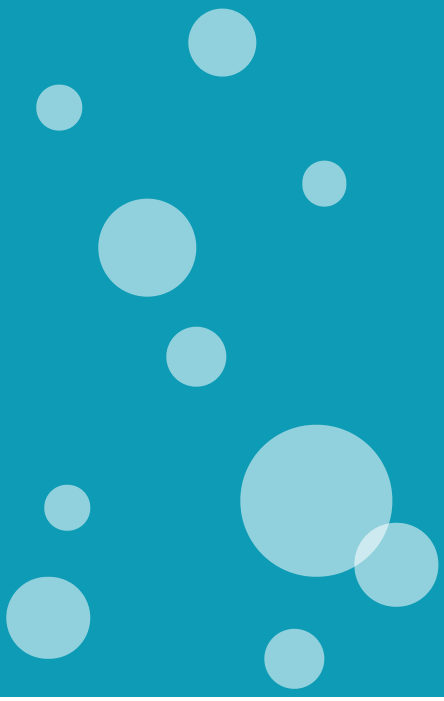
UNIVERSITÉ CÔTE D'AZUR

HR EXCELLENCE IN RESEARCH

HRS4R – Full Survey Report – 2027 Renewal

Results of the 2026 HRS4R general renewal survey — UniCA staff.

Data extracted: 30 September 2026



Introduction

Université Côte d'Azur received the European HRS4R "HR Excellence in Research" award in 2022 and is now updating its human resources strategy for research in preparation for renewal in 2027.

This report deals exclusively with the 2026 HRS4R general renewal survey, circulated from July to September 2026 and addressed to the research community. It aims to measure progress since 2022 and translate the needs and priorities expressed into concrete measures in the future action plan. The specific survey of postdoctoral researchers conducted in February 2026 is being analysed separately and is not covered here.

Scope. The raw dataset extracted on 30 September 2026 contains 285 responses. Only the 246 responses from staff reporting Université Côte d'Azur as their employer are retained; the 39 responses from other employers (CNRS, INSERM, Inria, INRAE, OCA, others) are excluded. Of the 246 responses retained, 113 stop after the question about the employer: 133 respondents answered at least one substantive question, including 113 complete questionnaires.

Method. Percentages are calculated from the responses actually provided to each question, including the "I do not know" option. For each question, the report states the number of valid responses and the share this represents of the 133 substantive respondents; this is not the survey participation rate. As the number of people invited is not known, the participation rate is UNKNOWN.
Multiple-choice questions are expressed as a proportion of respondents to the question (total exceeding 100%).

Structure. The report first presents the profile of respondents, compared with the 2024 Single Social Report (RSU) staff figures for disciplinary fields and R1–R4 categories. The results follow the four HRS4R pillars, each introduced by an analysis: researchers assessment, recruitment and progression; working conditions and practices; research careers and talent development; ethics, integrity, gender and open science. Two cross-cutting sections cover artificial intelligence, introduced by an analysis, and HRS4R communication.

246
UniCA staff responses retained (out of 285 raw responses)

133
respondents who answered at least one substantive question

113
complete questionnaires

July–Sept. 2026
general survey

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Respondent profile

Characteristics reported by respondents. Response counts vary between questions.

GENERAL RENEWAL SURVEY - UNICA STAFF

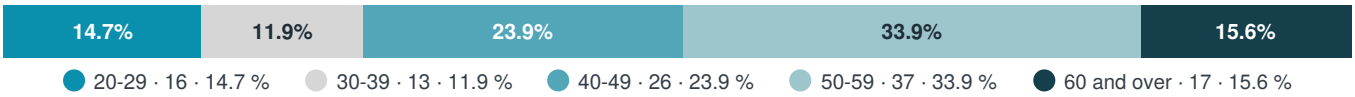
Sex of respondents

Valid responses: 104 *Share of the 133 substantive respondents: 78 %*

Male	**39 · 37.5 %**
Female	**57 · 54.8 %**
Other	**0 · 0.0 %**
Prefer not to answer	**8 · 7.7 %**

Age of respondents

Valid responses: 109 *Share of the 133 substantive respondents: 82 %*



20-29 · 16 · 14.7 % 30-39 · 13 · 11.9 % 40-49 · 26 · 23.9 % 50-59 · 37 · 33.9 % 60 and over · 17 · 15.6 %

What supervisory or management responsibilities have you held at Université Côte d'Azur? (Multiple answers possible)

Valid responses: 111 *Share of the 133 substantive respondents: 83 %*

No supervisory or management responsibilities	**25 · 22.5 %**
Research supervision responsibilities	**60 · 54.1 %**
Head of a research unit or service	**24 · 21.6 %**
Administrative responsibilities	**36 · 32.4 %**
Teaching responsibilities (head of faculty/school, degree programme or training programme)	**58 · 52.3 %**
Other supervisory or management responsibilities	**16 · 14.4 %**

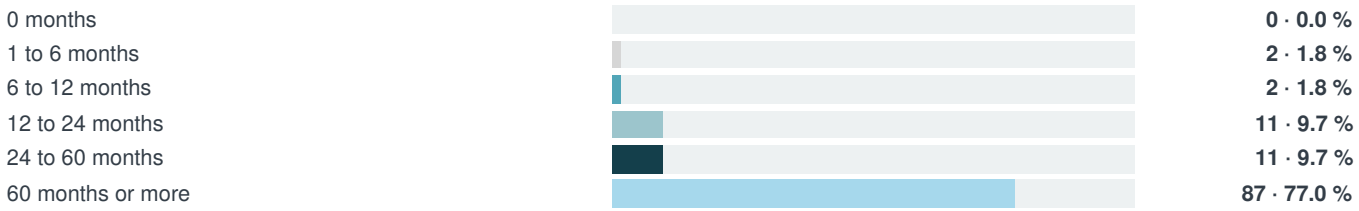
What is your level of education (highest qualification obtained)?

Valid responses: 95 *Share of the 133 substantive respondents: 71 %*

Bac+5 (Master's, DESS, engineering degree, etc.)	Bac+8 or equivalent (PhD, postdoctoral research)	HDR
21 · 22.1 %	**29 · 30.5 %**	**45 · 47.4 %**

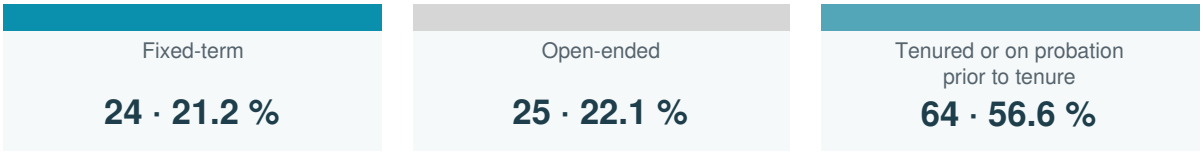
How long have you worked in higher education or research?

Valid responses: 113 *Share of the 133 substantive respondents: 85 %*



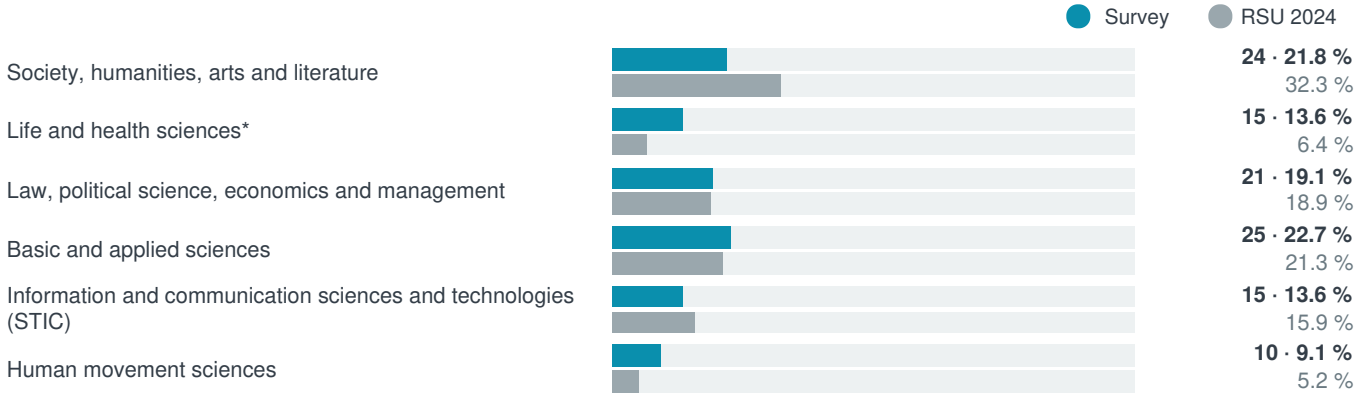
What type of employment contract do you have?

Valid responses: 113 *Share of the 133 substantive respondents: 85 %*



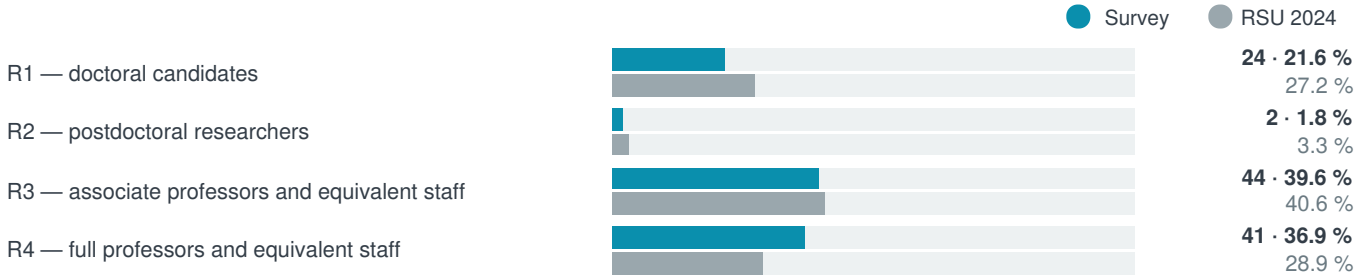
What is your field of research expertise?

Valid responses: 110 *Share of the 133 substantive respondents: 83 %*



Professional category (R1 to R4)

Valid responses: 111 *Share of the 133 substantive respondents: 83 %*



Direct questionnaire responses (111 respondents). Report v3 of 14/10/2026 classifies 132 people (R1 = 27, R2 = 2, R3 = 55, R4 = 48) using a broader rule whose method could not be located: the two series are not comparable.

Sources: UniCA general survey 2026; RSU 2024, pp. 20, 23, 45 (1 299 teaching staff for disciplinary fields; 1 368 staff for R1–R4 categories). *RSU: medicine/dentistry and some researchers excluded from the disciplinary base. R1–R4 counts reconstructed by staff corps/status.

PILLAR 1: RESEARCHERS ASSESSMENT, RECRUITMENT AND PROGRESSION

Analysis of results

Job advertisements are considered transparent and accessible by 52.6% of staff, compared with 33.1% expressing an unfavourable view. Views are less favourable regarding recruitment itself: 42.9% find it transparent and fair, while 45.9% consider it only slightly or not at all so. Only 36.4% feel satisfactorily informed before and after selection, particularly about the composition of the selection panel, while 20.2% are partially informed and 16.3% not at all.

There is no consensus on the assessment of research work. The role of qualitative assessment is considered satisfactory or very satisfactory by 31.8% and unsatisfactory or very unsatisfactory by 31.0%; for quantitative assessment based on metrics, these figures are 36.2% and 25.2%.

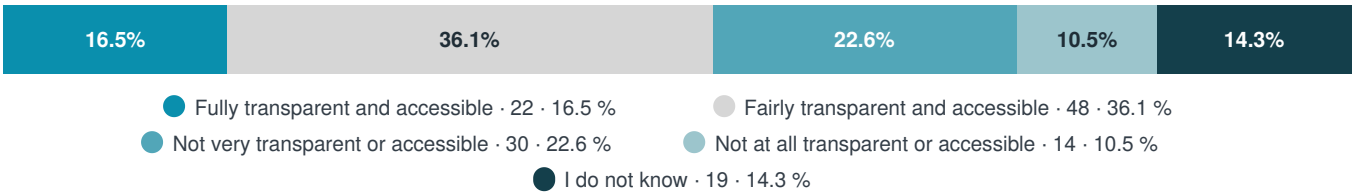
Recognition of activities in career records is uneven. Doctoral supervision (58.7%), teaching (53.5%) and administrative service (50.8%) are recognised by more than half of staff. Science communication (32.8% recognition, 44.5% little or no recognition), open science (27.0% versus 42.1%) and engagement in the ecological transition (16.5% versus 46.5%) receive significantly less recognition.

The strongest criticism concerns promotion and career information: 60.5% consider promotion criteria only slightly or not at all transparent and fair, compared with 28.7% expressing favourable views, and 60.9% consider information on academic and non-academic career prospects unclear or very unclear. 58.9% perceive a lasting concentration of research leadership responsibilities among the same people, including 22.5% who "clearly" do so. In addition, 55.1% report having received no support from the Human Resources Directorate and having no clear information on career progression; only 6.3% have received support and taken it up fully or partially.

These findings are reflected in the priorities expressed: clarity and fairness of promotion criteria (81.1%), recognition of diverse activities in researchers' assessment (72.4%), fairness and transparency of selection procedures (66.1%), and HR support and career progression (54.3%).

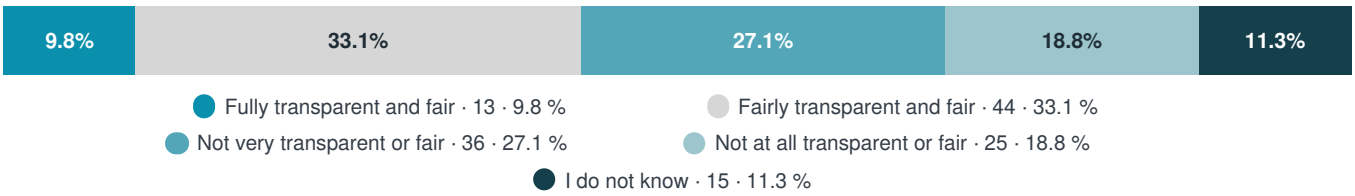
How would you describe job advertisements and their dissemination within your institution?

Valid responses: 133 *Share of the 133 substantive respondents: 100 %*



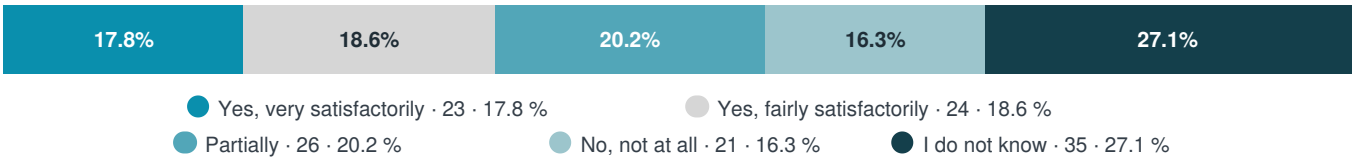
How would you describe recruitment within your institution?

Valid responses: 133 *Share of the 133 substantive respondents: 100 %*



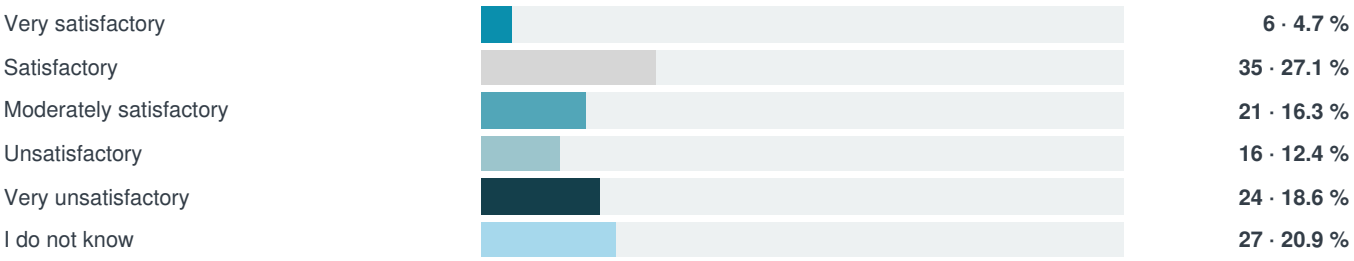
As a candidate, were you satisfactorily informed before and after selection processes, particularly about the composition of the selection panel?

Valid responses: 129 *Share of the 133 substantive respondents: 97 %*



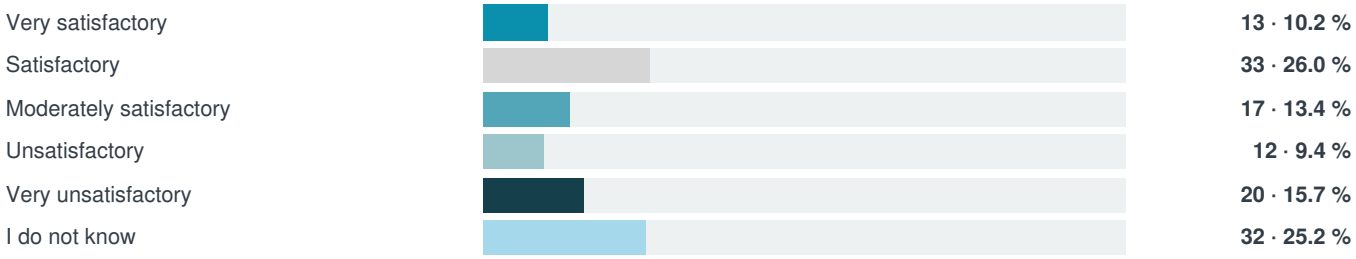
How would you rate the role given to qualitative assessment in decisions assessing your research work?

Valid responses: 129 *Share of the 133 substantive respondents: 97 %*



How would you rate the role given to quantitative assessment (metrics: JIF, h-index, number of publications, citations) in decisions assessing your research work?

Valid responses: 127 *Share of the 133 substantive respondents: 95 %*

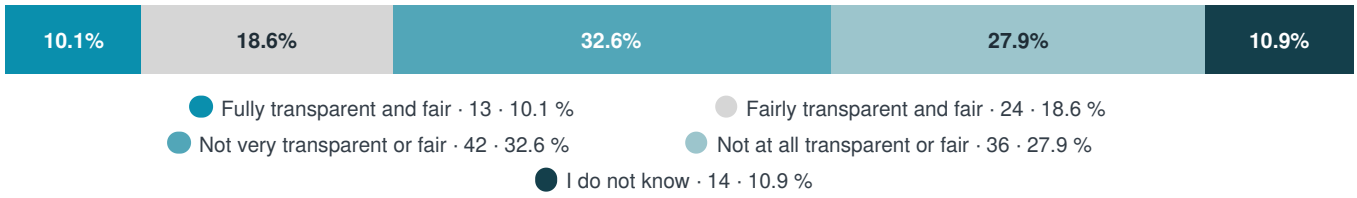


Are the following activities recognised in your career record within your institution?

Item	n	Fully	Mostly	Little	Not at all	I do not know
Teaching	**129**	**31** 24.0 %	**38** 29.5 %	**20** 15.5 %	**30** 23.3 %	**10** 7.8 %
Doctoral supervision	**126**	**34** 27.0 %	**40** 31.7 %	**15** 11.9 %	**13** 10.3 %	**24** 19.0 %
Administrative service	**128**	**34** 26.6 %	**31** 24.2 %	**28** 21.9 %	**20** 15.6 %	**15** 11.7 %
Science communication	**128**	**25** 19.5 %	**17** 13.3 %	**36** 28.1 %	**21** 16.4 %	**29** 22.7 %
Open science	**126**	**16** 12.7 %	**18** 14.3 %	**25** 19.8 %	**28** 22.2 %	**39** 31.0 %
Engagement in the ecological transition	**127**	**11** 8.7 %	**10** 7.9 %	**28** 22.0 %	**31** 24.4 %	**47** 37.0 %

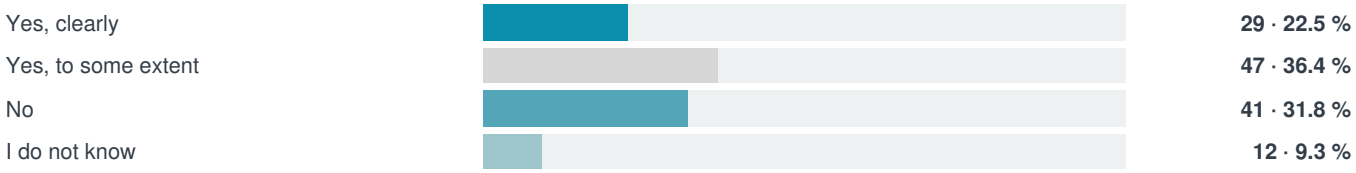
How would you describe promotion criteria within your institution?

Valid responses: 129 *Share of the 133 substantive respondents: 97 %*



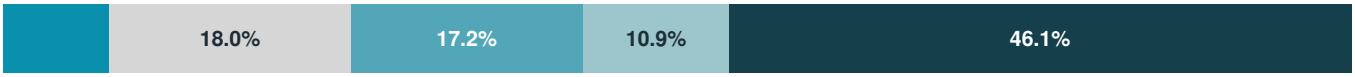
Do you feel that research leadership responsibilities (head of a research Master's programme, laboratory or doctoral school) remain concentrated among the same people, limiting renewal of leadership teams?

Valid responses: 129 *Share of the 133 substantive respondents: 97 %*



Are career breaks (parental leave, illness, personal mobility) taken into account without penalty when assessing your career?

Valid responses: 128 *Share of the 133 substantive respondents: 96 %*



Fully taken into account · 10 · 7.8 % Mostly taken into account · 23 · 18.0 % Little account taken · 22 · 17.2 %
Not taken into account at all · 14 · 10.9 % I do not know · 59 · 46.1 %

Have you received career development support from the Human Resources Directorate?

Valid responses: 127 *Share of the 133 substantive respondents: 95 %*



Yes, support taken up · 4 · 3.1 % Yes, support partly taken up · 4 · 3.1 %
No, but I have access to clear information on career progression · 36 · 28.3 %
No, and information on career progression is unclear or inaccessible · 70 · 55.1 % I do not know · 13 · 10.2 %

How satisfied are you?

Follow-up to: "Have you received support from the Human Resources Directorate for your career development?"

Valid responses: 8

Response	Count	(%)
Very satisfied	**3**	(37.5 %)
Satisfied	**2**	(25.0 %)
Moderately satisfied	**2**	(25.0 %)
Dissatisfied	**1**	(12.5 %)
Very dissatisfied	**0**	(0.0 %)

Do you find the available information on academic and non-academic career prospects clear and accessible?

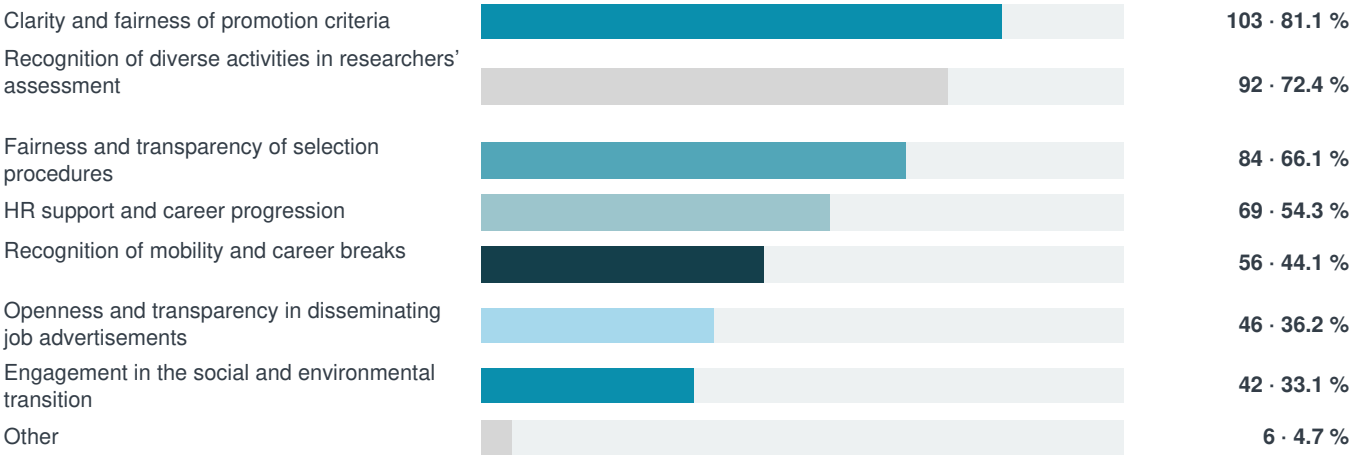
Valid responses: 128 *Share of the 133 substantive respondents: 96 %*



Fully clear and accessible · 11 · 8.6 % Fairly clear and accessible · 28 · 21.9 %
Not very clear or accessible · 42 · 32.8 % Not at all clear or accessible · 36 · 28.1 % I do not know · 11 · 8.6 %

Which of the following topics do you consider the most important to strengthen as a priority? (Multiple answers possible)

Valid responses: 127 *Share of the 133 substantive respondents: 95 %*



PILLAR 2: WORKING CONDITIONS AND PRACTICES

Analysis of results

The working environment is rated fairly positively: 61.8% consider their working conditions (space, support, equipment) adequate and 63.4% feel that work–life balance is respected, compared with 33.3% who feel that it is respected only slightly or not at all.

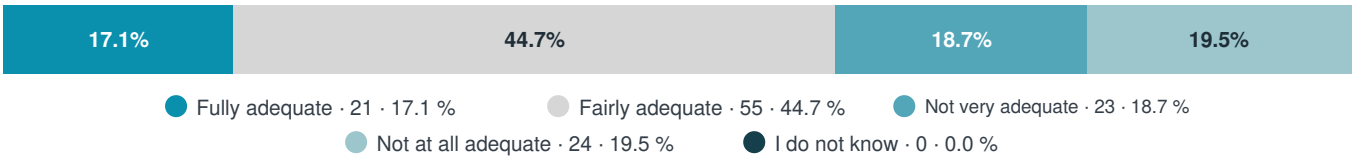
Research resources are the main area of concern. Only 19.3% of staff feel that stable funding enables them to carry out research in good conditions, while 62.2% disagree. Administrative workloads leave sufficient time for research for 27.3%, but not for 54.5%. Teaching workloads are considered compatible with good research conditions by 45.9% and incompatible by 34.4%. The distribution of administrative responsibilities within the unit or service is considered fair by 42.7% and only slightly or not at all fair by 50.0%.

Health and well-being support is perceived as lacking visibility. Well-being and mental health initiatives are considered visible and accessible by 36.4% and only slightly or not at all so by 48.8%; for Université Côte d'Azur's measures to promote health and well-being at work, these figures are 40.7% and 48.8%. Occupational risk prevention arrangements are considered identifiable and accessible by 38.5% and only slightly or not at all so by 42.6%. The website mapping research support structures has been used by 35.2% of staff and has not been used by 52.5%.

The topics considered most urgent to improve are stable research funding (87.2%), teaching workloads and recognition of teaching (69.6%), workspace and equipment (56.0%), well-being and mental health (55.2%), and the distribution of administrative responsibilities (54.4%).

How would you describe your working conditions (space, support, equipment)?

Valid responses: 123 *Share of the 133 substantive respondents: 92 %*



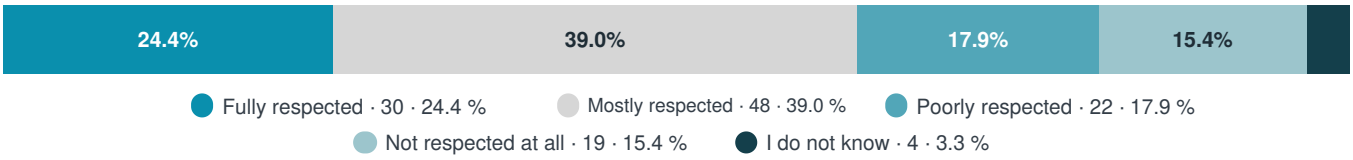
Are administrative responsibilities distributed fairly within your unit or service?

Valid responses: 124 *Share of the 133 substantive respondents: 93 %*



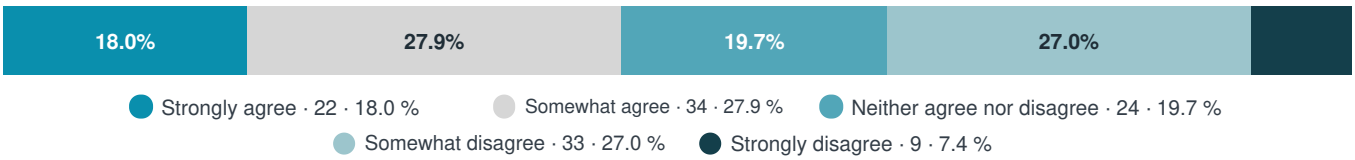
Is work–life balance respected at your institution?

Valid responses: 123 *Share of the 133 substantive respondents: 92 %*



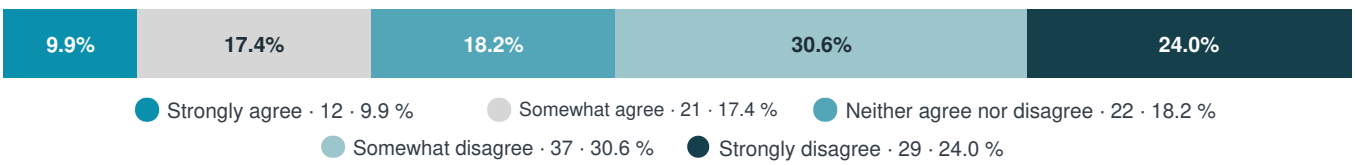
Does your teaching workload allow you to carry out your research activities in good conditions?

Valid responses: 122 *Share of the 133 substantive respondents: 92 %*



Does the administrative workload associated with your activities allow you to devote sufficient time to research?

Valid responses: 121 *Share of the 133 substantive respondents: 91 %*



Does your current level of stable funding allow you to carry out your research activities in good conditions?

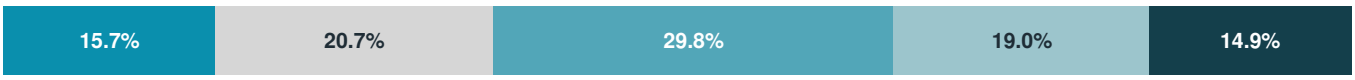
Valid responses: 119 *Share of the 133 substantive respondents: 89 %*



Strongly agree · 7 · 5.9 % Somewhat agree · 16 · 13.4 % Neither agree nor disagree · 22 · 18.5 %
Somewhat disagree · 35 · 29.4 % Strongly disagree · 39 · 32.8 %

Are well-being and mental health initiatives visible and accessible?

Valid responses: 121 *Share of the 133 substantive respondents: 91 %*



Fully visible and accessible · 19 · 15.7 % Fairly visible and accessible · 25 · 20.7 %
Not very visible or accessible · 36 · 29.8 % Not at all visible or accessible · 23 · 19.0 % I do not know · 18 · 14.9 %

Are Université Côte d'Azur's measures to promote health and well-being at work visible and accessible?

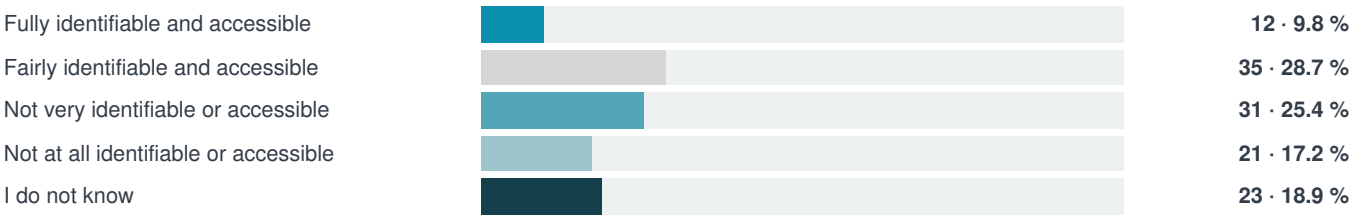
Valid responses: 123 *Share of the 133 substantive respondents: 92 %*



Fully visible and accessible · 19 · 15.4 % Fairly visible and accessible · 31 · 25.2 %
Not very visible or accessible · 35 · 28.5 % Not at all visible or accessible · 25 · 20.3 % I do not know · 13 · 10.6 %

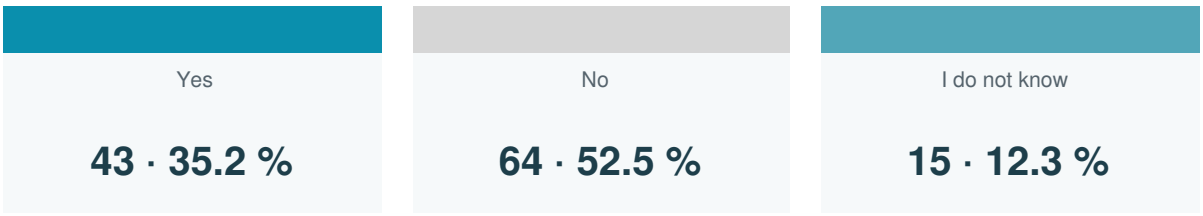
Occupational risk prevention arrangements (physical, chemical and psychosocial risks) are...

Valid responses: 122 *Share of the 133 substantive respondents: 92 %*



Have you used the website mapping research support structures (platforms, equipment) at Université Côte d'Azur?

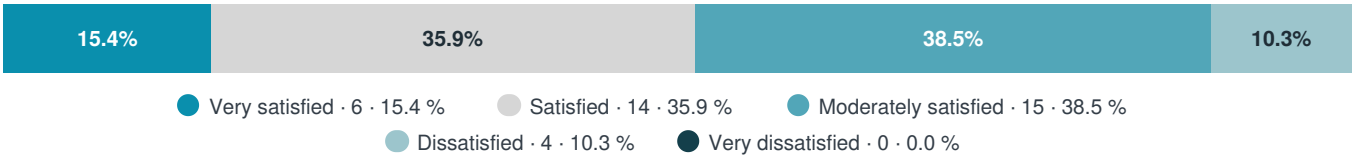
Valid responses: 122 *Share of the 133 substantive respondents: 92 %*



How satisfied are you?

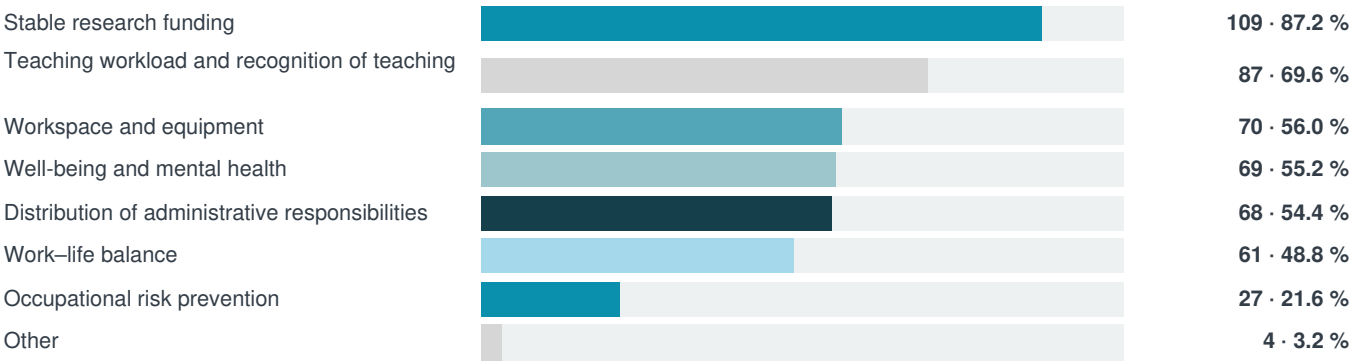
Follow-up to: "Have you used the website mapping research support structures (platforms, equipment) at Université Côte d'Azur?"

Valid responses: 39



Which of the following topics do you consider most urgent to improve? (Multiple answers possible)

Valid responses: 125 *Share of the 133 substantive respondents: 94 %*



PILLAR 3: RESEARCH CAREERS AND TALENT DEVELOPMENT

Analysis of results

Training provision is an area of weakness. 32.2% consider job-specific training provision insufficient, and only 7.8% have access to appropriate training while knowing their professional training entitlements; 25.2% find training accessible but have little knowledge of their entitlements, and 15.7% have partial knowledge. Transferable skills training is considered appropriate by 33.3% and only slightly or not at all appropriate by 36.8%. Only 15.1% have received training in doctoral supervision, while 73.6% have not.

Networking and exchange opportunities among researchers at Université Côte d'Azur are considered sufficient by 40.7% and insufficient by 48.7%. Since 2022, support for doctoral candidates and postdoctoral researchers is perceived to have improved, substantially or moderately, in research support (38.5%), administrative support (36.7%), support in securing funding (30.6%), social and psychological support (26.6%) and support for entering employment (22.0%). A decline is rarely reported (from 2.8% to 9.2% depending on the type of support).

Careers outside academic research receive little encouragement: 65.2% feel only slightly or not at all encouraged to explore these prospects (industry, public sector, entrepreneurship), compared with 22.6% who feel encouraged.

Priorities to strengthen are valuing diverse research careers (66.1%), support for doctoral candidates and postdoctoral researchers (59.8%), followed jointly by the quality of research supervision (42.9%) and peer support for career development and mentoring (42.9%).

Does the available job-specific training meet your needs, and are you aware of your professional training entitlements (personal training account — CPF, institutional training plan)?

Valid responses: 115 *Share of the 133 substantive respondents: 86 %*



Yes, suitable training and known entitlements · 9 · 7.8 %
Yes, accessible training but entitlements only partly known · 18 · 15.7 %
Yes, accessible training but little knowledge of entitlements · 29 · 25.2 %
No, insufficient provision · 37 · 32.2 %
No, I am not interested (I train myself or do not feel the need) · 22 · 19.1 %

Does the available training in transferable skills (usable beyond your current post) — communication, project management, digital tools, and research data management and analysis — meet your needs?

Valid responses: 117 *Share of the 133 substantive respondents: 88 %*



Fully appropriate · 8 · 6.8 %
Fairly appropriate · 31 · 26.5 %
Poorly suited · 30 · 25.6 %
Not at all appropriate · 13 · 11.1 %
I do not know · 35 · 29.9 %

Is the quality of the supervision you receive adequate?

Valid responses: 108 *Share of the 133 substantive respondents: 81 %*



Fully adequate · 21 · 19.4 %
Fairly adequate · 24 · 22.2 %
Not very adequate · 12 · 11.1 %
Not at all adequate · 7 · 6.5 %
I do not know · 44 · 40.7 %

Does peer support for career development (mentoring, individual support, career planning) meet your needs?

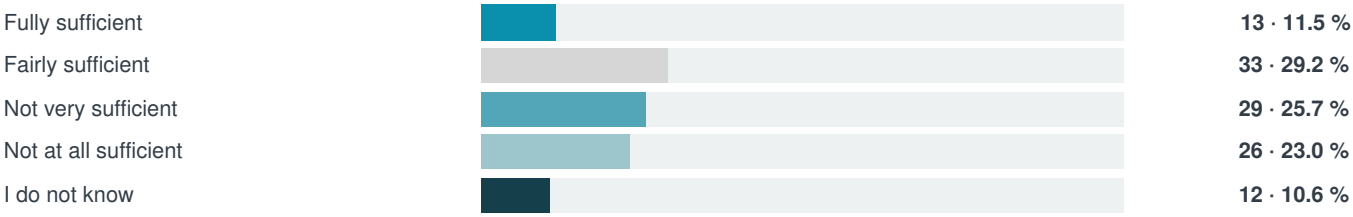
Valid responses: 108 *Share of the 133 substantive respondents: 81 %*



Fully · 12 · 11.1 %
Mostly · 23 · 21.3 %
Little · 18 · 16.7 %
Not at all · 13 · 12.0 %
I do not know · 42 · 38.9 %

Are opportunities for networking and exchanges among researchers at Université Côte d'Azur (inter-laboratory events, thematic communities, conferences with financial support) sufficient?

Valid responses: 113 *Share of the 133 substantive respondents: 85 %*

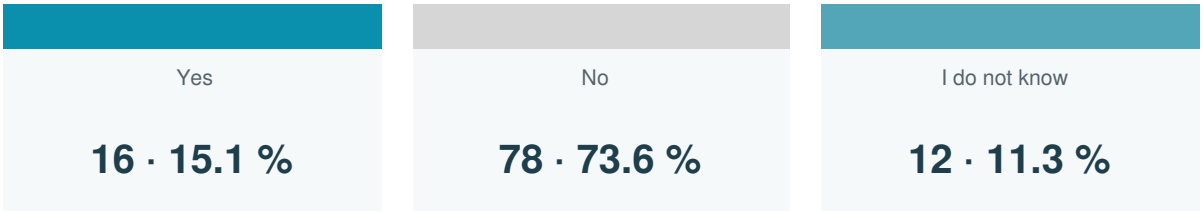


Has support for doctoral candidates and postdoctoral researchers changed since 2022 ?

Item	n	Substantial improvement	Moderate improvement	No change	Decline	I do not know
Research support	**109**	**19** 17.4 %	**23** 21.1 %	**23** 21.1 %	**3** 2.8 %	**41** 37.6 %
Administrative support	**109**	**19** 17.4 %	**21** 19.3 %	**20** 18.3 %	**10** 9.2 %	**39** 35.8 %
Support in securing funding (preparing applications, calls for proposals)	**108**	**16** 14.8 %	**17** 15.7 %	**23** 21.3 %	**8** 7.4 %	**44** 40.7 %
Social / psychological support	**109**	**10** 9.2 %	**19** 17.4 %	**25** 22.9 %	**8** 7.3 %	**47** 43.1 %
Support for entering employment (competitive examinations, CV writing, interview practice)	**109**	**8** 7.3 %	**16** 14.7 %	**29** 26.6 %	**6** 5.5 %	**50** 45.9 %

Have you received training in doctoral supervision?

Valid responses: 106 *Share of the 133 substantive respondents: 80 %*



How satisfied are you?

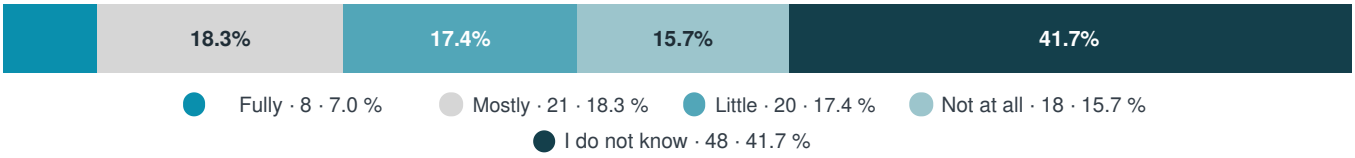
Follow-up to: "Have you received training in doctoral supervision?"

Valid responses: 15

Response	Count	(%)
Very satisfied	**4**	(26.7 %)
Satisfied	**9**	(60.0 %)
Moderately satisfied	**1**	(6.7 %)
Dissatisfied	**0**	(0.0 %)
Very dissatisfied	**1**	(6.7 %)

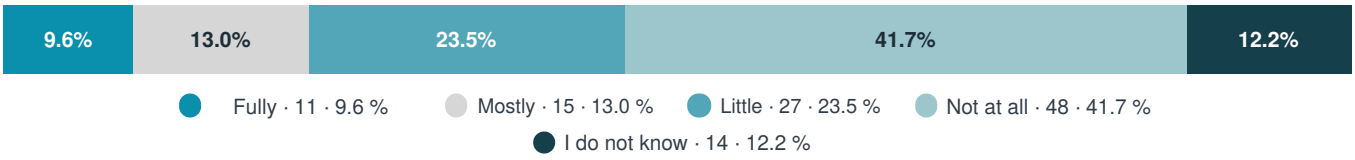
Are diverse career paths (intersectoral mobility, careers outside academia) recognised and valued within your institution?

Valid responses: 115 *Share of the 133 substantive respondents: 86 %*



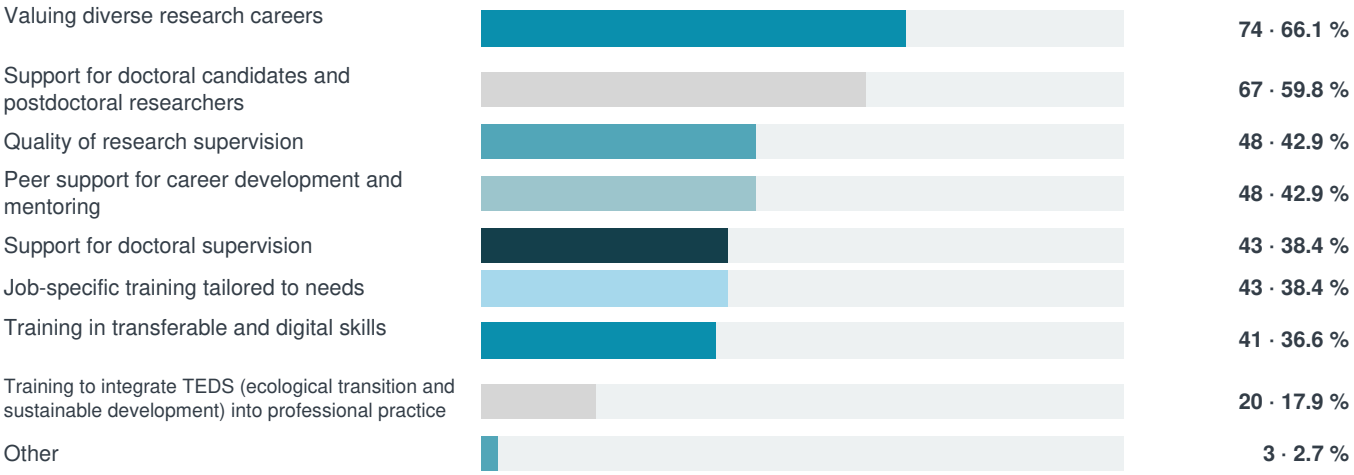
Are you encouraged to explore career prospects outside academic research (industry, public sector, entrepreneurship)?

Valid responses: 115 *Share of the 133 substantive respondents: 86 %*



Which of the following topics do you consider the most important to strengthen as a priority? (Multiple answers possible)

Valid responses: 112 *Share of the 133 substantive respondents: 84 %*



PILLAR 4: ETHICS, INTEGRITY, GENDER AND OPEN SCIENCE

Analysis of results

Freedom of scientific research receives the most favourable assessment in the survey: 80.7% feel able to conduct their work freely (choice of topics and methods, dissemination and publication of results), including 53.5% "fully", compared with 15.8% only slightly or not at all.

Regarding ethics and research integrity, institutional information is considered clear, whether provided regularly or occasionally, by 56.2% and limited or absent by 35.7%. Procedures for reporting breaches of research integrity are the pillar's weakest point: 39.3% say they are unaware of them and 25.0% consider them little known and difficult to access, while only 10.7% consider them fully known, reliable and accessible. 33.9% have access to training on research ethics and research integrity, and 33.9% do not.

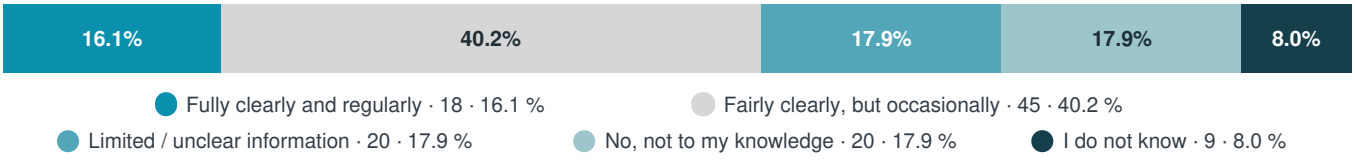
On equality and inclusion, gender equality policies are considered visible and actively promoted by 59.3%, and access to research leadership responsibilities is considered fair between women and men by 62.3% (unfair by 23.7%). Diversity and inclusion policies are considered effective by 53.1% and only slightly or not at all effective by 31.9%. Measures to prevent violence, harassment and discrimination are considered effective by 41.1%; 28.6% consider them not very effective and 13.4% say that, to their knowledge, such measures do not exist.

Mobility experience is considered valued in career pathways by 42.0% and only slightly or not at all valued by 34.8%; 48.6% feel that the institution strongly or very strongly promotes international mobility and research attractiveness. The promotion of sustainable research practices is considered sufficient by 44.7% and insufficient by 39.5%. Among the university's support schemes, open science is the most widely used (57.3%), ahead of support in securing funding (34.7%), administrative support for projects (32.0%), science communication (29.3%) and knowledge valorisation and innovation (18.7%); 76.7% of users report being satisfied or very satisfied.

Priorities to strengthen are administrative support for research projects (51.4%), support in securing funding (45.0%), freedom of scientific research (40.5%) and prevention of violence, harassment and discrimination (36.0%).

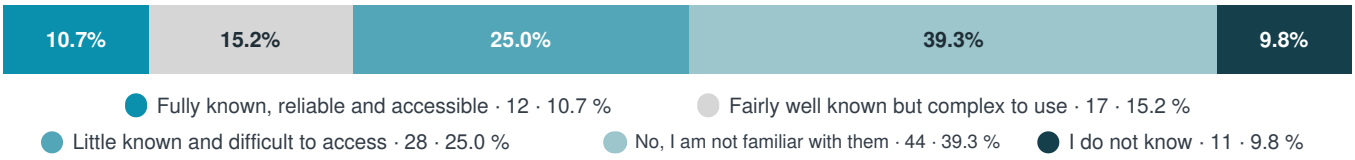
Does your institution provide clear information on research ethics (compliance with ethical standards for research) and research integrity (honesty and methodological rigour)?

Valid responses: 112 *Share of the 133 substantive respondents: 84 %*



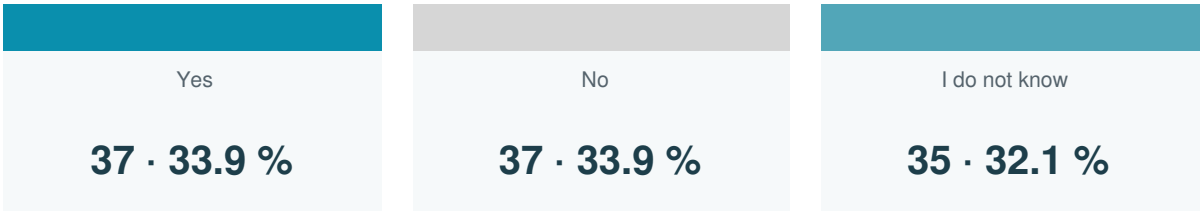
Are you familiar with the procedures for reporting a breach of research integrity, and do you consider them reliable and accessible?

Valid responses: 112 *Share of the 133 substantive respondents: 84 %*



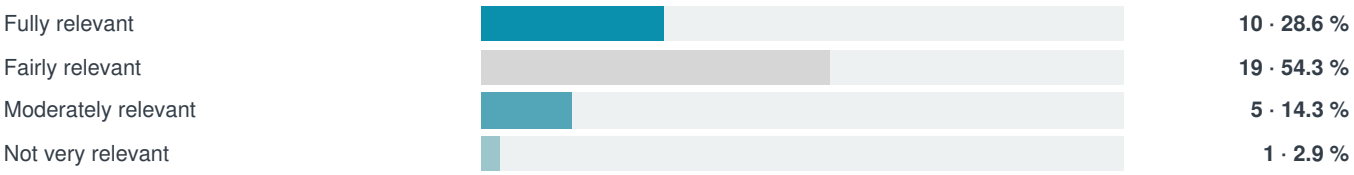
Do you have access to training on research ethics and research integrity?

Valid responses: 109 *Share of the 133 substantive respondents: 82 %*



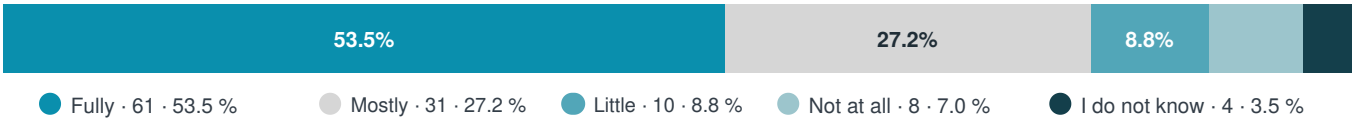
Do you find it relevant to your work?

Valid responses: 35



Do you feel able to conduct your research freely (choice of research topics and methods, dissemination and publication of results) within your institution?

Valid responses: 114 *Share of the 133 substantive respondents: 86 %*



Do gender equality policies within your institution seem visible and actively promoted?

Valid responses: 113 *Share of the 133 substantive respondents: 85 %*



Fully visible and promoted · 29 · 25.7 % Fairly visible and promoted · 38 · 33.6 % Not very visible · 20 · 17.7 %
Not at all visible · 12 · 10.6 % I do not know · 14 · 12.4 %

Are concrete measures in place to prevent violence (particularly gender-based and sexual violence — VSS), harassment and discrimination in your working environment?

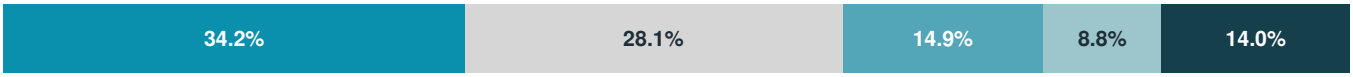
Valid responses: 112 *Share of the 133 substantive respondents: 84 %*



Yes, and fully effective · 15 · 13.4 % Yes, fairly effective · 31 · 27.7 % Yes, but not very effective · 32 · 28.6 %
No, not to my knowledge · 15 · 13.4 % I do not know · 19 · 17.0 %

Does access to research leadership responsibilities (head of a research Master's programme, laboratory or doctoral school) seem fair between women and men within your institution?

Valid responses: 114 *Share of the 133 substantive respondents: 86 %*



Yes, fully fair · 39 · 34.2 % Yes, fairly fair · 32 · 28.1 % No, not really fair · 17 · 14.9 %
No, not at all fair · 10 · 8.8 % I do not know · 16 · 14.0 %

Do your institution's diversity (equality, tackling discrimination) and inclusion (equal opportunities for all) policies seem effective in your working environment, regardless of staff members' personal characteristics (gender, origin, disability, etc.)?

Valid responses: 113 *Share of the 133 substantive respondents: 85 %*



Fully · 26 · 23.0 % Mostly · 34 · 30.1 % Little · 26 · 23.0 % Not at all · 10 · 8.8 %
I do not know · 17 · 15.0 %

Does Université Côte d'Azur sufficiently promote sustainable research practices in line with the sustainable development goals and encourage a reduction in the carbon footprint?

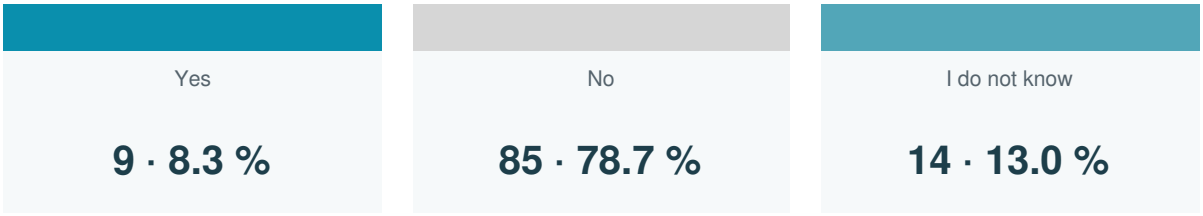
Valid responses: 114 *Share of the 133 substantive respondents: 86 %*



Fully · 17 · 14.9 % Mostly · 34 · 29.8 % Little · 31 · 27.2 % Not at all · 14 · 12.3 %
I do not know · 18 · 15.8 %

Have you used an inclusion or support scheme for staff with specific needs (workplace adjustments, career support, personalised support, subsidised employment contract, etc.)?

Valid responses: 108 *Share of the 133 substantive respondents: 81 %*



How satisfied are you?

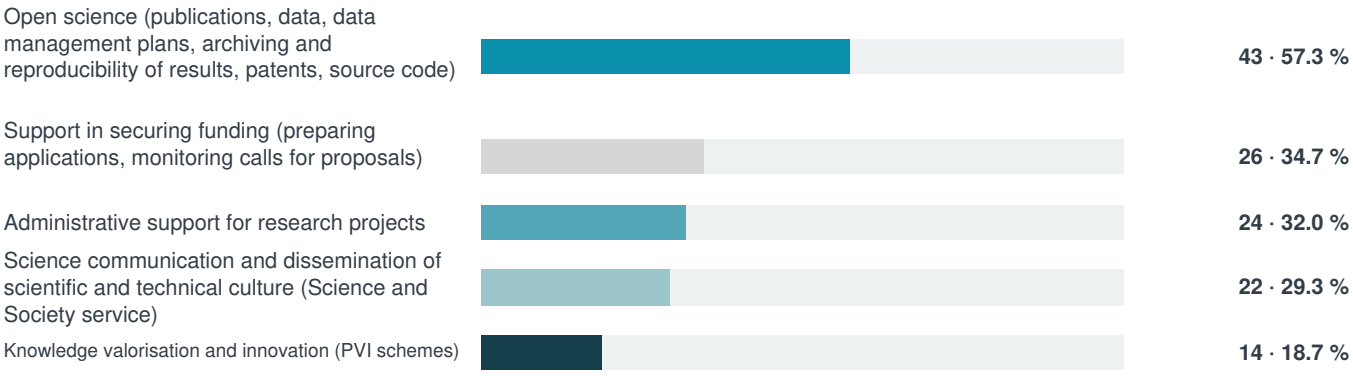
Follow-up to: "Have you used an inclusion or support scheme for staff with specific needs (workplace adjustments, career support, personalised support, subsidised employment contract, etc.)?"

Valid responses: 8

Response	Count	(%)
Very satisfied	**2**	(25.0 %)
Satisfied	**3**	(37.5 %)
Moderately satisfied	**0**	(0.0 %)
Dissatisfied	**0**	(0.0 %)
Very dissatisfied	**3**	(37.5 %)

Have you used support schemes offered by Université Côte d'Azur in the following areas? (Multiple answers possible)

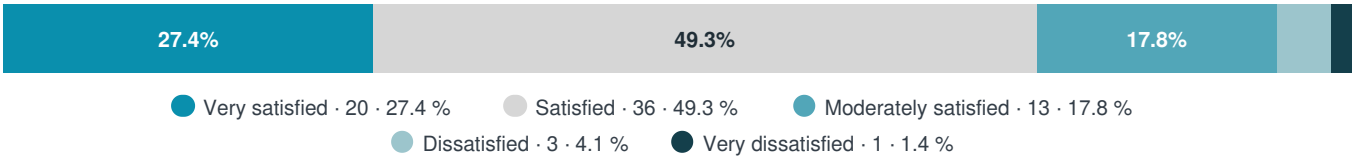
Valid responses: 75 *Share of the 133 substantive respondents: 56 %*



How satisfied are you?

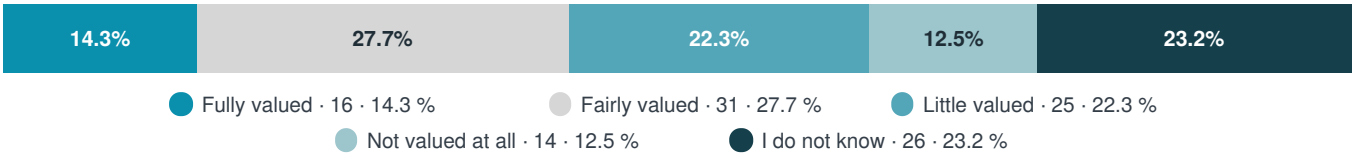
Follow-up to: "Have you used support schemes offered by Université Côte d'Azur in the following areas? (Multiple answers possible)"

Valid responses: 73



Is mobility experience (geographical, intersectoral, interdisciplinary, virtual) valued in your career pathway?

Valid responses: 112 *Share of the 133 substantive respondents: 84 %*



Fully valued · 16 · 14.3 % Fairly valued · 31 · 27.7 % Little valued · 25 · 22.3 %
Not valued at all · 14 · 12.5 % I do not know · 26 · 23.2 %

To what extent does your institution promote researchers' international mobility and research attractiveness (hosting researchers from abroad, outward mobility, international projects, funding for conference participation)?

Valid responses: 109 *Share of the 133 substantive respondents: 82 %*



Very strongly · 18 · 16.5 % Strongly · 35 · 32.1 % Moderately · 35 · 32.1 % Weakly · 16 · 14.7 %
Not at all · 5 · 4.6 %

If you are a foreign national or have recently joined the institution: has the support for settling in (administrative procedures, housing, cultural and language integration) been sufficient?

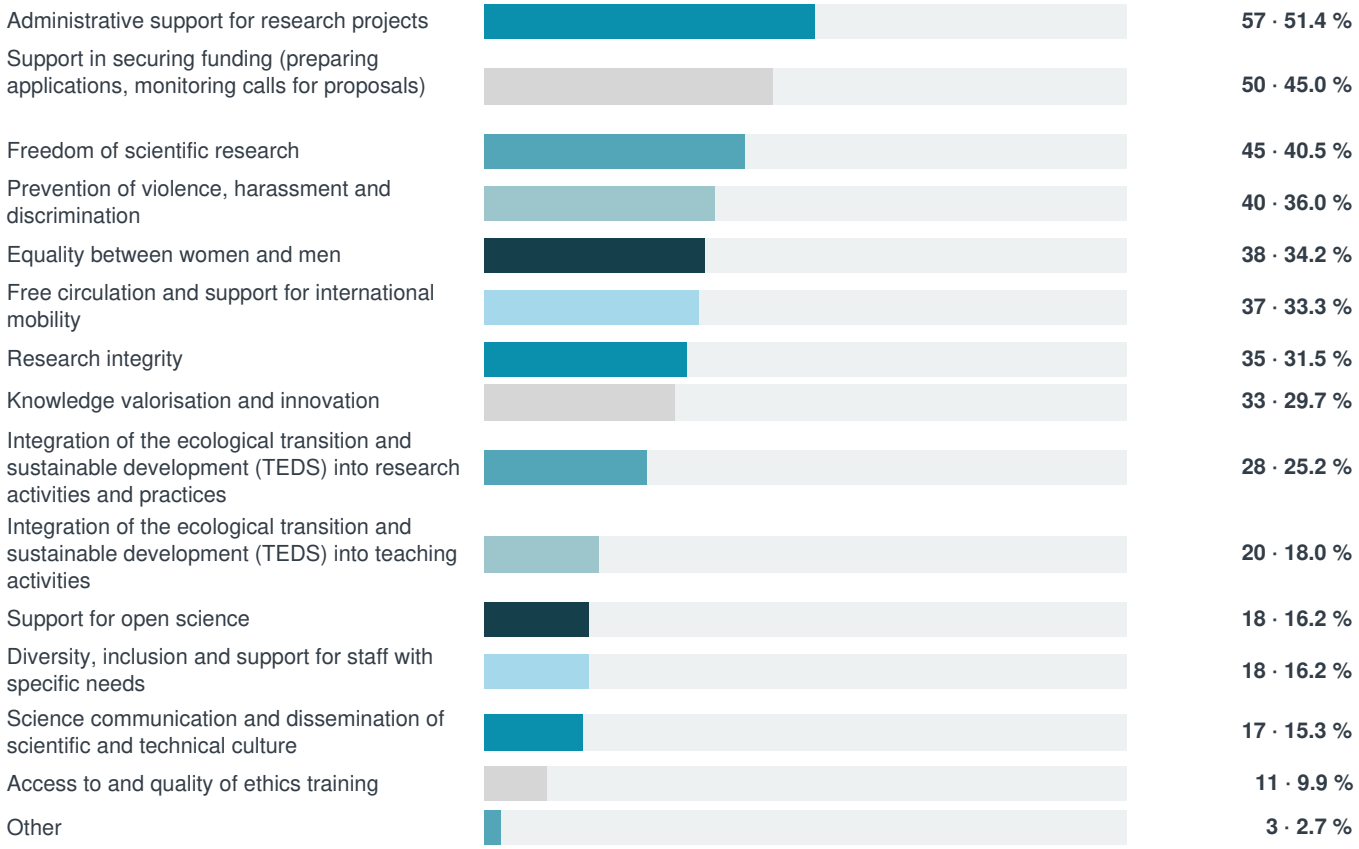
Valid responses: 65 *Share of the 133 substantive respondents: 49 %*



Fully sufficient · 6 · 9.2 % Fairly sufficient · 5 · 7.7 % Not very sufficient · 6 · 9.2 % Not at all sufficient · 3 · 4.6 %
I do not know · 45 · 69.2 %

Which of the following topics do you consider the most important to strengthen as a priority? (Multiple answers possible)

Valid responses: 111 *Share of the 133 substantive respondents: 83 %*



CROSS-CUTTING QUESTIONS: ARTIFICIAL INTELLIGENCE AND HRS4R COMMUNICATION

Artificial intelligence

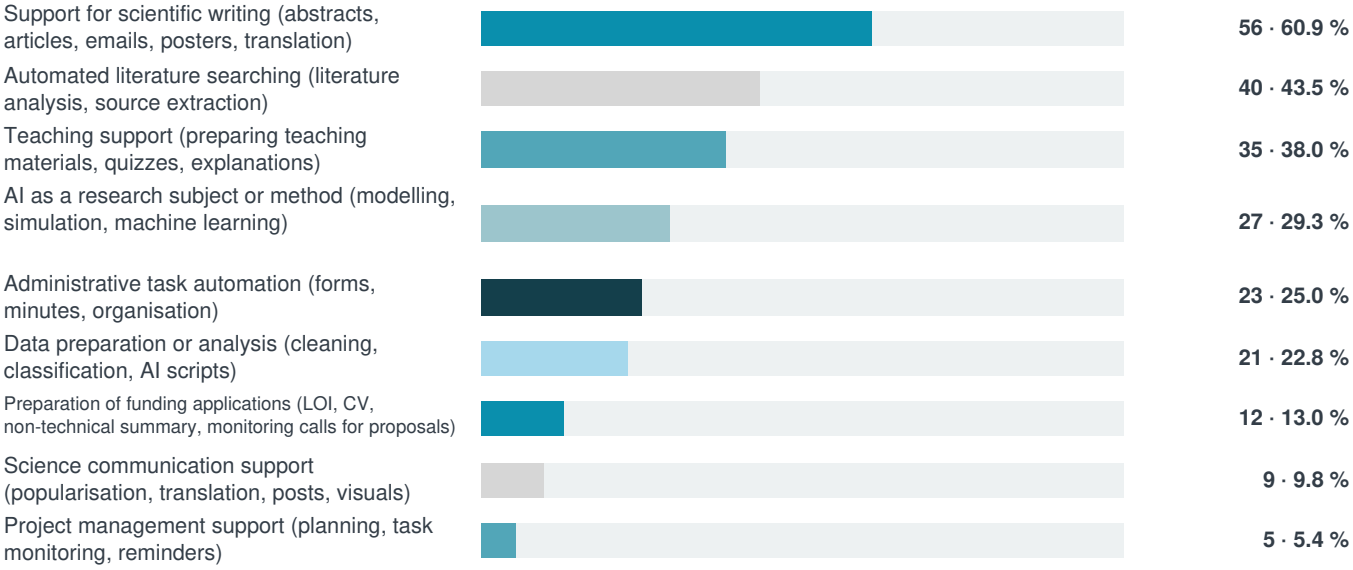
Reported uses of AI (up to four choices) are dominated by scientific writing (60.9%: abstracts, articles, emails, posters, translation), ahead of automated literature searching (43.5%) and teaching support (38.0%). AI is also a research subject or method for 29.3%. Administrative task automation (25.0%), data preparation or analysis (22.8%), preparation of funding applications (13.0%), science communication (9.8%) and project management (5.4%) remain less common.

The services staff would like the university to provide primarily concern reducing administrative burdens and securing funding: an assistant to automate research-related administrative tasks (69.8%), a tool to identify relevant calls for proposals automatically (55.8%) and an assistant for drafting funding applications (52.3%). These are followed by project monitoring (44.2%), a dissemination and knowledge valorisation platform (43.0%), tools supporting HR, training or careers (33.7%), a financial dashboard (32.6%) and a laboratory assistant (27.9%).

Expectations thus shift from current uses, centred on text production and literature searching, towards administrative and funding services, which are still little used today (administrative task automation 25.0%, preparation of funding applications 13.0%).

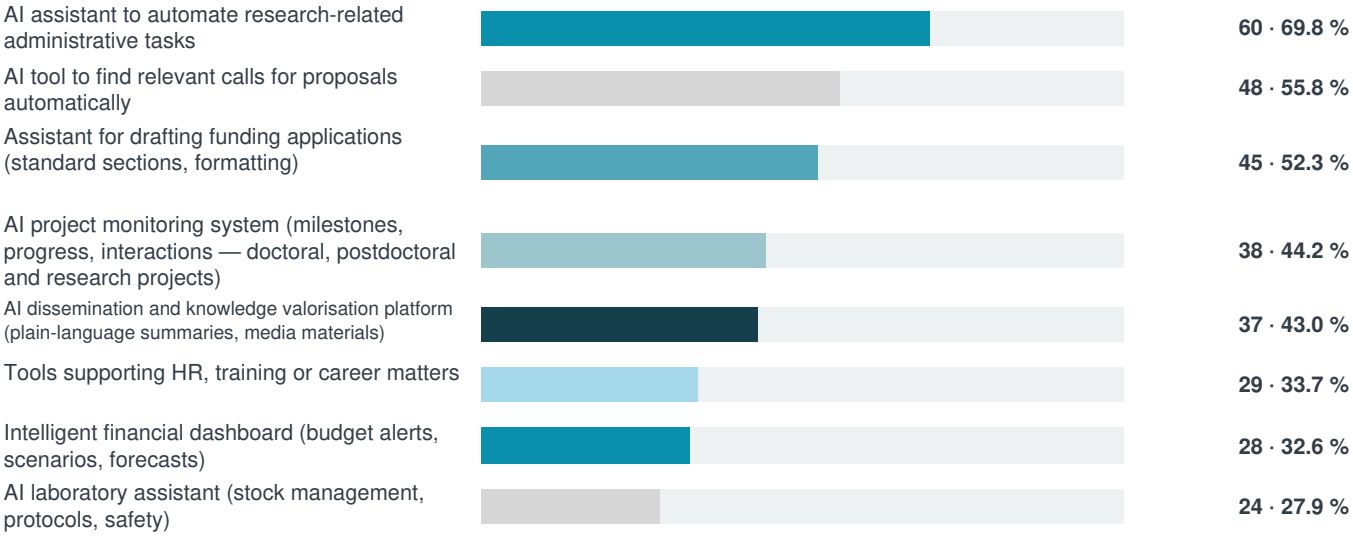
How do you use AI in your research, teaching and other activities? (Select up to 4 options)

Valid responses: 92 *Share of the 133 substantive respondents: 69 %*



Which of the following AI services would you like the university to make available to you? (Multiple answers possible)

Valid responses: 86 *Share of the 133 substantive respondents: 65 %*



HRS4R COMMUNICATION AND PARTICIPATION

Do you receive clear and regular communication about HRS4R (Human Resources Strategy for Researchers) actions?

Valid responses: 113 *Share of the 133 substantive respondents: 85 %*



Fully clear and regular · 5 · 4.4 %
Fairly clear and regular · 19 · 16.8 %
Unclear or irregular · 34 · 30.1 %
Not at all clear · 37 · 32.7 %
I do not know · 18 · 15.9 %

Would you like to join a working group on these topics?

Valid responses: 110 *Share of the 133 substantive respondents: 83 %*



Yes

18 · 16.4 %

No

92 · 83.6 %