



IMPLEMENTATION OF A
**HUMAN RESOURCES STRATEGY
FOR RESEARCHERS (HRS4R)**

At UNIVERSITÉ PARIS DIDEROT
Member of Sorbonne Paris Cité University

Under the European Charter for Researchers and the Code
of Conduct for the Recruitment of Researchers

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PREAMBLE

In the context of the European Research Area (EER) the European Union has sought to advance the status of researchers, encourage international exchange, and build measurable career opportunities.

To achieve these goals, The European Commission developed, in 2005, a European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers; both texts define the roles, responsibilities and rights of researchers and employers. The Charter and the Code (C&C) are designed to ensure the status of research careers and to improve the recruitment practices and work conditions of researchers in Europe.

These European Commission objectives dovetail with Université Paris Diderot's own policy of supporting research excellence and link up with the joint efforts of the members of Sorbonne Paris Cité University (USPC) with regard to enhancing its international visibility and attractiveness as well as the successful integration of the university in the European Research Area.

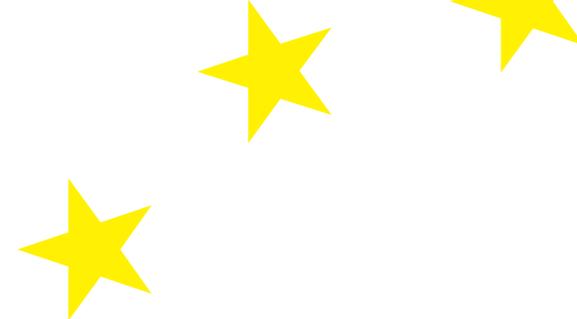
Adherence to a quality management policy that is both voluntary and flexible, but shaped by the model suggested by the European Union in the context of the European Human Resources Strategy for Researchers (HRS4R), provides a useful and effective framework for work already begun toward this goal.

The steps taken to renew the commitment of those members of Paris Sorbonne Cité University who are already signatories of the Charter and the Code, and to encourage others to adhere in their turn, are the result of a collective determination to move forward together in coordinating efforts, disseminating good practices among participating institutions, and developing policies with regard to an effective strategy of researcher recruitment.

Université Paris Diderot, together with the other USPC members, has developed a shared methodology and timetable to this end. Our collective approach, designed to stimulate and enable intensive internal work, is outlined in the first two parts of this proposal with the aim of illuminating the originality of our application.

This collective approach has allowed for an in-depth internal analysis at each institution, taking into account the strengths and the weaknesses of each institution and those policies already in place; the approach has enabled the development of individual plans of action that include several collective measures already in implementation as well as future collective projects. The proposals of each COMUE and USPC member institution are considered as individual applications to obtain the seal of excellence, «HR Excellence in Research», and subject to review by the European Commission.

An analysis and the measures to be implemented at Université Paris Diderot are presented in the following pages.



PART 1. THE HRS4R AT UNIVERSITÉ PARIS DIDEROT

1.1 Presentation of Sorbonne Paris Cité University (USPC)

Sorbonne Paris Cité University (USPC) unites eight French institutions of higher education and research (New Sorbonne University - Paris 3, Paris Descartes University, Université Paris Diderot, Paris 13 University, EHESP, INALCO, IPGP, Sciences Po) and five pure research institutions (CNRS, INED, INRIA, INSERM, IRD) working toward a common goal. In legal terms it consists of a Community of Universities and Institutions (COMUE), whose statutes were approved by the decree of 30 December 2014.

USPC supports research and training efforts in the pursuit of excellence, aiming to foster the values shared by all the member institutions:

- Ensure the quality of the curriculum and consequently student success rates and their subsequent professional integration;
- Reinforce research excellence and the university's attractiveness to the highest calibre doctoral students and researchers;
- Raise societal issues by encouraging interdisciplinary academic interaction.

The USPC thus possesses high-level scholarly expertise in a large variety of sectors and a powerful capacity for collective action, enhancing the visibility and attractiveness of world-class research.

The USPC framework for action

Four aspects guide the USPC's actions:

- The globalisation of training and research; a preference for international partnerships, foreign language training, mobility projects, attractiveness and the hosting of students and of professors;
- New pedagogical methods that combine digital and tradition teaching;
- Interdisciplinary cooperation, essential to finding solutions to major societal challenges by mobilizing training and research;
- Campus life, involving students and staff.

These strategic priorities are gradually helping to build a new university model, drawing on globally renowned institutions, in order to be better equipped as a group to confront future societal challenges. Sorbonne Paris Cité University's activity complements that of its member institutions; it aims to facilitate convergence between them and enhance the effectiveness of their actions.

Human resources policy

At the heart of those measures implemented as part of the ambitious research project undertaken by Sorbonne Paris Cité University are researchers and research professors at all stages in their careers. Challenges linked to researcher recruitment, career management, mobility and training issues abound.

The creation of a USPC College of Doctoral Schools and a pooled recruitment of young researchers responding to "international" or "dual culture" postings, in addition to the recruitment campaigns of the European INSPIRE project - selected in the 2014 COFUND call under the Horizon 2020 - led COMUE institutions to devote thought to academic recruitment. Since research programmes favour multidisciplinary approaches, the support provided to USPC chairs of excellence to attract high-level researchers internationally, as well as long-term invitations extended to researchers via a USPC programme, reinforce this dynamic at the USPC level.

While USPC member institutions directly recruit their academic staff, USPC seeks to promote a shared talent management policy that follows recognized quality standards as closely as possible by encouraging recruitment policies of the highest standard, enhancing the attractiveness of campus life, and offering career development opportunities, for example through the development of a continuing education programme for COMUE researchers and research professors.

The Sorbonne Paris Cité University's member institutions collective strategy under HRS4R contributes to the reinforcement of their capacity to take action in pursuit of a global strategy.

1.2 Presentation of Université Paris Diderot

Université Paris Diderot is a multidisciplinary institution composed of three sectors of approximately the same size: science, medicine, and humanities and social sciences. It brings together over 4,000 research staff members; 1,300 assistant, associate and full professors; about 1,000 adjunct lecturers (including close to 600 doctoral students and around 150 post-doctoral fellows¹¹); 800 research professors employed by the CNRS, but also at INSERM, at CEA and at IRD; and 1,200 administrative and technical staff members working in ninety laboratories. These pure research institutions host nearly 1,800 doctoral students. The USPC constitutes an environment dedicated to intensive research

Université Paris Diderot is located in new facilities that have gradually, since 2007, become home to sixteen departments as well as the Denis Diderot Engineering School. Only the medical schools (dentistry and medicine) are off campus, located

¹¹ This refers to non-tenured researchers with a PhD, recruited only to complete a specific research project without teaching.

close to Parisian hospital centres in the north east side of the city, as is the case for the Technical University (IUT).

Université Paris Diderot hosts close to 29,000 students, of which 19% are international, and awards 6,300 Masters degrees and 350 PhDs each year.

Université Paris Diderot has been awarded three Labex (laboratories of excellence) and leads a number of excellence projects. It is a partner in seventeen Labex overall.

Université Paris Diderot's involvement in the European Research Area

Since Université Paris Diderot is an intensive research university it is particularly mindful of the obligations arising from the *European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers*, now integrated in article 32 of the Horizon 2020 programme's Grant Agreement. This is why the *Charter* and the *Code* were adopted by the University's Board in 2007. To renew its engagement with the *Charter* and the *Code*, the university's Board renewed its adoption on the 19th January 2016. This is when the proposal was made for the institution to apply for the European "HR Excellence in Research" Award to guarantee research professors, researchers and contract PhDs a recruitment process, as well as employment and mobility conditions, that are fully transparent, fair, flexible, and balanced. To this end an action plan was developed for the next four years. Achievement of these objectives will allow Université Paris Diderot to fully comply with the recommendations outlined in the *Charter* and in the *Code*, and thereby help build the European Research Area; it will also allow the institution to enhance its attractiveness and visibility in terms of research – a major challenge.

PART 2. METHODOLOGY

2.1 A Shared USPC Strategy

The HRS4R aims to improve the practices of institutions with regard to the recruitment, mobility, and career of researchers. This is also an objective shared by USPC member institutions. At a meeting held on 23 September 2015, the heads of eight USPC institutions of higher education and research voted to establish a common methodology to implement the European Human Resources Strategy for Researchers. The expected knock-on effect of this decision is a distinctive feature of our application. The analysis and delineation of our action plans are conducted in the same spirit as the approach favoured by HRS4R, with its collective advancement of the European Union's recruitment of researchers.

A **USPC lead task force** was immediately formed and has regularly met between October 2015 and April 2016:

- 15 October 2015;
- 9 December 2015;
- 29 January 2016;
- 4 February 2016;
- 12 February 2016;
- 10 March 2016;
- 14 April 2016.

Members of the USPC lead task force

It included:

- representatives of each USPC member institution:
 - Alexis Bozet, Sorbonne Nouvelle University, Paris 3
 - Maria Pereira Da Costa, Paris Descartes University
 - Anne Kupiec, University Paris Diderot
 - Christophe Fouqueré, Paris 13 University
 - Imane El Hamdi, EHESP
 - Étienne Boisserie, INALCO
 - Frédérique Metzeldard, IPGP
 - Bénédicte Barbé, Sciences Po
- USPC representatives:
 - Amélie Antoine Audo, Sciences Po, HRS4R project manager
 - Charles Desfrancois, USPC deputy head of research
 - Axel Leisenberg, USPC European officer

In addition to these permanent members, representatives of interested parties have occasionally participated in the task force's sessions, depending on the topic of the meeting:

- Thomas Coudreau, director of the USPC College of Doctoral Schools
- Members of the USPC *European Research Network*

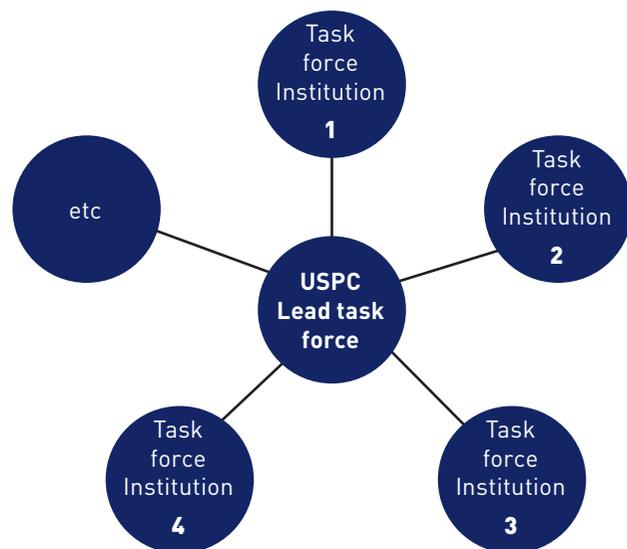
The composition of the task force at the USPC level includes different types of actors representing the range of different groups of professionals working in our institutions:

- researchers and professors;
- administrative staff, especially human resources experts;
- elected members of university bodies;
- representatives of the institutions's task forces.

Organization

The representatives of institutions on the USPC lead task force are also the project's coordinators at their respective institutions. This organizational structure ensures on-going information sharing between:

- The USPC lead task force that is responsible for the launching of a collective procedure, promoting common measures and creating templates *and*
- the task forces within each institution that perform internal analyses of strengths and weaknesses with regard to the *Charter* and *Code*, and that define the institution's action.



Specific missions

- The specific missions of the USPC lead task force were:
- launching the collective procedure;
- sharing of good practices already in place at the institutions and the USPC;
- contacting the European Commission and the French Ministry of Higher Education and Research to clarify open points;
- creating and disseminating common documents for the internal analysis and the action plan.

2.2 Université Paris Diderot's Internal Strategy

This strategy unfolded in several stages.

- **Provide an overview and analysis of the institution's practices** with regard to the forty points outlined in the *Charter*, drawing on the European Commission's proposed table, which was gradually and collectively completed with a list of practices already implemented and those it would be relevant to adopt.

The overview and analysis were produced by a task force including: Sylvie Rousset, Pro-Vice Chancellor for Research, CNRS Research Director; Anne Kupiec, Pro-Vice Chancellor for Human Resources, Full Professor; Pascale Saint-Cyr, Director General of Services; Yasmine Doubovetzky-Mebrad, Lawyer, Human Resources Department; Arnaud Dudek, Chief of the Competitions Office, Human Resources Department; Eleonora Zuolo, Head of the Pre-Award Research Support Team, Research and Innovation Support Office.

Depending on fields of specialisation, each member of the group worked in parallel with another member. Each met and asked questions of those colleagues who were apt to bring additional information concerning both the state of affairs as well as analysis.

- **Analyze the practices of Paris Diderot with regard to other COMUE USPC institutions.**

The Paris Diderot task force held discussions with its USPC counterparts during six meetings that took place from December 2015 to April 2016; these communal discussions were interspersed with Paris Diderot's thirteen internal meetings in an on-going dynamic of mutual exploration and learning.

USPC meetings included the Director of the College of Doctoral Schools and the Deputy Head of Research at USPC.

The research commission, consisting primarily of professors, researchers, doctoral students and technical staff², both tenured and visiting, examined the project.

A questionnaire was sent by e-mail to all the members of this group (researchers, professors, post-doctoral fellows, doctoral students, administrative staff for research). More than five hundred responses were received and analysed in order to both draw up a complete list of strengths and weaknesses of current human resources policy and to aid in prioritising the types of action to be taken.

This survey was available on the university website for one month and has been disseminated through the internal weekly newsletter. Among the 564 respondents, 53,69% were women which represent 39% of professors, 13% of researchers, 3,5% of post-doctoral fellows, 29% of doctoral students and 13% of administrative staff for research. All categories of staff are concerned, whatever their level of seniority (33% less than three years, 29,5% between 3 and 10 years, 36% more than ten years), which provide great representativeness.

Ethical principles and professional aspects

72% of respondents consider important to disseminate European Charter for Researchers better. Université Paris Diderot has already made the choice of diversity and non discrimination. Measures in favour of gender balance have been adopted and a dedicated service has been set up. 87% of respondents approve of these measures and call for a service maintained and 86% ask for a larger recruitment of disabled people. A majority of respondents (82%) think conflict of interest has to be declared by members of hiring committees. Members of hiring committee have filled and signed a form to ensure there has been no conflict since 2017. Moreover, a scientific integrity committee has been set up.

The intellectual property rules are not well known, more than 85% of respondents

2 Alexandre Alanio, Researcher in Epidemiology, CNRS ; Mathieu Arnoux, Professor of Medieval History ; Ariane Berdal, Professor, Department of Dentistry ; Philippe Bonnin, Director of Research in Anthropology, CNRS ; Alexandre Borrel, Doctoral Student ; Patrice Bourdelais, Head of the Institute for Human and Social Sciences (CNRS), Director of Research at the École des hautes études en sciences sociales (EHESS), non-Paris Diderot member; Antoine Cazé, Professor of American Literature, Dean of International Relations ; Aboubakr Chraïbi, Professor of Literature, INALCO, non-Paris Diderot member; François Clavel, Professor of Genetics ; Christine Clerici, Professor of Medicine, President of the University ; Nicolas de Roux, Professor of Medicine; Hugues Fauconnier, Associate Professor in Computer Science; Domenico Flagiello, Associate Professor in Computer Science; Sylvain Fourmond, Associate Professor in Law ; Grégory Gautier, Associate Professor in Immunology ; Anne Grondeux, Linguist, Director of Research, CNRS ; Caroline Hartmann, Professor of Biology; Gabrielle Houbre, Associate Professor of History ; Véronique Houdoin, Associate Professor in Medicine; Yasmine Kouhail, Doctoral Student ; Patricia Krief, Researcher in Biology, Inserm ; Jean-Christophe Lacroix, Professor of Chemistry ; Guillaume Le Hir, Associate Professor in Geology; Rachida Lemmaghti, Administrative Officer, PEFH ; Brice Nocenti, Doctoral Student ; Elise Pestre, Associate Professor in Psychology ; Nathalie Piegay-Gros, Professor of Literature ; Marc Rosso, Professor of Mathematics; Sylvie Rousset, Physicist, Director of Research, CNRS, Dean of Research ; Jane-Lise Samuel, Director of Research, Inserm; Claire Squires, Associate Professor in Psychology ; Pierre-Olivier Toulza, Associate Professor in Literature and Dean of Student Life ; Isabel Zapata Casrano, Doctoral Student.

are interested in training on that subject and 76% would like a coaching in company creation. One third of respondents do not know the Data Management Plan developed within Université Paris Diderot. Priority has been given to Open access training for doctoral students and to promote the use of HAL.

Recruitment

To improve recruitment, the survey shows a real need for information on good practices regarding doctoral students recruitment (87%) and it appears that shared rules have to be established for ATER and for short term researchers (84%) recruitments. Hiring committees ask for a special training and dedicated documentation (86%) which explain hiring process and how to value special cases.

Working conditions and social security

All the research staff, and in particular doctoral students, feel the need to know better the resources of Université Paris Diderot, it means services, facilities and correspondents regarding working conditions, organisation of workstation, health and security. 93% of respondents are interested in short mobilities abroad. For this reason, larger and better communication actions have to be launched about existing measures.

Respondents would like that teaching time reduction to be still offered to new lecturers (85%) and flexible teaching time arrangement to be proposed to European project coordinators (80%).

Teaching

Efforts are required to develop continued training. To identify useful training for research staff, for thesis supervisor (81%) and also concerning research unit management (77%) and new educational methods (86%).

• Identify the three main components of the action plan

Practices that have already been implemented and that need to be developed to ensure their sustainability (labelled type "D" in the table below).

Practices that need to be implemented (labelled type "F" in the table below).

Practices to raise awareness of (labelled type "C" in the table below).

• Draft the action plan with a multi-annual timeline

To this end, the Université Paris Diderot's task force met thirteen times between December 2015 and July 2016.

• Define the indicators

The Université Paris Diderot's task force felt it necessary to identify indicators enabling the assessment of progress in the implementation of the action plan.

- **Present the action plan to the governing bodies of Université Paris Diderot**

The task force presented the action plan to:

The Executive Committee on 2 May 2016
 The Technical Committee³ on 20 May 2016
 The Board of Directors⁴ on 24 Mai 2016
 The Research Committee on 27 June 2016

The plan was subject to The Board of Directors's approval.

The Technical Committee, The Research Committee and the Board of Directors are elected bodies and represent all categories of staff and users (professors, administrative staff, tenured and untenured faculty, doctoral students). Consequently, the examination and validation of the plan of action by the representative bodies involves a large portion of the university community in the project.

Communications regarding the action

The task force recommendation for a visible system of communication concerning the plan of action resulted in the creation of an easily accessible dedicated webpage for the HRS4R process: <https://recherche.univ-paris-diderot.fr/actualites/paris-diderot-sengage>

Three letters of information concerning the plan were also widely circulated among all members of the University community.

³ The Technical Committee consists of representatives of the Administration and ten elected members, representing workforce unions, among whom may be professors and research engineers.

⁴ The Board of Directors consists of thirty-six members, of which sixteen are elected professors and researchers, six elected administrative staff, six elected students and eight appointed exterior members.

PART 3. INTERNAL ANALYSIS AND THE ACTION PLAN AT UNIVERSITÉ PARIS DIDEROT

3.1. Summary of Internal Analysis

3.1.1. Université Paris Diderot's Strengths

A University open to the city

The Université Paris Diderot is situated in Paris and occupies a recently built campus offering work conditions of a very high standard. Professors have their own offices close to scientific equipment and logistical platforms. The newly equipped sports complex is accessible to all the members of the University staff.⁵

A reinforced human resources policy, since 2009

French legislation already includes provisions on the recruitment⁶ and career development of researchers that fully corresponds to the principles outlined in the Charter. These provisions apply to all universities.

Université Paris Diderot has taken advantage of the effects of the 2009 Law with regard to university freedoms and responsibilities to obtain greater responsibilities and powers over human resources management, and to implement an innovative policy on career development support for staff, as well as on parity between men and women, a meaningful strategy to reinforce the university's attractiveness.

At the same time, the institution conscientiously ensures strict adherence to the OTM guidelines for the hiring of professors, researchers and technical staff. As a result, the recruitment procedure at Université Paris Diderot is open, transparent and founded upon merit.

Since it was given enlarged responsibilities and competencies (RCE), Université Paris Diderot has launched a vast initiative aiming at :

- adapting its hiring procedures to the new applicable regulations on the one hand
- clarifying, articulating, and perfecting them

Obtaining the label will comfort our university in this initiative, and will make it possible for us to highlight how special and attractive we are within the European Research Space.

The committee devoted to this question has been able to identify good practices, but has also brought to the fore those points that need to be

⁵ <https://campus.univ-paris-diderot.fr/les-installations-sportives>

⁶ The recruitment process is synchronized at the national level according to terms set by the Ministry. The whole application process is managed through the Galaxy portal, ensuring complete transparency.

improved as regards hiring, whether it be concerning tenure-track and long-term recruitments (associate professors and professors, administrative officers) or non-tenure track short-term recruitments (particularly teaching and research assistants).

I. Recruiting associate professors and professors

The yearly recruitment of associate professors and professors is based on decisions made by the Board of Administrators and closely follows the policy priorities of the university as validated by the Board of Administrators.

The nature and number of positions opened each year are determined by an « Employment committee » (« Commission des postes »), the make-up of which is set by the university statutes. It arbitrates between the demands of research laboratories and pedagogical teams, on the basis of objective data. It determines how vacant and potentially vacant positions are going to be filled, it also decides which positions are going to be created by the university (status, scientific discipline, general profile).

The discussions of the employment committee make it possible to sharpen the descriptions of the associate professors' and professors' positions which are to be opened. For each position, the description must include :

- what is expected from applicants in terms of research
- the name of the research laboratory and department that will host them if they are recruited
- what is expected in terms of teaching abilities
- key-words in French and research fields in English
- a job profile in English

Applications are received on Galaxie for thirty days after the job profiles are posted. Applicants can post their CV and other necessary documents on a dedicated application provided by our partner in COMUE USPC, Université Paris Descartes.

1) Strengths

French regulations meet the requirements expressed in the *Charter* and the *Code*. Hiring committees, which are in charge of studying applications, and auditioning shortlisted applicants :

- are not permanent
- must include 50% of experts coming from outside institutions
- must include at least 40% of experts of each sex
- may include researchers working at foreign institutions

The recruitment policy of Université Paris Diderot focuses on transparent and fair practices.

Consequently, the chairs of hiring committees receive a set of instructions each year. Some of the Paris Diderot regulations go beyond the national mandatory framework :

- local members of the hiring committee as well as external members must

- belong to a variety of laboratories representative of the diversity of the field ;
- the retiring or departing professors whose positions must be filled cannot chair the hiring committees in charge of finding replacements ;
- any hiring committee must include at least one member hailing from a university outside Ile de France ;
- newly-hired associate professors and professors are welcomed during a specific seminar ;

1) OTM Improvement axis

The internal assessment procedure of Université Paris Diderot brought to the fore improvement perspectives.

- Hiring committee members who make the final decision on a recruitment must be aware of the parts of the European researcher charter that bear on recruitment. They will receive documentation including excerpts from the Charter and the Code. Chairs of the hiring committees will also receive proper training and information ;
- Similarly, it is necessary to provide better information to applicants, especially foreign applicants, on the selection procedures and criteria, and on the possibility to know the results of their evaluation ;
- In order to broaden the pool of applicants, it is important to communicate more efficiently on available positions : documents posted on the website will be translated and pages dedicated to hiring will be more clearly identified ;

II. Recruiting other types of employees

1) Research administrative officers (civil servants)

The hiring of research and teaching administrative officers, who work in research laboratories most particularly, and have the status of civil servants (research administrative officers in particular), follows the same procedures as that of associate professors and professors.

Their selection and long-term recruitment meet the requirements of a national framework which is fully compatible with the regulations to be found in the Charter and the Code.

The internal assessment procedure of Université Paris Diderot has brought to the fore improvement perspectives :

- recruitment juries must be made aware of the requirements of the Charter and the Code ;
- job profiles for research administrative officers must be systematically published on Euraxess in order to broaden the applicant pool and strengthen the European attractiveness of opened positions ;
- communication to applicants as regards selection procedures and criteria, the possibility to know the results of their evaluation (publication of jury reports), as well as career opportunities and salaries, must be improved ;
- online documents must be translated into English ;
- recently-hired administrative officers must benefit from a specific welcome seminar.

2) Teaching and research assistants (ATERs)

This category of non-tenure track short-term state employees is ruled by a specific decree dated May 7, 1988. ATER positions correspond either to vacancies at the level of associate professors and professors paid on the budget granted by the state, or to recurring positions created by the universities on their own budgets to meet the need for more teaching and research positions. PhD students in the process of completing their dissertation, or recent PhDs, are usually hired to fill those non-tenure track short-term positions.

There is no formal text regulating the recruitment procedures of ATERs. After reviewing current practices, which differ from one structure to another, we conclude that clear and shared rules for the hiring of ATERs must be defined – most particularly on the basis of the rules determined for the recruitment of associate professors and professors.

A work group will be set up. Its goal will be to establish rules making sure hiring is open, transparent and merit-based [job offers will have to be made accessible, and reports on applications will be made available].

Career development support at the center of the institution's human resources strategy

The University policy with regard to career development support, concerning professors in particular, is reflected by the following measures:

- An introductory seminar for new hires detailing various aspects of their employment: research, teaching, administrative tasks.
- A one-year mentorship of new assistant professors by an experienced colleague.
- A forty-hour-per-year teaching load reduction for two years for all new hires to enable them to integrate fully in their research laboratory.

The advisors at Human Resources welcome professors wishing to make changes in their career paths. These advisors are also in charge of a seminar specifically intended for associate professors engaged in becoming full professors.

Université Paris Diderot accompanies each member of its staff in the development of his or her career by offering rich and varied training programs under the auspices of the office of the Continuing Education Program as well as the office for Support for Innovative Teaching and Distance Teaching in Pedagogy at Sorbonne Paris Cité (SAPIENS).

For technical staff, a professional integration and follow-up provision has been put into place by the Head of Human Resources to ensure the smooth insertion of any new hire at Université Paris Diderot. During the years following his or her recruitment, the new member of the University community benefits

from an annual interview with their direct administrative superior. This is an occasion to discuss the opportunities for the development of the agent's career and their training needs.

Finally, preparation for retirement completes the policy of career development support for all staff.

Specific support for young researchers

In order to improve the reception of young researchers such as doctoral students, Université Paris Diderot is currently in the process of reorganizing the office that welcomes them at the moment of their initial registration and just before their thesis defense - the Institute of Doctoral Studies (IED). This administrative reorganization will enable a better understanding of doctoral students's needs as young researchers through the integration of IED with the Administrative Board for Support for Research and Innovation (DARI).

Université Paris Diderot is also particularly concerned with the training of young researchers such as doctoral students and offers additional training programs through the Center for the Professional Formation of Doctoral Students (CFDIP⁷) and the network of doctoral schools united under the aegis of the college of doctoral schools (CED), a communal structure within the USPC and within the scope of University Paris Diderot. Since January 2015, doctoral degrees delivered within the institutions and within the COMUE are embossed with USPC insignia.

A University vigilant about improving the quality of staff life in the workplace

The institution is also concerned by the quality of work life and it is for this reason that a series of recommendations, for the short as well as long term, has been made by a specific task force that includes workforce representatives. Implementation of these recommendations is overseen by the Committee of Hygiene, Security and Work Conditions. At the same time, the institution, together with the workforce unions, created a document⁸ for the prevention of any kind of hardship suffered within the work place and, in the case of such hardship, to offer solutions. A social monitoring unit made up primarily of psychologists is operational as well.

In addition, the institution offers the entirety of its staff the possibility of turning to the Commission of Social Action in the case of temporary financial difficulties.

An institution at the vanguard of equality between men and women

Equality between men and women has been a concern at Université Paris Diderot since its conception. In fact, from the creation of the university at the beginning of

⁷ This body refers USPC shared service. It concerns all of the doctoral students of COMUE. Each institution is implicated in shared services. See <http://www.sorbonne-paris-cite.fr/fr/propos/services-partages>.

⁸ <https://drh.univ-paris-diderot.fr/prevention-des-risques-psychosociaux-0>

the 1970s, the first studies on equality between the sexes were suggested thanks to the efforts of the historian Michelle Perrot.⁹ Equality between men and women was also reinforced as a result of the 2013 law concerning higher education and research. One of its stipulations is that candidate lists for central university boards must alternate between women and men. Hiring committees for assistant, associate and full professors must, for most fields of research, be made up of at least 40% of members of each sex. In order to better perceive the actual state of professional gender parity within the institution, all data from the annual social report¹⁰ is gendered.

The governing bodies of Université Paris Diderot adopted an action plan in favour of equality and in 2010 created a dedicated service (Center for Gender Parity - PEFH) to implement measures to prevent, identify and take action in the case of any instance of inequality with regard to staff as well as students. To do this, equality representatives were named within the institution; these thirty representatives connect the work of PEFH action to the wider university community.

The PEFH is one of the seven partners of the European project TRIGGER (2014-2017) - *Transforming Institutions by Gendering Contents and Gaining Equality in Research*¹¹ - whose action plans fall within the scope of «gender and science» with the goal of examining the obstacles and suggesting means to enable women to pursue brilliant careers in science. Two departments are particularly implicated in this program: the Faculty of Physics and the Institute Jacques Monod, Laboratory of Biology. A steering committee¹² meets bi-annually to examine the status of TRIGGER.

PEFH's activities have led to its becoming a member of the steering committee of the 9th European Conference on Gender Equality in Higher Education¹³ which will take place primarily at Université Paris Diderot.

⁹ See : Georges Duby and Michelle Perrot (eds.), *Histoire des femmes en Occident*, Plon, Paris, 1990-1991.

¹⁰ <https://drh.univ-paris-diderot.fr/bilan-social>

¹¹ <http://triggerproject.eu/newsletter/>

¹² The steering committee consists of: Giuseppe Baldacci, Professor, Director of the Institute Jacques Monod ; Samuel Bottani, Associate Professor in Physics, Director of CFDIP ; François Bouteau, Associate Professor, Department of Life Sciences; Julien Browaays, Associate Professor, Department of Physics; Nadège Cauchois, Secretary; Christine Clerici, Professor of Medicine, President of the University ; Agnes Fellous, Researcher, CNRS, Institute Jacques Monod ; François Gallet, Professor and Director, Department of Physics ; Anne Kupiec, Professor of Sociology, Director of PEFH ; Rachida Lemmaghti, Administrative Officer, PEFH ; Edith Leybold, vice-President of the Technical Committee; Sophie Lhenry, Administrative Officer of Sociology, PEFH; Renaud Mathieu, Student Vice-President ; Patrice Perrin, Deputy-Manager of Services until end of 2015; Sylvie Rousset, Director of Research, Vice-President of the Research Committee ; Muriel Sinanidès, Director of Human Resources.

¹³ <https://9euconfgender.sciencesconf.org>

In addition, the Equality Network, created at PEFH's initiative, brings together the heads of the equality task-forces of the member institutions of COMUE¹⁴, and has produced a handbook guide against sexual harassment for staff and students and enabled access to an external service¹⁵ monitored by the Center for Gender Equality at Université Paris Diderot.

The Equality Network, coordinated by Université Paris Diderot, offers awareness-raising forums to undergraduates (all first-year students, except for those in healthcare studies, are required to attend a meeting) and Masters students. The network also offers training to doctoral students with the goal of incorporating gender studies into their research.

The network is also a vector for raising awareness among staff and particularly members of the department of human resources and members (workforce representatives) elected to the Technical Committee and to the Committee of Safety, Hygiene and Health Protection about professional parity and the battle against sexual harassment. The network's interventions are renewed every year.

An organisation for the Support of Research and Innovation encouraging international exchanges

Université Paris Diderot also has the Office of Support for Research and Innovation (DARI), supporting decision makers (guidance aide) and users (creation of projects, legal aide for contractual activity and promotion). DARI notably accompanies researchers¹⁶ in starting up projects financed by different organisational bodies such as the European Commission, the French National Research Agency and the Regional Conseil for Ile-de-France. Within DARI, SATT Idflnno is represented by a contact who works toward supporting socio-economic interventions and initiatives under the institution's control.

DARI participates in the dissemination, within the institution, of the National Deontology Charter for Careers in Research signed by the Conference of University Presidents in January 2015 and presented during the meeting of the Commission for Research on 6 July 2015.

Vigilant with regard to the quality of reception of foreign researchers¹⁷, the Bureau of International Relations, in partnership with the International University City of Paris, supports the activities, including administrative ones, of those coming to Université Paris Diderot from abroad and settling in Paris for varying periods of time.

¹⁴ <http://www.sorbonne-paris-cite.fr/fr/vie-de-campus/la-communaute-uspc/egalite-femmes-hommes>

¹⁵ See : <https://universite.univ-paris-diderot.fr/lutter-contre-le-harcelement-sexuel-luni-versite>

¹⁶ http://www.cnrs.fr/comets/IMG/pdf/charte_nationale__deontologie_signe_e_janvier2015.pdf

¹⁷ Be it a doctoral student or senior researcher.

Spreading a culture of science and technology to the wider public

Given that research is the most important activity of Université Paris Diderot's laboratories, the institution takes care to disseminate and popularize its activities to reach broader audiences by proposing varied platforms such as the «Festival of science», «Thirteen minutes» (short exchanges between scientists), and scientific conferences.

Université Paris Diderot has already implemented actions that are in keeping with the guidelines of the Charter and the Code, and it is necessarily committed to continuing to base its efforts on shared services and the USPC network (CED, CFDIP, SAPIENS, Equality Network).

The action plan therefore aims to ensure the continuity of what has been undertaken, to remedy relative weaknesses by raising awareness about the institution's approaches, and to introduce new provisions for improvement.

3.1.2 Areas for improvement

With regard to communications with its staff, the institution possesses a structural deficit with particularly negative consequences in that the actions implemented by the university remain, for the most part, unknown to most of the institution's staff. The risk is great that new plans of action will not have the expected results if we do not succeed in overcoming this deficit. This is why suggestions regarding communication represent about half of our actions plans. Our intention is to create a specific task force (or the members of the original group) working hand in hand with the project manager of quality assurance, a communications correspondent from the Department of Human Resources and DARI¹⁸ to ensure that those actions that have already been implemented and those that are in the pipeline are known to the whole of the university community. This group, then, will be entrusted with supervising the visibility of actions.

The institution is already committed to the process of certification in its creation of task forces dedicated to different themes and the dissemination of a questionnaire addressed to the entire body of the research staff.

Shortcomings in the procedures for hiring Temporary University Lecturers (ATER)

Certain difficulties exist with regard to one particular category of personnel: it is necessary to improve the methods of hiring Temporary University Lecturers (ATER) by putting into practice a hiring procedure in keeping with the OTM guidelines.

Improving the functioning of certain platforms

The issue at stake here is that of training researchers, and specifically young

¹⁸ Young researchers will be included as the Institute of Doctoral Studies is integrated into DARI.

researchers, in the running of animal laboratories. A task force has already been formed, an initial report has been turned in, and a second report is in the process of being written to ensure the optimal functioning of this type of platform.

Raising awareness about the adherence to rules relating to scientific integrity and intellectual property

Another issue is to develop awareness with regard to adherence to rules concerning scientific integrity and intellectual property; we must take into account, for this question as well as more generally, the fact that Université Paris Diderot researchers and those hosted¹⁹ by the institution may well have differing notions of their obligations.

The lack of mobility of professors and researchers

The lack of mobility both to and from the university may principally be explained by a faulty accounting of this mobility within the institution, particularly in the case of missions as opposed to invitations.

In general, with regard to doctoral students being supervised by two advisors, one of which is outside the institution, the situation leaves room for improvement. To do this it has been decided that doctoral students and their co-director abroad should be accompanied by the Department of International Relations rather than the Institute of Doctoral Studies. The Department of International Relations is, in effect, in charge of all scientific exchanges with Université Paris Diderot.

3.2.1 Summary of the Action Plan

Université Paris Diderot's action plan, elaborated with the university's scientific community after an internal analysis of its weaknesses, is part of a global strategy to improve the recruitment process and the career paths of researchers (across all categories: professors, contract researchers, PhD students) by upholding the principles outlined in *The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers*.

It must be noted that certain plans of action were implemented with COMUE USPC through shared services operating together as one. The member institutions themselves operate these shared services.

The action plan was developed on the basis of the internal analysis template. It therefore has a four-part structure:

¹⁹ This refers to staff hired and paid for by research bodies (CNRS, Inserm, etc.). These researchers work in the same laboratories as those hired and paid for by Université Paris Diderot. These laboratories are specifically named UMR (Mixed Research Groups) because of the presence of staff from different institutions.

3.2.2 Action plan

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|---|---|--|----------------|-------------|------------------|--|
| I. ETHICAL AND PROFESSIONAL ASPECTS | | | | | | |
| <p>1. Research freedom</p> <p>The principle of research freedom is a fundamental principle upheld by the Constitutional Council and featured in the Education Code.</p> | <p>The principle of research freedom is explicitly mentioned in the institution's statutes.</p> | <p>1.1 The Charter should be sent to all research unit directors for posting in the laboratories. It will be sent electronically to all researchers. This mailing will be sent at the beginning of each academic year.</p> | C | DARI | 2016 | Number of recorded postings. |
| <p>2. Ethical principles</p> <p>The Education Code includes these principles, especially with regard to the modus operandi of Selection Committees.</p> <p>In 2015, the Conference of University Presidents signed a national ethics charter for research professions. A law regarding the deontology of civil servants was passed 20 April 2016.</p> | <p>Ethical principles are included in the institution's statutes.</p> | <p>2.1 Declare for-profit activities and ask all Selection Committee members who recruit research professors to sign a document of non-conflict of interest.</p> <p>2.2 Establish a Scientific Integrity Committee mandated to settle conflicts of a scientific nature. The committee will be directed by a professor emeritus or professor emerita.</p> | F | 2017 | BDC | Rate of document signatures per year. |
| | | | F | 2016 | CR CA | Number of meetings per year and attendance rate. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|---|--|----------------|--------------|---------------|--|
| I. ETHICAL AND PROFESSIONAL ASPECTS | | | | | | |
| 3. Professional responsibility The Intellectual Property Code is a basic benchmark. | The institution offers training on issues regarding intellectual property. "Compilatio" software is provided to all professors to detect cases of plagiarism. | 3.1 Increase training on the respect of intellectual property for professors and young researchers (PhD students). | D | 2016 2018 | CFDIP BFC | Number of people trained every year. |
| | | 3.2 Increase knowledge of the "Compilatio" software, which is provided to all professors to detect cases of plagiarism. Share the information with Temporary University Lecturers (ATER) and PhD students on temporary teaching contracts. | C | 2016 2020 | RC | Number and growth rate of "Compilatio" logins. |
| | | 3.3 Include intellectual property clauses in employment contracts and in the Researcher's Guide, which will be available on the Intranet. | C | 2017 | SGPRH DARI | Process of dissemination. |
| | | 3.4 Extend the drafting and implementation of Rules of Procedure in the research units. | F | 2017 2020 | RC DARI | Number of research units that have Rules of Procedure and growth rate by 2020. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|---|--|--|----------------|--------------|--------------|--|
| I. ETHICAL AND PROFESSIONAL ASPECTS | | | | | | |
| <p>4. Professional Attitude</p> <p>The Education Code defines the terms specifying the obligations of civil servants and of contract agents. The law of 13 July 1983 specifies the obligations of civil servants and contractors with regard to possible conflict of interest in the case of the accumulation of activities.</p> | <p>Rules concerning the accumulation of offices are applied and should be better known.</p> | <p>4.1 Create a charter for doctoral students on temporary teaching contracts to be attached to their contract.</p> | D | 2017 2020 | DRH IED | <p>Writing of a charter and process of dissemination.</p> |
| <p>5. Contractual and legal obligations</p> <p>The Intellectual Property Code as well as the decree of 7 June 2010 on the for-profit activities of higher education and research staff specifies agent obligations.</p> <p>The Research Code provides a framework for the participation of research professors in business creation and business activities.</p> <p>The law of 13 July 1983 specifies the obligations of civil servants and contractors with regard to the accumulation of offices.</p> | <p>The institution applies the decree on for-profit activities. Research professors have low awareness of the conditions for business creation and participation in business activities.</p> | <p>5.1 Increase researchers' awareness of these issues during orientation seminars and in the Researcher's Guide, which will be available on the Intranet.</p> <p>5.2 Increase support for researchers interested in participating in the creation of a business or in existing business activities.</p> | C | 2017 2018 | DRH DARI | <p>Implementation of seminars to present and disseminate Researcher'Guide.</p> |
| | | | C | 2018 | DARI SATT | <p>Internal organisation adjustment to allow this support. Number of people concerned.</p> |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|---|--|----------------|--------------|---------------|--|
| I. ETHICAL AND PROFESSIONAL ASPECTS | | | | | | |
| <p>6. Accountability</p> <p>The Education Code sets forth the principles of sound, transparent and efficient financial management of institutions.</p> | <p><i>Open access</i> and data management are not well known and little used by research professors.</p> <p>The institution's accounting department archives all financial reports</p> | 6.1 Develop the USPC Data Management Plan. | D | 2017 2020 | DARI CFDIP | <p>Number of people concerned each year.</p> <p>Number of dissemination actions.</p> |
| <p>7. Good practice in research</p> <p>The Education Code and several decrees include provisions on preventive medicine, and on the composition and functions of the CT and CHSCT.</p> | <p>The CHSCT's activity is insufficiently known. There should be greater awareness of the existence of a preventive medicine service and of an RPS unit (including occupational psychologists) established several years ago.</p> <p>A charter was distributed to ensure data confidentiality regarding staff members' social, psychological and health status.</p> <p>CT and CHSCT members have been made aware of the RPS.</p> <p>Information has been shared with staff on these issues.</p> | 7.1 Raise awareness about occupational health and security services (preventive medicine, RPS unit and confidentiality charter) using prevention assistants. | C | 2016 2020 | DRH | Number of operations conducted. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|--|--|----------------|----------------------|-------------|--|
| I. ETHICAL AND PROFESSIONAL ASPECTS | | | | | | |
| 8. Dissemination, exploitation of results The Research Code and the Education Code include provisions to promote the dissemination of research results. | <p>Research professors have low awareness of the opportunities recently created by SATT.</p> <p>Research professor already use HAL Diderot to file their publications, but could use it more.</p> <p>USPC's signature charter has been disseminated to the institutions.</p> | 8.1 Develop actions in favor of the commercialisation of research (possibility of collaboration, benefits and royalties) | C | 2016 | DARI | Number of communication operations. |
| | | 8.2 Encourage researchers to obtain an ORCID number.. | F | 2018 | DARI | Growth rate in the number of researchers with an ORCID number. |
| | | 8.3 Encourage the use of HAL Diderot. | C | 2017 2018 | DARI | Change in the number of documents filed in HAL in relation to the number of users. |
| | | 8.4 Foster and develop training programmes about internet open access specifically aimed at PhD students. | D | 2017 2018 | DARI | Number of training programmes and number of people concerned per year. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|--|--|----------------|--------------|-------------------------------|--|
| I. ETHICAL AND PROFESSIONAL ASPECTS | | | | | | |
| <p>9. Public engagement</p> <p>Education Code includes provisions to disseminate research</p> | <p>Popularization efforts are regularly conducted to reach different audiences, especially through the Culture Service and the SCD.</p> | <p>9.1 Develop popularization efforts: "Thirteen minutes", "Festival of science", the Open University, exhibitions, "Festival of ideas", The Conversation, university participation in the national competition, "My thesis in 180 seconds".</p> | D | 2017 2020 | Culture service SCD COM | <p>Public satisfaction levels.</p> <p>Number of researchers involved and number of participants.</p> |
| <p>10. Non- discrimination The</p> <p>French Constitution includes principles of equality.</p> <p>The law of 13 July 1983 prohibits any discrimination in the civil service. The Education Code details principles of equality in the composition of hiring committees for professors, and in the constitution of candidate lists for the boards of institutions.</p> <p>Specific laws cover disability.</p> | <p>In order to fight against discrimination, the institution has a disability advisor, a gender-equality centre, a contact with regard to the fight against racism and anti-Semitism, and a social assistant.</p> <p>Progress in the recruitment of disabled staff members and actions in this area is annually presented to the CT.</p> | <p>10.1 Sustain the efforts of various university actors in the fight against discrimination.</p> | D | 2016 2020 | DRH PEFH | <p>Number of actions conducted.</p> |
| | | <p>10.2 Continue to grant women returning from maternity leave priority in obtaining a CRCT.</p> | D | 2016 2020 | CR | <p>Number of CRCT obtained by women returning from maternity.</p> |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|-------------|---|------------------|----------------|--------|------|------------|
|-------------|---|------------------|----------------|--------|------|------------|

I. ETHICAL AND PROFESSIONAL ASPECTS

| | | | | | | |
|--|--|---|---|--------------|-------|--|
| | | 10.3 Continue to provide women returning from maternity leave a temporary teaching exemption to allow them time for research. | D | 2016 2020 | DRH | Number of women concerned each year. |
| | | 10.4 Increase communication about the aforementioned services and efforts as well as redress procedures. | C | 2017 2020 | SPGRH | Number of communication actions per year. |
| | | 10.5 Pursue implementation of the multiannual policy to support the recruitment of disabled people. | D | 2006 2020 | DRH | Number of staff members who declare themselves disabled. |
| | | 10.6 Translate the guides and charters posted in the laboratories into English. | F | 2018 | DARI | Number of guides and charters translated. |

11. Evaluation/ appraisal systems

The High Council for the Evaluation of Research and Higher Education is tasked with regularly evaluating university activities, especially research.

The institution has chosen to submit applications for bonuses -for doctoral and research supervision - to a national evaluation system.

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|---|--|----------------|----------------------|--------------|--|
| II. RECRUITMENT | | | | | | |
| <p>12. Recruitment</p> <p>The Education Code includes rules applicable to the recruitment of professors, research engineers and ATER.</p> <p>These rules are scrupulously respected.</p> | <p>For several years, the institution has welcomed newly tenured professors with a dedicated seminar, a one-year mentorship, and the support of an HR advisor.</p> | 12.1 Continue to welcome new tenured professors at a dedicated seminar. | D | 2016 2020 | CRH | Satisfaction levels. |
| | <p>While the application process for newly tenured professors is widely disseminated, this is not the case for the IGR who play a large role in research within the laboratories.</p> | 12.2 Continue to offer a one-year mentorship to new tenured professors. | D | 2016 2020 | CRH | Number of people assisted. |
| | <p>Information on career development opportunities and remuneration is insufficiently known.</p> | 12.3 Continue to offer access to human resources career advisors for career development. | D | 2016 2020 | CRH | Number of interviews conducted. |
| | <p>The recruitment of PhD students should be more transparent.</p> | 12.4 Give contract researchers a copy of the relevant charter when they sign their contract. | C | 2016 2020 | SGPRH | Within the DRH, quality control of the process. |
| | | 12.5 Offer a seminar on HDR preparation. | F | 2017 | CRH | Control of seminar implementation. Satisfaction levels. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|------------------------|---|---|----------------|--------------|------|--|
| II. RECRUITMENT | | | | | | |
| | | 12.6 Post online the admission panel reports for category A (ITRF) and the selection committee's final meeting minutes (documents without personal data) on a dedicated page of Université Paris Diderot's website. | F | 2017 2020 | BDC | Control of online posting implementation. Time it takes to post online after the closing date for applications. |
| | | 12.7 Publish advertised IGR posts on EURAXESS after validation of the translation of profiles by the hosting body, as it is already done for professors. | F | 2017 2020 | BCD | Number of European applications received. |
| | | 12.8 Publish professor and IGR posts with a permanent link allowing candidates to see career prospects and salaries. | F | 2018 2020 | BCD | Quality control of the process: Publishing is always available and updated. |
| | | 12.9 Draft guidelines for the recruitment and monitoring of doctoral students. | F | 2018 | CED | |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|---|--|----------------|--------------|-------|--|
| II. RECRUITMENT | | | | | | |
| 13. Recruitment (code) The Education Code includes rules applicable to the recruitment of professors, research engineers and ATER. Regulations specify the terms for advertising vacancies. | Recruitment of ATER and contract researchers should be improved by adopting terms similar to those used for research professors. | 13.1 Establish specific rules and shared criteria for the recruitment of ATER and the recruitment of contract researchers according to the guidelines used for recruiting professors. | F | 2017 2020 | SGPRH | Working group established and model (toolkit) built and applied during recruitment |
| 14. Selection (code) The Education Code specifies the operating procedures of hiring committees. | The institution scrupulously follows the regulations, especially with regard to parity. The composition of the hiring committees is published on the University's website. | 14.1 Include, in the guidelines for the composition of the hiring committee, a recommendation to utilise professional simulation, in a standard form to be defined. | F | 2017 | DRH | Identify the presence of research professors on selection committees. Identify the number of published posts providing for a simulation. |
| | | 14.2 Bring selection committee presidents together for information and training meetings (see OTM principles). | C | 2017 2020 | BDC | Number of meetings and report dissemination. |
| 15. Transparency (code) The Education Code stipulates conditions for the composition of selection committees. | While the regulation is scrupulously followed, it is possible to improve knowledge about the <i>modus operandi</i> of these committees. | 15.1 Publish, on the university website's page dedicated to the recruitment of research professors, a vade mecum on the constitution of selection committees. | C | 2017 | BDC | |
| | | 15.2 Communicate more with candidates who are not selected about the possibility of requesting the selection committee's reports (via email and on Université Paris Diderot's website). Mention the possibility of an informal appeal after the CA's deliberation validating the hiring committee's choices. | C | 2017 | BDC | Identify the number of reports requested and growth rate. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|---|---|--|----------------|----------------------|------------|---|
| II. RECRUITMENT | | | | | | |
| <p>16. Judging merit (code)</p> <p>Regulations determine the operating procedures of the National Council of Universities, whose tasks include qualifying candidates in the competitive recruitment of research professors.</p> | <p>Besides the qualification issued by the National Council of Universities, selection committees should be made more aware of the <i>European Charter for Researchers</i>.</p> | <p>16.1 Append all the parts of the <i>European Charter for Researchers</i> relevant to recruitment in the mailing addressed to selection committee presidents upon their nomination.</p> | C | 2017 | BDC | Quality control of dissemination process. |
| <p>17. Variations in the chronological order of CVs (code)</p> <p>The Education Code sets the eligibility conditions for the competitive recruitment of professors. Provision is made for recruited professors to be reclassified, taking into account their previous professional experience and thereby ensuring better remuneration.</p> | <p>Hiring committee practices could be further improved.</p> | <p>17.1 Develop a good practices guide for selection committee presidents including major judicial decisions. Specify that atypical candidates, that is, those who did not follow an undeviating path, should not be automatically eliminated.</p> | C | 2017 | BDC | Working group established to draft guidelines and process of dissemination. |
| | | <p>17.2 Post online via the intranet fact sheets based on the researcher's guide and Ministry's communications.</p> | C | 2008 2020 | BDC | Drafting of fact sheets. Number of intranet visits. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|---|---|---|----------------|----------------------|-----------------------|--|
| II. RECRUITMENT | | | | | | |
| <p>18. Recognition of mobility experience (code)</p> <p>The Education Code details mobility opportunities for professors. Activities pursued in the private or public sectors can be used to reclassify professors. The decree of 26 April 2007 stipulates that agents who would like to pursue private activities must inform their institution.</p> | <p>Professor mobility remains low in the institution.</p> | <p>18.1 Raise awareness, including in the researcher's guide, about the various forms of mobility and the value of these experiences in terms of reclassification and remuneration.</p> | C | 2018 2020 | SGPRH DARI | Rate of awareness. |
| | | <p>18.2 Raise awareness about the EU CRCT available at Université Paris Diderot since 2015.</p> | C | 2016 2018 | DARI | Rate of awareness. Rate of increase of CRCT Europe. |
| <p>19. Recognition of qualifications (code)</p> <p>The decree of 6 June 1984 specifies recruitment terms for professors and required skill levels. The CNU plays an essential role in the dispensation of academic qualification, the necessary preliminary to apply for a position as professor.</p> | <p>The institution seeks to take into account the diversity in staff members' professional paths.</p> | <p>19.1 Continue to value professional experiences and qualifications in terms of reclassification and remuneration.</p> | D | 2016 2020 | DRH | |
| | | <p>19.2 Continue to recognize professional experiences and skills in the recruitment of contract staff.</p> | D | 2016 2020 | DRH | |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|-------------|---|------------------|----------------|--------|------|------------|
|-------------|---|------------------|----------------|--------|------|------------|

II. RECRUITMENT

20. Seniority (code)

The law of 4 May 2004 on lifelong professional development.
Decision of 25 February 2003 conditions for granting and exercising CRCT.

21. Postdoctoral appointments (code)

The Research Code stipulates that a PhD degree should be recognized and considered as professional experience. The Education Code specifies ATER recruitment conditions. The law of 11 January 1984 provides a framework for the state and its public institutions on the use of contract agents.

The procedures associated with the hiring of ATER need to be improved while respecting OTM principles.

22. Recognition of the profession

The decree of 23 April 2009 on the reclassification of members of the professorial body, regardless of whether they previously worked in the private sector or in the public sector. The same decree specifies the conditions for obtaining doctoral contracts. The Education Code specifies the conditions for the hiring of ATER.

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|--|---|----------------|--------|---------|--|
| II. RECRUITMENT | | | | | | |
| 23. Research environment The Education Code of 11 January 1984 on health and safety conditions in institutions of higher education. | There should be greater awareness about the existence of a preventive medicine service and an RPS unit (including occupational psychologists) established several years ago, and about the activities of the health and safety service and prevention assistants. The RPS unit is mentioned in the single document completed by the health and safety service. These issues are examined by the CHSCT. | 23.1 Raise awareness about the resources available for researchers, especially PhD students, such as training options and calls for projects. | C | 2017 | DARIED | Rate of awareness. Number of information messages sent. |
| | | 23.2 Raise awareness about contacts for health and safety (preventive medicine, RPS counselling unit, health and safety service and prevention assistants). | C | 2017 | DRH H&S | Number of information messages sent. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|---|--|----------------|--------------|------|--|
| II. RECRUITMENT | | | | | | |
| <p>24. Working conditions</p> <p>The law of 25 August 2000 limits annual work time to 1,607 hours. The Education Code specifies the service obligations of professors. The law of 11 January 1984 specifies provisions for the non-separation of spouses, and conditions for granting and exercising CRCT.</p> | <p>The details on working conditions in specific situations (maternity leave, health problems, CRCT) must be more clearly communicated.</p> <p>The implementation of teleworking in public service, which was recently regulated, will have to be tailored to research needs.</p> | 24.1 Implement teleworking for those categories of workers for whom it makes sense. | F | 2018 2020 | DRH | Number of people concerned. |
| | | 24.2 Raise awareness about the external system to fight sexual harassment shared among USPC universities and institutions. | C | 2016 2020 | PEFH | Rate of awareness. Number of information messages sent. |
| | | 24.3 Raise awareness about the academic criteria for granting a CRCT at both the CNU level and local institutional level. | C | 2017 2020 | CR | Rate of awareness. Number of information messages sent. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|---|--|----------------|----------------------|-------------|--|
| II. RECRUITMENT | | | | | | |
| <p>25. Stability and permanence of employment</p> <p>The decree of 17 January 1989 includes provisions applicable to non-permanent public employees. The law of 12 March 2012 on access to tenured employment and better employment conditions for contract employees through the opening of exclusive competitions.</p> | <p>The institution has worked on reducing job insecurity and attaches great importance to supporting contractors, as described in the Contract Researcher Charter that is provided upon the signing of each contract and that is available on the intranet.</p> | <p>25.1 Continue to support people at the end of their contract, as described in the Contract Researcher Charter.</p> | D | 2016 2020 | CRH | <p>Number of people interviewed per year.</p> |
| <p>26. Funding and salaries</p> <p>The Education Code specifies the level of remuneration for professors and the nature of the bonuses they might receive. It also provides for the implementation of a welfare policy in institutions. Both tenured and untenured staff are covered by social security.</p> | <p>The institution has chosen to submit applications for PhD and research supervision bonuses to a national evaluation system. See point 11. The payments and the amount of this bonus are set by the CA and the CR.</p> | <p>26.1 Remind contract researchers that their remuneration can be reassessed every three years.</p> | C | 2016 2020 | DRH | <p>Number of information messages sent. Rate of awareness. Number of beneficiaries.</p> |
| <p>27. Gender balance</p> <p>The Education Code affirms the principle of gender equality. The decree of 10 October 2013 establishes the procedures for appointing jury and hiring committee members.</p> | <p>Existence of a Gender Equality Centre with an action plan that was approved by the institution's authorities. Existence of a network of USPC equality officers to raise awareness about equality.</p> | <p>27.1 Continue to develop the network's activities to develop better awareness to prevent occupational disparities, and to raise awareness about equality.</p> | C | 2016 2020 | PEFH | <p>Gender-differentiated data on women's participation in responses to calls for research proposals.</p> |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|---|---|---|----------------|----------------------|---------------------|--|
| II. RECRUITMENT | | | | | | |
| 28. Career development Decision of 25 February 2003 on conditions for granting and exercising a CRCT. Decree of 17 January 1986 on provisions applicable to non-tenured agents. | The institution has implemented several measures to promote successful career development such as the presence of HR representatives, the Contract Researcher Charter, training sessions, and financial aid to encourage mobility. Community awareness about some of these measures should be greater. | 28.1 Raise awareness of calls for research projects. | C | 2016 2020 | DARI | Number of actions engaged. |
| | | 28.2 Raise awareness of training programme options. | C | 2016 2020 | CRH | Number of actions engaged. |
| | | 28.3 Develop training programmes, aimed at PhD students, and in particular programmes exploring the different routes toward integration into a professional career. | D | 2016 2020 | CFDIP ED | Rate of training programmes development. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|---|---|--|----------------|----------------------|--------------|---|
| II. RECRUITMENT | | | | | | |
| <p>29. Value of mobility</p> <p>The law of 11 January 1984 defines the terms of provision, temporary posting, availability and delegation. The Education Code recognizes the possibility of recognizing the value of the professional experience acquired by research professors. The decree of 21 March 2014 enables mobility for non-tenured agents under certain conditions.</p> | <p>Communication about mobility terms could be improved.</p> | <p>29.1 Raise awareness of the possibilities of a delegation within a research group or the possibility of fulfilling institutional obligations exclusively in research (i.e. with no teaching responsibilities) for a limited duration of one to two years.</p> | C | 2016 2020 | SGPRH | <p>Changes in the number of beneficiaries. Rate of awareness.</p> |
| | | <p>29.2 Raise awareness about financial aid for short trips abroad.</p> <p><i>Cf. Points 28.2, 28.3 et 17.1.</i></p> | C | 2017 2020 | BRI | <p>Changes in the number of beneficiaries. Rate of awareness.</p> |
| <p>30. Access to career advice</p> <p>The law of 4 May 2004 on lifelong professional development. Law of 26 December 2007 on professional training for non-tenured agents.</p> | <p>The training sessions offered, especially the ones for doctoral students, must be maintained.</p> | <p><i>Cf. Points 12.3 et 25.1.</i></p> | | | | |
| <p>31. Intellectual property rights</p> <p>The Education Code and the Intellectual Property Code both define intellectual property rights. The decree of 7 June 2010 provides for for-profit activities by higher education and research staff.</p> | <p>Consideration of intellectual property rights has been strengthened in the institution. The effort must be maintained.</p> | <p>31.1 Maintain references regarding intellectual property in all research contracts.</p> | D | 2016 2018 | DARI | <p>Formalization of the process and dissemination.</p> |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|---|---|----------------|----------------------|------------|--|
| II. RECRUITMENT | | | | | | |
| 32. Co-authorship Intellectual Property Code. | The differences among disciplines in their adherence to rules concerning intellectual property renders communal action in an interdisciplinary institution difficult. | <i>Cf.</i> Points 3.1, 3.3, 5.1 et 31 | | | | |
| 33. Teaching The law of 6 June 1984 sets forth the obligations of professors. | The institution is conscientious in simultaneously complying with all rules on teaching obligations, improving teaching conditions, and ensuring that research potential is achieved. | 33.1 Continue to grant new associate professors a 40-hour teaching load reduction in the first two years following their recruitment. | D | 2016 2020 | DRH | Number of beneficiaries. |
| | | 33.2 Raise awareness about teacher training through SAPIENS (USPC). | C | 2016 2020 | BFC | Number of information messages sent. Rate of awareness. |
| | | 33.3 Grant a temporary teaching exemption to beneficiaries of an ERC or joint European project. | F | 2017 | CA | Rate and number of beneficiaries. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|---|--|----------------|--------------|------|---|
| II. RECRUITMENT | | | | | | |
| <p>34. Complaints/ appeals</p> <p>The law of 13 July 1983 provides for the legal protection of civil servants and the means to appeal.</p> | <p>The institution has developed a variety of measures (consultative committees of contract agents and PhD student employees in compliance with regulations, as well as the RPS unit and measures to fight sexual harassment). These measures have to be further developed.</p> | 34.1 Raise awareness of CCPAC. | C | 2016 2020 | DRH | Number of meetings. |
| | | 34.2 Raise awareness of CCDC. | C | 2016 2020 | IED | Number of meetings. |
| | | 34.3 Nominate a mediator commissioned to resolve conflicts between people. | F | 2017 | CA | Mediator appointed, mission letter validated and signed by the President. |
| <p>35. Participation in decision-making bodies</p> <p>The Education Code specifies the conditions for participation in university boards and committees.</p> | <p>Permanent staff may vote and are eligible to serve on the institution's boards. Contract staff is eligible to serve on their designated consultative committee (CCPAC). The goal is therefore to encourage participation in decision-making bodies.</p> | | | | | |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|---|---|---|----------------|----------------------|------------------------|--|
| III. TRAINING | | | | | | |
| <p>36. Relation with supervisors</p> <p>The Education Code specifies procedures for PhD and HDR preparation. The decree of 25 May 2016 sets the national framework for training and the procedures associated with the delivery of the PhD.</p> | <p>The institution seeks to maintain the quality of supervision, especially for doctoral students, and is gradually putting committees in place for overseeing the progress of doctoral theses.</p> | <p>36.1 Train thesis supervisors, including co-directors in the case of a joint supervision with a director abroad. In this last case, training would be in written form.</p> | F | 2016 2020 | CED | Number of people trained. |
| | | <p>36.2 Raise awareness about the institution's Thesis Charter and the USPC's doctoral charter.</p> | C | 2016 2020 | IED CED | Number of theses monitored by a committee. |
| <p>37. Supervision and managerial duties</p> | <p>The institution seeks to maintain the quality of the management of research units.</p> | <p>37.1 Enhance training of research unit supervisors.</p> | D | 2017 2020 | DRH | Number of people trained. |
| <p>38. Continuing professional development</p> <p>The decree of 15 October 2007 on lifelong professional development.</p> | <p>The institution seeks to maintain the quality of teaching and research.</p> | <p>38.1 Develop training programme options</p> | C | 2016 2020 | DRH SAPIENS | Number of people trained. |

| LEGISLATION | EXISTING INSTITUTIONAL RULES AND/OR PRACTICES | ACTIONS REQUIRED | TYPE OF ACTION | WHEN ? | WHO? | INDICATORS |
|--|--|---|----------------|----------------------|---------------------|---------------------------|
| III. TRAINING | | | | | | |
| <p>39. Access to research training and continuous development</p> <p>The decree of 15 October 2007 on lifelong professional development.</p> | <p>The institution seeks to maintain the quality of teaching and research, and to strengthen the skills of PhD students.</p> | 39.1 Maintain CFDIP (USPC) and doctoral school training programmes for PhD students. | D | 2016 2020 | CFDIP ED | Number of people trained. |
| | | 39.2 Open CFDIP training programmes to contract researchers. | F | 2016 2020 | CFDIP ED | Number of people trained. |
| | | 39.3 Help all research staff be aware of necessary training programmes. | D | 2018 | BFC | |
| | | 39.4 Offer meetings with counsellors to identify advisable training programmes where appropriate in function of a performance assessment. | C | 2016 2020 | CRH | Number of people met. |
| 40. Supervision | | 40.1 Continue to offer a one-year mentorship to new IGR/IGE depending on their duties and integration within the laboratory. | D | 2016 2020 | CRH | Number of beneficiaries. |

| Application | Who | Type of action Communication Formalisation Development | Density | 2016 | | | | 2017 | | | | 2018 | | | | 2019 | | | | 2020 | | | | | | | |
|--|--|---|--------------------|-----------|----------|----------|--|------|----|----|----|------|-------------------|----|----|------|---------------|----|----|------|---------------|----|----|----|---------------|----|----|
| | | | | Structure | | Referent | | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 | T1 | T2 | T3 | T4 |
| | | | | Structure | Referent | | | | | | | | | | | | | | | | | | | | | | |
| Application | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| * | Work group - development of application | VP RH - VP recherche | Comité de pilotage | * | 4 | | | | | | | | | | | | | | | | | | | | | | |
| * | Application for recognition by the European Commission | VP RH - VP recherche | Comité de pilotage | * | 4 | | | | | | | | | | | | | | | | | | | | | | |
| I. ETHICAL AND PROFESSIONAL ASPECTS | | | | | | | | | | | | | | | | | | | | | | | | | | | |
| 1.1 | The Charter should be sent to all research unit directors for posting in the laboratories. It will be sent electronically to all researchers. This mailing will be sent at the beginning of each academic year. | Directeur DARI | DARI | C | 1 | | | | | | | | | | | | | | | | | | | | | | |
| 2.1 | Declare for-profit activities and ask all Selection Committee members who recruit research professors to sign a document of non-conflict of interest. | Responsable Bureau des concours | DRH | F | 1 | | | | | | | | | | | | | | | | | | | | | | |
| 2.2 | Establish a Scientific Integrity Committee mandated to settle conflicts of a scientific nature. The committee will be directed by a professor emeritus or professor emerita. | VP recherche | CR - CA | F | 3 | | | | | | | | | | | | | | | | | | | | | | |
| 3.1 | Increase training on the respect of intellectual property for professors and young researchers (PhD students). | Responsable Bureau de la formation | DRH - CFDIP | D | 3 | | | | | | | | | | | | | | | | | | | | | | |
| 3.2 | Increase knowledge of the "Compilatio" software, which is provided to all professors to detect cases of plagiarism. Share the information with Temporary University Lecturers (ATER) and PhD students on temporary teaching contracts. | VP recherche | CR | C | 1 | | | | | | | | Annual report | | | | Annual report | | | | Annual report | | | | Annual report | | |
| 3.3 | Include intellectual property clauses in employment contracts and in the Researcher's Guide, which will be available on the Intranet. | Responsable SGPRH | DRH - DARI | C | 2 | | | | | | | | | | | | | | | | | | | | | | |
| 3.4 | Extend the drafting and implementation of Rules of Procedure in the research units. | VP recherche | CR - DARI | F | 4 | | | | | | | | Internal analysis | | | | Conception | | | | Deployment | | | | | | |
| 4.1 | Create a charter for doctoral students on temporary teaching contracts to be attached to their contract. | Directrice des RH | DRH - IED | D | 4 | | | | | | | | Internal analysis | | | | Conception | | | | Deployment | | | | | | |
| 5.1 | Increase researchers' awareness of these issues during orientation seminars and in the Researcher's Guide, which will be available on the Intranet. | Juriste DARI | DARI - DRH | C | 2 | | | | | | | | | | | | | | | | | | | | | | |
| 5.2 | Increase support for researchers interested in participating in the creation of a business or in existing business activities. | Directeur DARI | DARI | C | 2 | | | | | | | | | | | | | | | | | | | | | | |
| 6.1 | Develop the USPC Data Management Plan. | Directeur DARI | DARI | D | 2 | | | | | | | | Internal analysis | | | | Conception | | | | Deployment | | | | | | |
| 7.1 | Raise awareness about occupational health and security services (preventive medicine, RPS unit and confidentiality charter) using prevention assistants. | Directrice des RH | DRH | C | 2 | | | | | | | | Internal analysis | | | | Conception | | | | Deployment | | | | | | |
| 8.1 | Develop actions in favor of the commercialisation of research (possibility of collaboration, benefits and royalties) | Directeur DARI | DARI | D | 2 | | | | | | | | | | | | | | | | | | | | | | |
| 8.2 | Encourage researchers to obtain an ORCID number. | Directeur DARI | DARI | F | 1 | | | | | | | | | | | | Annual report | | | | Annual report | | | | Annual report | | |
| 8.3 | Encourage the use of HAL Diderot. | Directeur DARI | DARI | C | 1 | | | | | | | | | | | | | | | | | | | | | | |
| 8.4 | Foster and develop training programmes about internet open access specifically aimed at PhD students. | Directeur DARI | DARI - CFDIP | D | 2 | | | | | | | | Internal analysis | | | | Conception | | | | Deployment | | | | | | |
| 9.1 | Develop popularization efforts: "Thirteen minutes", "Festival of science", the Open University, exhibitions, "Festival of Ideas", The Conversation, university participation in the national competition, "My thesis in 180 seconds". | Responsable service communication | CULTURE-COM-SCD | D | 2 | | | | | | | | Internal analysis | | | | Conception | | | | Deployment | | | | | | |
| 10.1 | Sustain the efforts of various university actors in the fight against discrimination. | Directrice des RH | DRH - PEFH | D | 2 | | | | | | | | Annual report | | | | Annual report | | | | Annual report | | | | Annual report | | |
| 10.2 | Continue to grant women returning from maternity leave priority in obtaining a CRCT. | VP recherche | CR | D | 1 | | | | | | | | Annual report | | | | Annual report | | | | Annual report | | | | Annual report | | |
| 10.3 | Continue to provide women returning from maternity leave a temporary teaching exemption to allow them time for research. | Responsable SGPRH | DRH | D | 1 | | | | | | | | Annual report | | | | Annual report | | | | Annual report | | | | Annual report | | |
| 10.4 | Increase communication about the aforementioned services and efforts as well as redress procedures. | Responsable SGPRH | DRH | C | 2 | | | | | | | | Annual report | | | | Annual report | | | | Annual report | | | | Annual report | | |
| 10.5 | Pursue implementation of the multiannual policy to support the recruitment of disabled people. | Responsable de l'action sociale | DRH | D | 3 | | | | | | | | Annual report | | | | Annual report | | | | Annual report | | | | Annual report | | |
| 10.6 | Translate the guides and charters posted in the laboratories into English. | Directeur DARI | DARI | F | 2 | | | | | | | | | | | | | | | | | | | | | | |

PART 4 – EVALUATIONS

4.1 Internal Evaluation of the Implementation

While a report is required every two years to internally ensure follow-up of the action plan, an on-going process should be adopted to monitor the timetable and the implementation of action items on the one hand, and to make any necessary adjustments on the other.

The purpose of defining indicators is effective follow-up. Each institution's project coordinator will ensure a monitoring of activities every trimester and, two years after launching the action plan, will send the European Commission a short one-page note with the two-year action plan timetable, including the indicator and date of action completion in an additional column.

Only adjustments will be explained in greater detail. This information will be made public in accordance with the nature of the process.

The task force created to prepare the action plan will establish a six-month review to monitor progress so that it will be able to establish a reliable self-assessment mechanism after the first two years and to have the necessary elements to present to external evaluators after four years of implementation.

To this end, indicators will be provided each year, and the task force will be joined by an administrator overseeing measures and procedures in the sphere of human resources.

As there are a number of communication initiatives within the action plan, the Director of Communications will also participate in the task force, working in tandem with the communication officers of DARI and Human Resources.

An electronic survey will be organised every year to collect researchers's opinions concerning the progress of the action plan.

At the same time, the Technical Committee and the Commission of Research will be informed about the progress of the action plan.

4.2 External Evaluation (Peer Review)

Four years after the launch of the action plan, a short but more in-depth report will seek to demonstrate the institution's progress with regard to the initial objectives, and to underscore the realization of the initial action plan. In accordance with the procedure, it will be subjected to peer review.

CONCLUSION

- Université Paris Diderot's action plan will be implemented according to the timetable indicated, and will be published at the end of the month of July 2016 on the university's website <https://recherche.univ-paris-diderot.fr/actualites/paris-diderot-sengage>
- The internal analysis and definition of the action plan, enhanced by USPC's joint efforts, were key steps in identifying the contributions of such a process in terms of improving the professional situation of existing researchers and of those who will join Paris Diderot in the future.
- Obtaining the award will allow Université Paris Diderot to demonstrate its commitment to being a research university of the highest standards able to attract the highest calibre of researchers and students.

APPENDIX 1. INSTITUTION ENDORSEMENT LETTER TO ADOPT THE C&C PRINCIPLES

Declaration of Commitment to the Principles of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers (C&C)

Université Paris Diderot, represented by its President, Christine CLERICI, declares its commitment to the principles laid down in the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers.

Many aspects of the principles outlined in the *Charter* and *Code* are already common practice at Université Paris Diderot. By signing the *Charter* and *Code*, we confirm our intention to carry out necessary steps to comply with the principles of the European Commission's recommendation of 11 March 2005.

Signed at Paris, July 21st 2016



PARIS DIDEROT PRESIDENCE

APPENDIX 2

LIST OF ABBREVIATIONS

- **AC** : Accounting Agency
- **ATER** : Temporary University Lecturers

- **BD** : Board of Directors
- **BDC** : Office of Examinations
- **BFC** : Office of Continuing Education
- **BRI** : International Office

- **CA** : Administration Council
- **CCDC** : Doctoral Student Advisory Board
- **CCPAC** : Contract staff Advisory Board
- **CEA** : French Atomic Energy Commission
- **CED** : College of Doctoral Schools
- **CFDIP** : Professional Training Centre for Doctoral Students
- **CHSCT** : Health, safety and working conditions committee
- **CNIL** : National Commission for Information Technology and Civil Liberties
- **CNRS** : National Centre for Scientific Research
- **CNU** : National Council of Universities
- **COM** : Communications Department
- **ComUE** : Community of Universities and Institutions
- **CRCT** : Sabbatical for Research or Thematic Conversions

- **DAGJ** : Department for General and Legal affairs
- **DARI** : Research and Innovation Support Office
- **DGS** : General Direction for Services
- **DRH** : Human Resources Department

- **HCERES** : High Council for the Evaluation of Research and Higher Education
- **HDR** : Accreditation to Supervise Research
- **H&S** : Health and Safety Service

- **IED** : Institute of doctoral Schools
- **IGE** : Study Engineer
- **IGR** : Research Engineer
- **INSERM** : French Institute of Health and Medical research

- **IRD** : French Research Institute for Development
- **ITRF** : Research and Education Engineers and Technicians
- **IUT** : University Institute of Technology

- **MAST** : Part-time Associate University Lecturer
- **MCF** : Associate Professor

- **OTM** : Open, transparent, merit

- **PAST** : Part-time Associate Professor
- **PEFH** : Gender equality centre
- **PR** : Professor

- **RPS** : Psychosocial Risks
- **RC** : Research Committee

- **SAPIENS** : Sorbonne Paris Cité's Support Service for Innovative Pedagogies and Online Teaching (shared service).
- **SATT** : French Technology Transfer Accelerator Company
- **SCD** : Common Documentation Service
- **SGPRH** : Staff Management Service

- **UFR** : University Department

