



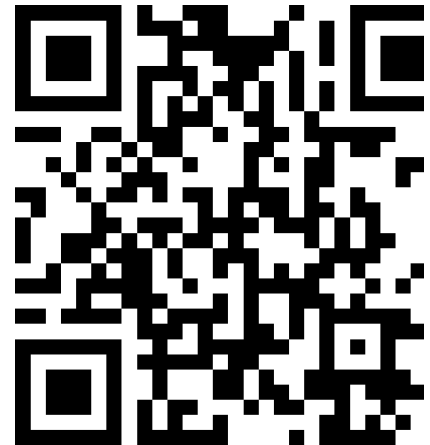
# International Evaluation of Scientific Institutions Activity: presentation of results

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09.04.2026.



## Housekeeping






- ↗ We kindly ask participants to **save questions until the Q&A session** to keep to time and ensure a smooth flow
- ↗ The **final reports** are published on the Ministry's [website](#)
- ↗ Questions submitted **in advance of the seminar and asked during the seminar** will be compiled and answered in writing and published **after the seminar on the** Ministry's website and sent to participants
- ↗ **For questions during the seminar, please use the QR code on the right or go to [www.slido.com](http://www.slido.com) and enter the code 2833199**
- ↗ Please note that **individual institutional cases will not be discussed** during this seminar. The session will focus on **overall findings and system-level conclusions**





## Presentation outline

### 11:55-13:00

-  Summary of the process
-  Summary of scores and Expert Group observations on disciplinary unit evaluation
-  Summary of scores and Expert observations on consolidated institutional scoring
-  Scoring consistency
-  Conclusions and recommendations

### 13:00-13:30

-  Discussion



### 13:30-14:00

Closing and coffee



## Terminology

To differentiate between unit and institutional evaluation assessment, hereinafter we use the following definitions:

-  **Unit** - units that participate in the evaluation and are evaluated by Expert Groups (includes, for example, research institutes, HEIs, organisational units of universities such as faculties, platforms, etc.)
-  **Institution** - institutions that participate in the evaluation with several units. Institutional evaluation was conducted by the Chairs of disciplinary Expert Groups



# Summary of the process



Unit evaluation

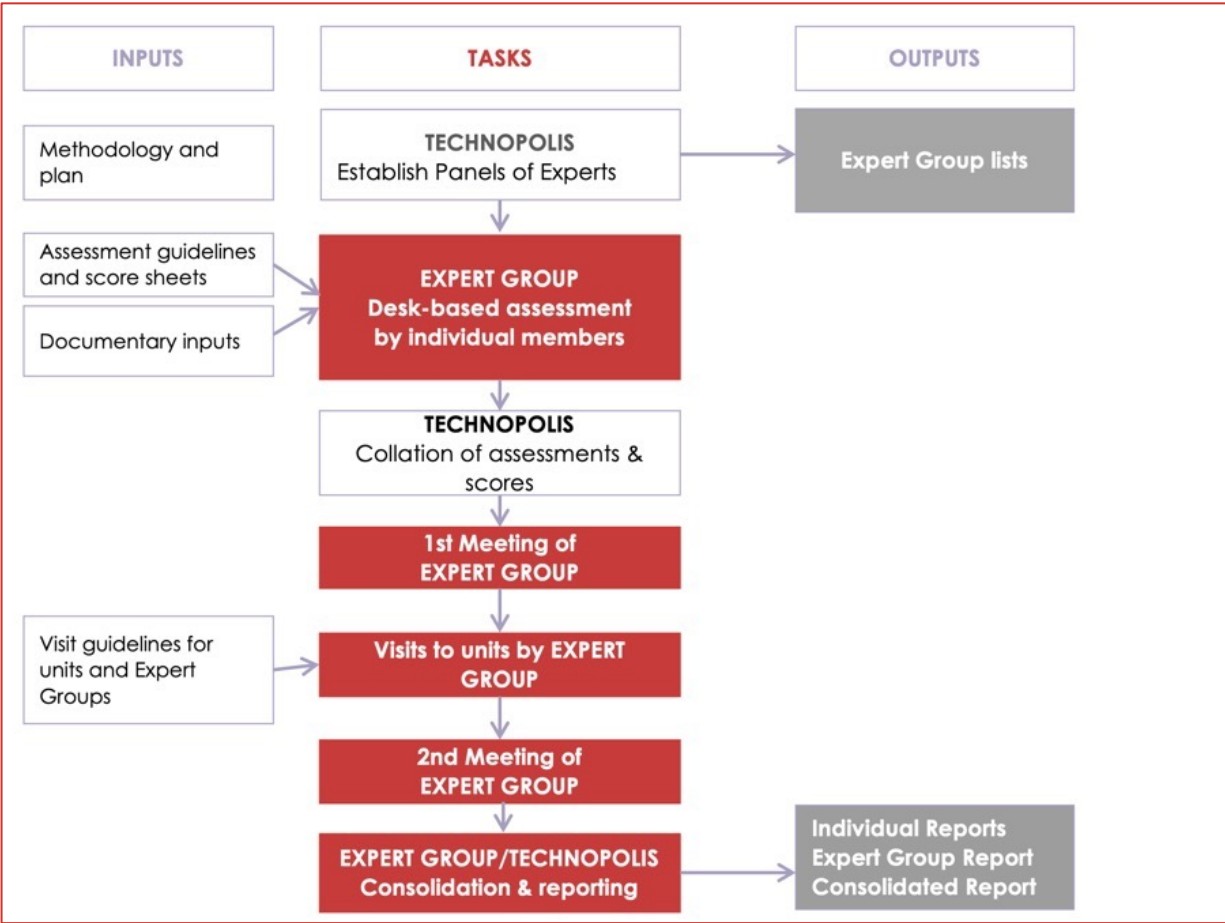


## Scope of the evaluation

- The evaluation covered 39 institutions and 62 units
- Research activities from 1 January 2019 to 31 December 2024

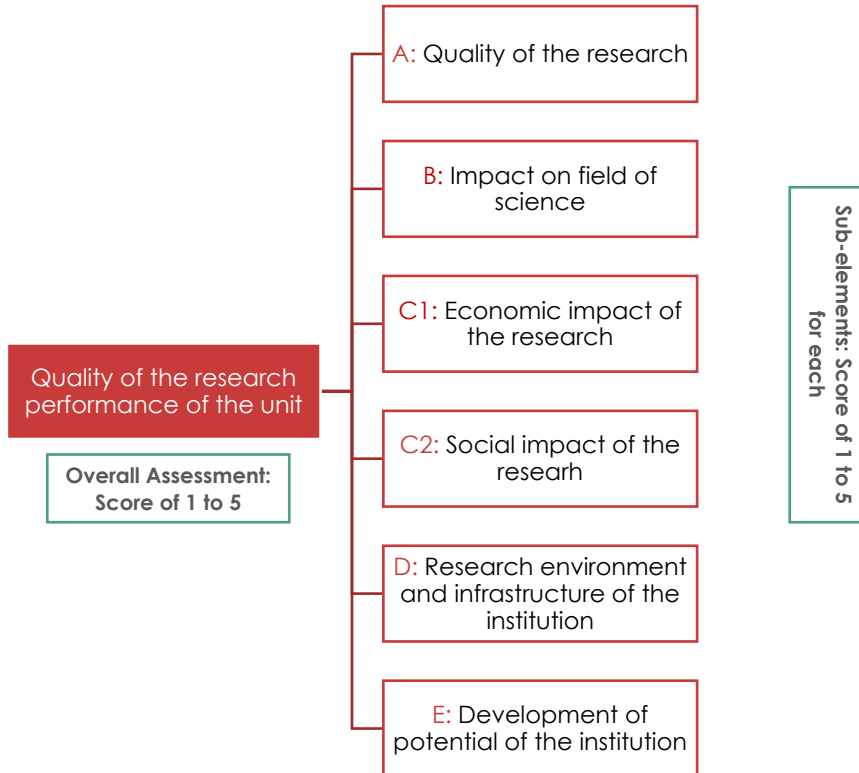
Discipline	Number of units
Natural Sciences	6
Medical and Health Sciences	6
Agriculture, Forestry and Veterinary Sciences	5
Social Sciences	22
Humanities	10
Engineering and Technology	13

# Process of the evaluation





## Assessment criteria





## Assessment criteria: overall performance

QUALITY OF THE RESEARCH PERFORMANCE OF THE INSTITUTION	
SCORE	DEFINTION
5	Outstanding level of research
4	Very good level of research
3	Good level of research
2	Adequate level of research
1	Poor level of research



## International benchmark and evaluation standards

- The evaluation was performed in terms of international standards for research quality, and the assigned scores should be interpreted in this light
- The evaluation does not rank units; it classifies
- The evaluation is compliant with the San Francisco Declaration of Research Assessment and the Coalition for Advancing Research Assessment





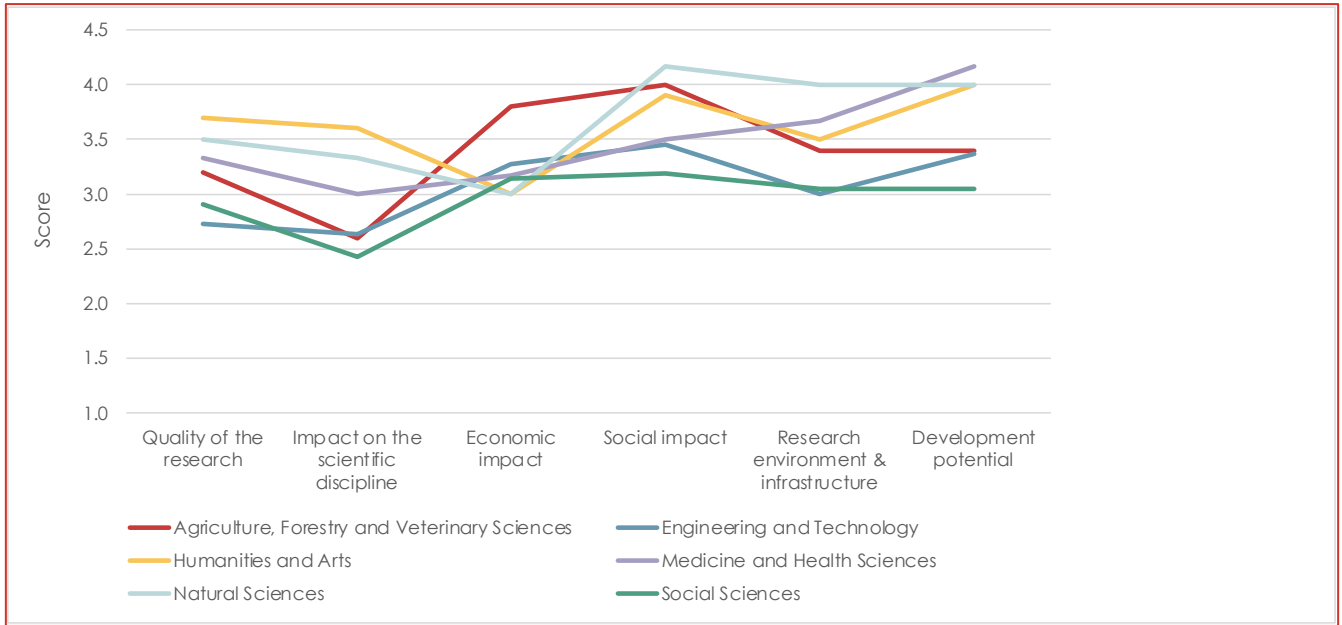
# Summary of scores and Expert Group observations



Unit evaluation

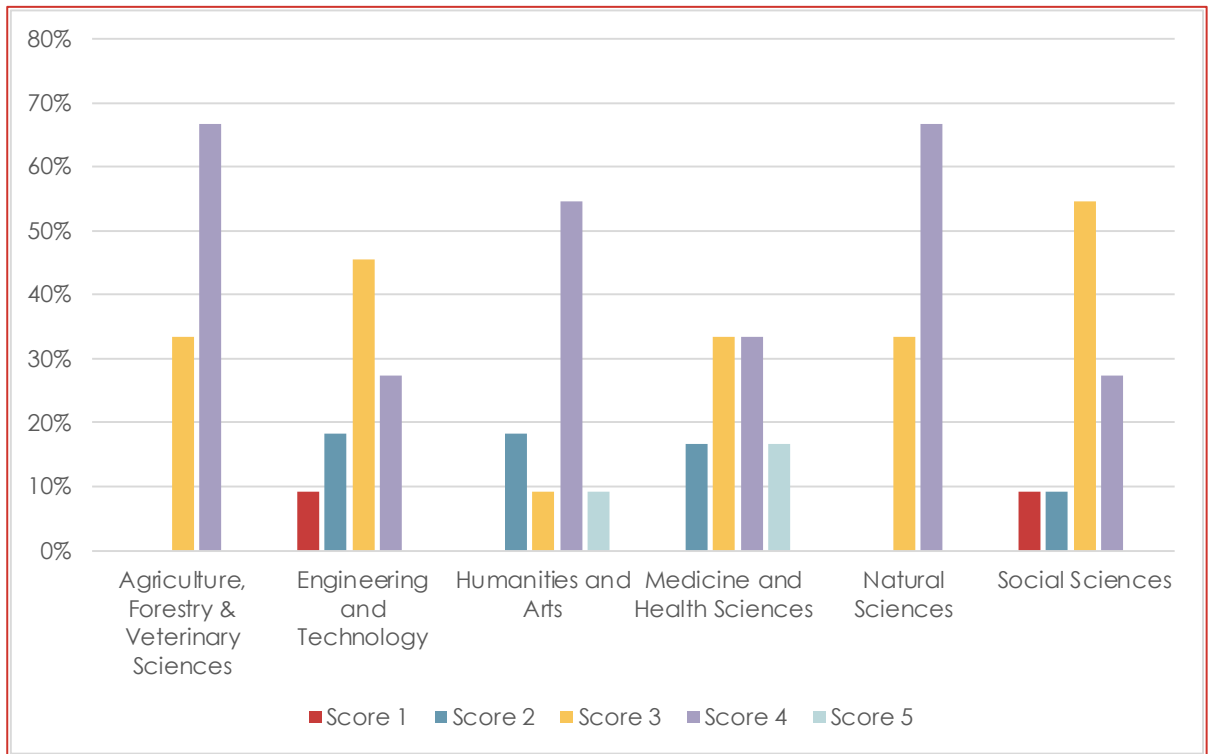


## Mean scores per discipline





## Distribution of overall scores





## Units with an overall score 4 or 5 (25% of all units in 2019, 42% in 2025)

Discipline	Institution
Agriculture, Forestry & Veterinary Sciences	Institute of Food Safety, Animal Health and Environment "BIOR"
Agriculture, Forestry & Veterinary Sciences	Latvian State Forest Research Institute "Silava"
Engineering and Technology	Institute of Electronics and Computer Science
Engineering and Technology	Riga Technical University Faculty of Computer Science, Information Technology and Energy
Engineering and Technology	Riga Technical University Faculty of Natural Sciences and Technology
Humanities and Arts	University of Latvia Faculty of Humanities
Humanities and Arts	National Library of Latvia
Humanities and Arts	Daugavpils University Research programme "Humanities and the Arts"
Humanities and Arts	<b>Institute of Literature, Folklore and Art of the University of Latvia</b>
Humanities and Arts	Latvian Academy of Culture
Humanities and Arts	Art Academy of Latvia
Humanities and Arts	Riga Technical University Institute of Architecture and Design
Medicine and Health Sciences	Riga Stradiņš University Health and Natural Sciences Platform
Medicine and Health Sciences	Faculty of Medicine and Life Sciences, University of Latvia
Medicine and Health Sciences	<b>Latvian Institute of Organic Synthesis/Latvian Biomedical Research and Study Centre</b>

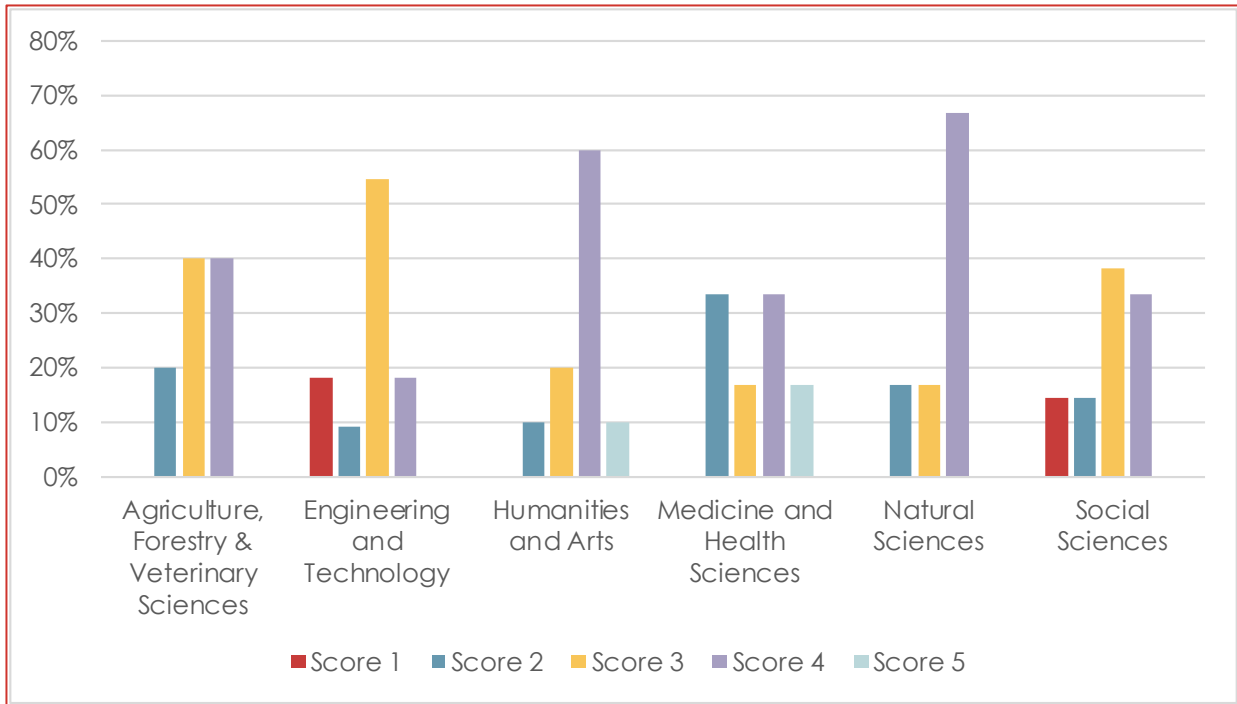


## Units with an overall score 4 or 5 (25% of all units in 2019, 42% in 2025)

Discipline	Institution
Natural Sciences	Faculty of Science and Technology - University of Latvia
Natural Sciences	Latvian Institute of Aquatic Ecology, agency of Daugavpils University
Natural Sciences	Latvian State Institute of Wood Chemistry
Natural Sciences	Institute of Solid State Physics, University of Latvia
Social Sciences	Riga Stradiņš University, Social Sciences Platform
Social Sciences	Faculty of Economics and Social Sciences, University of Latvia
Social Sciences	Faculty of Law, University of Latvia
Social Sciences	Faculty of Education Sciences and Psychology, University of Latvia
Social Sciences	Latvia University of Life Sciences and Technologies Social Sciences Research Unit
Social Sciences	Baltic Studies Centre
Social Sciences	Stockholm School of Economics in Riga



## Quality of research: score distribution



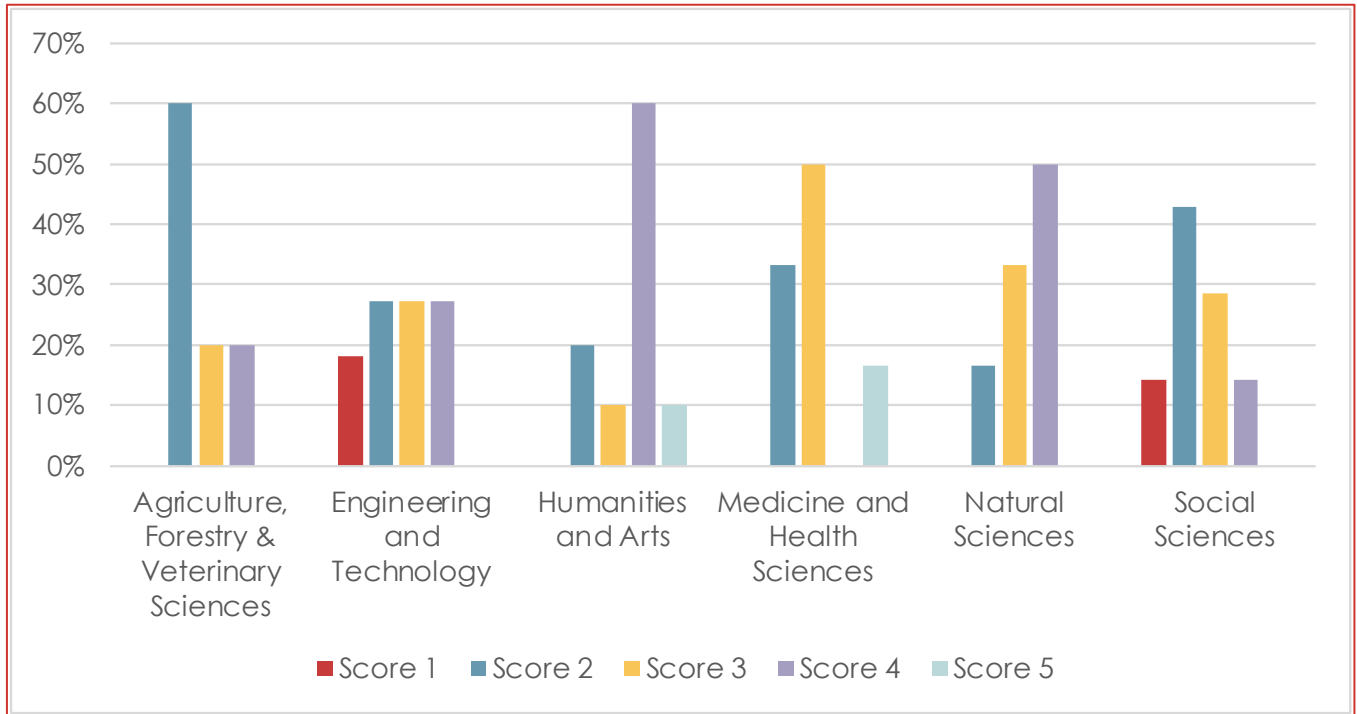


## Quality of research: key observations

- Methodologically robust work, increasing publication quality, strong societal relevance, and a growing number of units achieving internationally competitive standards
- Hypothesis- and curiosity-driven research is weak in many units
- Engagement with hypothesis-driven, curiosity-driven research helps ensure that applied work is grounded in the latest scientific developments, strengthening its originality, robustness, and long-term relevance
- Many units place strong emphasis on quantitative indicators of performance and pay less explicit attention to broader considerations of what constitutes high-quality research
- Research quality includes consideration of methodological rigour, originality, theoretical contribution, transparency, and the robustness and reproducibility of results



## Impact on the discipline: score distribution





## Impact on the discipline: key observations

- ↗ The scores pattern is not unexpected for a relatively small and poorly resourced research system operating in a highly competitive global environment
- ↗ Achieving strong impact on science requires critical mass, sustained investment, and visibility within international networks
- ↗ Smaller systems often face structural constraints in building such a presence across all fields
- ↗ The comparatively stronger socio-economic impact observed in the evaluation reflects a more embedded national role
- ↗ Greater international visibility enhances the credibility, attractiveness, and competitiveness of the research system, including access to prestigious funding schemes and high-level collaborations

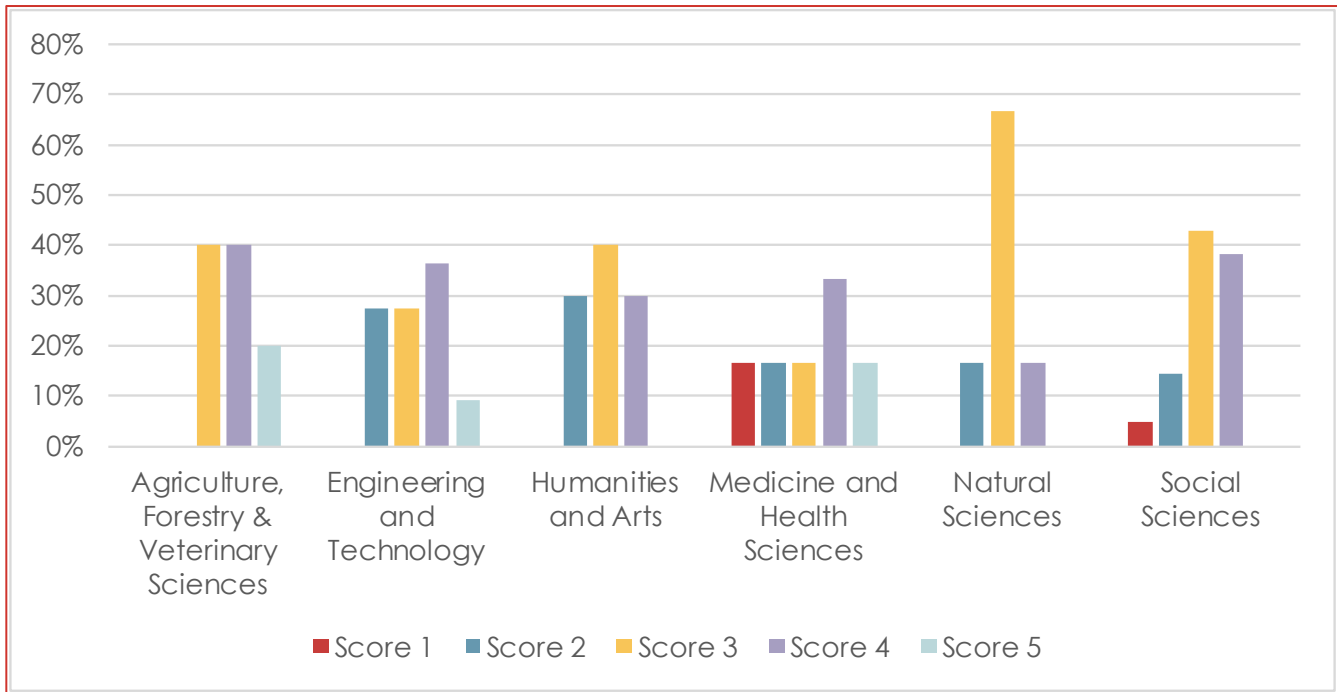


## Impact on the discipline: key observations

- The reports highlight that some units are already successful in this regard
- A number of specialised institutes and large university faculties have achieved growing international visibility through focused research programmes, participation and leadership roles in international networks, and publications in high quality journals



## Economic impact: score distribution



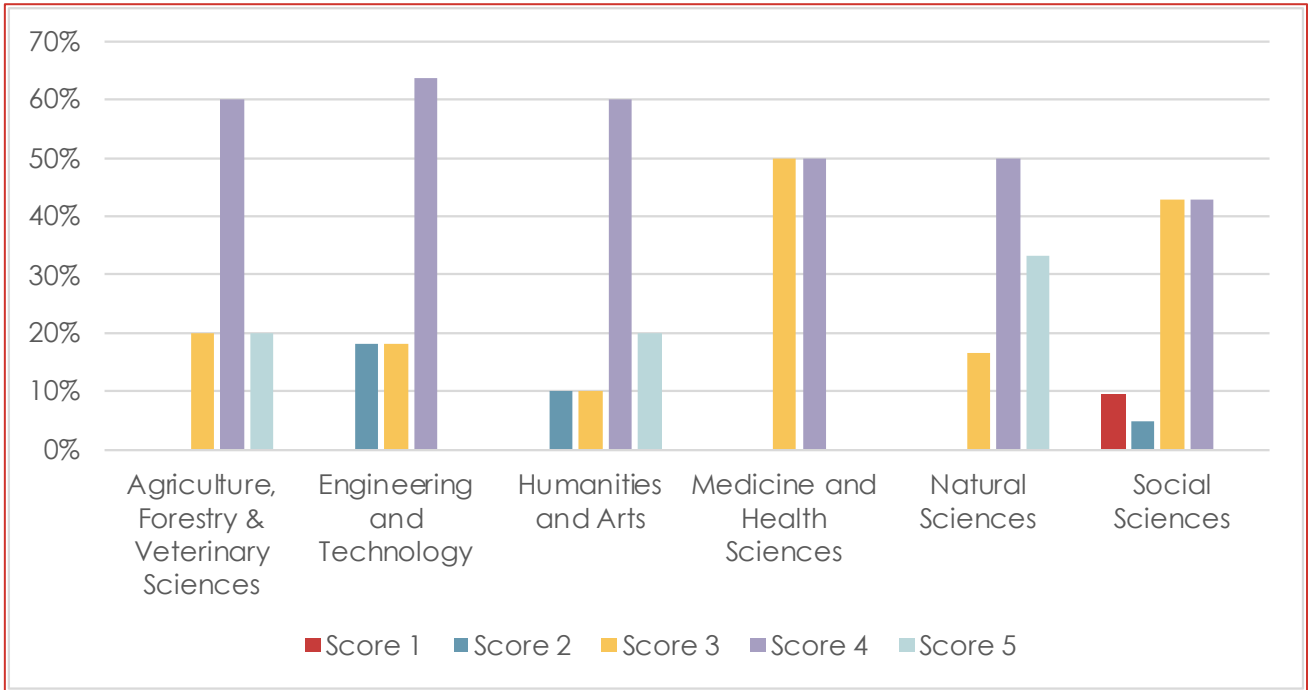


## Economic impact: key observations

- ↗ Many units maintain close relationships with industry, public authorities, and professional organisations
- ↗ This facilitates the transfer of knowledge into practice and contributes to economic development
- ↗ But the scale and intensity of economic impact are influenced by structural factors, including the size of the national economy and the limited number of large, research-intensive firms in Latvia
- ↗ The capacity of the industry to absorb and apply research results remains limited
- ↗ More systematic strategies for industry engagement, technology transfer, and the development of long-term research partnerships could further strengthen the economic contribution of research institutions
- ↗ Units may benefit from exploring opportunities beyond the domestic market by engaging with international industry partners



## Social impact: distribution of scores



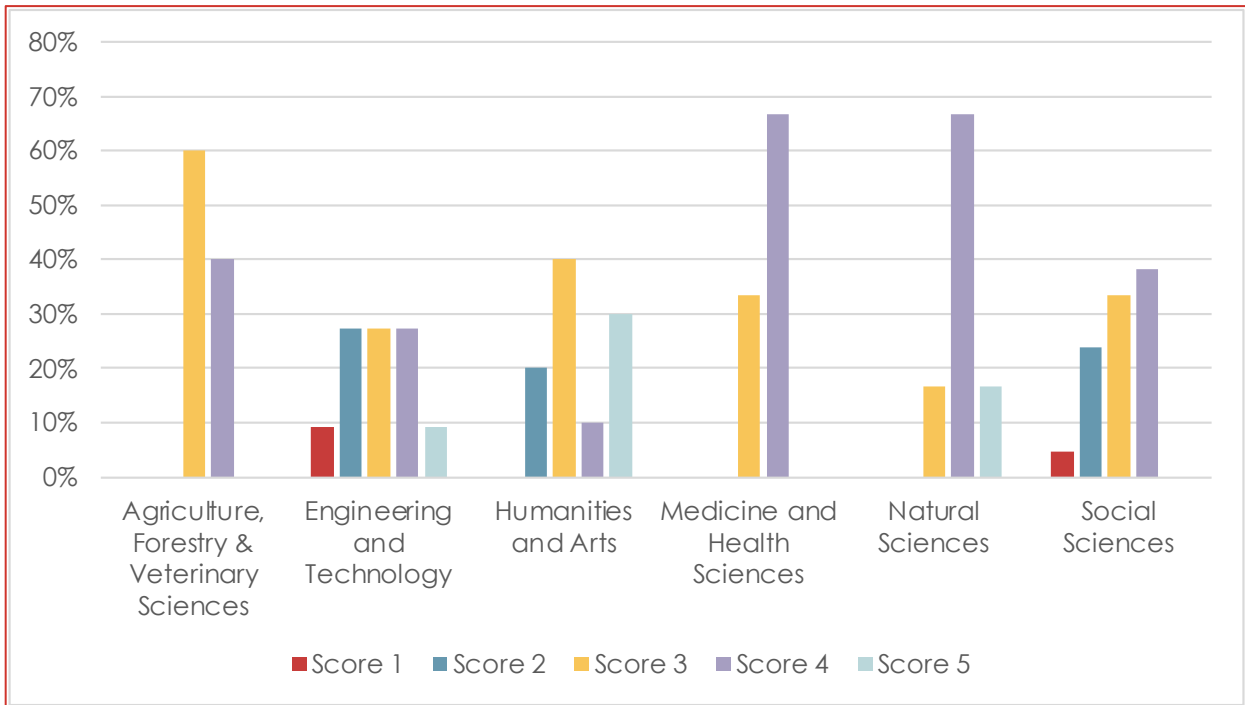


## Social impact: key observations

- ↗ Many units demonstrate participation in policy advisory bodies, collaboration with public institutions and professional associations, and dissemination of research
- ↗ Researchers contribute to public understanding of key societal issues, including cultural heritage, social cohesion, public health, environmental sustainability, etc
- ↗ These activities indicate that Latvian research institutions play visible and valued roles in national public life
- ↗ But social impact is often achieved through numerous smaller-scale activities rather than through large, strategically coordinated initiatives
- ↗ Contributions are not always systematically documented, evaluated, or embedded in institutional strategies
- ↗ Units should develop more structured approaches to capturing and communicating societal impact, including clearer articulation of impact pathways and more systematic monitoring of outcomes



## Research infrastructure and environment: score distribution





## Research infrastructure and environment: key observations

- Many units have benefited from significant investments in facilities, equipment, and digital resources
- Most units provide researchers with access to essential support services, including libraries, databases, research administration, and training opportunities
- But in some units, parts of the infrastructure rely heavily on project-based renewal rather than stable long-term funding

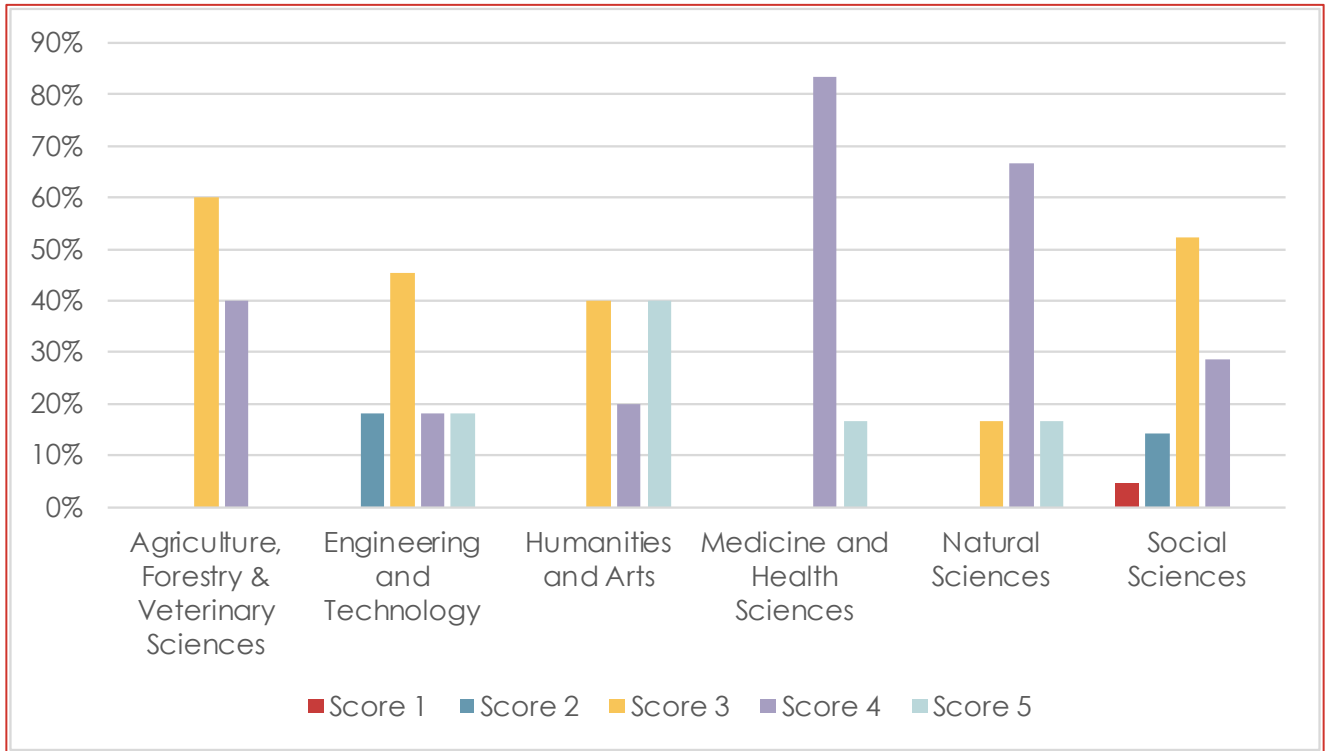


## Research infrastructure and environment: key observations

- ❏ In terms of environment, high teaching loads for academic staff, limited protected research time, and a relatively small number of researchers with substantial research appointments are problematic
- ❏ Research strategies are often broad rather than strongly prioritised, covering a wide range of topics without clearly identifying a limited number of areas where institutions aim to achieve international competitiveness
- ❏ Implementation measures such as resource allocation, recruitment priorities, or performance incentives remains insufficiently developed



## Development potential: score distribution





## Development potential: key observations

- Development potential is generally assessed positively, reflecting the presence of committed leadership, ongoing institutional reforms
- In assessing development potential, Expert Groups also considered the trajectory of recent performance, and the generally positive progress observed during the evaluation period



# Field specific observations





## Humanities and Arts

- **Strong overall research quality**, with several humanities units meeting international standards
- **Particular excellence in Baltic-focused fields** (e.g. history, folklore, linguistics), combining methodological rigour with global relevance
- Cooperation between units could be further strengthened, particularly in digital humanities, where similar initiatives exist across multiple units but are not always coordinated
- The Expert Group highlighted the Institute of Literature, Folklore and Art as demonstrating outstanding performance in terms of research quality and international leadership through its interdisciplinary research and digital innovation



## Agriculture, Forestry and Veterinary Sciences

- **Strong applied research focus**, supporting Latvia's bioeconomy, food safety, and environmental sustainability
- **Key national role**, providing expertise to policymakers, industry, and the agricultural sector while training future specialists
- **Solid infrastructure and collaboration**, with modern facilities and close links to government and industry
- **Main challenges**: limited fundamental research, modest international participation, and dependence on national/service-based funding
- **Significant growth potential**, particularly through increased international engagement in bioeconomy and “One Health” research



## Medicine and Health Sciences

- ↗ **Solid and improving research quality**, with some units achieving very good to outstanding international standards
- ↗ **Strong societal relevance**, with close links to public health, clinical practice, and policy, supporting healthcare improvements
- ↗ **Positive development trends**, including better publications, doctoral training, and growing international collaboration
- ↗ **System strengthening through reforms**, reducing fragmentation
- ↗ The Institute of Organic Synthesis and Latvian Biomedical Research and Study Centre excel through internationally recognised biomedical research, strong publication impact, advanced infrastructure, and active global collaboration
- ↗ **Key challenges:** funding circumstances, insufficient protected research time for clinicians, and incomplete research governance frameworks constrain research activity at hospitals



## Social Sciences

- ↗ **Good and improving research quality**, with several units reaching very good performance
- ↗ Strong **societal and economic impact**, with active contributions to policy, public debate, and national priorities (e.g. sustainability, security, digital transformation)
- ↗ **High engagement despite constraints**, with units aligning to EU/national strategies and often “punching above their weight”
- ↗ **Key challenges**: fragmented research agendas, limited inter-institutional collaboration, limited fundamental research
- ↗ **Need for strategic focus**, including stronger collaboration, clearer prioritisation, and consolidation of expertise to build critical mass and international visibility



## Natural Sciences

- ↗ Several units reaching strong international levels and others contributing in applied/regional roles; no weak performers
- ↗ **Strength in leading institutions**, combining modern infrastructure, focused research agendas, and active international collaboration
- ↗ **Need for strategic focus**, including greater prioritisation, specialisation, and stronger integration into international research communities
- ↗ **Further development needs**, particularly in “soft” research environment aspects such as mentoring, career support, and publication capacity



## Engineering and Technology

- ↗ **Generally good research quality**, with several units achieving very good international standards
- ↗ **Strong performance in leading institutions**, supported by high-quality publications, modern infrastructure, and strategic talent development
- ↗ **High economic and societal impact**, with active industry collaboration, technology transfer, patents, and start-up creation
- ↗ **Positive sector-wide progress**, including increased international engagement, interdisciplinarity, and alignment with national priorities
- ↗ **Key challenges**: uneven performance and a shortage of fundamental (curiosity-driven) research
- ↗ **Capacity constraints**, including small research teams, talent retention issues, and the need for more strategic research and HR planning




# Consolidated institutional evaluation





## Consolidated institutional evaluation

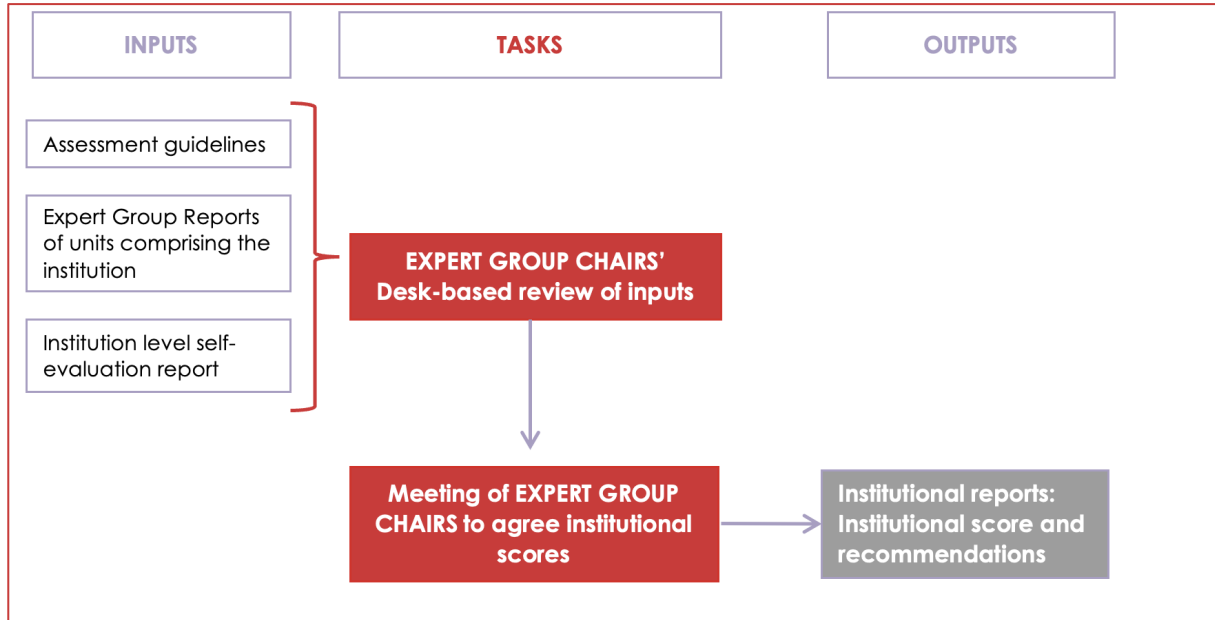
 The purpose of the consolidated institutional assessment was to provide inputs based on the International Evaluation to support the larger process of classifying universities as:

- Universities of Science
- Universities of Arts and Culture
- 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.



## Consolidated institutional evaluation: process





## Consolidated institutional evaluation: criteria

- The institutional assessment provides 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

Unit	Score A	Score B	Score C1	Score C2	Score D	Score E	Overall score	FTEs in unit
Unit 1								
Unit 2								
Unit 3								
Etc.								

Institution-level approach
<p>Whether and how the institution has:</p> <ul style="list-style-type: none"> <li>Implemented recommendations of the previous International Evaluation of Scientific Institutions Activity (2019/2020)</li> <li>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)</li> <li>Implemented an institution wide way to manage and quality-assure doctoral training</li> <li>Introduced robust processes to monitor and reflect on the implementation and progress of the above</li> </ul>

**Institutional score**

# Consolidated institutional evaluation: score definitions

CONSOLIDATED INSTITUTIONAL SCORE		
SCORE	DEFINITION	DESCRIPTION
5	Outstanding	<p>The institution is a Global Leader.</p> <p>All or most research units demonstrate outstanding level of research.</p> <p>Institution-level strategy and its implementation enables maintenance of this leadership.</p>
4	Very good	<p>The institution is a strong international player. Research by all/most units of the institution possesses a very good standard of research quality.</p> <p>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.</p>
3	Good	<p>The institution is a strong national player with some international recognition.</p> <p>All or most units demonstrate good level of research.</p> <p>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.</p>
2	Adequate	<p>The institution is satisfactory national player. Research by all/most units is acceptable.</p> <p>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.</p>
1	Poor	<p>The institutions is a poor national player. Research by all or most units is of poor quality.</p> <p>Institution-level strategy does not explain how to improve the research quality and achieve the level of performance.</p>

# Summary of scores

University	Unit	Unit overall score	Institution score
University of Latvia	Faculty of Medicine and Life Sciences	4	4
University of Latvia	Faculty of Humanities	4	
University of Latvia	Faculty of Science and Technology	4	
University of Latvia	Faculty of Economics and Social Sciences	4	
University of Latvia	Faculty of Law	4	
University of Latvia	Faculty of Education Sciences and Psychology	4	
Riga Technical University	Institute of Architecture and Design	4	4
Riga Technical University	Faculty of Civil and Mechanical Engineering	3	
Riga Technical University	Faculty of Computer Science, Information technology and Energy	4	
Riga Technical University	Faculty of Natural Sciences and Technology	4	
Riga Technical University	Faculty of Engineering Economics	3	
Latvia University of Life Sciences and Technologies	Agricultural sciences, forestry, and veterinary sciences	3	3
Latvia University of Life Sciences and Technologies	Engineering and Technology	3	
Latvia University of Life Sciences and Technologies	Social Sciences Research Unit	4	
Ventspils University of Applied Sciences	Field of Humanities	2	3
Ventspils University of Applied Sciences	Field of Social Sciences	3	
Ventspils University of Applied Sciences	Field of Natural Sciences	3	

# Summary of scores

University	Unit	Unit overall score	Institution score
Daugavpils University	Research programme "Humanities and arts"	4	3
Daugavpils University	Research programme "Social Sciences"	3	
Daugavpils University	Research programme "Natural Sciences"	3	
Vidzeme University of Applied Sciences	Study and research field of engineering and technologies	2	3
Vidzeme University of Applied Sciences	Study and research field of social sciences	3	
Riga Stradins University	Health and Natural Sciences Platform	4	4
Riga Stradins University	Social Sciences Platform	4	
Transport and Telecommunications Institute	Engineering	3	3
Transport and Telecommunications Institute	Social sciences	3	



## Consolidated scoring: key observations

- ↗ **Institutions differ** significantly in their size, disciplinary composition, mission, and research intensity
- ↗ **Close link between unit and institutional scores**, though institutional results reflect more than just aggregated unit performance
- ↗ **High internal variability** within some institutions, requiring holistic interpretation of consolidated scores
- ↗ **Leading research institutions** demonstrate strong, internationally competitive performance across multiple fields
- ↗ **Important role of applied institutions**, especially in regional development, industry collaboration, and societal impact
- ↗ **Strategic focus and critical mass are key** to achieving international visibility and impact
- ↗ **Need for prioritisation**, as overly broad research agendas can limit competitiveness and recognition



# Scoring consistency between disciplines





## Procedures to ensure scoring consistency

- Clear score definitions and evaluation guidance serve as cross-disciplinary scoring anchors – they provide brief descriptions of what constitutes the expected level for each score

Score definitions include:

- description of expected quality of outputs (e.g., who could publish this work)
- global comparisons/benchmark rather than national ones
- Technopolis checks whether scores across fields are drifting and intervenes in Expert Group discussion if this happens, providing a reminder of the score definitions



## Procedures to ensure scoring consistency

- We evaluate scoring patterns:
  - We see that all Expert Groups use a broad array of scores. Thus, we know that no Expert Groups are lenient or stricter than others
  - We don't see unusually high rates of "Outstanding" or "Poor" scores in any of the Expert Groups



## Disciplinary variation

- ↗ When **the same evaluation methodology** (criteria, scoring scales, indicators) is applied across **different disciplines**, results can still differ because of **disciplinary variation** in research practices, publication norms, collaboration patterns, and the nature of impact
- ↗ In the **humanities and arts**, excellence may mean original interpretation, depth of analysis, or contribution to cultural understanding, which are not easily captured by quantitative indicators or international benchmarking
- ↗ A 4 or 5 in natural sciences, medicine might reflect frequent publication in *Nature* or *Science*, while a top score in history could reflect a monograph published by a prestigious press. Both are high-quality, but the output forms differ.



## Disciplinary variation

- ↗ **Publication frequency** varies: natural sciences researchers often publish multiple papers per year; humanities scholars may publish a few key works over a decade
- ↗ **Citation counts and speed** differ: citations in humanities accumulate slowly, sometimes over decades, while STEM citations peak quickly
- ↗ Thus, when the same bibliometric-informed peer review is applied, **humanities units may appear “weaker” quantitatively** even when their intellectual impact is significant
- ↗ The methodology/criteria we use values all the above types of outputs and impact, including discursive impacts
- ↗ We have to ensure methodological consistency, but we also have to ensure that each discipline's form of excellence is recognised on its own terms
- ↗ **Therefore, you will not find the same reasoning in Expert Group reports**



## A note on scoring scale

- ↗ With five categories, Expert Groups have to place different units into the same score band. Fine-grained distinction can be difficult
- ↗ Calibration must rely more on qualitative judgement rather than numerical differentiation. A small scale increases reliance on:
  - narrative justifications
  - benchmark examples
- ↗ But a 5-point evaluation scale has clear benefits in national research evaluation:
  - Evaluation relies on expert judgement. Fewer categories reduce ambiguity and lower the chance of inconsistent fine-grained distinctions.
  - Large scales create the illusion of precise measurement where none exists. A small scale acknowledges that research quality is multi-dimensional and cannot be measured too precisely



# Scoring and reporting consistency within a discipline





## Scoring and reporting variation within a discipline

- ↗ Even within a single discipline, publication norms differ across subfields.
- ↗ The units the Expert Groups have to evaluate in this evaluation range significantly in terms of sub-fields, sizes, geographical location, maturity, etc.
- ↗ Some sub-disciplines operate in highly competitive global research ecosystems, while others are more niche or regionally focused. For example, economics has globally standardised journals and strong competition, making excellence highly visible. Regional studies or public policy may be more nationally oriented, limiting international citation potential
- ↗ **Expert Groups recognise these differences while scoring units, which naturally leads to variation in what is recognised (and included in reporting!), even when the same methodology and scoring system is applied**



## Scoring and reporting variation within a discipline

- Panels evaluate not only quantifiable outputs but also:
  - Research strategy
  - Governance and management
  - Support for early-career researchers
  - Industry/policy engagement
  - International collaboration

These aspects can differ widely between units and influence scores. These aspects cannot be quantified or easily compared across units solely from the scores.



## Scoring and reporting variation within a discipline

- ↗ Discipline-specific expectations still leave room for judgment
- ↗ Even with defined criteria, **peer review includes expert judgment**, which can reasonably vary when:
  - Interpreting qualitative evidence (e.g., full-text articles submitted by units)
  - Assessing the novelty or importance of research
  - Evaluating societal or industrial relevance

Expert Groups strive for consistency, but expert judgment inherently produces some variation.



## Unit feedback

- ↗ **Peer review relies on expert judgement, not negotiation**
- ↗ Peer review is defined by the fact that:
  - experts interpret the evidence,
  - apply their professional judgement, and
  - assign scores in line with agreed criteria.
- ↗ Once the judgment is made, the process does not involve bilateral bargaining because it undermines the independence of the panel, and scores could creep upwards due to pressure rather than evidence
- ↗ The methodology allows for clarification of factual errors, which the panels take seriously and address.
- ↗ The methodology does **not** allow for:
  - revisiting scores based on disagreement with the interpretation
  - increasing scores because a unit believes it has more activity than is recognised
  - once factual accuracy is ensured, judgment stands

# Adequacy of Resources for the Evaluation

## Human resources

- ↪ Dedicated **full-time Project Manager** throughout most of the evaluation; **senior Technopolis staff** present at all Expert Group meetings to ensure consistency
- ↪ **Two additional senior consultants** supporting Expert Group coordination and quality assurance, **junior team support** for data management, logistics, and report production
- ↪ **External bibliometric analysis** delivered by Elsevier

## Expert capacity

- ↪ Recruited **complete international expert panels** across all disciplines (~300 people approached)
- ↪ **6 or more experts per panel**
- ↪ Recruitment was **challenging** due to:
  - ↪ Peer review fatigue/overloaded academic system
  - ↪ Tight timelines and scheduling constraints
  - ↪ One-week site visit

## Financial resources

- ↪ The budget was **sufficient to deliver the evaluation to the required standard**
- ↪ However, it was **tight relative to**:
  - ↪ Rising expert fees and travel costs. Fees are particularly high in certain disciplines, sub-fields

## Conclusion

- ↪ The evaluation was **adequately resourced and successfully delivered**
- ↪ However, it operated **close to capacity limits**, and future exercises of similar scope may require:
  - ↪ More flexible timelines
  - ↪ Increased budget for expert recruitment and engagement



# Conclusions and recommendations





## Conclusions and recommendations

- The evaluation shows progress since the previous evaluation
- Several challenges remain and should be addressed through the following:
  - **Strengthen critical mass and reduce fragmentation in the research system.** Research capacity in Latvia is still distributed across a relatively large number of institutions and thematic areas for a system of its size
  - **Balance applied research strengths with stronger support for fundamental research.** Strong emphasis on applied research may limit the development of fundamental research that underpins long-term scientific impact
  - Strengthening fundamental research capacity may also support greater success in highly competitive international programmes such as the ERC, which prioritise frontier, curiosity-driven research



## Conclusions and recommendations

- Several challenges remain and should be addressed through the following:
  - **Further strengthen internationalisation and participation in global research networks.** Participation in global research leadership, particularly coordination of large international projects, remains limited
  - **Improve conditions for research careers and talent retention.** Challenges related to attracting and retaining talented researchers, particularly early-career scientists and internationally competitive scholars. Competitive salaries, clear career pathways, and structured mentoring systems are essential elements of a healthy research ecosystem
  - **Promote the exchange of good practices in research management and development**



# Recommendations for the future evaluation process





## Recommendations for the future evaluation process

- **Detail and formalise procedures for evaluating interdisciplinary research units** (guidance to units, flagging IDR outputs, specialised panel, etc)
- **A more comprehensive assessment of the institutional approach requires a different/more in-depth evaluation approach**
- **Preserve opportunities for factual feedback while safeguarding the independence of expert judgement**
- **Consider imposing limits on the size and heterogeneity of units of assessment**



## Recommendations for the future evaluation process

- ↗ The current international evaluation demonstrates that a peer-review-based institutional assessment can provide valuable insights into research performance
- ↗ **Significant progress since 2013**, including improved infrastructure, doctoral reforms, institutional consolidation, and stronger international collaboration
- ↗ **More coherent and aligned system**, increasingly meeting European research standards
- ↗ **Strategic capacity improving**, with the largest universities showing clearer direction, though gaps remain in other institutions
- ↗ **Ongoing challenges**, particularly in achieving stronger international impact and higher research excellence
- ↗ **Evolving role of evaluation**, shifting from identifying weaknesses toward supporting strategic development and excellence with lighter system monitoring



# Thank you!

Contact us at:

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## Assessment criteria: overall performance

QUALITY OF THE RESEARCH PERFORMANCE OF THE INSTITUTION	
SCORE	DEFINTION
5	Outstanding level of research
4	Very good level of research
3	Good level of research
2	Adequate level of research
1	Poor level of research

# Criterion A Quality of the Research

## A: QUALITY OF RESEARCH

Particular factors to take into account

- Fundamental and applied research shall be evaluated as being of equal significance

SCORE

DEFINITION

DESCRIPTION

5

Outstanding

The institution is a Global Leader. In terms of the quality, the research output of an institution is comparable with the best work internationally in the same area of research. The research possesses the requisite quality to meet highest standard in terms of originality, significance and accuracy. Work at this level should be the primary point of reference in the respective area.

4

Very good

The institution is a strong international player. Research by the institution 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.

3

Good

The institution is a strong national player with some international recognition. The importance of research by the institution is unquestionable in the experts' assessment. Internationally recognized publishers or journals could publish work of this level.

2

Adequate

The institution is satisfactory national player. The international academic community deems the significance of the research by the institution to be acceptable. Nationally recognized publishers or journals could publish work of this level.

1

Poor

The institution is a poor national player. Research by the institution contains new scientific discoveries only sporadically. The profile of the research by the institution is expressly national, i.e., the institution is not involved in international debates of the scientific community. It focuses mainly on introducing international research trends in Latvia.

# Criterion B Impact on Field of Science

## B: IMPACT ON FIELD OF SCIENCE

Particular factors to take into account

- The impact of the research on the development of the scientific discipline and related fields

SCORE

DEFINITION

DESCRIPTION

5

Outstanding

The institutions is a Global Leader. The research outputs of the institution are published in the leading forums of the respective discipline, and they have a considerable impact on the development of the discipline; the institution is highly valued as a partner in international research projects.

4

Very good

The institution is a strong international player. The institution is internationally recognised in its discipline and is highly regarded as a partner in international research projects and networks.

3

Good

The institution is a strong national player with some international recognition. The institution occupies a stable position in the international scientific community, is considered a respected and recognized centre of competence, and possibly hosts national research centres.

2

Adequate

The institution is satisfactory national player. The institution occupies a stable position in the national scientific community. The position of the institution 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 institution is poor national player. The publishing strategy and scientific impact of the institution are predominantly geared towards the national scientific community and has limited impact also at national level.

# Criterion C Economic (c1) and Social (c2) Impact

## C: ECONOMIC AND SOCIAL IMPACT

Particular factors to take into account		<ul style="list-style-type: none"> <li>• <u>Economic impact</u> scoring will consider relevance to, and cooperation with, economic actors (with a particular focus on the national economy)</li> <li>• <u>Social impact</u> will consider development of the social and cultural spheres, the promotion of higher education, social equality, integration and welfare, public health, national security, public understanding of the significance of scientific activity</li> </ul>
SCORE	DEFINITION	DESCRIPTION
5	Outstanding	Highly Important Research and Highly Sought-after R&D Partner by Non-academics. Research of the institution is highly important for the economy /society, which renders the institution a highly esteemed partner in research and development projects outside the academic environment. Staff members of the institution are in high demand as experts in the private / public sector /the public, 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 institution is very important for the economy /society. The institution's interactions with the private /public sector/the public stand out in terms of their extensive and dynamic nature.
3	Good	Important Research and Satisfactory Level of Interaction with Non-academics. Research of the institution is important for the economy /society. The institution's interactions with the private /public sector/the public are at a level that is expected of recognised academic institutions.
2	Adequate	Important Research but Low Level of Interaction with Non-academics. Research of the institution is important for the economy /society. The research activities of the institution are characterised by a low level of interaction with the private /public sectors/ the public. .
1	Poor	Important Research but no Interaction with Non-academics. Research of the institution is important for the economy /society. The interaction by the institution with the private /public sectors / the public is yet to be established.

# Criterion D Research Environment and Infrastructure of the Institution

## D: RESEARCH ENVIRONMENT AND INFRASTRUCTURE OF THE INSTITUTION

Particular factors to take into account	<ul style="list-style-type: none"> <li>• Organisation of the management of research at the institution</li> <li>• The long-term strategic and financial resource planning, including the human resource development strategy</li> <li>• The goal orientation of the research work</li> <li>• The availability and quality of support services, research infrastructure, databases, technical staff, staff teaching and training workload, the ratio of students involved in research to the overall number of staff members, etc.</li> <li>• The conformity with the institutional management, ensuring Open Access, long-term development, and resource planning</li> </ul>
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SCORE	DEFINITION	DESCRIPTION
5	Outstanding	The institution is a global leader. The institution'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.
4	Very good	The institution is a strong international player. The institution is able to provide an internationally comparable excellent research environment to high-level international scientists in the given discipline.
3	Good	The institution is strong national player. The institution is able to provide a research environment that is comparable with globally recognised academic institutions in its discipline.
2	Adequate	The institution is satisfactory national player. The institution'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.
1	Poor	The institution is poor national player. The institution is still only in the process of creating an internationally comparable research environment.

# Criterion E Development Potential of the Institution (1/2)

## E: DEVELOPMENT POTENTIAL OF THE INSTITUTION

Particular factors to take into account

The development potential of an institution comprises:

- The ability of researchers to participate in international competition
- The capability of the scientific environment to support the chosen research
- The capability of the selected scientific objectives and research themes to impact the international scientific community and society at large
- The ability to initiate new research directions

The assessment will take into account:

- The institution's future vision and plans
- How realistically the institution assesses its strengths and weaknesses, opportunities and threat, and whether the institution has a carefully considered plan to manage such factors
- The future vision of the scientific institution, including to what extent the evaluation of the strengths, weaknesses, opportunities and threats of the scientific institutions is justified
- The age and career progression of the active scientific staff
- The ability to attract students, doctoral candidates, and foreign researchers
- Ability to raise funding that is awarded competitively
- Its orientation towards topical issues in the selection of research themes
- Involvement in promising international collaboration projects and networks, etc.

## Criterion E Development Potential of the Institution (2/2)

SCORE	DEFINITION	DESCRIPTION
5	Outstanding	High potential to become global leader. The institution is able to assume 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 institution is able to achieve a level of excellence that is comparable with the most outstanding institutions in the world within their discipline.
4	Very good	Potential to become strong international player. The institution is able to establish itself as a recognized 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.
3	Good	Potential to become international player. Over the next 5-10 years the institution will be able to strengthen its position in the international scientific community as a convincing actor and a trustworthy partner within international collaboration networks.
2	Adequate	Potential to become strong national player. The institution is capable of being 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.
1	Poor	Very limited scope for developing its research quality and reputation. The institution has to work hard to establish itself as an internationally notable institution in its discipline within the foreseeable future.