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| Research Unit Self-Assessment report**2025-2026 EVALUATION CAMPAIGN** GROUP A **October 2024** |

The unit drafts this document by filling out the sections below and following the outline provided. The reference period for the self-assessment of the results is from 1 January 2019 to 31 December 2024. The parts in green in the text provide guidance for self-assessments. They should be deleted once the report is fully drafted and ready to be sent to Hcéres’ staff.

1. General information for the current contract

1-1 Unit Identification

Unit name:

Acronym:

Label and number:

Main scientific field:

**Choose one.**

Scientific panels (in the Hcéres classification) in decreasing order :

**Panel 1**

Choose one.

**Panel 2**

Choose one.

**Panel 3**

Choose one.

**Panel 4**

Choose one.

Executive team:

Provide details to explain the role of each member being part of the executive team.

List of the research unit’s supervisory institutions and bodies:

Doctoral school(s) of affiliation:

Full name(s)

1-2 Presentation of the unit

History, location of the unit:

Structure of the unit:

Teams, platforms, shared services, etc.:

Size and composition of the teams (if applicable) at 12/31/2024:

Scientific orientations of the unit and its teams (if applicable):

Name them and present them briefly. They will be described in detail in the evaluation’s second part.

* 1. **Research environment**

The unit gives a synthetic presentation of research and transfer structures in which it is involved, at the institutional level:

- Contribution to a field of research (centre, institute, sector, district, campus, etc.) and description of it;

- involvement in a structure created by the Future Investments Programme (PIA), such as an IdEx, I-Site, LabEx, ÉquipEx, PEPR, EUR, IHU, etc.;

- Membership of research federations, platforms, an MSH, an OSU, etc.;

- Involvement in regional clusters;

- Participation in development and transfer structures (incubators, SATT, IRT, ITE, etc.);

- Involvement in the continuum between research laboratories and care structures.

- …

**1-4 Consideration of the recommendations in the previous report**

The unit gives a synthetic presentation of the actions taken to implement the recommendations made in the previous evaluation of the unit and its teams. It evaluates its achievements.

1. Portfolio introduction

The portfolio showcases the unit’s activities and provides a qualitative evaluation. The portfolio is deemed to be representative of the unit’s activities, missions and research environment.

**The portfolio starts by explaining why it is structured as it is, and why these items were chosen in particular, amongst other activities.** This introduction must not exceed an upper limit of 3 500 characters (spaces included) for single-team units and 7 000 characters for multi-team units.

**The portfolio itself (the set of documents selected by the unit) will be compressed in a zip file containing the all elements mentioned below. This zip file will be submitted as an annex.** If the zip file exceeds 50 MB, the unit is invited to create a transfer link and to indicate it at the end of this part.

The total number of items in the portfolio should take into account the size and structure of the research unit. It should also be kept within a reasonable limit so that the expert committee can take a thorough look at it. We propose the following framework, as guidelines:

For a single-team unit, it amounts to:

* + small unit (less than 19 permanent staff): five items including at least two publications;
	+ medium-sized unit (between 20 and 39 permanent staff): eight items, including at least four publications;
	+ large units (40 staff or more): eleven items, including at least five publications;

For a multi-team unit, it amounts per team to:

* + very large team (more than 20 permanent staff): maximum seven items, including at least three publications
	+ large team (between 10 and 19 permanent staff): maximum of five elements, including at least two publications
	+ medium-sized team (between 5 and 9 permanent staff): maximum of four elements, including two publications;
	+ small team (less than 4 permanent staff): maximum three items including one publication;

The unit may divide these elements between productions related to each team and productions at the unit level.

For research units with more than 15 teams, the size of the portfolio will be discussed with the scientific advisor in charge of the unit.

The portfolio may include the following elements:

* + Productions deemed representative of the unit's scientific positioning (knowledge front, theoretical positioning, methodological innovation, etc.) proving its recognition at national, European and international levels (e.g. articles, books, artistic creations);
	+ Elements highlighting the unit's involvement in supervision and training activities and showcasing the contributions of the unit's scientific activity to the specialisation of the institution's training offer (involvement in EUR projects, European universities or alliances for innovation, design of training courses for specific professional sectors, for example);
	+ Elements presenting social innovation dynamics (co-production of research with non-academic actors, research collaboration with citizen panels, for example);
	+ Elements illustrating valuation actions (cooperation actions with local and regional authorities, actions in the field of public policy support, participation in technological exploration actions and other public-private partnerships, etc.) and contributions to socio-economic and cultural development (descriptive note on a significant R&D contract, such as the creation of a start-up, for example);
	+ Elements highlighting research dissemination activities (organisation of events for the general public, production of audio-visual documents, podcasts, books, expert reports for social, economic, cultural and political players, etc.);
	+ Any other element that the unit deems relevant in order to appreciate the singular aspects of its activity.
1. Assessing its own results

Depending on the area of evaluation, the unit states its arguments, based on the following elements:

* The data provided in the "Characterization and Production Data" spreadsheet;
* The items selected to be part of the portfolio;
* The data provided in the appendix, if applicable.

When a reference or item is not relevant to the unit’s specific case, it is not mandatory to tackle it. Nevertheless, it is encouraged to briefly explain why it is not relevant.

Each question calls for the appropriate answer’s length. For instance, the unit may develop more substantially the scientific parts and references in which it has a particular interest.

As some of the references relate mainly to the policy of the supervisory authorities, it is important for the unit to describe how it makes the latter its own, how it implements it, and how its staff becomes aware of these issues.

For multi-team units, the three domains are first described at the unit level and then, for each team, the references considered relevant for the team are selected amongst this assessment’s parts.

**3-1 Unit’s self-assessment**

Evaluation part 1: the unit’s scientific objectives, organisation and resources

This part is divided in four standards : scientific objectives and organization; unit resources; infrastructure and equipment; responsible human resources, safety and environmental practices.

Standard 1. The unit has set relevant scientific objectives for itself and has structured itself accordingly.

The unit expresses its vision of its research environment and its key stakeholders. It describes how it fits into this environment. In particular, it shows how it takes into account the research and commercialization policies of its supervisory bodies. It describes its scientific strategy and shows how it involves all its staff in the development of the latter. The unit shows how it is organized to reach its scientific objectives.

Standard 2. The unit has resources adapted to its activity profile and research environment and mobilizes them.

The unit presents the financial resources at its disposal on a recurrent basis and the resources it can use, in addition to the endowment allocated by its supervisory authorities. It describes its policy of pooling part of its resources to foster the emergence of innovative themes and to support collective research activities.

The unit presents its policy for welcoming new staff. It describes how new researchers (PhDs and post-docs) and established researchers (lecturers and researchers) are welcomed and integrated into the unit's research framework. The results of this policy are detailed. In particular, it describes the unit's policy for recruiting doctoral students, its ability to fund theses and to create a pool of talent through its involvement in masters programs and thanks to its national and international reputation. It also describes the support provided to research support staff.

Standard 3. The unit has premises, equipment and technical skills suiting and appropriate for its scientific policy and to reach its research objectives.

The unit describes its policy in terms of premises, scientific infrastructure and documentary resources. It shows how it is suitable for its scientific objectives.

The unit lists all the state-of-the-art platforms, equipment and demonstrators at its disposal. It details its strategy for developing, maintaining and upgrading its facilities, and opening them up to third parties. It explains how it accesses the tools set up by its supervisory bodies to acquire and maintain heavy equipment.

It describes and analyzes the recruitment and the technical and administrative team’s structure involved in managing this equipment.

Standard 4. The unit's practices comply with the rules and directives laid down by its supervisory bodies in terms of human resources management, safety, the environment and the protection of data and scientific assets.

The unit details its human resources policy. In particular, it describes how its human resources management is gender-balanced and non-discriminatory in terms of training, internal mobility and career development. It shows to what extent or how it pays attention to its employees' working conditions, health and safety, and the prevention of psycho-social risks. In particular, it specifies the measures taken to fight sexist and sexual violence, and discrimination.

The unit describes all procedures put in place to protect its scientific assets and IT systems.

The unit lists measures undertaken to prevent environmental risks resulting from its activity and to pursue sustainable development objectives. The unit specifies whether it has a sustainable development charter included in its internal regulations. In particular, it shows how it takes sustainable development criteria into account when defining research projects and experiments. It presents its policy for managing staff missions and travel, as well as waste management, investments and consumables. It describes the awareness-raising measures applied for students. It indicates how it evaluates its best practices in terms of environmental footprint.

**Evaluation part 2. The unit's scientific results, influence and attractiveness**

This part is divided in four standards focusing on the unit's scientific achievements and the extent to which they result in scientific output that does not value quantity over quality.

Standard 1. The unit is recognized for its scientific achievements, meeting quality criteria.

The research unit is invited to present the research themes it tackled over the reference period, placing them in an international context. The unit analyses its scientific achievements. In particular, it uses the portfolio to show how these are based on sound theoretical and methodological foundations, are original, contribute to knowledge, reflect the national and international positioning of its research, and respond to scientific, technological, cultural, economic or societal issues.

The research unit will list what it considers to be remarkable scientific breakthroughs. These scientific milestones (discoveries, inventions, methodological advances, new concepts, breakthroughs, etc.) will be detailed and may be the subject of substantial development.

The unit describes its policy for responding to international, national and local calls for projects. The results are presented.

The unit describes its involvement, at various levels, in schemes and projects financed by national investment programs (e.g. PIA, CPER), and the benefits it derives from them.

The unit provides indicators acknowledging the credit it receives for its excellency or outstanding performances: members of institutions, prize-winners, distinctions, etc.

Standard 2. The unit's research activities produce high-quality scientific output.

The unit shows that it does not sacrifice quality over quantity, and presents its knowledge-dissemination strategy.

It analyzes the quality and diversity of the media and conferences chosen to disseminate its results.

It mentions the measures taken to support junior researchers in their knowledge-dissemination activities.

It analyzes any production imbalances between its various teams, and describes the resources put in place to support staff who are less active in this area.

It highlights the contribution of research support staff.

Standard 3. The unit participates in the animation and management of its community.

The unit specifies the scientific events it has organized and its involvement in them.

It indicates whether it has editorial responsibilities in internationally recognized journals or book collections.

The unit expresses how it is involved in networks, research steering bodies or scientific expertise bodies at international, European or national levels.

The unit describes its policy for inviting leading scientists.

Standard 4. The unit's scientific output respects the principles of scientific integrity, ethics and open science. It complies with applicable guidelines in this field.

The unit specifies the means implemented to guarantee the traceability and, where applicable, the reproducibility of its results (laboratory notebooks, anti-plagiarism software, internal peer review procedures - including re-reading -, data and source code archiving procedures, etc.).

The unit describes how it implements the scientific integrity and open science strategy defined by supervisory bodies.

It describes the ways in which it supports its staff in their choice of appropriate dissemination media (to avoid, for example, “predatory” conferences and journals) and in ensuring that contributions are properly taken into account (particularly in co-signatures).

The unit indicates the measures put in place to ensure that its scientific output is the result of research that respects human and animal life.

The unit defines its open science policy.

Evaluation part 3. Contribution of Research Activities to Society

In this field, the word "society" is meant in a broad sense. The integration of the research unit's activity in society may concern the economy, health, culture, the environment, etc. This part is divided in three standards, which deal respectively with the unit's interactions with actors in the non-academic world, the products of its research for socio-economic and cultural actors and its interventions in the public sphere.

Standard 1. The unit stands out by the quality of its interactions with the cultural, economic and social world.

The unit is asked to analyse its partnerships with actors in the cultural, economic and social world and to specify how it collaborates (conventions, contracts, etc.). It describes the extent of its activity with the non-academic world, for example through the pooling or hosting of personnel, the financing of doctoral students (CIFRE, thesis financed by contracts, etc.), the financing of its research activities, the organization of executive education courses.

The unit indicates how it takes on subjects of scientific, technological, social and cultural value, in coherence with its research policy. It emphasizes how its partnerships guide the unit’s strategy to meet environmental, societal or technological challenges.

Standard 2. The unit develops products and services for the cultural, economic and social world.

The unit presents its valorisation policy and the results obtained in terms of product development for the economic world (patents, licenses, support for company creation, expertise, participation in the drafting of standards, etc.).

The unit describes its activity in disseminating its results to inform social, economic, cultural and political stakeholders.

Standard 3. The team shares its knowledge with the rest of society and contributes to societal debates.

The unit explains and analyses its policy for sharing knowledge with the rest of society, in particular with schools.

It describes how it uses its skills to help organise events to raise awareness amongst citizens. It indicates whether it runs a participatory or collaborative science activity (SAPS).

It lists the measures applied to encourage its personnel to engage in events in the public sphere, while respecting scientific integrity and ethics.

**3-2 Team’s self-assessment (in the case of multi-team units)**

For each team, the standards considered relevant to the team are selected from each of the evaluation parts.

In the event that all the references had to be addressed, care should be taken to respect the order of presentation.

**3- 3 Synthetic self-assessment**

Where appropriate, the unit and its teams assess their strengths and weaknesses according to standards detailed in the three assessment parts.

1. UNIT TRAJECTORY

The trajectory is meant in two ways: the dynamics and ambition of research, on the one hand, and the organisation and life of the laboratory, on the other. It is described at the unit level and at the team level where appropriate.

The unit is invited to describe, in a very synthetic manner, its long-term scientific history and to recall the objectives it had set for itself during the previous evaluation, the strategy it had put in place, and the challenges it intended to meet. These elements of scientific characterisation make it possible to carry out a critical analysis, to compare achievements with the initial objectives, to discuss successes and failures. The unit highlights the transformations it has implemented.

The unit specifies how it is positioned today with its various activities (scientific, expertise, development, training, dissemination, etc.), at national and international levels, based on an analysis of the state of the art.

The unit describes its scientific future on the basis of its self-evaluation, its research achievements and the new research challenges identified. By adopting a perspective of five-year scientific projects, the unit presents its prospective vision of the evolution of its scientific field, its contribution to current issues and the positioning of the project in the national, European or international scientific field. It indicates its strengths, the points to be improved and the possibilities offered by its environment. It specifies the risks linked to this environment. It presents how it supports the emergence of new themes, risky research topics or rare disciplines.

The unit sets out, in a forward-looking vision, its partnership strategy with the academic world (at local, national, European and international levels) and the socio-economic and cultural world. The unit is also invited to show how its project fits in with the strategy of its parent institutions and the strategy of the university/ institution to which it belongs.

The unit argues for the coherence of its research strategy with its resources and organisation: how its organisation and developments have served its scientific purposes and how its future organisation, any new teams welcomed and requests for resources will meet its ambitions. In this paragraph, the unit specifies the number of staff, the resources to be mobilised and the structuring method (organisation chart, positioning and contribution of teams, synergies between teams, platforms) to support its orientations, scientific objectives and strategic choices. If the unit is planning to implement changes, it presents an action plan on the new challenges laboratories face: science and society, open science, environmental impact of the unit's activities, gender-balance, scientific integrity, for example.