THE DIMENSION OF SOCIAL PARTICIPANTS IN UNIVERSITY EDUCATION QUALITY

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Abstract

The paper discusses changes in higher education that made a great impact on external stakeholders growing interests in quality of research activities outcomes in universities higher education. These changes can be characterized by one significant dimension that is constantly growing - practicability of universities research activities outcomes. The need of adaptability of research outcomes in universities' higher education industry is constantly growing, as well as the needs to meet interests of external stakeholders - social participants in higher education system. These two factors accelerate universities to develop and maintain the third mission - to develop its services to public society. All this along with the traditional universities missions - to ensure education and research benefits for states/societies as well as for markets/industries. These trends show that universities are aware of interests of social participants in higher education system. Therefore, universities strategic goals, activities and KPIs are developed closely related with interests of social stakeholders.

The research covers analysis of strategic plans of the best Lithuanian universities in order to point out universities activities that could have practical benefits in the market or for society. Universities strategic research activities which outcomes KPIs can be closely related with interests of social participants are also noted and considered as the dimension of social participants in university education quality.

Keywords: *university, university mission, higher education outcomes, quality, external stakeholders, Lithuania*

1. INTRODUCTION

Due to ongoing changes in higher education the quality of higher education is becoming more relevant to a wider range of entities - not only for academic community itself but also for the higher education stakeholders. The role of stakeholders in higher education is growing, but still there is a lack of attention to their interests.

The traditional higher education in Europe always used to be a part of state's social policy with guaranteed state funding, while in United States of America was on the contrary (Demeulemeester, 2011). As industries started to contribute in higher education financing, diversification in higher education financing system rapidly increased. Respectively higher education starts to pay close attention to the interests of industries and markets. Society as well has legitimate expectation to the use of state's financial resources. According to A. Lyytinen and others, all these changes led higher education institutions to accountability to stakeholders. And as stakeholders' interests and priorities differentiate, it shapes interests and priorities of higher education institutions as well. Therefore, institutions must be up-to-date with the situation in industries and markets as well as with European Union and State policies that seek to constantly improve higher education quality and to assure close relations between higher education institutions, society and industries (Lyytinen et al., 2017).

This article does not discuss the idea of higher education quality per se. Nevertheless, as definitions of higher education quality emphasize the importance of roles of various stakeholders' interests, it is important to identify and clarify the results of those interests in the context of higher education quality in universities. While researchers analyzed various definitions and concepts of higher education quality, it showed that there are many interpretations of what higher education quality is and that the role of stakeholders in higher education needs to be clarified - "quality is an elusive term for which there is a wide variety of interpretations depending upon the views of different stakeholders, each group has a different perspective on quality (Schindler et al., 2015, p. 4). It has been argued that

perceptions of quality affect approaches been applied to assure quality, and also different stakeholders think about quality in different ways (Elassy, 2015; Udam and Heidmets, 2013). As Burrows and Harvey marked the important role of stakeholders in higher education, they also noted that every stakeholder has a different opinion about the quality and plays under by his or her own interest in higher education (Burrows, Harvey, 1992). While Razavi et al. declares that customer or stakeholder satisfaction is the ultimate goal to achieve quality in higher education, the definition of higher education quality becomes strongly related with needs and expectations of stakeholders (Razavi et al., 2012). This type of definition lets researches conclude that higher education quality goes hand in hand with interests and expectation of stakeholders (Harvey, L. and Green, D., 1993). A huge amount of research work emphasizes a great variety of stakeholders needs or expectations on higher education quality (Pham and Starkey, 2016). And that lets to the fact that quality of higher education has many aspects, not one - that stakeholders' interests and expectations are the only real one dimension in higher education quality. Therefore, it can be stated that in universities higher education quality outcomes can be developed by many subjects - local and external stakeholders. The stakeholder satisfaction from the conceptual framework in quality management is the leading criterion for determining the quality of the product/service offered (Ganguli, Roy, 2011; Pizam et al., 2016). This means that stakeholders not only play an active role in definition of higher education quality, but also become so-called judges for higher education research outcomes. Researches note that stakeholders play different roles in higher education system, therefore it can be summoned that opinions about higher education and its quality differs as well (Leišytė and Westerheijden, 2015).

Usually researches about external stakeholders role in higher education quality speaks about stakeholders role in processes of quality management, assurement and control (Rosa and Texeira, 2014; Westerheijden, 2014). In this study analysis of interests of external stakeholders' roles was not taken.

The research focus on practicality of results of external stakeholders' interests and its impact on evaluating higher education quality in universities. When relations between markets and higher education emerged and keep developing, it is natural to say that external stakeholders take more important roles in research outcomes quality in higher education quality definitions. Therefore, this study aim is to identify the dimension of special external stakeholder group (in abstract, in this study they are called social participants of higher education, here and after - social stakeholders) in university education quality. To abstract a group of social participants is excluded from overall external stakeholders in order to evaluate its given different value in markets relations. How this group of social stakeholders plays and impact quality outcomes of traditional universities missions and how they change the third universities mission. The dimension of social participants in university education quality is analyzed on the background of stakeholder-focused in higher education quality theory, according to which external stakeholders are integral multi-customers group in higher education system that define quality of the system itself. This theory is chosen due to the fact that customer-oriented aspects are very strong in markets relations. The idea of customer-oriented aspects got a lot of attention and approval between researchers in discussions about higher education quality (i.e. Boksberger and Melsen, 2011; Gallarza et al., 2011; Sánchez-Fernández and Iniesta-Bonillo, MA, 2007 et al).

In this research level of higher education in universities is chosen to analyze after measuring universities autonomy, which shows universities' independence when speaking about quality in research outcomes quality (quality KPIs), i.e. objective mindset about research outcomes quality assurance, that gives hope rational and understood interests of social participants. The national level of higher education institutions in certain country (Lithuania) is highly relevant; especially after analysis of general trends that reflects changes in state's higher education system. In 1991 national higher education reform was ensued in Lithuania. It covered themes as mass trend in higher education, reducing state-funding for higher education and adding new financing sources for higher education. The last one was required close attention to the needs of markets/industries and state/society. At this time in Lithuania one more higher education reform is initiated. Its major concerns are to review allocation of state's financial resources, rationalization of higher education and quality assurance and

enhancement. Universities in Lithuania are encouraged to cooperate with interested parties, and as a result stakeholders' interests on higher education quality become more relevant.

In the first part of the study outcomes of higher education system in universities are discussed. Major changes that were caused by relations with markets which led to distinguish specific group of stakeholders - state/society and market/industries - are also concerned. Interests of these external stakeholders become more and more relevant and therefore it should be highly concerned in the context of outcomes quality of higher education institutions. In the second part of the study analysis of how universities mission activities KPIs are responding to the state/society and market/industries interests is held. Universities mission activities are taken from up-to-date universities strategic plans. Results of analysis are discussed and summarized in conclusions.

2. MATERIALS AND METHODS

This research is a descriptive analysis to determine and analyze outcomes of interests of external stakeholders of higher education – higher education social participants - in universities strategic documents, and indicators of these stakeholders for higher education quality. In the research to analyze and interpret data qualitative methods were used. Data was collected by analysis of the content of relevant strategic documents of selected universities.

For the analysis of strategic document, the best Lithuanian universities were selected. During this Lithuanian higher education reform consolidation of resources is proceeding - universities are going to be merged. Therefore universities selection for the analysis was done in two steps: in the first step, universities that have submitted data to European higher education system U-Multirank were chosen, and in the second step - universities that after reform will not change their status (if after the reform university is going to keep its status, or if the university is going to be absorbed by other university, or be merged with other(s) university(ies) into one). For the final analysis only, universities that will keep their independence status are chosen.

U-Multirank system was chosen as the first tool after considering the fact of Lithuanian universities aim to be featured on European level. This U-Multirank system is not considered as universities ranking system, it is more information system. In this system there is information that covers various aspects of higher education outcomes. It can be related to universities' missions: studies (teaching and learning), research activities / scientific research (in this, external research income indicator is distinguished, and it relates with the practicality), and the third mission, which relates with practical usage of research knowledge. It covers knowledge transfer (indicators: co-publications with industrial partners, income from private sources, patents awarded (size normalized), publications cited in patents) and regional engagement (bachelor graduates working in the region, regional joint publications, income from regional sources). That leads to the conclusion that if universities submit data onto U-Multirank portal they can be called as one of those which execute their missions. Therefore, it is objective to analyze in what practical way interests of social participants in higher education are reflected in universities' strategic plans. There are 18 Lithuanian higher education institutions (out of 43) that have submitted their data onto U-Multirank portal (https://www.umultirank.org); 10 of which are universities (out of 21). In Lithuanian there are two types of higher education institutions: universities and colleges.

On 22 November 2017, the Lithuanian Government approved a resolution (No. 947) of "Measures for the implementation plan for optimizing the network of state universities". It is planned that only 6 independent state universities should be left (out of 10): Lithuanian University of Health Sciences (LSMU), Kaunas University of Technology (KTU), Klaipėda University (KU), Vytautas Magnus University (VDU), Vilnius Gediminas Technical University (VGTU), and Vilnius University (VU).

Research sources are current version of universities' strategic plans for 2018 that are publicly available: Guidelines for the Strategic Development 2017-2021 of Lithuanian University of Health Sciences, Kaunas University of Technologies strategic plan for 2017-2019, Klaipėda University strategic development plan for 2012-2020, Vilnius Gediminas Technical University development plan

for 2014-2020, Vytautas Magnus University strategic plan for 2012-2020 and Vilnius University strategic plan for 2018-2020. Strategic plans are one of the most important documents for universities. Local and external stakeholders follow those strategic plans, discuss and evaluate them. Strategic plans are publicly communicated. Universities' core strategic goals are declared in these documents, as well as activities fields and tools that help to achieve those goals, and of course KPIs to measure achievements.

In analysis it was presumed that if university's strategic activities are related with the practical use of those activities outcomes, it can be determined that interests of higher education social participants are important to university. Therefore, in the research only those strategic activities are evaluated which correlates with universities' missions - studies, research and the third one - services for public, society. Outcomes of these strategic activities are also analyzed. Identification of KPI's shows not only perception of the importance of institution's activities development, but also express the outcome quality of those strategic activities. In the research it was presumed that if activity's field (as well as outcomes quality KPI's) is connected with its practical use, the activity is considered as the one which is responsive to the interest of higher education social participants. And also, outcomes of these activities give enough information about university's level of the dimension of social participants in university education quality.

Social participants of higher education (hereinafter - social participants) in this research are called external higher education stakeholders, whose have their own interests for the quality outcomes of traditional and the third universities missions - state/society and market/industry. Interests of these stakeholders are related with the quality requirements for universities higher education activities outcomes that emphasize practical use of these activities outcomes. In the article stakeholders are considered as "any group or individual who can affect or is affected by the achievement of the organization's objectives" (Freeman, 1984, p. 25). While the term social participants is chosen to emphasize the role of one part of external higher education stakeholders (state/society and market/industry). The role is related with stakeholder's own interests (needs and expectations) in quality of higher education in universities as well as stakeholders' social involvement into the higher education system. On one hand it is observed and recognized that involvement of social participants is rising (e.g. business representatives are being invited to become lectures in universities, preparing scientific articles together with business representatives, guidance of research activities for region, society's or individual communities problems solving and others). It is important to note that opportunities for social participants to make influence to higher education institutions are very different, which can be caused by interests of those social participants.

According to R. K. Mitchel et al. theory of grouping stakeholders, which is based onto the three criteria: stakeholders power, legitimacy and urgency, it is considered that social participants are the definitive stakeholders. This can come from the fact that conditions in which higher education system activities are implemented has changed (as well as higher education institutions). The change of conditions also affects universities' traditional missions and the appearance of the third mission, which lets to ensure stakeholders' power, legitimacy and urgency, i.e. interests of these stakeholders become priorities to higher education system. In addition, these social participants assure each other as a stakeholder power and legitimacy, as the state/society also encompasses some market/industry interests in higher education. Therefore, it is expected that interests of these stakeholders will be reflected in the performance indicators (KPI's) of university activities outcomes. It also allows assuming that interests of certain stakeholders may prevail in the definition and assessment of a particular higher education system or higher education institution. And while the domination of interests of internal stakeholders is eliminated by the common market trends in higher education, requiring the practical use of the activities results of higher education, as well as the attraction of financial returns or alternatives to the financing of their activities and the reporting requirements, on the other hand, it is likely that external stakeholders (including social participants) dominance of interests is either eliminated or is compatible with the interests of internal stakeholders, in the process of coordinating the definition of quality of performance outcomes, having assessed the system, institution's resources and capacity for performance, performance assurance and improvement. However, taking into account these peculiarities, it is necessary to note that interests of stakeholders in

defining the quality of university higher education, due to their coordination with other stakeholders, may not necessary meet the expectations and priorities of stakeholders in assessing university higher education activities outcomes. In the research the purpose is not to investigate social participants' attitudes towards university strategy documents, strategic objectives, implementation of their activities or their expressions (indicating performance outcomes), which could have changed during the process of reconciliation of interests of all stakeholders, are limited to the interests of the individual activities (and their outcomes) of the social participant, recognizing the behavior of the activities (and their outcomes) for practical needs, their application purpose.

3. HIGHER EDUCATION AND THE INTEREST OF EXTERNAL STAKEHOLDERS: THE THIRD MISSION OF UNIVERSITIES

First of all, focus on the quality of higher education is related to the growth of the higher education masses, which has stimulated the growth of demand for higher education and led to increased competition between higher education institutions (Ashwin et al., 2015). On the other hand, changes in labor markets linked to the development of new technologies, the introduction of new business models have also led to an increase of demand for higher education. The mass of higher education not only ensures the competitiveness of graduates of higher education institutions, but also changes the expectations of employers - the academic degree becomes a standard requirement. In this way, not only the needs of the labor market have an impact on higher education, but also changes in the system of higher education also change the labor market. Researchers note that higher education policies are also gear towards increasing student numbers. In most cases, government policies respond in this way to the need for skilled specialists associated with the needs of employers (Srikanthan and Dalrymple, 2003). Obviously, higher education becomes increasingly dependent on market needs, competition, and the same time market relations find their place in higher education. It is also important to assess the development of market relations in higher education and to overcome changed functions of financing in the higher education system with public resources. It also promotes the growth of the number of students. On the other hand, inadequate funding promotes higher education change and research activities, especially since research is increasingly funded through competitive, contractual and global trends (OECD, 2014). Another important trend in research is the growing research and business cooperation, which encourages the introduction of market relations in higher education research (e.g., this explains the finding of research results commercialization structures at universities). It is also noticed that the used to be growing trend of patents in recent years has declined, but it only indicates that the higher education system has strategically assessed the available innovative potential and strategically shapes the intellectual capital portfolio (OECD, 2016, 151 p.). Research in the higher education system also affects other trends that change research (e.g., public involvement/engagement in research) (OECD, 2016). The analysis of the situation has shown that the higher education system observes the development of market relations, driven by the changing sources of funding for higher education, the mass of studies, the applicability of research results, and the globalization of higher education. Scientists say that in most countries quasi-market in higher education is based on the so-called new management model in higher education (Agasisti and, Catalano, 2006). This model is characterized by the introduction of similar market relations (quasi-market relations) into the public sector. The new public management is characterized by operational efficiency, reducing the power of centralization, and applying service access. By analyzing the input of market relations into higher education system in universities, attention is drawn to the abundance of attitudes to higher education outcomes. B. Jongbloed observes that this situation allows the term "multitude of markets" to be recognized in the higher education sector (Jongbloed, 2003). To assess the quality of university higher education activities outcomes, it is first and foremost important to define results, which can be linked to the so-called university missions. Traditionally, there are two university missions: training / learning (education or studies, further - education) and research.

When analyzing the results of the education mission, it is important to evaluate the fact that higher education is traditionally perceived as providing public benefits and is considered to be a public good, and therefore, higher education is funded with public financial resources and is classified by the public

sector. Although researchers point out that the aspects of public and private benefit in higher education are intertwined, and the aspect of private gain in higher education is becoming increasingly important (Enders and Jongbloed, 2007). There are also opinions that education in higher education is not a public good (Barr, 2012) or at least should be perceived as "impure" public good (Schoenenberger, 2005) or "quasi-good" (Jongbloed, 2004). The introduction of market relations strengthens the aspect of private gain - education in higher education is a service provided in return for payment and giving personal gain. However, it is also necessary to evaluate the fact that the education service is a special "people oriented" service (Mazzarol, 1998; Kusumawati et al., 2010), i.e. the relationship with the recipient of the service is very important in the provision of the service; the recipient of the service, his cooperation is important for the quality of the service. Researchers also point out that the recipient of higher education is not a student (Emery et al., 2001; Eagle and Brennan, 2007) or students are primary recipients, and employers are secondary recipients of higher education (Nicolescu, 2009). Attention is also drawn to the fact that a student has no experience in the acquisition of services and only when studying or finishes studies he / she can assess / evaluate the quality of higher education services, therefore, someone involved in higher education services play role of mediators. Primarily such intermediaries are university community and the state. Therefore, it is noted that in the higher education system, the academic community is both a provider of education services and a mediator in the quality assessment of this service. The state through the institutions or special requirements for the higher education system ensures the protection of the consumer rights of the higher education system, what is also linked to the provision of high-quality services. Researchers say that the higher education market acquires services not by their end-users, but by a public on behalf of the end user (Cave et al., 1990). Therefore, while education and its quality in higher education are the main requirements of students in higher education and they are considered to be the most important assessors of higher education services (Blackmore 2009; Blackmur 2007; Brown , 2010, Morley 2003), it is important to assess the quality requirements of the needs of other stakeholders in higher education - market/industry, state/society. Having assessed the participation of these entities in the provision of university education services, it is appropriate to consider these entities as special stakeholders - social partners, i.e. external stakeholders in university higher education outcomes, whose interests the higher education system responds, but their direct, immediate participation in the university's activities is limited. While analyzing the results of university research missions, it is important to assess the peculiarities of the development of scientific knowledge at universities. Scientists who analyze university research say that knowledge development models in universities are evolving from the so-called Mode 1 model towards the Mode 2 model, then towards the Model 3 model, and the next evolutionary phase - the shift towards Triple Helix, QuadrupleHelix, QuintupleHelix (Carayannis, Campbell, 2012). The evolution of scientific knowledge development models is associated with the practical application and exploitation of research outcomes. Model1 is characterized by the fact that university research is based only on the fundamental principles of the realization of reality, and not the pursuit of adaptability in society, the results of universities in this field are considered scientific publications, and the evaluation of research results, scientific achievements is associated with the evaluation of scientific publications (scientific review) (Gibbons et al., 1994). In Mode2 creation of science knowledge is linked to the value of this knowledge for the public, which means that scientific knowledge must have adaptability properties, which reveals public expectations related to the results of the university's research activities financed by public resources - the results of research must be of public benefit (Gibbons and et al., 1994). In this way, the society becomes a partner in university research activities, the value and quality of scientific knowledge through the adaptability of scientific knowledge. The relevance of applicability encourages universities to take account of external stakeholders and model their research activities (including educational activities) according to stakeholders' suggestions and expectations. E.G. Carayannis and D.F.J. Campbell, knowledge creation model Mode 3, highlights the coexistence of knowledge and innovation, emphasizes the diversity of knowledge and innovation forms, their importance for the development of society and economic systems (Carayannis and Campbell, 2010). In the further evolution of scientific knowledge - the Triple Helix model (Etzkowitz and Leydesdorff, 2000) reveals the relationship between government, university and industries not only in the design but also in the application of research outcomes, various Triple-Helix versions of the model also disclose other relationships among holders of

university higher education research outcomes –government-industry-higher education or government-higher education society (Etzkowitz and Zhou, 2006). Researchers say that the Triple Helix knowledge creation model, i.e. the outcomes of university research activities to apply for practical application, the involvement of universities in solving societal problems indicates the emergence of new missions of universities - the so-called third university mission (Ahola and Honkanen, 2004). The third mission of higher education institutions is called all activities related to the creation, use, dissemination in non-academic environment, i.e., the interaction between higher education institutions and society, the impact of higher education institutions on the socio-economic environment (Molas-Gallart, et al., 2002). F. Pucciarelli, A. Kaplan claims there are three basic missions: teaching, research, and public service. (Pucciarelli and Kaplan, 2016). The analysis of universities missions revealed that both the outcomes of university higher education and the evaluation of their results change, these changes depend on the conditions of operation of the university higher education institutions, as well as changes in the activities that determine the development of the circle of stakeholders in the system, their involvement in the definition of the quality of higher education outcomes. It is clear that the idea of a third university mission is based on both the change in the quality of higher education services, which is related both to market needs and to the needs of society (manifested both in the growth of the mass of higher education and in the knowledge and skills relevant for the market, the importance of access to higher education services, increasing the applicability, increasing the applicability of research results, and opening up the public) and higher education research activities aimed at increasing the practical applicability of research outcomes, benefits for the state/society, the market/industry. Researchers note that the higher education system is legally obliged to take external views into account and thus the system of higher education outcomes becomes a distinct stakeholder-oriented structure (Maassen, 2000, Magalhaes and Amaral, 2000). This means that changes in the performance of the higher education system also lead to changes in the quality of higher education activities, such as teaching, research, and public service outcomes. It can also be argued that university higher education focuses on value creation for stakeholders, and although this implies that the concept of university higher education quality should be constructed by evaluating and matching the interests of all university stakeholders in the field of higher education, abstracted from external stakeholders - state/society and market/industry needs should have a clear expression in the quality of the outcomes of the higher education system.

The discussion of the university higher education outcomes assessment has shown an increasing expectation of applicability of practical outcomes (both in education and in research). The importance of the practical application of university higher education outcomes is highlighted by scientists as the so-called third university mission associated with services to the state/society, market/industry. This allows assuming that the importance of interests of some stakeholders - society/state, market/industry - grows in the system for defining and ensuring the quality of the results of higher education in higher education. This means that university higher education system or separate institutions' strategic documents, that outline the institution's operational goals and requirements for the quality of the outcomes of the institution, must be reflected in the needs and expectations of these social stakeholders. It is likely that the needs and expectations of social participants in strategic university documents are detailed when discussing the missions of traditional universities - studies and research activities (and performance indicators), but if there is a clear and distinct third university mission related to the practical applicability of the outcomes, the strategic documents may separate this distinction between activities implementing the mission (indicators of activities).

4. THE DIMENSION OF SOCIAL PARTICIPANTS IN UNIVERSITY EDUCATION QUALITY: THE RESULTS OF THE RESEARCH

After analyzing the strategic documents of the universities of Lithuania, it has been established that university strategy documents vary in detail, all the documents describe strategic goals of the universities and the implementation of those goals, but part of the strategic documents (VGTU, VDU) does not provide indicators for the quality evaluation of the outcomes implementing the strategic goals. The study revealed that some of the universities (LSMU, KTU, VGTU) strategic documents are

planned work under a trilateral university mission logic, i.e. while distinguishing the strategic directions of education, research and services for the public. While in other universities (VDU, VU) strategic documents activities of services to the society are found in other strategic plan fields or in the fields of detailed activities indicators. One regional university (KU) does not plan third university missions' activities, but services to the public discussed in the context of traditional university missions (education and research) (see Table 1). The third strategic mission of the universities - the service to the public - is clearly not aligned in the strategic documents of the classical universities.

Table 1. Strategic documents highlight the activities of university missions that have a practical application mark

	Practical application for educational mission activities	**Practical application in the research missions activities**	**Description of the third mission (services to the public) and activities**
LSMU	• Internationally competitive alumni • enhancement of active cooperation with Student council, alumni and social partners on the improvement of study programmes;	• Academic research for health technologies and innovation; • promoting the commercialization scientific knowledge; promoting technology transfer • initiation and development of joint science-business projects	Challenges in the area of human and animal health care: • healthy society • the use of clinical trials in clinical practice, • influence on the policies of animal health care and welfare
KTU	• Students' competences that ensure their successful career development • development of studies aimed at solving problems • qualification improvement, further training services.	• Creating an impact on society, making knowledge of the economy; • research and experimental work for the needs of industry, business, social and cultural development.	Concentration of university activities for human well-being and sustainable development of the state: • activities with partners development and cooperation; • city, region, national economy, social and cultural development issues, • public education and counseling, • organization of lifelong learning.
KU	• Prioritization of study programs related to the practical needs of the region; • further training; • Students entrepreneurship skills.	• Science commercialization and technology transfer activities.	None
VDU	None	• Problems solution that are concern to society • Implementation of scientific outcomes in support of industries and the public sector.	None. May be noticed. • Cooperation with the public, • the implementation of public / national projects; • participation in state public policy.
VGTU	• Orientation of studies to labor market needs, coordination of study programs with social partners (most important - employers); • long-term agreements with industry structures; • further training.	• Execution of research and experimental development activities focused on high-value economic sectors that address problem-solving.	Innovation and contribution to the development of the state: • knowledge transfer (commercialization); • development of innovations (development of value-added technologies and their commercialization).
VU	• Studies that are gearing up for globalization.	None • Anticipated commercialization (international patenting)	• Increasing the university's social activity.

Analyzing the activities of universities' educational mission, which are characterized by practical application, exclusive qualification upgrading, refinement activities - universities (KTU, VGTU, KU) distinguish such strategic activities. Universities in the education mission also influence the applicability of study program outcomes - international competitiveness (LSMU) and ability to operate in a globalized environment (VU). Classical university based on *artes liberales* principles (VDU) emphasizes the orientation towards the person's self-education and the activities of the mark of relevance to the field of study. It is also observed cooperation with stakeholders - assessment of interests of market/industry in the preparation of study programs (LSMU, VGTU), program orientation for regional issues (KU) - indicates other social participants - assessment of state/public interest in the activities of the study mission.

The activities of the university's research mission are marked by activities with practical application: transfer of science knowledge, technology transfer (LSMU, KU), one university (VGTU) assigns these activities to activities of the third university mission - services to the public. Universities in the activities of this mission highlight the peculiarities of the advisability of knowledge creation - "influencing society, creating knowledge for the economy", referring research and experimental activities to the needs of industry, business, social and cultural development" (KTU), knowledge is created through research and experimental development work, which are relevant for economic, social and cultural development", the" research aimed at solving specific problems <...> aimed at the high value added economic sector" (VGTU) also indicates the strategic goal of a joint business with initiation and enforcement of joint science and business projects" (LSMU) - this demonstrates the perceived need to focus on the interests of social participants. It also emphasizes the applicability of the results of research activities - the introduction of science into business and the public sector, solving problems that are concern of society (VDU). If research activities with a practical application mark are not distinguished, the analysis of the indicators presented in the strategic document has shown that such activities are being carried out (as evidenced by the indicator - commercialization of scientific knowledge (patents) (VU).

The naming of the third university mission - service activities in society is very diverse in strategic university plans, including the direction of cooperation with the stakeholders: developing activities and cooperation with partners (KTU, VDU), increasing university activity in the society (VU), participation in public policy (VDU, LSMU), the implementation of projects of state importance (VDU), regional, national economy problems (KU), public education, counseling (according to the competence) (LSMU, KTU), organization of lifelong learning (KTU). The strategic documents state that the mission is to address the state/public interests. Universities addressing business/industry interests in this mission include knowledge transfer and transfer innovation activities (VGTU).

In assessing the interest of social participants in responding to university performance outcomes, in order to determine the dimension of social participants in university education quality, the fragmentation of data in strategic documents is noticeable first (see Table 2).

Table 2. Strategic documents indicate the quality indicators of the outcomes of the activities of the practical adaptability

	Indicators of the quality of the outcomes of the activities of educational missions of practical application	**Performance indicators for practical applications of research missions outcomes**	**Output indicators of the third mission (services to the public)**
LSMU	• Alumni employment, • employer satisfaction.	None	• Participation in national programmes of cancer prevention, • number of services in the area of animal health and welfare, • patients' feedback on the quality of services, • animal keepers' feedback on the quality of veterinary treatment services.
KTU	None	• Number of spin-offs companies, • the share of MTEP works and services in the university budget ,%.	None
KU	• Number of graduates, retraining, graduate students, • created business promotion centers, developed by career development modules.	• Preparation of common MTEP with business partners.	• Created open access centers.
VDU	None	None	None
VGTU	None	None	None
VU	• The number of study areas corresponding to the study level according to the number of study fields corresponding to the minimum indicator (80%) after 12 months after completion of graduation from the employment contract in Lithuania, • The place of the university in the world by the indicator of the reputation among employers (QS WUR, Employer reputation)	• Number of international patent applications.	• Number of visitors organized by the University with events related to heritage.

The analysis of the indicators allows to see the general tendencies: the correspondence of the activities of the education mission with the practical application to the interests of the social interests is indicated by the number of graduates' employment, the number of study programs with which the graduates get the corresponding employment (VU - 80%) (consistent growth of VU from 65% to 85%). Another important indicator is employer satisfaction (this is a qualitative indicator; VU relates this indicator to international rating information and seeks consistent growth from 240 in QS WUR's ratings to 204). In the quality of the outcomes of research activities of university, the interests of social stakeholders are developed by pointing out the individual indicators of the knowledge of commercialization (international patents - VU, the number of pulldown companies - KTU) and MTEP activities and its share of income in the total income of the university (MTEP works - KU, MTEP works, part of the university budget - KTU). The third university missions - public services - outcomes indicators are related to the number of services provided to the public (quantitative indicators) (LSMU, VU) and the evaluation of these services (qualitative indicator) (LSMU); the service link can also be identified by the open access center (this relates to the ability of the public and business to access university resources) (KU).

5. DISCUSSION

The study confirmed the researchers' insights on the multiple colleges of higher education in the multitude of markets (Jongbloed, 2003). In the scope of the study, the outcomes of universities of higher education in Lithuania are oriented towards students, employers and social participants - the state/society and the market/industry. The obvious interest of stakeholders is observed in the activities of the universities' educational missions, since articulating the quality of the outcomes of educational activities, both the expectations of the learners expressed in terms of employment after the end of the school, the indicators, and the interests of the university higher education community, are expressed as indicators of the quality of study programs associated with the numbers of unemployed graduates, both the interests of external stakeholders, expressed by the satisfaction indicators of employers (whether it would be a state or market/industry). It not only confirms the idea of a university higher education stakeholder idea but also points to the importance of the interests of those stakeholders in the definition of the quality of university higher education outcomes, the emphasis in research (Schindler et al., 2015), which highlights the different aspects of the same performance outcomes observed by L. Harvey and D., Green (Harvey and Green 1993).

An analysis of the research activities of the universities identified by the strategic documents highlighted by the research papers (Etzkowitz and Leydesdorff, 2000, Carayannis et al., 2012) allow to determine the knowledge creation model used by these universities. The study revealed the dominant scene of the universities surveyed towards the knowledge creation Mode3 model, which is characterized by the coexistence of knowledge and innovation. This is evident to apply the knowledge generated by practical research in science, which is expressed in the development of innovation, knowledge trading activities. This goal encourages universities to respond to the needs of stakeholders and validates the importance of both public and market/industry interests in the quality of university higher education outcomes. The observation of the Triple Helix model of knowledge creation (Etzkowitz and Leydesdorff, 2000), but fragmented, inseparable from the traditional universe mission outcomes, makes it impossible to distinguish the research activities of university higher education subjects from scrutinizing the research activities towards this knowledge-generating model. Although some of the Lithuanian universities selected for the survey have unequivocally applied this knowledge creation model (LSMU).

In some analyzed universities strategic documents, it was discussed the third mission of university, but the activities of the third university mission are not clearly distinguishable from others - the activities of traditional university missions that have clear outcomes. Universities that identify the third mission in strategic documents are one of the activities that implement this mission, which refers to the interaction between the university and stakeholders (KTU), the impact of universities on the socio-economic environment (LSMU, KTU, VGTU), which is consistent with the researchers' articulation of the definition of the third university mission (Molas-Gallart et al., 2002). However, in the examined strategic documents, only a few universities clearly define and arrange services for the public (VU, LSMU). One can assume that such a situation is determined by the stage of awareness, purification (implementation and application of scientific knowledge development models) of the activities of the third university mission.

The analysis of strategic documents revealed that the exclusion of the activities of strategic universities in the analyzed universities of Lithuania highlights the interests of university higher social players. It is noted that, besides the business/industry interests, the interests of the state/society are equally highlighted (paying more attention to the problems of the society, the region, the community, the city where the university is located). The research has shown that the dimension of social participants in university education quality is expressed in terms of the quality of the outcomes of the activities with application recognition (measured by quantitative or qualitative indicators). Indicators of the activities of the mission of the study mission, which show the direct interests of the social participant in the outcomes of university study activities are: satisfaction of employers (market/industry, state) with university graduates competencies (qualitative indicator) and indirect indicator, as well as showing how the quality of the outcomes provided by universities satisfies social participant's interest - employability of university graduates (quantitative indicator). The interest of a

social participant in research activities in the quality of research outcomes is indicated by quantitative indicators that demonstrate the efficiency of the transfer of knowledge or technology transfer (e.g., the number of patent applications, the number of start-up companies, etc.) and the indicator is the share of MTEP services in the university budget, applied university level of education but also ability to work with industries. The qualitative indications of the outcomes of these social participant university activities and form the dimension of social participants in university education quality (see Figure 1).

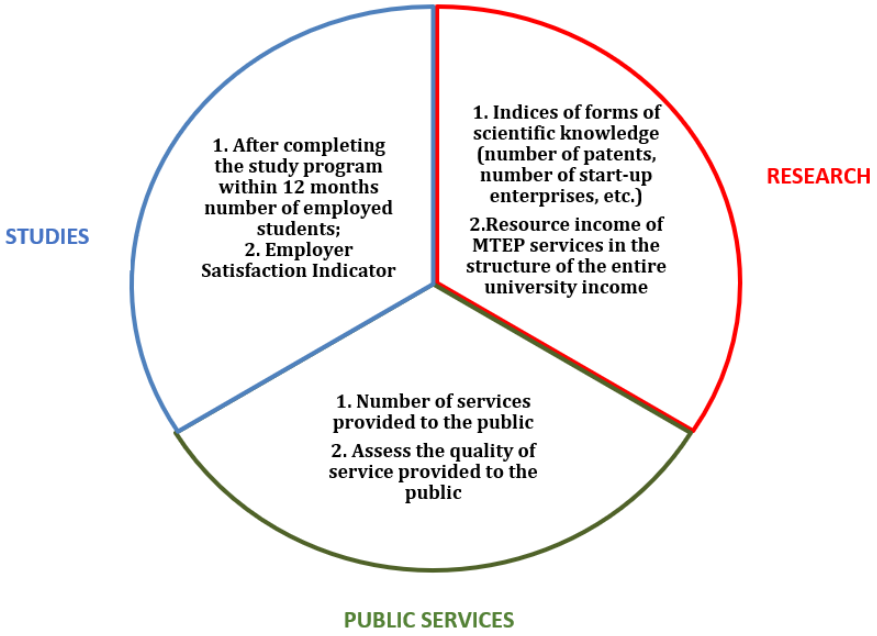

Figure 1. Dimension of social participants in university education quality

It is noted that the dominant market discourse does not undermine the public interest. The public interest - or the common interests of the state/society as a distinct social participant - is also constructing the dimension of social participants in university education quality - focusing on university activities in addressing issues that are relevant to society, strengthening community collaboration, community service, the use of university resources in public interests (such as Open Access Center Services (KU), Public Education Services (LSMU, etc.).

6. CONCLUSIONS

The definition of the dimension of social participants in university education qualifies the input of market relations into the university higher education system, stimulating and encouraging changes in higher education, which is characterized by the increase in the practical application of higher education system outcomes. Growing the need to adapt the university's higher education outcomes, and the pursuit of external stakeholders' interests will also promote the development of a third university mission. The study showed that, by articulating in national strategy documents, universities' interest in the performance of their missions (education and research), and their outcomes, are reflected in the interests of the social participant - society/state, market/industry. The social participant's interest in the performance of university outcomes in the quality of indicators forms the dimension of social participants in university education quality. The dimension of social participants in university education quality is defined by both quantitative and qualitative indicators in the activities of university higher missions: in the field of education, employers 'satisfaction with university graduates' competences acquired at universities, as well as graduate employment rates, in the field of research, such as indicators of knowledge transfer, indicators of MTEP activities (extent, revenues from these activities), services in the field of society - variety of services to the general public, volumes and feedback from users.

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