



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**

*Updated version following an internal assessment
with a view to the award renewal - June 2023*

Table of contents

- Preamble 5**
- 1. Organisational information on the Ecole des Hautes Etudes en Santé Publique (EHESP)..... 7**
- 2. Strengths and weaknesses of the current practices 8**
 - 2.1. Ethical and professional aspects 8
 - 2.2. Recruitment..... 10
 - 2.3. Working conditions 12
 - 2.4. Training..... 14
 - 2.5. Contextual factors impacting the HRS4R strategy 16
- 3. Action plan 17**
 - 3.1 Assessment of the 2020-2022 action plan 17
 - 3.2 Updated action plan (2023-2026) 18
- 4. Implementation at the school 24**
 - 4.1. Preparation of the internal review 24
 - 4.2. Involvement of the research community 25
 - 4.3. Steering committee 27
 - 4.4. Alignment of the school’s organisational policies with HRS4R strategy 28
 - 4.5. Monitoring progress 28
 - 4.6. Preparation of next steps and assessments 29
- Appendix 1: Updated checklist for OTM-R (*Open, Transparent and Merit-based Recruitment*)..... 30**
- Appendix 2 : Assessment of the action plan 2020-2022..... 33**
- Appendix 3: Consultation of the research community (survey report April 2023) 38**

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 aspects.
- Recruitment and selection.
- Working conditions and social security.
- Training and development.

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 the **European “HR excellence in research” award**.

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 five years of implementation, including an initial intermediate internal review submitted to the European Commission in 2019, we have taken a new look at the school’s strengths and weaknesses in order to adjust and prioritise 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, and the departments concerned. In addition, it was subject to online consultation by the entire scientific community.

The internal review and resulting revised action plan for 2023-2026 have been presented to the Scientific Council and validated by the school’s management.

The report was sent to the European Commission at the end of June 2023.

The notion of “researcher” should be understood in its broadest sense, concerning all positions and levels of seniority (undergraduate student, PhD student, technician, engineer, postdoctoral researchers, research lecturer, expert lecturer, contractual or tenure track funded by the school’s budget or other resources).

1. Organisational information on the Ecole des Hautes Etudes en Santé Publique (EHESP)

EHESP (www.ehesp.fr) is a major French national university. It comes under both the Ministry of Health and the Ministry of Higher Education and Research and has four key missions:

- Train students to secure direction, management, inspection and control positions in the health, social and medical-social fields.
- Provide higher education on public health through a network.
- Contribute to public health research.
- Develop international relations in particular with similar organisations.

EHESP is part of the experimental public institution (EPE) constituted by the University of Rennes.

RESEARCH STAFF (2022 figures)	FTE	<i>Progression compared to 2019</i>
Total researchers	163	↗
<i>of which international (i.e. foreign nationals)</i>	5	↗
<i>of which externally funded ("own resources")</i>	43	=
<i>of which women</i>	112	↗
<i>of which stage R3 or R4 (researchers with a large degree of autonomy, typically with a position of lecturer or professor)</i>	81	↘
<i>of which stage R2 (research engineers, post-doctoral students)</i>	22	↗
<i>of which stage R1 (project engineers, doctoral students)</i>	60	↗
<i>of which on a student contract</i>	0	↘
Total staff (not incl. students and temporary contracts)	427	↘
<i>For information, No. of students with civil servant status</i>	400	↘
<i>For information, No. of staff on temporary contracts</i>	1,183	↘

RESEARCH FUNDING (2022 figures¹)	€	
Total annual budget	6,829,198	↗
<i>of which direct government funding (Ministry of Higher Education and Research - MESR)</i>	2,627,313	↗
<i>of which public funding secured on projects</i>	3,390,443	↗
<i>of which private funding secured on projects</i>	811,442	↗

¹ Source: MESR survey (financial accounting data for 2022)

2. Strengths and weaknesses of the current practices

2.1. Ethical and professional aspects

Strengths

- **A support team works closely with researchers.** A Research Contracts Office has been in place at the school for over a decade. The Office is easily identifiable and comprises four staff members with expertise in providing support and guidance for research projects. It is the first point of call for researchers concerning administrative and financial matters, and serves as an interface with the other support services at the school (HR, legal, etc.).
- **Researchers are engaged with society.** Public health questions are central to society, and our researchers are accustomed to tackling contemporary issues, working with actors on the field, and making their research results accessible, for example to decision-makers and practitioners.
- **Our small school encourages interaction.** The fact that we only have 427 staff members including 163 researchers makes it easy to identify individuals' fields and roles. An organisation centralised on two campuses along with common areas also facilitate exchanges.
- **National and/or international recognition opens up financing and networks.** Thanks to its reputation as a national state university established in France for almost 70 years, EHESP is familiar to the public actors that foster and finance the improvement of public health policies. The national accreditation of its two research units (CNRS, INSERM) attests to their excellence.

Weaknesses

- **Awareness of investment in research could be improved:** The role of teaching, which is easier to quantify, takes up the most space in assessment interviews and discussions on the planned workload of research lecturers; this can result in the impression that research and expertise activities are insufficiently recognised. Our online survey also revealed a concrete need for more internal and institutional recognition of research work.
- **The research community lacks coordination and visibility within the school:** The emphasis is mostly on a vocational school, both in terms of organisation and support functions, while in recent years the school has sought to make its research part of UMRs (joint research units). The researcher community would like to see greater coordination of the Research Department's role and stronger links between the two. The community also identifies a need for acculturation of research and for facilitating the school's administrative services.
- **An ethics committee is not in place:** Despite the opportunities for seeking ethical advice from our partners, to date, EHESP researchers do not have direct, easy access to a dedicated committee capable of treating the various issues and disciplines involved in public health (in particular human and social sciences). Establishing this kind of space along with concrete support on ethical issues is therefore a key project for the school, to be put together with our partners as part of the experimental public institution (EPE) constituted by the University of Rennes.

- **Open access culture still requires development:** Although EHESP features a very active documentation department, the number of full scientific publications available on open archives like HAL remains insufficient. Researchers report a lack of practical knowledge about the benefits and methods involved in this approach.

Major developments since the initial plan

Since the previous action plan, **significant progress has been made on scientific integrity**. The Scientific Integrity Officer (RIS) systematically attends the welcome seminar for PhD students, who are made aware of the implications of their doctoral oath on scientific integrity, which is now established by French law when defending a thesis. A seminar involving the RIS and the entire EHESP scientific community is regularly organised to raise awareness and exchange on these subjects.

Close links have also been established between the different RISs on the Rennes site. The experimental public institution (EPE), the University of Rennes, which has been active since 1 January 2023, sets out a shared objective in its roadmap to promote a culture of scientific integrity and ethics, with the mid-term target of creating an ethics committee.

On its side, EHESP has proactively established a **mandatory declaration of interest** for all research lecturers and expert lecturers, along with the members of the Executive Committee. The model of the declaration and the terms of its implementation were the object of long inhouse discussions, combined with a detailed examination of its proportionality with regard to the issues and personal data protection. A secure email address has been created to receive the declarations, and an ad hoc committee now meets to analyse the declarations, anticipate any potential conflicts of interest, and draw lessons to improve our policy on prevention and promotion of good practices at the school.

These exchanges have led to more widespread internal adoption of the criteria and issues involved in taking a rigorous scientific approach based on integrity.

2.2. Recruitment

The EU self-assessment checklist for “open, transparent and merit-based recruitment” (OTM-R) has been updated. The results indicate a generally satisfactory level, in particular the quality of the selection process, and progress on transparency and visibility when publishing international job vacancies. However, efforts are still needed regarding communication about processes and regarding our employer branding, which, although improved thanks to new recruitment tools, could be better and give greater visibility to the school.

Strengths

- **The school appeals to a wide range of candidates:** Thanks to its strong visibility in professional networks and its history as a public service school, EHESP attracts a wide range of applicants who contribute to the school’s rich diversity. As a result, professionals on secondment from their business jobs work alongside research lecturers and young researchers.
- **An integration process has been set up for new recruits:** a welcome process for new recruits is organised in several phases: an administrative reception provided by the HRD, a welcoming within the department, and an institutional reception. The aim of this welcome process is to ensure that individuals have all the information they need to carry out their job, that they are aware of how the school works, and that they feel part of the community. It would be a good idea to adapt the system to welcome temporary staff members.
- **Progressive alignment with the ministerial procedure is underway:** EHESP hires contractual research lecturers and has set up a recruitment procedure that, while not totally aligned with the ministerial process for recruiting tenure-track research lecturers, moves in that direction (transparent annual campaign devised collectively; representative joint selection committee including external experts; systematic feedback to candidates).
- **Consultation and transparency are increasingly part of the recruitment process:** c.f. insert on key developments.

Weaknesses

- **The employment ceiling is restricted:** As an operator of the French state, EHESP must ensure that its employment policy complies with a restricted ceiling determined by its two supervising ministries, and this ceiling has decreased or stagnated over the last two years.
- **Specific research positions are not yet in place:** Due to its recent acquisition of a research establishment status, EHESP has not yet established some positions (temporary research assistant (ATER), postdoctoral researchers, visiting professor). These types of contract would however be attractive to young researchers, who could enhance their EHESP experience by occupying positions identified in the research world. These positions would also improve the school’s visibility and attract high-level candidates.
- **The number of researchers accredited to supervise research (HDR) could be improved:** An insufficient number of researchers at EHESP are accredited to supervise research (known as HDR in French). This includes research lecturers recruited with an HDR or receiving this accreditation

when at the school. As a result, EHESP cannot fully achieve its ambitions in terms of research development (reception of doctoral students, visibility).

- **The international publication of job vacancies remains limited:** Despite guidelines on posting job vacancies on Euraxess, the number of positions published internationally remains insufficient and often relies on the personal initiative of research project leaders. This situation reduces the visibility of the school overseas and can deprive it from potentially high-level international candidates.

Major developments since the initial plan

An annual recruitment campaign is now carried out for research lecturers and expert lecturers. The Department of Studies and the Research Department work together to formulate strategic directions in line with the objectives of the school's strategic project. Recruitment opportunities are then examined by the Executive Committee with regard to the school's strategy. A discussion on these perspectives takes place in a committee involving the management team, department managers, and UMR managers (FER committee), followed by presentations to the bodies in charge of the school's strategy and social dialogue. This campaign, coupled with the online publication of the recruitment procedure and all of the job descriptions, contributes to making the process more transparent. Our online consultation of the scientific community does however show that communication efforts on this procedure and prior consultation could be improved.

In addition, the way that the publication process for international job offers is now organised on the Euraxess platform should allow project leaders and the human resources department to structure its policy to open job offers to international applicants, thus recruiting high-level international candidates and boosting the school's visibility.

An internal flowchart has been devised to organise the reception of international researchers so that staff members can become familiar with the protocol to welcome these new arrivals and their respective roles, ensuring that they are efficiently and properly integrated.

2.3. Working conditions

Strengths:

- **The work environment is of high quality:** The individual and shared work spaces, the equipment available to researchers and laboratory equipment largely financed and maintained by the school's budget, coupled with the leafy, non-smoking Rennes campus and its quality canteen, all act to foster the high-quality work produced by EHESP staff and their well-being.
- **Researchers participate in school life:** Researchers are very present in all decision-making bodies at EHESP, which also include the school's research unit managers who are not employees of the school.
- **Active policies are in place to deal with discrimination issues:** Discrimination issues are public health subjects in themselves, and EHESP has for many years integrated these questions into school life. Reference persons have been appointed on disability, diversity, gender equality and secularism; they drive elected strategies throughout the year including new awareness-raising actions and innovative methods like the "Diversity Mural".

Weaknesses:

- **Staff members financed by external funds face job insecurity:** Almost one quarter of researchers at the school are funded by research contracts secured following competitive calls or through the school's network. Most of them are engineers on successive short-term contracts to whom the school offers few perspectives due to a particularly restricted employment ceiling. This insecurity is not only problematic for those concerned, it also weighs down on teams, which have difficulties planning long-term work and avoiding the contract renewal issues of their colleagues. This problem was mentioned by almost everyone participating in the consultation.
- **Research activities suffer from a lack of time and recognition:** Teaching duties are considerable given the school's ambitious educational programme. The low number of researchers also means that they are frequently solicited to take part in institutional events or internal focus groups. Combined with the increased administrative duties involved in research work, many feel that they have little time left to centre on their actual research work. In addition, the time they spend researching is difficult to quantify and is not the object of any particular financial incentive at the school (no research overtime pay, no ERC bonus, no additional rights after obtaining HDR, etc.).
- **Support for research career progression is lacking:** A number of specific research positions are not currently applied at EHESP, in particular for young researchers (e.g. temporary research assistant, post-doctoral contract), who cannot consequently benefit from the associated rights, such as personalised support. In addition, since the ministerial employment ceiling is restricted, only a small proportion of researchers at the school follow a classic career path. Contractual researchers at the school follow a linear progression with an assessment only every three years. Therefore, researchers tend to develop their careers more within research units.
- **Pay structures are not the same:** The various positions are subject to different pay structures in line with current French regulations, which sometimes leads to large pay differences between EHESP researchers. This can result in some employees feeling that their work is not appreciated or valued.

Major developments since the initial plan

EHESP has continued efforts to improve well-being at work for its staff and their working conditions, in relation with social dialogue bodies. The following points are worth noting:

- In addition to the remote working already implemented by some research lecturers, greater possibilities for teleworking have benefited other research staff members, in particular engineers. All of the computer equipment has been adapted to this end.
- In terms of prevention, in July 2020 the Health and Safety Committee (CHSCT) and the Technical Committee adopted a procedure on “how to stay safe during a heatwave” in response to increasing temperatures in recent years.

EHESP also set up a feedback process (RETEX) following two years of managing the Covid-19 health crisis. The aim was to objectively analyse how the crisis was handled by the institution, the teams, and individuals, and then draw lessons to make progress and act differently in the future by identifying difficulties to reduce vulnerabilities and boost our capacities.

Starting in 2023, EHESP incorporates the University Occupational Health Service (SMUT) that provides occupational health services for staff at the nine establishments in Rennes, involving collaborative work and joint reflection on these issues at the campuses.

- In 2020 EHESP was awarded the sustainable development and societal responsibility label for French higher education (DD&RS), involving several key actions:
 - o Creation of an eco-pasture on the campus.
 - o Development of a special course “ChanCES” (climate change, transitions and health) accessible as continuing education.
 - o Development of incentives for sustainable mobility with a car-sharing scheme, a mobility package, electric charging stations, participation in the “mobil’acteurs” challenge and a regularly updated mobility action plan.
 - o Adoption of an energy sufficiency plan to raise awareness among the community and identify levers to reduce energy consumption.
- In terms of inclusion, new actions have been developed, for example sessions centred on the “Diversity Mural” to raise awareness of EHESP staff about diversity issues, and the creation of a “Prépa talents” class and “integrated study programme” aimed at guiding high school students and diversifying the range of applicants to EHESP.

The plan on professional gender equality at the school has been published on the website. Awareness-raising aimed at PhD students was organised at the 2022 scientific events. In 2023 measures were put in place for reporting and dealing with sexual and sexist violence and victim support.

To facilitate exchanges with people who are hearing impaired, hard of hearing or deaf, EHESP has set up the ACCEO application which they can use to exchange by phone or on site with people at the school using three modes of communication: live transcription, video interpretation in French sign language, and video coding in French cued speech.

EHESP was also granted the “Bienvenue en France” (welcome to France) label by Campus France for its proactive welcome policy aimed at non-national students, in place for several years.

2.4. Training

Strengths:

- **Accessing training and participating in symposia have been made easier:** Researchers have access to a large catalogue of training courses offered by the HRD with registration fees paid for by the school. Targeted support for research lecturers is offered by the Teaching Support Centre and the documentation and archive service. Registration for symposia is covered by the UMRs or the departments, in particular when researchers make presentations. Lastly, as part of the experimental public institution (EPE) initiative, some courses are now open to all of the establishments, which means that a wider range of training is accessible to EHESP researchers despite its small size, and also facilitates meetings between researchers from different disciplines and establishments. This direction should be pursued.
- **The public health doctoral network offers interdisciplinary activities and a diverse training catalogue:** The *Réseau doctoral en santé publique* (RDSP) coordinated by EHESP includes PhD students from various disciplines. It proposes training and finances activities (seminars, trips) that foster interdisciplinary and international connections, with the long-term goal of a community of researchers sharing a common public health culture.
- **EHESP awards doctoral degrees and is progressively setting up a single window for doctoral students:** c.f. insert on “key developments”.
- **A potential interconnection exists between professional training and research:** Thanks to the status of the school, which is both a public school training public health professionals and a higher education and research establishment, the different groups and teaching approaches mutually feed into and enrich each other. These connections could be explored further.

Weaknesses:

- **The multiple scales can blur the different training areas (doctoral hub, RDSP, National doctoral course in occupational health (PDNST), UMR, EPE):** Researchers have access to a broad range of training courses proposed at several levels, which are listed in different tools and not always effectively communicated. They do not therefore always know who to contact to seek training, and have to interrogate several people or platforms.
- **The training catalogue does not feature research-centred courses or tools:** Despite the training courses on offer and the guarantee of financial support, the catalogue does not fully meet researchers’ expectations, since it features few courses specifically focused on the problems they encounter in their activities. A training programme specifically designed for research careers has not been organised to date, unlike for teaching.
- **Documentation resources are incomplete and still too health-focused:** In spite of efforts made when research teams became part of UMRs and the connections developed with co-supervisory bodies (Inserm and CNRS), researchers do not always have access to all of the databases that they would find useful. The wide range of disciplines to be covered to meet the demands of all researchers would require very significant funds compared to the size of the school.

Major developments since the initial plan

The doctoral schools were reorganised following the dissolution of Bretagne Loire University and the reshuffle of the Bretagne doctoral college. New doctoral schools have thus been created in Rennes during recent years, which has in no way undermined EHESP's place and its role of awarding doctorate degrees. Our accreditations have in point of fact been maintained.

Doctoral students supervised by HDRs at EHESP are now enrolled at EHESP, and the first EHESP thesis was defended in 2022. Support services have been organised to maintain this award system, and a doctoral hub has been set up at the Research Department to coordinate inhouse services for enrolment and defence. The aim is to make it a single window for doctoral students and thesis supervisors.

An internal flow chart has been produced for this purpose and an interactive online guide aimed at thesis supervisors was disseminated to all research lecturers at the school in 2022.

EHESP's doctoral policy, which includes the attribution of two doctoral contracts per year, was the object of clarifications and validation by the research units and by the Scientific Council, leading to greater anticipation and transparency regarding the selection made.

2.5. Contextual factors impacting the HRS4R strategy

The COVID-19 epidemic, which had a particularly big impact on public health schools, highlighted a number of questions about the word of researchers in the public space, the dissemination of research results, and the connections with political decisions. The new action plan integrates this issue so as to clearly define the school's policy in this area and the tools available to researchers.

The period from 2022-2023 was also marked by a change in the management team, with the arrival of a new Director in October 2022. The new 2023-2026 plan, which follows on from the previous one, is already a firm part of the vision of the new management team, with a particular focus on gender equality and job insecurity issues.

The adoption in 2020 of the French research programming law (LPR) defined a strategy for research in France by 2030 involving several issues that echo and influence the school's HRS4R strategy, including:

- Disseminate research in society and the economy.
- Simplify the everyday life of laboratory staff and activities.
- Make scientific careers more attractive.

The attractiveness of scientific careers involves raising pay for researchers and improving their career perspectives. Several measures in the LPR that move in this direction have been deployed at EHESP. For example, since 2021, a new allowance system for teachers and research staff (called the RIPEC) has led to a significant increase (both in euros and in the number of beneficiaries) in the allowance share of salaries for tenure research lecturers, who now benefit from a single, unified allowance scheme.

In addition, since 1 January 2022, pay for research engineers has been significantly increased, and the school has opted (as part of its pay policy for contractual staff) to allow both tenure-track and contract research engineers to benefit from a pay increase.

The strategic establishment plan (PSE) comes to an end at the close of 2023, and EHESP is currently in the process of drawing up its next PSE for 2024-2027, along with a performance objective contract (COP), which involves mobilising the EHESP community, its partners, and decision-making bodies. The HRS4SR approach has been clearly identified as a tool for improving our processes.

Since 1 January 2023, EHESP has been part of the experimental public institution (EPE) constituted by the University of Rennes, along with four other higher education establishments in the country. The experimentation period (up to 2027) will be an occasion to develop and implement strong connections with all of the institutions making up the EPE and associated with it. To this end, EHESP's HRS4R plan anticipates calling on its EPE partners to undertake numerous actions. Moreover, the objective at EPE level is to compare and converge the HRS4R strategies of those establishments already accredited with the label, and assist others to obtain it.

Lastly, as anticipated in its action plan, EHESP intends to rapidly roll out the new post-doctoral status created by the LPR. The measure will be presented to the decision-making bodies before summer 2023. The position, which aims at facilitating the professional integration of young researchers, establishes solid targeted support. Since the position is clearly identified around the world, it means that young researchers will gain easier recognition of their experience at the school when aiming for international positions at universities or research bodies. By offering post-doctoral positions, the school also hopes to attract high-level international candidates. The limitations of this status for the school have nevertheless been identified.

3. Action plan

3.1 Assessment of the 2020-2022 action plan

Internal assessment allows us to review the progress made since the previous intermediate report. Significant improvements include:

- **Reinforcement of the policy on scientific integrity and the protection of private data** at the school: systematic awareness-raising of doctoral students, establishment of a declaration of interest, guide of good GDPR practices.
- **Definition of fundamental actions at the Rennes site:** common charter of ethics, collective project on “science with and for society” (TISSAGE), partnership with the Technology Transfer Acceleration Company (SATT) *Ouest Valorisation*, etc.
- **Transparency of recruitment campaigns:** publication of the recruitment process for contract research lecturers, dissemination of exchanges at the Executive Committee and other decision-making bodies, implementation of the policy on chairs.
- **Internationalisation:** guide to hosting international guest researchers, definition of the procedure for posting job offers on Euraxess.
- **Connection between the school and research units:** discussions in the Research Expertise Training (FER) committee, more possibilities for teaching release.
- **PhDs at EHESP:** consolidation of joint accreditations, interactive guide aimed at thesis supervisors, clarification of the award process for the school’s two doctoral contracts.

The assessment also shows that some areas have not yet reached their targets, including regarding job insecurity for engineers, the creation of a “post-doctoral” position and its differentiation from that of a research engineer, the time devoted to research, and the open access culture at the school.

A detailed analysis by action is provided in appendix 2.

3.2 Updated action plan (2023-2026)

Following this review and in response to the areas for improvement identified in the diagnosis shared internally, EHESP has identified **22 priority actions** to carry out over the next three years. These actions:

- are consistent with the previous plans;
- develop new measures;
- involve reflection on strategic aspects for the school.

The actions fit in with the strategic plan and the school's other quality measures (including sustainable development and social responsibility, DD&RS). They respond to the following key objectives.

- Operational framework on ethics and scientific integrity.
- Greater recognition of research work.
- Clearer recruitment policy.
- More international openness.
- Improved support for teams financed by awarded research contracts.
- Better reception conditions 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)
IRD	International relations department	DRI
DS	Department of studies	DE
CD	Communication department	DirCom
ApPI	Steering and Quality Support Centre	ApPI

No.	Action	Charter/Code Principle	Deadline	Responsible services	Indicators	Status in 2023
I- Ethical and professional aspects						
1	Systematic declaration of interest for all research lecturers/experts and a dedicated meeting of the analysis committee at least once a year	1- <i>research freedom</i> 2- <i>ethical principles</i> 4- <i>professional attitude</i>	1 st meeting of analysis committee by end 2023 then annually	DS-RD	Number of declarations	In progress
2	Organisation of a space for dealing with and supporting ethical issues including human and social sciences, in liaison with our partners.	2- <i>ethical principles</i> 3- <i>professional responsibility</i> 7- <i>good practices in the research sector</i> 5- <i>contractual and legal obligations</i> 6- <i>responsibility</i>	2 nd semester 2025	Management-RD	Effective organisation; Number of researchers accompanied	New action
3	Development of support for open science / open access	8- <i>dissemination and exploitation of data</i> 31- <i>intellectual property rights</i> 3- <i>professional responsibility</i> 5- <i>contractual and legal obligations</i>	2 nd semester 2024	Documentation-RD	Dissemination of a guide; Number of full publications with open access	New action
4	Establishment of a communication strategy on the school's research activities	8- <i>dissemination and exploitation of data</i> 9- <i>public engagement</i> 32- <i>co-authors</i>	1 st semester 2024	CD-RD	Written strategy	New action
5	Regular exchanges between the Research Department (RD) and the EHESP scientific community	22- <i>professional recognition</i> 34- <i>complaints and appeals</i>	At least annually	RD	Number of RD seminars	New action
6	Interconnection between HRS4R and the school's other labels, including DD&RS, to raise awareness of the carbon impact of the school's research	23- <i>research environment</i>	Annual meeting of coordinators of labels and ApPi quality manager	ApPI-RD-DEESE	Coherence of quality measures	New action

No.	Action	Charter/Code Principle	Deadline	Responsible services	Indicators	Status in 2023
II- Recruitment of researchers						
7	Development of research expectations in job descriptions and selection criteria	13- recruitment (charter) 14- selection 16- judgement of merit	2 nd semester 2024	HRD-RD	Formalisation in job description templates and selection tables	In progress
8	Increased publications of job offers on international platforms (following the Euraxess procedure)	12- recruitment (code) 13- recruitment (charter)	2 nd semester 2024	HRD-RD	Number of publications on Euraxess	New action
9	Communication on the school's recruitment strategy and process	12- recruitment (code) 15- transparency	Annual (seminar/exec. cttee meeting, then dialogue with UMRs in FER committee, updates at department meetings)	Management- HRD- department heads	Number of updates at department meetings	New action
10	Creation of a "post-doctoral" position	21- post-doctoral appointments 24- working conditions 26- finance and pay 28- career development 30- career guidance	2 nd semester 2023	HRD-RD	Validation of a charter by decision-making bodies; Number of post-doctoral contracts	In progress
11	Creation of a "visiting professor" position	18- recognition of mobility experience 19- recognition of qualifications 29- value of mobility	1 st semester 2024	IRD- HRD-RD	Formalisation of a visiting professor programme	New action

No.	Action	Charter/Code Principle	Deadline	Responsible services	Indicators	Status in 2023
III- Working conditions						
12	Creation of a “research sabbatical”	<i>24- working conditions</i>	1 st semester 2025	HRD-RD-ED	Number of beneficiaries	In progress
13	Reflection on financing and operating of an FTE base for research support whose skills allow them to participate in successive projects	<i>25- stability and permanence of employment 28- career development</i>	2 nd semester 2025	HRD-RD	Proposal on financing and procedure	New action
14	Appointment of a reference person responsible for coordinating a peer group of young researchers	<i>22- professional recognition 36- relations with thesis/internship supervisors 34- complaints and appeals</i>	2 nd semester 2024	HRD-RD	Communication on role of reference person; Number of young researcher seminars	New action
15	Creation of an LGBTQIA+ charter	<i>10- non discrimination</i>	2 nd semester 2023	ED-HRD-DS	Publication of the charter and action plan	New action
16	Integration of research-specific issues in the school’s professional gender equality plan and diversity plan	<i>10- non discrimination 27- gender balance 17- variations in CV timelines</i>	2 nd semester 2024	ED-HRD-RD	Number of actions	New action

No.	Action	Charter/Code Principle	Deadline	Responsible services	Indicators	Status in 2023
IV- Researcher training						
17	Systematisation of training on research supervision, in relation with our partners	<i>37- supervision and managerial duties 38- continuing professional development 40- supervision</i>	2 nd semester 2024	HRD-RD	Number of researchers trained	In progress
18	Development of a catalogue of courses adapted to research needs (English, scientific mediation, intellectual property, ethics, participative research, sustainable research, etc.) pooled with our partners	<i>39- access to training, research and continuing development</i>	2 nd semester 2025	HRD in relation with RD	Inclusion in the training catalogue	In progress
19	Experimentation of a community of thesis supervisors	<i>37- supervision and managerial duties 40- supervision</i>	2 nd semester 2024	RD	Identification of an exchange format	In progress
20	Reflection on access to common EPE documentation bases	<i>23- research environment</i>	2 nd semester 2026	Documentation-RD	Definition of scope and costs of shared access	New action
21	Development of joint thesis supervision with our international partners	<i>29- value of mobility</i>	2 nd semester 2025	IRD- RD	Reference in our partnership agreements; Number of joint supervisions	New action
22	Reflection on a policy to guide masters students, especially non-nationals, towards PhD studies	<i>29- value of mobility 30- career guidance</i>	2 nd semester 2024	IRD-RD-HRD	Description of the policy; Number of EHESP alumni enrolled on a PhD	New action

4. Implementation at the school

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 services most concerned by the implementation of action, and the scientific community. Close attention is paid to representativeness (different positions/seniority levels and departments).

The results of its work are presented to the Executive Committee and the Scientific Council.

4.1. Preparation of the internal review

The coordinators of the HRS4R initiative (RD-HRD) prepared the self-assessment. The established stages were achieved in July 2020, July 2021 and March 2022. The Steering Committee then met more regularly starting from November 2022 to consolidate the review and present it to the decision-making bodies as follows:

- Steering Committee meeting 24/11/2022: reminder of the procedure for new arrivals in particular, and discussion on the means for carrying out the self-assessment; presentation of a review of some key actions (creation of a declaration of interest, post-doctoral position, process for hosting international researchers).
- Steering Committee meeting 19/01/2023: presentation of a draft assessment of the action plan 2020-2022; work in sub-groups to re-evaluate the school's strengths and weaknesses based on the principles of the Charter/Code.
- Steering Committee meeting 02/03/2023: validation of the assessment of the action plan 2020-2022; definition of means of consulting the scientific community; formalisation of strengths and weaknesses selected by the Steering Committee.
- 20/03/2023: Executive Committee informed about the state of play and the means chosen to consult the scientific community more widely.
- 04/04/2023: organisation of an information session open to all to go over the context of the HRS4R award and present the survey.
- 04/04/2023 to 14/04/2023: online survey up and running.
- 09/05/2023: presentation of the 2020-2022 assessment and first results of the survey at a joint session of the Scientific Council and Training Council.
- Steering Committee meeting 11/05/2023: discussions on the overview of the survey and on priority actions for the next few years.
- 22/05/2023: presentation to the Executive Committee of the report on the results of the survey; discussions on the 2023-2026 action plan.

- Late June 2023: validation by the Director and publication on the online platform; communication to the scientific community on internet and intranet; presentation of the final action plan to the Scientific Council.

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

4.2. Involvement of the research community

Researchers participate in the HRS4R **Steering Committee**. A minimum of one representative per department / laboratory has been appointed (cf. detailed composition below), and the different types of positions and financing methods are represented. Young researchers are also systematically included. These representatives were highly active in discussions; they presented the HRS4R and passed on the survey to their own research teams

On 4 April 2023, a one-hour **information session** was organised during the lunchbreak, announced one month in advance in an email from the management and open to the entire scientific community including research support staff. About fifty people (half of them in person) participated in the event, which included a collective overview of the initiative, a presentation of the assessment of the previous action plan, and a contextualisation of the online survey.

This survey remained online for about ten days in April, along with a reminder and information published in the internal newsletter to ensure that all researchers had an opportunity to give their opinion on the self-assessment, and that the entire scientific community could adopt the initiative. The aim was also to make sure that the analysis prepared by the Steering Committee was shared within the establishment, and to identify priority actions. The questionnaire and a detailed report of the results of the survey are provided in appendix 3.

These informative and communication efforts resulted in a satisfactory level of participation in the survey, slightly higher than in the past. In total, **54 people replied to the survey** (compared to 36 in 2017 and 50 in 2019), in other words a response rate of one-third of the target audience, which is considered satisfactory.

In response to remarks made in the previous surveys requesting anonymity, the questions concerning respondents' profiles were not mandatory. However, the profile of those who did reply corresponds to the composition of EHESP's scientific community (majority of research lecturers, almost 70% female, large share of contractual researchers). As in the past, the majority of the researchers who participated in the survey have worked at EHESP for a number of years. Young researchers including PhD students are still under-represented or did not choose to mention their status. However, we note a much higher number of engineers than in the previous surveys and the participation of nine non-researcher staff members working in support services.

In addition, while it was decided to present the strengths and weaknesses previously identified by the Steering Committee to the community, based on four main thematic areas of the strategy (ethical and professional aspects, recruitment, working conditions, and training), respondents were invited to identify any other weaknesses along with priority actions for the next three years for each thematic area. The community readily responded to this opportunity, and their replies enriched the action plan.

The survey confirms that the **scientific community is generally in agreement with the analysis proposed by the HRS4R Steering Committee**. The rare strengths and weaknesses identified that were not validated by a majority of respondents were withdrawn from the internal diagnosis. The main issues cited were the following:

- Job insecurity experienced by staff financed by external resources (actions 10, 13).
- Insufficient recognition of research activities and time (actions 3, 7, 12).
- Lack of coordination of the scientific community outside the UMRs (action 19).
- Lack of positions specific to the research world, which are in particular important for the career progression of young researchers (actions 10, 11).
- Absence of an ethics committee (actions 1, 2).
- Need to structure the research training courses available (actions 17, 18).
- Difficulties attracting international researchers and researchers with specific profiles (actions 8, 10, 11, 21, 22).

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

- Need for closer relationship between management and the research community (action 5).
- Need for more organised scientific communication (action 4).
- Need for continued communication and consultation on the recruitment campaign (action 9).
- Need for concrete support on ethical questions adapted to the specific features of the school, in particular for human and social sciences (action 2).
- Need for clearer information on how the school's different quality measures interlink (actions 6, 15, 16).
- Documentation bases are still too health-focused (action 20).

A **“young researcher seminar”** was also organised in December 2022 by engineers and doctoral students, with financial support from the research department. A total of 21 young researchers took part. The resulting report comprising proposals for improvement was handed over to the RD and HRD, then presented to the Scientific Council in March 2023. The HRS4R Steering Committee decided to draw from this output to feed into the action plan (actions 14, 10, 13, 5).

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, and the scientific community. In early 2023, its exact composition was as follows:

Administrative staff:

- Management: Manuel Coat, Chief of Staff, and Marion Ageneau, Secretary General.
- Human Resources Department: Marie-Hélène Renault, Director, and Marion Ganivet, Assistant Director.
- Research Department: Sylvie Ollitrault, Director, Christophe Le Rat, Assistant Director, Sarah Kitar, Scientific Communication Manager, and Maïlys Tisseau-Ménez, Research Contracts Office Manager.
- Steering and Quality Support Centre (ApPI): Manuella Poute, Quality Manager.
- International Relations Department: Aliénor Vivion, Incoming International Mobility Manager.
- Department of Studies: Vincent Fertey, Assistant Director.

Research staff:

- Department of quantitative methods and public health (METIS) : Emmanuelle Leray, research lecturer.
- Department of Environmental health science (DEESSE) including the study and research laboratory on health and the environment (LERES): Pierre Le Cann, research lecturer.
- Department of human and social sciences (SHS): Alis Sopadzhiyan, research lecturer.
- Department of the institute of management (IDM): Hélène Croguennec, expert lecturer.
- Young researchers: Jade Chaker, research engineer; Marie Dufresne, PhD student.

The researchers taking part in the Steering Committee have different disciplines, positions and categories, i.e. contractual staff, civil servants, financed from the permanent budget or on research projects. 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 are called on for their expertise:

- Annette Quero, head of legal affairs and secular issues officer.
- Philippe Marin, data protection delegate and ethical issues officer.
- Pierre Fournier, scientific integrity officer.
- Ianis Delpla, sustainable development and social responsibility officer.
- Nicoletta Bakhos, gender equality officer.
- Sandrine Villalon, diversity and disability task manager.
- Charlotte Rocher, communications manager.

4.4. Alignment of the school's organisational policies with HRS4R strategy

The Chief of Staff, who is also responsible for the Steering and Quality Support Centre (ApPi), and the Secretary General take part in the HRS4R Steering Committee and in this capacity guarantee the coherence of the different quality policies and initiatives at the school. HRS4R is in fact part of a wider initiative for continuous improvement of the school's management quality and operations ("Happy") where it is subject to specific action. Similarly, the different quality measures in place at the school feed into each other, and specific actions are anticipated to ensure that they are complementary. Examples include the "Sustainable Development and Social Responsibility" (DD&SR) label (action 6), the gender equality plan (actions 15, 16), the Agency for Public Health Education Accreditation (APHEA), and the "Bienvenue en France" label.

The school's strategic plan (PSE) incorporates the HRS4R strategy. It is identified as one of the levers to achieve strategic guideline No. 2 "increase the visibility of research activities and scientific expertise to inform policy decisions, thanks to sustained organisation, coordination and promotion" and its transversal objective aimed at "effective, efficient organisation and operation in line 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. The next PSE (2024-2027) is currently being prepared and will necessarily include the HRS4R action plan.

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.

Each action has been associated with a steering department to guarantee that it is implemented in line with the timetable.

The Steering Committee, based on the composition described above, will meet once a semester to ensure that the work is making good progress and 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: Scientific Council, Social Administration or Specialised Training Committee.

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 and in a digital space accessible to Steering Committee members. As far as possible, indicators are pooled with those of other quality initiatives and the school's steering indicators in order to ensure reliability and continuity.

4.6. Preparation of next steps and assessments

A Steering Committee will be devoted to organising and defining the content of the onsite visit by external reviewers planned for autumn 2023.

The HRS4R coordinators will work with the Chief of Staff to prepare the programme and logistical aspects following the European Commission guidelines, and will ensure communication to the community.

The assessment report will formalise feedback from the European Commission on the implementation of the HRS4R strategy at EHESP and its recommendations for the revised action plan. This report and feedback during the visit will be analysed in detail by the initiative's coordinators (RD-HRD) and the lessons learned will be discussed by the Steering Committee in late 2023.

In view of these elements and the appraisal by Steering Committee members and the school's management team of the methods employed to carry out this self-assessment, these methods will be continued or adjusted for the next renewal of the award.

The coordinators will also exchange on good practices with other organisations, as part of the University of Rennes and the *Agence de mutualisation des universités et établissements français* (AMUE). Exchanges or participation in training at European level could also be organised.

The Steering Committee will meet more frequently towards the end of 2026 to prepare the next external self-assessment, both in terms of content (action plan review) and to define the means of an extended consultation of the scientific community.

Appendix 1: Updated checklist for OTM-R (*Open, Transparent and Merit-based Recruitment*)

	Open	Transp arent	Merit- based	++ Yes, <i>completely</i> +/- Yes, <i>substantially</i> -/+ Yes, <i>partially</i> -- No	*Indicators or measures
1. Have we published a version of our OTM-R policy online (in French and English)?	x	x	x	<i>Yes, substantially</i>	The recruitment process for contract research lecturers is now published on the school's website: https://www.ehesp.fr/wp-content/uploads/2022/07/Note-procedure-recrutement-enseignants-chercheurs-contractuels-EHESP.pdf
2. Do we have an internal guide setting out clear OTM-R procedures and practices for all types of researcher positions?	x	x	x	<i>Yes, substantially</i>	The protocol for contractual researchers is available on the intranet – regular updates. Decrees regulate procedures for civil servants
3. Is everyone involved in the process sufficiently trained in the area of OTM-R?	x	x	x	<i>Yes, substantially</i>	Regular training courses for recruitment officers + research-lecturer manager (“AMUE Training”)
4. Do we make (sufficient) use of e-recruitment tools?	x	x		<i>Yes, substantially</i>	“Beetween” tools are employed for the entire process: applications, response to candidates, transfer of applications, CVThèque, etc. Regular use of videos for candidates upon request and pre-selection committees. Microsoft Teams are set up for each selection committee to make it easier to share applications and communicate between committee members
5. Do we have a quality control system for OTM-R in place?	x	x	x	<i>Yes, substantially</i>	Participation of people outside the selection process In addition, for academics, the Board approves: <ul style="list-style-type: none"> - Creation of a selection committee - Appointment of a chairperson - Composition of selection committee - Ranking of candidates - Recruitment of candidates - Regrading of candidates (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 publication 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 vacancies in English and guidance on the publication process on Euraxess English version of website EHESP a member of 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 The action plan for professional gender equality establishes that candidates whose gender is underrepresented within the department advertising the position are systematically interviewed (provided they have the qualifications for the job)
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 and on the 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 Publication process on Euraxess (Which jobs? How?) School job description template Galaxie template
12. Do we include all of the items (or links) in the list provided in the OTM-R report in our job advertisements?	x	x		<i>Yes, substantially</i>	School job description template
13. Do we make full use of EURAXESS to ensure our research vacancies reach a wider audience?	x	x		<i>Yes, partially</i>	Some vacancies are posted on Euraxess but individuals now need to adopt this platform and use it more
14. Do we make use of other job advertising tools?	x	x		<i>Yes, partially</i>	"Choisir le service public" website Galaxie Media chosen to correspond to job profile
15. Do we keep the administrative burden to a minimum for candidates?	x			<i>Yes, substantially</i>	Use of digital means (online applications)
Selection and evaluation phase					
16. Do we have clear rules governing the appointment of selection committees?		x	x	<i>Yes</i>	Statistics on composition of committees Guidance on the recruitment process for contract teachers Higher education procedure
17. Do we have clear rules concerning the composition of selection committees?		x	x	<i>Yes</i>	Written guidelines in the recruitment procedure for contract research lecturers and in the protocol for contract staff

					Higher education procedure
18. Are the committees sufficiently gender-balanced?		x	x	<i>Yes, substantially</i>	Higher education 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</i>	Systematic response by email
21. Do we provide adequate feedback to interviewees?		x		<i>Yes</i>	Personal response by telephone
22. Do we have an appropriate complaints mechanism in place?		x		<i>Yes</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

Appendix 2 : Assessment of the action plan 2020-2022

Action plan 2020-2022 as submitted to the European Commission at end 2019						Internal review (end of 2022)	
No.	Action	Charter/Code principle	Initial deadline	Responsible services	Indicators	Status	Remarks
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-lawyer working with integrity officer	Number of declarations	Completed and to be pursued	Significant discussions were held internally on the model of the declaration and the means of implementation (HRS4R steering cttee, FER, exec cttee). The official launch of the 1st campaign was announced to the decision-making bodies at end 2022. A letter from the management accompanied by a service note presenting the process were disseminated in January 2023 to all research lecturers, expert lecturers and affiliated lecturers, plus the board. A secure email address was created to receive the declarations, and an ad hoc committee has been set up to analyse them.
2	Integration of ethical and data protection issues in training (initial and further) for researchers	2- <i>ethical principles</i> 7- <i>good practices</i>	2 nd semester 2021	RD-DS	Number of people trained	Completed and to be pursued	The data protection officer and the scientific integrity officer are systematically present at the PhD welcome seminar. Doctoral students are made aware of the implications of the “doctoral oath” now established by French law. The DPO produced a “Guide of good practices on personal data in research” published in 2020 and available to the school’s researchers. A seminar for exchanges between the scientific integrity officer and the EHESP scientific community is organised regularly to raise awareness and exchange on these subjects (10/06/22).
3	Application of a common ethical approach at the Rennes site and sharing of good ethical practices including in HSS	2- <i>ethical principles</i>	2 nd semester 2022	Management-RD	UniR strategy	Completed and to be pursued	The scientific integrity officers are closely involved with the Rennes site. For example, the seminar in June 2022 referred to above was led jointly with the RIS of the University of Rennes 1. The experimental institution (EPE) in activity since 1 January 2023 has a joint objective to promote a culture of scientific integrity and ethics beyond disciplinary differences. The creation of a common ethics committee is anticipated in the medium term.
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 ID and number of publications	In progress	Most EHESP researchers now have HAL ID with an increase in notices (+22% in 2022 compared to 2021) but still insufficient publications of full manuscripts. The RD regularly carries out awareness raising actions with the EHESP documentation department. For example, the “HALathon” marathon for publishing a full manuscript in HAL ran from 30 May to 3 June 2022, including a strong internal communication campaign. Nevertheless, the result was below expectations.
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-Communic. Department	UniR strategy	Completed and to be pursued	In December 2021, EHESP signed a partnership agreement with the Technology Transfer Acceleration Company (SATT) Ouest Valorisation, which operates economic promotion of public research in Brittany and the Pays de Loire, thus in line with the other members of the Rennes site. EHESP has also joined the management team of the TISSAGE (Triptyque Science Société pour Agir Ensemble) project, which in 2022 was granted the “sciences avec et pour la société” (SAPS) label by the ministry along with associated funding. As part of the EPE which became active on 1 January 2023, the aim is to deploy a joint policy of open, participative science for society and public decision-making.
6	Development of joint discussions between researchers and organisation of dialogue between research units		2 nd semester 2021	RD	Cohesion of the scientific community	Completed and to be pursued	The format of the training-expertise-research (FER) committees at EHESP has been changed and is now piloted by the Research Department and open to research unit managers. These meetings take place quarterly before decision-making bodies and are an occasion for researchers to discuss common, cross-cutting issues. The RD also organises a seminar aimed at the entire scientific community once a year. The public health PhD student network is also a space for dialogue that is intrinsically inter-disciplinary and inter-research units. The creation as part of the EPE of an “inter-disciplinary global health centre” supervised by the EHESP is also a result of this stronger dialogue.
7	Awareness-raising of non-discrimination	10- <i>non-discrimination</i>	Annual	HRD - DS	Number of participants in actions	Completed and to be pursued	The new professional gender equality plan of action for 2021-2023 was adopted by the board in December 2020. Different actions featured in the plan have been pursued, driven by the officers appointed for diversity, disability, gender equality and secularism at EHESP. A new plan of action will be drawn up in 2023. Every year, EHESP staff are offered awareness-raising sessions, including the introduction of the “Diversity Mural” tool in recent sessions.

Action plan 2020-2022 as submitted to the European Commission at end 2019						Internal review (end of 2022)	
No.	Action	Charter/Code principle	Initial deadline	Responsible services	Indicators	Status	Remarks
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	Completed	Following exchanges and validation at the Executive Committee meeting of 7 March 2022, the recruitment process for contractual research lecturers and expert lecturers was published on the website: https://www.ehesp.fr/wp-content/uploads/2022/07/Note-procedure-recrutement-enseignants-chercheurs-contractuels-EHESP.pdf
9	Improved communication on recruitment campaigns: decision-making process and selection criteria	12- recruitment (charter) 15- transparency	2 nd sem 2020 then annual	Management in association with HRD-RD-DS	Dissemination of process	Completed and to be pursued	The above-mentioned note on the recruitment process was discussed several times and validated at the Executive Committee meeting of 7 March 2022. An exchange on the research lecturer employment campaign for 2022-2023 formally took place at the scientific and training committees in October 2021, of which the board was informed.
10	Information meeting on pay scales	15- transparency 26- funding and salaries	2 nd semester 2020 then every 2 years	HRD	Number of participants	In progress	The new intranet including the creation of a section on HR/pay has increased visibility and accessibility to the different pay scales at the school. Discussions at management guideline meetings and information meetings on the implementation of the RIFSEEP compensation scheme also led to greater clarifications. In 2022, the RIPEC working group for tenure research lecturers was set up. The review of IGRs and PhD students planned in 2023 will provide a further opportunity to communicate on the pay scales.
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	Considerable work was carried out on the subject of a post-doctoral position following the publication of the French decree establishing a new "post-doctoral contract". A special working group (HRD, RD, staff representatives and researchers) met 4 times in 2022, leading to numerous proposals on the recruitment process, attribution criteria for bonuses, rights and duties (including teleworking and teaching hours). These were gathered in a draft post-doctoral charter. The document cannot however be used for the moment since discussions came up against the question of the duration of the termination of the contract 3 years after the thesis, which does not anticipate derogations for maternity leave or illness, which researcher representatives did not accept.
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	Completed	A first discussion took place during the HRS4R steering committee meeting, and a note acting the procedure was produced by the HRD and RD. The note must now be disseminated and applied to increase the number of vacancies posted on the platform.
13	Formalisation of hosting process for international researchers	18- recognition of mobility experience 29- value of mobility	2 nd semester 2020	IRD	Written process	Completed	A guide on welcoming international guest researchers (target: research visits from 4 weeks to 1 year) was jointly produced by the IRD and HRD aimed at internal stakeholders. A flowchart was also produced to provide a concrete overview of the different stages and roles of the various services. It was validated by the executive committee in January 2023 and awaits publication on the intranet.
14	Experimentation of hosting international doctoral students from partner organisations	18- reconnaiss. de l'exp. de mobilité 29- value of mobility	2 nd semester 2022	RD-IRD-HRD	Number of international doctoral students hosted	In progress	The COVID pandemic created an obstacle to developing this experiment. Nevertheless, the number of international PhD students is not negligible (on average 30% of doctoral students enrolled since 2020) and a Brazilian PhD student jointly supervised by our partner university has been enrolled at EHESP.
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	Completed	In recent years, the renewal of the EMES chair and the creation of 2 new chairs, INSPIRE and RESPECT, in line with the priorities of the school's strategic plan (research on services and management related to health), were the object of prior strategic discussions at the scientific council. A profit-sharing scheme voted by the board in December 2021 is in a test phase.

Action plan 2020-2022 as submitted to the European Commission at end 2019						Internal review (end of 2022)	
No.	Action	Charter/Code principle	Initial deadline	Responsible services	Indicators	Status	Remarks
III- Working conditions							
16	Continued negotiations on the employment ceiling with ministries, in particular with a view to striking a new MESRI-Health balance	25- stability and permanence of employment	Annual	Management-HRD	Number of positions available	In progress	Numerous messages have been sent to the supervisory bodies on the subject, including a negative response from the board when voting the 2022 budget due to a drop in the employment ceiling (-1 FTE). To date, these alerts have had no impact.
17	Creation of a "research sabbatical"	24-Working conditions	2 nd semester 2020	HRD- RD - DS	Number of beneficiaries	In progress	A proposal was sent to the management in early 2020. The measure has not yet been validated due to insufficient funds. The possibility of varying the teaching load and dispensation from teaching with a mission letter from the research director has nevertheless been included in the new REH (hourly equivalent framework), which was officially validated in October 2021. This case applies for preparing HDR, for running an accredited research team, and for specific high-stakes missions (which still need concrete definition).
18	Improved protocol for managing research lecturers in particular their additional work hours and the connection of school/research unit evaluations	26- funding and salaries 11- evaluation systems	2 nd semester 2022	HRD	Protocol review	Completed and to be pursued	Management control using Siscole and discussions at the new REH at end 2021 have led to improvement and clarification of the handling of overtime at the school. New management guidelines on the multi-annual strategy for steering HR were validated by the Technical Committee in January 2022. The new FER committee setup also enables better connection between research units and the school.
19	Creation of a special framework description for agents financed by awarded research contracts to be produced at each recruitment	25- stability and permanence of 15- transparency	2 nd semester 2020	HRD in association with RCO	Publication and dissemination of sheet	Completed	The recruitment process for staff financed by their own resources has been formalised between the HRD and the RD, and regular exchanges between the 2 departments are organised to handle specific issues (such as ends of contracts). A guidance sheet has been produced which will be made greater use of and handed over by the HRD to support all new contracts based on own resources.
20	Reflection on criteria for permanent contracts for engineers	25- stability and permanence of employment	2 nd semester 2022	HRD-RD-DS	Validation of procedure	In progress	Following the adoption of new management guidelines on the multi-annual strategy for steering HR, a working group on the professional careers of contract staff was set up in 2022. At this stage, discussions have come to a stalemate regarding the variety of positions and difficulties defining the notion of long-term requirements for research / permanent positions.
21	Reflection on establishing a platform for sharing CVs of contract staff with our partners	25- stability and permanence of employment 28- career development	2 nd semester 2022	HRD in association with Management	Proposals	In progress	Two mobility grants were organised on the Rennes site. The first concerned category A staff and the second B and C categories. Given the mixed results (low concretisation and difficulties closing gaps between pay/work conditions), the measure has not been continued. Currently, a simple link towards job vacancies in partner institutions is published on the website. Partner institutions do the same for EHESP positions.
22	Mapping of strategic international partnerships and compensation of research mobilities	29- value of mobility	2 nd semester 2021	IRD-RD	Map and restitution format	Completed and to be pursued	A map was produced and presented to the teaching community at a seminar at the start of the 2021 academic year on the theme of international outreach at EHESP. To date, research mobility is the object of a written report. The aim is to gather oral feedback on the results of mobilities financed by EHESP as part of the "Modalité SEPT" initiative in spring 2023.
23	Attainment of international mobility of credits	29- value of mobility 18- recognition of mobility	2 nd semester 2021	IRD	Acceptance of project by research lecturers	In progress / to redefine	Following 2 unfruitful attempts in an extremely competitive context for our partner countries Canada and Brazil, and given the changes to the EU programme, a change of strategy is under study (application by research lecturers and with the most strategic regions for the programme) and exchanges of good practices are planned on the Rennes site.
24	Implementation of a diversity action plan	10- non discrimination	2 nd semester 2022	DS- Sus.Dev.&Soc.R esp.	Review of action plan	Completed and to be pursued	An annual assessment of the professional gender equality plan is organised. Similarly for the disability strategy. In recent years, new actions have been developed to raise the awareness of EHESP staff on these issues, such as the "diversity mural" and to broaden the range of applications to EHESP with the creation of a "Prépa talents" class and an integrated study programme aimed at high-school students. In 2022, staff and students were invited to take part in Diversity Week which ran from 17 to 25 November 2022, with the aim of raising awareness on discrimination, disability and gender equality, and involving workshops, film debates, round tables, etc.

Action plan 2020-2022 as submitted to the European Commission at end 2019						Internal review (end of 2022)	
No.	Action	Charter/Code principle	Initial deadline	Responsible services	Indicators	Status	Remarks
IV- Training and development							
25	Consolidation of doctoral student co-accreditation with our partners in Rennes	36-relation with supervisors	2 nd semester 2022	RD-Management	Number of co-accredited doctoral schools	Completed and to be pursued	As part of the new policy at the Rennes site, the reorganisation of doctoral schools and the Brittany doctoral college, our joint accreditations have been maintained. They now need to be strengthened.
26	Creation of an EHESP doctoral student guide	36- relation with supervisors 40- supervision	2 nd semester 2020	RD-Lawyer-Schooling	Popularity of the guide	Completed	An interactive online guide was produced aimed at thesis supervisors and sent to all research lecturers in the school in 2022 (https://view.genial.ly/60dad1c561dbed0dd1bd4444/presentation-guide-doctorat). A flow chart has also been devised internally to clearly identify all people involved, from enrolment to thesis defence.
27	Experimentation of a community of doctoral supervisors	37- supervision and managerial duties	2 nd semester 2021	RD	Identification of an exchange format	In progress	Thanks to clarification of the school's doctoral policy (including the attribution of 2 doctoral contracts a year), the production of a guide aimed at EHESP thesis supervisors, the creation of a single-window doctoral hub at the RD, and access to courses at the Collège Doctoral de Bretagne on support and supervision, this community is progressively taking shape at the school, although no specific setup has been proposed to date. Nevertheless, demand does seem to exist among the main interested parties, as well as from young researchers who have exchanged with the management ("young researcher seminar") and the RD transmits proposals on this issue.
28	Creation of a research training package, including on research management, promotion and intellectual property	38- continuing professional development	2 nd semester 2022	HRD- RD	Number of courses	In progress	Courses devoted to research issues now feature in the training catalogue produced annually, with a pooling on the Rennes site, although a clear package has not yet been created. The project "science with and for society – TISSAGE" aims to set up a course on scientific mediation from 2023.
29	Incentive and support strategy for researchers involved in attaining accreditation to supervise research (HDR)	37-supervision and managerial duties	Annual	RD	Number of accreditations	Completed and to be pursued	As part of the new REH validated in 2021, a teaching dispensation of 30 hours is planned for the year of preparing HDR. A training course pooled on the Rennes site is also proposed to candidates. .
30	Easier access for all to documentary resources including digital, as part of UniR		2 nd semester 2022	RD-Documentation	Access rights	Completed and to be pursued	All reasonable requests for access, in particular from PhD students, receive a positive response. The implementation of a single documentation service for the Rennes site devoted to research is also anticipated in the EPE, with the creation of a common documentation portal and a specific service.

Appendix 3: Consultation of the research community (survey report April 2023)

Report on the online consultation of the research community

April 2023

Process

The form and content of the survey were **discussed at the HRS4R Steering Committee meeting** of 3 March 2023 based on the 2020-2022 review and the self-assessment carried out by the same Steering Committee during previous months. The decision was made to interrogate the community, based on four main thematic areas of the strategy (ethical and professional aspects, recruitment, working conditions, and training) by presenting them with the strengths and weaknesses already identified by the Committee and inviting them to identify priority actions to take in the next three years for each thematic area.

On 4 April, a **one-hour information session** during the lunchbreak, announced one month previously in an email from the management and open to all staff members, was organised to officially launch the survey. The school's Executive Committee had been informed on the subject, and the Steering Committee members were asked to communicate the announcement within their respective departments. About fifty people (half of them in person) attended the event, which involved a collective overview of the initiative, a presentation of the review of the previous action plan, and a contextualisation of the survey. The survey was produced using SPHINX software, and remained **online from 4 to 14 April**. The link to respond to the survey was sent in an email from the management that clearly stipulated that all researchers – whatever their status and seniority – were invited to give their opinion, along with research support staff (services support). The information was also published in the school's internal newsletter. A reminder was sent by email on 11 April.

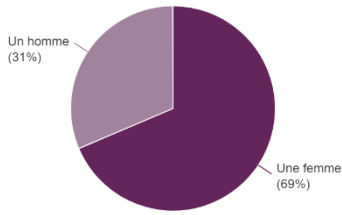
The first results of the survey were the object of a presentation during the common session of the Scientific Council and the Training Council on 9 May 2023, the HRS4R Steering Committee on 11 May, and the Executive Committee on 22 May.

Characteristics of the sample

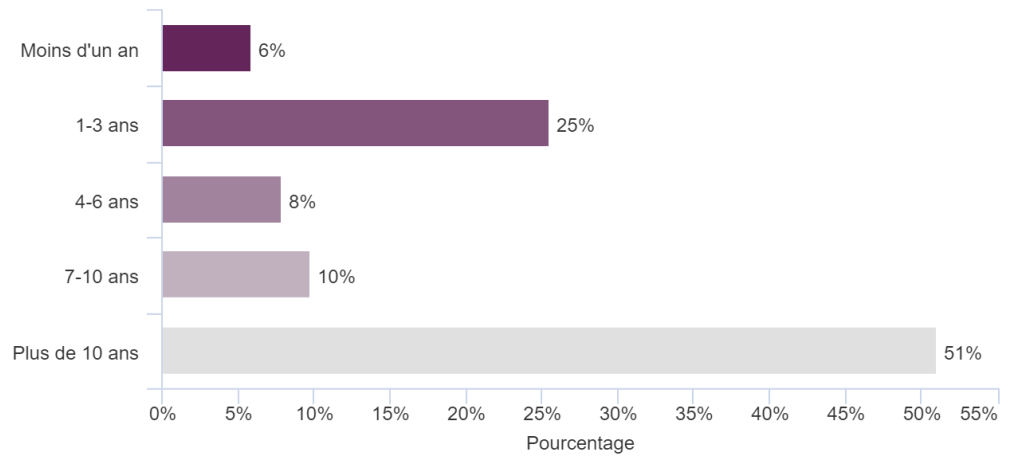
These information and communication efforts resulted in a satisfactory participation in the consultation, slightly higher than for the previous surveys. In total, **54 people responded to the survey** (compared to 36 in 2017 and 50 in 2019), in other words the equivalent of one-third of the target audience, which is considered to be a satisfactory level.

In response to remarks made in the previous surveys requesting anonymity, the questions on respondents' profile were not mandatory. As a result, some participants opted not to provide details on some aspects of their profile, such as the question regarding job status, which 16% of participants left blank. It is therefore not possible to provide a detailed characterisation of the sample. However, the profile of those who did reply corresponds to the composition of EHESP's scientific community (majority of research lecturers, almost 70% female, large share of contractual researchers). Once again, most of the researchers who participated in the survey have worked at EHESP for a number of years. Young researchers including PhD students are still under-represented or did not choose to mention their status. However, we note a much higher number of engineers than for the previous surveys and the participation of nine non-researcher staff members working in support services.

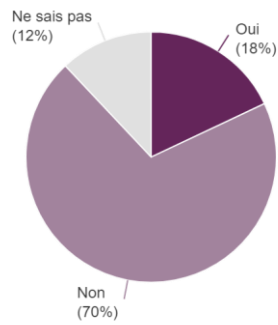
What is your gender?



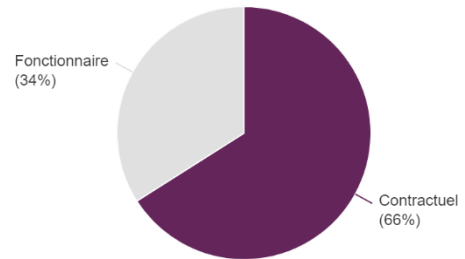
How long have you worked at EHESP?



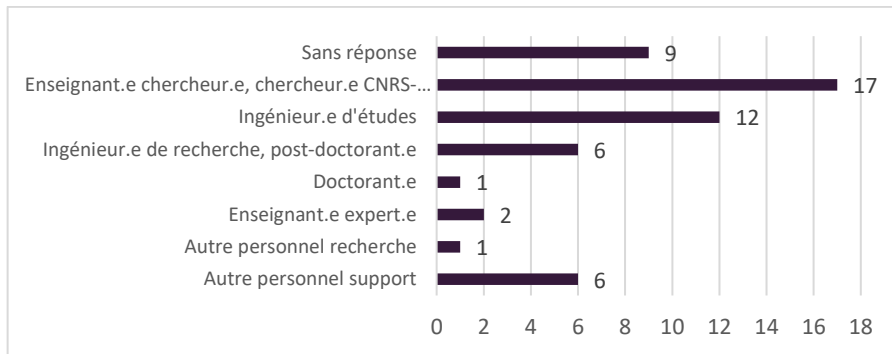
Is your salary financed by your external resources?



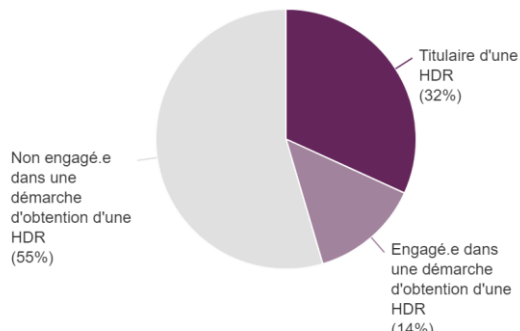
What is your job status?



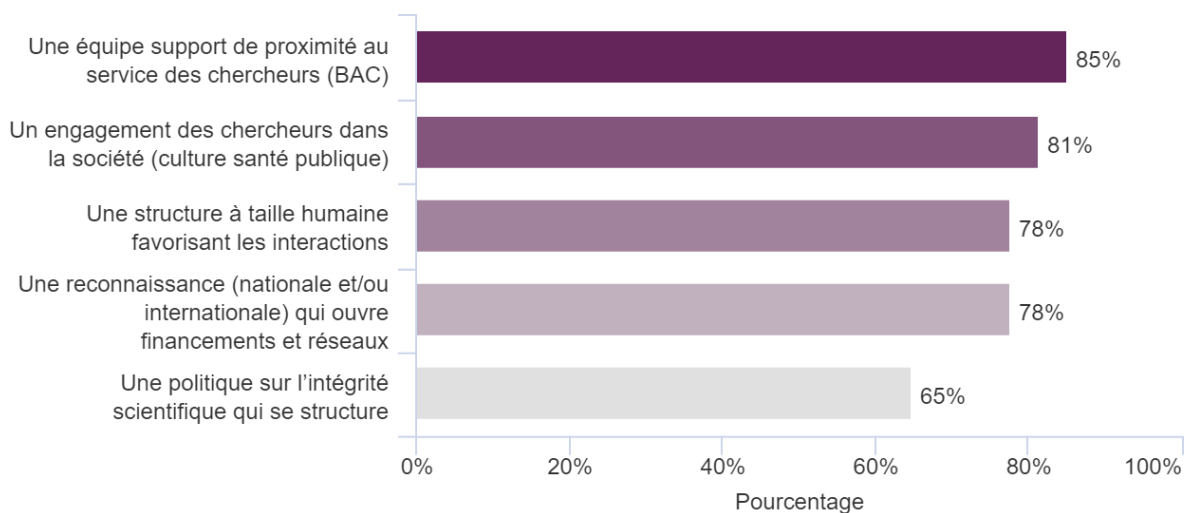
What is your position?



Are you accredited to supervise research (HDR)?



1) What would you say were the strengths of EHESP? (Rank the statement(s) you agree with in order of importance)



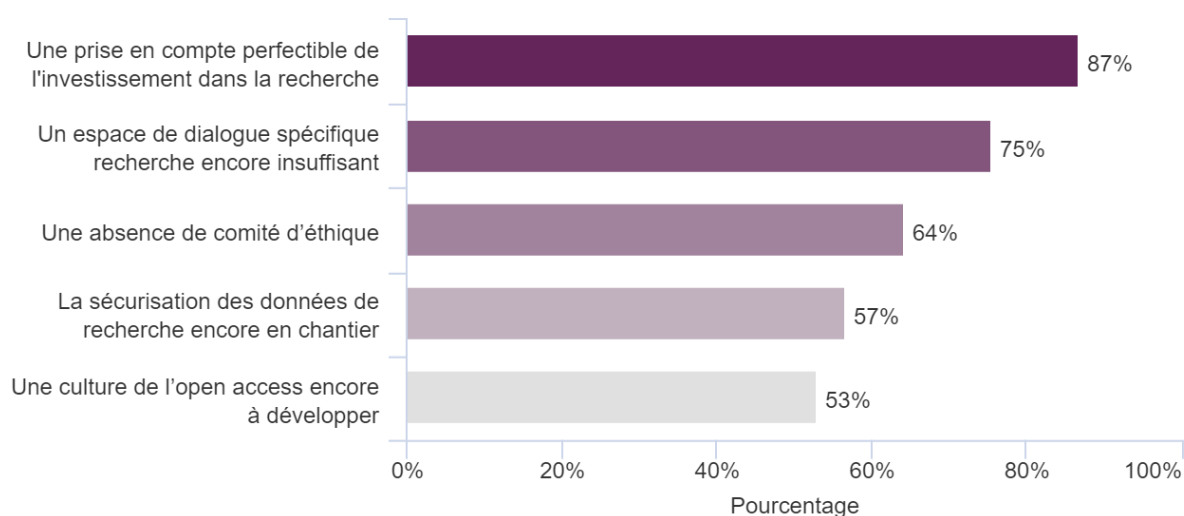
If you can think of any other strengths not mentioned above, please state them below:

8 replies

Key points:

- Interdisciplinary nature (5)
- Climate of researcher commitment and collaboration (2)
- Network of research partners and actors on the field (1)

2) What would you say were the weaknesses of EHESP? (Rank the statement(s) you agree with in order of importance)



If you can think of any other weaknesses not mentioned above, please state them below:

10 replies

Key points:

- Job insecurity for engineers that impacts the maintenance of research skills at the school and their recognition (5)
- Inadequate relations between the Research Department and the researcher community and lack of coordination (4)
- Insufficient recognition of research work (4)
- Cumbersome administrative procedures / lack of support for transversal services (2)
- Links with our partners need clarifying / formalising (1)
- Lack of incentive to attain HDR (accreditation to supervise research) (1)

3) What would you say were the priority actions to take in the next three years on ethical and professional issues?

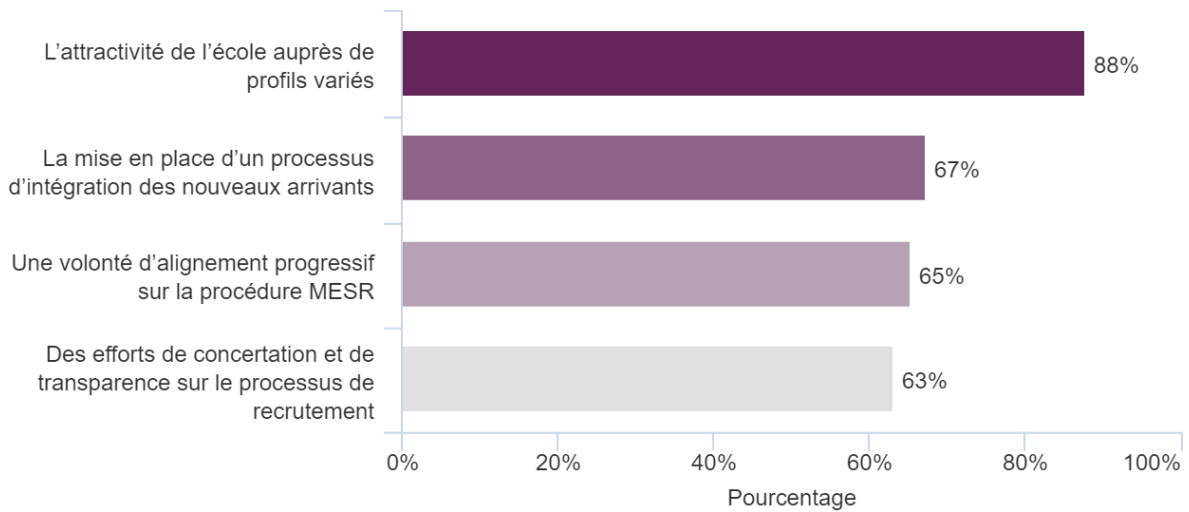
17 replies

Key points:

- Train and support researchers on ethical issues, taking into account the specific features of the school and its interdisciplinary areas (esp. human and social sciences) and new challenges for the school (AI, place of users, etc.) (4)
- Give more time to research, create more solid links between teaching and research and reduce administrative duties (4)
- Make the school's research activities easier to understand and give them greater recognition, including internally (4)
- Listen more and bring together a research community at the school (3)
- Ensure the continuity of engineers (2)
- Reinforce the policy to encourage attainment of HDR (1)

Conclusions: The scientific community generally agrees with the analysis presented by the Steering Committee. Researchers nevertheless highlighted other weaknesses that should be taken into consideration, such as the need for administrative support, listening, and coordination of the scientific community. Beyond the creation of an ethics committee, researchers want concrete support on these issues, taking into account the specific features of public health and human and social sciences. Another demand that clearly came across from the survey is the establishment of a policy to support recognition of research work and data management.

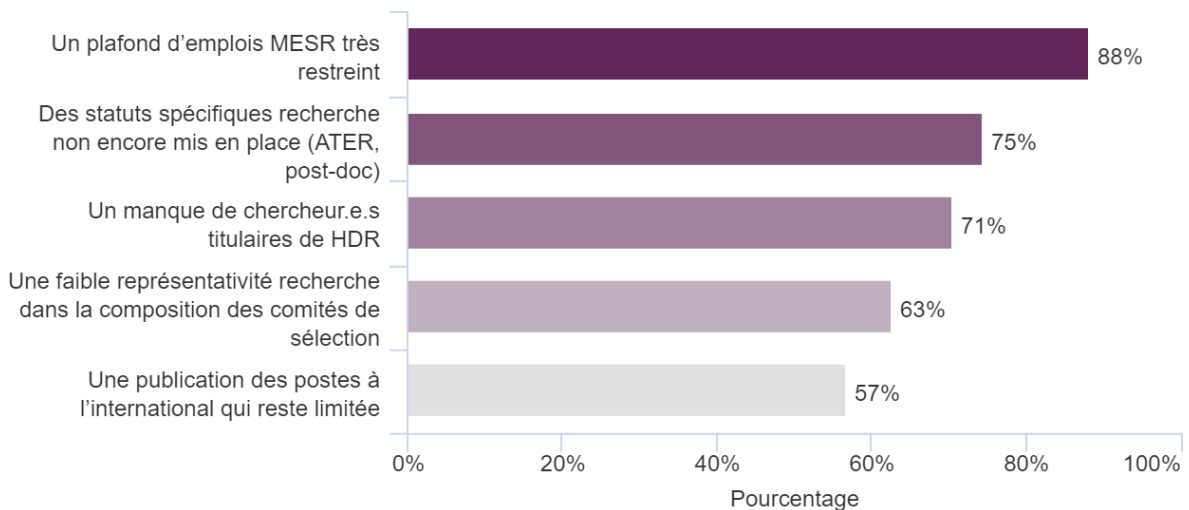
1) What would you say were the strengths of EHESP? (Rank the statement(s) you agree with in order of importance)



If you can think of any other strengths not mentioned above, please state them below:

2 comments but 0 new strengths

2) What would you say were the weaknesses of EHESP? (Rank the statement(s) you agree with in order of importance)



If you can think of any other weaknesses not mentioned above, please state them below:

7 replies

Key points:

- Insufficient attractiveness for international researchers and high-level researchers (level of pay, double 3-year fixed-term contract) (3)
- Low visibility (of French research, of social networks) (2)
- Impossibility for IGR lecturers to teach at EHESP (1)

3) What would you say were the priority actions to take in the next three years on researcher recruitment?

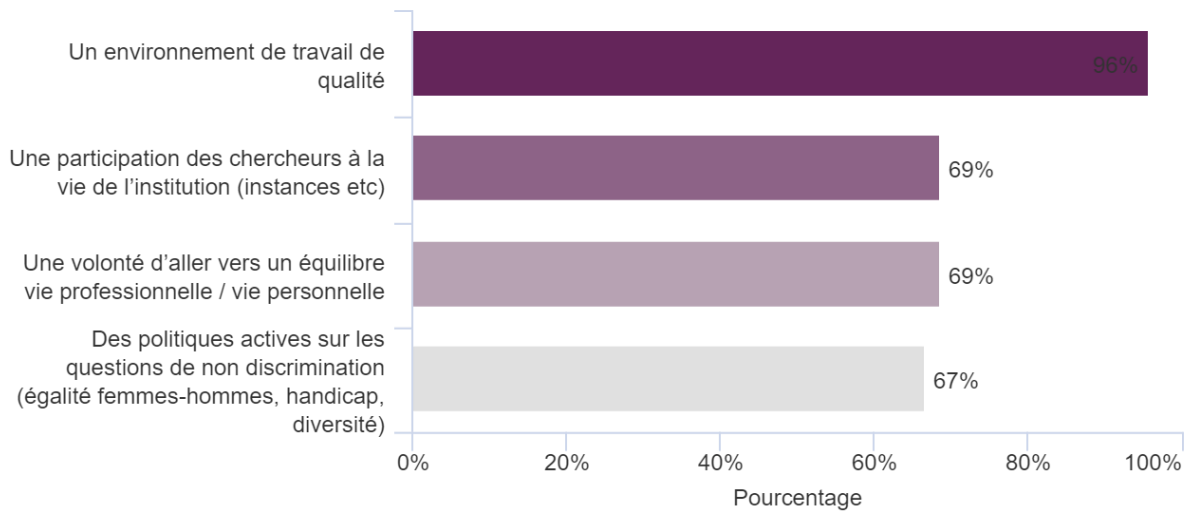
14 replies

Key points:

- Raise the ministerial employment ceiling (including for engineering positions) and ensure continuity (5)
- Pursue efforts to make recruitment processes and appointments more transparent (4)
- Develop communication on research at EHESP to be more attractive (3)
- Develop other research positions (2)
- Put research on an equal level with training (1)

Conclusions: The scientific community confirms the analysis presented by the Steering Committee, including the issue of the ministerial employment ceiling, and the need to attract more high-level researchers capable of managing teams and opening out internationally. Researchers also identified the need to communicate better and pursue efforts to integrate more dialogue and transparency into the recruitment policy.

1) What would you say were the strengths of EHESP? ((Rank the statement(s) you agree with in order of importance)



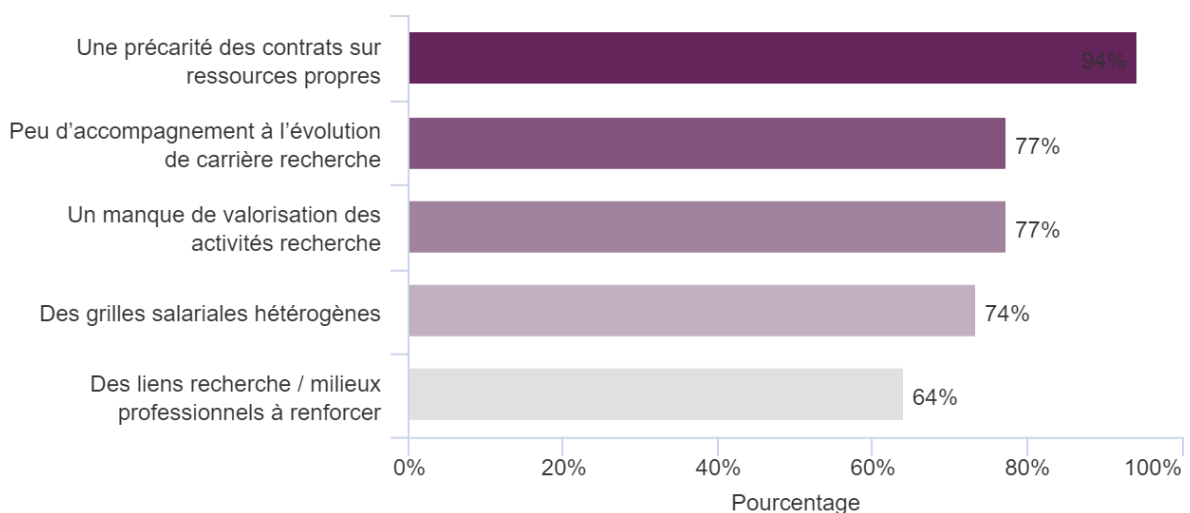
If you can think of any other strengths not mentioned above, please state them below:

4 comments including 1 reply

Key points:

- The successful pairing of a public vocational school and a higher education establishment (ESR) (1)

2) What would you say were the weaknesses of EHESP? (Rank the statement(s) you agree with in order of importance)



If you can think of any other weaknesses not mentioned above, please state them below:

3 replies

Key points:

- Not enough time devoted to research due to excessive/over-centralised teaching load and too many meetings (2)
- Support services too far removed from research and not facilitating (1)
- Conditions for staff financed by external resources make things difficult for teams (1)

3) What would you say were the priority actions to take in the next three years on working conditions?

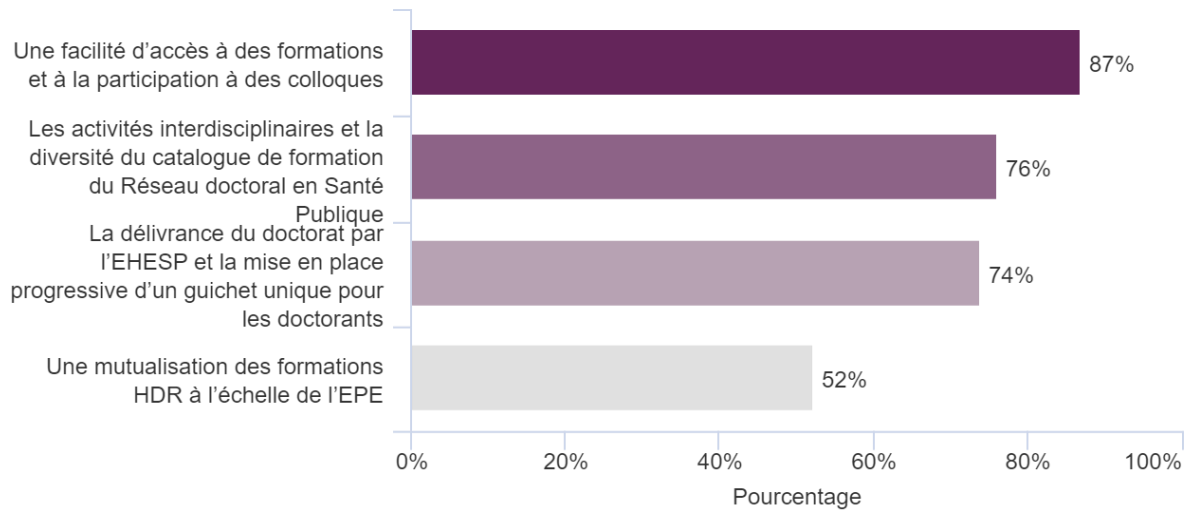
12 replies

Key points:

- Reduce job insecurity and improve the status of researchers financed by external resources (4)
- Organise and support recognition of research work (4)
- Make more time available, formalise and give more recognition to research time (3)
- Strengthen the RD's role of coordinating the scientific community (3)

Conclusions: The scientific community agrees with the observations made by the Steering Committee, and almost unanimously identifies the priority of reducing job insecurity for staff financed by external resources, who are increasingly numerous and indispensable at the school. This job insecurity is a negative aspect of an otherwise positive work environment. Researchers also regret the inadequate time devoted to research and the low level of support for recognition of their work.

1) What would you say were the strengths of EHESP? ((Rank the statement(s) you agree with in order of importance)



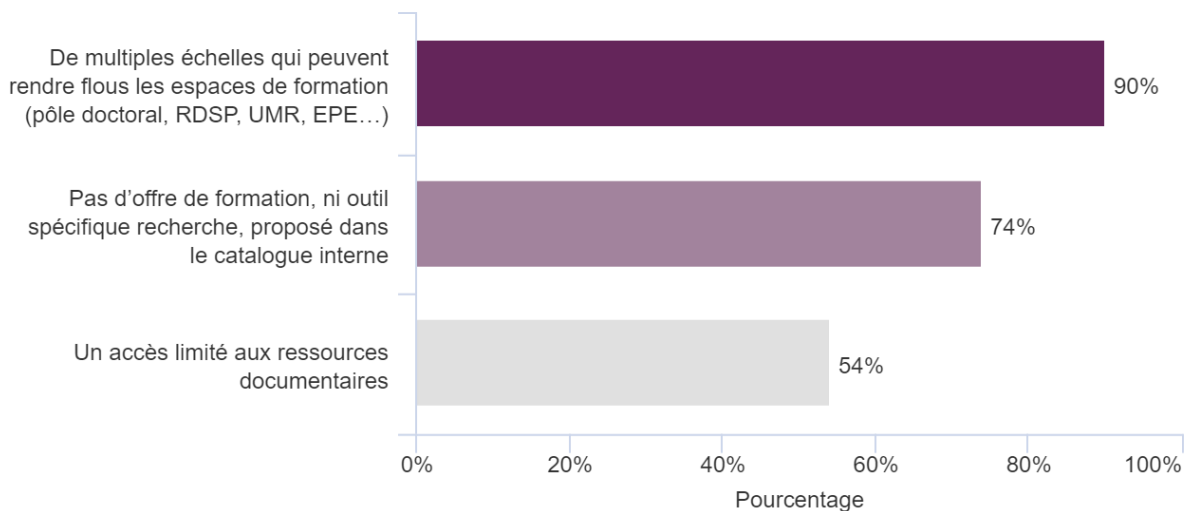
If you can think of any other strengths not mentioned above, please state them below:

3 comments including 1 reply

Key points:

- Possible interconnection between professional training and research (1)

2) What would you say were the weaknesses of EHESP? (Rank the statement(s) you agree with in order of importance)



If you can think of any other weaknesses not mentioned above, please state them below:

Key points:

- The bibliographic database is incomplete / health-focused (2)
- Insufficient exploitation of the vocational features of numerous courses taught at the school and their connection with research (1)

3) What would you say were the priority actions to take in the next three years on researcher training?

7 replies

Key points:

- Develop a training catalogue centred on researchers' needs (e.g. communication, intellectual property, ethics, patents) (4)
- Develop pooling with the EPE and ONRs (as part of UMRs) for training and access to documentation bases (3)
- Encourage achievement of accreditation to direct research (HDR) (1)

Conclusions: The scientific community generally agrees with the analysis presented by the Steering Committee. They recognise access to training, but would like to see a catalogue centred more on research issues, such as supervision of research, a point also made by young researchers. Pooling with our partners is the priority avenue to meet this demand.

OTHER AREAS

Do you have any other comments (e.g. on strategy, self-assessment, this questionnaire, etc.)?

7 replies

Key points:

- Develop opportunities for exchanges and to involve researchers in the initiative (2)
- At RD level, generally reinforce dialogue and feedback from the RD to the community regarding its work (2)
- Do not abandon projects listed in the key points (1)
- A great deal of work lies ahead (1)
- The creation of a supervision body on ethics in research appears crucial (1)