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on January 12, 2016.
Protocol No. 124



Baltic International Academy

**Long-term strategy of activities and development
for 2016-2021**

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Introduction

The Baltic International Academy (BIA) offers the international multilingual academic and professional education to the Latvian and foreign students and provides the knowledge and skills required for achievement of success as a personality and as a professional, and the values that everyone needs. Education provided by the BIA helps to bring together the students from the East and the West.

The current BIA strategy for 2009-2015 was adopted on January 13, 2009; the Senate Protocol No.79. It established the vision, mission, objectives and a number of priority areas for sustainable development of the BIA, competitiveness and integration of BIA and its affiliates in the Baltic, European Union (EU) and global education space. The BIA conducts studies in Riga, as well as in its branches located in different regions of Latvia (Daugavpils, Liepaja, Rezekne, Jekabpils, Ventspils, Smiltene, Jelgava).

The BIA Development Strategy is a document that harmonizes the goals, objectives and activity priorities for the sustainable growth of the BIA from 2016 to 2021.

The Strategy is a medium-term planning document which is binding for planning of the BIA activities in the short term, preparing the BIA regulatory documents, organizing the BIA academic, research and business activities, and providing the BIA quality management system.

The BIA strategy considers the local, regional and national needs and opportunities for the period till 2021 by analyzing the existing resources and forecasting development opportunities. Owing to the purposeful guiding the activities established in the BIA Strategy for 2016-2021 (organization and management, studies, science and innovation, economic activities and services, creativity, culture and sport, lifelong learning, foreign communications, information, communication and marketing) the sustainable development, competitiveness of the BIA and its affiliates and integration in the Baltic, European and global education space is provided.

The BIA long-term strategy of activities and development for 2016-2021 has been developed in consideration of the education and science development policy guidelines set out in the EU and Latvian policy planning documents, and in compliance with the laws and regulations of the Republic of Latvia and the Constitution of the Academy.

The strategy of the Baltic International Academy is mandatory for:

- √ the teachers and staff to obtain information on the long-term goals and objectives of the BIA development;
- √ the BIA Senate and the bodies under its supervision for study, research and budget planning, as well as for realization of the short and long term development objectives, tasks and projects .

1. The BIA mission and vision for the period till 2021

The BIA is a higher education institution operating in the Latvian higher education area, which, owing to its prestige in the Latvian society, highly qualified personnel, modern technologies and advanced material and technical base, ensures the sustainable education of creative people. The BIA is a state-of-the-art educational institution, which provides various types and levels of higher education opportunities to the Latvian and foreign students in connection with its research in the humanities and social sciences.

Mission of the BIA

*Teaching and learning.
Research and development.*

To provide the Latvian economy and society with the internationally competitive high quality scientific research, higher education, technology transfer and innovation.

The BIA combines the diverse study and research and innovation activities in order to provide the Latvian society with the internationally recognized higher education, to develop science and to strengthen

the intercultural traditions. Successful operation of the BIA is included in the system of higher education and science of Latvia, sustainable development of the whole society, development of knowledge-based economy and social sphere, development of Latvia as a full-fledged partner in the common space of the EU.

By joining the EU Latvia has chosen the knowledge-based society model in which the higher education and research are the integral parts of society and an internationally recognized and important image elements of the country.

Vision of the BIA

The BIA is an internationally recognized, modern and one of the leading science and innovation universities in the Baltic States.

In order to realize its vision and to gain a decent place in the European single area of higher education the BIA has to analyze and identify the processes and phenomena in society which are considered to be decisive for its vision:

- √ integration into the EU and activities in the European single area of higher education;
- √ decentralization, polycentric and balanced development of higher education and availability of education;
- √ necessity to follow and quickly adapt to the rapid development of education and research in Europe and the world;
- √ increasing competition in the higher education market in consideration of Latvia's integration into the European single area of higher education;
- √ impact of globalization and regionalization on the content of education and research;
- √ unfavorable demographic situation, decreasing number of young people of the study age both in Latvia and in Europe as a whole;
- √ different levels of secondary education both in different schools both in Latvia and its neighboring countries;
- √ necessity to increase the competitiveness of the EU labour market by attracting the reflectants and providing the educational and research resources;
- √ gradual aging of the academic staff and limited resources for its renewal;
- √ necessity to be involved in the implementation of lifelong learning programmes and addressing the challenges facing the regions of Latvia;
- √ necessity to promote the development of the Latvian economy through its activities.

Working within the European single area of higher education and research and taking into account the objective political, economic and social development tendencies in Latvia, Europe and the world, the BIA is willing to realize its vision of development and therefore is creating its concept of development which defines the key tasks of development of studies, science, institutional systems, infrastructure and external relations.

2. Strategic goals and objectives

Headline target and targets of the BIA for 2021

The headline target of the BIA is to ensure the development of higher professional and academic education in Latvia based on the knowledge, professional competences and research, by improving the sustainable and balanced development of the BIA towards the status of an integrated university in Europe.

University features are the study integrated research at all three levels (bachelor, master, doctor) at least in 5 directions, characterized by the regular staff qualification elevation by defending the doctoral theses and reaching at least 65% of the academic staff with doctoral degree, high proportion of research and project financing in the budget, creating its own collection of scientific articles.

According to the Law on Institutions of Higher Education there are three types of higher education institutions in Latvia - universities, academies and other higher education institutions, however, this division is not clearly defined. Each of these higher education institutions may implement both academic and professional study programmes, doctoral programmes, may have the promotion rights, and may develop science and research. The BIA is a typical example of such a truly mixed type university which was initially created as a regional university to meet the regional needs for highly qualified professionals, but has since gone far beyond the region by offering sufficiently competitive academic education and developing science and research.

The BIA is supposed to be carrying out till 2020 the preparatory work in order to comply with the status of the university also in terms of the Latvian legislation.

1. Targets of the BIA for 2021

In order to achieve the defined headline target and vision the BIA has set the interdependent and synergistic target:

Target 1: Development of competitive study directions by increasing the quality of studies according to the needs of the Latvian state, regional and city requirements and the labour market forecasts.

Target 2: Integration of science and research in all study fields and ensuring the scientific excellence and international competitiveness in the priority research areas: involvement in the international projects, student and lecturer mobility, promotion of scientific activities, further development of doctoral studies.

Target 3: Strengthening the role of lifelong learning in education and ensuring the supply in line with the needs of national and regional population, regular monitoring of the labour market demand, cooperation between educational institutions in offering the lifelong learning programmes.

Target 4: Cooperation with the stakeholders, strengthening of the national and regional level cooperation, collaboration with entrepreneurs as future employers of the graduates, ensuring cooperation with the other higher education institutions and science centres in Latvia.

Target 5: Stabilization and expansion of the international dimension of the BIA in all spheres of activities: development of appropriate offers in order to attract the foreign students, visiting professors and visiting researchers, involvement in the international organizations, cooperation with the foreign universities and research institutes, involvement in the international projects.

Target 6: Development of the human resources at the BIA to ensure the improvement of the quality of academic and administrative staff by increasing the number of PhD staff, facilitating the transfer of experience to young researchers, and developing the doctorate.

Target 7: Increase of the capacity and financial efficiency of the BIA by improving the resource management, implementing the results management and developing the BIA infrastructure.

Characterising the targets it can be noted that four of them are informative or vertical and three other are horizontal which are equally important for achieving all vertical or informative targets.

2. Tasks of the BIA

2.1. Development of competitive study directions

Tasks in the field of studies

2.1.1. Improvement of the study directions and programmes, development of new study directions and programmes in consideration of the labour market demand and its tendencies.

2.1.2. Creation and development of the joint study programme including two diploma programmes in cooperation with the Latvian and foreign higher education institutions.

2.1.3. Introduction of new and flexible forms of studies in the study process (including development of the interdisciplinary part-time study programmes, module principles, distance learning and e-studies).

2.1.4. Development of the Doctoral study programmes in psychology (synergy with the Target 2)

- 2.1.5. Strengthening of the practical component of study process, including the involvement of entrepreneurs and specialists in realization of the study courses, provision of appropriate student practice places, support of the development of business skills.
- 2.1.6. Improvement of education quality assurance system (feedback, student surveys, development of anti-plagiarism system).
- 2.1.7. Collaboration with colleges - offer to continue studying.
- 2.1.8. Development of the BIA branches in the regions of Latvia.
- 2.1.9. Development of the academic staff, involvement of the qualified lecturers, improvement of qualification (see Target 6).
- 2.1.10. Strengthening the feedback with the BIA graduates.
- 2.1.11. Development of the material resources and infrastructure of the studies (see Target 7).
- 2.1.12. Involvement of the foreign students (see Target 6)

Attracting students especially foreign ones is an important area of the BIA work. This requires a whole set of activities and at least one additional qualified marketing specialist position with experience in attracting the foreign students.

The ever-increasing role of direct marketing is to be emphasized as well, because the student satisfaction with studies is becoming increasingly important, so the quality of training and feedback on it should be constantly improved.

Another direction of work aimed to increase the number of students is the introduction and development of distance learning forms and e-studies.

Work of the BIA Small Academy with schoolchildren is also important. The BIA in cooperation with the Riga secondary schools and Latvian district schools has to offer the schoolchildren the preparatory courses, especially in science subjects. These courses are to be offered not only shortly before the beginning of studies but continuously and regularly for a couple of years starting with the 10th grade. At the same time the students should be informed about the BIA studies and the BIA science and research achievements by offering them the practical labs and lectures in classrooms.

The BIA achievements in science and research development, modern infrastructure, renovated laboratories and state-of-the-art science and study equipment can attract the interest of future students and motivate them to choose the BIA studies.

The BIA can offer the study programmes in English and Russian to develop the international direction, perform the internationalization of study programmes and involvement of the foreign students and lecturers.

Collaboration with graduates is another priority of the BIA which is currently being used insufficiently.

2.2. Integration of science and research in all fields of study

Tasks in the field of science and research

2.2.1. Further ensuring of scientific excellence and research development in the BIA priority areas and smart specialization areas:

- √ Ensuring operation of reorganized scientific institutes;
- √ Organization of regular international scientific conferences and seminars dedicated to the BIA research directions;
- √ Establishing of cooperation with the other Latvian scientific institutions, the Baltic Sea Region, European and world science centres;
- √ Participation of the BIA in the EU and other international programmes and projects;
- √ Participation of the BIA in the Latvian projects and national research programmes;
- √ Motivation of the teaching staff to prepare and submit the scientific publications especially to the publishers included in internationally recognized databases (Thomson Reuters Web of Science, Scopus, etc.);

√ Development of the BIA collections of articles (Baltic legal journal, Administrative and Criminal Justice (Baltias juridiskais žurnāls, Administratīvā un Kriminālā justīcija)) and their inclusion in internationally quoted databases;

√ Establishment of the International Science Council with consultative and advisory functions.

2.2.2. Integration of science into studies, strengthening and increasing the number of scientific personnel, in particular, through the use of postdoctoral grants:

√ Involvement of students in the research and preparation of publications, ensuring the principle of continuity in all fields of study implemented by the BIA;

√ Introduction of new and modernized study courses in all fields of study, making full use of the modern laboratory facilities;

√ Involvement of the doctoral students in the implementation of study courses;

√ Organization of the Annual Scientific Conference of Young Scientists;

√ Organization of the educational events related to the BIA science for the general public.

2.2.3. Conducting the research works requested and supported by employers at the BIA:

√ Incorporation of practically oriented tasks into the study course in order to ensure the involvement of students in research and projects important for the business sector and to identify the possible places for student practice;

√ Developing cooperation with entrepreneurs in the national economy sectors and priority scientific areas important for economic development and preparing the joint publications;

√ Development of knowledge transfer by creating the necessary support infrastructure;

√ Ensuring effective collaboration with the industry clusters, competence centres and associations.

2.3. Strengthening the role of lifelong learning in education and ensuring the supply

Tasks in the field of lifelong learning

2.3.1. Organization of non-formal education, interest education, free choice and professional development courses, seminars and summer schools, etc. to satisfy the demand of the entrepreneurs and individuals for the city, county, and state citizens for personal and professional development.

2.3.2. Development of the study course listener registration system, accounting for credit points, and equating of the courses with the lifelong higher education programmes.

2.3.3. Recognition of prior acquired education and experience, skills and competences in conformity with the local and EU laws.

2.3.4. Offering of the foreign languages and other certificates and development of the BIA ECL Certification Centre, a member of the ECL CONSORTIUM FOR THE CERTIFICATE OF ATTAINMENT IN MODERN LANGUAGES.

2.3.5. Implementation and improvement of the existing projects and expanding of cooperation at the local, national and international levels.

2.3.6. Diversification of the course offering by involvement of the international level guest lecturers to provide the courses for senior and mid-level executives and professionals.

2.3.7. Collaboration with the municipal and local companies in the field of student and graduate career development.

2.3.8. Offering of the Small Academy modules related to BIA study programmes to the schoolchildren in order to increase their interest in continuing of education at the BIA after the graduation from school (see Target 3).

The BIA's mission is to inform the general public about the lifelong learning opportunities, both through appropriately developed non-formal or continuing education courses, and through learner-specific subjects required for their work or individual study plan, thereby re-enacting the flexible learning pathways. It is necessary to establish the Lifelong Learning Centre which will offer multiple courses in both language training and general personality development according to individual preference.

2.4. Stabilizing and expanding the international dimension of activities of higher education establishments in all fields of activity

Tasks in the area of cooperation

2.4.1. Participation of entrepreneurs in the improvement and provision of the study process, participation of their representatives at the exams and work defense commissions and in the development of final work topics.

2.4.2. Implementation of the study programmes in the foreign languages.

2.4.3. Piloting of cooperation with the foreign universities, including the establishment of joint study programmes with foreign universities.

2.4.4. Participation in the international educational exhibitions and marketing in the foreign countries to attract the local students;

2.4.5. International involvement of the BIA academic staff;

2.4.6. Organization of the international student summer schools.

2.4.7. Participation in the ERASMUS + programme.

Being the university of continuous development the BIA is aware of the demands of globalized world competition and, without losing its highly developed national self-confidence, will intensify its work in the international dimension utilizing the available developments in translation, business and operational lines.

Intensification of the student exchange with ERASMUS + and the other mobility programmes which enable students to apply the acquired knowledge in practice in the Latvian, foreign and international companies both in Latvia and abroad. As a result both the students, university and the employers will be benefiting from that.

The extremely important task is to strengthen and develop the BIA international dimension in order to realize the BIA vision for the future and ensure the international competitiveness. The international dimension in understanding of the BIA strategy is both the cooperation with foreign universities and research institutes, membership in the international organizations, implementation of the joint research projects and attracting of the foreign students. Recognition of the BIA at the Baltic, European and global levels depends on its international cooperation. The BIA actively attracts the foreign students. The percentage of foreign students at the BIA as of 01.01.2016 is 12% of the total number of students. By 2021 it is planned to increase this figure to 20%.

2.5. Human resource development at the BIA

Tasks in the field of human resources

2.5.1. Increasing the proportion of academic and scientific staff with a doctoral degree.

2.5.2. Involvement of the doctoral students and young scientists in the BIA research.

2.5.3. Involvement of the foreign visiting lecturers in the implementation of study programmes.

2.5.4. Upgrading of academic and administrative staff.

2.6. Strengthening of the BIA capacity and ensuring the financial efficiency

Tasks in the area of administrative capacity and finance

2.6.1. Implementation of the resource management system.

2.6.2. Record keeping system electronisation.

2.6.3. Expanding the BIA budget revenue sources.

- 2.6.4. Development of institutional infrastructure.
- 2.6.5. Improvement of the result accounting system.

3. Characteristics of the BIA environment

3.1. Analysis of external environment of the BIA

3.1.1. Description of the existing situation

The EU countries are currently facing a number of social problems: high unemployment in the geographically remote areas, low participation of women and older people in the labour market, unbalanced territorial development and lack of qualified professionals. The reasons are both labour migration to the economically developed EU countries, insufficient compliance of the education system with the labour market requirements and limited competitiveness in the global market.

The main problems in the Latvian labour market are the pronounced regional disparities in employment and unemployment, inadequate qualification of the labour force, relatively high levels of undeclared work, increased unemployment of the young people, persons on parental leave, disabled people, people with poor Latvian language skills, and persons belonging to the social risk groups.

The market economy with its new requirements for professional qualification is developing faster than the supply of appropriate professional and higher education programmes. This creates a mismatch between the labour market demand and the existing education supply with respect to the certain professions. The distribution of students by study groups does not meet the needs of the national economy and changes in the labour market. Cooperation between the educational institutions and employers is insufficient.

There is no lifelong learning system in Latvia which could increase the ability of the population to adapt to the changing labour market conditions. There is a lack of professional guidance services on the primary education stage, insufficient integration of the first-year students in the professional education institutions and insufficient awareness of education and continuing education opportunities. There are many students who do not complete their studies or obtain the professional qualification.

The teachers have insufficient professional skills and no continuing education opportunities; the other problem is aging of the teachers and academic staff. There is insufficient number of new educators and academics with a scientific degree. The preparedness of the middle-generation teachers to the bilingual education is insufficient.

Development of applied research, commercialization of scientific results and development of innovative business in Latvia are hindered by the insufficient public and private sector investments in this field. The actual problem of the today's era of rapid technological development is explaining of the scientific achievements and the need to reduce the bias and abstention of young people in the study of a variety of subjects to the general public.

The available information based on the reliable complete data and scientifically based conclusions on the labour supply and demand in the short and long term, on the quality, availability and relevance of education programmes, plays an important role.

3.1.2. Competitive advantages

In the current economic situation the competition between higher education institutions will inevitably intensify, the inter-university competition for students will become more aggressive and methods of attracting students, balancing on the verge of ethics, will be used. Maintaining the current number of students will be a priority over the other goals for the next few years. The BIA will not be engaged in the price-cutting game which will inevitably lead to a decline in prestige.

The BIA has the following competitive advantages in comparison with the other high schools operating in the higher education market of Latvia:

- √ Number of students, stable place in the market;
- √ International activities visible for the foreign students;
- √ Special, distinctive, quality product;
- √ Loyal students, social network;
- √ Loyalty of the staff and partners;
- √ Recognized lecturers;
- √ Ability of self-presentation in the international higher education market;
- √ Financial independence, good service and modern infrastructure;
- √ Well-organized academic and administrative procedures which are convenient for students and lecturers.

3.2. Analysis of internal environment of the BIA

3.2.1. Study programmes

The BIA provides higher education through:

- √ first level study programmes;
- √ Bachelor's study programmes;
- √ Master's study programmes;
- √ Doctoral study programmes

ACCREDITED¹
study fields and relevant study programmes of the Baltic International Academy
as of 07.04.2020

<i>EKP² level</i>	<i>Name of the study programme</i>	<i>Code of the study programme</i>	<i>Volume of the study programme in credit points</i>	<i>Implementation method and form with particular reference to the distance learning</i>	<i>Place of study implementation</i>	<i>Awarded degree / professional qualification</i>	<i>Language of study programme implementation</i>
Social welfare							
<i>Accreditation Sheet No.44 dd 01.06.2017, accreditation term extended till 31.12.2021.</i>							
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
Level 5	First level professional higher education programme Organizer of social assistance	41 763	80	Full time and part time studies	Riga, Daugavpils, Jelgava, Jekabpils	Organizer of social assistance	Latvian
Level 6	Professional bachelor's study programme Social Work	42 762	160	Full time and part time studies	Riga, Daugavpils, Jelgava, Jekabpils	Professional bachelor's degree in social work / social worker	Latvian
Level 7	Professional master's study programme Social Work	47 762	60 or 80	Full time and part time studies	Riga, Daugavpils	Professional master's degree in social work / social worker	Latvian

¹ Law on Higher Education Institutions <https://likumi.lv/doc.php?id=37967> Pursuant to the provisions of the Clause 48 of the transitional provisions of the Law on Higher Education Institutions **the accreditation term of study fields for which accreditation expires in 2019 has been extended.**

² **The European Qualifications Framework (EQF), national focal point for the Latvian qualifications framework involvement in the European Qualifications Framework** <http://www.nki-latvija.lv/par-eki>

Translation							
<i>Accreditation Sheet No.247dd 19.05.2014, Accreditation term extended till 31.12.2023.</i>							
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
Level 6	Professional bachelor's study programme Translation and Interpretation	42 222	160	Full time and part time intramural and extramural studies	Riga	Professional bachelor's degree in translation / interpreter, translator	

Hotel and restaurant service, organization of tourism and recreation							
<i>Accreditation Sheet No.61dd 10.08.2017, accreditation term extended till 31.12.2023.</i>							
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
Level 6	Professional bachelor's study programme Tourism and Hospitality Management	42 812	160	Full time and part time studies	Riga	Professional bachelor's degree in tourism and hospitality / manager of tourism and hospitality company	Latvian. Russian English
Level 7	Professional master's study programme Communication Management in the Leisure and Entertainment Industry	47 812	60 or 80	Full time studies	Riga	Professional master's degree in the leisure and entertainment company / manager of the leisure and entertainment company	Latvian. Russian English
			60	Part time studies			

Economy							
<i>Accreditation Sheet No.2020/52 dd 07.04.2020, accreditation term extended till 31.12.2020.</i>							
1	2	3	4	5	6	7	8
Level 6	Professional bachelor's study programme Financial management	42 343	160	Full time and part time intramural and extramural studies	Riga, Daugavpils	professional bachelor's degree financial management / financier	Latvian. English
Level 6	Professional bachelor's study programme European Economy and Business	42 311	160	Full time and part time intramural and extramural studies	Riga	professional bachelor's degree in entrepreneurship / economist	Latvian. English
Level 7	Professional master's study programme International Finance	47 343	60	Full time and part time intramural and extramural studies	Riga, Daugavpils	professional master's degree in international finance / financial analyst	Latvian. English
Level 8	Doctoral study programme Regional Economy and Economic Policy	51 311	120	Full time and part time intramural and extramural studies	Riga	doctoral degree doctor of science Ph.D. in economics and entrepreneurship	Latvian. English

Management, administration and real estate management
Accreditation Sheet No.339 dd 18.09.2015, accreditation term extended till 31.12.2020.

1	2	3	4	5	6	7	8
Level 5	First level professional higher education programme Small and Medium Business Management	41 345	80	Full time and part time intramural and extramural studies	Riga, Daugavpils	entrepreneurship specialist	Latvian Russian
Level 6	Professional bachelor's study programme Culture Management	42 345	160	Full time and part time intramural and extramural studies	Riga	Professional bachelor's degree in culture management / culture project manager	Latvian Russian
Level 6	Second level professional higher education programme Entrepreneurship	42 345	160	Full time and part time intramural and extramural studies	Riga, Daugavpils, Jelgava, Jekabpils, Liepaja, Smiltene, Rezekne, Ventspils	business manager	Latvian. Russian English
Level 7	Professional master's study programme Business management and administration	47 345	60 or 80	Full time and part time intramural and extramural studies	Riga, Daugavpils, Liepaja	Professional master's degree in business management and administration / -	Latvian. Russian English
Level 7	Professional master's study programme Human Resource Management	47 345	60 or 80	Full time and part time intramural and extramural studies	Riga, Daugavpils	Professional master's degree in human resource management / -	Latvian Russian

Law science

Accreditation Sheet No.2020/51, dd 07.04.2020, accreditation term extended till 31.12.2020.

1	2	3	4	5	6	7	8
Level 5	First level professional higher education programme Law science	41 380	80	Full time and part time intramural and extramural studies	Riga, Daugavpils	-/ lawyer's assistant	Latvian Russian
Level 6	Second level professional higher education programme Law science	42 380	160	Full time and part time intramural and extramural studies	Riga, Daugavpils, Jelgava, Jekabpils, Liepaja, Smiltene, Rezekne, Ventspils	-/ legal adviser	Latvian. Russian English
Level 7	Professional master's study programme Private Law	47 380	60	Full time and part time intramural and extramural studies	Riga, Daugavpils	Professional master's degree in private law / lawyer	Latvian. Russian
Level 7	Professional master's study programme Criminal Law	47 380	60 or 80	Full time and part time intramural and extramural studies	Riga, Daugavpils	Professional master's degree In criminal law / lawyer	Latvian. Russian English

Level 7	Academic master's study programme Law science <i>License No.04030-30 dated 01.04.2019.</i>	45 380	80	Full time and part time studies	Riga, Daugavpils	Master's degree of social sciences in law science	Latvian
Level 8	Doctoral study programme Law science	51 310	120	Full time and part time intramural and extramural studies	Riga	Zinātniskais doktora grāds zinātnes dotors(-e) (Ph.D) tiesību zinātnē/-	Latvian. Russian
Art <i>Accreditation Sheet No.168 dd 06.04.2016, accreditation term extended till 31.12.2022.</i>							
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
Level 5	First level professional higher education programme Environmental Design	41 214	80	Full time and part time intramural and extramural studies	Riga, Daugavpils	environmental designer	Latvian. Russian
Level 6	Professional bachelor's study programme Computer Design	42 214	160	Full time and part time intramural and extramural studies	Riga, Daugavpils,	professional bachelor's degree in design / computer designer	Latvian. Russian
Level 7	Professional master's study programme Design	47 214	60 or 80 or 100	Full time and part time intramural and extramural studies	Riga	Professional master's degree in design / computer designer	Latvian. Russian

Psychology							
<i>Accreditation Sheet No.330 dd 11.05.2015, accreditation term extended till 31.12.2020.</i>							
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
Level 6	Professional bachelor's study programme Psychology	42 310	160	Full time and part time intramural and extramural studies	Riga, Daugavpils, Jelgava, Jekabpils, Liepaja	Professional bachelor's degree in psychology / assistant of psychologist	
Level 7	Professional master's study programme Psychology	47 310	80	Full time and part time studies	Riga	Professional master's degree in occupation psychology / psychologist	

Information and Communication Sciences							
<i>Accreditation Sheet No 138 dd 23.07.2013, accreditation term extended till 31.12.2020.</i>							
<i>1</i>	<i>2</i>	<i>3</i>	<i>4</i>	<i>5</i>	<i>6</i>	<i>7</i>	<i>8</i>
Level 6	Professional bachelor's study programme Public Relations	42 342	160	Full time and part time intramural and extramural studies	Riga, Daugavpils, Jelgava, Liepaja, Rezekne	Professional bachelor's degree in marketing / public relations manager	

Sociology, Political Science and Anthropology

Accreditation Sheet No. 239 dd 02.09.2013, accreditation term extended till 31.12.2023.

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6.līmenis	Academic bachelor's study programme European Studies	43 310	120	Full time and part time intramural and extramural studies	Riga	Bachelor's of social sciences degree in political science / -	
7.līmenis	Academic master's study programme European Studies	45 310	80	Full time Intramural and extramural studies	Riga	Master of social sciences degree in European Studies / -	

3.2.2 Academic staff

Activities of the BIA as of 02.12.2015 are provided by 172 lecturers, including 16 professors, 14 associate professors; there are 91 lecturers with doctoral degree (52.9%).

3.2.3. Material and technical support

The BIA activities are carried out in the following premises in Riga and in its branches:

	Area, m ²
Total area	14,576
of which: area of the study and research premises	10,080
area of sports and recreation facilities	831
area of commercial premises	339
area of the service hotel	510
area of the other premises	2,816
Part of the total area leased to the other users	1,303

SWOT analysis

Strengths	Weaknesses
<ol style="list-style-type: none"> 1. The opportunities for students to use the study resources available at the BIA and 7 its branches (computer classes, relevant software, libraries, databases of scientific journals, e-courses, lecturers' research potential, cooperation with the foreign universities, etc.); 2. High qualification and experience of the BIA staff as well as lecturers' interest in the BIA development, energetic, creative and motivated participation in mobility activities; 3. Skills of the lecturers for work using new technologies and search for new innovative teaching methods; 4. Interest of the lecturers for cooperation with companies and professionals of the industry; 5. Active participation of lecturers in the EU grants, international projects, conferences, seminars, contracts, presentations with involvement of students; 6. Opportunities for improvement of qualification both in Latvia and abroad. Successful, versatile and growing cooperation with the foreign universities. 7. Positive growth dynamics of the doctoral students; 8. Traditional involvement of the guest lecturers; 	<ol style="list-style-type: none"> 1. Lack of teaching staff - human resources, especially in the certain sectors, slow change of generations; 2. Insufficient improvement of the age structure of lecturers (increase of the proportion of young lecturers); 3. The public is not informed about the activities of the BIA. 4. Natural decline of the number of applicants in the coming years due to the demographic processes in Latvia; 5. Hindering factors affecting the further development of the BIA library and reading rooms; insufficient activity of students in using the library services; 6. Limited financial resources for modernization of the infrastructure; 7. Insufficient funding for applied and scientific research; 8. Insufficient motivation of students to obtain the higher education. 9. Insufficient number of foreign language teachers.

<p>9. Modern lecture reading technology using the media bridge in Riga and the regional branches of the BIA as well as the use of the latest seminars, practical and laboratory work management techniques.</p> <p>10. The international cooperation (ERASMUS +, including participation in international organizations, working groups, conferences, seminars, etc.) has been established which gives the opportunity to transfer the latest experience and knowledge;</p> <p>11. The BIA has partners and agreements worldwide;</p> <p>12. Development of textbooks and teaching aids and diversity of their preparation forms. Development of new e-courses, supplementation, improvement and maintenance of existing e-courses.</p>	
<p>Opportunities</p>	<p>Threats</p>
<p>1. Lecturers' potential, experience and modern research equipment allows to participate in the national research programmes, the EU and other international projects, as well as to involve the EU structural funds subsidies, private and the other sources of financing;</p> <p>2. Increasing the absorption capacity of the ESF will ensure the quality of education and research;</p> <p>3. Unlimited co-operation opportunities with the international co-operation partners in solving the theoretical and research issues of education, opens up new and broader opportunities for international recognition of research on relevant topics;</p> <p>4. Improvement of equipment which will allow to use modern methods in the study process;</p> <p>5. Increased competition between the higher education institutions will facilitate the introduction of new, innovative, competitive technologies;</p> <p>6. The BIA has the right to decide on its own development issues and take immediate decisions;</p> <p>7. The BIA can use various forms of cooperation with social partners, regional governments and its graduates to find solutions with respect to the labour market demand and resource development.</p>	<p>1. In case the state support for innovation in education does not increase, the industry growth and competitiveness will suffer;</p> <p>2. Priority sectors of the national economy related to the further development of higher education and requirements of the labour market are unclear;</p> <p>3. Slow introduction of applied research and new knowledge poses a serious threat to the rapid development of education, including the higher education in Latvia;</p> <p>4. In case the connection between education and science does not improve, financial interest in joint research projects for industry and scientists will be lost;</p> <p>5. The number of students wishing to study is rapidly decreasing due to demographic processes;</p> <p>6. In case the international recognition of the research conducted in Latvia and the publication of its results in the internationally recognized scientific publications is not ensured the competitiveness of the EU research area will be reduced;</p> <p>7. Insufficient funding to upgrade and improve the material and technical base to reach the level of the EU higher education institutions.</p>

3.4. PEST analysis

Political factors

- High bureaucracy in receiving support from the EU funds (ESF);
- Limited choice of project applications which fosters the unequal competition for public and legal entities established in the previous planning period (ERDF);
- Inequality in the proportion of financial resources between the educational institutions established by the state and legal entities, between financial resources of the European Regional Development Fund, the state budget funds and private funds.
- Distribution of budget places and student scholarships between the educational institutions established by the state and legal entities;
- Lack of the national funding programmes for the export of education which would facilitate the admission of foreign students;
- National and the EU financial and material support to innovation and research.

Economic factors

- Interest of the BIA in adjusting the latest technologies to the Latvian conditions and their implementation in the high school;
- Deficiencies in the VAT refund system for the purchase of new technological equipment, the co-financing is not foreseen;
- Political and economic instability affects the unequal distribution of funds between the state and private universities.
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Socio-cultural factors

- Insufficient financial support for the employees of the education and science sectors;
- Emigration of specialists;
- Social guarantees;
- Distribution of students and state funding according to the study subject groups does not conform to the needs of the national economy and changes in the labour market;
- Integration of young specialists in the labour market is problematic - they have insufficient experience in the selected sector, or have no experience at all;
- Insufficient cooperation between the educational institutions and employers;
- Lack of young professionals;
- Consumer knowledge / education on the availability of quality higher education;
- Impact of the legislative fluctuations on the socio-economic position of consumers (purchasing power);
- Influence of the mass media on the export of graduates to the EU universities.

Technological factors

- Deficiency of new equipment, need for innovation;
- Problems with VAT refunds when buying new equipment;
- Insufficient funding for education and science;
- Provision of material resources for higher education and scientific institutions from the EU funds;
- Insufficient number of professional laboratories;
- Lack of knowledge and opportunities to acquire new technologies.

The present SWOT analysis shows that the strengths of the BIA are stable, it has qualified academic staff, collaborative students, organization of the study process, financial sustainability and good infrastructure. On the other hand, weaknesses of the academic staff and their scientific activities, student employment at work, administration of the study content and insufficient international activities are identified as weaknesses.

High demand for higher education in Latvia, continuing popularity of social sciences among students and reduction in funding from the state budget were identified as the most important external opportunities. At the same time, the main threats were identified as a decrease in the solvency of the population and a decrease in the number of students, a shortage of qualified young teaching staff, a reduction in the higher education sector, increased competition and public lobbying.

4. Strategic directions of development of the BIA

4.1. Current situation and study development

The priority direction of the BIA is to prepare the top-level specialists who will be competitive in the educational space of Latvia, the EU and the world.

The dominant form of the BIA basic studies is four-year (part-time 4.5 years) professional undergraduate programmes which ensure the sufficient basic skills to find a place in the labour market upon the completion of the first level studies.

The core of the bachelor programmes is the joint study courses of the science groups. Specialization of professional bachelor studies and employment of graduates in the labour market is determined by professional specialization study programme as well as the optional programmes of the study course including the intermediate direction which broadens the professional horizons of students and graduates and provides the additional opportunity to acquire the key competences increasing the competitiveness of graduates in the labour market. These programmes offer the specially prepared courses from another group of sciences as well as the language courses.

In order to obtain qualification in the professions offered by the BIA the requirements of the relevant regulatory documents for the study organization are observed.

The BIA offers the first-level higher education programmes, academic and professional undergraduate programmes, as well as the highest level master's and doctoral programmes.

Directions of study development:

- √ to improve the organization and quality assurance of the study process;
- √ to follow systematically the implementation of the BIA programme study plan;
- √ to take the necessary measures to update the study programme in accordance with the international standards;
- √ to develop the unified regulatory and methodological guidance package on the study process;
- √ to conduct the regular surveys of students, graduates and employers on the improvement of the study process;
- √ to promote the work of the academic staff for the development of study programmes;
- √ to improve the system of evaluation of the study process taking into account the students' opinions;
- √ to improve the operation of the BIA branches in order to ensure the availability of quality education in the regions of Latvia;
- √ to improve the students' professional competence and personality development opportunities;
- √ to work out and develop the lifelong and continuing education programmes in order to provide the knowledge required in the labour market and to select and prepare the best applicants for the further studies in professional undergraduate programmes.

4.2. Description and development of scientific research activities

The BIA conducts scientific research in all areas in which its staff finds the opportunities and orders to fulfil the BIA mission.

Research is a mandatory requirement for all the BIA academic staff mainly within the research programmes and on the basis of the projects, grants, contracts, etc.

In line with its priority research areas and its commercialization capabilities the BIA:

√ promotes the development of applied market-oriented and company-commissioned research by involving the investments in such research.

√ promotes the development of the master's studies in the relevant fields of science;

√ develops the efficient system for the use of intellectual property and infrastructure resources;

√ ensures the development of new research carried out by or with the participation of its staff;

√ promotes its activities and practical use of scientific achievements;

√ prepares the publication of an internationally recognized collection of scientific papers and journals.

Priority research areas of the BIA are updated and revised every three years in consideration of:

√ compliance with the priority research areas defined by the Republic of Latvia;

√ research directions supported by the EU programmes;

√ the need to provide higher-level studies.

Directions of scientific research activities:

√ to promote the development of collaborative scientific infrastructure (scientific-research laboratories, analytical and competence centre, psychological assistance centre, etc.);

√ to promote the research activities of the lecturers and students, especially in the directions which are important for the further growth of the Latvian economy and culture;

√ to cooperate with the business structures in order to develop the applied research;

√ to develop and expand the scientific and methodological cooperation with the Latvian and foreign higher education institutions in order to perform the joint scientific research;

√ to involve the EU structural funds and social funding for scientific research of the BIA academic staff;

√ to involve students in the development of the EU structural funds and social projects.

4.3. Characteristics and development of the staff

The BIA mission is carried out by the highly qualified academic staff the core of which is formed by professors and associate professors and the other qualified teachers and scientists (doctors, lecturers, assistants). The administrative staff as well as the technical and service staff serve to achieve the academic goals.

The selection for academic positions is carried out by holding an open competition taking into account the requirements of the academic qualifications and professional competence of applicants. Election of the academic staff is subject to uniform criteria, the most important of which are achievements in the scientific and pedagogical activities as well as the coherence of the respective direction with the BIA mission. Rector of the BIA concludes with the elected person an employment contract with a salary corresponding to the academic position of the person.

Operating in the free competition market of education services the BIA promotes a flexible and attractive recruitment policy. The work of experienced but having no scientific degrees practitioners is also used. In order to improve and diversify the study process, first of all the use of teaching staff and guest lecturers on a short-term contract basis is to be supported. The involved teachers of the academic staff may work on a contractual basis with the BIA as the community representatives or social partners.

The optimal structure of the BIA staff is based on its objectives and tasks. In total, the academic staff supporting the BIA mission in 2020 should contain

√ 30% professors and associate professors;

√ 40% associate professors;

√ 20% of lecturers;

√ 10% of assistants.

At least 65% of the academic staff providing the BIA core activities must have a PhD.

Staff development directions:

√ to contribute to the upgrading of the academic staff by expanding their knowledge and experience in the neighboring and other countries through conferences and seminars;

√ to promote the development of pedagogical Technologies of the lecturers - to combine the traditional teaching methods with the innovative ones; involvement of guest lecturers of the EU higher education institutions in the study process, to increase the number of the guest lecturers to 10% in 2020.

√ to train new lecturers ensuring the highest level of lecturers' studies and regular internships in the foreign higher education institutions;

√ to expand the involvement of the guest professors and guest lecturers, offering these positions primarily to the best specialists in the branch, the qualification of which is determined by the branch council of professors;.

√ to create the databases on the participation of each lecturer of the BIA in the continuing education events, conferences, studies, publications, etc., for planning of the further staff development;

√ to improve the staff remuneration system, to create the BIA personnel work motivation system.

4.4. Institutional development

The BIA mission is implemented by the academic activities of its structural unit study programmes. The BIA units are organized in the transparent and logical hierarchy.

The main collegial management representations and decision-making bodies of the BIA are the Constituent Assembly and the Senate in which the BIA academic, student, and administrative staff is represented. The supreme governing body and the decision-making body for strategic, financial and economic matters is its Founder.

The BIA academic staff contributes to the study process, management, research and institutional governance. The principles of collegiality in the strategic decision-making and the principle of individual responsibility for one's activities form the basis of the management of the BIA.

The BIA administration manages and maintains the academic process within the academy and ensures its development. The main task of the administration is to facilitate the BIA mission and increase the competitiveness of the BIA. The priority of the administration is establishment and development of the BIA quality management system. The BIA supports programme quality self-assessment activities which involve the social partners and the public on a voluntary basis.

Rector, Vice Rectors, Heads of study directions, program directors and study department staff of the BIA provide the administrative support and service to the academic process and ensure its supervision.

In order to meet the growing market demand for obtaining the education closer to home, BIA opens branches in the regions of Latvia. BIA is establishing branches in the Latvian regions.

BIA encourages its staff to create the distance learning materials, particularly in the electronic format.

The BIA academic library diversifies the services offered to the employees and students of the BIA, reorganizes its work in such a way as to maximize the independent fulfillment of educational tasks, expands the range of work tasks in its branches and expands the use of the services of the BIA students as a workforce.

The BIA develops the latest information technologies and ensures their use in all directions. The amount of electronically available information and services provided in the BIA and its branches continues to grow.

The BIA publishes study literature, conference proceedings, scholarly articles, teaching staff monographs and textbooks for students taking care of the uniform style of the BIA, high quality, collaboration with distributors, and its bookstore.

Working in the free education market the BIA offers a wide range of academic and other services for the public and the BIA employees. The structural units are stimulated to create an offer for continuing education and increase of qualification.

The BIA in cooperation with the Student Parliament (SP) invests in the development of student services by granting various types of tuition fee discounts, apprenticeships, missions, student scientific conferences, trips abroad, and the other events.

The BIA supports the SP in its institutional development towards the fullest possible representation of the interests of entire student community of the BIA and adheres to the academic principles of SP.

Directions of institutional development:

- √ constant adjustment of the BIA management structure in accordance with the requirements of the new normative documents and the education market requirements;

- √ improvement of the information exchange and collaboration between the students and programme management, in particular through the information technology;

- √ improvement of the effective quality assurance and evaluation system;

- √ provision of timely information on all decisions made by the branch administration and provision of the feedback between the BIA study unit and the branches;

- √ methodological provision of the study process in the branches, organization of information methodological seminars and conferences in Riga and branches;

- √ development of corporate image of the BIA.

4.5. Development of international relations

International cooperation has to be one of the cornerstones of the institutional strategy. International cooperation activities of the BIA are mainly focused on the EU, the Baltic Sea region and the Eastern Europe.

The BIA promotes:

- √ mobility of students and teaching staff with the aim of improving the quality of studies and qualification of the staff;

- √ participation in the international academic and professional organizations (including associations);

- √ attracting the foreign students by increasing the proportion of courses taught in foreign languages;

- √ active participation in the international scientific and educational exhibitions, conferences, seminars, in-service training courses and the other events;

- √ development and implementation of the summer school and International Week programmes with the international study courses;

- √ development of the transnational higher education study programmes;

- √ participation in the international education and research programmes and projects.

Participation of the BIA academic staff and students in the ERASMUS + and ERASMUS-PLACEMENT programmes (co-operation agreements with different universities in EU countries have already been concluded) will enable the BIA to expand the international contacts and opportunities for education and professional development, advanced education programmes and distance learning.

The BIA will contribute to the development of regional economic and social studies.

In the field of international scientific cooperation the BIA has to provide all the academic teachers with up-to-date information on the research programmes and potential funds, their application and approval conditions, and to streamline the application process for various research projects.

The BIA seeks to expand the teaching and student exchanges and to develop the exchange process between the BIA and the foreign higher education institutions (using the EU programmes and bilateral agreements).

Student exchange will provide the BIA with the opportunity to educate the persons who will be able to compete in the labour market. Particular efforts are needed to achieve the more balanced student exchange in the future. Particular attention is to be paid to the admission of foreign students which is to be consistent with the ERASMUS + programme.

The BIA is interested in using of all external opportunities to update its cooperation activities.

4.6. Infrastructure development

In order to create the preconditions for the fulfillment of the BIA mission it optimizes and modernizes the infrastructure of academic activities - premises and equipment necessary for academic activities and research.

The priority of study infrastructure is to improve the capacity of classrooms, applied science laboratories, computer classes and technical equipment by linking their location and planning with the optimal provision of study programmes.

The BIA administration provides its structural units with the efficient common service for maintaining the academic and communal infrastructure. The units participate in the maintenance and improvement of the infrastructure at their disposal. The BIA encourages the initiatives of its structural units with respect to the efficient use of space.

The BIA uses a variety of fundraising opportunities: founder finances, student tuition fees, EU structural funds, etc. for the purpose of infrastructure modernization.

Infrastructure development directions:

- √ to contribute to the replenishment of the BIA library fund with the latest literature, to subscribe to new magazines from Western Europe and the United States;
- √ to prepare and issue new teaching aids in the field of psychology, business and social work;
- √ to purchase new modern teaching aids;
- √ to purchase of new equipment for the laboratory of applied psychology and psychophysiology, to develop tourism and design laboratories;
- √ to expand the use of the inter-university multimedia bridge in order to improve the quality of teaching in the BIA branches;
- √ to improve the information basis of the study process.
- √ to promote the improvement of material and technical facilities in the BIA branches.

4.7. Financing system

The BIA has unified budget. The principles of budgeting and allocation of total funding for the implementation of the functions of the BIA are approved by its founders.

The BIA budget contributes to:

- √ development of the high school as a single institution, cooperation of structural units and responsibility for the results of academic work;
- √ creation of the optimal study programme structure (lectures, seminars, workshops, group or individual lessons);
- √ harmonious allocation of tasks among the staff, in which the methodological, research and organizational work is represented in certain proportions.

The BIA budget consists of:

- √ student tuition fees;
- √ financing of scientific activities (project financing);
- √ income from scientific work;
- √ means from the EU Structural Funds.
- √ means from the Latvian and international grants

The BIA budget priorities for core academic activities are:

- √ support of development of the study programmes and structural optimization, establishment of the necessary infrastructure for these processes;
- √ increasing the efficiency of the master's studies;
- √ support and updating of the academic staff (training at the master's and doctoral levels);
- √ support of scientific research.

The BIA budget priorities apart from the core academic activities are:

√ co-financing of the EU-supported projects, as these projects significantly contribute to the implementation of the common objectives of the BIA;

√ increasing of safety (health insurance, occupational and environmental safety);

√ reinforcing the interaction with social partners and society;

√ social networking of the BIA staff;

√ creating the image of the BIA.

The BIA budget is established through a dialogue between its founders, the BIA management and the SP. The relevant representatives of the administration bear personal responsibility for the execution of the budget and the tasks planned therein.

The BIA has a unified salary system that is competitive in the labour market and provides for certain restrictions on the staff group remuneration.

The salary system and the social support programme facilitate the formation of a loyal academically strong core of the professors in all study directions and at the same time it provides the opportunities to involve new lecturers. The activities of the BIA employees are stimulated by raising funds both in the form of research projects and tuition fees, while maintaining the quality of the services offered and the ethics of academic work.

The academic staff engaged is paid for its work in accordance with its qualification and quality of work.

5. Evaluation and monitoring of strategy implementation

In order to implement the BIA strategy the progress towards the achievement of goals has been evaluated and the indicators were set to achieve the strategic goals. The Operational Management Plan of the BIA contains these indicators which are planned for a certain period of time and at the end of this period they are centrally measured to compare the actual results achieved with the planned ones.

It is necessary to conduct every year the self-assessment of implementation of the BIA long-term strategy and development which is to be approved by the BIA Senate.

Every year the BIA executives and those responsible for the implementation of the specific tasks measure the values of all indicators and compare them to the planned ones; the deviations from the target indicator are analyzed, and the values of indicators that should be achieved next year are determined or adjusted in order to contribute to the achievement of strategic goals.

During the implementation of the BIA strategy the performance target achievement indicators can be adjusted and supplemented. This is the regular work of the responsible heads of the structural units. The Strategy document gives the direction to the indicators and their target values.

The BIA strategy was discussed and considered at the annual BIA structural unit head meeting on February 4-5, 2015.