

Important message to institutions:

Due to exceptional circumstances linked to COVID19, processing of HRS4R applications might suffer additional delays. Moreover, in the context of extraordinary measures taken at national level (e.g. universities or other institutions closed), all self-assessment deadlines between 15 March and 30 May can be extended by one or two months, depending on your needs. You only need to apply for an extension electronically in your dashboard or, if you need more than one month extension, send an email to the functional mailbox: RTD-CHARTER@ec.europa.eu.

Site Visits: All in house audits planned for April through June (and possibly July and August - depending on how the pandemic situation evolves) are cancelled. HRS4R experts and/or EC will contact you in due course to arrange additional dates. No site visits dates will be set before the situation both at EU and national level stabilises. Meanwhile, you can continue using the HR Excellence in research award.

Remote assessments: We will continue processing remote evaluations within the limits of HRS4R experts' availability and the special circumstances of EC staff being on mandatory teleworking. Please note that evaluation and communication of outcome might incur further delays.

Action Plan

Case number: 2019FR430442

Name Organisation under review: Ecole supérieure de physique et de chimie industrielles de la ville de Paris

Organisation's contact details: 10 rue Vauquelin, Paris, 75005

1. Organisational Information

Please provide a limited number of key figures for your organisation. Figures marked * are compulsory.

STAFF & STUDENTS	FTE
Total researchers = staff, fellowship holders, bursary holders, PhD. students either full-time or part-time involved in research *	194
Of whom are international (i.e. foreign nationality) *	71
Of whom are externally funded (i.e. for whom the organisation is host organisation) *	0
Of whom are women *	74
Of whom are stage R3 or R4 = Researchers with a large degree of autonomy, typically holding the status of Principal Investigator or Professor. *	64
Of whom are stage R2 = in most organisations corresponding with postdoctoral level *	60
Of whom are stage R1 = in most organisations corresponding with doctoral level *	70
Total number of students (if relevant) *	283
Total number of staff (including management, administrative, teaching and research staff) *	285
RESEARCH FUNDING (figures for most recent fiscal year)	€
Total annual organisational budget	90994034,01
Annual organisational direct government funding (designated for research)	14635745,40
Annual competitive government-sourced funding (designated for research, obtained in competition with other organisations – including EU funding)	9132213,72

RESEARCH FUNDING (figures for most recent fiscal year)

€

Annual funding from private, non-government sources, designated for research

1955149,90

ORGANISATIONAL PROFILE (a very brief description of your organisation, max. 100 words)

ESPCI Paris is a leading French “Grande Ecole” founded in 1882, **educating** undergraduate and graduate students through a programme merging basic science and engineering, as well as a world-renowned research institution. ESPCI hosts **11 research units**, all associated to CNRS and/or INSERM and/or other Parisian Universities (joined research units), covering the fields of **physics, chemistry and biology**. Favouring **interdisciplinary** and operating at the frontiers between **fundamental research and innovation**, are two major objectives. **Performing fundamental research while including applications enables ESPCI researchers to make an impact at multiple levels.**

ESPCI is a founding member of PSL (Paris Sciences & Lettres).

2. Strengths and weaknesses of the current practice

Please provide an overview of the organisation in terms of the current strengths and weaknesses of the current practice under the four thematic headings of the Charter and Code at your organization.

Note: Click on the name of each of the four thematic headings of the Charter and Code to open the editor and provide your answer.

Ethical and professional aspects*



Strengths and Weaknesses (max. 800 words)

The ESPCI was involved very early on in actions advocating integrity and ethics in scientific research. In order to perfect its application of ethical principles, ESPCI houses an ethical referent.

ESPCI is also a signatory of the National Charter of Scientific Integrity which covers a majority of the ethical items of the European Charter. In addition, French legislation protects the freedom of research as well as the intellectual property of researchers.

Furthermore, being a Grande Ecole, the ESPCI researchers must submit to the French research evaluation system, consisting of an audit by an external body at least every 4 years.

However, despite these provisions, there is a lack of formal adherence to the ethical principles and commitments made by ESPCI by its researchers. Indeed, although the researchers work in respect of the ethical standards and comply with the dispositions in place, a formalization of the ethical aspect of their work is to be carried out.

Recruitment and selection*



Strengths and Weaknesses (max. 800 words)

In the ESPCI, tenured Teacher Researchers (TR) are recruited according to a process provided for by national legislation (position requirements, selection committee composition, appointment procedures...). Thus, relying on the values of the Republic, such a system ensures equal opportunities for all (French and national of the European Union) at the time of recruitment (even in the composition of the selection committees where a parity must be respected).

The ESPCI COFUND project is completely aligned with the HRS4R principles in terms of recruitment and selection of international PhD students. Thus, those principles are both well known and applied within the institution.

However, these recruitment processes lack transparency. Indeed, there are no formal selection criteria nor evaluation grid allowing to pay attention to criteria such as the mobility of candidates, the chronological variation of their CV, etc. No feedback is systematically made to the candidates. He or she has to request feedback by his/her own means.

The recruitment of contract researchers, not managed at State level, is operated by the labs. Each lab recruits its researchers when a new project emerges without a tenured TR there to work on it, or when a researcher found a sponsor willing to fund his/her research.

Although this allows laboratories to be agile in their recruitment, it does not allow for a uniform mode of operation. As a result, no formal recruitment process has been formalized. Moreover, recruitment is not initiated by the HR department, which makes the centralization of recruitment data and recruitment management difficult.

In a general way, for the recruitment of tenured and contract TR, the recruitment criterias are not as defined as demanded. Moreover, there is a lack of information or training of the recruitment committees to recruitment techniques as well as to the Code of Conduct of the recruitment of researcher.

The main areas for improvement for the ESPCI in the area of recruitment are therefore the formalisation of recruitment processes and criteria as well as recruitment training for its recruiters.

Working conditions*



Strengths and Weaknesses (max. 800 words)

The ESPCI provides good working conditions for researchers. Indeed, for example, the School has technological resources that enable researchers to work in partnership with a number of labs and to work with researchers from all over the world. Thanks to French labour law, ESPCI researchers benefit from comprehensive social protection in case of illness or accidents, and unemployment rights. In addition, the School provides researchers with the means to balance their professional and personal lives by having partnerships with childcare centres or by giving access to teleworking. Indeed, in France, the principle of freedom of research allows researchers to conduct their research in the way they want, where they want.

However, career management is not traditionally carried out in the establishment. As with the recruitment, the management of the researcher is done by the laboratories and their Lab Directors. It includes the performance assessment as well as career advising. It is done when the researcher wants it but no formal process is in place.

Training and development*



Strengths and Weaknesses (max. 800 words)

The ESPCI has a complete training offer for its researchers. Doctoral students (R1), by their student status, must follow compulsory training courses. Their research is monitored at regular intervals with their supervisor and then evaluated by a committee. In the same way, Teacher Researchers must have followed a strict training course in order to be able to mentor Doctoral students.

Moreover, being part of the Paris Sciences et Lettres group (PSL), ESPCI's researchers can also attend training courses provided by PSL's Internal School. Access to this centralized training offer also ensures optimal quality and equal opportunities for continuous training and career development to all researchers within PSL.

Moreover, in French regulation, training rights for all are among the fundamental right for French citizen. As a result, researchers are invited to train regularly. In a general way, all researchers, French or foreign, can attend training of their choice in order to complete their research. However, there is a lack of training of the recruitment committees to recruitment techniques as well as to the Code of Conduct of the recruitment of researcher.

3. Actions

The Action Plan and HRS4R strategy must be published on an easily accessible location of the organisation's website.

Please provide the web link to the organization's Action Plan/HR Strategy dedicated webpage(s):

Please fill in the list of all individual actions to be undertaken in your organisation's HRS4R to address the weaknesses or strengths identified in the Gap-Analysis. The listed actions should be concise, but detailed enough for the assessors to evaluate the level of ambition, engagement and the expected implementation process. The institution should strive to provide a detailed plan, not just an enumeration of actions.

Note: Choose one or more of the principles automatically retrieved from the GAP Analysis with their implementation ratings.

Proposed ACTIONS

Proposed ACTIONS

Action 1

Establishment of a PSL ethics committee for PSL University

GAP Principle(s)

(++) 1. Research freedom

(++) 3. Professional responsibility

(++) 10. Non discrimination

**Timing (at least by
year's
quarter/semester)**

Q4 2020

Responsible

Unit

Indicator(s) / Target(s)

Université

PSL

Research VP

Establishment of the committee: Yes/ No

Action 2

Encouragement for researchers to follow a training session on ethics : as it is already mandatory for doctoral students, creation of communication materials presenting this training as strongly recommended for supervisors of doctoral students, as an incentive for other researchers. Such communication materials could include email campaigns aimed towards supervisors. This action is common to all PSL University institutions.

GAP Principle(s)

**Timing (at least by
year's
quarter/semester)**

Proposed ACTIONS

GAP Principle(s)	Timing (at least by year's quarter/semester)
(++) 1. Research freedom	
(+/-) 2. Ethical principles	
(++) 3. Professional responsibility	
(+/-) 4. Professional attitude	
(++) 5. Contractual and legal obligations	
(++) 6. Accountability	S1 2021
(++) 7. Good practice in research	
(++) 8. Dissemination, exploitation of results	
(++) 9. Public engagement	
(++) 10. Non discrimination	
Responsible Unit	Indicator(s) / Target(s)

Proposed ACTIONS

Responsible Unit	Indicator(s) / Target(s)
PSL Doctoral College Dauphine Doctoral School and doctoral programs Internal School PSL	Number of training courses offered Number of trainees by category (PHD or other)

Action 3

Draft thematic or disciplinary ethical Charters (e.g.: AI Charter), which will then be made available to every researcher (R1 through R4).

GAP Principle(s)

(++) 3. Professional responsibility

Timing (at least by year's quarter/semester)

S2 2021

Responsible Unit	Indicator(s) / Target(s)
PSL's Research Office	Number of thematic charters Availability on the institution's intranet : yes/no

Action 4

GAP Principle(s)

Timing (at least by year's quarter/semester)

Proposed ACTIONS

Action 4

Development or strengthening of a policy towards Open Access, locally and in conjunction with Université PSL:
Creation of a working group on this subject by the referent for open science. Establishment of an inventory of the development of open science within PSL as well as the methods and tools available. Setting up actions to raise awareness of open science among researchers and doctoral students. Recommendation on the tools to be developed to improve the availability of PSL data and results.

GAP Principle(s)

Timing (at least by year's quarter/semester)

(++) 8. Dissemination, exploitation of results

S1 2021

(++) 9. Public engagement

Responsible

Unit

Indicator(s) / Target(s)

PSL Open Science referent and dedicated working group (WG) of PSL curators

Establishment of a dedicated working group: yes/no
Number of awareness-raising actions implemented State of play and recommendation report: yes/no

Action 5

Proposed ACTIONS

Action 5

Creation of call for applications template for academic recruitment. This job description would present more details about the terms and condition of the job, as well as Dauphine's respect of the principles of the Code of Conduct for the Recruitment of Researchers. This action is common to all PSL University institutions and will be implemented in each institution's HRS4R action plan.

GAP Principle(s)

- (-/+) 12. Recruitment
- (-/+) 13. Recruitment (Code)
- (-/+) 15. Transparency (Code)
- (+/-) 16. Judging merit (Code)
- (+/-) 17. Variations in the chronological order of CVs (Code)
- (-/+) 18. Recognition of mobility experience (Code)
- (++) 19. Recognition of qualifications (Code)
- (-/+) 20. Seniority (Code)

Timing (at least by year's quarter/semester)

S1 2020

Responsible

Unit

Indicator(s) / Target(s)

PSL HRS4R
Coordinator,
dedicated
PSL, HR
working
group
(HRWG),

Template in French and English including the HRS4R dimension : yes/no

Proposed ACTIONS

Action 6

Implementation of a device/a page on the PSL website centralizing the publication of all ESPCI Paris calls for applications for contractual researcher positions within PSL institutions (Doctoral fellows already benefit from a centralized tool at PSL level : ADUM)

GAP Principle(s)

(-/+) 13. Recruitment (Code)

Timing (at least by year's quarter/semester)

S2 2020

Responsible

Unit

Indicator(s) / Target(s)

HR WG, PSL
Communication
Department,
PSL Managing
Director, PSL
HRS4R
Coordinator

Webpage's URL Number of offers published on this page

Action 7

Participate in the creation and implementation of a PSL Recruitment Charter integrating the Code of Conduct for the Recruitment of Researchers.

GAP Principle(s)

Timing (at least by year's quarter/semester)

Proposed ACTIONS

GAP Principle(s)	Timing (at least by year's quarter/semester)
(++) 5. Contractual and legal obligations	
(-/+) 12. Recruitment	
(-/+) 13. Recruitment (Code)	
(-/+) 14. Selection (Code)	
(+/-) 16. Judging merit (Code)	
	S2 2020
(+/-) 17. Variations in the chronological order of CVs (Code)	
(-/+) 18. Recognition of mobility experience (Code)	
(++) 19. Recognition of qualifications (Code)	
(-/+) 20. Seniority (Code)	
(-/+) 29. Value of mobility	
Responsible	
Unit	Indicator(s) / Target(s)

Proposed ACTIONS

Responsible Unit	Indicator(s) / Target(s)
PSL HRS4R Coordinator, Dedicated PSL HR working group (HRWG)	Establishment of the PSL Charter: yes/ no

Proposed ACTIONS

Action 8

Systematic sensitisation of all members of the selection committee or potential recruiters (e.g. members of the Management Board who could possibly assess mobility applications) to cognitive biases, before the start of the recruitment procedure. This action is common to all PSL University institutions.

GAP Principle(s)

- (-/+) 12. Recruitment
- (-/+) 14. Selection (Code)
- (+/-) 16. Judging merit (Code)
- (+/-) 17. Variations in the chronological order of CVs (Code)
- (-/+) 18. Recognition of mobility experience (Code)
- (++) 19. Recognition of qualifications (Code)

Timing (at least by year's quarter/semester)

S2 2020

Responsible

Unit	Indicator(s) / Target(s)
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VP for Faculty/ HRD PSL Internal School	Number of sensitization actions Number of recruiters sensitized Specific focus on number of members of selection committees sensitized vs total number of members of selection committees
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Action 9

GAP Principle(s)

Timing (at least by year's quarter/semester)

Proposed ACTIONS

Action 9

Inclusion of two referees (called “vigies” in French) in the selection committees to ensure the respect of the Code of Recruitment, specifically regarding gender balance and anti-discrimination standards, as well as CV chronology, mobility and seniority . This action is common to all PSL University institutions.

GAP Principle(s)

- (+/-) 16. Judging merit (Code)
- (+/-) 17. Variations in the chronological order of CVs (Code)
- (-/+) 18. Recognition of mobility experience (Code)
- (++) 19. Recognition of qualifications (Code)
- (-/+) 20. Seniority (Code)
- (-/+) 21. Postdoctoral appointments (Code)
- (+/-) 27. Gender balance
- (-/+) 29. Value of mobility

Timing (at least by year's quarter/semester)

S1 2021

Responsible

Unit

Indicator(s) / Target(s)

HRD / VP for Faculty,
Dedicated PSL WG, composed of researchers and HR

Implementation of referees: yes/no Number of selection committees having designated referees/total number of selection committees

Proposed ACTIONS

Action 10

Establishment of selection criteria for recruitment in each disciplinary section and formalization of these criteria in the form of a grid. This action is common to all PSL University institutions.

Timing (at least by year's quarter/semester)

GAP Principle(s)

(+/-) 16. Judging merit (Code)

(+/-) 17. Variations in the chronological order of CVs (Code)

(-/+) 18. Recognition of mobility experience (Code)

S2 2021

(++) 19. Recognition of qualifications (Code)

(-/+) 20. Seniority (Code)

Responsible

Unit

Indicator(s) / Target(s)

Faculty and Research VPs, dedicated working groups in each disciplinary section, composed of researchers

Formalization of a recruitment grid for each selection committee : yes/no

Proposed ACTIONS

Action 11

Offer a Welcome Desk service via Université PSL to welcome international and Euraxess accredited researchers, including, on an as-need basis, French courses

GAP Principle(s)	Timing (at least by year's quarter/semester)
(-/+) 12. Recruitment	S2 2020

Responsible

Unit

Indicator(s) / Target(s)

Welcome Desk

PSL (Student)

VP

CSR/Inernational

Relations Office

PSL PSL

Managing

Director

Recruitment of a person dedicated to welcoming international researchers yes/no Number of foreign researchers supported by the Welcome Desk, once it will be implemented Number of French training classes implemented

Proposed ACTIONS

Action 12

Participate in the creation and implementation of the Université PSL equality and diversity Charter

GAP Principle(s)

(+/-) 27. Gender balance

(-/+) 29. Value of mobility

Timing (at least by year's quarter/semester)

Q4 2020

Responsible

Unit

Indicator(s) / Target(s)

CSR VP PSL
WG with
Equality
referents
within PSL
institutions

Presence of the Charter: yes/ no

Proposed ACTIONS

Action 13

Organize and promote regular workshops to allow researchers to reflect on their professional background, skills and career aspirations

GAP Principle(s)		Timing (at least by year's quarter/semester)
(-/+) 28. Career development		
(-/+) 29. Value of mobility		Q4 2020
(-/+) 30. Access to career advice		
Responsible		
Unit	Indicator(s) / Target(s)	
PSL Internal School	Number of workshops Number of participants	

Proposed ACTIONS

Action 14

Implementation and promotion of management training activities for Directors of Research structures.

GAP Principle(s)

(++) 37. Supervision and managerial duties

(++) 40. Supervision

Timing (at least by year's quarter/semester)

S2 2020

Responsible

Unit

Indicator(s) / Target(s)

PSL Internal
School

Number of Directors of Research structures following these training activities

Proposed ACTIONS

Action 15

Plan Diversity and Equality events and training opportunities, to network and gain additional skills

GAP Principle(s)

(+/-) 27. Gender balance

(-/+) 29. Value of mobility

Timing (at least by year's quarter/semester)

S1 2021

Responsible

Unit

Indicator(s) / Target(s)

Equality
Referents,
PSL Internal
School

Number of events organized

Proposed ACTIONS

Action 16

Continue training and awareness-raising on psychosocial risks and risk prevention for researchers and engineers in management positions

GAP Principle(s)	Timing (at least by year's quarter/semester)
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(-/+) 28. Career development

(++) 40. Supervision

S2 2020

Responsible

Unit

Indicator(s) / Target(s)

PSL Internal
School

Number of training courses, Number of participants

Proposed ACTIONS

Action 17

Implement delayed evaluations for career management workshops, in order to assess the medium/long term impact. This action will be steered and implemented by PSL's internal school.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(-/+)	29. Value of mobility	
(-/+)	30. Access to career advice	S1 2021
(++)	39. Access to research training and continuous development	
Responsible		
Unit	Indicator(s) / Target(s)	
PSL Internal School	Number of feedback forms received Delayed feedback for each training session yes/no	

Proposed ACTIONS

Action 18

Set up training courses in supervision (doctoral supervision, research team management) and management tasks (budget and requests for resources, legal risks...) via PSL's Internal School.

GAP Principle(s)	Timing (at least by year's quarter/semester)
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(++) 40. Supervision

S2 2020

Responsible

Unit	Indicator(s) / Target(s)
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PSL Internal School

Number of supervision and management tasks training courses
Number of participants

Proposed ACTIONS

Action 19

Conduct an inventory of formal and informal mentoring practices in order to establish a common framework for Dauphine as well as PSL University

GAP Principle(s)

(-/+) 28. Career development

(++) 40. Supervision

Timing (at least by year's quarter/semester)

S2 2020

Responsible

Unit

Indicator(s) / Target(s)

PSL's CSR

VP /

Research

VP, PSL

Internal

School

Presence of the inventory: yes/ no

Proposed ACTIONS

Action 20

Ensure a better communication of existing mentoring and supervision training courses and workshops through a synthetic communication document.

GAP Principle(s)

(-/+) 30. Access to career advice

(++) 39. Access to research training and continuous development

Timing (at least by year's quarter/semester)

S2 2020

Responsible

Unit

Indicator(s) / Target(s)

PSL Internal School

Communication material

Proposed ACTIONS

Action 21

Constitution of a pool of PSL mentors

GAP Principle(s)

(-/+) 28. Career development

(++) 37. Supervision and managerial duties

**Timing (at least by
year's
quarter/semester)**

S2 2021

Responsible

Unit

Indicator(s) / Target(s)

PSL's CSR

VP /

Research

VP, PSL

Internal

School

Number of mentors in the PSL pool

Proposed ACTIONS

Action 22

Encourage researchers to follow training seminars on teaching techniques for research professors and assistant professors

GAP Principle(s)

(++) 40. Supervision

Timing (at least by year's quarter/semester)

S2 2020

Responsible

Unit

Indicator(s) / Target(s)

PSL Internal School

Number of participants in teaching techniques courses

Proposed ACTIONS

Action 23

Include a Research Integrity clause in the contracts.

GAP Principle(s)

(++) 5. Contractual and legal obligations

**Timing (at least by
year's
quarter/semester)**

S2 2020

Responsible

Unit

Indicator(s) / Target(s)

HR

Department

+ scientific

integrity

referent +

Research

Department

Inclusion of the integrity clause in the contracts : yes/no

Proposed ACTIONS

Action 24

Post a dedicated page or section on recruitment and on the Code of Conduct for the Recruitment of Researchers on the ESPCI website.

GAP Principle(s)

(-/+) 12. Recruitment

Timing (at least by year's quarter/semester)

Q2 2020

Responsible

Unit

Indicator(s) / Target(s)

Communication

Department +

Europe

Department +

HR Department

Communication on the ESPCI website Presence of the dedicated section: yes/no

Action 25

Publish on the intranet a recruitment guide for contract researchers and a "guide for public law contract agents" that will enable everyone to understand how contracts work, regulatory deadlines, publication requirements, etc..., including compensation grids currently used at the ESPCI.

GAP Principle(s)

(-/+) 13. Recruitment (Code)

Timing (at least by year's quarter/semester)

Q4 2020

Responsible

Unit

Indicator(s) / Target(s)

HR

Department

Communication to the researchers of the recruitment process guide published on the intranet

Proposed ACTIONS

Action 26

Make it mandatory for at least two people with different expertise to recruit a contract researcher (explain that in the recruitment guide).

GAP Principle(s)	Timing (at least by year's quarter/semester)
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(-/+) 14. Selection (Code)

S1 2022

Responsible

Unit	Indicator(s) / Target(s)
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HR

Publication of the recruitment process guide on the

Department

intranet of the ESPCI and communication through email

Proposed ACTIONS

Action 27

Disseminate information on the principles of the Code of Conduct for the Recruitment of Researchers to all members of selection panels before each recruitment.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(-/+)	14. Selection (Code)	
(+/-)	16. Judging merit (Code)	
(+/-)	17. Variations in the chronological order of CVs (Code)	S2 2021
(-/+)	18. Recognition of mobility experience (Code)	
(++)	19. Recognition of qualifications (Code)	
Responsible		
Unit	Indicator(s) / Target(s)	
HR Department	Integration of the reference to the principles in the recruitment process guide	

Proposed ACTIONS

Action 28

Distribution of a simplified guide to recruitment on the Internet, reminding the candidates for example that they can ask the selection committee for comments on their application.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(-/+) 15. Transparency (Code)		S2 2021
Responsible		
Unit	Indicator(s) / Target(s)	
HR Department	Publication of simplified guide for recruitment on the ESPCI website	

Proposed ACTIONS

Action 29

Develop a communication plan to encourage the mobility of researchers: Communicate on PSL Welcome Desk Add in the Recruitment Guide/ Charter that mobility is an advantage On the intranet, develop an "international" page that disseminates current calls for projects that make it possible to finance mobility actions

GAP Principle(s)	Timing (at least by year's quarter/semester)
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(-/+) 18. Recognition of mobility experience (Code)

S2 2021

(-/+) 29. Value of mobility

Responsible

Unit	Indicator(s) / Target(s)
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International relations

Department

+ Europe

Department

+ HR

Department

Communication on the Welcome Desk: yes/no Change in the recruitment guide/Charter: yes/no "international" webpage'URL

Proposed ACTIONS

Action 30

Make the promotion of the COFUND project. "The "UPtoPARIS" (PhD Programme of Advanced Research in Interdisciplinary Science at ESPCI Paris) COFUND project is an ambitious international doctoral programme which aims to train young researchers by giving them high-quality knowledge and skills directly linked to the needs of the European and international industry and market."

GAP Principle(s)		Timing (at least by year's quarter/semester)
(++) 36. Relation with supervisors		S2 2020
Responsible		
Unit	Indicator(s) / Target(s)	
Europe Department + HR Department	Publication of an article on the intranet website as well as on the internet website	

Action 31

In the recruitment process sheet, add the passage on recruitment of researchers R1-R4, say that in the context of HRS4R it is strongly recommended that at least 2 different people constitute the jury.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(-/+) 14. Selection (Code)		S2 2020
Responsible		
Unit	Indicator(s) / Target(s)	
HR Department	Publication of the recruitment guide on the intranet	

Proposed ACTIONS

Action 32

Add a line in the selection table designating the persons who conducted the interview and their role in the recruitment interview. In the event that less than two candidates are received, indicate how many applications were received and why they were not selected.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(-/+) 14. Selection (Code)		S2 2020
Responsible		
Unit	Indicator(s) / Target(s)	
HR Department	Communication and publication on the intranet of the recruitment process sheet linked to the recruitment guide.	

Proposed ACTIONS

Action 33

Put on the intranet a template of career development plan based on European projects. Researchers wishing to monitor their careers should organize themselves with their supervisor. For training purposes, researchers will need to work closely with the HR team.

GAP Principle(s)		Timing (at least by year's quarter/semester)
(-/+)	28. Career development	
(-/+)	29. Value of mobility	Q3 2020
(-/+)	30. Access to career advice	
Responsible		
Unit	Indicator(s) / Target(s)	
Europe Department + HR Department	Communication and publication of the form on the intranet	

Proposed ACTIONS

Action 34

Implementation of tele-working

GAP Principle(s)

(++) 24. Working conditions

**Timing (at least by
year's
quarter/semester)**

Q1 2021

Responsible

Unit

Indicator(s) / Target(s)

HR
Department

Publication of the ESPCI tele-working protocol

Proposed ACTIONS

Action 35

Set up regular career development meetings between the teacher-researcher and the ESPCI's Board of Directors

GAP Principle(s)	Timing (at least by year's quarter/semester)
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(-/+) 28. Career development

S2 2021

Responsible

Unit	Indicator(s) / Target(s)
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Board of Directors, including the Director of the ESPCI, the Dean of Research and the Dean of Studies

Rate of teacher-researcher benefiting from career development meetings

Unselected principles:

(+/-) 11. Evaluation/ appraisal systems (++) 22. Recognition of the profession (+/-) 23. Research environment

(++) 25. Stability and permanence of employment (++) 26. Funding and salaries (++) 31. Intellectual Property Rights (++) 32. Co-authorship

(++) 33. Teaching (-/+) 34. Complains/ appeals (++) 35. Participation in decision-making bodies (++) 38. Continuing Professional Development

The establishment of an Open Recruitment Policy is a key element in the HRS4R strategy. Please also indicate how your organisation will use the Open, Transparent and Merit-Based Recruitment Toolkit and how you intend to implement/are implementing the principles of Open, Transparent and Merit-Based Recruitment. Although there may be some overlap with a range of actions listed above, please provide a short commentary demonstrating this implementation. If the case, please make the link between the OTM-R checklist and the overall action plan. (max. 1000 words) *

The Open, Transparent, Merit based Recruitment procedure is a new opportunity for the ESPCI Paris. The OTM-R and the Gap Analysis process helped us to understand the need to improve our HR processes. We drew the strengths and weaknesses regarding the 40 principles of the charter and the code of conduct for the researcher. We highlighted many improvement strategies which are contained in the action plan.

The HR department already uses some recruitment e-tools which are not sufficient. The ESPCI Paris, in close collaboration with PSL, wishes to develop and use a dematerialised recruitment procedure through a dedicated e-tool for teacher-researchers and researchers. The recruitment process would be clearer, fairer, more efficient and would keep the administrative burden for candidates at a low point.

In addition, the international visibility of the ESPCI Paris would increase: the job offers will be published both in French and English and will be published on the Euraxess jobs website. To date, we already publish on that website for EU projects recruitment (i.e COFUND “uptoParis” project), so that would not be an issue to systematise that practice. A recruitment charter enforcing the respect of the OTM-R principles, such as non-discrimination, seniority, gender balance, value of mobility, etc...), would be made available and published online. More information regarding the selection process and evaluation criteria would be accessible to candidates.

The recruitment of permanent teacher-researchers is in line with the French national regulation. Selection committees are well appointed and composed. However, the recruitment of temporary staff (researchers, PHD, postdoc, etc...) need to be better handled. That would be done through better composed selection committees and an evaluation grid.

Furthermore, a guide about the national working regulation for temporary positions will be published. It would allow to understand its application at the ESPCI Paris.

To conclude, the analysis phase and the elaboration of the 2 years action plan were the result of a self-assessment conducted by teacher-researchers, administrative staff and the ESPCI Paris governance. The ESPCI Paris is looking forward to implement its new OTM-R policy.

If your organisation already has a recruitment strategy which implements the principles of Open, Transparent and Merit-Based Recruitment, please provide the web link where this strategy can be found on your organisation's website:

URL:

4. Implementation

General overview of the expected overall implementation process of the action plan: (max. 1000 words)

An implementation committee is set up to oversee progress.

The ESPCI is a funding and active member of Université PSL. This institution has been founded in 2010 by 19 prestigious institutions established in the historical center of Paris in a broad range of disciplines from engineering, chemistry and oncology to economics, management, the humanities and arts. The actions and the HRS4R approach are conducted at two levels : by the ESPCI Paris itself and by PSL, depending on the possibility to mutualise actions. For instance, the recruitment e-tool and the ethic charter will be done at a PSL level. ESPCI Paris will publish a guide about the national working regulation for temporary positions. Therefore, two steering committee will work in parallel, the first at PSL level (level 1) including the other members of PSL participating in the HRS4R approach (ENS-Paris and Université Paris Dauphine), the second one at the ESPCI level (level 2) for the actions leaded directly by the ESPCI.

The action plan defines the actions, the level of these actions (level 1 and level 2), the timeline and the indicators which allow the project manager to follow.

During the preparation of the HRS4R application report, the ESPCI, the ENS-Paris, Université Paris Dauphine as well as PSL were helped by a consulting firm with experience in the companies transformation.

Make sure you also cover all the aspects highlighted in the checklist below, which you will need to describe in detail:

Note: Click on each question of the checklist to open the editor.

How will the implementation committee and/or steering group regularly oversee progress?*



Detailed description and duly justification (max. 500 words)

Two implementation committees will be put in place : one at PSL level and the other at ESPCI level. The project manager of the ESPCI implementation committee will also be part of the PSL implementation committee, as was the case during the initial evaluation phase and the completion of the Gap Analysis.

The ESPCI implementation committee will be composed of the same members as the steering group which oversaw the progress made during the gap analysis. It will meet twice to thrice a year.

The members of this implementation committee are representatives from administrative departments (HR department, EU grant office) and from Research Units.

The project manager (HR director) will ensure that all actions are being developed according to the action plan and the schedule, thus steering the implementation. The project manager will coordinate the different working groups according to the different items of the action plan.

How do you intend to involve the research community, your main stakeholders, in the implementation process?*



Detailed description and duly justification (max. 500 words)

The implementation committee is partly composed of teacher-researchers. They are involved in the decision process and in the implementation of the action plan. The research community will be informed on a regularly basis, through the ESPCI Scientific Council for instance. A communication regarding the HRS4R process will be done and delivered through institutional media and presentations to researchers through meetings.

During these meetings, the actions already carried out will be presented to the teacher-researchers community, as well as the related indicators. This will serve as an opportunity for them to be able to suggest ways of improvement, which will be then discussed by the implementation committee.

How do you proceed with the alignment of organisational policies with the HRS4R? Make sure the HRS4R is recognized in the organisation's research strategy, as the overarching HR policy. *



Detailed description and duly justification (max. 500 words)

The HRS4R strategy implementation is part of a more general strategy of quality approach undertaken at the ESPCI Paris. This quality approach concerns all departments and fits with the HRS4R strategy. The HRS4R project is in line with the ESPCI Paris global strategic plan which is an interdisciplinary approach involving many departments, research units and governance structure. This quality approach was presented to the external international scientific council of the ESPCI as well as to the whole ESPCI community during a meeting chaired by the direction of the ESPCI.

How will you ensure that the proposed actions are implemented?*



Detailed description and duly justification (max. 500 words)

The action plan has been validated by the ESPCI governance. It is fully part of the ESPCI Paris strategic plan. The project manager will coordinate the different working groups according to the different items of the action plan. This project manager is in charge of following up the indicators defined in the action plan and the respect of the timeline.

However, the proposed actions have been duly discussed with all stakeholders : teachers-researchers, administrative personnel, ESPCI governance... This ensures that the actions are both pertinent and realistic in the way they will be addressed and implemented.

Furthermore, strong involvement and coordination with PSL, ever since the beginning of the project at PSL scale, have been a keystone in the elaboration of the action plan. Coordinated actions, especially when decided at PSL scale, have already been created taking into consideration the most pragmatic and practical way to ensure rapid and coherent implementation within each institution.

How will you monitor progress (timeline)?*



Detailed description and duly justification (max. 500 words)

Each working group will implement the related actions. The project manager will be responsible of the work organisation, project steering and the mission to be performed. The implementation committee will oversee that work and report the progress made based on the indicators and timeline. The indicators will be formalised and communicated to the working groups.

Once a year, feedback regarding the implementation of the action plan will be communicated to the direction of the ESPCI.

How will you measure progress (indicators) in view of the next assessment?*



Detailed description and duly justification (max. 500 words)

The implementation committee will oversee the work and report the progress made based on the indicators defined in the action plan.

In the frame of the global quality approach strategy, a consultancy officer will measure the progress of the HRS4R actions and will give a detailed feedback. This feedback will help the implementation committee to assess the progress made and the possible proposals of adjustments.

Additional remarks/comments about the proposed implementation process: (max. 1000 words)