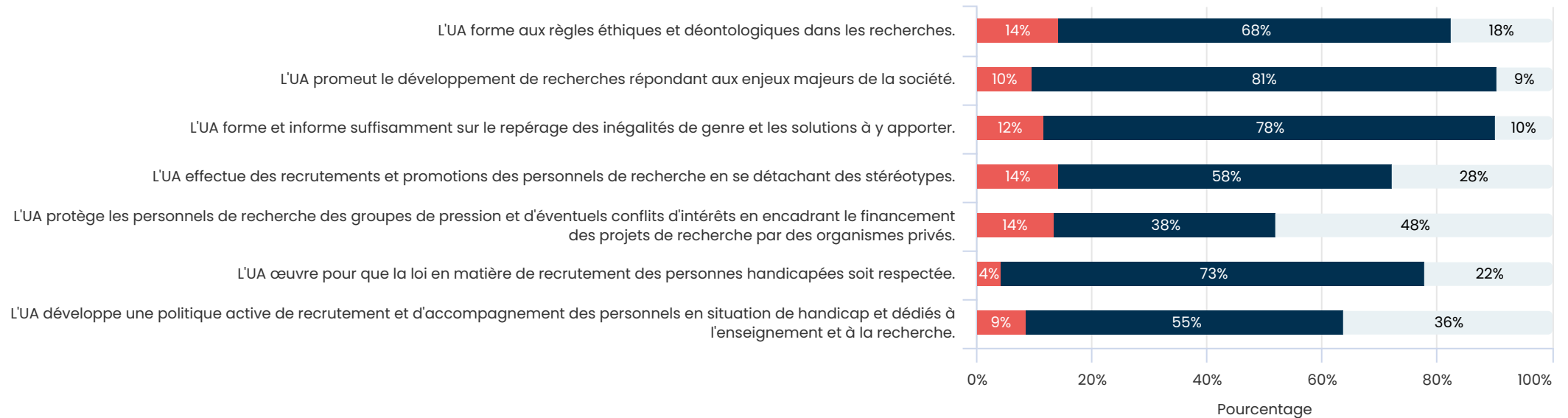
Merci d'indiquer votre degré d'accord avec chacune des affirmations proposées ci-dessous :

Réponses effectives : 497

● Pas du tout d'accord ● Plutôt pas d'accord ● Plutôt d'accord ● Tout à fait d'accord ● Ne sais pas



● Désaccord ● Accord ● Ne sais pas

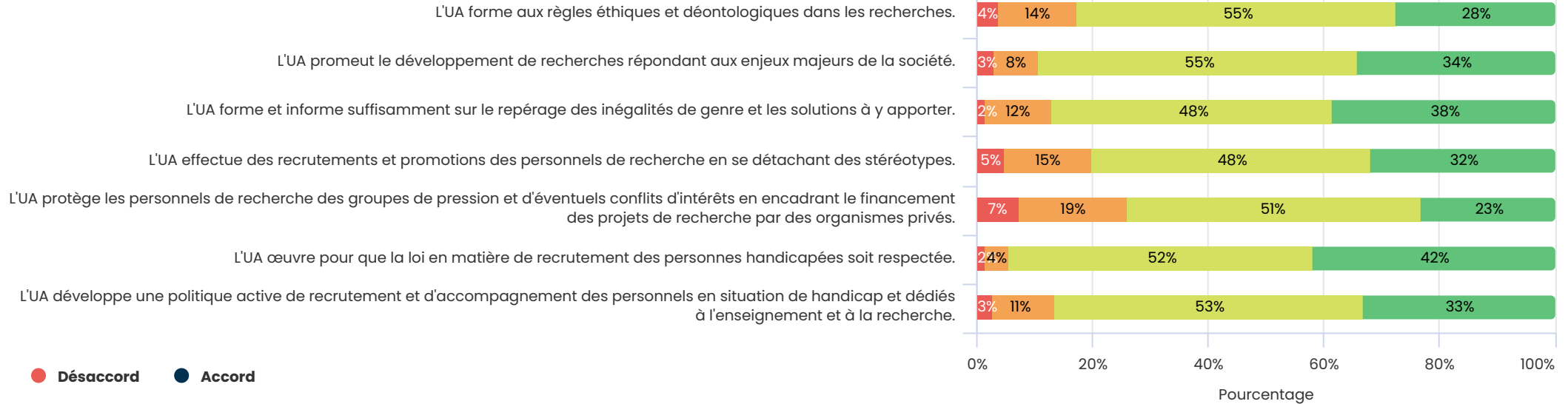


» Éthique - Égalité - Non-discrimination

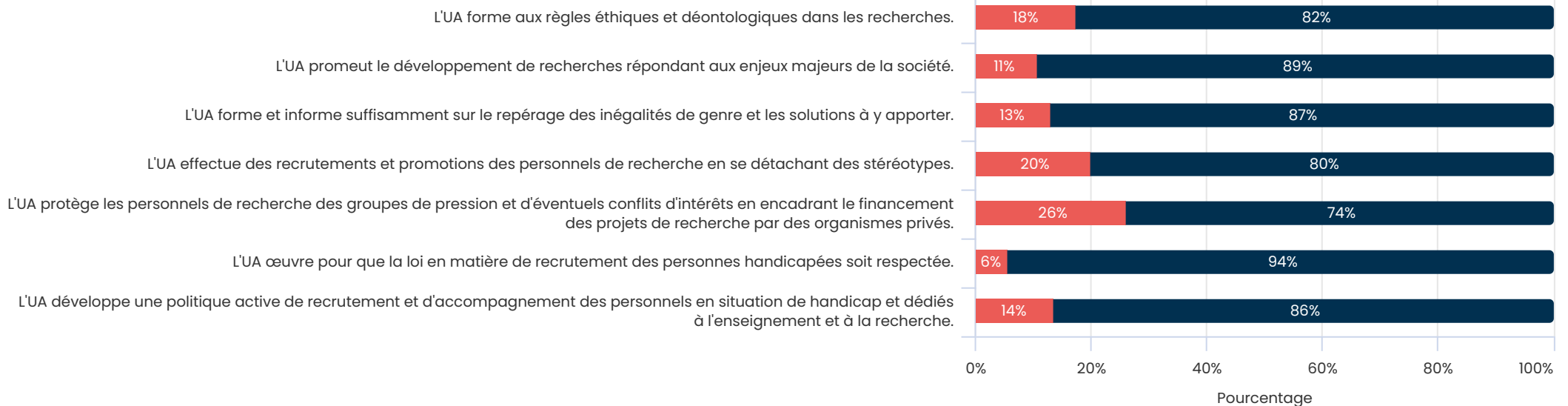
Pourcentages calculés hors modalité "Ne sais pas"

Merci d'indiquer votre degré d'accord avec chacune des affirmations proposées ci-dessous :

● Pas du tout d'accord ● Plutôt pas d'accord ● Plutôt d'accord ● Tout à fait d'accord

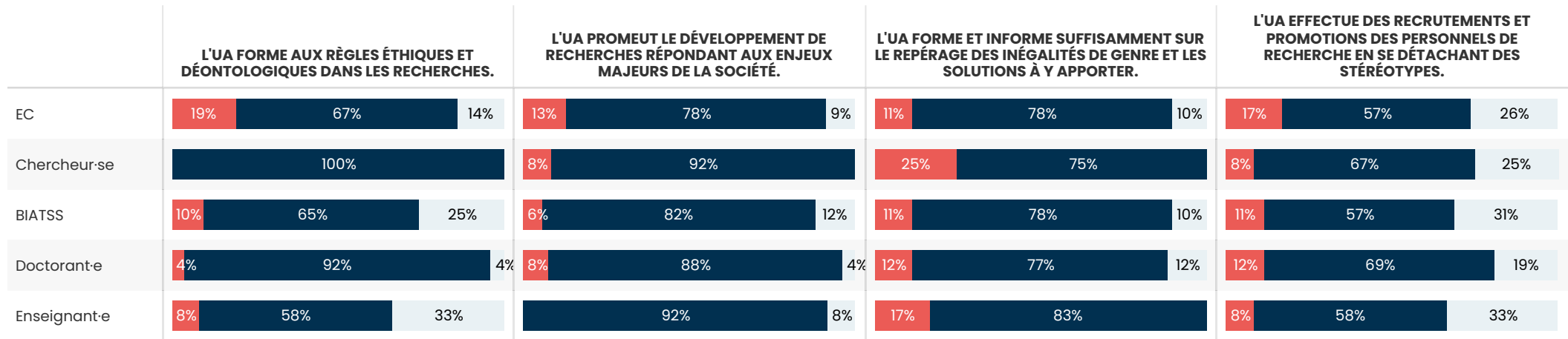


● Désaccord ● Accord

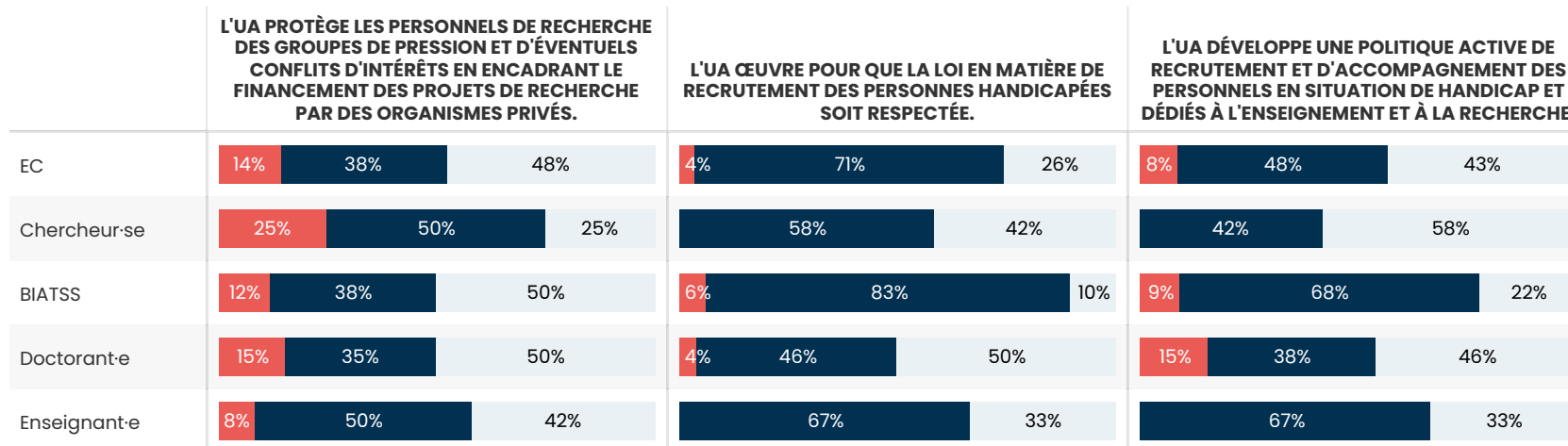


» Éthique - Égalité - Non-discrimination

Résultats selon la fonction occupée au sein de l'établissement



■ Désaccord ■ Accord ■ Ne sais pas



■ Désaccord ■ Accord ■ Ne sais pas



## » Éthique – Égalité – Non-discrimination

Les 79 commentaires libres sur le thème de l'éthique, l'égalité et la non-discrimination ont été analysés et classés par grandes thématiques. Chaque thématique est illustrée par un ou plusieurs verbatims représentatifs.

### » Éthique, déontologie et intégrité scientifique

De nombreux répondants soulignent un manque de clarté ou d'efficacité des dispositifs liés à l'éthique de la recherche : absence de réponse du comité d'éthique, difficultés à contacter le délégué à la protection des données, qualité des formations à l'éthique dans la recherche...

« Je cherche à contacter le comité d'éthique de la recherche depuis le mois de septembre. En vain. Celui-ci semble être une coquille vide. »

« Pour la formation à l'éthique dans la recherche, en réalité cela concerne essentiellement les doctorants [...] je suis assez inquiet de la qualité de cette formation »

### » Impartialité et conflits d'intérêts

Plusieurs commentaires insistent sur la nécessité de faire respecter la déontologie, notamment dans les processus de recrutement, de promotion et d'allocation des ressources.

« La déontologie et l'impartialité sont les critères à faire respecter courageusement. »

Des inquiétudes sont exprimées concernant l'impartialité des décisions, en particulier dans les comités de sélection ou les arbitrages internes.

« Les conflits d'intérêts internes à l'établissement comme l'impartialité ne sont sans doute pas considérés à leur juste valeur dans les processus d'allocations des moyens humains, financiers, matériels ou de décision/avis émis sur les choix d'arbitrage »

« Les conflits d'intérêts dans les commissions de recrutement ne sont pas toujours écartés – en ce domaine, l'UA est fort avec les faibles et très faible avec les forts. »

« Il faudrait aussi s'assurer que l'UA protège les personnels de recherche des groupes de pression et d'éventuels conflits d'intérêts en encadrant le financement des projets de recherche par des organismes publics. »

Des critiques sont formulées sur le manque de transparence dans les décisions, les promotions ou les recrutements. Certains dénoncent un entre-soi, des jeux de pouvoir ou des recrutements biaisés par des réseaux personnels et du favoritisme.

« Nous avons souvent l'impression que les postes sont créés en fonction du réseau personnel des candidats [...] »

### » Égalité professionnelle et traitement équitable

L'égalité entre les personnels, notamment en matière de promotion, de reconnaissance des parcours, ou de traitement selon les disciplines, est perçue comme incomplète. Des inégalités entre sections CNU, entre titulaires et contractuels, ou encore entre hommes et femmes sont mentionnées.

« L'égalité, c'est aussi l'égalité entre les sections CNU en termes de promotion et de recrutement. »

Si des efforts sont reconnus concernant l'égalité hommes-femmes, plusieurs répondant-e-s estiment que des inégalités persistent, notamment en matière de rémunération ou d'accès aux postes stratégiques.

« Le traitement des femmes enceintes qui ont un contrat en CDD est-il équivalent à celui des titulaires actuellement ? »

Les répondant-e-s sont nombreux à évoquer la nécessité de prendre en compte les discriminations liées au genre mais aussi à l'origine, à l'âge, à la religion, à l'appartenance politique ou syndicale ou encore entre disciplines et statuts (Biatss vs EC).

« On ne parle pas ici de la non-discrimination/égalité liée à l'origine ethnique/culturelle ou liée à la religion, ou liée à l'âge ? »

« Il y a une forte hiérarchisation entre les disciplines; certaines filières sont bien dotées, d'autres se battent pour la simple survie. »

« Il persiste une forte discrimination à l'Université d'Angers avec du mépris de classe entre catégories de personnels [...] »

## » Éthique - Égalité – Non-discrimination

### » Handicap et accessibilité

Malgré des avancées et des efforts de la part de l'université, des témoignages de personnels en situation de handicap témoignent de difficultés persistantes, notamment au niveau des composantes.

*« En tant que personnel handicapé, il a fallu me battre pour conserver mon poste à l'Université. Cependant l'université s'est emparée du dossier et j'ai bénéficié au niveau de la présidence d'un accompagnement très efficace. Cependant, le relai au niveau de la composante n'est pas facile et c'est une vraie bataille pour que la reconnaissance de ce handicap soit respectée. »*

*« L'UA prend en compte l'adaptation du matériel et de la circulation dans l'établissement. Cependant, elle ne considère pas la charge de travail (tant pour la personne que pour son service) ni la possibilité de mobilité vers un autre service mieux adapté au handicap. »*

### » Genre, stéréotypes et militantisme perçu

Les réponses sont partagées : certains saluent les efforts de l'UA (mois du genre, référents égalité), d'autres dénoncent un excès de militantisme ou une focalisation jugée excessive sur l'égalité de genre, au détriment d'autres formes de discrimination. Certains soulignent que la discrimination positive ne doit pas se faire au détriment de la performance, appelant à une reconnaissance équilibrée des compétences.

*« Attention à ne pas confondre égalité des chances (évidemment nécessaire) et discrimination positive (génératrice de frustrations et d'abus). »*

*« L'égalité, c'est aussi valoriser le travail et la performance des individus. Cela doit se faire indépendamment de leur genre. »*

### » Accompagnement, formation et sensibilisation

Un besoin fort de formation est exprimé, notamment sur les obligations légales, les discriminations, le harcèlement, et l'éthique. La sensibilisation des nouveaux arrivants est jugée essentielle.

*« Il me semble indispensable de former les nouveaux EC à leur arrivée sur ces thématiques qui les impactent directement. »*

Plusieurs commentaires pointent un manque de réactivité ou de moyens pour traiter les cas de harcèlement ou de violences sexistes et sexuelles. Les structures de recours ou d'alerte sont jugées peu visibles ou peu efficaces.

*« Les problèmes d'égalité et de discrimination (voir d'harcèlement) apparaissent plus souvent après le recrutement. »*

*« Les sanctions et la transparence vis-à-vis des VSS est en dessous de ce qu'on pourrait attendre. »*

# RECRUTEMENT

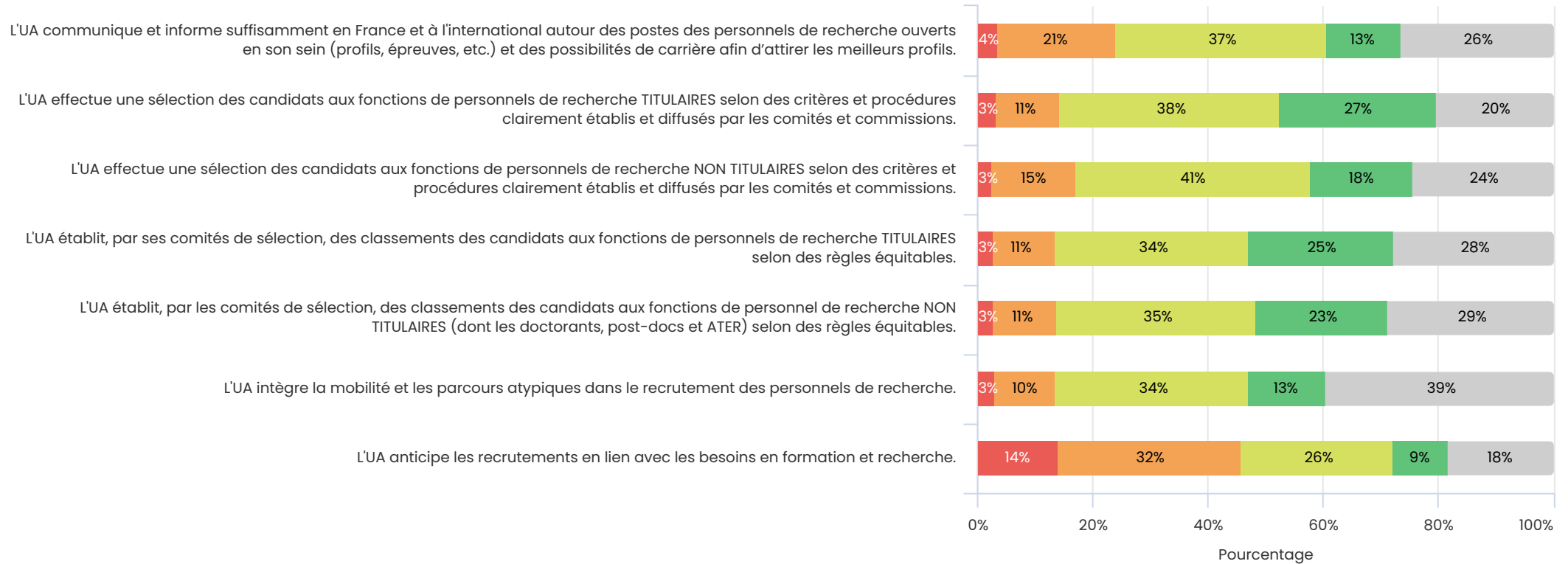
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» Recrutement

Merci d'indiquer votre degré d'accord avec chacune des affirmations proposées ci-dessous :

Réponses effectives : 497

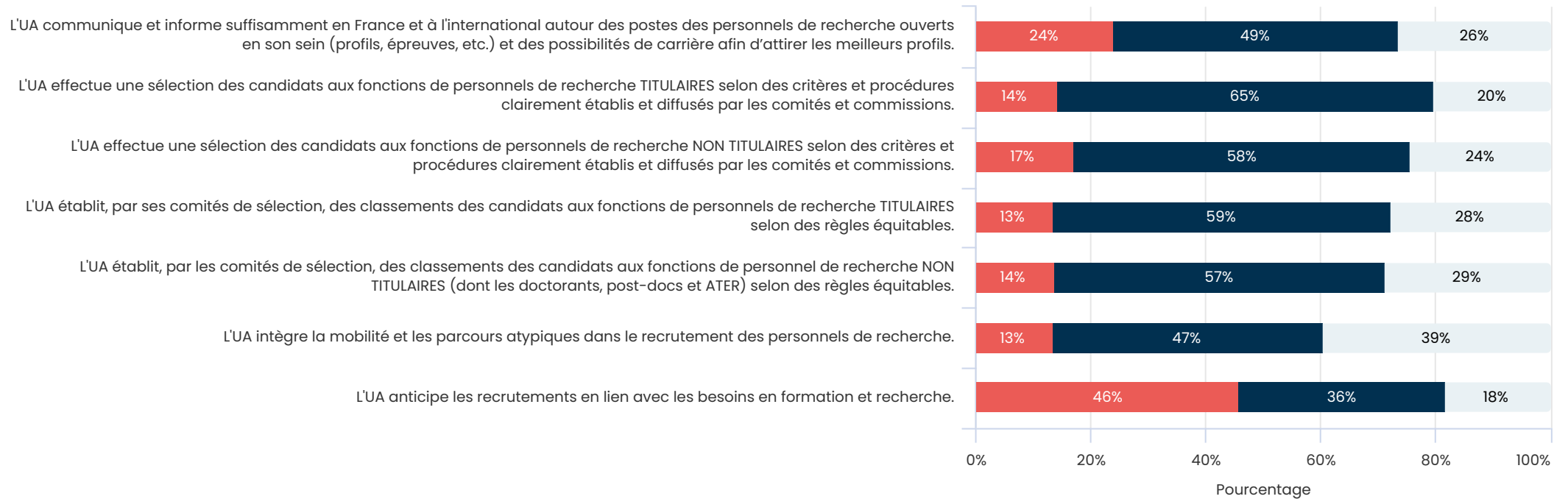
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» Recrutement

Merci d'indiquer votre degré d'accord avec chacune des affirmations proposées ci-dessous :

● Désaccord ● Accord ● Ne sais pas

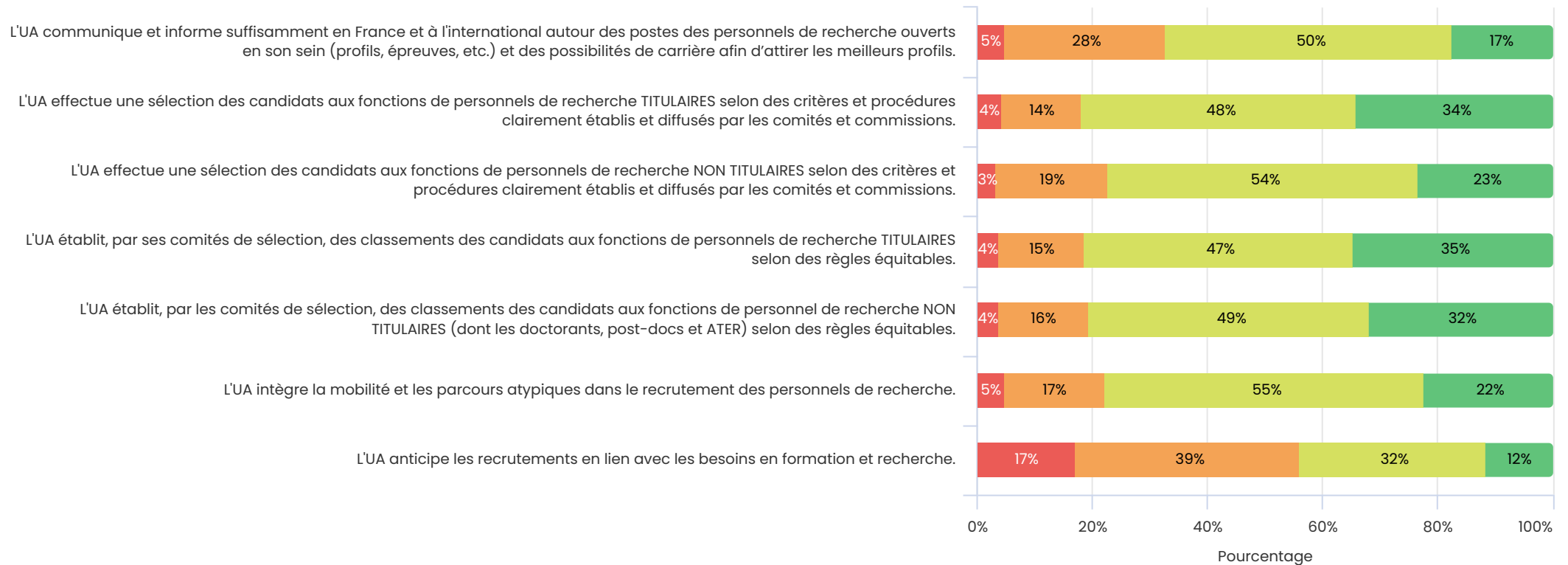


» Recrutement

**Pourcentages calculés hors modalité "Ne sais pas"**

Merci d'indiquer votre degré d'accord avec chacune des affirmations proposées ci-dessous :

● Pas du tout d'accord    ● Plutôt pas d'accord    ● Plutôt d'accord    ● Tout à fait d'accord

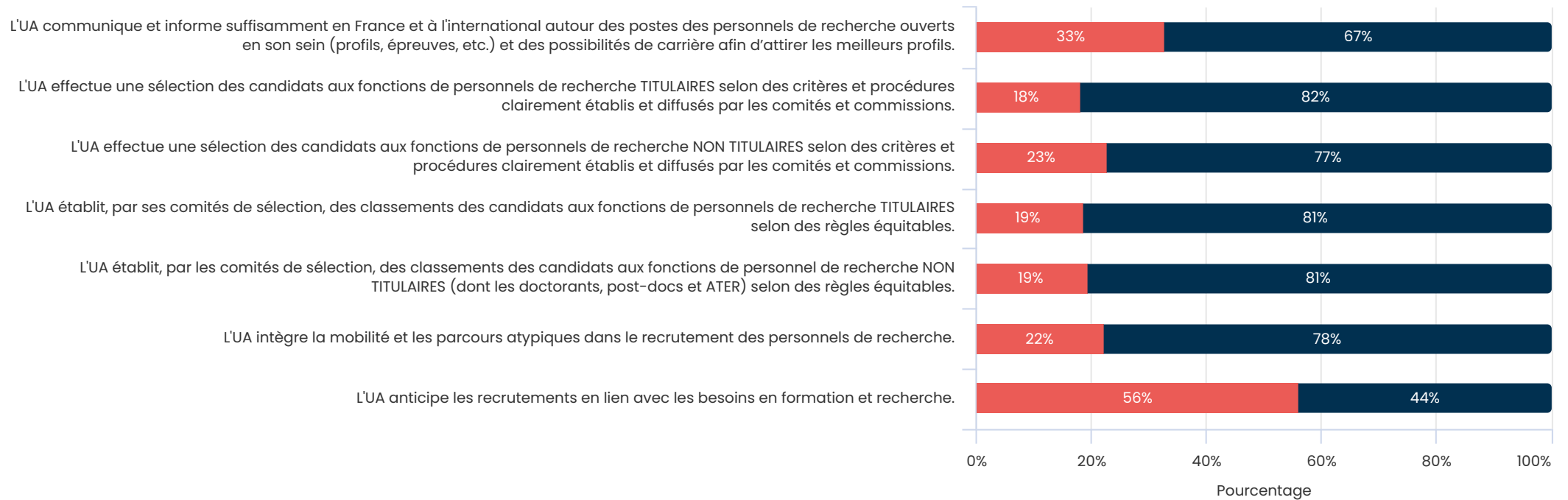


» Recrutement

**Pourcentages calculés hors modalité "Ne sais pas"**

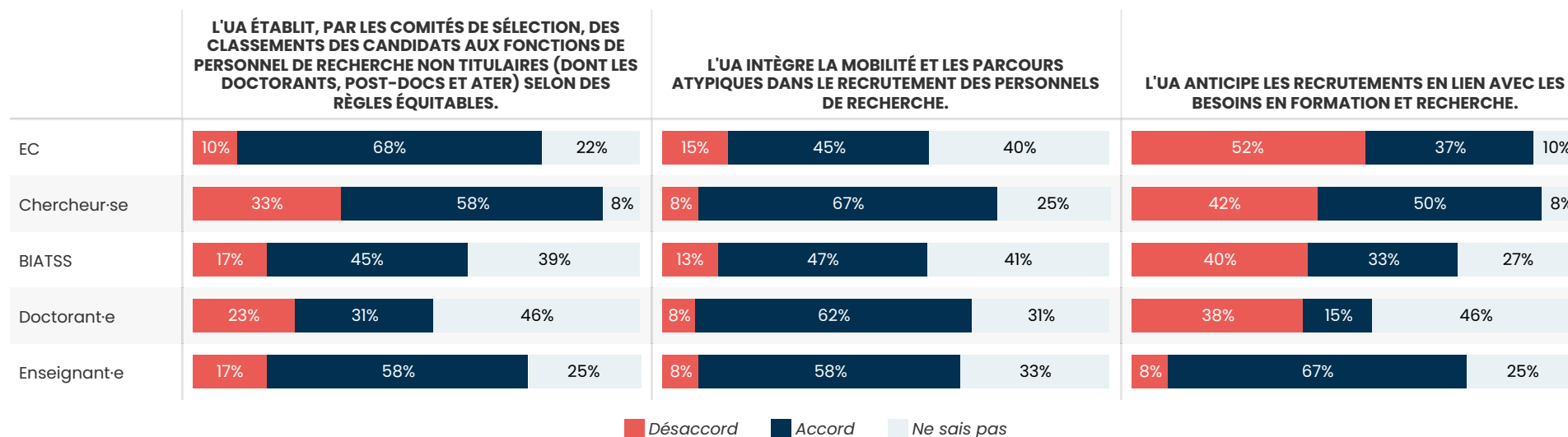
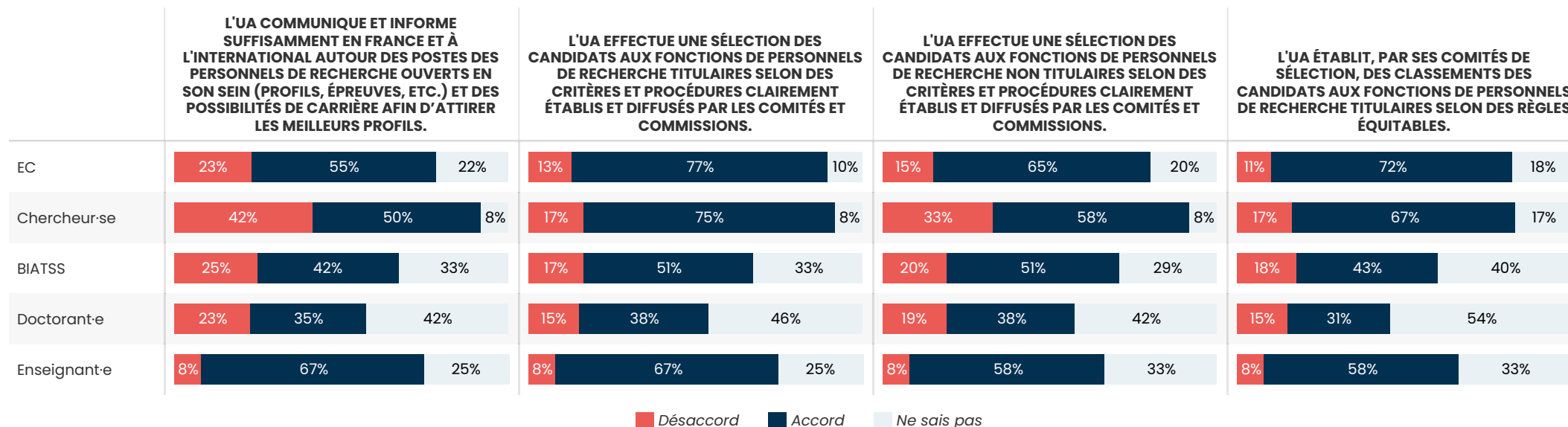
Merci d'indiquer votre degré d'accord avec chacune des affirmations proposées ci-dessous :

● Désaccord ● Accord



» Recrutement

Résultats selon la fonction occupée au sein de l'établissement





## » Recrutement

Les 59 commentaires libres sur le thème du recrutement ont été analysés et classés par grandes thématiques. Chaque thématique est illustrée par un ou plusieurs verbatims représentatifs.

› **Processus de recrutement** : Les répondants soulignent des dysfonctionnements dans l'organisation des recrutements, notamment un manque de transparence, des pratiques perçues comme biaisées, et une lourdeur administrative.

« Dans l'UFR où j'étais les recrutements étaient joués d'avance et les postes fléchés pour les "copains". »

« Quid des infractions aux règles élémentaires au recrutement des MCF ou PR ? par exemple l'organisation de "journées" ou portes-ouvertes" en amont du recrutement, ce qui viole les règles élémentaires d'un concours. »

« L'extraordinaire complication des processus de recrutement conduisant à remplir pas moins de 250 documents pour le recrutement d'un MCF. »

› **Conditions de travail** : Les témoignages évoquent la précarité des personnels contractuels, le manque de reconnaissance des compétences acquises, et un sentiment d'injustice dans les évolutions de carrière.

« Il y a aussi, pour le personnel non titulaire, la non pérennité des postes, et le manque de CDI, les CDD parfois renouvelés pendant 5 ans alors que c'est un poste pérenne. »

« La question du suivi des contractuels et de leurs carrières -- créé déjà de fait des différences de traitement. »

« Les concours internes de 2019 à 2023 ont été "détournés" pour permettre à des personnels une évolution de carrière --. Les autres candidats à ces concours -- se sentent "trahis" par ce système de recrutement devenu inéquitable --. Nous sommes nombreux -- à se décourager ou ne plus espérer. Et sans espoir, quid du bien-être au travail ? »

« Les années d'ancienneté en tant que contractuel(le) ne sont pas considérées pour envisager une cdisation. »

› **Formation et accompagnement** : Un besoin fort d'accompagnement RH, notamment pour les nouveaux recrutés, est exprimé. L'absence de soutien dans la gestion de carrière, en particulier pour les personnels ayant une expérience à l'étranger, est pointée.

« Il y a un manque d'accompagnement des personnels nouvellement recrutés (notamment MCF) pour leur future retraite : beaucoup ont fait des post-doc à l'étranger et un conseil serait nécessaire pour les aider à valoriser ces trimestres à l'étranger --. On encourage les docteurs à partir à l'étranger mais il n'y a pas d'accompagnement RH sur la carrière passée avant le recrutement par l'UA. »

« Les recrutements relevant de postes d'accompagnement de la recherche et de la formation n'associent pas suffisamment les acteurs de terrain. »

› **Transparence et équité** : Des doutes sont exprimés quant à l'équité des procédures, notamment sur la neutralité des jurys et la cooptation dans les comités de sélection.

« La composition des membres des comités de sélection et de promotion est à revoir. L'impartialité n'est pas vérifiée suffisamment. Les liens entre les candidats et les membres ne sont pas vérifiés. »

« Le plan prévoit "information systématique sur la composition des comités de sélections" : aucune information fournie lors du recrutement. »

« L'ouverture des postes n'est pas en adéquation avec l'activité des structures de recherche -- ce déséquilibre et cette non transparence peut être vu sur le terrain comme de la discrimination. »

## » Recrutement

► **Politique et stratégie** : Certains répondants regrettent un manque de vision stratégique à long terme, notamment en lien avec les priorités de recherche et l'évolution des formations.

*« L'UA devrait développer une stratégie à 5-10 ans intégrant conjointement l'évolution des thématiques de recherche avec l'évolution de l'offre de formation, et donc planifier les recrutements (EC et BIATSS) en conséquence ainsi que les besoins en formation professionnelle des agents. »*

*« La définition de ces critères de recrutement -- n'est pas discutée de manière collégiale. »*

► **Contraintes budgétaires et manque de postes** : Le manque de moyens financiers est perçu comme un frein majeur à un recrutement efficace, équitable et pérenne.

*« Le recrutement dépend largement de moyens budgétaires, et ils sont insuffisants. »*

*« Il faudrait une politique très forte de rééquilibrage des effectifs pour revenir au niveau moyen des universités, l'UA est clairement sous-dotée. »*

*« Le manque criant de poste absolument partout et les repyramidages parfois désastreux. »*

# ACCOMPAGNEMENT DES PERSONNES

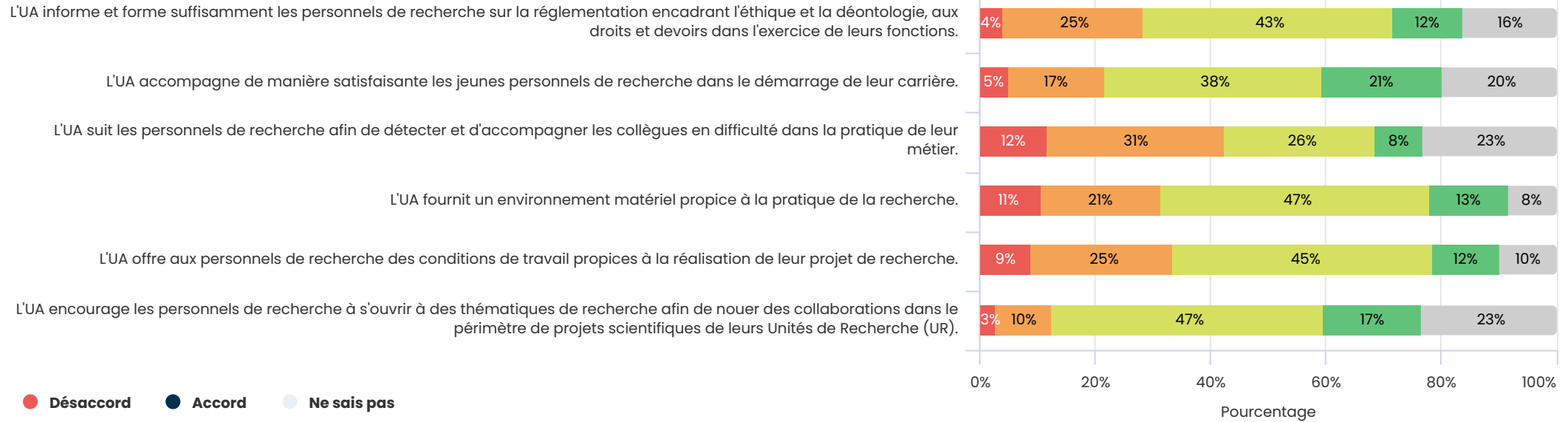
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## » Accompagnement des personnes

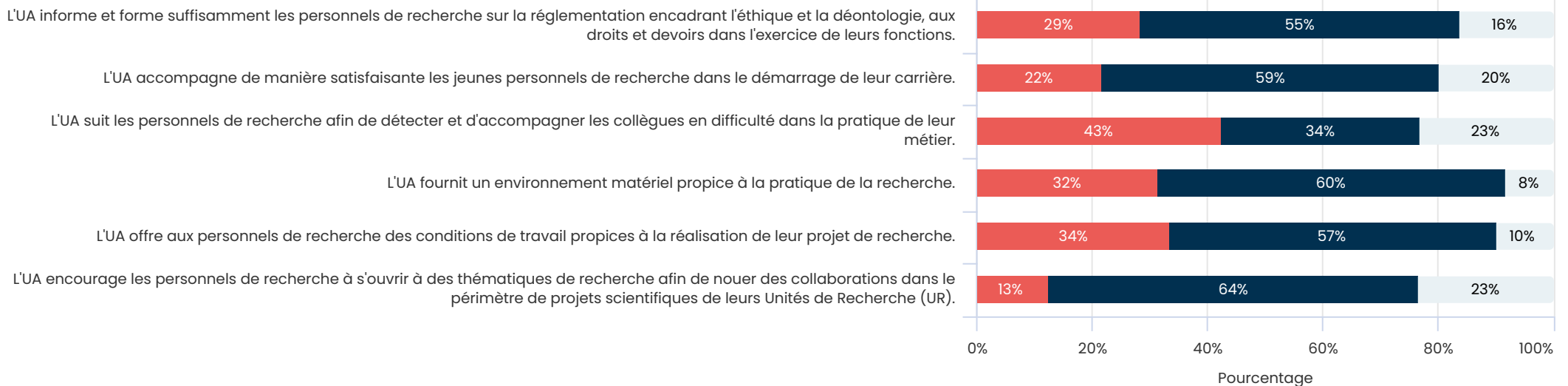
Merci d'indiquer votre degré d'accord avec chacune des affirmations proposées ci-dessous :

Réponses effectives : 497

● Pas du tout d'accord ● Plutôt pas d'accord ● Plutôt d'accord ● Tout à fait d'accord ● Ne sais pas



● Désaccord ● Accord ● Ne sais pas

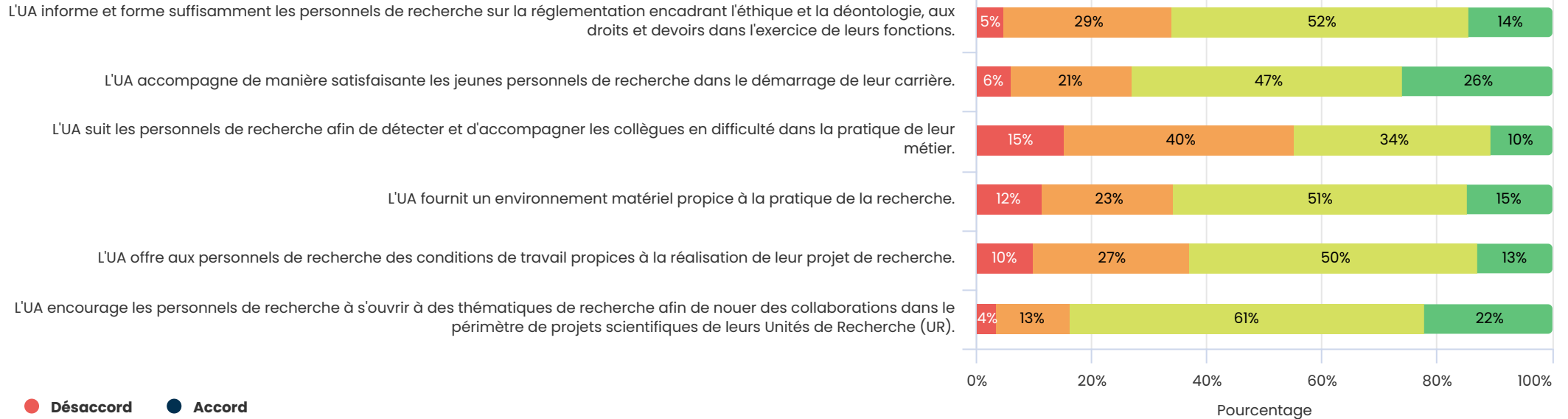


## » Accompagnement des personnes

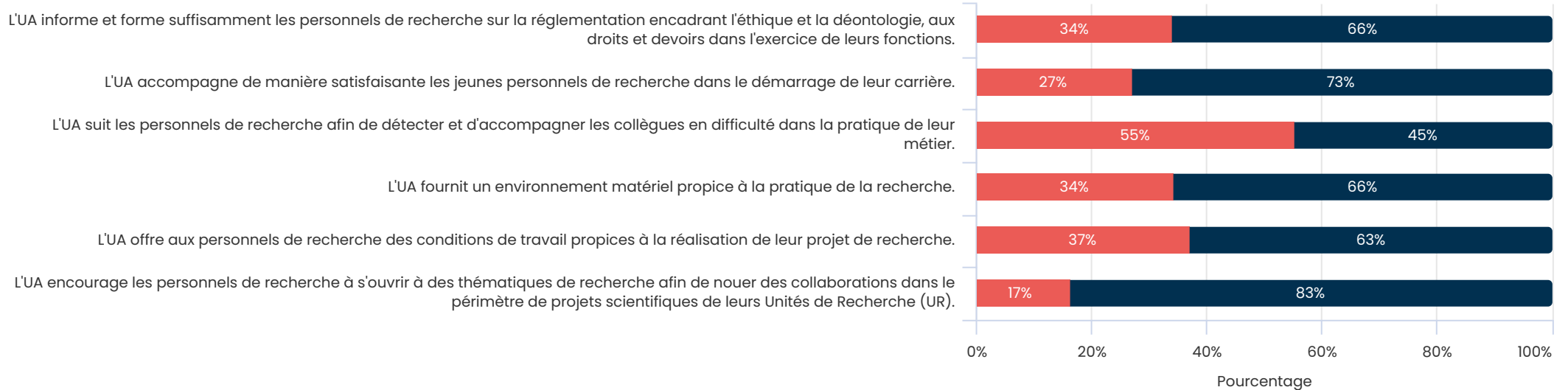
**Pourcentages calculés hors modalité "Ne sais pas"**

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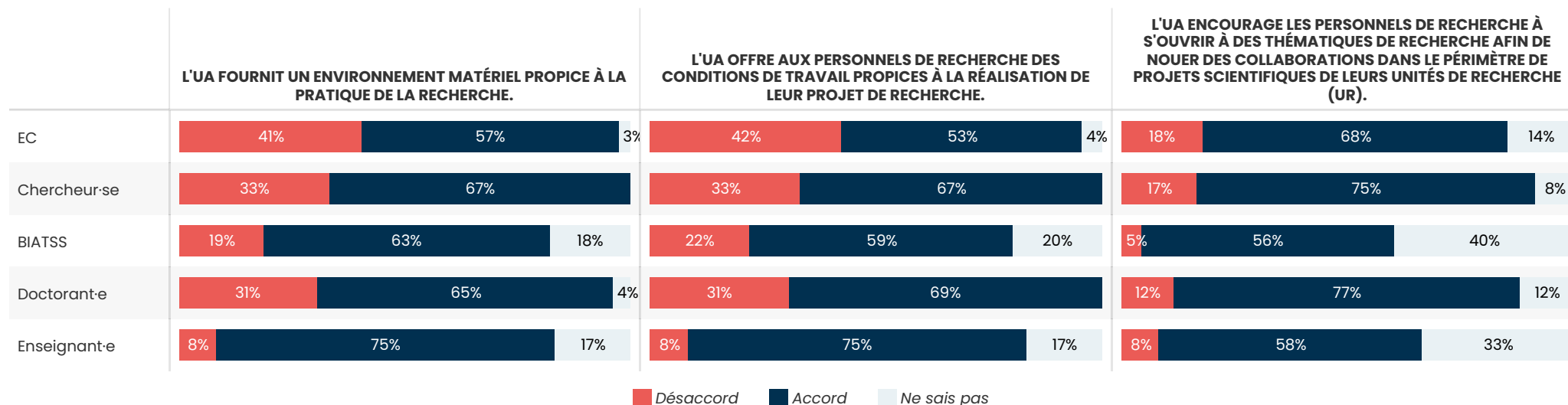
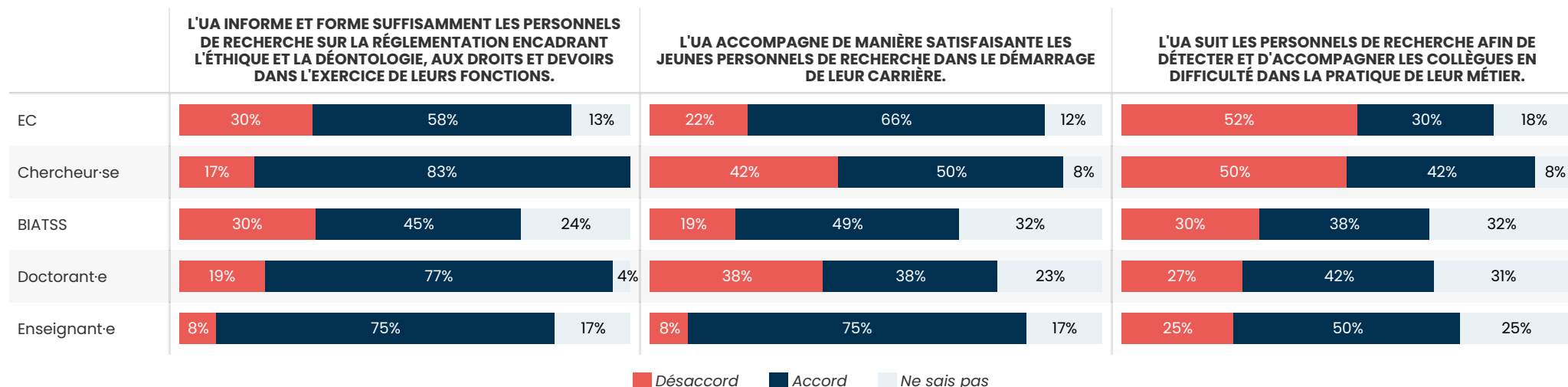


● Désaccord ● Accord



» Accompagnement des personnes

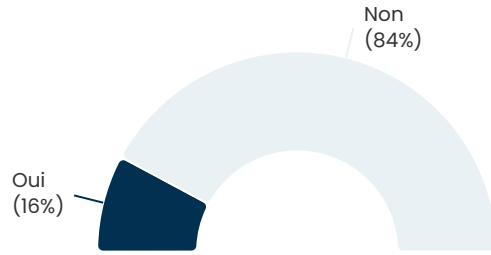
Résultats selon la fonction occupée au sein de l'établissement



» Accompagnement des personnes

Estimez-vous que certaines questions relevant de l'accompagnement n'ont pas été abordées ?

Réponses effectives : 497



	N
recherche	21
accompagnement	15
question	13
chercheur	12
temps	8
administratif	7
enseignement	7
personnel	6
laboratoire	6
financement	6
budget	5
carrière	5
moyen	5
année	5
budgétaire	5

N'hésitez pas à nous faire part de vos éventuels commentaires ou remarques sur le thème de l'accompagnement :

Réponses effectives : 66



## » Accompagnement des personnes

Les 66 commentaires libres sur le thème de l'accompagnement des personnes ont été analysés et classés par grandes thématiques. Chaque thématique est illustrée par un ou plusieurs verbatims représentatifs.

► **Activités de recherche** : La recherche est au cœur des préoccupations. Les répondants dénoncent un déséquilibre entre les charges d'enseignement et les activités de recherche, un manque de soutien pour le montage de projets, et une pression croissante liée aux indicateurs de performance. Certains regrettent aussi une orientation trop marquée vers la recherche appliquée au détriment de la recherche fondamentale.

« Je pense que depuis l'arrivée de Thélème à l'UFR Sciences, les chercheurs ont moins de temps pour se consacrer à leurs recherches. De plus, il faudrait qu'ils soient bcp plus accompagnés lors de montage de projet [...] car cela est chronophage. »

« Une question essentielle dans "l'accompagnement" de la recherche est celle des autres tâches (enseignement et administration) dont la charge s'accroît, au détriment du temps de recherche. »

« Nous crevons du manque de moyens dans nos départements de LLSH. Nous n'avons pas suffisamment de temps à consacrer à la recherche car nous passons notre vie à assumer de multiples fonctions pédagogiques et administratives qui ne devraient pas nous incomber ou qui devraient être diluées par un roulement plus efficace des responsabilités. »

► **Carrière** : Les répondants expriment un manque de reconnaissance et de perspectives d'évolution, notamment pour les enseignants-chercheurs expérimentés ou les personnels BIATSS. L'absence de suivi de carrière, de transparence dans les promotions, et de dispositifs d'intégration sont des points récurrents.

« Il n'y a aucune politique RH des enseignants-chercheurs. Il y a plus de 25 ans que je suis à l'UA et jamais je n'ai été interrogé sur mon ressenti. »

« L'accompagnement des chercheurs avec au moins 10 ans d'ancienneté, qu'ils soient arrivés récemment à l'UA ou en poste depuis longtemps. »

► **Budget** : Les répondants soulignent des restrictions budgétaires importantes qui freinent la recherche, limitent la participation à des colloques, et rendent difficile l'accès aux ressources essentielles. Le financement est jugé insuffisant, inégalement réparti, et souvent conditionné à des appels à projets chronophages.

« Les conditions budgétaires impactent de manière défavorable les conditions de recherche, et notamment pour les jeunes EC. »

► **Ressources** : Les ressources matérielles et logicielles sont jugées insuffisantes ou mal réparties. Les chercheurs évoquent des difficultés d'accès aux logiciels spécialisés, aux bases de données, ou encore à des outils nécessaires à la publication scientifique.

« Les démarches administratives sont compliquées et lourdes et ralentissent fortement l'avancement des projets. »

« Procédures administratives trop compliquées pour les commandes, les missions et la gestion de budget. Trop d'intermédiaires, trop de format papier (peut-être envisager des signatures numériques ?) qui prennent trop de temps et impactent les projets de recherche. »

► **Accompagnement** : L'accompagnement est jugé inégal et parfois inexistant, notamment pour les jeunes chercheurs, les personnels en difficulté ou les personnels BIATSS. Certains regrettent un manque de suivi tout au long de la carrière, et une absence de dispositifs clairs pour les situations de souffrance ou de harcèlement.

« La gestion des risques psychosociaux reste insuffisante et manque d'un cadre clair et harmonisé. »

« L'accompagnement par les services centraux et la facilitation (qui n'est pas présente) n'est pas évaluée. »

## » Accompagnement des personnes

► **Conditions de travail** : Les conditions de travail sont jugées dégradées, notamment en cas de conflits d'intérêts, de surcharge ou de manque de reconnaissance. Le personnel BIATSS est particulièrement concerné par des situations de souffrance psychologique.

*« Les conditions de travail ne sont pas bonnes s'il y a des conflits d'intérêt et des décisions qui ne sont pas justes. »*

*« Le personnel BIATSS des UR est souvent complètement ignoré des instances, laissant parfois des personnes en grande souffrance psychologique. »*

► **Formation** : Les formations proposées sont jugées intéressantes mais parfois inadaptées ou trop contraignantes. Les répondants demandent des formations ciblées sur des enjeux actuels comme l'IA ou la transition écologique, ainsi qu'un meilleur accès malgré des emplois du temps chargés.

*« Manque une part sur former les enseignants-chercheurs : les aider dans les outils et questionnements pour répondre aux évolutions de la société : les former sur l'IA ou sur la transition écologique »*

*« Certaines procédures (ou obligation) de formation lors de l'année de stage peuvent être vécues comme inutiles, voir artificielles et chronophage (même si l'intention est bonne). Se limiter à une présentation des instances et le suivi par un pair pourrait suffire, sans imposer certains exercices "infantilisant". »*

► **Harcèlement et VSS** : Quelques répondants pointent un manque de dispositifs clairs pour traiter les cas de harcèlement ou de violences sexistes, ainsi qu'un déficit d'identification des personnes ressources.

*« Comment les personnels sont-ils accompagnés s'ils sont victimes de harcèlement ou de violences sexistes ? Y-at-il une cellule dédiée ? Je ne suis pas certain-e de pouvoir identifier les personnes ressources (qui contacter et comment). »*

► **Management** : Les critiques portent sur une gouvernance perçue comme opaque ou inégalitaire. Certains dénoncent des pratiques autoritaires dans certaines unités de recherche, un manque de formation des responsables, et une absence de cadre clair pour les fonctions de direction.

*« Je pense que l'UA ne contrôle pas suffisamment ses directions d'UR. Elle part du principe qu'elles communiquent toutes avec leurs membres de manière efficace. Elle pense leur bienveillance. En réalité, on constate que des petites chefferies peuvent se mettre en place, bloquant l'accès à l'information en le partageant pas, créant des climats de travail toxiques »*

*« Une formation des DU au management d'équipe ne serait pas inutile. »*

*« La formation au management devrait devenir obligatoire pour toute prise de responsabilité. »*

# PROFESSIONNALISATION DES CHERCHEURS

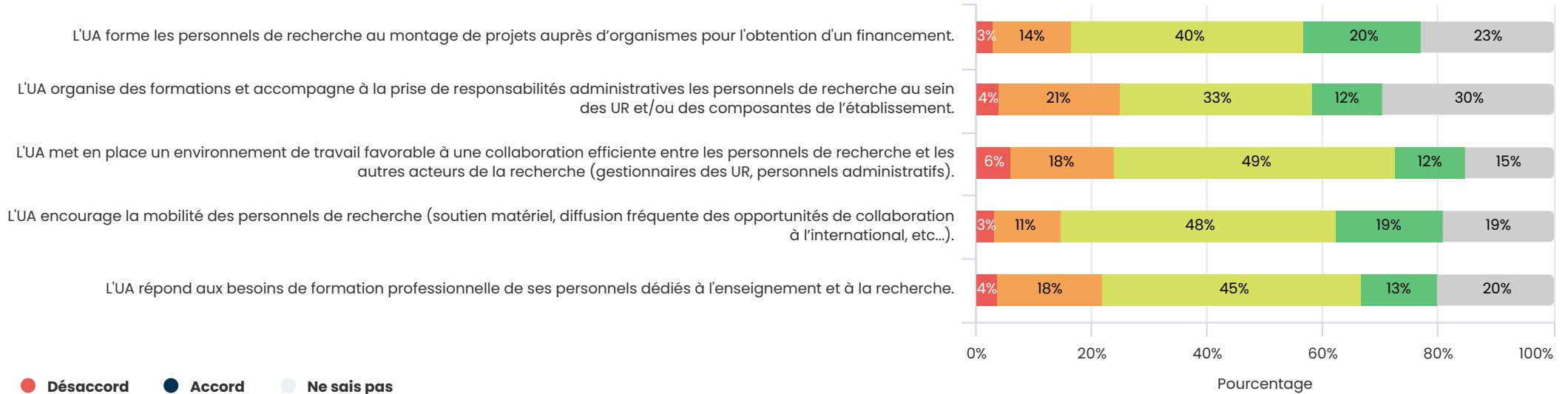
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» Professionnalisation des chercheur·ses

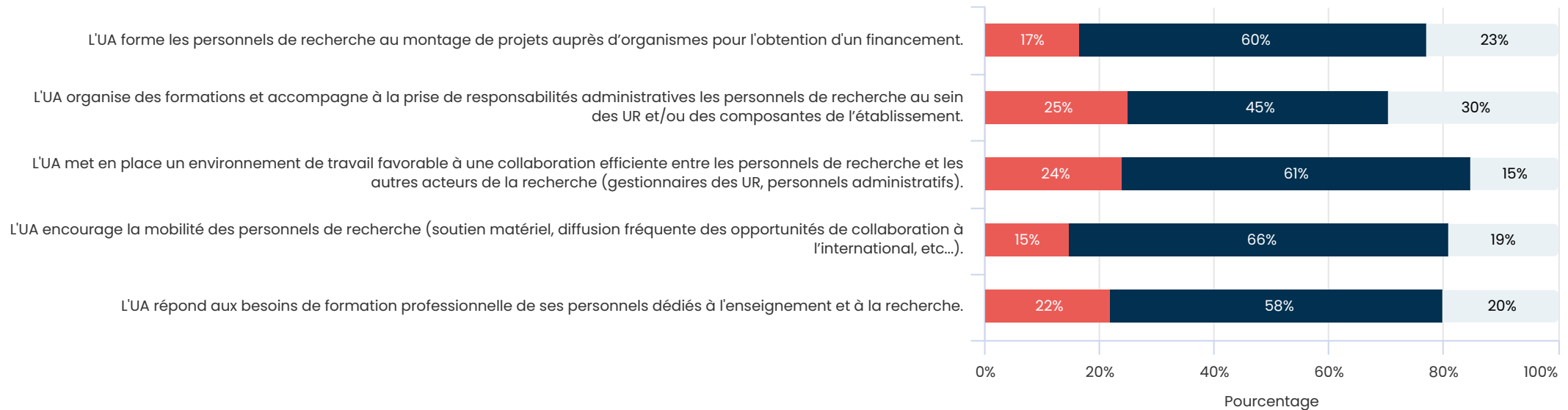
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Réponses effectives : 497

● Pas du tout d'accord ● Plutôt pas d'accord ● Plutôt d'accord ● Tout à fait d'accord ● Ne sais pas



● Désaccord ● Accord ● Ne sais pas

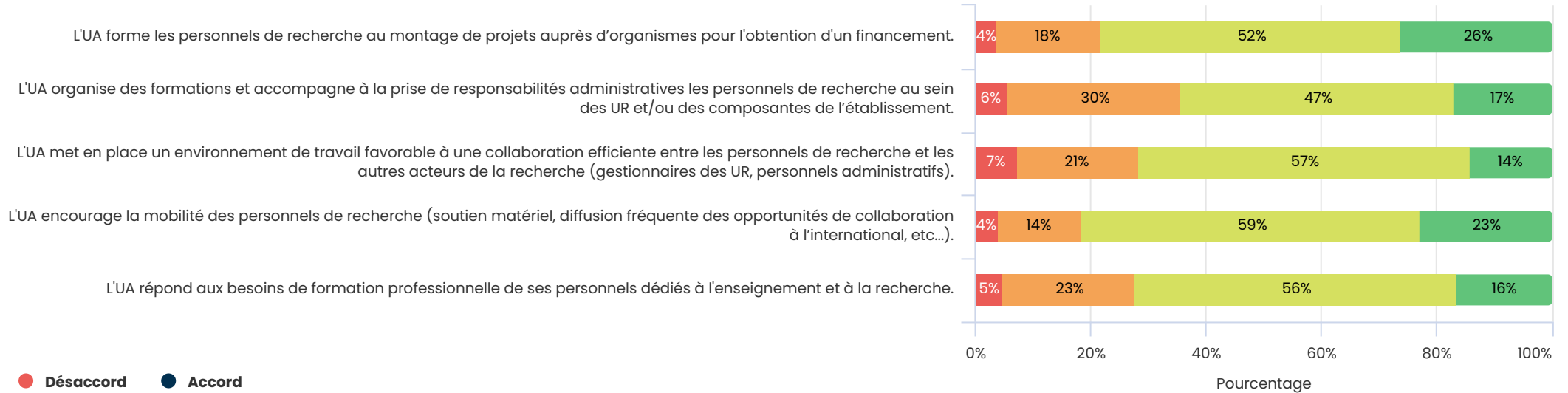


» Professionnalisation des chercheur·ses

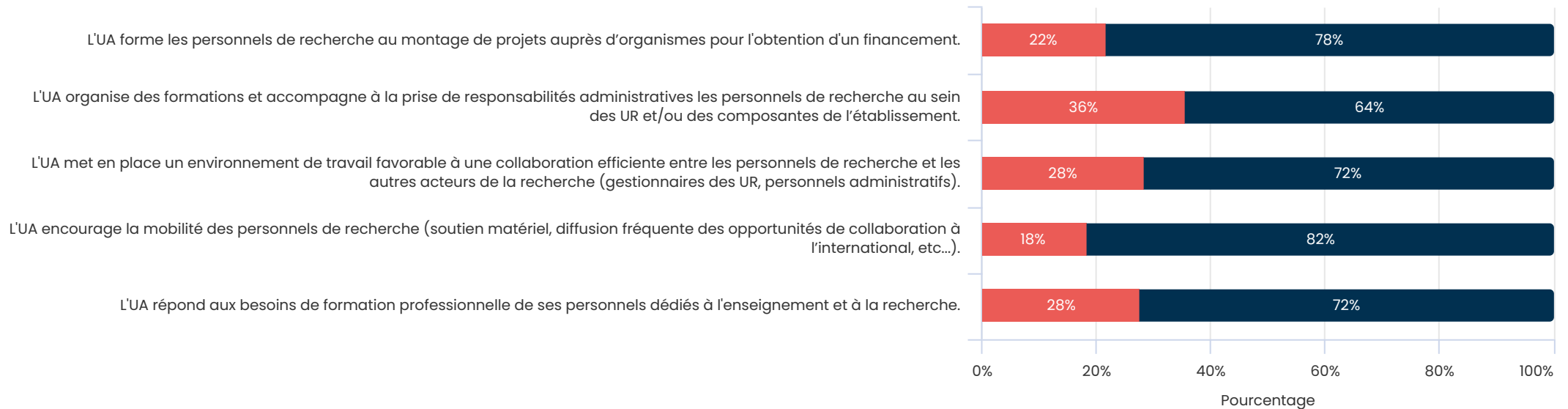
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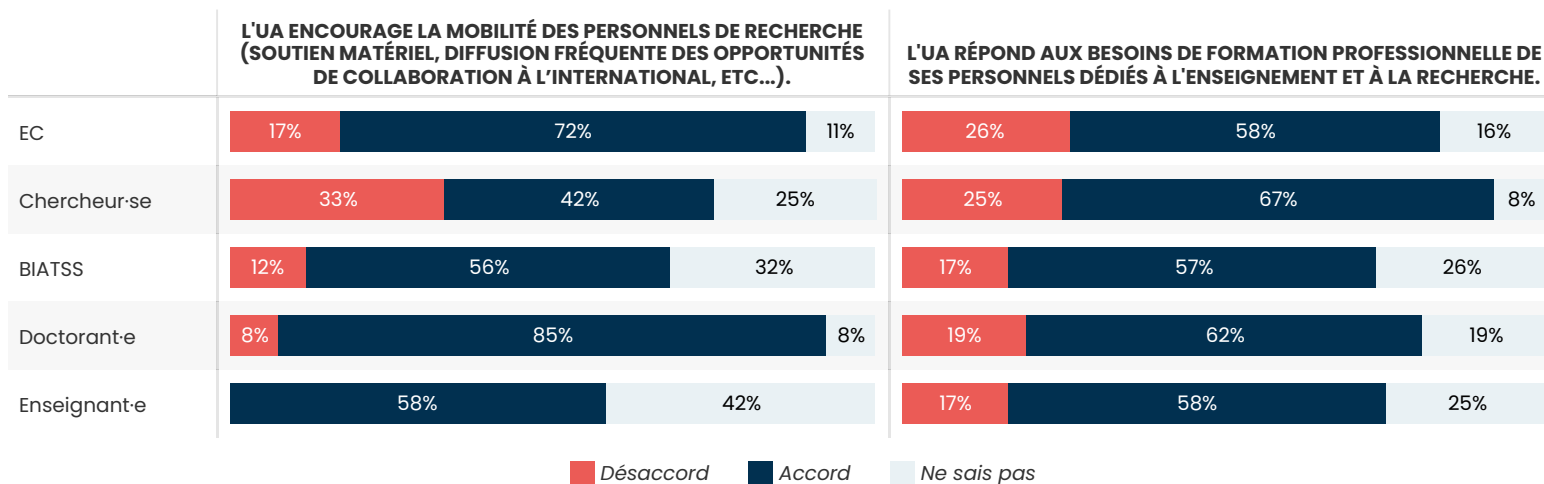
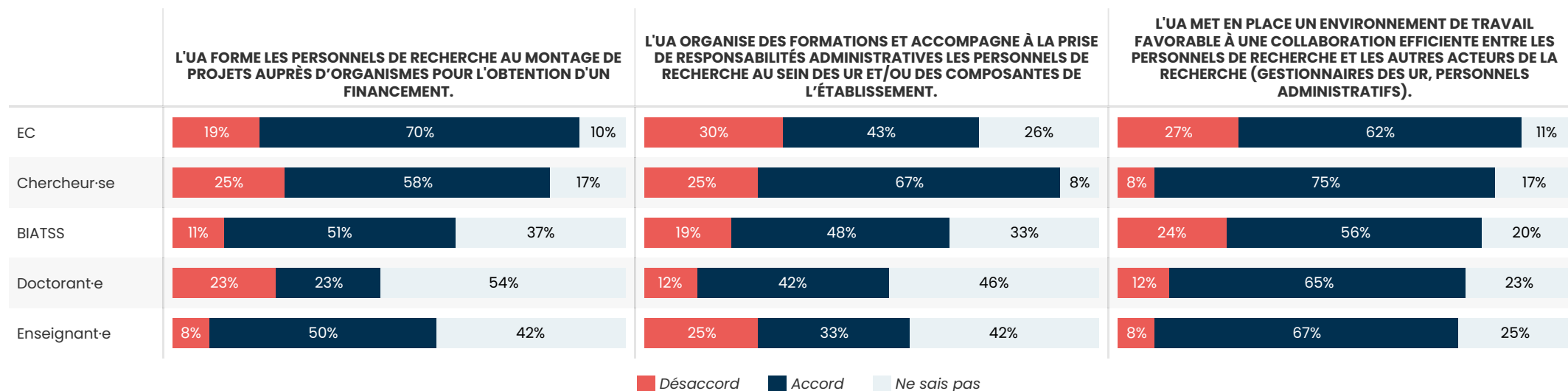


● Désaccord ● Accord



» Professionnalisation des chercheur·ses

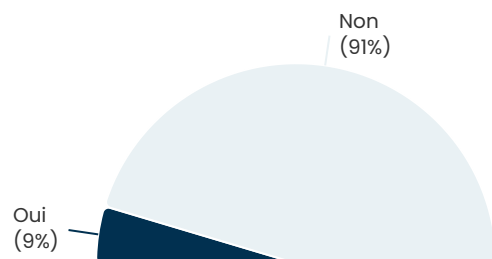
Résultats selon la fonction occupée au sein de l'établissement



## » Professionnalisation des chercheur·ses

Estimez-vous que certaines questions relevant de la professionnalisation des chercheur·se·s n'ont pas été abordées ?

Réponses effectives : 497



N'hésitez pas à nous faire part de vos éventuels commentaires ou remarques sur le thème de la professionnalisation des chercheur·se·s :

Réponses effectives : 26



	N
formation	10
recherche	5
personnel	4
responsabilité	3
professionnel	3
question	3
service	3

## » Professionnalisation des chercheur·ses

Les 26 commentaires libres sur le thème de la professionnalisation des chercheur·ses ont été analysés et classés par grandes thématiques. Chaque thématique est illustrée par un ou plusieurs verbatims représentatifs.

### Formation et développement des compétences

► **Accessibilité et organisation des formations** : De nombreux répondants soulignent des difficultés à participer aux formations proposées, souvent en raison de plannings chargés ou d'une communication tardive sur les dates.

« Il y a des formations de proposées mais je ne suis jamais disponible pour y participer : nous avons un emploi du temps très chargé et les dates sont communiquées trop tardivement. »

► **Besoins en formations spécifiques** : Les chercheurs expriment un besoin accru de formations ciblées, notamment sur : la gestion financière de projets, l'intelligence artificielle (IA), les enjeux environnementaux, la prise de responsabilités (direction de labo, élus, etc.).

« Il conviendrait de former les E et EC à l'utilisation de l'IA dans le cadre de leurs cours et de leur recherche. Il ne s'agit pas de prévoir une formation d'1 ou 2 heures mais d'investir sérieusement dans toutes les composantes sur cette question. »

« Peu de formation pour les prises de responsabilités comme directeur de laboratoire, directeur adjoint d'UFR, élus aux conseils centraux (le rôle des élus n'est pas expliqué, il devrait y avoir une formation/sensibilisation à chaque élection). »

### Carrière, reconnaissance et accompagnement

► **Visibilité sur les parcours de carrière** : Certains regrettent le manque de transparence ou d'accompagnement dans les perspectives d'évolution professionnelle.

« Il serait intéressant de pouvoir avoir de la visibilité sur les opportunités de promotion via des réunions collectives par section CNU et corps, ou entretiens individuels avec direction composante et direction labo. »

► **Suivi individuel des chercheurs** : Contrairement aux personnels BIATSS, les enseignants-chercheurs ne bénéficient pas d'un suivi structuré.

« Le suivi individuel des chercheurs n'existe pas à contrario des personnels BIATSS qui ont des entretiens annuels et des objectifs à remplir annuellement. »

### Financement et moyens

► **Financement des laboratoires** : Un appel est lancé pour un retour à un financement récurrent, jugé plus stable et moins chronophage que les financements sur projets.

« Il faudrait revenir à un financement récurrent des laboratoires plus important (au détriment du financement sur contrat, chronophage, encourageant au gaspillage et à la précarisation). »

► **Accès aux outils et logiciels** : Certains chercheurs souhaitent un meilleur accès à des outils numériques spécialisés.

« Pour le matériel, nous pourrions avoir accès à des logiciels informatiques payants (analyse de données, faire des figures pour communication, suivi d'études cliniques en santé etc...). »

### Collaboration et environnement de travail

► **Relations interpersonnelles et climat de travail** : Des tensions sont évoquées entre enseignants-chercheurs et personnels administratifs, parfois perçus comme peu coopératifs ou infantilisans.

« Les tentatives de contrôle/vérification du travail des EC sont trop fréquentes, infantilisantes, décourageantes, en particulier quand on voit l'investissement des EC (parfois au-delà du raisonnable) dans un contexte relativement morose. »

► **Outils et procédures** : Certains outils comme Nautilus sont jugés peu ergonomiques et sources de surcharge administrative.

« Nautilus est un outil peu intuitif, qui a permis un transfert de missions des personnels administratifs aux enseignants-chercheurs. C'est à mon avis un problème. »

## » Professionnalisation des chercheur·ses

### Gouvernance et structuration institutionnelle

► **Rôle des directions et services** : Des attentes sont exprimées quant à une meilleure définition des rôles et à un soutien plus clair des directions de composantes et des services centraux.

*« L'UA devrait mieux préciser les missions dévolues aux directeurs d'unités de recherche ainsi que les moyens mis à leur disposition -- et s'assurer que ceux-ci disposent des informations et des compétences ad hoc ou à défaut suivent des formations correspondantes. »*

► **Perception de la stratégie institutionnelle** : Certains ressentent un décalage entre les ambitions affichées et la réalité du terrain.

*« Un virage a été pris à l'UA pour la faire dévier vers une sorte d'institut de formation professionnel ... Le vernis sur les sites internet ça ne compense pas la dure réalité du terrain. »*

# TRANSMISSION DE LA RECHERCHE

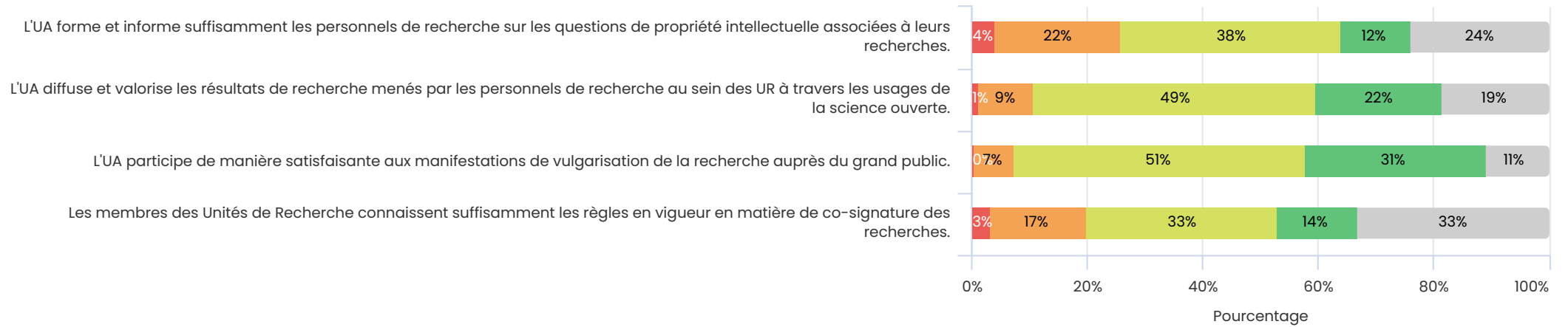
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» Transmission de la recherche

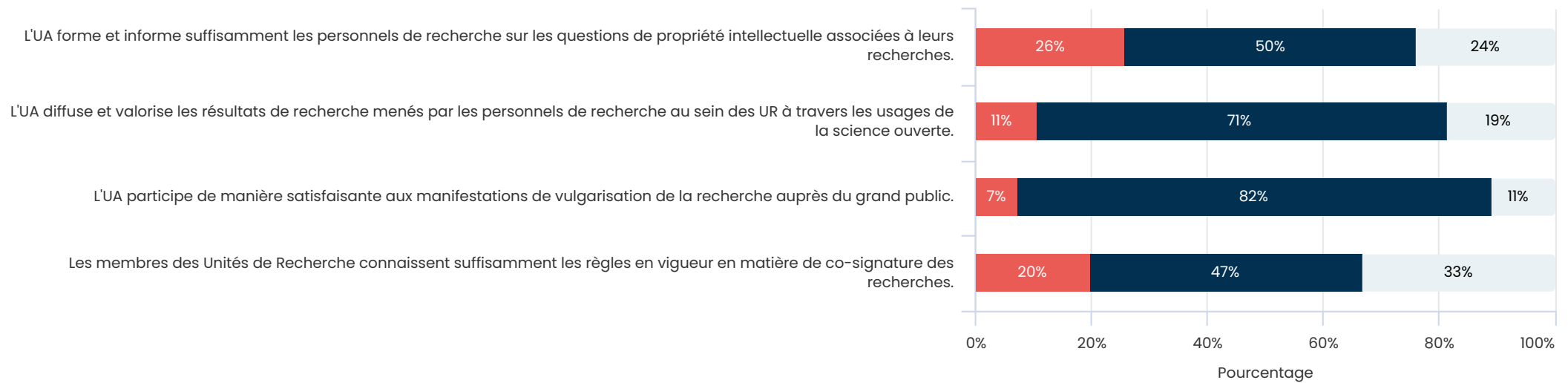
Merci d'indiquer votre degré d'accord avec chacune des affirmations proposées ci-dessous :

Réponses effectives : 497

● Pas du tout d'accord ● Plutôt pas d'accord ● Plutôt d'accord ● Tout à fait d'accord ● Ne sais pas



● Désaccord ● Accord ● Ne sais pas

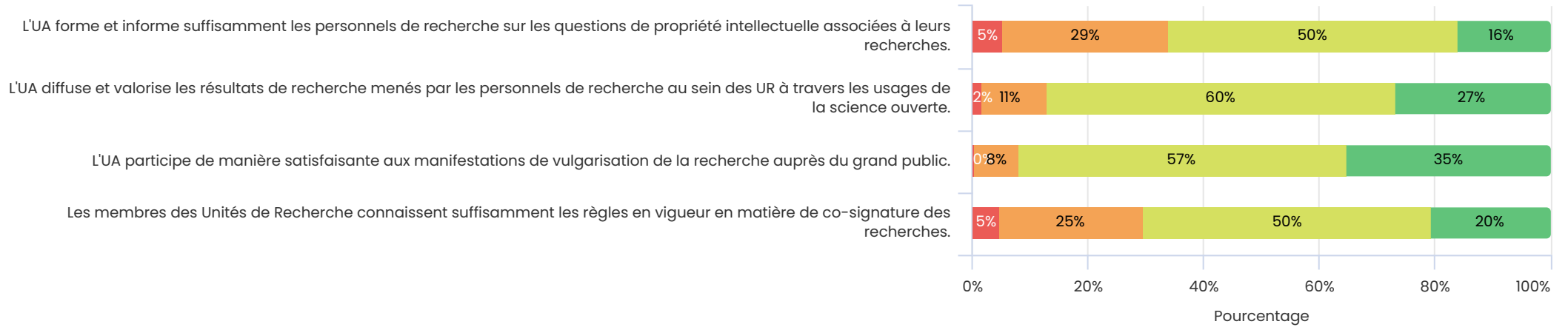


» Transmission de la recherche

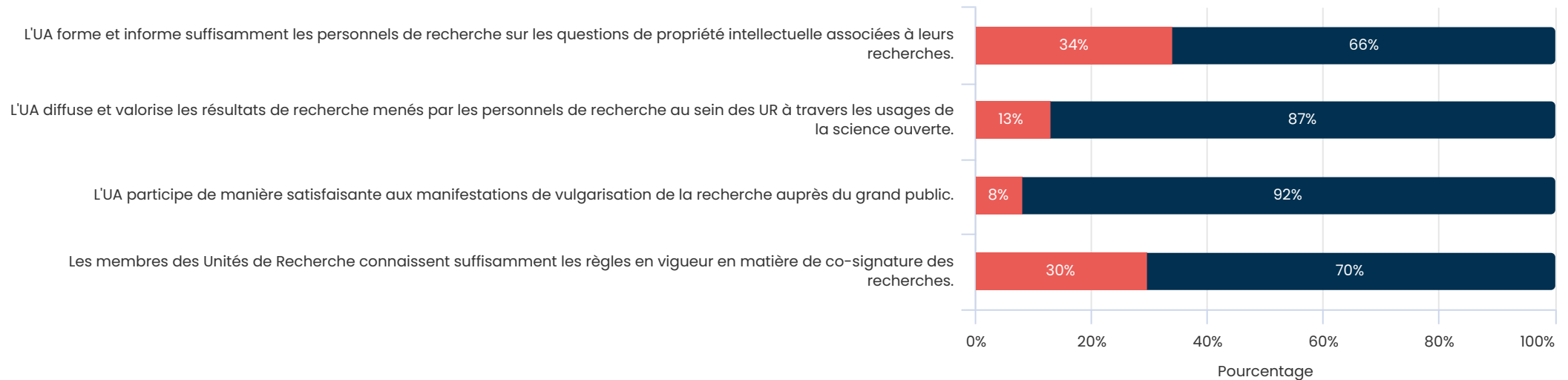
Pourcentages calculés hors modalité "Ne sais pas"

Merci d'indiquer votre degré d'accord avec chacune des affirmations proposées ci-dessous :

● Pas du tout d'accord ● Plutôt pas d'accord ● Plutôt d'accord ● Tout à fait d'accord

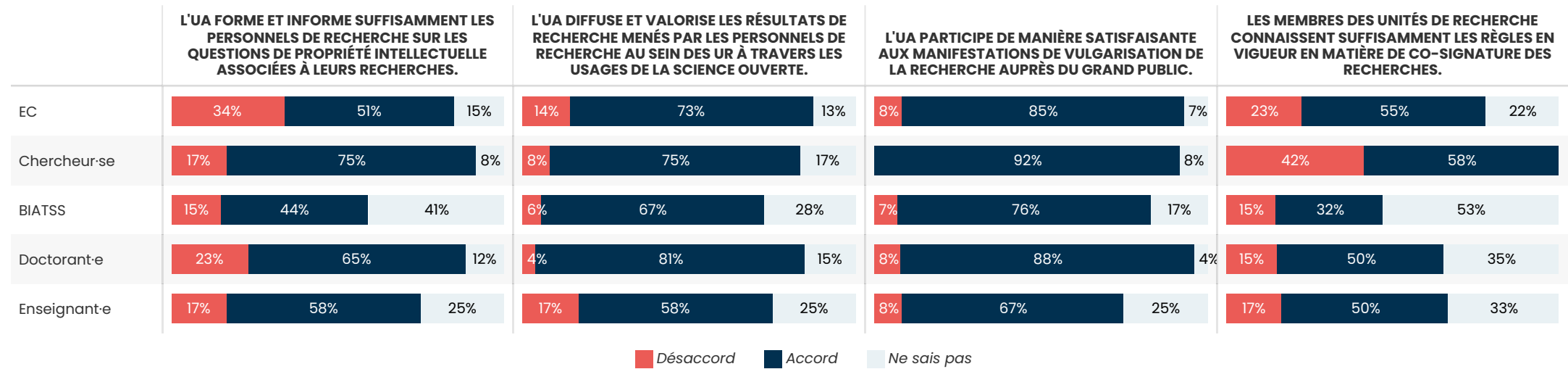


● Désaccord ● Accord



» Transmission de la recherche

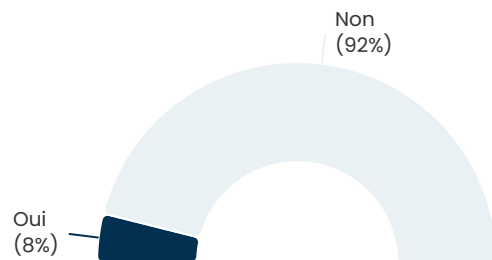
Résultats selon la fonction occupée au sein de l'établissement



» Transmission de la recherche

Estimez-vous que certaines questions relevant de la transmission de la recherche n'ont pas été abordées ?

Réponses effectives : 497



N'hésitez pas à nous faire part de vos éventuels commentaires ou remarques sur le thème de la transmission de la recherche :

Réponses effectives : 19



## » Transmission de la recherche

Les 19 commentaires libres sur le thème de la transmission de la recherche ont été analysés et classés par grandes thématiques. Chaque thématique est illustrée par un ou plusieurs verbatims représentatifs.

### Communication et valorisation de la recherche

► **Manque de visibilité des productions scientifiques** : Les répondants soulignent un déficit de visibilité des travaux de recherche menés à l'UA, notamment en interne.

« Manque une/des vitrines pour afficher les brevets/revues/articles/livres produits par les chercheurs et appliqués en recherche dans les halls des différentes composantes. »

► **Communication institutionnelle peu lisible** : Certains évoquent une difficulté à comprendre les circuits de communication internes, notamment pour les événements à destination du grand public.

« Il est difficile de communiquer sur les événements grand public que l'on organise. L'organisation de la communication institutionnelle n'est pas claire pour moi. »

### Transmission vers les étudiants

► **Valorisation pédagogique de la recherche** : Plusieurs répondants proposent de mieux intégrer les résultats de recherche dans les formations pour susciter l'intérêt des étudiants.

« Il serait intéressant de valoriser les résultats de recherche menés par les personnels de recherche au sein de l'UA auprès des étudiants pour les inciter à faire de la recherche. »

► **Lien enseignement-recherche** : Le lien entre les activités d'enseignement et de recherche est jugé insuffisamment mis en avant.

« Le lien enseignement recherche n'est pas évoqué (appui des formations sur les labos, intérêt d'avoir des enseignants qui soient aussi des chercheurs...). »

### Ouverture vers la société et les décideurs

► **Vulgarisation et sciences citoyennes** : Les actions de vulgarisation sont perçues comme peu reconnues dans les évaluations des chercheurs.

« L'UA devrait mieux identifier et valoriser les actions de type sciences citoyennes et de vulgarisation scientifique et en tenir compte dans l'évaluation des chercheurs. »

► **Lien avec le monde socio-économique** : Des propositions émergent pour renforcer les liens avec les entreprises via la formation continue.

« Proposer de la formation professionnelle auprès des entreprises pour créer du lien avec le milieu socio-économique. »

► **Diffusion vers les décideurs politiques** : Un répondant suggère de renforcer la transmission des résultats de recherche vers les sphères politiques.

« Question de la diffusion de la recherche auprès des décideurs politiques (par ex, participation à des auditions auprès d'instances politiques). »

### Propriété intellectuelle et reconnaissance

► **Co-signature et éthique scientifique** : Des préoccupations sont exprimées sur des pratiques jugées injustes en matière d'attribution d'auteurs.

« Une des règles à respecter est d'avoir participé à l'écriture/correction de l'article scientifique. Cependant, quand le coordinateur du projet ne nous envoie pas l'article, il est impossible pour nous de revendiquer que nous sommes auteurs. »

► **Propriété industrielle et brevets** : Le dépôt de brevets est perçu comme complexe, avec un manque de soutien institutionnel.

« Propriété industrielle, dépôt de brevet difficile, pas de soutien au niveau de l'UA. »

► **Reconnaissance des personnels non enseignants** : Certains regrettent que les personnels non enseignants soient peu valorisés dans les processus de transmission.

« Faire un point sur la protection des personnels non considérés lors de ces valorisations. »

## » Transmission de la recherche

### Outils de diffusion et open science

» **Plateformes de diffusion** : HAL est critiqué pour son manque de fiabilité perçue, au profit de plateformes comme Google Scholar.

*« HAL est un système français, qui recense tout et n'importe quoi. Il vaudrait mieux s'appuyer sur une base beaucoup plus propre, comme Google Scholar. »*

» **Financement de la science ouverte** : Un manque de soutien financier pour la publication en open access est signalé.

*« L'UA ne propose pas assez de financement pour la publication en sciences ouvertes. »*

# DÉVELOPPEMENT DURABLE ET RESPONSABILITÉ SOCIÉTALE

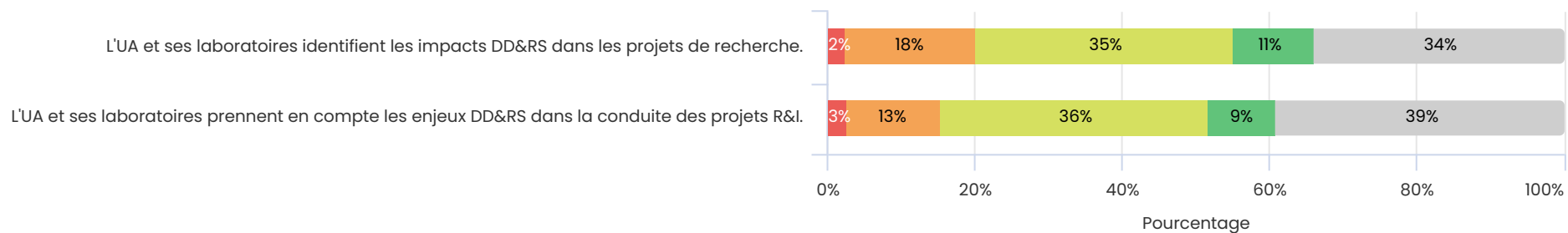
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## » Développement durable et responsabilité sociétale (DDRS)

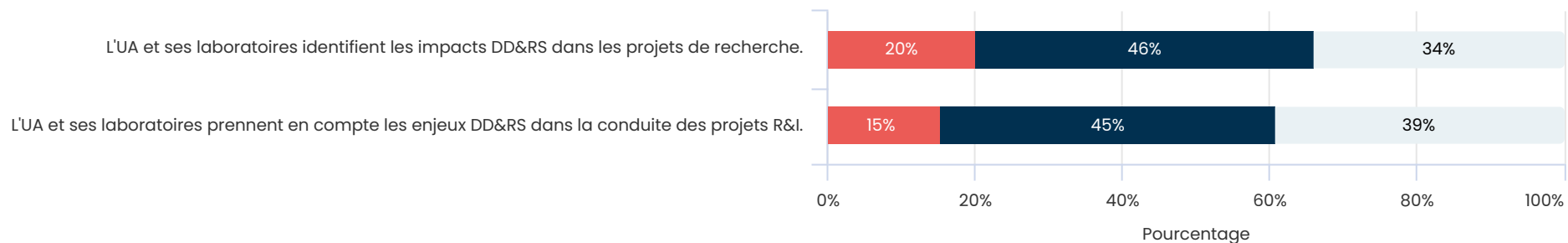
Merci d'indiquer votre degré d'accord avec chacune des affirmations proposées ci-dessous :

Réponses effectives : 497

● Pas du tout d'accord ● Plutôt pas d'accord ● Plutôt d'accord ● Tout à fait d'accord ● Ne sais pas



● Désaccord ● Accord ● Ne sais pas

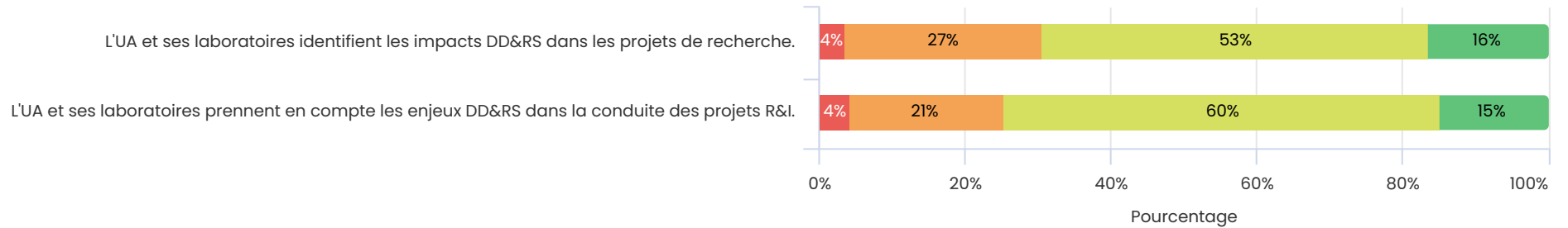


» Développement durable et responsabilité sociétale (DDRS)

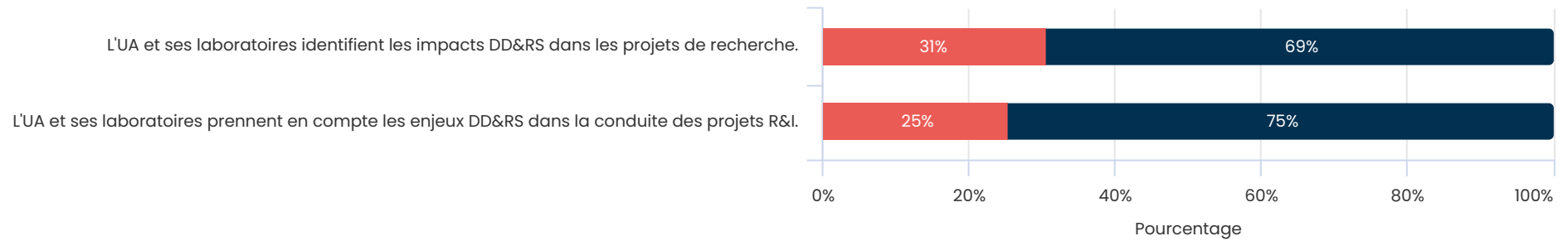
**Pourcentages calculés hors modalité "Ne sais pas"**

Merci d'indiquer votre degré d'accord avec chacune des affirmations proposées ci-dessous :

● Pas du tout d'accord ● Plutôt pas d'accord ● Plutôt d'accord ● Tout à fait d'accord

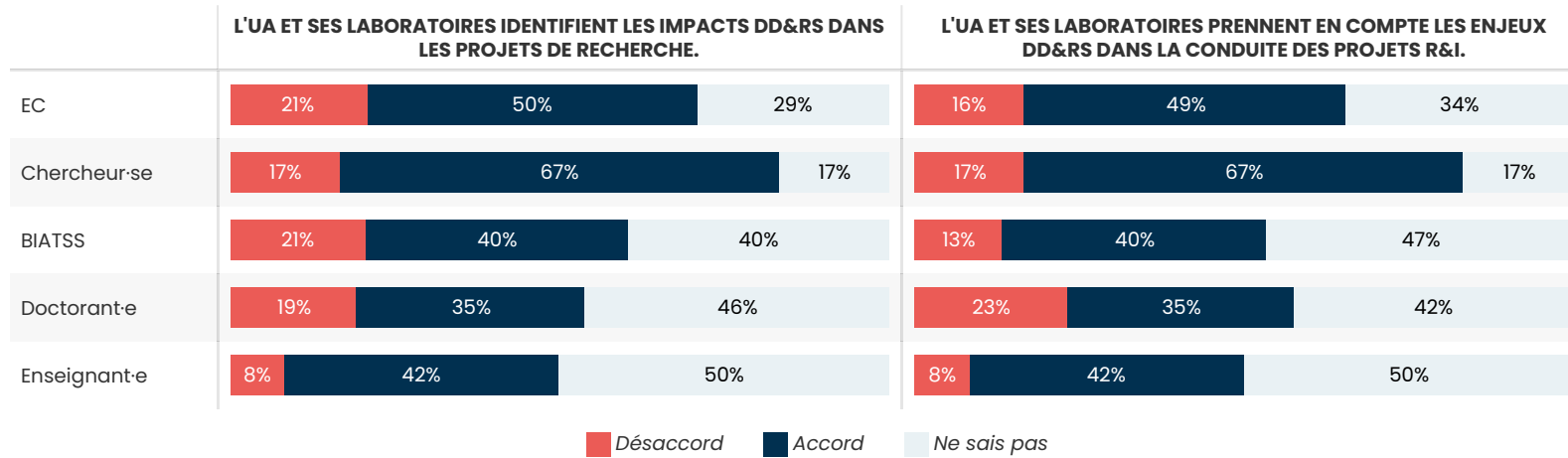


● Désaccord ● Accord



» Développement durable et responsabilité sociétale (DDRS)

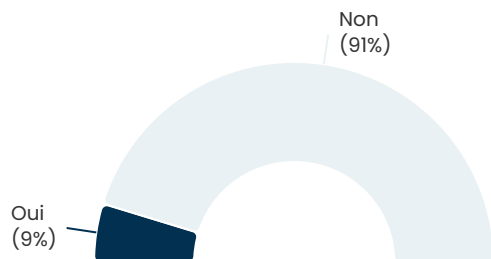
Résultats selon la fonction occupée au sein de l'établissement



## » Développement durable et responsabilité sociétale (DDRS)

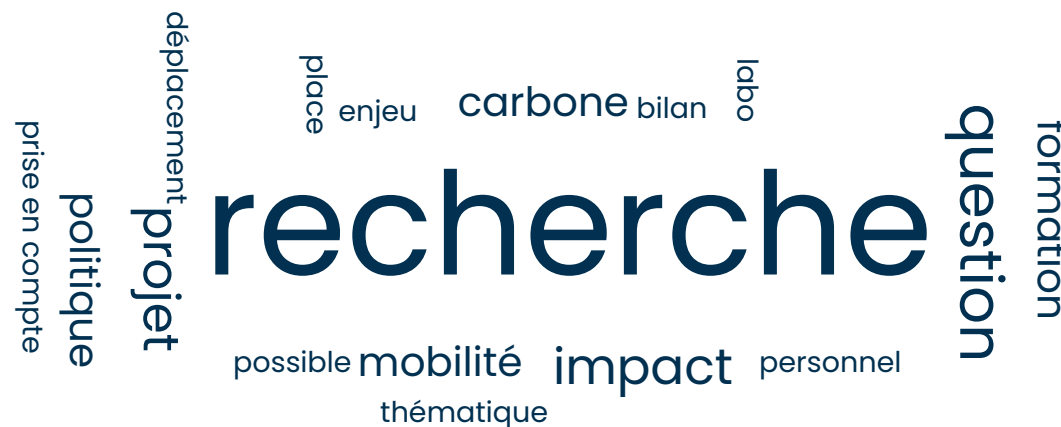
Estimez-vous que certaines questions relevant du DD&RS n'ont pas été abordées ?

Réponses effectives : 497



N'hésitez pas à nous faire part de vos éventuels commentaires ou remarques sur le thème du DD&RS :

Réponses effectives : 38



	N
recherche	13
question	6
impact	5
projet	5
formation	4
mobilité	4
politique	4

## » Développement durable et responsabilité sociétale (DDRS)

Les 38 commentaires libres sur le thème du développement durable et responsabilité sociétale ont été analysés et classés par grandes thématiques. Chaque thématique est illustrée par un ou plusieurs verbatims représentatifs.

### » Définition et compréhension du DDRS

Les répondants soulignent un manque de clarté sur ce que recouvre exactement le DDRS. Plusieurs appellent à une définition partagée et à une discussion collective sur les objectifs et les indicateurs.

« Il faudrait soit une charte soit (encore mieux) une discussion pour définir ce qu'on entend par DDRS. »

### » Gouvernance et stratégie

Les réponses évoquent la nécessité d'une stratégie plus lisible, d'un pilotage renforcé, et d'une meilleure coordination entre les unités de recherche et les tutelles.

« L'UA et possibles autres tutelles des unités de recherche devraient engager, dans le cadre des travaux pour le prochain contrat, des discussions avec les UR sur les cibles DD&RS qu'elles entendent viser et définir avec elles les indicateurs de suivi et les éléments de preuve qu'elles s'engagent à fournir. »

« Les initiatives et projets en matière de politique DDRS sont trop diffus. »

« La dimension DDRS (ou plutôt TEDS) est insuffisamment prise en compte dans les fiches de poste, dans les pratiques des UR et dans les projets de recherche en général. Ce devrait être beaucoup plus développé. »

### » Sensibilisation et formation

Un besoin fort de formation et de sensibilisation est exprimé, notamment pour les jeunes chercheurs, les doctorants et les encadrants.

« Il faudrait que les chercheurs soient plus sensibilisés au DD&RS. Via le suivi de fresques pour "mesurer" leur impact via leurs travaux de recherche --. »

« Un point peut-être sur la formation des personnels et/ou des managers au sein des laboratoires de recherche. »

### » Financement

Le manque de moyens dédiés est un frein majeur à l'intégration du DDRS dans les projets de recherche.

« Les DDRS ont besoin d'un financement qui devrait s'ajouter au budget de recherche d'un projet, pour qu'il soit pris en compte de manière instinctive et sans frein financier... »

### » Scepticisme / Greenwashing

Certains répondants expriment un scepticisme marqué, dénonçant une approche perçue comme superficielle ou idéologique.

« DD & RS : c'est du marketing et de l'affichage. »

« Je ne vais pas vous faire ici la liste, poser deux petites questions pour évaluer cet aspect important est déjà en soi révélateur de la démarche de l'UA (plutôt 'greenwashing') - il suffit d'afficher sur le net et c'est comme ci c'était fait! »

« -- en l'état ça semble plus être l'application d'un programme politique que la mise en place provenant de réflexions scientifiques. »

### » Mobilité durable

Les enjeux de mobilité sont très présents : difficultés à privilégier le train, manque d'infrastructures pour les mobilités douces, et incohérences dans les règlements.

« Difficile de suivre les DDRS quand il n'est pas par exemple possible d'acheter un billet de train en place d'un billet d'avion. »






# ÉVOLUTION DES PERCEPTIONS ENTRE 2019 ET 2025

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## » Évolution des perceptions entre 2019 et 2025










Cette section présente une comparaison des taux d'accord (réponses "Tout à fait d'accord" et "Plutôt d'accord") entre les éditions 2019 et 2025 de l'enquête. L'objectif est de mettre en lumière les évolutions de perception sur les différentes affirmations. Les réponses "Ne sais pas" ont été exclues de l'analyse. Les écarts entre les pourcentages sont exprimés en points.

### Évolution des taux d'accord (en %) entre les deux enquêtes HRS4R

Éthique, égalité et non-discrimination	Taux d'accord enquête 2019	Taux d'accord enquête 2025
L'UA forme aux règles éthiques et déontologiques dans les recherches.	75	82  (+7,0)
L'UA promeut le développement de recherches répondant aux enjeux majeurs de la société.	87	89
L'UA forme et informe suffisamment sur le repérage des inégalités de genre et les solutions à y apporter.	75	87  (+11,4)
L'UA effectue des recrutements et promotions des personnels de recherche en se détachant des stéréotypes.	74	80  (+6,1)
L'UA protège les personnels de recherche des groupes de pression et d'éventuels conflits d'intérêts en encadrant le financement des projets de recherche par des organismes privés.	71	74  (+2,8)
L'UA œuvre pour que la loi en matière de recrutement des personnes handicapées soit respectée.	91	94  (+3,3)
L'UA développe une politique active de recrutement et d'accompagnement des personnels en situation de handicap et dédiés à l'enseignement et à la recherche.	/	86




## » Évolution des perceptions entre 2019 et 2025

### Évolution des taux d'accord (en %) entre les deux enquêtes HRS4R





Accompagnement des personnes	Taux d'accord enquête 2019	Taux d'accord enquête 2025
L'UA communique et informe suffisamment en France et à l'international autour des postes des personnels de recherche ouverts en son sein (profils, épreuves, etc.) et des possibilités de carrière afin d'attirer les meilleurs profils.	63	67  (+4,4)
L'UA effectue une sélection des candidats aux fonctions de personnels de recherche TITULAIRES selon des critères et procédures clairement établis et diffusés par les comités et commissions.	82	82
L'UA effectue une sélection des candidats aux fonctions de personnels de recherche NON TITULAIRES selon des critères et procédures clairement établis et diffusés par les comités et commissions.	75	77  (+2,4)
L'UA établit, par ses comités de sélection, des classements des candidats aux fonctions de personnels de recherche TITULAIRES selon des règles équitables.	81	81
L'UA établit, par les comités de sélection, des classements des candidats aux fonctions de personnel de recherche NON TITULAIRES (dont les doctorants, post-docs et ATER) selon des règles équitables.	80	81
L'UA intègre la mobilité et les parcours atypiques dans le recrutement des personnels de recherche.	66	78  (+11,5)
L'UA anticipe les recrutements en lien avec les besoins en formation et recherche.	/	44
Accompagnement des personnes	Taux d'accord enquête 2019	Taux d'accord enquête 2025
L'UA informe et forme suffisamment les personnels de recherche sur la réglementation encadrant l'éthique et la déontologie, aux droits et devoirs dans l'exercice de leurs fonctions.	58	66  (+7,8)
L'UA accompagne de manière satisfaisante les jeunes personnels de recherche dans le démarrage de leur carrière.	61	73  (+11,8)
L'UA suit les personnels de recherche afin de détecter et d'accompagner les collègues en difficulté dans la pratique de leur métier.	58	45  (-13,8)
L'UA fournit un environnement matériel propice à la pratique de la recherche.	74	66  (-8,3)
L'UA offre aux personnels de recherche des conditions de travail propices à la réalisation de leur projet de recherche.	70	63  (-7,1)
L'UA encourage les personnels de recherche à s'ouvrir à des thématiques de recherche afin de nouer des collaborations dans le périmètre de projets scientifiques de leurs Unités de Recherche (UR).	78	84  (+5,9)

## » Évolution des perceptions entre 2019 et 2025

### Évolution des taux d'accord (en %) entre les deux enquêtes HRS4R

Accompagnement des personnes	Taux d'accord enquête 2019	Taux d'accord enquête 2025
L'UA forme les personnels de recherche au montage de projets auprès d'organismes pour l'obtention d'un financement.	73	78  (+5,2)
L'UA organise des formations et accompagne à la prise de responsabilités administratives les personnels de recherche au sein des UR et/ou des composantes de l'établissement.	69	64  (-4,3)
L'UA met en place un environnement de travail favorable à une collaboration efficiente entre les personnels de recherche et les autres acteurs de la recherche (gestionnaires des UR, personnels administratifs).	70	72  (+2,0)
L'UA encourage la mobilité des personnels de recherche (soutien matériel, diffusion fréquente des opportunités de collaboration à l'international, etc...).	81	82
L'UA répond aux besoins de formation professionnelle de ses personnels dédiés à l'enseignement et à la recherche.	/	72

Transmission de la recherche	Taux d'accord enquête 2019	Taux d'accord enquête 2025
L'UA forme et informe suffisamment les personnels de recherche sur les questions de propriété intellectuelle associées à leurs recherches.	71	66  (-4,9)
L'UA diffuse et valorise les résultats de recherche menés par les personnels de recherche au sein des UR à travers les usages de la science ouverte.	80	87  (+7,4)
L'UA participe de manière satisfaisante aux manifestations de vulgarisation de la recherche auprès du grand public.	88	92  (+3,6)
Les membres des Unités de Recherche connaissent suffisamment les règles en vigueur en matière de co-signature des recherches.	66	70  (+4,7)

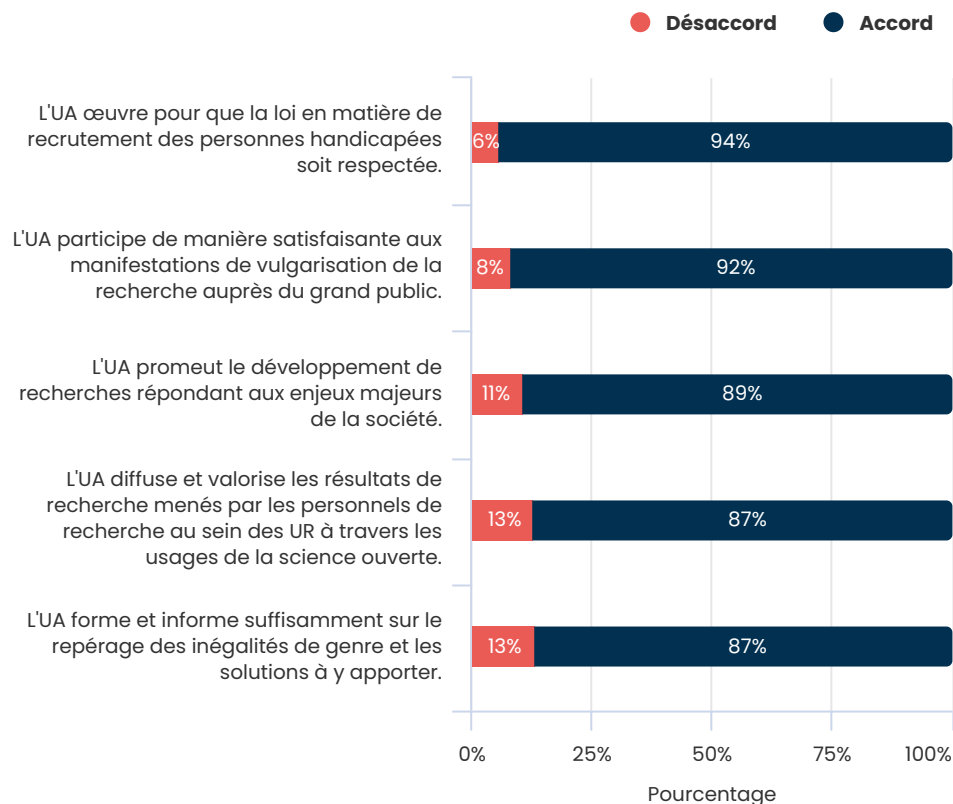
# SYNTHÈSE



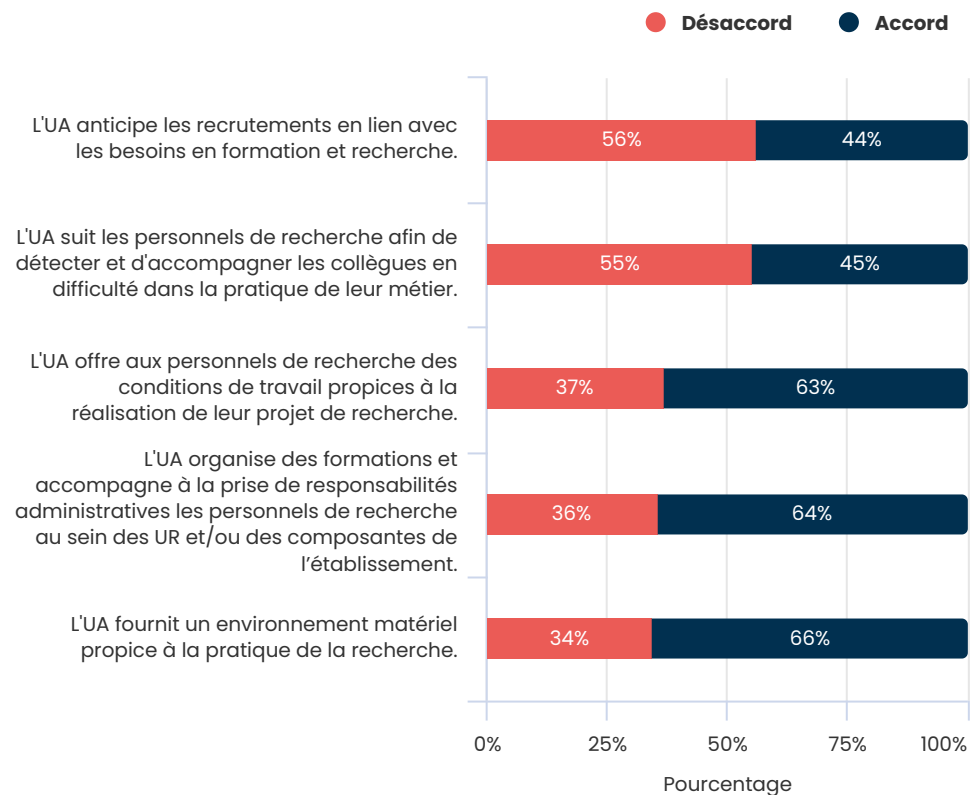
## » Chiffres clés



### Affirmations ayant recueilli le plus d'approbation



### Affirmations ayant généré le plus de désaccord



Les désaccords les plus marqués concernent principalement **l'accompagnement des personnels** et **l'anticipation des recrutements**. Hors modalité "Ne sais pas" :

- Plus de la moitié des répondants (56%) considèrent que l'UA n'anticipe pas les recrutements en lien avec les besoins en formation et recherche.
- 55% des répondants estiment que l'UA ne suit pas suffisamment les personnels de recherche afin de pouvoir détecter et accompagner les collègues en difficultés.

## » Éléments principaux issus des commentaires

*Au-delà des réponses quantitatives, l'enquête a permis de recueillir de nombreux verbatims, exprimés librement par les répondants. L'analyse de ces verbatims a permis d'identifier des éléments clés récurrents, révélateurs des enjeux majeurs auxquels la communauté est confrontée. La synthèse qui suit présente les principaux enseignements issus de cette analyse qualitative, en complément des résultats statistiques.*

### La recherche : une priorité sous tension

Le mot "recherche" est de loin le plus cité. Elle est au cœur des missions, mais les témoignages révèlent une réalité difficile :

- Des moyens jugés insuffisants,
- Une surcharge administrative qui freine les projets,
- Une pression croissante sur les indicateurs de performance,
- Et un déséquilibre entre recherche fondamentale et appliquée.

### Le recrutement : entre complexité et manque de transparence

Le recrutement est une autre thématique centrale :

- Les procédures sont perçues comme lourdes, parfois biaisées,
- Des cas de favoritisme ou d'endorecrutement sont évoqués,
- Le manque de postes, notamment pérennes, est criant,
- Et l'anticipation des besoins est jugée insuffisante.

### Les personnels : reconnaissance et équité

Les commentaires soulignent :

- Des inégalités entre titulaires et contractuels,
- Un manque de suivi de carrière, en particulier pour les enseignants-chercheurs,
- Des situations de souffrance, notamment chez les personnels BIATSS,
- Et une demande forte de reconnaissance des parcours atypiques.

### La formation : utile mais parfois inadaptée

La formation est jugée essentielle, mais :

- Trop de formations sont perçues comme inutiles ou infantilisantes,
- Les besoins en IA, management, éthique ou transition écologique sont mal couverts,
- Et les contraintes de planning rendent l'accès difficile.

### Éthique, égalité, non-discrimination : des efforts à poursuivre

Les répondants saluent les dispositifs mis en place, mais :

- Des inégalités persistent (genre, origine, statut),
- La discrimination positive est parfois perçue comme excessive,
- Et les dispositifs de lutte contre le harcèlement ou les violences sexistes sont jugés peu visibles ou peu efficaces.

### Développement durable et responsabilité sociétale (DD&RS)

Enfin, le DD&RS suscite des réactions contrastées :

- Certains saluent les initiatives,
- D'autres dénoncent un manque de clarté, de moyens ou un effet de "greenwashing",
- Le besoin de formation, de stratégie claire et d'indicateurs concrets est largement exprimé.

## » Suggestions issues des commentaires

Dans le cadre de l'enquête, les répondants avaient la possibilité de formuler des commentaires libres. Ces contributions, souvent riches et argumentées, ont permis de faire émerger des propositions concrètes d'amélioration. Elles complètent utilement les résultats quantitatifs en apportant un éclairage qualitatif sur les attentes et les besoins exprimés par la communauté universitaire. Les suggestions ont été regroupées par grandes thématiques. La synthèse ci-dessous présente les principales recommandations formulées par les répondants, classées par thématique.

### Formation

- Mieux articuler les formations proposées avec les besoins réels des chercheurs.
- Alléger les formations obligatoires jugées trop lourdes ou inadaptées.
- Développer des formations ciblées : management, IA, transition écologique.
- Encourager les liens avec le monde socio-économique via la formation continue.

### Éthique, égalité et non-discrimination

- Étendre les actions au-delà du genre : origine, âge, religion, statut.
- Améliorer la détection des discriminations (via données, enquêtes).
- Renforcer la transparence dans les promotions et recrutements.
- Former systématiquement à l'éthique et à la lutte contre les discriminations.

### Recherche

- Reconnaître davantage les efforts des chercheurs dans les promotions.
- Clarifier les règles éthiques et les responsabilités des comités.
- Mieux soutenir les chercheurs étrangers et les démarches CNIL.
- Réduire la surcharge administrative qui freine la recherche.

### Conditions de travail

- Mieux prendre en compte la charge de travail et les besoins d'adaptation.
- Accélérer la prise en charge des situations de conflit ou de harcèlement.
- Renforcer les moyens humains de la cellule VDH.
- Lutter contre les recrutements fléchés perçus comme injustes.

### Gouvernance

- Améliorer la transparence des décisions RH et des promotions.
- Clarifier les circuits de communication et les responsabilités.
- Former les nouveaux arrivants sur les obligations légales et les dispositifs existants.
- Harmoniser les pratiques entre composantes.

### Recrutement

- Mieux accompagner les personnels en situation de handicap.
- Clarifier les procédures de recrutement et les critères de sélection.
- Réduire les biais dans les jurys et les pratiques d'endorecrutement.
- Faciliter le recrutement d'étudiants étrangers.

### Accompagnement

- Mettre en place un accompagnement tout au long de la carrière.
- Créer des dispositifs spécifiques pour les jeunes chercheurs.
- Mieux intégrer les personnels BIATSS dans les politiques RH.
- Valoriser les initiatives locales et les bonnes pratiques.

### Financement

- Revenir à un financement récurrent des laboratoires.
- Réduire la dépendance aux appels à projets chronophages.
- Rééquilibrer les moyens entre laboratoires.
- Soutenir davantage les doctorants et jeunes chercheurs.

### Développement durable (DD&RS)

- Clarifier la stratégie DD&RS et les indicateurs associés.
- Former les chercheurs à l'évaluation de leur impact environnemental.
- Intégrer le DD&RS dès la conception des projets.
- Éviter les incohérences réglementaires (ex. : avion/train).



**Direction du Pilotage et de l'Évaluation** – Observatoire de l'Université d'Angers

Chargée d'études : Aurélia GEROLAMI

Crédits photos : Université d'Angers

**Juin 2025**

## 5.6 Appendix 6 – OTM-R Checklist 2025



### OTMR – Open , Transparent and Merit- Based : Researcher Recruitment Self-assessment of the University of Angers

	Open	Transparent	Merit-Based	2020 Choose one: Yes completely, yes substantially, yes partially, No	2025 Choose one: Yes completely, yes substantially, yes partially, No	Suggested indicators or actions taken for the period 2020-2025
<b>OTM-R System</b>						
1. Have we published a version of our OTM-R policy online (in the national language and in English)?	X	X	X	Yes, partially	Yes, completely	Charter published in French and English on the <a href="#">UA website</a>
2. Do we have an internal guide setting out clear OTM-R procedures and practices for all types of positions ?	X	X	X	No	Yes, substantially	Development of a recruitment guide available on the intranet and advice sheets
3. . Is everyone involved in the process sufficiently trained in the area of OTM-R?	X	X	X	Yes, partially	Yes, substantially	50% - Implementation of training for selection committees as well as a supplementary self-training Moodle platform
4. Do we make (sufficient) use of e-recruitment tools?	X	X		Yes, completely	Yes, completely	100% of the population recruited via an online tool: Biatss , E, EC permanent and contract staff
5. Do we have a quality control system for OTM-R in place?	X	X	X	Yes, completely	Yes, completely	Participation in meetings
6. Does our current OTM-R policy encourage external candidates to apply?	X	X	X	Yes, partially	Yes, completely	100% of international job postings published on Euraxess
7. Is our current OTM-R policy in line with policies to attract researchers from abroad?	X	X	X	Yes, partially	Yes, partially	The online publication of AU strategic documents translated into English has been partially completed (OTM-R charter).
8. Is our current OTM-R policy in line with policies to attract underrepresented groups?	X	X	X	Yes, substantially	Yes, substantially	Staff training in non-discriminatory communication, equality action plan, establishment of equality officers – number of people trained

	Open	Transparent	Merit-Based	2020 Choose one: Yes completely, yes substantially, yes partially, No	2025 Choose one: Yes completely, yes substantially, yes partially, No	Indicators identified or actions taken for the period 2020-2025
9. Is our current OTM-R policy in line with policies to provide attractive working conditions for researchers?	X	X	X	Yes, substantially	Yes, substantially	Creation of a new customizable intranet in 2024, redesign and enrichment of the online directory
10. Do we have means to monitor whether the most suitable researchers apply?				No	Yes, completely	100% of the population recruited via an online tool: Biatss, E, EC permanent and contract staff
<b>Advertising and application phase</b>						
11. Do we have clear guidelines or templates (e.g., EURAXESS) for advertising positions ?	X	X		No	Yes, partially	The online publication of AU strategic documents translated into English has been partially completed (OTM-R charter).
12. Do we include in the job advertisement references/links to all the elements foreseen in the relevant section of the toolkit?	X	X		No	Yes, completely	Digitalization of recruitment procedures, links to standard documents and to sections useful for candidate information
13. Do we make full use of EURAXESS to ensure our research vacancies reach a wider audience?	X	X		No	Yes, completely	100% of positions have an international focus
14. Do we make use of other job advertising tools?	X	X		Yes, completely	Yes, completely	"Job offers" page on the <a href="#">UA website</a>
15. Do we keep the administrative burden to a minimum for the candidate?	X			Yes, completely	Yes, completely	Recruitment of contract workers via the BEETWEEN tool
<b>Selection and evaluation phase</b>						
16. Do we have clear rules governing the appointment of selection committees?		X	X	Yes, substantially	Yes, substantially	Annual training of selection committees – number of people trained
17. Do we have clear rules concerning the composition of selection committees?		X	X	Yes, substantially	Yes, completely	Publication of the updated OTMR charter
18. Are the committees sufficiently gender-balanced?		X	X	Yes, completely	Yes, completely	Legal obligation in France - Statistics on jury compositions attesting to the implementation of the law

	Open	Transparent	Merit-Based	2020 Choose one: Yes completely, yes substantially, yes partially, No	2025 Choose one: Yes completely, yes substantially, yes partially, No	Indicators identified or actions taken for the period 2020-2025
19. Do we have clear guidelines for selection committees which help to judge 'merit' in a way that leads to the best candidate being selected?			X	Yes, partially	Yes, completely	Annual training of selection committees – number of people trained Online tools and help documents ( Moodle )
<b>Appointment phase</b>						
20. Do we inform all applicants at the end of the selection process?		X		Yes, substantially	Yes, completely	A response is sent to all candidates at the end of the selection process.
21. Do we provide adequate feedback to interviewees?		X		Yes, substantially	Yes, completely	A competition report is provided to the candidate, and a personalized report is available upon request. Rejections are justified.
22. Do we have an appropriate complaints mechanism in place?		X		Yes, completely	Yes, completely	Appeal procedure indicated in rejection letters for contract employees or at the end of the competition (informal appeal)
<b>Overall assessment</b>						
23. Do we have a system in place to assess whether OTM-R delivers on its objectives?	X	X	X	Yes, substantially	Yes, substantially	Regular Steering Committee meetings and implementation of a dashboard to monitor objectives Monitoring indicators to be refined

Date: March 19, 2026

Signature

  
 Elodie LEBASTARD  
 Director of Human Resources Department