HRS4R – Survey Summary – 2027 Renewal

Summary note — perceptions, needs and priorities of researchers at Université Côte d'Azur, considered in relation to the four pillars of the European Charter for Researchers.

Data extracted: 30 September 2026 · Note: October 2026

Introduction

Université Côte d'Azur received the European "HR Excellence in Research" award in 2022 and is preparing for its renewal in 2027. As part of this process, a general survey was addressed to the research community between June and September 2026. It has two aims: to measure perceptions of progress since 2022 and to collect researchers' needs and priorities, so that the future action plan reflects their actual expectations.

A survey based on the Charter's requirements. The questions cover the four pillars of the European Charter for Researchers: ethics, integrity, gender and open science; researchers assessment, recruitment and progression; working conditions and practices; research careers and talent development. Each indicator in this note has been matched to the corresponding Charter requirements, enabling the results to be read as direct community feedback on their implementation.

Participation. The dataset contains 285 responses, including 246 from staff reporting Université Côte d'Azur as their employer; only these responses are retained. 133 people answered at least one substantive question, including 113 who completed the entire questionnaire. Responses were entered between 17/06/2026 and 23/09/2026.

Reading the results. For each question, the "favourable" share combines the two positive response options and the "unfavourable" share the two negative options; "I do not know" responses remain in the denominator, as they provide information on awareness of the schemes. Priority questions allow multiple answers: their totals exceed 100%.

Structure of the note. For each pillar, the note presents positive perceptions, expressed needs and priorities, differences in perceptions between early-career researchers (R1 and R2) and experienced researchers (R3 and R4), followed by a SWOT analysis linking these findings to HRS4R action plan measures and institutional initiatives.

246
UniCA staff responses retained (out of 285 responses)

133
respondents who answered at least one substantive question

113
complete questionnaires

26 · 85
early-career researchers (R1+R2) · experienced researchers (R3+R4)

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Method and reading guide

Researcher categories. The Charter distinguishes four career stages: R1 (First Stage Researchers, up to the PhD), R2 (Recognised Researchers, PhD holders who are not yet fully independent, including postdoctoral researchers), R3 (Established Researchers) and R4 (Leading Researchers). 111 respondents reported their category. As there are only 2 R2 respondents, the note compares two groups: early-career researchers (R1 + R2, 26 people) and experienced researchers (R3 + R4, 85 people). Given the size of the first group, only clear differences are discussed; these are indicative.

Order of pillars. The note follows the order of the European Charter for Researchers. The detailed results report follows the order of the questionnaire, presenting assessment and recruitment first and ethics last; the content is identical.

Perception and implementation. The survey measures perceptions. A favourable perception alone does not prove that a requirement is fully met, and an unfavourable perception often reflects a lack of awareness of schemes rather than their absence. Each SWOT analysis therefore compares the results with existing or planned schemes.

Action references. Actions cited in the SWOT analyses are identified by their number in the HRS4R action plan (for example PA:4.6) or by their reference within institutional initiatives: Professional Equality Plan 2024-2026, Sustainable Development and Social and Environmental Responsibility Master Plan (DD&RSE), EuRECA plan, simplification initiative, IdEx, PUI MED'INNOV, Ulysseus, HR consolidation. References to the Strategic Plan 2030 are marked PS.

Progress since 2022. One question specifically concerns changes in support for doctoral candidates and postdoctoral researchers since the award was obtained. Its results, presented under pillar 4, are calculated from respondents who expressed an opinion.

> **Limitations when reading the results**
>
> - Some of the people retained answered only the initial questions: response counts vary between questions.
> - The specific survey of postdoctoral researchers is analysed separately; it is mentioned here only as complementary evidence.
> - Not all respondents provided profile information (category, sex, field).

PILLAR 1

Ethics, integrity, gender and open science
Equality and diversity

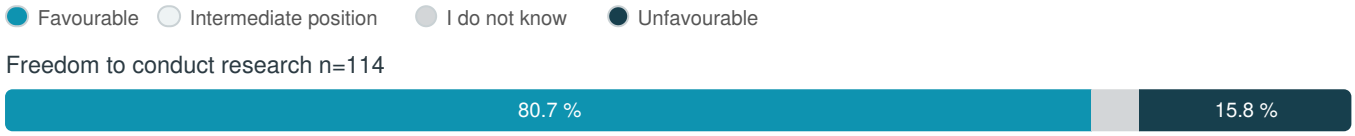
Researchers' perceptions of freedom of scientific research, research ethics and research integrity, equality between women and men, diversity, open science, mobility and the sustainability of research.



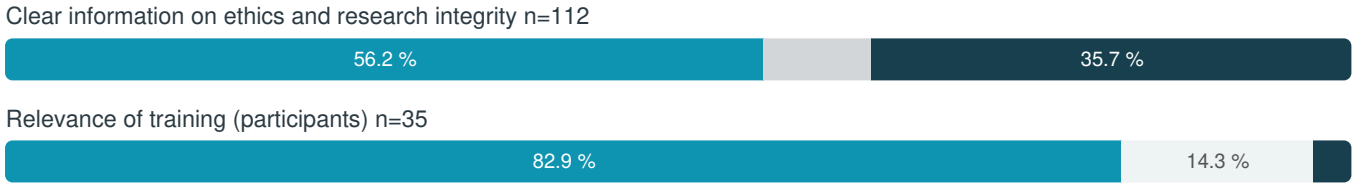
PILLAR 1 — ETHICS, INTEGRITY, GENDER AND OPEN SCIENCE | EQUALITY AND DIVERSITY

Strong and widely recognised achievements

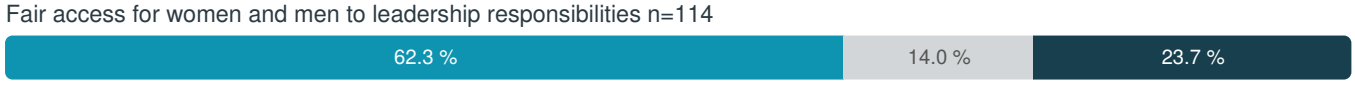
The Charter's first pillar brings together the fundamental values of research. The results are clearly positive: scientific freedom, the culture of integrity and equality between women and men receive predominantly favourable assessments.



Freedom of scientific research is the survey's clearest achievement. 80.7% of respondents feel able to conduct their work freely, and 53.5% without any reservations. The question explicitly covers the choice of topics and methods, and the dissemination and publication of results: it therefore recognises the full scope of academic freedom as understood in the Charter.

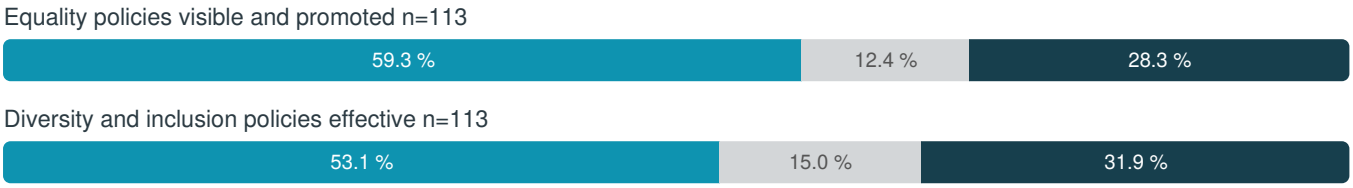


An established culture of integrity. 56.2% of respondents report receiving clear information on research ethics and research integrity. The training offered is considered relevant by 82.9% of those who have attended it, and only a very small proportion consider it of limited relevance. Its quality is therefore recognised by those who benefit from it.

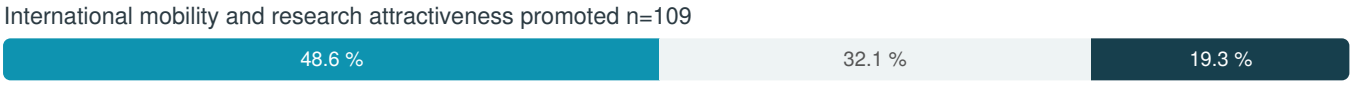


Equality between women and men in access to leadership responsibilities. 62.3% of respondents consider access to research leadership responsibilities (head of a research Master's programme, laboratory or doctoral school) fair between women and men, including 34.2% without reservations.

Equality, diversity, open science and mobility



Visible equality and diversity policies. 59.3% of respondents consider gender equality policies visible and actively promoted. 53.1% feel that diversity and inclusion policies are effective in their working environment: the question concerns perceived effectiveness, rather than existence alone.



Sustained international openness. 48.6% of respondents feel that the institution strongly or very strongly promotes international mobility and research attractiveness; including “moderately” responses, 80.7% recognise at least moderate support.



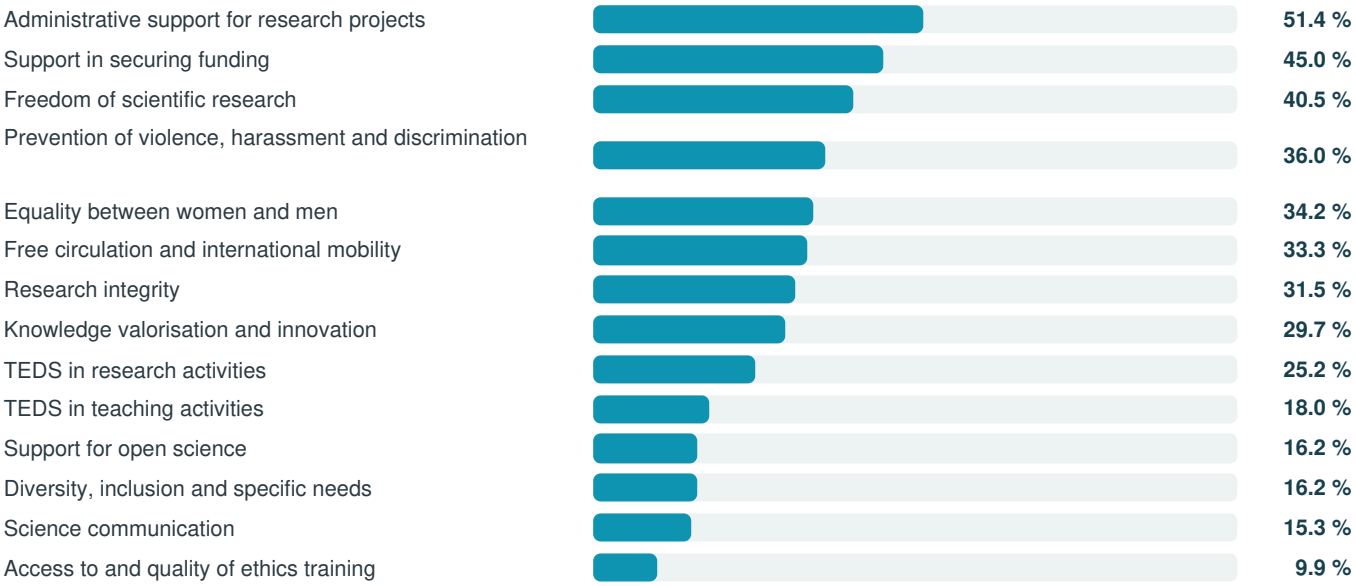
Support schemes used · 75 respondents using schemes · multiple answers

Open science is the most frequently used support service. Among respondents who have used a university support scheme, 57.3% have used open science support, ahead of help in securing funding and administrative support. Users report being satisfied: 76.7% of all support scheme users, and 80.5% of users of open science support.

Views are more mixed, although tending to be favourable, regarding the value placed on mobility experience in careers (42.0% favourable versus 34.8%) and the promotion of sustainable research practices (44.7% versus 39.5%). These two dimensions offer scope for improvement rather than constituting difficulties.

Expressed needs and priorities (1/2) — the community's priorities

The questionnaire invited each respondent to identify topics to strengthen as a priority under this pillar. The responses reveal a community attentive both to practical support for its work and to the values of responsible research.



Multiple answers · 111 respondents · total exceeds 100%

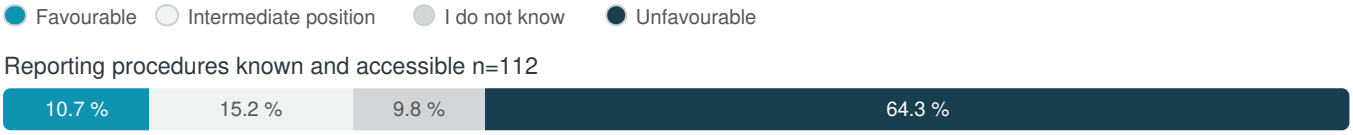
Practical support for research activities comes first. Administrative support for projects (51.4%) and support in securing funding (45.0%) are the two most frequently cited priorities. This echoes expectations expressed under the working conditions pillar: above all, the community wants time and resources for research.

Freedom of scientific research remains a value to protect. Although widely recognised, it is cited as a priority by 40.5% of respondents. This dual finding reflects the community's strong attachment to this achievement, which the institution can highlight as a defining feature of its research identity.

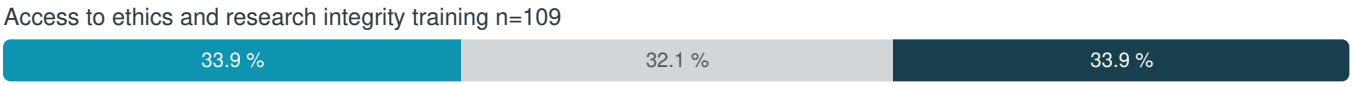
The values of responsible research engage one third of respondents. Prevention of violence (36.0%), equality (34.2%), international mobility (33.3%) and research integrity (31.5%) form a second group of priorities, consistent with commitments in the Equality Plan and research integrity policy.

Expressed needs and priorities (2/2) — raising awareness and recognition

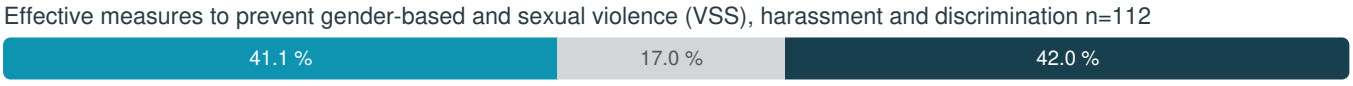
The less favourable results under this pillar primarily reveal a need for information and visibility: schemes exist, but part of the community is not yet aware of them.



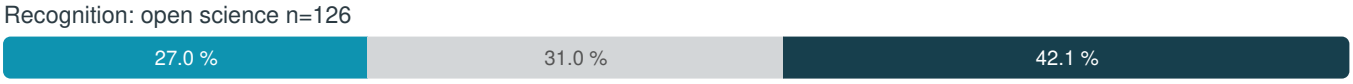
Raise awareness of reporting procedures. 64.3% of respondents are unaware of the procedures for reporting a breach of research integrity or consider them difficult to access, although an ethics and whistleblowing officer and a reporting platform exist. The need expressed concerns the visibility and ease of access of these mechanisms.



Make research integrity training identifiable to everyone. One third of respondents report access to this training, one third do not, and one third do not know. As the provision is highly valued by those who attend, the challenge is to broaden awareness of it.



Strengthen the perceived effectiveness of violence prevention. Measures are considered effective by 41.1% of respondents; a similar proportion find them not very effective (28.6%) or are unaware of any (13.4%). Prevention is also cited among the pillar's priorities.

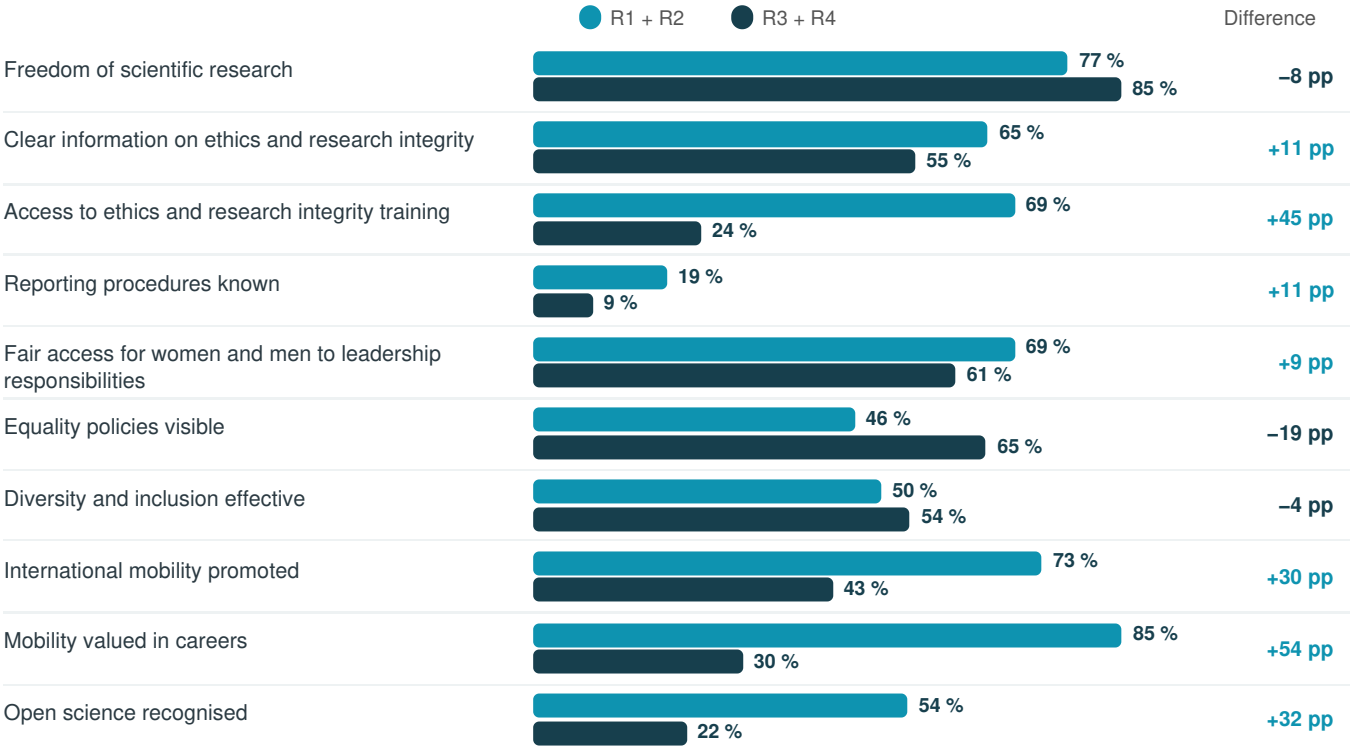


Recognise open science in careers. Although widely used, open science is considered recognised in career records by only 27.0% of respondents. Researchers expect practices promoted by the institution also to be taken into account in their assessment.

Comparing perspectives: early-career and experienced researchers

The two groups share most of the findings: freedom of scientific research, information on research integrity and fairness between women and men are recognised by a majority in each. Clear differences nevertheless emerge regarding mobility and access to training.

Share of favourable responses by group



Early-career researchers are significantly more positive about mobility and openness. 84.6% consider mobility experience valued, compared with 30.1% of experienced researchers; the difference is similar for support for international mobility (73.1% versus 43.0%) and recognition of open science (53.8% versus 22.0%). They also report access to research integrity training much more frequently (69.2% versus 24.1%), reflecting the training effort undertaken in doctoral schools.

Experienced researchers are more aware of equality policy (65.1% versus 46.2%) and freedom of scientific research (84.5% versus 76.9%), and are slightly less familiar with reporting procedures. Priorities also differ: early-career researchers cite support in securing funding first (65.4% versus 39.5%), mobility (46.2%) and science communication (38.5% versus 8.6%); experienced researchers put administrative support for projects first (59.3%).

SWOT analysis — pillar 1

Strengths

Scientific freedom is a major and widely shared achievement. Eight in ten researchers (80.7%) report freely choosing their topics and methods and disseminating their results, more than half without any reservations. This places UniCA directly in line with the European Charter's first commitment.

A culture of integrity is established and valued. A majority receive clear information on ethics and research integrity, and 82.9% of participants consider the training relevant. This rests on implemented measures: a research ethics committee (PA:1.1), an ethics and professional conduct website (PA:1.3), training (PA:1.5), ethics cafés in faculties and schools (PA:1.a), an ethics and whistleblowing officer (PA:1.4), and a reporting platform (PA:7.a).

Equality and inclusion are visible and considered effective. 62.3% of respondents consider access to research leadership responsibilities fair between women and men, and 59.3% consider equality policies visible and actively promoted. These results are underpinned by the equality action plan led by a monitoring committee (PA:5.1), equality officers on doctoral recruitment committees (PA:9.14N), an officer for racism and discrimination (PA:5.4), a listening and support unit (PA:7.4), and a range of inclusion schemes (PA:5.3, 5.5, 5.6, 4.5).

Open science and mobility benefit from structured and well-used provision. Open science support is the most frequently used support service, and its users are satisfied (PA:2.8, 2.9, 2.b; DiBSO actions). Eight in ten researchers recognise institutional support for international mobility (PA:4.1, 4.2, 6.n, 9.6N).

Improvements underway

Make research integrity schemes as visible as they are robust. The whistleblowing officer and reporting platform exist, but almost two thirds of respondents are not yet aware of them; training is more highly valued than widely known. The challenge is dissemination: an ethics guide and charter (PA:1.7, 1.b), workshops in research units (PA:1.6), and a structured process for handling reports with the Doctoral Studies Directorate (HR consolidation 3.12).

Strengthen the perceived effectiveness of violence prevention. Measures are considered effective by four in ten respondents; making them more readily identifiable is the aim of the Equality Plan's gender-based and sexual violence strand (EP05) and DD&RSE Master Plan actions (5.2.4–5.2.5).

Recognise open science in careers. It is supported but still receives little consideration in career records; the revision of progression criteria, which explicitly mentions it, addresses this issue (PA:4.6).

SWOT analysis — pillar 1 (continued)

Opportunities

The Strategic Plan 2030 explicitly prioritises responsible research (PS10), with values of equality and inclusion (PS01) and a commitment to violence prevention (PS05). CoARA (PA:4.a) and EuRECA (E03) enable open science and environmental commitments to be incorporated into assessment.

The DD&RSE Master Plan structures sustainable research: a shared strategy, criteria linked to the sustainable development goals, training for laboratory heads, and carbon assessments by research unit (actions 3.1.1, 3.1.2, 3.1.4 = PA:10.4, 4.1.1).

The community is engaged: violence prevention, equality and research integrity feature among its priorities, and freedom of scientific research is cited as a value to preserve.

Areas of concern under control

The visibility of research integrity schemes determines their effectiveness. Response: a dissemination campaign based on the guide, charter and workshops (PA:1.6, 1.7, 1.b), with an indicator of awareness of procedures in the next survey.

Recognition of open science must accompany its development. Response: incorporation into progression criteria (PA:4.6, EuRECA E03).

Strategic interpretation

UniCA has a solid foundation in scientific freedom, research integrity and equality. The priority is to make these schemes fully known and recognised, so that every researcher effectively benefits from them.

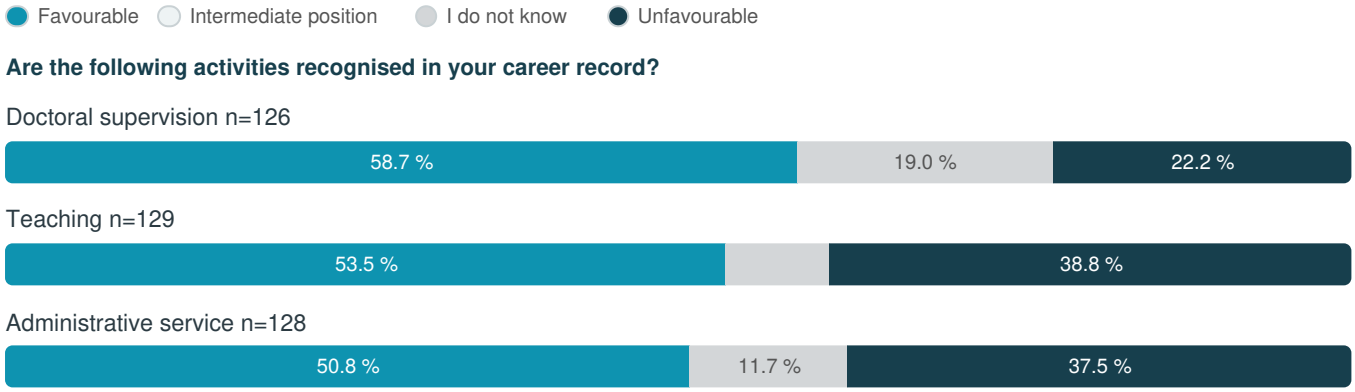
PILLAR 2

Researchers assessment, recruitment and progression

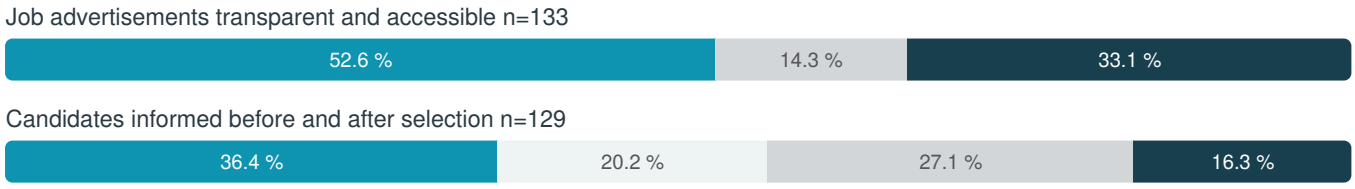
Perceptions of recognition of activities in assessment, recruitment transparency, promotion criteria and consideration of diverse career pathways.

Recognised contributions and open recruitment

This pillar concerns how researchers are assessed, recruited and supported in their progression. Two achievements clearly emerge: recognition of the activities central to the work of teaching and research staff, and transparency in disseminating job advertisements.



The profession's core activities are recognised by a majority. Doctoral supervision is considered recognised in career records by 58.7% of respondents, and by 72.5% of those expressing an opinion. Teaching (53.5%) and administrative service (50.8%) are also recognised by a majority. This is a valuable foundation for more qualitative assessment, based on diverse contributions, as promoted by the Coalition for Advancing Research Assessment (CoARA), of which the university is a signatory.

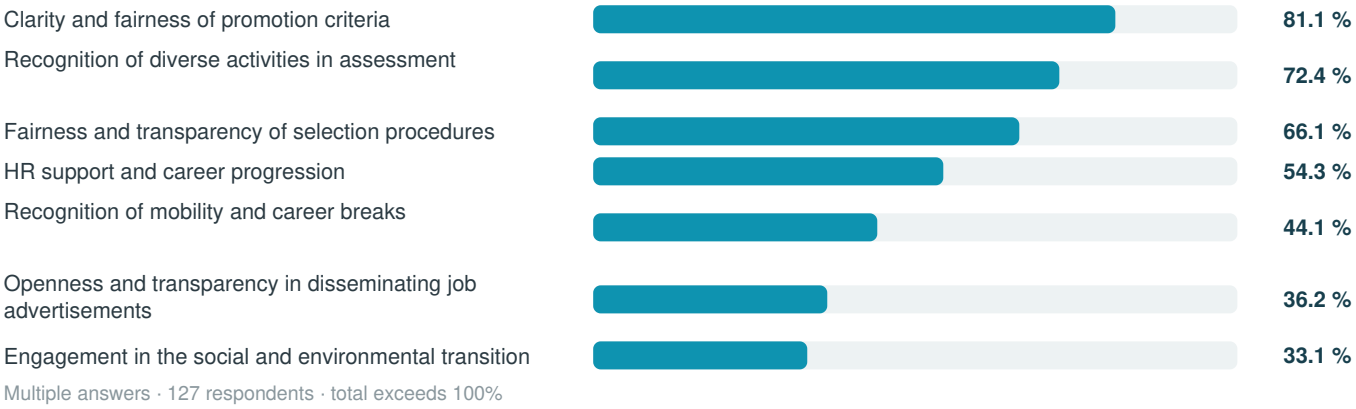


Open, Transparent and Merit-based Recruitment (OTM-R) is an achievement. 52.6% of respondents consider job advertisements and their dissemination transparent and accessible. Regarding candidate information, 36.4% feel they were satisfactorily informed before and after selection, including about the composition of the selection panel, and 20.2% were partially informed; the many "I do not know" responses largely come from people who have not recently been candidates.

PILLAR 2 — RESEARCHERS ASSESSMENT, RECRUITMENT AND PROGRESSION

Expressed needs and priorities (1/2) — strong expectations regarding promotion

The priorities expressed under this pillar are among the strongest in the survey. They converge on a shared expectation: clearer assessment and progression, recognising the full range of contributions.



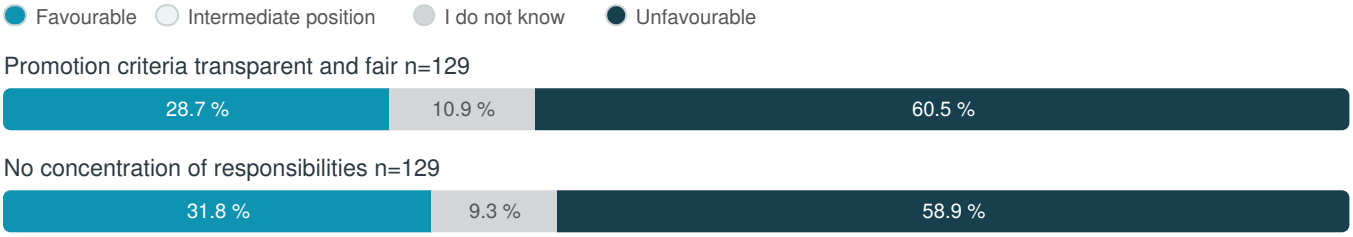
Clarity of promotion criteria is the pillar's primary expectation. It is cited by 81.1% of respondents, making it one of the most widely shared priorities across the questionnaire. It is closely followed by recognition of diverse activities in assessment (72.4%) and fairness of selection procedures (66.1%).

A clear mandate for assessment reform. These three priorities correspond exactly to the objectives of initiatives undertaken by the university: revising selection and career progression criteria, participating in CoARA, and the EuRECA plan. The community therefore expresses expectations aligned with institutional strategy, providing an asset for implementing these reforms.

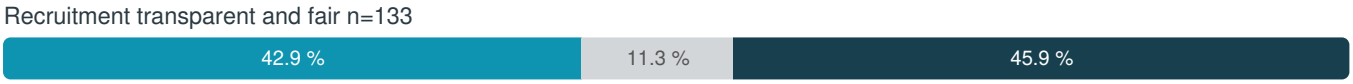
HR support for careers (54.3%) and recognition of mobility and career breaks (44.1%) complete the picture: researchers expect clear rules and support in building their careers.

Expressed needs and priorities (2/2) — clarity and recognition

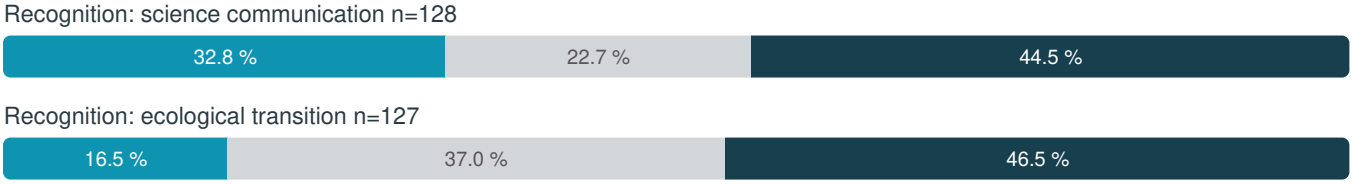
The less favourable results under this pillar concern career progression and recognition of contributions more recently incorporated into researchers' roles.



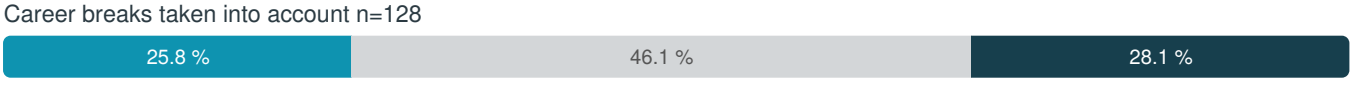
Make promotion criteria clear and shared. 60.5% of respondents consider promotion criteria only slightly or not at all transparent and fair. Similarly, 58.9% feel that research leadership responsibilities (head of a research Master's programme, laboratory or doctoral school) remain concentrated among the same people. Researchers thus express a need for openness and clarity in pathways to leadership responsibilities.



Consolidate trust in recruitment. Views are divided: 42.9% of respondents consider recruitment transparent and fair, while 45.9% do not. Respondents distinguish the advertising of vacancies, which is viewed positively, from the conduct of selection procedures.



Extend recognition to new contributions. Science communication (32.8%), open science (27.0%) and engagement in the ecological transition (16.5%) still receive little recognition in career records. Views on the role of qualitative assessment are divided (31.8% satisfied, 31.0% dissatisfied).

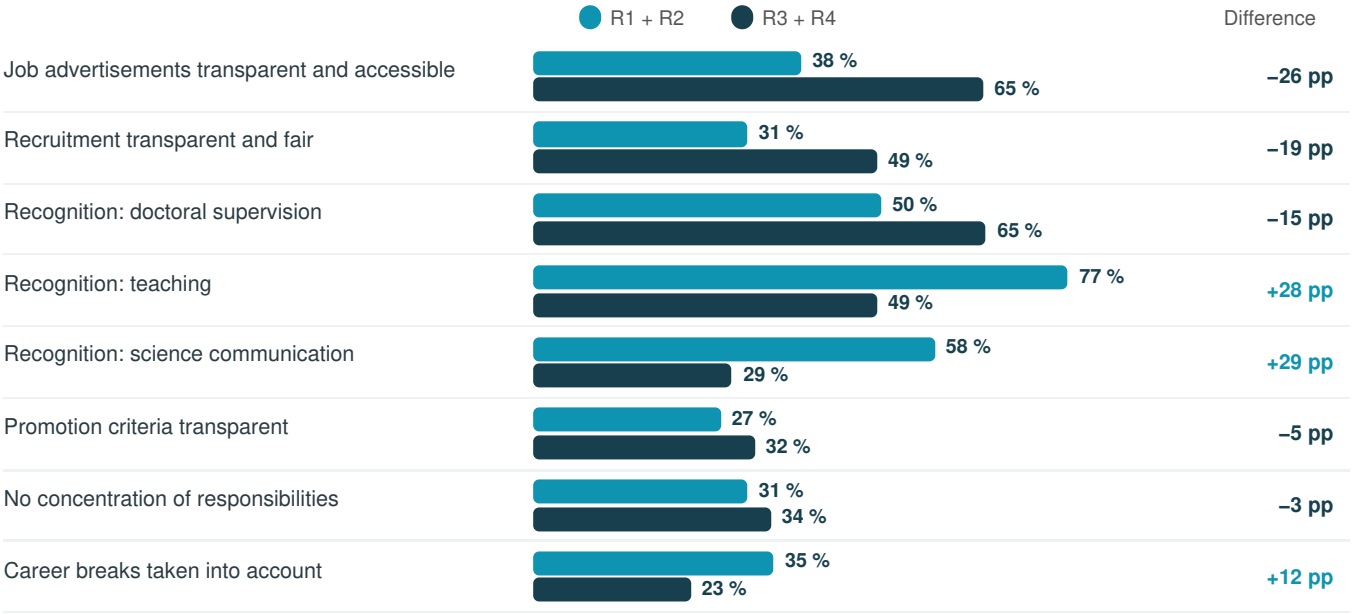


Clarify how career breaks are taken into account. The main finding is a lack of awareness: 46.1% of respondents do not know whether breaks (parental leave, illness, personal mobility) are taken into account without penalty. Among those expressing an opinion, views are balanced.

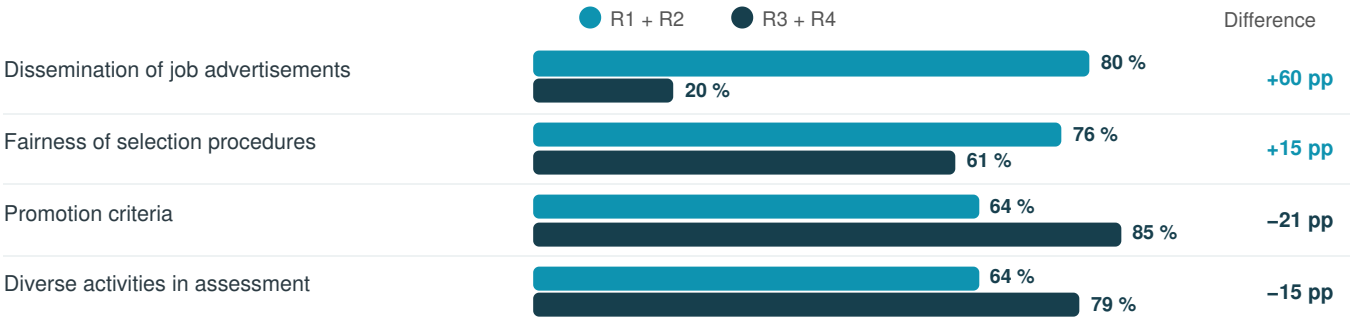
Comparing perspectives: early-career and experienced researchers

Early-career and experienced researchers share expectations of clear rules, but view career stages differently: the former focus on access to employment, the latter on promotion and recognition of their responsibilities.

Share of favourable responses by group



Priorities cited by group



For early-career researchers, the issue is access to employment. Fewer consider job advertisements transparent and accessible (38.5% versus 64.7%) and recruitment fair (30.8% versus 49.4%); 80.0% make dissemination of job advertisements a priority, compared with 20.2% of experienced researchers. However, they view recognition of teaching (76.9% versus 49.4%) and science communication (57.7% versus 28.6%) more favourably.

For experienced researchers, the issue is promotion. 62.4% consider promotion criteria insufficiently transparent (compared with 42.3% of early-career researchers), and 84.5% make this a priority. They more frequently recognise that doctoral supervision (65.1% versus 50.0%), which they undertake, is taken into account.

SWOT analysis — pillar 2

Strengths

The profession's core contributions are recognised. Doctoral supervision is considered recognised in career records by almost six in ten respondents (58.7%), and teaching and administrative service by a majority. This provides a solid basis for more qualitative assessment, in the sense promoted by CoARA.

OTM-R recruitment is an achievement. A majority (52.6%) consider dissemination of job advertisements transparent and accessible. This achievement rests on a guide for committees (PA:3.5), a formal recruitment policy (PA:3.c), the BoostUrCAreer kit (PA:3.3), adjustments to recruitment for disability (PA:5.6), and equality officers on doctoral committees (PA:9.14N).

UniCA is engaged in European assessment reform: a CoARA signatory and active in its working groups (PA:4.a), and a EuRECA partner.

Improvements underway

Make promotion criteria clear and shared. This is the pillar's strongest expectation: six in ten respondents consider these criteria insufficiently transparent, and eight in ten make them a priority. The revision of career progression criteria (PA:4.6) directly addresses this; it incorporates teaching, supervision, administrative service, science communication, open science, mobility and family leave.

Extend recognition to all contributions. Science communication, open science and engagement in the ecological transition still receive little recognition; the revision of selection criteria (PA:3.6) and the EuRECA plan (qualitative criteria, hybrid CVs, guides) provide for their consideration.

Encourage renewal of research leadership responsibilities. A majority of respondents perceive a concentration of these responsibilities. Proposed avenue, not included in the action plan at this stage: open calls for candidates and terms of office for heads of research Master's programmes, laboratories and doctoral schools.

SWOT analysis — pillar 2 (continued)

Opportunities

The community's expectations are fully aligned with institutional strategy: clarity of promotion and recognition of diverse activities are its two leading priorities, and these are the objectives of CoARA, EuRECA (E01 to E06), and commitment 7 of the Strategic Plan on career recognition and clarity (PS06).

The Equality Plan (EP02, EP03) and proposed management guidelines for promotion (HR consolidation 3.3) complete this framework. OTM-R recruitment can become clearer still: job advertisements in English (PA:3.4), digital application tracking (PA:3.2), and committee awareness of bias (PA:5.2).

Areas of concern under control

Expectations regarding promotion are strong: the response must be visible. Response: completion of PA:4.6 and communication of the new criteria to the whole community.

How career breaks are taken into account is mainly poorly understood. Response: explicit rules in the revised criteria (PA:4.6) and recruitment policy.

Strategic interpretation

Assessment and progression are the priority area for transformation, and UniCA is already engaged at European level. Completing the revision of criteria (PA:3.6, 4.6) is key.

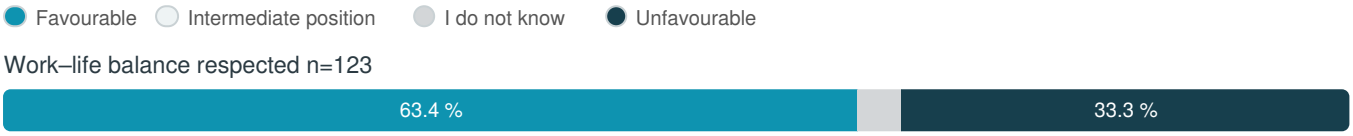
PILLAR 3

Working conditions and practices
Working environment and research support

Perceptions of the working environment, work–life balance, research resources, administrative workload, health, well-being and risk prevention.

A valued working environment

This pillar brings together the practical conditions in which research is conducted. Respondents recognise the qualities of their everyday environment: work–life balance and material conditions are viewed favourably by a majority.



Work–life balance is respected for 63.4% of respondents, including 24.4% without reservations. This reflects a Charter requirement concerning both working conditions and equality: reconciling personal, family and professional life without a career penalty. It rests on concrete measures: the right to disconnect, teleworking extended to third-party workspaces, and expanded social benefits.



Material conditions are considered adequate by 61.8% of respondents (space, support, equipment). The university has catalogued its platforms' scientific equipment in a database accessible through a website mapping research support structures.



A tool for identifying resources that is gradually being adopted. Among users of this mapping website, 51.3% report being satisfied and 38.5% moderately satisfied. Disseminating it across the community offers readily achievable scope for improvement.

A stimulating research environment. The specific survey of postdoctoral researchers, analysed separately, also highlights the quality of research collaborations and the intellectual stimulation offered by the research environment.

Expressed needs and priorities (1/2) — resources and time for research

The priorities under this pillar are very clear: the community first asks for resources and time for research, followed by better recognition of teaching workloads and an environment conducive to well-being.



Multiple answers · 125 respondents · total exceeds 100%

Stable funding is the most widely shared priority in the entire survey, cited by 87.2% of respondents. It is followed by teaching workload and its recognition (69.6%), workspace and equipment (56.0%), well-being and mental health (55.2%), and distribution of administrative responsibilities (54.4%).

Desired artificial intelligence services (extract)

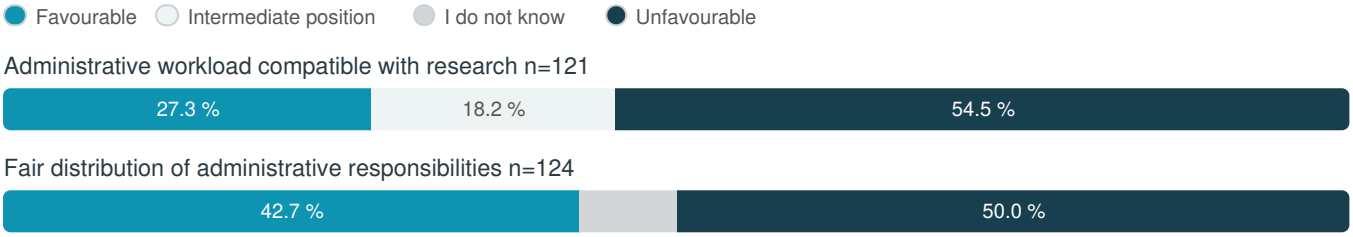


Multiple answers · 86 respondents · total exceeds 100%

Concrete expectations regarding simplification. Asked about artificial intelligence services the university could provide, 69.8% of respondents cite an assistant to automate research-related administrative tasks, and 55.8% a tool to identify calls for proposals. These responses confirm that freeing up research time is a central expectation.

Expressed needs and priorities (2/2) — reducing burdens and improving visibility

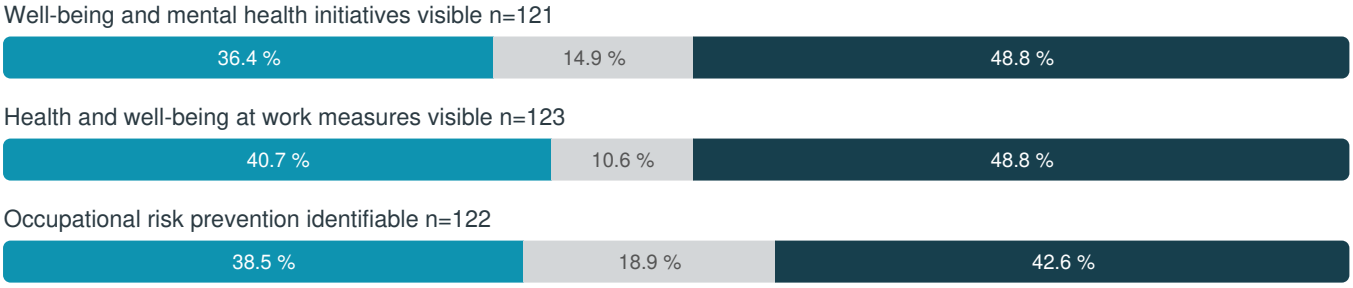
The less favourable indicators under this pillar clarify the needs: they concern resources and the organisation of research work, as well as the visibility of health and prevention schemes.



Free up time for research. 54.5% of respondents feel that administrative workloads leave them insufficient time for research, and 50.0% consider administrative responsibilities unevenly distributed within their unit. These findings underline the full significance of the simplification initiative undertaken across the university site.



Research resources are a major expectation. 62.2% of respondents feel that stable funding does not enable them to carry out their activities in good conditions. Institutional measures focus on support in securing funding and streamlining procedures.

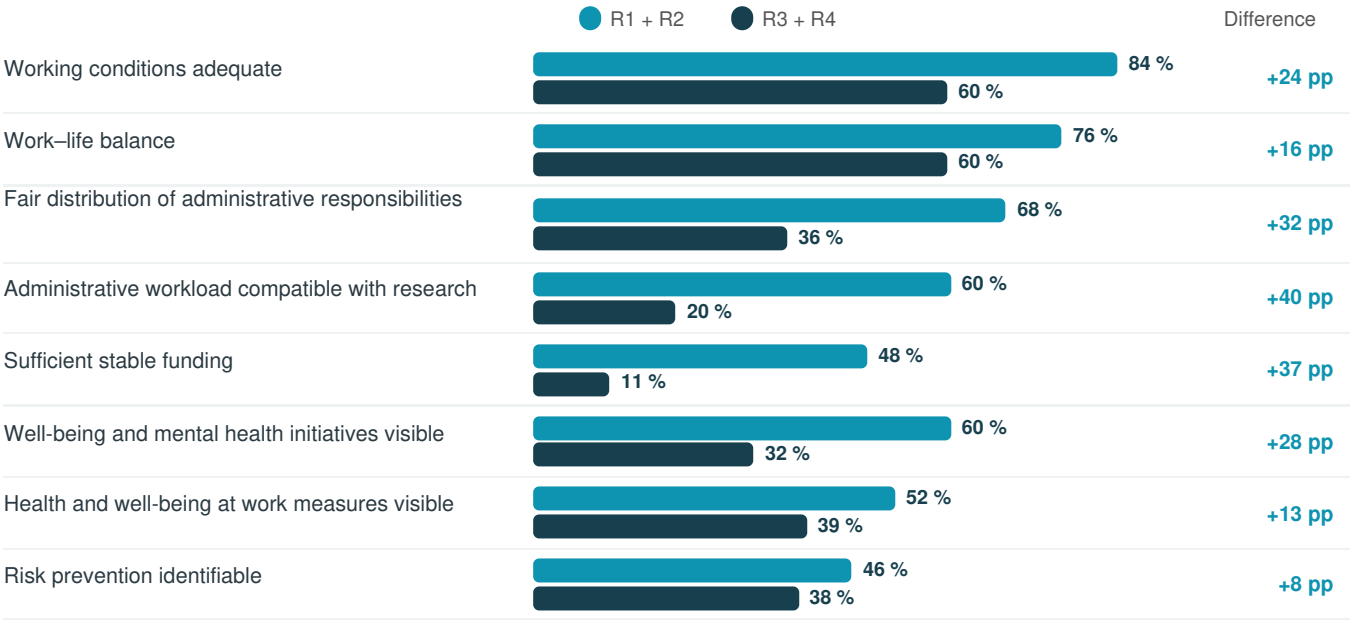


Raise awareness of health and prevention schemes. 48.8% of respondents consider well-being and mental health initiatives insufficiently visible, and 42.6% consider occupational risk prevention arrangements insufficiently identifiable. These schemes exist (listening and support unit, calls for proposals on quality of life at work, health centre, prevention unit): the need expressed is primarily for visibility and guidance.

Comparing perspectives: early-career and experienced researchers

This pillar shows the greatest differences between the two groups. Early-career researchers view their working conditions significantly more favourably; experienced researchers bear most of the administrative and financial constraints.

Share of favourable responses by group



Priorities cited by group



Early-career researchers view their environment favourably. 84.0% consider their working conditions adequate (compared with 59.5% of experienced researchers), 76.0% feel work–life balance is respected (versus 59.5%), and 60.0% find well-being initiatives visible (versus 31.7%). Nevertheless, they place well-being and mental health among their priorities (73.1% versus 51.8%).

Experienced researchers bear the administrative and financial burden. Only 20.5% consider administrative workloads compatible with research (compared with 60.0% of early-career researchers) and 11.0% consider stable funding sufficient (versus 48.0%). They more frequently cite teaching workload as a priority (74.1% versus 57.7%). Stable funding commands unanimous support in both groups.

SWOT analysis — pillar 3

Strengths

A valued working environment. Almost two thirds of respondents (63.4%) feel that work–life balance is respected, and a majority (61.8%) consider their material conditions adequate. Postdoctoral researchers highlight the quality of collaborations and the intellectual stimulation of their environment.

This environment rests on concrete measures: the right to disconnect (PA:6.6), teleworking from third-party workspaces (PA:6.4), expanded social benefits (PA:6.h), a tool to measure mental workload (PA:9.g), a platform equipment database accessible through a mapping website (PA:6.1), workstation adjustments (PA:6.2), and the mediation centre (PA:7.5).

Support has improved since 2022. Among those expressing an opinion on support for doctoral candidates and postdoctoral researchers, a majority perceive improvement in research support (62%), administrative support (57%) and help in securing funding (52%), compared with a very small share reporting declines.

Improvements underway

Free up time for research. More than half of respondents feel administrative workloads weigh on their research time; this is the aim of the Simplification initiative (fewer checks and supporting documents, digital travel authorisations, delegated signatures, a single portal), consistent with Strategic Plan commitments on simplification (PS02, PS07).

Research resources are a strong community expectation. Institutional measures focus on help in securing funding: a calls-for-proposals platform (PA:2.3), networks of contact persons (PA:2.1), IdEx programmes and PUI calls for proposals.

Make health and prevention schemes easier to identify. These schemes exist — listening and support unit (PA:7.4), quality of life at work calls for proposals (QVT, PA:6.8), health centre (PA:9.f), prevention unit and REFLEX guidance sheets (PA:7.3, 7.d) — but almost half of respondents are not yet aware of them.

SWOT analysis — pillar 3 (continued)

Opportunities

The quality of life and working conditions policy and the psychosocial risk prevention committee (HR consolidation 3.7, 3.13), the Sustainable Health Master Plan, and the health promotion actions in the DD&RSE Master Plan (5.1.x) structure an occupational health approach consistent with the Strategic Plan (PS05).

Digital expectations offer a means of simplification: 69.8% of respondents want an AI assistant for administrative tasks, and more than half want a tool to monitor calls for proposals.

Areas of concern under control

Simplification must produce perceptible effects. Response: monitor a few flagship measures and their impact in the next survey.

Existing health schemes must reach their intended users. Response: a coordinated communication plan and a guidance service.

Strategic interpretation

UniCA provides a valued working environment and improving support. The priority is to translate this achievement into research time through simplification and better visibility of services.

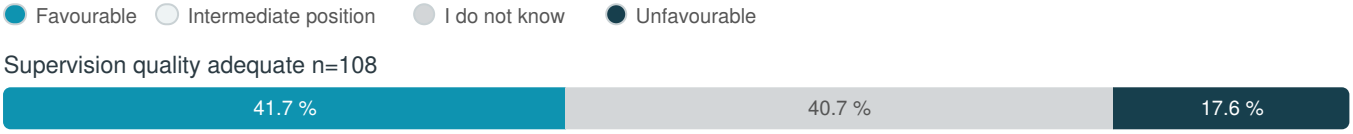
PILLAR 4

Research careers and talent development
Career support

Perceptions of supervision, supervisory training, professional training, career information and support, and openness to diverse pathways.

Supervision recognised by early-career researchers

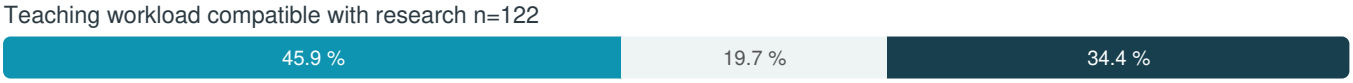
This pillar concerns talent development throughout careers. Results are particularly favourable among early-career researchers, the main beneficiaries of supervision and doctoral schemes.



Quality supervision. Among early-career researchers (R1 and R2), 76.9% consider the supervision they receive adequate. Across all respondents, the share is lower (41.7%) because the question is less relevant to experienced researchers, who mostly answer “I do not know”; among those expressing an opinion, 70.3% are favourable.



Highly valued doctoral supervision training. 86.7% of those who have attended doctoral supervision training report being satisfied, including 26.7% very satisfied. This finding rests on a small number of participants, but validates the scheme’s quality.



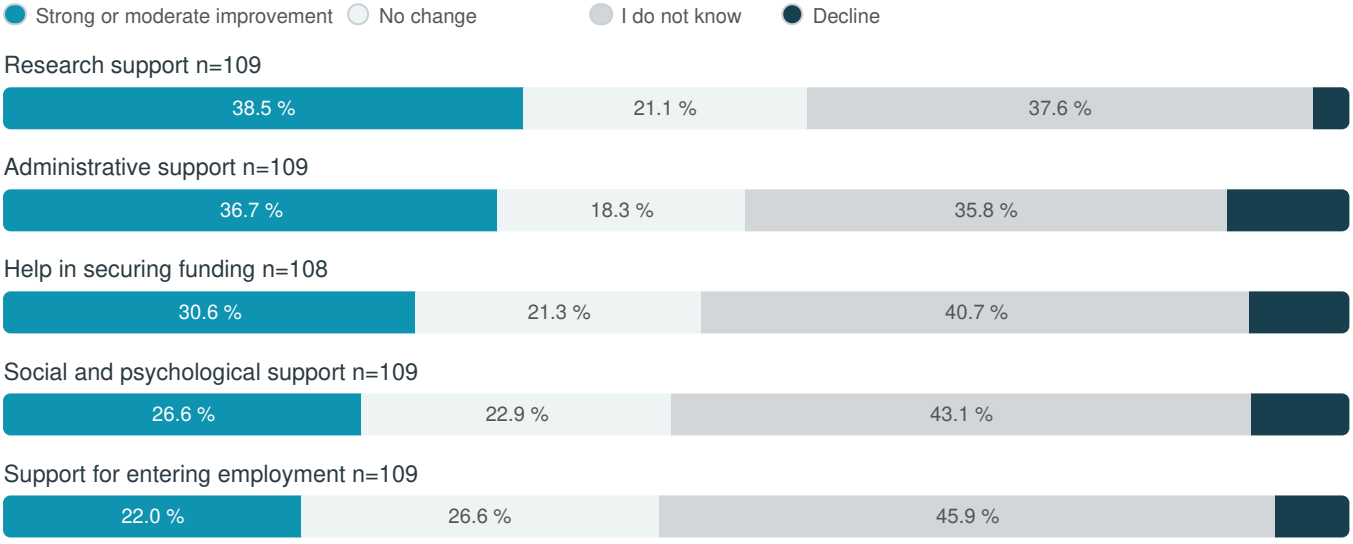
A teaching–research balance maintained for younger researchers. 45.9% of respondents feel that their teaching workload allows them to conduct research in good conditions; this is the case for 82.6% of R1 researchers.



Accessible professional training provision. 48.7% of respondents consider job-specific training accessible. Awareness of training entitlements still needs to be developed: only 7.8% report both appropriate training and known entitlements.

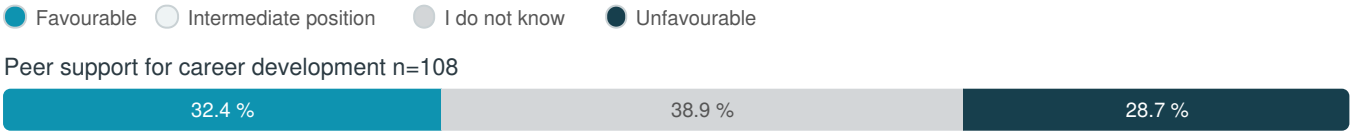
Support for doctoral candidates and postdoctoral researchers has improved since 2022

One survey question specifically concerns changes in support for doctoral candidates and postdoctoral researchers since the award was obtained in 2022. It is the survey's only indicator of progress, and the results are clearly positive.



Perceived improvement across all aspects of support. Among respondents expressing an opinion, 62% perceive improvement in research support since 2022, compared with 4% reporting a decline. Improvement is also perceived by a majority for administrative support (57%) and help in securing funding (52%). It also concerns, to a lesser extent, social and psychological support (47%) and support for entering employment (41%), where a substantial share of respondents consider the situation unchanged.

A cautious but encouraging interpretation. A substantial share of respondents say they cannot express a view, which is to be expected for a question primarily concerning those providing or receiving support. Among those expressing an opinion, progress is perceived significantly more often than decline across all five aspects.



Peer support is valued by early-career researchers. 57.7% of early-career researchers feel that peer support for career development (mentoring, individual support, career planning) meets their needs. Across all respondents expressing an opinion, 53.0% are favourable.

Expressed needs and priorities (1/2) — supporting all career pathways

The priorities expressed under this pillar reveal a community attentive to diverse pathways and support for early-career researchers.



Multiple answers · 112 respondents · total exceeds 100%

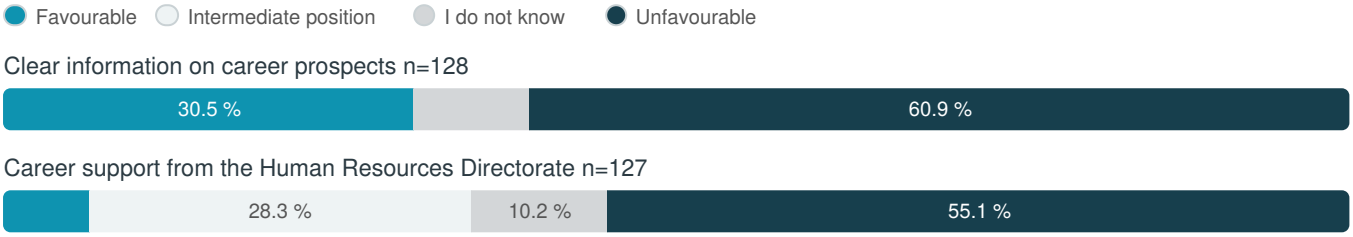
Valuing diverse careers comes first, cited by 66.1% of respondents, ahead of support for doctoral candidates and postdoctoral researchers (59.8%). These two priorities reflect a shared expectation: that the institution support researchers towards the full range of possible career destinations, academic or otherwise.

Quality supervision is central to expectations. The quality of research supervision (42.9%), peer mentoring (42.9%) and support for doctoral supervision (38.4%) form a second group of priorities, consistent with schemes already underway and highly valued by their participants.

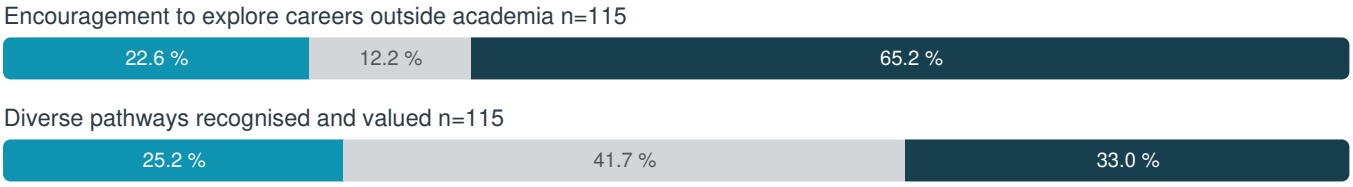
Training throughout the career completes this picture: job-specific training (38.4%) and training in transferable and digital skills (36.6%).

Expressed needs and priorities (2/2) — making careers clearer

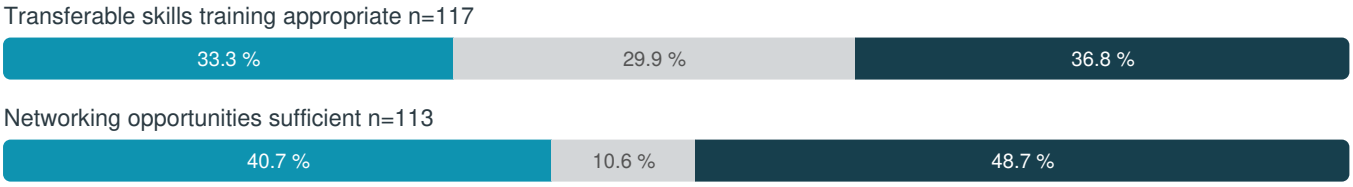
The less favourable results under this pillar concern the clarity of career prospects and the dissemination of support schemes, which are appreciated when known.



Make career prospects clear. 60.9% of respondents find information on academic and non-academic careers unclear. Support offered by the Human Resources Directorate has been taken up by only 6.3% of respondents; 28.3% have not received it but have clear information.



Broaden career horizons. 65.2% of respondents feel only slightly or not at all encouraged to explore careers outside academic research, and diverse pathways remain little known: 41.7% of respondents do not know whether they are recognised and valued.



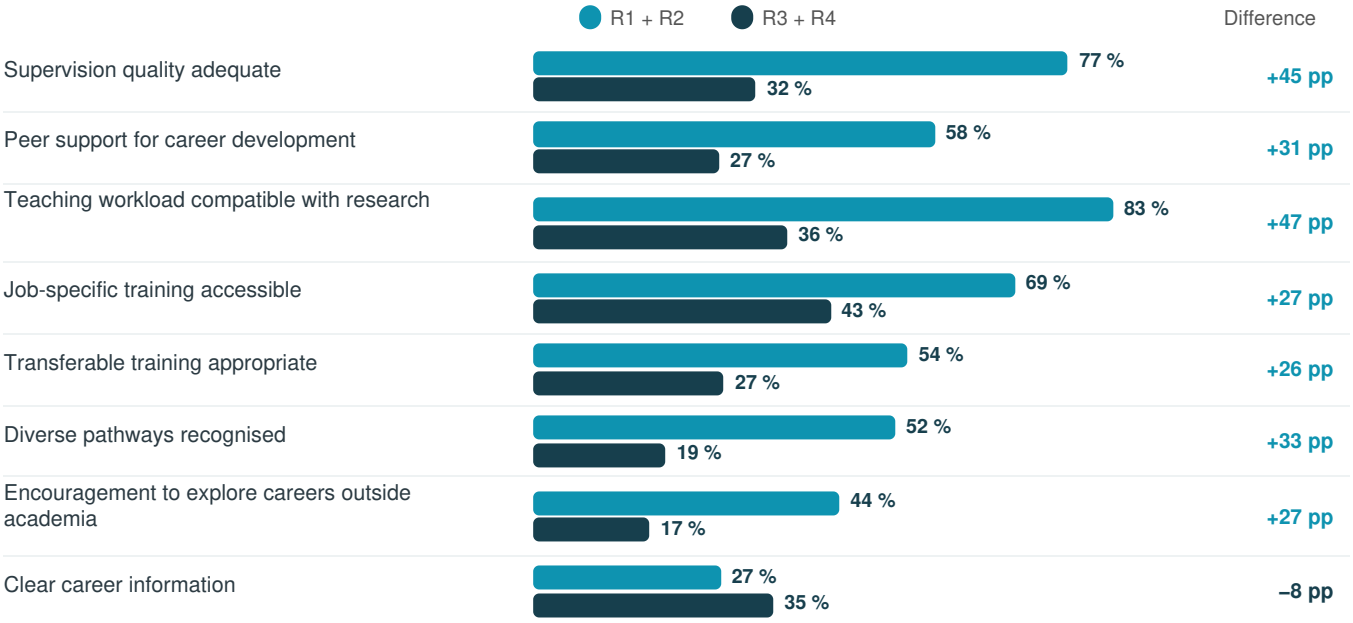
Adapt training and encourage exchanges. Views on transferable skills training are divided (33.3% favourable versus 36.8%), as are views on networking opportunities among researchers (40.7% versus 48.7%).

Extend supervisory training. Among respondents with research supervision responsibilities, 79.6% have not yet attended doctoral supervision training; extending it to all supervisors is one of the most direct means of spreading quality supervision.

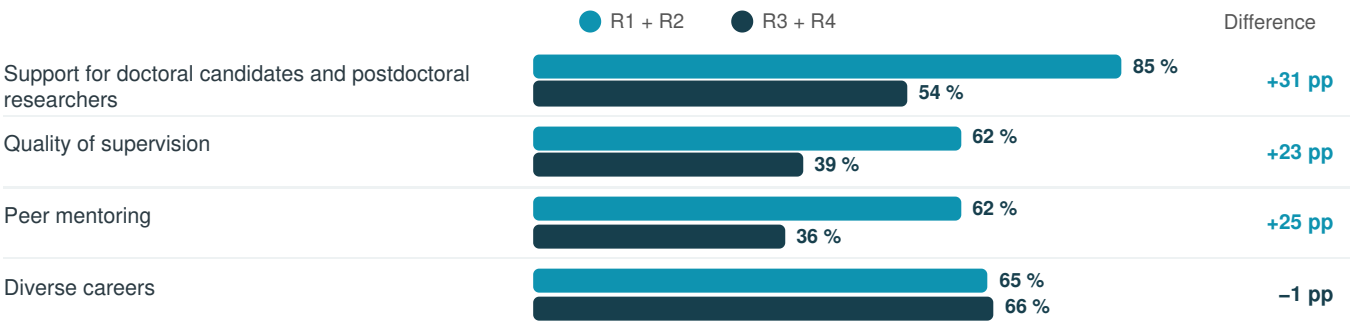
Comparing perspectives: early-career and experienced researchers

Early-career researchers are significantly more positive about all talent development schemes. This is encouraging: they are the Charter's priority groups for support and training.

Share of favourable responses by group



Priorities cited by group



Early-career researchers recognise the support they receive. 76.9% consider their supervision adequate, 57.7% value peer support, 69.2% find job-specific training accessible, and 52.0% consider diverse pathways recognised. They continue to express needs: 84.6% make support for doctoral candidates and postdoctoral researchers a priority, and 61.5% the quality of supervision.

Experienced researchers expect more support for themselves. Fewer consider their teaching workload compatible with research (36.5% versus 83.3%) or feel encouraged to explore other careers (16.7% versus 44.0%). Valuing diverse careers is a shared priority for both groups (65.4% and 66.2%).

SWOT analysis — pillar 4

Strengths

Quality supervision for early-career researchers. Three in four R1–R2 researchers (76.9%) consider their supervision appropriate, and doctoral supervision training is highly valued by its participants. A very large majority of R1 researchers consider their teaching workload compatible with research.

Support schemes in place: training for doctoral supervisors, including supervision of doctoral candidates with disabilities (PA:8.1, 8.2); doctoral school training and management of the doctoral project (PA:9.3, 9.c); academic, non-academic and entrepreneurial pathways (PA:9.10N); a one-stop mobility and careers service (PA:4.4); and dedicated resources for doctoral candidates (PA:8.3).

Support for doctoral candidates and postdoctoral researchers has improved since 2022, particularly in research and administrative support and help in securing funding, according to respondents expressing an opinion.

Improvements underway

Make career prospects clearer and support better known. A majority consider career information insufficiently clear, and the careers service remains little used; advice at key career stages (PA:4.3), mentoring for newly appointed teaching and research staff (PA:4.7), and support for doctoral candidates entering employment (PA:9.13N) address this.

Broaden career horizons further. Two thirds of respondents feel little encouraged to explore other careers; early-career researchers are more divided. PUI entrepreneurial pathways, IdEx schemes (early-career researcher fellowships, MSCA Booster) and Ulysseus broaden these prospects.

Extend supervisory training to all supervisors. Although valued, it has reached only a minority of supervisors; provision for all is planned (PA:9.11N), alongside individual monitoring committees (PA:9.15N). The campaign encouraging training (PA:9.1) and professional certifications (PA:9.2) aim to raise awareness of training entitlements.

SWOT analysis — pillar 4 (continued)

Opportunities

Valuing diverse careers and supporting doctoral candidates and postdoctoral researchers are the two leading expressed priorities, fully consistent with commitment 7 of the Strategic Plan (PS06).

In their specific survey, postdoctoral researchers identify the most useful formats: research networking, conference participation, and regular exchanges with their supervisor. These are straightforward measures to implement.

Areas of concern under control

Supervision quality must become consistent. Response: extend training to all supervisors (PA:9.11N) and monitor the share of supervisors trained.

Support schemes must reach their intended users. Response: an integrated induction and information pathway (PA:4.4, 8.3), starting with postdoctoral researchers.

Strategic interpretation

UniCA has recognised supervision and improving support. The challenge is to ensure that every researcher benefits at each career stage, by extending what works and making career pathways clearer.

Annex — indicator traceability table

All percentages in this note are recalculated from the raw survey dataset (extracted on 30 September 2026), for respondents from Université Côte d'Azur only. Column: column in the raw dataset.

Indicator	Col.	n	Favourable	Intermediate	DK	Unfavourable
Clear information on ethics and research integrity	BJ	112	56.2 %	0.0 %	8.0 %	35.7 %
Reporting procedures known and accessible	BK	112	10.7 %	15.2 %	9.8 %	64.3 %
Access to ethics and research integrity training	BL	109	33.9 %	0.0 %	32.1 %	33.9 %
Relevance of training (participants)	BM	35	82.9 %	14.3 %	0.0 %	2.9 %
Freedom to conduct research	BN	114	80.7 %	0.0 %	3.5 %	15.8 %
Equality policies visible and promoted	BO	113	59.3 %	0.0 %	12.4 %	28.3 %
Effective measures to prevent gender-based and sexual violence (VSS), harassment and discrimination	BP	112	41.1 %	0.0 %	17.0 %	42.0 %
Fair access for women and men to leadership responsibilities	BQ	114	62.3 %	0.0 %	14.0 %	23.7 %
Diversity and inclusion policies effective	BR	113	53.1 %	0.0 %	15.0 %	31.9 %
Promotion of sustainable research practices	BU	114	44.7 %	0.0 %	15.8 %	39.5 %
Satisfaction with support schemes used	BW	73	76.7 %	17.8 %	0.0 %	5.5 %
Mobility experience valued in careers	BX	112	42.0 %	0.0 %	23.2 %	34.8 %
International mobility and research attractiveness promoted	BY	109	48.6 %	32.1 %	0.0 %	19.3 %
Job advertisements transparent and accessible	CC	133	52.6 %	0.0 %	14.3 %	33.1 %
Recruitment transparent and fair	CD	133	42.9 %	0.0 %	11.3 %	45.9 %
Candidates informed before and after selection	CE	129	36.4 %	20.2 %	27.1 %	16.3 %
Role of qualitative assessment	CF	129	31.8 %	16.3 %	20.9 %	31.0 %
Role of quantitative assessment (metrics)	CG	127	36.2 %	13.4 %	25.2 %	25.2 %
Recognition: teaching	CI	129	53.5 %	0.0 %	7.8 %	38.8 %
Recognition: doctoral supervision	CJ	126	58.7 %	0.0 %	19.0 %	22.2 %
Recognition: administrative service	CK	128	50.8 %	0.0 %	11.7 %	37.5 %
Recognition: science communication	CL	128	32.8 %	0.0 %	22.7 %	44.5 %
Recognition: open science	CM	126	27.0 %	0.0 %	31.0 %	42.1 %
Recognition: ecological transition	CN	127	16.5 %	0.0 %	37.0 %	46.5 %

Annex — indicator traceability table (continued)

Indicator	Col.	n	Favourable	Intermediate	DK	Unfavourable
Promotion criteria transparent and fair	CO	129	28.7 %	0.0 %	10.9 %	60.5 %
No concentration of responsibilities	CP	129	31.8 %	0.0 %	9.3 %	58.9 %
Career breaks taken into account	CQ	128	25.8 %	0.0 %	46.1 %	28.1 %
Career support from the Human Resources Directorate	CR	127	6.3 %	28.3 %	10.2 %	55.1 %
Clear information on career prospects	CT	128	30.5 %	0.0 %	8.6 %	60.9 %
Working conditions adequate	CW	123	61.8 %	0.0 %	0.0 %	38.2 %
Fair distribution of administrative responsibilities	CX	124	42.7 %	0.0 %	7.3 %	50.0 %
Work–life balance respected	CY	123	63.4 %	0.0 %	3.3 %	33.3 %
Teaching workload compatible with research	CZ	122	45.9 %	19.7 %	0.0 %	34.4 %
Administrative workload compatible with research	DA	121	27.3 %	18.2 %	0.0 %	54.5 %
Sufficient stable funding	DB	119	19.3 %	18.5 %	0.0 %	62.2 %
Well-being and mental health initiatives visible	DC	121	36.4 %	0.0 %	14.9 %	48.8 %
Health and well-being at work measures visible	DD	123	40.7 %	0.0 %	10.6 %	48.8 %
Occupational risk prevention identifiable	DE	122	38.5 %	0.0 %	18.9 %	42.6 %
Satisfaction: website mapping support structures	DG	39	51.3 %	38.5 %	0.0 %	10.3 %
Job-specific training accessible	DJ	115	48.7 %	19.1 %	0.0 %	32.2 %
Transferable skills training appropriate	DK	117	33.3 %	0.0 %	29.9 %	36.8 %
Supervision quality adequate	DL	108	41.7 %	0.0 %	40.7 %	17.6 %
Peer support for career development	DM	108	32.4 %	0.0 %	38.9 %	28.7 %
Networking opportunities sufficient	DN	113	40.7 %	0.0 %	10.6 %	48.7 %
Doctoral supervision training attended	DT	106	15.1 %	0.0 %	11.3 %	73.6 %
Satisfaction: doctoral supervision training	DU	15	86.7 %	6.7 %	0.0 %	6.7 %
Diverse pathways recognised and valued	DV	115	25.2 %	0.0 %	41.7 %	33.0 %
Encouragement to explore careers outside academia	DW	115	22.6 %	0.0 %	12.2 %	65.2 %