

*July 2025*

# International Evaluation of Scientific Institutions of Latvia



Methodology for the  
Consolidated Institutional  
Assessment



*July 2025*

# **International Evaluation of Scientific Institutions of Latvia**

## **Methodology for the Consolidated Institutional Assessment**

---

# Table of Contents

---

1	Consolidated institutional assessment	2
1.1	Introduction	2
1.2	Process for the institutional assessment	2
1.3	Institutional assessment method and criteria	4
1.3.1	Inputs	4
1.3.2	Scoring	5
	Appendix A Institutional level self-evaluation report template	7
A.1	Contact details – front page	7
A.2	Mission and vision	7
A.3	Organisation	7
A.4	Summary of actions taken in response to the previous international evaluation in 2019/2020	7
A.5	Institutions' impact on the objectives of the national science, technology, and innovation development policy, and education development policy	7
A.6	Institutions' impact on RIS3 objectives, priorities, and specialisation areas	7
A.7	SWOT analysis	8
A.8	Strategy and governance	8
A.9	Criteria and priorities for budget allocation	9
A.10	Organisation of doctoral training at the institutional level	9
A.11	Appendix Additional information	9

# Tables

---

Table 1	Consolidated Institutional score definitions	6
Table 2	SWOT analysis	8

# Figures

---

Figure 1	Process for the institutional assessment	3
Figure 2	Consolidated institutional assessment elements	5

# 1 Consolidated institutional assessment

---

## 1.1 Introduction

The purpose of the consolidated institutional assessment is to provide inputs based on the International Evaluation to support the larger process of classifying universities as Universities of Science, Universities of Arts and Culture, and Universities of Applied Sciences as required by the Law on Higher Education Institutions and Cabinet Regulation No. 619. 2018 Procedures for Organising the International Evaluation of Scientific Institution Activity with amending regulations of 19 November 2024.

The Cabinet Regulation requires a joint evaluation by the representatives of the groups of experts involved in the expert examination of all units when awarding the consolidated evaluation to the scientific institution, taking into account:

- The evaluation of each unit to be evaluated
- The report of the group of experts and the consolidated report
- The scientific research capacity of the units to be evaluated
- The specific nature of the major fields of science

This document sets out the methodology to be used to produce the consolidated institutional assessments.

## 1.2 Process for the institutional assessment

Eight institutions participate in the international evaluation with several units. These institutions will also receive a consolidated institutional assessment.

The overarching principle of the consolidated institutional assessment is that it is a judgment by peers and will comprise a score and a narrative assessment. The assessment will be made by the Expert Group Chairs based on the outputs of the assessments of their units and an institution-level self-evaluation report. The chairs of the Expert Groups involved with the institution's units will score the institution and present their judgments in a meeting of all chairs, ensuring the scale is used consistently across all institutions.

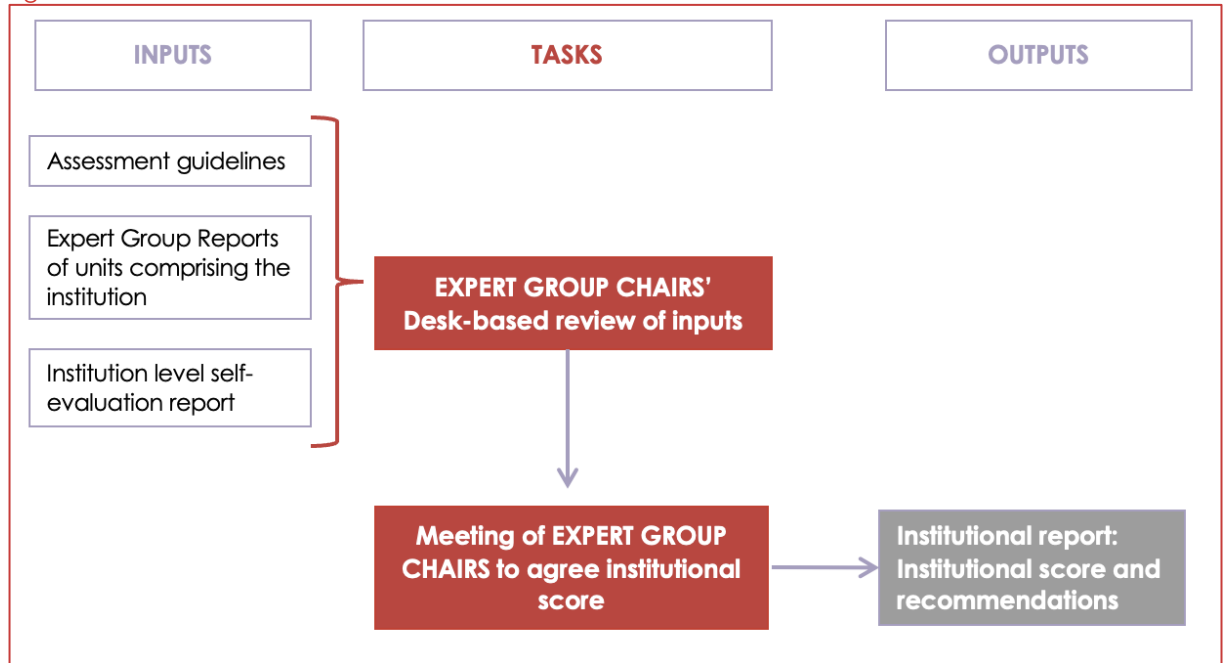
Institution-level self-evaluation reports need to be provided to Technopolis by 30 November 2025, using the template shown in Appendix A of this document. This report will focus on the institutional mission and vision, strategy, and governance to complement and contextualise the unit assessments. The self-evaluation should take the overall shape of a coherent narrative argument on the role, mission, vision and strategy of the institution and its units.

The Chairs' assessment will follow the assessment guidelines set out in this document, with the key steps as follows (as shown in Figure 1):

- Expert Group Chairs review the documentary inputs - unit assessments and institution-level self-evaluation reports

- Expert Group Chairs meet to agree on an institutional score and the rationale for the score based on the method and criteria described in section **Error! Reference source not found.**<sup>1</sup>
- Expert Group Chairs draft an Institutional Report for each Institution, providing the score, a narrative assessment explaining the score and institution-level recommendations

Figure 1 Process for the institutional assessment



<sup>1</sup> If Expert Group Chairs disagree on the scores, Technopolis staff will remind the score definitions and ask the Expert Group Chairs to reach an agreement and collectively ratify the decision.

## 1.3 Institutional assessment method and criteria

### 1.3.1 Inputs

The institutional assessment will provide a consolidated expert judgement of the overall quality of research conducted at the institution, expressed as a score of 1-5 and accompanied by an explanatory narrative. The Expert Group chairs will provide the score considering two elements (**Error! Reference source not found.**):

1. **The evaluation scores** assigned by the relevant Expert Group for all units<sup>2</sup> within the institution, accompanied by data<sup>3</sup> showing the respective number of FTE researchers in each unit
2. **Institution-level approach** to mission and vision, strategy, and governance of the institution and its units to complement and contextualise the unit scores and assess consistency across the units and institution – based on the information provided in the Institution Level Self Evaluation Report

When assessing the Institution-level approach (second element above), the Expert Group chairs will consider whether and how the institution has:

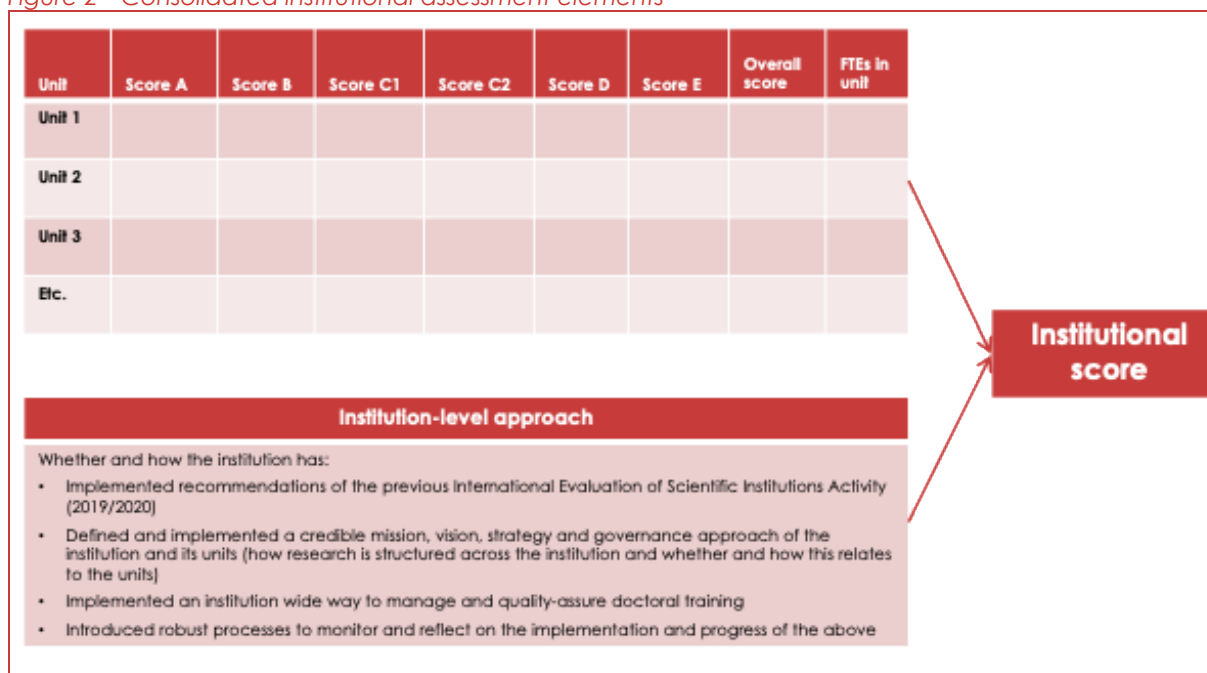
- Implemented recommendations of the previous International Evaluation of Scientific Institutions Activity (2019/2020)
- Defined and implemented a credible mission, vision, strategy and governance approach of the institution and its units (how research is structured across the institution and whether and how this relates to the units)
- Implemented an institution-wide process to manage and quality-assure doctoral training
- Introduced robust processes to monitor and reflect on the implementation and progress of the above

---

<sup>2</sup> Except in case when the institution has indicated that a unit integrated into the institution through the implementation of the EU Recovery and Resilience Facility between 31 October 2022 and 31 May 2026 as part of the higher education and science excellence and governance reform, should not be taken into account in the institutional evaluation in accordance with point 22 of the Cabinet Regulation No. 619 Procedures for Organising the International Evaluation of Scientific Institution Activity.

<sup>3</sup> FTE personnel data will be extracted from the self-evaluation reports of the units and will be presented in full detail (all personnel categories) as provided in the section 2.1. Personnel.

Figure 2 Consolidated institutional assessment elements



### 1.3.2 Scoring

The overall institutional score will be assigned by the Expert Group Chairs based on their expert judgement and using the scoring scale presented in **Error! Reference source not found..** The Chairs will be provided with the unit-level assessments for all units assessed, as well as the institutional self-evaluations, so that they have a full view of the institutions being assessed.

The two assessment elements – unit scores and narrative assessments and institution-level approach – will not have an equal weighting in the consolidated institutional assessment. The chairs should predominantly consider the evidence from the unit-level assessments, using the institutional-level information to add nuance and help support the production of recommendations.

The overall score will not be assigned simply by averaging of the scores of the institution's individual units. This is for three reasons. First, it is to be expected that there will be some variation in performance over time, even within the best universities, as units adapt to new scientific and societal needs. Such variations should not overly influence the overall judgement of the institution's performance. Second, large units make large contributions to institutions' total performance and their importance needs to be reflected in the overall score. Third, and correspondingly, a small unit's performance should not have a disproportionate negative or positive influence over the score for the institution in its entirety.

The Expert Group Chairs will therefore base their assessment on the balance of the institutions' performance. When assessing institutional performance, they will take particular account of the units where most of the institution's researchers are located, while also taking due account of the performance of the remaining unit(s) and the Institution-level self-evaluation report.

The overall score will therefore be a nuanced judgement, not a simple calculation. The accompanying narrative report will present the Expert Group Chairs' reasoning for the score assigned. This will ensure transparency in the process and enable institutions to understand the assessment made.

Table 1 Consolidated Institutional score definitions

CONSOLIDATED INSTITUTIONAL SCORE		
SCORE	DEFINTION	DESCRIPTION
5	<b>Outstanding</b>	<b>The institution is a Global Leader.</b> All or most research units demonstrate outstanding level of research. Institution-level strategy and its implementation enables maintenance of this leadership.
4	<b>Very good</b>	<b>The institution is a strong international player.</b> Research by all/most units of the institution possesses a very good standard of research quality. Institution-level strategy and its implementation enables maintenance and improvement of this research quality. Institution-level strategy is clear on how to achieve the level of performance of the best units in the institution for those units that currently have only limited international recognition and are lagging in terms of research quality.
3	<b>Good</b>	<b>The institution is a strong national player with some international recognition.</b> All or most units demonstrate good level of research. Institution-level strategy is clear on how to maintain and improve the research quality and achieve the level of performance of the best units for those units that are currently only satisfactory national players.
2	<b>Adequate</b>	<b>The institution is satisfactory national player.</b> Research by all/most units is acceptable. Institution-level strategy is clear on how to maintain and improve the research quality and achieve the level of performance of the best units for those that are poor national players.
1	<b>Poor</b>	<b>The institutions is a poor national player.</b> Research by all or most units is of poor quality. Institution-level strategy does not explain how to improve the research quality and achieve the level of performance.

## Appendix A Institutional level self-evaluation report template

---

### A.1 Contact details – front page

Name of the institution	
Units involved in the evaluation	
Date	
Contact person	
Contact e-mail	

### A.2 Mission and vision

*(No more than 300 words)*

Explain your mission, vision, and role in society, and why this mission and vision have been chosen and how this mission was arrived at.

### A.3 Organisation

*(No more than 300 words)*

Please describe the organisation of research and innovation activities at the institution and between the units.

Describe how you work to maximise synergies between the different purposes of the activities (education, research, knowledge exchange, outreach, etc.) and the units of the institution.

### A.4 Summary of actions taken in response to the previous international evaluation in 2019/2020

*(No more than 500 words)*

Please describe the actions taken in order to implement the recommendations of the previous evaluation.

### A.5 Institutions' impact on the objectives of the national science, technology, and innovation development policy, and education development policy

*(no more than 300 words)*

Describe the Institutions' approach to conform to the objectives set out in the national science, technology, and innovation development policy, as well as the education and innovation development policy and align this across the units.

### A.6 Institutions' impact on RIS3 objectives, priorities, and specialisation areas

*(no more than 300 words)*

Describe how the Institution's scientific activity has contributed to achieving the objectives of the Smart Specialisation Strategy (RIS3), as well as the development of its priorities and specialisation areas and how the Institution aligns this across the units.

## A.7 SWOT analysis

(No more than 200 words per cell)

Please complete a SWOT analysis for the research and its governance. Reflect on what the main strengths and weaknesses are, as well as threats and opportunities for your research and innovation activities, research environment, and governance in place.

The strengths and weaknesses relate to the properties and characteristics of the institution and can be influenced by the institution at the institutional level (internal). The opportunities and threats relate to external developments, such as scientific, societal, or other factors.

Assess your institution's current strengths and what they will enable you to do in the future. Assess your institution's weaknesses and what risks or threats these bring to the institution.

Assess the key external opportunities and threats.

Consider your scientific expertise and achievements, funding, facilities, organisation and management.

Table 2 SWOT analysis

	Helpful to achieve the objectives	Harmful to achieve the objectives
Internal origin	<b>Strengths</b>	<b>Weaknesses</b>
External origin	<b>Opportunities</b>	<b>Threats</b>
ACTIONS	<b>Actions in current strategy and management processes to address the items in the SWOT And /or expected changes in strategy and management processes to address them</b>	

## A.8 Strategy and governance

(No more than 500 words)

Please describe how the mission and vision of the institution have been translated into the strategic priorities of the institution, and describe the rationale for the selection (why?) and the path of their implementation (how?).

How the institutional strategy is deployed across the research units and how the units' strategies influence the institutional strategy.

Have there been changes in strategy over the evaluation period? Which ones? Why?

Are you intending to change the strategic priorities in the near future? Why? How?

What are the mechanisms for starting new research fields and stopping old ones?

How does the institution react to the new policy context (new challenges, a need for faster decision-making and implementation, as well as resilience) – how specifically does that

translate into decisions about research and research strategy? Are there new processes established to deal with it?

What are the respective roles of the top management and others in strategy development and deployment?

Please provide a brief overview of "who decides and who controls what", please also indicate the resources for these governance activities.

Provide information on how the strategy is followed-up in the allocation of resources and other measures.

#### A.9 Criteria and priorities for budget allocation

*(No more than 300 words)*

Please explain (how and why) the institutions' policies and priorities regarding the use and distribution of base funding allocation and other sources of funding for which the institution is responsible.

#### A.10 Organisation of doctoral training at the institutional level

*(No more than 300 words)*

How doctoral training is organised across the institution, and how this adds value to the doctoral training activities of the units?

#### A.11 Appendix Additional information

*(No more than 15 pages)*

In the appendix you can add information to illustrate and substantiate the facts presented in the main report. You can choose the content and presentation of this information yourself. This includes data material, illustrations, impact paths, etc.

Please do not introduce new arguments here, but use the appendix exclusively to support the arguments from the main part of the report.