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GENEROLO JONO ŽEMAIČIO LIETUVOS KARO AKADEMIJOS

VEIKLOS VERTINIMO IŠVADOS

INSTITUTIONAL REVIEW REPORT OF

GENERAL JONAS ŽEMAITIS MILITARY ACADEMY OF LITHUANIA

Grupės vadovas: Team leader:	Prof. John Lynne Davies
Grupės nariai: Team members:	Prof. dr. Wlodzimierz Miszalski Ms. Krista Haak Dr. Audrius Skaistys Mr. Vytautas Raškauskas
Vertinimo sekretorius: Review secretary:	Dr. Norma Ryan

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Abbreviations used in the text:

ECTS	European Credit Transfer and Accumulation System
EHEA	European Higher Education Area
ERA	European Research Area
ERASMUS	European Region Action Scheme for the Mobility of University Students
EU	European Union
ISLRS	Information Systems of Studies Management in Lithuanian Higher Schools
MES	Ministry of Education and Science
MoD	Ministry of National Defence
MOSTA	Research and Higher Education Monitoring and Analysis Centre
NATO	North Atlantic Treaty Organization
ND	National Defence
NDS	National Defence System
QA	Quality Assurance
R&D	Research and Development
SER	Self-Evaluation Report
SKVC	Studijų kokybės vertinimo centras/ Centre for Quality Assessment in Higher Education
SWOT	Strengths, Weaknesses, Opportunities and Threats
UNESCO	United Nations Educational, Scientific and Cultural Organisation

Acknowledgement

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The team also wishes to express its gratitude of the support and professionalism of the members of the Studijų kokybės vertinimo centras (SKVC) who facilitated the work of the team in conducting the institutional review and ensured the smooth running of all events and activities, including the preparations prior to the site visit itself. In particular the work of an Evaluation Coordinator throughout the review, was very much appreciated.

I. INTRODUCTION

1. This report describes a review of the General Jonas Žemaitis Military Academy of Lithuania (the Academy) carried out in 2014 by a team of experts from Lithuania and other European countries (the team). The team was invited by the Centre for Quality Assessment in Higher Education (SKVC), Lithuania, as an Authorized Agency prescribed by Lithuanian law to evaluate and accredit Lithuanian higher education institutions. The review was conducted in accordance with the prescribed methodology pursuant to the Procedure for External Reviews in Higher Education, approved by Government Resolution No. 1317 of 22 September 2010, and the Methodology for Conducting an Institutional Review in Higher Education, approved by the order of the Director of SKVC No 1-01-135 on 25 October 2010.

2. The Academy provided the team with a Self-Evaluation Report (SER) supported by detailed annexes, in advance of the site visit. The SER had been prepared by a group that included a student as well as representatives of external academic and social partners, in addition to staff members of the Academy. As detailed below in the body of this report there was wide consultation with all key stakeholders prior to finalisation of the SER. The SER covered the information required to prepare the team for its visit to the Academy and was presented in a clear format, particularly in mapping Academy goals and activities against external goals. However, the SER did not always try to evaluate critically the activities it described.

3. Before visiting the Academy, members of the team reviewed the SER together with its annexes. The secretary to the team gathered the views and comments of all team members. Additional information was requested and supplied in advance of the site visit, and further documentation was supplied during the visit[1]. The team was provided with other background documentation, including an evaluation of learning resources by MOSTA.

4. The visit to the Academy took place over the three days 6-8 May 2014, and included a tour to review facilities and ten formal meetings (see timetable of meetings in Appendix 1). The team made conclusions, which were refined and finalized by email correspondence over the subsequent month.

[1] Additional material supplied prior to and during the site visit include:
   a. SER of the BA programme Public administration (that was sent to the team by email, following agreement with the Academy)
   b. Military career courses reports;
   c. Syllabi of study programmes‘ subjects;
   d. Meeting protocols of Management department;
   e. Meeting protocols of Social Science Committee at the Senate;
   f. Academic studies Study results of academic year 2013-2014 (I semestre);
   g. Data on full time and part time teaching staff numbers.

5. The review team consisted of the following members.
   - Professor John Lynne Davies (U.K., team leader): international consultant on strategic management and quality in higher education, emeritus professor and formerly Pro-Vice-President for Research, Enterprise and Innovation at the Anglia Ruskin University.
   - Ms. Krista Haak (Estonia): Vice-Rector for Academic Affairs, Estonian Academy of Security Sciences.
   - Professor Dr. Wlodzimierz Miszalski (Poland): Professor of the Military University of Technology (Warsaw, Poland) and Director of Institute of Organization and Management; DSc degree in Technological Science (Electronics) and PhD degree in Management.
   - Dr. Audrius Skaistys (Lithuania): Government representative in Vilnius County; PhD in Law from Mykolas Romeris University; and a graduate of the Lithuanian Policy Academy.
   - Mr. Vytautas Raškauskas (Lithuania, student representative): Policy advisor in a Free Society Institute; BA in Political Studies from The Institute of International Relations and Political Sciences, Vilnius University.
   - Dr Norma Ryan (Ireland, review secretary): international consultant on quality assurance and strategic management in higher education, formerly Director, Quality Promotion Unit, University College Cork.

   The team was supported by an SKVC evaluation coordinator.

II. BACKGROUND INFORMATION ABOUT THE INSTITUTION

6. Located in Vilnius, The General Jonas Žemaitis Military Academy of Lithuania (the Academy) is thought to have originated from the Lithuanian and Polish cadet corps of the 18th century and traces its traditions to the 1919–1940 Lithuanian Military School and courses. Physically situated on the premises and base of the former Soviet Union Higher Military Anti-Aircraft Defence and Radio-Electronics School in Antakalnis, it started functioning as a military Academy in the summer of 1992. In 1994, it became a university-level higher school, accountable to the Ministry of Education and Science (MES), and began to conduct formal university studies in a single Bachelor degree Programme of Military Science. In 1998, the Academy was awarded the honorable name of the Partisan General Jonas Žemaitis, the Commander of the Lithuanian Partisan Movement (1944–1953) and again came under the remit of the Ministry of National Defence (MoD), which provides the funding for the students and determines the number of students admitted each year. In 1999–2002, a very important reform was carried out within the Academy, resulting in an increase of the number of first cycle university study programmes from one to three, and in the development of two Master degree study programmes. The Academy started participating in the common admission framework of Lithuanian universities as well as in the activities of the Lithuanian University Rectors Conference and its committees. The first officer career courses in compliance with NATO officer training concept were organized at the Academy.

7. In 2005, with Lithuania moving to the all-voluntary professional Army of today, the demand for officers decreased and, consequently, MoD reduced the numbers of students admitted to the Academy from 120-150 cadets per year to 50–70 cadets); consequently, the Academy optimized the use of the premises and barracks, gradually reconstructing the buildings in compliance with Western standards. This process is still underway. This reduction in student intake, without a concommitant reduction in staff numbers, has also resulted in excellent student:staff ratios compared to international norms. The overall number of students enrolled in 2013 was 547. The Academy employs 61 academic staff to deliver the academic study programmes (13 Professors/Chief Scientific Staff, 24 Associate Professors/Senior Scientific Staff, 24 Lectors/Junior Scientific staff), 42 lecturers for non formal education and 67 Military instructors.

8. In 2009–2013 another round of reforms commenced with the aim of integrating research activity, university and military studies, finding a niche for leadership development within the programmes, beginning to train Navy officers, and increasing the number of military career development courses. The Academy has considerably expanded international cooperation activities, enhanced its relations with Lithuanian

universities and is developing a system of study programmes of high quality that is more flexible than previously and better adapted to present-day needs.

9. The Academy is a unique higher education institution in Lithuania, a university and the only one that is not directly accountable to the Ministry of Education and Science (MES). However the Law on Education and Science and the principles of governance are valid and adhered to in the Academy providing that they are not in comnflict with the Law on Military Service, which takes pre-eminence. The Academy is the only military institution in Lithuania, and students must wear uniforms and follow a fixed schedule as well as obey legitimate orders issued by their commanders. Military studies are conducted in compliance with the requirements set by the Chief of Defence of Lithuania. Due to these reasons, the institutional structure of the Academy is slightly different from that common to other universities in Lithuania and the Academy management structure and specifics in the study system are also a little different. However, the Academy observes all requirements referring to the quality of studies and ensuring the provisions of the Bologna Process, in order to guarantee the necessary standard of studies and prepare the educated officer with a broad outlook.

10. The Academy Commandant has the authority and the rights of the Rector and traditionally heads the Academy. The Academy Commandant incorporates the functions of the commander of the military unit and the authority regarding university studies and research, and is the most important leader at the Academy, influencing the development and direction of the organization, responsible for the distribution of resources and employment of personnel. The Commandant of the Academy is accountable to the Minister of National Defence ensuring direct links to the founder, i.e. MoD, but, being an officer, he is responsible to the Chief of Defence. He is assisted by the Academy command. The Vice-Rector for Studies and Research leads the university studies and research, whereas the military studies are under the Deputy Commandant for Military Training. The Cadet Battalion Commander is in charge of the cadets' everyday life and development of leadership skills. The Academy Chief of Staff ensures the coordination of the Academy management and the Chief for Logistics supervises the material support of the Academy.

11. Being a constituent part of NDS, the Academy strategically follows the guidelines of the Minister of National Defence, the Doctrine of the Lithuanian Army and other doctrines, and the approved strategies. Because of this, for a long time there was no need to design or develop an individual strategy for the Academy. However in 2012–2013, the decision was taken to devise an Academy strategy for the period 2013–2018, taking into consideration the expanded activity of the Academy in the area of international cooperation and development of the application of advanced management principles more and more frequently. This strategy forms the core of the Academy's strategic plan.

12. The programmes of academic studies offered by the Academy have more than once been evaluated by international evaluation commissions and this data informed the self-evaluation process and was integrated into the SER. The present review is the first institutional evaluation of the Academy, following on the previous evaluations of individual study programmes offered by the Academy. The Academy commenced the development of the SER in the spring of 2013, under the Commandant's orders No V-598. The assessment of the material resources was carried out in the spring of 2013. The self-analysis preparation process was discussed with the authorities of the Center for Quality Assessment in Higher Education (SKVC) as well as with the nominated consultant. Because of changes taking place in the legal basis of the National Defence at that time and the delay in the adoption process of the new Statute for the Academy, the deadline for completion and submission of the SER was postponed, by agreement with SKVC, from the autumn of 2013 to 1 March 2014. Wide consultation on the text and content of the self-analysis documentation took place prior to its completion.

13. Programmes of study are offered in International Relations, Transport and Logistics, Personnal Management, Management of Modern Defence Technologies, Public Security and Defence, Military Diplomacy, and Human Resource Management. In addition, the Academy offers doctoral studies in Political Science, in association with Vytautas Magnus University, Kaunas University of Technology and Klaipeda University.

III. STRATEGIC MANAGEMENT

The Strategic Context

13. The Lithuanian Military Academy is a very particular type of higher education institution, designed for a highly focused need – that of national security – and is very closely linked with its principal stakeholders, the MOD and Lithuanian armed forces. There are, of course, international parallels. The current international security environment is unpredictable and turbulent, with continuing fresh challenges for the country and its NATO and EU partners. In principle, this would call for an agile, responsive and focused higher education institution with the roles of providing military training, a parallel tier of university level qualifications and supporting research and development.

14. The Academy is under the jurisdiction of the Ministry of Defence rather than the Ministry of Education – again there are parallels elsewhere. Since the range of stakeholders/clients is rather more limited than the average university, it might be argued its scope for autonomy is more circumscribed, since
    a. MOD provides virtually all the financing for all activities of the Academy;
    b. the academic activity and provision is narrowly focussed;
    c. the Council is representative of the two principal stakeholders.

    However, the review team notes that the process of strategic development is very much a dialogue (see paragraphs 35-38), and the Academy has ample funding for its purposes. The autonomy – accountability balance is not seen as an issue.

15. The Academy's culture is seen as being very positive by the SKVC review team. Inevitably it reflects the military setting and associated norms in which its operates, but it displays characteristics such as
    a. cohesion, consensus and common purpose;
    b. a good balance between top-down and bottom-up approaches;
    c. a passion and commitment by students and staff to the ethos and work of the Academy and to excellence in both branches of the Academy's activity (academic studies and military training);
    d. an outward looking orientation to the stakeholders, Lithuanian society, political realities and a marked willingness and capacity for inter-institutional collaboration; and
    e. a flexibility and apparent willingness to adapt, though the slightly more disorganised creativity found elsewhere is not so evident.

On the downside, there was not an obvious explicit indication of structured institutional self criticism and learning therefrom in the SER, a point explored later in this report.

16. The Academy is a relatively small university by national and international standards, which enhances its internal cohesion, its external responsiveness, and has encouraged a purposeful, but non bureaucratic approach to institutional management, and, indeed, various of its procedures in the academic domain hitherto have bordered on the informal, organic or conventional, though without obvious significant problems to date in terms of negative outcomes. However, limited size has certain corollaries, namely:
    a. a narrow range of disciplines, which limits the scope for interdisciplinary studies should these be necessary in education or research;
    b. a limited capacity in terms of the range of well staffed support services one would expect in a larger modern university e.g.
        - international office
        - Quality Assurance office
        - research and Research & Development office
        - human resources function.

        Some of these may well be done at present at MOD level.
    c. limited capability at present to respond to complex academic and research opportunities, i.e. a critical mass question.

17. Given the above point on size, it is important that any changes the review team recommends and that are implemented by the Academy should not lead to excessive and unnecessary procedural and bureaucratic overload, which would severely hamper institutional agility and speed of response, and inhibit creativity.

18. The institution appears to be in relative steady state/consolidation as far as its life cycle is concerned (see Figure 1), in relation to cadet/student and staff numbers, budgetary allocation from MOD, etc., and adapts within this setting of steady state. This adaptability could clearly continue indefinitely, and there is evidence that the Academy is certainly not stagnant. However, it does raise the question of what the next phase of development should comprise. Among the issues to be considered here are:
    a. an expansion in numbers of students in bachelors level programmes (mainly from international student markets);
    b. possible additions to the programme profile for non-military personnel in areas of Academy expertise, at undergraduate and postgraduate levels, and continuing professional development;
    c. broader interdisciplinary degrees using the Academy's core disciplines, possibly/probably in partnership with other higher education institutions;
    d. international student recruitment in NATO related countries and others;
    e. enhanced research and development;

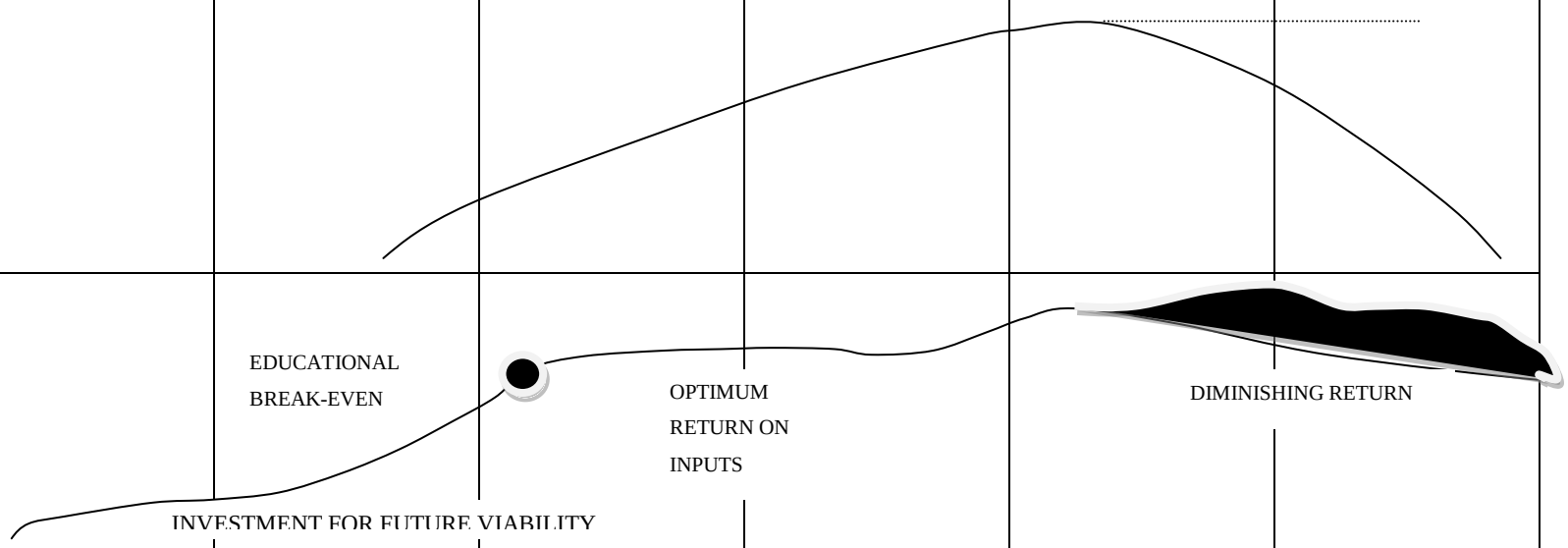
f. a progressive systematisation of academic and quality assurance processes, some of which could be tightened up to conform with international/EU standards. This would certainly be advisable ahead of any expansion of provision.

These are explored more fully in later paragraphs.

Figure 1.

THE LIFE CYCLE OF AN HIGHER EDUCATION INSTITUTION

	Development	Initiation	Growth	Consolidation and Steady State	Stagnation	Decay and Termination
OUTPUT – Graduated students – Research and publications – R&D						
CUMULATIVE INPUTS – Time – Energy – Money						
CHARACTERISTICS	Determination of Need Specification Development Validation	Representation Promotion of Activity – Appropriateness – Perceived Quality – Qualification – Support – Credibility	Progressive institutionalisation – Resources allocated – Structures set up – Procedures developed – Growth of support – Legitimacy – Growing familiarity	Review of progress Adaptation to changing circumstances and quality improvement	Progressive inertia – Inability to respond to challenges and criticism – Poor review processes – Rigidity of offerings – Loss of clientele – Loss of Support and legitimacy – Increasing deficit	Crisis – Enrolments, finance and quality fall below permissible minimum – Decision to wind-up operation or seek merger



19. The question of expansion of activity in quality and range of provision is not to be taken lightly, since the primary objective is well established in the Law and Statutes and this should not be weakened in any way. Movement in areas indicated above would need to constitute a strengthening of the core.

Strategic Management

Strategic Planning

20. The Academy has formulated and is implementing the 2013 – 2018 Strategic Plan. It is clear that this articulates closely with the relevant external imperatives as defined by the systems of National Defence and Education and Science of Lithuania, NATO, EHEA and ERA, though the implementation of the last two are evolving. In addition:
    a. the three strategic goals and accompanying fundamental values and operating principles are natural outcomes of the above imperatives, and it is evident they do influence internal behaviours;
    b. there are thirteen strategic objectives emanating from these three strategic goals over the period of the plan, with implementation years and desired results briefly specified. The thirteen objectives comprise
        i. Education and Students (1, 2, 3, 4, 11)
        ii. Recruitment of teachers (5)
        iii. Lifelong Learning (6, 8)
        iv. Research (3)
        v. International cooperation (9)
        vi. Quality Assurance (10)
        vii. Management (12)
        viii. Reputation (13).

21. As they stand defined, the objectives are:
    a. quite terse and simple, and could be made more explicit and rather fuller in scope;
    b. there appears to be some missing elements which would normally be found in university strategic plans, namely:
        i. precise analysis of environmental challenges and actions resulting therefrom
        ii. evolution of academic profile and numbers
        iii. teaching and learning approaches
        iv. research & development
        v. external lifelong learning
        vi. internationalisation
        vii. financing
        viii. human resources.

22. Thus, whilst the Plan is certainly manageable, incremental and based on specific activities, it is:

a. not a comprehensive strategic plan as it stands by international standards;
b. not evident how the annual action planning takes place, especially to incorporate actions arising from new challenges not originally foreseen when the plan was produced;
c. not clear where responsibility lies for the achievement of the objectives;
d. descriptive rather than analytical.

Recommendation:
The Academy should consider how the strategic planning process could usefully evolve to pick up the above observations, together with a review of the roles of Council and Senate in this process.

23. Concerning the monitoring of implementation of the Plan, it is understood the "Desired Results" section of the Objectives timetable forms the basis of this at present, together with the indicators/instruments derived from the National Defence Programme and the Statutes. The mechanisms for review and monitoring are well articulated, and clearly occur regularly and at different levels.

Recommendation :
The Academy might usefully consider the explicit adoption of tools such as:
- Key Performance Indicators
- Risk Assessment

in relation to the above, of which considerable higher education good practice is available internationally.

24. There are, in various domains, a whole series of activities established, and progressing well, and on which the review team has made a number of recommendations for improvement contained elsewhere in the Report.

Recommendation :
It would be in the interests of the Academy to bring these activities together in the framework of specific coordinating strategies, within the context of the Strategic Plan.

In particular, these areas include:

a. Internationalisation, including
   - policy rationale and priorities
   - undergraduate and postgraduate two-way student mobility (Erasmus etc.)
   - joint/dual degrees
   - research
   - international partnerships.
b. Human Resource management, including
   - selection and profile
   - retention and turnover/age profile
   - staff assessment
   - staff development priorities

- use of visiting staff (quality assurance, etc.)
- priorities.

c. Financial strategy, for example
   - connection with academic plan
   - sources of non-MOD income, in particular from research, lifelong learning activities (civic), and international students (if applicable).

d. Partnerships, for example
   - rationale for partnerships
   - desired outcomes, especially in terms of enhanced capacity
   - levels of partnerships (strategic, operational project, individual staff scholarship)
   - criteria for selecting strategic partnerships
   - international
   - domestic
   - winding up ineffective partnerships.

Quality Assurance

25. The scope of a quality assurance strategy in a higher education institution, and in particular one focused on military education should include:
    - education
    - research
    - support services
    - externally focused lifelong learning
    - military training.

    Adequate and appropriate instruments need to be in place to measure the effectiveness of the quality assurance in each domain. A systematic and explicit means of closing the feedback loop and assuring stakeholders, including students, should be in place to accompany the strategy.

26. Quality Assurance issues are not mentioned in the Statute of the Academy. The short paragraph on the Study Quality Assurance appears in the Strategy 2013-2018 (Chapter VIII). In the Strategy one of the thirteen strategic objectives (objective Nr 12) has been formulated as follows: "*To develop activity and quality management systems based on the principles of strategic management at the Academy*". The desired result of this objective has been determined as: "*Functional and efficient activity and quality management system*".

27. The Internal Study Quality System has been described in the Self-Evaluation Report (Chapter I, paragraph 1.2) taking into account the history of implementing the System and detailed description of principles and mechanisms of functioning. The System is based on the Standards and Guidelines for Quality Assurance in the European Higher Education Area, 2005 (ESG). The guidelines of the System have been presented in the Academy's 2011-2014 Strategy on Study Quality Improvement (SER, Annex 21) and in the "*Model of the internal study quality assurance*" approved by the Senate in April

2012. Developing the strategy on study quality improvement is an important achievement and an advantage for the Academy in the area of Quality Assurance. The document establishes three priority fields of study quality improvement in the Academy:

- Study process,
- university studies, and
- military preparation management system and infrastructure improvement.

The Strategy includes elements of SWOT analysis of the area of quality assurance in the Academy and precisely sets out the means of implementation of the study quality improvement tasks. The new Internal Study Quality Improvement System comprises the following players:

- Academy Command,
- The Senate (Committees on the Study Quality Management and the Study Programmes, the Attesting Commission),
- the Study Quality Executive Commission,
- the cadets and course participants, and
- Departments of the Academy and the teachers.

28. The external evaluation of the Bachelor Degree International Relations study programme was carried out in 2007, five academic years after the beginning of the implementation of the programme in 2001. Following the recommendation of the Council of International Study Quality Experts this programme was accredited without reservation. At the end of 2013, the external assessment of the study programmes of the Bachelor Degree in International Relations and Master Degree (part-time) in Military Diplomacy was carried out. In 2009 and 2013 the external evaluation of the study programmes of Bachelor Degree in Personnel Management and, in 2010, Master Degree in Human Resource Management was carried out. Following the visit of the group of international experts The Academy received the external evaluations of the International Relations Bachelor's Degree and Military Diplomacy Studies Master's Degree Programmes (Part-time) with positive results for both of them (18-04- 2014, SV5-81 letter from Acting Director of SKVC, N. Skaburskiene to MAL **).** The programmes received positive evaluations, without reservations, and were accredited. In implementing the provisions of the Bologna Process, the Academy is taking the following actions:
    a. Implementing three cycle studies;
    b. Applying the European Credit Transfer and Accumulation System (ECTS) and aligning the composition of different curricula (incorporating general, basic, and optional subjects) with the guidelines of the Bologna Process;
    c. the Diploma Supplement follows the model developed by the European Commission, the Council of Europe and UNESCO/CEPES;
    d. enabling students to apply flexible forms of learning;
    e. graduates from colleges, high schools and universities may continue their studies at the Academy;

f. accrediting results of studies in other higher education institutions including foreign institutions;
g. the Academy departments and other divisions responsible for the learning process systematically review and update evaluation of learning outcomes during the training/learning process.

29. While there are very real efforts made to seek evaluations and feedback from students as to the quality of experience in the Academy and all departments and Institutes within the Academy avail of opportunities to seek the views of students, both by the use of questionnaires and also via the Cadet Council, the voices of students on Senate, etc. this is not as formalized as it might be. Departments use different questionnaires and the outcomes of the evaluations vary. Feedback to the students is informal and not always timely. There is clear evidence that actions are taken by departments as a consequence of the student evaluations, including mentoring of teachers and other means of addressing poor teaching. However the students are not always informed of the actions taken to address issues raised or the reasons why something should not be done.

    Recommendation:
    That a formal system should be put in place to ensure students are informed of the results of evaluations and the actions, if any, taken as a consequence.

30. The open door system of access to staff, both military and civilian, is very much to be commended and the students expressed their appreciation of this policy. All are encouraged to bring their views to any member of staff, and to develop critical thinking skills. It is evident that there is a positive culture of listening to the students. Actions are taken as a consequence of opinions expressed, although this is not always evident to the students.

31. Conclusions:
    a. The relatively short time that the new Internal Study Quality System has been functioning appears insufficient for evaluation of the system effectiveness in statistical categories.
    b. Quality Assurance solutions worked out and applied in the Academy cover mostly the area of education/studies. The adequate solutions for other areas (for example, research, logistics (including support for infrastructure, catering, transport, building maintenance, etc.) and management) need to be worked out and implemented.
    c. Academy policies on quality assurance are recognized as properly oriented and progressive.
    d. Within the Senate of the Academy bodies have been established with responsibility for study quality management and evaluation. Relevant regulating documents have been developed and approved by appropriate authorities.

e. The Internal Study Quality System complies with the provisions and references of the European Higher Education Quality Assurance.
f. The awarded qualifications of graduates are aligned with the National and European Qualification Frameworks.
g. Enhancement of the quality of study programmes is determined by Academy Rules of the Internal Order as well as the orders of the Minister of Education and Science and Director of the Center for Quality Assessment in Higher Education. It should be noted however that it is the Academy that is responsible for the quality assurance of the study programmes.
h. Improvement recruitment processes for teaching staff follow the provisions of the Senate determined regulations for the attestation and competition of teachers and researchers. The career management of the officers serving in the Academy is based upon the Officers Career Concept approved by 2012 order of the Minister of National Defence.
i. The Academy continually carries out the collection and analysis of information related to the studies from different information sources (admission data on the cadets and course attendees, their studies and ratings). The Academy has joined the ISLRS project – Information Systems of Studies Management in Lithuanian Higher Schools.
j. The descriptions of study programmes and the accreditation results of the external evaluation of study programmes are published on the Academy website (www.lka.lt). The magazine "Kariunas" (Cadet), published four times per year, contributes to making the information publicly available.

32. Strengths of the Quality Assurance system:
    a. quality assurance matters have been included in the strategic objectives of the Academy; the desired results of every strategic goal have been specified;
    b. transparent, thorough and specific strategy on quality study improvement, clear priorities and ways of implementation of the quality improvement tasks have been worked out based on the SWOT analysis;
    c. the bodies responsible for study quality management within the Senate of the Academy have been established;
    d. the documents regulating processes of study quality assurance have been approved by the appropriate authorities;
    e. a consistent and systematic study quality assurance administration and monitoring system has commenced;
    f. the study quality assurance elements are applied; the external and internal study quality assessment is performed (including, *inter alia*, international programme audit, self-analysis of teachers' activity, attestation, research on the cadets/students' opinion on the subjects and study administration).

Weaknesses**:**

a. quality assurance matters have not been referred to in the Statute of the Academy;

b. quality assurance solutions applied in the Academy have been connected mainly with the area of education/studies whilst other areas (e.g. research, logistics) need to be covered as well;
c. lack of statistical analyses related to the study quality assurance issues as well as the evident identification of the person/unit responsible for conducting the analyses;
d. lack of a graduate career monitoring system.

33. Proposals and Recommendations:
    a. It is important to supplement the Statute of the Academy with statements relating to quality assurance matters.
    b. The Academy should consider the development of and implementation of quality assurance solutions in all the areas of the Academy's activity (particularly in: management, research, and logistics).
    c. It is recommended that the paragraph on Study Quality Assurance and Dissemination of the Information in the Strategy 2013-2018, be extended in line with the significance of Quality Assurance issues and aligned with the Standards and Guidelines for Quality Assurance in the European Higher Education Area (ESG).
    d. Regular, full-time employment of a specialist for collecting data and analyzing statistical information related to quality assurance and institutional management, including graduate career monitoring, together with the consideration of the establishment of a relevant unit is recommended.
    e. Following the best practice example of numerous higher education institutions it is recommended that establishment of a system for monitoring careers of graduates is put in place.

Organisational Structure

34. The review team understands that the typical conventional and organisational structure of a university does not necessarily fit the particular ethos, character and MOD related focus of the Academy, in respect of the respective roles of Council (in terms of resources, strategy, mission etc.) and Senate (in terms of academic matters). Thus, in the case of the Academy, both are advisory to the Commandant, who in turn has a line management relationship with MOD.

    The review team commends the Academy on the appropriateness of this arrangement in the specific setting, in the context of the observations in the following paragraphs.

35. The role of the Council is clear and appears to perform its functions effectively, given it is not really the equivalent of a Board of Trustees or Governing Body. Nonetheless the team has some Recommendations for Improvement as follows:
    a. the Academy might reasonably consider how the Council's role in the strategic planning and review process could be made more effective by the adoption of the use of tools such as:

i. Key Performance Indicators;
ii. Risk Assessment.

b. It is also worth considering the assistance Council might give in
i. diversifying the income profile of the Academy;
ii. broadening the vision of lifelong learning/contnuing professional development by the inclusion of non-MOD/non-military members.

36. As far as the role of the Senate is concerned the following Recommendations are made:
a. its focus on the academic strategy could be strengthened in the light of what follows in the report on Academic Studies and Research;
b. its focus on the QA could be strengthened in the light of what follows in the report on Academic Studies and Research.

37. The SER indicates a number of structural changes since 2009, 2010 and 2011. The review team considers that these are all sensible in the context of the Academy, and to have functioned reasonably effectively since their inception.

38. However, in discussion, there seemed to be some residual ambiguity around the precise location, focus and scope of those responsible for research, internationalisation and quality assurance. The responsibility for these areas appears to be shared among a number of staff rather than located in a single identified individual as is more common in international universities and higher education institutions. The review team recommends that:
a. these should be reviewed by the Academy;
b. in the case of research, if this is to be expanded within the institution, the role of the Institute of Military Studies (apart from its own research) should perhaps encompass a capacity for research grant acquisition; related research & development together with defence industry related contracts; the PhD programme; research quality assurance, etc.;
c. in the case of quality assurance and internationalisation (see paragraphs 24-33, 40 of this Report).

39. One important element of structure is related inter-institutional partnerships (see also paragraphs 40, 62, 69 of this Report). Given the small scale of the Academy, and its genuine quest for excellence in international security related higher education, development of effective partnerships are critical, in terms of
a. increasing the capacity of the Academy to deliver its mission;
b. enhancing quality;
c. extending its geographical reach and accessing other sources of students, staff and income.

40. The Academy documented a large number of national and international partners, which is commendable, but it is not clear in the SER what the precise purposes or

relative effectiveness of these partnerships actually are, and what they deliver in support of the strategy of the institution, and especially, to the desired future role and priorities of the Academy. The review team recommends that the Academy should consider

a. clarifying the precise purposes of its partnerships – now and in the future;
b. developing a robust set of criteria to assess the effectiveness of each;
c. applying the criteria rigorously;
d. focussing on those partners which deliver and either drop those which do not, or improve the relationship with low performing partners;
e. identifying what future partners are needed.

Human Resource Management

41. This section of the SER is commendably comprehensive, and encompasses a discussion of both full and part time colleagues; arrangements for quality improvement/staff development; motivation policy and practice.

Recommendation

It may be worthwhile for the Academy to consider longer term staff development priorities for the future. It does not figure strongly in the current Strategic Plan objectives, and arising from this report, there are a number of staff related issues which should be considered for insertion into the current plan.

42. Conclusion on Strategic Management

In summary the team finds that strategic management within the Academy is operating well with significant engagement by all stakeholders in the process. With various recommendations made for the future, as indicated in the paragraphs above, including those recommendations felt to be appropriate for inclusion in adjustments to the current 2013 – 2018 Strategy, the team finds that the Academy meets the criteria as laid down by SKVC for strategic management.

Judgement on the area: Strategic Management is given positive evaluation.

IV. ACADEMIC STUDIES AND LIFE-LONG LEARNING

43. The Lithuanian Military Academy is a higher education institution, which prepares officers and other security specialists according to eight academic programmes on all three levels (Bachelor, Master and PhD). The major goal of the Academy, based on its vision and mission statements, is to train officers and develop their leadership qualities by providing them with professional competencies necessary to serve in the army in different situations.

44. The curriculum development process is transparent and efficient. Both academic staff and representatives of social partners take part in the curriculum development process, which creates a positive impact on the competency of the graduates, and also contributes to optimal correlation between theoretical studies and practice. Academic programmes have been changed and new programmes developed in response to the identified needs of economic and social development. The changes made are mostly associated with the need of society to ensure national security and the necessity to apply modern defence technologies.

45. The primary objectives of the Academy, as stated in the Strategy, mostly focus on the provision of higher education corresponding to contemporary military needs in accordance with the career system created by the Ministry of Defence. All major stakeholders submit their training needs with regards to qualifications and career planning strategies to the Academy, and, based on that information, the number of study places offered for admission are approved by the Ministry every year. The studies and training offered in the Academy are a part of the officer career development system, which enables continuous personal development and promotion. However, it is not clear whether there are any career opportunities for graduates outside the military system.

46. The Strategy also emphasises the importance of cooperation with national and international higher education institutions and different military organisations. Collaboration with academic and military partners is remarkably active and covers different areas and needs, providing possibilities for sharing knowledge, expanding qualifications, and developing skills. Cooperation with different partners is analysed thoroughly in the self-evaluation report and the information given was confirmed by evidence provided during interviews with different stakeholders and social partners.

47. One important part of cooperation focuses on the mobility of teaching staff and students in order to increase the opportunities for knowledge sharing and acquiring new skills. Based on the data presented in the self-evaluation report, the numbers of student and staff mobilities are growing from year to year, and the number of bilateral agreements has also increased. It is worthy of recognition, that the Academy participates not only in ERASMUS exchange programmes, but also enables exchange opportunities for students with higher military institutions outside the European Union. The numbers of student exchanges are quite small, although growing, and the clear impact of the exchanges on the activities in the Academy is not analysed in the report. In meetings with management and staff of the Academy such exchanges are perceived as being very positive and there were statements of clear commitment to the continued expansion of such activities.

48. The strategy emphasises the importance of following the principles of the Bologna Process and other provisions of the European Higher Education Area. The Academy has developed a clear comparative system of scientific degrees, uses the ECTS system, promotes student and teacher mobility, and enables students to apply flexible forms of

learning. All study programmes are learning outcomes based and the composition of different curricula is aligned with the requirements of the European Higher Education Area.

49. Based on the self-evaluation report and the interviews with the Academy's staff, a clear linkage between the strategy, the study programmes, and cooperation activities can be demonstrated and the following strengths are evident:

Strengths:

a. academic programmes support the achievement of vision, mission and strategic objectives of the Academy, as all study programmes prepare commanders and leaders for the national Army, providing them with both academic studies and military training;
b. the process of curriculum development is clear and internally well-regulated. Different interest groups are involved in the process and the needs of social partners are taken into account. Senate has an important role in the development of academic studies through the work of the Committee for Quality and the Committee for Study Programmes. In addition, the academic programmes correspond to the needs of economic and social development in the country;
c. the study process is transparent and internally regulated, which makes the relevant information easily accessible to the students, and creates a common understanding of the activities among the academic staff;
d. teaching and research are clearly linked - new textbooks are produced by academic staff especially in military areas, and results of research are integrated into the studies, and students are involved in research activities;
e. based on the studies and trainings offered in the Academy it is obvious that officer career management is a systematic and continuous process. Academic programmes correspond to the needs of personnel and career system in the military forces, preparing officers according to the national and international security needs. It is worthy of recognition that graduates are almost fully employed in the military area. Following graduation good rotation systems and possibilities for professional career development are available, as a clear career concept is established for officers under the National Defence System;
f. close and effective cooperation between the Academy and different partners, which help to achieve the mission and strategic goals defined in the strategy. Wide-spread collaboration with academic partners, both military schools and academic universities, on national and international levels take place. Good cooperation with social partners, public institutions, and schools is visible, which gives very good examples of meeting the needs of society in different ways. The activities of the Academy are public and open to the society;
g. the ERASMUS exchange programme is active and internally regulated. International student mobility has increased during recent years and the participation in staff in mobility programmes and opportunities is growing;

h. the provisions of the European Higher Education Area are followed, and the study programmes meet the requirements of the European Union and the academic qualifications awarded correspond to the National and European Qualification Frameworks;
i. although the overall evaluation of the academic studies is positive, some areas still need to be improved. The following weaknesses stated below come from either the lack of information in the self-evaluation report or contradictory opinions given by the participants during the interviews.

50. The Academy offers a significant number of lifelong learning programmes – many related to the career advancement and development of military officers. Provision of lifelong learning programmes is supported strongly in the strategic documents of the Academy, in the Statute and in the guide to internal quality assurance within the Academy. The Academy has also engaged with the Erasmus LifeLong Learning programme and the leadership expressed the strong commitment of the Academy to further development of such programmes. Currently the programmes are aimed primarily at military personnel and civilians with a need to have knowledge of and understanding of defence and security matters and normally employed at the MOD and related service providers. Different educational backgrounds and levels of expertise are all taken into account in the delivery of the non-formal and lifelong learning programmes. Consideration is underway of an expansion to the programme and opening access to civilian personnel to appropriate programmes.

51. The biggest issue lies in the relationship/balance between academic studies and military training. Based on interviews with different interest groups it was clearly indicated that the proportions of the academic studies and military training are not in balance/not well understood, especially by the students. This may well be a communications issue rather than indicating that the balance itself is not correct. The Academy does not appear to have a clear vision on how to solve the problem and different interest groups have very different views on this topic. This is also the reason why the Academy has stated in its SWOT analysis that the study programmes are not fully completed and directed to the specific needs of the Ministry of Defence. At the moment there are contradictory approaches towards curriculum development – some interest groups prefer more attention to academic studies, others emphasise the need to increase the amount of military training. An important issue appears to be the alignment of the academic studies and the military disciplines with a desire to blend these more closely than at present. A minor issue that emerged in discussions with students is that it appears that the content of some courses, for example psychology courses, is overlapping in Bachelor level programmes. The team did not have the time to delve into this issue in any detail nor did the team determine the extent of overlap in courses. However, repetition of teaching the same or similar disciplines at Master Degree levels should be avoided.

52. The second issue is related to the internal quality management system. There is some lack of evidence of how the quality system supports the Academy in achieving the

goals stated in the strategy and how the fulfilment of the strategic objectives is monitored and evaluated. The internal study quality system is well-described on paper (Study Quality Improvement Strategy and Model of the Internal Study Quality Assurance), but the quality systems need further amplification and documentation with respect to other aspects and activities in the Academy, including research, logistics, etc. Based on the review it seems that quality management in a systematic way has not been integrated fully in the culture of the Academy for all its activities (see also paragraphs 25–33).

53. Third, more advanced student counselling is needed as, presently, some students appear to lack information for some situations. In addition it appears that sometimes contradictory information is given to students from academic staff and military personnel, therefore more focused communication and better cooperation is needed between all partners as the interests are different in many aspects. An implementation of an improved student mentoring system could support student counselling.

54. Summary of Weaknesses:
    a. the precise relationship between the academic studies and military training was perceived by some students to be not entirely clear, in terms of precise proportions, and the interaction between the two in the overall students' learning experiences;
    b. the internal quality management system does not support continuous improvement in all core areas (see paragraph 25);
    c. collection of feedback is random and the questionnaires used are different in different departments, which does not allow the comparison of standardised data;
    d. student counselling system sometimes results in students being given contradictory information;
    e. a minor problem is related to student work-load, which appears, to the students, to be unbalanced and too big especially in the first year.

55. Based on the points raised in the preceding paragraphs, the review team concludes that overall the Academy meets the criteria. There is clearly a high quality in the programmes offered and the overall satisfaction of key stakeholders in them. The review team makes the following Recommendations for improvement for the Academy to consider:
    a. that the Academy gives attention to the relationship and perceived relationship between academic studies and military training;
    b. although all academic programmes support the fulfilment of the mission of the Academy, it should be discussed whether so many academic programmes are needed at Bachelor level;
    c. that the development and implementation of joint and/or dual academic programmes should be considered in cooperation with other universities, as this would provide broader opportunities to students and satisfy the need of the Ministry of Defence for specialists, which is continually increasing.

Special attention should be paid to the development of different Master Degree and doctoral level programmes in cooperation with different academic partners;

d. the interest in e-learning should be developed and extended, both for internal degree programmes to reduce class contact overload for staff and students (blended learning), but also for external lifelong learning and international delivery. The numbers for student and staff mobilities should be increased and, if possible, English language courses integrated into the curriculum to raise the potential for incoming students, especially from non-Lithuanian-speaking countries;
e. feedback questionnaires should be harmonized or standardized questionnaires should be designed to facilitate the comparison of data;
f. consideration should be given to the throughput of students from Masters to PhD;
g. there is considerable potential for expanding CPD programmes at a high level for military and civil personnel, both nationally and internationally;
h. as indicated in paragraph 18, it is recommended that the Academy considers its long term academic profile.

Judgement on the area: Academic Studies and Life-Long Learning is given positive evaluation

V. RESEARCH AND (OR) ART

56. The team analysed and reviewed the research activities of the Military Academy of Lithuania basing on the following documents :
    1) Statute of the Military Academy of Lithuania,
    2) Strategy 20013-2018 of the Academy,
    3) Summary of the self-evaluation report prepared by the Academy together with 27 Annexes.

    Selected issues concerning research activities of the Academy were discussed during the meetings with administration, research and teaching staff, students and graduates.

57. The Statute, as it is presently written, does not fully reflect the present scope and efforts of the Academy in the area of research. Detailed comments addressing particular paragraphs of the Statute have been presented to the authorities of the Academy. The Mission of the Academy, as well as the three strategic goals of the Academy (presented in "Strategy 2013-2018"), does not address research priorities/activities directly. The phrase "*conducting scientific research activities*" appears only in the Vision presented in "Strategy 2013-2018".

58. One of the 13 primary objectives of the Academy presented in the Strategy is "*To conduct scientific researches necessary for national security and defence; to propose*

and implement advanced solutions and innovations". Generally the question of research matters is represented in more detail in the Strategy than in the Statute.

59. The third document (Summary of the Self-Evaluation) presents the description of research activities of the Academy sufficiently well to enable analysis of alignment of research with the Academy's mission and strategic documents.

60. The Academy's scientific activities include:
    a. Scientific publications;
    b. Conference organization;
    c. Research project initiation and implementation;
    d. Other teachers' and scholars' research activities.

    The Academy's research activities are carried out at three Centres of the Institute of Military Science and five Departments of the Institute of University Studies. The Vice-Rector for Studies and Research coordinates scientific activities together with the Senate of the Academy. Scientific activities are directly arranged by the Director of the Institute of Military Science, while research activities in Departments of the Institute of University Studies are combined with pedagogical and methodological works.

61. According to the Strategy 2013-2018, the Academy concentrates its research activities in the following research fields:
    a. Defence policy and security;
    b. History of war;
    c. Development of modern technologies and their application in defence;
    d. Social researches relevant to the defence system;
    e. Energy security.

    Thus the review team found that the research activities of the Academy are consistent with the Academy's mission and strategic documents although the Mission addresses the research matters indirectly.

62. Research activities of the Academy are not limited only to the areas of strategy, military applications of modern technology or military history covered by the Institute of Military Science. The Academy is also taking part in national research programmes - in the areas of humanities, social sciences, economy – with an approach oriented on national security. Good examples are: research project SIN 19/2012 conducted in 2010-2013 under the national programme "Social Challenges for National Security" and the long-term institutional research programme for 2012-2014 "Lithuanian Economy Long-term Competitiveness Challenges". The topics of the third level (doctoral) studies for military officers and national security professionals are meeting the needs of regional development as well as the interests of the State. Another good example is the founding by the Academy, together with civilian universities, of the Doctoral Consortium in Political Science. The number of doctoral students would appear to be low for the Academy in this field (only two PhD students have been

studying in the doctoral studies programme since 2012 and two more planning to register in 2014). It is evident that the Academy has the potential among its existing staff to support more doctoral students in this field.

The Academy's research activities are compatible with the priorities of the national and regional economic, cultural and social development.

63. Analysis of the impact of academic, social and business partners on the research activities of the Academy and particularly the review of the topics of research conducted during the period 2007-2012 indicates not only the inspiring role of the Ministry of National Defence but also the Academy partners from Lithuanian civilian universities: Vilnius Gediminas Technical University, Aleksandras Stulginskis University, Kaunas University of Technology and Vilnius University as well as from foreign military and civilian universities, academies and institutes.

    The impact of partners on the research activities of the Academy is positive and apparent, but the team is of the opinion that it is important for the Academy to increase the level of partnerships in the area of research with business, industry and particularly with the defence industry enterprises in the EU.

64. Analysis of the participation of the Academy in international scientific activities indicates an understanding of the importance and necessity of developing international links with research activities and their alignment with the priorities of the European Research Area (ERA). In the Strategic Plan 2013-2018, scientific research activities are considered as the one of the five directions of strategic cooperation of the Academy. The document emphasizes the cooperation in the Baltic and Scandinavian regions in the field of defense and security:

    "*The Military Academy of Lithuania acknowledges that only joint research and research projects can satisfy the need for diverse research projects. By applying the principle of cooperation the Military Academy of Lithuania will aim to encourage research activities of other Lithuanian and foreign researchers at the Academy and NDS*."

65. The Senate of the Academy approved regulatory charters for European Union. Analysis of the broad range of research topics engaged in by staff of the Academy from the period of 2006-2013, the lists of publications and conferences, as well as the spectrum of European civilian and military universities, academies and research institutions with which the Academy is cooperating, indicates numerous international links with the Academy's research activities. Current and future activities comply in general with the priorities of the ERA.

    The Academy maintains international links of research activities and supports the further development of such links in the future and the strengthening of the alignment of the activities with the ERA.

66. The Academy has been engaged in one international research project INTERREG III B in the years 2005-2007.

    The level of participation of staff of the Academy in international research projects needs to be significantly increased in line with international norms. The future participation of the Academy in the research projects developed under the auspices of the European Defence Agency or in the Panels of NATO Science and Technology Organization is particularly important. Initiatives in acquiring the Research & Development Grants within the EU Operational Programmes are strongly recommended.

67. Researchers' international mobility and the impact of the visiting researchers on the Academy's research activities have been documented in the Self-Evaluation Report. During the period 2007-2012 79 Academy teachers and scholars have travelled to other countries to attend symposia, conferences, seminars, etc. Most of the visits of the Academy's scholars to other institutions are short-term. The largest number of visits is within the EU. International mobility of the Academy's researchers has been also developed under the LLP/ERASMUS exchange programme. Six Academy scientists and teachers are recognized international experts in their fields. The mobility brings good results in the area of military history.

    It is important to increase the mobility of researchers in all the areas of science covered by the Academy. In particular, the possibilities for support of long-term research and doctoral scholarships for foreign researchers in the Academy should be taken into account as well as opportunities for Academy researchers to work abroad.

68. The main strengths and weaknesses in the area of research in the Academy are as follows:

    Strengths:

    a. the research fields of the Academy are precisely determined by the Strategy 2013- 2018;
    b. the Strategy indicates the directions of developing research activities and strongly supports - as one of the key strategic objectives - strengthening the cooperation with domestic and foreign research institutions (mainly from NATO and EU countries). The desired results of this objective have been determined as the joint science projects of the Baltic States in the fields of defence and security. The projects seem to be particularly important from the present geopolitical situation point of view.
    c. the unique area of research activities present in the Academy and not developed in other Lithuanian universities creates an opportunity for the Academy to become the nation's leader in research activities oriented towards the needs of Armed Forces, National Defence System and national security;
    d. established in 2010, the Institute of Military Science is the unique, specialized research unit within the organizational structure of the Academy which enables

consolidation and coordination of research activities oriented towards National Defence System. Selecting the four precisely defined fields of scientific activities of the Institute (modern technologies, strategic research, military history, leadership and citizenship) promotes concentration of research according to traditional research directions, current capabilities and future requirements of National Defence System.

e. research activities of the Academy are not limited to the areas covered by the Institute of Military Science. The Academy is taking part in national research programmes in the area of humanities, social sciences, and economy – all with an orientation towards national security.
f. practical applications – the Academy has oriented most of its research activities (programmes and projects) towards meeting the requirements of the National Defence System and national security, as well as the needs of education of military personnel.
g. scientific journals published by the Academy, including: "*Lithuanian Annual Strategic Review*", "*Journal of Security and Sustainability Issues*", and "*War Archive*", represent high scientific quality and are good platforms for promoting the results achieved by Lithuanian scientists working in the areas covered by the Academy as well as for publishing works of foreign researchers cooperating with the Academy. Evidence was provided of the international recognition given to these journals and the quality of the research published in them.

69. Weaknesses:
    a. the decreasing number of scientific workers in the Academy is particular evident in the group of associate professors/senior scientific workers (from 30 in 2006 - to 22 in 2013) is in collision with research perspectives and objectives presented in the "Strategy 2013-2018".
    b. the broad spectrum of research topics ranging from history and humanities, through political and military science, to mathematical programming, presented in the SER, when compared with the data on employment justifies the efforts of the research workers. It was noted that 31% of the staff of the Academy are engaged in higher education studies (14% are teaching staff, 9% are military training and sports instructors, 3% are researchers and 5% are other personnel involved with research and science). It was also noted that 17% of the staff of the Academy are involved in scientific research work (3% being researchers and 14% are teaching staff). This level of involvement of staff in studies and research would almost certainly need to be improved if the research challenges and scientific ambitions of the Academy are to be met in the future.
    c. budget appropriations of the Academy in the period 2009-2013 indicate a relatively slender and decreasing budget spend on scientific research in 2013 compared to 2012.
    d. investment in the infrastructure does not indicate funds on investment in research infrastructure e.g. laboratories, library, computer networks, etc.

e. the number of doctoral students is lower than the scientific potential of the Academy (13 professors in 2013) could be deemed to support. In 2012-2013 one full-time student and 1 part-time student were registered, with 2 third cycle students planned for enrolment in 2014.
f. participation in international research projects. In the years 2005-2007 the Academy participated in one international research project (INTERREG III B).

70. Proposals and Recommendations

a. Statute of the Academy. It is important to introduce "conducting research" as one of the main tasks of the Academy mentioned in Chapter I, p.1. Also in Chapter II a mention of "military science" as one of the fields of research is needed (at present only humanities and social sciences are mentioned). The role of the Senate of the Academy in establishing guidelines, monitoring and supervising scientific activities needs to be described more precisely (Chapter III). It is important to consider incorporating the Director of the Institute of Military Science into the Academy Board (Chapter III). Chapter V (Science and Publishing) needs significant extension in line with the present scope and planned future development of the Academy's research activities.
b. Strategy 2013-2018. The necessity and the area of research should be expressed more clearly and openly in the Mission and Strategic Goals of the Academy. The present formulation allows for guessing at or deriving from the current wording, the importance of research and scientific activity to the Academy.
c. Working out the Model of Career Path of the Academy's Research Personnel, taking into account the possibility of retaining the best graduates in the Academy as young research workers and inspiring them to aim for scientific degrees, could be considered as one of the ways of increasing the number of research personnel in the Academy.
d. It seems that the present scientific potential of the Academy would allow for an increase in the number of 3rd cycle (doctoral) students, and could also facilitate acceptance of foreign military doctoral students into the Academy (e.g. within the international exchange of students or by means of separate agreements with foreign military academies and universities). There are essential conditions and supports to the expansion of the doctoral programmes which should be considered, namely:
    i. the nature of the doctorate itself – there are various types of professional doctorates which may be more appropriate;
    ii. expanding the percentage of staff with PhD's and thus the number of potential supervisors;
    iii. training for candidates and supervisors;
    iv. increasing the throughput from Masters Degree graduates;
    v. topic clusters.
e. Modern technologies applied in the Armed Forces and in National Defense System are one of the important fields of the scientific activities of the

Academy. It would be a positive step to increase partnerships with foreign universities and institutes of technology as well as with business, industry and particularly with the EU international enterprises, consortia and corporations functioning in the area of armament production and defence technology.

f. Participation of the Academy in international research projects needs significant increasing. Particularly important is taking part in competitions for research grants and projects announced and conducted by the European Defence Agency. One relatively simple way of initiating close contacts with a broad spectrum of research projects in the area of defence and security could be to send representatives to the Panels of NATO Science and Technology Organization. Initiatives to acquire EU RD-Grants within the EU Operational Programmes could also be undertaken.
g. The mobility of researchers needs to be intensified proportionally in all the areas of science covered by the Academy. Agreements with foreign military academies and universities on long-term research and doctoral scholarships could be considered.

Judgement on the area: Research and Art is given positive evaluation

VI. IMPACT ON REGIONAL AND NATIONAL DEVELOPMENT

Analysis of Impact

71. Impact on Regional and National Development is set as a priority of higher education institutions' activities in a number of European and national documents. This usually implies a number of dimensions, namely:
    a. provision of trained manpower for employment needs;
    b. lifelong learning for the general public and adult education;
    c. leading and informing public discourses on topical subjects and participating in civil and business networks;
    d. R&D and stimulation/support of economic development e.g. in defence industries;
    e. social and cultural development.

    It is reasonable therefore to apply this framework to the Academy, as a relatively new HEI. However it must be borne in mind that the Academy is also unique in Lithuania and has a very specific and focused mission. This institutional review of the Academy contains an examination of this particular area in order to determine the abilities and willingness of the Academy to impact regional and national development. This discussion includes analysis of certain criteria in order to determine whether and how the Academy is sufficient on that subject performing in this area.

72. In the strategic documents presented for this institutional review there were no direct specifications of measures of impact as described in paragraph 70. The Academy has a very particular and specific focus in its activities, under the direction of the MoD and

is unique in Lithuania in this respect. It is evident that the Academy has not focused on this particular aspect (i.e. measuring the effectiveness of its impact on society, etc.) to date, but that it recognises this issue as an important one and worthy of consideration. The institution provided evidence of many activities aimed at engaging with the regional and national aims and goals of society, for example, the inclusion of topics pertaining to national and regional development in students' training practice and graduation projects, recognition of the participation of the teaching and administrative staff in voluntary service activities, etc. but these are not systematically laid out.

Recommendation

It would be useful for the Academy to attempt to measure the impact of these activities specifically in the current planning period, even though they do not figure in the current strategic plan as a key priority.

73. Some specific measures of impact at local and national levels implemented by the Academy are quite effective: for example, active participation in Vilnius cultural life, active cooperation with Lithuanian Riflemen Union, cadets' participation in volunteer activities, as well as specialized courses with regional (international) participation.

74. Impact measures meet the priorities of the national and/or regional economic, cultural and social development in some specified areas only: national dignity assumption research, socio-economic deviation research, sustainable use of resources and popularisation of military oriented sciences. The research conducted is more applied than fundamental in nature, which is appropriate in terms of impact and for the Academy.

75. Evidence was provided that graduation projects are inclusive of national and regional developmental aspects.

76. There is recognition of the participation of the teaching and administrative staff in voluntary service activities, including participation in elected professional bodies (boards, committees, strategic planning working groups, etc.) together with participation in voluntary organisations which are not directly related to the staff's professional activities.

77. Participation of cadets in voluntary service activities is beneficial for both the Academy and the cadets, and is very actively supported by all. The cadets are very positive about the opportunities to be involved in such voluntary activities. However the teaching and administrative staff of the military component of the Academy are more oriented to activities of benefit to their careers. Only the scientific personnel (academia component) are interested in participation in professional oriented networks. Higher rank military staff have no obvious motivation to participate in elected bodies; and it appears obvious that participation by staff in activities useful to

society in a general way is left to the civilian component of the teaching and administrative staff. In relation to this point it should be noted that the National Security System operation and Military Service Law of Lithuania (Article 36, paragraph 8) states that for military personnel of Lithuania it is prohibited "to have or perform any other duties or responsibilities but the main military ones".

78. The principal strength of the Academy in this area is the fulfilment of the expectations and needs of the MOD that has a more institutionalised approach towards national and regional development.

79. The principal weakness is the inadequacy of expression of the willingness of the Academy to impact national and regional development in strategic level documents. There is a lack of an evaluation system to measure what is the real impact to decision making bodies and what are the outcomes of that from year to year.

80. It is recognised that the Academy is a relatively new and small and very focused institution, and it would be quite unfair to expect it to perform as well as an established comprehensive university in the domains indicated in paragraph 70.

The Review Team commends the Academy on what it has achieved to date (paragraphs 73 – 77), and offers Recommendations as follows:

1. That a review should be undertaken of what the Academy could do to broaden its contribution in the dimensions refined in paragraph 70 (especially b, c, and d) without losing sight of its core mission.
2. That the Academy considers which of the above could be optimally developed with other higher education partners in Lithuania.

Judgement on the area: Impact on Regional and National Development is given positive evaluation

VII. GOOD PRACTICE AND ENHANCEMENT RECOMMENDATIONS

Commendations of examples of good practice

The Team found many examples of good and excellent practice and the level and quality of its engagement with its primary stakeholders within the Academy. The Team commends in particular the following:

- The objectives for the Academy as set out in the strategic plan.
- The interest and dedication evident among staff (both military and civilian) to the quality of education provided to the students.

- The engagement of teaching staff in scientific research and the publication of a number of internationally recognised journals and reports on relevant topics.
- The open door policy at all levels within the institution.
- The appropriateness of the organisational structure of the Academy in the specific setting and the changes made over the past five years to make these more effective.
- The support given to students and staff to engage in international mobility opportunities and its international outlook.
- The encouragement and support for students to engage in voluntary service activities.

Recommendations for improvement

The Review Team, having considered its findings and following the discussions with the management, staff, students and external stakeholders of the Academy, recommends the following for consideration by the University:

That the Academy

1. should consider how the strategic planning process could usefully evolve to pick up the observations made in paragraphs 21-24, together with a review of the roles of Council and Senate in this process (paragraphs 35-36) and the continued developement of activities of internationalisation, human resource management, financial strategy and partnership development.
2. should put in place formal systems to measure the effectiveness of quality assurance in all domains of activity (including management, research, logistics), and together with ensuring that students are informed of the results of evaluations and the actions, if any, taken as a consequence (paragraphs 25, 29-30, 32). These systems should include the consideration of key performance indicators to assist in evaluation of the impact of the Academy and its activites on decision-making bodies in the State (paragraphs 70-71).
3. supplements the Statute with statements relating to quality assurance matters (paragraphs 31-32).
4. extends the paragraph on Study Quality Assurance and Dissemination of the Information in the Strategy 2013-2018 according to the significance of Quality Assurance issues from the point of view of Standards and Guidelines for Quality Assurance in the European Higher Education Area (paragraphs 29, 31).
5. considers employing, on a regular full-time basis, a specialist for collecting and analyzing statistical information related with all aspects of quality assurance effectiveness in all activities (paragraph 32).
6. should consider the role of Council in helping the Academy in diversification of income sources and in developement of life-long learning and continuous professional development activites (paragraphs 34, 35).
7. should consider how the role of the Senate might be strengthened (paragraphs 34, 36).

8. should indicate the precise location, focus and scope of those responsible for research, internationalisation and quality assurance to ensure clarity for all stakeholders (paragraph 38)..
9. should clarify the purposes and identification of its partners (see detailed recommendation paragraph 40).
10. should consider longer term staff development priorities for the future (paragraph 41).
11. should implement an improved student mentoring system (paragraph 52).
12. should consider the communication of the rationale for the balance and emphasis between academic studies and military training activities at all levels, perhaps including an improved student mentoring system (paragraphs 50, 52).
13. should review the number and types of academic programmes (including joint programs) to ensure the most efficient delivery, using common courses and modules, credits, blended learning, etc. (paragraphs 43-47).
14. should continue to develop and improve forms of e-learning delivery methodologies to assist in the provision of wider international opportunities and reducing the workload of students (paragraph 54).
15. should continue to work towards increasing student and staff mobilities, both outwards and inwards (paragraph 47).
16. should work to increase the level of activity in international research partnerships (paragraphs 62-63).

VIII. JUDGEMENT

General Jonas Žemaitis Military Academy of Lithuania is given <u>positive</u> evaluation.

Grupės vadovas: Team leader:	Prof. John Lynne Davies
Grupės nariai: Team members:	Prof. dr. Wlodzimierz Miszalski Ms. Krista Haak Dr. Audrius Skaistys Mr. Vytautas Raškauskas
Vertinimo sekretorius: Review secretary:	Dr. Norma Ryan

Appendix 1

REVIEW OF THE GENERAL JONAS ŽEMAITIS MILITARY ACADEMY OF LITHUANIA

AGENDA

6-8 of May, 2014

	Tuesday, 6 May. Visit to the Academy
09.00 – 09.45	Observation of facilities and learning resources
09.45 - 10.00	*Break*
10.00 - 11.00	Meeting with commandant of the Academy
11.00 -12.00	*Lunch*
12.00 - 13.00	Meeting with self-evaluation group members and representatives responsible for quality
13.00 – 13.15	*Break*
13.15 – 14.15	Meeting with the Senate representatives
14.15 – 14.30	*Break*
14.30 – 15.30	Meeting with College Board members
15.30 – 15.45	*Break*
15.45 – 16.45	Meeting with students and student representatives
16.45 – 17.45	Private panel meeting
	Wednesday, 7 May. Visit to the Academy
09.00 – 10.30	Meeting about studies and life-long learning
10.30 – 10.45	*Break*
10.45 – 12.15	Meeting about research
12.15 – 13.15	*Lunch*
13.15 – 14.45	Meeting about internationalisation and international cooperations
14.45 – 15.00	*Break*
15.00 – 16.15	Meeting about impact on regional and national development (including social partners and graduates)
16.15 – 17.45	Private panel meeting

	Thursday, 8 May. Visit to the Academy
08.30	
09.00 – 09.30	Private panel meeting
09.45 - 10.00	*Break*
10.00 – 12.00	Private panel meeting
12.00 – 12.45	Preliminary (oral) feedback to the institution

Appendix 2. GENERAL JONAS ŽEMAITIS MILITARY ACADEMY OF LITHUANIA RESPONSE TO REVIEW REPORT

The General Jonas Žemaitis Military Academy of Lithuania (further MAL or Academy) is sincerely grateful to the international panel of experts and representatives of The Centre for Quality Assessment in Higher Education (SKVC), who helped to carry out the evaluation of our high school.

After becoming **familiar with** the MAL performance evaluation project, we would like to provide you with a number of factual findings:

Paragraph 28 states that:

At the end of 2013, the external assessment of the study programmes of the Bachelor Degree in International Relations and Master Degree (part-time) in Military Diplomacy was carried out. ***The results have not yet been received.*** After the visit of the group of international experts we received the external evaluation of 2013 International Relations Bachelor's Degree and Military Diplomacy Studies Master's Degree Programs (Part-time) with the positive results of both of them (18-04- 2014, SV5-81 letter from Acting Director of SKVC N. Skaburskiene to MAL **)**.

Paragraph 69 (b) states that:

… the broad spectrum of research topics ranging from history and humanities, through political and military science, to mathematical programming, presented in the SER, when compared with the data on employment justifies the efforts of research workers but the situation where the number of researchers comprise only ***3%*** *of personnel employed in the Academy, and only* ***10%*** *of the personnel are involved in studies and research seems not to satisfy the research challenges and scientific ambitions of the Academy.*

We would like to note that 31 percent of MAL staff is involved in higher education studies of the MAL (picture 1.4. of Self-analysis): 14 percent of the teaching staff (professors, associate professors and lecturers), 9 percent of military training and sports instructors, 3 percent of researchers (senior and junior) and 5 percent of other personnel who are involved with research and science.

It is also important to note (picture 1.4. of Self-analysis) that 17 percent of MAL staff is involved in the scientific research work: 3 percent of researchers (senior and junior) and 14 per cent of the teaching staff (professors and other scientists).

Paragraph 77 states that *Only the scientific personnel (academia component) are interested in participation in professional oriented networks. Higher rank military staff have no obvious motivation to participate in elected bodies; and it appears obvious that participation by*

staff in activities useful to society in a general way is left to the civilian component of the teaching and administrative staff.

So we would like to draw your attention to the National Security System Operation And Military Service Law of Lithuania (Article 36, paragraph 8) which states that for the military personnel of Lithuania it is prohibited *to have or perform any other duties or responsibilities but the main military ones*.

Commandant COL. Eugenijus Vosylius