

STANDARDS FOR THE EVALUATION OF STATE- RECOGNISED NON-PROFIT PRIVATE HIGHER EDUCATION INSTITUTIONS SERVING THE PUBLIC INTEREST (EESPIG)

2025–2026 EVALUATION CAMPAIGN
ROUND A

October 2024

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PREAMBLE

The evaluation framework for State-Recognised Private Higher Education Institutions Serving the Public Interest (EESPIG) is structured around three core components that underpin both self-evaluation and external evaluation:

- **Fields**, which define the overall scope of the evaluation. Each field comprises several standards. The framework includes eight fields.
- **Standards**, which set out the evaluation expectations. Each standard is formulated as an action placing the institution in an evaluative context.
- **Questions**, which specify the content of each standard without necessarily being exhaustive.

Each standard is supplemented by guidance clarifying the scope of the questions and identifying examples of evidence expected to support the institution's responses.

This evaluation framework is based on a model of institutional governance and management built around the following key dimensions:

- **Institutional positioning**, referring to the institution's place within its local, national, and international environment, the role it intends to play within that environment, and its overall level of ambition. Institutional positioning is defined both at the beginning and at the end of the evaluation period, allowing the institution's trajectory to be assessed.
- **Institutional strategy**, which translates the institution's ambitions into major operational objectives while identifying the resources and competencies mobilised to achieve them. The strategy is deployed across all areas of activity and is informed by forward-looking analyses. For EESPIG institutions, it may be formalised within the contractual agreement concluded with the French Ministry of Higher Education and Research.
- **Organisation**, referring to the structural choices governing the institution's internal organisation in support of its missions, strategic implementation, and achievement of results.
- **Governance**, encompassing all governing bodies, policies, rules, and decision-making processes that support the development and implementation of institutional strategy. Governance integrates both academic and administrative dimensions.
- **Strategic management**, referring to the mechanisms and management tools deployed to ensure the operational implementation of the institution's strategic objectives.
- **Activities and outcomes**, whereby both self-evaluation and external evaluation assess the alignment between the institution's strategy, the resources deployed, and the results achieved.

This model enables the evaluation of how strategic and operational choices contribute to the institution's core missions in **research, innovation, societal engagement, education, student life, and campus life**.

Institutions are requested to conduct a SWOT analysis (Strengths, Weaknesses, Opportunities, Threats) for the following groups of fields:

You are asked to carry out a SWOT analysis ('Strengths, Weaknesses, Opportunities, Threats') for the following fields: 1 to 3 (first analysis), 4 (second), 5 and 6 (third), 7 (fourth) and 8 (fifth).

This evaluation framework provides the basis for institutional self-evaluation following the **strategic dialogue meetings** held with Hcéres to prepare the evaluation process.

Self-evaluation should not consist merely of an activity report. It must include critical reflection and self-assessment. Institutions are encouraged to identify areas requiring attention and to discuss any difficulties encountered in implementing their strategic objectives.

The objective of institutional evaluation is to provide an analysis that is useful and tailored to the institution, taking full account of its specific characteristics. Consequently, particular emphasis may be placed on issues of strategic importance for the institution.

FIELD 1. POSITIONING AND STRATEGY

Standard 1. The institution defines its institutional positioning.

- **Q1.** During the evaluation period, what position did the institution occupy within higher education, research and innovation in its field of activity at the local, national and international levels, as appropriate?
- **Q2.** What role does the institution intend to play over the medium term in relation to comparable institutions? What are its longer-term ambitions?
- **Q3.** Does the institution's external communication reflect its values and commitments? Has it contributed to enhancing the institution's attractiveness to students, academic staff and administrative staff? How does the institution assess its effectiveness?

Standard 2. Building on its institutional positioning, the institution defines a strategy, translates it into operational objectives, and monitors its implementation.

- **Q1.** In developing its strategy and responding to the objectives set out in its contractual agreement with the ministry, has the institution formally identified priorities in the following areas: teaching and learning; student life and campus life; research; innovation; dissemination of research to a range of audiences?
- **Q2.** Has the institution's leadership established indicators to monitor the implementation of these priorities? If so, what are these indicators?
- **Q3.** Has the institution developed a formal Sustainable Development and Social Responsibility (SD&SR) strategy, including an action plan and performance indicators subject to regular monitoring?

FIELD 2. PARTNERSHIP POLICY

Standard 3. The institution develops a partnership policy aligned with its institutional strategy.

- **Q1.** What have been the institution's main strategic partnerships at the local, national and international levels with other public or private higher education institutions and universities, particularly regarding joint degree agreements, double degree programmes, single degrees awarded after joint programme, and collaborative initiatives that strengthen education and research?
- **Q2.** Is the institution actively involved in regional education and research initiatives, including participation in or formal integration within regional higher education and research coordination structures?
- **Q3.** What have been the institution's principal strategic partnerships with economic, social and cultural stakeholders, as well as with regional and local authorities? What impact have these partnerships had?
- **Q4.** Is the institution able to assess the intensity of its partnerships and their contribution to the implementation of its overall strategy? Where applicable, what benefits does the institution derive from belonging to a university grouping?

FIELD 3. GOVERNANCE AND ORGANISATION

Standard 4. The institution's governance is supported by an organisational structure, internal communication processes, and an information system aligned with its institutional strategy.

- **Q1.** How has the institution designed its organisational structure? For what strategic and operational purposes?
- **Q2.** Have the governance arrangements in place ensured sufficient responsiveness and enabled decisions to be implemented effectively and in a timely manner?
- **Q3.** What evidence demonstrates the effectiveness of the institution's governance, both in the functioning of its executive leadership and in its relationships with supervisory authorities and funding bodies? Have the governing bodies encouraged the participation of all stakeholders in institutional life, particularly students and staff?
- **Q4.** Does the institution consider that it has ensured broad staff awareness of its strategy and strategic priorities? To what extent has this contributed to fostering or strengthening a shared sense of institutional identity among staff?
- **Q5.** How does the institution's information system support its strategic management and operational decision-making? What measures have been implemented to ensure its effectiveness?
- **Q6.** Does the information system currently meet institutional needs? Is it sufficiently adaptable to respond to anticipated future requirements? Does it comply with recognised cybersecurity good practices?

FIELD 4. STRATEGY MANAGEMENT AND OPERATIONAL IMPLEMENTATION

Standard 5 The institution implements its strategy through financial planning that ensures both its non-profit character and the long-term sustainability of its activities.

- **Q1.** During the evaluation period, how has the institution monitored its overall financial position in order to support budget planning and ensure the reliability of its financial trajectory? How does it assess the internal allocation of resources and their effectiveness?
- **Q2.** On what specific criteria does the institution base its non-profit status, and how does it ensure that this principle is reflected in its management practices?
- **Q3.** How has the institution ensured the financial sustainability of its education and research activities in light of its strategic priorities? Has it developed indicators and tools to measure the costs of study programmes?
- **Q4.** Does the institution consider its level of own-source revenue to be adequate? If so, why? If not, what action plan has been developed to increase it? Within its own-source revenue, how does the institution assess the relative contribution of tuition fees and any public subsidies received?
- **Q5.** To what extent has the institution relied on workforce planning and payroll monitoring tools to improve management efficiency and create financial flexibility?

Standard 6: Human resources policy and the development of social dialogue reflect the institution's strategy and contribute to staff quality of working life.

- **Q1.** How has the institution used its human resources policy as a strategic lever to support institutional development? How does it assess the quality of staff recruitment and its attractiveness over the past five years? Where appropriate, what results have been achieved in increasing the proportion of full-time academic staff, doctoral degree holders, and staff holding the Habilitation to Supervise Research (HDR)?
- **Q2.** In light of its education and research strategy, how does the institution evaluate the composition and evolution of its permanent academic staff, taking into account the different employment categories and their respective responsibilities in teaching, research, and administrative duties?
- **Q3.** How has the institution balanced organisational needs with staff aspirations in relation to professional development, skills enhancement, and career support?
- **Q4.** How does the institution recognise and value the full range of staff responsibilities and contributions, including research activities?
- **Q5.** Does the institution consider that it has established effective social dialogue, promoting staff engagement and contributing to improved quality of working life?
- **Q6.** How does the institution integrate issues of gender equality, diversity, inclusion, and the prevention of discrimination, sexual harassment, and gender-based violence into its human resources policy? Has it established appropriate reporting and support mechanisms, including arrangements for assisting staff experiencing difficulties?

Standard 7. The institution incorporates an estate strategy into its institutional development strategy

- **Q1.** What is the current condition of the institution's estate?
- **Q2.** What indicators, management tools, and staff expertise are available to assess operating costs, renewal costs, occupancy rates, and accessibility of the estate, particularly where the institution is not the owner of its facilities?
- **Q3.** How are estate planning and investment decisions developed and financed? How are the institution's strategic priorities and its needs in education, research, and campus life reflected in this planning?
- **Q4.** How does the institution assess the quality of the operation and maintenance of its estate, whether managed directly or in partnership with public authorities, property owners, or external service providers, during the evaluation period?
- **Q5.** How does the institution enhance and optimise the use and value of its estate?
- **Q6.** How does the institution assess and improve the environmental performance of its estate?

Standard 8. The institution implements a comprehensive quality assurance policy

- **Q1.** Has the institution established a comprehensive quality assurance policy during the evaluation period? Are staff and students involved in its implementation? Has this policy resulted in quality labels or certifications?
- **Q2.** What outcomes have been achieved, particularly with regard to risk mapping, the formalisation of institutional procedures (e.g. recruitment of teaching staff, budget planning, student admissions, graduation procedures), the development of management dashboards, and the evaluation of teaching?
- **Q3.** What arrangements has the institution established to address and monitor the recommendations arising from the previous Hcéres institutional evaluation as part of its continuous quality assurance policy?

FIELD 5. EDUCATION POLICY

Standard 9. The institution has a high-quality education policy and educational provision that are consistent with its positioning and strategy.

Characterisation and implementation of the educational provision

- **Q1.** What types of educational provision has the institution developed in line with its strategy (degree programmes, professional qualifications, continuing professional education etc.)? Under what framework is the quality and official recognition of these programmes ensured (state-recognised institutional diplomas – *grade* or *visa*-, accredited engineering degrees, programmes delivered in partnership with public higher education institutions, rectoral examination boards, professional certifications, etc.)?
- **Q2.** How has the institution developed or adapted its education provision and the articulation between study programmes during the evaluation period?
- **Q3.** In designing its educational provision, how has the institution taken into account comparable study programmes available locally or nationally, as well as the social, economic and cultural needs of the territory it serves?
- **Q4.** What major challenges has the institution encountered in developing its educational provision?

Research integration and learning resources policy

- **Q5.** What strategic choices has the institution made to strengthen the integration of research into education, particularly regarding research initiation and research training? How does it assess the effectiveness and quality of the measures and resources implemented?
- **Q6.** Does the institution provide education and training on research integrity and research ethics?
- **Q7.** How has the institution's learning resources policy effectively supported educational provision and strengthened the relationship between education and research?

Internationalisation of study programmes

- **Q8.** During the evaluation period, what levels of incoming and outgoing student mobility has the institution achieved? How has it supported these through international partnerships, financial assistance schemes, student support services, and preparatory educational arrangements?
- **Q9.** How has the institution defined its policy regarding foreign language teaching, teaching delivered in foreign languages, and the organisation of internationally recognised language certification within academic programmes?
- **Q10.** Have academic and administrative staff also benefited from international mobility opportunities?

Professionalisation of study programmes

- **Q11.** Does the institution regard the development of continuing education and work-based learning (apprenticeship programmes) as a strategic priority (institutional visibility, partnerships with regional authorities and employers, participation in France 2030 initiatives, diversification of revenue sources)? If so, how has this been reflected over the past five years in terms of student guidance and support, and programme design?
- **Q12.** Does the institution consider the volume and diversity of professionally oriented programmes to be appropriate? How does it mobilise its socio-economic and academic partnerships to develop these programmes?
- **Q13.** How does the institution prepare students for graduate employment and foster entrepreneurial skills?
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FIELD 6. THE DELIVERY OF THE PROGRAMMES

Standard 10. The institution develops institutional arrangements that support the pedagogical quality of its educational provision and promote the diversification of teaching practices.

- **Q1.** To what extent has the institutional framework for programme design promoted pedagogical progression and ensured coherence between learning objectives, curriculum content, teaching methods, intended learning outcomes, and assessment methods? How are the competency-based approach and the programme approach implemented to enhance curriculum coherence and student progression?
- **Q2.** How does the institution assess the outcomes of its policy on educational innovation, including teaching methods, learning environments, digital learning resources, and distance education in initial education? How does this assessment also encompass continuing education and apprenticeship programmes?

Standard 11. The institution evaluates the attractiveness, performance, relevance, and sustainability of its programme portfolio; it monitors the student journey and promotes student success from admission through to graduate employment.

- **Q1.** At which programme level(s) and within which fields does the institution consider attractiveness to be most strategically important? Which indicators are used to measure attractiveness? What outcomes have been achieved in strengthening programme attractiveness in line with institutional priorities?
- **Q2.** Are the institution's student information, guidance and orientation services effective and aligned with its objectives, both in enhancing programme attractiveness and in supporting student success?
- **Q3.** What performance indicators (student success, graduate employment, cost efficiency, etc.) does the institution use to evaluate each of its programmes? How are these indicators used in decision-making?
- **Q4.** In light of graduate employment outcomes and emerging societal challenges, how does the institution assess the relevance of its educational provision, and how does it adapt it over time? Has it established one or more Programme Advisory Boards (or equivalent academic review committees)?
- **Q5.** To what extent has student evaluation of programmes and teaching been systematically implemented? How does this contribute to the continuous enhancement of educational quality?
- **Q6.** Has the analysis of programme costs (see Standard 5, Q3) led the institution to adjust student intake capacity or pedagogical arrangements in order to ensure appropriate learning conditions and student support?

FIELD 7. STUDENT LIFE AND CAMPUS EXPERIENCE

Standard 12: The institution promotes student life and campus experience, encourages student participation in institutional governance, and fosters student well-being.

- **Q1.** What strategic priorities underpin the institution's policy for the development of student life and campus experience, and what resources are allocated to support their implementation? How are issues relating to gender equality, diversity, inclusion, and the prevention of discrimination, sexual harassment, and gender-based violence addressed within this policy? Can the institution demonstrate significant achievements in these areas? How does it contribute to promoting equal opportunities (e.g. access for scholarship recipients and under-represented groups)?
- **Q2.** What student support arrangements have been established in the areas of financial assistance, accommodation, catering services, access to culture, and national or international mobility?
- **Q3.** To what extent does the institution delegate responsibility for student services to the CROUS (Regional Centre for Student Services) or to other partners, and which services does it consider essential to manage directly?
- **Q4.** How do student associations and alumni organisations contribute to the development of student life? What proportion of the Student and Campus Life Contribution (CVEC) is allocated to supporting student associations and student-led initiatives?
- **Q5.** How is student engagement in institutional governance and decision-making bodies recognised, valued, and encouraged?

FIELD 8. RESEARCH POLICY, STRATEGIC MANAGEMENT AND KNOWLEDGE TRANSFER

Standard 13. The institution's research policy delivers outcomes that are consistent with its strategic priorities

Strategic priorities

- **Q1.** What forms of research are conducted within the institution (fundamental research, applied research, consultancy, expert advice, etc.)? Has the institution established a distinctive research profile on this basis?
- **Q2.** During the evaluation period, has the institution's research policy been structured around clearly defined and widely shared strategic priorities?
- **Q3.** Has the institution established a methodology for evaluating its research activities and outputs—including applied research and expert consultancy—in order to ensure the originality, quality, evaluation, and dissemination of its research?
- **Q4.** How has the institution's scientific output evolved during the evaluation period, and what have been its most significant achievements? To what extent do these outcomes reflect the objectives of the institution's research strategy?

Organisation of research and partnerships

- **Q5.** Which organisational model for research does the institution favour (joint supervision of recognised research laboratories, integration of academic staff into externally recognised research units, or internally established research centres), and for what reasons? What benefits does this model provide for the effective and efficient implementation of the institution's research strategy?
- **Q6.** How does the institution contribute to the internationalisation of research through international academic partnerships, participation in the European Research Area (including European research projects and contracts), and the organisation of international scientific conferences?

Standard 14. The institution implements a policy providing resources and support for research.

- **Q1.** Has the institution established a dedicated budget to support its research policy and research activities? If so, how is this budget structured, and what role does it play within the institution's overall financial model?
- **Q2.** How has the institution organised support for research project development and applications for competitive research funding? What forms of assistance are provided for organising scientific events and hosting visiting researchers?
- **Q3.** Has the institution established a recruitment policy specifically aimed at recruiting researchers and academic staff? Does this policy align with recognised academic standards (recruitment of doctoral degree holders and HDR holders, qualification by the National Council of Universities (CNU) or equivalent, transparent advertising of vacancies, open recruitment procedures, and the weight given to scientific excellence)?
- **Q4.** (In connection with Standard 6, Q4) Within its human resources policy, how does the institution recognise, manage, and reward staff research activities (allocation within workload, career progression, incentive schemes, etc.)?

Standard 15. The institution implements an innovation policy and promotes the inclusion of science in society through appropriate resources and support mechanisms.

- **Q1.** What strategy and resources (human, financial, and technical) has the institution deployed to support innovation? How does it assess its principal contributions and achievements in this area, including collaborative research contracts, patent applications, business creation, consultancy, and other forms of knowledge transfer?
- **Q2.** What strategy and resources (human and financial) has the institution implemented to strengthen the inclusion of science in society? How does it define its priorities in this field, evaluate its achievements, and assess their impact on its various stakeholders?