

HCERES

High Council for the Evaluation of Research
and Higher Education

2015 Annual Report – French High
Council for Evaluation of Research and
Higher Education

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HCERES in 2015

The High Council for Evaluation of Research and Higher Education (HCERES) was founded as an independent administrative authority by French Act no. 2013-660 dated 22 July 2013 pertaining to higher education and research, replacing the French Agency for Evaluation of Research and Higher Education (AERES). French decree no.2014-1365 dated 14 November 2014 specified its organisation and operation.

The mission of HCERES is to evaluate higher education and research institutions, research bodies, research units, study programmes and territorial coordination strategies¹. The Act mentioned above introduced the possibility for evaluated entities to choose another evaluation body, provided HCERES validates the evaluation procedures beforehand. It retains responsibility for international work and was given the mission of post-evaluation of "*Investissement d'Avenir*" investment programmes.

HCERES is governed by the principles of objective, transparent, collegial and independent evaluation, ensuring equal treatment for all evaluated entities. In order to guarantee compliance with these principles, tools such as the evaluation charter and the declaration of no conflicts of interest are used. HCERES evaluations are not prescriptive and do not lead to an official decision. They are designed to help evaluated entities conduct substantiated analysis, make informed decisions and define ways to make improvements.

On 1 January 2015, HCERES integrated the Observatory of Science and Technologies (OST - formerly a public interest grouping) as a new department. Two decrees dated 30 October 2015 appointed the thirty members of its Board, including its President, for 4-year term that can be renewed once.

In 2015, HCERES also began its self-evaluation. With AERES included on the European Quality Assurance Register for Higher Education (EQAR) since 2010, HCERES will be reviewed during 2016 by an international panel of experts commissioned by the European Association for Quality Assurance in Higher Education (ENQA) with a view to European recognition.

¹ For simplicity, these strategies will be referred to as "sites" throughout this document

2014-2015 evaluation campaign - Group A

I – Statistics

1 • Institutions covered

In 2015, HCERES evaluated Group A institutions (2014-2015 campaign). Fifty-one public and private higher education and research institutions primarily from the regional education authorities of Toulouse, Grenoble, Lyon and Bordeaux, and 5 research bodies (INERIS, IFSTTAR, INRA, IRD and CIRAD) were evaluated. Apart from INERIS, all these institutions and bodies had already been evaluated at least once by AERES. In addition, 4 private institutions under contract with the French Ministry of Education, Higher Education and Research (MENESR) were evaluated via paperwork only. Furthermore, 3 territorial coordination strategies were evaluated - for the Communities of Universities and Establishments (COMUE) of Grenoble-Alpes University, Lyon University and the Toulouse Federal University. That made for a total of 63 entities subject to an evaluation (59) or an external paperwork review (4).

In addition to those were 254 bachelor’s degree disciplines, 400 vocational bachelor’s degree subspecialisms, 295 master’s degree disciplines, 40 qualifications under the supervision of the French Ministry of Culture and Communication, 8 master’s degrees for institutions accredited for issuing graduate engineering qualifications (CTI/AERES partnership), 56 doctoral schools and 59 training fields.

Finally, for the evaluation of research, 474 entities were evaluated, including 41 federated organisations and 5 clinical investigation centres (CIC). Of the 421 research units, 31.6% focus on Human and Social Sciences, 31.9% in Science and Technology and 27.8% in Life and Environmental Sciences. Of these, 70% of the units are associated with research bodies (see Figure no.1).

Figure no. 1: Number of units with which research bodies are associated



2 • Experts used

Due to the number of entities to be evaluated, fewer experts were used than in 2014, despite the fact that additional missions were subsequently included, such as the extension of the evaluation of clinical research across University hospitals (9) and the evaluation of the research component of the 2nd French Rare Diseases Plan.

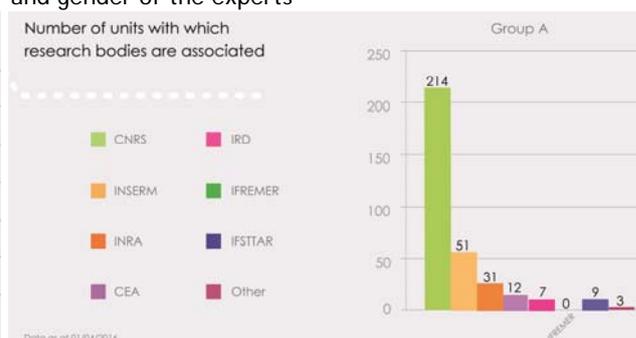
The 2014-2015 evaluation campaign required 3,283 experts, as opposed to 3,841 experts in Group E. They were distributed as follows: 10% for the evaluation of institutions and research bodies, 20% for the evaluation of study programmes and doctoral schools and 70% for the evaluation of research units.

Of these experts, 92% are professors and researchers, 4.1% are from the business and cultural world, 2.3% are engineers, technicians and administrative personnel and 1.6% are students (see Figure no.2). Furthermore, 31% are women, 15% are from outside France and 59% had never previously performed an evaluation (see Figure no.3).

Figure no. 2: Profile of the experts



Figure no.3: Number, experience, nationality, location and gender of the experts



II - Evaluation of study programmes

1 • Scope of evaluation

From an initial system in 2008 covering general bachelor's degrees, master's degrees and doctoral schools, the scope of HCERES evaluation of study programmes and degrees has gradually been extended to other study programmes and degrees issuing a French bachelor's or master's degree or equivalent level. In Group A, the following programmes were also evaluated:

- vocational bachelor's degrees;
- international master's degrees (formerly Duby master's) of engineering schools;
- bachelor's or master's programmes from private institutions with a regional education authority examination board;
- qualifications from schools of art and schools of architecture (with the French Ministry of Culture);
- qualifications from institutes of political studies.

In addition to these evaluations, the French Directorate-General for Higher Education and Employment (DGESIP) makes occasional requests for the evaluation of applications for recognition and accreditation from the State for private schools and the study programmes offered by these schools.

This represents over 1000 study programmes to be evaluated every year, and requires the annual involvement of 800 experts.

The scope of HCERES work gives it an almost complete overview of French higher education programmes in the Bachelor-Master-Doctorate system. Institutional qualifications, in particular the DEUST and other University diplomas, and programmes covered by the CTI, CEFDG and CPN-IUT, do however fall outside the scope of HCERES.

2 • Evaluation methodology

Evaluation is performed by peers working in committee groups called panels to evaluate study programmes. They work in an independent and collegial manner, and are led by a Chair. They are provided with evaluation forms which determine the evaluation criteria. HCERES scientific delegates bring together experts and follow the work of the panels. An evaluation group requires the creation of around one hundred panels of experts.

- For bachelor's and master's level programmes, panels meet at HCERES and are provided with the files submitted by the institutions.
- For doctorate-level programmes, the panels are provided with the files submitted by the institutions and meet on the programme site to interview stakeholders.

The evaluation process has been designed to take into account 1) the experience of HCERES in the French higher education context, 2) the national framework for study programmes set out by the law and statutory texts and 3) European recommendations, in particular the "European Standards and Guidelines" (ESG).

The impact of this methodology on the internal operation of institutions is deemed very positive: self-evaluation approaches are becoming increasingly widespread and better organised; the French (and European) framework of higher education study programmes (set by the standards and guidelines) is now taken into account by study programme leaders in a continuous improvement approach.

3 • Main changes in 2015

1) Two opposing trends can be seen: a desire for evaluations of study programmes at a very narrow scale, going as far as analysis on a programme pathway level, and a desire for evaluations at a much wider scale, covering the range of study programmes offered by institutions, sites and territories. Unless resources increase, it will not be possible to satisfy both these trends at the same time.

Introducing training fields has been a partial response to this. For the first time in Group E (2013-2014 evaluation campaign), institutions were asked to present HCERES with their range of study programmes organised into fields. A training field corresponds to a coherent set of programmes which enable the institution to communicate its strategy. The structure of training fields is defined by the institution(s) prior to evaluation.

The evaluation system was adapted to this approach, with the goal of targeting this intermediate evaluation scale to provide analysis of the range of study programmes offered by institutions by major disciplinary sector, while taking into account the historical, strategic and organisational aspects of these institutions. It also provided institutions with more relevant information for managing their range of study programmes and simplified links with the evaluation of institutions and research units.

2) 2015 saw the implementation of the accreditation of institutions for their range of bachelor's and master's programmes (rather than the individual accreditation of each study programme). This new approach to dialogue between the State and institutions gave rise to post-evaluation of study programmes. The HCERES system therefore focused on evaluating the results of programmes implemented in the previous period and the evaluation summaries for current ranges of programmes. The Ministry provides accreditation based on the planned projects of institutions for the forthcoming period and the evaluation performed by HCERES.

III - Evaluation of research units

In the context of the transition from AERES to HCERES, the Evaluation of Research Department continued to bring its process into compliance with the expectations of the French Act dated July 2013 and the details of the Decree dated 14 November 2014, and carried out new evaluations.

1 • Scope of evaluation

In June 2014, the research component of the French Rare Diseases Plan was carried out at the request of its two supervising ministries (Ministry of Health, MENESR). This required the development of a specific methodology and the production of various documents (file and evaluation report templates). The only previous similar evaluation had been performed for the Cancer Plan by AERES during its first years in operation, but no methodology that could be transferred to other plans had been developed.

In February 2015, once again at the request of the same supervising ministries, a decision was made to extend the evaluation of clinical research activities across university hospitals for the 2015-2016 evaluation campaign. This followed an experiment carried out two years earlier on four volunteer pilot sites.

2 • Changes to the process for evaluating research units

HCERES revised its standards again in preparation for the 2014-2015 evaluation campaign. The revision introduced new items related to parity and scientific integrity in the evaluation of the organisation and the life of research units (criterion 4).

During the evaluation process, new measures were also introduced to reduce the time taken to produce evaluation reports, which was often felt to be too long, including:

- production of a preliminary report by the panel of experts based on paperwork before the on-site visit;
- creation of a vice-chair role for each panel of experts, who can replace the chair in the event of unavailability.

As mentioned above, other changes involved continuing to adapt the evaluation process to the French Act and Decree which established HCERES. These changes followed the withdrawal of scoring for each criterion as from the 2013-2014 campaign, and focused at first on the introduction of a written summary assessment in the evaluation reports. They also included signature of the evaluation report by the panel chair, who thereby declares that the

evaluative judgment contained in the report is the responsibility of the experts. The report is always countersigned by the President of HCERES, who declares its compliance with the HCERES evaluation process and ethical and drafting rules. Finally, the published evaluation report is limited to a simple evaluation summary.

The recruitment protocol for scientific delegates was modified to improve compliance with requirements for transparency. It now requires employment opportunities to be published on the HCERES website, an application process including the receipt and selection of applications, interviews for the selected candidates and final validation of the recruitment commission's proposal by the Director of the Evaluation of Research Department.

Furthermore, a summary group of six scientific delegates (two per field) was created to contribute to the new HCERES site policy evaluation missions. It is tasked with producing disciplinary or thematic summaries of the research activities on a site. These summaries serve the panels responsible for evaluating institutions and site policies, and feed into the integrated evaluation process. They are sent to the institutions and bodies involved in all relevant sites as well as the two main departments of the MENESR.

3 • Feedback

Feedback from Group A was organised via three questionnaires sent to the directors of evaluated research units (408), the chairs of panels of experts (364) and the scientific officers of the institutions and bodies to which the evaluated units are attached (47). Questions covered the composition and operation of the panel, how useful the evaluation was and the standards. Response levels were generally good: 74% and 72% for the first two categories, and 62% for supervising bodies.

IV - Evaluation of institutions

1 • Scope of evaluation

The 63 entities evaluated or assessed in 2015 break down as follows: 6 schools of architecture, 15 universities, 34 public and private schools and institutes, 3 "sites" and 5 research bodies. These institutions generally come under the French Ministry of Higher Education and Research, and sometimes the Ministry of Culture and Communication, the Ministry of Agriculture, Agri-Food and Forests, the Ministry of Industry and even the Ministry of Ecology, Sustainable Development and Energy.

2 • Methodological changes

2015 was a year of consolidation and extension of the methodology for the evaluation of territorial coordination strategies. These evaluations cover a scope that goes beyond the institution leading the territorial coordination of the group of institutions, because they take into account all the site policy stakeholders, whether or not these institutions are evaluated by HCERES.

As with the methodology applied for institutions, a self-evaluation report is produced by the coordinating institution prior to external evaluation. The evaluation panel is different from the panels responsible for evaluating the institutions that are part of the site in question. However, for the purposes of good coordination between evaluations, a meeting is held between the "site" panel and the chairs of the institution panels.

The standards are organised into three main areas. The first two are common to all territorial coordination policies, and the third applies in accordance with the activities associated with the relevant site, which can vary from one to another: the territorial coordination's positioning and strategy; the territorial coordination's governance and organisation; the territorial coordination's management of activities and development.

Two evaluation processes are offered:

- evaluation of site policy before evaluation of study programmes, research and institutions, with a very strategic approach. Results are made available to the Evaluation of Programmes and Research Units departments, and feed into summaries performed for the site. All reports are delivered at the same time. This "top-down approach" was selected and implemented by the Grenoble-Alpes University COMUE.

- evaluation of the site policy after evaluation of study programmes, research and institutions, using their results. Site summaries are also made available to the evaluation panel. The territorial coordination evaluation report is released several months after programme and research unit evaluation reports. This “bottom-up” approach was selected and implemented for the Lyon University and the Toulouse Federal University COMUEs.

Evaluation panels are made up of 10 experts². A balance is ensured between experts from the academic and business worlds, with at least one expert with territorial expertise and experience in project restructuring resulting from public policy reforms. The panel chair role is given to an expert with proven knowledge of the French higher education and research system and experience of governance.

3 • Feedback

As for previous evaluation groups, feedback³ was performed at the end of the evaluation process, after the definitive report had been sent to the 50 institutions involved⁴. A questionnaire was sent to the 338 experts involved in the evaluation, with a response rate of 83.4%. Furthermore, a satisfaction survey was sent to the 50 institutions and 34 replied. Finally, a meeting with all supervising ministries is still to be organised for informal discussion around the completed evaluation campaign.

Summary of feedback from the experts

The questionnaire covers the systems implemented by HCERES to support the experts (training, procedures, logistics), the collegial operation of the panel and the expert's individual work, as well as the institution's involvement in the process (self-evaluation file, visit). For each group of questions, there is space for further comments.

Overall, the satisfaction rate was higher than in previous years. However, there was still some negative feedback, with regard to institutions and the quality of their self-evaluation report, and HCERES and the information related to the site to which the evaluated institutions belong.

The experts praised the collegial process and evaluation exercise prior to the visit. However, it was felt that there were too many interviews, which led to feedback that there had not been enough time for *in camera* discussions during the visit. Furthermore, the quality of discussions within the panel during the report drafting phase suffered from the lack of an IT tool adapted to collaborative work.

However, the modification introduced during the previous group, which aimed to secure the report drafting process was well received by the experts. This modification involved increasing the time for discussions between the project team and the panel chair, and organising the internal department editorial committee meeting prior to the post-evaluation meeting and validation of the report by the experts.

Summary of satisfaction surveys received from institutions

The satisfaction survey sent to institutions is divided into three sections: the self-evaluation preparatory phase (documentation provided online, information and on-site launch meetings, prior meeting with the management team, organisation and experience of the visit); the evaluation report response phase; the report content and how useful it is for the institution. The survey response rate is down this year, and is deemed unsatisfactory by the department, although the reasons for it are unknown. It is therefore harder to interpret the responses and comments.

Overall, the satisfaction rate also increased. However, a slight drop in satisfaction for some of the questionnaire items should be noted: the appropriateness of the panel's composition (4), understanding by the experts of the documentation supplied by the institution (4). Furthermore, 7 institutions were concerned that the panel did not adequately take into account their first responses in the definitive report.

Institutions state that the report primarily serves, as for previous groups, to analyse their governance and develop their strategy and internal organisation. The two other evaluation fields for which the experts' judgements

² Between 6 and 8 for an institutional evaluation panel

³ We present a very brief summary here. Please see the full document which will be published on the HCERES website in June 2016.

⁴ The feedback does not apply to the evaluations of research bodies and COMUEs, due to the very specific nature of these entities. When the feedback campaign was launched, one institution was still under evaluation.

are considered extremely useful by the institutions focus on European and international relations policy and research policy.

Activities of the Observatory of Science and Technologies

The Observatory of Science and Technologies (OST) joined the French High Council for Evaluation of Research and Higher Education (HCERES) on 1 January 2015. Its role therein is to perform studies and strategic analysis to assist everyone in the French higher education system to position themselves in the international area, compare themselves against others and identify their strengths and weaknesses. To this end, OST has 3 main types of activity.

1 • Data management

OST builds its databases from reference data (from the OECD, Eurostat, Web of Science, EPO, etc.). This data is checked for reliability and supplemented, in particular with regard to the classification and the identification of institutions. In 2015, the scientific publications and patent databases were updated.

Various data exploration and display tools continued to be developed. In particular, institutions were provided with a data display interface for patent indicators.

2 • Production of indicators and studies

OST produces indicators and studies describing the French higher education and research system, which are distributed to a large audience.

In particular, tables presenting a set of S&T international positioning indicators for France in Europe and the world are available on the website, in the form of tables to be downloaded alongside methodological documents. In 2015, these tables were updated and for the first time, tables covering the new French regions were released.

Otherwise, OST carries out studies in response to specific orders (e.g. from a government ministry or institution). Several of these are performed regularly for the MENESR in order to analyse the strategic positioning of the breadth of the system's players: institutions and their groupings (e.g. sites, regional groupings, etc.). For example, in 2015, OST produced indicators for performance documents under the French Organic Law on Budget Acts (LOLF), institution-level indicators for the MIRE Programme's 150 higher education institutions and regional indicators feeding into MENESR STRATER reports. A series of indicators describing and positioning the scientific production of Idex in the international area at their halfway evaluation were produced for the international panel commissioned by the CGI and for Idex managers. Other more occasional studies were performed for some players (ANR, CNEPI).

3 • Development of new indicators and analysis methods

In 2015, developments remained primarily focused on recurring studies and continuing work already begun before the end of the OST public interest grouping. New data was used (French national research agency projects, parliamentary documents), indicators and new processing methods continued to be developed and tested (interdisciplinarity, "topic modelling", inventive capacity of institutions). As part of this work, OST organised a conference to present the patent quality indicators and published an article on the subject on its website.

Over and above these traditional activities, new projects have been launched in a move to develop synergy with evaluation missions, using inter-departmental working groups, such as:

- a project to define the evaluation and self-evaluation support services through S&T production management indicators for the COMUEs;
- a project to develop a common data policy, starting by mapping the data available within HCERES.

European and international activities

In 2015, HCERES consolidated its international activities in two areas which contribute to increasing its European and international visibility.

1 • Participation in European and international events and debates

HCERES continued to play an active role in European and international quality assurance agency networks, taking part in ENQA events (forum in Córdoba, General Assembly in Dublin), the EQAF (10th European Quality Assurance Forum) in London and the ACA (Academic Cooperation Association) conference on double degrees and joint degrees in Prague, which was an opportunity to discuss best practice. Together with CTI, AAG and AEQES, HCERES has also founded a French-speaking network of quality assurance agencies (FrAQ-Sup) which was responsible for translating the revised ESG in consultation with other HCERES departments and representatives of the Conference of University Presidents (CPU). In addition, HCERES became a member of ECA (European Consortium for Accreditation), and contributed to events organised by the consortium (workshops on “Mutual recognition and joint programmes” in Barcelona and Brussels, « Employability » in The Hague, the annual forum in Hanover and the conference on the accreditation of joint programmes in The Hague).

There was a particular focus on sharing experience and cooperating with foreign quality assurance agencies:

- in Europe, HCERES took part in the summit between France and Italy on the evaluation of research, and the French and Ukrainian universities forum, and signed cooperation agreements with these two countries. It renewed its cooperation agreements with the Russian agency (National Centre of Public Accreditation) and strengthened its ties with the Spanish (ANECA and ACPUA), British (QAA), German (GAC) and Dutch (NVAO) agencies. Furthermore, it hosted higher education delegations from the Nordic countries (Sweden, Denmark, Finland and Norway), Russia, Poland and Bulgaria.
- in Asia, HCERES renewed its cooperation agreement with the Vietnamese agency (VISTEC) and strengthened cooperation with the Chinese agency (CEAIE) (see below). HCERES hosted higher education delegations from China, Japan, South Korea, Taiwan and Thailand.
- in Africa, HCERES consolidated ties with the Senegalese and Angolan agencies (ANAO-SUP and INAARES respectively), and took part in a conference organised by ANAO-SUP in Dakar on quality assurance in French-speaking Africa. It was asked to train managers from INAARES and the Malian department of higher education and research. It hosted the Kenyan and Malian Ministers of Higher Education, and the Director of the evaluation body for the Higher Council for Education in Morocco.
- in South America, HCERES strengthened relations with the Colombian National Council of Accreditation (CNA) and the *Asociación Colombiana de Universidades* (ASCUN) by taking part in the third French-Colombian meeting. It hosted a delegation from the Costa Rican Ministry of Higher Education.

2 • International evaluation and cooperation

HCERES was a joint organiser of the dissemination conference for the European CEQUINT project (Certificate for the Quality of Internationalisation) and the “CEQUINT label” was presented at the Conference of University Vice-Presidents for International Relations in Nice and at a Campus France conference in Poitiers.

HCERES organised the dissemination conference for the European QACHE project (Quality of Cross-border Higher Education), which took stock of CBHE in countries taking part in the project and defined a methodology for the evaluation of cross-border programmes, leading to the development of a Toolkit for quality agencies including the mechanisms and best practice for evaluating these programmes. The Toolkit was presented at a European conference in Salamanca on the theme of “Quality assurance for joint programmes”. Furthermore, under the framework agreement between the Chinese agency CEAIE and the French Embassy in China, HCERES was asked to develop a quality label for French-Chinese institutes.

Also on the international scene, HCERES evaluated programmes for accreditation at Dar Al Uloom University (Saudi Arabia), Al Ain University (United Arab Emirates), and institutions in Armenia (Yerevan National University of Architecture and Construction and the National Polytechnic University of Armenia). The work in Armenia was performed jointly with the Spanish agency, ANECA.

Organisational structure and resources for missions

HCERES has 3 evaluation departments, the Observatory of Science and Technologies, a European and International Mission, and a General Secretariat:

- Three evaluation departments (institutions, programmes, research units) responsible for organising evaluations. They are managed by a Director and Administrative Delegate. Directors are appointed by the President after being validated by the Board, for a four-year renewable term. The administrative team is made up of project officers and administrative assistants. Each department relies on the expertise of scientific delegates to scientifically organise evaluations;
- The Observatory of Science and Technologies (OST), dedicated to strategic research and analysis. It is managed by a Director and Administrative Delegate. The OST has a Scientific Steering Committee (COS) whose composition is approved by the HCERES Board. The team is made up of research officers, analysts, project assistants, statisticians and computer engineers;
- A European and International Mission, made up of a Scientific Manager, a project officer and an Assistant, is responsible for developing activities in this area;
- The General Secretariat combines support activities such as financial and human resources, the IT system, the Travel and Accommodation Management Unit (responsible for organising travel arrangements for experts and scientific delegates), as well as communications and the quality department. It is managed by the General Secretary and a Deputy General Secretary.

I – Evaluation support staff

1 • Scientific delegates

Scientific delegates are HCERES staff who are professors or researchers on delegation or secondment, full- or part-time, and are recruited for a renewable term of between one and two years. They are responsible for the scientific organisation of evaluations and contribute to consideration of methodology, with a view to the continuous improvement of evaluations. In return, HCERES provides financial compensation to their host institutions. There are 115 of them. Most of them are professors (56%) and a majority (62%) work in the Evaluation of Research Units Department.

Figure no.4: Distribution of scientific delegates by profile

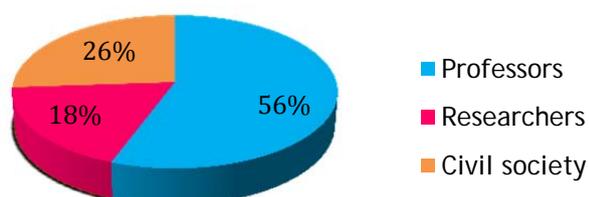
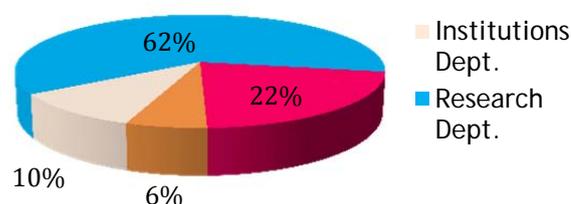


Figure no.5: Distribution of scientific delegates by department



Data as at 31/12/2015

The majority (70%) of them are men. The age ranges most represented are 60-64 and 65-69 (representing 24.35% and 20% of the total number of scientific delegates, respectively). The average age of scientific delegates is 58.

2 • Administrative staff

Administrative staff are assigned either to support services or to mission-support departments. Most work full time. The various roles are organised as follows:

- multi-functional administrative staff, providing support for organising evaluations, managing human resources, IT resources or logistics, financial management or administrative tasks;
- project officers whose role is to contribute to carrying out the evaluation programme in France and abroad; research officers responsible for statistical analysis and data processing; thematic research officers (communication, quality, etc.);
- IT support staff;
- administration and management officers (heads of department, etc.).

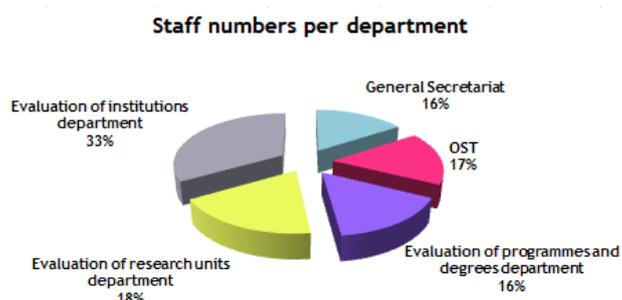
On 31 December 2015, there were 102 administrative staff, for 102.94 worked FTE (full-time equivalent worked across the year). They are distributed across four departments and the General Secretariat.

Table no.1: Distribution of staff by status

	Natural persons	Worked FTE
Civil servants	38	37.04
Contractual staff	48	51.3
12-month contractual staff	16	14.6
Total	102	102.94

Data as at 31/12/2015

Figure no.6: Distribution of staff within departments and the General Secretariat



The split between contractual staff and permanent civil servants is 63% and 37%, respectively. It should be noted that the integration of the Observatory of Science and Technologies with HCERES changed this distribution, since over 89% of its staff are contractual staff. For contractual staff, HCERES has 22 people on a temporary contract (in addition to those on 12-month contracts) and 26 on permanent contracts.

Women remain in the majority for administrative staff, regardless of status. 81% of civil servants, 79% of contractual staff and 75% of staff on a 12-month contract are women. The age range most represented is 30-34, which is primarily made up of contractual staff.

II – Financial resources

HCERES is primarily funded by the State grant. This funding comes under programme 150 “Higher Education Programmes and Research”, action 15 “Programme Support and Management”, and programme 172. 2015 was an unusual year because it included OST funding: €1.4 million under HT2 (*Hors-titre 2*) from P172 and €2 million in T2 (*Titre 2*) from P150 (taken from the HCERES budget). The table below shows the variation in funding since 2011.

Table no.2: Variation in funding since 2011

<i>In Euros - data as at 31/12/2015</i>	2011	2012	2013	2014	2015
<i>Total funds available</i>	16,925,000	15,890,000	15,930,450	15,380,450	17,245,631
Payroll costs	7,685,806	5,718,202	7,287,340	7,389,634	8,708,936
Operating costs	7,541,141	6,298,221	7,894,757	7,243,645	7,849,740
<i>Total expenditure</i>	15,226,947	12,016,423	15,182,097	14,633,279	16,558,676
Revenue	22,642	24,446	380,221	350,417	193,557

For 2015, 96% of funds were spent, distributed as follows:

- 87.8% of funds available under T2;
- 100% of funds available under HT2;

Titre 2 (Expenditure on staff):

Payroll costs increased by €1.3 million in 2015 (€8.7 million against €7.39 million in 2014). This increase was due to the integration of the salaries of OST staff, whose payroll costs had initially been estimated at €2 million. The under-estimate of the payroll is explained by both the departure of five OST staff members, who should be replaced in 2016, and a drop of €0.27 million in the total amount of payments made for scientific delegates and experts.

Hors-Titre 2 (Expenditure on operations):

As mentioned above, 2015 is unusual, and its scope cannot be compared with 2014. However, three specific points of HT2 expenditure can be highlighted:

- Expenditure for “missions” (accommodation, travel and mission expenses for scientific delegates and experts) was €2.1 million, or around 34% of HT2.
- Expenditure for the compensation paid to institutions for the delegation of professors was €530,722, as opposed to €0.63 million in 2014.
- Finally, expenditure on premises was €4 million (against €3.2 million in 2014). This increase is due to the search for new premises (using an external provider) and the initial renovation work on the future site. In September 2015, HCERES signed a fixed-term nine-year lease for premises of 4032 m² distributed over 5 floors and a mezzanine floor, in a new building located on 2 Rue Albert Einstein, Paris, in the 13th *arrondissement*. The move to the new premises is planned for 14 March 2016. Previously, HCERES was sole tenant of a 3003 m² building at 20 Rue Vivienne, Paris, in the 2nd *arrondissement*. The nine-year fixed-term lease will come to an end on 31 March 2016.

The HCERES search for a new location was carried out in line with the guidelines of the French Ministry of Finance and Public Accounts and the Government property policy, i.e. payment of a rent of 400€ per m² and no more than 12 m² per member of staff.

Outlook

After a transitional year waiting for the nomination of the new HCERES governance body, 2016 will see lots of change. Lots of work is set to get underway, including the production of the 2016-2020 strategic plan and the founding texts for updating evaluation such as the evaluation charter or the validation procedure for the evaluation procedures of other bodies than HCERES. HCERES will also be looking to lay the foundations for new dialogue with evaluated entities and institutional partners.

Finally, 2016 will be key for HCERES from the point of view of European recognition. The results of its external review by an international panel of experts commissioned by ENQA will be released in October-November, and will determine whether it is included again on the EQAR in March 2017.

Appendix: List of institutions evaluated in Group A

	INSTITUTIONS
Institutions in the Midi-Pyrénées region	<p>CUFR Jean-François Champollion Purpan Engineering School (EIP) National Teacher Training School in Agronomy (ENFAT) <i>École nationale de l'aviation civile</i> (National civil aviation school) (ENAC) <i>École nationale d'ingénieurs de Tarbes</i> (Tarbes national engineering school) (ENI) <i>École nationale supérieure d'architecture de Toulouse</i> (Toulouse national school of architecture) <i>École nationale supérieure des Mines d'Albi</i> (Albi national engineering school) <i>École nationale vétérinaire de Toulouse</i> (Toulouse national veterinary school) (ENVT) Toulouse Catholic University <i>Institut d'études politiques de Toulouse</i> (Toulouse political science institute) (IEP) <i>Institut national des sciences appliquées de Toulouse</i> (Toulouse national applied science institute) (INSA) <i>Institut national polytechnique de Toulouse</i> (Toulouse national polytechnic institute) (INP) Toulouse 1 Capitole University Toulouse 2 Jean Jaurès University Toulouse 3 Paul Sabatier University Toulouse regional education authority site territorial coordination strategy</p>
Institutions in the Rhône-Alpes region	<p><i>École Centrale</i>, Lyon <i>École nationale d'ingénieurs de Saint-Étienne</i> (Saint-Etienne national engineering school) (ENI) <i>École nationale des travaux publics de l'Etat</i> (National school of public works) (ENTPE) <i>École nationale supérieure d'architecture de Grenoble</i> (Grenoble national school of architecture) <i>École nationale supérieure d'architecture de Lyon</i> (Lyon national school of architecture) <i>École nationale supérieure d'architecture de Saint-Étienne</i> (Saint-Etienne national school of architecture) <i>École nationale supérieure des arts et techniques du théâtre</i> (National school of theatre arts and techniques) (ENSATT) <i>École nationale supérieure des Mines de St Etienne</i> (MINES Saint-Etienne) (ENSMSE) <i>École nationale supérieure des sciences de l'information et des bibliothèques</i> (National school of information and library sciences) (ENSSIB) <i>École normale supérieure</i>, Lyon (ENS) Lyon Catholic University <i>Institut d'études politiques de Grenoble</i> (Grenoble political science institute) (IEP) <i>Institut d'études politiques de Lyon</i> (Lyon political science institute) (IEP) <i>Institut national des sciences appliquées de Lyon</i> (Lyon national applied science institute) (INSA) <i>Institut polytechnique de Grenoble</i> (Grenoble polytechnic institute) (INP) <i>Institut supérieur d'agriculture et d'agroalimentaire Rhône-Alpes</i> (Rhône-Alpes agriculture and agri-food institute) (ISARA-Lyon) Claude Bernard Lyon 1 University Jean Monnet University, Saint-Etienne Joseph Fourier - Grenoble 1 University <i>Lumière</i> Lyon 2 University Jean Moulin Lyon III University Pierre Mendès France University Savoie Mont Blanc University Stendhal - Grenoble 3 University VetAgro-Sup Grenoble regional education authority site territorial coordination strategy including evaluation of the <i>Agence de développement universitaire Drôme-Ardèche</i> (Drôme-Ardèche university development agency) (ADUDA) Lyon regional education authority site territorial coordination strategy</p>
Institutions in the Aquitaine region	<p><i>Bordeaux Sciences Agro</i> (Bordeaux-Aquitaine national school of agronomic sciences) <i>École nationale supérieure d'architecture et de paysage de Bordeaux</i> (Bordeaux national school of architecture and landscape) <i>École supérieure des technologies industrielles avancées</i> (School of advanced industrial technologies) (ESTIA) <i>Institut polytechnique de Bordeaux</i> (Bordeaux polytechnic institute) <i>Sciences Po Bordeaux</i> (IEP) University of Bordeaux Bordeaux Montaigne University University of Pau and the Pays de l'Adour (UPPA)</p>
Research bodies	<p>French Agricultural Research Centre for International Development (CIRAD) French Institute of Research for Development (IRD) French Institute of science and technology for transport, development and networks (IFSTTAR) French national institute of industrial environment and risks (INERIS) French National Institute for agricultural research (INRA)</p>

<p>Private institutions (paperwork only)</p>	<p>ECAM Graduate School of Engineering, Lyon <i>École supérieure de chimie, physique, électronique de Lyon</i> (Lyon school of chemistry, physics and electronics) (CPE) Toulouse Catholic engineering institute (ICAM) <i>Institut textile et chimique de Lyon</i> (Lyon textiles and chemicals institute) (ITECH)</p>
<p>Institutions outside the group</p>	<p><i>École nationale supérieure d'architecture de Montpellier</i> (Montpellier national school of architecture) <i>École nationale vétérinaire de Maisons-Alfort</i> (Maisons-Alfort national veterinary school) Montpellier SupAgro</p>

List of acronyms

A-B

AAQ	Swiss agency of accreditation and quality assurance
ACA	Academic Cooperation Association
ACPUA	<i>Agencia de Calidad y Prospectiva Universitaria de Aragón</i>
AEQES	Belgian French-speaking Agency for the Evaluation of Higher Education Quality
AERES	French Agency for the Evaluation of Research and Higher Education
ANAO-SUP	Senegalese National Higher Education Quality Assurance Authority
ANECA	<i>Agencia Nacional de Evaluación de la Calidad y Acreditación</i>
ANR	French National Research Agency
ANVUR	<i>Agenzia di Valutazione del Sistema Universitario e della Ricerca</i>
ASCUN	<i>Asociación Colombiana de Universidades</i>

C

CCN IUT	French Consultation Commission for University Technology Institutes
CEA	French Alternative Energies and Atomic Energy Commission
CEAIE	China Education Association for International Exchange
CEFDG	Commission for Evaluation of Management Programmes and Degrees
CEQUINT	Certificate for Quality of Internationalisation
CGI	French Commissariat-General for Investment
CIC	Clinical investigation centre
CNA	<i>Consejo Nacional de Acreditación (Colombia)</i>
CNEPI	French Commission for Evaluation of Innovation Policies
CNRS	French National Centre for Scientific Research
COMUE	Community of Universities and Establishments
CPU	Conference of University Presidents
CPN IUT	French Pedagogical Commission for University Technology Institutes
CTI	French Engineering Accreditation Body

D-E

DEUST	French Scientific and Technical University Diploma
DGESIP	French Directorate-General for Higher Education and Employment
ECA	European Consortium for Accreditation
ENQA	European Association for Quality Assurance in Higher Education
EPO	European Patent Office
EQAR	European Quality Assurance Register for Higher Education
EQAF	European Quality Assurance Forum
ESG	European Standards and Guidelines

G-H

GAC	German Accreditation Council
HCERES	French High Council for Evaluation of Research and Higher Education

I

INAAREES and Courses (Angola)	National Institute for Assessment Accreditations and Approval of Higher Education Degrees, Diplomas and Courses (Angola)
INRA	French National Institute for Agricultural Research
Inserm	French National Institute of Health and Medical Research

K-L

LOLF	French Organic Law on Budget Acts
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M-N

MENESR	French Ministry of Education, Higher Education and Research
MIRES	Interministerial Mission for Research and Higher Education

NP	Natural Persons
NVAO	Accreditation Organisation of the Netherlands and Flanders
O-P	
OECD	Organisation for Economic Co-Operation and Development
OST	Observatory of Science and Technologies
Q-R	
QAA	Quality Assurance Agency for Higher Education (UK)
QACHE	Quality Assurance of Cross-Border Higher Education
S-T	
ST	Science and Technology
STRATER	Territorial Strategy for Higher Education and Research
V	
Vistec	Vietnam Science and Technology Evaluation Center