



Implementation of the Human Resources Strategy for Researchers (HRS4R)

**at
EHESP School of Public Health**

**under the European Charter for Researchers and the Code of
Conduct for the Recruitment of Researchers**

*Version updated in December 2019
following the first internal review*

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Preamble

Since 2005, in the frame of the European Research Area, the European Union has promoted a European Human Resources Strategy for Researchers, known as HRS4R. The initiative aims to improve the practices of European research institutions to **create an attractive, favourable, stimulating environment for research** in Europe. This involves attracting top international researchers and encouraging young people to pursue a scientific career.

To achieve this ambition, the European Commission has adopted the **European Charter for Researchers** and the **Code of Conduct for the Recruitment of Researchers**. These documents establish 40 principles on the following four key themes:

- Ethics and professional responsibility,
- Recruitment, career development and mobility,
- Working conditions and professional environment,
- Researcher training.

Research institutions and organisations are invited to take up this continuous improvement approach. If they meet with the requirements established by the European Commission, they may be granted with the European “HR Excellence in Research Award” in recognition of their efforts.

EHESP’s voluntary approach to quality closely corresponds with the objectives of HRS4R, which provides a useful self-assessment and monitoring framework. EHESP initially approved the Charter and Code in August 2016. An internal review of practices was then carried out with the aim of producing a first improvement plan that the European Commission validated on 21 December 2017. EHESP was thus one of the first French institutions to be granted the award.

Following two years of implementation, the moment has come to make an intermediate self-assessment. The aim is to again identify the School’s strong and weak points in order to adjust the actions to be pursued over the coming years.

This work was coordinated internally by a mixed steering committee comprising representatives from the School’s scientific community, the departments concerned, and the hygiene, safety and working conditions committee. In addition, it was subject to online consultation by the entire scientific community.

The self-assessment and resulting revised action plan (2020-2022) were presented at the scientific council meeting of 28 November 2019 and validated by the School’s management.

The European Commission has been informed of this report at the end of December 2019.

The notion of “researcher” should be understood in its broadest sense, comprising all statuses (undergraduate student, postgraduate student, technician, engineer, postdoctoral student, research lecturer, contractual or tenure track, etc.).

1. Organisational information on the EHESP School of Public Health

EHESP School of Public Health (www.ehesp.fr) is a public national school, the French reference for public health managers.

It comes under both the Ministry of Social Affairs and Health and the Ministry of Higher Education and Research and has four key missions:

- provide initial training for senior public sector managers and inspectors in the health and welfare services.
- provide higher education through a network on public health.
- contribute to public health research.
- promote international relations, in particular through exchanges with similar educational institutions.

RESEARCH STAFF & STUDENTS (figures 2018)	FTE
Total researchers = staff, fellowship holders, bursary holders, doctoral students involved in research either full time or part time	160
<i>Of whom are international (i.e. foreign nationals)</i>	<i>3</i>
<i>Of whom are externally funded (i.e. hosted by the organisation)</i>	<i>42</i>
<i>Of whom are women</i>	<i>102</i>
<i>Of whom are stage R3 or R4¹ = Researchers with a large degree of autonomy, typically with a status of Principal Investigator or Professor.</i>	<i>89</i>
<i>Of whom are stage R2 = in most organisations corresponding to postdoctoral level</i>	<i>14</i>
<i>Of whom are stage R1 = in most organisations corresponding to doctoral level</i>	<i>54</i>
<i>Total number of contractual students (if relevant)</i>	<i>3</i>
Total number of staff (not incl. students and temporary contracts)	452
<i>For information, number of students with civil servant status</i>	<i>478</i>
<i>For information, number of lecturers on temporary contracts</i>	<i>1,472</i>

RESEARCH FUNDING (figures for 2018²)	€
Total annual budget	5,531,912
<i>Annual organisational direct government funding (Ministry of Higher Education and Research - MESRI)</i>	<i>2,274,000</i>
<i>Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)</i>	<i>2,562,102</i>
<i>Annual funding from private, non-government sources, designated for research</i>	<i>695, 810</i>

¹ http://ec.europa.eu/euraxess/pdf/research_policies/Towards_a_European_Framework_for_Research_Careers_final.pdf

² Source: 2018 MESRI survey (2018 finance data)

2. Strengths and weaknesses of the current practices

2.1. Ethical and professional aspects

Strengths

- **Professional foothold that ensures close relations with actors on the field and decision-makers:** Researchers view EHESP's hybrid character as a significant strong point. As well as a higher education and research organisation, the School trains public health managers through statutory, continuing training. The resulting inter-professional nature of the campus facilitates involvement in research. The School also makes an active contribution to public debates and to informing political decision-making.
- **Capacity to attract funding:** the EHESP's status as a national School coupled with its strong reputation, including internationally, gives it direct access to a wide range of funders. The success rate of responses to calls for projects is 27%, which illustrates the capacity of EHESP researchers to position themselves in a highly competitive environment. The "research contract office" supports researchers in setting up research, establishing contracts, and following up on projects.
- **Strategic framework and policy of attachment to UMR/EAs (mixed research units and research teams):** EHESP has worked with researchers to establish a School Plan for 2019-2023 (*Projet stratégique d'établissement 2019-2023*). This plan defines the three priority fields in which researchers work, and reaffirms the School's involvement in accredited research units and in the Rennes campus policy.
- **Establishment of a scientific integrity policy:** cf. box below on "Major developments since the initial plan".

Weaknesses

- **The institution is too small to successfully see through some projects:** With 160 researchers, EHESP staff numbers are low compared to most higher education and research bodies. The scale of the institution is not always suitable to tackle projects such as the creation of an ethical committee, scientific communication and economic development. Consolidating partnerships is thus a key issue for EHESP.
- **Insufficient space for dialogue dedicated to research:** The School's status as a research institution is recent and a strong vocational culture persists in its organisation and support functions. The consultation highlights a clear call for more coordination and support of the scientific community.
- **Uneven evaluation of researchers:** Standardised assessment of researchers is complex due to multi-disciplinary research and the different statuses and evaluation traditions in the attached research units. The teaching aspect, which is easier to quantify, often dominates research lecturers' assessment interviews, sometimes generating the impression that research activities are insufficiently recognised.
- **Management of declarations of interest not yet formalised:** Apart from the authorisation of multiple job-holding and possible notifications by the Scientific Integrity Officer, no procedure is

in place for declaring and handling declarations of interest. This is an important issue given the School's expert missions and its role in dealing with decision-makers.

Major developments since the initial plan

Since being granted HRS4R status, **significant progress has been made on ethics and scientific integrity**. EHESP has signed the French Charter on Ethics in Research Professions. In late 2018, it appointed a Scientific Integrity Officer (SIO) whose mission is to independently deal with all notifications relating to lack of integrity or scientific ethics, and to make recommendations to the School. Partnerships have also been initiated to make it easier for researchers to obtain opinions from an ethics committee: with Rennes CHU hospital for support in making requests to the *Comité de Protection des Personnes* (CPP) ethics committee, and for other people-related projects, the *Comité d'Evaluation de l'Ethique de l'Inserm* (CEEI).

The data protection officer (DPO) has also done significant work to raise awareness of protecting personal data, inform about regulations, and facilitate procedures with the French data protection authority, CNIL.

This mobilisation by EHESP has led to internal clarification of the criteria of a rigorous, honest scientific approach, and their debate within the scientific community, including with students (at the doctoral network seminar) and with the institution's partners. This action must now be pursued in the long term and feed into prevention procedures and the promotion of good practices within the School (e.g. declarations of potential conflicts of interest).

2.2. Recruitment and selection

Note that the EU self-assessment grid for "open, transparent and merit-based recruitment" was not required for the initial strategy. It is provided in Annex 1 ("OTM-R checklist"). The grid indicates a generally satisfactory level, in particular the quality of the selection process, along with shortcomings in terms of international attractiveness, publication of positions, and more generally the transparency of the process for external candidates. As a result, consolidation of the different internal procedures and guides with a view to a more visible publication on the website has been added to the action plan.

Strengths

- **Researchers with varied backgrounds:** The scientific community commends the wide range of profiles (disciplines, careers, statuses) present at EHESP, which illustrates the intrinsically open character of its recruitment policy. Almost half of our researchers are contractual, while state employees may come under the Ministry of Higher Education and Research, the Ministry of Social Affairs and Health, or may be seconded from an agency, institution or local authority. Women are particularly well presented. The international dimension of careers is valued.
- **Framework established by the ministry and French legislation:** The recruitment of academics is governed by the decree on the status of research lecturers, which EHESP has chosen to follow to select researchers of all statuses. Following six years of service at the university, staff on short-term contracts can move to a permanent contract.

- **Systematic feedback to unsuccessful candidates:** All interviewed candidates receive a reasoned opinion by telephone that is recorded in the HRD system. Unsuccessful candidates who were not interviewed systematically receive an email and may request an exchange with the HRD.

Weaknesses

- **Employment ceiling problem:** As a public institution, the number of available job positions is subject to a quota established by the EHESP's two line ministries. Regulations do not allow recruitments beyond this ceiling, except when financed externally (awarded research contracts). During this period of budget cutbacks, this issue is particularly pressing. An increasing share of research is carried out by externally funded projects, which, due to their lack of sustainability, results in precarity for the agents and teams concerned.
- **Unclear connection between recruitment and strategy:** Despite the establishment of a recruitment campaign process and a strategic discussion by the board of directors, researchers regret the lack of anticipation, visibility and shared reflection on selection criteria in the new School Plan, in particular given the reduced number of positions available.
- **Ill-defined post-doctoral status:** The conditions applicable to contract researchers with doctorates are the same as for "research engineers", whatever the objectives of their mission or the timescale. Currently, no specific "postdoctoral" status exists for young researchers developing their careers.
- **Low proportion of top-level and international researchers:** Despite the School's commitment to a resolutely international environment (programme, expertise, collaborations, etc.) and the promotion of mobility, the number of foreign national researchers remains low. In addition, the scientific community has identified the need to attract more researchers with accreditation to supervise research (*habilitation à diriger des recherches* - HDR).

Major developments since the initial plan

Since attaining the *HR excellence in research* award, the recruitment process of all researchers at EHESP has been progressively standardised to the Ministry of Higher Education, Research and Innovation (MESRI) procedure for research lecturers: open, balanced composition of the selection committee, systematic feedback to unsuccessful candidates, etc. Comprehensive information is provided to new recruits on reception conditions and career perspectives at EHESP. A "buddy" is designated to each new recruit to facilitate integration into the School. A welcome event for new arrivals is organised every year by the human resources department. This features a presentation of all of the School's missions and services, a campus tour, and a convivial lunch.

The HRD and research contracts office have also set up a specific process for recruiting personnel on external funds, in order to encourage the flow of information between different stakeholders at the School, and to anticipate and communicate better with project initiators and candidates on the particular constraints of this type of contract.

2.3. Working conditions

Strengths

- **Rich and varied scientific environment:** As highlighted above, EHESP's professional foothold, transversal nature and multi-disciplinary approach are perceived as major assets. Numerous local, national and international academic and professional networks come together at the School, offering researchers a wide range of potential collaborations.
- **Flexible working arrangements:** EHESP facilitates the "nomadic" work of research lecturers, who are only obliged to be present on the campus for their lecturing work. Other research staff are subject to a variable timetable and teleworking is possible one day a week. Appropriate equipment is provided (laptop with remote secure server connection). Arrangements are also possible to prepare research-supervision accreditation (HDR) and other training. Availability is also facilitated for personnel.
- **Promotion of international mobility:** EHESP has an international outlook through the very nature of its missions. This also involves an active international policy: annual mobility grants available to all staff, collaborations with partner institutions, membership of the international mobility centre (CMI), which facilitates applications and accommodation for foreign researchers hosted at EHESP.

Weaknesses

- **Multiple activities constrict the time devoted to research:** Most researchers at the School, due to their status, have lecturing obligations, and sometimes expertise activities to carry out in addition to their research work (minimum 192 hours per year for all research lecturers and often more to cover all teaching activities). This is considered as the main hindrance to developing research, in particular at key career stages. Other hurdles include significant bureaucratic duties and the search for funding.
- **Precarity for contractual staff with own funding:** The multiplication of work contracts for staff funded by awarded research contracts, most of which are short term and renewed as finances become available, hinders long-term visibility for the agents concerned and the host teams. Well-being in the work place and integration into university life are impacted: training, career progress, team management, etc.
- **Restricted pay scales:** The variety of statuses requires the application of different scales to respect French regulations, thus generating pay disparities between researchers. For some, this gives an impression of being undervalued and insufficiently recognised.

Major developments since the initial plan

Pay scales are now freely accessible on the intranet. Civil servant pay follows the regulatory "RIFSEEP" system and pay scales for contractual staff have been indexed to correspond.

With the support of the hygiene, safety and working conditions committee (CHSCT) and its working groups, significant efforts have been made to improve well-being in the work place, in particular the following:

- Following a conclusive experimental phase, the measure to allow staff to telework has been established permanently and opened to all personnel at the School.
- Thanks to the establishment of travel management and a policy to encourage soft transportation, the city of Rennes awarded the School's travel plan a "sustainable transport" label.
- The disability management plan is in its implementation phase with increased accessibility on campus and the nomination of a disability officer who participates in recruitment and support for disabled people. The officer acts to anticipate and resolve problems relating mainly to maintaining disabled people in work and adapting posts. In 2018, EHESP signed the Romain Jacob Charter entitled "united for access to health for disabled people".
- In 2018, EHESP became the first "smoking-free campus" in France.
- A guide to anticipate and prevent harassment has been produced and disseminated. EHESP was jointly awarded with its Rennes partners the Orange Day Champions prize 2018 by UN Women for its commitment to combating violence against women.
- Since 2018, EHESP has pursued a "Sustainable Development and Social Responsibility" approach and written this strategy into its School Plan (PSE) for 2019-2023.

2.4. Training and development

Strengths

- **Access to a broad selection of continuing training:** Through its missions and accreditation as a continuous training organisation, EHESP offers a wide range of training courses on public health open to researchers who want to integrate specific modules. In addition, courses resulting in a diploma, symposia, and PhD work by researchers already employed are paid for by the institution, along with personalised language-learning lessons that are highly appreciated by researchers. A teaching support centre also exists to guide researchers in their everyday teaching tasks. Thanks to partnerships set up locally, joint training courses are available on shared subjects (e.g. doctoral supervision).
- **The Public Health Doctoral Network (*Réseau Doctoral en Santé Publique* - RDSP):** This network, which is coordinated by EHESP and has existed for over ten years, is unique in France. It features around one hundred PhD students from 11 member doctoral Schools located in France and working in different fields. Along with awarding 8 doctoral contracts per year, EHESP awards mobility grants to doctoral students, including abroad. The doctoral students follow additional courses in public health and organise inter-disciplinary seminars. This allows them to develop their inter-disciplinary and international practice, with the long-term goal of a community of professionals and researchers sharing a common understanding of public health.

In addition, EHESP runs a national doctoral course in occupational health (*parcours doctoral national en santé-travail* - PDNST). The objectives of the PDNST are to attract excellent candidates to occupational health research and to improve the visibility of this theme and research teams working in the field, in order to boost national and international attractiveness. Two doctoral contracts are awarded each year.

- **Possible co-accreditation of doctorates with Brittany-Loire doctoral Schools:** cf. box below on "Major developments since the initial plan".

Weaknesses

- **Training policy insufficiently formalised for researchers:** Despite the high number of courses available to researchers, the research field is not sufficiently represented in the training programme, in particular for specific subjects such as research team management, promotion of research, and intellectual property. Due to the way it is organised, researchers cannot easily access the courses currently on offer.
- **No doctoral School of its own:** Despite its status as a national School of public health, EHESP does not have its own doctoral School on the subject, partly due to an insufficient pool of researchers accredited to supervise research. Despite being involved in the governance of doctoral Schools, accredited to deliver doctoral degrees, and the coordinator of the RDSP, EHESP remains somewhat dependent on its partners to select and train doctoral students, and less visible to young researchers.

Major developments since the initial plan

Although the School's researchers have supervised and hosted doctoral students in their team for a long time, until recently EHESP was not able to enrol its own doctoral students and award them with doctorates. Following long negotiations, this was made possible in 2018 by the signature of agreements with four doctoral Schools of interest to EHESP at Brittany-Loire University (UBL): biology of health; economics and management science; law and political science; society, time and territory. Since autumn 2018, 12 students have signed up for doctoral studies at EHESP.

This progress nevertheless requires consolidation, coupled with easier internal processes at EHESP for doctoral students. Care should also be taken to ensure that it is not put into question by the forthcoming reconfiguration of UBL doctoral Schools following a new site policy.

2.5. Context factors impacting the strategy

The School Plan (*Projet stratégique d'établissement* - PSE), which forms the basis of the performance and objectives contract signed between EHESP and its line ministries, came to term in 2018. EHESP consequently adopted a new PSE in 2019 for the period 2019-2023, following a participation process aimed at setting strategic objectives together by including the entire EHESP community and its ecosystem (the School's academic and professional partners, various national and international public health actors). It also took into account major national directions in the health field (French Health Plan 2018-2022), higher education and research (new university groupings), and changes brought about by reforms to vocational training and the modernisation of public action.

The main points of the new PSE 2019-2023 that impact on human resources strategy are the following:

- **Reaffirmation of the School's core values:** Values of public service, ethics, cooperation, excellence, social and environmental responsibility, acquisition and dissemination of knowledge contributing to people's well-being.
- **Targeting of development strategy around three priority themes:** "Organisation, management and performance of our health system"; "environments and health"; "health, communities and public policy". The optimisation of recruitment processes, career evaluation, training and the School's attractiveness is identified as an important driver to carrying this strategy through.
- **Wider reach and international recognition:** This involves more intense development of international activities, rooted in the Schools missions.
- **Revision of the School's economic model** to ensure its sustainability. For the sake of simplicity, contributions from health and medico-social organisations, which currently constitute most of the School's funding, will be replaced by a general grant from the national health insurance system starting from 2020 that will cover the structural deficit. Moreover, reflecting significant efforts made by EHESP in recent years, the reduction of the "health" employment ceiling is limited to a single unit (-1 FTE) in 2020 and the obligatory decrease in operational expenditure will amount to only 1% in 2020 compared to 5% for other state operators. The School is committed to continually developing its own resources, and to pursuing its efforts to streamline and optimise its operations on a multi-annual basis.
- **Stronger foothold on the Rennes site:** The community of Brittany-Loire University organisations will disappear on 31/12/2019. For several months, EHESP has been participating in constructing the future "University of Rennes" (UniR) and will feature in its site contract for 2022-2026. An action plan establishing the first joint short- and mid-term actions was validated in autumn 2019 by all partners. EHESP has also decided to withdraw from the USPC alliance in 2020. The Ministry of Higher Education and Research (MESRI) has accepted this contractual change.

The legal configuration of the new university community "UniR" could have a significant impact on the action anticipated in this HRS4R.

Similarly, the implementation of the Act on Transforming the Civil Service could constrain or facilitate certain actions.

A survey on well-being in the work place is underway at the School. Its conclusions will contribute to the revised action plan.

3. Action plan

3.1 Assessment of the initial action plan (2017-2019)

The assessment allows us to go back over the progress made since obtaining the award. Significant improvements include the following:

- Establishment of a policy on ethics and scientific integrity at the institution: signature of the French Charter on Ethics in Research Professions, appointment of an integrity officer from outside the School responsible for handling notifications of suspected shortfalls, appointment of a DPO etc.
- Concrete implementation of action on non-discrimination and well-being at work.
- “Top-down” standardisation of the recruitment policy.
- Co-accreditation for awarding doctorates and set-up of a joint signature policy with our partners at Rennes.

This review also highlights that some projects have not yet been completed, such as on the management of declarations of interest, clarification of “postdoctoral” status at the School, the time dedicated to research, and assessment of researchers.

A detailed analysis by action can be found in Annex 2.

3.2 Updated action plan (2020-2022)

Following this first review and to respond to the areas for improvement identified in the diagnosis shared internally, EHESP has identified **30 actions** to carry out over the next few years. These actions involve:

- Raising awareness and improving internal communication on existing processes.
- Developing new measures.
- Reflecting on strategic aspects for the School.

These actions fit into the School’s sustainable development and socially responsible approach and meet with the following objectives:

- Continued work on ethics and scientific integrity
- Increased promotion of research work
- Greater clarity of the recruitment policy
- Strengthening of the international aspect
- Better balance between research and training
- Improved support for teams financed by awarded research contracts
- Improved supervision for young researchers
- More organised research training courses.

Acronyms	Definition	In French:
HRD	Human resources department	DRH
RD	Research department	DR
MB	Management board	Equipe de direction
SC	Scientific council	CS
RCO	Research contract office	Bureau des contrats de recherche (BAC)
LAD	Legal affairs department	SAJ
IRD	International relations department	DRI
DS	Department of studies	DE
ITSD	Information and technology system department	DSIT
CD	Communication department	DirCom

N°	Proposed action	Charter/Code Principle	Timing	Responsible Unit	Indicators	Current Status
I- Ethical and professional aspects						
1	Establishment of declarations of interest for all research lecturers	1- <i>research freedom</i> 2- <i>ethical principles</i>	2 nd semester 2021	HRD-RD- lawyer working with integrity officer	Number of declarations	In progress
2	Integration of ethical and data protection issues in training (initial and further) for researchers	2- <i>ethical principles</i> 7- <i>good practice</i>	2 nd semester 2021	RD-DS	Number of people trained	New action
3	Application of a common ethical approach at the Rennes site and sharing of good ethical practices including in Human and Social Sciences	2- <i>ethical principles</i>	2 nd semester 2022	Management - RD	UniR strategy	New action
4	Systematic filing of publications in open archives such as HAL	8- <i>dissemination and exploitation of results</i>	2 nd semester 2022	RD - Documentation	Rate of HAL identifiers and number of publications	New action
5	Application of a shared approach to scientific communication and socio-economic promotion at the Rennes site	8- <i>dissemination and exploitation of results</i> 9- <i>public engagement</i>	2 nd semester 2022	RD – MB – Communication Department (CB)	UniR strategy	New action
6	Development of joint discussions between researchers and organisation of dialogue between research units	22- <i>recognition of the profession</i> 34- <i>complains/ appeals</i> 35- <i>participation in decision making bodies</i>	2 nd semester 2021	RD	Cohesion of the scientific community	New action
7	Awareness-raising of non-discrimination	10- <i>non-discrimination</i> 27- <i>gender-balance</i>	Annual	HRD -DS	Number of participants in actions	Completed. To be continued

N°	Proposed action	Charter/Code principle	Timing	Responsible Unit	Indicators	Current Status
II- Recruitment						
8	Publication of OTM-R recruitment policy on the website	12- recruitment (charter) 13- recruitment (code)	2 nd semester 2022	HRD	Internet link	New action
9	Improved communication on recruitment campaigns: decision-making process and selection criteria	12- recruitment (charter) 15- transparency	2 nd semester 2020 then annually	Management in association with HRD -RD-DS	Dissemination of process	New action
10	Information meeting on pay scales	15- transparency 26- Funding and salaries	2 nd semester 2020 then every 2 years	HRD	Number of participants	New action
11	Clarification of position of “postdoctoral” researchers compared to research engineers	21- postdoctoral appointments	2 nd semester 2021	HRD - RD	Status sheet and number of post-doctoral contracts	In progress
12	Definition of publication criteria for job availabilities in English on Euraxess	12- recruitment (charter) 13- recruitment (code)	2 nd semester 2021	HRD in association with RD - DS	Dissemination procedure Number of publications	New action
13	Formalisation of hosting process for international researchers	18- recognition of mobility experience 29- value of mobility	2 nd semester 2020	IRD	Written process	New action
14	Experimentation of hosting international doctoral students from partner organisations	18- recognition of mobility experience 29- value of mobility	2 nd semester 2022	RD - IRD - HRD	Number of international doctoral students hosted	New action
15	Implementation of policy on research chairs	13- recruitment (code) 20- seniority	2 nd semester 2020	RD - Management	Number of chairs associated with priority themes	New action

N°	Proposed action	Charter/Code principle	Timing	Responsible Unit	Indicators	Current Status
III- Working conditions						
16	Continued negotiations on the employment ceiling with ministries, in particular with a view to striking a new MESRI-Health balance	<i>25- stability and permanence of employment</i>	Annual	Management - HRD	Number of positions available	In progress
17	Creation of a “research sabbatical”	<i>24- Working conditions</i>	2 nd semester 2020	HRD -RD- DS	Number of beneficiaries	New action
18	Improved protocol for managing research lecturers in particular their additional work hours and the connection of School/research unit evaluations	<i>26- funding and salaries 11- evaluation systems</i>	2 nd semester 2022	HRD	Protocol review	In progress
19	Creation of a special framework description for agents financed by awarded research contracts to be produced at each recruitment	<i>25- stability and permanence of employment 15- transparency</i>	2 nd semester 2020	HRD in association with RCO	Publication and dissemination of sheet	New action
20	Reflection on criteria for permanent contracts for engineers	<i>25- stability and permanence of employment</i>	2 nd semester 2022	HRD - RD -DS	Validation of procedure	New action
21	Reflection on establishing a platform for sharing CVs of contract staff with our partners	<i>25- stability and permanence of employment 28- career development</i>	2 nd semester 2022	HRD in association with Management	Proposals	New action
22	Mapping of strategic international partnerships and feedbacks of research mobilities	<i>29- value of mobility</i>	2 nd semester 2021	IRD - RD	Map and feedback form	New action
23	Attainment of International Credit Mobility	<i>29- value of mobility 18- recognition of mobility experience</i>	2 nd semester 2021	IRD	Acceptance of project by the EC	New action
24	Implementation of a diversity action plan	<i>10- non-discrimination</i>	2 nd semester 2022	DS- Sus. Dev. & Soc. Resp.	Review of action plan	New action

N°	Proposed action	Charter/Code principle	Timing	Responsible Unit	Indicators	Current Status
IV- Training and development						
25	Consolidation of doctoral student co-accreditation with our partners in Rennes	36- <i>relation with supervisors</i>	2 nd semester 2022	RD- Management	Number of co-accredited doctoral schools	Completed. To be continued
26	Creation of an EHESP doctoral student guide	22- <i>recognition of the profession</i> 36- <i>relation with supervisors</i> 40- <i>supervision</i>	2 nd semester 2020	RD-Lawyer-Schooling	Popularity of the guide	New action
27	Experimentation of a community of doctoral supervisors	37- <i>supervision and managerial duties</i> 40- <i>supervision</i>	2 nd semester 2021	RD	Identification of an exchange format	New action
28	Creation of a research training package, including on research management, promotion and intellectual property	38- <i>continuing professional development</i> 31- <i>Intellectual property rights</i> 39- <i>Access to research training</i>	2 nd semester 2022	HRD- RD	Number of courses	In progress
29	Incentive and support strategy for researchers involved in attaining accreditation to supervise research (HDR)	37- <i>supervision and managerial duties</i>	Annual	RD	Number of accreditations	Completed. To be continued
30	Easier access for all to documentary resources including digital, as part of the university community UniR	23- <i>research environment</i> 39- <i>Access to research training</i>	2 nd semester 2022	RD - Documentation	Access rights	New action

4. Implementation

EHESP's HRS4R strategy is jointly coordinated by the Research Department (RD) and the Human Resources Department (HRD), in close association with the management.

A steering committee is responsible for following up on implementation. It comprises representatives from management, the departments concerned, the scientific community and representative bodies.

4.1. Preparation of the internal review

The coordinators of the initiative (RD-HRD) prepared the internal diagnosis. The first points were achieved in June 2018, then July 2019. The Steering Committee then met formally each month to consolidate the intermediate self-assessment at the end of 2019 and present it to the representative bodies:

- Steering Committee meeting of 12/09/2019: reminder of the measure, in particular for new arrivals, and organisation of the self-assessment process; presentation of a 1st review of actions initially anticipated
- Steering Committee meeting of 16/10/2019: validation of the review of the 2017-2019 plan of action; re-evaluation of the School's strengths and weaknesses and definition of means of consulting the scientific community
- 04/11/2019: presentation to the Board of Directors of the state of play; validation of means of consulting the scientific community
- From 04/11/2019 to 13/11/2019: launch of online survey
- Steering Committee meeting of 14/11/2019: presentation of first review of the survey; discussions on action to pursue over the next few years
- 22/11/2019: finalisation of report on survey results
- 28/11/2019: presentation to the Scientific Committee of project progress
- Steering Committee meeting of 10/12/2019: validation of revised action plan and the application to submit to the European Commission
- Late December 2019: validation by the Director and application on the online platform; communication to the scientific community and on internet and intranet sites.

In between each of these steps, the procedure was supplemented by the collection of information and formatting of the application. The RD consulted key resource people and worked on writing up the application, in association with the HRD.

4.2. Involvement of the research community

Researchers participate in the Steering Committee. One representative per department has thus been designated (cf. detailed composition below), and the different types of status are represented. These representatives have been highly active in discussions and have presented HRS4R to their own research teams.

An online consultation was also organised in November 2019 to give all researchers an opportunity to give their point of view on the self-assessment, and so that the scientific community as a whole could learn about the process. The aim was also to verify that the analysis prepared by the Steering Committee was shared by members of the institution. The questionnaire published online along with a detailed report on the results of this consultation can be found in Annex 3.

Fifty people responded to the survey. The participation rate was therefore a little over 30%, which is considered satisfactory, in particular compared to the previous survey organised for the consolidation of the initial plan (36 respondents in 2017). The profile of the respondents corresponds to the composition of EHESP's scientific community (over 50% research lecturers, more than 60% women, a significant share of contractual researchers) except for doctoral students and technicians, few of whom responded. The majority of the researchers who participated in the survey have worked at EHESP for a number of years.

The survey confirms that the scientific community is generally in agreement with the analysis proposed by the Steering Committee. The rare points identified that were not validated by over 50% of survey respondents were withdrawn from the internal diagnosis. The main issues cited were the following:

- The lack of time dedicated to research, in particular at key career stages (actions 17-18).
- The employment ceiling and its repercussions, in particular the fragility of teams funded externally (actions 16 and 19 to 21).
- The need to develop work on ethics (taking into account HSS specificities) and on promotion (actions 1 to 5).
- The need to increase consideration of the problems facing young researchers (actions 11, 26-27, 30).

In addition, the consultation pinpointed other weaknesses and areas for improvement that have now been included in the self-assessment:

- The need to attract more top researchers capable of managing teams (actions 12, 15 and 29).
- The need to create more space for dialogue on research. Researchers pointed out the need to reinforce coordination and support for the scientific community (actions 7 and 28).
- The need for a clearer connection between recruitment and the School's strategy despite the establishment of a process on recruitment campaigns and a strategic discussion by the Board of Directors. Communication efforts are therefore required (actions 9-10).
- The impression of inequalities and lack of recognition generated by pay disparities due to the variety of statuses and career paths (action 10).

4.3. Steering committee

The Steering Committee is responsible for monitoring the implementation of HRS4R at EHESP. It comprises representatives from management, the departments concerned, the scientific community and representative bodies. At the end of 2019, its exact composition was as follows:

Administrative staff:

- Management: Manuel Coat, Chief of Staff
- Human Resources Department: Marie-Hélène Renault, Director, and Marine Hamelin, Recruitment and Training Manager
- Research Department: Christophe Le Rat, Assistant Director, and Mailys Tisseau-Ménez, Research Contracts Office Manager
- Steering and Quality Support Centre (ApPI): Manuella Poute, Quality Manager, and Françoise Cormerais, Quality Project Manager
- International Relations Department: Laurence Houari, Incoming International Mobility Manager
- Department of Studies: Frank Gélébart, Assistant Director

Research staff:

- Hygiene, safety and working conditions committee (CHSCT): Frédérique Quidu, research engineer and CHSCT secretary
- Department of quantitative methods and public health (METIS): Emmanuelle Leray, research lecturer
- Department of occupational environment health and sanitary engineering (DSET): Pierre Le Cann, research lecturer
- Department of human and social sciences (SHS): Alis Sopadzhian, research lecturer
- Department of the institute of management (IDM): Richard Rouxel, research lecturer
- Study and research laboratory on health and the environment (LERES): Pierre Le Cann, research lecturer and Jade Chaker, doctoral student.

The researchers taking part in the Steering Committee have different disciplines, statuses and categories, i.e. contractual staff, civil servants, staff on secondment, and doctoral students. This panel, which is representative of the different groups present at EHESP, means that members can bring their own vision of the profession, discuss and express their particular constraints/requirements.

On specific points, other specialists may be called on for their expertise:

- Sylvie Prioul, head of legal affairs
- Philippe Marin, data protection delegate
- Pierre Fournier, scientific integrity officer,
- Nathalie Cavagni, director of communication
- Estelle Baurès, sustainable development and social responsibility manager
- Sabrina Chabant, health, disablement and risk prevention officer
- Jacques Orvain, secularism and radicalisation action officer
- Nicoletta Bakhos, gender equality officer
- Solène Chevreau, diversity programme manager

4.4. Alignment of organisational policies with HRS4R strategy

The School Plan (PSE) integrates the principles of HRS4R. These are identified as important levers for achieving its strategic guideline No. 2 *“increase the visibility of research activities and scientific expertise to inform policy decisions, thanks to significant organisation, coordination and promotion”* and its transversal objective aimed at *“effective, efficient organisation and operations in conformity with the School’s site policy”*. For these parts of the PSE, the internal monitoring indicators that serve to steer the strategy by the Board have been pooled with those of HRS4R.

Similarly, the different quality procedures at work in the School respond to and feed into the HRS4R strategy. For example, the “Sustainable Development and Social Responsibility” initiative, which takes up the actions set out in parts I- Professional and Ethical Aspects, and II- Work Conditions. This is also the case for the APHEA (Agency for Public Health Education Accreditation), well-being in the work place action plan, and “campus accessibility” in the disability management plan.

Lastly, the HRS4R strategy, in particular the internal diagnosis and progress monitoring, will be included in the application that will be submitted in September 2020 to the *Haut Conseil de l’Evaluation de la Recherche et de l’Enseignement Supérieur* (HCERES), an independent administrative authority responsible for evaluating all research organisations in France.

4.5. Monitoring progress

The action plan and its revisions are made public on the EHESP website in the section “quality commitment”, along with the relevant assessments.

The Steering Committee, based on the composition described above, will meet once a semester to ensure that the timetable is respected and to make any necessary adjustments. In between these formal follow-up and exchange sessions, the coordinators (RD-HRD) will make regular updates to follow the progress of actions over the semester, get back to the services concerned, and when necessary inform new arrivals about the HRS4R strategy and its requirements.

These actions could be the object of presentations and discussions with representative bodies (CHSCT, SC).

The coordinators also gather justifications and data used to document the monitoring indicators identified in the action plan. This work is carried out in association with the “Steering and Quality Support Centre” (ApPI), which provides methodological guidance. Tracking records are also compiled at the RD.

4.6. Preparation of the external review (2023)

The consensus report will formalise feedback from the European Commission on the first years of implementation of HRS4R at EHESP and its recommendations for the revised action plan. This report

will be the object of a detailed analysis by the project's coordinators (RD-HRD) and its lessons will be discussed by the Steering Committee in mid 2020.

In view of these elements and following an appraisal by Steering Committee members and the School's management team on the methods employed to carry out this first self-assessment, these methods will be continued or adjusted for the HRS4R renewal phase.

The coordinators will also exchange on good practices with other organisations in line with the Rennes site policy and that of the *Agence de mutualisation des universités et établissements français* (AMUE). Exchanges at European level could also be organised (e.g. with the University of Liège).

The Steering Committee will meet more frequently during the 2nd semester 2022 to coordinate this external assessment, both in terms of content (action plan review) and to define the means of an extended consultation of the scientific community and the logistical organisation of a possible on-site visit by external evaluators.

Annex 1: OTM-R checklist

(Self-assessment for Open, Transparent and Merit-based Recruitment)

	Open	Trans- parent	Merit- based	Answer: ++ Yes, <i>completely</i> +/-Yes, <i>substantially</i> -/+ Yes, <i>partially</i> -- No	*Suggested indicators (or form of measurement)
OTM-R system					
1. Have we published a version of our OTM-R policy online (in the national language and in English)?	x	x	x	No	At this stage, only publication on intranet. Link to be provided
2. Do we have an internal guide setting out clear OTM-R procedures and practices for all types of positions?	x	x	x	Yes, <i>substantially</i>	Protocol for contractual researchers available on intranet – regular updates. Decrees regulating procedures for civil servants
3. Is everyone involved in the process sufficiently trained in the area of OTM-R?	x	x	x	Yes, <i>substantially</i>	Regular training courses for recruitment managers and career advisers (AMUE training)
4. Do we make (sufficient) use of e-recruitment tools?	x	x		Yes, <i>substantially</i>	CVMAIL web tools for the entire process: applications, response to candidates, transfer of applications, CV database, etc. Regular use of videos for candidates who request it and pre-selection committees. Avenue for improvement: use of a digital platform for selection committee
5. Do we have a quality control system for OTM-R in place?	x	x	x	Yes, <i>substantially</i>	Participation of external people in the selection process In addition, for academics, the Board approves: - Creation of a selection committee

					<ul style="list-style-type: none"> - Appointment of a chairperson - Composition of selection committee - Ranking of candidates - Recruitment of candidate - Regrading of candidate (pay)
6. Does our current OTM-R policy encourage external candidates to apply?	x	x	x	<i>Yes, substantially</i>	Rising trend of external candidates Systematic dissemination on EHESP website + wide publication and dissemination in networks
7. Is our current OTM-R policy in line with policies to attract researchers from abroad?	x	x	x	<i>Yes, partially</i>	Dissemination of some job availabilities in English English version of website EHESP a member of the International Mobility Center (CMI) + use of the School's international network (international relations dept) Number of external actors
8. Is our current OTM-R policy in line with policies to attract underrepresented groups?	x	x	x	<i>Yes, substantially</i>	Rising trend of candidates from under-represented groups (e.g. women) Disability policy, and diversity action plan as part of the sust. dev. & social responsibility strategy
9. Is our current OTM-R policy in line with policies to provide attractive working conditions for researchers?	x	x	x	<i>Yes, substantially</i>	Rising trend of candidates from other organisations Possibility of teleworking, training, support services, School social policy But restricted pay scales
10. Do we have means to monitor whether the most suitable researchers apply?				<i>Yes, partially</i>	Quality applications Not difficult to fill positions Sharing of information between partners, network
Advertising and application phase					
11. Do we have clear guidelines or templates (e.g., EURAXESS) for advertising positions?	x	x		<i>Yes, substantially</i>	Researcher protocol School job description grid Galaxie grid
12. Do we include in the job advertisement references/links to all the elements foreseen in the relevant section of the toolkit?	x	x		<i>Yes, substantially</i>	School job description grid
13. Do we make full use of EURAXESS to ensure our research vacancies reach a wider audience?	x	x			Number of positions published on EURAXESS

14. Do we make use of other job advertising tools?	x	x		<i>Yes, partially</i>	BIEP Galaxie Dissemination medium adapted to job profile
15. Do we keep the administrative burden to a minimum for the candidate?	x			<i>Yes, substantially</i>	Use of digital means
Selection and evaluation phase					
16. Do we have clear rules governing the appointment of selection committees?		x	x	<i>Yes, completely</i>	Statistics on composition of committees Higher education (MESRI) procedure
17. Do we have clear rules concerning the composition of selection committees?		x	x	<i>Yes, completely</i>	Written guidelines Higher education (MESRI) procedure
18. Are the committees sufficiently gender-balanced?		x	x	<i>Yes, substantially</i>	Higher education (MESRI) procedure
19. Do we have clear guidelines for selection committees which help to judge 'merit' in a way that leads to the best candidate being selected?			x	<i>Yes, substantially</i>	Written guidelines Upstream committee briefing by HRD and N+1
Appointment phase					
20. Do we inform all applicants at the end of the selection process?		x		<i>Yes, completely</i>	Systematic response by email
21. Do we provide adequate feedback to interviewees?		x		<i>Yes, completely</i>	Personal response by telephone
22. Do we have an appropriate complaints mechanism in place?		x		<i>Yes, completely</i>	Competent French jurisdiction Number of complaints (none to date)
Overall assessment					
23. Do we have a system in place to assess whether OTM-R delivers on its objectives?				<i>Yes, partially</i>	Self-assessment by HRS4R steering committee & consultation of scientific community

Annex 2: Detailed assessment of the initial plan (2017-2019)

Initial action plan (2017)						Internal review (2019)	
Point	Ref	Type of action	Deadline	Services involved	Indicators	status	remarks
I. Ethical and professional aspects							
1. Research freedom	I.1.1	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	In progress	Declarations of interest have been established for members of the Board of Directors, Training Council and Scientific Council. They are also produced for some researchers involved in partnerships with ANSES, ANSM, etc. An overview has been produced by the HRD on declarations of cumulated activities of research lecturers and a working group on the subject has been set up, overseen by the Scientific Integrity Officer appointed in late 2018.
2. Ethical principles	I.2.1	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	Completed	Considerable work has been done on this point. On 11 October 2018, EHESP ratified the French Charter on Ethics and Research Professions specifying the criteria of a rigorous, honest scientific process. EHESP also appointed a Scientific Integrity Officer (SIO) on 16 October 2018 and established a referral procedure. https://www.ehesp.fr/2018/12/05/ethique-et-integrite-scientifique-l-ehesp-se-mobilise/ Partners have been identified to make it easier for School researchers who would like to obtain an opinion from the ethical committee: with Rennes university hospital for support on filing applications with the ethics committee (<i>Comité de Protection des Personnes</i> - CPP), and for other projects involving people, Inserm's ethical evaluation committee (CEEI). Communication actions have been organised to disseminate the information internally, including aimed at students.

3. Professional responsibility	I.3.1	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	Completed	All applications must go through the research contracts office, which verifies the sustainability of projects and submits them for signature by the Management. It can draw attention to duplicates or inconsistencies with the School's strategic plan. The process is set out in a flowchart available on the intranet. COMPILATIO software, which can be used by researchers to prevent and detect plagiarism, is available to all research lecturers on the REAL platform.
4. Professional attitude	I.4.1	See point 1.3.1					
5. Contractual and legal obligations	I.5.1	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	Completed	The head of legal affairs has identified the main points involving researchers' obligations for research contracts in a note available on the intranet. The research contract office systematically disseminates conventions signed with funders to project initiators, and to the administrative managers of the departments involved in implementing the project. Throughout the project, it acts a referee for researchers and plays a role of decoding and monitoring eligibility rules and the required justifications.
6. Accountability	I.6.1	Appointment of a Data Protection Officer (DPO)	2 years	MB, LAD, RD, Information and technology system department (ITSD), Communication and public relations department (CPRD), Teaching support centre (TSC) (L. Chambaud, P. Benhaddou, S. Prioul, B. Jegou, A. Magdelaine, N. Cavagni)	Appointment of a DPO	Completed	Cf. point I.2.1 on ethical aspects. A data protection officer (DPO) was appointed at EHESP on 25 May 2018, along with an assistant DPO. They are available every Monday and an email address has been set up to make referrals easier. GDPR information seminars aimed at all staff at the School are now organised annually.

7. Good practice in research	I.7.1	Creation of an introductory booklet	1 year	Human resources department (HRD), Infrastructure department (ID) (N. Sourdaïne, M. Renault)	Dissemination of the introductory booklet	Completed	The hygiene and safety booklet has been disseminated to all agents in the School. It is available on the intranet and regularly updated by the CHSCT. A prevention advisor has also been appointed.
8. Dissemination, exploitation of results	I.8.1	Communication on SATT (technology transfer accelerator offices) services	2 years	RCO – LAD (I. El Hamdi - S. Prioul)	Develop an information Session for research professors on services offered by SATTs	In progress	Given the nature of research projects undertaken and the size of the School, promotion questions are dealt with at site scale. As part of the University of Rennes (UniR) action plan adopted in September 2019, several actions have been organised on the theme (strategic steering by the Innovation Committee, specific jobs, interconnection with SATTs, creation of an incubator).
9. Public engagement	I.9.1	Identification of new platforms	2 years	RD (S. Kitar)	New dissemination platforms	Completed	EHESP and the “Institut National de la Consommation” have signed a partnership agreement aimed at strengthening their collaboration to enable consumers to make informed decisions on public health issues. EHESP, through the university community USPC, is also a member of “The Conversation”, a collaborative online forum where researchers can voice their opinion in citizen debates. Researchers are invited to publish articles on their research subject. Local partners have also been identified, e.g. the Espace des Sciences in Rennes, and the Maison de la Consommation et de l’Environnement. Increased scientific communication is also one of the items featuring in the UniR action plan.
10. Non-discrimination	I.10.1	Implementation of the Disability Charter	2 years	HRD (M. Hamelin)	Application of the Disability Charter	Completed	EHESP is committed to a policy of easy accessibility to facilitate reception, participation and autonomy of disabled people at the School. EHESP adopted a disability management plan at the end of 2017 and has created a special space on the intranet gathering all information on the subject. Two disability officers have been appointed to ensure personalised support: one of them deals with students and the other with staff at the School. These officers regularly take training courses (e.g. on accompanying disabled people at work).

11. Evaluation / appraisal systems							EHESP also houses a disability, autonomy and inclusive society research collective (CoRHASI) that includes doctoral students, engineers and lecturers working on issues of disability and autonomy at EHESP. On 27 March 2018, EHESP signed the Romain Jacob Charter entitled “united for access to health for disabled people” and offers a new continuing training session in the disability field. The disability issue has also been fully integrated into the social responsibility and sustainable development action plan for 2019-2023.
	I.10.2	Training actions	2 years	HRD (M. Hamelin)	Increase in the number of training courses and increase in actors’ competency	Completed	An awareness-raising course on equality and non-discrimination has been set up and is now on offer to all staff once a year (run by the foundation “Agir contre l’exclusion”). In 2018, about fifty people took the course, and the 2019 edition in November was also open to students. Initiatives are also regularly proposed by the gender equality officer at the School. An awareness-raising course on harassment was organised in 2018 with partner institutions. The work of the CHSCT working group resulted in the publication on the intranet of a guide on preventing and combating harassment. A diversity action plan is also programmed to feature in the School’s social responsibility and sustainable development action plan for 2019-2023.
	I.11.1	Qualitative assessment of the implementation	2 years	HRD (M. Renault)	Adjustment of the management protocol	In progress	The management protocol for teaching and research staff is available on the intranet in the section “career management/teachers”. The first mid-term report was presented by the HRD to the Board in May 2018 and is a regular feature at Board meetings. Evaluations of the research activities of research lecturers are mostly carried out in research units, often in the form of independent HCERES evaluations and in line with INSERM/CNRS criteria.

II. Recruitment							
12. Recruitment	II.12.1	Writing specific sheets for each status	2 years	HRD (M. Renault)	Display of a clear policy on the different statuses	Completed	Descriptions have been produced of the different statuses: contract, transfer and secondment. These are provided to all agents recruited and will be available on the intranet.
	II.12.2	Information for candidates on the recruitment process (selection committee)	2 years	HRD (M. Hamelin)	Identical recruitment process regardless of status	Completed	The composition of selection committees at the School respects decree 84-431 of the ministry of higher education whatever the status of the person recruited, i.e. jury comprising experts in the discipline, including members from outside the institution, and respecting the gender balance.
13. Recruitment (Code)	II.13.1	Adaptation of the job posting	2 years	HRD (M. Hamelin)	Modification of the job posting	In progress	Given the low level of jobs available, it does not seem currently relevant to include career development perspectives in job descriptions. These have however been included in the status descriptions transmitted to all people recruited.
14. Selection	II.14.1	See point II.12.2					
15. Transparency (Code)	II.15.1	Issue an opinion of all candidates	2 years	HRD (M. Hamelin)	Presence of an opinion for each interviewed candidate	Completed	Feedback is now provided by telephone to all candidates interviewed, and the opinion is recorded in the HRD tool. Unsuccessful candidates that were not interviewed receive an email systematically and may request an exchange with the HRD.
16. Judging merit (Code)	II.16.1	Raise jury members' awareness early in the selection committee process	2 years	HRD (M. Hamelin)	Quality and diversity of the recruitments	Completed	Jury members are briefed prior to recruitments by the HRD, and if necessary by the person who will work directly with the successful candidate. Particular attention is paid to making sure that candidates' profiles match the groups of skills featuring in the job description.
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	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	Completed	Training courses on preparation for accreditation to supervise research (HDR) are available in association with partners on the Rennes site. The cost of HDRs is covered (on average 2-3 per year). A specific course for thesis supervisors (present or future HDRs) is offered each year. Training courses leading to a diploma related to researchers' activities are paid for by the School (5 per year on average). The School also covers the thesis expenses of researchers working at EHESP. The further training catalogue is available to researchers who want to follow specific training courses.
21. Postdoctoral appointments (Code)	II.21.1	Modification of the research engineer contract framework	2 years	HRD (M. Renault)	Number of postdoc contracts	In progress	The conditions applicable to contractual researchers with a doctorate are the same as for research engineers. Currently there is no specific "postdoctoral" status and a possible distinction between engineer and postdoctoral appointments has not yet been explored. However, "postdoctoral" status does feature in agents' job description and contract.

III. Working conditions and social security							
22. Recognition of the profession							
23. Research environment	III.23.1	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	Completed	Special sections have been created on the intranet in the "human resources" area. These gather documents and summarise work produced by CHSCT working groups, e.g. smoking-free campus, teleworking, reception of new arrivals, action to combat harassment, etc.
24. Working conditions	III.24.1	Roll out teleworking for interested research professors	1st 2017 semester	HRD (MT. Desvigne)	Number of research professors teleworking	Completed	Following a conclusive experimental phase, the measure to allow staff to telework has been established permanently. The conditions/method are described and forms are available in the dedicated intranet section. The subject is also covered during annual work interviews. About thirty staff implement this facility to date. Research lecturers also have the possibility of "nomadic" working.
	III.24.2	Identification of an occupational or preventive doctor	3 years	HRD (M. Renault)	Recruitment of an occupational doctor	Completed	EHESP makes use of the services of a preventive doctor. All staff at the School may ask for an appointment. A psychologist and social worker also receive at the School, and community prevention assistants have been appointed and trained (for LERES laboratory activities, for the Parisian site, and for other activities in Rennes). All of this information is available on the intranet in the prevention section, and features in the hygiene and safety booklet.
25. Stability and permanence of employment	III.25.1	Exchanges between the School's management board and the ministry	2 years	MB (L. Chambaud)	Increase in the number of university positions	In progress	The issue of an employment ceiling is still pressing in a context of significant cutbacks in the state budget. The negotiations of the institutional project and the objective and performance contract 2019-2023 were an opportunity to raise this issue once again. Given the considerable efforts made over recent years, the reduction of the "Health" employment ceiling only amounts to one unit (-1 FTE) in 2020.

26. Funding and salaries	III.26.1	Dissemination of pay scales on the intranet	2 years	HRD (M. Hamelin)	Presence of pay scales on the intranet	Completed	Pay scales are available on the intranet in the “remuneration” section. When significant changes occur, the HRD informs the agents concerned during information sessions (e.g. pay changes for contractual staff at end 2019).
27. Gender balance							
28. Career development							
29. Value of mobility	III.29.1	Identification of an appropriate platform	3 years	International relations department (IRD), RD (F.Helliot - S.Kitar)	Identification of a platform	In progress	A first mapping of strategic partners, in particular internationally, was produced by the RD and IRD. Grants for short-term international mobility and Erasmus+ are subject to an annual call for applications by staff at the School. 10/12 researcher mobilities, mostly outgoing, are financed each year. Collective mobility feedbacks exist for students, including the EHESP’s International Forum held annually, but have not been formally organised for researchers to date.
30. Access to career advice	III.30.1	Training of officers	2 years	HRD (C.Chauvin)	Training pursued by officers	Completed	Training courses for HR officers are regularly organised.
31. Intellectual property rights	III.31.1	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 course package	In progress	A training course package seemed more suitable at the scale of the site. Numerous target courses have been proposed to researchers within the School’s partnerships (RESP, COMUE, etc.) along with courses to prepare HDR. At the level of the School, English courses are widely available, and symposia are paid for when a training convention exists. The cost of HDRs is covered (on average 2-3 per year). A specific course for thesis supervisors (present or future HDRs) is offered each year. Training courses leading to a diploma related to researchers’ activities are paid for by the School (5 per year on average). The School also covers thesis expenses for researchers working at EHESP. The further training

							catalogue is available to researchers who want to follow specific training courses.
32. Co-authorship	III.32.1	Development of charter on publication signatures	3 years	RD (B. Jegou)	Dissemination of the charter	Completed	The University of Rennes (UniR) charter on publication signatures has been adopted and is in force since 2018. It is available online and an internal note has been disseminated to EHESP researchers by the RD, who regularly raises awareness on this subject.
33. Teaching	III.33.1	Teaching service time count for each RP	2 years	HRD – DS - RD (M. Renault, P. Marin, B. Jegou)	Better visibility for teaching services	In progress	The management protocol of teaching and research staff regulates this issue. Rates of contract-making must be defined at annual interviews with heads of department, and working hours recorded on a continuous basis. The centralisation of teaching hours is carried out via the management controller and work is underway to reduce the delay in payment for overtime. A guide to inputting teaching activities in the digital tool "SIScolE" was validated in late 2019. It will be the object of a specific communication campaign in the coming months.
34. Complains / appeals							
35. Participation in decision making bodies							

IV. Training							
36. Relations with supervisors	IV.36.1	Reflection with partner doctoral Schools on the establishment of an internal regulation	3 years	RH (B. Jegou)	Establishment of an internal regulation	In progress	Since each doctoral school has its own regulations and charter (as part of the university community "Université Bretagne Loire"), the question arises as to the usefulness of a doctoral charter specific to the EHESP.
	IV.36.2	Initiate reflection on thesis co-accreditation	3 years	RH (B. Jegou)	Development of agreements indicating the terms of thesis co-accreditation	Completed	EHESP has been accredited to deliver doctoral degrees in 4 UBL doctoral schools. Conventions in view of joint accreditation have been signed with the doctoral schools "biology of health"; "economics and management science"; "law and political science"; "society, time and territory", thus covering a broad range of research carried out at the School.
37. Supervision and managerial duties	IV.37.1	Meeting and discussion with the research lecturers on their advancement opportunities	2 years	RD (B.Jegou)	Number of accreditations, thesis supervisions and thesis co-supervisions	In progress	EHESP pursues a policy of encouraging the preparation of HDR, i.e. set-up of training courses and personal support by the RD. However, only a limited number of researchers are potentially concerned.
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					

Annex 3: Consultation of the research community (survey report)

The survey was discussed by the HRS4R Steering Committee and published online using SPHINX software. It was launched from 4 to 13 November 2019. The link to respond to the survey was sent out on 4/11 from the Management email address to all members of the scientific community, and a reminder was sent on 8/11. The survey had been previously presented to the Board of Directors, and disseminated within their respective departments by Steering Committee members.

SAMPLE CHARACTERISTICS

Fifty people responded to the survey, which is a response rate equivalent to 30% of the target audience (EHESP scientific community: 160 researchers). This participation is considered to be satisfactory, in particular in comparison with the previous survey (36 respondents in 2017).

The profile of respondents corresponds to the composition of the EHESP scientific community (over 50% research lecturers, more than 60% women, significant share of contractual staff), with the exception of doctoral students and technicians whose opinion is under-represented. Most of the researchers who replied to the survey have worked at EHESP for several years. Five non-researcher agents responded: these were service managers and staff working in research support positions. Two respondents chose not to reveal their status to ensure that their answers remained totally anonymous.

<u>Status:</u>	No.	%				
Contractual research lecturer	17	34%	} of which	accredited to supervise research (HDR)	6	23%
Civil servant research lecturer	9	18%		in the process of seeking to obtain HDR	3	12%
Development engineer	8	16%		not in the process of seeking to obtain HDR	13	50%
Research engineer, post-doctorate	7	14%		did not stipulate	4	15%
Other (stipulate)	7	14%				
Doctoral student	1	2%				
Technician	1	2%				
Total	50					

<u>Seniority at EHESP:</u>	No.	%
6-10 years	19	38%
Over 10 years	18	36%
3-5 years	11	22%
Less than 1 year	1	2%
1-2 years	1	2%
Total	50	

<u>Financed by own means (external funding):</u>	No.	%
No	34	68%
Yes	12	24%
Does not know	4	8%
Total	50	

<u>Gender:</u>	No.	%
Woman	32	67%
Man	16	33%
Total	48	
Chose not to respond	2	

ETHICAL AND PROFESSIONAL ASPECTS

1. What would you say were EHESP's strong points? (rank in order of importance)

	No.	%
1 Professional foothold that ensures close relations with actors on the field and decision-makers	47	94%
2 Capacity to attract funding	37	74%
3 Strategic framework (School project) and a policy of attachment to research teams and units (UMR/EAs)	36	72%
4 Establishment of a scientific integrity policy	32	64%
5 Easier research promotion thanks to on-site housing of Presses de l'EHESP publishers	30	60%
Total	50	

Response rate: 100%

If you identify any other strong point(s) not mentioned above, please stipulate it/them below:

9
responses
(18%)

Key points:

Involvement and commitment of researchers (3)
 Responsiveness / agility related to the size of the organisation (2)
 EHESP's reputation, including international (2)
 Inter-disciplinary approach (1)
 EHESP research network (1)

2. What would you say were EHESP's weak points? (rank in order of importance)

	No.	%
1 The organisation is too small to carry through certain projects	41	82%
2 Uneven evaluation of researchers	36	72%
3 Currently non-formalised management of conflicts of interest	34	68%
Total	50	

No response(s): 0

Response rate: 100%

19
responses
(38%)

If you identify any other weak point(s) not mentioned above, please stipulate it/them below:

Key points:

Insufficient area for dialogue dedicated to research, lack of listening and guidance (6)
Publication support policy still limited (participation in peer-review committees, web pages) (4)
Inadequate structuring of research (RD role, connection between PSE/ UMR-EA and site policy) (3)
Lack of top-level / HDR researchers (2)
Lack of guidance on respecting ethical requirements including specific requirements of HSS (2)
Lack of research funding (2)
Difficult mutual understanding between the professional and academic aspects of EHESP (2)

3. What priority action do you think should be carried out in the next three years concerning ethical and professional aspects?

21
responses
(42%)

Key points:

Develop guidance on ethical/integrity aspects taking into account specific HSS issues (10)
Develop the research promotion policy (4)
Increase resources and develop research support (administrative support, methodological training, guidance for new researchers) (4)
Improve management and coordination of the scientific community (listening and responding to needs) (2)

Conclusions: The scientific community is generally in agreement with the analysis presented by the Steering Committee. However, researchers identified additional weaknesses that should be given more consideration, such as a lack of listening and the need to improve coordination and support of the scientific community. The development of work on ethics and promotion also clearly emerges from the consultation.

RECRUITMENT

4. What would you say were EHESP's strong points? (rank in order of importance)

	No.	%
1 Researchers from varied backgrounds	46	92%
2 Framework established by the ministry and French legislation: status of research lecturers, permanent contracts, etc.	30	60%
3 Formalised selection process and systematic feedback to unsuccessful candidates	27	54%
4 Gender balance	27	54%
Total	50	

Response rate: 100%

If you identify any other strong point(s) not mentioned above, please stipulate it/them below: 3 responses (6%)

No suggestions, only comments on the strengths mentioned above

5. What would you say were EHESP's weak points? (rank in order of importance)

		%
1 Problem of the employment ceiling	46	92%
2 Unclear definition of post-doctoral status	39	78%
3 Low proportion of international researchers	36	72%
Total	50	

Response rate: 100%

If you identify any other weak point(s) not mentioned above, please stipulate it/them below: 18 responses (36%)

Key points:

Lack of overall connection between recruitment policy and strategy/needs, lack of transparency on selection criteria, difficulty to satisfy training/research needs (6)

Significant status and salary disparities (4)

Insufficient recruitment of established / HDR researchers (3)

Reluctance of EHESP to recruit engineers and give them permanent contracts, lack of perspectives for staff financed by their own means (2)

Lack of more systematic post-doctoral recruitment (1)

Lack of recognition for doctoral students (1)

Difficulty identifying and anticipating key factors for successful integration (1)

Lack of foothold for recruitments in UMRs (mixed research units) (1)

Unacceptably long recruitment decisions (1)

6. What priority action do you think should be carried out in the next three years concerning recruitment? 21 responses (42%)

Key points:

Pursue negotiations with ministries on the employment ceiling and recruit more established researchers with HDR (10)

Make more priority of recruitments corresponding to strategic requirements and realities of the field (6)

Increase transparency and involvement of the scientific community in the recruitment process (3)

Reflect on improving attractiveness for foreign researchers (1)

Establish a policy of permanent contracts for engineers (1)

Start to think about moving contractual researchers from one organisation to another (1)

Conclusions: The scientific community is in agreement with the analysis presented by the Steering Committee, in particular the issue of an employment ceiling, which is a problem for French public research in general. The researchers nevertheless identify an insufficiently clear connection between recruitment and the School's strategy. Despite the establishment of a recruitment campaign process and a strategic discussion by the Board, researchers regret the lack of anticipation, visibility, and shared reflection on selection criteria in the new School Plan. In addition, the scientific community highlights the need to attract more top researchers capable of managing teams.

WORK CONDITIONS

7. What would you say were EHESP's strong points? (rank in order of importance)

		No	%
1	Rich and varied scientific environment	41	82
2	Flexible work time arrangements	36	72
3	Promotion of international mobility	28	56
4	Support guidelines available to researchers	25	50
5	Work by the hygiene, safety & working conditions committee, in particular its well-being in the work place plan	24	48
Total		50	

Response rate: 100%

If you identify any other strong point(s) not mentioned above, please stipulate it/them below: 6 responses (12%)

Key points:

Individual and collective work spaces available for all with appropriate equipment (2)
 Significant freedom for researchers to organise their work and research subjects (2)
 Inclusive institutional life (1)

8. What would you say were EHESP's weak points? (rank in order of importance)

		No	%
1	Multiple activities that reduce the time available for research	49	98
2	Precarity for contractual staff with own funding	42	84
3	Constraining pay scales	36	72
	Total	50	

Response rate: 100%

If you identify any other weak point(s) not mentioned above, please stipulate it/them below: 12 responses (24%)

Key points:

Significant pay disparities due to the numerous statuses and no recognition for overtime, which generates an impression of lack of recognition and low motivation (3)

Insufficient listening to researchers' expectations / needs, lack of space for intellectual exchanges (3)

Lack of guidance and flexibility from the School's support services (3)

Insufficient career management for self-funded staff (3)

Fragile situation for teams depending on self-funded staff (2)

Increased work load following reduction in job positions (1)

9. What priority action do you think should be carried out in the next three years concerning work conditions?

16
responses
(32%)

Key points:

Increase support for agents funded by own means and the concerned teams (5)
Grant dispensation from lecturing duties to carry out research (3) in particular to prepare for HDR and for young researchers
Expand active research forces, reinforce research capacities (3)
Develop management and coordination of the scientific community (research culture, support for teams) (2)
Initiate reflection on reducing disparities (2)
Review the way that research is structured (1)
Reduce the administrative work load (1)

Conclusions: The scientific community is in agreement with the analysis presented by the Steering Committee. The work environment at the School is generally appreciated by researchers, who however identify a difficulty in finding enough time to carry out research, and the issue of personnel financed by their own means, which is increasingly widespread. Researchers express a need for more support in this area. They also regret an impression of inequality and non-recognition generated by pay disparities.

RESEARCHER TRAINING

10. What would you say were EHESP's strong points? (rank in order of importance)

	No.	%
1 Réseau Doctoral en Santé Publique (public health doctoral network)	36	72
2 Access to a broad selection of continuing training	37	74
3 Co-accreditation of doctorates possible with four doctoral colleges at the University of Brittany-Loire	34	68
Total	50	

Response rate: 100%

If you identify any other strong point(s) not mentioned above, please stipulate it/them below: 2 responses (4%)

Key points:

Organisation of numerous scientific and professional events (1)

Inclusive institutional life (1)

11. What would you say were EHESP's weak points? (rank in order of importance)

	No.	%
1 Absence of a structured training policy for researchers	44	88
2 Absence of own doctoral School	34	68
Total	50	

Response rate: 100%

If you identify any other weak point(s) not mentioned above, please stipulate it/them below: 6 responses (12%)

Key points:

Few courses offered to researchers that really concern research fields (2)
Complicated access to courses for self-funded staff (1)
Little access to the doctoral network for Master's students at EHESP (1)
Cumbersome obligations of the doctoral network (1)

12. What priority action do you think should be carried out in the next three years concerning researcher training?

8
responses
(16%)

Key points:

Change the focus to researcher training, in particular aspects related to team and project management, intellectual property, economic promotion, and supervision of doctoral students (3)
Pursue encouragement of passage to HDR and supervision of doctoral students (1)
Continue efforts for a move towards a public health doctoral School (1)
Simplify and increase the attractiveness of the doctoral network (1)
Support access to English courses, in particular for young researchers (1)

Conclusions: The scientific community is in agreement with the analysis presented by the Steering Committee. The access to continuing training is commended, but researchers would like more courses focused on research problems and better consideration of doctoral student issues at the School. The question of access to training for self-funded staff also emerges as a point for improvement.

OTHER REMARKS

13. Do you have any other observations (e.g. on strategy, the self-assessment, this questionnaire)?

11 responses (22%)

Key points:

Interrogations regarding the anonymity of the questions on profiles and the low number of researchers at the School (2)

Need to be aware of the gap between stated ambitions and everyday realities (2)

Lack of overall research vision at EHESP, need for mapping, research requires more organisation (2)

Question of comparability with other European institutions (1)

