### Dimension I: Ethical and professional aspects

**Objective:** Increasing the visibility of existing mechanisms related to ethics and code of practice

<table>
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<tr>
<th>Assessment Form No</th>
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<th>Description of the activity</th>
<th>Leader</th>
<th>Participating parties</th>
<th>Indicators / Activities</th>
<th>Status</th>
<th>Indicators / Comments</th>
<th>Next step</th>
</tr>
</thead>
</table>
| 1                  | R1 R2 R3 R4      | 1.1. Good practice guide    | Euraxess Coord. | Institutes Faculties ADRE CDD | • List of ‘Euraxess’ contact persons within Institutes  
• Work schedule  
• Presentation of the report to the Works Council (Conseil d’entreprise)  
• Publication of the guide (paper and/or electronic)  
• Plan to distribute the guide to researchers | Major progress has been made in matters of research deontology: a new “Research Ethics Commission” has been set up. The ruling has been reviewed. On this occasion, the powers of the Commission were even widened since it can now make recommendations to the university community. This information has been widely communicated to all researchers. The two actions that concerned the creation of a guide to good practices and the organisation of good practices workshops have not yet been implemented since their correct execution depends on the points evoked above. | |
| 1                  | R1 R2 R3 R4      | 1.2. Good practice exchange workshops | Euraxess Coord. | Heads of the Institutes | • One workshop per year per institute or groups of institutes  
• Invitation to the Heads of the institutes to organise the annual workshop  
• N° of participants |  | |
| 1                  | R1 R2 R3 R4      | 2.1. Nomination of a new Ethics Committee | ADRE | VRPP ADRE CRCT | • Approval of the composition of the new Ethics Commission by the Academic Council | √ | – Dedicated web page over the ‘Research Ethics Commission’ Composition |

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* Following the ‘Nomenclature for European Research Careers – ERA’ recommended by the European Commission
| R1 | R2 | R3 | R4 | 2.2. | Revision of research ethics regulations | ADRE | VRPP Chairman of the Commission | ADRE CRCT | • Approval of the new ethics regulations by the Academic Council (Conseil académique)  
• Entry into force of the new research ethics regulations  
• Publication of the Committee comments | ✓ | - Dedicated web page over the ‘Research Ethics Commission’ – Ruling |
| R1 | R2 | R3 | R4 | 2.3. | Coordination with local committees | ADRE | VRPP + PRR Chairman of the Committee  
ADRE CRCT | • List of ‘Ethics’ contact persons within institutes  
• Types of solutions to be implemented  
• Flow chart with roles, duties and scope of the committees | ✓ | - Dedicated web page over the ‘Research Ethics Commission’ – Others Commissions and Committees |
| R1 | R2 | R3 | R4 | 3. | Definition of a recurring communication strategy to all researchers on deontology and ethics in Research | AREC | HR AREC  
ADRE Chairman of the Commission | • Communication Plan | ✓ | - “Un code de déontologie pour la recherché” (A code for research ethics) – Published in “La Quinzaine”  
- Folder ‘Research ethics ruling’ |
## Dimension II: Recruitment

**Objective:** Improving the recruitment of all researchers in order to make it more open, transparent and fair

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</thead>
</table>
| 2                  |                    | R1 R2 R3 R4 | 1.1. Draw up researcher selection criteriology | HR     | HR ADRE Institutes     | Selection criteria       | ↓      | The 2 actions have not been implemented due to the priority given to the implementation of the 2 other projects essential for the institution which contribute greatly to the objective of the actions:  
- the implementation of a new online recruitment platform (see: http://www.uclouvain.be/481550.html) and  
- the implementation of the newly created career of ‘Research logistician’ (see: internal memo concerning the career of ‘research logistician’). |
| 2                  |                    | R3 R4     | 1.2. Create a recruitment handbook aimed at developers who are called upon to recruit researchers. | HR     | HR ADRE Institutes     | Material nature of the handbook (paper and/or electronic)  
Communication plan to supervisors | ↝      |                       |
| 3                  |                    | R2        | 2.1. Increase openness to international recruitment of post-doctoral researchers | ADRE   | ADRE                  | Introduction of a COFUND for 2015-2019 | √      | « Proposal submitted to the EU - 12/2012 »  
 « Summary of the action which contract has been signed with the EU on 19/02/2014 » |
| 4                  |                    | R1 R2 R3 R4 | 2.2. Increased visibility in the UCL portal of job opportunities for researchers (excluding FNRS and PAC for which this has already been done) in | ADRE   | ADRE AREC Institutes | Improved visibility on the UCL portal  
Euraxess Jobs Indicators  

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| # | R1 | R2 | R3 | R4 | 2. 3. | Systemise the use of Euraxess Jobs for all categories or researchers (excluding FNRS) | AREC ADRE | AREC ADRE | Communication plan aimed at promoting Euraxess Jobs to developers | √ | – Dedicated web pages over Euraxess ([https://www.uclouvain.be/en-euraxess.html](https://www.uclouvain.be/en-euraxess.html)) |
|---|---|---|---|---|---|---|---|---|---|---|---|---|
| 16 | R1 | R2 | R3 | R4 | 3. | Increase visibility of UCL internationally as an employer drawing in particular on LID; complete the information compiled by LID, link Euraxess Jobs and LID | AREC | AREC LID | Communication Plan | Development of information and links on the portal | √ | – Note: “Communication on recruitment – Dimension II” |

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### Dimension III: Working conditions and social security

#### Objective A: Promoting equal opportunity between male and female researchers and working for a better gender balance in all aspects of research

<table>
<thead>
<tr>
<th>Assesment Form No</th>
<th>Target (*)</th>
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<th>Indicators / Comments</th>
<th>Next step</th>
</tr>
</thead>
<tbody>
<tr>
<td>5</td>
<td>R1 R2 R3 R4</td>
<td>1. Update gender issues related to the research careers and research activities.</td>
<td>Euraxes s Coord.</td>
<td>PRR + VRPP HR SPER UCL-Elles ‘Actions positives group’</td>
<td>• Current state of existing initiatives and practices (Report) • Recommendations • Presentation of the report to the Works Council (Conseil d’entreprise)</td>
<td>√</td>
<td>“Report on Gender Equality – 2013-2014” - Dedicated web pages over the « Gender » : <a href="https://www.uclouvain.be/genre.html">https://www.uclouvain.be/genre.html</a></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>R1 R2 R3 R4</td>
<td>2. Encourage reflection: call on the UC-Elles 'Think Tank'</td>
<td>Euraxes s Coord.</td>
<td>PRR VRPP</td>
<td>• Presentation of the recommendations of the ‘Think Tank’ to the Executive Board (Conseil Rectoral)</td>
<td>√</td>
<td>UC-ELLES’ note: “Towards greater equality among men and women at UCL”</td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>R1 R2 R3 R4</td>
<td>3. Adoption of a program designed to promote equality between women and men</td>
<td>PRR VRPP Academic council (Conseil académique)</td>
<td></td>
<td>• Approval of the programme</td>
<td>√</td>
<td>Gender policy presented in the strategic plan ‘LOUVAIN 2020’ – Chapter 8 : Gender policy</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### Objective B: Clarify complaint and appeal procedures

<table>
<thead>
<tr>
<th>Dimention III – B – Complains and appeals</th>
</tr>
</thead>
<tbody>
<tr>
<td>6</td>
</tr>
</tbody>
</table>

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| R4 | Distribution and explanation of all the rules and procedures to researchers | AREC | HR | - Communication Plan |
| R1 | | | | ↓ The action has not been implemented since its correct execution depended on the previous point (III.B.1.). |
| R2 | | | | |
| R3 | | | | |
| R4 | Promote a preventive approach to conflicts by organizing training for Deans and Heads of institutes in "management of psychosocial risks" and good practice exchange workshops | VRPP | HR | - Training modules’ specifications (Cahier des charges des modules de formation) |
| | | | | √ |

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**Dimension IV – Training and career**

**Objective A:** Increase the quality of supervision, especially for young researchers

<table>
<thead>
<tr>
<th>Assessment Form No</th>
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<th>Description of the activity</th>
<th>Leader</th>
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</tr>
</thead>
</table>
| R3                 | 1.               | Support the training of young academics | VRPP   | SPER, ADRE, HR | • Schedule and agenda of welcome sessions for new academics  
• Content of HR management information provided | ✓  | - Letter of appointment and appendix  
- A plan for the New IPM  
- Strategic plan ‘LOUVAIN 2020’ – Chapter 7. | |  |
| R1                 | 3.1.             | Creation of a handbook for future and current PhD students: information tool on the thesis issues, the status of the PhD student and management of doctoral studies | ADRE, CIO, ADEF | SPER, ADRE, CIO, ADEF | • Material nature and distribution of the notebook  
• Communication plan to educate PhD students and developers on post-thesis issues, from the start of the thesis | ✓  | - "VALO DOC LOUVAIN Memo" – Promotion of the standing and reputation of our university’s PhD studies, PhD students and PhD graduates  
- Dedicated web pages to PhD studies (FR and EN) http://www.uclouvain.be/doctorat.html | |  |
| R1                 | 3.2.             | Definition of soft skills (Learning Outcomes) that can be acquired during the thesis | HR, ADRE | ADRE, CIO, ADEF | • Creation of a repository of skills specific to PhD students | ✓  | - PhD Project: development of cross-disciplinary training and coaching to facilitate access to the labour market (FDP) – 31/01/2013  
- Intermediary report (FDP) – 09/12/2014  
- PPT presented to the Steering Committee (FDP) – 11/06/2015  
- Project “Recognition of the potential of our PhD students/graduates in FWB” (RW | |  |
| R1                 | 3.3.             | Academic and non academic social and occupational integration from the beginning of the thesis: offer PhD students a soft skills development programme | HR, ADRE | ADRE, CIO | • Filing of a new FDP project  
• Training modules for the acquisition of soft skills | ✓  | | |  |
| R1                 | 3.4.             | Academic and non academic social | ADRE, ADRE | ADRE, CIO | • Filing of a new FDP project | ✓  | | |  |
### Dimension IV – B – Training

#### Objective B: Better career management

<table>
<thead>
<tr>
<th>Assessment Form No</th>
<th>Target (*)</th>
<th>Action No</th>
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<th>Next step</th>
</tr>
</thead>
<tbody>
<tr>
<td>12</td>
<td></td>
<td>R1 1. 1.</td>
<td>Increase the quality of welcome and information for R1 to facilitate their integration into the work environment</td>
<td>Euraxes s Coord.</td>
<td>Institutes Faculties CDD, LID SPER, ADRE, HR</td>
<td>• Welcome processes mapping (host processes) • Identification of possible improvements • Recommendations • Approval of decisions to be implemented</td>
<td>✓</td>
<td>– Recommendations presented in the strategic plan 'LOUVAIN 2020' – Chapter 3 : Internationalisation.</td>
<td>[ ]</td>
</tr>
<tr>
<td>13</td>
<td></td>
<td>R1 1. 2.</td>
<td>Clarify and explain the different career paths available to VRPP HR CDD, CRCT CORSCI</td>
<td>VRPP HR</td>
<td></td>
<td>• Repository of skills and 'workload' in the research trades</td>
<td>✓</td>
<td>– Table summarising the scientific career paths at UCL</td>
<td>[ ]</td>
</tr>
</tbody>
</table>

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**Notes:**
- Action completed: ✓
- Partially completed: ↝
- Not completed: ↓
- No new development: ➝
- Action to finalise: ➤

**Leader**
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**Distribution:**
- Internal assessment 2015

**Assessment Form No**
- 10
- 11

**Target (*)**
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**Indicators / Activities**
- Plan of action to be implemented in the PRODOC extension
- Personal coaching: interviews
- Group coaching: seminars, specific conferences
- Specifications of IT development
- Implementation of the Steering Committee
- Development of the tool

**Status**
- ✓
- ↝
- ↓

**Extension / new action(s):**
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**Notes:**
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- 8 following the ‘Nomenclature for European Research Careers – ERA’ recommended by the European Commission

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<table>
<thead>
<tr>
<th>Researchers within UCL.</th>
<th>SPER, ADRE, HR Institutes + Fac.</th>
<th>● Indicators of “researcher” proficiencies (professionalization)</th>
<th>Information published on the UCL web, under the “Staff” tab.</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>R1</strong></td>
<td><strong>VRPP</strong> Faculties Institutes ‘Collège des DAFs’ ADRE</td>
<td>● Analysis of the practices of faculties and institutes</td>
<td>- Common research-teaching reference points (Balises recherche–enseignement pour les assistants au cadre – SSH). In the context of the ‘LOUVAIN 2020’ project (Chapter 7 – Optimised organisation), work has been done to modify the decisional process for the 3 sectors.</td>
</tr>
<tr>
<td><strong>R1</strong> R2 R3 R4</td>
<td><strong>AREC</strong> CORSCSI CIO ADRE</td>
<td>● Promotional actions integrated into the overall UCL ‘Research’ communication plan</td>
<td>- Note : Communication to promote the skills of PhD graduates – Dimension IV. – B3.</td>
</tr>
<tr>
<td><strong>R1</strong> R2 R3 R4</td>
<td><strong>AREC</strong> ADRE CORSCSI CIO</td>
<td>● Promotional actions integrated into the overall UCL Research communication plan</td>
<td>- Note : Communication concerning Dimension IV. – B.4.</td>
</tr>
<tr>
<td><strong>R3</strong> R4</td>
<td><strong>VRPP</strong> CRCT IPM</td>
<td>● Plan of organisation of PAIC throughout the career</td>
<td>The implementation takes some time and needs to be organized properly within the 3 sectors. – Note VRPP sur le PAIC – Canvases d’évaluation (see : //428597) – Timing envisagé pour une généralisation tout au long de la</td>
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