



**Implementation of the *Human Resources Strategy for
Researchers (HRS4R)* at
EHESP School of Public Health**

(EHESP)

EHESP School of Public Health

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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PRÉAMBLE

In the context of the European Research Area (ERA), the European Union has sought to improve the attractiveness of researcher careers, promote mobility and create real career paths.

To achieve these objectives, in 2005 the European Commission developed a European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers, both of which define the roles, responsibilities and rights of researchers as well as those of their employers. The Charter and the Code (C&C) are designed to ensure attractive research careers and to improve the recruitment and work conditions of researchers in Europe.

These objectives are fully in line with the policy of support and excellence in research at EHESP School of Public Health and the joint efforts of the members of Sorbonne Paris Cité University (USPC) in this area aiming to enhance its attractiveness, international reach, and successful integration in the European Research Area.

Adherence to a quality management system that is both voluntary and flexible, but shaped by the model proposed by the European Union in the context of the European Human Resources Strategy for Researchers (HRS4R), provides a useful and effective framework for efforts that have already been pursued in this area.

The steps of renewing the commitment of Paris Sorbonne Cité University members (or name of signatory institution and date) who are already signatories of the Charter and of the Code, and of encouraging the others to follow suit, result from a collective determination to move forward together in coordinating our efforts, exchanging good practices among participating institutions, and developing effective measures to serve our recruitment strategy.

EHESP School of Public Health and other USPC members have developed a shared methodology and timetable to this end. The joint approach, designed to serve as both an impetus and lever enabling intensive internal work, is outlined in the first two parts of this proposal in order to present the originality of our application.

It has allowed for an in-depth internal analysis at each institution, taking account of the strengths and weaknesses of each and the practices in place, and the development of an individual action plan including several joint efforts that have already been implemented and future joint projects. The proposals of each COMUE and USPC member institution are individual requests to receive an “HR Excellence in research” award, and are subject to review by the European Commission.

EHESP has the particular feature of being a “Grand Etablissement” (article L717-1 of the Education Code) under the joint authority of the Ministry of National Education, Higher Education and Research (MENESR) and the Ministry of Social Affairs and Health. Moreover, given its status as a national institution and its dual location in Rennes and Paris, it is a founding member of two university communities: Sorbonne Paris Cité University and Bretagne Loire University.

EHESP is a relatively unique institution in the French higher education landscape and would like to consolidate its status as a major educational, research and public service institution that is strong anchored in the professional world. It still provides training for 13 public service professions, which

represent around 700 to 800 civil servant students per year concurrently. It also recently developed around twenty degree programs (masters and engineering) that train a little over 1,000 students per year. In addition to its basic training activities it offers continuous education to over 7,800 trainees from national and regional agencies, and health, social and medical-social institutions.

To carry out its missions, EHESP relies on a teaching staff composed of 85 research professors with different status¹:

- Civil servants from the Ministry of health:	28
- Civil servants from the Ministry of higher education and research:	12
- Contractuals CDI (permanent contract):	22
- Contractuals CDD (temporary contract):	23

Distribution of the number of research professors by gender:

- Women:	45
- Men:	40

Finally, EHESP has developed a whole field of research and expertise focused on 5 strategic areas defined as part of its target and performance contract with its supervising ministries:

- Social and health policies,
- Environment and health,
- Health service organization and management,
- Health safety,
- Health promotion and prevention

These research topics are developed in two joint research units and host teams that are nationally certified.

In a context of intensification of collaboration between research and training systems at the European and global levels, EHESP's enrolment in the "human resources strategy for researchers" (HRS4R) has become paramount and naturally fits with the internal consultation and coordination process that EHESP initiated in July 2014 with the goal of defining a multiannual plan for more efficient and improved performance.

¹ Datas from the social report published in 2015, Human resources department, EHESP

PART 1. HRS4R at EHESP School of Public Health

1.1. Presentation of Sorbonne Paris Cité University

Sorbonne Paris Cité University (USPC) includes 8 French institutions of higher education and research (New Sorbonne University – Paris III, Paris Descartes University, Paris Diderot University, Paris 13 University, EHESP, INALCO, IPGP, Sciences Po) and 5 research organizations (CNRS, INED, INRIA, INSERM, IRD) that work together towards shared goals. Legally, it is 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 that live up to the values shared by all member institutions:

- Ensure the quality of education, and thereby the success of students and their professional integration;
- Strengthen the research excellence and international attractiveness of the best doctoral students and researchers;
- Tackle societal issues by encouraging interdisciplinary academic interaction.

Thus, the USPC has high-level scholarly expertise in various sectors, and a powerful collective capacity for action to enhance the visibility and attractiveness of world-class research.

The USPC framework for action

Four aspects guide the USPC's actions:

- the internationalisation of training and research: a preference for international partnerships, foreign language training, mobility schemes, attractiveness and hosting of students and of professors;
- new pedagogical methods combining digital and classical teaching;
- the interdisciplinary cooperation that is essential to resolving major societal challenges by mobilizing training and research;
- campus life, involving students and staff.

These strategic priorities are slowly helping to build a new university model, drawing on globally renowned institutions, in order to better equip them as a group to tackle 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 resource policies

At the heart of the efforts pursued as part of the ambitious research plans of Sorbonne Paris Cité University are researchers and research professors at all stages of their careers. Challenges linked to researcher recruitment, career management, mobility and training issues abound.

The creation of a USPC college of doctoral schools and pooled recruitment of young researchers responding to "international" or "dual culture" postings, in addition to the recruitment campaigns of the European INSPIRE project – the winner of a COFUND call for projects under the Horizon 2020 framework programme for research and development – led COMUE institutions to give deep thought

to academic recruitment. Since research programmes favour multidisciplinary approaches, the support provided to USPC chairs of excellence to attract high-level researchers internationally, and 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, the USPC seeks to promote a shared talent management policy that follows recognized quality standards as closely as possible, by encouraging quality recruitment processes, enhancing the attractiveness of campus life and opening career development opportunities, for example through the development of a continuous education programme for COMUE researchers and research professors.

The shared approach of the Sorbonne Paris Cité University's member institutions under HRS4R helps strengthen our capacity to take action in our pursuit of a global strategy.

1.2 Présentation de l'École des Hautes Etudes en Santé Publique

The EHESP was created by the Public Health Act of 2004 to provide France with an outstanding, internationally recognized School of Public Health.

The EHESP is a public establishment with a dual role of education and research into public health and social welfare. It encourages synergy between the disparate cultures of public health and management. The EHESP defends fundamental collective values around public service ethics, general interest, respect, openness and cooperation, continual improvement, and social and environmental responsibility.

The EHESP has four missions:

- Provide training for senior managers and inspectors in the health and welfare services
- Provide higher education in public health in close partnership with other institutions
- Contribute to public health research
- Promote international relations in particular through exchanges with similar educational institutions.

EHESP offers training programs for senior management in health and welfare services, in a national and international context.

The relevance and quality of teaching are an integral part of applied research. Research is carried out by 4 education and research departments including 12 research chairs, 1 environmental health research laboratory (LERES), 9 research organizations in partnership including 3 joint labs and a research team.

The school accepts a number of foreign students and offers a high standard of higher education, including the Master of Public Health and the Executive Health MBA. The EHESP has also developed many links with organisations such as the WHO, the World Bank and the European Union. It provides strategic consultancy, expertise and teaching engineering programmes in countries seeking partnerships with the institutions concerned.

EHESP is a school associated with universities and communities of universities and institutions (COMUE):

- **Université Sorbonne Paris Cité (USPC):** EHESP is a founding member of Université Sorbonne Paris Cité (USPC), a community of universities and institutions which includes 13 universities and other major institutions that have decided to join forces in order to create a new, unified university by 2016. By its very nature as National School of Public Health and via its Paris branch, the EHESP is fully involved in the Université Sorbonne Paris Cité community of universities and institutions, itself the holder of an initiative of excellence and with a strong potential in public health. In this context, the School is involved in several projects of both national and international significance.
- **Université Bretagne Loire (UBL):** the EHESP is a member of the Université Bretagne Loire (UBL), a community of universities and institutions that brings together stakeholders of higher education and research in Brittany and Pays de la Loire (7 universities, 15 schools and 5 research organizations). The aim of the UBL is to foster interdisciplinary logic in training, research and innovation, by making the digital both a research topic and a major instrument in the service of its ambition. The UBL is also a lever that will strengthen the visibility and legibility of the territory at a European and an international level.

The EHESP has adopted a continuous quality improvement policy for all its activities to provide the best possible service to all its users.

The EHESP is seeking recognition for its many skills and functions – it is a Public Health School, an International School, an Engineering School, a Public Service School and a “grand établissement” (public research and higher education establishment) – and is committed to meeting the expectations of users in all these domains.

A long-term development committee has been set up to support the objective of continuous improvement.

This quality commitment is based on the quality assurance expertise that the EHESP has acquired, in particular from its role in the accreditation of CAFDES centres (Health, welfare and care establishments).

The quality policy defined by the EHESP’s management board is based on proposals from the steering committee for continuous quality improvement and concerns the whole of the school’s activities.

The quality approach that has been developed is global and relies on the dynamism of all entities within the EHESP. Quality is the product of the combined action of all those involved. Measures to assure quality can be seen in the schools’ education, research and consultancy activities.

As a complement to this internal quality assurance process, a support centre for performance and quality management (APpi) was just created in 2016 at EHESP. Its main tasks are to assist the management and services in the follow-up and implementation of the institution’s strategic action plan and major structural projects, in which the European researcher recruitment strategy will be a natural fit.

In this context, EHESP is the first European school accredited by the APHEA (Agency for public health education accreditation), a European label that informs all its international public of the great quality of its teaching, its management, organisation, working and reception conditions of its public. The APHEA report highlights the interest of the EHESP model that innovates and associates professional and university training, as the strength of the instituted, known for its continuing professional education action in the health management field. Its position by virtue of its mission, objectives, as well as the international diversity of its students is also considered as a major asset for its future.

Obtaining the European HRS4R award is therefore in line with this general policy of continuous quality improvement.

The HRS4R Human Resources Strategy for Researchers award, launched in 2008 by the European Commission, followed the European Commission's 2005 publication of the European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers – tools enabling the implementation of European Research Area ambitions, including researcher mobility and recruitment open to all, and an increase in educational and research institutions' attractiveness.

This HRS4R strategy resonates with EHESP's values and commitment to continuously improve all of its activities and services.

Furthermore, EHESP participates in research projects funded by H2020, and must therefore comply with article 32.1 of the Grant Agreement "Obligation to take measures to implement the European Charter for researchers and Code of Conduct for the Recruitment of Researchers".

PART 2. Methodology

2.1 Shared USPC approach

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 approach is a distinctive feature of our application. The analyses and definition of our action plans are conducted in the same spirit as the HRS4R approach, 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 from each USPC member institution:
 - Alexis Bozet, Sorbonne Nouvelle University – Paris III
 - Maria Pereira Da Costa, Paris Descartes University
 - Anne Kupiec, 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*

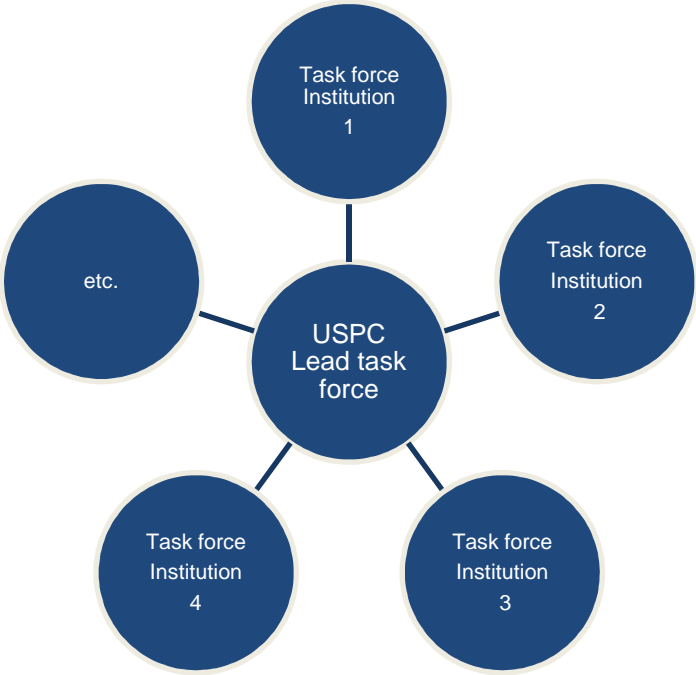
The composition of the task force at the USPC level includes different types of actors representing the range of different groups of professionals working in our institutions:

- researchers and et research professors;
- administrative personnel, especially human resource experts;
- elected members of university bodies;
- representatives of institution 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 initiation of a collective process, promoting common action 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:

- initiation of the collective process;
- sharing of good practices already in place at the institutions and the USPC;
- contact with the European Commission and Ministry of Higher Education and Research in France to clarify open points;
- creation and dissemination of common documents for the internal analysis and the action plan.

2.2 EHESP School of Public Health's internal approach

It is important to note that beforehand, EHESP has conducted between December 2014 and September 2015 an institutional self-assessment process by APHEA (Agency for public health education accreditation - www.aphea.net) that mobilized all stakeholders within EHESP.

The steering committee in charge of implementing this self-evaluation was composed of a project manager, the General Secretary of EHESP, representatives of the general administration, the departments and user representatives (pupils, students, PhD students) and external qualified persons.

The APHEA expert evaluators met the members of the steering committee and representatives of the Human Resources Department, and research professors to ask them about their professional environment.

Consequently, the research professors have already been consulted in 2015 internally as part of the APHEA accreditation. Therefore, it was decided to develop the HRS4R file to a targeted consultation with a panel of some research professors staff representing 5% of the class, each representing the different statuses present within the institution.

The reflection on the HRS4R labeling follows this logical result of the work conducted in 2015 by the APHEA accreditation. These recent works that incorporated especially the audit of the human resources department and a panel of research professors have so fed that folder and strengthens the collegial dimension. Since September 15 2015, the school may claim to be the first European School accredited by APHEA (Agency for public health education accreditation). This European label attests the high quality of teaching, steering, organization and working conditions and public welcoming.

In order to implement the process leading to the submission of an application to the European Commission to obtain an HRS4R award, an internal task force was formed to proceed in a coordinated and joint manner, composed of people involved in the process of adhering to the Charter and Code.

Imane El Hamdi, head of the research contracts office (Research Department) and Marine Hamelin, recruitment and training officer (Human Resources Department), led the task force.

Its members included:

Administrative staff:

- Philippe Marin, director of studies,
- Clément Chauvin, research professor career manager in the Human Resources Department,
- Manuel Coat, principal private secretary, administration
- Françoise Cormerais, officer for quality assurance projects,
- Gwendal Rosiaux, technical service and production manager in the Information Systems and Telecommunications Department, and member of the Health, Safety and Working Conditions Committee (CHSCT).

Research staff:

- Gaëlle Raffy, PhD student at the LERES laboratory, technological platform for chemical and microbiological analysis,
- Emmanuelle Leray, research professor in the METIS department for quantitative methods in public health
- Laurent Madec, research professor in the DSET-GS department for health, environment, work and public health engineering,
- Christophe Van Der Linde, professor at the Management Institute.

The research staff who took part in the working group are research professors representing the different statuses present at EHESP: contractual, civil servant on secondment and PhD student. This representative sample of the different categories of research professors engaged in EHESP was able to bring their vision, each of their trade, and discuss and report the constraints specific to each status. The exchanges thus helped to address each element of HRS4R folder and so share and ultimately determine the characteristics to be considered according to the statutes involved.

Depending on the specific issue addressed, other people were interviewed for their expertise to help develop and complete the application:

Name	Department	Status	Expertise
Sylvie Prioul	head of the Legal Affairs Department	administrative personnel	Ethical issues, research dissemination
Dominique Hédan	head of the documentation department	administrative personnel	Research dissemination
Emmanuelle Guevara	coordinator of the EHESP doctoral network	administrative personnel	PhD issues and trainings
Michel Louazel	research professor at the Management Institute	research staff	Responsible for the development of the teaching and research management protocol
Fanny Helliott	head of the international mobility centre	administrative personnel	International mobility
Nathalie Sourdaïne	health and safety engineer	administrative personnel	Safety rules
Sébastien Riault	director of EHESP Press	administrative personnel	Research dissemination
Christophe Le Rat	deputy director of the research department	administrative personnel	Research organisation

Calendar of implemented process: work carried out by the working group and presentations to the EHESP higher authorities:

- 03/04/2016: framework meeting with the members of the working group (issue, process, timelines, study the framework document and its 40 axes),
- 03/21/2016: presentation for approval to the EHESP Executive Committee of the accreditation process,
- 03/25/2016: 2nd meeting of the working group: inventory and background analysis. Getting links with other internal procedures that impact the human resource management (APHEA, efficiency plan, the teaching and research management protocol ...),
- 18/04/2016: identification of actions, deadlines, services involved and indicators,
- 04/29/2016: continuation of the actions' identification work,
- 06/09 and 06/14/2016: working time with the Director of the EHESP, the Secretary General, the Director of human resources department, the Director of research, Principal private secretary, Marine Hamelin and Imane El Hamdi, for validation of the identified actions and indicators before presentation to the EHESP higher authorities,
- 06/20/2016: presentation of the work progress to the EHESP Executive Committee,
- 06/23/2016: presentation of the accreditation process the EHESP Health, Safety and Working Conditions Committee (CHSCT),
- 07/05/2016: presentation of the accreditation process to the Scientific Council of EHESP,

- 07/06/2016: presentation of the accreditation process to the Board of USPC,
- 07/12/2016: last meeting of the working group to include the remarks formulated by the EHESP higher authorities.

In general, between all those meetings, the work was complemented by interviewing the identified people listed previously for their expertise. This task was carried out by Imane El Hamdi, and Marine Hamelin worked on all the human resources management part of the file (point 12 to point 35) in relation with human relation department team.

Moreover, when the plan to submit an application to the European Commission in order to obtain an HRS4R award was presented to the EHESP executive committee on 21 March 2016, the EHESP director underscored the significance of this process for EHESP.

It is therefore important for EHESP to increase its international attractiveness so that it can recruit the best research professors to develop its research.

2.3 Analysis of the HRS4R questionnaire:

An online questionnaire presenting all the actions has been submitted to the EHESP scientific community, following the comments made by the CONSENSUS report form (see annex 3). Indeed, the EHESP' HRS4R file was submitted to the European Commission in September 2016, and the CONSENSUS report form indicated that the EHESP application was "accepted pending minor amendments". It was asked:

- To put a link on the main page in the EHESP website to find all the documents,
- To survey the researchers.

Following the observations of the CONSENSUS form, a survey (annex 4) was distributed via an electronic consultation to the EHESP scientific community, composed of 146 people:

- 95 research professors,
- 8 research engineers (this profile includes post-docs),
- 23 engineers,
- 20 PhD students.

This survey, containing the 37 actions that EHESP wishes to implement as part of the HRS4R labeling process, was sent by e-mail directly to the 146 people and a reminder was made before the deadline.

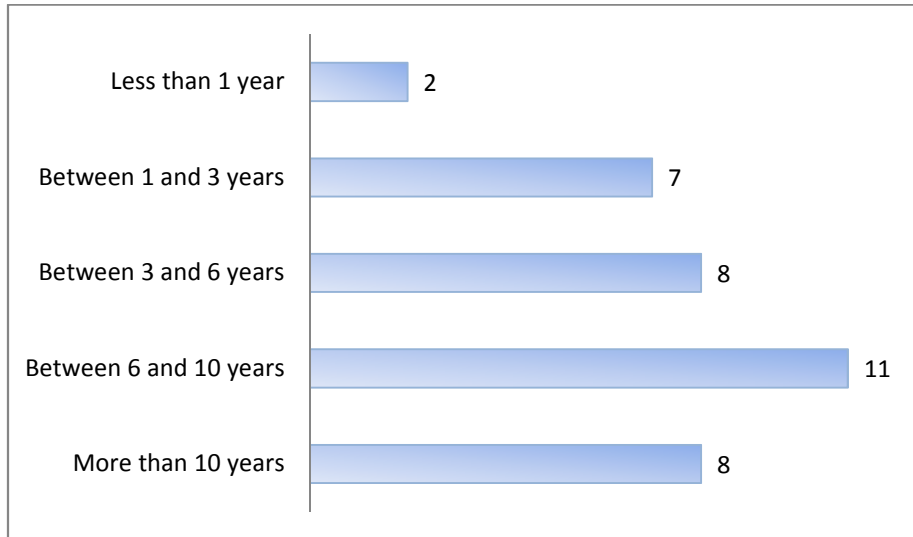
Over the 146 people consulted, there were 36 responses, corresponding to a response rate of 25%, with equal responses between women (18 responses) and men (18 responses), which is a satisfactory rate that could be considered representative of the interrogated people (annex 5).

The profiles that answered the questionnaire are as follows:

- 70.30% of research professors,
- 13.50% of engineers,
- 5.40% of post-docs,
- 5.40% others

- 2.70% of doctoral students,
- 2.70% of research engineer.

This survey thus concerned the entire scientific community of the EHESP, and the participation (response rate) according to the seniority in the establishment is characteristic:



Ethical professional aspects:

EHESP has integrated the values of diversity and non-discrimination into its founding principles. Thus, 84.60% of the interrogated people consider relevant to finalize and implement the disability charter at EHESP.

The respondents consider as a priority action, the 2-years evaluation on the execution of the management protocol. As a reminder, a working group was commissioned in 2014 to reflect on a management protocol with 3 themes: valuation, assessment and career development of contractual research professors. The ultimate goal of this protocol is to establish a contractual framework for the activities of the EHESP research professors allowing them to better respond to the institution's interests, to exercise so satisfactory and balanced their different activities and to locate this investment in career development.

Particular attention will be paid to the evaluation on the execution of this management protocol to take into account the attention paid to this action by the research staff.

Then comes as the second priority action the adoption of ethics rules (ethics charter, conflicts of interest ...), which can be coupled with the third priority action, which is the implementation of declarations of interest. . It will be important for EHESP to ensure that these actions are put in place to meet the expressed needs of the scientific community. The EHESP Research Department recently launched a project on the topic "Ethics and Scientific Integrity"

Recruitment :

The survey highlighted the need to create an explanatory sheet for each statute of staff carrying out research activities (action ranked as the most important gathering 73% of "very interesting" and 27% of "interesting" opinions).

Then the second more important action for the scientific community is the information on career development prospects in the job posting (56.8% "very interesting" and 37.8% "interesting"). It therefore appears that for the people, their career path is extremely important, and it will be important for the Human Resources Department to put in place modalities to meet expectations.

Working conditions and social security:

The management protocol (and the implementation of the recommendations made by the taskforce) is re-emerging as the priority action for the EHESP scientific community. In second priority action, there is the improvement of the communication about pay scales and promotion procedures, which can echo to the actions put forward in the "Recruitment" section on the career development of the people.

Obtaining additional academic positions from the Ministry of research and higher education comes in third priority action and gets 60.5% "very interesting" and 18.4% "interesting" opinion. Indeed, EHESP benefits so far from a still limited number of academic positions, and a significant part of the research staff are contract employees (often funded by the research projects regarding for example the engineers), explaining the importance of this action.

Training:

The effort on the training must remain substantial with, on the one hand, the continuation of the encouraging and supporting policy for the research professors involved in HDR preparation (1st action in order of importance) and, on the other hand, the reflection on the creation of a training offer for the scientific community.

The PhD environment at EHESP is also an important subject:

- on the co-accreditation aspect, EHESP coordinates a doctoral network but does not have its own doctoral school. Thus, EHESP is not able to deliver in its own name the doctorate (2nd action in order of importance),
- on the thesis charter (3rd most relevant action).

Summary of the questionnaire:

The questionnaire allows to obtain the opinion of the research staff within EHESP regarding the actions proposed in the framework of the HRS4R labeling application. No proposed action has been challenged and the proposed actions are even positively perceived. A particular vigilance will be put on 2 axes emerging by their importance:

- Application and assessment of the management protocol;
- Career of the people (career development, salary ...);

Particular attention will be paid to actions under these axes, in order to best meet the expectations of the scientific community of our institution.

PART 3. EHESP School of Public Health's internal analysis and action plan

3.1.1 Summary of the internal analysis

Following the aforementioned task force's analytical work and discussions with people tapped for their expertise, EHESP identified a number of key points characterizing the environment in which research professors develop their careers at EHESP.

3.1.1.1 Forces

This analytical work has identified areas that are already implemented in EHESP and that some of them result from a proactive policy implemented by EHESP.

➤ **Status of research professor staff:** the recruitment process for recruiting research professors at EHESP is extremely open and considers diverse career paths. Thus, EHESP research professor staff may report to the Ministry of Higher Education and Research, the Ministry of Social Affairs and Health, be on secondment from a body or national agency, healthcare institution, or be transfer from another institution...

➤ **Distribution of research professor staff by gender:** the EHESP research professor staff is distributed almost equally between women and men, with a slight advantage for women (women 45, men 40),

➤ **Transformation of work contracts into CDI:** research professors who do not have the status of civil servant are recruited as contract employees for a period of 3 years, renewable once. It is possible to transform their work contract into a CDI (permanent contract) after 6 years, allowing these employees to take a long view of their career and enjoy professional stability.

➤ **Departments supporting research professors:** EHESP has created several departments to support research professors. Thus, the research contracts office within the Research Department is tasked with monitoring calls for research project proposals related to the research subjects developed by research professors, and with assisting them throughout the project's development and follow-up. Moreover, this service helps draft research contracts and monitors respect for the intellectual property of these research projects, advises research professors on the use of allocations obtained in response to calls for proposals, and raises awareness about new funding opportunities (H2020 trainings, meetings with all newcomers...).

The Research Department also offers a program to fund projects from its own budget (ESSOR program), allowing awardees to fund a research program on strategically promising subjects for the institution. The goal is to fund interdisciplinary projects that bring together research professors from different research departments, and that serve as a launching pad to respond to national and/or international calls for projects.

The International Relations Department offers international mobility scholarships (Erasmus plus and with own budget), enables the hosting of guest research professors.

The Human Resources Department and dedicated agents who follow the career of research professors (career management, counselling,...)

Furthermore, EHESP specifically recruited a health and safety engineer to address these issues full-time and to support research professors in their activities if they are in so-called risk sectors.

➤ **International mobility:** EHESP is an internationally oriented school in terms of its values and tasks defined by law. This is also reflected in its international policy and in the tools it makes available to its staff. The International Relations Department offers Erasmus plus mobility scholarships for research professor staff, and mobility scholarships that it funds from its own budget for target countries. Moreover, EHESP is part of the International Mobility Centre (CMI), a member of the EURAXESS network, which helps facilitate procedures for foreign research professors and PhD students, providing housing options for foreign researchers within the international township in the city centre of Rennes.

➤ **Ability to attract funding:** the success rate in responding to calls for research projects is over 50% at EHESP. This indicates that EHESP research professors have a very strong ability to secure funding to develop research projects in extremely competitive processes. Thus they are able to fund their research teams through awarded research projects. Over 110 different funders have been identified, demonstrating EHESP research professors' ability to attract all manner of funding and openness to different sources of funding.

➤ **Cooperation with SATTs (technology transfer acceleration company):** EHESP can draw on its cooperation with the IDF INNOV and West Valorisation SATTs to assist research professors in the technological and industrial valorisation of their research findings.

➤ **EHESP Press:** EHESP's Press (structured as a simplified joint-stock company with one shareholder) is a publisher specialized in the areas of social action, social and health policies, public health, and management of social and medical-social healthcare institutions. EHESP is the sole shareholder. EHESP research professors may promote their research through the publication of books and thereby reach audiences that can be targeted (university) or broad (general public). To this end they receive assistance from the Press, a publishing house hosted on EHESP premises that provides all the necessary advice to promote their work.

➤ **Doctoral network:** the doctoral network in public health run by EHESP rests upon doctoral schools of 9 institutions covering complementary areas. It allows PhD students enrolled in both EHESP and a partner doctoral school to pursue an original thesis on public health issues. It facilitates the multidisciplinary training of PhD students and seeks to develop their interdisciplinary and international practices. To do so, the doctoral network encourages PhD students to complete a research stay abroad by offering mobility scholarships, and offers training on their future profession as research professors.

➤ **Work schedule flexibility:** EHESP provides its research professors with work schedule flexibility so that they can obtain their accreditation to supervise research (HDR) or employee lending agreement. A teleworking experiment is currently underway.

➤ **Strategic policy of affiliation with UMRs (joint research units) and host teams:** EHESP strongly encourages its research professors to become affiliated with UMRs and host teams under the aegis of the institution, in order to allow them to pursue their work with internal teams that are already in place and thereby benefit from pre-existing networks.

3.1.1.2 Prospects for improvement

The internal evaluation highlighted certain areas where EHESP has room for improvement:

➤ **Size of the structure:** EHESP obtained the “grand établissement” (major institution) status in 2004 (law of 4 August 2004) and became a public scientific, cultural and professional institution on July 1st, 2008 (decree of 7 December 2006). Research development has been a part of its mission since the law of 25 July 1985, but this mission was reaffirmed in 2006. In practice, research is a rapidly developing sector and over the past few years the Research Department has structured itself to best assist research professors in the most strategic ways.

The number of research professor positions allocated by the Ministry of Higher Education and Research is only 12 positions², which is very little. Other staff members (totalling 73) assuming the role of research professor report to the Ministry of Health and are CDI or CDD staff who do not have MENESR research professor status. The USPC site contract nonetheless allowed the school to obtain 7 additional MENESR jobs over the 2014-2016 period.

Research pursued in accordance with HCERES criteria remains recent at EHESP, and the workforces are small compared to a classical institution of higher education and research. However, the sector considered – public health – is specific and comparisons could be made with the public health schools of universities, instead of comparing with classical institution of higher education and research.

➤ **The employment ceiling issue:** the Ministry of Health and the Ministry of Higher Education – EHESP’s 2 supervisory authorities – determine the number of positions EHESP is allowed to recruit. The EHESP is not legally allowed to recruit above this ceiling, unless it recruits staff using its own resources, that is, using funding from awarded research projects.

As a result, staff funded by awarded research contracts realises a significant share of the research done at EHESP. Because of the fact that the salary of this staff comes from the awarded researches project, this can create a situation of insecurity for these agents.

➤ **Absence of a training policy adapted to the working environment of research professors:** while the research professors participate in seminars, symposia and have access to training as part of the annual training plan, it does not yet exist at present at EHESP formal training offer responding to the peculiarities of their profession (intellectual property rights, dissemination, patent ...).

² Datas from the social report published in 2015, Human resources department, EHESP

➤ **Profile of people doing research:** the research conducted at EHESP is done by research professors, and not full-time researchers (as there are not full-time researcher at EHESP). As a result, the time devoted to research cannot be 100 %, because they have other activities to carry out: teaching, assessment...

➤ **Absence of a doctoral school:** EHESP coordinates a doctoral network that includes a group of partner doctoral schools, but it does not have its own doctoral school. Consequently, theses supervised by EHESP research professors do not systematically show the affiliation with the institution.

These various areas calling for improvement were revealed thanks to the internal analysis work, which is described in more detail below. A number of actions have already been identified in order to provide a roadmap for improvement.

3.2.1 Summary of the action plan

To implement the HRS4R strategy, based on the detailed action plan below, and to change its practices, EHESP has identified a number of actions to be taken to address the areas for improvement identified in the internal diagnostics part.

These actions, numbering 37, are as follows:

- Awareness and internal communication action on existing devices,
- Development of new devices actions on training components, statutory and contractual,
- Thinking Actions on strategic aspects for the establishment.

3.2.2 Action plan

Point	Reference	Action	Type of action	Deadline	Services involved	Indicators
I. Ethical and professional aspects						
1. Research freedom	I.1.1	Establish a Declaration of Interest to give research professors a sense of responsibility over the possible effects of relations of interest that might be established in the course of their research.	Establishment of declarations of interests	2 years	Management board (MB), Research department (RD) and Legal affairs department (LAD) (M. Coat, S. Prioul, C. Le Rat)	Number of declarations of interest
2. Ethical principles	I.2.1	Adoption of ethics rules in the form of an ethics charter and system for managing relations of interest and conflicts of interest in conjunction with EHESP partners.	Identification of a partnership within the framework of the Comues	2 years	MB, RD, Department of studies (DS), LAD (L. Chambaud, B. Jegou, S. Prioul, P. Marin)	Partnership identified
3. Professional responsibility	I.3.1	Establishment of an internal process ensuring the institution's approval for any submission of proposals / letter of intent in response to a call for proposals.	Creation of a process explaining the rules to follow when submitting a research project	2 years	Research contract office (RCO) (I. El Hamdi)	Dissemination of the process
4. Professional attitude	I.4.1	See point I.3.1				
5. Contractual and legal obligations	I.5.1	Remind research professors of their contractual obligations	Remind research professors through the dissemination of a note going over their obligations	2 years	RCO - LAD (I. El Hamdi - S. Prioul)	Drafting and dissemination of the note

Point	Reference	Action	Type of action	Deadline	Services involved	Indicators
6. Accountability	I.6.1	Campaigns to raise the awareness of research professors and administrative staff about ethics duties should be organized on a regular basis. EHESP commits to initiating a process to appoint a Data Protection officer (DPO).	Appointment of a Data Protection Officer (DPO)	2 years	MB, LAD, RD, Information and technology system department (ITSD), Communication and public relations department (CPRD), Pedagogical support centre (PSC) (L. Chambaud, P. Benhaddou, S. Prioul, B. Jegou, A. Magdelaine, N. Cavagni)	Appointment of a DPO
	I.6.2	See point I.3.1				
7. Good practice in research	I.7.1	Draft an introductory booklet on health and safety	Creation of an introductory booklet	1 year	Human resources department (HRD), Infrastructure department (ID) (N. Sourdaine, M. Renault)	Dissemination of the introductory booklet

Point	Reference	Action	Type of action	Deadline	Services involved	Indicators
8. Dissemination, exploitation of results	I.8.1	Communicate to research professors the opportunities provided by SATTs in terms of research project valorisation	Communication on SATTs services	2 years	RCO – LAD (I. El Hamdi - S. Prioul)	Develop an information session for research professors on services offered by the SATTs
9. Public engagement	I.9.1	Identify new platforms for disseminating knowledge	Identification of new platforms	2 years	RD (S. Kitar)	New dissemination platforms
10. Non-discrimination	I.10.1	Finalization and application of the Disability Charter	Implementation of the Disability Charter	2 years	HRD (M. Hamelin)	Application of the Disability Charter
	I.10.2	Development of training on non-discrimination	Training actions	2 years	HRD (M. Hamelin)	Increase in the number of trainings and increase in actors' competency
11. Evaluation / appraisal systems	I.11.1	A 2-year evaluation on the execution of this management protocol is under consideration and could lead to complementary work if warranted	Qualitative assessment of the implementation	2 years	HRD (M. Renault)	Adjustment of the management protocol
II. Recruitment						
12. Recruitment	II.12.1	Create an explanatory sheet for each status	Writing specific sheets for each status	2 years	HRD (M. Renault)	Displaying a clear policy on the different statuses
	II.12.2	Harmonize the recruitment of various statuses by drawing on the decree for academics	Inform candidates on the recruitment process (selection committee)	2 years	HRD (M. Hamelin)	Identical recruitment process regardless of status
13. Recruitment (Code)	II.13.1	Specify career development opportunities on the job posting	Adaptation of the job posting	2 years	HRD (M. Hamelin)	Modification of the job posting

Point	Reference	Action	Type of action	Deadline	Services involved	Indicators
14. Selection (Code)	II.14.1	See point II.12.2				
15. Transparency (Code)	II.15.1	Expand the principle of issuing an opinion for each interviewed candidate to all recruitments	Issue an opinion of all candidates	2 years	HRD (M. Hamelin)	Presence of an opinion for each interviewed candidate
16. Judging merit (Code)	II.16.1	Raise committee members' awareness about the importance of expanding evaluation criteria: - teaching - supervision - teamwork - knowledge transfer - research management - innovation - public awareness campaigns	Raise jury members' awareness early in the selection committee process	2 years	HRD (M. Hamelin)	Quality and diversity of the recruitments
17. Variations in the chronological order of CVs (Code)						
18. Recognition of mobility experience (Code)						
19. Recognition of qualifications (Code)						
20. Seniority (Code)	II.20.1	Support researchers and future researchers in their pursuit of training leading to a degree	Inform about training offers and allow RPs to continue their education	3 years	RD - HRD (S. Kitar - C. Chauvin)	Number of diploma training courses and accreditations
21. Postdoctoral appointments (Code)	II.21.1	Creation of a post-doc status explicitly appearing on fixed-term contracts	Modification of the research engineer contract framework	2 years	HRD (M. Renault)	Number of postdoc contracts











Point	Reference	Action	Type of action	Deadline	Services involved	Indicators
III. Working conditions and social security						
22. Recognition of the profession						
23. Research environment	III.23.1	Communicate on the actions conducted in task forces	Communicate on task forces' work	2 years	HRD (MT. Desvigne)	Creation on the EHESP Intranet of a section dedicated to the work of the task forces
24. Working conditions	III.24.1	Establish teleworking	Roll out teleworking for interested research professors	1st 2017 semester	HRD (MT. Desvigne)	Number of research professors teleworking
	III.24.2	Recruitment of a preventive doctor	Identification of an occupational or preventive doctor	3 years	HRD (M. Renault)	Recruitment of an occupational doctor
25. Stability and permanence of employment	III.25.1	Negotiations with the Ministry of research and higher education to secure additional academic positions and the ad hoc funds	Exchanges between the school's management board and the ministry	2 years	MB (L. Chambaud)	Increase in the number of university positions
26. Funding and salaries	III.26.1	Improve communications about pay scales and promotion procedures	Dissemination of pay scales on the intranet	2 years	HRD (M. Hamelin)	Presence of pay scales on the intranet
27. Gender balance			-	-		
28. Carrer development						

Point	Reference	Action	Type of action	Deadline	Services involved	Indicators
29. Value of mobility	III.29.1	Consider the creation of a platform to enable the sharing of international experiences between peers by geographical region.	Identification of an appropriate platform	3 years	International relations department (IRD), RD (F.Helliot - S.Kitar)	Identification of a platform
30. Access to career advice	III.30.1	Strengthen the professionalization of career counsellors	Training of officers	2 years	HRD (C.Chauvin)	Training pursued by officers
31. Intellectual property rights	III.31.1	reflection on the creation of a package of training courses for research professors on the environment of their research (intellectual property rights, dissemination, European funding ...)	Identification of the content of training courses within the package and communication on it	3 years	HRD - LAD - RD (M. Hamelin, S. Prioul, S. Kitar, I. El Hamdi)	Creation of a training courses package
32. Co-authorship	III.32.1	Resume the work initiated in 2012 in linked and in coherency with the 2 Comues	Development of charter on publication signatures	3 years	RD (B. Jegou)	Dissemination of the charter
33. Teaching	III.33.1	Implement the recommendations of the taskforce on the management protocol for research professors on annual work plan contracts and related bonuses for exceeding it (overtime, service releases) IV.36.1: Initiate discussion with doctoral schools partners on creating an internal regulation (thesis charter).	Teaching service time count for each RP	2 years	HRD – DS - RD (M. Renault, P. Marin, B. Jegou)	Better visibility for teaching services
34. Complains / appeals						
35. Participation in decision-making bodies						

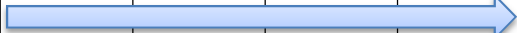
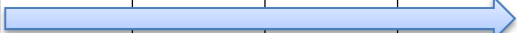




Point	Reference	Action	Type of action	Deadline	Services involved	Indicators
IV. Training						
36. Relations with supervisors	IV.36.1	Initiate discussion with doctoral schools partners on creating an internal regulation (thesis charter).	Reflection with partner doctoral schools on the establishment of an internal regulation	3 years	RH (B. Jegou)	Establishment of an internal regulation
	IV.36.2	Consider co-accreditation of theses	Initiate reflection on thesis co-accreditation	3 years	RH (B. Jegou)	Development of agreements indicating the terms of thesis co-accreditation
37. Supervision and managerial duties	IV.37.1	Continue the Research department-initiated policy of encouraging and supporting research professors involved in HDR preparation.	Meeting and discussion with the research professors on their advancement opportunities	2 years	RD (B.Jegou)	Number of accreditation, thesis supervision and thesis co-supervision
38. Continuing professional development	IV.38.1	See point III.31.1				
39. Access to research training and continuous development	IV.39.1	See point III.31.1				
40. Supervision	IV.40.1	See point IV.37.1				

3.3 Timetable – GANTT chart

		2017		2018		2019		2020	
		1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester
I. Ethical and professional aspects									
I.1.1	Establish a Declaration of Interest to give research professors a sense of responsibility over the possible effects of relations of interest that might be established in the course of their research.	→							
I.2.1	Adoption of ethics rules in the form of an ethics charter and system for managing relations of interest and conflicts of interest in conjunction with EHESP partners.	→							
I.3.1	Establishment of an internal process ensuring the institution's approval for any submission of proposals / letter of intent in response to a call for proposals.	→							
I.4.1	See point I.3.1	→							
I.5.1	Remind research professors of their contractual obligations	→							
I.6.1	Campaigns to raise the awareness of research professors and administrative staff about ethics duties should be organized on a regular basis. EHESP commits to initiating a process to appoint a Data Protection officer (DPO).	→							
I.6.2	See point I.3.1	→							
I.7.1	Draft an introductory booklet on health and safety	→							
I.8.1	Communicate to research professors the opportunities provided by SATTs in terms of research project valorisation	→							
I.9.1	Identify new platforms for disseminating knowledge	→							

		2017		2018		2019		2020	
		1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester
I.10.1	Finalization and application of the Disability Charter								
I.10.2	Development of training on non-discrimination								
I.11.1	A 2-year evaluation on the execution of this management protocol is under consideration and could lead to complementary work if warranted								
II. Recruitment									
II.12.1	Create an explanatory sheet for each status								
II.12.2	Harmonize the recruitment of various statuses by drawing on the decree for academics								
II.13.1	Specify career development opportunities on the job posting								
II.14.1	See point II.12.2								
II.15.2	Expand the principle of issuing an opinion for each interviewed candidate to all recruitments								
II.16.1	Raise committee members' awareness about the importance of expanding evaluation criteria: - teaching - supervision - teamwork - knowledge transfer - research management - innovation - public awareness campaigns								
II.20.1	Support researchers and future researchers in their pursuit of training leading to a degree								

		2017		2018		2019		2020	
		1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester
II.21.1	Creation of a post-doc status explicitly appearing on fixed-term contracts								
III. Working conditions and social security									
III.23.1	Communicate on the actions conducted in task forces.								
III.24.1	Establish teleworking								
III.24.2	Recruitment of a preventive doctor								
III.25.1	Negotiations with the Ministry of research and higher education to secure additional academic positions and the ad hoc funds								
III.26.1	Improve communications about pay scales and promotion procedures								
III.29.1	Consider the creation of a platform to enable the sharing of international experiences between peers by geographical region.								
III.30.1	Strengthen the professionalization of career counsellors								
III.31.1	Reflection on the creation of a package of training courses for research professors on the environment of their research (intellectual property rights, dissemination, European funding ...)								
III.32.1	Resume the work initiated in 2012 in linked and in coherency with the 2 Comues								
III.33.1	Implement the recommendations of the taskforce on the management protocol for research professors on annual work plan contracts and related bonuses for exceeding it (overtime, service releases)								

		2017		2018		2019		2020	
		1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester	1st semester	2nd semester
IV. Training									
IV.36.1	Initiate discussion with doctoral schools partners on creating an internal regulation (thesis charter).								
IV.36.2	Consider co-accreditation of theses								
IV.37.1	Continue the Research department-initiated policy of encouraging and supporting research professors involved in HDR preparation.								
IV.38.1	See point I.31.1								
IV.39.1	See point I.31.2								
IV.40.1	See point IV.37.1								

PARTIE 4. Evaluations

4.1 Internal evaluation of the implementation

A report is required every two years to internally ensure follow-up to 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 adjustment on the other hand.

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 note with the two-year action plan timetable, including the indicator and date of action completion in an additional column.

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

The internally determined process for the mid-term evaluation will be as follows:

- Establishment of a lead task force including:
 - Leader: Human resources department,
 - Solicited services: Support centre for performance and quality management, Research Department, Department of Studies, International Relations Department, Legal Affairs Department,
 - The community of research professors and research staff (PhD and engineers) will also be mobilized in order to express themselves about the implementation process.

- Furthermore, the results of the self-evaluation will be presented to the executive committee, and the information will be provided to EHESP bodies (Scientific council and Health, safety and working conditions committee).

Finally, EHESP will post its action plan on its institutional website under the "commitment to quality" sub-heading.

4.2 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

EHESP, a major institution according to the National Education Code, is a public educational and research institution with strong ties to the professional world and an international reach, providing research professors with a working environment that enables the successful pursuit of their research.

EHESP has an open recruitment policy due to its status as a hybrid institution. It primarily focuses on professional skills, offers national and international mobility opportunities, and a dedicated environment with support services to best encourage and assist research professors. Moreover, EHESP has internal rules that allow it to offer research teams stability and long-term vision in accordance with applicable legislation.

However, EHESP is a relatively young institution of higher education (under 10 years old) and must strengthen a series of processes and actions aiming to ensure the high quality of its working environment for research professors.

Obtaining the HRS4R award will help EHESP establish its international stature as a public health actor, and thereby help increase its attractiveness by drawing European and international research professors. The goal is to strengthen the impact of its training, research and expertise missions with regard to the quality of public health care provided to populations, and to contribute to enhancing the European Research Area.

ANNEX 1. EHESP endorsement letter to adopt the C&C principles


Done at Rennes, the 25th of August 2016

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

EHESP School of Public Health, represented by its Director Mr. Laurent CHAMBAUD, declares its commitment to the principles laid out in the Recommendation of the European Commission of march 11th 2005 "The European Charter for Researchers and a Code of Conduct for the Recruitment of Researchers", and express its full support for the principles and ideas written in the document addressed both to researchers and their employers.

Many aspects of the principles outlines in the Charter and Code are already common practice at EHESP. 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 and to contribute to an attractive, supportive and stimulating environment for our researchers.

Laurent CHAMBAUD,
Director of EHESP



Annex 2. List of acronyms

Acronyms	Definition
CDI	Permanent contract
CDD	Temporary contract
COMUE	Community of universities and institutions
UMR	Joint research unit
EA	Host team
BD	Board of directors
COP	Objectives and performance contract
RP	Research professor
RD	Research department
SATT	Technology transfer acceleration company
MO	Management board
SC	Scientific council
CHSCT	Health, safety and working conditions committee
RCO	Research contract office
LAD	Legal affairs department
IRD	International relations department
HRD	Human resources department
DS	Department of studies
ITSD	Information and technology system department
HDR	Accreditation to supervise research
ID	Infrastructure department

ANNEXE 3. CONSENSUS Report Form



'Sharing experience to better implement
the Human Resources Strategy for Researchers'

CONSENSUS report form

(to be filled by the lead assessor)



APPLICATION

for the 'HR excellence in research' award submitted by:

EHESP School of Public Health

Based on the assessment of the gap analysis and action plan your institution submitted, the 3 independent assessors came to the following conclusions (including strengths and weaknesses of your application):

Gap Analysis:

It is obvious that a lot of work has gone into this process in the EHESP. All the documentation has been put together very well including the gap analysis. However there is no mention of an internal survey. This is an important step which informs the action plan. Please perform a survey and re-submit.

Institutional HR Strategy for Researchers / Action Plan

The action plan and GANTT chart were put together very well. The absence of a survey is an impediment to this application

Publication

The reviewers did find the documents on the website but it was difficult. A link on the main page would be helpful.

Your application has been filed as (please indicate):

O ACCEPTED

Your application meets the criteria and the 'HR award' is granted. The assessors might have commented on the application asking for future focus on a particular aspect/criterion if appropriate, so please refer to the comments given above.

X ACCEPTED pending minor alterations

Your application broadly meets the criteria but the assessors have some concerns/questions about specific areas/criteria. Please reflect about the feed-back given above update the documentation before resubmitting; till then the 'HR award' is put on hold.

This was a well put together application however we ask that the organisation survey their researchers and re-submit.

O DECLINED pending (major) revision

Your application does not meet the criteria and the 'HR award' is put on hold until the next submission deadline so your organisation can make the appropriate changes and resubmit an application taking into account the comments of the 3 assessors (as above).

ANNEX 4. Survey



ENQUETE SUR LES PROPOSITIONS FORMULEES EN VUE DE LA LABELLISATION HRS4R

La Commission Européenne a adopté une charte et un code : la « Charte européenne du chercheur et le Code de conduite pour le recrutement des chercheurs » (ou en anglais Human resources strategy for researchers : la stratégie HRS4R), qui présente 40 principes pour favoriser la mobilité et la carrière des chercheurs et rendre l'espace Européen de la recherche attractif en termes de recrutement et de conditions de travail pour les chercheurs.

Ces 40 principes s'organisent autour de 4 thèmes :

- principes éthiques et responsabilités professionnelles;
- recrutement, développement de carrière, mobilité;
- conditions de travail et de sécurité, environnement professionnel;
- formation

Pour obtenir la labellisation, l'EHESP, après avoir procédé à un état des lieux de ses pratiques sur les 40 critères, a proposé un plan d'amélioration jusque 2020. Ce travail réalisé par un groupe de travail composé de personnels de recherche (doctorant, enseignants chercheurs) et administratifs, a donné lieu à un rapport, déposé auprès de la Commission Européenne, consultable sur <https://www.ehesp.fr/ecole/engagement-qualite/strategie-europeenne-de-ressources-humaines-pour-les-chercheurs-hrs4r/> L'EHESP a reçu un premier retour positif de la part des services de la Commission Européenne, mais il reste **une dernière étape avant de soumettre le dossier final, à savoir l'avis de la communauté scientifique de l'EHESP sur les actions identifiées par le groupe de travail en réponse aux 40 principes.**

Dans le cadre de ce questionnaire, nous sollicitons votre avis sur chacune des actions qui ont été identifiées. En fonction des réponses obtenues, les actions pourront être ajustées afin de s'accorder au mieux à l'avis de la communauté scientifique de l'EHESP. Les réponses sont anonymes. Nous vous remercions par avance pour vos retours **avant le jeudi 19 octobre**, permettant ainsi de finaliser le dossier dans les temps impartis par la Commission Européenne.

◀ Précédent

Suivant ▶

I. ASPECTS ETHIQUES ET PROFESSIONNELS

Quelle est votre perception concernant chaque action envisagée ci-dessous ?


Merci de préciser votre réponse (suggestions, etc.)


	Très intéressante	Intéressante	Peu intéressante	Pas du tout intéressante	Sans opinion	
1.1. Mise en place d'une déclaration d'intérêt pour responsabiliser le chercheur sur les éventuels effets de relations d'intérêt qui seraient instituées dans le cadre de sa recherche	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
2.1. Adoption de règles déontologiques sous forme d'une charte éthique et organisation de la gestion des relations d'intérêts et des conflits d'intérêt en lien avec les comités d'éthiques des partenaires de l'EHESP	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
3.1 Mise en place d'un processus garantissant l'accord de l'établissement pour tout dépôt de projets / lettre d'intention en réponse à un appel à projets	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
5.1. Sensibilisation des enseignants-chercheurs quant à leurs obligations contractuelles (propriété intellectuelle, suivi des modalités de contrat)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
6.1. Désignation d'un Correspondant Informatique et Libertés	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
7.1. Rédaction d'un livret d'accueil sur l'hygiène et la sécurité	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
8.1. Communication auprès de la communauté des enseignants-chercheurs des possibilités qu'offrent les SATTs en termes de valorisation de leurs travaux de recherche	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
9.1. Identification de nouveaux supports de diffusion des connaissances autres que ceux existants (conférences du mardi à l'EHESP, fête de la science, ma thèse en 180 secondes...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10.1. Finalisation et application de la charte du handicap	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
10.2. Développement des actions de formation sur la non-discrimination	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
11.1. Un bilan à 2 ans sur l'exécution du protocole de gestion des enseignants chercheurs et le cas échéant, des travaux complémentaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

◀ Précédent


Suivant ▶

Glissez et déposez les 3 actions, par ordre d'importance, qui vous apparaissent les plus pertinentes

1.1. Mise en place d'une déclaration d'intérêt pour responsabiliser le chercheur sur les éventuels effets de relations d'intérêt dans le cadre de recherches 


2.1. Adoption de règles déontologiques sous forme d'une charte éthique et organisation de la gestion des relations d'intérêts et des conflits d'intérêt en lien avec les comités d'éthiques des partenaires de l'EHESP 

3.1 Mise en place d'un processus garantissant l'accord de l'établissement pour tout dépôt de projets / lettre d'intention en réponse à un appel à projets 

5.1. Sensibilisation des enseignants-chercheurs quant à leurs obligations contractuelles 


6.1. Désignation d'un Correspondant Informatique et Libertés 

7.1. Rédaction d'un livret d'accueil sur l'hygiène et la sécurité 

8.1. Communication auprès de la communauté des enseignants-chercheurs des possibilités qu'offrent les SATTs en termes de valorisation des travaux de recherche 

9.1. Identification de nouveaux supports de diffusion des connaissances 

10.1. Finalisation et application de la charte du handicap 

10.2. Développement des actions de formation sur la non-discrimination 

11.1. Bilan à 2 ans sur l'exécution du protocole de gestion et le cas échéant, des travaux complémentaires 

Glissez-déposez vos réponses et ordonnez les.

◀ Précédent

Suivant ▶

II. RECRUTEMENT

Quelle est votre perception concernant chaque action envisagée ci-dessous ?


Merci de préciser votre réponse (suggestions, etc.)


	Très intéressante	Intéressante	Peu intéressante	Pas du tout intéressante	Sans opinion	
12.1. Mise en place d'une fiche explicative pour chaque statut (recrutement, grille salariale, déroulement de carrière...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
12.2. Harmonisation du recrutement des différents statuts en s'appuyant sur le décret des universitaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
13.1. Renseignement des perspectives de développement de la carrière dans la fiche de poste	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
15.2. Généralisation à tous les recrutements du principe d'un retour/avis à chaque candidat auditionné	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
16.1. Sensibilisation des membres des comités de sélection à l'importance d'élargir les critères d'évaluation à l'enseignement, la supervision, le travail en équipe, le transfert de connaissance, la gestion de la recherche, l'innovation et les activités de sensibilisation du public	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
20.1. Accompagnement des chercheurs et futurs chercheurs dans des parcours de formations diplômantes	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
21.1. Création d'un statut de post-doc apparaissant explicitement sur les contrats à durée déterminée	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>


◀ Précédent


Suivant ▶


Glissez et déposez les 3 actions, par ordre d'importance, qui vous apparaissent les plus pertinentes

12.1. Mise en place d'une fiche explicative pour chaque statut (recrutement, grille salariale, déroulement de carrière...) 

12.2. Harmonisation du recrutement des différents statuts en s'appuyant sur le décret des universitaires 

13.1. Renseignement des perspectives de développement de la carrière dans la fiche de poste 

15.2. Généralisation à tous les recrutements du principe d'un retour/avis à chaque candidat auditionné 

16.1. Sensibilisation des membres des comités de sélection à l'importance d'élargir les critères d'évaluation à l'enseignement, la supervision, le travail en équipe, le transfert de connaissance, la gestion de la recherche, l'innovation et les activités de sensibilisation du public 

20.1. Accompagnement des chercheurs et futurs chercheurs dans des parcours de formations diplômantes 

21.1. Création d'un statut de post-doc apparaissant explicitement sur les contrats à durée déterminée 

Glissez-déposez vos réponses et ordonnez les.

 Précédent

Suivant 


III. Conditions de travail et sécurité sociale

Quelle est votre perception concernant chaque action envisagée ci-dessous ?

Merci de préciser votre réponse (suggestions, etc.)

	Très intéressante	Intéressante	Peu intéressante	Pas du tout intéressante	Sans opinion	
23.1. Communication sur les actions menées au sein des groupes de travail (RPS, statut contractuel, harcèlement...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
24.1. Mise en place du télétravail	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
24.2. Recrutement d'un médecin de prévention	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
25.1. Négociations auprès du MESR afin d'obtenir des ouvertures de postes universitaires supplémentaires	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
26.1. Meilleure communication sur les grilles salariales et les modalités d'avancement	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
29.1. Réflexion sur un format d'action qui permettrait de partager, par région géographique, les expériences internationales entre les pairs	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
30.1. Renforcement de la professionnalisation des conseillers mobilité carrière de la DRH	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
31.1. Réflexion sur la création d'un package de formations à destination des enseignants-chercheurs concernant l'environnement de leur recherche (propriété intellectuelle, valorisation, financements européens...)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
32.1. Reprise du travail sur la signature des publications initié en 2012 en lien et en cohérence avec les 2 Comues	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
33.1. Application des recommandations du groupe de travail sur le protocole de gestion des enseignants-chercheurs concernant la contractualisation annuelle du plan de charge et les gratifications inhérentes au dépassement de celui-ci (heures complémentaires, décharges de service)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Glissez et déposez les 3 actions, par ordre d'importance, qui vous apparaissent les plus pertinentes


23.1. Communication sur les actions menées au sein des groupes de travail (RPS, statut contractuel, harcèlement...) 

24.1. Mise en place du télétravail 


24.2. Recrutement d'un médecin de prévention 

25.1. Négociations auprès du MESR afin d'obtenir des ouvertures de postes universitaires supplémentaires 


26.1. Meilleure communication sur les grilles salariales et les modalités d'avancement 

29.1. Réflexion sur un format d'action qui permettrait de partager, par région géographique, les expériences internationales entre les pairs 

30.1. Renforcement de la professionnalisation des conseillers mobilité carrière de la DRH 


31.1. Réflexion sur la création d'un package de formations à destination des enseignants-chercheurs concernant l'environnement de leur recherche (propriété intellectuelle, valorisation, financements européens...) 

32.1. Reprise du travail sur la signature des publications initié en 2012 en lien et en cohérence avec les 2 Comues 

33.1. Application des recommandations du groupe de travail sur le protocole de gestion des enseignants-chercheurs concernant la contractualisation annuelle du plan de charge et les gratifications inhérentes au dépassement de celui-ci (heures complémentaires, décharges de service) 

Glissez-déposez vos réponses et ordonnez les.

 Précédent

Suivant 




IV. Formation

Quelle est votre perception concernant chaque action envisagée ci-dessous ?

Merci de préciser votre réponse (suggestions, etc.)

	Très intéressante	Intéressante	Peu intéressante	Pas du tout intéressante	Sans opinion	
36.1. Réflexion avec les Ecoles Doctorales partenaires pour mettre en place un règlement intérieur (charte des thèses)	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
36.2. Réflexion sur la co-habilitation des thèses	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>
37.1. Poursuite de la politique initiée par la DR d'incitation et de soutien des enseignants-chercheurs engagés dans la préparation d'une HDR	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="radio"/>	<input type="text"/>

Glissez et déposez les 3 actions, par ordre d'importance, qui vous apparaissent les plus pertinentes

- 36.1. Réflexion avec les Ecoles Doctorales partenaires pour mettre en place un règlement intérieur (charte des thèses) 
- 36.2. Réflexion sur la co-habilitation des thèses 
- 37.1. Poursuite de la politique initiée par la DR d'incitation et de soutien des enseignants-chercheurs engagés dans la préparation d'une HDR 

Glissez-déposez vos réponses et ordonnez les.

◀ Précédent

Suivant ▶

QUI ETES-VOUS ?

Vous êtes ?



- Enseignant / chercheur
- Doctorant
- Post doctorant
- Ingénieur d'étude
- Ingénieur de recherche
- Autre

Si 'Autre' précisez :

Depuis combien de temps travaillez-vous à l'EHESP ?

- Moins d'1 an
- Entre 1 et 3 ans
- Entre 3 et 6 ans
- Entre 6 et 10 ans
- Plus de 10 ans

- Professeur des universités affecté à l'EHESP sous plafond d'emploi MESRI
- Doctorat financé sur ressources propres
- Doctorat financé par une allocation du réseau doctoral
- Maître de conférences affecté à l'EHESP sous plafond d'emploi MESRI
- Doctorat non financé
- Autre (CIFRE...)
- Enseignant / chercheur détaché sous plafond d'emploi MESRI

Si 'Autre (CIFRE...)' précisez :

- Enseignant /chercheur mis à disposition par le ministère des solidarités et de la santé
- Enseignant /chercheur détachés de la fonction publique hospitalière
- Enseignant /chercheur contractuel sous plafond d'emplois du ministère des solidarités et de la santé
- Autre

Si 'Autre' précisez :

HDR

- Détenteur d'une HDR
- Engagé dans une démarche d'obtention d'une HDR
- Non engagé dans une démarche d'obtention d'une HDR

◀ Précédent

Suivant ▶

◀ Précédent



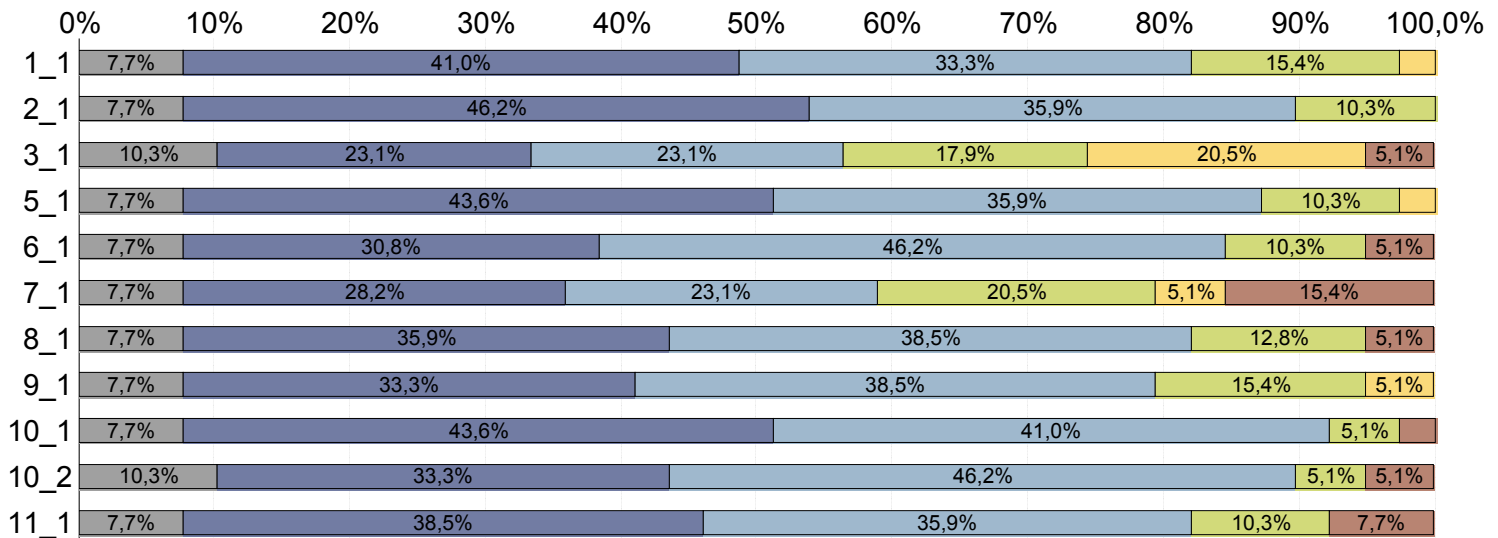
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ANNEX 5. Results of the survey

ENQUETE SUR LES PROPOSITIONS FORMULEES EN VUE DE LA LABELLISATION HRS4R

I. ASPECTS ETHIQUES ET PROFESSIONNELS

	Non réponse	Très intéressante	Intéressante	Peu intéressante	Pas du tout intéressante	Sans opinion	Total
1_1	3	16	13	6	1	0	39
2_1	3	18	14	4	0	0	39
3_1	4	9	9	7	8	2	39
5_1	3	17	14	4	1	0	39
6_1	3	12	18	4	0	2	39
7_1	3	11	9	8	2	6	39
8_1	3	14	15	5	0	2	39
9_1	3	13	15	6	2	0	39
10_1	3	17	16	2	0	1	39
10_2	4	13	18	2	0	2	39
11_1	3	15	14	4	0	3	39

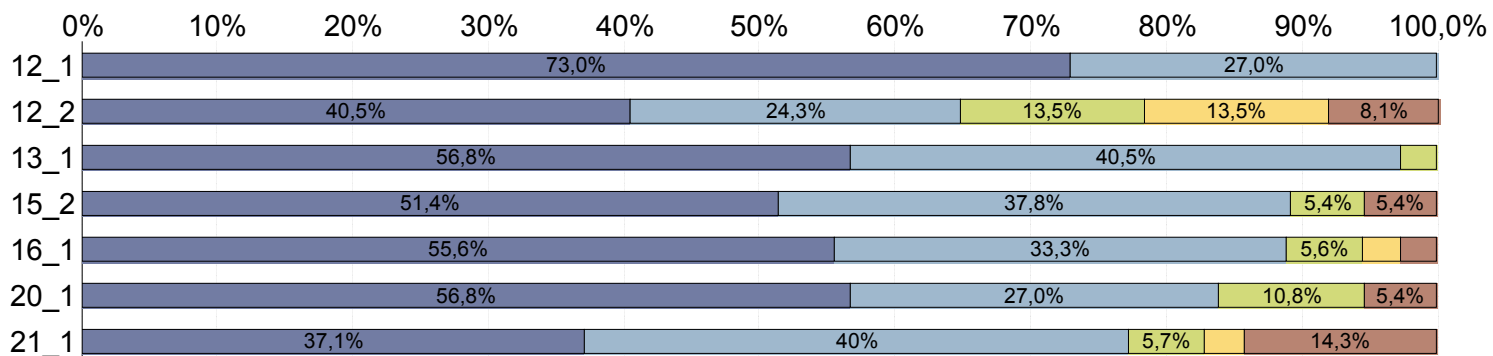


Glissez et déposez les 3 actions, par ordre d'importance, qui vous apparaissent les plus pertinentes

11.1. Bilan à 2 ans sur l'exécution du protocole de gestion et le cas échéant, des travaux complémentaires	15
2.1. Adoption de règles déontologiques sous forme d'une charte éthique et organisation de la gestion des relations d'intérêts et des conflits d'intérêt en lien avec les comités d'éthiques des partenaires de l'EHESP	14
1.1. Mise en place d'une déclaration d'intérêt pour responsabiliser le chercheur sur les éventuels effets de relations d'intérêt dans le cadre de recherches	13
9.1. Identification de nouveaux supports de diffusion des connaissances	13
5.1. Sensibilisation des enseignants-chercheurs quant à leurs obligations contractuelles	11
8.1. Communication auprès de la communauté des enseignants-chercheurs des possibilités qu'offrent les SATTs en termes de valorisation des travaux de recherche	10
3.1 Mise en place d'un processus garantissant l'accord de l'établissement pour tout dépôt de projets / lettre d'intention en réponse à un appel à projets	9
6.1. Désignation d'un Correspondant Informatique et Libertés	8
10.2. Développement des actions de formation sur la non-discrimination	8
10.1. Finalisation et application de la charte du handicap	5
7.1. Rédaction d'un livret d'accueil sur l'hygiène et la sécurité	2

II. RECRUTEMENT

	Très intéressante	Intéressante	Peu intéressante	Pas du tout intéressante	Sans opinion	Total
12_1	27	10	0	0	0	37
12_2	15	9	5	5	3	37
13_1	21	15	1	0	0	37
15_2	19	14	2	0	2	37
16_1	20	12	2	1	1	36
20_1	21	10	4	0	2	37
21_1	13	14	2	1	5	35

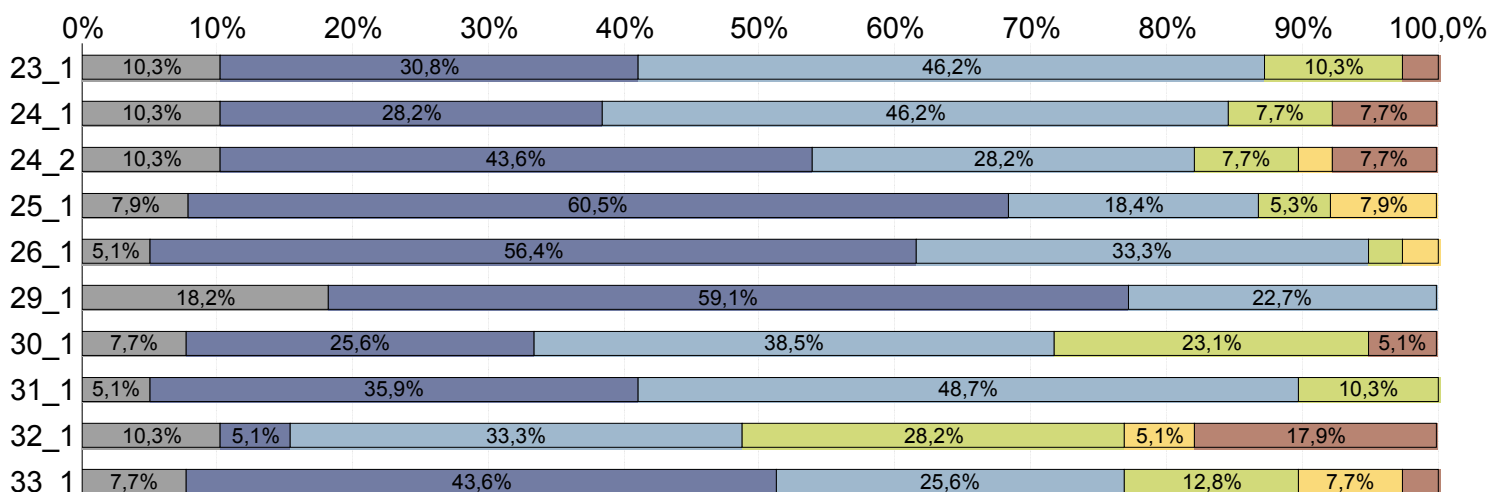


Glissez et déposez les 3 actions, par ordre d'importance, qui vous apparaissent les plus pertinentes

12.1. Mise en place d'une fiche explicative pour chaque statut (recrutement, grille salariale, déroulement de carrière...)	25
13.1. Renseignement des perspectives de développement de la carrière dans la fiche de poste	24
16.1. Sensibilisation des membres des comités de sélection à l'importance d'élargir les critères d'évaluation à l'enseignement, la supervision, le travail en équipe, le transfert de connaissance, la gestion de la recherche, l'innovation et les activités de sensibilisation du public	19
12.2. Harmonisation du recrutement des différents statuts en s'appuyant sur le décret des universitaires	12
20.1. Accompagnement des chercheurs et futurs chercheurs dans des parcours de formations diplômantes	11
21.1. Création d'un statut de post-doc apparaissant explicitement sur les contrats à durée déterminée	10
15.2. Généralisation à tous les recrutements du principe d'un retour/avis à chaque candidat auditionné	7

III. Conditions de travail et sécurité sociale

	Non réponse	1	2	3	4	5	Total
23_1	4	12	18	4	0	1	39
24_1	4	11	18	3	0	3	39
24_2	4	17	11	3	1	3	39
25_1	3	23	7	2	3	0	38
26_1	2	22	13	1	1	0	39
29_1	4	13	5	0	0	0	22
30_1	3	10	15	9	0	2	39
31_1	2	14	19	4	0	0	39
32_1	4	2	13	11	2	7	39
33_1	3	17	10	5	3	1	39

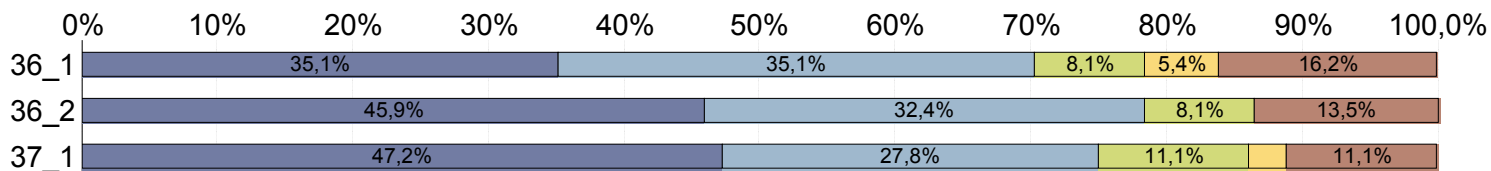


Glissez et déposez les 3 actions, par ordre d'importance, qui vous apparaissent les plus pertinentes

33.1. Application des recommandations du groupe de travail sur le protocole de gestion des enseignants-chercheurs concernant la contractualisation annuelle du plan de charge et les gratifications inhérentes au dépassement de celui-ci (heures complémentaires, décharges de service)	19
26.1. Meilleure communication sur les grilles salariales et les modalités d'avancement	18
25.1. Négociations auprès du MESR afin d'obtenir des ouvertures de postes universitaires supplémentaires	17
31.1. Réflexion sur la création d'un package de formations à destination des enseignants-chercheurs concernant l'environnement de leur recherche (propriété intellectuelle, valorisation, financements européens...)	12
24.2. Recrutement d'un médecin de prévention	12
23.1. Communication sur les actions menées au sein des groupes de travail (RPS, statut contractuel, harcèlement...)	11
29.1. Réflexion sur un format d'action qui permettrait de partager, par région géographique, les expériences internationales entre les pairs	7
24.1. Mise en place du télétravail	7
30.1. Renforcement de la professionnalisation des conseillers mobilité carrière de la DRH	4
32.1. Reprise du travail sur la signature des publications initié en 2012 en lien et en cohérence avec les 2 Comues	0

IV. Formation

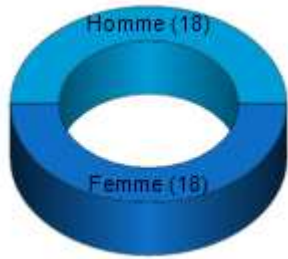
	Très intéressante	Intéressante	Peu intéressante	Pas du tout intéressante	Sans opinion	Total
36_1	13	13	3	2	6	37
36_2	17	12	3	0	5	37
37_1	17	10	4	1	4	36



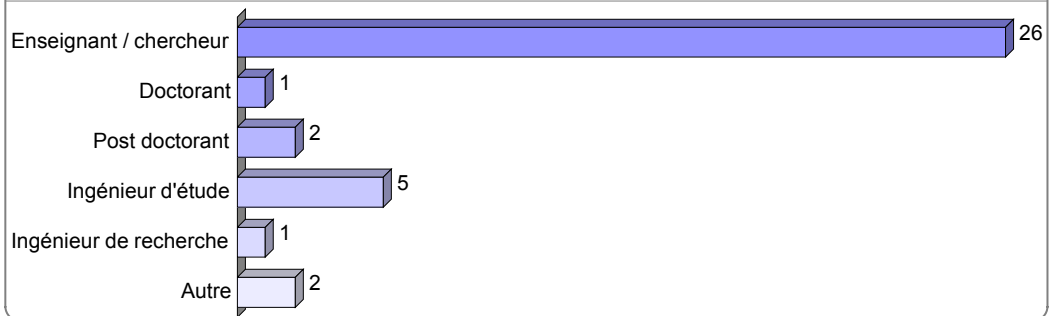
Glissez et déposez les 3 actions, par ordre d'importance, qui vous apparaissent les plus pertinentes

37.1. Poursuite de la politique initiée par la DR d'incitation et de soutien des enseignants-chercheurs engagés dans la préparation d'une HDR	30
36.2. Réflexion sur la co-habilitation des thèses	29
36.1. Réflexion avec les Ecoles Doctorales partenaires pour mettre en place un règlement intérieur (charte des thèses)	28

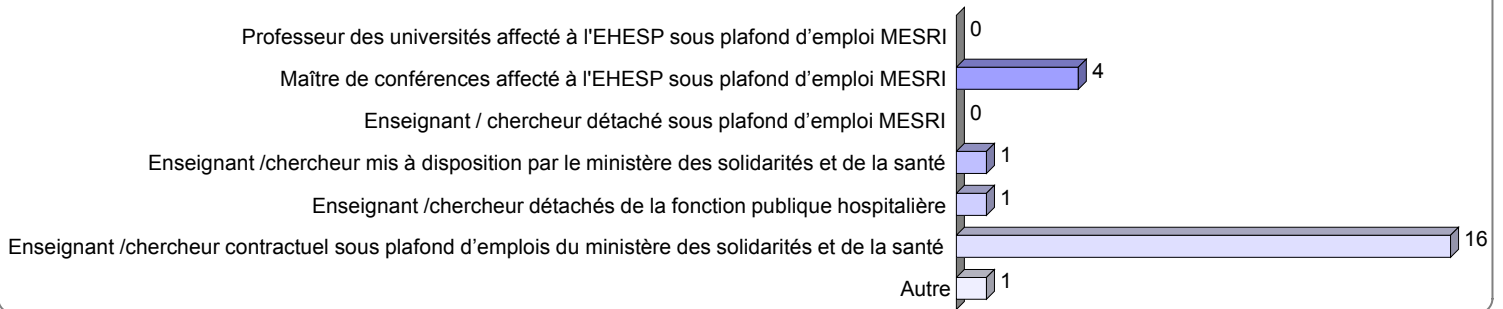
Vous êtes ?



Fonction



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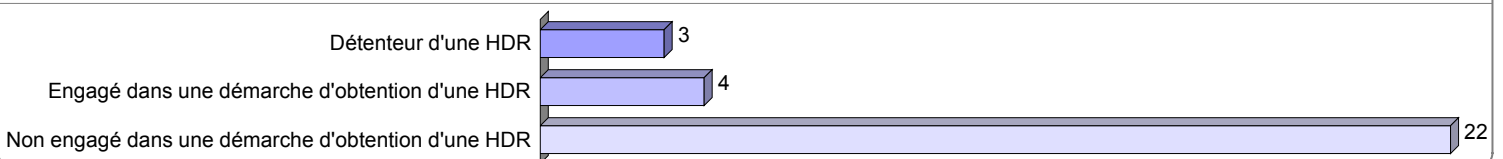
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cadre A+ détaché du ministère des solidarités et de la santé

profil doctorant



HDR



Depuis combien de temps travaillez-vous à l'EHESP ?

