TEMPLATE 4: ACTION PLAN

Case number: 2021FR615345

Name Organisation under review: ECOLE CENTRALE DE NANTES

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1. ORGANISATIONAL INFORMATION

*Please provide a limited number of key figures for your organisation. Figures marked * are compulsory.*

STAFF & STUDENTS	*FTE*
Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research	436
Of whom are international (i.e. foreign nationality)	104
Of whom are externally funded (i.e. for whom the organisation is host organisation)	152
Of whom are women	96
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor.	175
Of whom are stage R2 = in most organisations corresponding with postdoctoral level	52
Of whom are stage R1 = in most organisations corresponding with doctoral level	183
Total number of students (if relevant)	2313
Total number of staff (including management, administrative, teaching and research staff)	594
RESEARCH FUNDING (figures for most recent fiscal year)	*€*
Total annual organisational budget	22 407 191
Annual organisational direct government funding (designated for research)	10 361 632
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	6 160 641
Annual funding from private, non-government sources, designated for research	5 884 918

ORGANISATIONAL PROFILE *(a very brief description of your organisation, max. 100 words)*
Founded in 1919, École Centrale de Nantes is a public institution for higher education, research and innovation and with an average of 2500 students, 40% of whom are of international origin.   The primary goals are: 1. Training: initial\apprenticeship training for engineers, doctoral, masters, bachelors' students and skills development\executive education   2. Research: research activities in science and technology ranging from fundamental analysis to technological application and encompassing 54.8% of the campus 'establishment   3. Academic and applied evaluation of research results   In support of these three goals, maintaining, an international reputation via multiple partnerships and networks.

2. STRENGTHS AND WEAKNESSES OF THE CURRENT PRACTICE:

Please provide an overview of the organisation in terms of the current strengths and weaknesses of the current practice under the four thematic headings of the Charter and Code at your organization.

Thematic heading of the Charter and Code	STRENGTHS and WEAKNESSES
Ethical and professional aspects	**Strengths** The ethical and professional aspects of researchers research activities are enshrined in French law: independence, professional responsibility, non-discrimination, etc. The teacher-researchers acknowledge that they enjoy this independence and requisite freedom in the organisation of their research activities and subject matter. Key aspects of obligations and duties are cited in employment contracts and national public sector documents. Doctoral students have the opportunity to study courses on issues related to ethics and scientific integrity via their doctoral schools. They all sign a non-plagiarism commitment in the first year. A Scientific Integrity Officer was appointed in April 2019 and an Ethics and Professional Conduct Committee will be constituted (December 2019). One of the objectives is to disseminate and establish good practices within the school. The presence of a chain of coordinated actors is an asset to ensure the implementation of sound financial project management (laboratories, development and project Engineering (development department), finance Department and accounting & invoicing Office).. **Weaknesses** Communication and formalisation of the following items needs to be improved:

	- Present the charter principles to new\existing researchers using all existing channels and also those yet to be developed (website, welcome booklet, information session, training module, vade-mecum (handbook), etc.). - Communicating and organising open science. - Strengthen the prevention and control of acts contrary to scientific ethics and integrity. - Enhance project management skills - Formalise rules for conducting and monitoring research projects (procedures format). To date, not all of them have been written, which means that colleagues have to learn them as they go along, and time is spent researching information. - Guiding researchers on good practice in the use, preservation, protection and dissemination of research data.
Recruitment and selection	**Strengths** For civil servants, the dissemination procedures of job offers, selection and recruitment are clear and transparent. Moreover, they are subject to compliance with French national regulations and the use of the Galaxie platform. The principles put forward in the Charter & Code concerning permanent staff recruitment and selection observed and partly formalised. The recruitment of contract teacher-researchers follows the recruitment principles for civil servants and the HR department uses FIDIS and Referens (national reference). In its staffing selections, the school seeks skills and experience above all. There is real diversity and worker mobility is encouraged. **Weaknesses** The school does not yet have an "OTM'R Policy" document. In addition to this document, it is necessary to model the "Skills and HR management" process and to draw up recruitment procedures\guidelines according to position(s), status, etc. These guides could be adapted to the recruiter's profile: manager, selection committee, HR. Explanatory support for these will be provided. Practice analyses have displayed weaknesses that need to be changed: - The very low offer publication rate on the Euraxess website, which does not provide international visibility for our offers. - Doctoral student recruitment without automatically providing a job description. HR is only informed once the selection process is complete in order to draw up the employment contract if necessary. - The impression, felt by staff, of non-open, non-transparent recruitment, dissimilar rules, duplication, etc. for contract positions due to lack of knowledge/non-availability of existing procedures.
Working conditions	**Strengths** Researchers report that the school provides a research environment (materials, machines, platforms) that supports research activities. CN also puts in place specific and adequate measures to encourage both male and

female staff to combine family life and work, children and career. For example, they benefit from flexible working hours (including working full time for less than five days), remote-working or time off to look after a sick child. In addition, working conditions are guaranteed by compliance with French legislation. The remuneration policy is defined by national legislation. The school takes into account job level, status, required qualifications, seniority and family situation.

Researchers have access to documentation (HAL, the school's media library (digital and paper) and the laboratories' own subscriptions).

Concerning teaching, French arrangements exist and are applied so that teacher-researchers with other duties can be relieved of teaching hours.

A diversity and equality commission is in place and manages various projects including gender equality.

Weaknesses
However, CN still needs to improve working conditions by working on a quality of working life (QWL) action plan and on buildings policy.

CN has increased the proportion of contract staff. One of the primary objectives will be to limit the use of successive renewals and short-term contracts whenever possible and to favour permanent contracts (CDI).

Respect for gender equality is encouraged in the school's codes of practice but encounters differences in representation related to the still male-dominated professional and research areas.

The other three areas of focus are
➢ Working conditions
 - Lone working: working on Saturdays or at outwith normal school hours.
 - Communication regarding salary and career development conditions.
 - Resources to perform administrative and financial engineering tasks on projects.

➢ Education/Research Load-sharing
This varies amongst all the disciplines where there are many options, which can mean less time for research and supervision.

➢ Information on research project development and management support mechanisms.
This is the accessibility of information related to evaluation, mobility, intellectual property and co-authorship. One of the benefits would be to have more time to devote to research work and less to fundraising for positions or projects. For example:
 - People tend to ask colleagues questions and do research on the net.
 - Increasing awareness of how to obtain and use a patent.
 - Increasing awareness regarding intellectual property.

Training and development	**Strengths**
	Doctoral students benefit from training provided by the doctoral schools. All doctoral students are supervised by a thesis director who has obtained an accreditation to supervise research. This ensures that each supervisor has sufficient expertise in his\her research activities and the necessary ability to supervise young researchers. Procedures for the monitoring and evaluation of doctoral students and their supervision are in place via the individualised monitoring committee(s).
	Staff other than teacher-researchers have an individual annual interview with their manager, which includes a training assessment in order to evaluate the training they have received and to identify their future needs.
	CN accepts applications for release time. The aim is to give young researchers, for example, time to train and perfect their skills in their research discipline and to prepare courses. The same applies to teacher-researchers who can use the Research Leave or Subject Conversion or Pedagogical Project Leave.
	Weaknesses
	Researchers face difficulties in accessing training, particularly in relation to the specificity of their practices and their availability. Researchers say they are not sufficiently informed about training opportunities and point out that the training offered is not sufficiently in line with their activities. Teacher-researchers do not have an individual annual interview.
	There is no skills development plan (apart from mandatory training) offered and implemented within the school. Some of the training needs expressed are therefore not implemented, such as: management, how to give lectures, English, how to set up and manage a project, how to manage a team, time management, conflict management and doctoral student supervision.
	When places are available, researchers benefit from training courses via the UMRs, where there is a training officer who collects and circulates information about available training courses. There are also subscriptions to scientific community networks. Teacher-researchers, senior research officers and research officers are self-training through symposia, conferences and MOOCs, which is not considered sufficient.
	Professional development schemes are almost non-existent.

3. Actions

The Action Plan and HRS4R strategy must be published on an easily accessible location of the organisation's website.

Please provide the web link to the organisation's HR Strategy dedicated webpage(s):

> *URL: https://www.ec-nantes.fr/english-version/research/hrs4r-application

Please fill in a sum up list of all individual actions to be undertaken in your organisation's HRS4R to address the weaknesses or strengths identified in the Gap-Analysis:

Proposed ACTIONS	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Free text -100 words max	Retrieved from the GAP Analysis			
Axis1				
1.1. Education about the laws regarding our rights and obligations in the field of research (Note: to be performed in conjunction with Actions 1.2 and 1.7)	1.Research freedom	Q3/2022	DGS	– list of rights and obligations – list + link to documents
1.2. Establishing a location for relevant documents (European Charter for Researchers, Code of Research Professions, etc.) and publicising their availability on the chosen networks	2.Ethical principles	Q1/2021	ETHICS & PROFESIONAL COMMITTEE	Relevant document availability on the Intranet at minimum
1.3. Communicating principle of the European Charter for Researchers and the Code of Conduct	2. Ethical principles	Q4/2021	ETHICS & PROFESIONAL COMMITTEE	Communication established – frequency to be defined
1.4. Respect professional ethics principles during exercise of the profession	2. Ethical principles	Q4/2022	ETHICS & PROFESIONAL COMMITTEE	– – To publicise the Charter and for everyone to commit to respecting it within the context of their objectives – Link to existing official version
1.5. Offer "Researcher's Guide to Good Conduct" packages to all staff involved in research, covering the following topics: ethical principles, intellectual property, plagiarism, scientific integrity, publications, patents for innovations, GPDR.	2. Ethical principles 39.Access to research training and continuous development	Q2/2023 (Q4/2022 Draft)	ETHICS & PROFESIONAL COMMITTEE	package assembled and available
1.6. Increase awareness of the ethics committee rôles and actions, the scientific integrity rôle and the defence security rôle	2. Ethical principles	Q4/2021	ETHICS & PROFESIONAL COMMITTEE	– drafting/updating of objectives/rôles

Proposed ACTIONS	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
	3. Professional responsability			– One communication to the Scientific Council – One annual meeting (general presentation + One implemented action) – updated intranet page
1.7. Ensure that the CN main ethical principles are identified in the welcome guide (currently under development). Also include research items. (Note: to be done in conjunction with Action 1.1)	2. Ethical principles 1. Research freedom	Q4/2021	ETHICS & PROFESIONAL COMMITTEE	Ethics compliant general welcome guide
1.8. Roll out the implementation of an anti-plagiarism charter and the proper use of the COMPILATIO tool	3. Professional responsability	Q4/2021	DR	– Charter dissemination in the Gazette newsletter (twice a year) + intranet – Educate all thesis supervisors (100%) – Frequency of use of Compilatio
1.9. Draw up a vade-mecum (handbook) summarising compliance with ethical rules and principles, intellectual property, training obligations, dissemination of results, security, IP protection, patents, GPDR, etc. Add an appendix that recommends rules for citing authors and acknowledgements.	5.Contractual and legal obligations 32.Co-authorship	Q2/2023	ETHICS & PROFESIONAL COMMITTEE	– Document done – Annex to the Vade-mecum created, Communicated to persons concerned and understood
1.10. Increase staff awareness of the topic "Communicating research in a controlled manner" depending on the project and the data (degree of sensitivity).	5. Contractual and legal obligations 24.Working conditions	Q4/2021	DD	Number of trained staff (1st phase)
1.11 Write procedures for the management / conduct of research projects. Drafting validation cycles (in terms of responsibility) for project management	6. Accountability	Q3/2023	DD	– First deliverables: validation cycles for project submission decisions – Procedures identifying Development Department and Research Department interfaces
1.12. Communicate the procedure(s) and organise explanatory training (continued Action 1.12)	6. Accountability	Q3/2023	DD	Procedure(s) disseminated and known
1.13. Understand manner in which the project committee operates within the	6. Accountability	Q4/2021	DR	Feedback

Proposed ACTIONS	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
LHEEA (Research Laboratory for Hydrodynamics, Energetics and the Atmospheric Environment) framework and assess the feasibility, relevance and potential for implementation with regard to other units.				
1.14. Define and draft the rules for protecting, encrypting and archiving research data	7.Good practice in research	Q4/2022	DSI	Procedure(s) drafted and applied
1.15. Communicate about and train on security, data protection and confidentiality. Supporting researchers in optimising and securing their data (PC, telephone, etc.). (note: to be performed in conjunction with Action 1.11)	7. Good practice in research	Q4/2021	DSI	- IT Department integrated into the newcomers' induction module - Measuring the frequency/number of people who have received this information
1.16. Communicate about possible schemes and their operating methods (who to contact, how, which tools and supports, resources, etc.)	8. Dissemination, exploitation of results	Q4/2021	DD	Information made available (define the most appropriate medium(s))
1.17. Study the possibility of having "dedicated staff" to communicate and popularise research work	9. Public engagement	Q3/2021	DIRCOM	Number of projects implemented. Target: general public in the first instance
1.18. Define priority topics for work on non-discrimination	10.Non discrimination	Q4/2021 Q4/2022	3D	Number of identified target subjects: three
1.19. Define the priority documents (HR, project, etc.) to be in French/English	10.Non discrimination	Q4/2021	DRH	Number of documents in English
Axis2				
2.1. Integrate "Travaillons Ensemble" ("Working Together") into the CN website section describing the main recruitment stages and career management within the institution (candidate-oriented) and the school's position on the under-represented groups in FR/EN	12.Recruitment 15.Transparency 17.Variations in the chronological order of CV	Q4/2021	DRH	Text or flowchart (teacher-researchers-BIATSS) on the site
2.2. Educate those involved in recruitment about the principles of the "Code of Conduct for the Recruitment of Researchers" and their implementation according to the rules set out by the school	12. 15. 17.	Q2/2021	DRH	–First awareness group: selection committee - Timeframe and other group(s) will be defined later
2.3. Draft a general "Recruitment and Selection" procedure that identifies the recruitment and selection stages and how they work	13.Recruitment 15. 17. 16.Judging merit	Q3/2021	DRH	Procedure version 01 drafted

Proposed ACTIONS	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
2.4. Improve HR documents and add information requested by the principles	13. 12. 17. 16.	Q4/2021	DRH	Number of documents improved
2.5. Provide a guide for those involved in recruitment	13. Recruitment 14.Selection	Q3/2021	DRH	Guides written and known - For the selection committee initially
2.6. Identify and define open positions within the institution to be included in the "EURAXESS Jobs" portal according to the school's issues and priorities (European and non-European projects, profiles, etc.)	13. Recruitment (code)	Q1/2022	DRH	- Number of offers published under Euraxess / total offers. X% in 2021, x% in 2022 - Number of hires made or % success via this network
2.7. Provide the chair of a selection committee, as soon as it is identified, with an updated briefing note on the criteria for setting up the committee (Note: to be done in conjunction with Action 2.3)	14.Selection	Q3/2021	DRH	Summary note
2.8. Draft a procedure describing the organisation, selection criteria and focal points concerning BIATSS (including for seconded staff). Check that the recruitment interview format meets all C&C criteria. (Note: to be done in conjunction with Action 2.3)	14.Selection	Q3/2021	DRH	Operating procedure written and template compliant
2.10. Clarify the profiles (Objectives for a senior research officer, for a research officer,... in the research sector) and increase recruiter awareness	19. Recognition of qualifications	Q4/2021	DRH	Benchmark
2.11. Offer HR support for the preparation of applications for structural projects (chair, Obex, involving several recruitments, etc.)	19. Recognition of qualifications	Q3/2023	DD- DR	HR form "Research project" for set-ups identifying several cases)
2.12. Update the 2016 note on the general rules for seniority recovery	20. Seniority	Q3/2021	DRH	Review conducted
2.13. Consider, with regard to the law on multi-annual research programming, the function of the post-doctoral fellow (name, title) within the school, to be differentiated from the title on the contract in order to enhance the value of the function for career development	21. Postdoctoral appointments	Q2/2022	DRH	Post-doc linked procedure: recruit and appoint Application of the law
Axis 3				
3.1. Depending on the CHSCT for QWL analysis and implementing a first topic	23.Research environment	Q1/2022 Q3/2022	Head of Health and Safety	- Update QWL questionnaire - Number of actions undertaken/planned
3.2. Depending on the CHSCT to ensure that recommendations (DU, CHSCT opinion, prevention plan, etc.) are implemented.	23. Research environment	Q4/2021	Head of Health and Safety	Number of actions implemented via the CHSCT

Proposed ACTIONS	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
3.3. Implement the Data Management Plan (ANR recommendations) and increase team awareness in the research projects for its implementation and the goal of this document thereby. (Note: to be done in conjunction with Action 1.15)	23. Research environment	Q4/2022	DR	- Data management plan template created - Number of people trained - Identification of relevant projects covered by the DMP
3.4. Organising group mailings (via mailing lists) for effective communication	24. Working conditions	Q1/2022	DSI	Evolution of the number of lists (to be reduced) - Number of lists with moderators (to be reduced)
3.5. Identify QWL principles and actions	24. Working conditions	Q3/2021 Q4/2022	Head of Health and Safety	2021: principles identified 2022: number of actions implemented
3.6. Implement incentives (free time, financial fund, ...) to encourage teacher-researchers to apply for an ERC (European Research Council) grant or to be a member of the IUF (Institut universitaire de France), ...	24. Working conditions	Q2/2022	DR	- Annual campaign - Number of ERCs submitted in 2020, 2021, 2022 - Written procedure on operation and interfaces
3.8. Commit to a Diversity Acceptance Charter with other groups (gender equality, non-discrimination, anti-harassment) and communicate (Note: to be done in connection with action 1.19 - action prior to 1.19)	27. Gender balance	Q4/2021 Q4/2022	DA	2021 - gender equality action plan - Diversity commitment letter - Actions defined 2022 - number of actions initiated and implemented
3.9. Publish a career guide - for the teacher-researcher, - for the senior research officer in French and English (link Action 1 Axis 4)	28. Career development	Q2/2022	DRH	French version of Guide(Q2/2022)
3.10. For teacher-researchers, design career meetings with an individual (mentor, emeritus, recognised adviser, other than the hierarchical superior/manager/director of the service) who advises on options and guidelines.	28. Career development	Q3/2023	DRH	Launch in 2022 (experimentation)
3.11. Identify the possibility of implementing CRCT (incentive actions) and allocating more delegations other than teacher-researchers.	29. Value of mobility	Q1/2022	DR	budget allocated for CRCTs
3.14. Define information flow for: 1/ to make file and financial monitoring of intellectual property and copyrights more reliable.	31. Intellectual property rights	Q4/2023 Q2/2024	DD	Document drafted (end 2023) and communicated (2024)

Proposed ACTIONS	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
2/ ensure that CN stakeholders have required information (stakeholder, Development department, Finance department, Human resources department)				
3.15. Implement a teacher training procedure for new researchers who are going to teach. Put the most experienced in contact with educational engineers on the evolution of tools and new teaching methodologies	33. Teaching	Q4/2021 Q2/2022	DF	Initiated in Nov. 2020 with 3 lecturers (course release)
3.16. Create a "Complaints and appeals management" procedure, identifying which adviser/function to turn to according to the nature of the problem/conflict	34. Complaints/ appeals	Q2/2021	DGS	Procedure drafted
Axis 4				
4.2. Set up a professional interview (assessment and prospects) before the end of a fixed-term contract for contract staff other than doctoral students.	36.Relations with supervisors 25. Stability and permanence of employment	Q3/2021 Q4/2022	DRH	- target 1: Explanatory guide available - target 2: Efficacy rate (complete and return to HR at end of fixed-term contract) by managers -- deadline 2023
4.3. Implement a skills development plan (Including training courses by category)	38.Continuing professional development	Q1/2022	DRH	Skills development plan established 2023: % achievement
4.5. Identify and develop ways of communicating to staff about training and how to benefit from it	39.Access to research training and continuous development	Q2/2022	DRH	Information points: number to be defined
4.6. Clarify the objectives and expectations of conducting a professional interview for each stakeholder (employee/hierarchical superior)	39. Access to research training and continuous development 19. Recognition of qualifications	Q4/2021 Q4/2022	DRH	- target 1: guide written and communicated Target 2: evolution of RC interviews done on time and returned to HRD -- 1 year after target 1
GLOBAL				
Draft the overall process "HR and Competency Management" with the identification of procedures/modes of operation (if specific). This action encompasses the four axes of the HRS4R	12. Recruitment	Q4/2022	DRH	Target 1: written process
2.9. Draft the HR policy (recruitment, salary, principles 35-39) that corresponds to the OTMR policy	13. Recruitment	Q3/2022	DRH/ Director	OTMR policy drafted and disseminated

Proposed ACTIONS	GAP Principle(s)	Timing (at least by year's quarter/semester)	Responsible Unit	Indicator(s) / Target(s)
Doctoral student				
D3.7. Review the protocol for doctoral students (registration, status, within the meaning of the 2009 decree, timetables, provisions, in the event of co-supervision, etc.).	24.Working condtions	Q4/2021 Q4/2022	DA	2021: analysis performed and formalisation of general operation and priority stage procedures 2022: Implementation and verification of efficacy
D3.12. Promote the "Doctor Europeaus" Label as a complement to the doctoral degree.	29.Value of mobility	Q3/2022	DR	% award of Label
D3.13. Build a "career" support programme for doctoral students (coaching, platform dedicated to offers, training, etc.)	30.Access to career advice	Q3/2022	DD	Defined career path (Implementation after T3/2022)
D4.1. Compile a booklet on post-thesis gateways (e.g.: transition from the public to the private sector, how seek funding, job portal in France, transfer from one position to another or from one status to another, etc.)	37. Supervision and managerial duties	Q3/2022	ED ("director of the doctoral units")	Booklet on gateways written and made available
D4.4. Implement an application for the Doctoral School to coordinate doctoral students' enrolments with the ED's training offers in terms of deadlines and to ensure doctoral students' participation in selected training courses	38.Continuing professional development	Q3/2022	DR	- Single tool in place - Registration deadline after the start of the school year < two months

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

The OTMR (Open, Transparent and Merit-based Recruitment) principles are generally observed in civil servants recruitment due to the national rules governing the publication of offers, selection board composition, applicable pay scales and remuneration.
For contract staff, the school has similar rules in place to promote fairness in processing applications and conditions of employment.

The HR department, together with the stakeholders (research department, laboratories, finance department, etc.), adapted the recruitment process to encompass the variety of situations encountered.
One of the important axes is to have this global HR coverage, i.e. from the identification of skills needs to career end. To this end, the modelling of the entire "Skills and HR Management" process together with procedural formalisation will aim to clarify rules, improve recruitment and transparency. Existing protocols will be reviewed and updated where necessary.

In its HR strategy, the school has paid particular attention to working conditions, providing flexibility and an adaptable choice that contributes to the school's attractiveness:
- the introduction of working time and remote-working protocols to enable the best possible organisation of one's professional and personal life,
- the project to create a mutual insurance company and a provident fund,
- and the Gender Equality Action Plan.

The HR - OTM-R strategy is based on the following areas of progress:

- Recruitment
  - Publication of job offers to promote international applications
  - Formalisation of recruitment activities
  - Training or awareness-raising for staff in a recruiting position during the recruitment and selection phase
  - The forthcoming publication of a guide for teacher-researchers recruitment

- Skills development
  - Improving training availability
  - Improving career support

- Working conditions
  - The forthcoming publication of practical information sheets for new employee integration
  - Improving job security and making jobs more permanent
  - The internationalisation of information

If your organisation already has a recruitment strategy which implements the principles of Open, Transparent and Merit-Based Recruitment, please provide the web link where this strategy can be found on your organisation's website:

URL: Néant

4. IMPLEMENTATION

In order to ensure process implementation, the HRS4R Steering Committee and the action leaders will monitor operations and their results against objectives.

The scientific community and all stakeholders will be involved in the implementation of this strategy. The various internal councils will regularly contribute to and monitor the implementation of the strategy.

The school set up a project management office (PMO) in May 2021 to provide support for the school's strategic projects. As a designated strategic project, the HRS4R process will be monitored by the PMO. Feedback to the PMO and school's management team will include follow-up indicators as well as progress, difficulties and achievements

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

Checklist	*Detailed description and duly justification
How will the implementation committee and/or steering group regularly oversee progress?	The Executive Committee (COMEX) is responsible for reviewing the progress of the actions with the help of the Project Management Office (PMO). The HRS4R project manager is responsible for checking the operations schedules with each of the leaders. The HRS4R Steering Committee, composed of the General Administration, Research and Human Resources directors and the HRS4R project manager, meets twice a year and examines the monitoring indicators and, in the event of difficulties, proposes measures to the COMEX.
How do you intend to involve the research community, your main stakeholders, in the implementation process?	The research community will continue to be involved in the implementation process through action working groups. The Action Leaders will be able to ask for their input and advice before, during and after the implementation of the activities that concern them. For each action, we have identified a leader and resources. In addition, the HRS4R Steering Committee will disseminate information at executive and steering committees (COMEX, CODIR), Scientific councils and Technical committees, with at least one annual progress report. Internal communication via the intranet will be one of the channels for detailing action progress so that all employees have an identical level of information.
How do you proceed with the alignment of organisational policies with the HRS4R? Make sure the HRS4R is recognized in the organisation's research strategy, as the overarching HR policy.	The HRS4R is part of the school's research and HR strategy. This strategy has been authorised by the institution's representative and decision-making bodies: COMEX, CODIR, Scientific Council, Academic Council, Technical Committee and the institution's Board of Governors. The items below are taken from the Policy and Strategic Direction Note for the period 2021-2025: 1. Developing excellence in research, training and innovation 2. To be recognised as a leading school for sustainable development 3. Continuing the internationalisation of the school 4. Play a key role in local, national and international economic development 5. Continuing the modernisation of the school and internal innovation The HRS4R action plan contributes to points 1, 3 and 4 of the institution's strategic policy..
How will you ensure that the proposed actions are implemented?	Reviews of the action plan at least twice a year will ensure that the implementation of the planned actions is monitored. The HRS4R project manager is responsible for checking and collating plan elements (evidence, indicators) and also reminding the leaders to update their action plan(s). Each action leader will report at least every six months on the progress of his/her action(s).

Checklist	*Detailed description and duly justification
	The evidence of the actions will be stored in a shared space (CN Box). The action leaders, the HRS4R project manager and the members of the HRS4R steering committee will be the main actors within this space. It will be possible to include other participants as time goes by..
How will you monitor progress (timeline)?	By implementing an HRS4R dashboard which will include at least one indicator on deadlines and one indicator for monitoring progress (PlanDoCheckAct type). This indicator on action progress will be presented to the members of the HRS4R steering committee, who will be able to make decisions if necessary. Other indicators may be monitored according to progress or leader needs: % overall progress, number of days late/initial deadline or number of actions late, in progress, completed.
How will you measure progress (indicators) in view of the next assessment?	An annual evaluation of action implementation and achievement or non-achievement of the target-objectives will be carried out by the Executive Committee. The organisation of process evaluations will be carried out by the HRS4R project manager in cooperation with the action leaders and the HRS4R steering committee. The steering committee will decide on which actions to maintain and which not, and if any reformulations/adjustments are to be made. A qualitative survey of research staff will be conducted in the semester prior to the self-evaluation..

Additional remarks/comments about the proposed implementation process:

This HRS4R project is closely connected with another project, the creation of Nantes University, whose founding members (University of Nantes, Nantes University Hospital and Inserm (French National Institute of Health and Medical Research) are involved in the HSR4R process. The impact of this experimental establishment will be to enhance the attractiveness and reach of the site internationally by positioning us as a European centre of excellence in research.

During the initial phase we met with the University and Nantes University Hospital to share ideas on the methodological approach for the gap analysis and the action plan. These meetings will be maintained during the implementation phase.

Abbreviations	English	French
AAU	Architectural and Urban Ambiances Laboratory	Laboratoire Ambiances Architectures Urbanités
ANR	National Research Agency - (French)	Agence nationale de la recherche
ANSSI	State IT security - (French)	Agence nationale de la sécurité des systèmes d'information
BIATSS	Library, Engineers, Administrative, Technicians ,Social and Health personnel. *(non-teaching staff from French educational and public research establishments and administrative services)*	-
C&C	Charter and Code (HRS4R)	-
CDD	Fixed-term contract (temporary contract)	Contrat à durée déterminée
CDI	Open-ended contract (permanent contract)	Contrat à durée indeterminée
CET	A time saving account	Compte épargne temps
CHSCT	Health, safety and working conditions committee	Comité d'hygiène, de sécurité et des conditions de travail
CIFRE	Industrial Training Agreements through Research	Conventions Industrielles de Formation par la Recherche
Civil servant	"permanent"	Fonctionnaire du secteur public - Titulaire
CN	Centrale Nantes	= ECN : Ecole Centrale de Nantes
CNRS	National Centre for Scientific Research	Centre national de la recherche scientifique
CNU	National Universities Council - (French)	Conseil National des Universités
CODIR	Management Committee	Comité de direction
COMEX	Executive Committee	Comité d'éxecution
Contract staff	staff with a contract (permanent or temporary) - not a civil servant	Contractuel en CDI ou CDD
COPIL	Steering Committee	Comité de pilotage
CPE	Skills for business	Compétences pour l'entreprise
CRCT	Study Leave for Research or Subject Conversions	Congés pour Recherche ou Conversions Thématiques
CSE	Social and Economic Committee	Comité social et économique
CSI	Individual PhD student follow up committee	Comité de suivi Individuel
3D	Sustainable Development Department	Direction du développement durable
DA	Deputy-director of the school	Directrice adjointe de l'école
DD	Development Department	Direction du Développement (industriel)
DF	Academic Affairs Department	Direction de la formation
DGS	General Administration Department	Direction Générale des Services
DIRCOM	Communications Department	Direction de la communication
DR	Research Department	Direction de la Recherche
DRH	Human Resources Departement	Direction des Ressources Humaines
DSI	IT Systems Management Department	Direction des systèmes information
GAGA / RGAA	General Accessibility Guidelines for Administrations	Référentiel Général d'Accessibilité pour les Administrations
GDPR	General Data Protection Regulation	Règlement général sur la protection des données
GeM	Research Institute in Civil and Mechanical Engineering	Institut de Recherche en Génie Civil et Mécanique
HAL	An open archive where authors can deposit scholarly documents from all academic fields.	Plateforme : archive ouverte pluridisciplinaire
HCERES	High Council for the Evaluation of Research and Higher Education	Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur
HDR	Accreditation to supervise research	Habilitation à diriger des recherches
ICI	High Performance Computing Institute	Institut de Calcul Intensif
INRAe	National Research Institute for Agriculture, Food and Environment (French)	Institut national de recherche pour l'agriculture, l'alimentation et l'environnement
LHEEA	Research Laboratory in Hydrodynamics, Energetics and Atmospheric Environment	Laboratoire de recherche en Hydrodynamique, Énergétique et Environnement Atmosphérique
LMJL	Jean Leray Mathematical Institute	Laboratoire de Mathématiques Jean Leray
LS2N	Laboratory of digital sciences of Nantes	Laboratoire des Sciences du Numérique de Nantes
MCF	Lecturer	Maître de conférence
MOOC	Massive Open Online Courses	-
PEDR	Doctoral and research supervision bonus	Prime d'Encadrement Doctoral et de Recherche
PhD	doctoral student	Doctorant
PSH	People with disabilities	Personnes en Situation de Handicap
QWL	Quality of Working Life	Qualité de vie au travail (QVT)
Research officer	Design Engineer (contract status)	Ingénieur d'études (IGE)
RPS	Psychosocial risks	Risques psycho-sociaux
SATT	Technology Transfer Acceleration Companies	Sociétés d'Accélération du Transfert de Technologies
School	used for Centrale Nantes	-
Senior research officer	Research Engineer	Ingénieur de recherche (IGR)
SST	First Aid at work	Sauveteur secouriste du travail
Teacher researcher	Faculty, Professor and lecturer (different of BIATSS)	Enseignant-chercheur - professeur et maître de conférence
UMR	Joint Research Units	Unités Mixtes de Recherche