

GAP Analysis: HR Excellence in Research – University of Burgundy Europe

Status				
I	Ethics, integrity, gender equality and open science	Achievement (++, +/-, -/+, --)	Gaps/barriers to implementation Strengths Weaknesses	Initiatives already undertaken/priority actions to be implemented/suggestions for improvement
1	Research ethics and integrity	+/-	Strengths: - The institution is subject to the laws, regulations and ministerial decrees governing this area: Article L211-2 of the Research Code stipulates: “Research work, in particular all public research activities contributing to the objectives set out in Article L. 112-1, shall comply with the requirements of scientific integrity aimed at ensuring its honesty and scientific rigour and at strengthening the bond of trust with society. Scientific integrity helps to ensure the impartiality of research and the objectivity of its results”. - The institution has a Scientific Integrity Officer who offers training courses. - The institution has established an ethics committee which focuses on research results commercialisation and transfer, to prevent conflict of interest. - The institution's PhD students are required to complete at least 9 hours of training in scientific integrity. Weaknesses: - Currently, the institution did not adopt an ethics charter, nor does it have an ethics officer. - There are no plans for compulsory ethics training for newly appointed staff.	Initiatives already undertaken: The institution communicates with and raises awareness among staff on this subject: https://www.ube.fr/promotion-de-lintegrite-scientifique/. Proposed actions: - Increase awareness and training for staff, including a focus on Artificial Intelligence. - Adopt a charter on ethics and scientific integrity. - Appoint an ethics officer.
2	Freedom of scientific research	+/+	Strengths: - The constitutional principle of academic independence, as set out in Constitutional Council Decision No. 83-165 DC of 20 January 1984: ‘teaching and research duties not only permit but require, in the very interests of the service, that the freedom of expression and independence of staff be guaranteed by the provisions applicable to them’. - The institution is subject to the relevant laws, regulations and ministerial decrees: Article L. 952-2 of the Education Code: “Lecturers, teachers and researchers shall enjoy full independence and complete freedom of expression in the	Initiatives already undertaken: The institution communicates, raises awareness among staff and participates in discussions/debates on this subject: https://www.ube.fr/luniversite-bourgogne-europe-accueil-durant-3-jours-les-acteurs-nationaux-de-la-recherche-universitaire/. https://www.ube.fr/la-science-ouverte-a-luniversite-bourgogne-europe/. Proposed actions: - Draft a document setting out best practices and procedures

			performance of their teaching duties and research activities, subject to the constraints imposed upon them, in accordance with academic traditions and the provisions of this Code, by the principles of tolerance and objectivity.” - In 2020, the Research Programming Act supplemented Article L. 952-2 with a second paragraph: “Academic freedoms are the guarantee of excellence in French higher education and research. They are exercised in accordance with the constitutional principle of the independence of lecturers and researchers”. - Freedom of thought and expression are guaranteed at the University of Burgundy Europe. - Similarly, freedom in the conduct of research is also guaranteed (with some limitations inherent in the current functioning of research in France). This is in accordance with the European Charter for Researchers; it is a fundamental principle recognised by the laws of the French Republic. - UBE takes a supportive and facilitative stance towards changes of laboratory in the framework of a defined procedure.. <u>Weakness:</u> Researchers may encounter certain limitations depending on specific policies (sustainable development, remote working, etc.) or particular guidelines (earmarked funding, etc.).	regarding academic freedom. - Supplement the guide to best practice in the management of research units by emphasising the need to support emerging and innovative projects. - Ensure the dissemination and promotion of materials setting out the procedures.
3	Open Science	+/+	<u>Strengths:</u> - The institution is subject to the laws, regulations and ministerial decrees governing this matter: - o Article 30 of the Digital Republic Act grants authors the right to publish their research work in <i>open access</i>. - o In the Research Code, ‘Art. L. 533-4. – I. – Where a scientific paper resulting from research funded at least half by grants from the State, local authorities or public institutions, by subsidies from national funding agencies or by European Union funds is published in a journal appearing at least once a year, its author retains, even after having granted exclusive rights to a publisher, the right to make the final version of their manuscript accepted for publication available free of charge in an open format, by digital means, subject to the agreement of any co-authors, provided that the publisher itself makes it available free of charge by digital means or, failing that, upon the expiry of a period running from the date of first publication. This period shall not exceed six months for publications in the fields of science, technology and medicine, and twelve months for those in the humanities and social sciences. The version made available pursuant to the first paragraph may not be exploited for	<u>Initiatives already undertaken:</u> - The institution communicates with and raises awareness among staff on this subject: https://www.ube.fr/la-science-ouverte-a-luniversite-bourgogne-europe/. - The institution has established a dedicated department and set up a network of contact points. <u>Proposed actions:</u> - Improve staff information and awareness regarding open science initiatives. - Establish a committee dedicated to open science within UBE (for both member institutions and partner institutions). - Introduce compulsory training for new teaching and research staff on the research aspect of Open Science jointly organised by SCD (Joint Documentation Service), Research Office, etc.). - Provide open science coordinators in laboratories with clear terms of reference.

			commercial publishing purposes. II. – Where data resulting from research funded at least half by grants from the State, local authorities, public institutions, subsidies from national funding agencies or European Union funds are not protected by a specific right or particular regulation and have been made public by the researcher, the institution or the research body, their reuse is unrestricted. III. – The publisher of a scientific work referred to in I may not restrict the re-use of research data made public as part of its publication. IV. – The provisions of this article are of public policy, and any clause contrary to them shall be deemed null and void. - The institution has adopted an <i>Open Science Roadmap</i> and regularly updates an <i>Open Science Barometer</i>. - There is a very strong institutional incentive to deposit work in the multidisciplinary open archive HAL: https://hal.science (metadata records), to publish in open-access journals (PREO platform) and to engage in public outreach. - The institution co-runs, with the Marie and Louis Pasteur University, the <i>Data Workshop in Bourgogne-Franche-Comté</i>, which has its own data repository portal and provides training on open science for researchers. This data workshop has also established a network of representatives within research laboratories. - The institution has a certified regional data centre for the storage of research data produced. <u>Weaknesses:</u> - Currently, there is no support mechanisms for the open access and archiving of source codes. - The need for familiarisation with existing systems has been clearly identified. - There is no internal institutional structure bringing together all open science stakeholders at UBE level.	
4	Gender equality	+/-	<u>Strengths:</u> - The institution is subject to the laws, regulations and ministerial directives governing this matter: - o Decree No. 2023-1400 of 29 December 2023 on the procedures for publishing indicators relating to equality of opportunity between women and men and on the measures implemented to reduce inequalities in higher education institutions. - o Circular of 18 June 2020 addressed to university vice-chancellors and directors of higher education institutions:	<u>Initiatives already undertaken:</u> - The institution communicates with and raises awareness among staff on this issue, particularly within thesis defence panels and selection committees. - The institution has drawn up an action plan to promote gender equality: https://ube.fr/wp-content/uploads/CA-08042021-delib12-ct-plan-action-egalite-femmes-homme.pdf. - The institution organises annual events to mark International Women's Day, which form part of Equality Month.

			Ensuring equal treatment in recruitment procedures, guaranteeing professional equality and limiting selection bias. - The institution respects and emphasises the need for gender parity in governing bodies and Selection Committees (COS). - The institution has established an 'equal opportunities' steering committee, a vice-presidency specifically responsible for equal opportunities, and policy documents relating to gender equality (action plans, agreements with local authorities, etc.). - The institution takes this issue into account in career progression (promotions, bonuses, CRCT (Leave for Research or Thematic Conversion), etc.) and informs the relevant audiences. - The institution participates in International Women's Day. <u>Weakness:</u> Gender parity can be difficult to achieve due to demographic characteristics in certain disciplines	<u>Proposed action:</u> Set up a <i>mentoring</i> scheme (senior-junior).
5	Embracing diversity	+/-	<u>Strengths:</u> - The institution is subject to the relevant laws, regulations and ministerial directives. - o The Act of 11 February 2005 on equal rights and opportunities, participation and citizenship for people with disabilities (incorporated in particular into the Social Action and Families Code, the Public Health Code and the Labour Code) sets out obligations regarding the provision of a n accessibility standards, particularly for public institutions. - o The Act promotes the employment of disabled workers in the civil service. In addition to the application of the principle of non-discrimination, the General Civil Service Regulations have been amended to take account of the particular difficulties faced by disabled workers in accessing employment: modernisation of recruitment on a contractual basis, raising or removing age limits for sitting competitive examinations, the introduction of a statutory right to part-time work, and the implementation of flexible working hours for civil servants with disabilities or family carers. The law established a Fund for Professional Integration in the Civil Service (FIPHFP), which will be financed by contributions from ministries, local authorities and public hospitals that fail to meet the obligation to employ 6% of workers with disabilities. - The institution has adopted a disability master plan and established a vice-presidency for disability, inclusion and solidarity, a dedicated "disability mission" department and disability liaison officers. - The institution is implementing staff awareness-raising initiatives.	<u>Initiatives already undertaken:</u> - The institution communicates with and raises awareness among staff and students on this subject: https://www.ube.fr/etudier-en-situation-de-handicap/orientation-et-insertion-professionnelle/. - The institution actively promotes and supports initiatives in favour of diversity: (examples) https://www.ube.fr/appeal-a-projets-sur-la-diversite-et-la-migration-lab-forthem/. https://www.ube.fr/developpement-durable-et-inclusion-deux-priorites-votees-unanimement-par-lube/. <u>Proposed actions:</u> - Improve information and promotion of the scheme for doctoral contracts for people with disabilities. - Include cross-disciplinary training on the subject in the catalogue offered to the institution's doctoral students. - Continue to adapt the premises to improve accessibility. - Introduce universally accessible teaching.

			- The institution has established a unit to prevent and combat gender-based and sexual violence (VSS), and a reporting mechanism for discrimination and harassment.	
6	The researcher	+/-	<u>Strengths:</u> - The general status of civil servants in France imposes on all civil servants a duty of discretion, reserve, respect for confidentiality and neutrality. - The institution is subject to the relevant laws, regulations and ministerial decrees: Decree No. 84-431 of 6 June 1984 laying down the common statutory provisions applicable to lecturers and researchers and establishing the specific status of the corps of university professors and the corps of senior lecturers. - The institution has introduced training sessions on gender equality and diversity for PhD supervisors. - The institution has a Vice-Presidency for Quality and Well-being at Work (QVT), as well as a dedicated department and an occupational psychologist. <u>Weakness:</u> There is a real risk of a decline in collective commitment, particularly in relation to issues of ethics, freedom and even artificial intelligence.	<u>Initiatives already undertaken:</u> - The institution has established a number of mediation procedures in the event of conflict, in conjunction with the Vice-President for QVT and the occupational psychologist. - The institution is contributing to discussions on this subject and keeping the community informed: https://www.ube.fr/qualite-de-vie-au-travail-et-incertitude-pourquoi-ne-rechercher-que-des-solutions-individuelles/.
7	The free movement of researchers	+/+	<u>Strengths:</u> - The institution is subject to the laws, regulations and ministerial decrees governing this matter: - o Article L411-3 of the Research Code: "These statutes must promote the free circulation of ideas and, without prejudice to their careers, the mobility of staff between the various research disciplines within the same organisation, between public services of all kinds, the various public research institutions and higher education institutions, and between these services and institutions and businesses. Assignments carried out under the scheme provided for in Articles L. 531-1 et seq. shall be taken into account in the assessment of research staff upon their return to their original post. These regulations must enable researchers, whilst continuing their work within public research institutions, to collaborate, for a fixed, renewable period, with public or private laboratories, in order to develop specific applications there. Research staff of research bodies carrying out their activities in public scientific, cultural and professional institutions shall participate in the democratic life of these institutions under the conditions laid down in Articles L. 952-24 and L. 953-7 of the Education Code.	<u>Initiatives already undertaken:</u> - The institution regularly communicates with and informs staff about the planned measures and the timetables to be followed. - The institution supports and promotes initiatives in this regard: https://www.ube.fr/appel-a-projets-sur-la-diversite-et-la-migration-lab-forthem/. <u>Proposed action:</u> Improve the provision of information and promotion of geographical and thematic mobility schemes (FORTHEM European alliance, internal mobility, CRCT (Leave for Research or Thematic Conversion: a scheme enabling academic staff to take a period of leave from teaching and administrative duties to further, initiate or finalise research projects), industrial chairs, start-ups, etc.).

			- Article L952-2-1 of the Education Code: “Their statutes allow them to carry out these tasks simultaneously or successively. They facilitate mobility between the various categories of higher education staff and those in research, within the same higher education institution, between higher education institutions, with research organisations and foundations in the research sector, with public services of any kind, and between these services, institutions and businesses, in France or abroad. These regulations allow such staff, whilst continuing their work within higher education institutions, to collaborate, for a fixed and renewable period, with public or private laboratories, in order to develop specific applications there. These regulations may, in particular, allow for adjustments to the rules governing posts set out in the General Regulations of the Civil Service (). - The institution implements and supports national schemes that facilitate mobility (the Research Programming Act, public/private sector mobility, concurrent employment, <i>start-up</i> creation, leave of absence, secondment), particularly in terms of research themes through the CRCTs, and/or geographical mobility. This support is also provided through delegations to the CNRS, for example, or via the BQR (Research Quality Bonus: an internal call for projects at the UBE) ‘Network Research’, the European FORTHEM alliance, Erasmus mobility schemes, and finally within the framework of the interdisciplinary clusters established within the UBE. <u>Weakness:</u> The community nevertheless regrets the lack of support during changes to CNU (National Council of Universities: a national disciplinary committee responsible for evaluating French lecturers and researchers, particularly regarding their qualifications, recruitment and career progression) sections.	
8	Sustainability of research	-/+	<u>Strengths:</u> - The institution is aligned with national and ministerial initiatives on this subject: Climate, Biodiversity and Ecological Transition Plan for Higher Education and Research (https://www.enseignementsup-recherche.gouv.fr/sites/default/files/2023-06/plan-climat-biodiversite-et-transition-cologique-de-l-enseignement-sup-rieur-et-de-la-recherche-2022-28244.pdf). - The institution works with its institutional partners (site agreement with INRAE (National Research Institute for Agriculture, Food and	<u>Initiatives already undertaken:</u> The institution has already implemented a number of initiatives in this area: a carbon footprint assessment campaign for laboratories, the Green Office (a genuine think tank and action group that brings together students, staff and academic staff to work on the UN's 17 Sustainable Development Goals), a carpooling service, and recycling (a swap shop), Ecojardin label (https://www.ube.fr/lube-engagee-pour-la-biodiversite-premiere-visite-pour-le-label-ecojardin/), initiatives by the <i>Green Sustainability Unit</i> of the European FORTHEM alliance (travel

			the Environment) and IAD (Institut Agro Dijon)), and has signed the metropolitan climate and biodiversity plan. - The institution adopted a sustainable development master plan (https://www.ube.fr/elaboration-et-vote-du-schema-directeur-du-developpement-durable-de-la-responsabilite-societale-et-environnementale/) and established a dedicated vice-presidency. - The institution is implementing incentive schemes such as the inclusion of sustainable development criteria in public procurement procedures, as well as sustainable mobility allowances and the loan of bicycles and accessories for short business trips. - The institution implements staff training and awareness-raising initiatives to build expertise in this area (conferences, TEDS training, etc.). - The institution is committed to taking these criteria into account in all areas of its operations (for example, work on the regional data centre has enabled servers to be cooled using recovered energy) as well as in relation to the protection of people and the environment (procedures for managing chemical waste from laboratories). <u>Weakness:</u> The implementation of the various initiatives is taking place in a volatile environment, characterised in particular by significant financial uncertainty.	between partners), UBE's participation in the Sustainable Mobility Challenge and the FAST 2050 project (carbon-neutral city in partnership with the University Hospital and Grand Dijon Habitat to improve traffic flow). <u>Proposed actions:</u> - Improve staff training and awareness to minimise the negative environmental and societal impacts of research activities. - Set up the working group for the LUMEN charter (Laboratories and Platforms United for Mobility and the Environment) to draft the charter and carbon assessments. - Continue energy-efficiency refurbishment and improve accessibility of UBE buildings. - Organise the annual Sustainable Research Conference at UBE. - Apply for the DD&RS (Sustainable Development and Social Responsibility) label.
II	Evaluation, recruitment and career progression of researchers	Achievement (++, +/-, -/+, --)	Gaps/barriers to implementation Strengths Weaknesses	Initiatives already undertaken/priority actions to be implemented/suggestions for improvement
9	Researcher's assessment	-/+ partially	<u>Strengths:</u> - A wealth of information is available on the intranet. - A comprehensive letter from the president is sent to colleagues. - The internal promotion procedure is implemented annually by an independent committee (the "CALECHE": Commission for the Local Promotion of Teaching and Research Staff). This is an internal UBE committee set up to review applications for the local promotion of teaching and research staff. <u>Weakness:</u> Communication could be improved (criteria for candidates, history, competition rates, etc.).	<u>Existing procedures tailored to the nature of the assessment:</u> 1) <u>Promotion of teaching and research staff:</u> annual circular from the institution announcing the annual promotion campaign (CNU campaign and local campaign) and information available on the intranet (Resources – HR – Promotion – Promotion of teaching and research staff). Legal references: Articles 40 and 56 of Decree No. 84-431 of 6 June 1984, as amended, and provisions supplemented by the ministerial management guidelines of 25 March 2024 on promotions and the recognition of career paths for staff of the Ministry of Higher Education and Research. 2) <u>Step progression:</u> information available on the intranet; standard progression based on length of service, accelerated progression (information available regarding bonus points), progression halved during parental leave, suspension of

				progression in the event of leave of absence. <u>3) Advancement in category, grade and step for BIATSS staff:</u> IGE (Research Engineers) research staff, IGR (Research Engineers): annual circulars from the institution, ministerial management guidelines setting out the criteria for professional merit and professional experience, distribution of ministerial reports relating to promotions, organisation of working groups with university's staff representatives unions (formerly the Joint Institutional Committees) to forward the head of the institution's rankings to the DGRH (e Directorate-General for Human Resources). Prior to this, an internal institutional committee composed of experts responsible for examining applications and proposing a preliminary ranking for the administration. <u>4) Internal promotion: reclassification:</u> annual circular from the institution announcing the internal promotion campaign for university teaching staff, for the benefit of senior lecturers: preliminary procedure before the CSA (Social Administration Committee) and the Board of Governors (CA) with a view to a Board of Governors deliberation within the framework of the CNU sections targeted for re-pyramiding, and information available on the intranet. Ministerial management guidelines relating to the creation of a temporary route for internal promotion to the university professorial corps dated 10 March 2023. <u>5) CRCT:</u> annual circular from the institution; subject to CNU quotas and on behalf of the institution; information available on the intranet (resources – HR – CRCT and CPP leave). Legal references: <u>Article 19 of Decree No. 84-431 of 6 June 1984</u>; the conditions for granting CRCT leave are specified by <u>the Order of 27 September 2019</u>. <u>6) CPP (Leave for Educational Projects):</u> the institution's annual circular; information available on the intranet (resources – HR – CRCT and CPP leave). Collaboration since 2024 between the Teaching Staff Service (SPE) and the Centre for Pedagogical Innovation and Evaluation (CIPE) to communicate about the scheme and direct lecturers CIPE; since the 2024 academic year, systematic sending of a targeted email from the SPE to CRCT and CPP staff following maternity, parental and adoption leave. <u>Proposed actions:</u> - Draft a guide for lecturer-researchers on the institution's evaluation policy (procedures, criteria, pressure rates, dates, etc.).
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10	Recruitment	+/- almost	<u>Strengths:</u> - UBE recruit lecturers and researchers for junior professorial posts (CPJ). - The Teaching Staff Department is highly responsive. Responses are precise. - UBE offers personalised support to new lecturers and researchers, doctoral students on fixed-term contracts and BIATSS staff. - Trainee lecturers (MCF) receive support from the CIPE (regulatory provision: training for trainee MCFs). - All new lecturers and researchers receive a research installation grant of €6,000 for the past 3 or 4 years, to be used in the calendar year N+2 following the year N of recruitment (Research Programming Act). <u>Weaknesses:</u> - Lecturer-researcher profiles are not always available in English. - There is no support for spouses/partners if they do not work at UBE.	- Facilitate and highlight access to information on the intranet. <u>Existing procedures:</u> 1) The procedures comply with the regulations: transparency, written traceability, training for COS chairs, guidelines on impartiality, a disability policy framework, and a gender equality plan. Opinions issued by the Ethics Committee are circulated, and there is a compilation of case law from the relating to the recruitment of lecturer-researchers 2) For BIATSS staff, we use the <i>Between</i> website and the “University Recruitment” section of the UBE website (calendar and profiles). 3) Support for newly arrived contract-based lecturers, researchers and PhD students: new staff members are interviewed individually by SPE managers. A “new arrivals memo” is used by SPE managers to discuss, during an interview, issues relating to: relocation assistance, allowances, the SFT (Family Allowance Supplement), the MGEN (social security and mutual insurance organisation), PSC (Supplementary Social Protection), the management of the exemption for additional hours, and the link to the “welcome guide for new staff at the UBE site” is provided. 4) Newly arrived BIATSS staff are welcomed individually by their managers according to their department and grade. <u>Proposed actions:</u> - Ensure the publication of job descriptions for lecturers and researchers (contracts of more than one year) at European level. - Post job descriptions in English on EURAXESS. - Create digital welcome booklets in French and English for lecturers and researchers, as well as PhD and postdoctoral students. - Extend the <i>Welcome Desk</i> to postdoctoral researchers. - Facilitate support for spouses/partners of newly recruited staff. by mobilising UBE’s networks and Dijon Métropole Attractiveness Agency, - Formalise the OTM-R strategy in a framework document and publish it on the UBE website.
11	Selection	+/- almost	<u>Strengths:</u> - The structure and membership of the selection committees (COS) are proposed by the proposal committee bureaux and then approved by the Academic Council Restricted to Lecturers and Researchers (CACR).	<u>Existing procedures:</u> Following the interviews, each chair of a selection committee presents the recruitment procedure and explains the ranking of candidates to the members of the Restricted Academic Council. These rankings are then presented to the Restricted Academic

			Weaknesses: - There should be greater recognition of the diversity of career paths and acceptance of variations in career timelines. - We need to take greater account of non-standard career paths where chronological age differs from 'academic' age (for example, colleagues who started their careers in private companies)	higher education and research institutions under the authority of the Minister for Higher Education), we have a classification procedure that allows for the recognition of professional experience prior to recruitment for teaching and research staff and research support staff at the time of tenure. - With regard to CRCTs, we take maternity leave into account. The SPE identifies staff who could benefit from the scheme in its communications. - We actively communicate about opportunities for mobility within the FORTHEM alliance.
III	Working Conditions and Methods	Achievements (++, +/-, -/+, --)	Discrepancies / obstacles to implementation Strengths Weaknesses	Initiatives already undertaken / priority actions to be implemented / suggestions for improvement
13	Working conditions, funding and salaries	+/-	Strengths: - The university campus is beautiful and spacious: overall, working conditions in terms of the physical environment and working space are good. It hosts facilities that offer significant opportunities for research. The university's strength also lies in the multidisciplinary nature of its research and the diversity of courses it offers. - The institution implemented various support and workplace wellbeing schemes as part of a comprehensive policy to prevent psychosocial risks. These support measures include counselling, mediation, assessments, surveys, etc. The PS-QVT service and an occupational psychologist are also available to university staff. - The MSH (House of Social Sciences and Humanities) carries out significant monitoring and follow-up work on projects in the field of Social Sciences and Humanities. It provides resources to support research, particularly through the platforms it hosts. It also supports researchers through training programmes. - The institution set up various measures to combat sexual and sexist harassment and violence. - The institution established support mechanisms for project development in relation to research funding applications (research support support.recherche@u-bourgogne.fr), including the creation of the STRADA unit dedicated European research projects. - CRCTs offer excellent opportunities to improve working conditions (for a change of research focus or a return from maternity leave). - The dissemination and popularisation of research at UBE is a positive aspect: both amongst colleagues and the general public (Open Labs, Experimentarium, Researchers' Night, for example).	Proposed actions: - To communicate and provide information about the wide range of support and assistance schemes available to researchers and PhD students, particularly those aimed at preventing psychosocial risks and combating sexual and gender-based harassment and violence. - Evaluate the outcomes of mediation and support schemes (QVT and RPS). - Provide for a reduction in working hours when funding is secured by a letter of intent has been accepted, to allow colleagues to devote time to the implementation phase of research projects. This would encourage colleagues to submit applications. - Take into account, in terms of career progression (CALECHE) or at the time of recruitment, not only the number of projects selected but also the number of projects submitted. - Provide better information on the 'STRADA' European project development support unit, the FORTHEM European alliance and SATT SAYENS (Technology Transfer Acceleration Company), including incentives aimed at lecturers and researchers to encourage them to take an interest in these schemes. - Provide better information on the governance and organisation of UBE, as well as on how to participate in the various bodies, in order to encourage lecturers and researchers to become more involved.

			<u>Weaknesses:</u> - Some premises need renovated and are ill-suited to climate change. - Responding to calls for proposals, particularly European ones, takes up time for researchers and laboratories, which is not always visible to the university. - There are too few CRCTs. - The financial management of projects is a major undertaking. The lack of dedicated resources and staff may hinder the participation of some laboratories. - There is a lack of information and awareness regarding the many schemes available within the institution. - A number of academic staff do not get involved in university governance due to a lack of time.	
14	Job security, working conditions and salaries		<u>Strengths:</u> - As a public institution, UBE mainly offers tenured lecturer-researcher posts within the civil service, ensuring a high level of job stability. - The institution also recruits contract staff on permanent (CDI) or fixed-term (CDD) contracts, depending on the needs of research projects and the national regulatory framework. - A Charter for the management of contract staff is published to safeguard career progression, notably through periodic review mechanisms. - Remuneration is based on national pay scales (for civil servants) and on a framework grid approved by the institution's governing bodies (for contract staff), ensuring transparency and fairness. <u>Weaknesses:</u> - There is limited scope for salary progression due to the statutory and regulatory framework. - Furthermore, the overall budgetary context, characterised by increased constraints, may limit the scope for developing the human resources policies in the short term.	<u>Proposed action:</u> - Improve communication and clarity regarding the various employment statuses, career paths and remuneration arrangements within the institution. - Better promote and disseminate the Charter on the management of contract staff among the staff concerned. - Develop support measures for career paths, particularly regarding career progression and internal mobility. - Initiate a review, within existing resources, of non-financial levers for improving working conditions (work organisation, recognition, support).
15	Legal contractual obligations		<u>Strength:</u> - The legal unit within the Legal and Institutional Affairs Division provides support and responds promptly to requests. A legal colleague is also based at the Research Office . - Agreements binding the institution—and therefore its lecturer-researchers and researchers—follow a verification/validation process involving laboratory managers, then central services	<u>Proposed actions:</u> - Organise information sessions for lecturers and researchers, postdoctoral researchers and/or PhD students on their obligations under research contracts (accountability, budgetary transparency, etc.). - Strengthen communication regarding the legal support mechanisms available within UBE

			and the institution's management, before being submitted to the relevant bodies and signed by the President. <u>Weakness:</u> There is a lack of staff training on legal contractual obligations and a lack of information on the support services available	
16	Dissemination and promotion of results		<u>Strength:</u> UBE provides academic staff with various structures and schemes to help disseminate and promote research findings as effectively as possible: - SATT SAYENS, the DECA BFC incubator, and the University Innovation Hub in Bourgogne-Franche-Comté (PUI BFC); - The Culture Cluster and the University Press of Dijon (EUD); - The Data Workshop in Bourgogne-Franche-Comté; - The legal unit at the university's PAJL; - The scientific integrity officer. <u>Weakness:</u> There is a lack of staff training on how to disseminate and promote scientific results.	<u>Proposed actions:</u> - Improve communication and the dissemination of information on the various structures and mechanisms available. - Organise information sessions for lecturers and researchers, postdoctoral researchers and/or PhD students on how to commercially exploit research results.
IV	Scientific careers and talent development	Achievement (++, +/-, -/+, --)	Gaps/barriers to implementation Strengths Weaknesses	Initiatives already undertaken/priority actions to be implemented/suggestions for improvement
17	Promoting diversity in research careers	-/+	<u>Strengths:</u> - The 2020 Research Programming Act has opened up new avenues for recruiting researchers and lecturer-researchers, as well as potential pathways between the public and private sectors. - The institution regularly participates in recruitment campaigns for junior professorships (CPJ). - The institution participates in the ATRACT scheme (Accueil de Talents de la Recherche et Appui à la Coopération sur le Territoire), which aims to encourage high-calibre young researchers to set up in laboratories in Bourgogne-Franche-Comté. - For the HR scheme and the CRCT, certain criteria may be prioritised, such as mobility. - The European FORTHEM alliance is a tool available to support mobility. <u>Weaknesses:</u> - A change of research topic during a mobility placement involves joining a new team within a laboratory, which may raise questions regarding support arrangements. - In some departments, CNU requires requires staff to undertake secondments or international research mobility. - In the event of staff mobility on research leave, teaching duties are	<u>Initiatives already undertaken:</u> - In the health sector, the salary of HU lecturers and researchers is maintained during a year of mobility, and their teaching load is redistributed. - CRCTs provide a means of supporting the diverse career paths of lecturers and researchers, enabling them to develop their research activities, explore new scientific directions or strengthen their collaborations. - The FORTHEM alliance promotes the exchange of postdoctoral researchers and/or lecturers and researchers on international mobility programmes. <u>Proposed actions:</u> - Produce communication materials, in particular to explain the schemes for geographical mobility and thematic research mobility. - Offer young lecturers support with their research and careers. - Take career diversity criteria into account in the local promotion process. - Translate information documents, job descriptions and the website into English.

			generally redistributed amongst colleagues in the discipline. Lecturers and researchers therefore tend, particularly in certain disciplines, to self-censor so as not to put their colleagues in a difficult position. - There is a certain lack of communication, as not all staff are aware of the available options. - For engineering, technical, research and training staff (ITRF), the option to request a change of BAP (professional activity branch) between the eight existing ones is little known.	
18	Career development and advice	-/+	<u>Strengths:</u> - The HR Department disseminates a wide range of information and is available for one-to-one meetings. HR managers are able to explain the support mechanisms available and do so as part of their role, liaising with academic staff. They act in an advisory capacity. - Other bodies can also provide advice, such as the CIPE. Thus, an educational project may be considered if it proves to be innovative. - Institutional information is disseminated. <u>Weaknesses:</u> - No individual or personalised career support is in place for academic staff. Only a digital administrative tracking system exists (https://www.galaxie.enseignementsup-recherche.gouv.fr/ensup/cand_suivi_carriere.htm). - There are no annual appraisals for teaching and research staff under their national status. - There is only one career mobility advisor.	<u>Initiatives already undertaken:</u> - A policy to systematise information has begun, with the aim of doing so by discipline and with greater supervision. <u>Proposed actions:</u> - Set up a voluntary mentoring club (a group of senior staff from various disciplines who volunteer to assist anyone seeking information). - Appoint one volunteer career advisor within each department - Offer career appointments for teaching and research staff, as needed and on request. - Provide information on the range of research-related courses.
19	Continuous professional development	++	<u>Strengths:</u> - Yearly display of a training courses catalogue open to all staff in the institution. - CIPE training courses focusing on teaching practices open to all lecturer and researchers at all stage of their career. - UBE's STRADA EU research project unit supports researchers in setting up European research projects <u>Weaknesses:</u> - BIATSS staff holding a qualification to supervise research (HDR) are often not included in the training courses mentioned under 'Strengths' due to a lack of communication directed at them. This is because the mailing list used to provide information about training courses is that for lecturers and researchers, a list to which they do not belong to. - The UBE intranet, which contains a wealth of documentation, is not used systematically enough by university staff.	<u>Proposed actions:</u> - Improve the dissemination of information, in particular via department heads to ensure a wider range of staff are informed, such as BIATSS staff holding an HDR - Make participation in the research support training programmes offered by UBE (open science, SCD, the European FORTHEM alliance, the Research Office, and the STRADA EU research project unit) compulsory for new lecturers and researchers to attend, and encourage other lecturers and researchers to participate in this training.

20	Supervision and mentoring	Post-thesis: -- Thesis supervision: -/+	<u>Strengths:</u> <i>Thesis supervision</i> - The Individual Monitoring Committee (CSI) provides annual follow-up of doctoral candidates, helping to ensure that no student is overlooked or left without adequate supervision or support. Significant communication work is carried out with doctoral schools. - Continuing professional development is offered to thesis supervisors. <i>After recruitment</i> A formalised monitoring system for trainee senior lecturers has been implemented, centred on an interim review and a final review covering both teaching and research aspects, as well as feedback from supervisors and trainees, promoting structured support and ongoing dialogue. <u>Weaknesses:</u> - Regular meetings between each PhD student and the laboratory director are difficult to arrange the presence of research teams and PhD students on UBE's remote sites (outside Dijon) tends to make communication more difficult.	<u>Proposed actions:</u> <i>Thesis support</i> - Add specific information for PhD students and postdoctoral researchers to the welcome booklet. - Set up a junior mentoring club (a group of junior staff (PhD students, postdoctoral researchers and early-career lecturers and researchers) to facilitate a seamless transition from master's to PhD within laboratories/UMRs); <i>After recruitment</i> - Set up a senior mentoring club (a group of senior staff available to anyone seeking information and advice). - Identify a 'mentor' for junior lecturers within the laboratory but outside their research field. - Improve access to all relevant information for lecturers and researchers after their tenure appointment.
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