

RISEBA Stakeholder Mapping

Overarching objective: We uncover, develop and harness human potential so that it becomes a driving force for meaningful change in a rapidly changing world.

Vision: RISEBA is a European centre where the interplay of business, the arts and technology gives rise to new ideas, careers and knowledge for the future.

Mission: to prepare socially responsible entrepreneurs, leaders, managers and professionals for work in Latvian and international organisations, as well as to create a learning community that aspires to become an international centre of excellence in the fields of business, the arts and technology, providing high-quality, interactive, student-centred, research- and innovation-based higher education at bachelor's, master's and doctoral levels across a range of disciplines, as well as lifelong learning

Strategic priorities

Entrepreneurship. We develop entrepreneurial skills, global thinking and a focus on innovation, preparing graduates for work in a rapidly changing professional environment and equipping them to navigate it

Creative intelligence. We combine creativity, artistic thinking and a people-centred approach across various fields, thereby strengthening innovation, collaboration and problem-solving skills.

Immersive and digital technologies. We integrate immersive, audiovisual and digital technologies into education, research and professional practice, thereby fostering new forms of learning, creativity and experience.

Experience and impact. We combine learning with real-life challenges, collaboration with industry and engagement with society, creating a significant impact in the fields of education and professional practice.

Stakeholder group	Priority/weight	Sub-group	Category/specific sub-group segmentation	Needs and expectations of stakeholder groups (may also be combined for the group as a whole)	Results that can demonstrate expectations and needs	Key KPIs we measure to understand how the university's performance aligns with stakeholders' expectations (in no particular order)
Learners		Reflectors	First cycle	High-quality educational content Engaging lecturers and teaching methods Well-organised study programme Timely communication A flexible range of study options The knowledge, skills and competences acquired ensure good employment prospects Industry connections and networking opportunities The prestige of the qualification	Learning outcomes (final project assessments, <i>pass rate</i> ; student-initiated changes to study programmes); Satisfaction (e.g. survey results); Course evaluations regarding engagement/interactivity; assessment of communication in surveys; Number of distance learning/on-campus (day/evening) students; graduate employment; range of programmes on offer and its evaluation; accreditation assessment (Evaluation of the study programme in the most recent accreditation; maximum duration of the field of study); average rating of course lecturers within the programme; reduction in the number of complaints relating to the organisation of the study process and communication; ranking results; Number of attendees (students/graduates) at events that promote sectoral engagement and networking; competition for study places (e.g. for architects).	Student satisfaction with the content of the programme
			Second cycle			Student satisfaction with the organisation of studies
			Third cycle			Average lecturer rating (based on the results of student course evaluation surveys)
		Current students	Distance learning			Graduates' assessment of the knowledge acquired during their studies
			ERASMUS students			Proportion of students who, on their own initiative, temporarily suspend or terminate their studies before the end of the programme
			PhD students			Results of external evaluations of the university's study programmes over the last three years
		Graduates				EFMD accreditation for the first-cycle study programme 'European Business Studies' and the second-cycle study programme 'International Business'
		Auditors	Auditors – from other higher education institutions and programmes			Feedback from conference attendees
		Lifelong learning (non-formal) learners (commissioned)	Lifelong learning, retraining			Assessment by state examination boards of the knowledge, skills and competences demonstrated by students in their final projects
						Graduate employment rate (%)
Number of student mobility placements						

Staff		Lecturers	Academic staff – lecturers	A suitable working environment Remuneration Clear terms and conditions of employment Support Opportunities for growth Performance management	Staff satisfaction; Staff turnover; Work performance outcomes; Salary levels compared to the national and sectoral averages; Number of staff who have introduced the integration of new AI/digital solutions into their work; Employees’ views on the quality and accessibility of digital infrastructure in day-to-day work processes; Number of professional development hours; Reduction in conflicts/complaints; Number of former employees who have participated in international experience-sharing programmes.	Staff satisfaction
			Teaching staff			Trends in the number of complaints submitted by staff
		Research assistants				Number of students
		General staff				Number of staff mobility placements
				Academic staff qualification indicator		
				Staff turnover		
		Owners				The university’s sustainable and effective operation; The training of qualified graduates and research outcomes. Financial stability and transparent use of funds; Compliance with regulatory requirements; A strong reputation and competitiveness; Regular reporting on operational results; Implementation of strategic objectives and the mission set by the Founders; High-quality, accredited study programmes;
Results of external evaluations of the university’s study programmes over the last three years						
EFMD accreditation for the first-cycle study programme ‘European Business Studies’ and the second-cycle study programme ‘International Business’						
Assessments by other supervisory bodies (Ministry of Education and Science, State Education Quality Assurance Agency, State Revenue Service, State Financial Support Agency, State Education Development Agency)						
The university’s performance compared with other universities established by legal entities, as shown in independent comparisons (publications, studies)						
Effective outputs per researcher FTE						
EBIDA						
Net profit						
Market share						
Increase in the number of digitised and automated study, management and support processes during the reporting period						
Number and value of projects and contract work undertaken (in EUR)						
Number of students						
Ratio of full-time PLE staff to the total number of full-time staff						
Staff performance indicators						
Public administration bodies				Compliance with regulatory requirements; Specific types of information on operational results; Implementation of state-defined sectoral policies and initiatives Provision of high-quality educational content Strengthening the human resources necessary for economic development Generation of new knowledge and economic growth	No non-compliance with the requirements of external regulatory acts has been identified as a result of periodic inspections. Absence of complaints or legal proceedings. Student satisfaction. Graduate employment. Student drop-out rates. International accreditation. Results of research activities.	Results of the evaluation of the university as a research institution
						Assessments by other supervisory bodies (Ministry of Education and Science, State Education Quality Assurance Agency, State Revenue Service, State Financial Support Agency, State Education Development Agency)
Partners in joint programmes				Provision of high-quality educational content Organisation of the study process in accordance with the fundamental principles of the agreement Timely and comprehensive information on cooperation matters Cooperation, including joint decision-making, to ensure the best possible provision for students at partner higher education institutions	Number of partnerships; number of joint projects. Assessment of partner collaboration, based on the satisfaction of students and staff involved in the collaboration. Number of new initiatives/projects. Student mobility.	Assessment by external partners
						Number of students
						Increase in the number of intellectual property assets

Cooperation partners				Timely and comprehensive information on cooperation matters	Number of joint initiatives; jointly secured funding; partners' assessment of collaboration, based on the satisfaction of students and staff involved in the collaboration; number of creative projects; number of interdisciplinary projects; art and business collaboration initiatives	Results of external evaluations of the university's study programmes over the last three years
				Mechanisms to ensure the evaluation and improvement of cooperation experiences, or the expansion of cooperation		The university's performance compared with other universities established by legal entities, as shown in independent comparisons (publications, studies)
				Support in advancing shared issues, policies and initiatives, and in representing interests		Results of the evaluation of the university as a research institution
				Joint creative ideas for solving business-critical issues through art and technology solutions		Increase in the number of intellectual property assets
Employers				Skilled human resources	Feedback from placement providers; Prakse.lv rating; Results of employer surveys; Views of employers involved in programme committees; VPK assessment of the quality of final-year projects; Graduate employment within the sector; Number of joint projects	Employers' assessment
				Knowledge and professional expertise		Assessment by state examination boards of the knowledge, skills and competences demonstrated by students in their final projects
				A creative and unconventional approach to work processes		Increase in the number of intellectual property assets
Suppliers				Long-term cooperation	Duration of collaboration; Supplier satisfaction; Adherence	Increase in the number of digitised and automated study, management and support processes during the reporting period
				Clear communication		Sustainability indicators
Society		Media		Highly qualified staff	Articles about RISEBA; Public events; Publications; Results of social impact initiatives; Number of lifelong learning participants; Innovation projects; Businesses set up by graduates	Number of graduates
				Knowledge and professional expertise		Increase in the number of intellectual property assets
				Economic growth		The university's performance compared with other universities established by legal entities, as shown in independent comparisons (publications, studies)
				Improving public welfare		RISEBA's digital audience reach and engagement
				Knowledge transfer		Feedback from conference attendees
						Sustainability indicators
Funders and grant awarders (new)				Funding utilisation, as planned	0% financial correction or contractual penalties.	Assessments by other supervisory bodies (Ministry of Education and Science, State Education Quality Assurance Agency, State Revenue Service, State Financial Support Agency, State Education Development Agency)