

HRS4R LABEL HUMAN RESOURCES STRATEGY FOR "RESEARCHERS" WEBINAR DECEMBER 5, 2022 PRESENTATION OF THE APPROACH AND RESULTS OF THE QUESTIONNAIRES





HR EXCELLENCE IN RESEARCH

Part 1: Presentation of the label





QU'EST-CE QUE LE LABEL « HR EXCELLENCE IN RESEARCH » ?



- It is a label that was created by the European Commission in 2008.
- It offers added value in terms of European and international attractiveness to institutions that are committed to a plan for continuous improvement of their HR strategy for "researchers".
- This label is based on the "European Charter for Researchers" and the "Code of Conduct for the Recruitment of Researchers" (2005) which constitute a set of 40 articles divided into 4 axes.



The European Charter for Researchers and the Code of Conduct for the Recruitment of Researchers

Charter & Code: the 40 principles according to the HRS4R classification

Axe 1 : Ethical and professional aspects

- 1.1 Research freedom
- 1.2 Ethical principles
- 1.3 Professional responsibility
- 1.4 Professional attitude
- 1.5 Contractual and legal obligations
- 1.6 Accountability
- 1.7 Good practices in research
- 1.8 Dissemination, exploitation of results
- 1.9 Public engagement
- 1.10 Non-discrimination
- 1.11 Evaluation/appraisal systems

Axe 2 : Recruitment and selection

- 2.12 Recruitment (principles)
 - 2.13 Recruitment (procedure)
 - 2.14 Selection
 - 2.15 Transparency
 - 2.16 Judging merit
 - 2.17 Variation in the chronological order of CVs
 - 2.18 Recognition of mobility experience
 - 2.19 Recognition of qualifications
 - 2.20 Seniority
 - 2.21 Post-doctoral appointment
- + OTM-R

Axe 3 : Working condition

- 3.22 Recognition of the profession
- 3.23 Research environment
- 3.24 Working conditions
- 3.25 Stability and permanence of employment
- 3.26 Funding and Salaries
- 3.27 Gender balance
- 3.28 Career Development
- 3.29 Value of mobility
- 3.30 Access to career advice
- 3.31 Intellectual Property Rights
- 3.32 Co-authorship
- 3.33 Teaching
- 3.34 Complaints/ appeals
- 3.35 Participation in decision-making bodies

Axe 4 : Training and development

- 4.36 Relation with Supervisors
- 4.37 Supervision and managerial duties
- 4-38 Continuing Professional Development
- 4.39 Access to research training and continuous development
- 4.40 Supervision



WHO IS CONCERNED BY THIS APPROACH?

- For the European Commission: "All persons professionally employed in research and innovation at any stage of their career, regardless of their classification"
 - ➔ all research actors: EC, researchers, Post-docs, ATER, PhD students, ITA...
- Research actors divided into 4 categories (R1 to R4)
 - R1: Researchers at the first level or at the beginning of their career (up to PhD) ➔ Researchers during the first 4 years of their research activity including the training period of researchers.
 - R2: Recognized researchers ("doctor or equivalent, not yet totally independent") ➔ Holder of a diploma allowing access to the doctorate and attesting to a research activity for at least 4 years; Ph.D.
 - R3: Confirmed researcher (independent researcher - leader, scientific coordinator of a project) ➔ MCF/MCU-PH, LRU researcher MCF level; MCF level associate
 - R4: Principal Investigator/Lead (Eminent Researcher in his/her field) ➔ PR/PU-PH, LRU researcher PR level; PR level associate



WHY ENGAGE IN THIS APPROACH?

➤ For the university

- Suggest an institution-wide reflection on issues concerning the researchers' career, activities and ecosystem.
- Initiate a continuous improvement process based on the needs and suggestions of researchers
- Maintain eligibility to respond to calls for proposals, particularly from the European Union; prepare for future evaluations by the High Council for the evaluation of Research and Higher Education (HCERES).

➤ For research stakeholders

- An approach that concerns and involves them: improvements based on their proposals and expectations.
- Maintain eligibility for PAAs, particularly those from the European Union
- An action plan over 2 to 5 years that allows continuous improvement for the benefit of research stakeholders.

➔ Join the 697 European establishments labeled (01/12/2022) and those involved in the process.

➔ 58 French institutions labeled including 32 universities (01/12/2022).



THE STEPS OF THE PROCESS



- Step 1: File a letter of commitment with the European Commission

- Step 2: Conduct a self-diagnosis of our practices
Strengths - weaknesses, deviations from the Charter and Code (+ MTM-R).

- Step 3: Propose an action plan (areas for improvement)
 - Specific and concrete actions
 - Short and medium term (2 to 5 years)

Research stakeholders

- Step 4: submit our file
(12 months from the letter of commitment)

- Step 5: Peer review → Labelling

Implementation phase

- Step 1: Implementation of the action plan (2 years) then revised action plan (3 years)





THE DEPLOYMENT OF THE APPROACH WITHIN THE UNIVERSITY (1/4): the guiding principles

- A participatory and collaborative approach
 - Consultation of research bodies and stakeholders
 - Establishment of 4 working groups (volunteering)
- A pragmatic approach adapted to the challenges and needs of the university
- A structured approach: steering committee, coordination committee, operational committee, working groups.



THE DEPLOYMENT OF THE APPROACH(2/4)

Comité de coordination

Définit la structuration du projet (méthodologie, planification), fait le lien avec les instances ; garantit la cohérence avec la stratégie de l'établissement.

- Lamri Adoui, Président
- Marie-Laure Bocca, Vice-présidente RH
- Eric Leroy du Cardonnoy, Vice-président Recherche
- Annie-Claude Gaumont, Vice-présidente Recherche
- Loïc Le Pluart, Vice-président délégué à la recherche partenariale
- Christophe Rochais, Vice président délégué au développement international
- Géraldine Bodet, Directrice générale des services
- Radia Rezki-Malek, Directrice des ressources humaines Adjointe
- Aurélie Ménard, Directrice de la Recherche et de l'Innovation
- Linda Ortholan, Directrice de la Communication
- Véronique Lefilliâtre-Cavey, chargée de projet HRS4R

Comité de pilotage (COPIL)

Propose la stratégie ; supervise le bon déroulement de la démarche, anime la démarche, propose des orientations, valide le plan d'action.

- Lamri Adoui, Professeur (R4), Président de l'UCN
- Marie-Laure Bocca, MCF (R3), Vice-présidente CA en charge des ressources humaines
- Eric Leroy du Cardonnoy, Professeur (R4), Vice-président Recherche
- Annie-Claude Gaumont, Professeur (R4), Vice-présidente Recherche
- Loïc Le Pluart, Professeur (R4), Vice-président délégué à la recherche partenariale
- Christophe Rochais, professeur (R4), Vice-président délégué au développement international
- Géraldine Bodet, Directrice générale des services
- Christophe Rosenberger, professeur (R4), directeur du GREYC, pôle ST
- Alexandra Merle, professeur (R4), directrice-adjointe de ERLIS, pôle SHS - directrice ED 558 HMPL (Histoire, Mémoire, Patrimoine, Langage)
- Céline Zatylny-Gaudin, MCF (R3), directrice-adjointe de BOREA, pôle BI2SE
- Yohann Bréard, MCF HDR (R3), Directeur du Carré international, EC au CRISMAT, ST
- Gabriel de Bruyn, MCF (R3), unité de recherche HISTEME, pôle SHS
- Benoît Haelewyn, IGR (R2), Directeur du GIP CYCERON, pôle BI2SE
- Gaétane Blaizot, IGH INSERM (R2), Directrice stratégique et management, IR BB@C, Cycleron
- François Legay, IGR (R2), membre du CA et du CHSCT, CIREVE, pôle SHS
- Valentin Miclon, post-doctorant (R2), CRAHAM, pôle SHS
- Edwige Orange, TECH (R1), membre de la CR, UFR des Sciences, pôle ST
- Laetitia Birée, TECH (R1), membre du CT, Direction de la prévention
- Emmanuel Buteau, IGE (R1), coordinateur Euraxess, Carré international
- Sarah Porcher, doctorante, ICREJ, UFR Droit, AES et administration publique
- Céline GEORGES, responsable RH, CNRS
- Vincent Arnoux, directeur adjoint de la recherche et de la coopération internationale, INSA Rouen Normandie
- Radia Rezki-Malek, Directrice des ressources humaines Adjointe
- Aurélie Ménard, Directrice de la Recherche et de l'Innovation
- Linda Ortholan, Directrice de la Communication
- Véronique Lefilliâtre-Cavey, chargée de projet HRS4R

Comité opérationnel (COMOP)

Mise en œuvre opérationnelle des orientations du COPIL, coordination de la démarche, interface entre le COPIL et les groupes de travail, élaboration de questionnaires ; élaboration du plan d'action à partir des propositions des GT.

- Eric Leroy du Cardonnoy, Vice-Président recherche
- Marie-Laure Bocca, Vice-Présidente CA en charge des RH
- Loïc Le Pluart, Vice-président délégué à la recherche partenariale
- Géraldine Bodet, Directrice générale des services
- Radia Rezki-Malek, DRH Adjointe
- Aurélie Ménard, Directrice R&I
- Linda Ortholan, Directrice de la communication
- Véronique Lefilliâtre-Cavey, chargée de projet HRS4R

Experts métiers et personnes ressources

Expertises techniques et rôle de conseil sur les aspects de la Charte et du Code

Groupes de travail thématiques

Analyse des résultats des questionnaires, élaboration de l'autodiagnostic, propositions d'amélioration en vue de l'élaboration du plan d'action

Groupe de travail 1

Thème : Ethique, intégrité, science ouverte, engagement envers la société

- Membres du COPIL
- Représentants des acteurs de la recherche (R1 à R4)
- Représentants des instances
- Experts métiers du thème

Groupe de travail 2

Thème : Le recrutement (titulaires, contractuels)

- Membres du COPIL
- Représentants des acteurs de la recherche (R1 à R4)
- Représentants des instances
- Experts métiers du thème

Groupe de travail 3

Thème : Organisation et conditions de travail (prévention, santé, sécurité / handicap, non-discrimination, / soutien à la recherche)

- Membres du COPIL
- Représentants des acteurs de la recherche (R1 à R4)
- Représentants des instances
- Experts métiers du thème

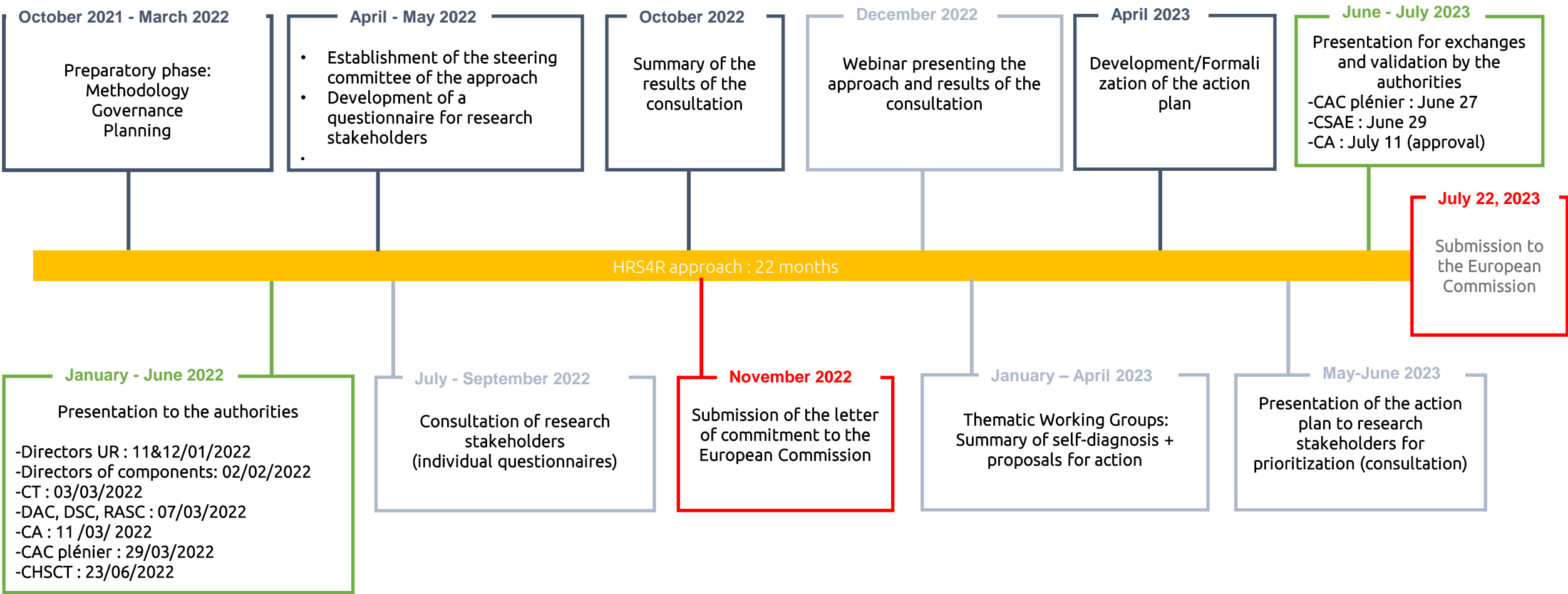
Groupe de travail 4

Thème : Formation, mobilité professionnelle, développement de carrière, supervision

- Membres du COPIL
- Représentants des acteurs de la recherche (R1 à R4)
- Représentants des instances
- Experts métiers du thème



HRS4R - DEPLOYMENT OF THE APPROACH WITHIN THE UNIVERSITY OF CAEN NORMANDIE





THE DEPLOYMENT OF THE APPROACH

Focus on working groups (4/4)

- Composition: WGs made up of volunteer research actors, COPIL members, business referents, representatives of the authorities (registration until 13 December).
- Missions: WGs responsible for carrying out the self-diagnosis and proposing improvement actions for the development of the action plan.
- Frequency and schedule: 3 meetings + 1 WG of feedback

Working Groups	January	February	March	April
Group 1: Freedom, ethics, deontology, scientific integrity, open science.	Wednesday 18/01 10am-12pm	Thursday 09/02 10am-12am	Thursday 09/03 10am-12pm	Feedback WG
Group 2: Recruitment (contractors, incumbents)	Tuesday 17/01 2pm-4pm	Tuesday 07/02 2pm-4pm	Tuesday 07/03 2pm-4pm	
Group 3: Organization and working conditions	Monday 16/01 2pm-4pm	Monday 06/02 2pm-4pm	Monday 06/03 2pm-4pm	
Group 4: Career development, training, supervision, mobility	Friday 20/01 10am-12pm	Wednesday 08/02 10am-12m	Wednesday 08/03 10am-12pm	



HR EXCELLENCE IN RESEARCH

Part 2: Presentation of questionnaire results





GENERAL APPROACH

2 questionnaires asked to the research community (July-September 2022)

→ Ethical and professional aspects

→ HR

	Ethical and professional aspects	HR
Number of items (excluding socio-demographic data)	38	77
Types of items	General items and more specific/practical items	
Target audiences	Questionnaire open to all categories (except 1 question)	Some questions targeted by categories

Working basis	Ethical and professional aspects	HR
Number of connections	524	472
Basis of work selected (respondents)	446	394



SOCIO-DEMOGRAPHIC DATA (1/3)

Gender	Ethical and professional aspects		HR	
Women	229	51%	192	49%
Men	213	48%	200	50,5%
Does not wish to reply	4	1%	2	0,5%

Status	Ethical and professional aspects		HR	
Permanent	256	57%	252	64%
CDI	16	4%	15	4%
CDD	143	32%	112	28%
Other	31	7%	14	4%



SOCIO-DEMOGRAPHIC DATA(2/3)

Categories	Ethical and professional aspects		RHR	
TR - University Professor / PU-PH (PR)	56	12,5%	57	15%
TR - University lecturer - HDR	57	12,5%	52	13%
TR - University lecturer / MCU-PH	53	12%	54	14%
Director of Research of "grands organismes"	2	0,5%	2	0,5%
ATER	16	3,5%	16	4%
PRAG / PRCE	1	0%	1	0%
Post-doctoral	26	6%	21	5%
Doctoral « student »	103	23%	67	17%
IGR	21	5%	20	5%
IGE	20	4%	19	5%
ASI	5	1%	4	1%
Technicien	33	8%	33	8%
ATRF	15	3%	14	4%
Administrative staff A	19	4%	16	4%
Administrative staff B	7	2%	6	2%
Administrative staff C	8	2%	9	2%
Autres	4	1%	3	0,5%



SOCIO-DEMOGRAPHIC DATA(3/3)

Attachment structures	Ethical and professional aspects		HR	
UR	146	33%	125	32%
UMR	189	42%	171	43%
UAR ou US	14	3%	13	3%
Components/Service Directions	84	19%	70	18%
Other	13	3%	15	4%

Pole	Ethical and professional aspects		HR	
BI2SE	121	27%	115	29,5%
SHS	152	34%	134	34%
ST	98	22%	81	20,5%
Autre	75	17%	64	16%



HR EXCELLENCE IN RESEARCH

Working Group 1

Freedom of research, accountability,
Professional attitude and responsibility, ethical principles,
scientific integrity,
Open science, public engagement





RESEARCH FREEDOM AND AUTONOMY

Freedom research and autonomy are clearly recognized within the research community, first and foremost teachers-researchers (TR) but also ATER, doctoral and post-doctoral students.

- "I feel free about my research orientations" → **70.4% Yes / mostly yes (92% among teacher-researchers)**
- "I feel empowered in my research work" → **79.8% Yes/mostly yes (92% among teacher-researchers)**



RESEARCH REGULATIONS AND ARRANGEMENTS

→ **Research actors who take the step of getting informed ...**

More than 66% of research stakeholders say they are informed about the different regulations applicable to their activity and the funding mechanisms (ANR, EU, region, etc.).

→... **But the accessibility of information seems insufficient**

- Information on regulations (...) is accessible → **49% Yes/Rather yes**
- Information on objectives and financing arrangements (...) is accessible → **43% Yes/Rather yes**



PROFESSIONAL CONDUCT, ETHICAL PRINCIPLES, SCIENTIFIC INTEGRITY, DATA PROTECTION (1/2)

→ Overall, **more than 60%** of research stakeholders say:

- **learn** about ethical aspects, professional conduct (**62%**) and scientific integrity (**67%**),
- **adopt** secure working methods regarding data protection (**67%**),
- **know** the rules of intellectual property and copyright (**64%**)

→ **But** when asked **about more specific knowledge or methods** (patents, licenses, data retention methodology), the answers are more nuanced.

- Do you know the rules related to patents? → **57% No/rather no**
- Do you know the rules related to software? → **55% No/rather no**
- Do you have a methodology for preserving scientific data? → **35% no/rather no**
→ **53% Yes/rather yes**

→ Ignorance of the French charter of ethics for research professions is also important: **71% of respondents say they do not know it or do not know it well.**

→ Focus PhD students

75% of doctoral students say they have read the university's thesis charter.



PROFESSIONAL CONDUCT, ETHICAL PRINCIPLES, SCIENTIFIC INTEGRITY, DATA PROTECTION (2/2)

Accessibility of information (3 items): it seems insufficient

- Information on ethical and deontological aspects is easily accessible
→ 43% Yes/rather yes
→ 35% No/ Mostly no
- Information on data protection risk prevention, confidentiality measures are easily accessible
→ 44% Yes/rather yes
→ 36% No/ Mostly no
- Information on scientific integrity is easily accessible
→ 50% Yes/rather yes
→ 27% No/Rather No

Accompanying devices (4 items)

- Do you know which service can support you on intellectual property aspects? → 60% No/Rather No
- Did you know that there is a scientific integrity referent? → 72% No/Rather No
- Have you ever used DPOs? → 76% No/Rather No
- Have you ever used the CISO? → 77% No/Rather No

*NSP/NSPR: Don't know / Don't want to answer



OPEN SCIENCE AND COMMITMENT TO SOCIETY

Open Science

- **Open access:** 67% of respondents say they learn about how to make their research accessible and only 24% say they do not inform themselves.
- **Open data :** Only 55% of respondents say they are informed about how to make data accessible, but only 30% say they do not get information.
- Only 34% of respondents say they know the requirements of donors (ANR, ...) in terms of open access and open data.
- 64% of respondents do not know that the SCD supports staff on open access and open data.

Engagement envers la société

- Seuls 28% des répondants disent ne pas s'impliquer dans des actions de vulgarisation scientifique.
- Seuls 39% des répondants disent que les travaux qu'ils mènent ou auxquels ils participent s'inscrivent dans une démarche de développement durable et/ou de responsabilité sociétale (DD&RS) mais ils sont plus de 16% à ne pas savoir/ne pas souhaiter répondre et 13% à ne pas se sentir concernés.



HR EXCELLENCE IN RESEARCH

Working Group 2

Recruitment process (permanent, contractual)





RECRUITMENT PROCESS(1/3)

Knowledge of modalities :










- Do you know how to recruit teacher-researchers (TR)?
(item not asked at BIATSS)
 - 85% Yes/ rather yes
 - 98% Yes/ rather yes (TR)
- Do you know how postdocs are recruited?
(item not posed to BIATSS except IGR)
 - 66% Yes/ rather yes
 - 95% Yes/ rather yes (Post-doct)
- Do you know the BIATSS recruitment process?
(item not asked to doctoral students)
 - 66 % Yes / rather yes
 - 82% Yes / rather yes (BIATSS)

Recruitment of TR by professional situation :

- Are you in favour of recruiting TR through a professional situation (e.g. a lesson) ? (item not asked at BIATSS)
 - 46 % Yes / rather yes
 - 43 % No/rather no



RECRUITMENT PROCESS (2/3)

In your opinion, the recruitment process guarantees :	Recruitment TR (all categories except BIATSS)	Post-doc recruitment (all categories except BIATSS excluding IGR)	PhD recruitment (all categories except BIATSS excluding IGR)	BIATSS Recruitment (all categories except PhD students)
transparency   	50% Yes/Rather yes TR : 66% Yes/Rather yes	37% Yes/Rather yes Post-doc : 29% Yes/Rather yes TR : 42% Yes/Rather yes	56% Yes/Rather yes Doct : 41% Yes/Rather yes TR : 66% Yes/Rather yes	38% Yes/Rather yes BIATSS : 40% Yes/Rather yes TR : 38% Yes/Rather yes
non-discrimination   	53% Yes/Rather yes TR : 68% Yes/Rather yes	36% Yes/Rather yes Post-doc : 29% Yes/Rather yes TR : 41% Yes/Rather yes	56% Yes/Rather yes Doc : 49% Yes/Rather yes TR : 66% Yes/Rather yes	48% Yes/Rather yes BIATSS : 53% Yes/Rather yes TR : 42% Yes/Rather yes
impartiality   	42% Yes/Rather yes TR : 55% Yes/Rather yes	29% Yes/Rather yes Post-doc : 19% Yes/Rather yes TR : 34% Yes/Rather yes	45% Yes/Rather yes Doc : 38% Yes/Rather yes TR : 54% Yes/Rather yes	38% Yes/Rather yes BIATSS : 40% Yes/Rather yes TR : 37% Yes/Rather yes



Overall responses



Focus on the group concerned by the item



Teachers-researchers (TR) Responses Webinaire 5-12-2022 | Démarche HRS4R | 25





RECRUITMENT PROCESS(3/3)

→ Questions for recruiters (2 items):

Recruiters consider themselves sufficiently informed on issues of impartiality and equal treatment at **70% (Yes/Rather Yes)** but they consider themselves less well informed about issues of stereotypes and non-discrimination **(49% Yes/Rather Yes)**.



HR EXCELLENCE IN RESEARCH

Working Group 3

Organization and working conditions

Research support

Prevention, health and safety,

Non-discrimination, disability

Balance of life and work

Recognition of work





RESEARCH SUPPORT

→ Equipment and infrastructure (3 items)

More than 60% of respondents believe that equipment (65%), digital infrastructure (68%) and non-digital infrastructure (62%) is suitable and sufficient.

→ Interoperability of information systems (2 items)

Only 7% of respondents believe that the interoperability of internal IS would not bring any added value or time savings.

→ Support (administrative and financial set-up) in responding to PAAs (1 item)

Only **27% (satisfactory but perfectible)** of respondents are satisfied with the institution's support in responding to PAAs and **21%** are not satisfied.



PREVENTION, HEALTH, SAFETY

- While **adopting safe working methods in terms of risk prevention** (health, safety of people and equipment) seems to be shared by the scientific community (**77% Yes/Rather yes**) and the accessibility of information is generally satisfactory (**63% Yes/Rather yes**), there are nevertheless differences of appreciation according to the categories (TR 53%; BIATSS 73%).
- Moreover, if all respondents seem to know the internal rules (73%) and safety rules (68%) of their structure, this becomes less obvious with regard to the OHS register (**60% Yes/Rather yes**) and the DUERP (**51% Yes/Rather yes**) which are nevertheless essential in terms of health and safety. These rates are **47%** and **43%** among doctoral students.
- On the other hand, **64%** think that a prevention assistant has been appointed in their structure but **23%** do not know or do not wish to answer.



NON-DISCRIMINATION / DISABILITY (1/2)

In your opinion, the UCN respects differences and treats people equally :	% Global
regardless of ethnicity	75% Yes/Rather yes
regardless of religion or belief	74% Yes/Rather yes
regardless of gender	71% Yes/Rather yes
regardless of sexual orientation	71% Yes/Rather yes
regardless of age	69% Yes/Rather yes
regardless of disability	68% Yes/Rather yes



NON-DISCRIMINATION / DISABILITY(2/2)

→ Knowledge of existing systems/support (3 items).

- Only **54%** of respondents know that the university has published a professional equality plan between women and men (2021).
- **Only 33%** know who to contact if they face discrimination or to prevent it from happening (or happening again) and **43%** know that there is a corresponding disability within the HRD..

→ Support for staff with disabilities (1 item)

In your opinion, the university sufficiently supports staff with disabilities on their posts?

→ **11% No/Rather No**

→ **24% Yes/Rather Yes**

→ **56% Don't know/ Don't want to answer**



BALANCE AND WORK

Balance between personal and professional life :

- Do you feel that your professional activities encroach on your personal life? → **72 % Oui/ plutôt oui**
- **Balance between missions** (item asked only to TR and IGRs)
- Can you find a balance between your research missions, teaching, your administrative tasks and your collective activities? → **64 % Non/plutôt non**
- What should be put in place to find A balance between these different missions? → **113 commentaires**



PARTICIPATION AND RECOGNITION OF WORK

→ Participation in the life of the structure :

86% of respondents feel that they are participating in the life of their structure.

Sense of purpose :

85% of respondents feel that their work is useful to the structure.

→ Recognition of work

61% of respondents feel that their work is recognized within their structure.

43% of TR and **32%** of BIATSS feel that their work is not recognized.

→ « Place » of doctoral and post-doctoral students in the structure (2 items not posed to BIATSS except IGR) :

- Are PhD students represented on the laboratory council? → **86% Yes/Rather Yes**
- PhD students and post-docs have the opportunity to present their work in the laboratory? → **97% Yes/Rather Yes**
-



HR EXCELLENCE IN RESEARCH

Working Group 4

Career development,
Supervision
Formation
Job mobility





TEACHERS-RESEARCHERS CAREER DEVELOPMENT

→ **Knowledge of Teachers-researchers (TR) promotion opportunities** (item not asked at BIATSS)

66% of respondents say they are aware of the possibilities of promoting teachers-researchers (TR: 86%; PhD students: 29%).

→ **Dissemination of information and applications** (2 sets of items asked only to TR)

	Do you feel that you are sufficiently informed by UNICAEN about :	Have you ever applied:
RIPEC	65,8% Yes/Rather yes	30% Yes
PEDR	61,5% Yes/Rather yes	55 % Yes
CRCT établissement / le CRCT du CNU	54,4% Yes/Rather yes	31% Yes
delegations to national bodies	34,4% Yes/Rather yes	13% Yes
Detachment	28% Yes/Rather yes	X
availability	28% Yes/Rather yes	X
on repyramiding	65% Yes/Rather yes	X
on advancement in rank	56% Yes/Rather yes	X



BIATSS CAREER DEVELOPMENT

→ **Knowledge of BIATSS promotion opportunities** (item asked to TR and BIATSS)

41% of respondents say they are aware of the possibilities of promoting BIATSS but there is a large disparity between TR (20%) and BIATSS (71%).

→ **University information approach** : 4 items (asked only at BIATSS)

BIATSS feel that they are not sufficiently informed

Do you feel that you are sufficiently informed by the university about :	% BIATSS
Detachment	63% No/rather no
availability	61% No/rather no
Repyramiding	52% No/rather no
on advancement in rank	49% No/rather no



CAREER DEVELOPMENT: OTHER ASPECTS

→ **Support and advice** (All categories)

Only 26% of respondents feel that they are sufficiently supported and advised by the institution on the development of their career.

→ **Professional integration of doctoral students: 2 items** (not posed to BIATSS except IGR).

Only 37% of respondents consider that doctoral training promotes the professional integration of PhDs and **57%** that post-doc contracts are springboards for the professional integration of PhDs.

→ **Career follow-up (professional interviews and job descriptions)**

86% of BIATSS have benefited from a professional interview over the last 3 years and they are more than 80% to have a job description of less than 3 years.

30% of PhD students say they do not benefit from a job description.



TRAINING AND DEVELOPMENT

- **Research actors who take the process of training...** 90% of research stakeholders say they are looking to improve their skills and knowledge (training, workshops, conferences, etc.)
- ...and who are 78% aware of the training plan published each year by the university
- But only 49% of BIATSS believe that the training offered by the university is adapted to their activities.
- **Training of laboratory directors**
75% of research stakeholders believe that the university should systematically offer specific training to laboratory directors when they take up their duties.



SUPERVISION

→ **1 item on mentoring young researchers** (not posed to BIATSS except IGR)

While **58%** of respondents believe that team or project leaders fulfil their role of professional support and supervision of new researchers, only **23%** believe that those in charge do not fulfil their role of accompaniment. More than 15% of respondents say they do not know / do not wish to answer.



MOBILITY

→ Dissemination of information and support (2 sets of items)

	Do you feel sufficiently informed about mobility possibilities:	Would you like to be accompanied by the university as part of a mobility project:
internal	27% Yes/rather Yes	41% Yes/Rather yes
international	26% Yes/rather Yes	43% Yes/Rather yes
Change of establishment	16% Yes/rather Yes	38% Yes/Rather yes
to the public sector (non-academic)	10% Yes/rather Yes	42% Yes/Rather yes
to the private sector	9% Yes/rather Yes	37% Yes/Rather yes

In your opinion, the recognition of mobility (international, change of establishment, etc.) in the development of one's career is an element to be promoted?

71,3% Yes/Rather yes
14% No/Rather no



HR EXCELLENCE IN RESEARCH

Thank you for your attention

<https://www.unicaen.fr/universite/axes-strategiques-et-grands-projets/vers-une-labellisation-hrs4r/>

