

# REPORT OF THE EXTERNAL EVALUATION COMMISSION

FACULTY OF THEOLOGY, VYTAUTAS MAGNUS UNIVERSITY  
KAUNAS, LITHUANIA

Rome, 24 May 2021

## Summary

### Introduction

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7. Additional Special Recommendations (see elements of Addendum 2021)
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## Summary 1: External Evaluation Committee

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- *Prof. Helen Alford (President)*
- *Prof. Zdzisław Kijas (thematic expert)*
- *Prof. Mario Oscar Llanos (thematic Expert)*
- *Luca Lunardon (student representative expert)*

The visit was carried out in a virtual mode between 22 and 23 April 2021.

## Summary 2: Methodology of the visit

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In view of the world health situation and the European health situation in particular, the visit could not take place in person as would have been desirable, but in virtual form, with all members of the Commission participating in each scheduled meeting.

## Summary 3: General information on the status of the Faculty/Institution

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Vytautas Magnus University (VMU), of which the Faculty of Catholic Theology (FCT) is a part, follows a 'liberal arts' model of education, encouraging interdisciplinary programmes and research. This general approach has a strong and largely positive impact on the FCT, which succeeds in bringing the various theological disciplines into dialogue with other forms of knowledge and providing an intellectually serious voice in the wider Lithuanian society for the Church.<sup>1</sup> The Faculty of Catholic Theology is the only Lithuanian faculty approved by the Congregation for Catholic Education that grants ecclesiastical and civil degrees involving priests and lay people. The faculty welcomes students who hold Christian values or intend to work in the ecclesiastical sphere or in public organizations, giving special attention to socially relevant issues of morality, spirituality, ethics, responding to the basic needs of a person, family and society. Until 20 September 2020, the FCT taught seminarians as well as students and lay people, but this was changed at that time with the reorganization of priestly formation under the supervision of the Pontifical Lateran University in Rome, although FCT teaching staff are still involved in seminary formation. The FCT is the only academic institution in Lithuania that has continuously conducted education and research in theology and Catholic religious studies since the restoration of the country's independence.

The Soviet occupation prevented the development of theological research in Lithuania. On the other hand, it created a 'hunger for theology' in the general population that still represents an opportunity for the faculty.<sup>2</sup> This post-communist legacy still has a very strong influence on the life of the FCT, although at a meeting of the professors it was also stressed that they needed to find "new hermeneutical keys" to deal with the changes in Lithuanian society.

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<sup>1</sup> This is also very clearly in line with the requires of *Veritatis Gaudium*, paragraph 4c, available at [http://www.vatican.va/content/francesco/en/apost\\_constitutions/documents/papa-francesco\\_costituzioneap\\_20171208\\_veritatis-gaudium.html](http://www.vatican.va/content/francesco/en/apost_constitutions/documents/papa-francesco_costituzioneap_20171208_veritatis-gaudium.html) (last accessed 18.05.21)

<sup>2</sup> The first "weakness" in the SWOT that the FCT provided to the external evaluation team (CVE) immediately after the visit says: "Since the restoration of independence, efforts in the field of theology have centered on translating and publishing sources of fundamental theology, creating a legal and material basis for theological studies and research, studying theological advances in the second half of the 20th century, regaining a sense of the role of theology in the changing world, seeking a framework for future theological research in Lithuania and training and mobilizing a new generation of theologians. The lack of historical continuity makes it much more difficult for Lithuanian theology to find a strong international niche and achieve the scope and quality of long-standing theological schools in Europe. "

The FCT is structured in two departments, one of theology and the other of religious studies, which are assisted in their educational programmes by the institutional services of the Centre for the History of the Lithuanian Catholic Church, the Centre for Christian Education and the Marriage and Family Research Centre.

According to the SERs received, the FCT accepts admission to the study programmes of the theology department: the Baccalaureate in Catholic Theology and the Licentiate in Pastoral Theology; it accepts admission to the study programmes of the religious sciences department: a Master of Humanities in Religious Education. For one semester, students of the faculty can improve their knowledge at universities in EU countries and do Erasmus internships at an organization of their choice abroad.

Student care also takes place through voluntary organizations, youth and family centers, New Evangelization initiatives, the radio station "Radio Maria", etc. Conferences, "Alpha" and "Know thyself" courses and seminars are organized. The faculty cultivates a good atmosphere among the students for discussing religion and life and in the search for solutions to relevant problems.

The Faculty has approximately 120 students and 34 lecturers and researchers, of whom 25 are full professors ("stabile" or tenured). The tenured lecturers have an average age of 49 years and 5 hours of teaching per week, while the non-tenured lecturers average 54 years of age and 1.6 hours of teaching per week.<sup>3</sup>

The Faculty, through the Erasmus exchange and internship programme, provides the possibility of student mobility for one semester to universities in Belgium, France, Latvia, Malta, the Netherlands and Spain through the VMU bilateral cooperation agreements. The traineeships take place in companies and organizations in the EU, as well as in Iceland, Norway, Lichtenstein, Turkey and Switzerland.

The FCT professors are also active at the research level, although one of the key problems they face is a lack of resources for their research activities, as well as the danger that the role of theology in interdisciplinary university research, 'the clusters', might disappear in a possible restructuring of the programme promoted at the university level. Similarly, not so long ago, the FCT had to defend its doctoral programme in theology against possible closure, which it successfully did, while the religious studies programme does not have a recognized doctoral programme, creating difficulties for producing experts in this field into the future.

## Summary 4: Short Programme of the Visit

- Meeting with the Dean of the Faculty
- Meeting with the Administration (Rector, Vice-Rector, Grand Chancellor, Dean)
- Meetings with the SER drafting group (heads of departments), both of Theology and Religious Sciences.
- Meeting with Teachers
- Meeting with students from different cycles and external stakeholders
- Private meetings
- Meeting with academic and scientific research coordinators

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<sup>3</sup> Data for the year 2020-2021, as given in tables delivered to the EET after the External Evaluation Visit.

## 1. Self-Assessment Report (SER)

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The three SER (Self-Assessment Reports) submitted by the Lithuanian VMU followed an original structure and organization with respect to the AVEPRO Guidelines because their elaboration, due to the transition experienced between the previously used Lithuanian national evaluation system and the evaluation system required at Church level for the AVEPRO Agency, followed the national evaluation system (see the two related annexes). The Lithuanian national evaluation system considers quality assurance and accreditation as a joint process, whereas these processes are separate in the Holy See's system and are supervised by two separate bodies (AVEPRO and the Congregation for Catholic Education, respectively). Moreover, the Lithuanian evaluation approach is organized according to "fields of study", whereas AVEPRO evaluates the quality of an institution, including, but not limited to, its fields of study. A third important difference between the two evaluation systems is that in Lithuania, the evaluation of doctoral programmes comes under the Council of Sciences, with its own guidelines for drafting the SER, while the evaluation of first and second cycle programmes within their relevant 'fields of study' are under the control of the SKVC. It was only decided in September 2020 that the evaluation of the SER would be carried out by an external evaluation team from AVEPRO, at which point it was too late for the FCT to change the way the SER had already been produced. The AVEPRO team, therefore, received three SERs, instead of the usual single report that the FCT would have produced if it had followed the AVEPRO approach, and all three were produced without following the criteria of the AVEPRO Guidelines. Concretely, most of the elements required by the AVEPRO Guidelines are present in the three SERs, but they are in a different order. Some points are treated in greater detail than AVEPRO expects, while other points are missing; in particular, the very important information required by the AVEPRO annexes was missing, as can be seen in the following table:

<b>AVEPRO GUIDELINES<sup>4</sup></b>	<b>SKVC GUIDELINES</b>
<b>INTRODUCTION</b>	<b>INTRODUCTION</b>
1. The Institution's vision, mission and objectives	Study aims, outcomes and content
2. SWOT analysis and updating of the Strategic Plan	Scattered throughout the document
3. Quality assurance	7. Study quality management and publicity
4. General overview regarding programmes	1. Study aims, outcomes and content
5. Strategies and modes of learning and the centrality of students	3. Student admission and support; 4. Studying, student and graduate employment
6. Support and services for students	3. Student admission and support; 4. Studying, student and graduate employment
7. Learning and teaching: definition of study plans.....	1. Study aims, outcomes and content
8. Research and scholarship.... Research centres.	2. Links between science and study activities
9. Ability to create networks	9. Teaching staff
10. Contributions to the outside world	7. Study quality management and publicity
11. Policies for internationalization	3. Student admission and support; 5. Teaching staff.
12. Publicity and information management	7. Study quality management and publicity
13. Policies and modes of governance, management of resources...	6. Learning materials and resources
Annexes: statistical and financial data	Annexes: course programmes, information about the curricula of professors . . .

The genesis of the three SERs created the need for more attention and adaptation by the External Evaluation Team (EET), which nevertheless managed to gather the information necessary for the elaboration of this External Evaluation Report (EER).

In addition to these features, we may also mention here that the SERs were drafted by teachers and authorities of the Theological Faculty of VMU Lithuania, with input from students.

The EET recommends that the FCT deep its quality culture as promoted by AVEPRO, applying the AVEPRO Guidelines to the elaboration of any subsequent SERs.

## 2. Mission, Vision, Governance and Strategic Plan

The SER does not have a specific presentation regarding the institutional Vision-Mission of the FCT, although those of the VMU are presented and discussed. This is because the SKVC guidelines expect a discussion of how the study programmes, and the study field

<sup>4</sup> The two main SERs that the EET received followed the SKVC guidelines; the third SER, on the theology doctorate, followed the Council of Science guidelines, which are somewhat different. This table is just given as an indication of the kind of differences that were encountered between the two systems.

as whole, fit into the overall strategy of the university, offering some insights into this in a rather general way. There is no specific philosophical-theological foundation of the institution, except a 'Catholic' one in the general sense. It is true that the constant changes in the national higher education regulations threaten to force a continuous short-term focus, neglecting the development and implementation of a long-term strategy.

Similarly, the SER did not elaborate a sufficient presentation of the context in which the FCT operates - partly because the SKVC guidelines treat the university as the primary "context" of the faculty - which is why it is not possible to concretely establish a relationship of continuity or coherence between the proposed activities and the expected objectives. And perhaps because of this, there is no careful presentation of the evolution of the achievement of the objectives during the period analyzed.

There is a need for more information or more systematization of data on teaching staff and students.

The FCT has proceeded to draw up regulations for the field of religious studies, which must be approved in Lithuania. But the relative autonomy and uniqueness of the faculty continues to be threatened by the constant changes in public higher education policies already mentioned.

While we have some information from the three SER on Governance and Management of the FCT, we do not have sufficient data to assess sustainability; the SER does not describe the functioning or even the economic performance of the university and from the point of view of sustainability it refers to the contribution of the state to the university. The various complaints that the EET heard during the visit lead us to the idea that a real *fundraising* policy is lacking. The SWOT points out that although enrolments in FCT programmes have remained stable over the last 7 years, this number is currently insufficient to ensure the full sustainability of the programmes. Even more, the SWOT points out that "between changing attitudes towards the humanities and social sciences in international and national higher education strategies, increasing emigration and the ongoing demographic crisis, there is a growing threat of a decline in applications to study programmes. Existing job opportunities for specialists in theology and religious studies are overshadowed by the low pay of religious teachers and employees of church institutions."

The institution carries out its educational task effectively and competently enough, but it must effectively clarify its *vision* and *mission* and above all it must have a clear plan in the face of some major threats: "If the national evaluation system for higher education does not recognize the uniqueness and value of programmes under the auspices of the Holy See, the risk of a purely statistical-economic evaluation could arise. Compared to more commercially successful programmes, theology and religious studies programmes could appear as a burden and recruitment for them could be stopped."

For this reason, the external team tried to find out from the Grand Chancellor, the Archbishop of Kaunas, and the Rector of the VMU in the meeting with them, what level of support they wanted to give to the faculty. Their answers were comforting; it seems from what they said that they really do intend to support this faculty. The Rector spoke of how they were "very proud" of the faculty, that it had the highest percentage of all the faculties in the university of lecturers with PhDs, and how it was a "unique institution" for the

preparation of theologians. However, a question mark remains over whether the university and the bishops' conference really want to give the FCT full financial support.

### 3. Learning and Research

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The study programmes offered are as follows <sup>5</sup>

#### DEGREE COURSES (Baccalaureate and License)

- Religious pedagogy
- Catholic theology

#### DOCTORATE:

- Doctorate in Theology

#### MASTER

- Religious education
- Pastoral theology
- Family Science

#### Learning – General Considerations and Religious Sciences

First-level students at the FCT progress in their knowledge of philosophy and theology, the Christian worldview, and the foundations of the human sciences necessary for religious education. The Master's degree courses in Pastoral Theology and Religious Education enables students to broaden their knowledge of the doctrine of the Catholic Church, Christian anthropology and pastoral care, biblical sciences, psychology of marriage, Christian education, theology of the body, the relationship between religion and science, adult education, etc.

It should be noted that while the SER presents a systematic approach to evaluation, the EET received a different impression at the meetings we had with students. They talked about evaluations carried out spontaneously by some teachers, but they made no reference to a systematic and continuous evaluation of the courses or programmes.

In the current programme of *Religious Sciences*, we note the absence of courses in the field of ethics (necessary for those dedicated to pastoral and educational work). In general, there is no provision for discussion between students during the elaboration of their theses; even if there are only a few students, a common course on methodology would be useful to support their work and build a research mentality.

#### First and second cycle Theology

The process or strategies by which students are put at the centre of the learning process, and how they achieve their autonomy in the academic pathway, was mentioned in the report on theological studies, and in the various meetings we had we saw that there are forms of university accompaniment and attention to the individual and group status of students. In particular, the FTC points out in the STB & STL SERs that its commitment is to focus on the individual, his/her personal dignity and recognition of his/her merits and

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<sup>5</sup> See the website of the University VYTAUTI MAGNI CAUNAE - Studies of the Faculty of Theology, <http://teologija.vdu.lt/studijos/stojantiesiems/> (consulted 10.05.2021).

self by creating an environment that encourages creativity and fosters innovation, creating conditions for self-fulfillment, motivating self-development and promoting openness, safety, diversity and tolerance. It feels committed to "expanding freedom of choice in studies and individualization by promoting talent development, ensuring a choice of interfaculty and inter-university courses, providing conditions for acquiring additional qualifications, and developing distance and lifelong learning opportunities". The students we met during the visit were enthusiastic about the increase in the distance mode of education, which has occurred in recent months due to the pandemic, especially those who are working concurrently with their studies.

Teachers use various teaching methods to achieve learning outcomes: contact work (lectures, seminars, individual and group consultations, discussion of examination results), students' self-study work (preparation of homework, preparation of seminars, interviews and examinations, presentation of work). During contact hours, teachers use various active study methods: lectures, brainstorming, demonstration, discussion, listening and observation, group work, site visits, group and individual assignments, presentation of work, analysis of practical situations, analysis of video and audio material. During students' individual work their critical thinking skills are encouraged, creative skills are strengthened. Students present their written work prepared according to the chosen or assigned themes.

The SER for first and second cycle theology indicates the ways adopted to check for plagiarism and to guarantee intellectual honesty.

The faculty is also committed to fostering students' careers by reinforcing pragmatic study objectives, continuously ensuring the relevance of study programmes, maintaining constant contact with the University's graduates and their employers, entering into cooperation agreements with companies and organizations, as well as with industry, enterprises and other associations regarding study placements and other activities that enhance the integration of graduates into the labor market.

## Doctorate

The Faculty has 10 professors who make up the committee for doctoral studies (Annex 1 of the SER), but when the publications and supervision of doctoral theses are reported (Annex 2 of the SER), the publications of only 6 of these professors are included (1 who is not in the committee is among the 6); 5 are missing because they do not have doctoral students.

Annex 5 (of the SER) presents the description of the units of the programme of the Doctoral Course in Theology. There are 4 compulsory courses and one seminar:

1. Theology of man: moral theology in postmodern world.
2. Pastoral care in the patristics.
3. Christian spirituality in the multicultural context.
4. Methodology of Theological Inquiries;
5. (one seminar) Specialized course related to the theme of the thesis.

Then there are optional courses: 1. Didactics of higher education (VMU course unit); and 2. Philosophy of Science and Methodology (VMU course unit).

The proposal seems adequate but could be characterized as for those interested in knowing how the dogmas of the Catholic faith are lived and interpreted in the Lithuanian context. We note some imbalance in the content, and the absence of empirical research.



The doctoral SER explains how students should develop their research and produce corresponding publications, and deals adequately with the various ethical issues involved in doctoral studies.

Due to its characteristic of being a "state" faculty, the SER presented does not delve into the logistical and administrative aspects of the university in its entirety, even if there are several pieces of information presented on that point to a good level of care in this respect.

The criteria for reviewing, and forms of monitoring, curricula with continuity over the analyzed period should be clarified; although the SER present a systematic approach to evaluation, many of those we spoke to were vague about it, whereas evaluation needs to be experienced as a constant process in the FCT.

The FCT has developed an educational proposal that includes pastoral care and personal growth for students with funding from sponsors, which allows for the employment of a pastoral activities' coordinator. Frequent meetings of the student body are held, as well as interaction in discussion and prayer groups.

The good climate of collegial relations between students and faculty is emphasized.

## Research

A body of teachers and researchers has been formed that fully meets the formal requirements of Lithuania and international standards for higher education, ensuring the continuation of high-quality studies and research. A doctoral programme in theology was created and a generation of active Catholic intellectuals, capable of dialogue, has been educated, enriching the academic-intellectual discourse in Lithuania. Research in biblical studies and in systematic theology is still underdeveloped. However, the situation is improving rapidly with new doctoral students in both areas.

Research activities are organized through a system of clusters, but they mostly involve teachers from the theology department. Perhaps the interdisciplinarity within the cluster themselves could be increased.

The FCT created the religious studies journal 'Soter', which is included in four international databases and has an international editorial board.

FCT researchers have become leaders in the Baltic region in a couple of important academic areas: bioethics and Catholic devotional practices.

An international evaluation of the FCT's research activities carried out in 2015 reported on it as 'a strong national player that also undertakes international activities'. In fact, the FCT applies an efficient and transparent system of promoting and motivating researchers, based on the evaluation of research activities. At the same time, the FCT involves students of all levels in the research activities of scientific clusters according to the level of the students (bachelor, master and doctorate). Thus, the FCT has clearly defined strategies and a well-organized research system within the academic clusters.

The FCT carries out activities (conferences, seminars, competitions, lectures) for the University, the city of Kaunas and the region as one of the most advanced and influential local institutions.

The flexible system of university studies and the system of research clusters offer favorable conditions for continuing to develop the interdisciplinary dimension of research. Better use should be made of opportunities for internships abroad through

student exchange programmes and participation in projects or internships, which would help them to better combine their scientific and personal plans.

Some internal resources could be used strategically to improve the quality of studies with methodological seminars in which doctoral students evaluate each other's research. Many doctoral students are actively involved in academic and other activities related to the field of doctoral studies; sometimes these activities lead to the abandonment of their studies. The Faculty responds to this challenge by paying particular attention to the implementation of the doctoral studies programme, including during the doctoral students' academic leave.

## 4. SWOT Analysis

In the SER the various strengths and weaknesses indicated are important elements for the identification of the key features of the analyzed institution. The strengths and areas for improvement are well summarized at the end of each chapter, but the institution does not seem to be fully aware of the threats. There is a good list of actions taken since the last external evaluation.

A full SWOT, however, has not been developed, because opportunities and threats need also need to be identified systematically. When we pointed out this difficulty to the FTC authorities, we were offered a SWOT that had been drawn up some years ago...

Similarly, it is necessary to indicate what the AVEPRO Guidelines require with respect to achieving objectives in the medium and long term.

## 5. Quality Assurance/QA in the Institution

As far as the overall Quality Assurance system is concerned, the Faculty rightly refers to the State University which hosts it and follows its regulations. These provide for the assessment of the following aspects

1. adequacy and publicity of the criteria and process for selecting and admitting students.
2. procedure for the recognition of foreign qualifications, partial studies and non-formal and informal prior learning and its implementation.
3. conditions to ensure the academic mobility of students.
4. suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to students.
5. Sufficient information on studies and advice to students.

The SKVC Guidelines also foresee the indication of the main results of the self-assessment with regard to strengths and areas for improvement, which are reported in the two SERs covered by these guidelines. But they do not inform us about the evaluation system and do not describe the dialogues held with different *stakeholders* or the monitoring of educational objectives. On this particular point, the SWOT presented to us after the EEV indicates that links have been established with a variety of supporters who finance training activities and the studies of the students.

On the other hand, as far as the self-assessment process is concerned, although there are some elements, the SER of the *Religious Studies* does not offer precise information or sources on the self-assessment process in relation to the strategic plan in a systematic form. Although the SER present a systematic approach to gaining student feedback on courses, the exchanges with authorities, teachers and students gave the EET a different impression; for instance, we were told that some teachers make spontaneous evaluations of courses but not according to a common, quantitative and constant system. It is strongly recommended to make future evaluations according to the quality culture promoted by AVEPRO.

## 6. Third mission

The Faculty provides various valuable services to the social context and maintains relations with the local area in various ways. Close links have been developed with social partners and alumni. Graduate employment figures are among the highest in the university; FCT graduates represent about half of the employees in most church organizations in Lithuania; many graduates work in non-governmental organizations and institutions related to communication and social activities.

The FCT, in cooperation with the Catechetical Centre of the Archdiocese of Kaunas, pays special attention to the education of high school students. Students from the schools visit the Faculty and its teachers go to the schools. A fruitful relationship has been established with the Ministry of Education and Science of Lithuania in organizing an annual competition for high school students, which is included in the Ministry's list of recommended events for schools.

The FCT has the confidence of the Church and the public thanks to its active academic community, its open collaboration with various institutions and media representatives, its responsible approach to the training of specialists and its contribution to the cultural and religious life of society. There is good contact with the media especially when they seek objective answers with regard to religion and the Church. Professors of the FCT are included as experts in a variety of decision-making and executive bodies of the Government of Lithuania, ministries, the Lithuanian Bishops' Conference, and in the activities of Catholic and non-governmental organizations. The influence of the FCT on society is evident. The FCT also collaborates with theological faculties in Poland, Latvia, Malta, Belgium, Italy and other countries and could expand this collaboration.

The FCT has gained a great deal of experience in efficient communication with a wide network of alumni and partners and the implementation of contact strategies. Some of the participants in the External Evaluation noted how useful they have found the current project of the department of religious sciences on "*eating disorders*" to be.

So, the "third mission" is present in different points of the SER with various realizations of this kind, but what is noticeable is the absence of a real institutional policy in this regard. The third mission seems to depend on the practical, direct work of the teachers, who implement different forms of specific collaboration between Religious Studies, the diocese and the country.

The Commission encourages the faculty, therefore:

- to design of an explicit third mission project, which is already being implemented on various fronts in practice but which has not been formalised, taking special care of the ongoing training of pastoral workers and clergy, given that the Faculty is the only theological faculty with ecclesiastical recognition in the country;
- to increase contact and collaboration with the Kaunas University of Technology, among other relevant and similar institutions;
- to continue its meritorious service to the Church and society, ensuring that its incisive intervention on social questions continues.

## 7. Additional special recommendations (cf. elements of Addendum 2021)

The visit, which was carried out in its entirety in the online mode, had no particular difficulties in terms of contact with the reality of the Lithuanian university and the theological faculty. We do not consider it necessary to have an additional follow-up or an additional document to confirm what we learned and laid out in this report.

## 8. Conclusions and recommendations in order of priority

The main recommendations of this commission on behalf of AVEPRO for the Theological Faculty of Kaunas, Lithuania, can be summarized in the following points:

- 1) *Institutional and ecclesiastical support structure.* We recommend that a process be initiated for arriving at a formal bilateral agreement between the Bishops' Conference of Lithuania and the VMU Faculty of Theology regarding mutual collaboration and including the identification of a *vision* and *mission* of the Faculty in Lithuania which takes into account its specific nature as part of a state university. The agreement could include a provision giving preference to graduates of the FCT for paid ecclesiastical services and positions. In particular, the agreement could aim to guarantee two points: (1) financial support from Lithuanian parishes to the faculty, partly so as to promote a closer relationship between the faithful and their only faculty of Catholic theology in the country; (2) the commitment of the Bishops' Conference to finance the part of the new course for the training of Catholic religion teachers that is not covered by the state - so that the lecturers of the FCT may be adequately compensated for it. The Bishops' Conference could also make use of the Faculty of Theology in the VMU to promote particular research themes needing development and support via doctoral research topics.
- 2) *Identity, vision, mission.* We recommend a deepened reflection on the sense of the Faculty's identity, on its *proprium*, and, in particular, on how it characterizes itself on a systematic theological-dogmatic level. We have seen that there are various courses of a social, pastoral and catechetical nature, but the systematic theological dimension is less present.
- 3) *Culture of Quality.* From now on, faculty evaluations should be inspired by the logic of the culture of quality promoted by AVEPRO for all ecclesiastical institutes. This involves establishing an Evaluation Unit, with the participation of all the various

stakeholders (teachers, students, auxiliary personnel, authorities, university representatives, etc.), as well as the use of systematic and continuous evaluation systems regarding programmes, individual courses and teachers.

- 4) *AVEPRO Guidelines*. From now on, the Faculty must concretely follow the AVEPRO Guidelines for the elaboration of the SER, in collaboration with the VMU evaluation system, and, in particular, produce the required statistical annexes.
- 5) *Teachers*. The conditions for finding and recruiting lecturers, and the system for their evaluation and promotion must be made explicit, in accordance with the requirements of VMU that hosts the Faculty and with the AVEPRO quality culture.
- 6) *Students*. We recommend that the Faculty maintain a climate of closeness to, and attention towards, the students and, in particular, follow up carefully on any case of abandonment of studies. In this regard, it is desirable to create a spiritual/pastoral centre that can accompany students, giving continuity to the initiatives put at their service.
- 7) *Follow up*. We recommend that the faculty monitor what happens to its students when they leave, i.e., the job placement of its graduates, the social and ecclesial commitment they take on, etc. At the same time, it would be appropriate to bring them together through forms of involvement such as the 'Friends of the Faculty' or an association of former students of the FCT.
- 8) *Third mission*. We recommend the promotion of the third mission of the faculty in the Lithuanian context according to a worked-out project, taking account of the context, the nature of the faculty and the concrete needs of the country through appropriate policies and strategies. In saying this, we note the following in the SWOT we received: "because of its special status and the nature of its activities, the FCT has ample opportunities to build bridges between the Church, the academic community and the Lithuanian society".
- 9) *Economic aspects, fundraising*. We recommend that consideration should be given to forms of fundraising so as to ensure the economic sustainability of the faculty and for improving its conditions, in particular, those regarding the third cycle and scholarships for students.
- 10) *Ongoing formation of the clergy*. We recommend that the Faculty take more advantage of its possibility to be a real and powerful catalyst for the ongoing formation of the clergy and for the professional qualification of priests through courses and advanced degrees in different areas of pastoral practice. The inclusion of more purely theological courses in the faculty's programmes would help the clergy in their ongoing formation.

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## 9. Attachments

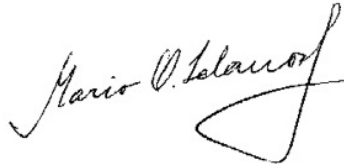
- 1) SKVC Guidelines for the SER
- 2) Council of Science Guidelines for the Doctorate SER
- 3) Detailed programme of the External Evaluation Visit

Rome, June 14<sup>th</sup>, 2021

**The External Evaluation Commission**



**Prof. Sr. Helen Alford, OP, President**



**Prof. Mario Oscar Llanos, SDB, Thematic Expert**



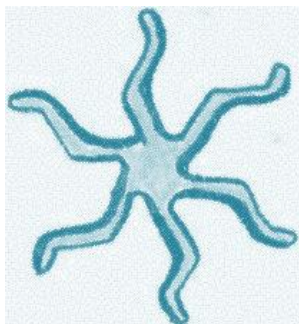
**Prof. Zdzisław J. Kijas, OFM Conv, Thematic Expert**



**Rev. Luca Lunardon, Student Representative Expert**

**Annex 1: SKVC Guidelines for the SER (official English translation)**

[NAME AND LOGO OF THE HIGHER EDUCATION INSTITUTION]



Field of Study:  
**EXAMPLE (X01)**

**SELF EVALUATION REPORT**

Month Year





### Self-Evaluation Group

No.	Academic title, name, surname	Position held	Telephone number (office and mobile)	E-mail address
1.				
2.				
3.				
4.				

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### **ANNEXES:**

ANNEX 1. STUDY FIELD PROGRAMMES' PLANS

ANNEX 2. LIST OF FINAL THESIS

ANNEX 3. PARTNERSHIP AGREEMENTS FOR JOINT STUDY PROGRAMMES (if applicable)

## INTRODUCTION

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### ANALYSIS OF FIELD AND CYCLE OF STUDIES

#### 1. Study aims, outcomes and content

*Analysis (according to the indicators listed in Annex 1 of the Methodology):*

1. Evaluation of the conformity of the aims and outcomes of the field and cycle study programmes to the needs of the society and/or the labour market (not applicable to Higher education institutions (hereinafter – HEIs) operating in exile conditions).
2. Evaluation of the conformity of the field and cycle study programme aims and outcomes with the mission, objectives of activities and strategy of the HEI.
3. Evaluation of the compliance of the field and cycle study programme with legal requirements.
4. Evaluation of compatibility of aims, learning outcomes, teaching/learning and assessment methods of the field and cycle study programmes.
5. Evaluation of the totality of the field and cycle study programme subjects/modules, which ensures consistent development of competences of students.
6. Evaluation of opportunities for students to personalise the structure of field study programmes according to their personal learning objectives and intended learning outcomes.
7. Evaluation of compliance of final theses with the field and cycle requirements.

Expert recommendations provided during the last external evaluation related to <i>Study aims, outcomes and content</i>			
1.	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
2.	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
...	...	...	...

Please provide main results of the self-evaluation in the area of <i>Study aims, outcomes and content</i>
<b>Strengths</b>
<b>Areas for improvement</b>

## 2. Links between science (art) and study activities

*Analysis (according to the indicators listed in Annex 1 of the Methodology):*

1. Evaluation of the sufficiency of the science (applied science, art) activities implemented by the HEI for the field of research (art) related to the field of study.
2. Evaluation of the link between the content of studies and the latest developments in science, art and technology.
3. Evaluation of conditions for students to get involved in scientific (applied science, art) activities consistent with their study cycle.

<b>Expert recommendations provided during the last external evaluation related to</b> <i>Links between science (art) and study activities</i>			
<i>1.</i>	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
<i>2.</i>	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>

<b>Please provide main results of the self-evaluation in the area of</b> <i>Links between science (art) and study activities</i>
<b>Strengths</b>
<b>Areas for improvement</b>

### 3. Student admission and support

*Analysis (according to the indicators listed in Annex 1 of the Methodology):*

1. Evaluation of the suitability and publicity of student selection and admission criteria and process.
2. Evaluation of the procedure of recognition of foreign qualifications, partial studies and prior non-formal and informal learning and its application.
3. Evaluation of conditions for ensuring academic mobility of students.
4. Assessment of the suitability, adequacy and effectiveness of the academic, financial, social, psychological and personal support provided to the students of the field.
5. Evaluation of the sufficiency of study information and student counselling.

<b>Expert recommendations provided during the last external evaluation related to</b> <i>Student admission and support</i>			
<i>1.</i>	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
<i>2.</i>	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>

<b>Please provide main results of the self-evaluation in the area of</b> <i>Student admission and support</i>
<b>Strengths</b>
<b>Areas for improvement</b>

#### 4. Studying, student performance and graduate employment

*Analysis (according to the indicators listed in Annex 1 of the Methodology):*

1. Evaluation of the teaching and learning process that enables to take into account the needs of the students and enable them to achieve the intended learning outcomes.
2. Evaluation of conditions ensuring access to study for socially vulnerable groups and students with special needs.
3. Evaluation of the systematic nature of the monitoring of student study progress and feedback to students to promote self-assessment and subsequent planning of study progress.
4. Evaluation of the feedback provided to students in the course of the studies to promote self-assessment and subsequent planning of study progress.
5. Evaluation of employability of graduates and graduate career tracking in the study field.
6. Evaluation of the implementation of policies to ensure academic integrity, tolerance and non-discrimination.
7. Evaluation of the effectiveness of the application of procedures for the submission and examination of appeals and complaints regarding the study process within the field studies.

Expert recommendations provided during the last external evaluation related to <i>Studying, student performance and graduate employment</i>			
1.	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
2.	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
...	...	...	...

Please provide main results of the self-evaluation in the area of <i>Studying, student performance and graduate employment</i>	
<b>Strengths</b>	
<b>Areas for improvement</b>	

## 5. Teaching staff

*Analysis (according to the indicators listed in Annex 1 of the Methodology):*

1. Evaluation of the adequacy of the number, qualification and competence (scientific, didactic, professional) of teaching staff within a field study programme(s) at the HEI in order to achieve the learning outcomes.
2. Evaluation of conditions for ensuring teaching staffs' academic mobility (not applicable to studies carried out by HEIs operating under the conditions of exile).
3. Evaluation of the conditions to improve the competences of the teaching staff.

<b>Expert recommendations provided during the last external evaluation related to</b> <i>Teaching staff</i>			
<i>1.</i>	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
<i>2.</i>	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>

<b>Please provide main results of the self-evaluation in the area of</b> <i>Teaching staff</i>
<b>Strengths</b>
<b>Areas for improvement</b>

## 6. Learning facilities and resources

*Analysis (according to the indicators listed in Annex 1 of the Methodology):*

1. Evaluation of the suitability and adequacy of the physical, informational and financial resources of the field studies to ensure an effective learning process.
2. Evaluation of the planning and upgrading of resources needed to carry out the field studies.

<b>Expert recommendations provided during the last external evaluation related to</b> <i>Learning facilities and resources</i>			
<i>1.</i>	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
<i>2.</i>	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>

<b>Please provide main results of the self-evaluation in the area of</b> <i>Learning facilities and resources</i>
<b>Strengths</b>
<b>Areas for improvement</b>



## 7. Study quality management and publicity

*Analysis (according to the indicators listed in Annex 1 of the Methodology):*

1. Evaluation of the effectiveness of the internal quality assurance system of the studies.
2. Evaluation of the effectiveness of the involvement of stakeholders (students and other stakeholders) in internal quality assurance.
3. Evaluation of the collection, use and publication of information on studies, their evaluation and improvement processes and outcomes.
4. Evaluation of the opinion of the field students (collected in the ways and by the means chosen by the Centre or the HEI) about the quality of the studies at the HEI.

<b>Expert recommendations provided during the last external evaluation related to</b> <i>Study quality management and publicity</i>			
<i>1.</i>	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
<i>2.</i>	<i>Recommendation</i>	<i>Actions taken by the HEI</i>	<i>Comments</i>
<i>...</i>	<i>...</i>	<i>...</i>	<i>...</i>

<b>Please provide main results of the self-evaluation in the area of</b> <i>Study quality management and publicity</i>	
<b>Strengths</b>	
<b>Areas for improvement</b>	

**Annex 2: Council of Science Guidelines for the Doctorate SER**

NB: there is no official translation of these guidelines into English.

Here we give the original Lithuanian version, with key sections highlighted in yellow, followed by a translation of these highlighted texts into English which was provided to the EET by the FCT

**LIETUVOS MOKSLO TARYBOS PIRMININKAS****ĮSAKYMAS****DĖL MOKSLO DOKTORANTŪROS VERTINIMO TVARKOS APRAŠO PATVIRTINIMO**

2020 m. kovo 31 d. Nr. V-192

Vilnius

Vadovaudamasis Lietuvos Respublikos mokslo ir studijų įstatymo 15 straipsnio 2 dalimi, Lietuvos mokslo tarybos nuostatų, patvirtintų Lietuvos Respublikos Seimo 2017 m. birželio 22 d. nutarimu Nr. XIII-499 „Dėl Lietuvos mokslo tarybos nuostatų patvirtinimo“, 5.3 papunkčiu ir atsižvelgdamas į Mokslo doktorantūros nuostatus, patvirtintus Lietuvos Respublikos švietimo ir mokslo ministro 2017 m. kovo 8 d. įsakymu Nr. V-149 „Dėl Mokslo doktorantūros nuostatų patvirtinimo“:

1. T v i r t i n u Mokslo doktorantūros vertinimo tvarkos aprašą (pridedama).

2. P r i p a ž į s t u netekusiu galios Lietuvos mokslo tarybos 2013 m. gruodžio 16 d. nutarimą Nr. VIII-12 „Dėl Mokslo doktorantūros vertinimo tvarkos aprašo patvirtinimo“.

Pirmininkas

Romas Baronas

PATVIRTINTA  
Lietuvos mokslo tarybos pirmininko  
2020 m. kovo 31 d. įsakymu Nr. V-192

## **MOKSLO DOKTORANTŪROS VERTINIMO TVARKOS APRAŠAS**

### **I SKYRIUS BENDROSIOS NUOSTATOS**

1. Mokslo doktorantūros vertinimo tvarkos aprašas (toliau – Aprašas) nustato Lietuvos mokslo tarybos (toliau – Taryba) organizuojamo Lietuvos Respublikos mokslo ir studijų institucijose (toliau – institucija (-os)) vykdomos mokslo doktorantūros kokybės ir efektyvumo vertinimo tikslus, sritis, aspektus, eigą ir siūlymų pateikimo Lietuvos Respublikos švietimo, mokslo ir sporto ministerijai (toliau – Švietimo, mokslo ir sporto ministerija) tvarką.

2. Apraše vartojamos sąvokos atitinka Lietuvos Respublikos mokslo ir studijų įstatyme, Mokslo doktorantūros nuostatuose ir kituose teisės aktuose, reglamentuojančiuose mokslo doktorantūros vykdymą institucijose, vartojamas sąvokas.

3. Vertinimo tikslai:

3.1. nustatyti, kaip doktorantūros vykdymas atitinka doktorantūrą reglamentuojančių teisės aktų reikalavimus;

3.2. sudaryti prielaidas gerinti vykdomos doktorantūros kokybę bei didinti efektyvumą;

3.3. teikti informaciją visuomenei apie institucijų vykdomų doktorantūrų kokybę.

### **II SKYRIUS VERTINIMO NUOSTATOS**

4. Vertinama mokslo krypties doktorantūra (nuolatinė ir iššėstinė studijų formos ir disertacijų gynimas eksternu).

5. Taryba institucijose vykdomoms doktorantūroms įvertinti sudaro tokį grafiką, kad visų mokslo krypčių (krypčių grupių) doktorantūros būtų įvertinamos ne rečiau kaip kas 6 metai. Grafike nurodoma numatytų vertinti mokslo krypčių doktorantūros savianalizė (toliau – savianalizės) suvestinėse analizuojamas laikotarpis ir savianalizė suvestinių pateikimo Tarybai terminai. Grafikas svarstomas Tarybos Humanitarinių ir socialinių mokslų bei Gamtos ir technikos mokslų komitetuose (toliau – Komitetai), tvirtinamas Tarybos pirmininko įsakymu ir skelbiamas Tarybos svetainėje.

6. Institucija atlieka savianalizę ir Tarybai iki nustatyto termino pateikia jos suvestinę. Savianalizės suvestinės apimtis – ne daugiau kaip 20000 spaudos ženklų. Ji papildoma priedais, nurodytais Aprašo 2 priede. Prieduose taip pat gali būti pateikiama institucijų nuomone reikšminga papildoma informacija.

7. Jeigu kelioms institucijoms yra suteikta bendra mokslo krypties doktorantūros teisė, parengiama viena bendra savianalizės suvestinė. Savianalizės suvestinė rengiama nuosekliai atsakant į šio Aprašo 1 priede pateiktos Mokslo doktorantūros ekspertinio įvertinimo formos klausimus, kad atsiskleistų doktorantūros mokslinis aktualumas ir efektyvumas, doktorantūrai skirtų lėšų panaudojimo tikslingumas, doktorantūros studijų sąsajos su mokslo kryptimi ir doktorantūros tematika, bendrą doktorantūros teisę turinčių institucijų doktorantūros proceso bendrumas, akademinės etikos paisymas.

8. Doktorantūros vertinimą atlieka ne mažesnė kaip 5 ekspertų komisija, kuri sudaroma vadovaujantis Tarybos ekspertų skyrimo ir veiklos taisyklėmis. Komisijos ekspertai turi turėti vadovavimo doktorantams patirties.

9. Ekspertų komisijos darbą organizuoja komisijos vadovas. Jis pirmininkauja komisijos

posėdžiams, numato komisijos narių funkcijas ir atsako už komisijos darbą.

10. Komisijos darbą koordinuoja Tarybos mokslo fondo paskirtas darbuotojas.

### **III SKYRIUS**

#### **VERTINIMO SRITYS IR ASPEKTAI**

11. Doktorantūros kokybės ir efektyvumo vertinimas grindžiamas šių vertinimo sričių analize: institucijos (-jų) potencialas vykdyti mokslo doktorantūros studijas; doktorantūros reglamentas ir doktorantūros eigos administravimas; doktorantūros komiteto veikla; doktorantūros studijų ir mokslinių tyrimų vykdymas; doktorantūros efektyvumas.

12. Vykdoma doktorantūra vertinama pagal 13-17 punktuose nurodytų analizuojamų sričių vertinimo aspektus.

13. Institucijos (-jų) potencialas vykdyti mokslo doktorantūros studijas įvertinamas pagal Institucijos (-jų) vykdomos doktorantūros mokslo krypties mokslinių tyrimų kokybę vadovaujantis Kasmetinio vertinimo ir Palyginamojo vertinimo rezultatais, pagal tai, kokius institucija (-jos) vykdo mokslinius tyrimus ir kaip jie susiję su doktorantūros tematikomis, koks jų indėlis į mokslo krypties raidą, doktorantūros plėtrą, kokie buvo institucijos (-jų) vykdomos mokslo doktorantūros pokyčiai po pastarojo vertinimo atsižvelgiant į ekspertų pateiktas rekomendacijas (jeigu tokių buvo), išryškėjusias doktorantūros stiprybes ir silpnybes ir doktorantūros tolesnės raidos perspektyvas.

14. Doktorantūros reglamentas ir doktorantūros eigos administravimas įvertinamas pagal tai, kaip doktorantūros reglamentas dera su Mokslo doktorantūros nuostatais, kaip užtikrinama institucijos (-jų) vykdomos doktorantūros proceso kokybė; kaip reglamentuojamas ir vykdomas doktorantūrai skirtų lėšų tikslinis panaudojimas, kaip laikomasi akademinės etikos, kokios sudarytos galimybės doktorantams įgyti ir kelti kvalifikaciją, rengtis akademinėi karjerai, kaip užtikrinama disertacijų gynimo tvarka (disertacijų nagrinėjimas, gynimo tarybų sudarymas, mokslo laipsnių suteikimas), kaip užtikrinamas apeliacijų ir skundų nagrinėjimas.

15. Doktorantūros komitetas ir jo veikla įvertinama pagal komiteto sudėties ir komiteto narių atitiktį nustatytiems reikalavimams ir šios atitikties užtikrinimo praktiką ir atsižvelgiant į komiteto narių kaitą, pagal tai, kaip organizuojamas komiteto darbas, organizuojami posėdžiai ir priimami nutarimai, kokie svarstomi klausimai, kaip saugomi dokumentai, analizuojamas doktorantūros komiteto vaidmuo vykdant disertacijų tematikų ir vadovų konkursus, disertacijų temų atrankos principai, atsižvelgiama, kaip disertacijų tematikos ir doktorantų vadovų kompetencijos dera su institucijos (-ų) vykdomais moksliniais tyrimais, kaip tvirtinami doktorantūros studijų aprašai ir vykdoma jų peržiūra, kokios yra šio komiteto teisės ir galimybės lemti priėmimą į doktorantūrą, koks pretendentų į doktorantūros studijas ir priimtų doktorantų skaičius, kokie doktorantų kasmetinės atestacijos rezultatai, kokia kita doktorantūros komiteto veikla užtikrina doktorantūros kokybę ir efektyvumą.

16. Doktorantūros studijų ir mokslinių tyrimų vykdymas įvertinamas pagal tai, kaip doktorantūros studijų programa dera su doktorantūros tikslais, kaip studijos organizuojamos, kaip vadovaujama doktorantams, kaip pagrįsta doktorantūros studijų konsultantų (jeigu jų yra) būtinybė, kaip jie parenkami ir dirba su doktorantais, kaip sudaromas ir tvirtinamas doktoranto studijų ir tyrimo planas, kokia yra egzaminų (ir kitų atsiskaitymų, jei tokių yra) ir jų vertinimo tvarka, kaip užtikrinamas doktorantūros tarptautiškumas, užsienio mokslininkų dalyvavimas studijų ir mokslinių tyrimų procese, disertacijų gynimo tarybose, kiek doktorantai įtraukiami į institucijos (-ų) vykdomus mokslinius tyrimus, kiek doktorantų dalyvavo stažuotėse, konferencijose ir kituose mokslo renginiuose užsienyje ir kokie dalyvavimo rezultatai.

17. Doktorantūros efektyvumas įvertinamas pagal tai, kiek disertacijų apginta laiku, kiek disertacijų apginta eksternu, kiek disertacijų parengta užsienio kalbomis, kiek disertacijų apginta monografijų ir (ar) mokslinių straipsnių pagrindu, kiek disertacijų neparengta gynimui ir (arba)

parengta, bet neapginta, ir kokios to priežastys, kiek ir kokio lygmens (tarptautinės, nacionalinės), pobūdžio (vienos krypties ar tarpkryptinės) publikacijų parengta doktorantūros studijų metu, domimasi apgynusiųjų daktaro disertacijas mokslinė ir (ar) akademinė ar kita profesinė veikla, atsižvelgiama, ar būta sprendimų dėl mokslo laipsnio suteikimo atšaukimų.

#### **IV SKYRIUS VERTINIMO EIGA**

19. Savianalizijų suvestines ekspertų komisija vertina dviem etapais: individualiai ir ekspertų komisijoje.

20. Individualaus vertinimo metu kiekvienas ekspertų komisijos narys per komisijos vadovo nustatytą laiką įvertina jo paskirtas savianalizės suvestines ir parengia individualaus ekspertinio įvertinimo išvadas, užpildydamas Aprašo 1 priede pateiktą Mokslo doktorantūros ekspertinio įvertinimo formą.

21. Vertindami ekspertų komisijoje ekspertai pristato savo išvadas, diskutuoja ir susitaria dėl tolesnės išvadų projekto rengimo eigos.

22. Jeigu, ekspertų komisijos nuomone, savianalizės suvestinėje pateiktos informacijos pakanka išvadų projektui parengti, tai pagal šio Aprašo 1 priede pateiktą Mokslo doktorantūros ekspertinio įvertinimo formą rengiamos apibendrinamosios ekspertinio įvertinimo išvados (toliau – apibendrinamosios išvados). Jos rengiamos vykdomą doktorantūrą įvertinus pagal visus kriterijus (Aprašo III skyrius) ir pasirinkus individualių ekspertinių įvertinimų išvadomis bei diskusijų ekspertų komisijoje metu pasiektu sutarimu.

23. Jeigu, ekspertų komisijos nuomone, savianalizės suvestinėje pateiktos informacijos nepakanka išvadų projektui parengti, ekspertų komisija gali:

23.1. siūlyti kreiptis į savianalizės suvestinę pateikusią instituciją (-as), Tarybos vardu prašant patikslinti ar papildyti pateiktąją informaciją;

23.2. kreiptis į atitinkamą Komitetą, siūlydama organizuoti susitikimą su doktorantūros vykdytojais;

23.3. kreiptis į atitinkamą Komitetą, siūlydama organizuoti vizitą į doktorantūros teisę turinčią instituciją (-as) papildomai informacijai gauti (apie numatomą vizitą Taryba informuoja instituciją ne vėliau kaip prieš 10 darbo dienų iki rengiamo vizito dienos).

24. Papildomai gauta informacija aptariama ekspertų komisijos posėdyje, po kurio parengiamos apibendrinamosios išvados.

25. Parengtas apibendrinamasis išvadas ekspertų komisija pateikia atitinkamam Komitetui ne vėliau kaip per 3 mėnesius, o 23 punkte numatytais atvejais kreipusis į instituciją (-as) – ne vėliau kaip per 4 mėnesius nuo savianalizės suvestinės pateikimo Tarybai dienos.

26. Komitetas apibendrinamasis išvadas svarsto ir su jomis supažindina savianalizės suvestinę pateikusią instituciją (-as), kuri per 10 darbo dienų nuo išvadų išsiuntimo dienos gali pateikti pastabas dėl apibendrinamosiose išvadose, institucijos (-ų) nuomone, esančių faktinių klaidų.

27. Iš institucijos (-ų) gautos pastabos perduodamos savianalizės suvestinę vertinusiai ekspertų komisijai, kuri parengia ir Komitetui pateikia patikslintas apibendrinamasis išvadas.

28. Komitetas, gavęs apibendrinamasis išvadas, svarsto, ar vykdoma doktorantūra atitinka mokslo doktorantūros nuostatuose ir doktorantūros reglamente nustatytus reikalavimus bei teigiamai arba neigiamai įvertina doktorantūros kokybę ir efektyvumą.

29. Jeigu nustatoma, kad vykdamas doktorantūrą buvo laikytasi mokslo doktorantūros nuostatų bei doktorantūros reglamento reikalavimų, o doktorantūros kokybė ir efektyvumas vertinami teigiamai, Komitetas pateikia Tarybos pirmininkui apibendrinamasis išvadas ir siūlymą Švietimo, mokslo ir sporto ministerijai teikti siūlymą doktorantūros veiklą tęsti.

30. Jeigu nustatoma, kad vykdamas doktorantūrą buvo nesilaikyta doktorantūros nuostatų ar

doktorantūros reglamento reikalavimų ir (ar) doktorantūros kokybė ir efektyvumas vertinami neigiamai, Komitetas pateikia Tarybos pirmininkui apibendrinamąsias išvadas ir vieną iš siūlymų:

30.1. institucijai (-oms) koreguoti doktorantūros vykdymą ir informuoti Tarybą apie tai, kokių buvo imtasi priemonių neatitikimams ir (ar) trūkumams pašalinti doktorantūros kokybei gerinti ir efektyvumui didinti;

30.2. Švietimo, mokslo ir sporto ministerijai siūlyti suteiktą doktorantūros teisę:

30.2.1. sustabdyti;

30.2.2. panaikinti.

31. Tarybos pirmininkui priėmus vieną iš Aprašo 30 punkte paminėtų sprendimų, savianalizės suvestinę pateikusiai institucijai (-oms) išsiunčiamas rašytinis Tarybos siūlymas (kartu su apibendrinamosiomis išvadomis). Institucija (-os) turi teisę teikti apeliaciją dėl šių sprendimų Aprašo V skyriuje nustatyta tvarka.

32. Tarybos pirmininkui priėmus Aprašo 30.1 papunktyje minimą sprendimą, iš institucijos (-ų) gauta informacija apie tai, kokių buvo imtasi priemonių neatitikimams ir (ar) trūkumams pašalinti doktorantūros kokybei gerinti ir efektyvumui didinti, pateikiama ekspertų komisijai. Komitetas ekspertų komisijos išvadas svarsto, tvirtina ir priima sprendimą, ar vykdoma doktorantūra atitinka Mokslo doktorantūros nuostatuose ir doktorantūros reglamente nustatytus reikalavimus bei teigiamai arba neigiamai įvertina doktorantūros kokybę ir efektyvumą. Komitetas pateikia Tarybos pirmininkui apibendrinamąsias išvadas ir siūlymą rekomenduoti Švietimo, mokslo ir sporto ministerijai:

32.1. doktorantūros veiklą tęsti;

32.2. doktorantūros veiklą tęsti numatant institucijos (-ų) kokybės ir efektyvumo vertinimą vykdyti po 3 metų;

32.3. doktorantūros teisę sustabdyti.

33. Sprendimas teikti Švietimo, mokslo ir sporto ministerijai siūlymą dėl doktorantūros teisės sustabdymo arba panaikinimo priimamas Tarybos posėdyje.

34. Tarybos pirmininko ar Tarybos posėdyje priimti sprendimai dėl doktorantūros veiklos tęstinumo pateikiami kartu su apibendrinamosiomis išvadomis Švietimo, mokslo ir sporto ministerijai. Savianalizės suvestinę pateikusiai institucijai (-oms) išsiunčiama kopija.

## **V SKYRIUS APELIACIJŲ NAGRINĖJIMAS**

35. Institucija, nesutikdama su Tarybos siūlymu dėl doktorantūros įvertinimo, per 15 darbo dienų nuo siūlymo išsiuntimo dienos gali pateikti Tarybai argumentuotą apeliaciją.

36. Institucijos apeliacija išnagrinėjama Tarybos nustatyta tvarka per 60 darbo dienų nuo apeliacijos gavimo dienos. Apie priimtą sprendimą institucija informuojama raštu.

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Mokslo doktorantūros vertinimo tvarkos  
aprašo  
I priedas

**(Mokslo doktorantūros ekspertinio įvertinimo forma)**

**MOKSLO DOKTORANTŪROS EKSPERTINIS ĮVERTINIMAS**

Vertinamos doktorantūros mokslo kryptis \_\_\_\_\_

Doktorantūros teisė suteikta (mokslo ir studijų institucija (institucijos) ir suteikimo data) \_\_\_\_\_

**1 sritis: Institucijos (-jų) potencialas vykdyti mokslo doktorantūros studijas**

*Vertinimo aspektai:*

- 1.1. Institucijos (-jų) vykdomos doktorantūros mokslo krypties mokslinių tyrimų kokybė (*ekspertai vertina pagal Kasmetinio ir Palyginamojo vertinimo rezultatus, institucija (-jos) duomenų neteikia*);
- 1.2. Institucijos (-jų) vykdomi ir su doktorantūros tematikomis susiję moksliniai tyrimai, jų indėlis į mokslo krypties raidą, doktorantūros plėtrą;
- 1.3. Institucijos (-jų) vykdomos mokslo doktorantūros pokyčiai po pastarojo vertinimo: ekspertų rekomendacijos ir jų įgyvendinimas, glausta silpnųjų ir stiprybių analizė bei doktorantūros tolesnės raidos perspektyvos;
- 1.4. Kiti, institucijos (-ų) manymu, reikšmingi duomenys.

Pakankamas / Pakankamas iš dalies / Nepakankamas

Išsamus įvertinimo paaiškinimas

**2 sritis: Doktorantūros reglamentas ir doktorantūros eigos administravimas**

*Vertinimo aspektai:*

- 2.1. Doktorantūros reglamento ir Mokslo doktorantūros nuostatų dermė;
- 2.2. Institucijos (-jų) doktorantūros proceso kokybės užtikrinimas;
- 2.3. Doktorantų finansavimo tvarka institucijoje (-ose) (doktorantūrai skirtų lėšų tikslinis panaudojimas);
- 2.4. Akademinės etikos laikymasis doktorantūros studijose;
- 2.5. Doktorantų galimybės įgyti ir kelti kvalifikaciją (pasirengimas akademinėi karjerai, doktorantų pedagoginė ir kita veikla institucijos (-jų) padaliniuose);
- 2.6. Disertacijų gynimo tvarka (disertacijų nagrinėjimas, gynimo tarybų sudarymas, mokslo laipsnių suteikimas);
- 2.7. Apeliacijų, skundų nagrinėjimo tvarka ir praktika.

Tinkama / Tinkama iš dalies / Netinkama

Išsamus įvertinimo paaiškinimas

**3 sritis: Doktorantūros komitetas ir jo veikla**

*Vertinimo aspektai:*

- 3.1. Komiteto sudėtis, komiteto narių kaita, narių atitiktis nustatytiems reikalavimams ir šios atitikties užtikrinimo praktika;
- 3.2. Komiteto darbo organizavimas, posėdžių periodiškumas, jų organizavimo tvarka, darbotvarkės, dokumentacijos saugojimas;
- 3.3. Komiteto veiklos rezultatai: disertacijų tematikų ir vadovų konkursų organizavimas, patvirtintų disertacijų tematikų ir doktorantų vadovų kompetencijų dėmė su institucijos(-ų) vykdomais moksliniais tyrimais, studijų dalykų aprašų tvirtinimas ir peržiūra, pretendentų į doktorantūros studijas ir priimtų doktorantų skaičius, doktorantų kasmetinės atestacijos rezultatai;
- 3.4. Kita doktorantūros komiteto veikla, užtikrinanti doktorantūros kokybę ir efektyvumą.

Tinkama / Tinkama iš dalies / Netinkama

Išsamus įvertinimo paaiškinimas

#### 4 sritis: Doktorantūros studijų ir mokslinių tyrimų vykdymas

*Vertinimo aspektai:*

- 4.1. Doktorantūros studijų programos ir doktorantūros tikslų dėmė, studijų programos vykdymas (studijų organizavimas, vadovavimas doktorantui ir jo konsultavimas, doktoranto studijų ir tyrimo plano sudarymas, egzaminų ir jų vertinimo tvarka);
- 4.2. Doktorantūros tarptautiškumas (užsienio mokslininkų dalyvavimas doktorantūroje – disertacijų gynimo tarybose ir kita);
- 4.3. Doktorantų dalyvavimas institucijos (-jų) vykdomuose moksliniuose tyrimuose;
- 4.4. Doktorantų mobilumas: dalyvavimas su disertacijos tematika susijusiose stažuotėse, konferencijose ir kituose mokslo renginiuose užsienyje.

Tinkamas / Tinkamas iš dalies / Netinkamas

Išsamus įvertinimo paaiškinimas

#### 5 sritis: Doktorantūros efektyvumas

*Vertinimo aspektai:*

- 5.1. Laiku apgintų ir eksternu apgintų disertacijų skaičius (iš jų disertacijų užsienio kalbomis skaičius, disertacijų, apgintų monografijų ir (ar) mokslinių straipsnių pagrindu, skaičius);
- 5.2. Neparengtų ginti ir pateiktų ginti, bet neapgintų disertacijų skaičius ir neparengtumo bei neapgintumo priežastys;
- 5.3. Doktorantūros metu parengtų publikacijų skaičius, lygmuo (tarptautinės, nacionalinės) ir pobūdis (vienos krypties, tarpkryptinės);
- 5.4. Absolventų karjeros stebėseną (ar stebėsenos apskritai esama; absolventų, dirbančių mokslinį ir (ar) akademinį darbą, bei absolventų dirbančių kitose srityse, skaičius);
- 5.5. Sprendimų dėl mokslo laipsnio suteikimo atšaukimai.

Tinkamas / Tinkamas iš dalies / Netinkamas

Išsamus įvertinimo paaiškinimas



**Galutinė išvada (pažymėti vieną):**

Doktorantūrą tęsti

Doktorantūrą koreguoti pagal pateiktas pastabas

Suteiktą doktorantūros teisę sustabdyti

Suteiktą doktorantūros teisę panaikinti

**Rekomendacijos doktorantūrai gerinti (nurodant įgyvendinimo terminus):***(Nepildyti, jei suteiktą doktorantūros teisę siūloma sustabdyti ar panaikinti)*

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Patvirtinu, kad vertinant doktorantūrą nebuvo nei tiesioginio, nei netiesioginio interesų konflikto.

Pasižadu saugoti ir tik teisės aktų nustatytais atvejais ir tvarka naudoti konfidencialią informaciją, kuri man (mums) tapo žinoma vertinant doktorantūrą, bei saugoti man (mums) patikėtus dokumentus, kuriuose yra konfidenciali informacija, tokiu būdu, kad tretieji asmenys neturėtų galimybės su jais susipažinti ar pasinaudoti.

Data .....

Ekspertas (*pasirašo, kai vertinama individualiai*)

.....

*(Parašas)**(Vardas, pavardė)*Ekspertų komisijos vadovas (*pasirašo, kai parengta apibendrinamoji išvada*)

.....

*(Parašas)**(Vardas, pavardė)*

\_\_\_\_\_

Mokslo doktorantūros vertinimo tvarkos  
aprašo  
2 priedas

## **MOKSLO IR STUDIJŲ INSTITUCIJOSE VYKDOMOS MOKSLO DOKTORANTŪROS SAVIANALIZĖS SUVESTINĖS PAVYZDINIS PRIEDŲ SĄRAŠAS**

1. Mokslo doktorantūros reglamentas.
  2. Doktorantūros komiteto sudėtis (forma pateikta Aprašo 3 priede).
  3. Ataskaitinio laikotarpio doktorantų vadovų publikacijų sąrašai per paskutinius penkerius metus.
  4. Ataskaitinio laikotarpio doktorantų rengiamų (rengtų, parengtų) disertacijų temų sąrašas.
  5. Ataskaitinio laikotarpio doktorantų publikacijų sąrašas (*ties kiekvieno doktoranto pavarde išvardijant visas ataskaitinio laikotarpio jo publikacijas, nurodant: „parengta“, „priimta“ arba „paskelbta“*).
  6. Ataskaitinio laikotarpio doktorantūros komiteto svarstytų klausimų suvestinė.
  7. Ataskaitinio laikotarpio doktorantūroje siūlomų studijuoti dalykų sąrašas (*su nuorodomis į dalykų aprašus*).
-

Mokslo doktorantūros vertinimo tvarkos  
 aprašo  
 3 priedas

### MOKSLO DOKTORANTŪROS KOMITETO SUDĖTIS

<b>Eil. Nr.</b>	<b>Vardas, pavardė</b>	<b>Darbo- vietė (san- trumpa)</b>	<b>Pedagoginės pareigos arba mokslo darbuotojo pareigos</b>	<b>Konkurso tvarka užimamų pareigų paskutinysis laikotarpis</b>	<b>Atitiktis vyriausiojo ar vyresniojo mokslo darbuotojui keliamiems reikalavimams</b>	<b>Mokslinės kompe- tencijos kryptis (kryptys)</b>	<b>Kitos krypties doktorantūros komitetas (jei asmuo yra kito doktorantūros komiteto narys)</b>	<b>Vadovavimo doktorantams patirtis<sup>1</sup></b>
1.	Pirmininkas(-ė) (nuo 20... m.) –							

<sup>1</sup> Keliems doktorantams, sėkmingai apgynusiems mokslo daktaro disertacijas, vadovauta ar konsultuota, keliems vadovaujama ar konsultuojama dabar.

### **CHAPTER III EVALUATION AREAS AND ASPECTS**

11. The evaluation of the quality and effectiveness of a doctoral programme shall be based on analysis of the following areas for evaluation: the potential of the institution(s) to carry out doctoral studies; the regulations and ongoing administration of the doctoral studies; the activities of the Doctoral Committee; conduct of the doctoral studies and research; and the effectiveness of the doctoral programme.

12. A doctoral programme which is being offered shall be assessed according to the aspects for evaluation of the areas for analysis which are specified in items 13 to 17.

13. The potential of the institution(s) to carry out doctoral studies shall be assessed in terms of the quality of the scientific research which the institution(s) conduct(s) in the area of the doctoral programme as per the results of the Annual Evaluation and the Comparative Evaluation, and in terms of what types of research the institution(s) conduct along with its relevance to the themes of the doctoral programme and its contribution to the development of the field of research and to the development of the doctoral programme, what changes the institution(s) has made to the doctoral studies since the last evaluation considering the recommendations made by the experts (if any), notable strengths and weaknesses of the doctoral programme, and the programme's prospects for further development.

14. The regulations and ongoing administration of the doctoral studies shall be assessed in terms of how well the regulations of the programme conform to the Regulations on Research Doctoral Studies and how well the institution(s) ensure the quality of the doctoral processes, and in terms of how the targeted use of funds allocated to the doctoral programme is regulated and carried out, how academic ethics are maintained, what opportunities doctoral students are given to obtain and raise their qualifications and prepare for academic careers, how the process for defence of dissertations is managed (review of dissertations, composition of defence boards, awarding of degrees), and how appeals and complaints are handled.

15. The Doctoral Committee and its activities shall be assessed in terms of the compliance of the Committee's composition and membership with the established requirements and the practices for ensuring such compliance also considering the turnover of Committee members, and in terms of how the work of the Committee is organised, how meetings are held and resolutions adopted, what issues are discussed, how documents are safeguarded, the role of the Doctoral Committee in the competition for thesis topics and supervisors, the principles for choosing thesis topics, how well thesis topics and supervisors' qualifications fit the scientific research carried out by the institution(s), how the doctoral studies curriculum is approved and reviewed, what rights and opportunities the Committee has for influencing admission to the doctoral programme, the number of applicants to the doctoral programme and candidates admitted, the results of the annual attestation of doctoral candidates, and what else the Doctoral Committee does to ensure the quality and effectiveness of the doctoral studies.

16. The conduct of the doctoral studies and research shall be assessed in terms of how well-suited the programme of doctoral studies is to the objectives of the doctoral programme, how the studies are organised, how doctoral students are guided, how the need for doctoral advisors (if any) is justified, how they are selected and how they work with doctoral students, how the plan of doctoral studies and research is prepared and approved, processes for exams (and any other student assessments) and their evaluation, how the international nature of the doctoral studies is ensured, the participation of foreign researchers in the study and research process and on thesis defence boards, the extent to which doctoral students are involved in the research activities of the institution(s), and how many doctoral students have taken part in internships, conferences and other scientific events abroad and the results of their participation.

17. The effectiveness of the doctoral programme shall be assessed in terms of how many dissertations are defended on time, how many are defended externally, how many are written in foreign languages, how many dissertations are defended on the basis of monographs and/or scientific articles, how many dissertations are not presented for defence and/or are presented but not defended and the reasons for that, how many publications of what level (international, national) and type (monodisciplinary, interdisciplinary) were produced during the doctoral studies, the scientific and/or academic or other professional activities of those who have defended dissertations, and whether any decisions have been on the revocation of degrees.

[from CHAPTER IV]

28. Upon receipt of the summary conclusions, the Committee shall consider whether the doctoral programme meets the requirements set out in the regulations on research doctoral studies and the regulations of the doctoral programme and shall give a favourable or unfavourable assessment of the quality and effectiveness of the doctoral programme.

29. If it is determined that delivery of the doctoral programme has met the requirements of the regulations on research doctoral studies and the regulations of the doctoral programme and the quality and effectiveness of the doctoral studies are assessed positively, the Committee shall submit its summary conclusions to the chair of the Council proposing to recommend to the Ministry of Education, Science and Sport that the doctoral programme's activities continue.

30. If it is determined that delivery of the doctoral programme has not met the requirements of the regulations on research doctoral studies or the regulations of the doctoral programme and/or that the quality and effectiveness of the doctoral programme are assessed negatively, the Committee shall submit its summary conclusions to the chair of the Council proposing either:

30.1. that the institution(s) adjust the delivery of the doctoral programme and inform the Council of the measures which have been taken to remedy any inconsistencies and/or deficiencies and improve the quality and effectiveness of the doctoral programme;

30.2. to recommend to the Ministry of Education, Science and Sport that the right to offer the doctoral studies:

30.2.1. be suspended;

30.2.2. be revoked.

**(Research doctoral studies expert evaluation form)**

**EXPERT EVALUATION OF RESEARCH DOCTORAL STUDIES**

Research focus of the doctoral studies being evaluated \_\_\_\_\_

Right to offer the doctoral studies granted (to what research and academic institution(s) and on what date) \_\_\_\_\_

**Area 1: The institution(s) potential to conduct research doctoral studies**

*Evaluation aspects:*

- 1.1. The quality of the scientific research which the institution(s) conduct(s) in the area of the doctoral studies (*experts make their assessment on the basis of the results of the Annual Evaluation and the Comparative Evaluation, the institution(s) do(es) not provide data*);
- 1.2. Research conducted by the institution(s) which is relevant to the themes of the doctoral programme and its contribution to the development of the research field and of the doctoral programme;
- 1.3. changes made by the institution(s) to the doctoral studies since the last evaluation: recommendations and their implementation, concise analysis of strengths and weaknesses and of the doctoral programme's prospects for further development;
- 1.4. Other information which in the view of the institution(s) is significant.

Satisfactory / Partly satisfactory / Unsatisfactory

Detailed explanation of the evaluation

--

**Area 2: Regulations and ongoing administration of the doctoral studies**

*Evaluation aspects:*

- 2.1. Conformity of the regulations of the doctoral programme with the Regulations on Research Doctoral Studies;
- 2.2. Quality assurance of the doctoral studies processes by the institution(s);
- 2.3. Manner of funding the doctoral studies at the institution(s) (targeted use of funds allocated to the doctoral programme);
- 2.4. Adherence to academic ethics in the doctoral studies;
- 2.5. Opportunities given to doctoral students to obtain and enhance qualifications (preparation for an academic career, pedagogical and other activities of doctoral students within the institution(s));
- 2.6. Process for defence of dissertations (review of dissertations, composition of defence boards, awarding of degrees);
- 2.7. Processes and practices for handling appeals and complaints.

Suitable / Partly suitable / Unsuitable

Detailed explanation of the evaluation

--

### **Area 3: The Doctoral Committee and its activities**

*Evaluation aspects:*

- 3.1. Composition of the Committee, turnover of members, members' compliance with the established requirements and practices for ensuring such compliance;
- 3.2. Organization of the Committee's work, periodicity of meetings, meeting procedures and agendas, safeguarding of documents;
- 3.3. Results of the Committee's activities: organization of competitions for thesis topics and supervisors, fit of approved thesis topics and supervisors' qualifications with the research conducted by the institution(s), approval and review of the doctoral studies curriculum, number of applicants to the doctoral programme and candidates admitted, results of the annual attestation of doctoral candidates;
- 3.4. Other activities of the Doctoral Committee to ensure the quality and effectiveness of the doctoral studies.

Suitable / Partly suitable / Unsuitable

Detailed explanation of the evaluation

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### **Area 4: Conduct of the doctoral studies and research**

*Evaluation aspects:*

- 4.1. Fit of the programme of doctoral studies with the objectives of the doctoral programme, delivery of the study programme (organization of studies, guidance and advising of doctoral students, planning of doctoral studies and research, processes for exams and their evaluation);
- 4.2. International nature of the doctoral studies (participation of foreign researchers in the doctoral studies – on thesis defence boards, etc.);
- 4.3. Involvement of doctoral students in research activities of the institution(s);
- 4.4. Mobility of doctoral students: participation in internships, conferences and other scientific events abroad related to the topic of their dissertation.

Suitable / Partly suitable / Unsuitable

Detailed explanation of the evaluation

--

### **Area 5: Effectiveness of the doctoral programme**

*Evaluation aspects:*

- 5.1. Number of dissertations defended on time and externally (of those, number in foreign languages and number defended on the basis of monographs and/or scientific articles);
- 5.2. Number of dissertations not presented for defence and presented but not defended and the reasons for that;
- 5.3. Number of publications produced during the doctoral studies and their level (international, national) and type (monodisciplinary, interdisciplinary);
- 5.4. Tracking of graduates' careers (whether tracking is done at all; number of graduates engaged in scientific and/or academic work; and number of graduates working in other areas);
- 5.5. Decisions on the revocation of degrees.

Suitable / Partly suitable / Unsuitable

Detailed explanation of the evaluation

--

**Final conclusion** (*mark one*):

Continue the doctoral studies

Adjust the doctoral studies according to the recommendations provided

Suspend the right to offer the doctoral studies

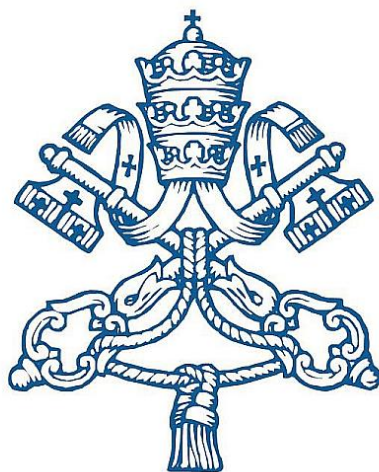
Revoke the right to offer the doctoral studies

**Recommendations for improving the doctoral studies (specifying deadlines):**

*(Do not complete if proposing to suspend or revoke the right to offer the doctoral studies)*

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AVEPRO

PRELIMINARY PROGRAMME  
FOR  
THE EVALUATION OF  
FACULTY OF CATHOLIC THEOLOGY  
VYTAUTAS MAGNUS UNIVERSITY  
(THEOLOGY & RELIGIOUS STUDIES)



<b>Thursday (April 22) (CET time)</b>	
13.00-14.00	Meeting with group that wrote SER, Head of Department, SPCs ( <b>Theology field</b> )
14.00-14.15	<b>Break</b>
14.15-14.45	Meeting with group that wrote SER, Head of Department, SPCs ( <b>Religious Studies field</b> )
14.45-15.00	<b>Break</b>
15.00-15.45	Meeting with coordinators of academic research, heads of scientific units of the Faculty and scientific workers
15.45-16.15	<b>Break</b>
16.15-17.00	Meeting with teaching staff
17.00-17.15	<b>Break</b>
17.15-18.15	Meeting with alumni and external stakeholders
-----	Private debriefing meeting - Evaluation Commission
<b>Friday (April 23) (CET time)</b>	
13.00-13.45	Meeting with the Administration (Rector, Vice-Rectors, Heads of University non-academic departments, Great Chancellor, Dean?)
13.45-14.00	<b>Break</b>
14.00-14.30	Meeting with I cycle students
14.30-14.45	<b>Break</b>
14.45-15.45	Meeting with II and III cycle students
15.45-16.00	<b>Break</b>
16.00 - -----	Personal meetings with teachers and stakeholders
-----	Evaluation Commission private meeting to prepare the exit presentation
Whenever Commission is ready	Meeting with the Dean (or administrators of the Faculty?) to discuss findings and recommendations