

Results of the HSR4R accreditation survey

HR Excellence in Research



Approved by the UBE CSA on 11 May 2026
by the Board of Directors on 19 May 2026
Presented by Edith Salès-Wuillemin
Support service: PS-QVT – Valentina Azzam
and Manon Vaquez-Broc

Structure of the Survey

Survey: 2 metrics

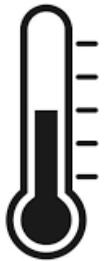
PHASE

1

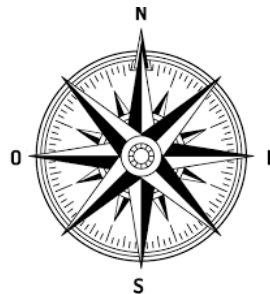
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2

ACTION PLAN



Overview



Expected



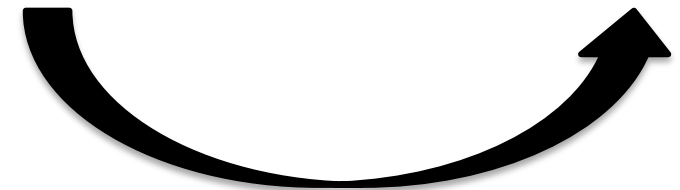
SATISFACTION = Perceived gap/expected gap

(method used in the QualTra Scale)

<https://www.sciencedirect.com/science/article/pii/S1269176324000282>



Prioritisation



**Table 1. Respondents
Socio-demographic data**

Respondents	N = 380 (20.2% of the Parente population)	
Gender	Women	168 (44.2%)
	Men	202 (53.2%)
	Non-binary or prefer not to say	10 (2.6%)
Age	45.01	
Length of service at UB	23.99	
Lab service length	12.27	
Position	Full-time	369 (97.1 per cent)
	Part-time	11 (2.9%)
Contract type	Permanent	293 (77.1%)
	Contract staff	87 (22.9%)

Parent population: 1,877

Contract duration	Contract staff N=87
1 year	21
2 years	9
3 years	49
4 years	1
Permanent contract	7

160 staff members not involved in research were directed to exit the survey

Tables 2 and 3. Employers

EMPLOYER	N=362
UBE	315 (87%)
INSERM	6 (1.6%)
University Hospital	6 (1.6%)
SAYENS	1 (0.25%)
CGFL	2 (0.5%)
INRAE	5 (1.4%)
IAD	7 (1.9%)
CNRS	20 (5.5%)

OTHERS	N=17
ANDRA	1
B27	1
CEA	1
Dijon Metropolitan Area	1
EPHE	1
Private company	1
MEN	1
Regional Education Authority	1
Without a doctoral contract	1
UBE + University Hospital	1
UBFC	1
UMLP	2
Local authority	2
VYV3	1
Ministry of Research and Higher Education	1

Table 3: Staff categories

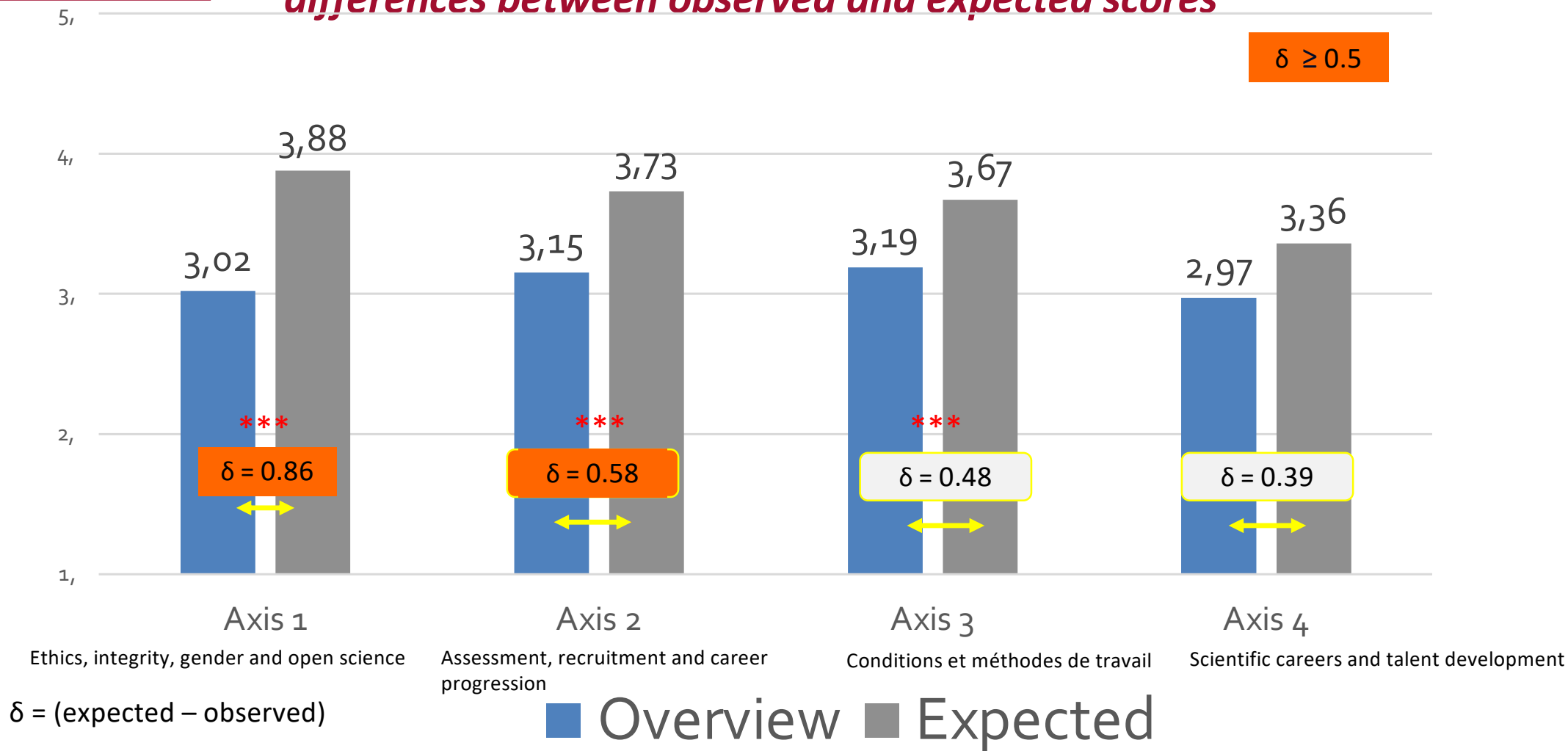
Categories	N= 359
PU	104
PU/PH	7
CPJ	2
MCU	134
MCU/PH	4
IGR	18
Postdoc	10
PhD student	57
Research Centre	12
DR	7
AHU	-
PU MG	-
MCU MG	-
CCA-AHU	4

Others	N = 20
ASI BAP E	1
ATER	5
ATRF	1
BIATSS	1
Associate Researcher	1
Emeritus DR CNRS	1
Research Engineer and Associate Researcher	1
Head of Student Affairs and Emeritus CNRS Contract Lecturer	1
PAST	2
Retired PH	1
PhD student + ATER contract	1
Design engineer	3
Technician	1

Table 4: UBE Sites

SITE	Total N = 380
Nevers	4 (1%)
Auxerre	3 (0.8%)
Châlon-sur-Saône	-
Le Creusot	7 (1.8%)
Mâcon	1 (0.3%)
Dijon	365 (96.1%)

Figure 1. Axes 1/2/3/4
differences between observed and expected scores

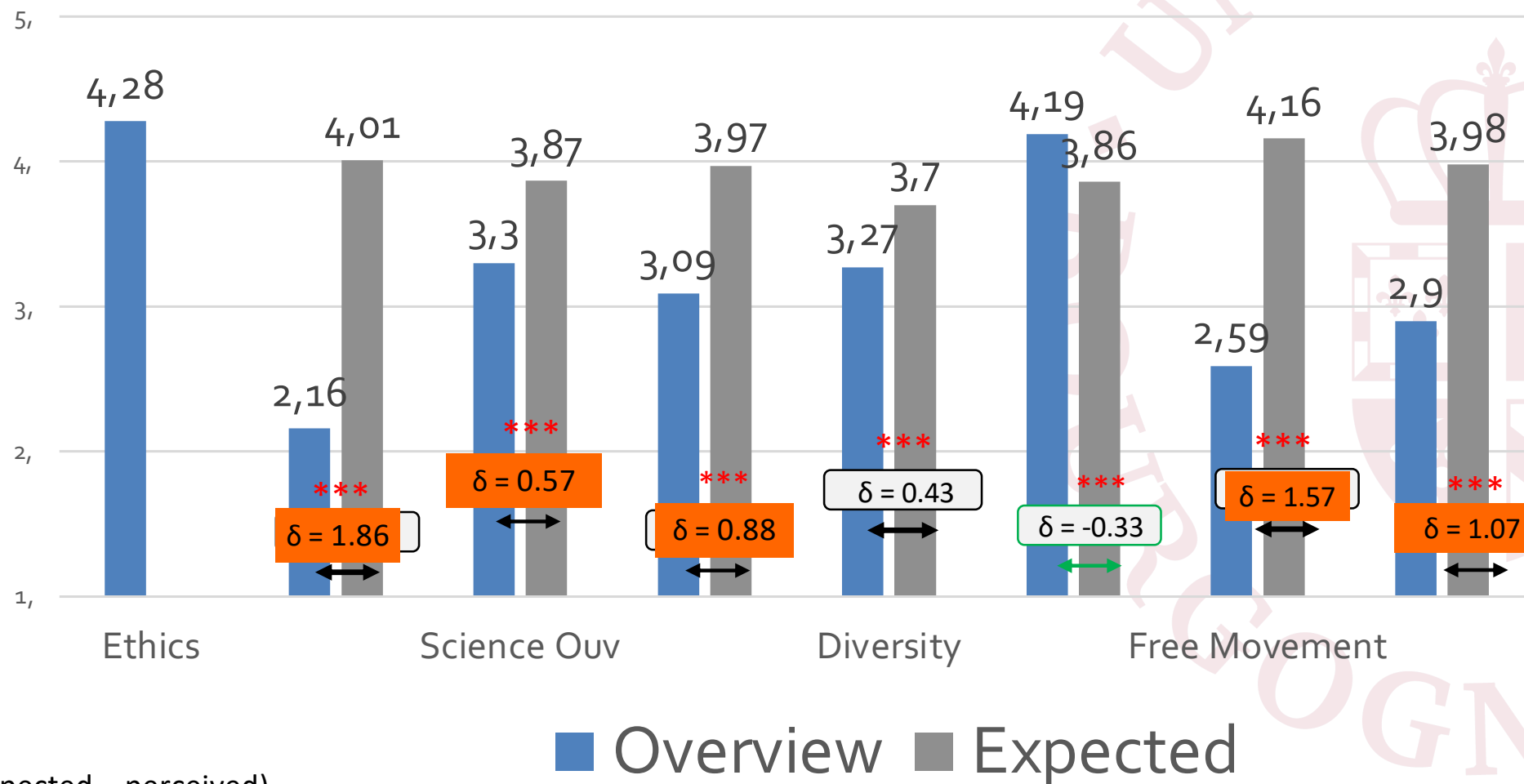


*** = $p < .001$ ** = $p < .01$ * = $p < .05$

p-value: the probability of error if the null hypothesis H_0 (no significant difference) is rejected. In other words, **** indicates a significant difference with a very low margin of error

Figure 2. Axis 1: differences between perceived and expected

Ethics, integrity, gender and open science



$\delta = (\text{expected} - \text{perceived})$

*** = $p < .001$ ** = $p < .01$ * = $p < .05$

$\delta \geq 0.5$



Figure 3. Axis 2: differences between perceived and expected

Assessment of recruitment and professional
development



$\delta = (\text{expected} - \text{observed})$

■ Overview ■ Expected

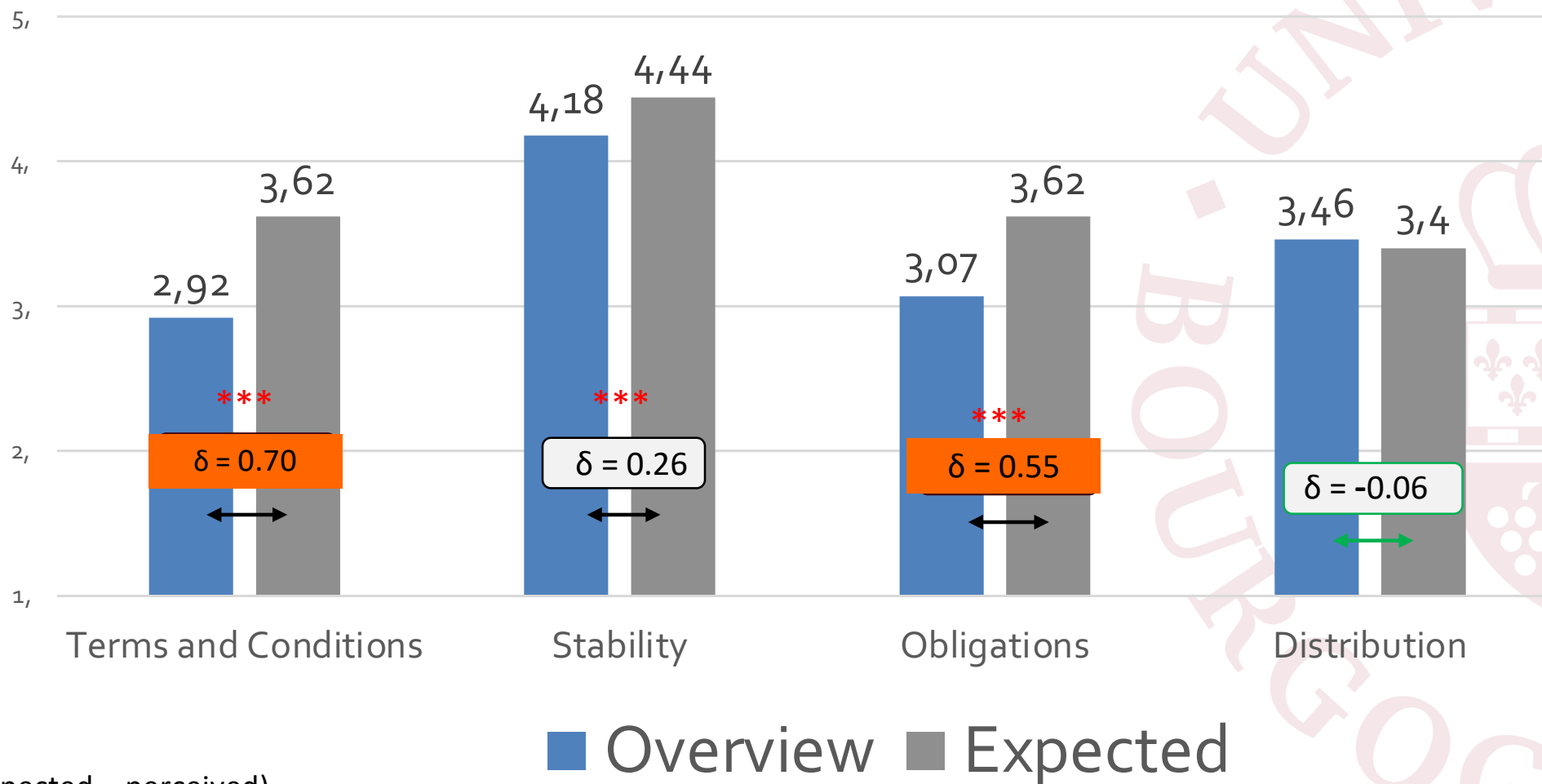
*** = $p < .001$ ** = $p < .01$ * = $p < .05$

$\delta \geq 0.5$



Figure 4. Axis 3: differences between perceived and expected

Working conditions and methods

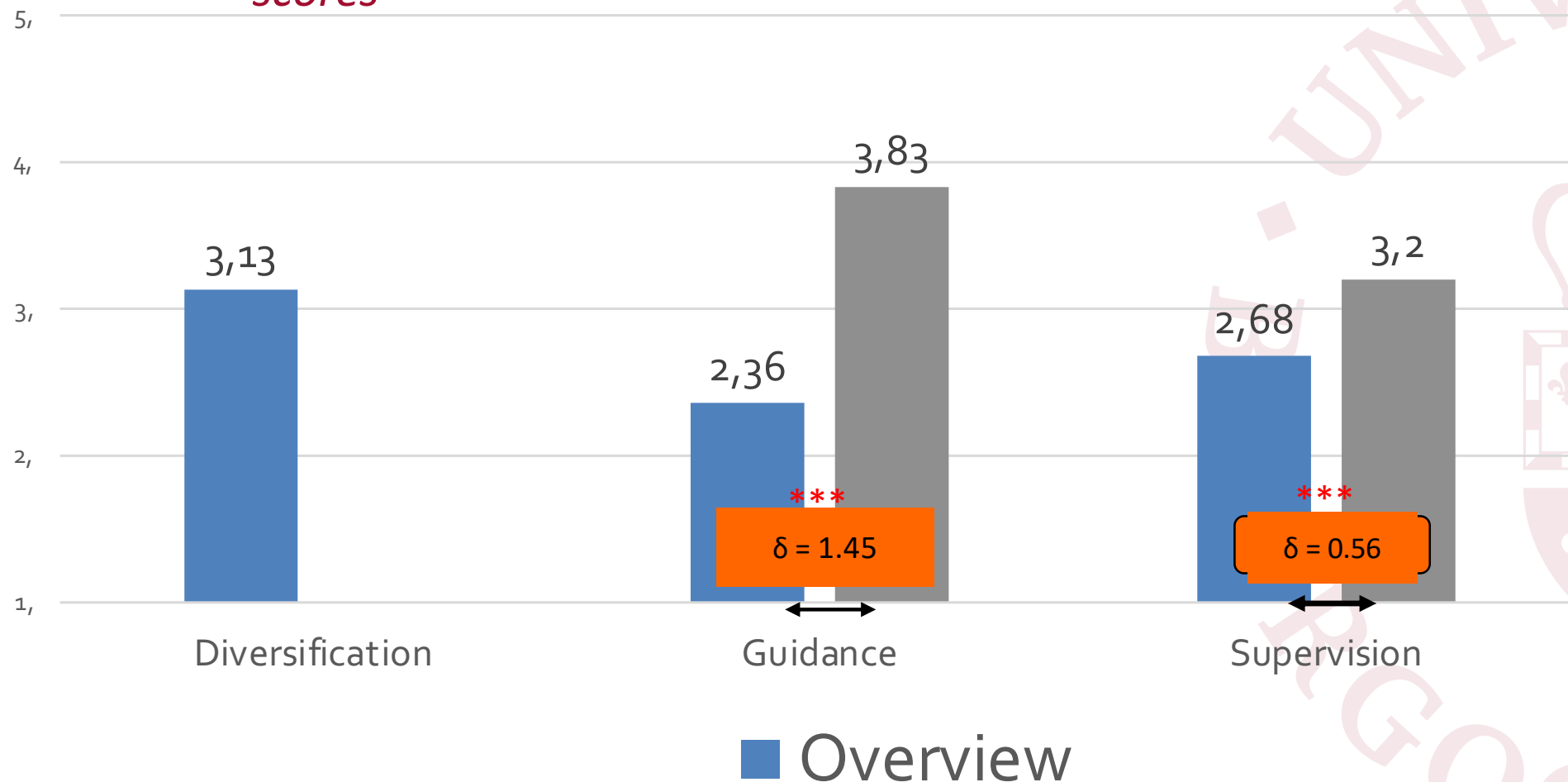


δ = (expected – perceived)

*** = $p < .001$ ** = $p < .01$ * = $p < .05$

$\delta \geq 0.5$

Figure 5. Axis 4: differences between perceived and expected scores
Scientific careers and talent development



$\delta = (\text{expected} - \text{perceived})$

*** = $p < .001$ ** = $p < .01$ * = $p < .05$

$\delta \geq 0.5$

$\delta > 0.5$ 😞

$\delta > 1$ 😡

In summary

Dimensions	Undersized	Undersized	Undersized	Undersized	Undersized	Undersized
Axis 1 (ethics, integrity, gender, working sciences)	Freedom 😡 (academic freedom)	Scientific work 😞 (understanding the requirements)	Equality 😞 (measures to address gender inequalities)	Freedom of movement 😡 (experience of mobility)	Sustainability 😡 (experience of a sustainability initiative)	
Axis 2	Recruitment 😞 (being informed about recruitment procedures)	Selection 😞 (pressure during a COS and non-discrimination)	Career progression 😞 (recognition of commitment)			
Area 3 (working conditions and methods)	Working conditions 😞 (having time to carry out research)	Obligations 😞 (making use of support services)				
Axis 4 (scientific careers and talent development)	Guidance 😡 (find out about career support schemes)	Supervision 😞 (having received help from a colleague)				



HR Excellence in Research accreditation

Appendices

Dimension 1: Ethics, integrity, gender equality and open science (1/4)

ON RESEARCH ETHICS AND INTEGRITY	Not at all (1)			Absolutely (5)	
Are you aware of the expectations regarding research ethics and integrity?	1	2	3	4	5
With regard to your research activities, have you ever felt compelled					
- In your thinking	1	2	3	4	5
-In your methods	1	2	3	4	5
-In your practice	1	2	3	4	5
Do you think it would be useful to draw up a code of ethics for researchers and research-active lecturers?	1	2	3	4	5
ABOUT OPEN SCIENCE AND CITIZEN SCIENCE	Not at all (1)			Absolutely (5)	
Are you familiar with the principles of open science and citizen science?	1	2	3	4	5
Do you feel well supported when it comes to managing and setting up databases?	1	2	3	4	5
Do you feel well supported when it comes to disseminating your scientific work?	1	2	3	4	5
Do you think it would be useful to strengthen support mechanisms relating to open science and citizen science?					

Dimension 1: Ethics, integrity, gender equality and open science (2/4)

ON GENDER EQUALITY	Not at all (1)			Absolutely (5)	
Are you aware of any measures in place within the UBE to prevent discrimination?	1	2	3	4	5
Do you think these measures adequately cover:					
- Career progression	1	2	3	4	5
-The allocation of bonuses	1	2	3	4	5
-Choosing a thesis topic	1	2	3	4	5
-Seeking funding	1	2	3	4	5
Do you think it would be useful to strengthen support measures relating to gender equality in the workplace?	1	2	3	4	5
Do you feel that diversity is well represented in your working environment at the UBE?	1	2	3	4	5
Do you consider that, in your environment, the following is adequately covered:					
-Gender diversity	1	2	3	4	5
-Diversity of nationality	1	2	3	4	5
-The diversity of career paths	1	2	3	4	5

Dimension 1: Ethics, integrity, gender equality and open science (3/4)

On professional conduct and accountability	Not at all (1)			Absolutely (5)	
Do you regularly publicise your research activities (articles, books, webinars, etc.)?	1	2	3	4	5
You report regularly on your research work (to your line managers, your laboratory, HCERES, funding bodies, etc.)	1	2	3	4	5
Do you consider it necessary to be accountable for your research activities?	1	2	3	4	5
On the free movement of researchers and research-based academics	Not at all (1)			Absolutely (5)	
Are you aware of mobility schemes for researchers and research-teaching staff within the UBE?	1	2	3	4	5
Have you ever taken part in a mobility programme:					
-Geographical	1	2	3	4	5
-Cross-disciplinary	1	2	3	4	5
-Between the public and private sectors	1	2	3	4	5
Do you think it would be useful to strengthen measures to promote the mobility of researchers and research-active lecturers?	1	2	3	4	5
About the sustainability of research					
Are you aware of the research initiatives within the UBE?	1	2	3	4	5

Dimension 1: Ethics, integrity, gender equality and open science (4/4)

Have you ever experienced ...?	Not at all (1)			Absolutely (5)	
Ensuring the sustainability of research (training the next generation, securing funding, building resilience to crises, etc.).	1	2	3	4	5
Reduction in the environmental footprint (energy consumption, laboratory equipment, etc.)	1	2	3	4	5
Generating knowledge to support transition and sustainable development	1	2	3	4	5
Adoption of responsible practices (sharing of equipment, digital frugality, etc.)	1	2	3	4	5

Dimension 2: Assessment, recruitment and career progression of researchers and research-teaching staff within the UBE

REGARDING THE EVALUATION OF RESEARCHERS AND LECTURER-RESEARCHERS	Not at all (1)			Absolutely (5)	
Have you ever submitted an application requiring an evaluation of your work as a researcher or lecturer-researcher?	1	2	3	4	5
Do you consider individual career progression assessment schemes for researchers and research-teaching staff to be useful?	1	2	3	4	5
ABOUT THE RECRUITMENT OF RESEARCHERS AND RESEARCH-TEACHING STAFF					
Do you feel you have been sufficiently informed about:					
-Recruitment procedures	1	2	3	4	5
-Your job description	1	2	3	4	5
-Your academic freedom	1	2	3	4	5
Do you think it would be useful to introduce information and support schemes for researchers and research-active lecturers?	1	2	3	4	5
Regarding non-discrimination during the selection or recruitment of candidates	Not at all (1)			Absolutely (5)	
Are you aware of any measures within the UBE aimed at minimising discriminatory bias during the selection or recruitment of candidates?	1	2	3	4	5
<i>(Please only answer this question if you have previously served on a Selection Committee (COS) within the UBE)</i>					
Did you feel that you were under direct or indirect pressure to influence your assessment?	1	2	3	4	5
You have been provided with clear and transparent information about the criteria	1	2	3	4	5

Dimension 2: Ethics, integrity, gender equality and open science

	Not at all (1)			Absolutely (5)	
Do you consider it useful to strengthen awareness-raising measures regarding these issues during the selection or recruitment of candidates?	1	2	3	4	5
About career progression	Not at all (1)			Absolutely (5)	
In terms of your career development, do you feel that the following is taken into account satisfactorily:					
-Educational commitment	1	2	3	4	5
-Administrative roles (head of department, head of laboratory, vice-president)	1	2	3	4	5
-Geographical mobility	1	2	3	4	5
-Sectoral mobility (sector of activity)	1	2	3	4	5
-Mobility between disciplines	1	2	3	4	5
Do you think it would be useful to introduce career guidance schemes?	1	2	3	4	5
About feedback on your career development	Not at all (1)			Absolutely (5)	
Do you feel that the post-assessment feedback (as part of a local assessment) is sufficient to adjust your strategy and present your case more effectively?	1	2	3	4	5

Dimension 2: Ethics, Integrity, Gender Equality and Open Science

About your publications	Not at all (1)			Absolutely (5)	
Are you familiar with the rules on co-authorship in your discipline?	1	2	3	4	5
These rules are applied in your practice					
Do you consider it necessary to clarify the rules regarding co-authorship?					

Dimension 3: Working conditions and methods for researchers and research-teaching staff at the UBE

REGARDING WORKING CONDITIONS, FUNDING AND SALARIES	Not at all (1)			Absolutely (5)	
In your research work, have you ever felt held back by:	1	2	3	4	5
-Time spent on teaching	1	2	3	4	5
-Time spent on teaching coordination	1	2	3	4	5
-Time spent on institutional investment	1	2	3	4	5
-The travel time to reach your research location	1	2	3	4	5
To avoid taking up too much of your research time, you consider it necessary to limit:					
-Teaching services	1	2	3	4	5
-On educational coordination	1	2	3	4	5
-Institutional investment	1	2	3	4	5
In your research work, have you ever found yourself struggling with:					
- Designing research projects	1	2	3	4	5
-Funding arrangements for research projects	1	2	3	4	5
-Financial management of research projects	1	2	3	4	5
-Managing research projects	1	2	3	4	5
Do you regularly use the platforms and services that support the UBE's research activities (organisation, management, coordination)?	1	2	3	4	5
Do you find these platforms and support services useful for your research activities?	1	2	3	4	5

Dimension 3: Working conditions and methods of researchers and research-teaching staff at the UBE

REGARDING WORKING METHODS	Not at all (1)			Absolutely (5)	
In your research work, have you ever felt constrained in:					
- Your freedom	1	2	3	4	5
-Your autonomy	1	2	3	4	5
Do you feel it is necessary to have freedom and autonomy in your research work?	1	2	3	4	5
Do you feel well-trained in the following areas:					
-Carrying out your teaching activities	1	2	3	4	5
-Carrying out your research activities	1	2	3	4	5
Do you feel it is necessary to receive regular training in teaching methods?	1	2	3	4	5
You feel it is necessary to receive regular training related to research activities (project design, management, coordination)	1	2	3	4	5
Are you aware of the mobility schemes available to researchers and research-active lecturers within the UBE?	1	2	3	4	5
Do you regularly use support services that facilitate research mobility?	1	2	3	4	5
Do you find these support services useful?	1	2	3	4	5
Do you think it would be useful to strengthen these support services?	1	2	3	4	5

Dimension 3: Working conditions and methods for researchers and research-teaching staff at the UBE

Regarding job security	Not at all (1)			Absolutely (5)	
Do you find it difficult to retain young researchers at the UBE (PhD students, post-doctoral researchers, IGE, IGR, etc.) due to a lack of career prospects?	1	2	3	4	5
Do you consider it necessary to put in place measures to encourage the recruitment of young people (PhD students, post-doctoral researchers, IGE, IGR, etc.)?	1	2	3	4	5
Regarding the contractual obligations of researchers and research-teaching staff	Not at all (1)			Absolutely (5)	
Are you aware of your contractual obligations as a researcher?	1	2	3	4	5
You use the services (legal service, research service, etc.) provided by the UBE to ensure the framework for your research activities is secure	1	2	3	4	5
About the dissemination and promotion of your research findings					
Are you aware of the expectations regarding the dissemination and exploitation of research results?	1	2	3	4	5
You systematically disseminate and promote the results of your research	1	2	3	4	5
Do you regularly use platforms and services for dissemination and promotion (e.g. Sayens)?	1	2	3	4	5
Do you find these platforms and support services useful for disseminating and promoting research?	1	2	3	4	5