

Deliverable n.5.5

Deliverable Title: Draft components for the report on research assessment

Date 05/06/2025



Co-funded by
the European Union

AURORA



Palacký University
Olomouc



Deliverable Number			
Deliverable Name	D.5.5	Lead Beneficiary	9. UPEC
Type	Aurora Structure & Regulations		
Due Date (M18)	R-Document, report	Dissemination level	PU - Public
Contributors (select relevant partners and associate partners)	9	Work Package No	WP5
	UI, VU, UDE, UNINA, URV, UBIK, UP, CBS, UPEC		

Table of Contents

Table des matières

Table of Contents	3
1. Introduction :.....	4
General objectives of task team 5.1 “Towards reforming research assessment”	4
Object of this report and associated time frame	5
2. Results phase 1 and phase 2	7
2.1 Mapping Phase	7
2.2 Interview phase	7
Perception (semi directive questions).....	7
Perspectives (open discussion).....	7
2.3 Summaries of results per university	8
Vrije Universiteit Amsterdam	8
University of Iceland.....	8
University of Duisburg- Essen.....	9
University Federico II of Naples.....	10
Universitat Rovira I Virgili	11
Universität Innsbruck	11
Palacky University Olomouc	12
Université Paris-Est Creteil	13
3. Conclusion	15
Potential organisational barriers.....	16
Standardisation and definition of the <i>Third Mission</i> :	16
4. Next steps: Strengthening and finalizing our approach	17
4. Annex	19
Annex 1.....	19

Disclaimer:

Funded by the European Union. Views and opinions expressed are however those of the authors only and do not necessarily reflect those of the European Union.

Neither the European Union nor the granting authority can be held responsible for them.

1. Introduction :

General objectives of task team 5.1 “Towards reforming research assessment”

One of the main ambitions of the AURORA 2030 program is to support the development of scientific communities through targeted funding, while enhancing the quality of the research produced. This ambition encompasses the promotion of shared values and practices in research management and researcher assessment, with a strong emphasis on the impact of the research carried out.

In line with this ambition and the principles of CoARA certification, a group of academic experts has been set up (task team 5.1) led by Université Paris-Est Créteil (UPEC) and co-led by the University of Iceland (UIce). The group is responsible for developing a shared framework for the researchers’ assessment across Aurora institutions. It focuses on academic career assessment.

To develop and implement an Alliance-wide framework that aligns with the aspirations of the member universities, it has been decided to consult all personnel involved at the various levels of research assessment within the AURORA institutions, ranging from project managers, CoARA officers (where present), head of scientific divisions and vice-rectors, as well as the individual academics themselves.

Specific attention is directed toward the key recipients of this framework—the academics *doing* research and teaching. As a consequence, a bottom-up approach has been initiated and is gradually being established through a set of targeted and purposeful actions such as workshops and dedicated surveys (work in progress currently) – see section 4-

It is important to emphasize that our objective of signing and implementing a *common framework* is independent of whether the CoARA agreement is signed or not by the individual partner universities. It is the ambition of the TT 5.1 to adopt this framework by the respective boards of the universities and, at the end, by Aurora’s General Council. The framework will be proposed in the 2nd half of the Aurora 2030 contractualisation period. It may be fully or partially implemented after adoption within a specific institution in Aurora, even in the absence of a formal commitment to the CoARA agreement as stated above. However, it is clearly understood that the common Aurora framework will be aligned with the principles of the CoARA agreement and that its implementation must not conflict with individual institutional CoARA action plans. It can, nevertheless, contain elements on top or complementary to CoARA and in this way offer a special Aurora added value to the Universities of the Alliance.

Objective of this report and associated time frame

This deliverable 5.5 aims to report on activities carried out and the results obtained during the first phase of the contractualisation period (M 1-18). What is presented below is a preparatory step toward the implementation of the common framework.

As already mentioned above, a particular focus during this phase has been laid on the career assessment of individual academics. This is perceived as a first step and an efficient way to approach research assessment as a whole.

Following preparatory work in 2023, i.e. before the contractualisation period, the TT has met for an online kick-off meeting on March 28, 2024. A physical presence meeting took place on May 28th at the occasion of the Aurora Annual Conference in Naples. Since then, regular TT meetings are organized every 2-3 months. The work described in this report takes into account the effective start of the activities since March 2024. It can be divided into two different phases as followed (cf. Figure 1):

1. An initial mapping (phase 1) was conducted with the experts convened inside the task team 5.1 *-Towards reforming research assessment*. The TT is considered as a community of practice on this topic. The team unites personnel in charge of research assessment at the partner universities. This phase aimed to gain a comprehensive understanding of the existing, very diverse, research assessment systems across the Aurora universities coming from nine different countries with different cultures and practices. It is a prerequisite for the effective setup and future implementation of the proposed common framework.
2. Phase 2 focused on conducting interviews with the Vice Rectors for Research (VRR), sometimes together with Vice-Rectors for Education (VRE), from the nine different partner institutions. Particular attention was given to their perceptions of their respective career assessment systems currently in place, their impact on research, and the potential for implementing coordinated actions at the Alliance level. The degree of implication of the CoARA certification has been monitored. Reasons for signing or non-signing the agreement have been discussed.

The next steps are described in section 4. of this report:

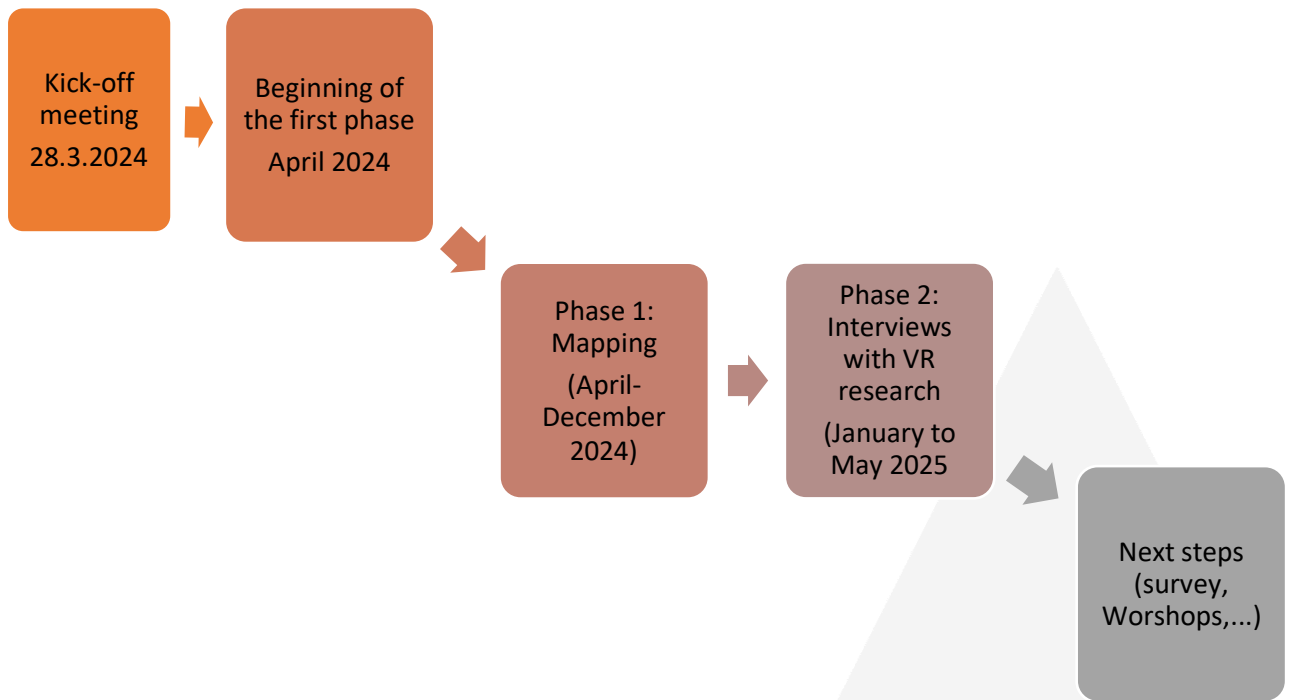


Fig. 1. Aurora 2030 - Task 5.1 phase diagram

2. Results phase 1 and phase 2

2.1 Mapping Phase

During phase 1, each partner had to report information on different elements of the current research assessment used in the different universities. This has been done by a questionnaire send by the task lead to administrative staff involved in research assessment at the respective university (see Annex 1).

2.2 Interview phase

During phase 2, each Vice-rector for research of each university had to report on more political questions, in the frame of a 1-hour interview conducted on-line by the task team lead (Martin Schwell, Laure Garrigue-Antar and Yoann Haettich). The questions are listed below. They served as a basis for an in-depth discussion on the CoARA agreement as well as Alliance sharable practices.

Perception (semi directive questions)

1/ Are you satisfied with the existing system? What are the weaknesses and the strengths of the existing assessment system? For example, do you think the evaluation system is fair? Do you think the evaluation system will incite to do better research? How do you think you can improve the system? Mutualisation?

2/ How do you perceive the use of [quantitative impact indicators used in their assessments] to evaluate researchers?

3/ How do you perceive the use of [qualitative impact indicators used in their assessments] to evaluate researchers?

4/ How do you think these assessments and criteria impact researchers – personally, mentally or professionally? Have you received any feedback from the researchers at your institutions regarding the assessment processes? How do they adapt their work to the existing criteria?

Perspectives (open discussion)

1/ Is the reform of research assessment of individual researchers one of your institution's priorities?

2/ Do you think we can mutualize evaluation of individuals across the Aurora Alliance? From your point of view, which research evaluation practices or tools should be shared within the Aurora Alliance? For example, do you think we can merge recruitment/promotion committees?

3/ How do you perceive the CoARA agreement? Why did you sign or not sign this agreement?

4/ If you have signed CoARA, please give contacts details of dedicated personnel working on the implementation in your institution.

5/ If you have not signed, would you be ready to implement certain aspects/tools of CoARA? Do you have already dedicated personnel ? If yes please precise names and contact details. If not: do you plan to hire dedicated personnel ?

2.3 Summaries of results per university

In the following section, we give short summaries of the tangible results coming out of the two phases of work carried out:

Vrije Universiteit Amsterdam

CoARA Certification:

The institution has made substantial progress in implementing the principles of the CoARA framework. A significant step forward was the submission of a detailed CoARA Action Plan very recently. It outlines the institution's strategic approach and commitment to reforming research assessment practices. In addition, a document titled "*Academic Career Paths*" has been drafted to support this transformation. This document has been shared with the Aurora universities for further discussion and input. VU faculties are currently developing their own career assessment plans that fit within the university's framework.

Prospects for Aurora pooling of assessment tasks and practices

Discussions around the possibility of pooling or harmonizing assessment practices across faculties inside VU have revealed important challenges. One of the main obstacles lies in the diverse structures and priorities of the faculties, each of which operating with a significant degree of autonomy, making it difficult to form a unique -institutional policy. The weight and influence of these faculties add complexity to the process, highlighting the need for a flexible yet coherent approach that respects existing practices while encouraging greater alignment where possible.

The Third Mission – Societal Engagement:

A key issue that has emerged is the need to better balance the three fundamental dimensions of academic responsibility: research, teaching, and impact (often referred to as the "third mission"). A detailed description of what is concretely meant by "impact" is given in VU's career path document. Currently, there is a risk of placing unrealistic expectations on academic staff to excel equally across all areas. It is important to recognize that not all professors can - or should be expected to - achieve excellence in every domain.

University of Iceland

CoARA Certification

UI is actively engaged in the process of aligning with the principles of the Coalition for Advancing Research Assessment (CoARA). As part of this commitment, the university is currently preparing to submit its CoARA Action Plan. This plan will outline a strategic roadmap for reforming existing evaluation processes in accordance with CoARA's core values—transparency, inclusivity, qualitative judgment, and a broader recognition of diverse academic

contributions. The submission of this plan represents a significant milestone in UI's effort to evolve its research assessment framework and to promote more balanced and meaningful academic career development.

Prospects for Aurora pooling of assessment tasks and practices

UI is also exploring opportunities for greater collaboration with its partners in the AURORA Alliance, particularly in the area of research and academic assessment. The institution recognizes the value of building shared frameworks. While each university operates within a unique national and institutional context, UI is open to identifying common ground and working toward greater alignment. Such collaboration is seen as a key driver for reinforcing a shared commitment to responsible research assessment across the alliance.

Joint Actions and Expert Sharing

In addition, UI is ready to engage in more practical and operational forms of cooperation with other universities.

University of Duisburg- Essen

CoARA Certification

The university formally signed the CoARA agreement as part of an university Alliance in 2025, marking a clear commitment to practices in line with CoARA's principles. An action plan is currently being developed in collaboration with the Technical University of Dortmund and the Ruhr-University Bochum, as part of the University-Alliance Ruhr. During the interview, it has been noticed by the vice rector that the German career assessment system largely integrates the principles of CoARA.

Prospects for Aurora pooling of assessment tasks and practices

The university is open to more intensive collaboration in the recruitment process, particularly through the exchange of external experts to participate in recruitment committees. This initiative is seen as a way to increase transparency, enhance the quality of selection procedures, and strengthen academic networks. However, any of such collaboration will be subject to validation by the university's central administrative and legal services, to ensure it aligns with institutional regulations and procedural standards.

Citizen Science and Open Science

The university acknowledges the growing importance of societal impact and supports the role of researchers in engaging with the wider public through citizen science and open science initiatives. Activities aimed at societal outreach are increasingly recognized as valuable components of academic work, contributing to the university's third mission.

However, several key challenges remain. Firstly, the societal impact of academic work is inherently difficult to quantify in a rigorous and standardized way. Secondly, while societal engagement is encouraged, it should not overshadow the university's core missions of research and education, which must remain the primary focus of academic staff. Finally, third-party funding continues to play a significant role in research evaluation, and its acquisition is often used as a measurable indicator of impact and competitiveness. Balancing these dimensions—academic quality, social engagement, and funding success—remains a key challenge moving forward.

University Federico II of Naples

CoARA Certification

The University expresses strong support for the adoption of CoARA certification. However, it should be noted that Italy already has a national agency for university evaluation, which pursues objectives that are, in part, aligned with those of CoARA. At present, a discussion is ongoing regarding the potential incompatibility between CoARA certification and existing national regulations. This debate has led to temporary delays in the implementation process. Once these regulatory concerns have been resolved, the University intends to proceed with the adoption and implementation of the certification framework.

Prospects for Aurora pooling of assessment tasks and practices

Prospects for Aurora pooling of assessment tasks and practices. Participation in international expert groups is a well-established and widely accepted practice within the academic community of the University of Naples Federico II. Therefore, although the effort required to establish a panel of experts capable of evaluating universities participating in the Aurora network may be considerable, we regard this initiative as a valuable and promising opportunity. The development of such a mechanism is seen as both feasible and beneficial.

Third Mission

The Third Mission, which encompasses the dissemination of knowledge and active engagement with society beyond traditional academic duties, is considered a fundamental pillar of university responsibility. In Italy, researchers are institutionally expected to contribute to Third Mission activities. At the University of Naples Federico II, the vast majority of researchers are consistently involved in initiatives aimed at societal engagement and public outreach. Despite the potential risk of diverting attention from core academic responsibilities, these activities are widely embraced as an essential component of the academic role and a meaningful way to enhance the university's impact on society.

For this reason, we fully support the work carried out by the Aurora Alliance in promoting the integration of stronger and more structured relationships between universities and civil society.

CoARA: Ongoing reform processes of assessment processes

The university recognizes the pressing need for reform in the way research is evaluated, with a particular focus of incorporating qualitative criteria into the assessment process. To address this, the institution is exploring the possibility of pooling expertise and resources to enhance the evaluation framework. This reform is seen as essential for improving the fairness, depth, and accuracy of research evaluations and ensuring that they reflect the broader contributions of researchers.

Joint Action planned inside the university

In line with its commitment to improving the research evaluation system, the university aimed to launch a comprehensive survey aimed at gathering feedback from its researchers. The primary objective of this survey is to understand how faculty members perceive the current evaluation system, identifying both strengths and areas for improvement. However, as the Catalan Agency that assess university quality (AQU Catalunya) is going to do a similar study, the university is going to ask his/her researchers to participate in the process proposed by the AQU. By involving researchers in the evaluation process itself, the university seeks to ensure that any changes made are reflective of their experiences and needs. The insights gained from this survey will play a crucial role in shaping future reforms. In addition, the university has an extensive and successful set of courses addressed to researchers that are currently been assessed by Spanish agencies of quality.

Third Mission

The concept of balancing the three key missions of a researcher—research, teaching, and societal engagement—remains a complex and open question. As universities increasingly recognize the importance of societal impact, there is ongoing debate about how best to balance these three dimensions. What weight should be given to societal engagement relative to research and teaching? This question is central to the university's approach as it seeks to align with the broader vision of the AURORA Alliance, which emphasizes the integration of societal contributions into academic work. The challenge lies in defining an equilibrium that allows researchers to excel in all areas without compromising the integrity of their academic work. The university is committed to exploring this balance, considering both institutional priorities and the diverse roles that researchers play in society.

CoARA Certification

The University of Innsbruck has not signed the CoARA agreement yet, mainly because there is no national recommendation supporting this step. Currently, only a small number of

Austrian higher education institutions (mostly private universities) have signed the agreement. With the Austrian Science Fund signing CoARA the awareness of the significance of CoARA's framework is increasing. The University of Innsbruck is willing to adopt CoARA principles future discussions on reforming research assessment practices.

Joint Action Envisaged

The University of Innsbruck supports incorporating external reviewers into the evaluation process of researchers, especially within the framework of the AURORA Alliance. By engaging partner universities in peer review activities, the institution aims to improve the transparency of its evaluation procedures.

Limitation of the Third Mission

The concept of the third mission, which refers to the societal engagement and outreach activities of universities, is becoming increasingly difficult to categorize and evaluate. While there is broad recognition of the importance of universities' role in contributing to societal development, defining and measuring societal impact remains a significant challenge. The university acknowledges this complexity and recognizes that a rigid framework for assessing the third mission may not be practical or effective in capturing the diverse ways in which researchers and institutions contribute to society. This ongoing challenge calls for a more flexible and nuanced approach to evaluating societal impact.

Towards a Shared Vision within the Alliance

In light of these discussions, the university is also considering how it can contribute to a shared vision within the AURORA Alliance, particularly regarding research evaluation and societal engagement. This open question invites further reflection on how best to align the goals and expectations of the Alliance's member institutions while taking into account the diverse institutional contexts and challenges they face. The goal is to establish a unified approach that allows for collaboration, mutual understanding, and the pursuit of common objectives while respecting individual institutional priorities and capabilities

Palacky University Olomouc

CoARA Certification

The university has already signed the CoARA agreement, with the action plan submitted in 2024. This marks a significant step forward in aligning the institution with the principles of the Coalition for Advancing Research Assessment. The submission of the action plan underscores the university's commitment to reforming research evaluation processes in line with CoARA's core values, such as transparency, inclusivity, and the recognition of diverse academic activities. As part of this commitment, the university is now focused on implementing the measures outlined in the plan to ensure that its research assessment practices reflect these progressive standards.

Prospects for Aurora pooling of assessment tasks and practices

The university is in agreement with the idea of sharing experts across institutions as part of a broader effort to improve research evaluation processes. Additionally, this approach will foster stronger partnerships within academic networks, promoting mutual learning and reinforcing the credibility of research assessments. The university recognizes that pooling expertise can lead to more robust decision-making and increase the transparency of evaluation procedures.

Third Mission – Societal Impact

The university acknowledges the importance of societal impact and is working to include it in the common framework for academic work. Recognizing that universities play a key role in contributing to societal development, the institution seeks to integrate societal impact into its evaluation criteria. This involves measuring how academic activities contribute to addressing societal challenges. By including societal impact in the framework, the university aims to ensure that engagement with the wider community is valued alongside academic achievements in research and teaching. This shift represents a move toward more holistic evaluations, which recognize the broader contributions of academic institutions to society at large.

Université Paris-Est Creteil

CoARA certification and career evaluation

UPEC has signed the CoARA agreement and is fully committed to implementing actions that will enable the institution to adopt the CoARA principles in all their dimensions. The submission of the CoARA action plan will be carried out jointly with the HRS4R (Human Resources Strategy for Researchers) certification process. A dedicated project manager has been appointed to lead and coordinate this work.

Expert sharing and evaluation processes

Academic career evaluations are still primarily based on the role of the CNU (National Council for universities). CNU evaluation is followed by “local” evaluations run by the universities yielding all together a two-step process. During the local phase, there is a growing trend towards a mixed evaluation process, combining the report from a local reviewer and from an external expert (from a different university). These processes are currently being optimized.

Pilot programs are underway, particularly in the frame of attribution of bonuses (*Régime indemnitaire des personnels enseignants et chercheurs; RIPEC*). RIPEC evaluations with AURORA experts on selected evaluation committees are currently being tested. This approach will enhance the objectivity and comparability of evaluations across committees.

Third Mission and Societal Impact

The recognition of the Third mission (including SwafS activities, knowledge transfer, promotion of humanistic culture, citizen science, etc...) is progressing at the national level. Although concerns about diluting institutional priorities are sometimes expressed, this mission remains an essential component of the evolving university landscape. At UPEC, the recognition is fully implemented already, during recruitment of professors, promotion and bonus attribution (noted "tasks of general interest"). Activities towards societal impact are fully acknowledged in committees.

3. Conclusion

Based on these interviews, it appears that all the universities in the consortium share, in principle, a commitment to the COARA principles.¹ This indicates that the key issues addressed by COARA - such as recognizing the diversity of contributions and career paths, and prioritizing qualitative rather than purely quantitative assessment - are recognized as institutional priorities.

However, **the degree of implementation of the COARA principles varies considerably among the Aurora universities**, depending largely on their history of engagement with research assessment reforms. In some universities, this engagement is relatively recent (UICE, UPEC, UPOL, UDE), while in others it has a longer tradition (VU). A third group is in a reflection phase (UIBK, UNINA, URV). This variation can be explained by different national contexts, which may either support or hinder the adoption of CoARA principles, since research assessment remains largely a prerogative of the national state. To date, four (4) institutions have signed the COARA agreement, and two (2) more are in the process of doing so.

Interviews with Vice-rectors for research have been conducted by Prof. Martin Schwell (Vice-Rector for European Affairs and Aurora Institutional Coordinator) and Prof. Laure Garrigue-Antar (Associate Vice-Rector for Open Science). Besides getting to know each other better on the topic of research assessment practices, one of the objectives was also to **identify potential joint actions that could be implemented across the Alliance**. A key action identified by all universities was the **sharing of experts**, which directly supports CoARA's second core commitment ("Base research assessment primarily on qualitative evaluation for which peer review is central"). Sharing experts among Aurora for different assessment tasks is an interesting way for each university to have more independent, international experts. It would furthermore foster cohesion within the Alliance.

To operationalize this action, the consortium intends to take advantage of the AURORA Doctoral Pool which is a database of high-level experts across various disciplines. These experts are in principle qualified to assess both research outputs and researchers at different career stages (R1 to R4). The database had been created during the Erasmus+ Pilot Phase of Aurora. The pooling of experts within the Alliance is perceived as a very transformative action by all (a "key-driver").

In line with the objective of Task 5.1 - namely to create a community of practice within the consortium composed of academic experts deeply engaged with research assessment and COARA principles – the VRR interviews represent an important step forward. **The discussions and shared insights help lay the groundwork for an emerging expert community within**

¹ This is with the exception of Copenhagen Business school (CBS). By the time of the due date of deliverable D5.5, an interview with the VRR of CBS had not been realized due to organisational problems.

Aurora. This clearly contributes to CoARA supporting commitment #8: “Exchange practices and experiences to enable mutual learning within and beyond the coalition.”

We have today accomplished the important first 2 phases described above. The principal objective of task 5.1. is *developing a shared framework for research assessment practices*. For this several key concerns, depicted in the following remain to be addressed:

Potential organisational barriers

Three levels of organisational structure may present challenges:

- **National Level:** As previously noted, national contexts differ strongly in their degree of support for CoARA certification. However, this level of organisation is not expected to be an insurmountable barrier for the consortium, as our initiative is designed to be independent of whether individual partner universities have formally signed the COARA agreement.
- **Other university networks:** Institutions are often part of various networks and alliances of different scope and influence, which may create complexities when seeking alignment on shared principles among Aurora.
- **Institutional Level:** Internal university structures, particularly the autonomy of faculties, may also affect implementation if there is a lack of alignment across different faculties within the same institution. This difficulty needs to be addressed in the future Aurora common framework of research assessment.

Standardisation and definition of the *Third Mission*:

Activities of researchers and professors nowadays include what is called the “Third mission” (beyond research & education). On the other hand, it is a core commitment of the CoARA agreement to recognize the *diversity of researchers’ activities*. This diversity naturally involves acknowledging the tasks related to the third mission. However, its definition is sometimes not clear nor consistent among Aurora partners. For the development of the common Aurora framework, it will be essential to agree on a shared definition. Currently, at least three distinct understandings of the third mission have emerged:

1. The societal impact of research, including contributions to society.
2. Open Science and Citizen Science initiatives.
3. Knowledge dissemination activities.

It has been noted by several VRRs that promoting and evaluating activities related to the third mission must be done in a balanced way, respecting the central role of research and teaching - the two core missions of any university professor. Consequently, the Aurora common

framework will include a shared definition of the third mission and its (synergistic) relation to core activities.

4. Next steps: Strengthening and finalizing our approach

The outcomes of the mapping phase and VRR interviews will shape the next steps of the work of TT 5.1. Indeed, now that we have clarified the enabling conditions in terms of possibilities, barriers and political willingness, we can advance further in our work in order to **fully address all CoARA commitments**. Notably, the following key dimensions should be tackled by Aurora :

- Promoting qualitative assessment methods;
- Abandoning inappropriate reliance on journal- and publication-based metrics;
- Avoiding the use of rankings of research organisations as assessment criteria;
- Developing meaningful criteria applicable at multiple levels: individual researchers, projects, units, and institutions.

In order to progress in these areas, the consortium will organise **two workshops**, designed in the form of consensus conferences and the expected outcomes of these workshops will be:

1. To establish clear recommendations for the development of new and appropriate assessment criteria
2. To define a rational and responsible use of external and quantitative indicators.

In order to **strengthen the long-term sustainability of our work, the task team will launch a survey across the Alliance, addressed to all researchers and professors**, with the goal of collecting key information and attitudes on current and emerging research assessment systems. **This bottom-up approach will help to inform the task team and steer the whole process of reforming research assessment in Aurora**. This survey will last from September 2025 and to December 2025 approximately. Analysis of results is planned in early 2026.

Once this phase (3) accomplished, proposals will be made by the task team for the common Aurora research assessment framework (March/April 2026). They will be submitted to the VRRs first, for discussion. Once a final version is approved by VRRs, Aurora universities will be solicited for approval by respective boards. Finally, the General council of Aurora will be solicited for approval.

4. Annex

Annex 1

Questionnaire sent to partner universities in the frame of the mapping phase. This survey includes 5 subdivisions of questions. For clarification purposes, some items of the table are filled here with examples.

1/ Which institution(s) is/ are in charge of the evaluation for your researchers? What level is involved (ministry/government, university, research unit/department...) and on what regular basis are the assessments realized? For which purpose? support/promotion/salary/bonus)

Item	Purpose	Institution in charge of research evaluation	Level implied	Frequency
1	Promotion (assoc. Professor > full professor)	Mixed selection committee (intern/extern to univ.)	University	Whenever a position is free (retirement) or created
2	Promotion (inside category) / bonus	« <i>Conseil national des universités (CNU)</i> » / National Council for Universities*	National	Annually (for those who ask for)**
3	Promotion (inside category) / bonus	Academic Council (AC)*	University	Annually (for those who ask for)**
...				
...				

*both institutions are solicited (1st CNU, 2nd AC); ** bonus period: 4 years

2/ For each level, what are the quantitative criteria? What are the qualitative criteria? Please precise/comment each criterion. Please attach adequate documentation if available.

Item (from table 1)	Quantitative criteria	Qualitative criteria
1	Number of publications, h-index (moderate use)	Quality and ambition of research (peer review)
		Investment in education and innovative pedagogy (about 1/3 of appreciation)
		Investment in tasks of general interest (leading a scientific team, elected to academic councils or commissions,...)
		RRI (please give approximative percentage of appreciation; detail if necessary: open science, citizen science...)
		...
2	...	...
3	...	...

3A/ Please list domains or disciplines where specific criteria exist

Item	Domaine	Discipline	Type of research concerned (fundamental/applied or other)	Type of research product concerned (books, articles, data, software, patents, serious games, others ...)
1	Humanities		Fundamental	Monographs/books
2	Natural Sciences		Applied	Patents
3	Natural Sciences	Physics	Fundamental & Applied	Contracts/third-party-funds
4	Natural Sciences	Computer science	Applied	Codes
5	...	...	...	...

3B/ Please weigh existing specific criteria.

Item (from table 3A)	Criterion (name)	Give KPI (if relevant)	Weight (1 lowest to 5 highest). Explain if necessary
1	Number of books	1/5 years	...
2	Patents	1/5 years	...
3	Third-party-funds	1M€/5 years (depending on discipline)	3 – the amount of third-party-funds acquired is clearly a criterium, the relevant amount, however, depends on the particular discipline
4	...	...	...
5	...	...	...

Question for VRR: Do you think it is necessary/relevant to interview faculty/department deans or personal for questions 3A/B?

4/Is the assessment for researchers exclusively based on research? Are teaching activities and the diversity of tasks taken into account? If yes at which percentage of appreciation (approximately)?

5/ Specific national nomenclature: Please give the different titles of your research personal and their EU equivalents.

Level	Title	Corresponding European level
1	PhD student (<i>doctorant</i>)	R1
2	Phd holder starting career, postdoc (<i>chercheur contractuel, attaché temporaire d'enseignement et de recherche</i>)	R2
3	<i>Maitre de conference, ingénieur de recherche</i>	R3
4	<i>Professeur d'université</i>	R4