## Nantes Université

⇨ **Human Resources and Labour Relations Department**

**Since obtaining the HR Excellence in Research award in 2022, 54% of Nantes Université's revised 2024-2027 HRS4R action plan has been completed. In March 2024, the European Commission also validated the 2024 interim internal review submitted by Nantes Université. The on-site evaluation is scheduled for March 2027. A look back at this year's achievements and the changes that Nantes Université will be making in line with the suggestions for change made following feedback from the internal review and the adoption of the new European Charter for Researchers.**

Nantes Université* deployed an initial action plan for 2022-2025, which was subsequently revised to produce the revised action plan for 2024-2027, comprising 60 actions. The institution's approach is part of the European HRS4R (Human Resources Strategy for Researchers) framework and aims to improve the practices and working conditions of researchers and teacher-researchers, in line with the European Charter for Researchers and the Recruitment Code for Researchers.

**Excluding member institutions*

### HRS4R actions implementation – June 2025
(in numbers and in %)



Completed | In progress | Extended | New
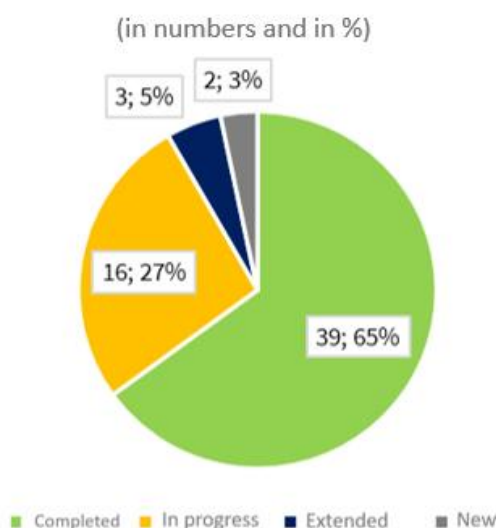
In June 2025, 65% of actions have been 'completed' (July 2024: 54%), 32% are being deployed (July 2024: 28%), 5% of actions have been 'extended' (July 2024: 13%) and 3% have not been initiated (July 2024: 5%).

The 3% of actions (2 actions) 'not started', represent actions still to be carried out in 2026.

This year, the focus has been on 'extended' actions in order to implement them. Extended actions have been reduced from 8 to 3.

An overview of the year's achievements, with 7 actions implemented.

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**Area 1: Supporting researchers in their careers (11 actions – 1 action completed)**

In order to inform new teacher-researchers in post, an information meeting on the job search strategy was tried at the start of the 2023 academic year in certain doctoral schools. The information meeting was organised in the Graduate Schools (*Ecoles Universitaires de Recherche)* and certain doctoral schools in 2024 and 2025 (action 1.2). Graduate Schools combine a master's degree (years 1 and 2), followed by a PhD (years 3 to 5) for most students.

**Area 5: Develop a facilitating and open working environment (20 actions - 6 actions completed)**

A mission statement has been drawn up by the unit managers, to encourage teacher-researchers and women in particular to take on responsibilities (laboratory, project team, etc.) and to provide a better understanding of the management function (action 19.1).

As part of the TRITON project, which provides for the gradual roll-out of the Graduate Schools, two actions have been implemented, both of which are reported under HRS4R. The first aims to improve doctoral training, in order to develop the link between training and research, by enriching the catalogue of courses (in particular by including life skills and interdisciplinarity) (action 22.1).

As part of the new Contracts for objectives resources and performance (*Contrats d'Objectifs, de Moyens et de Performance - COMP*), the Support Network for Academic Projects (*Filière d'Appui aux Projets Académiques - FAPA*) has been deployed this year in the clusters. The aim is to help teacher-researchers reduce their daily administrative workload, by providing pre- and post-contract support on legal, administrative and financial aspects, so that they can spend more time on their core research activities (action 24.1). Under the TRITON project, 12 new Graduate Schools have been created to improve the link between research and training (action 24.2).

Open Science and HRS4R are closely linked initiatives. As part of this dynamic, the aim was to enhance the diversification and enrichment of services for training and raising awareness of open science (action 30). Open science is also a theme addressed by the EUniWell alliance, of which Nantes Université is a member. On May 16, 2025, the Board of Directors of Nantes Université approved the signing of the Barcelona Declaration on Open Research Information.

**Conclusion:**

Nantes Université is continuing to roll out its revised 2024-2027 action plan, while coordinating the various initiatives linked to HRS4R, in particular with CoARA (to find out more, see next page).

➜ *Find out more about Nantes Université's HRS4R process*

**On 7 February 2025, the Administrative Board of Nantes Université approved the institution's entry into the CoARA - Coalition for Advancing Research Assessment. CoARA, like HRS4R, is part of the European Commission's ambition to develop research careers in Europe (Conference on Research Careers, 26/11/2024).**

Nantes Université emphasises the synergy between these initiatives: CoARA aims to radically change the way research is evaluated, to make it more qualitative and to value all research-related activities more fairly. HRS4R focuses on improving human resources and career management practices for researchers.

Focus on CoARA and how it relates to HRS4R.

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### CoARA – Coalition for Advancing Research Assessment

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*Source: presentation by Olivier GRASSET and Carole PIERRE at the special COPIL/COTECH meeting on the 26th of February 2025.*

Core commitments:
1. Recognise the diversity of contributions to, and careers in, research in accordance with the needs and nature of the research.
2. Base research assessment primarily on qualitative evaluation for which peer review is central, supported by responsible use of quantitative indicators.
3. Abandon inappropriate uses in research assessment of journal- and publication-based metrics, in particular inappropriate uses of Journal Impact Factor (JIF) and h-index.
4. Avoid the use of rankings of research organisations in research assessment.

Commitments: Autonomy
5. Commit resources to reforming research assessment as is needed to achieve the organisational changes committed to.
6. Review and develop research assessment criteria, tools and processes.

    6.1. Criteria for units and institutions: With the direct involvement of research organisations and researchers at all career stages, review and develop criteria for assessing research units and research performing organisations, while promoting interoperability.

    6.2. Criteria for projects and researchers: With the direct involvement of researchers at all career stages, review and develop criteria, tools and processes for the assessment of research projects, research teams and researchers that are adapted to their context of application.

Commitments: Sharing
7. Raise awareness of research assessment reform and provide transparent communication, guidance, and training on assessment criteria and processes as well as their use.
8. Exchange practices and experiences to enable mutual learning within and beyond the Coalition.
9. Communicate progress made on adherence to the Principles and implementation of the Commitments.
10. Evaluate practices, criteria and tools based on solid evidence and the state-of-the-art in research on research, and make data openly available for evidence gathering and research.

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To help you understand how HRS4R actions fit in with CoARA's commitments, here is a table analysing the similarities:

*N.B.: This analysis was carried out by the HRS4R and CoARA project teams at Nantes Université. This articulation is specific and internal to Nantes Université; it does not reflect the position of the European Commission.*

| Areas of work and actions HRS4R | | CoARA Commitment in coherence with HRS4R | ➢ Opportunities for interaction |
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| **Areas of work** | **Actions** | | **Development proposals through HRS4R** |
| 1. Support the assumption of duties for researchers+A3:D23 | 4.1 "Create and set up a mentoring system at the beginning of researcher's career to inform, discuss, coach them in their early career development (search for mentors, mentoring guide, mentor network animation, mentor/mentee day animation)." | Commitment 1. "Recognise the diversity of contributions to, and careers in, research in accordance with the needs and nature of the research." | ➢ Valuing the role of mentor<br><br>Mentoring Charter (draft in progress) |
| 2. Promote a "responsible research" culture | 6.1 "Improve dissemination on the existing policy and tools in terms of **gender equality**, discrimination and inclusion (to all researchers and staff)."<br><br>8.1 "Improve dissemination of the existing measures already implemented on **research integrity and ethics."**<br><br>6.2 "Implement a training module dedicated to PhD students and aiming at **raising awareness on discrimination and gender equality** (gender equality, disabilities, intercultural working environment, LGBT community)."<br><br>8.3 "Implement a training module on **research integrity** dedicated to all staff (including early stage researchers) aiming the appropriation of research ethics in all its dimensions and personal/data protection."<br><br>8.2 "Implement a committee dedicated to **integrity matters** when conducting research in order to give advice on the ethical aspects of research protocols." | Commitment 2. "Research assessment should rely primarily on qualitative assessment for which peer review is central, supported by responsibly used quantitative indicators where appropriate. Peer review is the most robust method known for assessing quality and has the advantage that it is in the hands of the research community. It is important that peer review processes are designed **to meet the fundamental principles of rigor and transparency**: expert assessment, transparency, impartiality, appropriateness, confidentiality, integrity and ethical considerations, gender, equality and diversity." | ➢ Ensure that tools and training are provided to achieve a more qualitative assessment<br><br>Scientific integrity referent<br><br>CEDIS (Committee for Ethics, Professional Conduct and Scientific Integrity)<br><br>Communication via dedicated web pages<br><br>Training modules in place (training centre) |
| 3. Make HR processes readable and transparent | 11. "Clarify the distribution circuits and **promotion measures** and give support to researchers whishing to progress through specific communication (meeting, webinar, information note, testimonials)."<br><br>12. "Improve the communication about the **criteria for the allocation of bonuses** for managing doctoral students and research, through the clear display of criteria and a communication plan dedicated to the campaign." | Commitment 6. "Review and develop research assessment criteria, tools and processes."<br><br>6.2. Criteria for units and institutions<br><br>**"Criteria, tools and processes should be reviewed and developed together with researchers** in different disciplines and at different career stages; and should enable recognition of the diversity of research activities and practices that contribute to research quality, including diverse outputs in different languages." | ➢ Linking the revision of criteria with the way they are communicatd to help evaluation evolve<br><br>Management guidemines<br><br>Tools, means of communication, information relays, G&A. |
| 4. Value and recognize the diversity of career paths | 13. "Integrate a **module about profiles when training the recruiters** (about the variety of experiences, in the private sector, abroad, in an association and the personal pathway, maternity and parental leave, gender equality and the promotion of diversity)."<br><br>16. "Take into account the **diversity of pathways** in the different ways of managing staff and promote it by guaranteeing a representation of women in the graduates equivalent at least to that of women within the establishment's lecturer-researchers." | Commitment 1. "Recognise the diversity of contributions to, and careers in, research in accordance with the needs and nature of the research."<br><br>Commitment 2. "Research assessment should rely primarily on qualitative assessment for which peer review is central, supported by responsibly used quantitative indicators (...). It is important that peer review processes are designed to meet the fundamental principles of rigor and transparency: expert assessment, transparency, impartiality, appropriateness, confidentiality, integrity and ethical considerations, gender, equality and diversity." | ➢ Enhancing th diversity of career paths and profiles<br><br>The "OSER ! au féminin" programme to support the professional development of women.<br><br>Management guidelines |

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| 5 - Develop a facilitating and open work environment | 19.1 "Create a generic job description for head of research units **to support female researchers** becoming head of research units and encourage researchers **to take responsibility**, providing a better understanding of what it takes to be a director."<br><br>20. "Set up **training for thesis supervisors** in order to help them monitor the progress of the doctoral student's research project, to prevent possible difficulties in the student/supervisor relationship and support students in their professionnal integration."<br><br>22.1 "Improve doctoral training in the frame of a project called TRITON in order to **improve research training connection**s by enriching the courses catalogue (including soft skills and interdisciplinarity)." | Commitment 2. "Research assessment should rely primarily on qualitative assessment for which **peer review is central**, supported by responsibly used quantitative indicators (...) **to meet the fundamental principles of rigor and transparency"**<br><br>Commitment 6. "Review and develop research assessment criteria, tools and processes."<br><br>6.2. Criteria for units and institutions<br><br>"Criteria, tools and processes should be reviewed and developed together with researchers in different disciplines and at different career stages; and should enable recognition of the diversity of research activities and practices that contribute to research quality, including diverse outputs in different languages." | ➤ Valuing the diversity of contributions<br><br>Create mission statements and welcome booklets for UR managers to promote women's assumption of responsibilities<br><br>Training for doctoral students |
| | 26. "Implement a **training module dedicated to all research community** (including PhD students) on open access journals and/or repositories."<br><br>30 "Diversify and enhance the offered services on **training and awareness of open science."**<br><br>27. "Provide training sessions for PhD students aimed at accompanying them to **disseminate scientific and technical culture** to the socio-economic world and the general public." | Commitment 1. « 1.Recognise the diversity of contributions to, and careers in, research in accordance with the needs and nature of the research. »<br><br>Commitment 7. "Raise awareness of research assessment reform and provide transparent communication, guidance, and training on assessment criteria and processes as well as their use." | ➤ Promote the diversity of contributions, raise awareness of CoARA via open science training on openness and transparency.<br><br>Existing trainings on Scientific & Tecghnical Culture and on Open Science.<br><br>Link on Open Science made in EUniWell (European Universities Alliance).<br><br>Lien CoARA et politique OTMR : impact sur le recrutement des chercheurs et leur évolution de carrière |

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