

Lithuania: Research Assessment Exercise

16 April, 2015
Vilnius, Lithuania

Why Research Assessment Exercise?

Research Assessment Exercise in Lithuania, which took place from April 2014 until April 2015. The exercise was run by the Research and Higher Education Monitoring and Analysis Centre (MOSTA) in consultation with the Research Council of Lithuania and following the methodology prepared by Technopolis Group.

1. Informs research policies and institutional strategies
2. Generates evidence for science policy
3. Increases accountability for public spending
4. Stimulates efficiency in research activity
5. Demonstrate that investment in research is effective and delivers public benefits
6. Encourages improved research performance (in the form of higher quality, greater social relevance, improved efficiency or a number of other dimensions)
7. Allows to compare the state of research performance internationally (and nationally)
8. Provides feedback for assessment participants
9. Provides input for the balanced development of research and its funding

Scope of the Assessment –All Panels

	H	S1+S2	F	A	B1+B2	T1+T2	In total
UoA	24	32	19	8	22	21	126
FTE for research	638,88	723,45	969,16	268,50	(297,31+656,44)= 953,75	682,75	4236,49
%	19%	25%	15%	6%	17%	17%	100%
Experts	8	12 (6+6)	6	4	8 (5+3)	8 (4 + 4)	46

Experts and Institutions – Humanities

Humanities	
Prof. Peter Jonkers (Panel Chair)	Tilburg School of Catholic Theology
Prof. Mikko Ketola	University of Helsinki
Prof. Juhani Klemola	University of Tampere
Prof. Massimo Leone	University of Torino
Prof. Gabriel Sandu	University of Helsinki
Prof. Louis Vos	Catholic University Leuven Belgium
Prof. Paul Allain	University of Kent
Prof. Evgeny Dobrenko	University of Sheffield

Panel H evaluated 24 UoA

Experts and Institutions – Humanities

1. Kaunas University of Technology (1 UoA)
2. Klaipėda University (2 UoA)
3. Lithuanian Academy of Music and Theatre (1 UoA)
4. Lithuanian University of Educational Sciences (1 UoA)
5. Lithuanian University of Health Sciences (1 UoA)
6. Mykolas Romeris University (1 UoA)
7. Šiauliai University (1 UoA)
8. The General Jonas Žemaitis Military Academy of Lithuania (1 UoA)
9. Vilnius Academy of Fine Arts (1 UoA)
10. Vilnius Gediminas Technical University (1 UoA)
11. Vilnius University (4 UoA)
12. Vytautas Magnus University (5 UoA)
13. Institute of the Lithuanian Language (1 UoA)
14. Lithuanian Culture Research Institute (1 UoA)
15. The Institute of Lithuanian Literature and Folklore (1 UoA)
16. The Lithuanian Institute of History (1 UoA)

Experts and Institutions – Agriculture

Agriculture	
Prof. Ken Thomson (Panel Chair)	Professor Emeritus, University of Aberdeen
Prof. Vladimir Kren	The Institute of Microbiology
Prof. Katri Kärkkäinen	Finnish Forest Research Institute
Prof. Qendrim Zebeli	The University of Veterinary Medicine

Panel A evaluated 8 UoA

1. Aleksandras Stulginskis University (2 UoA)
2. The Lithuanian University of Health Sciences (3 UoA)
3. Lithuanian Research Centre for Agriculture and Forestry (3 UoA)

UoA and experts – Biomedicine panel

Biomedicine 2	
Prof. Antti Vaheri (Panel Chair)	University of Helsinki, Haartman Institute
Prof. Makara Gabor	Institute of Experimental Medicine, Hungary
Prof. Dinko Mitrecic	University of Zagreb , Croatian Institute for Brain Research
Prof. Graeme D. Smith	University of Edinburgh, School of Health in Social Science
Prof. Roland Pochet	Free University of Brussels, Faculty of Medicine

1. Lithuanian University of Health Sciences (10 UoA)
2. Vilnius University (1 UoA)
3. Klaipeda University (1 UoA)
4. Lithuanian Sports University Research Institutes (2 UoA)
5. State Research Institute Center for Innovative Medicine (1 UoA)
6. National Cancer Institute (1 UoA)

Panel B2 evaluated 16 UoA

Experts and Institutions – Other Biomedicine Sciences

Other Biomedicine Sciences	
Prof. Ferenc Jordán (Panel Chair)	The Microsoft Research - University of Trento
Prof. Ülo Niinemets	Estonian University of Life Sciences
Prof. Zorica Svirčev	University of Novi Sad

Panel B1 evaluated 6 UoA

1. Šiauliai University (1 UoA)
2. Vytautas Magnus University (1 UoA)
3. Vilnius University (1 UoA)
4. Klaipėda University (1 UoA)
5. Nature Research Centre (2 UoA)

Experts and Institutions

T1

Prof. Laurens Katgerman (Panel Chair)	Delft University of Technology
Prof. Frank Behrendt	TU Berlin
Prof. Ronny Berndtsson	Lund University
Prof. Thanasis C. Triantafyllou	University of Patras

Panel T1 evaluated 13 UoA

T2

Pavel Ripka (Panel Chair)	Czech Technical University
Stefan Jaehnichen	Technical University of Berlin
Erkki Ikonen	Aalto University,
Simon Deleonibus	IEEE Fellow; CEA, LETIMINATEC Campus

Panel T2 evaluated 8 UoA

1. Aleksandras Stulginskis University (1 UoA)
2. Kaunas University of Technology (8 UoA)
3. Vytautas Magnus University (1 UoA)
4. Vilnius Gediminas Technical University (7 UoA)
5. Lithuanian Energy Institute (2 UoA)
6. The General Jonas Žemaitis Military Academy of Lithuania (1 UoA)
7. Šiauliai University (1 UoA)

Experts and Institutions – Social Sciences

Social Sciences 1

Prof. Jose Gines Mora Ruiz (Panel Chair)	University of London
Prof. Erik de Gier	Radboud University
Prof. Thomas Hartman	Stockholm University
Prof. Jakub Fischer	University of Economics
Prof. Giovanni Schiuma	University of the Arts London
Prof. Ismo Koponen	University of Helsinki

Social Sciences 2

Prof. Gail McElroy (Panel Chair)	Trinity College Dublin
Prof. Beno Csapo	University of Szeged
Prof. Maria del Mar Campins Eritja	University of Barcelona
Prof. Iiro Jääskeläinen	University of Helsinki
Prof. Turo Virtanen	University of Helsinki
Prof. Roman Wieruszewski	Institute of Legal Studies of the Polish Academy of Sciences

Panel S1 evaluated 20 UoA

Panel S2 evaluated 12 UoA

Experts and Institutions – Social Sciences

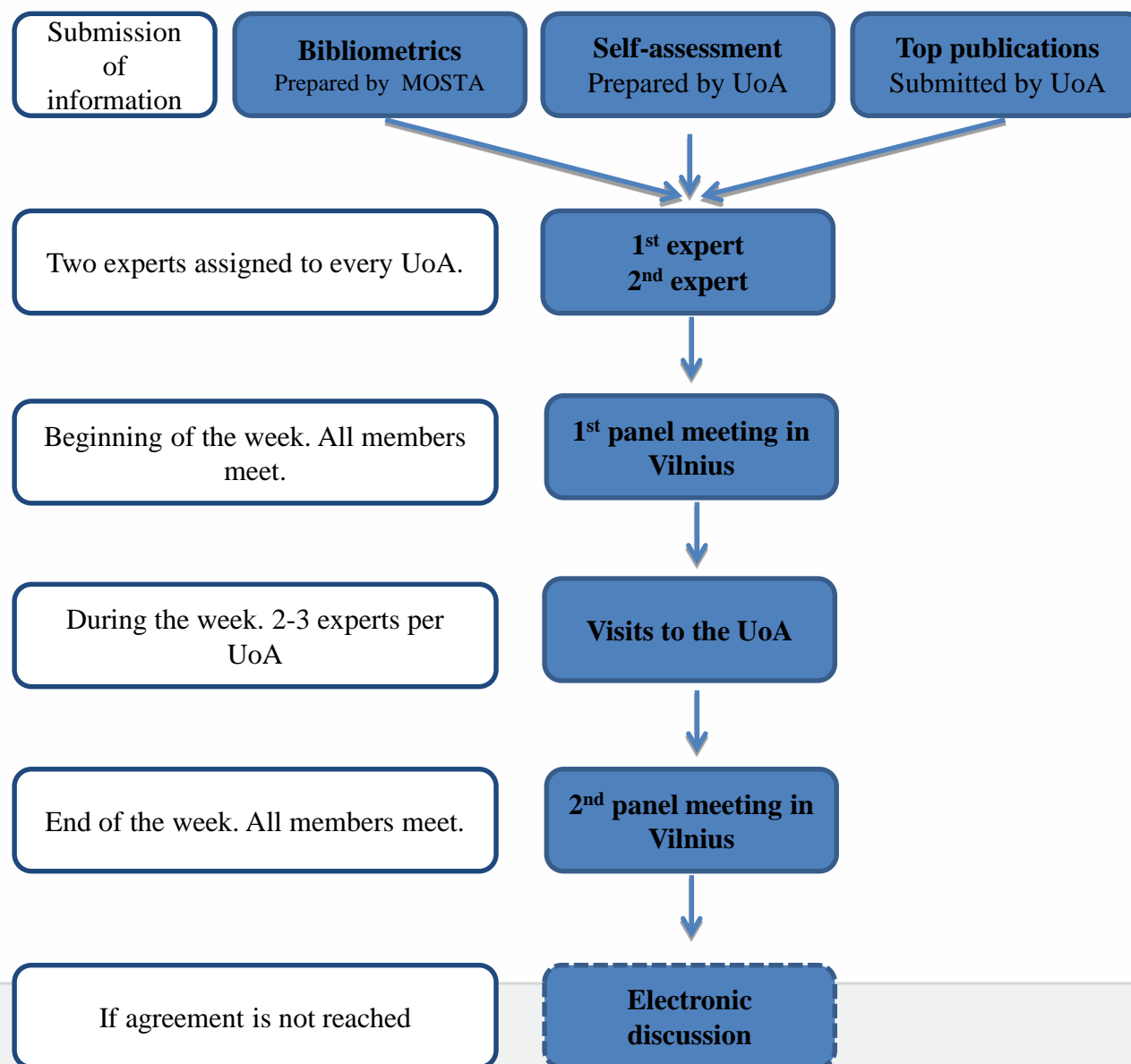
1. Šiauliai University (2 UoA)
2. Vilnius University (6 UoA)
3. Klaipeda University (1 UoA)
4. Aleksandras Stulginskis University (1 UoA)
5. ISM University of Management and Economics (1 UoA)
6. Kazimieras Simonavičius University (1 UoA)
7. Kaunas University of Technology (1 UoA)
8. Lithuanian University of Educational sciences (1 UoA)
9. Lithuanian sports university (1 UoA)
10. Mykolas Romeris University (5 UoA)
11. Vilnius Gediminas Technical University (2 UoA)
12. International Business School at Vilnius University (1 UoA)
13. Lithuanian Institute of Agrarian Economics (1 UoA)
14. Lithuanian Energy Institute (1 UoA)
15. Vytautas Magnus University (4 UoA)
16. The General Jonas Žemaitis Military Academy of Lithuania (1 UoA)
17. Law Institute of Lithuania (1 UoA)
18. Lithuanian Social Research Centre (1 UoA)

Experts and Institutions – Physical Sciences

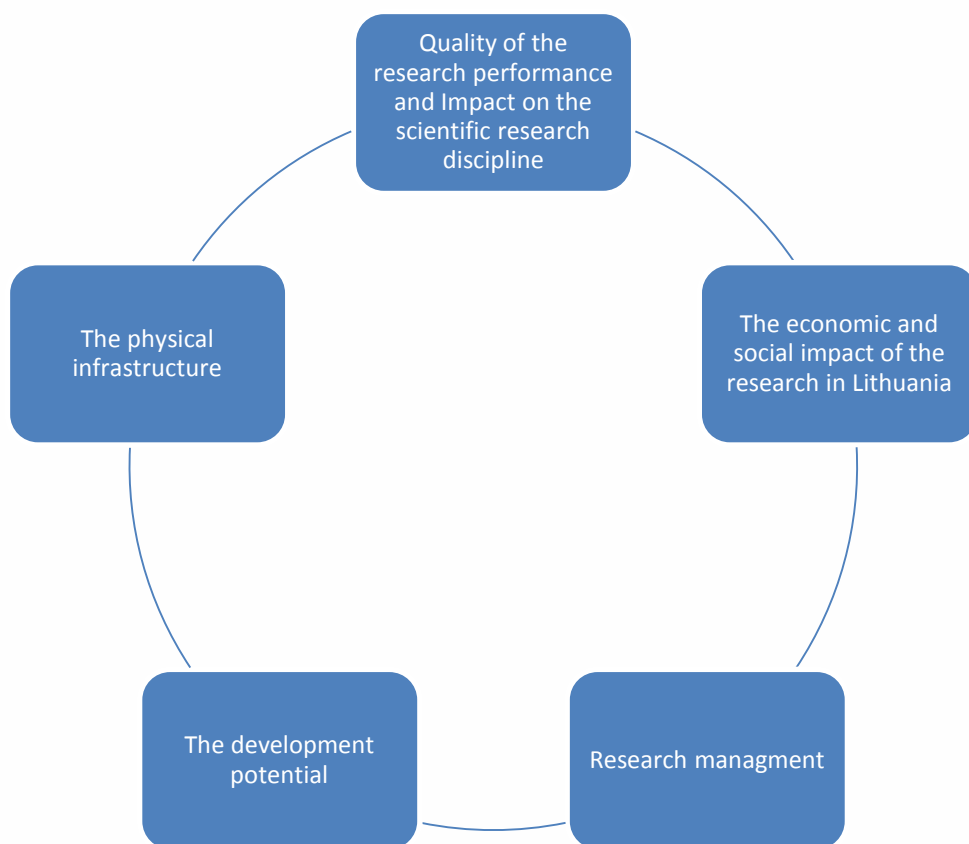
Physical Sciences	
Prof. Ron Perrot (Panel Chair)	University of Oxford
Prof. Esko I. Kauppinen	Aalto University
Prof. Olli Martio	Finnish Academy of Science and Letters
Prof. Yves Petroff	Brazilian Synchrotron Light Laboratory
Prof. Mathias Senge	Trinity Biomedical Sciences Institute
Prof. Alvar Soesoo	Tallinn University of Technology

Panel P evaluated 19 UoA

1. Kaunas University of Technology (2 UoA)
2. Lithuanian University of Educational Sciences (1 UoA)
3. Vytautas Magnus University (1 UoA)
4. Šiauliai University (1 UoA)
5. Vilnius University (8 UoA)
6. Center for Physical Sciences and Technology (4 UoA)
7. Nature Research Centre (2 UoA)



Assessment Criteria



Overall Score (peers were asked to generate this based on their overall view of the UoA, not by calculating the average of all other scores).

Unit of assessment

1. Unit of assessment (UoA) – one or several departments of the (same) institution working within the same field of research
2. UoA is not less than 5 FTE and not more than 150 researchers
3. MOSTA has made a proposal for distribution according to the 1st part of self-assessment reports
4. No one size fits all – special case with every institution
5. Universities / institutes were ultimately responsible for deciding about the UoAs

Research Quality

SCORE	DEFINITION	Description
5	Outstanding	The Unit of Assessment is a <u>Global Leader</u>: In terms of the quality, the research output of a UoA is comparable with the best work internationally in the same area of research. The research possesses the requisite quality to meet highest international standard in terms of originality, significance and accuracy. Work at this level should be a key international reference point in the respective area. In terms of impact, the research outputs of the UoA are published in the leading international forums of the respective discipline, and they have a considerable impact on the development of the discipline worldwide; the UoA is highly valued as a partner in international research projects.
4	Very good	The Unit of Assessment is a <u>Strong International Player</u>: Research by the UoA possesses a very good standard of quality in terms of originality and importance. Work at this level can arouse serious interest in the international academic community, and international publishers or journals with the most rigorous standards of publication (irrespective of the place or language of publication) could publish work of this level. In terms of impact, the UoA is internationally recognised in its discipline and is highly regarded as a partner in international research projects and networks
3	Good level	The Unit of Assessment is a <u>Strong National Player with some International Recognition</u>: The importance of research by the UoA is unquestionable in the experts' assessment. Internationally recognised publishers or journals could publish work of this level. In terms of impact, the UoA occupies a stable position in the international scientific community, is considered a respected and recognised centre of competence, and possibly hosts national research centres.
2	Average	The Unit of Assessment is an <u>Satisfactory National Player</u> The international academic community deems the significance of the research by the UoA to be acceptable. Nationally recognised publishers or journals could publish work of this level. In terms of impact, the UoA occupies a stable position in the national scientific community. The position of the UoA within the international scientific community is still evolving; it still has to vie for its status as a recognised member of the discipline; its impact on the international scientific community is undetermined.
1	Poor	The Unit of Assessment is an <u>Poor National Player</u>: Research by the UoA contains new scientific discoveries only sporadically. The profile of the research by the UoA is expressly national, i.e., the Unit is not involved in international debates of the scientific community. It focuses on introducing international research trends in Lithuania. In terms of impact, the publishing strategy and scientific impact of the UoA are predominantly geared towards the national scientific community.

Economic and Social Impact in Lithuania

SCORE	DEFINITION	Description
	<i>Particular factors to take into account</i>	<i>The economic and social impact (including culture and gender)</i>
5	Outstanding	Highly Important Research AND Highly Sought-after R&D Partner by Non-academics Research of the Unit of Assessment is highly important for society, which renders the Unit a highly esteemed partner in research and development projects outside the academic environment. Staff members of the UoA are in high demand as experts in the public and private sector, and the institution is an important driver of societal development.
4	Very good	Very Important Research AND Sought-after R&D Partner by Non-academics Research of the UoA is very important for society. The Unit's interactions with non-academics (i.e. business, policy-makers, and the public) stand out in terms of their extensive and dynamic nature.
3	Good level	Important Research AND Satisfactory Level of Interaction with Non-academics Research of the UoA is important for society. The Unit's interactions with non-academics (i.e. business, policy-makers, and the public) are at a level that is expected of recognised academic institutions.
2	Average	Important Research BUT Low Level of Interaction with Non-academics Research of the UoA is important for society. The research activities of the unit are characterised by a low level of interaction with non-academics (i.e. business, policy-makers, and the public).
1	Poor	Important Research BUT No Interaction with Non-academics Research of the UoA is important for society. The interaction by the Unit with the public is yet to be established.

Infrastructure

SCORE	DEFINITION	Description
	<i>Particular factors to take into account</i>	<p><i>The appropriateness and state of repair of the physical infrastructure</i></p> <p><i>The appropriateness and vintage of equipment and experimental facilities, computing, etc.</i></p> <p><i>The availability and quality of support services, research infrastructure, databases, technical staff</i></p>
5	Outstanding	<p>The Unit of Assessment is a <u>Global Leader</u></p> <p>The Unit's research environment is fully comparable to the best international institutions in the discipline, in terms of the organisation, strategy and infrastructure of research work. It can attract the highest quality international researchers.</p>
4	Very good	<p>The Unit of Assessment is a <u>Strong International Player</u></p> <p>The Unit is able to provide an internationally comparable excellent research environment to high-level international researchers in the given discipline.</p>
3	Good level	<p>The Unit of Assessment is a <u>Strong National Player</u></p> <p>The Unit is able to provide a research environment that is comparable with globally recognised academic institutions in its discipline.</p>
2	Average	<p>The Unit of Assessment is a <u>Satisfactory National Player</u></p> <p>The Unit's research environment is still evolving to achieve a level that is expected in the international scientific community of a respected institution in the given discipline.</p>
1	Poor	<p>The Unit of Assessment is an <u>Poor National Player</u></p> <p>The Unit is still only in the process of creating an internationally comparable research environment.</p>

Research Management

SCORE	DEFINITION	Description
	<i>Particular factors to take into account</i>	<p><i>Organisation of the management of research at the Unit of Assessment</i></p> <p><i>The long-term strategic and financial resource planning, including the human resource development strategy</i></p> <p><i>The goal orientation of the research work</i></p> <p><i>The appropriateness of human research management and allocation, career development, staff teaching and training workload, the ratio of students involved in research to the overall number of staff members, etc.</i></p>
5	Outstanding	<p>The Unit of Assessment is a <u>Global Leader</u></p> <p>The Unit's research environment is fully comparable to the best international institutions in the discipline, in terms of the organisation, strategy and infrastructure of research work. It can attract the highest quality international researchers.</p>
4	Very good	<p>The Unit of Assessment is a <u>Strong International Player</u></p> <p>The Unit is able to provide an internationally comparable excellent research environment to high-level international researchers in the given discipline.</p>
3	Good	<p>The Unit of Assessment is a <u>Strong National Player</u></p> <p>The Unit is able to provide a research environment that is comparable with globally recognised academic institutions in its discipline.</p>
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1	Poor	<p>The Unit of Assessment is an <u>Poor National Player</u></p> <p>The Unit is still only in the process of creating an internationally comparable research environment.</p>

Development Potential

SCORE	DEFINITION	Description
5	Outstanding	<p>High potential to become <u>Global Leader</u></p> <p>The Unit is able to assume (or maintain) scientific leadership in the given scientific discipline. It is expected that over the next 5-10 years it will achieve a significant international breakthrough in the particular scientific discipline, and it will attract leading researchers and promising doctoral students. Within the foreseeable future, the Unit is able to achieve a level of excellence that is comparable with the most outstanding institutions in the world within their discipline.</p>
4	Very good	<p>Potential to become <u>Strong International Player</u></p> <p>The Unit of Assessment is able to establish (or maintain) itself as a recognised and respected player in the international scientific community within the given scientific discipline. It is expected that over the next 5-10 years it will achieve an excellent level of scientific quality and influence and will become a highly regarded partner in international collaboration projects and networks.</p>
3	Good	<p>Potential to become <u>International Player</u></p> <p>Over the next 5-10 years the Unit of Assessment will be able to strengthen (or maintain) its position in the international scientific community as a convincing actor and a trustworthy partner within international collaboration networks.</p>
2	Average	<p>Potential to become <u>Strong National Player</u></p> <p>The Unit of Assessment is capable of being (or remaining) a visible local player in its area of research, which from time to time can be expected to contribute to the activities of the international scientific community.</p>
1	Poor	<p>Very Limited Scope for Developing its Research Quality and Reputation</p> <p>The Unit of Assessment has to work hard to establish itself as an internationally notable institution in its discipline within the foreseeable future.</p>



OUR EVIDENCE – YOUR DECISIONS

