Kazimiero Simonavičiaus UNIVERSITETAS

REPORT ON SELF-EVALUATION OF KAZIMIERAS SIMONAVIČIUS UNIVERSITY ACTIVITIES

Rector of

Kazimieras Simonavicius University .... **Prof. Dr. Arunas Augustinaitis**

(signature)

Seal

Head of

Self-evaluation preparation group .... **Assoc. Prof. Dr. Auste Kiskiene**

(signature)

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INTRODUCTION

1. Kazimieras Simonavičius University (hereinafter referred to as the University) is a private university founded in 2003; its development consists of two qualitatively different stages, viz.:

2. 1) 2003 to 2011 the University operated as Public Entity Vilnius Business Law Academy (hereinafter referred to as the Academy). On 25 August 2003 the Ministry of Education and Science of the Republic of Lithuania registered Public Entity Vilnius Business Law Academy (Registration Certificate No 000495) and issued licence to conduct integrated university studies (Licence No 002426). As of its founding, it has been headed by Prof. Dr. Romualdas Stanislovaitis (2003-2004) and Ass. Prof. Dr. Edmundas Trasauskas (2005-2011). At that time the University trained only law specialists who were conferred the degree of a Master of Law upon the completion of integrated law studies.

3. 2) On 5 January 2012 stakeholders (shareholders) of Vilnius Business Law Academy changed, which triggered a radical reform and development of the University. The reform led to the change of the legal form, the name and the administration of the University. The Ministry of Education and Science revised the licence issued in 2003, and on 8 February 2012 licensed *Kazimiero Simonavičiaus universitetas, UAB* to conduct university studies and activities related to studies (Licence No 002081). Presently, Kazimieras Simonavičius University is headed by Prof., Dr. Arūnas Augustinaitis. In 2012 the University entered a new stage of its activities: administrative reform was conducted, new relevant study programmes were designed, new national and international partnerships were formed, new research infrastructure is being developed. On 23 August 2012 Kazimieras Simonavičius University merged with private higher education institution Public Entity Academy of Business and Management (hereinafter referred to as ABM) and integrated academic and structural divisions of the latter into the structure of the University.

4. Over the period of the self-evaluation report the University identified and defined main directions of strategic development. Three years ago the University created the operational framework and guidelines and at present tangible results have already been achieved following the strategic directions. The University has expanded study and research areas and commenced implementation of newly designed and accredited Bachelor and Master degree study programmes in the fields of law, business and management, communications and other social sciences. During this period the foundation for the University activity in the areas of physical and humanitarian sciences and psychology was also created: the first in the history of the University physical science bachelor degree study programme "Internet Engineering" in the field of informatics was accredited and launched; the bachelor degree study programme "Psychology" in the field of psychology and the bachelor degree study programme "Economy Linguistics" in the field of linguistics of humanitarian study area were submitted for accreditation.

5. In the reviewed period the University strengthened and emphasized priority fields of research activity to comply with the studies provided at the University and to lay foundation for further development of the University; attracted new academic and business partners, created the system of science and technology transfer and commercialization, joined international scientific research projects and consortiums, established together with business partners the Internet Engineering laboratory and signed first agreements with national and international academic partners on developing and conducting joint PhD study programmes in the areas of law and communication.

6. The University conducts studies in Vilnius (where the headquarters are located) and in Klaipėda; the principal academic structural divisions are faculties (institutes, centres and schools can also operate as faculties) and departments.

7. Till 2012 the University was of very narrow specialization and conducted only studies and research in the field of law; therefore there was no reason to expand academic departments: at the time there were only three departments (the Department of Law, the Department of Economics and Management, the Department of General Subjects) and the Klaipėda Extended Studies Department. The Current structure of Kazimieras Simonavičius University reflects the changes occurred at the University since 2012 and future planned changes (see Annex No. 1): 1) the Law Faculty, the Institute of Creative Society and Economy, the Business School (formed after integration of ABM into the University structure) and Klaipėda Faculty have been created; 2) the Department of Internet Engineering has been established on the basis of which a faculty is planned to be formed in the future; 3) an agreement with a social partner *The Psychology Academy* was signed in September 2015 to establish a Psychology institute to conduct psychology field studies and scientific research; 4) at the beginning of 2016 in conjunction with an academic partner *The Institute of the Lithuanian Language* the Department of Economic Linguistics is planned to be established to conduct humanitarian science study programmes and research.

8. From 2012 the University has given a lot of attention to developing international relations: it has become a member of the Erasmus exchange programme, significantly expanded the circle of international partners, started conducting studies in English, and joined several international research projects and consortiums. In June 2015 the University signed an agreement with a foreign partner *Helsinki School of Business* to conduct together from early 2016 Business Management studies in English. On the basis of this agreement it is planned to develop further the Business School of the University and to focus it towards implementation of international study programmes. The plans of 2013 to establish a Joint Science and Study Centre of Kazimieras Simonavičius University and Kingston University London did not materialize due to no funding received under the application submitted for the tender organised by the Ministry of Education and Science of the Republic of Lithuania. The University filed an appeal to a court against the tender results and won the case but still no funding was allocated to establish the centre.

9. Research, innovations, and study support activities at the University are carried out by the Research and Development Centre, the Studies Development Department, the Entrepreneurship and Innovation Centre, and the Competence Development Centre. Other organisational and ancillary activity is conducted by administrative units: the International Relations Department, the Marketing and Communications Department, the Library, the Information Technologies Department, Support staff. The University administration consists of Rector, Vice-Rector, Chancellor, Head of Administration, and Chief Accountant.

10. At beginning of the reform new self-government structures – the Senate and the Academic Council – were formed. A constituent meeting of the Senate of KSU was held on 26 April 2012, during which Prof. Hab. Dr. Romualdas Ginevičius was elected the Chairman of the Senate. The Senate consists of 15 members, including 9 professors, 3 assoc. professors, the Chancellor of the University and two representatives of students. The first meeting of the Academic Council was held on 27 April 2012. Dr. Edgaras Leichteris, a representative of social partners and the Director of the Knowledge Economy Forum, was elected the Chairman of the

Academic Council. The Academic Council has 10 members. Students' representation has been operating at the university since 2006.

11. The university has been offering one integrated study programme of law since 2003. As of January of 2012 the university developed and submitted for accreditation 12 new first level (Bachelor's) study programmes in the fields of communication, law, sociology, business and management, informatics and 5 new second level (Master's) study programmes in the fields of economics, management, communication, political science and public administration. At present two more new Bachelor degree study programmes in the fields of psychology and linguistics are being accredited.

12. According to the data of 1 October 2014, the university has 647 full-time and part-time students, including 153 students at the Law Faculty, 281 students at the Institute of Creative Society and Economy, 83 students at the Business School, 29 students at the Department of Internet Engineering, 92 students at the Klaipėda Faculty (Annex No 9). In 2014, 65 students graduated from integrated Law programme and received diplomas of the Master of Law and 28 students graduated from Business Management bachelor programme and received diplomas of the Bachelor of Business. The total of 496 students graduated from the University since its foundation in 2003.

13. According to the data of 1 October 2014, the academic staff of the University consists of 95 teachers and researchers: 88 teachers, including 37 doctors (including 10 professors, 25 assoc. professors) and 5 researchers, including 3 doctors (including 2 processors) (Annex No 9).

14. In 2012 an external evaluation of activity of Kazimieras Simonavičius University took place performed by an international group of experts formed by the Centre for Quality Assessment and led by Dr. Michael Emery. In the conclusions the group of experts gave positive assessment to the University in all evaluated areas. In 2014-2015 the University voluntarily[1] participated in the Research Assessment Exercise of Lithuanian higher education institutions conducted by the Research and Higher Education Monitoring and Analysis Centre during which self-evaluation of the University research activity was conducted and a visit by an international group of experts took place. In the conclusions the group of experts rated the University's research on a five-point scale at 1, however they emphasized that notwithstanding unfavourable conditions and unfair competition with state-owned higher education institutions the University understands well how to develop the research activity and that basis prerequisites for the research development had already been created. Taking into consideration the conclusions of the mentioned evaluations, consultations with the academic community and social partners, new national strategic documents, the University developed and approved the Performance Improvement Plan and initiated the process of update of the 2012-2018 University strategy and the Statute.

15. For the purpose of performing self-evaluation and drafting a self-evaluation report, a working group has been formed by Order No 1 of 1 December 2014 of the Rector of Kazimieras Simonavičius University (amended by Order No 13 of 5 March 205). Self-evaluation working group (see Annex No 17) has been formed with due consideration to the quality policy of the University as well as the values and provisions of academic ethics, which consolidated the aspiration to involve the administrative staff, teachers (researchers), students and social partners in all processes taking place at the University.

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[1] Participation of private higher education institutions was not compulsory.

1. STRATEGIC MANAGEMENT

1.1. RELEVANCE, IMPLEMENTATION AND PROMOTION OF THE STRATEGIC ACTION PLAN

16. On 6 January 2012 the owners of the University changed, and investment company *UAB HE Investments* became the sole owner. This led to the crucial changes in the strategic management of the University: the name, the status, the administration, the Statute and the Strategy was changed. The Academy became Kazimieras Simonavičius University, the legal status was changed to the private limited liability company, a new rector was appointed and the rector's team was formed, the Senate and the Academic Council of the University was elected, a new Statute was adopted, and the new 2012-2018 Strategy of the University (hereinafter referred to as the Strategy; Annex No 2) was adopted. According to the Statute of the University (Annex No 3), the governing bodies of the University are the General Meeting of Shareholders (the highest governing body), the Academic Council, the Rector of the University (a single-person governing body); the Senate is the community advisory body on the issues of studies and research to the Rector. The Rector of the University is in charge of the strategic planning and develops the Strategy of the University, while the Academic Council of the University discusses and approves the Strategy. The Rector is in charge of the implementation of the Strategy and reports to the Academic Council of the University.

17. The year of 2014 saw the start of the process of update of the University Statute and the Strategy with reference to the results of the University performance evaluation conducted in late 2012 as well as the observations presented by the international evaluation group of experts, the results of the University research evaluation performed in 2014-2015, the developed and approved University performance improvement plan, consultations with the University community and its main divisions, the Senate committees, the Academic Council, the Students Representation and social partners. Proposals on the revision of the University Statute and the Strategy are planned to be discussed at the University Senate meeting in July 2015 and to be submitted for approval by the University Academic Council in III-IV quarter 2015.

1.1.1. COMPLIANCE OF THE STRATEGIC ACTION PLAN WITH RELEVANT UNIVERSITY, NATIONAL AND EU STRATEGIC DOCUMENTS

18. Over the course of its evolution the University has undergone two qualitatively different stages of strategic development. The first stage was establishment of the specialized non-government university higher education institution Vilnius Academy of Business Law in 2003-2011 that used to prepare specialists only in the field of law, the second stage started in 2012 with radically new strategic orientation towards a multi-profile university based on not only the *teaching university* approach but also the *research university* approach and active development of the *third mission*.

19. Key changes that took place at the University in 2012 altered the University goals and strategic perspectives. The new University Strategy for 2012-2018 was developed and approved which substantiated the occurred changes, the new vision, mission and values, defined directions of the strategic breakthrough and strategic goals till 2018, set objectives and measures to implement them as well as target results.

20. The strategy of the University is developed with due consideration of the following three key factors of the academic development: (1) the global academic development trends and advanced models of university activities; (2) the specific features of post-Soviet development of the Lithuanian university system; (3) the relationship with the ongoing reform of the higher education system. It is stated that the Lithuanian university system becomes increasingly less efficient, and this impedes the competitiveness of the country and the modernisation of human resources and the labour market. These circumstances shape the strategic demand for an efficient university that is centred on the demands of the society and on global changes. The post-Soviet system of state universities becomes closed, stagnant and not in line with the expectations of the society of the country; therefore, the new strategy aims at shaping the development of a private multi-profile university.

21. While developing the University Strategy a comprehensive analysis of global processes and trends in the field of higher education was carried out including the strategic guidelines of formation of the European higher education area. The basis for reference were the University activity goals established in the University Statute; laws, strategies, programmes, insights and other documents of Lithuania and the EU regulating higher education and science and general development; the goal was to contribute to implementation of the goals and provisions laid down in the following documents: the Lithuanian science and studies vision "Learning Lithuania 2030"[2]; the Strategy "Europe 2020"[3]; the Lithuanian national progress strategy "Lithuania 2030"[4]; the Law on Science and Studies of the Republic of Lithuania[5]; the National Research Programmes[6]; the Bologna Process documents[7]; the European higher education area documents[8]; the Lithuanian Innovations Strategy 2010-2020[9]; the insight on higher education and studies "Educational Futures: Shifting Paradigm of Universities and Education"[10].

22. The Strategy states the following vision and mission of the University:

The vision of the University: the most advanced private research and higher education institution in Lithuania founded on the principles of academic freedom and harmony, developing the principal research and study areas on the international level with due consideration to global challenges, seeking to create and to provide students with global knowledge and value-based attitudes that would allow the University to become the centre of shaping the future of the state and the society, and that would allow students to be actively involved in creating the future, be able to positively influence their own development and the development of the state and the world.

The mission of the University: activities of the University are aimed at increasing the learning leadership and competitiveness of the Lithuanian society by creating new knowledge, implementing the sustainable development principles in life, culture, technology, social relationship, policy and other areas.

[2] Learning Lithuania 2030. http://www.moksliojilietuva.lt/

[3] Strategy „Europe 2020" http://eur-lex.europa.eu/LexUriServ/LexUriServ.do?uri=COM:2010:2020:FIN:LT:PDF

[4] Lithuanian national progress strategy "Lithuania 2030" http://www.lietuva2030.lt/vizijos-projektas

[5] Law on Science and Studies of the Republic of Lithuania. 2009-04-30. LRS. http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=343430&p_query=&p_tr2=

[6] Lithuanian Science Council. National Research Programmes. http://www.lmt.lt/lt/mkf/nmp.html

[7] The Bologna Process and the European Higher Education Area. http://ec.europa.eu/education/policy/higher-education/bologna-process_en.htm

[8] European Higher Education Area. http://www.ehea.info/article-details.aspx?ArticleId=73

[9] Lithuanian Innovations Strategy 2010-2020. http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=365849&p_query=&p_tr2=

[10] Educational Futures: Shifting Paradigm of Universities and Education / Ed. Oguz N. Baburoglu. Istanbul: Sabanci University Press, 2000. ISBN 975-8362-08-9.

23. Taking into consideration global university development trends the University follows the strategic principles of: 1) a sustainable university; 2) an entrepreneurial university; 3) a learning university; 4) an interdisciplinary university; 5) a university based on leadership and innovations; 6) an innovative and creative university; 7) a socially responsible university; 8) a university of regional development; 9) an international and multicultural university; 10) a competitive university.

24. The University Strategy emphasizes the main strategic goal of developing and implementing a model of the University activity that meets demands of the 21st century and is in line with the policies and context of the European Union as well as needs and traditions of the Lithuanian society.

25. The strategic goals of the University are: (1) to form a modern system of interdisciplinary research and studies based on holistic principles of organisation and governance and targeting challenges caused by global environments and market changes; (2) to implement the model of a learning university as a nucleus of regional development of knowledge and innovations that links research, business and public authorities, and that creates, supports and improves lifelong learning environments; (3) to develop the principles of an entrepreneurial university by increasing the efficiency of the synergy of research, studies and innovations, by improving social partnership relations and by integrating research and development as well as the process of studies into business environments, innovative and spin-off enterprises; (4) to develop every kind of international relations of the University, to join academic networks, to establish joint divisions with European and world universities, to absorb global research priorities and requirements for the quality of studies; (5) to create a creative and innovative research and study environment, full-fledged social relations and responsible social governance.

26. The University goals are implemented with the strategic breakthrough directions defined in the fields of management, studies, science and innovations, development of human resources, infrastructure and marketing, multiculturalism, having formulated appropriate objectives, measures, target results and delegated responsibilities. The links of the University strategic goals with the breakthrough directions are presented in the University Strategy (Table No 2 in Annex No 2).

27. Presently, Kazimieras Simonavicius University is the only private university in Lithuania that sets such goals. During development of the University strategy much attention was given to building of partnership networks with the business and NGOs. Backed up by the Strategy the University seeks to improve the quality of studies, to strengthen the correlation of studies and research, to promote social and business innovations, and to develop the social responsibility, creativity and openness of the young generation.

28. Presently the University Strategy is being updated as a result of the University performance evaluation reports and recommendations (see par. 17) and adoption of the new national and international strategic documents in the field of higher education:
- The Programme on the Implementation of the Priority Areas of Research and (Socio-Cultural) Development and Innovation (Smart Specialisation) and their Priorities[11];
- The National Programme for the Development of Studies, Scientific Research and Experimental (Social and Cultural) Development for 2013–2020[12];

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[11] The Decision of the Government of the Republic of Lithuania on approval of The Programme on the Implementation of the Priority Areas of Research and (Socio-Cultural) Development and Innovation (Smart Specialisation) and their Priorities. https://www.e-tar.lt/portal/lt/legalAct/f416d360d77c11e3bb00c40fca124f97

- Documents and recommendations of the EU on smart specialisation[13] [14].

29. The Strategy update is aimed at incorporating the recommendations by the University community and partners on the University development into the Strategy objectives and measures, distinguishing key fields of activity, involving into the process of strategic planning the University academic community that has grown over recent years and new social partners, ensuring transparency of the University strategic planning and dissemination of the Strategy. During the process of the Strategy update sessions of strategic planning were organised with participation of the teaching and administrative staff, students and social partners during which the participants strived to identify fields of improvement of the University performance by applying the *benchmarking* methodology.

30. Separately, it should be noted that within 3 years of the University activity, the existing discriminatory factors against private higher education have not decreased, but further strengthened, especially through expanding the number of supervising institutions as well as evaluation criteria and indicators, without consideration to the funding differences of state-owned and private universities. Discriminatory provisions are also present in the project of the new Law on Higher Education and Research. The role of the private universities in strengthening science and business partnership and responding to the real changes in the labour market, including the demand of new competences and new type of specialist training necessary to the businesses, is not taken into the consideration. Private universities are left outside the boundaries of higher education policy and strategic planning.

1.1.2. VALIDITY AND CONSISTENCY OF THE COMPONENTS OF THE STRATEGIC ACTIVITY PLAN

31. In the Strategy most attention is paid to grounding and formulation of the strategic idea (concept). The most important requirements for the Strategy are efficiency, maximum development of the University's potential and practical viability. The Strategy aims at the conformity of the goals, vision, mission and principles organisational culture of the University. The external components of the strategic activity are to be linked to the analysis of global processes and their dependence on the most important *megatrends*, which bring changes in universities and their public role in view of globalisation, taking into account new economic realities, which create new research and studies models, forms and methods. Multicultural and demographic factors are no less important (including the society aging, migration and other tendencies). Particular attention is paid to the introduction of the principles of sustainable development and sustainability in all areas of the University's philosophy, organisation and activity, as well as to the new technology environments and ways of using them.

32. All the *megatrends* are reflected over according to the principle *think globally, act locally* with the maximum applicability on the systemic level (the system of higher education in Lithuania) and on the institutional level (Kazimieras Simonavičius University). In this

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[12] The Decision of the Government of the Republic of Lithuania on approval National Programme for the Development of Studies, Scientific Research and Experimental (Social and Cultural) Development for 2013–2020. http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=439448&p_tr2=2

[13] European Commission. Smart Specialisation Platform. http://s3platform.jrc.ec.europa.eu/home

[14] Guide to Research and Innovation Strategies for Smart Specialisations (RIS 3). http://s3platform.jrc.ec.europa.eu/c/document_library/get_file?uuid=a39fd20b-9fbc-402b-be8c-b51d03450946&groupId=10157

relationship the exceptional strategic competences of the University are formed, the coherence of which gives strategic exceptionality and advantage compared to other universities in the country. The relationship with the European Higher Education Area, the Bologna Process is determined in the Strategy. Taking into account these conceptual analytical components of formulation of the strategic idea, the goals, breakthrough directions, objectives and their implementation measures are formulated.

33. The University Strategy was also developed taking into consideration the SWOT analysis of the University conducted in 2012 (see Annex No. 2). The SWOT analysis reflected the contemporaneous environment and situation of the University in the national higher education system, the ongoing reorganisation and key changes of the University as well as results of the self-evaluation of the University carried out in 2012. The SWOT analysis demonstrates reorientation of the University from a specialised one-study field higher education institution towards a multi-profile, multicultural, entrepreneurial, research-based university.

34. The goals and breakthrough directions of the University Strategy were defined with reference to the strengths and weaknesses identified in the SWOT analysis and embrace all key fields of activity of the University (see par. 25). The goals and breakthrough directions of the Strategy are logically interrelated and linked with the vision, mission, strategic principles and values of the University. One of the observations identified during sessions of strategic planning with the University stakeholders is that the goals and breakthrough directions of the University are too ambitious especially considering that the University is young, private, recently reorganised and does not have state funding. Nonetheless the University management and the stakeholders have a clear vision and good understanding of how to develop the higher education institution, especially in partnership with the business and social partners, and based on scientific knowledge and technology commercialization, academic leadership and entrepreneurship.

35. It should be noted that during development of the Strategy the University had just started the reorganisation and its activity was conducted in the conditions of ongoing changes. For these reasons the goals and breakthrough directions of the University Strategy reflect the University development and growth projections, the system-based restructuring of the University management and functioning, modernisation of the University studies and research.

36. The University Strategy is properly prepared methodologically, coherent and consistent. The Strategy ensures links between the goals, breakthrough directions, objectives and measures of implementation. The goals established in the Strategy are to be implemented following specific objectives and measures; target results and time periods are set, and responsibility is allocated for implementation of the measures between structural units of the University.

1.1.3. VALIDITY AND COMPLETENESS OF THE STRATEGIC PLAN IMPLEMENTATION INDICATORS

37. The Strategy implementation and assessment criteria are chosen according to strategic, legal, organisational aspects of the state, as well as according to the general provisions on the EU research and higher education development. The formulation and implementation of goals and objectives of the Strategy are directly related to: 1) the Law of the Republic of Lithuania on Higher Education and Research (Resolution No. XI-242 of the Seimas of the Republic of Lithuania, dated 30 April 2009) and the implementation of the provisions therein, strategic documents prepared by the Ministry of Education and Science, the Research and Higher Education Monitoring and Analysis Centre, the Centre for Quality Assessment in Higher

Education, requirements for material resources, institutional assessment and programme accreditation, as well as to the aims and measures of the higher education reform; 2) the indicators of the University's development which are in the form of indicators of changes in the management system, implementation of the structural development plans, indicators of studies management system, scientific development indicators, positioning of the University's activity in the market, take-over mergers, integration and consortia implementation plans, etc.; 3) the specifics of criteria for evaluation of non-state universities' activities; 4) indicators of the quality and organisation of studies – interdisciplinary programmes, connection with the development of the state and of the regions, spin-offs, employment and career programs, implementation of Work Based Learning programs, social partnership indicators, indicators of science and business partnership, etc.; 5) indicators of sustainable development and social responsibility, R&D and innovations indicators, indicators of the implementation of the Triple-Helix and life-long learning, etc.; 6) indicators of development of the international aspect – joint units with foreign universities, ERASMUS, bilateral partnership, exchange and mobility indicators, indicators of scientific cooperation and science project activities, etc. A group of quality criteria, which is directly related to the implementation of the rights and freedoms of the academic community, the development of the self-governance institutions, the development of student organisations, art, sports and amateur teams, the evaluation and rating of the attitudes of the civic society to the University, should also be separately mentioned.

38. The indicators of implementation of the Strategy are directly related to the implementation measures of each objective. The quantitative indicators of implementation of the Strategy reflect the University development forecast and target numerical (as well as material, infrastructural, financial) results, especially with reference to the national and international higher education competition, political and public administration environment, demographical trends, and economic development. The qualitative indicators substantiate necessary changes and targets of the University management, systemic and organisational culture and values, focusing on implementation of the vision and mission of the University.

39. The indicators of implementation of the Strategy are real, well-grounded and comprehensive. The indicators are planned with reference to the implementation schedule of the Strategy, some of numerical indicators are annual showing the target annual change; the gradual growth with the interim results of the part of the indicators is also planned. Some of qualitative indicators are planned to be achieved before 2018 because they are necessary for the further development of the University and formation of the organisational culture. At present a number of the qualitative indicators have already been achieved: the University management systems, quality assurance policy, etc. have been updated and established.

1.1.4. RELEVANCE OF MONITORING PROCEDURES OF STRATEGIC PLAN IMPLEMENTATION

40. Since 2012 self-government institutions and procedures of the University work processes, planning and monitoring of activity of structural departments of the University have been strengthened at the University. Based on the University Statute the University Rector submits a report on implementation of the University Strategy to the University Academic Council. Structural departments of the University prepare and implement annual activity plans on the basis of the Strategy and submit reports to the Rector.

41. The new University Quality Manual was prepared an approved in 2012. It sets a system of measuring quality indicators as well as annual University performance audits. The University Quality Manual was prepared in accordance with LST EN ISO 9001:2008 standard requirements and in compliance with the European Standards and Guidelines for Quality Assurance in Higher Education, as well as good practice of quality management of other higher education institutions. In May 2012 the University Management Representative for Quality and the first University performance auditors (two lecturers and one student) were appointed and in July 2012 the first internal University performance audit took place. In 2013 the University also obtained a certificate of the LST EN ISO 9001:2008 standard. Presently, the University carries out annual University performance audits following the requirements of the University Quality Manual and the ISO 9001:2008 standard, and the results are used for initiating the improvement of the quality management system of the University. The second updated issue of the Quality Manual of the University and the Process Descriptions were approved in September 4, 2014 (Annex No. 7).

42. The University Strategy is tightly related to the quality management system through estimated indicators and actions defined in the University Process Descriptions. The University Quality Manual contains an Improvement Actions Management Process specification, which describes procedures to identify and eliminate quality management discrepancies.

43. In 2014 it was decided to initiate the process of updating the University Strategy taking into consideration the results of the external evaluations of the University performance and other external and internal factors (see par. 17). The process of the Strategy updating will enable to evaluate the achieved interim results and has facilitated involvement of a wider circle of representatives of the academic community and partners in the processes of monitoring and development of the Strategy.

1.1.5. SUFFICIENCY OF INFORMATION ABOUT STRATEGIC PLAN IMPLEMENTATION

44. The University Statute establishes that the Rector presents reports to the University General Stakeholder Meeting and the academic community – the University Academic Council and the Senate – for each year and announces publically information established by laws. Main provisions of the University Strategy and activity guidelines are published on the University Internet web-site www.ksu.lt. The University constantly informs the public, social partners and wide community about strategic achievements on the Internet web-site, special press-releases, news in social networks (www.facebook.com, www.twitter.com, www.youtube.com).

45. Additionally (and indirectly) the information about implementation of the University Strategy is communicated at the weekly meetings of the University administration and heads of academic divisions, every semester at the meetings of the University administration and heads of academic divisions with students, at the meetings of the Councils of the academic divisions and internal meetings of the teaching staff. The process of updating the Strategy that involved representatives of the academic community (including students) and the partners has also contributed significantly to dissemination of the Strategy.

1.2. EFFICIENCY OF UNIVERSITY MANAGEMENT

1.2.1. EFFICIENCY OF THE INTERNAL STUDY QUALITY ASSURANCE SYSTEM

46. Until 2012, the University was implementing one Law Integrated Study Programme that awards a Master's degree in law. During the period in question, the implementation of the Law Integrated Study Programme was continued and 12 new study programmes were launched, including 10 bachelor study programmes (in the fields of Law, Business and Management, Marketing, Business, Communication and Informatics), and two master study programmes (in the fields of Communication and Management). In the period in question, the implementation of 5 study programmes was not commenced: two bachelor study programmes (in the fields of Law and Sociology) and three master study programmes (in the fields of Political Science, Economics and Public Administration). The University has a total of 18 accredited study programmes. The full list of the study programmes at the University is given in Annex No. 8.

47. In terms of their scope and qualifications awarded, all study programmes of the University fully comply with the national and the EU requirements and the European Credit Transfer and Accumulation System (ECTS). The scope of the bachelor study programmes is 210 ECTS (except the Business Management bachelor study programme taken over from the ABM, comprising 240 ECTS), and a Bachelor's degree in a respective study field is awarded (level VI qualifications in accordance with the Description of the Lithuanian Qualifications Framework). The scope of the master study programmes constitutes 90 ECTS, and a Master's degree in a respective study field is awarded (level VII qualifications in accordance with the Description of the Lithuanian Qualifications Framework). The scope of the Law Integrated Study Programme is 300 ECTS, and Master's degree in law is awarded (level VII qualifications in accordance with the Description of the Lithuanian Qualifications Framework).

48. In the period in question, the University graduated students of the Law Integrated Study Programme and the Business Management bachelor study programme, awarding them diplomas consistent with their qualifications and diploma supplements issued in accordance with the European Union requirements. Other study programmes being implemented were launched in the period in question, but they do not have any graduates yet.

49. During the period in question, the University was implementing the project "Improvement of Study Efficiency at Kazimieras Simonavičius University", under the 2007-2013 Operational Program for the Development of Human Resources Priority 2 "Lifelong Learning" Measure "Improvement of Study System Efficiency". During the project the University Quality Manual was updated and approved, the most important quality assurance processes were formulated and specified, the first internal audit of the quality assurance system was carried out and preparatory work to implement ISO 9001:2008 standard, which was achieved in 2013, was conducted. In organising the studies, at present the University follows a fully functional, institutionalised internal quality assurance system that comprises a Quality Manual, Descriptions of all processes taking place at the University and the requirements of the ISO 9001:2008 standard.

50. In 2012 the University became a partner to the EU Social Fund financed projects "Ensuring Study Accessibility for Students with Special Needs" and "Preparation and Implementation of a System of Formalization of Informally Acquired Competences at the West Lithuanian Business College and Partner Institutions", during which quality of study

organisation was improved and accessibility of studies was ensured as well as lifelong learning approach was implemented. During these projects, a Description of the procedure for the assessment and recognition of non-formally and informally acquired competences at the Kazimieras Simonavičius University was prepared and approved in 2013.

51. According to the University Quality Manual evaluation of the quality of study programs is described and established in the following Process Descriptions: the Process of Preparation, Approval and Improvement of Study Programs, the Process of Organization and Performance of Studies, and the Process of External Evaluation and Accreditation of Study Programs, which have been prepared taking into account the University Statute as well as national an EU legal acts. Responsibility for preparation and improvement of study programs is assigned to heads of departments, who can form a Study Program Work Group for preparation of a new study program and a Study Program Committee for evaluation and improvement of an implemented study program. Methodological support for implementation of these processes is provided by the University Studies Development Department. A decision on submission for reviewing and approval of a new study program or an improved study program to the University Academic Council is taken by the University Vice-Rector. Day-to-day study program quality evaluation is run by heads of departments (Study Program Committee, if exists).

52. In accordance with the above-mentioned Process Descriptions, presently the functions of the study programme quality evaluation and improvement functions are delegated to the committees of the respective study programmes, which act in compliance with the approved regulations of the committees for the University study programmes. The committees include the authors and the core staff of the study programmes, as well as student representatives. Each year the committees update their study programme grids and programme descriptions, instruct the teachers to update the descriptions of study subjects before each semester and prepare the main information for students on the requirements for the study subjects, make proposals for the review of quality requirements for teaching and the improvement of the procedure for the assessment of learning outcomes, and discuss the results of student surveys.

53. To ensure continuous monitoring and improvement of the quality of studies, during the period in question regular anonymous student and graduate surveys were conducted, and meetings of each year students with the leadership of the University and respective academic units and representatives of the administration were organised each semester. Since 2013, the Students' Representation of the University has also contributed actively to the collection of feedback from students: members of the Students' Representation participate in annual meetings between the University leadership and students, and since 2013 they have been organising a student survey 'Išmesk problemą' (Get Rid of a Problem) each semester where students can anonymously identify problems they face at the University. The survey results are presented to the University management.

54. Surveys of University students at the end of each semester and of graduates and the end of their studies are organised by the Studies Development Department. Student and graduate surveys are aimed at evaluating the general quality of the activities and study programmes of the University, the quality of separate study subjects, including the work of teachers and the teaching/learning methods applied, the assessment of learning outcomes, the organisation of studies, etc. Information received from all surveys is analysed and summarised, and the results are provided to the academic and administrative divisions of the University and the Students' Representation and are presented to students at meetings taking place in the middle of semesters. The results of surveys are used by the study programme committees for improving the study

programmes, updating the descriptions of study subjects, conducting the selection of teachers and defining the criteria for their evaluation, and improving the organisation of studies.

55. Student achievement assessment is carried out in accordance with the Study Regulations, the Procedure for the organisation of the University examination session and the assessment of learning outcomes, the Procedure for the organisation of the defence of the University bachelor thesis and the Procedure for the organisation of the University final examinations and the defence of the master thesis approved by the University Rector, as well as the requirements for final theses approved by the heads of the academic divisions and the assessment strategy and criteria specified in the descriptions of the study subjects. Appeals are reviewed in accordance with the Regulations of the University Examination Appeals Committee.

56. Reaching for the greatest possible objectivity and transparency in the assessment of student achievements, seeking new measures for the improvement of the study quality and students motivation, during the period in question, the University was improving the methodology and procedure for the assessment of student achievements. In the autumn semester of the academic year 2014-2015, a pilot project on the strengthened mandatory attendance of studies for students of the University full-time bachelor studies was implemented and the cumulative grade assessment system was enhanced. Following the evaluation of the strengths and weaknesses of the mandatory attendance system and broad discussions with students, a decision was taken to discontinue the implementation of this system (leaving up to the teachers to set the attendance criteria for the assessment), but to enhance the implementation of the cumulative grade in all study subjects. Based on these changes, the Procedure for the organisation of the University examination session and the assessment of learning outcomes was updated on 30 January 2015, which involved the introduction of mandatory cumulative assessment (making up at least 45 % of the total assessment of a study subject) in all study subjects.

57. At the University each subject teacher evaluates knowledge of students in accordance with the Procedure for the organisation of the University examination session and the assessment of learning outcomes and with the established in advance and publicly announced criteria and strategy; exams are taken in writing, in all cases a cumulative grade system is applied. An exam session is organized taken into account study calendar to ensure sufficient time for preparation. Students have a possibility to re-take an exam as per established procedure. A teacher must submit the cumulative assessment of students to coordinators of full- and part-time studies at the Study Development Division of the University within 3 days of the last lecture and the final assessment within three calendar days of examination. A scheme for passing University examinations and assessments has been drawn up for students and teachers (Annex to the Procedure for the organisation of the University examination session and the assessment of learning outcomes), which is publicly accessible on the University website and circulated to students and teachers by email. The problem of announcing the results of examinations and assessments taken by students identified during the 2012 self-evaluation (students would receive information on their learning outcomes by telephone or email), was solved in 2013 by implementing a study information system where students, logging in to their accounts, can access all information on their learning outcomes.

58. University teachers are selected on the basis of specific requirements set for a study programme (in the bachelor (and full-time) study programmes scientists accounted for at least 50 % of all teaching staff, and in the master study programmes they made up the minimum of 80 %), the Procedure for the selection and certification of the University teaching and research

staff and the approved job descriptions of a professor, assistant professor and lecturer that set the minimum qualification requirements.

59. Qualifications of teachers are one of the key priorities of the University. The Description of the Human Resource Management Process of the Quality Manual defines and lays down the annual activity of organisation of training for the teaching staff. A Programme of the Human Resource Qualification Improvement was drawn up and approved at the end of 2014. In the period in question, the following events (trainings) for the improvement of the staff qualifications took place: (1) training for the teaching qualification improvement intended for the introduction of new, innovative and student-centred teaching approaches that promote the students' motivation and active involvement in the study process; (2) training for the improvement of assessment methodologies and organisation of studies; (3) international visits for the improvement of teaching and qualifications under the Erasmus Programme and other international mobility programmes, and (4) internal seminars and round table discussions of the University. Teachers are also encouraged to upgrade their qualifications continuously, engage in dynamic research or artistic activities, participate in conferences and science fairs and make efforts to learn from experience of foreign countries. It should be noted that, in the period in question, the teaching staff was not very active in exploiting the opportunity to take part in training organised by the University, and their attendance was low. This indicates that in the future more attention should be devoted to ensure the link between the teacher motivation system and the improvement of qualifications.

60. The University has Quality requirements for teaching in place, which are introduced to and must be followed by all teachers. Before the beginning of each semester, the academic divisions organise meetings with the teaching team for each study year of that semester to discuss the quality requirements for teaching, with a focus on the planning of instruction, the quality of the preparation of individual tasks and the application of teaching and learning methods and cumulative assessment. At such meetings, teachers also coordinate the content of the study subjects among themselves to avoid any duplication of information and ensure the consistency, harmony and synergy of the content and tasks. Teachers are constantly provided with individual consultations on teaching approaches, their attention is drawn to quality inconsistencies identified during a semester and proposals are made to correct such inconsistencies.

61. Students during studies both in the reviewed period, and currently are offered comprehensive organizational, methodological and subject support. The organizational support is provided by Coordinators of Full-time and Part-time Studies, who individually communicate with students, help solve existing problems. Subject teachers consult students on issues of subjects and methodology in scheduled consultancy hours. The University library takes care of study relevant resources, offering a possibility to use latest literature, methodological materials and access to key scientific databases. University rooms and scientific activity space are equipped with modern technologies: overhead projectors, computers, printers and copiers, wireless and wire-connected Internet. Subject specifications, methodological materials, tasks are uploaded into electronic media using the *Moodle* system. The University is guided by openness and accessibility values, therefor students can always address the management of academic units and the University. The Students' Representation is an active player with which the University constantly cooperates to solve issues relevant for students. The University has a Competence Development Centre established in 2012 and an Entrepreneurship and Innovation Centre, and applies the Career Path methodology. These measures are aimed at involving the students in

dynamic additional activities that enrich the studies with non-formal learning, and contributing to the student preparation for the future career from the very first year. The University also provides possibilities for students to engage in additional after-school activities, in particular to get involved in various clubs and associations, engage in sports, attend open lectures by visiting lecturers or take part in various study, research and business projects.

62. Information about studies is constantly provided on the University web-site, *Moodle* system, in social networks (www.facebook.com, www.twitter.com, www.youtube.com) in the University groups, during meetings with the students, academic community and social partners. Where necessary, students are also informed personally by email of important events or documents relating to the studies, changes occurring, etc. The University is guided by openness approach, therefore it especially actively cooperates with the University Students' Representation, involves student representatives in all university management processes.

1.2.2. COMPLIANCE OF STRUCTURAL CHANGES WITH STUDY, RESEARCH AND DEVELOPMENT AND SOCIAL DEVELOPMENT NEEDS

63. The University is the youngest higher education establishment in Lithuania, which was founded in 2003. Since changing its shareholders, name, management and strategy in 2012 the University has undergone constant changes determined by the formation and development of the study and research processes. Since 2012 the University has pursued a new Strategy and aimed at becoming a fully-fledged multidisciplinary private university (it was a specialised university before that date). The new Strategy of the University and the integration of the ABM in 2012 entailed the following structural changes in the period in question:

- The Academic Council and the Senate have operated with success since their election under the new Statutes of the University in 2012.
- The Business School of the University established on the basis of the ABM functions as a faculty. The Business School of the University implements the ABM Business Management bachelor study programme and the newly accredited bachelor study programmes of Entrepreneurship and Management, Aviation Management and Marketing and Advertising, and the master study programme of Organisational Innovation and Management. In July 2015, the University plans to sign an agreement with a foreign partner, Helsinki School of Business, to launch joint Business Management studies in English since the beginning of 2016. This agreement should serve as the basis for further development of the Business School of the University and its orientation towards the implementation of international study programmes.
- In 2012, the University opened the Law Faculty which has been developing studies and research in the law field. During the period in question, new bachelor law study programmes were developed and accredited (International Business Law, Law and Economic Security). The faculty has developed new master study programmes, organised a periodic scientific conference and other events, established a student research association *Kriterijus* that has functioned actively, issued publications in the law study field and planned doctoral studies with international partners.
- The University is expanding its activities to other fields of social sciences, and in 2012 it established the Institute of Creative Society and Economy for the purpose of developing study programmes in the Communication and Economy stuffy fields and other interdisciplinary study programmes and research. In the Communication study field the

Institute accredited and launched the implementation of four bachelor study programmes (Creative and Cultural Industries, Entertainment and Tourism Industries, Fashion Industry and Policy Communication and Journalism) and one master study programme (Integrated Creative Communication) in the period in question. A Creative Economy master study programme was accredited in the Economy study field as well.

- With account of study demand and trends, since 2012 the University has strengthened its division in Klaipėda and established a Klaipėda Faculty engaged in the law study field. In the period in question, efforts were made to expand the activities of the Law Faculty and begin implementing programmes of other study fields. However, other programmes failed to attract the sufficient number of students in Klaipėda, and for this reason it has been decided to focus on the law study field at the Klaipėda Faculty.

- While expanding the study and research fields and implementing the aim of becoming a fully-fledged multidisciplinary private university, during the period in question the University accredited and launched an Internet Engineering study programme in the field of Informatics. This programme served as the basis for establishing the Internet Engineering Department which at present is expanding its research activities. In 2015, an Internet Engineering Laboratory has been established at the Internet Engineering Department together with the business partners, which is designed for practical classes, research and improvement of qualifications in the internet technology field.

- In the process of developing its international relations, in June 2012 the University signed a cooperation agreement with Kingston University London (UK) on the establishment of a Joint Research and Study Centre in Lithuania and approved a forward-looking activity plan for the centre. However, these plans were not implemented during the period in question as the University failed to obtain funding under an application submitted for a tendering procedure organised by the Ministry of Education and Science of the Republic of Lithuania. The University appealed against the results of the tender and won the court case, but no funds were allocated for the establishment of this centre.

- To ensure the principle of lifelong learning and meet the needs identified by social partners, in 2012 a Competence Development Centre was established that has been implementing qualification development courses and modules in various fields. The University has also organised a successfully functioning Entrepreneurship and Innovation Centre which implements entrepreneurship promotion and support projects and technology transfer and commercialisation activities.

- Upon integration of the ABM, an International Relations Division was established which develops the international relations of the University, ensures smooth implementation of international mobility programmes and seeks to attract foreign students to the University's study programmes in English.

- Following the integration of the ABM into the structure of the University, also a Research and Development Centre was set up and expanded and jobs of project managers were created. The Research and Development Centre implements research projects, provides administrative and methodological assistance to teams working on research projects and coordinates the implementation of such projects.

- In 2012, the University library underwent expansion leading to the enlargement of the stock after the integration with the former ABM library. In addition, a Marketing and Communication Division and an Information Technology Division were organised and expanded.

64. The plans for the immediate future include further development of the University structure with new study programme and research fields. At present, the University has an agreement signed with the social partner, *Psychology Academy*, to establish the Institute of Psychology in autumn 2015 for the implementation of the Psychology bachelor study programme currently undergoing accreditation and other psychology studies and research. In cooperation with the academic partner, Institute of the Lithuanian Language, it is planned to establish an Economic Linguistics Department in the beginning of 2016 for the implementation of the Economic Linguistics bachelor study programme undergoing accreditation at present, as well as other study programmes and research in the field of humanities.

65. Structural changes at the University are implemented according to the principle of academic leadership where structural divisions are formed implementing viable research and studies. The structural changes planned at the University until 2018 are linked with: (1) the strengthening of research activities through the establishment of laboratories together with business partners where joint research and commercialisation of science could be conducted. In 2014, the University approved a long-term action plan for 5 to 7 years on the commercialisation of Research and Experimental Development results and knowledge and technology transfer which provides for the establishment of a Creative Technology Centre, an Economic Linguistics Laboratory, an Institute of Civil Rights, a Laboratory of Unmanned Aerial Vehicles and a Digital Media Laboratory with the help of public and private funding, and (2) the development of technology sciences at the University through the enhancement and development of new technology and physical science study programmes and the appropriate formation of a faculty that would embrace these research and study fields.

1.2.3. PROCESS MANAGEMENT

66. Process management at the University is regulated by the Quality Manual and the Process Descriptions that come in the form of attachments to the Manual and are prepared on the basis of the University Strategy. Responsibility for process management is distributed among members of the Rector's Office and the administrative divisions:
- The Rector has direct responsibility for strategic planning processes.
- The Vice-Rector is responsible for the process of study management, research development and international relations.
- The University Chancellor takes responsibility for the process of public relations, finance, infrastructure, human resource management and student affairs and career management.

67. In the main processes, responsibility for the implementation of current actions is allocated according to the areas among other structural divisions / working groups / committees that report to the process manager. The Academic Council of the University defines lines of the activities, while the Senate makes proposals for their implementation. According to the Statute, the Rector presents the activity report of the University to the General Meeting of Stakeholders and the Academic Council.

68. The activities of the University are conducted on the basis of the approved annual budget that provides for funds for process implementation.

69. The Senate and the Academic Council of the University include representatives of social partners and students. All the processes involve consultations with the social partners and feedback from the social partners and students. The social partners take an especially active part in the processes of preparation of study programmes and student career management. The

Students' Representation is actively involved in the management of studies, student surveys, preparation of publications for students, etc.

1.2.4. HUMAN RESOURCE MANAGEMENT

70. During the period in question, the main task of the University was to continue concentrating a teaching and research staff capable of ensuring studies of particularly high quality and relevant and up-to-date research fields. Over a few years since 2012, the University has rallied a highly-skilled teaching staff and enhanced the core of its permanent teaching and research staff. However, the aim of the previous period still needs to be achieved: increasing the number of the permanent teaching and research staff and attracting new talents to the University, such as doctoral students and young scientists who could implement their ideas in the development of studies and new research fields at the University (the number of teachers for the period in question is presented in Annex No. 9). Development of the human resources is one of the strategic breakthrough directions in the University strategy. The Strategy foresees attractive social benefits package, as well as the University Leaders development programme and other means, dedicated to motivating and retaining employees.

71. In the period under consideration, the University enhanced its human resource management processes, including selection, motivation and qualification development. In 2012, the University prepared a Description of the human resource management process being implemented at present, which provides for and defines the activities of identification of staff demand, staff recruitment, employment, qualification improvement and development of a motivation system. The University promotes academic leadership where the core of the teaching staff is built around a study programme under preparation or implementation and the functions of demand and search for the teaching staff are delegated to the leaders of study programmes (head of a division, working group or committee). The minimum qualification requirements for the teaching staff are defined in the job descriptions and the Procedure for the selection and assessment of the teaching and research staff of the University. The qualification requirements set out in these documents are fully compliant with the provisions of laws and other legal acts of the Republic of Lithuania. The criteria for the selection and assessment of the teaching staff are based on: (1) the education and degree; (2) teaching / research experience; (3) publications that evidence academic qualification, and (4) personal initiative and leadership. In 2013, also a procedure for the award of pedagogical titles of the Kazimieras Simonavičius University was approved. The administrative staff is selected and recruited with account of the development needs and structural changes of the University, according to the job descriptions. The employment and dismissal of staff of all types are implemented in accordance with the requirements of legal acts of the Republic of Lithuania. Great attention is devoted to the improvement of qualifications of the University's teaching staff (see 59 par.). Teacher surveys and meetings are held to find out the learning needs and hear proposals regarding the improvement of the study process. The organisation of the activities of the staff qualification development at present is largely focused on the implementation of new, innovative and student-oriented teaching and learning methods and the improvement of the quality of instruction.

72. Members of the University staff participate in all management processes at all levels: they are elected to the Senate and the Academic Council, carry out internal audits of the University, act as members and leaders of groups that prepare study programmes and of

committees for study programmes, are included in projects and attend department and other meetings and events.

1.2.5. CHANGE MANAGEMENT

73. Since 2012, the University has lived under the conditions of constant change. The essential changes that occurred in 2012 have been transformed into the development of a new Strategy and the regulation of the University's quality assurance and activity processes. The Quality Manual of the University provides for change management; for this purpose, there is a Description of the Development Action Management Process that defines procedures for eliminating any discrepancies in management quality. All processes of management at the University include continuous renewal and development procedures where responsibility for their implementation is borne by the owner of the process who is a person in charge of general implementation of that process.

74. Change management at the University is based on higher education reform launched in 2009, the Law on Higher Education and Research and the development targets of the European Higher Education Area (EHEA) that are best reflected and mostly influenced by the European Standards and Guidelines for Quality Assurance in Higher Education and the European Credit Transfer and Accumulation System (ECTS).

75. One of the most important values of the University is flexibility and openness to change. The University seeks to ensure a timely and adequate response to changes in the external and internal environment. Therefore, the University carries out periodic surveys (every semester) of the students, teachers and social partners, an internal (annual) audit and analysis of the internal and external environment (for the preparation of new and improvement of existing study programmes). In 2012, a fairly large amount of valuable information was received during the self-evaluation and external assessment processes of the University. In the period in question, a lot of feedback on the activities of the University was also collected when preparing new study programmes and submitting them for accreditation. In 2014, an especially valuable experience was the participation of the University in the assessment of research activities organised by the Research and Higher Education Monitoring and Analysis Centre (MOSTA). Comments and proposals from feedback are taken into consideration when improving the management of the activity processes of the University. The process of renewal of the University Strategy and Statute launched in 2014-2015 also demonstrates that the University makes efforts to take account of the feedback received via different channels and improve management processes by involving the staff, students and social partners.

1.2.6. MATERIAL RESOURCE MANAGEMENT

76. According to the Statute responsibility for the management of material resources is allocated as follows:
- The General Meeting of Shareholders of the University approves decisions of the University Rector on the establishment of a procedure for the use, management and disposal of assets of the University and on the management of its non-current assets;
- The Academic Council of the University analyses and evaluates the material presented by the Rector regarding the management of the economic activities;

- The Rector of the University establishes a procedure for the use, management and disposal of assets, takes decisions on the management of non-current assets, ensures protection of the University's assets and bears responsibility for the proper management of assets.

77. In the Quality Management System the management of material resources is regulated by the Description of the Procurement and Infrastructure Management Procedure under which responsibility for this area has been delegated to the University Chancellor. In the University Strategy the development of infrastructure is one of the breakthrough directions and a set of measures is established for its realisation.

78. In the period under consideration, the University had enough premises and technical equipment for the research and study organisation (see Annex No. 18). The University library is equipped with computerised workplaces, access to international databases. The University is developing partnerships with other higher education institutions and private and public sectors in order to share the material resources of the partners and attract partners for the investment into joint infrastructure projects. For example, cooperation with the *Audiovisual Arts Industry Incubator* lets the students of the Institute of Creative Society and Economy to use its premises and technical equipment; the Internet Engineering Lab is established together with the business partners and will be used from Fall 2015 for the studies, research and competence development in the IT field. The University also has cooperation agreements with the *Lithuanian Technical Library*, *Psychology Academy* library, Institute of *Lithuanian Language* library, Klaipėda University library. In order to update material resources it is planned to apply for the EU Structural Funds support.

79. Upon integration of the ABM into the University structure, a study Information System was inherited and adapted to the needs of the University, which allows drawing up and publishing timetables, entering and announcing learning outcomes to students, etc. According to the breakthrough directions and objectives of the Strategy, the external consultants were hired to perform the audit of the IT systems of the University. During the audit, the current situation with the IT was evaluated, the aspired situation was described and action plan drafted. The University has identified a need for improving the existing system and its functionality and, for this purpose, is to prepare an application for external funding and install a new Information Study System that will be integrated with the Accounting System and the Document Management System. The non-classroom (distance) learning system is also planned to be installed.

1.2.7. EFFICIENCY OF USE OF UNIVERSITY FUNDS

80. According to the University Statute:
- The General Meeting of Shareholders of the University approves annual financial accounts and adopts decisions on strategic finance management issues;
- The Academic Council of the University analyses and evaluates the material presented by the Rector on the financial status of the University and its revenue and expenditure estimates;
- The Rector is responsible for the financial activities of the University.

81. In the Quality Management System the management of funds is regulated by the Description of the Finance Management Procedure under which responsibility for this area is delegated to the University Chancellor. Accounting, its organisation and the preparation of financial statements of the University are set forth in laws and regulations of the Republic of Lithuania.

82. The University is a private higher education establishment that charges tuition fees for the studies. The amount of tuition fees is set by the General Meeting of Shareholders of the University. As seen from the revenue and expenditure account for the last three years presented in Annex No. 6:

- The main source of the University's income was the tuition fee;
- The University receives income from research consulting and the organisation of postgraduate courses;
- A separate group of income is from research projects;
- The major expenses were for the organisation of the study process, including remuneration for the teachers, rent of the premises and utilities;
- Each year part of the funds was allocated for office expenses and the installation and upgrading of information and other infrastructure;
- Each year part of the funds was devoted to co-financing research.

83. Over the past three years, the University has aimed at diversifying its sources of income and build the foundation for the research and knowledge commercialisation activities. This has resulted in the growing income from the consulting, training and course organisation and research commercialisation activities and the participation in various entrepreneurship and innovation support, study improvement and research projects. The main challenge for the University as a private higher education institution is the financing of research since the University receives no support from the state for conducting research, which makes any competition with public universities difficult, especially in attracting highly-skilled researchers. The University seeks to raise funds for research through: (1) participation in international research projects; (2) preparation of applications for research funding by tenders for national research financing programmes; (3) preparation of applications for support from the EU Structural Funds, especially for the purpose of improving research infrastructure and human resource qualifications and developing science and business partnerships, and 4) attraction of private business investments to joint research commercialisation projects, joint enterprises and other initiatives. The University is pleased with the establishment of three spin-off companies (2 spin-offs were awarded 20000 EUR support each from the Agency of Research, Innovation and Technology (MITA)) over the last three years for commercialising the results of research, and the implementation of 5 contract research projects.

84. The long-term strategic plans of the University foresee the establishment of the Inviable Capital Foundation for the funding of the research and studies at the University and the Venture Capital Fund for the investment into the innovative spin-offs and start-ups of the University students and researchers.

85. In order to reduce social exclusion in the period under consideration, the University applied discounts on the tuition fees in 93 cases for disadvantaged students and for student with excellent study results (Annex No. 10). In the period in question, the University had 28 student with the state scholarships and 17 students (Internet Engineering programme) receiving state targeted funding for studies, when 80 % of the study fee is funded by the state budget and 20 % by the future employer (by the University partners UAB BTT Group and UAB D-Link). The University supports good learners and each semester grants scholarships to one or two best students in each year to cover the cost of tuition. In view of the growing number of students, the University is planning further investments in the development of information technology infrastructure and the library, and in new facilities and research laboratories.

1.2.8. PRINCIPLES OF ACADEMIC ETHICS AND PROCEDURES FOR ENSURING THEM

86. The Statute lays down the values and the principles of academic ethics of the University:
- Academic freedom and autonomy;
- Integrity of research, studies and lifelong learning;
- Development of humanistic values, citizenship and culture;
- Building of learning society;
- Integration with the Lithuanian and foreign academic community;
- Social orientation.

87. The standards of academic ethics have been established in the University's Code of Ethics which defines the ethical standards of the academic community, the ethical standards of communication between the teaching staff and the students, the ethical standards for the students and the procedures for the supervision of the Code of Ethics.

88. The ethical standards of the academic community are based on the principles of respect, impartiality, non-abuse, integrity, objectivity and openness. The ethical standards of the teaching staff in dealing with the students rely on the principles of non-discrimination, respect and fair and objective evaluation, and stress intolerance for the learners' unfair behaviour and protection of the students' private information. The ethical standards of the students lay emphasis on the principles of the absence of falsification, plagiarism, bribery and forgery, and also highlight the principles of students' collegiality, friendliness, integrity, tolerance and solidarity.

89. The supervision of the Code of Ethics is carried out by the Ethics Supervisory Commission which holds meetings upon receipt of an application or intention to initiate supplements or amendments to the Code. The Ethics Supervisory Commission is entitled to apply the following measures: (1) issue written notice to a member of the academic community or a learner and publish information on the Commission's decision on the website, and (2) make a proposal to the University Rector to impose disciplinary penalties. The general ethical issues of the academic community and problems, which surpasses the functions of the Ethics Supervisory Commission are addressed by the Community and Development Committee of the University Senate.

90. The University endeavours to develop academic leadership and an academic community based on openness and flexibility with the teaching staff and the students as its equal members. To implement this goal, a code of conduct has been adopted under which all leaders of the University are open to cooperation with the students, and representatives of the teaching staff and the students are included in management and decision making at all levels. The University ensures maximum transparency of its activities and accountability to the community and the public.

2. STUDIES AND LIFELONG LEARNING

2.1. ELIGIBILITY OF STUDIES AND LIFELONG LEARNING CONDITIONS

2.1.1. STUDY PROGRAMME AND LIFELONG LEARNIGN AWARDED QUALIFICATIONS CONCISTENCY WITH UNIVERSITY AND STATE STRATEGIC DOCUMENTS AND DEVELOPMENT DEMANDS

91. Since its establishment in 2003 (until 2012 the Academy), the University has been implementing 1 integrated Law study programme (full-time and part-time mode of study), awarding Master qualification degree (VII level qualification, with reference to Lithuanian Qualifications Framework).

92. Since 2012 the University has been expanding intensively and developing new, interdisciplinary first- and second-cycle study programmes in the social and physical science fields adapted to Lithuanian and European needs, and presenting these programmes for accreditation. During this period 13 new first-cycle study programmes and 5 new second-cycle study programmes were accredited (Annex No. 8). At present the University is implementing 10 newly developed and accredited bachelor study programmes (level VI qualifications) and two master study programmes (level VII qualifications), and continues to implement the integrated Law study programme (Annex No. 8).

93. From 2015 the University is planning to launch two accredited bachelor study programmes (level VI qualifications) and three master study programmes (level VII qualifications). In the academic year 2014–2015, another two bachelor study programmes (level VI qualifications) were drawn up and presented for accreditation, which are to be launched from 2016 (Annex No. 8).

94. Plans for the academic year 2015–2016 include the preparation and accreditation of three new master study programmes (level VII qualifications) that are also to be implemented from 2016 (Annex No. 8).

95. Implementing the principle of lifelong learning and developing non-degree studies of qualification improvement since 2012, the University has established a Competence Development Centre. This centre prepares and organises non-degree non-formal adult education programmes, qualification development courses, training, cycles of lectures and seminars (see Annex No. 11) which can be attended by both members of the University community and all persons seeking to improve their qualifications. At present the centre offers:
- 11 non-formal adult education programmes;
- 26 course/training programmes.

96. The University study programmes and life-long learning courses comply with the goal of the University Strategy to design a modern interdisciplinary research and studies system, founded on holistic organisation and management principles and oriented towards the challenges arising from the global environment and markets variations. Study programmes, implemented and to be implemented in the University, where designed in order to achieve the knowledge society and knowledge economy development priorities and are oriented towards the international integration and competitiveness, innovation, creativity, entrepreneurship, intelligent governance principles, emphasized in the newest Lithuanian and EU documents. For example, the State Progress Strategy "Lithuania 2030" (www.lietuva2030.lt) emphasizes the importance of

creativity, entrepreneurship and innovations for the development of the country, it also distinguishes the fields of smart economy, smart governance and smart society, the EU Strategy "Europe 2020" (http://ec.europa.eu/lietuva/documents/skelbimai/2020m_europa.pdf) emphasizes the development of knowledge and innovation based economy, highlights the importance of creativity and culture. The above stated principles are also clearly expressed in the vision "Learning Lithuania 2030", in the Lithuanian Innovations Strategy 2010-2020 (Decision of the Government of the Republic of Lithuania, No. 163, February 17, 2010) and others. The lifelong learning measures implemented by the University are in conformity with the mission of the Lifelong Learning Strategy (Order No. ISAK-2795/A1-347 of the Minister of Education and Science and the Minister of Social Security and Labour of the Republic of Lithuania, dated 15 October 2008) to develop a lifelong learning system that offers a variety of opportunities for the professional, social and personal development of individuals of different age groups, and tasks, e.g. to provide conditions for persons with various needs and abilities to acquire, improve and change qualifications and competences that help them to gain a foothold in the labour market and guarantee the progress, competiveness and sustainable development of the economy of the country. These activities of the University are also compliant with the National Education Strategy for 2013-2022 (Lithuanian Parliament Resolution No. XII-745 of 23 December 2013) and its fourth objective aimed at creating a lifelong learning system.

97. In preparing new study programmes, the University takes into account the labour market needs and the orientation of the state towards the development of an economy based on innovation and knowledge. For example, the newly accredited and launched Internet Engineering programme meets the demand for IT specialists with modern competences, as well as the Research and Experimental Development and innovation priorities foreseen in the Programme for the priority fields of research and experimental (social, cultural) development and innovation development (intelligent specialisations) and the implementation of their priorities: advanced electronic content, technologies for its creation and information interoperability; information and communication technology infrastructure and cloud computing solutions and services. It should be noted that the importance of the Internet Engineering programme was acknowledged in the academic year 2014–2015 when, after the University had won a tender of the Lithuanian Ministry of Education and Science, 21 study places funded in a targeted way were granted to this study programme. In the very first year the students who had been admitted to these studies signed contracts with the University's business partners, including IT companies, on their employment at these companies after graduation and the funding of their studies by the state and these partners.

98. The non-formal adult education programme 'Smart Tourism' of the University won a tender of the Lithuanian Ministry of Education and Science for the funding of non-formal adult education programmes in 2014, and was implemented in autumn 2014 together with the University's social partner, Anykščiai tourism cluster, and devoted to specialists working in the tourism sector of Anykščiai district. The demand for this non-formal adult education programme was determined by the growing intensity of tourism, the search for new forms and the application of technologies whose intelligent use creates preconditions for the emergence of new (smart) forms of tourism and links with new industries and industrial complexes supporting them.

2.1.2. THE VARIETY OF FORMS AND CONDITIONS OF LIFELONG LEARNING

99. The University implements the following main forms of lifelong learning:

- Part-time studies;
- Sessions of full-time studies;
- Studies according to an individual plan;
- Study results recognition (including persons who completed professional bachelor studies);
- Recognition of non-formally acquired competences;
- Studies under an free listener contract;
- Non-degree qualification improvement studies (postgraduate).

100. Part-time study mode is applied in almost all conducted study programmes and is foreseen in all new planned study programmes. Part-time study mode is compliant with the requirements stated in legal acts (Description of Full-time and Part-time Study Mode, Ministry of Education and Science of the Republic of Lithuania, Order No. ISAK-1026, May 15, 2009): studies last longer period, semester has less subjects (smaller total volume of study), more attention and time is given for an independent work of the student, less hours for work in classes, study schedules allow students to combine their work and studies. At the University part-time study mode classes are conducted for students on weekends: on Saturdays and on Sundays (every other weekend) or on Fridays, Saturdays and Sundays (once or twice a month).

101. In consideration of student needs and practices of other universities (e.g. Vilnius University), since 2013 the University has offered full-time studies in the form of sessions for some study programmes, e.g. Law or Business Management. Sessions of full-time studies allow organising studies in the same scope as that of ordinary full-time studies, but only through intensive study periods (sessions) and longer breaks between workshops in classroom or studies on weekends. This form of studies is appropriate for working students who want more hours of workshops in classroom than those which can be offered by full-time studies.

102. Studies according to an individual schedule are available for full-time and part-time study mode students under the rules stipulated in the University Regulations. An individual study schedule is usually chosen by students who enter the University for further studies and some of their subjects from previous studies can be recognized. An individual study plan is scheduled by Coordinators of the Full-time and Part-time Department and is approved by the heads of academic units.

103. The University applies study results recognition system, which is based on legal acts (Regarding the Study Results Recognition Rules, Ministry of Education and Science of the Republic of Lithuania, Order No. ISAK-1463, July 11, 2006) and on the University Study Results Recognition Regulations. Recognition of study results is valid for a person who is a graduate, or who has studied or is still studying at the higher education institution in Lithuania or abroad according to the higher education study programme, and who wishes to continue his studies, by recognising his achieved study results, according to the similar or other University study programmes. Study results are recognised if they comply with the formal and subject requirements of the particular study programme. After the recognition of study results, students can study at the University in the upper study programme course and/or according to an individual study plan.

104. The University gives an opportunity for College graduates, who have acquired professional Bachelor degree, to continue their studies and to acquire University education. Their College study results, corresponding to the subjects of chosen University study programme, can be recognised. College graduates, willing to finish their studies earlier can choose an individual study plan, according to which a student can attend classes of appropriate subjects from other courses instead of the recognised subjects. For college graduates who wish to study in master

programmes of the University, additional studies are organised (mostly one-year long, with 60 ECTS), on completing which students receive a certificate that entitles them to continue studies in appropriate master programmes.

105. In 2012, the University became a partner in the project 'Development and Implementation of a System of Formalisation of Competences Gained through Non-Formal Education at the West Lithuanian Business College and Partner Institutions' financed by the EU Social Fund. The purpose of this project, in particular the development and implementation of a system of formalisation of competences gained through non-formal education, contributed to the improvement of lifelong learning conditions, resulting in the extension of the competence of the University and the approval in 2013 of the Description of the procedure for the assessment and recognition of competences gained though non-formal and informal education at the Kazimieras Simonavičius University, which allows recognising competences gained through non-formal education under an appropriate methodology.

106. The University has provided an opportunity to persons studying in accordance with an individual programme to attend separate study subjects. Contracts are signed with such students on the attendance of specific study subjects, and persons who complete such studies and pass the examinations successfully receive an academic certificate indicating the assessment and the number of credits of a study subject.

107. The University is actively developing non-degree studies, designed for the qualification improvement (see 95 par.). A person who has finished these studies or separate study subjects receive a certificate confirming the completion of such studies (and ECTS, if it is applied). Non-degree studies are conducted in the evenings or on the weekends in order to make favourable conditions for the combination of studies and work. Study subjects are precisely prepared following the degree study programme development methodology, what in turn will allow for person, who has finished separate subjects or non-degree studies, to recognise his credits and continue Bachelor or Master degree studies at the University.

108. In 2012 a lot of attention is given for the improvement of non-formal competences in order to ensure the possibilities of lifelong learning:

- The University organises open lectures in the fields of law, communication (creative and cultural industries, fashion industry, etc.), business and management, etc., to which University students, teachers, social partners and representatives of the public at large are invited. For example, in the period under consideration, the following cycles of open lectures were organised: 'Intelligent Mondays', 'Fashionable Meetings', 'The Path of a Citizen' and a cycle of lectures presenting the legal profession. The responsibility for organising such lectures rests on heads of divisions, and information on lectures is announced using the public relations infrastructure of the University.

- Foreign lecturers are invited periodically (at least a few times in a semester), who deliver separate lectures or lecture cycles to University students, teachers, social partners and the public at large. For example, on 2-6 September 2013 Prof. Dr. R. Ennals from Kingston University (UK) delivered a lecture cycle, 'Dialogue Seminar: Creative Collaboration Advantage', under the Erasmus exchange programme; on 2-4 April 2014 Dr. R. Norman from Agder University (Norway) delivered a lecture cycle, 'Innovations in a Collaborative Economy – Trends, Practices and Perspectives', under the Erasmus exchange programme; and others.

- The University actively cooperates with social partners in various non-formal education projects in the fields of consumer protection, protection of intellectual rights, creativity

promotion, creative and cultural industries, etc. Since 2012, each year the University has participated in the 'Culture Night' and 'Researchers' Night' held in Vilnius, During the latter event, researchers from the University give lectures to the public. It is also worth mentioning that students of the University have an opportunity to attend training organised by the *Audiovisual Arts Industry Incubator*, a social partner of the University.

- Since 2012 the University has had an Entrepreneurship and Innovation Centre which main purpose is to promote cooperation between students and social partners in creating and implementing business ideas and give a possibility to work in interdisciplinary teams comprising students, teachers and social partners from various fields. The activities of the Centre are focused on the implementation of entrepreneurship promotion projects intended not only for the University students but also for youth in general. In the period in question, the Centre organised entrepreneurship courses for students of the University and all those who wished to attend them, implemented an E-Commerce Project with the University students and held other qualification development courses. The Centre contributed to the establishment of three business enterprises of students and researchers of the University.

- The activities of the University's Law Faculty and of its Student Research Society *'Kriterijus'* (Criterion) in the sphere of lifelong learning deserve a separate mention. The Student Research Society is actively involved in the organisation of various qualification development events, discussions and open lectures accessible not only for the University students but also for all those interested in the legal profession. For example, in 2014 an open lecture/festival of legal institutions, 'Discover More!' was organised for schoolchildren from Vilnius city and district. The Law Faculty also organises summer camps for students of all Lithuanian universities and senior pupils: e.g. an annual summer school 'Case No. LAW IN THE SUMMER STYLE!' for senior pupils of Lithuanian schools since 2013, an intensive summer training programme 'EXPERIENCE (RESEARCH) LABOUR LAW' for law students of Lithuanian universities in 2013, etc. The 2015 summer camp for pupils, 'Creative Summer', is organised also by the Institute of Creative Society and Economy of the University.

- The University plans to further enhance and expand the Competence Development Centre and engage in the active implementation of lifelong learning measures: to develop language learning at the University, establish a Non-Formal Education School for pupils, continue organising public seminars and open lecture cycles and enlarge the supply of non-formal adult education programmes.

109. The University Strategy foresees investments into the classless teaching system, which can be used in organising distance studies and access all study material on-line.

2.1.3. MONITORING SYSTEM OF GRADUATES CAREER AND EMPLOYMENT OPPORTUNITIES

110. During the self-evaluation period the Academy, pursuing the Academy strategy goals and implementing intended measures, started to create liaising with the graduates system. During the period until 2012 the Academy:

- Created and filled in graduates' database about the graduates' workplace and other activity.
- Maintained non-formal relations with the graduates, invited them to participate in the Academy events.

111. In 2012 the University, continuing and expanding its activities with the graduates, prepared a University Career Planning, Monitoring and Liaising with the Graduates Process Description, which is a part of the University quality assurance system. Students' employment opportunities and career is considered to be one of the main priorities at the University. University Chancellor is in charge of the implementation of this process. Process encompasses the following main parts:

- Labour market analysis – analysis of the specialists supply and demand in the labour market, market change estimates;
- Planning of professional counselling and career monitoring – comparative analysis of the University programmes, awarded qualifications and labour market demands;
- Counselling and information of the future students – meetings with the senior classes pupils and school graduates, information about the specialists prepared at the Kazimieras Simonavicius University and future prospects;
- Professional counselling and information of students, who have entered the University – consultations on professional career issues, organisation of professional skills improvement courses, information about available jobs, traineeship opportunities;
- Monitoring of the University graduates and current students career – organisation of events for the University graduates and students, conduction of surveys about the employment opportunities and professional experience.

112. In May 2012 the University, implementing its strategic goals and following the University Career Planning, Monitoring and Liaising with the Graduates Process Description guidelines, established the University Alumni Club. The University Alumni Club is operating in the internet platform (www.alumni.ksu.lt) where the University graduates can publish information about their career, communicate with each other, and receive the University newsletters. The University Alumni Club database keeps data of all graduates who completed their studies at the University (until 2012 Academy). Those graduates are regularly invited to renew their response forms, to fill in data about their workplaces. In June 2012 the University started to conduct surveys for graduates, which help not only to evaluate the quality of the University studies, but to find out the graduates career expectations as well. It is planned to conduct such survey after every final thesis evaluation at the University by questioning the current year graduates (this year's graduates survey was conducted in June). Survey data shows the graduates career expectations and gives the possibility to make a comparative analysis in various sections, especially monitoring employment opportunities and their compliance with the expectations. Results of the analysis significantly contribute to the yearly renewal of the study programme, study quality improvement and the development of new study programmes.

113. Since 2012, the University has continued to develop its informal relations with alumni, inviting them to attend its events, public lectures and lecture cycles and participate in the activities of the Student Research Society 'Kriterijus' and the newly-established Law Clinic. Membership of the University Alumni Club is free for students.

114. The Career Path Methodology is being developed at the University since 2012. It encompasses all other activities of the University. The aim of the Career Path Methodology is to ensure that the University graduates gain qualifications enabling them to adapt to changeful labour market demands and requirements for the employees. Career Path Methodology is implemented:

- by developing study programmes, which have to ensure that the students gain qualifications and knowledge, enabling them to adapt to the labour market requirements;

- by implementing special, student-centred learning methods, for example work based learning and problem based learning, which ensures the relation between the studies and practice;
- by developing Entrepreneurship and Innovation Support System at the University and working actively with the social partners, by offering traineeship positions corresponding to the study programme, by encouraging students' ideas realisation, student companies (start-up) establishment (at present the University helped to establish 3 spin-offs of its students and researchers).

115. Career Path Methodology implementation is a horizontal process. Heads of academic units and study programme developers (working groups, committees), Entrepreneurship and Innovation Center, Competence Development Center, social and business partners are in charge of its separate parts implementation.

2.1.4. COOPERATION WITH ACADEMIC, SOCIAL AND BUSINESS PARTNERS

116. During the period of self-evaluation, the University was expanding its cooperation with academic, social and business partners. Cooperation with social partners is highlighted in the University Strategy, focusing on the partner involvement in the research and study processes and the development of additional education services. In the period under consideration, the main social partner groups of the University were the following (more detailed information on partners is available in Annex No. 12):

- Lithuanian higher education establishments, e.g. the Institute of the Lithuanian Language, Klaipėda University, Vilnius Gediminas Technical University, Vytautas Magnus University, etc. with which the University has cooperated in organising joint research events, submitting applications for research and commercialisation projects and implementing such projects, developing joint study programmes, as well as on the acceptance of study subjects, use of study resources, lease of facilities, etc.
- Foreign higher education establishments and research centres, e.g. the Pultusk Academy of Humanities (Poland) and the University of Crete (Greece) with which the University cooperated in implementing the quality management system; the University of Business and Administration in Gdynia (Poland) with which an international conference was organised; Kujawy and Pomorze University (Poland), Sakarya University (Turkey), the University of Finance and Management in Bialystok (Poland), Stuttgart Media University (Germany), etc., which have very actively cooperated on the Erasmus Programme; Handong Global University in South Korea with which the University has cooperated under the ASEM-DOU scholarship programme; the Netherlands Organisation for Applied Scientific Research, TNO (Netherlands) and the UK's Work and Organisation Network, UK WON (UK) with which the University has implemented joint international research projects, as well as other universities with which broader cooperation is planned in the sphere of international teacher and student exchange and the implementation of international projects.
- Companies/institutions, e.g. Ermgassen & Co UAB, Baltic Tours Vilnius UAB, Baltic Aviation Academy UAB, the *Psychology Academy*, the Anykščiai district municipality, the Anykščiai Incubator of Arts – Arts Studio, the Audiovisual Arts Industry Incubator, the European Consumer Centre, the Communications Regulation Authority, etc., with which the University has cooperated in developing and implementing study programmes

(Aviation Management bachelor study programme, Psychology bachelor study programme), offering work placements to students, involving representatives of companies/institutions in the study process through case studies, problem-based learning, themes of final theses and student research, implementation of customised and joint research projects, lifelong learning measures, committees of study programmes and the activities of quality improvement of study programmes, and the organisation of joint student and research events. It should also be noted that in 2015 the University, in cooperation with its business and social partners – BTT Group, Fima, Cyberoam, D-Link, Communications Regulation Authority – established an Internet Engineering Laboratory intended to expand the study and research activities of the Internet Engineering Department.

- Various associations of enterprises and institutions, sectoral associations, e.g. the Lithuanian Association of Chiefs of Municipalities, the Lithuanian Confederation of Business Employers, the Lithuanian Business Confederation/ICC Lithuania, the National Association of Creative and Cultural Industries and the National Association of Medical Tourism with which the University has cooperated in the development of retraining programmes for specialists and the implementation of joint projects and study programmes.

117. Since 2012 the cooperation with social partners is specified and included into all most important descriptions of the University management processes. Cooperation with partners is an integrated part of the University values and mission as only good relations with the employers, professionals, specialists, researchers and academics from other institutions enable to develop lively academic community and solid social capital. Main University cooperation with the social partners fields since 2012 have been the following:

- New study programmes development, implementation and improvement, practical experience incorporation into study process;
- Development of continuing learning and qualifications improvement in specific areas;
- Preparation of final thesis topics and supervision of researches; places for traineeship and supervision of traineeships;
- Implementation of common research activity, common national and international projects;
- International exchange of students and teachers (international academic partners);
- Preparation and publication of various articles and other scientific publications and methodical literature;
- Organisation of conferences, seminars and other educational events;
- Development of informational and material basis.

2.2. COMPLIANCE OF STUDIES AND LIFELONG LEARNING CONDITIONS WITH EHEA PROVISIONS AND OTHER EU DOCUMENTS

2.2.1. COMPLIANCE OF THE UNIVERSITY STRATEGIC DOCUMENTS IN THE FIELD OF STUDIES AND LIFELONG LEARNING WITH EHEA PROVISIONS AND OTHER EU DOCUMENTS

118. The University strategic documents in the field of studies and lifelong learning were prepared and studies were organised in order to implement the following main EHEA provisions:

- Student-centered studies, credit accumulation and transfer system – The Bologna Process 2020. The European Higher Education Area in the new decade. Leuven and Louvain-la-Neuve Communiqué, 2009.
- Lifelong learning development, flexible mode of study development – The European Higher Education Area. Achieving the Goals. Communiqué of the Conference of European Ministers Responsible for Higher Education, Bergen, 2005; Results of Universities Modernisation Plan Implementation: Education, Scientific Research and Innovation. Communiqué of the European Commission for the European Council and the European Parliament, Brussels, 2006; European Universities' Charter on Lifelong Learning, EUA, 2008.
- Employability, personal and professional development of graduates throughout their careers – Bucharest Communiqué. Making the Most of Our Potential: Consolidating the European Higher Education Area, 2012.
- Stimulation of interdisciplinary studies – The European Higher Education Area. Achieving the Goals. Communiqué of the Conference of European Ministers Responsible for Higher Education, Bergen, 2005;
- Cooperation with students, teachers and social partners– Towards the European high Education Area. Communiqué of the meeting of European Ministers in charge of Higher Education in Prague on May 19th 2001; Towards the European Higher Education Area: Responding to Challenges in a Globalised World. London Communiqué, 2007; The Bologna Process 2020. The European Higher Education Area in the new decade. Leuven and Louvain-la-Neuve Communiqué, 2009;
- Interaction of studies, scientific research and innovation, promotion of innovations into teaching and learning process, stimulation of creativity – The Bologna Process 2020. The European Higher Education Area in the new decade. Leuven and Louvain-la-Neuve Communiqué, 2009;
- Promotion of academic dynamics, internationality, joint study programme development – The Bologna Process 2020. The European Higher Education Area in the new decade. Leuven and Louvain-la-Neuve Communiqué, 2009; European Council recommendation, Initiative „Youth on the move' – promoting the learning mobility of young people, 2011/C 199/01.
- Development of internal and external quality assurance system – Standards and Guidelines for Quality Assurance in the European Higher Education Area, 04 March 2005.

119. The implementation of innovative and student-centred study methods that rely on problem-based teaching and learning in all study programmes of the University deserves a separate mention. These methods are designed to take account of student needs, as well as to promote student motivation and active involvement in the study process. The pace of implementation of problem-based learning methods in the study programmes of the Business School and the Institute of Creative Society and Economy is the highest. In spring 2015, the University received two professors from Aalborg University (Denmark), where the problem-based approach is applied to all studies, who conducted training for teachers of the University on the use of problem-based learning methods.

2.2.2. DYNAMICS OF INTERNATIONAL MOBILITY OF TEACHERS AND STUDENTS

120. In 2012, the University submitted an application for and was awarded the Erasmus University Charter. Since then the University has constantly concluded agreements with Erasmus partners. Teachers are encouraged and they actively use the opportunities of Erasmus exchanges for teaching and qualification development. As seen from Table No. 1, the number of outgoing academic staff under Erasmus has been growing rapidly. Over one academic year from 2013/2014 to 2014/2015, the number of outgoing academic staff increased more than four-fold. Stable growth of the number of academic staff coming to the University has also been observed. The growth of international mobility allows to create more dynamic, varied and international study environment, new knowledge (lecture cycles) and initiatives (e.g. Erasmus Mentors programme).

Table No. 1. Outgoing and incoming academic staff under mobility programmes

Year	Programme / agreement	Outgoing staff number	Incoming staff number
2012/2013	Erasmus	-	7
	Research Council of Lithuania	-	2
	Other	1	9
2013/2014	Erasmus	6	17
	Research Council of Lithuania	-	4 (2 with research purpose)
	Other	2	3
2014/2015*	Erasmus	30 (5 with research purpose)	19 (2 with research purpose)
	Research Council of Lithuania	-	-
	Other	-	-

*Information on the period until 2015.05.01

121. In 2012–2013, the University took intensive preparatory actions for the implementation of international student exchange: cooperation agreements with universities of other countries were signed (Annex No. 12), applications for funding were submitted, information lectures for students on international exchange opportunities were organised and some study subjects in English were launched. Since the beginning of exchange under ERASMUS in 2013, students have taken an active part in this exchange programme and gone to study at other European universities and since 2014 have also benefited from work placements at companies and other organisations in foreign countries (Table No. 2). From the autumn semester of 2015, student exchange with the Handong Global University in South Korea will be launched under the ASEM-DOU scholarship programme that will enable students to have four-month-long studies there. From 1 September 2015, the University will welcome three students from the Handong Global University for studies. From the autumn semester of 2015, students will also have a choice of going either to the Lucerne University of Applied Sciences and Arts in Switzerland or the University of Freiburg under the Swiss-European Mobility Programme. It is established in the University Strategy to achieve 10 % incoming and outgoing student mobility of total number of students at the University.

Table No. 2. Outgoing and incoming students under mobility programmes

Year	Programme / Agreement	Outgoing students number	Incoming students number
2012/2013	Erasmus	-	-

	Baltic Sea Summer University	-	9
2013/2014	Erasmus	6	10
	Erasmus (work placements)		1
	Erasmus	14	22
2014/2015	Erasmus (work placements)	2	1
	Swiss-European Mobility Programme	-	1
	Erasmus	10	19
2015/2016*	ASEM-DOU Scholarship Programme	-	3
	Swiss-European Mobility Programme	-	1

*Information about known and planned mobility as of 2015-06-01

122. Incoming and outgoing students are provided with comprehensive information about studies, results recognition, with the support form mentors and curators; events to facilitate integration and to prepare for the mobility are organised. Students are choosing the study programmes of foreign universities which correspond the best to their own study programme. Students can choose among 95 Erasmus partners of the University. Students of some study programmes, e.g. Fashion Industry, so far do not have sufficiently large variety of foreign partners for mobility, since there is a small number of universities in Europe which offer similar study programmes.

123. To ensure the mobility of teachers, the University has also made use of opportunities offered by the Research Council of Lithuania (hereinafter 'the RCL'). For example, in the autumn semester of the academic year 2012-2013, under an RCL funded programme the University received 6 teachers, e.g. Prof. Dr. M. Mbengue from the University of Geneva (Switzerland) delivered lectures to students of the Law Faculty; in the spring semester of the academic year 2013-2014, Dr. R. Normann from Agder University (Norway) gave lectures to students of the Business School.

124. Since the academic year 2012-2013, the University has offered some study subjects and study programmes in English. The Aviation Management bachelor study programme of the University is being implemented in English, and it also features the first foreign students who study at the University not under exchange programmes. Another two bachelor programmes, Entrepreneurship and Management as well as International Business Law, are also proposed in English. However, they have not collected the student groups yet. In July 2015, the University plans to sign an agreement with a foreign partner, Helsinki School of Business, to launch joint Business Management studies in English since the beginning of 2016. This agreement should serve as the basis for further development of the Business School of the University and its orientation towards the implementation of international study programmes.

125. Since 2012, the University has expanded cooperation with non-EU universities. In 2012, it signed cooperation agreements with three Taiwanese universities; in 2014, it signed cooperation agreements with Kirgiz and Kazakh universities; in 2015, the University has signed an agreement with the Handong Global University in South Korea (Annex No. 12). These agreements have entitled the University to begin teacher and student exchanges with non-European universities.

126. The University personnel is encouraged to make use of national and international scholarships for giving lectures, scientific research and internships at the educational institutions abroad, for example, Assoc. Prof. Dr. A. Kiškienė won a China Government Scholarship and in 2013 she went to China for 5 months to carry out scientific research at the Tongji University (Shanghai).

3. SCIENTIFIC ACTIVITY

3.1. RELEVANCE OF SCIENTIFIC ACTIVITY

127. In 2012, the University launched a new stage of strategic development in the area of scientific research. During the past three years, the University has laid the foundations for the development of scientific research activity:

- the priority areas of scientific research activity have been refined. The University has entrenched the orientation of scientific research activity towards multidisciplinarity, new and innovative areas, which are often niche areas, research and technology transfer and commercialisation (it is not planned to develop traditional research fields, for instance, in fundamental physics research);
- the circle of business and social partners has been expanded, and joint science–business projects and contract scientific research (see Annex No. 13, Annex No. 14) have been commenced;
- the internationalisation of the University has been significantly developed, and this opened new opportunities for the University's researchers to implement international scientific research projects. During the reporting period, the University launched a few international research projects and joined international research consortia (see Annex No. 13, Annex No. 14);
- the policy of R&D results transfer and commercialisation, the intellectual property management rules and the plan for commercialisation of R&D results have been prepared, and the first steps have been made towards the commercialisation of knowledge generated at the University;
- the research infrastructure has been strengthened by attracting investments from business partners, setting up an Internet Engineering Laboratory and making plans to establish laboratories and research centres in other research areas as well;
- the management of scientific research activity and other managerial processes have been strengthened;
- the dissemination of the University's research results has been improved (7 articles were published in the ISI research journals), international selections of reviewed articles and monographies in the English language have been published, regular international scientific conferences and other events have been held (see Annex No. 13, Annex No. 14);
- new talents, i.e. researchers who are interested in implementing their scientific ideas in the University, have been attracted, productive research groups which prepared project applications for national and international research programmes have been formed (Annex No. 13);
- the student research activity in the Law Faculty has been significantly strengthened, the foundations have been laid for student research activity in other divisions as well.

128. The Strategy of the University outlines the goals and objectives of the scientific research activity by emphasising the necessity to regularly review and prioritize research fields and maintaining the orientation towards multidisciplinarity, innovation and interactions with the key study fields implemented in the University. The academic divisions carry out scientific research planning in compliance with the priority in the University's research and experimental development "Sustainable innovation in development of creative society and integrated

economy" laid down in the Order of 12 March 2012 of the Rector of the University and individual research programmes (which were updated when refining the University's priorities in 2014; more detailed information on activities carried out under each programme is available in Annex No. 13):

1) "Legal effectiveness in the environment of global challenges". The main research field is Law (01S), and ideas are pursued with researchers working in the areas of Informatics (09P) and Philology (04H) as well. The research topics being developed include business and finance law, corruption prevention, legal aspects of cyber safety, civil rights, domestic violence, consumer rights, and alternative dispute settlement;

2) "Global development of creative economy". The main research fields are Economics (04S) and Communication and Information (06H), work is also done in the fields of Informatics (09P) and Sociology (05S). The research topics being developed include knowledge and creative economy, creative and cultural industries, creative technologies, smart tourism, game industry, mobile applications, 2D, 3D, virtual reality, and media technologies;

3) "Learning society and sustainable innovation". The main research fields are Management and Administration (03S) and Political Sciences (02S), work is also carried out in the fields of Communication and Information (06H) and Sociology (05S). The topics being developed include future insights, multi-level management, smart specialisation, resilient organisation, political communication, work organisation and management, workplace innovation, business acceleration models, innovation and support systems for entrepreneurship, social innovation, learning society and innovation, technology transfer and commercialisation;

4) "Social agents and their systems: modelling and imitation" (the programme is implemented under the RCL-funded public grant project "Creation of Oscillations Based Paradigm for Simulation of Social Systems Behaviour"). The key research fields are Management and Administration (03S) and Economics (04S) (research branch Organisation Sciences (S189); however, substantial research is carried out in the fields of Biophysics (02B) (branch System Biophysics (B130)), Mathematics (01P) and Informatics (09P) (branch Artificial Intelligence (P176)).

129. The University is open to new research fields provided that there is 1) a group formed of research leaders and researchers; 2) potential synergies with the existing research and study areas; 3) potential of cooperation with academic, social and business partners and commercialisation. Currently, the strongest research fields being formed in the University are as follows: 1) Economic Linguistics (fields of Philology (04H) and Economics (04S)); 2) Internet Engineering (field of Informatics (09P)). Individual groups of researchers and business partners work in: 1) the area of unmanned aerial vehicles (field of Mechanics Engineering (09T)) (the most recent achievement in this area is the winning application to obtain financial assistance from the Agency for Science, Innovation and Technology (MITA) for setting up a spin-off which will commercialise research results; 2) the area of psychology (field of Psychology (06S)).

130. The University has approved a Description of the Scientific Activity Management Process, which established the responsibilities for the planning and implementation of the research:

- The planning of the research involves defining of the strategic directions, establishment and reasoning of the goals and priorities, initiation and deliberation of the scientific works/events, preparation and approval of the yearly plan and budget for the research and application activity;

- Scientific activity organisation and implementation includes the research performance, report preparation, and organisation of scientific events;
- Dissemination and implementation of the research results in the study process includes the publication of scientific works and methods tools, as well as making the scientific works public.

131. A positive change in terms of research activity management was the ABM Research Centre taken over after the merger with the ABM, which served as the basis for the establishment of Research and Development Centre of the University. During the reporting period, the Research and Development Centre was strengthened by establishing a Project Manager position which covers the following functions: 1) provision of administrative and professional assistance to the University's researchers in preparing applications to obtain funding for scientific research and implement research projects; 2) monitoring of available research funding options (national, EU and other international calls to fund research projects, etc.); 3) monitoring of scientific research carried out at the University and promotion of multidisciplinarity and cooperation between the academic divisions. Since 2011 five researchers from the Research and Development Centre have been implementing the research project "Creation of Oscillations Based Paradigm for Simulation of Social Systems Behaviour" funded by the Research Council of Lithuania.

132. Currently, the main problems in the management of scientific research activity are related to the lack of consistency in planning because the work under the research programmes is carried out by virtual research groups and research leaders: each of the formed groups prepares projects and submits them under various national and international programmes for funding; after the required funding has been allocated for the project, groups can be established in the University to carry out research. Funding for prepared projects is not guaranteed; therefore, the plans of scientific research activity tend to change often. A positive change in such process is that the University is flexible, oriented towards cooperation with the widest possible circle of social, academic and business partners and capable of applying the principle of academic leadership successfully. This allows attracting new researchers to the University and commencing activities in new and innovative research areas.

133. Since 2012 the University has placed major focus on attracting funding for scientific research through project activities and joint initiatives with business and other partners. During this period: 1) applications of scientific research projects have been prepared for national and international research programmes; 2) one large-scale scientific research project funded by the RCL has been implemented; 3) two international scientific research projects have been implemented; 4) five contract research projects for businesses have been implemented; 5) three spin-offs for commercialisation of research results have been established, and two of them obtained the MITA funding.

134. The results of scientific research project activity are not satisfactory yet because a number of project applications were not successful. On the other hand, it should be stated that the University as a private higher education institution was permitted to participate in national competitions to obtain scientific research funding only a few years ago, and the University still faces a general negative attitude towards private higher education institutions. However, during the preparation of the applications, the partnership relationships were built, research teams were formed, and social capital was created; all this serves as the basis for the implementation of new ideas and development of other projects. When establishing a Project Manager position, the competences of the Research and Development Centre related to the preparation of applications

were simultaneously strengthened, and this allows expecting better results of project activities in the future.

135. In 2014, the University together with its partners, namely, the Institute of the Lithuanian Language, Vytautas Magnus University, the Baltic Institute of Advanced Technology and the Applied Research Institute for Prospective Technologies, was awarded the MITA support for the preparation of a feasibility study on the development of commercialisation of R&D results and the action plan. In December 2014, the common feasibility study on the development of commercialisation of R&D results for all the institutions which participated in the project was prepared, and based on this study, the University drafted and approved a 5–7 year long-term action plan for commercialisation of R&D results and knowledge and technology transfer and a financial plan for commercialisation of R&D results and knowledge and technology transfer up to 2020. These plans provided for the key results to be sought under each research programme and the research programmes being formed in terms of infrastructure (i. e. it is planned to establish centres and laboratories), projected the demand for research commercialisation and entrepreneurship promotion, and outlined other activities, demand for financing and potential sources. During the implementation of this project, the University developed a policy on research knowledge and technology transfer and drafted the main documents such as model contracts, the Intellectual Property Management Rules, etc.

136. During the reporting period, the University sought to resolve the issue of publishing of scientific publications and chose the strategy to promote international publications of the University's scientists in major scientific research journals, thus giving up the plans of creating and publishing any periodicals of the University. This decision was adopted in order to ensure greater international dissemination of R&D results, while being aware that no local scientific research journal can help achieve this objective. However, the common function of publishing scientific publications was abolished, and major attention was concentrated on special non-periodical publications such as monographies and selections of articles (the list of publications is provided in Annex No. 13).

137. During the reporting period, the University's research and pedagogical staff actively participated in research activities, prepared and published scientific publications in both national and international publications, attended national and international scientific conferences and implemented a great number of popular science activities. The numbers of teachers' publications are given in Table No. 3, the list of the most important conferences – in Annex No. 16. It is worth mentioning that during the implementation of the scientific research project "Creation of Oscillations Based Paradigm for Simulation of Social Systems Behaviour", seven ISI articles were prepared and published (Annex No. 13.). There still exists the problem that a large number of research and pedagogical staff is employed not only at the University but also in other educational institutions. For this reason, not all articles and presentations are published on behalf of the University. The University Strategy is to encourage the research and pedagogical staff to prepare publications on behalf of the University through the motivational system and project activities.

Table No. 3. Number of publications of the University pedagogical and research staff

Publications	2012	2013	2014*
Articles in refereed scientific journals and conference proceedings	33	32	25
Monographs	3	3	2
Text books	0	4	0
Articles, radio and television programmes, etc. popularising science	71	84	N/A

*Inconclusive data

138. During the reporting period, the organisation of scientific events was further continued. For example, the Law Faculty organises a regular international scientific conference "Alternative Dispute Settlement" (which is held every two year). During the reporting period, the Institute of Creative Society and Economy held a roundtable discussion "Development of Creative Society and Economics" and, in cooperation with the Vilnius Gediminas Technical University, organised an international conference "Visuality 2015: Intercultural Creative Discourses". The list of scientific events is provided in the Annex No. 14.

139. There is a students' scientific society *Kriterijus* actively operating in the University's Law Faculty. The students' scientific society: 1) organises conferences for students and schoolchildren (for instance, in 2015, the national law students' conference "Lawyer's career: let's start with the University"); 2) publishes students' scientific publications (for example, a selection of articles "My Europe. My rights". Vilnius: Kazimieras Simonavičius University, 2013); 3) in cooperation with social partners, carries out scientific research (for example, the research study "I am a lawyer" conducted in 2015); 4) organises roundtable discussions, open lectures and other events promoting law studies and the lawyer's profession. In other academic divisions, students' research activities have not been developed to the same level yet because they are implementing new study programmes that have been introduced recently. The plans are to promote students' research activities in the entire University.

140. In 2014-2015, the University voluntarily[15] participated in the comparative study of research activities of Lithuanian higher education institutions conducted by the Research and Higher Education Monitoring and Analysis Centre (MOSTA), during which the self-evaluation of the University's research activities was carried out and an international expert group was received. In its conclusions, the expert group awarded 1 out of 5 points to the University's research activities; however, it emphasised that, despite unfavourable conditions and unequal competition with state institutions, the University is well aware of how research activities should be developed and has already created basic preconditions for further development of science. The conclusions of the expert evaluation are available on the website of MOSTA: http://www.mosta.lt/images/vertinimas/Benchmarkingo_ataskaitos/research_assessment_exercise_social_sciences1.pdf.

141. The University further plans to place a major focus on attracting funding for scientific research through project activities and partnership with social, academic and business partners and to orientate itself towards the commercialisation of research results. Furthermore, the acquisition of the right to doctoral studies remains one of the key priorities. In cooperation with other Lithuanian and/or foreign universities, the University seeks to prepare joint doctoral study programmes in the fields of Law, Communication, and Business and Management. The University has already signed an agreement with the Turiba University (Latvia) on the preparation of the joint doctoral programme in the field of Law, and it also negotiates over an agreement on the preparation of the doctoral study programme in the field of Communication with the Vilnius Gediminas Technical University.

3.1.1. COMPLIANCE OF THE SCIENTIFIC ACTIVITY WITH THE UNIVERSITY MISSION AND STRATEGIC DOCUMENTS

142. The University Strategy has been prepared with respect to the priorities and provisions of the vision "Learning Lithuania 2030". The University strategic goals focus on the formation

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[15] The participation for private higher education and research institutions was not compulsory.

of modern inter-disciplinary research and study system, on the increase of the effectiveness of interaction among science, studies, and innovations, the development of international relations, and utilization of world-level research priorities. At present, there are favourable conditions for that, as the University development into other areas of social and physical science creates a prerequisite for more diverse and interdisciplinary research. New perspectives emerge together with the new strategy: the aim is to create conditions for commercialisation of research, which can increase the motivation of the teachers and students for the performance of research at the University.

143. The University forms and plans its research activities based on the University's mission to increase the learning leadership and competitiveness of the Lithuanian society by creating new knowledge and innovation, implementing the sustainable development principles in life, culture, technology, social relationship, policy and other areas. The priorities of its research activities are set forth in the University's Strategy, the University's study programmes and the 5-7 year long-term action plan for the commercialisation of R&D results and knowledge and technology transfer. Based on these strategic documents, the divisions of the University prepare their activity plans covering research activities as well.

144. The University's Strategy emphasises the key objectives in the field of science: 1) to acquire the right to provide doctoral studies; 2) to join international research networks and consortia; 3) to develop research knowledge commercialisation activities; 4) to strengthen research communication; 5) to enhance the effectiveness of the Research and Development Centre. All these objectives and their implementation measures are first of all oriented towards the creation of disciplinary and financial basis for research activities because the financing of research activities remains one of the key issues in the University. Another important issue related to research activities is that the University does not have any doctoral study programmes yet. Although the first results have been already achieved in this area, it is forecasted that the University will be conferred the right to provide doctoral studies not earlier than in a few years' time. The major obstacles include the insufficient number of regular research and pedagogical staff and the complicated process of preparation of joint doctoral study programmes. On the other hand, the University believes that only joint doctoral study programmes offered in cooperation with other national and international academic partners can ensure the adequate level of quality of such studies and internationalisation. Moreover, this strategy allows combining the material and human resources of several institutions for the implementation of doctoral study programmes. It is noteworthy that, during the reporting period, all the objectives of research activities set forth in the Strategy have been implemented and the first results have been delivered (see 128-139 par.; Annex 13, Annex 14).

145. The content of research activities fully conform to the strategic orientation towards multi-disciplinarity, innovative and niche research areas and they are carried out in compliance with the curricula approved by the University. When planning scientific research, due account is taken of the provision laid down in the Strategy regarding the adaptability of results and commercial potential, which would enable to attract additional funding for scientific research and create conditions for researchers to commercialise R&D results.

3.1.2. COMPLIANCE OF THE SCIENTIFIC ACTIVITY WITH THE STATE PRIORITIES

146. The University aims its research activity at the implementation of the challenges defined in the strategic perspectives of Lithuania and the EU:

- The State Progress Strategy "Lithuania 2030" (www.lietuva2030.lt) underlines the priorities of the smart economy and smart society as well as creativeness, entrepreneurship, and innovations.
- The EU strategy "Europe 2020" (http://ec.europa.eu/lietuva/documents/skelbimai/2020m_europa.pdf) emphasises the development of the economy based on knowledge and innovations, encouragement of social and territorial coherence, development of creativeness and culture.
- The vision "Learning Lithuania 2030" points out the holistic concept or society development, underlines social, economic, technological, and ecological coherence as well as creative innovations in all areas of life.
- The Programme on the Implementation of the Priority Areas in Research and (Socio-Cultural) Development and Innovation (Smart Specialisation) and their Priorities[16] emphasises R&D and innovation activities, for example, advanced electronic content, efficient use of creative and cultural industry resources, and non-technological innovations for society.
- The Long-Term State Development Strategy (Decision of the Seimas (Parliament) of Lithuania No. IX-1187, d. d. November 12, 2002), Long-Term Strategy of Economic Development of Lithuania up to 2015 (Decision of the Government of Lithuania No. 853, d. d. June 12, 2002), where the need for creation of better conditions for businesses is underlined; The Strategy of Small and Medium-Sized Business Development (www.ukmin.lt) that emphasises the state mission in the creation of the legal environment favourable for businesses.

147. The research programmes of the University embrace the main national documents defining the priorities for the state and science development (see Table No. 1 in the Annex 13).

3.1.3. IMPACT OF ACADEMIC, SOCIAL AND BUSINESS PARTNERS ON THE UNIVERSITY SCIENTIFIC ACTIVITY

148. The University Strategy provides for close cooperation with its academic, social and business partners in order to ensure the internationalisation, relevance, adaptability and integration of research activities with entrepreneurship and innovation. The impact of the University's partners on its research activities can be observed in the following fields (a list of the University's partners is provided in Annex No. 12):

- Strategic governance of the University. The University's partners participate in its governing bodies, namely, the Academic Council and the Senate, as well as in the advisory bodies of the academic divisions and the Councils. Thus, the partners have an impact on

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[16] Resolution of the Government of the Republic of Lithuania on Priority area in research and experimental (social, cultural) development and innovation development (smart specialisation) priority area and the approval of the Programme on the Implementation of their Priorities. https://www.e-tar.lt/portal/lt/legalAct/f416d360d77c11e3bb00c40fca124f97

the University's priorities and fields of its activities and provide valuable feedback and a professional opinion on the University's prospects for development.

- Implementation of joint research projects. The University is currently implementing two international research projects in cooperation with a wide circle of international academic, social and business partners (further information is provided in p. 3.2.2.), and also constantly submits applications together with its partners for the implementation of research projects under national and international programmes;

- Participation in international scientific research consortia with academic partners (further information is provided in p. 3.2.2.) and bilateral cooperation with academic, social and business partners in diverse fields. The University strives for wide-scale cooperation with its national academic partners in developing new study programmes, submitting applications for research projects, and organising joint research events. During the reporting period, the most productive cooperation was maintained with the Vilnius Gediminas Technical University (a joint conference, joint doctoral study programme plans), the Institute of the Lithuanian Language (joint articles, presentations in conferences, joint study programme) and the Vytautas Magnus University (a joint research commercialisation project

- Implementation of infrastructure, scientific research and contract research projects in cooperation with business and social partners. In cooperation with its business partners, the University has established an Internet engineering laboratory and further plans to set up other research centres and laboratories (further information is provided in Section 4). The University seeks to resolve the research issues that are relevant to its business partners, develop scientific research that has commercial potential and seek for synergies by combining the available physical infrastructure and human resources;

- Scientific knowledge and technology transfer and research commercialisation. In cooperation with its business partners, students and alumni, the University has already set up three spin-offs engaged in the commercialisation of the University's R&D results. The University together with its academic, business and social partners actively participates in the entrepreneurship promotion activities (further information is provided in Section 4);

- Implementation of the students' research activities. The students' scientific society *Kriterijus* established in the University's Law Faculty actively cooperates with its social partners operating in the legal field, namely, state institutions, law enforcement institutions, law firms, etc., in organising joint scientific events and projects for students and analyse legal issues that are of relevance to the partners. Social partners also participate in the processes of preparation and defence of students' final theses by proposing relevant topics, participating in student research studies, providing consultations to students and taking part in the defence of final theses as members of the commission.

149. To sum it up, it should be noted that the strategy of the University's research activities should be linked to wide-scale cooperation with its partners and developed networking because that is the only way to combine resources and ensure the adaptability of research activities, the competitiveness of the University's activities and the actual impact of R&D results on the country's development and innovation. The partners have an impact on the University's activities and priorities by selecting relevant and innovative research topics, integrating the studies and research activities, and ensuring effective sharing of knowledge and dissemination of R&D results.

3.2. INTERNATIONALISATION OF SCIENTIFIC ACTIVITY AND ITS COMPLIANCE WITH THE PROVISIONS OF EUROPEAN RESEARCH AREA

3.2.1. COMPLIANCE OF THE UNIVERSITY STRATEGIC DOCUMENTS WITH THE PRIORITIES OF EUROPEAN RESEARCH AREA

150. The University Strategy, research programmes and other documents in the area of research have been created with the aim of complying with the strategic provisions of the European Higher Education Area and European Research Area:

- The interaction of studies, research, and innovations – the Building the ERA of Knowledge for Growth. Communication from the Commission, 2005; Delivering on the Modernisation Agenda for Universities: Education, Research, and Innovation. Communication from the Commission to the Council and the European Parliament, 2006; Improvement of knowledge transfer among research institutes and industry throughout Europe: towards open innovations. Implementation of Lisbon agenda". Communiqué of the Europeans Commission, 2007; Council Conclusions on the Definition of a "2020 Vision for the European Research Area", 2008; The Bologna Process 2020 – The European Higher Education Area in the new decade. Leuven and Louvain-la-Neuve Communiqué, 2009;

- The need for inter-disciplinary and inter-sector research – The European Research Area: New Perspectives. Green Paper. European Commission, 2007; the Bologna Process 2020. The European Higher Education Area in the new decade. Leuven and Louvain-la-Neuve Communiqué, 2009;

- The principal of research internationality and mobility of academic community – The International dimension of the European Research Area. Communication from the Commission, 2001; the role of the Universities in the Europe of Knowledge. Communication from the Commission, 2003; A Reinforced European Research Area Partnership for Excellence and Growth, European Commission Communication, 2012;

- The correlation of scientific activity with the needs of the society and business, cooperation among science and business/social partners, commercialisation of research, creation of "*spin-off*" type of companies – A Mobility Strategy for the European Research Area. Communication from the Commission to the Council and the European Parliament, 2001; The Role of the Universities in the Europe of Knowledge. Communication from the Commission, 2003; Delivering on the Modernisation Agenda for Universities: Education, Research and Innovation. Communication from the Commission to the Council and the European Parliament, 2006; Towards the European Higher Education Area: Responding to Challenges in a Globalised World. London Communiqué, 2007; A Reinforced European Research Area Partnership for Excellence and Growth, European Commission Communication, 2012.

3.2.1. PARTICIPATION IN INTERNATIONAL SCIENTIFIC PROJECTS

151. The University started to actively develop international relations only after the restructuring in 2012. The Academy, which had been operating until that time, did not participate as an institution in international research projects due to its particularly narrow specialisation field of studies and research, lack of research staff, insufficient funding for research, and other

obstacles. Development of internationalisation is one of the strategic aims and breakthrough fields in the University's Strategy.

152. Since 2012 the University has significantly developed the circle of international academic and social partners (see Annex No. 12). Bilateral cooperation with other European universities has been significantly expanded and cooperation with several Asian universities has been commenced as well. During this period, the University joined the following two international research consortia: 1) the International Consortium of Higher Education Institutions and Rectors and Presidents of Universities, the members of which include Kazimieras Simonavičius University, Kujawy and Pomorze University in Bydgoszcz (Poland), the Kirghizia National University (Kirghizia) and Romanian–German University of Sibiu (Romania); 2) C.U.A.M. Consortium (*University Consortium Africa and Mediterranean, Consorzio Universitario Africa E Mediterraneo*), the members of which include the Gomel State Medical University (Belarus), the Aristotle University of Thessaloniki (Greece), Ben-Gurion University of the Negev (Israel), etc. The aim of these consortia is to jointly initiate, attract funding and implement research projects.

153. During the reporting period, the University as a partner has been implementing the following two large-scale international research projects:

1) Social Innovation: Driving Force of Social Change SI-DRIVE. The project is funded under the EU's Seventh Framework Programme (www.si-drive.eu). The responsible partner of the project is The Netherlands Organisation for Applied Scientific Research TNO, other partners include the prestigious European higher education institutions, e.g. Dortmund Technical University, London School of Economics and Political Science, Aalto University, etc.

2) EUWIN, the EUROPEAN WORKPLACE INNOVATION NETWORK. This network is funded by the European Commission, and it unites various European higher education institutions, business and social partners. Under this project, the University maintains the closest cooperation with the organisation from Great Britain The UK's Work and Organisation Network UK WON and its national partner the association Knowledge Economy Forum.

154. During the reporting period, the University has participated as a partner in several international research projects applications (see Annex 13). Unfortunately, these research applications have not been allocated funding despite its particularly competent partners; however, the built partnership relationships can be used as a platform for other cooperation initiatives. Currently, the number of the University's international research projects is not sufficient; however, taking due account of the fact that almost all research fields had been launched two years at the earliest, the current achievements conform to the strategic plans. Over the past several years, the University has developed the basis for research activities in terms of infrastructure, partnership and human resources, which allows predicting the growth in the number of international research projects during the nearest five-year period.

3.2.2. INTERNATIONAL MOBILITY OF RESEARCHERS

155. Since 2012 the University has been paying major attention to international mobility of researchers. In the previous years, the international mobility of researchers in the then Academy was minimal: only a few lecturers attended international conferences and other events on behalf of the Academy. Currently, the international mobility of research and pedagogical staff is growing:

- the research and pedagogical staff participate in the Erasmus Programme and other EU programmes intended for the implementation of international research projects. During the reporting period 28 teachers / researchers took part in internships and other visits under the Erasmus Programme, five of whom went abroad for research and related purposes. Detailed information on the outgoing academic staff is given in Table No. 1.
- The research staff participates in the programmes managed by the Research Council of Lithuania, the Education Exchanges Support Foundation and other institutions intended for international research projects, lecturer and researcher visits and internships.
- The University accepts incoming lecturers and researchers under various international and national programmes. Currently, the University's Law Faculty has received the applications by two researchers under the Maria Skłodowska – Curie Programme. During the reporting period more than 40 teachers from European universities arrived in the University. The main purpose of their visits was lecturing but the relationships built during the visits could also serve as the basis for joint research activities in the future.
- The University's researchers deliver presentations in international conferences (the most important presentations of the past year are provided in Annex 16) by implementing research projects and presenting results of independent research activities.

156. Currently, the international mobility of the University's researchers is not satisfactory, the use by the academic staff of various mobility opportunities is insufficiently intensive; however, having regard to the fact that the University started to develop its international relations more intensively only in 2012, the first results reveal the growing trend of mobility and allow predicting better results in the future.

4. IMPACT ON THE REGIONS AND THE COUNTRY

4.1. IMPACT MEASURES PROJECTED IN THE UNIVERSITY MISSION AND STRATEGIC DOCUMENTS

157. The University Strategy was created by close connection of the University activity with the impact on the development of the country and the regions, as the University is comprehended as an integral part of the society. The University development is oriented towards the goal of becoming the regional nucleus of knowledge and innovations, uniting the science, business, and governmental institutions. Kazimieras Simonavičius University is the only private university, which aims at the development of all areas of science and their interdisciplinary universality. The exceptional role of the University in the national development of the country means that the University aims at creating the university activity model, which is more modern, more effective, and more publicly engaged than the post-Soviet university system that has been formed up till now and that is based on the dominance of state universities and the activity tradition formed by them.

158. The mission of the University entrenches the role of the University in the evolution of society and the state as the activities of the University are aimed at increasing the learning leadership and competitiveness of the Lithuanian society by creating new knowledge and innovation adaptable in various areas of public life.

159. In the University Strategy, the impact on regional and national development is detailed through strategic aims, breakthrough directions, objectives and measures. The measures of impact provided in the Strategy can be divided into the following main groups:

1) entrepreneurship and innovation support and promotion on a regional and national scale;

2) implementation of the Triple Helix in the area of studies and scientific research in order to ensure effective cooperation with business and social partners and state institutions;

3) promotion of gifted students and reduction of social exclusion;

4) commercialisation of knowledge and R&D results through contracted scientific research, establishment of spin-off companies, and provision of the services of commercialisation of R&D results;

5) lifelong learning measures, enhancement of professional qualifications, and improvement of human resources quality;

6) communication and publicising of results of research activities;

7) active participation in the sectorial organisations, business and other associations, organisations, advisory councils of state institutions, committees and other bodies relevant to the University.

4.2. EFFECTIVENESS OF IMPLEMENTATION OF THE IMPACT MEASURES

160. Besides the groups of the measures of impact listed in paragraph 159, the participation of the University in the development of studies in the Klaipėda region should be mentioned as well. The Klaipėda Faculty of the University provides opportunities to acquire university level education in the field of law in the Klaipėda region; currently, those are the single full-time university studies of law available in this region. Depending on the demand, the future development plans of the Klaipėda Faculty include the offer of study programmes in other fields in this region as well.

161. During the reporting period, all the academic divisions of the University, the Entrepreneurship and Innovation Centre and the Competence Development Centre implemented the measures of impact. Since 2012 the University has implemented the measures from all the groups of measures specified in paragraph 159. Description of all measures is provided in Annex No. 15.

162. During the period subject to self-assessment, the number and significance of the University's measures of impact for national and regional development have been growing. The most important fields of impact include promotion of entrepreneurship, innovation and adaptability of R&D results and contribution to the growth of regional competitiveness. In the nearest perspective, it is sought to further expand the Competence Development Centre of the University and the lifelong learning measures as well as to strengthen the commercialisation of the University's R&D results and the technology transfer and commercialisation services and to further expand cooperation with business and various industries in developing study programmes that are relevant to the country and its regions and carrying out research.

4.3. IMPACT COMPLIANCE WITH THE STATE PRIORITIES

163. The University's measures of impact directly match Lithuania's orientation towards the creation of a knowledge society and promotion of lifelong learning, development of innovation and knowledge-based, competitive economy, entrepreneurship and commercialisation of R&D results, and promotion of effective interaction between research, higher education and business. The most important strategic documents of the state containing the priorities that have an impact on the University's Strategy and activities are as follows:

- The general strategic documents of the state – the State long-term development strategy (Decision of the Parliament of Lithuania No. IX-1187, d. d. November 12, 2002), Long-Term Strategy of Economic Development of Lithuania up to 2015 (Decision of the Government of Lithuania No. 853, d. d. June 12, 2002). These documents underline the priorities of knowledge society and competitive society, the aims of life-long learning, effective innovation system, creation of better business conditions, and development of human capital. Also the State Progress Strategy ”Lithuania 2030” (www.lietuva2030.lt), which formulates the priorities of smart economy and smart society, and underlines creativity, entrepreneurship, and innovations, and the EU strategy "Europe 2020" (http://ec.europa.eu/lietuva/documents/skelbimai/2020m_europa.pdf), which emphasises the development of the economy based on knowledge and innovations, encouragement of social and territorial coherence, development of creativeness and culture.
- Innovation policy strategic documents, for example, the Innovation strategy of Lithuania for 2010 - 2020 approved in 2010 (Decision of the Government of Lithuania No. 163, d. d. February 17, 2010), which underlines the task of development of various (including social) innovations, promoting life-long learning, development of effective mechanisms of cooperation between science and business, and strengthening the interaction between science, studies, and business. These documents could also include the documents containing the provisions on smart specialisation, for instance, The Programme on the Implementation of the Priority Areas in Research and (Socio-Cultural) Development and Innovation (Smart Specialisation) and their Priorities, which is aimed at increasing the impact of knowledge-based economic activities on the country's GDP.
- Strategic documents on scientific development, for instance, the national vision *Learning Lithuania 2030*, which states that "universally accessible higher education together with the integral and purposefully formed research system represent the major driving force of society's cultural, social and technological progress, and the basis for the welfare of its citizens; the National Programme for the Development of Higher Education, Research and Experimental (Social, Cultural) Development for 2013–2020, which provides for the goal "to create new knowledge and conditions for the integration of science, business and culture so that the country's advantages are strengthened".
- The strategic documents of business development policy – the Strategy of development of small and medium-sized business (www.ukmin.lt), which emphasises the state mission in creation of favourable legal environment for business, encouragement of entrepreneurship by using the systems of education and life-long learning.
- Regional development documents – the Strategy of regional development of Lithuania until 2013 (Decision of the Government of Lithuania No. 575, d. d. May 23, 2005), which aims at the increase of social coherence by employing the cooperation between science and business, development of services (including consultancy) for businesses, and other measures.
- The documents of social integration and sustainable development – the provisions of the National strategy of sustainable development (Decision of the Government of Lithuania No. 1160, d. d. September 11, 2003), the Law on Integration of the Disabled of the Republic of Lithuania (Decision of the Seimas (Parliament) of the Republic of Lithuania No I-2044, d. d. November 28, 1991).

164. It is important to underline separately that the University development since 2012 complied with the aims of the Lithuanian reform of science and studies (www.mokslas.lt) and

corresponded to the reform-related suggestions on the optimisation of the higher education and studies system and improvement of its quality. The incorporation and integration of the ABM into the University fully complied with the suggestions of the working group established by the order of the Prime Minister of the Republic of Lithuania No 129, d. d. May 31, 2011, on the optimisation of the university network of Lithuania (http://www.smm.lt/smt/siulymai/gaires.pdf); the suggestions point out to the vision of the university embracing all the universe of knowledge as well as the need for the university merger and enlargement.

4.4. INCLUSION OF RELEVANT TOPICS IN THE STUDENTS PRACTICE AND GRADUATION PAPERS

165. During the reporting period (including the 2015 spring semester), a total of 361 graduation papers were defended: 250 Master of Law papers, 104 Bachelor of Business Management papers and 7 Master of Business Management papers.

166. Most topics of the graduation papers in the Law study programme were oriented towards the analysis and improvement of the Lithuanian legal system. Besides, a strong emphasis was put on the compliance of the chosen graduation paper topics with the chosen specialisation of the studies (Business law, Finance law and tax administration). The graduation paper topics can be divided into the following areas: business law analysis and legal regulation of business, finance law analysis and legal regulation of financial services, legal analysis and prevention of financial and economic criminal offence, etc. (Table No. 4). During the review period, the topics of business law analysis and legal regulation of business were the most popular among the students' graduation paper topics.

Table No. 4. University's Master of Law graduation paper topics by activity areas (per cent)

	Business law analysis and legal regulation of business, per cent.	Finance law analysis, legal regulation of financial services, per cent.	Legal analysis and prevention of financial and economic offences, per cent.	Other topics, per cent.
2012	41	25	12	22
2013	57	20	11	12
2014	42	28	11	19
2015	53	16	11	20

167. The topics of the graduates from the Bachelor of Business Management degree programme could be divided into the following areas: analysis of the business activity, marketing, management of finance and investments, entrepreneurship, etc. (Table No. 5). The topic in marketing area were the most popular, e.g., marketing development in the company, brand creation and development, marketing strategy, etc. Analysis of the business activity and entrepreneurship were also popular. The topics of the Master's final theses of the first graduates from the Master of Organisational Innovation and Management degree programme mainly addressed the innovation culture of organisations and the aspects of organisational management, for example, conflict management, leadership, lean management, etc. The majority of the Master thesis topics were closely related to their professional experience; the graduate students analysed their workplaces (for example, AB Lietuvos Geležinkeliai, AB Paroc) during the empirical research and provided proposals for the improvement of managerial processes being implemented.

Table No. 5. University's Bachelor of Business Management graduation paper topics by activity areas (per cent)

	Analysis of the business activity, per cent.	Marketing, per cent.	Management of finance and investments, per cent.	Entrepreneurship, per cent.	Other topics, per cent.
2013	35	40	12	10	3
2014	11	43	18	25	3
2015	-	69	-	31	-

168. Under all the study programmes of the University, students are required to serve one or two internships during the entire study period. Internships are implemented in compliance with the internship regulations approved by each academic division and the internship assignment prepared and approved by the internship supervisor. The purpose of internships is to familiarise students with the operations, processes, decision-making and other operational aspects of the organisations operating in particular sectors, which are necessary for the formation of students' professional skills. The University's social and business partners propose the internship sites (the list of internship sites is available on the website www.ksu.lt), and students themselves also may choose their internship site (it must be coordinated with the internship supervisor of the relevant academic division). Internship is also related to the preparation of students' final theses in order to ensure the unity between science and practice.

169. The self-assessment of the study programmes implemented by the Institute of Creative Society and Economy in the academic year 2014-2015 revealed the students' demand to complete internship before the time that it is included in their study plan. Taking due account of the aforesaid, the plans are to split up the subject of internship in the study programmes implemented by the Institute of Creative Society and Economy into several separate parts by providing students with the possibilities of serving internship in different creative and cultural industry sectors and thus acquire specialised skills.

4.5. SOCIAL ACTIVITY AND RECOGNITION OF THE ACADEMIC AND ADMINISTRATIVE PERSONNEL

170. During the reporting period, the University's academic staff actively participated in public and research activities. The majority of researchers and lecturers were engaged in the areas of law, management and administration, communication (creative and cultural industries), economics, sociology, philology, informatics, art theory and history, and philosophy (Table No. 6, further information is provided in Annex No. 16).

Table No. 6. Main research areas of the University's academic staff

Research fields	(time, %)
Law (01S)	38
Communication and information (06H)	13
Management and administration (03S)	2
Economic (04S)	24
History and theory of arts (03H)	5
Sociology (05S)	5
Informatics (09P)	4
Philosophy (01H)	2
Philology (04H)	7
Total:	100

171. The University academic staff participated in 47 conferences, 38 international ones among them (Table No. 7, the list of the main conferences is provided in Annex No. 16). The University personnel improved their qualifications at scientific internships in the USA, France, China, Finland, Poland, Denmark, Germany, etc. They took part totally in 10 internships (Table No. 8). The University personnel actively participated in social activity as members of various projects. During the review period, the teachers took part in 23 projects (Table No. 8, Annex No, 16). The University personnel wrote more than 100 scientific publications (Table No. 3), including monographs, text books, scientific articles in review periodicals, continuous or single scientific publications, teaching books and learning tools and published more than 150 articles popularising science. The recognition of the active engagement of the academic community members is proved by the following important awards: in 2015, Prof. Dr. Arūnas Augustinaitis, Rector of the University, received the award for his significant academic contribution to the development of the concept of the information society in Lithuania (the award was established by the Information Society Development Committee under the Ministry of Transport); lecturer at the Institute of Creative Society and Economy S. Čižaitė-Rudokienė was awarded scholarship of Prof. Bronius Vaškelis. The pedagogical and research staff of the University participates in various sectoral organisations, business and other associations, organisations, advisory boards to state institutions, committees and other bodies (further information is provided in Table No. 1 in Annex 15).

Table No. 7. University personnel participation in scientific conferences

	Academic personnel participation in scientific conferences			Total
	2012	**2013**	**2014**	
National	4	3	2	**9**
International	10	13	15	**38**
			Total	**47**

Table No. 8. University personnel participation in internships and projects

	2012	**2013**	**2014**	**Total**
Participation in scientific internships	3	3	4	**10**
Participation in projects	4	8	11	**23**

172. The University employees are active participants of various social initiatives, active artists, and acknowledged professionals. Lecturer A. Matijošius is the founder and board member of PC "Centre of New Religions Research and Information". The aim of the Centre is to encourage academic approach and research in the area of religion. Prof. Dr. R. Burda is active participant in the advisory groups for the legislation activities, and legal expert. Lecturer S. Čižaitė-Rudokienė is theatre critic and curator of art events. Lecturer Dr. G. Beresnevičius since 1979 has published more than 20 articles on the topics of creativity development and science fiction. His article about Lithuanian science fiction is published in *The Encyclopaedia of Fantasy*. The Director of the Institute of Creative Society and Economy Assoc. Prof. Dr. R. Venckus has held 13 personal photography and video art exhibitions in Lithuania and 3 in foreign countries (Poland and Germany).

173. The majority of the teachers are not only actively engaged in research activities but are also highly valuable experts in their fields, who gain experience by applying the areas of their research interests in practice. A great number of the Law Faculty teachers have their own law firms or work in the best legal companies, courts, prosecutor's offices and ministries in

Lithuania. Among the lecturers of the Institute of Creative Society and Economy, there are recognised artists, art critics, and owners of private creative businesses. The teaching staff of the Business School is also composed of professionals, experts in certain management areas, owners of business enterprises, and consultants.

174. The community of the University is an active supporter of environmental campaigns and a proponent of sustainable development principals. The members of the academic community have been participating in the cleaning campaign of Lithuania called "WeDo" for the last several consecutive years. In 2010, the then Academy joined the United Nations organisation "Global Compact". Its mission is to protect the environment and human rights, improve working conditions, and fight corruption.

CONCLUSIONS

175. Period of preparing self-evaluation report coincided with University's reorganisation, the creation and implementation of the new Strategy, monitoring of the interim results. The aim of self-evaluation was to make a thorough analysis of period 2012-2014, to highlight the University reorganisation since 2012, to point up strategic perspectives, the results, which were achieved during the 3 years since the approval of the new Strategy and planned activities for the future.

176. The self-evaluation results contribute to the improvement of the University management and planning processes, constant improvement of quality, also to the renewal of the University Strategy. The self-evaluation results contributed to the renewal of the University SWOT analysis, which is presented in Annex 19 and is used for the improvement of the current University Strategy.

ANNEXES

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Annex No. 2. Kazimieras Simonavicius University Strategy
Annex No. 3. Statute of Kazimieras Simonavicius University
Annex No. 4. Authorisation to Carry Out Studies
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Annex No. 6. Kazimieras Simonavicius University revenues and costs in 2012-2014
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