



STUDIJŲ KOKYBĖS VERTINIMO CENTRAS

Vytauto Didžiojo universiteto
RYTŲ EUROPOS STUDIJŲ IR TYRIMŲ
JUNGTINĖS STUDIJŲ PROGRAMOS (628L20001)
VERTINIMO IŠVADOS

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EVALUATION REPORT
OF INTERDISCIPLINARY RESEARCH AND STUDIES ON
EASTERN EUROPE (628L20001)
JOINT STUDY PROGRAMME
at *Vytautas Magnus University*

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DUOMENYS APIE ĮVERTINTĄ PROGRAMĄ

Studij programos pavadinimas	<i>Rytų Europos studijos ir tyrimai</i>
Valstybinis kodas	628L20001
Studij sritis	socialiniai mokslai
Studij kryptis	politikos mokslai
Studij programos rūšis	universitetinės studijos
Studij pakopa	antroji
Studij forma (trukmė metais)	nuolatinė (2)
Studij programos apimtis kreditais	120
Suteikiamas laipsnis ir (ar) profesinė kvalifikacija	politikos mokslų magistras
Studij programos registravimo data	2010-06-21
Kitos jungtinę programą vykdančios aukštosios mokyklos	Bolonijos universitetas, Korvinus universitetas, Sankt Peterburgo valstybinis universitetas

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INFORMATION ON EVALUATED STUDY PROGRAMME

Title of the study programme	<i>Interdisciplinary Research and Studies on Eastern Europe</i>
State code	628L20001
Study area	social sciences
Study field	political sciences
Kind of the study programme	university studies
Study cycle	second
Study mode (length in years)	full-time (2)
Volume of the study programme in credits	120
Degree and (or) professional qualifications awarded	Master of Political Sciences
Date of registration of the study programme	2010-06-21
Other higher education institutions implementing joint-degree programme	University of Bologna, Corvinus University of Budapest, Saint Petersburg State University

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The Centre for Quality Assessment in Higher Education

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I. INTRODUCTION

Among the challenges facing Lithuanian higher education is its relative insularity. Instead of participating in international conferences and publishing in international journals, many scholars and students in the humanities and social sciences stay within the safe confines of Lithuanian journals, publishing house, and conferences. This has the effect of not only cutting much of Lithuanian scholarship off from the rest of the world, but it also contributes to lower standards across Lithuanian higher education. The cross-national Interdisciplinary Master's in East European Research and Studies (MIREES) provides a vehicle for helping to break out of this trap. Lithuanian scholars and students involved in the programme work alongside of colleagues in Italy and Eastern Europe under the same conditions and under the same high standards. Bologna University, one of the best universities in Europe, provides central coordination and provides an operational platform. Bologna University's administrative systems evaluate faculty annually on teaching and research. Moreover, some of Europe's foremost scholars in the humanities and social sciences teach at Bologna University, and the university's library resources are outstanding. Thus, VMU's cooperative venture with Bologna University affords Lithuanian scholars and students access to scholars and resources, not otherwise generally available in the humanities and social sciences.

Of particular note is the programme's mobility requirement, which brings scholars and students to Lithuania from throughout Europe and further enhances opportunities for collaboration in research, teaching, and study. Another strong point is the emphasis on multi-disciplinarity, which is further enhanced by the comprehensive lists of electives that provide substantial opportunity for students to develop in-depth substantive knowledge of Eastern Europe and one country in the region. This knowledge is undergirded by the language requirement.

Despite these strengths, the programme is in need of improvement at points. Given our generally positive evaluation of the programme's contribution to Lithuanian higher education, we draw attention to these points in the spirit of constructive criticism. However, we are compelled to note that some of our criticisms are outside of the competence of Vytautas Magnus University (VMU) to fully resolve. While the MIREES programme management assures VMU adequate voice in all decisions, it remains that the programme is managed by a cross-national consortium. Herein lies one of the programme's most important challenges. Despite the value that the European Union places on such programmes, particularly in light of the benefits provided by mobility, it remains that the EU has yet to establish a common mechanism for such programmes. Thus, the MIREES programme management is left to coordinate activities under the laws and regulations of more than one state. This is a difficult and time-consuming process that can be a source of enormous frustration.

An eloquent example of the challenges faced by joint study programmes is the evaluation process. Joint degree programmes such as MIREES are evaluated by national agencies, which as far as we can discern do not operate under a set of common requirements and do not coordinate their reviews. This means that the institutions that implement the programme are compelled to prepare several self-evaluations according to different criteria and regulations. Though SKVC puts considerable effort into making the process as efficient as possible, the guidelines both for the institutions writing the self-evaluation reports and for the evaluations team are not adapted to the specificity of joint programmes.

Until the EU undertakes to engage in helping to manage cross-national study programmes, the challenges of managing such programmes will likely serve as a major disincentive to their further development. Nevertheless, we believe that the management structure of MIREES

together with the proactive and energetic commitment of faculty and administrators at both Bologna University and Vytautas Magnus University can deal with many of the issues that we criticize, albeit slowly.

Among the most important deficiencies that are outside of VMU's competence to address is the accreditation of MIREES in other countries. It seems clear from the evidence that we gathered that Bologna University and VMU are the most active universities in the four-school consortium. While faculty at Corvinus University and St. Petersburg University are quite active in the programme, administration at these two schools appears less engaged. Despite this, the Vice Rector of Bologna University and the Director of MIREES stated that St. Petersburg University and Corvinus University have had the programme accredited respectively in Russia and Hungary.

Our remaining criticisms are within the competency of MIREES to address. While VMU is a partner with a strong voice in the management structure, VMU will not be able to mandate or effect programmatic change by itself. The collective nature of the programme dictates that any changes will have to be agreed to by all partner schools (and by all the laws of the relevant states). Nonetheless, while any revisions will take time, VMU's institutional positioning in the management structure will likely mean that revision efforts will ultimately be successful.

Among the more important issues that we urge MIREES to address are that an analysis needs to be made of the labour market demand for the programme's students. Such an analysis will help to clarify whether MIREES should continue to attempt to develop disciplinary depth or focus instead on the programme's strength, the development of substantive knowledge of the region. We believe that a market analysis should also help develop stronger ties with social partners, especially employers. In turn, these stronger ties should make internships more broadly available for students, thereby increasing the applied aspect of the programme's learning outcomes. Finally, we urge as a part of the labour market analysis that serious consideration be given to the methods course. Quantitative methods are not reinforced in subsequent course work, and the team found no evidence of these employing statistical methods or standard methods of inference. Nonetheless, substantive knowledge was clearly in evidence. For many employers, this is sufficient. However, for the student looking to engage in analytical work, their skills are insufficiently developed. Whether this needs to be addressed is an issue that a labour market analysis would help to resolve.

II. PROGRAMME ANALYSIS

1. Programme aims and learning outcomes

The programmatic aim of the master degree programme in Interdisciplinary Research and Studies on Eastern Europe (MIREES) is to prepare specialists who are able to analyze, interpret, assess, and manage political, economic, and social problems in Eastern Europe. These programme aims and learning outcomes are clearly defined and publicly accessible on the programme's webpage. Toward this end, MIREES students develop in-depth substantive knowledge of both the region as a whole and one country in the region. Moreover, they are expected to acquire in-depth theoretical knowledge in six disciplines.

The MIREES programme is intended to meet market needs in management, conflict resolution, analysis, and consultancy in both the public and private sectors. We met with only one social partner, and students told us that a weakness of the programme is a lack of internship opportunities. This suggests that the programme may not have developed sufficient understanding of the labour market demand. Moreover, the self-evaluation report provided no

specific information about public needs or labour market needs that might have formed the basis for formulating programme aims and learning outcomes.

MIREES is a classic area studies programme. There is a discussion in academic circles concerning what an area studies programme at the MA level should cover. Should it focus on substantive knowledge of the region, or should it focus on the development of disciplinary or analytic skills? The MIREES programme states it aims to do both. We find that the substantive issues are covered fairly well, but the coverage of disciplinary knowledge and analytics is not as strong. In particular, the methods course needs to be reinforced in the curriculum.

MIREES emphasizes the development of substantive knowledge of Eastern Europe. Students study the region from an inter-disciplinary perspective. They must demonstrate mastery of a language spoken in the region, and they must live and study in the region. The second year includes a compulsory five-month mobility. The treatment of theoretical knowledge in a discipline is not the main focus. Rather, students learn to apply theoretical knowledge in a cross-disciplinary manner broadly within the political, economic, social, and cultural context of a particular country.

We do not believe that sacrificing disciplinary depth in favour of substantive knowledge of how to apply disciplinary tools and approaches in a particular cultural context is a programmatic deficiency. In fact, we believe that the MIREES approach is likely appropriate. However, a labour market analysis would help to confirm our suspicions.

Given the relative lack of attention given to developing disciplinary depth, we question the fact that MIREES offers a disciplinary degree. This is an artefact of the rigidity of the respective national classification systems. Thus, in Lithuania and Russia MIREES students are offered a Master in Political Science, in Hungary the Master of Arts in International Studies, and in Italy the Master in Interdisciplinary Research and Studies on Eastern Europe (Italy). While the qualifications offered are as compatible with the programme's title and learning outcomes as is possible, the classifications in Hungary and Italy appear more appropriate to the MIREES programme. In the case of Lithuania, the required methods course meets the needs of students intent on pursuing the Ph.D. in political science; however, their prospects would be increased were methods reinforced in subsequent course work. Nevertheless, in the assessment of the team, the MIREES programme meets the minimum needs of a prospective Ph.D. student in political science.

Finally, we note that considerable weight is devoted to the Balkans, which most likely reflects the geographic location of Bologna University. However, some students and a recent programme graduate expressed concern over the lack of coverage given to several important states, including Poland, arguably the most important country in the region.

2. Curriculum design

MIREES students spend their first year of studies at Bologna University. They must take required courses covering research problems and methods and state building, nationalism, and development in Eastern Europe. They must also take language courses and electives distributed across three disciplinary groupings, one in which they concentrate. In their second year, MIREES students engage in mobility, continuing language studies and elective work at one of the partner universities, to include Vytautas Magnus University. Students may elect to spend the entire second year at the partner university, but they must spend at least five months in mobility. Prior to the beginning of their second year work, students decide on a research topic for their masters thesis. They then focus their work at the partner university on the thesis, which they must successfully defend by the end of the second year.

The volume of the programme is 120 ECTS credits. The structure of the programme meets legal requirements in terms of the credits allocated to both subjects of study field and elective subjects. Moreover, the requirements for the final thesis are appropriate and the thesis defence is conducted by an international commission comprised of representatives of the institutions cooperating in the implementation of the programme. There is some concern whether the programme fully meets the requirements for those students who choose to specialize in a study field other than political science. These students are awarded the Master's degree in political science, but the subjects they study (other than political science) do not comprise at least 60 ECTS credits. Despite this, we believe the programme meets legal requirements because students can obtain the formally required number of credits if the subject is broadly defined as an interdisciplinary field of study.

While the curriculum design appears to satisfy legal requirements, we were not able to judge whether the programme had been properly accredited in Russia and Hungary. Documents that we were provided would appear to suggest that it has been, but it was outside the competence of the team to make a legal determination. The team noted what appeared to be a relatively more passive involvement by administration at St. Petersburg and Corvinus Universities. However, given the commitment of faculty at those universities, we are relatively confident that the MIREES programme will continue to receive the necessary support from these two partner universities, albeit not always in a timely fashion. We will comment later on the need for the European Union to become more proactively engaged in establishing procedures for cross-national programmes such as MIREES.

The emphasis on language acquisition is a notable strength of the MIREES programme. Moreover, the mobility requirement in the second year undergirds substantive knowledge, cultural awareness, and language skills related to the region/country of study.

The required course in state building, nationalism, and development is well-conceived and provides students with a solid foundation for further study. However, the required course in research problems and methods is not reinforced in subsequent course work. We found no evidence of these employing statistical methods or standard methods of inference. However, substantive knowledge was clearly in evidence. For many employers, this is sufficient. For this reason, we are not sure that this is a weakness that necessarily needs to be addressed. Moreover, while not ideal, the MIREES curriculum appears to provide adequate preparation for students intent on pursuing the Ph.D. in political science. However, for the student looking to engage in analytical work or for those intent on pursuing a rigorous (formal mathematical) approach to political science, their skills are insufficiently developed. As we noted in the previous section of this evaluation, a labour market analysis will help determine whether more emphasis needs to be placed on methods. If, as we suspect, the primary market for MIREES students is in analytics, we believe the programme should reduce the emphasis on methods and focus more carefully on the research process.

The list of electives is quite comprehensive. Together, the electives provide broad disciplinary knowledge, they are distributed relatively evenly across disciplines (although regionally there is a dearth of courses on the Caucasus and perhaps a bit too many on the Balkans), and they provide substantial opportunity for students to develop in-depth substantive knowledge of a country.

The programme is well designed to achieve the intended learning outcomes not only in terms of substantive issues, but in terms of study methods as well. In addition to traditional lectures, students may engage in independent work involving presentations, research projects, and the

like. This latter option is particularly important in developing analytic and presentational skills. Moreover, the mobility requirement makes a significant contribution to developing cultural skills.

The C.V. of the faculty and the course syllabi indicate that the course content is the latest available in the respective fields of inquiry. Faculty emphasized the need to provide basic instruction in their disciplines. However, students questioned whether sufficient depth was provided in disciplines in which they wished to concentrate or in which they have a background. This reinforces our previous point about whether MIREES should focus on developing further disciplinary depth or applying disciplinary tools and approaches in a specific cultural context.

Students with whom we spoke did not express concerns with repetitive courses and faculty indicated they avoided it. The main area of possible repetition is in regard with elective courses covering questions of nationalism and state building, as they overlap with the compulsory course on these topics. However, this level of repetition appears appropriate to learning. The required course covers the issues in general, and the electives focus on their intersection in a particular state.

We conclude that the MIREES programme curriculum design meets learning outcomes related to developing substantive knowledge of a country in the region and being able to apply theories and approaches in one or more disciplines to an analysis of that country.

3. Staff

The teaching staff meets legal requirements, and the qualifications of the faculty staff are adequate to ensuring learning outcomes. A particular strength in this regard is that Bologna University administrative systems evaluate faculty annually on teaching and research. In effect, VMU faculty are being subjected to reviews that require them to meet international standards in teaching and research in the humanities and social sciences. This is an important strength of the programme. Faculty who do not meet these standards are not permitted to teach in the programme. Decisions on assigning teaching responsibilities are made annually. The annual review ensures that faculty are engaged in research relative to their disciplines and at a level expected internationally.

Teaching is evaluated by student evaluations, and VMU faculty score high in teaching evaluations. Bologna University requires evidence of publications within five years, and VMU faculty meet this standard. Moreover, some VMU faculty exceed expectations.

Continuity is provided by a core faculty at Bologna University and partner universities. In order to ensure the programme can meet all learning outcomes, a relatively high number of adjuncts teach in the MIREES programme. Adjuncts are hired contractually to teach a specific course, and they are generally specialists in the non-academic world. The inclusion of adjuncts also permit a student-teacher ratio of 25 to 30 in the classroom.

The teaching staff's research interests are such that there is likely to be very little reinforcement of methods. Indeed, only one member of the teaching staff seems qualified to serve as a thesis adviser for any student who might be interested in employing statistical methods or models.

Professional development is left to each institution. There appear to be significant discrepancies between them in the support provided for faculty development. The availability of paid research visits, sabbaticals, and funding for participation in international conferences is particularly uneven across the partner schools.

4. Facilities and learning resources

The library resources available to MIREES faculty and students at Bologna University is an *exceptionally strong positive* aspect of the programme. Bologna University's library affords Lithuanian scholars and students full access to resources not otherwise generally available in the humanities and social sciences. On-line as well as hard copies of virtually all journals in all disciplines are available. Lithuanian students report that many of these journals are not available within Lithuania.

Moreover, faculty and students are able to interact with some of the most well-known scholars in the humanities and social sciences in Europe. During the evaluation, we met with Jean Blondel, one of the world's foremost political scientists. He was lecturing in the MIREES programme.

The general facilities are more than adequate, to include classroom space and access to computer technology. There is a student commons for breaks and socializing, and students generally live off campus, but apartments are affordable and available.

5. Study process and student assessment

While the admission rate is high, the admission requirements appear to be well-founded. Documents submitted by candidates are evaluated on the basis of the following criteria:

- 1) marks/grades obtained for the degree (together with the length of the degree, the number and relevance of obtained degrees, reference letters) (60 points),
- 2) relationship of the degree to MIREES learning objectives and professional profile (20 points),
- 3) the quality of the student's statement of intent (20 points).

These criteria are sufficient to select those candidates whose background of previous studies is most suitable for the studies in the MIREES programme. They assure that the prospective students are well prepared for the Master level studies in Eastern Europe conducted in English.

Students have access to an adequate level of academic and social support, and they appear to be relatively satisfied with the educational experience as well as their progress toward achieving the programme's learning outcomes. Moreover, students must engage in mobility. This is a particular strength of the programme that assures that students and faculty alike gain from being part of an international team.

We believe that the students' experience would be further enhanced by the increased availability of internships and research opportunities. While Bologna University gathers data on graduates, to include employment, more attention should be paid to developing ties with social partners, especially employers. These ties could provide an important source of internships permitting students to practice their skills in an applied setting. Moreover, faculty should be encouraged to engage students in their research. This would further support student understanding of the research process. One way to encourage faculty-student research collaboration is to grant faculty teaching credits for working with students in independent research. For example, faculty might be given credit for teaching a course for every five students they mentor in research.

The assessment methods and forms are decided by course lecturers. Judging from the descriptions of the assessments methods provided in course descriptions (Annex 1 of the Self-Assessment), the assessment methods are coordinated with the learning outcomes and they are adequate for the level of studies (not based on memorizing only, intended to encourage creative and analytic thinking and to develop problem-solving skills). The assessment criteria are announced at the beginning of the course. Based on student comments, these criteria are clearly stated. The same applies to the criteria relating to the assessment of the Master thesis.

To sum up, while the study process is organized in a manner appropriate for the level and type of programme, more emphasis should be put on involving students in research activities, as well as developing closer ties with employers (and alumni, as well).

6. Programme management

Responsibility for decision-making and monitoring of programme implementation are clearly allocated. All major decisions, to include those related to the curriculum and the hiring of faculty, are made by a committee comprising representatives of the partner universities. These decisions are subsequently submitted to the review and approval of all MIREES faculty, to include those from the partner universities. The programme director is responsible for executing these decisions, and his actions are subject to the review of the faculty as well as the partner institutions. Thus, the decision-making process assures VMU adequate voice in the process.

However, the decision-making process is unnecessarily cumbersome owing to the lack of an EU mechanism for cross-national programmes. In the absence of such a mechanism, MIREES programme management shoulders the burden for coordinating the programme to satisfy the laws and regulatory expectations of the home states of each of the partner universities.

Annual reviews of the effectiveness of programme implementation as well the quality of instruction are conducted by Bologna University. These reviews include the collection and analysis of data related to employment of MIREES graduates, satisfaction with the programme, and learning outcomes assessment. The data indicate a high degree of student satisfaction with the programme. Moreover, there is clear evidence that MIREES programme management responds to feedback provided by these annual reviews. For example, students reported that the number of language courses had been increased after it was noted that there were an insufficient number of such courses three years ago.

We offer two criticisms of the programme management. First, we could find little evidence that social partners are involved in the management process or the annual reviews. Second, there is little evidence that the programme management process extends to the course offerings in the third semester at partner universities. While the MIREES programme receives student evaluations of these courses, it is not clear that the programme has much to say about their content.

III. RECOMMENDATIONS

1. We recommend that a serious analysis of the labour market demand be undertaken. The goals of the analysis should be
 - a. to determine whether the programme should focus on developing disciplinary depth or focus instead on the development of substantive knowledge of Eastern Europe;
 - b. to develop stronger ties with social partners, especially employers;
 - c. to make internships more broadly available for students.
2. We recommend that Vytautas Magnus University work with the Ministry of Education and Science to develop a classification category more appropriate to graduates of MIREES. We would propose the creation of a category in area studies or international studies.
3. We recommend that consideration be given to redesigning the required course in research problems and methods by replacing treatment of quantitative social science research methods with a greater emphasis on the general research process. The decision should be made on the basis of the results of the labour market analysis.
4. We recommend that more attention be paid to developing ties with social partners, especially employers with an aim toward increasing the number of internships and increasing the

- involvement of social partners in both programme management and learning outcomes evaluations.
5. We recommend that MIREES explore ways to increase research opportunities for students.
 6. We recommend that partner universities, to include Vytautas Magnus University, work with their respective ministries of education to urge the European Union to develop a common mechanism for managing and coordinating cross-national programmes.
 7. We recommend that MIREES review and approve syllabi for courses offered at the partner universities in the third semester.

IV. SUMMARY

MIREES is a cross-national consortium of schools that offers students the opportunity to acquire a masters degree in area studies. The curriculum design and course offerings permit students to acquire an in-depth understanding of the social, political, economic, and cultural forces at play in one country of Eastern Europe. Moreover, students engage in a required mobility and develop an intermediate proficiency in a language of the region. From the general perspective of the European project, these are all very strong positives that commend the programme.

From the perspective of Lithuanian higher education, MIREES offers Lithuanian scholars and researchers in the humanities and social science an opportunity to intersect with and engage international scholarship in their fields. Lithuanian scholars and students study and work alongside of their counterparts throughout Europe, some of whom are the most well-known scholars in their fields. Moreover, the library resources at the lead school, Bologna University, are world class; and Lithuanian scholars are subject to the same high standards in teaching and research as professors at Bologna University, one of the most outstanding universities in Europe.

Having said that, we note that the MIREES programme would benefit from some modifications. An important set of such modifications should be guided by the results of a serious labour market analysis. The goal of the analysis should be to determine whether the programme should focus on developing disciplinary depth or focus instead on the development of substantive knowledge of Eastern Europe. Other aims of the analysis should be to identify social partners who would be the primary employers of MIREES graduates. These social partners should be encouraged to provide internships to MIREES students and to assist in programme management and the assessment process.

The outcome of the labour market analysis would also help to clarify the role of the required course in research problems and methods. The quantitative methods presented in that course are not adequately reinforced in subsequent course work, and students do not employ them in theses. We suspect that the current curriculum design, which develops a strong substantive knowledge instead of in-depth knowledge in a discipline, is sufficient for most employers as well as for entry to the Ph.D. in political science at most universities. However, for the student looking to engage in analytical work, their skills are insufficiently developed. A labour market analysis will help determine if the programme can and should attempt to engage the market demand for disciplinary-based analysts.

Should the decision be made to focus on substantive knowledge of the region, which is the strength of the programme, then the course in research problems and methods should be redesigned to focus on the research process in general. In such case, MIREES might also consider working with the Lithuanian Ministry of Education and Science to develop a classification category more appropriate to graduates of MIREES. We would propose the creation of a category in area studies or international studies.

Bologna University administrative systems evaluate faculty annually on teaching and research. Teaching is evaluated by student evaluations, and curriculum vitae are reviewed to ensure faculty are engaged in research relative to their disciplines and at a level expected internationally. However, professional development is left to each institution. Thus, the availability of paid research visits, sabbaticals, and funding for participation in international conferences is uneven across the partner universities.

While the student educational experience and general environment is quite good, it would be further enhanced by the greater availability of internships and research opportunities. Both would help to reinforce understanding of the research process. We recommend that faculty be incentivized to engage MIREES students in their research agenda.

In our view, programme management is transparent and it offers VMU an adequate voice in all decisions. Moreover, annual reviews are effective. However, MIREES programme management should include the review and approval of syllabi for courses offered by partner universities in the third semester.

Finally, we would be remiss if we did not note that for all its strengths, the MIREES decision-making process is greatly complicated by the lack of a EU common mechanism for coordinating cross-national educational programmes. As a consequence, there are a number of potential problem areas that are simply outside of the competence of VMU to resolve by its own efforts. Among these is the issue of the accreditation of MIREES in other countries. The Vice Rector of Bologna University and the Director of MIREES stated that St. Petersburg University and Corvinus University have had the programme accredited respectively in Russia and Hungary. The team is not competent to judge whether this is the case.

However, in our view, this is an area in which the EU should be more proactively engaged. We recommend that the partner universities, to include Vytautas Magnus University, work with their respective ministries of education to urge the European Union to develop a common mechanism for managing and coordinating cross-national programmes. This is important if programmes of this kind that unite mobility with opportunities for cross-national collaboration in teaching and research are to thrive.

V. GENERAL ASSESSMENT

The study programme *Interdisciplinary Research and Studies on Eastern Europe* (state code ó 628L20001) at Vytautas Magnus University is given **positive** evaluation.

Study programme assessment in points by evaluation areas.

No.	Evaluation Area	Evaluation Area in Points*
1.	Programme aims and learning outcomes	3
2.	Curriculum design	3
3.	Staff	3
4.	Material resources	4
5.	Study process and assessment (student admission, study process student support, achievement assessment)	3
6.	Programme management (programme administration, internal quality assurance)	3
	Total:	19

*1 (unsatisfactory) - there are essential shortcomings that must be eliminated;

2 (satisfactory) - meets the established minimum requirements, needs improvement;

3 (good) - the field develops systematically, has distinctive features;

4 (very good) - the field is exceptionally good.

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