**EUROPEAN HUMANITIES UNIVERSITY QUALITY MANUAL**

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# PREFACE: THE CONCEPT OF QUALITY

An emphasis on the importance of quality has always been a part of the academic tradition. The current quality culture includes both measures to improve quality and an individual and collective commitment not only to improvement, but to maintaining it. Thus the importance of quality becomes understood by all members of the institution and influences their daily activities.

From the beginning of the 1990s, different types of quality management and evaluation systems (QMS) have been integrated into European higher education institutions (HEI). An impetus for introducing these systems, especially for the evaluation process, was the decision of the member states of the European Union to create a European Higher Education Area (EHEA), a process that began in Bologna during the summer of 1989. The high quality of education has been one of the key aims of the Bologna Process and the Lisbon Strategy as a means to promote the attractiveness and competitiveness of European higher education.

In 2005, Standards and Guidelines (ESGs) for Quality Assurance in the European Higher Education Area (EHEA)were developed, based on a proposal prepared by the E4 group (ENQA, ESU, EUA and EURASHE)[[1]](#footnote-1). ESGs are considered cornerstones reinforcing the importance of institutional autonomy and responsibility in quality assurance (QA). When working on QA processes, HEIs are expected to develop internal quality cultures that take into account their institutional realities and relate to their organizational culture.

Since 1994, the Institutional Evaluation Programme (IEP), an independent service of the European University Association, has evaluated more than 200 HEIs. IEP methodology addresses four main questions:

1. What is the institution trying to do?
2. How is it trying to do it?
3. How does it know it works?
4. How does the institution change in order to improve?

The first question corresponds to the mission and objectives of the institution, the second covers the operational aspects of the institution, and the third and the fourth adapt those processes for improvement. Therefore, four main areas of action in QA were indicated for the European Humanities University (EHU).

1. Mission, vision, and strategy: quality as a part of strategic management
2. Resources: staff; working environment, equipment, and safety; funding
3. Processes: core processes; support processes
4. Evaluation and improvement: indicators; audits; evaluations (internal, external); analysis of the data; improvement of activities

# 1. MISSION, VISION, AND STRATEGY

## MISSION, VISION, AND STRATEGY

**Mission of the European Humanities University.** The University exists to facilitate and deepen the contribution that its students, graduates, and faculty can make to the quality and potential of their own lives and to their respective civil societies. By so doing, they contribute to Belarus and its integration into the European and global community.

**Values of the European Humanities University.** The central values guiding the operations of the University are academic freedom and leadership implemented through education and research.

The mission and values of EHU are defined in the document *Strategic Plan: 2008–2013*, available online at <http://ru.ehu.lt/about/governance/governing_board/>

**Vision** **of the European Humanities University.** The vision of EHU is to embody a regionally recognized center for education and research represented, inter alia, by the creation of the Departments of Media and Law (together with the existing departments of History and Social Sciences) as a strong basis for a qualitatively different School of Humanities, placing an emphasis on the formation of critical thinking based on the integration of a liberal arts education with applied programs; valuing Belarus and promoting European identity; and to become a financially sustainable university with efficient management and a strong community of students and alumni, faculty, and staff.

The main **Objectives** of the University are as follows:

* advance the role and effectiveness of research and education in strengthening open, democratic, and knowledge-based societies
* advance the articulation and preservation of cultural heritage
* support competitiveness and employability of graduates, lecturers, and researchers in the global economy

The objectives and tasks of the University are defined in its statute: <http://olden.ehu.lt/webroot/delivery/files/EHU_STATUTAS_%282011_birzelis%29.pdf>

The **Goals** of Vision 2019 are the following:

* improved quality of education and research
* internationalization of programs, students and faculty
* high level of sustainability via effective management and a diverse funding base

The vision and goals of EHU are defined in the document *European Humanities University Vision 2019: A Strategic Plan for Academic Years 2012–2019*,available online at <http://www.ehu.lt/en/about/key-documents>

## 1.2. UNIVERSITY ORGANIZATION AND ADMINISTRATION

The European Humanities University Public Institution (EHU) is a non-state institution of higher education based on European values, where university studies prevail, research is performed, and applied research and arts are developed for the benefit of Belarusian society and its relationship to the global community.

For twenty years, EHU has been led by **Rector** Anatoli Mikhailov, a highly respected academician in the field of German philosophy. As one of the founders of the University in Minsk in 1992, he sought to build an alternative to the system of education inherited from the Soviet Union.

The Rector is assisted by a multicultural leadership team introduced in 2009 to modernize the administration of EHU’s cross-border education and research. The team is comprised of three **Vice-Rectors** responsible for Academic Affairs, Administration and Infrastructure, and Development and Communications.

A new position of an internationally experienced academic manager, **Provost,** is initiated to temporarily assume the duties of the Rector if delegated by the Rector at the recommendation of the Governing Board. The provost will be recruited through an international competition by an international hiring committee. The selected candidate shall assume these duties during AY 2013–2014.

Faculty and students serve on the **Senate**, an internally elected and self-governing body which, inter alia, is responsible for academic planning, approval of study and research programs, and oversight of the quality of the processes, and the content of education and research. The senate consists of twenty members from EHU faculty, EHU students, and representatives of the Lithuanian academic community.

The **General Assembly of Part-Owners** consists of organizations active in the Central and Eastern European region and comprises the founders who were instrumental in re-establishing EHU in Vilnius. These organizations include the Open Society Foundation, Eurasia Foundation, and Institute for International Education.

The University has an international **Governing Board** responsible for the strategic direction, finances, and effective functioning of the University. This includes, inter alia, the exclusive right to develop and approve the strategic plan and budget.

*Members of the EHU Governing Board*

Dr. Daniel Tarschys (Sweden), Chairman

Professor Emeritus of Political Science and Public Administration, University of Stockholm

Prof. Dan Davidson, (United States), Vice-Chairman

President, American Councils for International Education

Prof. Rimantas Miknys (Lithuania)

Director, Lithuanian Institute of History

Dr. Pavel Tereshkovich (Belarus) (ex officio)

Chair of Senate, European Humanities University

Ms. Anne Lonsdale CBE (UK)

Former Deputy Vice-Chancellor, Cambridge University

Prof. Dr. Anatoli Mikhailov (Belarus), (ex officio)

Rector, European Humanities University

Dr. Gregory Prince (United States)

President Emeritus, Hampshire College

Per Kristian Foss (Norway)

Second Vice President, Storting (the Conservative Party), Parliament of Norway

Dr. Henrik Toft Jensen (Denmark)

Assistant Professor, Department of Environmental, Social, and Spatial Change, Roskilde University

Prof. Dr. Eiki Berg (Estonia)

Dean of Social Sciences, Professor of the Institute of International Relations, University of Tartu

Prof. Dr. Guido Langouche (Belgium)

Vice President, Dutch-Flemish Accreditation Agency

An organizational chart of EHU is available online at <http://ru.ehu.lt/about/structure/>

The University is composed of four academic departments (Department of Law, Department of Social and Political Science, Department of Media, Department of History), five educational centers (Center of Foreign Languages, Center for Low Residence and Distance Learning, Center for Language and Pre-University Preparation, Center for Business Education, Center for German Studies), and several research divisions, including the CASE Center and the TOPOS Center, among others.

The University’s Strategic Planning and Control Group was established in May 2012 and approved by the order of the Rector, and assumes the following duties:

* Institutional research:
	+ Collection and analysis of information on the University
	+ Preparation of Annual Plans and control audit of their implementation
	+ Management of communications within the University in cooperation with the Department of Development and Communications
* Recommendations on the annual update of the Strategic Plan
* Recommendations on establishing priorities based on resources
* Recommendations on criteria for implementation of the Plan
* Submission of recommendations to the University (Rector and Senate)

EHU operates in Lithuania with administrative offices located in Tauro 12, Vilnius; on the student campus in Valakupiu 5, Vilnius; at EHU Emedia hub in Konarskio 49-507, Vilnius; and in administrative offices in Belarus.

## 1.3. RECOGNITION OF STAKEHOLDER NEEDS

Internal users or stakeholders consist of all members of the university community: students, faculty, staff and the university management.

Students are important members of the university community. They expect student-centered teaching, which makes independent choices possible and supports critical thinking. They also need a good study atmosphere, a modern learning environment, and courses that guarantee optimal employment opportunities as well as the chance to participate in preparatory working groups and decision-making bodies. The needs of those applying for education must also be taken into account.

University personnel represent the other main section of the internal community. Staff and Faculty expect transparent and inclusive procedures as well as a secure employment relationship and working environment. They also require positive leadership and wage policies, and the provision of sufficient information to develop their own teaching and research activities.

**EHU Management.** The Governing Board, Rector, Senate, Vice Rectors, and Department Heads—requires accurate information about the University’s processes, the needs of the stakeholders, and the operational frameworks that support management and decision-making.

**EHU Donors.** The European Commission, the Nordic Council of Ministers, the countries of Lithuania and the United States, and all donors across Europe are significant stakeholders that devote energy and financial support on the understanding that education and knowledge are necessary for democracy in Belarus.

The Lithuanian Republic Ministry of Education and Science, the Centre for Quality Assessment in Higher Education (SKVC), and the Research and Higher Education Monitoring and Analysis Centre (MOSTA) are also significant stakeholders. Together with the international research community, trade, industry, and enterprises, they call for an innovative, ethical, and relevant research contribution. Furthermore, they require that graduates have mastered, in addition to their substantial primary skills, such general academic abilities as teamwork, multiple languages, communication, the retrieval and analysis of new information, and information technology skills.

**Research Funders.** The European Union, the European Commission, and the Research Council of Lithuania, in addition to various national and international foundations, are particularly important stakeholders who, with their own policies and decisions, guide the research activity they finance. Research funders require high-standard targeted research of excellent quality as well as good research management.

Information concerning stakeholders’ needs, experiences, and satisfaction shall be collected and examined regularly in accordance with the strategic objectives for the quality assessment.

## QUALITY POLICY AND QUALITY OBJECTIVES

The Law of the Republic of Lithuania on Research and Education, Article No. 40, “Quality assurance of research and education” requires that institutions of higher education “are responsible for the quality of scientific (artistic) activities, and the quality of education and other activities. They must publish their performance indicators and, together with the assessment institutions, promote the quality culture of education and teaching and learning.” The quality of teaching and learning is ensured through HEIs “internal quality assurance systems, external evaluation and accreditation of study programs, external evaluation of research activities and external evaluation and (or) accreditation of research and teaching institutions.” The law states that the purpose of external evaluation is to determine the quality of higher education activity and provide recommendations to improve this quality, and to develop a quality assurance culture for research and higher education. The purpose of accreditation is to determine, on the basis of the conclusions of an external evaluation, whether a program in a newly established HEI complies with the legislative requirements. It is noted that the activity of HEIs must continuously improve as the result of self-assessment and external evaluation.

The Law on Research and Education, Article No. 41, states: “Internal quality assurance of research and higher education institutions” means that every HEI “must have an internal study quality assurance system, based on the provisions of the European Higher Education Area (EHEA) on teaching and learning quality assurance and approved quality improvement strategies in the HEI itself, and anticipate operating procedures and measures to ensure the quality of the higher education provided.” HEIs must regularly publish the detailed quantitative and qualitative information on their websites and by other means, about study programs with higher education qualification, scientific (or artistic) activities, self-assessment results, student evaluations, alumni and other stakeholders’ opinions on the quality of studies, assessments of HEIs carried out by recognized institutions, and alumni career indicators. They may also publish other data necessary to inform the society about the quality and content of their courses. HEIs regularly perform internal reviews of their activities.

**Quality objectives** are set out in a Strategic Plan for AYs 2012–2019 and approved by the Governing Board. They provide a starting point for the University’s Quality Management System (QMS). Quality objectives are as follows:

* Cultivation of the quality culture
* Preparation of a package of necessary quality-management-related documents in all areas
	+ Tasks of this objective
		- Documents on quality policy and quality objectives
		- Quality Manual
		- Documented procedures (Internal Quality Audit)
* Development of a system of clearly defined measures and ways for improvement of quality management (Key Performance Indicators (KPI))

EHU is in the process of Quality Assurance System development. Quality assurance is a recently implemented objective for Lithuanian universities. There are many theories about quality assurance, and choosing the best practice is of key importance for EHU. The University’s Quality Assurance System is based on “European standards and guidelines for internal quality assurance within higher education institutions”, a SWOT analysis (Strengths, Weaknesses, Opportunities, and Threats) as developed by the European Association for Quality Assurance in Higher Education (ENQA) and others. The policy is based on systematic management with feedback control, the “Deming-Shewhart cycle” PDCA: Plan–Do–Check–Act. This covers all stages of the University’s educational processes and includes regular procedures for planning, support, management, and quality improvement.

During AY 2012–2013, the University’s main objective concerning quality assurance is to create an Internal Quality Management System set out in (1) Quality culture; (2) a Quality Manual; and (3) an Internal Quality Audit.

(1) In accordance to the EUA’s quality culture definition, “[q]uality culture refers to an organizational culture that intends to enhance quality permanently and is characterized by two distinct elements: on the one hand, a cultural/psychological element of shared values, beliefs, expectations and commitment towards quality and, on the other hand, a structural/managerial element with defined processes that enhance quality and aim at coordinating individual efforts.” (EUA 2010: 16) Quality assurance is something tangible and manageable by institutional decisions; unlike quality culture, it is something intangible; shared values, beliefs, expectations, and commitment are far more difficult to change.

Figure 1: Elements of Quality Culture (adapted from EUA 2010: 17)

**Quality Culture**

Formal quality assurance processes Quality commitment; cultural element

Communication Participation Trust

Pa

 Individual level: personal commitment

 to strive for quality

Tools and processes to define,

 measure, evaluate, assure, Collective level: individual attitudes and

 and enhance quality awareness add up to culture

(2) The Quality Manual is the fundamental document that provides a concise summary of the quality management policy and quality system along with the objectives and organizational structure of the institution.

(3) The Internal Quality Audit is one of the most important parts of the University's academic quality assurance process and strategy. The development of an Internal Quality Audit Manual shall be carried out by the specialist for quality control.

EHU’s QMS is defined in “Concept development and implementation of Quality Management System” available online at <http://www.ehu.lt/en/about/quality>

The development, implementation, and successful operation of the QMS will enable the University to

* ensure its stakeholders of the quality of its research and education;
* increase the international competitiveness of the University, as well as the competitiveness of its graduates in the labor market;
* improve recruitment and admissions conditions, and increase the number and quality and of enrolled students;
* ensure the successful completion of procedures for external accreditation of EHU’s educational programs and of the University as a whole;
* provide a rapid response to changes in the external and internal environment, and update and redefine the strategic quality goals and objectives of EHU;
* monitor the educational, research, and other processes through a set of quality criteria;
* increase the satisfaction of internal (students, staff) and external (employers, donors, society-at-large) stakeholders; and
* ensure a more efficient use of the University’s resources.

## 1.5. ORGANIZATION, IMPLEMENTATION, AND DOCUMENTATION OF QUALITY MANAGEMENT

1.5.1 Organization and Implementation

The European Humanities University’s QMS is set out in the Quality Manual.

Every member of the University (students, faculty, and staff) is responsible for their part in ensuring the University’s high quality of operations and results consistent with its objectives. Students are expected to take part in this process by providing evaluations as required and participating via their representatives in the operation of various University bodies.

The University’s QMS follows the principles of continuing development and covers all University processes.

The QMS functions through internal and external audits, evaluations, and feedback, as described in Chapter 4.

1.5.2 Documentation

The University’s documentation includes the following items:

1. Strategic and action plan and programs of decisions
2. Meeting reports and memoranda
3. Official statements
4. Instructions and plans
5. Documents related to the QMS

Documents are managed in accordance with the archive formation plan. In this Quality Manual, only the management of documents relating to the QMS is described in greater detail.

All quality-related documents and procedures may be found at the website of EHU Quality Management System at <http://www.ehu.lt/en/about/quality>

# RESOURCES

In AY 2012–2013, the University employs 249 academic staff members[[2]](#footnote-2), 50 administrative staff members, and enrollment of 1,727 students. The University’s current annual budget for 2012–2013 is approximately € 5M, of which approximately € 3M comes from the EHU Trust Fund.

## 2.1. PERSONNEL

The University personnel comprises teaching faculty and research staff, administrators, and other employees and support staff.

2.1.1 Human Resources policy and strategic human resources planning

EHU is in the process of transforming its Human Resources (HR) policies. By 2011, EHU was able to build a modernized University administration along the lines of managerial and financial planning practices in Western European and North American university systems to recognize outstanding performance and merit. The University expanded competencies in the divisions of academic affairs, administration and infrastructure, and development and international relations. Both academic affairs and the administration and financial spheres continue to progress toward modernizing management, services and the operation of cross-border education and research. The sphere of development and international relations continues to develop the infrastructure, policies and procedures, and human capacity in all areas of its work: project management, fundraising, international cooperation, communications and marketing, and alumni affairs, among others.

Since 2006 and the beginning of its operations in Vilnius, EHU has begun to create a more permanent establishment in terms of structure, personnel, and planning. In the next few years, the University will experience important transitions, all of which have the purpose of organizing and aligning its everyday activities. The functions of organizational units will be more clearly defined, the job descriptions of faculty members will be reconsidered, the salary system will be finalized, and the strategy for the support of research activities will be revised.

Throughout AY 2011–2012, changes in EHU Human Resources policies have taken shape and the University began the AY 2012–2013 with new policies on faculty recruitment and the qualifications required for appointment to the different grades of academic positions. However, there is still some way to go, and the new processes will only be fully implemented in AY 2013–2014.

The strategic objectives are as follows:

* To build a professionally strong and loyal EHU faculty team
* To create efficient and effective University management
* To strengthen the University’s community of students and alumni, faculty, and staff
* To develop communication and a culture of cooperation, including more effective use of video conferencing technologies
* To develop an improved system for recognizing and compensating faculty based on teaching load, research production, and service to the EHU community
* To develop appropriate incentives for faculty and staff

These objectives necessarily concern each community member. It is important for EHU that reorganization processes should roll out in a targeted way and that each colleague should support them and get actively involved. A successful HR policy must be integrated into the University’s strategic planning as part of the general principles of strategic management and staff development.

The primary focus of HR policy is on the individual, his or her personal dignity, merit and individuality, and in creating an environment that allows creativity to unfold, enhances innovation, enables self-expression, motivates an aim to improve, and fosters openness, security, diversity, and tolerance. HR policy aims to uphold the organisational culture of the University, support existing traditions and develop new ones, foster collegiality and mature professional relationships, and form internal communities based on general human values, freely available information, and compatibility of communication. It promotes the international nature of the University, ensures favourable conditions for the University community to improve its professional and intercultural competences and creates favourable conditions for the integration of foreign teachers; moreover, it aims at collaborations which will provide conducive conditions for EHU community members to study, teach, and conduct research abroad. HR policy aims to create the image of the University as an attractive employer, adhering to the principles of equal opportunities, sustainable development and corporate social responsibility, coordinating staff expectations with those of the University, effectively targeting common strategic goals and successfully implementing EHU’s mission.

Human Resources policies for academic departments and incentive processes have been developed and will be effective from AY 2013–2014.

2.1.2 Recruitment of staff

The effective recruitment of staff is critical to the University’s ability to achieve its stated strategic objectives. With regard to teaching staff specifically, the purpose of EHU recruitment and selection procedures is to ensure that University identifies and appoints staff members who have the necessary level of competence to effectively teach or provide support to its study programs as described in the personnel specifications,.

University staff consists of teachers, researchers, administrative officers, and other employees and support staff. Labor relations, social security issues, and the rights and duties of University personnel are defined by national legislation, the University Statutes, and other legal acts, including the decisions of the Rector as stipulated in the Internal Rules of Procedure. In most cases, the University implements a procedure of open competition for vacancies in academic posts, as approved by the University’s Senate. Other members of University staff are hired and dismissed from their positions in accordance with the procedures provided by law and by the orders of the Rector.

The hiring of faculty will be carried out through open competition. Vacant posts are to be advertised internationally and an International Hiring Committee is to be created for each post to shortlist candidates, interview those shortlisted, and make recommendations concerning those to be hired.

Recruitment, competition, grading, promotion, and reappointment to a higher position for full-time teachers, as well as appointments to part-time teaching posts, are subject to the approval of the Rector. Contracts with teachers aspiring to full-time staff positions are to be based on the results of their Performance Assessment over a three-year term. Contracts with freelance staff are to be concluded based on the results of the Performance Assessment for up to a one-year term. Recruitment of new teachers to full-time positions shall be based on satisfaction of the minimum qualification requirements and competition-based selection of candidates for a three-year period, including a one-year probation period. Performance assessment of full-time teachers is to be carried out every year in accordance with University procedure. Performance assessment of teachers consists of three elements: pedagogical activity, research, and organizational activity on behalf of the University; assessment results are correlated with the salary of the faculty member. Performance assessments shall be based on the information provided to teachers and evaluators from materials drawn from the relevant University databases (the development of an online management system remains incomplete). Teachers accepted for full-time staff positions are asked to declare their affiliation in public with the University through the publication of information on the website confirming their professional qualifications. (This would be politically unwise for those who work part time with EHU in Vilnius and part time at jobs in Minsk.). Selection and evaluation of the teaching staff of the University is subject to the principles of equality, impartiality, objectivity and respect for human dignity.

The HR policy will be developed over AY 2012–2013 and shall include procedures for the recruitment and selection of staff.

* + 1. Equal opportunities

EHU is committed to creating equality of opportunity for all staff and students in all aspects of its operations. Equality of opportunity is the right of all persons to receive fair, equal, and non-discriminatory consideration in access to and the processes of education and employment, as outlined in various equality and anti-discrimination legislation. EHU believes that commitment to principles of fairness and respect for all helps to create a climate that is favorable to the free and open exchange of ideas, and to the welfare of staff and students. The University endeavors to ensure that all of its activities are governed by principles of equal opportunity, and that all staff and students are encouraged to achieve their full potential. The University does not discriminate on the grounds of religion, politics, disability, gender, age, ethnicity, or sexual orientation.

* + 1. Staff training and development

EHU faculty may attend Moodle 2.3 for Teachers, a course provided by the Center for Low Residence and Distance Learning, developed for teachers who need to extend their knowledge and skills in distance learning education using Moodle. The course participants become familiar with the new features of the system (tracking assignments, setting evaluation criteria, the Feedback element, working with the evaluation table, etc.), using Google Disc for storage and integration of e-learning materials and different ways of organizing and conducting online classes while using e-portfolio in the learning process.

For administrators and other employees, EHU provides the opportunity to attend professional development and foreign language courses in Lithuania (or abroad, if required) such as Labor Law, Accounting, Lithuanian language, and English language.

EHU staff (faculty and administrators) is provided with a Staff Guide that details the work practice requirements common to all staff members. The Staff Guide covers the following subject areas:

* + - The learning process
		- University staff and personnel profiles
		- Administrative work at the University
		- Important Documents (EHU Statute, internal labor regulations, Privacy Policy, safety, and processing of staff personal data)
		- Procedure for obtaining visas
		- Obtaining notes (on income, etc.)
		- How to request holidays and business trips
		- International internship opportunities for EHU faculty and staff
		- IT system (automation of business processes of the University)
		- Email and Google Apps
		- Distance education system and electronic portfolio
		- How to use Open Conference System (OCS)
		- Rules for reservation rules and issuance of equipment
		- Use of WiFi and public computers
		- Academic and administrative buildings of EHU
		- Accommodation in the University hotel
		- Supplemental information

Staff Guide on the website of the University (in Russian): <https://docs.google.com/a/ehu.lt/document/d/1xGUmhzMmRUQei662CmDCeV4BcyRK8mfFMH1vB_50qeU/edit#heading=h.be8iayeka1gu>

* + 1. Staff evaluation

On the basis of the statutes of EHU, the Rector establishes the principles for the selection and evaluation of the teaching staff of the University. Persons seeking to fill teaching positions at the University must meet the Minimum Qualification Requirements for the Teaching Staff of the University as established by the Rector and approved by the University Senate. University faculty must meet the minimum qualification requirements for teachers, as approved by the Rector, last updated in January 2013.

The effectiveness of teaching is assessed by student evaluation forms distributed to each class once each semester. An analysis report is provided for the specialist for quality control who, operating along with Student Service Unit, provide feedback for students and personnel, determine discrepancies, and encourage improvements at respective departments.

All faculty members are to be subject to a successful annual performance appraisal process carried out by their Head department head or another qualified member of the department according to the following parameters: pedagogical activity assessment, assessment of research carried out on behalf of the University, and organizational activity assessment. A formal evaluation of each faculty member shall be carried out every three years.

The Center for Low Residence and Distance Learning together with academic departments have developed and applied criteria for the evaluation of new distance learning courses developed by undergraduate school in the distance learning system, Moodle. All new online courses are certified twice annually before the fall and spring semesters. When receiving scores below 7.5 points (on a ten-point scale) teachers’ courses are being improved.

Other systems for noting teaching quality are: the dropout rates from different courses, student choices of optional courses (i.e., does the teacher attract students?), employability of students, team teaching, and class monitoring of each member of the faculty by either members, or (usually but by no means always) seniors monitoring juniors.

* + 1. Health and safety at work

The regulation of health and safety at work is governed by the following laws:

Labour Code of the Republic of Lithuania: <http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=430517>

Law on occupational safety and health of the Republic of Lithuania: [http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc\_l?p\_id=415039](http://www3.lrs.lt/pls/inter2/dokpaieska.showdoc_l?p_id=415039" \t "_blank)

In addition, occupational safety and health is governed by legislation and standards issued by the State Labour Inspectorate:  <http://www.vdi.lt/kontaktai/TA/TA_kategorijos.aspx>

According to the laws of the employer (Republic of Lithuania), the employer's authorized representative or an independent company shall be responsible for workplace safety. The employer's authorized representative, specifically a safety specialist, is responsible for health and safety at the University. It is the responsibility of the specialist in the organization to create safe and healthy conditions, instruct employees on health and safety in the workplace, and introduce them to fire safety requirements and evacuation plans. The specialist ensures the frequency of instruction and controls compliance with safety rules.

Security and safe use of premises is ensured by their lessor who must care for the condition of the technical, engineering, electrical, fire protection, and heating systems. It is the lessors’ responsibility to appoint trained specialists such as security staff, electricians, carpenters, etc., to perform this work.

The University has safety instructions for employees with employment contracts with the University. Instructions are differentiated according to the nature of work and the workplace.

* + 1. Code of Conduct and Policy on Conflict of Commitment and Interest

EHU aims at leadership in academic morale. That is why the Code of Conduct (Code) and the Policy on Conflict of Commitment (COC) and Interest (COI) were created and approved by the Rector in March 2013. The Code of Conduct, as well as the COC and COI, apply to all members of EHU’s community. As members of the EHU community, all faculty, staff, students, and board members and councils are responsible for sustaining the highest ethical standards of this institution, and of the broader community in which we function. The University values academic freedom, leadership, integrity, honesty, and fairness and strives to integrate these values into its teaching, research, and business practices. In that spirit, the Code is a shared statement of our commitment to upholding the ethical, professional, and legal standards we use as the basis for our daily and long-term decisions and actions. These documents all to be cognizant of and comply with the relevant policies, standards, laws, and regulations. Members of the University community are collectively accountable for upholding these standards of behavior and for compliance with all applicable laws and policies.

The Code of Conduct and The Policy on Conflict of Commitment and Interest on the website of the University: <http://www.ehu.lt/en/about/quality>

* + 1. Quality assurance of personnel

Quality assurance and improvement of personnel policies and processes is achieved by planning personnel numbers and structures according to the specific needs of the University, its departments, and units; clear and comprehensive job descriptions; a transparent and effective hiring process for both academic and administrative staff; appropriate salary structures and working conditions; and development and promotion of academic and administrative staff as appropriate.

Furthermore, quality assurance of personnel monitors the cooperation and quality culture enhancement within the academic community. The current practices to cultivate quality culture are the systematic enhancement of informal communication between faculty, students, and administration. The University aims to shift from a top-to-bottom management model to a bottom-up model. Workshops on communication are conducted to enhance the interconnectivity required for this process to succeed.

## 2.2. STUDENTS

The European Humanities University student body includes approximately 95 percent Belarusian students. The students’ well-being and graduation are, according to the Strategic Plan, primary goals of the University. Student participation in decision-making and the development of the University’s functions is described in the University’s regulations.

2.2.1 Student admission

Though most students at EHU are citizens and residents of Belarus, EHU welcomes students of all nationalities. Most courses at EHU are taught in Belarusian or Russian; courses in other languages, including English and German, are also available. The University’s Strategic Plan commits EHU to increasing English-language offerings in the future.

Admissions are handled by each academic department. Applications (in Russian) are available online during the application period: <http://system.ehu.lt/applications>.

Information for applicants, listeners of online courses and other users is provided at the website of the University (<http://system.ehu.lt/> in Russian) on the following issues:

* Profile of the applicant
* Profile of the participant in online courses
* Summary statistics for admission
* Reference documentation system for different types of users

Applicants can view an Entrant Manual that provides information on registration to the website system and recommendations to complete the profile of the applicant.

The Entrant Manual is available at <https://docs.google.com/a/ehu.lt/file/d/0B0nqdbC-PCKxN2VLNENQeGNUQ2FEeXlteHIxTXRrUQ/edit?pli=1>

The University furthers its plans to create a student-centered approach to education. Through the involvement of students in the University recruitment campaign in February 2011, a new student community website (<http://www.students.ehu.lt/>) was developed and launched by the Student Services Unit together with EHU students in an effort to attract prospective students.

2.2.2 Student feedback

The University regards the availability of effective channels for student feedback as a key element in its monitoring of quality and standards. This priority is reflected at managerial level of University and underlines the extent to which institution is expected both to work to improve feedback rates, and to have in place appropriate mechanisms for student representation.

2.2.2.1 Feedback questionnaires

Feedback questionnaires cover all lecture courses, and, wherever appropriate, other course elements.

The arrangements made for the analysis of the results of student feedback questionnaires determine how and to whom they are reported. Subject areas also ensure that there are mechanisms in place to ensure appropriate action in response to any significant issues which arise.

Subject areas should give thought to how they can improve the quantity and quality of feedback. In the case of the University’s own course experience questionnaires, low response rates markedly reduce the lessons that can be drawn from the survey.

Student questionnaire at the website of the University: <http://www.ehu.lt/en/about/quality>

2.2.3 Student complaints and appeals[[3]](#footnote-3)

In the strategic plan, the University is defined as a “student-friendly university” which involves the improvement of study conditions and student involvement.

EHU has fair, effective, and timely procedures for addressing student complaints, concerns, and academic appeals. The procedure to solve students’ complaints and appeals is defined in the document: “Regulations of work of the commission to resolve disputes with students or listeners[[4]](#footnote-4).”

In relation to Belarusian students’ needs, there is a reasonable objective to use the one-window system for student services.

The University ensures that those studying at all levels have the opportunity to raise matters of concern without risk of disadvantage.

The University ensures that appropriate action is taken following a complaint or an appeal including those taking advantage of learning opportunities provided away from University through distance learning in Moodle environment.

The University ensures that suitable briefing and support is provided for all staff and students involved in handling or supporting complaints and appeals.

*For students with disabilities, the relevant precepts are:*

The University ensures that information about all complaints and appeals policies and procedures is available in accessible formats and communicated to students.

The University has in place policies and procedures to deal with complaints arising directly or indirectly from a student's disability.

2.2.4 Statistical information

The availability of statistical information is not an end in itself but one of the key monitoring points for quality and standards.

To achieve this objective, annual standard data sets are available, enabling the Statistical Unit to

* keep track of the names and contact numbers (and other categorizations such as gender, ethnicity, disability etc., as deemed appropriate for quality monitoring purposes) of undergraduates and graduate students who

- were enrolled

- transferred into

- transferred out

- withdrew from (retention rate)

- temporarrily suspended from

- failure to pass

* review the annual progress and achievement rates of undergraduates on the courses for which it is solely or jointly responsible, in particular with respect to gender, race, and disability
* Monitor the annual progress and achievement rates of taught graduate students in the courses for which it is wholly or partly responsible and in particular with respect to gender, race and disability;
* track the progress and achievement rates of undergraduate and graduate students during the courses for which they are wholly or partly responsible with particular respect to gender, race and disability.

Student enrollment and retention rates provide a better understanding of the student mix and student numbers that EHU needs to achieve in order to meet strategic plans, maintain the financial sustainability of the University, and provide adequate material resources for the student body. EHU is developing its strategy for the size and shape of the University, including the student body, teaching staff, material resources, etc., with the help of data collected on these matters.

2.2.5 Assessment of Students

The University ensures that everyone involved in the assessment of students are competent to undertake their roles and responsibilities.

*Responsibilities of students in respect of assessment*

Once students have been provided with information on assessment and examination, it is the responsibility of the individual student to

* ensure all examination and program fees are paid in advance of the examination session;
* be aware of the date, time, and location of examinations relevant to student; and
* submit all examinable material by the appointed deadline..

Assessment procedure and regulations are announced in the University standard, “System of evaluation of academic achievements of EHU students” of December 2010, No. 01-220, reviewed December 19, 2011, and No. 01-212. The standard is accessible through the intranet systems Moodle and Virtual Office.

*Good practice*

The University may wish to give further consideration to the following matters:

* The extent to which the advisory nature of the good practice guidance for supervisor arrangements allows the existence of areas where there is a gap between what the student experiences and what is regarded as good practice
* The focus on providing the highest possible quality of research facilities in which students are able to work as colleagues of academic and research staff
* Active and enthusiastic engagement with the development of research and general skills training
* The rigorous transfer and confirmation stages as affording an assessment of student progress and development
* Discussion about supervision involving both staff and students

2.2.6 Student Representative

The Student Representative of the European Humanities University (EHU SR) is a public legal entity with financial and organizational independence, a bank account, a stamp with the title and other symbols, limited civil liability, and whose main purpose is to represent the students.

EHU SR comprises a president, vice president, a six-member Council, an Audit Committee, and delegates for each University department.

The structure and fields of activity of Student Representative is available in Russian at <http://www.students.ehu.lt/cto-takoie-studiencieskoie-priedstavitielstvo>

EHU’s Student Union is the main representative body of the University’s student community. It represents student interests at all levels, defends student rights, helps students resolve problems, supports student initiatives, and fosters good relations between students and the University administration. The Student Union representative body is elected every academic year and operates according to its [charter](http://en.ehu.lt/files/%D0%A3%D1%81%D1%82%D0%B0%D0%B2%20%D0%A1%D0%9F%20%D0%95%D0%93%D0%A3%20%28%D0%A0%D0%A3%D0%A1%29.pdf). It includes a president, vice president, and press attaché, and delegates three persons to EHU's Senate.

In February 2011, EHU’s Student Union became a member of the Lithuanian National Union of Students.

The Student Union is available online at <http://en.ehu.lt/en/being-a-student/student-union>

2.2.7 Student Services Unit

EHU’s Student Services Unit was established to coordinate the student management system, implement creative initiatives, and increase the social activity, national identity, social maturity and responsibility, as well as the intellectual and cultural level of students.

The Unit is subordinate to the Academic Secretariat. Members of the Unit are the Students Life Office Manager; Social Activities Coordinator; Student Recruitment Office Manager; Coordinator for Communications; Students Research Support Manager; Psychological Counseling Coordinator; Admissions, Financial Aid, and Student Records Office Manager; Career Services Office Coordinator; Coordinator on Communications; Design Coordinator; and the student recruitment office.

The Student Services Unit website is available at <http://www.students.ehu.lt/o-nas>

2.2.8 Student Guide

The EHU Student Guide is intended for Belarusian students and contains information on the policies, procedures, and regulations pertaining to accession to the University and study process. Each student receives a copy of the Student Guide upon induction in the first year, and further revisions are updated on the website. The EHU Student Guide covers the following subject areas:

* Introduction to the University
* Before arrival (visas, insurance, etc.)
* Arrival in Vilnius
* Accommodations
* Money (currency exchange, etc.)
* Academic campus
* Administration office
* Student rights
* Education process
* Non-academic life of the University (projects and initiative, etc.)
* Living in Vilnius (medical assistance, cultural activities, etc.)
* Annexes (declaration of residence, etc.)

The Student Guide is available online at <http://www.students.ehu.lt/docs/studiencieskij-putievoditiel-ehu>

2.2.9Students with disabilities or special educational needs

EHU is fully committed to equality of educational access and attainment among students. Management will actively seek to develop and implement policies and procedures which promote equality and avoid unfair discrimination on the grounds of age, disability, marital status, family status, gender, religion, social class, sexual orientation, race, color, and nationality or ethnic or national origins.

Students and potential students with recognized disadvantages or disability may be given special consideration during course delivery and assessment. A substantial disadvantage is one that entails time, inconvenience, effort, or discomfort compared to other people or students, and which is more than minor or trivial. A reasonable accommodation is any action that helps alleviate a substantial disadvantage, e.g., changing procedures and providing additional time at examinations.

EHU implements a project—“Study access ensuring for students with special needs”—based on the human recourse development action program for the years 2007–2013, supported by the European Social Fund. This project is intended to ensure access to higher education and improvement of the study quality for students with special needs. The project includes financial aid for students, providing reasonable workplaces, adoption of physical and information environment, special software and hardware and specialized ergonomic furniture.

2.2.10 Student support

Students with high marks in their entrance exam receive a discount that covers up to 100 percent of their tuition fee. This is an effective instrument to support research and academic performance among EHU’s most promising students.

For a student who has been expelled from a Belarusian university, special assistance is available from EHU's Emergency Fund. Information about EHU's Emergency Fund and other forms of financial aid are available at the following websites:

* Undergraduate financial aid <http://demo.ehu.lt/en/academics/bachelor/tuition-and-financial-aid/high-residence>
* Graduate financial aid <http://demo.ehu.lt/en/academics/master/tuition-and-financial-aid/financial-aid>

2.2.11 Alumni Association

EHU’s Alumni Association was founded in June 2008, and in July 2009, an alumni coordinator implemented its activities. The purpose of the Association is to unify all graduates and former students of EHU.

The Alumni Association promotes the following information:

* Success stories
* Professional or educational opportunities for graduates
* News of University life

EHU has developed a questionnaire for graduates in order to learn about their career plans, willingness to join the Alumni Association, and to receive their contact information. The answers demonstrate that many graduates would like to keep in touch with their alma mater in many different ways: through participating in the Alumni Association activities and its development; taking part in conferences, cultural, and educational projects; and attending alumni meetings, among other activities.

EHU will launch an open workshop, “Building Student and Alumni Networks”, in July 2013. The purpose is to discuss alumni network-building strategies with presenters from Yale University's Global Alumni Leadership Exchange (YaleGALE) and colleagues from the region. The workshop will be useful in strengthening student and alumni networking.

EHU Alumni’s web page is available (in Russian) at<http://students.ehu.lt/alumni>

## 2.3. FUNDING

The European Humanities University is a non-state institution of higher education. The annual budget of the University is approved by the Governing Board, which is the decisive governing body concerning the financial management and administration of the University. The General Assembly of the Part-Owners makes decisions on transfers, leases, and transfers under a loan-for-use contract or pledge of the long-term assets belonging to the University by the right of Ownership.

The University uses funds received as aid and other charity funds in the manner prescribed by the sponsor to fulfill objectives appointed (in the case that such objectives were prescribed by the sponsor).

Other income of the University consists of the following:

* Funds from the State Budget
* Funds received for scientific research and applied scientific activity on the basis of contracts with Lithuanian and foreign persons
* Student fees, funds received from students paying for studies, and payments for qualification updates
* Income from economic activity and provided services

To support the University, the European Commission established the [EHU Trust Fund](http://www.ehutrustfund.org/), which processes donations to EHU from governments and other sources, including the European Commission. The EHU Trust Fund is administered by the [Nordic Council of Ministers](http://www.norden.org/en), itself a major donor. The Trust Fund is supported by more than fifteen governments and several philanthropic foundations.

Other sources of support and donation are [Friends of EHU](http://www.ehufriends.org/), a US-based nonprofit organization which promotes support for and donations to EHU; and the [Europäische Humanistische Universität Förderinitiative](http://ehu-verein.de/), a German organization established to secure the German support for EHU. Both organizations welcome new members interested in helping advance EHU's mission

Information about support and donations are available online at <http://en.ehu.lt/en/support-ehu>

## EQUIPMENT AND RESEARCH MATERIALS

The purchase of equipment and furniture is guided by the Mobility and Operations Unit Procurement Regulations. The equipment register is maintained by the Head of Mobility and Operations Unit.

* + 1. Information management and security

In 2011, the University’s IT Unit began development of an internal electronic information management system to simplify administrative processes and provide a secure and effective solution to create, store, process, exchange, and access all data that the University is working with in its day-to-day operations.

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| **Main actors** | **Tasks** |
| IT Unit | - Monitor the University’s technical information security and development of general information security - Provide and maintain all computer-related and other electronic hardware necessary for all EHU operations, including desktop and laptop computers, servers, network hardware, multimedia projectors, photo, video, and audio equipment, lighting equipment, etc.- Provide, install, configure and maintain all ready-made software necessary to provide for the day-to-day work of the University faculty and staff, for the educational process, and for operation of the University's computer infrastructure- Configure and maintain the network infrastructure, allowing faculty, staff, students, and external experts and agents to connect as necessary to the University's network resources- Configure and manage the University's website hosting facility, providing the secure environment with high up-time for all of the University's and related projects' websites;- Manage the equipment reservation and hand-out service to cater to the needs of educational process as well as other University activities: a significant range of equipment is available for the students, faculty, and staff to obtain and use temporarily both on the premises and outside- Maintain, configure, develop, and support some websites and services to provide for the operation of other University's units (such as <http://conferences.ehu.lt>)- Maintain, configure, develop, and support several installations of the online learning and course management system Moodle. Technical support related to issues with Moodle is provided to students, faculty, and staff. |

* + 1. Library and publishing house

EHU’s Library submits relevant books and periodicals in electronic format and hard copies in philosophy, sociology, political science, ethnography, history, culture, art, journalism, and other humanities disciplines.

The Library is accessible online in Russian at <http://ru.ehu.lt/library/> and in English at <http://en.ehu.lt/en/academics/library>

Founded in Minsk in 1995, the European Humanities University Press provides students with a wide variety of scholarly literature and EHU scholars with an opportunity to share the results of their research. Despite the forced closure of EHU's Minsk campus in 2004, the EHU Press remains in Minsk to this day.

The publishing house is accessible online at <http://ru.ehu.lt/publishers/> (Russian).

* + 1. EHU Emedia hub

Students of EHU have access to modern and extensive studio facilities and professionally outfitted classrooms, including editing and sound labs. Emedia hub has three main classrooms: Newsroom, Television Studio, and Radio Studio. The facility was established implementing a thirty-month international project, "Belarus: Improving Media Education", officially launched in Vilnius in May 2010. The project, which focuses on building capacity at the European Humanities University to enhance journalism skills and create television programming, is supported by the EU and jointly implemented by IREX Europe and its partners, BBC Media Action and EHU.

Through the project, IREX Europe and the BBC provide assistance for EHU’s Media and Communications Department multimedia training facility ([Emediahub](http://www.irex-europe.fr/spip.php?article124)), in which students receive practical training in television broadcasting, radio, print, and modern multimedia journalism. This includes producing regular news reports, helping students gain concrete, practical skills and a solid base in ethical, independent journalism to utilize in their future careers.

The project also provides increased access to independent, unbiased, up-to-date information through the dissemination of project-produced multimedia reports, including [student news](http://www.emediahub.net/2011/04/students-news-report.html)and information programming produced at EHU. This increases awareness and provides greater access to information, especially on issues which are currently low on the media agenda in Belarus, such as women’s and children’s rights, EU-Belarus relations, European issues, economic issues, social and cultural rights, and the right to peaceful assembly and association.

Read more about the project at <http://www.irex-europe.fr/Belarus-Improving-Media-Education.html>

Emedia hub facilitiesare accessible online at <http://www.emediahub.net/2011/03/culture-space.html>

# PROCESSES

According to the Strategic Plan of the University 2008–2013, the University community guides five core processes: education, research, regional impact, international cooperation, and sustainability. Although the strategic management process is all-encompassing, it should be defined separately.

## STRATEGIC MANAGEMENT AND PERFORMANCE MANAGEMENT PROCESS

Annual reports of the European Humanities University, its Strategic Plan, and the monitoring of information based on key performance indicators and feedback systems are central components of the process of the strategic management and performance management system.

*Annual Reports*

EHU Annual Reports provide information on enrollment trends, graduates, faculty, research, international cooperation, fundraising indicators, financial indicators, and visibility. The Annual Reports are dedicated to the Governing Board, EHU Donors, and Belarusians who study and teach at EHU in an environment free from discrimination of any kind, and to the resilient administrative staff that supports them.

EHU Annual Reports are accessible online at <http://www.ehu.lt/en/about/key-documents>

*Key Performance Indicators (KPI)*

See Section 4.1.: Indicators and feedback systems

The Governing Board’s meetings are a significant part of the performance management process, ensuring sufficient quality and monitoring the implementation of shared strategy.

Regular development discussions of the Planning and Control Group are a part of the management system that tracks day-to-day control achievement of the indicators approved.

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| **Main actors** | **Tasks** |
| Governing Board  | - Approve the Strategic Plan of the University prepared by the Rector for the period of five years-Consider annual activity reports of the University prepared and submitted by the Rector, including the report on the implementation of the Strategic Plan and the provision of public information- Exercise the right to provide non-mandatory recommendations on the governance of the University to the General Assembly of the Part-Owners |
| Rector  | - Ensure the implementation of University activity its management and operation - Prepare drafts of the Strategic Plan, annual plans, and annual budgets of the University and recommend them to the Governing Board for approval- Ensure the effective management of the education, research, cultural and artistic endeavours carried out by the University in the implementation of the Strategic Plan- Ensure that quarterly and annual reports are carried out and coordinated with governance bodies and academic and non-academic subdivisions |
| Senate | - Maintains the right to provide non-mandatory recommendations on the governance of the University to the General Assembly of the Part-Owners, Governing Board, or Rector |
| Vice-Rector for Administration and Infrastructure  | - Coordinate cooperation with social partners, international cooperation, revenue-generating programs, governance relations |
| Vice-Rector for Development and Communications | - Coordinate units responsible for development, communications and marketing, donor relations, public relations and alumni relations |
| Head of Strategic Planning and Control Group  | - Support the Rector in operative management - Carry out management reviews - Oversee strategy preparation process - Oversee production of Key Performance Indicators for management reviews together with the Specialist for Quality Control- Prepare operational indicators for the Governing Board  |
| Specialist for Quality Control | - Responsible for the practical organization of management reviews - Oversee the production of Key Performance Indicators for management reviews together with the head of Strategic Planning and Control group  |
| Head of Department of Finance | - Responsible for financial management and financial control of processes, preparation of financial plans, budgets and financial reports for EHU donors, management, and the Government of Lithuania  |
| Department Head | - Responsible for the strategy work of his/her department, operational development and implementation of management reviews - Engage in development discussions  |

* + 1. The link between quality assurance and strategic management

A feedback loop between the results of quality assessment and strategic management processes is a key success factor in building and sustaining quality culture that is intended to work as follows:

* EHU performs an annual internal institutional evaluation, resulting in an annual report presented to the University Senate and Governing Board and published in a summary form on the website. The conclusions are used by institutional leadership in reviewing the goals that have been set to address weak points in the action plan and improve quality.
* The University conducts regular student surveys to analyze their satisfaction with teaching and learning, and with educational and support services.
* The institution’s Strategy Plan is reviewed by the Governing Board every three years.
* Strategic Planning and Control Group constantly monitors achievement of the approved Key Performance Indicators.

## EDUCATIONAL PROCESS

The University continues to develop academically by raising the quality of teaching and the content of academic programs enhanced by the process of the transformation of academic programs aimed at responding to the priorities and needs of Belarusian students. Humanities and social sciences are crucial if Belarusian society is to understand itself, its content, and its direction in the post-Soviet transformation. EHU must therefore contribute responsibly to the rediscovery of traditions and the interpretation of cultural heritage, and expand educational experiences in the study of societies, politics, and law.

The educational process is developed with the student-centered learning process in mind as well as expansion of students’ transferable skills and the internationalization of study programs.

|  |  |
| --- | --- |
| **Purpose of educational process**  | To achieve excellence by a broad education for outstandingly competent citizens in the liberal tradition, and to contribute to building an open Belarusian society through the rediscovery of tradition and its integration within the broader European community |
| **Person in charge of the process**  | Vice-Rector for Academic Affairs |
| **Quality objectives of process**  | - Concentrate the curriculum, diversify learning opportunities, and integrate both more fully inside and outside the classroom- Establish a university-wide, universal foundation program for students entering EHU- Maintain a balance in education content between general and specialized knowledge and transferable skills- Expand educational experiences in the study of societies, politics, and law.- Assure quality and maintain the highest standards both in face-to-face and low residence studies- Expand course content in European languages- Broaden the range of professional experiences- Advance the development and use of information and communication technology and interactive instruction methods- Cultivate an environment where discovery, constructive debate, and interaction flourish throughout the University community  |

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| --- | --- |
| **Main actors** | **Tasks**  |
| Governing Board  | - Decides on matters connected with education on the university level  |
| Vice-Rector for Academic Affairs | - Responsible for the management of the implementation of the execution plan approved by the Board on the university level  |
| Head of Department | - Supervises educational content, teaching process, teachers, and academic staff responsible for organizing academic programs  |
| Academic secretariat  | - Coordinates and organizes the study process in the academic units - Reports annually to the Senate on all academic activities- Ensures the coordination and effectiveness of reporting on academic activities with non-academic units on a quarterly basis- Provides general student counseling - Handles registration at the university as well as tasks related to rights to study, student certificates, transcripts, study guides  |
| Subdivision of Academic Secretariat—Center for Low Residence and Distance Learning | - Disseminates information and gives technical advice for faculty and students in working with the Moodle system and develops quality online courses in face-to-face and distance learning education- Provides methodological support of the educational process on the organization and conduct of distance learning and professional development for adults and students; develops e-learning materials for teachers and students on information and teaching technologies used in distance learning |
| Subdivision of Academic Secretariat—Center for Language and Pre-University Preparation | - Plans and develops language and communications studies respective to degrees - Oversees the language and communications studies respective to degrees as well as other language and communication studies required from the perspective of the university community - Generates critical expertise from the internationalization perspective  |
| International Education and Career Advising Center | - Encourages the educational mobility of students and graduates by providing information concerning opportunities to everyone who is interested in education, training, or research in the United States; promotes the values of an open society by offering to students, university teachers, researchers, administrators, and professionals from Belarus with the opportunity to participate in a series of rigorous and competitive learning programs held in alternative academic and cultural environments |
| Teacher  | - Implements teaching and guidance in accordance with the ratified curriculum - Addresses issues of personal development in his/her profession - Plans, implements, assesses, and develops the study module for module coordinators |
| Student  | - Responsible for the progress of his/her studies - Provides feedback  |
| Psychological Counseling Coordinator | - Implements training seminars on team building for first-year students during "adaptation week" (during the "adaptation week");- Provides individual counseling for all students or online consultations via Moodle ("Psychologist's Help" section)- Conducts regular offline trainings on topics relevant to EHU students |

Study information is available online at

<http://en.ehu.lt/en/being-a-student> (English)

<http://ru.ehu.lt/thematic_sections/students/> (Russian)

In the Strategic Plan for years 2012–2019, it is foreseen that “Being a part of the Bologna process, the University has three stable levels of education: five BA, five MA, and two PhD programs.”

* + 1. Undergraduate studies

All current and newly developed programs are interdisciplinary, in accordance with European trends, and oriented toward basic preparation in Social Sciences and Humanities, providing students with fundamental knowledge and skills. (EHU Senate recommended the following BA programs for registration: Media and Communication; Cultural Heritage; Media and Visual Design; and Sociology—an entirely new program; the programs were registered and opened for enrollment in 2012; World Politics and Economy joint program with Vytautas Magnus University in Kaunas to be launched in 2013.)

The focus is on raising the quality of education delivered in both high and low residency modes. To that end, a series of workshops on professional development was conducted for teachers on blended learning forms and methods. Additionally, a set of standards on quality in the educational process is included in the undergraduate studies. The program on professional development for teachers has been developed and implemented starting AY 2011–2012.

More detailed process description is accessible at

<http://en.ehu.lt/en/academics/master/a-word-of-welcome> (English)

<http://ru.ehu.lt/studies/bachelor/process/> (Russian).

* + 1. Graduate Studies

The graduate studies of EHU continue to offer its most attractive and popular MA programs including three new MA programs approved by the Senate: Existential Psychology, and Preservation and Interpretation of Cultural Heritage. International Law and European Law that were certified by the Lithuania’s Center for Quality Assessment in Higher Education begin operating during AY 2012–2013.

Graduate studies instructors attended a special course in online pedagogy in the spring of 2011 to adjust to the new format. The admission of first-year MA students in this new framework began in October 2011.

More detailed process description is accessible at

<http://en.ehu.lt/en/academics/bachelor/a-word-of-welcome> (English)

<http://ru.ehu.lt/studies/master/process/> (Russian).

* + 1. Doctoral studies

EHU, together with Vytautas Magnus University (Kaunas) and the Lithuanian Institute for Cultural Studies (Vilnius), submitted an application to launch a joint PhD program in Philosophy in 2011–2012. The program was approved in July 2011 and contains six PhD students in total: three PhD students enrolled in 2011–2012, and three in 2012–2013.

EHU faculty is supported in their doctoral work, dissertation defense, and preparation of dissertations and publication of articles at other universities. In total, the PhD Support Program allowed eighteen students to work on their theses and prepare twenty research publications resulting from their work during AY 2010–2011 (with five additional in press).

A more detailed process description is accessible at

<http://en.ehu.lt/en/academics/phd/programs/philosophy> (English)

<http://ru.ehu.lt/science/doc_studies/> (Russian)

* + 1. Process for designing and monitoring curriculum and programmes

Curriculum design is overseen by select working groups: the EHU Senate and individual departments for development and preparation of new curricular materials, or, in the case of curricular revisions, a group drawn only from the departments. Any changes in curriculum design are discussed by faculty, staff members, and academic councils (a curriculum development committee). The main purpose of these discussions is to correlate the curriculum to EHU's mission and strategy, as well as to developing trends in the humanities and social sciences. If changes in the curriculum constitute less than 20 percent of the materials, the Senate must approve the changes. If a new curriculum is developed, or changes within the curriculum comprise more than 20 percent, the curriculum must be approved by the Center for Quality Assessment in Higher Education (SKVC). Students take part in the curricular design activities as members of EHU's Senate and academic councils.

The curriculum and program contents, pedagogical approaches, and intended learning outcomes are evaluated at least twice each semester, both at the beginning and end. Special attention is paid to core curriculum courses selected by a special competition. Evaluation is provided by the departments, academic councils, and curriculum development committee. Before each semester, the programs are approved by the department heads. Moreover, a number of programs are discussed based on peer review. Preparation and tutoring of distance learning courses are certificated each semester by the Center for Distance Learning. Teaching methods are discussed periodically with students in each department.

* + 1. Learning outcomes and workload

Learning outcomes are described in each study program of undergraduate and graduate studies and are available on EHU's website and in study guides. The obligatory requirement is to include learning outcomes in each teaching course description. All course descriptions are available for students on the University's intranet. Student assessment is based on learning outcomes. Student achievements are discussed each semester by the departments and special committees.

The student workload is periodically measured by student and teacher surveys in order to reach the described learning outcomes and to correctly implement the European Credit Transfer and Accumulation System (ECTS). Departments periodically specify the workload according to survey results.

* + 1. Quality practices in Educational Process

Quality practices in Educational Process in EHU include: procedures for initiating and designing study programs; learning outcomes adapted to programs; clear, pre-defined examinations and other assessment methods; evaluation of financial efficiency for the educational process; and student feedback. What needs to be developed is the internal evaluation of curricula and programs that relies on external accreditation processes and information on learning outcomes that is not publicly available, partly because of the lack of online systems, and creation of an actual measure showing that learning outcomes have been achieved, which is an essential step to the correct implementation of ECTS.

*Good practice*:

In reflecting on some key areas of quality enhancement in teaching and learning, departments and units should identify:

1. Formal or informal mechanisms available within the department/unit to disseminate good practice in learning and teaching at both taught and research levels;
2. Formal or informal opportunities available within the department/unit for reflection on teaching and assessment methods and for the exploration and evaluation of new ideas and developments;
3. Mechanisms by which the department/unit might (where appropriate) play a role in disseminating good practice in tutorial or other teaching in relation to the programs for which they share responsibility;
4. Means of incorporating innovations in subject knowledge or practice, in new research, or in current scholarly debate, in the courses for which the department is wholly or partly responsible.

## RESEARCH PROCESS

Research process in EHU is coordinated by the EHU Research Division, which consists of 10 research centers/ institutes/ laboratories, EHU University Press, and Library. All research activity is concentrated in research centers and academic departments.

EHU research activity focuses on three strategic topics: Liberal Education in the Contemporary World; Socio-cultural Transformations in Eastern Europe and Problems of European Integration; and Ideological Grounds of European Culture and Logic of Globalization. These topics determine the development of research projects, publications and events carried out by EHU Research Division, EHU research centers, faculty and students.

EHU conducts research through the Institute for Historical Research on Belarus, The Center for Advanced Study and Education (CASE), The Center for Philosophical Anthropology (TOPOS), The Center for Gender studies, The Institute for Historical Research in Belarus, The Laboratory of Visual and Cultural Research, The Laboratory of Critical Urbanism, The Center for Contemporary Art, The Center for German Studies, The Center for Studies of the History and Culture of Jews in Belarus, and The Center for Constitutionalism and Human Rights.

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| **Purpose of process** | To encourage original research by faculty members, with a particular interest in ensuring collaborative, independent inquiry across disciplines thus promoting dialogue within and beyond Belarus |
| **Person in charge**  | Vice-Rector for Academic Affairs, Head of Research Division |
| **Quality objectives of process** | - Ensure the consistency of EHU research strategy with the provisions and priorities of the European research area - Ensure the consistency of EHU research strategy with University mission, strategic documents, and priority research areas- Strengthen the influence of academic, social, and business stakeholders upon research and art activities of the University- Promote research within and between disciplines and with external partners to enhance the intellectual output of the University- Strengthen implementation of research results into teaching process- Strengthen support for faculty teaching and research through training, exchange, development of multi-disciplinary curricula, and engagement in a transnational system of Doctoral dissertation defense for Belarusian lecturers in Humanities and Social Sciences- Ensure the consistency of the criteria for assessing the scientific and (or) artistic activity with Lithuanian standards of assessment. Provide compliance of research with priorities of socio-political, cultural, national, and regional development spheres- Enhance research design, methodologies, and other means in support of regional processes of transformation to market economics and open society- Strengthen infrastructure and support for faculty to engage in collaborative research initiatives and produce new tools and intellectual outputs. Ensure the University’s research sphere is represented by strong, active research centers- Enhance the role of EHU as an institutional base for distinguished international programs and participation in think tank networks- Expand intellectual resources in Belarusian, Russian, and foreign languages and make them widely accessible to students and researchers through electronic means- Promote international mobility of faculty-student research; expand the incoming visitors influence on research and art activities at the University- Seek to extend the dissemination of research findings through publications and information and communication technologies and ensure a summary of those findings is accessible in several languages |
|  |  |
| **Main actors**  | **Tasks**  |
| **Senate** | - Submit recommendations to the Rector on education and research programs and related plans; consider and approve these plans- Determine procedures regarding the evaluation of research and academic activities of the faculty, and ensure quality of teaching and research- Supervise the training and qualification of researchers |
| **Vice-Rector for Academic Affairs** | - Prioritizes certain research project applications on the university level  |
| **Research Division**  | - Ensure the consistency of EHU research strategy with the provisions and priorities of the European research area - Ensure the integration of University research activities with the interests of Belarusian society- Support research structures, faculty, and students with the necessary research quality assessment criteria.- Head of Research Division serves as a chairperson for the Research Council and coordinates work of research of academic departments and research subdivisions (institutes, centers, laboratories)- Strengthens support for faculty teaching and research through training, exchange, development of multi-disciplinary curricula, and engagement in a transnational system of Doctoral dissertation defense for Belarusian lecturers in Humanities and Social Sciences- Coordinate internal information flow in research area.- Assist in developing the University’s national and international research collaboration- Coordinate and develop the procurement of supplementary research funding- Improve research preconditions and promote the researchers’ career progress.- Support the connection of research and teaching- Promote the development of doctoral programs and advanced education. |
| **Academic Department** | - Prioritize department’s research focus along with EHU main research areas.- Outline, develop, and evaluate the quality of the department’s research process |
| **Publishing House/EHU University Press** | - Publish various books on a regular basis: teachers’ manuals, textbooks, compilations of scientific papers and academic and scholarly monographs- Ensure the highest level of quality for its books and brochures |
| **Library** | - Provide students, lecturers, guests, and other personnel with books, text books, magazines and other information sources required for studying and scientific research |
| **Council of Academic Ethics** (concerning research issues) | - Monitor and participate in the preparation of University research-related ethical guidelines and ensure its implementation at EHU (*in process of development*) |

Among the important changes in EHU research policy, the following priority directions are selected:

* Create a Research Grants Allocations Committee with some external members by August 2013
* Set aside a fund to be used for internal research grants available to all full-time faculty through competitive application
* Assess applications and review reports on Internal research grants as part of an annual program
* Establish a plan for sabbatical leave when new systems of hiring, multi-year contracts, appraisal and review, and accountability are in place (by the end of 2014)

The Research Division is accessible online at

<http://ru.ehu.lt/science/> (Russian)

<http://en.ehu.lt/en/research/research-news> (English version)

* + 1. Quality practices in Research Process

In the field of research, the University QMS consists of monitoring and evaluation mechanisms and instruments to assure compliance with Republic of Lithuania regulations on research productivity, as well as with EHU strategy.

Without a proper balance between teaching and learning, research, and service to society, EHU will hardly meet the ENQA regulations and guidelines for universities. Until now, it has been necessary for EHU to devote much of its attention to teaching and learning; quantity and quality of research has been one of the greatest weaknesses in the University. That is why a systematic transformation of academic staff policy and practice started in 2012. It is hoped that it will help to increase the quantity and quality of research in the University.

## PROCESS OF REGIONAL IMPACT AND DEVELOPMENT

The University is inextricably tied to the transformational processes of the Central European region and the formation of identities, and draws on these experiences for creative inquiry, curriculum development, and exchange. In developing societal capacity, regional cooperation aims to motivate students and teachers to work within the local context of the transformation process and draw upon comparative perspectives to understand and chart its progress. EHU contributes to the advancement of intellectual thought and the reform of higher education—particularly in the humanities and social sciences—through its cooperation with institutions in Belarus and Lithuania, and scholarly communities in the Baltic Sea region and countries neighboring Belarus.

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| **Purpose of process**  | To foster closer ties to institutions and communities within the neighboring region, EHU thus extends the goal of its education and research capacity. In the process, scholarly and professional communities will be created to engage in policymaking, develop culturally informed structures for education and research, and facilitate dialogue |
| **Person in charge of the process** | Rector  |
| **Quality objectives of process**  | - Foster dynamic communication and interaction among regional institutional actors on issues important to societies in transition, by supporting scholarly and professional cooperation on programs developed locally and delivered in regional languages- Extend access to communities and research collections in the region- Integrate forms of tutoring for students and mentoring for teachers- Develop the resources, infrastructure, and networks for advanced studies or think tank activities in social sciences and humanities- Develop unique undergraduate and graduate degree programs in cooperation with neighboring partner universities- Contribute to higher education reform within Belarus and the neighboring region through modernization, innovation, and the development of methodologies and curricular content based on best practices |

* + 1. Quality practices in regional development and relationship to society

After the Lithuanian institutional evaluation in 2009, EHU committed itself to broadening cooperation with external partners in Lithuania and beyond. Common projects with Mykolas Romeris University, Vytautas Magnus University, and others are therefore being developed to involve EHU in the public debate and to strengthen its academic position in Lithuania.

## PROCESS OF INTERNATIONALIZATION AND INTERNATIONAL COOPERATION

EHU cooperates with European and North American institutions in

* expanding course offerings in English, German, and French;
* joint degree programs (in development);
* student internship opportunities in Europe and North America;
* collaborative international research projects;
* membership in international university organizations and networks;
* participation in international academic competitions;
* international conferences;
* administrative and organizational management development; and
* faculty and student exchanges.

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| **Purpose of process** | To integrate EHU in the broader global community and expand access to a diversity of perspectives and exchanges by functioning in international cooperation as part of the international scientific community  |
| **Person in charge of the process**  | Vice-Rector for Academic Affairs |
| **Quality objectives of process**  | - Build partnerships with private and public institutions for the advancement of the University mission.- Expand interdisciplinary, inter-university, international agreements for the harmonization ofcurricula, reciprocal recognition of degrees, full-scale mobility of students, language preparation, and transfer of credits in face-to-face education; as well as the enhancement of education content, instruction methods and technical capabilities- Broaden the reach of innovative programs for study, professional development, and exchanges of teachers and administrative staff- Enrich education content through the recruitment of European and North American lecturers- Promote dialogue and interaction based on comparative analyses of higher education and study of society, politics, and law- Broaden the participation of EHU in associations, networks, and international fora- Encourage the participation of alumni in University programs and initiatives- Overcome obstacles restricting access of Belarusian students and teachers to international exchange and fora and study via distance learning - To attract and support visiting professors from the West |

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| **Main Actors**  | **Tasks**  |
| Governing Board  | - Decides on strategic policies  |
| Rector | - Responsible for agreements between the institutions  |
| Vice-Rector for Academic Affairs | - Oversees the content development of the internationalization process - Acts as chairperson in the international work group  |
| International Education and Career Advising Center  | - Provide accurate, comprehensive, current, and unbiased information concerning opportunities for degree and non-degree, undergraduate and graduate programs at American colleges and universities to individuals interested in education, training, or research in the United States- Promote the values of an open society by offering to students, university teachers, researchers, administrators, and professionals from Belarus the possibility to participate in a series of rigorous and competitive learning programs held in an alternative academic and cultural environment |
| International Office | - Coordinates international cooperation and internationalization- Administers international student and staff exchange;  |
| Foreign Languages Center | - Arranges language and communications courses for students on exchange programs  |

More information on international cooperation is available at

<http://en.ehu.lt/en/international/international-coopertion> (English)

<http://ru.ehu.lt/international_cooperation/> (Russian)

* + 1. Student and staff mobility

Since 2011, EHU students, faculty, and staff are qualified to participate in Erasmus Program exchanges designed to promote European cooperation in higher education, student and staff mobility, and cooperation between higher education institutions and enterprises.

* + - 1. Student mobility

*Incoming Students*

EHU invites applications from prospective students of all nationalities, whether degree-seeking or non-degree-seeking students, exchange students, or students interested in earning a degree without leaving home via EHU's low residence (distance learning) programs.

More information on incoming students is available online at

<http://en.ehu.lt/en/international/international-coopertion/incoming-students>

*Outgoing Students*

EHU provides an opportunity for its students to spend a semester or two abroad with LLP Erasmus or even two years in different universities through the Campus Europae exchange program.

A list of EHU partner universities is available at <http://demo.ehu.lt/files/EHU%20Partner%20Universities%20%28September%20UPD%29.pdf>

More information on outgoing students is available at

<http://en.ehu.lt/en/international/international-coopertion/outgoing-students-and-staff>

* + - 1. Staff mobility

The Erasmus Staff Mobility program supports

- Teaching Assignments by HEI teaching staff and invited staff from Enterprises

- Training for HEI staff at Enterprises and at HEI

- Erasmus intensive programs

- Erasmus multilateral projects

- Erasmus academic networks

More information on Staff Mobility is available at

<http://en.ehu.lt/en/international/international-coopertion/mobility-of-staff>

## RESPONSIBILITY AND SUSTAINABLE DEVELOPMENT PROMOTION PROCESS

Sustainable development is included within the University’s profile and thereby fundamentally built into all operations. Sustainability is about effectively retaining the resources that make the University successful: financial, political, human, technical, and administrative. The complexities of relocating a Belarusian university to a European Union country are far too numerous and diverse to encapsulate. In meeting the challenges of the European higher education area, the University must reinforce the integrity of its processes, the substance upon which the University can progress.

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| **Purpose of process** | To ensure the longevity of the institution and thereby secure the means for Belarusian youth to maintain access to an affordable, independent, international, liberal higher education. |
| **Person in charge of the process**  | Rector  |
| **Quality objectives of process** | - Reinforce the effectiveness, efficiency, and viability of the University and ensure financial security to survive without donor support- Strengthen management capacity to meet the challenges ahead- Foster the development of a community, in this particular case the mobile University, in which students, teachers, and staff become motivated and inspired; promote communication between and among the various constituencies of the University- Establish succession planning, promotion, advancement, and incentives to retain gifted teachers and talented staff.- Establish the infrastructure and mechanisms for effective development- Diversify income sources- Develop revenue-generating programs that enable the University to introduce enterprise solutions, recruit talented lecturers, engage students in work-study opportunities, and renew curricula- Promote the engagement of the University community and alumni in resource mobilization  |

# ASSESSMENT AND DEVELOPMENT

The operational principle behind the Quality Management System (QMS) is the continuous systematic development of operations in accordance with the Deming Circle (PDCA):



The system generates information required by management as well as by interested internal and external parties for the development of operations and decision making.

The systematic assessment and development of the University’s own operations represent an important part of the quality effort by all operational units and individuals.

## INDICATORS AND FEEDBACK SYSTEMS

The Key Performance Indicators (KPI) developed by Strategic Planning and Control Group are related to strategic management, evaluation of operations, and the quality management system of the University. The KPI were approved by the Rector in March 2013.

The KPI are as follows:

* + 1. **Increased quality of education and research**
1. Dropout rate
2. Student Academic Grades
3. Student/teacher ratio
4. Permanent teachers holding PhDs
5. Level of research productivity
6. Quality of research productivity
7. Student satisfaction
8. Premises per student ratio
9. Student to specialist ratio , coordinating teaching and research
10. Workload of teachers holding PhDs to all teachers workload (percentage)
11. Graduates' unemployment level
12. Number of students per library computerized work stations
13. IT resources renewal ratio
	* 1. **Internationalized programs, students and faculty**
14. Exchange teachers percentage (outgoing)
15. Exchange students percentage (outgoing)
16. Exchange students percentage (incoming)
17. Share of Belarusian students
18. Disciplines in English percentage
19. Share of workload of visiting teachers
	* 1. **High level of sustainability via effective management and a diverse funding base**
20. Share of tuition fees in budget
21. Share of international student tuition fees
22. Growth of alumni donations
23. Annual income from projects to cover fixed EHU expenses
24. Cost of one student
25. Administration/student ratio
26. Administration/teacher ratio
27. Workload of permanent teachers to all workload
28. Competition: applications/places
29. Admission average grade
30. Admission ratio (percentage admitted to planned)
31. Efficiency of admission

The KPI are in the process of implementation. Internal monitoring and feedback systems should be based on the KPI and on the other means of audits and assessments as stated in Section 4.2.

## AUDITS AND ASSESSMENTS

An important role in quality assurance includes internal and external quality audits and assessmentsperformed in multiple ways as follows:

* Internal institutional evaluation (Section 4.2.1.).
* External institutional evaluation is performed by the Centre for Quality Assessment in Higher Education (SKVC) (Section 4.2.2.).
* Internal evaluations of teaching and learning (Section 4.2.3.).
* Internal evaluation of study programs is performed before certain external assessments. Further positive developments are expected based on annual study program evaluations.
* External evaluation of study programs are carried out by SKVC (Section 4.2.4.).
* Annual internal evaluation of the research activity performed by the Research Division and the heads of departments, using online evaluation software, based on national evaluation criteria and on internal standards and regulations.
* External evaluation of the research production is carried out by the Research Council of Lithuania (Section 4.2.5.)
* Surveys are used for the evaluation of academic staff by students, after each exam session, but a weak involvement of students in evaluating teachers and courses performance was registered until now. Further positive developments are expected based on feedback to the students’ ideas formulated during the evaluation process.
* The overall evaluation of teaching staff is performed every three years within the assessment committee, by assigned faculty and stakeholders, including self-assessment, peer review and assessment by students. Individual assessment results are used at the department, faculty, and university level, to establish corrective measures and decisions on teaching staff.
	+ 1. Internal institutional evaluation

Internal institutional evaluation is performed by the Development Unit, resulting in an Annual Report presented to the University Senate and the Governing Board, and published on the University website. The conclusions are further utilized by institutional leadership in aiming to review the goals that have been set, developing a SWOT analysis, addressing the identified weak points within the action plan, and for quality improvement.

Annual Reports are based on the main monitoring and self-evaluation criteria of the University. They include the EHU mission and vision; service to society; strategic priorities; EHU structure and governance; implementation of a financial plan; data on enrollment trends, graduates, faculty, research, international cooperation, fundraising, and visibility.

* + 1. Institutional Review of Higher Education Institutions

The University participates in the Institutional Review of Higher Education Institutions (HEI) organized by the Centre for Quality Assessment in Higher Education (SKVC). The real resource assessment carried out by the Research and Higher Education Monitoring and Analysis Centre (MOSTA) is one of two parts in the external assessment of the HEI. MOSTA performs the real resource assessment of HEI and transmits the decision to the SKVC. The second part of external assessment—performance evaluation of HEI—is carried out by the SKVC. Both parts of the evaluation are equally important for HEI because they affect the external evaluation of HEI and accreditation.

SKVC assessments are conducted every six years on these operational levels of institution:

* Strategic management
* Academic studies and life-long learning
* Research and/or art activities
* Impact on regional and national development

Main documents regulating external review of HEI:

(1) [Procedure for the external review of higher education institution](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=381569&p_query=&p_tr2=) approved by Resolution No. 1317 of the Government of the Republic of Lithuania in September 2010

(2) [Accreditation procedure of higher education institution](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=381569&p_query=&p_tr2=) approved by Resolution No. 1317 of the Government of the Republic of Lithuania of September 2010

(3) [Methodology for Conducting an Institutional Review in Higher Education](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=384688&p_query=auk%F0t%F8j%F8%20mokykl%F8%20vertinimo&p_tr2=2) approved by Order No. 1-01-115 of October 2010 of the Director of the Centre for Quality Assessment in Higher Education

EHU was assessed by the SKVC in 2009. The assessment report of EHU is available online at

<http://www.skvc.lt/files/Vertinimas/Universitetu_institucinis/EHU_2009.doc> (in Lithuanian)

* + 1. Internal evaluation of teaching and learning

Another important monitoring and self-evaluation tool is the student survey. Surveys are conducted twice annually by Student Services both for distance learning and on-campus students, and for the first and second cycle students. This survey provides information on programs, courses, quality of teaching, material resources, evaluation of administrative work, and student satisfaction with the provided social activities, the psychological climate, and their studies at the University. Though regular student surveys have been conducted since AY 2009–2010, relevant feedback was not provided for students or the academic community. Therefore, starting in AY 2012–2013, student questionnaires and survey methodology were revised and adapted to new requirements for quality assurance. This step is intended to improve student awareness of the evaluation process and to find ways to overcome problems and difficulties of completion. A feedback loop should also ensure that the majority of students will participate in the surveys, will understand the value of them, and will commit themselves to a quality culture.

Faculty and administrative staff satisfaction surveys are in the process of development and will be conducted in AY 2013–2014. All members of the academic community—students, faculty members, administrative staff—will make up the feedback loop. This unified approach is expected to improve the quality assurance of teaching and learning.

* + 1. External evaluation of study programs

[The Law on Research and Higher Education](http://www3.lrs.lt/pls/inter3/dokpaieska.showdoc_l?p_id=366717) states that only accredited study programs may be provided at HEI. External assessment of study programs of higher education institutions (colleges and universities) is carried out by the Centre for Quality Assessment in Higher Education (SKVC) or by another agency listed in the European higher education quality assurance agency register.

The Minister of Science and Studies of Republics of Lithuania, in accordance with the Law of Science and Studies, issued Order No. ISAK–1652, from July 24, 2009, “On the approval of the procedure description of external evaluation and accreditation of study programs,” which states that one of the purposes of the external evaluation of study programs determines whether the quality of study programs complies with the latest national and international experience, and whether the quality of the study programs implementation complies with the provisions of European higher education area.

Procedural description of external evaluation and accreditation of study programs states that only the accredited study programs may be carried out. The accreditation of study programs is based on an external evaluation report. The programs must be accredited at least once every six years and can be accredited for three or six years. All new study programs are being accredited for three years.

Important documents developing a quality assurance culture of study programs at University level studies are the order of the Minister of Science and Studies of Republics of Lithuania Order No. V-501, from April 9, 2010:“The general requirements description of degree-awarding undergraduate and integral study programs”; and Order No. V-826, from July 3, 2010:“The general requirements description of master’s study programs.” The requirements of these documents must be followed, developing and describing study programs except in cases when there is study direction or group of direction descriptions approved by the Minister of Science and Studies or other legally confirmed national or international documents regulating development and description of study programs.

These documents include the general and specific requirements for the curriculum and are very important for the development of quality culture. Their compliance with the requirements is an important factor in making the decision for accreditation of study programs. HEI, intending to carry out or carrying out the first- or second-cycle study programs, must adhere to the general and specific requirements for curriculum and program design, and implement them as follows: study programs must meet the requirements specified in the orders for their intended use; all study programs goals should be linked to learning outcomes of knowledge, understanding, abilities, and competence to meet the credit volume and credit structure; all faculty with the relevant skills and teaching experience.

* + 1. External evaluation of the research production

Research activities in the field of Social Sciences and Humanities (SHH) in Lithuania are mainly carried out by the public research sector. Since 2009, the Research Council of Lithuania is responsible for the evaluation of higher education and research institutions’ data of scientific production. Evaluation is performed every three years and the scores of evaluation are used for allocation of budget funding for state institutions. In 2012, the evaluation of scientific production by the fields of sciences for the period of 2009–2011 was conducted. According to the results of evolution, the most productive higher education and research institutions in the field of SHH could be identified. The information of the state research and higher education institutions (including EHU) on research and research related activities is provided by MOSTA in the annual reports[[5]](#footnote-5).

* + 1. Internal audit

An internal audit, which must be conducted at specific intervals, is an independent quality management system targeted assessment carried out by trained university personnel. In an internal audit, the operational units’ quality management systems are assessed, as well as their functionality and strengths, and possible targets for development are presented. The audit and its progress will be described in detail in the Audit Manual.

The following tasks concerning the Internal Quality Audit Manual are estimated in the Annual Plan of EHU as follows:

* Conduct workshops with academics discussing Internal Quality Audit in the academic sphere
* Build a team for implementation of Internal Quality Audit in academic sphere
* Conduct trainings for academic managerial staff and the Internal Quality Audit team members
* Systematize the Internal Quality Audit Manual and implement it in the academic sphere
	+ 1. Other assessments

The barometer describing the general well-being of personnel is recommended for annual use in the departments. On the University level, the survey shall be approved by the Human Resources Unit and conducted in 2013.

The barometer describing the general well-being of the staff is recommended for use at the operational units once a year. On the University level, the survey shall be conducted beginning in 2014.

# FINAL STATEMENT

It is the role of the Governing Board of the University to approve the Quality Manual itself, and any changes in its principles after the Manual has been signed by the Rector. The Rector approves the technical changes to the Quality Manual, accepting them by signing the Quality Manual.

There is a valid, original, hard copy of the Quality Manual in the University archive, a copy in the Specialist for Quality Control workplace, and an electronic version at the website of the University, accessible at:

<http://www.ehu.lt/en/about/quality>

Over time, if major changes must be made to the QM, a new, updated paper version can be created by approval of the Governing Board.

1. ENQA – European Association for Quality Assurance in Higher Education

ESU – European Students' Union

EUA – European University Association

EURASHE – European association of Higher Education Institutions [↑](#footnote-ref-1)
2. In U.S. terms, this group is called ‘faculty’, but other terms such as ‘staff’, ‘teachers’, or ‘academics’ may also be used as appropriate. [↑](#footnote-ref-2)
3. QAA defines a “complaint” as any specific concern about the provision of a course or module, or a program of study, or a related academic service. An “appeal” is a request for a review of a decision of an academic body charged with making decisions on student progression, assessment, and awards. [↑](#footnote-ref-3)
4. Регламент работы комиссии по разрешению споров со студентами или слушателями № 01-194 от 29.10.2010, Внесены изменения. 2011 год [↑](#footnote-ref-4)
5. The last Country Report on Social Sciences and Humanities in Lithuania: http://www.metrisnet.eu/metris/fileUpload/countryReports/Lithuania\_2012.pdf [↑](#footnote-ref-5)