

++ fully implemented
 +/- almost but not fully implemented
 -/+ partially implemented
 -- insufficiently implemented

++ fully implemented	13%
+/- almost but not fully implemented	63%
-/+ partially implemented	23%
-- insufficiently implemented	3%

Article of the Code	GAP / Implementation impediments	GAP Analysis	Initiatives undertaken/newproposals
<p>(+++) 1. Research freedom</p> <p>1. Freedom of research Researchers should focus their research on the good of humanity and the extension of the frontiers of scientific knowledge, while enjoying freedom of thought and expression, as well as freedom to determine methods for solving problems, according to accepted ethical principles and practices. However, researchers must recognise the limitations to this freedom that may arise from particular research circumstances (including supervision, guidance and management) or operational constraints, for example for reasons of budget or infrastructure or particularly in the industrial sector, for reasons of intellectual property protection. These limitations should not, however, conflict with accepted ethical principles and practices, to which researchers must adhere.</p>	<p>GAP / Implementation impediments (2024 - Updated)</p> <p>Teacher-researchers and researchers shall enjoy complete independence and freedom of expression in the exercise of their teaching and research activities, subject to the restrictions imposed by the principles of tolerance and objectivity, in accordance with academic traditions and the provisions of the Education Code. (Decree 84-431 of 6 June 1984). Rule 47 of the UTT internal regulations reiterates this principle.</p> <p>At UTT, 78% of researchers consider that they enjoy full independence and freedom of expression in the exercise of their teaching and research functions. 16% feel that this is not really the case. This can partly be explained by the fact that research activities remain subject to regular reporting and must necessarily be integrated into the research axes of the Research Units (UR), on the one hand, and on the other hand, be in line with the intended impact of our research activity on society.</p> <p>The boundary between what falls under scientific integrity and what relates to ethics is not clearly understood by the research community. Researchers have clearly expressed the need for better communication about existing mechanisms and how to contact resource persons when questions or concerns arise. There is therefore a need to define a shared ethical culture and to raise awareness across the entire community</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated):</p> <p>Creation of a working group (based on the consultation committee and volunteering) to propose a reflection on the values and purposes of science developed at UTT, the basic principles of the scientific integrity of our researchers.</p> <p>Decision to be made on the advisability of creating an Ethics Committee</p> <p>Drafting of a Charter of Ethics and Scientific Integrity</p>
<p>(-/+) 2. Ethical principles</p> <p>2. Ethical principles Researchers must adhere to the recognized ethical practices and fundamental ethical principles of their discipline(s), as well as ethical standards supported by the various national, sectoral or institutional codes of ethics.</p>	<p>GAP / Implementation impediments (2024 - Updated)</p> <p>The French "Code de la Recherche (i.e. Research Code) clarifies the role of the National Advisory Committee on Ethics for Life and Health Sciences in relation to ethics and societal issues raised by advances in knowledge in the fields of biology, medicine and health. The National Charter of Ethics for Research Professions was signed on 29 January 2015 by the French Conference of University Presidents. It is one of the main international texts, including the European Charter for Researchers. In 2019, UTT set up an ethics commission composed of three representatives, one of whom is responsible, in particular, for the ethical aspects of research. UTT has also appointed an Ethics and Scientific Integrity Referent (REIS), whose mission is to raise awareness of scientific integrity, particularly among doctoral students (remember that all doctoral students must receive training in ethics and scientific integrity, cf. Article 3 of the Order of 25 May 2016 on doctoral training), to promote reproducible and open research (accessibility of codes and data, unless otherwise provided for by regulations), as well as to define a scope of actions, which can be based on the analysis presented above, after consulting the Scientific Council. The UTT doctoral training offer includes a mandatory module for all doctoral students on ethics and scientific integrity. The UTT research community knows who to contact to report a breach of scientific integrity via an email address dedicated to reports (integrite.scientifique@utt.fr).</p>	<p>-/+ partially implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Make mandatory and have the Ethical Charter signed by all researchers</p> <p>Communicate on all existing mechanisms</p>
<p>(+++) 3. Professional responsibility</p> <p>3. Professional liability Researchers make every effort to ensure that their research is useful to society and does not duplicate research done elsewhere previously. They avoid any type of plagiarism and respect the principle of intellectual property and joint ownership of data in the case of research carried out in collaboration with one or more supervisors and/or other researchers. The need to validate new observations by showing that experiments are reproducible should not be interpreted as plagiarism, provided that the data to be confirmed are explicitly cited. Researchers shall ensure that, where any aspect of their work is delegated, the delegate has the necessary competence.</p>	<p>GAP / Implementation impediments (2024 - Updated)</p> <p>The French official texts mention the rights and obligations of civil servants and contractual staff: obligation of discretion, confidentiality, neutrality and professional responsibility, as well as the obligation to devote all their professional activity to the tasks entrusted to them. Ethics applied to university staff concerns in particular the following issues: the duty of restraint and freedom of expression; respect for values such as impartiality, neutrality, secularism, professional equality and gender equality; cumulation of activities; the prevention of conflicts of interest.</p> <p>UTT offers anti-plagiarism software available (https://infoplag.com/utt) to researchers and university students.</p> <p>More than 85% of the UTT research community is committed to these principles.</p> <p>Researchers have expressed the need for more regular assessments of the effectiveness of anti-plagiarism software. They also recommend that the institution develop a framework to monitor and guide the responsible use of generative artificial intelligence tools.</p> <p>Researchers have expressed the need for more regular assessments of the effectiveness of anti-plagiarism software. They also recommend that the institution develop a framework to monitor and guide the responsible use of generative artificial intelligence tools.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>UTT offers anti-plagiarism software available to researchers and university students.</p> <p>More than 85% of the UTT research community is committed to these principles.</p> <p>Raising awareness of generative artificial intelligence</p>

<p>(+++) 4. Professional attitude</p>	<p>4. Professional Attitude Researchers should be aware of the strategic objectives governing their research environment and funding mechanisms, and should seek all necessary authorizations before commencing their research or accessing the resources provided. They should inform their employers, funders or thesis/internship supervisor when their research project is delayed, redefined or completed, or advise if their project needs to be completed more quickly or suspended for any reason.</p>	<p>GAP / Implementation impediments (2024 - Updated) Researchers are not expected to ignore the strategic objectives governing their research environment. The institution's research administration provides researchers with a project set-up support unit and communicates on internal funding arrangements to support research activities. A validation procedure for all new projects allows the researcher to make his activity known and to collect all the necessary authorizations for its implementation (Pleiade tool). Despite this, one third of researchers say they do not agree with the following statement: The researchers have a perfect knowledge of the strategy of their research unit. They know the validation process of their research project and use the PLEIADE tool (formerly PPREC) before each intention to submit a new project. They report on the progress of their projects and the potential difficulties encountered by those entitled to them. Exchanges with researchers highlight a lack of alignment of resources to support the institution's strategic ambitions. Researchers feel that the internal procedure to obtain validation from their research units is not well known. They wish to be better informed about the handling of their requests (and to receive feedback on projects funded by own resources or by local government grants). For more complex and high-budget projects, there is a noted lack of experience and best practices that would help reassure the community. An action that would allow researchers to be better supported in the follow-up of large complex projects (European or international type) would seem essential to be implemented.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Creation of a Project Unit of international and European projects in addition to the Office of calls for research projects</p>
<p>(+/-) 5. Contractual and legal obligations</p>	<p>5. Contractual and legal obligations Researchers at all levels must be aware of national, sectoral or institutional regulations governing training and/or working conditions. This includes the intellectual property rights regulations and requirements and terms of any sponsor or funder, regardless of the nature of their contract. Researchers adhere to these regulations by providing the required results (e.g. thesis, publications, patents, reports, new product development, etc.) as stipulated in the terms of the contract or equivalent document.</p>	<p>GAP / Implementation impediments (2024 - Updated) Articles of French law specify the rights and obligations of civil servants and contractuels staff with regard to the accumulation of activities in particular, and define the rules of ethics control applicable to these staff. The UTT ensures compliance with the legislation on cumulation of activities and the management of intellectual property. Intellectual property management is managed on a case-by-case basis. A general IP management policy should be further formalised and monitored by an ad hoc ethics committee. Researchers say they are almost 60% aware of their responsibilities. 29% rather disagree with the following statement: "Each researcher is aware of his/her scientific responsibilities, when he/she engages in a project, whether as coordinator or not", which encourages supporting the support of researchers from both a scientific (Art. 5) and administrative point of view (see Art. 6 Analysis). The involvement of UTT as coordinator in the EUt+ (Alliance of European Universities) initiative and its involvement in an increasing proportion of European projects raises awareness of these performance obligations even more. The institution is therefore increasingly vigilant before allowing its researchers to embark on new initiatives. The validation circuit for collecting all the necessary authorisations before embarking on new projects (referred to in the analysis under Article 4) is therefore scrupulously respected. This process is even being extended to other areas than research within the institution, with the establishment of the international and European project unit within the International Relations Department.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Intellectual property management policy (See Art. 31 Action) Creation of an international and European project unit (see Art. 4 Action) Ethics Committee to be renewed</p>
<p>(-/+) 6. Accountability</p>	<p>6. Responsabilité (retour financier, audits financiers/recherche/éthique, transparence des données) Les chercheurs doivent être conscients du fait qu'ils sont responsables envers leurs employeurs, bailleurs de fonds ou d'autres organismes publics ou privés connexes et sont également responsables, pour des motifs davantage éthiques, envers la société dans son ensemble. En particulier, les chercheurs financés par des fonds publics sont également responsables de l'utilisation efficace de l'argent des contribuables. En conséquence, ils devraient adhérer aux principes de gestion financière saine, transparente et efficace et coopérer pour tout audit de leur recherche par des personnes autorisées, qu'il soit entrepris par leurs employeurs/bailleurs de fonds ou par des comités d'éthique. Les méthodes de collecte et d'analyse des données, les résultats et, le cas échéant, le détail des données devraient être accessibles à des fins d'examen interne et externe, chaque fois que nécessaire et à la demande des autorités compétentes.</p>	<p>GAP / Implementation impediments (2024 - Updated) The French Education Code lays down the principles of sound, transparent and efficient financial management of public institutions: the role of the Governing Board in voting on the budget and developing an estimate of the remaining amounts on research contracts. They shall lay down the rules for publicising the budget of the institution and its annexes. As a public institution, UTT does not escape these rules and is subject to annual budgetary control by its supervisory Ministry. In addition, the reform of the liability regime for public managers applicable in France since 2023 has strengthened the liability of public officials. To monitor the proper use of public funds, regular milestones between the researchers (project promoters) and the Pilotage and Financial Affairs Service (SPAF) are planned at the start of the project, each year at the time of drawing up the budget for year n+1 and at closure. The researcher also has access to his level of consumption of resources dedicated to the project on a web platform (EB-Web Tool). Therefore, we can conclude that the institution has a good internal control system. Nevertheless, researchers still feel that they are not "aware of their administrative and financial responsibilities when engaging in a project, whether as coordinator or not." 29% and 22% of them have no opinion on the matter. Increased support and awareness of the managerial and administrative responsibilities of project promoters (Competences of the European Competence Framework for Researchers: Mobilise Ressources + Manage project) would seem useful for the continuous improvement of the systems in place. Overall, researchers are requesting the implementation of a quality approach that would help them better understand their responsibilities and management procedures.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Creation of an international and European project unit (see Art. 4 Action) Project Management Awareness (PM2 Method)</p>

<p>(+/-) 7. Good practice in research</p>	<p>7. Good practices in the research sector (health and security, data protection and privacy measures,...) Researchers should at all times adopt safe working methods in accordance with national legislation, including taking the necessary precautions to ensure health and safety and to overcome the consequences of information technology disasters, for example by establishing appropriate safeguarding strategies. They should also be aware of existing national legal requirements regarding data protection and confidentiality and take the necessary steps to comply with them at all times.</p>	<p>GAP / Implementation impediments (2024 - Updated) As regards health and safety conditions, the UTT has a Prevention, Health and Safety at Work Adviser, himself a Health and Safety Engineer. This person is surrounded by a network of prevention assistants (11 prevention assistants) who cover only 1/3 of the perimeter of our research units. Like any public institution, we have a specific committee whose mission is to contribute to the improvement of working conditions, the safety of staff at work, the protection of physical health and the protection of mental health. (Specialized Committee in health, safety and working conditions - F3SCT). Only our staff hosted in our Offshore Antenna feel somewhat neglected. All new staff undergo "Health, Health and Safety at Work" training. The heads of the Research Units are responsible for the correct application of the safety instructions in their UR. This responsibility is set out in Article VII of the General Instruction on Hygiene, Safety and Preventive Medicine (https://infos.utt.fr/pratique); To prevent risks linked to information technology disasters, the UTT has two staff in charge of: 1. Data Protection Officer in charge is responsible for implementing compliance with the European Data Protection Regulation, with regard to all processing operations carried out by our establishment. 2. Responsible for Security of Information Systems (RSSI) that protects the data of the establishment. It intervenes directly on all or part of the IT and telecom systems of its perimeter, it ensures a role of advice, assistance, information, training and alert. (See Role and Fonction : https://www.utt.fr/gouvernance-organisation/actes-administratifs) The UTT also has a Business Continuity Plan to address any disaster or event that could severely disrupt its normal operations. Researchers are asking to be more regularly informed about data storage and the appropriate backup systems. The issue</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>For the past two years: 9 visits per year from our Prevention Advisor and our Fire Safety Officer to our research platform on our Offshore Antenna. Implement Article VII of the General Instruction on Health, Safety and Preventive Medicine: Appointment of 100% of prevention assistants. The institution is connected to the Orange Cyberdefense Security Operations Center (SOC) 24/7. Prevention policy on data security.</p>
<p>(-/+) 8. Dissemination, exploitation of results</p>	<p>8. Dissemination and exploitation of results All researchers should ensure, in accordance with their contractual arrangements, that the results of their research are disseminated and exploited, for example by being communicated, transferred to other research organisations or, where appropriate, commercialised. Experienced researchers, in particular, should take a lead role in ensuring that research is successful and that results are commercially exploited or made available to the public (or both) whenever the opportunity arises.</p>	<p>GAP / Implementation impediments (2024 - Updated) The French Education Code establishes measures relating to the valorization of research and its tools. The French Research Code defines the participation of teachers and researchers in the creation of companies responsible for valuing their research work. Article VII of the Rules of Procedure for Research sets out the rights and obligations of UTT research teams with regard to publications and communication, open science and intellectual property. The UTT aims in particular to ensure compliance with best practices and to protect researchers in the dissemination and exploitation of their results. However, these aspects could be further formalised in the Internal Policy Guidelines for the Management of Intellectual Property (see Art. 31 Action). In accordance with the decision of the Management Committee of 6 May 2019, publications of articles and conference proceedings must be systematically deposited on the HAL UTT portal (https://utt.hal.science/). Article 15.1 of the Rules of Procedure for Research recalls the obligation to respect and detail the formality of publications and communications. The UTT requires compliance with the legislation and invites to consult the various resources made available. For early-career researchers (R1), support in publication strategy should be implemented more systematically. This strategy can be adapted to the scientific community in which the researcher operates. It also appears that the submission of publications to HAL is not perceived or applied in the same way across the different research units.</p>	<p>-/+ partially implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Engage in all aspects of Open Science and seek the Science With and For Society (SAPS) label Copyright Awareness Training for Researchers</p>

<p>(++) 9. Public engagement</p>	<p>9. Commitment to society Researchers should ensure that their research activities are brought to the attention of society as a whole so that they can be understood by non-specialists, thereby improving society's understanding of science. Direct engagement with the general public will help researchers better understand society's interest in science and technology priorities, as well as its concerns.</p>	<p>GAP / Implementation impediments (2024 - Updated) The French Education Code mentions the missions of the public service of higher education in terms of dissemination of the results of scientific and technological research, development of culture and dissemination of knowledge. The UTT wishes to act as a vehicle for knowledge transfer for its staff and external audiences. It has therefore developed an active policy of popularizing its work through weekly and monthly meetings open to all. At a regular pace, the "Research cafés" bring together UTT research staff, doctoral students and students for a coffee and a snack, offering an opportunity to discover the exploratory projects developed within the 5 research units. The series of scientific popularization conferences "DD&RS," aimed at the general public, brings together each month more than 70 participants around current scientific themes, allowing the public to take ownership of the issues of scientific developments and promote active participation in the public debate. UTT also actively participates in the "Fête de la Science" and pursues its mission of promoting science and technology to the general public by offering quality scientific content through mediations adapted to a targeted audience. It welcomes school groups and families from the Grand Est region and invites them to participate in workshops designed by UTT's teacher-researchers, engineers, doctoral students and student associations. UTT is one of the 9 partners of the European University Eut+. One of the founding pillars of Eut+ is to organise a policy for the dissemination of knowledge at European level. UTT's research teams are obvious actors in this work. The various events do not seem to be sufficiently valued in researchers' career progression, regardless of their level. The level of involvement can be very significant. Science communication skills are not innate, and there is a need for training to develop this expertise. This does not necessarily encourage a sufficient participation rate. The type of event and the quality of the communication plan proposed by the organizer can influence its impact on a researcher's career and make it more or less motivating. The events offered by UTT are very (or too) French-focused... which may "exclude" part of the research community (especially R1 researchers, among whom there are more international staff).</p>	<p>++ fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Continuation of the activities of Dissemination of Scientific Culture See action related to Article 19: Enroll in the "Coalition on Advancing Research Assessment (CoARA)" initiative – under consideration.</p>
<p>(+/-) 10. Non-discrimination</p>	<p>10. Non-discrimination Employers and/or funders of researchers shall not discriminate between researchers on the basis of sex, age, ethnic, national or social origin, religion or belief, sexual orientation, language, disability, political opinion, social or economic status.</p>	<p>GAP / Implementation impediments (2024 - Updated) The UTT Human Resources Management Lines recall that personnel management is based on the principle of fair treatment of officers and the prevention of any form of discrimination, in accordance with departmental policies on professional equality between women and men, disability and, more generally, diversity. According to article 6 of Act No. 86-634 of 13 July 1983 on the rights and obligations of civil servants, "No distinction, direct or indirect, may be made between civil servants on account of their political, trade union, philosophical or religious opinions, their origin, sex, sexual orientation, age, surname, state of health, physical appearance, disability, or actual or presumed membership of an ethnic group or race." The UTT's gender equality plan is part of this approach. The latter provides an overview of gender equality at UTT. In addition, since 2020, it has proposed the implementation of actions divided into four main axes and their implementing rules. The axes chosen are as follows: Assessment, prevention and treatment of pay gaps; Guaranteeing equal access for women and men to bodies, grades and posts; Relationship between personal and professional life; Combating sexual and gender-based violence, harassment and discrimination. To ensure compliance with and implementation of the legislation, the UTT has a "non-discrimination" referent, a "disability" referent and a "gender equality" referent, whose tasks are to develop and deploy action plans. In addition, UTT is committed to the DD&RS (Sustainable Development and Social Responsibility) labeling process, which further guarantees its adherence to the values of non-discrimination. Researchers perceive that significant progress has been made over the past ten years. However, leadership positions are still predominantly held by men. Discrimination is more often linked to cultural issues and can also stem from the level of proficiency in the French language</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Commitment to obtain the DD&RS Label Adoption of a Sustainable Development Master Plan & Social Responsibility Like our commitments to the principles of the European Charter for Researchers, the UTT has organised itself to integrate these actions linked to compliance with the principles of the DD&RS Label into the Quality Management System deployed by the institution's management. The UTT has set up a Council for Socio-Ecological Transformations Its mission is to integrate the social and environmental dimensions into all the university's missions and to raise the university community's awareness of the major contemporary issues of the necessary societal and ecological transitions.</p>

<p>(++ 11. Evaluation/appraisal systems</p>	<p>11. Assessment systems Employers and/or funders should introduce evaluation systems for all researchers, including experienced researchers, so that their professional performance is regularly and transparently evaluated by an independent committee (and preferably international in the case of experienced researchers).</p>	<p>GAP / Implementation impediments (2024 - Updated) Career monitoring is an innovation of the 2014 National decree. It is the responsibility of the National Council of Universities and is carried out according to certain procedures. Institutions shall take this career follow-up into account in the context of professional support. Lecturers are also assessed when applying for promotion in grade, research leadership, qualification or recruitment (selection committee). The UTT strictly applies the rules established for its permanent staff. Some Contractual teacher-researchers (ECC) are assessed on their scientific and pedagogical skills (former ECC statutes repealed in 2016). They are evaluated during a hearing and by writing a report, 18 months after their arrival at UTT, then after a period of 3 years and before their transition to a permanent contract. Contract agents may be evaluated on their own initiative every 3 years. The UTT must not take up the drafting of new statutes for contract professors-researchers who supervise their careers, the conditions of recruitment, career development, salary scale, definition of duties and obligations, and the evaluation system. Researchers acknowledge that the systems differ depending on staff status. The career evaluation framework for civil servants is structured, clear, and independent. In contrast, the system applied to contractual staff is not as well organized, and no evaluation is requested from independent expert committees.</p>	<p>-/+ partially implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Review the statutes of the ECC taking into account the principles of the European Charter for Researchers (Profiles, Recruitment, Missions, Evaluation, Remuneration, Working Conditions,...)</p>
<p>(+/-) 12. Recruitment</p>	<p>12. Recruitment Employers and/or funders should ensure that entry and admission standards for researchers are clearly specified, particularly at the beginning of their careers, and should also facilitate access for disadvantaged groups or researchers returning to a research career, including teachers (at any level) returning to a research career. Employers and/or funders should adhere to the principles set out in the Code of Conduct for the Recruitment of Researchers when appointing or recruiting researchers.</p>	<p>GAP / Implementation impediments (2024 - Updated) Recruitment is a major tool of a human resources policy. It is fully in line with a forward-looking approach to managing staff, jobs and skills, making it possible to anticipate quantitative and qualitative needs, in particular through a redefinition of skills and occupations adapted to the institution's strategy. Recruitment operations shall comply with the regulations and recruitment procedures in force defined by the supervisory authority and the institution. The strategic development of UTT in the Eut+ Alliance requires a strengthening of its scientific teams (research and pedagogy) with recruitments to the best international standards. UTT validated its OTM-R policy in the Governing Board on 22 June 2023. It should be noted that UTT has built its strategic establishment policy on three fundamental principles laid down in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers: - The social responsibility of its organisation; - Scientific excellence; - The development of a European scientific area. With regard to the recruitment of teacher-researchers (contractual and tenured), the UTT wishes to encourage the recruitment of researchers who have acquired professional experience outside the UTT and preferably internationally. Advertisements are systematically published in French and English to facilitate the application of non-French-speaking researchers. Selection committees are sensitive to the importance of external recruitment and career paths involving mobility (geographical, disciplinary, etc.) are valued. The management of staff is based on the principle of equal treatment of staff and prevention of all discrimination, in accordance with French ministerial policies on professional equality between women and men, disability and more generally diversity pursuant to Article 6 sexes of Law 83-634 of 13 July. Researchers (across all categories) acknowledge that the recruitment profiles for doctoral candidates are not necessarily based on the same set of criteria. The procedure is fairly well established, but the expectations for recruitment largely depend on the individual supervising the thesis. The skills of the recruited candidate are not always clearly specified, which can create difficulties for the doctoral student in their future work.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Application of the OTM-R policy validated by the Board of Directors on 22 June 2023</p>

<p>(+/-) 13. Recruitment (Code)</p>	<p>13. Recruitment (publication of posts) Employers and/or funders should establish recruitment procedures that are open, effective, transparent, supportive, internationally comparable, and tailored to the types of positions advertised. Advertisements should provide a broad description of the knowledge and skills required and should not be so specialized as to discourage eligible candidates. Employers should include a description of working conditions and rights, including career development prospects. In addition, the time between the publication of the job offer or call for applications and the deadline for replying must be realistic.</p>	<p>GAP / Implementation impediments (2024 - Updated) Job profiles are offered during the job campaign. After validation by the Governing Board, more detailed profiles are drawn up jointly by the heads of the research units, the teaching programmes concerned, the Director of Training and Pedagogy and the Director of Research. There are two methods of publication: Synchronised session (for Civil servant position only): common to all establishments with a timetable defined by the Ministry; The run-of-the-river session: with a timetable defined by the institution. Job profiles and the composition of Selection Committees (COS) can be found on the UTT website and on the application area of the GALAXY portal for civil servants' positions. In order to guarantee the principle of non-discrimination, in accordance with Article 13 of the Decree of 25 May 2016 and the recommendations of the European Charter for Researchers, and to ensure the recruitment of the best candidate, UTT undertakes to disseminate all offers of doctoral projects and jobs. This dissemination is done locally (websites of research units), at national level (ABG, https://www.abg.asso.fr for doctoral students specifically) and at international level: Marie-Curie (Cordis) and Euraxess sites, within the EU+ Alliance, its specific networks of partnerships (Argentina, China, Lebanon, Norway, Tunisia, etc.), mailing lists of learned societies, etc. A description of the research project, drawn up by the thesis supervisor(s), must contain a brief presentation of the scientific problem to be addressed, a provisional schedule of work and the main human, material and financial resources needed to carry out the doctoral project. It must also specify the profile sought, indicating the training required and the qualifications and skills expected of the candidate. The Human Resources Management Guidelines detail the recruitment procedures for all research positions (publication of offers, eligibility criteria, application procedures, schedule of operations, regulatory selection framework). Researchers' opinions are quite divided, as job postings are generally well circulated within scientific communities by members of the research units. Regarding the recruitment of doctoral candidates, the systematic use of the Bernard Gregory Association platform is considered very effective. At the same time, some researchers feel that the international — or even just European — dissemination of job opportunities is insufficient.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>The decision is made to publish the offers on the Euraxess platform. => Review the format of job postings to be in line with the publication of offers on the Euraxess platform</p>
<p>(+/-) 14. Selection (Code)</p>	<p>14. Selection Selection committees should bring together diverse expertise and expertise, reflect an adequate gender balance and, where necessary and possible, include members from different sectors (public and private) and disciplines, including from other countries, with the appropriate experience to assess the candidate. Where possible, a wide range of selection practices should be used, such as evaluation by external experts and face-to-face interviews. Selection committee members should be appropriately trained.</p>	<p>GAP / Implementation impediments (2024 - Updated) The operating guide for selection committees for higher education provided for in the French "Code de l'Éducation" recalls the main rules of procedure to be observed in the constitution and operation of selection committees. These rules ensure full legal certainty for recruitment operations. The members of the selection committee are chosen on the basis of their skills, the majority of whom are specialists in the discipline in question. The composition of the committee contributes to a balanced representation between women and men when the gender distribution of teachers in the discipline allows it. Selection committees for contractual staff must be set up in accordance with the "Code de l'Éducation" for the recruitment of established staff. On the other hand, it is for each institution to determine its own operating rules for the selection of contractual staff. UTT has chosen to apply identical recruitment procedures to all its teacher-researchers, regardless of the status of the position to be filled. The examination of individual questions relating to recruitment shall be the sole responsibility of the representatives of the teacher-researchers and the equivalent staff of a rank at least equal to that sought by the candidate within each competent body. The Human Resources Management Guidelines detail the regulatory framework inherent in the entire selection process. Applications for a doctoral project are presented, in order of preference, by the thesis supervisor, who has the obligation to ensure their ability to carry out the development of the work planned in the doctoral project. For candidates for a doctoral project under a doctoral contract whose recruitment is entrusted to the Council of the Doctoral School, admission is examined by a selection committee composed of internal members of the Council of the Doctoral School and the Scientific Council of the UTT. The selection committee evaluates the motivation of the doctoral student, his ability to master the field of research concerned, the funding and material conditions of the research, etc. In all other cases, admission is decided after examination of the application file and the reception conditions by the thesis supervisor, the head of the research team, the head of the doctoral specialty concerned and the director of the Doctoral School. Researchers, across all categories, acknowledge that improvements are possible in the recruitment of R1 and R2 researchers.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Training of chairpersons of selection committees Dissemination of materials to avoid selection biases (including gender bias)</p>

<p>(++) 15. Transparency (Code)</p>	<p>15. Transparency Candidates should be informed, prior to selection, of the recruitment process and selection criteria, the number of positions available and the prospects for career development. At the end of the selection process, they should also be informed of the strengths and weaknesses of their application.</p>	<p>GAP / Implementation impediments (2024 - Updated)</p> <p>UTT complies with the legal obligations of transparency in all aspects of the recruitment procedure for civil servants (i.e. categories R3 and R4) and applies them by extension to the recruitment of its contractual staff. Candidates interviewed receive a few weeks before their hearing the conditions of their interview (time, presentation time, expected elements ...). The Selection Committee provides information sheets recalling the selection criteria to evaluate the applications. These cards are downloaded on the Department's platform for incumbent positions or registered with the HRD for contractors. - For the pre-selection of candidates to be interviewed: 2 rapporteurs per application then a report with the reason for selection or not (fit for the profile generally, lack of maturity of the file, insubstantial file ...) - At the end of the hearings, the selection committee also issues minutes giving a reasoned opinion on the unsuccessful applications and a reasoned opinion on the proposed ranking. The reports of the selection committee are sent to the candidates on request. If the final recruitment decision does not comply with the decision of the selection committee, a detailed statement of reasons is required, as it is subject to the control of the Council of State. For the recruitment of R1 PhD students, the selection procedures are posted on the institution's website and available in French and English. Through the application file, candidates are informed of the selection criteria. The selection procedure is described in the information note. On the other hand, for the recruitment of staff in categories R2, the job offers advertised provide information on the skills expected by the candidates. The recruitment procedure does not require recruitment to be carried out in such a way as to guarantee collegiality, but recruiters are, out of interest, vigilant about the quality of the applications selected. In conclusion: The number of posts open for recruitment and the methods of recruitment are displayed Job descriptions include expected competencies Staff in categories R3 and R4 may have access to their evaluation sheet</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Inform contracted R3 and R4 candidates about The regulations for contractual teacher-researchers (and translate new ECC Regulation into English) to better inform candidates about career development prospects</p>
<p>(++) 16. Judging merit (Code)</p>	<p>16. Jugement du mérite Le processus de sélection devrait prendre en considération la totalité de l'expérience acquise par les candidats. Tout en se concentrant sur leur potentiel global en tant que chercheurs, il doit aussi prendre en compte leur créativité et leur degré d'indépendance. Cela signifie que le mérite devrait être jugé tant sur le plan qualitatif que sur le plan quantitatif, en mettant l'accent sur les résultats remarquables obtenus dans un parcours professionnel diversifié et pas uniquement sur le nombre de publications. En conséquence, l'importance des indicateurs bibliométriques devrait être correctement pondérée au sein d'un éventail plus large de critères d'évaluation, tels que l'enseignement, la supervision, le travail d'équipe, le transfert de connaissances, la gestion de la recherche, l'innovation et les activités de sensibilisation du public. Pour les candidats issus du secteur industriel, une attention particulière devrait être accordée à toute contribution à des brevets, activités de développement ou inventions.</p>	<p>GAP / Implementation impediments (2024 - Updated)</p> <p>As mentioned in the analysis of Art. 12, recruitment is a major tool of a human resources policy. It is fully in line with a forward-looking approach to managing staff, jobs and skills, making it possible to anticipate quantitative and qualitative needs, in particular through a redefinition of skills and occupations adapted to the institution's strategy. In terms of recruitment, UTT's strategy is to promote recruitment of researchers or teacher-researchers who have demonstrated significant experience outside the institution as specified in the Institution's Staff Management Guidelines (accessible on the Institution's ENT). For example, for recruitment at the level of Senior Lecturer (MCF) R2/R3 (or equivalent), it seems reasonable for candidates to fulfil a number of objective criteria of scientific excellence (international mobility, mobility in at least 2 different institutions, 18 months of experience (doctoral or post-doctoral) outside UTT.). This should ensure a greater diversification of recruitment within the institution but also ensure that each new Researcher-Teacher (or researcher) is of a level to be able to apply to the ERC. This policy is also accompanied by a proactive policy to make the institution more attractive again. Objective: 100% of new recruits who have completed a thesis outside the UTT or have at least 18 months of activity in a third-party institution between the thesis and recruitment. Recruitment at university professor level (PU) R3/R4 (or equivalent) requires a less drastic policy to retain the best staff in the institution but also to recruit new management potential in order to develop the institution, especially in the context of the European change that is taking place. In order to allow this, if an MCF post becomes available, consideration will be given to redeploying the post, in line with the institution's strategy.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Changing the evaluation sheets for applications and opening up the possibility of applying different weightings to each of the selection criteria according to the profiles sought.</p>
<p>(++) 17. Variations in the chronological order of CVs (Code)</p>	<p>17. Variations in Curriculum Vitae Chronology Career breaks or variations in the chronological order of resumes should not be penalised but should be seen as career development, and thus as a potentially valuable contribution to the professional development of researchers towards a multidimensional career path. Candidates should therefore be allowed to submit evidence-based curriculum vitae, reflecting a representative set of achievements and qualifications appropriate to the position sought.</p>	<p>GAP / Implementation impediments (2024 - Updated)</p> <p>It should be noted that variations in the chronology of curricula vitae must be regarded as a positive development in career paths: this is specified in the human resources management guidelines and in the procedures for the functioning of selection committees.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>General OTM-R policy of the UTT Systematic recall of selection bias Evolution of the evaluation grids</p>

<p>(+/-) 18. Recognition of mobility experience (Code)</p>	<p>18. Reconnaissance de l'expérience de mobilité Toute expérience de mobilité, par exemple: un séjour dans un autre pays/région ou dans un autre établissement de recherche (public ou privé), ou un changement de discipline ou de secteur, soit dans le cadre de la formation initiale de recherche soit à un stade ultérieur de la carrière de chercheur, ou encore une expérience de mobilité virtuelle, devrait être considérée comme une précieuse contribution au développement professionnel du chercheur.</p>	<p>GAP / Implementation impediments (2024 - Updated)</p> <p>The UTT human resources management guidelines are part of the desire to define in a transparent manner the criteria and rules that will determine the mobility decisions of staff members and the general direction of the institution in this regard. The purpose of this document is to help understand the different mobility mechanisms that staff can use. Article 6 of the Declaration of the Rights of Man and of the Citizen establishes the principle of equal access to public employment. This principle is reinforced in particular by Article 14 of the Law of 13 July 1983 on the general status of civil servants: 'the access of civil servants, territorial civil servants and hospital civil servants to the other two public functions, as well as their mobility within each of those three public functions, constitutes a fundamental guarantee of their careers.'</p> <p>UTT takes account of professional mobility experience in the selection and recruitment of incumbent and contractual candidates. UTT aims to reduce internal recruitment or enrollment. As regards the recruitment of contractual teachers-researchers at MCF level, the UTT does not wish to allow the recruitment of doctors who have completed their thesis within the university without having acquired at least three years of experience outside the UTT, preferably with international experience.</p> <p>UTT promotes the international mobility of its teams. The participation of UTT in the construction of the EUT+ European University has made it possible to set mobility thresholds for teams and thus to contribute to them.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Staff mobility objectives in the framework of the European University of Technology</p>
<p>(+++) 19. Recognition of qualifications (Code)</p>	<p>19. Recognition of qualifications Employers and/or funders should provide for the appropriate assessment of the academic and professional qualifications of all researchers, including non-formal qualifications, in particular in the context of international and professional mobility. They should obtain information and a full understanding of the rules, procedures and standards governing the recognition of such qualifications and, therefore, explore existing domestic law, conventions and specific rules on the recognition of such qualifications through all available channels.</p>	<p>GAP / Implementation impediments (2024 - Updated)</p> <p>Qualification levels and required diplomas differ depending on the level of the position. Depending on the level, candidates must prove that they have performed certain duties and hold the required diplomas, taking into account the specific nature of the open duties. UTT takes qualifications and diplomas into account when selecting candidates.</p> <p>Only 18% of researchers consider that qualifications (diplomas, experiences) are not properly recognised and valued during recruitment and career advancement.</p> <p>According to current standards and regulations, we consider this item fully implemented.</p> <p>However, the introduction of career development support and an evolution of assessment systems could lead to different standards of recognition of qualifications.</p> <p>At this stage, any action is considered premature even if the idea of joining the 'Coalition on Advancing Research Assessment (CoARA)' approach is under consideration.</p>	<p>++ fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Implementation of career support (see action relating to the analysis of Article 27/29) Subscribe to the "Coalition on Advancing Research Assessment (CoARA)" initiative under study</p>
<p>(+/-) 20. Seniority (Code)</p>	<p>20 - Ancienneté Les niveaux de qualifications requis devraient correspondre aux nécessités du poste et ne pas être définis comme un obstacle à l'entrée. La reconnaissance et l'évaluation des qualifications devraient avoir pour axe central de juger les réalisations de la personne plutôt que sa situation ou la réputation de l'institution au sein de laquelle elle a acquis ses qualifications. Puisque les qualifications professionnelles peuvent être acquises au début d'une longue carrière, le modèle du développement professionnel tout au long de la vie devrait également être reconnu.</p>	<p>GAP / Implementation impediments (2024 - Updated)</p> <p>The Education Code allows for the recognition of professional experience. It also lays down the conditions for taking into account research carried out with a view to the preparation of a doctorate, which is recognised as professional experience. Other activities carried out in the private or public sector may also be taken into account under certain conditions.</p> <p>Contract staff of the UTT shall enjoy the same conditions.</p> <p>38% of researchers consider that seniority is well taken into account in the development of your career within the institution against 1/3 of undecided and 1/3 of people who do not agree), the feeling is therefore generally shared.</p> <p>Thus, like the previous point, according to current standards and regulations, we consider this item fully implemented.</p>	<p>++ fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Nothing to report</p>
<p>(-) 21. Postdoctoral appointments (Code)</p>	<p>21. Post-doctoral appointments Institutions appointing PhD researchers should establish clear rules and guidelines for the recruitment and appointment of post-doctoral researchers, including the maximum duration and objectives of such appointments. These orientations should take into account the time spent in previous post-doctoral appointments in other institutions, and the fact that the post-doctoral status should be transitional, with the primary aim of providing additional professional development opportunities for a research career as part of long-term advancement prospects.</p>	<p>GAP / Implementation impediments (2024 - Updated)</p> <p>At the University of Technology in Troyes (UTT), postdoctoral fellows are usually researchers recruited on fixed-term contracts to conduct specific research projects, often in collaboration with a research team or senior research director. Fixed-term contracts are for a maximum of one year, renewable once. Their contracts and working conditions are governed by UTT's human resources management guidelines, which ensure fairness in recruitment processes and working conditions.</p> <p>Discussions show that career progression is difficult, which has led to the implementation of a career monitoring program. Following the survey, a working group was created involving the Human Resources Department, academic staff, and staff representatives.</p> <p>Post-doctoral fellows also benefit from certain rights, such as the opportunity to follow additional training and access UTT resources to support their academic or professional career. The funding modalities and specific missions of post-doctoral fellows may vary depending on ongoing international projects and collaborations, as well as the requirements of associated public or private funding.</p>	<p>-- insufficiently implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Proposal by the Scientific Council to set up a career support system that takes into account young researchers in category R2, which generally corresponds to post-doctoral staff.</p>

<p>(+/-) 22. Recognition of the profession</p>	<p>22 - Reconnaissance de la profession Tous les chercheurs engagés dans une carrière de recherche devraient être reconnus comme professionnels et être traités en conséquence. Cette reconnaissance devrait commencer au début de leur carrière, c'est-à-dire au niveau du troisième cycle, et devrait englober tous les niveaux, indépendamment de leur classification au niveau national (par exemple: employé, étudiant du troisième cycle, doctorant, boursier titulaire d'un doctorat, fonctionnaire).</p>	<p>GAP / Implementation impediments (2024 - Updated) Doctoral students (postgraduate students) sit in all instances of the institution whether they are contract holders or scholarship holders. They have two seats on the Scientific Council, are represented on the Doctoral School Council, are eligible for membership of the Governing Board and are represented on the Research Unit Councils. The voice of doctoral candidates is taken into account within the bodies in which they are represented. They benefit from funded positions, either through scholarships or employment contracts, which contributes to their institutional recognition. The survey indicates that they generally feel acknowledged in their roles, although the dual status of employee and student can sometimes create ambiguity. R1-level researchers report feeling generally well integrated within the institution. However, it should be noted that those who engage in support activities or institutional involvement that are not sufficiently valued by current evaluation criteria may experience a lack of recognition. This highlights the need to reflect on broadening the criteria used to acknowledge the contributions of early-career researchers.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated) Action dedicated to promoting the recognition of doctoral students as professionals in their field of research Revise the researcher evaluation system in the context of the CoARA development.</p>
<p>(+++) 23. Research environment</p>	<p>23 - Research environment Employers and/or funders of researchers should ensure the creation of the most stimulating research or research training environment with the most appropriate equipment, facilities and opportunities, including for remote collaboration through research networks, and ensure compliance with national or sectoral regulations on health and safety in research. Donors should ensure that appropriate resources are provided in support of the agreed programme of work.</p>	<p>GAP / Implementation impediments (2024 - Updated) The vast majority of researchers acknowledge that funding bodies provide them with adequate conditions to carry out their research work. Similarly, a majority of researchers acknowledge that their working conditions meet modern occupational health and safety requirements. Hygiene and safety conditions aimed at preserving the health and physical integrity of employees are obligations of the employer. The prevention adviser regularly organises training/information sessions dedicated to risk prevention, in line with the institution's training and risk prevention activities. However, it has previously been clarified that not all research units have a prevention assistant in each laboratory. On the other hand, a very large majority of researchers say that the management of UTT does not care about the health and satisfaction of its researchers.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated) Recall in all management position sheets the social responsibility of the institution and the role of the holders of these positions to ensure that these commitments are met. Training teacher-researchers in DD-RS issues (See UTT DD&RS Master Plan) ==> Reference to the "Working with others" competence of the European repository of researchers' skills Produce a Quality of Life and Working Conditions action plan for all staff, including academic and scientific staff. Existence of a reporting platform (See action related to Art. 34) Designate a prevention assistant in each Research Unit (see action related to Art. 7)</p>
<p>(+++) 24. Working conditions</p>	<p>24. Conditions de travail Les employeurs et/ou bailleurs de fonds devraient veiller à ce que les conditions de travail pour les chercheurs, y compris les chercheurs handicapés, offrent le cas échéant la flexibilité jugée essentielle pour faire aboutir les travaux de recherche conformément à la législation nationale en vigueur et aux conventions collectives nationales ou sectorielles. Ils devraient viser à fournir des conditions de travail qui permettent aux chercheurs tant féminins que masculins de combiner la famille et le travail, les enfants et la carrière. Une attention particulière devrait être prêtée, entre autres, à l'horaire variable, au travail à temps partiel, au télétravail et aux congés sabbatiques, ainsi qu'aux dispositions financières et administratives indispensables régissant ce type de dispositions.</p>	<p>GAP / Implementation impediments (2024 - Updated) The social pillar of the Equity Diversity Inclusiveness plan is based on: <ul style="list-style-type: none"> • Promoting good working and study conditions • The commitment to promote the well-being of stakeholders • adoption of an inclusive and humane settlement strategy This EDI plan is divided into 7 work streams that aim to build and promote an institution-wide EDI culture. Reducing inequalities and improving the quality of life of all audiences are an integral part of the objectives pursued. A disability referent is appointed within the Human Resources Department to participate in the development of a disability policy within the UTT, to make all staff aware of the concept of disability, to draw up and implement the institution's disability action and communication plan in collaboration with all stakeholders, to assist in the recruitment and retention of disabled people in employment, to support staff with disabilities in their efforts to recognise or adapt to the post (disability declaration file for the "Maison du Handicap", job adjustment assistance from a special fund, etc.). The institution has a disability officer for staff members, but researchers believe broader communication about this role is needed. An ergonomics unit, composed of 3 nursing staff and a prevention engineer, carries out individual diagnostics and offers workstation arrangements. Collaborative work is also carried out with specialized local associative structures. Time arrangements to facilitate professional practice or retention in employment may be granted to persons with disabilities, but beware, the time arrangements provided for by law do not consist of a reduction in service. The EDI plan also aims to develop mechanisms to facilitate the reconciliation of personal and professional life and promote more equal family management.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated) Plan Equity, Inclusiveness, Diversity 2023-2027 integrated in the DD&RS Master Plan Alliance Eut+: Its role is to develop and implement a proactive strategy to support the institutional transformations associated with equality, inclusion and diversity (EDI) issues. Commitment to the Caliper Charter alongside all our partners, members of the European Eut+ Alliance</p>

<p>(+/-) 25. Stability and permanence of employment</p>	<p>25. Stability and continuity of employment Employers and/or funders should ensure that the work of researchers is not undermined by unstable employment contracts, and should therefore undertake to the extent possible to improve the stability of employment conditions for researchers, thereby applying and respecting the principles and conditions laid down in Council Directive 1999/70/EC.</p>	<p>GAP / Implementation impediments (2024 - Updated) The national legislation regulates for the French State and its public institutions the cases of recourse and the duration of the functions of the contract agents. UTT respects the rights of contract workers, in particular by limiting renewals of precarious contracts. At UTT, 75% of teacher-researchers in categories R3 and R4 are civil servants, and only 20% of contractual staff do not yet have a permanent contract, as they are newcomers with less than 6 years' seniority. These 8 persons in total are eligible for access to a permanent contract (e.g. CDI in France). 35 people are currently recruited on research projects and benefit from a project contract, the 2019 Public Transformation Act. The issue of contractual instability can be an issue for these profiles, as research projects and funding are often limited in time. UTT strives to provide more stable career paths for researchers into permanent positions for researchers who have proven their worth in the teams wherever possible. For researchers on fixed-term contracts, they are all entitled to an annual professional interview with their line manager. One action could be to offer specific support during the contract to facilitate the transition to another post, either within UTT or in another research institution through information, training and mentoring sessions. Newcomers suggest that a specific support initiative, better tailored to their status and needs, could be implemented.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Career support through information sessions, a mentoring system, and increased access to training; with regular and dedicated meetings with their mentor and/or supervisor.</p>
<p>(+/-) 26. Funding and salaries</p>	<p>26. Financement et salaires Les employeurs et/ou bailleurs de fonds devraient veiller à ce que les chercheurs jouissent de conditions équitables et attrayantes sur le plan du financement et/ou des salaires, assorties de dispositions adéquates et équitables en matière de sécurité sociale (y compris l'assurance maladie et les allocations parentales, les droits à la retraite et les indemnités de chômage) conformément à la législation nationale en vigueur et aux conventions collectives nationales ou sectorielles. Ces mesures doivent inclure les chercheurs à toutes les étapes de leur carrière, y compris les chercheurs en début de carrière, en correspondance avec leur statut juridique, leurs performances et leur niveau de qualifications et/ou de responsabilités.</p>	<p>GAP / Implementation impediments (2024 - Updated) The French Education Code lays down the rules for the academic remuneration of staff and makes it possible to enhance all or part of officials' previous professional experience by reclassifying them in a higher grade and body than at the beginning of their career, thus offering them a better salary: https://www.galaxie.enseignementsup-recherche.gouv.fr/ensup/etab_hors_sante_classement.htm. The remuneration management guidelines are based on a dynamic and adapted human resources policy, which respects the following main principles: - Ensure management transparency and internal equity in remuneration based on the job mapping system; - Apply a remuneration policy consistent with the jobs offered; - Ensure the attractiveness of the establishment in terms of recruitment; - Allow salary changes and career support. The remuneration framework for civil servants is defined by the regulations, as follows: • Holders of the civil service receive remuneration determined according to their membership of the civil service, their grade and step. This remuneration shall consist of an index salary, an indemnity scheme, bonuses and indemnities where applicable. • Non-established civil servants whose remuneration is contractually fixed. At UTT, a distinction is made between 'index' contractual staff with reference to the salary scale for officials performing equivalent 'regal' duties and 'fixed-rate' contractual staff whose contract provides for either an hourly rate base or a fixed share and possibly, under certain conditions, a variable share. In the field of social security, all researchers who are civil servants or under contract are affiliated to the general sickness insurance scheme. UTT also contributes €15 gross per month to the financing of supplementary health care for all its staff. Employees whose salary is indexed have access to a Family Salary Supplement, if applicable. Holders benefit from civil servants' pension schemes, while contractual staff contribute to IRCANTEC's ordinary pension schemes and supplementary pension scheme. The responses indicate that overall academic staff are satisfied; however, the majority of contractual staff disagree with the principle of fair remuneration that takes into account seniority, qualifications, and commitment—principles they feel are not respected.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Review the regulations for contractual teacher-researchers</p>

<p>(+/-) 27. Gender balance</p>	<p>27 - Gender balance Employers and/or funders should aim to achieve a representative gender balance at all levels of staff, including at the level of supervisors/traineeship supervisors and managers. This balance should be achieved by means of a policy of equal opportunities at the time of recruitment and at subsequent stages of the career, without however taking precedence over the criteria of quality and competence. In order to ensure equal treatment, selection and evaluation committees should reflect an adequate gender balance.</p>	<p>GAP / Implementation impediments (2024 - Updated) The French Education Code affirms the missions of the public service of higher education in the fight against discrimination and equality between women and men. The UTT Human Resources Management Guidelines recall that personnel management is based on the principle of fair treatment of officers and the prevention of all forms of discrimination, in accordance with departmental policies on gender equality, disability and diversity more generally. Pursuant to Article 6 of Law No 86-634 of 13 July 1983 on the rights and obligations of civil servants: No distinction, direct or indirect, may be made between civil servants on account of their political, trade union, philosophical or religious opinions, their origin, sex, sexual orientation, age, surname, state of health, physical appearance, disability, membership or non-membership, real or presumed, of an ethnic group or race. The UTT's gender equality plan is part of this approach. The latter takes stock of the situation of UTT in terms of gender equality. The UTT undertakes to respect gender equality and, as a minimum, to ensure that the distribution of promotions corresponds to the respective share of women and men among the staff eligible for promotion and is close to their representation in the workforce of the body. To this end, this balance must be respected in all acts preparatory to promotions. Gender-disaggregated data are presented annually in the Single Social Report. The UTT ensures the application of the principle of parity in all its activities. It has set up a "Women-Men Equality" focal point and is continuously developing actions in this direction. A better visibility of this principle and of the actions implemented would make it possible to fight even more effectively against possible discriminatory behaviour. In the questionnaire, 48% of academic staff have no opinion, 29% disagree or strongly disagree, and they request more information on what the plan offers them and the benefits they can gain from it.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated) New gender equality plan to be drafted, the previous one expires at the end of 2024 Caliper Charter adopted in November 2024 There is a need to draft a new plan and implement a wide-reaching communication strategy.</p>
<p>(+/-) 28. Career development</p>	<p>28. Développement de carrière Les employeurs et/ou bailleurs de fonds devraient élaborer, de préférence dans le cadre de leur gestion des ressources humaines, une stratégie spécifique de développement de carrière pour les chercheurs à toutes les étapes de leur carrière, quelle que soit leur situation contractuelle, y compris pour les chercheurs sous contrat à durée déterminée. Cette stratégie devrait inclure la disponibilité des mentors qui interviennent pour fournir un appui et une orientation en faveur du développement personnel et professionnel des chercheurs, permettant ainsi de les motiver et contribuant à réduire toute insécurité quant à leur avenir professionnel. Tous les chercheurs devraient être informés de ces dispositions et accords.</p>	<p>GAP / Implementation impediments (2024 - Updated) The Human Resources Department (HRD) of the UTT contributes to the professional support of teachers and teacher-researchers by setting up and coordinating training schemes. Trainee lecturers (Maître de conférence stagiaire) benefit during their internship year from training aimed at deepening the pedagogical skills necessary for the exercise of the profession. With regard to teachers-researchers, pursuant to Article 18-1 of Decree No. 84-431 of 6 June 1984, a career monitoring of teachers-researchers is carried out by the National Council of Universities. To support professors and researchers, the University of Technology of Troyes takes into consideration the opinions of the CNU when they are communicated to them. Access to the regulatory arrangements of delegations and/or CRCT-CPP is also an accompanying measure to consolidate the research or teaching component of the file. The HRD organises the annual promotion campaigns and ensures that staff members and line managers are informed. UTT considers it its duty to ensure that the stay of contract staff in the institution is a rewarding step in their career path in terms of the skills acquired by each person, with a view to a sustainable and open career. In this respect, recruitment will be accompanied by precise objectives identified on the basis of quantitative and qualitative elements of a different nature depending on the type of position. For open-ended contracts, an interview with the Research Unit Director is recommended every three years. The objective of these interviews is to define the objectives to be achieved for a given period and their subsequent evaluation. In accordance with Article 13 of 25 May 2016 and Article 5 of the UTT doctoral training regulations, each doctoral student is assigned an "Individual Monitoring Committee" (CSI) by the Doctoral School. This CSI ensures that the doctoral project of each doctoral student takes place under the conditions provided for in the Doctoral Student Charter and the training agreement. The young newcomers acknowledge the implementation of the Welcome Package, but certain aspects still need to be defined. Communication about this new initiative and its expected benefits should be strengthened, including during the recruitment process for future candidates.</p>	<p>-/+ partially implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated) Establishment of a "Welcome Package" since the academic year 24/25</p>

<p>(-) 29. Value of mobility</p>	<p>29. Enhancement of mobility Employers and/or funders must recognize the value of geographic, intersectoral, interdisciplinary, transdisciplinary and virtual mobility, as well as public-private mobility, as an important means of increasing scientific knowledge and professional development at all stages of a researcher's career. Therefore, they should introduce such options in the career development strategy and fully value and recognise any mobility experience in their career progression/assessment system. This also requires the establishment of the necessary administrative instruments to enable the transferability of scholarships and social security provisions, in accordance with national legislation.</p>	<p>GAP / Implementation impediments (2024 - Updated) There are several regulatory frameworks to allow the mobility of tenured (e.g. civil servant) and contracted teacher-researchers. These arrangements are communicated to researchers through the Human Resources Management Guidelines. The construction of the EUt+ Alliance opens up significant opportunities for mobility, in particular with the creation of a European Research Institute (ERI) between institutions. UTT encourages and supports the idea that these mobilities are beneficial for both staff and the institution. The UTT should plan to improve the reception conditions for visiting researchers. To encourage the international mobility of PhD students at UTT, the PhD student has the possibility to validate a maximum of 20 hours of training for stays abroad of a minimum duration of 2 months, taken separately or consecutively (excluding cotutelles). The UTT has signed an agreement with the Prefecture of Aube (Local State authority) , which gives the UTT the duty to follow all files concerning its foreign students in terms of residence permits. All the necessary steps to obtain a residence permit and/or its renewal are carried out by the Doctoral School. Similarly, the University of Technology of Troyes wishes to promote interaction between its teaching-research staff and the business community, through existing regulatory mechanisms: consultancy and expertise, scientific competition. Mobility must be systematically accompanied by the HR departments of the UTT in order to clearly characterise the objectives of the approach and anticipate the conditions for the return of staff. It is recommended that at least 6 months before the return of the staff member, the HRD of the UTT contact him to ensure the date of his return and the conditions of his reinstatement. A mid-term mobility contact is foreseen in the UTT HR measures. As regards mobility abroad, a pre-departure interview with the HR services of the UTT must be held with the teacher-researcher before his or her departure in order to examine visa and social security issues, depending on whether the teacher-researcher falls under the status of expatriates or that of seconded staff, with, where appropriate, membership of the Caisse des Français de l'Etranger (CFE), tax issues and retirement issues. The survey, supplemented by discussions, shows that it is primarily R4 researchers who find the mobility resources ordinary and insufficient. This could jeopardize the researcher's personal and financial balance in the event of a secondment. For sectoral mobility, family considerations can also be a significant barrier (children's schooling, spouse's professional life, etc.), as it often requires geographical relocation.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Development of the European Research Institute (ERI) within the EUt+ Alliance Information on the regulatory framework and accompanying arrangements available in the Management Guidelines Submission of Horizon Europe projects WIDERA Mettre en place un plan d'action à partir de CoARA</p>
<p>(-) 30. Access to career advice</p>	<p>30. Conseils sur la carrière Les employeurs et/ou bailleurs de fonds devraient veiller à ce que les chercheurs, à toutes les étapes de leur carrière et indépendamment de leur situation contractuelle, se voient offrir des conseils d'orientation de carrière et une aide pour trouver un emploi, soit dans les institutions concernées soit par le biais d'une collaboration avec d'autres structures.</p>	<p>GAP / Implementation impediments (2024 - Updated) A chapter of the Human Resources Management Guidelines of Troyes University of Technology relates to the career development of staff. Thus, three main themes are addressed: promotions, assessment and vocational training. To this end, support for staff throughout their careers is important for UTT. Thus, the Human Resources Directorate puts in place the following measures: - Inform staff (mail, intranet, HR managers, etc.) - Present a training plan - Annual campaigns to promote career paths - Individual support For example, drawing up an application file for a promotion is an important act of responsibility which must be preceded by an interview with the staff member concerned. The quality of the dossier submitted is one of the key success factors. It is essential that it corresponds to the reality of the staff member's work. Regarding doctoral students, the training offer offered by the UTT Doctoral School allows the acquisition of additional training to prepare for professional integration. The FIP (Training for Professional Integration) schemes have been created to promote the professional integration of young doctors in higher education, public research and the economic fabric. Overall, the issue of career support is a strong focus for continuous improvement, as mentioned previously.</p>	<p>-/+ partially implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Improving information on researchers' careers Put in place mechanisms that will allow researchers to have advice on the follow-up and progress of their careers.</p>

<p>(-+) 31. Intellectual Property Rights</p>	<p>31. Intellectual property rights Employers and/or funders should ensure that researchers, at all stages of their careers, reap the benefits of exploiting (where appropriate) their R&D results, through legal protection, including adequate protection of intellectual property rights, including copyright. Policies and practices should specify the rights of researchers and/or, where applicable, their employers or other parties, including external commercial or industrial organisations, depending on the possible provisions of specific collaboration agreements or other types of agreements.</p>	<p>GAP / Implementation impediments (2024 - Updated) The Intellectual Property Code governs the right of exploitation of works by their author and intellectual property. It determines the legal regime applicable to the co-ownership of patents. Texts establish profit-sharing arrangements to which civil servants and public officials who are authors of an invention or who have participated in certain research operations, in the creation of software, or in work that has been developed, under certain conditions, are entitled. The UTT complies with all legislative texts. The principle of intellectual property is recalled in the rules of procedure of the UTT. Since 1 September 2024, the former Valorisation, Entrepreneurship and Intellectual Property Service (VEPI) has been called the Partnerships and Valorisation of Research Service (SPVR). The SPVR is the research support structure that accompanies UTT teacher-researchers through two missions: - Partnerships mission: Negotiation and implementation of research contracts with partners in the socio-economic world - Valuation mission: Advice and support in the economic valorisation of research results The support is well received by the research community benefiting from the service offered. Communication and training should continue to be improved. However, the majority of researchers responded "no opinion" to the questions related to point 31. The feedback indicates a low level of awareness and encouragement regarding the deployment of innovation. A new person in charge of DeepTech innovation for EU+ was recruited in 2024 and is implementing awareness-raising activities.</p>	<p>-/+ partially implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Existence of an ethics committee Evolution of the missions of the services for a better support in the negotiation of contracts and the approaches of economic valorisation of the results of the research Draft Management Guidelines</p>
<p>(++ 32. Co-authorship</p>	<p>32. Co-auteurs Lors de l'évaluation du personnel, les institutions devraient réserver un accueil favorable à la collaboration entre auteurs, qui témoigne d'une approche constructive à la réalisation de la recherche. Les employeurs et/ou bailleurs de fonds devraient donc développer des stratégies, des pratiques et des procédures pour fournir aux chercheurs, y compris en début de carrière, les conditions-cadres nécessaires pour avoir le droit d'être reconnus et d'être nommés et/ou cités, dans le cadre de leurs contributions réelles, en tant que coauteurs de documents, de brevets, etc., ou de publier leurs propres résultats de recherche indépendamment de leurs directeurs de thèse/stage.</p>	<p>GAP / Implementation impediments (2024 - Updated) The Intellectual Property Code provides a specific legal framework for co-ownership. The National Charter of Ethics for Research Professions and the National Charter of Expertise are variations of the main international texts. The UTT implements the elements provided for in the national charter of ethics. In addition, Article 15 of the Rules of Procedure for Research recalls the framework for publications and communications. Only 3% of the researchers surveyed said they rather disagreed with the following statement: Your work is recognized and allows you to be named and/or cited, as part of a real contribution, as a co-author of documents, patents, etc., or to publish your own research results independently of your scientific manager. The issue of names and/or citations of all authors does not really seem relevant at UTT.</p>	<p>++ fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Drafting of a Charter of Ethics and Scientific Integrity</p>
<p>(-+) 33. Teaching</p>	<p>33. Education Teaching is an essential means of structuring and disseminating knowledge and should therefore be considered as a valuable option in the career path of researchers. Nevertheless, the responsibilities as a teacher should not be excessive and should not prevent researchers, especially at the beginning of their careers, from carrying out their research activities. Employers and/or funders should ensure that teaching tasks are adequately remunerated and taken into account in evaluation systems, and that the time spent by experienced staff on the training of early career researchers should be taken into account as part of their teaching duties. Appropriate training should be provided for teaching and training activities as an integral part of the professional development of researchers.</p>	<p>GAP / Implementation impediments (2024 - Updated) National legislation determines the teaching service for tenured (civil servant) teacher-researchers which the UTT applies indiscriminately to its contractual teachers; The hourly equivalence framework adopted by the Governing Board, makes it possible to make the most of the responsibilities assumed by staff or to grant discharges of teaching hours and thus enable them to assume their workload in the best possible conditions. As described in the previous analyses, trainee lecturers benefit during their internship year from training aimed at deepening the pedagogical skills necessary for the exercise of the profession According to the survey, 30% of researchers say that their teaching burden does not allow them to carry out their research activities. At the same time, 70% consider that their research activities make it possible to evolve their teaching program and develop new skills in our students. In order to be more attentive to improving the working conditions of new staff, the Governing Board adopted a 'Welcome Offer' applicable from the start of the 2024/2025 academic year. Thus, any newcomer with the status of teacher-researcher may benefit from a reduction in service (not cumulative with the statutory discharge of 1/6th of service granted to the ew Assistant Professor) in order to develop a project that will make the institution more visible. This possibility of discharge of service is carried out on the basis of a project, proposed within two years of recruitment and proposed to the Director by a committee composed of elected members of the Scientific Council, the Research Council and the functional directors, up to a maximum of one third of the service (64 HETD) renewable for a maximum of three years. It is indeed the R3 and R4 researchers who are most negatively affected. The welcome package is therefore a good option, but generally, academic staff have a heavy workload (administrative responsibilities, projects, etc.), and their teaching duties further exacerbate the lack of time they experience. Attention must be paid to the well-being of researchers. Interviews can help detect cases of overload.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Establishment of a welcome offer for young teacher-researchers and first-time arrivals regardless of their status (R3 or R4, officials or contract staff)</p>

<p>(+/-) 34. Complain/ appeals</p>	<p>34. Complaints and appeals Employers and/or funders should establish appropriate procedures in accordance with national rules and regulations, possibly in the form of an impartial person (mediator type) to deal with complaints/recourse from researchers, including on conflicts between the thesis supervisor(s)/internship supervisor(s) and early career researchers. These procedures should provide all research staff with confidential and informal assistance in resolving work-related disputes, disputes and claims, with the aim of promoting fair and equitable treatment within the institution and improving the overall quality of the workplace.</p>	<p>GAP / Implementation impediments (2024 - Updated) A platform "utt.signalement.net" is accessible 24/7, to allow students and UTT staff to report, whether they are witnesses or victims, any fact relating to psychological or sexual harassment, physical, moral, sexual and gender-based violence, discrimination, disability-related difficulties or non-respect for secularism. A contact person takes note of the report and sends a reply to the complainant within 48 hours (excluding weekends). The complainant can then discuss their needs in writing. A contact person will follow the file throughout the procedure (internal, external, disciplinary listening). In the event of criminal proceedings, each UTT staff member may, if he so requests, benefit from functional protection as provided for by law. Functional protection is a general principle of law intended to protect public staff member against attacks or criminal charges against them in the performance of their duties, provided that they have not been guilty of personal misconduct. The arrangements exist but the complexity of the problems that may emerge obliges the institution to always make improvements and learn from each of the situations. For early-career researchers, the Individual Monitoring Committee ensures the prevention of any form of conflict, discrimination, or harassment. However, according to the survey and despite the awareness of these mechanisms, there remain areas of uncertainty regarding the handling of reports, which discourages incident reporting and leads to a certain mistrust of the system.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated) Existence of an alert system Continuous improvement of treatment procedures</p>
<p>(++) 35. Participation in decision-making bodies</p>	<p>35. Participation aux organes de décision Les employeurs et/ou bailleurs de fonds devraient reconnaître qu'il est tout à fait légitime, et même souhaitable, que les chercheurs soient représentés dans les organes appropriés d'information, de consultation et de décision des institutions pour lesquelles ils travaillent, afin de protéger et promouvoir leurs intérêts individuels et collectifs en tant que professionnels, et de contribuer activement au fonctionnement de l'institution.</p>	<p>GAP / Implementation impediments (2024 - Updated) Teacher-researchers at all levels contribute to the collective life of institutions and participate in the councils and bodies provided for in the French "Code de l'Education Code"the "Code de la Recherche". The statutes of the UTT recall this principle. The UTT ensures its application. Doctoral students at UTT are represented by elected peers within each body. All of the respondents to the survey agreed with the following statement: You are fully informed of the role of the bodies in establishing the timetable for the submission of applications at the time of the renewal of the bodies. This is really not a topic here. UTT is one of the few French universities to publish all the deliberations of its bodies on the institution's website (https://www.utt.fr/governance-organisation/acts-administrative)</p>	<p>++ fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated) Continue to provide information on the progress of democratic life in the institution: information on the dates of the renewals of the councils and bodies, dissemination of the Agenda of the official meetings, dissemination and accessibility of the decisions.</p>
<p>(+/-) 36. Relationship with supervisors</p>	<p>36. Relationship with thesis/internship supervisors Researchers in the training phase should establish structured and regular relationships with their supervisors/internships and faculty/departmental representatives in order to make the most of their relationships with them. This includes recording all progress made and research results obtained, receiving feedback through reports and seminars, exploiting this feedback and working within agreed programmes, milestones, deliverables and research results.</p>	<p>GAP / Implementation impediments (2024 - Updated) The French "Code de l'Education" lays down the provisions relating to postgraduate studies, doctoral schools, thesis defence, doctoral studies and authorisation to conduct research. It establishes the principle that the doctoral degree is equivalent to professional research experience that can be recognised in collective agreements. The UTT doctoral student guide recalls the methods of monitoring the doctoral project, in particular through the "Individual Monitoring Committee" (CSI), taking care to prevent any form of conflict, discrimination or harassment. The doctoral student's guide also recalls the support role of the thesis director. Doctoral candidates are welcomed by the research unit's axis leaders and invited to present seminars on their work, allowing them to receive feedback from more experienced colleagues. According to the survey conducted, the relationships between early-career researchers and their thesis supervisors or team leaders are positive.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated) Recall the role of the thesis supervisor anyone assuming this responsibility</p>
<p>(-/+) 37. Supervision and managerial duties</p>	<p>37. Supervision et tâches de gestion Les chercheurs expérimentés devraient consacrer une attention particulière à leurs rôles multiples en tant que directeurs de thèse/stage, mentors, conseillers de carrière, chefs, coordinateurs de projet, directeurs ou spécialistes de la communication scientifique. Ils devraient s'acquitter de ces tâches selon les standards professionnels les plus élevés. En ce qui concerne leur rôle de directeur de thèse/stage ou de mentor de chercheurs, les chercheurs expérimentés devraient bâtir une relation constructive et positive avec les chercheurs en début de carrière, afin de mettre en place les conditions nécessaires au transfert efficace des connaissances et au bon développement de la carrière des chercheurs.</p>	<p>GAP / Implementation impediments (2024 - Updated) National legislation defines the tasks of teacher-researchers in terms of the development and transmission of knowledge, management, advice, tutoring, guidance and professional integration of students. UTT offers a training plan open to all its staff, including modules dedicated to personnel management. Experienced researchers lead regional, national, and international projects and actively involve their colleagues, including early-stage researchers. The survey indicates that respondents are generally satisfied with the supervision and knowledge transfer. However, the issue of career support is a strong focus for continuous improvement. Beyond actions related to the beneficiaries of accompanying actions, it seems essential to better define, at the same time, the expected role of accompanying persons and to offer training accordingly. These measures would help optimise supervisory practices and enhance knowledge transfer, while fostering an environment conducive to the skills development and career development of young researchers at UTT.</p>	<p>-/+ partially implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated) Training module for the development of managerial skills of teacher-researchers ("Working with others" of the European Competence Framework for Researchers) Strengthen mentoring practices and support for the career development of young researchers.</p>

<p>(-/+) 38. Continuing Professional Development</p>	<p>38 - Continuing Professional Development Researchers at all stages of their careers should seek continuous improvement by regularly updating and developing their abilities and skills. This can be achieved through a variety of means, including, but not limited to, formal training, workshops, conferences and e-learning.</p>	<p>GAP / Implementation impediments (2024 - Updated) National legislation recognises the right to lifelong vocational training. Teacher-researchers must be able to train beyond their own area of expertise. The 2024 UTT training plan aims to respond to contextual developments and propose actions in line with the specific needs of the institution. With a stable budget in a complex financial context, the UTT Directorate shows a strong will and commitment to the training of its staff. However, researchers perceive these training sessions as being primarily intended for administrative staff. The 2024 training plan makes it possible, in particular, to develop skills in DD&RS (i.e. Sustainable Development and Societal Responsibility) , to professionalise and develop business skills, to guarantee the safety of people and property, to preserve health and quality of life at work and, lastly, to support career paths. It would benefit from targeting competences from the European repository for researchers as mentioned throughout these gap analyses. The four main groups of competences that seem to emerge are: Working with others / Managing Research Tools / Making an Impact / Managing Research</p>	<p>-/+ partially implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Targeting the competences of the European competences framework for researchers and proposing a training plan adapted to the objectives</p>
<p>(-/+) 39. Access to research training and continuous development</p>	<p>39. Accès à la formation à la recherche et au développement continu Les employeurs et/ou bailleurs de fonds devraient veiller à ce que tous les chercheurs, à toutes les étapes de leur carrière et indépendamment de leur situation contractuelle, se voient offrir des opportunités de développement professionnel et d'amélioration de leur capacité d'insertion professionnelle en ayant accès aux mesures en faveur du développement continu du savoir-faire et des compétences. Ces mesures devraient faire l'objet d'une évaluation régulière afin de déterminer dans quelle mesure elles sont accessibles, mises en application et efficaces pour améliorer le savoir-faire, les compétences et la capacité d'insertion professionnelle.</p>	<p>GAP / Implementation impediments (2024 - Updated) Doctoral students have 60 hours of compulsory training dedicated to professional integration and the "Individual Monitoring Committee" (CSI) ensures the smooth running of the thesis and the future of doctoral students. The idea of opening the Business Forum to PhD students would be a plus. On the other hand, it was found that a training plan more adapted to the European competency framework for researchers would meet a real demand (50% of the researchers surveyed are not aware of the HRD training plan and do not know how to share their training needs).</p>	<p>-/+ partially implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Propose a procedure to communicate widely to researchers to identify training needs</p>
<p>(+/-) 40. Supervision</p>	<p>40. Supervision Employers and/or funders should ensure that there is a clear reference person whom early career researchers can consult for the performance of their professional tasks and should inform researchers accordingly. These provisions should clearly state that the proposed supervisors/traineeship supervisors have sufficient expertise in supervising the research, that they have the time, knowledge, experience, expertise and commitment to be able to provide adequate support to the researcher in training, and that they provide the necessary procedures for advancement and review, as well as the necessary feedback mechanisms.</p>	<p>GAP / Implementation impediments (2024 - Updated) PhD supervisors must hold a Habilitation à Diriger des Recherches (HDR) or obtain a waiver granted by the Scientific Council, which assesses their expertise to supervise early-stage researchers. The institution monitors the supervision ratio to ensure the availability and capacity of supervisors. A Thesis Monitoring Committee is held annually to assess both the progress of the doctoral research and the overall conditions of the PhD process. This system is generally functioning well, with little concern expressed by the community, as reflected in the responses from doctoral candidates in the survey. However, there is a growing demand for more structured follow-up mechanisms for more experienced researchers. The approach of analysing the differences between the various articles of the European Charter for Researchers will have highlighted the need to formalise a support procedure that can be offered to all those who request it.</p>	<p>+/- almost but not fully implemented</p>	<p>Initiatives undertaken/new proposals (2024 - Updated)</p> <p>Actions related to Articles 21, 28 and 30: Establish a career support system that takes into account young researchers in category R2 which generally corresponds to post-doctoral staff and researchers in category R3</p>