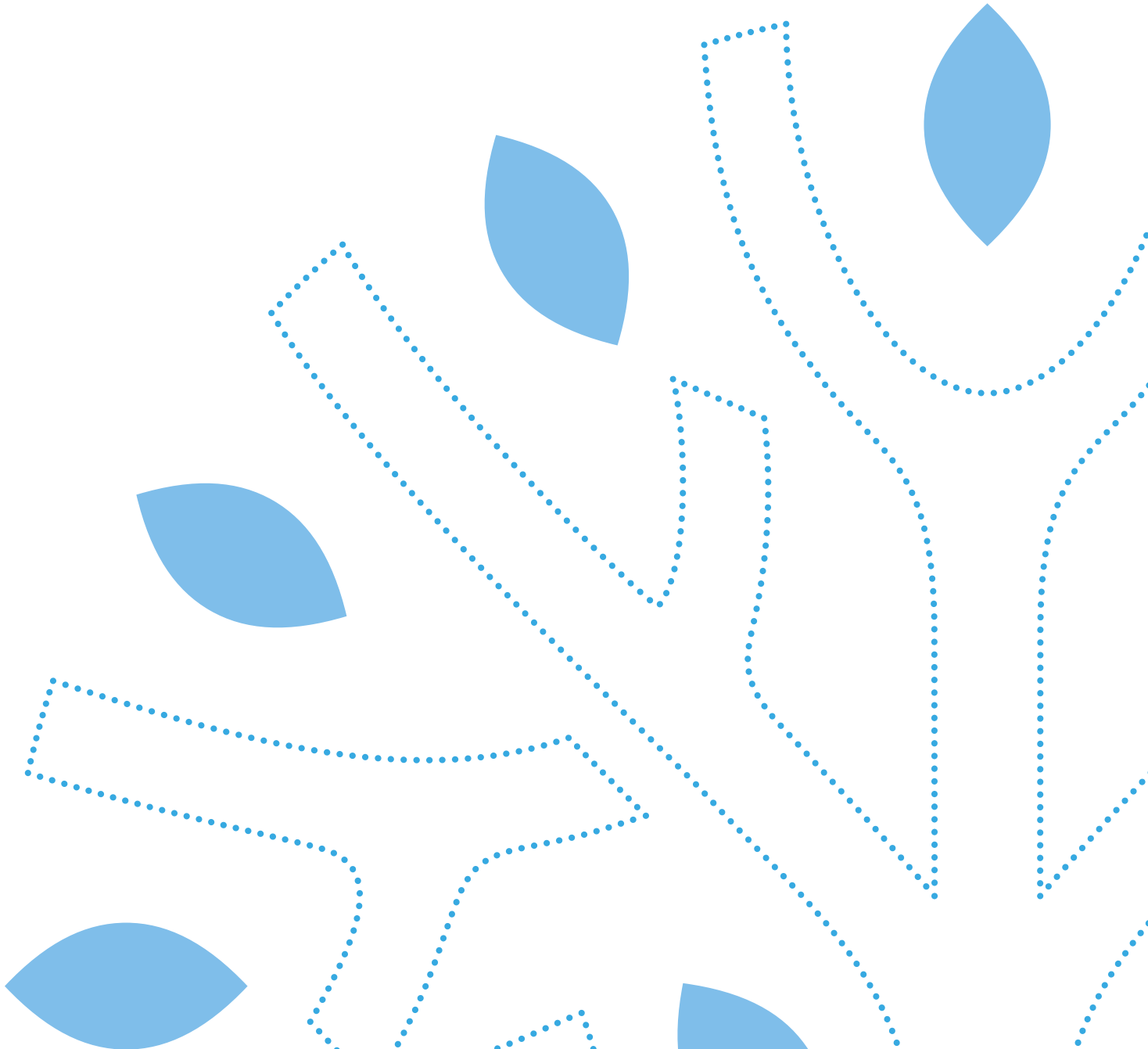
Evaluation guide

Research units

January 2026



The High Council for the Evaluation of Research and Higher Education (Hcéres) is an independent public authority responsible for evaluating higher education and research institutions, national research organisations, research units, and study programmes. Active in France and internationally, Hcéres carries out peer reviews to guarantee their relevance and integrity in the interests of the academic community and society as a whole. Its reports are public and published on its website. Hcéres is organised into eight departments: five responsible for evaluations in France; one responsible for international evaluations; and the Science and Technology Observatory, and the French Office for Research Integrity.

Foreword

This guide is intended for all those involved in the evaluation of a research unit: unit leadership and staff, supervisory bodies, assessment committees composed of experts appointed by Hcéres, etc. Its purpose is to facilitate the preparation, organization, and implementation of the evaluation.

The guide begins by presenting the general framework for the evaluation: the objectives and principles, the dimensions evaluated, and the evaluation process. It then offers recommendations for conducting the self-evaluation and developing the research unit's project, before detailing the work of the assessment committee. The guide thus provides each stakeholder with a comprehensive and shared vision of the process.

Questions intended to guide the unit's reflection on its work are provided for reference in the appendix: it is neither necessary nor desirable to answer them systematically.

The choice of evaluation methods presented in this guide is based on extensive feedback, a comparative analysis of international best practices, and consultations with evaluation stakeholders. These evaluation methods were approved by the Hcéres Board on January 29, 2026.

This guide is deliberately flexible. It is designed to adapt to the diversity of disciplines, institutional contexts, and unit sizes. Each unit is encouraged to adapt its content in order to derive the maximum benefit and provide relevant information for its evaluation, while ensuring that the workload for its staff is kept to a minimum.

Over framework

Objectives and principles

The evaluation of research units has three objectives:

- **to create a framework conducive to reflective analysis**: the evaluation provides an ideal opportunity to analyze the unit's performance collectively and reflect on its future development. It is also an opportunity to highlight collective successes, promote best practices, identify potential weaknesses, and consolidate the dynamics of the research group;
- **support continuous improvement**: the assessment committee makes recommendations to help the unit enhance the quality of its research and its impact on society. The evaluation is part of a constructive approach: it helps to recognize successes, identify difficulties, and define levers for action to support the unit's development;
- **foster strategic dialogue**: the evaluation feeds into discussions with supervisory bodies. It provides a shared framework for analysis and understanding, which is useful for defining scientific priorities, coordinating research policies, and recognizing the specific characteristics of each unit.

The evaluation is conducted by peers and is based on key principles: independence, objectivity, transparency, open debate, and equal treatment. It is conducted in accordance with the requirements of scientific integrity.

The evaluation procedure is based on the *Evaluation Charter* adopted by the Board Hcéres in September 2024[1]. It complies with the recommendations of the *Declaration on Research Assessment* (DORA), the *Leiden Manifesto*, and the *Coalition for Advancing Research Assessment* (COARA) which promote a qualitative approach to evaluation and the responsible use of quantitative indicators. Evaluation reports are made public, subject to confidentiality requirements protected by law.

1. La charte précise notamment les voies de recours possibles et les modalités relatives à la résolution des différends dans le cadre des évaluations réalisées par le Hcéres (ces modalités sont définies par la décision n° 2025-43 disponible sur le site www.hceres.fr).

Evaluation process and scope

A research unit is evaluated according to four main dimensions:

- scientific advances and visibility;
- dissemination and exploitation of results;
- human resources, academic culture, and scientific integrity;
- strategic vision, relevance and feasibility of the project.

The research unit is invited to carry out an analysis and projection, including:

- a self-assessment of its scientific record based on the first two dimensions;
- a presentation of its team and a self-assessment of its academic culture (third dimension);
- the development of a relevant and realistic scientific project, in line with the human, material, and financial resources it estimates it can mobilize (fourth dimension).

The evaluation is conducted by an assessment committee made up of experts who are peers in the relevant scientific field concerned.

In all cases, the evaluation is based on the analysis of a single report, in which the unit presents its self-evaluation and its project, and on a series of interviews that take place during the expert committee's site visit.

At the end of the visit, the committee produces an evaluation report intended to assist the unit's management in implementing its project and to serve as a tool for strategic dialogue with the supervisory bodies. This report is accompanied by a series of recommendations.

Self-assessment and unit project

The research unit is encouraged to use self-assessment as an opportunity for collective reflection, analyzing its performance over the past five years and identifying its strengths and successes, as well as its constraints and weaknesses. It then develops a project for the coming years in a collegial and participatory manner.

It describes its assessment and project in a document prepared in the format of its choice and structured in four parts corresponding to the four dimensions of the evaluation. If its activities cover a continuum ranging from fundamental research to valorisation, it may choose to merge the first two dimensions.

The document drafted by the unit, together with its appendices, constitutes the single report to be used by all supervisory bodies.

It is recommended that the length of the document be adapted to the size of the unit, for example:
- 15 pages for a unit with fewer than 20 permanent staff;
- 30 pages for a unit with fewer than 50 permanent staff;
- 40 pages for larger units.

If the unit is organized into teams, the number of pages may be increased by a maximum of 4 pages per team, without exceeding a total of 80 pages. The aim is to produce a document that experts can easily grasp in its entirety.

The relative proportion devoted to the self-assessment and the project may vary depending on the specific characteristics of each unit or team.

Preamble to the single report

To facilitate a contextualized and personalized evaluation of the self-assessment and the project, the unit's leadership may write a brief preamble of two to three pages.

This preamble presents how the self-assessment work and reflection on the project were organized.

It also allows the unit to clarify its positioning: explaining how it fits into its disciplinary field, highlighting its main scientific themes, and emphasizing the specific features that distinguish it from other actors.

It may also provide any information useful for a good understanding of the unit's activities, particularly in relation to its history, and mention any difficulties or opportunities that have arisen since the last evaluation.

Finally, the preamble may specify whether the project presented by the unit is a continuation of the previous scientific activities or whether it introduces changes or even major breaks with the past.

Description of the self-assessment and the project

The research unit describes its past activities and project in the form of a reasoned text structured around the four dimensions of the evaluation. It is supported by factual elements and indicators chosen by the unit, in consultation with the institution submitting the single report and all of its supervisory bodies. These indicators are selected for their relevance to the nature of the unit's activities and the field concerned.

For each dimension, the research unit specifies the extent to which the recommendations made during the previous Hcéres evaluation have been taken into account.

Dimension 1

Scientific advances and visibility

The unit is invited to describe its most significant scientific achievements, highlighting the robustness of the methods used and the data produced, the originality of the results obtained, their contribution to the advancement of knowledge in the field concerned, and their appropriation by other researchers.

In support of its argument, the unit shall provide a list of the scientific publications cited in the text as an appendix. The choice of types of publications is left to the discretion of the unit, depending on its activity profile and the practices specific to its disciplinary field. A selection of these publications shall be included in a Portfolio.

It is not advisable to attach an exhaustive list of publications. The list should not include more than two major publications per researcher[1]. However, the unit may indicate how to access all of its publications, for example via HAL or any other open archive.

In this section, the unit is also invited to highlight the technical resources at its disposal and its ability to mobilize financial resources to achieve its objectives.

Finally, the research unit highlights key elements that attest to its recognition and visibility, such as notable scientific distinctions and responsibilities. Only the most significant elements are expected.

1. It is also recommended that particular attention be paid to the issue of predatory journals. For more information: https://www.ofisfrance.fr/espacesthematiques/revuespredatrices/.

Dimension 2

Dissemination and exploitation of research results

The unit is invited to present its most significant results in terms of the valorisation of research products (knowledge, expertise, devices, processes, software, prototypes, databases, corpora, etc.) and knowledge sharing.

Valorisation is understood, in the broadest sense, as all activities aimed at transforming research results into knowledge, services, or goods that are useful to society. It includes:

- **societal valorisation**, including collaborations with cultural, social, or associative actors, participation in the development or evaluation of public policies, contributions to the drafting of standards, the provision of expertise, the transfer of research results to clinical practice, etc.;
- **economic valorisation**, covering collaborations with companies (including joint laboratories), consulting activities, and the protection, transfer, and commercial exploitation of results (patent filing, licensing, business creation).

Knowledge sharing encompasses scientific mediation activities and participatory science projects, which aim to bring science and society closer together. The most emblematic actions in this area can be illustrated by elements from the Portfolio.

Dimension 3

Human resources, academic culture, and scientific integrity

The unit is invited to describe how it organizes and leads its team around shared values, and to illustrate the development of an academic culture based on scientific integrity, collaboration, quality of life at work, recognition of talent, and open science.

It specifies how this policy contributes to supporting the commitment, training, and diversity of its staff, as well as the unit's social and environmental responsibility.

The unit describes the place given to each category of staff, in particular doctoral students and research support staff, in its activities and outputs.

Several of the topics covered in this section also fall largely within the remit of the supervisory bodies. The aim is not to describe these, but to highlight the specific contributions of the unit, in addition to the actions of its supervisory bodies.

Dimension 4

Strategic vision, relevance and feasibility of the project

The research unit is invited to explain its project and long-term strategy, placing them in the context of its scientific and institutional environment (supervisory bodies, regional connections, interactions and cooperation with various actors at the national, European, and international levels).

It explains how this strategy is based on the analysis of the strengths and weaknesses identified during its self-assessment, and how it takes into account developments in its scientific field as well as changes in its institutional and societal environment.

It briefly describes the scientific and societal challenges it intends to address, then presents the scientific themes, research programs, or valorisation initiatives envisaged to respond to them.

It highlights the consistency between the ambition of its project and the human resources (existence and availability of the necessary skills), technical resources (equipment and real estate infrastructure), and funding that can be mobilized (including that already acquired).

Where applicable, it may specify the changes envisaged in its governance, organization, and research culture for the implementation of its project.

Editorial advice

For each of the four dimensions, a list of questions is provided in Appendix 1 to facilitate the unit's work.

The aim is not to provide exhaustive answers to all the questions, but to produce a comprehensive, well-argued, and coherent text that answers the questions that the unit considers relevant. The evaluation guide provides a flexible framework: each unit selects and adapts the questions according to its context, arranges them in the order that seems most coherent, and may, if necessary, add other elements of analysis, while ensuring that the workload for its staff is kept to a minimum.

If the unit is organized into several teams, the review and the project are first presented at the unit level, then broken down for each team, retaining only the relevant questions and substituting "team" for "unit."

Additional documents appended to the single report

The list of scientific publications mentioned in the body of the text is appended to the single report. It is not desirable for this list to be exhaustive. However, the unit may indicate how to access all of its publications, for example via HAL or any other open archive.

The Portfolio may also be attached to the single report, or provided in a separate file, particularly if it contains audio or video files. It is an essential tool for qualitative assessment. It brings together a selection of items that highlight the unit's activities and achievements: articles, books, artistic creations, emblematic partnerships, participatory science projects, creation of a start-up, remarkable initial or continuing training initiatives, etc.

The number of pages in the Portfolio must be appropriate to the size and structure of the unit, while remaining reasonable.

As a guide, the Portfolio may include:
- 5 items for a unit of 20 permanent staff;
- 10 items for a unit of 50 permanent staff;
- 15 items above that number.

If the unit is organized into teams, the total number of items may be increased to allow each team to present one or more items, depending on its size and activities. However, the unit shall ensure that the volume of the Portfolio remains compatible with a comprehensive analysis by the committee of experts.

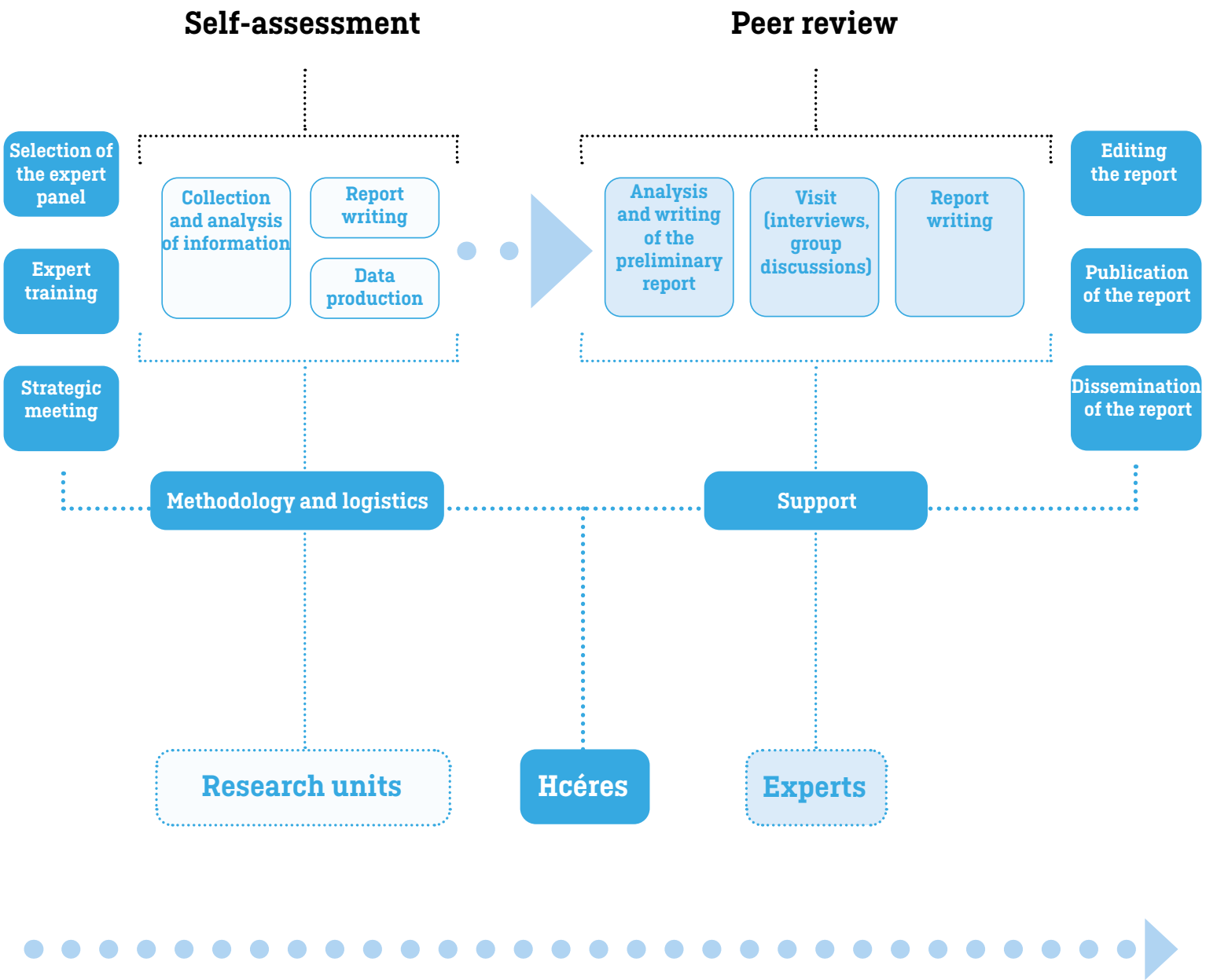
The unit is also invited to provide information on its human resources for the self-assessment and project using the provided table templates (see Appendix 2 of this guide). These tables will also be attached to the single report.

Finally, the unit may attach any additional information it deems necessary to its single report.

The evaluation process

It involves the participation of three categories of actors:

- Research units
- Hcéres
- Experts


Self-assessment
Peer review
Selection of the expert panel
Expert training
Strategic meeting
Collection and analysis of information
Report writing
Data production
Analysis and writing of the preliminary report
Visit (interviews, group discussions)
Report writing
Editing the report
Publication of the report
Dissemination of the report
Methodology and logistics
Support
Research units
Hcéres
Experts

Evaluation conducted by the assessment committee

Composition of the assessment committee

The chair of the committee and the other experts serving on it are appointed by Hcéres from among peers in the disciplinary field of the unit[1].

The general principles guiding the composition of a committee are as follows:

- the committee is composed of a chair, assisted, where applicable, by a vice-chair, and several experts. It is tailored to the characteristics of the research unit;
- the choice of experts is guided by the principles of neutrality, scientific expertise, balance in the representation of themes, expertise, and opinions, and the absence of conflicts of interest[2];
- The committee includes an expert representing the national academic or research evaluation body of each of the institutions to which the unit is affiliated, appointed on the recommendation of that body (CNU, CoNRS, CSS, etc.)[3];
- Hcéres ensures a balanced representation of women and men[4]; the presence of foreign experts is encouraged, where relevant; the committee also includes, where possible, an expert representing research support staff.

1. Une note de cadrage sur le site du Hcéres aborde le cas particulier des unités de recherche qui souhaiteraient, en accord avec leurs tutelles, qu'un conseil scientifique externe (par exemple un Scientific Advisory Board - SAB), procède à l'évaluation.

2. Article L. 114-3-1 of the Research Code (legislative section).

3. Article R. 114-15 of the Research Code (regulatory section).

4. Evaluation charter approved by the college on September 18, 2024.

In order to identify experts, Hcéres:

- invites the unit to submit proposals for expert profiles and suggest names of scientific figures who do not have any conflicts of interest with the unit or its members;
- draws on its pool of experts, which is built up through a permanent call for applications on the Hcéres website, and supplements it by directly soliciting experts when certain profiles or areas of expertise are not represented, in particular to ensure the representation of foreign figures.

In order to prevent conflicts of interest, Hcéres asks each prospective expert to complete a declaration of interests. The expert declares all activities carried out over the last six years that could constitute a conflict of interest, as well as any information that could call into question their impartiality or objectivity.

Once a committee of experts has been selected, Hcéres invites the members of the unit to report any potential conflicts of interest within the proposed committee.

Finally, the experts undertake to comply with Decree 2021-1537 on the rules of confidentiality and publicity applicable to the evaluation of research units referred to in Article L. 114-2 of the Research Code, as well as the **Hcéres Evaluation Charter**.

Role of the assessment committee

The role of the experts is defined as follows:

- familiarize themselves with the self-assessment and evaluation procedure;
- participate in preparatory meetings;
- familiarize themselves with the recommendations contained in the unit's previous evaluation report;
- analyze the single report produced by the research unit;
- take part in interviews and closed-door meetings of the expert committee to prepare and report on these interviews;
- contribute to the drafting of the evaluation report.

The chair (and, where applicable, the vice-chair) also has the following responsibilities:

- coordinate and lead the committee's work;
- conducting the evaluation in accordance with the procedure defined by Hcéres;
- signing the evaluation report.

The committee appoints a rapporteur from among its members to draft the evaluation report.

The Hcéres teams support the assessment committee to ensure that the evaluation runs smoothly in order to:

- assist the committee chair in organizing the committee's work;
- act as an interface between the assessment committee and the unit's management, and guarantee the quality of the evaluation process;
- guarantee, through its advice, support, and proofreading, the rigor of the analyses and the evidence on which they are based, the quality of the writing, and compliance with Hcéres' methodological and ethical rules;
- proofread the report, suggest editorial improvements, and liaise with the committee chair to finalize the report;
- at the request of the committee chair, Hcéres may request additional documents to supplement the report provided by the unit.

The committee favors a qualitative assessment of the research unit, enabling it to evaluate its position in the local, national, and international research landscape, based on the four dimensions outlined in the previous section:

- scientific advances and visibility;
- dissemination and exploitation of results;
- human resources, academic culture, and scientific integrity;
- strategic vision, relevance and feasibility of the project.

Interviews

For all research units, interviews with the committee are organized on site.

The duration of the visit, generally between one and three days, varies depending on the size and structure of the unit. A proposed visit schedule is drawn up by Hcéres and submitted to the committee chair. The final schedule is decided in consultation with the unit's leadership. It generally includes several plenary sessions during which the unit's leadership and, where applicable, team leaders present the self- assessment and the project. These presentations are followed by a discussion with the committee.

Closed-door interviews are also organized with the various categories of staff: researchers and faculty member, doctoral and post-doctoral students, research support staff, as well as with the current leadership and the direction team proposed for the project.

Visits to premises or facilities of particular interest, as well as presentations of experimental activities, may also be scheduled.

A specific meeting is devoted to discussions with representatives of the supervisory bodies.

Finally, closed-door meetings allow the committee to prepare its discussions with the unit and draft its conclusions.

Evaluation report

All committee members review the single report presenting the unit's assessment and project.

Following this analysis, the rapporteur produces a first draft of the report based on the contributions of the committee experts. This stage allows a list of questions to be prepared and sent to the unit at least two weeks before the interviews begin, to give it time to prepare its responses.

Following the series of interviews, the rapporteur drafts a final version of the report. After validation by all the committee experts, this version is sent to the unit's supervisory bodies, which then have the opportunity to point out any factual errors and comment on the content of the report.

After any factual errors have been corrected, the final version of the evaluation report, accompanied by the supervisory bodies comments in an appendix, is signed by the committee chair. The report is then published on the Hcéres website.

1. Examples of questions

Some questions are accompanied by notes.

1. Scientific advances and visibility

- How is the unit organized scientifically[1]?
- What were the unit's most significant scientific achievements[2] during the evaluation period, and how did they contribute to advances in knowledge?
- To what extent are the unit's research activities based on the use, design, responsibility, or development of research infrastructure, equipment, platforms, instrumented sites, computing resources, or specific documentary resources?
- What is the most significant funding[3] obtained by the unit during the period under review? How does the entire staff[4] contribute to scientific output[5]?
- What are the key elements demonstrating the unit's recognition and influence at the local, national, European, and international levels[6]?
- What were the main scientific events organized or hosted by the unit[7], and how did they contribute to boost the scientific community?

1. Organization into teams, departments, clusters, groups, themes, thematic areas, etc.
2. Contributions to the advancement of knowledge that stand out for the robustness of the methods used and the data produced, the originality of the results obtained, and their appropriation by other researchers. The presentation may be illustrated by elements included in the Portfolio appended to the document drafted by the unit.
3. This funding may come from recurring endowments as well as from the unit's own resources derived from national, European, or international calls for projects, the PIA or France 2030, partnership research contracts, the Cifre and Cofra programs, the CPER, sponsorship, patent royalties, etc. The unit is expected to highlight the most significant funding in terms of its contribution to the development of its research themes, without providing an exhaustive list. As part of a pilot phase starting with wave B, the ANR may provide the research unit with data on its funding. The unit is invited to indicate the proportion of its financial resources represented by its own resources.
4. Permanent researchers, doctoral students, post-doctoral researchers, research support staff.
5. Articles, books or book chapters, conference proceedings, papers presented at symposiums, conferences or thematic schools, patents, software, databases, corpora, prototypes.
6. Invitations to give plenary lectures or keynote speeches at international conferences, membership of prestigious scientific academies or institutions in France or abroad, major scientific awards or distinctions obtained during the period, editorial responsibilities (in journals or reference collections in the relevant disciplinary field), participation in scientific steering, expert or evaluation bodies at national, European or international level, hosting internationally renowned guest researchers, invitations for long-term scientific stays at leading institutions.
7. Colloquiums, conferences, thematic schools, seminars, exhibition curation, etc.

2. Dissemination and exploitation of results

- On which products of its research activities[8] does the unit rely to pursue a policy of promotion in the service of society and to encourage knowledge sharing[9]?
- What have been the most emblematic partnerships established by the unit[10] with actors in the cultural, social, medical, and economic spheres, and what have been the scientific, cultural, social, clinical, technological, or economic benefits?
- What types of expertise[11] does the unit provide to social, institutional, or economic actors[12]?
- If the unit has developed a practice of protecting and promoting intellectual property[13], what have been the main results[14], including in terms of start-up creation[15]?
- What have been the unit's most significant scientific mediation and media outreach activities[16]?
- If the unit has been involved in participatory science projects, how have citizens, associations, or communities been involved, and what have been the outcomes?

8. Knowledge, expertise, devices, processes, software, prototypes, databases, corpora, etc.
9. The presentation of knowledge promotion and sharing activities can be illustrated by items included in the Portfolio.
10. Framework agreements, collaboration agreements, Cifre or Cofra agreements, continuing education agreements, Labcom, etc.
11. For example: contribution to the development or evaluation of public policies, drafting of standards or reference documents, consulting services for companies.
12. International organizations, NGOs, ministries, public agencies, local authorities, companies, foundations, standardization bodies such as AFNOR or ISO.
13. In connection with accessible structures: commercialization services of institutions and organizations, SATT, PUI, etc.
14. Patents filed and published, software protection, licensing, etc.
15. It is useful to specify whether these start-ups are already marketing a product or service, as well as their measurable contribution to employment. It is also relevant to indicate the degree of involvement of the unit's staff: equity investment, consulting or expertise in a scientific competition, participation in a research collaboration contract, participation in a governing body, secondment for the creation of or participation in a company.
16. Hosting school groups, public science events such as Science Day or Heritage Days, organizing exhibitions or cultural events, media appearances, participating in public debates, etc. It may be specified whether researchers in the unit have access to training in scientific mediation and communication, and whether they are aware of best practices for responsible communication.

3. Human resources, academic culture, and scientific integrity

- How does the unit ensure compliance with ethical requirements[17] and scientific integrity[18] in its research practices?
- How does the unit promote the dissemination of its work in accordance with the principles of open science?
- How does the unit's internal organization promote staff participation in defining and implementing a collective strategy[19]?
- How do the unit's organization and practices take into account issues of gender parity, equality, diversity, and non-discrimination, in line with the policies of the supervisory bodies?
- What actions are being taken, in conjunction with the supervisory bodies, to attract talent?
- How does the unit organize the reception and integration of new arrivals, both permanent and non-permanent, and how does it ensure support for all its staff throughout their professional careers, particularly research support staff?
- What is the unit's policy on recruiting and funding[20] doctoral students, and what supervision[21], working conditions, and training does it offer them?
- How involved are the unit's members in research-based training[22]? How does the unit contribute, in conjunction with its supervisory bodies, to the implementation and monitoring of measures relating to working conditions, health, safety, and the prevention of psychosocial risks for all its staff?
- What measures are implemented, in conjunction with the supervisory bodies, to guarantee the security of the unit's information systems and the protection of its scientific and technical assets? How does the unit, in conjunction with the supervisory bodies, integrate sustainable development and ecological transition issues into the conduct of its activities[23] and its research work?

17. Research ethics concerns, on the one hand, the major issues raised by certain scientific developments and, on the other hand, more operational issues relating to the compliance of research protocols with the rules of law and ethical recommendations in force.
18. Scientific integrity refers to good practices in the production and dissemination of scientific knowledge. It guarantees the honesty and rigor of research activities. For more information, please refer to the note from the French Office for Scientific Integry (October 2024).
19. The unit may illustrate its response by mentioning the existence of a laboratory council and, where applicable, a scientific council, think tanks or seminars, etc.
20. The unit is invited to indicate the proportion of theses funded and to provide information on the types of funding.
21. The unit is invited to indicate the average supervision rate per HDR (Habilitation à Diriger des Recherches, or accreditation to supervise research) and the average duration of theses.
22. At the bachelor's, master's, and doctoral levels, or within structures such as doctoral schools, EUR, graduate schools, etc.
23. Waste management, staff missions and travel, scientific purchases, etc.

4. Strategic vision, relevance, and feasibility of the project

- What are the scientific and societal objectives for the coming years, and what strategy has been defined to achieve them?
- What scientific themes, research programs, and value-added initiatives does the unit wish to develop as part of this strategy?
- How does the unit position this strategy in relation to that of its supervisory bodies, and how does it take into account its environment: actors in its territory[24], national structuring mechanisms supported by the PIA or France 2030[25], structuring research networks at the regional, national, European, or international[26], and valorisation structures[27]?
- How does the unit integrate the scientific, technological, and ethical issues related to rapidly developing technologies, such as artificial intelligence, into the conduct of its activities or its research themes?
- What changes, if any, does the unit plan to make to its governance and internal organization[28] to implement its project[29]?
- What new actions does the unit plan to take to develop or strengthen its academic culture? How does the unit ensure that the implementation of its strategy is compatible with the real estate and technical resources available ?
- How does the unit intend to allocate its financial resources[30] to support its teams and researchers, in particular to encourage scientific risk-taking, promote the emergence of new research avenues, or support orphan topics?
- How does the unit plan to diversify its sources of funding, for example by encouraging participation in calls for projects in France and Europe, in order to ensure that scientific ambitions are matched by available resources?

24. Region, other local authorities, local associations, hospitals, university hospitals, CICs, regional health agencies, etc.
25. Idex, Isite, Labex, Équipex, PPR, PEPR, EUR, IHU, etc.
26. MSH, OSU, competitiveness cluster, thematic network, GDR, research federations, European consortium, etc.
27. Incubators, SPV, SATT, IRT, ITE, Carnot Institutes, etc.
28. LThe unit is invited to provide information on human resources for its assessment and project using, and if necessary, adapting, the table templates provided in Appendix 2.
29. Taking into account foreseeable changes in staff numbers (retirements, mobility, recruitment), it is important to highlight the extent to which the skills required to carry out the project are available, particularly for activities relying on specific equipment or infrastructure.
30. Funding allocated by supervisory bodies, pooled own resources, contract deductions..

2. Human ressources data

Unit name:

Code RNSR[31] *:*

Unit organization

The research unit is asked to provide its current organizational chart (self-assessment) and its target organizational chart (project). The format is open. If it wishes, it may use the templates below, which it can adapt to its specific needs by modifying the headings in the cells as necessary and adding or deleting rows.

Organizational chart relating to the self-assessment

	Heads / Managers				Effectif au 31.12 de l'année précédant l'évaluation	
Compo-nent	First and last name of the head	M/F	Status[32]	Employer	Number of per-manent staff (C+ EC + PAR)	Number of non-permanent staff
Director						
Deputy Director						
Adminis-trative Department						
IT Depart-ment						
...						
Team 1						
Team 2						
...						

31. Available at https://rnsr.adc.education.fr/
32. Professors and equivalent (PR), Associate professors and equivalent (MCF), Research directors and equivalent (DR), Research fellows and equivalent (CR), Research support staff (PAR).

Organizational chart for the project

	Heads / Managers				Projected staff numbers
Compo-nent	First and last name of the head	M/F	Status[3]	Employer	Number of permanent staff (C+ EC + PAR)
Direction					
Director					
Deputy Director					
Adminis-trative Department					
IT Depart-ment					
...					
Team 1					
Team 2					
...					

Staffing tables

As of December 31, of the year preceding the evaluation:
Total number of permanent staff (C + EC = PAR):
Gender parity index (F/M):
Total number of HDRs:
Gender parity index (F/M):

Main section number (CoNRS, CNU, CSS of Inserm, etc.):

3. Professeurs et assimilés (PR), Maîtres de conférences et assimilés (MCF), Directeurs de recherche et assimilés (DR), Chargés de recherche et assimilés (CR), Personnels d'appui à la recherche (PAR).

Table 1: Permanent staff of the unit (non-modifiable)

• The data entered by the research unit in this first table will be extracted by the Hcéres teams so that it can be consolidated at the level of the submitting institution. It is therefore essential to use the proposed template without making any changes to the structure or headings.
• However, lines may be added, if necessary, for example to add an employer.

Staffing / Employer	Category	As of 31 December of the year preceding the evaluation	Reporting period: arrivals	Reporting period: departures	Projected period: departures
Employer 1	Full Professors and equivalent				
	Associate Professors and equivalent				
	Research Directors and equivalent				
	Research Fellows and equivalent				
	Research Support Staff				
Employeur 2	Full Professors and equivalent				
	Associate Professors and equivalent				
	Research Directors and equivalent				
	Research Fellows and equivalent				
	Research Support Staff				
...					

Table 2 : non-permanent staff in the unit

Rows can be added if necessary to include additional employers.

Staffing / Categories	As of 31 December of the year preceding the evaluation	Reporting period: arrivals	Reporting period: departures	Projected period: departures
Non-permanent Faculty Members and Researchers and equivalen[1]				
Emeritus Professors				
Non-permanent Research Support Staff[1]				
Postdoctoral Researchers[1]				
PhD Candidates				

Table 3: indicators of doctoral activity

Over the five-year period covered by the report	Number	Gender parity index (F/M)
Habilitation to Supervise Research (HDR) defenses		
Doctoral funding secured		
PhD defenses		
PhD withdrawals		

In the case of a unit organized into teams, these three tables must be provided for each team.

1. Contracts and agreements lasting more than three months.

Haut Conseil de l'évaluation de la recherche et de l'enseignement supérieur